

Dr. Mbhekiseni Madela under the 'umsasame' tree in Ngodini Village, Eshowe KZN, South Africa. Photo credit: Esmeralda X. Flores, 7.25.23

Fulbright-Hayes Group Project Abroad Program

Title: Ukukhala Kusasa? Cha! Ubuntu – Yebo!

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Description Overview: This document highlights two distinct cultural activities that were developed from my experience in South Africa. These activities were chosen, as windows into the Zulu worldview and South African cultural perspectives and will be incorporated into a two-part workshop series for on-site high school staff members at my school. Included are the notes and annotated facilitator version of the agenda for the first part. Below are short explanations of the cultural activities chosen, the 'why' and the additional components of the sessions they will be incorporated in.

Cultural Activity I - Greetings: This activity introduces the learners of the profound importance and impact of Zulu greetings in language and in handshakes. They will learn the words Sawubona/Sanibona, Unjani/Ninjani, and Yebo. Learners will be introduced to the examples of Ubuntu in practice, with an emphasis on Respect, from the perspective of indigenous practices and knowledge.
Part I. Additional Components: Setting Intentions and Land and People Acknowledgements / Purpose and Learning Objectives of Session / Introduce Aligned Ethnic Studies Values and Principles / Create Agreements / Personal Engagement / Identity Trees / Self-reflections

Cultural Activity II - Sharing Quotes: This activity invites and shares with the learners various quotes that were documented by me during the month-long experience in South Africa. It includes quotes from teachers, scholars, performers, presenters, writings on walls, museums, signs, and by fellow Fulbright-Hayes group members. Learners will read and engage in dialogue, interpretation and analysis with these quotes. They will also be asked to reflect on how they identity and privilege, and cultural view impacts their personal values and actions in the workspace and how they will continue to present in the work community in future. The act of sharing these voices is also a practice in Ubuntu, with an emphasis on the community and in cooperation.
Part II. Additional Components: Personal Values / Co-creating Team Values / Ubuntu in Practice / Deconstructing Ourselves / Work Culture / Listening Skills / Closing and Self-reflections

Workshop Learning Objectives: By the close of the third session, learners would have enhanced their inter/intrapersonal skills with each other and the following:

1. (a)Have an introductory understanding of Ubuntu philosophy through activities and discussions that include components of Zulu culture and language and (b) An increased understanding and value of indigenous people, their knowledge and contributions.
2. Develop further understanding of self, identify individuals values and align on team values
3. Build, strengthen and/or repair relationships with team members
4. Reflect and identify how Ubuntu principles can support healthy inter/intrapersonal communication with team members

Ethnic Studies Values and Principles Alignment: Principles 1, 3
P1: Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well being of all participants, especially Native peoples and Black, Indigenous, and people of color (BIPOC). P3: Center and place high value on pre-colonial, ancestral knowledge, narratives, and communal experiences of Native People/s and people of color and groups that are typically marginalized in society.

Assessment: A pre and post survey will be required of all staff learners, which will include an accountability component and learners will select at least two actions towards growth at work.

Target Audience(s): School staff such as: school office and admin, teacher leadership, parent leadership group, mixed-role school committees.

Resources: Artifacts, references, tools, links will be found in pages 8-16 of this document.

Part I: Centering Indigenous Knowledge
Ubuntu, Zulu Culture

Essential Questions:

In what ways have indigenous people's knowledge been centered in your work?
What kind of (working) relationship do we want to have with each other? What does that look like?

Objectives:

- To expose the team to the philosophy of Ubuntu and Zulu Culture while building and strengthening relationships with each other as members of a work community
    - Engage in conversations and activities that explore the indigenous learning's shared
    - Reflect upon and share personal experiences related to race, identity, ethnicity, and diversity and being in different community environments

Prep Information, Pre-Work & Materials

- 4 Agreements should be charted on chart paper.
- Staff completed pre-survey prior to session.
- Dry erase markers (various colors – 12 pack) – *optional, technology can replace*
- Tape (masking and clear office tape – 2 rolls should be fine) – *to support posters, post-its, etc.*
- Computer laptop, screen, slide presentation
- One pack of poster chart paper and markers
- 1-2 tissue boxes
- Copies of any handouts
- Notepads, pens/pencils for participants (or ask that they bring their own)
- Location and Space – where possible, it is best to have an indoor and outdoor space accessible. There are activities are better suited in open spaces. Ensure a room that allows participants to face each other in a circle/oval. Clear walls for posting/taping up writings from activities. Be open to unconventional spaces of learning.

