

Awareness to Action



Goals of this seminar:

- Define the various stages of support and advocacy for important causes and the people around us.
- Enable members to evolve their social responsibility through authentic connections by engaging in open and honest conversations.
- Engage in self-critique and set intentions to be a better advocate and deepen our commitment to our core values.

Fraternity Values:

- Integrity
- Personal and Intellectual Growth
- Honor and Respect

Suggested Facilitator: Vice President Member Experience, Vice President Inclusion, Director Community Inclusion

Room setup/materials needed:

- Set up the space so there is enough room and flexibility to gather in small groups.
- In advance, decide if you will show the YouTube video as an added way to explain the concept of allyship. Evaluate whether this video will resonate with your members. If so, plan to have the appropriate projector and audio equipment to show the video in a way that is accessible to all members.
- Create a plan for dividing your chapter into small groups of three to five members. If facilitating the program virtually, be prepared to use Zoom to utilize the breakout room option, with a plan to potentially use different Zoom links to ensure groups are given the maximum number of breakout rooms.
- Make sure you have campus or community resources readily available in the event a member needs the support of a professional to process an emotion as a result of this program.
- Always ensure you are prepared to accommodate your members' needs so the program is fully accessible and all members can meaningfully engage with the content.

Getting started:

- The facilitator should walk through this seminar prior to presenting it to make sure they're comfortable with the material.
- Talking points are indicated with normal font and in quotation marks. Please use these as speaking guidelines but be sure to make the presentation your own.
- Facilitation instructions are indicated with italicized font. These are hints you might find helpful when administering the material. Most importantly, have fun! The more excited and engaged you are, the more participants will be.

- If you are holding this workshop during a chapter meeting, or another time where cell phones aren't usually allowed, let participants know they will need them for this activity.

☰ Introduction: Awareness to Action

☰ Part 1: Awareness to Action

☰ Part 2: Awareness to Action

☰ Conclusion: Awareness to Action

☰ Participant Activities

Introduction: Awareness to Action

Allyship

“ Today we will discuss the concepts of advocacy and allyship, and how Pi Phis can propel themselves beyond basic allyship.

During our discussion, there may be moments that are emotionally activating. I encourage you to prioritize your needs and excuse yourself from our program if you need to. I ask that everyone do the following three things today:

1. Be respectful. Moments shared during the seminar today should not leave this room. Stories stay and only lessons learned from those stories leave.
1. Listen as if you're the only person in the room. Give those speaking your undivided attention and an opportunity to share what they're ready to share.
1. Commit to putting the knowledge and resources you gain today into action. Don't let the learning end when our seminar ends.

Let's jump in. "Ally" is a common word used to describe those who support individuals from historically underrepresented and underserved identities. There's so much more to say about the word "ally," which we will dive into soon.

First, I want to reframe by asking you to share contexts in which you've heard the word "ally" used. ”

OPTION 1: LARGE GROUP SHARING

OPTION 2: SMALL GROUP SHARING

This option is better for small-to-medium sized chapters facilitating the program in-person in a space where everyone can be heard without a microphone.

Facilitate a discussion where members shout out different contexts and definitions within the prompts below.

“ What are some ways the word “advocate” is used, and what does the word mean within the context it's used? ”

Take three to five responses from members.

“ Tell me how you've heard the word “ally” used and what it means within the context you've heard it used. ”

There are several possible options here; take three to five responses from members.

“ Who is a real or fictional figure you can think of who demonstrates advocacy? For example, you may know of Malala, the Pakistani figure who advocates for education for women and children and authored the book “I Am Malala.” ”

Take five to seven responses from members.

OPTION 1: LARGE GROUP SHARING

OPTION 2: SMALL GROUP SHARING

This option is better for medium-to-large sized chapters where it could be difficult for individuals to shout out their answers, or if the program is being facilitated virtually.

The facilitator will share prompts and then have the chapter share their thoughts in smaller groups.

Members can use the online Leading with Values module to reference each question they need to discuss. Send them the link to this seminar and direct them to the "Participant Activities" tab on the left side. There, they will find the prompts below.

