



## RESOURCES

### TITLE | GETTING TO KNOW YOURSELF AND YOUR COMMUNITY: IDENTITY MAPPING, FITTING-IN VS. BELONGING, ASSET MAPPING

CATEGORY | Garden Educator Training

SUB-CATEGORY | Leadership for Community Engagement & Diversity, Equity, and Inclusion

OVERVIEW | In these trainings, educators will explore their positionality, begin to think about creating an inclusive outdoor classroom, and map the assets in their school community.

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#### Training Rationale:

This training prepares garden educators for entering school communities of which they are not already a member. Education Outside worked predominantly in schools with low-income populations and we found it essential to train our educators through a lens that more accurately portrayed the possibilities in their school communities. Our approach was to ensure that educators saw their new communities as asset-rich as opposed to being in-need. We also wanted to ensure that our educators were building garden spaces that were inclusive and the entire school community felt welcome. These training activities were some of our more successful attempts at building an intentional mindset among our educators.

#### Suggested Time of Year:

This training is most effective at the beginning of the school year, either during orientation or in the first month of school.

#### Suggested Workshop Length:

4 hours

#### Training Objectives:

1. To create an opportunity for garden educators to assess their positionality through identity mapping such that educators enter their school communities with increased self-awareness. This is a critical first step to relationship building, particularly when working with a diverse set of stakeholders (teachers, parents, principals).
2. To begin a discussion on inclusion by examining the difference between fitting in and belonging.
3. To support educators in seeing themselves as assets to their school communities as well as identifying school community assets.




## Training Overview and Activities:

### IDENTITY MAPPING

In this training, participants analyze aspects of their own identity, with reference to power and privilege, for the purposes of supporting their students and coworkers at their schools in a way that recognizes how their personal life experience and world view affect their perspective.

- Activity:

- Start by encouraging educators to check-in with group norms (reference *Laying the Foundation for Discussing Diversity, Equity and Inclusion among Garden Educators* for suggested group norms) and to keep those in mind for the activity. This creates a safe space for educators to examine this topic.
- Review definitions of Power, Privilege, and Social Justice. Then give time for educators to individually fill out the following power and privilege chart that was created by Youth Outside:



**Power and Privilege Chart**

**Power:** Refers to the ability to control one's environment and/or influence decision making. Power establishes privilege.  
**Privilege:** Refers to the myriad of (earned and unearned) social advantages, benefits, and courtesies that come with belonging to a socially constructed and sanctioned dominant group.  
**Social Justice:** The work of taking personal responsibility to promote equitable access to power, civil liberties, wealth, human rights, upward mobility, and healthful and fulfilling lives for all members of society. The taking on of this responsibility entails recognizing and leveraging one's own power and privilege for the redistribution of this access.

**Instructions:**

1. Consider your experience or identity as it relates to the categories outlined below.
2. For each category, decide whether you experience more or less privilege in society based on how you identify.
3. Complete the chart below by answering the questions for each box

Experience/Identity	I have a.) more or b.) less privilege	Who has less privilege as a result?	My privilege manifests (or looks) like:	I can leverage my privilege in support of equity by:
"Race"/Ethnicity:				
Sexual Orientation:				
Gender Identity:				
Age:				

www.youthoutside.org      Power and Privilege Chart      Revised 9.15.16

- After educators fill out the sheet, break them into predetermined groups of 4-6 to discuss these guiding questions:

- How did you feel going through this activity? What came up for you?
- What do you think it means to leverage privilege?
- In areas where you have privilege, how are you planning on leveraging that privilege?
- In areas where you do not have privilege, how are you affected by this?
- How does intersectionality come into play in how we move through the world (in terms of barriers, access, etc).
- Definition of Intersectionality: The interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage.<sup>2</sup>

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## FITTING-IN VS. BELONGING

To assist garden educators in developing a student-centered mindset, facilitate a conversation on the difference between what it feels like to belong somewhere as opposed to fitting-in. Fitting-in entails compromising who you are to conform to the norms of a place, space or group. Belonging is about being accepted for who you are, which creates a feeling of being a true part of the group/class/space. The key difference in our context is that in order for a student to feel like they genuinely belong somewhere, they must be taken into consideration in the creation and evolution of the space that they are entering as opposed to feeling like they must adapt to fit in.

