

9. Materials For Illustrating A Point

- Music
- Magic
- Videos and Television Clips (check copyright stuff!)
- Index cards
- Play-doh□
- Foam balls
- Pool wands
- Hoola Hoops
- Chocolate!
- Mr. Potato Head□
- Legos□
- Bop-It□
- Chenille Stems aka Pipe Cleaners



What's The Ism?

Heterosexism (belief in the superiority of...)
Homophobia (fear of...)
Ableism
Sexism
Anti-Semitism
Ethnocentrism
Racism

10. Some Practical Stuff – A Grab Bag of Options

- Use metaphors to make a point
- Get people moving!
- Ask interactive questions that illustrate how we experience the world based on “how we show up” on this planet – have people stand and move to respond
- Create opportunities for experience sharing
- Develop activities that will allow participants to see and feel privilege
- Tie in staff members responsibility for embracing and accepting others as a means of creating community
- Consider your population – developmentally and theoretically
- Use tracking and noting – in the moment
- Keep discussion and insights connected to this space and time even if participants share outside examples and references
- Give positive feedback in the moment – thank participants for sharing with honesty and taking risks
- Used “canned” activities as a part, not the whole, of any training experience
- Consider the spectrum of difference – avoid focusing on just race or gender – although they are the most salient dimensions of difference
- Infuse social justice advocacy into your session

11. Anatomy of a Session – A Suggestion

- Introductions and a Warm-Up Activity that is Fun and In-Motion
- Ask for Desired Outcomes
- Share your Session Objectives
- Set Learning Community Norms
- Facilitate Experiential-Real-Time Activity – Surface Level – Then Process
- Facilitate Experiential-Simulation Activity – Deep Level – Then Process
- Make Connections to Main Points and Desired Outcomes
- Have Participants Put Insights into Action – Developing a Plan for Working with Residents
- End with a Quote and Commitment – Remind folks this is not the end, but just the beginning



12. **In the End** – Remember to Be Enthusiastic and Authentic as a Presenter and Facilitator – Facilitator/Presenter. Connect with your participants on a heart level – beyond cognitive!

13. Wrap - Up and Questions

14. Thank You For Being Such A Great Group and Choosing To Attend This Session!

Safe Harbors: Practical Tips on Student Staff Diversity Training
Mid-Atlantic Association of College and University Housing Officers Conference 2003

1. Beginning Burning Questions:

- Who is in the room?
- Why did you come here and what do you specifically want to get out of our time together?

2. What Makes A Good Student Training Session?

- Interaction
- Facilitation – not lecture
- An Expressed Outcome
- Fun

3. What Makes for A Great Student Training Session?

- Uses multiple senses – auditory, visual, kinesthetic and if possible, gustatory
- Responsive and adjustable to participants' needs
- Connects experiences
- Invokes feeling and experience – not just intellect
- Challenges participants to take action

4. Characteristics of A Good Trainer

- Attentive
- Energetic
- Self-aware
- Affable

5. Characteristics of A Great Trainer

- Gives of their Spirit
- Exemplifies and Promotes self-understanding
- Goes beyond “celebrating differences” but connects stereotypes, ignorance, prejudice, privilege, power, oppression and advocacy in a dynamic and illustrative way
- Connects with the participants and accepts them where they are

6. Where Sessions Often Go Wrong!

- Too preachy
- Too surface
- Too cognitive
- Too rigid
- Too much

7. Five Things You Must Always Do!

- Be very clear on the training outcomes you are seeking!
- Solicit suggestions from participants in advance of session-if possible
- Keep audience to a manageable size
- Try partnering when working with large groups
- Set up in advance and be prepared for difficulties-practice, but do not rehearse

8. What Are Your Sessions About? – The Four A's

- Awareness
- Appreciation
- Acceptance
- Advocacy

