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Training the Masses: Cultural Competency Training: ethics and practices of sharing training designs for others to facilitate: Reflections and Recommendations

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Training the Masses

Cultural Competency Training: ethics and practices of sharing training designs for others to facilitate

Reflections and Recommendations

Course-linked Capstone: Training

Jess K. McCue

PIM 74

**A capstone paper submitted in partial fulfillment of the requirements for a
Master of Arts in Intercultural Service Leadership and Management
at SIT Graduate Institute in Brattleboro, Vermont USA.**

May 2017

Professor Ryland White

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Student Name: Jess McCue

Date: May 2017

Abstract

This course-linked capstone will focus on the ethics and practices of sharing training designs for others to facilitate. It will look closely at my own experience in sharing cultural competency training designs with others within my organization to facilitate. It will focus on the design itself, but more in-depth on the process of sharing designs and healthy collaboration among facilitators and design creators. My experience took place at City Year Boston where over 260 volunteers enter into our AmeriCorps program to work in Boston Public Schools.

For this capstone I will focus on one project in particular that I developed: a four-day curriculum called Community Days. I designed the curriculum, which was then facilitated by other staff members to AmeriCorps members. This paper will focus on my own reflection on the design as well as an analysis of the design sharing process. I will delve into the complexities of true collaboration among facilitators and creators, as well as the logistics of training large groups. A heavy theme woven continuously through this paper will be the understanding of communication and how complex it is when working on teams within a larger organization. Each section of the paper will start with my experience followed by analysis and reflection, moving towards larger macro-applications of the learning.

Vocabulary Clarifications

Throughout this paper there are certain terms that I use to discuss various content areas that have developed many meanings and interpretations. To provide clarity, see the terms below and my intended meaning within this paper.

Term	Definition
Intentionality	In a broad sense, the "aboutness" or "directedness" of one's mental states or acts. (http://www.newworldencyclopedia.org/entry/Intentionality)
Pedagogy	The method and practice of teaching, especially as an academic subject or theoretical concept. (https://en.oxforddictionaries.com/definition/pedagogy)
Facilitator	An individual that leads a training or workshop, that stretches beyond the expert role by also encouraging learning between and among the participants, as well as participatory experience. (Brooks-Harris & Stock-Ward 1999)
Cultural Competency	Having an awareness of one's own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of others. (http://www.nea.org/home/39783.htm)
Praxis	Putting theory into practice. Praxis is theory in action. (A Feminist Theory Dictionary, https://afeministtheorydictionary.wordpress.com/2007)
Effective	Achieving a desired result based off collaboration, cultural competence and change (My own definition)
Learning Styles	In reference to learning styles for this paper I am using Kolb's definitions for the different learners; dynamic, imaginative, analytic, and common sense (As cited in Brooks-Harris & Stock-Ward, 1999, p.23)
Western Education	Traditional classroom setting with teacher/presenter as knowledge holder. Similar to Freire's (1970) definition of the banking system: <ul style="list-style-type: none"> ● Teachers chose the content, and the students (who are not consulted) adapt to it ● Teacher thinks and students are taught ● The Teacher is the subject of learning process, while pupils are objects.

Course-linked Application: Training Design for Experiential Learning, Training of Trainers, & Training for Social Action

I chose to do a Course-linked capstone because I stepped into a practicum that allowed me to directly apply theories and topics from my Training classes at SIT: Training Design for Experiential Learning (TDEL), Training of Trainers (TOT: Ethics), and Training for Social Actions (TSA). These classes directly impacted my work and reflection and therefore their theories and texts are mentioned throughout this paper.

From TDEL I took the foundations of training design. I incorporated my knowledge of experiential learning and creating an effective training space for multiple learning types through reflections on readings from that class such as Sharan Merriam and Young Sek Kim's (2008) *Non-Western Perspectives on Learning and Knowing* and readings from Brooks-Harris and Stock-Ward's (1999) book, Workshops, Designing and Facilitating Experiential Learning. One of TDEL's goals for participants was based around feedback. It stated that participants would be able to "give and receive effective and appropriate feedback based on effectively analyzing and critiquing training sessions of self and others" (White 2014). This skill I learned in TDEL allowed me to communicate effectively within my practicum position and created the lens through which this practicum paper was written.

From TOT: Ethics I took my trainer values, which were pushed and developed during my time at SIT. During my practicum I incorporated theory from Paulo Freire (1998) *Pedagogy of Freedom* and bell hooks (1994) *Teaching to Transgress*, which were read within the TOT classroom. My ideals of co-creation and facilitator ethics stem from pedagogical approaches to education learned through reading both authors. Another text from this class discussed

throughout this paper is Teaching for Diversity and Social Justice by Maurianne Adams, Lee Anne Bell and Pat Griffin (2016). In particular the chapter, “Knowing Yourself as a Social Justice Educator” is referenced throughout the Training of Trainers section in this paper. The ethics and theories discussed while in TOT shaped the training lens I applied to this entire paper in both recommendations and personal reflections.

The class TSA gave me the tools to communicate when communicating was hard. I learned important lessons on communication through readings such as Fran Peavey’s (2000) “Removing Obstacles to Change” and her works centered in Strategic Questioning. Peavey’s best practices and ideas on questioning helped me communicate through changes and miscommunications within my organization. I learned the critical importance of exploring my own attitudes and challenges about change as a trainer. These reflections are discussed within this paper and truly reflect the necessity for this to be a Course-linked capstone.

From my training classes at SIT I was able to take directly from topics and theories presented in the classroom and apply them within this capstone paper. As a reflective practitioner of training, this paper provides a space for my analysis of how my classroom knowledge interweaves with my practicum experience.

Introduction

Over the last year I have been working for a large non-profit called City Year, more specifically City Year Boston. The organization spans across most major cities in the United States and even has sites abroad in the United Kingdom and South Africa. City Year’s goal is to provide more people-power to schools that need extra help to address the dropout crisis. In Boston alone we send 275 AmeriCorps volunteers into schools to work one-on-one with students

and assist teachers in classrooms. We train our Corps members to focus their interventions with students on the ABCs: Attendance, Behavior, and Coursework (City Year National, 2015). My job at City Year Boston, as the AmeriCorps Learning and Development Manager, is to provide training to Corps members to get them ready to effectively work with students and staff in Boston Public Schools. My sessions are often logistically designed so that the smallest group I train is 100, and the largest is the full group of 275 plus additional staff, roughly 300 participants total.

One of my first independent projects at City Year Boston was designing four days of social justice content centered on City Year values called Community Days. I was responsible for developing a facilitator guide, all materials needed for the day, and a minute-to-minute schedule. I would then hand all the materials off to the five Directors at City Year and they would relay the information to their managers to facilitate on the designated day. When I rolled out the information for the first Community Day, I thought I had brought all the information one needed; however, the Directors had many questions that I was unable to anticipate. Bolman and Deal (2013) share a story about an executive who is quoted saying, “I thought I had covered all the bases, but then I suddenly realized that the rest of my team was playing football” (p.35). I felt very similar to the executive in their story. From my perspective I had set them up for success to implement the day of programming, but the Directors had concerns about content appropriateness and worries I had never thought about. It was at this point I realized I had not truly grappled with how complicated and ethical it could be designing content in cultural competency work for others to facilitate.

After my first rather unnerving rollout of Community Day number one, I reflected deeply on how I could improve it for next time. I realized in a lot of ways I had just dived into creating

content without really knowing the Directors at all. I thought I had figured out what the Corps Members needed for programing but I forgotten to factor in the staff that would be facilitating it. They were not as comfortable discussing theories from hooks and Freire, and one Director reported back to me during our initial meeting and said, “I skimmed pieces of this article,” pointing to bell hooks’ photocopied Conflict chapter, and “I don’t agree with progressive education and I think there is real importance in teaching kids to sit in a chair and learn the old fashion way.” I will admit initially I was pretty annoyed and my “desire to be right, or at least to be seen as being right” almost cut me off from being an effective communicator (Peavey, 1987, p.300). I had every bone in my body telling me I was right, which made it really hard to take a step back and discern what the most effective reaction could be. Fran Peavey (1987) states, “you can be right or you can be effective. You must choose” (p.300). I chose to reflect before I continued to build walls of difference between the Director group and myself. I paused and took a step back to try and draw multiple lessons from this experience. In this paper I will guide the reader through the strategic questions I asked myself: How did I get here? What was I feeling? And what would my action plan be to not have this happen again or to be more prepared for it?

City Year is not perfect, and I am learning that working in such a large organization as a trainer presents a whole new set of challenges and opportunities for personal and professional growth. In this paper I will briefly discuss my Community Days design but focus mainly on the ethics and factors of designing curricula for others to facilitate within an organization and the complexities of training large numbers of people. I will share my own experience and observations of design distribution and implementation. Through the process I will be focused on my own reflection and growth as well as offering recommendations to improve the processes of sharing personal training designs with others. The crucial areas to understanding when designing

content for others to facilitate are: communication, collaboration, participants, and training of trainers.

Part I: Design Rationale

Community Days

When I was first assigned this task I was given a guide sheet that laid out various needs the organization had. I had four days to meet those needs (appendix I). I would design three of the four days solo with edits from my Director and then would collaborate and manage the design of the fourth and final day with the Learning and Development Coordinator, whom I managed. Not being the sole designer for the fourth day gave me a new perspective on the project as I stepped into a project manager and editor role. The challenge was making sure the last day was consistent with the rest of the curriculum. This required me to be able to clearly articulate my vision and goal for the design so that my coordinator could accurately create the final day to fit the curriculum as a whole. The themes of each day were City Year values, theory, current events, issues of social identity, and practice interwoven in the design of each day. The days were themed:

- *Inclusivity in Education: Your Role, My Role, and our Students*
- *Ubuntu: Connecting Even When Connecting is Hard*
- *Service to a Cause Greater than Self: Stepping Outside Yourself*
- *Belief in the Power of Young People: Examining Our Bias in Youth Work and Limited Potential*

The curriculum was designed to match up with the AmeriCorps development throughout the year. Aspects to consider were: AmeriCorps member personal development, team dynamics development, and the arch of the service year for all participants. With those factors in mind I

decided to start the curriculum with education structures because many participants at City Year hadn't had time to examine their own biases and experiences surrounding education. This was crucial for all the participants doing work within Boston Public Schools. From education structures, the curriculum moved to *Ubuntu*, which entailed communication and conflict analysis. The word Ubuntu is part of the Zulu phrase "Umuntu ngumuntu ngabantu," which means, "A person is a person through other people. Ubuntu has its roots in humanist African philosophy, where the idea of community is one of the building blocks of society. Ubuntu is that nebulous concept of common humanity, oneness: humanity, you and me both" (Ifejika, 2006). This seemed vital during the time frame because AmeriCorps members and Managers had been on their teams for six months and had enough context to realize conflict was inevitable and communication was hard.

Next, I chose to move into the deeper questions of the ethics behind national service with the day: *Service to a Cause Greater Than Self*. The goal was to create a space for AmeriCorps members and staff to examine what biases and ideas they held about serving others with national service. Again, timing was important because they had concrete experiences of how or where their biases might have played out already during their service years and there was still time left for participants to change their behaviors if they chose. Last was *Belief in the Power of Young People*. This theme seemed important to run at the end of the curriculum and towards the end of the AmeriCorps member service year because it aided in the closure process that would have to happen at the end of the school year when AmeriCorps volunteers were finished with service. This day served to examine different facets of the power of young people. This was to remind our volunteers that their students would continue to thrive without them, and to remind AmeriCorps members themselves that even though their year of service was coming to an end, it

didn't mean they were powerless. It also allowed a space for current events to be discussed and organizing for action to take place (see appendix IV-VIII for full design layout).

Each day was intentionally designed to appeal to as many learners as possible with multiple ways to interact with the information. There were articles for individual readings and group work, dialogue, silent reflection, videos, TED-talks, and physical movement elements to each day. This in many ways embodied the idea of including "something for everyone" borrowed from Brook-Harris and Stock-Ward (1999). The intention was to offer aspects of the training that would at some point appeal to all four learning styles. The most important part of each day was the reflection and application pieces that AmeriCorps members would take with them beyond the training space. This was emphasized in the days' design by creating multiple ways to reflect and synthesize information both together and individually.

Personal Training Beliefs and Focus

In many ways, Community Days were based in my own personal training bias and favorite theories of education, which was probably why it was so hard for me to communicate them to others to facilitate. The theories driving my design were near to my own heart and values, which made it nearly impossible for me to objectively explain them or approach them without personal bias. Community days were designed from my own personal set of training beliefs, as follows:

- Experiential learning is not only experience and reflection
- Power with, not power over or power from
- I don't know, and that is okay
- Must learn from each others' experiences
- Learn to question yourself and ask questions of others to invest in learning together
- LISTEN and HEAR people
- Validate participants' realities

These values were pushed and developed during my time in Training of Trainers class at SIT. I directly took the knowledge and ethics that I had been constantly pondering and put them into practice in my design. This is both exciting and also complicated because I was designing the training for others to facilitate. In each Community Day there were activities that promoted competency growth for various types of learning. I focused on the competencies of Knowledge, Awareness, Attitudes, Language, and Skills. These were addressed throughout the training—in activities, each individual day, and across the full four days. Below are the overall competencies addressed for the purpose of the Community Days training:

- **Knowledge** of the history, theories, research, data, on the educational structures, privilege, and power
- **Awareness** of one's own identity and how that contributes to service at City Year Boston
- **Attitude** (feelings and values) held of how to approach, engage, act, and react concerning social justice issues and cultural competencies directly related to service, especially those pertaining to national service
- **Language** needed in order to have conversations about the social identity and social justice
- **Skills** needed to be proactive in conversing, presenting, responding to social identity and social justice issues concerning a year of national service (Tirsdo, 1996)

I also was aware it was the first time a space like Community Days existed at City Year Boston and I had to be a little forgiving that my design would not be perfect and would of course have to change as the team of directors and I discovered what was truly needed from the curriculum.

