
Scouting for all (07)

Trainer's Notes

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Note: In some parts of the UK, Scout Counties are known as Areas or Islands – and in one case it's known as a Bailiwick. But for ease of reading, this publication simply refers to Counties.

In Scotland, there is no direct equivalent to a County or Area. Instead, Scouts is organised into Districts and Regions, each with distinct responsibilities. Some County functions are the responsibility of Scottish Regions, while others lie with Scottish Districts. The focus of responsibility is outlined in Scottish variations of Policy, Organisation & Rules.

Contributors

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Before the course begins

Who is this training for?

This module is for Section Leaders, Assistant Section Leaders, Managers and Supporters working towards their Wood Badge.

It gives an introduction and practical advice about how to make Scouts more inclusive.

Planning your training

The module and material can be explored in different ways. Each session includes a set of objectives and suggested training methods.

These sessions outline the content and then expand on key points in more detail to help trainers (in addition to the trainer's notes). But remember, this info isn't a script for the sessions. Trainers need to do some reading and research beforehand so they have a good understanding of the subject to deliver the sessions confidently.

At the start of each session, it's important for everyone to understand that this is a space for respectful discussion and that it's perfectly acceptable and safe to ask questions about any terms or concepts they may not understand.

To familiarise yourself with the content of this module and help you deliver the training, take a look at our PowerPoint presentation. It's also worth going through the Scouting for all website pages on www.scouts.org.uk/scoutingforall

Session details

These notes include about three hours worth of training. Here are more detailed timings to help you plan your sessions:

- Introduction (60 minutes)
- Understanding Inclusion (60 minutes)
- Applying it to the programme (60 minutes)
- Further support

Aim

To develop a general understanding of inclusion topics and how to provide inclusive Scouting for all.

Objectives

1. Introduce key ideas and language concepts and terminology.
2. Create an awareness of the legal framework for equality, diversity and inclusion.
3. Develop a deeper understanding of inclusion topics.
4. Share practical examples of a good inclusive Scout Programme.
5. Know how and where to find information to help participants provide Scouting for all.

Methods

A series of sessions or stand-alone tasks

This module can be delivered as a series of training sessions, or as standalone tasks (for example, as the individual activities you'll find in these trainer's notes).

One-to-one training

This module can be delivered on a one-to-one basis by a trainer or someone with sufficient experience to take an adult through the subject areas. In this case the timings and methods can be reviewed and revised to suit the learner.

While using the module, you'll see these symbols:



Trainer input – guidance on what to deliver to the participants, to help you structure the training sessions.



Trainer note – background notes for your reference on how to design tasks, the aims of tasks and ideas for running activity sessions.



Task – activities or discussions for participants to do.



Group discussion - a discussion or opportunity to brainstorm.



Report back – a chance for participants to give feedback to the whole group on the activity or discussion they've been doing. This would usually be led by the training facilitator.

Resources for session

- Flipchart and flipchart paper
- Blue Tac or similar
- Marker pens
- Projector and screen
- Copies of the Equal Opportunities Policy from POR to hand out. This can be downloaded at www.scouts.org.uk/por
- Factsheet or website print-out detailing the various versions of the Scout Promise
- Appendix A – Microaggression card game

It'll be helpful to have a copy of Policy Organisation (POR) (or Scottish variations from POR) to hand. It outlines the policies and rules at Scouts, in case any questions arise.

Introduction (60 minutes)

Objectives

1. Introduce key concepts and terminology.
2. Form an awareness of the legal framework for equality, diversity and inclusion.

Resources

- Flipchart paper and pens
- Blue Tac or similar
- Copies of the Equal Opportunities Policy from POR to hand out: www.scouts.org.uk/por



Trainer input (5 minutes)

Welcome participants to the session, explaining that this training provides basic information on terminology, discussions on what inclusion means in the Scouts, and how and when we need to make an adjustment to the Scout Programme to make it more accessible for young people and adults to join and take part in activities.

