



UNDERSTAND SELF | UNITE SOCIETY

**CARES<sup>U</sup>S<sup>2</sup>**®

**CERTIFICATION**

# EMPATHY: Inclusive Training & Curriculum



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*You are authorized to use the learning objectives, activities, and module materials within your team to help your team to become, or remain, high performing in the areas of equity and inclusion. We ask that you do not teach or share these materials. Thank you!*

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Use this section to take notes throughout the video courses. Slide decks are not provided in their entirety, so your notes and participation, both with the workbook and in the synchronous session, will allow the continuation of learning.

## Video 1: Introduction

### Objectives for the Empathy Module

By participating in this session, you will be able to...

- ...analyze the impact of seeing yourself included in the environment.
- ...learn about, and be exposed to, the idea of seeing others in the environment.
- ...understand the role of personal development within an inclusive environment.

## Core Principles & Beliefs of US<sup>2</sup>

1. Guilt and politeness are the glue that hold prejudice and stigma in place.

### 2. Intentions ≠ Impact

3. We must intentionally include so as not to unintentionally exclude.

4. Seek to impact someone's heart, which will ultimately change their mind.

5. Every issue counts.

6. Growth occurs in discomfort.

7. Once we know better, we must do better!

Our goal within US<sup>2</sup> is to help people better understand themselves in order to unite society.

## Critical Practices for an Inclusive Environment

### Video 2: Instruction & Training

- What is the most effective method for you to learn new skills?

Critical Engagement with Material:

Variety of Approaches:

Cooperation and Collaboration:

Making Connections:

Values-Based Evaluation:

### Training Redesign

Think of a mandatory training you participate in (or have facilitated). How would you update this training to include the tenets of Inclusive Instruction & Training (Critical Engagement with Material, Variety of Approaches, Cooperation & Collaboration, Making Connections, and Values-Based Evaluation)? Consider completing the grid found on page 5.

# Training Redesign Template

Critical Engagement with Material

[Empty space for notes under 'Critical Engagement with Material']

Variety of Approaches

[Empty space for notes under 'Variety of Approaches']

Cooperation & Collaboration

[Empty space for notes under 'Cooperation & Collaboration']

Making Connections

[Empty space for notes under 'Making Connections']

Values-Based Evaluation

[Empty space for notes under 'Values-Based Evaluation']

### Video 3: Culture & Climate

- What is your ideal environment?

Honoring Personal Experiences:

Thoughtful Setup & Structure:

Shared Inquiry & Dialogue:

Social/Emotional Safety:

Fair Processes:

### Building Your Team

Use verbs (action words) to describe your ideal team. What qualities do you want in the group as a whole and what qualities do you want in individuals? Are those different from one another? Consider different personality types and what those different people would bring to the team and where they would best 'fit'. If you have all visionaries, who does the work? If you have all worker-bees, who guides the team? How would you best honor all personalities and achieve the common purpose for the team?

## Video 4: Constituent Engagement

- Who are your constituents? How do you engage them?

Culturally Sensitive Communication:

Inclusion of Constituent Wisdom:

Increased Connections:

Use of Local Resources:

Becoming CHANGEmakers:

## Engaging Beyond

Think of a project that you are working on or will soon embark on. Answer these questions in terms of this project. Think outside the box when determining the constituents. Questions to consider are:

- Who are the constituents that you need to engage?
- How do you create space to hear from these constituents?
- How do you empower previously disempowered constituents?
- What resources do you tap into? Are there others you could be including?
- How do you show your constituents that you are interested in their experiences outside of the project in which you are working?

## Video 5: Leadership

- How do you continue your personal growth?

