

Mission U 2021

WNCC Mission U Pushout Overview Class

*PowerPoint Slides Handout Packet
Resource Guide for Zoom Session*

July 31, 2021 - Joyce Irby & Kathy FitzJefferies
August 31, 2021 - Laquetta Barbee & Renee Hayes

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PUSHOUT: WELCOME & INTRO

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Welcome to Mission U!

We look forward to our time together!


We invite you to share in the chat:

- Your name
- Your church/district
- One thing that brings you joy

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Welcome to Mission U!

Instructors Introductions



July 31, 2021 - Joyce Irby & Kathy FitzJefferies


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CHECK-IN POLLS
(Anonymous)

- **I have read the Pushout Book**
(the whole book; half of the book, a few chapters or less, not read book)
- **My comfort level addressing issues of race**
(extremely comfortable, moderately comfortable, slightly comfortable, not at all comfortable)
- **I identify as**
(Black, Indigenous, Hispanic, Asian, Pacific Islander, Multi-racial, White, Other, Prefer not to respond)







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Scripture

“Lord, consider what has become of us;
take notice of our disgrace. Look at it!”
Lamentations 5:1





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Invitation to Brave Space

by Micky ScottBey Jones



Photo Source: <https://wellspringfestival.org/2016-festival/speaker-storyteller-2016/>


Listen and Reflect (Jot in Journal)

- What aspects are you able to easily commit?
- What aspects are more challenging to commit?




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Together we will create *brave space*
 Because there is no such thing as a
 "safe space" —
 We exist in the real world
 We all carry scars and we have all
 caused wounds.

SOURCE: www.thepeoplesupper.org




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In this space
 We seek to turn down the volume
 of the outside world,
 We amplify voices that fight to be
 heard elsewhere,
 We call each other to more truth
 and love

SOURCE: www.thepeoplesupper.org



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There's Far More Here
THAN MEETS THE EYE


We have the right to start somewhere and continue to grow.
We have the responsibility to examine what we think we know.
We will not be perfect.
This space will not be perfect.

SOURCE: www.thepeoplesupper.org



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There's Far More Here
THAN MEETS THE EYE

It will not always be what we wish it to be.
But
It will be *our brave space together,*
and
We will work on it side by side.

SOURCE: www.thepeoplesupper.org




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Sisterhood of Grace


<ul style="list-style-type: none"> • Listen actively - with head and heart • Speak from your own experience • Be aware of body language • Respect confidentiality 	<ul style="list-style-type: none"> • Respect personal space • Own your intentions and impact • Practice sustainability • Expect Unfinished business - both discomfort & joy
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There's Far More Here
THAN MEETS THE EYE

Source: <https://www.unitymethodistwomen.org/Media/TFE/SisterhoodofGrace.pdf>



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Reflective Chat
Invitation Brave Space/Sisterhood of Grace

- What aspects are you able to easily commit?
- What aspects are more challenging to commit?



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Overview
Breakout Rooms/Groups

- Pay attention to the number of you breakout room (indicated as you transition to the breakout room)
- Facilitator- all are invited in discussion
- Scribe - will report out
- Timekeeper - keep track of the time and remind



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PUSHOUT: KEY TERMS



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Breakout Group – Pushout Key Terms

- Facilitator – Longest member of UMW
- Scribe – Most recent member of UMW
- Timekeeper – Mother was a member of UMW

Reminder Pay attention to the number of you breakout room (indicated as you transition to the breakout room)



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Break Room: Pushout Key Terms

- Individually take a moment silently browse (not study) the list of key terms and note your first impressions
- Note your assigned Breakout room number
- Quickly identify the Facilitator, Scribe, and Timekeeper
- As Group discuss
 - ✓ Did you see a words you already knew?
 - ✓ What word stood out to you
 - ✓ Did any terms or definitions surprise you?
- Engage in an in-depth discussion of your group's assigned term (correlates with your breakout room number).
- Return to large group – scribe will provide a brief summary of your groups learning about your key term

1. School to Prison Pipeline/School-to-Confinement Pipeline
2. Intersectionality
3. Internalized Racial Oppression
4. Structural Inequality
5. Implicit Bias
6. Mass Incarceration
7. Criminalization of Communities of Color
8. Zero Tolerance Policies/Punitive disciplinary Practices
9. Transgenerational Trauma
10. Black Lives Matter
11. Culturally Competent Curriculum
12. Healing-Informed Classrooms





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5 MINUTE BIO/STRETCH BREAK



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**PUSHOUT:
OVERVIEW**

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Pushout
A discussion about
The Criminalization of Black Girls in Schools
Presented June 27, 2016
The California Endowment
Health Happens Here with Sisterhood

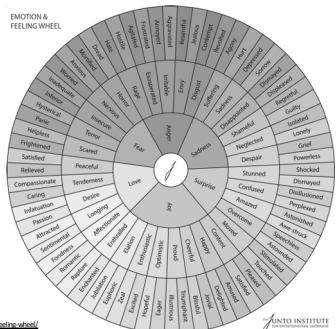
SOURCE: <https://www.youtube.com/watch?v=2Kse-llLZ0k>



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Check In
How I feel in this moment?

