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FAciliTation Guide

*Practicing Allyship Virtual Simulation*

# Facilitator Welcome

Welcome to the Facilitator Guide for the *Practicing Allyship Virtual Simulation*. This guide has been prepared to assist you in the delivery of this simulation-based learning experience. ­­Whether you are new to using simulations, or have facilitated several, this guide outlines detailed steps for how to organize and implement this experience, but most importantly, it will provide you with the tools needed for the most significant component of any simulation: a successful debrief with your learners.

# Acknowledgements

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We are also grateful for the technology support we received from [Affinity Learning](https://affinitylearning.ca/) for our scenario creation and from [Egale Canada](https://egale.ca/) for resource sharing.

#### Graphical user interface Description automatically generated with medium confidence

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We recognize this that allyship is a constantly evolving practice. Do you have feedback to share? Or suggestions for improvement? We would love to hear from you. Inquiries can be directed to [wendy.morgan@flemingcollege.ca](mailto:wendy.morgan@flemingcollege.ca)

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# What is Simulation?

Simulation-based learning is an intentional teaching technique that replaces real experiences with guided experiential learning opportunities. They are often immersive in nature and replicate some aspects of real-world experiences in safe, interactive, and engaging ways. Simulations have long been used to support educational programs connected to healthcare, as they provide ways for students to practice newly acquired skills without risking patient well-being. Many of the best-practices surrounding using simulation-based learning comes from healthcare, but as a teaching tool, simulations have much wider application. Programs ranging from Early Childhood Education and Social Work through to Policing and Paralegal are now regularly using simulations within their programs.

Simulation-based learning can take many forms. Business students might work with case-studies to develop marketing plans. Paramedics might role-play scenarios with standardized participants who have been trained to play the part of injured or sick community members. Nursing students might practice taking vital signs using a high-fidelity medical manikin. Policing students might complete safety training using virtual reality or immersive 360-degree video. But more and more, we are also seeing the development of virtual simulations or “simulation games,” such as this one, where students are exposed to scenarios and at various points have to answer questions, make decisions, or complete other online tasks.

There are so many reasons that simulation-based learning is an effective tool. Learners exposed to simulations are provided with opportunities for

* repetitive practice of skills
* self-reflection that builds toward formalized feedback
* integrating multiple learning strategies
* individualized experiences
* the freedom to make mistakes in safe environments

But to be effective, it is critical that simulations are designed and implemented thoughtfully. To ensure that this simulation does just that, it was designed to align to the criteria laid out in the “INACSL Standards of Best Practice for Simulation.” While these standards may have emerged out of healthcare, they provide a detailed process developing, evaluating, and implementing simulations that every course, faculty team, and program can benefit from, regardless of content stream. Further information about these standards can be found in the resources section of this document.

# Cr­­­­itical Stages in Simulation-Based Learning

While the simulation activity is often the focus of the design work, and indeed, the part that both students and learners get the most excited about, it is, just one component of a three-stage process. Without the stages that come before and after the simulation activity, it is impossible to deliver a successful simulation-based learning experience.

***Simulation activities cannot stand alone!***

*Success is dependent on equally prioritizing all three components. Be sure to provide meaningful time to the prebrief and debrief!*

## Before the Simulation: Prework and Prebrief

The stage BEFORE the simulation begins is critical for preparation and briefing. This can include prework, such as exposure to key content, a review of previously learned materials, or being provided with background documents or information that is critical to the simulation. Prework can be limited, or it can be extensive, depending on the scenario of the simulation. Prebriefing on the other hand, is the critical information that is provided to learners about the simulation itself. The prebrief ensures thatlearners are prepared for the educational content and are aware of the ground rules for the simulation-based experience.

## After the Simulation: The Debrief

All simulations designed in alignment with INACSL standards must include a planned formal debriefing process. The stage immediately after the simulation is critical. As students are still processing their experiences, they are in the best possible position to solidify their learning. With virtual simulations, where a learner is often engaging with the simulation individually and on their own time, it is important that they are provided with tools for immediate guided self-reflection as well as an opportunity to participate in a facilitated debrief with fellow learners. There are many effective tools for debriefing, and specific suggestions and alternatives are provided in this guide.

