



Creating Respectful and Safe Learning Environments

*Part of the CalSAC Workshop Strand
Unite, Empower, Transform.*

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CalSAC is building a future where every child in California — regardless of income, race, or zip code — has access to high quality, affordable out-of-school time programs.

Training

Leadership

Advocacy

GETTING STARTED

- Training Agenda
- Bike Rack
- Group Agreements

GROUP AGREEMENTS

- Try on new ideas and perspectives
- Move up/Move back
- Assume positive intent
- “I” Statements
- Confidentiality
- Both/And Thinking
- It’s okay to disagree

TODAY’S OBJECTIVES

By the end of this module, participants will:

- Reflect on the meanings of safety and support;
- Identify their FRAME for exploring the deeper issues of privilege, anti-oppression, and ally building.



KEY CONCEPTS

- To feel safe, people need to know they are respected.
- Respect is at times linked to identities.
- Identity is very personal and we cannot always see people's identities.
- It is important not to judge people's identities.



ACTIVITY: BODY SCULPTURES

1. Form 2 even groups.
2. Have each group pick a director. Only the director will know the word and will create a sculpture which reflects the meaning of the word.
3. You have 15 minutes to create and practice your sculpture.





ACTIVITY: BODY SCULPTURES

Questions to think about in viewing the sculpture formation

- What did you see during this entire exercise?
- What were your feelings going through this exercise?
- What do you think the purpose of this exercise was?
- What did you learn during this exercise?
- What is one thing you will take away from this exercise?



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ACTIVITY: 5-4-3-2 PROCESS

- **5** = I totally support these agreements.
- **4** = I can support these agreements.
- **3** = I am unsure about one or two of the agreements but I can support these agreements without behind-the-scenes conversation.
- **2** = I cannot support these agreements and here is my suggestion for change



ACTIVITY: DISCOVER YOUR FRAME

The FRAME is:

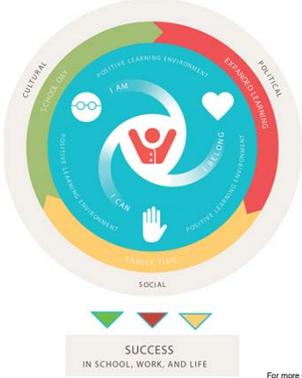
- What makes up who we are and how we view situations.
- Made up of our values, culture, background, and life experiences.
- What we choose to do, and what we do not have any choice about or control over.





THE FRAME

- Individual experiences cause everybody to view the world in a different light.
- These experiences lead us to make assumptions and judgments.
- The FRAME approach challenges us to address the “fears” that are embedded in our assumptions – fear of the unknown, fear of what we don’t understand, or fear of what we haven’t experienced.

For more on the Expanded Learning 360/365 initiative, visit www.expandedlearning360.com



TODAY’S OBJECTIVES

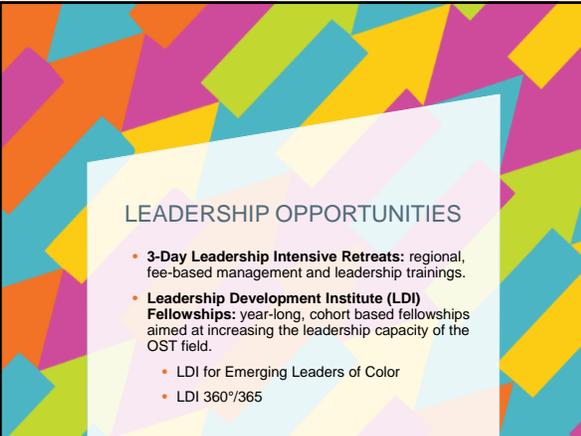
By the end of this module, participants will:

- Reflect on the meanings of safety and support;
- Set group agreements;
- Identify their FRAME for exploring the deeper issues of privilege, anti-oppression, and ally building.



ADVOCACY OPPORTUNITIES

- Gain tools and resources to protect and advance policies that support out-of-school time programs
- Join us at the **CA Afterschool Challenge** in May at the State Capitol



LEADERSHIP OPPORTUNITIES

- **3-Day Leadership Intensive Retreats:** regional, fee-based management and leadership trainings.
- **Leadership Development Institute (LDI) Fellowships:** year-long, cohort based fellowships aimed at increasing the leadership capacity of the OST field.
 - LDI for Emerging Leaders of Color
 - LDI 360°/365



TRAINING OPPORTUNITIES

- **Specialized Training Projects:** Dig more deeply into STEM, SEL and other important topics through our specialized professional development programs.
- **eLearning:** FREE online, self-paced, modules available for our most popular topics
- **Apply to be a CalsAC Trainer!** Do you enjoy leading trainings? Join our Trainer Network!

THANK YOU

Please take a few minutes to complete the evaluation for this module. Your feedback is greatly appreciated.



Visit us in the Exhibitor Hall at Booth #127

Join us online:  @CalSAC  myCalSAC
www.calsac.org

3.5.1a

Respect Is... Handout

Complete the following statements:

Disrespect is...

I am disrespected when others...

Respect is...

I know I am respected when others...

3.5.1b

My FRAME Handout

Use this blank piece of paper to create your “FRAME.” Think about the things that make up who you are- your unique qualities, similarities and differences you have with other people, etc.

3.5.1c

Expanding Your FRAME Handout

F- Figure out the facts – Not just what is apparent to you, but all the facts. Seek more information, ask questions, and listen.

R- Reflect on Reality – Is it my reality or their reality? Am I looking at this through my FRAME or trying to see it through their FRAME?

A- Acknowledge and challenge assumptions – Check out what your expectations are and whether they are appropriate. Are you making assumptions based on your FRAME?

M- Modify your mindset – When you notice stereotypical or prejudicial thoughts or feelings, recognize them and ask yourself why they are there. What from your experiences led to these thoughts and feelings? Notice it, name it, and modify it.

E- Expand your experiences – Explore, expose yourself, encounter differences, and increase your cultural competence.