

## TEAM

### TEAM SCENARIOS

#### RACE, GENDER, CLASS, POWER ISSUES

These role-plays have been developed to help FAST trainer interns practice handling issues of race, gender, class and power as they occur in community training situations. Each role-play is taken from "real life" experiences of Certified FAST Trainers.

The role-plays are for the purpose of improving the Trainer Intern's skills in responding to the sensitive areas of race, gender, class and power with confidence.

This section includes instructions for the Trainer and Team Members.

Each scene represents a different situation and does not necessarily follow a story-line.

#### INSTRUCTIONS:

1. Divide participants into small groups the size of an average team. Be sure to identify the Certified Trainer and Team Members. Identify each team member with a tag that labels all the team roles: parent partner, mental health partner, substance abuse partner, school partner, and in middle school add the youth advocate and youth representative. Remember to rotate roles following each role-play so that each person gets a chance to play all the roles.
2. Allow approximately five to fifteen minutes per role-play.
3. Give the instructions to the trainer separately from the team and the team instructions separately from the trainer.
4. After each role-play, the team needs to give constructive feedback to the trainer about his/her skills in resolving the issues presented. Remember to give specifics and be constructive.

## TEAM

### SCENE I

#### **OCCURS DURING PHASE I: BEGINNING OF TWO-DAY TRAINING**

#### **CONCERNS: Cultural Representation**

#### **TEAM INSTRUCTIONS**

The team is made up of:

Parent partner	European-American
School Partner	European-American
Community Agency Partner	European-American
Community Agency Partner	European-American
Community Agency Partner	European-American, Team Leader

This school has 60% Latino students, and the team expects to recruit primarily Latino students into the FAST program because "those" families need the most help, and school dropout is very high for Latino youth.

The team leader got funding for this pilot to serve "those kids", and the school was willing to collaborate. The team leader tried to get a person from Hispanic background on the team, but "no one was interested in spending so much time." She feels strongly that cultural competence is a good substitute for cultural representation, and she had a vacation in Mexico and speaks some Spanish.

The school partner, it turns out, is married to a Latino man, and is a good friend of a 2nd grade teacher at the school who is Latino.

If the trainer turns to the team for support in resolving this problematic issue of a CORE COMPONENT OF FAST: cultural representation of the families on the team, this school partner will invite both her friend, the teacher, to join the team, and her husband to volunteer.

## TEAM

### SCENE II

#### **OCCURS DURING PHASE I: BEGINNING OF TWO-DAY TRAINING**

#### **CONCERNS: Cultural Representation & Trainer**

#### **TEAM INSTRUCTIONS**

The team is made up of:

Parent partner	Asian
Parent partner	European-American
School partner	European-American
Community Agency Partner	Asian
Community Agency Partner	European-American
Community Agency Partner	Asian, Team Leader

The school, located on the West Coast, consists of about an even number of European-American and Asian American families.

As a team you have been working with FAST National for a year about FAST and preparing for training. You have been coached and gently persuaded by FAST National to assemble a team that looks like the families you will recruit. To insure the success of the program, the funders and team have grudgingly agreed to comply with the requirement that the team and the families look alike.

Team training is set up and the trainer is met at the airport. There is tension in the air by the time the first session of the day begins. The team is resistant. Before training goes very far, a team member asks, "Why were we asked to put a team together that looked like the families we serve, but then FAST National sent us a black trainer?"

As a team you dig your heels in and resist any change until the trainer and funders address the underlying issues of race and bias.

Add question to get deeper?

## TEAM

### SCENE III

#### OCCURS DURING PHASE II: PRE-SITE VISIT I

#### CONCERNS: Home Visits

#### TEAM INSTRUCTIONS

The team is made up of:

School Partner (Teacher)	European-American
Mental Health Partner	African-American
Substance Abuse Partner	European-American
Parent Partner	European-American
Parent Partner	European-American
Lead Agency (School District)	African-American

The elementary school is in a small suburban transitional neighborhood. The majority of the students, 75%, are African-American. This team was trained as a part of a multi-site training in a big city.

