



WELCOME TO THE TEAM!

We are excited to have you join team Catharsis by facilitating your own group conversation about what you learned from “Say What?!” Having a conversation about these topics can be difficult. We hope this guide helps make that process a little easier for you! These questions are designed to have a meaningful conversation with your community about the topics discussed in “Say What?!”

Some general rules for facilitating dialogue:

- Establish rules of engagement from the start:
 - What will be the rules for discourse in your group?
 - Will you raise hands or is verbal indications for speaking ok?
 - Have you established rules about hate speech?
 - How have you created a welcoming environment?
- Encourage open and respectful dialogue:
 - You cannot guarantee everyone will feel safe in the conversation, but you can guarantee that you will be respectful of their thoughts and that they need to also be respectful of you and each other.
 - As the facilitator, it will be our job to disrupt and reframe disrespectful dialogue.
- Use active listening skills to make sure you understand what is being said:
 - Paraphrase - Paraphrasing means repeating the essence of what a participant has said in order to make them feel understood.
 - Clarify/Check for meaning- Sometimes people are not as good at communicating their ideas as others. Checking and clarifying what was said keeps us from misunderstanding and ensures that our participants are being heard. We can't get to the heart of the matter when we don't know what people are thinking.
 - Summarize - Summarizing helps us keep track of the conversation, can be utilized as another great tool for clarifying what's being said, and provides us with a method for reiterating important points of our conversation.
- Give participants time to answer rather than asking three different questions quickly in a row to fill the silence.
- Remember that peer-to-peer learning is important:
 - Ask for other participants to respond to negative or challenging comments.
- Do not over utilize one or two participants:

- If only a few people control the discussion the rest of the participants may shut down or be unengaged.
- Physicality: Do not touch any of the participants as you move about the room. Even a well-meaning gesture as a pat on the shoulder can be alarming to a someone who may be having heightened sensory awareness brought on by the topic content.
- Correct victim blaming, broad stereotypes, bias speech, and other objectifying language:
 - Need help with identifying these? Talk with your on-campus resources on how to identify and respectfully/thoughtfully respond to students' misconceptions and use of bias speech.
- Encourage multiple ideas on how to intervene:
 - Not everyone intervenes the same way, get an assortment of examples so everyone hears something they can try!
- Give a closing remark! Something like this works:
 - We all have a part to play in making our campus an equitable and respectful place for us all to work and learn. Everyone is part of the solution for creating a more respectful environment. Thanks for being part of that solution-go forth and be awesome!

OK, ready to facilitate the conversation?

QUESTIONS

There are more questions than you will realistically get through in the time you have allotted, so pick your questions thoughtfully. The only question we recommend you always start with is question #1. This is a low-cost way to get them talking. You can use their answers to guide you through the questions or proceed with the ones you preselected. We have also included a space to put your own question ideas at the end of this section.

1. What did you think of "Say What?!"
 - a. Did any of the information surprise you?
 - b. What ideas are you still unsure about?
2. How do you expect your social life to change now that you are in college?
 - a. Are you excited? If so, what are you excited about?
 - b. Who's nervous? If so, what are you worried about?
3. "Say What?!" discusses how microaggressions affect the way we think of ourselves and others. Given that:
 - a. How do microaggressions affect how we treat others?
 - b. What harmful behaviors may be justified using this language?
 - c. How do microaggressions affect our learning environment?
 - d. What can we do to combat microaggressions on campus?
4. "Say What?!" talks about privilege.
 - a. Why is privilege so hard to talk about?
 - b. Can we have privilege even if we don't feel privileged?
 - c. What privilege do we have being part of a campus community?

- d. Can we be privileged in some ways and still marginalized in others?
 - i. Can you think of an example?
 - e. What can we do once we recognize our privilege (i.e., how do we “check” our privilege)?
 - f. How can we use our privilege for good?
5. How do privilege and oppression connect to microaggressions?
6. What are some things we can do to intervene when we hear microaggressions:
 - a. in private with one or two people?
 - b. in more public spaces (i.e. gym, class, etc)?
 - c. during social or “fun” moments?
7. What can we do on campus to create a more positive and inclusive campus community?
8. What do you think the impact of microaggressions are on:
 - a. The target of the microaggression
 - b. Other folks who hear or view the microaggression
 - c. The friends and family of both the target and aggressor
 - d. The community
 - e. The college
9. How can we change our stereotypes (Guide to Woke)?
 - a. **W**ork on it
 - i. Meet new people-where can we meet new people on campus?
 - ii. Listen to people
 - iii. Believe what they tell you
 - iv. Find commonalities without stereotyping and with respect
 - b. **O**penness to change
 - i. Be open to:
 1. conversation
 2. learning something new
 3. changing your mind
 4. being wrong
 - ii. Remember that
 1. It’s ok that we don’t know everything
 2. It’s ok to change your mind
 3. Stereotypes hurt you too-Have you ever been stereotyped? How did that feel?
 - iii. In the end it’s about respect
 - c. **K**indness-breaks the cycle of hurt.
 - i. Give a micro-affirmation
 1. Every had a b day and then someone treated you kindly? How’d that feel? What did you do next?
 - ii. Empathy
 1. Why do you want to know this information? Is it to grow a relationship, understand another's point of view, or just to be nosy?
 - d. **E**ducation, education, education
 - i. Do research
 - ii. Ask questions
 - iii. Take classes
 - iv. Join student groups
 - v. Use books and podcasts

