FACILITATOR GUIDE · SESSION AT A GLANCE

THE LEARNING ARC

BEGINNING · ME
Self-awareness

MIDDLE · WE
Context, others & systems

END · WORK
Action

PART 1

LOOK IN

Who am I?

- I Am ___ (10 statements)
- Two Pies

~24 min

PART 2

LOOK BACK

How did I become me?

- Cycle of Socialization
- Message Map wall

~28 min

PART 3

LOOK AROUND

How does the room change me?

- Identity Walk
- Covering data

~23 min

PART 4

LOOK ACROSS

Where do my identities meet?

- DeGraffenreid case
- Same Lane, Different Road

~30 min

PART 5

LOOK AHEAD

What will I do differently?

- Lens in Action
- If-Then plan

~25 min

Opening (Name Story + check-in) ~14 min · Break 10 min · Core path ≈ 2.5 hours
Hidden slides are optional or alternate activities. Unhide any slide to swap it in. Every slide's notes start with [CORE] or [OPTIONAL].

WHAT'S CORE, WHAT'S OPTIONAL

Part	Activity	Importance	Min	Learning Style	Research that informed the content
Open	**Name Story**	CORE	6	Talk	Aron et al. (1997): gradual, reciprocal self-disclosure builds closeness
Open	**Confidence check (pre)**	CORE	1	Reflect	Pre/post self-rating makes growth visible; revisited at close
1	**I Am ___**	CORE	8	Write	Kuhn & McPartland (1954); McGuire et al. (1978) distinctiveness
1	**Two Pies**	CORE	12	Write · Talk	Identity salience (Stryker & Burke, 2000); Johari Window (Luft & Ingham, 1955)
1	**Often Confused (definitions)**	OPTIONAL	4	Teach	HRC terminology; race as a social category (AAPA, 2019)
1	**Seen & Unseen Iceberg**	OPTIONAL	10	Draw · Talk	Johari Window, swap for Two Pies
2	**Cycle of Socialization + example**	CORE	9	Teach	Harro (2000), simplified; CDC suicide data for example
2	**Message Map wall**	CORE	19	Move · Write	Harro (2000); anonymous sharing lowers risk
2	**Four Corners: Who Taught You?**	OPTIONAL	10	Move	Harro (2000) — swap for Message Map if no wall space
2	**Private Timeline (handout)**	OPTIONAL	12	Write	Harro (2000) — best for virtual or low-trust groups

WHAT'S CORE, WHAT'S OPTIONAL

Part	Activity	Importance	Min	Learning Style	Research that informed the content
3	**Identity Walk (6 prompts)**	**CORE**	16	Move	Self-categorization theory (Turner et al., 1987); tokenism (Kanter, 1977)
3	**Covering**	**CORE**	4	Data	Yoshino (2006); Deloitte & NYU Meltzer Center (2023)
3	**Covering self-check**	**OPTIONAL**	8	Talk	Deloitte & NYU (2023): leaders who uncover reduce covering
4	**DeGraffenreid case (predict, then reveal)**	**CORE**	9	Predict	Crenshaw (1989); pretesting effect (Richland et al., 2009)
4	**'Women' is not one experience**	**CORE**	3	Data	AAUW / NWLC from Census data (2024 earnings)
4	**Same Lane, Different Road cards**	**CORE**	12	Talk	Crenshaw (1989, 1991)
4	**My Intersection map**	**OPTIONAL**	8	Write	Crenshaw — deeper personal version
4	**Crenshaw TED Talk clip**	**OPTIONAL**	6	Watch	Crenshaw (2016), The Urgency of Intersectionality
5	**Lens in Action (+ 3 alternate scenarios)**	**CORE**	8	Talk	Single-axis vs. intersectional analysis
5	**Curiosity Swap**	**OPTIONAL**	8	Practice	Huang et al. (2017): follow-up questions increase liking
5	**If-Then Plan**	**CORE**	6	Write	Gollwitzer & Sheeran (2006), 94 studies

SET THE ROOM

Materials & room

- 10 identity signs taped around the walls, plus one 'Prefer not to say' sign (print from handout appendix)
- One large Cycle of Socialization poster on butcher paper (6 labeled stages)
- Sticky notes in 3 colors (yellow, blue, pink) and green + orange dot stickers at each table
- Scenario cards cut apart, one set per table
- Handouts, pens, a visible timer, soft music for solo writing
- Tables of 4–5 with clear, step-free walking paths

Design for safety

Challenge by choice. People share at the depth they choose. Say it out loud, more than once.

Some identities are invisible. Movement activities can out people (sexual orientation, disability, faith). Always offer 'Prefer not to say' and anonymous options.

Model first. Share your own example before asking others, groups match the leader's depth.

Why no privilege walk: public ranking can expose and upset participants. This training uses anonymous and story-based alternatives.

If something painful comes up: thank them, don't probe, follow up privately, and share EAP resources.

