

Chapter 2 Resources

The First Year of Graduate School: Navigating the Hurdles



Preparation Steps for Chapter 2 Discussion and Activity

- This *Facilitator's Guide* will lead you step-by-step through the chapter 2 discussions and activities.
 - Duplicate as appropriate the needed handouts for the activity section.
 - During the group activity, participants will need to take notes. Arrange to have a pen available for each participant.
- Return to the [chapter 2 homepage](#).
 - Watch the chapter 2 video and download it in preparation for leading the session.
 - To **download** the **videos**, scroll to the bottom of the chapter 2 homepage and click on the .mp4 link under “Additional Files.”

Chapter 2 *Facilitator's Guide*

Chapter 2 features two video versions of the same scenario. The script is identical in both versions, but the race has been changed in two of the characters. In particular, in version 1, the character Barbara is African American, while in version 2, Barbara is Caucasian American. Similarly, the character Alisha is Caucasian American in Version 1 and African American in Version 2. This racial difference in casting can lead to very different discussions after viewing the video. As the facilitator, you should review both videos in advance and decide whether to use version 1, version 2, or both.

→ **Summary of facilitation steps:**

1. Lead the discussion of chapter 2
2. Prepare the group for the chapter 2 video(s)
3. Watch the chapter 2 video(s)
4. Lead the chapter 2 video discussion
5. Lead the chapter 2 group activity

Practical Points

- The time estimations provided for the discussions and activities may vary significantly, depending on the number of students and the group dynamics.
- Information contained in this document that is intended to be read verbatim to the participants is italicized.

Step 1. Lead the chapter 2 group discussion (15 minutes)

→ **Read aloud and discuss with the participants.**

1. *Which stories in chapter 2 did you find most inspiring? Why?*
2. *Based on your reading of chapter 2, contrast the general experience of a graduate student against that of an undergraduate student.*
3. *If you were the central character in any of the chapter 2 stories, would you have handled the situation differently? Explain.*

Step 2. Prepare for the chapter 2 video

Note to Facilitator

The purpose of this video is to set the stage for a general discussion about how personalities can influence office dynamics and options for how to function in an environment where tensions are present.

→ Read the following video introduction to the participants.

The story takes place in a graduate office suite. The scene opens with Garret Gutierrez, a new first-year student, texting his girlfriend, Micah, from the office. Garret shares the office with five other more senior graduate students: Max Henderson (in his third year), Robert Dudley (in his fifth year), Alisha Trudeau (in her second year), and Barbara Jamison (in her third year). Take a look at the video, which is titled Overheard in the Office.

Step 3. Watch the chapter 2 video (6 minutes)

Step 4. Lead the chapter 2 video discussion (10 minutes)

→ Ask the participants the following questions.

1. *Can you understand and explain why Max and Robert resent Barbara?*
2. *Have you ever found yourself resentful of someone else? Describe and explain.*
3. *Have you ever been in a group situation where some members resented another member? Share your observations.*
4. *What would the risks be for Garret if he walked out of the lab and went to class?*

Step 5. Lead the chapter 2 activity (20 minutes)

→ Read this introduction to the participants.

The goal of this activity is to develop a positive ending for the video. As seen in the video, the scenario concludes with Garret still at his desk behind the partition. Imagine that it is the next day and Garret is having coffee with Micah. She asks him how things are going in the office, and whether he ever made it out of the lab and to class. You are to create the ending story for Garret.

Your ending can involve separate conversations between the characters, a group conversation, consulting someone else for advice, or whatever you think it might take for this group of graduate students to move from gossip and bullying into a mature collegial relationship.






To develop your ending, you will work from a handout I will distribute that will pose a series of questions intended to help you better understand the perspectives of the characters involved.

- **Distribute a copy of the handout to each participant.** If your group is large (twelve or more) you may wish to divide the students into two groups and instruct the groups to work independently. At the end, you can bring everyone together to discuss their endings and have a summary discussion.
- **Read these instructions to everyone.**
To help construct your endings, it is important to get inside the heads of the characters. The questions listed in the handout are designed to help you understand how each candidate might be thinking. Discuss each question and record your answers on the handout, which will serve as your notes to assist you in creating the ending.
- **Start the discussion.** If you split the students into groups, assign someone to lead each group. If you keep the students in one group, you should lead the group through the handout questions and the creation of the ending for the video.
- **Now, have the students go through the handout questions and create the video ending (10 minutes).**
- **Wrap-up discussion.** If you worked in two groups, bring everyone together. You might ask each group to share their ending (if you have time). Conclude by asking participants this general question:
What are some of the good practices to follow when you find yourself in a group where tensions exist?

Chapter 2 Handout for Video Version 1 (one copy per group)



CHARACTER DEVELOPMENT WORKSHEET

Character	1. Who does this character resent and why? 2. What are his or her issues?	1. What would make this character happy? 2. What could this character do to promote harmony?
 <i>Garret</i>	1. 2.	1. 2.
 <i>Robert</i>	1. 2.	1. 2.
 <i>Max</i>	1. 2.	1. 2.
 <i>Alisha</i>	1. 2.	1. 2.
 <i>Barbara</i>	1. 2.	1. 2.

Work with your group to develop an ending. Imagine that it is the next day and Garret is having coffee with Micah. She asks him how things are going in the office, and whether he ever made it out of the lab and to class. What will Garret's story be? Your ending can involve separate conversations between the characters, a group conversation, consulting someone else for advice, or whatever you think it might take for this group of graduate students to move from gossip and bullying into a mature collegial relationship.

Chapter 2 Handout for Video Version 2 (one copy per group)



CHARACTER DEVELOPMENT WORKSHEET

Character	1. Who does this character resent and why? 2. What are his or her issues?	1. What would make this character happy? 2. What could this character do to promote harmony?
 <i>Garret</i>	1. 2.	1. 2.
 <i>Robert</i>	1. 2.	1. 2.
 <i>Max</i>	1. 2.	1. 2.
 <i>Alisha</i>	1. 2.	1. 2.
 <i>Barbara</i>	1. 2.	1. 2.

Work with your group to develop an ending. Imagine that it is the next day and Garret is having coffee with Micah. She asks him how things are going in the office, and whether he ever made it out of the lab and to class. What will Garret's story be? Your ending can involve separate conversations between the characters, a group conversation, consulting someone else for advice, or whatever you think it might take for this group of graduate students to move from gossip and bullying into a mature collegial relationship.