

Zoom White Accountability Space

Session #4

May-July, 2020

**Rachael Forester
Kathy Obear, Ed.D.**

RACISM

“The systemic subordination of members of targeted racial groups who have relatively little social power in the United States (Blacks, Latino/as, Native Americans, and Asians), by the members of the agent racial group who have relatively more social power (Whites). This subordination is supported by the actions of individuals, cultural norms and values, and the institutional structures and practices of society.” (p. 88-89)

Source: Wijeyasinghe, C. L., Griffin, P, and Love, B. (1997). Racism Curriculum Design. In M. Adams, L. A. Bell, & P. Griffin (Eds.), Teaching for Diversity and Social Justice: A Sourcebook (pp. 82-109). New York: Routledge.

What was the impact of sharing about yourself, relating in, and hearing from others?

Common Racist Behaviors and Attitudes of Many Whites

- **I “earned” what I have**
- **“Professional” (White cultural) norms are better**
- **People of color need to assimilate**
- **If they just worked harder**
- **Hired to fill a quota**
- **Resent taking direction**
- **Look how far we have come**
- **That’s in the past; get over it**
- **Assume whites are the leader**
- **Exaggerate level of intimacy**
- **Scared to be called racist**
- **You attacked me**
- **I can’t say anything now**
- **I’m a “good white”**
- **I have friends of color**
- **Rationalize race dynamics: That happens to me, too!**
- **They play the “race card”**
- **They don’t appreciate all I do**
- **Tone policing BIPOC**

As we share and engage in authentic dialogue:

- **1st person** ~ share a racist behavior and note racist attitudes and white supremacist beliefs fueling your behavior
 - Then identify **the probable harm** on BIPOC, mono-racial and multiracial
 - Others ~ offer **other probable impacts**
- **2nd person** ~ **FIRST** must **“relate in”** and somehow connect with the previous person **BEFORE** **sharing about their racist behavior**

****Work to balance the airtime***

**What was the impact of sharing about
yourself, relating in, and
hearing from others?**

Interrupt & Shift Racist Thoughts, Internalized Dominance

- What were the **racist biases fueling my actions** or inactions?
- **Is it true?** Really true? (Byron Katie)?
- What is the **evidence that this is more true for whites than people of color?**
- When **whites exhibit the same behavior**, how do I make meaning of that? Treat them?
- What is **my pay-off** for having this racist thought?
- What is the **opposite** (Byron Katie)? How as or more true?

Practice Interrupting Racist Thoughts

- 1. Someone share one of their racist thoughts** (can use any from the handout or any you imagined might have fueled Amy Cooper's weaponizing her whiteness
- 2. Others reflect and note ways to interrupt and shift it**
- 3. Share possibilities... real time peer coaching & asking questions**
- 4. Next person.....**

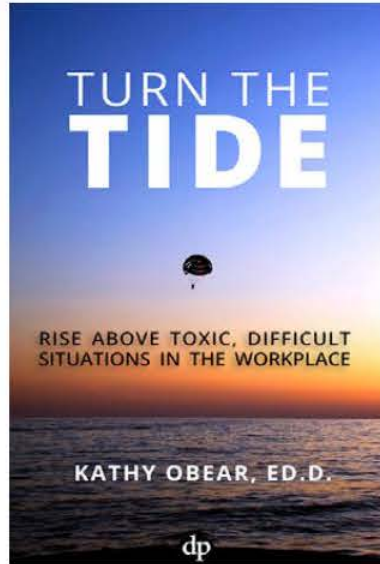
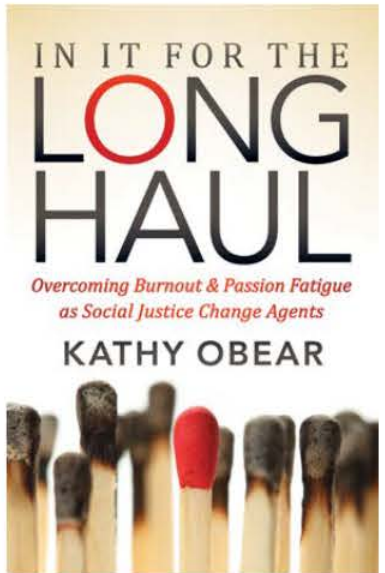
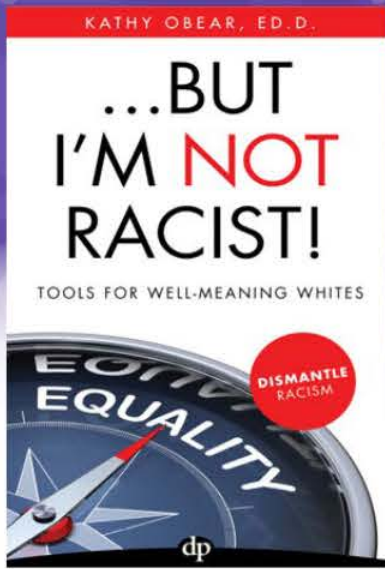


**What was the impact of sharing about
yourself, relating in, and
hearing from others?**

Suggested Competencies of White Allies/Change Agents:

Categories of Competence (Sue & Sue)

- **Knowledge**
 - History
 - Statistics
 - Current dynamics
 - Language, terms
- **Skills**
 - Recognize dynamics
 - Respond effectively
 - Proactively minimize
- **Self-Awareness**
 - Socialization
 - Implicit biases
 - Behaviors
- **Action**
 - Take consistent meaningful action
 - Assess, evaluate, adjust



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Session #5

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What We Have Focused on So Far:

Increasing Authenticity and Connection with Self and Others (1st 4 sessions)

- **Creating a learning community**
- **Identifying unproductive behaviors in these spaces**
- **Relating in**
- **Sharing our emotions & feelings in these times**
- **Sharing our commitments: What actions we will do to take**
- **Early racist socialization**
- **Racist, white supremacist attitudes fueling weaponizing**
- **Common racist attitudes & behaviors of many white people**
- **Recognizing & owning when we had racist attitudes & behaviors**
- **Fears as we show up more, get more honest with self and others**
- **Skills to interrupt our racist attitudes**

Suggested Competencies of White Allies/Change Agents, pg. 16-23:

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1st Breakout Session: Share & relate in

- 1. What were you taught & how:**
 - About **inter-racial relationships**?**
 - Especially, black - white relationships?**
- 2. When was the **first time you realized** you were _____ (racialized identity)?**
- 3. And that **people were treated differently** based on racialized identity (real or perceived)?**

**What was the impact of sharing about
yourself, relating in, and
hearing from others?**



PANNING (pg. 34)

Elsie Y. Cross Associates: “Tracking”

- **Pay Attention Now**
- **With a RACE LENS**
- **Scan/PAN yourself**
- **PAN the group dynamics**
- **Use your observation to diagnose & decide how to respond**



Pay Attention Now

Reference: Elsie Y. Cross and Associates,
“Tracking”

- **Notice behaviors and practices**
- **With an Inclusion Lens, by Group Membership**
- **Describe the “facts” of what you PAN**
- **Without Judgment, Interpretation or Assumption**
- **Pay attention to patterns of behaviors, impact, and outcomes**

USE A RACE LENS:

Intersecting Identities

- 1. Racialized identity, Indigenous identity**
- 2. Culture, ethnicity**
- 3. Skin color**
- 4. Appearance**
- 5. English proficiency**
- 6. “Accents”**
- 7. Nationality; national origin**
- 8. Immigration and/or documentation status**

In the CHAT:

What, if any, unproductive, resisting behaviors have you panned and experienced as you engaged or observed conversations about racism in yourself or others?

