

***Inclusion 101 Training Activities ~***  
***BUILDING AN INCLUSIVE, RESPECTFUL CAMPUS COMMUNITY***

Note: There are so many useful activities to teach about issues of inclusion and social justice. In this document I have outlined many of the ones I have found to be especially effective with traditional aged college students and Student Affairs staff. Many of these may be familiar to you ~ they have been used, adapted, and shared over the years. Unfortunately, I do not know the original creators of these activities. I am grateful to all those who have come before so that we may keep building on their creative work!

## **HIGH-LEVEL OVERVIEW OF DESIGN**

### **Overall learning outcomes for the session: Content and Process Outcomes**

*Note: While the CONTENT learning outcomes are key, the PROCESS outcomes, the means to the end of accomplishing the Content outcomes, are equally critical*

#### **CONTENT learning outcomes:**

1. Recognize the breadth of differences on campus
2. Recognize that we all have many group memberships
3. Basic understanding that Dominant/Subordinated groups exist
4. Basic ability to recognize Dominant/Subordinated group dynamics
5. Basic ability to talk about common Dominant/Subordinated group dynamics on campus
6. Basic ability to claim their multiple Dominant/Subordinated group memberships
7. Basic ability to engage in authentic dialogue about and across differences
8. Beginning skill level of recognizing opportunities to create greater inclusion and interrupt disrespectful/exclusionary treatment on campus
9. Beginning skill level of speaking up and responding in disrespectful situation

#### **PROCESS outcomes for the session:**

1. Feel connected to the other participants; valued, respected, a part of a learning community
2. Have their ideas, comments and feelings heard and used in the session – they have a voice
3. Comfortable and connected enough to share their experiences, thoughts, and feelings (maybe even attitudes)
4. Slightly nudged and challenged to consider new and differing perspectives
5. Energized to help create and maintain a respectful, inclusive campus community
6. Willing to do their part to notice disrespectful treatment, speak up, support others....

#### **Facilitating Notes:**

\* Lean much more towards facilitating the discussion and dialogue among the participants, and less towards lecturing, teaching, and presenting modes of learning....while the content outcomes are important in this session, the process of participants engaging each other and learning from each other is more important than their “getting” the concepts and tools perfectly.... setting a tone for how to live in an inclusive community and laying the conceptual groundwork will help them in the next part of their learning journey as they take courses, participate in meetings, attend workshops/programs, etc....

**\* Be prepared to shift the logistics of some activities if participants are living with a visual, hearing, or mobility disability.**

## List of Activities

- 1. Welcome**
- 2. Icebreaker/Warm-up activity**
  - Categories
  - and/or BINGO
- 3. Learning Guidelines**
- 4. Activity to deepen feelings of safety and trust AND begin to discuss core concepts, such as: bias/prejudice, group memberships, dominant/insider and subordinated/outsider groups and common dominant/subordinated group dynamics**
  - Concentric Circles
  - Or Core Group discussion
- 5. Activity to identify the breadth of “differences that make a difference” on campus**
  - Common Ground Activity
- 6. Activity to explore dominant/subordinated group dynamics**
  - Card Activity
  - Or Let Me In!
  - Summarizing common dominant/subordinated group dynamics: Input or large group discussion
- 7. Activity to identify multiple dominant/subordinated group memberships**
  - Self-assessment Activity
- 8. Activity to begin to recognize common dominant/subordinated dynamics on campus**
  - Gallery Activity
- 9. Activity to explore ways to respond and intervene to create greater inclusion on campus**
  - Small group discussions and report outs
  - Role plays
- 10. Action Planning Activity**
  - Individual reflections to identify next steps for continued learning and ways to create inclusion on campus

## 11. Closure Activities

- Button Grab Bag
- Closing Circle

# DETAILED LESSONPLAN

## 1. Welcome

**Time needed:** 3-5 minutes

**Welcome participants**

**Review learning outcomes, agenda/flow and logistics of session**

## 2. Icebreaker/Warm-up Activity(s)

### Categories

#### **Purpose**

- An active icebreaker to warm up the participants
- A low-risk activity to begin to introduce the concept of group membership

**Time needed:** between 15-20 minutes

#### **Instructions**

- Stand in the center of the standing circle of participants
- Call out a category you are a part of
- Invite anyone who also is a member of that group to move quickly across the circle and to find a new place in the circle (like musical chairs)
- The last person to find a space in the circle is “it” and stands in the center and continues the process by calling out another category
- Continue this process until about 20+ have been called out
- Call an end to the activity
- Suggested processing questions:
  - \* What did you notice during this activity? How is this like what you and others experience on campus? (invite 4-5 different responses)
  - \* How are people treated if they are considered to be a little too “different?” (invite several responses)
  - \* How does it feel to be in the center? When does this happen in people’s lives?
  - \* Imagine what life would be like if we were to move towards differences, if we valued and sought out people who were different from us...

