

TRAINING FOR INCLUSION 2021 EDITION

2021 Northeast Camp Conference



Amanda Grassick + Davin Allan
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WHO WE ARE



Amanda Grassick (they/them)

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



Davin Allan (he/him)

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



WHO WE ARE

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

We believe this world starts with intention.

The intention to do better.

The intention to create space.

The intention to dismantle barriers.

The intention to support others.

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



**PRIDE CAMPING
ASSOCIATION**



OUTCOMES

WHAT WE WILL COVER

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

WHAT WE WILL NOT COVER

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



LAND ACKNOWLEDGEMENT

Pride Camping Association works on the traditional territories of First Nations, Metis and Inuit peoples. This includes Two Spirited and LGBTQ+ Indigenous peoples.

Today, Davin is speaking to you from the traditional and unceded land of the Stó:lō Nation. Stó:lō means “People of the River” and they have lived on these lands since time immemorial.

Amanda is speaking to you from the traditional and unceded land of the Omàmiwininiwak (Algonquin) , Huron-Wendat and Anishinaabeg peoples.

For more information on the traditional territories of the peoples near you, visit [Native-Land.ca](https://www.native-land.ca) and [Whose.Land](https://www.whose.land) (both have information about territories in Oceania and North, Central and South America).



STARTING POINT FOR TRAINING

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



BENEFITS OF INCLUSION TRAINING

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



ESSENTIAL STAFF TRAINING OUTCOMES

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



MAP IT OUT

Supplies: Map of your camp or chart paper, markers, Post-It Notes or extra paper and glue/tape.

Length: 30 mins - 2 hours

Outcomes: Locate place at your camp where a camper's or staff's identity may affect their experience

