

ELT Growth Activity

December 8th 2020

Identity and Community

Exhibit 7

Purpose

This closing activity for the fall semester will bring together what ELT has learned about Anti-Racism and White Supremacy and direct it back to their own exploration of identity and self. Based on **WHO** they choose to spend time with, ELT members should **reflect** on what that means for their **Anti-Racism** work and how they plan to address **White Supremacy** personally and professionally.

Overview of Activity

ELT will participate in an activity where they will explore **WHO** is in their community and **WHO** they choose to spend time with. While it is important to *understand how you navigate your own identity* within your environments, it is *vital to understand how your identity is shifted* by **WHO** you choose to surround yourself with.

ELT members will be given pipe cleaners and a multitude of different color beads. They will be asked a series of questions based on **WHO** is in their community and **WHO** they choose to spend time with. ELT members will select different color beads which will represent different identities to answer the questions.

Bead Color Breakdown

Black Beads - Individuals that identify as Black and or African American

Brown Beads - Individuals that identify as Latinx (Latino/Hispanic)

White Beads - Individuals that identify as White

Blue Beads - Individuals that identify as Native and or Indigenous

Red Beads - Individuals that identify as Asian and or Asian American

Purple Beads - Individuals that identify as Middle Eastern and or Arab

Orange Beads - Individuals that identify as Biracial or Multiracial

Questions

Once you have an answer to the question, please select a bead that best represents the individual and or community that matches with your answer:

1. I live in a neighborhood where the majority of my neighbors racially identify as....
2. My dentist racially identifies as...
3. When I was in high school, the majority of my teachers racially identified as...
4. In my place of worship, the leader racially identifies as (if this does not apply to you, skip)
5. My spouse and or partner racially identifies as....

Questions Continued

6. My supervisor racially identifies as...
7. My primary doctor racially identifies as...
8. I frequent restaurants where the majority of patrons racially identify as...
9. I have worked in places where the majority of staff racially identify as...
10. The majority of people I supervise racially identify as...
11. The majority of my close friends racially identify as...
12. The majority of books I read are by authors who racially identify as...
13. The majority of my mentors racially identify as....

Shoulder Partner Share

Find the closest person to you and share how your pipe cleaner and your beads turned out and discuss the following questions:

- What is the majority color on your pipe cleaner? How does that make you feel?
- Were you surprised by this outcome? Why or Why not?
- Why do you think this color is represented on your pipe cleaner?
- Do you think the colors represented on your pipe cleaner are an outcome of choice or environment, or both? Explain

Large Group Share

ELT Members will all individually share their pipe cleaners and what color of bead is represented:

- Individuals will share how it felt for them personally to select their bead colors and how they feel now with the outcome of their selection.
- Individuals will share if they are surprised by the outcome of their selection, explain why or why not
- Individuals will share if they think the outcome of their bead selection is an outcome of personal choice or environment (or both)

Closing Discussion

How might this activity help you better address Anti-Racism and White Supremacy?

Do you now have strategies to expand your community so that the colors on your pipe cleaner may diversify?