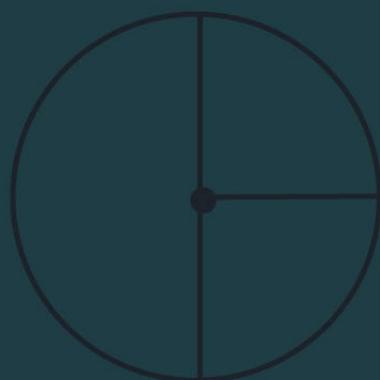
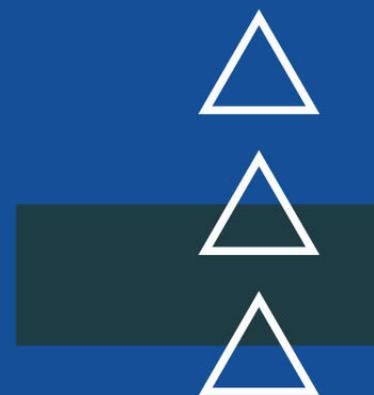


# Targeted Universalism

Dialogues of Belonging



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## Targeted Universalism:

Dialogues of Belonging



Length — [  30 minutes  
 60 minutes  
 90 minutes

### Description

A Dialogue lesson is a cultural lynchpin for each learning module. Activities in the Dialogue portion encompass collaborative rituals and exploration of key concepts, while placing human connection, understanding and stories at the center of the learning experience. A culture of care and love are prioritized to help prime participants' minds and hearts.

A 30 minute entry-level discussion/workshop tool about the video explains core concept that strengthens understanding, language, and connection to self and community context.

### Audience

People with some-to-little familiarity on the topics, high school and college students, people watching the videos alone but wanting more background materials, equity and inclusion professionals in corporate sector, government staff.

### Outcome

Participants deepen their relationship to curiosity; expand their investment in asking consciousness-raising questions; attach personal meaning to the core concepts of and related to targeted universalism.

### Facilitator's Annex

Film Links:  
[Targeted Universalism](#)  
[Beloved Community](#)

### Workshop Supplies Needed

- A/V Equipment for Films.
- Space for Large Community Circle and Small Table Groups.

Note: Participants should also have access to their own journals and writing utensils for notes and phones for photo documentation as desired.

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## **Guiding Inquiries**

- What do intentional spaces of belonging sound and feel like?
- How do we create these sacred spaces in which alternative narratives and engaged debates can breathe, and serve as embodied models of belonging, inclusion, and peaceful sharing? (adapted from Karen Barkey, Issue 3, Othering & Belonging Journal)
- How has someone helping you ended up helping a larger group?

## **Overview**

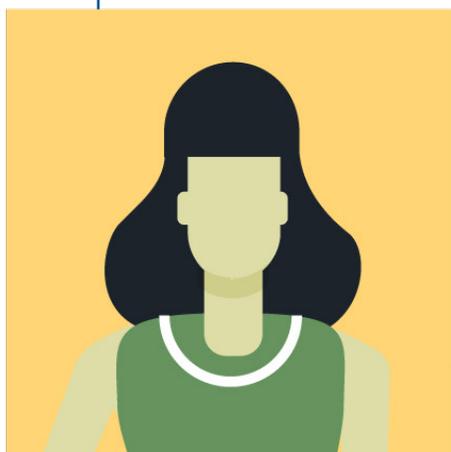
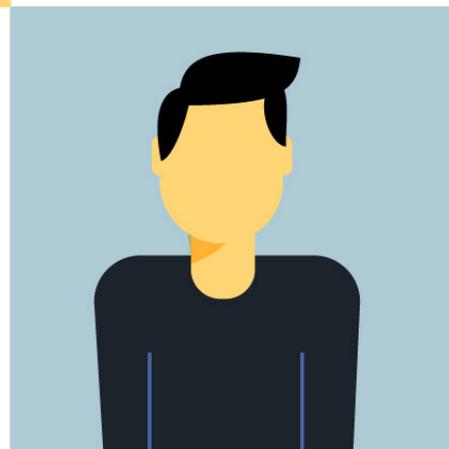
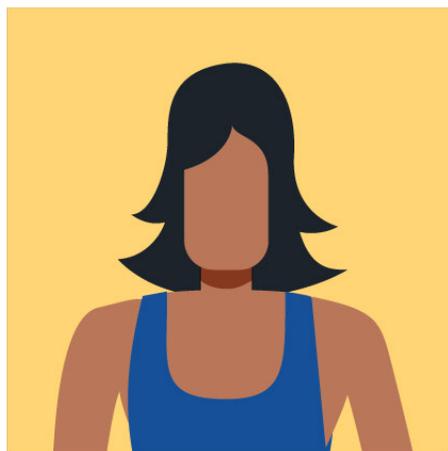
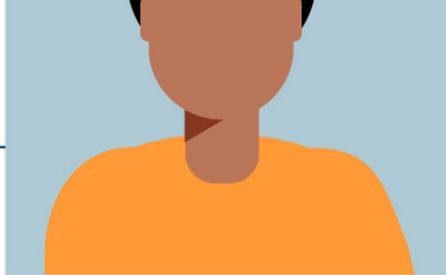
What is meant by Targeted Universalism?

