**Defining Racism; Social Identities, Intersectionality, Privilege, and Power**

*Objectives:*

Following completion of this session, learners will be able to:

1. Explain the definition of racism and the various levels.
2. Identify and express the ways their identities were learned and regulated throughout their lives.
3. Examine the difference between messages received about their facets of identity depending on what group the learner belongs to. *(For example, white students might not remember learning anything about whiteness from television as whiteness is normalized and abundantly represented in television. Students of Color, on the other hand, may have memories of learning negative messages about their racial groups from television.)*
4. Assist in challenging normalized policing of gender, sexuality, race, ability status, and other facets of identity in social groups.

*Preparatory Work:*

Prior to attending the session, learners have been asked to:

* Attend the session with a personal device that includes audio and video capability
* Completed sessions on history earlier in the week

*In Session Facilitator Guide*

Note to facilitator: the times are listed as approximate guides to help keep on track. They are not meant to be rigid timelines. However, please ensure to get to the last task before break (video defining intersectionality) no later than 2:25, so they have time to view the (3min) video, and get the participants to a break **no later than 2:30pm.**

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| **Duration** | **Format** | **Activity** | **Materials Required** | **Optional Materials to Offer** |
| 10 min | Large Group Powerpoint  (Emily) | Welcome and review allegories on race and racism, various definitions of race |  |  |
| 10 min  (8:10) | Reflection on current events | Open discussion in the small group: Before we move on to our activities for today, we’d like to take some time to acknowledge and unpack a bit the many recent events that have happened since we last all got together: (update with current relevant events)  Open the floor to discussion—leave 30sec or so of silence if needed. After that amount of time, if no discussion begins, facilitator may need to begin with a reflection of their own or prompt.  If your group is not ready to discuss, consider moving on to the activity more quickly and returning to this at the end, after the group has had a chance to engage in some less charged activities. |  |  |
| 20 min  (8:20) | Facilitator-led individual work | We will continue to talk a lot about systems of power. It is important for us to understand our own identities and consider where we do, and do not participate in racist systems and/or hold individual power that upholds or dismantles oppressive systems. Here I am talking not only about race but about other forms of oppression too. SO let’s take a few moments to explore our own identities.  Ask participants to use a piece of paper to write the following terms in a column:  Sex  Gender  Race/Ethnicity  Ability Status  Sexual Orientation  Age  Occupation  Weight Status  Citizenship Status  Language  Socioeconomic Status  Religion  Level of Education  Other  Next, in a second column next to these terms, ask the participants to write how they identify this facet of their identity. The facilitator should give an example (*“For example, I identify my sex as female and my gender as cisgender female”).* They may put any other facets of their identity that are important to them below “other”. For example, they may feel their parental status, political affiliation, or marital status is important to their identity and could put that there.  Once all have finished this, ask participants to take another piece of paper. Draw two large circles, that will represent pies.   1. In one circle, they should distribute the pieces of the pie to reflect the strength of each identity’s effect on how you perceive yourself. For example, my gender as a woman is something important to how I perceive myself so I might make this a large piece of the pie. I am not particularly religious, and this may be a smaller piece for me. 2. In the other circle, distribute the pieces of the pie to reflect the strength of each identity’s effect on how you think others perceive you (Yes, it’s kind of meta…. How you think others think about you…)   Once participants are done, ask them to reflect together: What jumps out to you here? Do you notice anything about how privilege and/or power reflected your responses to the questions? |  |  |
| 10 min  (8:40) | Independent work, with ppt slide (optional) or facilitator example on paper visible | **Social Identity Timeline Mapping: (adapted from the University of Michigan College of Literature, Sciences and the Arts Inclusive Teaching Inventory)**   1. Note that each participant will be asked chart two facets of their identity: (1) race, and (2) a second of their choosing. Prompt each participant to look at their list of identities and choose a facet of their own social identity that they would like to reflect on and examine around how it was developed for them. 2. Map the first identity (participants can do either one first). *Faciltator may find it helpful to show the participants an example they have done of their own. There is one embedded in the Powerpoint if you prefer to show that—but just sketching one out for yourself on a piece of scratch paper and showing it on the screen is perfectly adequate)*  * Draw a straight horizontal line in the middle of the paper * Write the identity you are mapping on the top of paper * Section the horizontal line with five vertical lines in roughly equal parts * Chart each section according to stages of your life: infancy/early childhood; adolescence; young adulthood; medical training years; post-medical training) * Create a timeline, identifying key events or lessons in each phase of your life that have contributed to your understanding of the chosen facet of identity. They may wish to use the following question prompts to help think about seminal events:   + What messages did you hear/learn about being \_\_\_\_?   + Where did the messages come from? (Parents, other family members, religious organizations, schools, teachers, media (print, TV, music), other institutions, peers, etc.)   + What behaviors were encouraged, rewarded, and supported? How?   + What behaviors were discouraged, unsupported, and punished? How?   3. Once the first facet if identity is mapped, they should do the same thing for the second facet of identity. | Each participant needs a piece of paper and a writing tool  Ideally, meet in Zoom or other platform that allows for breakout groups |  |
| 10 min  (8:50) | Small group share  Ppt slide (optional) for prompts or simply read aloud | Participants should converse about this activity using the following prompts. Encourage, but do not require, participation:   * Think about your answers regarding encouraged/rewarded/supported vs discouraged/unsupported/punished behaviors. In what ways has society normalized policing of the facet of identity that you mapped? * When were you first aware of yourself as a member of \_\_\_\_\_ group? * When were you first aware of people from other groups in this category? * When did you first experience being treated differently because of your membership in this group? * When did you first witness someone being treated differently because or membership in another group?   If desired, identify and explicitly note a couple of key insights from the discussion. |  |  |
| 5min | Large group powerpoint | If time allows have a brief discussion on What is the difference between INCLUSION and BELONGING? |  |  |