

Navigating the Conflict Zone and Becoming an Ally

TOOLKIT



Acknowledgments

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Introduction to the See Different Toolkits

WHAT IS IT?

These toolkits include classroom or extracurricular programming material to support high school students in valuing and embracing diversity and inclusion. Each toolkit contains:

- professional development learning resources
- a facilitator manual for each activity
- student handouts, and
- a corresponding PowerPoint presentation that includes embedded multi-media resources (e.g. videos, images).

Our toolkits cover the following topics:

- diversity
- identity
- power
- privilege
- allyship
- equality vs. equity
- conflict mediation
- leadership
- cross-cultural communication and
- social action.

The curriculum is a combination of activities that have been adapted from existing public resources along with original content created by diversity consultants from the Canadian Centre for Diversity and Inclusion (CCDI)¹.

1 CCDI is the parent organization of See Different.

WHY SHOULD I USE IT?

See Different was a successful high school diversity and inclusion training program that reached over 500 students in five school boards² in Ontario. Its activities were developed and revised based on positive comprehensive feedback from teachers and students alike. Today, the program has been transformed into these toolkits, with the intention of supporting teachers in their efforts to build a safer school climate. Through these toolkits, See Different continues to be a strong contributor to the Canadian classroom. The toolkits help users apply equity and inclusion strategies³ and connect to the following subject areas: Canadian and World Studies, English, Guidance and Career Education, Arts, and Social Sciences and Humanities. We invite all educators to bring See Different into their schools.

2 See Different operated in the following school boards: Toronto Catholic District School Board (TCDSB), Peel District School Board (PDSB), Durham Catholic District School Board (DCDSB), York Regional District School Board (YRDSB) and York Catholic District School Board (YCDSB)

3 For example, Ontario's Equity and Inclusive Education Strategy (2009).

Testimonials

“ I have learned how to resolve conflict with people in a group and maintain safe space. ”

See Different student participant

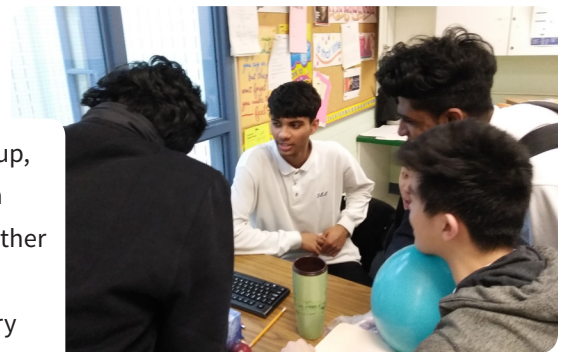


“ I really enjoyed the step-up activity because it allowed you to open up to your peers in a safe environment. ”

See Different student participant

“ The “Please Step Forward” activity was one of the favourites of the group, and really brought a lot of the topics we had spoken about home, with a personal connection to the identities and experiences we all have – whether they be shared or different. Having been through the program twice, students each time were at a point where they felt like they could be very open about sharing aspects of themselves related to the statements that were read aloud – statements that pushed for a greater level of openness and vulnerability in a very safe space that allowed students to be honest. The other activities were very important to create that space leading up to “Please Step Forward”, though I feel it was at this point where students became more personally invested with the topics we had talked about, and felt a greater motivation to impact their school climate. ”

Nicole Luinburg, Teacher | Castlebrooke S.S, Peel District School Board



How to use these Toolkits

- 1 Build your knowledge of diversity and inclusion** We highly recommend that teachers review the preliminary resources of each toolkit before delivering the workshop. A knowledgeable facilitator is needed to guide rich discussions with students.
- 2 Determine mode of delivery** See *Different* can be delivered in several ways. It can be run as an extracurricular club, as a program integrated into a course, a stand-alone workshop, or you can simply pick and choose activities that you deem relevant for other contexts (e.g. team-building exercise for a sports team, student retreat program, etc.). Please note the concepts covered in Workshops 1–5 build on each other and increase in complexity. If you plan on delivering the full workshops, we recommend delivering the program in chronological order. The Master Toolkit is a compilation of Workshops 1–5. Below are a few logistical notes we invite you to consider depending on your mode of delivery:
 - **If you choose to integrate the program into your course**, we recommend that See *Different* activities *not* be formally tested or evaluated¹ to encourage more active and authentic student participation. Rather, use these activities as complementary materials to your core programming and encourage students to reflect on the work that they do as they progress through the workshops.
 - **If you choose to run See *Different* as an extracurricular club**, be aware these workshops are a lengthy commitment for students (average 1.5-2 hours each). We recommend offering an incentive (e.g. food, swag) so that you have regular participation and attendance.
- 3 Customize the curriculum content** From our experience, we know that no two schools are alike. Schools each have specific challenges when it comes to building a safe climate. Regardless of which mode of delivery you choose, we invite teachers to customize activities in this toolkit to ensure the curriculum highlights **local** diversity and inclusion issues that pertain to your specific school communities². Taking the extra step to customize the curriculum will allow you to create an optimal learning experience that resonates with your students. See below for an example of curriculum customization:
 - **See *Different* Toolkit** “We now know that our invisible dimensions of identity can impact our interactions with others. Can someone provide an example of what this can look like in school?”

