



Ambassador Program Curriculum
and Facilitator's Guide

Edmonton

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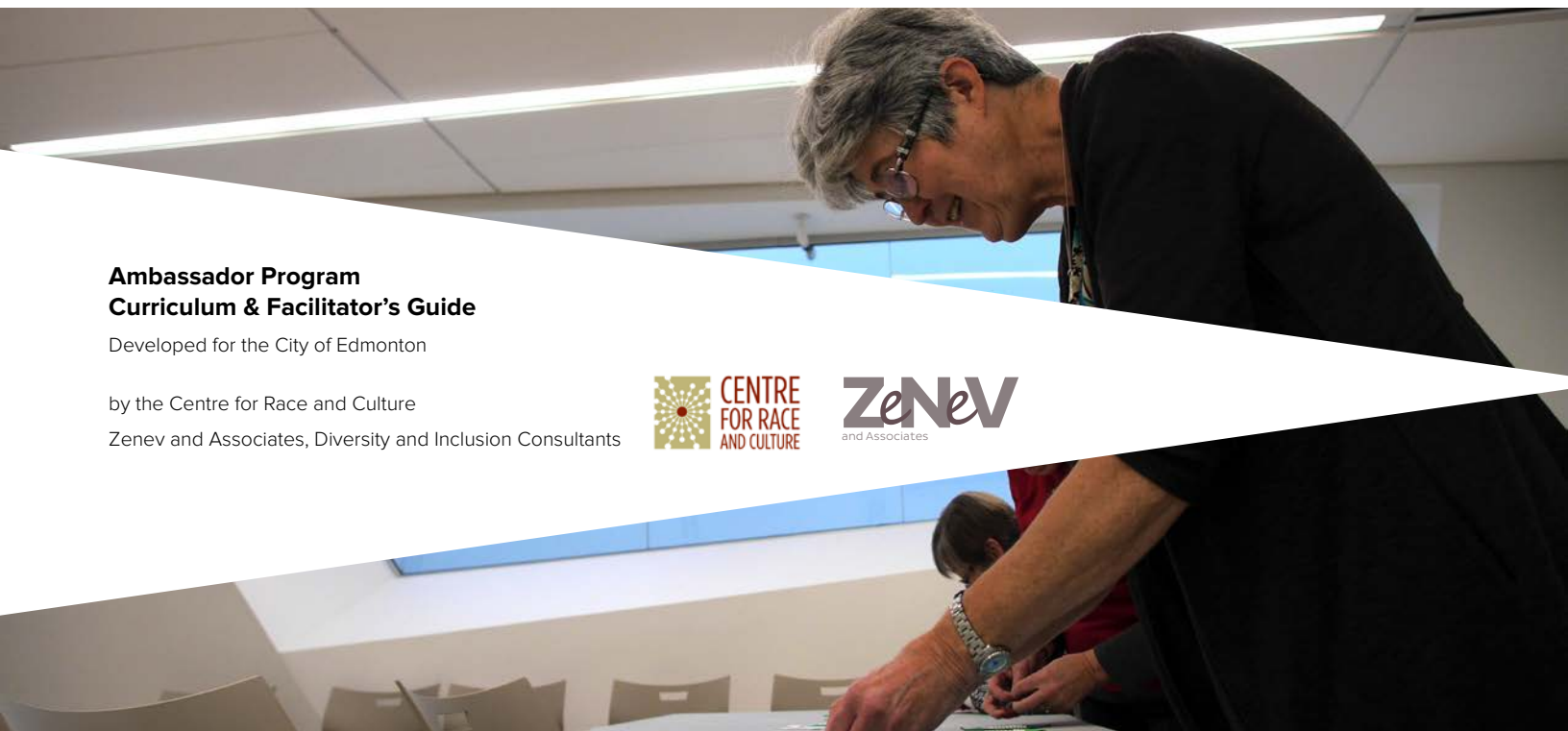
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Ambassador Program Curriculum & Facilitator's Guide

Developed for the City of Edmonton

by the Centre for Race and Culture

Zenev and Associates, Diversity and Inclusion Consultants





Introduction & Overview

The goal of the Ambassador Program for Edmonton's senior serving organizations is to contribute to an overall vision of inclusion so that the organizations reflect the diversity of the community they serve and meet the diverse needs of their membership.



What is an Ambassador?

An Ambassador is:

- An official representative of the senior serving organization
- A promoter and supporter of activities at the senior serving organization



Ambassadors help to ensure that all current and new members feel welcomed and included at the organization.

Setting up an Ambassador Program - Tasks

- Propose Ambassador Program to Board and staff
- Appoint Ambassador Program Coordinator
- Recruit Ambassadors
- Recruit/hire Ambassador Program Workshop Facilitator
- Deliver Ambassador Program Workshop
- Kick-off Ambassador Program
- Organize regular meetings with Ambassadors to assess the Program
- Provide additional training to Ambassadors as needed

Role of an Ambassador

The role of the Ambassadors will be to:

- Encourage current members to participate in ongoing programs
- Orient new members to existing programs and encourage them to participate
- Communicate the organization's activities to seniors that are not currently attending the organization
- Gather informal feedback on how organization programs and activities are meeting the needs of members, and provide this feedback to staff
- Reach out to the community and encourage seniors to become members of the organization

Characteristics of an Ambassador

Ambassadors should demonstrate the following:

- Be a member of the senior serving organization
- Understand and be committed to the organization's vision and goals of inclusion
- Be compassionate and sensitive to seniors
- Have strong interpersonal and social skills
- Be able to work as a team with other Ambassadors
- Ability to speak languages other than English is an asset

Responsibilities of an Ambassador

- Commit to a half day of training to become an Ambassador
- Make a commitment to be an Ambassador for at least six months
- Attend meetings once a month with the Ambassador Coordinator and Ambassador Team
- Be available at the organization 1 or 2 half-days a week, or take on other Ambassador roles outside the organization

Intended Audience and Curriculum Length

This curriculum is intended for use by trainers who will be facilitating workshops for volunteers who wish to become a senior serving organization Ambassador.

The curriculum has been designed as a 3.5-hour workshop. A complete agenda can be found at the end of this section.

A maximum audience of 20 participants is recommended for this training with a minimum audience of 10. The workshop is intended to be facilitated in an interactive style and group size can influence how long it takes to get through activities and whether there are enough people to generate a diversity of perspectives.

Participation

Implementing an Ambassadors program at your organization will require the following roles. One person may be responsible for several of these roles.

Workshop Facilitator/Trainer – you will need someone with skills in adult education to facilitate the workshop.

Workshop Organizer – you will need someone to advertise the workshop, communicate with and register participants, secure a training space, and organize snacks, lunch and/or beverages.

Program Sponsor – this role is optional, but it is good to have someone in a leadership position at your organization as your program sponsor. Ideally, this could be your Board Chair or the Chair of the Diversity and Inclusion Committee at the organization. The program sponsor helps to communicate the importance of the Ambassadors Program and encourages staff and volunteers to become Ambassadors.

Ambassador Program Coordinator – you will need someone to keep track of all the Ambassadors at your organization and to communicate regularly (e.g. maybe once a month) with the Ambassadors group. The Coordinator should also host in-person Ambassador alumni gatherings every 2, 3 or 4 months where Ambassadors can reflect on their role and what is helping or hindering them from achieving the goals of the program. The Coordinator may also want to pull together all the Ambassadors alumni for a refresh training once a year or could offer more advanced courses on effective communication, conflict resolution or other topics that may have emerged as training needs for the group.

Ambassadors – Ambassadors are the key role in your program. You will want to have 10-20 volunteers who are outgoing, like to work in teams, and support the organization's goals of inclusion.

After you have recruited seniors who would like to become Ambassadors, the next step is to organize a workshop for new Ambassadors. This guide has the curriculum and materials a facilitator will need to deliver the workshop.

How the Workshop is Structured

The curriculum provides the following information for each activity:

- context
- objectives
- materials needed
- facilitator instructions with recommended time allocations
- instructions to be provided to participants
- training tips

Workshop Objectives

At the end of this workshop, participants will have:

- Reviewed the vision of the senior serving organization and its values of inclusion
- Discussed how to make the senior serving organization more inclusive
- Explored the culture of the senior serving organization
- Learned how to craft key messages about the senior serving organization
- Practiced engaging in dialogue and communicating key messages

PowerPoint slides and Participant Manual

The workshop is accompanied by PowerPoint slides and a Participant Manual. **The Participant Manual is to be printed out and distributed to each participant at the beginning of the workshop.**

The facilitator guide indicates whenever a slide should be used by saying “PowerPoint slide” in bold letters.