Optional Share
You are invited to share your feeling word in the Chat Box





SOURCE: <http://www.drd-dickter.com/emotion-and-feeling-wheel/>

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PUSHOUT: SAY HER NAME






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Monique Morris: Speaking Truth to Power

TRUTH	Book Excerpts <small>(Handout Packet pages 14-15)</small>
1. There is a legacy of slavery – a cultural legacy	<i>On the Liberative Power of Education</i>
2. Education is important and there is a legacy of Black women seeking education no matter the consequences	<i>On Being a Scholar</i>
3. Legislation has impacted the way Black girls experience education	<i>On Legislation</i>
4. There are complicated and unfair standards for Black femininity	<i>On Black Femininity</i>



SOURCE: Excerpt from Pushout: The Criminalization of Black Girls by Monique Morris

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Say Her Name

SOURCE: Excerpt from Pushout: The Criminalization of Black Girls by Monique Morris






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Breakout Group – Say Her Name

- Facilitator – Oldest member of the group
- Scribe – Youngest member of the group
- Timekeeper – Person birthdate closest to July 31st

Reminder Pay attention to the number of you breakout room (indicated as you transition to the breakout room)

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1. Danisha 2. Portia 3. Destiny

15. HEAVEN

14. Stacy

13. Dee

12. Malaika

Breakout Group
Say Her Name

- Who are the major players in their story?
- What system and institutions are at work?
- How does the girl describe her experience?
- What information is missing?



4. Mia

5. Shanice

6. JAZZY



7. Shannon

11. Shai 10. Cassius 9. Gina 8. FAITH

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**PUSHOUT:
MORNING WRAP-UP**

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Morning Wrap-up



- ✓ Questions
- ✓ Thoughts
- ✓ Insights

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5 Senses Centering Countdown

- ✓ Take a deep cleansing breathe
- ✓ Acknowledge
 - 5- Acknowledge five things you see
 - 4- Acknowledge four things you touch
 - 3- Acknowledge three things you hear
 - 2- Acknowledge two things you smell
 - 1- Acknowledge one thing you taste
- ✓ Thank God for this moment



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LUNCH
BREAK

chat



process

music

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**PUSHOUT:
CHECK-IN**

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AFTER LUNCH CHECK-IN POLLS

- **What's your preference of mayo/spreads?**
(Dukes, Hellman's or Miracle Whip or none of the above)
- **What's your usual response after a lunch break?**
(just let me take a nap, struggling to stay focused, am raring to go!)
- **Prior to reading Pushout and Mission u Class, what was your level of awareness of Pushout—the criminalization of Black girls?** (extremely aware, moderately aware, somewhat aware, slightly aware, not at all aware)

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**PUSHOUT:
DIG DEEPER**

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Dig Deeper: Paris' Story

From "Transitions" (pages 133-134)

Paris describes having to wear uniforms to school. She pushes the school on the dress code. She also notes that **"I knew that I was going to cause controversy anyway. They were never happy with me."** and talks about antagonism she experienced from a school administrator.



Can we have a volunteer who is willing to read this excerpt from Paris' story?

SOURCE: Excerpt from Pushout the Criminalization of Black Girls by Monique Morris



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Dig Deeper: Paris' Story

"With me [gender] transitioning from middle school to high school, I had an assistant principal who hated my guts. She hated my guts. She didn't really like LGBT individuals, particularly gay young men, and that's what I identified as [in middle school]... before knowing myself further. I thought I was happy because I was leaving middle school, but this [administrator] followed me. She went from being our middle



SOURCE: Excerpt from Pushout the Criminalization of Black Girls by Monique Morris



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Dig Deeper: Paris' Story

School's assistant principal to being our high school's principal, and she thought that she was going to be able to wear it out... but she didn't know that I had a supportive mother who fought my battles, who stood behind me. She didn't know I had that type of support in my family. So we had to go to the school board.... [They could not] deny [me my] education because of [my] sexual orientation. [They] can't do that....





