



PARTICIPANT WORKBOOK

Diversity, Equity, & Inclusion in Learning

SAMPLE

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Introduction

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.

This workbook will support your skill development.

- Before the workshop, it will prepare you for the learning experience. Review the agenda, ground rules, and learning objectives.
- During the workshop, it will reinforce concepts, provide a place for reflection and note-taking, and guide you through activities
- Between session 1 and session 2, it will lead you through your content review homework
- After the workshop, it will serve as a reference to apply the skills on the job

Learning Objectives

After this workshop, 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

Materials Needed

- Participant Workbook, printed
- Computer
- Access to virtual meeting platform
- Reliable internet connection
- Paper/Pen/Pencil

Icon Key

The following icons are used in this Participant Workbook:

	Activity
	Scenario
	Notetaking

Diversity, Equity, & Inclusion in Learning Workshop

Ground Rules

- 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 intent to understand.
- Be vulnerable and engage at the level where you are comfortable - When talking about identities, it may make you uncomfortable. Lean into your vulnerability and share who you are to the level with which you are comfortable. This also means asking questions or sharing emerging thoughts.
- Eliminate distractions – We want you to be fully present in the workshop. 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.

Workshop Outcome Goals

- Understand inclusive design principles and the impact of exclusionary design
- Apply the Inclusive Design Checklist to training
- Increase confidence in creating inclusive trainings where all learners feel a sense of belonging

Why is Inclusive Design Training Needed?

- 95% of our thoughts are unconscious which increase the likelihood of bias showing up in design
- Inclusive design motivates and engages learners when they see themselves represented positively
- Ensures all learners can access the training and be full participants in the experience

Content Warning

This training discusses social identities including race, gender, sexual orientation, age, and ability. Care has been taken to create a learning environment where these topics can be discussed with empathy and care. Please reach out to the facilitator if you have any question about the content.

Agenda

The agenda for the workshop is as follows:

Session 1: Understanding & Applying Inclusive Design
<p>Introduction</p> <ul style="list-style-type: none"> • Introductions • Establish Ground Rules • Review Agenda
<p>Part 1: Define DEIBA</p> <ul style="list-style-type: none"> • Define DEIBA • Explore our own social identities • Understand implicit bias • Participate in reflection and discussion activities
Break
<p>Part 2: Apply DEIBA to Design Elements</p> <ul style="list-style-type: none"> • 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
<p>Part 3: Content Review</p> <ul style="list-style-type: none"> • Review content review homework • Answer questions
Session 1 Total Time: 2 hours

Homework: Content Review
<p>Between Session 1 and 2</p> <ul style="list-style-type: none"> • Analyze training according to inclusive design principles • Respond to reflection questions

Session 2: Reflecting on Inclusive Design

Introduction

- Re-establish ground rules
- Review agenda
- Discuss aha moments
- Participate in discussion activities

Part 1: Content Review

- Discuss content review reflection questions
- Present content review strengths and opportunities
- Participate in reflection, small group discussion, and discussion activities

Break

Part 2: Before & After the Training

- 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

Session 2 Total Time: 2 hours

Note: The facilitator will provide scheduled breaks throughout the workshop.

Learning Objectives

After this workshop, 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



Notes

Session 1: Understanding & Applying Inclusive Design

Slide 1: Diversity, Equity, & Inclusion in Learning



Notes



Slide 2: Introductions

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 _____.”



Notes

Slide 3: Ground Rules

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

At any point during the training, you may reach out to the facilitator privately by selecting their name in the drop-down menu in the chat. This message will go directly to the facilitator. Share any concerns, questions you want to ask privately, or ways the facilitator can foster your learning.



Ground Rules added include:



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Slide 4: Workshop Agenda

Workshop Agenda

Part 1 – Define DEIBA

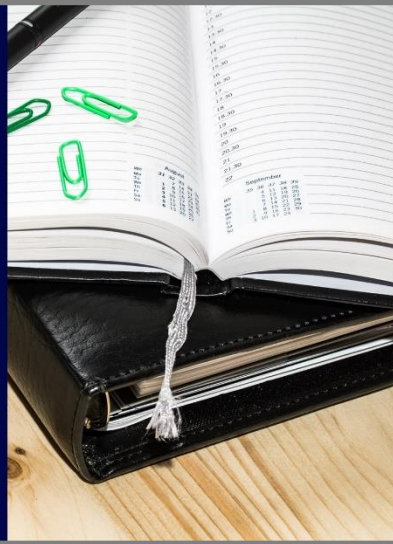
Understand the difference in DEIBA and explore our social identities

