



CARES^U²®

CERTIFICATION

ACCEPTANCE: Diversity & Equity



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You are authorized to use the learning objectives, activities, and module materials within your team to help your team to become, or remain, high performing in the areas of equity and inclusion. We ask that you do not teach or share these materials. Thank you!

TABLE OF CONTENTS

Acceptance Module Overview.....	3
Video 1: Introduction	3
Objectives for the Acceptance Module.....	3
Core Principles & Beliefs of US ²	3
Acceptance Module Videos Notes.....	4
Video 2: Humanizing Bias.....	4
Video 3: Developing a Common Language	5
Video 4: Understanding -ISMS: Part 1.....	8
Video 5: Understanding -ISMS: Part 2	9
Video 6: Understanding -ISMS: Part 3	10
Video 7: Intercepting Biased Comments or Beliefs.....	11
Video 8: Next Steps	11
Acceptance Module In-Person Participation.....	12
Two Truths & A Lie	12
Acceptance Values	12
Who Am I?.....	13
Stereotype Challenge	13
Affinity Groups.....	14
Circle of Trust.....	14
Personal Reflections	15
Practicing our Skills.....	16
Scenario A: Family/Racism.....	16
Scenario B: Colleague/Cisgenderism.....	16
Overview of CARES® Certification	17
Acceptance Action Plan Template	18
Acceptance Module What's Next?	21

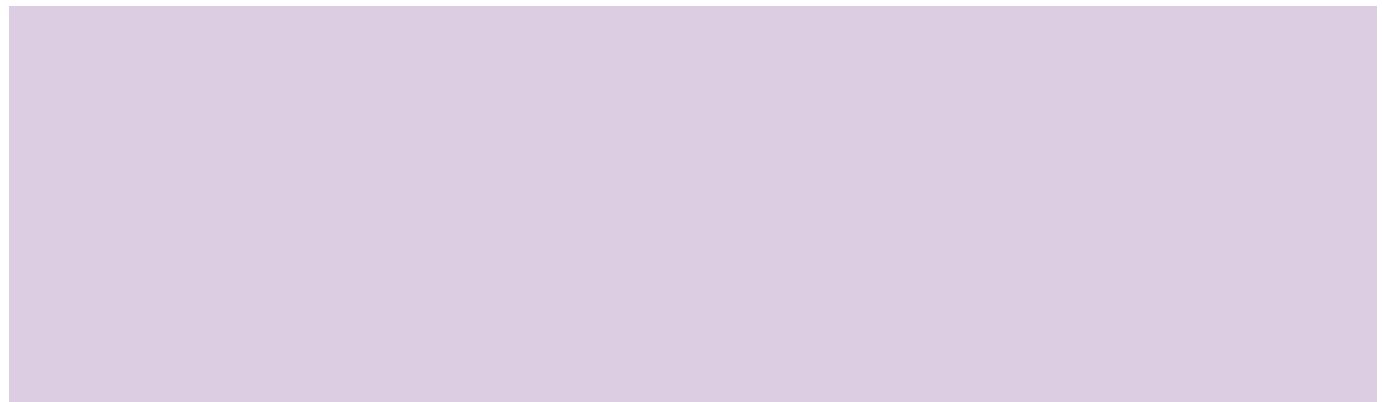
Use this section to take notes throughout the video courses. Slide decks are not provided in their entirety, so your notes and participation, both with the workbook and in the synchronous session, will allow the continuation of learning.