¹ If you plan to assess the program content in some capacity, we recommend using activities and goals from Toolkit 5, as this workshop aims to support students in planning a school-wide project.

² To better understand the local needs of your school, consult your school/school board for any data they may have about student perceptions of equity, inclusion and safety. If not available, consider developing and distributing an exploratory survey to your staff and students to identify specific needs in your school community. See this link from the Ontario Ministry of Education to access a template of a Safe Schools Survey: <http://www.edu.gov.on.ca/eng/teachers/climate.html>

- **Customization** “We now know that invisible dimensions of identity impact our interactions with others. When thinking about our school, how does mental health (local relevant issue), an invisible dimension of identity, impact students’ interactions with others?”

To make this easier for you, throughout our Toolkit we have flagged the activities in which we recommend customization. You will see this icon beside the activity:



In addition to content, we encourage educators to customize structure wherever possible, to be inclusive of different learning needs.

4 Facilitate This toolkit has been designed with user-friendliness in mind. The facilitator manual outlines step-by-step instructions on how to facilitate each activity. Each activity outlines the objective, duration and corresponding PowerPoint slides.

We also use this icon to flag activities that may generate a sensitive or controversial discussion amongst your students:



We invite teachers to be extra mindful and attentive during these activities, as a skilled facilitator will be needed to maintain a safe space and generate critical discussion.

Finally, the following colour-coded prompts are intended to express various components of the activity:

PREAMBLE

This is the introduction to the activity. It explains the purpose of the subsequent activity.

SET-UP

Some activities require a specific setup. This section will tell you how you might wish to arrange desks, chairs, group your students, etc.

INSTRUCT

Written in the first-person narrative these are the instructions you can use to communicate the activity to your students.

DEBRIEF

This section highlights the key take-aways from the activity.

Toolkit 4

Navigating the Conflict Zone and Becoming an Ally

DESCRIPTION

In this fourth workshop, participants will dig deeper into what happens when diversity generates conflict. They will be given opportunities to experience vulnerability and potential exclusion and the various emotions and reactions that result. Students will then learn to identify different conflict styles and effective communication strategies. Participants will also be exposed to cross-cultural communication, acknowledging that cultural competence is a key skill in inclusive leadership. Finally, students will be introduced to the concept of allyship and strategies on how to become an effective ally, with prompts to reflect specifically upon how to become an ally at their school.

DURATION

Approximately 2 hours.

MATERIALS

- Laptop, speakers and projector
- Name tags and markers
- Smartphones (ask participants to bring them in advance)

LEARNING OBJECTIVES

By the end of Workshop 4 students will:

- 1 Explore** the relationship between personal identity, diversity, and conflict.
- 2 Identify** various approaches to conflict.
- 3 Be aware** of cross-cultural communication conventions.
- 4 Identify** effective communication strategies (e.g. attentive listening, paraphrasing, I-statements, open ended questions etc.),
- 5 Define** allyship and identify effective strategies on how to become an ally.

STUDENT HANDOUTS/ FACILITATOR GUIDES INCLUDED

- Facilitator Guide 1 – Please Step Forward
- Facilitator Guide 2 – Cross-Cultural Communications Kahoot Quiz
- Student Handout 1 – Allyship Strategies
- Facilitator Guide 3 – Spotting an Ally

Preliminary Readings: Build your Knowledge

Below is a list of resources on key topics in this workshop. The 'Key Questions' section gives you an idea of what the resources cover. In many cases, these are questions that students have asked during workshop delivery in the past.

After reviewing these resources, you will feel more confident in leading this workshop, and be better equipped to generate critical class discussion, answer students' questions and support them on their diversity and inclusion journey.

CONFLICT AND CROSS-CULTURAL COMMUNICATION

KEY QUESTIONS

- What are the various styles of conflict?
- What is cross-cultural competence and why is it important?



