



Recognizing and Interrupting Microaggressions

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Turn the Tide: Rise Above Toxic, Difficult Situations in the Workplace:

www.drkathyobear.com/book-pdf // www.drkathyobear.com/book-worksheets
www.drkathyobear.com/book-gift (*animated video and outline for a Lunch & Learn*)

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Learning Outcomes

- Increased capacity to recognize microaggressions in the moment and the negative impact experienced by members of the campus community.
- Tools to interrupt microaggressions and exclusionary behaviors effectively to create greater equity and inclusion on campus.
- Deepening capacity to identify personal bias and stereotypes – and ways to respond more effectively.
- Increased ability to recognize and navigate the intersections of privileged and marginalized group identities during microaggressions.
- Tools to analyze programs, policies and practices to identify any embedded bias or unintended impact on members of marginalized groups.



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Learning Guidelines/Working Agreements

1. Engage in open and honest dialogue.
2. Participate fully (@ comfort level +1).
3. Speak from personal experience.
4. Listen respectfully; Seek to understand; Listen MORE when you initially disagree.
5. Move in, Move out; encourage others to participate.
6. Be fully present.
7. Be open to new and different perspectives.
8. Realize the impact of comments and behaviors; Acknowledge intent
9. Take risks: lean into discomfort; Be Brave
10. Respect and maintain confidentiality
11. Notice and share what's happening in the group, in you
12. Recognize your triggers; Share if you feel triggered
13. Trust that with dialogue we will reach deeper levels of understanding
14. Engage this opportunity!

Your Intentions: Meeting & Classroom Guidelines

*To create environments where everyone feels heard, involved, supported, and respected

*To create productive and engaging environments for open and respectful exchange of ideas, perspectives, and opinions

*To promote respectful dialogue, fair discussion of issues, and mutually respectful conversations

- Engage in respectful discourse
- Create a positive, collegial atmosphere
- Demonstrate mutual respect for the comments and views of all
- Speak and act in ways that do not disrupt or interfere with the learning or work of others
- Explore controversial issues through open dialogue and respectful deliberation
- Consider and explore new ideas and perspectives
- Express opposing ideas in a respectful manner
- Consider the potential impact of your comments and actions
- Accept responsibility for the overall welfare of the entire group
- Engage in respectful disagreement: Disagree with a person's ideas without attacking their humanity
- Respectfully address unproductive and exclusionary behaviors from other students



“Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.”

Blog by Dr. Derald W. Sue, Microaggressions: More than Just Race - Can microaggressions be directed at women or gay people? Published on November 17, 2010 <http://www.psychologytoday.com/blog/microaggressions-in-everyday-life/201011/microaggressions-more-just-race>

Microaggressions: Characteristics

- Every day actions that occur all around us
- Committed by people who believe they are fair-minded, without prejudice
- Possibly done without any conscious intent or malice
- Usually unaware of how their comment, tone, or behavior negatively impacts others
- May be considered “no big deal”
- Few recognize the cumulative, long-lasting impact of constant barrage of microaggressions
- Some may not even recognize they experienced a microaggression until later

Potential impact and emotional toll on members of marginalized groups

- Uncertainty – never knowing when they will experience another microaggression
- Constantly vigilant, always mindful of their surroundings
- Self-doubt ~ given the ambiguous nature of some situations, some might obsess over questions like, “Am I over-reacting? Being too sensitive? Misinterpreting what just happened? Just being paranoid?”
- If they bring it up to the member of the privileged group, often met with denial, defensiveness; fear that this could hurt their relationship, career path
- Left feeling “I don't belong, I can't be successful here”
- May change their behavior in hopes that this may lessen their experiences of microaggressions; may come across as overly friendly, helpful, passive, soft-spoken, ingratiating....
- Feel pressure to “act right” or their actions could be used to reinforce stereotypes about their marginalized group; carry the group on their shoulders
- Damages the respect they may have for members of privileged groups; may not use them as resources in the future
- Often invest time and energy trying to diagnose what happened, manage the impact and feelings, decide if and how to respond
- If choose to “let it go,” may judge self as supportive of bad behavior; feel guilty for not stepping up



**Increase your awareness of what is happening inside of you -
and around you - by using the skill:**

PANNING

Just as a movie camera “pans” the environment to see the whole picture, we need to continuously **PAN** all around us *and* inside of us as we increase our ability to notice the patterns of treatment and experiences of members of both privileged and marginalized groups.

Some guidelines for using the skill of PANNING:

PAN:

PAY

ATTENTION

Now

- Intentionally observe and notice behaviors, comments, feelings, patterns of treatment...
- Ask yourself: Is this an isolated incident or a possible pattern of experience?

*****AVOID falling into the trap of making a *SNAP JUDGMENT* or creating a story about what you see.**

- **PAN** the specific details and facts of what you see, feel, hear...
- Describe what you **PAN** without any assumptions, interpretations, conclusions, or prejudgments
- Notice the group memberships of people involved as you **PAN**, and describe the group memberships ***if this information is useful to the discussion...***

Adapted from materials developed by Elsie Y. Cross Associates, Inc. 1994 Delyte Frost, et al. Tracking™



Panning/Observing Group Dynamics with an Inclusion Lens

Use the following prompts as you use an Inclusion Lens to observe and observe/pan group dynamics. Identify “just the facts” and the actual details of the situation without any assumptions, interpretations, judgments, or conclusions.

1. What differences are present in the group? Which group memberships? How many from various groups?
2. Who is talking?
3. Who is quiet? Doesn't speak as often as others?
4. How are people reacting nonverbally?
5. Who initiates the topics?
6. What ideas are brought up? By whom?
7. Whose ideas get considered? Whose ideas don't get much discussion?
8. Whose ideas are discounted? Or “plop” without comment?
9. How do decisions get made?
10. Who interrupts others? Who gets interrupted? Who is never interrupted?
11. How and when do the tone and energy of the conversation shift and change?
12. How much air-time do people take?
13. Who has changed their way of engaging recently?
14. Who do people look at when they are talking?
15. Who has eye contact with whom while others are talking?
16. Who engages in side conversations?
17. Who brings up issues of respect and inclusion?
18. How do people respond when different issues of inclusion are raised?
19. What issues of inclusion and respect are not being brought up or discussed?
20. As you notice interpersonal dynamics that are not inclusive, who intervenes to shift the dynamics? Who doesn't?
21. As you observe exclusionary comments and actions, wonder: Is this an isolated incident or a possible common pattern of experience?

Adapted from materials developed by Elsie Y. Cross Associates, Inc. 1994 Delyte Frost, et al. “Tracking™”



A Time You Responded Effectively

Directions: Below, write about a recent exclusionary situation/microaggression and how you responded in effective, productive ways that aligned with your core values and furthered organizational goals.

- What happened?
- How did you feel?
- What did you do?
- What was productive about your response? How did it positively impact others? And advance organizational goals?
- As you look back, what do you believe helped you respond effectively in this situation?



