#a  Additional Situation Card

**SITUATION** (read out loud): A bomb threat was made against one of the Jewish synagogues on Terah where Jewish people gather to learn, socialize, and worship.

**OPTIONS** (read out loud): We’ll each choose our favorite option and explain why in one sentence.

1. Invite friends to join you in creating posters declaring “We Support You!” that include the name of the synagogue. Then ask a library or other public facility to display the gallery of posters there.
2. Work together with the synagogue to organize a “peace walk” to begin or end at the synagogue, with participants traveling together to different kinds of religious centers to show support and promote respect among and for all religions.
3. Call the synagogue to express your concern, and ask if you can help raise money to support public education about anti-Semitism.
4. If you can think up another action right now, share it.

**DISCUSSION** (then, roll one of the dice; advance)

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#b  Additional Situation Card

**SITUATION** (read out loud): A campus wall on Terah has been spray-painted with swastikas, which are symbols that were used by Hitler and are now used by others to promote anti-Jewish feelings, discrimination, and hate crimes against Jewish people.

**OPTIONS** (read out loud): We’ll each choose our favorite option and explain why in one sentence.

1. Alter the swastikas by extending lines to create four “windowpanes.” In each square, write in the word love or peace (or draw a heart or a peace sign).
2. Organize a teach-in for students, faculty, and staff so that all will understand the swastika’s representation of anti-Semitism (hostility toward and discrimination against Jewish people) and its connection to White supremacy.
3. Ask the head of the school to quickly denounce the act both on campus and in the wider community, as well as to conduct a full investigation.
4. If you can think up another action right now, share it.

**DISCUSSION** (then, roll one of the dice; advance)

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#c  Additional Situation Card

**SITUATION** (read out loud): A mosque (Muslim place of worship) near where you live on Terah has been vandalized with graffiti that is hateful and Islamophobic (that is, based on fear, hatred of, or prejudice against Muslims).

**OPTIONS** (read out loud): We’ll each choose our favorite option and explain why in one sentence.

1. Decide to become more politically engaged about the issue of Islamophobia, and contact the mosque to see how you can support them.
2. Make (or buy) a sign to place in your yard or window that states “All are welcome here” in English, Spanish, and Arabic.
3. To show your support, join a candlelight vigil that is happening soon at the mosque, or take another action.
4. If you can think up another action right now, share it.

**DISCUSSION** (then, roll one of the dice; advance)

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#d  Additional Situation Card

**SITUATION** (read out loud): A friend tells you, sobbing, that when she was walking yesterday, a man tried to pull off her hijab (pronounced hee-job), the religious head covering that is part of her identity as a Muslim. She says she ran to get away from him.

**OPTIONS** (read out loud): We’ll each choose our favorite option and explain why in one sentence.

1. Tell your friend you heard that there are online and local self-defense classes for women. Offer to do research about them for her.
2. Offer to create a “safety support service” consisting of mutual friends who will, when possible, accompany your friend when she requests it.
3. Encourage your friend to report the hate crime to the Southern Poverty Law Center on Terah, which tracks hate groups and informs the media and law enforcement agencies about them.
4. If you can think up another action right now, share it.

**DISCUSSION** (then, roll one of the dice; advance)
#e  “Racism Handout” Card

**SITUATION** (read out loud): You overhear your friends talking about how Jewish people have too much power in the business world, and that they are willing to do sneaky and manipulative things in order to get what they want.

**OPTIONS** (read out loud): From the “Racism Handout,” choose 1-3 symptoms of Superior-I-tis (that is, racism) that relate to the issue described, and explain why. Your teammates can assist you.

**DISCUSSION** (then, roll one of the dice; advance)

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#f  Additional Situation Card

**SITUATION** (read out loud): Anti-Semitic (anti-Jewish) graffiti expressing hatred for Jewish people is written with markers on windows and maps on a Terah subway car.

**OPTIONS** (read out loud): We’ll each choose our favorite option and explain why in one sentence.

1. Ask passengers whether anyone has tissues and hand sanitizer that contains alcohol. Invite others to join you in using these items to scrub the graffiti completely off.
2. Post a photo of the crossed-out graffiti on social media, along with the comment that we must all work together to fight hate crimes.
3. Write a letter to your congressperson urging creation of a law mandating that all schools on Terah include instruction on anti-Semitism, including on the Holocaust.
4. If you can think up another action right now, share it.

**DISCUSSION** (then, roll one of the dice; advance)

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#g  Additional Situation Card

**SITUATION** (read out loud): Native peoples on Terah are fighting to protect their land against oil companies that want to build pipelines across sacred Native land.

