Scenarios

Small Group – 201 – Medium Trust – 40 mins – szp.guide/scenarios

Materials

- Scenario handouts for participants

Setup

- Cut the scenarios up and have at least one for each small group

Facilitator Framing

- Scenario are an opportunity for your group to practice putting some of the concepts and understandings they learned earlier in the workshop into practice.

- We recommend coming up with 2-3 scenarios that you believe would most benefit your group to work through. This benefit might be determined by a scenario the group is most likely to encounter, the group is most likely to struggle with, or another criteria.

- We've included the participant handout and facilitator guide for each scenario with suggested bullets for guidance.

Goals & objectives

- To provide real world situations that participants may encounter in the future and for participants to think through and game plan the different ways to handle the situation

- To empower participants to feel more comfortable applying the knowledge that they have gained during the course of the training in real-world situations

- To provide a framework for participants to use when working through scenarios and when considering scenarios for multiple periods in time.

Process Steps

1. Introduce the activity to the participants. For example, "Now that we're nearing the end of our training, we are going to focus on some scenarios related to these concepts that you may encounter in your daily lives."

2. Split your participants up into small groups of 3 - 4.

3. Provide each group with a scenario to work through. Let the groups know they're going to have a few minutes to discuss solutions before sharing their thoughts with the larger group.

4. If any group finishes remarkably quickly, use the scenario learning cycle to prompt additional questions (ex. "What could you do to prevent the scenario from happening? What might you do immediately afterward or following up later in the week after the scenario?") to elicit further conversation.

5. Bring the groups back together and review the scenarios.

6. Ask an individual from each group to read out their scenario and then ask the whole group to discuss what they thought the best way to handle the scenario would be. Ask for feedback from the larger group, add your own, and then move onto the next group repeating the process.

7. If the group is struggling to work through a scenario, particularly if they don't understand the concern, them through these steps:

Group Work Stages:

1. **Clarify the problem**: At this stage you really want to identify what the problem is and make sure everyone in the group agrees on what the issue is before moving to the next step.

2. **Identify options**: Have the group brainstorm a number of different options that are available to address the problem at hand. These options may be more or less feasible but you don't need to address that at this stage, just get the options out there.

3. **Weigh outcomes**: Now that you've identified options, talk through some of the options presented and what the possible outcomes of going that direction could be. Weigh pros and cons.

4. **Do it. Listen. Reassess**: Talk through implementing the decided upon direction with the group. If it would be helpful talk about some possible future barriers/complications after taking that path and talk through those as well as possible scenarios.

The instructions above provide some clarity for the facilitator on how to debrief scenarios with the group. If the group's answers are all focused on the "in the moment" response to the scenario prompt additional thoughts by using the **scenarios learning cycle:**
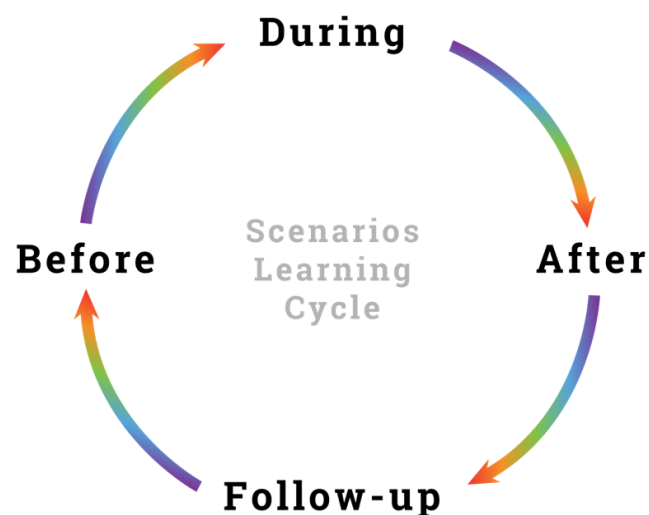
During is "in the moment" that the scenario is taking place. **After** is immediately after where as **follow-up** maybe later in the day or a week or two later. **Before** is focusing in on how to prevent that moment from happening again.

Wrap-up

One of the key things that we want y'all to get out of this exercises relates to the "Platinum rule" (szp.guide/platinumrule). The idea behind the platinum rule is that while the golden rule (treat others as you would want to be treated) is a good start, it leads us to believe (and treat) people as *we* wanted to be treated and not necessarily how *they* want to be treated. In discussing these scenarios hopefully we've teased out a bit that there are often different ways to address an issue or a sticking point and that the most important thing in order to support someone is to find out how *they* want to be supported.

