



Live Forum - September 19, 2019  
FACILITATING INCLUSION

WELCOME

### **KATHY BUTT-ELLWAND**

Dear 3rd Thursday Assemblers! Welcome back, or, if it's your first time WELCOME! This is an exciting monthly online forum where people all over the world can gather to share ideas and good practice about different aspects of group facilitation.

Below you will find: A Check-in Question (please answer!); Goals and Agreements for today's session (please add anything you need/want to the agreements, and hit "like" to agree to uphold these agreements during the session); discussion questions and case studies (posted approximately every ten minutes; answer in any order). I will be facilitating this experience for 90 minutes. There will be a pdf transcript posted on the [pyeglobal.org](http://pyeglobal.org) website, as well as the files of this facebook page, in a short while. These transcripts are so great we're thinking of making a book out of them!

Remember to keep refreshing the page to read the latest comments, and scroll down the page to read all threads. The threads will appear in order of most active, which can be confusing!

This month we are discussing Facilitating Inclusion

As facilitators we often work with diverse groups of people, bringing people together to try to facilitate or 'make easy' some kind of group process across lines of difference. The knowledge and perspectives of ALL are important and valuable, but in order to learn from each other, each person needs to be included and empowered to participate. The groups or categories we belong to can either confer advantage and privilege, or disadvantage and discrimination. These power dynamics can play out in diverse group settings, OR there can be an opportunity to shift this dynamic in a transformational, inclusive space. We all have conscious and unconscious stereotypes and prejudices informing how we react and interact. How can we facilitate inclusion, to create spaces where we can feel safe and respected, have our needs met, be heard, participate and learn from and celebrate difference? As a group of international facilitators today we are opening a discussion to learn from each other on this topic: How can we facilitate inclusion?

**Stephanie Morgareidge** Good Morning, first time engaging with this kind of learning platform. I'm excited but hope I do it correctly. I come from a prevention background but currently in school for my masters in elementary education. One of the classes I recently finished talk about the importance of 4 domains for inclusion for students mostly for testing but I think it works well for everyday classroom environments



They were setting, timing, presentation and response. I believe if we think about those 4 things when we set up an event/activity it will be more inclusive. For example with setting, if we plan to meet in a bottom floor of a community center but there is no access to the floor without stairs we are already excluding certain students.

**Kathy Butt- Ellwand** Hi [Stephanie Morgareidge](#)! Welcome! Thanks for sharing about the 4 domains....really interesting. Don't worry there is no right or wrong here :)

CHECK IN

**Kathy Butt-Ellwand**

Check in Question: Describe the way you feel right now in 3 words

**Kathy Butt-Ellwand** Alive Coffee Curious

**Anna Penner** Stuffy, interested, engaged

**Stephanie Boys-Ramella** waking up slow

**Anne- Marie Parent** Breakfast Coffee Present

**Mary Elizabeth Kelly** Exhausted alive curious

**Rhys Hansen** Tired. Enthused. Stretched

**Angeli Earley** Unsure, curious and playful

**Kavitha Talreja** Curious, engaged and learner

**Ramya Kumar** Curious, Expecting and wondering

**Sherra Jensen** Grasser Exhausted, uncertain, excited

**Gale Quackenbush** Many miles away

**Sumanth Raj** Interested, curious, mindful



## DISCUSSION QUESTION #1

### **KATHY BUTT-ELLWAND**

Discussion Question #1: What does inclusion mean to you?

**Annie-Marie Parent** Inclusion to me refers to belonging. Include so that everyone feels like they belong to a group, to an institution, to the world.

**Anna Penner** To me, inclusion involves doing what I can to make sure everyone can be involved in the creation and execution of a space. It looks different depending on the space, the goals, and the people involved.

**Mary Elizabeth Kelly** each person feels they are equally part of the group, and have space and safety to be their true selves.

**Stephanie Boys-Ramella** Piggy backing off of all of these, I think it means making everyone feel welcome and genuinely included in a community and space, the way you would want to be invited in and made welcome.

**Rhys Hansen** Proactively making room for everyone to be at the table - ie part of the community and involved in decision making processes

**Angeli Earley** Inclusion is a way in which all people can be cared for in what way they need in the moment. Making sure there is always room for whatever each individual needs and allowing the collective to actively make this room and maintain it. Differences are beautiful within a collective and inclusion builds our ability to see it that way.

