

(Full source information in chapter References list)

## PERFECT PITCH

**Time:** 10 minutes (5 to do; 5 to debrief)

**Materials:** 1 handout per participant; 1 for you

**Directions:** Have participants face each other in a circle. Tell them they're at an audition—their big break! Give each a handout and have each read the one-line “script,” following “Director’s orders” 1-6 determining its meaning. It’s fun, so if there’s time, let them read it following all 6 “Director’s orders.”

### Handout

“WE ARE NOT GOING TO WORK TODAY.”	
1. surprise	
2. fact	
3. we’ll do something else	
4. others will	
5. we won’t today	
6. we refuse to	

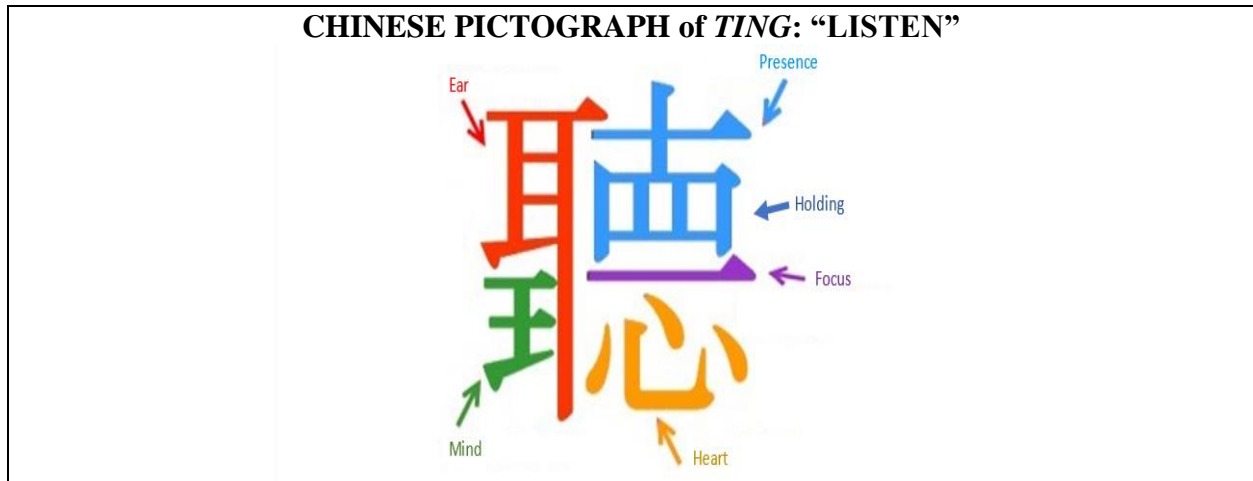
## ***TING*: “LISTEN”**

**Time:** 10 minutes

**Materials:** Enough handouts for all to see clearly

**Directions:** Distribute handouts. Explain that “*TING*” is the Chinese *pictograph* (word-picture) for “listen,” and that different parts of the pictograph have been labeled in English.

### **Handout**



## INCLUDING OTHER CULTURES

**Time:** 30 minutes (15 to do; 15 for reflection)

**Materials:** 1 handout (LINK) and 1 pencil per participant (including you)

**Directions:** Explain, “This is **not** to test your knowledge about other cultures, just to raise awareness of how verbal and nonverbal communication rules differ between them.” Have participants mark Y (*yes*), N (*no*), or D (*don’t know*) in front of each statement, and do this yourself. Suggest it may help to think of a specific culture they’ve been in contact with.

### Handout

#### INCLUDING OTHER CULTURES: DO I KNOW ABOUT ...

- ☐ when to use first names or surnames?
- ☐ what professional titles to use?
- ☐ how formal I should be versus how “friendly?”
- ☐ different attitudes towards small-talk versus being “all-business?”
- ☐ different attitudes about personal questions?
- ☐ different attitudes about using humor and expressing emotions?
- ☐ different attitudes towards interrupting?
- ☐ what’s an acceptable speaking volume?
- ☐ that silence might have different meanings for us?
- ☐ whether cool logic or personal feelings would be more persuasive?
- ☐ different attitudes towards addressing problems: head-on or “beating around the bush” a little?
- ☐ different expectations about expressing criticism—say, by being blunt or by being diplomatic?
- ☐ how disagreement should be expressed—explicit statements or “the silent treatment?”
- ☐ different styles of conflict resolution?
- ☐ different approaches to running a project—say, being flexible versus sticking to the plan?
- ☐ different levels of concern with “saving face” (avoiding embarrassment)?
- ☐ different meanings of nonverbal expression (body language; personal space; touch; gifting; being of different genders or status; laughing or gestures seen as impolite)?

