



All Staff PD 12/11/18
Exploring White Supremacy Culture

COMMUNITY BUILDING

Bringing back
“Guess Who”
and “Crazy Apples”!

Name _____

1. If I could spend the day with any artist, I would choose _____
because _____.
2. My spirit animal is the _____
because _____.
3. When I was 13, I thought _____
4. The ideal day for me involves _____

OPENING MOVES - OUTCOMES

- Build community and solidarity in working towards racial equity
- Understand equity terms and examples more deeply
- Understand where WSC fits in Viz's Hierarchy of Change
- Become more familiar with White Supremacy Culture
- Make personal commitments to address WSC in our individual practices

OPENING MOVES - NORMS

- Keep equity at the center
- Be student centered
- Be present (be curious when uncomfortable)
- Stay in Discourse 2

As we begin this emotional and heavy topic of White Supremacy Culture, write down what you need to engage in this learning and reflection? What questions do you have?

Framing

- We aren't white supremacists but we do perpetuate white supremacy culture
- I am responsible for perpetuating White Supremacy Culture, even as a Black man
- Hierarchy of Change - Student culture mirrors adult culture, Student outcomes mirror our mindsets
- Fish - Implicit, Unintentional, but Impact
- We have been exploring this amongst Admin, principal's across schools, including the Sup't
- Focusing on self before, students, before system and others



Why White Supremacy Culture?



THE LONGER YOU SWIM
IN A CULTURE, THE MORE
INVISIBLE IT BECOMES

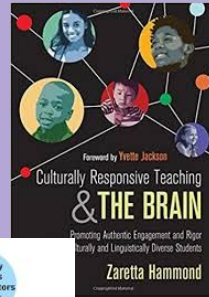
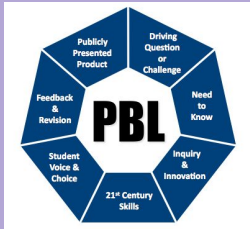
Implicit

Unintentional

Habitual

**But what about
the IMPACT?**

Why White Supremacy Culture?



PBIS

STUDENT
ACHIEVEMENT

INSTRUCTION &
ASSESSMENT

POLICIES &
STRUCTURES

CULTURE &
RELATIONSHIPS

PURPOSE
& MISSION

HEIRARCHY OF CHANGE



Addressing the Status Quo

What about other forms of oppression?



THE LONGER YOU SWIM
IN A CULTURE, THE MORE
INVISIBLE IT BECOMES

Racism

Sexism

Homophobia

Xenophobia

Classism

Ableism

Ageism



THE LONGER YOU SWIM
IN A CULTURE, THE MORE
INVISIBLE IT BECOMES

Why White Supremacy Culture?



Why White Supremacy Culture?

Student culture mirrors adult culture

Student outcomes are influenced by
adult mindsets

Why White Supremacy Culture?



Self

Interactions

Practices, Policies

Outcomes



Equity Terms

Term

Equity

**Every learner receives
what they need to
develop to their full
potential.**



Working Toward Equity

The work of eliminating oppression, ending biases, and ensuring equally high outcomes for all participants through the creation of multicultural, multilingual, multiethnic, multiracial practices and conditions; removing the predictability of success or failure that currently correlates with any social or cultural factor.

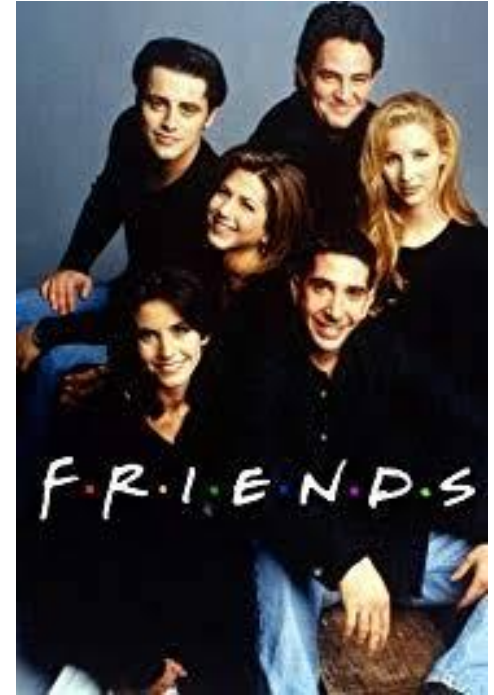
Systemic oppression is the condition of rules, beliefs, policies, practices and laws that work in concert to maintain the privileges and advantages of those who pertain to dominant culture, namely the culture of white, male, middle- and upper- class, heterosexual, able-bodied and –minded, Christian, English-speaking America, while simultaneously restricting access to those who have been historically underrepresented in positions of power, government, jobs, and other areas of society, namely people of color, women, people from backgrounds of poverty, LGBTQ people, differently-abled people, people of faiths other than Christianity and of no faith, and speakers of languages other than English.