Self-Awareness & Cultural Competency:

Intercepting Discrimination:

Building Alliances:

Leading Beyond:

Ongoing Reflection & Learning:



## Inclusive Standards for Training Video 6: Collective Responsibility

### Identity – Who Am I?

#### Mapping Your Identity

Chose a social identity that you would like to reflect on and examine. Map what you have learned about this identity on page 10 using the following questions as prompts:

- What messages did you hear/learn about being \_\_\_\_?
- Where did the messages come from? (Parents, other family members, religious organizations, schools, teachers, media (print, TV, music), other institutions, peers, etc.)
- What behaviors were encouraged, rewarded, and supported? How?
- What behaviors were discouraged, unsupported, and punished? How?





**Diversity - How are we alike and different?**

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**Video 7: Collective Action**

**Justice - Why are people treated differently?**

[Empty text box for notes]

The Privilege Walk:

[Empty text box for notes]

**Action - What can I do about it?**

[Empty text box for notes]

How do you continue your journey for justice and action in your own life?

[Empty text box for notes]

How do you support this journey for others?

[Empty text box for notes]

How do you create sustainable, systemic change?

[Empty text box for notes]

**Video 8: Review and Prepare for the Synchronous Session**

- How are you going to best prepare for the synchronous session?

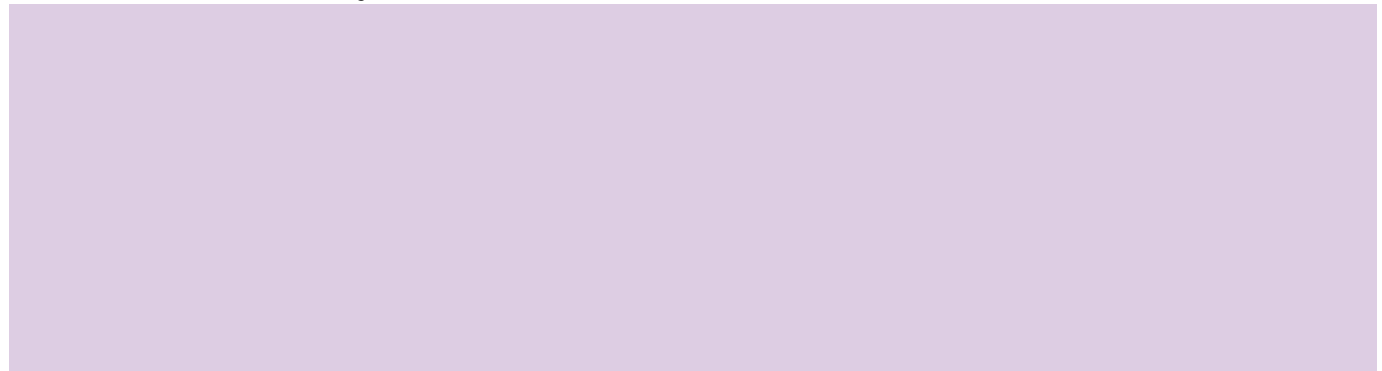
[Empty text box for notes]

Use this section to take notes throughout the synchronous Zoom session. Slide decks are not provided in their entirety, so your notes, reflections, and active participation will allow the continuation of learning.

