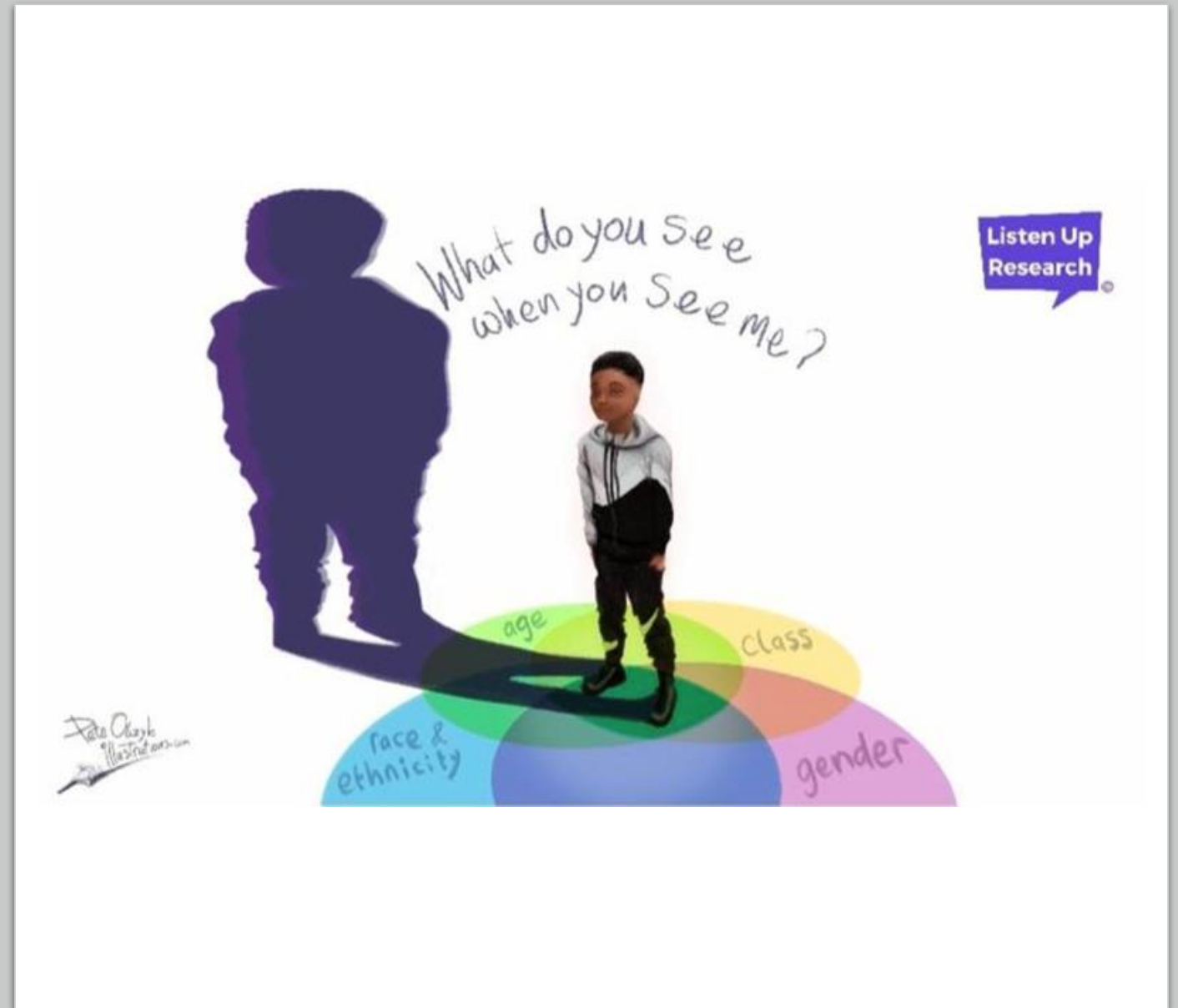


Welcome to

Introduction to the
Social GRRRAACCEEESSS,
Identity and Intersectionality

Workshop for
Early Intervention and
Prevention staff
2023



What we'll be doing today

Introduce the social GRRRAACCEESSS and intersectionality

Briefly consider how we construct our identities (personal, social, cultural, professional, other) and what makes 'us us'

