

Respect for Diversity: A Planning Resource



Student Services



Supporting
Student
Success

Respect for Diversity: Action, Awareness, Advancement
A Planning Resource

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A Planning Resource

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Introduction

In the *Minister's Response to Addressing Bullying in Nova Scotia Schools: A Student's Perspective*, released in 2003, the Nova Scotia Department of Education made a commitment to create a template, or model, for developing and implementing respect and understanding of diversity within the public schools.

This publication is the result of that commitment. Students can use this resource in their schools to support the promotion and advancement of diversity. It has been designed as a concise information and training resource to assist in the planning and delivery of a school-based Respect for Diversity Day.

Respect for Diversity: Awareness, Action, Advancement is meant to provide those who support positive change with ideas and examples that will lead to a one-day experience focussed on diversity within your school. Students, teachers, and administrators will need to collaborate to make this student-led event a success. For that reason, this resource is being made accessible to any student who may be interested in promoting diversity.

Program Planning

Let's Begin

What do we mean by *diversity*?

Diversity describes the many differences and similarities that exist among people. Some, such as race and gender, may be apparent. Diversity also includes less obvious differences, such as cultural background, religious and moral values, education, social status, age, lifestyle, and political views. When you get to more specific planning, it may help to think of a list of words associated with diversity: race, sex, sexual orientation, ability/disability, education, geographic origin, age group, social class, family, religion, language, and ethnic group.

Respect for everyone's opinions and experiences is essential for creating a climate of open and honest dialogue and encouraging the broadest range of viewpoints.

Diversity in the Classroom: Engagement and Resistance
Carl E. James

What does a Respect for Diversity Day look like?

Ideally, this day will be an engaging, informative, and interactive learning experience. Diversity, the central topic, will be both discussed and modelled through facilitators and presenters. Diversity will also be represented in all aspects of the day's program (factual content, location and set-up of session area, food choices, decoration choices, entertainment, opening and closing activities, and so on).

Who benefits from a Respect for Diversity Day?

Everyone who participates in the Respect for Diversity Day will benefit. There are many opportunities to expand beyond the day. Each person who participates in the event will have the chance to educate his or her family, friends, and community. The results of the experience will hopefully lead to more students becoming interested and empowered to make a difference in society.

What is in this resource?

This booklet contains information, as well as a set of templates, checklists, and tips, organized as appendices, that your Respect for Diversity Day planning team can use to accomplish the following outcomes:

Cultural competency

means to have the capacity to

1. value diversity
2. conduct self-assessment
3. manage the dynamics of difference
4. acquire and institutionalize cultural knowledge and
5. adapt to diversity and the cultural contexts of the communities they serve

(Cross, T. et al. 1989)

- assess personal and school levels of cultural competency (While the Bennett Model uses the terminology “intercultural sensitivity,” the Department of Education uses the term “cultural competency” as it reflects the application of the model.)
- agree upon definitions of the words you will be using so that you develop a shared understanding
- plan and deliver a Respect for Diversity Day that raises awareness of your school’s position and individual positions on a Respect for Diversity continuum
- support growth in and commitment to Respect for Diversity practices and school culture over the long term among students, staff, and administrators

Where do we begin?

Every good model has its foundation in research and has a framework through which to operate. Research for this resource came from literature and two student-led models used in public schools in the province. The suggested framework is a cultural competency model which builds from the development of cultural sensitivity and is called the Bennett Model after its developer, Milton Bennett (<http://www.intercultural.org/pdf/dmis.pdf>).

Start by getting to know yourself and the group dynamics of your “action team,” the school team that will lead the initiative. Ask yourself: Who am I? How do I like to learn? What do I know about my views about diversity? The following questions are a good starting point; check Appendix A: Personality Profile for more.

- How do I define diversity?
- What evidence can I offer to demonstrate how I show respect for diversity?
- Am I able to confront personal issues/beliefs about diversity?
- How do my personal beliefs and actions affect who I am and how I act in school?

When you have gained a picture of yourself and your action team, you can begin to observe what is happening in your school in relation to diversity. The more aware and informed you are, the more able you are to plan a learning experience that really meets the needs of your school. A school’s culture will reflect the characteristics and ways of life of those who influence the school community.

Let’s Get Planning

Don’t short-change the planning process! Besides working out all the logistical kinks, it is a chance to look at values and attitudes—to get the “real stuff” out on the table. This resource is all about moving toward change. The Respect for Diversity Day you help bring about has the potential to influence the entire school; and you and your team must model the development of understanding and trust that is needed to lead this change.

Good planning doesn’t just happen; it requires effort and knowledge about how a team works together to get results. You will find some tools to help you at the back of this resource. Appendix B: Planning and Process has information on planning for meetings, conducting meetings, dealing with problems, and deciding on actions. Your team can use Appendix C: Building Ground Rules to agree on how to operate. The information in Appendix D: 10 Tips When Facilitating Discussion can be used for discussions during the planning meetings as well as for group discussions that are part of your Respect for Diversity Day.