- vi. Respect boundaries and don't over utilize members of the group

10. YOUR QUESTION IDEAS HERE:

Remember this is about being respectful and making everyone feel included, this isn't about being "PC" or "cancel culture" or being "woke". It's about making your campus a better place for everyone to live, learn, and work.

HOW TO SUPPORT TARGETS OF MICROAGGRESSIONS AND RESPOND TO THOSE THAT USE MICROAGGRESSIONS

You can use this information to support the conversation on how to help targets, how to change culture, how talk to those who say microaggressions and what everyday things we can all do to make our campus a safer, more equitable place for all. Remember this guide is not comprehensive; we encourage you to work with your on and off campus resources to build your own ideas. We have included spaces to include your own ideas.

1. Provide support targets of microaggressions by:
 - a. Listening
 - b. Validate that what happened was harmful.
 - i. Don't make excuses for the person that hurt them – listen and support and respond to the microaggression when you witness or hear it.
 - c. Ask "what can I do to help?" not "why were you...?" "or did you..." questions.
 - d. Let them talk as much or as little as they want about it.
 - e. Don't tell them how to fix or change it, remember it is up to folks in non-target populations to educate ourselves and others in our group.
 - f. Tell them you believe it happened
 1. The target may feel that others will be skeptical of the story.
 2. They may have trouble trusting people at this point, so saying you believe them will help make them feel comfortable and supported.
 - g. YOUR IDEAS:

2. Create cultural change on campus by:
 - a. Check in on your friends and community members. Normalize empathy and concern.
 - b. Interrupting and correcting microaggressions when you hear them.
 - c. Correcting other cultural stereotypes.
 - d. Interrupting and correcting negative racial, gender, ethnic, sexual orientation, class, ability, and religious stereotypes.
 - e. Supporting targets of microaggressions
 - f. Holding those of us in privileged groups accountable to making change.
 - g. Support or join on and off campus programs that seek to empower students and reduce cultural stereotypes, objectification, and bias.
 - h. YOUR IDEAS:

3. Hold folks who say or perform microaggressions accountable by:
 - a. Telling people that you don't agree and why it upsets you to see them emotionally, verbally, or physically harming others -even if unintentional
 - b. Telling friends who use objectifying language and bias speech that it's wrong and why.
 - c. Encouraging them to get educated and examine why they think or believe what they are saying
 - d. YOUR IDEAS:

Below are some scenarios you can take your group through to practice!

SAMPLE SCENARIO:

You are curious about what good educational events are happening around MLK day. You want to ask William, a black guy that is in your class, but aren't sure if that is appropriate.

What might be problematic about asking William?

How could you ask William for his advice without unwittingly committing a microaggression?

OUR EXAMPLE OF HOW YOU COULD RESPOND:

Start with a micro-affirmation

- *You always seem to know what's going on around here*
- *I trust you because you've been here for a while and always seem to be in the know.*

- Talk about commonalities and share your experience
 - *I feel like we have a lot in common and so I think anything you'd suggest would be something I'd like.*
- Show evidence of education and self-work
 - *I've been looking into MLK day activities online but my hometown didn't have a lot of stuff happening, so I'm not sure what's good and what's not.*
- Ask respectful question
 - *Have you ever done any of the campus events-know what's cool and what's not?*
- Believe their answer and respect their response, even if negative
 - *Thanks*
 - *Oh, of course, I'm sorry, I made you uncomfortable*

SAMPLE SCENARIO:

Your friend Tamara is converting to Islam and she has started wearing a hijab to class. Tamara's TA in her freshmen seminar has been standoff-ish since she started wearing the hijab. Tamara tells you that she feels that her TA has been ignoring her when she raises her hand in class and is worried it's about her faith. She says prior to choosing to wear the hijab she was called upon often. Then today you overheard the TA say to someone else, "I like Tamara but I don't want our other students to feel like they are going to have to worry about offending her over every little thing they say or be scared to come to class."

What is the microaggression or problem in this scenario?

Who is potentially affected by these comments?

What potential obstacles do you see in saying something? And how would you overcome them?

How could you intervene?