How to tell if you have

WHITE FRAGILITY

Dr. Robin DiAngelo

TAKE OUR QUIZ TO FIND OUT IF YOU EXHIBIT "WHITE FRAGILITY" TRAITS!

[HTTP://WWW.BEACON.ORG/WHITE-FRAGILITY](http://www.beacon.org/white-fragility)

[HTTP://WWW.BEACON.ORG/ASSETS/CLIENTPAGES/WHITEFRAGILITYQUIZ.ASPX](http://www.beacon.org/assets/clientpages/whitefragilityquiz.aspx)

White Fragility, Dr. Robin DiAngelo

“A state in which even a minimum amount of racial stress becomes intolerable, triggering a range of defensive moves” (DiAngelo, 2011, p. 54)

- **guilt**
- **fear**
- **anger**

- **silence**
- **flight**
- **argumentation**

- **Shuts the conversation down and maintains comfort (DiAngelo, 2011, 2018)**
- **Caused by:**
Segregation, universalism, individualism, entitlement

Dr. Robin DiAngelo

How to tell if you have White Fragility?

[HTTP://WWW.BEACON.ORG/ASSETS/CLIENTPAGES/WHITEFRAGILITY
QUIZ.ASPX](http://www.beacon.org/assets/clientpages/whitefragilityquiz.aspx)

Feelings if called in:

- **Attacked**
- **Offended, angry**
- **Silenced**
- **Accused, judged**
- **Shamed**
- **Misunderstood**
- **Guilty**
- **Fear**

Reactions after called in:

- **PLEs** (Perfectly Logical Explanations, EYCA)
- **Focused on intent**
- **Argued**
- **Denied**
- **Shut down, left, distanced from person**
- **Cried, re-centered self**
- **Please forgive me!!**

Dr. Robin DiAngelo

How to tell if you have White Fragility?

**[HTTP://WWW.BEACON.ORG/ASSETS/CLIENTPAGES/WHITEFRAGILITY
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Statement you made:

- **My best friend is...**
- **You don't know me...**
- **That's just your opinion**
- **You hurt my feelings**
- **I don't like your tone**
- **I can't say anything right**
- **I'm a minority, too**

Beliefs you hold:

- **I am free of racism**
- **I can judge what is racist**
- **Racism is intentional and conscious**
- **BIPOC make their own problems**
- **It's unkind to point out racism**
- **I was taught to treat everyone the same**

In your breakout:

1. Each share **specific dynamics of White Fragility** you have felt and done.
2. How did your White Fragility **fuel weaponizing and other racist behaviors?**
3. What were the **probable impacts** of your White Fragility behaviors?
4. What was **your “pay-off”** for choosing to react out of White Fragility?

What was the impact of sharing about yourself, relating in, and hearing from others?

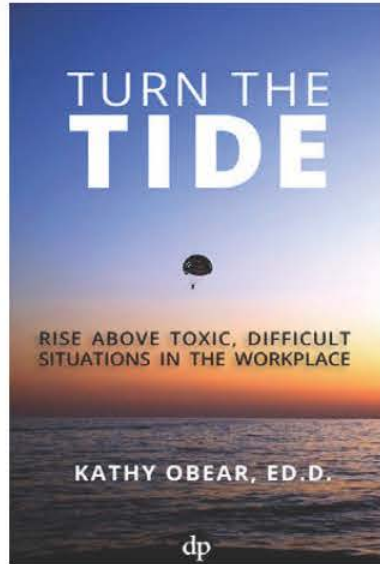
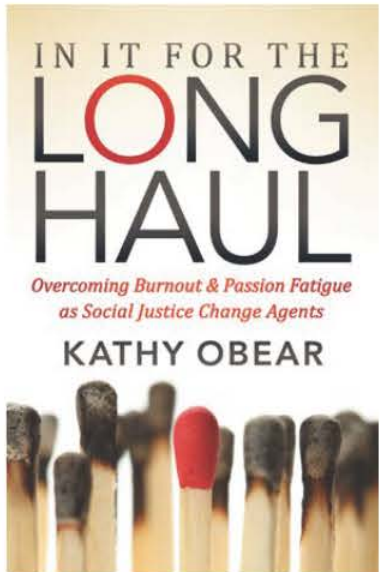
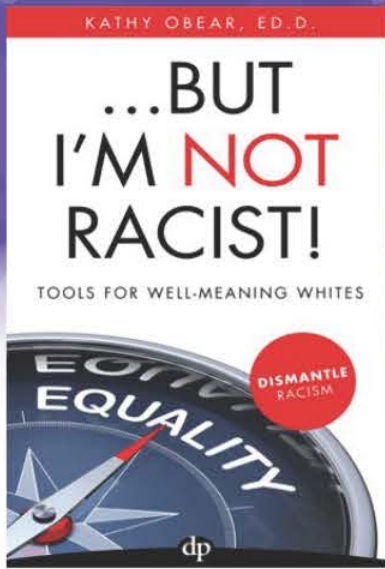
In the CHAT:

**What are ways you interrupt and shift your
White Fragility thoughts and behaviors?**

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Session #6

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**Rachael Forester
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Engagement Guidelines, page 26

- 1. Open and honest communication, anticipate impact before you speak**
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- 3. Speak from personal experience**
- 4. Listen respectfully; Listen to learn**
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In the CHAT:

What 3-5 skills and competencies do you want to develop further in the short-term?

**What behaviors have you found
useful, productive from white people
in these times?**

White Fragility,

Dr. Robin DiAngelo

How to tell if you have

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FRAGILITY**

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**What examples of White Fragility have
you noticed in **yourself and others**
this week or so?**

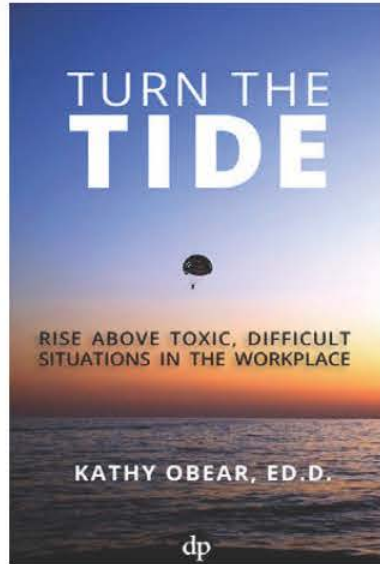
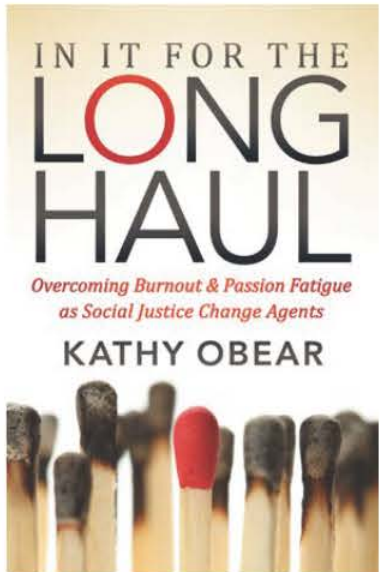
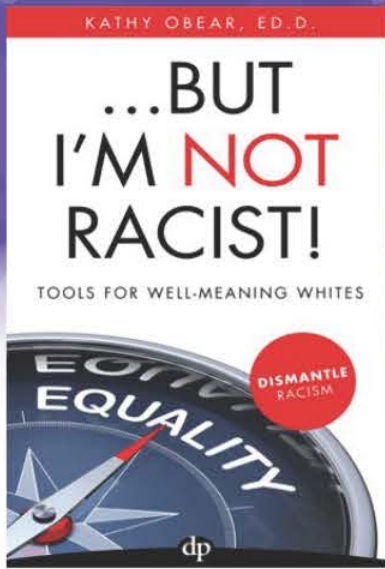
In your breakout:

1. What examples of White Fragility have you noticed in **yourself and others** this week or so?
2. How do our behaviors **maintain the racist status quo?** And **our white privileged status?**
3. How do **you feel** knowing **you have exhibited White Fragility** behaviors and **impacted others** recently? In the past?



