

# Training Culturally Diverse Groups



Instructor's Manual



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**Key Area: 3 (Administration)**

**USDA Professional Standards Code:**

3400 (Human Resources and Staff Training)

# Institute of Child Nutrition

The University of Mississippi

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## PURPOSE

Improve the operation of child nutrition programs through research, education and training, and information dissemination.

## VISION

Lead the nation in providing research, education, and resources to promote excellence in child nutrition programs.

## MISSION

Provide relevant research-based information and services that advance the continuous improvement of child nutrition programs.

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# Table of Contents

Background Information . . . . .	1
Professional Standards . . . . .	2
Training Objectives . . . . .	3
Ground Rules . . . . .	3
Preparation Checklist . . . . .	5
Training-at-a-Glance. . . . .	7
Training Introduction. . . . .	9
Lesson Plan . . . . .	15
Training Wrap Up . . . . .	49
References . . . . .	53



## Background Information

**Instructor's Note:** The purpose of the background information section is to help you become familiar with the context of the training. It is not a part of the training detail.

The face-to-face course, *Training Culturally Diverse Groups*, is part of an ongoing effort by the Institute of Child Nutrition (ICN) to establish and support a national network of trainers. Therefore, the target audience is anyone who wishes to become a more effective trainer. The curriculum was designed to assist participants in acquiring the knowledge and skills needed to deliver effective trainings to culturally diverse groups, as well as encourage further professional development. ICN also designed this curriculum to be interactive so the participants are actively involved in the learning process.

This Instructor's Manual was developed to assist you in facilitating the course. It serves as a step-by-step guide to what you should say, ask, and do. It is important for you to thoroughly review each of the curriculum's components—Instructor's Manual, PowerPoint Slides, and Participant's Workbook. Ensure you are comfortable enough to instruct the class without reading directly from the materials, yet can accurately convey what is written. This is important given the content was designed to meet specific learning objectives. You should also become familiar with the following Instructor's Manual prompts and their meanings.

**SAY:** What the instructor is to say to participants. This prompt is the content that teaches the learning objectives.

**ASK:** This prompt is used when the instructor should ask the participants a question. If the question warrants feedback, it will be followed by the FEEDBACK prompt.

**FEEDBACK:** This prompt is used to ensure certain elements are covered in discussions, including possible answers for instructors to give.

**DO:** This prompt is used to explain what the instructor/participants are to do. It may be used to lead into activities, demonstrations, videos, etc.

**SHOW SLIDE:** This prompt is used to indicate slide transitions.

## Professional Standards

### **Human Resources and Staff Training – 3400**

Employee will be able to implement human resources management practices through maintenance and familiarity with current personnel policies and procedures and support employees through training and retention strategies.

**Key Area Code:** 3 Administration



## Training Objectives

By the end of this training, participants will be able to accomplish the following objectives:

- Explain the importance of learning about the target audience.
- Define and identify various forms of diversity.
- Describe the concept of culture.
- Define and demonstrate cultural awareness, sensitivity, and culture.
- Apply guidelines that will aid in community building.

## Ground Rules

ICN has developed the following Ground Rules to help this training run smoothly and allow all participants to benefit from the instruction and information.

- **Show up on time and come prepared.** Be prompt in arriving and in returning from breaks. Come with a positive attitude.
- **Stay mentally and physically present.** Be present and stay on task. Listen attentively to others and avoid disruptive side conversations.
- **Let everyone participate.** Be patient when listening to others speak. Treat all participants with the same respect that you would want from them.
- **Listen with an open mind.** Stay open to new ways of doing things, and listen for understanding. You can respect another person's point of view without agreeing with them.
- **Think before speaking.** Seek first to understand, then to be understood. Avoid using idioms, three letter acronyms, and phrases that can be misunderstood.



## Preparation Checklist

**Instructions:** The following tasks are necessary for presenting this training. Assign each task to a specific person and determine the date that each task must be completed. Keep track of the progress by checking off tasks as they are completed.

Task	Person Responsible	Completion Date	✓
<b>Reserve equipment and gather supplies as needed for use on the day of class (6 weeks prior).</b>  <b>Instructor's Manual</b> Roster of participants attending for instructor Participants' sign-in sheets  <b>List of equipment and supplies needed</b> Microphone (preferably wireless) Computer to present slides and/or DVD Projector and Screen Speakers Wireless presenter device and laser pointer Chart paper (self-adhesive strip sheets) Painter's tape (do not use masking tape) Markers (for writing on chart paper) Pens, pencils, note paper, highlighters, large and small sticky note pads, page markers, index cards (each table) Name tags and table tents			
<b>Participant's Workbook</b>			
Agenda, roster of presenters/participants, and handouts			
Training Pre-/Post-Assessments (available at <a href="http://www.theicn.org">www.theicn.org</a> )			



## Training-at-a-Glance

Time Allowed	Topics	Activities	Materials
Training Introduction			
30 minutes	<ul style="list-style-type: none"><li>• Welcome</li><li>• Participant introductions</li><li>• Assessment</li></ul>	<ul style="list-style-type: none"><li>• Activity: Icebreaker</li><li>• Complete Training Pre-Assessment</li></ul>	<ul style="list-style-type: none"><li>• Participant's Workbook</li><li>• Training Pre-Assessment</li><li>• Pens/pencils</li></ul>
Lesson Plan			
5 minutes	<ul style="list-style-type: none"><li>• Introductory information</li><li>• Key terms</li></ul>	Review key terms	<ul style="list-style-type: none"><li>• Participant's Workbook</li><li>• Pens/pencils</li></ul>
Objective: Explain the importance of learning about the target audience			
20 minutes	<ul style="list-style-type: none"><li>• Getting to know the audience</li><li>• Supporting audience needs</li></ul>	Activity: Double Think-Pair-Share	<ul style="list-style-type: none"><li>• Participant's Workbook</li><li>• Pens/pencils</li></ul>
Objective: Define and identify various forms of diversity			
30 minutes	<ul style="list-style-type: none"><li>• Diversity</li><li>• Different forms of diversity</li></ul>	Activity: R-E-S-P-E-C-T	<ul style="list-style-type: none"><li>• Participant's Workbook</li><li>• Pens/pencils</li></ul>
15 minutes	Break		
Objective: Describe the concept of culture			
30 minutes	<ul style="list-style-type: none"><li>• Defining culture</li><li>• Iceberg Model</li><li>• Why learning about culture is important</li></ul>	Activity: Sticky Note Storm	<ul style="list-style-type: none"><li>• Participant's Workbook</li><li>• Chart paper</li><li>• Sticky note pads</li><li>• Markers</li><li>• Pens/pencils</li></ul>
Objective: Define and demonstrate cultural awareness, sensitivity, and competence			
35 minutes	<ul style="list-style-type: none"><li>• Cultural awareness and sensitivity</li><li>• Cultural competence</li></ul>	Personal Reflection worksheet	<ul style="list-style-type: none"><li>• Participant's Workbook</li><li>• Pens/pencils</li></ul>
15 minutes	Break		

Time Allowed	Topics	Activities	Materials
<b>Objective: Apply guidelines that aid in community building</b>			
30 minutes	<ul style="list-style-type: none"> <li>• Concept of community building</li> <li>• How to build community among a group of learners</li> </ul>	<ul style="list-style-type: none"> <li>• Activity: Community Building Gallery Walk</li> <li>• My Journey worksheet</li> </ul>	<ul style="list-style-type: none"> <li>• Workbook</li> <li>• Chart paper</li> <li>• Sticky note pads</li> <li>• Markers</li> <li>• Pens/pencils</li> </ul>
<b>Training Wrap Up</b>			
30 minutes	<ul style="list-style-type: none"> <li>• Training summary</li> <li>• Reflection</li> <li>• Assessment</li> <li>• Closing</li> </ul>	<ul style="list-style-type: none"> <li>• Activity: Growing and Branching Out</li> <li>• Complete Training Post-Assessment</li> <li>• Complete training evaluations</li> <li>• Distribute certificates</li> </ul>	<ul style="list-style-type: none"> <li>• Participant's Workbook</li> <li>• Chart paper</li> <li>• Sticky note pads</li> <li>• Markers</li> <li>• Pens/pencils</li> <li>• Training Post-Assessments</li> <li>• Evaluations</li> <li>• Certificates</li> </ul>
<b>4 hours</b>	<b>Total Time</b> (3.5 hours of content and two 15-minute breaks)		

# TRAINING INTRODUCTION





## Training Introduction

**SHOW SLIDE:** *Training Culturally Diverse Groups*

**Instructor's Note:** As you greet participants, inform them that you will be circulating a sign-in sheet. Ensure all participants sign the sheet. This may require gentle follow-up reminders, especially if some participants arrive late.

