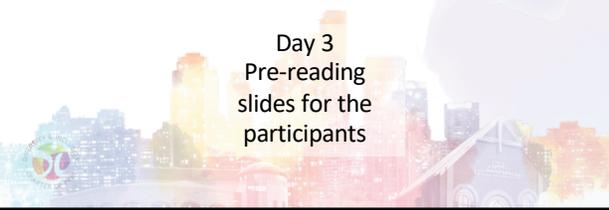





The Diversity & Inclusion Charter Community Leadership Program

Day 3
Pre-reading
slides for the
participants



Day 3 Agenda

<p>MORNING</p> <ul style="list-style-type: none"> ● 9:30 – 10:15 Opening Circle ● 10:15 – 11:15 2SLGBTQ+ Communities in Peel by, Vale and Yoshith ● 11:15 – 11:30 Break ● 11:30 – 12:00 Power Flower Exercise 	<p>AFTERNOON</p> <ul style="list-style-type: none"> ● 12:00 – 12:30 Presentation on Evaluation Techniques by, Adeline Cohen ● 12:30 – 1:30 Lunch Break ● 1:30 – 2:00 Project Teams – Working Session ● 2:00 – 2:30 Recap & Debrief
--	---

We can revisit the end time as needed




What is community?



<http://www.artofrelevance.org/2018/02/20/how-do-you-define-community/>

❖ Please read the article in preparation for a discussion and activity during the CLP session




Definition of community

1 : a unified body of individuals: such as

- a : the people with common interests living in a particular area
broadly: the area itself
// the problems of a large *community*
- b : a group of people with a common characteristic or interest living together within a larger society
// a *community* of retired persons
// a monastic *community*
- c : a body of persons of common and especially professional interests scattered through a larger society
// the academic *community*
// the scientific *community*
- d : a body of persons or nations having a common history or common social, economic, and political interests
// the international *community*



D&I Charter Definition of Community

....encapsulating human diversity in all of its forms. They are healthy, vibrant and sustainable systems in which all residents and community members are respected, supported and are able to thrive. In order to foster greater inclusion and equity within a society, it is important that diverse neighbourhoods and communities be increasingly fostered, recognized and consistently supported.



**Key Community Issues:
A Group Conversation**

Social Location:

Being in a position where personal qualities give one earned and unearned privileges in society.

- As defined by the RDR



**Key Community Issues:
A Group Conversation**

Some key community issues:

- Poverty
- **2SLGBTQ+ Communities**
- Indigenous Communities
- Racism

What other issues do you see that need our attention in order to build a true inclusive community?

❖ **In the current COVID-19 situation, think of the challenges of the above communities and what can be done to provide them equitable opportunities?**



x = independently organized TED event

**Superhero
VS
Community Organizer**

What is the difference?

How do you build a community without trying to “save” them?

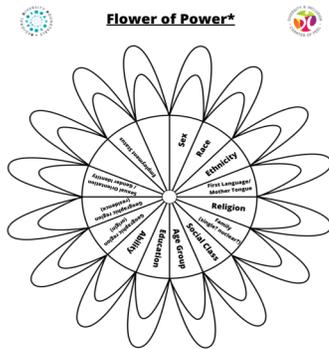
How do you define:
Social Change
Social Justice



“Self” in the context of the “Community”

Social Location:

Being in a position where personal qualities give one earned and unearned privileges in society.



*Adapted for CIP, The “Flower Power” is a tool developed by Canadian social change education when working with groups.
**“Identity” refers to any aspect of a person’s self-identification and/or social group membership that is socially constructed.
***See: Jussim, R. (2008). “Identity” in Encyclopedia of Diversity and Human Development. (Ed. by D. T. Starks).
Diversity: An International Journal for Education and Research (Fall 2008), 1(1), 1-11.

See the following slide for the activity



ACTIVITY

Flower of Power: <http://lgbtq2stoolkit.learningcommunity.ca/wp/wp-content/uploads/2014/12/flower-power-exercise.pdf>

- Complete your individual charts filling in the inner petal with your personal social identity. Fill the outer petal with what you believe societies preferred/ dominant identity is.
- Count how many of your petals are different from the dominant outer petals.
- What light does this throw on the way you have been treated, as a person of privilege or as a marginalized person?
- Which of these cannot be changed (for example, where you were born, your sex), and which ones could be changed (e.g. level of education)?



“Self” in the context of the “Community”

Why is understanding “social location” in context to community important in understanding:

- Marginalization
- Inclusion
- Exclusion
- Representation (seeing on self being reflected in ones community)

❖ Pull from personal experiences, available literature and effective societal practices to compare experiences during the session.



Post session activity

Your Reflection Work

Write personal reflections on the following in Charter Notebooks:

How am I adjusting to the pandemic and change with the remote CLP learning?

How did I feel seeing my personal profile against the flower of power and our CLP collective flower? In what ways am I privileged and in what ways am I not? How do I use my privilege in those spaces where I have greater power and what do I to advocate where I do not?

How do I assess my own performance and contributions in our team work? Are we getting to where we need to?



Reminder: Prepare for Day 4 & CLP Resources

- Continue Project teamwork (of course!)
- Portal Access! Make sure you are using it and engaging with the rest of the ambassadors!

