

Thank you for purchasing college-prep materials from DreamCatcher Curriculum, LLC. We appreciate your business and hope that our products meet your needs for assisting students prepare for college. Although our materials can stand alone as a handout for students, the program guide will offer additional information and activities to share with students in a classroom or workshop setting.

The program guide is intended as a rough outline for the topic and can be adapted as you see fit to meet the needs of your program, school, or situation. The guide also includes copy-permissible pages for use in activities as a supplement to instruction. **Please note that color handouts are copyright-protected and duplication in any form is strictly prohibited.** See our website [www.dreamcatchercurriculum.com](http://www.dreamcatchercurriculum.com) for additional info, resources, and new curriculum topics.

➔ **BEFORE YOU BEGIN:** This workshop requires minimal prep, however, it is strongly recommended that you read and review the Program Guide along with the handout before meeting with students.

## **COME TOGETHER OBJECTIVE & INCLUDED TOPICS**

To inform high school and college students about issues affecting society relating to diversity. Addressing stereotyping, stopping otherizing, respecting personal descriptors, empathizing with others' experiences, finding a course of action to assist marginalized populations, intervening in situations of discrimination, and what to do if rights were violated: *Growth Mindset, Combat Bias, Intent vs. Impact, Embracing Intersectionality, Be More than an Ally, Five Ds of Bystander Intervention, Your Rights on a College Campus and Beyond*

## **BEFORE THE WORKSHOP/SESSION**

This workshop is appropriate for any level of high school through college-level students. This workshop won't teach students everything they need to know about diversity/inclusion, but it is a jumping-off point for those beginning this journey and a continuation for those who have already had experience with diversity education. **Consider allowing extra time or multiple sessions for this workshop to adequately cover all topics.** Invite a professional from the multicultural center or diversity office on your campus to speak about cultural differences and to answer questions. Consider practicing the facilitation of this workshop with your staff so you can anticipate any topics that need extra attention and discussion.

## **STEP ONE TIME: 10 MINUTES**

Start with a few warm-up activities to prime the audience for learning about and discussing sensitive issues relating to **diversity**. To begin, briefly introduce the workshop by stating: *"This workshop covers diversity topics to which you might be sensitive or cause you to experience intense feelings. It's important to establish guidelines for establishing a safe space before proceeding so that everyone feels included and able to speak freely."* Ask for groups of 2-3 to come up with a few guidelines to share with the group. The group as a whole should consider the guidelines proposed and determine if acceptable before moving forward. The guidelines will be more effective if the participants are able to make and enforce them themselves. Give an example of a guideline to get the conversation flowing. Mention the guidelines below if needed.

Ideally, ground rules should include (at least) the following:

- **No personal attacks.** Respect one another. Challenge the idea, not the person.
- **Practice active listening.** Respect others when they are speaking. Don't interrupt.
- **Speak from your experience.** Don't generalize about a group's experience as a whole. Use "I" statements, not "they," "we," and/or "you" statements. Don't invalidate someone else's experience with your own "spin" on how it may have happened.
- **Ask questions.** Make sure to get clarification if you don't understand.
- **Participate to the fullest of your ability.** Growth, learning, and empathy happen during participation, but participation is also optional.
- **Be conscious of body language and nonverbal responses.** Keep an open stance by uncrossing arms and legs. Relax your facial expression and try to keep it pleasant.
- **The goal is not to agree on each issue/topic, but to gain deeper understanding.**

Students could write the rules on individual pieces of paper to be hung around the room, or use a large flipboard and post around the workshop space for reference as the workshop progresses. Remind the group of the guidelines if not being practiced/enforced. Lastly, discuss **maintaining a growth mindset** by being open to others and to learning more.

# COME TOGETHER Program Guide



## **STEP TWO** TIME: 10 MINUTES

Distribute the *Come Together* handout. Cover the introduction and the section on **growth mindset**. This is an important introduction, as it will prep students to approach this topic from a position of learning and vulnerability. Read aloud or ask for a volunteer to read the *Avoid Making Assumptions* and *Avoid Making Judgements* sections. Lastly, cover the *Stopping Otherizing* section, making sure to emphasize **practicing empathy and compassion for others**. Stress that empathy and compassion include being curious about others, asking open-ended questions, summarizing others' statements, and visualizing what it must be like to be in their position. Lastly, read aloud the statement in the circle on the bottom of the page that covers traits and experiences we cannot see, approaching new people and experiences with openness.

