

Companion Workbook to D&I Module 3

This document along with the D&I Training Primer are not intended to be used as stand-alone resources. It is important that they be used in conjunction with facilitated sessions to provide appropriate and important context, examples and uses.



Learning Objectives:

- Examine and analyze, using multiple lenses (an intersectional approach), complex experiences that may arise in Guiding
- Apply asset-based and trauma informed approaches in practice
- Identify and discuss the challenges that marginalized communities may encounter through Guiding

Check in

Please think of a time when you felt that you really mattered; when who you were or what you did was valued and seen by others.

Cues: What happened that let you know you were being valued?

Feelings: How did you feel as a result of this interaction?

Actions: How did this interaction impact your behaviours and actions at the time and going forward?

Asset-Based Approach

Principles of Asset-Based Approach:

- People should be viewed as actors—not recipients.
- Everyone has something to share, give and do, and that people are not seen as only receiving.
- Girls have choice and voice in the actions they participate in and to what and how they contribute their energy.



Worksheet for Asset Based Approach

| Does not have, lacks, needs to improve | Has, is a strength, is good at |
|--|--------------------------------|
| | |



Trauma Informed Approach

Please think of a time when you felt as if you did not really matter. Think about when the event occurred. Who was present with you? What made you feel that you were not valued?

Please write down the following:

Cues: What happened that let you know you were not being valued?

Feelings: How did you feel as a result of this interaction?

Actions: How did this interaction impact your behaviours and actions at the time and going forward?

People bring their past experiences into every new interaction, and so it is our responsibility to earn the trust of the girls in our unit by ensuring their physical, emotional, and cultural safety.

Guiders should not provide trauma services to girls in their unit



Trauma Informed Practices

- Changing the thinking from “what is wrong with this individual?” to “what happened to this individual?”
- Recognize the pervasiveness of trauma
- Involves vigilance in anticipating and avoiding processes and practices that are likely to retraumatize individuals who already have a trauma history
- Demonstrate greater awareness of the impact of trauma on all individuals, including volunteers and unit leaders
- Incorporate the approach to every aspect of the unit, creating a genuine culture change
- Unit leaders at all levels change their behaviours and actions in keeping with a Trauma Informed Approach

Trauma Informed Principles

How to Support Someone Who Has Experienced Trauma



Space: Part of providing a safe space is allowing space. When a girl needs time to herself, even if it might appear anti-social or unfriendly, embrace her need and anticipate a way for her to re-join, re-engage with the group. Encourage girls to use this utility as and when they need it by reinforcing their power to choose their actions.

Predictability: Its fun to be spontaneous and everyone needs room to be able to “see where things go,” but also have routines and set practices that provide a sense of security and assuredness for the girls.

Perspective: Be critically aware of how and what is happening from your perspective and the girls’ perspectives. Allow people to take responsibility for what is theirs and acknowledge that ownership in an open and supportive manner.

Recalibration: adjust your emotional reaction to a situation or behaviour. Before you react, analyse your emotional response, and re-calibrate accordingly so that you can be there for the girls.

Attribution: give credit where credit is due. In other words, don’t blame a child for her behaviour, blame the trauma that triggered her response. What might seem like “bad” or “rude” maybe due to trauma. Most people learn to survive their traumatic environments with behaviours or attitudes that maybe deemed unacceptable in other environments. As a Guider you have to consider the external factors that impact and influence the unit and how girls bring these along with them.

Support: Be empathetic. Sometimes your lack of experience to similar situations limits your ability to truly empathise, however, it should not limit your ability to be supportive. Speak and show concern and care, affirm, and encourage, accept, and embrace. Also be aware of your own needs and ensure you are taking care of yourself and each other.

Reciprocity: Remember GGC is a girl-driven, that includes in showing care and concern for others too. Be vulnerable and open to the girls caring for you too. In fact, encourage it by showing appreciation when they reach out to you.

Choice: People who suffered trauma might develop a need to control and direct their own experiences to avoid reinjury. Choice plays a crucial part in that it is empowering. Everyone must be aware of their ability to choose and must be open to letting others exercise this right.

Finally, and most importantly, know your limits. Ask for help and accept offers of help because healing from trauma requires community. Know your resources and help the girls know what is available to them too.

Guiders should not provide trauma services to girls in their unit



Scenario:

A new girl joined your group. She is new to Guiding and has not experienced much in the way of social groups outside of school. She doesn't seem to like group activities and usually excludes herself or stays quietly as far away from everyone as possible. You also noticed she never puts down her backpack. She is in grade 5, she speaks with a lisp.

The other girls have stopped engaging with her. You hear one of them say, "Just leave her alone, she doesn't care anyway."

In Breakout Groups:

Formulate a trauma-informed response to the girl's behaviour.

- Using the Trauma Informed Principles above, consider and discuss how each of the sections are applicable to this situation.
- How could you use what you discussed to work with this youth member and the rest of the unit?

Debrief:

What are the components of a good response to this situation?

- Looks for external factors that influence young person's behaviour
- Communicates what will happen to establish predictability
- Affirms and accepts
- Provides spaces and choices to the young person

What are the components of a poor response to this situation?

- Blames the young person and makes them feel rejected and excluded
- Doesn't show concern, care, or support
- Provides no choice or space

To learn more about how an asset-based approach and trauma-informed practice inform GGC's diversity, equity and inclusion principles **check out page 8 of [Guiding is For Everyone](#).**



10 Commitments for Building an Inclusive Guiding Movement

1. **I will inform myself in order to know what I do not know.** I recognize that I'm least likely to recognize the inequities that afford me my own privilege. I will practice recognizing the conditions that privilege me, particularly if those same conditions marginalize others.
2. **I will prioritize people first, process second, and product last.** I will not compromise peoples' feelings of safety in order to produce a good product or outcome.
3. **I will not reduce diversity and inclusion to cultural celebrations or activities.** I will reject celebrations of diversity that reduce culture to a few isolated aspects such as food, clothing, song, dance, or crafts. Although these things can be a part of engaging with culture, they do not in of themselves make Guiding inclusive.
4. **I will engage in difficult or uncomfortable conversations to further the work of inclusion.** I will not shy away from difficult, discomfoting, or unsettling conversations, because I trust these conversations will move our Guiding community in the right direction when practiced with compassion for everyone involved.
5. **I will work to change the structures and systems that affect marginalized communities, not marginalized communities themselves.** I will refuse to identify the source of social problems as existing within marginalized communities and individuals. Instead, my responsibility is to address structural and systemic inequities as that is the source of social problems. I know that differences of how Guiding is experienced as a result of marginalization has nothing to do with an individual's mindset, culture, or grit.
6. **I will situate a person's Guiding experience inside the larger sociopolitical context.** I will work to understand the bigger context of societal inequity. Even if I do not have the power to end systemic oppression, I recognize that oppression has real impacts on a person's experience in Guiding. I commit to understanding those impacts.
7. **I will resist simple solutions to complex problems.** I am committed to doing what is right when it comes to building an inclusive Guiding community, even if what is right is not easy and simple.
8. **I will take ownership over my impact.** I recognize that my good intentions do not excuse behaviors that further marginalize or oppress people around me. I will work to be aware of the impact of my actions, and when necessary, listen, reflect, apologize, and do better.
9. **I will stand beside or behind marginalized communities, not in front of them.** I have a lot to learn from the identities and experiences of the people I want to serve and will strive to build inclusive spaces alongside and in solidarity with them.
10. **I will work for equity at the expense of equality.** I recognize that equity is not about valuing every perspective. I will not promote perspectives I know to be harmful or oppressive for the sake of 'equality.'

