FACILITATOR GUIDE

Diversity, Equity, & Inclusion in Learning

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Workshop Package Summary

What's Included

The Diversity, Equity, & Inclusion in Learning Workshop package includes:

- ❏ Facilitator Guide
- ❏ Participant Workbook (Including Homework)
- ❏ Slide Deck

Objectives

This curriculum is designed to focus on creating inclusive training where all learners feel a sense of belonging. This highly interactive workshop will feature reflection activities, demonstrations, small group discussions, and group discussions. After completing this training, participants will be able to:

- ❏ Describe the difference between diversity, equity, inclusion, belonging, and accessibility
- ❏ Name their own social identities
- ❏ Describe how their social identities and unconscious bias impacts how they design training
- ❏ Name two strategies to create inclusive training for each design element
- ❏ Assess their own training according to the design element principles

How to Execute

This comprehensive Facilitator's Guide provides you with an overview of the Diversity, Equity, & Inclusion in Learning workshop components and how to conduct the training.

Expectations

It is the responsibility of the facilitator(s) to review this Facilitator Guide and prepare for the training. The workshop includes polls, demonstrations, reflections, small group discussion, and large group discussions. It is important that you as the facilitator are prepared to guide all of these exercises.

Zoom Set-Up

To ensure the workshop runs smoothly, ensure the following is set up in Zoom.

1. Ensure the Raise Hand feature is enabled in Zoom. Follow these steps:
   - Go to *Settings*
   - Find the *Meeting* tab
   - Go to *In Meetings (Basic)*
   - Toggle the Nonverbal feedback option to on
2. Set up the poll questions. Follow these steps:
   - Find the *Meeting* tab
   - Select *Polls/Quizzes*
   - Select *Create*

- Insert the poll question and answers

3. Turn on screen sharing for all participants.
   - Go to *Settings*
   - Go to *In Meeting (Basic)*
   - Under *Who can share?* ensure *All Participants* is marked
   - Under *Who can start sharing when someone else is sharing?* ensure *All Participants* is marked

4. Turn on Whiteboard
   - Go to *Settings*
   - Go to *In Meeting (Basic)*
   - Toggle on the Whiteboard feature to allow host and participants to share whiteboard during a meeting

5. Turn on Breakout Rooms
   - Go to *Settings*
   - Go to *In Meeting (Advanced)*
   - Toggle on the *Breakout Room* feature
   - Check the *Assign participants to breakout rooms when scheduling* box
   - Check the *Broadcast message to participants* box

6. Turn on Automated Captions
   - Go to *Settings*
   - Go to *In Meeting (Advanced)*
   - Toggle on the *Automated Captions* feature
   - Check the *Assign participants to breakout rooms when scheduling* box
   - Check the *Broadcast message to participants* box

When to Conduct

This module is conducted in two parts. Session 1 is two-hours. There should be at least one week between Session 1 and Session 2 to allow participants time to complete the homework. Session 2 is two-hours. Participants should not attend Session 2 if they did not attend Session 1.

Timeline of Training Tasks

2 weeks before training date (or earlier)	❏ Send participants pre-training email, including Participant Workbook ❏ Ensure Zoom settings are set (How to Execute section) ❏ Ask for list of participants, including titles and general responsibilities. For Private Engagements, ask for reporting lines to determine if an individual's supervisor will be in the training.
1 week before training date	❏ Send participants training reminder ❏ Assign breakout rooms based on reporting lines so that a participant's supervisor is not in the same breakout room
1 day before training date	❏ Check roster of participants ❏ Check that Participant Workbook page numbers match the Facilitator Guide ❏ Gather materials
Day of training	❏ Arrive 30 minutes early ❏ Record participant attendance ❏ Start on time and stay on track ❏ Be available after the session for 10-15 minutes for questions ❏ Do NOT record the training
Between Session 1 and Session 2	❏ Check in with participants who are quiet ❏ Send reminder about completing homework

Pre-Training Email

The following email should be sent to participants at least two weeks prior to the training:

I am excited for our upcoming workshop – Diversity, Equity, & Inclusion in Learning workshop. Session 1 will take place [INSERT DATE AND TIME]. Session 2 will take place [INSERT DATE AND TIME]. There will be a homework assignment between Session 1 and Session 2.

