

#WorkingOnIt: Applying a Social Justice Framework to Challenge Privilege, Bias, and Inequity

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The mission of the Social Justice Subcommittee is to maintain a safe foundation for learning while uniting our community to promote a culture of equity and fair practices.

Joint Social Justice Subcommittee

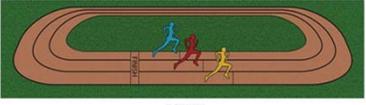
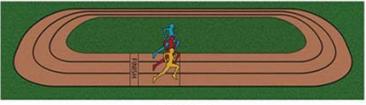
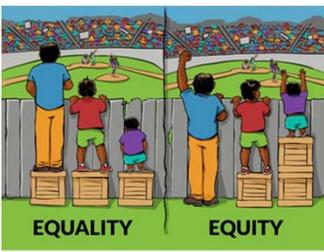
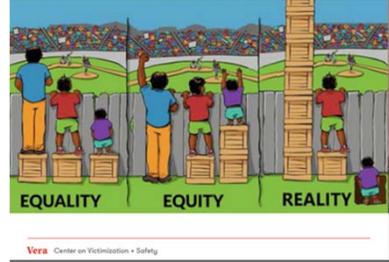


Joint Social Justice Subcommittee

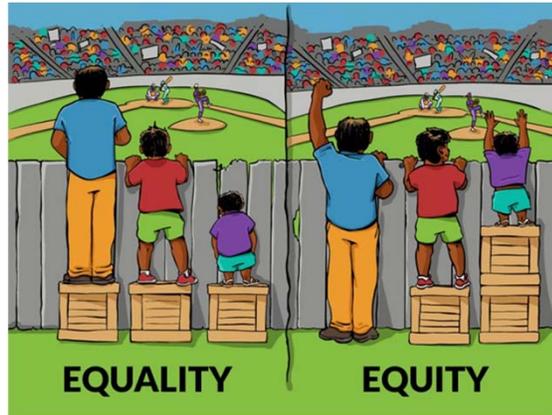
- Subcommittee of both statewide Domestic Violence and Victims' Rights Task Forces
- Began in beginning of 2018 as Prevention Subcommittee
 - Moved to Social Justice in 2019
- Diverse group of direct service and prevention professionals
- *We are not experts, we are here to share the knowledge we have learned as a group*



What is Social Justice?



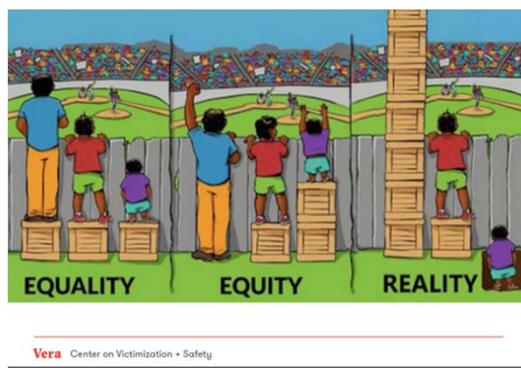
What is Social Justice?



- More common graphic used
- Doesn't address that not everyone has an equal start
- Doesn't address that the barriers aren't the same "height" for everyone



What is Social Justice?



If you look to the graphic on the far right...

- Does address that not everyone has the same starting point
- Also points out how some are far more advantaged than others
- Still doesn't quite address that the barriers aren't the same for everyone

Vera Center on Victimization • Safety



What is Social Justice



EQUALITY



EQUITY

- In this version, both the equality and equity acknowledge the starting point and barriers are not the same for everyone
- The starting point changes and the barriers change based on a person's identity and privileges



What is Social Justice?

"The objective of creating a fair and equal society in which each individual matters, their rights are recognized and protected, and decisions are made in ways that are fair and honest." –Oxford English

"Social justice is a concept of fair and just relations between the individual and society. This is measured by the explicit and tacit terms for the distribution of wealth, opportunities for personal activity, and social privileges." –Wikipedia

"Social justice refers to a concept in which equity or justice is achieved in every aspect of society rather than in only some aspects or for some people. A world organized around social justice principles affords individuals and groups fair treatment as well as an impartial share or distribution of the advantages and disadvantages within a society." –National Education Association



Understanding SJ in Our Work

Privilege is the unearned access to resources that are only readily available to some people because of their social group or status (their identity).

Privilege is an advantage, or immunity granted to or enjoyed by one societal group above and beyond all other groups.

Privilege is often invisible to those who have it.



Understanding SJ in Our Work

When you registered for this webinar, did you worry about having access to a secure computer or wifi connection?

When you registered for this webinar, did you have to consider the need for a translator for another language or ASL interpreter?

When you registered for this webinar, did you think the presenters would represent your identity and the content would be inclusive and accepting?



Understanding SJ in Our Work

There are barriers to access services that are rooted in privilege and inequality that we can easily change:

1. Having materials written in language that is at a reading level for all ages, education levels, and intellectual abilities
2. Giving options on intake forms for all gender identities and sexual orientations for the LGBTQ+ community
3. Creating materials that follow guidelines to make them easier to see for people with visual disabilities



Understanding SJ in Our Work

There are barriers to access services that require change on the individual level.

Addressing internal biases and judgements

- Acknowledging privilege and fragility in our own identities
- Challenging ourselves and our colleagues
- Rewriting our agencies policies, procedures, and guiding documents from an anti-oppression framework



For this next activity...

- We are not advocates, counselors, administrators, supervisors, etc.
- We do not work for our agencies, we are here as ourselves
- Take care of yourselves. Feel free to take a break as needed



Understanding Social Justice in Our Work: Client Story



1. If you are able to, have the client narrative in front of you as we read through it
2. We will read this aloud, but feel free to pause the recording if we go too fast or you would prefer to read on your own
3. Remember you are this client, we are not serving this client

This narrative is located on the DCADV website where you found the link for this recording



Understanding SJ in Our Work

As you read the narrative, were you reading as the gender you identify as?

How would the challenges you faced change if you had a different gender identity?



Understanding SJ in Our Work

How would the genders of your ex and current partner change your thoughts on reaching out for help? What additional barriers would you face?



Understanding SJ in Our Work

Why might someone not take you seriously or look down on you if you reached out for help?
How would that be different for someone older and more educated or experienced?



Understanding SJ in Our Work

When you searched online for local resources to help you, what would you have liked to find?



Understanding SJ in Our Work

Were there any barriers to access services that you hadn't considered or that surprised you?



Understanding SJ in Our Work

If you were seeking help for your situation, what would you look for in an agency to make sure they are inclusive of your identities?



Understanding SJ in Our Work

What can agencies do to make people of all identities feel welcomed and accepted?