## AN LGBTQ+ GLOSSARY

**Time:** 30 minutes (20 to read; 10 for reflection)

**Materials:** 1 handout per participant

**Directions:** Divide unit into groups of 2-4. Explain that this exercise gives vocabulary for thinking and talking about sexual diversity accurately and comfortably for everyone. Ask the group members to take turns reading each term and definition. Invite participants to keep the handout.

### Handout

#### LGBTQ+ GLOSSARY

**Bisexual:** A person emotionally and/or physically attracted to two genders.

**Cisgender:** A person whose gender identity and expression are aligned with the gender assigned at birth.

**Coming out:** The ongoing process through which LGBTQ+ persons recognize their sexual orientation, gender identity, and/or gender expression, and reveal them to others.

**Dyke:** Derogatory term directed at a person perceived as lesbian and at any gender-nonconforming women. Many lesbians have reclaimed the term as affirmative.

**Fag/faggot:** Derogatory term directed at a person perceived as a gay man and at gender-nonconforming men.

**Gay:** A male-identified person who is emotionally and/or physically attracted to members of the same gender. “Gay” should not be used as an umbrella term for all lesbian, gay, bisexual and transgender people; the term “LGBTQ+” is more accurate and inclusive.

**Gender:** A socially constructed set of cultural identities, expressions and roles, codified as feminine or masculine, assigned to people based upon the public’s interpretation of their sexual and reproductive anatomy. It may be rejected or modified in favor of a category that feels truer to oneself.

**Gender binary:** The socially constructed system viewing gender as consisting solely of two categories, “male” and “female.” The gender binary ignores the diversity of gender identities and expressions.

**Gender expression:** The multiple ways (behaviors, dress) in which a person communicates gender in private or public.

**Gender identity:** How an individual identifies in terms of gender, including “male,” “female,” “androgynous,” “transgender,” or “genderqueer.”

**Genderism:** A system of oppression that benefits cisgender people at the expense of transgender and gender-nonconforming people. Genderism includes transphobia and bias against gender-nonconforming persons.

**Gender-Nonconforming, Gender-Variant, or Genderqueer:** A person whose gender identity and/or gender expression does not conform to the gender assigned at birth.

**Heterosexism, Homophobia, or Biphobia:** A system of oppression benefitting heterosexual people at the expense of lesbian, gay and bisexual people.

**Heterosexual/Straight:** A person who is emotionally and/or physically attracted to members of another gender (especially a male-identified person who is attracted to females or a female-identified person who is attracted to males).

**Homosexual:** A person who is emotionally and/or physically attracted to some members of the same gender. Many people prefer the terms “lesbian” or “gay.”

**Identity:** How we understand ourselves, what we call ourselves and, often, whom we connect to. Each of us has a diversity of social identities based on our sexual orientation, gender identity, race/ethnicity, socioeconomic status, religion and other aspects of self. Those identities develop over time and intersect with each other.

**Intersex:** An umbrella term for many conditions in which a person's original reproductive and/or sexual anatomy doesn't fit current medical definitions of female or male.

**Lesbian:** A female-identified person who is emotionally and/or physically attracted to other females.

**LGBT or LGBTQ+:** An umbrella term referring to people who identify as lesbian, gay, bisexual and/or transgender. In LGBTQ+, the "Q" and "+" refer to those who identify as queer, questioning, or otherwise nonconforming to dominant societal norms of gender identity and gender expression. In the past a derogatory slur, "queer" is now a neutral or even positive term among many LGBTQ+ people.

**Pansexual:** A person who is emotionally and/or physically attracted to some people regardless of their gender identity.

**Preferred Gender Pronouns (PGPs):** The pronouns a person would like others to use when the proper name is not being used: "she/her/hers," "he/him/his," or gender-neutral inventions such as "ze/hir/hirs," "zie/zir/zirs," "ey/em/eirs," "per/per/pers," "hu/hum/hus," or "they/them/theirs." Some people prefer no pronoun use at all.

**Reclaimed words:** Terms previously been used as slurs ("queer," "dyke," "tranny") now adopted as badges of honor. Still, as in any group, not all individuals accept the use of reclaimed words, and may find them offensive and hurtful, so they should be used with discretion.

