CARES®
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!

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Lesson 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 US^2

1. Guilt and politeness are the glue that hold prejudice and stigma in place.

2. Intentions ≠ Impact.

3. **We must intentionally include so as not to unintentionally exclude.**

4. Seek to impact someone's heart – this will change their minds.

5. **Every issue counts.**

6. Growth occurs in discomfort.

7. Once you know better, do better!

Our goal within US^2 is to help people better understand themselves in order to unite society.

Acceptance Module Videos | Notes

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:

Lesson 3: 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

Acceptance Video Module | Notes

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

Lesson 4: 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'

Acceptance Video Module | Notes

Microassaults: Intentional messages of hate/insult

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

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

Non-Discriminatory: Not contributing and/or owning core beliefs rooted in discriminatory practices

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

Ally: Having sympathy for another group; owning core beliefs of equity

Advocate: Having empathy for another group and acting on their behalf, at specific intervals

Co-Conspirator: Actively denouncing and addressing discriminatory actions, beliefs, and comments in partnership with others as they occur

Acceptance Video Module | Notes

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

Lesson 5: Understanding -ISMS: Part 1

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

Racism: Prejudice, stereotyping, or discrimination on the basis of race

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

Classism: Prejudice, stereotyping, or discrimination on the basis of socio-economic status/class

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

Acceptance Video Module | Notes

Lesson 6: Understanding -ISMS: Part 2

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

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

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

Lesson 7: Understanding -ISMS: Part 3

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

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Cisgenderism: Prejudice, stereotyping, or discrimination on the basis of the gender binary

Religious Imperialism: Prejudice, stereotyping, or discrimination on the basis of religion

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

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

Lesson 8: Interrupting 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)

Acceptance Video Module | Notes

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

Interrupt:

Question:

Educate:

Echo:

Lesson 9: 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 should applaud, wave, 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, being 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 page 6 (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 (Decades)	Sexual Orientation	Education Level	Disability (Y/N)	Nationality	Religion

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Acceptance Module In-Person | Participation

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.
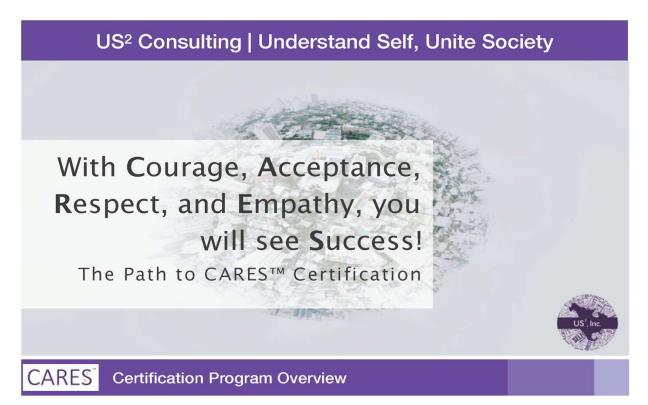
Personal Privileges

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).

Acceptance Module In-Person | Participation

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

US², Inc.

CARES™ 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 stakeholders. The CARES™ Curriculum is comprised of 5 modules, taught by a certified CARES™ instructor.

Module 1	Module 2	Module 3	Module 4	Module 5
COURAGE	**ACCEPTANCE**	**RESPECT**	**EMPATHY**	**SUCCESS**
Courageous Conversations	Diversity & Equity	Restorative Relationships	Inclusive Training/ Curriculum	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!

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Acceptance Action Plan Template

Individual Name		Date	

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 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	

Next Steps

To gain credit for this course, please login to your portal on https://us2consulting.com/cares-certification/ and complete the following:

- Mark your course complete
- Assess yourself with the quiz for this module
- Complete the survey for US^2 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^{TM} professional.

With **C**ourage, **A**cceptance, **R**espect, and **E**mpathy, you will see **S**uccess!

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

To inquire about additional training opportunities and/or how US^2 can help your organization become a more inclusive and equitable environment, please contact info@us2consulting.com

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