Introduce any course staff – it may be helpful at this stage for course staff to state what skills and experience they have that might be relevant to the course. Make sure everyone knows where to find the fire exits, toilets, phones, tea and coffee, and so on. You may wish to include an icebreaker (a short introductory activity) at this point. There are loads to choose from in the trainers' resources area on www.scouts.org.uk/trainersresources.

Group discussion (15 minutes)



Let the participants know that during this training they'll be exploring what we mean by equality, diversity, inclusion, human and youth rights, as well as our Scout values.

You may need to split the room into smaller groups depending on the number of participants. Ask them to discuss how being a Scout volunteer makes them a champion for the term being discussed. During the discussion write down some of the key words or phrases participants mention.

Task (10 minutes)



Explain that you'll now be looking in more detail at what equality, diversity, inclusion and protected characteristics mean. Have these headings already written on separate sheets of flipchart paper and stuck up around the training room.

Split the room into four smaller groups. Give each group 10 minutes to discuss each term. Ask them to write down on the flipchart paper what they feel each term means.

Report back (10 minutes)



Once each small group has added their thoughts to the flipchart paper ask them to report back on what their flipchart now says.

Tip: You may find it best to defer questions until the end of training where further information can then be provided.

Trainer note



During the reporting back activity, make sure all of the following areas are mentioned and covered:

Equality

Equality means the state of being equal, in status, rights, dignity or opportunities. This includes

- Provisioning (what people have access to) and consideration for all people
- Freedom from harassment
- Zero bullying
- Removal of all forms of discrimination for example. homophobia, transphobia, racism
- Fairness and equal treatment of all - this doesn't always mean treating everyone in exactly the same way

Diversity

Diversity means understanding that each individual is unique, and recognising those individual differences in a positive way. Diversity can be along the lines of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political or other beliefs. To champion diversity means the exploration these differences in a safe, positive, and nurturing environment. It's not just about tolerance or acceptance of difference. It is about understanding each other, embracing and celebrating the rich diversity within each individual.

Talking about diversity involves exploring these differences in a safe, positive, and nurturing environment. This means trying to understand each other and move beyond simple tolerance; we want to embrace and celebrate the rich dimensions of diversity in each individual. Thinking about diversity includes:

- Scouts across all areas of the community
- Celebrating the past and present of our diverse backgrounds
- Recognising and embracing the differences between us.

Inclusion

Inclusion means:

- All people are enabled to participate
- There's equal community representation in all areas of Scouts
- Recruitment of young people and adult volunteers reaches all areas of the community and targets currently under-represented areas
- Removing barriers to take part in Scouts
- Fairness in awards, badges and event selection processes.

Protected characteristics

Some areas of inclusion use what's known as a protected characteristic. These are aspects of the community which are protected by law. They include:

Age

The Act protects people of all ages. However, treating people of different ages differently is not necessarily unlawful direct or indirect discrimination if you can justify it fairly.

Disability

The Act has made it easier for a person to show that they're disabled and to protect them from disability discrimination. Under the Act, a person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This may include things like using a telephone, reading a book or using public transport. The Equalities Act makes it our duty at Scouts to make reasonable adjustments for staff to help them overcome disadvantage resulting from an impairment. This helps to provide protection from direct and indirect discrimination arising from disability.

Gender reassignment

The Act provides protection for transgendered people. A transgendered person is someone who proposes to, starts or has completed a process to change their gender. There's no requirement for a person to be undergoing medical treatment to be protected – for example, a woman who decides to live as a man but doesn't undergo any medical procedures would be covered.

Marriage and civil partnership

The Equalities Act 2010 protects people who are married or in a civil partnership against discrimination. Single people are not protected.

Pregnancy and maternity

A woman is protected against discrimination on the grounds of pregnancy and maternity during the period of her pregnancy and any statutory maternity leave to which she's entitled. During this period, pregnancy and maternity discrimination can't be treated as sex discrimination. This means, you mustn't take into account a volunteers' period of absence because of a pregnancy-related illness when making a decision about their roles in Scouts.

Race

For the purposes of the Act, 'race' includes colour, nationality and ethnic or national origins.

