



KAWARTHA PINE RIDGE
DISTRICT SCHOOL BOARD

Diversity & Innovation

Project Report & Compilation of Material Resources

Prepared by Equity and Diversity Team, September 2012

These materials were prepared for use as part of a project in which participants explored how diversity supports innovation in the workplace. The resources included are not a mandated approach to professional development with respect to valuing diversity. Materials may be used in whole, in part or adapted as appropriate.

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Acknowledgements

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Diversity and Innovation Project Final Report Summary

BACKGROUND

The Diversity and Innovation Project brought together 14 people from Kawartha Pine Ridge and Durham Catholic District School Boards at a series of Innovation Days to discuss barriers to incorporating equity and valuing diversity, to identify social justice issues in our schools, and to come up with creative, local solutions.

This project evolved out of discussions about the relationships between diversity and innovation, and character development and creativity.

As part of the project, participants:

- Completed pre and post-project questionnaires related to equity and diversity
- Participated in four Innovation Days: between January and June 2012
- Experimented with various problem-solving and innovation-focused processes and strategies, and
- Identified several solutions for social justice issues that may be applicable to other schools and other school boards.

PARTICIPANTS

As part of our focus on diversity, project participants came from various employee groups within the school board. Participants represented the following:

- Elementary and secondary teachers
- Teacher librarian
- Board-level educational consultant
- Special education teacher
- Alternative education teacher
- Vice-principal and principal
- Behaviour Support Assistant
- Child and Youth Worker
- School Secretary
- Human Resources Specialist.

Participants brought with them a variety of backgrounds and experiences, unique perspectives, and a passion for addressing equity issues.

PRE-PROJECT QUESTIONNAIRE

Appendix A is a copy of the Pre-Project questionnaire that was completed by participants, and includes the collated responses. The first question aimed to gauge

participants' self-reported comfort levels, support and experience in a number of areas related to equity, creativity and innovation. The second and third questions aimed to prompt reflection and critical thinking in areas that would be discussed further at the Innovation Days.

Of particular note:

- 75% of participants Agreed or Strongly Agreed with the statement: I feel confident in my ability to suggest and implement creative solutions to issues.
- 75% of participants were Neutral or Disagreed with the statement: I understand the links between diversity and innovation.
- 58% of participants were Neutral or Disagreed with the statement: I understand the links between diversity and creativity.
- 84% of participants were Neutral or Disagreed with the statement: I have sufficient resources to address issues relating to equity, diversity and inclusion.

POST-PROJECT QUESTIONNAIRE

Appendix B is a copy of the Post-Project questionnaire that was completed by all participants, and includes the collated responses. The questions were structured to gauge participants' self-reported learning and to identify the effectiveness of the project sessions.

Of particular note:

- 99% of participants indicated that participation in the project 'deepened my understanding of the concepts of equity, valuing diversity and inclusion.'
- 88% felt that the sessions 'included content and methods that I could use myself to foster innovation.'
- 99% indicated that participation in the sessions 'encouraged me to seek out diverse viewpoints when planning initiatives and addressing issues.'

INNOVATION DAYS

Appendix f is a copy of the PowerPoint presentation from the final Innovation Day. Within, it contains a summary of the sessions' activities, strategies and processes. All of the sessions were participant-focused and filled with interactive, minds-on activities.

During Innovation Day 1 (Appendix C), participants had the opportunity to explore the concepts of Diversity, Creativity and Innovation, and to self-reflect on their comfort levels with ambiguity, risk and change - some of the necessary components of innovation. Another key point of discussion related to the characteristics necessary to foster innovation, at the individual level, the leadership level, and the system or school board level.

Through these discussions, participants discovered the power of diversity in fostering creativity and innovation. For example:

- People with disabilities are excellent innovators because they overcome challenges daily.
- New Canadians possess the power of outside and/or 'objective' viewpoints. Their curiosity/questioning of our current processes can be harnessed to find more effective ways of operating.
- Quite simply, diverse teams are better able to identify the diverse needs of students, staff, parents and community members.

In the afternoon of the first day, participants participated in group discussions aimed at identifying some of the social justice issues we face in our schools, school boards and school communities. These issues became the focus for our next three Innovation Days.

During Innovation Day 2 (Appendix d), participants identified the solutions they were most interested in working on, and then spent the day in an 'Innovation Lab' trying out different tools and techniques for creative problem solving.

Some of the innovation tools and techniques used by the participants, included:

- The 5 I's (Identification, Investigation, Ideation, Implementation, Impact Evaluation)
- Introduction of a stimulus to promote new ideas
- Reframing problem statements to identify the opportunities instead of solely focusing on the problems
- Graphic organizers, including Mind Maps and 'Fish Bones' for identifying causes of issues and for generating solutions
- The 5 Whys – aimed at discovering root causes of issues, and
- Building Blocks, a technique for including all voices in the solution generation process (to overcome barriers such as introversion and powerful personalities).

During Innovation Day 3 (Appendix E), participants chose one of their issues, and the identified solution from Day 2, and worked through a number of deeper issues in terms of considering the viability of the solution.

In three groups, participants answered the following questions:

- How would you communicate this idea to various (diverse) audiences and get their buy-in? (What's in it for me? / Why is this important?)
- What are possible sources of resistance to this idea?
- What resources would help people to implement this innovative solution? (i.e. templates, communication messaging, links, partnerships, etc)

As a large group, participants also attempted to solve two additional issues that had been identified during the first session – Equity in Fundraising and Socio-economic Disparity Apparent through School Field Trips. The discussions underscored a thoughtful approach on the part of all participants, who thought about various stakeholders and how their competing interests might be addressed.

During Innovation Day 4 (Appendix F), participants reviewed their work to date and then participated in a Roll Play exercise to rollout their proposed solutions. The purpose of this activity was to underscore the importance of the consultation and dialogue process in determining a viable solution and moving it forward.

Appendix G includes a list of links and activities used during the project. These are in addition to the templates, which are included in the Appendix for each session in this package.

CONCLUSION

When participants thought about the scalability of their solutions to other schools or other boards, what became apparent was the importance of locally-generated solutions to achieving maximum buy-in. When all voices are sought, heard and considered, the chosen solution will be more wholeheartedly supported than any imposed one. During the final session participants also shared their own examples of innovative and creative practices aimed at addressing equity, valuing diversity and inclusion.

The Diversity and Innovation Project provided participants with fresh perspectives on viewing diversity as a valuable opportunity - for stimulating creativity and innovation. Participant feedback related to the project indicated these sessions would benefit a wide range of employees and employee groups. The interaction between two boards and various employee groups provided valuable opportunities for cross-collaboration.

Diversity and Innovation Project Pre-Project Questionnaire

1. Please answer the following questions, based on your personal perceptions.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a) I feel confident in my ability to address issues relating to equity, diversity and inclusion.	33.3%	33.3%	33.3%		
b) I have sufficient resources to address issues relating to equity, diversity and inclusion.		16.6%	67%	16.6%	
c) I feel supported (at my school or in my department) in fostering equity, diversity and inclusion.	42%	33%	17%	8%	
d) I understand the links between diversity and innovation.		25%	58%	17%	
e) I understand the links between diversity and creativity.	8%	33.3%	50%	8%	
f) I have used diversity (of people or perspectives) to solve problems or issues in the past.	17%	75%	8%		
g) I have implemented creative solutions for issues in the past.	42%	33.3%	25%		
h) I feel confident in my ability to suggest and implement creative solutions to issues.	50%	25%	17%	8%	

2. Which of the following do you believe to be barriers to fostering equity, diversity and inclusion in your school or site?
Check all that apply by marking 'x' and add others that do not appear on the list. In addition, please free to add comments to any of the items that you mark off. For example, if you check off Existing Processes, you may wish to identify one or two.

Knowledge _____ 10 _____
 Skills _____ 7 _____
 Attitudes _____ 8 _____
 Resources _____ 6 _____
 Time _____ 9 _____
 Existing Processes _____ 4 _____
 Curriculum _____ 4 _____
 Learning Materials _____ 6 _____
 Other ___5___ awareness of programs/resources (2), 'traditions' of school and community, opportunity, personal choice

3. Please identify the biggest challenges that you would like to see resolved in regards to equity, diversity and inclusion.

***Changing or acknowledging of staff member's own personal biases and practices
 *Greater awareness of resources
 *Equity and valuing diversity consistently in hiring practices
 A process to hear all voices
 Engagement of staff and students
 Clear processes to ensure and enhance equity and diversity, including suggestions and strategies
 Inclusion as more than merely being present – adopting more positive, creative approaches to including students with special needs
 Addressing 'invisible' disabilities
 Importance of awareness of diversity 'groups' whether or not they are represented in the school
 Addressing teacher perceptions related to 'at-risk- students
 Support from administration
 Training and resources to help reflect a variety of perspectives and cultural histories, and time for discussion amongst teachers
 Bullying in staff rooms

Diversity and Innovation Project Post-Project Questionnaire

Please take a moment to answer the following questions related to your participation in the Diversity and Innovation Project.

1. Overall Impact

On a scale of 1 to 5, (1 being very satisfied, and 5 being very dis-satisfied) please indicate your satisfaction with this project and its impact on you. _____4_____

2. Participation in this project has...

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a) deepened my understanding of the concepts of equity, valuing diversity and inclusion.	33%	66%			
b) deepened my understanding of the links between diversity and innovation.	22%	66%	11%		
c) included content and methods that I could use myself to foster innovation.	44%	44%		11%	
d) improved my confidence in addressing issues of equity, valuing diversity and inclusion.	22%	33%	44%		
e) provided me with resources to address issues relating to equity, diversity and inclusion.	11%	66%	22%		
f) encouraged me to seek out diverse viewpoints when planning initiatives and addressing issues.	55%	44%			

3. Functioning of Project Sessions

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a) I felt comfortable sharing my point of view during discussions.	44%	55%			
b) The project sessions had clear objectives.	44%	55%	11%		
c) Sessions were well-paced.	22%	66%	11%		
d) Sessions provided a wide range of opportunities for my participation.	33%	55%	11%		
e) Discussions were well facilitated.	44%	44%	11%		

4. Please feel welcome to make any additional comments related to the Diversity and Innovation Project.

I did enjoy taking part in this project. Discussions were insightful and thought provoking. The length of the each session was appropriate... handouts were thorough, and activities such as creating the five squares were challenging.

This has been a very enjoyable session. While diversity has always been close to my heart (as you might have observed through my discussions), I had to wrap my head around the concept of innovation being linked to diversity. I am excited that we are now able to speak openly about diversity within our schools and hope to spread that message within the staff next year. Thanks for all of the hard work and for your support.

I appreciate being chosen to participate in this unique project. It was an incredible learning and sharing experience – especially with half the participants being from a different Board.

I would love to be involved with future sessions surrounding some of the issues we discussed; also, it would be nice to see follow-through on some of our ideas/strategies!

This really increased my awareness of equity issues and strategies to address them. The interaction with another board was critical in identifying commonalities and differences in our boards. The conversation was meaningful and relevant.

Thank you for taking the time to complete this questionnaire!