Video 1: Introduction

Objectives for the Acceptance Module

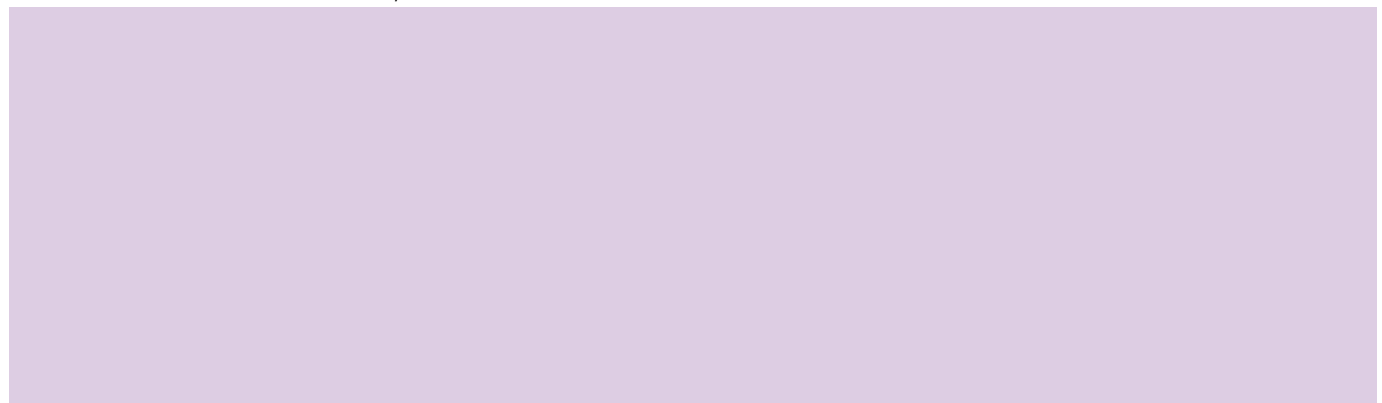
By participating in this session, you will be able to...

- ...reflect upon personal experiences to better understand origin of personally held first-thoughts.
- ...dissect the difference between core beliefs and implicit bias.
- ...expand identity group awareness beyond one's personal identity.



Core Principles & Beliefs of US²

1. Guilt and politeness are the glue that hold prejudice and stigma in place.
2. Intentions \neq Impact
3. **We must intentionally include so as not to unintentionally exclude.**
4. Seek to impact someone's heart, which will ultimately change their mind.
5. **Every issue counts.**
6. Growth occurs in discomfort.
7. Once we know better, we must do better!



Our goal within US² is to help people better understand themselves in order to unite society.

Video 2: Humanizing Bias

Principles Around Bias

- Bias is human and natural
- Formed through experiences and environment (past and present)
- Rather than eliminating or ignoring them, seek to identify and understand them
- Implicit/hidden biases, in and of themselves, are not negative; they become negative if they become explicit and discriminatory in how we treat people and/or situations

Where does bias come from?

Types of Bias

Bias: Prejudice in favor of or against one thing, person, or group compared with another; Formed through experiences and environment (past and present)

Affinity Bias: We are more likely to trust somebody like us...

Confirmation Bias: Tendency to interpret new evidence as confirmation of one's existing beliefs

Anchoring Bias: Relying too much on an initial piece of information when making a decision about someone

Stereotype Bias: Assuming that someone has specific traits because of the group they belong to (i.e., based on gender, race, class, job, interests, etc.)

Systemic Bias: Biases based in policies and procedures; often long-term effects based on historical perceptions

Systematic Bias: Systemic biases that are perpetuated through decision-making and lack of action to eradicate such biases

Video 3: Developing a Common Language

Macroaggressions: Policies/Rules/Laws that disempower, subordinate, and isolate marginalized groups at the systemic level

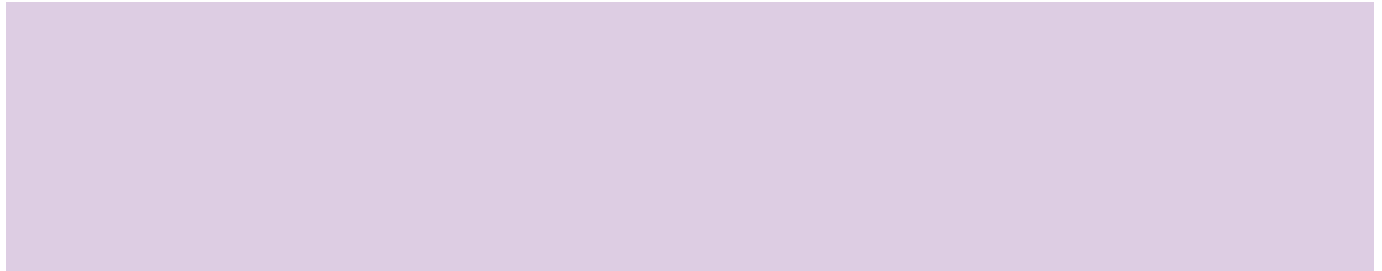
Microaggressions: Words, actions, or incidents that disempower, subordinate, and isolate marginalized groups said/done by an individual