Need to Know

As a means of finding out the way things are and beginning to think about how society may want them to be, you are encouraged to carry out a needs assessment. The appendices have sample needs assessment forms for use by students and teachers (Appendix E: Administrators and Teachers Needs Assessment and Appendix F: Students Needs Assessment). There are a variety of ways that these can be used. They could be completed by individuals and passed in to the committee; the committee could organize a gathering to have the forms completed all at once; school staff could complete them at a staff meeting, and students could complete them as part of an in-class activity.

The needs assessments you carry out with school staff and with students will allow you to plan your Respect for Diversity Day so it best addresses the issues identified for your school. As well as assisting in planning, needs assessments can also give good information that can be used as “check-back” points later on. Appendix G: Using the Results of Your Needs Assessments is included at the end of this resource to help you move from issues to actions.

Details, Details, Details

All good stories have a great beginning, a great ending, and great stuff in between. In putting together the program for your Respect for Diversity Day, you need to have an introduction; opportunities to develop knowledge, create awareness, and explore skills and abilities; a time to agree on future actions; and an opportunity to evaluate the day. Those parts are described below. You can use Appendix H: Workshop Planning Checklist as a template to help your team plan the day.

Introduction

This is the chance to introduce facilitators, the agenda, and planned outcomes and to develop **community guidelines**, which are the way we will treat each other and what we can do so that optimum learning can occur. Participants can also develop personal goals to arrive at an individual commitment.

It is important to create community guidelines in order to establish a safe and respectful learning environment. Be sure to involve the participants in developing the list. This is usually done as a flip charting activity. Ask participants to brainstorm what they need so that they can feel safe and are

able to learn. People might say things like: “start and end on time,” “no side conversations,” “actively listen to what people are saying,” “respect confidentiality,” and so on. Also make your own contributions. This is a full-group activity.

Knowledge Development

This is a time to share facts. Lectures, small-group learning, and individual inquiry are some common approaches to share facts.

Creating Awareness

This part encourages participants to describe how they feel. This can happen through individual reflection and through small-group and large-group sharing. Connecting the emotional level to the knowledge level contributes to motivation for change. When we developed the community guidelines the stage was set for creating a safe place for learning. We can now ask people to do some personal reflection and share those reflections with a table mate and/or the small group.

Skills and Abilities

In this process, participants can explore their skills and abilities. Once a baseline of where they are is established, they can be enhanced and necessary new ones can be developed.

Action

This is the chance to bring all the learning into a plan for sustained change. The knowledge, awareness, enhanced (developed) skills, and abilities come together. Action can be at a personal level and/or an institutional level. Perhaps it would be useful to have a template that encourages participants to plan specific, realistic goals and time lines, and measures for success.

Evaluation

Now is a chance to look at the progress in relation to the outcomes that were introduced at the beginning of the day. Depending on the planned outcomes, you can get the answer at the end of a session or “check in” with participants at a pre-determined date.

A Sample Day

Remember that the content and process should reflect diversity.

Ice breaker	Example: find somebody who speaks more than one language.
Development of expectations and community guidelines	Example: a talking circle. In a talking circle, each one is equal and each one belongs. Students in a talking circle learn to listen and respect the views of others. A stick, stone or feather (something that symbolizes connectedness to the land) can be used to facilitate the circle. Whoever is holding the object has the right to speak and the others have the responsibility to listen.
Presentation	Knowledge, facts, information on the topic(s) of the day. This can be done by a member of the committee or an external presenter. It depends on knowledge level and expertise.
Small groups	Expanding on the facts; getting to the emotion, getting the group outside their comfort zones.
Energizer	Example: a tai chi session.
Large group	Sharing our learning. This can be done by having participants respond to specific questions and participate in a debrief. The goal is to share learning so there may be a variety of creative ways to do this, for example, through artwork, music, drama, etc.
Workshops	This is an opportunity to have people share their lived experience. Also, this is a chance for learning to happen through self-reflection, experiential learning, and discovery activities. Encourage "first voice/ authentic voice" input.
Closure	Check-in (where to go from here). Try "storytelling". Participants may talk about how the experiences of the day have impacted them; what they will do from here as an individual and/or collective. It is always helpful to have a written evaluation of the day. This will inform future sessions.

Putting It All Together

You have completed individual and school assessments; you understand what the flow should look like; and you have planned the actual components of the day. Now is the time to put it all together. Appendix I: Workshop Planning Guidelines for One-Day or Shorter Workshops and Appendix J: Planning Sheet for the Facilitator, can be adapted to create an action plan, timetable, and checklists to make sure that everyone knows their roles and no detail is overlooked.