Please note that this curriculum was created for Mill Woods Seniors Association Activity Centre and was pilot-tested at that location. PowerPoint slides and the Participant Manual will have to be modified to add in information specific to your organization.

At the end of this curriculum, there are four Appendices:

- Appendix A contains a facilitator checklist
- Appendix B contains the full set of PowerPoint slides
- Appendix C contains the Participant Manual
- Appendix D contains the workshop evaluation

Housekeeping and Establishing Ground Rules

Housekeeping refers to all the logistics around a workshop such as:

- Start and end times
- Break times
- Location of washrooms
- Emergency exit procedures

Structure of the Ambassador Team

Our recommendation for the structure of the Ambassador Team is as follows:

- Ambassador Coordinator
- Chair of Diversity and Inclusion Committee
- 5 to 10 Ambassadors (start with 5 and recruit more people as needed)

Workshop Size

A maximum audience of 20 participants is recommended for this workshop. The workshop is intended to be facilitated in an interactive style, and the size of the group will influence how long it takes to get through activities.

A minimum group size of ten will help to ensure that there is a diversity of perspectives in the group, and opportunities for good discussion and dialogue.

Workshop Room

Select a room that has reasonably comfortable chairs, tables and ample space for participants to move around. Ensure that the room is accessible and check if there are any participants that have mobility or other issues that need special attention. If you have 10 to 12 participants, you may want to set up the room in a U-shape or an open circle so that everyone can see each other. For a larger group, it may be best to have to set up the room with 4 to 6 participants around each table.

What you will Need

You will need the following materials to deliver the workshop:

- Laptop and projector
- Internet connection
- Speakers or sound system connected to the laptop
- Name tents and sticky name labels
- Blank paper and pens for participants
- Flip chart stand, paper and markers
- Masking tape to tape flip charts to the wall
- Sticky notes pads of various sizes
- Copies of the slides and the Participant Manual for each person
- Food, water and drinks as needed

What is Inclusion?

Diversity

The City of Edmonton defines diversity as the range of human difference. Each person has layers of diversity which make his/her perspective unique.

Inclusion

The City of Edmonton defines inclusion as involving and valuing human differences and viewing such differences as strengths.

— from City of Edmonton (2007), Diversity and Implementation Plan, p. 7.

When we talk about diversity in our senior serving organizations, it doesn't just refer to people with different skin colours or speaking in languages other than English but refers to the entire range of human differences. The seniors community you are working with may visibly look very similar but all communities are diverse in relation to factors such as sexual orientation, religious beliefs, ability/disability, socioeconomic status, etc.

Inclusion means valuing the differences in the community and actively seeking out different perspectives. It means looking at how we might do things differently to benefit all members of our community. Inclusive practices are not just to benefit 'other' people but are usually good for everyone. For example, using plain language helps everyone to understand what is being said and is not just beneficial for English language learners.

Example values of inclusion

For example, a senior serving organization uses the 4 Rs to capture its values around inclusion:

- **Recognize**
We will recognize differences between individuals
- **Respect**
We will ensure each individual is respected and included
- **Respond**
We will respond to the diverse needs of our membership
- **Reach Out**
We will actively reach out to the community around us

A note on activities and break times ...

People often say children have short attention spans but research on adult learning has shown that adults have an attention span of about 15-20 minutes. This workshop has been designed with many different learning methods within each activity to keep learners engaged in different ways. We also encourage you to give learners two short (10 minute) breaks, if possible, as this gives them some time to absorb the previous information and to stretch, use the washroom, etc.

Agenda

0.00 – 0.30 (30 minutes)

Welcome
Introduction to the course
Icebreaker

0.30 – 1.00 (30 minutes)

What is Diversity and Inclusion?

1.00 – 1.40 (40 minutes)

Importance of Ambassadors
Two truths and a lie
Pause and reflect I

1.40 – 1.50 (10 minutes)

Break

1.50 – 2.30 (40 minutes)

The culture of our seniors organization
Pause and reflect II

2.30 – 2.40 (10 minutes)

Break

2.40 – 3.40 (60 minutes)

Elevator speeches

3.40 – 4.00 (20 minutes)

Conclusion and evaluation

Welcome

Time: 10 minutes

Welcome participants to the workshop and thank them for coming. Introduce yourself by sharing your name, writing it down where participants can clearly see it, and sharing a few personal or work details, including your role and/or relationship with the senior serving organization.

- Ask the participants if everyone has a Participant Manual and explain that it will be used throughout the workshop and that you encourage them to take down notes throughout the workshop. Ensure everyone has a name tent card and that they have written their names down.
- Share the locations of washrooms and emergency exits and indicate that participants can move in and out of the room freely at any time.
- Encourage participants to use this as an adult learning space and to stand instead of sit whenever they need to, to add their thoughts and experiences to the conversations and to provide suggestions and share ideas.
- Explain that many of the activities today require physical movement but modifications can be made for different abilities. Information about this should have also been collected when participants registered for the workshop]. Tell them to let you know if they require a modification, or if you need to be speaking more loudly, more clearly or more slowly. (Check in periodically with participants to ensure that the workshop pace, your speaking level, etc. are meeting their needs).



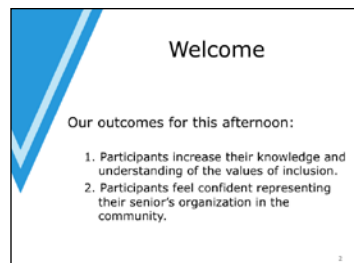
Introduction to the course

Time: 10 minutes

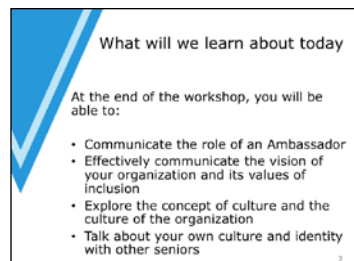
- Use **PowerPoint Slide 1** to introduce the Ambassador Program and how it was started at this organization.



- Use **PowerPoint Slide 2** to talk about the outcomes for the workshop. These are the things we are hoping the participants will be able to do when they complete the training.



- Use **PowerPoint Slide 3** to share the 'plan' of how you will get to the outcome.



What will we learn about today?

At the end of this workshop, you will be able to:

- Communicate the role of an Ambassador
- Effectively communicate the vision of the organization and its value of inclusion to others

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...**Introduction to the course** continued from previous page

- Explain the culture of the organization
- Talk about your own culture and identity with other seniors
- Explain that the workshop will involve lots of activities where they are actively participating and talking to each other. This is meant to give them practice throughout the workshop on being an Ambassador (i.e. feeling confident in engaging potential new members in dialogue, etc.).



Knowles' Five Assumptions of Adult Learners

1. Self-Concept

Adults' self-concept moves from one of being a dependent personality toward one of being a self-directed human being.

2. Adult Learner Experience

For adults, a large reservoir of experience becomes an increasing resource for learning.

3. Readiness to Learn

As a person matures, his/her readiness to learn becomes increasingly oriented to the developmental tasks of his/her social roles.

4. Orientation to Learning

As a person matures, his/her time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his/her orientation to learning shifts from subject-centeredness to problem-centeredness.

5. Motivation to Learn

Adults' motivation to learn is internal.

— adapted from Knowles (1984)

Icebreakers

Icebreakers can be a great way to start a training session or team-building event. These activities encourage maximum participation and help people get to know each other before the main proceedings.

Story of Your Name

Purpose

Icebreaker and introductory activity which allows participants to get to know each other by sharing some of their personal history and culture.

Time

10-30 minutes, depending on size of the group (approx. 2 minutes per participant)

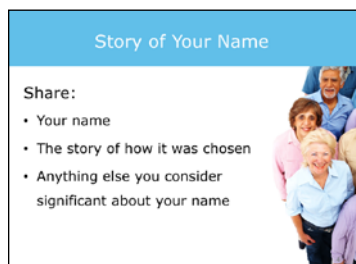
Group Size: Small-medium (2-20) | **Materials:** None

Set-up

This activity is best done in a circle where all participants can see each other.

Instructions

Use **PowerPoint Slide 4** to invite participants to share something about their name in an opening round of introductions. This can include what their name means (if they know), the story of how it was chosen, or anything else they consider significant about their name. Allow participants a few minutes to reflect before beginning the round.



