

PRIVILEGED GROUP		MARGINALIZED GROUP
Late 30's to 50's/early 60's	1. Age	Younger; Older
White	2. Race	Person of Color; People who identify as Biracial/Multiracial
Male	3. Sex	Female; Intersex
Cisgender	4. Gender Identity	Transgender; Gender Nonconforming; Gender Queer; Androgynous
President, Vice Presidents, Deans, Directors, Faculty, Supervisors	5. Hierarchical Level	Students, Graduate Teaching Assistants, direct service staff
Heterosexual	6. Sexual Orientation	Gay; Lesbian; Bisexual; Queer; Questioning
Upper class; Upper middle class; Middle class	7. Social Class	Working class; Living in poverty
Graduate or 4-year degree; highly valued school; private school	8. Educational Level; Credential; Certificate	High school degree; 1 st generation to college; less valued school; public school
Christian (Protestant; Catholic)	9. Religion/Spirituality	Muslim, Jewish, Agnostic, Hindu, Atheist, Buddhist, Spiritual, LDS, Jehovah Witness, Pagan, ...
U.S. born	10. National Origin	"Foreign born;" Born in a country other than the U.S.
Not disabled	11. Disability Status	People with a physical, mental, emotional and/or learning disability; People living with AIDS/HIV+
"American;" Western European heritage	12. Ethnicity/Culture	Puerto Rican; Navajo; Mexican; Nigerian; Chinese; Iranian; Russian; Jewish...
Fit society's image of attractive, beautiful, handsome, athletic...	13. Size, Appearance, Athleticism	Perceived by others as too fat, tall, short, unattractive, not athletic...
Proficient in the use of "Standard" English	14. English Literacy	Use of "non-standard" English dialects; have an "accent"
Legally married in a heterosexual relationship	15. Marital Status	Single; divorced; widowed; same sex partnership; unmarried heterosexual partnership...
Parent of children born within a 2-parent heterosexual marriage	16. Parental Status	Unmarried parent; do not have children; non-residential parent; LGBTQ parents...
More years on campus	17. Years of experience	New; little experience on campus
U.S. citizen	18. Immigration Status	People who do not have U.S. citizenship, are undocumented
Suburban; valued region of U.S.	19. Geographic region	Rural; some urban areas...less valued region
Light skin; European/Caucasian features	20. Skin color; phenotype	Darker skin; African, Asian, Aboriginal features...
Nuclear family with 2 parents in a heterosexual relationship	21. Family Status	Blended family; single-parent household; grandparents raising grandchildren; foster family...
Extrovert; task-oriented; analytical; linear thinker	22. Work Style	Introvert; process-oriented; creative; circular thinker

MICROAGGRESSIONS

Commonplace, usually unintentional, negative slights and expressions of bias toward socially devalued groups.

Themes	Microaggression Examples	Underlying Message
Second class citizen: seeing certain groups as less worthy, less important, less deserving and inferior. People get excluded, ignored, or discriminated against.	Not knowing the name of lower status workers. Ignoring the contributions of marginalized people in groups. Overlooking the person of color on line.	Who you are and what you have to say is not important.
Inferiority or pathology of marginalized culture/identity: assuming that certain groups are abnormal, deviant or pathological. Assumes dominant cultural norms are correct and superior.	Saying to an African-American person, "You speak really well. You sound white." Asking, "Why do they have to be so loud/so quiet/dress like that?" Not putting a person with a disability in a front line position. "That food smells really funny."	Who you are is not acceptable or not as good as people from the dominant culture.
Assuming the normality and superiority of the dominant culture	Asking everyone to contribute money or attend an event without considering financial differences. Assuming that people are in heterosexual relationships. "Saying to a woman, "So what does your husband do?"	You should conform to dominant cultural norms regardless of who you are or the dominant cultural norms are what's "normal."
Assuming inherent abilities or qualities	Saying to an Asian person, "Do you work in the math or computer fields?" "I don't think a woman can handle this position—we need someone strong and decisive." Assuming a tall black man plays basketball.	Your individuality doesn't matter, I know what you are like.
Assuming homogeneity: assuming that all people from a certain group are alike. Not seeing individual and group differences.	Asking a Black person, "So what do Black people think about Obama?" Asking a Latina (who is Colombian) to explain Cinco de Mayo (a Mexican holiday). Assuming a Sikh is a Muslim.	You are all alike.
Ascription of intelligence: making assumptions about a group's intellectual ability, competencies and capabilities.	Saying to a service worker, "Wow, that sounded smart. How did you know that?" Saying to a Black person, "You're so articulate!" Speaking more slowly and simply to a person with a physical disability (who does not have a cognitive disability) Not encouraging females to pursue high level math and science. Assuming Asians are good at math.	You're not as intelligent or you must be good at this activity.