## Interviews

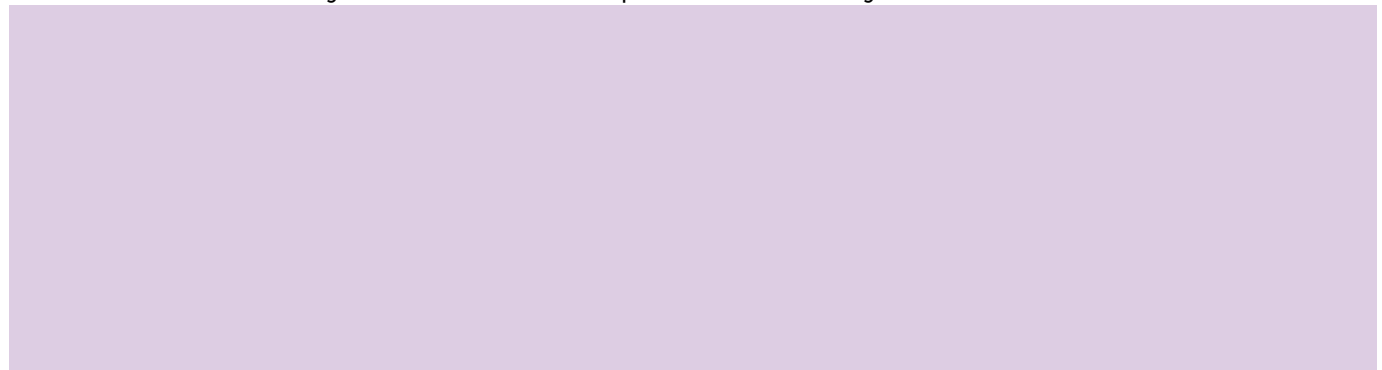
Presenter will break group into pairs. Before conducting the activity, inform participants that their responses will be shared out with the large group. Each pair will have the chance to chat with their partners focusing on collecting information using the below questions. Once both people have had a chance to share, the whole group can come back together. Then each partner will share out for the person with whom they were working.

- Name
- Job
- Share a time in which you felt that your perspective was not heard/understood.
- How did this make you feel?



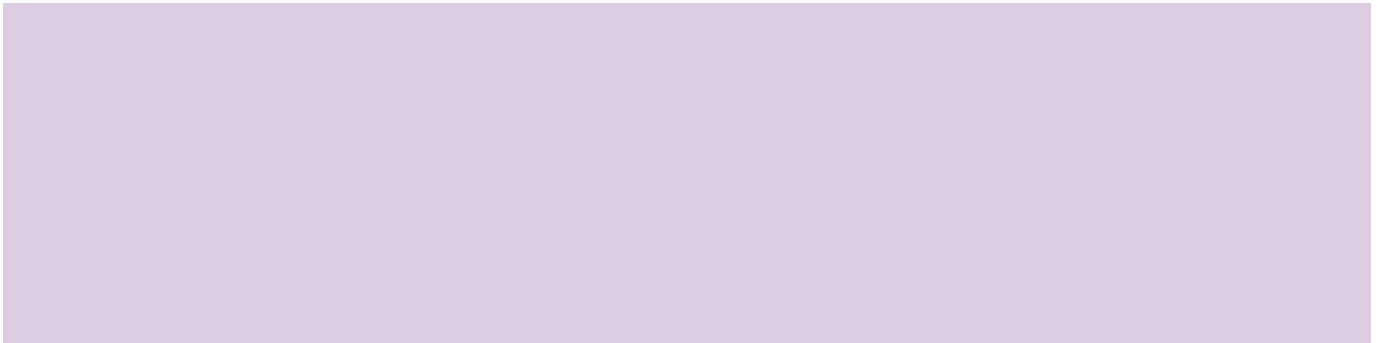
When coming back to the large group, after everyone has shared about their partner, open up the group for discussion using the questions below:

- Was your story relayed the way you told it? Was there a spin on it?
- As an interviewer, could you relate to the story shared by your partner?
- Were you able to listen without sharing your own story?
- If your partner shared a story making a connection to yours- did that bother you or help build a rapport?
- What connected you with the other person- the story or the emotion?

