



RESOURCES

TITLE | LAYING THE FOUNDATION FOR DISCUSSING DIVERSITY, EQUITY, AND INCLUSION AMONG GARDEN EDUCATORS

CATEGORY | Garden Educator Training

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

OVERVIEW | This document outlines Education Outside's introductory approach to discussing diversity, equity, and inclusion (DEI) among our cohort of garden educators. This document highlights our most successful and easy-to-facilitate trainings on this topic. The focus of these activities and exercises is to set the stage for more effective DEI conversations over the year.

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Training Rationale:

These were successful DEI training activities that Education Outside conducted during bootcamp and in the first two months of the year. These activities are easy to facilitate in-house and they lay a solid foundation for inclusivity and rapport as well as creating a common DEI language among garden educators.

Suggested Time of Year:

Before the school year begins, during "bootcamp." It's extremely important to show your educators that diversity, equity, and inclusion (DEI) is a priority for your organization at the beginning of the year.

Suggested Workshop Length/Staffing:

4 hours

Training Objective:

People experience the world through different lenses and it's important to recognize that some staff may not have much experience discussing or unpacking these topics. Your first DEI session should aim to:

1. inform staff of what your organizational priorities and expectations are around DEI.
2. offer a chance for everyone to get to know each other and begin to celebrate and acknowledge the range of lived experience and familiarity with DEI topics.
3. develop a group-wide language and foundation of inclusivity.

Training Overview:

In order to achieve the above objectives, Education Outside held space for discussing how our organization expressed its culture and building community and common language around DEI.



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Activity Ideas:

- **Group Norms:** Setting group norms is an essential first step for DEI conversations and activities. Group norms allow everyone to participate fully and keep the conversation as inclusive as possible for all participants.
 - Share the importance of group norms and then ask the group to propose norms that feel important to them. It's often helpful to share some examples:
 - Try it on
 - Experience Discomfort
 - Breathe & Take Care
 - Confidentiality
 - One Mic
 - Take space, make space/ step up, step back
 - Ask clarifying questions if unsure
 - Practice "both/and" thinking
 - Use "I" statements, speak only your truth
 - Assume positive intent/stay accountable to impact
 - Expect and accept non-closure
- **6-Word Story:** This activity is inspired by Ernest Hemingway's famous six-word story: "For sale: baby shoes, never worn." Encourage garden educators to write a six-word story about themselves. Some potential prompts could be:
 - What's your story?
 - Why are equity and inclusion important to you?
 - How have your ancestors shaped who you are?
 - What brought you here?
- **Name Story:** Another powerful activity is the simple sharing of the history of one's name. These stories generally take about 1-2 minutes each.
- **Share and learn pronouns:** It's important to, ensure at the start of the year that staff members and educators aren't misgendered. Have a conversation about how you will approach gender inclusivity. Here is a sample activity:
 - Have your whole group stand in a circle and do the following:
 - Each individual will say "Y'all know <name>".
 - The group responds by saying "We know <name>".
 - The individual responds with "<their pronoun> likes to _____". When the individual says what they like to do, it's accompanied by a physical motion that exemplifies it, like stirring an imaginary pot for someone who likes to cook, or throwing an imaginary ball for someone who likes to play sports.
 - The group repeats back their response and says "<their pronoun> likes to _____"
 - Continue to go around the circle until everyone shares their name, pronoun, and something they like to do.
- **Discuss your organizational DEI practices and goals:** It is important for your educators to understand how your organization engages with this topic. We recommend preparing a presentation that outlines or prompts the following:
 - How does DEI show up in your organization's mission, vision, and values?
 - How does your organization prioritize and measure success in this work?

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- What expectations for DEI exist institutionally in your organization?
 - Specifically, what protocol do you follow when staff doesn't adhere to organizational values around DEI?

See Education Outside's Organizational Approach to DEI, linked in the Table of Contents, for more information on this topic.

- **Develop a common language around DEI:** We recommend creating a list of DEI vocabulary that is important for all of your educators to understand. Our list included the definitions below, retrieved from the various resources in the reference section. To make this an interactive activity, have participants mingle together while music plays. When the music stops, ask participants to find a partner near them. Display one of the words and ask the partners to discuss what they think the word means, or what comes to mind when they see the word. After this partner discussion, display the definition as well as a real-world example of how the topic shows up in society. Allow time for a full-group discussion or reactions.

