

# Final Set

## Discussion Rules & Norms - For everyone to read over and agree on

- **Active Listening:** Pay attention to what others are saying without interrupting. Show that you are engaged by nodding or using appropriate verbal cues.
  - Jot down important points we hear during discussions in shared note-taking document
  - Avoid typing or technology use when others are speaking
- **Constructive Criticism/Respectful Disagreement:** It's natural that there will be many disagreements in thought. Disagree with someone's thought and not the person themselves. If you disagree with someone, provide constructive feedback and back it up with reasoning or evidence. Challenge ideas, not people
- **Emphasize Confidentiality:** Create an environment where students feel comfortable sharing their thoughts and experiences without judgment. Consider the experiences that people share as confidential, and ask before sharing on their behalf in larger group discussions, writing reflections, to other classes, to professors, etc.
  - What gets shared stays in the room; what gets learned leaves
  - When relating your own experience as a mentor or mentee, respect the confidentiality of the people you are discussing
- **Space-making:** Anyone can create space at any time for themselves or others - get up and leave the classroom, withhold participation on a certain discussion topic, etc.
- **Share airtime:** Encourage all students to participate in the discussion and ensure that one or a few individuals do not dominate the conversation - encourage your peers to share their thoughts.
- **Give the benefit of the doubt** - presume that when people make comments, they are only speaking about their own experiences as opposed to invalidating someone else's experience
- **Do the reading** and try to be **detailed and specific** when having conversations, ex. Reference page numbers, give author names
- **Make space** for people to talk - if you've spoken many times, wait to see if someone else has something to say before you speak again
  - Take space, make space, brave space
- Use **"I" statements** when speaking about own experiences
- Treat discussion **more like conversation** than formal activity
  - Allow space and comfort for half-formed thoughts

# Group 1:

- Giving the benefit of the doubt - presume that when people make comments, they are only speaking about their own experiences as opposed to invalidating someone else's experience
- Doing the reading and trying to be detailed and specific when having conversations, ex. Reference page numbers, give author names
- Making space for people to talk, if you've spoken many times, wait to see if someone else has something to say before you speak again
  
- posting discussions beforehand
- editable doc for people's own discussion questions
- write discussions questions answerable without reading
- consider more systematic ways to get students sharing ideas

# Group 2:

- One person is talking at a time to ensure everyone's voice is being heard
- If someone hasn't spoken in a while, try asking for their opinion (e.g. "What do you think?")
- If you feel that you are speaking a significantly more than your peers, try only talking again after hearing 2 others speak
- Avoid typing when others are talking - could be distracting and could lead to being more attentive to speakers
- Come with discussion questions!
- Jotting down important points we hear during discussions
  - Making a shared document

# Group 3:

- come prepared having done the reading
- using "I" statements - speaking about own experiences
- what gets shared stays in the room; what gets learned leaves
- confidentiality when using student examples
- take space make space brave space
- make space to share but don't put them on the spot — allow people to participate at their own comfort
- allow for half-formed thoughts
- treating discussion more like conversation than formal school activity
- active listening
- don't criticize the person — always be respectful and generous
- be aware of participation, who's taking up more space who's taking up less



Austin and Elshiekh's attempt:

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