

**July 5th – Inclusive and Antiracist Writing
“Train the Trainer” Workshop
Facilitator Copy**

At Julia's house

2:30-2:40pm – arrival and settling in → tea, washroom, find your seat, etc.

We will focus on this version of the slide deck: <https://1sfu.sharepoint.com/p:/t/SLCGraduateFacilitators-SFUTeams-UndergraduateTeam/EV-BupO5So5HroQMgqlDnoMBhdN9TyPWDeODTQMuVkF7Yw?e=DVxZqq>

The suite of inclusive and antiracist writing guides can be accessed here:
<https://www.lib.sfu.ca/about/branches-depts/slc/writing/inclusive-antiracist-writing>

Session goals:

1. For GF team to engage, in depth, with inclusive and antiracist writing materials (guides and workshop slides) created through SLC.
2. For GF team to provide feedback on existing materials that have been developed and piloted.
3. For GF team to (begin to) feel empowered to teach inclusive and antiracist writing workshop materials in open enrollment and course integrated workshop settings. ** If additional training sessions are desired to accomplish goal 3, we can arrange them (does not have to be fully accomplished in one session!)
4. To connect and socialize as a team at the BBQ after the focused train the trainer work session. ☺

2:40-3:00pm – Land acknowledgment, community agreement, content notes, and gradient of experience

- Julia to offer land acknowledgment (or ask if someone else would like to, in advance) (5 mins)
- Community Agreement for our time together (5 mins)
 - Phones and other distractions away so we can stay present together
 - What is shared here stays here, what is learned here goes with you
 - Give space, take space / Step up, step back
 - Platinum rule: Treat others how they want to be treated
 - What else do we need to be able to do this hard/heart work together?
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- Gradient of Experience – Take a moment to look at the options provided on the gradient of experience slide. Thinking about inclusive and antiracist writing, where do you think you are in your learning? (2 mins)
- Content notes: What are content notes? Why do we offer them? Who are they for? (8 mins)
 - Look at the content notes provided on the slides
 - Think, pair, share

3-3:20pm – Iceberg story & metaphor, first “Principles” slide and first exercises

- Iceberg story – my realization about our expectations about inclusive and antiracist writing and how this shows up (Q about applicability to science writing and other forms of writing) (5 mins)
 - It's not just about the visible stuff, but everything that's under the surface, too
- Principles 1 & 2 introduced (3 mins)
- Small group discussion of samples (slides 8 & 10) (10 mins)
 - What do you think of these examples?
 - What kinds of questions do you think students have when they work through these examples?
- Debrief small group discussion (2 mins and into next section)

3:20-3:40pm – Trainer check-in

- Imagine you are asked to teach this workshop. What questions/comments do you have about what has happened so far in the session:
 - In terms of content
 - In terms of facilitation/workshop delivery

3:40-3:50pm – Break (aim for 5 minute break, with 5 minute wiggle time built-in, in case other things have gone over or if trainer check in needs more time)

3:50-4pm – Slides 9 & 11 – more principles of inclusive and antiracist writing

4-4:15pm – Small group discussion of case study 2 (slide 18)

- What do you think of this example?
- What kinds of questions do you think students have when they work through this case study?

4:15-4:30pm – Debrief case study 2

- What is the difference between the examples and the case studies?
- Why have both?
- How might you approach presenting these as a workshop facilitator?

4:30-5pm – Trainer check-in/check-out

- Think-pair-share: How are you feeling about this workshop content? About the possibility of delivering this content yourself?
- Additional questions received in advance. I plan to address as many of these as possible as we go through the session, but we can dig into them further together:
 - Applicability to science writing/technical writing/types of writing where the applicability is less “obvious”
 - How to set the tone in the workshop, especially for students who are newer to these ideas/this content
 - How can we address the intersectionality of language barriers, cultural differences, and systemic biases to be truly inclusive?
 - How can we use facilitation techniques that support inclusion particularly in terms of engaging students from diverse linguistic and cultural backgrounds, and accommodating different learning styles and needs (“walk the walk, not just talk the talk”)

- how I can practically apply the principles of an inclusive and antiracist workshop in my writing instruction?
- How to use particular terms
- How to be mindful of limited knowledge and still confident to show students something useful/meaningful
- What more procedural guidelines have been put in place to ensure inclusion?
 - What standards and procedures are in place at SFU to ensure inclusion and representation?