Microinvalidations: Subtle minimalization of experiences, values, feelings, and/or potential; can be labeled a 'joke'

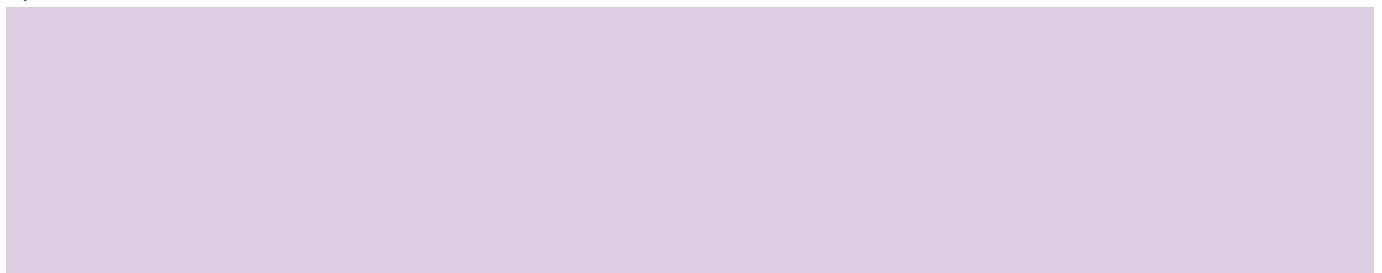
Microassaults: Intentional messages of hate/insult



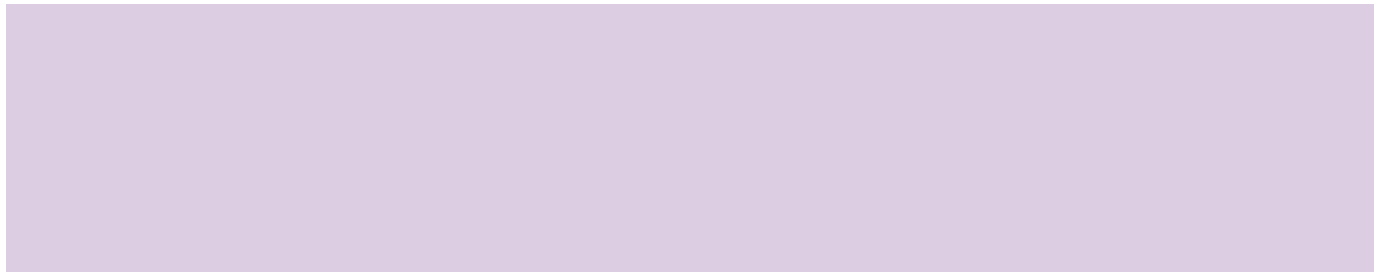
Microinsults: Elusively communicate an insult or offense; can be labeled a 'back-handed compliment'



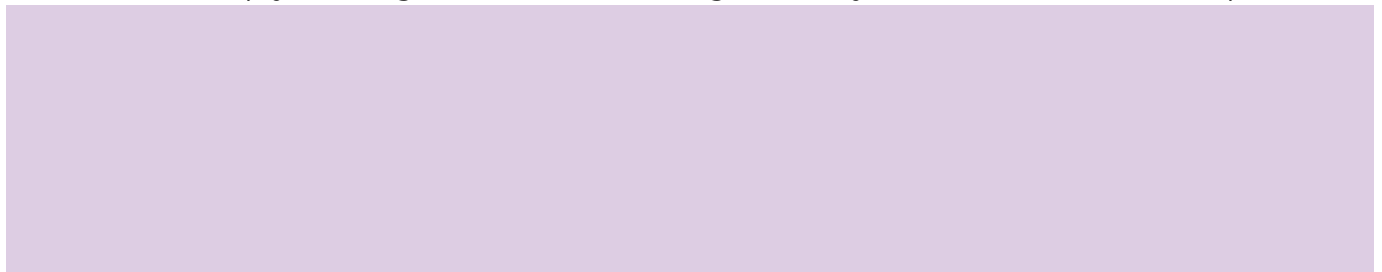
Discrimination: Unjust or prejudicial treatment of people and/or groups based on specific characteristics/identities



Non-Discriminatory: Beliefs/actions/movements designed to oppose discrimination rather than simply owning core beliefs; Moving from ally to advocate to co-conspirator

