

Welcoming Statements

Implement strategies and processes to make all people feel welcome and included in your organization. Diversity can be defined in terms of race, gender, religion, culture, national origin, sexual orientation, gender identity, physical and mental abilities, age, parental status, socioeconomics, and more.

Introductions

Develop multiple strategies to welcome gardeners (or community members). Be sure to introduce new gardeners to existing gardeners. Identify multiple ways to communicate and share information with new and existing gardeners.

Welcoming Engagement

- Verbal:
 - What are the languages spoken in your garden?
 - What are the communication cultural norms of your gardens?
 - What are the communication cultural norms of gardeners?
 - There are many ways to communicate effectively: Some communities rely on word of mouth, some relay on social media, some rely on community trusted sources, some rely on email, some rely on working with interpreters when engaging with someone outside of their community (ASL, languages, tactical interpreters, etc.), and all these ways of communicating are valid, normal, and help to foster a sense of inclusion and belonging.
 - Do you know all the primary ways gardeners receive information and communicate?
 - **What other verbal practices can support gardeners in feeling included?**
- Physical/Body Language:
 - How do you approach other gardeners and community members?
 - Are you smiling or grimacing?
 - Are you open and accepting or skeptical and “protective”?
 - Are you staring or engaging?
 - Are you encouraging or discouraging entry into the garden?
 - Do you “puff up” or open when new to you folk enter the garden?
 - **What other physical practices can support gardeners in feeling included?**
- Environmental:
 - Are gardeners able to have plots close to members with similar identities (race, gender, language, age, etc.)?
 - Is the same access provided to all gardeners?
 - Is the garden accessible?
 - Does every gardener have what they need to garden and thrive in the space?
 - Is there adequate signage in place to provide and share information?



- **What other environmental practices can support gardeners in feeling included?**
- Cultural:
 - Whose experience is centered in community garden space?
 - Do the communication tools support all gardeners feeling informed?

 - Does the garden leadership reflect who is in the garden and neighborhood?
 - Are all religious and cultural holidays respected when garden work parties or other garden meetings are scheduled?
 - What is the decision-making process in the garden?
 - Do all gardeners know the decision-making process?
 - Are there multiple ways for gardeners to contribute to the conversation?
 - How is disagreement addressed?
 - How are decisions communicated to all gardeners?
 - **What other cultural practices can support gardeners in feeling included?**
- Accountability Practices:
 - How are gardeners engaged if they made a mistake?
 - How are gardeners engaged if miss a deadline?
 - How are gardeners engaged when they have caused harm to another gardener or community member?
 - What are the expectations of gardeners who being held accountable?
 - What are the restoration practices?

*“If you have come to help me you are wasting your time.
But if you have come because your liberation is bound up
with mine, then let us work together.”*

*--Aboriginal Activists Group, Queensland,
1970s*



Personal Work

It is this responsibility of each of us to educate ourselves on the dimensions of diversity we do not know, have the least experience engaging with, and/or are the least comfortable relating to or understanding. It is not the responsibility of those living with minoritized identities to educate those without that lived experience.

- Take multiple [Implicit Association Tests](#) to discover where you have biases.
- Educate yourself on other's lived experiences (Google, internet, diversified community publications, podcasts, books, etc.)
- Diversify your media sources
- Fact check your media sources
- Reflect on your own experiences, learnings, and stories:
 - Who were the people you were surrounded by growing up?
 - What were their identities?
 - Who were the heroes of the stories you read growing up?
 - What messages did you absorb about different dimensions of diversity growing up?
 - What did you learn about race growing up?
 - What did you learn about gender growing up?
 - What did you learn about religion growing up?
 - What did you learn about age growing up?
 - What did you learn about mental health growing up?
 - What did you learn about learn about money growing up?
 - What did you learn about immigrants growing up?
 - What did you learn about difference growing up?
 - How have these learnings shaped you?
 - Have any of those messages changed? Why?
- Where is your responsibility to foster a greater sense of inclusion and belonging in community garden space?

“The beauty of anti-racism is that you don’t have to pretend to be free of racism to be an anti-racist. Anti-racism is the commitment to fight racism wherever you find it, including in yourself. And it’s the only way forward.”

— Ijeoma Oluo

