

# Equity Pause Toolkit

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## Instructions

- **Structured equity pauses** can be used by any team to discuss the topics in the left column of the activity table. Select activities relevant to your team/situation. Share the Community Agreements (listed below) with the team. State the prompt in the 2<sup>nd</sup> column of the activity table, conduct the selected activity, then ask the post-activity reflection question(s).
- **Spontaneous equity pauses** take the form of: *“Let’s pause and reflect on how equity may be involved in this process/program/policy/practice/etc. What we can do to increase equity?”*
- Use the **Inequity Waste Wheel Toolkit** to identify how to increase equity.
- If you are leading an improvement event, select activities relevant to your event and team.
- If needed, reference a diversity, equity, and inclusion glossary (see link in external resources at end of toolkit).
- Remember to aim for progress, not perfection.
- Acknowledge your mistakes and learn from them to foster psychological safety.

## Community Agreements

- Share one person / one voice at a time.
- Give ourselves space to speak up, while making space for others to speak up.
- Recognize our own privilege and how it affects the space we’re in today.
- Acknowledge that there’s no such thing as a safe space for all. Usually, it’s safe for some (particularly those with power or privilege) and not others.
- Speak from a place of personal responsibility, using “I” statements. Own the impact of our words.
- Show curiosity and challenge ourselves to be learners.
- Notice that when we challenge ourselves to be in a space where our beliefs and identities are discussed, it can cause fear and require vulnerability.
- Keep personal stories in the room, while bringing lessons with us when we leave.
- Sustain our commitment to this work.

Topic	Reflection Prompts	Activity	Activity Length	Post-Activity Reflection
Diversity	Let's get to know one another, see what we have in common and how we can learn from our differences.	<b>Personal identity</b> <ul style="list-style-type: none"> <li>Describe yourself with attributes you are comfortable sharing with the group.</li> <li>What two life highlights are you comfortable sharing? (ex., your role as a child, spouse, parent or friend; your beliefs in spirituality or religion; physical or mental attributes or abilities; values or aspirations).</li> </ul>	2m per person	<ul style="list-style-type: none"> <li>How has it benefited our work to take into account one another's personal identity?</li> <li>What would we do differently next time?</li> </ul>
Inclusion	Let's try to notice who we are including and hearing from, and why.	<b>Two truths and a wish</b> <ul style="list-style-type: none"> <li>Each person offers two truths and one wish.</li> <li>Small groups or pairs share.</li> <li>The team or table guesses which one is a wish.</li> </ul>	2m per person	<ul style="list-style-type: none"> <li>Were we successful in being inclusive in our process?</li> <li>Whose perspectives are we missing (if any)?</li> <li>What would we do differently next time?</li> </ul>
Implicit Bias	Let's try to notice implicit biases that may be present and learn ways to combat them.	<b>Watch:</b> Respect for People training vignettes <ul style="list-style-type: none"> <li><a href="#">Phone call take 1</a> (49 sec)</li> <li><a href="#">Phone call take 2</a> (28 sec)</li> <li><a href="#">Speaking up to patients - take 1</a> (45 sec)</li> <li><a href="#">Speaking up to patients - take 2</a> (1 min)</li> </ul> <b>Discuss:</b> <ul style="list-style-type: none"> <li>How can we help ensure equity by interrupting our own implicit biases?</li> <li>What are some areas where we could foster greater equity in our work?</li> </ul>	10m	<ul style="list-style-type: none"> <li>What are some other ways we could foster equity?</li> </ul>
Awareness	<ul style="list-style-type: none"> <li>What would you like to say that hasn't been said?</li> <li>Have we sought feedback from people who add a new perspective?</li> <li>What inequities exist in the process, program, or project we're working on together?</li> </ul>	<b><a href="#">Inequity Waste Wheel</a></b> <ul style="list-style-type: none"> <li>Consider an aspect of the team's shared work</li> <li>How do the six inequity elements affect that process, program, etc.?</li> <li>Which areas are most important for the team to address first?</li> </ul>	20m	<ul style="list-style-type: none"> <li>Were we successful in ensuring equity through expanding our self-awareness and/or our awareness of the experience of others?</li> <li>How did we do it?</li> <li>What would we do differently next time?</li> </ul>

