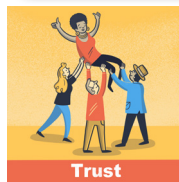
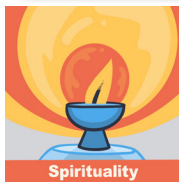
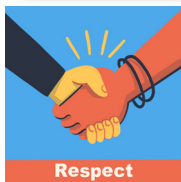
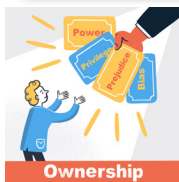
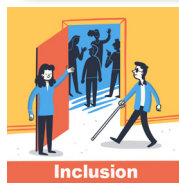
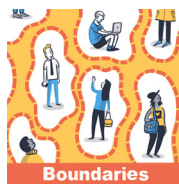
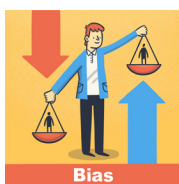


EQUALITY, DIVERSITY AND INCLUSION:

RESOURCES FOR FACILITATING CONVERSATIONS AND LEARNING



Equality, Diversity and Inclusion Cards





INTRODUCTION

This resource has been created to facilitate conversations about equality, diversity and inclusion (EDI). Unconscious bias, prejudice, cultural misconceptions and racism exist within many settings but are not often surfaced and explored. Many people feel anxiety about raising difficult themes, and using appropriate language, which can prevent EDI topics being explored. The cards provide a conduit for conversation and a visual prompt for exploring these issues.

Setting the context for these conversations needs thought, and the guidelines included in this booklet offer research-informed strategies for creating an appropriate context for discussion and exploration of EDI. They are designed to support group facilitators using the cards to develop approaches suitable for their settings. An effective context will foster deeper thinking and exploration which is more likely to lead to understanding, learning and change. Information about other resources for facilitators are given at the end of the booklet.

This booklet also includes some suggestions for using the cards with individuals and groups, as a starting point for identifying ways of using the cards in different settings. To give ideas and feedback on how you have used the cards, or to request information about online resources please contact the University of Hertfordshire, School of Education Student Success and Engagement Team eduset@herts.ac.uk.

GUIDANCE FOR SETTING THE CONTEXT

Background

Creating a context which facilitates open, respectful, non-judgemental discussions will enable students to explore sensitive and controversial issues of equality and diversity which may be provoked by these EDI cards. Holley & Steiner (2005: 50) suggest creating a safe space that 'allows students to feel secure enough to take risks, honestly express their views, and share and explore their knowledge, attitudes, and behaviors' and highlights that 'being safe is not the same as being comfortable'. Engaging in activities with these cards may surface participants' own biases and challenge their personal values and beliefs, which can feel unsettling and requires courage to confront. Linguistically, a 'brave space' (Arao & Clemens, 2013:142) or a 'classroom of disagreements' (Flensner and Von der Lippe, 2019:284) rather than a 'safe space', may be preferable, to emphasise the challenging and transformational nature of discourse about equality and diversity. Mutually agreed ground rules, with specific facilitator and participant dispositions and behaviours, are recognised as promoting meaningful equality & diversity discourse (Holley & Steiner, 2005; Jackson, 2014; Harven & Soojinda, 2016; Williams, Woodson & Wallace, 2016).





Ideas for setting the context

Ensure staff and facilitators have completed relevant organisational training in Equality and Diversity and Unconscious Bias to confront their own biased beliefs (Harven & Soojinda, 2016).

Discuss, create and agree ground rules within the group, to reinforce shared responsibility for creating a safe classroom context (Holley & Steiner, 2005; Jackson, 2014; Garibay, 2015).

Remind students that learning happens outside our comfort zones, and sometimes that requires tolerating personal discomfort, challenging ourselves, and taking risks (Holley & Steiner, 2005; Arao & Clemens, 2013; Flensner & Von der Lippe, 2019).

Inform participants how and where they can access wellbeing support if they are distressed by issues raised in the session (e.g. a tutor, counselling service, staff EAP, Student Wellbeing service).

Use compassion-based micro-skills activities to develop:

- tolerance and respect for other peoples' experiences and viewpoints, even when we don't agree with them

- students' abilities to facilitate a safe/brave space, encourage others to participate and try not to judge other people or make assumptions. (Compassion in Education, ND; Gilbert, 2017)

Promote active listening skills to deepen understanding of what others are saying, demonstrate respect, and communicate authenticity and empathy to others (Kisfalvi, & Oliver, 2015).