# Simulation Activity Overview

So often, when we are confronted with language and behaviours that we recognize as being homophobic, transphobic, or otherwise demeaning and/or dangerous to members of the 2SLGBTQIA+ community, we have a tendency to retreat into ourselves instead of speaking up in the moment. How often have we had the experience of later reflecting on something we witnessed or participated in and wishing we had said or done something in the moment. But it can be hard to do that if we haven't ever had the opportunity to practice, and that's exactly what this open-source simulation is designed for: to provide learners with the opportunity to *practice* the skills needed to be an effective ally.

## Learning Outcomes

By the end of the simulation activity, learners will

1. Recognize the ways in which members of the 2SLGBTIA+ community continue to face social and systemic oppression in Canada.
2. Reflect on their own intersectional identities to describe how privilege and oppression can change in different contexts based on those identities.
3. Identify statements and acts that prevent the inclusion and decrease the safety of LGBTQ+ individuals in a range of social contexts.
4. Identify and practice various allyship strategies to support intentional and active engagement in the creation and maintenance of positive spaces for all.
5. Prepare for a facilitated discussion with fellow learners by responding to self-reflection questions throughout the simulation activity.

***Facilitator Tip!***

This simulation works best when the facilitator is seen as an active participant. In other words, if you are using this simulation with your students, don’t just assign the work and leave them to it. It is crucial that you also engage in this learning and let students know it is learning you are committed to, because it is valuable for students to witness those around them modeling explicit commitments to anti-oppressive practice.

## Prework and Prebrief

The prework for this simulation, is intended to provide students with a baseline foundation from which to explore the simulation scenarios. Learners will review current language and terminology while having the opportunity to reflect on their own intersectional identities, specifically, how their access to power and privilege versus exposure to oppressions, can change over time and context. They will also learn about various allyship styles and strategies that they can consider practicing later in the simulation and debrief session. This content is presented within an interactive online module that moves seamlessly from this prework content into the simulation itself.

***Important Note!***

This simulation-based learning activity was designed to provide learners an opportunity to practice various forms of allyship as it relates to the 2SLGBTQIA+ community, however, students will reflect on intersectional identities beyond sex and gender, because it is impossible to engage in allyship without a clear understanding of one's own social location in terms of race, culture, ability, spirituality, etc. Within the simulation activity, the scenarios presented will reveal specific examples of the oppressions still faced by the 2SLGBTQIA+ community in Canada.

In terms of prebriefing, it is important that participants are reminded that this is not a learning activity about being correct—there are many ways to be an effective ally. The only thing that learners need to participate is an open mind and a willingness to share in the work required to create more positive and inclusive spaces for all.

## Simulation Activity

This practicing allyship simulation is comprised of four distinct scenarios. Students are presented with images and sound that portray scenarios from across four common settings: school, home, work, and with friends. After each scenario, learners are presented with a series of reflection questions.

It is important that students are encouraged to thorough in their self-reflection—because they will want to draw on their ideas and thought-processes when the larger class or group comes together for a formal debrief. Between the scenarios learners will explore additional activities designed to give them additional opportunities to practice allyship.

***Facilitator Tip!***

One way to encourage higher levels of engagement is to ask students to bring copies of their self-reflection work to class. This can support the group being able to move quickly into meaningful debriefing.

## Resources and Planning

#### Learning components

* PREWORK: The prework is provided via interactive content that can be integrated directly into an LMS, or can be provided to students by a link. Link and downloadable SCORM file available at eCampus Ontario. Note: If you integrate it into an LMS, you can track student engagement.
* SIMULATION: The simulation, (in this case, the scenarios) are available via a weblink to the Affinity Learning platform. Link available at eCampus Ontario.

#### Time commitments

* Completing the prework and simulation activity should take approximately 2-4 hours (students report that the prework takes between 1.5 and 2.5 hours—the remaining time is for the debrief).
* Students can be assigned to do the prework and simulation on their own time (asynchronously), over a period of a week, for example, and then be brought together for a group debrief (synchronously).
* Be sure to schedule a debrief that is at least one full hour—two is preferable to allow for meaningful discussion of each scenario.

#### Technology requirements

* There are two components. The prework is housed in an interactive online module that can be provided to students as a standalone link or fully integrated into a Learning Management System (LMS). The scenarios are provided as a link to a platform called Affinity Learning.
* Learners only require access to a computer or smart device and the internet, though depending on faculty direction, they may be asked to save or print their responses to the scenarios in order to participate in the debrief discussion.

## A note about Learner Accountability

At Fleming College, where this learning activity was created, this content is now integrated into the “Positive Space” training that is a part of the curriculum in several programs. (Students who complete this activity as a part of their coursework have it listed as completed professional development training on their “co-curricular record”).