Make it your own

You can do this activity a number of different ways. Here are a few:

Process the scenarios as one large group having an all-group discussion, rather than having people break into small groups (one scenario at a time).

Put a spectrum on a wall with three signs labeled "very confident", "somewhat confident", and "not at all confident". Read out a scenario and ask people to place themselves on the spectrum of how confident they would be in handling this situation you just described. From here, you can have individuals from one of the groups (e.g., the "very confident") share their thoughts, or you can split people into smaller groups — taking people from all parts of the spectrum and putting them together.

Cut up the scenarios sheet and hang different scenarios around the room. Ask people to stand by the one they would most like to answer or work through, then follow the same process steps above (make sure no group gets too big; it's preferable to break a big group into two smaller ones, even if they're working on the same scenario).

Unlock the Magic

The more relevant the scenario, the most powerful this activity. Some of the best scenarios present themselves earlier in the training in the form of a prescient, complicated question from a participant. If you get a question that sounds like a scenario (e.g., "What do you do when…?" or "My coworker/classmate said…?), write it down and tell the group you'll cover it later, and use it as a scenario during this activity.

Notes

We provide scenarios on the next few pages as examples. However, we recommend limiting the total number of scenarios you provide your group to 2-3, and choosing the scenarios that are most likely to help your participants.

Scenarios for Staff, Faculty, Employees

1. You've noticed a fellow staff member making comments that are subtly homophobic and transphobic, which are making you and others uncomfortable. You're unsure if this person realizes what they are saying is problematic or not. What might you do?

2. You're interacting with someone new, and they introduce themselves as Alex and they look very androgynous. You're not really sure what pronouns to use - what should you do?

3. You're giving a tour to someone who are considering hiring and they ask is if the office is LGBTQ friendly. How might you respond?

4. A student/participant you work with on a regular basis shares with you that they are gay and are nervous to tell others and worried about how this will affect their hireability in the future. How do you support this person?

5. A staff member shares at a staff meeting that they are trans* and would like everyone to use a new name and the pronouns "they/them/theirs," while everyone at the staff meeting is very positive and affirming in the moment, afterward there is a lot of confusion and hesitancy about how to proceed. People aren't sure how to let others know, what to do when they mess up pronouns/names, what other types of support this person may want/need. How might you proceed?

6. You bring up the idea of your office/team doing a diversity/inclusion training. There is a lot of eye rolling and no one says anything affirming about the idea. Someone comments, "we're all really accepting here, I don't think we need to do that sort of training." How might you respond?

Scenarios for Students, Youth, & Peers

1. You've started to become closer friends with someone over the last 3 months. One day you're hanging out and they seem really nervous and uncomfortable. You ask them what's up and they tell you that they're gay and worried you're going to reject them and that everyone is going to reject them. What do you do?

2. You're working on a project with some people in class and the first time you meet someone says, "Ugh this project is so gay right? What a stupid project." A few people look at each other awkwardly but don't say anything. How might you respond?

3. You're helping out with a program when someone comes over and says, "Hey this is Alex, Alex is here to help us set-up." And then walks away leaving you with Alex. You've never met before, Alex is very androgynous and you're not really sure what pronouns to use with Alex. You're going to be introducing them to others helping set up, so you want to know. What might you do?

4. You're part of an LGBTQ and ally group and one day you make the suggestion that the group might want to do and LGBTQ-awareness training. You've noticed a lot of internalized homophobia as well as biphobia/transphobia within the group and you're hoping that the training would be a good way to start getting at those things. There is a lot of discomfort and someone says, "It's straight people who need to be educated not us." What might you do?

5. One of your teachers/mentors (who you know quite well) is talking about sexuality or gender in class. When the discussion goes quiet they turn to one student, who is out as gay on campus, and ask if you have anything additional to add. This makes you feel really uncomfortable, what do you do?

Facilitation Suggestions: Staff, Faculty, Employees Scenarios

1. You've noticed a fellow staff member making comments that are subtly homophobic and transphobic, which are making you and others uncomfortable. You're unsure if this person realizes what they are saying is problematic or not. What might you do?

    ○ **Follow-up**. Ask to chat with this person and then let them know what you've noticed and give an example.

    ○ **Relate in.** When giving feedback, relate-in to this person: "I used to mess this up all the time and while it took some practice at getting better, I've noticed people feel more at ease around me now."

    ○ **Strategize.** Talk with another staff member about how to respond in the moment to the negative comments. Come up with a response that feels appropriate and try it out the next time this person makes a comment.