Jackson (2014) suggests several ground rules, which have been developed by students and teachers working together. These rules cover: the type of language to be used and the limits that apply (see www.nohatespeechmovement.org); taking turns to speak and not interrupting others; showing respect 'for the right of others to express views and beliefs different from one's own'; challenging ideas not individuals; encouraging participants to explain why they hold particular views; and making sure everyone can take part (Jackson, 2014:57).





IDEAS FOR USING THE CARDS

The purpose of the cards is to explore the topics they depict, to learn more about these and to become more confident in promoting and discussing them. The ideas below are just a sample of the ways in which they could be used as starters for conversations.

Let's connect

When meeting in a group for the first time each person prepares a PowerPoint slide about themselves including pictures of hobbies, interests or professional experience to share with others. They choose one card to include that is important to them that they would like to talk about when sharing their slide.

People who will be working on a project or as a seminar group, at an early meeting, sort the cards according to those that might be challenging or otherwise in their group sessions. Why are some more of an issue than others? Are all of them involved or not? Why might some be overlooked?

During the programme of meetings, the cards are revisited to confirm or challenge expectations and as a reminder of early conversations and any agreed approaches.

Let's think

Groups sort the cards, or a subset, and rank them in order that they think most challenging to talk about or achieve in an identified context.

Individuals or small groups make a mind map showing how the cards, or a subset of them, are connected.

Individuals or groups use one card and make a mind map of its aspects, issues, challenges and affordances.

Individuals or groups look at their curriculum, practice or other setting and use the cards to structure an audit for Equality, Diversity and Inclusion.

A group use a 'world café' approach to learning more about the card topics. Each card is placed in the centre of a large piece of paper. People look at each card in turn and write a question on the paper. Then, with a different colour pen, they add comments and suggestions for how to answer the questions.

Let's learn

Groups collect questions they would like to ask about a card and then find a way of exploring these with others who have more experience in the area.

Individuals or groups are asked to prepare a presentation on a card topic.

Individuals or groups who have personal experience in an area lead short sessions for peers.





Let's prepare

Individuals or groups preparing for time in a practice setting identify the opportunities and challenges that might arise in relation to each of the cards and how they might prepare for these.

Groups choose one or more cards and explore the language used in relation to this; how it has changed, what we are happy to say, what do we find difficult? What do we do when language that seems to be inappropriate is used? Strategies for working sensitively with language are discussed. Individuals identify particular cards depicting topics they will focus on noticing in practice.

Individuals or groups prepare resources related to a card to share with others preparing for practice.

Let's reflect

Individuals reflecting on experience use the cards to consider the impact or absence of awareness of the different topics. Individuals identify experiences in connection with the topics that caused concern and use the cards to reflect on these and what can be learned.

Individuals working in 1-1 contexts are asked if they would like to reflect on any of the cards in particular or would they like to create another card.

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Arao, B. and Clemens, K. (2013) 'From Safe Spaces to Brave Spaces: A New Way to Frame Dialogue around Diversity and Social Justice.' In Landreman, L. M. (ed.) *The Art of Effective Facilitation: Reflections from Social Justice Educators*. Sterling, Virginia: Stylus. pp.135–150.

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Holley, L. C. and Steiner, S. (2005) 'Safe Space: Student Perspectives on Classroom Environment'. *Journal of Social Work Education*. 41(1). Available at: <https://www.jstor.org/stable/23044032> [accessed 07.01.2021].

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Kisfalvi, V. & Oliver, D. (2015) 'Creating and Maintaining a Safe Space in Experiential Learning'. Journal of Management Education, 39(6), 713–740. Available at: <https://doi.org/10.1177/1052562915574724>.

Williams, J.D., Woodson, A.N. & Wallace, T.L. (2016) "Can We Say the N-word?": Exploring Psychological Safety During Race Talk'. Research in Human Development, 13: 15–31. Available at: <https://doi.org/10.1080/15427609.2016.1141279>

ADDITIONAL READING AND RESOURCES

Active Listening Skills

Kline, N. (1999) Time to think: Listening to ignite the human mind. London: Cassell Illustrated.

Open Learn (2020) Effective communication in the workplace Week 2: Communication skills 1: Listening is more than hearing. Available at: <https://www.open.edu/openlearn/ocw/mod/oucontent/view.php?id=87005§ion=1> [accessed 12.01.2021].