Estimated Times	Activity / Task / Instructions / Participants	Presenter Notes or Materials
2 mins	Facilitator opens the session with a land and people acknowledgement. *This should be tailored to the location where the sessions are being held and where your team works.* https://lacounty.gov/government/about-la-county/land-acknowledgment/	If the facilitator has not already been introduced to the group, then that should follow.
10 mins	Facilitator sets the intentions for the day and provides an overview of the agenda and objectives of the day, which include the connections to the school's WASC's goals and ethnic studies principles. *It's important to note, that although this is not a specific ethnic studies workshop, there is a lack of (un)intentional centering of the voices and knowledge of indigenous peoples and people of color in the work place, including school institutions.*	Agenda on hand Objectives on large sheet of paper or in slides
5 mins	Facilitator can request to have them form in groups of three prior to the icebreaker. Ice-breaker is called 'Hello'. Facilitator will ask the small groups to greet (approach) each other differently, based on the way that I say. Greet everyone as if you are extremely: • Afraid • Excited • Nervous • Angry • Sad • Greet each other as if you just meet for the first time • Greet each other like you are long lost friends	Indoor room, should have space to have groups a part from each other.

	• Greet each other as if you have a secret Facilitator asked participants to site back in their trios for the next segment. This light and casual greetings ice-breaker will be reference later in the agenda with the introduction of the Zulu word "Sawubona".	
10 mins	Introduce Next Section • Here the facilitator will work with the team to establish group agreements/house rules or norms regarding how the team will communicate with each other during the remainder of the workshop. • An e.g. of where one may start is to utilize the The Four Agreements. **1. Stay Engaged** **2. Speak Your Truth** **3. Experience Discomfort** **4. Expect and Accept Non-Closure** <u>Turn and Talk:</u> As you reflect on the Four Agreements of Courageous Conversations and any additional group agreements, the facilitator may consider an opportunity to have the leaners reflect on these two questions individually or in pairs before continuing: 1. Which do you believe will be the most difficult for you to embrace and practice? Why is this so? 2. Which will be easiest? Why? *Facilitator can mention they will have the chance to practice holding each other accountable to these 4 agreements as they share in the Personal Engagement Exercise.*	Have pre-written the Four Agreements Adapted from Glenn E. Singleton & Curtis Linton, Courageous Conversations about Race: A Field Guide for Achieving Equity in Schools. 2006. pp.58-65. Thousand Oaks, CA: Corwin.
45 mins	**Return to Greetings! Zulu Version** This activity introduces the learners of the profound importance and impact of a genuine Zulu greeting in language and in handshakes. Instructions: • Facilitator will remind the group of the quick and light-hearted ice-breaker on greetings and that now they will focus on the Zulu greetings. • Sanibona! (Plural translation, "I see you all"). Ask the group to repeat the word and practice a few times together and then introduce Sawubona (singular) and have them say it to their sitting neighbor. • As an introduction of the Zulu greetings, pause and share the following video of Roche Mambolo speaking on Sawubona at a Tedex event. *Watch up to 4:30 minutes.* • Ask learners to share any feedback from the video. What have they noticed already with this Zulu greeting compared to the daily "American" greeting? How does it feel to say "Sawubona" after hearing Roche speak? • If not already said by a learner, note to the group that this greeting is an example of Ubuntu, in particular the importance of Respect. • Ask learners if they know what is Ubuntu. Probe for responses and after hearing a few then provide them one definition (pg. 11 in this document, Critical Vocabulary). • Facilitator should *emphasize that there are many sources with various interpretations of what Ubuntu is, including its philosophy and principles, etc. It is practiced through most of Africa and it is a way of life and critical is the humanistic value and like Sawubona (I see you), Ubuntu translates to "a person is person through other people" or as others have interpreted, "I am, because you are" and vice versa.*	Cultural Activity Have link/video up and ready Have slides for definitions, questions, images, etc. *Special Note: that we could have an extended version with the inclusion of a virtual guest from South Africa.* *Additionally, these instructions are very prescriptive. Anyone wanting to use this activity should feel welcomed to tailor as needed for his/her/their style and audience.*

