



Workshop C: Disrupting Unjust Systems

Presenters

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SEEDING
DISRUPTION



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AGENDA

- Introductions
- Objectives and Agreements
- Opening Reflections
- Defining Terms
- Grounding Ourselves in the Data
- 4 Corners
- Final Reflections and Share-Out



INTRODUCTIONS

Who's in the room?



OBJECTIVES

- Reflect on our own experiences of and perspectives on identity, bias, and racism within our work
- Practice some ways of engaging in this conversation with our colleagues

AGREEMENTS

- Listen to understand, not to judge (Stay curious)
- Grace with yourself and others
- Speak your truth
- Air time

BLINDSPOTS

The trouble with blind spots is that, well, we can't see them.



“Reality. It’s been my one terrible blind spot for years.”

WARM UP: Constructivist Listening

How constructivist listening works, and why it can be a useful tool.

Directions:

- Find a partner (someone you don't know)
- Introduce yourselves and decide who will go first
- Listen for the prompt

DEFINING TERMS



Link to video: https://www.youtube.com/watch?time_continue=64&v=LjGQaz1u3V4

DEFINING TERMS

Internalized

*Beliefs and feelings
within individuals*

Interpersonal

*Words or actions
between individuals*

**RACISM WORKS
AT MULTIPLE
LEVELS.**

Institutional

*Policies and
practices within
institutions*

Structural

*Historical inequities
maintained by society*

How have you seen these various levels of racism play out in your professional experience?

Turn to a partner and share one or two examples.



GROUNDING OURSELVES IN THE DATA - JIGSAW

- Review your table's document(s) individually (1-2 minutes)
- Briefly introduce yourselves and then discuss your document(s) as a group, focusing on two things:
 - What is it trying to say? Summarize the main point(s).
 - What connections do you see to the different levels of racism?
- Jigsaw! Regroup to share summaries and key takeaways of each document with representatives from each group

4 Corners

**STRONGLY
AGREE**

AGREE

DISAGREE

**STRONGLY
DISAGREE**

4 Corners

Student attendance should not affect a student's course grade.

4 Corners

Racialized student outcomes always mean that racism is present, regardless of intention.

4 Corners

Children of color should be taught to behave differently (than white children) with people in positions of authority, especially the police.

4 Corners

Students should have to meet a minimum academic bar to enroll in Advanced Placement classes.

CLOSING REFLECTIONS

What is one thing that you are taking with you as you leave this session? Could be a next step, a new idea or perspective, an emotion – whatever comes to you.

Share your reflections in triads, and then we'll ask groups to share out.



CLOSING REFLECTIONS

- First group shares no more than three things they are taking from this session
- If someone in another group shares one of those things, indicate your co-signing (snaps, ASL, “amens”...)
- Following groups only add new things

Stay Connected!

Interested in getting involved?

- Fill out an interest form
- Contact Celine Fejeran, Raise DC Deputy Director, at cfejeran@raisedc.org

Got questions?

- Michelle Molitor & Abigail Smith, Seeding Disruption – seedingdisruption@gmail.com