SOURCE: Excerpt from Pushout the Criminalization of Black Girls by Monique Morris



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Dig Deeper: Paris' Story

"Once that [principal] heard that she could not do anything, that the power she thought she had was crushed, her dreams, her hopes, her aspirations were gone... at that very moment, I got up and I swung my hair, and I said, 'Thank you.' I didn't have any problems [after that]."



Mission 1.2017
 Paris for All the Girls
 SOURCE: Excerpt from *Pushout: The Criminalization of Black Girls* by Monique Morris
 United Methodist Women
WOMEN WHO CARE. CARE IN ACTION.

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Dig Deeper: Paris' Story

How does Paris' story show resistance and resilience in the face of powers and principalities/systems of oppression?

How does Paris' mother show a powerful love that helps her daughter get the education she needs and deserves?



Mission 1.2017
 Paris for All the Girls
 United Methodist Women
WOMEN WHO CARE. CARE IN ACTION.

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Dig Deeper: Paris' Story

Applying to Your Context:
 Many others have stories similar to Paris'. Have you heard stories like this before?

Applying to Your Context:
 What are your local dress codes? What do you think about it?

Mission 1.2017
 Paris for All the Girls
 United Methodist Women
WOMEN WHO CARE. CARE IN ACTION.

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A moment
to breathe






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Breakout Group – Jennifer’s Story

- Facilitator – Most recent member of UMC
- Recorder – Longest member of UMC
- Timekeeper – Most recent transfer to UMC

Reminder Pay attention to the number of you breakout room (indicated as you transition to the breakout room)



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Jennifer’s Story

As you read the summary of Jennifer’s story:

- Who did you notice in the story?
- Who else is in this story?
- What systems/institutions are involved in this story?

**** Trigger alert****
Jennifer’s involves rape and sexual exploitation

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Jennifer's Story

- Jennifer (16yo)
- Out of school for 3 years prior to interview
- Multiple foster care settings = irregular school attendance
- "Put out" of 6th grade, moved foster homes, placed in 7th grade, failed 7th
- Other 'family' influences impacted her decision to avoid school
- A "runner" when she felt threatened in foster settings

Author's note...conditions that led girls to run from court-assigned residential placements in detention centers, group homes, shelters, or private homes - experiences like being forced to wash their hair every day and/or use hair products that were not designed for Black girls' natural hair texture (certainly off-limits for girls who wore protective hairstyles like braids or artificial hair) ... a trigger for them - a signal that they were not truly welcomed. Some girls ran away after being triggered by the actions of other girls there. (p.104)

SOURCE: Excerpt from Pushout the Criminalization of Black Girls by Monique Morris



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Jennifer's Story

- Ran because foster dad "knew I was a prostitute," implied "if he was a pimp, he'd recruit me. If he was a john, he would date me...didn't treat me right"
- "They told me I was stupid, never going to be anything. And I believed it..."
- Agreed education was important "because nobody can take that from me, so I want to be somebody in jail. That's why I'm going to work hard..."
- Once she got back in juvenile hall, she was kicked out of the foster care system.
- Her foster mom did not know she was not in school. "My school never called her"

- Managing school and life was difficult...often felt the only person she could rely on was herself... Independence led to conflict with other girls...in sometimes suspensions from fighting or skipping school
- Had once been in a gang ("a squad") [Author wondered if that was at the heart of her sexual exploitation.]
- Raped at 12, forced into prostitution - "Ever since then, my life's been off-track."
- No help transitioning off the street - "I encourage myself."
- [Author: We talked about how being sexually exploited was a significant factor both in her school failings and in her attempt to recover from other traumatic experiences in her life.]

SOURCE: Excerpt from Pushout the Criminalization of Black Girls by Monique Morris



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Jennifer's Story

- "I did it 'cause I didn't have nobody. I did it because I hated myself. I did it because I didn't love myself... I didn't have anything... I would hustle hard to what I need and want...to make myself look good and feel better. So I started selling my body...money, I felt like a businesswoman."
- [Author: When Jennifer detached from the man who raped her, she began working for herself. She needed money for herself and her child...She credited pregnancy as her best educational experience.]
- "... a blessing. It taught me how to have patience... (pgs. 103-108)

- [Author: Jennifer had been sex-trafficked, and her sexual victimization and three-year absence from school facilitated an academic lag. Her relationship with educational institutions needed a lot of nurturing.]
- "I care about kids...I want to teach somebody instead of locking them up...we're inmates, but we're still kids..."
- [Author: ...she had firsthand knowledge of the ways in which girls were routinely subjected to dehumanizing treatment both in and out of the classroom...Juvenile detention centers are not trauma-sensitive...And they never will be]
- {pgs.157-159}

SOURCE: Excerpt from Pushout the Criminalization of Black Girls by Monique Morris



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Dig Deeper: Jennifer's Story

Journal Reflection

- Who did you notice in the story?
- Who else is in this story?
- What systems/institutions are involved in this story?