**What was the impact of sharing about
yourself, relating in, and
hearing from others?**

How have you seen white women and other white people weaponize tears?



White Accountability Group

Session #7

Convened by:

Rachael Forester

Kathy Obear

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Engagement Guidelines, page 26

In the CHAT:

- **What are 2+ of your strengths in White Accountability Groups?**
- **1-2 that you will need to stretch into?**

Engagement Guidelines, page 26

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In the CHAT & LIVE:

- **What are ways you have navigated White Fragility behaviors in you and others?**
- **Including using crying in unproductive ways to re-center ourselves, whiteness?**

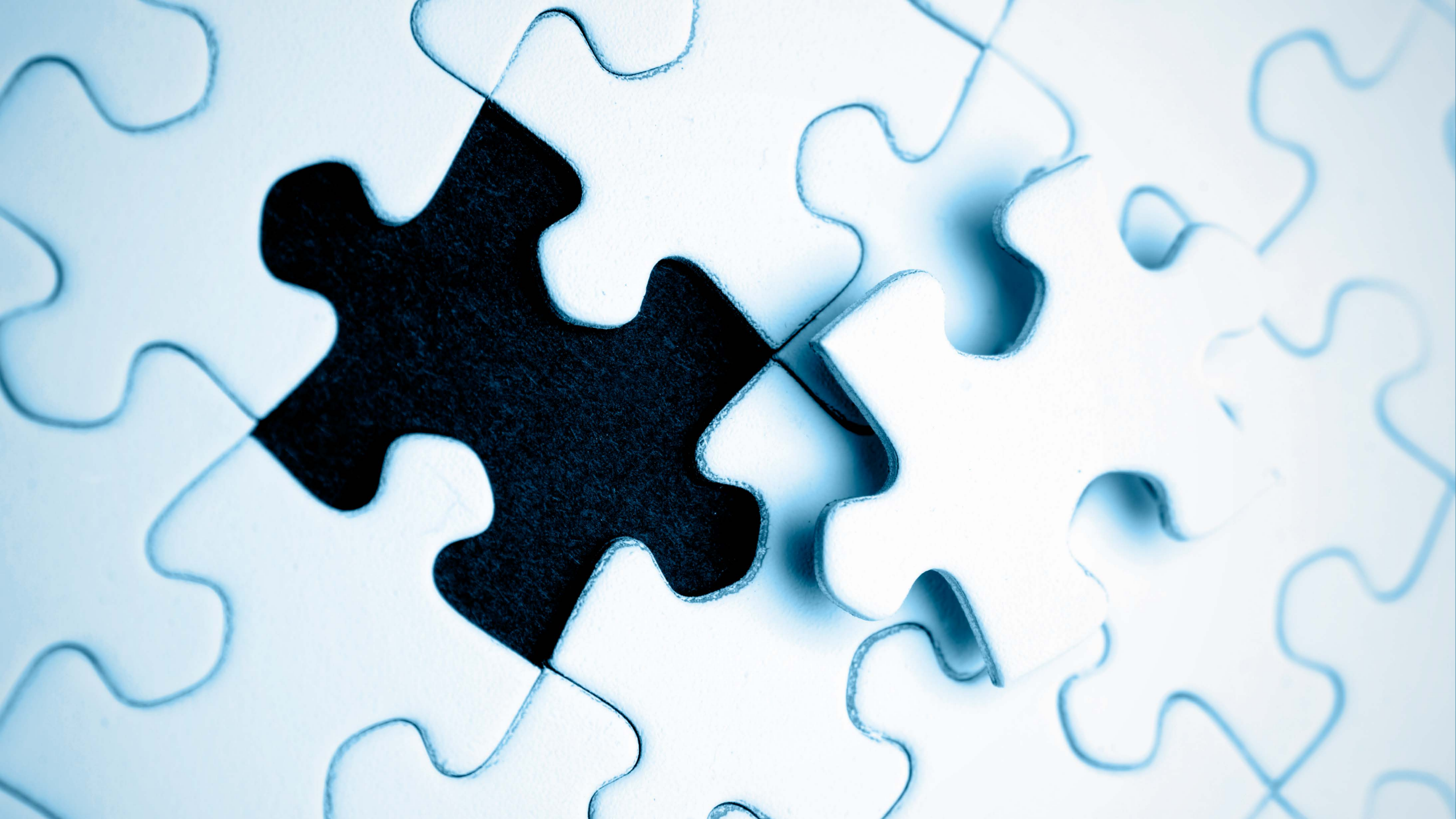
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White Supremacy Culture

by Kenneth Jones & Tema Okun, *changework*

http://cwsworkshop.org/PARC_site_B/dr-culture.html





White Supremacy Culture

by Kenneth Jones & Tema Okun, *changework* (pg. 51)

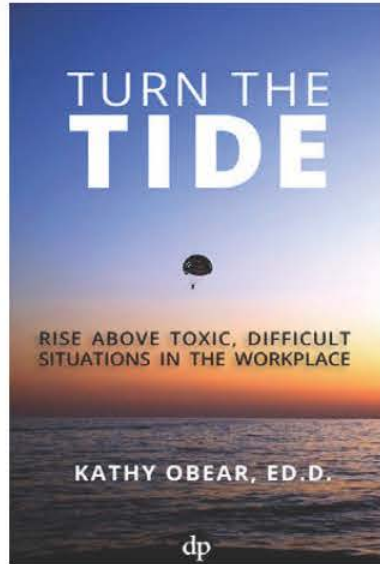
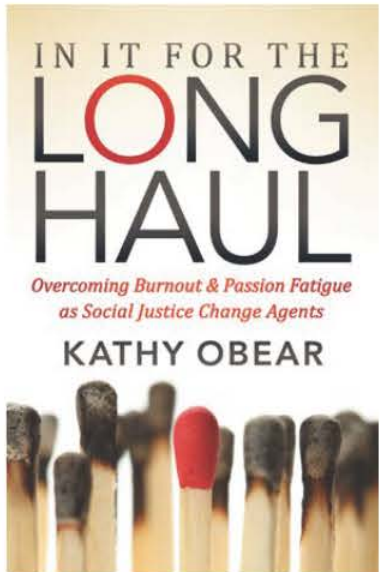
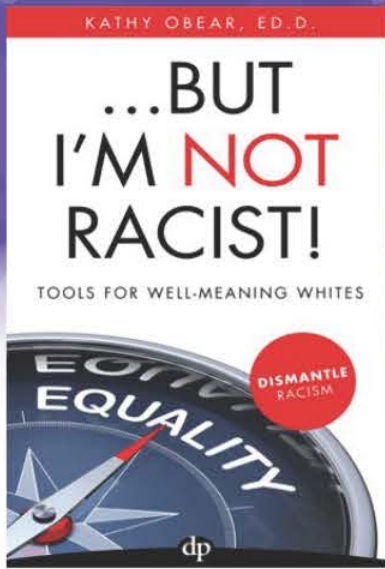
- **Perfectionism**
- **A sense of urgency**
- **Defensiveness**
- **Quantity over quality**
- **Worship of the written word**
- **Paternalism**
- **Either/or thinking**
- **Power hoarding**
- **Fear of open conflict**
- **Individualism**
- **Progress = Bigger, More**
- **Objectivity**
- **Right to comfort**

**How did we learn to value these White
Supremacy Culture characteristics as
the only right and best ways?**

What was the impact of sharing about yourself, relating in, and hearing from others?

