

DIVERSITY, EQUITY & INCLUSION (DEI) WORKSHOP

THEMES: TEAMWORK, SOLIDARITY & INCLUSION

OVERVIEW

The purpose of this workshop is for your team to engage with topics in diversity, equity, inclusion, accessibility, belonging, and justice (referred to as “DEI” in this workshop) in a meaningful way using group discussions, activities, videos, and individual reflection. By the end of this workshop, your team should be able to understand key concepts of DEI and implement strategies to contribute to a positive and inclusive team culture.

Why is this Relevant?

- Teams with “diversity mindsets,” where the diversity of the team is acknowledged and embraced, perform best.¹
- In a study launched by MLSE Foundation in 2023, only 21% of the youth reported feeling comfortable trying to stop incidents of racism or discrimination when they see it, and only 16% feel like they have someone to talk to about it if they experience one in a sporting environment.²

DEI Key Terms

Allyship: The status or role of a person who advocates and actively works for the inclusion of a marginalized or politicized group in all areas of society, not as a member of that group but in solidarity with its struggle, point of view, and under its leadership.

Upstander: An upstander is a person who recognizes injustice, knows their personal strengths, and uses those strengths to create change.

Inclusion: Inclusion is about the collective. It is about creating a culture that strives for equity and embraces, respects, accepts, and values difference.

Accessibility: Accessibility is about ensuring that everyone can perform to their full potential. Accessibility includes physical features of a building, technology, culture and attitudes, and approaches to reasonable accommodations.

Ableism: Ableism is when one thinks of people with disabilities as “less than.” We witness ableism in words, actions and other behaviours—intentional and unintentional.

Fair Play: In sport, the fact of playing according to the rules and not having an unfair advantage.

Disability Inclusion: Including people with disabilities in everyday activities and encouraging them to pursue roles similar to their peers who do not have a disability.

Disability Affirmation Model: A non-tragic view of disability and impairment which encompasses positive social identities, both individual and collective, for people with disabilities.

Microaggressions: Microaggressions are interactions and behaviours that communicate some kind of opinion toward historically underrepresented groups. For example, telling someone that their name is difficult to pronounce and asking if they have a nickname.

¹ <https://ccdi.ca/media/3646/toolkit-business-case-en.pdf> pg. 10

² <https://www.mlsefoundation.org/how-we-give/research>

INSTRUCTIONS

Accessing Videos

All videos are hosted on Canada's Sports Hall of Fame's Beyond the Win Education Platform – www.beyondthewin.ca. In order to access the videos, you will need to sign up for a free membership. It is recommended that you create your account in advance of the workshop. The membership is at no cost and it takes less than a minute to activate.

Materials

- A stable internet connection
- Projector or large screen (i.e., TV screen or smartboard) that can connect to a laptop
- Whiteboards, poster boards or [Post-it Self Stick Easel Pads](#)
- Post-it notes
- Writing utensils
- Scrap pieces of paper
- Tape

Setup

1. Set up 4-5 “DEI Term” stations around the room – you could use whiteboards, poster boards, or [Post-it Self Stick Easel Pads](#). At the top of each, write a term related to DEI. Place smaller Post-it notes and markers at each station.
 - Suggested terms: Inclusion, Allyship, Upstander, and Fair Play
2. Ensure you have registered for your free membership to beyondthewin.ca and load the videos in different tabs.
3. Print out enough copies for your team of the [Adapt a Game](#) worksheets.

Workshop Length

60-90 minutes

Facilitation

When facilitating this workshop, it is important to be flexible and adaptable throughout the conversations. Your team may diverge from the original topic of a question while still relating to the overall theme of diversity, equity, and inclusion. These conversations are important and beneficial so please make room for them during this workshop.

WORKSHOP

ICEBREAKER: Defining Sporting Moment

Ask each participant to share a defining sports moment from their lives that they're most proud of. Have them share these moments with the rest of the group. For inspiration, watch a few videos from [#MyCanadianMoment](#).

This activity helps individuals have a better understanding of each other's backgrounds and what has shaped them into the athlete they are today. By learning new things about each other, the team cultivates openness, honesty, and empathy. It's a great way to form bonds and improve relationships.

PART I: Define DEI Terms

1. Please introduce this workshop to your team using the points below.
 - a. Canada's Sports Hall of Fame prepared this workshop to help teams understand the importance of diversity, equity, and inclusion through the lens of sport.
 - b. This workshop will require everyone to be open to learning and discussing some difficult topics.
 - c. Please read the Overview section on page 1.
2. Advise your team that they will have ten minutes to walk around the room to define anonymously what the DEI terms mean to them using the smaller Post-it notes – they can include a synonym or use full sentences. This should be a silent individual activity – they do not need to go through the terms in any particular order, and they should not move through the stations together as one group. Once each person completes all of the stations, they should sit down. Please time the group.
3. If some individuals are still defining the terms after ten minutes, allow them 30 more seconds and then gather everyone in one large group. As a large group, sit in a circle and explain that [circle pedagogy](#) helps everyone feel valued and equal.³
 - a. With this information in mind, review the team's definitions as well as the DEI definitions provided on page 1.

