

Webinars	BELTS/LEVELS: DEMONSTRATED CAPABILITIES--“Be able to...”
# & title	WHITE BELT, LEVEL 1: “FOUNDATIONS”
1 Grounding/ Frameworks	1. Identify your current relationship to the concept of your "calling". 2. Memorize the “6 levels” (intrapersonal to systemic) related to our differences and why it matters. 3. Identify the purpose of the Iceberg model as it is related to differences. 4. Reiterate the “lenses”/“fish” analogies and how they relate to understanding differences. 5. Demonstrate effective use of Constructivist Listening.
2 Power of Difference Model	1. Describe the Power of Difference Model's three primary patterns in-depth. 2. Articulate where you are in your process of integrating the 3 patterns. 3. Summarize the relationship of the PDM to power systems, explaining how the 3 patterns produce/reproduce dynamics in groups/organizations/the world.
3 Privilege, Power, & Service	1. Differentiate the concepts of “vertical” and “horizontal” as they relate Alinsky’s pyramid. 2. Identify systemic power and marginalized positions according to Alinsky’s pyramid 3. Given 10 examples of the personal impacts of various systemic privileges. 4. Identify areas of privilege and marginalization and your overall score on The Sum’s privilege scale. 5. Identify 3 ways privilege can be used in service.
4 Intersec- tionality, Fragility	1. Describe the concept of fragility. 2. Describe the area(s) of difference in which you are most fragile and why. 3. Describe intersectionality. 4. Describe how intersectionality relates to you personally. 5. Recreate definitions of key terms.
# & title	RED BELT, LEVEL 2: “IDENTITY--WHERE I’M FROM, WHO I AM, WHERE I’M GOING”
5 Who I am	1. Articulate the ways you most strongly identify, how these came to be, how much/why they matter to you. (Identity Pie) 2. Identify/share your personality type (Myers/Briggs) and primary intelligences (Gardener). 3. Identify your assumptions and values (Kohl)
6 Where I’m from	1. Identify any childhood connections to the PDM and their contributed to your current identity. 2. Clarify and summarize history and trauma using the Adverse Childhood Experiences (Felitti/Anda) and your Attachment Style (Bowlby, Ainsworth) and how this informs your life. 3. Be able to articulate a “Where I’m from” poem and share it with authenticity.
7 Cultural Style	1. Articulate how external systems represent unconscious externalizations of internal systems & vice versa. 2. Identify your Cultural Communication Styles and its influence in your life, organizations, and world. 3. Identify your Cultural Conflict Style (Hammer) and its influence in your life, organizations, and world.
8 “Where I’m going...” Your Calling	1. Declare your vision/“North Star” 2. Claim your “calling”/mission/purpose/what you would accomplish with no limitations—the path that inspires you to actualize your “north star.” 3. Connect how your calling relates to standing in solidarity across our differences. 4. Speak your calling until you achieve a 10 (scale 1-10) either your own judgement or others feedback.