Understanding SJ in Our Work

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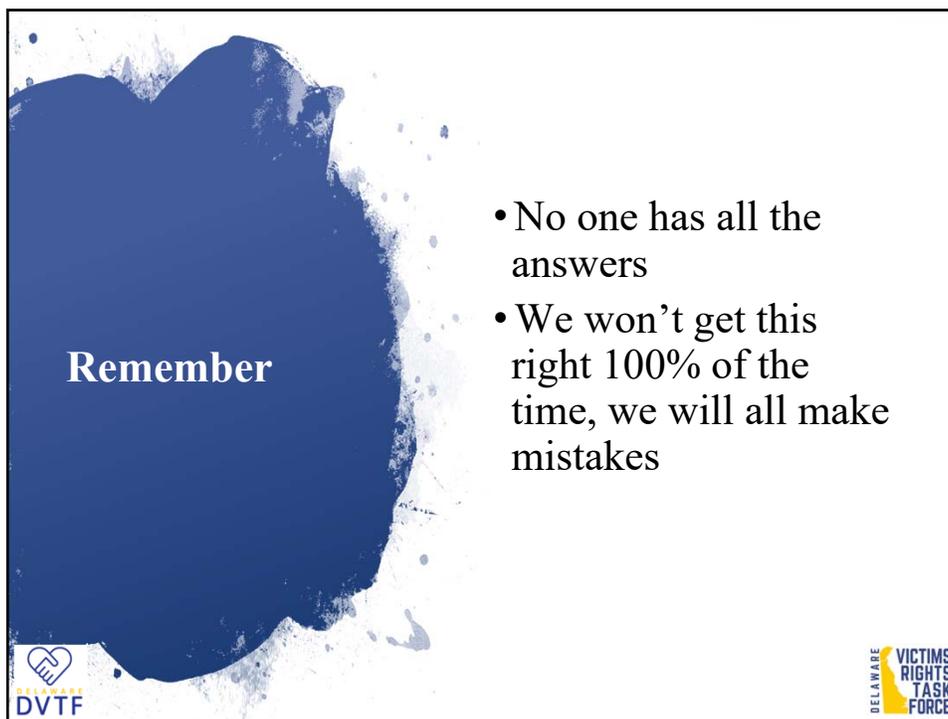
Understanding SJ in Our Work

There are barriers to access services that require change on the individual level.

Addressing internal biases and judgements

- Acknowledging our own privilege and bias
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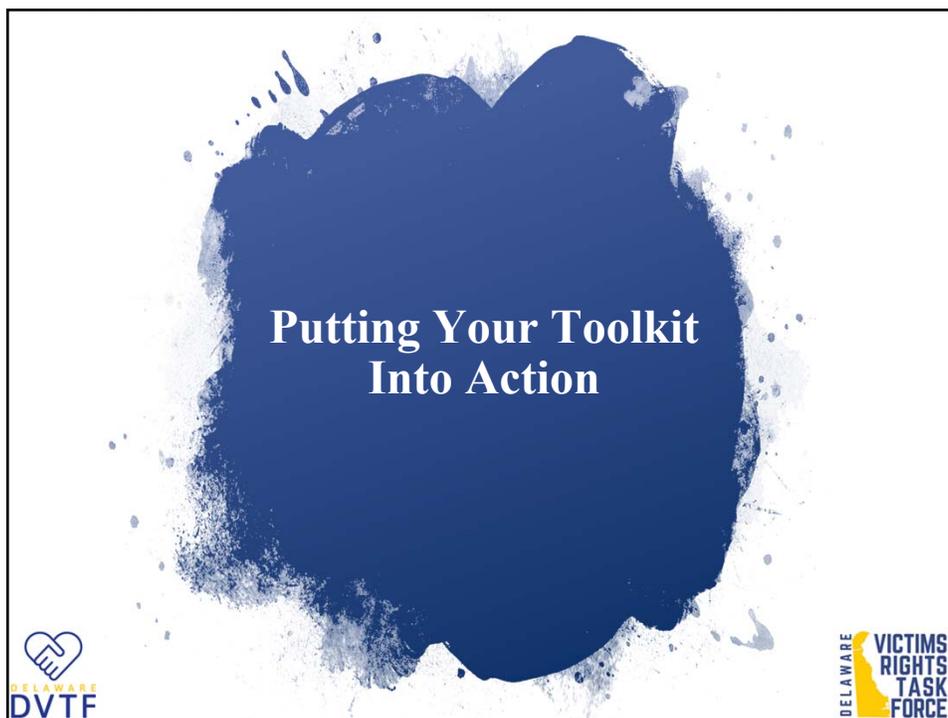




Remember

- No one has all the answers
- We won't get this right 100% of the time, we will all make mistakes



**Putting Your Toolkit
Into Action**



What is the Toolkit?

- Resources
- Glossaries and Definitions
- Individual and Group Activities



Tools on:

- General Social Justice
- Ability
- Gender & Sexuality
- Privilege
- Race
- Religion



Activity 1: The Privilege Quiz



Question 1:

Did your parents read to you when you were growing up?



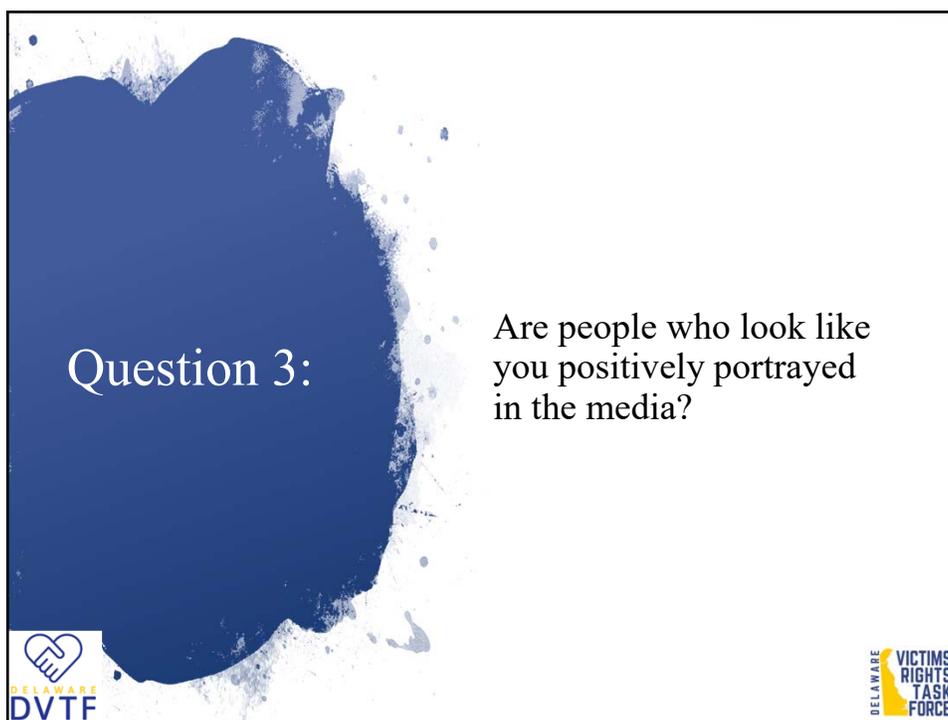
A slide with a white background and a large, dark blue, irregular shape on the left side. The text "Question 2:" is written in white inside the blue shape. To the right of the blue shape, the text "Did you ever take private lessons (piano, karate, etc.) growing up?" is written in black. In the bottom left corner, there is a logo for "DELAWARE DVTF" featuring a heart with a hand inside. In the bottom right corner, there is a logo for "DELAWARE VICTIMS' RIGHTS TASK FORCE" featuring a yellow outline of the state of Delaware.