**DO:** Introduce yourself and any special guests.

**SAY:** Welcome to *Training Culturally Diverse Groups*, and thank you for coming! The target audience for this training is anyone who wishes to become a more effective trainer. The primary goal today is to introduce you to information and techniques you can use to enhance your ability to foster learning among culturally diverse groups. You will also be given opportunities to apply what you learn, which I hope will strengthen your confidence in this area. Before we begin, there are a few things we need to cover.

**DO:**

- Refer participants to the training objectives listed in the Participant's Workbook. Refrain from reading the objectives to the participants, but provide them with time to review the objectives on their own.
- Direct participants' attention to the Ground Rules Posters, and discuss the ground rules for the training. The ground rules are also listed below the training objectives in the Participant's Workbook.
- Explain the location of the restrooms, water fountain/beverages, etc.
- Confirm participants have all the necessary materials for the training.

**SHOW SLIDE:** *Activity: Icebreaker*

**SAY:** Let's take a few minutes to get to know each other. The icebreaker activity we are about to complete will give you an opportunity to introduce yourself to the group, and I hope it will help us relate to one another as we approach our discussion of some very important topics.

### ACTIVITY: Icebreaker

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**Materials:**

- **Icebreaker Activity** worksheet
- Pen or pencil for each participant

**Time:** Approximately 20 minutes (time will vary based on group size)

**Instructions:** Ask participants to turn to the **Icebreaker Activity** worksheet in the Participant's Workbook. Instruct participants to fill in the blanks on the worksheet—they should provide their names, where they are from, and where they work. Then, ask participants to complete the last four prompts to whatever degree they feel comfortable:

- What I think about myself.
- What others commonly think about me.
- What might be misunderstood about me.
- What I need from the group.

Give participants about 5 minutes to complete this task. Then, ask each participant to share what they wrote.

**Instructor's Note:** If the group is large, you may allow each participant to provide basic introduction information to the entire group (i.e., name, where they are from, and where they work), but let the participants share their responses to the four prompts with other participants seated at the same table. This approach will save time.

## Icebreaker Activity

**Instructions:** Use the blanks below to complete each of the prompts listed.

### About Me

Name: \_\_\_\_\_

I am from: \_\_\_\_\_

I work at: \_\_\_\_\_

### What I Want the Group to Know

What I think about myself:

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What others commonly think about me:

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---

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What might be misunderstood about me:

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**DO:** Thank the participants for sharing. You should also choose a couple of the following questions to facilitate a short debriefing of the icebreaker activity.

- What was it like to introduce yourself using this activity?
- What are one or two words that describe how this activity made you feel?
- What are some things we could do during this training to help each other feel respected, comfortable, and included?

**SAY:** This training will cover a variety of topics, and questions are highly encouraged. Remember, the only “bad” question is the one you do not ask. If you do not feel comfortable asking a particular question among the group, please write it on a sticky note, and post it to the “Bike Rack.”

**DO:** Explain the concept of the “Bike Rack” (e.g., to promote physical activity) and your preferred strategy for placing and responding to questions on the rack.

**Instructor's Note:** Some trainers prefer to respond to questions when they are posed, others prefer to wait until a certain point in the training (e.g., at the end of a discussion topic or lesson or before a break). At times, your approach may need to vary based on your audience. It is acceptable for you to use the strategy that works best for you and the group of participants you are training.

**SHOW SLIDE:** *Pre-Assessment*

**SAY:** Before we begin, you will need to take a **Training Pre-Assessment**. The assessments you will complete today are simply tools to help us determine whether the learning objectives for this course were met. Do not worry if you are unsure of the correct answers—you will have an opportunity to learn any unfamiliar information during the training.

We do not need your name, so you will need to come up with a 4-digit identifier. Please do not use the combination 1234. However, your identifier should be something you can easily recall at the end of the training when it is time for you to complete the post-assessment. Please write your 4-digit identifier on the top of your assessment. The identifier will enable us to match your pre-assessment with the post-assessment you will complete later.

**DO:** Distribute the **Training Pre-Assessment** to the participants. Give participants a few minutes to complete the assessment. Collect the completed assessments, and place them in a designated location.

**ASK:** What questions do you have before we move forward?

**DO:** Address any questions or concerns. Then, begin the lesson plan.

# LESSON PLAN



## Lesson Plan

**SAY:** The United States' population is ever evolving and becoming more diverse. According to statistics published by the United States Census Bureau, by the year 2044 more than half of all Americans are projected to belong to a minority group. By the year 2060, almost 1 in 5 individuals in the United States are expected to have been born in a foreign country. So, as trainers, we should not just view diversity, cultural competence, and inclusiveness as buzzwords. These words have true significance given that it is inevitable we will provide training to increasingly diverse groups of learners, especially in terms of culture.

Today, we will cover topics that will improve your confidence and competence in providing effective trainings to culturally diverse audiences. We will explore basic concepts related to diversity, cultural awareness, cultural sensitivity, and cultural competence. Then, we will conclude by discussing ways we can create an inclusive learning environment through community building. This knowledge will enable us to ensure all learners feel respected, valued, and included. Before we begin, let's review some key terms you will hear throughout our discussions.

**SHOW SLIDE:** Key Terms

**DO:** Refer participant's to the **Key Terms** handout in the Participant's Workbook. Review each of the terms.

### Key Terms

- **Community building** is promoting cohesion (unity) among a group of individuals who have common interests or who have come together for a particular reason (e.g., training).
- **Cultural awareness** is being aware of our own and other cultures, particularly cultural differences—without assigning value to those differences (e.g., good/bad, right/wrong, normal/abnormal, acceptable/unacceptable).
- **Cultural competence** is the ability to interact effectively with people from other cultures. It also means not expecting your own behaviors, beliefs, and actions to be the norm for others.
- **Cultural sensitivity** is accepting and respecting cultural differences. It is also the act of applying what we know about cultures for the purpose of improving our interactions with people who are different from ourselves.
- **Diversity** is being composed of differing qualities.

**Objective:** Explain the importance of learning about the target audience

**SAY:** Before we go any further, I have one question I would like each of you to consider.

**SHOW SLIDE:** *Activity: Double Think-Pair-Share*

## **ACTIVITY: Double Think-Pair-Share**

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**Materials:**

- **Double Think-Pair-Share** worksheet
- Pen or pencil for each participant

**Time: 15 minutes**

**Instructions:** Refer participants to the **Double Think-Pair-Share** worksheet in the Participant's Workbook. Ask participants to choose a learning partner, preferably someone seated next to them. Instruct the pairs to think about and list their responses to the following question, "Why is it important for us to learn about our participants?" Give the pairs 2-3 minutes to complete the task.



## Double Think-Pair-Share

**STEP 1:** Choose a learning partner—preferably someone seated next to you.

**STEP 2:** With your learning partner, discuss your thoughts about the following question, “Why is it important for us to learn about our participants?”

**STEP 3:** List the most significant responses in the spaces below.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**STEP 4:** When instructed to do so, you and your learning partner should find another pair of learning partners, from a different table, and share your responses with the pair.

**STEP 5:** As the other pair reads off their responses, you should add any interesting new ideas in the spaces below.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**STEP 6:** If the other pair provides a response similar to a response you listed during STEP 3, you may choose to simply place a check mark or star next to the similar response.

**DO:** After the allotted time has passed, ask the pairs to stand and find a pair from another table to share their responses with. As the first pair lists their responses from STEP 3, the second pair should add any new ideas to their list under STEP 5. They can simply place check marks next to any responses that are similar. The second pair should then be given an opportunity to do the same. After approximately 5 minutes, bring the entire group back together and briefly discuss the pairs' findings.

**FEEDBACK:** There are a number of reasons why it is important for us to learn about our participants.

- It allows us to build trust.
- It allows us to train learners more authentically.
- It enables us to create a safe and inclusive environment.
- It empowers us and our training participants.

**SHOW SLIDE:** *Get to Know Your Audience*

**DO:** Direct participants' attention to the statements on the slide. Ask them to read the words to themselves, and keep the statements in mind as the group progresses through the remainder of the course. Remind them that it is not about us (i.e., those providing training) and our needs, our goal should be to meet the learners' needs.

