



**SYSTEMIC
RACISM**

**AND SEXISM, AND
TRANSPHOBIA,
AND HOMOPHOBIA,
AND CLASSISM
AND ...**

**A DIVERSITY AND
INCLUSION
~~WORKSHOP~~
PD SESSION**

Takeaways from this hour

1. EICL at EPS

2. EICL and YOU

3. Our goals this year



HOME

EVENTS

WHO WE ARE

SUPPORT

DUWAMISH TRIBE

SERVICES

NEWS & EDUCATION

CONTACT

WE ARE STILL HERE.

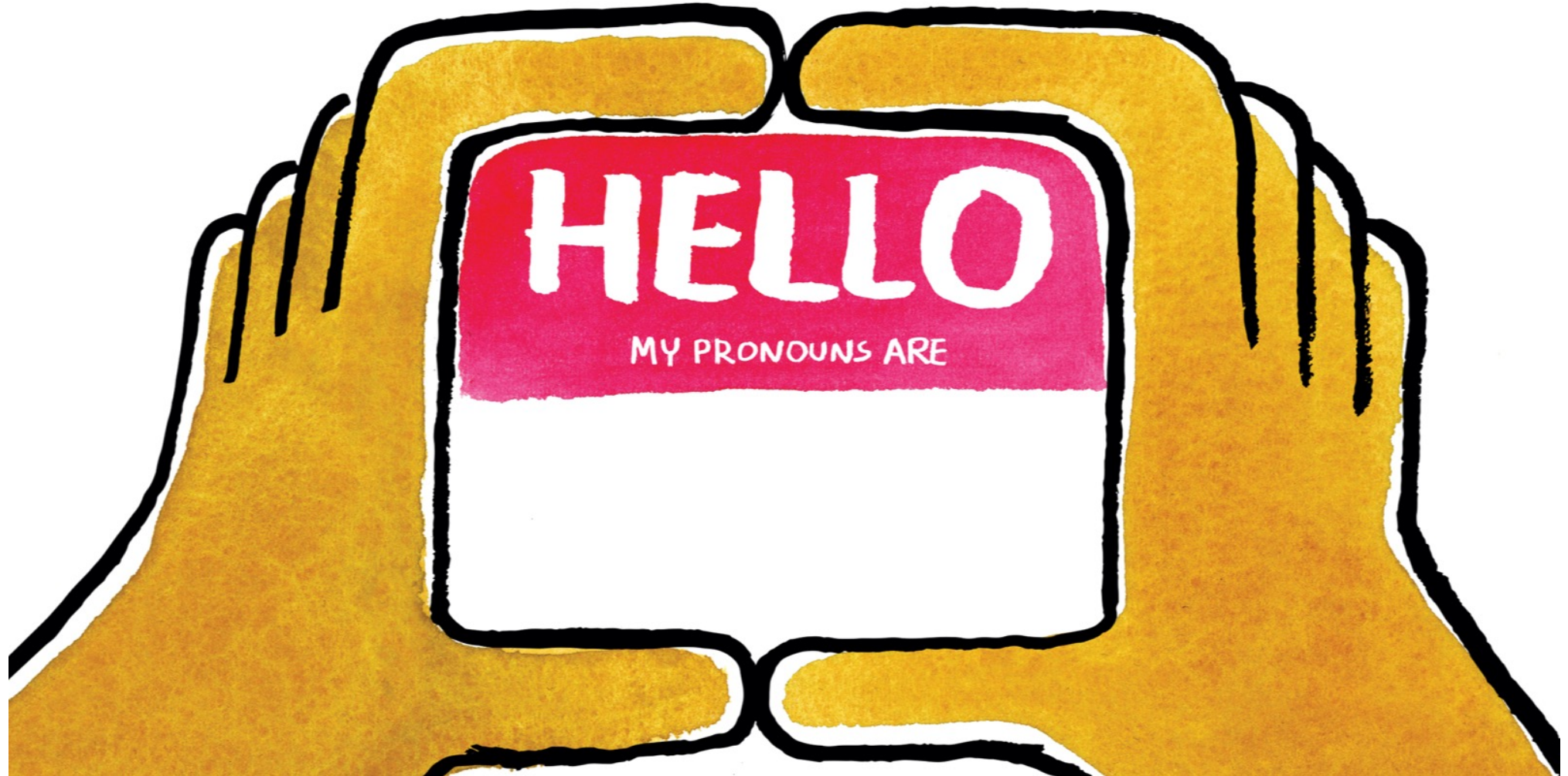
We are the People of the Inside, dx^wdəwʔabš