**Sexism:** A system of oppression that benefits male-identified people at the expense of female-identified people.

**Sexual orientation:** The inner feelings of emotional and/or physical attraction in relation to the person's gender identity. Some people may identify as "asexual," "bisexual," "gay," "lesbian," "pansexual," "queer," "straight," or otherwise.

**Tranny:** Derogatory term for a transgender person. As with other terms, some transgender people have reclaimed it as an affirming label.

**Transgender:** A person whose gender identity and/or expression are not aligned with the gender assigned at birth, whether the person has undergone medical transformation or not. "Transgender" is often used as an umbrella term encompassing many gender-nonconforming identities.

**WHEN SOMEONE COMES OUT:  
What Not to Say, What to Say, and Why**

**Time:** 10 minutes: (5 to read; 5 to debrief)

**Materials:** 1 handout per participant; 1 for you

**Directions:** Distribute handouts. Divide participants into groups of no more than 8, and ask each in a group to take turns reading the “what not to say” line, then the reasoning. You may start, and hand it up to convey the full force of the hurtful comment.

**Handout**

**WHEN SOMEONE COMES OUT:  
What Not to Say, What to Say, and Why**

**“I knew it!”**

This makes the disclosure about you, and implies you “knew” their orientation before they did—probably based on stereotypes. It’s better to say, “I’m listening,” and then really listen.

**“Are you sure?” / “You’re just confused.” / “It’s just a phase.”**

These comments suggest they don’t understand themselves. Instead, ask when and how they knew.

**“You just haven’t found a good woman (or man) yet.”**

This assumes everyone should be straight. Instead, accept their experience and just listen.

**“Shhh, don’t tell (So-and-So/the boss/anyone).”**

These warnings imply that being LGBTQ+ is bad, or the person can’t judge who’s safe to tell as well as you can. If you have reason to believe that disclosing will harm them, say, “Thanks for telling me. You might want to consider whom it’s safe to come out to.”

**“You can’t be gay—you’ve had relationships with the opposite sex.”**

Behavior (especially past behavior) isn’t the same as inner feelings. Asking how or when they discovered this shows your acceptance and genuine interest.

## “SLANGUAGE” THROUGH THE AGES

**Time:** 40 minutes (35 to do; 5 for reflections)

**Materials:** 1 handout per participant, including you. **Before starting**, take your handout and cut each Phrase and each Meaning into 2 separate strips, **keeping Phrase strips separate from Meaning strips**. You will have 45 Phrase strips and 45 Meaning strips.

**Directions:** Introduce this as a fun way to learn about evolving American lingo and mindsets. Divide the total (90) strips equally among participants so some get all Phrase and some get all Meaning strips (this way they won’t get their own “match”). Say, “Find the people who have the Phrases or Meanings strips matching the strips you have.” **After the game is finished**, give participants the intact Handout for the debriefing.

### Handout

“SLANGUAGE” THROUGH THE AGES	
Phrase	Meaning
APPLE OF MY EYE	Most precious person
BAE	Before Anyone Else
BASIC	Unoriginal
BEAT AROUND THE BUSH	Avoid saying something directly
BITE THE BULLET	Tough something out
BOUJEE/BOUGIE	Short “bourgeoisie,” it usually mocks someone spoiled or acting high-class.
BURNING THE MIDNIGHT OIL	Working or studying hard or long hours
BY HOOK OR BY CROOK	Any way possible
CANCEL CULTURE	Shaming the actions or opinions of a public figure, company, or organization
CANCELLED	Someone or something you’ve rejected
CHEUGY (“CHOO-ghee”)	Outdated; uncool; a person trying too hard
CLOSE, BUT NO CIGAR	Not quite good enough
COCK AND BULL STORY	Phony story or ridiculous excuse
CROCODILE TEARS	Phony display of grief
DON’T LOOK A GIFT HORSE IN THE MOUTH	Don’t be picky about a gift.
DON’T THROW OUT THE BABY WITH THE BATH WATER	Don’t toss out what works when getting rid of what doesn’t.
DOPE	Cool; awesome
FOMO	Fear Of Missing Out; often Instagram-fed
GHOST	End a relationship by stopping contact
GIG	A job
GIVE A WIDE BERTH	Avoid; steer clear of
GOAT	Greatest Of All Time
HOOT/SCREAM/PANIC/RIOT/TRIP	Hilarious event or person
IN A TIZZY	Agitated, confused
JUMPING ON THE BANDWAGON	Going along with what’s popular
KEEPING UP WITH THE JONESES	Buying to look well-off

