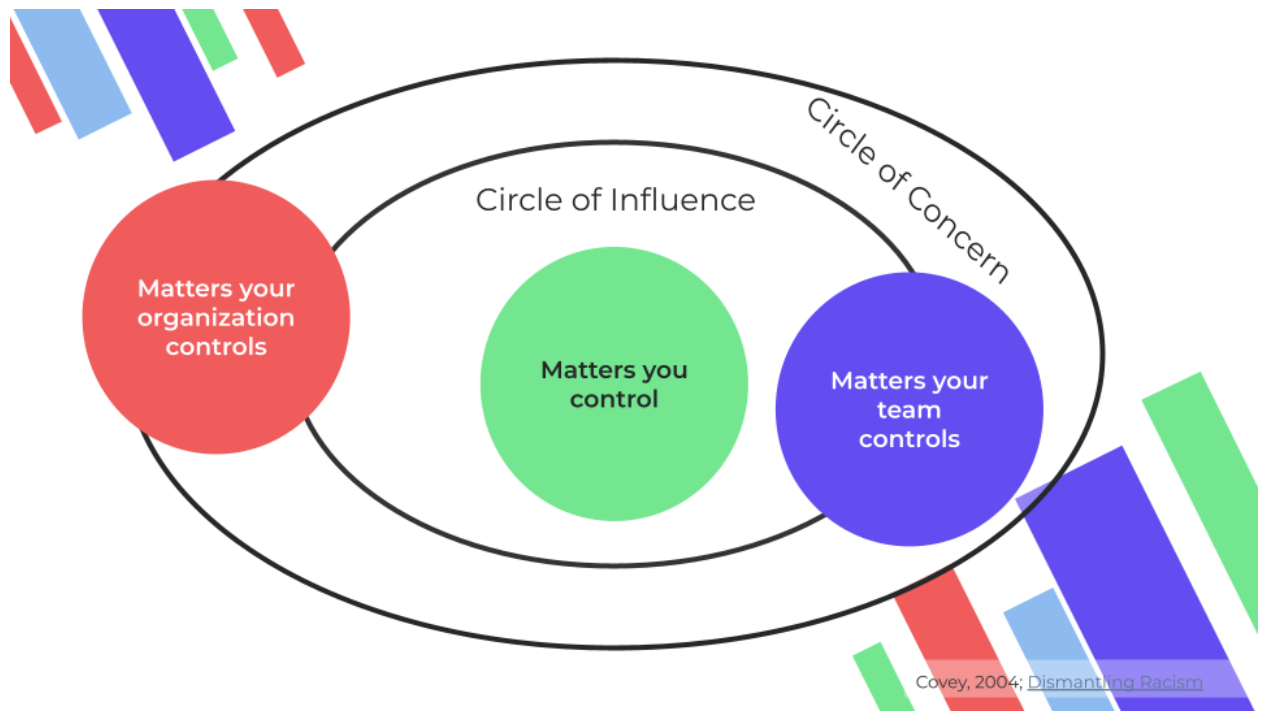


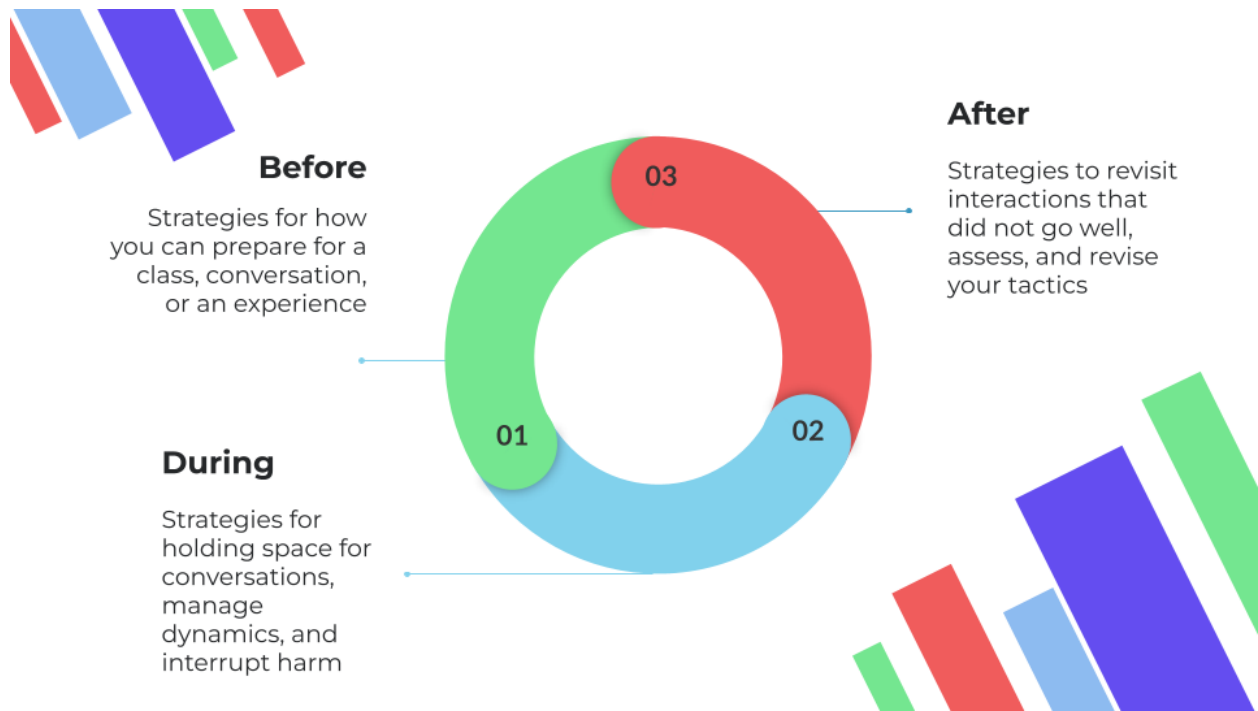


- What does this reaction look like in you (physical, emotional)?
- What are some strategies you use to get out of that panic zone back to your stretch or comfort zone?
- How can we recognize this in others?

For more tools and exercises, see Dr. Kathy Obear's Navigating Triggering Events:
<https://drkathyobear.com/wp-content/uploads/2017/04/Navigating-Triggering-Events.pdf>




- What do you currently have the power to change or influence?
- What are some of the things that you can prioritize in your circle of influence to build a more racially-just and equitable environment?
- Who can you reach to expand your circle of influence? What support do you need to do so?



→ Which of the strategies for discussing race and / or racism have you tried before? What worked well for you and what will you do differently next time?

→ What are some other strategies for discussing race and / or racism that you have tried? What worked well for you and what will you do differently next time?


→ Which of these strategies are new to you or would you like to try? How will you do so in your particular context?




Before

Know Yourself

- » Understand and examine your own social identities and positionality in relation to students, clients, colleagues.
- » Understand and examine your prior engagement with race / racism
- » Identify and honor where you need support or when you might not be the right person or in the right space
- » Consider why you are doing this work and how knowing your positionality, biases, and privileges will make you more effective