	• So in Zulu greetings, when a person say *Sawubona* they are not only seeing you, but they are also acknowledging your family (alive and past), because you are not just you alone, but in community. They are showing care and respect for all of "you". • *Pause for questions, comments, etc.* • Facilitator should introduce the response to Sawubona, which is generally, Yebo. Sawubona, which means Yes, I see you too! Then Unjani (singular) and Ninjani (plural), which means "How are you?", yet once again, thinking of Ubuntu – culturally, you are being asked about you and your family and loved ones. You may be doing fine, but your mom might be sick and so you would proceed to share. • Facilitator should have learners' pair and share to practice for a few minutes afterwards. • Facilitator will then introduce the handshake in Zulu (and Xhosa) culture. • Facilitator will show two videos of handshakes and then discuss and practice, first alone, and then with the verbal greetings. Video 1 and Video 2 • *Note to learners: Although both video examples are Xhosa, these handshakes were similar with Zulu culture and what my teacher Dr. Mbhekiseni Madela share in class. Although many other African people in and outside of South Africa may share the same or similar handshakes and reasoning, this is NOT TRUE for the entire continent of Africa.* • Facilitator will take questions, comments and reflections from the videos. *What was noticed about the handshakes? What does it mean to use both hands? Where is the other hand going?* • Learners can go back their partner and now include a handshake with the new isiZulu greetings they learned. Encourage a few pairs to come to the front of the group to display their learning of the handshake and isisZulu greetings. • As a closing, ask the group to recap with the facilitator the meanings and feeling behind these greetings and how it connects to Ubuntu.	
Break **10 mins**	*Recommended break/could include a group stretch activity*	
25 mins	Instruction for Personal Engagement Exercise • Learners should form small groups of 2-3 • Facilitator will ask questions, keep time and remind learners of practicing the agreements they co-created. • Learners will take turns sharing or listening to responses, while the facilitator keeps time. Depending on the question, more time would be provided to respond. Question 1: Share one thing about you most people do not know. Question 2: Talk about a person (living or not) that is important to you. Question 3: What place(s) do you cherish or treasure the most and why? • Build in extra time for thoughts, reflections, and transitions. • Facilitator closes and then have each small group 'thank each other' for their sharing.	*Questions could be modified to the group's needs and relationship*
30 mins	**Practice: Identity Tree** *(Parameters: Groups of 3)* The Identity Tree is designed to help a learner identify the factors that have most shaped their identity and map them chronologically. 4 minutes - Introduction/ Purpose	*Note: pre-work assignment of creating an identity-tree that they will either pre-submit electronically to*

	- Explain the format of the activity. In the directions, emphasis undergirding theme—dialogue should be personal, local, and immediate 6 minutes Pass tree to the left, spend 2 minutes scanning your group members' trees. No discussion necessary. 10 minutes Facilitator presents Prompt 1 Prompt 1: Share the 2-3 descriptors or events on your tree that represent the most important influences on your identity. 10 minutes Facilitator presents Prompt 3 and gives personal example Prompt 2: Share the descriptor on your identity tree that represents a moment when you became aware of how your race, ethnicity, culture, gender, or other aspect of your personal identity influenced others' perception of you.	*facilitator or bring wtith them to the session*
20 mins	**Large Group Discussion & Debrief** 15 minutes Facilitator bring the group back to full group setting and spend ~20 minutes doing a whole group conversation and debrief Revisit #1: Share the 2-3 descriptors or events on your tree that represent the most important influences on your identity. • *Thinking about one of the events you shared…How do you think that moment shapes how you see the world?* Complete the following sentence: "The "me" I see is_____. But the "me" I think others see is_____. Revisit #3: Share the descriptor on your identity tree that represents a moment when you became aware of how your race, ethnicity, culture, or other aspect of your personal identity influenced others' perception of you. • *How do you think that moment shapes how you relate to others?* • *Were there points where you felt discomfort talking about your or listening to others' identity trees?* Question 4: What event or experience has redirected your life most dramatically? Facilitator mentions the importance of reflecting on your own past for several reasons: - *It can help you understand why you believe what you believe* - *It can make you more comfortable sharing these things with others when having difficult conversations where it is critical that they understand where you come from* - *Our identities and past experiences influences communications and how we may approach interactions in our society* Thank you for engaging and for your willingness to be vulnerable and share with the group.	

10 mins	Self-Reflection / Journal Revisit Essential Questions 1. In what ways have indigenous people's knowledge been centered in your work? 2. What kind of (working) relationship do we want to have with each other? What does that look like? Learners can use time to write a note about their teammates. This might be a thought on the individual's personal strengths, or something they can relate to that they learned, kudos, etc.	

Part II: Cultural Activity – Sharing Quotes

Estimated Times	Activity / Task / Instructions / Participants	Presenter Notes or Materials
45 mins – 1.5 hours **depends on group size and discussion**	**Cultural Activity II - Sharing Quotes:** Introduction by Facilitator: This activity invites and shares with the learners various quotes that were documented by me during the month-long experience in South Africa. It includes quotes from teachers, scholars, performers, presenters, writings on walls, museums, signs, and by fellow Fulbright-Hayes group members. Instructions: • Facilitator will explain that they will shortly each be selecting 1-2 quotes from a basket/bag that were documented during the experiences and conversations in South Africa. • The sharing and receiving of this information can also be seen as an another example of Ubuntu, where through the quotes we will further engage in cooperative communication and community. The quotes mostly center voices of South Africa. • Facilitator will go around with the basket to team members for them to receive and select 1-2 quotes. • Allow up to 5 minutes for silent reading and reflection. Encourage leaners to write their initial thoughts and consider the following questions (as applicable): *How does this quote relate to them? To our work? What questions do you have from the quote? What can be learned? Does this quote resonate with you? Does this quote strike any emotions?* • Introduce a physical item to pass around and hold while each person goes around and selects one quote to read out load to the team and then share their initial thoughts about it (1-2 minutes). *All other participants will just listen in this phase and not respond yet, but are encourage to write down the name of the person who read the quote if they wish to return to it.* • Once all team members read one quote and shared their thoughts, we will have a second round where the dialogue and conversations begin. • Team members will ask another to re-read a specific quote and then begin to contribute their thoughts to it. Other can join until the conversation over that quote has concluded. Then this will repeat until the time allows or the group members have come to a natural stopping point. • Facilitator should encourage team members to share and ensure that everyone has received at least one opportunity to further engage and where needed remind them of the community agreements created in the first session.	Facilitator Prep work and materials: Print the quotes on various colored papers are then cutout each quote individually. Wrap each up like a small gift and place them in basket or bag for distribution. Introduce an item to pass around as they speak. (e.g. will have an small musical rattle from South Africa-an opportunity to share)