The design itself was rooted in the fundamental idea of co-creating spaces. I imagined City Year participants being able to step away from traditional learning spaces and experience something different and freeing. My hope was to oppose traditional methods of western education and create an understanding that everyone has a stake in the learning community. Theories and topics from Training classes at SIT that directly affected my design were Paulo Freire (1998) and bell hooks' (1994) pedagogical approaches to education. These were the

pervading principles that aimed to set the tone and atmosphere for the training at every level through the mutual understanding of a safe space classroom. The design also incorporated ideas taken from feminist pedagogy. It is important to apply feminist pedagogy considering that the content of the training pertains to cultural competency work. Namely, striving to equalize the power imbalances, which are naturally brought in and are prevalent in society by investigating the power and privilege that participants hold when coming into the classroom to serve students and teachers. In addition, Adams, Bell, and Griffin (2016) intersect with the Pedagogy of Freedom (Freire, 1998), particularly ideas regarding a safe space and roles of the trainer:

Guiding Principles borrowed

- Acknowledging what is brought into the classroom
- Having a respect for what everyone knows and brings with them, and using the participants' context to teach practical and relatable content
- Understanding and anticipating that all participants bring all of their identities into the course
- For trainers, this includes understanding social identity theory, different learning styles, cognitive theory, and teaching for 'non-western' participants
- "If the trainer is unhappy, than she/he cannot help other people" (hooks, 1994) – must promote own well-being in order to empower participants
- Must know that the trainer is not absolute authority or by no means a master

Reflections and Moving into Complexities of Design Share

The design itself was rooted in theory, intentionality, and praxis. I thought when I first got the assignment to create this curriculum, the actual design would be the most time consuming and demanding part of the work. However, the hardest part of Community Days would turn out not to be the design aspect of the days nor the content decisions, but rather the communication and execution of the shared curriculum.

I am grateful for the hard skills I was able to practice and develop in curriculum design but the more complicated and lasting learning I took from my experience with Community Days was in the complexities of communication and collaboration when sharing personal designs with

others to facilitate. It is vital for all trainers to reflect on our own designs because many of our biases and challenges can rise to the surface. That is why I started this paper with the rationale behind my training design; to confront my own biases in training and confirm the intentionality originally put into the design theory. If I had been the one to facilitate my design then perhaps this paper would take a different path but because of the nature of the project I must go beyond just design theory. I was not the one to actually facilitate my design, however. Thus, I must move beyond the curriculum itself to the factors that influenced its implementation so intensely. I am moving away from further discussion of design rationale and towards analyzing the processes of sharing training designs for others to facilitate with large groups.

In my situation, which I have found to be the case in many large organizations, there are too many participants for me to train alone or even in one location. It becomes necessary to have others run the same content for multiple groups at the same time, which means multiple facilitators facilitating my training design. Using my design and my experience with Community Days at City Year Boston, I will detail learning from where my processes were successful and where my challenges developed. From these reflections, I will move into a larger scope of recommendations for those also designing and sharing materials for large group facilitation.

Part II: Training Designs for Large Groups

Personal Experience at City Year

As a trainer I truly value the theory and practice of a co-created space. I believe it “...opens the way for rethinking resistance, institutional structures, practices and norms” and

creates an inclusive space for all participants (Bovill et al., 2015). Through my experience I have come to realize that believing in a co-created space and being successful in creating one are two very different things. Since I joined City Year and created Community Days, I have been grappling with the “how” of the situation: how do I create a co-created space for a group as large as 300 participants? I couldn’t logistically or ethically be solely responsible for everyone’s individualized learning so I have to create space for people to engage with their own learning. In this section, I will outline my observations and experiences training at City Year Boston and some challenges I’d consider when trying to create experiential learning sessions heavily grounded in pedagogical approaches borrowed from bell hooks, Paulo Freire, and others invested in co-creating learning environments.

From Space to Mindsets: Logistical Struggles

Most obviously, one of my largest challenges has been the sheer number of participants I am responsible for training. Additional layers of this challenge are the space we occupy during sessions and my capacity as a solo trainer. Often trainings would be best facilitated in multiple spaces for smaller group work but that is not always possible when there are not multiple facilitators comfortable with the content or prepared to facilitate it. It is almost nearly impossible for one facilitator to factor in such a large groups’ preferred learning styles and abilities due to the sheer volume of people. Once I get past logistics, there is also a challenge of previously established norms on what AmeriCorps member learning spaces have historically looked like at City Year Boston.

There is reluctance from staff and City Year Headquarters to allow AmeriCorps members to co-create the learning environment in which they play a large role in their own learning. The

message I have received in meetings with managers and other leadership on staff has been clear: the staff know and the AmeriCorps members learn. To look through the lens of Freire (1998), the corps members are viewed as “‘containers [or] receptacles’ to be ‘filled’ by the teachers” or in City Year’s case, the managing staff (p. 72). This presents many challenges to me personally as a trainer who is striving to achieve a co-created space for learning. It also leaves the staff in a strange place of authority as knowledge holders, and in many cases at City Year the staff don’t actually have the tangible knowledge to be the authority. As an organization we are lacking in the necessary time and resources to fully train our managers. Rarely do staff members allow each other a co-created learning space so it is not surprising they do not even consider it a possibility with the AmeriCorps members.

Freire says that there is a “certain kind of greed, an almost unbridled lust for giving orders, that creates negative reactions and a totally incompatible climate for the exercise of true authority” (1998, p. 86). I see this materialized at City Year and other large nonprofits in the way that the AmeriCorps members and staff respond to information they don’t agree with. They feel they are receiving orders rather than being included in the decision-making process and collaborating towards change. Contrary to Freire, I believe this tendency to give orders instead of collaborating comes from a place of unexamined safety and convenience. It is far easier when dealing with such large numbers of participants to simply tell and instruct clear-cut ideas with one perspective than to engage participants in the process. At City Year, there are so many choices for leadership to make everyday that we become almost numb to the fact that we are making these decisions for hundreds of people and then literally giving orders. But in order to create a co-created space for learning, my fellow staff and I need to be able to give up control so that each participant's experience could be unique and valid, ultimately reaching for the goal of

offering inclusivity to all AmeriCorps members and staff and their learning styles. Yet because there was a lack of co-created spaces, the idea of experiential learning was in many ways strained. Even when the design centered around an activity which led to dialogue, it was hard to shake the authority of the facilitator because the traditional model at City Year had been so hierarchical.

My dilemma was that I truly believed a co-created space bound in experiential learning was the key to training such large numbers of participants. It is something I still struggle with communicating to other facilitators. In my Community Day design it was a tough road trying to convey the type of learning space I imagined and why it had to be that way based on our number of participants. Through this experience, I am able to reflect and make recommendations and explain further based on these beliefs. I will offer my personal beliefs and passion for rooting large scale training designs in experiential learning and why this learning must happen in a co-created space.

► **Recommendations**

Expanding Experiential Learning to Large Groups

An answer to large group facilitation lies in Kolb's pedagogy of Experiential Learning and that each session design should promote the principle of experience as vital to learning and developing (Brooks-Harris & Stock-Ward, 1999). The best way for a facilitator to foster a co-created learning space

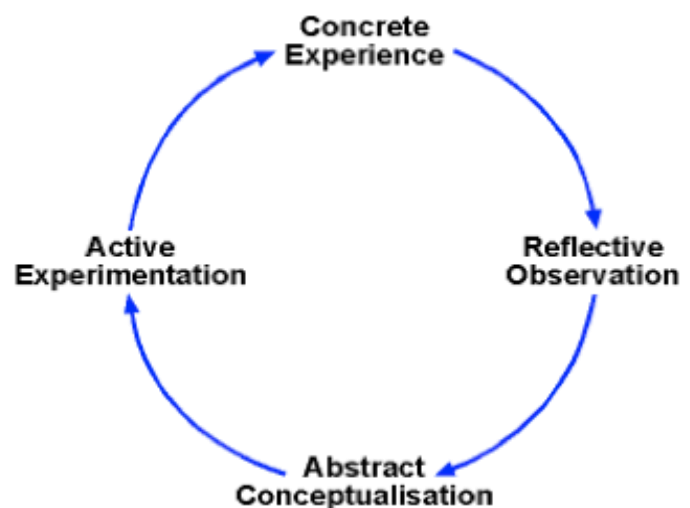


Figure 1: Kolb's Experiential Learning Model (Brooks-Hooks & Stock-Ward, 1999)

with large numbers is to think through how they can make each session as experiential as possible; thus, ensuring spaces for various learning styles to interact with each other and share their thoughts. This can be achieved by centering your design around an activity and then moving through a detailed debrief and dialogue, or centering your training around an experience that happened to the participants in the past. For example, at City Year I am working with a group of volunteers who are having trouble with classroom behavior management. I ask them to bring with them an experience or specific incident for us to work through during the training. The ideas of experiential learning can sometimes be narrowed down to activities planned within trainings that are more hands on in nature, but I refer to it here as being more of a foundation of the design that allows participants to bring their experience to the training space. The experiences are either a piece for reflection, a connection piece to the information being presented, or a knowledge piece for participants to contribute to the communal learning space.

Deciding to Co-create

A recent study at Bryn Mawr College suggested that participants could share in the co-creation of their learning environments in four different ways: co-researching, pedagogical co-designer, representative, and consultant (Figure 2). The study also suggested that the key to a successful co-created learning space was “good communication: clearly articulating what co-

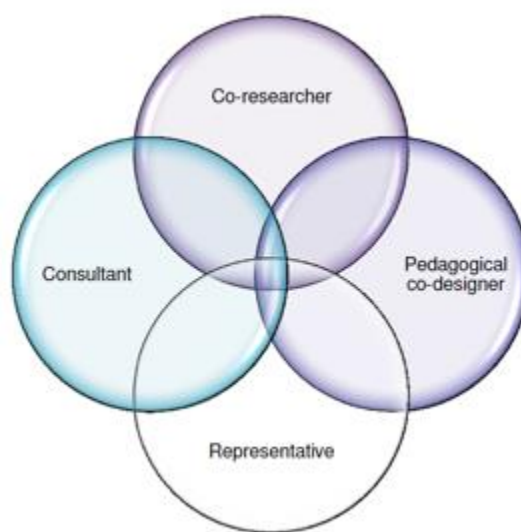


Figure 2: Ways to invite Co-created Learning Environments (Bovill et. al., 2015)

creation means and requires as well as outlining the broader benefits and complexities involved” (Bovill et al., 2015). Based on my experience, this is a critical step in designing trainings. As a designer you need to articulate what you mean by co-create and how you are inviting others to co-create the learning space. In using a co-created learning environment a trainer can design a place that allows participants to act as “...partners, change agents, producers, and co-creators of their own learning,” which would only enhance any learning space at an organization (Bovill et al., 2015). This investment in multiple voices shaping the space leads to an inclusion of multiple learning styles if designed and facilitated effectively. This happens because people will bring in their own learning and experiences, which will help them mold the space to their own individualized learning style.

Learning Styles in a Large Group

Kolb suggests there are four types of learners: dynamic, imaginative, analytic, and common sense (as cited in Brooks-Harris & Stock-Ward, 1999, p.23). Each of these learning styles favors various activities and ways of reflecting and should be carefully considered when designing a training. Jeff E. Brooks-Harris and Susan R. Stock-Ward assess that there are two ways to be responsive to individual learning differences within a participant group. They suggest that a training designer could administer a needs assessment to find out what type of learners all participants were in the training space, which is referred to as “measure and match” (1999, p.22). Or a design can have different aspects that at one point in the training appeal to every learning style, called “something for everyone” (p.22). When designing a training for large numbers it is safe to assume that all types of learners will be present. For example, while thinking of my design at City Year for Community Days, I knew in a large group we had at least one person

who would identify with each type of learning style. As Brooks-Harris and Stock-Ward state, the advantages of this type of approach are that there is something for everyone and there is no “formal needs assessment” beforehand which saves time. A downside, however, is that it is tricky to “customize your training” (1999). This is a sacrifice one has to make if you do not have the resources to break your participants into small enough sub-groups based on learning style and content necessity. In large groups it is safe to assume, unless otherwise notified, that you will have a diverse group of learners favoring various learning styles. Thus, it is vital that a training designed for large numbers of people has pieces that appeal to all learners so that at some point in the training, everyone is engaging in their ideal learning style.

Ethics in Cultural Competency Work with Large Groups

I was torn as to when to address this section, either before or after the more personal ethics that apply directly to the facilitators who take on large-scale training based in cultural competency work. I have settled on starting with the logistics of design but cannot emphasize enough that facilitator identity work and preparation are just as important to successful large scale trainings. If you have one without the other you are lost. With that said, this section will talk about various complexities a design needs that should be addressed or prepared for when doing large scale cultural competency work.

A huge piece of large scale training focused in cultural competency work is the necessity to recognize the participants’ and trainer’s social and personal identity. This is directly related to co-creating that space. Along with various learning styles, which can often be connected to our social and personal identities, there is the factor of social emotional ethics that has to be incorporated thoughtfully into a design for large groups. When talking about topics that include

knowledge or informational pieces surrounding oppressive systems in society it must be a constant balancing act in design between “...broad strokes of group oppression with the finer shading of individual experience” (Adams, Bell, and Griffin, 2016). When designing the content of the session that covers systems of oppression, you have to be careful to balance the facts presented that apply to a more macro-scope of societies’ population alongside with the participants identities and experiences in the room. Not an easy task and in many cases will be the pain-point in many training designs that will have to be continuously re-addressed and changed.

Another ethical challenge in large-scale design is creating a space that challenges but also protects those who have experienced oppression. A mistake often made, is that in large groups people who have larger amounts of privilege in their identities will interact with information surrounding oppressed groups that can be very triggering for others who have experienced more oppression. In large groups, people with relatively more privilege tend to interact with information surrounding oppressed groups in an insensitive manner. This phenomenon can be quite triggering for those who have experienced oppression. Adams, Bell, and Griffin in their book *Teaching for Diversity and Social Justice* (2016) discuss the complexities of group dynamics when the participants in a training are diverse and the content pertains to cultural competency.

“Targeted groups members usually have a long history with and have developed sensitivity to negative cues that signal oppressive attitudes. They have been subjected to, have suffered from, have discussed, and have thought about such cues throughout the course of their lives and so are highly tuned to note them in the language used by members of the advantaged groups. Advantaged group members, on the other hand, are often oblivious to, and quite often shocked to realize, the injury they can cause to members of the

targeted group. Thus the potential for breakdown in communication, hurt feelings, defensiveness, and recrimination is high” (p. 385).

It is impossible to be able to keep track of everyone's emotions when the number of participants is large. It is safe to assume that while working on cultural competency there needs to be certain parameters in your design to account for this variable. There should be a place for challenge and growth but also it is equally, if not more important, for there to be a space for rest. It is for these reasons that a design must include spaces for individuals who are part of targeted groups to heal as well as learn.

For example, after a training containing dialogue about race with a racially diverse group of participants, it is important to provide a space at some point after or during your design where people of color and white people have the option to gather separately to discuss their thoughts and feelings. This separation serves as space for participants to balance new knowledge and experiences with the old. In many ways it mimics that of Kurt Lewin’s stage three of personal change theory, “re-freezing” (Halverson & Tirmizi, 2008, p.69). Lewin suggests individuals need a space while learning new things to re-center and balance what they have learned and apply it to their own habitual behaviors and thoughts. While separation of groups based on identity may be challenging, uncomfortable, and sometimes unpopular to do, it is necessary to break into smaller groups based on identity and/or experiences to allow emotions to settle and a place for participants to “re-freeze” again. This way they can challenge each other in a smaller controlled space, provide detailed feedback to the larger group, and in some cases, seek solidarity. These separate spaces are also safety measures to make sure participants who have experienced oppression and/or trauma have space to breathe and reflect without having to explain or educate

those who have experienced more privilege. Of course, this requires having multiple facilitators who also have diverse identities and have done their own work in areas of cultural competency.