PART II: Solidarity & Inclusion – Videos

As a group, watch the following videos:

- [Respecting the Game: The Story of Jackie Barrett - Living Legacies](#)
- [Duncan Campbell's Sportsnet Conversations with Class of 2020-21](#)

**See the [DEI Database](#) for alternate videos depending on the DEI topic you would like to address with your group e.g., women in sport, inclusion, racism awareness, etc. (the above videos focus on disability inclusion and affirmation).*

³ Indigenous Sports Heroes Education Experience. [Advanced Land Lesson Plans](#), pg. 5.

PART III: Discussion & Breakout Session

1. Split the team into smaller groups for discussions. Have half the group discuss the Living Legacies module, and the other the Sportsnet conversation with Duncan Campbell.
2. Each group will reflect on the story by discussing the following questions:
 - a. What is your group's key takeaway(s)?
 - b. Why would the individuals in your video be considered a good role model?
 - c. How did they overcome adversity?
 - d. Why is it important that every member on the team is included?
 - e. What does a successful team look like? Does it have to do with winning or are there other factors that make a successful team?
3. After each group has answered the questions, bring everyone back together to share what each group discussed.
 - a. It is recommended that you end with Duncan Campbell, as it will act as good transition to the next section of the workshop that focuses on fair play and adapting games.

PART IV: Adapt a Game – Group Activity

1. Have the team return to their smaller groups for the last section and hand out the activity sheet for the [Adapt a Game](#).
2. Have each group follow the instructions on the sheet to create/alter a rule with the goal of making a sport more inclusive.
3. Once everyone has completed the worksheet, have each group present their new/altered rule to the group. Once each group has presented, vote on your favourite new rule, and play the given sport with this new rule.

PART V: Activity Debrief & Moving Forward

1. After the activity, bring the team back together as a large group and have them reflect on the activity and the workshop as a whole by asking the following questions:
 - a. How can we help to make sport more inclusive in our community?
 - b. How can we make our team sport more accessible to everyone?
 - c. How can we, as teammates, coaches/support staff, make our team a safe place for everyone involved? What responsibility do teammates and coaches/support staff have to ensure the team has a good and safe place to play?
 - d. Moving forward, how can we actively practice this?
2. Based on these conversations, create a team social contract that will lay out clear expectations on how the team will treat those in their communities.
3. To help reinforce the social contract, have the team split into smaller groups and discuss different scenarios (Appendix 1). Have the group talk through what they would do if these scenarios happened to them.

PART VI: Anonymous Strengths

To end the workshop, have each participant (including the workshop leader) tape a blank piece of paper to their back. As a group, go around and write kind words/strengths of that person on their back. At the end, each participant will have a list of their strengths from their teammates.

Resources:

- [DEI Database](#) – if you want to take your team’s learning a step further, this inventory offers additional DEI resources created by Canada’s Sports Hall of Fame (CSHoF).
- [Indigenous Sport Heroes Education Experience](#) – shares the truths, experiences, stories and successes of Indigenous Hall of Famers and Tom Longboat Award winners who have helped build Canada through sport (developed by CSHoF and countless Indigenous partners).
- [Indigenous Long-Term Participant Development Pathway](#) (created by Sport for Life) – presents a roadmap for developing sport and physical activity among Indigenous Peoples and is a reference for those who work with Indigenous participants in sport and recreation.

Appendix 1 – Scenario Questions

1. While at practice, one of your teammates is chirping another teammate. What would you do?
2. At a game, one of your opponents makes a racial slur. You told them to stop, but your opponent is continuing. What do you do?
3. In your community, there is a 10-year-old who uses a wheelchair. They really want to play your sport, but don’t have anyone to play with. What would you do?
4. A new player joins your team. They don’t speak much English; how will you work to include them?
5. Your team is fundraising to go to a tournament in a different city. Even after all of the fundraising, some families can’t afford to go. What do you do?
6. One of your teammates comes to you and says they’re being made fun of because of the colour of their skin. What do you do?

Appendix 2 – Nominate Your Sport Hero

Have the students think about an athlete, builder, or trailblazer in sport who is a great role model and advocates for diversity, equity, and inclusion that they would like to nominate to be inducted into Canada’s Sports Hall of Fame. Each year, a class of Canadians who have achieved the highest level of accomplishment in their sport and who have the purpose and passion to promote Canada’s shared values beyond their sport successes are officially inducted. Nominated individuals may be deceased pioneers of Canadian sport, exceptional athletes who have been retired from major competition for at least four years, or builders demonstrating a lifetime commitment to the development of sport in Canada. All Canadians are invited to nominate athletes, trailblazers, and builders of Canadian sport for induction into Canada’s Sports Hall of Fame through the annual nomination process!

Nominate your sport hero here (deadline: January 31 each year): orderofsport.ca/nominate/