Whether it is a half-day, a full day, or more, you will need to use facilitation skills and communicate well—some of the skills you have learned while working with the action team. (See Appendix D: 10 Tips When Facilitating Discussion, for example.) Good use of facilitation skills and strategies will get the day off well, keep it moving, and close on a productive note.

This is a chance to use both explicit and implicit messaging and intuitive knowledge. Often we say “looks and sounds like” (this is implicit and explicit) and “feels like” (this is intuitive). Get people moving in the same direction from the start by establishing community agreements (sometimes called group norms) and assigning roles (e.g., note taker) that will support a successful session. Involve participants early. Vary delivery of the day, presentations, role plays, video, and so on.

Wrap-up

The Diversity Day Planning Team should have a debrief session. This will probably take a few hours and most likely will be at the end of your school day. Plan to have a comfortable space and refreshments for all. This is an opportunity to get the committee members input as to how each felt the session went; review the completed evaluations from the session, pick out comments that may require future action, and make any recommendations that will contribute to any identified issues. Keep in mind that action has been both a theme and focus of your work. As a means of not losing ideas and giving those who come after you some support, you should capture the discussion and recommendations into a report. It is useful to have a few copies: one to be kept in the principal's office, one in the school library, and one to be kept in the Diversity Day Planning Team file.

"Combating racism is like peeling away the layers of an onion, it can be hard, even difficult, sometimes it can make you cry but if you keep at it long enough you will succeed in breaking it down."

*Terry Bright
Youth Against Racism Participant
Weymouth Consolidated High School*

Appendices

Appendix A: Personality Profile

To get a flavour for style differences, read each of the following statements and circle the ending that is most like you.

<p>1. When I am in a learning situation, I like to</p> <ul style="list-style-type: none"> a) be involved in doing something b) work with people in groups c) read about the information d) watch and listen to what is going on 	<p>2. When I am working in a group, I like to</p> <ul style="list-style-type: none"> a) direct the discussion and activity b) find out what other people think and feel c) remain somewhat detached from the rest of the group d) go along with the majority
<p>3. When faced with a conflict situation, I prefer to</p> <ul style="list-style-type: none"> a) confront the situation head on and try to win b) work with the other person to arrive at an amicable resolution c) present my position by using logic and reason d) not make waves 	<p>4. In a conversation, I tend to</p> <ul style="list-style-type: none"> a) come straight to the point b) draw others into the conversation c) listen to what others have to say, then offer an objective opinion d) agree with what others say
<p>5. When making a decision, I tend to</p> <ul style="list-style-type: none"> a) make a decision quickly and then move on b) consider how the outcome will affect others c) take time to gather facts and data d) consider all possible outcomes and proceed with caution 	<p>6. I am seen by others as someone who</p> <ul style="list-style-type: none"> a) gets results b) is fun to be with c) is logical and rational d) is a calming influence
<p>7. In a work environment, I prefer</p> <ul style="list-style-type: none"> a) to work alone b) to work with others c) structure and organization d) a peaceful atmosphere 	

Now count the number of times you circled each letter. The letter with the most circles indicates your preferred style: a = candid; b = persuasive; c = logical; d = reflective.

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Appendix B: Planning and Process

Meeting Planning	
<p>Questions to Ask before Meeting</p> <ol style="list-style-type: none"> 1. What is the purpose of the meeting? 2. What are the desired outcomes? 3. Is a meeting really necessary to achieve the purpose and outcomes? 4. What alternatives to the meeting exist? 5. Who should attend the meeting? 6. What is the chemistry of the invitees? 7. What is the meeting plan? 8. What unexpected issues might arise? 	<p>Creating a POP: Purpose, Outcomes, Plan</p> <p>The purpose should state why a meeting is needed. Write one by finishing this sentence:</p> <p>“The purpose of the meeting is to ...”</p> <p>Outcomes focus the meeting by indicating what information is to be shared and what decisions or actions need to occur.</p> <p>The plan is the actual agenda that accounts for the leaders, content, sharing, processing, and timing of the meeting.</p>
Active Facilitation Strategies	
<p>Ground Rules</p> <p>Set ground rules to create a team contract of how people will behave. It keeps the meeting focussed. Example:</p> <ul style="list-style-type: none"> • all participate • challenge ideas instead of individuals • start on time / stop on time (SOT/SOT) • one conversation at a time • confidentiality • evaluate the meeting 	<p>Roles</p> <p>Appoint roles to formally share meeting ownership. Examples:</p> <ul style="list-style-type: none"> • Facilitator: Objectively leads meeting • Co-facilitators: Support facilitator • Scribe: Notes actions/decisions on flip chart • Note taker: Records decisions/actions, shares • Process observer: Gives ongoing and post-evaluations • Timekeeper: Monitors time, focusses group • Others: Roles designated by group as needed
<p>Parking Lot</p> <p>The parking lot is a <i>visible space</i> in which to record items that are important, but not relevant to the issue at hand. The parking lot is analogous to a car in the parking lot. It is important for moving to the next destination, but irrelevant to the moment at hand (or immediate meeting’s purpose). Designate a scribe and note issues on a flip chart.</p>	<p>Involve All</p> <p>Involve participants at the start by spending a few minutes checking in. This invaluable communication period sets the tone for the entire meeting. Try</p> <ul style="list-style-type: none"> • a five-minute informal conversation period • paired interviews on pre-determined topics • roundtable sharing of business concerns and good news