Part II Recommendations Summary:

- Base design in experiential learning theory
- Clearly articulate how you have invited others to co-create the training space
- Offer something for all learning styles during different parts of training
- Balance challenging and protecting participants in large training spaces
- Allow space for smaller groups to heal based on identities and/or shared experiences

Part III:

Communicating Design Intentionality

Introduction

Now that you have an intentional, well-organized, and well thought-out design, you are about to begin the hard part: communicating and sharing your design to be facilitated by others. Perhaps the biggest challenge when it comes to designing trainings that you will not facilitate is being able to relay your intentionality and connect with those who will be facilitating. From my experience with Community Days at City Year Boston, I have been able to reflect on my own design and share some personal reflections and some high-level recommendations that I myself have been implementing and, as a trainer of trainers, would recommend to others planning to engage in designing trainings for others to facilitate in cultural competency work.

My Experience At City Year

Before the first Community Day was created, I met the Impact Directors who manage different cohorts of volunteers. Each Impact Director manages four to five Impact managers who directly manage the in-school volunteer teams. I rolled out a system of communication that laid out how Community Day Materials would be distributed and what the materials would consist of (See appendix III). Materials for Community Days were designed and distributed at least a month before each Community Day was to be facilitated. The materials consisted of a detailed facilitator's guide for all activities, a schedule, and any materials needed (i.e. worksheets, articles, or craft materials).

After the initial roll out of Community Days' materials, each day was sent out to Impact Directors a month ahead as planned. I would then solicit feedback via e-mail and attend the following Impact Director meeting where I would walk through a few of the activities and theories behind my design. Those meetings were rarely over 20 minutes and often the Impact Directors didn't have a chance to look through all the materials before the meeting so the conversations were surface level at best. A few Impact Directors would follow-up with me in person to talk about challenge areas, but not many. I also didn't reach out in person more than a few times through the processes outside of e-mails and quick meetings. Next, the Impact Directors would give the materials to their team to look at and prepare to facilitate during the



Community Days. The sharing of materials from Directors to Managers varied based on the Director, but most of them would e-mail it out and then talk about it in a team meeting once to divide up who would facilitate what parts.

I almost didn't recognize my design when I went to observe the first Community Day being facilitated by Managers and Directors. The activities were not facilitated how I anticipated and the observed behaviors of the facilitators in the space didn't match the content ideas at all. In some cases, I saw facilitators holding the facilitator guide and simply reading the notes I had made for them out-loud, which was neither an effective way to communicate the content nor how the content was intended to be implemented. In my mind, the facilitator guide had been a clear way to share my design, and it theoretically should have been easy for a facilitator to pick it up, get familiar with it, and make it their own so facilitation of the content felt authentic. I thought back to my meetings with the other Directors and how we all seemed to be on the same page. T.M. Griffin (2008) observed that when communicating information to a team, "naturally, everyone present will have their own interpretation of the message... During a discussion, subtle differences seem meaningless... Subtleties often make themselves apparent much later in the process and so are more challenging to redirect before major disruption occurs." This was exactly what happened in the Community Day communication surrounding the execution of the design. I learned that some Directors decided to take parts out and shorten certain activities and had moved things around, which I saw as detrimental to the design and the participants. Of course, many things went really well, too. Participants interacted with new content; they had dialogue with each other, and practiced applying theory to their service. But one thing was clear: the message I meant to send to the other Directors about my design had been heard with subtle differences that played out later in not-so-subtle ways, at which point it was too late.

The more personal obstacle to clearing up miscommunication is personal pride and accepting responsibility. I consider myself *a facilitator*, or at least someone who understands many aspects of facilitation, but in this moment sensed my own pride and ego feeling betrayed and annoyed that my designs were not done justice. I also felt in some cases I wasn't valued as the creator and the intentionality I had put into the designs had not been recognized. I had to come to grips with these feelings before I was ready to reflect and work towards better collaborative practices. Fran Peavey (2000) states, "It's important to accept and honor our feelings. But not necessarily by confronting our adversaries. Our goal is to be effective..." I had to first take a deep breath and let go, no one was doing this out of spite, or to intentionally harm. In fact, they had done what they felt was right and most appropriate. What they thought City Year Boston wanted to see.

It was after observing the entire set of Community Days that I realized there had been a serious communication breakdown, and I needed to think deeply about my role as well as others' in the failures of Community Day and the ethics behind me sharing my designs. It was at this point in my reflection I realized I had that choice: "[I] could be right or [I] could be effective" (Peavey, 1987). If you seek to design trainings in cultural competency work and share those designs with others to facilitate, then you need to ask yourself which one you are: right or effective. This is necessary because you will have to participate in rigorous collaboration where everyone's thoughts matter. In those settings it is important to be well rooted in your own pedagogy and design so that you can be effective when seeking compromises that strive for facilitator compatibility, and hold true to the ethical and structural integrity of the design.

In reflection, the process used in the implementation of the Community Day at City Year did not lead to effective communication because I didn't give those pieces enough time or effort.

T.M. Griffin stated in *Effective Multicultural Teams: Theory and Practice* that “successful communication is an ongoing dynamic, and active process which always results in mutual understanding” (Halverson & Tirmizi, 2008). If I was being honest with myself, my mindset was far from seeking mutual understanding during the design share process. I didn’t think it was my job to try harder to work on our communication. I had thought in many ways that I tried my best and given my time restraints and other work I had to prioritize, I had done all I could have to connect with the other Directors. This was a mistake. I now realize communication can always be improved and can always be worked on further; it just needs to be a priority.

The complexities of sharing a training design based in specific pedagogy, approach, and cultural competency growth cannot be underestimated. The key and most complicated pieces to communicate are the intentionality behind your design and what collaboration you are inviting to the design once it has been shared. In my case, the communication breakdown started with the Director team and as a result trickled down to the Manager who also facilitated the training I designed. As Directors brought their interpretations of the design and its intent to their teams there was again another degree of separation between my design and my intentionality. Griffin (2008) states that “team communication goes well beyond what happens within the confines of the team. As they move back into their part of the organization, members must effectively communicate and sell the solution to local colleagues, on behalf of the team. The group’s results and impact ripple out into the rest of the organization.” My inability to communicate the intentionality and pedagogy behind my design to the Directors resulted in an even more drastic separation of meaning between the Managers and me. In sum, to make this a successful sharing of my design I should have allotted time and requested other Directors do the same; time to seriously dig into the meaning behind each activity and design choice I made. This would have

taken much more time than just 20 minutes in a meeting and would have also required sizable amounts of time for follow-up and feedback to be taken into the design. If the Directors and I had put in more time before the execution of the Community Days, the product would have been a reflection of more effective collaboration, something all stakeholders felt connected to, and understood.

►Recommendations for Communicating the Sharing of Designs

“Compromise, communication and consistency are needed in all relationships, not just romantic ones.”

-Alex Elle

Communicating Before Design

Designing trainings for others to facilitate requires serious and unrelenting efforts in communication. The first step of communication when it comes to designing trainings for others is to communicate extensively before the design has been created. This was not something I had the option of doing at City Year, but moving forward in my work, even with the time restraints, I have made it a priority to meet with all stakeholders before embarking on a design concept and structure and urge all others to do the same. In many ways, a true collaborative design should feel a bit messy to start with lots of ideas from all stakeholders, then it is your job as a facilitator and training designer to listen and filter the pieces out that create the final product. Suzanne C. de Janasz (2001) states, “A key facet of facilitator expertise is communication. Skilled in both verbal and nonverbal communication, facilitators are able to decode important cues that team members, who are generally more concerned about outcomes than processes, often miss.” It is the designer’s jobs to stay focused on the process before they turn their attention to the product (the design). They need to collect data and ideas from lots of stakeholders and be able to balance

the input with stakeholders' and their own biases. Ways to collect information to inform your training design could range from informal conversations to formal needs assessments or dialogue groups including a diverse range of stakeholders (such as facilitators and people who will be participating). Once you have collected your information you can then intentionally sift through the contents to form your design's pedagogical approach.

Communicating Design's Pedagogy to Facilitators

I was very attached to design choices I had made in my designs of Community Days, mostly because I had given them a lot of thought. I had poured hours into making intentional design choices that I felt best fit the training space I was seeking to create. The piece I failed in was the ability to effectively communicate these intentional choices to the team I was working with. Griffin (2008) states that "the quality of a team's communication impacts, even defines, its climate and overall effectiveness. Where communication is effective, trust and commitment seem to be high. Members tend to perform better and express greater satisfaction with their role and participation." This is crucial in thinking about the importance of the communication of the design pedagogy and intention. In many cases it means breaking down the *why* behind your design. When communicating with a team who will facilitate your design you need to not only explain your *why* but help them seek their own meaning that connects to the design. The team members, in this case the facilitators, will feel more connected and respectful towards the design of your training if you can effectively explain and seek understanding together on why the design is created the way it is. That means talking about timing of activities, facilitator tone and presence, framing of discussions, and other meaningful pieces you as the training designer have decided on. These processes are not easy and will require a large chunk of time depending on

how different or new the design is to the community of facilitators that will be implementing it. The best practice here is to plan several meetings to go over the content and collaborate towards a final product to be implemented together.

Know Your Areas of Compromise

I touched on this briefly but wanted to dive deeper because it is so important. Once the design processes move to the sharing stage it is necessary to realize the design needs to become communal if it is to be implemented effectively with a large group of diverse facilitators and participant groups. This is where the balancing act between the ego and ethics happens for the designer. As the designer of the training, one needs to be able to filter out the difference between personal bias and facilitation preference, versus maintaining the integrity in your design. This area was very tricky for me to always see clearly and made it hard for me to objectively hear feedback on my design. For me to do this effectively, I would have to take time away from the communal meeting spaces to fully process all the information shared. The truth is, when your design is to be facilitated by others and not yourself, it's necessary to be open to compromise and collaboration in design changes. Again these processes, if done correctly, will take quite a bit of time both in group meetings and in individual reflection. *I cannot stress the importance of this enough.* In most large organizations, time is always the first thing to go when it comes to attempts for collaboration. Trying to get enough time set aside in meetings with other competing priorities can be impossible. An example of how I attempted to open up more collaboration around the designs I share at City Year, was hosting “office hours” or “drop-in” times where people had the option to follow-up outside of traditional meeting spaces. In my past experience

with City Year, I did not make this a priority and suffered ethical and logistical unease when the designs were implemented. I failed to make my design a shared design.

Feedback

It would be wrong to write a section looking at communication and not include a part about feedback. In my experience at City Year, making time for feedback is never top of the list of priorities. Again, not because it isn't valued, but there are a hundred other things staff and volunteers are trying to accomplish that we often live in the *now* and have no time for reflection on the past. I fully admit that this is problematic and a huge part of why the first year Community Days implementation at City Year Boston did not go as well as it could have.

Proper communication and learning cannot happen without feedback playing a vital role. Susan Askey (2000) suggested that feedback be defined as “all dialogue to support learning in both formal and informal situations.” At City Year, I learned that as a cultural competency training designer I must collaborate, and that cannot happen unless I am also open to learning about new perspectives and experiences. Anyone embarking on designing cultural competency trainings for others must stimulate a culture of welcomed feedback if they wish to see their designs well received and effective with facilitators. Feedback in many ways can be seen as something to “help make connections and explore understanding” (Askey 2000). The main ideas of feedback should be seen as a place of discussion and learning for all who take part in it. This is not an easy process and requires both being personally open-minded and setting up systems to welcome others into a culture of feedback. For instance, at City Year the culture surrounding feedback was tense and one-sided in many ways. Often it was something supervisors gave and direct reports just internalized and moved on with. I was asking for staff to participate in a

different kind of feedback. In reflection, I should have set up a separate space to delve into what that looked like. It is with this experience that I recommend implementing a healthy feedback loop so that stakeholders can interact with your design before and after implementation. Having these systems in place is part of the process of creating a culture where all stakeholders can effectively participate. The importance of feedback will be revisited in the next section after delving deeper in the importance of facilitator trainings before design implementation.

Part III Recommendations Summary:

- Designing trainings for others to facilitate requires serious and unrelenting efforts in communication
- Communicate extensively before the design has been created
- Make time for effective communication
- When communicating with a team who will facilitate your design you need to not only explain your *why* but also help them seek their own meaning that connects to the design
- Know your areas of compromise
- Feedback culture is important and should be thought about at the very beginning stages of collaboration

PART IV: Training of Trainers

Introduction

After my experience at City Year, I have learned that nothing is completely removed from communication because it is a key piece in all collaborative efforts. This is very true when it comes to the ethics of sharing your cultural competency training design with others to

facilitate. How are the facilitators being prepared? What experience do they already possess? And what cultural competency work have they already done for themselves? These are all questions I asked myself before designing my training but didn't fully grasp the importance until after the full experience. While I asked these questions of myself, I did not communicate that concern to the facilitators themselves and in that I failed them. Many of the staff members who facilitated my training had little to no training background and had received very little coaching. I didn't know how to communicate this concern to my supervisor and fellow Directors and we didn't have the time or resources to actually train people before the Community Days had to be implemented. Moving forward I am taking active steps to train our staff and make it a priority for our entire site.

If you can clearly communicate to others your intentionality and pedagogical approach, you can often communicate what aspect of facilitation will be important as well. The more time you can spend discussing your design and the intention behind your training, the more dialogue and understanding can be found. There are many ethical considerations to make when designing a training in cultural competency work for others to facilitate because in cultural competency work your identity as a trainer matters. The facilitators have to be aware of their own cultural competency growth and gaps in order to effectively interact with the materials and facilitate an effective and co-created space for participants. Based on my experience, these are my learnings and recommendations for those sharing their design with others to facilitate.