RESOURCES

Browlee, T., & Lee, K. (2016). Building Culturally Competent Organizations. In *Community Tool Box (27)*. Retrieved from <http://ctb.ku.edu/en/table-of-contents/culture/cultural-competence/culturally-competent-organizations/main>

Organization for Economic Cooperation and Development. (2017). *Global competency for an inclusive world*. Retrieved from <http://www.oecd.org/pisa/oecd-proposes-new-approach-to-assess-young-peoples-understanding-of-global-issues-and-attitudes-toward-cultural-diversity-and-tolerance.htm>

Thomas, D.C., & Inkson, K. (2009). *Cultural Intelligence Living and Working Globally*. San Francisco, California: Berrett-Koehler Publishers.

United States Institute of Peace. (2014). Conflict Styles Assessment. Retrieved from <http://www.buildingpeace.org/act-build-peace/learn/conflict-styles>

ALLYSHIP

KEY QUESTIONS:

- What is an ally?
- What are some strategies allies can use to effectively support marginalized groups?



RESOURCES

Chescaleigh. (2014, November 22). *5 Tips for Being an Ally* [Video file].

Retrieved from http://www.youtube.com/watch?v=_dg86g-QIM0

Gaffney, C. (2016). Anatomy of an Ally. In *Teaching Tolerance Magazine* (52). Retrieved from

<http://www.tolerance.org/magazine/number-53-summer-2016/feature/anatomy-ally>

Teaching Tolerance. (2016). *Tips for Teachers: Ally yourself with LGBT students*. Retrieved from

<http://www.tolerance.org/toolkit/tips-teachers-ally-yourself-lgbt-students>

Overview of Toolkit 4 Activities



1 Introductions | 12

Objective To familiarize students with each other and with the concept of inclusive introductions (e.g. name pronunciation, pronoun checks) that they can use in the future

2 Please Step Forward | 13

Objective To become aware of the dimensions of identity in which students identify themselves and how these dimensions make students feel in relation to a group

3 Conflict Spectrum | 14

Objective To understand the different approaches to conflict and the various types of 'triggers' that push us to exercise these approaches

4 Cross-Cultural Communications Kahoot Quiz | 17

Objective To illustrate that different elements of communication, such as body language, gender dynamics and eye contact, do not exhibit culturally universal meaning

5 Spotting an Ally | 19

Objective To understand what an ally is and what allyship looks like in practice



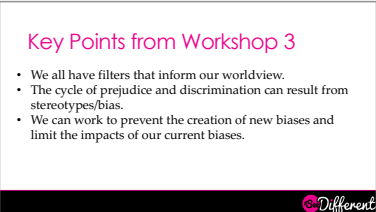
6 Wrap-Up | 21

Objective Review key concepts from Workshop 4, clarify any pending concerns or questions in regards to the content covered; If applicable, prepare students for Workshop 5

Facilitator Guides/Handouts | 22

1 Introductions


Objective To familiarize students with each other and with the concept of inclusive introductions (e.g. name pronunciation, pronoun checks) that they can use in the future

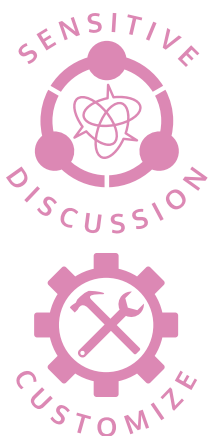
TIME (minutes)	ACTIVITY	PPT SLIDE FOR REFERENCE
10	<p>SET-UP</p> <p>Have students sit in a circle (ideally) or in an arrangement where everyone can see each other.</p> <p>INSTRUCT</p> <p>Welcome participants and repeat inclusive introductions¹ as observed in previous workshop (e.g. Indigenous land acknowledgement, participants practise correct pronunciation of others' names, state preferred pronouns).</p> <p>If time permits, invite participants to breathe deeply, leave the day behind them and be present: Please share one thing that you have on your mind and then proceed to leave it behind (e.g. "I have an important science test I need to study for but I am going to put that on pause for a bit and be fully present today."). This is a way for you to share your ongoing thoughts and experiences for the day and check in before the beginning of the workshop. <i>Note: this is highly recommended for teachers facilitating this workshop as an after-school activity.</i></p> <p>Display the Community Commitments that were generated in previous workshops, if applicable. Ask students:</p> <ul style="list-style-type: none">• Are there any more commitments we would like to add? <p>Once Community Commitments are reviewed, ask students:</p> <ul style="list-style-type: none">• Can you recall the key activities and concepts that were covered in Workshop 3? <p>Once students share their ideas, conclude the Introduction with slide 3:</p> <ul style="list-style-type: none">• We all have filters that inform our worldview.• The cycle of prejudice and discrimination can result from stereotypes/bias.• We can work to prevent the creation of new biases and limit the impacts of our current biases.	 <p>Slide 1</p>  <p>Slide 2</p>  <p>Slide 3</p>

¹ For more information on how to facilitate these introductions, consult the resources cited in Toolkit 1.