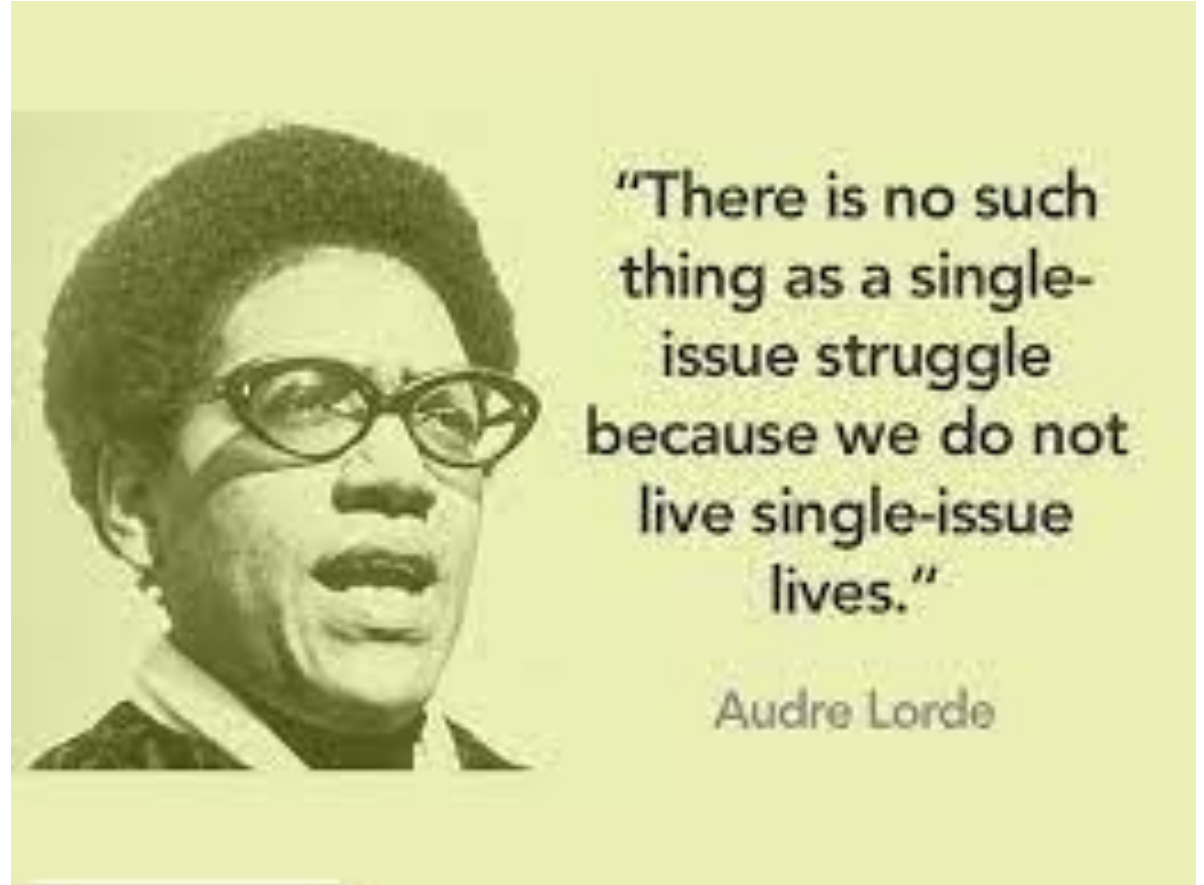
Reflect on why all these things matter to good help for families

Use the GRRRAACCEESSS wheel to think about our own identities

What factors influence or impact our feelings about talking race, culture and identity and create discomfort

Use a power wheel to help us apply an intersectional lens, how parts our identity intersect and what that means in our work with children and families

Consider how we might apply the GRRRAACCEESSS and intersectional thinking in our daily practice



Learning Outcomes

- To have increased personal awareness of the social GRRRAACCEESSS, identities and intersectionality
- To be able to describe why the GRRRAACCEESSS, identity and intersectionality are important to anti-racist, anti-oppressive family work practice
- Increase understanding of the factors that create discomfort in talking about race, culture and identity in our work and our roles
- To have practiced application of the GRRRAACCEESSS and an intersectionality approach using a power wheel
- To have identified at least 2 ways that you could apply the GRRRAACCEESSS and intersectionality approaches in your daily practice

Theory without
practice is of little
value, whereas
practice is the proof of
theory. Theory is the
knowledge, practice
the ability.

Alois Podhajsky

WWW.STOREMYPIC.COM

Before we start.....

We hope you will join us in committing to do whatever we can to protect the physical and emotional safety of self and others in this room

We'll be asking you to think about your own identity and thinking about structural discrimination and inequality

If you need to step out, please do – listen to what your heart, mind and body needs, opt in/out

Human first, opinion second

These principles from Healing Justice London are brilliant and we will seek to honour them in this room today [Home - Healing Justice London \(healingjusticeldn.org\)](http://healingjusticeldn.org)

If things come up, you can check in with James, Jess or Becca after the session

Please try and give yourself some decompression/aftercare space after the session

Give your feedback so we know what went well to make this a brave space and what we should do differently (you can do this anonymously)

HJL Community Agreements

Community care: We are rebuilding ecologies. This takes time, is relational, needs all of us at different points, incrementally positioning and repositioning ourselves toward just, generative and thriving communities and connections.

Positionality (privilege/power): If you're in a dominant identity please consider how you are making space for others in the space/if you are in a marginalised identity consider practicing taking up space.

Confidentiality: We share each other's stories with consent and consciousness. What is said in here stays in here, what is learnt in here grows from here.

Honour labour: "Citation is feminist memory" - Sara Ahmed

Compassion: We are hard on ideas, soft on people.

Comfort and transformation: Comfort and transformation do not live in the same house, what is the edge we can move into?

Lived experience and trauma: These are not just conversations; they are visceral, tangible, material. Impacting us on many levels. Consider what your body needs, opt in/out, take time to hydrate and source comfort.

Capacity to grow: These are ongoing conversations, not everything will feel resolved or resonate. We commit to learning, practicing and creating spaces to do so with curiosity and creativity. We commit to nurturing non-performative learning.

healing
justice
ldn



RESOLVE

Settling in

In a moment, we'll ask you to introduce yourself to the group

Before that, write down the words 'I am' three times

thinking about yourself, complete the sentence 'I am' three times

for example


I am..... Tired today

I am..... Vivien's daughter

I am.... A family worker

choose whatever comes to mind and that you feel comfortable to share with the group

reflect on the things you might have felt less comfortable to share and why



I am.....

Settling in

take a moment to write down what the word identity means to you

share your thoughts with the group

where are you noticing similarities and differences between your ideas and others ideas?



Identity means to me....

What are the Social GRRRAACCCEESSS?