STAND WITH THE
DUWAMISH

VISIT THE LONGHOUSE
& CULTURAL CENTER

LEARN ABOUT REAL
RENT DUWAMISH

Pronouns at EPS



2021-22 Goal #1

**Culturally Competent and
Responsive Teaching**

Culturally Competent and Responsive Teaching

Language

- Terms sheet

Classroom activities

- [Identity icebreakers](#)

Culturally Competent and Responsive Teaching Practice: Just by Looking at You

- Identity Brainstorm: Think about the different facets of your identity--core aspects that make up who you are. Stuck? You could start with the cultural identifiers listed on the NAIS website (age, ethnicity, gender, race, religion, sexual orientation, socioeconomic status/class, size and weight, educational attainment, income or wealth, family makeup, language, citizenship status).
- Visible Facets of Identity: On 2-3 post-its, write down 2-3 facets of your identity that people would know “just by looking at you.” These post-its are anonymous.
- Invisible Facets of Identity: On 2-3 post-its, write down 2-3 facets of your identity that people would **NOT** know “just by looking at you.” These post-its are anonymous.

Culturally Competent and Responsive Teaching Practice: Just by Looking at You

- Proceed to either side of the theatre. Stick your “visible” post-it notes on the right. Stick your “invisible” post-it notes on the left.
- Do not go back to your seat! Find a partner. Discuss the following questions with them: (1) What do you expect to see on the “visible” space? (2) What do you think you’ll see on the “invisible” space?
- Now go and read the post its on the “visible” and “invisible” walls. As you do, think about the following questions: (1) What do you notice? What surprises you? Why?

2021-22 Goal #2

**Identity Development through
Affinity Groups**

Identity Development through Affinity Groups

Affinity Group Definition:

An affinity group is a gathering of people who have a certain facet of their identity in common, can speak from the “I” perspective about that part of their identity and is a historically oppressed or marginalized group in the United States.

Purpose:

Affinity groups allow for a school sponsored and facilitated space where we can explore and celebrate this shared identity and debrief common challenges and experiences that members of the identity group face.

These gatherings help folks feel less isolated and more connected. And, when we all feel more seen we then can all feel *more* included in our EPS community. Affinity groups help all of us hear our own voices and feel a sense of belonging. They can provide a space for **building community, celebrating joy, sharing successes and common challenges, and providing opportunities for affirmation and celebration.**

Affinity Group Rollout

Faculty/Staff
(August)

Students
(Sept. – Dec.)

Families &
Alums
(January)

First Affinity
Group
Meetings
(February)

Affinity Groups: Questions and Concerns

- 1. Limiting
perspective
questions and
concerns**
- 2. Division questions
and concerns**



Affinity Group Practice

- Alcohol/ drug addiction in family (TALI 304)
- Childhood working class/ lower class (TALI 201A)
- Immigrant (TALI 202B)
- Interfaith/religious (TALI 305)
- Introvert (TALI 311)
- LGBTQ+ (TALI 201B)
- Multiracial family (TALI 312)
- People with a physical, mental, or learning difference (TALI 206)
- Person of color (TALI 207)
- Over 55 (TALI 306B)
- Women (TALI 202A)

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Affinity Group Practice

NORMS

- What is said there, stays there.
- Speak honestly and personally. Remember what's true for you depends on you.
- Listen
 - Listen to learn, not to speak.
 - Listen with an open mind and heart – try to see others' ideas from their perspective.
- You don't have to participate in discussion, but you aren't allowed to damage the process.
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Affinity Group Practice: Discussion Qs

- **When was the first time you realized you belonged to this identity group? What did that mean to you?**
- **Is this identity something you think about or have thought about? When? Why?**
- **When have you felt proud of this facet of your identity?**
- **When has this facet of your identity felt hard/difficult/challenging?**
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Affinity Group Debrief

- What did you notice?
- What new questions do you have?

Affinity Group Development at EPS

- Interested in facilitating a student affinity group when they begin in February? Please email eicl@eastsideprep.org
- We will be forming a PoC Faculty and Staff Affinity Group. Email Ed Castro if interested in joining (ecastro@eastsideprep.org) or look out for an announcement in the Monday Email from John/Sam.
- Questions for us? Email us. OR, we will have an anonymous question box outside of our office. Please use us as resources.