2 Please Step Forward

Objective To become aware of the dimensions of identity in which students identify themselves and how these dimensions make students feel in relation to a group

TIME (minutes)	ACTIVITY	PPT SLIDE FOR REFERENCE
20	<p>SET-UP</p> <p>Invite students to stand and form a circle facing each other.</p> <p>PREAMBLE</p> <p>The purpose of this activity is to become aware of the dimensions of identity in which we identify ourselves and how they make us feel in relation to the group.</p> <p>INSTRUCT</p> <p>I will read a series of statements – step forward if the statement applies to you. After each statement, you will be asked to step back. There are a few ground rules we need to respect throughout this activity:</p> <ul style="list-style-type: none">• Stepping forward is an option. You are the one who decides your comfort level. If you prefer not to share, that is perfectly acceptable.• When something is revealed in this circle, it does not mean that there is free reign to ask anyone about specifics. Please respect the fact that this is a safe space. Take cues from each other regarding comfort level.• Please refrain from talking or asking questions while I read the statements, and remain silent in other respects (giggling, clapping, etc.) to preserve an atmosphere of inclusiveness. <p>Lastly, for the purposes of the debrief afterwards, I encourage you to pay attention to your feelings and reactions during this activity.</p> <p>See Facilitator Guide 1 to begin activity.</p> <p><i>(continued next page)</i></p>	 <p>Slide 4</p>





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DEBRIEF

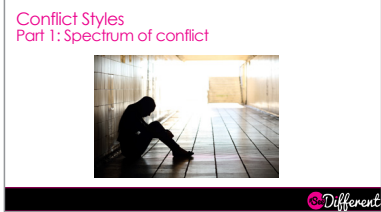
Ask students to return to their seats. Once settled, ask:

- Did you always step forward when a statement applied to you? If you did not, why?
- How comfortable were you through the exercise? Which feelings did you experience?
- Think about when you stepped forward. Would you have stepped forward had you been in front of the whole school? Why or why not?

There are certain aspects of who we are that we feel strongly about. These aspects make us feel vulnerable, different, or aggressive toward people who do not seem to value them. These aspects often push us into conflict. We need to be aware of what these aspects are and how they can become triggers of conflict.

3 Conflict Spectrum

Objective To understand the different approaches to conflict and the various types of ‘triggers’ that push us to exercise these approaches

TIME (minutes)	ACTIVITY	PPT SLIDE FOR REFERENCE
20	<p>PART 1: CONFLICT SPECTRUM</p> <p>SET-UP</p> <p>Make sure you are in a room that is large enough for students to move around. Have students stand in a line facing you.</p> <p>(continued next page)</p>	 <p>Slide 5</p>



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DEBRIEF

Ask students to sit in a circle. Stimulate a discussion with the following questions:

- Why do we have different approaches to conflict depending on the context? What factors impact our approach to conflict?
- Have you ever judged a person based on how the person reacts to conflict?
- How does the other 'player(s)' in the scenario impact your decision on how to approach conflict (e.g. what was the difference between engaging your friend vs. your teacher)?
- How does power and privilege impact our approach to conflict?

Identify with students that, as seen in this exercise, everyone has a different approach to handle conflict in different contexts.

10

PART 2: APPROACHES TO CONFLICT

INSTRUCT

If we were to breakdown the imaginary spectrum, there are obviously conflict styles in-between the ends of the spectrum we just identified: aggressive and avoid.

Use slide 6 to present the main five conflict styles. When presenting, ask students to reflect on when they would exercise each of these styles:

- **Avoiding** – denying a problem; pretending nothing is wrong
- **Accommodating** – giving in to another person's point of view; paying attention to others' concerns, not your own
- **Problem Solving** – finding a solution that makes everyone happy; looking closely at the sources of conflict
- **Compromising** – each person wins some and loses some
- **Competing** – getting what you want, no matter what; some people win, some lose

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Slide 6


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DEBRIEF

Conclude by stating that there is no right or wrong style – styles work more or less effectively depending on context. There is also usually a certain level of risk assessment that is conducted, before deciding on an approach. We can't deny that power and privilege have a huge influence on how one decides to approach a conflict. Regardless, people generally learn how to flex their style depending on the circumstances. This takes practice and courage. We should refrain from judging others when they use approaches we may not agree with. Rather, let's focus on using strategies to alleviate conflict and support those who are victimized in processes of exclusionary conflict.