“ What are some ways the word “advocate” is used, and what does the word mean within the context it’s used?

Share an example of how you’ve heard the word “ally” used and what it means within the context you’ve heard it used.

Who is a real or fictional figure you can think of who demonstrates advocacy? For example, you may know of Malala, the Pakistani figure who advocates for education for women and children and authored the book “I Am Malala.” ”

CONTINUE

Part 1: Awareness to Action

Being an Advocate

Review the content in advance and determine if option 1 or option 2 is better for your chapter's current knowledge level.

OPTION 1: BEGINNER'S DISCUSSI...

OPTION 2: ADVANCED DISCUSSION

This option may be better for a chapter newer to these conversations.

“ When we strive to be a supporter and advocate for others, this may be accomplished at different degrees depending on a person's commitment and abilities. Allyship refers to the actions, behaviors and practices people take to support, amplify and advocate for others, especially for individuals who belong to dissimilar identity groups.

Being an ally is just the start of being a good advocate for others. Let's look at the visual on the screen to see how allyship transforms. ”

Visual shown in below section and in Participant Activities tab on the left side of the seminar.

“ Anyone who wants to be a good advocate for others starts out by being an ally, but as they learn more, experience more and understand more, they realize they need to do more —which is when they take steps toward becoming an accomplice and then a co-conspirator with others.

- **Allies** care about the issues faced by others, but their actions do not yet have significant or actual impact. An ally is primarily focused on their own individual learning and development, but also have a tendency to be more focused on being known as an ally than doing the work of an ally. The actions of allies result in minimal sacrifices to their own comfort, reputation or self-confidence.
- **Accomplices** are more active in effecting systems that negatively impact others but may be inconsistent in their efforts based on convenience. They've done enough individual reflection and development to understand what actionable advocacy with others looks like. Accomplices understand that advocating with others requires giving something up, such as time, energy or likeability.
- And finally, **co-conspirators** take responsibility for their role in the current issues impacting others and taking actionable change becomes a way of life for them. Co-conspirators are always learning, making mistakes and self-critiquing, but they do not give up on the journey to be an advocate for others. Being a co-conspirator involves giving some things up, whether that is space, time, likeability, money, comfort, etc. ”

OPTION 1: BEGINNER'S DISCUSSI...

OPTION 2: ADVANCED DISCUSSION

This option may be better for a chapter that is regularly integrating diversity, equity and inclusion conversations into their chapter experience.

“ When we strive to be a supporter and advocate for others, this may be accomplished at different degrees depending on a person's commitment and abilities. Allyship refers to the actions, behaviors and practices people take to support, amplify and advocate for others, especially for individuals who belong to dissimilar identity groups.