- **Diversity:** Diversity has come to refer to the various backgrounds and races that comprise a community, nation or other groupings. In many cases, the term diversity does not just acknowledge the existence of a diversity of backgrounds, races, genders, religions, sexual orientations and so on, but implies an appreciation of these differences.

- **Equality vs. Equity:** Equity and equality are two strategies that are used in efforts to produce fairness. Equity is giving everyone what they need to be successful. Equality is treating everyone the same.

- **Inclusion:** The act of creating involvement, environments, and empowerment in which any individual or group can be and feel welcomed, respected, supported, and valued in order to fully participate. An inclusive and welcoming climate with equal access to opportunities and resources embraces differences and offers respect in words and actions for all people.

- **Cultural Responsiveness:** Promotes an understanding of culture, ethnicity, and language. The difference between responsiveness and competence is that "responsiveness," does not imply that one can be perfect and have attained all the skills and views needed to work with culturally diverse clients. It assumes one just has the openness to adapt to the cultural needs of those with whom they work.

- **Power:** Ability to control, coerce or influence people based on privilege identities. Power may be positional and provide access to social, political, and economic resources.

- **Privilege:** Any unearned benefit, right, or advantage one receives in society by nature of their identities.

- **Oppression:** The combination of prejudice and institutional power which creates a system that discriminates against some groups (often called "target groups") and benefits other groups (often called "dominant groups"). Examples of these systems are racism, sexism, heterosexism, ableism, classism, ageism, and anti-Semitism. These systems enable dominant groups to exert control over target groups by limiting their rights, freedom, and access to basic resources such as health care, education, employment, and housing.

- **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.

- **Give an introduction on how to create an inclusive outdoor classroom:** Review what your garden educators should prioritize in creating an inclusive classroom in *Building Culturally Responsive and Inclusive Outdoor Classrooms*

Assessing Understanding:

- Exit Ticket: What's the most impactful thing you learned today? Please share one thing you are excited for and one thing you are anxious about related to diversity, equity, and inclusion this year.

References:

1. Answers to Your Cultural Competence Questions. (n.d.). Retrieved June 5, 2019, from https://www.lift4kids.org/clc/clc_answers.html
2. Chandler, L. (2019, April 11). Beyond the DE&I Acronym: What are Diversity, Equity, and Inclusion? Retrieved June 5, 2019, from <https://www.ywboston.org/2019/03/beyond-the-acronym-dei/>
3. Intersectionality | Definition of intersectionality in English by Oxford Dictionaries. (n.d.). Retrieved June 5, 2019, from <https://en.oxforddictionaries.com/definition/intersectionality>
4. Queensborough Community College. (n.d.). Retrieved June 5, 2019, from <http://www.qcc.cuny.edu/diversity/definition.html>
5. Sun, A. (2014, September 25). Equality Is Not Enough: What the Classroom Has Taught Me About Justice. Retrieved June 5, 2019, from <https://everydayfeminism.com/2014/09/equality-is-not-enough/>

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.

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?

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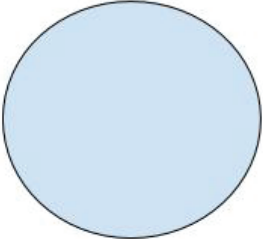
When you are looking for a long-term sustainable grassroots response to a community issue


OR

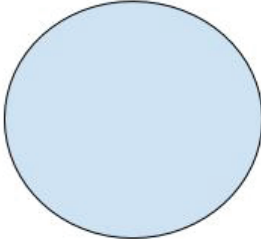
When the engagement of the entire community and its resources become necessary to adequately respond to a community issue

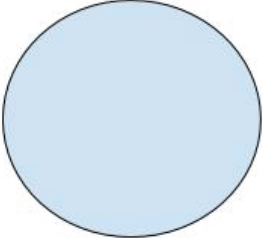
Which of these embody the essence of your aspirations for your school community?
Why? _____

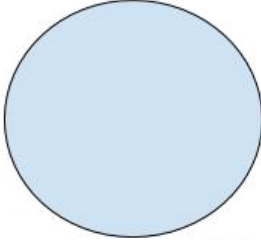
Let's practice! What are your personal assets that you're bringing to your school community or neighborhood?