It is a combination of independent reflection and shared learning that demonstrates critical thought and a commitment to utilizing the learning in future, so if you want to provide a certification or co-curricular credit for completing this Practicing Allyship simulation activity, be sure to build in meaningful accountability. We suggest tracking engagement with the pre-work, having students submit their reflection question responses (see tip below), and requiring active and engaged participation in the debrief session.

***Facilitator Tip!***Encourage accountability by having learners submit the PDF document that is generated after they participate in the scenarios, as these documents provide a record of their reflection responses. It is also helpful if students have access to their responses for the debrief, so that they can reference their answers and engage more fully in the conversations.

# Important Note to Facilitators

Allyship is not a one size fits all practice and it is one that students and faculty may have different levels of comfort and experience with. Unlike many other situations covered in simulation programs there are no right answers, just a broad range of approaches that will have varying levels of effectiveness depending on a multitude of contextual factors. It is crucial for everyone who uses this activity to realize that the most important components of this learning opportunity will emerge from the facilitated debrief. Here are some thoughts to help guide you in doing this work.

1. You are both facilitator AND learner. Be sure to engage in the scenarios yourself first and consider your own experience and thoughts. If we expect our students to be vulnerable in having these discussions, we must be willing to do so ourselves.
2. Reflect on any issues that felt less comfortable for you. Reflecting on these scenarios as a learner, and then going back for a second look from the perspective of facilitator will help you to create an authentic context for conversation.
3. These can be complex topics for facilitators and learners. Do not be afraid to ask for help in clarifying your role. You can even consider co-facilitation.
4. Acknowledge that learners may be at different places in their learning and the transition from an anonymous activity to sharing with others may require some encouragement. You can help ease this transition by providing a reflection from your own experience with the content and scenarios or by helping learners make connections between this activity and their area of study.
5. Co-creating a living contract with your learners that includes group guidelines and expectations is a good idea to help with accountability around responding with compassion to disclosures and exercising confidentiality outside the learning space.
6. Prepare in advance how to have conversation with students who feel uncomfortable with some of the issues presented or feel it is against their belief system or values to engage in this learning specific to this population.
7. Consider how you will navigate the sharing of personal information in the debrief space. When people see their experience validated in the simulation, they may want to share how this impacted them in real life. Be sure to have contact details for supporting resources that students may require (e.g. campus counselling, ally groups, community services, etc.).

# Preparing for Challenging Conversations

#### There is no question, the conversations that can and will emerge from using this scenario are more complex than a more typical educational simulation. As the facilitator, it is critical that you feel prepared to support and guides these conversations in ways that are both meaningful and respectful. The following suggestions are here to support you in this work.

#### Be aware of your own intersectional identities and the biases you hold

* Our individual intersectional identities mean we each bring a different lens to every issue we explore. And no matter who you are, that lens will include certain biases (both implicit and explicit), so it is critical that we are aware of our own biases. Many of our beliefs about gender are instilled in us as young children, long before we have the critical thinking capacity to question them, so it is only natural that we hold onto negative ideas and stereotypes that we may not even realize. Our age and the cultures we grow up in also influences the way we think about gender and sexuality, and that has changed throughout the decades. As a facilitator, it's crucial to engage in your own self-reflection before beginning conversations, and to be committed to always hearing and learning from other perspectives.

#### Use “FFF” statements, and teach learners how to use them too

* Engaging in conversations about the persistence of oppression in our culture can evoke strong emotional responses. That’s okay, and it’s important to validate those emotional responses for ourselves and others. One way to do this is to use “FFF” statements: “I felt…. I found out… and so now I feel…” This is a helpful strategy because it places the focus on our own emotional responses while allowing the learning process to be explicit: “I felt” can represent an emotional response grounded in an unhealthy bias; “I found out” can help learners attach content to their learning; “and so now I feel” leaves room for an evolution of thought and beliefs. Most importantly, this approach, grounded in personal statements, is less likely to provoke defensive responses from others.

#### Engage in active listening

* The best facilitators are not just active listeners themselves, but they encourage others to engage in active listening too. The following basic active listening strategies can support your own practice:
  + **Build trust:** “These can be difficult conversations, but it is important that we all work from the assumption that we all want to be good people who treat one another with respect and kindness.”
  + **Paraphrasing for clarity:** “What I’m hearing you say...
  + **Demonstrate concern**: “That sounds like it was a traumatic experience for you. Thank you for sharing. What do you hope people can learn from it in order to do better?”
  + **Asking open-ended questions:** “It’s clear that what you have experienced is no okay. What are the changes would you like to see?”