PRIVILEGED GROUP		MARGINALIZED GROUP
Late 30's to late 50's/early 60's	1. Age	Younger; Older
White	2. Race	Person of Color; People who identify as Biracial/Multiracial
Male	3. Sex Assigned at Birth	Female; Intersex
Cisgender	4. Gender Identity	Transgender; Gender Nonconforming; Gender Queer
President, Vice Presidents, Deans, Directors, Faculty, Supervisors	5. Hierarchical Level	Students, Graduate Teaching Assistants, direct service staff
Heterosexual	6. Sexual Orientation	Gay; Lesbian; Bisexual; Queer; Questioning
Upper class; Upper middle class; Middle class	7. Social Class	Working class; Living in poverty
Graduate or 4-year degree; highly valued school; private school	8. Educational Level; Credential; Certificate	High school degree; 1 st generation to college; less valued school; public school
Christian (Protestant; Catholic)	9. Religion/Spirituality	Muslim, Jewish, Agnostic, Hindu, Atheist, Buddhist, Spiritual, LDS, Jehovah Witness, Pagan, ...
U.S. born	10. National Origin	"Foreign born;" Born in a country other than the U.S.
Not disabled	11. Disability Status	People with a physical, mental, emotional and/or learning disability; People living with AIDS/HIV+
"American;" Western European heritage	12. Ethnicity/Culture	Puerto Rican; Navajo; Mexican; Nigerian; Chinese; Iranian; Russian; Jewish...
Fit society's image of attractive, beautiful, handsome, athletic...	13. Size, Appearance, Athleticism	Perceived by others as too fat, tall, short, unattractive, not athletic...
Proficient in the use of "Standard" English	14. English Literacy	Use of "non-standard" English dialects; have an "accent"
Legally married in a heterosexual relationship	15. Marital Status	Single; divorced; widowed; same sex partnership; unmarried heterosexual partnership...
Parent of children born within a 2-parent heterosexual marriage	16. Parental Status	Unmarried parent; do not have children; non-residential parent; LGBTQ parents...
More years on campus	17. Years of experience	New; little experience on campus
U.S. citizen	18. Immigration Status	People who do not have U.S. citizenship, are undocumented
Suburban; valued region of U.S.	19. Geographic region	Rural; some urban areas...less valued region
Light skin; European/Caucasian features	20. Skin color; phenotype	Darker skin; African, Asian, Aboriginal features...
Nuclear family with 2 parents in a heterosexual relationship	21. Family Status	Blended family; single-parent household; grandparents raising grandchildren; foster family...
Extrovert; task-oriented; analytical; linear thinker	22. Work Style	Introvert; process-oriented; creative; circular thinker



Unproductive Meeting Behaviors

- a. In the 1st column, check-off any unproductive behaviors which you have observed in meetings.
- b. Then in the 3rd column, check-off any of these behaviors that you have ever done.
- c. Choose 5+ items, and in the 4th column, note the probable impact of each type of unproductive behavior.

Others do this	Unproductive meeting behaviors, when someone:	I've done this	Probable impact
	1. Makes inappropriate comments or "jokes"		
	2. Belittles input or comments of others		
	3. Minimizes or rationalizes away the frustrations and comments of group members		
	4. Interrupts or talks over others		
	5. Engages in side conversations		
	6. Dominates the conversation		
	7. Makes snide or sarcastic comments		
	8. Only interacts and makes eye contact with people like them; people they like		
	9. Gives unsolicited "advice;" tells someone how they should have felt or responded differently		
	10. Dismisses or ignores the input of others		
	11. Disregards feedback from group members		
	12. Laughs at or makes fun of other group members		
	13. Treats peers with disrespect		
	14. Gives someone the "silent treatment" or "cold shoulder"		
	15. Uses a negative, judgmental tone		
	16. Uses an overly aggressive or forceful style		
	17. Refuses to participate in the discussion or the activity		
	18. Is silent, shut down or withdrawn		
	19. Challenges the validity of the information being presented to serve a personal agenda		
	20. Questions the usefulness of an activity or a discussion to serve a personal agenda		
	21. Gives excuses or PLEs (Perfectly Logical Explanations) for disrespectful comments and behaviors		
	22. Raises their voice to try to silence others		

	23. Emphasizes “good intent” and does not also listen to the impact of actions		
	24. Makes negative stereotypic comments about others or self		
	25. Tells others they are “too sensitive”		
	26. Repeats or re-phrases what members with lower status have just said		
	27. “Hears” and acknowledges ideas only if they come from members with higher group status		
	28. Does not engage or “hear” comments from members with lower group status		
	29. Judges or dismisses input from members of lower status groups if they express anger or frustration		
	30. Only asks members of lower status groups to repeat what they have just said		
	31. When confronted, frames the situation as an “attack”		
	32. Goes to lunch or socializes only with certain group members		
	33. Acknowledges and praises only certain group members		
	34. Rolls their eyes or makes other negative nonverbal behaviors when others are talking		
	35. Chastises others publically		
	34. Critiques and questions only the ideas and materials presented by lower status members		
	35. Bullies other group members		
	36. Has a patronizing or condescending manner		
	37. Derails the planned format and agenda to serve a personal agenda		
	38. Criticizes the personal character of group members		
	39. Takes credit for the work or ideas of others		
	40.		
	41.		



Responding to Microaggressions: What Would You Do?

How Could You Respond More Effectively?
1. Over time, you have noticed that most people do not greet or interact with someone who is using a wheelchair as they do with others walking by.
2. You observe a colleague asking a person you think might be multiracial or biracial, "What are you?"
3. You notice some of the newer staff getting talked over or ignored in meetings and more informal discussions.
4. Someone talks louder and more slowly when addressing someone from Korea.
5. You hear some people making fun of an "overweight" client.
6. You notice when your task force meets to work on a project, the men only talk to men; whites only talk to whites; and overlook, don't engage other members.
7. During a discussion about how to celebrate the winter holiday season, several staff are pushing the idea of a Secret Santa party to celebrate Christmas. You notice a few people look down or seem restless.
8. You hear someone asking a person they think is Asian, "Where are you from? And where did you learn to speak English so well?"
9. Someone is writing, "That's so gay!!" on the bulletin board.
10. You notice a man standing really close to a woman. As she backs away a couple of times, the man continues to move closer.
11. You overhear a staff member discussing what accommodations that they will need in the workplace, and the supervisor seems distracted and frustrated.
12. You notice that some colleagues seem to react negatively when they see a woman wearing a veil/hijab.
13. Over a casual lunch, one staff member talks about being LGBTQ and a colleague says, "I'll pray for you."
14. You notice that the activities the manger is planning for "teambuilding" will require individuals to pay between \$40.00-50.00 each.
15. At a party you see a group of U.S. born colleagues approach a new staff member from another country and ask him to teach them swear words in his native language.
16. The manager continues to call two staff by the wrong names, confusing them for each other even though they look nothing alike - except they both are men of color.
17. A supervisor refuses to use the gender pronouns and name of a transgender employee.
18. You notice some of your friends regularly looking women up and down, staring at their breasts.