**SAY:** Attempting to relate to people on a human level is one of the most important things we can do to make them feel comfortable, respected, and eager to learn. Think about it—if we know very little about our learners, how can we expect to connect with them? How can we develop and provide effective trainings for them? So, we need to take steps to become aware of and support the differences that may exist among groups of learners. I'm sure you are wondering how to go about doing that, and there are three key ways.

**SHOW SLIDE:** *Supporting ALL Learners' Needs*

**SAY:** First, it is important that we develop a heightened awareness of diversity. This means we need to recognize that everyone we train is not the same, and that there are many ways in which we may differ from one another—not just race or gender. Second, being culturally competent will result in you going the extra mile to ensure the trainings you provide meet the needs of diverse audiences. Third, developing community building skills will enable you to create an inclusive learning environment.

I know these are not things that are easy to do over night, but our discussions today will provide you with ideas that you can apply moving forward.

**Objective: Define and identify various forms of diversity**

**SHOW SLIDE:** *Diversity*

**ASK:** When you hear the term diversity, what are some words that initially come to mind?

**DO:** Allow the participants to share their ideas.

**SAY:** We typically don't think much about it, but we encounter diversity every day. However, when we hear the word diversity, many of us have a tendency to only think of race and gender. However, diversity extends beyond those characteristics—it encompasses any dimension of an individual's identity that makes them different or unique.

**SHOW SLIDE:** *Forms of Diversity*

**SAY:** Here are a few examples of different forms of diversity. I will give you a few seconds to review the list.

**DO:** Give participants a few seconds to review the list on the slide.

**ASK:** Can you think of any other forms of diversity that are not listed?

**DO:** Give participants a few moments to state other forms of diversity.

**Instructor's Note:** During your discussion of the forms of diversity, mention that there can also be further diversity within any of the forms that are listed. For example, everyone who identifies as a particular race, gender, religion, etc. is not the same. Consequently, we cannot automatically make general assumptions or stereotype. The importance lies in simply recognizing we do not live in a homogenous society (a society where everyone is the same). The same applies to your proceeding discussion of culture—there are variations within cultures.

**ASK:** I know I gave you a simple definition of diversity when we covered our key terms—being composed of differing qualities—but now that we have discussed some forms of diversity, I am curious to know how you would define the term diversity.

**DO:** Allow the participants to share their ideas.

**SAY:** We could keep it relatively simple and say that diversity means “the differences that exist among people,” or that diversity means “the characteristics that make us unique.” However, in today's society, when we think of diversity we also want our thoughts to encompass acceptance and respect—so, let's expand that definition a bit.

**SHOW SLIDE:** *Defining Diversity*

**SAY:** Diversity is recognizing individual differences, as well as accepting that individuals are all unique and respecting them as such. Based on this definition, diversity involves attempting to understand each other and move beyond simply tolerating those who are different, to embracing and celebrating the unique dimensions of diversity contained within each person you encounter.

**ASK:** From an adult learning standpoint, do you think diversity is important? Why or why not?

**DO:** Allow the participants to share their ideas.

**SAY:** It is very important. We are all unique individuals with different backgrounds, worldviews, experiences, and opinions. In terms of adult learning, these differences have the opportunity to greatly enrich the learning experience for everyone involved through the inclusion of a variety of perspectives. In fact, research suggests that diversity in the learning environment leads to greater confidence in problem-solving, as well as increased active thinking, engagement, and motivation. Simply stated, our differences and unique experiences provide a special opportunity for us to learn something new from each other, challenge old ways of thinking, and can even help us generate new ideas.

**DO:** Let participants know if they are interested in reading more about the positive outcomes associated with diversity in the classroom, they can refer to the **Benefits of Diversity in a Learning Environment** handout in the Participant's Workbook. Explain that the points on the handout are all great examples of why diversity is not a cause for discomfort or exclusion, but rather a means for us to learn and grow together.

## Benefits of Diversity in a Learning Environment

Research on educational outcomes in diverse learning environments has indicated the following benefits:

- Learners are introduced to a wider range of ideas and perspectives—knowledge, strategies, applications.
- Learners are more willing to examine, and re-examine, their personal perspectives resulting in them learning more about themselves.
- Learners are more often exposed to ideas and points of view that they disagree with or do not understand in a safe, non-hostile environment.
- Learners gain a clearer idea of how cultures process the same information in different ways and how all information is deeply culture-bound.
- Learners learn ways of reshaping issues, new ways of reading classroom material, new learning strategies, and become more creative in their approach to learning in general.
- Learners are introduced to and are given an opportunity to practice new ways of collaborating.
- Learners gain an increased capacity for tolerance, respect, and concern for others.
- Learners acquire an enhanced ability to think creatively and in more complex ways.
- Learners develop the ability to adapt more quickly to a broader range of situations and environments.

**SAY:** When there is any discussion about diversity, more often than not, the term respect will come up. I think it is safe to say that we have been conditioned to think respect is one of the primary solutions to the issues that arise due to diversity, and I am not disputing that notion—but have you ever truly thought about what respect means to you? Have you ever thought about what it means to other people? Have you ever considered what it means in relation to diversity?

I want you to hold your thoughts about those questions for one moment. We are going to complete an activity that will allow you to consider your thoughts on this topic.

**SHOW SLIDE:** Activity: R-E-S-P-E-C-T

## **ACTIVITY: R-E-S-P-E-C-T**

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**Materials:**

- **R-E-S-P-E-C-T** handout
- Pen or pencil for each participant

**Time:** 15 minutes

**Instructions:** Ask participants to find a learning partner, preferably someone they do not know. Tell the pairs to introduce themselves to each other, and that you are giving them a couple of minutes to talk to each other about respect:

- What does the term respect mean to you?
- What does it mean for you to show respect?
- What does it mean for you to be shown respect?
- How do you think respect relates to diversity?

After the allotted time, ask the participants to return to their seats. Spend a few minutes discussing what they came up with.

# R-E-S-P-E-C-T

**STEP 1:** Find a learning partner—preferably someone you do not know or haven’t partnered with yet.

**STEP 2:** Introduce yourself to your new learning partner.

**STEP 3:** Discuss the following questions:

- What does the term respect mean to you?
- What does it mean for you to show respect?
- What does it mean for you to be shown respect?
- How do you think respect relates to diversity?

**NOTES:**

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**Instructor's Note:** Have participants address the questions posed, but advise them that they are welcome to mention any thoughts they may have on the topic. This activity covers a few bases. First, it creates a pathway to building community among the group, which will aid you in facilitating discussions regarding a topic that makes many people feel anxious or uncomfortable. Second, it provides participants an opportunity to interact with someone they potentially do not know and who may have different perspectives. Finally, it stimulates participants to think about how they perceive respect, and how others who are different from them conceptualize its meaning. It is also important to remember that in order to reap all the positive benefits of diversity in a learning environment, we need to show and be shown respect to help us feel comfortable and unguarded enough to learn with and from each other. These are all good points to use when debriefing about the activity.

**DO:** Explain that this activity demonstrates similarities and differences in participants' ideas about respect. Mention that respect is a crucial ingredient in any environment where individuals are expected to interact, especially during a training. The take away here is to not only learn about our differences, but to ultimately position ourselves to learn from our differences.

**Objective: Describe the concept of culture**

**SHOW SLIDE: What is Culture?**

**SAY:** We discussed diversity first because culture is actually a form of diversity (i.e., there are many different cultures). Depending on who you ask or where you look, the definition of culture varies. Defining culture is so difficult because it is abstract, meaning it is more so a concept (idea). However, William C. Cockerham, a well-known sociology (i.e., the study of society, social relationships and interaction, and culture) professor from the University of Alabama at Birmingham provided a fairly simple definition that is often used to describe the concept—ways of living that have been passed on from one generation to the next in the form of abstract ideas (e.g., attitudes, beliefs, values), norms, habits, and customs.

Simply stated, culture is a shared set of practices and traditions that characterize a society or group of people (i.e., all the things that have been “normalized” within a given group). It is our way of life; it is the way we hear, see, and do things.

**SHOW SLIDE: Iceberg Model**

**SAY:** For those of us who are visual learners, here is another method of describing culture. Both culture and an iceberg are made up of visible and invisible components.

Have you ever heard the saying, “That’s just the tip of the iceberg”? Well, the tip is the smallest part of an iceberg—it is the part we can see above water. In fact, the

visible part of an iceberg accounts for only about 10% of its size. This is the part that represents the aspects of culture we can observe through sight, sound, taste, and touch (e.g., dress, language, food, music, gestures and body language, architecture, and art). It is important to keep in mind that what we see, or can observe, about a culture is merely the tip of the iceberg.

