



NYU WASHINGTON, DC INTERSECTIONS

OVERVIEW

LOGISTICS:

- 2 Professional Staff Facilitators per group
- Approximately 10-15 participants per group
- Location: B1 & B2

MATERIALS:

- Google Slides Presentation
- Social Identity & Isms 1-Pager (1 per participant)
- Physical Identity Wheel Signage (1 per participant)
- Masks/paper plates (1 per participant)
- Pens (1 per participant)
- Intersections Commitment Cards (1 per participant)

LEARNING GOALS:

- Students will be exposed to some basic social justice and identity based terminology where they will learn definitions and leave with a shared group understanding of these.
- Students will have an opportunity to assess their own level of self-awareness as it relates to social identity.
- Students will begin to understand the concept of power and privilege within the context of social leadership and their involvement within the NYU Washington, DC community.
- Students will gain skills to begin basic communication around difference and living within a diverse community.



NYU WASHINGTON, DC INTERSECTIONS ORIENTATION

FACILITATOR GUIDE

WELCOME, INTRODUCTIONS, AND OVERVIEW (5 MINUTES)

- **SLIDE 2** | F: Introduce yourselves
- **SLIDE 3** | F: Read agenda to participants
- **SLIDE 4** | Intersections Orientation Introduction
 - “Before we get started with our activities, let’s first talk about what Intersections Orientation is and what you can expect.”
- **SLIDE 5 | SLIDE 6 | SLIDE 7:** Intersections Overview
 - F: Ask participants to read each of the 3 slides and answer any initial questions.

GROUP AGREEMENTS (5 MINUTES)

- **SLIDE 8** | Group Agreements
 - “Before we dive into developing that deeper understanding, it can be helpful to set some good boundaries to work within. “
- **SLIDE 9** | F: Ask participants to read each agreement and elaborate
 - **Participate & be present** | Focus on the “here and now” – learn about yourself and your peers, avoid distractions
 - **Respect & be mindful** | Use “I” statements – speak from your own experiences and avoid speaking from others’
 - **Open & honest communication** | Be authentic to learn as much as possible
 - **Confidentiality** | Take what you learned outside of the room, but keep the revealing details confidential
 - **Engage with new ideas** | Take a risk – it’s ok if you fail!
 - **Space: make it & take it** | Maintain balance between actively listening and contributing
 - **Self-care** | Maintain a balance between challenging and supporting yourselves. If anyone becomes overly challenged, we can process further after today’s orientation or you can take a break if necessary.
- **SLIDE 10** | “Remember that this is a PROCESS and we’re all learning!”

NAME STORY (25 MINUTES)

- **SLIDE 11 | Introduction to the Name Story**
 - “We all have names and our names carry a lot of context, but we don’t always get to learn that context about one another. This activity gives each of us an opportunity to share our name stories”
- **SLIDE 12 | Name Story**
 - F: Role model by sharing their name story with the guiding questions
 - What is the history of your name (first, middle(s), and/or last)?
 - What is the meaning of your name (translation or other meanings)?
 - What is the significance of your name?
 - How does it feel to have or hear your name?
 - Do you have nicknames, what do they mean?
 - F: Ask participants to form groups of 6-8 and take about 2 min each to share their name stories in their small groups.
 - F: Gather back into the larger group after everyone has finished sharing their name story and facilitate a dialogue around the following questions:
 - What was it like to do this activity?
 - What has it been like to navigate the world with your name?
 - Have you ever had to/wanted to change your name? Why?
 - How does this activity impact your role as a member of this community?

IDENTITIES (15 MINUTES + 5 MINUTE BREAK AT THE END)

- **SLIDE 13 | Introduction to Identities**
 - “We are going to introduce some terminology related to identity so that we can develop a shared language to use in our dialogues today and throughout the semester, so feel free to contribute your insights and questions!”
- **SLIDE 14 | Personal and Social Identities**
 - “What are personal identities?”
- **SLIDE 15 | Personal Identities**
 - F: Ask participant to read definition.
- **SLIDE 16 | Personal Identities**
 - F: Ask participant to read examples.
 - F: Provide a couple examples of your own Personal Identities.
 - F: Ask participants to pair up with the person next to them and take 1 minute each to share a couple examples of their own personal identities.

