Brave Space Guidelines

- What is said here stays here; what is learned here, leaves here

- Be fully present: Engage in critical dialogue through conscious questioning and active listening.

- Participate at your own comfort level, but push yourself; the most learning happens when we are a little bit uncomfortable.

- Notice your own defensive reactions and attempt to use these reactions as entry points for gaining deeper self-knowledge.

- It's ok for us all to be at different places with the things we discuss today.

- Show respect for one another's beliefs, values, and experiences. Strive for humility.

- Share air time

- Attend to personal anecdotal evidence but also look at broader societal patterns.

Adapted from DiAngelo & Sensoy, 2014

Microaggressions

Dr. Derald Wing Sue

Microassault
(often conscious, more recognizable, often condemned & punishable)

Explicit derogations

Old fashion racism, sexism, or homophobia

house chores is "women's work"

Microinsult
(often unconscious)

Behavioral/verbal remarks or comments that convey rudeness, insensitivity and demean a person's heritage or identity.

Insisting that a bisexual individual is having a "crisis of identity."

Microinvalidation
(often unconscious)

Verbal comments or behaviors that exclude, negate, or nullify the psychological thoughts, feelings, or experiential reality of a person.

"Chinese are quiet"

Telling a woman who shares a sexist experience that sexism is a "thing of the past"

Race and Ethnicity – What's the Difference?

Though there are similarities between race and ethnicity, there are also a number of differences, which demand that we examine race and ethnicity separately. Especially when working with immigrant youth of color, their examination of identity may be very nuanced and complex as they struggle to find both a racial and ethnic identity. According to research, as the number of generations increases in the family, racial identity takes on more importance than ethnic identity for multiethnic youth.

Race	Ethnicity
Defines a group member's position in a societal hierarchy	Does not define a definite place in a societal hierarchy
For most people, is not mutable	Is mutable for all people
Does not define a single culture	Defines a single culture
Implies a knowledge of racism and own-group racial stereotypes	Implies knowledge of own-group culture
Determined by law and custom	Determined by in-group desires
For most people, acts across generations	For most people, virtually disappears after three generations
Can generally be recognized by out-group members	Can rarely be recognized by out-group members
Does not require the person to do anything to belong	Requires some familiarity with group's culture to belong
Does not require the infusion of immigrants or visit to homeland to persist	Requires an ongoing infusion of immigrants or sojourns to a homeland to persist

Racial Identity Development Worksheet

Part One

Where are you in your understanding, feelings and attitudes about your
_____ (insert your racial identity) at this moment?

Use the opening prompts below to help start some statements. You will share as much as you are comfortable sharing in a turn and talk with one member of your team.

I am . . .

I never/sometimes/often . . .

How do I . . .

I don't . . .

They need to . . .

I feel . . .

I would like . . .

I don't know . . .

We need . . .

Are there . . .

When I . . .

Color Blind Racial Ideology – Color-evasion: the belief that race does not matter in one's personal life or have an impact on interpersonal relationships (Sullivan & Cross, 2016).

Racial Self-Schema – Distinct generalizations, thoughts, feelings, and emotions about one's racial self (Oyserman et al., 2003).

ROLE PLAY SCENARIOS

1. The class is on a field trip to the science museum. The girls are divided up into small groups, led by teachers and TA's. The girls are excited to be on the field trip and some are very boisterous. Amanda, a teacher, notices the teacher of another group, Kim, sternly asking Lauren, a student, to quiet down. Each time they arrive at a new area of the museum, Kim says firmly, "Lauren! Are you listening?" Amanda finds this curious since Lauren isn't the one being loud.

2. The girls are working on a project in small groups. One group of girls is talking to each other in their native, non-English language. All of the girls in the group are enthusiastically engaged in the conversation, but the teacher is unsure what they are talking about.

Directions for Small Group Discussion

Discuss the scenario in your small group, using the following prompts:
   - How should the teacher respond?
   - Which of the interventions or strategies discussed today might be helpful in this situation?
Assign a member of your group to play each person in the scenario. Act out how the teacher could respond. Discuss the various responses your group comes up with.