Theme	Microaggression Examples	Underlying Message
Alien in one's own land: being perceived as a perpetual foreigner or being an alien in one's own country.	Saying to a Latino- or Asian-American, "So where are you <i>really</i> from?" or "You speak really good English." Saying to an African-American or Muslim, "If you don't like it here, you can just go back to Africa/the Middle East."	You're not really an American. You don't really belong here.
Assuming criminality: presuming that certain groups are dangerous or criminals.	Crossing the street or holding one's purse tighter around Black/Latino men. Not wanting one's child to be taught by gays or lesbians. Only asking people of color for ID when using checks or credit cards.	You can't be trusted. You might be dangerous.
Using offensive/biased language: referring to individuals or groups in ways that are insensitive or derogatory.	Calling women "girls" or "hon". Not using the correct gender pronoun. Using the term "illegal alien". "That's so gay." "That's so ghetto."	Who you are is not important or worthy of respect.
Myth of meritocracy: assuming that all groups have equal opportunity and that there is a level playing field. Therefore, success or failure is due to individual effort and attributes. "Blaming the victim"	"I had no problem finding an internship/job, you must not be trying hard enough." "I just want to hire the most qualified person."	Your marginalized status or experiences with inequality don't matter.
Ignoring/Denying Differences: unwillingness to acknowledge or admit seeing someone's social identity and thus the significance of it.	"I don't see color, I just see people." "You're so pretty I forget that you're a lesbian."	Your identities don't matter.
Denying personal bias: unwillingness to admit individual prejudice or discriminatory behavior.	"I can't be racist, some of my best friends are Black". "My sister has a disability so I have no prejudice against people with disabilities." "I'm not homophobic, that was just a joke."	You're wrong. I don't have any bias.

Adapted from: Sue, D.W. (2010). *Microaggressions and Marginality* and *Microaggressions in Everyday Life*. Hoboken, NJ: John Wiley and Sons.

For more examples of microaggressions see: www.microaggressions.com

Unproductive Meeting Behaviors

- a. In the 1st column, check-off any unproductive behaviors which you have observed in meetings.
- b. Then in the 3rd column, check-off any of these behaviors that you have ever done.
- c. Look back over this list, and imagine what needs the person/you were attempting to fulfill with each of these behaviors. Write these unmet needs in the 4th column. Examples of needs: recognition, inclusion, understanding, clarity, safety, connection, mutuality, collaboration, acknowledgement, efficiency, honesty, respect, competence, trust, fun, make a difference, etc.