## **BINGO**

### **Purpose**

- An active icebreaker to warm up the participants
- A low-risk activity to facilitate authentic dialogue among participants, to increase feelings of connection and comfort
- Introduce the key learning outcomes of the session

**Time needed:** between 15-20 minutes

### **Preparation**

- Create a customized BINGO handout where each of the prompts/questions relates directly to the learning outcomes of the session (use 6 or 9 prompts, depending upon time available)
- Bring enough prizes so half the participants can “win”
- Possible prompts/questions:
  1. How are you feeling about being here? What do you hope to discuss in this session?
  2. Who are you? And what are some of the ways you already work to create a respectful, inclusive campus community?
  3. Why do some people feel nervous when talking about issues of diversity and inclusion?
  4. Talk about your passion for creating an inclusive campus community. Where does it come from?
  5. What do you think it feels like to be considered a little “too different” on this campus? What comments and treatment might they experience?
  6. Describe a time you noticed someone being treated with disrespect and you spoke up to create greater inclusion.
  7. Describe a time you were treated with disrespect and someone else spoke up to create greater inclusion.
  8. What are some diversity issues that you know a lot about? What are some you don’t know as much about?
  9. Identify 10+ groups that get treated with disrespect on campus and in society.
  10. Identify 10+ groups that are given a high social status and treated with extra respect and privilege on campus and in society.
  11. Discuss 10 things that everyone on this campus deserves to experience and feel.
  12. Discuss 10 things that no one on this campus should ever have to experience or feel.
  13. Identify where you get stuck around issues of diversity and inclusion ~ what do you want to know more about? or know how to handle more effectively?

### **Instructions:**

- Post these directions on a chart or PPT slide: Find someone to talk with and choose a topic to discuss from one of the squares. Initial each other's sheet, then find a new person with whom to discuss a new topic. When you have ALL 6/9 of the boxes filled in, yell BINGO! And come get a prize! then go back and keep helping others win BINGO.
- Model how to begin the activity with a person.
- Ask for any questions.
- Start the activity.
- After 1/3 of the people have gotten prizes, give the group a 1-minute warning to complete their current conversation

### **Suggested processing questions**

- How are you feeling now compared to when we started BINGO? and what do you think helped you shift? (others have the same issues or feelings I do; I'm not alone; I feel more connected to people; we had honest conversations; I realized everyone here wants to create an inclusive environment....)
- Note: You can take the time to discuss a few of the questions, like: Why are some people nervous to talk about issues of diversity? Or, you can transition to the next activity.)
- Transition: The prompts and questions in the BINGO are an overview of what we'll be discussing in this session. For the next activity...

## **3. Establish Learning Guidelines**

### **Learning Guidelines/Norms**

#### **Purpose**

- Invite participants to discuss what Learning Guidelines will help them learn and engage in authentic dialogue
- Review key Learning Guidelines

**Time needed:** between 5-10 minutes

#### **Instructions**

- State: As in most meeting or programs, this discussions will work best if we all follow some Learning Guidelines/Norms
- State: Please take a moment and individually review the list of Learning Guidelines and:  
\* Choose 2-3 that you think will be particularly useful in this discussion whether on the list or any others
- Share Pair: After about a minute, put people into pairs and ask them to share the 2-3 Guidelines they each felt would be useful in this session
- Large group: Ask for 5-6 people to talk about a learning guideline and why they feel it would be useful in the discussion
- Transition: Ask if there are any others that people want to highlight? And then ask if everyone will work to engage others within these guidelines.

### **Suggested List of Learning Guidelines**

1. BE OPEN AND HONEST
2. PARTICIPATE FULLY (AT YOUR OWN COMFORT LEVEL)
3. SPEAK FROM PERSONAL EXPERIENCE: USE "I" STATEMENTS TO SHARE THOUGHTS AND FEELINGS
4. LISTEN RESPECTFULLY
5. SHARE AIR TIME; ENCOURAGE OTHERS TO PARTICIPATE
6. BE FULLY PRESENT
7. BE OPEN TO NEW AND DIFFERENT PERSPECTIVES
8. TAKE RISKS: LEAN INTO DISCOMFORT; ASK QUESTIONS TO CLARIFY AND UNDERSTAND

9. RESPECT AND MAINTAIN CONFIDENTIALITY
10. NOTICE AND NAME GROUP DYNAMICS IN THE MOMENT
11. NOTICE IF YOU FEEL TRIGGERED/HAVE AN “OUCH”; SHARE IT WITH THE GROUP
12. TRUST THAT THROUGH DIALOGUE WE WILL REACH DEEPER LEVELS OF UNDERSTANDING
13. EMBRACE THIS OPPORTUNITY AND HAVE FUN!