Diversity and INNOVATION Project

Innovation Day # 1
 Encouraging Creativity and Risk Taking
 Tuesday, January 10, 2012
 9:30 am – 3:30 pm, General Meeting Room (Fishbowl),
 KPR Education Centre (1994 Fisher Drive) in Peterborough

AGENDA

9:30	<i>Introductions</i>
9:35	<i>Warm Up Activity:</i> The purpose of this activity is to help you become more familiar with each other and to start your creative thinking process.
9:50	<i>The Alligator Story</i>
10:10	<i>Comfort Zones:</i> Creativity and risk-taking often involves leaving our comfort zones. The purpose of this activity is to reflect on your personal comfort level with doing this.
10:30	<i>Walk Around Brainstorming:</i> The purpose of this activity is to develop and expand our understanding of the topics of creativity, innovation, diversity...
10:45	<i>15 MINUTE BREAK</i>
11:00	<i>Report Back:</i> Each group reports on their last question. Share definitions from presentation.
11:30	<i>Small Group Discussions:</i> The purpose of this activity is to reflect on the characteristics that foster innovation at the individual, managerial and organizational/cultural levels.
12:00 – 1:00	<i>LUNCH</i>
1:30	<i>Prezi Presentation and Discussion</i>
2:30	<i>15 MINUTE BREAK</i>
1:45	<i>Creating Innovative Ideas in Teams</i>
3:30	<i>Discussion of Next Innovation Day</i>

Group Notes from Innovation Day # 1

Encouraging Creativity and Risk Taking

Tuesday, January 10, 2012

Where do new ideas come from?

- Collaboration
- Trial and error
- Borrowing and adapting
- Visiting new places
- Curiosity
- Problem solving
- Experiences and knowledge
- Conversations with others
- One's outlook
- Deadlines
- Out of desperation or boredom
- Road blocks, and
- Conversations with others that cause cognitive dissonance.

What is creativity?

- Ability to transcend traditional patterns, ideas, relationships, etc and come up with meaningful new ideas, or interpretations
- Imagination
- Originality
- Ability to think outside the box
- Emotion and passion
- Willingness to take risks
- Bringing to life something you've imagined
- Skill-, craft-, trial and error-based
- Divergent thinking
- A thinking process that takes flight
- Niches to explore
- Exciting new ideas
- Going where no person has gone before
- Can be born of a need

What is innovation?

- Successful exploitation of new ideas
- Strategic risk taking
- Driving forward new ideas in the face of challenges
- Building/expanding on a current idea
- Something exciting or new that results in a change
- Created out of necessity
- Leading people a new way

- Looking at something in a unique way
- Challenging the norm
- New solutions to problems
- Something that hasn't been done before
- Putting components together to come up with something different
- Creating a new norm
- Layering, scaffolding of ideas and products

How does diversity foster innovation?

- Diverse teams help identify diverse needs
- Dis-similar minds come up with different ideas (as opposed to like-minded)
- New networks and relationships
- Different points of view
- Knowledge of different cultures and experiences
- Addressing different types of needs
- Getting out of your comfort zone
- Working towards a greater good
- Inclusionary activities benefit everyone (greater good)
- Challenges you to a bigger world view
- Different forms of creativity and expression
- Makes you consider what is hidden
- Blending of different ideas
- Out of a need to accommodate or necessity.

Characteristics that foster innovation...

Individual	Supervisor	Organization
		<p data-bbox="1133 1003 1269 1050">Culture</p>



Welcome to our Second Innovation Day!

- March 22, Clarington Central
- 9:00am – 3:15pm

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Speaking of Innovation...

- [Aimee Mullins](#)

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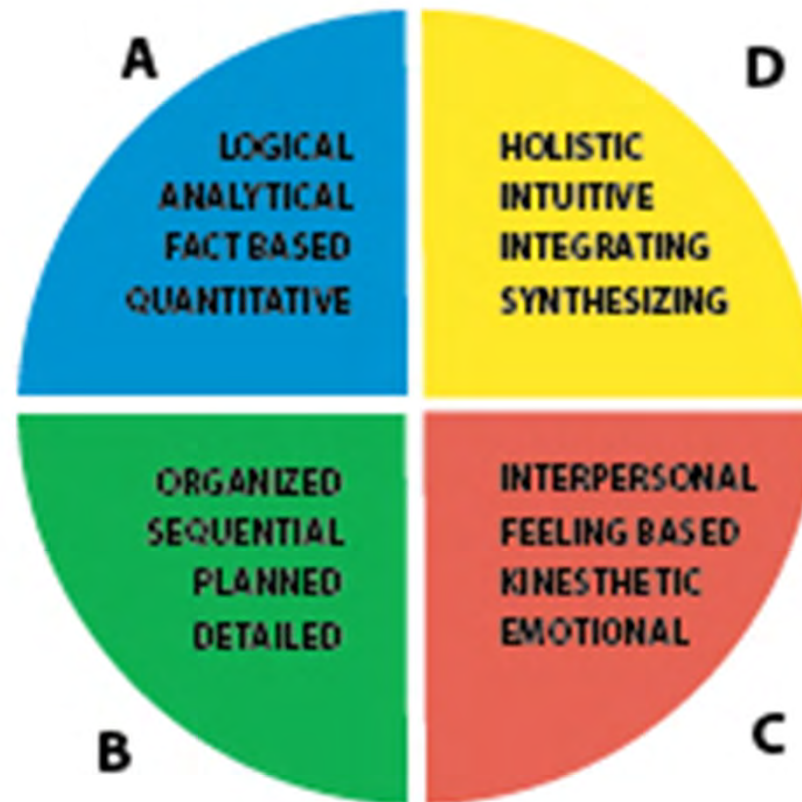
Aimee Mullins TED Talk

- What are your reactions to this clip?
- How does this help you understand the relationships among diversity, creativity and innovation?

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Identifying Thinking Styles

The Whole Brain® Model



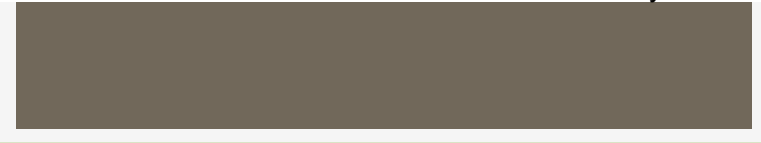
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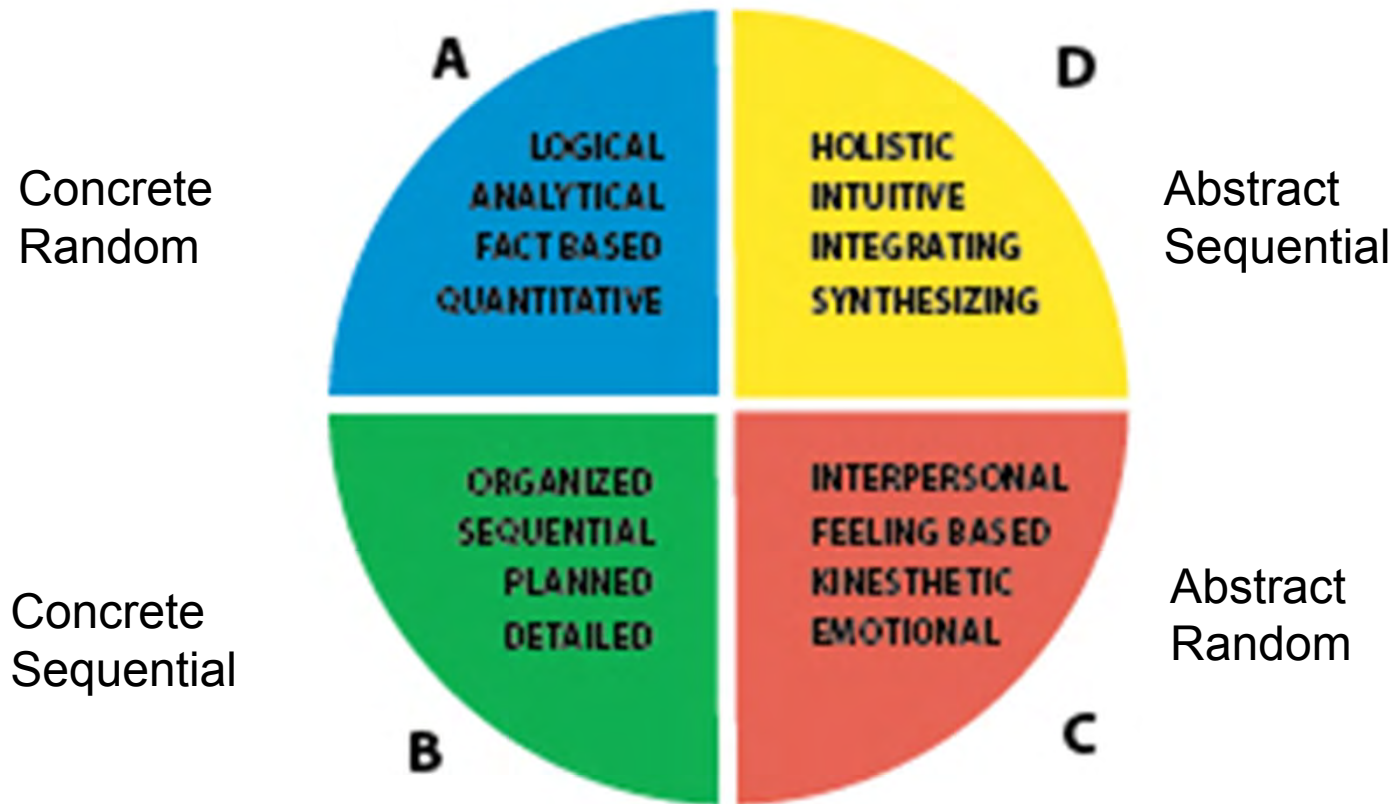
Where Do You Think You Fit?

- Thinking Styles Quiz
- Choose two descriptors for yourself from each question
- Add up your scores and graph them

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The Whole Brain® Model



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Initial-Mocracy!!

- Looking at our Social Justice Issues, choose the 5 that you are most interested in looking at further, i.e. issues that you want to find solutions for
- Put your initials beside your top 5 choices
- We will be trying out a variety of tools and strategies to look at the issues from different perspectives.

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Problem Solving vs Innovation

Both are important,
but how do they differ?

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Problem Solving vs Innovation

Problem Solving

- Reactive
- Tactical
- Clear Goals
- Low-risk Solutions
- Restoring the Status Quo
- Putting out the fire

Innovation

- Proactive
- Strategic
- Ambiguity
- Higher-risk
- Break-through thinking
- Preventing future fires

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So, if we want to be innovative...

- How can we improve our ability to come up with useful, solution-focused, actionable ideas?
- CREATIVITY!!!
- Is creativity innate or can it be taught?

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The Torrance Test

The Torrance Test of Creative Thinking measures “fluency, fluidity, and originality”.