	• Closing conversation should include a summary of key takeaways that are most relevant to the team values and work.	

Resources

Core Values List – in this document on page 11 or alternatively you can use the Core Values Jam Board - https://jamboard.google.com/d/1h9nxSQCRje2nZtPUnKlySZMFN3wi2qM1dJDmplsaCaw/edit?usp=sharing

Deconstructing Ourselves Reflection Questions. Adapted from a slide presentation by Dr. Gerda Dullaart, who credited Stone, RV & Ashton, S 2021 How not to decolonize your curriculum https://wonkhe.com/blogs/how-not-to-decolonise-your-curriculum/ Viewed 7.29.23

Dr. Mbhekiseni Madela – isiZulu language class instructor; conversations during my study in South Africa, July, 2023.

Guiding Values and Principles of Ethnic Studies - https://docs.google.com/document/d/1IXvC0GexzT95ptWjV8I5AMmghJ4ch0HQc_uOkKslPSU/edit#

Interpersonal vs. Intrapersonal – image to further support an understanding of the difference.
Source- www.pediaa.com
https://i0.wp.com/pediaa.com/wp-content/uploads/2018/11/Difference-Between-Interpersonal-and-Intrapersonal-Comparison-Summary.jpg?w=799&ssl=1

Pre-survey: Recommended that staff members complete the pre-survey at least one week prior to the first sessions. Information from their responses may provide additional insight for the delivery of the workshops.

Post-survey: This would serve as an evaluation of the workshop sessions and assessments of their knowledge. You can make a copy and modify for your own use.

Sawubona, We See You – by Roche Mambolo, TedEx Mahikeng. Use from beginning to minute 4:30 https://www.google.com/search?client=safari&rls=en&q=definition+of+sawobona&ie=UTF-8&oe=UTF-8#kpvalbx=_BATFZKeGD8K9xc8PrcWbyAs_37

South African Hand Shakes – Video References
African Greetings Ritual by Men of Honor. https://youtu.be/AeMyE6POvjM
How to do an African Style Handshake by Learn Xhosa with Ubuntu Bridge. https://youtu.be/MD_tkzUjtIU
Image https://www.bushwillow.com/media/img/51/dsc_0533_fotor_collage_zulu_blog_33d7d819.jpg
Note: Although both video examples are Xhosa, these handshakes were similar with Zulu culture and what my teacher Dr. Mbhekiseni Madela share in class. Although many other African people in and outside of South Africa may share the same or similar handshakes and reasoning, this is NOT TRUE for the entire continent of Africa.

The Four Agreements of Courageous Conversations: Adapted from Glenn E. Singleton & Curtis Linton, Courageous Conversations about Race: A Field Guide for Achieving Equity in Schools. 2006. pp. 58-65. Thousand Oaks, CA: Corwin.
https://docs.google.com/document/d/11YTHNdNuVf7I9mSnLdv7v_EuUB4zgj2OhvIULZBOtiQ/edit?usp=sharing

Ubuntu-concept of Ubuntu from 37 seconds to 2 minutes - https://youtu.be/w1mm3wDf0cI?t=37

Pre-Survey Questions

It is recommended to create the surveys on a platform such as Google Forms for an easier way of disseminating and compiling results from your team. The pre-survey is to gauge previous knowledge in the content for the workshop, level of self-awareness and to acquire any logistical information or dietary restrictions (if food is included). *Sample questions include:*

1. *One a scale of 1-5 (1 being lowest), what is your level of understanding with Ubuntu philosophy?*
2. *If you answered 3 or higher, please expand on your understanding in the box below.*
3. *On a scale of 1-5 what is your level of knowledge about the Zulu Culture or Language?*
4. *If you answered 3 or higher, please expand on your understanding in the box below.*
5. *On a scale of 1-5 how well do you think your colleagues understand your role and what you are responsible for?*
6. *On a scale of 1-5, how well do you understand the roles and responsibilities of your colleagues?*
7. *Think of one of your favorite people to work with (or an ideal colleague), what characteristics or actions do they do that makes your time working with them enjoyable?*
8. *Think about a time when you were frustrated at work with a colleague, what actions or characteristics did they display?*

