

# **TRAINING FOR INCLUSION 2020 EDITION**

2020 Tri-State Camp Conference



Amanda Grassick + Davin Allan  
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# WHO WE ARE



## PRIDE CAMPING ASSOCIATION

### Amanda Grassick (they/them)

Amanda identifies as queer and genderqueer and holds an MA in Interdisciplinary Studies. They draw on their personal experience in the camping community to help organizations foster diversity and to advocate for more inclusive programs and spaces.



### Davin Allan (he/him)

Having worked at a summer camp for 2SLGBTQ+ and allied youth in Ontario, Davin saw the need for many other camps to embrace this same sense of inclusion and acceptance, to ensure 2SLGBTQ+ campers are being offered a safe and barrier-free traditional camp experience



# WHO WE ARE

The Pride Camping Association was created to help camps better support 2SLGBTQ+ campers and staff. We envision a world where all 2SLGBTQ+ campers and staff have access to safe and affirming camp programs.

We believe this world starts with intention.

The intention to do better.

The intention to create space.

The intention to dismantle barriers.

The intention to support others.

The intention to see others as they want to be seen.



**PRIDE CAMPING  
ASSOCIATION**



# OUTCOMES

## WHAT WE WILL COVER

- Starting points for leading an effective training session
- Benefits of providing 2SLGTBQ+ training to staff
- Essential learning outcomes for training sessions
- Resources that can be incorporated into training
- Lesson plans for three training sessions

## WHAT WE WILL NOT COVER

- Definition and terminology
- Organizational and camp policies
- Inclusion and diversity plans



# STARTING POINT FOR TRAINING

- Definitions and Terminology
  - Language is culturally specific
  - Ensure a shared understanding of language used in training
- Know the WHY and how to communicate that during training
- Know your camp and organizational policies
- Know what local resources and guest speakers are available
  - Is an outside trainer better equipped to deliver training?
- When appropriate, include camp staff who identify as 2SLGBTQ+
- Be prepared to address past incidents at camp
  - What did camp do well? What are areas of improvement?



# **BENEFITS OF INCLUDING 2SLGBTBQ+ TRAINING**

- Increase staff confidence in supporting campers, families and other staff
- Implement organizational inclusion policy at the ground level
- Prepare staff to support campers during program season
- Identify potential concerns and have plans in place to mitigate these concerns
- Indirectly foster a culture of inclusion through appropriate language
- Communicate to staff that the organization values inclusion



# ESSENTIAL STAFF TRAINING OUTCOMES

- Staff should learn:
  - Camp and organizational policies
  - Basic terminology and definitions
  - How to use inclusive language
  - How to create a safe and supportive environment for 2SLGBTQ+ campers, staff and families
  - How to support 2SLGBTQ+ campers and families
  - How to address micro-aggressions and bullying

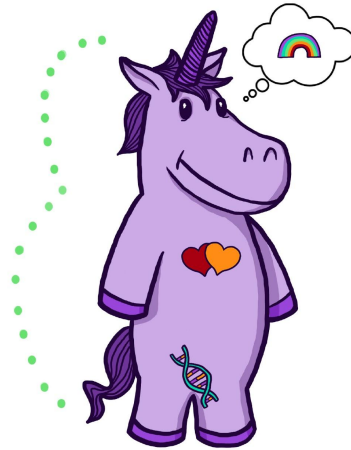


# 2019 TRAINING FOR INCLUSION SESSIONS

Inclusion Cards

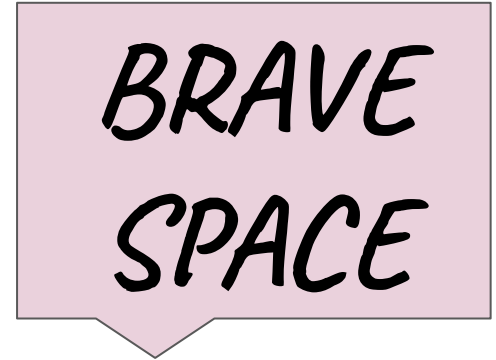


Gender Unicorn



Graphic by:  
**TSER**  
Trans Student Educational Resources

Brave Space





# CREATING SAFE SPACE

Outlining what makes a safe space

1. All questions are welcome
2. No putting down or dismissive language
3. Provide space for everyone to contribute
4. Right to pass
5. Confidentiality
6. Calling people in vs calling people out
7. Agreeing that we will all make mistakes and move forward together