Topic	Reflection Prompts	Activity	Activity Length	Post-Activity Reflection
Speaking Up and Psychological Safety	<ul style="list-style-type: none"> <li>Let's ensure we treat each other equitably during our time together.</li> <li>Let's ensure we create an environment that's psychologically safe.</li> <li>Let's empower one another and let each person's voice be heard.</li> </ul>	<a href="#">Speaking up to Disrespect Activity</a>	15m	<ul style="list-style-type: none"> <li>Did we support each other to feel empowered to speak up during our discussions so everyone could be heard?</li> <li>Did our discussions feel psychologically safe?</li> <li>How did we do it?</li> <li>What would we do differently next time?</li> </ul>
Racism and Anti-Racism	Let's keep in mind how systemic racism affects the process, project, or program we are working on.	See list of external resources at the end of this toolkit: <ul style="list-style-type: none"> <li>Identify an article, video or podcast relevant to your work</li> <li>Ask the team to read, watch or listen to it prior to your meeting</li> <li>Ask participants to reflect, identify and share one key takeaway from the resource that relates to the process, project or program you are working on together</li> </ul>	15-20m depending on group size	<ul style="list-style-type: none"> <li>What have we done to prevent systemic racism?</li> <li>What would we do differently next time?</li> </ul>
Health Equity	Let's keep in mind how health equity may be affected by the project, process or program that we're working on together.	<a href="#">Fostering Equity Discussion Activity</a>	15m	<ul style="list-style-type: none"> <li>How have we adjusted our approach to better ensure health equity?</li> <li>What would we do differently next time?</li> </ul>

## External Resources

### Read

#### Diversity, Equity and Inclusion Glossary

- "Diversity, Equity and Inclusion Glossary." University of Washington, <https://environment.uw.edu/about/diversity-equity-inclusion/tools-and-additional-resources/glossary-dei-concepts/>.

#### Black Lives Matter

- [Black Lives Matter](#) website
- [Guide to allyship](#), a starter guide for becoming a more thoughtful, effective ally
- "[Don't understand the protests? What you're seeing is people pushed to the edge](#)," by Kareem Abdul-Jabbar, May 30, 2020, in *The Los Angeles Times*

#### Non-fiction books

- [The New Jim Crow: Mass Incarceration in the Age of Colorblindness](#) by Michelle Alexander (2010)
- [White Rage: The Unspoken Truth of Our Racial Divide](#) by Carol Anderson (2016)
- [The Fire Next Time](#) by James Baldwin (1963)
- [Between the World and Me](#) by Ta-Nehisi Coates (2015)
- [Don't Touch My Hair](#) by Emma Dabiri (2018)
- [Women, Race & Class](#) by Angela Y. Davis (1983)
- [Me and White Supremacy: Combat Racism, Change the World, and Become a Good Ancestor](#) by Layla F. Saad (2020)
- [The Souls of Black Folk](#) W. E. B. DuBois (1903)
- [Killing Rage: Ending Racism](#) by bell hooks (1996)
- [How to Be an Anti-Racist](#) by Ibram X. Kendi (2019)

#### Fiction books

- [If Beale Street Could Talk](#) by James Baldwin (1974)
- [Invisible Man](#) by Ralph Ellison (1952)
- [The Turner House](#) by Angela Flournoy (2015)

### Watch and listen

#### Documentary films

- "[13th](#)" (2016): documentary featuring scholars, activists and politicians analyzing the criminalization of African-Americans and the growth of U. S. prisons
- "[A Class Divided](#)" (1985), Frontline, PBS. The day after Martin Luther King, Jr. died, teacher Jane Elliott tried an experiment with her third-grade class by dividing them into blue-eyed and brown-eyed groups so they could experience discrimination
- "[King in the Wilderness](#)" (2018). An HBO film about the final years of Dr. Martin Luther King, Jr.'s life (free on YouTube)

#### Videos

- [Race: A collection of TED Talks \(and more\) on the topic of race](#)
- [The difference between being "not racist" and anti-racist](#), Ibram S. Kendi, TED, 2020
- [The urgency of intersectionality](#), Kimberle Crenshaw, TED, 2016
- [Recognizing Privilege: Power to All the People](#), Michael Yates, TEDx Texas St. U., 2018
- "[Under Our Skin](#)," Seattleites sharing their experiences, *The Seattle Times*, 2016
- [Black Feminism & the Movement for Black Lives](#): Barbara Smith, Reina Gossett, Charlene Carruthers in a conversation looking at the intersections of identity, 2016

#### Podcasts

- [1619](#) is an audio series from The New York Times on how slavery has transformed America, connecting past and present through storytelling
- [Code Switch](#) features conversations about race, produced by National Public Radio
- [Corporate America's Work in Fighting Racism is Just Beginning](#). Ella Washington, organizational psychologist at Georgetown University, on what the private sector needs to do to fight institutional racism
- [Intersectionality Matters!](#) hosted by Kimberlé Crenshaw, an American civil rights advocate and a leading scholar of critical race theory