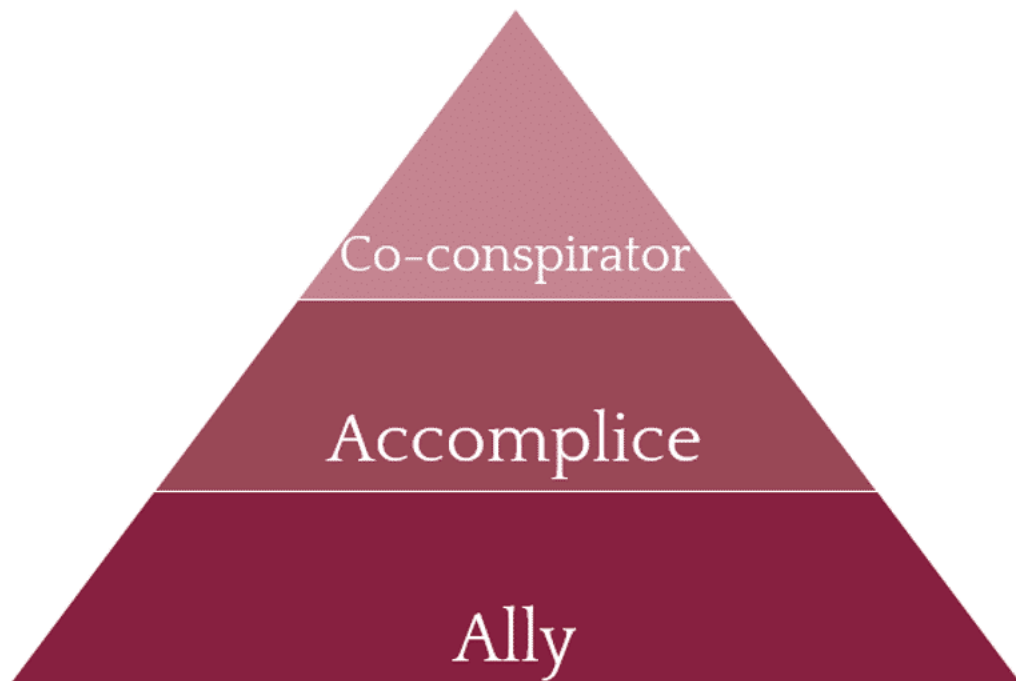
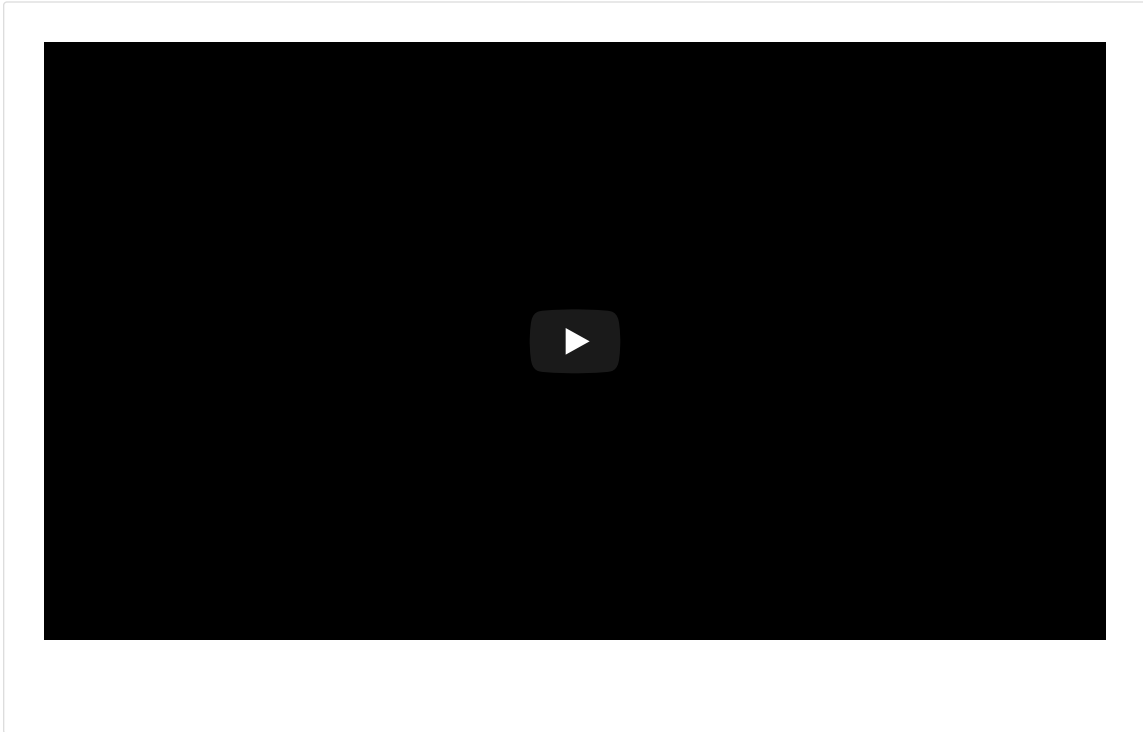
Being an ally is just the start of being a good advocate for others. Let's look at the visual on the screen to see how allyship transforms. ”

Visual shown in below section and in Participant Activities tab on the left side of the seminar.

“ Anyone who wants to be a good advocate for others starts out by being an ally, but as they learn more, experience more and understand more, they realize they need to do more —which is when they take steps toward becoming an accomplice and then a co-conspirator with others.