ARAPAHOE COUNTY

DIVE · SESSION 2

IDENTITY & INTERSECTIONALITY

Who we are, how we got here, and why it matters at work

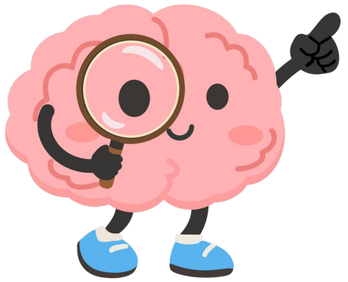
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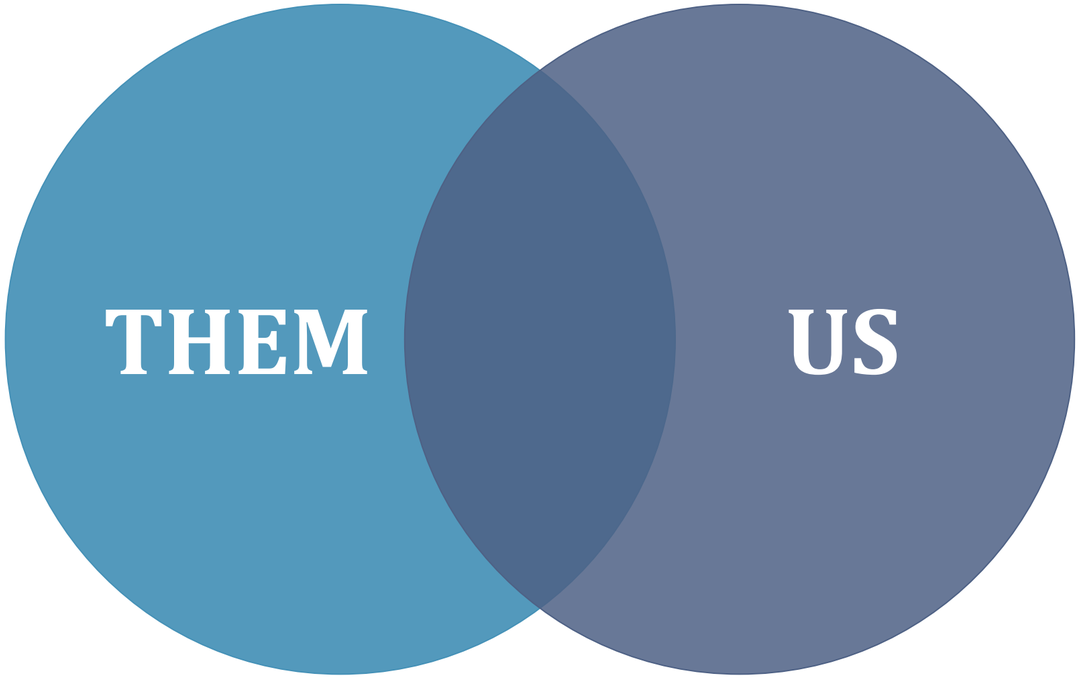
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DIVE

WHERE WE LEFT OFF

LAST TIME: HOW WE SORT





In Session 1, we learned that our brains automatically sort people into groups — “us” and “them.” It's fast, it's human, and it shapes how we treat each other.

Today, we turn the lens around.
Which groups have sorted us — and what did that teach us about who we are?

WHAT WE'LL ACCOMPLISH TODAY

OUR SESSION OBJECTIVES



Notice your identities

Identify the identities that shape how you see yourself — and how others see you.



Trace where they came from

Map how messages from family, institutions, and culture shaped who you are.



Understand intersectionality

Explain why people who share one identity can have very different experiences.



Apply it at work

Use an identity-aware lens on a real workplace decision.

HOW WE'LL SHOW UP TOGETHER

COMMUNITY AGREEMENTS

Create a space of grace

We're all learning. Mistakes are expected.

Share at your own level NEW

You choose what — and how much — you share.

Listen to understand

Not to respond. Pause before you reply.

Give respect

To yourself, and to everyone in the room.

Don't assume — seek to understand

If something lands wrong, ask before reacting.

Stories stay, learning leaves

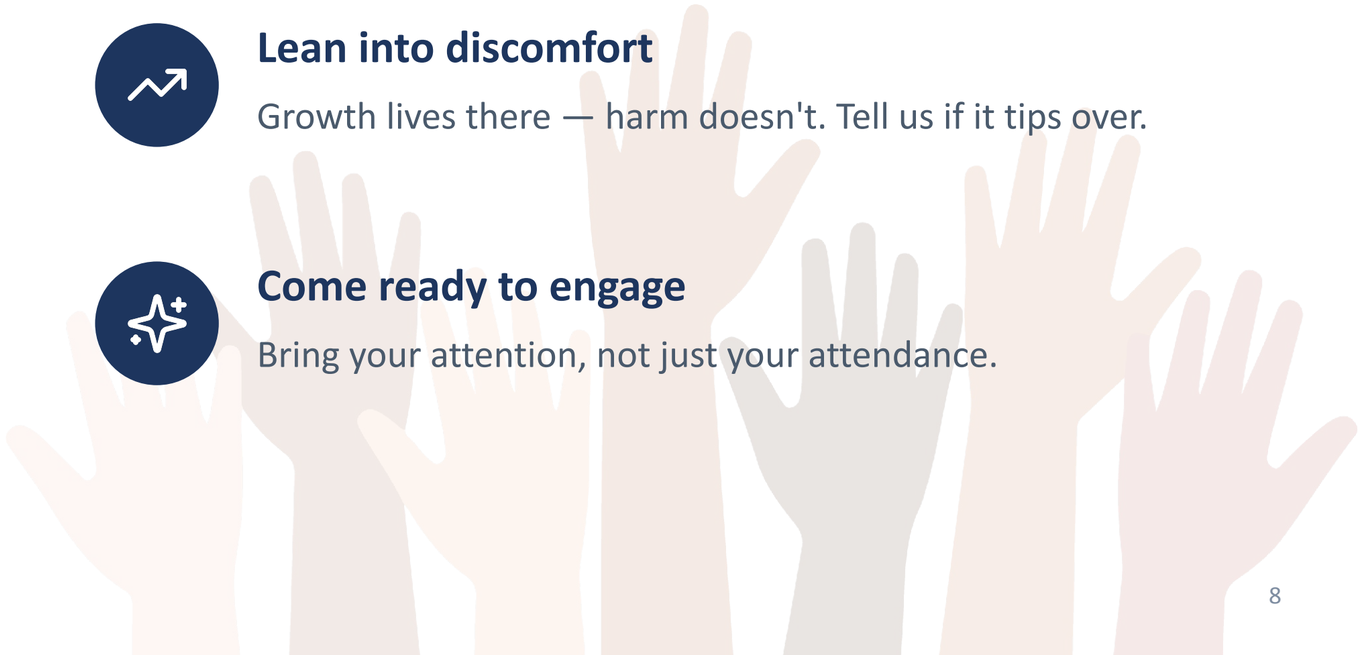
Keep what people share here. Take the insights.

