

# Sample Equity Workshops

*OCEE offers a wide variety of equity-based workshops to address diversity and inclusion issues and concerns in our schools and organizations. Workshops vary from 2 hours to 2 days and can be designed to meet the needs of your local context.*

*Below is a sample of some of the workshops we offer to help you think about what OCEE might be able to offer your school, school district or organization. While most of these workshops were developed through the lens of schools, any and all of these sessions can be modified and presented through the perspective of your organization or business.*

**Oregon's Racial History:** The history of Oregon; our laws, policies, and interactions with our communities of color show strong patterns over the years that still influence how we engage our students and families of color today. Come take a walk with us through the timeline of Oregon's racial history and learn more about how Oregon's history impacts the decisions you make today. You will learn many things about Oregon that you never knew and be reminded of others that you've forgotten.

**The Lens of Whiteness:** Oregon has been a predominantly White state, so it stands to reason that most of our school districts, organizations and state leadership have also been predominantly White. In a time of increasing diversity with a need learn how to address power, privilege and oppression, this session will help participants investigate how dominant culture beliefs and behaviors impact the way we see the world. They will explore the influences that impact how we teach and lead, both in places that are mostly White and where there are larger populations of People of Color. How might we be holding all of our children back?

**Understanding and Addressing Micro-Aggressions:** Micro-Aggressions are verbal and non-verbal insults and indignities of modern racism, sexism, homophobia, religious intolerance, etc. experienced daily by people who are marginalized, excluded and discriminated against. Using the work of Dr. Derald Wing Sue, this session will support people who experience them and those who perpetrate them (whether consciously or unconsciously) with specific language and understanding of examples in order to address these all too common experiences. Participants will develop new eyes/awareness of everyday situations that are often unseen, ignored and devalued. This session addresses ways to prevent/intervene to reduce the immediate and long-term devastating impact of Micro-Aggressions.

**Talking About Race and Interrupting Racism:** Talking about race, although hard, is necessary. Interrupting racism is essential and often challenging to know how to do it. This session will frame how to talk about race and also how to receive messages from others around race. We must be able to have conversations about race if we are ever going to effectively take actions against racism. It is essential to lean into discomfort to deepen our capacity to recognize and interrupt racist attitudes and actions that occur all around us, every day. If we want to be part of the solution, we have to be willing to get uncomfortable. We can't ever hope to heal the wounds that racism has inflicted — and continues to inflict -- if we refuse to talk about it. Those conversations aren't always easy, aren't always pretty, and aren't always comfortable, but they are absolutely urgent and critical.

**How to be a Better Anti-Racist:** To counter racism, educators need courage and commitment to be active Anti-Racists. Urgent, necessary change will not be achieved if people are merely not Racist. Change will not happened if we refuse to confront the status quo and collaborate both within and across differences. What does it mean to be a White Dominant Culture Anti-Racist? How do People of Color and White People collaborate to bring about effective, lasting change? Learn roles and responsibilities of Anti-Racism work and cross-racial collaboration strategies.



## OCEE Sample Workshops continued

**Addressing Educational Equity:** As educators tackle the complex issues around creating and sustaining schools that meet the needs of each student, the dimensions of equity must be understood in order to be effectively implemented. Inequities occur when biased or unfair policies, programs, practices, or situations contribute to a lack of equality in educational performance results and outcomes. Looking at different forms of inequity and gaps help educators focus in specifically on policies and practices that create barriers and disparities. Educational equity needs to be proactive and pervasive in how we think and act in all areas of schooling.

**Culturally Responsive Classrooms:** Embracing multi-culturalism, diversity, inclusion and equity everyday within every classroom is the goal of a culturally responsive school. Participants explore ways to address curriculum, instruction, assessment and behavior management systems that honor and respect all students. They look deeply at their own and society's cultural biases and preferences to be able to be more inclusive in order to develop and sustain learning environments that truly engage, motivate and support students' participation and achievement.

**Racial Battle Fatigue and Continuing the Journey Toward Racial Equity and Healing.** People of Color experience physical and psychological stress due to pervasive discrimination, microaggressions and stereotype threat. Participants will deconstruct the conditions that contribute to hostile environments that cause Racial Battle Fatigue. The group will also explore ways to individually and collaboratively address racial equity and move toward healing.

**Racial Identity Development:** A sense of group or collective identity based on one's perception of racial and ethnic heritage has impact on all aspects of life. This session explores the stage theories of racial identity development and the psychological and social implications of racial-group membership and/or confusion.

**Gender Identity, Diversity and Inclusion:** Explore issues, beliefs and behaviors related to gender identity that will enable schools to be more inclusive, respectful of diversity and capable of working across differences. Become aware of, better understand, and learn how to interrupt beliefs, behaviors, policies and practices that limit or hinder full support of diverse students. This session will help educators be prepared to work with students and adults who are in transition, questioning and/or identifying as transgender, non-binary gender non-conforming and/or gender fluid.

**A Place at the Table: Building Cross-Cultural Community:** Who are the voices you consistently hear from at your meetings? Whose voices are rarely present or heard? Learn strategies for bringing forward multiple perspectives and using them in your decision-making to ensure more engagement with and equitable access and outcomes for students and families.

**Understanding Intersections of Race and Poverty:** Often, educators' approach to understanding the relationship between poverty and education has been to study the behaviors and cultures of poor students and their families. This workshop will push participants beyond this one-dimensional understanding of poverty towards new understandings that are at the heart of creating anti-classist and anti-racist classrooms and schools.

**Building our Capacity to Interrupt Inequities in Schools:** As we work to develop a stronger focus on creating equitable schools, the first question we need to ask ourselves is: What does equity look like (and NOT look like) in my educational setting? This workshop will deepen your understanding of the institutionalized barriers that hinder elimination of Oregon's achievement disparities. With a focus on working from the inside out, participants will be challenged to step out of their comfort zone and create new entry points for becoming aware of, understanding, and interrupting inequitable policies and practices in our schools.

**Diversity, Equity and Inclusion:** Exploring how to better serve diverse populations from an asset versus deficit-based framework. Addressing ways to support children and families who traditionally have been under-served by our schools and organizations by becoming culturally aware and sensitive to the needs and life experiences of diverse populations. Working to create and sustain welcoming, supportive and inclusive policies and practices. This session will provoke and promote leadership necessary to transform the culture of schools to produce equitable outcomes for everyone.