

**Growing Culturally Welcoming and Validating Programs  
Session Three -- Training Staff and Volunteers (September 30, 2008)  
Session Transcript**



**LEARNs**

Growing Culturally Welcoming  
and Validating Programs  
Session 3: Training Staff and Volunteers

LEARNs Webinar  
Tuesday, September 30, 2008  
11:00 a.m. Pacific (2:00 p.m. Eastern)

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LEARNs is funded by the Corporation for National and Community Service to provide training and technical assistance to projects focused on mentoring, literacy, education, and out-of-school time.

Erich Stiefvater, Northwest Regional Educational Laboratory: We're glad that you can join us today and look forward to spending time with you.



**LEARNs**

Hello from Seattle, WA and Portland, OR!

  
Ginlin Woo

  
Erich Stiefvater

Corporation for NATIONAL & COMMUNITY SERVICE

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We're webcasting to you from Seattle, Washington, and Portland, Oregon, from the LEARNs project. LEARNs is the Corporation for National and Community Service's training and technical assistance provider for youth-serving programs. My name is Erich Stiefvater. You've been getting e-mails from me and perhaps a phone call, and I'm glad to be with you. A little bit about me, and then I'll let our main presenter, Ginlin Woo, introduce herself, and then we'll get started with the material.

I am a former AmeriCorps\*VISTA member and recruiter for the Corporation for National and Community Service. After I worked on behalf of VISTA and the Corporation, I went on to do training and some education consulting before returning here to Portland, Oregon, to join the LEARNS team, where I develop face-to-face and online training sessions for tutoring, mentoring, and out-of-school-time programs. Gin, would you like to introduce yourself?

Ginlin Woo, consultant: Thanks, Erich. Good morning or good afternoon everyone, and welcome. I'm broadcasting from my bedroom in my house in Seattle, which has the best soundproofing. I'm really happy that you've all made the time to join us.

In terms of experience, I have lots of different kinds of experience, but I'll mention just a few things that are relevant to this particular conversation. I've taught preschool all the way to university, so I've taught at every grade level. For over eight years I oversaw the diversity inclusion training for Corporation-funded programs, where we provided training and technical assistance related to diversity inclusion to all grantees. I've also designed more than a hundred workshops related to the topic that we have for you today. I'm just really happy to be presenting and facilitating this conversation. Back to you, Erich.

Erich: Thanks, Gin. We should mention up front that we designed this webinar for staff of national-service youth programs, but that being said, I think if you work for a program that serves other populations besides youth, I think you'll find something valuable. And this session isn't just for national service programs. We do training for all sorts of organizations within the national service community and outside of it, so wherever you come from and whatever you're doing, we welcome you and we encourage you to participate in our conversation today.

The slide is titled "Housekeeping" and contains the following list:

- Phone etiquette
- Ask questions by:
  - "Raising hand"
  - Sending chat to host
- Annotation tools

Below the list is a toolbar with icons for various tools: Pointer tool, Line tool, Highlighter tool, Eraser tool, Text tool, Rectangle tool, Annotation Color tool, and a Chat window. The Chat window shows a list of participants and a "Send to" dropdown menu set to "All Participants".

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On slide three, we have just a few housekeeping items we'd like to attend to in order to make this webinar as efficient and enjoyable as possible for folks. We can mute everyone's phones, but we'd like to not do that because we'd like to have some rich discussion. So I would like to ask you, if you can, to please mute your own phones. If you have a "mute" button on your phone or a "mic" button, you can use that. Don't use your "hold" button or we'll get to hear your choice of

hold music. You can also use “\*6”. That will mute your phone from within our phone system. Just don’t forget to un-mute yourself by pressing “\*6” again if you’d like to speak.

So we’re going to be making use of a few tools within our WebEx application. As I said, we’ll try to invite verbal comments and questions where we can, but we’d also like the use a couple of features within WebEx, one of which is the Raise Hand icon, which I’m pointing to on our slide image right now [points with mouse cursor to image on slide] but actually appears somewhere over here [points with mouse cursor to right side of screen] underneath your Participants panel. You should see a little button that looks like a hand. That’s one way to let Gin and us here in Portland know that you have a question or would like to share something.

Let’s just practice with that real quick. So if you could, please click the Raise Hand button if you have relatively nice weather right now. What you would consider to be good weather.

[Pause as participants click Raise Hand button.]

Okay. Good. We’re seeing a good batch of hands up. Okay, now go ahead and click that Raise Hand button again to lower your hand.

Now, for those of you that are experiencing what you would consider relatively bad weather, go ahead and raise you hand by clicking the Raise Hand button.

[Pause as participants click Raise Hand button.]

Okay. Just a handful. We’re supposed to have a nice day today here in Portland, but it’s looking a little sketchy so far. Thank you. Go ahead and click the Raise Hand button again to lower your hand.

In addition to that tool, you can also send a Chat message to us as the host and also to the presenter, which is Gin. So use either the Raise Hand button or the Chat panel if during the course of the presentation you’d like to share something or if you have a question.

We have one activity where we’ll make use of our Annotation Tools, which I’m pointing to right now on the slide [points with mouse cursor to Annotation Tools]. It’s a series of tools at the top of your screen that resemble buttons that you might see in Word or Excel. These are tools that will let you mark up the screen.


Just one final thing. We will be sending out an evaluation after this webinar; actually, it should hopefully appear as soon as you are disconnected from WebEx. Please take a few minutes to fill that out. This is the culminating webinar of our three-part series on Growing Culturally Welcoming and Validating Programs, and we’d like to know how we did with them. We would like to consider offering them again, and/or other webinars in the future. We’d like to make sure that they’re useful and productive for you.

So are there any questions about housekeeping, or about the session in general, before we get started?

[Pause for participant responses.]

Okay. Hearing and seeing none, I think we'll go ahead and dive right in. So I will turn it back over to Gin.

Gin: Thank you, Erich.



The slide is titled "Series Roadmap" and lists three sessions. The third session, "Session 3 (Today): Training Staff and Volunteers", is highlighted in blue. The slide has a dark red header and footer. The footer contains the word "LEARNS" in white capital letters and a small number "4" in the bottom right corner.

## Series Roadmap

- Session 1 (September 10): Laying the Foundation
- Session 2 (September 23): Assessing the Climate and Soil
- Session 3 (Today): Training Staff and Volunteers

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So what you have in front of you is a series road map. This will be our third session. You'll notice that we started off our series with "Laying the Foundation," followed by "Assessing the Climate and Soil". Today's conversation is all about "Training Staff and Volunteers."

As Erich said, all three sessions will be recorded so that you can access them in the future. Besides copies of the presentations and the recordings, for each webinar we tried to provide you with handouts and some links to good Web resources. We sent out today's handouts by email; hopefully a number of you had a chance to download the packet. If not, that's okay. But we've tried to provide you – especially with this session – a number of really strong handouts that you could use right away in your training.

