

Intention vs Impact: That's Funny You Don't Look Jewish

Elective

AUTHOR(S):	Melissa Shaw
SUMMARY:	Often, what we *say* is not in line with what is *heard* and *felt* by others. In order to strengthen recognition of our ingrained implicit biases, we will investigate the parts of identity (race, gender, sexual orientation, body size, religious and political affiliations, etc.) that feed the assumptions we have of others, both consciously and unconsciously, which cause the often painful discrepancy between "intentions" and "impact." Using text study, video and personal stories to support our inquiry, this session will explore why it is so difficult to detect our own blind spots and how to begin increase our awareness and empathy in order to build more equitable and inclusive camp communities. –Submitted by Melissa Shaw
TOPIC(S):	Social Justice, Communication Skills
LEARNING OBJECTIVE:	Through this workshop fellows will increase their awareness around Implicit Bias and the impact it has. Fellows will receive foundation in vocabulary surrounding bias and understand the relationship between intention and impact.
AUDIENCE:	Any group!
TIMING:	90 Minutes
APPENDICES:	None
MATERIALS NEEDED:	None
SET-UP DETAILS:	A/V Set up for Video Projection

SESSION TIMELINE & OUTLINE:

- Projected quote:
 - “To him came a dream and it appeared as if an angel addressed him saying, “Thy way of thinking is indeed pleasing to the creator, but not thy way of acting.” – The Kuzari by Judah Halavi
 - (5 minutes) Quick discussion of quote.

CORNERSTONE 2019 RESOURCE

- “Invisible” messaging warm up:
 - (12 minutes) Two rows of participants sit on the ground in a longlines facing each other’s backs. One person is selected to draw a picture on a piece of paper of anything they wish. Keep it simple but concrete. No abstractions. Maybe a flower, or a snowperson, or a house. They are to show their drawing to the “last person” in line ONLY. The last person then draws on the back of the person in front of them, that person draws on the next all the way up to the first who then recreates it on a piece of paper in front of them.
- (5 minutes) Discussion: What does this activity make you think about intention versus impact?
 - (10 minutes)Video watch: <http://teachgreatjewishbooks.org/resource-kits/vanessa-hidarys-hebrew-mamita>
- Turn and talk what did you hear her say in this poem? Did any of this feel familiar to you?
- (15 minutes)
 - There are two teenage fish swimming home from school
 - An old grandpa fish comes swimming by and he says: hello boys, how’s the water?
 - And the two teenage fish turn to each other and say
 - What’s water?
 - Discussion: What does this have to do with what we have just discussed?
 - IF not stated by a participant: You might not know unless it’s pointed out to you. (le privilege, unconscious bias)
 - Implicit Bias: definition- Slide
 - Slide: Microaggression: definition- Slide
 - Video: Moonwalking bear/Basketball team: <https://www.youtube.com/watch?v=Ahg6qcgoay4>
- (20 minutes) Identity Molecule: draw a molecule of circles on your paper in the center put your name and in each connecting circle an Identity that you hold. le: Jewish, Israeli, Ethiopian, queer. After a few minutes we will share and process. Facilitator models. ‘
- (2 minutes) Find another person and answer: Tell about a time you felt proud of one of your identities
- (4 minutes) One pair find another pair and answer: Tell about a time you felt misunderstood or isolated because of it.
- (8 minutes) Group of four find another four and answer: Where might campers experience feelings of being excluded at camp based on their identity whether intentionally or not. .
- (5 minutes) Share out your conservations
- Closing (as a group): What is one thing that you can do to make Camp a more inclusive space.