



Creating and Cultivating Inclusive Spaces (anti-oppressive) Created by Erin Hancock Summer 2016

1. Training Session Information	
Group size: 6-30	Facilitators: 1-2 main, up to 4 floaters to support small group discussions depending on group size
Topic: Creating and Cultivating Inclusive Spaces (anti-oppressive and anti-racist)	Length of Session: 3 hours including breaks (you could remove exercises to make it shorter if needed)

2. Learning Objectives
<p>What do we want the participants to know and/or be able to do?</p> <ul style="list-style-type: none"> -Have language and tools to be empowered to make a safe space for all people -Challenge ourselves and each other to create inclusive spaces and challenge biases

3. Set Up
<p>A. Learning Environment</p> <ul style="list-style-type: none"> -Circle with good view of everyone, chairs for all, as well as space for small group breakouts (tables optional) -Wall space to hang flipchart paper -Projector and screen
<p>B. Resources / Materials</p> <ul style="list-style-type: none"> -Scrap paper, pens for breakouts or for individuals as they wish -Flipchart (large sheets) and markers -Projector and computer -Water and snacks on the tables
<p>C. Items to Prepare Before the Session</p> <ul style="list-style-type: none"> -Review facilitation notes, activity sheets, debrief questions, consider current or recent relevant examples to help messages land -Review or further research the concepts and be familiar/comfortable with them (see articles in google drive) -Test technology -Print the schedule and the various handouts and items needed for activities (copy as needed) -Clean up learning space and bring chairs as needed -Water and snacks

4. Schedule		
TIME	TOPIC/ACTIVITY	MATERIALS/NOTES
5 mins	<p>Welcome</p> <ul style="list-style-type: none"> -Welcome participants -Review objectives for the workshop -Post a “parking lot” page for things that we want to capture (maybe for a future workshop or if there is extra time at the end) so we can list them somewhere throughout and not get off topic -Review community agreements (more details in the “community agreements” document) for the meeting -Get a volunteer to be a vibes checker 	<ul style="list-style-type: none"> -Workshop plan on wall if desired (loose outline, not timed, high level to leave room for facilitator to adjust as needed, but to give participants an idea as to what to expect) -Community agreement on wall
10 mins	<p>Introductions</p> <ul style="list-style-type: none"> -Do a go-around to share names, pronouns, and answer a simple question like ‘what is an element of a safe space for you?’ or ‘what does a safe space feel like?’ (the facilitator can begin and model a brief share), 	

	ask if anyone has any special needs for the workshops and/or anything to add to the community agreement	
20 mins	<p>Safe spaces Define inclusion: -Inclusion is being open to and accepting of (not just tolerant of) diversity within a community. In broad terms, diversity is any dimension that can be used to differentiate groups and people from one another. It means respect for and appreciation of differences in ethnicity, gender, age, national origin, disability, sexual orientation, education, and religion. Inclusion is involvement and empowerment, where the inherent worth and dignity of all people are recognized. An inclusive community promotes and sustains a sense of belonging; it values and practices respect for the talents, beliefs, backgrounds, and ways of living of its members. (RBC and ferris.edu)</p> <p>-Define anti-oppression: Example: "Oppression is the use of power to disempower, marginalize, silence or otherwise subordinate one social group or category, often in order to further empower and/or privilege the oppressor. Social oppression may not require formally established organizational support to achieve its desired effect; it may be applied on a more informal, yet more focused, individual basis. Anti-Oppression work seeks to recognize the oppression that exists in our society and attempts to mitigate its affects and eventually equalize the power imbalance in our communities." http://www.antiviolenceproject.org/info/anti-oppressive-practices/</p> <p>-Brainstorm and flipchart ideas (set it up on 2 different flipchart pages or 2 columns on a page): Identify symbols and behaviors for inclusion versus symbols and behaviors for exclusion. You can ask: How do people illustrate inclusion in action? What behaviors do you see? What physical things might you see (signs, symbols)? What behaviors do you see?</p> <p>-Naming diversity within the coop houses: Popcorn style discussion and capture on flipchart the differences across our community (i.e. different economic and social backgrounds, gender, cultures, identities, body shapes and sizes, traditions, ages, races, etc...then more broadly in Buffalo, then US). This is simply an exercise to illustrate the diversity that we live in as people.</p>	-Flipchart and markers
15 mins	<p>Key language and concepts -Hand out a different definition to several different volunteers to explain to the group or read off the definition as written on the slip. Invite people after each one is shared to add to the definition or share alternatives if they wish. Ask the group if they want further clarification as well.</p>	-Print and cut up definition sheet and you can have an extra copy for the facilitators
15 mins	<p>Unpacking what it means to be white -Unpacking the white knapsack (see info sheet listing different privileges), provide an introduction based on the text at the top of the sheet then invite people to break into pairs and ask them to review the list together and see what stands out (this isn't just an activity for white people) (10 mins) -When convening as a larger group again, ask if there were any key nuggets they discovered or generated (5 minutes)</p>	-Print copies of the invisible knapsack 2-pager for people to use in pairs
10 mins	"5 min break"	
25 mins	<p>Privilege walk -Activity to illustrate privilege– step up, step back, keep stepping up or back to show differences based on inclusion, see instructions and questions on instruction sheet. Also, consider finding the right space for this activity like going outside or into an open space without tables. You</p>	-Print your own copy of privilege walk instruction sheet, benefits of being male list and article on privilege guilt