So we've used the metaphor of "growing" for this whole series, and we just want to reiterate the importance of growing welcoming programs as not being something that's on a checklist that happens at one time. We should be really committed to facilitating culturally welcoming and validating programs. It is an ongoing activity that really requires that kind of commitment, so hopefully we've supplied you with materials and conversation to support that.

**Today's Goals**

- Discuss **foundational concepts** and practices staff and volunteers should know
- Review **strategies and resources** for training staff and volunteers on cultural inclusion
- Others?

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Looking at today, we put before ourselves a couple of goals that we thought would be helpful in thinking about training staff and volunteers. One is around using this time to provide a conceptual framework for thinking about staff and volunteer training, and the other is to really give you some concrete strategies and resources. We want both a few heady philosophical things for you to think about as you put together your training, as well as some very concrete strategies and resources that hopefully will help you do the work.

Are there other expectations or goals that folks had related to training volunteers and staff?

[Pause for participant responses.]

We did send out an e-mail beforehand, and we really appreciate the three of you that were able to respond about what are the plusses and minuses and interests related to training you have. This whole hour will be about thinking about training around cultural diversity and inclusion. So if you have any other needs that you'd like to flag, please let us know. So Erich, they can raise their hands or un-mute their phones?

Erich: Yes. If there's anything else you were hoping that we might cover in this session, go ahead and offer that up. You can just mention it right now; you might need to un-mute your phones. Or you can type it into the Chat panel or click the Raise Hand button.

We are getting a little bit of background noise, some beeping, so if you are in a place where you are going to have a lot of background noise, we'd ask you to mute your phone if you can. We'd like to try to avoid muting everyone if we can.

So any additional expectations? As Gin mentioned, we did receive some feedback on our e-mail questions, and we'd like to address some of that in our question-and-answer session. For those three people that sent tem in, we will try to cover them in a little bit more depth towards the end of the presentation.

[Pause for participant responses.]

Thank you. Okay. Well, then let's go ahead and get . . . oh, here we go, a chat message from Juie. Juie, welcome back.

Juie is asking how staff, volunteers, and mentors can be more culturally inclusive when they are spending one-on-one time with children.

Juie: Yes, that will be great.

Erich: Okay.

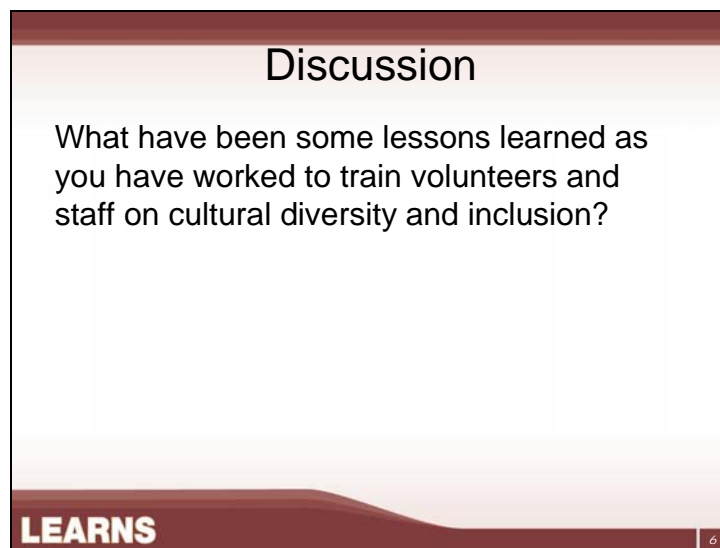
Gin: Okay. Let me hold onto that and try to weave it in. I think some of the things that we have to share will help answer your question.

Juie: Okay.

Gin: And, Erich, keep bringing me back to that question if I haven't returned to it.

Erich: Okay.

Gin: Thank you.



Okay, so let's start by just focusing on the question of, "So what have we learned about training staff and volunteers around cultural inclusion and diversity?" This is a whiteboard opportunity. Thinking about the community that's convened on the webinar today, what are some of these things that we've learned about training your staff and volunteers on diversity inclusion? What are some "ah-has" or wisdom or lessons learned that we've gathered that we might offer up to the community?

[Whiteboard is displayed prompting participants to type in lessons learned.]

Erich: Thanks, Gin. I've opened up the whiteboard now where if folks like, you can use the Text annotation tool at the top of your screen to type something in. That's the tool that looks like the letter "T". You just click on it and then you can start typing something in answer to that question, or feel free to type something in Chat or just offer something up verbally.

Gin: Anyone?

Erich: Or maybe if you're new to this work, maybe write something that you learned from the last couple of webinars that we've had, if you've been able to participate.

[Pause for participant responses.]

Erich: Okay. Someone typed, "Talk about diversity, don't pretend". And you're starting to see others appear on your screens as well.

Gin: I want to just go ahead and acknowledge the ones that have been put up there. "Understanding a culture is not the same as accepting a young person". "It's not a one-time thing and it requires a whole organizational commitment". "Need to get them to reflect on their personal experiences". "Training begins through self-examination". "There's a sharing of stories". "The topic is so important, so broad, and so deep, we need to talk about diversity not pretend it doesn't exist". "People aren't necessarily honest. They say they are comfortable." "Self-care is important because difficult stuff can come up during the training". This is great.

I want to just tag a couple of these that also touch on things that I've learned. It is really true that in training you oftentimes need to be prepared for the conversation to go possibly in places you didn't expect. People are bringing lots of history, and sometimes painful history, to the conversation. And so I think more than a lot of other topics for training, you need to be prepared and have skill facilitation so that you can keep the space safe for dialogue and everyone can be honored.

Erich: And I'll just point out, Gin, Paul Holloway actually posted in Chat an additional comment about "learning to deal with those that go over the top with self-sensitivity about their diversity".

Gin: I can see in the comments just lots of different kinds of experiences witnessing and facilitating these kinds of training. Well, my hope really is that what we've designed for you today will build on what we've learned but also maybe be the beginning place for other opportunities to learn.

Really, what I've tried to showcase today has been gifted to me by other people. I have learned a lot through being on these [webinars], and we just keep practicing and trying and learning about the work. So I want to thank you for that. And Erich, do we keep a running record of all the comments? And do they get put into the record? So this whiteboard is part of that record?

Erich: Yes, we can save all those comments.