# **BREAKING BARRIERS TIMELINE**

Supplies: Chart paper and markers

Resources: Timeline template (optional)

Length: 30 mins - 2 hours

Outcomes: Examine and address barriers present at your camp

Train staff on your camp's inclusion practices



# BREAKING BARRIERS TIMELINE

Activity: Create a camper timeline (or use a template) starting from a camper's first interaction with your camp, ending with their departure from camp.

Include any notable activities, milestones, or major structure of your camp session.

Brainstorm barriers that could affect 2SLGBTQ+ participants and plot on timeline.

Make a corresponding note that outlines how you try and break each barrier within that context.



# BREAKING BARRIERS TIMELINE

BREAK

Camp Inclusion Statement included in Camp Handbook; create initiative to increase diversity in marketing.

Camp staff explain pronouns and include in icebreakers.

Staff point out all-gender bathroom facilities on camp tour to all campers.

Changing options presented to all campers to establish expectations.

Allow campers to use single stall shower in Wellness Centre.

Reviewing out trip expectations at start of session; confirming tent groups ahead of time to ensure comfort levels.

BARRIER

Family unsure of level of inclusivity at camp; 2SLGBTQ+ identities not represented in marketing materials.

Camper concerned about being misgendered.

Non-binary camper is afraid to ask about all-gender bathrooms.

Transgender camper is concerned about privacy to change at night.

Non-binary camper wants the option of an all-gender shower facility.

Transgender camper concerned about sleeping arrangements in tents on out trip.



# BREAKING BARRIERS TIMELINE

## Variations:

- Program Team: focus on day-to-day camper experience, participant socialization, programming options.
- Administrative Team: focus on registration process, paperwork options, confidentiality.
- Medical Team: focus on communication with parents/guardians; patient confidentiality, assumptions of health history.
- Management Team: focus on policies and procedures, facility utilization, marketing, gaps in support plans.



# POWER FLOWER

Supplies: Chart paper and markers

Resources: Power Flower template (optional)

Length: 30-60 mins

Outcomes: Learn how power and privilege operate within socially constructed groups

Gain an understanding of how privilege and power may affect individuals at your camp



# POWER FLOWER

Activity: Introduce the concepts of power and privilege.

Discuss or brainstorm the social categories that exist both inside and outside of your camp

Discuss what the dominant social group is and an example of privilege the group has access to

Provide time for folks to place themselves

Discuss how those without access to privilege may encounter experiences at camp differently



