

WORKSHOP MODEL

Post secondary institutions are in the process of overcoming a long history of institutional racism. Students' experiences are an effect of this history, and while the issues they raise are troubling and complex, allowing them to remain unacknowledged would mean participating in this history of institutional racism; confronting these issues and taking part in thinking about ways of addressing them is where there is hope.

There is no "one way" to address to these situations; instructors and other facilitators will have to respond to situations as they occur. The materials included in this Users Guide are meant to provide frameworks that can be adapted and develop in your own practice and with your own experience in conducting workshops on culturally and politically sensitive issues.

Facilitating a workshop is a group effort. You don't have to be an expert and prescribe solutions for dealing with cultural sensitivity issues; your job is to assist your workshop participants to discuss and develop ways of thinking through the issues that are raised in this DVD and by participants, and to develop strategies that facilitators can use to develop their own best practices for addressing difficult classroom situations.

You may want to prepare workshop materials that touch on one or two themes that emerge from the edited DVD or from your own investigation of the individual interviews in the IVT (the IVT is located on the accompanying DVD). Reading through the "Analysis and Discussion" sections of each Module will help you develop themes that can be used in meetings and workshops. In addition, this workshop model has accompanying appendices that more fully develop and explain key components of the workshop model.

WORKSHOP OBJECTIVES

Creating workshop objectives is a way of providing facilitators with a focus for the workshop, and helps to develop the workshop agenda.

Some of your objectives could be:

- 1) Identify and discuss issues around Aboriginal content in a classroom.
- 2) How can we have effective discussions?
- 3) Map out assumptions that we hold and talk about "what we think we know."
- 4) Point out blind spots and create a list of suggestions for best practices in the classroom.

WORKSHOP MODEL - OVERVIEW

The Workshop Model is structured as follows:

- Workshop Structure
 - Agenda
- Activities Before Viewing
 - Participant Introductions/Icebreakers
 - Workshop Exercise – Setting Ground Rules
- DVD Screening
- Activities After Viewing
 - Workshop Exercise – Free Write
 - Free Write Discussion
 - Theme Building Exercise
 - Taking a Closer Look
 - Exercise – Taking a Closer Look
- Workshop Wrap Up
 - Feedback

WORKSHOP STRUCTURE

- Time: Approximately 2 hours
- Number of participants: 10-15
- Supplies:
 - The DVD-ROM containing the video, *What I Learned in Class Today: Aboriginal Issues in the Classroom* and the Interactive Video/Transcript Viewer (IVT)
 - Laptop with DVD playback software (consult your AV technician if you are unsure) and data projector
 - Flipchart and pens (erasable for whiteboards and permanent ink)
 - Feedback forms of your own design

Agenda (5 minutes)

Before the workshop begins, write out the agenda on a whiteboard or flipchart for participants to see.

Example:

- Facilitator Introduction (3 minutes)
- Introduction of the project (5)
- Participant introduction/ Icebreaker (10)
- Groundrules / objectives (15)
- Video (21)
- Free write (10)
- Theme building exercise (10)
- Taking a Closer Look Exercise (30)
- Feedback (5-10)

Activities Before Viewing (total of 15-20 minutes)

PARTICIPANT INTRODUCTIONS/ICEBREAKER (5-10 MINUTES)

Depending on the nature of your workshop, you can have participants briefly introduce themselves or, if you like, you can do an icebreaker exercise to help your workshop participants get to know each other and feel more comfortable with each other.

WORKSHOP EXERCISE – SETTING GROUNDRULES (10 MINUTES)

It is never easy or "comfortable" talking about racism or ignorance. When facilitating a workshop on culturally sensitive material it is important to create a space that is conducive to shared learning and in which participants feel that they can take part in the discussion. In order to do this, we have found it useful to develop groundrules in partnership with workshop participants.

After introductions, provide participants with a brief description of groundrules. To help participants with this exercise, write two or three pre-planned ground rules on a flipchart or whiteboard. Some examples of groundrules are:

1. Speak from your own position or experience.

Not speaking from your own experience can lead to situations where participants speak from misinformed positions with problematic assumptions. This ground rule helps participants share

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with the group what they do know from their own experience, reducing tendencies to reiterate problematic assumptions.

2. Don't get hung up on terminology.

Some participants have expressed that they are concerned about using "correct" terminology, and as a result, they often feel that they shouldn't speak or participate in discussion. Acknowledging that terminology can be confusing can help to engage participants in a discussion of terminology that may be more appropriate for the subject matter. "Aboriginal" and "First Nations" tend to be broadly accepted in Canada, but there are cultural, social, and political nuances to these terms as well that sometimes make them exclusive of other indigenous groups, such as the Métis and the Inuit. Terminology is rarely without contention, and this is an area to be conscious of when engaging with Aboriginal subject matter.