Interestingly, the largest and most dangerous part of an iceberg is submerged below water, so we cannot easily see it (would take additional effort to see it, just as it takes additional effort to learn about the unseen aspects of cultures). That portion of the iceberg represents all of the aspects of culture that are not easily observable or understood by those outside of the culture (e.g., beliefs, values, communication styles, motivations, perceptions). Not knowing about, recognizing, or understanding those unobservable aspects of a culture is typically what becomes problematic for us when we are training diverse audiences.

The iceberg analogy serves as an example of how we cannot and should not make assumptions about an unfamiliar culture based solely on what we see. In fact, the unobservable aspects of a culture are typically what drive the observable aspects. For example, the Navajo—the largest recognized American Indian tribe in the United States—value listening over speaking. If a trainer were unaware of this, he or she would likely misperceive Navajo learners' apprehension to answer questions aloud or volunteer to stand and report out as disinterest in the training or lack of participation.

Another example is to be respectful of the dress code for presenters who lead training in parochial or religious schools. For example, when teaching in a Jewish Board of Education School in New York, female presenters are asked to dress modestly. Women are asked to wear skirts or dresses below the knee rather than slacks. Female presenters are also asked to cover their arms and not wear bright colors, loud patterns or the color red.

These examples demonstrate why we should always research cultures and ask questions about their preferences. Find out the “why”—aim to identify the underlying cultural drivers? Communication is key!

**Instructor's Note:** You may use other relevant examples based on your experience. The primary aim here is for you to use the iceberg analogy as a relatable means of demonstrating that there is much more to a culture than what we see and/or think we know. During your discussion, make sure you emphasize that it is often the unobservable aspects of a culture that impact the observable aspects of that culture. So, we cannot make assumptions based simply on what we see or perceive because there is often an underlying reason. For example, some groups may seem too quiet (observable), but it is because they value listening more than speaking (unobservable). If the trainer is unaware of this cultural value, it could lead to frustration for both the trainer and the participants. The goal is for trainers to move beyond making assumptions based on surface level aspects of a culture, in order to provide a positive learning experience.



**DO:** Refer participants to the **Questions to Ask** handout in the Participant's Workbook.

Using the handout as a guide, briefly discuss some topic areas a trainer may need to ask questions or find more information about before training a culturally diverse group. Allow participants to spend a few moments sharing their ideas and/or any unique experiences they have had interacting with different cultures.

## Questions to Ask

Topic	Sample Questions
<b>Physical Contact</b>	<ul style="list-style-type: none"> <li>• When or is touching appropriate?</li> <li>• Are there parts of the body that should not be touched? (e.g., shaking hands)</li> <li>• Is it appropriate to be touched by someone of the opposite sex?</li> </ul>
<b>Eye Contact</b>	<ul style="list-style-type: none"> <li>• Is it appropriate to make eye contact?</li> <li>• Are there certain instances where it is appropriate/ has meaning?</li> </ul>
<b>Emotional Expression</b>	<ul style="list-style-type: none"> <li>• When should a person smile? (e.g., some cultures smile to cover other emotions)</li> <li>• How are positive and negative feelings typically expressed? (e.g., confusion, embarrassment, frustration)</li> </ul>
<b>Personal Appearance</b>	<ul style="list-style-type: none"> <li>• What type of clothing/color of clothing is considered appropriate?</li> <li>• Should one dress casually, wear business attire, or business casual attire?</li> </ul>
<b>Addressing Others</b>	<ul style="list-style-type: none"> <li>• What form of greeting is appropriate?</li> <li>• What is the correct pronunciation of names?</li> <li>• Are there differences in addressing those older or younger than you?</li> </ul>
<b>Gender Roles</b>	<ul style="list-style-type: none"> <li>• Are there specific roles for females and males?</li> <li>• Are there different expectations?</li> </ul>
<b>Attribution</b>	<ul style="list-style-type: none"> <li>• Why does this group tend to behave in a particular way?</li> <li>• Why does this group prefer interacting with one trainer versus another?</li> </ul>

**SHOW SLIDE: Activity: Sticky Note Storm**

**SAY:** Now that we have discussed diversity and culture, we are going to complete a brainstorming activity to help us identify ways we can find out more information about different cultures.

**ACTIVITY: Sticky Note Storm**

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**Materials:**

- **Ways I Will Learn About Other Cultures** handout
- Sheet of chart paper labeled “Researching Cultures”
- Sticky note pad for each participant
- Pen or pencil for each participant

**Time:** 10 minutes

**Instructions:** Tell participants you are giving them 2 minutes to brainstorm ways a trainer could research/find facts to enhance their understanding of other cultures. Tell them to write each idea on a separate sticky note, and stick them in the center of the table as they generate ideas. The goal is to generate as many ideas as possible. After the 2 minutes are up, ask for a volunteer at each table to read each of the notes aloud. As the ideas are stated, collect the notes and stick them to the sheet of chart paper. Debrief by identifying the most common or unique responses. As you review the responses, invite participants to list some of the strategies they will use to learn about other cultures on the worksheet, **Ways I Will Learn About Other Cultures**.

**Instructor's Note:** If participants are not sitting at tables, you can ask them to list their ideas on the worksheet. Afterwards, facilitate a brief discussion by allowing participants to share their ideas among the group.

## Ways I Will Learn About Other Cultures

**Instructions:** In the spaces below, list approaches you can take to learn about other cultures.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**DO:** Emphasize that it is impossible to learn everything about every culture, but the point is for trainers to do their due diligence in finding out as much as possible about their target audience before walking into a training setting. Take a moment and research reputable websites (e.g., those ending in .org, .edu, .gov) to explore information that is relevant to providing diverse groups of learners with a positive training experience. The host or training site coordinator is another reliable source of culturally relevant information, as well as interviewing a reputable person from the culture who would be willing to provide insight.

Tell participants, it is appropriate to speak directly with learners since they can give first-hand perspectives about what is appropriate and/or inappropriate within a culture, as well as their own personal preferences (because we cannot always generalize). Encourage the group to remember it is better to ask questions to help tailor the training and/or their approach, rather than make assumptions, as long as they do so respectfully. Also, remind the group to refrain from asking personal questions—keep questions related to information that is relevant to providing a successful training.

**SAY:** While knowing everything about every culture is an absolutely unrealistic goal, we can work to become more culturally competent, which is very important.

**ASK:** Does anyone remember the meaning of cultural competence?

**DO:** Allow the participants to share their ideas.

**SHOW SLIDE:** *Cultural Competence*

**FEEDBACK:** Cultural competence is the ability to interact effectively with people from other cultures. It also means not expecting your own behaviors, beliefs, and actions to be the norm for others.

**SAY:** In order to be culturally competent trainers, we should focus on becoming more culturally aware and culturally sensitive. So, let's discuss what it means to be culturally aware and sensitive.

**Objective: Define and demonstrate cultural awareness, sensitivity, and competence**

**SHOW SLIDE:** *What is Cultural Awareness?*

**SAY:** Whether you realize it or not, our culture provides us with guidelines for living and serves as the basis of who we are and how we interpret things—good or bad, right or wrong, and acceptable or unacceptable. It affects how we see the world, why we do things certain ways, and why we react in particular ways. In fact, culture is so deeply engrained in who we are, we often lose awareness of its influence on our perceptions and how it shapes the way we live our lives.

So, as we begin to interact with increasingly diverse populations, it is important for us to be aware of our own culture and be mindful of other cultures. This is a crucial step because misunderstandings tend to occur when we lack awareness of our own cultural norms (i.e., standards for living) and/or project them onto others (i.e., making my reality yours).

I also want to encourage you to dismiss any preconceived thoughts you may have about a person or group of people. Just because our culture may differ from someone else's, we should not judge them. It is our job as trainers to gain a better understanding of and strive to accommodate their learning needs.

**Instructor's Note:** You may choose to use other relevant examples, or call participants' attention back to the example given about the Navajo—they value listening over speaking. With lack of knowledge regarding the tribe's culture, some of us could misunderstand their lack of participation as disinterest simply because we might come from a culture that communicates differently. We cannot expect other individuals to act or react the same as we would in a given situation. It is all about being aware of differences and not judging anyone because of those differences.