Homework: White Supremacy Culture

- **PAN/observe meetings, practices: When & where do you recognize WSC embedded and operating?**
- **How are they enforced?**
- **Where see WSC in societal systems?**
- **In your organization: culture, unwritten rules...**
- **In you?**
- **How do these keep the status quo in place?????**
- **What else do you and others do that keeps the status quo alive and well?**



White Accountability Group

Session #8

Convened by:

Rachael Forester

Kathy Obear

White Supremacy Culture

by Kenneth Jones & Tema Okun, *changework* (pg. 51)

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Breakout:

- 1. When, if at all, might some of these White Supremacy Culture characteristics be useful at times?**
- 2. When are some of these problematic? Impact on people of color, mixed race folx, and Indigenous folx if the way we engage?**

White Supremacy Culture

by Kenneth Jones & Tema Okun, *changework* (pg. 51)

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Ways to Use White Supremacy Culture Cards

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Engagement Guidelines, page 26

Reflect:

- **What are 2+ of your strengths in White Accountability Groups?**
- **1-2 that you will need to stretch into?**

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In CHAT & LIVE:

- 1. When, if at all, might some of these White Supremacy Culture characteristics be useful at times?**
- 2. When are some of these problematic? Impact on people of color, mixed race folx, and Indigenous folx if the way we engage?**

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Breakout:

1. When, if at all, **might** some of these White Supremacy Culture characteristics **be useful at times?**
2. When are some of these **problematic? Impact** on people of color, mixed race folx, and Indigenous folx?
3. **Where do you see these operating** in you? Organization? Society?

White Supremacy Culture

by Kenneth Jones & Tema Okun, *changework* (pg. 51)

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White Supremacy Culture

by Kenneth Jones & Tema Okun, changework (pg. 51)

- **How are characteristics of White Supremacy Culture enforced?**
- **How do we weaponize labels towards BIPOC folx to uphold white supremacy culture:**
 - **Intimidating**
 - **Aggressive**
 - **Angry**
 - **Focuses on race too much**
 - **Attacked me**
- **How do these keep the status quo in place?????**

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Reflect, then breakout sessions:

- Which ones are **you attached to** and why?
- **How do these serve you?**
 - Keep white people in power?
 - Cause harm to people of color, mixed race folx, and Indigenous folx?
- What, if any **concerns or fears**, do you have as you **consider revising these white supremacy cultural norms and practices?**

What was the impact of sharing about yourself, relating in, and hearing from others?

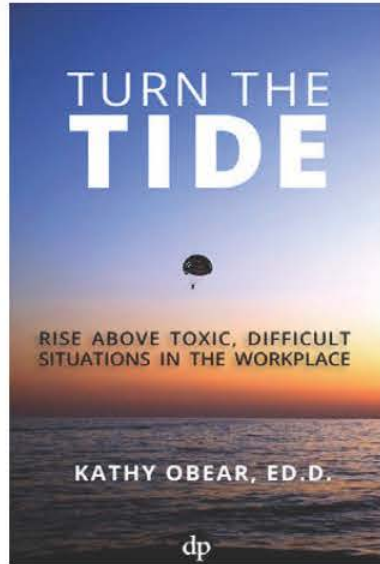
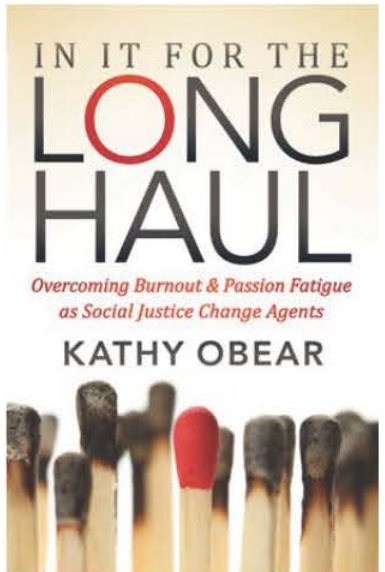
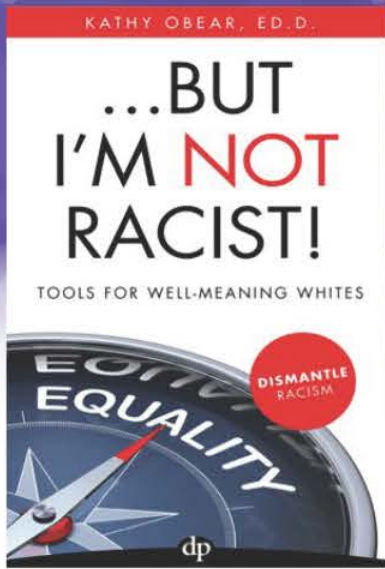
**How do you, can we loosen our attachment
to & enforcement of these white supremacist
cultural norms?**



Ways to Use White Supremacy Culture Cards

Homework: White Supremacy Culture

- **Review article(s) on white privilege**
- **PAN/observe meetings, practices: When & where do you recognize white privilege embedded and operating?**
- **What do we get from white privilege?**
- **Where see white privilege operating in societal systems? Your organization? In you?**
- **How does white privilege keep the status quo in place?**
- **How have you/can we interrupt and/or use white privilege to eradicate racism?**



White Accountability Group

Session #9

Convened by:

Rachael Forester

Kathy Obear

Engagement Guidelines, page 26

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- 3. Speak from personal experience**
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- 15. Trust that dialogue will take us to deeper levels of understanding and acceptance**
- 16. Engage & embrace this opportunity; We won't be finished**

White Supremacy Culture

by Kenneth Jones & Tema Okun, *changework*

http://cwsworkshop.org/PARC_site_B/dr-culture.html

White Supremacy Culture

by Kenneth Jones & Tema Okun, *changework* (pg. 51)

- **Perfectionism**
- **A sense of urgency**
- **Defensiveness**
- **Quantity over quality**
- **Worship of the written word**
- **Paternalism**
- **Either/or thinking**
- **Power hoarding**
- **Fear of open conflict**
- **Individualism**
- **Progress = Bigger, More**
- **Objectivity**
- **Right to comfort**

CHAT:

Where do you see these operating in you?
Organization? Society?