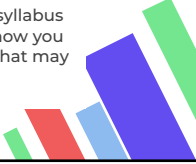





Before

Create a Welcoming Environment

- » Help others understand who you are, what you believe, and what draws you to this work - be human
- » Consider the messages you send - syllabus language, materials in your office, how you introduce yourself - and evaluate what may be unintentionally unwelcoming








Before

Set Clear Expectations

- » Review the expectations you have for your students and / or colleagues
- » Discuss your expectations around handling challenging content or situations
- » Indicate clearly how others can raise concerns with you, but be mindful of power dynamics - allow for anonymous feedback
- » Ensure mutual accountability for learning environment and to expect that you will interrupt exclusive or oppressive behavior





Before

Make Visible the “Hidden Curriculum”

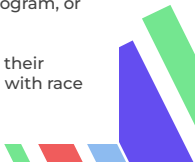
- » Understand the cultural values or expectations of how students should interact with you or one another and reduce the cognitive load on students new to law school culture
- » Examples:
 - ◊ Identify and define subjective terms, such as “professionalism” standards
 - ◊ Explain your teaching, facilitation, or communication style and explain why you adopt a particular method

Before

Prepare Students

- » Notify students about upcoming discussions about race and racism
 - ◊ Set the tone from the beginning on how you will facilitate these discussions
 - ◊ Make clear the connection to legal skills / lawyering competencies
- » Identify where students can go for support
 - ◊ On- or off-campus resources