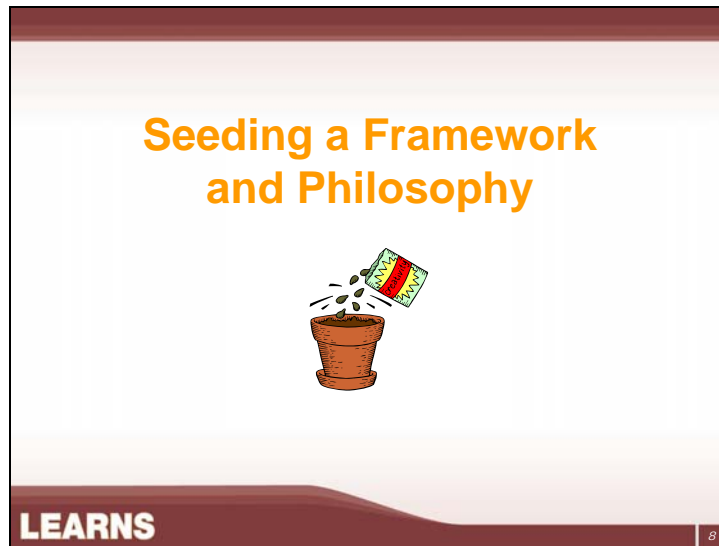
Gin: Good. And I want to make sure that I keep a good pace with this and that we have some time for conversation at the end. So I'm going to move on from this whiteboard, but I want to build off of your lessons learned, as well as let you know that I tried to do the same. I tried to grab things that I had learned to design this particular session.



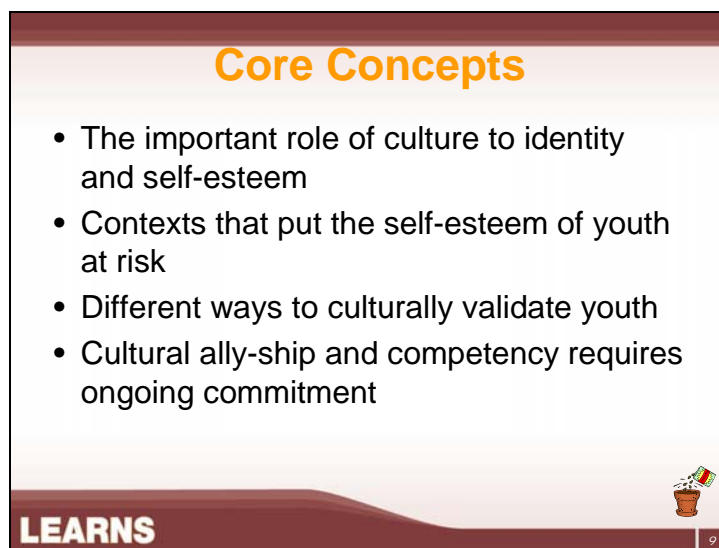
In terms of the agenda, I came up with three major headings that I thought would be practical and useful. The first is around seeding a framework and philosophy. I think that we try to be very intentional with our training and the way we build the capacity of our staff and volunteers. Unfortunately, sometimes we're at the mercy of whoever the trainer or facilitator is, and after we've done training, it doesn't necessarily manifest itself in behavior in the program or in the classroom. So I thought that maybe we should look at what we are trying to build and what kinds of ideas we are building off of to design our training.

The second chunk, "Strategies for Training", is looking at three very familiar topics and really honing in on how we might go deeper with them in our training. And then in the last third of our webinar, we'd like to showcase a couple of handouts and resources in the packet we emailed you beforehand and talk about how we need to stimulate awareness on an ongoing basis.

So we tried to do some head stuff, some conceptual thinking, and then also provide you with some really practical tools. I think we're ready to move onto the first one.



So the first topic is around “Seeding a Framework and Philosophy”. As you design your training sessions and organize them, I was just trying to think about how we look at our programs to see that we’re indeed growing our capacity to facilitate culturally validating and welcoming programs. And in order to do that, we need to identify and tag the concepts that undergird what we’re planning to do. So if you look at the next slide, I tried to identify for you what I considered to be key conversations that need to happen in training.



So at some place in the training with staff and volunteers, folks need to get a handle on what culture is and the role of culture and identity to self-esteem. There needs to be those connections made in order for staff and volunteers at the outcome of training to go back to the program or classroom different. So I think that that’s a key conversation.

Another is I think it’s useful to spend some time talking with staff and volunteers about the world that the youths that we serve live in and how many of those contexts put the self-esteem of our youth at risk. So the more that you become aware of the worlds our young people or the

target populations you're working with live in, the more it heightens our awareness about the importance of the work that we do in our programs and in classrooms.


The third conversation is around cultural validation. Concretely, what does that look like? When you're in the program and when you're in the classroom or in an activity, what are different ways that we as staff and volunteers can step up to culturally validate our youth? We'll spend more extensive time on that particular conversation.

And finally, we'll talk about ally relationships and the importance of continuing to build cultural competency and awareness. So that terminology or that concept is an important one to seed in training.

To look at the culturally validating strategies for working with youth, we decided to put part of them in a short poll and reserve the other part for conversation. In looking at these ways of culturally validating our young people, I thought of five that come to mind.

**Ways to Culturally Validate Youth**

1. Provide participants opportunities to **experience pride by getting to witness members from their own communities making important contributions to community life**
2. Provide participants of diverse backgrounds opportunities to both hear and see members from their **own communities involved in the key activities of the program**
3. Involve **valued resources and 'authentic voices' from diverse cultural groups** to help anchor the program and/or curriculum
4. Coach students to **understand the broad diversity** that lives within any cultural group
5. Commit to **going beyond 'heroes' and 'holidays'** in the sharing of cultural experiences

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I'm asking you at this point to reflect on the five that we have put up on the screen and to let us know which ones you're already using in a pretty strong way so that we have a sense of what we all are focusing on.

I'll review the strategies real quickly. The first one has to do with creating opportunities for young people to feel pride by witnessing members from their own community, people that they share cultural membership with, making important contributions to community life. That's a way of validating our young people. The second one has to do with not only in the community life but in your actual program, are all your young people across diverse cultural memberships able to look at people who look like themselves in key roles in your activities and programs?

The third strategy has to do with resources and authentic voices from the community. The fourth is around understanding the in-group diversity that exists, how much diversity exists within a cultural group. And the last one we've put up there is about going beyond focusing on just "heroes and holidays" to trying to grow some depth with our program recipients.

So Erich is going to bring up a poll. He'll guide you through how he'll do this. Erich, do you want to talk a little bit about it?

Erich: Sure. And if, for whatever reason, we have some folks on the phone but not in WebEx, we're sharing validation strategies found on slides 10 and 11.

[Opens poll with five validation strategies from slide 10 displayed.]

So I've just opened up a poll that asks you on this first set of five validation strategies which you've used in training staff and volunteers. On the right-hand side of your screen you should see a poll that's open. Just select all of the strategies that you've used in your training of staff and volunteers and then click "Submit".

[Pause for participant responses.]

Good.

[Pause for participant responses.]

It looks like about two-thirds of folks have answered the poll. Good.

[Pause for participant responses.]

It looks like a couple more people are finishing up. Okay.

[Pause for participant responses.]

So it looks like the vast majority of folks have submitted responses to the poll, so thank you for doing that. I'm going to close it now and then share with us what people selected.

[Closes poll and displays poll results.]

So lots of people are using strategies four and five, Gin.

