



**PRIDE CAMPING
ASSOCIATION**

**INCLUSION CARDS
LESSON PLAN**

INCLUSION CARDS LESSON PLAN

FRONTLOAD:

It is recommend that this training session be frontloaded prior to working with the definition deck. Many people, especially those coming from a place of privilege, can find stressing the use of language as unnecessary or “too politically correct”. Starting the session off by asking, by a show of hands, the following questions:

- Who thinks every child should have the opportunity to go to camp?
- Who thinks every child should get to feel happy at camp?
- Who thinks every child should be able to feel comfortable at camp?
- Who thinks every child should be able to feel safe at camp?

The majority, if not entirety, of the group will agree with these statements. If a staff member is having a hard time grasping the significance of language or why we consider these identities in training, it can always be tied back to these statements.

Frontload to your team that while some of this information may not feel relevant or important to them, it is incredible important for others. Camps typically serve a pretty diverse population, and camp needs to actively think about the many factors that can act as barriers for kids at camp in order to give opportunity and allow for happiness, comfort, and safety at camp. Here are some examples:

- If we don't consider something like socio-economic status, not all kids will have the opportunity to come to camp.
- If we don't consider the needs of someone with a disability, not all kids will be happy at camp
- If we don't consider our language and assumptions about family structure, kids in a diverse family structure will not feel comfortable
- If we don't consider what trans people need at camp, they will not feel safe

LESSON PLAN

Resources: Pride Camping Definition Deck

Length: 30-60 minutes

Outcomes: Staff familiarize themselves with how different identities, backgrounds, and social categories may create barriers in a typical camp setting

Intro: Introduce why you are facilitating inclusion training and how your organization supports diverse campers, staff, and families.

Option 1: In groups of 6-10, each with a definition deck, work to match the terms and definitions on each card. Give each group the time and space to discuss, brainstorm, and ask questions. Have each group pick 10 terms that they want to examine more closely to share

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with everyone else, considering how those identities and categories could have barriers at camp.

Option 2: With a group of 30+, organize cards so there are enough matching terms and definitions for everyone to have one.

Participants move around the room to find the person with the term that matches their definition or vice-versa.

In these pairs, discuss their understanding of the term they have and how they as staff could support people at camp of that identity, background, or experience.

Examples: Examples of connections to be made:

- The term “gender binary” and how many facilities at a camp may only exist for those who identify as male or female.
- The term “nuclear family” and how people may make assumptions about the structure of a person’s family, especially when talking about feelings of missing home.
- The term “heteronormativity” and how behaviour management and relationships amongst senior campers are often navigated through assumptions about heterosexual attraction.

Prompts: Question prompts to encourage discussion:

- Are there any policies or practices that are not inclusive to people with diverse identities?
- Do campers see representation of varying identities amongst the staff team? The community? Why or why not?
- Are any of our programs, practices, or traditions organized on principles of gender?
- Does the language we use acknowledge diverse identities, or simply predominant ones?

DEBRIEFING PROMPTS:

The following prompts are ideas for debriefing and discussion with your staff team. Some may be applicable to your camp, while others may not, and these prompts do not encompass all considerations and barriers that may exist in camp programs for people with different identities, backgrounds, or experiences. Provide your staff team with some time to discuss these barriers or considerations in small groups, before debriefing and reviewing this information as a group.

Transgender: bathrooms, accommodations, pronouns, being identified as transgender by others, any interaction with gendered spaces at camp. People shouldn’t ask about people’s previous names or gender.

Trans or Trans+: what barriers are in place that may make trans or trans+ folks feel excluded. Are there gender exclusive places at camp? What gendered language is used at camp?

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Assigned Sex: how is camp set up to support campers who's gender identity and assigned sex are not aligned? How does camp support Intersex folks?

Cisgender: how might cisnormativity (the assumption that all campers or staff are cisgender) exist at camp? Using different terms for your group "campers, friends, folks, team names, etc.", rather than guys or girls. Don't assume someone's pronouns if you haven't asked, use their name, or ask.

Gender: there are a lot of gendered spaces at camp, specifically spaces that consider a gender binary. Activities can also be considered gendered. Does your camp run certain programs based on gender? Is that required? Children socially regulate the concept of gender and may comment on things they think are out of the norm, like a male-identified person wearing a dress as a costume. How can staff be prepared to facilitate this type of peer-regulation in a productive way?

Sex: a medical term. If camps do organize groups based on gender, again, it should be based on gender identity and not sex.

