

Why Don't the Caged Birds Fly Away?

Instructions: Imagine that the caged birds represent marginalized people and the cage represents the structures that keep people on the margins. You, like the bird on the branch, are able to see how the bars of the cage keep the birds inside. How is the cage built? What are the institutions/structures that make the cage strong? How might you change the structure? How might you change the relationships between parts?

Why don't the caged birds fly away?



Is it a lack of desire, hard work, imagination, or role models?

System Diagram

FACILITATION GOALS: RECOGNIZE HOW SEEMINGLY UNRELATED, POOR OUTCOMES ARE INTERCONNECTED AND INTER-RELATED. IDENTIFY A POSSIBLE INTERVENTION THAT, THOUGH NOT OBVIOUS AT FIRST, MIGHT IMPROVE OUTCOMES IN MULTIPLE DOMAINS.

Instructions: Choose a health outcome that your small group or your organization is working to change. How are other issues linked and interconnected to your central issue?

A. Diagram these links in a systems diagram.

B. What action could you take on **one** of these interconnected issues (but not your issue area) that would solve a problem more typically associated with your issue? Are there other problems that might be solved by this action as well?

Examining Facets of Racialization¹

FACILITATION GOAL: IDENTIFY AND DIFFERENTIATE FOUR FACETS OF RACIALIZATION RANGING FROM THE FAMILIAR INDIVIDUAL MANIFESTATIONS TO MORE HIDDEN STRUCTURAL MANIFESTATIONS.

Instructions: Using your own experience, give one example of each of these types of racialization. Notice which examples are easier for you to think of and which ones are more hidden and harder to identify.

| |
|---|
| INTERNALIZED - Beliefs within individuals |
| |
| INTERPERSONAL - Prejudice between individuals |
| |
| INSTITUTIONAL - Bias within an agency, school, etc |
| |
| STRUCTURAL - Dynamic and cumulative among institutions |
| |

¹ Based on Keleher, T. (2008) *Racial Justice Leadership Handout*. Retrieved from <http://www.arc.org>.

Matching Problem Analysis with Intervention Strategy

FACILITATION GOAL: UNDERSTAND THAT PROBLEMS THAT ORIGINATE IN STRUCTURAL INEQUITY ARE MOST EFFECTIVELY DISRUPTED BY INTERVENTIONS THAT TRANSFORM STRUCTURAL ARRANGEMENTS. INDIVIDUAL LEVEL INTERVENTIONS MAY PLAY A CRITICAL PART OF A STRATEGY TO TRANSFORM STRUCTURAL ARRANGEMENTS, BUT ON THEIR OWN, CANNOT CHANGE THE SYSTEM ITSELF.

Instructions: Referring to the discussion of *one of the case studies* think about different levels of analysis you could use to understand the problem. Brainstorm possible interventions for each level of analysis. Try to focus your efforts on Institutional and Structural levels for this exercise.

| Level of Analysis: | Problem: | Possible solutions: |
|--|----------|---------------------|
| Individual <i>Fix the individual</i> | | |
| Institutional <i>Fix the institution</i> | | |
| Structural <i>Fix the system</i> | | |

Examining Patterns of Racialization

FACILITATION GOAL: OBSERVE STRUCTURAL OR UNDERLYING SIMILARITIES AND DIFFERENCES IN THE COLLECTIVE EXPERIENCE OF DIFFERENT RACIALIZED GROUPS.

Instructions: Using the collective knowledge of your small group of 3-4 people, think through how immigration and labor histories and policies have affected different races and ethnicities in the United States. What patterns do you notice? How are these experiences structurally similar? Who (or what) benefits? How are patterns continuing to evolve and change?

| Group | Immigration History | Labor History |
|-------|---------------------|---------------|
| | | |

Telling Your Opportunity Story

FACILITATION GOALS: RECOGNIZE THAT OPPORTUNITY IS CREATED AND RESTRICTED BY SYSTEMS AND UNDERSTAND THAT RACIALIZED ACCESS TO OPPORTUNITY HAS IMPLICATIONS ACROSS GENERATIONS AND IMPACTS OUTCOMES FOR ENTIRE COMMUNITIES.

Instructions: In small groups of 3-4 people, take a few minutes to jot down some notes in response to the questions below. Share your opportunity story as a way to tell a story about your *community*.

| | What created access to opportunity? | What restricted access to opportunity? |
|---|--|---|
| Individual: How has this shaped the story of your life? | | |
| Inter-generational: How do your parents' and grandparents' opportunity stories shape your life? | | |
| Community: How will your story shape the story of your children? | | |

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