Religion or belief

In the Equality Act, religion includes any religion. It also includes no religion. Discrimination because of religion or belief can occur even where both the discriminator and recipient are of the same religion or belief. This characteristic includes having a religion or belief and not having one. It doesn't include political beliefs, scientific beliefs, or supporting football teams. However, there has been a tribunal case where a belief in man-made climate change met the threshold of the belief being 'cogent, serious and worthy of respect in a democratic society.' We have to be mindful of this threshold when determining if a person's belief falls under the protection of the Equality Act. It's important to note that minority religions are treated with the same consideration and respect as more prominent religions.

Sex

Both men and women are protected under the Act.

Sexual orientation

The Act protects all members of the LGBTQI+ community.

**Trainer input (10 minutes)**

Inclusion is a part of our values at The Scouts anyway, but there are also several laws that as volunteers in a charity we need to follow. You don't need to know the actual laws inside out but this is what we base our rules in The Scouts PoR on, and it's important to know that upholding equality, diversity and inclusion is a legal requirement too.

UK Equalities Act 2010

- Access to goods and services
- Reasonable adjustments

Gender Recognition Act 2004

- Protection of the identity of transgender people, and prevention of discrimination

UN Universal Declaration of Human Rights 1948

- Underpins all of our legal framework in the UK
- Highlights the right to shelter, travel, family and freedom from harassment

UN Convention of the Rights of the Child 1990

- Addresses the rights of the young person for family, dignity, education (including non-formal), legal protection and freedom from exploitation

UN Convention on the Rights of Persons with Disabilities 2007

- Protection from harassment and discrimination
- Right to fair treatment
- Right to equal education opportunities

European Convention on Human Rights

- Protection for all minorities
- Protection for elderly and young people

The Scouts Policies

- Guidance and requirements of the Scouts – Policy, Organisation and Rules

Hand out a current copy of the Scouts' Equal Opportunities Policy. Highlight that POR is reviewed and updated so it's

a good idea to check the website frequently for the latest version of the rules. These policies protect and enable everyone in Scouts. The website address is www.scouts.org.uk/por.

Task (10 minutes)



This activity takes a brief look back at the Scouts' own history. The information below could be presented in the form of a quick quiz. Share the questions below to open up a discussion on how Scouts has always been inclusive.

When did the first National Leadership team look at inclusion?

Answer: 1936, National Committee for looking at inclusion

When was the first recorded reasonable adjustment?

Answer: 1914. This was for a 'meccanno' semaphore tower so a Scout with a limb missing could participate in an activity after returning to Scouts after the First World War.

When was the first Sikh Scout Group opened?

Answer: On 13 February 1998, 13th Southall opened in Greenford District, Greater London Middlesex West.

Trainer note



The number 13 in Sikhism is considered to mean 'Yours' or owned by the community. This is the reason behind the founding on the 13th of February and the Scout Group name of the 13th Southall, which makes the Group even more relevant to the Sikh community.

The first girls in Scouts?

Answer: Baden-Powell was keen on the idea as early as 1908

The Scouts refugee response project started in which year?

Answer: 1938

When was the first inclusive national event?

Answer: 1982, Extoree

Trainer note



'I think girls can get just as much healthy fun and as much value out of Scouting as boys can. Some who have taken it up have proved themselves good souls in a very short time. As to pluck, women and girls can be just as brave as men and have over and over again proved it in times of danger. But for some reason it is not expected of them and consequentially it is seldom made part of their education, although it ought to be; for courage is not always born in people, but can generally be made by instruction.'

Robert Baden-Powell, The Scout, May 1908

The 1982 Extoree was a major innovation which took place as part of Scouts' 75th birthday celebrations. Today we aim to remove as many barriers to participation as possible. Leaders can get support and training to enable them to design a programme which delivers Scouting for all. By being proactive in its ethos of inclusivity, Scouts has led the way in this field, modelling behaviours that would only be adopted in areas such as education and social care several decades later.