Lean into discomfort

Growth lives there — harm doesn't. Tell us if it tips over.

Come ready to engage

Bring your attention, not just your attendance.



TODAY'S JOURNEY

FIVE WAYS OF LOOKING

ME | WE | WORK



LOOK IN

Who am I?

LOOK BACK

How did I become me?

LOOK AROUND

How does the room change me?

LOOK ACROSS

Where do my identities meet?

LOOK AHEAD

What will I do differently?

BEFORE WE BEGIN

WHERE ARE YOU STARTING?

1	I can name the identities that shape how I show up at work.	1	2	3	4	5
2	I can explain how my identities were shaped over time.	1	2	3	4	5
3	I can explain intersectionality to a coworker.	1	2	3	4	5



Rate yourself 1–5 on page 1 of your handout. We'll come back to this at the end.

WARM-UP · 6 MIN

THE STORY OF MY NAME

1

Pair up

1 MIN

Find someone you know the least.

2

Share

90 SEC EACH

Who named you? What does your name mean? Any nicknames — and who gets to use them?

3

Notice

1 MIN

What did you learn about your partner that you couldn't have seen?

PURPOSE

Names are our first identity — given to us before we could choose. Starting with low-risk sharing builds the trust we'll need for deeper conversations later.

PART 1 OF 5



LOOK IN

Who am I?

LOOK IN · LOOK BACK · LOOK AROUND · LOOK ACROSS · LOOK AHEAD

ACTIVITY · 5 MIN

LOOK IN

I AM ___

1. I am _____
2. I am _____
3. I am _____
4. I am _____
5. I am _____
6. I am _____
7. I am _____
8. I am _____
9. I am _____
10. I am _____

1 Write 2 MIN

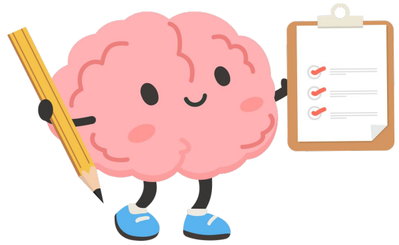
Finish the sentence “I am…” ten times. Write fast. Don't overthink it.

2 Sort 2 MIN

Circle answers that are groups (veteran, mom, Coloradan). Underline traits (funny, stubborn).

3 Star 30 SEC

Put a star next to the first three you wrote.



WE NOTICE WHAT MAKES US DIFFERENT



In a study of children's self-descriptions, kids were far more likely to mention their ethnicity when their group was the minority in their classroom.

The same pattern shows up for gender in families where a child's gender is outnumbered.

Look at your three stars

- Is one of them rare in this room — or in your family?
- What's NOT on your list that others might notice about you first?
- Which identity would be on your list if you worked somewhere else?

What feels invisible to you may be the first thing others see — and the reverse.

McGuire, McGuire, Child & Fujioka (1978), Journal of Personality and Social Psychology; McGuire, McGuire & Winton (1979)

WHAT IS SOCIAL IDENTITY?

Social identity is

the part of who you are that comes from the groups you belong to.

Groups give us belonging, purpose, and pride — and they shape how others treat us.

Born into ↔ **Chosen**
ex. race, age ↔ *ex. profession, faith*

Visible ↔ **Invisible**
ex. age, often gender ↔ *ex. religion, many disabilities*

Fixed ↔ **Can change**
ex. national origin ↔ *ex. parental, education status*

Social Identity Theory: Tajfel & Turner (1979). Full definitions for 20 identity categories are on pages 3–4 of your handout.

OFTEN CONFUSED, NOT THE SAME

SEX

Assigned at birth based on chromosomes, hormones, and anatomy.

ex. male, female, intersex

GENDER IDENTITY

Each person's internal sense of their own gender.

ex. man, woman, nonbinary, transgender

SEXUAL ORIENTATION

Who a person is emotionally, romantically, or sexually attracted to.

ex. straight, gay, lesbian, bisexual

RACE

A social category based on physical traits like skin color. Not a biological sorting of people.

ex. Black, white, Asian, multiracial

ETHNICITY

Shared culture: language, heritage, traditions, customs.

ex. Irish, Guatemalan, Korean

NATIONAL ORIGIN

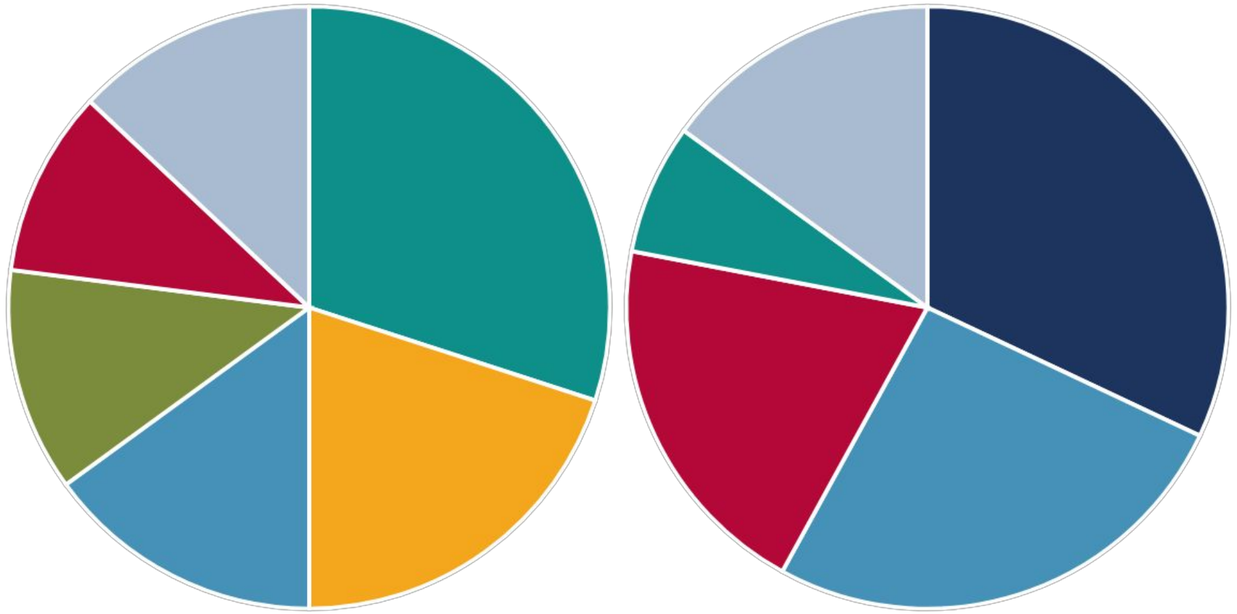
The country where someone or their ancestors were born.

