

*Bridging Differences  
and Building a  
Bigger "We"*

WORKSHOP FACILITATOR'S GUIDE

**BLUEPRINT** FOR  
**BELONGING**



# BLUEPRINT<sub>FOR</sub> BELONGING

## **ABOUT THIS CURRICULUM**

This curriculum was developed as part of the Blueprint for Belonging project, a collaborative initiative of over 20 organizations united in achieving transformative change in California through the development of a strategic narrative that underpins all our collective work across movements, issues, and policies. This narrative is centered on an outcome of inclusion and belonging for all marginalized groups. It focuses on eliminating racialized inequality, creating empathetic identities that bridge differences, and promoting an inclusive and responsive government.

The curriculum includes modules on various topics, each of which can be used as a stand-alone workshop or part of a series. The curriculum was developed by the Haas Institute for a Fair and Inclusive Society, Coalition for Humane Immigrant Rights of Los Angeles, Alliance of Californians for Community Empowerment, and the National Equity Project, with input from various other organizations and community members. To access this and other curriculum modules, go to <https://haasinstitute.berkeley.edu/b4b/curriculum>.

## *Bridging Differences and Building a Bigger “We”*

### *FACILITATOR’S GUIDE*

#### **INTENDED OUTCOMES**

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*Develop an understanding of the concepts of bridging and breaking*

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*Develop an understanding and appreciation of the concept of shared fate and shared identities across differences*

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*Gain experience expressing identity that bridges differences and still speaks to personal sense of who you are*

## **WORKSHOP MATERIALS**

- Workshop Slides  
<https://haasinstitute.berkeley.edu/curriculum>
  - “Bridging and Breaking” online video
  - “We are California” online video
  - “Transforming California from Red to Blue: How Community Organizing Changed the Political Landscape” online video
  - Projector, computer, speakers, and Internet connection
  - Blank paper and pens
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## **FACILITATOR PREPARATION**

- Closely review this facilitators guide and the workshop slides. The proposed agenda adds up to 1 hour and 45 minutes without breaks. To adjust it to your needs, you may add breaks, split it into two workshops, or remove or adjust activities.
  - With any section where you are delivering information (presentations), review key points in that section and make notes on what you want to say keeping in mind inputs should be 2-10 minutes.
  - Review videos and determine major points you want to emphasize.
  - Review the background materials
  - Commit to roles during workshop: facilitator (s), time keeper, note taker
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## **BACKGROUND VIDEOS & READING MATERIALS**

- *A 21st Century Movement-Building Challenge: Forging a Common Identity Among 'People of Color'* by Gerald Lenoir  
<https://haasinstitute.berkeley.edu/21st-century-movement-building-challenge>
- *Talk on belonging and Martin Luther King Jr* by john powell  
<https://haasinstitute.berkeley.edu/video-john-powell-mlks-legacy-belonging>
- *Circle of Human Concern video* by Haas Institute  
<https://haasinstitute.berkeley.edu/circle-human-concern>
- *How Distinct Ethnic Groups Became “Hispanics”* presentation by Cristina Mora  
<https://haasinstitute.berkeley.edu/how-distinct-ethnic-groups-became-hispanics>
- All That We Share video  
<https://www.youtube.com/watch?v=jD8tjhVO1Tc>

## Opening 15 MIN

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### 1. INTRODUCTIONS

- Facilitators introduce yourself and welcome everyone
- Names, affiliation
- Intro to the Blueprint for Belonging project (optional). The curriculum and materials for this session were developed by the Blueprint for Belonging project of the Haas Institute for a Fair and Inclusive Society at UC Berkeley in collaboration with community organizing partners.



### 2. INTRODUCE THE GOALS OF THE WORKSHOP

- Develop an understanding of the concepts of bridging and breaking
- Develop an understanding and appreciation of the concept of shared fate and shared identities across differences
- Gain experience expressing identity that bridges differences and still speaks to personal sense of who you are



### 3. REVIEW THE WORKSHOP AGENDA BRIEFLY

- Connections activity - "I am, We are"
- Building a Group Identity - expressing the 'Big We' and our linked fate
- Two videos on bridging
- Looking at how social movements of the past and today shape group identities
- Closing reflections



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## 4. CONNECTIONS ACTIVITY

### Pair share 3 MIN

Turn to a partner and introduce yourself by saying say “I am \_\_\_\_\_. My people are \_\_\_\_\_”. You fill in the blank with whatever comes to mind. You do this for 1 ½ minutes while the other person listens. Then the other person shares for 1 ½ minutes. Afterwards, we will ask for people to introduce your partner to the full group.