This workshop will help you create inclusive training that creates a sense of belonging and is accessible to all learners.

To help you prepare for the training, please review the Introduction Section of attached Participant Workbook that begins on page 4. Please note the following in the Introduction:

- Workshop Summary
- Learning Objectives
- Materials Needed
- Ground Rules

- Workshop Outcome Goals
- Why is Inclusive Design Training Needed
- Agenda
- Content Warning

The workshop will contain self-reflection exercises, demonstrations, small group discussion, large group discussion, and presentations. If you need any additional support to ensure you are able to engage with this workshop, please let me know.

The Participant Workbook will be used throughout the two sessions. As a result, we recommend you print the Participant Workbook so you are able to record your reflections and thoughts.

Please let me know if you have any questions.

Sincerely,

[INSERT NAME AND TITLE]

Icon Key

The following icons are used in this Facilitator Guide:

	Activity		Say
	Scenario		Do
	Next Steps		Notes

Workshop Overview and General Facilitation Tips

Workshop Summary
The purpose of this workshop is to help learning and development professionals understand how to create inclusive training that creates a sense of belonging and is accessible to all learners.

Delivery
This workshop is a virtual instructor-led training using the Zoom virtual conference software. Step-by-step workshop instructions are included to support you in facilitating the workshop activities.

The workshop may be led by one facilitator; however, it is beneficial to have a second supporting facilitator or producer to help keep time, take notes, launch polls and breakout rooms, and troubleshoot user issues.

Learning Objectives
After this workshop, participants should be able to:

- Describe the difference between diversity, equity, inclusion, belonging, and accessibility
- Name their own social identities
- Describe how their social identities and unconscious bias impacts how they design training
- Name two strategies to create inclusive training for each design element
- Assess their own training according to the design element principles

Workshop Material Needed

Facilitators	Participants
• Facilitator Guide • Slide Deck • Alt Text PowerPoint Slide • Computer • Zoom host access • Reliable internet connection • Paper/Pen/Pencil	• Participant Workbook printed in hard copy form • Computer • Zoom log-in instructions • Reliable internet connection • Paper/Pen/Pencil

Agenda

The agenda for the workshop is as follows:

Session 1: Understanding & Applying Inclusive Design	Time Estimate
Introduction • Introductions • Establish Ground Rules • Review Agenda	14 minutes
Part 1: Define DEIBA • Define DEIBA • Explore our own social identities • Understand implicit bias • Participate in reflection and discussion activities	35 minutes
Break	15 minutes
Part 2: Apply DEIBA to Design Elements • Explore intent versus impact • Apply inclusive design principles to each design elements • Participate in discussion, small group discussion, demonstration, whiteboard contribution, reflection, and poll question activities	48 minutes
Part 3: Content Review • Review content review homework • Answer questions	8 minutes
Session 1 Total Time: 2 hours	120 minutes

Homework: Content Review	Time Estimate
Between Session 1 and 2 • Analyze training according to inclusive design principles • Respond to reflection questions	n/a

Session 2: Reflecting on Inclusive Design	Time Estimate
Introduction • Re-establish ground rules • Review agenda • Discuss aha moments • Participate in discussion activities	12 minutes
Part 1: Content Review • Discuss content review reflection questions • Present content review strengths and opportunities • Participate in reflection, small group discussion, and discussion activities	70 minutes
Break	15 minutes
Part 2: Before & After the Training	5 minutes

• Explore content warnings • Review pre- and post-training assessments	
Part 3: Action Steps • Review purpose of learning and unlearning • Highlight resources to continue the work • Respond to questions • Share key insights • Participate in discussion activities	18 minutes
Session 2 Total Time: 2 hours	120 minutes

Facilitator Note

Ensure you honor the scheduled break during each session.