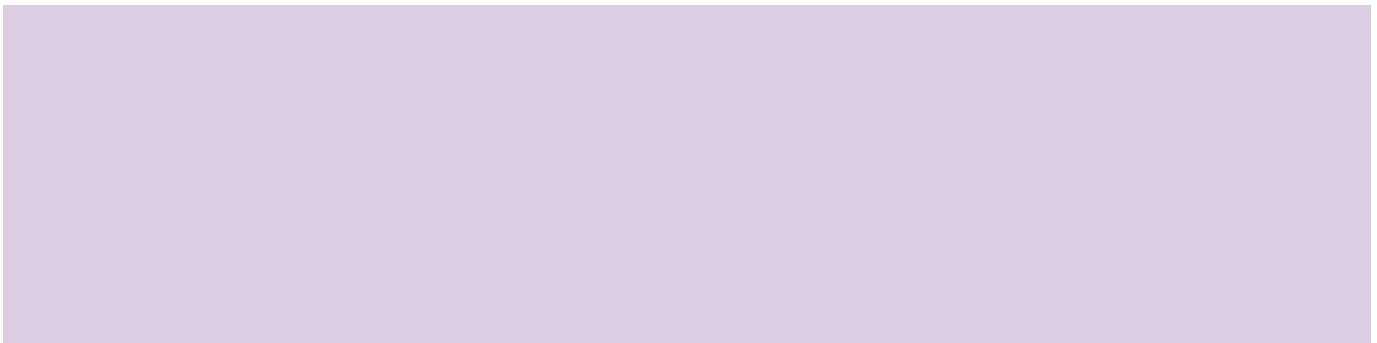


## Empathy Values

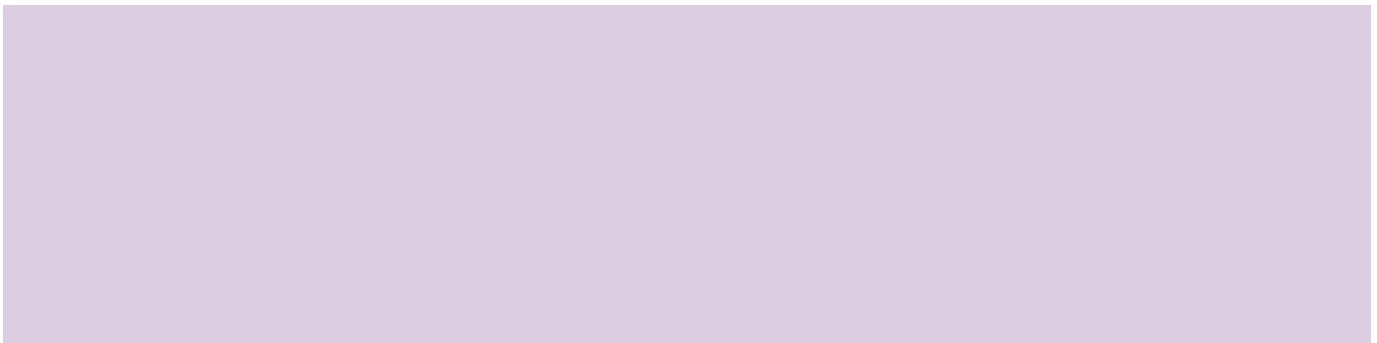
- How are our own intentions impacted by our personal values?



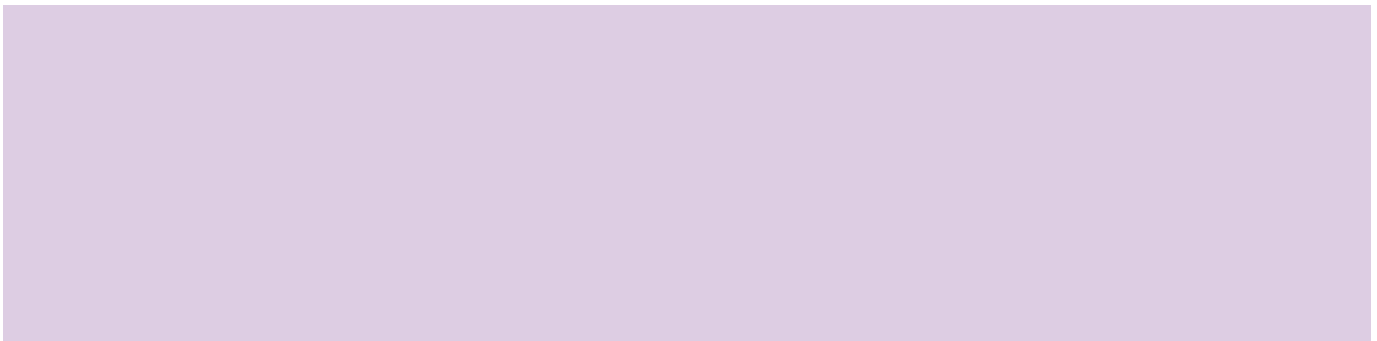
- How do we develop empathy for those who have values that differ from our own?