1. Context and Welcome (5 minutes)
2. Films and Group Discussion (10 minutes)
3. Story Circles (10 minutes)
4. Closing (5 minutes)

# Targeted Universalism

Dialogues of Belonging

Lesson Plan



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## The Context/ Framing the Issue

As Dr. Cornell West has said, “Justice is the public face of love...” John A. Powell continues, “We are related, we are profoundly related... if we are going to have any kind of peace, any kind of happiness that is sustainable on a collective level, we will have to recognize it and then organize around it.”

### 1. Welcome 5 minutes

#### Welcome, [Land Acknowledgement](#) and Agreements

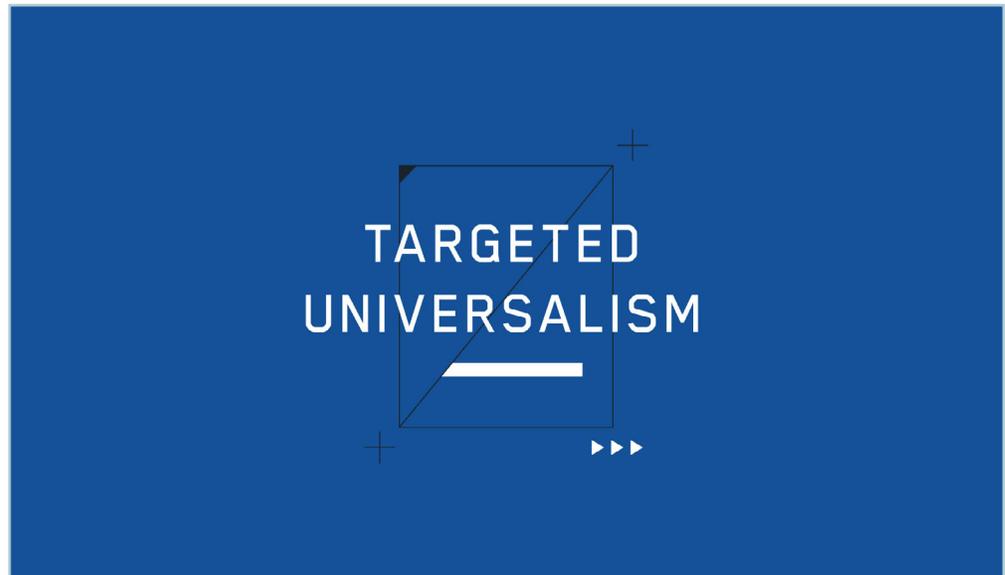
(See ‘Activity Guide’ to consider which activities are best suited for your context. These are essential for setting the tone of the learning space)

### 2. Films & Group Discussion 10 minutes

Watch [Targeted Universalism](#) Film



Click icon to  
watch video.



Have the group take notes using Parts/Purposes/Complexities protocol. (See Activity Guide for instructions on how to use this protocol.)

Reflect Briefly on the parts, purposes and complexities of the film.

- What are the Parts of *Targeted Universalism*?
- What is the Purpose of *Targeted Universalism*?
- What are the Complexities of a *Targeted Universalist* approach?

Watch [Beloved Community](#) Film



For Reflection:

- What does Beloved Community have to do with Targeted Universalism?

### 3. Targeted Universalism: Small Group Story Circles 10 minutes

#### Stories and Narrative:

Narratives that center inclusion in the Beloved Community while also recognizing and honoring our distinct differences and situatedness in society can help highlight distinct ways that we can work towards achieving Universal Goals.

Story Circles are about listening as much or more than they are about sharing. It is useful to follow the concept that in community we “Seek First to Understand, then to Be Understood.”