Comes from systemic therapy

Introduced by John Burnham, Alison Roper-Hall and colleagues in the 1990's

A mnemonic (pattern of letters) that describes social identity categories or positions that people might belong to (or that society says we belong to)

Can prompt reflection about what 'makes us us', to challenge what we think we 'know' about a person, and to notice similarities and differences between helper and helped

Can also support thinking about the effects of power, privilege, oppression and marginalization (but not on its own as a 'list')

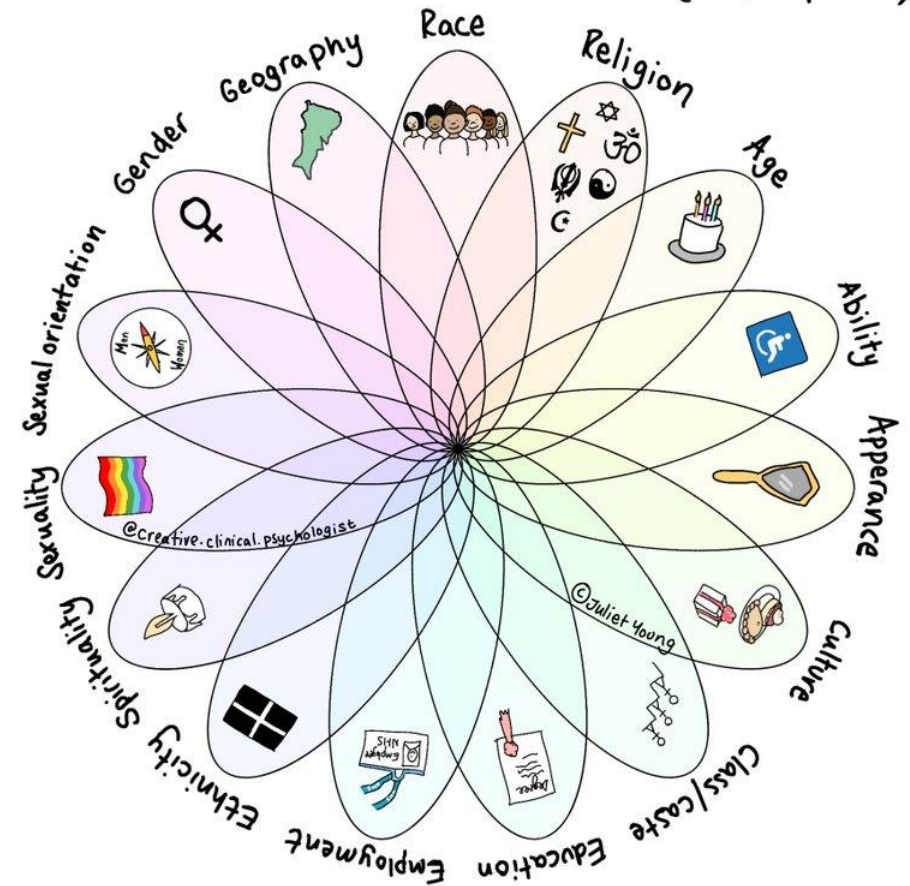
[\(602\) Systemic Concepts - the Social GRACES - YouTube](#)



The Social GRRRAACCEESS wheel

Geography
Gender
Race
Religion
Age
Ability
Appearance
Culture
Class
Caste
Education
Employment
Ethnicity
Spirituality
Sexuality
Sexual orientation

Social GRRRAACCEESSS (Burnham, 2012)



Credit to Juliet Young for the image @Juliet_Young1

A street scene at dusk or night. The sky is a deep blue. On the left, there are several cars parked along the curb. In the background, there are multi-story buildings, some with lit windows. Bare trees are visible against the sky. The overall atmosphere is quiet and somewhat somber.

**Why does it feel
uncomfortable
discussing Race/
Identity at work?**

Discussions on race may evoke the following thought's/ feeling's

HELPLESSNESS

PAIN
GUILT
THERE IS NO
QUICK FIX

FRUSTRATION & ANNOYANCE

TIRED OF
TALKING ABOUT
IT

DENIAL

TABOO/ NO
LONGER AN ISSUE

DEFENSIVENESS/ DEFLECTION

WHAT ABOUT MY
EXPERIENCE...
YOU CANT SAY
ANYTHING THESE
DAYS

FEAR OF SAYING
THE WRONG
THING
OFFENDING
REPUTATIONAL
IMPLICATIONS

GENERATIONAL –
SOMETHING THAT
EXISTED IN A
SPECIFIC TIME (IT
WAS OKAY BACK
THEN)

CONFIDENCE

I AM ALREADY
DOING THIS

Other....

What is intersectionality?

Comes from black feminist theory

Term was coined by civil rights advocate, professor and critical race scholar Kimberlé Crenshaw in the early 2000's

can be used as an identity analysis tool by encouraging critical reflection on the locational, contextual, and relational ways that different parts of identity intersect with power, privilege and discrimination

"Intersectionality is a lens through which you can see where power comes and collides, where it interlocks and intersects" (Crenshaw, 2021)

[\(602\) Kimberlé Crenshaw: What is Intersectionality? - YouTube](#)



Different Identities

Social identity theory (Tajfel, 1978); cultural studies/cultural identity (Stuart Hall, 1996)

Social identity might mean I feel I belong, or have been assigned by society to, certain social groups

My personal identity might relate to my values, beliefs, needs, lived experiences, traits