Post-Survey Questions

The post-survey is to gauge any advancement of knowledge after experiencing the sessions. It may also be an opportunity to provide written feedback to the process and to ask any additional questions that were not stated in the sessions. This survey should include all the same questions from the pre-survey about the content knowledge. *In addition additional sample questions are:*

1. *Identify one aspect of Ubuntu that you plan to exemplify at work and with your team members.*
2. *Identify one team value plan to exemplify and practice at work.*
3. *List at least one work accountability partner at work and how they will help you with your goals.*
4. *What activities or discussions were most helpful or impact for you. Please share below.*
5. *What topics or exercises would you want to expand on? If none, share any other learning topics of interest.*

Critical Vocabulary

Words	Definition/Explanation
Cha	No in isiZulu
Community actualization	Many First Nation cultures see the work of meeting basic needs, ensuring safety, and creating the conditions for the expression of purpose as a community responsibility, not an individual one. That is community actualization according to Dr. Cindy Blackstock (2011)
Cultural perpetuity	Because knowledge can vanish as people pass on, each generation sees it as their responsibility to perpetuate their culture by adding to the tribe's communal wisdom and passing on ancestral teachings to children and grandchildren.
Interpersonal	Interpersonal refers to something happening between two or more people.
Intrapersonal	Intrapersonal refers to communication occurring in an individual mind or self. In other words, this is the internal discourse of a person.
National Qualifications Framework (NQF) of South Africa - Level 5 (Equivalent to a Freshman in College) j. Accountability	Accountability, in respect of which a learner is able to demonstrate the ability to account for his or her actions, to work effectively with and respect others, and, in a defined context, to take supervisor responsibility for others and for the responsible use of resources, where appropriate.
Sawubona Sanibona (plural)	Literally means "I see you, you re important to me and I value you", and commonly used for hello (any time of the day) in isiZulu
Unjani? Ninjani? (plural)	How are you? In isiZulu *Further meaning is also including how are your family members as well.*
Ubuntu	Ubuntu is an indigenous African philosophy and way of life that has been used for many centuries to shape, guide and maintain positive human interactions, relationships and well-being among African indigenous people and communities (Ramose 2002:231). Ubuntu philosophy is grounded in humanistic values and principles of solidarity, kindness, cooperation, respect and compassion. Ubuntu, when embraced correctly, can therefore promote and nurture communal living, co-existence and interdependence in educational settings (Mbigi 1997:31).
Self-determination	The idea that [Indigenous] communities can effectively interpret their past and have a right to make decisions about the trajectory of their present and future' self-determination can also be viewed as an essential condition of human rights, whereas all people should be able to decide the direction of their lives, and influence their future socially, economically, politically, and culturally
Yebo	Literally means "Yes" in isiZulu

Core Values List

accountability	empathy	innovation	recognition
achievement	empowerment	integrity	relationships
advancement	enlightenment	involvement	religion
adventure	entrepreneurship	joy	respect
affection	environment	justice	responsibility
authenticity	equality	kindness	responsiveness
autonomy	ethical	knowledge	risk-taking
balance	excellence	leadership	safety
beauty	excitement	learning	sanctuary
caring	expertise	life	security
challenge	fairness	love	self-esteem
change	faith	loyalty	serenity
collaboration	fame	meaning	service
compassion	family	mercy	sharing
communication	fidelity	merit	simplicity
community	flexibility	money	spirituality
competence	forgiveness	nature	stability
competition	freedom	nirvana	status
connectedness	friendship	openness	stewardship
consensus	fun	order	strength
conviction	God	partnership	success
cooperation	goodness	passion	teamwork
country	gratitude	patience	tradition
courage	greatness	peace	trust
courtesy	growth	perfection	truth
creativity	happiness	perseverance	understanding
curiosity	harmony	personal	uniqueness
dedication	healing	development	variety
decisiveness	health	philanthropy	vision
democracy	home	pleasure	vitality
development	honesty	positive attitude	wealth
dignity	honor	power	wellness
discipline	humility	privacy	wholeness
diversity	humor	productivity	winning
duty	imagination	professionalism	wisdom
education	independence	prosperity	work
effectiveness	individuality	purpose	
efficiency	influence	quality	

Quotes

Compiled during the month-long experience in South Africa and include quotes from teachers, scholars, performers, presenters, writings on walls, museums, signs, etc. and by fellow Fulbright-Hayes group members. Quotes may also be utilized in between slides, to spark a discussion, and for self-reflections.

