

# Diversity & Inclusion Training for GGC Members

The overall aim of this 4-module training is to cultivate a culture within GGC that values diversity, inclusion, and equity and develops an inclusion-informed approach to facilitating programs and activities.

Through these modules, participants will gain knowledge and skills that will enable them to contribute, in a meaningful and unifying way, to the principles and commitments of a girl driven and inclusive Girl Guides of Canada. The modules build on one another, and each is a pre-requisite for the next module.

This document along with the companion workbooks for each module are not intended to be used as stand along resources. It is important that they be used in conjunction with facilitated sessions to provide appropriate and important context, examples and uses.



## Virtual Delivery

When these modules were created, we emphasized the importance of delivering them in person due to the nature of the topic – diversity, equity and inclusion are complex topics that cannot simply be learned by reading about them and they require engagement with the material. Due to the COVID-19 pandemic we worked to create virtual versions of these modules in ways that support engagement and ensure these virtual spaces are as safe as possible and are facilitated by trained and experienced D&I Facilitators.

## Why should I read and engage with material ahead of the virtual sessions?

In order to deliver all the important concepts and keep the duration of the session to 2 hours, we had to decide what could be learned by participants independently, and what needed engagement with other participants and the D&I Facilitators to be effectively learned and integrated into practice. Best practice in virtual learning pointed us to a blended approach including some independent learning and some facilitated virtual learning.

We wanted to ensure that these modules did not contribute to screen fatigue which many of us are experiencing with the majority of tasks now being virtual and on a screen.

## What can I read, listen to and watch to prepare for the D&I sessions?

Engaging with the following resources ahead of the modules will greatly support your learning. It will also allow the D&I facilitators to focus on the activities and concepts that work really well in a group setting.

These resources will also contribute to supporting you as a Guider in an environment where human diversity is a reality and which can really have positive impacts on you and the girls in your unit.

[Guiding is for Everyone](#) is a comprehensive resource where you'll find the philosophy and framework for how GGC approaches diversity, equity, and inclusion with guidance on making GGC activities, events, and programming inclusive.



[Anti-Racism Resources](#) is a compilation of external resources to support learning and reflection you can do on your own or with your co-Guiders. This resource will help you become more familiar with concepts and language around racism and anti-racism so that you can respond to girls and families who want to have these conversations.



[D&I Glossary](#) provides definitions for some commonly used terms in our various resources. This is not an exhaustive list, but rather an introduction to some of the key concepts and related terms you may come across.



We start our trainings with a land acknowledgement. Want to know why, how and when you can do land acknowledgements? Please see [GGC's resource on land acknowledgements](#).

## Important Concepts

There are a number of important concepts that you can begin to read about so that you are ready when they come up in the D&I modules.

### Safe Space and Harm

As you will see in [Guiding is for Everyone](#), a central pillar of Girl Guides is providing a safe space for girls to explore their identity, learn and make mistakes. In order to provide a safe space, we must ensure that we do not do harm to the girls. It's important that we have a clear understanding of what we mean when we say 'harm' so we can identify it and address it appropriately.



Usually when we think about harm, we think about physical harms. But harm can have mental, emotional, social, developmental, economical, and even generational impacts. Harm is the effect of oppressive, practices, systems, language, and actions that result in marginalized people to experience pain and suffering, barriers and challenges, as well as limitations and exclusion from spaces where they should be treated with fairness, respect, and dignity. Our aim in Girl Guides is to ensure we don't intentionally and unintentionally do harm to girls.



## Importance of Identity

One of the pillars of girl-driven Guiding is positive identity. As an organization serving young people, we want to inspire them to dream big! Guiding is a place where girls can meet diverse women role models and debunk gender and cultural stereotypes.

For young people to develop their sense of positive identity, they must be able to be authentic and be valued for who they are. This means creating a space where we value different identities and lived experiences.

When we refer to identity, we are talking about:

- Individual or group characteristics that determine how a person is perceived by others and by the self.
- The ways in which we select and divide ourselves into societal groups.
- The different dimensions of identity, such as race, education, religion, gender, ability, age, sexuality, etc.

Identity is not static and can change over time and within different contexts and environments. We want girls to be able to bring their whole selves to Guiding and feel like their whole identity is welcome and valued.

## Intention vs. Impact

Have you ever heard the phrase 'Impact over intention'? What does this phrase mean? Can you think of an example where impact would matter more than intention?