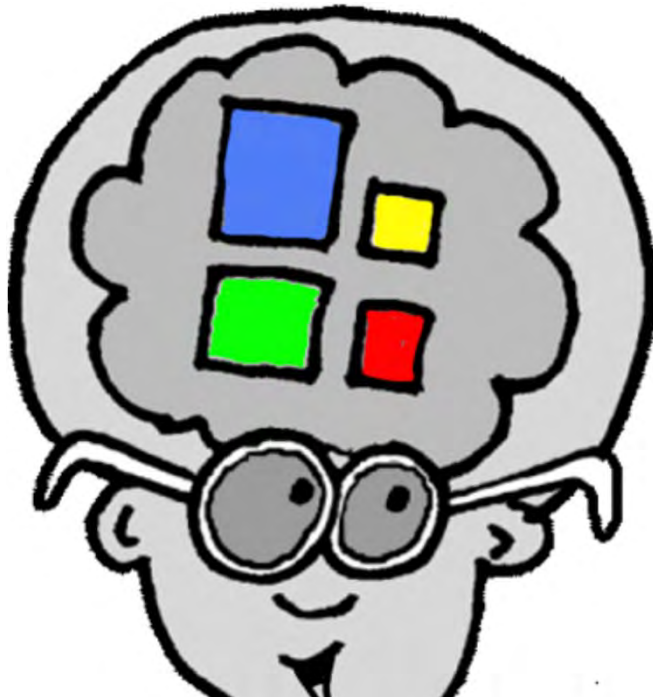
Creative individuals generate a “a lot of diverse, original ideas”.

We can increase creative output by applying “diverse tools and brains” to an opportunity.

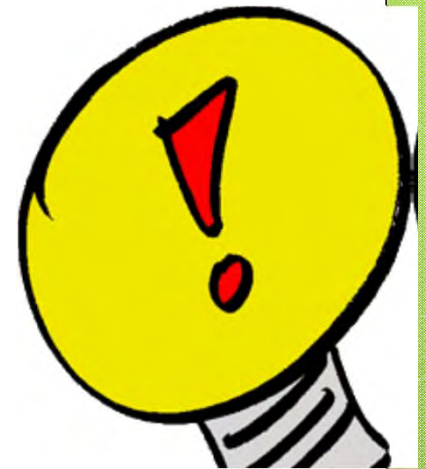
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+



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More Uses for a Tin Can



+



=

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Effect of Stimulus

Introducing a stimulus can increase the number of new ideas, the range of ideas and the originality of the ideas

The hardest thing is to increase a person's openness, to be able to accept out-of-the-box ideas

Let's 'Solve' Our First Issue!

- *Form a group, then, take 10 minutes to discuss your issue in some detail, thinking about the details that need to be taken into account.*
- *Take 5 minutes to brainstorm solutions*

Let's Introduce a Stimulus

- What additional solutions can you think of if I introduce a stimulus?
- Each group will get something different
- *From all of your solutions choose your top 3 possibilities – Good, Better, Best.*
- *Now, choose one solution and flesh it out by filling in the question chart (15 minutes)*

Share and Debrief

- Share your issue, and the proposed solution
- Was this process hard or easy? Why?
- When might this type of approach work?
- When do you think this approach wouldn't work?

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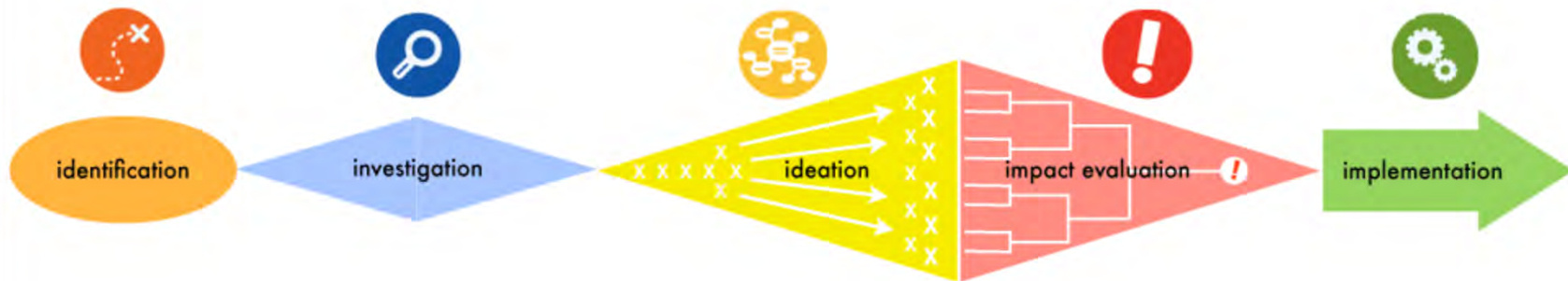
The Benefits of Structure

“A “regular” group using structured innovation tools and techniques will experience a *500% increase* in the number of *quality* ideas produced...”

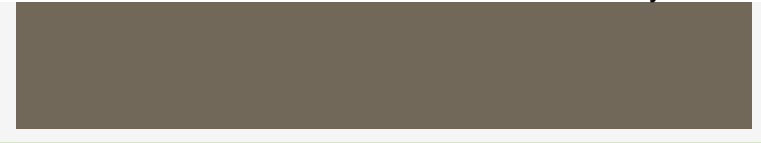
Arthur van Gundy

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Another Approach



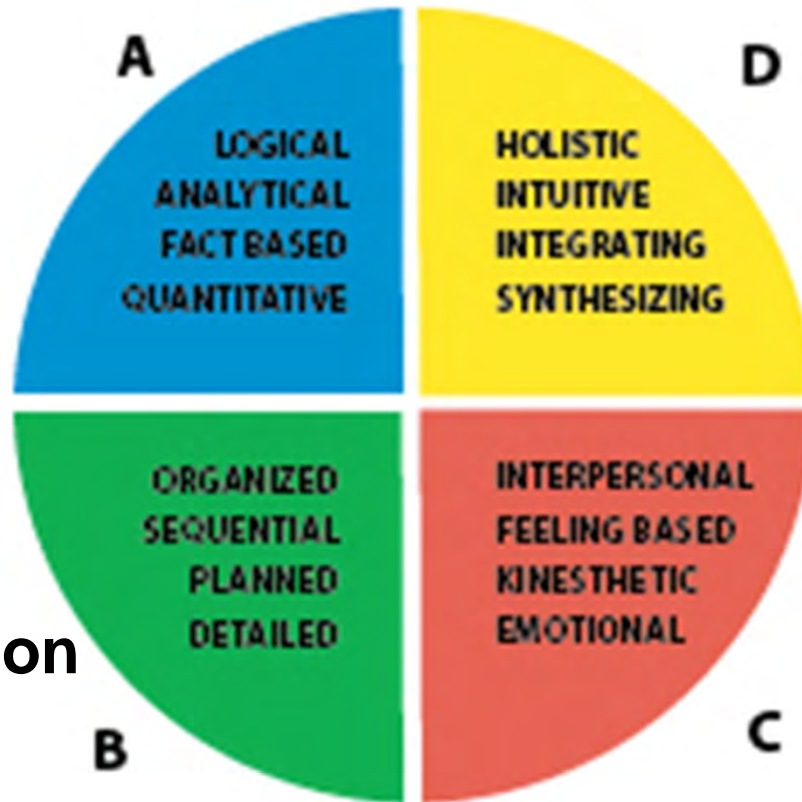
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The Whole Brain® Model

Investigation

Concrete
Random



Ideation

Abstract
Sequential

Implementation

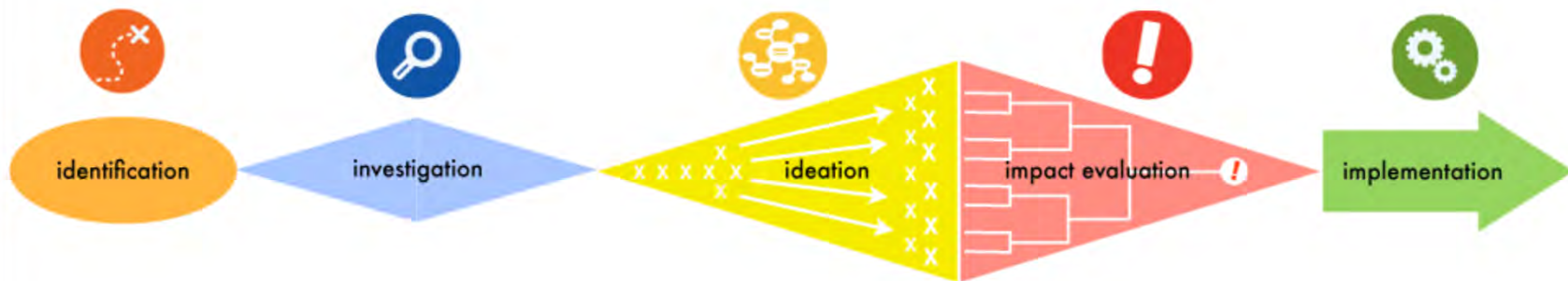
Concrete
Sequential

Impact

Abstract
Random

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Simulating a Dream Team!



When you can't pull together people with these different thinking styles, you can use a structured approach to stimulate these types of thinking processes.

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Structure for Identification

Problem Solving or Innovation?

It happens in the identification stage... do we identify only problems or look beyond for opportunities?

Problems can lead to Solutions,

Opportunities can lead to Innovations

Problem – Employees Leaving an Organization

Opportunity – How do we become an employer of choice?

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Identification

- Let's identify the opportunities inherent in our social justice issues.

Lunch Time!

- 30 minutes

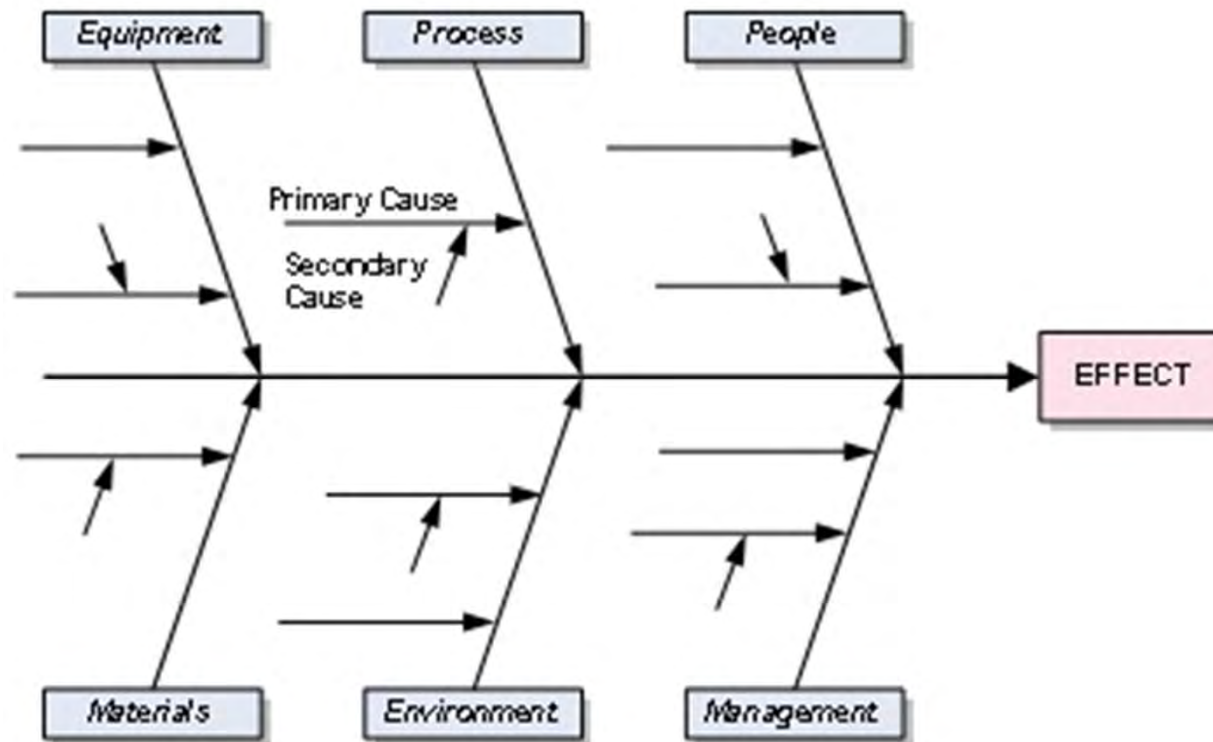
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Structured Tools for Investigation

- Fishbone Diagram
- 5 Why's

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Fishbone/Cause and Effect



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In your Groups

- Forming new groups, use the Fishbone to analyze the causes of your issue

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The 5 Whys...

