

## Instructions for Facilitators

During this discussion, we will use a paradigm called *think-pair-share*. With this paradigm, workshop members will read questions and first spend time *thinking* about and answering them on their own. Next, they will *pair* up with someone to discuss their answers. Finally, everyone will *share* their answers with the group. We are using this paradigm because it helps generate honest and open discussion. People will feel more comfortable discussing sensitive issues as a group if they had a chance to work through their answers ahead of time.

There are 4 scenarios on the subsequent pages. You should complete each scenario in its entirety before moving onto the next. So, you will start with scenario 1, give people time to answer all of the scenario 1 questions on their own, then pair people up to discuss all of the scenario 1 questions, and then share all of the scenario 1 questions as a group. It is up to you how much time you spend on the think vs. pair vs. share components. Try and gauge how much time your own group needs for each question and go from there! I recommend asking people to rotate pairing with the person on their left versus right across scenarios; this will help people get to know each other even more and thus should foster conversation. Some groups will finish all 4 scenarios, and others won't, and that is ok. Having a fruitful discussion is more important than rushing through the scenarios!

There are a few take-away points that I hope groups will figure out collectively:

- 1) I hope groups discuss what it might feel like to be the victim of racism, sexism, etc and have no one do or say anything about it. I want groups to realize that in many cases, a victim may feel like silence is a tacit endorsement. Simultaneously, I hope groups will discuss how a victim may not always want someone to intervene, and it isn't necessarily always the "right" decision to step in.
- 2) I hope they begin to realize that there are lots of experiences of "everyday sexism" or "everyday racism" etc that are much more subtle than the things we hear on the news or read about online. The scenarios are meant to emulate real-life – most real-life experiences of bigotry are relatively subtle or even at times a bit ambiguous. This really complicates things and requires that we think about these issues seriously.
- 3) I hope they realize that there are many possible responses to experiencing or witnessing racism, sexism, etc. and that there is no single "correct response" that works in all situations and with all people. Sometimes, figuring out how to respond requires understanding the context (for example, would the victim want you to intervene? Would you intervening potentially get them fired? Etc).

## Discussion Questions

During this discussion, you will be asked to read multiple scenarios about racism, sexism, and xenophobia in the workplace. Your role is to imagine being in that scenario, and to put yourself in the shoes of the victim and a bystander. For each role, you will be asked to imagine what they are thinking and what emotions they may be feeling. You will also generate possible behavioral responses for both and then imagine you engaged in that behavior – what positive things might happen as a result of that behavior and what negative things might happen? What are the intended consequences of that action versus what might result unintentionally? We will be using a paradigm called think-pair-share for this discussion; the facilitator will give you details about what that means.

### SCENARIO 1

Mary is a well-liked department staff member who enjoys her job. Her job duties are split between herself and a male co-worker, John. Recently, Mary started noticing that a tenured male professor in her department never responds when she emails him about department policies, and he always asks for John's assistance when he comes by the office. One day, the male professor stops by with an urgent issue. Mary attempts to assist him, but he is clearly stressed and leaves frustrated. On his way out the door, Mary hears him whisper to another male professor "I don't know why Mary still works here, John is capable of doing both of their jobs... And anyways, doesn't she have a baby at home to take care of?"

First, imagine being Mary:

- Thoughts: What might Mary be thinking in this situation?
- Feelings/emotions: What emotions might Mary be feeling in this situation?
- Behavior question 1: What are some behavioral responses that Mary might engage in?
- Behavior question 2: What are the pros and cons of these behavioral responses? What are the intended versus potential unintended consequences of these behavioral responses? (Note: Make sure to also consider the pros and cons and intended vs unintended consequences of *doing or saying nothing*?)

Now imagine being Mary's female co-worker in the same office, who saw what happened:

- Thoughts: What might Mary's co-worker be thinking in this situation?

- Feelings/emotions: What emotions might Mary's co-worker be feeling in this situation?
- Behavior question 1: What are some behavioral responses that Mary's co-worker might engage in?
- Behavior question 2: What are the pros and cons of these behavioral responses? What are the intended versus potential unintended consequences of these behavioral responses? (Note: Make sure to also consider the pros and cons and intended vs unintended consequences of *doing or saying nothing*?)