White Supremacy Culture

by Kenneth Jones & Tema Okun, changework (pg. 51)

- **How are characteristics of White Supremacy Culture enforced?**
- **How do we weaponize labels towards BIPOC folx to uphold white supremacy culture:**
 - **Intimidating**
 - **Aggressive**
 - **Angry**
 - **Focuses on race too much**
 - **Attacked me**
- **How do these keep the status quo in place?????**

White Supremacy Culture

by Kenneth Jones & Tema Okun, *changework* (pg. 51)

- **Perfectionism**
- **A sense of urgency**
- **Defensiveness**
- **Quantity over quality**
- **Worship of the written word**
- **Paternalism**
- **Either/or thinking**
- **Power hoarding**
- **Fear of open conflict**
- **Individualism**
- **Progress = Bigger, More**
- **Objectivity**
- **Right to comfort**

- **How do we loosen our attachment & enforcement of these white cultural practices as the ONLY & RIGHT WAY TO BE?**
- **How name & interrupt** them in the moment?
- **In policies, practices....**



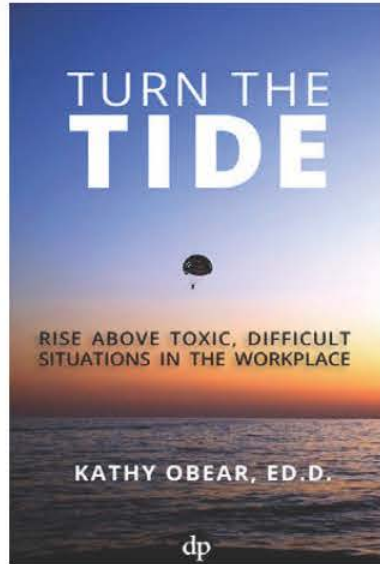
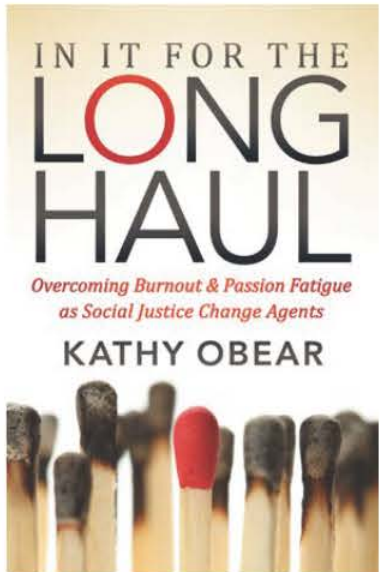
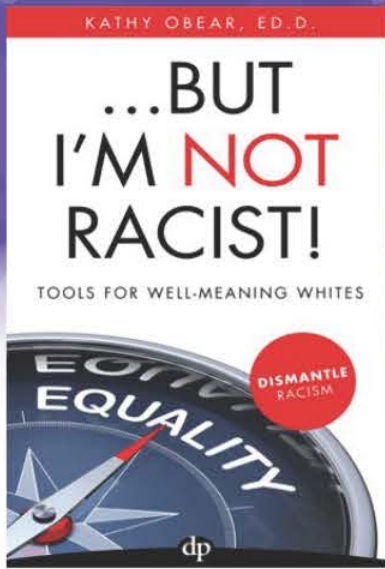
**What was the impact of sharing about
yourself, relating in, and
hearing from others?**



Ways to Use White Supremacy Culture Cards

Homework: White Privilege

- **PAN/observe meetings, practices: When & where do you recognize white privilege embedded and operating?**
 - **How enforced?**
- **Start conversations with other white people....**
- **How did you/can we interrupt and/or use white privilege to eradicate racism?**
- **Come ready to share examples!!**



White Accountability Group

Session #10

Convened by:

Rachael Forester

Kathy Obear

Engagement Guidelines, page 26

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- 15. Trust that dialogue will take us to deeper levels of understanding and acceptance**
- 16. Engage & embrace this opportunity; We won't be finished**

**How did you come to realize and accept
the reality of white privilege?**

**Ways to help people understand “white
privilege”?**

**What helped you come to understand
white privilege?**



**How is
privilege like
a moving
walkway?**

***Dr. Beverly
Tatum**





**PRIVILEGED
GROUP**

The image features two stylized hands, one light-skinned and one dark-skinned, shaking in a firm grip. The light-skinned hand is positioned at the top left, and the dark-skinned hand is at the bottom right. The background is a gradient of orange and yellow, with a subtle pattern of small, light-colored circles. The text 'PRIVILEGED GROUP' is written in white, bold, uppercase letters on the light-skinned hand. The text 'MARGINALIZED GROUP' is written in white, bold, uppercase letters on the dark-skinned hand. The text 'groups spanning the margins' is written in orange, lowercase letters in the center, between the two hands.

**groups
spanning the
margins**

**MARGINALIZED
GROUP**

Privileged Groups

Have access to power
Make the rules, decisions
Control the resources
Define the organizational culture
Fit into organizational culture
Assumed capable
Assumed to belong
Approached, sought out
Seen as normal
Given the benefit of the doubt
Often less aware of differential treatment
Focus: How far we've come

Marginalized Groups

Need access to power, resources
Adapt to rules, decisions
Work to assimilate/fit into dominant culture
Feel out of place
Often assumed to be deficient
Viewed as outsiders
Suspected
Seen as special exception
Have to earn benefit of doubt
Very aware of differential treatment
Focus: How far we need to go...

**Dr. Peggy
McIntosh**



Chat, then breakout

- **What are examples of white privilege you have received? (reference Privilege Checklist)**
- **Which are examples of white privilege you hadn't considered?**
- **How did receiving this white privilege support your success? Accelerated development, access....**
- **How feeling as you sit in the reality of how much white privilege you have received?**
- **AND how your "success" MAY have more to do with white privilege than intelligence, hard work.....**

**What was the impact of sharing about
yourself, relating in, and
hearing from others?**

Chat, then breakout

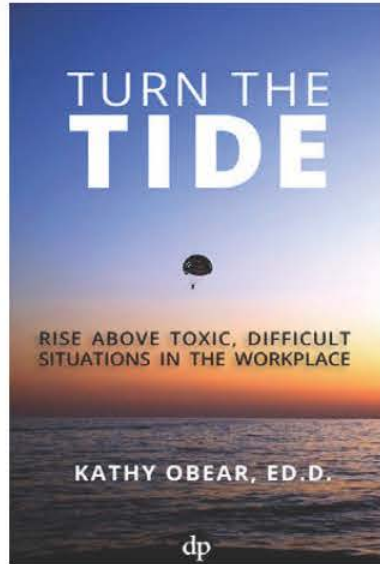
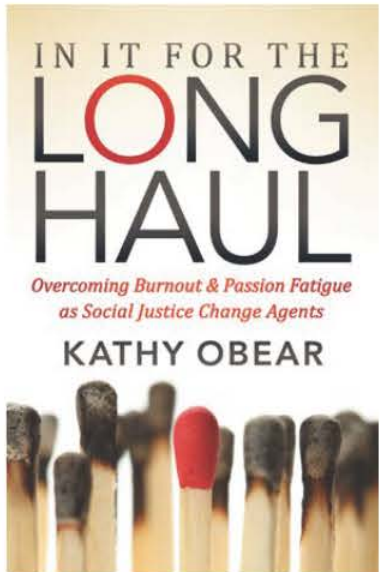
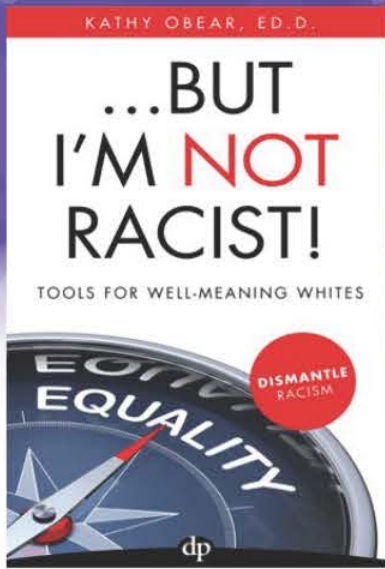
- **What do we get from white privilege? Our pay-off?**
- **Where do you get stuck?**
- **What is the cost of NOT recognizing, naming & shifting white privilege?**
- **How have you/can we interrupt and/or use white privilege to eradicate racism**



**What was the impact of sharing about
yourself, relating in, and
hearing from others?**

Homework: White Privilege

- **PAN meetings, practices:** When do you recognize white privilege embedded and operating? Enforced?
- **Start more conversations with other white people about white privilege**
- ***What racist interpersonal aggressions, microaggressions* have you observed, done, and heard about?**
- **Come ready to share GENERIC examples, unless it was what you did!**



