



Dismantling White Supremacy in Religious Education: 2018-19 Pilot Program

Informational webinar
Friday, Sept. 28, 1 pm Eastern



Welcome!

Hosted by members of the UUA Faith
Development Office:

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OPENING READING

Beginning Again on the Continuous Journey by Marta Valentín

from A Long Time Blooming



Agenda

- What led us here
- Key role for faith development professionals
- What's in the box? (What does this pilot program include?)
- Time span of the pilot program
- Q & A



What Led Us Here

- Approached by UU religious educators in 2017; their request resonated with us.
- Accountability team led by Paula Cole Jones.
- We are piloting a process, not a product.
- Experimental; a prototype. You are invited to be among the group to work with it & tell us how to make it better.



Key Role for Faith Development Professionals

- YOU are uniquely positioned to lead a process we hope will guide a deepening and strengthening of anti-racism work in your congregations.



Key Role for Faith Development Professionals

- Your own growth is part of the process. Wherever you are in anti-racism work, your willingness to grow will guide and inspire your congregational team.



What's in the Box?

(What does the pilot program include?)

- Guidance to build a **congregational accountability team** to use **assessment tool** and collaborate to plan next steps
- Regular meetings of facilitated **peer support** group
- Opportunity to give **feedback** on your process and help shape the program



Using the Assessment Tool

- How and what will you assess?
- What lens(es) do you bring or encourage others to use?
- How do you determine the members of your assessment team?
- How do you define a scope for your assessment?

consider when grassroots organizing within the congregation created change outside of current formal or informal power structures.



ELEMENTS OF INSTITUTIONAL CHANGE <u>Rate the following statements from 1 to 5</u>	YOU	RE	CONGREGATION
1. I/we recognize multicultural competency as an ethical necessity for congregational leadership.			
2. I/we allow space for multicultural communities, especially historically marginalized groups, to have influence within our congregation.			
3. I/we understand what it means to be accountable to children, youth, adults and families that have been historically marginalized due to race and ethnicity.			
4. I/we invite participation of racially/culturally diverse people of all ages in all aspects of our congregational life.			
5. I/we have responded to requests for change and/or have actively chosen multicultural solidarity over mono-cultural norms.			



- Describe the ways your race and cultural background influence your position in your congregation.
- Identify how stereotypes have helped or limited people's power and influence in your congregation.
- What authority does the religious educator have in determining and implementing strategies for multicultural growth?
- Describe a time when you've chosen multicultural solidarity over mono-cultural norms.
- Describe a time when grassroots organizing within the congregation created change outside of current formal or informal power structures.





C. Implicit, Explicit, and Null Curriculum

Religious education and spiritual development programs include three kinds of curricula. What is known to all and directly named in the external environment is the explicit curriculum. The values and expectations which are not formally taught, but nevertheless learned, make up the implicit curriculum. The concepts, skills, and experiences that are left out form the null curriculum. (Eisner, 1985). The null curriculum often exists as unexamined norms that replicate the dominant paradigm. The whole experience in a Unitarian Universalist community educates all ages and is not neutral in its influence to affect growth.



ELEMENTS OF INSTITUTIONAL CHANGE Rate the following statements from 1 to 5	YOU	RE	CONGREGATION
1. I/we understand racial and group identity development as a persistent dynamic of intergroup and interpersonal relationships.			
2. I/we learn from our experiences and communicate our learnings through updating, revising, and enhancing our ministry of religious education and spiritual development.			
3. I/we use the language of multiculturalism as well as the language of antiracism and anti-oppression both in the content we choose and the educational process of learning.			
4. I/we have a learning and worship environment that reflects and supports multicultural richness.			
5. I/we are able to name the reasons why we choose various programs, curriculum, and worship elements and what we leave out, based on our understanding of multiculturalism.			



- How are children, youth, young adults and families of color part of the process of curricular choices?



Initiating the Pilot

- You needn't be the “dismantling white supremacy” expert.
- Inform minister, RE chair, other leaders that you've applied to pilot the UUA's new accountability assessment tool to work toward dismantling white supremacy.
- Leverage the pilot to kick-start a commitment to dismantle white supremacy.



More about Peer Support

- Compensated facilitator
- Groups help shape their support process
- FDO staff will attend meetings
- Guidance at each stage: forming team in congregation; assessment; processing assessment; goal-setting; action plan
- LREDA Good Officers
- FDO to curate resources for all stages of the process



Pilot Program Time Span

- Apply online by **October 26, 2018**
- Peer support groups begin meeting, **Nov. 2018**
- Assessment teams begin work, **Jan. 2019**
- Teams complete assessment and set goals and actions by **May 2019**
- Feedback to UUA **early June 2019**



Please apply if you can...

- Commit to fully participate in the entire pilot.
- Give generous feedback, to help the UUA understand and continue to shape this program.
- Remain open to learning and growing while leading.



CLOSING READING

Prayer for Living in Tension by Joseph M. Cherry

from the UUA WorshipWeb



Q&A

More questions?

religiouseducation@uua.org

Apply:

<https://uua.wufoo.com/forms/z1psbi0009pc6x9/>