**SHOW SLIDE: Reflection**

**SAY:** Since we have already discussed getting to know more about the culture of others, now we can begin our journey to becoming culturally aware by also thinking introspectively—in other words, simply taking a look at ourselves. So, for a moment, I want you to close your eyes. While you are sitting there with your eyes closed, think about your life over the years. Think about all the things that make you who you are.

**DO:** Slowly ask participants the following questions, briefly pausing between each question.

**ASK:** Why do you believe what you believe? How did you learn, or who taught you? Why do you act or react the way that you do? Why do you feel the way you feel about certain behaviors, people, places, food, music, or styles of dressing? What matters most to you, and why do you value those things? Who or what experiences brought you to the point where you are today?

**DO:** Pause and give participants a minute to think. Then, instruct them to open their eyes.

**SAY:** While you were reflecting on all the things that shaped who you are and what you believe, you may have noticed that there are many different influences (e.g., family, peers, friends, life experiences, coaches, teachers, religious leaders, movies, the internet, the media, past interactions).

**ASK:** Prior to me asking, had you ever considered how those factors influence your thoughts and opinions about others?

**DO:** Allow the participants to respond.

**SAY:** Our own culture and experiences have a tremendous influence on what we think and how we act. Since many of the engrained labels that we consciously or unconsciously hold can affect the way we interact with others, we must be aware of our own perceptions and biases versus ignoring them.

Acknowledging our perceptions and biases allows us to reflect and, hopefully, begin the process of becoming aware of and understanding our differences. To understand differences, in this context, is to recognize and acknowledge that there are individuals who possess values and beliefs that differ from our own. Remember, their values and beliefs are equally as important, and we should avoid judging them.

**DO:** Refer participants to the **Personal Reflection** worksheet in the Participant's Workbook. Give participants a few minutes to complete the worksheet. Though not required to do so, allow any willing participants to share how the statements made them feel. Let participants know they do not have to share their responses with the group—this activity is meant for personal reflection only.

## Personal Reflection

This checklist is intended to be a reflection tool. Each item should be examined, the feeling(s) that it evokes should be analyzed, and the final rating we give each item should be genuine. The results are yours to keep. Later, reflect on any uncomfortable feelings, think about why you feel that way (cultural and religious values, upbringing, a role model, etc.), and what you can do to know more in order to understand yourself and others.

Mark one of the following for each statement  
A (Agree) SA (Somewhat Agree) D (Disagree)

### About Yourself

- ☐ I am aware of stereotypes and assumptions regarding different cultures/people.
  - ☐ I am aware of societal biases towards certain groups of peoples.
  - ☐ I am aware that throughout history some groups have been favored while others have been discriminated against.
  - ☐ I recognize family members and others have had a role in the way I perceive others.
  - ☐ I have examined my biases and worked to eliminate them.
  - ☐ I respect and try to be open-minded about people who are different than me.
  - ☐ I do not impose my beliefs and value systems onto others.
  - ☐ I believe that it is acceptable to speak a language other than English.
  - ☐ I have no problems accepting and sharing ideas with people who have differing beliefs and lifestyles.
  - ☐ I do not participate in insensitive comments or behaviors.
  - ☐ I am driven to respond to others' insensitive comments or behaviors.
  - ☐ I suspend judgment when others don't behave in a manner that I am use to.
  - ☐ I have no problems accepting and sharing ideas with people with disabilities.
  - ☐ I treat all people with respect for their culture, even though it may be different from my own.
- I know that most people who speak limited English and/or have accents
- ☐ Have the same intellectual capacity as anyone else.
  - ☐ May be very capable of communicating clearly and effectively in their native language.

**SHOW SLIDE: What is Cultural Sensitivity?**

**SAY:** Now that we know what it means to be culturally aware, let's discuss what it means to be culturally sensitive. If you think back to the definition we covered at the beginning of the training, being culturally sensitive simply means we accept and respect other cultures.

**ASK:** How do you think we can show that we accept and respect other cultures?

**DO:** Allow the participants to share their ideas.

**FEEDBACK:** We can show that we accept and respect other cultures by applying what we know and learn for the purpose of improving our interactions with people/learners who are different from ourselves.

**SAY:** Cultural sensitivity is a simple concept that can take time to incorporate into our lives because we are all accustomed to doing things a certain way. We are also most comfortable with what is familiar to us. However, it is essential when working with people of other cultures in any context. Through demonstrating this important skill, we set the tone for improved interactions with learners, which allows us to create a more positive learning environment.

**SHOW SLIDE: Try This**

**SAY:** I want you to try a simple exercise. First cross your arms across your body (demonstrate crossing arms across body). Many of us naturally cross a specific arm over the other. Look at your arms to see how you have crossed yours.

Now, I want you to unfold your arms. I want you to fold them again, but this time I want you to position your arms so the opposite arm is now on top.

**ASK:** How does that feel? Is it as comfortable as the first time, or is it uncomfortable?

**SAY:** It probably felt uncomfortable because it is not the way you typically do it. Discussing diversity and other cultures can be different, difficult, and sometimes uncomfortable. However, accepting a little discomfort, and attempting to learn about and be sensitive to the training needs of those who are different from ourselves, is part of what becoming a culturally competent trainer is all about.

**SHOW SLIDE: Putting it All Together**

**Instructor's Note:** If you have relevant examples to clarify the relationship between cultural awareness, sensitivity, and competence, it is acceptable to share them. However, the example used is based on the Navajo. The primary aim is to demonstrate how gaining knowledge and being culturally aware and sensitive enables us to demonstrate cultural competence as a trainer.



**SAY:** Now we're going to do some role playing. We have a scenario to help bring these concepts together. So again, I'd like you to think back to our discussion about the Navajo as we do some role playing.

**DO:** Refer participants to the **Putting It All Together** handout in the Participant's Workbook. Explain that the handout contains mock statements from a person who recently conducted a training at a tribal school. Recruit three volunteers to each read one of the three sections on the handout to the group. Afterward, facilitate a brief discussion on how the trainer demonstrated cultural competence by gaining cultural knowledge, as well as being culturally aware and culturally sensitive.

## Putting It all Together

### Thoughts Before ICN Training

"I had to provide a training at tribal school last week for a group of Navajo school nutrition professionals. They were so quiet, and there were so many times that things were totally silent. Silence just makes me uncomfortable. I like to talk, and if I were in a training, I would give feedback. The trainer wouldn't have to ask me twice. It makes trainings more interesting when there is a lot of dialogue between the trainer and participants. So, I enjoy groups who talk. When I train groups that are more engaged, the trainings are so much livelier. I'm sure those other groups learn more, too."

### Thoughts After ICN Training

"Now that I attended the diversity training at the ICN, I know that I need to find out more information. I have realized it is important for me to learn as much as I can about my target audience. I also remember cultural awareness means I have to be mindful of my own cultural preferences and consider those of others. I can't expect others to think and act like me. Before I go back to facilitate another training, I'll just do what the ICN trainer suggested and see what I learn about my audience online. I'll also call the site host to find out what approaches I should take the next time around to improve interactions and participation. I wish I would've asked more questions before going the first time."

### What Happened Next?

"I spoke with the site host, and I mentioned that during the last training the group did not seem to be engaged. Every time I asked a question, no one answered. When I asked for volunteers, no one offered—I always had to call on someone. The site host told me it might be because many Navajo value listening over speaking. They also tend to be comfortable with long periods of silence and view quick responses as immature. The site host said that, in fact, interest in what an individual says is shown through silence, and for some Navajo, silence can be considered supportive. So, not only did I learn it is important to give adequate time for the group to respond, I learned that I need to tailor my approach when planning activities for the next training."

**FEEDBACK:** We have discussed the importance of and ways to gain cultural knowledge. In this scenario, the trainer decided to find out more about the target audience through the site host and internet.

We also discussed the meaning of cultural awareness—being mindful of cultural similarities and differences. Cultural awareness also involves us dismissing preconceived thoughts we have about a particular person or group of people and not judging them. This trainer realized she likes to talk and enjoys trainings with more dialogue, but she also recognized that she cannot have those same expectations of others.

By taking an additional step and attempting to gain a better understanding of the group's behavior, and actually applying the knowledge gained in order to improve interactions, this trainer demonstrated cultural sensitivity.

By taking this approach and gaining knowledge about a culture, as well as being culturally aware and sensitive, we can demonstrate cultural competence as trainers.

**SAY:** We have mentioned communication and participation level quite a bit during our discussions today. So, if you are ever in similar situations, we have a couple of handouts that provide some ideas on how to improve communication and navigate through trainings where you need to consider alternative ways to increase participation.