## **STEP THREE** TIME: 20-25 MINUTES

Discuss with the group the concept of visible vs. invisible diversity traits. State that **visible diversity traits can include gender, age, skin color, body size/type, and physical abilities; however, there are many more invisible traits than visible traits**. Let students know that they are about to practice the ground rules with the next activity, including growth mindset.

Ask students to gather in a circle, if the workshop space allows. (*When students can see each other's faces, empathy is more effectively practiced.*) Next, instruct the group to stand, step forward, raise their hand, or otherwise indicate affirmatively when one of the following statements apply to them. **The rest of the group should applaud, snap, or otherwise provide positive feedback after the statement is read, whether students indicate a statement applies to them or not; this helps promote compassion within the group toward all students.** Let students know that if they don't wish to indicate a statement applies to them, even if it does, they shouldn't feel pressured to do so. Don't allow anyone to pressure others to stand. Feel free to add statements that might apply to your particular group and define any traits as needed.

Instruct the group that the statements will begin with visible traits and move to invisible traits:

I am {AD-LIB} years old. (*Provide a range, if needed.*)      I have short hair.      I have long hair.  
I have no hair.      I am female.      I am male.      I am non-binary.      I identify as gender fluid.  
I am Black.      I am Brown.      I am White.      I have a different skin color than Black/Brown/White.      I am able-bodied.  
I am physically differently-abled.      I am thin.      I am thick/large.      I am curvy.      I am athletic.      I am loud.  
I am quiet.      I can be both loud and quiet.      I have piercings/tattoos.      I don't have piercings/tattoos.

Next, state the following invisible traits, which cannot necessarily be seen by others:

I am neurotypical and can participate in classes.      I am neurodiverse and need extra time and/or assistance in class.  
I come from a low-income family.      I come from a middle-income family.      I come from a high income family.  
My family is from a different country.      I was born a citizen of the U.S.      My family has been in the U.S. for generations.  
My family has indigenous roots.      My family has African roots.      My family has Asian roots.  
My family has European roots.      My family has roots that haven't been mentioned (*solicit answers, if time allows*).  
My family speaks another language at home.      We maintain certain practices/holidays at home that are widely practiced.  
I have family that is/was in the military.      I served/will serve in the military.      I don't plan on serving in the military.  
I have a family member affected by drugs/alcohol.      I have experienced anxiety.      I have experienced depression.  
My parents did not go to college.      My parents went to college.      My parents are still together.  
My parents are no longer together.      My family is blended with step-parents/step-siblings.      I practice a religion.  
I don't practice a religion.      I consider myself spiritual.      I am in a romantic relationship.      I am single.  
I seek romantic relationships with a different gender than myself.      I seek relationships of the same gender as myself.  
Another person's gender doesn't matter when seeking a romantic relationship.      I speak more than one language.  
I speak only English.      I'm learning another language.      I am an introvert.      I am an extrovert.

### **STEP THREE CONTINUED**

End the activity with the statement: **I AM HUMAN**. Encourage students to all stand (if able) and applaud each other for their openness. Process the previous activity by stating that **we don't have to know someone's specific situation or history to practice empathy and compassion for them, putting ourselves in their place and imagining how they experience the world.**

### **STEP FOUR TIME: 15 MINUTES**

**DreamCatcher Extra:** Distribute the *Come Together: Reflections & Supplemental Information* page (print double-sided, if possible or print on 2 pages and staple together). Ask students to take a few moments to complete the reflection prompt or quietly meditate on the previous activity. Students will need to keep it handy as the workshop progresses, so encourage them to have it ready.

Read through the *Definitions* section on the *Reflections & Supplemental Information* page. Ask if anyone has anything to add and encourage everyone to jot down additions they think are relevant.

Play the video "Different" on YouTube (<https://www.youtube.com/watch?v=yu24PZlkoY>) or ask students to gather around a few computers/tablets/smartphones and view the video in small groups. Ask groups to identify any assumptions or judgements they may have made at the beginning of the video and describe how their impressions of the two individuals changed as the video progressed and concluded. Discuss as time allows. Ask students to complete the reflection section on the *Reflections & Supplemental Information* page.

Next, move to the inside of the *Come Together* handout. Cover the sections on *Combating Bias* and *Intent vs. Impact*, including the subsection in the middle addressing **language used when addressing groups and individuals, using updated or preferred pronouns, ethnic descriptors, and differently-abled language**. Be sure to emphasize how to avoid confirmation bias. Move to the reflections page to review other types of biases; cover the *Things to Keep in Mind* sections regarding intent and impact.