Part 2 – Apply DEIBA to Design Elements

Develop strategies to eliminate bias and create inclusive trainings

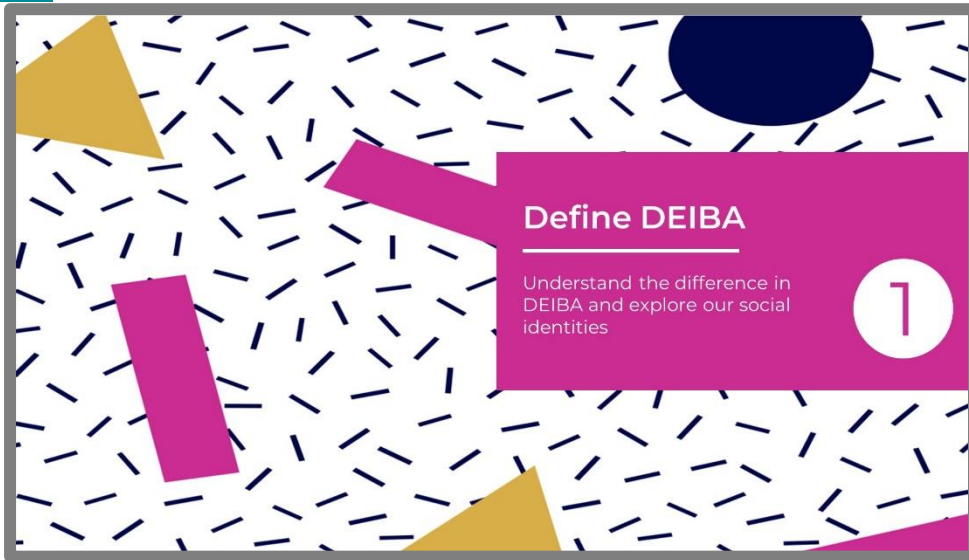
Part 3 – Content Review

Review training according to inclusive design principles and reflect on social identities



Notes

Slide 5: Part 1 – Define DEIBA



Define DEIBA

Understand the difference in DEIBA and explore our social identities

1



Notes

Slide 6: Chat Discussion: Defining DEIBA



In the chat, respond to this question: When you think of diversity, equity, inclusion, belonging, and accessibility what comes to mind?

If you are more comfortable, you may share your response directly with the facilitator.



Notes



Slide 7: DEIBA Defined

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.



Notes

Slide 8: The Equation

The Equation

Equity + Inclusion + Belonging + Accessibility =

Diversity



Notes

Slide 9: The Dance Party



The Dance Party

“Diversity is being invited to the dance party and inclusion is being asked to dance.”
- Vernā Myers

Diversity = being invited to the dance

Inclusion = being asked to dance

Equity = paying admission based on your ability to pay

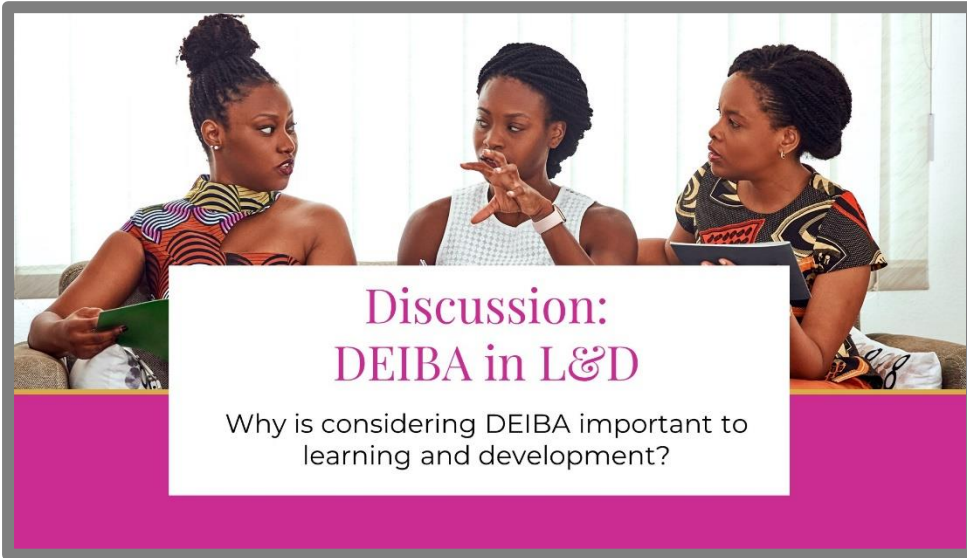
Accessibility = access to a ramp or quiet space

Belonging = deciding on music and decorations or being comfortable saying you don't like to dance



Notes

Slide 10: Discussion: DEIBA in L&D



Why is considering DEIBA important to learning and development?