	<p>can also add questions from this list referring to benefits of being male (http://organizingforpower.org/the-benefits-of-being-male-exercise/ which is also in the google folder)</p> <p>-Use debrief questions in privilege walk instruction sheet</p> <p>(If the notion of privilege guilt comes up, share a few ideas about how to process it from this article https://goodmenproject.com/ethics-values/true-solidarity-moving-past-privilege-guilt-hesaid/ (review ahead of time) so you are familiar with it)</p>	
15 mins	<p>Discussion of personal biases in pairs</p> <p>-Emphasize that the thing to do in order to be a contributor to inclusive spaces, is to challenge ourselves to acknowledge our own biases and prejudices. This isn't about making ourselves wrong or admitting to being racist. It's simply about acknowledging that our brains are wired for judgement and discrimination at times and bringing these things to the surface helps us have access to make more inclusive spaces through awareness and intentional action.</p> <p>-Hand out questions to discuss in pairs</p> <p>-Reconvene the group for a 2 minute reflection, sharing any key things that they want to share (not a go around, just a little space for sharing in the larger group)</p>	-Print questions for people to do in pairs (so print 10 pages if you expect 20 people to attend)
10 mins	"5 min break"	
25 mins	<p>Being an ally</p> <p>-Activities from the zine and AORTA https://www.nasco.coop/resources/allys-ao-zine-print (in the google drive too)</p> <p>-Hand out pieces from the 'zine to different small groups tips and discussions on allyship (different type of allyship per group), allow groups to review the ideas in the 'zine and generate their own ideas for 15 mins, invite them to prepare 3 key tangible ways we can "ally" in our houses and communities (roughly 5 people and if you have a large number, you can have more than one group doing the same type of allyship) (different types of allyship: class, race, trans, queer, male, ability ally)</p> <p>-Ask each group to appoint a representative to provide a 2 min presentation back to larger group that teaches or provides ideas for how people can be an effective ally in that realm. Then maybe post ideas in a common space in each house after the meeting (record key ideas or ask a volunteer to do so as each group presents).</p>	-Print off 'zine for everyone (print and fold ahead of time) or sheets of just the relevant sections you can distribute to the various groups
20 mins	<p>NCHC – being inclusive</p> <p>-Finding a common language – how do we "call people in" when something is said or done that is exclusive or oppressive? Have people share a recent moment where something oppressive happened and have the group generate some language for calling people in (educating, bringing them along, not excluding and judging them). Highlight ideas from this article on "How to handle oppressive moments productively": http://organizingforpower.org/wp-content/uploads/2009/03/challengingmoments.pdf (this is in the google drive too).</p> <p>-Take time to popcorn how NCHC is AND is not inclusive (in practice, policy, person to person at times, relating to racial inclusion, gender, sex, orientation, patriarchy). Record it and ask for solutions or alternatives. Provide people space to be able to generate tangible ways we can be inclusive moving forward.</p>	-Bring copies of the articles, highlight or rewrite the key ideas you want to share

