

# **PRACTICING INCLUSION:**

**Icebreakers and Team builders for diversity**



*The Office of Intercultural Affairs*

*Stonehill College*

## **“When we do not actively include, we actively exclude.” – L. Talusan**

What does it mean to “actively exclude?” For years, I have worked with professionals and students to talk about how our very first activities – usually in the form of icebreakers and team builders – send a message about who does and does not belong in our group. Many of us see our roles as building community; yet, we sometimes facilitate activities that marginalize others. ***Let’s change that.*** Let’s challenge ourselves to do better, think harder, and work to actively include the many experiences and identities that come to our groups.

When folks struggle with an activity that does not actively include many experiences, identities, and abilities that participants bring to the session, the facilitator’s reaction might be to say, “Well, let’s just not do that activity. Let’s just find another one.” Or, worse, “That person can just sit this one out.” **But, that’s the easy way out.** Why not find a way to practice inclusion by changing, adapting, or modifying the activity? Too tough? Well, we are here to provide some help!

### **Why did we put this book together?**

The idea for this compilation grew out of the frustration of seeing many staffs, trainers and facilitators use icebreakers and team builders that functionally excluded participants rather than included participants. Though done with good intentions, some popular activities created situations where individuals in a group were not able to participate (e.g., mobility issues, religious practices, etc.), felt uncomfortable participating (e.g., a high risk activity with little guidance, etc.), or created conditions where the activity could be interpreted as offensive (e.g., temporary disability, etc.).

Unfortunately, because there are only a few resources that compile good, solid, inclusive activities, many people simply took what was given to them. We seek to change that!

This book is a collection of activities that we have gathered together from nearly two decades of experience in residence life, student affairs, K-12 education, workshop facilitations, trainings, and general sharing. The activities we have included have foundations in activities we have facilitated or participated in over the years, with our own special twist. We made them inclusive, made them relevant and made them accessible.

### **Disclaimer**

Though some of the activities included here are originals, they are only as original as we claim them to be. I’m sure that somewhere out there, someone has done them or a version of them. Our intent was never to claim them all as our own or as entirely original. We are thankful to have

worked with such amazing and talented professionals over the years. So, if an activity sounds familiar in here, we thank you!

### **How to use this book**

This book was created with many different audiences in mind. It's perfect for staff development, team builders, as a class "hook", or simple meeting starters.

We also believe that engaged facilitation is 99% of the activity – good facilitators know how to read their audience, adapt to the needs of participants, and seek to be inclusive. If you have any questions about the facilitation of these activities, please feel free to contact us at [diversity@stonehill.edu](mailto:diversity@stonehill.edu) for some helpful hints!

**PLEASE NOTE: Within this book are activities that use certain language, scenarios, and situations that might trigger participants and facilitators. Because our discussions are meant to name, own and interrupt conditions of oppression and invisibility, we use terms and scenarios in certain situations that are sensitive to some. It is incredibly important the facilitation is done responsibly and with great care for all involved.**

*This book was made possible by the early work of Randall Phyll (former Coordinator of Intercultural Affairs), Justin Casey (volunteer/graduate intern for Intercultural Affairs), and the many friends we have made along the way in our careers.*

*A very special thank you goes to Julie Kelly (Stonehill Class of 2013, Student Government Executive Diversity Chair, ALANA-A Brothers and Sisters Co-Coordinator, Resident Assistant, Intern for Intercultural Affairs, etc., etc., etc.) who took this book to a whole new level. I am very grateful for your work and your leadership.*

*Thank you to Fr. John Denning, C.S.C., Vice President for Student Affairs, for his continued support of creating a diverse and inclusive environment at Stonehill College, particularly within the division of Student Affairs. I am grateful for your leadership.*

**Liza A. Talusan, Director of Intercultural Affairs**

**Stonehill College, July 20, 2012**

PS: Share your versions, adaptations and modifications to these activities! Email [diversity@stonehill.edu](mailto:diversity@stonehill.edu) and we'll include it on our website!

In the summer of 2012, I was hired as an Intern to the Director in the Office of Intercultural Affairs at Stonehill College, and was given the task of editing and compiling icebreakers and other activities aimed at introducing diversity, inclusion and reflection to group trainings, workshops and dialogues.

As a first-generation college student, I have had the privilege of being drawn into the diversity conversation at Stonehill thanks to the comprehensive programming through the Office of Intercultural Affairs. It was challenging at first, and I'm pretty sure I even cried at my first training session. However, I persisted and have developed a real sense of identity and passion for this work.

Undergraduate students I have met and worked with do not always come to college with the same interest, passion and dedication to social justice. I knew that college was my opportunity to learn about different ways of being, knowing, and thinking, and through self-directed determination, I have taken advantage of opportunities to learn and grow as an ally.

***Why is this book important?*** As an undergraduate student involved with several diversity initiatives and organizations, I've realized just how difficult it can be to find go-to icebreakers and activities for workshops that are accessible to participants of all backgrounds, experiences, and beliefs. This book seeks to make introducing the diversity conversation less complicated for the facilitator and engaging for the participant.

It has been a privilege and honor to work on this publication, and I look forward to working with other allies in social justice!

--- **Julie Kelly, Stonehill College, Class of 2013**

## A FEW SUGGESTIONS FOR MODIFICATIONS:

We seek to create the most inclusive environment for training sessions and workshops. While we may never create the “perfectly inclusive” activity every single time, we must strive to identify the ways we are practicing inclusion in activities and seek to create an overall training session that includes everyone.

Here are some quick suggestions for modifications. **This list is not comprehensive** but rather provides a starting point. Please work with your participants for suggestions, conduct additional research, or ask your Office of Disabilities Services, Multicultural Affairs, Health Services or other professionals for specific modifications.

**Physical Mobility:** if your activity requires participants to move around freely, you might modify the activity by providing writing utensils, having participants raise their hands (depending on upper body mobility) rather than move around the room, or give verbal answers

**Visual needs:** provide handouts in large print if needed, limit mobility of group if needed (*see physical mobility modifications*), or provide handouts with Braille if possible

**Auditory needs:** provide written material in advance, limit extra room noise (some activities involve loud room noises with conversation, limit this by spreading out further or breaking into smaller groups), use microphone system when possible

**Dietary needs:** none of our activities include the use of food, however you should always find out if your participants have allergies (nut, latex, etc.). You should also be aware of dietary needs for meals (vegetarian, vegan, lactose, etc.) as well as religious needs (times of fasting, dietary restrictions for religious practice, etc.).

**Language needs:** provide handouts that reflect the language needs of your group, the pace at which you give directions, the use of “slang” terms that limit translation and comprehension

**Inclusion of diverse structures:** be aware of language that excludes others. For example,

*Instead of saying*

*also include*

House

house/apartment/where you call home

Mom and Dad

parents/guardians/those who cared for you

Car

car/bus/train/means of transportation

God

God/Gods/something that guides your morals

## **PRACTICING INCLUSION: Icebreakers and Team builders for diversity**

## WHAT I WANT YOU TO KNOW

### **The Purpose of This Activity**

This activity will allow participants to introduce themselves by giving them the opportunity to declare who they are and what they need from the group.

### **Estimated Time**

4 minutes each participant + 15 minutes debrief

### **Materials**

- Tape
- Sheet of paper for each participant; writing utensil

### **Introduction**

This activity will give you the chance to introduce yourself to the group in your own words, and will help you relate to one another more easily as we begin our time together.

### **How to Play**

1. Hang a sheet of paper up with the following questions:
  - *What I think about me ...*
  - *What others think about me ...*
  - *What might be misunderstood about me ...*
  - *What I need from you ...*
2. Explain that participants will be completing the four prompts to whatever degree they are comfortable. This is a written activity.
3. Introduce the four prompts to be said of each participant by modeling them yourself.
4. Allow each person time to state their names and complete all four prompts.
5. Move on to debrief questions to get conversations about each person started.

### **Suggested Debriefing Questions**

1. What are 1-2 words that describe what this activity was like for you?
2. What was it like to introduce yourself in this manner?

3. Did you feel affirmed in the group? Why or why not?
4. What are some things you can do in this diversity training/workshop/activity session to make your peers comfortable and included?

### **Things to Consider**

- If the group is large, you may consider breaking up into groups and then posting each response for others to read.



## **JUST BY LOOKING AT ME**

### **The Purpose of This Activity**

This activity will allow participants to disclose some personal information that they may not have had the opportunity to share yet. The goal is to demonstrate that there is much more to a person than what comes out in face-to-face encounters. **Goals:** To begin to understand the importance of looking beyond appearances, encouraging self-reflection, and allowing for meaningful group dialogue. This also encourages participants to ask meaningful questions and find out more information about their peers.

### **Estimated Time**

2-3 minutes each participant + 15 minute debrief

### **Materials**

None

### **Introduction**

When we allow ourselves to judge someone based on their appearances, we miss out on getting to know the real person and important information about them. “Just By Looking At Me” allows us to disclose a piece of our identity that is not “obvious” to others. You will also be asked to share *why* certain parts of your identity are important for you to disclose.

### **How to Play**

1. Form a circle with chairs or sitting on the floor if participants are able.
2. Participants will be asked to say the following prompt: “My name is \_\_\_\_ and I am from \_\_\_\_\_. One thing you cannot tell just by looking at me is \_\_\_\_\_. This is important for me to tell you because \_\_\_\_\_.”
3. For students with different learning and remembering capabilities, it will be useful to write this out on a sheet of paper to pass around as a “script.”
4. Demonstrate the prompt by filling it in and reciting your own to model the exercise.
5. Allow participants to share their own after emphasizing listening skills and respect.

### **Suggested Debriefing Questions**

1. What are 1-2 words that describe what this activity was like for you?
2. How did you feel when you said your statement?
3. How did you decide what to share about yourself?
4. Did any of your peers' responses surprise you? Why?
5. How can you find out meaningful information about your peers in the future? What is the value in that?

### **Things to Consider**

- Participants can choose to disclose high or low risk responses. Be open to anything that participants may want to share, and encourage them to say what is important to them at the time of the activity.
- Depending on group size, you can have participants share 1-2-3 things, etc.

# **I AM, BUT I AM NOT**

## **The Purpose of This Activity**

The activity engages participants in a process of identifying what they consider to be the most salient dimensions of their own identity. It is also a helpful introduction to stereotypes and ways in which people identify salient stereotypes in their lives.

## **Estimated Time**

5 minute intro; 10 minutes to write out their sentences; 2 minute each participant to share; 15 minute debrief

## **Materials**

- Paper
- Writing Utensils

## **Introduction**

Common stereotypes can be very hurtful and difficult for individuals to celebrate their own identities. In this activity we will claim some of our own identities *and* dispel stereotypes we may believe exist about the group.

## **How to Play**

1. Participants will be asked to fold their paper in half and re-open it to create 2 columns. On one side, the heading will be "I am." On the other side, the heading will be "I am not." Instruct participants to write the word "but" in the middle of the two columns.
2. Students will be asked to write at least five "I am, but, I am not" statements on their paper. Demonstrate one example to the group, such as, "I am Asian, but I am not good at math." Participants should use this opportunity to introduce their identity and dispel any stereotypes about them.
3. Make sure there are no questions, and allow time for everyone to write at least five statements.
4. Allow participants to share their own after emphasizing listening skills and respect.

### **Suggested Debriefing Questions**

1. What are 1-2 words that describe what this activity was like for you?
2. How did you choose which identities to share?
3. Did anyone in the group surprise you? Why?
4. How did it feel to be able to stand up and challenge stereotypes?
5. *(if there was any laughter during the exercise)*, I heard several moments of laughter. What was that about?
6. Where did we learn these stereotypes?
7. How can we reduce them? What role do we play in doing so?

### **Things to Consider**

- Addressing stereotypes is always a trigger. The debrief is very important. People may articulate stereotypes in their “but I am not” that might trigger other participants. A helpful way to debrief is to ask the group (or individual) “Where did you learn that stereotype? What was your first message about that stereotype? How is it reinforced for you?” It might also be helpful to ask other participants if they had heard that stereotype before and what their first messages about it were, too.
- The key to this activity is the process of examining one's own identity and the stereotypes associated with that identity, then having one's own stereotypes challenged through others' stories and stereotype challenges.
- It is crucial, especially for the final part of the activity when participants are sharing their stereotypes, to allow for silences. People will be hesitant to share initially, but once the ball starts rolling, the activity carries a lot of energy. Allow time at the end for participants to talk more about whatever stereotype they shared.

## **MY LIFE MAP**

### **The Purpose of This Activity**

This activity will allow participants to evaluate their origins, growth, and future. This is a self-evaluation activity, but will be shared with the group to facilitate understanding of where people come from.