**DO:** Direct participants' attention to the two handouts, **Techniques for Improved Communication** and **Encouraging Participation**. As a group, discuss the tips and techniques on the handouts. Then, refer participants to the **Tips for Becoming a Culturally Competent Trainer** handout. Inform participants that the handout has useful tips that will aid them on their journey to becoming a culturally competent trainer.

## Techniques for Improved Communication

- **Listen for patterns during communication.** Trainers who possess good listening skills can build rapport with diverse learners. Pay attention to communication patterns and aim to mirror them to increase the effectiveness of your interaction.
- **Slow down your rate of speech.** A good practice would be to monitor the conversations. If it seems learners do not fully understand, you may need to slow down your rate of speech and make sure you are speaking clearly. This will aid learners in processing what you are saying—especially if English is not their first language. If needed, you should repeat what you said without sounding inconvenienced or annoyed.
- **Use terminology that is easy to understand.** There will likely be instances where it is necessary to use specific terms; however, you should give added attention to making sure you clearly explain those terms and that learners comprehend their meaning. When possible, keep terminology as simple as possible for improved understanding.
- **Paraphrase what learners say.** By paraphrasing, you can demonstrate that what learners are saying matters and is being heard. This is also a great way to clarify whether you understand what is being said or asked. “What I heard you say is...”
- **Avoid colloquialisms, unnecessary jargon, jokes, and plays on words.** This will aid you in avoiding confusion or unknowingly causing offense.
- **Break information down into smaller chunks.** If it seems as though the learners did not fully understand the information presented, go back to the last point you received confirmation they did, and repeat it in smaller chunks.
- **Use inclusive language, materials, and examples.** Use terms and phrases that do not exclude a particular population (e.g., use of gender neutral phrases—learning partner or spokesperson). It is equally important to select materials and provide examples that are relevant to the learners. If the group is diverse in many ways, you should include a variety of perspectives.
- **Research culture-specific communication information.** Search for relevant information about where your learners are from and their worldviews, values, and beliefs. Most importantly, learn about their verbal and nonverbal communications styles. Mastering a few key phrases in their native language is also great way to form a connection and show that you respect and value their culture.

## Encouraging Participation

- **Set the stage early on.** It is important to get everyone comfortable with communicating from the very start. Use introductory activities or icebreakers that involve learners getting to know each other. After you “break the ice,” learners will probably feel more comfortable sharing their thoughts and ideas throughout the training.
- **Create a welcoming, inclusive environment.** You should aim to create a space where all learners feel safe to participate. Here are just a few approaches to consider:
  - Set ground rules (i.e., no stereotyping, critique ideas—not people, suspend judgement, listen with curiosity, be open-minded and willing to learn, use “I” statements)
  - Address inappropriate language and behavior
  - Use a variety of teaching methods
  - Ensure all activities can be completed by everyone present
  - Utilize materials and language that represent the diversity of our society
  - Arrange tables and chairs so learners can see and speak to each other
- **Use specific names.** Calling a person by name conveys that this person is important. Also remember, it is appropriate to ask how to properly pronounce a name if you are unsure. Moreover, some people may prefer to be called by a name that differs from their given name. Self-made name tags or table tents are useful for obtaining and remembering a person’s preferred name.
- **Move around the room.** When speaking avoid sitting or standing still in one place for prolonged periods, which could cause you to lose the group’s attention. Your energy level sets the tone for the training. During group activities circulate to each table, listening to ideas and infusing positive feedback to encourage participation.
- **Provide alternative methods for students to contribute to the discussion.** Here are just a few approaches to consider:
  - Allow questions, responses, or comments to be submitted on note cards or sticky notes and you read them aloud
  - Think-Pair-Share activities (i.e., two people work together)
  - Pose questions to the entire group and give each person the opportunity to briefly respond or “pass” it to the next person
- **Use small group activities.** Organize students into small groups and let them complete activities and/or share their thoughts with each other versus the entire class. Some may feel more comfortable sharing using this approach.

## Encouraging Participation (continued)

- **Use open-ended questions.** Ask broad questions that require the learners to formulate an opinion or idea versus asking questions that simply require a “yes” or “no.”
- **Encourage questions from the group.** Remind the group that there are no “dumb” questions. More than likely, if one person has a question someone else does as well. One approach you can use is to ask, “What questions do you have?” versus asking, “Do you have any questions?”
- **Do not be afraid to wait or rephrase your question.** It is important to be aware of the wait time (i.e., period of silence between when a question is posed and a response is given). Many learners benefit from being given a few extra seconds to process what they’ve heard and formulate a response, so do not feel uncomfortable about the silence—wait at least 5–10 seconds. If no one responds to the question you posed, try rephrasing it for clarity.
- **Provide nonverbal encouragement.** When learners are speaking, indicate what they are saying is important by maintaining eye contact with them and even nodding. When a person feels that you are listening and care about what they have to say, they will likely continue to contribute to the discussion.
- **Provide verbal encouragement.** Do not just say, “Good Point!” or “Great Idea!” every time. It is more meaningful to specifically state what is helpful, unique, or interesting about a given response.
- **Limit feedback from those who tend to dominate the discussion.** Avoid always calling on the first hand that goes up, if it is the same person each time. Some learners may want to contribute, but are awaiting an invitation or the right opportunity.

## Tips for Becoming a Culturally Competent Trainer

**Expand your comfort zone.** It is likely that there will be individuals or cultural groups with whom you do not have experience working. Acknowledge this challenge and make an effort to learn as much as possible about the individual or group.

**Experience culture.** When possible, take part in social, community, and educational activities like viewing films, reading books, and attending festivals, parades, concerts, sporting events, art exhibits, workshops, and lectures.

**Avoid insensitive comments.** In group settings, individuals sometimes make insensitive comments about others (e.g., jokes, slurs, etc.). If that occurs, ask that no more insensitive comments be made. Also, avoid the use of profanity.

**Respect language preferences.** Before training a new group of learners, consider whether your training materials need to be adapted. Sometimes it is necessary to translate materials or invite an interpreter to the presentation.

**Be aware of body language.** Sometimes, body language and other non-verbal cues can provide more details about how someone is reacting to a situation than what they may say.

**Make connections.** Individuals from social clubs, advocacy groups, religious institutions, civic groups, unions, and colleges and universities could be able to provide you with information that will help you connect with your audience.

**Honor flexibility in self-identification.** We often make assumptions about learners' identities, while they may have an entirely different perception of themselves. Listen for information about self-perception/self-identity.

**Listen carefully.** Hearing is not necessarily listening. Our own perceptions, biases, and expectations sometimes make it difficult to really listen to and comprehend both overt and covert messages.

**Ask questions.** Make it clear to that you want to learn more about others and to ensure you are delivering information in an appropriate manner.

Can you think of any other tips? If so, write them below.

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**Instructor's Note:** By this point you have likely discussed several of the suggestions that are listed on the **Tips for Becoming a Culturally Competent Trainer** handout. Mention that you will not spend much time on the handout for that reason. However, briefly discuss any of the tips that have not already been covered. Also, invite participants to add to the list based on the discussions you have had.

**SAY:** Hopefully the material we have covered so far has increased your confidence and competence in interacting with individuals whose culture may differ from your own. Before we move on, I have one last question.

**ASK:** Who has heard of the “Golden Rule”? Who would like to tell us what it is?

**DO:** Allow the participants to respond.

**FEEDBACK:** That is right—the Golden Rule is to treat others as you would like to be treated.

**ASK:** What are your thoughts about the Golden Rule?

**DO:** Allow the participants to share their ideas.

**SHOW SLIDE:** *Treat others how THEY would like to be treated*

**SAY:** Although it is definitely a positive sentiment to live by, I want you to add another rule to your mental trainer toolbox—when working with others, aim to treat them the way THEY would like to be treated versus how YOU would like to be treated. Doing so will aid you on your journey to improving your ability to interact with diverse groups as a trainer and in life in general.