Gender Binary: registration forms can sometimes be very restrictive. Or some paperwork, such as accident reports, for example, may ask you to check a box between male and female, but that doesn't represent everybody. We don't do things "boys vs. girls". Changing forms to say "Gender: ____" allows the participant or family to fill it out with any gender instead of giving them limited options to choose from. Saying "the opposite gender" implies a binary, it's more inclusive to say "a different gender" or "another gender", as that acknowledges the existence of more than two genders.

Gender Identity: Any gendered spaces should be organized by gender identity. Someone's gender identity may not be what you assume it is based on their appearance (gender expression).

Genderqueer: How do we work with our gendered spaces for people who do not identify as a binary gender? Are we able to provide gender-neutral bathrooms or showers? Where would genderqueer campers and/or staff members sleep? We need to provide proper access to these facilities, but also work with these individuals to know what they are comfortable with.

Two-Spirit: People who are Two Spirit may need access to gender-neutral spaces. See "Indigenous Peoples" card.

Ze/Hir: Gender neutral pronouns other than "they" and "their". If someone tells you what their pronouns are, you use them. When at camp do we ask for pronouns? Are there other times we can be asking? Can we feature pronouns on name tags, stickers, or buttons? A person's pronouns may change while they are at camp.

Sexual Orientation: campers may come out and disclose their sexual orientation while at camp. It could be because they feel comfortable and safe, or perhaps because they are feeling unsafe and need to talk to someone. Thank them for sharing this information with you, ask if they need support (as they may be coming out because they are being bullied or feel unsafe), work with your team to deal with any bullying or problems that may exist, let them know that

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you are happy to talk if they ever want to, and re-join program. How can staff be prepared to have productive conversations with campers who may use phrases like “that’s so gay” or “no homo”?

Bisexual: There can be bullying specifically around biphobia, where even someone who is accepting of minority sexual orientations calls bisexuality “a phase” or someone who identifies as bisexual is told to “pick a side”. Otherwise, see “Sexual Orientation” card.

Gay and Lesbian: It is important to use the terms people use to identify themselves. Terms like “gay” and “lesbian” are not used universally and many cultures use different words, as “gay” and “lesbian” have very Euro-centric foundations. Furthermore, a female-identified person who is attracted to female-identified people may not identify as a lesbian. Don’t make assumptions.

Queer: This term has been reclaimed and may be used to refer to the entire 2SLGBTQ+ community, or may be used as an individual identity. People who identify as queer are typically part of the 2SLGBTQ+ community and may also be connected to a more political identity.

Heterosexism: While most camps don’t initiate or encourage conversations about relationships between campers, these conversations may come up naturally amongst children. Many people are quick to assume that everyone around them is heterosexual because they have not been told otherwise. This can prove challenging for children or staff that are not ready to come out. A male-identified camper may be asked by another camper “what girls do you like?” which may make that camper very uncomfortable. If your camp incorporates themes or stories into camp-wide games or activities, consider, if any, what types of relationships are being represented. Is there always a king and a queen in your skits? How might heteronormativity or gender roles be present in camp programs?

Coming Out: what is the process if a someone comes out at camp? How would you support that person?

Ally: This training is ally training. Learning about your own privilege and someone who confronts these issues. Everyone can be an ally at camp by gently reminding people when they are using exclusive or non-inclusive language, or guiding children when they try to regulate gendered norms. Asking people for pronouns and not making assumptions.

Institutional Oppression: While there is a lot of benefit from being removed from things like the media and pop culture while at camp, this can also lead to a lack of representation. At camp, for example, we often don’t talk about sexuality, as that’s not the purpose of camp. But what that means is there is a culture of heteronormativity. Language is a means through which discrimination and micro-aggressions can perpetuate.

Barrier: what barriers exist at camp? How do they exclude folks from being able to fully participate in the camp community?

Nuclear Family: Not all families look the same. The ideal language is “parent or guardian”, specifically not plural. There are many single-parent families, and there are many families

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where kids don't refer to their guardians as their parents. We shouldn't ever assume a child has a mom or a dad, as there can be same-gender parents. Children can be in foster care or in a group home and their guardian is a social worker. This is incredibly sensitive information. Imagine a child has feelings of missing home, and you are to ask, do you miss your mom and dad, and their mother and father are not actually in their life?

Socio-Economic Status: Not all families have the same means as others. Many campers are only able to come to camp through financial assistance. We should be aware of our language around things like food and meal times, as some kids may not regularly have what they need, or may not sit down for a family dinner 3 times a day. Some kids can be absolutely traumatized if they were to lose something simple like their glasses, shoes, camera, etc. Some kids may arrive at camp missing many essentials. This is something to talk to your supervisor about, as that can be a sign of neglect.