#### **4. Activity to deepen feelings of safety and trust AND begin to discuss core concepts**

### **Concentric circles**

#### **Purpose:**

- To engage in authentic dialogue
- To deepen feelings of trust, safety, comfort, connection
- To share stories that illustrate core concepts: prejudice/bias, group memberships, dominant and subordinated groups, discrimination, unlearning prejudice/liberation, being an ally/speaking up for social justice

**Time needed:** between 30+ minutes

#### **Set-up: Move the group into 2 concentric circles**

- We're going to do an activity where you'll talk with different people about diversity issues
- Please count off in 2's : 1,2,1,2.... all the ones come form a circle and then face outwards
- All the two's come stand in front of someone you may not know as well
- OR please find a partner and one of you stand/sit in an outer circle facing inward, and the other face them to form an inner circle

#### **Directions:**

- State: For the next 2 minutes have a two-way conversation with your partner about the following: (Note: Consider starting at #3 if you feel the group is ready; most groups begin to get restless after 4 share pairs)

#### **1. Find 10 ways you are similar to your partner**

- Next round: Will the outer circle move one person to your right to find a new partner

#### **2. With this partner, find 10 ways you are different from each other.**

- Debrief these first two share pairs:
  - \* What did you notice as you tried to find similarities and differences?
  - \* If they say: It was easier to find similarities....then ask: So why is there so much tension and focus about our differences?
  - \* If they say: It was easier to find differences...then ask: Why do you think this is?

\* Key points: We have so many things in common, and also many differences. The key in this community is to find ways to build on our commonalities while still creating space and acceptance/respect for our differences.

- Next round: Will the outer circle move one person to your right to find a new partner

**3. Talk about a time in your life when you felt that you mattered ~ when you were a part of a group or situation where you felt included; important; valued, connected to others; you were respected for who you are**

**NOTE: Give a brief example from your own experience**

- Debrief: Let's get a few "pop-outs" about what you talked about...Who will share a quick story of a time you felt valued/you mattered (3-5 is plenty). What happened that helped you feel you mattered? You were respected and valued?
- Next round: Will the inner circle move one person to your right to find a new partner

**4. Talk about a time you felt you were treated less than, by someone or a group because of their attitudes towards some difference you had...or they perceived you had....**

**\*What happened...how did you feel?**

**\*What did you do?**

**\*What, if anything, did you or someone else do to intervene and create more inclusion, understanding, stop the disrespectful treatment?**

**NOTE: Give a brief example from your own experience**

- Debrief: Gather 4-5 stories; then ask the whole group to collect a few more brainstormed phrases for each of the following:
  - \* What were your feelings when you were treated less than?
  - \* What did you do?
  - \* Raise your hand if someone else spoke up to intervene?
  - \* What are some of the differences people have that tend to get treated as less than in society? on campus?
- Next round: Will the outer circle move one person to your right to find a new partner

**5. Think about a time you used to feel uncomfortable or uneasy or biased about a certain group, but something happened and you SHIFTED to feel more accepting. What was the turning point in your awareness? What helped you to be more open minded and let go of your assumptions and discomfort a bit?**

**NOTE: Give a brief example from your own experience**

- Debrief: Gather a few stories, if possible; OR ask "what helped you shift?"

\* Transition: We all can tell stories of what helped us shift...we can continue to create those opportunities for ourselves, as well as invite others to be open to shifting their perspectives and learned biases.

- Last round: Will the inner circle move one person to your right to find a new partner

**6. A time you noticed something disrespectful and spoke up to create greater respect, inclusion...to try to educate...to stop the negative treatment.**

- Debrief: Ask for a show of hands of how many people spoke up! You can ask for a few examples and/or transition: It is critical that we all continue to broaden our ability to recognize disrespectful moments and to choose courage and speak up to create greater inclusion...for our next activity....

### **Core Group discussion**

- Instead of using the format of Concentric Circles, you can have participants discuss the same prompts in small groups
- Form “Core Groups” by asking participants to find 2-3 other people who they don’t know very well AND who are different from them in some way.
- NOTE: Plan to use these Core groups at least 1-2 more times during the session OR in follow-up activities.

## **5. Activity to identify the breadth of “differences that make a difference” on campus**

### **Common Ground activity**

**NOTE:** There are many versions of this activity. The facilitator can call out the group memberships, have the participants initiate which groups they call, or a hybrid version.