**OPTIONS** (read out loud): We’ll each choose our favorite option and explain why in one sentence.

1. At a school or community center, arrange to show one of the films about the Standing Rock protest against a proposed oil pipeline, a peaceful demonstration that received international attention.
2. Donate to a Native-run nonprofit that campaigns to stop oil extraction that harms Native peoples and the environment, including affecting climate change.
3. Do you know on whose land you’re living? Find out what Native peoples have lived on, or still live on, the land where you live, and see whether they have an organization that you can support in some way.
4. If you can think up another action right now, share it.

**DISCUSSION** (then, roll one of the dice; advance)

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#h  Additional Situation Card

**SITUATION** (read out loud): Your mixed-race friend is racially ambiguous in appearance (that is, her race is unclear from her facial features). People often inquire about her race, which she doesn’t seem to mind. However, you are with her one day at a Terah mall when someone rudely asks her, “What are you?” Your friend is visibly disturbed by this.

**OPTIONS** (read out loud): We’ll each choose our favorite option and explain why in one sentence.

1. Respond to the person on behalf of your friend: “She’s human, and she’s my friend!”
2. Say to the person, “You should never ask that! Someone might feel that you’re invading their privacy or that you’re thinking they don’t belong on Terah.”
3. Don’t say anything, but guide your friend away from the harasser.
4. If you can think up another action right now, share it.

**DISCUSSION** (then, roll one of the dice; advance)
#i  Additional Situation Card

**SITUATION** (read out loud): A Black friend of yours who is a student at the University of Terah tells you that a professor has been making racially offensive comments in class that make your friend uncomfortable, but your friend is afraid to report it.

**OPTIONS** (read out loud): We’ll each choose our favorite option and explain why in one sentence.

1. Tell your friend, “This is not OK, and you are not alone. How can I support you?”
2. Ask your friend if you can go with them to speak to the professor about her unprofessionalism and hurtful comments.
3. Take the issue to a Black Student Union or other People of Color social action group on campus or in your community, if there is one, and ask them to suggest ways that you can help in this situation.
4. If you can think up another action right now, share it.

**DISCUSSION** (then, roll one of the dice; advance)

#j  Additional Situation Card

**SITUATION** (read out loud): An African American student has not felt valued by the university or by peers because of the lack of support and resources on campus for people of color. At the same time, protests have erupted on campus following racially charged incidents on Terah.

**OPTIONS** (read out loud): We’ll each choose our favorite option and explain why in one sentence.

1. Join your friend at the next protest about racial injustice.
2. Arrange to use a campus or community space for a panel on diversity and inclusion issues.
3. Write an opinion piece for the local newspaper about fostering inclusion for students of color.
4. If you can think up another action right now, share it.

**DISCUSSION** (then, roll one of the dice; advance)

#k  “Racism Handout” Card

**SITUATION** (read out loud): An Asian American student on Terah applies to a summer program for underrepresented minority students. He is told by the person in charge of admissions for the program that he does not qualify because, as an Asian American, he is not considered an underrepresented minority.

He explains that he is part of a small ethnic population of Hmong* (“Mong” -- rhymes with long) in the U.S. His parents and other Hmong fled persecution in Southeast Asia in the 1970s because they had fought alongside U.S. soldiers in the Vietnam War. The admissions officer still turns him away.

**OPTIONS** (read out loud): From the “Racism Handout,” choose 1-3 symptoms of Superior-I-tis (that is, racism) that relate to the issue described, and explain why. Your teammates can assist you.

**DISCUSSION** (then, roll one of the dice; advance)

#l  Additional Situation Card

**SITUATION** (read out loud): You discover that the local school board is contemplating a change to the dress code for public schools that would make hairstyles such as braids, dreadlocks, and Afros against the rules.

**OPTIONS** (read out loud): We’ll each choose our favorite option and explain why in one sentence.

1. Create and present a video where students of different races/ethnicities explain why Black students shouldn’t have to comply with Western beauty standards.
2. Request to speak at the school board meeting to share why this rule would be discriminatory to African Americans, as these are common hairstyles for their natural hair.
3. Create a petition for students and parents to present to the school board that asks them not to ban these hairstyles in the new dress code.
4. If you can think up another action right now, share it.

**DISCUSSION** (then, roll one of the dice; advance)
Additional Situation Card
Add your own relevant racist situation and possible interventions here.

Additional Situation Card
Add your own relevant racist situation and possible interventions here.

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