<p>Assignments</p> <p>Pre-meeting assignments are tasks done by participants in advance of the meeting. If you assign them, abide by these rules:</p> <ul style="list-style-type: none"> • explain why it is important • give adequate lead time • provide clear instructions (read, analyse) • emphasize the need to complete it in advance • assign it only if you intend to use it • plan a process for using the assignment at the meeting 	<p>Presentations</p> <p>Presentations can be time wasters if they are not planned and facilitated well. Follow these ground rules to ensure quality and critical thinking:</p> <ul style="list-style-type: none"> • separate presentation from discussion • allow clarification questions only during presentation • give participants reflection questions: <ul style="list-style-type: none"> – What points did you agree/disagree with? – How could the proposal be improved? – What new questions does it raise?
<p>Breakouts*</p> <p>Meeting breakouts for 10 or more participants are effective at reducing meeting cycle time and maximizing results.</p> <ul style="list-style-type: none"> • determine space requirements • decide size of breakout teams • plan composition of breakout team • determine supplies/materials needed • plan breakout team process <p>* Breakout teams are small groups that leave the larger meeting to discuss individual topics.</p>	<p>Options</p> <p>Breakout team process options:</p> <ul style="list-style-type: none"> • small teams on same tasks; report outs • small teams on varied tasks; report outs • focussed, short report outs • time for silent reflection • process for action on team information • process for making decisions
<p>Flip Charts</p> <p>Flip charts are invaluable for:</p> <ul style="list-style-type: none"> • keeping the meeting focussed • freeing participants from note taking • catching up latecomers • depersonalizing ideas • helping note taker • retaining the process visually and emotionally • creating a meeting mind map (get some coloured markers and a scribe, and you are ready) 	<p>Tips</p> <p>Flip chart tips:</p> <ul style="list-style-type: none"> • write the words that people say, if possible • share the scribe role among multiple members • keep all information visible (hang charts) • clarify with team when you have all your ideas • establish and use a parking lot • use colour • print clearly

Troubleshooting	
<p>Helping Behaviours</p> <ul style="list-style-type: none"> • Proposing: “How about ...” • Building: “To build on Diane’s idea ...” • Information Seeking: “Please describe ...” • Opinion Seeking: “How do you feel, Kenny?” • Information Giving: “Here is my report ...” • Opinion Giving: “My opinion is ...” • Disagreeing: “I disagree with Ron because ...” • Summarizing: “To recap the issue ...” • Testing Comprehension: “I heard you say ...” • Consensus Testing: “How many agree ... ?” • Encouraging: “Say more about that idea ...” • Harmonizing: “What do we agree on?” • Performance Checking: “How close are we?” • Standard Setting: “We need to decide by ...” • Tension Relieving: “The humour in this is ...” • Paraphrasing: “What I heard you say was ...” 	<p>Processing Conflict</p> <ul style="list-style-type: none"> • Acknowledge feelings: Feelings cannot realistically be left outside the meeting. Get them into the open. • Remain neutral: Respect people’s right to have their feelings and encourage expression. • Seek first to understand, then to be understood: Model and expect this behaviour. • Process feelings by <ul style="list-style-type: none"> – observing silence (reflection time) – taking a break – silently brainstorming issues on cards – round-robin sharing of concerns – buzz team discussion and sharing (2–3 minutes of idea generation) – identifying areas of conflict and commonality and ideas for bridging gaps – suggesting ways of resolving conflict • Refocus conversation on original topic/goals.
<p>Hurtful Behaviours and Strategies</p> <ul style="list-style-type: none"> • Late Arrivers: Start on time, don’t update. • Side Conversations: Stop, look at offenders. Ask them if they would like to share their idea. • Dominators: Ask them to scribe; use ground rules; seek input from all participants. • Quiet Members: Periodically draw them in without putting them on the spot. • Rambling: Stay focussed on agenda, use the parking lot if point is relevant. • Negativity: Ask the group to comment on negative opinions. Check for agreement/disagreement. 	<p>Dealing with Unruly Behaviour</p> <ul style="list-style-type: none"> • Establish ground rules before problems occur, refer to them often. • Confront unruly behaviour. • Expect all participants to share responsibility for meeting process. • Communicate nonverbally. • Recognize helpful behaviour. • Meet privately with repeat offenders. • Create group signals for confronting behaviour (three-knock rule, Koosh balls, periodic process checks).

