Describe a time or an interaction where you’ve felt excluded. Be as detailed as possible: What words were exchanged? What was the body language? What were kind of thoughts and feelings were you experiencing?
CREATING INCLUSIVE SPACES

Jennifer “J.J.” Javier, Volunteer Manager at 826 Boston

&

Kieran Collier, AmeriCorps VISTA
OBJECTIVES

- Reflect and discuss what inclusive spaces look like
- Identify how language and rhetoric can contribute to making spaces inclusive or not inclusive
- Practice active listening in scenarios where beliefs or backgrounds may be challenged
GROUP AGREEMENTS

- Respect one another’s opinions, even if you don’t agree
- Listen to understand, not respond
- Use “I” statements
- NOSTUESO – No one speaks twice until everyone speaks once
- Be present
- Lean into discomfort
- Contribute
- What happens in Framingham, stays in Framingham
WHAT IS AN INCLUSIVE SPACE?

- Inclusion: (a working definition) expectations and practices that value different identities, groups, beliefs, and people.

- Language plays a significant role.

- At 826 Boston, we would hear:
  - “These kids would be so much better off if they had their fathers / had a two-family unit / weren’t from broken homes.”
  - “So what college do you want to go to?”
  - “Where would these kids be without 826 Boston?”

- How well do you listen?
ACTIVE LISTENING

- Paraphrase in own words

- Ask open ended questions
  - 4WH (Who, what, where, when, and how) to get facts

- Shut off inner voice and listen to understand as oppose to respond or advocate

- Listen to music beneath the words
ACTIVITY

- Get into groups of three

- Choose one to be the Listener, one to be the Coach, and one to be the Talker

- Listening chooses a topic of discussion and explains their viewpoint. Talker will take on opposing view. Listener practices active listening and is conscious of rhetoric used to understand. Coach listens and hits “bell” is Listener moves into advocacy or biased language.
DEBRIEF

- How did it go?
- Challenges?
- Take-aways?