**SHOW SLIDE:** *Professional Development Process*

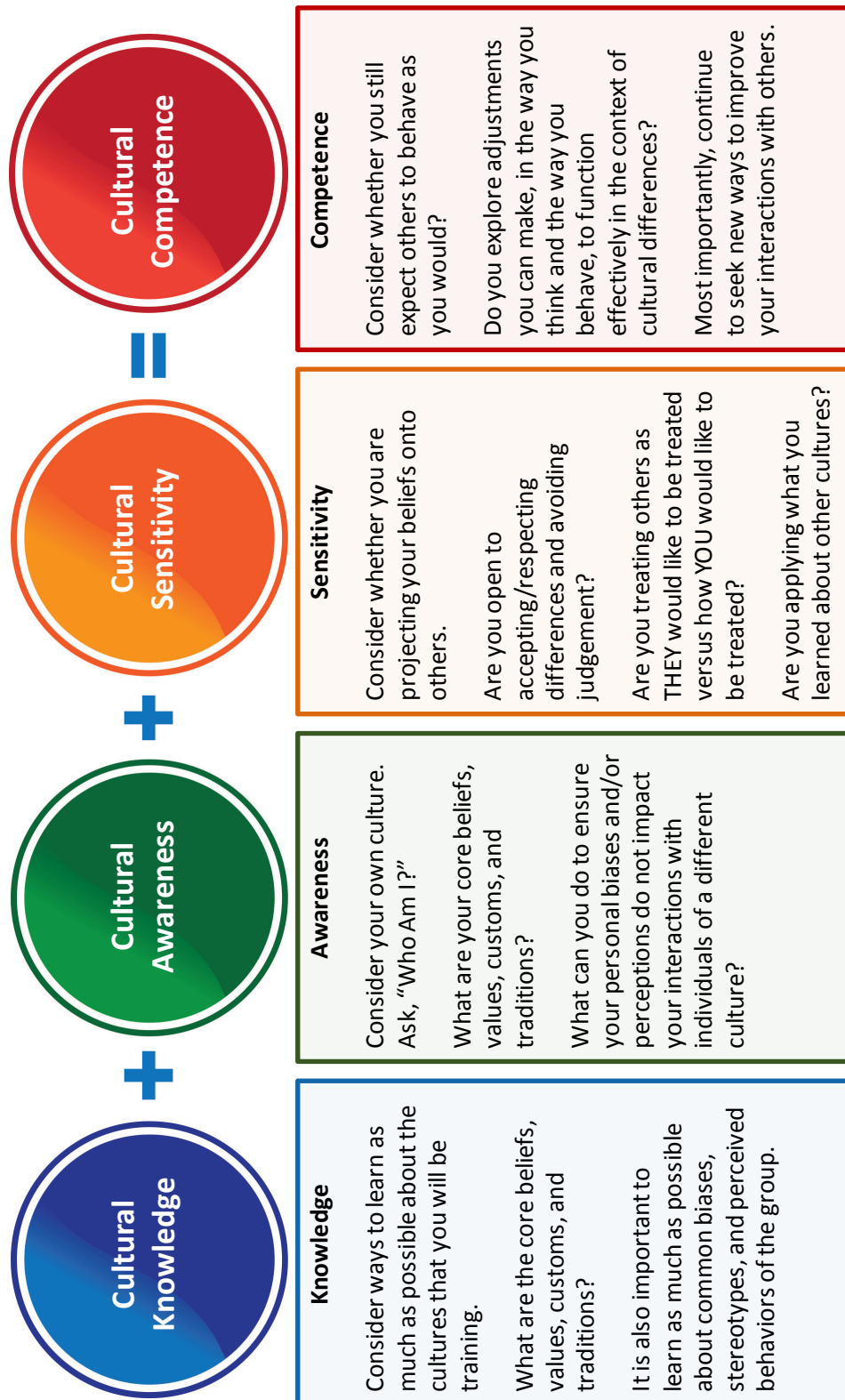
**DO:** Refer participants to the **Professional Development Process** handout in the Participant's Workbook.

**SAY:** As I mentioned at the beginning of the training, none of us can become culturally competent overnight. It is truly a process that we need to continually work on. Some of you may already provide trainings to unique or diverse groups, but if you do not, know it will inevitably occur simply because the demographic makeup of our society is evolving.

Today, I want to challenge you to take the steps necessary to move toward improving your ability to interact with others. The graphic on this slide is a visual summary of what we just discussed. The handout provides you with information you can occasionally reference to refresh your thoughts on what you should be doing as you continue your professional development in this area.



## Professional Development Process





**Objective: Apply guidelines that aid in community building****SHOW SLIDE: Community Building**

**SAY:** While embracing diversity and developing cultural competence is the “how” to improving your ability to provide training in a multicultural society, community building is the “what.”

**ASK:** Can anyone explain what I mean by community building? Why do you think community building is vital to the success of a training?

**DO:** Allow participants to share their ideas.

**FEEDBACK:** According to Merriam-Webster, one definition of community is an interacting population of various kinds of individuals in a common location. Think about that definition in the context of a training—a group of various kinds of individuals, who have come together in a common location, for the purpose of interaction and learning. Each of those individuals should feel welcomed, valued, and that they belong among the group of learners (community); the steps you take to ensure that happens would be considered community building. It will increase the likelihood of learners' willingness to take risks (e.g., volunteering for tasks, providing feedback openly, asking questions, and interacting with peers), which in turn gives a greater sense of ownership of the environment and learning.

**SHOW SLIDE: Activity: Community Building Gallery Walk**

**SAY:** Let's complete an activity that will allow us to explore some of the factors that contribute to community building, as well as some of the challenges. Afterwards, we will cover a few tips that will enable you to create a learning environment where all participants feel respected, valued, and included.

**Instructor's Note:** To prepare for this activity, prior to the training, write each of the following questions on separate sheets of chart paper:

- What helps create unity among a community of participants?
- What can cause a disconnect among a community of participants?
- Why is diversity sometimes challenging for trainers?
- Why are differences sometimes perceived as a threat?
- Why should differences/diversity be welcomed in trainings?

## ACTIVITY: Community Building Gallery Walk

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**Materials:**

- 5 sheets of chart paper
- Marker(s)
- Pens or pencils for each participant

**Time:** 15 minutes

**Instructions:** Hang the sheets of chart paper in different locations around the room. Have the participants count off in numbers one through five. Each group should start at a separate chart. Ask groups to rotate around the room to each chart, writing their responses to each of the questions on sticky notes and placing them on the charts. Tell participants to put a star or check next to ideas they find powerful or with which they strongly agree. Give the groups a minute at each chart. Afterwards, ask for volunteers to report the responses on each chart. As a group, identify any themes (i.e., common responses) that emerged from the responses on each chart, and briefly discuss the themes..

**SAY:** Building a sense of community among a group of learners can be challenging, but it is well worth the effort. It means we will be more likely to have a group of learners that

- trust us as a trainer, as well as their peers;
- feel understood;
- feel comfortable enough to actively participate; and
- feel capable of learning.

All of these attributes will foster cooperation, teamwork, and the ability to draw from each other's experience and skills. Let's look at some ways we can build a sense of community.

**DO:** Refer participants to the **Guideposts for Fostering Community** handout. The handout contains guideposts (i.e., guidelines that both learners and trainers can consider to build a unified training "community"). Give participants a few minutes to read over the guideposts listed on the handout.

**SHOW SLIDE:** *Guideposts for Fostering Community*

**DO:** As a group, discuss the handout using the questions that are posed on the slide as a guide.

## Guideposts for Fostering Community

**Be present and welcoming.** Be 100% present. Set aside the usual distractions of things undone from yesterday and things to do tomorrow. Bring all of yourself to the work and participate fully. Practice hospitality. We all learn most effectively in spaces that welcome us.

**Listen deeply to learn.** Listen intently to what is said; listen to the feelings beneath the words. Listen to yourself also. Strive to achieve a balance between listening and reflecting, as well as speaking and acting.

**Participation is encouraged but not mandatory.** You will be invited to share in pairs, small groups, and in the large group. The invitation is exactly that. You will determine the extent to which you want to participate in our discussions and activities.

**No fixing.** Each of us is here to discover our own truths, to listen to our own inner teacher, to take our own inner journey. We are not here to set someone else straight, or to help right another's wrong, to "fix" or "correct" what we perceive as broken or incorrect in another member of the group. Be a community of learners; set aside perfectionism and fear of "messing up."

**Suspend judgment and assumptions and seek understanding.** Set aside your judgments. By creating a space between judgments and reactions, we can listen to the other, and to ourselves, more fully. As a result, our perspectives, decisions, and actions are more informed. Our assumptions are usually invisible to us, yet they undergird our worldview and thus our decisions and our actions. By identifying our assumptions, we can then set them aside and open our viewpoints to greater possibilities.