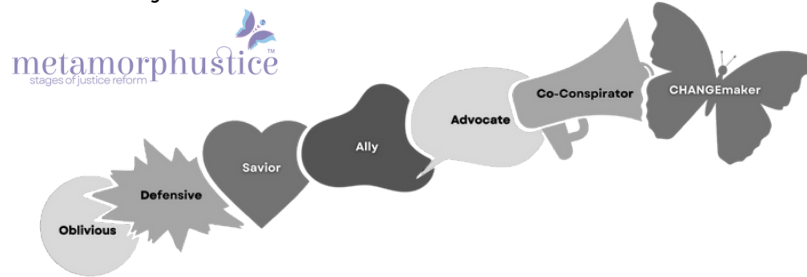


Anti-Discriminatory: Beliefs/actions/movements designed to oppose discrimination rather than simply owning core beliefs; Moving from ally to advocate to co-conspirator



What is Metamorphustice™?

Metamorphustice™, as a concept, is a juxtaposition of 'metamorphosis' and 'justice,' symbolizing the transformative process required to address the intricacies and interconnections of social injustices.



Oblivious: Being unaware of societal implications that impact the treatment of people based on identities; To move to the next stage, a level of awareness is necessary

Defensive: Being angry or resentful toward specific identities (this could even be one of your own identities); To move to the next stage, a level of care/concern is necessary

Savior: Feeling like it is your 'duty' to save someone; To move to the next stage, a level of curiosity is necessary

Ally: Having sympathy for another group and owning core beliefs of equity; To move to the next stage, a level of empathy is necessary

Advocate: Having empathy for another group and acting on their behalf, at specific intervals; To move to the next stage, a level of empowerment is necessary

Co-Conspirator: Actively denouncing and addressing discriminatory actions, beliefs, and comments (in partnership with others) as they occur; To move to the final stage, a level of transformation is necessary

CHANGEmaker: Actively seeking out injustices that exist in our society – without waiting for them to appear/be shown in current events

Privilege: Often unearned; societal perception of power

Fragility: Feelings and behaviors that occur when an identity group is under stress; often leading to defensiveness and/or denial

Video 4: Understanding -ISMS: Part 1

Heterosexism: Prejudice, stereotyping, or discrimination on the basis of perceived, or actual, sexuality (inclusive of gay, lesbian, non-binary/queer)

Racism: Prejudice, stereotyping, or discrimination on the basis of perceived, or actual, race/racial identity

Politicism: Prejudice, stereotyping, or discrimination on the basis of perceived, or actual, political affiliation and/or political beliefs

Classism: Prejudice, stereotyping, or discrimination on the basis of perceived, or actual, socioeconomic status/class

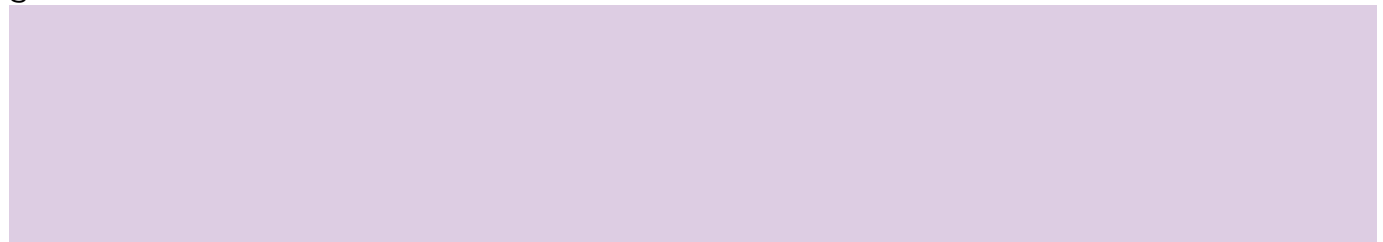
Familialism: Prejudice, stereotyping, or discrimination on the basis of perceived, or actual, family structure and/or dynamics

