If We Were Brave: managing risk in social justice training

Association for Experiential Education Webinar

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LET’S CONNECT. Where I’ll be working & speaking:

ACN Tour d’Justice 2017
Goals

• The Why
• Theory
• Activities
• Questions
WHY?
- Ethics
- Sustainability
- Personal
- Mandates
Tension begs for theory.
THEORY
-Challenge by Choice
-Intersectionality
-Personal is Political
-Brave vs. Safe Space

*Unsutured self-criticality + Narrative Imagination

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Challenge by Choice
“I sometimes visualize the ongoing cycle of racism as a moving walkway at the airport. Active racist behavior is equivalent to walking fast on the conveyor belt. The person engaged in active racist behavior has identified with the ideology of our White supremacist system and is moving with it. Passive racist behavior is equivalent to standing still on the walkway. No overt effort is being made, but the conveyor belt moves the bystanders along to the same destination as those who are actively walking. But unless they are walking actively in the opposite direction at a speed faster than the conveyor belt – unless they are actively anti-racist – they will find themselves carried along with the others.” - Beverly Daniel Tatum
(Why are all the Black Kids Sitting Together in the Cafeteria, 1997)
Kimberlé Crenshaw:

The urgency of intersectionality

TEDWomen 2016 · 18:49 · Filmed Oct 2016

11 subtitle languages 

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Intersectionality 101
<table>
<thead>
<tr>
<th>Age</th>
<th>Class/SES</th>
<th>Marital Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race/Ethnicity</td>
<td>Dis/Ability</td>
<td>Sexual Orientation</td>
</tr>
<tr>
<td>Faith/Religion</td>
<td>Education Status</td>
<td>Citizenship</td>
</tr>
<tr>
<td>Gender</td>
<td>Size/ Appearance</td>
<td>Any Other Identity</td>
</tr>
</tbody>
</table>

Circle: The parts of my identity that I am least aware of on a daily basis
Square: The parts of my identity that I am most aware of on a daily basis
Heart: The parts of my identity that were most emphasized or important in my family growing up
Star: The parts of my identity that I wish I knew more about
X: The parts of my identity that I feel are difficult to discuss with those who identify differently
Triangle: The parts of my identity that give me the most privilege
!: The parts of my identity that make me feel discriminated against

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THE PERSONAL IS POLITICAL
From Safe Spaces to Brave Space:
A New Way to Frame Dialogue Around Diversity and Social Justice
(Arao & Clemens, 2013)
Yancy on White Self-Criticality & Unsutured State:

“...being un-sutured involves a continuous process of renewal and commitment...there is no white self that stands above the fray, atomic, hands clean.”

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Nussbaum on Narrative Imagination

“This means the ability to think what it might be like to be in the shoes of a person different from oneself, to be an intelligent reader of that person’s story, and to understand the motions and wishes and desire that someone so placed might have.”
ACTIVITIES
THE COURAGE TO TEACH
EXPLORING THE INNER LANDSCAPE OF A TEACHER’S LIFE

CD Included
A conversation with Parker J. Palmer

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- Ground Rules
- Experiential Focus
- Kolb Cycle of Experiential Learning
- Process-based (Yancy “Un-sutured Self Criticality”)
- Empathy-building (Nussbaum “Narrative Imagination”)
- Modeling deep bravery
- Self Reflection

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Kolb's Experiential Learning Cycle

Concrete Experience
- Engaging in an activity or experience

Reflective Observation
- Reflecting on the activity or experience

Abstract Conceptualisation
- Gaining knowledge or skills from the experience

Active Experimentation
- Trying out and testing new skills and abilities
- Process based (Yancy)

- Empathy building (Nussbaum)
Example: Group Brainstorm/ Free-Association

• Words (places, feelings, adjectives) you think of related to the word:
  – Bravery/ Brave
  – Safety

• Recorder jots down

• Reporter shares out
Example: Sentence Stems

1. I noticed that____________________
2. I was surprised that____________________

Notice where shapes clustered in boxes. What might that mean? What might that reflect for you?

Did you talk about it in your family?
If so: how did you talk about it?
If not: how did you know how to act in that category

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Example: Closing Table Questions

• Jot down solo:
  – What is 1 key takeaway from this training that you’ll keep thinking about?
  – What might you want to implement or try in the field, and who could be your support system/comrades?

• Turn to your neighbor
THANK YOU
+
QUESTIONS