Gin: Great. Actually, in our trial run for this webinar, that's what our results were too. Would anybody like to speak to your experience with these strategies? As you can see, we're playing around with trying to make this webinar as interactive as possible, and we're still learning. But in terms of using strategies four and five, since there are a number of folks who have used them, would anybody like to just share some of your experiences with these particular strategies in your program?

Erich: You can un-mute your phones and share something, or as before, click your Raise Hand button or type something into the Chat panel.

[Pause for participant responses.]

Maybe something creative you've done for one of these strategies that you'd like to share?

[Pause for participant responses.]

Patti MacRae: Hey, Erich, this is Patti MacRae.

Erich: Oh, great.

Patti: I used to work with teen pregnancy-prevention issues, and we did a training for practitioners around working with Latina and Latino youth in terms of their sexuality and pregnancy-prevention issues. And we had two trainers who came to speak, and they were both from different Latin American countries, and what was really fascinating for the audience and for me as well was that they were able to be sort of living proof that they were not lumped together as one group. That they came from very different cultures and experiences. They reminded the audience that you can't say, "Oh, well, Hispanic kids are like this". That there's all different kinds of Hispanic cultures and they were able to point out that you really just need to ask your clients where they're from and what their culture is like, because you can't make any assumptions.

Erich: Thank you, Patti.

Patti: Sure.

Gin: And that's an example of making really wise choices so that you not only have really strong guest speakers and resources, but by the selections that you make and the voices you include, you're already addressing core issues around the diversity that lives within a community. Great example.


In terms of the handout packet, we tried to include resources to support all these conversations. So just looking at the last one, going beyond heroes and holidays, there are quite a few resources out there for this, and we've tried to showcase a couple of them. It's not terrible to share heroes and holidays and a lot of materials focus on that. But we need to extend beyond it to grow some depth so that the students are actually building some cultural awareness, as opposed to have only very surface knowledge. You can even take a holiday and build a unit around it so it's not just sharing in the foods or the customs of the culture but also understanding some of the history that drove a community to coalesce around a particular meaning or value or day.

I think that for the most part these strategies are self-explanatory. But I think it's really important to spend some time in training with staff and volunteers to go over all the different ways that you can contribute to a young person's identity. That it's not simply making a good selection of some of the print materials we use. It's not just infusing our event calendar with some of the holidays honoring our different communities. There are multiple ways to get this done, and the more that we can do it, the more rich the program is.

I think we're going to keep moving along if no one has anything to add to this. But I wanted to just begin to identify nine ways to culturally validate students for you to use in training and for conversations and to help your staff and volunteers to get a better understanding.

**Ways to Culturally Validate Youth**  
*(Continued)*

6. Utilize **the languages of the different cultural groups** in the everyday programming
7. Demonstrate **respect for objects, issues, sites, individuals, history, rituals, practices, protocol, etc.** that are important to different cultural groups.
8. Facilitate opportunities for participants to grow in their depth of understanding and **appreciation of different communities via service-learning and community involvement**
9. Nurture **participant knowledge and regard for the resiliency** of each cultural group

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You'll notice that Erich has put up the remaining four strategies from the list that I generated, and it includes "hearing the languages" and the terminology the different communities use in everyday programming. So as it becomes a normal part of your program or classroom, it sends a message to our young people that this is part of the community.

The seventh point is around grabbing and honoring objects and issues and other things from a community and showing respect for them in a way that sends a message to program staff and to the young people about how important that cultural group is and how to show it respect.

The eighth point is around service-learning and community involvement. Create opportunities within the community and across the community for our young people to serve and connect. They will not only make contributions but begin to appreciate all the things that are going on in a community.

And then the last point is stressing that every community continues and persists; they have great resiliency. There are lots of challenges and the whole conversation around how resilient a community is and how a community copes with a lot of different things is, I think, an important lesson to teach our young people.

So I just wanted to provide you with those strategies as a kind of conceptual framework.

In thinking about designing outcome objectives and goals and lessons, we also put together a handout that hopefully you'll find useful. And, Erich, do you mind bringing up that one handout of the framework?


Erich: Sure. It will take just a second here.

[Loads handout, “Framework & Philosophy for Developing Culturally Welcoming and Validating Staff and Volunteers”.]

Gin: So before we move on from the conversation around seeding a framework, I included in your packet this table that might help some of you design some of your training. I think sometimes we rely on our trainers so much to bring in the knowledge, and we’re just not quite sure what concepts and ideas we should be asking them to train to. If you’re hoping to grow culturally validating and welcoming programs, to me these are some of the core concepts that underlie them. So I hope you find the framework useful, and as you proceed to design training for your staff and volunteers that you might consider having your trainers or yourself or your staff facilitate conversations for the team around some of these parts of the framework.

It’s really hard to have staff and volunteers validate and care about validating students culturally in their identities if your staff and volunteers don’t have a sense of what culture is and haven’t been able to reflect on their own cultural awareness and cultural memberships, or what it feels like to be validated and invalidated. So hopefully the framework is helpful.

**Strategies for Training**



- In this section:
  - Using Ground Rules to maintain a safe and respectful environment
  - Screening resources for bias
  - Modeling respect for cultural diversity


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So related to training strategies, I wanted to provide you with some concrete examples of some conversations that we generally put in training but that I think we can do a better job of covering. One of these is the use of ground rules; the second is screening resources for bias; and the third is around modeling for cultural diversity.

## ‘Ground Rule’ Lessons

- What they have to do with a respectful, safe environment
- How to develop, adopt, maintain and grow them
- What is a ‘good set’ of ground rules
- Coaching groups on how to use ground rules to help manage group interactions
- Fun ways to teach the ground rules

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So what we’ve heard a lot when we provide technical assistance or observe programs is that even when we have taken the time to adopt ground rules, somehow we’re still not using them in the way that really can help. So I wanted to re-look at the whole idea of ground rules.

Ground rules and establishing them are essential to cultural inclusion and cultural respect. And so for ever program, every classroom, there should be time spent on creating a respectful and safe environment via the ground rules. My observations have been, though, that a lot of our staff and volunteers witness us facilitating discussion of ground rules but they are not so fluent with them to know what to do with them once they have been established. And I wanted to tag some conversations I think you might want to go over in training with staff and volunteers. So you definitely want to stress how important they are to establishing and maintaining a safe environment.

The second point is to help staff and volunteers understand how ground rules not only get developed, but also how they maintained and adopted and how you grow the ground rules so that they’re a living covenant between people in the program. I think it is also useful for staff and volunteers to reflect on which ground rules really relate to cross-cultural respect and cultural validations and affirmation. Not all ground rules do that, and I think that the more that our staff know that, the better.

I wanted to especially tag the next point around coaching your staff and volunteers to help manage the group process using ground rules. So I’m suggesting that in your staff trainings you not only discuss ground rules, but you might even do role-playing and simulations of different things gone awry in a program or in a classroom and ask them how they would make a good intervention related to the ground rules.