Question 2:

Did you ever take private lessons (piano, karate, etc.) growing up?

DELAWARE DVTF

DELAWARE VICTIMS' RIGHTS TASK FORCE

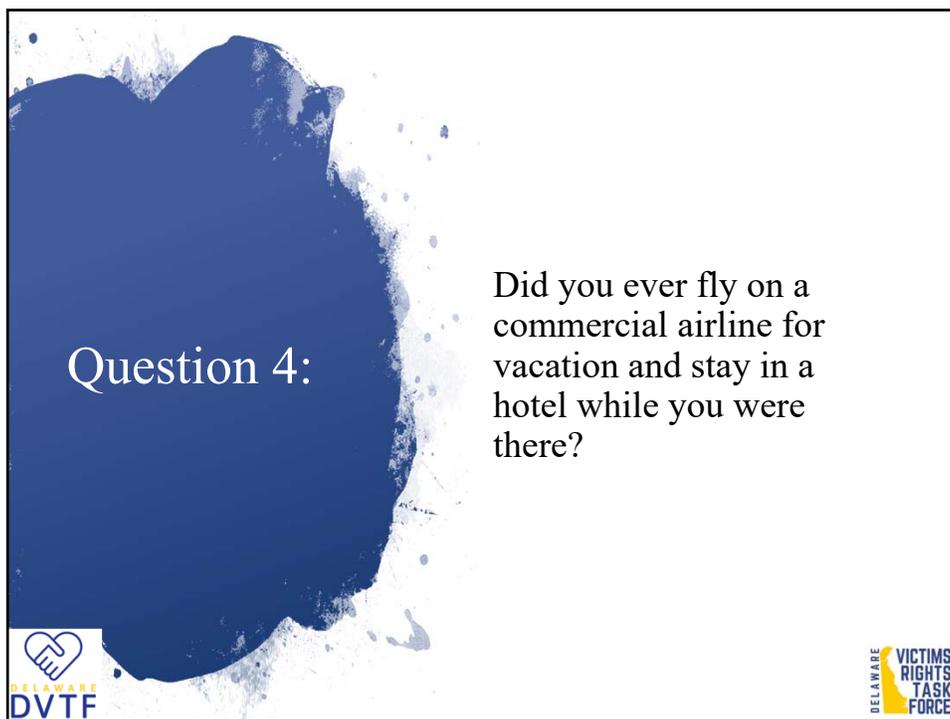
A slide with a white background and a large, dark blue, irregular shape on the left side. The text "Question 3:" is written in white inside the blue shape. To the right of the blue shape, the text "Are people who look like you positively portrayed in the media?" is written in black. In the bottom left corner, there is a logo for "DELAWARE DVTF" featuring a heart with a hand inside. In the bottom right corner, there is a logo for "DELAWARE VICTIMS' RIGHTS TASK FORCE" featuring a yellow outline of the state of Delaware.

Question 3:

Are people who look like you positively portrayed in the media?

DELAWARE DVTF

DELAWARE VICTIMS' RIGHTS TASK FORCE

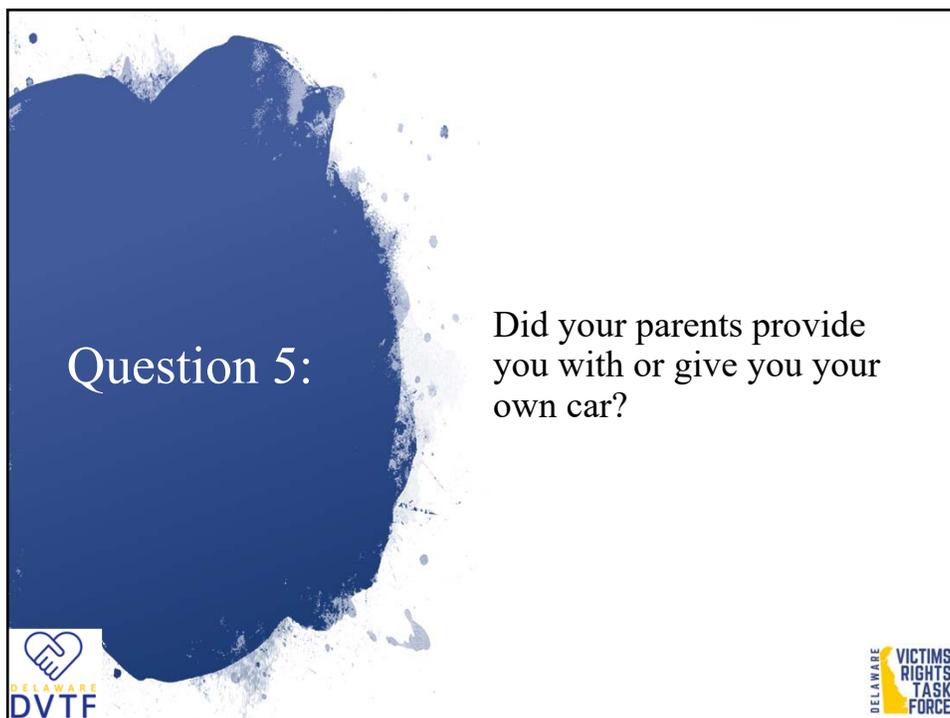
A slide with a white background and a large, dark blue, irregular shape on the left side. The text "Question 4:" is written in white on the blue shape. To the right of the blue shape, the question text is written in black. In the bottom left corner, there is a logo for "DELAWARE DVTF" featuring a heart with hands. In the bottom right corner, there is a logo for "DELAWARE VICTIMS' RIGHTS TASK FORCE" featuring a yellow outline of the state of Delaware.

Question 4:

Did you ever fly on a commercial airline for vacation and stay in a hotel while you were there?