Others do this	Unproductive meeting behaviors, when someone:	I've done this	Unmet needs
	1. Makes inappropriate comments or "jokes"		
	2. Belittles the input or comments of others		
	3. Minimizes or rationalizes away the frustrations and comments of group members		
	4. Interrupts or talks over others		
	5. Engages in side conversations		
	6. Dominates the conversation		
	7. Makes snide or sarcastic comments		
	8. Only interacts and makes eye contact with people like them; people they like		
	9. Gives unsolicited "advice;" tell someone how they should have felt or responded differently		
	10. Dismisses or ignores the input of others		
	11. Disregards feedback from group members		
	12. Laughs at or makes fun of other group members		
	13. Treats peers with disrespect		
	14. Gives someone the "silent treatment" or "cold shoulder"		
	15. Uses a negative, judgmental tone		
	16. Uses an overly aggressive or forceful style		
	17. Refuses to participate in the discussion or the activity		
	18. Is silent, shut down or withdrawn		
	19. Challenges the validity of the information being presented to serve a personal agenda		
	20. Questions the usefulness of an activity or a discussion to serve a personal agenda		
	21. Gives excuses or PLEs (Perfectly Logical Explanations) for disrespectful comments and behaviors		
	22. Raises their voice to try to silence others		

	23. Emphasizes “good intent” and does not also listen to the impact of actions		
	24. Makes negative stereotypic comments about others or self		
	25. Tells others they are “too sensitive”		
	26. Repeats or rewords what members with lower status have just said		
	27. “Hears” and acknowledges ideas only if they come from members with higher group status		
	28. Does not engage or “hear” comments from members with lower group status		
	29. Judges or dismisses input from members of lower status groups if they express anger or frustration		
	30. Only asks members of lower status groups to repeat what they have just said		
	31. When confronted, frames the situation as an “attack”		
	32. Go to lunch or socializes only with certain group members		
	33. Acknowledges and praises only certain group members		
	34. Rolls their eyes or makes other negative nonverbal behaviors when others are talking		
	35. Chastises others publically		
	34. Critiques and questions only the ideas and materials presented by lower status members		
	35. Bullies other group members		
	36. Has a patronizing or condescending manner		
	37. Derails the planned format and agenda to serve a personal agenda		
	38. Criticizes the personal character of group members		
	39. Takes credit for the work or ideas of others		
	40.		
	41.		

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**Checklist for Allies and Accomplices:
Tools and Strategies to Increase Your Capacity and Effectiveness as Change Agents
(A Place to Start)**

Directions: Read each of the following and rate how often you effectively demonstrate these skills:

1 = Never 2 = Rarely 3= Occasionally 4= Often 5= Always

1. Consistently track interactions and group dynamics: work to create balance of engagement among all members; and speak up when you notice exclusionary comments and behaviors.
2. Cultivate relationships with other members of privileged groups who actively work to dismantle oppression and create inclusive organizations. Talk honestly about where you get stuck and ask for feedback and coaching.
3. Continue to deepen your awareness about privilege and dominant culture, and how these operate in you, others, and organizations/systems.
4. Recognize and change in the moment when you are operating out of stereotypes, privilege, and/or dominant cultural beliefs.
5. Track patterns of negative differential treatment on members of marginalized groups and intervene to stop inappropriate actions and educate others.
6. Support others when they question or challenge uninclusive or disrespectful behaviors or policies so they are not alone. Recognize that marginalized group members have a far greater risk if they challenge and speak up.
7. Recognize and intervene when unconscious bias and prejudice are impacting opinions and decisions.
8. Continually learn more about the experiences of members of marginalized groups and oppression.
9. Recognize when members of marginalized groups might be reacting out of cumulative impact, and offer space to talk about issues and their experiences.
10. Analyze policies, programs, services, and practices to assess any differential negative impact on members of marginalized groups and shift practices to create change.
11. Track current utilization of services and assess the degree of satisfaction and usage by members of marginalized groups.
12. Regularly assess the climate and culture of organizations and analyze the data for any differential experiences from members of marginalized groups.

