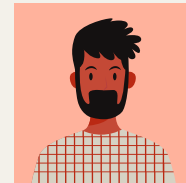
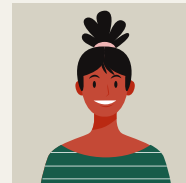
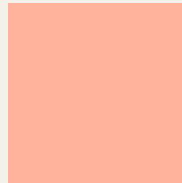
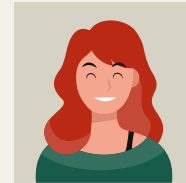
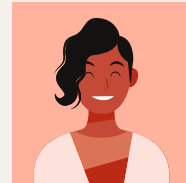
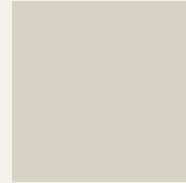
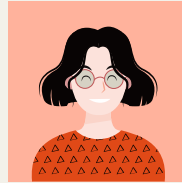
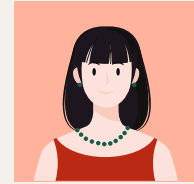


# Advocating for Diversity, Equity, & Inclusion in Classroom & Work Spaces

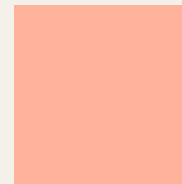
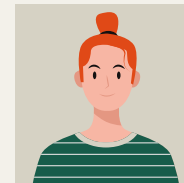
A Self-Education Tool With  
Resources & Activities



# Introduction

Our differing identities and life experiences have shaped us into people with different value systems, political beliefs, and sense of self. In classroom and work spaces in can be hard to navigate all of this difference coming together. To some, the modern emphasis on diversity and inclusion is a daunting concept. They may be worried about saying the wrong thing and getting “cancelled,” or feeling attacked for having privilege in one area or another. To others, an emphasis on promoting diversity and inclusion is essential to lessen the constant feelings of being the cultural other or having to conform to a culture that is not theirs.

We often look for similarities across differences to help us feel connected to those we cannot understand. However, promoting diversity, equity, and inclusion in classroom and work space can help us learn that it is our **differences** that can more effectively bring us together.



# Using Self Learning Tools

What is informing my perception of the world around me?

How is it that others have such different perceptions in comparison to myself?

What is affecting how often I need to think about diversity and inclusion?

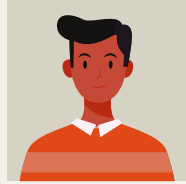
How do we discuss our differences in the midst of strong emotions?

This self-learning tool will help you answer all of these questions along with many more. You will explore lived experience and a few other key sociological concepts related to diversity and inclusion.

Each module will center around a few key concepts and include learning resources (readings, videos, infographics) to help you understand them. View as many resources as you need to get a clear understanding of what the concept is and how it applies to our social lives. Then, engage with the activity and/or reflection questions that will help you think deeper about the concepts by relating them to your own experiences.

Often we think of marginalized populations as bringing diversity into a space that otherwise would not need to discuss topics like race, gender, sexuality, etc. Please keep in mind that *everyone* contributes to diversity. This module is designed to promote **reflections of your own experiences**, and should be relatable to anybody regardless of what identities you may have. The goal of this module is not a call to action, but rather to promote reflective thinking and a sense of curiosity in what shapes our social world.

# Modules

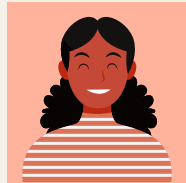
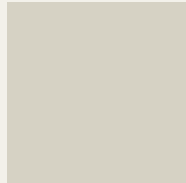


## Lived Experience

How has my lived experience shaped my values/way of being/sense of knowledge/etc.?

## Getting Comfortable with Discomfort

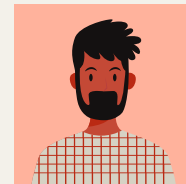
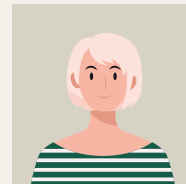
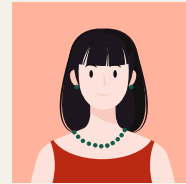
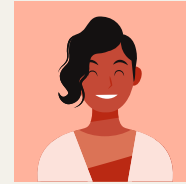
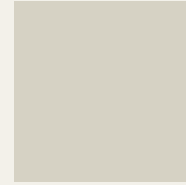
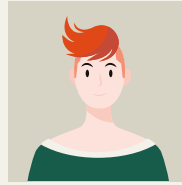
How can pushing your comfort zone promote learning opportunities?



1

# Lived Experience

This module will define lived experience and explore how it affects our perceptions of the world around us. Explore how the concepts of identity, institutions, and cultural capital affect the values tied to our social behaviors in classroom and work spaces.



