**Modifications to the Anti-Harassment/Discrimination Training Materials**

**to support Virtual Implementation**

**Summer 2020**

Below, we describe three different ways that REU PIs or Program Facilitators have modified the [Anti-Harassment/Discrimination Training Materials](https://www.iris.edu/hq/internship/anti_harassment_curriculum) to support a virtual implementation during the COVID summer 2020. Modifications described include duration, number of attendees, platform used to deliver instruction, and elements of the original materials used (referenced by Instructional Phase) or new elements added. The original curriculum can be found here…

(<https://www.iris.edu/hq/internship/anti_harassment_curriculum>)

**Modification 1**

Total Time: ~90 Minutes

Attendees: ~35

Platform: Zoom w/ Breakout Rooms

|  |  |  |
| --- | --- | --- |
| **Instructional Phase** | **Modifications** | **Time** |
| Open | Whole group discussion of Clancy et al., 2014 instead of breakout | 20 |
| Prior knowledge | No Pictionary. Groups created 2 consensus definitions each and collectively debriefed all terms. | 20 |
| Explore/Explain | Selected only three scenarios (Q1, Q8, Q9) and assigned all groups to discuss these ones | 20 |
| Reflect | Abbreviated discussion | 10 |
| Apply | Abbreviated discussion | 15 |
|  | **Total** | **~90** |

**Modification 2**

Total Time: ~45 Minutes

Attendees: ~25

Platform: Zoom w/ Breakout Rooms

|  |  |  |
| --- | --- | --- |
| **Instructional Phase** | **Modifications** | **Time** |
| Open | Safe space discussion established prior to session. Clancy et al., 2014 figure presented rather than discussed. | 10 |
| Explore/Explain | Vocabulary not introduced. Program policies presented at outset rather than read. | 30 |
| Reflect | Abbreviated discussion | 5 |
|  | **Total** | **45** |

**Modification 3**

Total Time: ~180 Minutes (not including a 60 minute lunch break)

Attendees: ~12

Platform: Zoom w/ Breakout Rooms

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| --- | --- | --- |
| **Instructional Phase** | **Modifications** | **Time** |
| Open | Added a list of local resources for confidential conversations and reporting harassment. | 20 |
| Prior knowledge | Assigned one term per student via email. Added term Hostile. Made minor modifications to rules for Pictionary for Zoom. | 40 |
| Explore/Explain | Moved discussions of Scenarios 2&3 to Reflect with a virtual poll | 40 |
| Reflect (Part 1) | Introduced 5Ds. Added in Clip 00:00 to 01:48 as example of distract. | 20 |
| Apply | As described | 40 |
| Reflect (Part 2) | Discussed Why does this matter and what is your role? – Reasons people don’t act + Scenarios 2&3 – Summary slide | 20 |
|  | **Total** | **180** |

**Modification 4**

Total Time: ~90 Minutes

Attendees: 7 (2 had participated the previous year)

Platform: Zoom w/ Breakout Rooms

|  |  |  |
| --- | --- | --- |
| **Instructional Phase** | **Modifications** | **Time** |
| Open | Whole group discussion of Clancy et al., 2014 instead of breakout | 20 |
| Prior knowledge | No Pictionary. Groups created 2 consensus definitions each and collectively debriefed all terms. | 20 |
| Explore/Explain | Created three “online” scenarios patterned after those in the curriculum and assigned each to small breakout groups. Then discussed a forth from the curriculum as a whole group. | 30 |
| Reflect | Abbreviated discussion | 10 |
| Apply | Abbreviated discussion | 15 |
|  | **Total** | **~100** |