13. Constantly track organizational activities to ensure fairness, respect, and inclusion for all people with respect to group dynamics, communication, task assignments, professional development opportunities, decision-making, conflict management, mentoring, networking, hiring and promotion, etc.
14. Ask questions to seek to understand BEFORE disagreeing or defending your position.
15. If your behavior has had an impact on a member of a marginalized group, avoid defensively talking about your intent. Instead, listen thoughtfully to their feelings and perspective; acknowledge the impact; make amends and change your behavior as needed.
16. In meetings and conversations, ask these questions, “How might this impact members of different marginalized groups?” “What perspectives and input might we be missing from different marginalized groups?”
17. Talk with members of privileged groups who seem to be colluding, “going along to get along” ~ help them consider the consequences of their actions and shift their behaviors.
- 18.
- 19.
- 20.

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What Could You Do?

Directions: Choose 1-2 examples of microaggressions and exclusionary situations. Write each one in the left-hand column. Then discuss and note how you could ADDRESS the situation in the other column.

Consider as you discuss:

- What is the probable impact if **no one speaks up** in this situation?
- What could be the **positive outcomes if someone does intervene** and speak up?
- What could you do to **ADDRESS*** the situation?
 - **A** = Acknowledge (that something occurred)
 - **D** = Dialogue (with the person in the moment, afterwards)
 - **D** = "Document" (tell someone; use the Bias Reporting System)
 - **R** = Redirect (the conversation)
 - **E** = Educate (the person)
 - **S** = Stop (the exclusionary behavior)
 - **S** = Support (the people impacted)

Microaggression, Exclusionary Situation	<i>WHAT COULD YOU DO?</i>

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What Could You Do?

1. Over time you have noticed that most staff do not greet or interact with someone who uses a wheelchair like they do to others walking by.
2. You observe a someone asking a person you think might be multiracial or biracial, "What are you?"
3. You notice new staff members get talked over or ignored in discussions.
4. A staff member talks louder and more slowly when addressing someone from Korea.
5. You hear someone making fun of an "overweight" student.
6. You notice in team meetings, the men only talk to men; whites only talk to whites; and overlook, don't engage other members.
7. During a discussion about how to celebrate the end of the fall semester, several staff are pushing the idea of a Secret Santa party to celebrate Christmas. You notice a few student staff look down or seem restless.
8. You hear a staff member asking someone who they think is Asian, "Where are you from? And where did you learn to speak English so well?"
9. Someone is writing, "That's so gay!!" on the bulletin board.
10. You notice a male staff member standing really close to a female staff member. As she backs away, the male staff member moves closer.
11. You overhear a staff member discussing what accommodations that they will need in the workplace, and the manager seems distracted and frustrated.
12. You notice that some staff members seem to react negatively when they see a woman wearing a veil/hijab on campus.
13. A student talks about being LGBTQ and a staff member says, "I'll pray for you."
14. You notice that the activities planned for alumni always require individuals to pay what seems to you as a high fee.
15. You see a U.S.-born staff member approach an international student and ask him to teach them swear words in his native language.
16. A staff member continues to call two student workers by the wrong names, confusing them for each other even though they look nothing alike; except they both are men of color.
17. A manager refuses to use the personal pronouns and name of a transgender staff member.
18. You notice some staff regularly looking women up and down, staring at their breasts.
19. A manager doesn't agree with a staff member and seems to raise their voice to silence them and end the conversation.
20. You notice a staff member wearing a baseball cap with a team "mascot" that is Native American.