And then the last point around ground rules is some of the inventive and creative ways to teach the ground rules.

I know almost everyone on the call must be using ground rules or facilitating ground rules discussions. I’d like to open it up to see if there are any other comments or any other insights that

you would like to share related to teaching ground rules in your staff and volunteer training sessions. Anybody?

Juie: So when you're doing training for adults, it sometimes kind of feels like you're treating them like children when you're asking them to be respectful and one person talks at one time and things like that. So the ground rules kind of sometimes feel silly when you're training adult mentors. Any ideas on that? We usually just tend to not use the ground rules because we feel like, oh, everyone knows that they shouldn't be turning on their cell phones.

Gin: I'll take a stab at it Juie, and then I want to let anyone else add to it. I have used ground rules across age groups and haven't had any problems. I really believe in their importance. I think that sometimes it might be a timing thing. And so sometimes I will offer up three or four ground rules instead of a whole set so that I can facilitate the conversation more quickly.

That might be one thing that might be challenging folks. The other is that I really go over and review the cultural differences related to some of the ground rules and spend some time trying to build awareness. Just so that people are really clear at the end of that conversation that unless we clarify and discuss and dialogue about details such as ground rules, then we're not really fully understanding how they can be used or how many different pictures in our heads we could be holding.

Juie: Okay.

Gin: The thing is, I always talk about outcomes. I say that during this workshop or this event, a desired outcome would be at the end of the training that we can say that it's respectful; that it was inclusive; that it was efficient in its use of time; and that it engaged everyone.

Juie: Okay.

Gin: Ground rules allow us to negotiate the space and make an agreement among ourselves of how to get there. Okay. Is there anyone else that wants to add to that, to talk about when you have been challenged by maybe a more adult population with the ground rules?

Erich: Gin, Paul posted in the Chat panel that "to get the message across to those resisting the importance, you can role-play and put them in the other person's shoes."

Gin: Oh, that's a great idea. So some role reversal. And I think it's really appropriate to use role playing to practice this so that your staff and volunteers can see how it comes alive. I think it doesn't work as well if you just sort of have them witness you facilitating a ground-rules conversation with students or young people or children. They need to learn how to help the group manage its own process using ground rules.


In your handouts, we've also included two resources. One is a worksheet that gives you sample ground rules, and you could use it as a template to create your own. The second one is a ground rules adoption-process handout. So I just want to flag those for you and note that we did provide in the packet some more information on ground rules. And at the end of the webinar, I'm going

to refer you on to a website where a teacher has reflected a lot on his work with ground rules and where you could learn a lot from reading them.

I'm going to keep moving along.

**'Screening for Bias' Lessons**

- The importance of having as bias-free an environment as possible
- The ways words, stereotypic images, misinformation, and significant omissions disrespect a cultural group
- How to review print materials and other resources for bias
- How to coach young people to think critically

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Another training topic that I think relates to this conversation about welcoming and validating programs is screening for bias. I think when I train my staff and volunteers I think a lot of light bulbs go on when you simply walk them through a simple activity of screening materials for bias.

A lot of times we have really great intentions, but we're fighting the environment we're running our programs in. So to give you an example, you can be very committed to creating and supporting females in your classroom – as well as males – in terms of teaching about vocations and occupations and going into whatever jobs they're interested or gifted in. And you may have that egalitarian message in your materials and curriculum, but as you scan the visual and verbal messages that are in your program building and in your program you might see them not telling the same story. They might be sending a different message.

So this is all about building a team's awareness about how there's an intentional curriculum and there's an unintentional curriculum, and they both teach and they both send messages to your young people about what's appropriate. So I want to focus on training staff and volunteers around bias and around screening their programs and lessons and materials for bias.

I'd actually like to know how many of you include that kind of skill development in your training. Maybe we can just have people raise their hands.

[Pause for participant responses.]

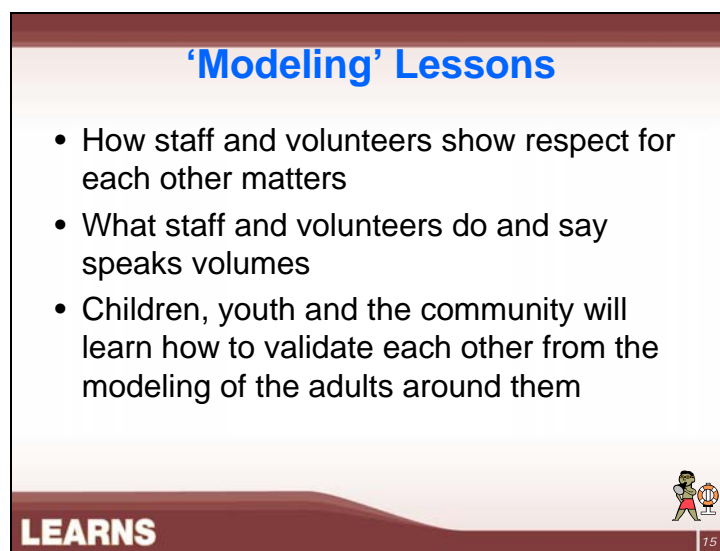
Okay. In my window I don't see anyone.

Erich: Gin was just asking if you do some type of screening for bias in your materials. Is that something that you provide in training for staff or volunteers? So if it is, if you could just click the Raise Hand icon. And as Gin mentioned, we have in the handouts that were sent out a couple of documents that will help with this.

[Pause for participant responses.]

Okay. So it looks like Jennifer and Paul incorporate some type of screening for bias in their training of staff and volunteers.

Gin: And I'll just encourage you if your hope is for culturally welcoming and validating programs, that if you haven't added screening for bias to your training curriculum, that you might think about that and look at some of the resources we provided.



**'Modeling' Lessons**

- How staff and volunteers show respect for each other matters
- What staff and volunteers do and say speaks volumes
- Children, youth and the community will learn how to validate each other from the modeling of the adults around them

**LEARNS**

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The last conversation is all around modeling. I know that this has got to be a very familiar conversation in all training for volunteers, even beyond designing culturally welcoming and validating programs or facilitating them. But I just wanted to make sure that in your training for staff and volunteers that you revisit this conversation, because I think more than anything, our staff and volunteers need to be critically aware that what they say and do speaks volumes. We've included in the handout package one information sheet that summarizes some of the points about modeling.

So what we've done in this "Strategies for Training" section is have you look at your training and think about ground rules, the issue of modeling, and the issue of screening for bias in your program environments. And hopefully those three chunks will serve you in your future training.