"One of the most difficult things is not to change society-but to change yourself" *Nelson Mandela*

"The past happened, but what next? We can't enter into the 'what next' until we know where we came from" *Dede Kgotso Ntsoelengoe, Freedom Fighter, Political Prisoner who was held in Robben Island and now a motivational speaker, historical tour guide, father and husband*

"What is it that I'm doing to make the world better for our fellow man?" *Dede Kgotso Ntsoelengoe*

"Do you know who you are?" *Dede Kgotso Ntsoelengoe*

"That is not my name, it's the government's name, that is not me." *Freedom, character from the play 'Interrogation Room' which tells the tale of Vusi Ndlovu, arrested by the Special Branch Police on suspicion of terrorism in 1986, torture endured, and the retelling of events by Themba Maseko at the Truth and Reconciliation Commission in the nineties. Written by Refilwe Sibiya*

"No African is a foreigner in Africa" *Achille Mbembe*

"This instrument was never made for entertainment…need to support indigenous/traditional instruments-bring it to modern times, because it needs to be seen-it's a way to tell the world that my people were here" *Odwa Bongo in reference of the uHadi musical bow, a Xhosa instrument*

"What does it mean to go from invisible to visible? To whom?" *David Kramer in reference to the Karoo Kitaar Blues Music*

"How do we teach & unpack for an artist? What does it mean to be a commodity?" *Dr. Christopher John, Social Responsibility and Funding Officer at AFDA, a leading outcome-based film school in the world.*

"My son was scared to go to the U.S. and get shot at school." *Eric Apelgren, Head of Department, International and Governance Relations-Municipality, City of Durban.*

"What made me join the struggle and sustained me is my Catholic background "liberation theology" - practice what the bible says and you support the oppressed people. You need to lead from the front, you do not just preach, you do!" *Eric Apelgren*

"Get made at it, cuz it's getting in your way!" *Dr. Tracey Salisbury, Assistant Professor of Ethnic Studies at CSU Bakersfield*

"There is so much history in the soil of this country… we need to work harder to write those chapters" *Dr. Deborah Anna "D" Brown, Assistant Professor of History with an Emphasis on Women's and Gender History at Riverside City College*

"First things First", *motto at Inanda Newtown Comprehensive School, Inanda South Africa*

'It is not where you are that makes you important…it is who you are that makes where you are important" *unknown, post-discussion after the one-woman play, 'Faces: A Woman with Emotional Scars', written by Gift Tapiwa Marovatsanga*

Quotes continued

"This is for my sista's disrupting the system and your gonna listen" *lyrics from SISTAS, by Miss Morena, ft. Chosi*

"Be educated, but don't forget who you are, where you are from" *Mthokozisi Mabaso, only Black/Zulu-own business in Adventure Tourism in his village of Ngondini in eShowe, KwaZulu-Natal.*

"Music allows us to say what we can't say when we talk…it makes the work easier…music is a way to decolonize" *Nandipha Mnyani, Indigenous Music Specialist and SAMRO Music Archive Project Officer for IAM Project*

"When they came, they came with the bible, now we have all the bibles and they have all the land" *modified a quote of Desmond Tutu*

"I was never taught about myself. I studied European history, even Columbus…I wasn't brought up to question" *Chantel Willie-Peterson*

"When we re-center our own cultures and ways of thinking we are seen as racist" *unknown*

"On paper policies can be good, but its about the implementation that's a challenge" *Dr. Leepile Motlhaolwa*

"If leadership cannot inspire or bring change then its not leadership" *Dr. Leepile Motlhaolwa*

"What is preservation without access? We collect, we preserve, we make accessible" *National Archives staff member from the Department of Sports, Arts, and Culture, South Africa*

"Camera can be a tool of misrepresentation" *Mr. B. Ntini, Market PhotoWorkshop*

"Collaboration vs. co-creation…what's the difference?" *Veronica Baxter, professor of Applied Theatre & Drama*

"If they didn't create a system for us, why do we keep using it…be ok to fail with *our* own ideas" *Dr. Tracey Salisbury, Assistant Professor of Ethnic Studies at CSU Bakersfield*

"I have 57 minutes in a day to make miracles happen" *Stephanie Blue, High School Teacher*

"This school was a 'ballet' school, not a 'dance' school – we would only see ballet, but not until apartheid ended then it opened up to other dances… I used ballet to work for me, not to promote European dance" *Dr. Maxwell Xonani Rani, Professor at University of Cape Town, School of Dance and professional African dancer and choreographer*

"The rules in [the] community and how people engage with the 'backyard performances' is less restrictive and more participatory than with the rules of how to engage in more formal settings." *Dr. Maxwell Xonani Rani*

"It is important to capture the data along the way." *unknown*

"Ethnic Studies is centering the voices that have not been heard. It's about critical thinking." *Unknown*

"If that is your truth, then there must be space for it." *Dr. Gerda Dullaart, Manger: Teaching and Learning at Stellenbosch University*

"Do you remember what you told me when I said I was cold?" [I nod, point to head] "Exactly, its all in your head." *Dr. Mbhekiseni Madela when he was explaining to me that I've done enough.*

Identity Tree Activity

Credit: Adapted exercise from The Broad Center for the Management of School Systems

Create and submit to "x" by noon on day of week, date and year

OVERVIEW AND PURPOSE

The identity tree will help you identify the factors that have most shaped your identity. These factors should be mapped chronologically. Performing this activity requires you to reflect upon your identity and how your background has influenced the course of your life.