DELAWARE DVTF

DELAWARE VICTIMS' RIGHTS TASK FORCE

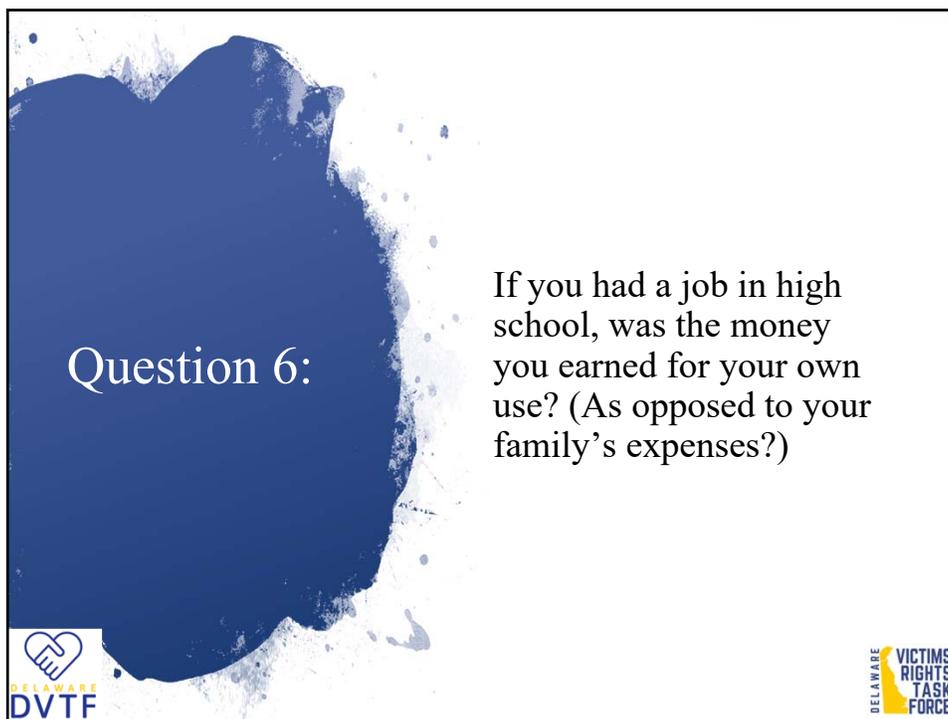
A slide with a white background and a large, dark blue, irregular shape on the left side. The text "Question 5:" is written in white on the blue shape. To the right of the blue shape, the question text is written in black. In the bottom left corner, there is a logo for "DELAWARE DVTF" featuring a heart with hands. In the bottom right corner, there is a logo for "DELAWARE VICTIMS' RIGHTS TASK FORCE" featuring a yellow outline of the state of Delaware.

Question 5:

Did your parents provide you with or give you your own car?

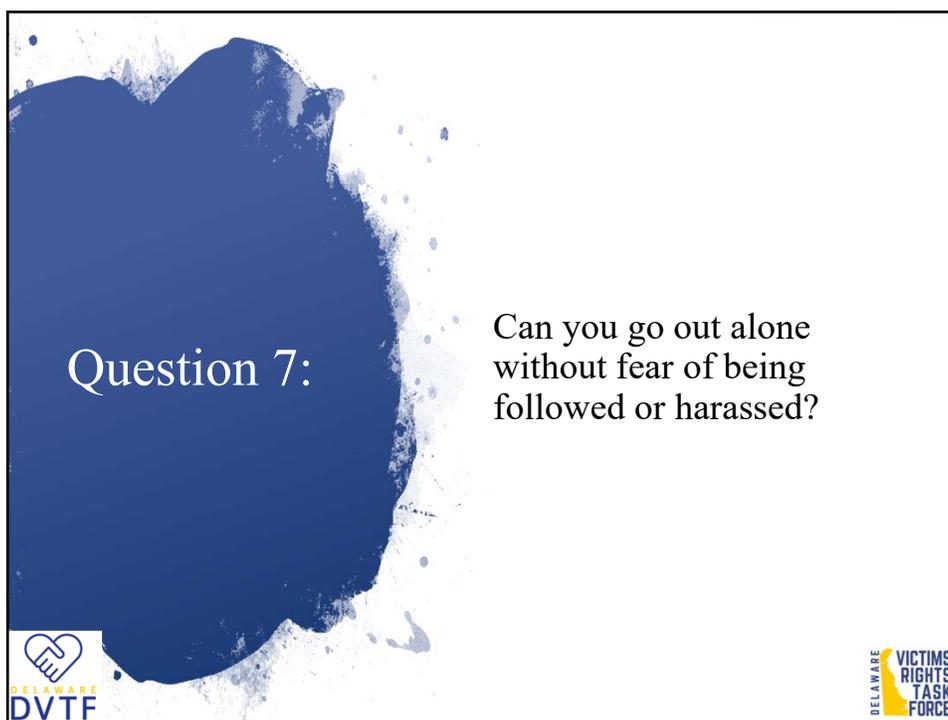
DELAWARE DVTF

DELAWARE VICTIMS' RIGHTS TASK FORCE

A presentation slide with a white background and a large, dark blue, watercolor-style splash on the left side. The text is positioned to the right of the splash. In the bottom left corner, there is a logo for 'DELAWARE DVTF' featuring a heart with hands. In the bottom right corner, there is a logo for 'DELAWARE VICTIMS' RIGHTS TASK FORCE' featuring a yellow outline of the state of Delaware.

Question 6:

If you had a job in high school, was the money you earned for your own use? (As opposed to your family's expenses?)

A presentation slide with a white background and a large, dark blue, watercolor-style splash on the left side. The text is positioned to the right of the splash. In the bottom left corner, there is a logo for 'DELAWARE DVTF' featuring a heart with hands. In the bottom right corner, there is a logo for 'DELAWARE VICTIMS' RIGHTS TASK FORCE' featuring a yellow outline of the state of Delaware.

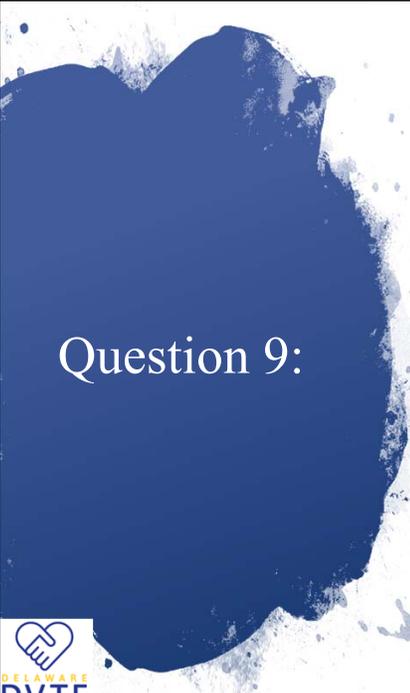
Question 7:

Can you go out alone without fear of being followed or harassed?