**DreamCatcher Extra:** Distribute the *Practical Steps to Combat Bias* supplemental half-page included in this Program Guide (print and cut in half before the workshop). Encourage students to follow and practice the steps, as well as explore some of the "Where to Turn to Learn More about Different Experiences" sources to learn more about different peoples' experiences and views on the world.

### **STEP FIVE TIME: 10 MINUTES**

Cover the following sections: *Embracing Intersectionality* and *Be More than an Ally*. Mention that there is a corresponding part on the *Come Together Reflections* page. When covering the *Intersectionality* section, mention these definitions:

- **Genderism:** the belief that gender is a binary, or that there are, or should be, only two genders (male and female) and that the aspects of one's gender are inherently linked to the sex in which they were assigned at birth; displaying preferential treatment for those who identify as male or female or believe that gender is binary.
- **Racism:** prejudice, discrimination, or antagonism directed against a person or people on the basis of their membership in a particular racial or ethnic group, typically one that is a minority or marginalized.
- **Ableism:** discrimination in favor of able-bodied people.
- **Heterosexism:** a system of attitudes, bias, and discrimination in favor of female–male sexuality and relationships, the presumption that other people are heterosexual or that female–male attractions and relationships are the only norm and therefore superior.
- **Ageism:** prejudice or discrimination against a particular age-group, particularly the elderly.
- **Anti-Semitism:** hostility or prejudice towards Jewish people.

Others to mention if time allows:

- **Eurocentrism:** the assumption/argument of European history and values as "normal" and superior to others.
- **Educationalism:** the idea that educated people are biased against the less educated, potentially creating a social divide.
- **Classism:** prejudice against or in favor of people belonging to a particular social class.
- **Language bias:** preference for English over other languages, written and spoken.
- **Colorism:** prejudice or discrimination against individuals with a dark skin tone.
- **Pro-natalism:** a belief that promotes the reproduction of human life and favors those who are able to do so.

# COME TOGETHER Program Guide



## STEP FIVE CONTINUED

Turn to the *Wheel of Power* section on page 2 of *Come Together: Reflections & Supplemental Information* to examine the wheel and consider where their personal experiences might fall. Explain that the closer the attribute is to the middle, the closer that experience is to power, or the non-marginalized groups.

Perhaps discuss the meaning of "power" and "privilege," touching on **the idea that certain people have advantages that they did not earn**. Discuss what some of those advantages might be and any experiences with privilege the students may have experienced. Also explain that those close to the center have an obligation to work for equality for those farther away from center. This subject is explored in the subsection between *Embracing Intersectionality* and *Be More than an Ally*. Next, cover the *Dos and Don'ts of being an Ally/Accomplice*. Be sure to discuss the quotes associated with each section.

**DreamCatcher Extra:** Consider taking a brain-break at this juncture of the workshop. Have students stand (if able) to take a deep breath on a count of eight, then exhale counting backwards from eight. You can count forwards and backwards for the group. Participants should repeat this breathing exercise 3 times. You can also encourage students to stand (if able) and stretch their extremities.

## STEP SIX TIME: 15-20 MINUTES

Turn to the back page to cover the *Five Ds of Bystander Intervention*. Read aloud the quote from John Lewis:

**"You have a moral obligation, a mission and a mandate to do your part. You must get in the way. When you see something that is not fair, not right, not just, you must have the courage to stand up, to speak up, and to find a way to get in the way."**

Participants will hopefully reference this quote during the upcoming simulation. Discuss each D of Bystander Intervention: **distract, delegate, document, delay, and direct**.

Next, divide the group into five subgroups. Each group will receive a Bystander Simulation Scenario card included in this Program Guide. Each group will read the scenario and discuss how to approach and diffuse it using the bystander intervention strategies just discussed. Give groups about 5 minutes to complete their discussions and then have each present their scenario and how they would approach it. Subgroups can give a brief presentation of their solutions or even act out or simulate how they would handle their scenario.

Close this portion of the workshop by discussing how different people experience society differently: **who we are and how others see us impacts our experience in public spaces and how we might experience discrimination**.

Continue the discussion by addressing the reasons why people might not intervene in situations where someone is being treated unfairly (including thinking it's harmless, it doesn't involve them, feeling like they can't make a difference, not knowing the full situation, and feeling like no one else is doing something). Some tips for moving to action: **Pay attention to what's going on around you and the person/people that are experiencing harm: Do they look uncomfortable? Are they trying to get away? Be a good observer in public when you're able**. Emphasize that we all have a right to be safe and treated fairly in public spaces. Ask for anyone's personal experiences as time allows.