I was quick to dive into Community Day content and it was heavily designed with my observations in mind and was outside the traditional City Year training session norms. As discussed earlier, my design was based in experiential learning theory with the goal of co-creating a learning environment that didn't exist often at City Year. I designed it in many ways

not truly factoring in the people who would be facilitating, and I made assumptions that they would eagerly embrace the idea of a new learning space for the AmeriCorps volunteers and themselves. bell hooks (1994) suggests “There has to be an acknowledgement that any effort to transform institutions so that they reflect a multicultural standpoint must take into consideration the fear teachers have when asked to shift their paradigms.” In my case, I wasn’t considering the staff who lacked experience facilitating in general and then to complicate things further, I was asking them to attempt to hold a space for open and honest dialogue to happen about cultural competency, current events, and personal identity. hooks talks about an acknowledgement in shifting the paradigms of traditional education to be more inclusive as being an experience that can incite fear into those who facilitate it. This is not without reason, in many ways asking a facilitator to hold a space of learning that steps outside traditional norms of western education is asking them to be vulnerable. Vulnerability sounds like it should be easy but it isn’t, and it means something very different to everyone depending on their own identity and experiences. These are some of the details I tried to factor in but without sufficient time and pre-work for the facilitators, it met with limited success.

The Big Ask for Vulnerability

Vulnerability is not something to be taken lightly. It can mean many different things to people and people can act very differently when they are in a vulnerable situation, especially if they are seen as an authority figure within an organization. This is because of the shifting paradigm hooks mentioned before, the idea that the facilitator does not hold the absolute truth and in many cases there is no “right” answer. Another factor beyond position within the organization is their own personal identity, depending on how much personal identity work

someone has done, the experience of being vulnerable can be triggering or can put them in a place that is uncomfortable based on their own identity. Adams and Bell (2016) suggest that “social justice education...,” which plays a large role in cultural competency work, “...is not simply new content but also often a radical change in process as well, one that requires us to expand beyond traditional models of teaching. This shifting in standpoint can be a fearful and anxiety-producing experience.” This shift requires facilitators to be vulnerable with the participants in the space and in many cases facilitators are asked to “...struggle alongside participants in our classes with our own social identities, biases, fears, and prejudices” (Adam & Bell 2016). This vulnerability is tricky for individuals who also work within the organization as authority figures in the hierarchy. For example, in my case at City Year I was asking managers to be on the same level as the AmeriCorps volunteers, and to grapple with topics and take part in a co-created learning process, which was not common. This idea of communal learning and co-created space scared many managers because they feared losing power, offending, or looking foolish in front of their direct reports.

Facilitator Identity and Designer Identity

Why is vulnerability so hard? It is not a part of our western leadership style in any sense and therefore challenges the very ideas that have shaped our own identities as leaders within an organization. In working with cultural competency work and social justice it is important to recognize this, and allow for time to fully prep the facilitators who will be facilitating your design. I would recommend prior training for facilitators to participate in their own identity work in a separate space from the design intended for participants. Because unlike “...traditional classrooms, [where] the particular social and cultural identities of teachers (or facilitators)

usually remain in the background, in the social justice classroom, social identity is central to the content, the significance of who we are often takes center stage” (Adam & Bell 2016). This requires a whole new set of facilitator skills to be used to balance their own identities and awareness with that of the participants. Through my experience, I believe this to happen when facilitators have done their own identity work and have had time to grapple with it both outside and inside the organization. For instance, if a facilitator identifies as part of an oppressed group within our society, their understanding and presentation of content would be very different than someone who has been a part of majority culture and experienced more privilege from their identity. These are incredibly important details a training designer should take into account and be able to communicate to the group of facilitators who will be implementing their design. Having a diverse group of facilitators is crucial, but also requires more work on the part of the designer to truly help each facilitator connect to the design in their own way. In the next section I will detail my recommendations for the ideal trainer lens when entering the facilitation of someone else's design in cultural competency work. These recommendations are pulled from the context of my personal design work but can more broadly be applied to those also looking to share designs in cultural competency work in their organization.

► **Recommendations**

Trainer Lens in Cultural Competency Work

The “ideal” trainer lens in my mind seeks the balance of challenge and comfort while holding a space. If the facilitator has done their own identity work and is comfortable with the content I believe they can provide a co-created learning space that is grounded in these principals:

- Acknowledging what is brought into the classroom by participants

- Having a respect for what everyone knows and brings with them, and using the participants' context to teach practical and relatable content
- Understanding and anticipating that all participants bring all of their identities into the course
- For trainers, this includes understanding social identity theory, different learning styles, cognitive theory, and teaching for 'non-western' participants
- "If the trainer is unhappy, then she/he cannot help other people" – must promote own well-being in order to empower participants (hooks, 1994)
- Must know that the trainer is not absolute authority or by no means a "master"

This mindset in a trainer and facilitator doesn't happen by mistake, but by foundational and ethically important work done prior to entering the training space they intend to facilitate.

Facilitator Pre-training

As I stated earlier there was little to no pre-training for the facilitators who would implement my design. This lack of pre-work showed up in many facilitators as fear when interacting with the content, complete rejections of the content, and lack of acceptance of a co-created learning space. I don't think any of these were intentional but appeared due to a lack of pre-examination of one's own social identity and journey to cultural competence. I did meet with some facilitators ahead of time and we walked through content pieces that troubled them and we found clarity together through dialogue. Those facilitators were by no means the majority but it was clear when they facilitated that they felt more comfortable with the topics and activities. Through this experience it was made clear to me that pre-work and training for facilitators was crucial to success in sharing training designs with others.

Facilitator Preparation

One of the first steps in sharing content is alignment of purpose. Through concentrated meetings with the facilitators who will be facilitating the design there should be a focus on

alignment in goals for the trainings, a step I wish I had done in my work at City Year. For example, it would have been vital to the mutual understanding of the design if I had spoken with facilitators about what they hoped the participants would take from the training and connected that to what I had originally planned. Seeking alignment would have meant all of us focused on mutual learning goals for the participants. Another area I would recommend is having the facilitators read through the design well before so that they understand their role as facilitator. As stated earlier in the communication section, people will take different meaning from pieces of the design and it is important to discuss the difference in interpretation so that when it is facilitated it is true to the design and compatible with the facilitator.

Note of caution, being familiar with the design doesn't necessarily mean the facilitators have had an opportunity to grapple with what it actually means and internalize it. David Cutler (2015) warns that "familiarity and fluency with a text is often an ineffective and misleading indicator of true learning." This means that even when a facilitator has read the design and knows their own part in it, there may still be pieces missing in full comprehension. It is vital they not only know what parts are theirs to share with participants, but also what those parts really mean to them. It is important to remember that each facilitator is different and that will be beneficial to the training in many ways, but also requires different approaches in connecting each facilitator to the design. This is where one has to provide resources for the facilitators individually to understand and interact with the content they are supposed to facilitate. Suzanne C de Janasz (2001) suggests that it is "...essential for organizations to provide resources that can enable diverse teams to collaborate more effectively while minimizing related costs." The more support the facilitators feel the more likely you as the designer are going to like the outcome and execution of your plan. These learnings and recommendations can easily be connected to

communication, and should be. It is almost impossible to separate any of these pieces from the root of collaboration, which is communication.

Observation and Feedback for Facilitator

Another area that relates to communication and norms is the systems set up for feedback. As discussed earlier, feedback culture varies based on organization so it is up to you, as the designer, to make sure the structure is set-up for your success and the success of the facilitator team. I would recommend again discussing it ahead of time before any of the trainings are facilitated. The facilitators should know if you are going to be present for the actual facilitation and what you will be looking for, and vice versa. The facilitators should have a space where they can provide feedback to the designer on how the processes felt once actually facilitated. Askey (2000) suggested feedback from training designer to facilitator, and from facilitator to designer should be seen as a game of Ping-Pong, “to capture the to and fro of the discussion.” This is helpful when thinking about the object of feedback, which is to learn and grow in our work as both training designers and facilitators. It is helpful to have set structures in place, from times in which observation and feedback will happen, to what form each facilitators prefers to receive their feedback in (such as written or verbal feedback). You should also set up a structure that informs the facilitators what the best ways you receive and internalize feedback are. Again, depending on how well you know the facilitators you are sharing your design with, these are things they may or may not know. A guiding principal for feedback I share with people I am first starting to collaborate with is that I see feedback as “...a narrative which can be added to, or offer insights for reflection” (Askey 2000).

Part IV Recommendations Summary:

- Who I am matters, who you are matters
- Every facilitator is different and therefore when sharing training design be prepared to help each individual find their connection to the content
- Facilitators should have done their own identity and cultural competency work before implementation
- Have multiple focused meetings with facilitators before design implementation to align on purpose
- It is important to discuss the difference in design interpretation
- Prioritize setting-up structures for a healthy culture of feedback

Conclusion

There are many complexities to designing trainings for large groups of participants. Add the layer of sharing your design with others to facilitate and the complexities double. Training large groups of participants requires the facilitator to be versatile and adaptive, while holding the space to best support the learning of others. It is through my experience in sharing my design at City Year that this does not happen by accident and are layered processes that take a lot of time and a commitment to collaboration. The importance of communication cannot be underestimated when communicating cultural competency designs to others. As discussed there are many reasons why this is a complicated and important process.

I personally have to remind myself everyday that communication and true collaboration requires vigilance and focus. I have learned invaluable lessons through my experience with sharing cultural competency design at City Year Boston. Looking forward in my own work, I vow to never underestimate the complexities of true collaboration and communication. I strive to

grapple with my own miscommunications and be honest when I am not truly open to communicating towards collaboration, when I am too attached to a design to see compromise.

I take many lessons for myself from this process and hope my recommendations to others will be heard as well. The importance of intentionality in all we do as trainers is key to connecting and implementing successful training spaces rooted in theory and praxis. It is the key piece to share with facilitators along with content that helps bridge the gaps between designer and facilitator. It also requires vulnerability and clarity to seek compromise. Overall it takes a lot of planning and dedication. In all, from my learning both at SIT and at City Year, one piece of advice constantly rings true: plan like hell, and then go with the flow.

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Appendix

Appendix I: Statement of Need for Community Days From my Director

Community Day Creation

Statement of Need

- Grounded in the success of the “Director Hour 2s” before MYS last year
- Way to build some muscle around having multiple remote “training” sites simultaneously, to determine scalable solutions for growth
- With growth, a way to maintain sense of community and tight-knit connection throughout corps year (we dabbled in this week 3 with director-cohort-led trainings)
- Best practices from other large sites:

Success Measures

- EOY CM survey item
- Quality of programming, experience of those leading sessions, connectedness to director cohort
- Director leadership reflections (???) and sense of connectedness to teams increases

Vision for Community Day components:

- **Community Meeting.** The Community Meeting is an integral part of ACM experience. Holding these at the Director cohort level will allow individual teams lead their peers through a community meeting, and increase interconnectivity amongst the teams. *L&D will work with individual teams as consultants* for this component, under the recommendations of the Corps Director for required elements and structure.
- **Social Justice Activities & Conversations.** This year the site is committed to finding multiple entry points for the entire village to engage with social justice topics. This component will be *planned by L&D, while heavily leveraging the input of a group of IMs working on building Social Justice activities*, and will run uniformly across all director groups. This will provide a level of consistent curriculum to ACMs around social justice, and also create the platform from which individual teams can draw to engage more deeply.
- **Community Building/Teambuilding.** Time for teambuilding and community building is at a premium across the year, and teams requested this heavily during BTA. In the interest of carrying this set-aside time for community building throughout the year, each Community Day will have an exercise or activity that allows ACMs to connect to one another and to continue to build the Beloved Community. This component will be *planned and facilitated by the L&D Working Group Leads* within each Director Cohort.
- **Service Reflection.** Activities like Data Reviews, time with Impact Coaches, and potentially new ways (like leveraging protocols) to reflect as a group on service on a quarterly basis will be an important way to allow ACMs—along with team leadership—to gain perspective on their service year. *L&D will work closely with SIET team leadership* to determine what activity makes the most sense based on the time of year, what area of service requires reflection, and what information is available.

Specific Dates for Community Days

November 6.

January (Hour 2; half day Team Day)

February

April

Planning Timeline

Project Manager: Jess McCue

- Responsible for: designing, communicating, and supporting session programming, facilitators (through direct coordination with directors)

Project Supports: Rae Alexander, Dan Antosyzk

- Responsible for: supporting execution of Community Days based on needs/requests of Directors

Appendix II: City Year Values Definitions

City Year Values¹

City Year's core values represent the deepest beliefs and highest aspirations of our organization. We strive to ensure that these values animate our culture of idealism, inspire our actions, and inform our decisions on a daily basis. They serve as our north star, empowering us to stay true to ourselves through changing times as we strive to achieve our mission.

1. **Service to a Cause Greater Than Self**

We dedicate ourselves to addressing shared civic challenges through unified action.

2. **Students First, Collaboration Always**

The success of the young people we serve is our preeminent goal, best achieved by working in partnership with others who are dedicated to the same cause.

3. **Belief in the Power of Young People**

We are committed to harnessing one of the most powerful forces for positive change at work in the world today.

4. **Social Justice For All**

We dedicate ourselves to building a more just, equal, fair, and compassionate world.

5. **Level Five Leadership**

We aspire to develop a culture of Level Five leadership across the organization, fostering a blend of great humility with intense professional will.

6. **Empathy**

We strive to constantly walk in the moccasins of others.

7. **Inclusivity**

We embrace differences as strengths that magnify our capacity to achieve shared goals.

8. **Ubuntu**

I am a person through other people; my humanity is tied to yours.

9. **Teamwork**

We strive to work powerfully together in a unified effort to achieve our goals.

10. **Excellence**

We hold ourselves to the highest standards as we strive to execute our mission and steward our resources.

1. **Service to a Cause Greater Than Self**

We dedicate ourselves to addressing shared civic challenges through unified action.

City Year believes that service represents a personal decision to dedicate one's time, energy, and effort to a cause greater than oneself and to attend powerfully to the needs of others. Service to a cause greater than self creates common ground by bringing together diverse individuals who

¹ <https://www.cityyear.org/about-us/culture-values/values>

share a similar commitment to work for the common good and empowering them to engage in unified action. Seemingly insurmountable problems throughout history have been addressed by individuals who have chosen to serve their fellow citizens, communities and nations in this way. This widespread commitment to serve a cause greater than self has united people across backgrounds, transformed pressing public problems, and developed the civic spirit and leadership potential of every individual who has heeded the call to serve. At City Year, we strive to always ask ourselves, “Is this about me, or is it about the cause?” *Always make it about the cause.* In this way, we unite in a collective effort to demonstrate the power of service as a strategy for generating transformational change.

2. Students First, Collaboration Always

The success of the young people we serve is our preeminent goal, best achieved by working in partnership with others who are dedicated to the same cause.

The students we serve are our highest priority, and supporting their success is our preeminent goal. For this reason, we are fiercely committed to deploying our resources and energy in a strategic effort to maximize our positive impact on the academic and life success of every student we serve. *Accordingly, other priorities should always yield to the needs of best serving students.* At the same time, we recognize that this goal must be achieved by working in collaboration with others—teachers, administrators, parents, policymakers, community and other non-profit partners—who share our commitment to ensuring that every student has the opportunity to receive a quality education and build skills for academic and life success. Inspired by the African proverb that “It takes a whole village to raise a child,” we are committed to putting students first while always operating with a spirit of collaboration and partnership.