Question 8:

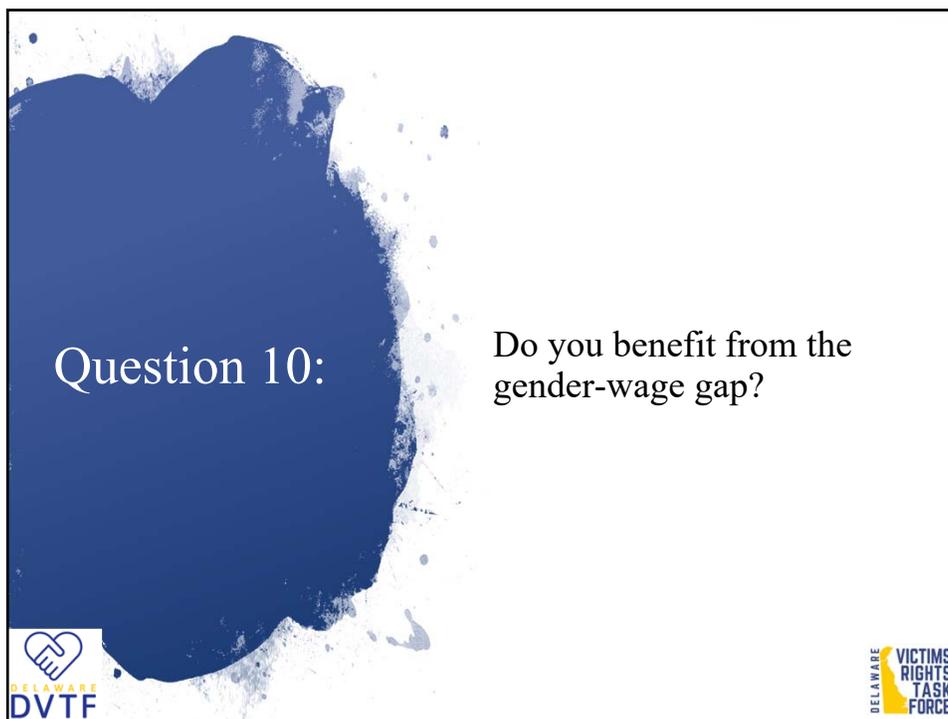
Do you feel like you are welcomed and fit in to your neighborhood?



Question 9:

When you purchase something in 'nude' or 'flesh-color' it usually more or less matches your skin tone.



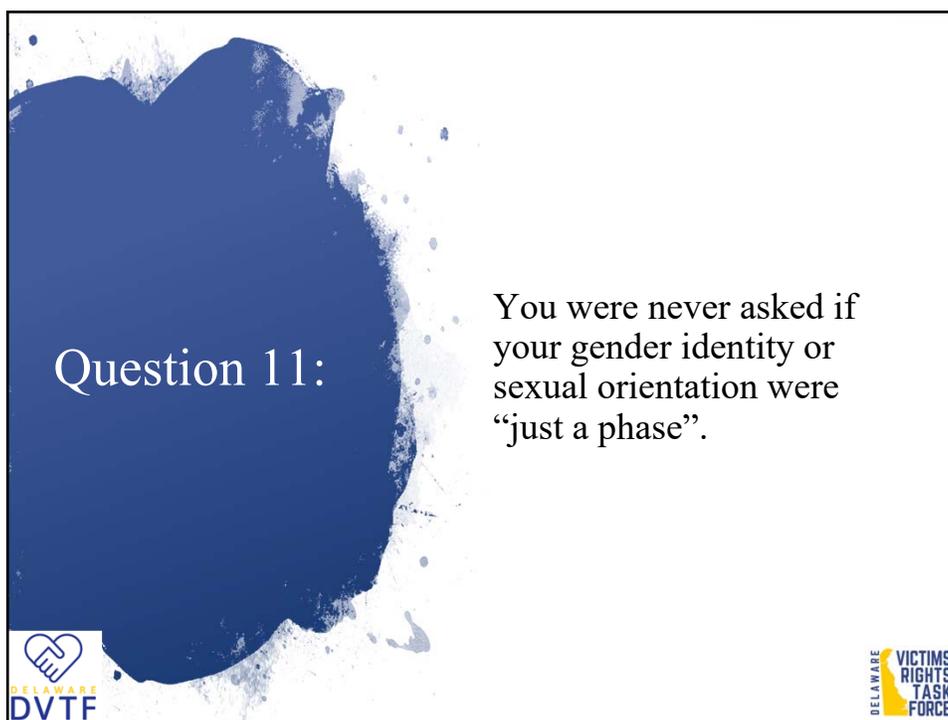
A slide with a white background and a large, dark blue, irregular shape on the left side. The text "Question 10:" is written in white on the blue shape. To the right of the blue shape, the text "Do you benefit from the gender-wage gap?" is written in black. In the bottom left corner, there is a logo for "DELAWARE DVTF" featuring a heart with a hand inside. In the bottom right corner, there is a logo for "DELAWARE VICTIMS' RIGHTS TASK FORCE" featuring a yellow outline of the state of Delaware.

Question 10:

Do you benefit from the gender-wage gap?

DELAWARE DVTF

DELAWARE VICTIMS' RIGHTS TASK FORCE

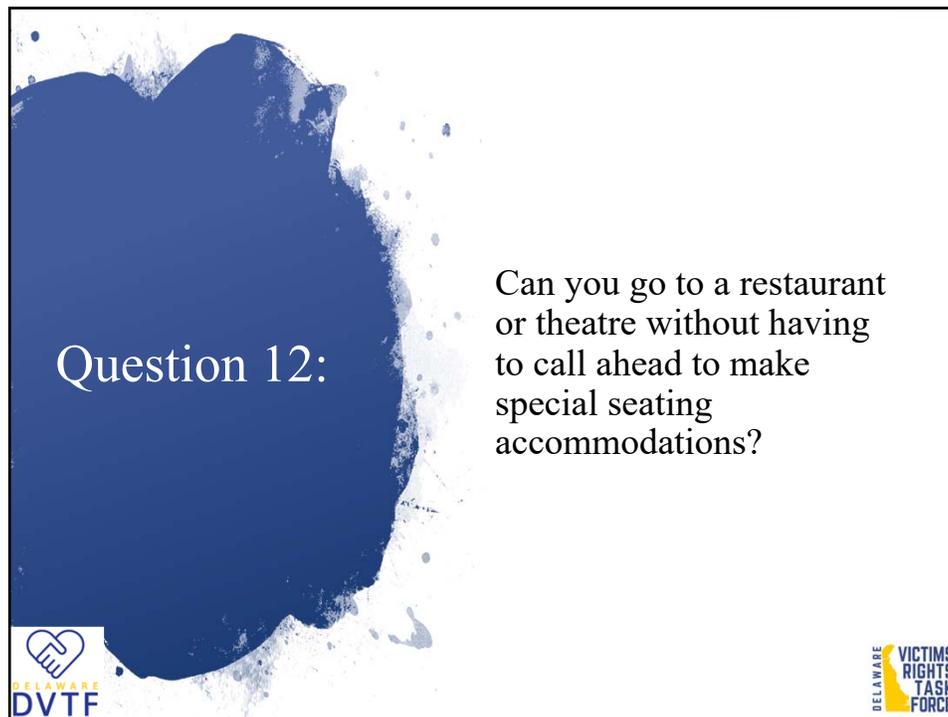
A slide with a white background and a large, dark blue, irregular shape on the left side. The text "Question 11:" is written in white on the blue shape. To the right of the blue shape, the text "You were never asked if your gender identity or sexual orientation were 'just a phase'." is written in black. In the bottom left corner, there is a logo for "DELAWARE DVTF" featuring a heart with a hand inside. In the bottom right corner, there is a logo for "DELAWARE VICTIMS' RIGHTS TASK FORCE" featuring a yellow outline of the state of Delaware.