Facilitation Tips

General Tips

- Ensure you have all materials needed

- Review the content ahead of time to ensure you're familiar with the presentation and activities

- Encourage collaboration and discussion amongst participants

- Maintain energy and positivity

- Keep track of time; encourage discussion but keep activities and discussions focused

- Ask follow-up questions and ask for relevant examples to inspire participants to explore how the topics pertain to them

- Arrive to the workshop early to set up and ensure technology is working as needed

Virtual Tips

- Participants should wait in a virtual waiting room if they join more than 10 minutes prior. Send the following message to participants in the waiting room:

  "Welcome! So glad you are with us. The training will begin shortly. While we're waiting, please review the purpose and agenda of the workshop in the Participant Workbook."

- Be aware of the differences between a private and public engagement.

  o **Private Engagement** - Multiple participants from the same company or training team – collaborative efforts may be easier since they already know each other

  o **Public Engagement** - Multiple participants from different companies or training team backgrounds – collaborative efforts will evolve as they practice the workshop activities

Diversity, Equity, & Inclusion Facilitator Tips

Facilitating diversity, equity, and inclusion conversations requires an extra layer of preparation. Follow these expectations:

- Ensure ground rules are honored.

- Embrace silence. The content and questions may be difficult for some learners. Provide time for the participants to reflect on their answers. Do not fill the silence. Give participants time to form their response.

- Check-in with participants who are quiet. Between Session 1 and Session 2, email participants who are quiet to ensure the learning environment meets their needs and discuss how you can better support their learning. Do not assume their quietness is a lack of engagement. Instead, the topics discussed may be difficult for them, may elicit cognitive dissonance, or a variety of other reasons.

- Focus on impact of problematic statements. If a participant makes a problematic statement that has the potential to harm someone, address the impact of the problematic statement by asking questions such as:
    o What life experience led you to believe what you do?
    o What if someone from that identity group was with us now?
    o What other perspectives might someone have?

- Reflect on Session 1. Between Session 1 and Session 2 reflect on Session 1 to ensure all identities are able to be fully represented. Ask yourself these questions:
    o How is my identity showing up in this training?
    o What other identities are not present and not being full represented?
    o What am I noticing about the participants' experience?
    o What am I seeing and hearing?
    o What am I not seeing and hearing?

Diversity, Equity, & Inclusion in Learning Facilitation Instructions

Slide 1: Diversity, Equity, & Inclusion in Learning (1 minute)

DO

Welcome participants as they enter the training room.

SAY

"Welcome to Diversity, Equity, & Inclusion in Learning! I am excited to have a conversation over the next few weeks about how to create training that is inclusive and accessible for our learners."

Slide 2: Introductions (10 minutes)

Introductions

My name is ___ and my role is ___.
One thing you cannot tell just by
looking at me is ___. This is
important for me to tell you
because ___."

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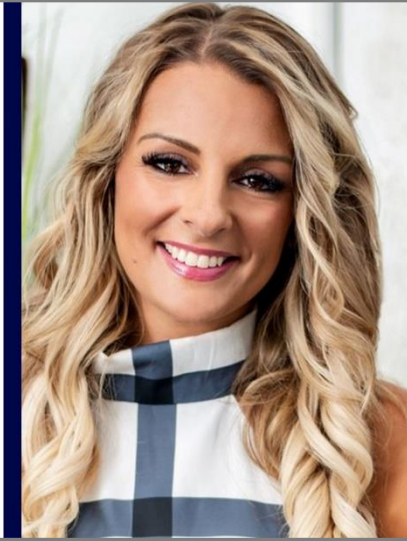
SAY

"To help us connect throughout our two sessions, let's get to know one another. Please introduce yourself by completing the statement on the screen. To get us started, I will go first."

Private Engagement
"My name is ___ and my role is ___. One thing you cannot tell just by looking at me is ___. This is important for me to tell you because ___."