### **Estimated Time**

10 minutes intro and activity; 4 minutes per participant; 10 minute debrief

### **Materials**

- Life Map worksheet
- Writing Utensils

### **Introduction**

We all have different origins and beginnings. In this activity, we will evaluate where we came from, what has helped us to grow, and where we would like to be someday. Use this as a chance to get to know who is in the group and what contributes to a full person. Share as much as you are comfortable with, and respect your peers.

### **How to Play**

1. In preparation for the activity, print copies of the life map sheets.
2. Instruct participants to complete their life maps with as much or as little information as they think fits.
3. After each person has completed their sheet, invite them to share what they filled in. Every participant should share.

### **Suggested Debriefing Questions**

1. Why did we do this activity?
2. What did this activity tell you about your peers?
3. Were there times you felt conflicted?
4. Did someone's selection surprise you at any point?
5. Which questions were the hardest to answer? Why?
6. Why should you do exercises like this often?

### **Things to Consider**

# My Life Map

*Your birth:*



*Your family:*



*Your school/ education:*

*An opportunity for growth:*



*An opportunity to stop and think....*



*Where does your road lead?*

## **WHOSE STORY IS IT?**

### **The Purpose of this Activity**

This activity will allow participants to use fun personal stories to get to know one another in a game. This activity is intended to be lighthearted and fun, and as a group bonding exercise.

### **Estimated Time**

40-45 minutes

### **Materials**

- Slips of paper
- Writing utensils

### **Introduction**

We all have fun stories that we like to tell that make people laugh. In this activity, we will use some of our own lighthearted stories to get to know some interesting things about one another.

### **How to Play**

1. Pass out slips of paper and writing utensils. Have everyone briefly write down a true story or experience that happened to them on the paper along with their name. The more bizarre, the better.
2. Fold the slips of paper and put them into the container, shuffling them and mixing them up. A mediator picks out four slips of paper and calls out the names of the people.
3. These people go and sit on chairs or a couch apart from the group. The mediator reads off the stories and then the group tries to figure out whose story is whose.
4. The group can either randomly guess, or can break into groups to try to guess, and get “points” for correct guesses.
5. Continue steps 2-4 until all stories have been read.

### **Suggested Debriefing Questions**

1. What are 1-2 words that describe what this activity was like for you?
2. Whose story was the most surprising? Why?
3. Did you find anything you had in common with any of your peers through this game?
4. How can you continue to grow as a group during these activities?

### **Things to Consider**

## **THIS I BELIEVE**

### **The Purpose of This Activity**

This activity will allow participants to evaluate their own beliefs about their surroundings and to think about their own experiences with diversity.

### **Estimated Time**

30-35 minutes

### **Materials**

- Question Sheet
- Tape
- Paper and Pen *or* pre-made choice sheets

### **Introduction**

This activity will allow us to explore how we see the world and our environment specifically. You will have the opportunity to face some of the ideas in your community, and think them through for yourself.

### **How to Play**

1. In preparation for the activity, hang up the choice sheets around the room with space for students to stand in a group near each one. Each should be a piece of paper with one of the following answers: *Always True*, *Sometimes True*, *Seldom True*.
2. Instruct students to listen to the statements on the question sheet, and then walk to and stand by the answer that shows their opinion. If students are not all able, invite them to raise one finger for “always true,” two fingers for “sometimes true,” or three fingers for “seldom true.”
3. After each individual statement, provide participants from each “answer group” the opportunity to share or explain what made them stand by their opinion.

### **Suggested Debriefing Questions**

1. What are 1-2 words that describe what this activity was like for you?
2. Why did we do this activity?
3. What did this activity tell you about your peers?
4. Were there times you felt conflicted?
5. Did someone’s selection surprise you at any point?



6. Which questions were the hardest to answer? Why?

### **Things to Consider**

*THIS I BELIEVE Worksheet*

1. People are basically good.
2. That \_\_\_\_\_ is a welcoming place for religious diversity.
3. That \_\_\_\_\_ is a welcoming place for people of all racial backgrounds.
4. That everyone is treated equally at \_\_\_\_\_.
5. That the students in my classes are of the same skin color as me.
6. That the professors in my classes are of the same skin color as me.
7. People assume I am on scholarship.
8. I can go to Health Services or CVS and buy a band-aid in “flesh” color and have it more or less match my skin color.
9. That everyone at \_\_\_\_\_ is here because they are smart.
10. That students of color are here on scholarships.
11. That \_\_\_\_\_ was the first choice for most students of color.
12. That \_\_\_\_\_ was the first choice for most white students.
13. Slow change is the best change.
14. Americans are friendly to international visitors or students.
15. \_\_\_\_\_ American students are friendly to international students.
16. The students of color at \_\_\_\_\_ grew up in urban communities.
17. I would rather go to a grocery store in Easton than a grocery store in Brockton.
18. Racism exists at \_\_\_\_\_.
19. Pre-orientation segregates students.
20. Students should speak English while at \_\_\_\_\_.
21. Students of color should integrate more at the cafeteria with white students.
22. \_\_\_\_\_ is a diverse community.

## **STRANDED ON AN ISLAND ACTIVITY**

### **The Purpose of This Activity**

The Stranded on an Island Activity will allow students the opportunity to explore their personal values, navigate group dynamics, and resolve conflict.

### **Estimated Time**

30 minutes

### **Materials**

- White board and dry erase markers *or* blackboard with chalk *or* something to write with/on

### **Introduction**

What would you do if you were stranded on an island and the only other people around you were the people in this room? Do you think you will always agree with one another? The following activity will give you the opportunity to explore this scenario. You will have to work as a group to determine the best course of action to take.

### **How to Play**

1. Introduce the following question to the group: “If you were stranded on an island what three items would you want to take with you?”
2. Each student should come up with three items and share them with the group. Write them on the board.
3. Now the group must decide three items from the list generated that they would take.
4. Once the group has chosen three items that they agree upon, inform them that one of their items has been lost (choose one) and they must agree upon two new items to replace it.
5. Continue to debrief questions.

### **Debriefing Questions**

1. What are 1-2 words that describe what this activity was like for you?
2. Why did you pick the items you picked? Why were they important for you?

3. Was anyone surprised by any of the items? Why?
4. Was it difficult originally narrowing it down to three items?
5. How did you handle the conflict/decision making?
6. What leadership styles came out?
7. How does this exercise relate to the read word/your role as \_\_\_\_?

### **Things to Consider**

- Some items may be culturally specific and others may not be that familiar with them. Discuss this during the debrief and encourage students to elaborate on their items.

## **PICTIONARY MESSAGES**

### **The Purpose of This Activity**

This will help participants to understand the importance of delivering well-thought and clear messages, and also how different people can interpret and understand differently. In the activity messages will be sent in an indirect way, and this can serve as a depiction of how people explain and understand differently.

### **Estimated Time**

25-30 minutes

### **Materials**

- Activity picture sheet
- Paper/pen or dry erase board/dry erase marker

### **Introduction**

Oftentimes messages are misinterpreted, which results in confusion and lost connection. In this exercise, you will have the opportunity to play a fun game and break the ice.

### **How to Play**

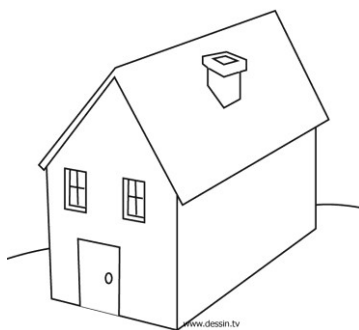
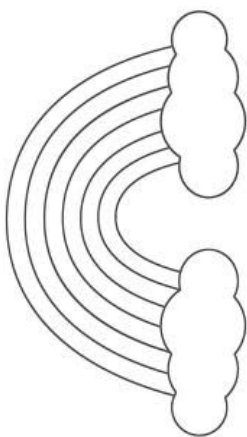
1. Have all participants separate into two groups. Line up one behind the other
2. Show the participant at the back of the line a single image from the handout. The participant, using his/her finger, must draw the shape on the back of the person in front of them. That person then draws the shape on the back of the person in front of them.
3. Once the drawing has made its way to the front of the line, the person at the front must draw the message received onto a piece of paper/dry erase board.
4. Discuss whether or not the picture was the same as the original picture shown to the person at the back of the line. What happened? What does this say about how we receive messages?
5. If you want to continue a few rounds, have the person at the front now move to the back of the line.

### **Suggested Debriefing Questions**

1. What are 1-2 words that describe what this activity was like for you?
2. What was this activity like for you?
3. What made it difficult? Did anything make it easy?
4. Did any of the images you drew stand out to you? Why did we choose them for this exercise?

### **Things to Consider**

## PICTIONARY IMAGES



# **THE PUZZLE**

## **Purpose of This Activity**

Puzzle Activity is designed to allow students the opportunity to work together to solve a particular task while relying on one another. This is an opportunity to discuss leadership styles, group dynamics, self-advocacy, as well as intra- and inter-group communication.

## **Estimated Time**

30-45 minutes

## **Materials**

- Four similar – but not identical -- 25 piece puzzles. Puzzles should have a common theme (like all Sesame Street puzzles or all food puzzles, etc). For example puzzles could all have ‘The Simpsons’ characters, but the setting can be different, i.e. a beach, playground, etc. The goal is to have the puzzles mislead the group into thinking they have all the right puzzles pieces.
- Four large gallon sized sandwich bags
- Can be adapted depending on your group. We recommend ideally 4-8 people per puzzle group.

## **Introduction**

Every one of us belongs to at least one group. These groups can exist in our families, academic majors, workplace, ethnic backgrounds, religious affiliations, etc. There is some common element that we identify with that connects us to others in some way. This activity is one that will allow you the opportunity to work in a group and allow you to further develop some of the connections you have with others in the room today.

## **How to Play**

1. Puzzles should be split evenly into the four bags. Consider puzzles to be A, B, C, and D. Two bags should contain pieces from Puzzle A and B. Two bags should contain pieces from Puzzles C and D. No bag should have one completed puzzle.
2. Divide students evenly into four groups.
3. Explain the rules that no student may talk and that students may only use one hand.
4. Ask groups to separate and find a part of the room to work in.



5. Tell students the objective is for them to finish their group's puzzle as soon as possible.
6. Allow students 10 to 15 minutes to complete the task.
7. If students talk/ask questions be sure to remind them they are not permitted to talk.

### **Debriefing Questions**

1. What are 1-2 words that describe what this activity was like for you?
2. What were the leadership styles that came out?
3. What was it like to not be allowed to talk?
4. For this activity you had to rely on other groups, describe what that was like for you?
5. What strategies did you employ in order to communicate with others?
6. How do you apply the lessons from this game to the real world?

### **Things to Consider**

- Students should understand that they must reach out to the other groups in order to complete their puzzle. However, this may not always be the end result. This activity has a variety of outcomes. Some groups may end up competing with others and never complete the puzzles.
- Talk with each group individually to make sure directions are clear. Demonstrating or modeling may be useful with this activity, keeping in mind that there are a variety of learning styles.
- You can also assign different roles: someone can't see, have observers outside of each group, etc.

# **LIFELINES**

## **The Purpose of Activity**

This activity will allow participants to look into their own lifeline and consider how specific events have shaped who they are.

## **Estimated Time**

40-45 minutes

## **Materials**

- Long sheet of paper, or several pieces of paper taped together
- Tape
- Markers

## **Introduction**

In this exercise, we will explore each other's life stories and seek to understand how different events can shape who a person becomes. Use this exercise to remind yourself not to judge your peers, for they have their own stories and events behind them.

## **How to Play**

1. In preparation, tape a long sheet of paper on the floor or wall, and draw a "timeline" on it with space in between each year, and room for participants to draw lines and write about specific events. Depending on the age(s) of your group, you need to adjust for years, decades, months, etc.
2. Invite participants to pinpoint or point out with marker specific events in their lives that have shaped who they are. Limit participants to no more than 3 events each.
3. Continue to debrief.

## **Suggested Debriefing Questions**

1. What was this activity like for you?

2. Why did we do this activity?
3. Why is it so important to acknowledge that everyone has a unique back story?
4. Did you have anything in common with anyone in the group? What was that like?
5. Did any events surprise you? Explain.
6. Going forward, what can you do to continue to get to know your peers' back stories?

### **Things to Consider**

- This activity can be extremely emotional depending on how in depth participants choose to go. Be prepared for this by creating a safe space and using this after at least 2 previous exercises.

## **PERSONAL BAGGAGE**

### **The Purpose of This Activity**

This activity will allow participants to evaluate their “personal baggage” and what experiences and identities shape the way they deal with stressors or problems. The group will be asked to disclose some personal information to the group in order to evaluate their decision making processes.

### **Estimated Time**

35-40 minutes

### **Materials**

- Activity sheets
- Writing utensil for all participants

### **Introduction**

Who we are affects everything we do. It is important to evaluate what we bring with us everywhere we go, and how it shapes our actions. In this activity we will look at our baggage and explore what we carry to our experiences.