White Accountability Group

Session #11

Convened by:

Rachael Forester

Kathy Obear

BREATHE

Engagement Guidelines, page 26

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- 16. Engage & embrace this opportunity; We won't be finished**

**Dr. Peggy
McIntosh**



**Examples of white privilege you
noticed recently....**

Chat

- **What do we get from white privilege? Our pay-off?**
- **Where do you get stuck?**
- **What is the cost of NOT recognizing, naming & shifting white privilege?**
- **How have you/can we interrupt and/or use white privilege to eradicate racism**

Microaggressions/Interpersonal Aggressions: **Characteristics**

Dr. Derald Sue

- **Every day actions that occur all around us**
- **By people who believe they are fair-minded, without prejudice**
- **Possibly, without any conscious intent or malice**
- **Usually unaware of how their comment, tone, or behavior negatively impact others**

Microaggressions/Interpersonal Aggressions: **Characteristics**

Dr. Derald Sue

- May be considered “no big deal”
- Few recognize the cumulative, enduring impact of constant barrage of interpersonal aggressions
- Some may not even recognize they experienced a microaggression until later



**PRIVILEGED
GROUP**

The image features two stylized hands, one light-skinned and one dark-skinned, shaking in a firm grip. The light-skinned hand is positioned at the top left, and the dark-skinned hand is at the bottom right. The background is a gradient of orange and yellow, with a subtle pattern of small, light-colored circles. The text 'PRIVILEGED GROUP' is written in white, bold, uppercase letters on the light-skinned hand. The text 'MARGINALIZED GROUP' is written in white, bold, uppercase letters on the dark-skinned hand. The text 'groups spanning the margins' is written in orange, lowercase letters in the center, between the two hands.

**groups
spanning the
margins**

**MARGINALIZED
GROUP**



Pay Attention Now

Reference: Elsie Y. Cross and Associates,
“Tracking”

- **Notice behaviors and practices**
- **With an Inclusion Lens, by Group Membership**
- **Describe the “facts” of what you PAN**
 - **Without Judgment, Interpretation or Assumption**
- **Pay attention to patterns of behaviors, impact, and outcomes**

Do All Members Feel Valued, Respected, and Included?

How Would You Know? (page 35)

Observe/ “PAN” (Pay Attention Now) ~ With an Inclusion Lens

Review page 35:

- ***Which of these do you do unconsciously, all the time?***
(Check-off)
- ***(*) Which ones could you add to your Toolkit?***

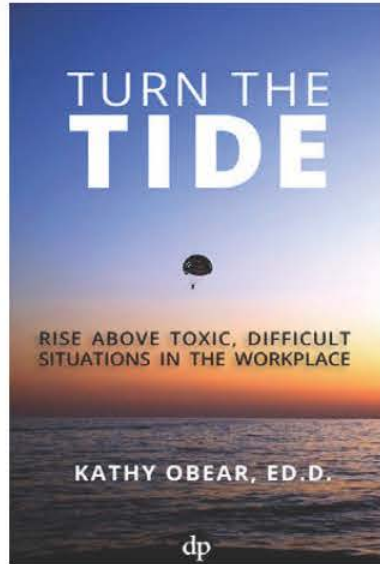
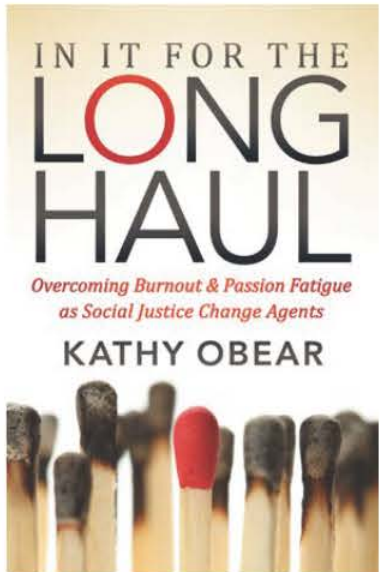
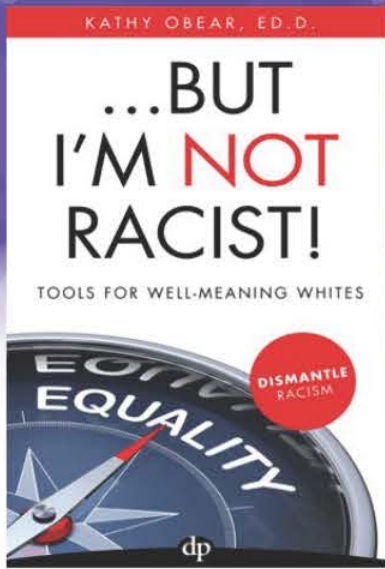
**What are some racist
microaggressions you noticed... did...**

Probable impact?

What was the impact of sharing about yourself, relating in, and hearing from others?

Homework for session #12

- **PAN meetings, practices, media:** Note more examples of racist microaggressions
- **Reflect:**
 - When did you speak up effectively to intervene?
 - When did you try to interrupt, but not very effectively?
 - When and why did you stay silent at times?
 - How did you react when someone confronted you about the racist impact of something you said or did?



White Accountability Group

Session #12

Convened by:

Rachael Forester

Kathy Obear

BREATHE

Engagement Guidelines, page 26

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- 16. Engage & embrace this opportunity; We won't be finished**

**What are some more racist
microaggressions you noticed... did...**

Probable impact?



**Common
Unproductive
Reactions**




A decorative header with a purple background featuring a bokeh effect of out-of-focus light circles.

1. Which have you done?

2. Any other F's?

**What are some unproductive ways you
have reacted during racist
microaggressions?**

A decorative background featuring a purple bokeh effect with soft, out-of-focus circles of varying sizes, transitioning from a darker purple at the top to a lighter, almost white glow at the bottom.

INTENT ~ IMPACT

**Costs, negative impact of our
unproductive reactions?**



Potholes: What if I am confronted about the impact of my behavior?!?!?

- **How did you react when someone confronted you about the racist impact of something you said or did?**

**What can we do when we are
confronted about our impact?**

What can we do when we are confronted about our racist impact?

- **Breathe; choose to listen deeply & own your part**
- **I apologize for my impact...**
- **Are you open to saying more about the impact of my behavior?**
- **So when I** (share back what you understood)
- **I regret my impact on you.... What I did/said...**
- **I commit to learning more....changing my behavior in the future....**
- **If there is ever more you want to share with me....**

PAIRS pg. 59-62

P = Pan

A = Ask questions

I = Interrupt

R = Relate in

S = Share

PAIRS & Engaging Skills

From pages 15-17:

- a. What are some tools *you have effectively used*?**
- b. What 3-5 do you *want to develop further*?**

Breakout:

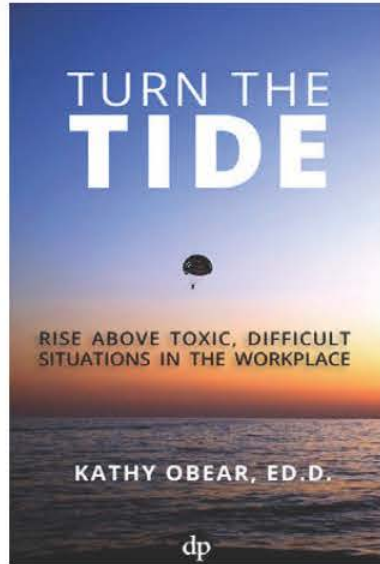
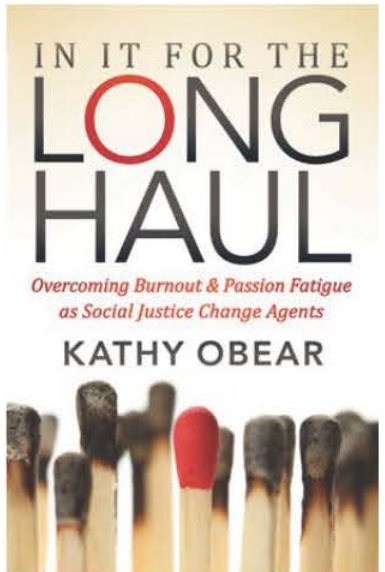
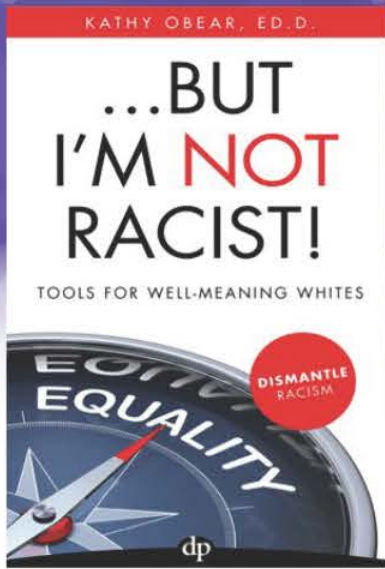
- When did you **speak up effectively** to intervene?
- When did **you try** to interrupt, but **not very effectively**?
- When and why did you **stay silent at times**?



Photo by [Nathan Lemon](#) on [Unsplash](#)

Homework for session #13

- **Imagine YOU said or did something racist... visualize responding to feedback as you effectively engage**
- **Imagine a few racist comments and microaggressions ~ visualize 2-3 different ways you could engage the person effectively**
- **Identify 1-2 situations you would like peer coaching on ways to engage**



White Accountability Group

Session #13

Convened by:

Rachael Forester

Kathy Obear

BREATHE

Engagement Guidelines, page 26

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Breakout:

- When did you **speak up effectively** to intervene? Respond when you got confronted?
- When did **you try** to interrupt, but **not very effectively**?
- When and why did you **stay silent at times**?

PAIRS pg. 59-62

P = Pan

A = Ask questions

I = Interrupt

R = Relate in

S = Share

PAIRS & Engaging Skills

From pages 59-62:

- a. What are some tools *you have effectively used*?**
- b. What 3-5 do you *want to develop further*?**

**Note 1-2+ racist aggression/microaggressions
you want ideas for:**

What Could I Do?

Breakout Task: (take a screen shot)

- 1. Choose a “facilitator” to lightly engage others**
- 2. Collect microaggressions: I want some tools to engage when X happens...**
- 3. Choose 1 to start**
- 4. Use tools sheets, individually note 1-2 possible ways to effectively engage**
- 5. Share as a group**
- 6. Choose another example & repeat process**

“Facilitator’s” Role (take a screen shot)

- **Pan/observe group dynamics with an Inclusion Lens**
- **Invite new voices in: As a _____, I might try X, hoping Y**
- **Go for 3-5+ ways to engage: there are no “best” ones; keep asking, “What are others?”**
- **Rule: Can only talk again AFTER everyone has had an opportunity to share**

**Note 1-2+ racist aggression/microaggressions
you want ideas for:**

What Could I Do?





Photo by [Nathan Lemon](#) on [Unsplash](#)

Homework for session #14

1. Review resources: Costs of Racism for White People

- <http://paulkivel.com/wp-content/uploads/2015/07/thecostsofracism.pdf>
- <https://www.macucc.org/racismhurtseveryonecoststowhitepeople>
- <https://focusinginternational.org/the-cost-of-racism-to-white-people-and-why-they-should-care-about-racial-justice/>

Homework for session #14

2. Review this version of Tema Okun's work," Ladder of White Anti-Racist Empowerment" abbreviated, adapted by Sheri Schmidt, with permission.

- When do you recognize being at each of the steps 1-6+?**
- Where do you think you are now?**
- What do you need to do to keep learning, developing, and deepening your capacity to effectively partner with BIPOC folk to dismantle racism and create true racial justice for all?**



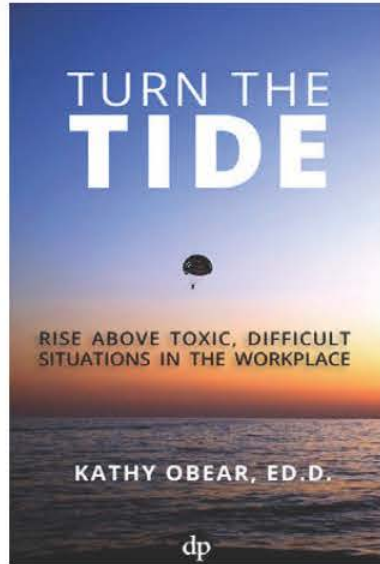
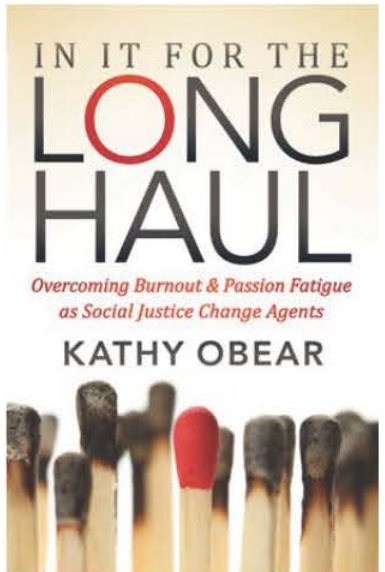
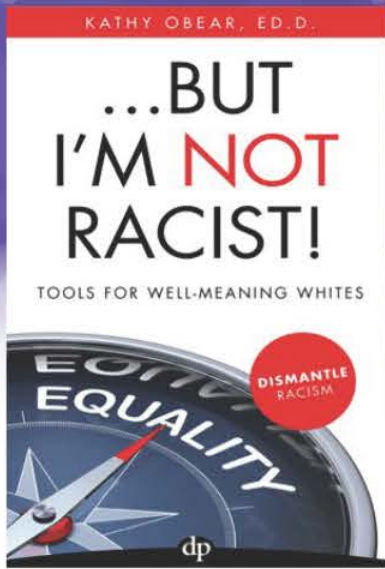
DO NOT BE DAUNTED BY THE
ENORMITY
OF THE WORLD'S GRIEF.

DO JUSTLY,
LOVE MERCY,
WALK HUMBLY, **NOW**

YOU ARE NOT OBLIGATED TO
COMPLETE THE WORK

BUT NEITHER ARE YOU FREE
TO ABANDON IT.

- THE TALMUD



White Accountability Group

Session #14

Convened by:

Rachael Forester

Kathy Obear

BREATHE

Engagement Guidelines, page 26

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**What are some dilemmas, react
aggressions you are still struggling
with how to engage?**

Ladder of White Anti-Racist Empowerment, Tema Okun

1. I'm Normal

2. What Are You?

3. Be Like Me

**4. Denial and
Defensiveness**

**5. Guilt, Shame
and Blame**

**6. Opening
up/Acknowledgement**

**7. Taking Responsibility/Self-
Righteousness**

8. Collective Action

**9. Community of Love and
Resistance (Beloved
Community)**

Ladder of White Anti-Racist Empowerment, Tema Okun

- When do you remember about **your thoughts, attitudes, and behaviors** that **reflect the different “steps”** on this *Ladder of White Anti-Racist Empowerment*?
- What **was/is the probable harm and negative impact** from **your actions & inactions**?
- What helped you **continue to move and grow**?