- **Activity:** Split your garden educators into two groups and explain that you want each group to spend 5 minutes defining their term. One group should define belonging and one group should define fitting in. Some guiding questions might be:

- What does it feel like to belong versus fit-in?
  - What are the external factors that make you feel like you belong or fit-in?
- After the educators have defined these terms, come back together and compare the two. Ask your educators what the differences are between the two terms. At the end, be sure to explain that the key difference that is applicable to their jobs is that belonging puts the onus on the educator to create a safe and inclusive space and allow students to help create the space, while fitting-in puts the onus on the student to adapt. Reiterate that it is their responsibility to create an outdoor classroom where students feel represented, welcome, and able to bring their full selves. Discuss ideas for including students in the creation of the garden space, from planting and decorating to new construction.

## ASSET MAPPING

Asset Mapping is built on the concept of asset-based community development; the idea that good things exist in all communities and that those things can be highlighted and encouraged — these are assets suited to advancing those communities. In low-resource schools, sometimes garden educators often focus on the shortcomings or challenges of their school communities as opposed to the assets.

Here is a list of community assets that may show up:

- **Physical assets:** land, buildings, transportation, and facilities.
- **Economic assets:** items that residents produce and consume in the community such as community gardens, local businesses, and street festivals.
- **Stories:** Stories carry the memory of a community and can describe the potential of a community based on previous times as remembered by those who live there. This can be particularly relevant when entering green spaces that are overgrown and under-maintained. What is the story behind the garden? Who led the charge in its creation? What was the original intent behind the space?
- **Local residents:** Local residents are those who live in the community. Residents' skills, experiences, capacities, passions, and willingness can contribute to community strengthening.
- **Local associations and institutions:** These include associations in the community primarily run by volunteers, such as athletic clubs, faith-based groups, and others that can contribute. Local institutions are public spaces in the community such as schools, libraries, parks, government entities, and nonprofits.

- Activity Part 1: Your educators are assets to their school communities, and so we begin this training by having garden educators explore what assets they bring to their school communities by completing the following worksheet:

## Determining Your Goals: Part 1

**Why am I creating an asset map for my school?**

➔

When you are looking for a long-term sustainable grassroots response to a community issue

OR

When the engagement of the entire community and its resources become necessary to adequately respond to a community issue

Which of these embody the essence of your aspirations for your school community?  
Why? \_\_\_\_\_  
\_\_\_\_\_

**Let's practice! What are your personal assets that you're bringing to your school community or neighborhood?**

SKILLSSPACE

RELATIONSHIPSOTHER

**YOU!**

*LCE: Asset Mapping*

- Activity Part 2: After completing this exercise, have educators fill out a second sheet to help refine what their asset map will be used for:

## Determining Your Goals: Part 2

What is an asset and why would you use it? What kind of community do you want to build? Use the prompts in the blue boxes below to help build a goal for your asset mapping aspirations.

Name the focus that other people and associations will be helping you address.

End date, *within*

Pick what is to be done about your focus. Doesn't Exist? *Develop* Exists but needs work? *Improve*

Who can be involved and how many? Measurable focus

Main action you'll be taking. *Connect, mobilize, gather*

### My Mapping Goal



Example: Identify 30 neighborhood associations interested in developing youth mentoring projects.

### My Overarching Goal



Example: "By May 1, we will connect 25 neighborhood associations and develop a formal structure for their participation in community development activities."

LCE: Asset Mapping

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- Activity Part 3: After completing the above two sheets, have educators create their own asset maps. With the different types of assets as their guide, have them use Activity Part 2 to create an asset map for their school using Physical Assets, Economic Assets, Stories, Local Residents, Local Associations and Institutions as their buckets for achieving their previously identified mapping goal. This process is free-form and educators should be encouraged to get creative in the design and layout of their map.

### Assessing Understanding:

At the end of each activity, ask garden educators to share one “got” and one “need” (something they learned and something they still are curious about) related to the training. Share these on post-it notes.

### References:

1. Youth Outside Power and Privilege Chart: <http://www.youthoutside.org/>
  2. Oxford English Dictionary, 2015.
- Belonging vs. Fitting In. (n.d.). Retrieved June 5, 2019, from <https://www.psychologytoday.com/us/blog/lifestyle-design/201012/belonging-vs-fitting-in>
  - Diversity Workshop: A Guide to Discussing Identity, Power and Privilege. (2019, May 07). Retrieved June 5, 2019, from <https://msw.usc.edu/mswusc-blog/diversity-workshop-guide-to-discussing-identity-power-and-privilege/>
  - Publications. (n.d.). Retrieved June 5, 2019, from <https://www.nurtureddevelopment.org/abcd-resources/publications-2/>