    ○ **Delegate**. Perhaps you know that you're not willing to connect with this person directly. Find someone who would be and support them approaching this person.

    ○ **Keys to success**

        ■ Give them the benefit of the doubt that they likely didn't mean to make anyone uncomfortable and don't realize it's having that effect.

        ■ Highlight this is about their actions not their identity. A lot of times people take things as a personal attack, be sure to speak to and focus on the behavior not on the person's beliefs/identity or whether they are a good/bad person.

2. You're interacting with someone new, and they introduce themselves as Alex and they look very androgynous. You're not really sure what pronouns to use - what should you do?

    ○ **Share your pronouns & ask theirs**. "Hey my name is Marla and my pronouns are she/her/hers. What are your pronouns?"

        ■ This is particularly important if you're going to be introducing them to other people.

    ○ **Use their name**. If you haven't asked their pronouns yet, use their name every time. "Alex is here to check out the office. Alex have you been anywhere else today?"

    ○ **If you mess up, apologize, correct, and move on**. "He was -- oh, I'm sorry, Alex. She. She was saying that she was over at the pizza place for lunch."

3. A student/participant you work with on a regular basis shares with you that they are gay and are nervous to tell others and worried about how this will affect their hireability in the future. How do you support this person?

    ○ **Affirm them and appreciate their trust. "**I am really glad that you know this about yourself and I also appreciate your honesty in sharing your concerns with me. Those

concerns are real and valid to worry about, and perhaps there are ways that we can work through them that can make them less scary."

- **Find out what's most pressing**. Perhaps they want to talk about coming out to people. Perhaps they want to talk about the job. Inquire more into which one they want to talk about first/today, depending on the time you have together.

- **Ask clarifying questions**. "Who have you told so far? What have their reactions been? Are there specific people that you're nervous about telling? Do you have any evidence that this may go well or go poorly? Do you feel that it will be safe for you to tell the people you want to tell? What kind of timeline are you hoping to tell people on?"

- **Be honest.** "This might affect your hireability because some people do discriminate against people for being gay. I hope that doesn't happen to you, because it's simply not acceptable for people to treat you that way.. But there are ways to navigate the job process to better ensure you're supported in your job as a gay employee, and to help identify if a workplace is a good fit for you."

4. A staff member shares at a staff meeting that they are trans* and would like everyone to use a new name (Trey) and the pronouns "they/them/theirs," while everyone at the staff meeting is very positive and affirming in the moment, afterward there is a lot of confusion and hesitancy about how to proceed. People aren't sure how to let others know, what to do when they mess up pronouns/names, what other types of support Trey may want/need. How might you proceed?

- **Ask Trey**. "Hey Trey, wanted to thank you for sharing that important information with me and let you know that I'm here to support you in this process. I recognize I have gaps in my knowledge around the different challenges you may face, so if there is anything I can do to help that I'm not doing, or not doing well, please let me know."

- **Practice using their name/pronouns** regardless if they are around. Get in the habit of using this person's new name/pronouns whenever you talk about them. If you want additional practice, ask a colleague to listen to you while you tell a story about the first time you and Trey met, or an experience you've had with Trey, using their new name/pronouns the entire time.

- **Acknowledge, apologize, and move on** when you mess up. "Yeah that was Trey's idea. He -- I mean they, they were saying…" You can sometimes simply correct yourself and move on without an apology, though sometimes after repeated mistakes it makes sense to apologize. However, apologize for them, not for you.

- **If you learn something new** ask if you can share with the group. If you mess up and Trey says, "You know, I'd rather you correct yourself than spend time apologizing." Ask if this is information you can share with others if they are wondering. There is going to be a lot of practice and educating, and Trey doesn't have to do it alone.

5. You bring up the idea of your office/team doing a diversity/inclusion training. There is a lot of eye rolling and no one says anything affirming about the idea. Someone comments, "we're all

really accepting here, I don't think we need to do that sort of training." How might you respond?

- ○ **Separate acceptance vs. awareness/knowledge**. "I think that we all are really accepting but things change and sometimes we might not have the awareness or the knowledge to back up our value of acceptance. Always good to brush up on our understanding."

- ○ **Investment communicates importance**. "I agree, we are all really accepting, but in order for us to communicate that we are invested in creating accepting and open environments, we need to invest time into additional training."

- ○ **For other people. "**We all know that we're really accepting here but that doesn't mean other people are aware of it. This will provide us some context to help communicate that acceptance to others."

- ○ **Our impressions don't always align.** "I would like to think of myself as a very accepting person, and I know that I have some areas of growth as well. However, it's not easy to know what you don't know and training helps highlight some gaps that we may not be able to see we have."