Why?	My Car Ran Out of Gas
Why?	I didn't put gas in the tank
Why?	I forgot my wallet this morning
Why?	I was in a rush this morning
Why?	I slept in
Why?	I forgot to set my alarm

In your Groups

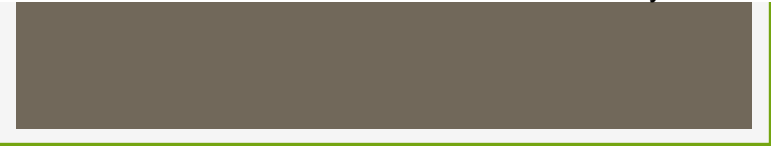
- Get into a new group and use the 5 Whys to determine the root cause of the issue

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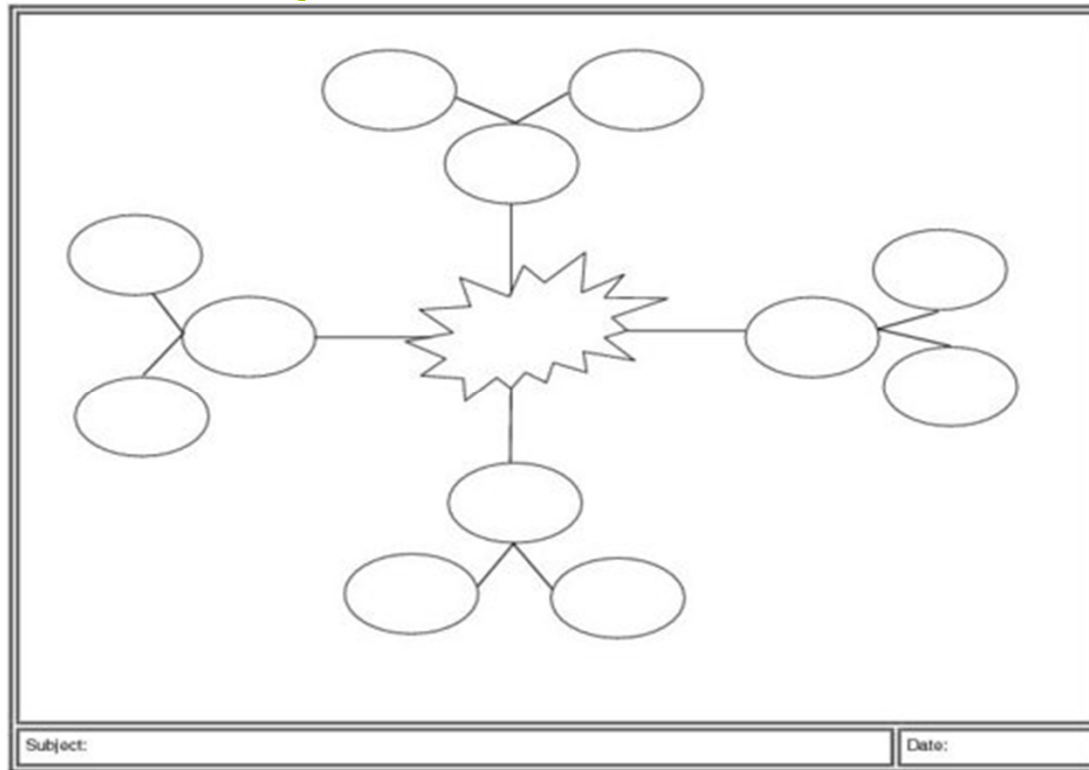
Structures for Solutions!

- Mindmap
- Building Blocks

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Mindmap



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In your Groups

- In your current group, use a Mindmap to brainstorm solutions

Debrief

- Share your proposed solutions

In your Groups

- Go back to the group you did the Fishbone Diagram with and use the Building Blocks to generate a solution.

Debrief

- Share your proposed solutions

Homework

- Try out some solutions, or investigate, research, advance the idea in some way.
- What will you be trying?
- At our next session, come prepared to discuss the results of your efforts...
- We will spend some time at the next session refining our solutions based on our experiences and discussions.

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Thank You!

- See you April 17!

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Proposed Innovative Solutions

<p>What is the issue?</p>	<p>What is the solution?</p>	<p>What are the risks... and opportunities?</p>	<p>What are the key actions of your proposal?</p>
<p>What is the intended outcome of your solution?</p>	<p>Who are your partners?</p> <p>Team:</p> <p>System:</p> <p>Community:</p> <p>Other perspectives?</p>	<p>What resources do you need?</p>	<div data-bbox="1722 808 2005 1039" data-label="Image"> </div> <p>How will you measure success?</p>