19. A manager doesn't agree with a staff member and seems to raise their voice to silence them and end the conversation.
20. You notice the organization's website talks about people of color, but never mentions anything related to Native Americans or Indigenous Peoples.
21. A colleague asks a team member, "How did you get hired with your type of learning disability?"
22. You overhear someone saying to an African American woman, "You're very articulate!"
23. In a group meeting a woman questions a male colleague and he turns and mutters, "What a B___!"
24. A Latina friend of yours is talking to some of the staff in the hallway about a supervisor's comment she felt was racist. One of the white staff says, "Why do you have to make everything about race? They treat everybody that way! They are an equal opportunity obnoxious person!"
25. Clients who are Black or Latino are more often asked to show 1-2 forms of ID when they check out and pay their bill, while white clients are not.
26. You notice that some team members repeatedly mispronounce or shorten a colleague's name who is from Pakistan.
27. In the break room, staff are talking about immigration issues and turn to the only Latino in the group and ask, "What do you think about what is going on?"
28. While walking past the coffee station, you overhear a few people making disparaging comments about Islam and Muslims.
29. The events manager schedules a high-profile awards ceremony in a venue that requires all awards recipients to climb 6 steps onto a stage.
30. You notice that the manger seems to pick the same few, more experienced employees for special projects and more valued/visible "stretch opportunities."
31. You see a couple of clients treating a custodial staff member with disrespect.
32. As some staff are talking about a female colleague who is rumored to have filed sexual harassment charges against a male supervisor, you hear one of them say, "Give me a break! Do you see what she wears to work?!?"
33. In the organization's cafeteria, someone at your table leaves their tray as they start to leave. When someone reminds them to bus their dishes, she says, "These workers get paid to clean up after us."
34. When someone points out the racist comment a colleague just made, their first reaction is, "I'm not racist. I was just kidding. I didn't mean it."
35. During a meeting about the need to hire and retain more women in leadership, you notice a couple of men having a side conversation and smirking.



36. During a teambuilding retreat, a newer, younger staff member is talking about some unproductive team dynamics and an older colleague says, “That happens to me, too, and it has nothing to do with being new.”
37. You overhear a white colleague saying to a woman of color, “You should straighten your hair. You’d be much more attractive.”
38. You overhear a colleague talking about how their child is attending community college and takes the bus to the campus. Someone says, “What, are you too cheap to buy them a car?”
39. When a woman gets confused during a meeting, someone exclaims, “She’s having a blonde moment!”
40. A supervisor listens intently and considers new ideas when a more experienced employee raises them, but quickly shuts down new or younger staff who ask questions or offer innovative ideas.
41. A female supervisor is assumed to be the secretary of the department.
42. You see people shaking their heads as they watch an overweight person putting food on their plate in the cafeteria.
43. A colleague sees two men holding hands and cuddling, and mutters, “I don’t care what they do in their bedroom, but do they have to flaunt it in public?”
44. Someone comments to a person of color: “You got this job because of your race!”
45. You often see people standing and talking to colleagues at the desk of the administrative assistant while s/he is there trying to get work done.
46. In a required training online course, the videos are not captioned.
47. A manager publically chastises an employee if they are a few minutes late to a meeting, but then will casually walk in 10 minutes late and not apologize for keeping others waiting.
48. A male manager of color is working on the weekend in jeans and a t-shirt and is assumed to be a maintenance worker.
49. You observe a supervisor talking to an “average looking” staff member who seems to get distracted when a “very attractive” staff member walks by and quickly stops talking to the original person and turns their attention to the more attractive one.
50. The trainer in a leadership workshop talked about how Columbus discovered America.
51. A leader visiting the project team greets several members by name, then just nods as they greet the only person born outside the U.S. and doesn't use their name.
52. Three men of color were talking at the coffee station, and someone walked by and “joked”, “You’re not starting a gang, are you?”
53. You hear colleagues all too frequently use derogatory terms to describe situations or people, “That’s so gay!” “She’s such a retard!” “He’s such a pussy!”



54. During a hiring process, one of the committee members has positive comments only for the white men and white women candidates: “He seems like he’d be a good fit;” “She’d be a team player.”
55. A 6-foot person pats the head of someone who is 5’2”, someone they hardly know.
56. Introducing the male leader as Dr. ___, and the female leader with a doctorate as Ms. ____ or by her first name.
57. A manager frequently announces new practices or changes the focus of task forces without including those who have to develop or implement the decisions.
58. A team member who often raises issues is not invited to lunch when the manager organizes informal gatherings among most staff.
59. At a coffee break you overhear a colleague say, “The realtor brought a Mexican family to view the house next door. I just hope my neighbor doesn't sell to them.”
60. You notice the group tends to not engage their colleague who is hard of hearing, even when they offer an idea.
61. An athletic coach called the captains together and asked, “Who is gay on the team?”
62. Someone called security to investigate a man of color who was walking through the building. He was a supervisor from another department.
63. An employee transitioned from female to male. The supervisor refuses to use his pronouns and constantly refers to him by his previous name.
64. A team member suggests to translate key forms and policies into the most common 1st languages of the customers, and the manager refuses to support this.
65. A colleague with children asks a new female employee, “Do you have kids?” When she says “No,” the person says, “What a shame. You’d make a wonderful mother.”
66. While reviewing resumes, someone asks about a candidate who is a recent veteran, “I wonder if he has PTSD?” No one suggested he be given an interview.
67. A middle-aged white woman seemed surprised as she said to the black male passenger in the seat next to her, “You are so well-spoken and have a Master’s!”
68. You hear a colleague say, “These Chinese and Arabic names are too hard to pronounce.”
69. A colleague recounted how an academic advisor had told her daughter, “You want to go into Engineering? Most females drop out in their 1st or 2nd year.”
70. Several mid-level managers are talking about the expensive vacations they took with their families during a team meeting. A few lower level staff sit silently.
71. As a task force was updating the organization’s policies, someone suggested they revise any irrelevant gender-specific language. No one in the group supported this idea.
72. A major organizational event is scheduled on a high Jewish holiday. Your manager’s response? “We can’t accommodate everyone. This is important for us.”



73. A white teenager says they want to go to a specific junior high where the students are predominantly black and Latino. Her parents comment, “You’re so smart. You belong at a better school than that.”

74. A manager mumbles as an accommodations meeting for a new employee is starting, “I don’t know why we have to do this. It’s a waste of time.”

75. A frustrated customer asks a lower level employee to do something that is against organizational policy. As the staff member explains why they can’t, the customer gets angrier, raises their voice, and demands to speak with a manager. When the manager comes over, the customer is very sweet and polite.

76. When parents try to register their child for school, the form only has two options to list their names: mother and father.

77. A team leader talks more slowly and with a louder voice to a team member who speaks English as their 2nd language. Later, when the employee offers an idea, the leader interrupts them and changes the subject.

78. A younger employee offered an idea that many thought was innovative and exciting. A 58-year old team member looked frustrated as they turned to a colleague and muttered, “I suggested that last week and no one liked it...”

79. A new team member asked a question in a meeting and offered an alternative idea for the project. One of the more experienced staff said, “When you are here longer, you can criticize me.”

