

Diversity, Equity, & Inclusion Facilitator Guide

EVERFI
Diversity, Equity & Inclusion for Students



Introduction

About the Facilitator Guide

We developed this guide to support colleges & institutions implementing EVERFI's online course, *Diversity, Equity & Inclusion for Students*. This course is optimally designed for college students who can be leaders in creating inclusive communities at their school, and who are also starting to think about life beyond college.

This guide is intended to provide educators with information about the course as well as virtual discussion resources to integrate the course into students' experiences.



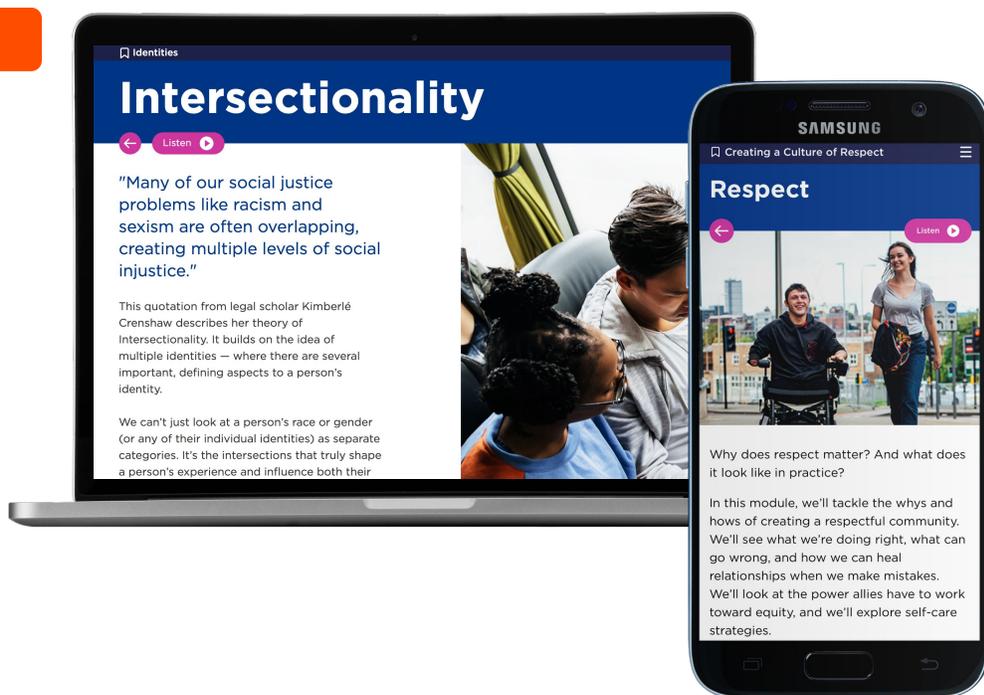
Diversity, Equity & Inclusion For Students

The majority of students identify with one or more minority or historically underrepresented populations, according to the US Department of Education. At the same time, incidents of intolerance and hate crimes on campuses have increased 30% in the last 5 years, suggesting that a diverse student body is not necessarily an inclusive one.

Diversity, Equity & Inclusion for Students equips learners with the information and skills necessary to create a respectful and welcoming environment for everyone.

Key Topics

- Identity and Selfhood
- Imposter Syndrome
- Identity Transitions
- Power and Privilege
- Oppression
- Bias and Unconscious Bias
- Respect
- Allyship
- Self-Care



Discussion Guide A

Questions & Reflection

OBJECTIVES

- Students are aware of common challenges faced by today's students
- Students have identified and practiced one or more self management skills to use when needed
- Students can identify when and who to reach out to when they need help

PREWORK

- Students must complete *Diversity, Equity & Inclusion for Students* prior to this discussion

DISCUSSION QUESTIONS

- What is something new you learned through taking *Diversity, Equity & Inclusion for Students*?
- What was most surprising to you?
- What information would have been helpful to you in a past situation?
- What did you think was the most helpful part of the course?
- How do you envision yourself using the strategies that you learned in the course?
- How will you apply what you learned throughout the semester/year?
- What are three things that you could do starting today to better support your mental health?
- What would you say to a friend that you were concerned about? What resources could you direct them to?

SHARING RESOURCES

Share a list of resources and contact information with your students and discuss ways that they can seek support. Your resources may include:

- Counseling office or other administrators dedicated to supporting diversity, equity and inclusion
- Student organizations focused on social justice, diversity, multiculturalism, allyship

NOTE TO THE FACILITATOR

- This lesson is best done in small groups (5 or less) or in a think-pair-share model for larger groups. This lesson can be done in person or virtually
- Students can discuss how they might serve as leaders in student organizations or other school activities working to promote diversity and inclusion in the community
- Give students a few minutes to answer each of the questions above, and encourage students to share their responses in a small group setting or in pairs

Circles of My Multicultural Self

This activity requires 20-30 minutes and reinforces the topics of understanding identity, power, privilege and oppression and creating a culture of respect.

Purpose: The Circles activity engages participants in a process of identifying what they consider to be the most important dimensions of their own identity. Stereotypes are examined as participants share stories about when they were proud to be part of a particular group and when it was especially hurtful to be associated with a particular group.