Group Discussion

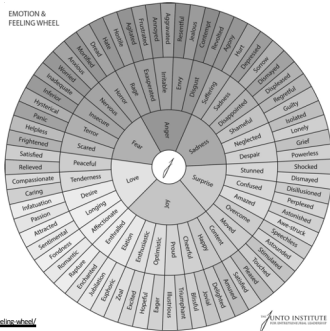
- What answers to the questions are named frequently
- Are there any answers that are named only once?
- How often are Jennifer's feelings and desires listed in our groups answers



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Check In How I feel in this moment?

Optional Share
You are invited to share your feeling word in the Chat Box



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PUSHOUT: EQUALITY vs. EQUITY



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Equality vs Equity

Brainstorm in Chat:

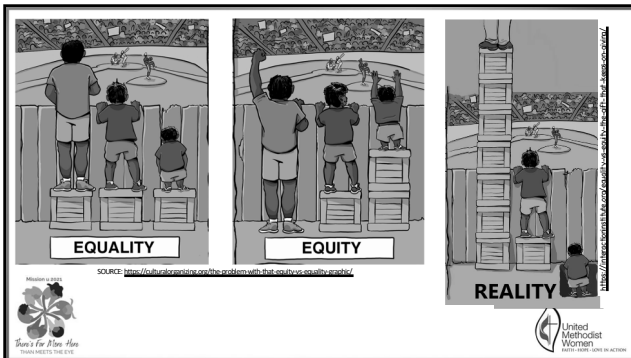
Your first thoughts/words you associate with EQUALITY?

Brainstorm in Chat:

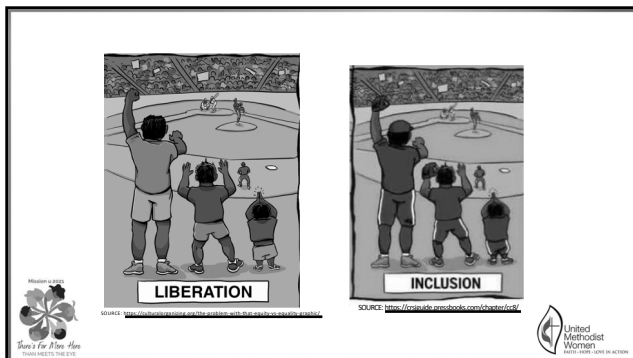
Your first thoughts/words that you associate with EQUITY?



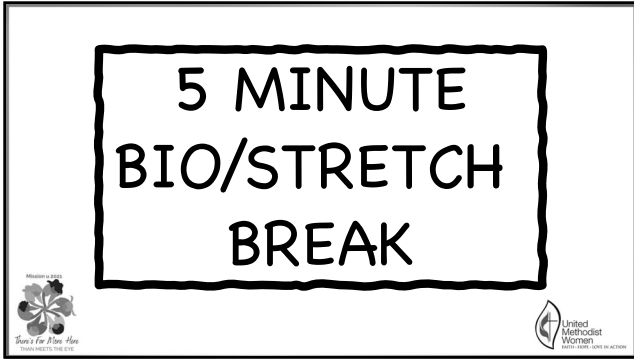
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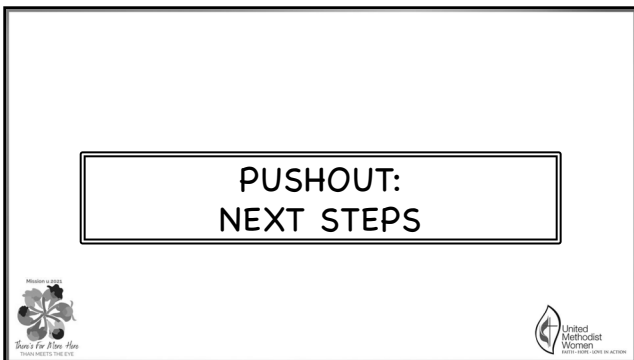