***Facilitator Tip!***

Spend some time creating positive spaces by setting aside time in advance of the debrief and work with your learners to explicitly commit to self-reflection, using FFF statements, and active listening!

# Debriefing

From the INACSL standard on debriefing:

*Learning is dependent on the integration of experience and reflection. The evidence is clear that essential learning occurs in the debriefing phase of the simulation-based experience. Reflection is the conscious consideration of the meaning and implication of an action, which includes the assimilation of knowledge, skills, and attitudes with pre-existing knowledge. Reflection can lead to new interpretations by the participants; cognitive reframing is essential to learning*.

But it is important that the facilitator have some level of confidence in engaging in the debriefing process to fulfill this standard. There are many evidence-based approaches to debriefing, but for this type of activity, we recommend an approach based on PEARLS, Promoting Excellence and Reflective Learning in Simulation. Details about this method are included in this guide.

Also included here are the scripts of the scenarios as well as the reflection questions that students are asked to complete.

***Facilitator Tip!***

Because the scenarios are short, it can be helpful to play them again when you come together as a group for the debrief. Playing the videos and then doing small group sharing of reflection responses before coming together as a larger group to discuss. This can be facilitated in both online and in-person environments.

# PEARLS Debriefing Method

PEARLS (Promoting Excellence and Reflective Learning in Simulation) is a blended method of debriefing which allows the educator to support learners in meeting the planned learning objectives as well as respond to the learning needs that arise during the simulated learning experience. The four phases of the PEARLS method have been tailored for this simulation below, but it can be modified for use in almost any context where a debrief is required.

### 1. Reactions Phase: Making Room for Emotional Responses

**Goal:** Provide learners with the time and space to share their emotional reactions related to the simulation. The facilitator can decrease the emotional stress by acknowledging the reactions and creating an environment where learners can explore and the triggers for these emotions.

*Possible question prompts: “How are you feeling about the simulation?” “What emotions emerged for you during the simulation?” “Were you surprised by any of your emotional responses?”*

### 2. Description Phase: Creating Shared Understandings

**Goal:** Co-create a shared understanding of the key learning that emerged from the simulation.

*Possible question prompts: “What was your understanding of what happened in the scenario(s)?” “What was/were the key issue(s) in the scenario?”*

### 3. Analysis Phase: Exploring Individual Responses and the Internal Processes that Guided Them

**Goal:** Leverage the self-reflection work learners engaged in during or immediately after the simulation to facilitate discussions around the decisions made, actions suggested, and lessons learned.

This phase is the most intensive and often requires the most time. In this particular simulation, it is important to prioritize the potential reasons why learners made the choices that they did over a focus on “correctness.” Support students in learning from one another as they share strategies and discuss levels of effectiveness. Learners should be encouraged, where comfortable, to share their self-identified successes and learnings from the simulation. As the analysis progresses, the facilitator may wish to move toward “focused facilitation,” where the facilitator specifies an area for conversation emerging out of the simulation scenarios and seeks insight on the topic, providing content to support learner development where required. See the attached breakdown for specific facilitation tips. See the attached “focused facilitation” breakdown of the scenarios for specific guidance about areas for discussion that you may want to explore based on learner responses to the scenarios.

### 4. Summary Phase: Planning for Future Action

**Goal:** Key learnings are identified by the learners and the educator and there is a dedicated time for learners to articulate their own personal plans for future actions.

*Possible question prompts:* *What is the most significant takeaway for you from this simulation? How will you incorporate this learning into your life?*

# Focused Facilitation Notes

## Scenario One—A College Classroom

Imagine you are in a college classroom. It is early in the semester, so classroom dynamics are still being formed.

The teacher is standing at the front of the room. He is presenting content about the history of the computer. He starts to talk about Alan Turing.

He explains that Turing was a mathematician who was central to the development of the modern day computer--having created the first prototype during World War One.

He asks the class if anyone knows anything else about Alan Turing.

From the back of the room, a student calls out: *"Yeah! Wasn't he gay?"*

This is followed by some laughter, and then an uneasy silence.

The teacher says, *“That’s not relevant. We are not going to talk about that here.”*

### Reflection Questions

1. How do you feel about the teacher's response?
2. How would differences in identity change how a student might feel about this scenario?
3. If you were student in this classroom, would you say anything? Why or why not?
4. There is always another way forward... How else could the teacher have handled this?