Before

Know Your Students

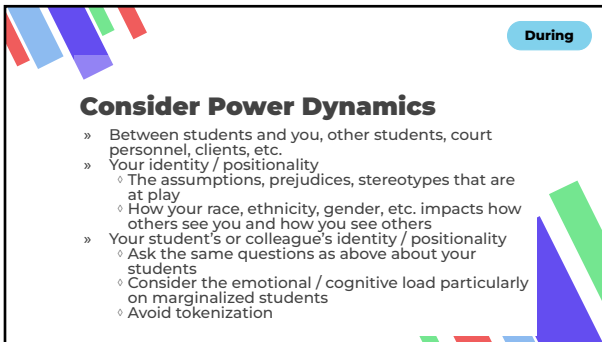
- » Invite students to introduce themselves to you
- » Learn about their identities, their stories, why they are interested in your clinic, program, or class
- » Start to build rapport
- » Learn about their past experiences, their comfort level, their boundaries, etc. with race and racism



During

Normalize Talking About Race and Racism

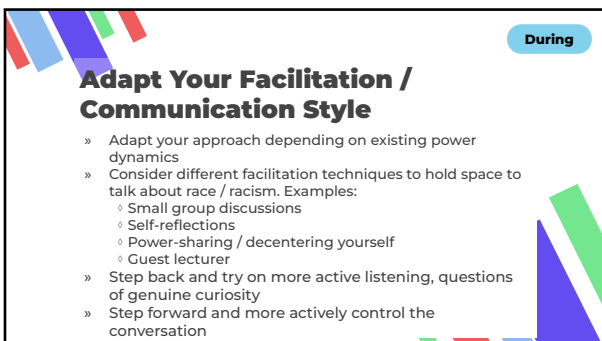
- » Understand the various ways race / racism impacts your work and your interactions with others
- » Use a consistent approach to introducing the topic of race / racism
- » Connect the understanding of race / racism to legal skills and effective lawyering



During

Consider Power Dynamics


- » Between students and you, other students, court personnel, clients, etc.
- » Your identity / positionality
 - The assumptions, prejudices, stereotypes that are at play
 - How your race, ethnicity, gender, etc. impacts how others see you and how you see others
- » Your student's or colleague's identity / positionality
 - Ask the same questions as above about your students
 - Consider the emotional / cognitive load particularly on marginalized students
 - Avoid tokenization



During

Adapt Your Facilitation / Communication Style


- » Adapt your approach depending on existing power dynamics
- » Consider different facilitation techniques to hold space to talk about race / racism. Examples:
 - Small group discussions
 - Self-reflections
 - Power-sharing / decentering yourself
 - Guest lecturer
- » Step back and try on more active listening, questions of genuine curiosity
- » Step forward and more actively control the conversation




During

Consider the Context

- » Evaluation the time, place, and space for racialized interactions
- » What is the extent of discussions? Is this a one time conversation or are discussions about race embedded and normalized
- » Consider the timing:
 - ◊ Time in term / semester - at the beginning or later in the term
 - ◊ Whether you have fully framed the conversation
 - ◊ Ability to have a full and fair conversation
 - ◊ Impact of world-events happening at the same time







During

Interrupt Microaggressions

- » “Commonplace verbal, behavioral or environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages based on one's membership in a marginalized groups.”
- ◊ Disagree ◊ Redirect
- ◊ Inquire ◊ Observe, Think, Feel, Desire
- ◊ Reflect ◊ Revisit
- ◊ Reframe ◊ Check-in




Sue, 2010



During

Handling Unanticipated Moments

- » Take care of yourself first
 - ◊ Pause, breathe, take yourself out of panic mode
- » Understand the situation
 - ◊ Make sure your fully understand
 - ◊ Inquire, reframe to understand meaning
- » Try to respond in the moment
 - ◊ Acknowledge any discomfort or emotion
 - ◊ Express disagreement with the idea, not the person



