

Leverage the power of intergroup dialogue to increase your participants' communication and self-reflection skills while raising awareness of implicit bias and structural inequity in a supportive, interactive framework. Participants will develop more comfort in addressing social justice issues in both personal and professional settings.

Intergroup dialogue: facilitated, interactive conversations that

- promote respectful communication and self-reflection
- promote social justice values
- allow participants to
 - learn from each other about their commonalities and differences
 - deepen their understanding of their roles in systems of privilege and power

Research has shown that participation in intergroup dialogue increases participants'

- awareness of biases
- self-reflective skills
- comfort navigating difficult conversations and conflicts

From the basics of active listening, withholding assumptions and empathy building, to developing understandings of how systems of power and privilege factor into our daily interactions, our curriculum is crafted to address both the core phases of identity processing and involve the professional perspective of the participant.

Four Stages of Dialogue from the University of Michigan Model:



Current Ongoing Initiatives:

Community dialogues:

- General community
- Youth empowerment
- Parent groups

Professional development

- Independent and public schools (administrators and educators)
- Facilitator training
- Individual consulting to support planning and implementing

Academic setting

- Standalone sessions for incoming graduate students
- Pre-service educators in training

Who we are

Rebecca Cannara, M.A. has worked in social work and education for the past 20 years. Her experience ranges from working with homeless youth and families, developing a cooperative preschool, and producing online curriculum for middle school and high school level mathematics courses. She is a trained mediator and domestic violence counselor and has a master's in Education from UCLA, where she conducted research on providing intergroup dialogue as part of the professional training of pre-service educators. She is the co-founder of Community IDEA and received her training in the University of Michigan model of intergroup dialogue at UCLA. (rebecca.cannara@gmail.com ; 415-385-0462)

Manpreet Dhillon Brar, M.A. is a doctoral candidate at UCLA in Human Development and Psychology, within the school of Education. She has published and presented her work on dialogue, societal "isms" and immigration at various national conferences. She has completed training for intergroup dialogue at the University of Michigan and at UCLA and has facilitated classes on race and gender at UCLA and at CSUN. Dhillon Brar has also worked as a diversity trainer with various organizations. In addition to being the co-founder of Community IDEA, Dhillon Brar is currently working on Los Angeles' Council President Herb Wesson's embRACE LA initiative for bridging racial injustices in the greater Los Angeles area. She plans to continue her work with race, gender and other identities in order to promote inclusion and acceptance within school and community settings. (m.dhillon@ucla.edu ; 661-889-0559)

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Menu of offerings:

A series 2- or 3-hour workshops on specific topics as requested by the client. Series can be carried out over a few days, or throughout a calendar year, as needed.

For example:

Stage 1 topics:

- What is intergroup dialogue and how it is different from debate or discussion?
- Communication guidelines for having difficult conversations in the classroom
- Moving beyond stereotypes: deeper unity building
- Exploring commonalities and differences
- Intersectional explorations of identity

Stage 2 topics:

- Understanding and practicing an intersectional perspective
- Implicit and explicit bias
- Recognizing and addressing microaggressions
- Our roles in structural and systemic inequality

Stage 3 topics:

- Responding to and dialoguing about current controversial issues
- Dialoguing around difficult issues facing the client, taking time to explore and dialogue around differences and solutions

Stage 4 topics:

- How to interrupt oppressive behavior
- Exploring meaningful action at individual and collaborative levels

Train the trainer workshops and Professional development

- Using the above format, training individuals to become facilitators of intergroup dialogue, to carry into their own communities or professional settings.

Classroom dialogues

- Working with educators to support classroom dialogues and civics projects on topics such as stereotypes, critical media literacy, and human rights

Individual consultation for design and implementation

- For educators bringing difficult conversations to the classroom
- For facilitators addressing issues of bias and inequity in varied settings



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