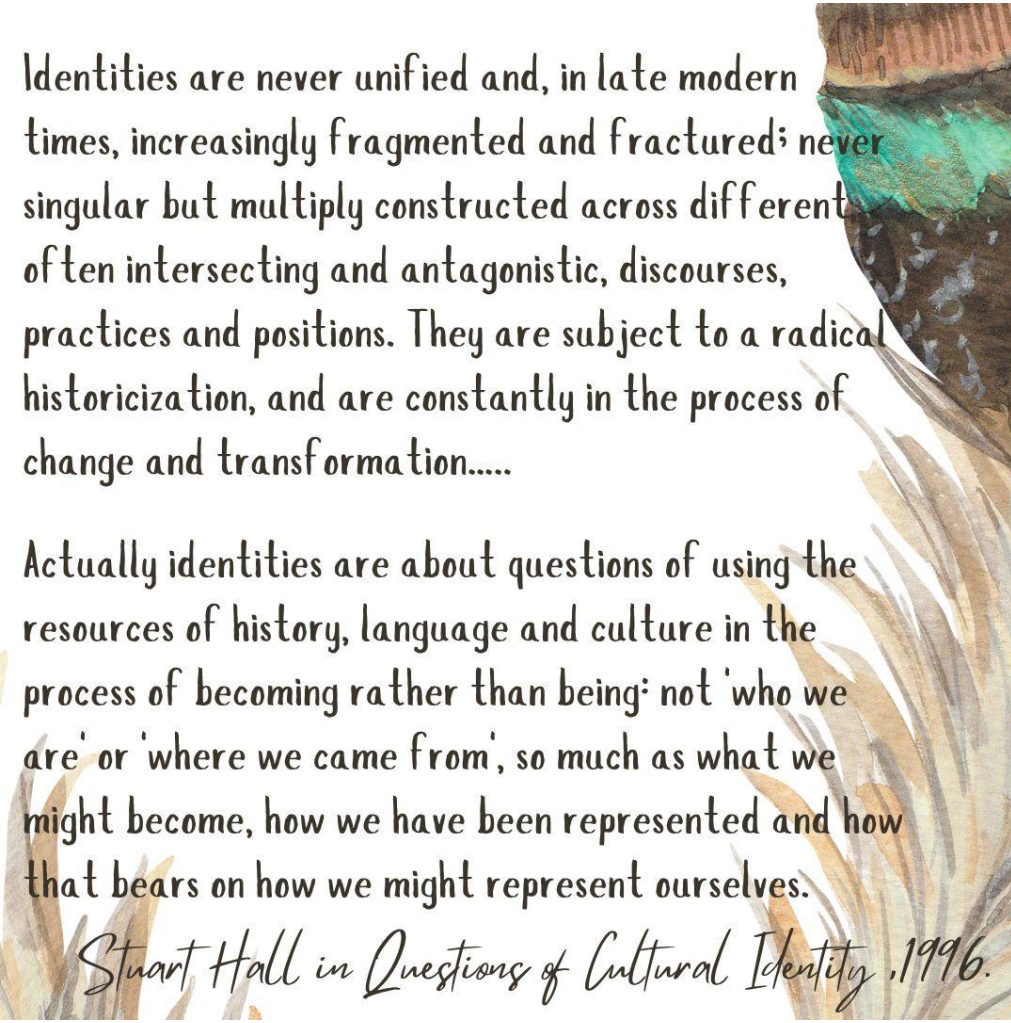
We might have a professional identity or a gender identity or another form of identity that matters to us

We use our identities to develop and construct ideas of sense of self, sense of belonging, ideas of 'in-groups and out-groups'

Identities as dynamic, multiply constructed and changing over time/history/across the life course

Identity as a relationship between a person and history, a person and community, a person and institutions, with and between other people

Identities can confer different meanings, roles, expectations and norms which can become marginalizing and stigmatizing



Identities are never unified and, in late modern times, increasingly fragmented and fractured; never singular but multiply constructed across different, often intersecting and antagonistic, discourses, practices and positions. They are subject to a radical historicization, and are constantly in the process of change and transformation.....

Actually identities are about questions of using the resources of history, language and culture in the process of becoming rather than being; not 'who we are' or 'where we came from', so much as what we might become, how we have been represented and how that bears on how we might represent ourselves.

Stuart Hall in Questions of Cultural Identity, 1996.

Take a few minutes to jot down your ideas on a sticky note about why this all matters to our work

**This matters
because.....**

Take a break,
we'll be back in 10
minutes

Quick Break

Why does this matter?

Helps us to help a child and their family and to understand our 'use of self' in the work because it.....

Supports the practice of respect, dignity and compassion

Encourages curiosity, consideration of constructs, and mentalizing (**Resilient Families Practice Model**)

Supports reflexivity – who am I in the work, why do I believe the things I believe and how does that affect the help I give

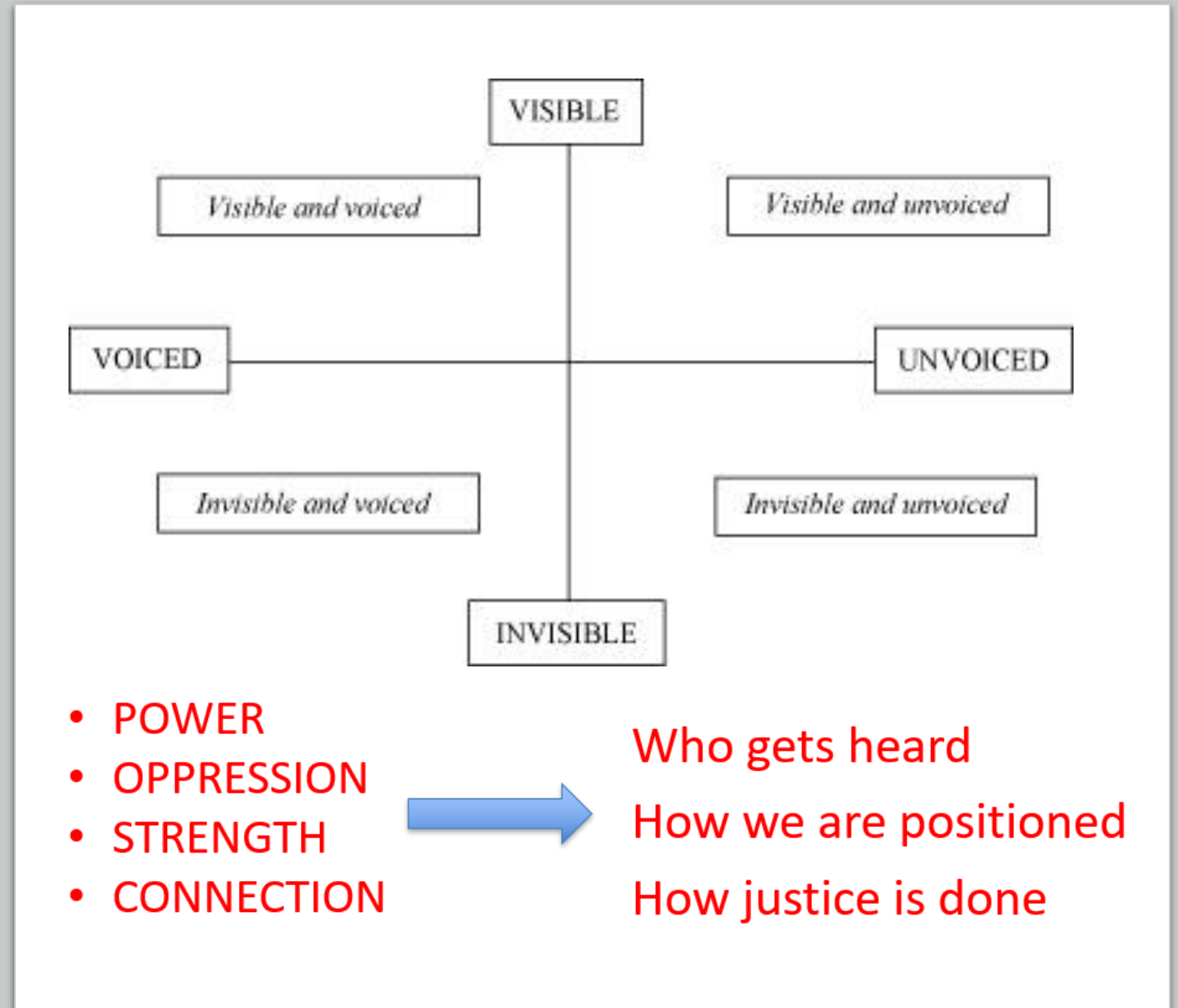
Helps us find similarities as well as difference – points of connection to help build a relationship