3. Belief in the Power of Young People

We are committed to harnessing one of the most powerful forces for positive change at work in the world today.

The energy and idealism of young people are, quite simply, among the most powerful and transformative forces at work in the world today. From advancing civil rights in the United States, to helping end apartheid in South Africa, to promoting democracy in the Middle East, examples of transformational change powered by the idealism and hard work of young people abound. At City Year, we are committed to tapping the civic power of young people to achieve transformational change for students and schools in high poverty communities -- building students' skills for academic and life success and generating a positive school culture and climate. In the process, we seek to develop a generation of empowered, experienced, and effective idealistic leaders. *Accordingly, we must always seek to release the idealism of young people to tackle seemingly impossible tasks.* Our experience is clear: when given big goals, young people inevitably surpass our highest expectations and achieve extraordinary results.

4. Social Justice For All

We dedicate ourselves to building a more just, equal, fair, and compassionate world.

Over the course of history, every generation has struggled to ensure that the blessings of liberty, freedom, equality, and justice have been shared with an ever-widening circle of humanity. In the fullness of time, powerless subjects have become democratic citizens possessed of inalienable rights; slaves have become free men and women; voiceless women have become empowered citizens and civic leaders; once oppressed minorities have stepped out of the shadows to stand with dignity and equality in the daylight of empowerment and opportunity. Every generation comes of age at a particular moment in this ongoing struggle, and City Year is dedicated to engaging the young adults of each new generation in a year of citizen service focused on widening the circle of those able to stand in the light of social justice. At City Year, this commitment is primarily focused on promoting educational equality for all--especially for those in the highest poverty communities--so that all students have the opportunity to reach their highest potential.

5. Level Five Leadership

We aspire to develop a culture of Level Five leadership across the organization, fostering a blend of great humility with intense professional will.

The concept of “Level Five Leadership” is borrowed from the book *Good to Great*, written by Jim Collins. The term describes a style of leadership which blends a paradoxical mix of qualities. First, Level Five leaders practice great humility: they are modest, they learn from and listen to others, they give credit to others for success and take personal responsibility when things do not go as planned. At the same time, they operate with intense professional will: they take bold action, set ambitious goals, make courageous decisions, and persevere through the long, challenging process of achieving great things. Humility, will, boldness, courage, and perseverance: these are the qualities of Level Five Leadership, and City Year is committed to operating in this way at all levels of our organization.

6. Empathy

We strive to constantly walk in the moccasins of others.

City Year believes that empathy—the ability to emotionally put yourself in the place of the “other”—is an essential skill for anyone committed to social change. We are inspired by the Cherokee prayer that states, “Great Spirit, grant that I may never criticize my brother or my sister until I have walked the trail of life in their moccasins.” Given the complexity of the problems we seek to transform, the diversity of the communities we serve, and the inclusivity of our own corps and staff, a strong capacity for empathy is essential; it empowers us to collaborate effectively in order to maximize our impact. Empathy builds trust, which is essential for our work. Similarly, a deep understanding, developed through empathy, of the people, institutions and communities we seek to serve strengthens program design, implementation and results. At all times, we strive to practice empathy by “walking in the moccasins of others.”

7. Inclusivity

We embrace differences as strengths that magnify our capacity to achieve shared goals.

Inclusivity involves more than the celebration of diversity; it means actively embracing differences as vital assets that enrich our community, catalyze transformation, and strengthen our collective power to make positive change. To be inclusive at City Year is to create the most unified, purposeful force for good from the most diverse membership possible. Inclusivity informs our strategy of engaging young people in service as part of a diverse team, as well as our enduring commitment to engaging partners from across the public, private, and nonprofit sectors in a collective effort to address pressing public problems. We aspire to create a unique culture that makes all feel welcome, valued, empowered and engaged.

8. Ubuntu

I am a person through other people; my humanity is tied to yours.

Ubuntu—a term borrowed from the Zulu tribe of South Africa—means “I am a person through other people; my humanity is tied to yours.” The concept expresses an essential spiritual truth about the world: we are all connected to each other through invisible webs of interdependence. We share a common world and a collective destiny, and the struggles of the few affect the many. In a very real sense, there is no “us” and “them”...there is only “us”. Because of this profound interdependence, we deepen our own humanity when we strengthen our capacity to recognize and honor the humanity of others. Ubuntu informs our commitment to treating everyone we encounter with deep respect, and to acting from the belief that supporting the success and empowerment of others supports our own success and empowerment. Ubuntu is a way of being and a quality of presence that we aspire to bring to all our relationships.

9. Teamwork

We strive to work powerfully together in a unified effort to achieve our goals.

City Year believes in the power of teams. When diverse individuals unite, collaborate, and dream together in pursuit of a shared vision, the team becomes more powerful than the sum of its individual parts. We are inspired by anthropologist Margaret Mead’s provocative insight about the power of small groups with a purpose. She said, “Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.” That’s why City Year has made teamwork essential to everything we do. From corps members who serve daily on inclusive teams to support student success to senior leaders who work collaboratively to advance our organizational goals and mission, everyone at City Year operates as part of team. Teamwork maximizes impact and engenders respect, empathy, understanding, communication, insight, patience, creativity, and joy. For this reason, we have made teamwork central to all that we do.

10. Excellence

We hold ourselves to the highest standards as we strive to execute our mission and steward our resources.

City Year recognizes that our ambitious goals for transformational change can only be realized through disciplined, rigorous, tireless attention to detail. Excellence is both an inspiring vision and a daily practice; it informs the aspirational nature of the goals we set for ourselves, as well as the discipline, attention, and focus we bring to every activity that must be completed on the way to achieving those goals. It also informs the care, professionalism, and sense of responsibility we bring to being stewards of the resources --human, financial, and material--entrusted to our organization. Because we recognize that even the smallest details contribute to our grandest of outcomes, we aspire to excellence in the execution of our mission and the stewardship of our resources.

Appendix III: Introduction to Sharing Community Day Designs

The Community Day Facilitator Guide:

Intro:

This guide provides a whole day of value driven programing. The activities are designed and planned out but are not unmoving. There are tons of variations and facilitator preferences that can and should be taken into account. That is why L&D wants to collaborate with teams that want help altering or adapting activities or want to facilitate activities but might feel unprepared. The L&D wants to help prep facilitators and work with them to make sure they feel good about their session. Certain parts of the facilitator guide is more ambiguous so that the facilitators can put their own style or spin on it without influence, of course if more guidance is wanted feel free to reach out to L&D. An example of this is Norm setting in the facilitator guide. The ideas for norms are laid out for the facilitator to read through and have a good grasp of general theme, but not explicitly defined so that each group can have authentic group driven norms. If anything is unclear or more detail is needed please feel free to reach out to L&D!

Materials:

For each activity there is a materials list at the end. Please make sure to double check that any changes or alterations don't require different materials. L&D will provide the original copies of all reading materials and videos but will not run copies for each team (Original Copies will be located in a shared Google Folder for easy access). This will be part of the designated facilitator's job. If there are any technical difficulties with media or downloads please check and make sure those are communicated to L&D at least 1 week before the actual Community Day.

For November 6th the most material heavy session is the World Cafe. There are printouts of readings, markers, and paper all needed for the activity. Please double check that all materials needed are gathered ahead of time and prepped.

Timeline/ Checklist:(This is a helpful list you might want to use to help us with our first collaborative planning and execution of Community Day)

- First Draft of Community Day Goes out to Directors Oct. 6th
- Directors look through Materials within week and follow up with L&D on initial questions
- Delegate responsibilities to IMs
- Oct. 16th** facilitators are assigned to sessions
- **Oct. 19th** Location secured by Directors (just a reminder)
- Oct. 19th- 29th** Teams collaborate with L&D on assigned sessions
- Oct. 26th** - Communicate to L&D location of Community Day for your team
- Oct. 26th** Double check with facilitators that they are all set
- Nov. 6th** have a Powerful, low stress, and organized Community Day :)

Appendix IV: Community Day Overview

City Year Boston's Community Days				
	Nov. 6th: INCLUSIVITY	Jan. 15 UBUNTU	Feb. 26 SERVICE TO CAUSE GREATER THAN SELF	April 15 BELIEF IN THE POWER OF YOUNG PEOPLE
Main Competencies:	Knowledge Awareness Attitude Skills	Skills Attitude awareness	Knowledge Attitude Awareness	Awareness Knowledge Attitude Skill
Purpose:	Unpack education systems and our personal role as an educator	Analyze personal communication style while engaging in conflict	Engage with issues larger than self and school	Examine different facets of "the power of young people"
Goal:	Participants will be able to recognize different types of education structures, apply knowledge to their team dynamics; ask critical questions of themselves, others, and content	Participants will be able to examine their own conflict management style and learn more tools to communicate in tough conversations	Connect and hear multiple views on current issues in our world- Practice active listening and dialogue skills with the intent to learn	Increase awareness of our personal beliefs about "young people" and consider how those beliefs affect our thoughts and actions towards others and ourselves
Objectives:	Participants will use activities to take a deeper look at their own learning biases and assumptions: Participants will participate in dialogue being in their own experiences and knowledge	Participants will listen and share alternative views of conflict transformation Participants will examine their own triggers that may affect them during conversations	Engage in dialogue with persons who hold alternative views from your own Be aware of personal triggers when discussing topics that affect multiple groups of people	Analyze and discuss the power dynamics involved with youth engagement Compare and contrast a youth engagement case study with modern day example
Notes:	Participants will learn from others through active listening during discussion	Participants will explore empathy and the barriers to connecting with others during conflict	Actively speak your truth in dialogue and recognize alternative realities exist	Reflect on how Participants encourage and stymie activism in themselves and others

**Appendix V: Community Day #1- Inclusivity
(V A: Schedule)**

City Year Boston Community Days		
Community Day # 1: INCLUSIVITY in Education - Your Role, My role, and Our Students		
Time	Activity	Why
9:00 - 9:30	First Circle and team gathering- Readiness Check- announcements- Agenda run down	Center group and become present in the space
9:30-10:40	Community Meeting	Focus on INCLUSIVITY
10:40-10:55	Break	
11:00-11:15	Establish Norms, Highlight ideas on safe space and Re-center group on Purpose of day INCLUSIVITY within Education, Recognizing Education structures that affect us, our team, and our students. Run through Agenda	Prep group for a day of inner reflection and group dynamic analysis
11:15-11:25	Reflection on the Education Structure You Have experiences	Allows participants to rather their own experiences. Encourages each participant
11:25-11:30	Transition to Team Groups	
11:30-12:00	Experience and Biases Conversation with Team Groups - I am from Poem education based	Dialogue about each participant's experiences and dig in to see what knowledge, what basis, one is bringing with them. - Better help understanding each team member's experience within education that informs their feelings towards trainings, interventions, paper work, team meetings, ect ect.
12:00-1:00	Lunch	
1:00-1:10	Guided Imagery	Mindfulness exercise - Practice with self and with student in classroom. Video Link in Facilitator Guide and in Google Folder
1:10-1:15	Debrief Mindfulness activity	Explore how different learners value different activities. Another tool to use with students in schools How can we use this with students? challenges of using with student?
1:15- 1:55	Introduction To Some Education Structures	Participants gain Knowledge of different structure in place. Become familiar with vocabulary related to different styles of Education
1:55-2:00	Quick Personal Debrief	Collect thoughts and Questions in one place before going forward
2:00-2:15	Break	
2:15-2:30	Tedx: Bringing Cultural Context and Self-Identity into Education: Brian Lozenski	Broaden Scope of participants with more ideas on the topic of education structures
2:30-4:00	World Cafe Activity	Participants get to interact with their own ideas, share with others, and hear another perspective to bring back to their teams
4:00-4:45	Debrief with School teams	Process as a team on what each participant has learned, has questions on still- relate to school- time for whole team to center on the day
4:45- 5:00	Come back together as full group	Final Share-outs: Questions:
5:00-5:10	How will this knowledge inform your Year- Quick reflection	Gives Participants a chance to apply learnings to their real lives and set up structures for them to implement ideas
SPIRIT BREAK		

(V B: Facilitator’s Guide)

INCLUSIVITY- in Education

Your Role, My Role, and Our Students

Community Day #1

(*)= Facilitators Choice

Purpose:	Analyzing educational structures in learning for ourselves, our teams, and our students.
Goal:	Participants will be able to recognize different types of education structures: connect activities to their personal intervention: apply knowledge to their team dynamics: ask critical questions of themselves, others, and content
Objectives:	Participants will use activities to take a deeper look at their own learning biases and assumptions: Participants will participate in dialogue being in their own experiences and knowledge: Participants will learn from others through active listening during discussion

First Circle (9:00-9:30)

Time for Announcements- Agenda run down and readiness checks

Community Meeting (9:30-10:40)

(there are no times on community meeting activities so that the people who facilitate can decide how long to make everything last using their judgments.)

The Community Meeting is an integral part of ACM experience. Holding these at the Director cohort level will allow individual teams lead their peers through a community meeting, and increase interconnectivity amongst the teams. (L&D will work with individual teams as consultants for this component, under the recommendations of the Corps Director for required elements and structure).

- *Share Ripples and Joys*
 - (we left out appreciations due to the fact that they tend to be inside jokes that wouldn’t help us build the inclusive environment for the day - info from Warder)
- *Community Builder: Nominations* -
 - Split into team groups

- The facilitator will announce a category- Examples: Best Hand Stand, Best Impersonation, Best Joke, Highest Note, funniest vegetable face, best heel click, Lowest Note, Most Unique Noise, Most Unique Trait, Best Burp, Best Juggler, Best Singer, Best Dancer
 - It is completely up to the team to decide their definition of best
- Each team must then nominate a single member (could be more than one if people would feel more comfortable but no more than two for time sake) to demonstrate their talent.
- Collecting at the front, the nominees will perform individually
- Run through as many rounds as time permits

- *ACM Awards
 - S/ACM nominate their peers to receive the Silent Server or Service Impact Award

- Close out- Thank teams for participating and announce break and start time of 10:55.

-----Break (10:40-10:55)-----

Norms on a Safe Space- Focus on Theme of Inclusivity (10:55-11:15)

Here is the place to clarify that today is not about mastery of knowledge or awareness. Today is an invitation to expand on the participants' own knowledge and to give resources so that they feel empowered to do their own research on INCLUSIVITY in Education. Today we will ask a lot of questions and share experiences, while continuously keeping in mind that everyone is learning and we are all at different levels in different areas when it comes to addressing Education. Take any lingering questions before introducing the activity for the morning. Take a few minutes to frame the day with Norms that encourage INCLUSIVITY and the sharing of unjudged voices and experience. Encourage people to challenge their usual behavior and try to be aware of their actions, to invite those usually quiet to speak and to listen with an open heart and an open mind. Invite participants to share more norms that might have been missed and ask if they can agree to enforce and abide by the norms created today.