Costs of Racism & White Supremacy for White People

- 1. What are many of the “costs” of racism and white supremacy for white people?**
- 2. What do white anti-racist change agents “gain” from staying in anti-racism work for the long haul?**
- 3. Imagine who you would be WHEN you actively work to dismantle racism in everything you do!**



Photo by [Nathan Lemon](#) on [Unsplash](#)

Homework for session #15

1. Retake: Suggested Competencies for White Allies, pgs. 16-23

- **Identify your learning goals** for the next month
- **Seek feedback** from accountability buddy, others in your organizations, family/friend circle

2. Reflect: How do you deepen your resilience and create enough self-care, life balance, and community care to stay in anti-racism work for the long haul?

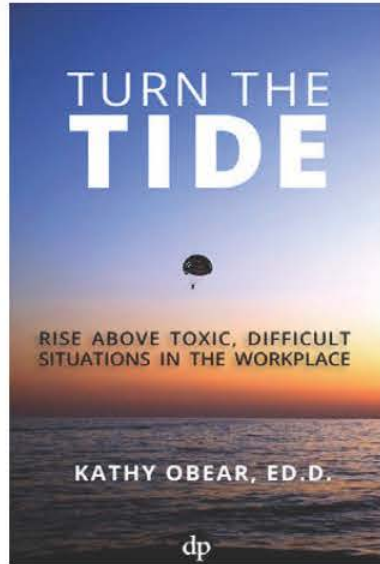
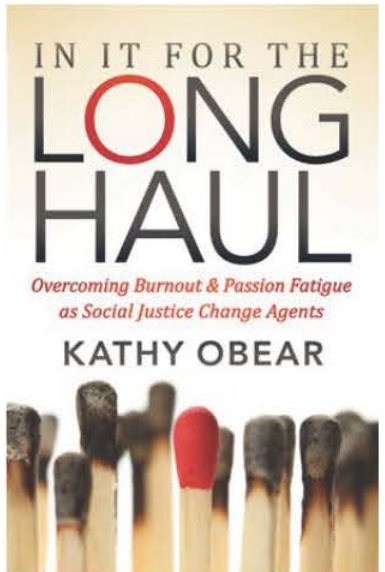
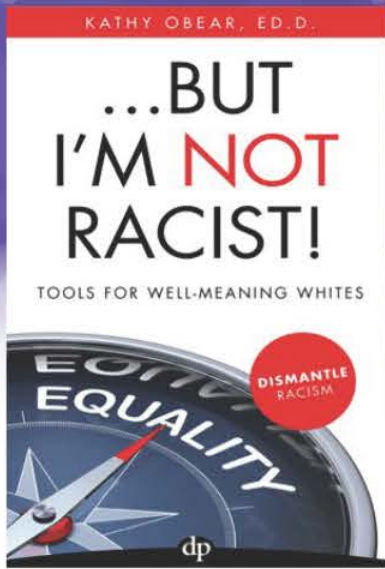


**It's easy to feel helpless —
like you can't fight the tide.**

But Remember...

**Small actions can have a huge impact,
and one person like you can
inspire others to action.**

- Celeste Ng



White Accountability Group

Session #15

Convened by:

Rachael Forester

Kathy Obear

BREATHE

Engagement Guidelines, page 26

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Ladder of White Anti-Racist Empowerment, Tema Okun

1. I'm Normal

2. What Are You?

3. Be Like Me

**4. Denial and
Defensiveness**

**5. Guilt, Shame
and Blame**

**6. Opening
up/Acknowledgement**

**7. Taking Responsibility/Self-
Righteousness**

8. Collective Action

**9. Community of Love and
Resistance (Beloved
Community)**


**Insights, reflections from the *Ladder of
White Anti-Racist Empowerment*
Tema Okun**

What has been the **impact of your active participation in these Zoom White Accountability Groups?
Doing the Homework?**

“Do all the good you can. By all the means you can. In all the ways you can. In all the places you can. At all the times you can. To all the people you can. As long as ever you can.”

John Wesley





What in the
world is that?!?

Just what I've been
thinking about...

**I am presently experiencing life at several
WTFs per hour!**

~ Quoteslife101.net



Dear Karma,

**THERE ARE A FEW PEOPLE
I THINK YOU MISSED.**





**“There are a lot of people out there who are
struggling.
But I can’t lift someone else up if I don’t take
care of myself, too.”**

- Laverne Cox

Scale = 0 to 10++++

**How much do you need
SELF CARE & COMMUNITY CARE
right now?**

What are your *warning signs*?



Why do we NOT take good care of ourselves?

What do you let get in your way?

Costs and Benefits of **NOT** Taking Care of Ourselves

Costs

*

*

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*

*

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Benefits

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**What are the
possible costs & consequences
if we choose to focus on our self-care?**

you can do
anything
but not
everything

david allen



Rest and self-care
are so important.
When you take time
to replenish your spirit,
it allows you to serve
others from the overflow.

You cannot serve from
an empty vessel.

Eleanor Brownn

ways to be of service, pay it forward **exercise, fitness**
meditation, religious/spiritual/ways of knowing practices
stress management work life, career
sleep time with family and friends
rest, relaxation, rejuvenation physical health
love life emotional and mental health **eating**
activities that add joy and happiness to your life
play, fun, adventure life vision and dreams
financial health emotional care and release
activities that enrich your learning, creativity, intellectual growth

Self Care: How Satisfied Are You?

(pg. 6)

Rate each item using a **0-10 Scale:**

0 = Not at all 10 = Completely

A photograph of a paved road that curves around a central island of dense green vegetation. The island is dominated by a large, leafy tree with prominent ferns. The road has double yellow lines and is set against a backdrop of rolling green hills under a clear blue sky.

**No matter how long
you have traveled
in the wrong direction**

you can always TURN AROUND

author unknown



TIME
for a change!

What I Intend To Do Differently

1. **Choose a few areas from the list, “How Satisfied Are You?” (page 6)**
2. **Note what you intend to do differently to improve your SELF CARE**

ways to be of service, pay it forward **exercise, fitness**
meditation, religious/spiritual/ways of knowing practices
stress management work life, career
sleep time with family and friends
rest, relaxation, rejuvenation physical health
love life emotional and mental health **eating**
activities that add joy and happiness to your life
play, fun, adventure life vision and dreams
financial health emotional care and release
activities that enrich your learning, creativity, intellectual growth

**Complete
the
worksheet**

on pg. 10

**My Plan & Commitments
for Better
Self-Care &
Community Care**

What have you appreciated about members of these Zoom sessions?

Reflect and note:

- **What are some *key take-aways* from our sessions that *you intend to apply* in other areas of your life?**
- **What is *next for you*?**

What gives you hope?



Photo by [Nathan Lemon](#) on [Unsplash](#)

Homework the rest of your life!

1. Retake: Suggested Competencies for White Allies, pgs. 16-23

- **Identify your learning goals** for the next month
- **Seek feedback** from accountability buddy, others in your organizations, family/friend circle

2. Reflect: How do you **deepen your resilience and create enough **self-care, life balance, and community care** to stay in anti-racism work for the long haul?**

When you get these jobs that you have been so brilliantly trained for, just remember that your real job is that if you are free, you need to free somebody else.

If you have some power then your job is to empower somebody else.

- Toni Morrison