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| Adapted for the use of Fraternity & Sorority Life at Bowling Green State University |
| Facilitator Guide: Multicultural Awareness & Inclusion Workshop |
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**Multicultural Awareness & Inclusion Workshop Overview**

**Goal of workshop**

To help fraternity men become aware of their own privileged and marginalized social identities and get them to reflect on the systems and structures within their organizations that perpetuate oppressive behaviors and attitudes.

**Time allotment**

To complete this workshop and meet the learning outcomes addressed it is ideal that 3.5 hours is the allotted time for the session. This amount of time allots for one 15 minute break in the middle of the session and a 5 minute break after the “cross the line activity”.

**Intended audience**

The intended audience for this workshop is 18-22 year old men who are members of fraternities. The workshop is best designed for an audience of 15- 30 participants.

**Ideal location for workshop**

The workshop should ideally take place in a large classroom or meeting room where the furniture can be easily moved, as there will be portions of the program where participants will be asked to both write things down and move around.

**Materials needed**

Materials needed for this workshop include: A/V capability, laptop, flipchart paper or whiteboard, [dry erase] markers, pens, participant workbooks, facilitator guide.

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| 10minutes | **Introduction and overview of the day**  Begin the program with introductions of the facilitators as well as letting the participants introduce themselves to the facilitators and general group. Explain to the group what will be covered during the program and outline of the time frame for the workshop so participants know what to expect. Share with the participants the goals of the workshop:  *The goal of this program is to help you discover ways to create a more inclusive environment for your organization. Throughout this workshop you will develop awareness about your own privileged and marginalized identities and develop awareness regarding gender roles in society and how the construction of gender roles affects your identity as a fraternity man. We hope by the end of this program you will see value in continuing conversations about multicultural issues.* |
| 5 minutes | **Group Expectations**  Use the whiteboard or flipchart and markers to create group expectations for the workshop. Let the participants come up with some of their own expectations that they have for the session and add any that they have not mentioned.  Important expectations include:   * Take your “cool cap” off * Respect one another * What is said here stays here * Do not call people out or “out someone”- if they choose not to identify, respect that privacy of the individual * If you are offended by a comment someone says ask “what did you mean by that” |
| 45 minutes | **Cross the Line activity**  Explain the purpose of the activity:  *"This is a diverse organization, and you will spend the next few hours learning new things, and completing some activities that might be unfamiliar and even slightly uncomfortable. In this exercise, you will begin by learning more about each other. We begin with this activity because we want to acknowledge and address the different identities that make up your fraternity. We want to acknowledge and address those differences, and also bring to the surface other differences that you may not recognize or think about. This process might prove difficult at first, or a bit awkward, but please be open minded and only share what you are comfortable sharing.*  Description of the Process  *"I would like everyone to gather in a circle and face in toward each other." (Wait for everyone to move.)*  *"I will call out specific categories/labels/descriptions. I will ask that all those who fit this description cross the “invisible line of the circles edge” by stepping into the* *circle.*  *For example, if the question was: You were born in the United States of America, I would step into the circle because I identify that way.*  *"I will allow you to observe who stepped into the circle and who did not. Even if no one steps into the circle, that is still important to note. After several seconds I will ask you to return to the group.”*  **Guidelines**  *"Over the next half hour or so, we will share some of our experiences and vulnerabilities with one another. This will demand a safe atmosphere. To insure that we remain sensitive to one another's feelings, we need to follow two critical guidelines."*  *"The first involves LISTENING. Let's have silence throughout the exercise--no talking, snickering, giggling, etc. Silence will allow all of us to participate fully. Silence will also enable us to experience our personal thoughts and feelings more clearly.”*  *"The second guideline is RESPECT. It is imperative that we respect the dignity of each person who is here this evening. Everything that is shared should remain confidential. Nothing that is offered should leave this room. However, if--having gone through the workshop--you truly need to talk to a particular individual about something he or she has shared, be sure you ask that person's permission."