Supports anti-oppressive, anti-racist, non-stigmatizing, non-pathologizing practice

Is social justice orientated: encourages consideration of power, privilege, structural and institutional discrimination and inequity

Helps us to be more culturally attuned, challenges ethnocentric thinking

It might mean leaning into the uncomfortable, the invisible, the invoiced, or the unknown



Activity 1

In groups of 3:

Take 5 minutes to apply the social GRRRAACCEESSS wheel to yourself

choose one or two graces that you are attracted to/feel more comfortable with

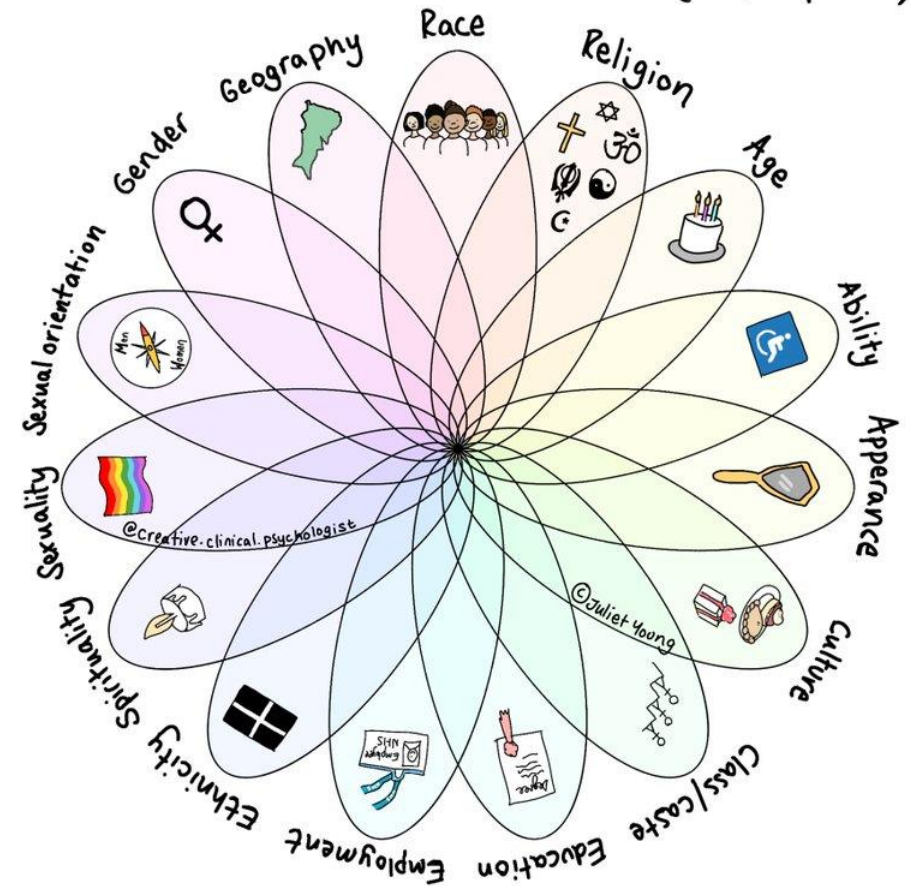
choose one or two graces that you may be less comfortable with or is less visible to you personally and professionally.

reflect on your relationship to the graces you chose – make some notes

Discuss your choices with the small group, particularly why you chose those graces and what it made you think about (15 minutes for group discussion)

feed back to the bigger group on what the experience of doing the exercise was like for you

Social GRRRAACCEESSS (Burnham, 2012)