SKILLS




SPACE


RELATIONSHIPS


OTHER


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/>



RESOURCES

TITLE | SUPPORTING DIVERSITY, EQUITY, AND INCLUSION WITH EXTERNAL CONSULTANTS

CATEGORY | Garden Educator Training

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

OVERVIEW | This document outlines a series of trainings about diversity, equity, and inclusion (DEI) led by Edutainment for Equity for Education Outside staff and garden educators.

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Training Rationale:

As discussed in *Education Outside's Organizational Approach to Diversity, Equity, & Inclusion* in the Table of Contents, Education Outside believed this training and overall lens of culturally responsive teaching is essential for garden educators entering a school community. In addition to leading your own in-house trainings, it can be beneficial to partner with a local diversity training organization or consultant when possible. These trainings, when facilitated by an external presenter, will likely lead to more meaningful discussions and learning opportunities, depending on the comfort level and experience in your current organization. Utilizing an outside presenter is particularly effective for staff trainings as it allows everyone to be an equal and active participant.

Suggested Time of Year:

There should be DEI trainings throughout the year, but a training at the very start of the year is critical as garden educators enter their new school communities. Additionally, your attention to this topic early in the year will set the tone for your organization's commitment to professional and personal growth related to DEI. The external partner training series for garden educators was most effective when there had first been a staff-led introductory DEI training, such as *Laying the Foundation, for Discussing Diversity, Equity, and Inclusion among Garden Educators*, included in this PDF. This initial session allowed garden educators to build trust, learn about organizational values and goals related to DEI, and align on and practice community norms.

Suggested Workshop Length:

3 training sessions, 3 hours per training

Training Levels:

Edutainment for Equity developed three different training modules for Education Outside. One was designed for Education Outside staff. The second two, specific to garden educators, allowed for both beginner and advanced levels of understanding and practice. Below is an overview of the training objectives of each of the three modules.



Training Objectives:

For Staff: These objectives were met over two training sessions for Education Outside staff:

- Identify the characteristics of an equitable and inclusive workplace that governs the work that we do
- Explore what organizational equity looks like across all departments and roles
- Determine how we will hold ourselves accountable as a staff, as leaders, and as people managers

For Garden Educators: Training participant level of understanding of DEI topics from beginning to advanced can be determined based on prior experience with DEI practices or tenure in the program. (Education Outside was a two-year program, thus second year garden educators had more experience with these discussions.) Below are the training topics discussed in each of the two tracks

Beginner Track: This track begins by exploring the relationship between one's own power, privilege, and identity and how it impacts teaching practice. It also builds common language and defines terms related to diversity, equity, and inclusion. These objectives were similar to Education Outside's staff-led introductory DEI training, but led by an external evaluator they supported a deeper conversation.

Objectives for the beginner track:

- Develop self-awareness around individual identities and how these identities shape individual privilege, beliefs and actions. Become aware of explicit and implicit biases, and understand how to disrupt those biases.
- Understand how to build a culture within the outdoor classroom that is inclusive of, and empowers all students, and fosters positive interactions and relationships within the school
- Learn to recognize the causes of inequity and levels of oppression (i.e. individual, interpersonal, institutional and structural)

Advanced Track: This track starts with reflection and debrief of beginner level skills and knowledge. It then moves to answer two questions: How have biases, inequities, or oppression shown up in your work so far, and who has been affected? How are you going to address similar issues this year?

Objectives for the advanced track:

- Dive deeper on developing an awareness of unconscious biases and working to disrupt those biases
- Understand allyship and how to disrupt discriminatory behaviors between youth
- Recognize and understand when and how to interrupt institutional oppression (i.e. oppression at the school level)

Training Overview:

The trainings in each of the modules mentioned above followed a variety of formats, from lecture to small group discussions to individual reflections. No matter the format, each training required participants to be open and vulnerable with one another in order to create a productive learning environment. In this environment, garden educators learned to hold each other accountable in creating an inclusive peer cohort as well as work toward ensuring that their individual outdoor classrooms were inclusive for all students. Through the objectives mentioned above, garden educators honed their "equity lens" and practiced addressing inequities within their sphere of influence.