- **SLIDE 17 | Social Identities**
 - “What are social identities?”
 - F: Distribute 1-pager
- **SLIDE 18 | Social Identities**
 - F: Ask participant to read definition.
- **SLIDE 19 | Social Identities**
 - F: Ask participant to read examples.
 - F: Provide a couple examples of your own Personal Identities.
 - “Which is easier - having a conversation about personal identities or having a conversation about social identities? Why?”
 - F: Ask participants to pair up again and discuss the following: Is having a college education a personal identity or a social identity?
 - F: After 2 minutes, bring the group back together and ask for a couple of contributions.
- **SLIDE 20 | Salient Social Identity**
 - “What is a salient social identities?”
- **SLIDE 21 | Salient Social Identity**
 - F: Ask participant to read definition.
 - “For example, within NYU Washington, DC, your academic cohort, home campus, or major may be more salient, while outside of NYU Washington, DC, your identity as an NYU student may be more salient.”
- **SLIDE 22 | Take a 5 Minute Break**
 - F: Post identity signage around the room

IDENTITIES PART 2 | IDENTITY ROOM (25 MINUTES)

- **SLIDE 23 | F: Welcome the group back, revisit the agenda**
 - “We’re going to pick up where we left off by discussing identities a bit more before moving on to oppression and -isms and our identity masks
- **SLIDE 24 | Identity Room**
 - “For this activity, we are going to read a series of prompts and ask you to move to the identity or identities most salient for you. It’s important to remember that you have the agency to choose what you reveal to the group, and that what we choose to reveal to the group will give us some insights into one another but may not tell the full story so it’s important not to make assumptions or draw false conclusions.” F: Ask a couple of participants to share out for each prompt

- Which of your identities do you currently think about most often?
- Which of your identities do you think of the least often?
- Which of your identities do you think others view you as most often?
- Which of your identities do you wish you could change at times?
- Which of your identities have you taken the time to learn about recently?
- Which of your identities make you feel most safe?
- Which of your identities make you feel most unsafe?
- Which of your identities would you like to learn more about this semester?
- Which of your identities are you most proud of?
- F: Ask everyone to take a seat, and facilitate a group dialogue around the following questions:
 - What was it like to participate in this exercise?
 - What lesson are you taking away from this exercise?
 - Whose voices which were not represented in the space today?
 - How can you apply what you are taking away to your personally, academically, or professionally?

4 I'S of OPPRESSION (20 MINUTES)

- **SLIDE 25 | 4 I's of Oppression**
 - “Now that we’ve had a chance to learn about, reflect on, and share aspect of our identities with one another, we want to take some time to explore the relationship between identity, oppression, and -isms.”
- **SLIDE 26 | Oppression**
 - “What is oppression?”
- **SLIDE 27 | Oppression**
 - F: Ask participant to read definition of oppression:
 - “What stands out for you in that definition?”
 - F: Reference some forms of oppression, using the Isms Handout as a guide
- **SLIDE 28 | Introduction of the 4 I's**
 - “One model that exists for analyzing the different levels in which oppression can operate is the 4 I's of Oppression. As we discuss and deconstruct each I, think about some real world examples that may apply.”
- **SLIDE 29 | Ideological Oppression**
 - “What is ideological oppression?”
- **SLIDE 30 | Ideological Oppression**
 - F: Ask participant to read definition

- **SLIDE 31 | Ideological Oppression**
 - F: Read the assumptions that ideological oppression rests on and discuss.
- **SLIDE 32 | Institutional Oppression**
 - “What is institutional oppression?”
- **SLIDE 33 | Institutional Oppression**
 - F: Ask participant to read definition
- **SLIDE 34 | Institutional Oppression**
 - F: Ask participants to share examples
- **SLIDE 35 | Institutional Oppression**
 - F: Ask a participants to share 1 or 2 examples and discuss
 - High school graduation rates and college access; employee compensation disparities; policing practices, arrests, sentencing, and incarceration rates
 - “Some instances of institutional oppression may not occur intentionally, but they may still reinforce or creates new disparities between privileged and non-privileged groups.”
- **SLIDE 36 | Interpersonal Oppression**
 - “What is interpersonal oppression?”
- **SLIDE 37 | Interpersonal Oppression**
 - F: Ask participant to read definition
- **SLIDE 38 | Interpersonal Oppression**
 - “What are some types of interpersonal oppression?”
- **SLIDE 39 | Interpersonal Oppression**
 - F: Read types of interpersonal oppression
- **SLIDE 40 | Internalized Oppression**
 - “Lastly, what is internalized oppression?”
- **SLIDE 41 | Internalized Oppression**
 - F: Ask participant to read definition
- **SLIDE 42 | Internalized Oppression**
 - F: Ask participants to share 1 or 2 examples and discuss
- **SLIDE 43 | Internalized Oppression**
 - “If we revisit the 4 I’s of Oppression model, we can start to see how these levels of oppression are interrelated and how they coincide with identity.”