80. A colleague says, “I’ve been so schizophrenic lately...I can’t seem to decide on anything!”

81. The policy is that employees need to pay their own travel expenses to conferences and later get reimbursed by the organization.

82. A team leader walks quickly up to the desk of the administrative assistant and interrupts them talking to a colleague, “I need 25 copies of this immediately for my meeting.”

83. A white team member comes back from a vacation at a beach and says to a Latina colleague, “I’m now as dark as you!”

84. You overhear a white colleague complaining about diversity training, “Why do we have to label everyone? I see people as people. I am color-blind. I don’t see race.”

85.

86.

87..

88.

89.

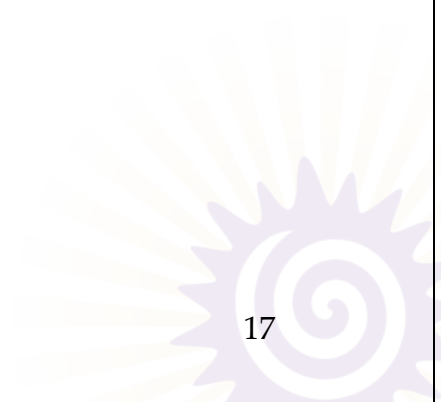
90.

Microaggressions: Possible Biases or Stereotypes

Microaggression	Bias and/or assumptions possibly fueling the comment or behavior
1. Woman clutches her purse as a dark-skinned man gets on elevator.	
2. People who walk by men of color & check to make sure their wallet is deep in their pocket.	
3. Store clerks following around customers of color while white customers are eagerly asked if they need any help.	
4. Wait person overlooking person in a wheelchair and seating the couple standing behind them.	
5. Able-bodied people who will either not make eye contact with a person with a disability or just stare at them.	
6. Saying to someone with a disability, "I'm not sure you're ready for a higher leadership position."	
7. Younger people being ignored or talked over in group discussions.	
8. Newer employees being told to "keep quiet and learn the ropes."	
9. A supervisor who listens intently and considers new ideas when a more experienced employee raises them, but quickly shuts down new or younger staff who ask questions or offer innovative ideas.	
10. Female team members are always asked to take notes or make coffee.	
11. Group project work where men only talk to men; whites only talk to other whites; and overlook, don't engage members of marginalized groups.	
12. A female supervisor is assumed to be the secretary of the department.	
13. A manager assumes all staff are Christian, "We all want to be off to get ready for Christmas, we'll have to discuss who will cover the office."	
14. People who react negatively when they see a woman wearing a veil/hijab.	
15. An employee "jokingly" draws a swastika on a poster.	



16. A supervisor stands very close to a female employee. As she backs away, the supervisor moves closer.	
17. Looking a woman up and down, staring at her breasts.	
18. The project manager often announces new 8 a.m. meetings with only a day's notice.	
19. A senior leader who decides not to interview an employee with 25 years of experience and a college degree for a promotion to a manager position.	
20.	





Examples of Microaggressions in Your Organization

	Microaggression	Impact	Intent
1.			
2.			
3.			
4.			
5.			



Common Fears

Directions: Check-off any of the following fears that you have felt or anticipate as you engage in difficult conversations.

1. What if I make a mistake?
2. What if I say something stereotypic or biased?
3. Will I be seen as a fraud?
4. What if I can't handle a situation?
5. If I don't manage this well, will people get hurt...
6. If I don't manage this well, it might hurt my relationships with others
7. Am I making this worse?
8. Am I ready to participate in this discussion?
9. People will get defensive and I won't know how to respond.
10. The conversation will "get out of control."
11. People will get too emotional and I won't have the skills to manage the situation.
12. I don't know enough to engage in the conversation effectively.
13. If I don't do this well, I'll let people down.
14. "Things won't change."
15. My comments will be dismissed.
16. I'll feel triggered by someone's comments or behaviors.
17. My personal opinions and behaviors will become the focus of the conversation.
18. I will lose credibility and be seen as less competent.
19. If I am too confrontational, there will be repercussions.
20. People will be disappointed in me.



Gallery of Stories

Purpose:

- Participants read/hear examples of microaggressions and daily indignities that people from marginalized groups have experienced on campus.
- Broadens and deepens understanding of current privileged and marginalized group dynamics on campus.
- Creates empathy and energy to create greater inclusion.

Time needed: 30-60 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 marginalized group members experience on campus. Write one (1) example/piece of paper. The situation may have happened to you, or you witnessed it, or you heard the story 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?

To Create Small Groups

- Ask each person to fold up their examples and trade them with 5+ different people.
- Then ask them to form small groups of 8-10, mixed by group membership, and sit down together in a circle.



Directions for Small Groups

- In a moment, people 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 collects up the stories as they are read, and then passes them to your assigned group every 8-10 stories.
- We will circulate these stories a couple of times so that each small group will read about 40-60 stories before we talk about them.
- Any questions?
- Again, these are generic and anonymous. Don't spend any time trying to identify who might have been involved. The reality is the same type of situation has most likely occurred multiple times on campus."

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 one 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 post the stories on the wall and have participants silently read them, and then discuss.



Using the ADDRESS© Model to Intervene

- **A = Acknowledge** (that something occurred)
- **D = Dialogue** (in the moment or with someone else at a later time)
- **D = “Document”** (tell someone; use the Bias Reporting System or another reporting structure)
- **R = Redirect** (the conversation)
- **E = Educate** (the person)
- **S = Stop** (the exclusionary behavior)
- **S = Support** (the people impacted and make space to support yourself)

Choose one microaggression to discuss:

1. What is the probable impact if **no one speaks up** in this situation?
2. How can you use the **ADDRESS model** to intervene and respond in this microaggression?
3. What could be the **positive outcomes if someone does intervene** and speak up?

**Developed by Naomi Sigg, Case Western Reserve University*

PAIRS: EFFECTIVE DIALOGUE SKILLS

P: PAN the environment and yourself; describe what you notice or engage others based on what you see (**Pay Attention Now**)

- I'm noticing I'm feeling...anyone else?
- I noticed how quiet everyone got; I'm wondering what is going on in everyone ?
- It seems some people were impacted by that statement, am I right?
- I'm noticing you're speaking with a lot of energy and emotion...
- I'm noticing that people get interrupted as they try to share...
- You seemed to have a reaction to what I just said...

A: ASK about the specifics behind the person's comment or behavior

- Could you say more about that...Tell me more...
- Can you give us an example of what you're saying...
- Help me understand what you meant by that?
- What were you hoping to communicate with that comment?
- Can you help me understand what your intent was when you said/did...
- Can you give me some background on this situation...
- How were you impacted when....What were you feeling when...

I: INTERRUPT the dynamics

- Let's slow down the conversation and talk about what just happened...
- I'm going to interrupt and try a different approach to this conversation...
- We are not engaging according to our group norms.
- Let's take a breath...

R: RELATE to the person or their comment/behavior

- I relate to what you're saying, I...I have felt the same way...
- I remember a time when I did the exact same thing...
- How do others relate to that comment?
- What you're saying seems to relate to what so-and-so just said...