## SCENARIO 2

Mike is a staff member in an administrative office on campus, and he is the only person of color (POC) in that office. Mike has noticed that he gets asked to take on more campus-wide duties than the other people in his office. For example, he was recently asked to provide input for a diversity task force on campus, but no one else in his office got the same request. The task force ended up being a big time commitment, and some of his other work suffered as a result. Mike's boss pulled him aside one day and told him that his performance at work was substandard, and implied it was because Mike was lazy. His boss also pointed out that some of Mike's co-workers were concerned that Mike didn't really "fit in" at the office; they said he just didn't mesh with the group like everyone else did.

First, imagine being Mike:

- Thoughts: What might Mike be thinking in this situation?
- Feelings/emotions: What emotions might Mike be feeling in this situation?
- Behavior question 1: What are some behavioral responses that Mike might engage in?

- Behavior question 2: What are the pros and cons of these behavioral responses? What are the intended versus potential unintended consequences of these behavioral responses? (Note: Make sure to also consider the pros and cons and intended vs unintended consequences of *doing or saying nothing*?)

Now imagine being Mike's white co-worker who saw what happened (not one of the co-workers who spoke to his boss, this co-worker is a total bystander who wasn't personally involved):

- Thoughts: What might Mike's co-worker be thinking in this situation?
- Feelings/emotions: What emotions might Mike's co-worker be feeling in this situation?
- Behavior question 1: What are some behavioral responses that Mike's co-worker might engage in?
- Behavior question 2: What are the pros and cons of these behavioral responses? What are the intended versus potential unintended consequences of these behavioral responses? (Note: Make sure to also consider the pros and cons and intended vs unintended consequences of *doing or saying nothing*?)

### SCENARIO 3

Hannah is a staff member who regularly interacts with the undergraduate and graduate students in her department. She is a Muslim American, but most students likely don't know this about her. One day, she was particularly busy and so students were waiting out in the hallway for her. She overheard two students in the hall discussing the recent executive order that banned immigrants from countries that were predominantly Muslim. One of the students says "I'm not racist or anything, but after what happened on 9/11 and since then, I think it makes sense to question whether Muslims should really be in our country". The other student responds "I agree, I don't see what the big deal is".

First, imagine being Hannah:

- Thoughts: What might Hannah be thinking in this situation?

- Feelings/emotions: What emotions might Hannah be feeling in this situation?
- Behavior question 1: What are some behavioral responses that Hannah might engage in?
- Behavior question 2: What are the pros and cons of these behavioral responses? What are the intended versus potential unintended consequences of these behavioral responses? (Note: Make sure to also consider the pros and cons and intended vs unintended consequences of *doing or saying nothing*?)

Now imagine being Hannah's non-Muslim co-worker who passed by and overheard the students:

- Thoughts: What might Hannah's co-worker be thinking in this situation?
- Feelings/emotions: What emotions might Hannah's co-worker be feeling in this situation?
- Behavior question 1: What are some behavioral responses that Hannah's co-worker might engage in?
- Behavior question 2: What are the pros and cons of these behavioral responses? What are the intended versus potential unintended consequences of these behavioral responses? (Note: Make sure to also consider the pros and cons and intended vs unintended consequences of *doing or saying nothing*?)

#### SCENARIO 4

Generate your own scenario! Try and think of real-life experiences that either you or someone you know has experienced that would fit under the broad domains of racism, sexism, or xenophobia (or any other type of bigotry – for example, anti-LGBTQ sentiment).

First, imagine being the victim:

- Thoughts: What might the victim be thinking in this situation?
- Feelings/emotions: What emotions might the victim be feeling in this situation?
- Behavior question 1: What are some behavioral responses that the victim might engage in?
- Behavior question 2: What are the pros and cons of these behavioral responses? What are the intended versus potential unintended consequences of these behavioral responses? (Note: Make sure to also consider the pros and cons and intended vs unintended consequences of *doing or saying nothing*?)

Now imagine being a bystander:

- Thoughts: What might the bystander be thinking in this situation?
- Feelings/emotions: What emotions might the bystander be feeling in this situation?
- Behavior question 1: What are some behavioral responses that the bystander might engage in?
- Behavior question 2: What are the pros and cons of these behavioral responses? What are the intended versus potential unintended consequences of these behavioral responses? (Note: Make sure to also consider the pros and cons and intended vs unintended consequences of *doing or saying nothing*?)