Disability: can be visible and invisible. Details of any type of disability are confidential. A great way we can be supportive is by using people-first language. For example, instead of saying an autistic child, we say "a child with autism". Instead of saying someone who is diabetic, we say "a person living with diabetes". When speaking to anyone with a disability, whether it's physical or cognitive, speak to them directly, and talk to them as you would anyone else their age.

Accessibility: Accessibility at camps can vary greatly. While many parts of camp may be accessible (have accessible washrooms, showers, doorways, etc.) a lot of terrain can still be quite difficult, and there may be some program activities at camp that aren't naturally accessible. There are many activities that we can adapt. If you are going to have a camper in your cabin with any accessibility needs, a supervisor will talk to you ahead of time with some accommodations.

Autism Spectrum Disorder: Can range from very independent to quite dependent on support. May be said someone is "on the spectrum". You will receive some more information if you will be working with someone on the autism spectrum, but there are many aspects of camp that can pose as challenges for someone on the Autism Spectrum and should be planned for. For example, a sensory disorder is common for people on the spectrum and being in very loud spaces, like a dining hall, can cause a sensory overload.

Physical Disability: don't assume anything. A person who gets around in a wheelchair may not always want someone to help them. Ask first. A person with cerebral palsy, for example, may use a wheelchair most of the day, but can actually walk short distances. If a person has a physical disabilities, this does not necessarily mean they have an intellectual disability.

Intellectual Disability: The needs and abilities of people with intellectual disabilities can vary greatly. It is important to be speaking to someone with an intellectual disability in an age-appropriate manner. Some people seems to instinctively speak to people with intellectual disabilities in an infantilizing way, like "baby talk", which would be inappropriate for someone who is 16 years old, for example.

Developmental Disorder: See "Intellectual Disability".

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Mental Health Disorder: there are very likely campers coming to camp with mental health problems or mental health disorders. When this information is disclosed ahead of time, your supervisor would work with you individually. Senior staff may be involved for ongoing support as required. Working at camp is hard work and can exacerbate mental health problems among staff members. It is important to identify any senior staff at camp who have some experience or training in this area as people to go to for support, and for self-care to be talked about openly in the camp community. A language consideration to work towards as people who want to be allies is to think about the common use of the word "crazy", and looking to find alternatives. Typically people use the word "crazy" to mean "chaotic", "exciting", or "unbelievable".

Gender Creative and Gender Independent: is there language used at camp that might exclude gender creative/independent children? How does the camp culture respond to campers/staff dressing or expressing gender in a way is outside of a societal norms?

Trauma: both staff and campers are coming to camp from a variety of backgrounds and experiences. Campers or staff members may have experienced some form of trauma, and there are many aspects of the camp experience that may be exciting and fun for most, may be triggering for others. Some examples can include: heights, being in a lake or ocean, sleeping in a tent, certain themes of campfire songs. Our aim is not to eliminate anything that may trigger someone, but to acknowledge people's reactions and allowing people to make their own choices. Forcing someone to get into a canoe and go on the water could be very distressing.

Race: people belonging to different racialized groups are often treated differently by systems and institutions. How might these different experiences impact someone's ability to feel safe at camp? Are their traditions or symbols at camp that would make some people uncomfortable and/or be considered inappropriate or racist by some folks? (i.e. Hula skirts in skirts, totem poles, headdresses). How open is camp to discussing any concerns?

Ethnicity: people of varying ethnicities can be used to certain types of food, different routines and practices. Anyone who is a visible minority may be asked a lot of intrusive questions that they don't need to answer if they don't want to.

Indigenous Peoples: There is a long history of the camping industry appropriate aspects of indigenous cultures, using names, symbols, and art that does not belong to them. Indigenous people who come to camp may have names that seem very different to non-indigenous people, and some campers may make a big deal out of that and it may require staff to facilitate that conversation and re-engage in a different topic. In Canada, a lot of camps run during Canada Day, which for many people here may be a celebration, but this can be a very difficult time for indigenous people in Canada.

Religious Beliefs: some people may require specific food requests (i.e. not eating specific foods on certain days), may need quite space to pray, may really struggle with people saying things like "oh my god". People may be coming with religious headwear and some provinces and states have regulations about helmets and religious headwear.