<p>Consensus Building</p> <p>Consensus is a psychological state of supporting an action for decision that the group decides to pursue.</p> <p>Formula: $C = A + S$ (Consensus = Agreement + Support)</p> <p>Test for consensus by verbal polling or a written vote.</p> <p>Use consensus to determine team functions (meeting frequency, ground rules, roles, etc.); agree on team projects; agree on key implementation points of projects.</p> <p>Recipe for consensus:</p> <p>I've heard and understand your position.</p> <p>You've heard and understand my position.</p> <p>The decision does not compromise my values or ethics.</p> <p>I can support the proposed decision.</p>	<p>Conflict</p> <p>Recognize Symptoms of Conflict</p> <ul style="list-style-type: none"> • ideas get attacked before they are fully stated • comments are personal attacks • suggestions don't build on previous ones • win-lose pressures • victim mentality (versus proactive) • members take sides <p>Act to Resolve Conflict</p> <ul style="list-style-type: none"> • recognize that conflict is a natural, inevitable aspect of team process • mutually agree that resolution is desirable • empathize with each other • move from problem identification to solution • seek a variety of opinions on the issue • listen
<p>Reflective Evaluation</p>	
<p>Closure</p> <p>Seek closure by summarizing and generating conclusions and/or action items throughout the meeting. Record them on a flip chart. This makes reaching conclusions and minute writing easier. Reflect on the following:</p> <ul style="list-style-type: none"> • What actions have been decided? • What decisions have been made? • What are agenda items for next time? • What issues remain open? 	<p>Post Mortem</p> <p>The only way to improve meetings is to strengthen what works and eliminate or change what doesn't. Here are a few ideas:</p> <ul style="list-style-type: none"> • Take action on parking lot items at the end. • Review outcomes, decisions, and actions. • Highlight items for next agenda. • Critique session: Open conversation, written survey, combination.

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Appendix C: Building Ground Rules

Step 1: Each member of the team is to individually rank each of the 12 “Ground Rules for Successful Teamwork.” (#1 = most important, #12 = least important). Place your responses in the first column under “Your Ranking”. You will have 10 minutes to do so. Do not discuss the items until each member has finished the individual ranking.

Step 2: After everyone has finished the individual ranking, rank order the 12 items as a team. Use the second column “Team Ranking” to record your responses. Once discussion begins, do not change your individual rankings. You will have 25 minutes for the team discussion.

	Your Ranking	Team Ranking
1. If we must be late or absent, we will inform the team facilitator, liaison, or a team member at least a day in advance.		
2. We will always come to meetings prepared to work on the agenda that we will receive before the meeting. Our preparation and data collection will be complete, and we will be ready to discuss the issues on the agenda.		
3. We will always respect the opinions and feelings of all individuals. Each member has equal participation in our meetings. When discussing team business, members should expect to contribute to discussions and be listened to with respect.		
4. We will always avoid blaming people for the shortcomings of our team. If our team somehow fails to do its tasks properly, we will examine our team process and attempt to improve it. If individuals are having trouble meeting their commitments, the team will support them in every possible way.		
5. Members will support the decisions of the team after they are made. Undermining team decisions or second-guessing and bad-mouthing the team and its work outside the team setting to non-members is unacceptable behaviour.		
6. Members will live up to their team commitments, recognizing that failure to do so affects the whole team’s progress. When in jeopardy of not meeting their obligations, members will notify the team in time for other members to take supportive actions.		

<p>7. When faced with a decision, we will first decide how to make the decision. Our general rule is to (1) state the problem, (2) discuss different ideas, (3) examine the benefits and risks associated with different approaches, and (4) select an approach we can all support.</p>		
<p>8. We will deal with conflict in a productive way. Our general rule for conflict is to understand the problem as best we can from each side’s perspective. To do that, we will listen to all sides of the conflict, looking for facts and evidence. If there is still a conflict about facts, we will gather additional data. When the problem is understood, the team will help those in conflict create alternative approaches.</p>		
<p>9. We recognize that working on a team usually results in high-quality ideas and decisions. If we find we are not experiencing these benefits of teamwork, we will pause to assess how we are working together until we better understand our team and our work.</p>		
<p>10. We will not engage in sidebar conversations, whether or not they relate to the topic under discussion or other issues. Relevant conversations will be shared with all team members.</p>		
<p>11. Because of the time boundaries of this project and our desire to engage all participants in discussions and decisions, external interruptions will be kept to a minimum.</p>		
<p>12. The discussions and decisions of this team will be kept confidential and not shared with anyone outside of this group, until agreed to by all participants.</p>		

Appendix D: 10 Tips When Facilitating Discussion

Your role during a group discussion is to facilitate the flow of comments from participants. Although it is not necessary to interject your comments after each participant speaks, periodically assisting the group with their contributions can be helpful. Here is a ten-point facilitation menu to use as you lead group discussions.