Public Engagement
"My name is ___ and my role at ___ is ___. One thing you cannot tell just by looking at me is ___. This is important for me to tell you because ___."

DO

Be prepared to complete the introduction for yourself. Model the way by sharing a fact that connects to an invisible part of your identity such as the following:

- "One thing you cannot tell just by looking at me is I have hearing loss in one ear. This is important for me to tell you because I may ask you to repeat yourself because I was unable to hear you."

- "One thing you cannot tell just by look at me is I love nature. This is important for me to tell you because during our breaks you will find me outside."

The slide is for private engagements. Alter the slide for public engagements so it reflects the statement in the script.

Slide 3: Ground Rules (2 minutes)

Ground Rules

To create a brave space...
- Be curious
- Honor one another's experiences and stories
- Be vulnerable and engage at a comfortable level
- Eliminate distractions
- Keep camera on

SAY

To help us have an engaging and thoughtful conversation, where each us feels like we can share our authentic voice, I want to outline some ground rules to help make this a brave space. A space where you feel respected, included, and able to be vulnerable.

Private Engagement
I also recognize that this conversation may be uncomfortable given you are a team and individuals on the team report to one another. Given this power dynamic, it is especially important that we establish ground rules to ensure everyone feels like they can contribute. We have also designed the workshop with this in mind.

Private and Public Engagements
The ground rules are:
* Be curious – We may discuss ideas that challenge your thinking or current worldview. It may make you feel uncomfortable. Embrace this feeling as that is where learning occurs. Learning occurs in the space between not knowing and knowing.

* Honor one another – Each of you brings a unique lived experience given your identities. Honor one another by listening to their stories with an open-mind and the stories of others shared today. Listen to understand.

* Be vulnerable and engage at the level where you are comfortable - When talking about identities, it may make you uncomfortable. I encourage you to lean into your vulnerability and share with us who you are to the level with which you are comfortable. This also means asking questions or sharing emerging thoughts, thoughts that are not fully formed.

* Eliminate distractions – As Learning & Development professionals, we know how much distractors impact learning. If you are able, tuck your phone away, turn off messaging apps on your computer, and close your email, if not required.

* Keep your camera on when possible - By keeping your camera on it helps us create a sense of community and increase engagement. However, if keeping your camera on is distracting you, please feel free to turn it off from time-to-time.

    Are there any other ground rules you would like to add?

DO

Respond to ground rules added by participants.

SAY

At any point in our conversation, feel free to send me a private chat if you have a question you would like to ask, feel uncomfortable, etc. You can send a private chat by clicking on the drop-down menu in the chat box and selecting me. The message will only go to me.

Also, note that we are NOT recording this workshop. We want to ensure this is a place where you can fully contribute without worry about who may see this training later.

Slide 4: Workshop Agenda (1 minute)

SAY

Our workshop agenda for today is divided into three parts.

First, we will define diversity, equity, inclusion, belonging, and accessibility and explore our own identities.

We will then take a break.

After the break, we will then talk about how to apply these concepts to the design elements in the training we create.

Finally, we will discuss your homework assignment that will need to be completed prior to the next session.

