

<b>Script: Intercultural Competency</b>				
<b>Content Outline</b>	<b>Type</b>	<b>Script/Narration</b>	<b>Visual Ideas</b>	<b>Notes/Resources</b>
<b>A. Introduction (5 minutes)</b>				
Video 1: Take a stance of curiosity and caring.	Video	Tyrone: Welcome, I'm Tyrone. Dan: And I'm Dan. In this course, you will learn Basic Skills for Intercultural Competency. But to do any of these tasks well, it will help if you first position yourself in a space of openness – of empathy and curiosity, love and caring. When we talk about seeing differences, owning one's power and privilege, and feelings like guilt, or outrage, it's easy to go into defensiveness and us-versus-them thinking. Here it's important to start first from a stance of love and caring. Can you see what's happening in a room of men, be curious about it, and approach it all with love? Tyrone: So let's take a look at this. Let's say I'm staffing a Training Weekend, and I overhear two staff men talking. One says something that I find offensive [TBD]. I'm triggered by it. I have a choice. I could:	talking heads video	
		(a) right now, express anger or disgust towards them. (b) at the next staff meeting, make an example out of them, share my outrage. (c) talk to others in their absence, say what I really think about them. Or (d) choose to talk to them now, calmly expressing both curiosity and caring. Dan: Let me try that, Tyrone. "Hey guys, I care about you, and I'm curious about something. I'm having a reaction to what you're saying. And from my place of self-love and my love for you, I don't wanna withhold that. You said [TBD]. And you might not be aware of what impact it can have on other people. I'm just pointing this out to you, And I'm wondering, can you see that? And would you be open to changing it?"		
Purpose of this training	Narration	<b>Purpose of this training:</b> -to become more aware of, and able to control, our behaviors that can alienate men belonging to cultural groups different from our own -to create safety and belonging for all men in a circle, Training Weekend, or training through relationship-building <b>Why:</b> -When we choose separating and distancing, men feel unwelcome or get hurt. And then they leave.	Man 1: a critical look Man 2: a taken-aback look A tight circle of men, held together in a glowing ring A man leaving	
Intercultural competency skills in brief	Narration	<b>Intercultural competency skills</b> Skill 1: Introduce yourself with cultural identification. Skill 2: Acknowledge other people's cultural identities. Skill 3: Speak and act from a self-focused stance. Skill 4: Apply no blame or shame for yourself or others in the conversation. Skill 5: Use methods for staying with challenging differences: -Try it on -Use Both/and -Use agree to disagree in a productive way	text, with narration. Symbols specified below shown briefly as each skill is named	narration over slide text
Key terms and concepts	Narration	We'll use various cultural identities as examples, but in all cases, the divide we'll examine here is between dominant and non-dominant groups. By <b>dominant</b> , we mean groups or individuals with <i>statistically greater access</i> to resources, status and power based on their membership in a <i>non-oppressed group</i> . By <b>non-dominant</b> , we mean groups or individuals with <i>statistically limited access</i> to resources, status and power due to their membership in a <i>historically oppressed group</i> . For a full list of key terms and concepts, click here.	Groups grow as head pop into view. Then a glow expands behind each group, with the large (dominant) group's glow overwhelming the small (non-dominant) groups glow. In sync with narration.	<a href="#">"click here" link</a>
<b>B. Demonstration - Skill 1: Give an introduction with cultural identification (3 minutes)</b>				