IDENTITY MASK (20 MINUTES)

- **SLIDE 44 | Identity Mask**

- F: Distribute paper plates
- “Now that we’ve had a chance to connect identity, oppression, and -isms, let’s think about our identities again and the concept of masking, meaning that we may intentionally or unintentionally present or conceal aspects of ourselves to the world. As a result, we all may draw conclusions about one another based on what each of us is presenting.”
- **SLIDE 45 | Identity Mask (5 minutes)**
 - “This activity will begin with some self-reflection and then you will have an opportunity to disclose what you’d like to. Please use a paper plate to write down exterior identities on one side – these could be identities that you have been born into, identities you present to the world, and/or identities that others may make assumptions about based off a brief interaction with you – and then write down your interior identities on the other side – these could be identities that are not apparent, that others may not know about a brief interaction with you, or that you intentionally keep hidden.”
- **SLIDE 46 | Identity Mask (10 minutes)**
 - F: Have group members form concentric circles (one inner circle facing outward, one outer circle facing inward) so that everyone is paired up with someone else.
 - F: Ask the following prompts, allow each person in the pair 1 minute to share with one another, and then rotate one of the circles after each prompt
 - What came to mind first for the front of your mask? Why?
 - Is there something on the front of your mask that you think/know people conclude about you but that isn’t true? What is it?
 - Was there anything challenging to write down on either side of your mask? Why was it challenging to do so?
 - How might your mask change during your time in DC?
 - F: Gather the large group back together and facilitate the following questions:
 - How can you apply what you learned during this activity personally, academically, or professionally?

CONCLUSION (10 MINUTES)

- **SLIDE 47 | Conclusion**
 - “During this orientation, we have gone through a brief introduction into identity, oppression, and -isms. For the next few minutes, we want to talk about some ways in which you can continue to develop a deeper understanding of yourself

and others throughout the semester.”

- **SLIDE 48 | Groups**
 - F: Read description of groups
- **SLIDE 49 | Paths**
 - F: Read description of groups
 - “**Examples:** Healthy lifestyle – Group bike rides, spin classes, invite another semester in DC program for a hike, kickball game, etc.; History & culture – Museum trips, Embassy Open House weekends, Lincoln’s Cottage, etc.; Capture DC – Explore unique parts of DC to take photographs; Civic engagement – Visit advocacy organizations, city council meetings, etc.”
- **SLIDE 50 | Stories**
 - F: Read description of groups
 - “**Examples:** Humans of NYU Washington, DC – Have a brief conversation and take a photo to share out along with an excerpt from the conversation; Day in the Life – Takeover the NYU Washington, DC Instagram to share a day in your life using the story feature; Podcast – Have a more extensive interview about your experiences in DC to share out as a podcast; World Tour Week talks – Share a story that captures your study away experience TedTalk style to share out on Facebook Live, YouTube.”
- **SLIDE 51 | Dialogues**
 - F: Read description of dialogues
- **SLIDE 52 | Playlists**
 - F: Read description of playlists
- **SLIDE 53 | Intersections Commitment**
 - “Now that you’ve completed the Intersections Orientation, please complete a Commitment Card so we can display them on the B3 level”
 - “Ultimately, your interests and efforts will shape how Intersections looks for the rest of the semester. Please complete the Intersections form from the Engagement & Wellness email by the end of Welcome Week to propose an Intersections Group, propose an Intersections Path, or volunteer to share your Intersections Story.
- **SLIDE 56 | Final Word**
 - F: Ask participants to share one word each to conclude the orientation with and document each of their words.