Video 5: Understanding -ISMS: Part 2

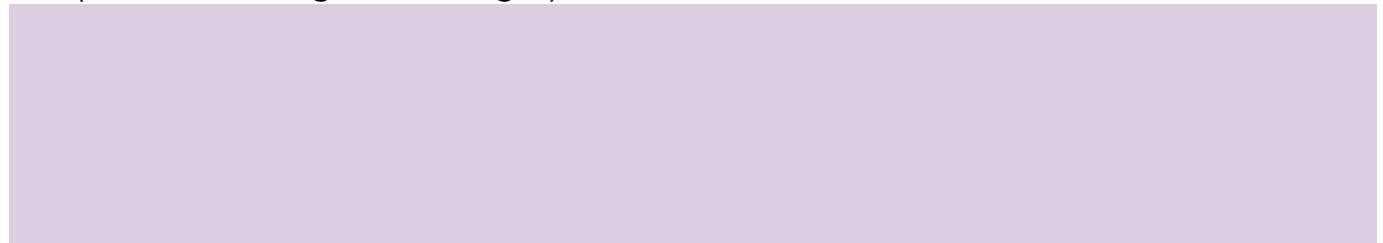
Saneism: Prejudice, stereotyping, or discrimination on the basis of perceived, or actual, mental health



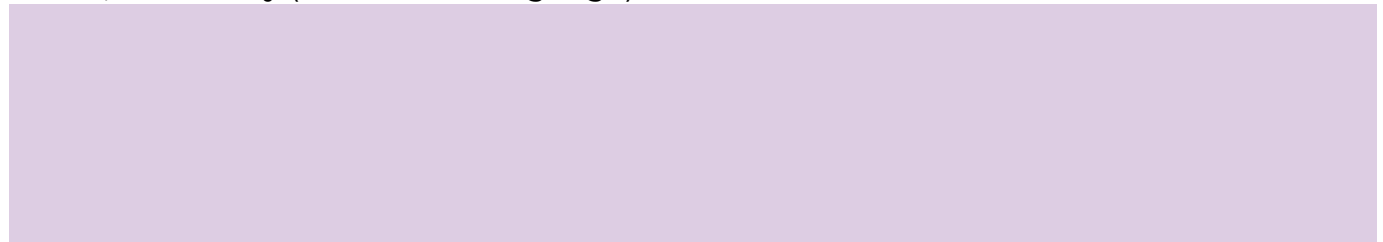
Sexism: Prejudice, stereotyping, or discrimination on the basis of societally perceived gender: male/female



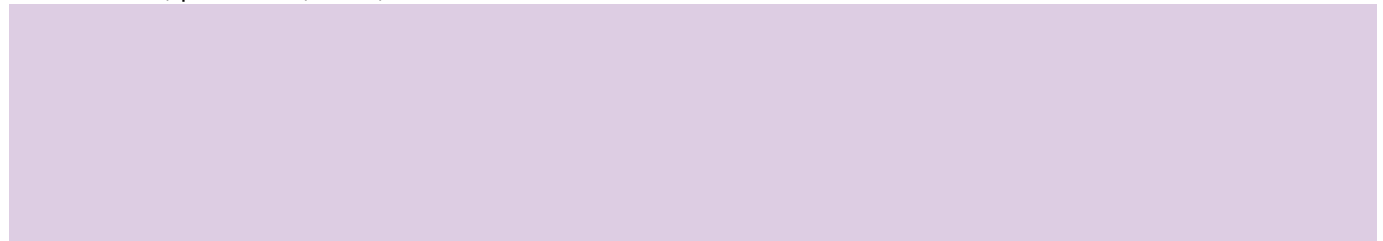
Sizeism: Prejudice, stereotyping, or discrimination on the basis of perceived, or actual, size (inclusive of height and weight)



Ethnocentrism: Prejudice, stereotyping, or discrimination on the basis of perceived, or actual, nationality (inclusive of language)



Elitism: Prejudice, stereotyping, or discrimination on the basis of perceived, or actual, education, position, title, and/or rank