ex. Mexican, Nigerian, German

ACTIVITY · 6 MIN

LOOK IN

TWO PIES



PIE 1
How often I think about it

PIE 2
How often I think others notice it

1

Pie 1

Slice the circle by how often YOU think about each identity. Bigger slice = more often.

2

Pie 2

Slice the second circle by how often you think OTHERS notice each identity.

3

Mind the gap

Circle the identity where your two pies differ most.

PURPOSE

The gap between how we see ourselves and how others see us is where misunderstanding — and hiding parts of ourselves — begins.

PAIR-SHARE · 6 MIN

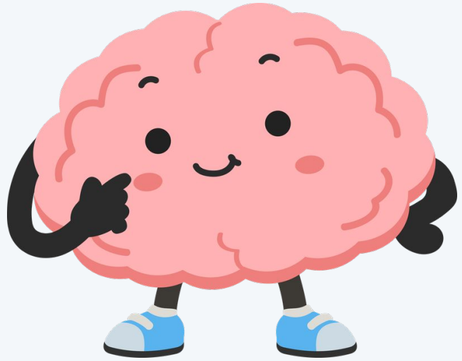
LOOK IN

COMPARE YOUR PIES

1. Which identity do you think about most? Least?
2. Which identity has the strongest effect on how others treat you?
3. Which of your identities is often misunderstood? What do you wish people knew?

MIND THE GAP

Where are your two pies most different? What happens for you in that gap?



Whole group:
What surprised you about your own pies?



PART 2 OF 5

LOOK BACK

How did I become me?

LOOK IN · **LOOK BACK** · LOOK AROUND · LOOK ACROSS · LOOK AHEAD

HOW IDENTITY GETS SHAPED



1 **Born into** Identities we didn't choose. No blame — this is where everyone starts.

2 **First messages** From people we love and trust: family and caregivers.

3 **Institutions & culture** School, faith, media, sports, workplaces, and laws repeat the messages.

4 **Enforcements** Rewards for fitting in. Consequences for not.

5 **Results** Shapes our values, how we see ourselves and others, how we lead and communicate.

6 **Choice point** Keep passing the message on — or question it and interrupt the cycle.

Nobody chooses the messages they're handed. Everybody can choose what they do with them.

Adapted and simplified from Harro, B. (2000). The Cycle of Socialization. In Readings for Diversity and Social Justice.

“BE TOUGH. DON'T CRY.”



First messages

“Big boys don't cry.”



Institutions

Sports, movies, and media celebrate toughness.



Enforcements

Praised for “toughing it out.” Teased for tears.



Results

Harder to name feelings or ask for help.



Choice point

A dad tells his son: “It's okay to cry. Tell me what's going on.”

ACTIVITY · 14 MIN

LOOK BACK

THE MESSAGE MAP



1

Choose 2 MIN

Pick one identity you want to explore.

2

Write 4 MIN

One message per sticky. Yellow: from family or people you trusted. Blue: from school, media, faith, or work. Pink: a time you were rewarded or corrected.

3

Post 2 MIN

Put your stickies on the Cycle wall. No names.

4

Walk & dot 6 MIN

Read silently. Green dot = I got this message too. Orange dot = I've rewritten this one.

PURPOSE

Seeing everyone's messages side by side shows these patterns are social, not personal — and that people in this room have already rewritten some of them.

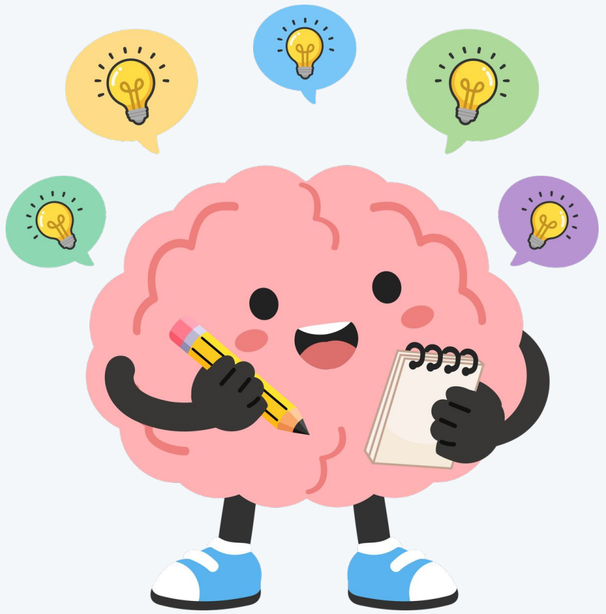
WHAT DID THE WALL TELL US?

Which messages got the most green dots? Why might they be so common?

Which messages did people rewrite? What helps someone rewrite a message?

BRING IT TO WORK

Which of your messages still shows up at work — in how you lead, give feedback, or ask for help?



OPTIONAL ACTIVITY · 10 MIN

LOOK BACK

FOUR CORNERS: WHO TAUGHT YOU?

FAMILY

FRIENDS & PEERS

MEDIA

INSTITUTIONS

Walk to the corner that answers the prompt:

- The loudest message I got about money came from…
- …about what a leader looks like
- …about how to handle emotions at work
- …about people who are different from me
- …about my body or appearance

After each prompt, ask 1–2 volunteers: “What was the message?”