21. A staff member tells you their manager told them, "Someone with your type of learning disability will probably not get promoted."
22. You overhear someone saying to an African American woman, "You're very articulate!"
23. In a group discussion, you overhear a woman confronting a male staff member and see him turn to a friend and say, "What a B ____!"
24. A Latina student is talking to some of the white students in the hallway about a racist situation that happened on campus. A staff member walking by says to their colleague, "Why do they have to make everything about race? They were probably just having a bad day..."
25. Student staff members are complaining how Black or Latino have to show 1-2 forms of ID to use a computer lab, while white students do not. A white staff member says, "I had to show ID last week. This has nothing to do with race."
26. You notice that some staff repeatedly mispronounce an international alum's name.
27. As the class starts to discuss the Black Lives Matter movement, all of the students and turn to the only African American in the class and ask, "What do you think about what is going on?"
28. You overhear a few other students make disparaging comments about Islam and Muslims.
29. A staff member wants to include a photo of two men kissing in a brochure about alums getting married on campus; another staff member just shakes their head.
30. A female manager is assumed to be the secretary of the department.
31. You see a staff member treating a custodial staff member with disrespect.
32. As some student workers are talking about how a female student was sexually assaulted at a party over the weekend, you hear one of them say, "Given me a break! Did you see what she wore to that party?!?"
33. A manager listens and considers new ideas when a more experienced staff member raises them, but quickly shuts down new or younger staff who ask questions or offer innovative ideas.
34. When someone points out the racist comment a staff member just made, their 1st reaction is, "I'm not racist. I was just kidding. I didn't mean it."
35. During a team discussion about sexism, you notice that while a female staff member is talking about her experiences on campus a couple of men are talking to each other and smiling.
36. When a staff member gets confused during a discussion, someone says, "She's having a blonde moment!"
37. You overhear a staff member saying to a woman of color, "You should straighten your hair. You'd be much more attractive."
38. A staff member make a comment to a person of color: "You got that promotion because of your race."

39. Two staff members are standing talking to each other at the desk of the administrative assistant while s/he is there trying to get work done.

40. A manager publically chastises staff if they are a few minutes late, but then will casually walk in 10 minutes late to a meeting and not apologize for keeping others waiting.

41. A male manager of color is working on the weekend in jeans and a t-shirt and is assumed to be a maintenance worker.

42. You observe a staff member talking to an "average looking" student who seems to get distracted when a "very attractive" student approaches; and quickly stops talking to the original student and turns their attention to the more attractive one.

43. In a search committee meeting to choose the final 3 candidates to bring to campus, several staff members talk about the white men and women: "He seems like he'd fit into the group;" "She'd be a team player."

44. A 6-foot person patting the head of someone who is 5'2", someone they hardly know.

45. Introducing the male manager as Dr. __, and the female manager with a doctorate as Ms. ____ or by their first name.

46. A staff member who often raises issues is not invited to lunch when the supervisor organizes an informal gathering among most staff.

47.

48.

49.

50.

What are Your Inclusion Values and Intentions?

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- create greater inclusion
- leave people feeling whole
- engage in respectful dialogue
- do no harm
- “go with the flow;” trust the process
- deepen learning and growth
- meet the people “where they are” without judgment
- use the triggering moment to deepen understanding
- relate in, connect to the person
- create space for honest, authentic dialogue; sharing of feelings, perceptions
- invite people to learn from the situation
- model the social justice behaviors you espouse: authenticity, empathy, self-reflection, engagement...
- deepen understanding across differences
- identify deeper issues fueling feelings, perceptions and behaviors
- create safety for the expression of differing viewpoints
- treat others with respect and dignity
- encourage more people to engage in the dialogue
- support people to disagree with each other in respectful ways
- model effective recovery skills after making an inappropriate comment or when your behavior results in negative impact
- identify inappropriate behaviors and explore the negative impact
- interrupt unproductive, inappropriate behaviors and group dynamics
- build a “bridge” and a connection with the other person
- encourage identity development and growth
- demonstrate compassion and empathy

Have You Ever Had These Less Productive Intentions?

- win the argument
- get even; get them back
- to be right; prove the other person wrong
- to prove you are competent, smart
- assert your power and authority
- gain status and prestige; be admired
- be in control
- intimidate the other person
- “put them in their place,” shut them down
- punish the other person
- embarrass or put down the other person
- make them feel the pain and hurt you feel
- change the other person’s views, feelings or behaviors
- to make people learn
- trick and “out fox” the other person
- avoid confrontation and conflict
- keep the conversation “under control”
- avoid intense emotions: in self and others
- make everyone feel happy and harmonious
- avoid feeling or being viewed as “incompetent”
- control how others feel about you
- To seen as a “good one,” an ally
- use the current opportunity to “right the wrongs” you experienced in your past
- change the other person to account for times you either didn’t or couldn’t change oppressive people earlier in your life
- ignore them
- seek approval of others
- to be liked, to fit in

Traps and Potholes for Allies to Avoid, a Beginning List

Tanya Williams, Ed.D., and Kathy Obear Ed.D.