Examine and address barriers present at your camp

Train staff on your camp's inclusion practices



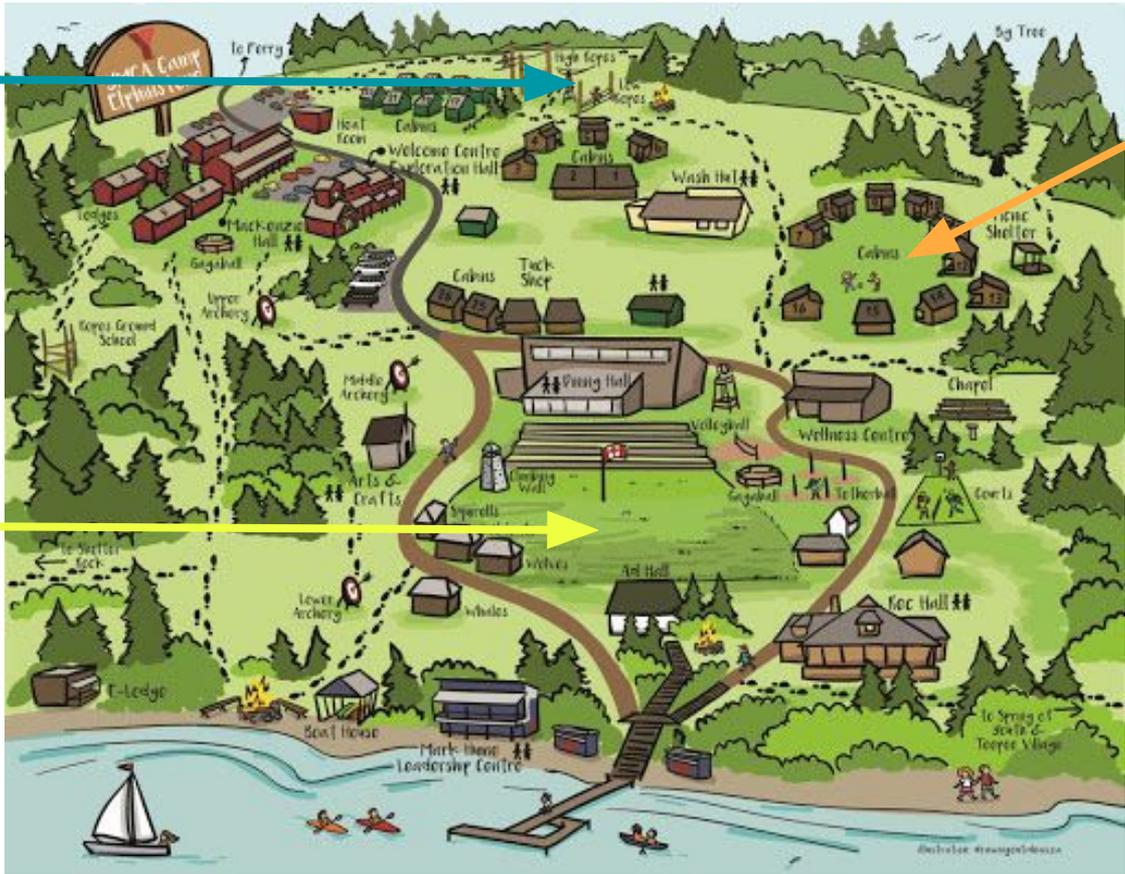
MAP IT OUT

Activity:

- Brainstorm locations where 2SLGBTQ+ participants and staff identity may impact their experience.
- Include any notable activities, milestones, common language/slang or major structure of session.
- Talk about ways your staff team can create inclusive community at these locations.



Gendered language when fitting harnesses



Cabins grouped by gender

Female and male team leaders



MAP IT OUT

Variation:

- Break into small groups and do this activity while touring the camp property. Come back to the group and share the maps.
- Project the map on a wall and have staff mark the locations with Post-It Notes.
- Use Google maps and video conference to do a walk through of camp with staff prior to their arrival.
- Make this a consistent debrief item after all training session.
- Program Team: focus on day-to-day camper experience, participant socialization, programming options.
- Staff Supervisors : focus on staff experience
- Management Team: focus on policies and procedures, facility utilization, marketing, gaps in support plans.



INCLUSION CARDS

Supplies: Optional use of whiteboard, markers, string, etc.

Resources: Pride Camping Inclusion Cards

Length: 1 - 3 hours

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



INCLUSION CARDS

GENDERQUEER	A term for gender identities that are not exclusively masculine or feminine and are outside the gender binary and cisnormativity.
HETEROSEXISM	Behaviours, assumptions and rules that give preferential treatment to heterosexual folks. Reinforces the assumption heterosexuality is normal and superior to other sexualities.
ASSIGNED SEX	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.
GENDER IDENTITY	A person's internal sense of being a man/masculine, a woman/feminine, or other sense of gender belonging.

BARRIER	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.
SOCIO-ECONOMIC STATUS	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.
DISABILITY	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.
ACCESSIBILITY	The design of products, devices, services, or environments for people who experience disabilities.

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 do 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.



INCLUSION CARDS - TERM MATCHING

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

Activity: In groups of 6-10, each with Inclusion Cards, 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 with everyone else, considering how those identities and categories could have barriers at camp.



INCLUSION CARDS

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.



