

## TRAINER

### TEAM SCENARIOS

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

These role-plays have been developed to help 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 FAST® 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 FAST® 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 FAST® 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.

## TRAINER

### SCENE I

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

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

#### **CERTIFIED TRAINER 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.

You arrive to train your team and the team is made up of all European-Americans. During the introductions you learn that this team plans to recruit only Latino families.

Problem areas: 1) Team does not look like families to be recruited. 2) Team has issues with parent empowerment. The families are referred to as "those families and those kids". 3) Core component of FAST®: Cultural representation on the team; parent empowerment.

Training cannot continue until the team composition is balanced. The team must look like the families to be served. No balanced representation, no FAST®. As the trainer, you must move your team into compliance before training can proceed.

The team as it is can serve what families? Can the team change? How do you handle these issues and maintain each team member's affiliation?

Team composition and cultural representation: A core requirement – how to manage it

## TRAINER

### SCENE II

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

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

#### **CERTIFIED TRAINER 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 trainer is African American.

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

You arrive to begin the two-day training and within fifteen minutes of beginning you are aware that things are not going well. A question from a team member brings instant clarity. The question: "Why were we asked to put a team together that looked like the families we serve, but then Families and Schools Together, Inc. sent us a black trainer?"

How do you handle this situation? Some alternatives include: continue training; stop training and meet with the funders; stop training and do conflict resolution to address the issues; ignore the question and continue with your work; call a time out.

You need to address cultural representation and racism. What is the policy when this question is posed?

Trainer race and institutional racism: Families and Schools Together, Inc. requires cultural representation on the team and certification of the trainer (not the race of the trainer)

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### SCENE III

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

#### **CONCERNS: Home Visits**

#### **CERTIFIED TRAINER 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 |
| School District          | African-American  |
| Funder                   | 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.

There was a problem regarding the team not being representative of the families to be recruited, but this was addressed during the multi-site Phase I two-day training. The funding source assured Families and Schools Together, Inc. that the problem would be corrected before the start of the program.

The principal is committed to the program. He has called you for help. The team is still not representative of the families and there is team conflict. From your conversations with the principal, you have figured out that the team is divided: school and parent partners vs. other team members. The school and parent partners are making all of the decisions and informing the other team members when needed. The team has marginalized the mental health partner and substance abuse partner.

You must address issues of cultural representation on the team. Establish clear lines of communications between you and the team.

Institutional racism in the community (KKK was actively marching)

## TRAINER

### SCENE IV

**OCCURS DURING PHASE II: SITE VISIT I**  
**CONCERNS: Parent Empowerment, Support**  
**CERTIFIED TRAINER 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.

Some of the team members who are African American come to you, the trainer, for help. They are concerned about the items that have been given to them to be placed in the lottery baskets. They are aware of how demeaning the families will feel if given these baskets. The team wants the program to succeed and they have the support of their principal. The principal is active and involved in the program.

As trainer you need to help the team problem solve and move forward. Before doing this, you need to get a good picture of what is happening at this site.

This is the first session and decisions must be made by the team about what to put into the lottery basket tonight. The team is meeting and you have to help them resolve issues and handle the team conflict which has arisen.

Not a core component, but about respect of socially marginalized.

## TRAINER

### SCENE V

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

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

#### **CERTIFIED TRAINER 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 not worked with this team through Phase I or II, but you are now doing the Phase III.

You are aware of the school demographics, which is extremely low income, 100% Title I, and students are both European American and African American (50% 50%).

You are warned about the practice of catering meals. Sometimes, instead of having the winning families prepare the meal the following week the team had the meal catered. Up to this point the team has been evasive. It is during the discussion of programmatic drift that you begin to pick up some issues of power, and class difference. You must work with the team to resolve these issues if FAST® is to be successful.

Meals were catered for low income black families and meals were cooked by low income white families. Team was not certified because they did not.