Assessing Understanding:

- Exit Ticket: Ask garden educators to write about a real or hypothetical situation during which there was a conflict around equity or inclusion. It could come from interactions between students, teachers, or a mixture of both. How did/would they have responded previously, and how would they respond after this training?
- *Education Outside's Best Practices for Teaching*, available in the Table of Contents, includes sections on voice/tone and student relationships. We suggest using the *Best Practices Rubric* as a tool during lesson observations to assess whether or not the educator is building relationships with students by using language that invites students into the experience and using a tone that promotes inclusivity.

Additional Training Resources:

- Adichie, C. (2009, July). Chimamanda Ngozi Adichie: The danger of a single story [video file]. Retrieved from https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story
- Brown, A. M. (2017). *Emergent strategy: Shaping change, changing worlds*. Chico, CA: AK Press.
- Emdin, C. (2017). *For white folks who teach in the hood... and the rest of y'all too: Reality pedagogy and urban education*. Boston, MA: Beacon Press.
- Hammond, Z., & Jackson, Y. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Thousand Oaks, CA: Corwin, a SAGE Company.
- Louv, R. (2005). *Last child in the woods: Why children need nature, how it was taken from them, and how to get it back*. Chapel Hill, NC: Algonquin Books of Chapel Hill.

Education Outside does not specifically endorse any particular resource or contractor. We share this information to illustrate our approach to this topic.



RESOURCES

TITLE | COMMUNICATION: FEEDBACK, NONVIOLENT COMMUNICATION & GRANT WRITING

CATEGORY | Garden Educator Training

SUB-CATEGORY | Leadership for Community Engagement

OVERVIEW | This training aims to increase effective communication among garden educators and school community members through exploring best practices for delivering and receiving feedback, examining nonviolent communication as a tool for building relationships, and navigating tricky or triggering situations.

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Training Rationale:

Effective communication is important for any job. Education Outside provided various communication-related trainings to our garden educators that strengthened their ability to create and maintain support for their garden classrooms; effectively communicating with their school communities, partners, and funders was critical to our educators' and the garden's success. The three trainings discussed here represent Education Outside's fundamental building blocks of effective communication for garden educators: feedback, nonviolent communication, and grant writing.

Suggested Time of Year:

This training is most effective 2-3 months into the school year.

Suggested Workshop Length:

4 hours

Training Objective:

In order to develop stronger communication skills, educators will:

- become more comfortable with giving feedback and better equipped to provide feedback.
- learn about Nonviolent Communication - an effective tool for difficult communication.
- learn about basic grant writing in order to increase resources for their school sites.



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Training Overviews and Activity Ideas:

Giving and Receiving Feedback

As an organization, Education Outside worked hard to build a culture of feedback. From soliciting feedback from garden educators about Friday trainings to garden educators receiving monthly in-person feedback on their lessons from program managers and teachers - feedback was central to our program model.

- Feedback Training: It's useful to train garden educators on how to give and receive feedback. Please note that we adapted the following best practices from Coro Northern California and CompassPoint Nonprofit Services, two organizations in the Bay Area that support the development of nonprofit leaders. Some highlights are outlined here.

- Giving Feedback

- It acknowledges the strengths others bring to the table; it is specific rather than general.
- It is descriptive rather than evaluative.
- It describes the impact of observed behaviors.
- It acknowledges the subjective perspective of the person giving the feedback.
- It is directed towards behavior which the receiver can do something about.
- It is well timed: In general, feedback is most useful at the earliest opportunity after the given behavior.
- It is checked to ensure clear communication: Have the receiver rephrase the feedback received to see if it corresponds to what the sender had in mind. Ask questions so the receiver can process the feedback.

- Receiving Feedback

- Keep an attitude of receptiveness.
- Discriminate: Truly hear the feedback, then judge its value to you.
- Listen and don't defend: It's easy to feel that you have to respond or defend yourself. You don't: just listen. If you don't understand, ask for clarification.
- Know your limits: If you find yourself becoming overloaded or responding with emotions that you may not be able to control, it's okay to pause the discussion and revisit it at another time, possibly through a different format.
- Remember: Do what you can to increase your memory of what has been said to you. Take notes or write down action items, whatever system works for you.

