

- Determine Facilitation Assignments
 - Social Identity Wheel
 - Race Dialogue – Caucus Groups
 - Fish Bowl – Class
 - Privilege Walk - Class
 - Gallery Walk – Gender
 - Heterosexuality Quiz
 - Mini-Dialogue Facilitation

For all dialogues you should provide a brief introduction of yourself as the Good Doctor. Meaning: 1. Engender trust among participants by sharing why you are motivated to facilitate a dialogue on this topic in a manner where you will support the needs/issues/feelings/pains/joys of all the participants. 2. Be specific and personal with examples you will share. 3. Demonstrate a desire to have the participants be authentic and honest. 4. Help them understand that you will support them sharing their truths and also help them process their feelings and thoughts with the other participants.

GROUP 1

Gender Gallery Walk

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1. Welcome and Facilitator Introduction/Good Doctor
2. Topic/Subject of Dialogue
3. Explain Process, instructions and distribute sheets
 - Write a response to the question/statement anonymously and neatly
 - Written work will be collected and placed on walls
 - Read the statements in silence
 - Dialogue about the statements

General Question: PUT QUESTION ON BOARD

Gallery Walk Question for Participants: *What is hard or challenging about maintaining your gender identity that you do not generally share?*

Dialogue Questions:

- Discussion – General Group or Small Group
 - What do you think about what you read?
 - How do you feel about what you read?
 - What surprised you about what you read?
 - Are there some common challenges that people have about maintaining their gender identity?
 - What was not said? Why? (By Self and Others)
 - What else can you add now that others expressed their fears?

Debriefing:

What did you learn about how people do gender? What are their struggles?

What is it like to express your fears and challenges about gender with others?

Given what was discussed, are you inspired to do gender differently?

What do you want to change, stop doing, or overcome about your gender identity?

What value did dialoguing about gender do for you?

GROUP 2

Social Identity Wheel – Dialoguing about Identity

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2. Identity Saliency -
 - a. Understanding Identity:
 - a. Distribute and complete the **identity wheel**
 - b. Dialogue:
 1. What makes it easy to talk about some identities and difficult to talk about others?
 2. Who do you not share some of your identities with? Why?
 3. Which one of your identities would you like to talk about more with people in this group but don't? Why don't you and why is it important for you to talk about it with them?
 - b. Debriefing:
 - a. How did you feel about talking about your identities?
 - b. How did it feel to talk about the conflicts with others?
 - c. How does talking about social identities improve intergroup relations?

GROUP 3

Class Dialogue

- Introduction of Facilitators (The “Good Doctor”) – 3 minutes
- For all dialogues you should provide a brief introduction of yourself as the Good Doctor. Meaning: 1. Engender trust among participants by sharing why you are motivated to facilitate a dialogue on this topic in a manner where you will support the needs/issues/feelings/pains/joys of all the participants. 2. Be specific and personal with examples you will share. 3. Demonstrate a desire to have the participants be authentic and honest. 4. Help them understand that you will support them sharing their truths and also help them process their feelings and thoughts with the other participants.

Privilege Walk Activity

Explain the rules for the privilege walk activity:

- Activity will be done in silence and requires that you pay attention
- When you hear a statement that you identify with and are comfortable acting on, follow the directions of taking a step forward or backward
- Acting should be an individual choice base on how much you are comfortable sharing at this moment
- While “acting” is at your discretion within your comfort, we ask that you try to step outside of your comfort zone as much as possible
- Take turns reading the statements

Privilege Walk: Social Class (10 Minutes)

1. If you grew up with enough food to eat, take one step forward.
2. If you grew up with all the clothes you needed, take one step forward.
3. If you grew up with plenty of toys, games or sporting equipment, take one step forward.
4. If there was ever something you really wanted to do but your primary caregivers couldn't afford it (eg. camp, dance lessons, vacations, club memberships) take one step backward).
5. If you got your own car when you became of legal driving age or in high school, take one step forward.
6. If you went to private school, take one step forward.
7. If your primary caregivers had difficulty making ends meet, take one step backward.
8. If your primary caregivers owned their own home, take one step forward.
9. If you had to work in high school to help pay for expenses, take one step backward.
10. If growing up, your primary caregivers ever received food stamps or public assistance, take one step backward.
11. If you and your primary caregivers ever took periodic or regular vacations, take a step forward.
12. If you were able to travel internationally, take one step forward.
13. If growing up you and your primary caregivers had your health needs met, take one step forward.
14. If you periodically went out to eat with the members of your family, take a step forward.
15. If growing up, the utilities (eg. Gas, electricity, phone) were ever turned off because of an inability to pay the bills, take one step backward.
16. If your primary caregivers were unable to maintain and repair your home as needed, take one step backward.
17. If one or both of your primary caregivers had a college degree, take one step forward.
18. If you were ever ashamed of the clothes you were wearing, house you lived in, or car you had, take one step backward.
19. If you ever lived in a neighborhood where prostitution, drug dealing, or other illegal activities were common occurrences, take one step backward.
20. If you were taken by your caregivers, or other caretakers, to museums, dance performances, or other cultural events, take one step forward.
21. If your family ever hired a nanny or other paid childcare worker to take care of you on a regular basis in the home, take one step forward.