Slide 5: Part 1 – Define DEIBA (10 seconds)
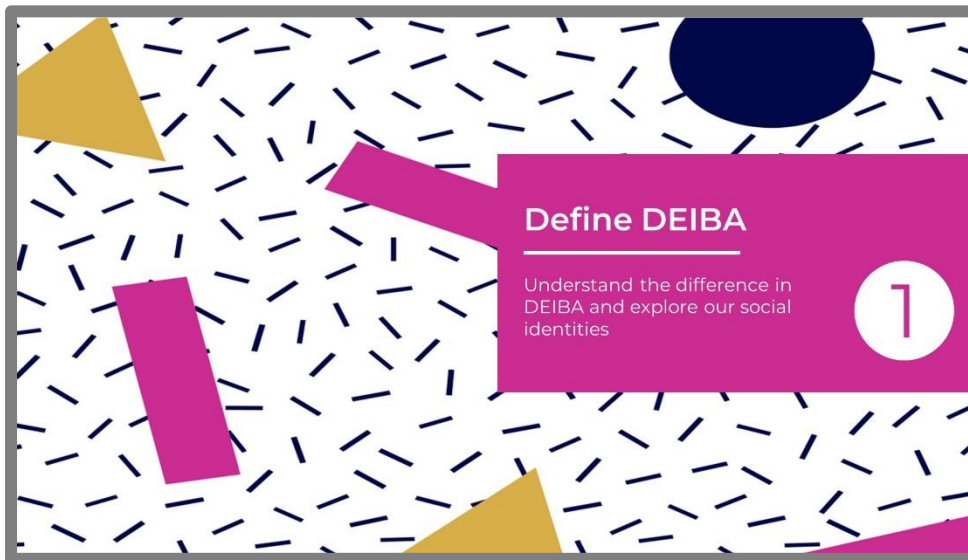
SAY

Let's begin with defining what diversity, equity, inclusion, belonging, and accessibility means.

Slide 6: Chat Discussion: Defining DEIBA (3 minutes)

SAY

When you think of diversity, equity, inclusion, belonging, and accessibility what comes to mind?

In the chat, share your responses. If you are more comfortable, you may share your responses directly with me.

DO

Monitor the chat.

Read and summarize the comments submitted.

Slide 7: DEIBA Defined (1 minute)

DEIBA Defined

Diversity - all dimensions of human identity that make us who we are.

Equity - everyone has access to the same opportunities even if it means one person gets more resources than another.

Inclusion - when individuals feel welcomed and valued.

Belonging - when someone feels like they fit in while standing out.

Accessibility - when an experience is open to all.

SAY

So how do we define these terms?

Diversity encompasses all dimensions of human identity that make us who we are.

Equity ensures everyone has access to the same opportunities even if it means one person gets more resources than another.

Inclusion occurs when individuals feel welcomed and valued.

Belonging occurs when someone feels like they fit in while standing out. When they are able to be their unique self and still fit in with the group.

And accessibility occurs when an experience is open to all.

Slide 8: The Equation (30 seconds)

The Equation

Equity + Inclusion + Belonging + Accessibility =

Diversity

SAY

We can think about this in terms of an equation.

Equity plus inclusion plus belonging plus accessibility equals diversity.

Diversity is the outcome of our equity, inclusion, belonging, and accessibility work. It does not come first, but rather last.

Slide 9: The Dance Party (1 minute)

SAY

Another way to think about it is in terms of a dance party. Inclusion Strategist, Vernã Myers, coined the phrase "Diversity is being invited to the dance party and inclusion is being asked to dance."

To continue this analogy, equity is charging different admission fees based on someone's ability to pay, accessibility is having a ramp to the door or a quiet space for someone to get away from the noise, and belonging is being part of deciding the music, decorations, or food. Belonging is also being able to say that you don't like to dance and still feeling included.

Slide 10: Discussion: DEIBA in L&D (4 minutes)
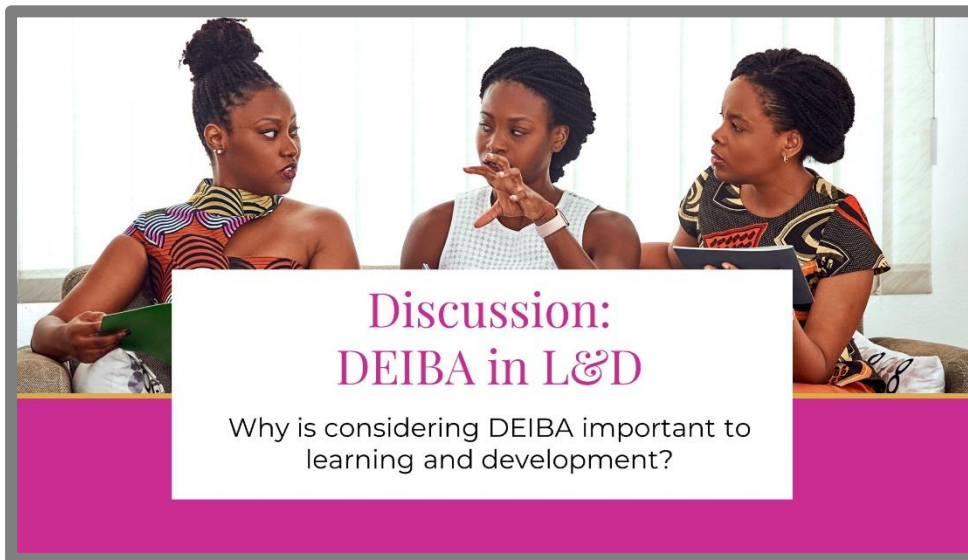
SAY