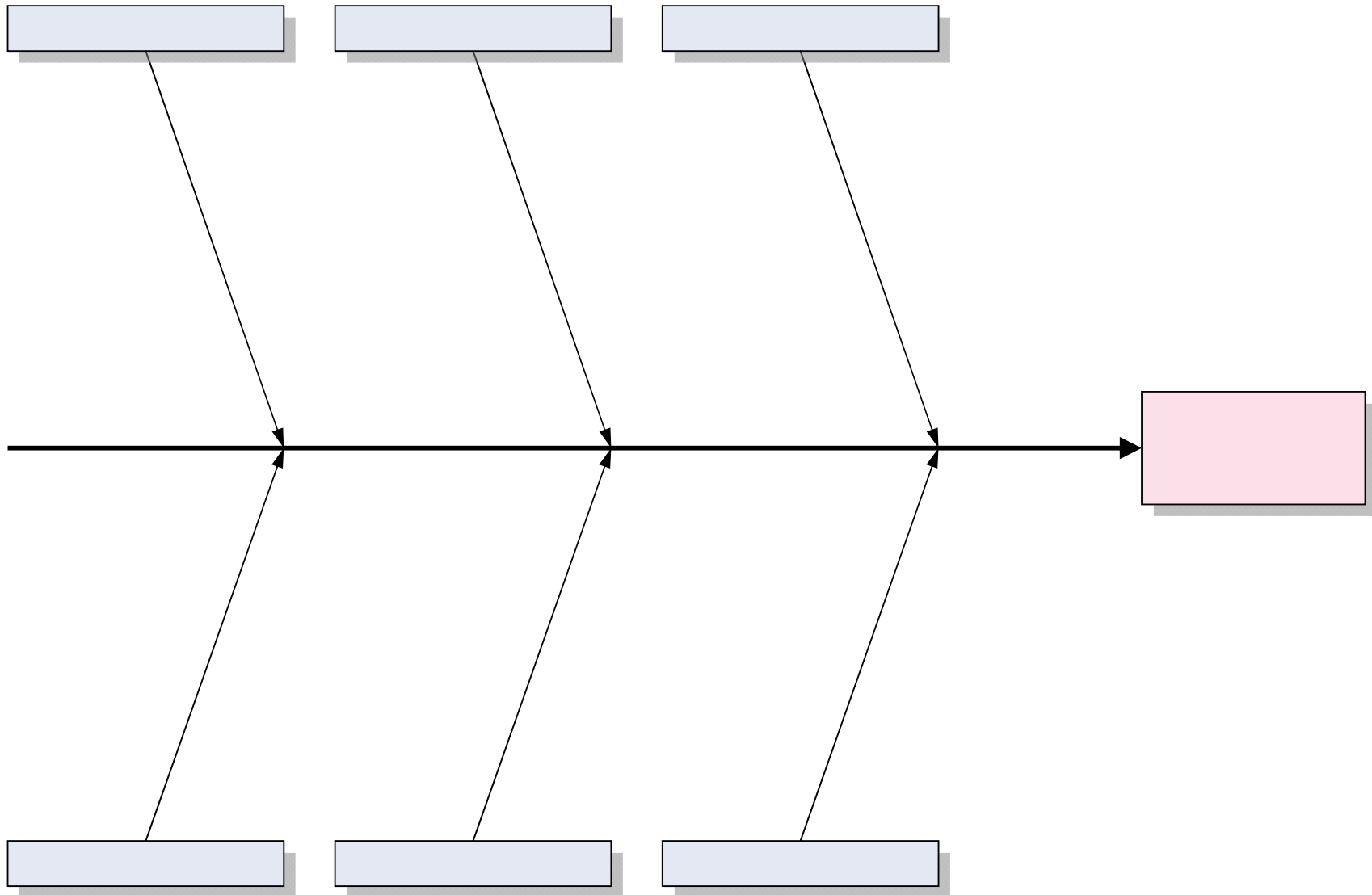
Fishbone Diagram

Cause-and-Effect Analysis

Date: _____

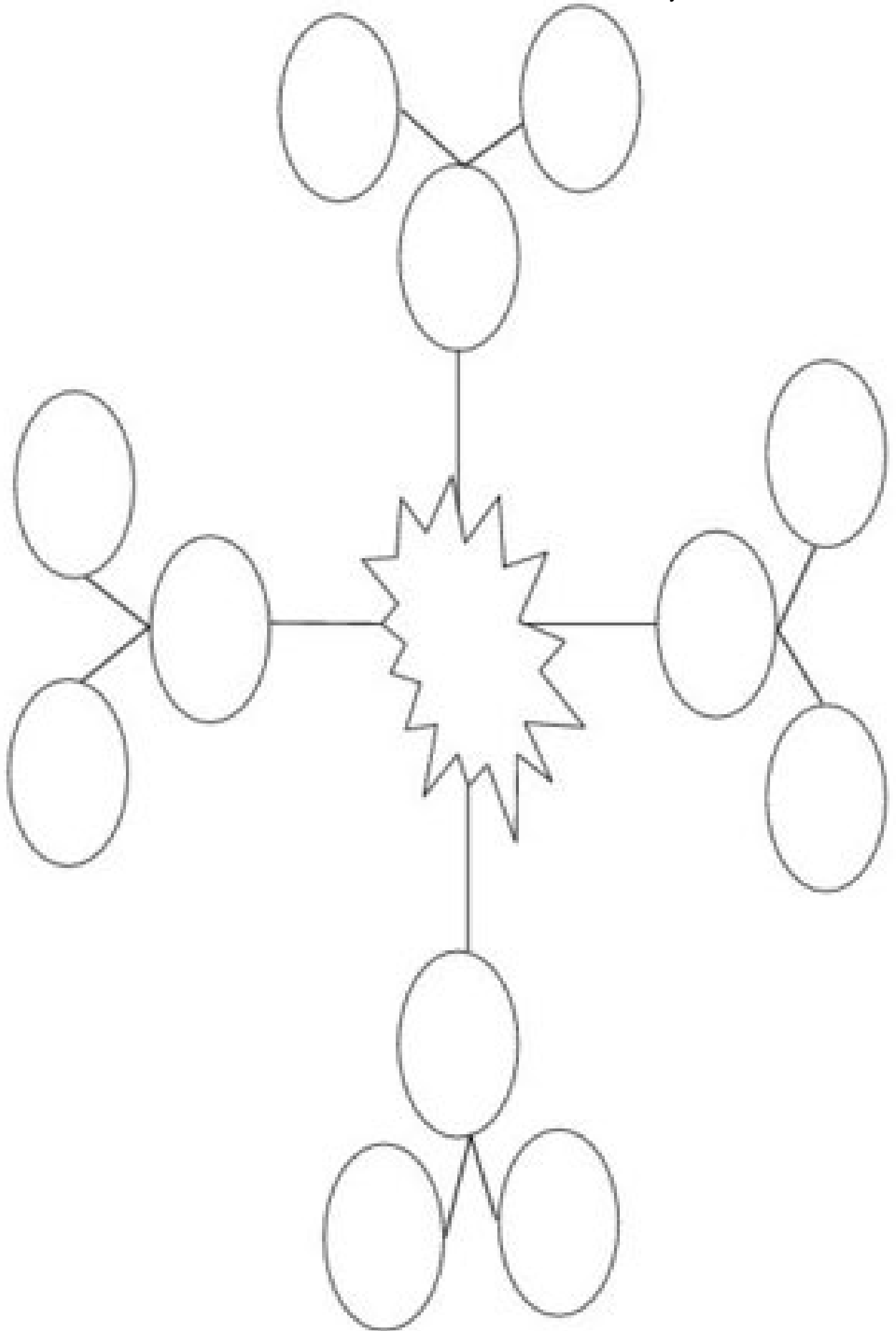
Cause

Effect



The 5 Whys – Keep Asking and Answering Why? Until you reach the root cause...

Why?	Issue:
Why?	
Why?	
Why?	
Why?	
Why?	



Building Blocks Solution Generator – First person creates a solution, subsequent people refine/suggest/alter and then pass back to originator once complete...

First Solution:

Diversity and Innovation Project

Innovation Day # 3 –Delving Deeper and More Issues Resolution

April 17, 2012, 9:00 am – 3:00 pm

York University Faculty of Education - Whitby Site

1003 Giffard Street

9:00	<i>Introductions/Welcome</i>
9:05	<i>Warm Up Activity</i>
9:20	TED Talk
9:40	Sharing of Progress since last meeting Discussion Question – Field Trip Example
10:15	<i>BREAK</i>
10:30	<i>Group #1 – Plan Refinement and Further Information</i>
11:15	<i>Share!</i>
11:30	<i>LUNCH</i>
12:00	TED Talk
12:00	<i>Group#2 – Plan Refinement and Further Information</i>
1:00	<i>Share!</i>
1:15	BREAK
1:30	Let's solve one more issue... Fundraising choices
2:15	Implementing a solution... Pick 2 or 3 from the 8 we have...
2:45	Discussion of next steps Reflection Sheet

Innovation Day 3 - Implementing a Solution...

What are you going to do?

When will you do it?

Where will it happen?

Who will be involved?

What are the costs?

Delving Deeper - April 17 Innovation Day**Issue:****Solution:****What makes this solution innovative?****How can it be adapted or scaled for other schools, other school groupings, or other school boards?****How would you communicate this event to various (diverse) audiences?
(Answer the questions - What's in it for me, why is this important?)**

- To your colleagues?

- To your supervisor(s)?

- To parents?

- To students?

- To school board senior staff?

What are possible sources of resistance?

How would you deal with resistance to this idea?

**What resources would help people to implement this innovative solution?
(i.e. templates, communication messaging, links, partnerships, etc)**

Diversity and Innovation Project
 Innovation Day # 4 – Review and Wrap-up
 June 7, 2012, 9:00 am – 3:00 pm
 St. Bernard School, Whitby

9:00	<i>Introductions/Welcome</i>
9:05	<i>Warm Up Activity</i>
9:20	TED Talk – Brene Brown
9:45	Review of our work to date – first three sessions
10:30	<i>BREAK</i>
10:45	<ul style="list-style-type: none"> ● What pieces of these sessions would be useful to share with others? ● How should we share our work in terms of both the solutions, and the process we undertook? ● What would be needed to roll out any given solution?
11:00	<i>Prepare to Rollout Your Solution...Role-Play Solution Rollout – Mental Health Fair, Hot Lunch Subsidy Program, Including Marginalized Students</i>
12:00	<i>LUNCH</i>
12:30	Scavenger Hunt Activity
12:45	Solving one more issue - with constraints!
1:30	Present your solutions – 5 minutes each
1:45	<i>BREAK</i>
2:00	<i>Sharing of Innovative and Creative Strategies/Resources</i>
2:45	Post-Project Survey
3:00	Thank you!

Welcome to our Last Innovation Day!

- June 7, St. Bernard School, Whitby
- 9:00am – 3:00pm

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Paying my respects to each of you...

- In honour of your work over the last few months...
- Brene Brown

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Brené Brown TED Talk

- What are your reactions to this clip?
- How does this relate to diversity, creativity and innovation?

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Broken Squares Activity

- Divide into 2 groups of 5, plus observers
- Without speaking, form 5 squares of equal size with the pieces provided to your group.

The Rules!

1. No speaking
2. No signalling or gesturing to try and get pieces from someone else.
3. People may give pieces directly to other individuals.

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Innovation Day 1 – Encouraging Creativity and Risk Taking

- Exploring Our Comfort Zones – how do we respond to ambiguity, change, rules...?
- Brainstorming re: Creativity, Diversity, Innovation
- What characteristics foster innovation?
- What are the social justice issues we face?
- Activity – Socio-metry of Oppression

What is Creativity?

The ability to transcend traditional ideas, rules, patterns or relationships to create meaningful new ideas.

- Imagination
- Originality
- Ability to think outside the box
- Willingness to take risks
- Bringing to life something you've imagined

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What is Innovation?

- Successful exploitation of new ideas
- Strategic risk taking
- Driving forward new ideas in the face of challenges
- Leading people a new way
- Challenging the norm and/or creating a new norm

Diversity and Innovation?

- People with disabilities are excellent innovators because they overcome challenges daily.
- The power of outside and/or 'objective' viewpoints – curiosity, questioning, understanding... (new Canadians)
- Diverse teams help identify diverse needs
- Dis-similar minds come up with different ideas than having all like-minded people

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Characteristics for Innovation - Individuals

- Desire for continuous improvement
- Curious
- Collaborative
- Self-reflective
- Open-minded
- Outcome-focused
- Genuine
- Able to recover and learn from setbacks
- All of the character attributes

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Characteristics for Innovation - Leaders

- Empowering
- Seeks input from people
- Values diverse viewpoints
- Good communicator
- Offers choice and flexibility in work
- Provides information and rationale
- Encourages people to see change as full of possibilities.

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Organizational Attributes

- Create space for the sharing of ideas
- Encourage and support risk-taking
- Recognize efforts
- Create a culture of inclusion, respect, trust and collaboration

Identification of Social Justice Issues

- Socio-economic disparity
- Including marginalized students in school activities
- Moving beyond the bare minimum of inclusion
- Inclusion of all school staff in activities
- Combating resistance to differentiation
- Reflecting student populations and world populations while having “homogenous” staff
- Empowering people to find solutions to bullying issues.
- Supporting mental health at the elementary level related to body image, eating disorders and depression
- Addressing ‘invisible’ disabilities
- Selection of fundraising activities (inequality, heterosexual-ism, culture, language biases)

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Day 2 – Tools and Techniques

- Problem Solving versus Innovation
- Is Creativity Innate?
- The effect of a stimulus
- Applying structure to improve our ability to innovate
- Graphic organizers for solving issues
- Tools to help with identification of issues, investigation and ideation (creation of ideas)

Problem Solving vs Innovation

Problem Solving

- Reactive
- Tactical
- Clear Goals
- Low-risk Solutions
- Restoring the Status Quo
- Putting out the fire

Innovation

- Proactive
- Strategic
- Ambiguity
- Higher-risk
- Break-through thinking
- Preventing future fires

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Effect of Stimulus on Problem Solving

Introducing a stimulus can increase the number of new ideas, the range of ideas and the originality of the ideas

The hardest thing is to increase a person's openness, to be able to accept out-of-the-box ideas

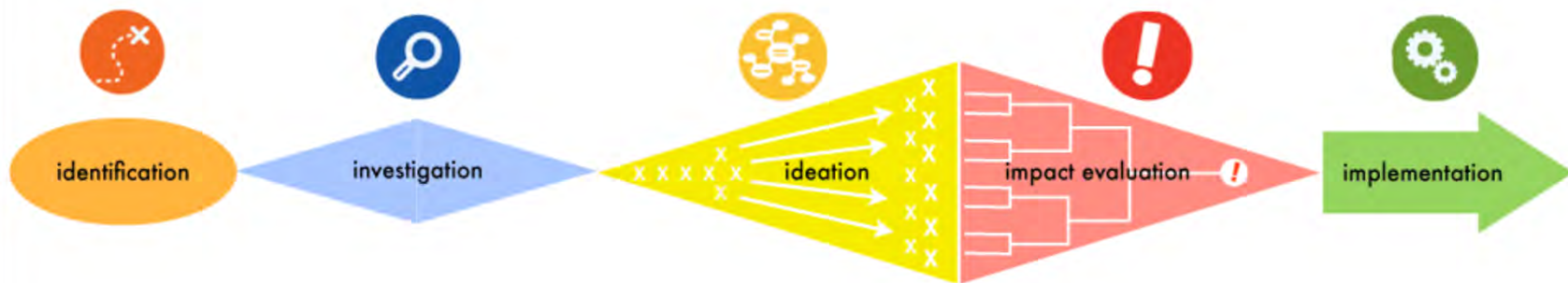
The Benefits of Structure

“A “regular” group using structured innovation tools and techniques will experience a *500% increase* in the number of *quality* ideas produced...”