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...**Story of Your Name** continued from previous page

Options

This can also be combined with other key introductory information you would like from participants (e.g. what they are hoping to get out of the workshop, what organization they are from, etc.). However, it is best to limit the number of things you are asking participants to 1-2 pieces of information (more than that and it can be difficult for people to remember each item).

Note: This activity can take much longer if you are asking participants for other introductory information. If you are asking participants about what they are hoping to get out of the workshop, write down their hopes on a flip chart and then tape it up on the wall. At the end of the activity, connect what they want to learn with the workshop outcomes.

Debrief

Thank everyone for sharing their names and share how important it is to learn people's names and to pronounce them correctly in their role as Ambassadors.

Research involving brain activation has shown that our brains “light up” when we hear our name. People feel more comfortable and connected when you use their name than referring to them as “you there” or “hey you.” It is very important to pronounce names correctly. If you hear a name you've never heard before take the time to learn it. Studies on language learning have shown that when we are born, we can distinguish between many different sounds but at a very young age (before we turn one), our brains start to hone in on the sounds of our native language (or languages, if we are bi- or tri-lingual). As adults, we need to hear new names many different times and to ask for feedback on whether we are pronouncing them correctly. It may take dozens of attempts before you can pronounce a new name correctly but if you are genuine about making the effort, people will appreciate this and are usually happy to help you through the process. When sending invitations or emails, it is also important to make sure you are spelling names correctly.

Ask participants if they have any other thoughts they want to share before moving on to the next activity.

What is Diversity and Inclusion?

Purpose

To help participants discover the elements of creating an inclusive senior serving organization

Time: 30 minutes | **Group Size:** Medium-large (10-50)

Materials

Medium to large sticky notes and markers

Set-up

The beginning of this activity is done as a ‘cocktail party’ where participants walk around the room and discuss the questions in whichever groupings they desire (i.e. in pairs or groups of 3, 4, 5, etc.). The latter part of the activity involves individual reflection and then whole group dialogue. You will need a space on a wall at the front of the room to post the sticky notes.

Instructions

- Use **PowerPoint Slide 5** to introduce the activity.



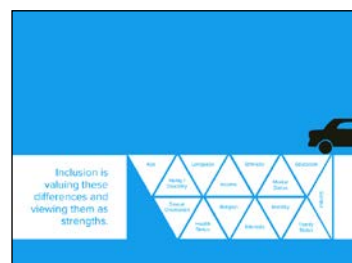
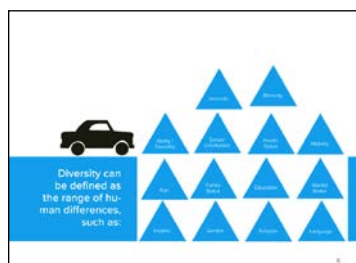
- Ask participants to think about their answers to the following two questions. Give them a minute or two to collect their thoughts. Then ask them to mingle around the room and share their answers with other participants. Give participants 5 minutes to circulate and talk.
 - 1. Describe a time when you felt included and valued at the senior serving organization (or with another group you belong to)?**
 - 2. What made it such a good experience?**

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... *What is Diversity and Inclusion?* continued from previous page

Debrief by asking participants to share their best experience.

- Ask them to write on sticky notes what made it such a good experience (one idea/item per sticky note). Collect the sticky notes as people are writing and theme them as you are posting them on the wall.
- The participants and facilitator should have now created a list of inclusive acts and practices. Ask participants their thoughts about what they have identified as what makes an inclusive senior serving organization. The facilitator should draw attention to any themes that may have emerged.
- The facilitator will then introduce the concepts of diversity and inclusion. Use **PowerPoint Slides 6 and 7**.

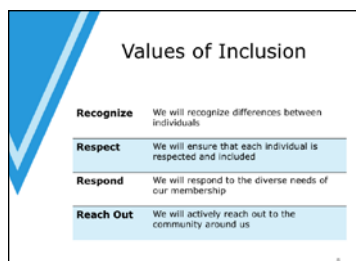


- Diversity is the range of human difference. Each person has layers of diversity that make his or her perspective unique.
- Inclusion is involving and valuing human differences and viewing such differences as strengths.
- Explain that diversity is just a state of being. The participants in the room are diverse because there are differences among them (these differences might be very visible, such as skin colour and language or invisible, such as socioeconomic status or certain kinds of physical and mental abilities), so this classroom is diverse. (Use **PowerPoint Slide 6** to explain the layers of diversity that we all have and that are present within the senior serving organization).
- But this classroom will only be inclusive if there is an active effort to value differences, including different perspectives and experiences in the room. If we view differences as strengths, it can provide a new way of thinking about something or a new perspective on life, etc. Diversity adds richness to our senior serving organization and to our communities.

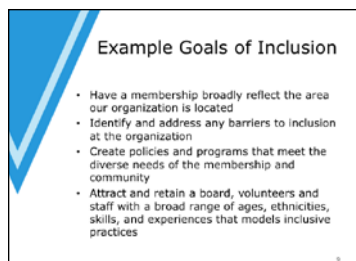
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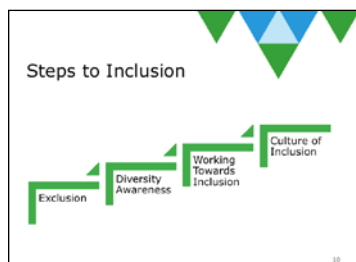
- Ambassadors can play a key role in making the senior serving organization an inclusive space. Use **PowerPoint Slide 8** to talk about the 4 Rs of inclusion (**Recognize, Respect, Respond, Reach Out**).



- By using those values in all of our interactions at the senior serving organization, we hope to achieve our goals of inclusion (turn to **PowerPoint Slide 9**). (The list of goals here are the goals of inclusion created by the Mill Woods Seniors Association Diversity and Inclusion committee. You can replace these goals with your own organization's goals prior to conducting the course.)



- Use **PowerPoint Slide 10** to show how inclusion is a journey. It takes time and effort to create a culture of inclusion but Ambassadors play a key role in helping to get the organization there.



Importance of Ambassadors

Purpose

To highlight the role of an Ambassador in creating an inclusive organization, to familiarize participants with the Ambassador program, and to validate and add to the list of responsibilities of an Ambassador.

Time: 15 minutes

Materials: Flip chart paper and markers

Set-up: Wall space or easels to hang chart paper

Instructions

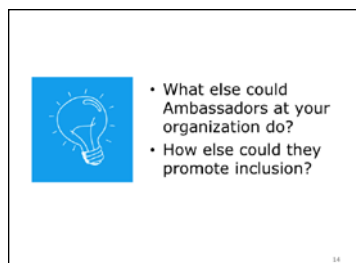
- Use **PowerPoint Slides 11 and 12** to outline the importance of Ambassadors.



- Use **PowerPoint Slide 13** to highlight the roles of Ambassadors.



- Ask participants to share their answers to the questions on **PowerPoint Slide 14**. Record their answers on chart paper at the front of the room.



Two truths and a lie

Purpose

To highlight the hidden aspects of our identity and how we all make assumptions about each other's needs and interests. The important thing is to learn how to recognize our assumptions or bias about people.

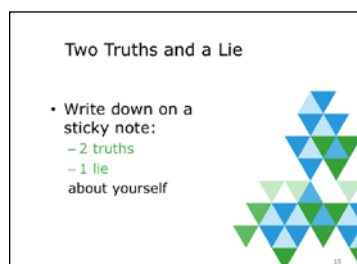
Time: 20 minutes

Group Size

4 – 20 (larger than that modify the whole group round as it would take too long)

Materials: Small pieces of paper (or sticky notes) and pens

Set-up: Open space in room for participants to mingle and introduce themselves; put up **PowerPoint slide 15**



Instructions

- Hand out small pieces of paper and pens and ask participants to write down 2 things that are true and one thing that is a lie about themselves. Give personal examples (e.g. (1) I grew up on a sailboat, (2) I speak 3 languages, and (3) I have traveled to Africa). Ask participants to guess which one is the lie. Don't tell them which is the lie about yourself – just get a sample of what they think.
- Explain that others in the group will be trying to guess which things are true and which is the lie, so it is good to think of things that people might not already know about you (without feeling they have to reveal anything they don't want to). Give participants a few minutes to reflect and come up with ideas. Once they have written them down, stand up and mingle around the room. Their goal is to meet as many people as possible. When they meet each person, they are to read out their three items and ask which item they think is the lie. They are to keep a tally beside each item as people make their guesses. After 10 minutes, ask participants to take their seats again. Go around the room and get each person to reveal their 'lie.'