Why is considering DEIBA important to learning and development? Why does it matter that we go beyond simply inviting everyone to the dance?

Please unmute yourself and share your perspective.

DO

Share the following response if not shared by the participants: If the learner sees themselves in the training, they will feel a sense of belonging and thus will be engaged in the training.

Slide 11: Defining Social Identities (1 minute)

Social Identities

How we identify ourselves in relation to others

SAY

In order to create training that engages all learners, we need to begin with understanding who we are, our identities.

A way to understand who we are is by exploring our social identities.

Social identities are how we identify ourselves in relation to others.

Social identities are socially constructed, meaning they are constructs developed by society.

Some social identities are fluid and evolving while others are static. For example, gender and religion may change over time, while race cannot.

Slide 12: Social Identities as Lenses (30 seconds)

Social identities are the lenses through which we see the world

SAY

Social identities are the lenses through which we see the world.

They shape our world view.

They impact what we notice and what we don't notice.

DO

Share an example of your identity such as:

My identity as a woman who grew up in Appalachia as the daughter of coal miners impacts how I see the world. This identity is different from someone who identifies as a man who grew up in an urban or suburban environment.

Slide 13: Reflection: Social Identity (10 minutes)

Reflection: Social Identity

Reflect on your social identities by completing the Social Identity Reflection
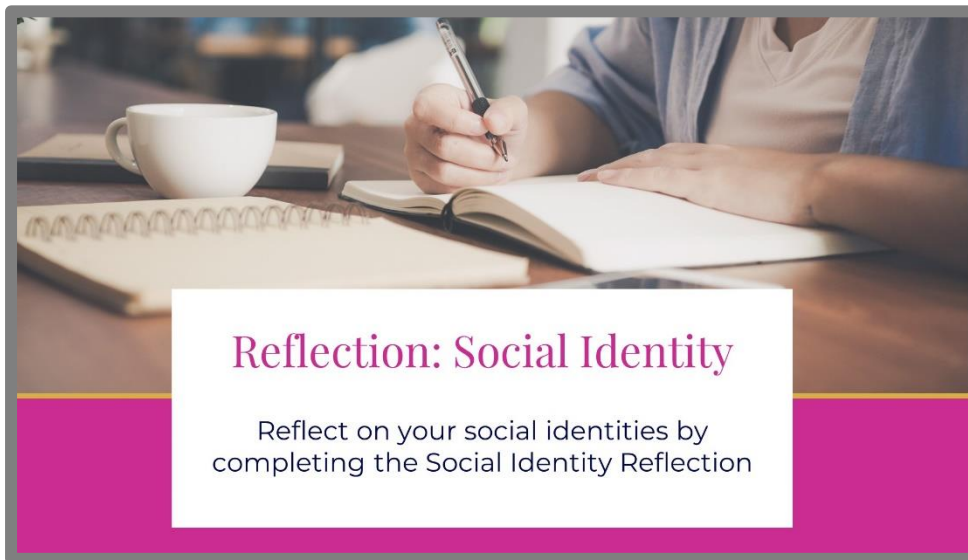
SAY

Let's take a few minutes to understand the lenses or identities we use to view the world.