Video 2: Recognize and empathize with difference (introduce yourself with cultural identification)	Video	Tyrone: Here again are the five skills we're going to look at. (read through all 5 quickly... then:) Dan: Let's take a look in a little more detail. The first two skills are all about recognizing and empathizing with difference. The last three are all about having a productive conversation. Let's start now with skill #1: Be able to introduce yourself with cultural identification. You're gonna consider how you'd identify yourself, how owning your identity can help you tend to your biases and needs, and how to tend to the impacts of your words. Okay, let's take a look at how and why this is important... [Dan and Tyrone explain common differences (include link here), and then discuss introducing yourself with cultural identification and awareness of one's possible biases. Then they demonstrate it with a role-play as themselves, including in relation to each other.] "My name is Dan, I'm cisgender. I'm wanting to own my biases. I'm mindful of..." "My name is Tryone..." Dan: "Isn't it true, Tyrone, when we're talking, I'm often considering my lack of knowledge of what it's like to be of a non-dominant identification, and I'm working on generously listening to you from that perspective?" Tyrone: "I'm also aware of my bias, of my history of being a non-dominant person, and how much that is showing up in the room. And I've seen we're both very curious and open to the cultural needs of each other..."	talking heads video; show 5 skills slide while they're overviewing it, and Skill 1 slide briefly when they turn to it.	
Intro	Narration	<b>Skill 1: Introduce yourself with cultural identification.</b> -Consider how you'd identify yourself. -Owning my identity can help me tend to my biases and needs. -And I'm able to tend to the impacts of my words.	text, with narration. Symbol: outstretched hand	
1.1 Matt hears intros	Animation-narrate	This is Matt. Matt is a middle-class, heterosexual, white man in an M__ community where most men seem pretty similar to him. He signs up to staff a Training Weekend, and in one of the Zoom pre-meetings a leader asks each man to introduce himself with cultural identification. The idea is that this will help them interact with each other in ways that are appreciative, welcoming, and inclusive. What should Matt refer to – his race, his sexual orientation? Matt listens to several men before it's his turn.	Show Matt. Zoom meeting screen. Leader speaks. Next man speaks.	
	Animation-narrate	Kevin is the only black man in attendance. He runs through the elements of his identity and considers what he finds relevant. Then he makes his statement:	Show Kevin.	
	Animation-dialogue	"I'm Kevin. I'm a black man, middle class, college educated, normatively abled, let's see... Southern, heterosexual and cisgender."	Kevin speaks.	
	Animation-narrate	Robert is a man who walks with a cane owing to a disability. He chooses to include his disability as he introduces himself with cultural identification to let his fellow staff know that he will appreciate being treated differently in this case:	Show Robert, Zoom only, so you can't see disability.	
	Animation-dialogue	"I'm Robert. I'm white, cisgender, working class, and differently abled. That means I stand and move around with the help of this cane."	Robert speaks.	
	Animation-narrate	Next man:		
	Animation-dialogue	"My name's Oliver. I'm Hispanic, non-English as primary language, born outside of the United States, and I'm gay."	Oliver speaks.	
<b>C. Application: Give an introduction with cultural identification</b>				
1.2 Choose Matt's statement	Slide text	Matt has heard several examples, and this helps him form his own statement of cultural identification. Which do you think is Matt's best statement? (Choose one) KEY "My name is Matt. I'm white, middle-class, heterosexual." "My name is Matt. I'm from the dominant culture." "My name is Matt. Let's see, I'm not disabled, not gay, not of color, so I'm your average white guy."	Knowledge check with feedback. Show Matt still; mouth moves on clicking any choice.	
		PENDING: give feedback on each choice		
<b>D. Demonstration – Skill 2: Acknowledge other people's cultural identities (2 minutes)</b>				
Intro	Narration	<b>Skill 2: Acknowledge other people's cultural identities.</b> Consider how awareness of others' identities during a Training Weekend can help you be aware of: -their needs -what biases you might need to attend to -creating a safe space for them to express themselves	text, with narration. Symbol: hands/arms in circle knot	

2.1 Jim doesn't notice difference	Animation-narrate	As you hear/read the following story, click to learn more about the effects of not noticing cultural differences. The staff for an upcoming Training Weekend is composed of 32 men, 5 of whom have identified as men of color. Jim, the weekend coordinator and a white man, had a hand in assigning staff to their various roles. On a call, Kaiwen points out to him that no men of color were assigned to the Context piece. What effects might missing out on the significance of that diversity have?	large group of men > Jim on phone > split screen Jim and Kaiwen on call	
	Animation	What effects might missing out on the significance of that diversity have? Click each effect: a) make participants of color feel less welcome; less like they belong (Visual: a man gets isolated outside of the circle) b) give participants of color less opportunity to lead (Visual: some heads in the large circle grow larger & glow; the "different" heads withdraw) c) weaken the potential bonds that strengthen the group as a whole (Visual: the circle spreads out, gets less organized)	colored head icons represent men; see left for visual details	
	Narration	Jim recognizes and owns that he has had a blind spot: it was too easy for him to not notice a lack of diversity in the composition of teams, nor to consider how it might affect others. Kaiwen helps him recognize how awareness of others' identities can help him be aware of their needs, and what biases of his own he might need to attend to.	blinders on Jim, or something in front of his eyes; Kaiwen speaks, it goes away	