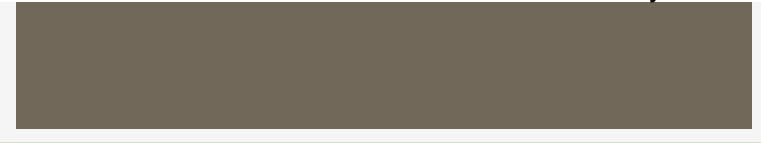
Arthur van Gundy

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Another Approach



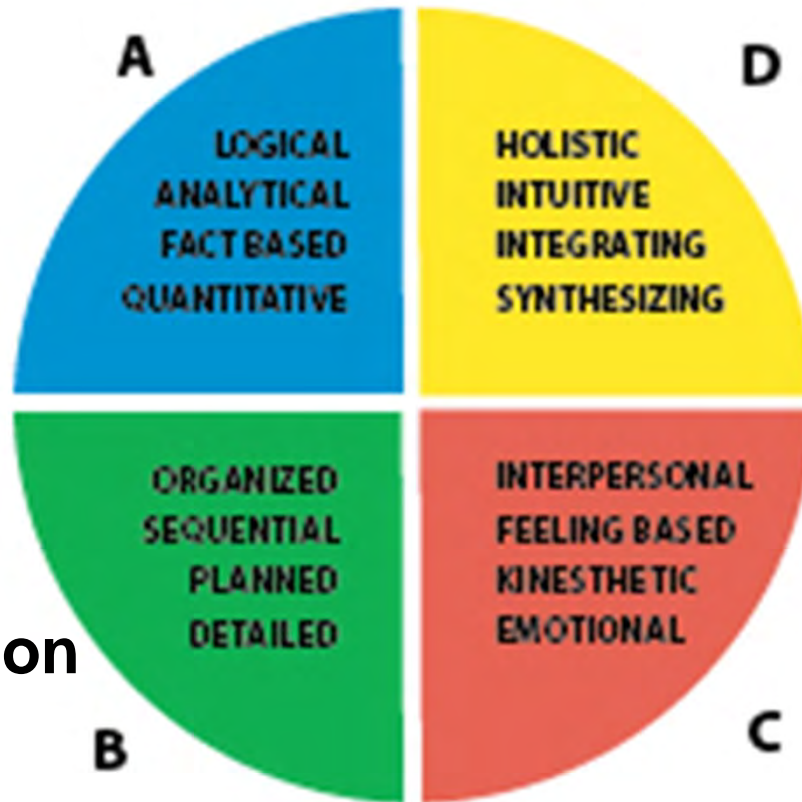
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The Whole Brain® Model

Investigation

Concrete
Random



Ideation

Abstract
Sequential

Implementation

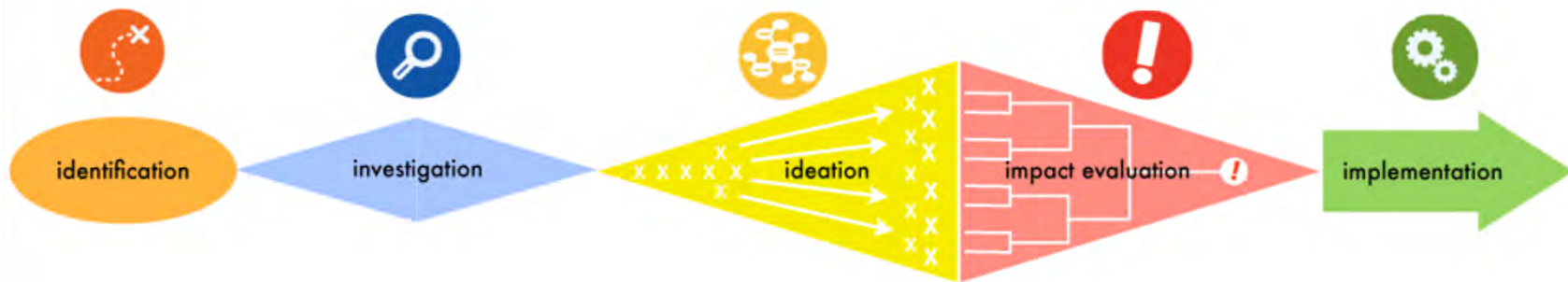
Concrete
Sequential

Impact

Abstract
Random

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Simulating a Dream Team!

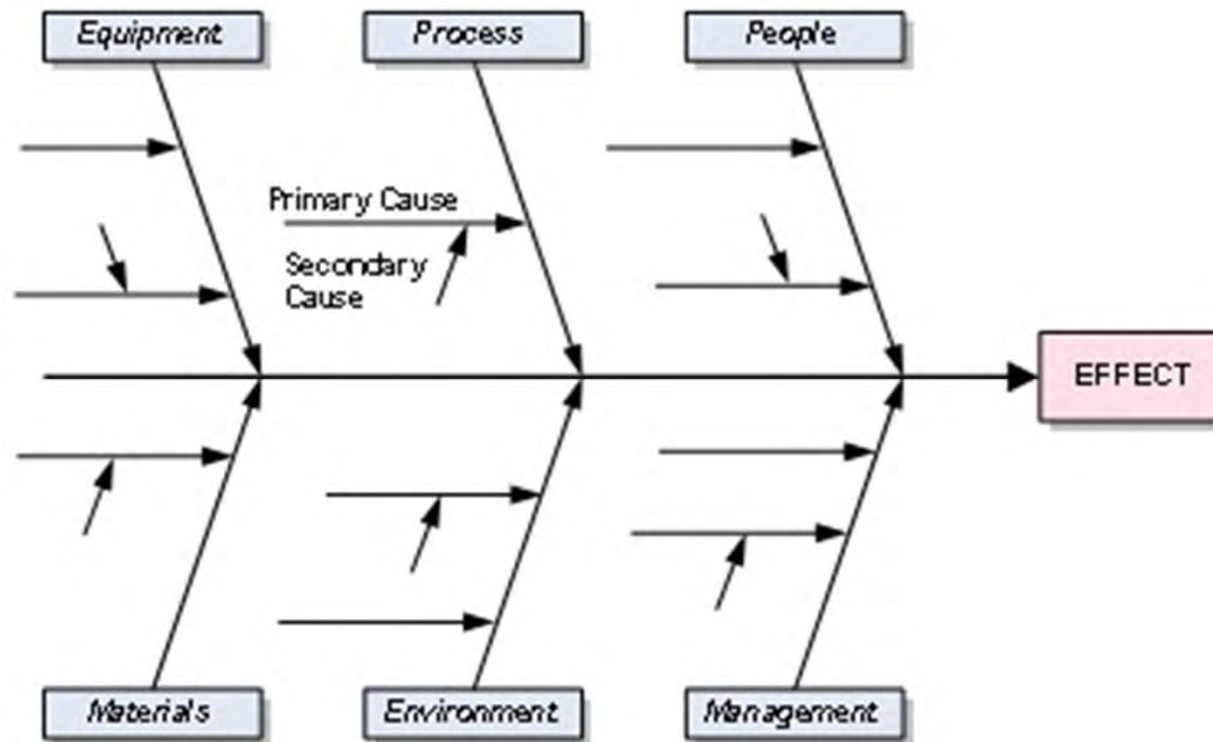


When you can't pull together people with these different thinking styles, you can use a structured approach to stimulate these types of thinking processes.

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www.juiceinc.com

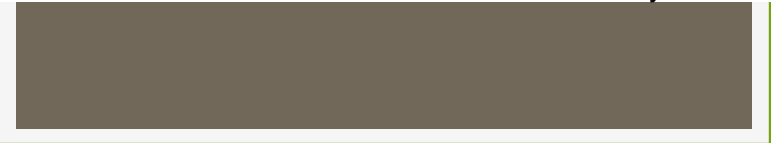
Fishbone/Cause and Effect



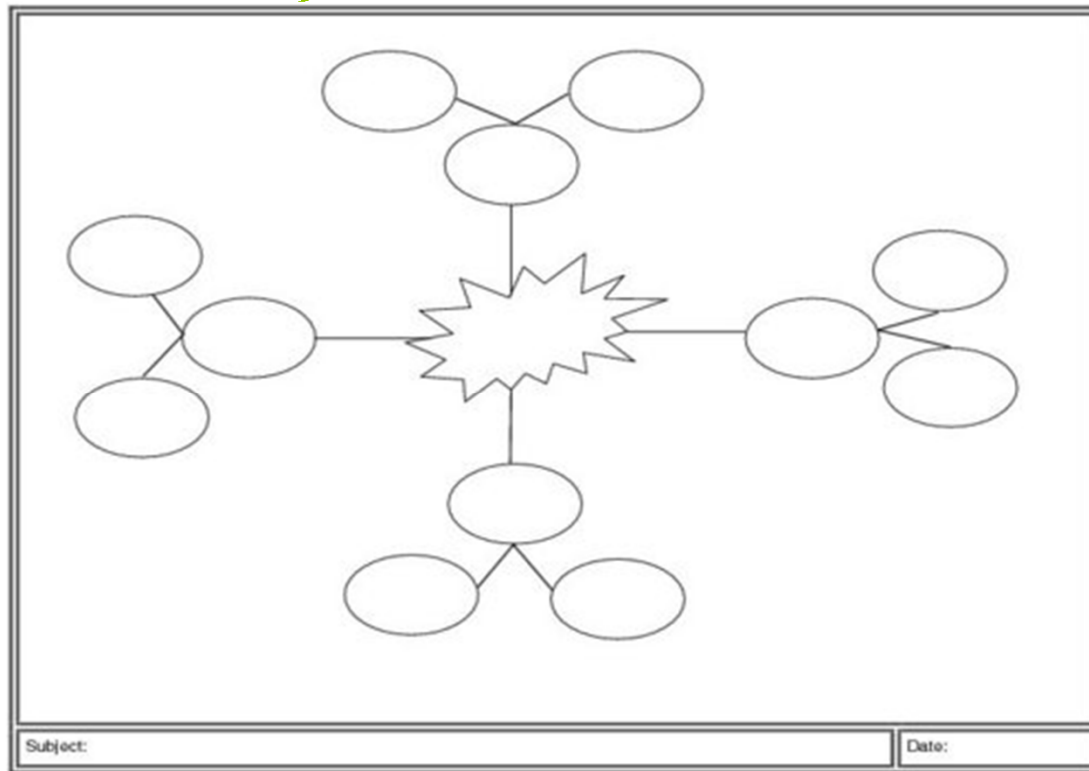
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The 5 Whys...

Why?	My Car Ran Out of Gas
Why?	I didn't put gas in the tank
Why?	I forgot my wallet this morning
Why?	I was in a rush this morning
Why?	I slept in
Why?	I forgot to set my alarm



Mindmap



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Building Blocks

First idea

Second person elaborates

Third person refines

Fourth person adds input and
returns to originator

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Diversity Day 3 – Delving Deeper

- Sharing of our discussions and investigations in between meetings
- Group Issue Solving – Field Trips
- Identifying sources of resistance, methods of communication, consideration of audiences
- Group Issue Solving – Fundraising
- Considering the possibility of rolling out one of the solutions

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Delving Deeper

- How would you communicate this idea to various (diverse) audiences and get their buy-in?
- Answer the questions - What's in it for me and Why is this important?
- What are possible sources of resistance?
- What resources would help people to implement this innovative solution?
(i.e. templates, communication messaging, links, partnerships, etc)

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TED Talks

- [Aimee Mullins and her 12 pairs of legs](#)
- [Chimamanda Adichie – the Danger of a Single Story](#)
- [Dave Eggers' Wish](#) – Creative Partnerships
- [Brene Brown – Wholeheartedness](#)

Activities

- The Alligator Story – our different backgrounds, assumptions and values
- The Sociometry of Oppression – stepping forward in response to questions, based on your assigned persona – fostering understanding and empathy
- Torrance Test (fun quiz) for Creativity
- Thinking Styles Quiz
- Problem Solving Squares

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BREAK TIME!

