

Behavior	Potential Explanations	Possible Responses
Agreeing with everything that is being said, avoiding any conflict	Fear of being ostracized or 'canceled' if one expresses the 'wrong' views, coupled with lack of confidence about one's own views	Role-playing or debate: an activity that assigns participants a position to argue for that isn't necessarily their own
Shaming someone when what they say isn't aligned with some perceived or consensus driven positions	Anxiety about 'breakup' of the perceived social consensus around social justice, desire to be validated as 'morally right' or socially accepted, lacking empathy or perspective taking skills	Structured dialogue activities where students uplift someone's opinion before participating, reflection activities focused on how individual communication impacts the group, perspective -taking activities
Choosing to not participate, remaining silent, or not sharing ideas	Fear of judgement or making a mistake, general social anxiety, belief that their opinion won't be valued, lacking information to speak confidently, discomfort with confrontation, believing that agreeing is the easiest or most effective way to handle the conversation	Explicit encouragement and validation, provide low stakes opportunities for contributions to promote confidence building, small group work, classroom norm for equal participation, cold or warm calling, structured conversations that require everyone or different people to share, introducing non-verbal channels for communication
Deflecting or changing the topic of conversation	Discomfort or lack of knowledge around a specific topic or view, fear of being 'wrong' or feeling stigma of not knowing in front of peers or teacher	Opportunities to reflect individually and write down thoughts on a particular topic before group discussions
Monopolizing the conversation	A need for power/control, desire to influence the conversation in a way that makes them feel confident, needs more practice listening to others, believes their view is the 'right view', believes being loud or talking the most is the only way to be heard	Role playing activities where a student takes the role of often silenced perspectives, listening activities, self reflections or direct feedback on talk-time
Using "you" or "everyone" rather than "I" statements	Avoiding taking personal accountability ("everyone does X" vs. "I feel frustrated when X happens"), desire to deflect attention away from emotions/actions, lacking confidence in experiences or opinions	Sentence starters with "I statements", roleplaying where student practices speaking from the "I perspective" of their role, structured dialogue techniques
Selectively valuing certain ideas or peoples perspectives	Exhibits implicit or confirmation bias, previous negative interactions with people who have specific opinions, lack of awareness	Roleplay activities where student takes the role of perspectives they struggle listening to, reflection activities, peer accountability techniques
Oversharing personal experiences or emotions	Desire for attention or to be recognized, seeking validation or connection with other students, still processing emotions on topic, a lack of boundaries	Provide alternatives for processing (reflections, homework, or office hours), structured dialogue, feedback on talk-time
Playing devil's advocate or being contrarian	Seeking attention/challenging the group so people focus on them, defense mechanism to not fully engage or show their real beliefs, not enough time to reflect on what they truly believe	Written reflections or commitments to what they believe, structured dialogue that asks for students to acknowledge what they relate to before participating
Condescending explanations or over-explaining a topic to participants that already understand	Lack of self awareness, desire to demonstrate knowledge, implicit bias on who is knowledgeable, social norms or upbringing influence how student was taught to share, over-enthusiasm	Self reflections on how explanations move/don't move conversations forward, peer accountability systems, teaching multiple ways of sharing opinions