## Scenario Two—The Workplace

It’s a weekday morning at an upscale advertising agency in a large Canadian city. You are in a conference room, ready for the morning meeting to begin.

About half a dozen colleagues are seated around a table when the manager, Brad, comes in and starts handing out agendas. He says, *“alright folks, let’s get started--does anyone have anything they would like to add?”*

A woman named Brenda sitting at the end of the table says, *“Yes. As a matter of fact. I would like to have a discussion around dress-code and how we need to start enforcing proper business attire.”*

Brad responds, *“Okay. We don’t usually talk about performance management at this meeting… is there something specific that is concerning you?”*

Brenda says, *“Well for one, did you see Tim this morning?! He was wearing a dress shirt and tie, but then a skirt and his nails were painted! It’s just not professional and customers won’t take us seriously if people dress like that.”*

Some other folks in the room shift uncomfortably, but no-one says anything.

Brad clears his throat and says to Brenda, *“So your issue is that Tim was wearing a skirt?”*

Brenda goes on, *“Well yes. Look, I don’t have a problem with Tim wearing whatever he wants at home but here we have rules! Our policy says appropriate professional clothing must be worn.”*

### Reflection Questions

1. How could Brad--as a manager--respond to this concern from Brenda? What about a colleague?
2. How would this scenario, and your responses, change if Brenda was the director of the company?
3. As a workplace, what role does policy play in this kind of situation?
4. There is always another way forward... How else could Brad have handled this? How else could Tim's colleagues choose to respond?

## Scenario Three—Out with Friends

It’s a Friday night, and two friends, Jess and Jon, are out at a club together. They are standing near the washrooms, and you overhear this conversation:

Jess: *I can’t believe what just happened in the washroom! This woman came in that was, you know, like totally not a woman!*

Jon: *What do you mean?*

Jess: *I think he was one of the trannies.*

Jon: *The term is Transgender, and it sounds like she was in the correct bathroom.*

Jess: *Well I just don’t think that it is safe for women to have men in their bathroom?*

Jon: *She isn’t a man.*

Jess: *You know what I mean… It would be better for everyone if he just uses the handicapped washroom.*

Jon: *I’m pretty sure that’s for people who are disabled. Was she disabled?*

Jess: *I mean I don’t know. Why are you being difficult? I just want to feel safe when I have to go to the bathroom. What about me?*

### Reflection Questions

1. What is the issue here? Is there more than one?
2. If you were Jon in this scenario, how would you respond?
3. Safety is often mentioned as a concern in situations like this. Do you think it is a valid concern? Why or why not?
4. What role does ableism play in this scenario?
5. There is always another way forward... This conversation is taking place in a public place. If you overheard a conversation like this, would you say something?

### Another Perspective

*You are at the same event and your friend, who is a transwoman, needs to use the washroom. She is concerned about which washroom to use, as she has had bad experiences in both gendered spaces.*

Follow-up Question: How could you provide support and allyship for your friend in this situation?

## Scenario Four—A Family Dinner

In this scenario, a twenty-two year old named Max is visiting his parents for a weekly family meal. They are seated around the dinner table, eating together.

Max clears his throat, and says, “*Hey, Mom-and-Dad, I've been wanting to tell you about something. You know Danielle right? Well, they are now going by Dani. And they don't use she or her anymore. Their pronouns are they and them."* Max continues, *"It's been a while since you have seen them, so I have them to join us for dinner next week. I wanted to tell you about their pronouns because I thought it might be good for you both to practice a little?"*

Some uncomfortable silence settles in before Max’s father blurts out, “*There's no way me and your mother can learn to use special pronouns. And she’ll always be Danielle to us. I mean that’s her name*."

Max's father continued, *"All this pronoun stuff is just ridiculous. And how are we supposed to explain this to grandma? She was going to come that night. Honestly, this is too much.”*

Max looks over to his mother, who is pushing food around her plate and avoiding looking up. He asks, “*Mom? Do you think the same thing?*”

She laughs nervously, but doesn’t respond.

### Reflection Questions

1. How could Max become an ally to Dani in this moment? What strategies could he use?
2. How do you think that Max should follow up with Dani about this? Should Max should still invite them? Why or why not?
3. Did you presume a racial background of this family? What role could race and/or culture play in a situation like this?
4. There is always another way forward... What are other ways that you can demonstrate allyship in this kind of situation?