#### You might say something like:

*“The purpose of Story Circles are to unearth our experiences and stories in order to build out deeply personal, human-centered frames of reference.”*

*In small table groups, take one minute each (timed) to share a story of **a time you were included in community and/or achieved a collective goal because someone took the time to understand and implement change through a system, policy, or new practice around your unique needs or the structural obstacles you face on a personal level.** (That someone can be you!)*

*After each person shares for one minute, the rest of the circle mirrors back an exact word, phrase or gesture they heard the speaker say that was particularly moving. This reflection should take about 30 seconds, and then move on to the next speaker.”*

With any remaining time, reflect on how these stories are related to the concept and practice of Targeted Universalism.

**4. Closing Reflection**  
5 minutes

1. Bring everyone together in a circle to close.
2. Ask participants to choose one word that describes a take-away from their learning today. Go around the circle and ask each participant to speak it into the circle.
3. Thank the group for being together and for building Beloved Community.

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## Activity Guide

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## Welcome and Opening Activities

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### Alter/Altar Space

As time and space allows, prepare the space for learning by making room for viewing films, holding circle, and engaging with exercises particular to your module. Optionally set a place for inclusion of any relevant objects of beauty or importance (books, flowers, art, etc.) and inviting participants to do the same.

### Music

Play music as participants arrive and get settled. Some suggestions for songs: We Are-Sweet Honey and the Rock, Pata Pata-Miriam Makeba, People Everyday, Two Hearts-Valerie June, Waiting in Vain- Bob Marley, Can I Kick It-A Tribe Called Quest, I Am That I Am-Peter Tosh.

### Circle Process

Most lessons open and close with circles, where participants and facilitator(s) stand or sit in a circle (or semi-circle or oval as needed!) in order to transform traditional, hierarchical learning spaces into collaborative community spaces.

### Breathing Exercise

Invite participants to engage in an embodied practice of mindfulness and internal and external presence.



This icon indicates a talking point.

You might say something like: *“Exhale first. Breathe in deeply. Hold it for a moment. Exhale slowly.” (pause) Now take 3 deep breaths on your own. When you breathe in allow yourself to receive the air. As you exhale, relax completely.*”

### Land Acknowledgement

Open with an acknowledgement of the land we stand on. Explain that land acknowledgement is an important element of reckoning with our collective past. It is a way to shift power by remembering and honoring the historical truth, the trauma, and the knowledge that our indigenous family is still here and has for centuries maintained stewardship over the land we are on.

A formal, opening acknowledgment of the indigenous land we stand on includes acknowledgement of the indigenous community whose land was colonized (in North American contexts). If more research is needed by facilitator, <https://native-land.ca> is an excellent resource.

### Conocimiento

A Spanish word meaning “knowledge or conscience.” The Conocimiento Principle, a principle of the Latinx/Chicanx movement for transformation and equity, recognizes that common unity begins with the process of shared awareness and understanding, or Conocimiento.