DIRECTIONS:

Create an Identity Tree with the major influences on your identity. Attached is one example. You can represent these influences either using a combination of words, drawings, and symbols as long as these are easily decipherable. When finished, the tree should visually represent the major influences on your identity, as you perceive them. *Include moments when you became aware of how your race, ethnicity, gender, religion, socioeconomic background, sexual orientation, etc., influenced your identity and others' perceptions of you.*

Plot the influences on your identity as described below:

Roots →	Heritage (ethnic, religious, socioeconomic, regional, etc.), family values, and early experiences
Trunk →	Experiences from childhood through high school that you perceive as significant in developing your identity and worldview
Branches →	Adult experiences and actions that have defined your view of yourself, of others, and of the world. More recent influences and experiences should appear at the top of the tree.

Examples of important influences on your identity might include:

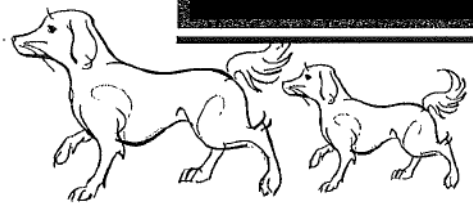
- Identification with racial, class, or ethnic group
- Religion
- Affiliation with schools or organizations
- Hobbies
- Area of residence
- Travel
- Groups of people, family or friends
- Enlightening/traumatic experiences
- Areas of research or study
- Job or industry

In Part II. – Workshop Series - Preparation

You will be asked to share your aspects of your tree with colleagues in small and whole group discussions. Your tree will be presented and shared with the whole team. Prepare to share and discuss:

- 2-3 descriptors or events on your tree that represent the most important influences on your identity.
- The descriptor on your identity tree that represents a moment when you became aware of how your race, ethnicity, culture, gender, or other aspect of your personal identity influenced others' perception of you.
- Thinking about one of the events you shared, how do you think that moment shapes how you see the world?

[redacted] Identity Tree



Started working at Broad in 2009

the broad residency

Ended up at USF in doctoral program in education after finding out that education was my passion

Met [redacted] in 2001; married a few years later; bought a house in Oakland; remodeled it; moved and adopted two dogs

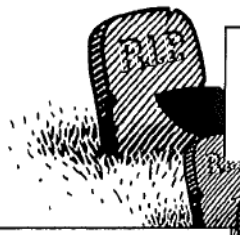
USF UNIVERSITY of SAN FRANCISCO

Genentech
A Member of the Roche Group

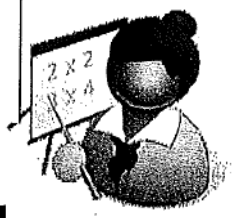
Worked in high performing culture at GNE; learned about importance of professional development and organizational culture



Developed teaching skills while teaching psychology to first year college students at two institutions for 10 years (as second, sometimes third, job)



Traveled abroad and across the US while single; would regularly take spontaneous 4-day trips just to get miles; got the "travel bug"



In the span of a few years, from 2001 to 2007, my family lost the oldest brother passed; then youngest brother; then our father. The loses compounded on one another and were difficult for all of us siblings

Got laid off from a dot-bomb; worked three jobs to make ends meet

GOLDEN GATE UNIVERSITY

Went to GGU for MA in industrial and organizational psychology

Worked in IT for 9 years; worked with mostly men; became a feminist

SAN FRANCISCO STATE UNIVERSITY

Moved from Santa Cruz to SF to attend SFSU

Lived with boyfriend James for four years; then started 10 years of blissful living alone



Dad was a union man; old school (born in 1920)