This information has been provided by the Scout Heritage Team. More examples of Scouts being an inclusive movement can be found on the website via these links:

- <https://heritage.scouts.org.uk/explore/early-days-of-scouting-1907-1920/scoutingforgirls/>
- <https://heritage.scouts.org.uk/explore/scouting-innovations/scouting-for-all-supporting-young-people-with-disabilities/>

Understanding Inclusion (60 minutes)

Objectives

1. Develop a deeper understanding of inclusion topics.
2. Learn to identify microaggressions and how questions or comments can be changed so that they're less likely to reflect stereotypical assumptions and beliefs.

Resources

- Factsheet or website print-out detailing the various versions of the Scout Promise
- Appendix A – Microaggression card game

Trainer input (10 minutes)



Introduce each of these concepts to the participants. The notes below provide further details and can be used along with the PowerPoint presentation slides 11-16.

Intersectionality

We all have different aspects to our identity e.g. race, sex, nationality. When these overlap they can leave individuals open to a combination of multiple forms of discrimination. This is called **intersectionality**.

It's important for leaders to understand the concept of intersectionality as some young people may experience multiple forms of exclusion based on different aspects of their identity. An example of this is a Cub Scout who's welcomed into the Pack as a disabled young person but still faces barriers to being included because English is their additional rather than their first language. For a further explanation on intersectionality, please click on this link:

https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en

Privilege

Privilege is described as a right, advantage, or immunity granted or available only to a particular person, community or group, which isn't always available to others. A significant barrier to inclusion is privilege. This takes place in many forms and in some way each of us is advantaged and disadvantaged by our own privilege. Since its founding, Scouts has always worked to challenge privilege to allow all young people to live in a fairer society. To continue the successful delivery of inclusive Scouts, it's important for us to develop an awareness of privilege within Scouts.

How to be more inclusive

One of the best ways to make young people (and volunteers) feel included is to get to know them! The next few slides will explain some key areas and some FIRST STEPS to becoming more inclusive.

More detailed information and guidance is available from the Inclusion team training and resources online.

Trainer input (20 minutes)



Faith and no faith

Remind everyone that Scouts is open to those with and without a faith. There are different versions of the Promise so it's inclusive for all. You may want to remind participants that these can be found on www.scouts.org.uk/scoutingforall. There are badges for young people in the Scout Programme where young people can explore and find out about different faiths and beliefs. The activities to help the young people get these badges sometimes take place around different key celebration dates in the calendar. It's important to recognise that members may not believe in a particular faith and that their views should also be considered.

How to be more inclusive

- Consider if the dates and venues of meetings or events are inclusive for people of all faiths and none
- Ask open questions to all members about whether they have any faith or cultural requirements **These might include; dietary requirements, changes to activities or uniform, key religious dates/festivals, time/space to pray or reflect, fasting days**
- Listen and make adjustments consistently.
- Don't make assumptions! Let members guide you.

Social/economic background

To reach all areas of the community and be accessible to all we need to remove as many financial barriers and costs to Scouting as possible.

All Scout Groups, regardless of catchment area, will include young people, volunteers or parents/carers from different socio-economic backgrounds. Scouts should be a levelling factor enabling all young people to participate.

How to be more inclusive

- Offer a wide range of core activities without cost
- Give advance notice of **any** activities with costs attached
- Don't ask for large amounts of money in one go (including from volunteers)
- Find ways to subsidise activities or events e.g. local funds or grants
- Provide friendly, open ways for all parents/carers to talk to you about costs – don't single people out
- Involve parents/carers in planning so you can spot costs and adjust activities for all

Mental Health and Well-being

Mental health is a person's current condition of psychological wellbeing.

We all have varying levels of mental health, much like we all have variable levels of physical health. In the same way we can injure ourselves or catch a cold, mental health can also be affected by life events or conditions. It's important to understand that **any person at any time** can be affected by poor mental health. This can be exaggerated for better or worse by other areas of inclusion and diversity.

Further training on this is available from the National Inclusion Team.