# & title	GREEN BELT, LEVEL 3 – <i>TOOLS FOR INTERNAL TRANSFORMATION</i>
9 Inside/Out	1. Share in your own words, the purpose of the Inside/Out adaptation of Deena Metzger’s writing. 2. Effectively complete the “Inside/Out” questions. 3. Apply this Inside/Outside analysis to examples provided by the lead facilitator.
10 Jung	1. Describe & apply Jungian practices for emotional integration, including the “Shadow Integration Protocol”, the “Compassionate Warrior”, “Emotional Alchemy”, “Projection Reversal” & “Observer Protocol”. 2. Demonstrate basic understanding, facility, and mastery of each of these. 3. Apply projection reversal in understanding systemic bias.
11 “The Work”	1. Identify beliefs in others and yourself. 2. Demonstrate the application of the process of Byron Katies “The Work” 3. Describe how owning personal projections impacts the world around us.
12 Voice Dialogue	1. Articulate the connection between the "Voice Dialogue" (Hal and Sidra Stone) as an internal model and implications for organizational and societal dynamics. 2. Identify your primary selves. 3. Effectively demonstrate using the model to address disowned selves. 4. Compare and contrast the “conscious leader” with the “sovereign” archetype.
# & title	BLUE BELT, LEVEL 4 – <i>ACROSS OUR DIFFERENCES</i>
13 Culture #1	1. Describe others' experience/stories related to these differences with accuracy and empathy. 2. Synthesize and describe what you are seeing at all 6 levels (with a partner) relevant to your field. 3. Describe how your learning path regarding individuals who identify with this difference and identify where you’d like to grow to...who would you like to be at these different levels. 4. Identify your learning edges related to the differences covered here/create a plan for your ongoing learning.
14 Culture #2	1. Given 5 written real-life scenarios, accurately discern and identify microaggressions and anticipated impact. 2. Participate fully in a “culture share” connecting to and sharing your cultural values (you may not be aware of these – in which case please explore prior to the webinar) 3. Articulate why the connection between privilege and culture.
15 Faith/World-view	1. Identify how different groups can encounter bias. 2. Articulate the “integration” perspective on religion/worldview. 3. Articulate personal appreciations for major world religions – deeper research may be necessary.
16 Gender	1. Describe others' experience/stories related to these differences with accuracy and empathy. 2. Synthesize and describe what you are seeing at all 6 levels (with a partner) relevant to your field. 3. Describe how your learning path regarding individuals who identify with this difference and identify where you’d like to grow to...who would you like to be at these different levels. 4. Identify your learning edges related to the differences covered here/create a plan for your ongoing learning.

# & title	PURPLE BELT, LEVEL 5 - ACROSS OUR DIFFERENCES: ADVANCED
17 Disability	- Given a list of sentence examples, identify those utilizing “people first” language. - Demonstrate fluency in diversity-related issues. - Become aware of the areas around diversity that you notice discomfort and where this comes from.
18 Class	- Identify your personal and family history related to money. - Describe the impact for you and the connection of money to privilege and marginalization. - Share a vision and plan for money that is compelling to you personally?
19 Sexual Orientation	- Share your “coming out story” (if comfortable) irrespective of your sexual orientation. - Successfully Identify associated key terms - Identify your Riddle Scale position 5 years ago, today, and where you’d like it to be in 5 years. - Identify and honor resistance and apply the projection protocol. - Complete a plan to support your accomplishment of this goal.
20 Race	- Effectively dialogue regarding outside video/readings - Rate your level of comfort/discomfort in discussing race across race. - Effectively dialogue in the group around issues of race. - Set a goal and support for increasing your comfort level.
# & title	BROWN BELT, LEVEL 6: APPLICATION TOOLS
	<i>Apply your self-awareness and cultural understanding to real-world contexts.</i>
21 Race #2	- Apply analysis at multi-levels (intrapersonal to societal) of the Doll Test Video. - Generate a similar scenario for, and demonstrate generalization of, your analysis. - How does this analysis impact your decisions.
22 Solidarity Protocols	- Describe the Solidarity Protocols in details. - Demonstrate their effective use in simulations. - Demonstrate their effective use in a variety of group situations. - Demonstrate their effective use in the “real-world” situations
23 Environmental Scans	- Accurately describe the process of an environmental scan. - Classify 5 artifacts according to Dr. James Banning model. - Effectively carry out an environmental scan of a site of your choosing.
24 Nonviolent Communication	- Successfully differentiate observations, interpretation, and evaluations. - Successfully differentiate “feelings” and “non-feelings” - Accurately identify “needs” in 5 simulations. - Make clear positive “requests” in 5 simulations - Describe the purpose of “decolonized NVC”
# & title	BLACK BELT, LEVEL 7: SYNTHESIS
	<i>Learners demonstrate mastery through action that integrates inner work, systems awareness, & solidarity as well as creating a meaningful contribution in service to their community/our world.</i>
25	PATH 1— PROJECT: After reaching your black belt, you may find a powerful, clear vision has emerged for you (or maybe you came with one!). If so, you may choose to design and implement a longer-term project (6+ months) that directly impacts your work, organization, or community. The Sum will support you in developing a customized evaluation process and project plan.
26	PATH 2—PARTNERSHIP: You may decide you would like collaborate with The Sum in a formal capacity: - You could complete the PDA consultation training and become a certified consultant w/ The Sum. - You might choose to mentor/teach earlier belts/levels. <i>Whatever your vision, The Sum is here to support you in your process and goals.</i>