### **How to Play**

1. Pass out the activity sheet to each participant. Instruct everyone to fill in each “suitcase” with an experience or identity that affects the way they make decisions, either positive or negative.
2. After everyone has filled in their sheets, allow time for everyone to share and discuss.

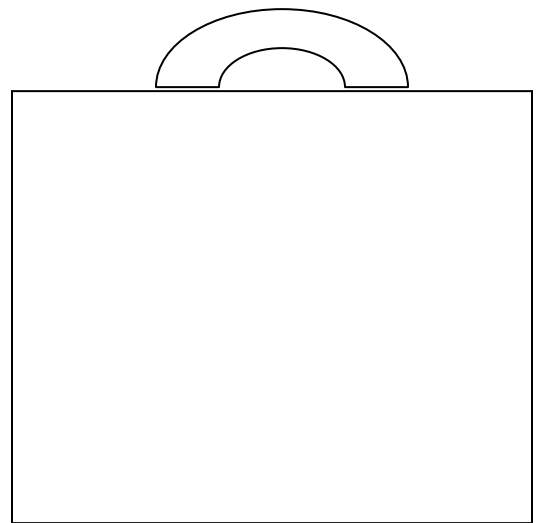
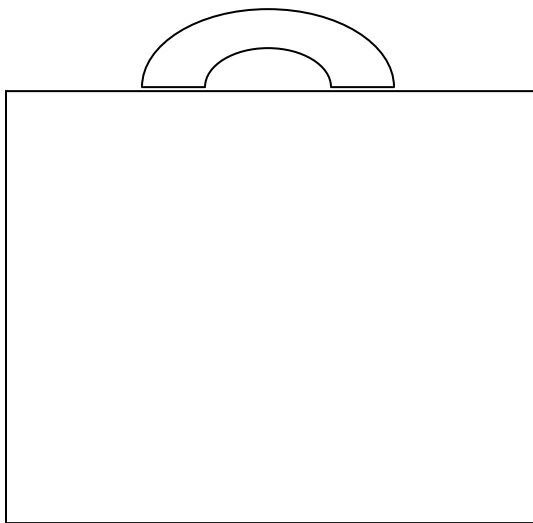
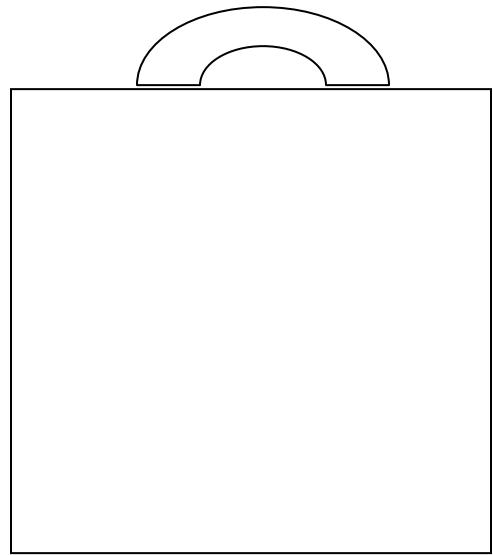
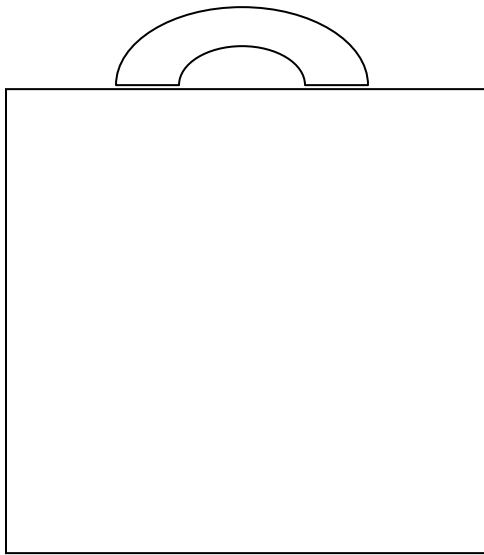
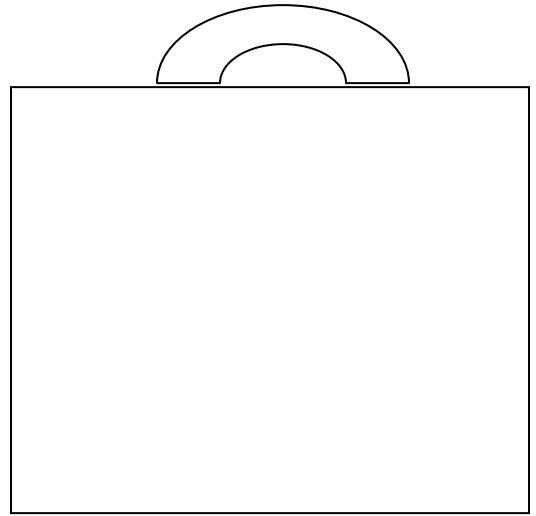
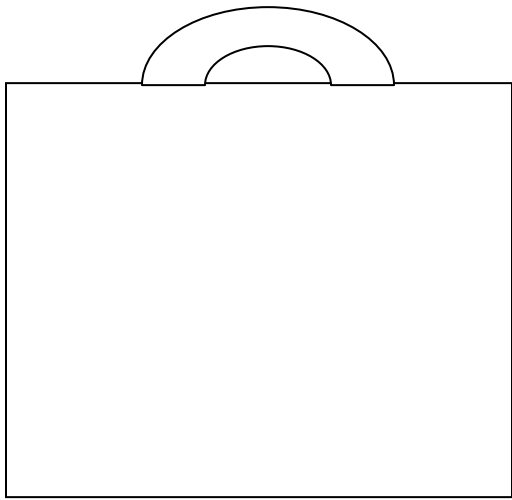
### **Suggested Debriefing Questions**

1. What are 1-2 words that describe what this activity was like for you?
2. Was this helpful in debriefing your actions and motives?
3. What can you do to keep these pieces of baggage in mind?
4. How can you improve your decision making with this knowledge?
5. Which piece of baggage influences your decision making the most?

6. Did any of your peers' responses surprise you? Why?
7. Would you have written different responses in another setting? Explain.

### **Things to Consider**

- These could be high risk sharing moments. Make sure your group feels safe in this environment before beginning the exercise.



## **“I AM” POEM**

### **The Purpose of This Activity**

The goal is to demonstrate that there is much more to a person than what comes out in face-to-face encounters, to take some time for self-exploration and declaration, and allow students to get to know who is in the room with them. This also encourages participants to ask meaningful questions and find out more information about their peers.

### **Estimated Time**

8 minutes to complete the poem; 2-3 minutes for each participant to share; 5-10 minute debrief

### **Materials**

- Paper for all participants
- Writing utensil for all participants

### **Introduction**

Sometimes it can be difficult to share your entire identity with someone in a first encounter because there are so many pieces to it. Think of each other as icebergs- there are a few things you can see and guess based on appearances, but most of what makes a person who they are is below the surface. Remember that this is a safe place and you can share what you'd like!

### **How to Play**

1. Have all participants take a sheet of paper, and write “I am” ten times going down the page. *(You may direct them to fill in the last statement with a community message such as “I am part of the Stonehill Community.”)*
2. Instruct participants to fill in each statement with a true piece of their identity. Let them know they may include lighthearted fun-facts, high-risk disclosures, and other pieces of information that falls in between.
3. After everyone seems to be done (5-10 minutes), allow a minute to wrap up the poem and get ready to share it with the group.

### **Suggested Debriefing Questions**

1. How did it feel to share a wide range of information?
2. Were there pieces that you left out? Why?
3. How did you decide what to share about yourself?
4. Did any of your peers' responses surprise you? Why?
5. Would you have written different responses in another setting? Explain.

### **Things to Consider**

- Participants can choose to disclose high or low risk responses. Be open to anything that participants may want to share, and encourage them to say what is important to them at the time of the activity.
- Encourage participants to repeat this activity at a later time, as responses often change.
- Sometimes participants take this opportunity to express their creativity. Encourage this, and be ready for rhyming, rapping, and other creative expressions.



## WHAT'S IN A NAME?

### **The Purpose of This Activity**

This activity will allow participants to disclose some personal information about their heritage. The activity focuses on names and what they mean to individuals. This also encourages participants to ask meaningful questions and find out more information about their peers.

### **Estimated Time**

15-20 minutes

### **Materials**

- Paper for all participants
- Writing utensil for all participants

### **Introduction**

One of the first things we are given after we are born is ***a name***. Knowing a name can mean knowing a person.

### **How to Play**

1. Have all participants take a sheet of paper, and write their full name on the top – this can include middle names, hyphenated names, given names, nicknames (usually in parenthesis), religiously assigned names, cultural adaptations of our names, etc.
2. Instruct participants to pair off with someone they do not know well (in a small group, the entire group can share right away).
3. Ask the following questions, allowing pairs to share their answers with one another after each:
  - *Does your name have any special meaning? What is it?*
  - *Where does your name come from?*
  - *What does your name mean to you?*
  - *Do you have any nicknames? What do they mean to you?*
4. Allow participants to switch partners. (Repeat steps 2-4.)

5. Allow 2-4 participants to share their own responses to the questions with the group if they'd like.

### **Suggested Debriefing Questions**

1. What are 1-2 words that describe what this activity was like for you?
2. How did it feel to answer questions you may never have been asked ?
3. Was there information that you left out? Why?
4. Did any of your peers' responses surprise you? Why?
5. Did you have any preconceived notions or assumptions about anyone's names before the activity?

## **PERSONAL CREST**

### **The Purpose of This Activity**

The Coat of Arms Activity is designed to allow students the opportunity to utilize their creativity while expressing their values. Students will have the opportunity to share with the group and identify common traits.

### **Estimated Time**

5 minute introduction; 10 minutes to complete activity; 5 minutes each participant; 10 minute debrief

### **Materials**

- Markers
- Persona crest sheet for each student

### **Introduction**

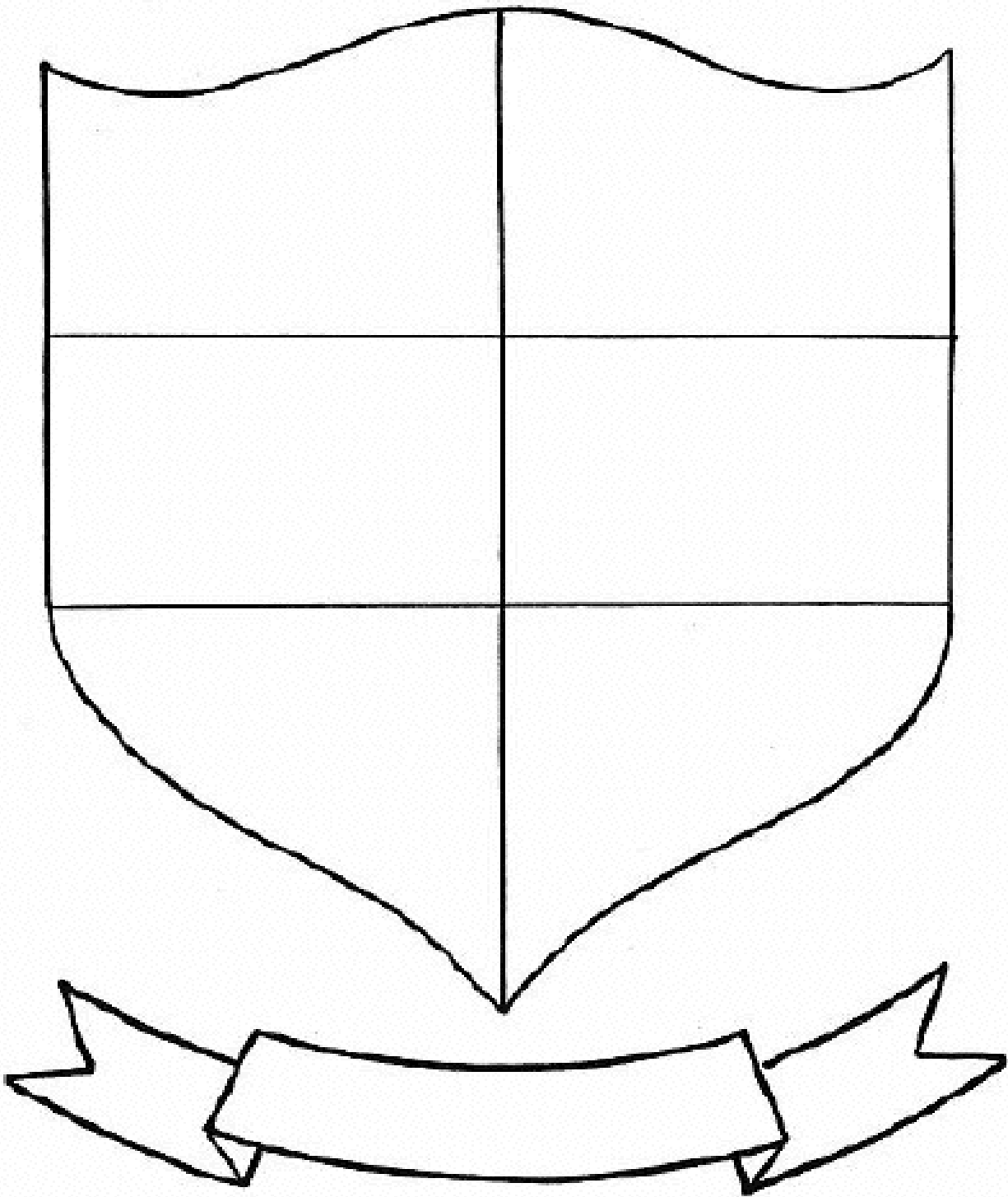
Crests (or “Coat of Arms”) have existed for hundreds of years and are present in many cultures. They were used as a symbol to identify a group and signify their values. The following activity will allow you to get a little creative and identify some of the things you value.