(Norms should be written up largely so they can be revisited throughout the day and serve as a physical reminder that the space is welcoming to all and INCLUSIVE. Facilitators could also choose to use a small PowerPoint to start the day with large projected norm setting)

Materials:

- Posters of Norms
- Markers
- paper
- tape

- *PowerPoint

Reflection on your own Education (11:15-11:25)

In these 15 minutes participants will take time to reflect on their experience with education. Ask participants to take the next 10-15 minutes to quietly reflect with themselves about their own educational experience. Facilitator introduces that we are going to attempt to write some Poetry in the form of an I AM FROM poem based on our own school experiences. Frame it as a way for participants to tap into their own educational experiences. Facilitator should prompt with questions: Think about the people you were surrounded by, think about your feelings, your grades, your teachers, your favorite classes or hated classes, the layout of the school, were there books around? (Example below if Facilitator would like to read it or project it)

Intro of activity should take about 3-5 minutes

Let the participants know they will be getting into their school teams to share these or share pieces of these reflections for a half hour (*include all staff* that are present in groups. If a staff member is present who does not have a team please make sure they have a place to share either on staff teams or with school teams- INCLUSIVITY YAHOO). This will allow the teams to connect and understand a bit more about where each member is coming from in terms of their personal experiences with education. This space is also a space to examine **what biases** our experiences have equipped us with. Understand that what we carry with us when serving in an educational setting like City Year. The things we may or may not realize we carry with us directly affect our feelings, and new experiences in schools.

Facilitator should also explain logistics: Teams will be going directly from their groups into LUNCH, so use the whole 30 minutes to dialogue and share and then when the group is finished they will go directly to lunch to meet back here at 1:00 PM SHARP. The facilitator should give the go ahead to get into school teams (depending on space it might make sense to pre-assign team space).

Example to read:

- I AM FROM POEM- That focuses on your personal Education experience (may wish to provide example and frame it as *This person doesn't write poems but here is a poem*)

*"I am from marble floors and cold desks.
I am from keeping the heat on to only keep the pipes from freezing
I am from high standards at home and forced success
I am from home every night after soccer practice
I am from learning disorders and working really hard to fit the mold*

*I am from best with my hands and being outside
I am a oral learner when listening to stories not instructions
I am from almost failed Spanish and privilege of being able to afford a tutor
I am from white kids with white teachers
I am from all male science and math teachers
I am form a all male athletic team
I am from late night essay writing with my parents as unpaid editors”*

Ideas on reflection options can be given if I AM FROM is not clicking for people

- writing thoughts down
- bullets
- drawing a representation of your experience

Transition to Team Groups (11:25-11:30)

Teams should be in conducive spaces to share and listen. Recommend comfortable circles so all can be heard. (Pre-assigning spaces might be helpful*)

Team Dialogue on Personal Experience w/ Education (11:30-12:00)

Dialogue starters (ideas to touch on, not mandatory topics to talk about)

- What was your education experience?
- Why did you enjoy your education?
- Why didn't you enjoy your education?
- How did your personal identity influence you education?
- What privileges did you have in your education experience?
- What biases might you carry based on your personal experiences in education?

Groups should break to lunch from their school teams at NOON with a reminder 1:00 pm start and location.

Materials:

- Writing utensil
- paper
- Example Poem

-----LUNCH (12:00-1:00pm)-----

Mindfulness Centering (1:00-1:15)

This activity serves to re-center everyone in the space. Facilitators should have video all ready to go before participants arrive back from lunch. Frame the activity as a calming and re-centering

activity. This is something they could use with students on particularly stressful days. There are a lot of studies of classrooms that use mindfulness tactics and encourage participants to do some of their own research. The video they will be following along with was designed for teenagers by teenagers. At 1:00pm the video should start, remind participants to give it a try even if it something that feels strange to them and to respect the silence of others. When video ends facilitator instructs participants after finishing the guided the imagery centering activity to turn to a person sitting next to you and pair share on:

- How this activity made you feel?
- Could it be used with students? Why or why not?

**About 2-5 minute pair share depending on time*

**Facilitator can take a few whole group share outs if there is time.*

Materials:

- Link to video:
https://www.youtube.com/watch?v=rxcKyzZYJ04&list=PLEJbP9lvxIPR1kLayVPx_y4_Rx9M6kNne
- *If you will be in a space without wifi or with unreliable wifi, you can download youtube videos using this link: <http://www.clipconverter.cc/> - ALSO ALL VIDEOS can be found in the Materials google drive folder.

Introduction to Education Structures (1:15- 1:55)

Facilitators will now refresh the group and center the focus of the day's value of INCLUSIVITY in Education. Explain that the afternoon is mostly interactive, hands-on, and small group discussion based pertaining to different types of education structures. Acknowledge that there are various levels of knowledge existing within the room on various Education structures, and everyone's information and knowledge is welcome and valuable. The facilitator should be explicit to say they are not the keepers of all the knowledge and that the information that will be share is to serve as a brief informational piece to the group. This will appeal to the analytical learners in the room and give all participants a basic introduction into the vocabulary used regarding the three education structures we are going to talk about today.

(All information about presentation will be on the powerpoint slides in the notes section)

Materials:

- Slide show (in google folder)
- Computer
- Projector

Personal Debrief (1:55-2:00)

This is just 5 minutes for the participants to sit with the knowledge they just heard. Facilitator prompts the participants to write down any lingering questions and reflect on idea or thoughts

they might have about the information. After the five minutes, facilitator(s) dismisses the group for break, announcing the next session starts right at 2:15 and when we get back we are going to dive deeper into how these structures affect us, and our students!

-----Break (2:00- 2:15)-----

Watch TedX: Bringing Cultural Context and Self-Identity into Education- by: Brian Lozenski (2:15-2:30)

Facilitator welcomes everyone back and intros the video. We will be watching a TedX by Brian Lozenski about his experience working with youth in the current school systems in the United States. He discusses the current structures in place and asks us to think critically about things. After the talk we are going to break up into small groups and travel through different stations exploring more about what different knowledge and experiences are in the room regarding INCLUSIVE Education.

Materials:

- Link to TedX: <https://youtu.be/bX9vgD7iTqw> (also found in folder)

World Cafe Activity (2:30-4:00)

World Cafe is a conversational process for creating constructive dialogue and sharing knowledge around a particular topic within a group. Large groups can be broken up into smaller groups. It gives each participant a chance to speak in small group discussions where they might not have spoken in front of a larger group. Having paper and markers for participants to draw or write on also engages tactile learners.-(Jessica Beck and Madina Kakharova)

Activity summary: There will be three different stations that will last 30 minutes a piece, with information/ activities pertaining to the different Education structures and INCLUSIVITY in Education. Participants will move through each station. (Groups should be around 10 participants per group. This can be accomplished by duplicating the station so that instead of just one set of three stations you created two sets of the same three stations. This way you can split the participants into six groups).

Paper and markers should be laid out on each table for participants to draw or write on during the discussion. After 30 minutes at each, group will switch to a new table and discussion topic. Once all the rotations are finished, then the participants will get back into their school teams for a debrief.

Facilitator role:

Facilitator(s) split participants up into three different groups dividing up school based teams (this is so each member experiences something a little different and can bring those reflections back to

their team). The facilitator will then briefly explain that each group will rotate through the tables having a chance to discuss the material at the table and interact with it through discussion and writing/ drawing notes on the paper provided. The first 10 minutes at each table will be spent by reading information and then quietly interact with it on your own and look at what the group before left on the table- Just like a cafe where you bring a book or read a newspaper.

Facilitator(s) is responsible for announcing time warnings and the rotation schedule for groups.

Table 1: *Paulo Freire on the Banking System*- Each participant should take the first 5 minutes to read the section of Freire work. Then discuss the following questions:

- Initial reactions to the reading?
- How does it connect to Brian Lozenski ideas on education from the video?
- What do you think of the banking system?
- Could the banking system be useful?
- How do you interpret Freire statement that, “Education must begin with the solution of the teacher-student contradiction, by reconciling the poles of the contradiction so that both are simultaneously teachers and students”? Agree or disagree why?

Table 2: *Julio Cammarota and Michelle Fine- Youth Participatory Action* - Each Participant should take the 10 minutes to read the print out on Youth Participatory Action.

- How does this fit into structures we have talked about today/ that were brought up in the TedX?
- What parts make sense? What parts don't?
- How can we encourage our students to do this? Should we?
- Reactions thoughts on this idea?
- Challenges with this idea?

Table 3: *bell hooks- Teaching to Transgress*- Each participant should take the first 10 minutes to read article section on table and quietly interact with it.

- Initial reactions?
- What makes bell hooks initially love school?
- What changes in hooks' learning environment? How does it affect her?
- How can we help created a space in our current service situation for students to love learning?
- How does it or doesn't it relate to Brian Lozenski from the TedX?

Materials:

- Paper for tables
- Markers
- Printed out readings (number will vary based on group size)

Debrief with School teams (4:00-4:45)

The following questions are important to follow in the order of publishing, processing, interpreting, generalizing and applying. This is an experiential processing model of self-reflection and processing. This questioning process allows individuals to travel from their new knowledge and latest experiences to a place that will allow them to see larger themes and a big picture. At the end it should be less about the activity and more about the ideas they gained and how they wish to apply them outside their current space.

Questions for Debrief:*Publish:*

- Would anyone like to share their reactions?
- What did you feel?
- What happened?
- Was there anything challenging about this?

Process:

- How was that significant?
- Can we relate these feelings to other points in our life that perhaps we felt this way?

Interpreting:

- What does this suggest about the group/yourself?
- Can we pull any patterns from what you experienced or observed?
- (Connect experiences to service)

Generalizing:

- What did you personally gain?
- How do we connect this to other activities we have seen or been apart of?

Applying:

- How can we carry our learnings with us?
- How can we use this knowledge in our Service day interacting with students, teachers, teammates?
- How does this connect to your own learning at CY training sessions, in school, and at HQ?

Come back together as full group (4:45- 5:00)**How will this knowledge Inform your Year (5:00-5:10)**

Participants take 10 minutes to think about a few take a ways they gathered today. Then think about how they will apply this day to their service and lives in the future.

SPIRIT BREAK

Appendix VI: Community Day #2 – Ubuntu (VI A: Schedule)

City Year Boston Community Days		
Community Day #2: UBUNTU Connecting even when connecting is hard		
Time	Activity	Why
9:00 - 9:30	First Circle and team gathering- Readiness Check- announcements- Agenda run down	Center group and become present in the space
9:30-10:30	Where are you in Service: Picture association	pick a card activity how does this relate to your service thus far, your students: yourself your team, your relationships. Circle up in small groups 8-10 everyone shares.
10:30-10:40		Break
10:40-11:00	Norms	Collaborative process - participants should play a role in creating these- recognize we are all at different parts in our service
11:00-11:15	Brain Storm - what are topics that cause conflict or are hard to talk about	Take a minute to think to yourself then get a group of three and share: then share out to whole group and have someone write up topics large enough so everyone can see (this will guide the focus on the day- these topics are hard but we have to talk about them so how?)
11:15-12:00	Trigger Exploration	Break into small groups 5-6 people- read and dialogue about article - This sets us up for the afternoon of when do we get triggered- during conflict
12:00-1:00		Lunch
1:00-1:15	Conflict-Warm- up - Close-up and Say Something, Nothing, Anything!	Warm up- Have a large space and have everyone circle -Conflict Close-up!
1:15-1:35	Conflict Explored	Brief informational piece
1:35-1:45	Read Article	individually read article - Option to have teams read it together before Community day
1:45-2:05	Discussion of Conflict and Article	bell hooks- conflict article - small group discussion 5 people max - want everyones voices to be heard so make sure groups are small
2:05-2:15		Break
2:15-2:25	Come back together- Make Connections	Connect triggers and Conflict and how they relate (especially in social justice work on a team in school! Because as seen and talked about before we all come different backgrounds and experiences)
2:25-2:35	Add the Layer of Empathy and Sympathy	Another factor that comes into communication during conflict is Empathy - when we stop looking to collaborate we are stopping empathy- Ubuntu means I am, Because we are- my humanity is tied to yours- now that sounds great b/c it is but we often think
2:35-2:40	Video of Empathy	Take the bell hooks reading, the videos, the trigger activity- our brain storm of hard topics
2:40-3:30	Break into teams and discuss how being triggered, conflict, and empathy interact- create a mini presentation to share back.	Share our- definition and how it relates to conflict and being triggered- provide materials to use in presentation
3:30-4:00	Share out	Have each team show their presentation (poster/skit/ song/ poem whatever)
4:00-4:15		Break
4:15-4:30	Reflection	Write self a letter answering question prompts
4:30-5:00	Team Wrap up and discussion: moving forward	Application phase of the day- How will these learnings be taken outside the space

(VI B: Facilitator's Guide)

Ubuntu- Connecting when Connecting is Hard

Community Day #2

(*)= Facilitators Choice

Purpose:	Participants to explore conflict in their lives
Goal:	Participants will be able to examine their own conflict management style and learn more tools to communicate in tough conversations
Objectives:	Participants will listen and share alternative views of conflict transformation
	Participants will examine their own triggers that may affect them during conversations
	Participants will explore empathy and the barriers to connecting with others during conflict

First Circle (9:00-9:30)

Time for Announcements- Agenda run down and readiness checks

Community Meeting (9:30-10:30)

Where are you in Service?

*May wish to play music while people choose their images.

This activity is to allow participants to connect with each other and share in a different form. The space is designed to invite alternative perspectives and for participants to be honest about how they are personally doing in the moment and in service.

Facilitator(s) splits group up into groups **no larger than 10** participants. Facilitator will have pre-arranged images on the floor or on a table so that all images are visible to all the participants in each group.

Facilitator explains that within a group, each participant will walk around or look around at the images and take one that speaks to their current state of being. (about 3-5 minutes for this part)

Next prompt the participants that they will be sharing why they chose this image and how it relates to their current state in service. Each participant should share out (3-4 minutes each).

Those not sharing should practice active listening and ask questions, time permitting.

After everyone has shared in all the groups, communicate that all the groups should come back together to wrap and reconnect.

At this point facilitator could ask for share outs: How did the activity feel? challenges? positives? (about 5 mins)

Once everyone has shared: thank everyone who participated and acknowledge that everyone is coming from a different place in their service and life right now and that for today it is important to keep that in mind and honor it.