**E. Application: Acknowledge other people's cultural identities (2 minutes)**

2.2 Jim considers ableism	Narration	It's Thursday night of the Training Weekend. Owing to a space conflict, Jim has approved a decision to move an event to the far side of the camp. Now at the opening meeting, he hears Robert introduce himself referencing his disability. Jim reflects that this isn't only about what's physically convenient or possible for Robert, but that Robert has indicated it as a piece of cultural identity for himself. It brings to his mind the term "ableism".	basic camp map; a star moves from one location to another. Opening meeting. Robert speaks. Jim considers.	
	Slide text	<i>An "ism" is a belief (or system of beliefs) shared by a group that results in the oppression of another group. Isms only work in one direction due to the power differential. There are many "isms" (racism, sexism, ableism, heteronorm-ism, classism, etc.).</i>	text only	
	Quiz	What should Jim do? [click on each choice to learn more -> revealing further explanation in parentheses] -KEY Check on it right now; ask Robert if this will work for him, if he could use support (best choice) - Let it go: accept that not every need can be accommodated (not a great choice – could be avoidance; better to confront it) - Handle it later: take note to check in with Robert about how much time it'll take him to get there (could be the right way to go, depending on circumstances)	Jim with a thinking/ puzzling expression	

**F. Introduction: Practice having productive cultural conversations (3 minutes)**

Tyrone and Dan discuss techniques for a conversation with cultural difference	Video	Dan: During a conversation in which you recognize that you or someone has been triggered by a cultural difference with another man, you can use these techniques. The elements are all meant to be used together in a conversation - to create connection and a learning experience, versus conflict/argument, particularly when talking about cultural issues. Tyrone: Take a self-focused stance. This is about me. Not generalizing about others; keep it about the impact on yourself. Dan: Apply no blame or shame for yourself or others in the conversation, whatever is said. The emphasis is on a learning opportunity, exploring, listening, hearing, seeing impact, with empathy.	talking heads video; also show the last 3 skills on the skills list, highlighting the skill they're naming	
		Tyrone: Apply ways to stay with challenging differences: Try it on: be willing and open to whatever comes next in the conversation. In a situation when it's a stretch for us to listen - differences of values or beliefs - consider trying something on before you reject it. Dan: Use Both/and: notice when two different perspectives can coexist. If you're having a hard time learning from that, and you're looking to discuss what's not working for you in the try-it-on, look for the both/ands. Tyrone: Agree to disagree in a productive way (with intent to keep learning). If we're both getting stuck, for right now we agree to disagree, but we'll continue the conversation over time - as opposed to shutdown.		

		[Both then discuss it from a personal perspective, as a black man and a white man, including examples of what they've seen go wrong, and how they've learned to handle situations more skillfully.]		
<b>G. Demonstration – Skill 3: Speak and act from a self-focused stance (1 minute)</b>				
Intro	Narration	<b>Skill 3: Speak and act from a self-focused stance.</b> When reacting to another person's words or actions, consider how you can speak from and for your own perspective, with less focus on the other person.	text, with narration. Symbol: profile head with speaking lines	
3.1 Matt hears a self-focused re-statement	Animation-narrate	A self-focused stance is speaking for yourself and not for others; and not assuming things about others. It starts with making "I statements", but for effective intercultural exchange, there's more to it than that. Matt hears another man make a broad generalization about a particular cultural group, not his own:	Matt speaking Another man speaking	
	Animation-dialogue	"Not all black people obviously, but like, inner-city black guys are a different story." Kaiwen steps into the conversation: "I remind you of our agreement to keep things self-focused. Can you rephrase that?" The first guy replies: "Thank you. What I meant was... you know what Kaiwen, I'm going to take your advice and just speak for myself. I know I don't relate to everyone else out there, that's my work. I'm good right there."	Other man speaking Kaiwen speaking Other man speaking	
<b>H. Application: Speak and act from a self-focused stance (2 minutes)</b>				
3.2 Select statements that express self-focused	Narration	Matt sometimes hears another man make a generalization about a different cultural group. This may come from a dominant or non-dominant perspective. Though it may be more concerning if it comes from a member of a dominant group, what matters to us here either way is that it's a diversion from expressing a self-focused perspective.	Matt. A guy speaks, and there's a big and a small group. His empty speech bubble expands to cover the small group.	
	Quiz	Help Matt select the three statements that express a self-focused position: KEY "I admit I get triggered by people who don't get what it's like for me." KEY "Whatever comes next, I'm always learning." KEY "I can only speak for myself, what I experience." "They're taking away what it means to be a man." "You all gotta look at the bigger picture." "That's what people from dominant cultures do."		
<b>I. Demonstration – Skill 4: Apply no blame or shame for yourself or others in the conversation (2 minutes)</b>				
Intro	Narration	<b>Skill 4: Apply no blame or shame for yourself or others in the conversation.</b> If something is said that triggers you, express yourself in a way that shares the personal impact on yourself as opposed to blame, criticism or shaming of others.	text, with narration. Symbol: head/torso outline with arrows pointing in on it	
4.1 Matt calls out Thomas's shaming statement	Animation-narrate	Matt's I-group is talking about how to get more members. In their M__ community, men of color are rare. Listen as Thomas makes a shaming statement, Matt calls him on it, and Thomas tries again.	Matt talking. Thomas begins to talk.	