Credit to Juliet Young for the image @Juliet_Young1

Thinking about the social GRRRAACCEESSS through an intersectional lens

It isn't enough to just be aware of the graces

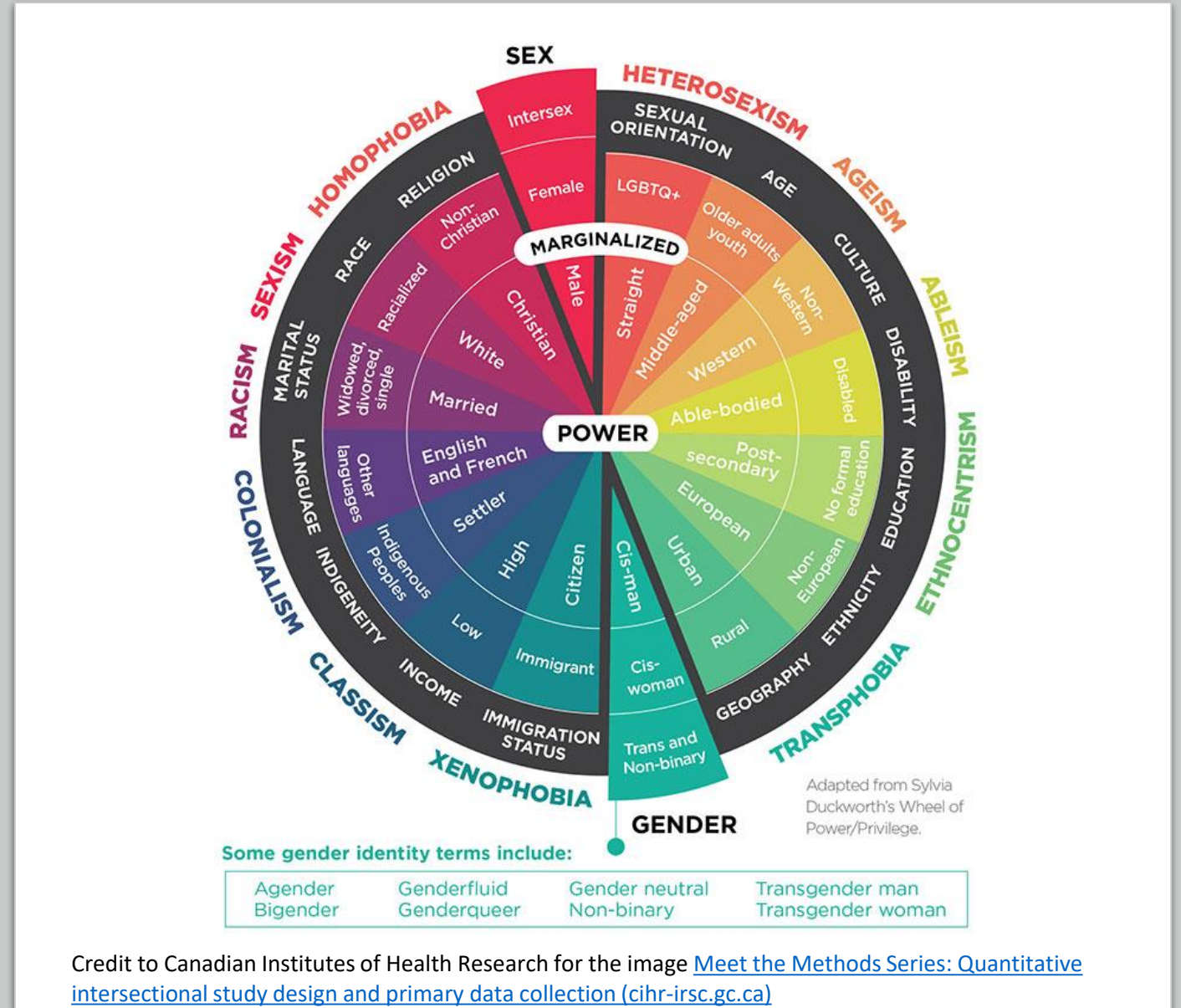
we should think about how those identities intersect

we can reflect on where those intersections affect power, privilege, actions, marginalization and oppression

that might help us to make sense of what is happening in a family or how a child experiences the world

that might then help guide our actions and what we do next – practices of rights, practices of relationships, practices of recognition

Explainable, not excusable



Activity 2

In groups of 3:

Take 5 minutes to apply the social GRRRAACCEESSS wheel to a child or family member you are working with/have worked with (or staff member if you are a supervisor)

Mentalise what graces that person would say are important to them – write them down

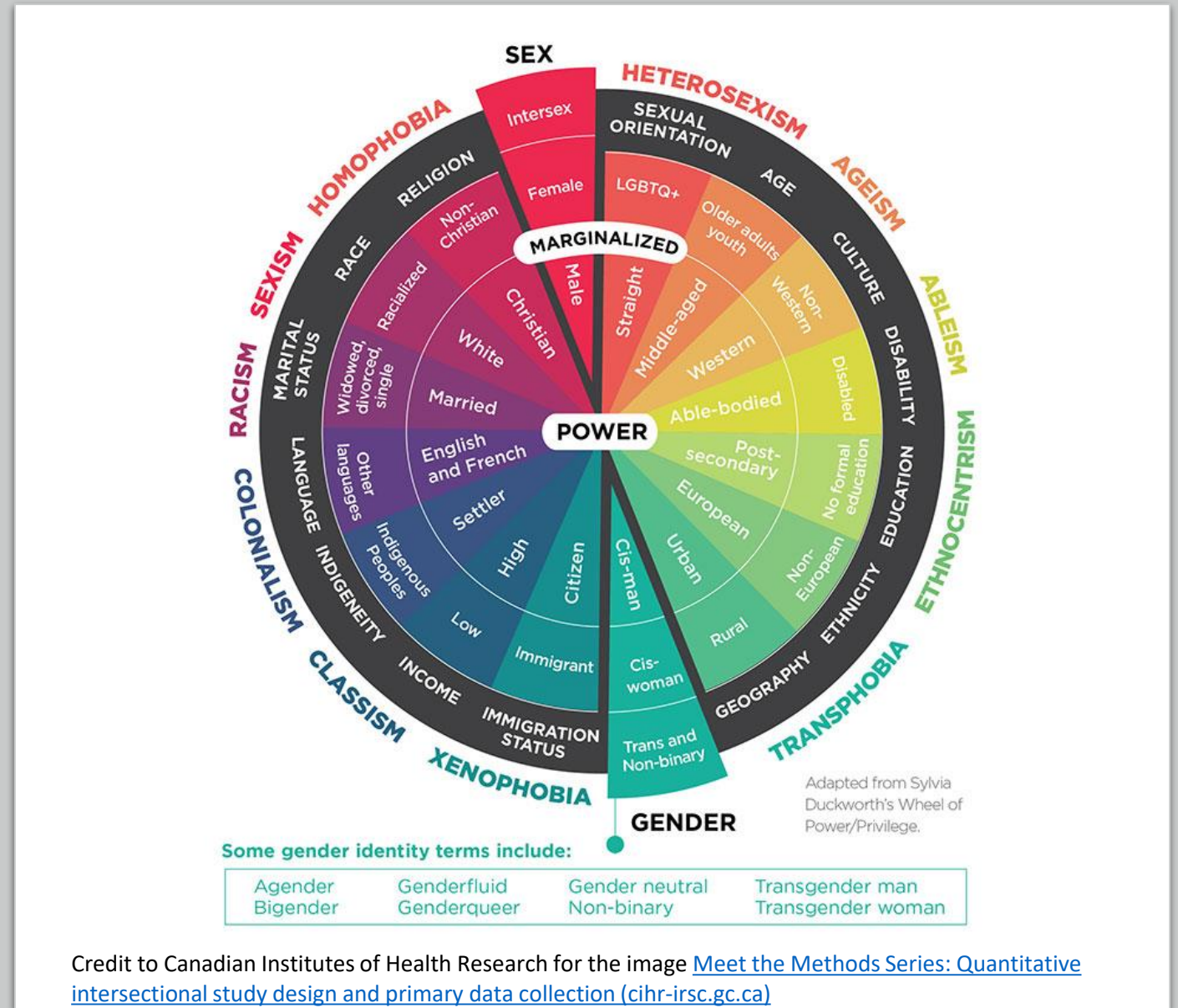
Reflect on those graces through the power wheel lens – think about where power is and where marginalization is – where might power ‘come and collide’ for that person?