Materials:

- Printed Photos for each group (Example pictured in drive)

-----Break (10:30-10:40) -----

**Optional element to the day: have a poster, or section on a wall where people can post questions that remain after sessions, or that pop up during the day. This provides an alternative space for participants to engage.

Norms (10:40-11:00)

Here is the place to clarify that today is not about mastery of knowledge or awareness. *Today is an invitation to expand on the participants' own knowledge and to give resources so that they feel empowered to do their own research on having meaningful and tough conversations. Today we will ask a lot of questions and share experiences, while continuously keeping in mind that everyone is learning and we are all at different levels in different areas when it comes to connecting and working with conflict.* Take any lingering questions before introducing the activity for the morning. Take a few minutes to frame the day with norms that encourage inclusivity and the sharing of unjudged voices and experience. Encourage people to challenge their usual behavior and try to be aware of their actions, to invite those usually quiet to speak and those who usually speak to listen with an open heart and an open mind. Invite participants to share more norms that might have been missed and ask if they can agree to enforce and abide by the set of norms created today.

Materials:

- *Poster
- *Markers

Brainstorm: Tough Conversations (11:00-11:15)

You can move right into this session from norm setting. Here facilitators frame the brainstorm by acknowledging tough conversations, or conversations that might enter into conflict, are sometimes avoided for various reasons. Now is the space for the entire group to brainstorm conversation topics that are tough or intimidating to have at City Year. Facilitator then explains that each participant should take 2 minutes to themselves in silence to think about conversations they have had, or conflicts they have personally been apart of. After the two minute silent reflection, get participants into groups of 3 and have them share out on what topics they feel are sometimes tough conversations. After the group of 3 shares for about 3 mins, bring the entire group back together and have groups shout out which topics were discussed in their group (during this part facilitator might want two scribes to help capture all the ideas on chart paper or whiteboard as they come out).

After everyone shares their thoughts and the brainstorm is complete, acknowledge that sometimes talking about topics that are tricky or tough are often the most important conversations to have.

Facilitator then asks: “**why are these conversations hard to have?**”

Participants may need a few seconds to think it over- give wait time if people need to sit with the questions. Ask if a few people would like to share. (This is the connector to the next conversation about being triggered) Hopefully someone will suggest the idea of **leaving** when these tougher conversations come up, or being **silent** or feeling **attacked** or they themselves go on the **attack**, or that they feel **shocked** or **confused**. These are all signs of being triggered. There are over a hundred ways to respond when you are “triggered.” Some more productive than others; often being triggered prevents us from communicating effectively to truly seek understanding. It also throws one’s own perception of empathy for a loop, and this will be touched on more later today.

Materials:

- White Board/ Poster Paper
- Markers

Trigger Exploration (11:15-12:00)

Facilitator asks if anyone wants to offer a working definition of **triggered**? Take a few answers from the group. After participants share, facilitator introduces the next activity which is a personal exploration of how we handle being triggered. *It is important to be aware of what your reaction(s) is/are to certain topics; if you can learn your triggers you will increasingly be ready for them so they don’t take you completely out of the conversation and you can explain what is triggering you. Maybe more importantly, this activity will help us individually examine what we might do or say that could trigger someone else.*

Facilitator instructs each participant to take a copy the handout “Responding to Triggers.” The facilitator explains: that everyone will have about 15 minutes to read through the handout and answer as many questions as possible on the back of the handout. After we have had time to sit with the information individually we are going to get into small groups and have a discussion using the questions on the back as a guide if needed.

Facilitator brings group back together 2 minutes before lunch to re-center. Facilitator should reiterate that this is just the tip of trying to understanding ourselves and triggers. We are going to delve into how triggers connect with other areas of communication. **Finally question to the group: When and where can someone be triggered? Answer: Anywhere, anytime.**

Closing thoughts/ announcements.

Materials:

- Handout for all participants

-----LUNCH (12:00-1:00pm)-----

Conflict Warm-up (1:00-1:15)

Facilitator Procedure: Stand in the center of the room and announce the following to the group: *I am conflict. Consider how you typically react when you experience a personal conflict. Position yourself, in relation to me, somewhere in the room in a way that conveys your initial response to a conflict.*

(Give group 1-2 minutes to position themselves)

Pay attention to your body language as well as your distance from the conflict. Let's acknowledge that everyone comes from different perspectives and experiences with conflict. Now that we have looked at where people are, let's dive in!

Facilitator explains warm-up/conflict transformation game: **Nothing, something, anything!** (This game is a great way for participants to engage in a mini-conflict with another team member in a nonthreatening manner.)

Facilitator asks participants to find a partner. Have each pair stand face to face, right fist out (as in Rock, Paper, Scissors), and say together, "Nothing, something, anything!" Once the word anything is said, the two participants yell out the name of any item they can think of (dog, coffee mug, shoe). After yelling out their items, partners must now decide which thing would win. Allow about two or three minutes of debate, taking notes and making observations on how participants handle game. (whole simulated conflict portion should only take about 5 minutes to ensure time for debrief)

Next run a quick debrief about 8 minutes long.

Debrief (middle questions can be hand raise or stand up/sit down)

- How was that for you?
- Raise your hand if you won.
- Raise your hands if you asked clarifying questions.
- Raise your hand if you interrupted your partner.
- Raise your hand if you were actively listening.
- What happens when we are trying to win? (take a few share outs)
- What aspects of effective multicultural communication get left out when you get so focused on your side? (Take share outs)

Facilitator explains that now we are going to take a slightly deeper look into what we mean when we use the term conflict.

Materials:

- Large space for activity

Conflict Explored (1:15-1:35)

Facilitator reminds groups that every person is at a different level of comfort being in conflict with others, and depending on the topic those numbers would fluctuate even more.

Facilitator asks the group if conflict is normally viewed as positive or negative? (take a few share outs)

Next facilitator shows a brief 15- 20 minute presentation on elements that go into conflict arising- invite participants to play active role in discovering information together- encourage questions and comments.

(See powerpoint for further notes on facilitating the presentation)

The presentation leads directly into a short article read and small group discussion (If the presentation runs short, great! More time for small group dialogue).

Materials:

- Projector
- Powerpoint
- Slide notes from powerpoint

Article and Dialogue (1:35-2:05)

Facilitator explains that *now that we have some common language and information about conflict, we are going to look at another perspective on conflict. bell hooks writes a brief article that addresses aspects of existing in conflict and what causes conflict in some spaces. We want to take the conversations from our trigger exploration earlier and from our conversations surrounding conflict into this reading looking to make connections, ask questions, and deepen our own personal learning about conflict.*

Read Article (15 minutes)

Encourage participants to write all over the article and pull out pieces that stand out to them. After everyone had read as much as they can in 15 minutes, participants are get into small groups (4-5 people per group) and discuss the article. (If participants finish reading before 15 minutes, Great! Move into dialogue early)

Article Discussion (20 minutes)

Once groups move into discussion encourage them to first address questions participants had on what they read; this helps participants that maybe had trouble accessing all of what they read get clarification. Many participants will have read this article already it will be a good space to allow shared learning and knowledge-sharing to occur)

Questions to prompt discussion (*not necessary if discussion flows freely)

Questions about something you read?

What are some elements that contribute to conflict?

What parts of the reading stood out to you- how does it connect to experiencing triggers?

Does the space bell hooks describe a productive one? Could/should we create this type of space at City Year?

Materials:

- Copies of bell hooks article for each participant

-----Break (2:05-2:15) -----

Connection Making Time (2:05-2:15)

(5 minutes) This is a space for the facilitator to drive home the point of this portion that conflict exists and people are often triggered during it which makes it hard. At City Year we are constantly working in conflict, for instance we exist to combat the education gap in America- we are in conflict with the existing system of education. We work on teams with diverse ideas, experiences, leadership styles etc.; various types of conflict *exist* and *should* arise. How do we operate in conflict to make it productive? How do we make the uncomfortable feelings and hard parts of the conversation worth it? And how do we push ourselves to continue to have them? It takes stamina to continue to engage in conflict-based situations and conversations, but think about what conflict has made throughout history. Conflict invites revolution and transformation which is necessary for growth, which is mandatory for a socially just world.

Facilitator prompts: ***Take 5 minutes to think about: How do we operate in conflict to make it productive? What can we do to make it a sustainable habit for ourselves?***

Connecting Empathy and Ubuntu (2:25-2:40)

(3-5 minutes) Facilitator takes share-outs from questions asked previously (**How do we operate in conflict to make it productive? What can we do to make it a sustainable habit for ourselves?**)

*(**The direction we want to move towards as a group is that “thing” that keeps us wanting to connect even when connecting is hard is EMPATHY and we need to intentionally attempt it)*

Facilitator offers the idea of Empathy; asks if as a group we can develop a definition. (take a few share outs then offer dictionary definition):

Empathy: the ability to understand and share the feelings of another.

Facilitator communicates that they are going to watch a short video that explores one definition of Empathy.

Empathy Video (5 minutes)

<https://www.youtube.com/watch?v=1Evwgu369Jw> (also see downloadable video in folder)

Facilitator questions post-video: *(**feel free to make these questions your own)*

- Initial reactions?
- Does this match our definition of Empathy?
- Can we ever fully understand and share feelings? Or is it more of something we continuously strive for?
- How does the action of **exercising empathy** factor into engaging with conflict? (Allow wait time- then take 2-3 share outs)

Facilitator suggests that *when we stop looking to interact*, because previous experiences may have resulted in unproductive conflict or because a person just operates in a different way and it is hard, *then maybe that is when we forget about empathy a bit*. Think about that with your teammates, your leadership, teachers, and students.

Facilitator then announces that *we are going to dive deeper and make some more connections in small groups*.

Materials:

- projector
- youtube video

Team Discussion and creation of Connection Share Backs (2:40-3:30)

(** this last part could be done in service teams to improve a team's overall understanding of communicating effectively in a multicultural environment. On the other hand if you don't do it in school teams then you can make groups a little smaller so more voices can be heard and more diverse perspectives are brought back to the team at the end of the day)

** Also times may need to be adjusted based on how many teams you have and how many will be sharing.

Facilitator explains: In teams participants will discuss personal connections they are making through all of the day's activities and ideas. Then as a group they will develop some sort of mini-presentation to share back to the whole group (no more than 3 minutes long- ***this will be different based on how many teams you decide to have!*). This presentation can include how the group is processing the day and the connections between being triggered, being in conflict, and empathy. Basically how do we connect when connecting is hard. This presentation can take many forms: Skits, posters, songs, brief essay, short story, poems, children's book, WHATEVER you can think of! Facilitator announces they will have an hour to accomplish this task.

Break into teams or small groups. Have the group engage in conversation and sharing before they launch into creation phase. They have a whole hour so spend at least 10 minutes talking about people's thoughts and their connections made throughout the day.

Facilitator should circulate and check in with groups to make sure they are working effectively, also observing how groups are working together, so they can offer feedback and strategic questions when the groups present.

Materials: *** (this will be different depending on what materials the facilitator chooses to make available, anything goes the materials below are just suggestions)*

- Markers
- poster paper
- construction paper
- props
- playdough

- Musical instruments

Share Outs (3:30-4:00)

**this time might be different depending on how many teams you have sharing.

Facilitator selects order of presentations. After presentations- provide feedback or clarifying, strategic questions and unpack anything that might have caused people to feel differently about a topic. Also appreciate everyone who shared.

-----Break (4:00-4:10) -----

Reflection (4:10-4:25)

Facilitator shares that now the whole group will start to interpret and generalize what they have thought about today by writing themselves a letter. Participants will answer the following questions to themselves:

- How do we connect this to other activities in your life?
- What do I need to work on?
- I commit to improving these skills...

Materials:

- pencil
- paper
- prompts written up or projected

Team Wrap-up Moving Forward (4:30-5:00):

Have teams wrap up the day together. This is space for participant to share new learning and apply their thoughts to future goals for the team and City Year.

SPIRIT BREAK

Appendix VII: Community Day #3 – Service to a Cause Greater than Self (VII A: Schedule)

City Year Boston Community Days		
Community Day # 3: Service to a Cause Greater than Self		
Time	Activity	Why
9:00 - 9:10	Warm-up - Readiness check (call and response in a circle)	To center participants and facilitator(s) in the room. It will be light hearted so that people can start to move outside themselves and feel they can share in the space.
9:10 - 9:20	Introduction to the Day	Welcome everyone to the space explaining we will be looking beyond just ourselves today but looking at issues that affect us all. Social justice involves everyone and it is very personal but at the same time there are many things that are discussed that one must realize are part of larger system (example: "isms") Make sure it is clear from the start - "this is not a mastery day - it is an invitation to expand on your own knowledge and to give resources to do your own research"
9:20 - 9:35	TED Talk: Thandie Newton: Embracing otherness, embracing myself Video	Frame Video: Setting day up for a day of thinking big and thinking about yourself in the the larger scope and how we are all connected in the world
9:35-9:45	TED talk Reflection	Synthesizing what we learned with the videos' information: Take 10 minute to yourself and think about what part of the video resonated with you personally-- how did it apply to you? what made you think?
9:45-10:00	Small Group Debrief	Allow room for people to process together and verbal processors to share
10:00 - 10:05	Introduction into Coffee and News/ Kaffeeklatsch	This space is used for ACM to educate themselves and give everyone some information to participate in a conversation. Set up space so it is welcoming (like a coffee shop) The readings will be various reading levels to allow access to all different ability levels
10:05- 10:30	Coffee and News/ Kaffeeklatsch	25 minutes to sip coffee and read articles about issues affecting the world - use space to take bathroom break and enjoy the space like a coffee shop
10:30- 11:00	Open Space Coffee talk	In Small coffee shop tables have some conversations about the articles read - feel free to float between tables if you want and have read more than one article
11:00- 11:15	Share outs	Ask if tables would like to share out some things they were talking about - questions they might have skill- different perspectives people had- Collect information for debrief
11:15- 11:25	Break (facilitator compare notes)	Allows time for facilitator of share outs and the observing facilitators to compare note on what came up during the share outs and develop a strong debrief from the observations
11:25- 11:55	Debrief	Debriefing is the process we use to elicit from the learners their reaction to what they just engaged in, what it means and implications for application. One of the most common ways to debrief is through questioning
1:00	Lunch	
1:00- 1:20	Concentric Circles	Energizer and recentering activity to get participants back in the space and engage in a listening and sharing activity. Leading into our next activity
1:20-1:30	Introduction of Way of Council break into groups for Circles	Prep participants for exercise in oneness and growth- Ask participants to enter with open heart and mind.
1:30-3:00	Way of Council	
3:00-3:10	Break	
3:10-3:30	Team Time	Debrief Way of Council
3:30- 4:30	Community Meeting	Teams design whatever

(VII B: Facilitator's Guide)

Service to a Cause Greater than Self: Stepping outside yourself

Community Day #3- February 26, 2016

(*)= Facilitators Choice

Purpose:	Engage with issues larger than self and school
Goal:	Connect and hear multiple views on current issues in our world and Practice active listening and dialogue skills with the intent to learn
Objectives:	Engage in dialogue with persons who hold alternative views from your own
	Be aware of personal triggers when discussing topics that affect multiple groups of people
	Actively speak your truth in dialogue and recognize alternative realities exist

First Circle With Teams (9:00-9:10)

Time for Announcements- Agenda run down and readiness checks

Introduction to the Day (9:10-9:20)

Facilitator(s) framing of the Day:

Facilitator can choose to read this quote out loud to start the day off with purpose and intention.