- How do we learn to understand one another?



Empathy is 'the art of stepping imaginatively into the shoes of another person, understanding their findings and perspectives, and using that understanding to guide your actions'. -Roman Krznaric

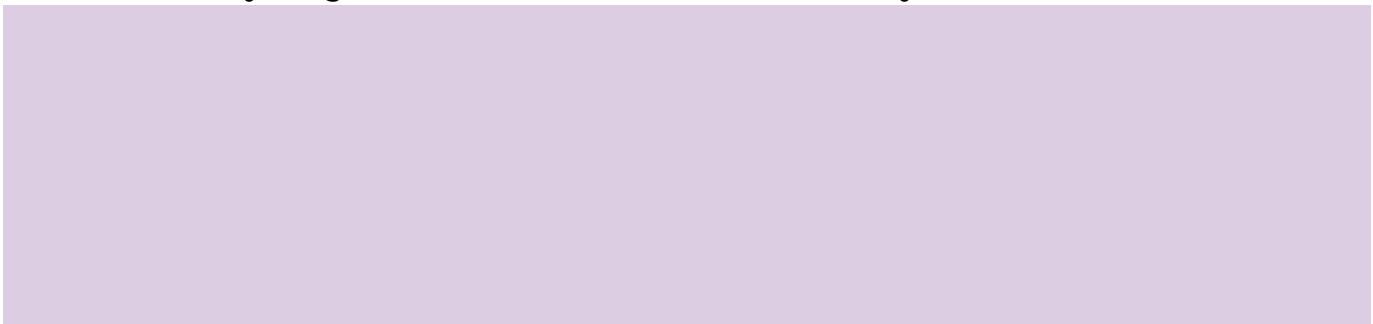


## Sharing Our Identity Maps

Referring to your completed personal social identity map, discuss the following prompts with a small group:

- When were you first aware of yourself as a member of \_\_\_\_ group?
- When were you first aware of people from other groups in this category?
- When did you first experience being treated differently because of your membership in this group?
- When did you first witness someone being treated differently because of membership in another group?

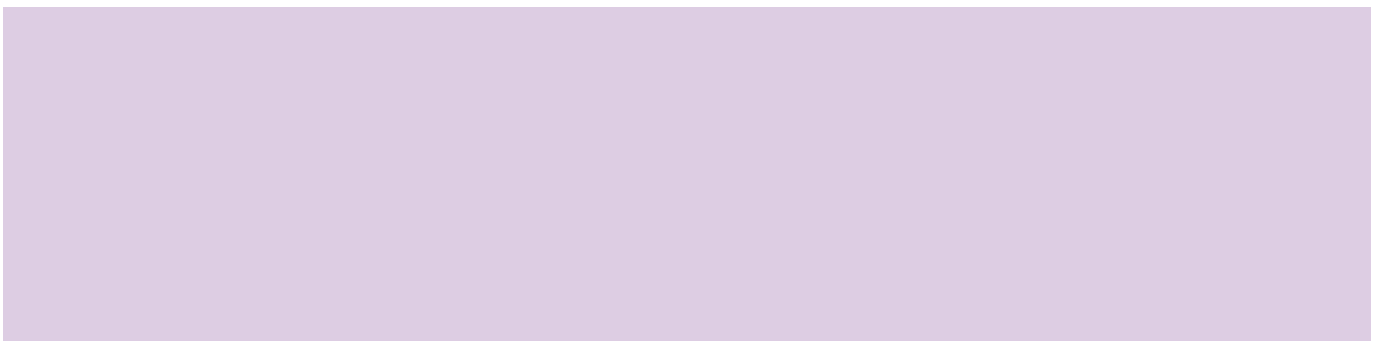
After having a chance to share in small groups, come back to the larger group and discuss what key insights were arrived at within this activity.