# Learning Resources – Lived Experience

Learn:

- **Lived experience:** knowledge that we obtain through first-hand experiences. This is distinct from knowledge we gain from representations by others (i.e. through lectures, research articles, podcasts, etc.)
  - [The Power of Lived Experiences](#)
  - [Infographic](#)
  - [TEDx Talks – Activating Lived Experience to Create Social Change](#)
  - [Why Lived Experience Matters \(article\)](#)
- **Identities:** race, class, gender, sexuality, religion, etc.
  - [Social identity definition](#)
  - [What are my social identities?](#)
- **Cultural capital:** knowledge, behaviors, or skills that signify one’s social status in society. Pay close attention to institutionalized cultural capital.
  - [Video: Cultural Capital](#)
  - [What is cultural capital?](#)
  - [Origins of the concept of cultural capital](#)
- [Cultural matching](#)

# Activity - Social Identity

The Social Identity Wheel ([Link](#)):

Find a coworker, friend, classmate, etc. to do this activity with. Fill out the social identity wheel and answer the questions. Discuss with your partner;

1. Is the identity your partner thinks the most/least about the same as yours? Why or why not?
2. How does the identity you think most about benefit you in the workplace or school? How does it present barriers in these settings? What about the identity you think least about?
3. Does the setting you are in affect your answer to these questions? Would you answer the same thing in the workplace as you would your home life, in the gym, or at the grocery store? What about surrounded by your family, coworkers, or strangers?

# Reflection – Lived Experience

Reflecting on your own lived experience: Please consider the following questions and discuss them with someone you do not know well.

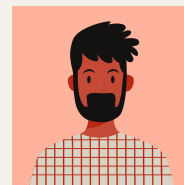
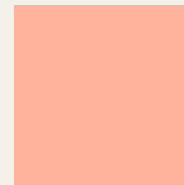
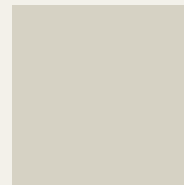
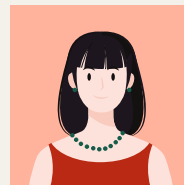
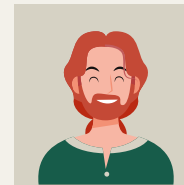
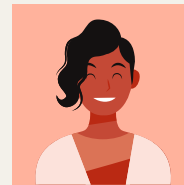
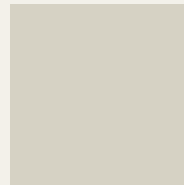
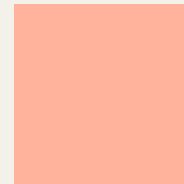
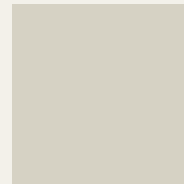
1. The 3 types of cultural capital are embodied, objectified, and institutionalized. Think of one example for each category that you possess then answer the following questions:
  - a. How has your upbringing (birth until now) contributed to this capital?
  - b. Which institutions value the capital you possess (education system, law, workplace, etc.)? Which institutions do not value the capital you possess?
  - c. Think about how much of your cultural capital does or does not match that which is valued in institutions such as the workplace or academia. How does this affect your feelings in these spaces? Are you at ease and confident? Do you feel discomfort or worry? Why?



2

## Getting Comfortable with Discomfort

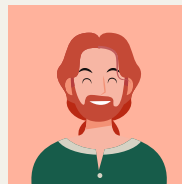
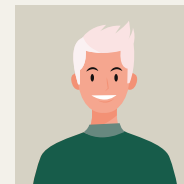
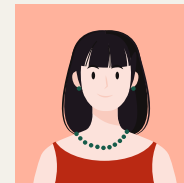
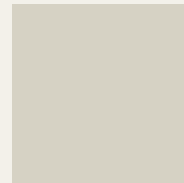
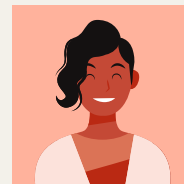
Learning from the lived experiences of others is one of the best ways to challenge and question our own viewpoints and ways of being. Since conversations with those different from ourselves can often come with discomfort, it is important that we learn how, when, and why to push through this discomfort for the betterment of others and ourselves.



## The Power of Discomfort

Though we often think of fight or flight responses as reserved for life threatening situations, this response *also* occurs when we feel discomfort. When our identities, politics, or morals feel threatened, our body feels this fight or flight response in a similar fashion.

Discussions surrounding diversity and inclusion are often emotional as it directly relates to our identities and oftentimes our politics. Knowing how to navigate through this discomfort and approach each other with curiosity and compassion is essential to our learning process.