OPTIONAL · PRIVATE VERSION · 12 MIN

LOOK BACK

SELF-REFLECTION TIMELINE

First messages

What's your earliest memory of this identity? What did people you trusted tell you about it?

Institutions & culture

What did school, media, faith, or other institutions teach you about it? How did that make you feel?

Today

What do you believe now? How does this identity show up in how you lead, communicate, and work?

Use the Self-Reflection Timeline page in your handout appendix. Then share one insight with a partner.

BREAK

10 minutes





PART 3 OF 5

LOOK AROUND

How does the room change me?

LOOK IN · LOOK BACK · **LOOK AROUND** · LOOK ACROSS · LOOK AHEAD

IDENTITY HAS A VOLUME KNOB

A family holiday

Parent / caregiver

Spirituality

Age

The only woman on a road crew

Gender

Age

Region

Youngest person in a leadership meeting

Age

Education

Gender

Same person, different room, different identity. Which identity feels “loud” depends on who else is there. Being the only one turns the volume up — for you and for everyone watching.

Self-categorization theory (Turner et al., 1987); tokenism and visibility (Kanter, 1977).

ACTIVITY · 16 MIN

LOOK AROUND

THE IDENTITY WALK

1. **Listen** I'll read a prompt.
2. **Walk** Go stand by the identity sign you're most aware of in that moment.
3. **Look around** Before anyone talks, notice who's where.
4. **Share** Volunteers: why did you pick that sign?

THE RULES

Pick one sign. No standing in the middle — and notice how that feels.

“Prefer not to say” is always an option.

Share only what you choose to share.



PROMPT 1 OF 6



The identity I'm most aware of when…

…I'm at work.

PROMPT 2 OF 6



The identity I'm most aware of when…

…I'm in a job interview.

PROMPT 3 OF 6



The identity I'm most aware of when…

…I'm getting a haircut.

PROMPT 4 OF 6



The identity I'm most aware of when…

…I'm at a doctor's appointment.

PROMPT 5 OF 6



The identity I'm most aware of when…

…I'm walking alone at night.

PROMPT 6 OF 6



The identity I'm most aware of when…

…I'm traveling somewhere new.

BONUS PROMPT



The identity I'm most aware of when…

…I'm with family during the holidays.

BONUS PROMPT



The identity I'm most aware of when…

…I'm asking my supervisor for something I need.

BONUS PROMPT

The identity I'm most aware of when…

…I'm serving a resident or customer.

BONUS PROMPT



The identity I'm most aware of when…

…I'm the only one in the room like me.

WHAT DID YOU NOTICE?

1. Did your sign change from prompt to prompt? What made it change?
2. Which prompts split the room the most?
3. What did you notice when you looked around?



Was it hard to pick just ONE?

Hold that thought.

MOST OF US “COVER” AT WORK

60%

of U.S. workers say they downplayed part of who they are at work in the past year.

Deloitte & NYU Meltzer Center, 2023

Appearance

Changing how you look or sound to fit in — hair, clothes, accent.

Affiliation

Avoiding things tied to an identity — like not mentioning your kids to seem “committed.”

Advocacy

Staying quiet when a group you belong to is put down.

Association

Avoiding people who share your identity so you don't stand out.

Remember “Blending In” from Session 1? This is the research behind it.

OPTIONAL PAIR-SHARE · 8 MIN

LOOK AROUND

COVERING SELF-CHECK

1. Think of one way you've covered at work. Which axis was it?
2. What did it cost you — energy, connection, ideas you didn't share?
3. What would make it safer to uncover — even a little?
4. What can YOU do to make it safer for someone else?

40%

of workers believe their team leaders expect them to cover. Workers say seeing leaders and teammates uncover is one of the things that helps most.

Deloitte & NYU Meltzer Center for Diversity, Inclusion, and Belonging (2023), Uncovering Culture.



PART 4 OF 5

LOOK ACROSS

Where do my identities meet?

LOOK IN · LOOK BACK · LOOK AROUND · **LOOK ACROSS** · LOOK AHEAD

You said it was hard to pick just one.

So did five Black women at a General Motors plant in St. Louis.

1976

LOOK ACROSS

THE FACTS

FACTORY FLOOR JOBS

GM hired Black workers — almost all men.

OFFICE JOBS

GM hired women — almost all white.

Black women fit neither door. Before 1964, GM didn't hire them at all.

1974: LAYOFFS

GM used seniority: last hired, first fired. The Black women — the most recently hired — lost their jobs.

YOUR TURN: PREDICT

They sued for race AND sex discrimination together. What did the court decide? Agree on an answer at your table.

DeGraffenreid v. General Motors Assembly Division, 413 F. Supp. 142 (E.D. Mo. 1976); as analyzed in Crenshaw (1989).



THE RULING

The court said they could claim race discrimination or sex discrimination — but "not a combination of both."