#### **Purpose:**

- Participants experience the breadth of differences that exist on campus
- Participants broaden the number of differences that they pay attention to
- Group development of comfort, connection and greater safety

**Time needed:** between 30+ minutes

#### **Set-up: Move the group into a large standing circle**

- Transition: As we continue to get to know each other, we know that we are each unique individuals AND, at the same time, we each are members of many different groups.
- Directions to the group:
  1. Anyone can call out a group, but *you have to be a member of that group*
  2. When someone calls one out, they take a big step into the center



3. Anyone else who also is a member of that group can join them in the center of the circle.
4. Notice who's in the inner circle, who's in the outer circle
5. Then the inner circle steps back to rejoin the full group
6. A couple of rules: Even if you are a member of a certain group that is called, you ***don't have to step in if you're not wanting to share*** that with this group. Please just pay attention to your thoughts and feelings about why you aren't sharing that with the group. **2<sup>nd</sup> rule: No outing!** If a group is called, and you notice that someone who you think belongs to that group didn't move in, you can't point that out or call them out. Everyone gets to decide if and when they move into the inner circle. NOTE: Give an example that is low risk: who didn't get enough sleep last night, who is a student...
7. As we do this activity, notice your thoughts, feelings, and reactions, as well as what groups get called.

**Demonstrate:**

\*Here's an example ~ Anyone who grew up in \_\_\_\_ a city...(suburb...a rural area...)

\*Any questions?

**Begin the activity**

**NOTE:** Track how relevant the groups are to our purpose. *If they start to get too light or superficial*, model some that are some of the “differences that make a difference” to how people get seen and treated in society and on campus.

- You can even intervene half-way through and prompt: “Now let's focus on more of the “difference that make a difference” to how people get seen and treated in society, and on campus.”
- Track which group identities have not been called, and find ways to introduce them if they group doesn't. Common ones that may not get called: educational background, sexual orientation, gender identity and expression, size/appearance
- Give a “last call” when you sense the activity is winding down

**Debrief:** Turn to a new partner and discuss; then discuss as a large group

1. What did you notice during this activity? About yourself? About us as a group?
2. Any differences that exist in society or on campus that we didn't name?
3. What, if any, impact did doing this activity as a group have on you?

**Transition:** It is critical to student success that we create a campus environment where people from all types of groups are a part of our community; and feel respected, valued, and appreciated for their differences, even if we might disagree with each other.

## 6. Activity to explore dominant/subordinated group dynamics

### Card Activity

**Purpose:** An interactive experience to feel what it's like to be an in-group or out-group; less physical than “LET ME IN!”

**Time needed:** 15+ minutes

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**Set-up:**

1. Enough playing cards for 1/participant
2. A range of cards: Ace, K, Q, J, 10.....8.....6.....5.....3...2

**Directions:**

1. I'm going to give each of you a playing card
2. Now, without looking at your card, trade it 5 times with others. Make sure you do not know what card you have after your last trade
3. (When everyone has finished trading) Now hold the card out in front of you so others can see it, but you can't
4. Now, stand up and come into the center of the room
5. For the next 3 minutes we are going to talk to each other. You can talk about anything you'd like, and there's only one rule:  
\*You must treat each other based upon the value of their playing card: Ace is high, then K, Q, J, 10 = the higher cards get better treatment; 2, 3, 4, 5, 6 get not very good treatment; and the middle cards get so-so treatment
6. Any questions?
7. Begin the activity

NOTE: Facilitators participate. This activity will probably "make the point" after 2-3 minutes.

**Debrief prompts** (Can be discussed in pairs first, or as a large group)

1. What card do you think you have? Why?
2. What happened? What did you notice during this activity?
3. What were you feeling during the activity? Did your feelings change over time?
4. What were some of the subtle ways people were treated less than?
5. What were some of the ways people were given more attention and better treatment?

**Making Meaning, possible prompts:**

1. What about this activity felt familiar?
2. What feelings or moments do you relate to?
3. What has it been like when you were in an "in-group?"
4. What has it been like when you were a member of an "out-group?"
5. What are some of the in/out groups that existed in your high school? on campus?
6. What could be some of the exclusionary dynamics that might occur on campus?
7. What can you do if you observe, experience, or hear about some exclusionary comments or actions?

**Optional small group share: Ask each person to share 3 stories with their partners ~**

1. One where they experienced being treated like a LOW CARD
2. One where they experienced being treated like a HIGH CARD
3. One where they experienced being treated like a MEDIUM CARD

NOTE: Debrief in large group

## **LET ME IN!!! (15+ minutes with the debrief)**

**Purpose:** A chance to physically experience being in the in-group or the out-group

**Time needed:** 15+ minutes

**Directions:**

1. I need 5-6 volunteers to come form a circle in the middle of the room. This activity could involve some physical movement.
2. Please hold hands
3. **NOTE:** Unobtrusively whisper to the circle of students to “Don’t let anyone join your group”
4. Now I need a volunteer to come up and join their group
5. **NOTE:** Monitor the level of physicalness to make sure no one gets in a position to be hurt
6. **INVITE** others to come and join the circle until 8+ people are participating
7. **STOP** the activity once enough has happened to discuss (3-4 minutes)

**Debrief, possible prompts**

1. What happened? What did you notice during this activity?
2. What strategies did you use to try and join the group?
3. How and why did you keep people out?
4. What were you feeling as you tried to join the group?
5. What were you feeling as a member of the in-group?