Question 11:

You were never asked if your gender identity or sexual orientation were "just a phase".

DELAWARE DVTF

DELAWARE VICTIMS' RIGHTS TASK FORCE

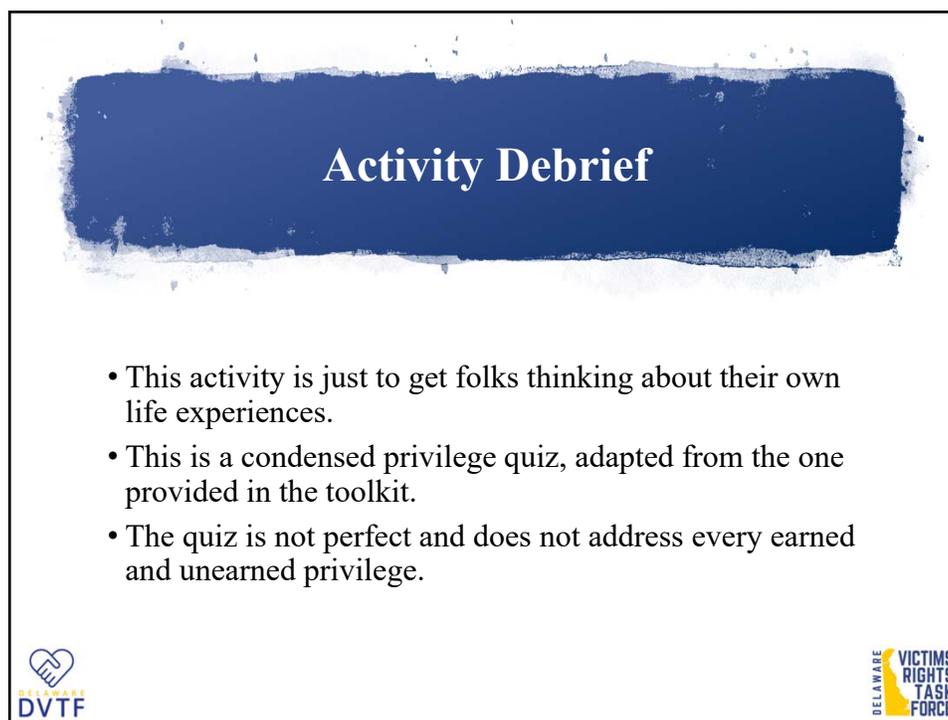
A slide with a dark blue watercolor-style background on the left side. The text is white. In the bottom left corner is the Delaware DVTF logo, and in the bottom right corner is the Delaware Victims' Rights Task Force logo.

Question 12:

Can you go to a restaurant or theatre without having to call ahead to make special seating accommodations?

DELAWARE DVTF

DELAWARE VICTIMS' RIGHTS TASK FORCE

A slide with a dark blue watercolor-style background at the top. The text is white. In the bottom left corner is the Delaware DVTF logo, and in the bottom right corner is the Delaware Victims' Rights Task Force logo.

Activity Debrief

- This activity is just to get folks thinking about their own life experiences.
- This is a condensed privilege quiz, adapted from the one provided in the toolkit.
- The quiz is not perfect and does not address every earned and unearned privilege.

DELAWARE DVTF

DELAWARE VICTIMS' RIGHTS TASK FORCE

Activity 2: The Spoon Theory

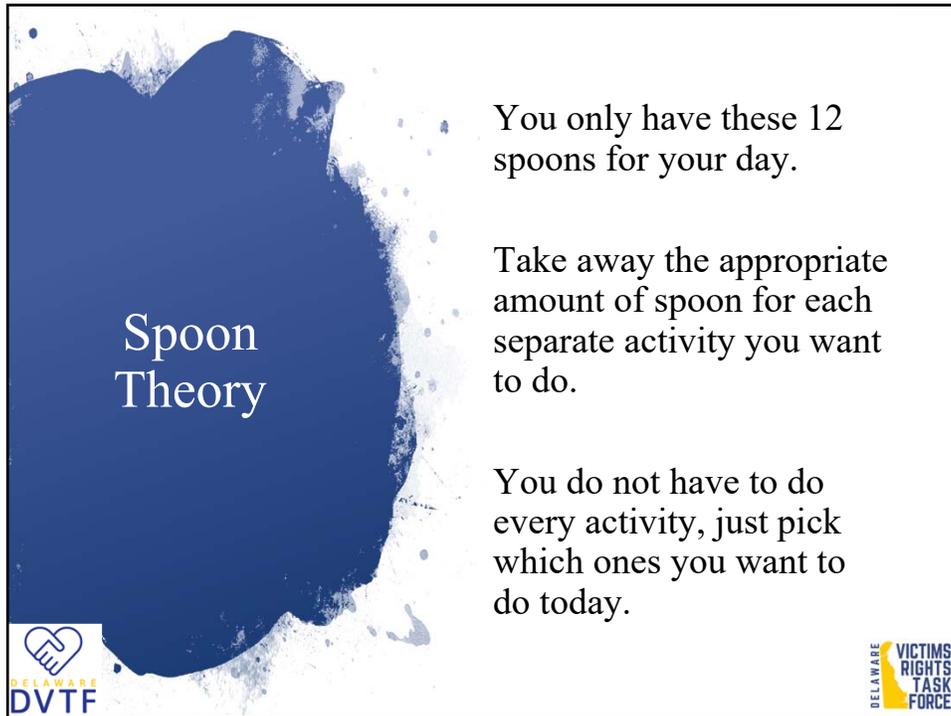


Spoon Theory

Instructions

1. Everyone grab a piece of scrap paper and draw 12 spoons. As we read through the narrative, cross off your spoons as instructed.
2. You only have 12 spoons for the day. You decide how you want to use them. When you run out of spoons, you can't complete any more activities for the day.



