

Overview of *Our Wisconsin* Workshop Agenda

1. Pre-test assessment & registration (15 minutes)
2. Introductory Activities (20 minutes)
3. Part 1: The Card Game (40 minutes)
4. Break (10 minutes)
5. Key Concepts (10 minutes)
6. Part 2: Continuum of Harm (40 minutes)
7. Closing Activity: Circle Step-ins (30 minutes)
8. Post-test assessment (15 minutes)

Pre-test assessment & registration (15 minutes)**Introductory Activities (20 minutes)**

Adapted from materials provided by dr. becky martinez for Our Wisconsin Workshop Part 1 (Fall 2016).

Learning Outcome 1: Students will gain a broader awareness of, interest in, and respect for the diversity on campus.

1. Introductions: Faculty/staff facilitator, *Badger Way* student peer facilitators
2. Overview: *Our Wisconsin* vision, background, and workshop agenda
3. Warm-up discussion activity: What does everyone deserve to have a great college experience?
4. Energizer activity: Introduce yourself to someone new and give them a high-five
5. Introductory activity closing remarks

Introductions (3 minutes)

Faculty /staff facilitator and *Badger Way* peer facilitators briefly introduce themselves.

- Include name(s), pronouns, and role/class year, and where they grew up.
- Share one hope for the workshop. For example: I hope that I learn something new about myself.

Overview (2 minutes)

Provide an overview of *Our Wisconsin*

- Vision to have a campus community where all students are welcomed, valued, and supported.
- Developed together with students, faculty, and staff as an effort to build community amongst a diverse campus.
- This 3-hour workshop includes activities that pilot program participants found most impactful.

- Note that as *Badger Way* facilitators, you are both learners and facilitators. Facilitators will role model sharing their own stories, and role model reflecting on these experiences as part of their learning process.

Warm-up discussion activity (5 minutes)

- Facilitators ask the group, “What does everyone deserve to have a great college experience?”.
- Invite attendees to shout out 10-15 adjectives/descriptors. Summarize their responses.
- Add any adjectives/descriptors that are critical but not mentioned (i.e. respect, safety, care, home, fun).
- Thank them for their responses after each response, and again for their participation at the end of the activity.

Energizer activity (5 minutes)

- Introduce yourself to someone new and give them a high-five.
- Find something you have in common, give them another high-five, then meet someone new and repeat.
- Meet as many people as possible until the facilitator calls time.

Introductory activities closing remarks (5 minutes)

Part 1: The Card Game (40 minutes)

Adapted from materials provided by dr. becky martinez for Our Wisconsin Workshop Part 1 (Fall 2016).

Learning Outcome 2: Students will gain a greater appreciation for how individual actions and systems impact individuals’ experiences in the world.

Instructions & Participation (10 minutes)

Discussion (15 minutes)

Ask the following questions (separately) and solicit responses for each before continuing to the next one.

- What card do you think you have and why?
- How did your behavior shift throughout the activity from beginning till end?
- What were some of the subtle ways people were treated less than/better than?
- As we think about identity, what groups get “high card” treatment? Which ones get “low card” treatment?

Re-frame The Card Game within individual, group, and systems levels (10 minutes)

The Card Game closing remarks (5 minutes)

Break (10 minutes)**Key concepts (10 minutes)**

Adapted from materials provided by dr. becky martinez for Our Wisconsin Workshop Part 1 & 2 (Fall 2016).

Energizer discussion (5 minutes)

- Facilitator asks: "What was diversity like where you grew up?"

Part 2: The Continuum of Harm to *Our Wisconsin* (40 minutes)

Adapted from The Best Badger, Multicultural Student Center (2016).

Learning Outcome 3: Student will gain enhanced skills to identify bias and engage in constructive dialogue about diversity and inclusion.

Instructions & Participation (10 minutes)

Facilitators provide an overview of The Continuum of Harm to *Our Wisconsin*. The continuum is grounded in the Social Ecological Model of Primary Violence Prevention, adapted from the Centers for Disease Control and Prevention's training tools for addressing gender violence. The aim of the activity is to generate discussion about structural power, in addition to empowering participants to identify harmful behaviors that they can interrupt as bystanders.

Discussion (25 minutes)The Continuum of Harm closing remarks (5 minutes)**Closing Activity: Circle Step-ins (30 minutes)**

Adapted from materials provided by dr. becky martinez for Our Wisconsin Workshop Part 2 (Fall 2016).

Learning Outcome 4: Students will gain a greater sense of connection with the campus community.

Discussion (10 minutes)

In groups of 4...

- What did you notice about yourself? About the group?
- What are your thoughts? Reactions?
- What was their feeling word and meaning behind it?
- What does this mean as we think of [our house/floor] and developing an inclusive campus community?

In large group, ask: What is the impact of doing this activity as we create community with Our Wisconsin?

Circle Step-ins closing remarks (5 minutes)

- We are all members of many groups
- Some more visible, some less visible
- There are groups we often think about and some we rarely think about

Post-test assessment (15 minutes)