



Instructions for the Facilitator:

1. Ask the group to read *The Atlantic* article, "These are the Americans who live in a bubble." You may also have the group read the article before the meeting to save time.
2. The article states that geography, education, age, and class make a difference in how people think about and prioritize difference and sameness. Ask the group to make a list for each, articulating the reasoning behind each category. For example, how would different geographies limit or enhance access to difference? How does age impact willingness to seek out difference? Consider the cause and effect for each of the four factors. Remind the group about rural isolation. Discuss.
3. The article states, "According to the survey, roughly three-quarters of Americans' interactions with people from another political party happen at work." Can you think of other places where people of differences (race/ethnicity, religion, politics, class, education) interact?
4. Ask: "Was there anything in this article that you found confusing or wanted to push back against?"
5. Ask the participants to complete the handout based on their individual experiences.
 - a. The center circle or "bubble" is your home. The blue circle is the community, that is, the space in which you circulate daily or weekly. Attached to the community are other "bubbles" or mini-communities or places that you visit. Some have already been filled in for you. Consider what other places or communities you visit regularly. What communities or places do you interact with that are outside your normal community? Use the unconnected bubbles for those. Try to list as many places as you can, making your own bubbles if necessary. Think about things like your yoga studio, grocery store, hair salon, farmer's market, post office, your kid's school, an online chat group, etc.
6. With their completed handout, imagine how many of these places offer "sameness" or offer interactions of difference. Then ask the group to consider which places can lead to interactions of "depth," as defined in the article. Why or why not? How can you seek out interactions of depth?
7. Ask the group to discuss the pros and cons (benefits and disadvantages) to experiencing heterogeneous and homogeneous communities.
8. You can also use some of the maps in Links to further discussion. The maps show the 2016 Electoral results, the projected 2020 electoral map, religious affiliations by region, regional dialects, and regional differences.
9. After the participants complete the handout and reflection questions, you may ask them to consider how their charts connect back to the ideas in the reading and/or to the other representative maps of the US, if applicable.
10. To conclude the debrief, you can show the following video to emphasize how deep relationships foster creativity and problem-solving skills: <https://www.facebook.com/worldeconomicforum/videos/1156917071143817/UzpfSTeZnDA1OTI4Mzg4NjA5MTozMzkzMjg4ODMzNTkxMjk/>

This activity is created by CILMAR. It is inspired by and uses this article:

Green, E. (2019, Feb. 21). These are the Americans who live in a bubble. *The Atlantic*. Retrieved from https://www.theatlantic.com/politics/archive/2019/02/americans-remain-deeply-ambivalent-about-diversity/583123/?utm_source=newsletter&utm_medium=email&utm_campaign=atlantic-daily-newsletter&utm_content=20190221&silverid-

Instructions for the Participant:

The visual organizer will help you reflect on your own interactions across difference. Use the connected bubbles to record places in your community that you visit, and the disconnected bubbles for the places you visit outside your community.

For your home, your larger community/neighborhood/hometown, where you work or study, and various other contexts where you meet people and maintain relationships, make notes about the diversity of your social networks and environments. For example, you might want to write down the percentages of people in those contexts who are different from you in various ways (e.g., racially, linguistically, religiously, in gender, age, etc.).

You could also note the names of specific individuals or groups who illustrate the diversity in your life, or the number of times a day that you interact with people who are significantly different from you in some way. *This handout is for your benefit as a reflective tool, so don't worry about how others may judge what you are writing down.*

Reflection questions for after completing the Handout:

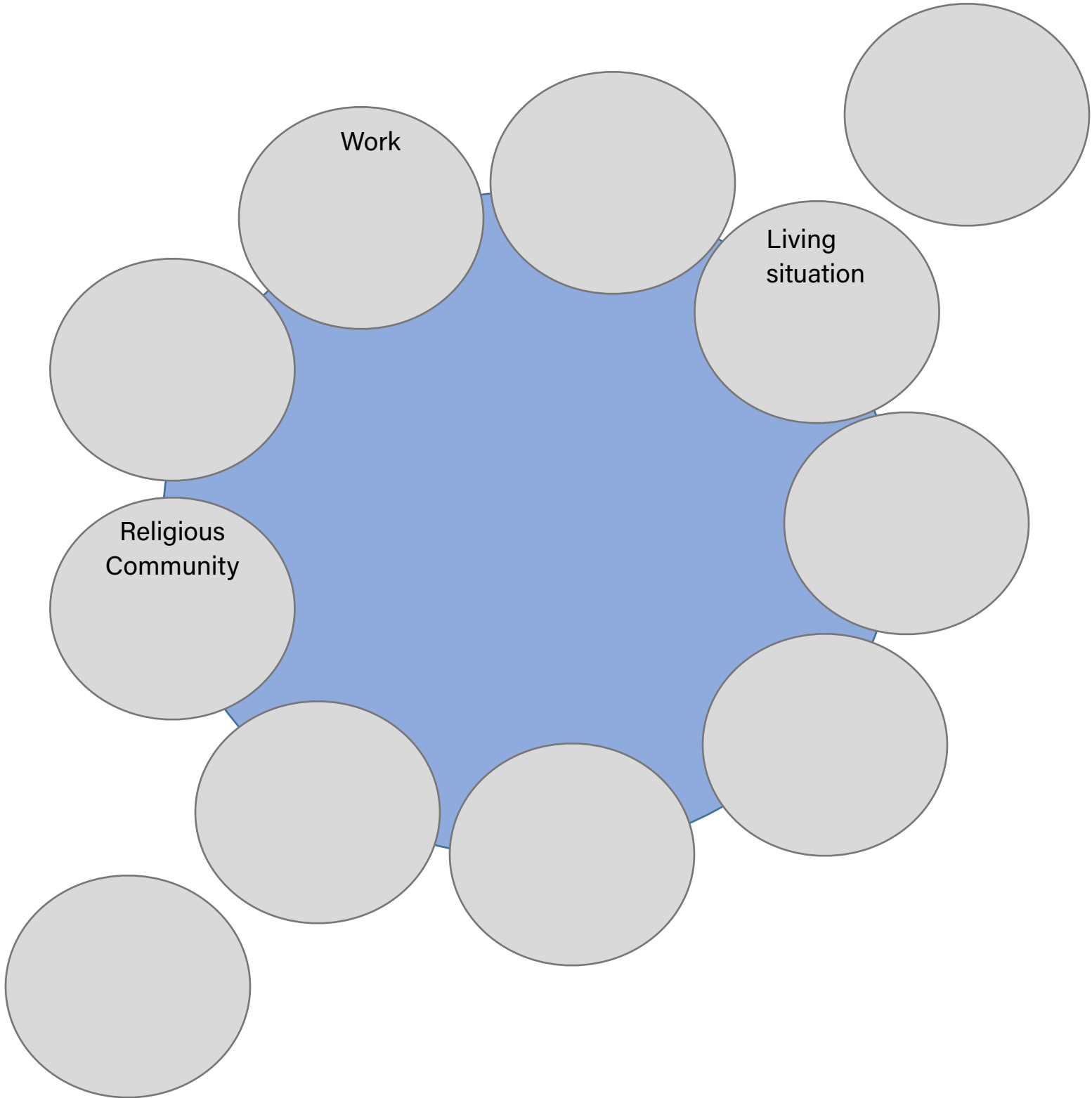
Now that you have a map of some of the diversity in your daily life, work through these reflection questions with a partner (sharing only what you are comfortable disclosing).

1. What patterns do you notice in your map?
2. What is similar and/or different between your map and your partner's (if you are both willing to show each other your handouts)?
3. How much are you aware of your agency (or choice) in how your map has formed?
4. Across these various contexts, how much agency or choice do you have in your interactions across difference? If you had more agency, would you choose differently?
5. How has your map changed over time? Consider moving to a new space or changes in life circumstance.
6. Where do your deepest relationships with diverse others occur? Why have those relationships developed in those places?
7. Is there potential for deeper relationships across difference in other contexts in your life? How motivated are you to change your map?

Reflection Responses:

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