- Activity:

- Have garden educators discuss appreciative and constructive feedback by having them think of a person to whom they need to provide feedback, breaking them into pairs, and have them discuss the following prompts:
 - What is this feedback about? What is the goal of this feedback; why should it matter to the receiver?
 - What did you actually observe? When did this actually happen?
 - What was/is the impact due to this action or behavior?
 - Personal statement of gratitude or appreciation. OR What is your request?
- After reflecting on the above prompts, have educators write down how they will approach the person they have in mind and have them practice with each other.

Non-violent Communication (NVC)

There are many resources for exploring and explaining this communication technique. Education Outside found it useful for our garden educators to practice this skill when navigating tricky or emotionally charged conversations at their schools. The steps for communicating nonviolently are:

- Observations: Make neutral observations of the situation at hand so that you and the person you're communicating with are on the same page.
- Feelings: Explain how you feel, without using words that blame the other person for how you feel, such as "attacked" or "ignored". This allows the other person to empathize more readily as opposed to getting defensive.

- Needs: Explain what your needs or values are, particularly the ones that you feel have been unmet or transgressed. This disaccord is generally what fuels your emotions.
- Requests: Make an actionable request for the individual you're engaging with. This provides an opportunity for the other person to rectify the situation and feel like it's a choice as opposed to an ultimatum. This builds lasting change in the dynamics of your relationship and hopefully will make it stronger.

- Activity:

- Show a video (just do a simple youtube search) that explains the NVC process and then pose the following questions to the group and ask them to answer in pairs through the lens of Nonviolent Communication:
 - Explain one communication challenge that you're currently facing at your school. How might you approach this situation using nonviolent communication?
 - Explain one difficult encounter that you've had where you wish you communicated more efficiently, clearly, or honestly. How might you reframe this situation through the lens of nonviolent communication?

Grant Writing

Fundraising is a critical part of supporting garden programming and it requires good communication skills in order to convince businesses or foundations to support a project. There are many small grants (below \$5,000) focused on school gardens and each of these requires a grant application that is well-written and persuasive. Some example school garden grant opportunities are:

1. Whole Kids Grant: <https://www.wholekidsfoundation.org/programs>
2. Annie's Grants for Gardens: <https://www.annies.com/giving-back/grants-for-gardens>
3. Captain Planet: <https://captainplanetfoundation.org/grants/>

If you are planning a training to equip your garden educators to write grants, share the opportunities listed above (and any others) and outline the steps to creating a compelling grant application in a presentation. Writing a successful grant requires:

- **Planning:** Answer the question: What do I need the money for?
- **Research:** Answer the question: Who will I approach for funding and why is it a good match?
- **Writing:** Answer the question: What will I highlight about my program and why? How will I put all of the information together in a readable and compelling format?
- **Follow up:** Answer the question: What will I do once the decision has been made?

- Activity:

- Provide the preparation framework above, along with examples of successful grant applications. Share any grant opportunities and deadlines coming up, and offer proofreading/editing support. Lastly, offer garden educators time to work on the grants as part of the training.

Assessing Understanding:

At the end of each training, ask garden educators to share one "plus" and one "delta" (positive and constructive) piece of feedback on the training. Do this on post-it notes.

References:

1. The Center for Nonviolent Communication: <https://www.cnvc.org/>
2. Rosenberg, M. B., & Gandhi, A. (2015). Nonviolent communication: A language of life. Encinitas, CA: PuddleDancer Press.
3. Professional Development - Follow Up Resources. (n.d.). Retrieved June 5, 2019, from <https://www.compasspoint.org/follow-up-resource/professional-development>
4. Coro Northern California: <https://coronorcal.org/>

TITLE | REFLECTING ON ORGANIZATIONAL CULTURE: DEEPENING THE WORK

CATEGORY | Garden Educator Training

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

OVERVIEW | This training provides ideas for unpacking organizational culture and proposes a path to a culture that prioritizes diversity, equity, and inclusion.

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Training Rationale:

Much of this training originates from an Education Outside staff-facilitated retreat that was aimed at unpacking organizational culture and how it supported or didn't support diversity, equity, and inclusion. The purpose of this training is to support deeper reflection among garden educators.

Suggested Time of Year:

This training should occur near the middle of the program/school year once staff have settled into their sites/roles and have a better sense of organizational culture.