	Animation-dialogue	Thomas: "Hello, it's because of people like you. Self-righteous and self-satisfied. That's why there's no black people in this room." Matt: "Time out. Thomas, I get your frustration. Can you make your point without shaming and blaming, without focusing on others?" Thomas: "Yeah, okay, sorry. Got it. From my perspective, a lot of talk about injustice doesn't move things forward. I suggest that the people who are very concerned about it go out into the community and meet different kinds of folks where they are. Or take some other form of action. Thank you, I'm complete now."		
<b>J. Demonstration: Apply no blame or shame for yourself or others in the conversation (2 minutes)</b>				
4.2 All-white I-group - which statement is best?	Slide text	Matt's I-group is talking again about how to get more members. Matt wants the fact that men of color are rare in their M__ community to be part of the conversation. He seeks to apply no blame or shame in his words. Read several choices for what he might say. Which choice do you think is most effective? [clicking each choice provides further explanation]	Matt talking	
	Quiz	KEY "I feel the need to point out, there's nobody visibly of color in this room. And from what I see, that's pretty true of our community around here. I see separation, and I want to acknowledge that out loud. We can do more. It's not easy. I just want to honor anyone who's helping us try." "Dudes - look around you. We're all white! This whole area is de facto segregated, and we fit right into that. So don't give me this self-righteous talk about all we do for men. Which men? Our "brothers" all look just like ourselves! We gotta do better." "Remember that black guy, Walter? You know why he didn't come back. I'm glad someone-I-won't-name is no longer a member, but even if not for him, what did anyone here do to reach out to Walter? You should all feel bad about that."		
<b>K. Demonstration – Skill 5: Use methods for staying with challenging differences: Try it on, Both/and, and Agree to disagree (8 min.)</b>				
Intro	Narration	When we have differences over cultural distinctiveness, it can be hard to keep the conversation alive and productive. These methods can help. All three are meant to be used together. - <b>Try it on</b> means being willing and open to whatever comes next in the conversation. - Using <b>Both/and</b> means noticing when two different perspectives can coexist. - Using <b>Agree to disagree</b> allows you to keep the communication open so you can both keep learning.	With slide text. Symbols: Try it on: t-shirt Both/and: two way arrow Agree to disagree: 2 silhouettes with voice bubbles	
	Narration	<b>Try it on:</b> You share a challenging thought with me. Instead of reacting defensively or simply from a place of "I don't like it", I decide to just give your perspective a try. By sticking with the difficulty, maybe I'll uncover something new. And I'll get to know you better. What can I try on about this? What is the goodness in it? What's the point that's being made here? I'll try on that other perspective first, and gain what wisdom I can find in it.	Show slide text short definition, with symbol	
	Narration	<b>Listen for the both/ands:</b> So I noticed my differences and my dislikes. Can I find a bridge between them with a both/and? For now, can I just go with an acceptance that both our perspectives are true and not true; or that both are true? Can I see this as a case of "and", not "but"? Not "I'm right, you're wrong"?	Show slide text short definition, with symbol	
	Narration	<b>Agree to disagree:</b> Let's say in the end, there's no way to reconcile with the other person's point, and I'm feeling strong that I've got to be right, and that means the other person is wrong. Then we both put a frame around our conversation that says, "We're agreeing that we're at an impasse right now. That's just where we're at. And we both hope that in the future, something will shift so that one or both of us can move towards greater understanding."	Show slide text short definition, with symbol	
5.1 Matt's terse message to Oliver: Demonstration: Dysfunctional version	Animation-narrate	Observe this conversation: Matt is American-born and white; Oliver is foreign-born and Hispanic. They're in an I-group together – Matt is the coordinator, and Oliver is king for this meeting. Matt had sent Oliver an abrupt message reminding him he hadn't sent the notice for the upcoming I-group meeting. Now he brings it up again during the meeting. Oliver says:	Matt and Oliver	