## STEP SEVEN AND ASSESSMENT TIME: 15 MINUTES

Lastly, cover the *Take Action* section and *Your Rights on a College Campus*. Stress that participants should select causes that are meaningful to them or that they might want more info/experience in which to participate. Inform students that they **do not lose fundamental rights on campus and that they have a right to personal expression, have appropriate services provided, and speak their minds**. (Note that colleges might have students agree to a code of conduct or similar stipulations and to take that into consideration when selecting a college.) Ensure that you cover the *Were Your Rights Violated?* section so everyone knows what methods of recourse are available. Cover the final quote at the bottom of the page.

Distribute assessments to either a small selection of students or to the whole group. Collect when complete.

## LEARNING OUTCOME

At the end of this session, participants will be able to define growth mindset in their own words and identify the difference between implicit, explicit, and confirmation bias. Students will be able to name one "do" and one "don't" of allyship, as well as being able to define one D of Bystander Intervention.

# COME TOGETHER *Assessment*

Define GROWTH MINDSET in your own words:

Match the term to the correct definition:

**Explicit Bias**                      unconscious attribution of particular qualities to a member of a certain social group

**Implicit Bias**                      the tendency to interpret new evidence as proof of one's existing beliefs or theories.

**Confirmation Bias**              attitudes and beliefs we have about a person or group on a conscious level

Name one DO and one DON'T of Allyship and Being an Accomplice:



In the circle, define how you would implement the DOCUMENT strategy of Bystander Intervention:

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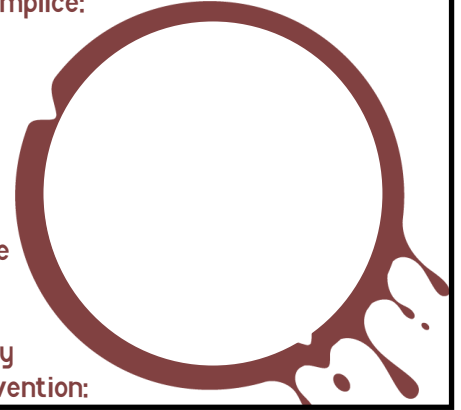
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In the circle, define how you would implement the DOCUMENT strategy of Bystander Intervention:

# BYSTANDER SCENARIO #1

## VERBAL HARASSMENT ON A BUS

You are riding on a very crowded bus. You notice someone muttering hateful words and threats under their breath towards a younger person of color nearby who is clearly uncomfortable. You are nearby and notice there is more room toward the front of the bus. What do you do? Which intervention strategy will you use and why?

# BYSTANDER SCENARIO #2

## PASSIVE-AGGRESSIVE COMMENT ABOUT HERITAGE

A new student joins your study group. Someone in the group asks the new student where they are from and they respond "I'm from Texas." Another person in the group then asks "No, where are you *really* from?" What should you do in this situation? Which intervention strategy will you use and why?

# BYSTANDER SCENARIO #3

## GROCERY STORE CLERK TAKES ADVANTAGE OF VISUALLY IMPAIRED PERSON

You are in line to check out at a grocery store. The person in front of you is paying for their groceries and you notice they are wearing dark sun glasses and have a guide dog assisting them. Then, you notice the cashier count back their change and purposefully gives them back less money than they're owed. What should you do?

# BYSTANDER SCENARIO #4

## PUBLIC HARASSMENT TOWARDS A SUNBATHER IN A PARK

While at the park, you notice a person on a bike riding back and forth past a person sunbathing. The cyclist even made some loud, suggestive comments. As you approach the situation, the cyclist rides away. Visibly upset, the sunbather begins packing up to leave. What should you do? Which intervention strategy will you use and why?

# BYSTANDER SCENARIO #5

## GROUP TARGETS A PERSON IN A MALL

While at a shopping mall, you and your friends notice someone getting shoved around down a side hallway. The person looks stressed out by the situation and cannot get away. The people doing the shoving are shouting and laughing loudly. What should you and your friends do? Which intervention strategy will you use and why?

## Practical Steps to Combat Bias:

1. Seek opportunities to get outside of your comfort zone.
2. Slow down your decision making. Don't act on impulse; recognize potentially negative thoughts.
3. Present others (and yourself, if needed) with examples that break stereotypes. Think about individuals as just that, rather than as representative of a larger group.
4. Take on first-person perspectives of those different than you.
5. Practice compassion and empathy towards everyone you meet.
6. Get your news from a variety of sources. Practice critical thinking and fact checking.