4 Cross-Cultural Communications Kahoot Quiz

Objective To illustrate that different elements of communication, such as body language, facial expressions and eye contact, do not exhibit culturally universal meaning

TIME (minutes)	ACTIVITY	PPT SLIDE FOR REFERENCE
15	<p>PREAMBLE</p> <p>Different cultures have different forms of communicating and approaching conflict. These cross-cultural norms are important to be aware of, given that we live in a multicultural country and will likely encounter forms of conflict which stem from cross-cultural misunderstanding. We are going to do a quiz that will help us explore different elements of communication, across cultures.</p> <p>SET-UP</p> <p>Load the Diversity Kahoot Quiz on your computer. See Facilitator Guide 2.</p> <p>INSTRUCT</p> <p>Please take out your phones and log into Kahoot by texting the code displayed on the screen. If you do not have a smartphone, please team up with someone who does.</p> <p>Run the game once everyone is logged in.</p> <p>(continued next page)</p>	

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DEBRIEF

After the game is over, ask students:

- Recall key take-aways from the quiz. We know that common elements of communication, such as language, gesture, touching, body language/distance, eye contact and facial expression mean different things in different cultures. Can you recall a time where you have experienced a misunderstanding because of a difference in cross-cultural communications?
- Why is cross-cultural competence an important skill in inclusive leadership?

Reinforce that cross-cultural communication skills can help us mitigate conflict that may emerge because of cultural difference. In the context of a multicultural and globalized Canadian society, this skill is critical. In addition to cross-cultural communication, there are certain ‘bridges’ to successful communication that we can practise regularly at school when we find ourselves entering a ‘conflict zone’.


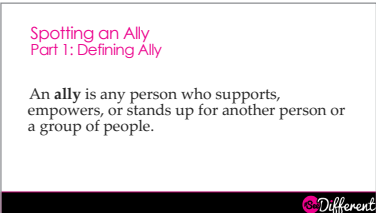
These bridges include:

- Listening carefully
- Non-verbal communication (e.g. nodding along)
- Trying to understand how the other person feels
- Offering possible solutions, if asked
- Repeating what has been said
- Clarifying what has been said
- Open ended questions
- ‘I statements’ – Ask students if they know what this means. Once discussed, explain that ‘I statements’ allow you to express your feelings and mitigate the risk of starting a conversation with blame and/or hurtful accusations. Provide an example: “I felt disappointed that you were late today” as opposed to saying “I hate that you’re always late.”

In combination with cross-cultural communication skills, these bridges are helpful tools in mediating conflict.

5 Spotting an Ally

Objective To understand what an ally is and what allyship looks like in practice

TIME (minutes)	ACTIVITY	PPT SLIDE FOR REFERENCE
10	<p>PART 1: DEFINING ALLY</p> <p>PREAMBLE</p> <p>Now that we have explored different approaches to conflict, we can begin to identify strategies to best support those involved in (and often victims of) exclusionary conflict.</p> <p>SET-UP</p> <p>Load YouTube video: http://www.youtube.com/watch?v=_dg86g-QIM0</p> <p>INSTRUCT</p> <p>Play the video, then ask:</p> <ul style="list-style-type: none">● Based on the video, what is an ally? <i>Write these ideas on the flipchart/blackboard. Then, display slide 9 to refer to a definition. Note that an ally is a lot more than what is captured in this definition but this is a good place to start.</i>● Recall a time when you needed an ally. What did it feel like when you felt supported by an ally?● How is allyship related to conflict?● What impact can allyship have on individuals and communities? <i>If applicable, recall discussion about equity-seeking groups from Workshop 2. Present examples in history that have underscored the power of allies in social movements.</i> <p>DEBRIEF</p> <p>Everyone has experienced needing an ally. We also know that allies have had a tremendous impact in bringing about social change, especially in the context of historical social movements.</p>	 <p>Slide 8</p>  <p>Slide 9</p>

PART 2: SPOTTING AN ALLY

PREAMBLE

As described in the earlier video, we must remember that ally is a verb, not a label. We want to make sure allyship is practised well. This is important because if not done well, allies or want-to-be allies can do more harm than good or even act as a barrier for marginalized groups. For this reason, we need to be well-versed in strategies on how to be an effective ally.