	Animation-dialogue	<p>Oliver: "Why are you even talking about this? I said what happened. I get challenged by a white man, I'm like, why do I even do this? Maybe I won't do this anymore."</p> <p>Narrator: Matt is taken aback. But he wants to make a point:</p> <p>Matt: "Hey, this isn't about me, it's about accountability. I'm not thinking about a Latino/white thing."</p> <p>Oliver: "Just so you know, I say 'Hispanic'. I don't even really know what that term mean, 'Latino'. But anyway, you gotta think of another way of addressing people."</p> <p>Matt: "Man, don't get so hot! I'm just doing what we do here, accountability. But fine, let's move on."</p> <p>Narrator: Both of them were defensive, and it'd be a stretch to say they ended by agreeing to disagree, because neither of them really took on board the other's perspective, and the resolution was minimal.</p>	Matt and Oliver talking back and forth	
Demo-Productive version	Narration	<p>What if both of them were more willing to try on the other's perspective, and to look for cases where both may be right in their own different ways? Observe this conversation:</p>	Matt and Oliver	
	Animation-dialogue	<p>Matt: "Oliver, your invite email was late, so I'm offering that you do support accountability on that."</p> <p>Narrator: Oliver doesn't want to get into it, but he decides to just say what's real for him:</p> <p>Oliver: "I've said before, I have a hard time trusting other men. And when I get a message from a white man saying I'm doing it wrong, I'm just like, why do I even do this? Maybe I won't do this anymore."</p> <p>Narrator: Matt is taken by surprise. But he wants to make a point:</p> <p>Matt: "I just wasn't thinking about anything like that. I was just thinking about accountability, doing what we do right. Trust me, I've been called on this kind of stuff too many times myself. It's been burned into me, this is important." I didn't even realize you'd think about it that way, like from a Latino perspective."</p>	Matt and Oliver talking back and forth	
	Animation-dialogue	<p>Narrator: They continue:</p> <p>Oliver: "Just so you know, I say 'Hispanic'. I don't even really know what that term mean, 'Latino'. But yeah, this trust thing has always been an issue for me, and it's been a struggle for me ever since I came to this country."</p> <p>Matt: "I hear you. Look, I probably have a blind spot. I don't think of myself as a judging person. I just never think about stuff like this. I don't mean anything by it. You're helping me learn, man."</p>		
Demo: Productive, but ends in agree to disagree	Animation-narrate	<p>Oliver and Matt came to a good-enough resolution. But what if they can't get there? At least they can agree to disagree:</p>		
	Animation-dialogue	<p>Matt: "Oliver, your invite email was late, so I'm offering that you do support accountability on that."</p> <p>Narrator: Oliver doesn't want to get into it, but he decides to just say what's real for him:</p> <p>"I've said before, I have a hard time trusting other men. And when I get a message from a white man saying I'm doing it wrong, I'm just like, why do I even do this? Maybe I won't do this anymore."</p> <p>Narrator: Matt is taken by surprise. But he wants to make a point:</p> <p>"I just wasn't thinking about anything like that. I was just thinking about accountability, doing what we do right. Trust me, I've been called on this kind of stuff too many times myself. It's been burned into me, this is important." I didn't even realize you'd think about it that way, like from a Latino perspective."</p>		
	Animation-dialogue	<p>Narrator: They continue:</p> <p>Oliver: "Just so you know, I say 'Hispanic'. I don't even really know what that term mean, 'Latino'. But yeah, this trust thing has always been an issue for me, and it's been a struggle for me ever since I came to this country."</p> <p>Matt: "Latino, Hispanic. I'm sorry, I just don't get the difference. I started with normal accountability because I think it's important, but if you don't want to do it, I'm not going to force the issue."</p> <p>Oliver: "The terminology thing is not that complicated, actually. Maybe we can talk more about it some other time. But yeah, I'm done with this right now. Maybe we don't see totally eye to eye, but that's okay. Let's move on. I'm clear. Are you clear?"</p> <p>Matt: "Yeah, I'm clear, thanks. Yeah, let's move on."</p>		
<b>L. Application: Use methods for staying with challenging differences: Try it on, Both/and, and Agree to disagree (5 min.)</b>				