–Roberto Vargas, Ph.D

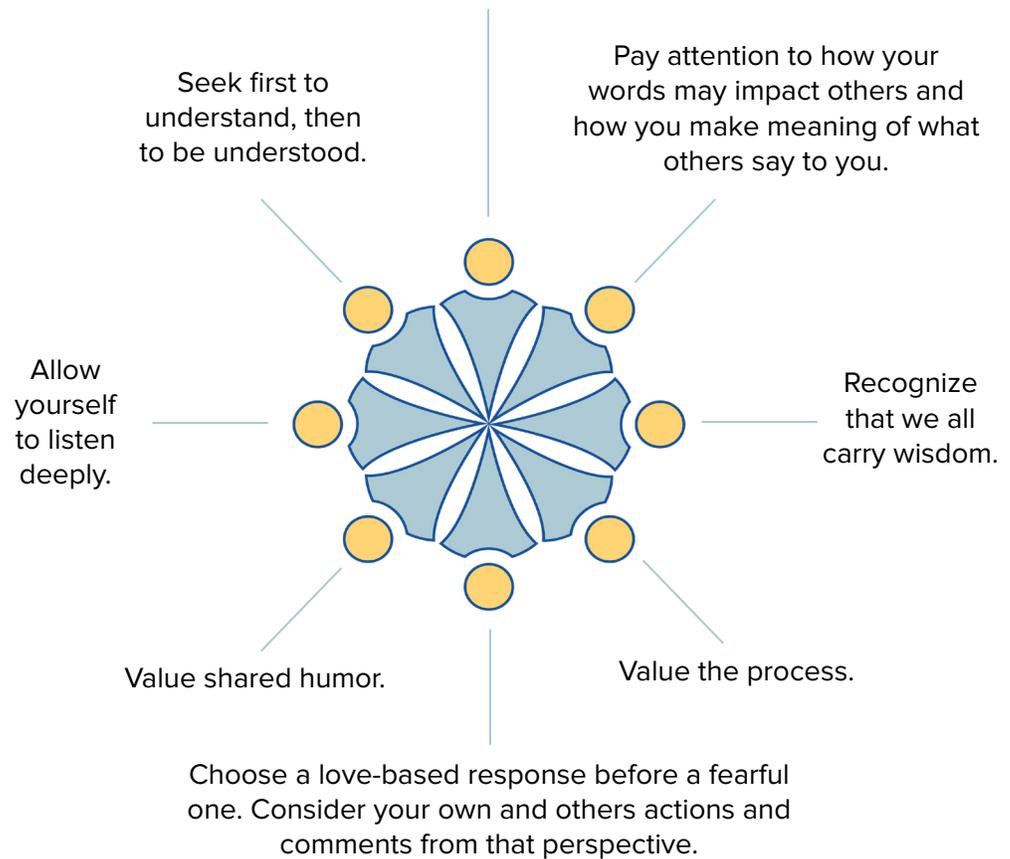


You might say something like... *“Conocimiento was used and highlighted during the Farm Workers’ Movement in California to bring people together in community to understand and leverage each others’ strengths.”*

The process of Belonging begins by identifying what’s already beautiful and present. Conocimiento is a practice that centers the human experience as meaningful and worthy. It is a practice that shares and uplifts the strengths of each person in relation to the collective, in order to achieve a common purpose. It will be important to practice *conocimiento* in your workshops to support people’s ability to feel immediately connected for a common cause.

## Community Agreements

Use and adapt these agreements to help set the tone, intentions, values and ethics of the learning environment.



## Various Thinking and Speaking Protocols

**Save the Last Word** - Save the Last Word is a thinking and discussion routine used to clarify and deepen thinking about a text.

**See, Think, Wonder** - See, Think, Wonder is a thinking routine developed by Project Zero (Harvard Graduate School of Education) to help learners make careful observations and develop their own ideas and interpretations of what they see.

- What do you see?
- What do you think about what you see?
- What does it make you wonder about?

**Parts, Purposes, Complexities** - Parts, Purposes and Complexities is a thinking routine that helps learners slow down and make careful, detailed observations of an object or system they are examining. This routine encourages them to look beyond the obvious features of an object or system and to consider its functions and complexities. Parts, Purposes and Complexities is a thinking routine created by Agency by Design with Harvard Project Zero.

- What are the parts? What are its various pieces or components?
- What are its purposes? What are the purposes for each of these parts?
- What are the complexities? How is it complicated in its parts and purposes, what are some complexities of the relationships between the two, what questions arise?

## Speaking Order

Speaking Order is used in social practice circles around the world. It is one way to address and practice the reversal of systemic inequities introduced and held by white supremacy and patriarchy. Speaking order supports a shift in power from the people who have been granted the most power in our society based on colonialism, imperialism, and paternalism. These systems function to bias societies towards a worldview of hierarchical domination over others rather than a holding a viewpoint of community wisdom and collective good.

Speaking Order is often difficult to explain in settings where the system of inequity is not understood by all in the room, particularly with people in positions of privilege (such as white men) who may be used to holding more space in conversation and/or decision making, or are new to understanding white privilege and the role it plays in perpetuating the historical oppression of people of color around the world.



To introduce Speaking Order, you might say something like: *“We are going to practice shifting the power dynamics today. We will use Speaking Order as a way to reckon with our shared history of imperialism and a white ruling class. Speaking Order will ask that anyone who self identifies as having been granted the most unearned power in our society... based on factors of race, gender, age, religion, ability, etc...will let others speak before weighing in. Again, we ask the group to internally self-identify and simply stay mindful throughout our time together of who takes up the most/least airtime in group discussions and decisions. Speaking Order asks that the floor be turned over to lead from the wisdom of those who have been most “Othered” and carried most of the burden of societal oppressions. We acknowledge that there can be discomfort around this ask regardless of your positionality or “situatedness”, but invite this practice as a model for authentic reconciliation and as a path to increase mutual Belonging.”*

## More Useful Resources

- [Culturally Responsive Resources](#)
- [Restorative Circle Processes](#)
- [Pillars of Andragogy](#)