Bok Center for Teaching & Learning

Interrupting Microaggressions

APPROACH	MICROAGGRESSION	INTERVENTION
INQUIRE Ask the speaker to elaborate. This will give you more information about where they are coming from, and may also help the speaker to become aware of what they are saying. KEY PHRASES: “Say more about that.” “Can you elaborate your point?”	A white student to a Black student: “Well, you’re lucky you are here at Harvard.” Theme: myth of meritocracy	“‘What do you mean by that?’ White Student: ‘Well, you know, affirmative action.’” Then you have the opportunity to address the misconceptions and stereotypes about affirmative action (i.e. that white women are the primary beneficiaries of affirmative action).
REFLECT Mirror what the speaker is saying. This can help make the invisible (i.e. unconscious bias) visible for the speaker. KEY PHRASES: “So it sounds like you think...” “So, what I heard you say is...”	“As a woman, I know what you go through as a racially minoritized person.” Theme: denial of individual racism.	“‘So it sounds like you are equating gender and racial oppression. What are people’s thoughts on that?’”
REFRAME Create a different way for students to look at a situation. KEY PHRASES: “Have you ever thought about it like this...?”	“If people of color just worked harder, they wouldn’t have to go on welfare or collect unemployment.” Theme: myth of meritocracy	“‘Let’s try reframing that for a moment. What are people’s thoughts about the systemic barriers that disproportionately affect people of color?’”
RE-DIRECT Shift the focus to a different person or topic. *This is particularly helpful when someone is asked to speak for their entire race, cultural group, etc. KEY PHRASES: “Let’s shift the conversation...”	Heterosexual student to LGBTQ identified student: “‘What do gay people think about the Don’t Say Gay law?’” Theme: token asked to speak for or to represent a group.	“‘Let’s open up the conversation to everyone. What do you all think about the Florida law?’”
REVISIT* Even if the moment or microaggression has passed, go back and address it. KEY PHRASES: “I want to go back to something that was brought up in class last week.” “Let’s rewind five minutes...”	“‘Yeah, but Jewish people aren’t underrepresented in the legal field.’”	“‘Last week in class when we were talking about anti-Semitism, someone remarked that Jewish people are not underrepresented in the legal field. Let’s revisit that. How do you think that makes a difference in what Jewish people experience?’”

APPROACH	MICROAGGRESSION	INTERVENTION
CHECK IN* After class, during one-on-ones, over email, etc., check in with the students – both those who verbalized microaggressions and those who may have been affected or offended by the microaggression.	Heterosexual student in class (with an LGBTQ identified student who has just come out to you): “I just don’t understand bisexual people. Aren’t they just being a little confusing? Why don’t they decide whether they are gay or not?”	“I just wanted to check in about class today when we were talking about sexual orientation and the conversation turned to sexual preference. How are you doing?”

*This is important, as research indicates that unaddressed microaggressions can leave just as much of a negative impact as the microaggression itself.

KEY PHRASES:	What do you mean by that?	That’s not my experience.
I’m going to interject here...	Say more about that?	I identify as ____ and that has not been my experience.
Let me pause you there...	Let’s try reframing that?	Stop.
So, it sounds like you’re saying...	I’ve heard you say that...	

Avoid starting questions with “why” – it leaves people feeling defensive. Instead try: “Tell me more about that.”
 When addressing a microaggression in class, try to avoid using the pronoun "you" -- it leaves people feeling defensive, and it keeps the conversation narrow (between the professor and the one student). Instead, try using the pronouns "we" or "us" -- it opens the conversation up to the entire class.

Observation-Think-Feel-Desire – Technique for Giving Critical Feedback

Observation	Describe what you observed in terms of actual behavior. Use factual information, sensory language—what you saw, counted, heard... Use statistical information relative to quantity, frequency, duration... Avoid such words like "always", "never", "whenever", etc. Example: “I observed some raised eyebrows and shaking of heads just now.”
Think	Acknowledge your reactions to what happened or the impact of the behavior on you. Concentrate on expressing feelings, ideas and reactions as clearly, sincerely, and concisely as possible. Example: “I think some people are reacting strongly to the comments just shared.”
Feel	Connect your feelings with your needs. If we express our needs, we have a better chance of getting them met. Instead of using the expression: “I feel (an emotion) because you...” try with: “I feel... because I (need, value...)” Example: “I feel uncomfortable moving forward with our discussion until we talk about this some more.”
Desire	Make a request in clear, positive, concrete action language to let the other person know what you really want. Example: “Staying true to the discussion norms and guidelines we’ve set out for ourselves, I hope some of you can share what you are thinking and feeling right now so we can have a productive conversation about this.”