Facilitation Suggestions: Students, Youth, Peers Scenarios

1. You've started to become closer friends with someone over the last 3 months. One day you're hanging out and they seem really nervous and uncomfortable. You ask them what's up and they tell you that they're gay and worried you're going to reject them and that everyone is going to reject them. What do you do?

- ○ **Affirm them and their sharing with you.** "I really appreciate you sharing that with me, we're cool, it doesn't change anything between us that you're gay. I'm glad you felt you could tell me."

- ○ **Ask questions.** "Who else are you wanting to tell? Are there any people you've told already that have reacted badly? Are there other people you know who have your back?"

- ○ **Offer to think things through.** "If you want to walk through what it might be like to tell other people or how best to do that, we could do that."

- ○ **Let them know you have their back.** "You know if anyone reacts badly to you, know I've got your back. I'm also down to talk to them and let them know it's cool with me."

2. You're working on a project with some people in class and the first time you meet someone says, "Ugh this project is so gay right? What a stupid project." A few people look at each other awkwardly but don't say anything. How might you respond?

- ○ **Correct their language without addressing it directly.** "Yeah, it is kind of a rough project, but I'm sure we can figure it out."

- **Address it in the moment by assuming best intent.** "Hey, I'm sure you didn't mean anything by it, but if we could not call this assignment gay, I'd appreciate that."

- **Follow up with them after.** "Hey, I'm not sure if you realized this but you called the project gay and it just kinda bums me out when people do that, so I wanted to let you know."

- **Connect with someone else to ask if they'd address it.** Perhaps they have a friend in the group or someone who is more comfy with confrontation. Ask after if they'd be up for letting the person know it wasn't an okay thing to say."

3. You're helping out with a program when someone comes over and says, "Hey this is Alex, Alex is here to help us set-up." And then walks away leaving you with Alex. You've never met before, Alex is very androgynous and you're not really sure what pronouns to use with Alex. You're going to be introducing them to others helping set up, so you want to know. What might you do?

   - **Introduce yourself including your name and pronouns.** "Hey Alex, I'm Max, I use he/him pronouns."

   - **Invite Alex to share their pronouns**. "What are your pronouns? I ask because I'm sure I'm going to be introducing you to new people and want to make sure I get it right."

   - **Use Alex's name and no pronouns.** "Alex is going to be helping us out with this, and I'm happy to have Alex on the team."

4. You're part of an LGBTQ and ally group and one day you make the suggestion that the group might want to do and LGBTQ-awareness training. You've noticed a lot of internalized homophobia as well as biphobia/transphobia within the group and you're hoping that the training would be a good way to start getting at those things. There is a lot of discomfort and someone says, "It's straight people who need to be educated not us." What might you do?

   - **Agree and add more**. "I think you're totally right that straight people often are more ignorant of what it means to be part of the LGBTQ community than this group is. And perhaps learning more about it will help us understand how to explain things better."

   - **Call yourself in.** "I know I've learned a lot from being in this group and I know that there is still a lot more to learn. I think that we all could grow in our abilities to understand and connect with each other, so that's why I'm interested."

   - **One marginalized identity doesn't give you info on another.** "I think that because we have so many identities in this group, I know for me being _____ doesn't mean that I know what it's like to be _____. Gay people can have a lack of understanding about trans identity, or what it's like to be pansexual, and vise-versa."

5. One of your friends recently came out to you as genderqueer. They want you to use they/them/their pronouns and let you know their new name is Jay. You find yourself really struggling with pronouns and find yourself stressed about messing up Jay's name/pronouns

with others. You want to be affirming and are really worried you're not doing a good job. What might you do?

- ○ **Practice on your own**. Grab a friend and ask if you can if you can practiced talking about Jay with their new name and pronouns. Tell a story about you and Jay using their new name/pronouns, or talk about how you first became friends.

- ○ **Practice regardless if Jay is around.** Sometimes people can get lazy if their friend isn't around, ensure that you're using the right name/pronouns at all times.

- ○ **Ask others to hold you accountable.** Tell your mutual friends, "Hey, I'm really struggling with this. Please remind me when I mess up."

- ○ **When you mess up, apologize and move on**. Even if it feels like a really big deal in the moment, apologize, correct yourself, and move on. That will allow things not to become focused on you for messing up.

- ○ **Apologize to Jay outside of those moments.** If you find yourself messing up a lot, let Jay know, "Hey, I'm sorry I'm struggling so much with this. Please know I really respect you and know this is important, and I'm going to keep working on it and getting better."