**NOTE:** Invite responses until some of the key points get made:

- In-groups tend to keep others out
- Groups get stronger, more group-identified, when “different others” try to join
- Individuals may want to let people in, but the group can put pressure to keep them out
- People may try many different, escalating strategies to join the group: asking permission, asking politely, gently trying to pull hands apart, trying to force their way in, breaking in by going into the center of the circle, etc.
- Some people give up
- Some don’t even try to join
- Some may try to form their own group, but are usually still focused on the original in-group
- Feelings of joiners: increasing frustration, powerless, anger, indifference
- Feelings of in-group: camaraderie, confusion, guilt at colluding, solidarity, discomfort, irritation at those that let others in, enjoying the in-groupness/power, etc.

## **Input/Large Group Discussion on Dominant and Subordinated Group Dynamics**

**Time needed:** (10+ to 30 minutes)

**Purpose:**

- To summarize the key points of common Dominant and Subordinated Group Dynamics

- An opportunity for conceptual and reflective learners to make meaning of the experiential activity

**Set-up:**

1. Lecture: reference the handout and PPT slide
2. Large group discussion, suggested prompts:
  - So, what do people who have a High Card/are in the Inside circle get just because of their dominant group identity? How do they get treated? What gets assumed about them? What privileges and types of access do they get?
  - And people with a low card/not in the Inner Circle, how do they get seen and treated, just because of their subordinated group membership? What do they miss out on? Have to work extra hard to get?
  - NOTE: As a summary, you can reference the handout/PPT slide as you transition to the next activity

## 7. Activity to Identify Multiple Dominant/Subordinated Group Memberships

### **Self-assessment Activity: Identifying Your Multiple Dominant and Subordinated Group Memberships**

**Purpose:**

- Participants reflect on their group memberships on 15+ different categories of difference
- Reflect on the impact of their combined dominant and subordinated group memberships

**Time needed:** 20-30+ minutes

**Directions:**

- Explain how the worksheet lists 15+ categories of difference and then the dominant group(s) and the corresponding subordinated group(s) within a U.S. societal context
- Ask participants to individually think about their own group memberships in each of the listed categories, and
- For each category of difference, CIRCLE their group membership
- For some they may circle something on both sides, give an example: private high school AND 1<sup>st</sup> generation college student
- Invite them to write-in their specific group membership, if it is not listed
- And to add more categories of difference that impact how people get seen and treated on campus
- Then count up their # of groups in each column
- And notice their feelings, reactions, insights
- As people are finished reflecting, ask them to make some notes individually about the following questions:
  1. Which of your group memberships do you:

- \* Rarely think about? Why?
- \* Sometimes or often think about? Why?
- 2. Reactions as look at full balance among your multiple group memberships?
- 3. Which 2-3 group memberships seem to impact how you get seen or treated ~ more positively or more disrespectfully?
- Move people into groups of 2-3 to share their reflections to the above prompts
- Large group debrief

## 8. Activity to begin to recognize common dominant/subordinated dynamics on campus

### Gallery of Stories

#### **Purpose:**

- Participants read/hear examples of what people from subordinated groups have experienced on campus
- Broadens and deepens understanding of current dominant/subordinated dynamics on campus
- Creates empathy, energy to create greater inclusion

**Time needed:** 40-60 minutes

#### **Set-up:**

- Materials needed: 2 pages of blank copy paper/participant; pens
- Distribute paper, pens as needed
- Give directions
- Give participants 5+ minutes to write their examples

**Directions** (post on chart/PPT slide):

Write about TWO actual situations or patterns of uninclusive and/or disrespectful treatment that subordinated group members experience on campus. Write one(1) example/piece of paper. May have happened to you, or you witnessed it, or heard the story about from a credible source:

- Recent situation or pattern of experience (within last 2-3 years)
- Occurred on campus or in the local community
- Anonymous/Generic: NO NAMES or key references
- You can share one or more of the following:
  - \* What is/was the situation?
  - \* By group membership ~ who were the main players and their central group memberships?
  - \* How did you feel? Others feel?
  - \* What was the impact of this situation on you? Others?
  - \* What, if anything, did someone do to create greater inclusion?

### **Create Small Groups**

- Ask each person to trade their examples with 5 different people
- Then ask them to form small groups of 6-8, mixed by group membership

### **Directions for Small Groups**

- In a moment, people in your small group will read the stories aloud to the small group
- One person reads 1 story, then the next person in the circle, and so on
- Do not talk about the stories, just keep reading them
- Silently as you listen, begin to notice your feelings and reactions, and any patterns you notice
- One person collect up the stories as they are read, so a facilitator can come around and pick them up
- We will circulate these stories a couple of times so that each small group will read about 30-40 stories before we talk about them
- Any questions?