How to be more inclusive

- Avoid any language that makes light of or trivialises mental health e.g. 'pull yourself together'
- Listen, be supportive and empathetic to any members who disclose poor mental health.
- Ask what they might need to feel welcome and happy in Scouts - you could record this in a care or support plan.
- Know when and where to get outside support or advice – Scouting for All webpages, Info Centre or local mental health charities e.g. Mind

Disability & additional needs

Many volunteers will have further questions about making reasonable adjustments. This module does not cover this in detail and volunteers should make sure they are confident about making reasonable adjustments by completing Module 36. There is also lots of information on the Scouts website about different additional needs and making reasonable adjustments

- **Complete Module 36: Adjustments to Scouts** to learn how to make reasonable adjustments including; **adapting activities or badges, flexible age ranges when moving sections, physical environment, equipment, communication support**
- **Use The Scouts' parent/carer conversation framework** to understand and support young people with additional needs in your group
- **Use The Scouts Information Centre** and Scouting for All webpages for extra guidance, training, support and resources

Local disability charities can be a brilliant source of local support and training, sometimes for free.

LGBT+ Inclusion

LGBT+ is an acronym for lesbian, gay, bisexual, trans. Although often talked about together as a community, it is important to remember that lesbian, gay and bisexual refer to sexual orientations. Trans refers to gender identity (covered on the next slide). There are lots of different words people might use to describe their sexual orientation. The plus represents those different identities. You will often see Q which can mean queer (a previously derogatory term that has been reclaimed within the LGBT community but some may still find offensive) or questioning (someone who is unsure or questioning their sexual orientation).

If a member comes out to you, bear in mind that this is a positive sign that they trust you. Some young people may not be sure of their sexual orientation and may want to find outside information or support.

All conversations with young people should be conducted in accordance with the Yellow Card but remember being LGBT is not a safeguarding risk in and of itself.

Trans Inclusion

Trans is an umbrella term for people whose sex assigned at birth (male or female) does not sit comfortably with their own sense of gender. For example someone assigned female at birth, but who identifies their gender as male. Some trans people may prefer to use different words to describe themselves and some people's gender is neither male nor female.

Remember too that trans refers to a person's gender identity, and that is different from a person's sexual orientation (who we are attracted to).

The most important thing is to be supportive and reassuring to any member who tells you they are trans and ask what

they need. You don't need to know all of the answers or everything about being trans. If you create a safe, supportive space, members will feel more comfortable to talk about and ask for the support or adjustments they might need.

-If a member tells you they are trans, ask what, if anything, they need to feel comfortable and supported at Scouts. Don't make any assumptions.

-This might include; a preferred name or pronoun (he/she/they), uniform changes, facilities or accommodation requests, or support to tell other members.

-Always respect members' confidentiality and don't share information without permission. As with any young person, if there is a safeguarding concern this should be sensitively approached, and follow the Yellow Card procedures around disclosure. However, being trans in and of itself is not a safeguarding risk.

-Use the Scouts '[Supporting Trans Young People and Members](#)' detailed guidance including on toilets/facilities, trips, accommodation

Gender inclusion

- Celebrate and share stories and achievements in Scouting that tackle common gender stereotypes in your programme
- Avoid and challenge gendered language e.g. 'you throw like a girl'
- Be aware that there are lots of different gender identities
- Don't assume members' strengths, abilities or interests based on their gender
- Avoid allocating different tasks or activities to 'men/boys' and 'women/girls'

Preventing discrimination

In Scouts ALL forms of discrimination are considered unacceptable.

Continued or sustained discrimination should be reported to the Safeguarding Team for investigation.

Microaggressions

Microaggressions are seemingly incidental language or actions which intentionally or unintentionally, convey a negative message, stereotype or prejudice towards a marginalised group. Unlike other forms of discrimination, often people are not aware of the harmful effects of these language or actions. The following activity helps us understand and identify microaggressions and how they impact negatively on marginalised groups.

Activity: Microaggressions

Trainer note



Print off the game cards for this activity in Appendix A. Cut out the boxes, but make sure the version numbers aren't mixed up.

This activity helps participants to learn about and identify microaggressions, and reflect on how language can be discriminatory towards marginalised groups. It's important to read the delivery notes below fully to get the most from this activity as microaggressions will be a new area of inclusion for most people.