SET-UP

Distribute [Student Handout 1](#). Divide the group into three groups.

INSTRUCT

Your group will be given five minutes to read the scenario (on the Powerpoint) and work as a group to answer the questions displayed. After five minutes, we will take up the answers as a class. Your task is to answer the following questions for each scenario:

- Is the person identified in the scenario practising effective allyship?
 - » If yes, which strategy (from the Handout) are they using?
 - » Which equity-seeking group is the person allying with?
 - » If no, why not and which strategy could they be using?

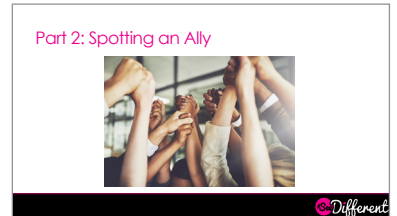
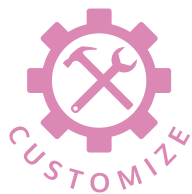
DEBRIEF

Use [Facilitator Guide 3](#) to facilitate the debriefs after each scenario.

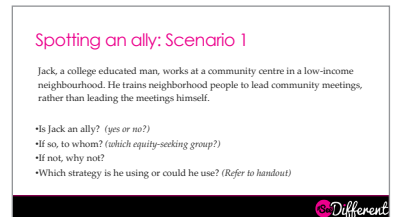
Once discussed, bring the discussion back to the school climate. Ask students:

- When we think about allyship at our school, can you think of any strong examples of groups allying with others to achieve a common goal?
- Which groups at our school are not heard? Who needs support?

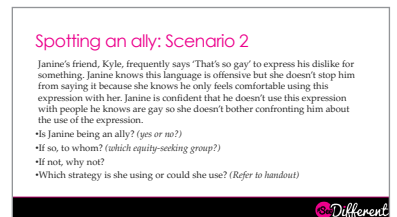
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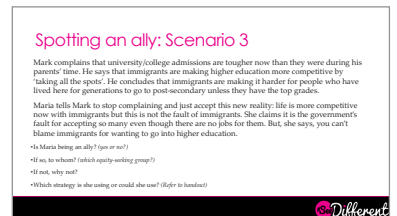
Slide 10



Slide 11



Slide 12

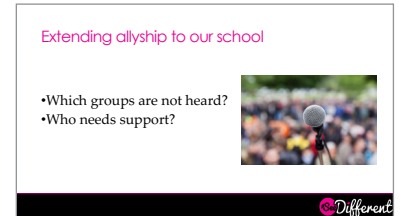


Slide 13

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If applicable, tell students that we want to keep this in mind as we choose a topic at the next workshop when we begin planning our School-Wide Initiative (SWI). The SWI should be an example of allyship in practice.

Conclude with reinforcing that allyship is a skill: the more it is done, the more it gets developed. The first time you stand up for someone may be an intimidating experience but the more you do it, the easier it becomes. Finally, allyship is in our best-interest. We all reap the benefits of an inclusive and just society where everyone feels valued and respected.



Slide 14

6 Wrap-Up

Objective Review key concepts from Workshop 4, and clarify any pending concerns or questions in regards to the content covered; If applicable, prepare students for Workshop 5.

TIME (minutes)	ACTIVITY	PPT SLIDE FOR REFERENCE
5	<p>INSTRUCT</p> <p>Summarize key concepts:</p> <ul style="list-style-type: none">• There are diverse approaches to conflict.• Cross-cultural communication is a key skill in inclusive leadership.• Allyship is an effective way of supporting those involved in exclusionary conflict. <p>If applicable, prepare students for Workshop 5 by informing them that we will begin talking about the upcoming SWI. For homework, students are invited to brainstorm what diversity and inclusion challenges they see or experience at their school.</p>	

Slide 15

Facilitator Guides/Handouts | Toolkit 4

FACILITATOR GUIDE 1: PLEASE STEP FORWARD



Facilitator explains purpose of activity:

- To be aware of the categories in which we identify ourselves
- To be aware of how it feels to be inside the circle
- To be aware of how it feels to be outside the circle

Facilitator begins group meditation:

- Take note of your toes, knees, hips, stomach, etc. Tighten and loosen your body to become relaxed
- Breathe in and out slowly with your eyes closed
- Group opens their eyes at once. Facilitator begins to read questions, standing outside the circle

.....
PLEASE STEP FORWARD IF....