**Manju Mathew** Inclusion for me is to value another and to be valued. Every one and every being matters

**Ramya Kumar** Inclusion for me is to include myself bigger than my comfort zone by breaking my own barriers and limitations and create safe environment for others to break their barriers and step out of their comfort zone 🙏

**Jyothi Dass** For me it is to create a space where everyone feels safe, is heard and feels like they are an equal



## DISCUSSION QUESTION #2

### **KATHY BUTT-ELLWAND**

Discussion Question #2: What are your favourite activities that enable inclusive participation for mixed body abilities (a mixed group including some people with physical disabilities)

**Anna Penner** 1. Asking people about their access needs both in advance of meetings and in regular check ins. Making sure that participants know that we all have access needs, though they might currently be met in a space.

2. Including options for different forms of participation in a single activity (for example: you can either move around the room for this activity or sit and invite people to come to you).

**Kathy Butt-Ellwand** Really like the 2nd part of your first point...something I haven't thought about before that fits with the social model of disability 'society is disabling not the impairment' love the reminder to the group that we all just have different needs, but for some of us our needs are met already....powerful

**Mary Elizabeth Kelly** Using our voices! Singing or rhythm making! Using props like scarves, shakers, sticks! "accept and include" - seeing a different way of doing the movement, and including it as a legitimate way for everyone to do it!

## DISCUSSION QUESTION #3

### **KATHY BUTT-ELLWAND**

Discussion Question #3: What tricks and tips do you have for working with groups with different first languages and overcoming language barriers?



**Rhys Hansen** I like to make a practice of repeating a question (either from myself or someone in the group) before opening up for responses.

**Kathy Butt-Ellwand Rhys Hansen** Great tactic to ask the group to repeat what the understand by the question - I remember we were encouraged to do this when I trained to teach English as a foreign language...to check understanding

**Anne-Marie Parent** Some of my initial thoughts; Adapting the language. Say things in a different way. Ask questions. Use thumbs up or down to ask for feedback.

**Kathy Butt-Ellwand** Great idea to develop a physical vocabulary of feedback gestures

**Anna Penner** This mostly comes up in the context of the the workshops we facilitate in schools and community settings. In training volunteers, we run a three hour session on communication. One of the activities involves explaining content the way you would to a younger sibling. The facilitator acts as the younger sibling and questions any language that isn't clear and accessible. Our workshops are very interactive, based on what participants tell us. This allows us to use the language and the knowledge in the room.

**Anna Penner** We also write down everything as we go, so people have different ways of processing the information.

**Kathy Butt-Ellwand** I once ran a training session in London UK for a group of teens about managing money, many were refugees and asylum seekers who had recently arrived...there were 5 different language translators in the room! Strategies I used were: writing and drawing key words, giving pairs time for discussion before opening a question to the group, agreeing a hand signal for 'translation' when someone didn't understand so I could explain in a different way or a translator could step in ( participants could make the sign without being lost for ages), also games and icebreakers that are physical so everyone can join in....

**Stephanie Boys-Ramella** Yes! I like like the hand signal to signal if something is not being understood - super effective way to see if someone is not understanding something in real time so that you as the facilitator can go back and clarify or adjust the way you're explaining something



**Stephanie Boys-Ramella** Playing lots of games that involve overly dramatized facial expressions and gestures, rhythm and other games/activities that involve sound or music that are easy to catch on to by watching, and knowing the same language is not necessary. We play lots of games in our program that involve these aspects and acting/miming games, all that bring out laughter. Once people get laughing they feel much more comfortable in a space and to work with the other students/tutors in the room, even if they still speak different first languages. Its such a basic thing to laugh but makes a huge difference!

**Kathy Butt-Ellwand** ^this! I'd feel included if I could play and laugh!

**Kathy Butt-Ellwand** Do you know the game 'Magic Word'? I think it's in the PYE book 'Catch the Fire'...it's an improv story telling game, my absolute FAVOURITE for multiple language groups... you have your participants stand in a circle with their left hand pointing, and their right hand flat. Participants have to catch the index finger of the person on their right, and escape from the hand of the person on their left...they do this when the person in the centre says the magic word. You can demonstrate first by going in in the centre, agreeing a 'magic word' with the group, then improvising a short story and surprising them by dropping the magic word in. This can be done in any first language, with a group who speak many languages! It's great...so an Arabic speaker can teach the group a magic word in Arabic, tell a story in their first language and the rest of the group get to play the game! :)

**Anne-Marie Parent** Love this!

**Stephanie Boys-Ramella** yes! this is a favorite at RISE :)But, we have never done it having someone tell the story in their first language - part of our program is aimed at helping students learn English - but I love this idea of having them tell the story in their first language!