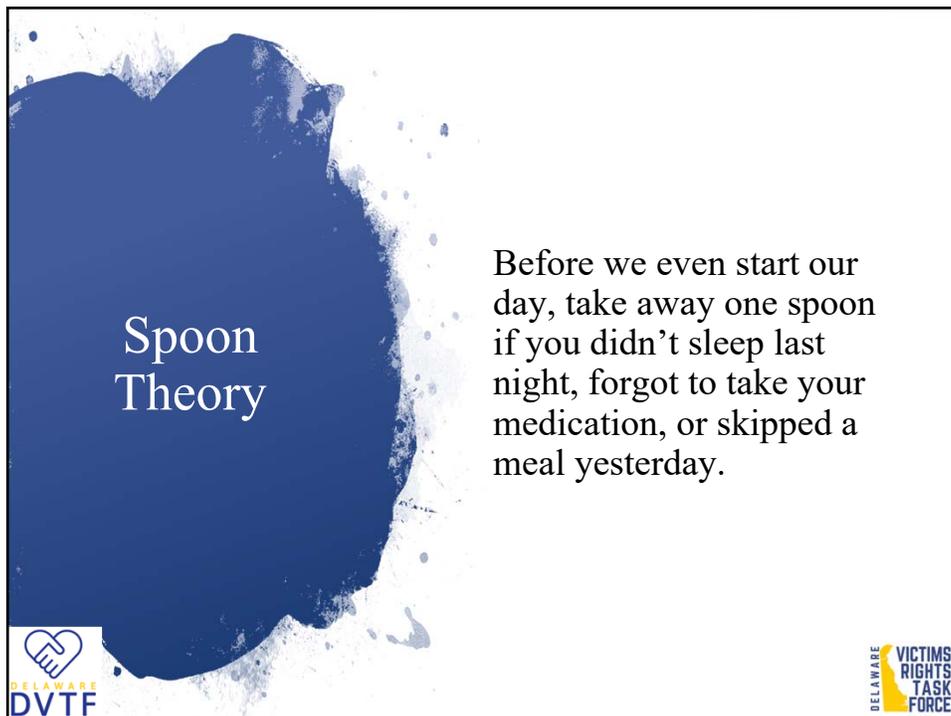


Spoon Theory

You only have these 12 spoons for your day.

Take away the appropriate amount of spoon for each separate activity you want to do.

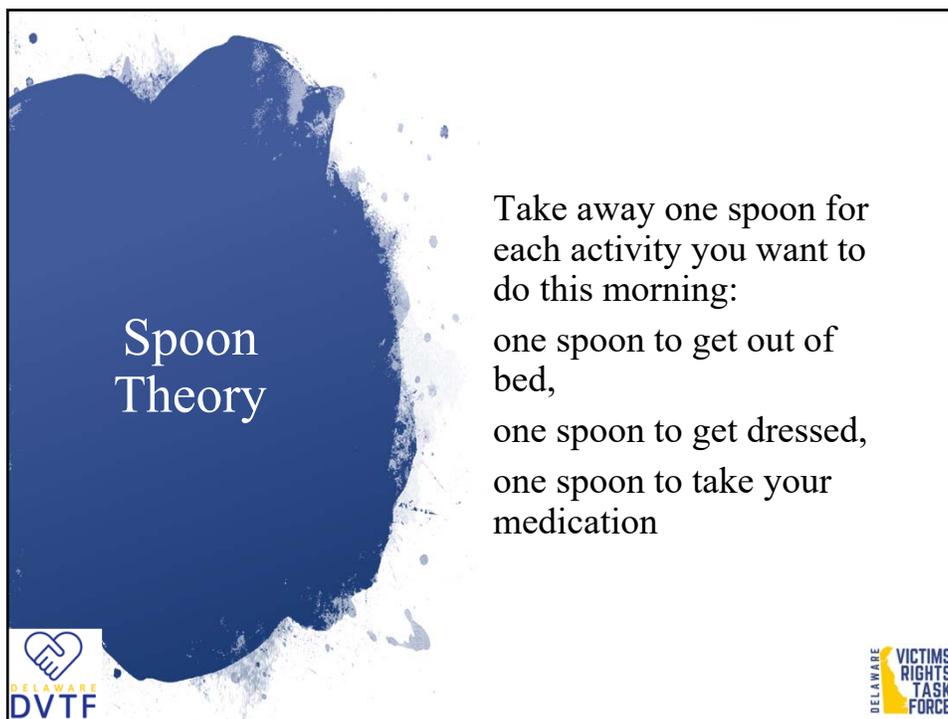
You do not have to do every activity, just pick which ones you want to do today.



Spoon Theory

Before we even start our day, take away one spoon if you didn't sleep last night, forgot to take your medication, or skipped a meal yesterday.





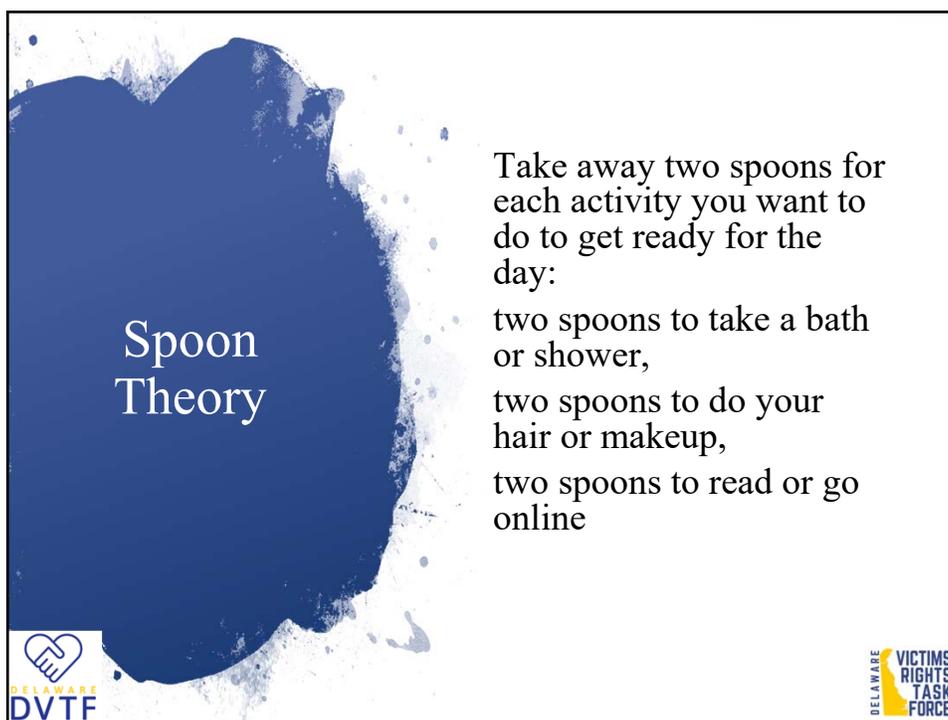
A slide titled "Spoon Theory" with a large blue watercolor splash on the left. The text on the right lists three activities: getting out of bed, getting dressed, and taking medication. Logos for Delaware DVTF and the Delaware Victims' Rights Task Force are in the bottom corners.