### **How to Play**

1. Pass a copy of the Coat of Arms handout to each student and encourage the group to share the markers.
2. On their sheet each student should identify one of each of the following.
  - *Something you are good at*
  - *Something you are trying to improve*
  - *Your most prized material possession*
  - *Your most prized non-material possession*
  - *Your future career*
  - *3 words that describe you*
3. Each student should then take turns sharing their creation with the group.

### **Debriefing Questions**

1. What was the purpose of this exercise?
2. What does your coat of arms mean to you? How does it reflect who you are?
3. Was anyone surprised with someone's crest?
4. Did anyone draw something similar to any of the themes on your crest?



## **FORCED CHOICES**

### **The Purpose of This Activity**

This activity will allow participants to think about their own identities and the impact they have on their lives. Demonstrate how different identities resonate with different people. Encourage group disclosure and bonding.

### **Estimated Time**

30-35 minutes

### **Materials**

- Identity sheets
- Tape

### **Introduction**

We all have different, complex, intersecting identities that make experiences different for each person. This activity will allow us to explore how different parts of our identity resonate with us, and will also give us the opportunity to learn about each one. Pay attention to which identities your peers select at different point in the exercise, and use this opportunity to learn more about one another.

### **How to Play**

1. In preparation for the activity, hang up the “identity sheets” around the room with space for students to stand in a group near each one. Each should be a piece of paper with one of the following identities: *race, ethnicity, sexual orientation, immigration status, body size/shape, ability, socioeconomic status, education, age.* (Any identities that reflect the diversity or needs of your group can be used.)

2. Instruct students to listen to the following questions or statements, and then walk to and stand by the identity that either answers the question asked or resonates the most with them:
  - *This is the identity I am most aware of at home.*
  - *This is the identity that I am most aware of at school/work.*
  - *This is the identity that I know the most about.*
  - *This is the identity that I know the least about.*
  - *This is the identity I tend to keep hidden.*
  - *This is the identity I most like to share with others.*
  - *This is the identity I think about most often.*
  - *This is the identity I think about the least.*
  - *When I think of my friend/peer group, this is the identity that we have most in common.*
  - *When I think of my friend/peer group, this is the identity we have least in common.*
  - *This is the identity I am most unsure of how to talk about.*
  - *This is the identity that I think most people judge me by.*
  - *This is the identity that brings me the most joy.*
  - *This the identity that brings me the most struggle, pain, challenge, concern.*
  - *This is the identity I believe is the most important to me right now, in this room.*
  - *I'd like to open up the floor now, is there anyone who would like to tell us about an identity or experience that I didn't ask about? (allow participants to share this with the whole group)*
3. After each individual question/statement, provide participants from each identity the opportunity to share or explain what made them stand by their identity sheet.
4. After every person who wanted to speak has spoken, ask the group to return to their seats or to simply sit down for a quick debrief session.

### **Suggested Debriefing Questions**

1. What are 1-2 words that describe what this activity was like for you?
2. Why did we do this activity?
3. What was it like to have to choose only one identity from around the room?
4. Were there times you felt conflicted?
5. Did someone's selection surprise you at any point?
6. Do you think your responses would be different if we did this exercise again another time?

### **Things to Consider**

- Keep in mind that this may not be accessible to students with limited mobility. In these instances and in instances of larger groups (30+), sheets of paper with all the identities on them can be handed out, and participants may remain seated while choosing the ones that answer each question. Selected participants may then speak to the group about their choice.

## **LABELS**

### **The Purpose of This Activity**

This activity will allow students to discuss labeling and stereotypes. Participants will learn the dangers of labeling others, and also the importance of removing oneself from labels. The theme of stereotypes will be built upon in this high-risk activity.

### **Estimated Time**

5 minutes individuals + 2-3 minutes per participant to share; 10 minute debrief

### **Materials**

- Name tag stickers, index cards or similar sized pieces of paper
- Tape
- Large piece of sheet paper, “butcher block” paper, or an empty wall

### **Introduction**

We have all experienced being labeled in life. In this exercise we will have the opportunity to name those labels, explain what they mean to us and how they affect us, and then physically remove them from ourselves. This exercise is meant to empower each of you to recognize labels and labeling, and be prepared to dispel labels in the future.

### **How to Play**

1. Arrange a large piece of sheet paper or “butcher block” paper on the wall in preparation.
2. Give each participant five playing-card sized pieces of paper and 5 small pieces of tape for the back of each one. (*Name tag stickers or even pieces of masking tape can be used*)
3. Instruct each person to write one way they have been “labeled” in the past on each piece of paper. These labels might have positive or negative connotations; however it is up to the participant to decide.
4. Have each participant put the paper labels on their chests with the tape they were given.
5. Next, one by one allow each person to go to the front of the room, explain their “labels” and what they mean to them. After saying what they’d like, have them take off each label and stick them on to the large paper sheet on the wall.
6. Repeat until each person has completed the exercise.



### **Suggested Debriefing Questions**

1. What are 1-2 words that describe what this activity was like for you?
2. How did it feel to wear labels other people have used for you on your chest?
3. How did it feel to remove the labels and put them up on the wall?
4. Were you surprised by anything?
5. Were you angry with any particular “labels” that others presented?
6. Were there any labels that were positive for you? What would you like to do with those?

### **Things to Consider**

Some statements are high-risk, and some participants may be uncomfortable. As the game progresses, give positive support and feedback to those that are sharing high-risk information.

Keep in mind that this may not be accessible to students with limited mobility.

This exercise is meant to be performed only after the group has bonded and has some experience working with stereotypes.

## **CULTURAL ARTIFACTS**

### **The Purpose of This Activity**

This is a fun activity that can be used to break up a long workshop! The Cultural Artifacts Activity is designed to allow participants to share with the group and item that they highly value. Personal items of value may remind the owner or connect them to a particular person, place, time, or group. Participants can use these connections to display part of their identities to the group, and to establish common values within the group. **Goals:** Help students to self disclose and identify common areas of interest to begin understanding diversity and why it is important to value.

### **Estimated Time**

25-30 minutes

### **Materials**

- Whatever the students choose to bring in.
- Paper and writing utensils
- Index cards with numbers on them starting at 1 and ending with the number of participants

### **Introduction**

As you can see I have placed everyone's items in the front of the room and it is very important that you not tell anyone which item is yours. We will be guessing which items belong to which group members, and talking about our own personal items and their significance.

### **How to Play**

1. Prior to the day you are meeting students should be instructed to bring in one item or cultural artifact that is of particular importance to them.
2. The day of the activity students should anonymously place the items into a large bag.
3. The facilitator will place the items in no particular order on a desk in the front of the room along with a random numbered index card.

4. Students should take a piece of paper and writing utensil and write down the numbers of the items and the names of the people they think the items belong to.
5. Students should not touch the items.
6. Once everyone has recorded their answers invite each student up to claim their object and share with the group why they value that particular item.
7. Students should mark each correct guess and the facilitator should ask the group how many correct guesses they had once everyone has picked up their item.

### **Debriefing Questions**

1. What was this exercise like for you?
2. Did anything surprise anyone?
3. Did you make any assumptions about any of the objects and who they may belong to?
4. What are some things you have in common with one another?
5. Did you learn something about someone in the group you might have otherwise never known?
6. How was this activity useful in getting to know one another?

### **Things to Consider**

The activity requires a level of self disclosure. Some students may not feel comfortable sharing personal information with the group. Student autonomy should be respected and students should be allowed to disclose only what they feel comfortable sharing.

Competition may arise from the guessing and some student may have difficulty guessing correctly. This should be discussed during the debrief.

If you are leaving the artifacts unattended (i.e. breaking for lunch, etc), make sure the artifacts are safely stored or locked away.

## **WHERE IN THE WORLD**

### **The Purpose of This Activity**

This activity will allow participants to explain their origins and how they ended up where they are today. By pinpointing and identifying hometowns and other significant locations, participants will come to understand how different their peers' roots are, and their reasons for being where they are now.

### **Estimated Time**

10 minutes to complete task; 5 minutes per person to share

### **Materials**

- Map of the world
- Push pins or marker

### **Introduction**

Everyone comes from different surroundings and environment, and everyone has different reasons and circumstances that put them where they are today. By uncovering roots and life paths, we can learn quite a bit about one another, and can understand them better.

### **How to Play**

1. In preparation, post a large map of the world on the wall.
2. Invite participants to pinpoint or circle with marker their hometowns and any other significant locations in their life stories. Ask them to also explain how they came to be where they are now, whether a school, university, job, etc.
3. Continue to debrief.

### **Suggested Debriefing Questions**

1. What are 1-2 words that describe what this activity was like for you?
2. Why did we do this activity?
3. Why are roots and journeys so important to where we are today?

4. How did you feel to be from somewhere no one has been? Somewhere many people have been?
5. Did any answers surprise you?

**Things to Consider**

## **BOARD OF DIRECTORS**

### **The Purpose of This Activity**

This activity will allow participants to think about the most influential people in their lives and share them with the group. The participants will explain who is important to them and why in order to discuss where they come from and who has helped them to grow.

### **Estimated Time**

40-45 minutes

### **Materials**

- Large butcher-block or sheet paper
- Markers

### **Introduction**

In this exercise we will evaluate who is most important to our growth, and who has helped us to become who we are today. Each individual will identify his/her “Board of Directors” and then we’ll come together to discuss our group’s “Board of Directors”, too.

### **How to Play**

1. In preparation, draw a long table and chairs on the sheet paper. Invite each participant to write the names of up to five people that they see as mentors (e.g., family members, teachers, friends, coaches, etc.). These should be very important people in their lives who help them develop.
2. When the whole group has written their names, allow each person time to explain their answers, and why the people are important mentors to them.

### **Suggested Debriefing Questions**

1. What are 1-2 words that describe what this activity was like for you?
2. Did you have a difficult time choosing mentors? Why?
3. Did anyone have mentors in common? What was that like?
4. Did any answers surprise you?
5. Why is it important to acknowledge your mentors and heroes?

### **Things to Consider**

## GET OFF THE FENCE

### **The Purpose of This Activity**

This activity is designed to help participants to get to know one another, to highlight decision making and differences in interpretations, and to discover the ways their group is diverse.

### **Estimated Time**

20-25 minutes

### **Materials**

Instruction sheet

### **Introduction**

In this activity, you will have the opportunity to make choices between opposites, and you must “get off of the fence” and choose.

### **How to Play**

1. Begin by designating two separate sides of the room. Have all participants stand in the middle of the two sides.
2. Two words will be read. Move to the side of the room that corresponds with their selection.
  - *Quiet/loud*
  - *Private/public*
  - *Extrovert/introvert*
  - *Masculine/feminine*
  - *Affectionate/distance*
  - *Personal space/contact*
  - *Punctual/Time flexible*
  - *Family/individual*
  - *Group/solo*
  - *Conservative/liberal*
  - *Religious/Atheist*
  - *Plural/singular*
  - *Elders/youth*
  - *Education/Experience*
  - *Membership/autonomy*
  - *Participate/observe*
  - *Passive/active*
  - *Verbal/physical*
  - *Modest/exposed*
  - *Direct/indirect*

### **Suggested Debriefing Questions**

1. Why did we do this activity?
2. Were there times you felt conflicted? Explain.
3. Which choices were hardest to make? Easiest to make? Why?
4. Did you learn anything new about someone in the room?
5. How does this activity help our group?

### **Things to Consider**



# HUMAN BINGO

## **The Purpose of This Activity**

The goal is to allow participants to get to know one another based on quick-facts about each other. Through the activity, participants will find out information about one another, and eventually analyze any assumptions they have about their peers and their peers' backgrounds.