Next, we will watch a video to understand more about what the spectrum of advocacy looks like, from allyship to accomplice to co-conspirator. ”

Watch this six-minute video in advance to evaluate whether this message aligns with your chapter's current knowledge level on this topic. Note that there are some references in this video that may require you to use your facilitation skills to support meaningful dialogue across varying viewpoints.



CONTINUE

Part 2: Awareness to Action

Advocacy

Review the content in advance and determine if option 1 or option 2 is better for your chapter's current knowledge level.

OPTION 1: BEGINNER'S CONVERSA...

OPTION 2: ADVANCED DISCUSSION

This option may be better for a chapter newer to these conversations.

You'll be placing your members into groups of three to five to discuss examples of advocacy.

“ Now that we have a foundational knowledge of the spectrum of ways we can advocate for others, we will form small groups and discuss how the behavior of a beginner advocate compares to the behavior of an advanced advocate.

As you learn more about how advocates can respond when faced with scenarios of discriminatory or oppressive behavior, think about how the reactions of an advocate involve these key elements:

- Informing
- Listening
- Interacting
- Advocating
- Acting

In your small groups, read the scenario and the three examples of action taken. Determine if the action taken is aligned with a beginner advocate, such as an ally, a more advanced advocate, such as a co-conspirator, or somewhere in between. Remember that the labels are less important than the conversation about how an advocacy journey looks.

Scenario 1: A fellow student posts a photo of themselves at a music festival wearing a headdress inspired by those worn by Indigenous people.

How do you think each of these responses demonstrates where someone might be in their own journey?

- After seeing this photo, a person chooses not to “like” the photo and keeps scrolling.
- After seeing this photo, a person seeks resources on the sacred meaning of headdresses amongst Indigenous tribes and shares these resources in a private message to the poster.
- After seeing this photo, a person purchases a piece of artwork crafted by an Indigenous artist in their area to contribute to the local artist and personally admire.

What are other ways someone might respond?

Scenario 2: A fellow Pi Phi mentions that a Potential New Member going through primary recruitment “dresses like a girl, and has a female name, but everyone thinks he’s really a guy.” The member says, “I’m ok with him getting a bid, but if he wants to live in chapter housing, I’m not ok with that.”

How do you think each of these responses demonstrates where someone might be in their own journey?

- After hearing these comments, a person doesn’t express agreement and instead changes the subject.
- After hearing these comments, a person schedules a meeting with a chapter leader to talk more about educating members on gender identity, pronouns and Pi Beta Phi’s Non Discrimination policy.
- After hearing these comments, a person disrupts this pattern of conversation by making their peer aware that their comments about the Potential New Member’s gender identity are unacceptable and commits to providing some resources for further learning.

- After hearing these comments, a person is actively engaged in fair treatment for this Potential New Member during recruitment and seeks ways to create an inclusive housing experience in the chapter.

What are other ways someone might respond? ”

Members can use the online Leading with Values module to reference each scenario they need to discuss. Send them the link to this seminar and direct them to the "Participant Activities" tab on the left side. There, they will find the scenarios above.

OPTION 1: BEGINNER'S CONVERSA...

OPTION 2: ADVANCED DISCUSSION

This option may be better for a chapter that is regularly integrating diversity, equity and inclusion conversations into the chapter experience.

You'll be placing your members into groups of three to five to generate examples of advocacy.

“ Now that we have a foundational knowledge of the spectrum of ways we can advocate for others, we will form small groups and discuss how the behavior of a beginner advocate compares to the behavior of an advanced advocate.

As you explore more deeply how advocates can respond when faced with scenarios of discriminatory or oppressive behavior, think about how the reactions of an advocate involve these key elements:

- Informing
- Listening
- Interacting
- Advocating
- Acting

In your small groups, read the scenario. Each person in the group will then share an example of how someone might respond if they are a beginner advocate, intermediate advocate or more advanced advocate. Remember that the labels are less important than the conversation about how an advocacy journey looks.

Scenario 1: A fellow student posts a photo of themselves at a music festival wearing a headdress inspired by those worn by Indigenous people.

How do you think people at different phases of their advocacy journey might respond?

- A beginner advocate might respond by...
- An intermediate advocate might respond by...
- A more advanced advocate might respond by...