Task (20 minutes)



This activity works best with a group size of 20 or less, but could be modified for larger numbers by having participants work in smaller groups. For larger number of participants, the trainer can rotate among the groups during discussion and/or have a facilitator to help steer discussion in the smaller groups.

This activity will be more effective if the trainer first defines microaggressions (as above) and provides some examples. For example;

When people discuss microaggressions, a common response is that they are 'innocent acts, or banter' and that the person who experiences them should 'let go of the incident' and 'not make a big deal out of it'. You can ask if participants agree or disagree with this point of view. If it has not become clear in the discussion, explain at the end that the negative impact on marginalised groups or individuals is the same as discrimination, and should not be left unchallenged. We can all challenge microaggressions constructively if we hear them. It is important not to place this responsibility on marginalised groups.

The aim of the activity is to match each 'comment' with a 'possible interpretation'. This will help participants to see the prejudice or stereotype underlying the comment and how it is a microaggression.

Having matched the comments + possible interpretations, the group should discuss the following questions:

1. What stereotype or prejudice underlies the comment?
2. What might be the intent of the person making the comment? NB There could be several possible intents. The group should write these down on the blank cards.
3. What might be the impact on the person hearing the comment?

Groups may identify in some of the examples that the person making the comment could have had 'good' intentions. In which case, ask people to discuss what other words could have been used. It is important to be clear that microaggressions have a negative impact, whether intentional or not.

At the end you can supply them with an uncut out version of the appendix sheet to discuss and correct their answers.

At the end of the activity ask each group to select one that surprised them or one they were challenged by to read as an example. *Again, participants might point out that sometimes people don't **intend** to cause offence – but the activity should encourage people to think about the impact of the things we say and the stereotypes might lie behind it.*

You may also find that some leaders refer to their own experiences of microaggressions in or outside of scouting. The trainer will need to exercise their judgement on suitability of the examples and remind participants that this is a safe space and that what's disclosed shouldn't be judged or trivialised in any way. This is to maintain a supportive, educational atmosphere for all.



Report back (10 minutes)

Either work through with the whole group on their collective answers or ask for ones they felt challenging to work through.

Inclusive delivery in the programme and other sources of support (60 minutes)

Objective

To take away practical examples of good inclusive programme delivery.

Resources

- Flipchart paper or card and pens

Trainer input (10 minutes)



Explain to participants that in this section of the training they'll look at a programme idea as an example of practical ways inclusion can be embedded into the programme. By learning more about this in programme, Scouting will become a more inclusive place for everyone. You'll also be able to highlight other sources of support that members may find useful.

Task (20 minutes)



Divide the participants into three smaller groups. Ask them to consider and discuss one of the three following programme ideas:

1. Gender stereotypes and gender identity
2. The deaf community
3. Disability awareness

Ask them to think about and come up with an activity that could be delivered as part of the programme. Depending on the participants you may wish to change the sections around to better suit those taking part in the training.

Report back (20 minutes)



Ask each group to share their programme ideas. Encourage ideas and avoid tokenistic approaches. Here are some approaches you could take:

- 1) Handle the topic head on with an informed approach. For example, you could get the young people to find out about gender from an age appropriate book.
- 2) Try to avoid activities such as communication games. Instead, focus on learning Makaton or British Sign Language, exploring famous people from the deaf community or looking at deaf art, music and culture.

Trainer input (10 minutes)



Present information about where members can gain further support and programme ideas. This includes:
Scouting magazine – A wealth of information and practical ideas on how to introduce all areas of inclusion discussions in the Scout Programme.

World Scouting: Scouts for Humanity – The World Equality and Diversity resource for Human Rights & Inclusion can be found on www.scout.org/library

World Scouting: He4She – A global solidarity movement for gender equality. Further information can be found on www.scout.org/heforshe

Attending or supporting local Pride events – Attend or support your local pride event or participate in or host an LGBTQ+ History month event in February. More details can be found on www.lgbthistorymonth.org.uk

Learning about different faiths – Visit or invite someone of a different faith or further explore faiths and no-faith

within your section.