S: SHARE about yourself ~ self-disclose with a story or example; your feelings in the moment; the impact of a comment or behavior, etc.

- When I hear you say that I think/feel....
- Just last week, I remember when I...
- I was socialized to believe...
- I'm beginning to feel _____...
- My heart aches as you tell that story...
- I notice I'm feeling a little triggered...

Engaging Skills	Examples/Descriptions
Ask the person for more information ~ seek to understand	<ul style="list-style-type: none"> • Can you tell me more... • Can you give me an example... • Can you give me some background on this situation... • What do you mean when you say... • Help me understand what you disagree with...find frustrating... • Help me understand how you came to that conclusion? • What were you feeling when...? • What's your perspective? • What led you to that conclusion?
Paraphrase the person's comments	<ul style="list-style-type: none"> • So you're saying that... • So, you feel that... • So, you think that... • Are you saying that... • So, from your perspective...
Explore their INTENT	<ul style="list-style-type: none"> • Help me understand your intent when you... • What had you wanted to communicate with your comment? • What was your intended outcome? • What is underneath your comment/question?
TRACK/PAN the person's body language, tone, and comments	<ul style="list-style-type: none"> • I notice you had a reaction to what I just said... • I don't believe she was finished with her comment... • I notice you just got very quiet...looked away...shook your head... • I'm noticing your tone of voice... • I'm noticing your body language...
Explore the IMPACT on them	<ul style="list-style-type: none"> • It seems my behavior had an impact on you... • How did that impact you? • What were you feeling when...
Acknowledge and validate their points as much as possible	<ul style="list-style-type: none"> • I hear that you feel... • I can see that from your perspective you think... • I'd probably feel ____, too...
Explore possible solutions	<ul style="list-style-type: none"> • What do you think we can do? • What do you see as the next steps? • One thought could be to...what do you think? • Might it be possible to...
State your desired outcome	<ul style="list-style-type: none"> • This is what I suggest we do... • I want to...I need...
Summarize the dialogue	<ul style="list-style-type: none"> • Summarize the dialogue without stating opinions or judging • So, we've discussed...we agreed to...



Four (4) Types of Panning Responses

1. **Redirect:** Refocus the group without any reference to the current group dynamics

- I'd like to move on to the next agenda item.
- Getting back to what we were talking about...

2. **Indirect:** A more vague, general comment to refocus the group on the topic and effective group dynamics.

Pose possibilities:

- It might be useful...
- I'd suggest we consider...
- One way to proceed could be...
- It may be more productive right now to...

3. **Direct: Acknowledge the current situation, and/or the uninclusive or disrespectful dynamic**

State your thought or opinion:

- I think that... I need...
- I believe it's important that...

Share your observation directly:

- I noticed that every time we start to talk about our team dynamics, someone shifts the conversation away from the topic.
- I'm noticing that the only time we talk about our group effectiveness is when I bring it up.
- I've noticed that when we started to discuss our dynamics, a number of folks look down, start writing notes...I'm curious what others have noticed? And what is going on for folks?

4. **Connect: Invite others to connect to what you are saying, and share what they notice**

- Anyone connect to what I am saying?
- I'm curious what others are noticing?



Steps to Engage in Difficult Dialogues

1. Get grounded in positive intentions ~ The DESTINATION:

- Create a teachable moment
- Stir cognitive dissonance
- Demonstrate respect and dignity
- Leave them feeling whole...
- Plant seeds...Influence hearts and minds...
- Help person(s) explore the impact of their behavior, understand the reasons their behavior has a negative impact on others/building an inclusive community
- Re-establish the boundaries for civil discourse
- Do no harm!
- Make a human connection; build the relationship for future dialogue
- Support those impacted by the comments/actions

P.A.I.R.S. ~ Skills to Engage

P: PAN the environment, yourself ~ as data to diagnose; name your pan as an intervention

A: ASK questions to explore

I: INTERRUPT the process

R: RELATE to others, their comments

S: Share, use self-disclosure as your response

2. Based on what you PAN, engage others in the conversation

- I overheard your conversation and thought I heard you say...
- I notice that folks were laughing...I'm curious what that's about?
- I noticed how quiet everyone just got...I'm wondering what is going on for folks?
- It seems some people were impacted by that statement.
- I notice you're speaking with a lot of energy and emotion...
- We've had some comments from this side of the room, what are your thoughts and reactions? (looking at the other side of the room)
- I'm wondering if people are feeling triggered right now?
- The energy in the discussion seemed to shift after...

3. A: ASK about the specifics behind the person's comment or behavior

- Gives you time to center, better understand the comment, choose a response
- May help the person hear themselves and reflect on what they said, the impact...

4: A: ASK clarifying questions

- I want to make sure I understand your point...you think that...
- Are you saying that...
- Help me understand what you mean by that?
- I don't understand your point...
- What do you mean when you say...
- Come again? Or Can you repeat that?

5. A: ASK questions to gather more information

- Could you say more about that...Tell me more...
- Can you give us an example of what you're saying...
- Help me understand what you disagree with...find frustrating...
- Help me understand how you got to that conclusion?
- What has been your experience that led you to that conclusion?
- What readings or research are you referencing?

6. A: ASK questions to get them to reflect on their comment

- When was the first time you heard that?
- How do you think others could be impacted by your comment? Behavior?
- Why might others disagree with your comment?
- What if I gave you a convincing argument and data that was counter to your perspective? What might that mean for you?
- How do you think others will view you when you make similar comments?

7. A: ASK questions to explore their intention

- What were you hoping to communicate with that comment?
- Help me understand your intent when you said...
- What did you mean to say with that comment?
- What is underneath your comment/question?

8. I: INTERRUPT the process and give space to process

- Let's slow down the conversation and talk about what just happened...
- I'm going to interrupt and try a different approach to this conversation...
- We are not engaging according to our group norms.
- Let's take a breath...

9. R: RELATE to the person who made the comment (Reflectively)

- How are you just like this person? Were you just like them? (search in other categories of difference)
- When have you said or done something similarly?
- When might you say or do something like this in the future?

10. R: RELATE to the person or their comment/behavior

- I relate to what you're saying, I...
- I have felt the same way...
- I remember a time when I...
- I did the exact same thing...
- How do others relate to that comment?
- Who can relate?
- What you're saying seems to relate to what so-and-so just said...

11. S: SHARE: "Put a Face on the Issue"

- Share a personal example or one you have heard from a credible source
- Invite others to share personal examples and stories ~ verbally; in writing
- Offer to share resources, articles so they can review different perspectives
- Offer to meet with them and talk about your life experiences on and off campus
- Ask them to talk with 2-3 other people in the near future to hear their experiences and stories

12. S: SHARE: Share about yourself ~ self-disclose with a story or example; your feelings in the moment; the impact of a comment or behavior, etc.