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... *Two truths and a lie* continued from previous page

Notes

This activity works well both with groups of people who don't know each other, as well as those that already know each other well such as staff teams, etc. With groups who already know each other, you may wish to focus on participants learning new things about each other. This can be linked to the idea of multiple identities – that which is visible and that which is hidden.

Debriefing notes

The human mind works by putting things into categories. This is the way we make sense of the world. We put things into categories based on our previous experience, images we see on television or the internet, news stories or books we have read, and conversations we have with others. We can't stop our minds from doing this but when it comes to categorizing people, it can be dangerous to apply information about one person directly to another person who looks the same or shares some other trait in common. For example, what are some assumptions people have about seniors who look very elderly?

Consider the following scenario: an elderly woman comes to the senior serving organization and she has an accent which indicates that she would have immigrated from Canada from a country in Eastern Europe. You have seen many women of a similar age and with similar accents come into the organization in the last few months and they have all loved the cooking class. There is a cooking class in progress, so you take her directly there. You tell her all about the class and she seems disinterested. You take her in to meet some of the women and they are very enthusiastic in greeting her but it seems that she is very shy in meeting them. The class ends and everyone starts packing up and leaving the room. The new woman who you brought into the class quickly thanks you and then departs.

This is a scenario where we are working from assumptions. First we have to recognize that we all make assumptions about each other. After that, we have to recognize when we might act on our assumptions instead of taking the time to really get to know the person's needs and desires.

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... **Two truths and a lie** continued from previous page

Let's go back to the previous scenario...

An elderly woman comes to the senior serving organization and she has an accent which indicates that she would have immigrated from Canada from a country in Eastern Europe. You have seen many women of a similar age and with similar accents come into the organization in the last few months and they have all loved the cooking class. But you recognize that each person is an individual. You love cooking but your best friend has always hated it. She even thinks it is a sign of women's oppression to be stuck in the kitchen all day. You greet the woman warmly and ask her if you can tell her a little bit about the organization. She says yes, so you give her a brief overview of all the programs. She tells you that she is very interested in the fitness classes and wonders if there is a pool in the centre. You tell her there isn't but you can show her the exercise room if she would like to see it. She seems very interested and you lead her down the hall to the workout centre.

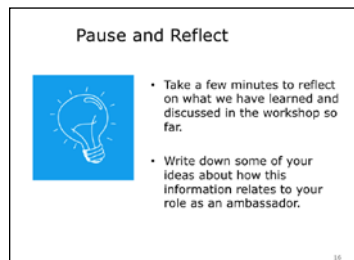




Pause and Reflect I

Time: 5 minutes

Use **PowerPoint Slide 16** to ask the group to reflect on the first two activities and the icebreaker (and review the key learnings – the power and importance of using names, what an inclusive organization looks like and the benefits in managing assumptions and bias). Ask them to take a few minutes to think about how this information relates to their role as an ambassador, and write their ideas down in their Participant Manual.



After people have had a few minutes to reflect and write, ask anyone if they would like to share their ideas. Write any ideas that are shared on a flip chart. Post the flip chart paper up on the wall after all the ideas have been recorded.



The culture of our organization

Purpose

To understand what culture is and how it operates at the organization.

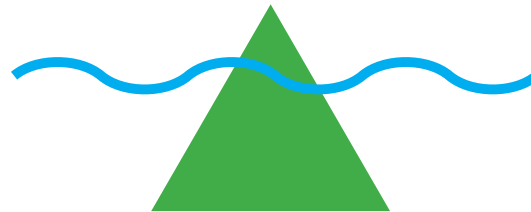
Time: 30 minutes

Materials: Small pieces of paper (or sticky notes) and pens

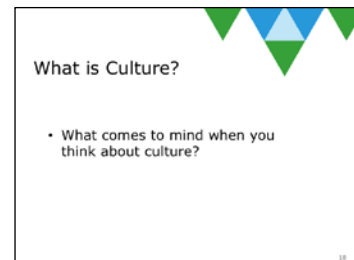
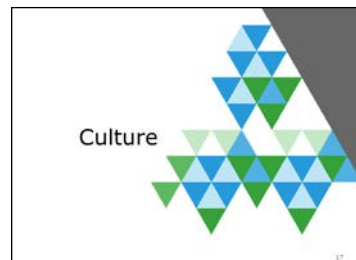
Set-up: Wall space to paste the sticky notes

Instructions

- Make sure all participants have sticky notes and markers. Prepare a flip chart with a drawing of an iceberg. The wavy line represents the 'water line'!



- Use **PowerPoint Slide 17** and **PowerPoint Slide 18** to introduce the topic of culture.



- Ask participants to think about what comes to mind when they think about culture. Tell them to record one idea per sticky note. As participants generate ideas, gather the sticky notes and place them on the iceberg depending on whether the idea is one of the visible aspects of culture (above the water line; e.g. food, clothes, language) or the deep-rooted ideas that make up our culture (below the water line; e.g. values, non-verbal communication). Give participants about 5 minutes to generate their ideas.
- Most groups generate the majority of their ideas about culture above the water line.

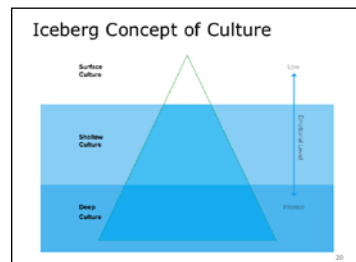
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...*The culture of our organization* continued from previous page

- Using **PowerPoint Slide 19**, provide a definition of culture.



- This definition of culture can be useful because it captures that we all have culture. Our families have a way of “doing things around here.” Our workplaces have a way of “doing things around here.” And the organization has a way of “doing things around here” that feels natural, normal and rational. Have you ever been to someone else’s house for supper and it feels like they do everything so differently? That’s culture. It’s not just about what kind of food you’re eating but about the “unspoken rules” about who sits where, how much people might speak while they’re eating, if people get up after they’re finished and leave the table, etc.
- Turn to **PowerPoint Slide 20**.

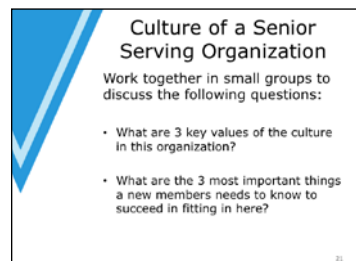


- A useful way for thinking about culture is through the analogy of an iceberg. Often when we think about culture, we tend to think only about ‘surface culture’ - those elements of culture that are easily visible – the things we make and the things we do, our behaviour. These are evident in how we dress, the arts, our cuisine, and our language or dialect. However, much like an iceberg, the majority of what makes up a culture is below the surface level, it’s the things we began to learn from the moment we were born that help us to interact with each other. It’s what we learn that helps us to know how to create and do the things we see on the surface. To really understand our personal, organizational, and community cultures, we need to get curious about the part of the iceberg that’s under the water, how it affects how we function within social groups.

Continued on next page ...

...*The culture of our organization* continued from previous page

- Refer the participants to page 10 in their Participant Manual and put **PowerPoint Slide 21** up on the screen.



- In small groups, they will work together to think about some elements of the culture of the organization. Either number off the participants to form groups or separate them at their tables in groups of 3 or 4. Ask them to respond to the following questions and to be prepared to share their answers with the larger group. Give the groups 10 minutes to work through the questions.
 - What are three key values of the culture in this organization?
 - What are the three most important things a new member needs to know to succeed in fitting in here?

Debriefing Notes

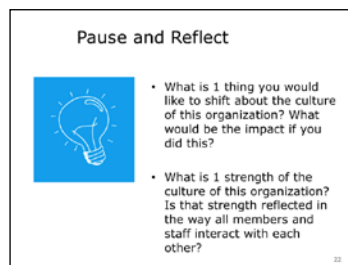
Debrief by going around the room and asking each group to respond verbally or paste up flip chart paper around the room and ask each group to write down their three values and the three things a new member needs to know and then present back to the larger group. Make note of values or practices that are consistent across groups. When all groups are finished responding, ask them what they noticed about “the way they do things around here (at the organization).”



Pause and Reflect II

Time: 10 minutes

Using **PowerPoint Slide 22**, give participants 5 minutes to through the “pause and reflect” questions on page 10 of their Participant Manual.



- What is one thing you would like to shift about the culture of the organization? What would be the impact on the organization if you did this?
- What is one strength of the culture of this organization? Is that strength reflected and consistent in the way all members and staff interact with each other?