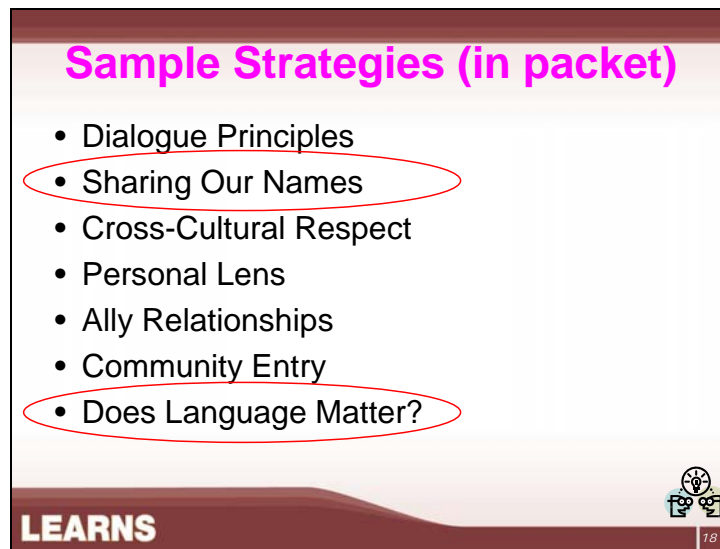
Our last chunk of the webinar as our time runs away with us is the whole conversation about stimulating awareness. And, Erich, you can pull up Slide 17.

- Grab existing program opportunities, e.g., lunch, staff meetings, etc.
- Recruit everyone to share in the facilitation
- Encourage team to enjoy the times of cultural sharing and awareness growing
- Reward and recognize initiative and creativity

To really feed and grow this work and this commitment by the whole team you really need to grab the opportunities that exist beyond dedicated training. So whether it's at the volunteer retreat or at staff meetings or over a brown-bag lunch, there are opportunities to take 15 to 20 minutes to facilitate different activities and conversations that will continue to build awareness, and the rest of our handouts really are trying to support you in that endeavor.

We also suggest that you make it fun, and that you recruit the whole team to help facilitate so that you might develop folks on staff that can help facilitate awareness building. And also to really share with the staff that it can be so much fun and enjoyable to spend time getting to know each other on lots of different levels. And as program leaders to think of ways of rewarding and recognizing people who take initiative. So we're talking about the times beyond training you can use to continue to grow awareness.

On the next slide we actually summarize, then, a bunch of handouts that we included in the packet, and you'll notice that Erich circled for us two of them that we're going to spend a little bit of time showcasing.



I'm sure that many of you have lots of other worksheets and handouts and information you have created specifically for training staff and volunteers that can be used in this same manner.

Erich, would you mind bringing up the "Sharing Our Names" handout?

[Handout "Sharing Our Names" is displayed.]

I wrote this handout a number of years ago, and I think a lot of folks, especially in the national-service community, have used this activity. I call it a "foundation respect activity". I believe that if we use it with our staff and volunteers, it has a generative component in that the excitement over sharing our names and the information that is shared usually gets people really thinking more about names and about the students' names and about using and calling folks by their preferred names.

So up on the screen is the worksheet, and I believe a number of you have a similar activity or have seen this exact worksheet. So we were thinking that it would be interesting on this call if one or two folks wouldn't mind just reflecting on these questions and share a little bit about your name with us so that we can get a sense of how we would use the handout in training.

So let me tell you that as a facilitator, you would hand out worksheets to everyone and say that it is just a guide; you don't have to fill it out, and it's not a test. There's not a right or wrong answer. And we're going to be getting ready to do some sharing and want you to share what you're comfortable with. But there's a lot to our names, and oftentimes there's quite a bit of history related to it. It could be something special to your family. It could be something that someone loved about you, or some connection or history they have that factors into why they gave you your name.

Many of us grew up being called lots of different nicknames. If you would like to share that, that would be wonderful. Many of us have shortened our names or had people shorten them for us. We also have feelings about our names, and if you'd like to share some of those feelings, that would be great too. When doing this activity in a training, I always try to create an opportunity for participants to let me know the name that they would be preferred to be called.

Erich: And, Gin, I should jump in to mention real quick that folks have a scroll bar on the right side of the slide screen that they can use to scroll down. You're probably not seeing all six questions on your screen right now, so you can scroll down to see the rest of it.

Gin: So it's just a sharing activity that is about names. Do we have any takers, anybody this morning or afternoon willing to just take a minute or so and share a little bit about your name as if we were in a staff or volunteer training right now?

Erich: Well, Gin, I don't know if it's showing up in your Chat panel, but Carissa Dross typed in a couple of comments about her name. She noted that Carissa comes from the word – or she thinks it derives from the word – charisma. Her parents called her “Christy” from birth and she changed it back to Carissa. And she loves her name. So thank you, Carissa.

Gin: Thank you. Anyone else?

[Pause for participant responses.]

Crystal White: This is Crystal.

Erich: Hi, Crystal.

Crystal: Hello. My name, actually, before I was born, my mom had three choices: Angel, Martina, or Crystal. She said I didn't look like a Martina when I was born, and although I did look like a beautiful little angel, she opted to name me Crystal. So that's how I got my name.

Erich: Okay.

Crystal: As far as nicknames go, I don't have a lot of people that call me by this nickname, but some people call me Chris.

Erich: Okay.

Crystal: The spelling, I think, gets me the most. Mine is the typical spelling, I think, but my name often gets spelled a lot of different ways. So if there's anything frustrating about what people do with my name, it's having people spell it differently. But I love my name.

Erich: Great.

Crystal: And I wouldn't change it.

Erich: Thank you, Crystal. It looks like Myrtle has her hand raised. Did you want to share a little bit about your name, Myrtle?

Myrtle: Yes. I'm named after my grandmother, whom I never met, so I didn't have a relationship with her. I do have several nicknames, and people either shorten my name to Myrt or Myrt-Myrt or some derivative of that. I don't really like my name because I don't think it fits me. I don't think I look like a Myrtle because the stereotypical picture of a Myrtle is probably some elderly person, a grandmother-type person, and so I don't like it for that reason. But it's the only name I've ever known, so if you were going to call me by a name, you could still call me Myrtle, and I'll answer.

Erich: Great. Thanks. And I see that Paul and Melinda actually offered up some information or history about their names in Chat. I think, though, Gin, in the interest of time, so that we can let these busy folks get back to the good work that they're doing, we might want to touch on that last handout.

Gin: Okay. So I think Melinda and Paul's comments should be visible to everyone in the Chat panel, so take a look at that little bit about their names.

This "Sharing Our Names" handout has been really successful. In our training, in our structured activities to facilitate deeper awareness in relationship building, this conversation about our names involves cultural sharing. With it we don't have to say, "We're now going to share culture". The handout brings out that conversation naturally.

So I think that as we think about training staff and volunteers, who will in turn work with our young people, that if we select well, we can weave in really good conversations about sharing and relationship-building.

The last thing I want to say about this handout is that as you might know, with any activity, there are also possibilities for some people to come with very painful histories around their names. So just be aware of that. Usually when you facilitate staff trainings that include this worksheet, it generates really wonderful sharing and you get to hear each other's hearts and a bit about their history. But occasionally folks have a lot of painful memory associated with their names, so just be aware of that. That's why it's so important to give participants the right to pass on sharing, and to encourage people to share at their own comfort level.