5 MINUTE
BIO/STRETCH
BREAK

Mission 2025
There's For More. More
THINGS WE CAN DO TOGETHER

United Methodist Women
BOLD. OPEN. LIVE IN ACTION

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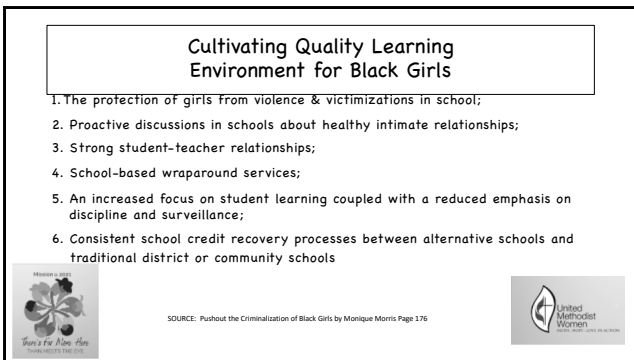


PUSHOUT:
NEXT STEPS

Mission 2025
There's For More. More
THINGS WE CAN DO TOGETHER

United Methodist Women
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Cultivating Quality Learning
Environment for Black Girls

1. The protection of girls from violence & victimizations in school;
2. Proactive discussions in schools about healthy intimate relationships;
3. Strong student-teacher relationships;
4. School-based wraparound services;
5. An increased focus on student learning coupled with a reduced emphasis on discipline and surveillance;
6. Consistent school credit recovery processes between alternative schools and traditional district or community schools

Mission 2025
There's For More. More
THINGS WE CAN DO TOGETHER

SOURCE: Pushout the Criminalization of Black Girls by Monique Morris Page 176

United Methodist Women
BOLD. OPEN. LIVE IN ACTION

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Repairing Relationships, Rebuilding Connections

Need to examine policies and ask different questions:

1. What assumptions are being made about the conditions of Black girls
2. How might Black girls be uniquely impacted by school & other disciplinary policies?
3. How are organizations, systems and polices creating an environment that is conducive or not conducive to the healthy development of Black girls?



SOURCE: Excerpt from Pushout the Criminalization of Black Girls by Monique Morris



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Repairing Relationships, Rebuilding Connections

"When you are a White Person, don't leave Black People out of the conversation."

-Insight offered by an unknown White man



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Call to Action: Making a Difference

- Understand & apply Cultural Humility in our daily lives
- Educate self, UMW unit and community
 - Book studies/guest testimonies/engaging in courageous conversations
- Examine the local schools district data
<https://ocrdata.ed.gov/search/school>;
- Advocate for Black Girls to eliminate Pushout; challenge status quo
- Hands on Mission Project to support school (ask what is needed)



"When you are a White Person, don't leave Black People out of the conversation."



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Call to Action: Making a Difference

Commit to Reduce Racial Disparities

- Listen and work collaboratively with stakeholders (youth, parents, teachers).
- Join existing efforts, work local and move key decision-makers (school boards, superintendents, etc.)
 - #PoliceFreeSchools - shift from School Resource Officers to transformative practices options
 - Support restorative practices and limited use of excessive punishment
 - address implicit bias
 - Demand accountability plan to reduce disparities
- Focus on individual school or school district, targeted impact



"When you are a White Person, don't leave Black People out of the conversation."



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Call to Action: Making a Difference

- Freedom Schools
- Congregations 4 Kids
- Pastors for NC Children

In Chat
Other ideas/suggestions to disrupt
the Pushout of Black Girls



"When you are a White Person, don't leave Black People out of the conversation."



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PUSHOUT: WRAP UP





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Wrap-Up Reflections

IN CHAT

- What is one thing you learned today?
- What is one thing that shocked/surprised you?






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Wrap-Up Reflections

BREAKOUT



- What is one commitment you will make to eliminate the Pushout experienced by Black girls?

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WRAP-UP POLLS



- This Mission u session met my expectation
(strongly agree, moderately agree, somewhat agree, slightly agree, not at all agree)
- I may consider attending the Fulltime Pushout study if offered in October
(Yes, maybe, No)

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Wrap-up



- ✓ Questions
- ✓ Thoughts
- ✓ Insights

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For more information

July 31st Instructors	August 1st Instructors
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A WORD OF THANKS



UMW Technology Support Team

July 31st	August 1st
Nancy Reigel Lynn Alexander	Amanda Dyer Lynn Alexander

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**PUSHOUT:
BENEDICTION**

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And Now

May the Lord torment you.
 May the Lord keep before you the faces of the hungry, the lonely, the rejected and the despised.
 May the Lord afflict you with pain for the hurt, the wounded, the oppressed, the abused, the victims of violence.
 May God grace you with agony, a burning thirst for justice and righteousness.
 May the Lord give you courage and strength and compassion to make ours a better world, to make your community a better community, to make your church a better church.
 And may you do your best to make it so, and after you have done your best may the Lord grant you *Peace*.

Bishop Woodie White's Benediction-General Conference 1996

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