### Full group discussion

Ask for a few pairs of people (or everyone) to introduce their partners by sharing “My partner is \_\_\_\_\_, her/his/their people are \_\_\_\_\_”.



### FACILITATOR TIP

The purpose here is to get people thinking about how they articulate their personal identity and shared identities. This activity helps participants connect with each other and helps create an open learning community and gets people engaged with each other from the beginning. It also starts people thinking about their multiple identities.

ACKNOWLEDGMENTS FOR THIS ACTIVITY We witnessed this activity facilitated at the 2018 Allied Media Conference Facilitation for Liberation Network Gathering, an event organized by AORTA, the Emergent Strategy Ideation Institute, and Maryse Mitchell-Brody.

# Building a Group Identity

## The 'Big We' and Our Linked Fate 35 MIN

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### 5. PRESENT QUOTES 3 MIN

What comes to mind when you read or hear any one of the following three quotes?



"In a real sense, all life is interrelated. All people are caught in an inescapable network of mutuality; tied in a single garment of destiny." --Rev. Martin Luther King, Jr



"We are here to awaken from our illusion of separateness."  
--Thích Nhất Hạnh



Ubuntu: "I am because we are." (South Africa)



## 6. FULL GROUP DISCUSSION 5 MIN

What comes to mind when you read or hear any one of these quotes?

## 7. INTRODUCE ACTIVITY

All of these quotes point to the connection between the individual and the larger we. Now we'll do an exercise to discover our mutuality and shared identities.



Randomly select people and split into groups of four or more.

- With your group, please come up with a statement about who you are as a group. To do this, you can ask yourselves: What shared experiences and history do we have? What shared values? What shared vision for the future do we have? Who do we love?
- Identify one person in your group that will share your Big We Story with the rest of us.



### FACILITATOR TIP

The objective here is to try out building a group identity that bridges across our differences and a shared story of this identity that also honors our particularities.

## 8. FULL GROUP DISCUSSION 10 MIN

- Have someone from each small group share their group's statement.
- Ask the full group: *What are your reflections on this exercise? What was hard about this? What was liberating about this?*



## Bridging 10 MIN

### 9. INTRODUCE VIDEOS

These are some of the tools that the Haas Institute's Blueprint for Belonging project produced in collaboration with community organizations and networks. They illustrate the uses of the bridging framework in narratives and communications.

The first video is a 2-minute explanation of the bridging and breaking analysis. The second video is a one-minute clip from an 8-minute video, "Transforming California from Red to Blue: How Community Organizing Changed the Political Landscape." The third video is a 15-second version of the "We are California" 2018 GOTV social media video.



#### Show Video

*Bridging Towards a Society Built on Belonging*

2 MINUTE CLIP



#### Show Video

*"Red to Blue" 1-minute clip and "It Matters What WE*

*Say" 15-SECOND CLIP*



## 10. DISCUSSION 10 MIN

*What are your reflections and questions about the concepts of bridging and breaking? How does bridging show up in the last two videos? How might you use the concept of bridging and breaking in strategy sessions and in organizing?*



# Revisiting Our Group Identity 30 MIN

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## FACILITATOR NOTE

People may not agree on who is inside or outside the circle. This is ok, our experiences of who is othered are not all the same.

People may also feel that some groups are further outside the circle than other groups. This is ok, you can show this visually on the board. Remind people that it does not help us to rank our levels of being othered (“oppression olympics”).

Connect the frame of belonging to individual/interpersonal, institutional and structural levels.

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## 11. PRESENTATION ON SOCIAL MOVEMENTS AND SHARED IDENTITY 10 MIN

Telling a “Big We” story is something that has happened in social movements historically. Here are some examples:

In the 1960s, Black and White students from across the country came together from all over the country in the Student Nonviolent Coordinating Committee, or SNCC as it was known, to challenge Jim Crow segregation in the South and to push for voting rights for Black people.