### **Debriefing in Small Groups**

- After 10-15 minutes, end the reading of the stories
- Ask group members to discuss the following prompts among themselves (post on chart/PPT slide)

\*In your small group share and discuss:

1. What are your feelings and reactions as you hear these stories?
2. What's 1 example that stood out to you and why?
3. What impact could this have?
4. What are other examples that these reminded you of?

Note: This activity is called the "Gallery" because we used to post the stories on the wall and have participants silently read them, and then discuss.

## **9. Activity to explore ways to respond and intervene to create greater inclusion on campus**

### **Small group discussions and report outs**

**Time needed:** 20+ minutes

**Directions:** Keep people in the same small group and invite them to choose a few stories and discuss the following:

- What could someone do to create greater inclusion ~
  - \* in the moment
  - \* after the moment
  - \* proactively
- Large group discussion

## **Role plays**

**Time needed:** 30-40+ minutes

### **Directions:**

- Form mixed small groups of 5-6 people
- Have them choose 1 situation from the Gallery activity or another that they anticipate occurring on campus
- Give them 5 minutes to prepare a 2-minute demonstration/skit for the large group that shows how someone could effectively respond to the situation to create greater inclusion that would do one or more of the following:
  - \* Stop the uninclusive, disrespectful behavior
  - \* Help the participant(s) see a differing perspective
  - \* Support those impacted
  - \* Re-affirm the campus values of social justice and inclusion

## **10. Action Planning Activity**

### **Action Planning ~ Individual reflections**

- Ask participants to individually think about/write down 3-5 specific actions they will take to help create greater inclusion on campus
- A variation: Have them write what they will STOP doing, START doing, and CONTINUE doing
- You can have them do a share-pair, small group, or the button grab bag to share their ideas

## **11. Closure Activities**

### **Button Grab Bag**

**Purpose:** To share action steps with others, bring some closure, and have participants share motivational comments

### **Set-up:**

- Need at least 1 button/participant (can order from Donnelly-Colt, Syracuse Cultural Workers)
- Quickly pass them out

## **Directions**

- Ask participants to have a quick one-on-one conversations with several different partners, and to keep moving around until you bring them back together as a group
- Tell them that with each partner, please share 1-2 action steps they plan to take on campus to create greater inclusion, and also trade their button
- Then go talk to another person, and trade your button
- NOTE: Depending on the time available, people may have 3 +exchanges.
- Call the group back, and ask folks to reflect on the button they now have.
- You can talk hen mention that everything happens for a reason, and messages come to us from all places...and so this button today may have a personal how message for you...
- Ask for 5+ people to quickly share in the large group about what message their button is bringing them at this moment...and also mentioned that for some, the message may not yet be clear, but in a few days they might get some insight....

## **Closing Circle**

- Gather participants into a closing circle (standing or chairs)
- Invite their closing reflections, possible prompts:
  1. As I leave I feel...
  2. What I have appreciated about this group...
  3. What I've appreciated about our session together is....
  4. As a member of this community I will...
  5. One learning I'm taking with me is...
- Share your closing reflections and appreciations