- 15 MINUTES

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Sharing Our Work with Others

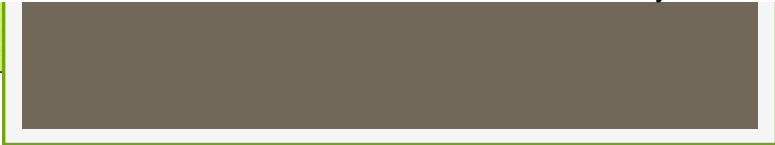
- What pieces of these sessions would be useful to share with others?
- How should we share our work in terms of both the solutions, and the process we undertook?
- What would be needed to roll out any given solution?

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Roll-Play Solution Role Out

- In your groups, take 20 minutes to discuss how you will pitch this idea at a school council meeting. The meeting will include the principal, a superintendent, two school staff, and parent council, which includes a community representative.

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LUNCH!

- 30 MINUTES

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Scavenger Hunt

- Divide into two groups. As a group, try and pull together the following items:
 - An elastic
 - A penny older than 1995
 - A bandage
 - Lip chap
 - Brush or comb
 - A story about meeting a celebrity from one member of your group
 - Paper clip
 - Toilet paper

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Solving one more issue!

- How do we encourage acceptance of diversity among staff groups that may seem relatively homogenous?
- Three groups – Use the tools we have learned about: Identify the Opportunity, Fishbone or 5 Whys to Investigate, Ideation (Generate solutions) with a list or mind map, fill in your chart considering implementation and impact.

BREAK!

- 15 MINUTES

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Sharing of Resources

- Share what you've brought.
- Examples of innovative or creative strategies/resources that address equity, valuing diversity and inclusion.

**Diversity and Innovation
Project Links**

**ENCOURAGING CREATIVITY AND RISK TAKING PREZI FOR SMART BOARD USE
Innovation Day 1 Presentation**

<http://prezi.com/8v6ejug9xqrt/copy-of-encouraging-creativity-and-risk-taking-version-2/>

TED TALKS

Aimee Mullins and her 12 Pairs of Legs –

http://www.ted.com/talks/lang/en/aimee_mullins_prosthetic_aesthetics.html

Chimamanda Adichie and the Danger of a Single Story -

http://www.ted.com/talks/lang/en/chimamanda_adichie_the_danger_of_a_single_story.html

Dave Eggers' Wish for Creative School Community Partnerships –

http://www.ted.com/talks/lang/en/dave_eggers_makes_his_ted_prize_wish_once_upon_a_school.html

Brene Brown's Social Science Research and Wholeheartedness -

http://www.ted.com/talks/brene_brown_on_vulnerability.html

Alligator River Story

Once there was a girl named Abigail who was in love with a boy named Gregory. Gregory had an unfortunate mishap and broke his glasses. Abigail, being a true friend, volunteered to take them to be repaired. But the repair shop was across the river, and during a flash flood the bridge was washed away. Poor Gregory could see nothing without his glasses, so Abigail was desperate to get across the river to the repair shop. While she was standing forlornly on the bank of the river, clutching the broken glasses in her hands, a boy named Sinbad glided by in a rowboat.

She asked Sinbad if he would take her across. He agreed to on condition that while she was having the glasses repaired, she would go to a nearby store and steal a transistor radio that he had been wanting. Abigail refused to do this and went to a friend named Ivan who had a boat. Ivan did not want to get involved at all in the situation. Abigail felt her only alternative was to accept Sinbad's terms. Sinbad fulfilled his promise to Abigail and delivered her to Gregory.

When Abigail returned the repaired glasses to Gregory, she told him what she had had to do. Gregory was appalled at what she had done and told her he never wanted to see her again. Abigail, upset, turned to Slug with her tale of woe. Slug was so sorry for Abigail that he promised her he would get even with Gregory. Slug then went to the playground where Gregory was playing ball and beat up Gregory.

Please rank order the characters in this story from 1 to 5, with 1 being the most offensive character, and 2 being the second most offensive character . . . and 5 being the least offensive character. Briefly state your reasons.

Name	Rank	Reason

Source: Chavez, C. I. & Ge, Y. (2007). Discovering the Enemy Within: An exercise in unintended thought. *Organization Management Journal*, 4 (1): 87-100.

A Sociometry of Oppressions

Used with permission by Susan Diane RN, BA, MA, and GALE BC

Grades 10–12

Time: 30 to 60 minutes

Learning outcomes

- to introduce the concept of privilege, oppression, and its affects on all individuals
- to develop a better understanding of the complexity of individuals within our society
- to increase awareness and understanding of the meaning of power and control
- to gain a better understanding of how and why our culture maintains the status quo
- to develop empathy for others.

Preparation

- photocopy and cut identity cards
- photocopy the Sociometry of Oppression question sheet to read out to the group
- a fairly large open space is needed.

Lesson

Hand out cards to each participant. Instruct them not to show their cards to other participants. You may need to help some participants individually if they have questions about their identity card.

Have participants line up against a wall. Start with all participants facing towards the wall. Ask those who can be open about their sexuality to turn around and face forward.

Read out the rest of the questions. Students who can answer yes to the questions get to take a step forward. The rest remain where they are. Those with their face to the wall will walk backwards to step ahead and those facing forward will walk forward.

After reading out all the questions, and allowing participants to move forward to various degrees, have participants stay in their resulting positions of privilege when the questions are finished.

Ask each one in turn to read out their identity and discuss what the experience was like for him/her. As in any experiential activity, be prepared for the possibility of someone's personal experiences being triggered so that further debriefing may be needed.

After each student has shared what it was like, discuss how privilege works and how those with it can be successful, while those without it find themselves falling behind in our society. Talk about "double and triple oppressions." This is when a person has a number of interconnecting factors holding them back (e.g., colour, gender, and sexual orientation). Discuss the reason this happens in our society. Why are groups oppressed? What is the purpose of oppressing a group of people? Whose needs does it serve? Is it acceptable? Legal? Fair? Ethical? What can we do to change this?

How can we do it? Who is responsible for what is happening in our society? What did we learn from this discussion?

Activities

1. Have the students write a journal about any of the questions above that they are interested in.
2. Share with the students some historical examples of oppression, such as apartheid, the holocaust, black slavery in the USA, Stonewall riots, and the continuing oppression of gays and lesbians. Have them research a group of people (or a specific person) and the oppression they have suffered. Have them present their findings to the class.

Pseudo-Identities

18-year-old, black disabled female, using a wheel chair and is a practising Anglican.	14-year-old, Japanese Canadian lesbian high school student.	17-year-old white heterosexual student, who is a sports jock and very popular in the school.
16-year-old, high school student who is lesbian and deaf. She uses sign language to communicate.	16-year-old First Nations female student going out with a white male. She practices traditional native spirituality.	16-year-old female who works at the bakery to help her immigrant family. She has been raised Catholic. Her mom speaks very little English.
19-year-old white heterosexual female who is in a relationship with an older Jamaican-Canadian man.	16-year-old white male who lives with his mom. She has drug problems. He was recently beat up by her boyfriend.	16-year-old gay male who is in the closet. He dates girls and plays sports. He recently met a guy he likes.
17-year-old female with a one-year-old baby, living at home. She is trying to finish her last year at high school.	17-year-old Caucasian female who is living on the street. She is addicted to crack.	19-year-old lesbian female, who is a practising Wiccan (witch).
15-year-old white male who skips school most days and hangs out at the mall. He is starting to do drugs.	17-year-old white lesbian stay-at-home-mom of two small children living on welfare. She is studying by distance education.	19-year-old, vegetarian female rock musician, in lesbian relationship. Considers herself bisexual.
16-year-old straight male hippy that smokes dope openly and comes to school from an island. He was home-schooled.	Grade 12 student who is transgendered, male to female. Wants to wear dresses and make-up to school and use the female washroom.	Grade 10 female student who cares about the environment and hassles others about eating meat, etc.
Grade 12 student who is an out lesbian. Her friends are trying to find a sponsor teacher to start a GSA in their high school.	17-year-old white depressed female who is questioning her sexuality and has attempted suicide four times.	15-year-old white female student who is in a violent relationship with an older man. She is scared to tell anyone.
Gothic-dressed white male student, who is in a relationship with a black female. His family deals with issues of poverty.	Grade 8 white male student, skateboarder. He has a close group of friends both male and female.	Grade 8 student with learning difficulties, thinking of dropping out of school. Parents don't really expect him to graduate.
17-year-old white heterosexual female whose father is rich. She skies in Whistler and stays in their condo in Victoria on	16-year-old Cambodian female, ESL. Her family ignores her and she is behind at school by two years. She is always by herself and looks	Indo-Canadian female, who is dating a white male. Her family is against the relationship. She is thinking of getting pregnant.

weekends.	lonely.	
19-year-old, gay male who has a girlfriend but has sex with guys secretly. His girlfriend thinks they should get married.	16-year-old white female, who had sex for the first time last year. She has just found out she is HIV positive.	17-year-old First Nations female. She is talented in basketball and wants to play. Often late for practice as she has to look after her siblings.

Sociometry of Oppression questions

These questions are asked once individuals have their pseudo-identity card (which they are instructed not to show to others) and are lined up, facing a wall.

1. If you are free to be open about your sexuality with those close to you (example out of the closet in most situations) please turn around and face the center of the room?
2. Can you expect to speak openly and easily about your sexual orientation and/or gender identity at school or at work without fear of harassment or negative consequences?
3. Do you feel safe walking alone on the streets after dark?
4. Do you expect to be treated fairly by the police?
5. Do you expect that you and your body will be treated with respect and dignity at school or work, without fear of harassment?
6. Can you go to the corner store on foot quickly and easily?
7. Can you walk by a group of teenagers without fear of insults or harassment?
8. Do you expect your children to attend school without discrimination or harassment?
9. Can you legally marry?
10. Do you expect to be financially well off and be able to travel during your retirement?
11. You are being considered for a promotion. Are you secure your personal life or identity will not hinder you?
12. You are in a new social situation and you are asked if you are married. Are you comfortable answering truthfully?
13. Are you comfortable bringing your partner to the school dance?
14. Do you expect to be able to get a large loan from the bank easily?
15. Would it be easy for you to introduce your partner to your family?

16. Do you think that your chances are good when you are interviewed by a social worker to adopt a child?
17. Are you comfortable holding hands with your partner in public?
18. If you became sick with AIDS, would some people say you were an innocent victim rather than you deserved it?
19. Can you expect to be a religious leader in your community?
20. Can you discuss your religious practices and holidays openly at work or school without fear of harassment?
21. Can you communicate easily with others you have just met?
22. If your partner died, would you be automatically recognized as the next-of-kin?