*  *“I need a nod of the head to indicate that you understand the importance of our keeping an atmosphere both silent and respectful..."*  *"Before we begin there are several other guidelines that we need to consider."*  ***NO PRESSURE.*** *"No one here is under any pressure to respond in any particular way to any of the questions. If you have any doubts about sharing some part of yourself, you should feel perfectly comfortable with your decision not to walk across the room."*  *"One final point. Each of the categories I use will have some GRAY AREAS. If you find yourself stuck in a gray area, simply define the words from your own point of view. In other words, define the terms as you yourself understand them when thinking of yourself. For example, suppose the question asks everyone who is religious to walk across the room. If you think of yourself as religious, then the word fits, regardless of whether or not someone else would use the word "religious in the same way, and regardless of other meanings the word might have. If you have serious reservations about the clarity or meaningfulness of any particular category, then the best things to do is to not cross to the other side of the room."  "So that's it for the format and the guidelines to he followed. Any questions?"*  **Example Cross the Line Question**  *"To start, let's try a simple category. It will help me clarify the process."*  *"CROSS the line IF YOU WEAR GLASSES OR CONTACT LENSES. THANK YOU.*  *Once we begin, please, no interruptions or clarifying questions, there will be plenty of time for discussion after the activity.*  *Often during the process you may feel like you want to say something. There will be plenty of time at the end for discussion about the process."*  *REMINDER:  No talking... (Consider issuing this and other reminders as an ounce of prevention, even if a problem isn't coming up at the moment.)*  READ ALL QUESTIONS FROM THE CROSS THE LINE ACTIVITY HANDOUT.  **Discussion**  REMINDER OF GUIDELINES FOR DISCUSSION  *"I want to remind the group again of the guidelines. During this discussion we must have the utmost respect. Again, no talking while others speak, no side comments, giggling, etc. Also do not call out people who chose not to step forward for something you feel they should have, respect the privacy. I also want to remind people that everything spoken in this room stays in the room."*  DEBRIEF OF DISCUSSION  *“All of these things you stepped in for are aspects of your identity”*  (The discussion should feel a bit confessional). If the exercise has run well, people will be very introspective and quiet. FOCUS THE DISCUSSION ON TWO QUESTIONS  **QUESTIONS TO ASK:**  *"How are you feeling right now?"*  *"Is there anything you want to say to your fellow participants about why you crossed the line on a particular questions?* |
| 5 minutes | **Break**  Allow participants to have a 5 minute break to use the restroom/ get water. Cross the line might evoke some emotions so it is crucial that you allow sometime for them to gather their thoughts and emotions before you proceed with the workshop. |
| 45 minutes | **Identity Education**  During this section participants will be educated on elements of identity.  Follow along with the power point presentation (slides 5 and 6).  Define aspects of identity:  *A person’s conception and expression of their individuality or group affiliations. This could be cultural identity, sexual orientation identity etc.*  *Identity is important for ones sense of belonging because it influences how you relate to others. Identity usually reflects power relationship.*  *Feel free to look at the terms we provide or you on page 2 of your workbook and ask any questions you have throughout the presentation. As we mentioned earlier we want to talk about things you want to learn so we will do our best to explain the terms further.*  Do’s and Dont’s when talking about identity  When talking about identity it is important to use person first, identity second language. DON’T: “colored person”, “disabled person” DO: “person of color”, “person with a disability”   * Curiosity is okay!   + DON’T: Assume based on appearance   + DO: Ask how they identify     - African American vs. Black * Avoid [Microaggressions](http://www.buzzfeed.com/hnigatu/racial-microagressions-you-hear-on-a-daily-basis)   + DON’T: “What are you?”   + DO: “What is your cultural heritage?” * Show article/pictures about micro-aggressions http://www.buzzfeed.com/hnigatu/racial-microagressions-you-hear-on-a-daily-basis.   Define intersectionality:  Refer to page #6 in the packet to help give a visual  *Now you have several identities that make up who you are and how you identify. Identity intersectionality is important to understand because it refers to how your multiple identities intersect with each other to make you unique.*  *At this point you will all take part in an activity that will help you to evaluate the different parts of your identity and how much weight you give to your different identities.