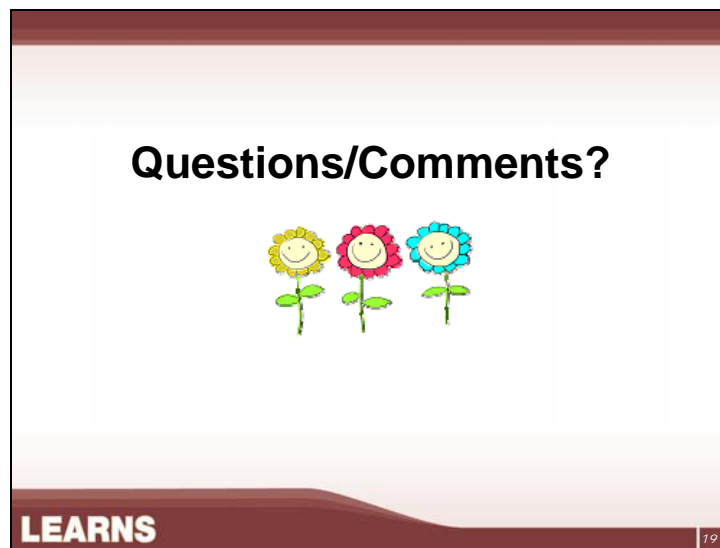
I'm going to move on to the next handout that we wanted to showcase. So sometimes you use information sheets, and this one we grabbed from the National Service Inclusion Project around language. It's just a one-sheeter, and Erich is going to bring it up in a minute.

[Handout "Does Language Matter?" displayed.]

It poses the question, "Does language matter?" And it gives you an opportunity to talk about language and terminology. I hope you're getting the feeling of, "Wow, there's just a lot of different resources that I can grab not just for training, but for retreats and meetings and different venues".

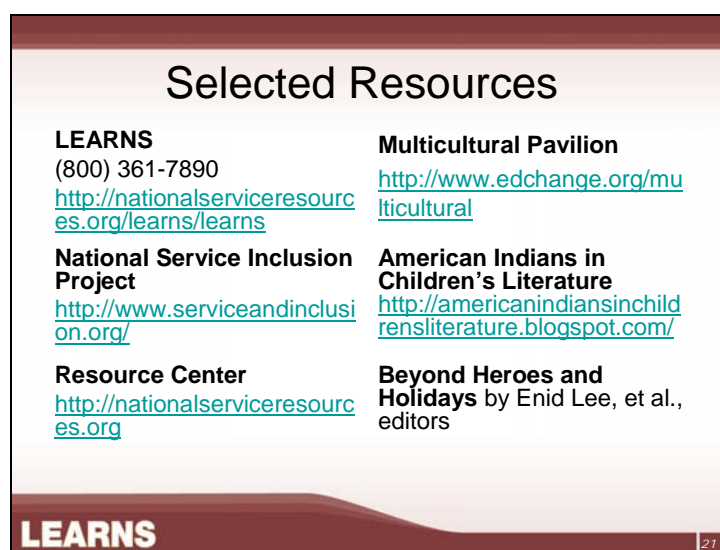
I can't believe our time is almost up. We wanted to also encourage you to freely use those handouts in the packet we sent. And if you have other ideas and handouts, we'd love to get them from you and forward them on to other folks on this webinar. If you have a handout or information sheet that other people could use, please, please send it along to us.

Erich: Yes. Thank you, Gin. If folks want to send to me any tools that they have found useful, I can certainly send them back out to folks.



Gin: Okay. So we definitely want to open it up for any questions. I know that we're out of time. Erich, how should we handle this? Go to questions and answers? Or flag the resources and come back for folks who can stay on?

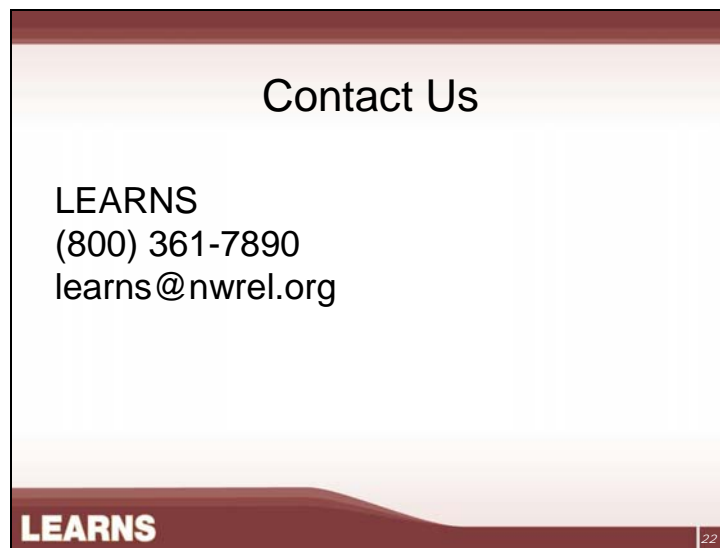
Erich: I think the latter. Let me go ahead and move to the "Resources" slide, which is Slide 21.



Gin: You'll notice that there are some resources on the slide that you might already know of, like LEARNS and National Service Inclusion Project and the Resource Center if you're part of the national service community. And if you're not, you're still very welcome to access those resources.

In the right-hand column, I've identified the "Multicultural Pavilion", which is Paul Gorski and team's site, which has lots of different, great resources and ongoing conversations about this work. I wanted to also share with you Debbie Reese's website, "American Indians in Children's Literature". She has facilitated this blog for a number of years now, and has been interested in really critiquing and providing a venue for us to look at materials and resources related to Native American communities.

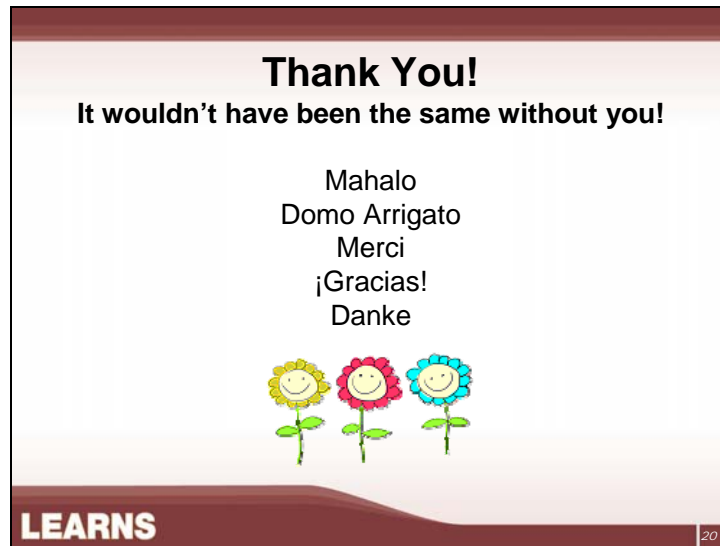
The last one is a pretty historic resource called "Beyond Heroes and Holidays". The editor of that collection is Enid Lee. I think you'll find that resource – if you don't know it – to be really, really valuable. So I just wanted to make sure that these three resources on the far-right side got showcased. Erich, you want to put up your contact information too?