Paraphrase

1. **Paraphrase** what a participant has said so that he or she feels understood and so that the other participants can hear a concise summary of what has been said.

So what you're saying is that you have to be very careful about asking applicants where they live during an interview because it might suggest some type of racial or ethnic affiliation. You also told us that it's okay to ask for an interviewee's address on a company application form.

Check

2. **Check** your understanding of a participant's statement or ask the participant to clarify what he or she is saying.

Are you saying that this plan is not realistic? I'm not sure that I understand exactly what you meant. Could you please run it by us again?

Compliment

3. **Compliment** an interesting or insightful comment.

That's a good point. I'm glad that you brought that to our attention.

Elaborate

4. **Elaborate** on a participant's contribution to the discussion with examples, or suggest a new way to view the problem.

Your comments provide an interesting point from the employee's perspective. It could also be useful to consider how a manager would view the same situation.

Energize

5. **Energize** a discussion by quickening the pace, using humour, or if necessary, prodding the group for more contributions.

Oh my, we have lots of humble people in this group! Here's a challenge for you. For the next two minutes, let's see how many ways you can think of to increase co-operation within your department.

6. **Disagree** (gently) with a participant's comments to stimulate further discussion.

Disagree

I can see where you are coming from, but I'm not sure that what you are describing is always the case. Has anyone else had an experience that is different from Jim's?

7. **Mediate** differences of opinion between participants and relieve any tensions that may be brewing.

Mediate

I think that Susan and Mary are not really disagreeing with each other but are just bringing out two different sides of this issue.

8. **Pull together** ideas, showing their relationship to each other.

Pull together

As you can see from Dan's and Jean's comments, personal goal setting is very much a part of time management. You need to be able to establish goals for yourself on a daily basis in order to more effectively manage your time.

9. **Change** the group process by altering the method for obtaining participation of by having the group evaluate ideas that have been presented.

Change

Let's break into smaller groups and see if you can come up with some typical customer objections to the products that were covered in the presentation this morning.

10. **Summarize** (and record, if desired) the major views of the group.

Summarize

I have noted four major reasons that have come from our discussion as to why managers do not delegate: (1) lack of confidence, (2) fear of failure, (3) comfort in doing the task themselves, and (4) fear of being replaced.

Appendix E: Administrators and Teachers Needs Assessment

Rate Your School

How Multicultural and Anti-Racist is Your School?	Yes	No	Unknown
1. Are government and board policy statements on race and ethnic relations given prominent display at school?			
2. Does the school code of behaviour describe prejudicial or racist behaviour as unacceptable? Is the staff prepared to deal with such conduct in students, staff, or visitors if it does occur?			
3. Does the library contain books and periodicals that reflect the ethnic and/or racial diversity of Canada?			
4. Has the staff been provided with resource materials to help them in their understanding of anti-racist education?			
5. Have there been opportunities for staff to receive professional development opportunities in cross-cultural and race relations education?			
6. Are teachers aware of the cultures from which children come and the customs and attitudes within them?			
7. Do staff react differently to races/cultures who cluster in groups in and around the school?			
8. Are racial/cultural minorities represented in <ul style="list-style-type: none"> a) parent committees b) school clubs and special events c) pictures and displays in halls and bulletin boards d) films, videos, and music e) honour roll f) staff 			
9. Are languages other than English spoken by students in the school used in displays, notices, and announcements?			

How Multicultural and Anti-Racist is Your School?	Yes	No	Unknown
10. Is multiculturalism celebrated? For example: a) immigrant contributions to Canada b) heroes from diverse backgrounds c) black (African) History Month d) cultural and performing arts groups e) school multicultural festival f) guest speakers from diverse backgrounds g) Mi'kmaq History Month			
11. Is full acceptance of minority ethnic groups communicated to parents, e.g., newsletter/celebrations?			
12. Does the school have a welcoming/mentoring system for new students?			
13. Are minority students disproportionately represented in certain areas of the school life? For example: a) lates b) suspensions c) basic level (general) d) enrichment programs e) sports and other extracurricular activities—if so, are there reasons that may go beyond the students themselves?			
14. Do classes appear to be segregated along race and/or cultural lines?			
15. Do the school's counselling practices fully value the potential of minority students?			
16. Is English as a Second Language instruction provided for non-English-speaking students?			