Close the activity by asking participants what they learned about the culture of the organization ("the way we do things around here"), and what it means for their role as Ambassadors.



Elevator speeches

Purpose

To learn about effective communication and to practice communicating about ourselves, the organization, and inclusion at the organization.

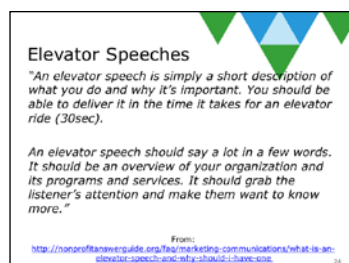
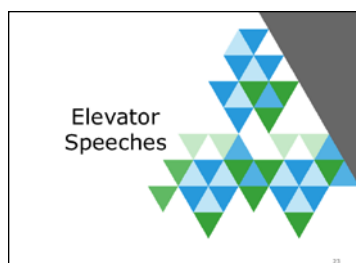
Time: 60 minutes

Materials: Examples of elevator speeches

Set-up: Speakers and internet access

Instructions

- Use **PowerPoint slide 23** and **PowerPoint slide 24** to introduce the topic and concept of an elevator speech.



Why are elevator speeches important?

Explain to participants that elevator speeches developed out of the marketing and business world to sell products but they are also very important for employees, volunteers and members of non-profits and community organizations to generate interest about what they do and their value to the community. When people ask you about the organization, are you ready with an interesting and short speech of what the organization is about? Let's have a look at an elevator speech from another seniors organization. As you're watching, keep in mind what made it interesting.

Facilitator's note: you will have to look for current examples to show participants and it is best if you can find examples that come from senior serving organizations; however, these can be difficult to find. The examples used are not direct elevator pitches but come from marketing videos for senior serving organizations in Canada.

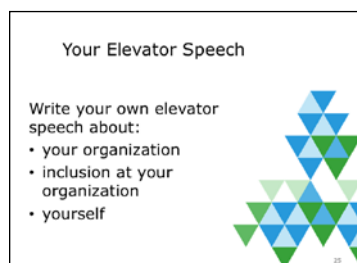
Continued on next page ...

... **Elevator Speeches** continued from previous page

- Watch elevator speech example #1: West Vancouver Seniors Centre video to 1:32 (the first minute and thirty-two seconds).
<https://www.youtube.com/watch?v=uLM96WHL40Q>
- Ask participants what they liked about the video. Would they come to the seniors centre? Why? What did they find interesting about it?
- Then refer participants to page 11 in their Participant Manual. Review the 9 C's of an Effective Elevator Pitch and connect the things they liked about the West Vancouver video to the corresponding 'C.'
- Play another video clip (Elevator speech example #2: Kingston Seniors Centre; Video length: 2:37) and ask participants again to take note of what makes it a good elevator pitch
<https://www.youtube.com/watch?v=cxb2f3GEWnk>

Whole group discussion

- Ask participants what they liked about the video. How are those things connected to the 9Cs?
- Then turn participants' attention to the bottom of page 11 in their Participant Manual. Give them some time to develop their elevator speech. Use **PowerPoint Slide 25** to explain that they can develop an elevator speech about the organization, more specifically about inclusion at the organization, or about themselves. For the scope of the exercise today, they are to write down three key messages that they want to communicate about the topic. Remind them to reflect on some of the items they have identified about what makes an inclusive organization and the key values and top three things a new member would need to know as they are developing their three key messages. Give participants 10 minutes to develop their pitches.



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... **Elevator Speeches** continued from previous page

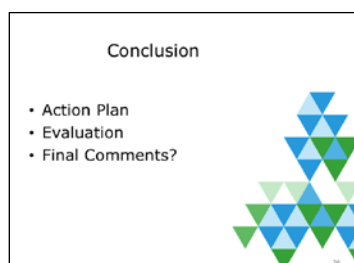
- Participants will then practice their speeches using a mingle activity. In the next 10 minutes, participants are to mingle around the room and pair up with other participants to share their elevator speeches (in pairs, not in larger groups). After each partner shares their elevator speech, the listener will provide one piece of feedback around what they liked about the pitch and one piece of feedback about what they think could be improved. The goal is to practice the speeches as many times as possible.
- After 10 minutes have passed, bring the participants back to their seats. Give them a few minutes to make modifications to their elevator speeches based on the feedback they received. They are then to do another 5 minute mingle to practice their modified speech and to gain some more feedback.
- After 5 minutes has passed, bring the participants back to their seats and ask if anyone would like to share their pitch in front of the entire group. Stress that this is meant to be a supportive practice exercise. If there are volunteers, ask them if they are comfortable coming to the front of the room or if they would like to deliver their speech from their seat. Applaud all efforts. Provide one piece of feedback about what you liked and one thing you think could be improved.
- If time allows, or if you are holding a longer workshop, you can have participants develop an elevator speech on a second topic and then repeat the process of practicing it.

Conclusion & Evaluation

Time: 20 minutes



- Explain to participants that this concludes the Ambassador training. Review the key concepts they have learned about culture, bias, diversity and inclusion. Refer them to page 12 in their Participant Manual with supplementary information on how to explore assumptions as it comes up in their work as an Ambassador.
- Turn to **PowerPoint slide 26**. Then refer participants to page 13 in their manual and explain the 'Action Partner' process. Explain that they have learned a lot today but it can be best to pick one thing that they are really excited about doing or learning more about and to focus on working on that item. After they think of the one thing they want to do, they can exchange contact information with someone else in the room and tell them to contact them on a certain date to check in and see if they were able to complete their action. Give participants 5-10 minutes to complete this activity.



Evaluation

- Thank participants for coming and turn their attention to the evaluation forms. Ask them to complete an evaluation and leave it on their table before they leave. Explain that the information they provide will help to develop future workshops and that it is important to share things they liked as well as things they think could be improved.
- Turn to **PowerPoint slide 27** to give participants a final thanks for their participation in the training.



References

Four-Hour Training Curriculum on Home Assessment, Smoke Alarm Installation, and Education
Fire Safe Seniors

www.usfa.fema.gov/downloads/fire_safe_seniors/4hr_facilitators_guide_press.pdf

Project Diversity Facilitators Handbook
Sparc B.C.

www.sparc.bc.ca/resources-and-publications/doc/387-project-diversity-facilitators-handbook.pdf

Video: West Vancouver Seniors' Activity Centre
West Vancouver

www.youtube.com/watch?v=uLM96WHL40Q

Video: Keeping elders active
Kingston Seniors Centre

www.youtube.com/watch?v=cxb2f3GEWnk

Video: Adult Activity Day | Day Care Center For Seniors | Senior Care
Aspen Senior Center

www.youtube.com/watch?v=i628_Ty4YCU



Appendix A: Facilitator Checklist

Facilitator Checklist

Prior to the workshop

- Review the Ambassador Program Facilitator's Guide
- Review the material and develop your own examples to illustrate key concepts
- Book a room for the workshop
- Advertise the workshop
- Review class list/attendance sheets
- Ensure you have a laptop and projector for the workshop, with good speakers
- Ensure there is internet access in the workshop room
- Arrange to have flipchart paper, markers, and sticky notes
- Arrange coffee and snacks (if providing)

Bring to the workshop

- Facilitator's Guide
- Class attendance sheet
- Laptop, projector, and speakers (you may also need an extension cord)
- Electronic copy of the PowerPoint presentation
- Printed copies of the Participant Guide
- Facilitation materials (flipchart paper, markers, sticky notes, extra pens for participants, tape)
- Name tent/name card for each participant
- Evaluation forms
- Coffee/tea/snacks (if providing)

Appendix B: PowerPoint Slides

Ambassador Program





Welcome

Our outcomes for this afternoon:

1. Participants increase their knowledge and understanding of the values of inclusion.
2. Participants feel confident representing their senior's organization in the community.