The principal is committed to FAST and wants the program in his school. He has assigned a teacher to the team and plans to recruit families from her class. He selected one of the parent partners because of her current active status in the school. None of the team members live in the area, they all commute daily.

The school partner, a teacher, resents being on the team but she will do her best and work hard. In her heart of hearts she does not think this will work with "these" children. She has shared her feelings with the parent partners, who agree. They decide to plan and organize everything and inform the other team members. Additionally they really don't like the trainer.

The school partner and parent partners decide not to do home visits. They plan for appointments with the families at the school during the day.

Other team members feel isolated and complain to the trainer.

Because of the complaints, the lead agency partner is threatening to withhold the funding to force the team into change.

As a team you have allegiances that are very strong. The school partner and parent partners are aligned against the trainer. They look helpful. The mental health partner and substance abuse partner are on the outside.

## TEAM

### SCENE IV

#### **OCCURS DURING PHASE II: SITE VISIT I**

#### **CONCERNS: Parent Empowerment, Support**

#### **TEAM INSTRUCTIONS**

The team is made up of:

Lead Facilitator-Community Agency	African American
Community Agency	African American
Community Agency	African American
FAST Parent Graduate	African American
Parent Partner	Latino Secretary
School Partner	European-American
School Partner	European-American
School Partner	European-American

The principal is a white male; the teachers are 95% European American, the students are 95% African American. This is an inner city school with high crime, crack, violence, poverty and school drop out; neighborhood segregation is high.

The principal has gone out of his way to welcome FAST to the school. He has assigned four of his staff to go to the training and to do FAST after school hours. He has arranged for substitutes for the school partners (all 3 are teachers) so that they can work with FAST in the evening. He even went shopping for the lottery baskets himself, and used his own money so that the costs of the lottery baskets would be minimal to the program-and bought a closet full of supplies which he has in his office. The supplies for the baskets are: bars of soap, bottles of soft soap, shampoos, dish towels, dish washing detergent, floor cleaners, mops, laundry soaps, bleach, and sponges. He is proud to help out, and very pleased with the lottery baskets he has arranged.

Some of you who are African American are concerned and have already talked to the trainer about the baskets. Your concern is about how the families will feel if given these items. Some of you who are school partners think this is great and don't see a problem. Team conflict over what to do brings the trainer to the meeting the day of the first session as you prepare.

## TEAM

### SCENE V

#### **OCCURS DURING PHASE III: FINAL REVIEW TRAINING**

#### **CONCERNS: Parent Empowerment, Programmatic Drift, Class**

#### **TEAM INSTRUCTIONS**

The team is made up of:

Principal	African American, upper middle class
School Partner	Cuban, upper middle class
Parent Partner	European American, low income
Community Agency Partner	European American, upper middle class
Community Agency Partner	European American, upper middle class
Community Agency Partner	African American, middle class

You have a new trainer who will just be conducting the Phase III with your team.

The school is in an extremely low income area, 100% Title I; students are both European American and African American (50% 50%), very poor.

The school partner and the principal are very close. They meet every day, and they are very concerned about "their families". They feel sorry for the poor families and they really love their students and want to educate them well. The school partner and the principal are particularly concerned about the filth of the homes and worried about the potential for diseased food to come from "those homes" and feel a need to protect all of their families from those diseases.

The home visits for recruiting the families were done by the school partner and the parent partner. The school partner decided with the principal that the parent partner should do all of the home visits for the European American families, and the school partner would do all of the other families. Because of the filth of the homes which were visited by the school partner, she decided that "her families" should have meals catered for FAST when it was their turn to cook. The parent partner however did not feel that way about the home visits which she made, and so the families she visited all did cook meals for FAST after they won the lottery.

The team never discussed these decisions as a group...it just sort of evolved. Now however, at the Phase III there is a parent panel, and one parent is African American and one is European American.