- My heart aches as you tell that story...
- As a ____, I... (tell a story, give an example)
- I'd like to share the impact of your comment...
- I'm feeling uncomfortable with what you're saying...
- I'm noticing I'm feeling ____, anyone else?
- I notice I feel triggered right now....
- That's a trigger word/phrase for me...
- I need to stop a moment and talk about what just happened. I...

13. Give the "benefit of the doubt" if you directly confront their comment

~ a face-saving tactic

- I trust/know you didn't intend this... I
- You're probably not aware of the impact of your comment...

Obear, K. H. (2013). Navigating triggering events: Critical competencies for social justice educators. In L. M. Landreman (Ed.), *The Art of Effective Facilitation: Reflections from Social Justice Educators*. Stylus.



Helpful Tactics

1. Gather more information

- Help me understand more about what you mean?
- I'm curious when you first heard that term or phrase?

2. Clarify what you "heard"

- I want to make sure I understand your point...you think that...
- Are you saying that...
- So, you feel...
- You believe that...

3. Ask the person to walk you through their thought process so you can better understand how they came to their assumptions and conclusions

- Can you help me understand how you came to that conclusion?
- What has been your experience that led you to that conclusion?
- What assumptions are underneath your conclusion?

4. Focus the discussion on the PROCESS of the discussion

- I noticed that we tend to spend more time talking about these issues, and far less time talking about these other ones...
- I'm noticing that the only time we talk about ___ is when I bring it up...
- It seems that whenever we start talking about ___, someone changes the topic back to something else.
- I've noticed that when we are discussing ____, a number of folks look down, start writing notes...I'm curious what others have noticed?

5. Name the group's process or dynamic and shift the focus to be more inclusive

- We've talked about how this policy could impact people of color and white women....I'm wondering how it may impact GLBT employees across gender and race?
- I'm noticing that whenever we talk about race, whites turn and ask a question of one of the people of color. I'd like to hear from some of the whites in the room: What do you notice that whites, as a group, tend to say, do, and feel around issues of race in the **workplace**?
- This has been a great discussion about the chilly climate for women and men of color. I don't want to move off this too soon, and I also want to make sure we have time to have a similar conversation related to dynamics of age and length of service in the organization...

6. Give the "benefit of the doubt"

- You probably already thought of this... You probably noticed that...
- An unintended outcome of that idea could be that...
- I know you didn't intend this, but when you have a side conversation while I'm speaking....



7. If you think someone misunderstood or is misrepresenting what you said

- I believe I said something different than that...What I said was...

8. Recognize comments and behaviors that help create greater inclusion before you give further feedback

- I appreciate the several best practices you've gathered for us to review, and I was wondering if there also were some that more specifically address...
- I appreciate your working to be inclusive in your language...and I understand the term "GLBT" to be more inclusive and current than "homosexuals"

9. Acknowledge the accumulative impact of what you are experiencing

- I know I'm having a strong reaction to what you said....and this is only one of many times I have heard similar comments recently....OR .and, as you know, this seems to be a pattern we keep running into that creates an obstacle...

10. Ask questions to raise their awareness

- When did you decide/choose to be heterosexual?
- What are some of the ways that Christianity is embedded in the way we interact and included in the policies and practices of our nation? Organization?

11. Invite others to get engaged in the dialogue

- I'm curious what others are thinking? What other ideas do people have?
- Name your reaction and test to see where others are: I'm feeling unsettled about this possibility, is anyone else?
- Ask if others feel differently than what is being proposed: This is one way we could proceed. Does anyone have a different suggestion?
- Ask others to take the "pulse" of the situation and reflect on the process: I'm curious what people are noticing about our group dynamics?
- Ask if others have heard and experienced the situation as you did: That scene in the video hit me as Islamophobic...What do others think?

12. How to Confront Repeated Inappropriate Behaviors... 1st, 2nd, 3rd time...

1st time:

- Describe the behavior you observed
- State what you want to be different
 - * I'd appreciate it if you'd...

2nd time:

- Describe the behavior: I believe this is the 2nd time we've talked about this...This is the IMPACT when you do that....I need you to change your behavior

3rd time: Give clear consequences if they continue this behavior: This is the 3rd time I've asked you to...If you do this again...



13. Questions to explore possible and unintended (hopefully) exclusionary practices and attitudes in planning and decision-making discussions:

- Do we have the full breadth of social identity groups and perspectives at the table? Involved in the process?
- Does our process seriously consider the input and perspectives of a broad range of group memberships?
- How might our unconscious attitudes and assumptions about ____ be playing out in this decision?
- What could be the impact of this on students, staff, and faculty from various and multiple privileged and marginalized groups?
- How might this inadvertently advantage some and disadvantage others?
- How can we make this inclusive for members of various and multiple group memberships?

14. Partial List of Social Identity Groups

ableness/disability	geographic region	religion/spiritual practice
age	gender identity/expression	sexual orientation
athleticism	hierarchical level	skin color; physical features
biological sex	job function	size/appearance
citizenship status	marital/relational status	use of English (fluency, accents)
economic class	national origin	veteran status
educational level	parental status	years of experience
ethnicity/culture	race	

15. Diagnosing Privileged and Marginalized Group Dynamics

Use the following prompts to diagnose the potential privileged and marginalized group dynamics as you analyze a recent situation, case study, etc.

1. What are the various group memberships of the people involved, and which privileged and marginalized group memberships seem central to this situation?
2. What are the probable perspectives and feelings of each party?
3. How might unconscious attitudes, assumptions, and bias be playing out in this situation?
4. What are the possible privileged and marginalized group behaviors and dynamics in the situation?
5. What organizational issues are relevant in this situation, such as formal and informal policies, norms, procedures, organizational practices, etc.
6. What are the probable outcomes if this situation is left unaddressed? For members of marginalized groups? Members of privileged groups? For the team? For the organization?
7. Given your diagnosis, what and/or who should be the focus of a response and why?
8. What might be some effective ways to respond? And by whom?



16. Different Communication Styles

a. Direct

- I think that...I need...
- It's important that....We need to...

b. Pose possibilities

- It might be useful...
- I suggest we consider...
- One way to proceed could be....

c. Competing style

- State your thought or opinion right after another person, no connection
- I think...Well, I think....My idea is to...this is how we should proceed...

d. Debating style

- Reference the other person's ideas in order to negate them or disagree with them

e. Connecting style

- Acknowledge what was said by others
- Connect your comment to theirs
- Build on what has been said, i.e., Connected to what you're saying; Building on that thought; Similar to what she said, I think; I like your idea and another way to go about this is...

f. Engaging style

- If a direct statement is made, ask a question to gather more information, deepen understanding, gain time to respond...
- Tell me more.
- Can you give me an example?
- What's your intended outcome? your intent behind that?
- How might that impact others?
- What's your thinking behind how that helps us meet our goal?



How to be an Ally: Things to Keep in Mind

A. Avoid Common Dialogue Pitfalls

1. PLEs ~ Perfectly Logical Explanations
2. Yea, but....
3. That happens to me/my group, too....
4. I know someone who...and they don't agree with you....
5. I don't see it that way; therefore, it doesn't really happen....
6. That doesn't happen to me...(so it doesn't exist)
7. Don't you think that...
8. You're overreacting...you're too sensitive...
9. He/she's a good person...they never meant to do that....
10. That was not my intent! You misunderstood me!