Samaritans (2020) Developing Listening Skills. Available at: https://www.samaritans.org/how-we-can-help/schools/deal/deal-resources/connecting-others/listening-skills/?gclid=EAlaQobChMIlbCSh6i_7qIVSoBQBh0sJQEDEAMYASAAEgLiHvD_BwE [accessed: 03.02.2021].

The School of Life (2016) Being a good listener. Available at: <https://youtu.be/-BdbiZcNBXg> [accessed 03.02.2021].

Treasure, J. (2011) 5 ways to listen better. TED Conferences. Available at: https://www.ted.com/talks/julian_treasure_5_ways_to_listen_better?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare [accessed 03.02.2021].

Compassion in Education

Introducing the 'micro-skills' of compassion in education can help students to develop an inclusive, tolerant attitude to their peers during difficult conversations, facilitating an empathic and non-judgemental environment, in which students are motivated to notice 'social or physical distress of others and the commitment to reduce or prevent that distress' (Gilbert, 2017:189).

Compassion in Education resources: <https://compassioninhe.wordpress.com/>

Gilbert, T. (2017) 'When Looking is Allowed: What Compassionate Group Work Looks Like in a UK University'. In P Gibbs (ed.) (2017) The Pedagogy of Compassion at the Heart of Higher Education. Springer: Switzerland, pp. 189-202. Available at: doi:10.1007/978-3-319-57783-8.



Glossaries of Equality and Diversity Terminology

Equality and Human Rights Commission Glossary for Secondary Education: <https://www.equalityhumanrights.com/en/secondary-education-resources/useful-information/glossary-terms>

Hive Learning D&I Glossary: <https://www.hivelearning.com/site/diversity-inclusion-glossary/>


Outright International LGBTQI Acronyms Explained: <https://outrightinternational.org/content/acronyms-explained>

Plymouth University EDI Glossary: <https://www.plymouth.ac.uk/about-us/university-structure/service-areas/equality-diversity-and-inclusion/glossary>



UK Government guidance on inclusive language about disability: <https://www.gov.uk/government/publications/inclusive-communication/inclusive-language-words-to-use-and-avoid-when-writing-about-disability>

Washington University EDI Glossary: <https://environment.uw.edu/about/diversity-equity-inclusion/tools-and-additional-resources/glossary-dei-concepts/>



Equality, Diversity & Inclusion in Higher Education

Advance HE - Equality, Diversity & Inclusion guidance: <https://www.advance-he.ac.uk/guidance/equality-diversity-and-inclusion>

Equality, Diversity & Inclusion – Support and information for University of Hertfordshire staff: <https://herts365.sharepoint.com/sites/Equality-support-for-staff>

Safe Spaces / Brave Spaces / Classrooms of Disagreement

Arao, B. and Clemens, K. (2013) 'From Safe Spaces to Brave Spaces: A New Way to Frame Dialogue around Diversity and Social Justice.' In Landreman, L. M. (ed.) (2013) *The Art of Effective Facilitation: Reflections from Social Justice Educators*. Sterling, Virginia: Stylus. pp.135–150.

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UCLA guidance on creating safe classroom spaces: <https://www.ucl.ac.uk/teaching-learning/publications/2020/apr/creating-safe-spaces-students-classroom>

Williams, J. D., Woodson, A. N., & Wallace, T. L. (2016) "Can we say the N-word?": Exploring psychological safety during race talk. Research in Human Development, 13(1), 15-31. Available at: [doi:10.1080/15427609.2016.1141279](https://doi.org/10.1080/15427609.2016.1141279). Online Library link: <https://tinyurl.com/yyjm3m6r>



Social Justice

Learning for Justice: <https://www.learningforjustice.org/>

Social Justice: Equality & Equity in Education - Free online course provided by Open Learn: <https://www.open.edu/openlearn/education-development/exploring-equality-and-equity-education/content-section-0?active-tab=description-tab>

Social Justice Toolbox: <https://www.socialjusticetoolbox.com/>

What is Social Justice? <https://www.pachamama.org/social-justice/what-is-social-justice>





Unconscious Bias

Advance HE Unconscious Bias resources: <https://www.advance-he.ac.uk/guidance/equality-diversity-and-inclusion/employment-and-careers/unconscious-bias#publications>

Equality and Human Rights Commission – Effectiveness of unconscious bias training: <https://www.equalityhumanrights.com/en/publication-download/unconscious-bias-training-assessment-evidence-effectiveness>



Vulnerability

Brown, B. (2011) The power of vulnerability. TED Conferences. Available at: https://www.ted.com/talks/brene_brown_the_power_of_vulnerability [accessed 03.02.2021].



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