### **Design Developed by:**

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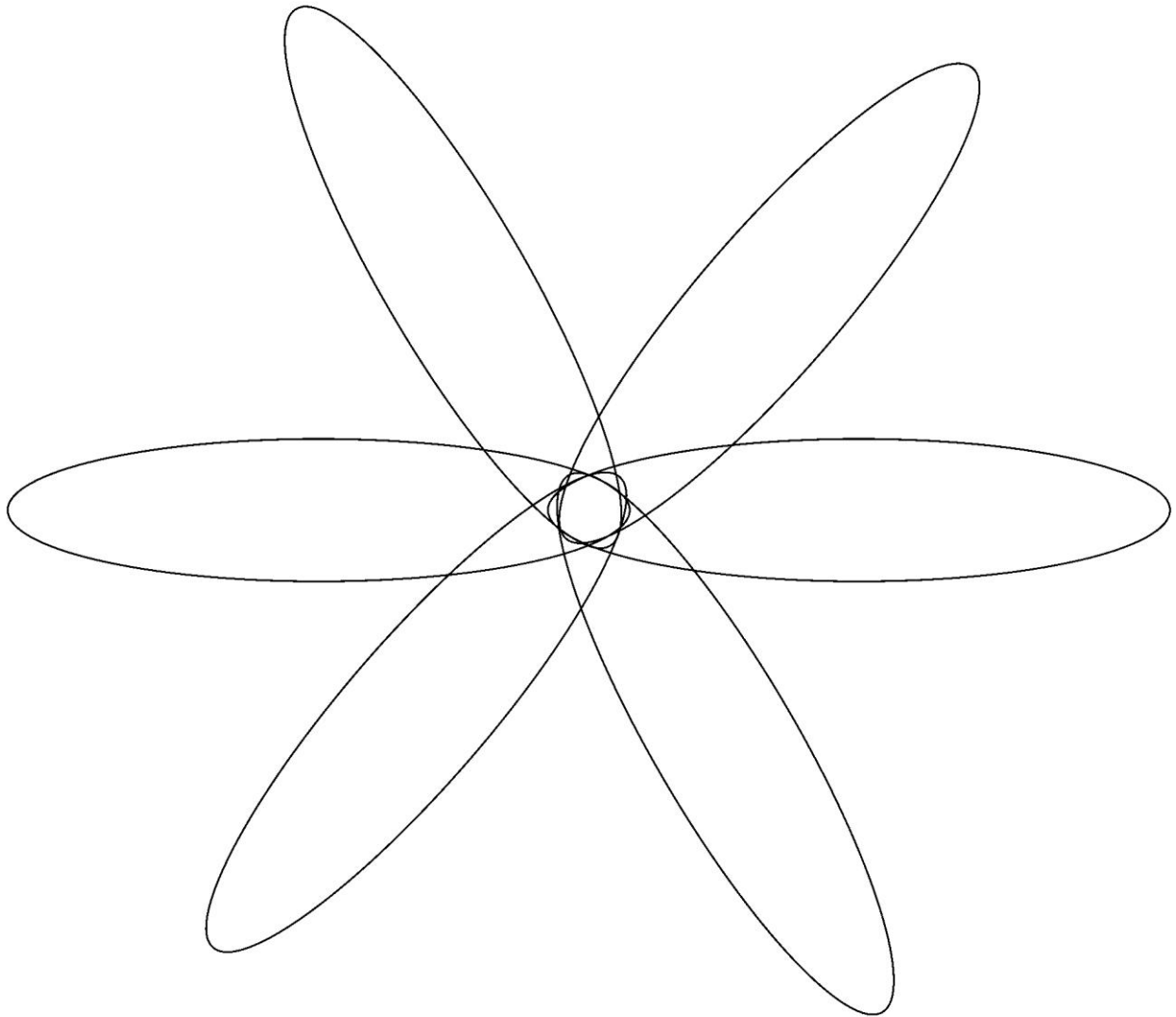
# BINGO!

**Directions:** Find someone to talk with and choose a topic to discuss from one of the squares. Sign each other's sheet, then find a new person with whom to discuss a new topic. When you have **ALL 9 of the boxes filled in**, yell **BINGO!** And come get a prize!

<p>How are you feeling about being here? What do you hope to learn and discuss during the workshop?</p>	<p>Why are some/many people nervous to talk about some issues of diversity and inclusion?</p>	<p>How do you think it feels to be a student who is a “little too different” on campus? What comments and situations might they experience?</p>
<p>What do you think are 10-15 common differences among people on campus?</p>	<p>List 8-10 answers to this question: What should <b>NO ONE</b> ever have to experience on campus?</p>	<p>What are some common feelings of students when they talk about issues of diversity with people they don't know?</p>
<p>List 8-10 answers to this question: What does <b>EVERYONE</b> <i>deserve</i> to experience on campus?</p>	<p>What are some of the differences you are more knowledgeable about? Less knowledgeable about?</p>	<p>Talk about a time you felt uncomfortable when talking about some issue of diversity.</p>

## *Some of My Group Memberships That Matter*

**Directions:** Write your first name in the center of the flower. Reflect on the full breadth of your various group memberships. Which ones are important to you? Below, write one of your group memberships that is important to you on each of the 6 petals of this flower. Add additional petals if you have more group memberships that matter.



# Dominant and Subordinated Group Patterns

## Dominant Groups

- Greater access to power and resources
- Make the Rules
- Define what is normal, “right,” the “Truth”
- Assumed to be leader, smarter, competent...
- Given the benefit of the doubt
- Often unaware of dominant group membership and privilege
- Less aware about uninclusive and discriminatory treatment of subordinated group
- Are more comfortable with members of subordinated groups who share similar behaviors, appearance, and values to them
- Hold to dominant cultural beliefs, often without examination
- Collude, and if challenge, risk being ostracized/punished
- Focus on “how far we’ve come”

## Subordinated Groups

- Less access to power and resources
- Often seen as less than, inferior, deficient...
- Often assimilate, collude, abide by the rules, try to fit in...
- Track the daily indignities they experience; very aware of oppression
- Punished if challenge the status quo
- Have their truth and experiences questioned and often invalidated
- Know more about members of dominant groups than dominant group members know about them
- Often struggle with finding a balance between who they are and who they are told they need to be to be “acceptable”
- Often struggle with finding their voice and speaking up to challenge
- Focus on “how far we need to go”