Spoon Theory

Take away one spoon for each activity you want to do this morning:

- one spoon to get out of bed,
- one spoon to get dressed,
- one spoon to take your medication



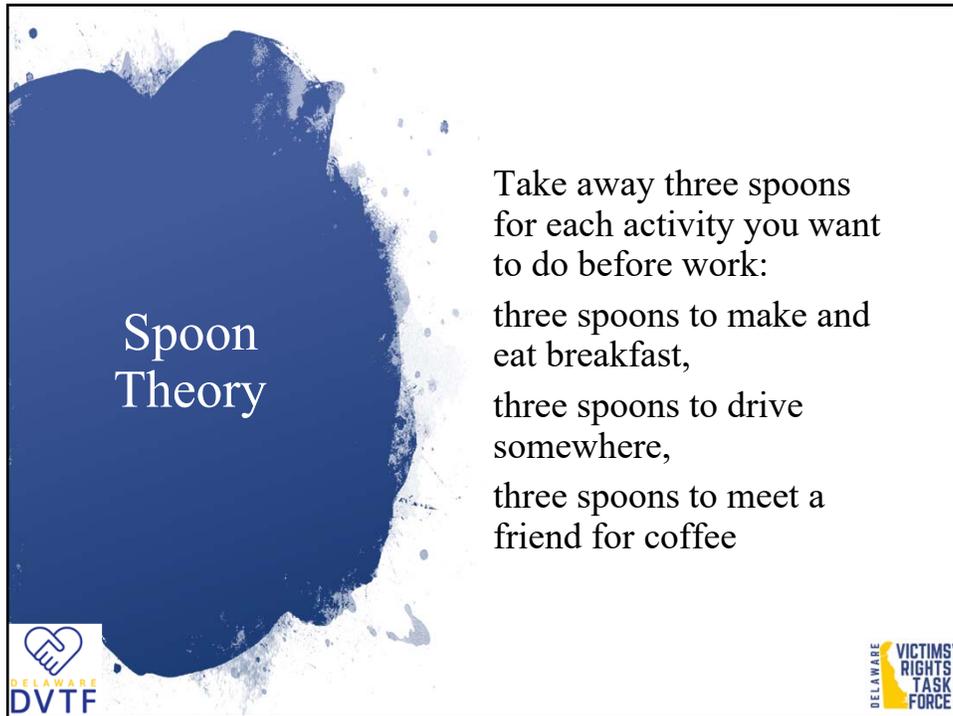
A slide titled "Spoon Theory" with a large blue watercolor splash on the left. The text on the right lists three activities: taking a bath or shower, doing hair or makeup, and reading or going online. Logos for Delaware DVTF and the Delaware Victims' Rights Task Force are in the bottom corners.

Spoon Theory

Take away two spoons for each activity you want to do to get ready for the day:

- two spoons to take a bath or shower,
- two spoons to do your hair or makeup,
- two spoons to read or go online

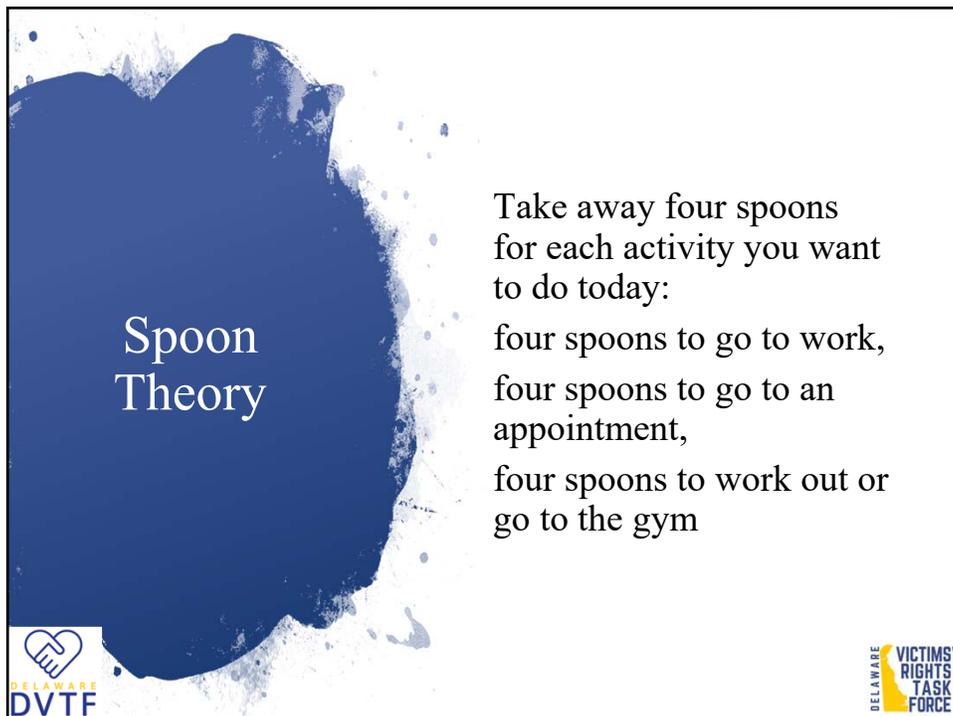
 



Spoon Theory

Take away three spoons for each activity you want to do before work:

- three spoons to make and eat breakfast,
- three spoons to drive somewhere,
- three spoons to meet a friend for coffee



Spoon Theory

Take away four spoons for each activity you want to do today:

- four spoons to go to work,
- four spoons to go to an appointment,
- four spoons to work out or go to the gym



Spoon Theory

Activity Debrief

1. How quickly did you run out of spoons? Did anyone make it to the end of the activity or have spoons leftover?
 - a) Reminder: we didn't make it through to the end of the day and there are many more activities throughout the day that would cause additional barrier for some people.



Spoon Theory

Activity Debrief

- 2) Were you surprised that any of the activities required a spoon?
 - a) Did that make you think of a privilege you may have and never thought about before?



Spoon Theory

Activity Debrief

3. How does this change your perspective on people's ability to navigate services; like counseling, victim services, housing, etc.?
4. After working through this simple, surface-level activity, how can you take what you learned and this toolkit to make your agency and your services more inclusive to everyone?



#DoTheWork

- No one has all the answers.
- We won't get this right 100% of the time, we will all make mistakes.



#DoTheWork

- We specifically chose resources to implement at any level of leadership.
- Utilize the toolkit and provided online resources as a starting point in your agencies and to make an individual change.



#DoTheWork

The toolkit can be downloaded from the DCADV website:

<https://dcadv.org/what-we-do/training-and-certification/webinars.html>



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