- You prefer comedic movies to dramatic
 - » Hindu
- You got more than six hours of sleep last night
 - » Buddhist
- You have siblings
 - » Sikh
- You are close with your family
 - » you follow an Indigenous tradition(s)
- You are a newcomer to Canada
 - » Atheist
- You prefer winter to summer
 - » Agnostic
- You consider yourself to be athletic
- You consider yourself to be artistic
- You use more logic than emotion to solve a problem
- You use more emotion than logic to solve a problem
- Your physical appearance is important to you
- You consider yourself religious
- You consider yourself spiritual
- You consider yourself
 - » Christian
 - » Catholic
 - » Jewish
 - » Muslim
- Please step forward if I did not call the religion/spiritual belief with which you align. Please say the name.
- There was more than enough money in your house growing up.
- There was enough money in your house growing up
- There was not enough money in your house growing up
- You have regrets about something you did
- You have regrets about something you said
- You have been in love
- You have fallen out of love
- You have hated another person
- You or someone you know has had depression or another mental illness
- You or someone you know does not have a healthy relationship with food or exercise

- You or someone you know has had an eating disorder, such as anorexia, bulimia, or compulsive overeating
- You or someone you know has had a body-image disorder, such as body dysmorphic disorder, or have engaged in compulsive exercise
- You have ever violated someone's trust
- Someone has violated your trust
- You or someone you know has been in a physically, mentally, or emotionally abusive relationship, with family, friends, or a significant other
- You or someone you know has had a substance addiction, such as toward drugs or alcohol
- You or someone you know has had an addiction to gambling, shopping, or another activity
- You know someone who identifies as gay or lesbian
- You know someone who identifies as bisexual
- You know someone who identifies as straight
- You know someone who identifies as transgender
- You know someone who identifies as two-spirit
- You know someone who identifies as sexually questioning
- You identify as gay or lesbian
- You identify as bisexual
- You identify as straight
- You identify as transgender
- You identify as two-spirit
- You identify as sexually questioning
- Please step forward if I did not call the category with which you identify
- You have had academic trouble in school
- You or someone you know has cheated in school
- You have had a problem and did not know where to turn, or whom to tell
- You or someone you know has done something illegal, such as shoplifting, theft, or burglary
- You have ever compromised your moral values to fit in with a group
- You have been offended by a discriminatory joke
- You have ever laughed at a discriminatory joke
- You have ever made a discriminatory joke
- You have ever personally experienced racism
- You have ever knowingly perpetrated an act of racism
- You suspect that you may have unknowingly perpetrated an act of racism
- You have any beliefs you have been ashamed of
- You chose not to step forward at any point in this exercise

FACILITATOR GUIDE 2: CROSS-CULTURAL COMMUNICATION STYLES-KAHOOT QUIZ

NOTE: You can use this guide to build your own Kahoot at <https://getkahoot.com/> (teachers must make an account).

1 In most cultures, touch (handshake, hug, pat on the shoulder, etc.) symbolizes:

- A Authority over another person
- B Emotion and relationships**
- C Romantic feelings
- D A signal to back off

2 Which of the following regions consist of high-touch cultures?

- A Latin America
- B Southern and Eastern Europe
- C Middle East
- D All of the above**

Speaking Notes *High-touch cultures are cultures where touching is very common during communication.*

Students may be surprised that option C is included in this answer. Remind them that diversity dimensions such as gender, contribute to this finding. The Middle East is a high touch culture when you consider communication dynamics within gender groups (e.g. female-female).

3 Some gestures considered humorous or positive are considered hostile and offensive in other cultures.

- A True**
- B False

4 In different cultures, how far you stand across from someone can be determined by:

- A Age
- B Authority
- C Gender
- D All of the above**

5 A collectivist culture is:

- A One which values the group over the individual**
- B One which values the individual over the group
- C One which values the group and the individual equally
- D Is not found anywhere in the world

6 In collectivist cultures, the open expression of individual emotion is often encouraged as a way to build trust within a group.

A True

B **False**

Speaking Notes *In collectivist cultures, the open expression of individual emotion is often suppressed because it may threaten group harmony.*

7 Which of the following characteristics can facilitate successful communication?

A Eye contact (in most cultures)

B Clarifying what has been said

C Offering solutions, if asked

D **All of the above.**

8 Lack of cultural competence has been a factor in the failure of international business deals.

E **True**

F False

Reference

Thomas, D.C., & Inkson, K. (2009). *Cultural Intelligence Living and Working Globally*. San Francisco, California: Berrett-Koehler Publishers.