22. If one or both of your primary caregivers owned a summer home or other second house, take one step forward.
23. If your primary caregivers contributed to your rent and/or living expenses even after you moved out of their house, take one step forward.
24. If you had access to your caregivers' credit card for emergencies or otherwise, take one step forward.

Privilege Walk Activity Debrief (10 Minutes)

With participants staying where they stand, ask the following questions:

- What do you see around the room?
- Who do you see in the front back and middle?
- In what ways do the people near you reflect or not reflect your community?
- What went through your mind as you went forward and backwards?
- Which of the statements did you find most meaningful or eye opening? Why?
- Which of the statements, if any, hurt? Why?
- How do you normally talk about your class status? What do you hide and share? Do you experience guilt or shame?
- How do you treat people of the other classes?

Privilege Walk Activity Debrief (5 Minutes)

With participants staying where they stand, ask the following questions:

- How do you normally talk about your class status? What do you hide and share? Do you experience guilt or shame?
- How do you treat people of the other classes?
- How did this process help you better understand people's experience with class?

GROUP 4

Race – Caucus Groups Dialogue

Form two groups – European Americans/White and ALANA/African, Latino, Asian and Native Americans

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Intragroup Dialogue: Discuss the following within the group

1. How does your race talk about the other group in private or when the other group is not present?
2. What do you think your group needs from the other group in order to improve race relationships?

General Group Discussion:

1. Share with the other group about your group's thoughts and feelings?
2. Share your group's strategy for improving race relations.
3. Have each group share their feelings about what was shared

Debriefing:

- What was it like to share in your group?
- What did the group's seem to learn about each other from this exercise?

GROUP 5

Fish Bowl – Class

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Fishbowl

Explain to participants that we will now take some time to share our experiences with one another in a fishbowl. Explain that in a fishbowl the group in the inner circle speaks while the group in the outer circle listens.

Fishbowl Groups: Salary Less than \$50,000 vs. Salary of \$50,000 or more

Discussion Questions

- What does it feel like to be part of this salary grouping?
- What is your actual salary?
- Why is it so difficult to discuss salaries?
- Is there guilt around your salary?
- How does class play into victimization and empowerment?
- How do these complex feelings/pressures around social class privileges impact your relationships at your work place?

Fishbowl Debrief

With participants staying where they stand, ask the following questions:

- What were your reactions to this activity?
- What was it like to be in the inner circle?
- What was it like to be in the outer circle?
- What is easy or difficult about being a member of your social identity group?
- What are some of the costs or benefits of being a member of your identity group in your personal and social life?
- Was there at any point where you felt like you didn't belong in your chosen group?

GROUP 6

Dialoguing about Sexual Orientation: Heterosexuality Quiz

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- 1) Complete the heterosexuality quiz
- 2) Dialogue questions:
 - a) What value did this exercise have for helping you to understand the experiences of heterosexuals?
 - b) What value did this exercise have for helping you to understand the experiences of gays and lesbians?
 - c) How are you complicit in heterosexism?
 - d) What are some of the challenges/problems in heterosexual and gay/lesbian/bi-sexual intergroup relations?
- 3) Debriefing
 - a) What was challenging about being in this dialogue?
 - b) How did this dialogue help you understand your needs for participating in dialogues with either heterosexuals or people who are gay/lesbian/bi-sexual?

heterosexuality quiz

1. What caused your heterosexuality?
2. How and when did you first decide you were a heterosexual?
3. Is it possible your heterosexuality is just a phase you may grow out of?
4. Does your heterosexuality stem from a neurotic fear of others of your own sex?
5. Heterosexuals usually have histories of failed gay relationships. Do you think you may have turned to heterosexuality out of fear of rejection?
6. If you've never slept with a person of the same sex, how do you know you wouldn't prefer that?
7. Isn't it possible that all you need is a good gay lover?
8. To whom have you disclosed your heterosexuality?
9. Why do you insist on making a public spectacle of your heterosexuality?

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MINI-DIALOGUE FACILITATION

1. Divide into groups of three – one facilitator and two participants
2. Goal: Facilitate a diversity dialogue.
 - a. Topic and questions (Facilitator Prep: 3 minutes)
 - i. Dialoguing About Diversity
 1. What was your most salient social identity that you discussed earlier? Why is it your most salient identity?
 2. How does your social identity both connect with and conflict with the other person's identity?
 3. What do you need from the other person in order to build a better relationship around your most salient social identity?
 - b. Group Formation: (2 minutes)
 - c. Facilitate the dialogue by: (10 minutes)
 - i. Helping the participants to share their true thoughts and feelings
 - ii. Helping them explore and navigate conflicts that may exist between them
 - iii. Inviting them to go deeper into their own feelings, the conflicts between the two, and the impact of the issue on their lives
 - iv. Helping them to not ignore their real thoughts, feelings, and conflicts
 - v. Supporting them in recognizing new knowledge, perspectives or feelings that may emerge
 - vi. Asking questions that respond to any emerging thoughts, feelings, conflicts or connections