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TRANSGENDER	<p>An umbrella term for anyone whose gender identity and/or gender expression doesn't fit social or cultural expectations or norms of gender. This may include genderqueer, non-binary, androgynous people, and others. This term should only be used with people who self-identify with the term.</p>
GENDER	<p>The socially constructed concepts of masculinity and femininity; the "appropriate" qualities or characteristics that are expected to accompany each biological sex.</p>
SEX	<p>A medical term designating a certain combination of gonads, chromosomes, external gender organs, secondary sex characteristics, and hormonal balances. Usually subdivided into "male" and "female", this category does not recognize the existence of intersex bodies.</p>
TRANS OR TRANS+	<p>An abbreviation that is sometimes used to refer to a gender diverse person. This use allows a person to state a gender diverse identity without having to disclose hormonal or surgical status/intentions. This term is sometimes also used to refer to the gender diverse community as a whole.</p>

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GENDERQUEER	<p>A term for gender identities that are not exclusively masculine or feminine and are outside the gender binary and cisnormativity.</p>
HETEROSEXISM	<p>Behaviours, assumptions and rules that give preferential treatment to heterosexual folks. Reinforces the assumption heterosexuality is normal and superior to other sexualities.</p>
ASSIGNED SEX	<p>The sex that adults (often midwives and doctors) assign to newborns based on characteristics such as genitals, chromosomes and hormonal profiles. Sex assigned is usually female or male.</p>
GENDER IDENTITY	<p>A person's internal sense of being a man/masculine, a woman/feminine, or other sense of gender belonging.</p>

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SEXUAL ORIENTATION	A person's emotional and sexual attraction towards other people.
ZE/ZIR	Alternate pronouns that are gender neutral and preferred by some gender diverse persons.
BISEXUAL	A person emotionally, physically, and/or sexually attracted to males/men and females/women. This attraction does not have to be equally split between genders, and there may be a preference for one gender over others.
TWO-SPIRIT	A term used by some indigenous people to identify themselves rather than as lesbian, gay, bisexual or transgender. Historically, in many indigenous cultures, these people were respected leaders and medicine people, based on their unique abilities to understand both male and female perspectives.

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<p>QUEER</p>	<p>A historically derogatory term for a gay man, lesbian, or gender-nonconforming person. The term has been widely reclaimed, especially by younger 2SLGBTQ+ people, as a positive social and political identity. It is sometimes used as an inclusive, or umbrella, term for all 2SLGBTQ+ people.</p>
<p>GENDER BINARY</p>	<p>The idea that there are only two genders – male/female or man/woman and that a person must be strictly gendered as either/or.</p>
<p>LESBIAN</p>	<p>Term used to describe female-identifying people attracted romantically, erotically, and/or emotionally to other female-identifying people,</p>
<p>GAY</p>	<p>Term used to describe male-identifying people attracted romantically, erotically, and/or emotionally to other male-identifying people.</p>

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<p>CISGENDER</p>	<p>A person whose gender identity and assigned sex align with conventional societal expectations (a person who is assigned female at birth and is female identifying).</p>
<p>ALLY</p>	<p>A person who, regardless of their sexual or gender identity, confronts heterosexism, homophobia, biphobia, transphobia, heterosexual, and gender-straight privilege in themselves and others.</p>
<p>COMING OUT</p>	<p>The process during which a person recognizes and integrates their sexual and/or gender identity into their personal and social lives. Also the process of communicating this identity to others.</p>
<p>INTERSEX</p>	<p>An umbrella term used to describe people who have genital, chromosomes or hormone profiles that do not fit into the binary medical and social constructions of sex.</p>

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<p>BARRIER</p>	<p>A belief, policy, practice or environment that limits or prevents a person's access to opportunities, benefits or advantages available to other members of society.</p>
<p>SOCIO-ECONOMIC STATUS</p>	<p>An economic and sociological combined total measure of a person or families' economic and social position in relation to others, based on income, education, and occupation.</p>
<p>DISABILITY</p>	<p>An umbrella term that covers impairments that may be cognitive, developmental, intellectual, mental, physical, sensory, or some combination of these. It substantially affects a person's life activities and may be present from birth or occurring during a person's lifetime. Can be visible or invisible.</p>
<p>ACCESSIBILITY</p>	<p>The design of products, devices, services, or environments for people who experience disabilities.</p>

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AUTISM SPECTRUM DISORDER

A range of conditions characterized by challenges with social skills, repetitive behaviours, speech, and nonverbal communication, as well as by unique strengths and differences.

PHYSICAL DISABILITY

A limitation on a person's physical functioning, mobility, dexterity, or stamina, including impairments which limit other facets of daily living, such as respiratory disorders, blindness, epilepsy, and sleep disorders.