Personal Thinking Styles

To check your personal thinking style:

1. Read each set of words and mark the two within each set that best describe you.

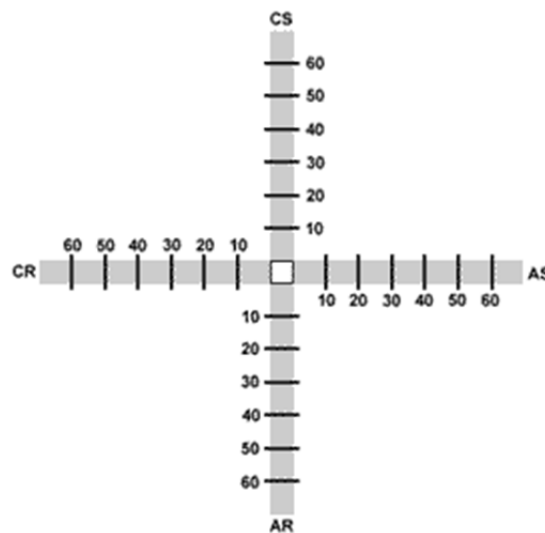
1	a. Imaginative b. Investigative c. Realistic d. Analytical	9	a. Reader b. People person c. Problem Solver d. Planner
2	a. Organized b. Adaptable c. Critical d. Inquisitive	10	a. Memorize b. Associate c. Think-through d. Originate
3	a. Debating b. Getting to the point c. Creating d. Relating	11	a. Changer b. Judger c. Spontaneous d. Wants direction
4	a. Personal b. Practical c. Academic d. Adventurous	12	a. Communicating b. Discovering c. Cautious d. Reasoning
5	a. Precise b. Flexible c. Systematic d. Inventive	13	a. Challenging b. Practicing c. Caring d. Examining
6	a. Sharing b. Orderly c. Sensible d. Independent	14	a. Completing work b. Seeing possibilities c. Gaining ideas d. Interpreting
7	a. Competitive b. Perfectionist c. Cooperative d. Logical	15	a. Doing b. Feeling c. Thinking d. Experimenting
8	a. Intellectual b. Sensitive c. Hardworking d. Risk-taking		

2. After completing the test above: In the columns below, circle the letters of the words you chose for each number. Add your totals for columns I, II, III, and IV. Multiply the total of each column by 4. The box with the highest number describes how you most often process information

	I	II	III	IV
1.	C	D	A	B
2.	A	C	B	D
3.	B	A	D	C
4.	B	C	A	D
5.	A	C	B	D
6.	B	C	A	D
7.	B	D	C	A
8.	C	A	B	D
9.	D	A	B	C
10.	A	C	B	D
11.	D	B	C	A
12.	C	D	A	B
13.	B	D	C	A
14.	A	C	D	B
15.	A	C	B	D
Total	_____	_____	_____	_____

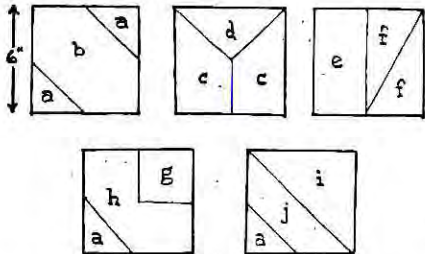
- I ___ x 4 = **Concrete Sequential (CS)**
- II ___ x 4 = **Abstract Sequential (AS)**
- III ___ x 4 = **Abstract Random (AR)**
- IV ___ x 4 = **Concrete Random (CR)**

3. Graph your results. To graph your preferred thinking style, just place a dot on the number that corresponds to your score in each of the classifications and link the dots shown in the miniature diagram.



Broken Squares Activity

<p>Broken Squares (Working Together)</p>	<p>Objective:</p> <ul style="list-style-type: none"> ➤ To analyze the dynamics of cooperation and personal behavior in a problem-solving situation. ➤ To provide a context in which the participants can reflect on cooperation in our global village. <p>Time: 25 minutes for the exercise and 35 minutes for discussion.</p> <p>Materials:</p> <ul style="list-style-type: none"> ➤ Chalkboard/newsprint and supplies ➤ Tables that will seat five participants each (or enough room to permit the participants to group ~ together in fives); ➤ One set of instructions for each group of five participants and one for the Director. ➤ One set of broken squares for each group of five participants (see Directions below). <p>Procedure: This exercise should be completed and processed strictly as the human relations exercise it was designed to be before any attempt is made to jump to the global level. You can introduce the design with a discussion of the meaning of cooperation. This often leads to suggestions from the group of some of the key elements in successful cooperation. You can list these elements on the board and explain that the "Broken Squares" will give them an opportunity to test these elements. Some of the elements which may surface are these</p> <ol style="list-style-type: none"> 1. each individual must understand the total problem; 2. each individual should understand the strengths and weaknesses he/she brings to the solving of a problem; 3. each individual should be aware of the potential contributions of other individuals. <p>When the preliminary discussion is finished, distribute one packet of five specially prepared envelopes (see Directions below) to each table. Instruct the group that in each packet there are five envelopes, each of which contains pieces of cardboard for forming squares.</p>
<p>Broken Squares (Working Together)</p> <p>Continued...</p>	<p>Section Three: Educational Designs</p> <p>When the signal is given to begin, the task of each group will be to form <u>five squares of equal size</u>. The task will not be completed until each individual in each of the groups has before him/her a perfect square of the <u>same size</u> as that held by the others.</p> <p>Specific limitations imposed upon the groups are announced:</p> <ol style="list-style-type: none"> 1. no member may speak; 2. no member may ask another member for a piece or in any way signal that another person is to give him a card; 3. members may, however, <u>give</u> pieces directly-to other individual members. <p>Check to make sure that the instructions are clearly understood by each of the participants. Monitor the tables during the exercise to guarantee that the rules are strictly observed and to answer any questions. When all questions have been answered, instruct each of the participants to take one envelope and begin the task.</p> <p>The exercise is brought to a close when all the groups have completed the task.</p> <p>Processing the Exercise: The discussion that follows should focus on questions such as these:</p> <ol style="list-style-type: none"> 1. Who was willing to give away pieces of the puzzle? Why? 2. Did anyone finish the square and then divorce herself from the efforts of the rest of the group? How did others feel about this? 3. How did participants feel about the person who could not see the solution as quickly as others? 4. How did participants feel when someone holding a key piece failed to see the needs of others?

	<p>5. Was there a critical turning point in the exercise at which time the group began to cooperate?</p> <p>Participants should be encouraged to apply their learning from this exercise to any of their own life situations that are relevant. You might direct their attention back to the chalkboard and discuss their earlier feelings about cooperation in light of this experience.</p> <p>Once this educational design has been fully processed as a human relations exercise, you might want to use it as a springboard to a study of cooperation on a global level. Be extremely critical in so doing lest the participants be misled into believing that the complexities of international relations can be reduced to the dynamics of interpersonal relations.</p>
<p>Broken Squares (Working Together)</p> <p>Continued...</p>	<p>Directions for Making a Packet of "Broken Squares"</p> <p>A "packet" consists of five envelopes containing pieces of cardboard (or heavy paper) which have been cut into different patterns and which, when properly arranged, will form five squares of equal size. One packet should be provided for each group of five persons.</p> <p>To prepare a packet, cut out five cardboard squares of equal size, approximately six-by-six inches. Place the squares in a row and mark them as below, penciling the letters "A", "B", "C", etc. lightly so that they can later be erased.</p>  <p>The lines should be so drawn that, when cut out, all pieces marked "A" will be of exactly the same size, all pieces marked "C" of the same size, etc. By using multiples of three inches, several combinations will be possible that will enable participants to form one to two squares, but only one combination is possible that will form five squares six-by-six inches.</p> <p>After drawing the lines on the six-by-six inch squares, and labeling them with upper-case letters, cut each square as marked to make the parts of the puzzle.</p> <p>Mark each of the five envelopes a, b, c, d, and e. Distribute the cardboard pieces in the five envelopes as follows:</p> <p>Envelope a has pieces I,H,E Envelope b has pieces A, A, A, C Envelope c has pieces A,J Envelope d has pieces D,F Envelope e has pieces G,B,F,C</p> <p>Erase the penciled letter from each piece and write instead the appropriate envelope letter. This will make it easy to return the pieces to the proper envelope for subsequent use when a group has completed the task.</p> <p>Adapted from <u>Handbook of Structured Experiences For Human Relations Training</u>, Pfeiffer and Jones, eds. (Iowa City: University Associates, 1972, 4 volumes.</p>

Scavenger Hunt Role – From Heads Up for Inclusion

Divide into two groups. As a group, try and pull together the following items:

- **An elastic**
- **A penny older than 1995**
- **A bandage**
- **Lip chap**
- **Brush or comb**
- **A story about meeting a celebrity from one member of your group**
- **Paper clip**
- **Toilet paper**

Two volunteers from each group will receive special instructions.

They will each receive a ‘persona’ for the activity that the rest of the group won’t know about. (proceeding pages)

At the end of the activity, ask participants about the group effectiveness during the activity, if everyone contributed, and was included? What were the challenges of this process?

Role Play – I don't understand?

- You don't understand what people are trying to do, but you want to be involved.
 - If people are friendly and try and involve you – smile, but you don't respond with words and you don't understand how to participate even when people explain.
 - If people ignore you, or are getting impatient with you – look upset, moan and then disengage.
- If your group suggests ways for you to participate, like holding onto the items, or showing you the items once they have been found, or in some other way, keep smiling!

Role Play – Delayed response

- You understand everything around you
 - When asked a question count to 5 SLOWLY (one thousand and one, one thousand and two etc.) before answering.
 - Wait 1 second between each word you speak.
 - If people don't wait to hear your response show signs of frustration
 - – yell out 'wait'
 - use body language to try and get people to listen to you
- if your group does not wait to let you participate, after 3 times of being talked over, get up and leave the group. If someone comes to check on you, you can tell them what is wrong (remember to wait 5 seconds and then take a break between words when you say what is wrong).
 - You may return to the group if the person encourages you to.

Role Play – I'm so shy

- Try and avoid eye contact and hold back from participating.
 - Try and go unnoticed
 - If someone asks if anyone has an item, don't answer unless they ask you specifically
 - See if you can go the whole activity without being noticed or talking.
- If someone in your group takes the time to encourage you to participate, join in, but if they forget about you after a bit – withdraw again.

Role Play – I don't understand?

- You don't understand what people are trying to do, but you want to be involved.
 - If people are friendly and try and involve you – smile, but you don't respond with words and you don't understand how to participate even when people explain.
 - If people ignore you, or are getting impatient with you – look upset, moan and then disengage.
- If your group suggests ways for you to participate, like holding onto the items, or showing you the items once they have been found, or in some other way, keep smiling!

Role Play – foreign language and different clothes

- You have recently immigrated to Canada from the country Boa. They speak gibberish there and you are used to wearing a feather boa.
 - Participate as best you can, but unless they find a way to describe the object they are looking for in a way other than words, you do not understand.
 - You can talk all you want, but only in gibberish
 - If they laugh at your boa or glasses in a way you don't feel is very nice, withdraw
 - If they don't try and include you, or teach you along the way what it is they are doing, withdraw
- If they do try and include you and you figure out what they are looking for feel free to participate.

Role Play – The stick in the mud!

- You are annoying and pessimistic without raising the attention of the teacher.
- You do not want to participate.
- Make comments like "this is so stupid", " I'm not doing this, it is so lame" etc.
- Act distracted if people try and engage you, look at the other group, or the clock, or pick lint off of your pants etc.

If your group tries 3 times to engage you in a positive and encouraging way, you begin to participate and help out.