*  Have participants refer to page #3 in their packets for this activity.    *Take a few moments to list outside the pie chart all of the social identities that you identify with. Once you have your identities listed take a few moments to construct them within the pie chart, giving larger pieces of the pie to the identities you identify with the most and feel are the most salient parts of your overall identity. Give smaller amounts of space to the aspects of your identity with least.*  If facilitator is comfortable with this, write your privileged and marginalized identities on the board or flip chart and place them in your pie chart, explaining why you give more or less weight to certain identities.  Once everyone has finished, have people pair up and explain their pie chart. Walk around and clarify any confusion about privileged v. marginalized identities. Finally, bring the group back and ask if anyone wants to share what they discussed with their partner. |
| 15 Minutes | **Privileged and Marginalized Identity Education**  Review page #5 of the participant packet on privileged and marginalized identities and explain the differences between them and why certain identities carry privilege and others don’t.  Go over the Cycle of Oppression (page #3) explaining why certain identities continue to be marginalized and oppressed. |
| 15 Minutes | **Break** |
| 30 Minutes | **Gender Roles Education/Awareness**  Start this part of the presentation by differentiating between sex and gender. Ask the group if they have any ideas about what the difference is and clarify using the definitions below:  ***Sex*** *refers to the biological makeup a person has at birth. Indicators of sex include: genitalia, hormone levels, etc.*  ***Gender*** *is socially defined based on expectations of men and women to perform certain roles.*  What are Gender Roles? Ask participants for examples of gender roles.  *In the U.S., some examples are: women are expected to wear dresses and raise children, men are expected to provide for the family and not show emotions.*  Once you have established the basic differences between sex and gender, refer to the Genderbread Person (page #8 in packet) and use this visual as a guide to explain the various continuums of one’s sexual and gender identity. Take some time to field participants’ questions. This is not meant to be an exhaustive description of all sexual and gender identities, but merely an introduction to the concept of these identities as being fluid and on a continuum.  Once you have finished discussing the Genderbread person, transition to conversation about masculinity. You can lead with something like:  *“Fraternities, by nature, are gendered organizations. However, we don’t usually spend much time talking about men and how gender roles affect them. We/I think it is important for men to have discussions about gender roles and masculinity, and today is a great place to start.”*  Have the participants turn to page #7 in the packet and take about 7 minutes to reflect and write responses to the questions. Then have them get into small groups or pairs to debrief and discuss their thoughts. Give them about 7 more minutes to discuss. If you have time, have the groups share and do a large-group debrief. During the debrief, you can have the men consider whether they think these gender roles help or hurt men, how they might affect men’s behavior, and how this may be contributing to their chapter. |
| 25 Minutes | **Relevance to Fraternity/Organization**  Now you will wrap up the workshop and tie everything together from the experience.  *“At this point you will take what you have learned today and create an action plan for the steps you can take to create a more inclusive environment for your chapter and the larger BG community.”*  Put the participants into small groups or pairs and allow them 10 minutes to brainstorm ways they can be more inclusive.  Prompt participants by asking them to reflect on their current policies and procedures and challenge them to think about the intentional and unintentional messages they may be sending.  *Is there anything your chapter does that you might not have thought about before, but after today you recognize it as being inclusive?*  *Do you use inclusive language?*  *What is the socio economic status of chapter members?*  *How does that affect participation, membership and events?*  *Are your events inclusive events?*  After they have discussed in their small groups, bring them back to the larger group to share what they have came up with.  Prompts and suggestions:   * Partner with NPHC/MGC groups?   + Removing items from the house that could be offensive or exclusive   + Are people of all abilities able to participate/attend in your events?   + Can everyone access your recruitment events?  Ability, SES, race, etc. How does this affect your recruitment?   + Why is it important to continue having conversations about privilege and oppression?  In what ways can you ensure that these conversations happen? |
| 10 Minutes | **Post Assessment**  Administer the post assessment to the group of participants. |