## Defining Diversity

Diversity is a buzz word that has taken on many different meanings throughout the years – what does it mean to you? When we call for diversity, many times it is seen as a ‘box to check’. How do we truly build a diverse environment that moves beyond buzz words and tokenism? Consider discussing the following questions in small groups:

- How do we build true community without making anyone feel like they are the token or they must speak for their entire identity group?
- How do we allow space for a truly diverse community- in all ways?
- What does it mean to be the token- how does that feel?
- How do we ensure that we are building diverse spaces any not just creating spaces that check boxes?
- How can we be empathetic to those who are different than us without it feeling inauthentic?



US<sup>2</sup> Consulting | Understand Self, Unite Society.



**With Courage, Acceptance, Respect, and  
Empathy, you will see Success!**

The Path to CARES® Certification

## CERTIFICATION PROGRAM OVERVIEW

CARES® Certification is the leading benchmark in providing individuals, businesses, and organizations, a trust-worthy credential for action planning in building diversity, equity, and inclusion among its constituents. The CARES® Curriculum is comprised of 5 modules, taught by a certified CARES® instructor.

### MODULE 1: COURAGE

COURAGEOUS  
CONVERSATIONS

### MODULE 2: ACCEPTANCE

DIVERSITY &  
EQUITY

### MODULE 3: RESPECT

RESTORATIVE  
RELATIONSHIPS

### MODULE 4: EMPATHY

INCLUSIVE  
TRAINING/CURRICULUM

### MODULE 5: SUCCESS

ACCOUNTABILITY &  
SUSTAINABILITY

### Benefits of Certification

- Develop an action plan to monitor and assess progress toward the CARES® principles.
- CARES® PDF Resource guide with key content features.
- Assessment using the Intercultural Development Inventory (IDI).
- Support from a CARES® Coordinator.
- Quarterly support sessions for certified individuals/entities.

Contact Us to Become Certified!

# EMPATHY ACTION PLAN TEMPLATE

Individual Name	Date
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Why do you want to be Certified?

## Empathy Objectives

**Objective 1:** Analyze the impact of seeing themselves included in the environment.

Areas of Strength

Growth Opportunities

Tactics

Timeline



# EMPATHY ACTION PLAN TEMPLATE

## Empathy Objectives

**Objective 2:** Learn about and be exposed to the idea of seeing others in the environment.

Areas of Strength

Growth Opportunities

Tactics

Timeline

# EMPATHY ACTION PLAN TEMPLATE

## Empathy Objectives

**Objective 3:** Understand the role of personal development within an inclusive environment.

Areas of Strength

Growth Opportunities

Tactics

Timeline

To gain credit for this course, please login to your portal on <https://deilearninghub.com/my-account/> and complete the following:

- Mark your course complete
- Assess yourself with the quiz for this module
- Complete the survey for US<sup>2</sup> to continue reflecting and growing as trainers, facilitators, and social justice change agents

If you have not already done so, please consider enrolling in other modules to become a certified CARES<sup>®</sup> professional.

– With Courage, Acceptance, Respect, and Empathy, you will see Success!

For any questions and/or concerns regarding the Certification process, please contact [certification@us2consulting.com](mailto:certification@us2consulting.com)

To inquire about additional training opportunities and/or how US<sup>2</sup> can help your organization become a more inclusive and equitable environment, please contact [info@us2consulting.com](mailto:info@us2consulting.com).