- Colluding and trying to maintain the status quo culture
- Trying to keep your status, membership in “the club” while saying you are creating change
- Fear of losing your access, connections, and future career opportunities
- Attached to what people will say about you
- Afraid of the consequences and backlash if you speak truth to power
- Thinking you know all you need to know; feeling you have arrived
- Believing you have the right answer, you know exactly what is needed
- Feeling you have arrived, done all your self-work
- Having some information and skills, but nowhere near enough competence
- Acting alone or in isolation ↓
- Not having accountability structures with people in the corresponding marginalized group
- Motivated by wanting to “help” people in marginalized identities
- Reacting out of rescuing, patronizing, or condescending energy
- Motivated by guilt, shame, or pity
- Unclear why you do ally work; not clear on your motives and self-interest, i.e., reclaiming your humanity as you partner to create true equity and inclusion for all; understanding how oppression negatively impacts you in your privileged
- Wanting recognition and appreciation for your contributions
- Taking over and dominating conversations
- Assuming leadership roles in cross identity groups with thoughtful group dialogue
- Not partnering with and following the leadership of people from the corresponding marginalized identity(s)
- Reacting out of self-righteous energy
- Social justice arrogance: believing you “get it” and others “don’t get it”
- Believing there is a progression from mediocre ally to “super ally”
- Personal attacks on people who “don’t get it”
- Shaming others or yourself for not knowing enough, doing enough, etc.
- Acquiescing to anything people from marginalized groups say and do
- Disappearing from conversations and deifying people from marginalized groups
- Defensiveness to feedback from people from both marginalized and privileged groups
- Resistance to looking at impact of your behavior
- Unwilling to explore how you may be reacting out of internalized dominance
- Holding back out of perfectionism, fear making a mistake, or being wrong
- Fear of intense emotions (yours or others), especially anger and deep pain
- Not seeing all people as worthy human beings, deserving of respect and dignity
- Hiding your prejudicial thoughts and implicit bias
- Fear of being vulnerable ↓
- Disengaging from other members of your privileged group(s)
- Calling yourself an ally without engaging in active change work with people from the corresponding marginalized identity(s) ~ the people you say you are an ally to
- Only working on a single identity; seeing and working with the intersections and simultaneity of multiple identities

- Having a very shallow definition and vision of change work: focused on diversity and increasing demographics without systemic, sustainable organizational change to create inclusive, socially just organizations
- Doing for others what they can do for themselves
- Thinking there is a checklist, a to-do list of “right” ally behaviors

PAIRS: EFFECTIVE DIALOGUE SKILLS

P: PAN the environment and yourself; describe what you notice or engage others based on what you see (**Pay Attention Now**)

- I'm noticing I'm feeling...anyone else?
- I noticed how quiet everyone got; I'm wondering what is going on for folks?
- It seems some people were impacted by that statement, am I right?
- I'm noticing you're speaking with a lot of energy and emotion...
- I'm noticing that people get interrupted as they try to share...
- You seemed to have a reaction to what I just said...

A: ASK about the specifics behind the person's comment or behavior

- Could you say more about that...Tell me more...
- Can you give us an example of what you're saying...
- Help me understand what you meant by that?
- What were you hoping to communicate with that comment?
- Can you help me understand what your intent was when you said/did...
- Can you give me some background on this situation...
- How were you impacted when...What were you feeling when...