	<p>Some examples of commitment to inclusion in NCHC (you can share to stimulate the conversation):</p> <ul style="list-style-type: none"> -Ex: when people are interviewed to join the house we ask about how they define a safe space, also if they know or are willing to learn sign language -Inclusion community agreement for the house (as a commonly accepted norm) -Ex: (from NCHC certificate of incorporation) <p>"4A. The Nickel City Housing Corp. is a corporation that does not contemplate pecuniary gain or profit to the members thereof. Its purposes are:</p> <ol style="list-style-type: none"> 1. To promote the social and general welfare of the community by providing low-rent housing, regardless of race, creed, color, or national origin. <p>1(a). The objective of the above purpose is to improve the living situation of community members</p> <ol style="list-style-type: none"> 2. To engage in a continuous educational program designed to 'eliminate prejudice and discrimination in housing. and to further the principles of tolerance and Cooperation through mutual, self-help. This program will consist of educational workshops led by the corporation and community members, which will be free and open to the public. <p>2(a) The objective of the above purpose is to encourage cooperative housing in the community. This addresses the problems of absentee landlords, high rent, and discriminatory rental practices."</p> <p>(Use this guide which includes a checklist for inclusion and anti-oppression from the ICARUS project as a reference when encouraging ideas</p> <p>http://www.pdf-archive.com/2015/11/06/madnessandoppressionguide/madnessandoppressionguide.pdf (pages labeled 42-46 - somehow different page numbering when printing – find it in the google drive as well))</p>	
10 mins	<p>Check out</p> <ul style="list-style-type: none"> -Ask the participants for a “check out” go-around where they can indicate anything they liked about the workshop, how they typically show others they are accepted and/or something that was interesting about the discussion today. -Thank everyone for their participation, sharing, etc. and summarize any key points or achievements of the day and state next steps if relevant. -Hand out workshop feedback forms and collect them on their way out. -Hand them the resource page (find it in the google drive) and let them know they will be getting a copy by email too. 	<ul style="list-style-type: none"> -Printed resource pages (1 copy per person) -Workshop feedback forms for each person (reminder: there are 2 per page when printing – cut ahead of time)

<p>5. Assessment (collect data) / Evaluation (interpret data)</p>
<p>Add a summary of feedback below here as well as the date delivered so we can keep a record over time as we deliver and improve it.</p> <p>August... Summary:</p>

6. Facilitators Reflections on the Session

What changes could be made to make the session more effective? Include the date and summary below from a short debrief session between the facilitators or individually if facilitated by only 1.

Additional resources:

- <http://organizingforpower.org/anti-oppression-resources-exercises/>
- <https://assets.aspeninstitute.org/content/uploads/files/content/docs/rcc/RCC-Structural-Racism-Glossary.pdf>
- <http://libjournal.uncg.edu/ijcp/article/viewFile/249/116>
- Harvard implicit bias test <http://implicit.harvard.edu/implicit/takeatest.html>
- Article on everyday bias <http://www.cnn.com/2015/11/24/living/implicit-bias-tests-feat/>
- Zine and tips for allyship <https://www.nasco.coop/resources/allys-ao-zine-print>
- If there is time, you could show clip from Need for belonging – tedtalk
- Privilege walk instructions Albany.edu School of Social Work
- Definitions <https://www.youtube.com/watch?v=mv6KrOKkUA>
- Are you sexist? Quiz <http://www.pbs.org/newshour/rundown/are-you-sexist-take-this-quiz/>