STUDENT HANDOUT 1 – ALLYSHIP STRATEGIES.

- 1 Learn about other cultures/histories/ struggles of the group you want to ally with.**
 - Do not solely rely on oppressed groups to educate you on their culture or struggles. That’s not their responsibility. Being an ally means taking initiative to do research on your own.
- 2 Make friends with people from other groups; friendship is a powerful tool.**
 - It enables you to get a firsthand insight into the experiences of diverse people.
- 3 Take a stand when groups face unjust treatment; remember that choosing to stand up is a privilege.**
 - Those who are oppressed can’t “take a break” from their experiences. As an outsider, you bring a different perspective to the situation. Leverage this perspective to support those whose voices are usually not heard.
- 4 Help bring isolated or marginalized groups into the centre.**
 - When groups become isolated, they usually need help being connected to the larger community. Build opportunities for these groups to engage with others and offer support when they do.
- 5 Promote leadership opportunities of people who traditionally don’t occupy leadership roles.**
 - This involves mentoring, encouragement, supporting campaigns, offering resources.
- 6 Train others to become allies.**
 - Educate others on the importance of allyship by modelling allyship strategies and encouraging others to do the same.
- 7 Listen.**
 - Trust in people’s lived experiences and listen. Do not interrogate oppressed groups’ experiences in order to convince yourself that the experience was real (e.g. “Are you SURE that you were discriminated against because of race? Maybe he was just being rude but not discriminatory.”)
- 8 Respect spaces designated for equity-seeking groups.**
 - There are clubs or associations with membership restricted for those who belong to the designated equity-seeking group. Recognize and respect that equity-seeking groups need to build relationships with others with similar life experience.

Want to learn more strategies? Check out this resource, ‘Community Tool Box’, where these strategies were adapted from: <http://ctb.ku.edu/en/table-of-contents/culture/cultural-competence/be-an-ally/main>

FACILITATOR GUIDE 3: SPOTTING AN ALLY

EXAMPLE 1

Jack, a college educated man, works at a community centre in a low-income neighbourhood. He trains neighborhood people to lead community meetings, rather than leading the meetings himself.

- Is Jack an ally? [Yes]
- With whom? [Low-income group]
- How? [Strategy 5]

Scenario taken from: <http://ctb.ku.edu/en/table-of-contents/culture/cultural-competence/be-an-ally/main>

EXAMPLE 2

Janine's friend, Kyle, frequently says 'That's so gay' to express his dislike for something. Janine knows this language is offensive but she doesn't stop him from saying it because she knows he only feels comfortable using this expression with her. Janine is confident that he doesn't use this expression with people he knows are gay so she doesn't bother confronting him about the use of the expression.

- Is Janine being an ally? [No.]
- Why not? [She is not stopping the derogatory language.]
- What could Janine do to become an ally? [Strategy 3: She could explain to Kyle that the term is derogatory regardless of the audience and that by using it, even in select contexts, normalizes the idea of gay being bad or undesirable. Secondly, Janine can say that even if she does not belong to the LGBTQ community, she is an ally and will not tolerate language or behaviour that is oppressive to the group. She could request Kyle to stop using this language].

EXAMPLE 3

Mark complains that university admissions are tougher now than they were during his parents' time. He says that because there are more immigrants nowadays, post-secondary is more competitive and immigrants are 'taking all the spots.' He concludes that immigrants are making it harder for people who have lived here for generations to go to post-secondary unless they have the top grades.

Maria tells Mark to stop complaining and just accept this new reality – life is more competitive now with immigrants but this is not the fault of immigrants. It is the government's fault for accepting so many even though there are no jobs for them. But, she says, you can't blame the immigrants for wanting to go into higher education.

- Is Maria being an ally? [No]
- Why not? [Even though her intention is good, Maria is perpetuating a stereotype about immigrants. This stereotype does not support the advancement of this equity-seeking group.]
- What could Maria do to become an ally? [Maria is affirming the myth that immigrants are "taking all the jobs" (in this case, school spots). Even by deflecting the blame on the government, she is not actively debunking the myth and she is fully ignoring the systemic barriers immigrants face in school and in employment. She is perpetuating oppressive behaviour by making it seem that Mark's claim is true. Maria can exercise Strategy 1: Maria can conduct research on immigrants and speak to the issue with an informed lens. Encourage Mark to do the same and point out that Mark's sentiment fosters more barriers for immigrants]