# Extension Activity

*“Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.”* -Paulo Freire from *The Pedagogy of the Oppressed*

If you are interested in extending this learning opportunity with further in-person experiences, we recommend exploring a role-playing activity. It is important to note that in their original form, these scenarios stemmed out of in-person facilitation using activities inspired by *Theatre of the Oppressed*, specifically Forum Theatre. Depending on your class size, level of learner engagement and your comfort in leading this, you can incorporate these activities to bring the scenarios from reflection to action. You can also encourage a scenario that the learners have experienced themselves and have them enact it and use their new skills to break down the issue and find ways to practice their allyship.

### FORUM THEATRE

Coined by Brazilian Dramatist Augusto Boal, the purpose of Forum Theatre is to move the audience from observation to action, or as he refers to this as “becoming the ‘spect-actor’”.

This is a useful approach when we consider practicing allyship as it stems from witnessing a situation and then trying to find the best way forward in your role. It is important to recognize that this form of theatre was used to problem solve a political situation or community conflict and does not require any acting skills. All that is required is a willingness for learners to put themselves in the position of the characters who are impacted. The guidelines are below:

1. Watch an enactment of a scene depicting the problem/issue/situation (you can recreate the scenarios from the simulation, or, see below for additional ideas).
2. Applaud the efforts of the actors and discuss some possible solutions for changing the series of events.
3. Repeat the scene as it was the first time but at any time an audience member can call out FREEZE and take the place of a central character (becoming the ‘spect-actor’) in order to try something different to change the course of events and hopefully, get closer to an effective resolution of the problem/oppression.
4. The ‘spect-actor’, can replace a character that wants to positively change the circumstances BUT learners can also introduce a new character to the scene to support a character whose goal is positive change.
5. Learners can also call FREEZE and make a suggestion for an already engaged actor that is then acted out, as opposed to the learner replacing a character.
6. No one can offer violence as a solution.

NOTE: Learners may not offer a response that is out of line with reality or the character. This is referred to as “magic” and this is called out by the group or someone assigned to watch for this. Magic is often called when a character simply makes the ‘conflict’ in the scene disappear. Solutions must make sense for the context and characters.

Here is a list of possible quick scenes that you could do in dyads or triads to get learners open to the idea of role playing and to explore the variety of different allyship styles and strategies. It is helpful to have these available to reference.

Allow learners to choose one of the following ‘quick scenes’ that interests their group. In their groups learners will take turns being the ally (A) or (B) the source of the conflict. (A) and (B) have a conversation and. If the group is a triad, the third person (C), will reflect back what they heard and offer feedback on which ally strategies seemed most effective. After 5 minutes, switch roles.

### Sample Scenarios—*also consider having learners create their own*!

1. A male identified roommate of yours likes to wear make-up. You overhear another roommate making fun of him and making homophobic comments. (A is the Ally roommate, B is the room-mate who is making fun)

2. A self-identified lesbian woman has recently joined your team at work. She tells you she has not met any other 2SLGBTQIA+ employees and she has heard homophobic jokes in the staff room. She feels lonely and is wondering whether to stay in the job. (A is the Ally, B is the lesbian colleague)

3. Valentine’s Day posters on campus are all heterosexual in nature. Some students from the GSA complained but no one on the Student Council seems to be doing anything about the issue. You are a program rep and decide to go talk to your president. (A is the Ally student program rep, B is Student Council president)

4. You are riding on the bus when someone you don’t know, seated near you keeps saying “that’s so gay” repeatedly. (A is the Ally, B is the person saying “that’s so gay”)

5. A mother calls you in panic because her daughter has just come out as a lesbian. The mother is shocked and confused. She is especially upset because this goes against their family’s religious beliefs. She doesn’t know how to respond to her daughter and is worried about her safety. She knows her daughter has already come out to you. (A is the Ally, B is the mother)

6. A student comes to you and tells you they are transgender and they are not comfortable using the men’s or women’s washrooms. (A is the Ally, B is the transgender student)

7. A friend has come out to you that he is gay but he hasn’t told many people yet, and he seems very fearful and anxious. (A is the Ally friend, B is the gay friend)

8. You are walking past a bathroom doorway when you hear a student say to another “Hey you. You’re in the wrong bathroom. This one’s for real men”. (A is the Ally, B is one of the two students, either the aggressor or the victim, depending on how you would react)

***Facilitator Tip!***

After learners have had some time in their small groups, have groups “perform” for the larger class and encourage any audience member to call FREEZE and step in as a “spect-actor”