Turn to page 20 in your Participant Workbook. In the left-hand column you will see the identity categories. In the next column you will see examples of this identity. This is not an exhaustive list of identities for this identity category. Instead, it provides examples to spur your thinking. In the final column, you will record how you identify with this category. How you define yourself.

Once you are finished, respond to the reflection questions on page 22.

You will have 10 minutes to work on this exercise. Take your time and thoughtfully consider your identities. If it is more comfortable, you may turn off your camera.

If you have any questions, please message me privately in the chat.

DO

If a participant messages you during the reflection and you are not able to respond via the chat, create a breakout room where the two of you can talk privately. This reflection may be difficult for some learners.

Slide 14: Discussion: Social Identity (10 minute)

SAY

Thank you for thoughtfully reflecting on your social identities.

DO

Ask the following questions:
- Which of your social identities were easiest to identify?
- Which were the most difficult to identify?
- What identities have the strongest impact on how you see yourself as a person?
- How do your identities shape how you see the world?
- How do your identities shape how you create training?

Offer the following points if not made by the participants:
- Your identities impact the training you create because this is how you see the world
- If you see yourself in the images, text, stories, scenarios in the training, the training feels good
- It takes intentional effort to design training that represents all identities

To help foster a discussion, do not screen share during the discussion so that the participants can see one another.

As you ask each question, put the question in the chat.

If participants seem hesitant to share, consider one of the following strategies:
- Place them in a small group or pairs based on power differences to discuss a question
- Ask participants to respond to the question in the chat privately to you

Slide 15: Unconscious Bias (1 minute)

SAY

The reason it takes intentional effort to create inclusive training where all learners feel like they belong is because of unconscious bias.

Unconscious biases are the negative associations that people unknowingly hold. They are expressed automatically, without conscious awareness.

Research shows that unconscious bias is acquired by the age of three.

Even individuals who consciously work not to discriminate or have prejudice still possess bias.

Unconscious bias is also known as implicit bias.

Slide 16: Unconscious Bias & The Brain (30 seconds)

SAY

Research about the brain tells us how powerful and common unconscious bias is.

95% of our thoughts are unconscious. This means we make unconscious choices all the time which makes it difficult to recognize when bias shows-up in our decision-making.

Essentially, neuroscience research tells us that if you have a brain, you have bias.

Slide 17: Overcoming Unconscious Bias (30 seconds)

SAY

To overcome unconscious bias, you need to first accept that you have bias.

Once you accept that you have unconscious bias, then you can begin to create strategies to address it.

Slide 18: Implicit Association Tests (1 minute)

Implicit Association Tests

- Measure our unconscious bias
- Measure bias across social identities
- Take an Implicit Association Test
- Take the Implicit Bias Module Series

SAY

Implicit Association Tests are one way to understand our biases and accept that we have them.

Implicit Association Tests measures our unconscious or automatic bias through sorting activities. They help to illuminate the bias we each hold.

The tests were developed by psychologists at Harvard, University of Virginia, and University of Washington and are known as Project Implicit.

The tests measure bias across a variety of social identities from gender and age to weight and race or skin tone.

I encourage you to take a couple of these Unconscious Bias Tests before our next session. You can find a link to the tests in the Resources section of your Participant Workbook and on Participant Workbook page 28.

The Kirwan Institute for the Study of Race and Ethnicity at Ohio State University also offers an Implicit Bias Module Series that will help you uncover your own bias and develop strategies to address them. The modules take about 45 minutes to an hour-and-a-half to complete. You can find a link to this course also in the Resource section of your Participant Workbook.

Slide 19: Break (15 minutes)

SAY

Thank you for your vulnerability and courage to reflect on your own identities. To help us prepare for the next section, please take the next 15-minutes to grab a snack or beverage and take a comfort break.

After our 15-minute break, we will reconvene to discuss strategies to minimize our bias in training.