

Continuing Learning Opportunities:

How can you reduce bias and increase your Practice of Inclusion?

Choose one from each section to focus on and practice each month.

Practice individual behaviors

- Greet and talk with others—be ready to say “Hello” to newcomers, people you don’t know very well, and people different from you in your organization. Ask questions about their work and life.
- Recognize that diverse viewpoints can create new insights and breakthroughs on work challenges. Seek out different viewpoints to engage and learn from others.
- Seek out multicultural experiences in every possible way – either in or outside of work.
- Call people out in a non-threatening way if they say something that seems to be discriminatory or biased. Don’t let anything slide, even if it makes the situation uncomfortable.

Continue the learning

- Continue going through the **(Don’t) Guess My Race** program as follow-up. You still have two weeks of access to the program and there are 30 new pictures and lessons even after you complete the short assessment.
- Watch a documentary or a movie that deals with diversity in some way and think about the messages. If you have children in your life, watch age-appropriate media and talk with them about it. Below are some recommendations and some suggestions for starting conversation. Don’t feel like you have to know everything – you can look things up together.
 - **Age 3 to 5**
 - *The Backyardigans*: Do the main characters’ names (Tasha, Uniqua, Austin, Pablo, and Tyrone) sound familiar? What about the way they speak?
 - *Dora the Explorer*: Where have you heard people speaking Spanish? Which place that Dora visits would you like to go to and why?
 - **Age 6 to 8**
 - *Sid the Science Kid*: Look at the different hairstyles and skin colors — what races might each represent? What do you think Sid’s parents look like? Do you know anyone whose Mom and Dad have different skin colors?

- *Pocahontas*: How does this compare to what you learned in school about the history of Native Americans? What stories are told about Native Americans during Thanksgiving, for example? Do these match reality?
- **Age 9 to 12**
 - *Rabbit-Proof Fence*: Why do the mixed-race Aboriginal girls want to go home so badly? Why do the white people think they are better than the Aboriginals and the half-castes? How is the situation in the movie similar to and different from American history?
 - *Akeelah and the Bee*: Does it seem fair that some children get better educations than others? Which styles of language seem most “valuable” in this movie?
- Try to apply the lessons from the day to current events and talk with friends, family and colleagues about it. Try to keep an open learning mindset and have productive conversations.

Influence change in your organization

- Take the lead in promoting group conversations about diversity and inclusion at your organization. This could be done in many different formal or informal ways (e.g. officially with HR organizing or as a brown-bag lunch conversation, etc).
- Try bringing the learning mindset to diversity and inclusion training at your organization. Challenge people to do more with diversity training than just checking the box.
- Keep an eye out for events or practices that limit inclusivity (e.g. stereotypical Cinco de Mayo happy hour or restrictive policies on people taking holidays for non-Christian religions). Speak to HR if you see this happening and proactively change it.