What will we learn about today

At the end of the workshop, you will be able to:

- Communicate the role of an Ambassador
- Effectively communicate the vision of your organization and its values of inclusion
- Explore the concept of culture and the culture of the organization
- Talk about your own culture and identity with other seniors

Story of Your Name

Share:

- Your name
- The story of how it was chosen
- Anything else you consider significant about your name



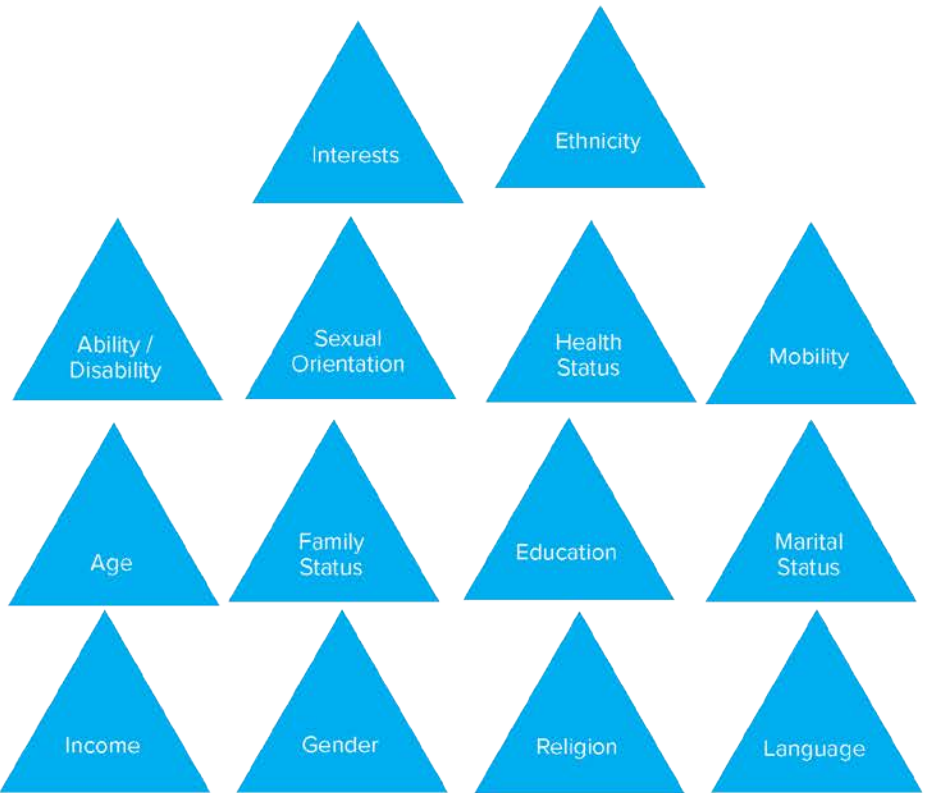


Thinking about inclusion...

- Describe a time when you felt included and valued at the organization (or with another group you belong to).
- What made it such a good experience?

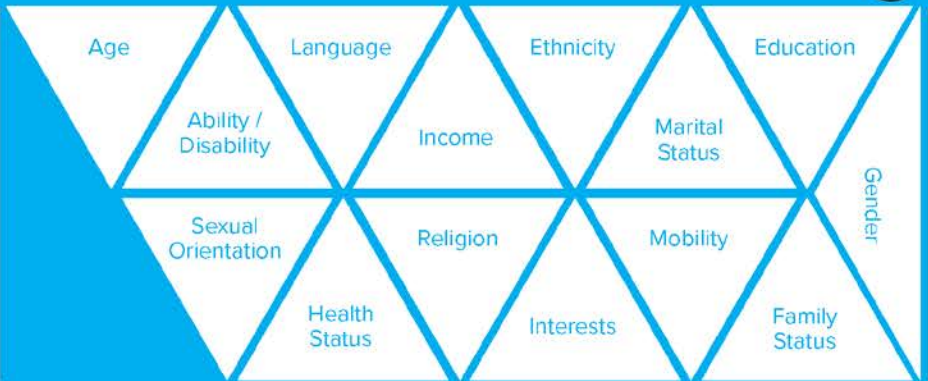


Diversity can be defined as the range of human differences, such as:





Inclusion is valuing these differences and viewing them as strengths.





Values of Inclusion

Recognize We will recognize differences between individuals

Respect We will ensure that each individual is respected and included

Respond We will respond to the diverse needs of our membership

Reach Out We will actively reach out to the community around us



Example Goals of Inclusion

- Have a membership broadly reflect the area our organization is located
- Identify and address any barriers to inclusion at the organization
- Create policies and programs that meet the diverse needs of the membership and community
- Attract and retain a board, volunteers and staff with a broad range of ages, ethnicities, skills, and experiences that models inclusive practices

Steps to Inclusion





Why is it important to have Ambassadors?

- When seniors come to the organization for the first time, they will feel welcome and are more likely to participate and become members
- Ambassadors help the staff by making suggestions for creating a more inclusive organization



Why is it important to have Ambassadors?

- Ambassadors can help identify barriers for seniors who are having a difficult time accessing the organization or participating in programs
- Ambassadors feel confident talking about programs and activities with visitors and the broader seniors community, and can spread the word about programs and activities



Ambassador Roles

Encourage

current members to participate in programs

Gather

informal feedback on how programs and activities are meeting the needs of members and provide this feedback to the board and staff

Communicate

the activities to seniors that are not currently attending

Reach Out

to the community and encourage seniors to become members of the organization

Orient

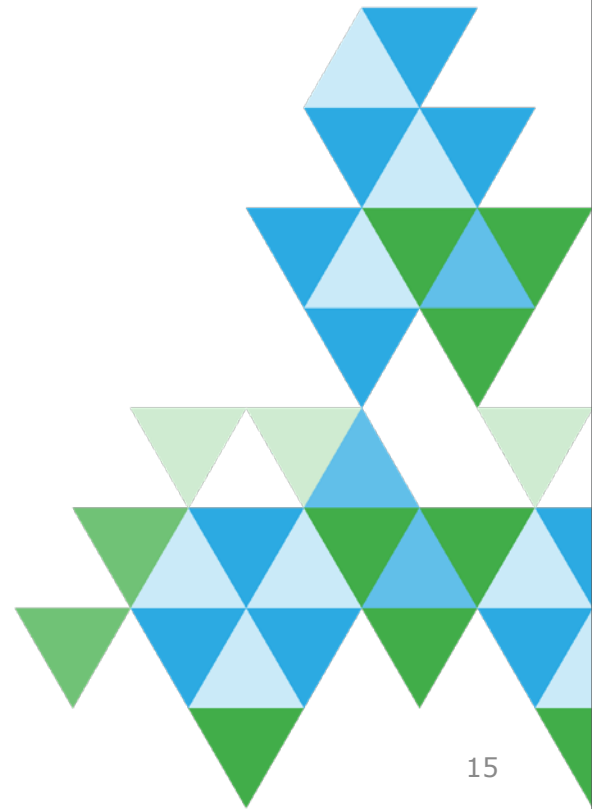
new members to existing programs and encourage them to participate



- What else could Ambassadors at your organization do?
- How else could they promote inclusion?

Two Truths and a Lie

- Write down on a sticky note:
 - 2 truths
 - 1 lieabout yourself



Pause and Reflect



- Take a few minutes to reflect on what we have learned and discussed in the workshop so far.
- Write down some of your ideas about how this information relates to your role as an ambassador.

Culture





What is Culture?

- What comes to mind when you think about culture?