What are other ways someone might respond?

Scenario 2: A fellow Pi Phi mentions that a Potential New Member going through primary recruitment “dresses like a girl, and has a female name, but everyone thinks he’s really a guy.” The member says, “I’m ok with him getting a bid, but if he wants to live in chapter housing, I’m not ok with that.”

How do you think people at different phases of their advocacy journey might respond?

- A beginner advocate might respond by...
- An intermediate advocate might respond by...
- A more advanced advocate might respond by...

What are other ways someone might respond?

Optional Scenario 3: The group can develop their own scenario they've seen or experienced and generate ideas for different levels of response. ”

CONTINUE

Conclusion: Awareness to Action

Move Beyond Awareness

Bring all groups back together to debrief as a large group.

“ Welcome back. I’m interested to hear more about your small group discussions. What was the most impactful advocate response you discussed with your small group? ”

If conducting this seminar virtually or in a large chapter, use the chat function of your virtual platform or have members turn to a partner and share.

“ As we think about the different concepts we’ve learned today, an important takeaway is that advocacy is more than just claiming to be an ally. As people who aspire to be advocates for underrepresented and underserved groups, we do not get to decide if we are an ally, an accomplice, a co-conspirator or anything else. We are only able to choose our own actions and the responsibility we take. Those for whom we advocate are the individuals who decide if they consider us an advocate.

After this seminar is over, I challenge you to move beyond awareness toward action. Independently, I want you to take one silent minute to think about something you can do to move from awareness to action. Envision the specifics of how this looks. ”

Give members a minute or two to identify their awareness to action opportunity and envision it. If time allows, ask them to make an action plan of two things they’ll actively work on in the next 3 months to move from awareness to action.

“ Would anyone like to share how they will move from awareness to action? ”

Take a few thoughts from the group either out loud (if members can easily be heard without a microphone) or in the chat.

“ I also encourage you to think about how to take continuous action. Saying you’re an advocate is not enough. You need to actively keep thinking and acting in ways that support your cause. ”

“ Thank you all for your participation in the seminar today. I hope you feel more informed and inspired to be positive advocates in our chapter and community. ”

Survey

Provide the following link to four members of your chapter, one from each class. You and those four members will complete the Leading with Values seminar survey to provide feedback to Pi Beta Phi.

pibetaphi.org/lwvfeedback

References

- https://davis-center.williams.edu/files/2020/08/Allyship-Workshop_Final.pptx.pdf
- <https://medium.com/@knit0371/making-the-transition-from-ally-to-co-conspirator-cc28a5752af7#:~:text=To%20put%20it%20simply%2C%20being,conspiracy%20with%20another%20or%20others.>
- <https://www.learningforjustice.org/magazine/ally-or-accomplice-the-language-of-activism>
- <https://www.ccl.org/articles/leading-effectively-articles/what-is-allyship-your-questions-answered/>

FINISH

Participant Activities

Introduction Discussion

Discussion Questions

Discuss the following questions in your large or small groups.

Question 1

What are some ways the word "advocate" is used, and what does the word mean within the context it's used?

Question 2

Tell me how you've heard the word "ally" used and what it means within the context you've heard it used.