GM hired women → no sex discrimination

GM hired Black workers → no race discrimination

Black women → **fell through the cracks**

1989

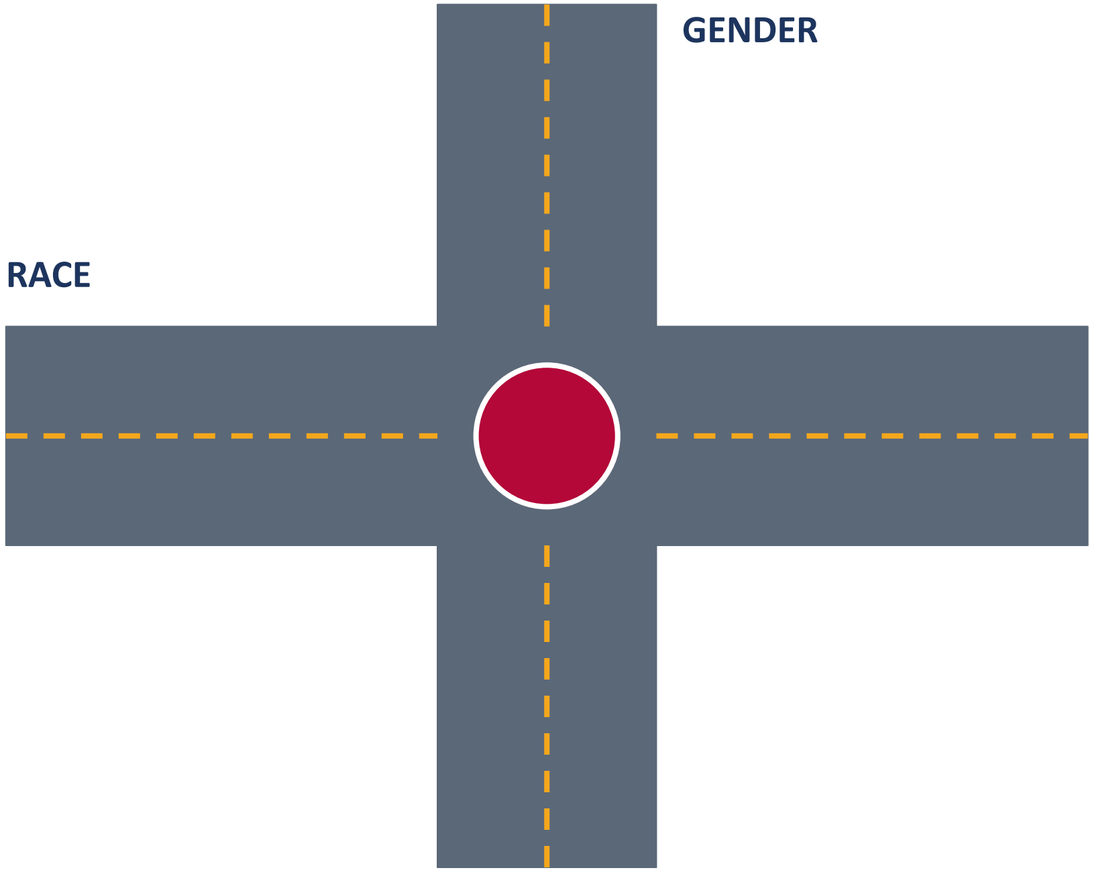
Law professor Kimberlé Crenshaw used this case to name what the court couldn't see:

INTERSECTIONALITY

DeGraffenreid v. GM (1976); Crenshaw, K. (1989). Demarginalizing the Intersection of Race and Sex. University of Chicago Legal Forum.

LOOK ACROSS

OUR IDENTITIES DON'T TAKE TURNS



Harm can come from more than one direction at once.

Intersectionality
is the way our overlapping identities combine to shape our experiences — including the barriers and advantages we face.

We don't experience the world through one identity at a time.

People who share an identity can have very different experiences.

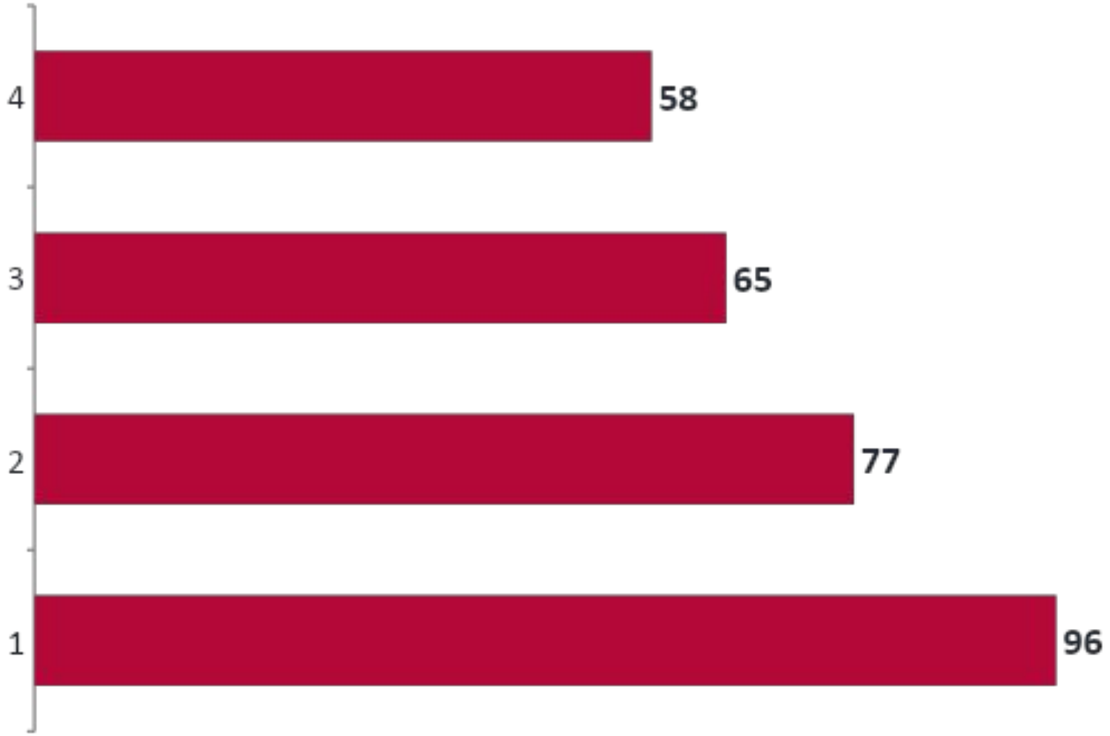
It's about systems, not just people: rules that look neutral can still miss someone.

Crenshaw (1989). Crenshaw described discrimination as traffic through an intersection: it can flow from several directions at once.