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## Where to turn to learn more about different experiences:

### Podcasts:

*Floodlines* from The Atlantic, *1619* from The New York Times, *Intersectionality Matters!* from The African American Policy Forum, *Throughline* from NPR, *This is Actually Happening* from Wonderly, *This Land* from Crooked Media, *Outward* from Slate, *Code Switch* from NPR

### Films:

*13th* on Netflix, *I Am Not Your Negro* on Amazon, *Dream On* on PBS, *Whose Streets?* on Hulu, *Paris is Burning* on AppleTV, *Teach Us All* on Netflix, *Pandemic: How to Prevent an Outbreak* on Netflix, *The Mask You Live In* on Netflix, *The Hate U Give* on Amazon

### Books:

*How To Be An Antiracist* by Ibram X. Kendi, *The Person You Mean to Be* by Dolly Chugh, *Caste: The Origins of Our Discontents* by Isabel Wilkerson, *Women, Race, and Class* by Angela Y. Davis, *Educated* by Tara Westover

*This list is by no means comprehensive. Research additional diverse books, podcasts, articles, and films.*

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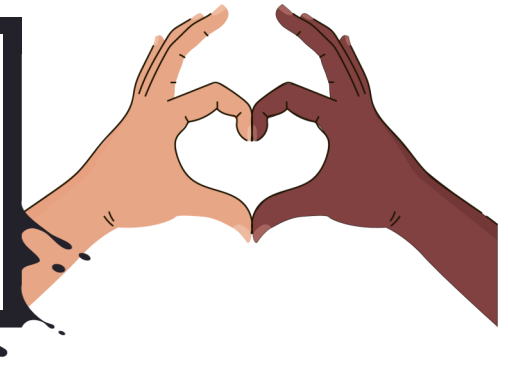
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# COME TOGETHER!

Reflections and  
Supplemental  
Information, Pg. 1

How do you feel after the Visible/Invisible Traits activity? What was it like to share?



## DEFINITIONS

**Prejudice:** an attitude about another person or group of people based on stereotypes

**Discrimination:** an action or behavior based on prejudice

**Microaggression:** everyday slights, indignities, put-downs and insults that marginalized people experience in their day-to-day interactions with others

**Privilege:** a special right or advantage that only one person or group has, earned or unearned

**Historically Excluded, Marginalized:** treatment of a person, group, or concept as insignificant or peripheral



After viewing the video "Different," reflect on how you are different about which others' might not know by looking at you:

Go to <https://www.youtube.com/watch?v=yu24PZlkoY> to view "Different."

## OTHER TYPES OF BIASES: IMPLICIT VS. EXPLICIT

**Implicit bias** is the unconscious attribution of particular qualities to a member of a certain social group. This type of bias is shaped by your experience and based on learned associations between qualities and social categories.

**Explicit bias** is the attitudes and beliefs we have about a person or group on a conscious level. In other words, you know you have certain attitudes towards others. You can un-learn these biases gaining more knowledge.

**LEARN MORE ABOUT YOUR  
PERSONAL BIASES AT:**

[HTTPS://IMPLICIT.HARVARD.EDU/  
IMPLICIT/TAKEATEST.HTML](https://implicit.harvard.edu/implicit/takeatest.html)

## INTENT VS. IMPACT

*Continued!*

### THINGS TO KEEP IN MIND FOR THOSE WITH GOOD INTENTIONS:

- Sincerely apologize. Show that you care that you've impacted someone.
- Learn about the lived experiences of others, but don't expect to be taught.
- Learn from that particular situation.
- Forgive yourself and move forward.
- Remember you can't control how someone might react.