We all make mistakes. This is a fact of life and a fact of being human. What matters is how we react when a mistake is made. We may not intend to harm someone with our words or actions, but ultimately, the impact matters more than the intent.

If you are playing baseball and you hit a ball hard and fast; it flies through the air and hits a teammate on the head. What matters more in that moment: the fact that you didn't intend to hurt them or ensuring the pain your teammate is experiencing is being addressed?



Our impact on others can have serious consequences if we are careless about what we say or do. Have you ever experienced a situation or incident within GGC that had a negative impact for you?



## Anatomy of an apology – Restorative Practices for Addressing Harm

When we make a mistake and we cause harm, one of the ways we can take responsibility for the impact of our actions and restore our relationship with the person we have harmed is by apologizing. Here is a restorative approach to addressing harm.



- Honour the voice and wishes of those harmed throughout the process.
- State boundaries of confidentiality and information sharing.
- Speak honestly with a view to restoration.
- Acknowledge and take responsibility verbally and respectfully for the injury.
- Clearly state and define what has been said/done to cause harm and recognize the impact the words/actions may have both short term and long term.
- Seek knowledge to inform restorative measures.
- Reach an agreement and set learning goals or change targets.
- Cultivate trust by focusing on relationship.

## Self-Directed Activity to Prepare you for Module 2

Doing this activity ahead of module 2 will ensure that you are prepared to take up the activity. There are no self-directed activities for other modules.

### Language of Identity

Please look up the following terms in the [D&I Glossary](#) in order to be prepared to do the Power/Privilege exercise prior to Module 2.

- Privilege
- Power
- Oppressed/marginalized/minority
- Dominant/hegemony
- Racialized
- Intersectionality

### Power/Privilege Exercise

#### Learning Objectives

At the end of this activity, you will be able to:

1. See how your identity lines up with dominant groups.
2. See which identities give you unearned privilege and which identities do not.
3. Understand the dominant identity in the various systems of oppression.



## Introduction

Having reviewed what privilege means, you are now going to explore what it means to have power in our society – i.e. access privileges (and therefore more opportunities) that others do not have. Groups who have access to more privilege and power in society are called ‘socially dominant’ groups. They have social, economic, and political power and they are not necessarily the majority in any given population.

Note that privileges are visible and invisible. An example of an invisible privilege is able-bodied people do not have to think about planning their routes according to ramps and elevators before leaving their houses for the day.

In the chart, each spoke represents a different dimension of identity. The centre of the flower is where power is located. The further an identity is from the centre, the less power it has in the English-speaking Canadian context. As we mentioned earlier, identity can change with context and time.

For example, the sexuality spoke shows heterosexual as being closest to the Power and so being in a position of having more access to privilege with regard to sexual orientation. One example of privilege heterosexuals can experience is not having to ‘come out’ to friends or family. It is assumed in our society that one is heterosexual unless one comes out. As you move away from the centre/Power, those identities are increasingly marginalized.

## Instructions

For ease of use, please print the chart on page 6 to complete the exercise. If you do not have a printer, you can use recreate the chart on a piece of paper or take notes of where you land on the chart. You will need to bring this exercise to the D&I Module 2 training session.

Put an X in the section of each spoke that matches your identity in that particular petal/identity dimension.

This exercise is not meant to evoke guilt, shame or blame. It is an awareness building exercise so you can become aware of your identity and what that means in terms of power and privilege. Once we are aware of our privilege, we are in a better position to become allies.



## Reflection

After you are finished placing your Xs reflect on these questions:



- Which dimensions of identity can change and which cannot?
- Which dimensions of identity are visible and which are not?
- In which spokes are you closest and furthest from the Power?

In the spokes where you are closest to the centre/power, this means that you belong to the socially dominant group for that identity dimension. You are accessing the privileges that the socially dominant group enjoys.

In the spokes where you are further away from the centre/power, these are the areas where you are marginalized, more vulnerable, have less access to privileges and are more likely to experience harm.

If you feel anger, shame or guilt because you are aware of your privileges, we invite you to embrace the opportunity to do some critical self-reflection. Take the time to sit with your thoughts and feelings. Think about your identity and the identity of the people in your unit. [What feelings are underneath your thoughts? Try to understand the feelings that are driving the thoughts.](#)

## Next Steps

We will discuss this exercise in the virtual facilitated Module 2 session. Sharing will be optional; you will not be required to share the details of this exercise.

Think about identities in a Guiding context: How might your identity, that of other adults in the unit, and that of each of the youth you work with influence your unit and your program?