Erich: Sure. And if folks have questions or would like some resources after this session, please do feel free to contact us here at the LEARNS project. You can give us a call or e-mail. And if you have a question for Gin specifically, I can certainly relay it onto her. We have a lot of good materials here as well, so we'll try to put you in touch with those where we can.

I do see Jennifer Frigolette's comment in the Chat panel about not getting the handouts. So I will resend those to you, Jennifer. And anyone else, send me an e-mail if you didn't receive them. I actually sent them out a little bit later than I usually like to. I sent them out this morning, so normally I try to be a little bit more on top of it but was a little bit behind today. So if you didn't receive the packet Gin has been referring to, send me an e-mail and I'll get that right out to you.

Okay. So I think that will end our official presentation. Gin and I are happy to stick around and talk if people want to and answer some questions. And I think, Gin, we can, if they're able to remain with us, we should try to answer a little bit of some of the questions that the people had e-mailed us and then take others.



So thank you, everyone, for coming to our webinar, and for coming to our other ones if you had a chance to. And if you didn't, feel free to watch the recording of those sessions and be sure, as well, to complete the evaluation that should appear when you log out of WebEx.

Nicky Martin: Thanks, Erich. This is Nicky. I just wanted to make sure Juie, if you're still on the line, I think Gin answered your question in the beginning and some ways throughout, but I wanted to make sure that we addressed that before you sign off.

Juie: Yes, I'm on the line, but I got my answers.

Erich: Okay. Great. Then we'll just open it to anyone else.

Gin: And if Kathleen is still on, Kathleen and Melinda and Laura were the three people that were able to fill out our "plus/minus and interesting" query. If Kathleen is still on and able to stay, I'd like to ask her to speak to us about some of her lessons learned, because I didn't read so many questions in your comment as some really good recommendations. So, Kathleen, are you still on?

Kathleen: I'm still here, Gin.

Gin: Would you mind just talking about the important role of leadership?

Kathleen: Sure. I think one of the things that I wrote about is how I think kind of broadening the definition of diversity tends to allow more people to access the conversation. So if they can see places where maybe they both have felt on the outside or not included or discriminated against, it sometimes opens the door for them to be able to see how they might also be part of a larger

system. That they've gotten some benefits from being in other groups. So I think that broad view of diversity often can open up that conversation. I don't know if other people have thoughts about that.

Gin: I also think that the point that you said in your e-mail around as we think of training staff and volunteers, how critical it is to have everyone on board. So leadership buy-in and participation in the training really sends a message to the staff and volunteers about how important the training is.

Kathleen: And I guess maybe if I could add to that, Gin, I feel like I have had some really painful experiences of trying to convince supervisors that this was important. And looking back on it now I could see how I didn't have a lot of tools for talking to them about it or helping them see how it was important. I was pretty self righteous about it. So I don't know, Gin, if you have some thoughts you can share, about, you know, just how slow this work often is and how you just kind of keep at it. Or just other thoughts you have about when you feel this is really important and you're trying to convince the people who supervise you and you're hitting barriers or roadblocks. Have any advice?

Gin: I think that you're right. Sometimes when we try to facilitate people coming onboard and making, you know, program commitments to it, we feel like or we're treated like we're fingernails on the blackboard. We start getting the dreaded look that says, "You're going to bring this up?" And it's really helpful when we can avail ourselves of different allies from the community so that we're not always the messenger. So that other people are speaking.

And I think what is really strong is if you can find really solid training and then ask a team of the leadership or the board – a cross section of folks – to go to the training with you, so that people are learning a language and a framework together so that they can bring it back to the program. I think when you're trying to infuse your program with culturally welcoming practices it's really nice when you have a cross-section team that's being the driver. So that's one idea that I can think of.

Melinda, are you still on?

Melinda: Yes, I'm still here.

Gin: Melinda, you talked about the interesting developments around when you combined people of different cultures together in interesting ways and what was starting to happen in your program. Can you share with the rest of us a little about that? It was really exciting to read.

Melinda: I'm not really sure what you mean. What do you want me to talk about?

Gin: You know, under the "interesting developments" section of the survey you wrote that you were having staff and volunteers from different cultural memberships paired up in trainings.

Melinda: Yes.

Gin: And that was helping the students shift, right?

Melinda: Yes. It was not just the students. We are a mentoring program, so it was really opening the eyes of our mentors as well. Just having them be aware of the different cultures out there and what's entailed in being part of another culture and opening their eyes to it and becoming a part of it. As opposed to just looking from outside in, if that makes sense.

Gin: Uh-huh. Uh-huh.

Melinda: So, yes, you just really need to have them hear about what they're going to experience. But then once they get to know the students and the students get to know them, the experiences then turn into acceptance and mentors becoming involved in encouraging and helping build the students' self-esteem.

Gin: I spend a lot of time designing intergenerational strategies where young people are paired with community elders on activities for the community. And through just pairing and re-pairing folks, you find many of the barriers coming down and some deep affection growing and a lot of awareness about groups. And people saying things like, "Golly, I used to think that all elders were like", or "I used to think all the kids that were from that neighborhood are". And they are starting to have those stereotypes broken down and their prejudices challenged. So I'm a great believer in combining and recombining. And the more opportunities that we can present to our staff and volunteers and our young people to pair and work in meaningful ways with other people, there are chances for them to grow in their understanding and "ally-ship".

Melinda: I would like to second that, because I know a lot of our mentors work with a lot of high-risk youth, and a lot of them are not from the area where the youth are from. So sometimes the mentors go in with their own biases and thoughts about what they think is going to happen. So it's kind of neat to see when they actually begin volunteering and getting to know and building those relationships how that changes how they view life and even the area and the community and what it has to offer, and it's just a really neat thing to see it happen.

Gin: I think that's a nice reminder that it's not just within staff training. When we create opportunities for people to mix it up their capacity is being built in a real natural way.

I don't know how many people are still on, so is it possible, Erich, for us to just open it up and if anyone has a question they can ask it?

Erich: Yeah, that would be fine. Laura, as you mentioned, had a question, but I don't think she's on the line with us anymore. So would anyone else like to ask a question or share some experience or tools they've had success with?

[Pause for participant responses.]

You might need to un-mute your phone.

[Pause for participant responses.]

No? Okay, well, not hearing any more questions and not seeing any more in WebEx, I think we'll go ahead and sign off.

So thanks, again, to Gin for presenting, and thanks again to all of you for joining us today. We hope it was helpful, and do get in touch with us if there is more that we can do for you.