The Unequal Opportunity Race

Hegemony

Domination or rule achieved through **ideological and cultural means**. It is the ability of people in dominant culture to **hold power over social institutions**, and thus, to strongly **influence the values**, norms, ideas, expectations, worldview, and **behavior** of the rest of society.



White Supremacy Culture

White supremacy culture consists of ideas, thoughts, beliefs, habits, and actions **grounded in whiteness** that are **perceived to be superior** to the ideas, thoughts, beliefs, and actions of people and communities of color. One does not have to be a white supremacist, or even white, to embody or **enact white supremacist culture**.

Term

Social Justice

Social justice is the equal access to wealth, opportunities, and privileges within a society.

Term

Microaggressions

Microaggressions are **brief and commonplace** daily verbal, behavioral, or environmental indignities, whether **intentional or unintentional**, that communicate **hostile, derogatory, or negative** slights and **insults** toward people of color and other marginalized groups.

Term

Implicit Bias

The process of associating stereotypes or attitudes towards categories of people without conscious awareness.



Term

White Fragility

White fragility is the disbelieving defensiveness that white people exhibit when their ideas about race and racism are challenged—and particularly when they feel implicated in white supremacy.

Pair Share

1. Pick one of the following terms:

- White supremacy culture
- Microaggressions
- Implicit bias
- White fragility

2. With a partner, in 2 minutes, explain your term.
How would you explain it to a middle school student?

White Fragility



**Being nice is not going
to end racism**

WHITE FRAGILITY

WHY IT'S SO HARD

FOR WHITE PEOPLE TO
TALK ABOUT RACISM

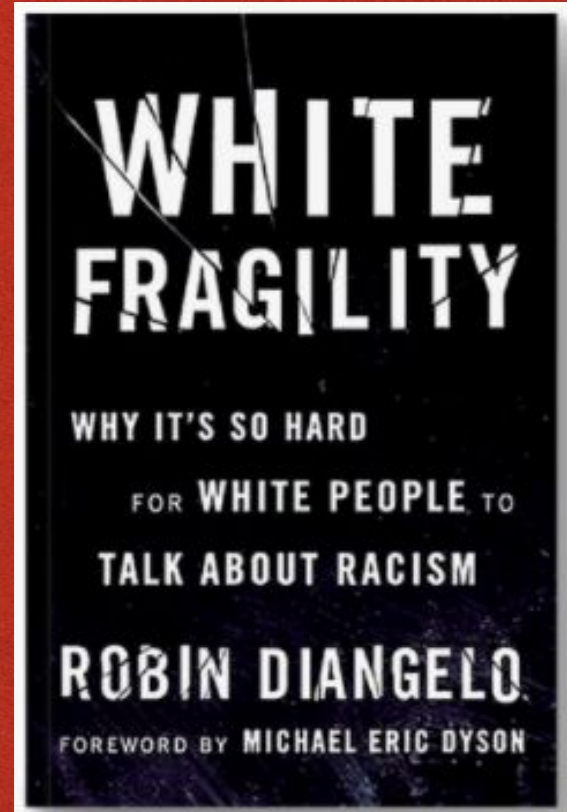
ROBIN DIANGELO

FOREWORD BY MICHAEL ERIC DYSON

White Fragility

Pair Share (in racial affinity)

- What came up for you? What struck you?
- Have you seen this in your experience?





Input: Reading White Supremacy Culture

Read WSC article and annotate, using the following prompts:

- Which caused me to have an emotional reaction?
- Which of these have I experienced negatively?
- Which one have I enacted on someone else? At school, at home, or in relationships/friendships?
- What was the negative impact?
- Why was this comfortable/natural for me?



8:00

Framing

1. Be mindful of the harm caused to people of color when continually discussing issues of oppression
2. Stay engaged even when uncomfortable
3. Be curious and listen

Chew - Matching

Form trios (across racial difference)

1. Match examples to descriptions
2. Select 2 that show up most between colleagues (record)



10:00

Chew - Small Group Discussion

As a _____ (racial identity),
I want to address _____ (characteristic
of WSC) by _____ (antidote)
because _____ (reasoning).

Chew - Small Group Discussion

Combine 2 trios to form a small group

- Discuss reading prompts (15 mins)
- Quick Write, using sentence starters (5 mins)
- Share Quick Writes in groups (10 mins)
 - These are opportunities for us to be in solidarity together and state our intentions



8:00

NEXT STEPS

1. Hierarchy of Change-develop clearer PURPOSE at end of the year, when we discuss graduate profile and CULTURE, when we discuss school values
2. 1-2 Faculty Meetings dedicated to continuing this work (depends on feedback and reflections)
3. Affinity Groups will continue
4. 2 Day Brave Spaces Conference in February (3-4 spots)
5. Honor your commitments in your interactions and practices

WE CONTROL THE WATER



CLOSING MOVES

- Feedback
- Process Check