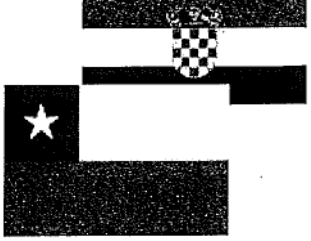




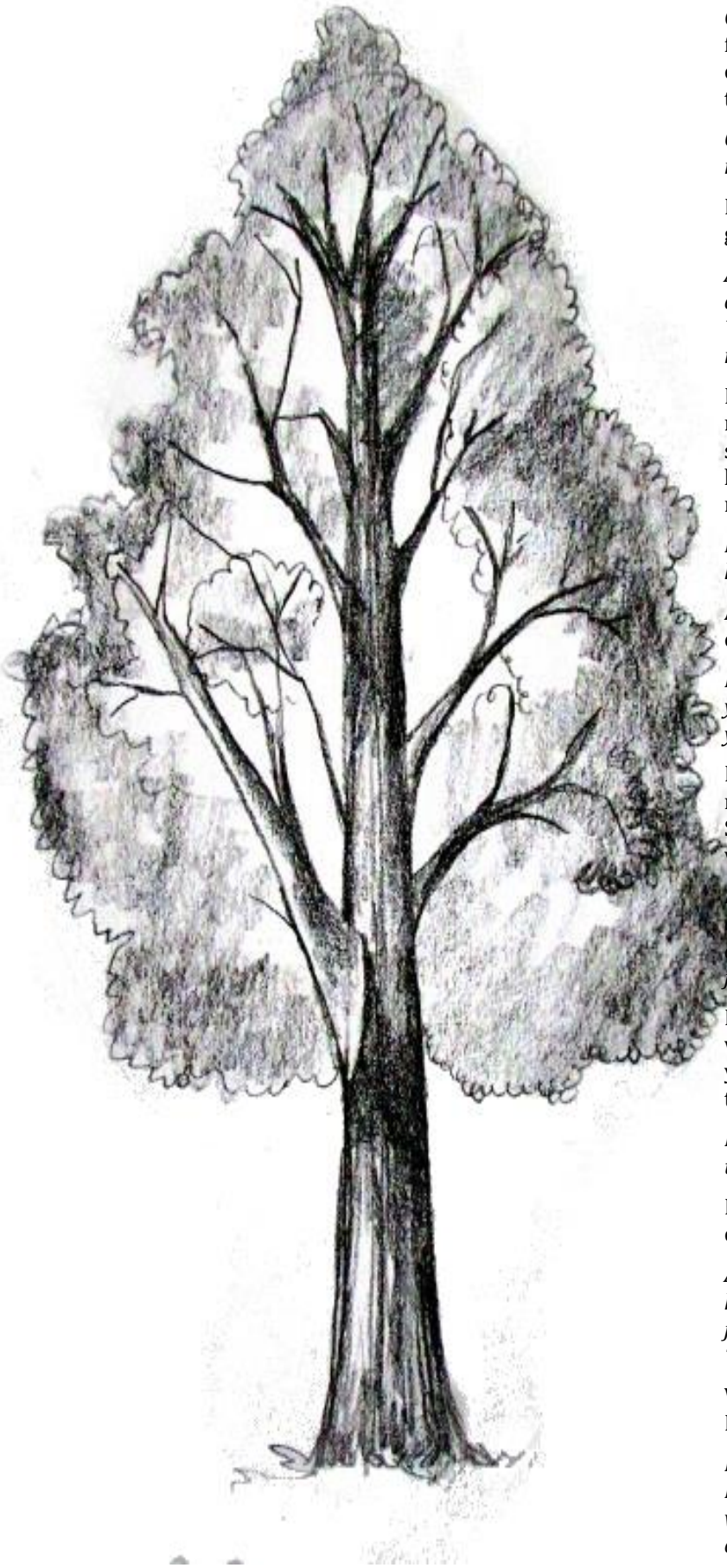




CALIFORNIA REPUBLIC



I'm a 4th generation Californian (read Mexico when my family arrived) with racial roots from Chile, Croatia and Ukraine. Dad is Hispanic (his mom spoke Spanish; he never knew his dad) and mom is Caucasian (her mom spoke Ukrainian; her dad was not involved). Dad was in construction and mom was a care taker... grew up with a large Hispanic Catholic family – 11 siblings and many, many, many cousins, nieces, nephews, extended family, family friends who are considered family...



6 months after dad died I started working for myself. I have a new sense of confidence and independence. I'm proud to maintain my own condo and bills.

Opened home to a homeless person, 10 months. Emotional rollercoaster.

Father passed one month after being let-go.

After grad school, worked for almost 6 years at a well funded non-profit in education. Was let go. Felt incompetent, needed time to reflect and rebuild.

Left job for grad school, left SFV, gained more independence. New relationship started, 8 years, he had 3 kids. Un-healthy last 3 years. Bought home together. Still recovering from its closure.

Became 30, held a big birthday fundraiser, lost 30 pounds, found new purpose for life.

After undergrad, worked for 5 years as a community organizer.

First love/best friend, moved out with, 7 years. Relationship was unhealthy last 3-4 years.

Became more connected to my indigenous roots and culture in high school/college. Stopped practicing Catholicism. Undergrad was vital to my life, found my "sisters".

Battled with isolated feelings and depression starting in middle school. This continues on/off to adulthood. High functioning.

Remember people always asking me where I was from or if I knew English as young as elementary school – continues to this day.

Remember being teased for being darker than most of my friends in middle school.

Remember first time offered drugs in elementary school.

As long as I can remember volunteering and helping friends and family was key to my family. Basketball was also a family "required" sport.

Was raised Catholic with 2 brothers and I'm the middle child.

Born in San Fernando Valley (SVF) to Mexican mom and Honduran dad. Mom was a teacher; dad was a social worker and community organizer. Both came as teen, studied and earned a BA here in the U.S.