Think about your graces, in relationship with that person – what comes to mind? Similarities? Differences? Power dynamics?

What constructs might be playing out, for you or the family? Where is discomfort playing out?

discuss in your small group what the exercise made you think about (15 minutes, keep it anonymous)

feed back to the larger group on what the experience of doing the exercise was like for you



Take a break,
we'll be back in 10
minutes

Quick Break

Applying the GRRRAACCEESSS, identity and intersectionality in your practice

Acknowledging that conversations about the graces and intersectionality might feel difficult

Relies on relationships of trust and authenticity (and can help build those relationships)

‘What if I get it wrong?’

‘How safe do I feel talking about this?’

Using play, conversation, taking opportunities to be ‘in community’ with children or family members, testing out if we got it right (Resilient Families mentalising ‘best guess’), asking curiosity questions

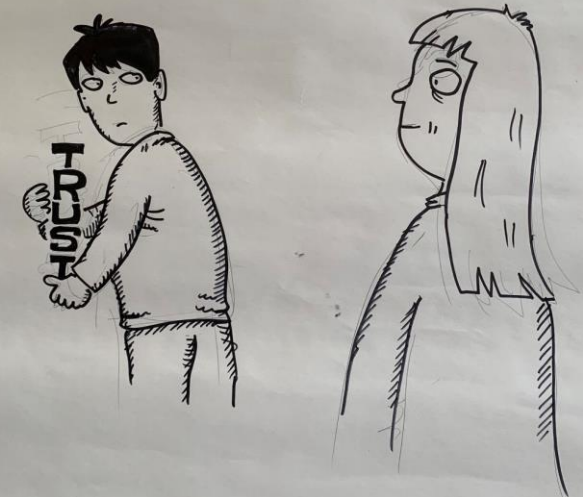
Reflecting on identity in supervision spaces (in relation to the help you are giving – your identity, family identity, child identity, what you are sensing or noticing, what meanings do you make of that)

By naming those oppressions we can unpack them...



This is true....

Rarely handed over immediately...



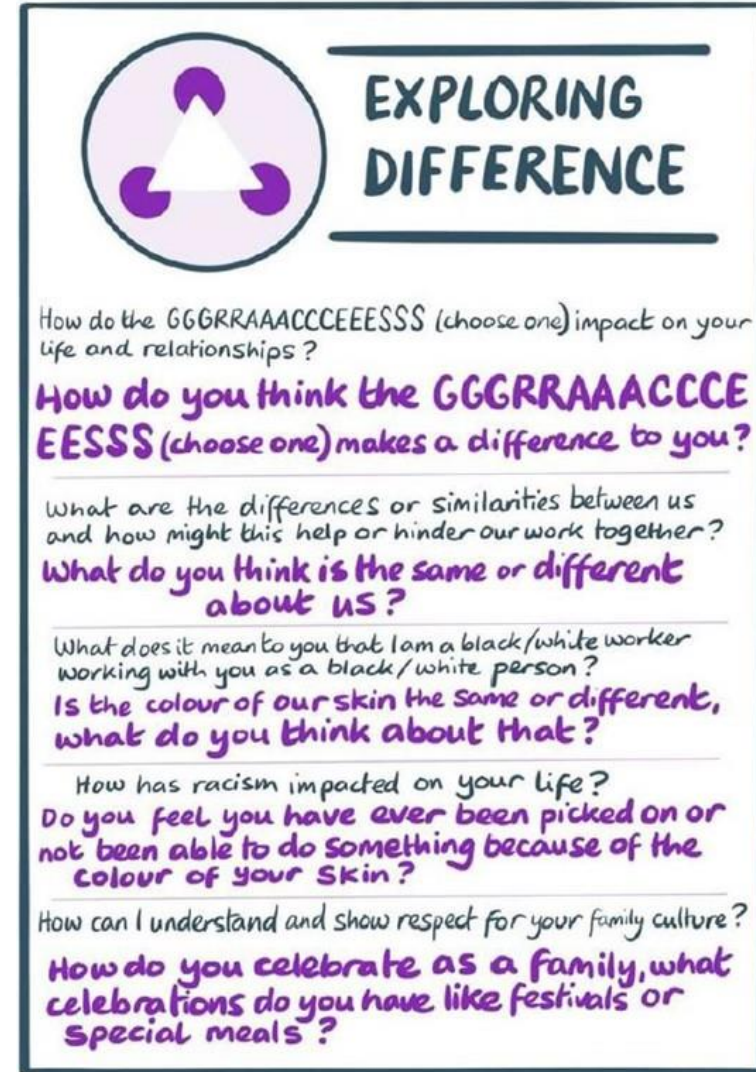
But so is this.....