The Poor People's Campaign, or Poor People's March on Washington, was a 1968 effort to gain economic justice for poor people in the United States. It was organized by Martin Luther King, Jr. and the Southern Christian Leadership Conference (SCLC), and carried out under the leadership of Ralph Abernathy in the wake of King's assassination. In one of the campaign's more important recruitment efforts, SCLC hosted about 80 representatives of other poor, often minority groups. On March 14, 1968, delegates attended the so-called "Minority Group Conference". Among the delegates were Chicano Movement leaders Reies Tijerina, Corky Gonzales, Jose Angel Gutierrez, and Bert Corona; white coal miners from Kentucky and West Virginia; Native American and Puerto Rican activists; and Myles Horton, organizer and founder of the Highlander Folk School. With a skeptical and fast-weakened Cesar Chavez occupied by a farm workers' hunger strike, Reies Tijerina was the most prominent



Chicano leader present. At the end of a long day, most delegates decided to participate in the campaign, convinced that specific demands that often revolved around land and treaty rights would be honored by campaign organizers.

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The Black Panther Party formed alliances with other militant groups in other communities. The Brown Berets was a Chicano organization patterned after the Black Panther Party. The Young Lords Organization was a national Puerto Rican group. The Young Patriots Organization began in 1968 to assist poor white Appalachian migrants in the Uptown area of Chicago. The Black Panthers, Young Lords, Young Patriots, Students for a Democratic Society and others formed the original Rainbow Coalition in Chicago.

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In 1984, Rev. Jesse Jackson ran for US President and formed the National Rainbow Coalition, a multiracial organization that championed civil rights, immigrant rights, LGBTQ rights, women's rights, Native American sovereignty, and workers' rights. The Rainbow Coalition platform also included a progressive foreign policy agenda—pro-liberation struggles in Central America and Africa, pro-peace and pro-nuclear disarmament. Jackson worked inside the Democratic Party and used the Rainbow Coalition to organize communities to pressure the Democratic Party and the US government.

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And it is something we are seeing in today's movements: Latinx, Asian, LGBTQ and white-led groups have sprung up to support Black Lives Matter.

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A diverse women's movement has materialized to challenge misogyny and sexism.

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The environmental justice movement rooted in communities of color has joined with mainstream environmental groups to press for international action to reverse climate change.



A multiracial, multinational movement is in the streets and the halls of Congress to defend the rights of documented and undocumented migrants, refugees and asylum seekers.



## 12. SMALL GROUP DISCUSSION MAKING OUR BIG WE STORY STRONG ENOUGH 10 MIN

Now we are going to work on creating a shared identity statement strong enough to resist hate. Often our shared identity and our commitment to shared fate is broken up by the a breaking narrative of fear and strategic othering. Usually this is done by political elites who have something to gain from dividing us. They often pick out one group that is already vulnerable because of their social or legal status, such as Muslims, immigrants, Black people, or trans people. They tell a story about how this group is undeserving and therefore should not be valued or considered fully human. For our Big We shared identity to last, it needs to be strong enough to resist this type of othering. We need to build bridges across our differences so our relationships are strong enough. So we are going to practice that now.



Go back into your group and first discuss how you might be divided by a strategy of othering. What would the message be that would break up your group into deserving and undeserving parts?

Then revisit your statement on your group's identity. How can you make it strong enough to resist attempts to divide you and other members of the group? What could you say about your values or vision for the future that would stand up against othering?



### FACILITATOR NOTE

The objective for the group activity is to see if the videos and discussion have an impact on how participants articulate a Big We identity.

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### 13. FULL GROUP DISCUSSION 10 MIN

- What did your group think might be ways that you could be broken up by othering?
- What were changes you made to your Big We statement?



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### 14. CLOSING STATEMENT GROUP 10 MIN

- What it takes to shift to the "Big We" is for people to understand that their liberation is dependent upon someone else's liberation...my liberation is connected to your liberation.
- Bridging is a process of acknowledging our shared identities and linked fate.



## Wrap and Evaluation 10 MIN

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### 15. CLOSING THOUGHTS

**Full Group:** Ask participants to share any last thoughts  
Collect email addresses to send out a list of additional resources



### 16. EVALUATION

This can be done as a whole group discussion or a handout questionnaire (created by printing out the questions below).

- What are your last thoughts about any aspect of this training?
- How would you evaluate the training?
- What are the best parts of the training and how would you change it?
- Did we meet the intended outcomes?
  - Develop an understanding of the concepts of bridging and breaking
  - Develop an understanding and appreciation of the concept of shared fate and shared identities across differences
  - Gain experience expressing identity that bridges differences and still speaks to personal sense of who you are