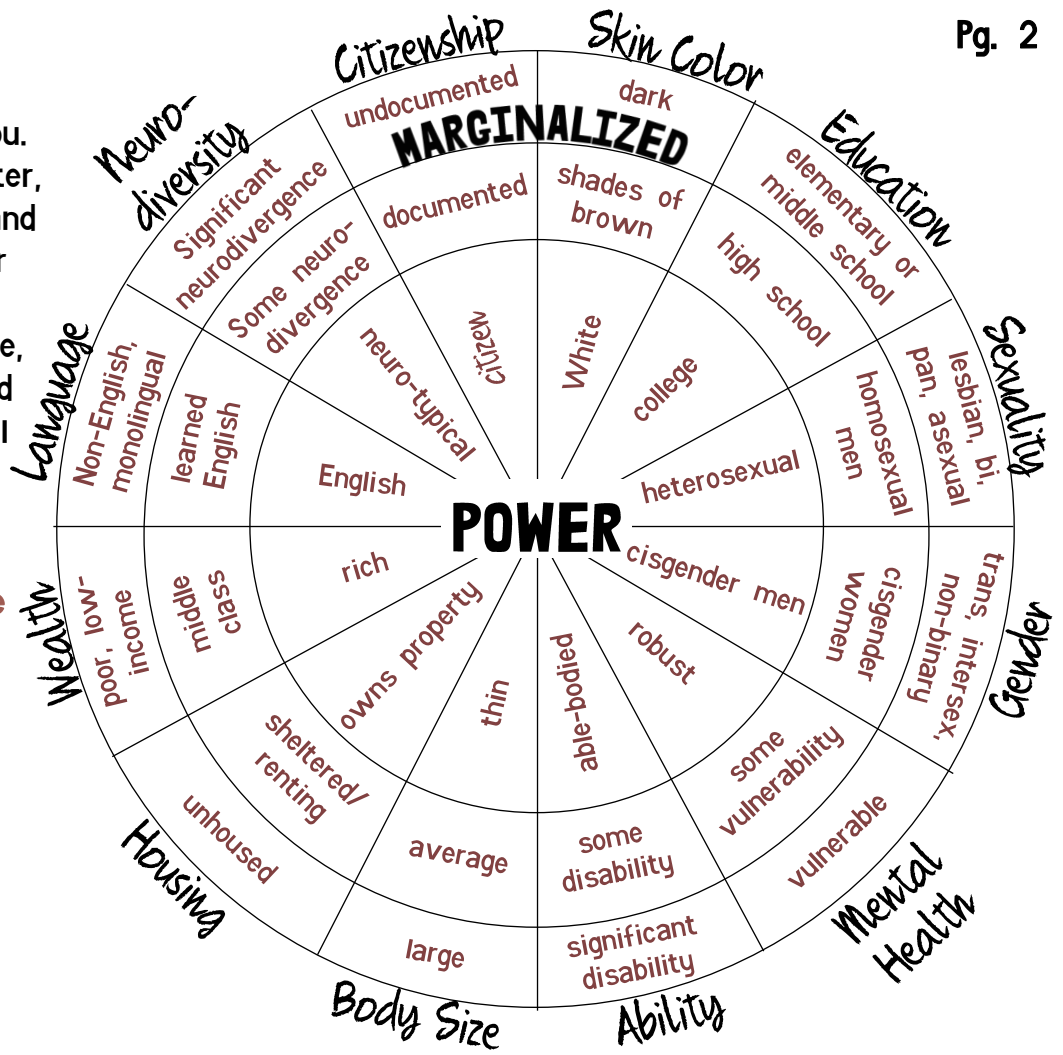
### THINGS TO KEEP IN MIND FOR THOSE BEING IMPACTED:

- Ask for clarification before responding.
- Remember that you are in control of your emotions and reactions.
- Find support from someone or a group of people that you trust to share your experiences with.
- It's not your job to educate others, but encourage them to learn.



# WHEEL OF POWER

Shade in the areas that fit you. The closer you are to the center, the closer you are to power and privilege. Being closer to power doesn't mean you necessarily feel or enjoy power or privilege, nor does it mean you've earned it. Your positions on the wheel might also change over time. The closer you are to power, the higher your responsibility is to learn about and advocate for equality for groups further away from power.



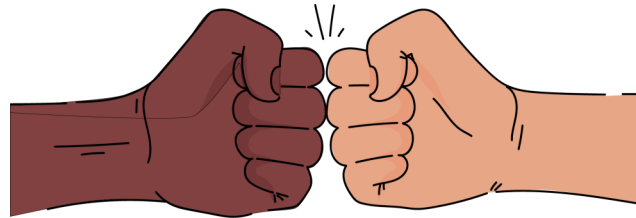
What are your intersections? What can you do to work for equality for others?

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# MORE YOU CAN DO TO COME TOGETHER



**ASK** your school or college to have an inclusive calendar to allow time off for more holidays than just Christian/traditional American holidays.

**INCLUDE** your pronouns on your email signature and social media.

**ADVOCATE** for marginalized groups outside of your own.

**RECOGNIZE** that you might need to unlearn old info to be able to learn new information about groups other than those to which you belong.

**WRITE DOWN SOME IDEAS OF YOUR OWN BELOW!**