Notes

Slide 11: Defining Social Identities

Social Identities

How we identify ourselves in relation to others

Social identities are:

- socially constructed
- fluid and evolving
- static



Notes

Slide 12: Social Identities as Lenses

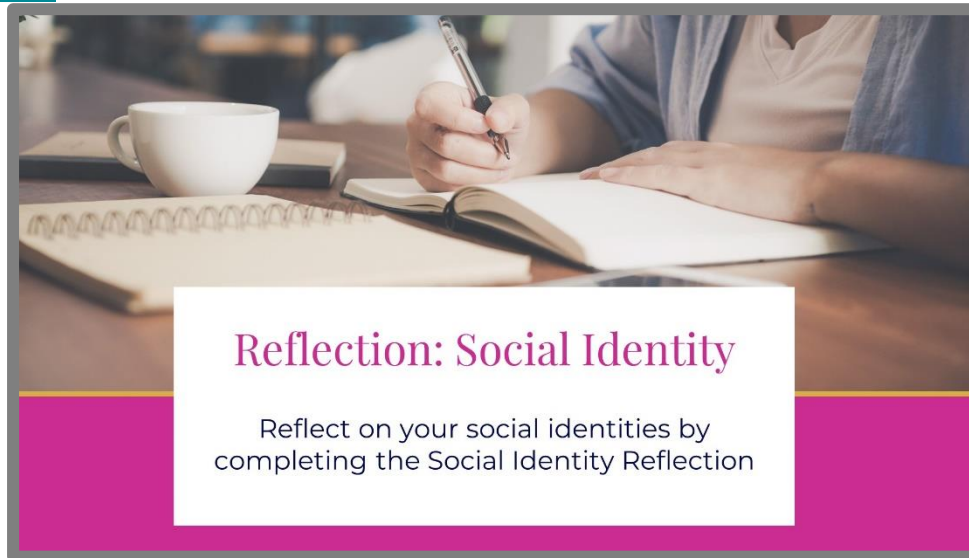


Social identities are the lenses
through which we see the world



Notes

Slide 13: Reflection: Social Identity



Reflect on your identities. For each identity group, name your identity. The identities listed in the right-hand column are example identities and are not an exhaustive list. Furthermore, this identity list is focused in the context of the United States and may not reflect identities outside of the United States.

Identity Groups	Your Identity	Examples
Ability/Disability		temporarily disabled, able-bodied, ADHD, dyslexia, autism, anxiety disorder, bipolar, depression, low vision, deaf, PTSD
Age		young adult, middle-age, senior, elderly
Body Size/Stature		average height, thin, tall, short, fat
Citizenship/Documentation		U.S. citizen, immigrant, temporary visa, without U.S. citizenship

Class		working class, poor, middle class, & upper class
Education		high school graduate, college graduate, technical school graduate, some college, certification, first-generation college student
Ethnicity		Irish, Chinese, Puerto Rican, Italian, Jewish, European-American
Family Structure		married, divorced, single, separated, single-parent home, non-parental guardian home, extended family guardians, more than 2 parents/guardians, stepparents, two-parent home
Gender		women, transgender, gender fluid, non-binary, queer, men
Language		English, Spanish, English-language learners
National Origin (Country from)		Mexico, Canada, United States, China, Japan
Race		Black, Indigenous, Latino, Latina, Latinx, Asian Pacific Islander, biracial, multiracial, white

Religion/Spirituality		Jewish, Hindu, Muslim, Buddhist, Christian, Atheist
Sex		female, intersex, male
Sexual Orientation		lesbian, gay, bisexual, pansexual, heterosexual



Which of your social identities were easiest to identify? Why?

Which of your social identities were the most difficult to identify? Why?

Which identities have the strongest impact on how you see yourself?





How do your identities shape how you see the world?

How do your identities shape how you create training?



Notes

Slide 14: Discussion: Social Identity



Respond to the following questions:

- Which of your social identities were easiest to identify? Why?
- Which of your social identities were the most difficult to identify? Why?
- Which identities have the strongest impact on how you see yourself?
- How do your identities shape how you see the world?
- How do your identities shape how you create training?

Notes

Slide 15: Unconscious Bias

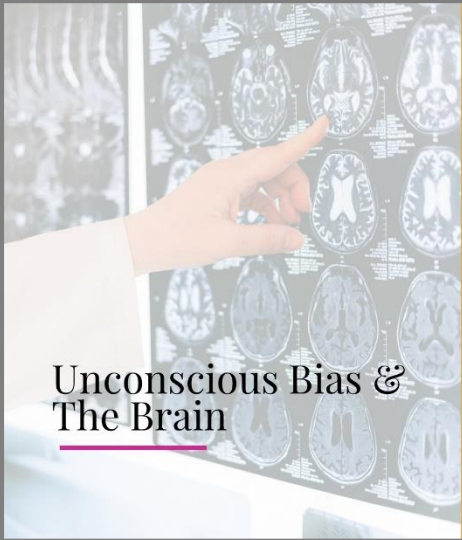
Unconscious Bias

- Negative associations that people unknowingly hold
- Expressed automatically, without conscious awareness



Notes

Slide 16: Unconscious Bias & The Brain



Unconscious Bias &
The Brain

- 95% of our thoughts are unconscious
- If you have a brain, you have bias



Notes

Slide 17: Overcoming Unconscious Bias



Notes

Slide 18: Implicit Association Tests

Implicit Association Tests

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

To learn more about unconscious bias:

- Take an [Implicit Bias Test](#) through Project Implicit
- Participate in an [Implicit Bias Module Series](#) created by the Kirwan Institute for Race and Ethnicity at Ohio State University

Notes

Slide 19: Break



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