Suggested Workshop Length:

4 hours

Training Objective:

1. Uncover and unpack organizational culture.
2. Define the current culture and imagine the possibilities for a more inclusive, equitable, and diverse organizational culture.

Organizational Culture

Note: Before providing this training, make a plan for how the information gathered and discussed will be used. It's then important to communicate that plan so participants know how their thoughts and ideas will be used.

This training begins by exploring and defining the dominant organizational culture. In its most basic form, organizational culture is the social and psychological environment of an organization. We did a simple search on youtube for "what is organizational culture" and used a video that discusses the foundations of the concept. We shared [this video](#)¹ that shares a succinct snapshot of what the concept of organizational culture means. To deepen and focus the conversation, we also introduced Schein's Iceberg theory that illustrates the components of organizational culture. This is discussed further below. Before our conversation, we watched [this video](#)² that outlines the concept.

The Iceberg theory³ is as follows:

- Top of the Iceberg: Artifacts
 - Characteristics of the organization which can be easily viewed, heard, and felt by individuals, might be different for varying staff or educators
- Sea level: Beliefs and Values
 - The overarching beliefs and values of the individuals working in the organization
 - shows up in implicit bias and the makeup of the organization
- Underwater: Underlying Assumption
 - Assumed values of the employees which can't be measured but do make a difference to the culture - The inner aspects of human nature



After reviewing the Iceberg Theory, hold a group discussion covering the following questions:

- What defines your dominant culture?
- What biases may be at play in your organization?
- What situations arise that challenge your goals of inclusivity, and how could they be mitigated or avoided?

After the group discussion, do a sticky note brainstorm of words/phrases/experiences that define your organization's artifacts, beliefs and values, and underlying assumptions. Break into small groups, one for each level of the Iceberg. After 10 minutes of generating thoughts, come back together and have each group shared-out their main reflections, then answer the following:

1. What do we want to keep?
2. What do we want to shift?

Pick the top 3-5 to focus on for the rest of the session. We tracked this discussion on a sheet of poster paper that had a drawing of an iceberg.

Once the visualization of organizational culture is complete, continue with more group conversation with educators and use the following questions as prompts:

- What are you most proud of at this organization?
- What is the purpose of this organization?

- Why is the work you do important?
- How are you making a difference in society through your work?
- What is your contribution to society through your work?
- What special attribute does the founder/leader possess that has influenced the character of the organization?
- Describe the ideals that drove the founding of this organization.
- What value is fundamental and distinctive to this organization since its founding? Give examples.
- What makes this organization feel different or unique from other outdoor education programs?
- Describe the personality or character of this organization.
- What is central to who we are as an organization that should never change?
- What did you notice most when you first joined the organization?
- What situations arise that challenge our goal of inclusivity? Create space for participants to discuss personal experiences in more depth if desired.
- What biases might be behind these situations or at play in our organization?

Shifting culture

After thoroughly exploring what organizational culture is, create space for educators to propose a new future. Put educators in groups of 4-5 and pose the following questions:

- As a group, rewrite the organizational culture to reflect the organization you would like to see. What would the ideal organizational iceberg look like? Take time to explain how one might achieve these aspirational attributes. What organizational structures, systems, or processes are preventing us from getting there? (25-minute group discussion)
- Each group then presents their vision to the entire group.

Moving Forward

Close out by determining which areas of growth to prioritize in the coming year with the following prompt:

- Based on the current organizational culture that we've defined today and the visions that have been generated in small groups, what tangible projects or learning should we prioritize to fulfill our commitment to shifting our organizational culture in the right direction?

Assessing Understanding:

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

References:

1. Consulting, D. (2016, August 15). What is Organizational Culture? Retrieved June 5, 2019, from <https://www.youtube.com/watch?v=4cBN8xH-5Qw>
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3. The Role of Leadership in Changing Organizational Culture. (2019, March 19). Retrieved June 5, 2019, from <https://cultureiq.com/blog/role-leadership-changing-organizational-culture/>
4. Organizational Transformation Without Equity and Allyship Is Meaningless. (n.d.). Retrieved June 5, 2019, from <https://www.compasspoint.org/blog/organizational-transformation-without-equity-and-allyship-meaningless>