LOOK ACROSS

“WOMEN” IS NOT ONE EXPERIENCE

Pay for every $1 paid to white, non-Hispanic men (full-time, year-round, 2024)



74¢

Moms, for every $1 paid to dads

68¢

Disabled women, for every $1 paid to non-disabled men

71% vs. 56%

Cover at work: people with 5+ marginalized identities vs. 1–2

Every one of these groups is “women.” A policy that only checks “women” would miss most of this.

AAUW Equal Pay Day Calendar (2026) and NWLC, from U.S. Census Bureau data on 2024 earnings; Deloitte & NYU Meltzer Center (2023).

ACTIVITY · 12 MIN

LOOK ACROSS

SAME LANE, DIFFERENT ROAD

1 Get a card 1 MIN

Each table gets two coworkers who share one identity but differ in another.

2 Discuss 7 MIN

What might be the same for them? What might be different — barriers and advantages? What would help both?

3 Share out 4 MIN

One insight per table.

SAMPLE CARD A

SHARED New parent returning from leave

DIFFERENT Maria is a mom. James is a dad.

THE MOMENT Both ask for a flexible schedule.

SAMPLE CARD B

SHARED Veteran

DIFFERENT Dee is a woman. Marcus is a man.

THE MOMENT The team celebrates Veterans Day.

PURPOSE Sharing one identity doesn't mean sharing one experience. Intersectionality is how we notice the difference.

CARD SET · PRINT ONE PER TABLE

LOOK ACROSS

SAME LANE, DIFFERENT ROAD: ALL 6 CARDS

CARD 1

SHARED New parent returning from leave

DIFFERENT Maria is a mom. James is a dad.

THE MOMENT Both ask for a flexible schedule.

CARD 2

SHARED Veteran

DIFFERENT Dee is a woman. Marcus is a man.

THE MOMENT The team celebrates Veterans Day.

CARD 3

SHARED Over 55

DIFFERENT Linda is hard of hearing. Robert isn't.

THE MOMENT A new video-based training system rolls out.

CARD 4

SHARED First-generation college grad

DIFFERENT Ana's first language is Spanish. Kyle grew up in rural Colorado.

THE MOMENT A networking event before promotions open.

CARD 5

SHARED Black employee

DIFFERENT Tasha is a woman. Andre is a man.

THE MOMENT Each gives direct, critical feedback in a meeting.

CARD 6

SHARED Practices a faith

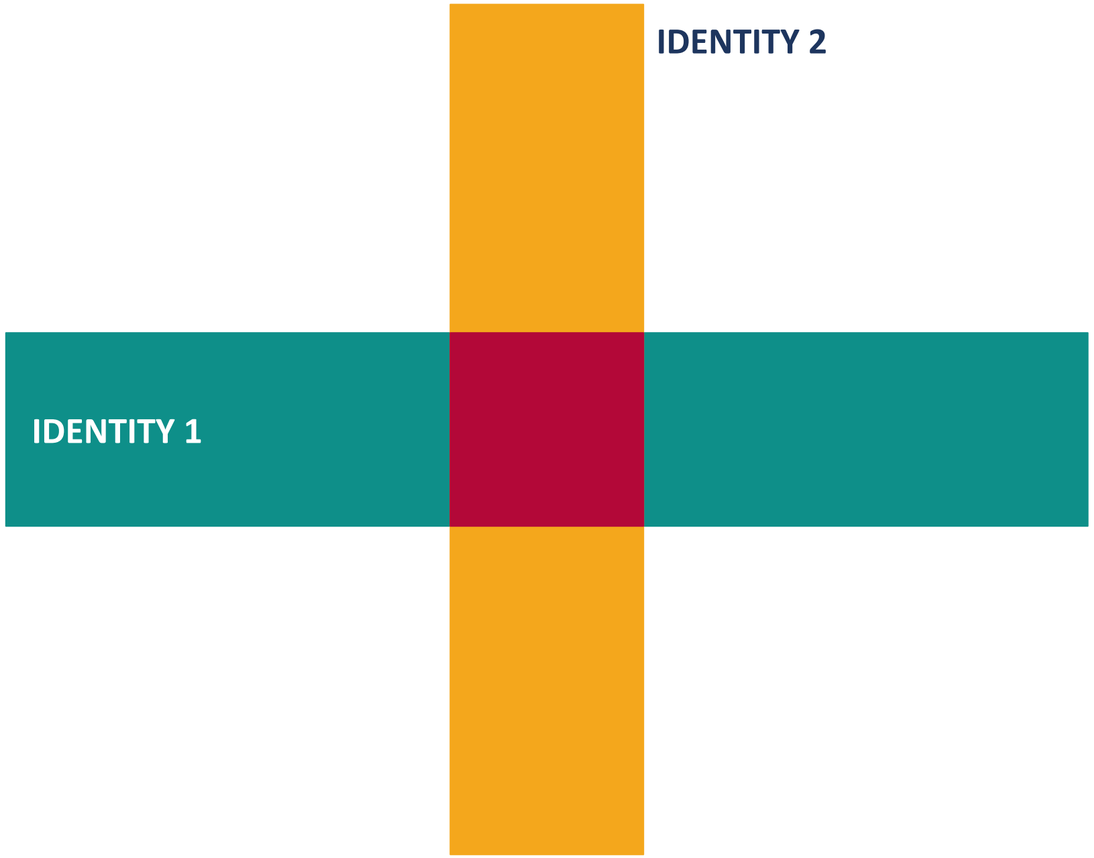
DIFFERENT Fatima wears a hijab. Daniel is Catholic.

THE MOMENT An all-staff potluck is scheduled during Ramadan.

OPTIONAL ACTIVITY · 8 MIN

LOOK ACROSS

MY INTERSECTION



1

Pick two roads

Choose two of your identities. Write one on each road on your handout.

2

Fill the crossing

Where they meet, write: one advantage, one barrier, and one thing people miss about this combination.

3

Pair-share

Share whatever you choose.