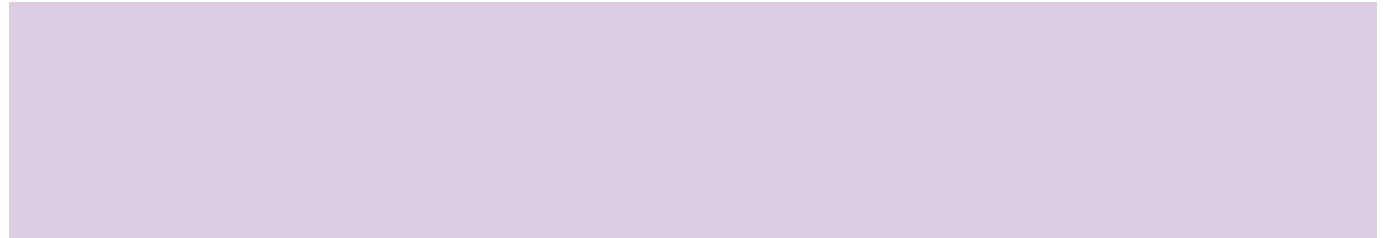


Video 6: Understanding -ISMS: Part 3

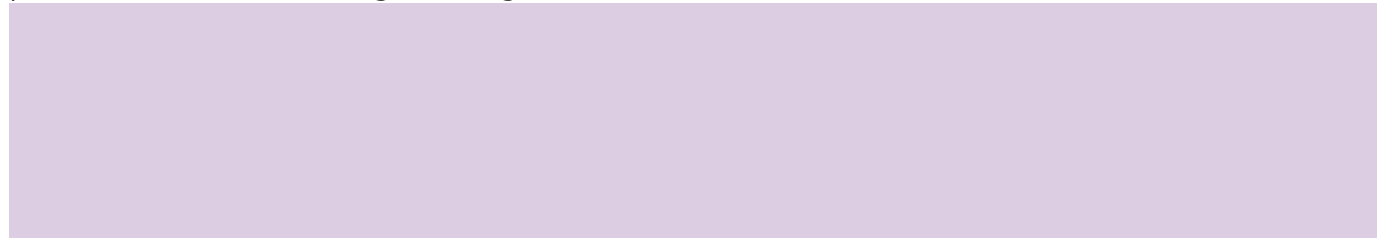
Ableism: Prejudice, stereotyping, or discrimination on the basis of perceived, or actual, ability (inclusive of physical and intellectual ability)



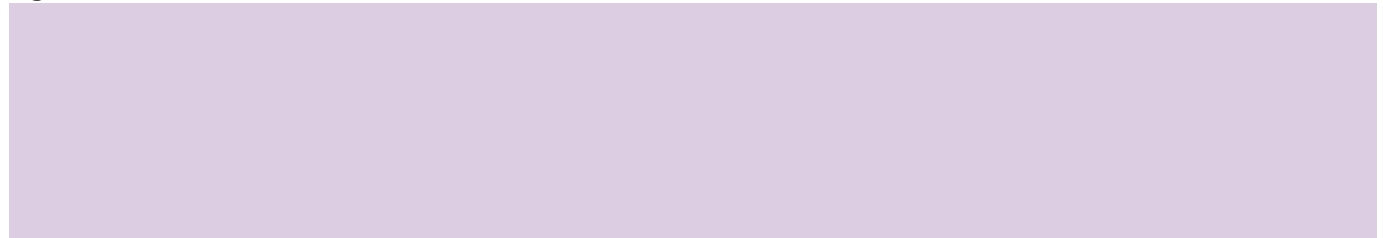
Cisgenderism: Prejudice, stereotyping, or discrimination on the basis of perceived, or actual, gender alignment



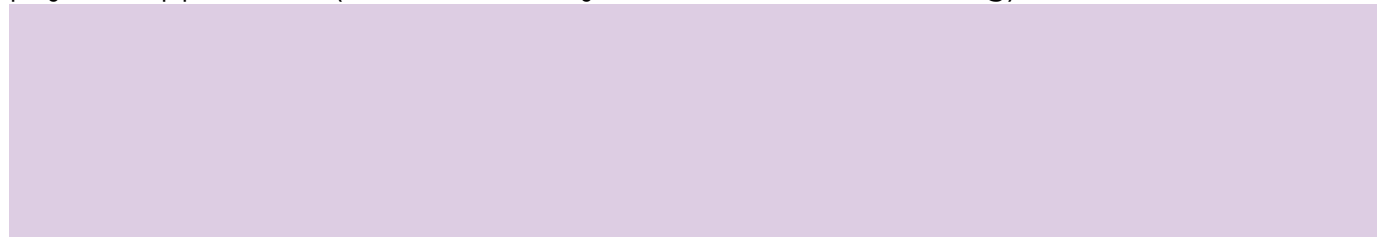
Religious Imperialism: Prejudice, stereotyping, or discrimination on the basis of perceived, or actual, religion/religious beliefs