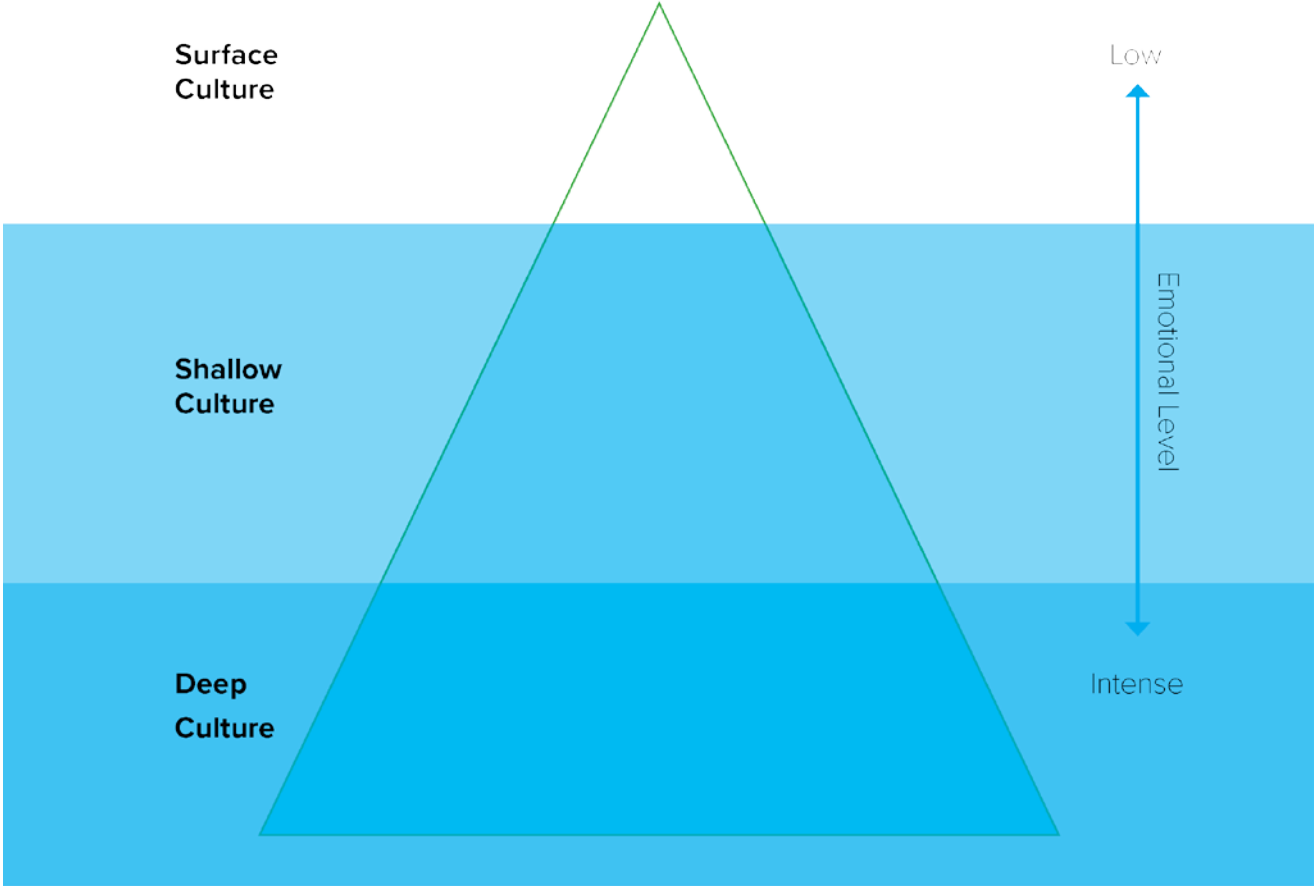


What is Culture?

“Culture is the way we do things
around here.”

Milton Bennett

Iceberg Concept of Culture





Culture of a Senior Serving Organization

Work together in small groups to discuss the following questions:

- What are 3 key values of the culture in this organization?
- What are the 3 most important things a new members needs to know to succeed in fitting in here?

Pause and Reflect



- What is 1 thing you would like to shift about the culture of this organization? What would be the impact if you did this?
- What is 1 strength of the culture of this organization? Is that strength reflected in the way all members and staff interact with each other?

Elevator Speeches





Elevator Speeches

"An elevator speech is simply a short description of what you do and why it's important. You should be able to deliver it in the time it takes for an elevator ride (30sec).

An elevator speech should say a lot in a few words. It should be an overview of your organization and its programs and services. It should grab the listener's attention and make them want to know more."

From:

<http://nonprofitanswerguide.org/faq/marketing-communications/what-is-an-elevator-speech-and-why-should-i-have-one>

24

Your Elevator Speech

Write your own elevator speech about:

- your organization
- inclusion at your organization
- yourself



Conclusion

- Action Plan
- Evaluation
- Final Comments?





Thank you!

Appendix C:
Ambassador Program
Participant's Guide

A group of five elderly people, three men and two women, are sitting together on a white bench or sofa. They are all smiling and appear to be in a pleasant conversation. The man on the far left is wearing a light blue shirt. The man next to him is wearing a light pink shirt. The woman in the middle is wearing a light blue shirt. The man on the far right is wearing a light grey shirt. The background is a plain, light-colored wall. A large green triangle is overlaid on the right side of the image, containing the title text.

Ambassador Program Participant's Guide

Agenda

0.00 – 0.30 (30 minutes)

Welcome
Introduction to the course
Icebreaker

0.30 – 1.00 (30 minutes)

What is Diversity and Inclusion?

1.00 – 1.40 (40 minutes)

Importance of Ambassadors
Two truths and a lie
Pause and reflect I

1.40 – 1.50 (10 minutes)

Break

1.50 – 2.30 (40 minutes)

The culture of our seniors organization
Pause and reflect II

2.30 – 2.40 (10 minutes)

Break

2.40 – 3.40 (60 minutes)

Elevator speeches

3.40 – 4.00 (20 minutes)

Conclusion and evaluation



Introduction & Overview

The goal of the Ambassador Program for Edmonton’s senior serving organizations is to contribute to an overall vision of inclusion so that the organizations reflect the diversity of the community they serve and meet the diverse needs of their membership.

What is an Ambassador?

An Ambassador is:

- An official representative of the organization
- A promoter and supporter of activities at the organization

Ambassadors help to ensure that all current and new members feel welcomed and included at the organization.

What is Inclusion?

Diversity

The City of Edmonton defines diversity as the range of human difference. Each person has layers of diversity which make his/her perspective unique.

Inclusion

The City of Edmonton defines inclusion as involving and valuing human differences and viewing such differences as strengths.

— from City of Edmonton (2007), Diversity and Implementation Plan, p. 7.

When we talk about diversity in our senior serving organizations it doesn't just refer to people with different skin colours or speaking in languages other than English but refers to the entire range of human differences. The seniors community you are working with may visibly look very similar but all communities are diverse in relation to factors such as sexual orientation, religious beliefs, ability/disability, socioeconomic status, etc.

Inclusion means valuing the differences in the community and actively seeking out different perspectives. It means looking at how we might do things differently to benefit all members of our community. Inclusive practices are not just to benefit 'other' people but are usually good for everyone. For example, using plain language helps everyone to understand what is being said and is not just beneficial for English language learners.

Example values of inclusion

For example, a senior serving organization uses the 4 Rs to capture its values around inclusion:

- **Recognize**
We will recognize differences between individuals
- **Respect**
We will ensure each individual is respected and included
- **Respond**
We will respond to the diverse needs of our membership
- **Reach Out**
We will actively reach out to the community around us

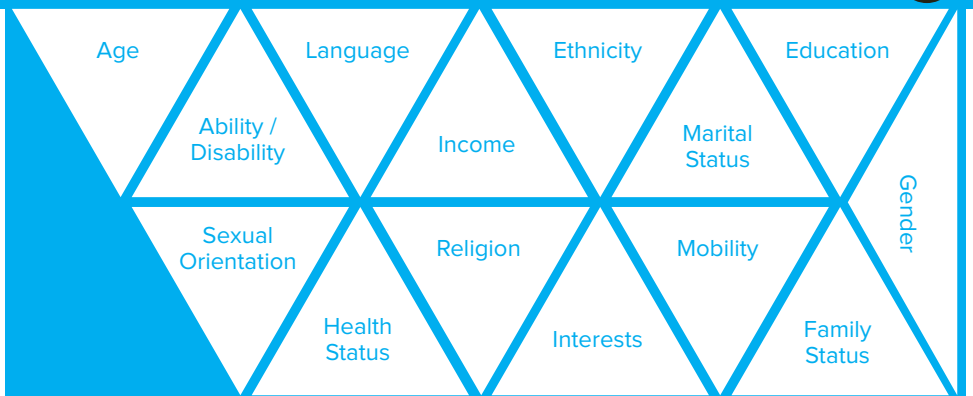
What is Diversity?



Diversity can be defined as the range of human differences, such as



Inclusion is valuing these differences and viewing them as strengths.



e.g.

MWSA's Statement of Principles on Diversity and Inclusion

The Mill Woods Seniors Association (MWSA) will be a diverse and inclusive organization. MWSA staff and members will work to ensure that the centre reflects the diversity that makes up our community.

To value diversity is to respect and appreciate all differences.

These include age, gender, race, religion, skin colour, nationality, culture, sexual orientation, physical or mental abilities, family status, work and behavioural styles and the perspectives of each individual shaped by their identity, and experiences. To value diversity is to eliminate discrimination based on all the criteria mentioned above.

MWSA defines inclusion as involving and valuing human differences and viewing such differences as strengths, and pulling together to respond to the needs of our community. We believe inclusion should promote and advance participation, friendship and a celebration of diversity amongst the membership and staff of MWSA.

MWSA's, policies, strategies and programs will reflect the core values of respecting diversity and promoting inclusion. Our ability to be inclusive will enable MWSA to fulfill its mission of improving senior's lives by connecting with the caring power of communities.



Workshop Introduction and Objectives

Why is it important to have senior serving organization Ambassadors?