INTELLECTUAL DISABILITY

Disabilities characterized by significant limitations in both intellectual functioning (learning, reasoning, problem solving) and adaptive behaviour (conceptual skills, social skills, practical skills).

DEVELOPMENTAL DISORDER

A diverse group of conditions that arise before adulthood and affect the ability to acquire, retain and apply skills and/or information. May cause difficulties in attention, memory, language, problem-solving and social interaction.

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RELIGIOUS BELIEFS

Beliefs in components of a cultural system of designated behaviours and practices, world views, texts, sanctified places, prophecies, ethics, or organizations that relates humanity to supernatural, transcendental, or spiritual elements.

INSTITUTIONAL OPPRESSION

Arrangements of a society used to benefit one group at the expense of another through the use of language, media, education, religion, economics, etc.

GENDER CREATIVE AND GENDER INDEPENDENT

Terms that are often used to describe children who to not identify with or conform to binary constructions of gender.

NUCLEAR FAMILY

A group consisting of a mother, a father, and one or more children.

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<p>MENTAL HEALTH DISORDER</p>	<p>A behaviour, mental pattern, or condition that causes significant distress or impairment of mental functioning, and how a person behaves, feels, perceives, or thinks.</p>
<p>TRAUMA</p>	<p>A type of damage to the mind that occurs as a result of a severely distressing event. Often the result of an overwhelming amount of stress that exceeds one's ability to cope.</p>
<p>RACE</p>	<p>Common categorizations of people determined by socially and culturally defined attributes and physical similarities within the group, rather than anatomical and biological attributes.</p>
<p>ETHNICITY</p>	<p>A category of people who identify with or are defined by a shared cultural heritage, ancestry, history, homeland, language, or symbolic systems.</p>

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<p>ANTI-RACISM</p>	<p>To actively oppose racism by advocating for political, economic, and social change.</p>
<p>COLONIALISM</p>	<p>An intentional process by which a political power from one territory exerts control over a different territory. It involves unequal power relations, full or partial political control, occupying the territory with settlers, and exploiting it economically. The effects continue to impact power structures and people today.</p>
<p>INDIGENOUS PEOPLES</p>	<p>A term used to identify ethnic groups who are the earliest known inhabitants of an area, also known as Native Americans in the United States.</p>
<p>BIPOC</p>	<p>An acronym that stands for Black, Indigenous, People of Colour, replacing “People of Colour” (POC), which erases the particular histories of Black and Indigenous peoples under colonialism.</p>

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CULTURAL APPROPRIATION

The act of stealing cultural elements (icons, rituals, aesthetics, behaviours) for one's own use or profit, typically taken from a minority culture and neglecting its cultural significance and value.

MICROAGGRESSION

A term that describes daily behaviour (verbal or nonverbal) that communicates hostile or negative insults towards a group, either intentionally or unintentionally, particularly culturally marginalized groups.

INTERSECTIONALITY

The intertwined nature of social identities like gender, race, ethnicity, social class, religion, sexual orientation, or gender identity, which causes unique opportunities, barriers, experiences, or social inequality.

UNCONSCIOUS BIAS

Social stereotypes about certain groups of people that individuals form outside of their own conscious awareness, often based on mistaken or inaccurate information or ideas.

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<p>LATINX</p>	<p>A gender-neutral term used to replace otherwise gendered terms when referring to a person of Latin-American descent.</p>
<p>MISGENDER</p>	<p>To refer to someone using a word (especially a pronoun or form of address) that does not correctly reflect the gender with which they identify.</p>
<p>PRIVILEGE</p>	<p>Unearned social power for members of a dominant group of society including benefits, entitlements, or a set of advantages in society.</p>
<p>ABLEISM</p>	<p>The practices or dominant attitudes by a society that devalue or limit the potential for people with disabilities. The act of giving inferior value or worth to people who have different types of disabilities.</p>

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DEADNAMING

The use of the birth or other former name of a transgender or non-binary person without their consent that, whether intentional or not, dismisses a person's gender identity.

IN-GROUP BIAS

The tendency for groups to "favour" themselves by rewarding group members economically, socially, psychologically, and emotionally in order to uplift one group over another.

NEURODIVERSITY

Variations in how the brain and mind work regarding sociability, learning, attention, mood, and other mental functions that differ from what is regarded as typical. These variations can include Autism Spectrum, ADHD, depression, dyslexia, epilepsy, and Tourette Syndrome.

SOCIAL IDENTITY

The ways in which one characterizes oneself in relation to others, the affinities one has with other people, the ways one has learned to behave in social settings, the things one values in oneself and in the world, and the norms that one recognizes or accepts governing everyday behaviour.

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