Ageism: Prejudice, stereotyping, or discrimination on the basis of perceived, or actual, age



Lookism: Prejudice, stereotyping, or discrimination on the basis of perceived, or actual, physical appearance (inclusive of body modification and clothing)



Video 7: Intercepting Biased Comments or Beliefs

Target: Person/people being targeted within the discriminatory comments/behaviors

Witness: Person/people exposed to the situation where discriminatory actions occurred

Aggressor: Person/people perpetuating the discriminatory actions (whether intentional or unintentional)

Strategies (use the space below to brainstorm what statements would work for you in each category):

INTERRUPT

QUESTION

EDUCATE

ECHO

Video 8: Next Steps

Before the synchronous session, reflect upon the impact of your identities in our society. Do you experience privilege (even if you weren't aware of it previously)? Have you uncovered some of your own implicit biases? Have you been marginalized and/or discriminated against? In our synchronous sessions, we will share with participants and learn from one another.

Two Truths & A Lie

Ask participants to construct three statements about themselves – two of them being true and one of them being untrue. The goal of this activity is to not only learn about one another, but to examine our own implicit biases when people share aspects about themselves. Why do we assume something to be true and/or untrue about someone? How do our own experiences lead us to these assumptions?

Acceptance Values

- What do you define as attractive/desirable?

- How do these definitions impact how we communicate?

- How do these values impact who we have in our 'circles of influence'?

Who Am I?

The next part of the workshop will give us a chance to learn about the many similarities and differences among us. I am going to mention a number of social identity groups. When you are a member of a group, please raise your hand. When groups other than your own raise their hand, those in the group applaud, wave, and/or cheer them on in a welcoming manner. Couple ground rules:

- No one has a 'score card' – share what you want to share and only what you feel comfortable sharing.
- Please don't 'out' anyone – even if you know them well.
- Share and identify as the groups YOU identify as – minimal definitions will be given.
- The groups being asked are not binary – you can identify for as many or as few as you would like.
- We applaud/cheer even when no one is disclosing their belonging – 1) they might not be ready to share; 2) if someone doesn't identify in the group, there are people who identify within our community.
- We ask for additional groups to allow everyone to be included and to encourage the idea of no one, not even the facilitator/leader, is expected to know everything.

There are multiple groups that can be included within this activity. Space is left blank below this activity for you to take notes of which groups you might want to include if you conduct this activity.

Stereotype Challenge

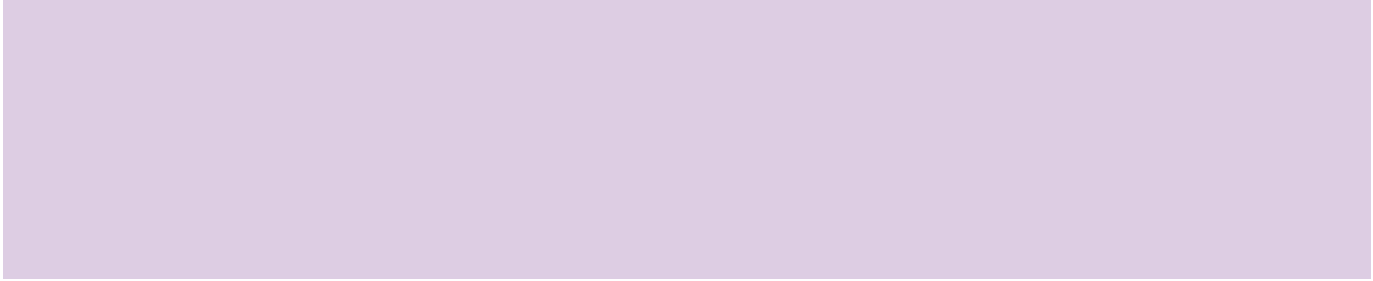
All of us have heard stereotypes and even used stereotypes to categorize people and/or things. In this activity, we reflect upon the impact of these stereotypes within ourselves. Choose an identity group that you belong to and embrace a strength that you have being a part of that identity group as well as a perceived challenge being a part of that same identity group. How has this been internalized for you as a person?