OPTIONAL · VIDEO · 6 MIN

LOOK ACROSS

HEAR IT FROM THE SOURCE

Kimberlé Crenshaw

The Urgency of Intersectionality · TEDWomen 2016

ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality

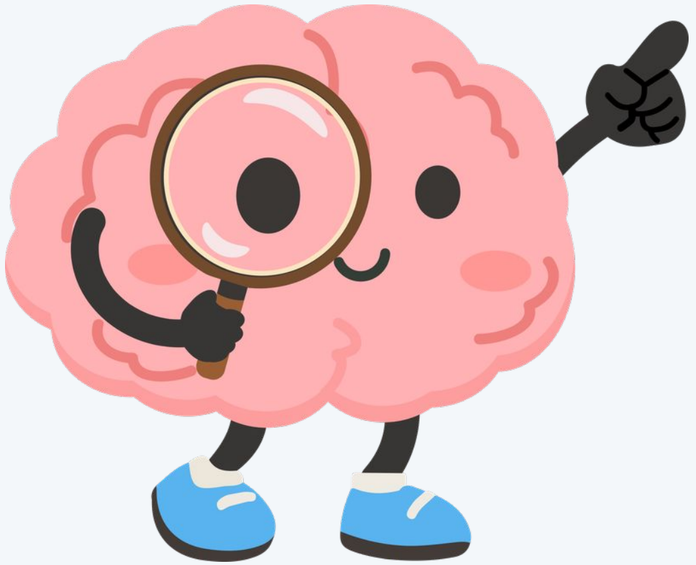
Watch for: How does Crenshaw describe the DeGraffenreid case? What does she say happens to people whose experiences don't fit one category?

LOOK ACROSS

SO WHAT?

1. GM's layoff rule looked neutral. Where might a “neutral” rule at work miss someone?

2. Whose experience is the “default” when we design policies, events, or services for residents?



If a decision works for “women” and for “Black employees,” ask: does it work for Black women?



PART 5 OF 5

LOOK AHEAD

What will I do differently?

LOOK IN · LOOK BACK · LOOK AROUND · LOOK ACROSS · **LOOK AHEAD**

THE INTERSECTIONAL LENS AT WORK



Ask “Who's missing?”

Before deciding, picture who this works for — and who it doesn't.



Go beyond one box

“Works for women” isn't the same as “works for all women.”



Get curious, not certain

Ask follow-up questions. People who do are seen as better listeners.



Notice the “only”

Invite their view. Don't ask them to speak for a whole group.



Make uncovering safer

Share something true about yourself first. Leaders who uncover help others do it too.

Follow-up questions and liking: Huang et al. (2017). Leaders uncovering: Deloitte & NYU Meltzer Center (2023).

ACTIVITY · 8 MIN

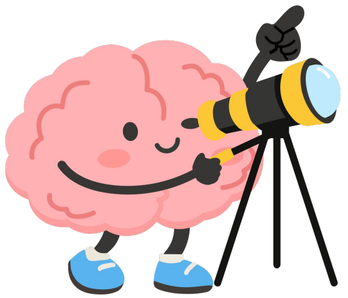
LOOK AHEAD

THE LENS IN ACTION

SCENARIO

Your division is planning a mandatory all-day team retreat at a mountain lodge two hours away. It starts at 7:00 a.m. and ends with dinner and drinks.

1. Who does this plan work well for?
2. Who might it miss? Name at least two identities together — like a single parent who doesn't drive.
3. What one change would make it work for more people?



MORE LENSES IN ACTION

Promotion criteria

A new promotion rubric scores candidates on “executive presence” and “culture fit.”

Virtual meetings

A new policy requires cameras on for every virtual meeting, all day.

Resident survey

The County's customer satisfaction survey is offered only online, and only in English.

Same three questions: Who does it work for? Who might it miss (two identities together)? What one change helps?

OPTIONAL PRACTICE · 8 MIN

CURIOSITY SWAP

INSTEAD OF…		TRY…
“Where are you really from?”	→	“Where did you grow up?”
“Your English is so good!”	→	“What languages do you speak?”
“Is your husband coming to the party?”	→	“Are you bringing anyone to the party?”
“You don't look disabled.”	→	“Is there anything that would make this work better for you?”

In pairs: write one assumption you've heard (or said). Rewrite it as a curious, open question.

COMMIT · 6 MIN

LOOK AHEAD

MY IF-THEN PLAN

WHEN I _____ *(a situation I'll really face),* **I WILL** _____ *(one specific action).*

EXAMPLE

When I plan a team event, I will ask two people with different needs before I lock it in.

EXAMPLE

When someone is the only one in a meeting, I will invite their view — without putting them on the spot.

EXAMPLE

When I feel the urge to cover, I will share one small, true thing about myself.

Why this format? Across 94 studies, if-then plans had a medium-to-large effect on actually following through. Say yours out loud to a partner.

Gollwitzer & Sheeran (2006), Advances in Experimental Social Psychology.

CLOSING CIRCLE · 5 MIN

LOOK HOW FAR WE CAME



1 Re-rate yourself

Go back to page 1. Rate the same three statements again. Which number moved the most?

2 One word

Around the room: one word for what you're leaving with.

THE STORY WE TOLD TODAY

FIVE THINGS TO TAKE WITH YOU

LOOK IN	We notice what makes us different — and others notice what we might not.
LOOK BACK	We didn't choose our first messages. We can choose what we do with them.
LOOK AROUND	The room turns identities up and down. Most of us cover at work.
LOOK ACROSS	Identities overlap. Single-box thinking misses people.
LOOK AHEAD	An if-then plan beats good intentions.

NEXT STEPS

Take the post-session survey
Your feedback shapes future sessions.

Next session: Unpacking My Bias
Sign up through Arapahoe Learns. Search “DIVE” and click the DIVE filter.

Questions or feedback?
Reach out to Sam Borrego, sborrego@arapahoegov.com

Identity & Intersectionality Post Training Eval 2025

Scan for the survey



QUESTIONS?

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