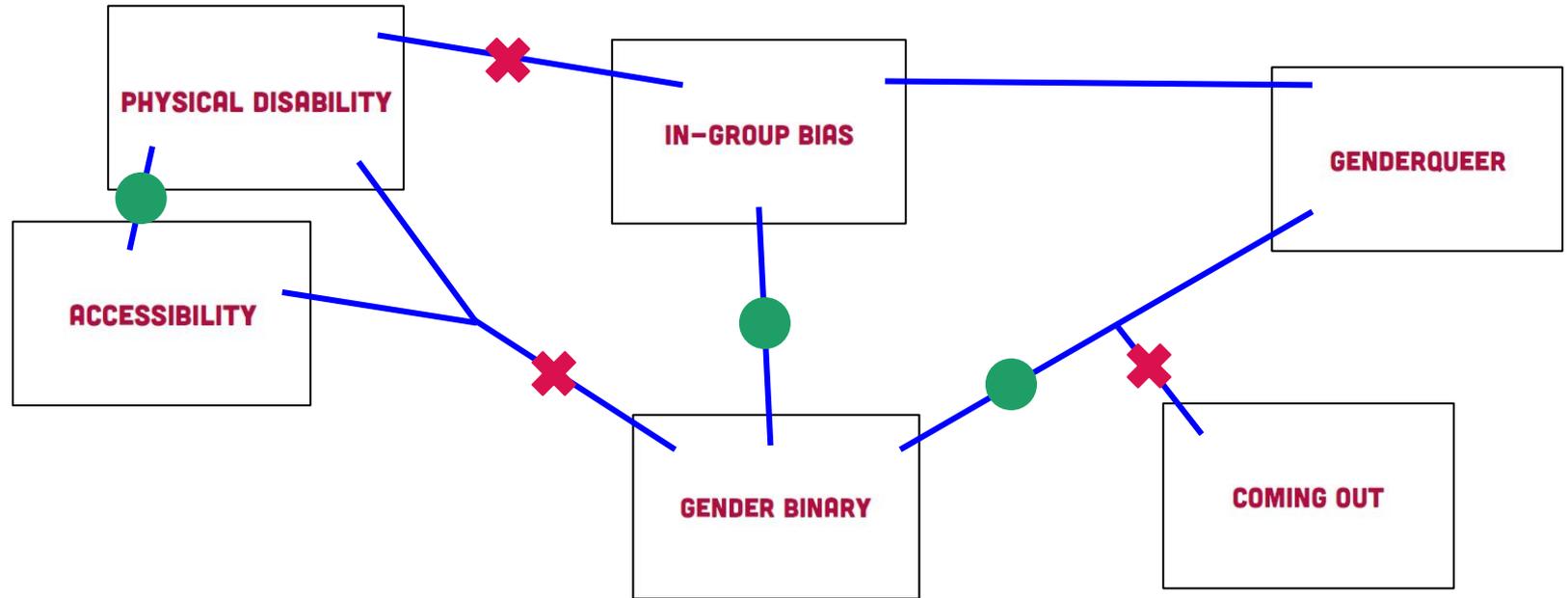
INCLUSION CARDS - INTERSECTIONAL WEB

Intro: Explain that you will be using these cards to guide a discussion through your individual camp's successes and areas of growth.

Activity: Review each term and correct definition with your team and start creating a web, map, or matrix noting how each card can connect with another within a camp setting. You can stick cards on a whiteboard or cork board and using markers or string to draw the connections.



INTERSECTIONAL WEB



WHAT THEY REALLY MEAN - MICROAGGRESSIONS

Supplies: Chart paper and markers

Resources: Inclusion cards (optional), definition of microaggression

Length: 30 mins - 1 hour

Outcomes: Understand what microaggressions are.
Provide tools for staff to address microaggressions.



WHAT THEY REALLY MEAN - MICROAGGRESSIONS

Definition: Microaggression

Originally coined by Dr. Chester M. Pierce in the 1970s

“The everyday slights, indignities, put downs and insults that people of color, women, LGBT populations or those who are marginalized experiences in their day-to-day interactions with people.” Derald W. Sue

Remarks, questions or actions directed at a person because of their membership to a group that is discriminated against.

May be intentional or unintentional.



WHAT THEY REALLY MEAN - MICROAGGRESSIONS

Activity: Part 1

Discuss the definition of microaggression.

Ask staff for examples of microaggressions they have heard, seen or experienced.
This can be done in a group or individually.

Write the examples on the chart.



MICROAGGRESSIONS

Remark, question, action	What it really means
Assumption that everyone is heterosexual and cisgendered	
Do don't look gay/trans	
Using the wrong pronouns	
Laughing when someone wears clothes associated with a different gender	
Deadnaming	
You don't like Drag Race?	



WHAT THEY REALLY MEAN - MICROAGGRESSIONS

Activity: Part 2

Brainstorm what these examples mean and fill in the right side of the chart.

Ask staff to close their eyes and imagine how experiencing microaggressions do/would make them feel.



MICROAGGRESSIONS

Remark, question, action	What it really means
Assumption that everyone is heterosexual and cisgendered	Your identity doesn't exist
Do don't look...	There is only one way to be 2SLGBTBQ+ <u>and</u> you are doing it wrong
Using the wrong pronouns or deadnaming	Your identity doesn't exist and/or I don't care enough about you to respect your pronouns
Laughing when someone wears clothes associated with a different gender	You are something that is wrong and laughable
You don't like Drag Race?	You 2SLGBTBQ+ people are all the same



WHAT THEY REALLY MEAN - MICROAGGRESSIONS

Activity: Part 3

Talk about how to deal with microaggressions when your staff encounter them. Avoid singling out the person/group who is targeted.

Some options:

1. Quickly correct and move on
2. Have a conversation with the person/group about ways to be an ally
3. Ask for clarification
4. Separate the actions from the impact
5. Tell them how it makes you feel
6. Check in



RESOURCES

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



Q & A



MORE FROM PRIDE CAMPING ASSOCIATION

- Pride Camping Professionals Facebook Group
 - facebook.com/groups/pridecampingpros

CONTACT US



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