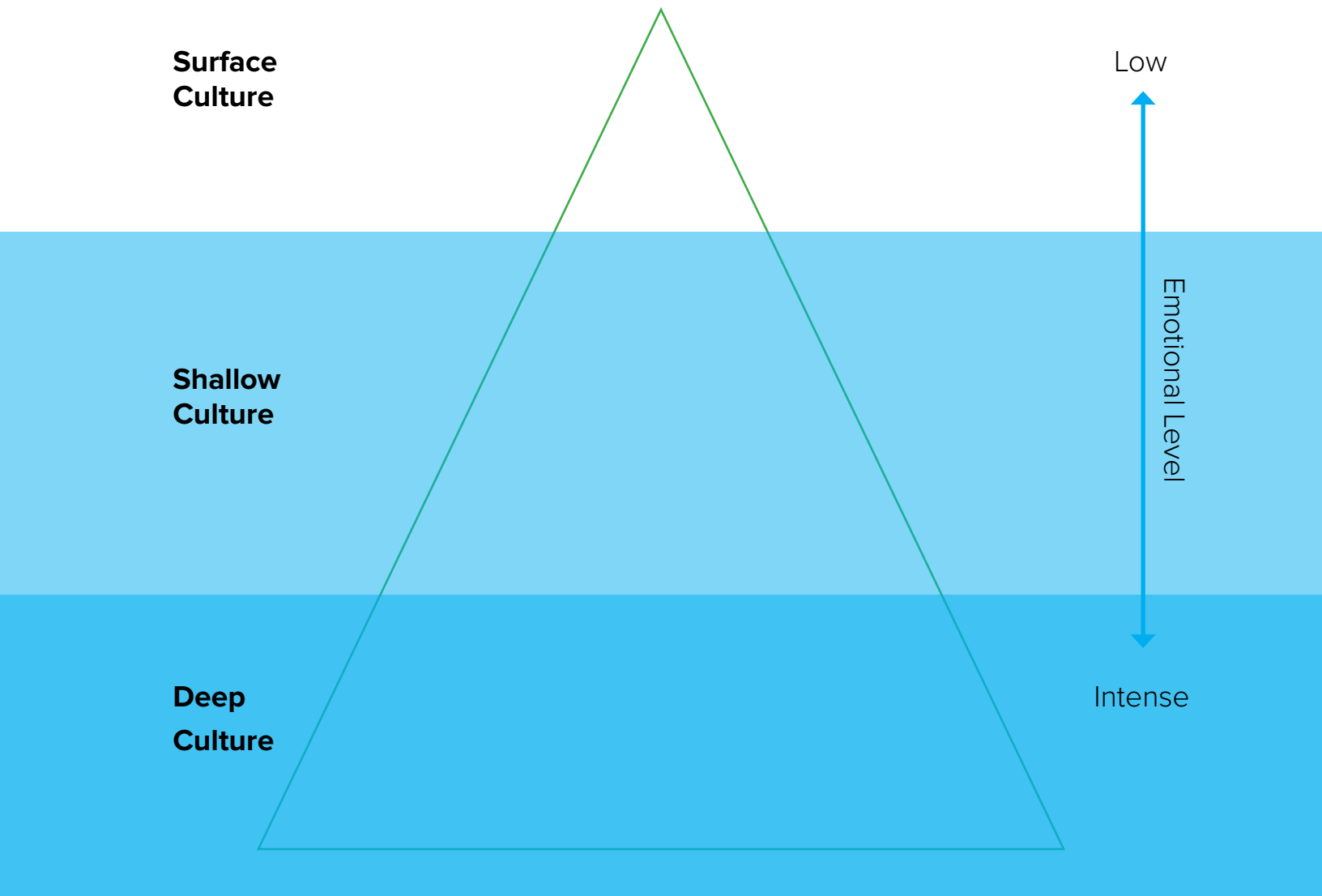
- When seniors come to the organization for the first time, they will feel welcome and are more likely to participate and become members
- Ambassadors help the staff by making suggestions for creating a more inclusive organization
- Ambassadors can help identify barriers for seniors who are having a difficult time accessing the organization or participating in programs
- Ambassadors feel confident about talking about programs and activities with visitors to the organization and the broader seniors community and can spread the word about the programs at the organization

Reflection time

Take a few minutes to reflect on what we have learned and discussed in the workshop so far. Write down some of your ideas about how this information relates to your role as an Ambassador.

Iceberg Concept of Culture

A useful way for thinking about culture is through the analogy of an iceberg. Often when we think about culture, we tend to think only about ‘surface culture’ - those elements of culture that are easily visible – the things we make and the things we do, our behaviour. These are evident in how we dress, the arts, our cuisine, and our language or dialect. However, much like an iceberg, the majority of what makes up a culture is below the surface level, it’s the things we began to learn from the moment we were born that help us to interact with each other. It’s what we learn that helps us to know how to create and do the things we see on the surface. To really understand our personal, organizational, and community cultures, we need to get curious about the part of the iceberg that’s under the water, how it affects how we function within social groups.



Surface Culture

Surface culture are those things most easily seen and what we usually think about when someone asks us about our culture. Our initial thoughts about culture are usually related to the 4Ds – dress, dance, diet, and dialect. When we engage in ‘cultural’ celebrations, we are usually only thinking about the surface culture of people.

Shallow Culture

Shallow culture is made up of those things closer to the water line. They are the unspoken rules in a community, family or workplace. They are not easily understood by outsiders to the culture and they may trigger us emotionally when we experience a difference in practice or expectations. They include courtesy, body language, touching, and patterns of handling emotions.

Deep Culture

Deep culture is composed of the unconscious rules we operate by. They are usually deeply ingrained and when someone surfaces and challenges our beliefs in this deep level of culture, we usually have an intense emotional reaction. Some of the deeply embedded cultural ideas we hold are related to things such as our preferences for cooperation or competition, attitudes toward dependents and concept of cleanliness.

Defining Our Culture

Group Activity

Work together in small groups to answer the following questions:

- What are three key values of the culture in this organization?

- What are the three most important things a new member needs to know to succeed in fitting in here?

Be prepared to report back to the large group.

Pause and Reflect

- What is one thing you would like to shift about the culture of this organization? What would be the impact if you did this?

- What is one strength of the culture of this organization? Is that strength reflected and consistent in the way all members and staff interact with each other?

The 9 C's of an Effective Elevator Pitch

- 1 Concise**
An effective elevator pitch contains as few words as possible, but no fewer.
- 2 Clear**
Rather than being filled with acronyms, and fancy words, an effective elevator pitch can be understood by your friends, your spouse, and your children.
- 3 Compelling**
An effective elevator pitch explains what the organization is all about (the organization's key values and programs)
- 4 Credible**
An effective elevator pitch explains how the organization is important to you.
- 5 Conceptual**
An effective elevator pitch stays at a fairly high level and does not go into too much unnecessary detail.
- 6 Concrete**
As much as is possible, an effective elevator pitch is also specific and tangible.
- 7 Customized**
An effective elevator pitch addresses the specific interests and concerns of the audience.
- 8 Consistent**
Every version of an effective elevator pitch conveys the same basic message.
- 9 Conversational**
The goal of an elevator pitch is to just set the hook; to start a conversation, or dialogue, with the audience.

(Source: Chris O'Leary: Elevator Pitch Essentials <http://www.elevatorpitchessentials.com/essays/ElevatorPitch.html>)

Practice

- What are your three key points about this organization?

Exploring Assumptions

- What might be their reasons for doing what they're doing? What do I not know?
- What assumptions am I making about myself, the other person and the situation?
- What can I do to get more clarification?
- What questions can I ask them to better understand their perspective?
- What role might culture play in how they are reacting?
- Do they know how their words and actions are affecting me?
- How might they have viewed my words and actions?



Action Plan

Homework

Find an Action Partner, who you will contact in two months to follow up with you on a goal you have identified for yourself as an Ambassador.

- One action you will undertake:

- Name of your Action Partner:

- Contact Information:

- Date Agreed Upon to Connect:

Appendix D: Workshop Evaluation

Workshop Evaluation

		Strongly Agree	Agree	Disagree	Strongly Disagree
1	The workshop will help me participate in and contribute to the Ambassador program				
2	The workshop activities were useful and relevant to the workshop content				
3	The facilitator had the knowledge and skills to deliver the workshop				
4	The workshop length was appropriate				
5	The workshop location worked for me				
6	The workshop was well organized				

The most valuable part of the workshop was:

7

I have the following suggestions to improve the workshop:

8

I would like more workshops on the following topics:

9