How Multicultural and Anti-Racist is Your School?	Yes	No	Unknown
17. Are outside agencies used by the school? For example:			
a) Multicultural Association of Nova Scotia (MANS)			
b) Black Educators Association			
c) Mi'kmaq Association of Cultural Studies			
d) Federation Acadienne de la Nouvelle-Écosse			
e) Mi'kmaq Friendship Centre			
f) International Education Centre, Saint Mary's University			
g) Nova Scotia Department of Education, Student Services (Multicultural Education)			
h) Society for the Study of Ethnicity in Nova Scotia			
i) Multiculturalism and Citizenship Canada			
j) Metropolitan Immigration Settlement Association (MISA)			
k) Nova Scotia Human Rights Commission			
l) Confederacy of Mainland Mi'kmaq			
m) Dartmouth Immigrant Association			
18. Are student and parents regularly informed of school board and school race relations policy?			
19. Do the images in school displays, assemblies, and community events positively reflect the cultural diversity of students in the school and community as a whole?			
20. Are racist incidents such as name calling dealt with seriously by staff, and are students consulted about how to deal with such problems and possible solutions?			
21. Does the material you teach include authors from a variety of racial or cultural backgrounds, and do courses stress the contributions of varied racial and cultural groups?			
22. Does the food served in the cafeteria reflect the tastes of different ethnic groups?			

Appendix F: Students Needs Assessment

Rate Your School

How Multicultural and Anti-Racist is Your School?	Yes	No	Unknown
1. Does the material you study include authors from a variety of racial or cultural backgrounds, and do courses stress the contributions of all cultural and racial groups?			
2. Have you been taught how to detect stereotypes, bias, and racism in the materials you study?			
3. Do students of similar backgrounds often seem to stick together in class, on sports teams and in the playground?			
4. Are racial/cultural minorities represented in			
a) parent committees			
b) school clubs and special events			
c) pictures and displays in halls and bulletin boards			
d) films, videos, and music			
e) honour roll			
f) staff			
5. Are languages other than English spoken by students in the school used in displays, notices, and announcements?			
6. Do classes appear to be segregated along race and/or cultural lines?			
7. Are outside agencies used by the school? For example:			
a) Multicultural Association of Nova Scotia (MANS)			
b) Black Educators Association			
c) Mi'kmaq Association of Cultural Studies			
d) Federation Acadienne de la Nouvelle-Écosse			
e) Mi'kmaq Friendship Centre			
f) International Education Centre, Saint Mary's University			
g) Nova Scotia Department of Education—Multicultural Services			
h) Society for the Study of Ethnicity in Nova Scotia			
i) Multiculturalism and Citizenship Canada			
j) Metropolitan Immigration Settlement Association (MISA)			
k) Nova Scotia Human Rights Commission			
l) Confederacy of Mainland Mi'kmaq			
m) Dartmouth Immigrant Association			
8. Do the images in school displays, assemblies, and community events positively reflect the cultural diversity of students in the school and community as a whole?			
9. Are racist incidents such as name calling dealt with seriously by staff, and are students consulted about how to deal with such problems and possible solutions?			

Appendix G: Using the Results of Your Needs Assessments

1. What have we learned from each question in the needs assessments?
2. What possible action(s) could be taken to improve respect for diversity?
3. Who can lead the planning of the action?
4. Notes: Resources, supports for each planned action

Appendix H: Workshop Planning Checklist

1. Which schools will be invited? _____

2. What criteria do schools have to meet? _____

3. What criteria will the participants meet? _____

4. When will it be held? _____

5. How long will it last? _____

6. What goals are you hoping to accomplish? _____

7. What activities will you do? _____

8. What atmosphere do you want to create? _____

9. What venue fits into your budget? _____

10. How much space do you need? _____

11. Where will you have breaks? _____

12. What goes into your agenda? _____

13. What issues must be covered? _____

14. What issues should be avoided? _____

APPENDICES

15. What clarifications should be used for definitions? _____

16. How will you ensure a variety of speakers from a variety of backgrounds? _____

17. How will you mix groups to ensure communication? _____

18. Will there be time for personal stories? _____

19. Can it be held in a rural setting? _____

20. Will participants stay overnight or commute? _____

21. Where will participants stay? _____

22. If needed, are billets a possibility? _____

23. Will you feed the participants? _____

24. Is food available on-site? _____

25. What has your group done already? _____

26. What have other groups done that was successful? _____

27. What are the interests of the audience? _____

28. How will you deal with conflicts? _____

29. Who will organize the workshop? _____

30. Who will present the workshop? _____

31. Who will sponsor the workshop? _____

32. What do you want in your training manual? _____

33. Will you invite media to attend? _____

34. Who will promote the workshop? _____

35. Where will you advertise the workshop? _____

36. What sources of media will be used? _____

37. Who will take care of the financial information? _____

38. How will you stay in budget? _____

39. What role will the program co-ordinator play? _____

40. How will you evaluate the workshops? _____

41. How will you keep in touch after the workshops? _____

Appendix I: Workshop Planning Guidelines for One-Day or Shorter Workshops

A. Six or More Months Ahead

1. Set location; check for
 - access for the physically challenged
 - availability of rest rooms in workshop area
 - availability of audiovisual equipment
 - parking arrangements
 - liaison from location who will work with you
 - room freshening between sessions
 - availability of non-disposable meal/break serving dishes, utensils, and glassware
 - meeting room price should be free or nominal if a meal function is held
 - floral or other decorations
 - workshop registration area
2. Submit workshop proposal to school administration.
3. Begin financial planning—develop a budget.
4. Make up a list of contacts: include name, address, phone, and fax numbers.
5. Begin public relations campaign—send press release and/or information notice.