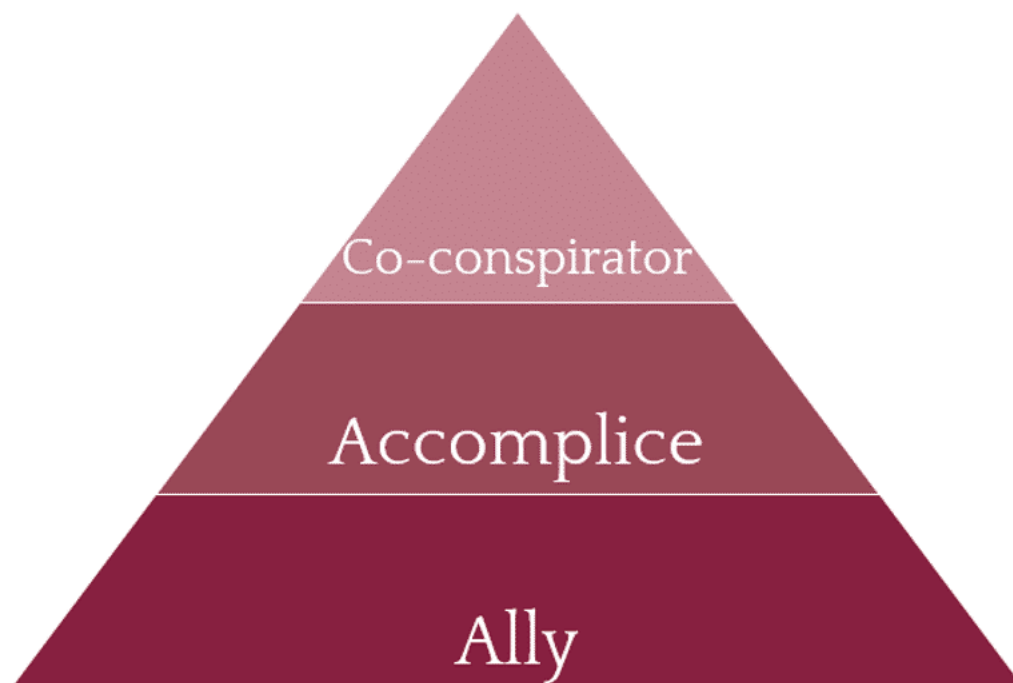
Question 3

Who is a real or fictional figure you can think of who demonstrates advocacy?

For example, you may know of Malala, the Pakistani figure who advocates for education for women and children and authored the book "I Am Malala."

Be prepared to discuss your findings with the large group.

Part 1 Visual



Part 2, Option 1 Scenarios

1

Scenario 1: A fellow student posts a photo of themselves at a music festival wearing a headdress inspired by those worn by Indigenous people.

How do you think each of these responses demonstrates where someone might be in their own journey?

- After seeing this photo, a person chooses not to “like” the photo and keeps scrolling.
- After seeing this photo, a person seeks resources on the sacred meaning of headdresses amongst Indigenous tribes and shares these resources in a private message to the poster.
- After seeing this photo, a person purchases a piece of artwork crafted by an Indigenous artist in their area to contribute to the local artist and personally admire.

What are other ways someone might respond?

2

Scenario 2: A fellow Pi Phi mentions that a Potential New Member going through primary recruitment “dresses like a girl, and has a female name, but everyone thinks he’s really a guy.” The member says, “I’m ok with him getting a bid, but if he wants to live in chapter housing, I’m not ok with that.”

How do you think each of these responses demonstrates where someone might be in their own journey?

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- After hearing these comments, a person disrupts this pattern of conversation by making their peer aware that their comments about the Potential New Member’s gender identity are unacceptable and commits to providing some resources for further learning.
- After hearing these comments, a person is actively engaged in fair treatment for this Potential New Member during recruitment and seeks ways to create an inclusive housing experience in the chapter.

What are other ways someone might respond?

Part 2, Option 2 Scenarios

1

Scenario 1: A fellow student posts a photo of themselves at a music festival wearing a headdress inspired by those worn by Indigenous people.

How do you think people at different phases of their advocacy journey might respond?

- A beginner advocate might respond by...
- An intermediate advocate might respond by...
- A more advanced advocate might respond by...

What are other ways someone might respond?

2

Scenario 2: A fellow Pi Phi mentions that a Potential New Member going through primary recruitment “dresses like a girl, and has a female name, but everyone thinks he’s really a guy.” The member says, “I’m ok with him getting a bid, but if he wants to live in chapter housing, I’m not ok with that.”

How do you think people at different phases of their advocacy journey might respond?

- A beginner advocate might respond by...

- An intermediate advocate might respond by...
- A more advanced advocate might respond by...

What are other ways someone might respond?

3

Optional Scenario 3: The group can develop their own scenario they've seen or experienced and generate ideas for different levels of response.

Thank you for engaging in this seminar, today! Please fill out this survey to give feedback on this *Leading with Values* seminar: Awareness to Action

[Complete the Leading with Values survey.](#)

FINISH