Affinity Groups

In this activity, building upon the Stereotype Challenge activity, you will be working with others in the group who belong to the same identity group. In your group, you are going to answer two questions:

- What do you never want to hear again?
- What do you wish people knew about your group?

This information will then be shared with other participants (in different groups) to build a sense of empathy and awareness in order to move forward with understanding.



Circle of Trust

List six people that you trust – personally and/or professionally (but do not include family members). After deciding upon your six people, complete the chart below (if you choose to conduct this activity with others, do not provide the information until after people have chosen their six names).

Initials	Gender	Race	Age	Sexuality	Disability (Y/N)	Nationality	Religion
Me							

Personal Reflections

Personal Implicit Biases

Biases are natural and embedded within each of our psyches. In this activity, after learning more about some of the -ISMS (specifically Heterosexism, Racism, Classism, Politicism, and Familialism), we will be discussing our own first thoughts/implicit biases that we have around the targeted identity groups. You can do this individually or in small group discussion (if there is a level of trust). You can also modify and share examples of biases that exist in society (if there isn't the space to be vulnerable).

Personal Discrimination

We all experience discrimination at some point in our lives based on facets of our identity. In this activity, after learning about five more -ISMS (specifically Sexism, Sizeism, Saneism, Ethocentrism, and Elitism), we will be discussing how we may have experienced discrimination through our identification with one of those groups.

Personal Privileges

Similar to the above experience, we will be breaking into groups to discuss some of the additional -ISMS (specifically Ableism, Lookism, Religious Imperialism, Ageism, and Cisgenderism). This time around, we will discuss privileges personally attached to those in the group (through self-identification).

Practicing our Skills

Scenario A: Family/Racism



Scenario B: Colleague/Cisgenderism



US² Consulting | Understand Self, Unite Society.



**With Courage, Acceptance, Respect, and
Empathy, you will see Success!**

The Path to CARES® Certification

CERTIFICATION PROGRAM OVERVIEW

CARES® Certification is the leading benchmark in providing individuals, businesses, and organizations, a trust-worthy credential for action planning in building diversity, equity, and inclusion among its constituents. The CARES® Curriculum is comprised of 5 modules, taught by a certified CARES® instructor.

MODULE 1: COURAGE

COURAGEOUS
CONVERSATIONS

MODULE 2: ACCEPTANCE

DIVERSITY &
EQUITY

MODULE 3: RESPECT

RESTORATIVE
RELATIONSHIPS

MODULE 4: EMPATHY

INCLUSIVE
TRAINING/CURRICULUM

MODULE 5: SUCCESS

ACCOUNTABILITY &
SUSTAINABILITY

Benefits of Certification

- Develop an action plan to monitor and assess progress toward the CARES® principles.
- CARES® PDF Resource guide with key content features.
- Assessment using the Intercultural Development Inventory (IDI).
- Support from a CARES® Coordinator.
- Quarterly support sessions for certified individuals/entities.

Contact Us to Become Certified!

ACCEPTANCE ACTION PLAN TEMPLATE

Individual Name	Date
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Why do you want to be Certified?

Acceptance Objectives

Objective 1: Reflect upon personal experiences to better understand origin of personally held first-thoughts.

Areas of Strength

Growth Opportunities

Tactics

Timeline

ACCEPTANCE ACTION PLAN TEMPLATE

Acceptance Objectives

Objective 2: Dissect the difference between core beliefs and implicit bias.

Areas of Strength

Growth Opportunities

Tactics

Timeline

ACCEPTANCE ACTION PLAN TEMPLATE

Acceptance Objectives

Objective 3: Expand identity group awareness beyond one's personal identity.

Areas of Strength

Growth Opportunities

Tactics

Timeline

To gain credit for this course, please login to your portal on <https://deilearninghub.com/my-account/> and complete the following:

- Mark your course complete
- Assess yourself with the quiz for this module
- Complete the survey for US² to continue reflecting and growing as trainers, facilitators, and social justice change agents

If you have not already done so, please consider enrolling in other modules to become a certified CARES[®] professional.

– With Courage, Acceptance, Respect, and Empathy, you will see Success!

For any questions and/or concerns regarding the Certification process, please contact certification@us2consulting.com

To inquire about additional training opportunities and/or how US² can help your organization become a more inclusive and equitable environment, please contact info@us2consulting.com.