## Key Concepts of Dominant/Subordinated Group Dynamics

- Not always about numbers
- Visible and Invisible; Innate and Chosen
- Multiple Group Memberships
- Not always about individual behaviors or feelings
- You didn’t ask for it and you can’t give it back

## Dominant/Subordinated Groups

<b>Dominant Group</b>		<b>Subordinated Group</b>
30's to early 50's	<b>1. Age</b>	Younger; Older
White	<b>2. Race</b>	Person of Color
Male	<b>3. Biological Sex</b>	Female; Intersex
Fit into the Gender Binary System ~ either masculine OR feminine; Cis-gender	<b>4. Gender Identity and Gender Expression</b>	Gender Variant; Gender Queer; Ambiguous; Androgynous; Transgender
Executive Leaders, Managers, Supervisors, Exempt Staff	<b>5. Hierarchical Level</b>	Do not supervise others; Classified Staff; Student Staff; Students
Heterosexual	<b>6. Sexual Orientation</b>	Gay; Lesbian; Bisexual; Queer
Upper class; Upper middle class; Middle class	<b>7. Class</b>	Working class; Living in poverty
Graduate or College degree; Private schooling	<b>8. Educational Level</b>	High school degree; Public schooling; 1 <sup>st</sup> generation to college
Protestant; Catholic	<b>9. Religion/Spirituality</b>	Muslim, Jewish, Agnostic, Buddhist, Atheist, Hindu, Spiritual, Mormon, Jehovah Witness...
U.S. born	<b>10. National Origin</b>	"Foreign born;" Born in a country other than the U.S.; undocumented
People who are "able-bodied;" temporarily able-bodied; non-disabled	<b>11. Ableness/Disability</b>	People with a physical, mental, emotional and/or learning disability; People living with AIDS
"American;" Western European heritage	<b>12. Ethnicity/Culture</b>	Puerto Rican; Navajo; Mexican; Nigerian; Chinese; Iranian; Russian; Jewish...
Fit society's image of attractive, beautiful, handsome, athletic...	<b>13. Size/Appearance</b>	Perceived by others as too fat, tall, short, unattractive, not athletic
Proficient in the "Queen's English;" use "Proper" English	<b>14. Use of English</b>	Not proficient use of English; have an "accent"
Legally married in a heterosexual relationship	<b>15. Marital Status</b>	Single; divorced; widowed; in a same-sex partnership; in an unmarried heterosexual partnership...
Parent children within a 2-parent heterosexual marriage	<b>16. Parental Status</b>	Single parent; do not have children; LGBT parents...
More experience on campus	<b>17. Years of experience</b>	New; little experience on campus
Very athletic	<b>18. Athleticism</b>	Not very athletic
Suburban; valued region of the U.S.	<b>19. Geographic region</b>	Rural; urban...less valued region of the U.S.
Light skin; European/Caucasian features	<b>20. Skin color; physical characteristics</b>	Darker skin; African, Asian, Aboriginal features...
	<b>21.</b>	

## Examples of Uninclusive/Disrespectful Situations

**Directions:** Use the space below to write an example of a time or a pattern of uninclusive and/or disrespectful treatment you experienced, witnessed, or heard about from a credible source. *Please write legibly and about in 1 inch letters.* These examples will be posted around the room and may be used in future educational sessions:

- **A situation or pattern of experience (within last 2-3 years)**
- **Occurred at your college or in the local community, if possible**
- **Anonymous/Generic: NO NAMES or key references**
- **You can write about the following:**
  1. What is/was the situation?
  2. By group membership ~ who were the main players (identify the ones most central to the situation ~ gender identity/expression, race, age, job function, sexual orientation, national original, class background, years on campus, religion/spiritual practice, ableness/disability, etc.)
  3. How did you feel? Others feel?
  4. What was the impact of this situation on you? Others?
  5. What, if anything, did someone do to create greater inclusion?

### Additional Resources

Adams, M., Bell, L. A., & Griffin, P. (2007). *Teaching for Diversity and Social Justice: A Sourcebook* (2<sup>nd</sup> ed.). New York, NY: Routledge.

Goodman, D. J. (2012) *Promoting diversity and social justice: Educating people from privileged groups* (2<sup>nd</sup> ed.). NY: Routledge, 2012.

Jones, S. R., & McEwen, M. K. (2000). A conceptual model of multiple dimensions of identity. *Journal of College Student Development*, 41, 405-414.

Obear, K. Navigating triggering events: Critical competencies for social justice educators. In L. M. Landreman (Ed.), *The Art of Effective Facilitation: Reflections from Social Justice Educators*. Manuscript submitted for publication.

Sue, D. W. (2010). *Microaggressions in everyday life: Race, gender and sexual orientation*. New Jersey: Wiley.