Credit to Harry Venning for these illustrations @harrymvenning)

Activity 3

in your groups of 3, discuss these five questions:

- * What benefits do you see from applying this way of thinking into your daily practice?
- * What Resilient Families practice model approaches could you use to help you with applying this?
- * Where could you/do you apply it in your daily practice?
- * What help might you need and from who? Or what help could you give to others?
- * What might get in the way? How do we lean into the uncomfortable?
- * write your ideas on a sticky note and put them on the flip chart



EXPLORING DIFFERENCE

How do the GGGRRAAACCCEESSS (choose one) impact on your life and relationships?

How do you think the GGGRRAAACCCEESSS (choose one) makes a difference to you?

What are the differences or similarities between us and how might this help or hinder our work together?

What do you think is the same or different about us?

What does it mean to you that I am a black/white worker working with you as a black/white person?

Is the colour of our skin the same or different, what do you think about that?

How has racism impacted on your life?

Do you feel you have ever been picked on or not been able to do something because of the colour of your skin?

How can I understand and show respect for your family culture?

How do you celebrate as a family, what celebrations do you have like festivals or special meals?

Credit to Tim Fisher and Sandra Howgate for this image

Recap on what we've done together today

Considered an overview of the social GRRRAACCEESSS, intersectionality and identities

Used the GRRRAACCEESSS wheel to think about our own identities

Used a power wheel to help us think about intersectionality, how parts of our identity intersect and what that means in our work with children and families

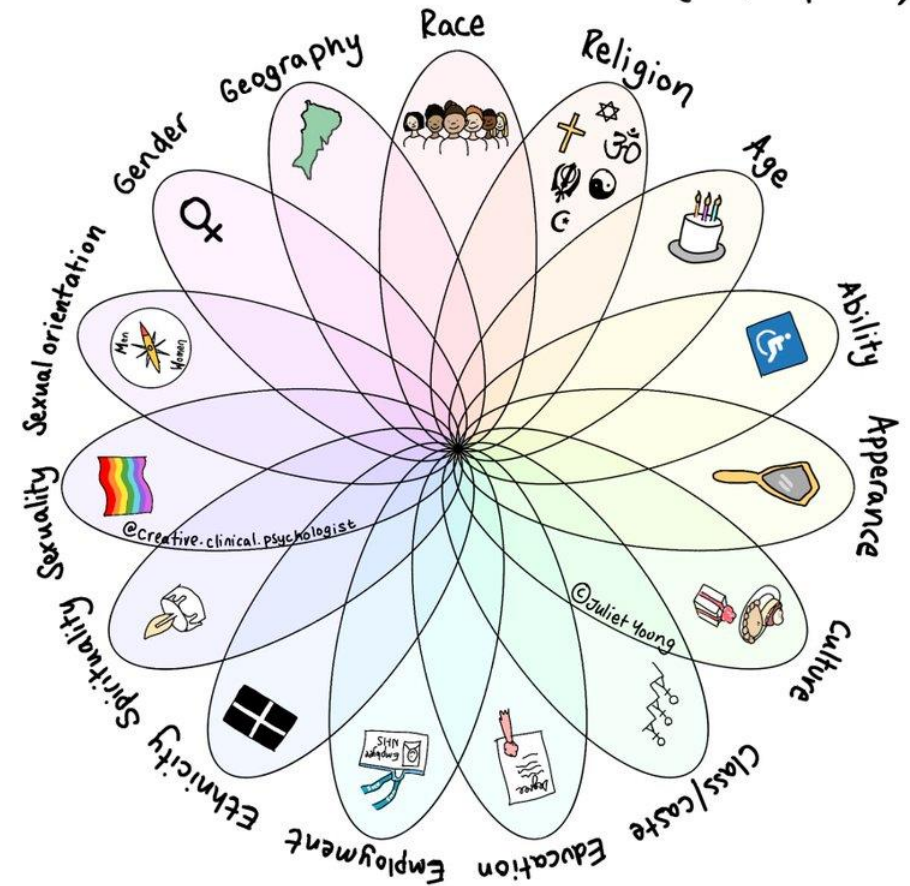
Explored how we might apply the GRRRAACCEESSS and intersectionality thinking into our practice

Reflected on the ways Resilient Families practice could help us apply the GRRRAACCEESSS and intersectionality

Thought about what/who we might need to help us apply this in our practice and what might get in the way

Heres a link to our online Black Lives Matter Resource Repository where you can find all the material from today, and a wide range of other tools, resources and activities [Black Lives Matter Resource Repository | Family Early Help \(camden.gov.uk\)](#)

Social GRRRAACCEESSS (Burnham, 2012)



Check out exercise

Heart – ANY FEELINGS THAT YOU EXPERIENCED

Ear – SOMETHING YOU HEARD THAT GAVE YOU PAUSE

Eye- SOMETHING YOU SAW DIFFERENTLY

Hands-A HELPING HAND YOU MIGHT NEED

Brain-A NEW IDEA

Feet – AN IMPORTANT TAKE AWAY TASK

Which one are you leaving this space with today?



Thank you for coming to Introduction to the Social GRRRAACCEESSS, Identity and Intersectionality

We would really welcome your
feedback. Please scan the QR
code to complete our feedback
form.