**Stephanie Boys-Ramella** [Kathy Butt-Ellwand](#) Much of the games and icebreaker activities that we utilize are thanks to PYE! My coworkers and I have attended both CF trainings, but we want more! :) Are there other resources that you or others have found to be helpful? We are open to anything! Other books/web resources/specific games or activities you know... would love to hear what resources you've found to be helpful

**Ramya Kumar** I love this game.. but I really dint get the whole part, is there any material which has clear instruction of this game. I would love to try this in my team



**Kathy Butt-Ellwand** [Stephanie Boys-Ramella](#) Great to hear you found the PYE trainings useful! The Catch The Fire manual by Peggy Taylor and Charlie Murphy has lots of great activities and material to add to what is covered in the PYE trainings also Theatre of the Oppressed Augusto Boal gave me lots of inspiration...

**Kathy Butt-Ellwand** [Ramya Kumar](#) Here's a clearer description of Magic Word game...with a picture so you can see how the hands should be! Much easier to explain with a demonstration ;)<https://www.partnersforyouth.org/facilitation-activity.../>Hope you enjoy trying it out with your colleagues! Let us know how it goes!

#### DISCUSSION QUESTION #4

#### **KATHY BUTT-ELLWAND**

Discussion Question #4: Please share a short story of a time when you participated in a group or facilitated a group where there was a real feeling of BELONGING, INCLUSION and CELEBRATION of people's differences...what helped create this?

**Anne-Marie Parent** I participated recently in a community participatory research workshop. Participants were attending because of lived experiences, some were members of community organizations, some were researchers. As part of this workshop, we were asked to produce a still image (inspired from theater of the oppressed) to answer questions related to difficult lived experiences. That act of creation was powerful in terms of connecting us all together. That resulted in people allowing themselves to show vulnerability. And that vulnerability was honored and respected, which to me is a powerful means to belonging and inclusion.

**Kathy Butt-Ellwand** For me Lifebeat summer camps for teens in the UK....i think it was because there was a diverse group of young people, staff and volunteers and we had a clear shared intention to create a safe and loving community, we had regular morning check ins as a whole community of 70 people, clear goals and agreements, and daily check ins with a small 'family group', and LOTS of CREATIVE EXPRESSION! There were lots of opportunities to be seen and heard and celebrated, and many moments of transformation resulted :)

**Rayma Kumar** For me it was in PYE creative facilitation workshop I attended in Bangalore. I liked the way how the facilitators were welcoming everyone, what amazed was how facilitators accommodated the late comers also. There were people with various languages, but everyone felt included.



**Stephanie Morgareidge** A big moment for me was in 6th grade. I was a shy kid, kept to myself. In 6th grade all the students went to camp for 4 days and we played games, went sea kayaking and did rope course challenges. Everyone was cheering each other on and they kept teaming us up in different groups so the usual clicks of friends in school were forced to engage with other students. It was very impactful for me at a young age, I felt totally supported by my peers and learned a great deal about myself.

#### CASE STUDY #1

##### **KATHY BUTT-ELLWAND**

Case Study #1: You are facilitating a 6 month exchange programme where a group of young people from Canada and Nepal are working together on voluntary community projects. The group is very diverse, and includes people aged 18-25 from different educational and economic backgrounds. There is a 50/50 split in terms of male and female gendered people, half the team are South Asian from Nepal, and half the team are Canadian most of whom are White and a minority are Black and from other racial backgrounds. There are a couple of young people with physical disabilities and more than half the team have English as a second language and a few of the Nepali young people don't speak much English. You are facilitating a 1 week introduction residential course with the aim of building an inclusive team of young people who will live and work together for the next 6 months. What activities would you use to foster inclusion? How would you address group dynamics and balance voice and participation?

**Anna Penner** I love icebreakers and games for this reason. I think they should be included not just at the beginning of a session or when participants are meeting for the first time, but whenever possible. I like to include options that involve pairs and small groups as well as the whole group, so people can participate in different ways. One icebreaker I like is called Numbers: participants move around a room at their own pace, until the facilitator calls out a number. Participants then need to get into groups of that number and find something they all have in common. This is done multiple times with different numbers in the groups, ending with the number of the whole group. I also try to include lots of breaks and long lunch hours. People tend to connect in those unstructured periods as much as in facilitated activities. In terms of addressing group dynamics, I would observe those and then alter my facilitation or session planning as I noticed the specific dynamics. For example: a group where certain participants just happened to be louder/more dominant might need a more general session on sharing space or communication, or revised guidelines. If I noticed exclusion based on factors such as sexism or racism, I'd include a more specific training or discussion on the topic. I also think anti-oppression training is always important, though would want to co-facilitate this with somebody from Nepal to better understand the cultural context and dynamics that I might not be aware of as a white Canadian.