## **Estimated Time**

30-35 minutes

## **Materials**

- Activity sheet
- Writing utensils to mark spaces

## **Introduction**

This exercise will use a BINGO format that will force you to ask one another questions about themselves. In order to “win” the game, you must fill in your entire game board with signatures of your peers. You may only sign someone’s board a maximum of two times, but can only sign if they asked you the specific question. For example, you must wait for someone to ask you if you have ever lived in another country rather than volunteer to sign it! You may continue to ask one another questions until you find something that can be signed.

## **How to Play**

1. Pass out game cards to each participant.
2. Instruct the group to ask one another questions from their board and try to fill every square with the signature of a person who has the experience. Individuals may only sign a board two times or less.
3. Once someone fills their board, the game is over and they win.

## **Suggested Debriefing Questions**

1. What was this activity like for you?
2. What made it difficult?

3. Were there questions you only asked certain people? Were there questions you didn't ask certain people? What kind of assumptions did you make?
4. Which questions were hardest to ask? What made them difficult to bring up?
5. Did any of the signatures surprise you?

### **Things to Consider**

Moving around the room can be difficult for some. Keep this in mind. Also acknowledge that some folks may never have discussed/asked their peers about specific topics. Be sensitive to this fact and work to make the room and group a safe space.

# Human Bingo

<b>Is in a class with less than 3 people of color</b>	<b>Has thought about transferring from</b>	<b>Is a member of a diversity-oriented group or club</b>	<b>Practices a faith tradition other than Catholic</b>	<b>Doesn't know where the Intercultural Affairs/Diversity Office is</b>
<b>Is biracial or multiracial</b>	<b>Is a commuter</b>	<b>Has used the writing help center</b>	<b>Can tell you where their building supervisor went to college</b>	<b>Attended a predominantly white high school</b>
<b>Has an athletic injury</b>	<b>Has a family member who identifies as lesbian, gay, bisexual or transgender</b>	<b>Has spoken on a panel for Intercultural/Diversity Affairs</b>	<b>Is in an interracial relationship</b>	<b>Has allergies</b>
<b>Studied Abroad in college</b>	<b>Knows some who identifies as Native American</b>	<b>Has never travelled outside of the United States</b>	<b>Is a tutor or teaching assistant at Stonehill</b>	<b>Has a part-time job</b>
<b>Is new to the diversity conversation</b>	<b>Participated in race dialogue sessions or series</b> <hr/>	<b>Has gone through the student judicial process</b>	<b>Has sat in the Intercultural Resource/Diversity Center</b>	<b>Has been on the academic deficiency list</b>

## STEP INTO THE CIRCLE

### **The Purpose of This Activity**

This activity will allow students to disclose some personal information that they may not have had the opportunity to share yet, and will show that there is often at least one other person that can relate to you in a shared experience. The game will demonstrate that there is much more to a person than what comes out in face-to-face encounters. **Goals:** To take some time for self-exploration and declaration and allow students to get to know who is in the room with them. “Step Into the Circle” will challenge participants to look for connections in the real world even if they feel they are the only one with a specific experience.

### **Estimated Time**

35-40 minutes

### **Materials**

Question sheet

### **Introduction**

In this exercise we will demonstrate just how many people you can make connections with on different levels. It usually isn't every day when we ask our peers specific questions about their different identities, so this exercise will seek to normalize those conversations, and help us get to know who is in the room.

### **How to Play**

1. Form a circle with the entire group.
2. Inform the group that they will have the opportunity to step inside of the circle if they can relate to an experience asked.
3. Begin reading each statement on the sheet, while giving participants a moment to look around the circle after they step inside of it.
4. Following the exercise, allow the group to sit down in the circle formation to answer debrief questions.

### **Suggested Debriefing Questions**

1. What are 1-2 words that describe what this activity was like for you?
2. How did it feel to step into the circle and be joined by several others? How did it feel to be alone in the circle?
3. Were there times you should have stepped in but did not? Why?
4. Were there times it was easy to step in? Why?
5. Why did we do this exercise?
6. Did it surprise you to see any of your peers in the circle at any point? Why?

### **Things to Consider**

Some statements are high-risk, and some participants may be uncomfortable. As the game progresses, give positive support and feedback to those that are stepping in.

Keep in mind that this may not be accessible to students with limited mobility. In these instances and in instances of larger groups (30+), hands can be raised instead of moving.

## Take a step forward if...

- you are the oldest in your family
- you are the youngest in your family
- you are the middle child
- you are an only child
- you have step siblings
- you have adopted siblings
- you had enough money growing up
- you did not have enough money growing up
- you went to private school
- went to public school
- were home schooled
- English is your first language
- if English is not your first language
- you are bilingual or multilingual
- you are bi-racial
- one or both of your parents/guardians are bi-racial
- if you were raised by parent(s)
- if you were raised by a legal guardian(s)
- if you were raised in the public system
- you lived in a house that was owned or being paid for
- you lived in an apartment or rented property
- you have a tattoo
- you have body piercings
- you are a man
- you are a woman
- ... solidarity statement .... Identify as LGBT OR you support the ending of oppression against LGBT community
- You are a first generation college student
- one of your parents attended college
- one of your parents attended graduate school
- you have a visible disability
- you have a non-visible disability
- you identify as Christian
- you identify as Muslim
- you identify as Protestant
- you identify as Catholic
- you identify as Jewish
- you identify as atheist
- you identify as Wicken
- you identify as Hindu
- you identify as Buddhist
- you identify with a religion that was not stated and wish to state it
- the majority of your friends share the same race/ethnicity as you
- you are usually in the 'minority' group
- you have ever said something that offended someone
- you ever felt offended by someone
- if you feel uneasy in diversity conversations
- you should have stepped forward at some point but felt unsure

## **CONCENTRIC CIRCLES**

### **The Purpose of This Activity**

The Concentric Circles allow participants to explore their feelings and experiences about societal issues and to explore their cultural identity and how it relates to others. This activity also helps us begin to understand the origins of learned biases and prejudices by encouraging self-reflection, introspection, and inter-group dialogue.

### **Estimated Time**

45-60 minutes

### **Materials**

List of discussion prompts

### **Introduction**

It can be difficult getting to know someone new because we don't always ask the right questions or we take a long time to get to the point. In this activity, we will pose questions to you and your partners that will require you to share information very quickly.

### **How to Play**

1. Divide the participants into two groups and have them form two circles where they each face a partner (inner circle is 'circle A' and outer circle is 'circle B').
2. Explain to participants that the facilitator will pose a series of questions and each pair will have two minutes to have a conversation about the questions or topics.
3. After two minutes have passed, instruct participants in "Circle B" to switch partners by rotating one step clockwise. Repeat this process after each question or you may keep the pair together for several questions.

### **Suggested Debriefing Questions**

1. What are 1-2 words that describe what this activity was like for you?
2. How did you feel about answering the questions?
3. Which questions were easier to answer? More difficult?
4. What did you learn about yourself?

5. What insights did you gain during the activity?
6. What surprised you the most about how you answered the questions?
7. Did you answer all the questions honestly? If not, why? If so, what allowed you to disclose?

### **Things to Consider**

- Be sure to stick to the time limit of (one or two minutes) allotted for the discussion of each question



## Concentric Circles Discussion Prompts:

- What is your full name? How did you get that name? What does it mean to you?
- What is your race and/or ethnicity? What does it mean for you to be that race/ethnicity?
- What were your first messages about ...
  - people of a different race than you? Where did you get that message?
  - people of a different ethnicity than you? Where did you get that message?
  - people of a different religious background than you? Where did you get that message?
  - people of a different educational background than you? Where did you get that message?
- When was the first time you realized you were ...
  - your gender?
  - your socioeconomic status?
  - different than others?
  - the same as others?
- Share with your partner a little bit about your family. Who is in it? Who do you consider family? What does it mean to you?
- What topic was “taboo” to discuss in your family growing up?
- Share with your partner how you felt about your childhood or growing up. What was important? What did it mean for you to be a child?
- Tell your partner about a time you hurt someone’s feelings. What happened? What do you wish would have happened?
- Tell your partner about a time when your feelings were hurt. What happened? What do you wish would have happened?
- Share with your partner a time when you were unsure of yourself.
- Share with your partner a time when you felt the most confident about yourself.
- Share with your partner a goal or a few goals that you have for the next few years.
- Share with your partner what this activity was like for you.

## **SIX DEGREES OF SEPERATION**

### **Purpose of This Activity**

The Activity is designed to allow students the opportunity to uncover some of the common bonds they share. Students will be able to make connections and see how small the world truly is. **Goals:** Help students discuss common bonds, develop connections, as well as, strengthen intra- and inter-group communication.

### **Estimated Time**

25-30 minutes

### **Materials**

- Paper and a writing utensil for each participant

### **Introduction**

Have we all heard the saying that we are all connected to every person in the world by as few as six connections? Each of you will have the opportunity to identify some of the ways in which each of you are connected to one another.

### **How to Play**

1. Encourage students to find a partner. This should be someone they know little about.
2. Students will begin by having a conversation with their partner. Each student should write down ten things they have in common with their partner.
3. Once partners have identified ten commonalities they must then break and find a new partner in the group.
4. The second pairing should identify at least one item that they share in common with one another that is on at least one of their lists.
5. Then break and find a new partner.
6. Students should continue repeating step three until they have identified five new people they have connections with.

### **Debriefing Questions**

1. What are 1-2 words that describe what this activity was like for you?
2. What was this experience like for you?
3. What were some of the connections that were made?
4. Was anyone surprised by the connections they made?
5. Did anyone have a hard time finding connections? What was this like?
6. Were any assumptions made about members of the group that affected the way in which you chose partners?

### **Things to Consider**

- This activity has some risk that students may not be able to identify connections. Understand that this may be uncomfortable for some. If a student is unable to identify connections discuss this during the debriefing.
- This activity requires students to move around the room to find new partners. Recognize that some students may have mobility restrictions and that the room should be set up with this in mind. Aisles should be clear and students should be encouraged not to move too far.

## **DIVERSITY CRITICAL INCIDENTS**

### **The Purpose of This Activity**

This activity will allow participants to brainstorm problem-solving methods, deal with conflict, and work together as a group to discuss critical moments for people with different identities. This activity provides several different identity-specific scenarios intended for wide exposure.

**Goals:** Allow participants to recognize what it means to be an ally, how to develop their own skills as an ally, and to brainstorm and bond as a group,

### **Estimated Time**

40-45 minutes

### **Materials**

- Activity sheet
- Chalkboard, flipchart, or other mean of documenting group share

### **Introduction**

Each of us has multiple parts to our personal identity, and depending on what these other parts are, we may have to deal with an additional set of adjustments when we live and work in another culture. This exercise identifies several of these aspects of identity and illustrates how they can sometimes pose problems for individuals.

### **How to Play**

1. Ask each individual to make a list, for his or her own use, of other parts of his or her personal identity, in addition to nationality, that are very important to that person (gender, race, ethnicity, religion, sexual orientation, generation, profession, a particular disability, regional upbringing (Northeast, South, Midwest), and so on).
2. Divide participants into smaller groups and pass out the activity sheet. Assign each group one scenario.
3. Ask participants to discuss two questions related to the incidents presented in the exercise (on activity sheet): (1) What would you do if you were in this situation? And (2) What would you advise a peer to do in such a situation? This second question is important, for it helps individuals realize that whether or not they will personally encounter such a situation, they may still be able to support a peer who does.
4. Reconvene the groups and discuss the incidents, listing suggestions on a flipchart, chalkboard, dry erase board, or whatever is available.

### **Suggested Debriefing Questions**

1. What are 1-2 words that describe what this activity was like for you?
2. What was this exercise like for you?
3. Have you witnessed any of the scenarios in real life? Did you act? If not, why? If so, what did you do?
4. How did it feel to work with a group to come up with responses?
5. Would any scenarios more difficult than others for you to respond to? Why?
6. Would you have handled any of the scenarios differently? Explain.
7. What are some daily things you can do to be a model ally in your community?

### **Things to Consider**

- Instead of using or adapting the incidents in the workbook, you can convene a panel of people of different backgrounds to describe some of their experiences. Participants can question the panel and can also be invited to tell any incidents of their own.
- These incidents deal with sensitive and very personal issues that may be uncomfortable for some participants. Be sure to adapt to the needs of your group to maintain a safe space. At the same time, some of these scenarios are designed to challenge the participants. Monitor the discussion very closely and step in if necessary.
- While the participant may not personally have to deal with a particular situation, he/she may have friends who may face that situation and turn to the participant for advice or support.