**Speak your truth and respect the truth of others.** Say what is in your heart, trusting that your voice will be heard and your contribution respected. Your truth may be different from, even the opposite of, what another in the training has said. Speaking your truth is not debating with, or correcting, or interpreting what another has said. Own your truth by speaking only for yourself, using "I" statements.

**Maintain confidentiality.** Create a safe space by respecting the confidential nature and content of discussions held. What is said in the training, should stay there; what is learned in the training, should leave. Everyone gets to tell their own story for themselves.

**Respect silence.** Silence is a rare gift in our busy world. After you or someone else has spoken, take time to reflect, without immediately filling the space with words. Look inward and listen to yourself in the silence.

**Trust the community.** In this community, all voices are valued equally. All gifts are welcomed and respected.

**When things get difficult, turn to wonder.** If you find yourself disagreeing with another, becoming judgmental, shutting down in defense, try turning to wonder: "I wonder what brought them to this place?" "I wonder what my reaction teaches me?" "I wonder what they're feeling right now?" You do not have to agree with another's story, but you do have to respect their right to tell their own story.

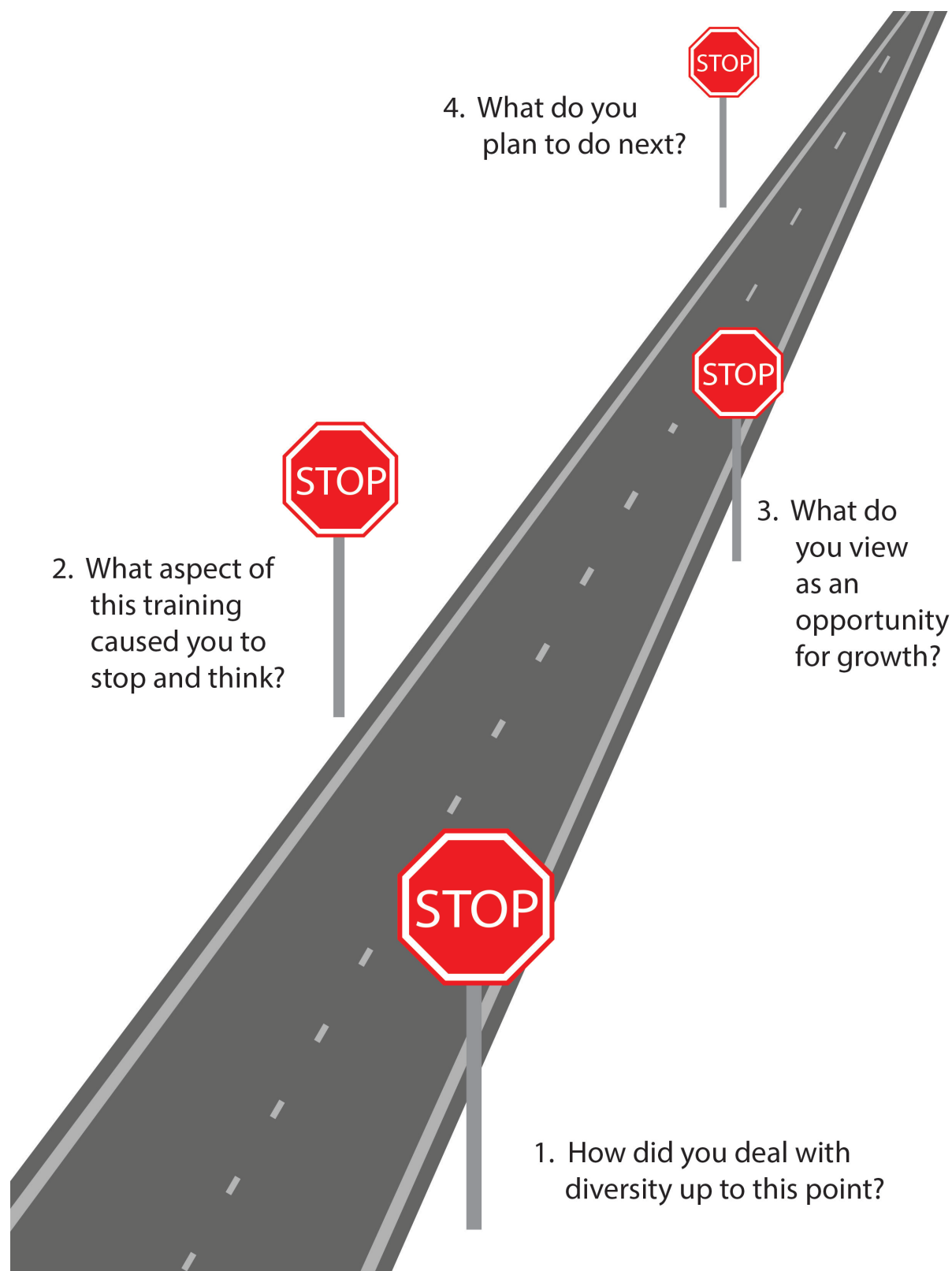
**SAY:** In this training we learned a lot about ourselves, our peers, and how to create an inclusive learning environment. Now, we have a worksheet that will allow us to reflect on the progress we have made, the things we have learned, and the direction we would like to go moving forward.

**DO:** Refer participants to the **My Journey** worksheet. Give the participants a couple of minutes to complete the questions on the worksheet.

- How did you deal with diversity up to this point?
- What aspect of this training caused you to stop and think?
- What do you view as an opportunity for growth?
- What do you plan to do next?

Encourage the participants to refer back to the worksheet in a few months to assess their responses to the questions (particularly 3 and 4). Encourage them to continually set new goals to develop their skills in providing trainings to culturally diverse groups.

## My Journey





## TRAINING WRAP UP





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## Training Wrap Up

**SHOW SLIDE:** *Activity: Growing and Branching Out*

**SAY:** That brings us to the end of this training. We know that learning is always enhanced if we are given a chance to personally relate to the material and how we might apply it. So, I want us to do one last group activity that will allow us to do that as a community.

### ACTIVITY: Growing and Branching Out

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**Materials:**

- 1 sheet of chart paper (with a “tree trunk” and “branches” drawn on it)
- Marker(s)
- Pens or pencils for each participant
- Sticky note pads for each participant (these will serve as leaves)

**Time:** 10 minutes

**Instructions:** Hang the sheet of chart paper at the front of the room. Ask the participants to use one or two sheet(s) from the sticky note pad to list an area in which they want to grow or how they will branch out (e.g., learn more about diversity, be more culturally sensitive). Tell them they are welcome to use what they wrote on the **My Journey** handout or share something different. Give the participants a minute to list their ideas. Afterwards, have participants come up one by one and add their “leaves” to the tree’s branches and share how they would like to grow or branch out based on what they learned.

**DO:** After all participants have posted their leaves to the tree, use a marker and draw “roots” at the bottom of the tree.

**SAY:** In addition to providing learners with new knowledge and skills, we set the tone for the learning environment. It is our job as trainers to ensure all learners feel respected, valued, and included. This training on cultural diversity has provided you with roots, or a foundation, that will enable you to grow in a very important way. Today, you learned some basic information that will improve your confidence and competence in navigating cultural diversity. Hopefully, you were challenged to think introspectively, as well as consciously consider how you can work to include the many experiences and identities that will be present at your trainings.

**ASK:** What questions do you have?

**DO:** Answer any questions the participants may have.

**SHOW SLIDE:** *Post-Assessment*

**SAY:** Thank you all for your participation during the training today. I hope you found it beneficial. It is now time to complete the **Training Post-Assessment**. Earlier, you were asked to write a 4-digit identifier at the top of your pre-assessment. You should write that same identifier at the top of your post-assessment.

**DO:** Distribute the **Training Post-Assessment**, and give participants a few minutes to complete it. Once participants have completed the assessment, collect them, and review the answers aloud using the **Training Post-Assessment Answer Key**.

**ASK:** Ask participants what questions they have regarding the assessments.

**DO:** Answer any questions the participants may have.

**SHOW SLIDE:** *ICN*

**SAY:** Accessing ICN via the web is an excellent way to have access to accurate and up-to-date resources. All of the resources are available to download for free from [www.theicn.org](http://www.theicn.org). ICN also keeps regularly updates information about other trainings they are offering.

Thank you again for your presence, open mind, and participation!

**DO:** Provide the participants with the course evaluation and time to complete it. Close the class by ensuring all participants have signed the sign-in sheets and distribute the training certificates. Thank them again for their attendance and participation.

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