5.2 Jarold wants to facilitate	Animation-narrate	Let's look at another conversation. Jarold is Gen Z and the youngest in his I-group. Many of the others have been in the group a long time. Jarold wants to develop his facilitation skills, but he often sees men choosing the same few men as their facilitators – not him. Just sitting on it is not serving him well.	Jarold	
	Animation-dialogue	Jarold: "Guys, I need you to let you know, I came here to challenge myself. I want to become a great facilitator. My want is to be chosen for that role so I can learn. What I see is the same few men being chosen over and over again." Narrator: Ray is a skilled facilitator, and he can tell he's one of the men Jarold is calling out. He's bothered by it: Ray: "Jarold, I get that. And there are great trainings you oughta do. But there is a reason we do it this way. This is sensitive work, and men need to feel safe putting themselves out there." Narrator: Jarold is not satisfied. He's working on getting the elbow room to be a leader, and being willing to put his foot down:	Jarold and Ray talking back and forth	
	Animation-narrate	Jarold: "I've been told that 'shadow agreements' are unspoken understandings in a group. Like, two members partner up a lot, they don't even need to talk about it. I think we do need to look at that." Narrator: How could Ray respond at this point with try it on or both/and? Write a quick response yourself. Ray: "No, you're right. You've got a point. I haven't really looked at myself in that way. We can make more room here for new guys coming up to do more facilitating with help from the experienced guys."		
	Slide text	Narrator: Maybe Jarold finds Ray's words a little patronizing, but he can let that pass. How can he finish this up with try it on or both/and? Write a quick finisher. [Upon submission, show] Great! Here's another example: "Cool. I know you can bring it. I'll let you guys know when I need help."	Text box for answer	

#### M. Final Demonstration (Review): (9 minutes)

Video 4: Learn more, and Form mutual relationships	Video	[Not scripted] Dan and Tyrone discuss how to learn more about a cultural difference you have identified and are curious about, and how to then go on to consciously form mutual relationships. They each give a personal example of when they have done this or are working on it now (Dan, encountering Muslims; Tyrone TBD).	talking heads video	
		<b>Advanced Task: Learn more</b> 1. Clearly identify the cultural difference you've noticed. 2. Learn more: find sources to read or watch (a book, a movie, music, an article, an expert podcast...) 3. Find a group or event to participate in that will connect you with the difference. 4. Make a stretch goal - how much learning will I commit to do?	show steps as text while they talk	
		<b>Advanced Task: Form mutual relationships</b> Develop a plan for: 1. Where can I go to meet more people of difference? 2. When I see an opportunity, what will I do or say? 3. Be sensitive and go slow a. be mindful of tokenism. b. know that developing trust takes time.	show steps as text while they talk	

#### FINAL REVIEW AND APPLICATION (ASSESSMENT)

##### Skill 1: Introduce yourself with cultural identification

Skill 1 review: Introduce yourself with cultural identification: Steve listens to introductions	Narration	Steve, an experienced M__ man who is white and gay, has signed up for another Training Weekend. As he attends the volunteer "staff" meetings before and during the weekend, Steve encounters several men who are culturally different from himself in ways he notices - straight men, men of color, differently-abled men. Along the way, he seeks to practice M__'s intercultural competency skills... [show bullet points without narration: - make choices that celebrate intercultural differences, -embrace diversity, -challenge stereotypes, -deepen participants' sense of belonging and interconnectedness] At a meeting on intercultural understanding, Steve listens to some other men introduce themselves with cultural identification, then he introduces himself:	Show Steve	
	Animation-dialogue	"I'm Steve. I'm a gay white man, semi-retired, Floridian."	Steve speaks	

