

Inclusion Icebreakers Facilitator Guide

Prior to meeting

- Select an icebreaker and run-thru the activity yourself (or with your co-facilitator). *We recommend choosing a topic you are most comfortable with to help build your facilitator muscle and your confidence leading.*
- Read “how to use this card or activity” found at the top of most icebreakers.
- Contact Mines DI&A diversity@mines.edu with any questions to help clarify the activity.

During the meeting

- Set aside 5-minutes at the start of a meeting for the inclusion icebreaker activity.
- Allow enough time for your participants to engage in personal reflection before jumping into group discussion.
- We strongly recommend reminding participants of anonymity and confidentiality when sharing stories.
- Ask individuals to relate the topic to their current work environment and/or campus climate.
- Invite dialogue on how the topic might create new direction for how we engage in our work, how we engage with our peers, or in our activism.
 - a. This could include brainstorming steps to intervene or make a change when presented with similar challenges.

Wrapping up the experience

- Thank everyone for participating.
 - Encourage those in attendance to continue practicing by joining a [DI&A learning community](#).
 - Invite others to facilitate.
 - Assess satisfaction or interest for future topics – don’t be surprised if the first attempt is a little awkward; everyone approaches DI&A-related topics from different depth and length of experience. Keep trying!
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Facilitating through resistance

When and how to intervene

- Assess the conversation/situation by asking yourself:
 - Is what was said important to address? Or was it used to purposefully derail the activity?
 - Should I take the person aside later or address in the moment?
 - What is stopping me from intervening?
 - **Fear** – we’re all going to make mistakes, but that’s how we learn and grow, and grow deeper connections with our peers or colleagues
 - **Not in a position of influence** – find someone who is (preferably an ally) and voice your concerns

When you're ready to act

- Respond
 - "I hear you. Thank you for sharing your experience. I think it's important to remember just because you haven't personally experienced discrimination, doesn't mean it doesn't happen and that the experiences of those who have are not valid."
 - "I'm surprised you would say something like that considering how supportive you are of women (or any social identity: race, age, religion) in X." (arouse dissonance)
 - "Thank you for sharing. Let's continue to learn from each other."
 - "I know you are super excited to get your idea out, but she wasn't done telling us about hers." (use humor)
 - "Engaging in DI&A work should not be seen as the end, but as part of a longer process."
- Ask
 - "What could be another point of view?"
 - "We're beginning to veer away from the scope of today's objective. Would it be okay if I followed up with you later to discuss your questions or concerns further?"
 - "That doesn't sound like something you'd say. Can you help us understand your position a little better?" (invite clarification)

References

Griffin, Pat. 1997. Facilitating social justice education courses. In *Teaching for Diversity and Social Justice, A Sourcebook*. Ed. Maurianne Adams, Lee Anne Bell, and Pat Griffin. New York: Routledge.

Dealing with Disruptive and Resistant Behavior. The Knapsack Institute: *transforming Teaching and Learning, The Matrix Center for the Advancement of Social Equity and Inclusion at UCCS*.

Interrupting Bias in Industry Settings. *National Center for Women and Information Technology*.
<https://www.ncwit.org/resources/interrupting-bias-industry-settings>.