## ***Diversity Critical Incidents Activity Sheet***

*You are wearing your Stonehill leadership T-shirt in CVS. You are still shopping but are near the checkout counter. You notice an Asian American woman standing in line, yet others are cutting in front of her.*

*A leader is meeting his/her group for the first time and asks everyone to go around and say their first and last names. One student says a multi-syllabic name and everyone laughs. The leader then says, "How about we just call you 'Dave'?"*

*In a meeting, the group leader is delegating tasks to the rest of the group. Frustrated, another group member says, "Stop being such a slave driver."*

*In class, you notice that your professor often calls on the student of color in class to give his/her perspective on a particular diversity issue.*

*A group of students frequently invite guests back to their room and refer to it as 'the ghetto.' You have also heard them use the phrase when they come to the common room and the cable doesn't work, or the heating doesn't work, or there are paper plates on the table.*

*In a meeting of Hall Council, a representative opposes a program idea and refers to it as "gay". No one in the meeting addresses his use of the word.*

*You hear loud music in the hallway coming from a room with a closed door. The music is loud enough to hear at the other end of the hall. You recognize it as music that repeatedly uses the "N" word. You hear students in the room singing loudly along with the song, and including the full use of the "N" word.*

## THE RACE CARD

### **The Purpose of This Activity**

This activity will allow students to explore their own thoughts and personal story with race.

**Goals:** Give participants the opportunity to unpack race as a theme, identity, and dynamic in their environment. Allow for discussion and sharing with the purpose of education.

### **Estimated Time**

30-35 minutes

### **Materials**

- Writing Utensils
- Index cards

### **Introduction**

What do people mean when they say someone is playing “the race card?” Is it a positive statement? Not usually. Today we will play a more inclusive version of “the race card” to help us redefine and reclaim it.

### **How to Play**

1. Pass out an index card and writing utensil to each participant.
2. Instruct all participants to write down their own personal story or experience with race only using 6 words.
3. When the last person is finished, ask them to break into groups of three to field discussion questions:
  - *What did this exercise mean to you? What was it like?*
  - *What is the story behind what you wrote?*
  - *How might this shape how you see yourself?*
  - *How might this shape how others see you?*

### **Suggested Debriefing Questions**

1. Is anyone willing to share their words and the story behind them with the group?
2. Was anyone surprised by someone’s response?
3. What was it like to share with your small group? Would it have been different with the entire group?
4. What can you do with this experience in the real world?

## **CIRCLES OF INFLUENCE ACTIVITY (Race specific but can be modified)**

### **The Purpose of This Activity**

Many of us were raised in environments that offered limited exposure to people of different backgrounds, perspectives, and ways of life. Often times, the information we glean about others, comes from “secondhand” and less credible sources.

### **Estimated Time**

20-25 minutes

### **Materials**

- Writing Utensil and paper for each participant
- Racial category sheets

### **Introduction**

This activity will help us realize who plays important roles our lives. It forces us to look at the types of people (racial categories) we rely on for expertise, guidance, role modeling, or social interactions.”

### **How to Play**

1. Place racial category sheets of paper including terms such as “Black/African American,” “Multiracial,” “Latino/a,” “Asian American/Pacific Islander”, “Middle Eastern” and “Native American/Indigenous Peoples” on the walls around the room. You may also want to leave a few blank pages if participants have additional ways of racially (or other) identifying. For example, where we live, we have a large population of Cape Verdeans who do not identify as “Black”. In our activity, we usually have an additional category for “Cape Verdean.” Adapt to your group.
2. Pass out paper and writing utensils.
3. Instruct participants to write the name of the first person that comes to mind for the following positions in their lives:
  - *Doctor (any type of doctor past or present)*
  - *Partner/Person you have had a dating relationship with (current or most recent)*
  - *Neighbor (current or most recent)*
  - *Best friend*
  - *College roommate*
  - *Child or god-child (or other child you have a close relationship with)*
  - *Favorite Childhood teacher*
  - *Favorite professor*
  - *Co-worker*
  - *Religious or Spiritual Leader (past or present)*
  - *Favorite Actor or Actress*
  - *Last movie you saw (name the star of the movie)*
  - *Last book you read for pleasure (author of that book)*
  - *Favorite Food (ethnic group associated with that food)*
  - *Person who cuts or styles your hair*
  - *Person you admire as a leader (past or present)*



4. Repeat the following: “You’ll see I have placed pieces of paper with racial categories on the walls around the room (read all categories aloud). When I call out the prompt, please move to the racial category that best describes the person whose name you wrote. Pay attention to where you are moving and where others are moving, too.”
5. At the end of the exercise, have students sit down and proceed with the debrief questions.

### **Suggested Debriefing Questions**

1. What were some observations people made in this exercise?
2. What did it feel like to stay in one place under one racial identity?
3. What did it feel like to move?
4. What does this mean to you?
5. Is anyone surprised by what they saw?
6. Are you surprised by your own list?
7. What can you do with this information?
8. How do these relationships impact your position as an educator and advocate for others?
9. Is there a difference in doing this activity if you identify as white vs. identifying as a person of color?

### **Things to Consider/Facilitator Notes**

- For many white participants, it may be uncomfortable if most of their “people” are white, and they remain under the “white” category. Address this in debriefing. What does it mean to not move?
- The goal of knowing this information isn’t to then go and “find an African American roommate” or to suddenly make your “favorite singer” Native American. Rather, it’s to raise your level of awareness as to who is in your influential social circle.

## **THE FEAR BUBBLE**

### **The Purpose of This Activity**

This activity will allow participants to think about their fears and get to know members of the group on a deeper level. By sharing higher-risk information, the group can continue to bond, find things they have in common, and become stronger as a support network. The goal is to name fears and understand how they can stand in the way of goals.

### **Estimated Time**

20-25 minutes

### **Materials**

- Pieces of paper shaped like balloons
  - *With the increase in latex based allergies, we modified this activity to be inclusive by using paper-cut outs of balloons to meet our objectives*
- Writing utensils
- Slips of paper

### **Introduction**

In this session, we will start to think about some of our fears. This will help us to understand limitations and personal boundaries, along with what can hold us back. Use this time to name your fear, and begin moving towards liberation of it so that you may accomplish anything.

### **How to Play**

1. Hand out a few slips of paper shaped like balloons, and writing utensil to each participant.
2. Instruct participants to write a fear that holds them back from accomplishing their goals on the slip of paper.
3. When everyone has completed step two, have the group share what they wrote on their balloons, all the while thinking about how their fear holds them back, and ways they can move on from it.
4. When everyone has shared what they wrote on their balloons, tell the group to “pop their balloons” by crumpling them up (tearing them up, etc). Be mindful of recycling!

### **Suggested Debriefing Questions**

1. What was it like to name one of your fears? What was it like to pop the balloon?
2. How can fears hold you back from achieving goals?
3. What is one work that can describe how you are feeling right now?

### **Things to Consider**

- Some people have severe latex allergies, or might have trouble blowing up balloons. Be sure to acknowledge this if you'd like to use real balloons. **Be sure no members of the group have latex allergies in advance.**
- This activity can be high-risk, so make sure the group has already bonded.

## EVERYDAY SUPERHEROES

### **The Purpose of This Activity**

This activity will allow students to discuss the importance of allies in diversity conversations, and what it means to be a good ally. **Goals:** Allow participants to recognize what it means to be an ally, how to develop their own skills as an ally, and to brainstorm and bond as a group,

### **Estimated Time**

40-45 minutes

### **Materials**

- Markers
- Butcher-block paper or sheet paper
- Example ally worksheet

### **Introduction**

Being an ally is extremely important if you have a passion for social justice. There are many components to effective allies, and in this exercise we will demonstrate how you need to put your entire body and mind forward to be an ally.

### **How to Play**

1. Break the participants up into five groups.
2. Supply each group with at least one marker and one piece of sheet or butcher block paper.
3. Have members of each group draw a simple body outline or stick figure on their paper.
4. Instruct the participants that they must transform their drawing into their ideal ally. They should use different parts of the body to explain what this ally must do. (*For example, they may write “grounded by firm beliefs” next to the feet, or “sees injustice and keeps eyes open to learn and help” next to the eyes.. see example.*)
5. After each group takes around ten minutes to complete their superhero drawings, instruct all members of each group to bring their finished product to the front of the room and explain what they drew and wrote.

### **Suggested Debriefing Questions**

1. What are 1-2 words that describe what this activity was like for you?

2. Which attributes that were drawn can you identify in yourself?
3. Which attributes that were drawn can you identify in the people in this room?
4. Were there any attributes that you thought were more important than others? Why?
5. Is there anything you'd like to change or add to your superhero?
6. What are some daily things you can do to be a model ally in your community?

### **Things to Consider**

# HOW TO BE A RACIAL TRANSFORMER

Here's a sample illustration to remind you of the many possible ways to use your power—your superpowers—as a Racial Transformer.

**OPEN MIND:** learn about others' histories, plights and aspirations, and make conscious choices that prioritize racial equity and inclusion.

**ALERT EYES:** keep your eyes on the prize by envisioning real solutions to the realities of racism, using an equity-conscious lens, rather than colorblindness.

**BIG EARS:** listen to, and learn from, people of color.

**VOCAL MOUTH:** speak up and speak out about injustices—and help others find their voice by knowing when *not* to speak.

**LOVING HEART:** respect and uplift the dignity and humanity of every person.

**STRONG BACKBONE:** muster the courage to take risks, go against the grain and even make mistakes.

**OUTSTRETCHED ARMS:** join hands with others unlike you in organizing and building power for change.

**ROLLED-UP SLEEVES:** dig in and do the work—not just talk—of racial justice.

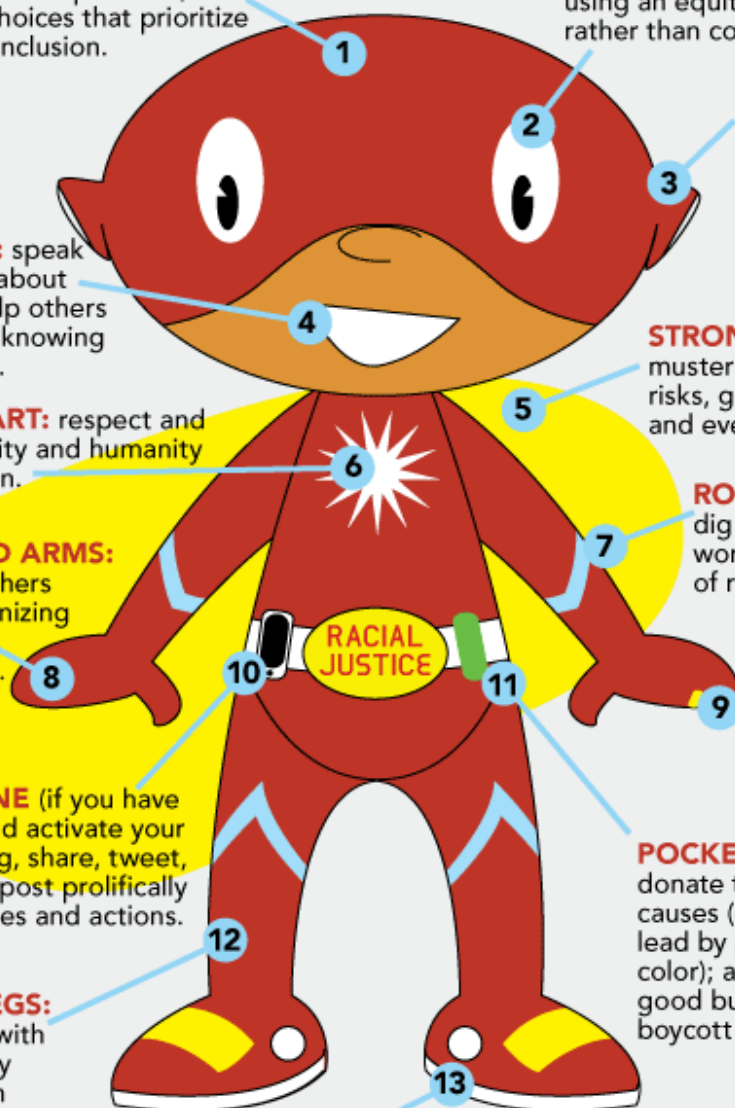
**SMART PHONE** (if you have one): inform and activate your networks—blog, share, tweet, comment, and post prolifically about race issues and actions.

**DECODER RING:** watch out for coded racism and expose it.

**MOVING LEGS:** visibly “vote with your body” by showing up in support and solidarity at public actions, marches and rallies.

**POCKETBOOK:** donate to social change causes (especially those lead by people of color); and support good businesses and boycott the bad ones.

**GROUNDLED FEET:** dig in for the long haul—holding onto your values, allies, aspirations and spirit—eager to dance in the delight of being on a worthwhile and winning road to justice.