# Learning Resources – Uncomfortable Conversations

Learn: Uncomfortable conversations

- [TED Talk – Get Comfortable with Being Uncomfortable](#)
- [Sitting with Discomfort: A Social Justice Imperative](#)
- [Calling in: A Quick Guide on When and How](#)

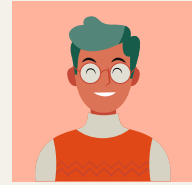
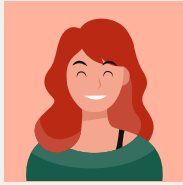
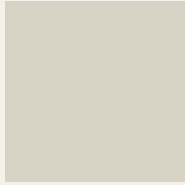
Additional Resources

- [My Grandmother’s Hand’s \(Book \[link\]\(#\)\)](#)
  - Learn more about the way our body can be sent into fight, flight, or flee responses when we feel threatened. Trauma therapist Resmaa Menakem takes a body-centered approach to understanding race in America. The ideas from this novel can be expanded far beyond race to understand the physiological process that occurs when we feel our morals, values, identity, etc. are being threatened.

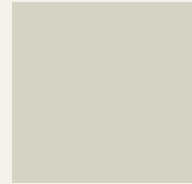
# Reflection – Navigating Discomfort

Reflecting on your own lived experience: Please consider the following questions and discuss them with someone you do not know well.

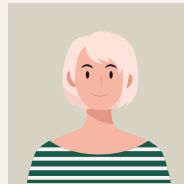
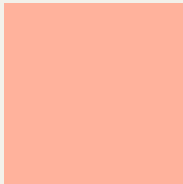
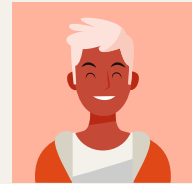
1. Do you find discomfort in talking about topics such as race, class, gender, sexuality, etc.? Do your own identities and that of whom you are talking to change how comfortable you may feel in addressing these? Why do you think this is?
2. Scenario: Someone in lecture or staff meeting says something that you feel is biased or prejudice. How can you use your own lived experiences to call this person in? How does your identity as well as the identity of the person whom you are confronting affect the approach you take?
3. How could you see speaking from lived experience affecting your comfort level when discussing sensitive topics such as identity or politics? Are you more receptive to someone speaking from lived experience or someone speaking from other types of knowledge (that acquired from books, degrees, podcasts, etc.). Why do you think this is? What does this have to do with your own cultural capital and lived experience?



# We Are All Part of Diversity

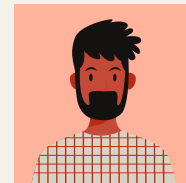
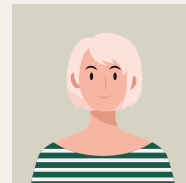
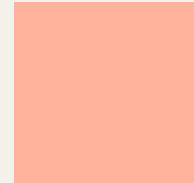
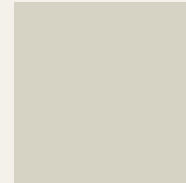
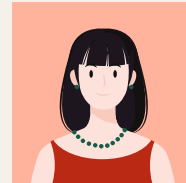
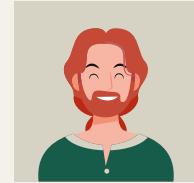
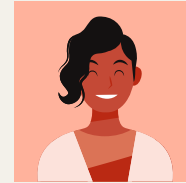
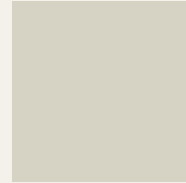


Closing Remarks



# Why Lived Experience?

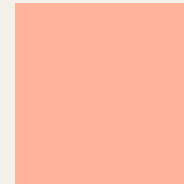
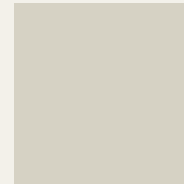
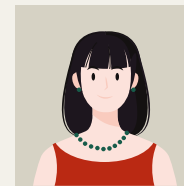
Many of us subconsciously consider classroom or work spaces as “neutral” until someone with a marginalized identity comes in to make the space “diverse.” This module uses lived experience as a reminder that we are all multifaceted, and we all contribute to diversity. When reflecting on our own lived experiences, we can begin to understand why we have the values we do and what has shaped our perceptions of the world around us. When we *listen* to the lived experiences of others it allows us to break free of the flight or fight response that is often caused by discomfort. Rather we make space to listen to each others stories and recognize the complexity of each individual life. We must be able to listen to the stories of those different than ourselves and use them to question how our own stories have informed our way of being. An appreciation rather than a tolerance for difference is one of the most effective ways to promote lifelong learning and growth.



# Responsibility Not Fault

Many aspects of our lived experiences are out of our control. We can't help what race, gender, class, religion, etc. we were born into, which school district our parents chose to put us in, or what political climate we were raised in. However, we can control how and when we choose to expose ourselves to difference and use this to question how our own experiences have shaped who we are.

**Though it is no one's fault for having bias or prejudice, it is everyone's *responsibility* to address where this comes from and take steps to address it.**

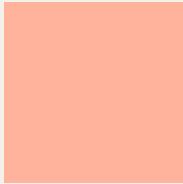




# Thanks



Do you have any questions?  
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atsu.edu/diversity



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