3. Acknowledge that there will be discomfort.

Talking about difficult cross-cultural issues is never easy, but acknowledging discomfort may help workshop participants to feel that they can speak through their discomfort, rather than remain silent because of it.

You may want to add one or two more groundrules based on the group discussion of the groundrules. After the group has given their input and agreed upon the groundrules than you can begin the DVD.

DVD Viewing (21 minutes)

Play the edited video on the DVD for workshop participants.

After Viewing DVD Activities (total time 50 minutes)

WORKSHOP EXERCISE – FREE WRITE (10 MINUTES)

You may find that after viewing the DVD, participants are hesitant to make any comments. Because the issues raised in the DVD are sensitive, participants may find it difficult process their thoughts during the initial screening, and may need some time to think through their reactions to the situations presented in the DVD. The free-writing exercise is a way for participants to work through their thoughts, and can be an effective method of moving into a discussion.

Let the group know they have about five minutes to write any thoughts or questions that they have based on viewing the video. Let them know that they can write about whatever they like, and that their work will not be shared with the group unless they want it to.

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FREE WRITE DISCUSSION (20 MINUTES)

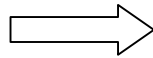
Invite participants to share their thoughts and reflections in an open discussion. This is an opportunity for you as facilitator to identify key words, concepts, or themes that could be revisited for further discussion.

THEME BUILDING EXERCISE (10 MINUTES)

Write on the whiteboard or flipchart key words that participants bring up out of the free-write discussion. Once there are several words recorded, look as a group at these words for themes that may have occurred. Once a few themes have been identified, write them down on the flipchart or whiteboard. As an example, refer to one or two themes that you've prepared for this workshop by way of initiating this exercise.

For example, some observations or words to form a theme may be:

- Racist comments
- Alienation
- No intervention
- Impact on students



Theme:

“Dealing with classroom incidents in the classroom”

TAKING A CLOSER LOOK (30 MINUTES)

Students identify very important issues in their stories and reflections on their experiences. This exercise gives workshop participants the opportunity to revisit specific situations and students' comments in order to discuss and identify the dynamics that went into making that situation occur.

In this part of the workshop, participants are asked to revisit specific clips from the DVD that highlight the themes that were developed in the “Theme Building Exercise.” In order to go into more depth into situations raised in the DVD, you can incorporate clips from the IVT, which have been identified in the example below to assist you.

For example, if you are using the theme “dealing with classroom incidents inside the classroom” from the theme building exercise above, you might do the following:

- | | |
|---------------------------|---|
| Workshop Playlist* | In these clips, this student speaks about an incident that happened in one of her classes where she was challenged for questioning another student about racist assumptions about Aboriginal people. In this situation the instructor's response was considered inadequate. |
| • IVT: 8,3 | |
| • IVT, 8,4 | |
| • IVT, 8,15 | |

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*For instructions about how to create a Workshop Playlist, please consult “Appendix B – Using the IVT.”

Discussion

Questions from the modules are provided under the “Workshop Materials” section of each module to assist you in initiating a discussion.

For this theme, you might want to consult and use materials from Module 3. Select one or two discussion questions from the “Workshop Materials” section. Depending on how much time you have and the progress of the discussion, you can also draw on questions from the section titled “Questions for Further Discussion.”

Module Exercise – “Dealing With Classroom Incidents in the Classroom”

Depending on the nature of your workshop, you may want to incorporate an exercise as another way of engaging workshop participants in thinking through the issues being discussed.

These exercises are drawn from “Module 3 – Dealing with Classroom Incidents In the Classroom.” For full instructions for these exercises, please go to Module 3.

Exercise 1 - Flowchart Exercise

Summary: The objective of this exercise is to examine how an incident, when not addressed, can develop and how the negative outcomes can be exacerbated the longer that it goes unaddressed.

Exercise 2 - Role Playing Exercise

Summary: The goal of this exercise is for each workshop participant to engage in a situation from this students experience in the role of the instructor in order to identify points where they would intervene in the situation and develop ways of responding as an instructor. This exercise is intended to illustrate the importance of timely intervention in classroom situations, and to give participants an opportunity to test potential responses and intervention techniques.

Workshop Wrap-up

FEEDBACK (5-10 MINUTES)

At the end of the allotted time for the workshop, thank the participants and hand out feedback forms that you have created. These forms may ask participants to comment on the workshop, ask questions that time did not allow for, and make suggestions for improving workshops in the future.

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Include on the feedback form your contact information and a space for them to provide their contact information if they wish to. This is a good opportunity to begin networking with other facilitators to build a support network for their practice and your own.