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## DEFINITIONS OF LEADERSHIP

### The Purpose of This Activity

This activity will allow participants to explore their own thoughts and personal story with leadership. Participants will have the opportunity to identify what it means to be a good leader, and learn from one another's personal definitions and ideas. **Goals:** Allow leadership development and critical thinking. Analyze who is a leader and what it means to represent and lead others in daily life.

### Estimated Time

25-30 minutes

### Materials

- Quote sheets
- Tape

### Introduction

We have all been members of groups, and most groups have leaders in them. In this activity, we will use some common sayings and thoughts about leadership to discuss what it means to lead others. There are many different styles, ideologies, and opinions on leadership, and today we will discuss some of them, and try to identify which methods work the best in the diversity conversation.

### How to Play

1. In preparation for the activity, hang up leadership quotes around the room with space for students to stand in a group near each one. Following is a good range of leadership quotes:
  - *Delegating work works, provided the one delegating works, too. –Robert Half*
  - *It's hard to lead a cavalry charge if you think you look funny on a horse. – Adlai Stevenson*
  - *I cannot give you the formula for success, but I can give you the formula for failure: which is: Try to please everybody. -Herbert Swope*
  - *If I have seen farther than others, it is because I was standing on the shoulder of giants. -Isaac Newton*

- *There's nothing more demoralizing than a leader who can't clearly articulate why we're doing what we're doing. -James Kouzes and Barry Posner*
  - *It is the responsibility of intellectuals to speak the truth and expose lies. -Noam Chomsky*
  - *Good leaders must first become good servants. -Robert Greenleaf*
  - *South African Archbishop Desmond Tutu walked by a construction site on a temporary sidewalk the width of one person. A white man appeared at the other end, recognized Tutu, and said, "I don't make way for gorillas." At which Tutu stepped aside, made a deep sweeping gesture, and said, "Ah, yes, but I do." -Walter Wink*
2. Explain to participants that they have the chance to walk around the room, read each "leadership quote" on the wall, and then choose the one that resonates the most with them -- positively, negatively, or for another reason.
  3. Begin the activity after explaining, and encourage conversation along the way.
  4. When every participant has chosen a space around the room with a specific quote, ask for volunteers from each place around the room to answer the following questions aloud:
    - *Why did you go where you did?*
    - *What made the quote you chose to stand by interesting to you?*
    - *Was this a negative or positive quote in your opinion?*
    - *(If there are quotes that no participants stood by, ask if anyone would like to say why they did not go there, what the quote means, or even what makes it not stand out.)*
  5. After every person who wanted to speak about a quote has spoken, ask the group to return to their seats or to simply sit down for a quick debrief session.

### **Suggested Debriefing Questions**

1. Why did we do this activity?
2. Did any leadership quotes stand out as "good" or "bad?"
3. Did something that someone said make a quote resonate with you more than it originally did?
4. With this experience behind you, how can you use it to navigate different leadership styles and methods in the real world?

### **Things to Consider**

- Keep in mind that this may not be accessible to students with limited mobility. In these instances and in instances of larger groups (30+), sheets of paper with all the quotes can be handed out, and participants may remain seated while choosing the quote that resonates the most with them. Selected participants may then speak to the group about their choice.



## LOOKING UP: TREE TOPS

### **The Purpose of This Activity**

This activity will allow participants to reflect on the diversity training/workshop/activity that they have completed, and look towards the future. The diversity training/workshop/activity provided some “roots” or foundations that will allow growth, and this closing activity will force participants to think about how and in which way they’d like to grow. **Goals:** Provide time for reflection and consideration for the future. Debrief the entire diversity training/workshop/activity.

### **Estimated Time**

40-45 minutes

### **Materials**

- Leaves from activity sheet
- Tape
- Long, brown, rectangle sheet paper in the shape of tree trunk
- Writing utensils for each person
- Butcher-block sheet paper (optional)

### **Introduction**

In this diversity training/workshop/activity, we have learned a lot about ourselves, our peers, and our environment. In this activity, we will take the opportunity to reflect on the progress we have made, the things we have learned, and the direction we would like to go in.

### **How to Play**

1. In preparation for the activity, hang up the long, brown, rectangle sheet paper in the shape of tree trunk and cut out the “leaves” from the activity sheet and strips of paper.
2. Pass out one or two leaves to each person (*Depending on group size*). On each leaf, have the participants write down a way in which they want to grow or how they will branch out (might be “learn more about diversity” or “be a better ally”, etc).
3. Inform the group to brainstorm because they will also be asked to identify something that keeps them grounded and rooted.
4. When everyone has finished writing on their leaves, allow every individual to go to the front of the room to the “tree trunk” to tape their leaf (leaves) to the tree and share “what makes them grow or branch out”. With a marker, draw a root (line) and write what would keep them grounded.

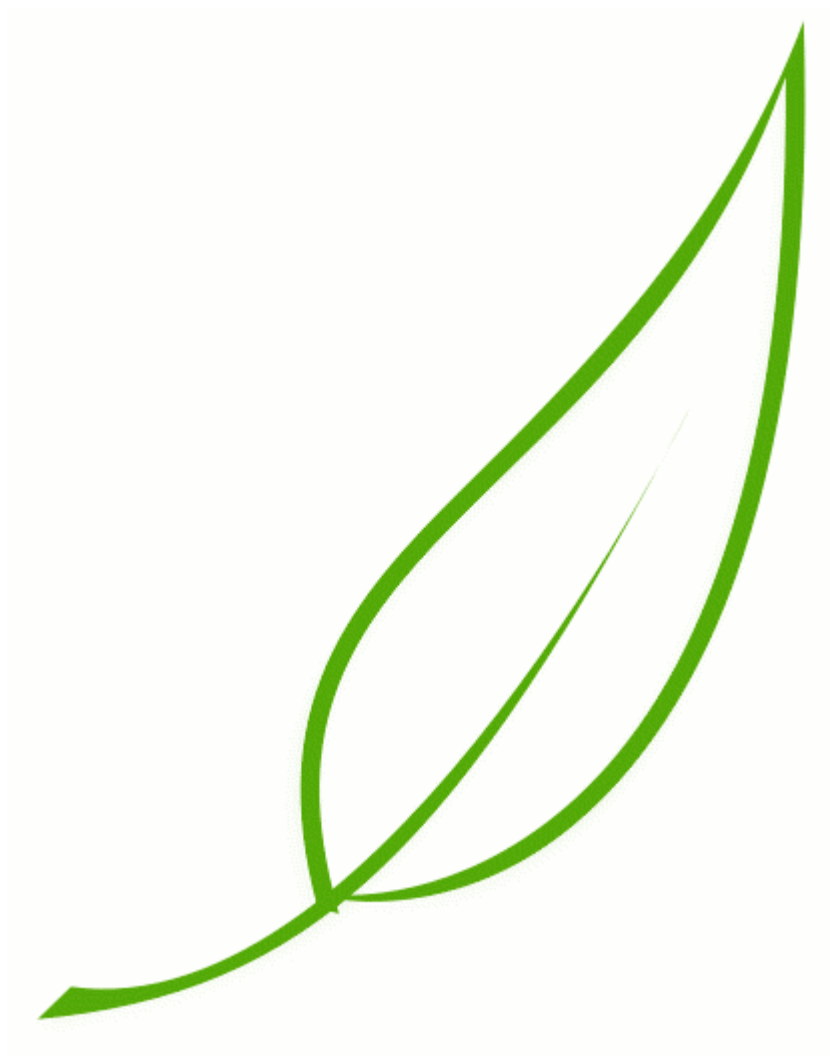
### **Suggested Debriefing Questions**

1. What was it like to reflect and look forward?
2. Was the imagery of a developing tree useful? Why?
3. Did someone's answers surprise you?
4. Do you think your "leaves" would have been different at the beginning of our time together?

### **Things to Consider**

- This activity can be used with different scenarios. Examples:
  - a. What people can see above the surface v. beneath the surface
  - b. What keeps you grounded v. what makes you grow
  - c. Where do you come from v. where are you going

## Leaf Cut-out



## ANIMAL INSTINCTS

### **The Purpose of This Activity**

This activity will allow students to explore their own emotional reactions to different situations. Participants will express their emotional reactions in a non-threatening way, and will be able to understand positive and negative reactions. (*ex. The difference between assertive and aggressive*) **Goals:** Give participants the opportunity to unpack emotional reactions to stressful situations, and demonstrate the variety of responses group members may have to the same situations.

### **Estimated Time**

25-30 minutes

### **Materials**

- Whiteboard and dry-erase marker
- (*A notebook and pen may be used instead.*)
- (*OR, you can have pre-printed sheets with the animal names on them and hang around the room*)

### **Introduction**

When our bodies feel nervous, upset, sad, or scared, it is important to stop and understand *why* we feel that way, and acknowledge our feelings. In leadership roles, it is important to handle stress well. Today we will work to understand these emotions and how we can translate them in to effective responses.

### **How to Play**

1. Instruct participants to sit in a circle. Pass out whiteboards and dry-erase markers.
2. Tell participants that you will be reading scenarios, and they will have to consider their emotional reactions to them, and write the name of the animal they feel they relate to the most, and then reveal it to the room.
3. After some initial laughter after drawings are revealed, use the light atmosphere in the room to encourage participants to share with the group *why* they chose the animal they did, and what characteristics of the animal they feel resonate with them for the specific scenarios.

4. You may insert your own scenarios to make them more atmosphere-specific. Following are the example scenarios:
- *You identify with this animal most of the time in your life.*
  - *This animal is the opposite of how you identify yourself.*
  - *You identify with this animal when you are most happy.*
  - *You identify with this animal when you are called an insulting name based on your gender.*
  - *You identify with this animal when you hear someone around you called an insulting name based on their skin color.*
  - *You identify with this animal when you are stressed with work.*
  - *You identify with this animal when you are walking alone at night.*
  - *You identify with this animal when you are alone in your home.*
  - *You identify with this animal when you are in a group of unknown peers.*
  - *You identify with this animal when you are learning something new and challenging.*
  - *You identify with this animal when you are having a conversation about politics.*
  - *You identify with this animal when you are in a workshop about diversity.*

### **Suggested Debriefing Questions**

1. What was it like to do this exercise?
2. Did any scenarios make you feel conflicted? Why?
3. Was any one animal very easy to identify with? Why?
4. How can you use this exercise towards your own leadership development?
5. How can this exercise help you to examine your emotions and act in the future?

### **Things to Consider**

## **VERBAL FRISBEES- Resistance Statements**

### **The Purpose of This Activity**

This activity will allow participants to confront some of the most common resistance-quotes. The group will brainstorm ways in which to react to them. **Goals:** Give participants the opportunity to unpack some common “trigger comments” and develop the confidence to approach them.

### **Estimated Time**

50-55 minutes

### **Materials**

- Butcher-block or sheet paper
- Markers
- Activity sheet with examples

### **Introduction**

Microaggressions are nonverbal communications that subtly convey rudeness and insensitivity and demean a person’s racial heritage or identity, or communicate that subtly exclude, negate, or nullify the thoughts, feelings, or experiential reality of another person. (Derald Wing Sue, PhD)

Being a good ally means being able to identify, encounter resistance, and interrupt negative behavior. In this activity, we will face some of these and actions, and brainstorm ways to confront them in an assertive way.

### **How to Play**

1. Write or print/paste the micro-aggressions from the activity sheet on large sheets paper. One example should be on each paper, and the papers should be spread out around the room on the floor or on tables to allow for group-work.
2. Break the participants into smaller groups and assign each group to a scenario. Instruct the groups to read their scenario, brainstorm comments, phrases, ideas, or actions to counter the comments, and write them on the large paper.
3. Be sure to go around to each group to check their progress, and make sure they are on track.
4. When each group has finished brainstorming, (10-15minutes) call their attention. Inform each group that they will be performing a skit of no more than 2-4 minutes to demonstrate their scenario and the response/s they came up with. Allow 5-10 minutes for groups to plan and practice their skit to be performed in front of the group. *(Let participants know that not everyone needs to act in the skit if they are not comfortable.)*

5. When participants are ready, give each group the floor to perform their skit. Allow the audience to ask any questions or make comments. Ask members of the audience to answer: What did this group do well?

### **Suggested Debriefing Questions**

1. What was it like to do this exercise?
2. Have you witnessed any of the scenarios in real life? Did you act? If not, why? If so, what did you do?
3. How did it feel to work with a group to come up with responses?
4. Would any scenarios more difficult than others for you to respond to? Why?
5. Would you have handled any of the scenarios differently? Explain.

### **Things to Consider**

- Some students may have experienced these conversations before, making this exercise difficult. Provide positive reinforcement to each group, and verbally allow participants to opt-out of the skit if they are not comfortable acting before any skits are presented.
- If your group seems uncomfortable with performing the skits, simply have them present the situation to the rest of the group.