Final Application 1 Write your own intro	Slide text	Write your own intro...	no voiceover	
<b>Skill 2: Acknowledge other people's cultural identities</b>				
Final Demo 2 / Knowledge Check: Matt listens for cultural identity clues	Slide text	Throughout the Training Weekend, Matt has listened for clues about other men's cultural identities by the things that they say. Select the statements that seem to contain cultural identity clues about the speaker: "Everybody check in with name, inner essence, feeling. I'll model." KEY "My journey from addiction is what has made me what I am, what you see today." "I want to welcome men of all races, colors, creeds, cultures, and sexual identities here." "We've got a lot to do and not a lot of time." KEY "My body can't take this, and I'm going to need to check out." KEY "I've needed a lot of support with my trans child and the challenges they've faced this past year." "We've all been through the same experiences to get here. We're all equal here. We're all the same." KEY "We've got a number of participants coming from an inner-city context." KEY "The thing about Millennials, they don't pick up a phone and talk. It's gotta be text." "We're here to serve these men. To do that, we need a clean container." KEY "I'm European in origin. For whatever reason, it matters to me that my ancestors are from England and Germany." "Something's come up for me, and I need to address it."	still images of Matt and other speakers; no voiceover	
Final Application 2 Matt considers differences, "isms"	Slide text	Being unaware of possible identities can lead to various "isms" (sexism, eli Matt considers his ability to see other people's differences when he's in a r Match each incident with an "ism". [Matching reveals the explanation show  Ableism At the Training Weekend, everybody is told to stand. A long intro [Matt wonders if anybody has a disability that would make them unable to s Suggestion: "If anybody needs to sit down, you're welcome to."]  Classism At a training, Andy suggests that participants consider making [Matt imagines an attendee thinking, "\$5 is a lot in my family. If I spend \$5 Suggestion: "For people on social security or limited income, \$5 a week ma  Heterosexism A group is planning for several additional meetings to wor [Matt considers that a gay man might feel excluded by John's phrasing. Suggestion: "Suggestion – let's just say partner."]	Matt; no voiceover	
<b>Skill 3: Speak and act from a self-focused stance</b>				
Final Demo 3 / Knowledge Check: Choose self-focused statements	Slide text	A self-focused stance helps you avoid making generalizations about cultural groups other than your own. Help Matt recognize THREE statements that express a self-focused position: KEY "My want is that we agree to approach this from a perspective of curiosity and love." KEY "I've often observed white people being unaware of their impact. I'm not saying that's always the case, but it's hard for me to come into a situation seeing it otherwise." KEY "As a Hispanic man, I appreciate this change. I notice exclusion." "We've got to be mindful about how we carry ourselves, what we say, what we do. We don't want to be driving people away." "I don't know if you're aware of the impact of your words. Gay people will take offense to that." "I'm pretty sure black guys don't want to be part of something like that. It's not their scene." "We each have our own treasure, but we are all equals here."  REMOVE: KEY "I've heard so many stories of partners being so supportive."	Matt; no voiceover	