**Rayma Kumar** Thanks Anna. I found it helpful. Can you please elaborate on anti-oppression training?





## CASE STUDY #2

### **KATHY BUTT-ELLWAND**

Case Study #2: You are running a drop-in evening youth club in the UK that welcomes young migrants and refugees and asylum seekers and aims to provide a safe space for young people from the UK and other countries to meet and make friends. The UK has had incidents of racist violence towards young refugees and asylum seekers, and there are many children fleeing war who arrive in the UK without their families being looked after by foster carers. These children and teens are often suffering from trauma, and are trying to integrate and participate in an education system and society where they don't speak the language, and are very vulnerable. Many communities, charities and individuals in the UK are welcoming and sympathetic to young migrants, but there are also people who agree with right wing newspapers running stories about people coming to the UK to claim welfare benefits and take jobs and perpetrating racist stereotypes. What can you do to address labelling and stigma and foster an inclusive and empowering environment for all young people who attend?

**Anna Penner** In this case, I would want to have a discussion with participants about what messages they were receiving and where from. In order to facilitate this in a safe way I'd do a few things:

1. In promoting the drop in, include the fact that we would be discussing media representation and racism. This gives participants a chance to opt in or out in advance, with knowledge of the content.
2. As people arrived, share again what we would be talking about and include an agenda.
3. Give options for participation ("If this discussion feels hard, we also have some crafts set up in the corner that you're welcome to do...")
4. Include things like fidget toys, quiet space, crafts, that might help participants deescalate if needed. Ideally I would like to co-facilitate this type of session so that somebody could be present as an active listener, to step aside with participants who might be triggered by the content.
5. Have an activity about resistance. "Design your own newspaper cover: what would you say about yourself/refugees?"
6. Leave lots of time for check out and follow up.
7. Make sure participants know that they can keep having these conversations and discussing these topics in the space.



**Kathy Butt-Ellwand** I especially like point 4 so you can be prepared to care for people who feel triggered - thanks for this [Anna Penner](#)

**Stephanie Boys-Ramella** I like point 5 - turning it around into something where they can dream and hold space in thinking about what they would say to those who don't know them.

**Anna Penner** [Stephanie](#), I've done this when working with LGBTQ2S youth: at the same time as we discuss homophobia/biphobia/transphobia, participants craft their own positive space posters to share in their schools and communities.

**Stephanie Morgareidge** I think in life we have many misperceptions on the world and our local communities I fight them every day. I have little experience when it comes to the topic above but when challenging a misperception, I've learned it best to start with a small focus group that has varying beliefs and go from there. For example if you asked youth at my local high school what percentage of their peers are using marijuana on a weekly basis they would say 60% to 80%. In their minds everyone is doing it. I ask them why they believe that and they share. I then share the truth and what the healthy youth data is showing us. The number is under 25%. Youth then fight it and say well everyone lies on those surveys anyway and students don't want to be truthful. I then share state wide data and how most schools report between 12% and 30%. I tell them if "everyone" is lying they are sure doing a good job coordinating with thousands of their peers across the state to make sure they lie the same. This usually gets them to pause and again more reasoning is shared. "Well I guess a lot of those seniors did graduate, there were the biggest problem" and "I know me and my friends don't smoke pot, and we aren't the only ones". I see the shift right before my eyes and it always amazes me. I would hope many topics could use this discussion format with data to put the truth into focus.

### CASE STUDY#3

#### **KATHY BUTT-ELLWAND**

Case Study #3: You are running a training course for youth workers and teachers and in looking through the profiles of the participants you notice that there is one person attending who is hearing and sight impaired. What can you do to make the training inclusive, before and during the course? What can you do to address your own assumptions and unconscious prejudices?

**Anna Penner** This is why I ask about access needs instead of disabilities: knowing that somebody is hard of hearing or low vision (in Canada "hearing and sight impaired" are



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considered ableist terms) doesn't tell me what that person needs to participate. Knowing that somebody requires a certain size of font or lighting, interpretation or a microphone, is more helpful.

**Kathy Butt-Ellwand** Thanks Anna Penner...shifting the focus to access needs is great, more practical as well as more respectful. Thanks for sharing the correct language to use in Canadian context- important reminder for me that even between English speakers different terms may cause offence in different countries.