I: INTERRUPT the dynamics

- Let's slow down the conversation and talk about what just happened...
- I'm going to interrupt and try a different approach to this conversation...
- We are not engaging according to our group norms.
- Let's take a breath...

R: RELATE to the person or their comment/behavior

- I relate to what you're saying, I...I have felt the same way...
- I remember a time when I...I did the exact same thing...
- How do others relate to that comment?
- What you're saying seems to relate to what so-and-so just said...

S: SHARE about yourself ~ self-disclose with a story or example; your feelings in the moment; the impact of a comment or behavior, etc.

- When I hear you say that I think/feel....
- Just last week I...I remember when I...
- I was socialized to believe...
- I'm beginning to feel _____...
- My heart aches as you tell that story...
- I notice I'm feeling a little triggered...

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RESPONDING TO MICROAGGRESSIONS AND BIAS

(Can be used alone or in combination)

▶ RESTATE OR PARAPHRASE.

"I think I heard you saying _____ (paraphrase their comments). Is that correct?"

▶ ASK FOR CLARIFICATION OR MORE INFORMATION.

"Could you say more about what you mean by that?"

"How have you come to think that?"

▶ ACKNOWLEDGE THE FEELINGS BEHIND THE STATEMENT. Express empathy and compassion.

"It sounds like you're really frustrated/nervous/angry....."

"I can understand that you're upset when you feel disrespected."

▶ SEPARATE INTENT FROM IMPACT.

"I know you didn't realize this, but when you _____ (comment/behavior), it was hurtful/offensive because _____. Instead you could _____ (different language or behavior.)"

▶ SHARE YOUR OWN PROCESS.

"I noticed that you _____ (comment/behavior). I used to do/say that too, but then I learned _____."

▶ EXPRESS YOUR FEELINGS.

"When you _____ (comment/behavior), I felt _____ (feeling) and I would like you to _____."

▶ CHALLENGE THE STEREOTYPE. Give information, share your own experience and/or offer alternative perspectives.

"Actually, in my experience _____."

"I think that's a stereotype. I've learned that _____."

"Another way to look at it is _____."

▶ APPEAL TO VALUES AND PRINCIPLES.

"I know you really care about _____. Acting in this way really undermines those intentions."

- ▶ **PROMOTE EMPATHY.** Ask how they would feel if someone said something like that about their group, or their friend/partner/child.

"I know you don't like the stereotypes about _____ (their group), how do you think he feels when he hears those things about his group?"

"How would you feel if someone said that about/did that to your sister or girlfriend?"

- ▶ **TELL THEM THEY'RE TOO SMART OR TOO GOOD TO SAY THINGS LIKE THAT.**

"Come on. You're too smart to say something so ignorant/offensive."

- ▶ **PRETEND YOU DON'T UNDERSTAND.** As people try to explain their comments, they often realize how silly they sound.

"I don't get it....."

"Why is that funny?"

- ▶ **USE HUMOR.** Exaggerate comment, use gentle sarcasm.

"She plays like a girl?" You mean she plays like Serena Williams?" Or Mia Hamm?

- ▶ **POINT OUT WHAT THEY HAVE IN COMMON WITH THE OTHER PERSON.**

"I'm tired of hearing your Muslim jokes. Do you know he's also studying _____ and likes to _____? You may want to talk with him about that. You actually have a lot in common."

- ▶ **W.I.I.F.T. (What's in it for them).** Explain why diversity or that individual/group can be helpful/valuable.

"I know you're not comfortable with _____ but they can help us reach out to/better serve other groups on campus/in the community."

"In the real world, we are going to have to work with all sorts of people, so might as well learn how to do it here."

- ▶ **REMIND THEM OF THE RULES OR POLICIES.**

"That behavior is against our code of conduct and could really get you in trouble."

Adapted from: Goodman, D. (2011). *Promoting Diversity and Social Justice: Educating People from Privileged Groups*. New York: Routledge. Excerpt available at www.dianegoodman.com

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