## *VERBAL FRISBEES ACTIVITY SHEET*

- A mother visiting during Family Weekend takes a bottle of Febreze and sprays it in the direction of her daughter's roommate. The target of the Febreze is a Latina woman. The mother says, "No offense. You just smell a little funny, that's all."
- An African American student is walking behind a group of white students. The student hears the group in front of her telling racially motivated jokes. One of the students turns around and says, "A black girl is behind us." Another responds, "Like I give a shit," and laughs loudly.
- A student worker in the Intercultural Resource Center hears male voices say, "The diversity office? White pride, dude! White pride!"
- A student's "Safe Space" postcard is removed from his door every single day. Each day, he puts up a new one. Each day, it is ripped down.
- At the DiverCity festival, a group of students in the audience stand up and mock the performers on stage doing the salsa. They use phrases like, "Look! I'm Mexican, too!" and "Yo quiero Taco Bell."
- A student repeatedly calls two Black female professionals by the other's name. Even when corrected, the student continues to do so and either laughs or says "whatever!"
- A Black male is sitting at the café table outside of the science center. A Campus Police officer arrives and tells him that someone reported a "suspicious black male who looked like he was causing trouble near the science center."
- A student posts the following message on the student listserv: "As a Catholic institution, we should uphold the belief that homosexuality is a sin. Join me tomorrow as we protest the use of our funds to have LGBT programming at Stonehill."
- A woman in a hijab is told by a faculty member to "dress American."
- A woman, who identifies as lesbian, is with her partner and holding hands while sitting in the dining commons. Students walk by them, openly stare at them, and whisper to one another as they walk by.



# CARS

## **The Purpose of This Activity**

This activity is designed to help participants understand what helps make them a good ally and what can potentially hold them back. The visual of a car will be used to show how many different pieces must work together to make a good ally. **Goals:** Allow self-reflection and ally development.

## **Estimated Time**

20-25 minutes

## **Materials**

- Paper
- Writing utensils

## **Introduction**

Today we are going to be creative and draw a little bit. You will be drawing a car, which has many different moving parts and pieces that all come together to make the car work. Being a good ally is similar in that there are many things that needs to happen in order for you to be effective.

## **How to Play**

1. Begin by having all participants draw a car or other vehicle on a sheet of paper.
2. When cars are drawn, invite participants to draw the following pieces or parts of the car one by one, and ask the associated question with each (questions should be answered on the paper):
  - *Steering wheel: What guides you in life?*
  - *Brakes: What holds you back?*
  - *Gas: What moves you forward?*
  - *Windshield wipers: What helps you see clearly?*
  - *Rearview mirrors: What do you look back on the most?*
  - *Seats: What makes you most comfortable?*
  - *Passenger: Who keeps you company?*
3. When participants complete all of the parts and answer each of the questions associated with them on their paper, invite participants to share their cars and what they wrote.

### **Suggested Debriefing Questions**

1. Why did we do this exercise? What was it like?
2. Were any questions difficult to answer?
3. Where any parts of your care more important or valuable to you than others?
4. Are the traits of a good ally universal or different for everyone?

### **Things to Consider**

## INTERVIEWS

### **The Purpose of This Activity**

This activity is designed to encourage participants to consider their backgrounds, expectations, and emotions towards diversity trainings. By interviewing each other, the group will have the chance to face some of the questions related to the conversation.

### **Estimated Time**

20-25 minutes

### **Materials**

### **Introduction**

Interviewing for a job, volunteer work, or any other position can be stressful. However, today we will work with the interviewing process to get more comfortable with it, and to “hire” each other for our training together.

### **How to Play**

1. Break the group into pairs.
2. Invite the pairs to take turns interviewing each other with the following questions:
  - *What is your purpose here?*
  - *What emotions are you feeling going into this training session? Can you explain them?*
  - *What kind of experience do you have in the diversity field?*
  - *What are your goals for the day?*
  - *How do you define diversity?*
  - *What sort of impact do you expect to experience going forward after today's sessions?*
  - *How have you related with diversity up to this point?*
3. When participants have all answered the questions, ask for volunteers to share any answers or comments they'd like to bring to the group.

### **Suggested Debriefing Questions**

1. Why did we do this exercise? What was it like?
2. Were any questions difficult to answer? Why?

3. Did any of your partners' answers surprise you? Please don't share without permission.
4. Why is it important to "take inventory" like this beginning a diversity session?

### **Things to Consider**

- This activity is best completed towards the beginning of a session.

## CONNECTIONS

### **The Purpose of This Activity**

This session will allow participants to get to know another better while sharing some information about themselves. This is useful for letting participants know who is in the room, and get a general understanding of shared v. unique experiences. **Goals:** Identify commonalities and build connections.

### **Estimated Time**

30-35 minutes

### **Materials**

### **Introduction**

It is important to get to know who is in the room in order to see how many things we have in common, and how many different identities are out there! We all have unique experiences, and in this activity we will share some of them.

### **How to Play**

1. Invite participants to form a circle.
2. Invite each participant to state a fact, experience, or identity that is true to them. Instruct the members of the group to clap one time if they have the same thing in common.
3. Continue until everyone in the circle has shared at least two things.
4. If there is a point where nobody shares the same experience as an individual, invite the group to clap once if they *support* them.

### **Suggested Debriefing Questions**

1. Why did we do this exercise? What was it like?
2. Were you surprised at anything you had in common with someone?
3. Was there a time when you should have clapped but didn't? Why?
4. Did you feel relieved to have someone share an experience with you?

### **Things to Consider**

## FIND SOMEBODY WHO...

### **The Purpose of This Activity**

This activity will allow participants to reflect on the diversity training/workshop/activity that they have completed. Participants will be given the chance to affirm others by letting them know they had an impact on their experience. **Goals:** Give positive reinforcement for completing the diversity training/workshop/activity.

### **Estimated Time**

20-25 minutes

### **Materials**

### **Introduction**

In this diversity training/workshop/activity, we have learned a lot about ourselves, our peers, and our environment. In this activity, we will take the opportunity to reflect back on the impact the members of this group have made on you. We will anonymously acknowledge people who helped you grow.

### **How to Play**

1. Invite all participants to sit or stand in a circle.
2. Ask five to ten (*depending on group size*) people to stand in the center of the circle.
3. Once the selected members are standing in the center of the circle, everyone but them must close their eyes and keep them shut.
4. Instruct the participants in the center of the circle to lightly tap individuals in the circle in response to the following statements:
  - *Tap someone who has surprised you.*
  - *Tap someone who made you laugh.*
  - *Tap someone who you'd like to be friends with.*
  - *Tap someone who you'd like to get to know better.*
  - *Tap someone who you'd like to hug.*
  - *Tap someone who pushed you intellectually.*
  - *Tap someone who helped you.*
  - *Tap someone who you are glad to have met.*
5. Ask individuals in the center of the circle to rejoin the circle.
6. Select five to ten new "tappers" and repeat steps 3-5 until everyone has had the chance to be a "tapper."

### **Suggested Debriefing Questions**

1. How can you continue to support and affirm your peers?

### **Things to Consider**

- This is best completed at the end of a session.

## **UP ON THE BALCONY CLOSING EXERCISE**

### **The Purpose of This Activity**

This activity will allow participants to reflect on the diversity training/workshop/activity that they have completed. Participants will be given the chance to speak or even to just listen to any responses others may have. **Goals:** Give the opportunity for participants to bring the diversity training/workshop/activity full-circle by marking an official closing. Give participants space to say anything they may have on their mind at the end of the day.

### **Estimated Time**

10-15 minutes

### **Materials**

### **Introduction**

In this diversity training/workshop/activity, we have learned a lot about ourselves, our peers, and our environment. At this point in the day, we will take a moment to reflect and close. If you feel compelled to share anything with the group, use these last moments to do so.

### **How to Play**

1. Invite all participants to sit or stand in a circle.
2. Invite all member of the group to engage in a sustained moment of silence, and to reflect on the activities they have completed.
3. Instruct participants that they can feel welcome to share any thoughts, feelings, or emotions with the group should they feel compelled to do so. However, they may not respond to anyone else's comments, may not criticize others, and may not talk or laugh on the side.
4. After the group seems to be satisfied and nobody is going to speak again, instruct the group to inhale and exhale slowly, and to open their eyes.
5. Any closing remarks from the facilitator may be made at this point.

### **Suggested Debriefing Questions**

We typically use this exercise to close our workshops and therefore do not do a formal debrief. However, we invite participants to shake hands with each other, with the goal of saying "goodbye" to every participant.



# **I'VE GOT YOUR BACK**

## **The Purpose of This Activity**

This activity will allow participants to reflect on their time together and give some positive feedback to members of the group. This will help a group that has been together for a while to solidify bonds. **Goals:** Give positive reinforcement for completing the diversity training/workshop/activity; create lasting bonds into the future.

## **Estimated Time**

20-25 minutes

## **Materials**

- Tape
- Paper
- Writing Utensils

## **Introduction**

In this diversity training/workshop/activity, we have learned a lot about ourselves, our peers, and our environment. In this activity, we will take the opportunity to reflect back on the impact the members of this group have made on you. We will anonymously acknowledge people who helped you grow.

## **How to Play**

1. In preparation, write each participant's name on a piece of paper, and hang each paper around the room.
2. Provide each participant with a writing utensil, and give them ten minutes to go around the room and write something they appreciate about each person on the paper.
3. When everyone is finished, take the papers down and hand them out to each person. You may allow a mediator to read the comments aloud to the entire group, or simply hand the out.

## **Suggested Debriefing Questions**

How can you continue to support and affirm your peers?

## **Things to Consider**

- This activity is best completed following several other activities.

## MEANT FOR YOU

### **The Purpose of This Activity**

This activity is designed as an inspirational piece. Participants will find inspiration from quotes, and will have something unique and their own to put in their notebooks and glance at through sessions.

### **Estimated Time**

10-20 minutes

### **Materials**

- Slips of paper with any inspirational quotes related to diversity.

### **Introduction**

“I will love you enough to challenge you.” Sometimes we need statements like that to inspire us to be better than what we are. We need reminders that what we do is not in vain, and that if we can keep learning and growing we will achieve our goals. This activity will provide us with some inspirational quotes that we can carry with us through these diversity sessions.

### **How to Play**

1. In preparation, write one inspirational diversity quote on a slip of paper. Continue to make more slips until there are enough for the participants.
2. Hand out one folded or closed slip of paper per person.
3. When everyone has a slip of paper, instruct participants to begin trading quotes with others in the room. Instruct the group to say “thank you” after they swap with people in the room. Be sure they know not to read them until the facilitator says to do so.
4. Continue the process of trading slips for two minutes.
5. After two minutes, invite participants to read the slip they ended up with, and tell them that whatever they have is what they were *meant* to have.

### **Suggested Debriefing Questions**

1. Why did we do this exercise? What was it like?
2. How did it feel to finally open your slip?

3. Why was it important to say “thank you” after each trade?
4. How can you continue to support and affirm your peers?

### **Things to Consider**

- This activity is best completed towards the beginning or end of a session.
- If there are participants with limited mobility, pass the papers with each person’s name on them around the room instead.

## **DIALOGUE CIRCLES**

### **The Purpose of This Activity**

This activity is excellent for large groups! It's a great way to introduce participants and provide opportunities for discussion.

### **Estimated Time**

20-25 minutes

### **Materials**

- Paper with question(s) written on them

### **Introduction**

"We are a large group, and this activity will help us divide up into groups and get to know one another a little better. You are divided up into groups, and at the center of your small group circles are questions. Introduce yourself to the group, and then each participant should answer the question in the circle. After each person has gone, we will count off and you will have the chance to meet a new group of people."

### **How to Play**

In preparation, write one question on each sheet. Samples may include:

*What is your favorite childhood memory?*

*When you were little, what did you want to be when you grew up?*

*What is your favorite book or movie and why?*

*What is one thing most people do not know about you? Why?*

*If you could be any other person in this room, who would it be and why?*

*If you could have any job at (this school, this company, etc), what would it be and why?*

*What world/global issues are you interested in/passionate about and why?*

*What is your full name? How did you get that name? Does your name have a particular meaning?*

Once each group has completed their single question, have them count off using the number of questions provided (if there are 8 groups, have each participant in a group count of 1-8). Then, those participants move to those groups.

Complete after a few rounds

### **Suggested Debriefing Questions**

- Why did we do this exercise? What was it like?

- What were some interesting pieces of information that you shared?

### **Things to Consider**

- This activity is best completed towards the beginning or end of a session.

Thank you for creating a more inclusive environment for team building, activities and workshops! We invite you to add to this list, modify activities and share them with us!

If you have any questions, please feel free to email [diversity@stonehill.edu](mailto:diversity@stonehill.edu).

Thank you!

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