Final Application 3 Write a self-focused response for Matt	Slide text	Listen to this conversation: Matt says:  "Probably M__ is not for everybody. Younger guys these days, they don't relate to this stuff so much. Their social world is different. It starts with social media, and in person they're just like, less relatable." Kaiwen says: "We can't assume that everybody fits that description. Can you make your point differently?"  Write a very brief self-focused response Matt could make.  [Upon submission, learner is shown this suggested response for comparison] "Thank you. Let me bring it back to myself. My own belief is that there are guys who wouldn't want to be part of this. And I have ideas why. But I admit, I don't often have conversations with the men I'm thinking of, to verify it."	Matt; no voiceover	
<b>Skill 4: Apply no blame or shame</b>				
Final Demo 4 / Knowledge Check: Blessing with an atheist	Animation-dialogue	Narrator: Andy, an Elder, offers a blessing at the start of the meeting. He finishes by saying: "... and let's offer our gratitude to God, or however you want to express the Divine..." Jarold is an atheist. He doesn't recognize the idea of a Creator, and he's not wrong to make that point. It's just a matter of how. There's an edge of shaming and blaming Andy when he says: Jarold: "Andy, make room for the atheists, bro! You can't speak for all of us like that." Narrator: Or... Jarold thinks quickly and finds a way to suggest how Andy could say a blessing more inclusively in the future: Jarold: "Hold on. Andy. I welcome your blessing, but I'm not a religious guy. How about, 'let's offer our gratitude to God, if that's what you believe in, or to the universe, or to whatever it is that sustains you.' .... Something like that. Thank you."	Andy and Jarold speaking	
Final Application 4 Toast the wives	Slide text	It's homecoming. John stands up and says, "And we gotta toast the wives, with great gratitude for the support you've given, for giving your men up to us and allowing them to take this risk with us while you held down the fort at home..." Jim wants to modify what John said – what if there are same-sex or unmarried partners? – but he doesn't want to shame John for it. What do you suggest Jim say? Write a quick statement, then compare it with a suggestion. [Suggestion] This is a good case for 'keep it simple' – Jim just adds: "And let's toast to all partners."	still images of John and Jim; no voiceover	
<b>Skill 5: Staying with challenging differences</b>				
Final Demo 5 / Knowledge Check: Responses to dispute about inclusiveness	Animation-narrate	Let's take one more look at agree to disagree.  In a meeting, Matt observes an escalating dispute over inclusiveness. One man starts it by saying, "I can't see how trying to accommodate transgender people could even work for this organization." Another man makes the opposite case, that supporting people where they're at in a changing world fulfills the mission. They're not going to get to a resolution, so it's a good time to agree to disagree for now. Here are some examples of how it could be done. "Look, this is a difficult thing for any of us to get our heads around. I'm not going to change how you see it here. Let's put this down now for the safety of everyone, and you and I can pick it up again later on our own."  "There's strong feelings on both sides. There's still a lot to learn. If we can try to be open to what the other person is saying, and back off from making strong assertions like we already know it all, we can just agree to disagree on this one. Maybe it'll be different later."  "My want is that we agree to approach a hot question like this from a perspective of curiosity and love. We don't have to agree, but we can agree to see and recognize difference, and have empathy and love for it. These are good things to be aware of. I'm gonna try to be mindful of them, and operate with less judgment. Are we good with that?"	narration and dialogue between two men with Matt observing	

Final Application 5 Kevin on "inner city"	Animation-narrate	Narrator: Kevin is a black man who hears Robert, a white man, say during a Training Weekend prep meeting: Robert: "We'll have a number of participants coming from the inner city." Narrator: The statement bothers Kevin, because he's aware of how people in dominant cultures can be privileged to speak about a non-dominant culture. "Inner city" is sometimes used as a veiled term for "black". Kevin also knows that Robert may be unaware of the impact his words have. He makes a self-focused statement to share his experience about this white man saying these words, while also inviting further discussion:	Kevin and Robert (Robert's line as dialogue)	
	Quiz	Kevin: "I just want to point out that in my experience, 'inner city' is a term often used as a code for 'African-American'. I've heard it used by white people to imply a situation that is messed up, drugged out, violent, and full of black people – something to avoid. I've seen this many times. So even if that's not what you intended, that's the impact it has on me." Narrator: As the conversation continues, choose the response that takes it more in a <i>try it on or both/and</i> direction.	Kevin speaking	
	Quiz	Robert: KEY "Look, I really didn't mean anything by it, but I want to hear what you have to say." "Woah. I didn't mean what you think I mean. I've got no racism in me." (defensive)	Robert speaking	
	Quiz	Kevin: KEY "I get that you didn't. My want is just that you say what you mean in a different way." "You're not listening to me. I didn't say you're racist. But you don't get that you're putting all the burden on me here."	Kevin speaking	
	Quiz	Robert: KEY "Okay, but I honestly don't know how to say it without making someone sensitive. They're men of color from a certain background that will change the usual dynamic here. Can you tell me what you'd say?" "Okay, so I'm not allowed to say 'inner city'. What, 'We'll have a number of poor black urban residents coming? I mean, come on, where will this end?"	Robert speaking	
	Quiz	Kevin: KEY "What you just said was fine. Look, we all have our ways of seeing the world. I just ask you to be aware that how you say it has impact and tells a lot about the perspective you're coming from." "What's the point? It's not my job to get through to you or sit here teaching this whole group something. You just do you, I'll do me."	Kevin speaking	
	Quiz	Robert: KEY "I can't be anything other than what I am, but I can work on this. So thanks for pointing it out." "Hey, I'm not perfect, but I am what I am, and you can also do more to figure that out."	Robert speaking	
<b>Closing</b>				
	Slide text	Well done! You've finished the course.		
		Option: multiple choice quiz - <a href="#">link here</a>		