B. Be Aware of Cumulative Impact

This concept occurs when a marginalized group member experiences repeated negative oppressive incidents, either in a short period of time or over a long period. Their feelings of anger, fear, distrust, frustration, etc., may build up and then they might “over-react” and respond out of cumulative impact for a number of reasons, including:

- It is not safe for them to challenge the people who treated them negatively.
- They are tired of intervening and trying to educate others.

A good ally understands that many marginalized group members may be carrying the cumulative impact of a long series of negative treatment. If they seem irritated or unusually upset, the ally tries not to take it personally, but instead, tries to offer support to the marginalized group member by:

- Acknowledging the degree of feelings the marginalized group member is experiencing.
- Offering to listen to stories of how the person has been negatively treated (without interrupting, arguing, justifying, or trying to “give advice” and “fix it”).
- Asking if there is anything they can do to be supportive.

C. Recognize Intent AND Impact

When a member of a privileged group says/does something hurtful or inappropriate, their tendency is to want to EXPLAIN their INTENT (I didn't mean it! It was just a joke! I didn't do it on purpose...). However, the pain and hurt, the IMPACT, is still very real to the marginalized group members.



A good ALLY first acknowledges their impact, apologizes, and asks to hear more about how they have negatively impacted the marginalized group member. A good ally then asks how they can help, be supportive, make amends, avoid similar transgressions in the future, etc.

D. Recognize Varying Levels of Differential Risk and Credibility

It is important that all people, marginalized and privileged group members, work to intervene and stop oppression wherever they see it. Privileged group members are generally given more credibility, listened to more seriously, and have fewer risks when they intervene, as compared to members of marginalized groups. A good ally consistently recognizes opportunities to speak up and intervene, knowing that it is their responsibility to take action, regardless of the risks involved.

E. Recognize and Use your Discretionary Power

All people have some personal power, and possibly position power from which to speak up and intervene. They have the discretion/the choice of when or how or if to intervene. Privileged group members tend to have MORE discretionary power, given how often they are in positions of authority, and because of the greater credibility they have in society.

F. Distinguishing Behavior

Most privileged group members will be perceived as “just another man...white...administrator” UNTIL they show THROUGH THEIR ACTIONS that they are actively working as an ally against oppression. When privileged group members speak up and intervene, they DISTINGUISH themselves from the overall privileged group who generally both consciously and unconsciously perpetuate oppression.

G. Intervening in Oppressive Situations

Good allies take the initiative and try to STOP inappropriate behaviors and situations. They then look for ways to EDUCATE the person(s) who made the comment/took the action, in hopes that they may learn why what they did was harmful, and to not repeat it in the future. Allies also offer SUPPORT to the target of the negative treatment when possible.

*Adapted from materials developed by Elsie Y. Cross Associates; Developed by Kathy Obear, kathy@drkathyobear.com
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Tools and Tips: Responding in Cross-Cultural Conflicts

A. Responding to Common Dialogue Blockers

1. PLEs ~ Perfectly Logical Explanations

- That may be true, but here's how I see it....or another way to view it...
- There may be a number of factors that contributed to this situation. Another one that does have to do with diversity might be.....
- When you say that, I feel you're discounting my experience. In that situation I felt...
- You could be right that this one specific time it had nothing to do with prejudice. But it feels so similar to so many other times in my experience when I have been treated negatively/experienced discrimination...it's hard to not assume this is just like all those other times....
- Your opinion that this has nothing to do with prejudice could be true...But what would it mean if my perception was true: that this person reacted to me out of their bias and stereotypes?

2. Yeah, but....

- What do you think the impact on me is when you say that?
- You may not have intended this, but when you give a "YEA, BUT" I feel discounted and that you have dismissed my perspective and experience.
- I'm curious what you were hoping to communicate with that statement?
- Honestly, I'm rather upset about what happened. And I can't hear your perspective right now. What I need is for someone to just listen to me and acknowledge what I experienced and am feeling....
- I'm curious why you chose to give me a "Yeah, But" just now?

3. That happens to me/my group, too....

This dynamic/situation does happen to other groups, too. The difference might be HOW OFTEN how often it happens to them, and WHY it happens to them. For instance, most whites have received bad customer service. But --- it rarely happens to them because someone has prejudice towards them because of their race. And it probably doesn't happen to them as frequently.

- How does it feel when it happens to you? How often does that happen? Why does it happen to you?

(So you have a "window of understanding" to connect to what I and my group experience much of the time.)



4. I know someone who...and they don't agree with you....

- There might be some people who don't see this as I do. That doesn't discount my experience or perception.
- Not all ____ may feel like I do. And, unfortunately, there are many around here that do agree with me and have had very similar experiences. Are you open to hearing more about my experiences?

5. I don't see it that way...(therefore, it doesn't really happen....)

- You might not have ever recognized this dynamic before or seen it happen. There was a time I didn't see it this way, either. But after having it happen SO MANY times and when I can't find any other explanation, that I now believe that there most often is some prejudice underneath this type of reaction....

6. That doesn't happen to me...(so it doesn't exist)

- I'm glad and hopeful that it doesn't. And hope you never do experience this. And this is what happened to me, and I've heard many other folks describe all too similar experiences....
- It might not, or you may not notice it happening to you....but here's what I've tracked and noticed in my life....

7. Don't you think that...

- I'm wondering if you have a statement behind your question....
- Do you have a specific example that illustrates what you're trying to ask or say?
- I'm curious what you think about that....

8. You're overreacting...you're too sensitive...

- You may not agree, but I feel very strongly about this. And I would appreciate your respecting me enough to at least acknowledge my perspective.
- When you say that, I want to end the conversation and would probably never talk to you about these serious issues again.
- Your intent might be to try to help or support me, but the impact of that statement is infuriating.

9. He/she's a good person...they never meant to do that....

- That comment just dismissed and discounted my experience.
- Many "good people" do very inappropriate and harmful things.
- Regardless of the intent, this was the impact of their actions....
- I'm not questioning if they're good or bad, I'm talking about the impact of their actions.

10. That was not my intent! You misunderstood me!

- I'm open to hearing your intent, but I'd first appreciate your acknowledging the impact of your comment/actions....
- What was your intent....I hear your intent was _____, and I hope you can also realize the impact was different than what you intended.

11. That had nothing to do with _____ (an "ism")!! It's just their personality!

- That may be what you believe, and I have observed/experienced this type of situation so many times...and I have tracked a diversity cut to this...Here's the way I see it...

B. Responding When Someone is Triggered

- I'm noticing you're speaking with a lot of energy and emotion...
- I'm wondering if you're feeling triggered right now?
- This response is unusual for you....I'm wondering what else is going on for you?
- I'm wondering if something else is going on or did something happen that's related to why you're feeling this way?
- You're raising issues I want to talk about, and I'm also noticing that the depth of your emotions seems out of proportion to this situation...
- I notice I'm feeling a little triggered, and I wonder if you are, too?
- I think we're both a bit triggered right now....
- I want to talk about this further, and I can hear you better when you're not so triggered. What if we take a break and then come back to talk about this...