Discussing arising social issues fairly and impartially – Facilitating a safe space for young people to discuss current social issues.

Global Sustainable Development Goals – Learn about how being more inclusive enables us to create a better world now. Use the United Nations Sustainable Development Goals to help shape your programme and log your hours with the Scout Programme. More information can be found on sdgs.scout.org

Explain to participants that there are also a few other easy ways to make Scouts accessible. These include:

- Making a reasonable adjustment
- Removing all forms of discrimination
- Considering how and which version of the Scout Promise is used and referred to
- Taking time to understand your young people
- Taking part in further supportive training, including the training module 'Adjustments to Scouting' (module 36).

Close

Trainer input (5 minutes)



Finish off the training session by highlighting how further support can be found from the Information centre. Finally, thank everyone for taking part.

Appendix A

Microaggressions card game sheet – version 1

Cut out the boxes, but retain a copy of this as a whole to correctly match up and compare if required.

| | | |
|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| <p>'Didn't realise you'd be able to do all that - that's amazing!'</p> <p>Version 1 - Microaggression</p> | <p>I have low expectations about your abilities because you're a disabled person.</p> <p>Version 1 - Possible interpretation</p> | <p>Version 1 - Possible intent</p> |
| <p>'Anyone can succeed if they work hard enough'</p> <p>Version 1 - Microaggression</p> | <p>You are using your socio-economic background as an excuse for being lazy.</p> <p>Version 1 - Possible interpretation</p> | <p>Version 1 - Possible intent</p> |
| <p>'What did your mum say when you told her you were gay though?'</p> <p>Version 1 - Microaggression</p> | <p>Who you are/your identity isn't really normal or accepted in society.</p> <p>Version 1 - Possible interpretation</p> | <p>Version 1 - Possible intent</p> |
| <p>'So I guess your family is really religious then?'</p> <p>Version 1 - Microaggression</p> | <p>I think everyone of your background/community/ethnicity is the same.</p> <p>Version 1 - Possible interpretation</p> | <p>Version 1 - Possible intent</p> |
| <p>'Where are you actually from?'</p> <p>Version 1 - Microaggression</p> | <p>Because of how you look/sound, you can't possibly have been born in this country.</p> <p>Version 1 - Possible interpretation</p> | <p>Version 1 - Possible intent</p> |
| <p>'Wow you must be a real success story in your community!'</p> <p>Version 1 - Microaggression</p> | <p>I have lower expectations of people from your community/background.</p> <p>Version 1 - Possible interpretation</p> | <p>Version 1 - Possible intent</p> |

Appendix A

Microaggressions card game sheet – version 2

Cut out the boxes, but retain a copy of this as a whole to correctly match up and compare if required.

| | | |
|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| <p>'I was going to ask you actually - what do Muslims think about this?'</p> <p>Version 2 – Microaggression</p> | <p>Your views and experiences are interchangeable with anyone else of your faith.</p> <p>Version 2 - Possible interpretation</p> | <p>Version 2 - Possible intent</p> |
| <p>'Stop being such a girl about it.'</p> <p>Version 2 – Microaggression</p> | <p>Being a woman/girl is inferior. Being a man/boy who doesn't meet stereotypical 'masculine' traits is bad.</p> <p>Version 2 - Possible interpretation</p> | <p>Version 2 - Possible intent</p> |
| <p>'You speak English really well.'</p> <p>Version 2 – Microaggression</p> | <p>I had certain expectations of you based on how you look/where you're from.</p> <p>Version 2 - Possible interpretation</p> | <p>Version 2 - Possible intent</p> |
| <p>'That's not true, I grew up in a Jewish area.' (non-Jewish person to a Jewish person)</p> <p>Version 2 – Microaggression</p> | <p>I can't be racist. I understand your experiences/ethnic/religious identity more than you.</p> <p>Version 2 - Possible interpretation</p> | <p>Version 2 - Possible intent</p> |
| <p>'I just don't see skin colour'</p> <p>Version 2 – Microaggression</p> | <p>Your experiences as a person of colour are irrelevant and no different from mine.</p> <p>Version 2 - Possible interpretation</p> | <p>Version 2 - Possible intent</p> |
| <p>'Great we're an all-male team. We could do with a calming influence!'</p> <p>Version 2 – Microaggression</p> | <p>I expect all women to act in a certain way, especially around men.</p> <p>Version 2 - Possible interpretation</p> | <p>Version 2 - Possible intent</p> |