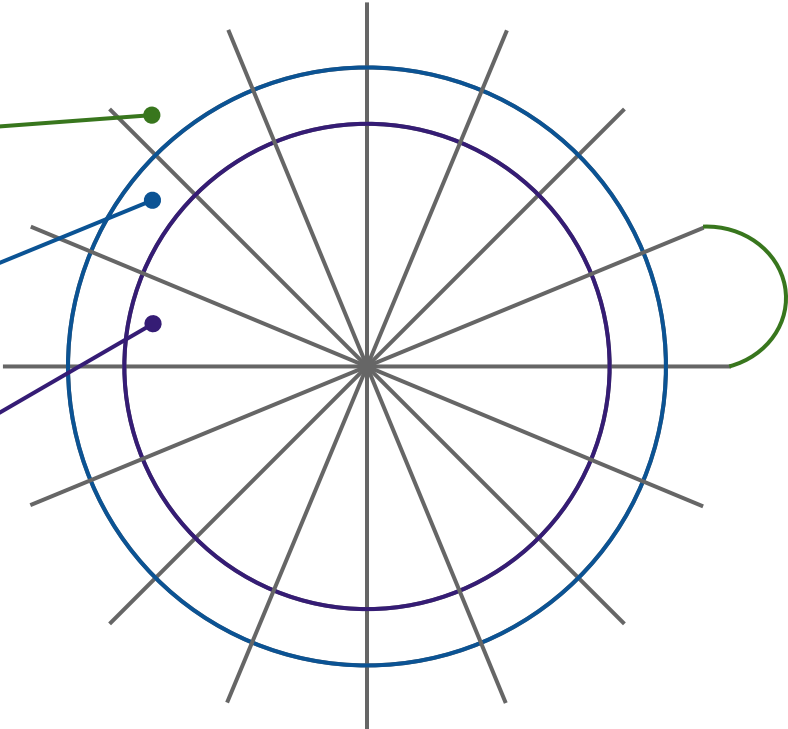
# POWER FLOWER

Social Category

- Gender
- Sexual identity
- Age
- Ability

Socially dominant group and example of privilege

Individual identity/experience





# POWER FLOWER

- This is about intersectionality and discussing how power, privilege and oppression may affect different groups
  - It is not about comparing or ranking experiences of oppression
- Be aware that this activity could feel dangerous to to members of the group
  - May feel an obligation to out themselves
  - May not know how they identify
- Providing space to participate privately or confidentially, right to pass



# **BRAVE SPACE**

Supplies: Strong facilitator

Resources: None

Length: 30 min - 1 hour

Outcomes: Staff will learn about different perspectives

Staff will flex their empathy muscles



# **BRAVE SPACE**

Activity: Discuss the difference between a safe space and a brave space.

Provide staff the option of staying to have a further discussion or leaving to do an alternate activity

Introduce the ground rules for Brave Spaces.

Continue discussion from previous session.



# **BRAVE SPACE VS. SAFE SPACE**

The concept of Brave Spaces originates from discussions of race, as a method for white anti-racists and people of colour to dialogue more authentically and acknowledge feelings of discomfort as a learning opportunity.

- Increased accountability for both your intention and the impact of your words
- Recognize privilege
- Lean into discomfort, rather than mitigate it
- Actively and openly direct group dynamics
- Challenge people respectfully



# **BRAVE SPACE GROUND RULES**

After giving the option of doing a separate training session elsewhere, proceed to set ground rules with the remainder of the group. Some suggestions include:

- Use “I” Statements.
- No speaking over others; give everyone the opportunity to speak.
- Assume the best for everyone.
- Ask yourself if your thoughts will positively add to the discussion.
- Personal details that are shared should not leave the room.
- Ask for clarification if you don’t understand a word or phrase.



# BRAVE SPACE FACILITATION

As a facilitator:

- Guide the conversation, don't take part.
- Affirm others, or paraphrase to acknowledge understanding.
- Manage the time and gauge when the group can shift to the next focus.
- Manage the ground rules; revisit if needed.
- Name the group dynamics publicly. Take a break if needed.
- Give people time to think.
- Respectively challenge participants.



# RESOURCES

- [Pride Camping Association](#)
- [Action Canada for Sexual Health & Rights](#)
- [Amplifier - Creating a Brave Space for Dialogue](#)
- [The Canadian Centre for Gender + Sexual Diversity](#)
- [Gender Spectrum](#)
- [GLSEN](#)
- [National Education Association - Schools in Transition](#)
- [The Trans Student Educational Resources](#)



**Q & A**





# MORE FROM PRIDE CAMPING ASSOCIATION

- Pride Camping Professionals Facebook Group
  - [facebook.com/groups/pridecampingpros](https://facebook.com/groups/pridecampingpros)

## CONTACT US



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