C. Responding When Someone is Reacting out of Cumulative Impact

- Obviously I've said/done something to trigger you. What's going on?
- I can see you have a strong reaction to this. What happened?
- My guess is this is:
 - an example of what has happened to you a lot in the past....
 - what happens to you all the time...
 - not the first time something like this has happened...
- I'm open to hearing what happened if you want to talk....
- Is there anything I can do to be supportive of you?

D. Responding When Your Comment/Action Has Had a Negative Impact on Someone Else

- It seems what I said had an impact on you. I'm open to hearing it.
- I want to apologize for what I said/did....I was wrong...and I'm open to hearing how I've impacted you....
- Thank you for letting me know this. It is my intention to change my behavior in the future...
- Is there anything I can do to make amends...



E. Responding When You Are Triggered

- I notice I feel triggered right now....
- That's a trigger word/phrase for me...
- I need to take a break and come back to this later....
- I need to stop a moment and talk about what just happened. I'm feeling triggered and this is why....
- This may have more to do with me than you, but I'm feeling triggered by what you just said....

****Adapted in part from materials developed by Elsie Y. Cross Associates (215) 248-8100***

RACIALIZED IDENTITY	RELIGION/ SPIRITUALITY
GENDER EXPRESSION	EDUCATIONAL BACKGROUND
VETERAN STATUS	AGE
SOCIO-ECONOMIC CLASS (OF ORIGIN; CURRENT)	SKIN COLOR

<p>NATIONALITY/ CITIZENSHIP</p>	<p>SEX ASSIGNED AT BIRTH (male, female, intersex)</p>
<p>GEOGRAPHIC REGION</p>	<p>RELATIONSHIP/MARITAL STATUS</p>
<p>CRIMINAL BACKGROUND</p>	<p>FAMILY MAKE-UP (OF ORIGIN, CURRENT; family constellation; household members)</p>
<p>IMMIGRATION STATUS</p>	<p>SEXUAL ORIENTATION/ SEXUALITY</p>

<p>YEARS OF EXPERIENCE (IN THE FIELD, IN ORGANIZATION)</p>	<p>POSITION & LEVEL IN THE ORGANIZATIONAL HIERARCHY</p>
<p>GENDER IDENTITY (Cisgender, Transgender)</p>	<p>SIZE/APPEARANCE/ ATHLETICISM</p>
<p>LANGUAGE PROFICIENCY/USE OF ENGLISH/"ACCENTS"</p>	<p>DISABILITY STATUS (Learning; Sensory; Mental health or psychological; Mobility; Neurodiverse; Chronic illness; ADD/ADHD; TBI; Autism/Asperger's, etc.)</p>
<p>WORK STYLE (EXTRO/INTROVERT RESULTS-PROCESS ORIENTED, ETC.)</p>	<p>ETHNICITY/ CULTURE</p>

Credit/Non-Credit Status	Housing Status
Food Availability/Security	



Group Identity Cards: Various Ways to Use Them with Your Team Members

1. Socialization experiences

- a. Invite each person to: Choose 4-6+ group identities that seemed to have **had the most influence in shaping your experiences as you were growing up.**
- b. Have them share stories, reflections and insights in groups of 3-4

2. Panning

- a. Ask folks to choose the cards that reflect the group identities they tend to notice and pay attention to when they are scanning/panning group dynamics in meetings

3. What is on your “screen?”

- a. Ask participants to make 3 piles or groupings of cards
 - i. Areas of diversity that you most often think about, are “on your screen”
 - ii. Those that you sometimes consider and think about
 - iii. Those you most often do not consider or think about
- b. Share in groups of 2-3
- c. Large group debrief

4. Your privileged and marginalized group memberships

- a. Ask participants to make several groupings ~ Categories of diversity where they are in:
 - i. A privileged group
 - ii. A marginalized group
 - iii. A group where they receive both marginalization and some forms of privilege
- b. Share in 2-3's: share examples and stories, insights

5. Which playing card are you, generally?

- a. Ask folks (after completing the playing card activity) to think about which “card” they get treated as:
 - i. In most situations
 - ii. In varying contexts
- b. Note: They can use the group identity cards to talk about the intersections of various cards that contribute to the various forms of treatment they receive in different settings



6. Next steps in your professional development

- a. Ask folks to make several piles/groupings to reflect what areas of diversity that they:
 - i. Know a lot about; could coach others
 - ii. Know some, but want to know more
 - iii. Don't know much; need to learn quickly
- b. Share in groups of 2-3
- c. Large group debrief

7. Which types of microaggressions do you interrupt effectively in a consistent manner?

- a. Ask folks to make several piles/groupings to reflect what areas of diversity that they:
 - i. Easily recognize the types of microaggressions that occur AND respond effectively
 - ii. Generally can recognize them in the moment, but struggle to respond effectively
 - iii. Not very aware or respond very effectively
- b. Share in groups of 2-3
- c. Large group debrief

8. Stereotypes

- a. Ask folks to make several piles/groupings to reflect what areas of diversity that they:
 - i. Recognize they still have stereotypes about privileged and/or marginalized groups
 - ii. Intentionally have worked hard to interrupt and unlearn the socialized stereotypes about privileged and/or marginalized groups
- b. Share in groups of 2-3
- c. Large group debrief

9. Beginning to analyze current policies, practices, services and programs with an Inclusion Lens

- a. Identify a practice, policy, program or service to analyze
- b. Ask folks to use the group identity cards to identify all of the marginalized groups that MAY be negatively (unintentionally) impacted by the current state; and/or have extra hurdles and obstacles given the current state
- c. Could also make several groupings:
 - i. Most likely negatively impacted
 - ii. Not sure if this group would be
 - iii. Probably would have needs met, advantaged, or at least not disadvantaged by the current state



10. Scanning how we present to others

- a. Ask people to “scan” you and your environment for a week or so
- b. Then use the cards to describe which topics of diversity you seem to talk about, champion, or care about based on what they observed about you:
 - i. in meetings
 - ii. in your office area
 - iii. on Facebook, Pinterest, Instagram
 - iv. as you interacted on campus

11. Conducting an Environmental Scan

- a. Divide up the 22 cards among team members
- b. People can work individually or in pairs
- c. Ask folks to each to use each card as a “lens” through which to observe, scan, and experience the unit to begin to assess how the environment sends messages about how welcomed, respected, and attended to members of various marginalized groups may feel Office decorations
- d. Ask folks to pay attention to everything, including:
 - i. Who is present in the office; how do they interact across group memberships?
 - ii. Office decorations, paintings, posters, bulletin boards
 - iii. Pamphlets, books, and other materials on display
 - iv. Website statements, pictures/graphics, descriptions of programs and services, marketing
 - v. Office set-up
 - vi. How accessible is the office space/web site for people with disabilities (mobility, visual, hearing, learning) and language differences?
- e. Have people share their evidence and observations in staff meetings or at a retreat



References

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