Appendix A

Microaggressions card game sheet – version 3

Cut out the boxes, but retain a copy of this as a whole to correctly match up and compare if required.

| | | |
|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| <p>'We didn't want to add to your stress, so we just took you off the parent rota'</p> <p>Version 3 – Microaggression</p> | <p>You're not as capable as the rest of us because of your mental health.</p> <p>Version 3 - Possible interpretation</p> | <p>Version 3- Possible intent</p> |
| <p>'No way, you've hidden that well!'</p> <p>Version 3 – Microaggression</p> | <p>Your disability is something to be embarrassed about.</p> <p>Version 3 - Possible interpretation</p> | <p>Version 3- Possible intent</p> |
| <p>'Who doesn't have a smartphone in this day and age?'</p> <p>Version 3 – Microaggression</p> | <p>People with less money than others are inferior or should be embarrassed.</p> <p>Version 3 - Possible interpretation</p> | <p>Version 3- Possible intent</p> |
| <p>'Oh I misread that. I'm being totally dyslexic today!'</p> <p>Version 3 – Microaggression</p> | <p>Learning differences/difficulties are negative or something to be embarrassed about.</p> <p>Version 3 - Possible interpretation</p> | <p>Version 3- Possible intent</p> |
| <p>'I understand we won't be your top priority now you've got kids.'</p> <p>Version 3 – Microaggression</p> | <p>I think you will be less committed/reliable than other people.</p> <p>Version 3 - Possible interpretation</p> | <p>Version 3- Possible intent</p> |
| <p>'So what's actually wrong with you?'</p> <p>Version 3 – Microaggression</p> | <p>You're lying about your disability because I can't see it. Some disabilities are less valid than others.</p> <p>Version 3 - Possible interpretation</p> | <p>Version 3- Possible intent</p> |

Appendix A

Microaggressions card game sheet – version 4

Cut out the boxes, but retain a copy of this as a whole to correctly match up and compare if required.

| | | |
|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| <p>'Oh wow, you've applied to be Treasurer?'</p> <p>Version 4- Microaggression</p> | <p>I expect less of people of your identity. (race/gender/age/accent appearance)</p> <p>Version 4 - Possible interpretation</p> | <p>Version 4 - Possible intent</p> |
| <p>'You've got great skills, I just think this role needs someone with more experience'</p> <p>Version 4- Microaggression</p> | <p>Because of your age, I have lower expectations of your abilities or less trust in you.</p> <p>Version 4 - Possible interpretation</p> | <p>Version 4 - Possible intent</p> |
| <p>'Oh don't worry about it, this gender stuff is just a teenage fad.'</p> <p>Version 4- Microaggression</p> | <p>I don't believe how you or other people feel about their own gender is valid.</p> <p>Version 4 - Possible interpretation</p> | <p>Version 4 - Possible intent</p> |
| <p>'She said she's depressed but I did see her out and about the other day.'</p> <p>Version 4- Microaggression</p> | <p>People who say they have poor mental health are liars or lazy.</p> <p>Version 4 - Possible interpretation</p> | <p>Version 4 - Possible intent</p> |
| <p>'That's so gay.'</p> <p>Version 4- Microaggression</p> | <p>Being gay is weird, bad or wrong.</p> <p>Version 4 - Possible interpretation</p> | <p>Version 4 - Possible intent</p> |
| <p>'That really surprises me. You act like a proper bloke!'</p> <p>Version 4- Microaggression</p> | <p>You don't fit my stereotypes about the LGBT community.</p> <p>Version 4 - Possible interpretation</p> | <p>Version 4 - Possible intent</p> |