Preparation: Distribute copies of the Circles handout if activity will be done in person or send a PDF of the Circles handout via email if activity will be done virtually.

Instructions: Ask participants to pair up with somebody they do not know very well. Invite them to introduce each other, then follow these steps:

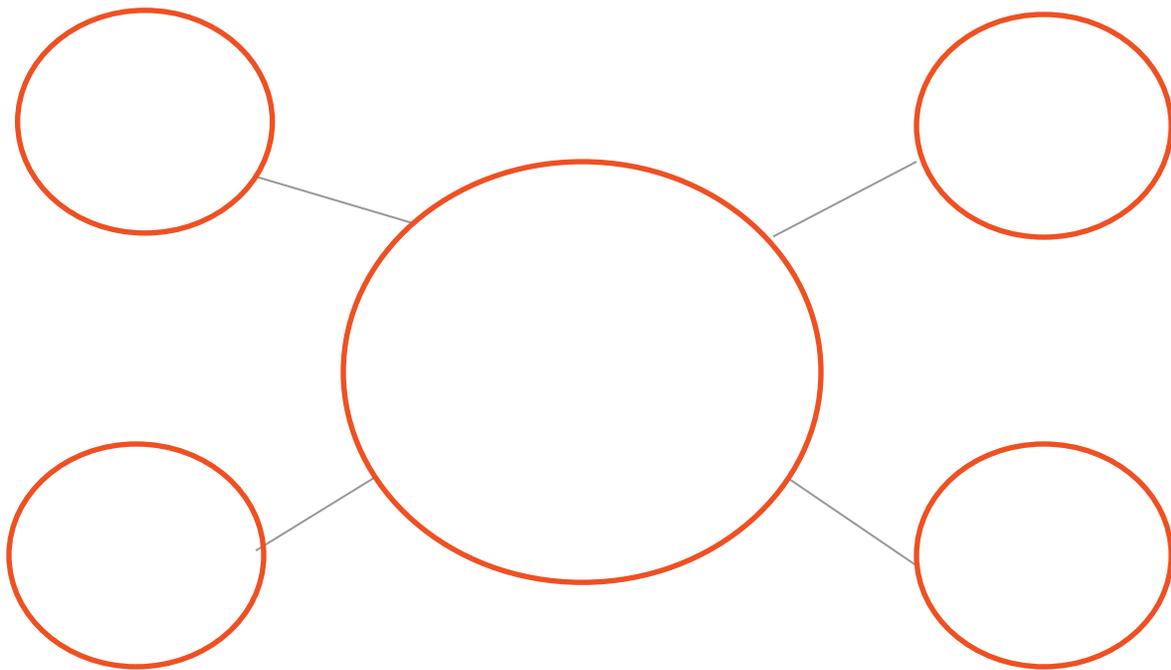
1. Ask participants to write their names in the center circle. They should then fill in each satellite circle with a dimension of their identity they consider to be among the most important in defining themselves. Give them several examples of dimensions that might fit into the satellite circles: female, athlete, Jewish, brother, Asian American, middle class, etc.
 2. In their pairs, have participants share two stories with each other. First, they should share stories about when they felt especially proud to be associated with one of the identifiers they selected. Next, if they feel comfortable, they should share a story about a time it was particularly painful to be associated with one of the identity dimensions they chose.
 3. The third step will be for participants to share a stereotype they have heard about one dimension of their identity that fails to describe them accurately. Ask them to complete the sentence at the bottom of the handout by filling in the blanks:
 - "I am (a/an) _____ but I am NOT (a/an) _____."
 - Provide your own example, such as "I am a female, but I am NOT super talkative." Instructions for steps 1, 2, and 3 should be given at once. Allow 8-10 minutes for participants to complete all three steps. If activity will be done virtually in pairs, give the group an exact time to finish completing the activity and to then return to the larger group virtual meeting.
1. Probe the group for reactions to each other's stories. Ask whether anyone heard a story she or he would like to share with the group (make sure the person who originally told the story has granted permission to share it with the entire group.)
 2. Several questions can be used to process this activity:
 - How do the dimensions of your identity that you chose as important differ from the dimensions other people use to make judgments about you?
 - Did anybody hear somebody challenge a stereotype that you once bought into? If so, what?
 - How did it feel to be able to challenge your stereotype?
 - Where do stereotypes come from?
 - How can we eliminate them?

Discussion Guide B

Circles of My Multicultural Self

This activity highlights the multiple dimensions of our identities. It addresses the importance of individuals self-defining their identities and challenging stereotypes.

Place your name in the center circle of the structure below. Write an important aspect of your identity in each of the satellite circles -- an identifier or descriptor that you feel is important in defining you. This can include anything: Asian American, female, brother, athlete, Taoist, scientist, or any descriptor with which you identify.



1. Share a story about a time you were especially proud to identify yourself with one of the descriptors you used above.
2. Share a story about a time it was especially painful to be identified with one of your identifiers or descriptors.
3. Name a stereotype associated with one of the groups with which you identify that is not consistent with who you are.
4. Fill in the following sentence: I am (a/an) _____ but I am NOT (a/an)_____. (So if one of my identifiers was "female," and I thought a stereotype was that all females talk a lot, my sentence would be: I am a female, but I am NOT very talkative.)