B. Three–Six Months Ahead

1. Plan speaker, presenter, panel members, etc.
 - write a letter of intent to each person that covers
 - date
 - time
 - theme
 - honourarium (how and when paid)
 - overnight accommodations
 - travel expenses provided (include destination and arrival, indicate mode of travel to be covered)
 - meals

- date by which handouts for duplication must be received
 - point of contact for questions
 - statement that no expenses other than those mentioned will be covered
2. Set schedule of the day.
 - registration time
 - break time
 - lunch time
 - ending time
 3. Begin registration flyer process.
 - design flyer using checklist
 - send flyer to potential attendees
 - determine groups to receive flyers
 - print flyer in sufficient quantity to cover chosen recipients

C. Two–Three Months Ahead

1. Initiate mailing contact procedures for attendees.

D. Six Weeks–Two Months Ahead

1. Decide final details for workshop.
 - who makes various introductions and ending remarks
 - who will be in charge of the registration table
 - evaluation form content
 - reconfirm speaker(s) with a short note or phone call concluding arrangements for the day; ask for a written response
2. Check location arrangements.
 - room set-up
 - menus for breaks, meals
 - audiovisual needs
 - map of location for inclusion in participants' packet

E. Two Weeks Ahead

1. Print or duplicate final program, include
 - room assignments
 - introducers
 - times
 - committee list

2. Print or duplicate evaluation forms.
3. If more than one room is used, make signs for rooms with their scheduled events.
4. Make registrants list from registration forms received.
5. Print or duplicate registrants list if it is to go into the participants' packets.
6. Prepare name tags for participants including their institution.

F. One Week Ahead

1. Assemble packets for workshop participants, including
 - speaker handouts
 - evaluation form
 - final program
 - registrants list
 - blank paper for notes if desired
 - information items if desired
 - name tag
 - registration receipts
2. Request honorarium check(s), (if applicable).
3. Call location(s) to confirm.
 - number for breaks and lunch
 - menu
 - final arrangements

G. Day Before or Early Morning of Event

1. Set up registration table:
 - workshop packets
 - name tags, if not in packets
 - receipts, if not mailed previously, or if statement was not made saying that receipts will be cancelled checks
2. Set up signs for rooms.
3. Check room arrangements visually, accompanied by location liaison.
4. Check audiovisual equipment to be sure it is in working order.

H. Afterward

1. Compile evaluations and send summary to Program Committee Chair with registrants list.
2. Send thank you letters:
 - all presenters
 - location liaison
 - committee members
3. Collect expense statements, invoices, receipts, bills.
4. Prepare final report.

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Appendix J: Planning Sheet for the Facilitator

In Advance	Done = ✓
• agree on the objectives of the workshop	
• agree on who will be the facilitator	
• identify the participants	
• select and book a venue	
• inform everyone of the date, purpose, and venue	
• design the workshop	
• circulate an outline of program	
• facilitator: draw up your own more detailed program	
• confirm room requirements and timings with the venue	
• talk to key players through the plan and agree on roles	
• discuss what “success” would look like for the occasion	
• meet and brief any guest speakers	
• prepare/copy any necessary materials	
• devise group listings if necessary	
• make up a table plan for any formal meal (if applicable)	

Take With You	Done = ✓
• your detailed notes for the workshop	
• documentation for participants	
• flip-chart paper and felt-tip pens	
• masking tape	
• any visual aids, including single-slide copies of any PowerPoint presentations	
• sticky notes	
• group listings and table plan if used	
• any correspondence, for reference	
• telephone numbers “in case”	

On Arrival (be there at least 40 minutes before the scheduled start)	Done = ✓
• the key(s)	
• check: rooms cleaned and arranged as agreed	
• check: heating, lighting, sound, etc.	
• check: plenty of chart paper	
• check: tables for documentation, registration, etc.	
• check: table with your notes, pens, tape, etc.	
• check: times, catering, and other arrangements with the manager or janitor	

Fifteen Minutes Before the Scheduled Start	Done = ✓
• ensure that any VIP is being looked after	
• key players meet; quick reminder of everything	
• meet and greet the participants	

One Minute Before the Scheduled Start	Done = ✓
• facilitator: invite people to gather, take a deep breath ...	

Appendix K: Evaluation

Please take a few moments to **reflect** on the session.

1. I came expecting ...
2. I got ...
3. What I liked best ...
4. Next I would like ...
5. General comments/advice ...

Thank you for your participation.

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