KNOW THE ROPES	Know how things work
MAD AS A HATTER	Crazy
READ THE RIOT ACT	Severely chew out
RESTING ON YOUR LAURELS	Relying on past achievements
SALTY	Angry or jealous
SHORT SHRIFT	A rush job
SHOW YOUR TRUE COLORS	Reveal your true intentions
SITTING IN THE HOT SEAT	Being in a pressured or embarrassing public situation
SLAPS	Is excellent, amazing. Now usually applied to music or food, it renews the term from as far back as the 1700s.
SLAY	Traditionally means “to kill violently;” as current slang it means “to do something exceptionally well” or to be extremely stylish or successful.
SPILLING THE TEA	Gossiping; originated in drag culture to mean displaying a hidden truth.
STRAIT-LACED	Prim, emotionally repressed
STRIKE WHILE THE IRON IS HOT	Act at the best time
THROW SHADE	Give someone a dirty look
WEAR YOUR HEART ON YOUR SLEEVE	Display your feelings
WHITE ELEPHANT	A gift no one wants
WOKE	Attentive to social/political prejudice and discrimination.
WOLF IN SHEEP'S CLOTHING	Outwardly charming bad person
YOLO	You Only Live Once; since 2012, Internet slang encouraging exciting/risky behavior



## WALK IN MY SHOES—THEN WE CAN TALK

**Time:** 30 minutes (5 to explain; 5 for first in pair, 5 for second in pair; 15 to debrief)

**Materials:** For each pair, 1 slip of paper with 2 different challenges (e.g., “visually impaired,” “uses wheelchair,” “has a tremor,” “hard of hearing”); enough space for all pairs to walk around

**Directions:**

- Pair up all participants (you will participate if needed to make a pair).
- Tell participants that, as a pair, they will each *imagine, describe, and answer questions* about their experience as a differently abled person.
- Tell all to remove their shoes, trade them with their partner, and try to put on their partner’s shoes. (If impossible or dangerous, participants may just carry their partner’s shoes. Expect laughter!)
- Hand each pair the slip with 2 physical challenges. Tell them the taller partner will be first to imagine and express the first challenge listed, while the partner listens. Then the partner will ask questions about the challenge. Suggest: “What’s the worst parts of your challenge?;” “Are there any good parts?;” “What would surprise other people about it?”).
- Tell participants you’ll call time and remind them of what comes next.
- Ask all differently shod (or shoe-holding) pairs to walk together slowly, as the first partner in each pair imagines and describes his/her assigned challenge, and answers the other partner’s questions.
- After 5 minutes, call time, and ask all second partners to describe their assigned challenge and answer the first partners’ questions.
- After 5 minutes, call time, and ask all participants to trade back their shoes and reassemble as one group to debrief.

### **THE PETRIFIED, THE POOH-POOHERS, AND THE PUT-UPON**

**Time:** 30 minutes (10 to do; 20 to debrief; large units dividing into many teams will need longer)

**Directions:**

- Divide all into groups of 3 (including you, if needed).
- Within each group, assign 1 participant to present “Why COVID worries me,” another to explain “Why COVID’s no big deal,” and the third to express “Why COVID rules are bad.”
- Give each participant 1 minute to state the assigned view. After 3 minutes, call time, and have each participant voice the view expressed by the person to his/her right, for 1 minute. After 3 minutes, call time, and have participants switch again with the person to their right and present the third viewpoint for 1 minute.
- Keep participants in assigned groups but reassemble so all can hear everyone in the debriefing.

## WORDS THAT EXCLUDE OR INCLUDE

**Time:** 10 minutes (5 to do; 5 to debrief)

**Materials:** 1 handout; participants may share

**Directions:** Tell participants they'll read 1 comment out loud until all have been heard. Go first, and ham it up. Expect laughter!

### Handout

#### WORDS THAT EXCLUDE OR INCLUDE

1. Don't be ridiculous.
2. It'll cost too much.
3. We don't have time.
4. That's not the way we do things around here.
5. It'll never sell.
6. We'll be the laughingstock of the entire company.
7. We tried that before and it didn't work.
8. It's too radical a change.
9. Let's get back to reality.
10. Let's form a committee to decide.
11. We've done all right without it so far.
12. Okay, but if it bombs, you get the blame.