

# PEER-LED TEAM LEARNING LEADER TRAINING

## FACULTY GUIDE MODULE: MATTERING & MARGINALITY



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### *The Importance of This Topic*

In order for the group to function well the students need to feel as though they are an important part of the group. They will not feel this way if they are continuously being marginalized. The leaders need to be aware of marginalization so as to prevent it from occurring.

### *Putting Theory into Practice*

Marginalization may not be completely avoidable. However, the more aware the leaders are they more they will be able to prevent. To help prevent this from occurring, the leaders can remind students to consider suggestions made by other group members. They can pair students so that the same students are not always working together. Leaders should also make a conscious effort not to “play favorites” as this is not only fair but can create animosity toward the “favorite” student(s).

### **What Leaders Will Gain From This Module**

- Tips on how to prevent marginalization
- Marginalization awareness
- Tips on how to foster an atmosphere of appreciation and respect so that all members are important to the group.

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## Outline of Module and Expected Outcomes

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### Marginality Exercise

The leaders think about a time when they were marginalized and write down how it made them feel. They discuss this in the group

#### Outcome

The leaders will find similarities in how it felt to be marginalized.

#### Objective

This activity should get the leaders thinking about what marginalization is and how it felt to be marginalized.

#### Discussion Questions

- What were some similar feelings discussed in your group
- How would you define marginalization?

## Scenarios

The leaders will choose one of the following scenarios and create a skit to present at the leader/faculty meeting.

- The men in the group have been making crude comments under their breath towards the women.
- A physically disabled person in the group can not sit with the rest of the group.
- The men in the group hardly consider suggestions made by the women in the group.
- Group members make inappropriate jokes about one group-member's sexuality.

### Outcome

The leaders will enjoy creating a skit that shows how marginalization affects group dynamics and how it affects the person who is marginalized.

### Objective

The leaders should learn how to recognize marginalization and how to prevent it from happening by making it clear that all suggestions are worth considering and all group members are an important part of the group.

### Discussion Questions

- How did the marginalized person in the skit probably feel?
- Why is it important not only to each individual person but also to the group dynamics of PLTL that everyone in the group knows that they matter?

## Mattering and Marginality

The leaders create individual lists of reasons why a student might feel marginalized. From their lists the group constructs a set of rules to help prevent marginalization from occurring and to help each student understand how they matter to the group.

### Outcome

The leaders will create a set of rules that they feel helps prevent marginalization from occurring in the workshop.

### Objective

This activity should get the leaders thinking of ways they can prevent marginalization. It should also provoke a discussion as to whether or not marginalization *can* be prevented.

### Discussion Questions

- Can marginalization be prevented?
- What rules did you create to prevent marginalization and to help students understand their importance to the group?

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## Leader/Faculty Meeting Outline

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1. **Hand out sign-in sheet**
2. **Questions to ask to open up discussion (20 min)**
  - Marginality Exercise**
    - What were some similar feelings discussed in your group?
    - How would you define marginalization?
  - Scenarios**
    - How did the marginalized person in the skit probably feel?
    - Why is it important not only to each individual person but also to the group dynamics of PLTL that everyone in the group knows that they matter?
  - Mattering and Marginality**
    - Can marginalization be prevented?
    - What rules did you create to prevent marginalization and to help students understand their importance to the group?
3. **Points to emphasize**
  - Allow all students a chance to speak up. Don't always let one student answer.
4. **Have the leaders work on the workshops (30 min)**

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## References and further readings

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