“But there is something that can give the self ultimate and infinite connection -- and that thing is oneness,our essence. The self's struggle for authenticity and definition will never end unless it's connected to its creator -- to you and to me. And that can happen with awareness -- awareness of the reality of oneness and the projection of self-hood.” -Thandie Newton

Today is focused on stepping outside yourself to truly be with others and ideas that are larger than just the individual. We will be using the day to connect or reconnect with the world and people around us both near and far. Today the goal is for us to hear multiple views on current issues in our world while practicing active listening and dialogue skills with the intent to learn. We hope to move towards a oneness within this group by engaging in dialogue with persons who hold alternative views from our own, and by actively speaking our truths in dialogue while recognizing that alternative realities and experiences exist. Social justice involves everyone collectively while also being very personal at the same time. There are many times that things we discuss are much larger than just one's self and we must realize that our personal self plays a role in much larger universe. This day is not about mastery of any topic but of *awareness* and

perspective. Today is an invitation to expand on your own knowledge and to share with others. We invite all participants to challenge their assumptions- acknowledge conflict- and lean into discomfort to move this group towards oneness.

We are going to discuss topics today that are personal to some, while some might have lots of knowledge and some might not have the same levels of knowledge. We want to hold judgement in this space today and work on listening and discussing topics with awareness of self: *How do we interact critically while respecting one and another?* Please think freely and respond intentionally with love. Everything will not be easy but if we advance with the idea of moving the whole group towards a more united feeling then hopefully we can create a brave space to challenge and grow. How about, For the following exercise, please focus on the idea of oneness and what the concept of interconnectedness over individuality might mean to you.

We are jumping in with a Ted Talk about one woman's experience with her self and her journey to find oneness.

TED Talk:Thandie Newton: Embracing otherness, embracing myself (9:20- 9:35)

While watching the video encourage participants to take notes, read along, or just listen which every way they learn best. After the video there will be 10 minutes of personal reflection and a small group processing time as well.

Materials:

- **Link to Talk:**
https://www.ted.com/talks/thandie_newton_embracing_otherness_embracing_myself?language=en
- **Hand out: Printed Transcript of Ted Talk** (recommend printing a set of copies for people interested, but do not need to print one for each participant)

TED Talk Reflection (9:35-9:45)

Facilitator(s) shares that now everyone will participate in a 10 minute silent reflection period on the video. Facilitator can prompt: *In this space, synthesizing what we learned with the videos' information: Take 10 minutes to yourself and think about what part of the video resonated with you personally- how did it apply to you? What made you think? Did your lens shift at all during the talk? What don't you agree with? What is hard for you to wrap your head around? Questions?*

Remind participant to respect the silence and push themselves to think deeply on the ideas they just heard.

Small Group Portion of Video Processing (9:45-10:00)

After 10 minutes of silent reflection facilitator asks participants to move into small groups to share their initial reactions and reflections on the film. Groups should be no larger than 5 participants, no fewer than 2. This is a space for both verbal and internal processors to share and listen so that the video is experienced by all different learning styles and they can move through the rest of the day with the common experience/lens of the video.

After 10-12 minutes of small group shares, call the whole group back together and ask for larger share outs and thoughts. After share outs we will move into the next session which focuses on personal education and information processing. Facilitator should promote participants to try and carry their lens of oneness through the next activity.

Introduction into Coffee and News/ Kaffeeklatsch (10:00-10:05)

Facilitator should ask if anyone know what a Kaffeeklatsch is? Take answers- if no one knows: Answer = (kaf-fee-klatsch\ 'käfē,kläCH,-,klaCH,'kôfē-/ - Is a noun and it is an informal social gathering at which coffee is served.

This is supposed to be a space that invites participants to engage in learning about, or engaging further with, current issues facing our world. The readings should be of various reading levels to allow access by all different ability levels and learners. The space should be set up so it is welcoming (like a cozy coffee shop). If you have the ability, you might want to have light music playing that does not distract but that adds to the environment. In this portion it would be great to actually provide participants with coffee and tea and maybe even snacks of some sort. On the tables around the space, there should be various articles available for people read. This can be in the form of printed articles from the internet, actual newspapers, magazines, or any printed form. (NOTE: Participants can not use their personal devices because not everyone will have this type of access and we want to engage in conversations about common information processed during the individual reading time.)

Facilitator(s) instruct the group they can move freely around the room making themselves comfortable but respecting the quiet of the room so everyone can read and focus. Participants may spend the whole time reading and thinking about one article, or read multiple articles. NOTE: it will be hard to resist the urge to talk with others about what you are reading but please do your best to respect the quiet space. After the 25 minutes of quiet reading we will start coffee table chats based on what articles people want to talk about with others.

Kaffeeklatsch Independent Reading Time (10:05-10:30)

This time comprises 25 minutes for all participants to read articles about issues that interest them or they want to learn more about or catch up on. Participants should quietly sip coffee/tea and enjoy designated time to read about issues facing our world and thinking outside of self.

Materials:

- Sets of of different articles (you will want a variety of levels and topics. There should be multiple copies of each so that more than one person can read them. Probably want around 8 different articles for people to choose from ranging in topics)

Potential Topics

1. Flint Michigan- Water Crisis
2. Wage Gap- <http://www.aauw.org/research/the-simple-truth-about-the-gender-pay-gap/>
3. Refugee Crisis
4. Climate Change
5. Police Brutality
6. Foreign Policy with Russia
7. North Korean Nuclear situation

Kaffeeklatsch Open Space Conversations (10:30- 11:00)

*Have norms on little menu cards at “coffee tables”

At this time the Facilitator should announce to the group that the quiet reading portion has come to an end and that we are going to now move into small groups and discuss the articles we read individually together. You will choose your group based on the articles you read; if the group is very large you may want to split the larger groups into smaller ones. This is a space to grow your own awareness and practice having conversations with people who have had different experiences than you. Facilitator should remind participants of the goal to carry the idea of oneness from the video into these conversations and into their critiques of the readings, to respect that alternative realities exist and try to connect rather than divide in tough conversations. If you read more than one article you may move in and out of groups but be mindful of the flow in conversations, do not simply leave a situation if you hear something you do not agree with. Challenge yourself to have tough conversations and learn how to operate in the discomfort (refer to the Conflict piece read at the last community day by bell hooks learning to operate within conflict to achieve growth and a shifted mindset). The groups should not be much larger than 10 but will fluctuate in numbers due to people rotating. Conversation can happen between two individuals as well if there are only two people interested in talking about any given article.

[Facilitator should lay out some norms and reiterate the goals of the day before releasing participants to Kaffeeklatsch freely.]

Materials:

- ***coffee table prompt if needed: Deportation:** What if you were facing this problem in a different place? Different country different geographic region different universe different plane of existence how would you handle it?

Share-outs (11:00-11:15)

This portion should have at least two facilitators: one to facilitate the share outs and one to take notes on what people say and draw connections on what is being shared to inform and start the discussion in the debrief happening after the break.

Facilitator(s) should use this time to call on volunteers who want to share about the experience they had during the Kaffeeklatsch. This can be reflection from conversations participants had, a reflection based on the ted talk, something that challenged them during the processes, something they enjoyed about the processes, something they would change if they could do it again?

After taking 15 minutes worth of share outs the facilitator should announce a quick 10 minute break to use the restroom or just relax in the space.

-----Break for participants (11:15-11:25) -----

The two or more facilitators during this time will meet up and compare notes on what stood out to them in the share outs. What common themes can be drawn through experiences, or were there vastly different experiences? These connections should then be posed back to the participants when the group reconvenes, in the form of questions. Questions should be open ended and not easily answered with one word. (Example of formulating questions from the facilitator share out notes: lots of people found they couldn't connect the video to their article- a facilitator could then pose the question to the group "Seeing as how a few people mentioned they had a hard time connecting the video and reading, can we unpack why?")

Debrief in Smaller Groups (11:25- 11:55)

Facilitator(s) should split large group up into smaller groups around 10-15 people in size. This can be done by counting off or whatever method the facilitator chooses. Each smaller group will need a facilitator to facilitate a dialogue based on the questions created by the observations during the break. The small group facilitator should also keep an eye on time to help the group find a natural ending point in their conversation when nearing the 11:55 mark.

Materials:

- Set of questions developed during the break
----- **LUNCH (12:00-1:00)** -----

WELCOME BACK! Getting people ready to listen and centered by in the space with a listening energizer. This energizer is used to prep participants for a more intense version of what is come.

Concentric Circles- Energizer (1:00-1:20)

Facilitator should set the group up in two concentric circles, with one person from the outside group facing a person from the inside. The Facilitator should explain that this pair has one minute each, to answer the prompt given by the facilitator. After one minute, the facilitator signals to the group to switch who is speaking. After two minutes have passed, in which each person both shared and was the listener, the facilitator calls out "switch!" and the inside group rotates one person to the left, and a new conversation starts with a new prompt to answer. Keep going until the inner circle has made a complete rotation (or what time allows). What's great about this is it happens so quickly, there's very little pressure, but it does allow face-to-face interaction. You can find a list of questions below

Note: Concentric Circles is a powerful bonding exercise because it gives individuals the opportunity to share their thoughts and experiences with others in one-on-one conversations. Because people are given an ordered situation in which to have these conversations, they are able to build relationships with others without the pressure or awkwardness that are often part of social interactions.

Note: If the group has an uneven number of people, a facilitator should participate in the circles. However, if there is not a second facilitator to keep time, you can either arrange one set of chairs as a triad or have one chair outside the circle in which a different person will sit out each round. - (Moving Beyond icebreakers)

Questions for Concentric Circles (choose which ones you want to ask):

1. If you could go back to the past, which one day would you visit and why (i.e. historical event/birthday/holiday/any day)?
2. Share with your partner where you got your first, middle, and/or last name.
3. If you could have dinner with one person, dead or alive, who would it be?
4. If you could travel to any place in the world, where would you go and why?
5. What is something you'd like to learn more about or something you're interested in and would like to know more about (academic subject/music/etc)?
6. What is your favorite vacation spot and why?
7. If you had a mentor, who would it be?
8. Imagine you are alone on a desert island. What would you bring?
9. What is your favorite part of school?

10. What is your favorite holiday?
11. What continent(s) is your family from originally?
12. What are your hobbies and how did you come upon them?
13. If you could have any superpower, what would it be and why?
14. Tell your partner about a time when you were embarrassed.
15. Do you think people perceive you the same way you perceive yourself? Describe how people perceive you in one word.
16. What are your fears about leaving the high school?
17. If you could start over (high school, a relationship, a class, something else), what would you do differently?
18. Are you worried about adapting to a new environment outside the high school?
19. Describe one time when you've stepped out of your comfort zone.
20. Discuss your favorite teacher and why you like him or her.
21. What's something you hope to achieve or gain in the next few years after high school?
22. Give a compliment to your partner.
23. What labels do you want to shed after high school?
24. Brag about yourself! Tell your partner one thing you are really proud of.
25. What morals define you?
26. Who is your role model and why?
27. If you could change anything about yourself, what would it be?
28. What do you want to do or to be when you grow up?
29. Share with your partner your definition of a leader.
30. Are you proud of who you are? Why?
31. What stereotypes/cliques do you think you fit into and how does that make you feel?
32. What is a stereotype you have heard about a "group" with which you identify that you never want to hear again? Why?
33. Did you ever have a time when you wished you had the courage to speak up for something you believed in? How did that make you feel? What would you have done differently?
34. Describe a time when you felt like an outsider.
35. What is one thing that most people would be surprised to learn about you?
36. Share with your partner one stereotype that disturbs you about your own religious, racial, or ethnic group.
37. Share with your partner when you were discouraged from doing something because of your gender.
38. If you could change one thing about society, what would it be and why?
39. How do you feel when you hear someone speaking a language other than your native tongue?
40. What do you think is the most prevalent stereotype in our school?
41. Do you notice any discrimination in the school?

42. What is your biggest concern about dealing with prejudice, stereotyping, and discrimination in our school? Why?
43. Is there another culture that interests you? If so, why?
44. Have you ever had an experience with another group or culture that changed you?
45. What do you think is the biggest problem facing our generation?
46. How do you think the media affects people's views on discrimination (positive/negative/nonexistent)?
47. Should hate groups have freedom of speech?
48. How do you think Wellesley High School combats discrimination in comparison to other nearby schools?
49. What are some of the most hurtful or harmful things you hear around school? Why do they upset you so much?
50. Is there a stereotype you defy?
51. Give one word by which you want to be remembered.

Materials:

- Questions
- More information on Concentric Circles:
<http://www.movingbeyondicebreakers.org/includes/activity.php?video=concentricCircles>

Introduction of *Way of Council*, break into groups for Circles (1:20-1:30)

This portion should be well researched and prepared so that the Circles are meaningful and done naturally- if facilitating this section, please see links below and make sure you are prepped.

Facilitator should introduce the Way of Council and prep participants for an exercise in oneness and growth- ask participants to enter with open heart and mind. The larger group will break up into smaller groups of 15-20 people or if the facilitator chooses can be done with entire group (must allow time for all participants to share).

Facilitator should then give a brief history of the Way of Council honoring its origins and the purpose of the process:

Way of Council is a training technique based on ancient traditions. Participants come together in a circle and use a talking piece to give an equal voice to all. Talking pieces are usually from the natural environment and can be meaningfully tailored to the participants, the location, and/or the purpose of the training. Examples: a rock, a stick, flowers, a seashell, a fake dove, a stuffed animal (if working with children).

The circle both honors and values the presence and contributions of every participant. Can also be called "way of the circle," a "peacemaking circle," or a "circle process."

By fostering attentive listening, authentic expression, and creative spontaneity, Council practice builds positive relationships between participants and neutralizes hierarchical dynamics fostered by inequality of status, race, economic stature or other social factors. Council allows participants to communicate in ways that lead to a heightened sense of common purpose. Council offers effective means of working with conflict and discovering the deeper, often unexpressed needs of individuals and organizations. Council, in its various forms, provides comprehensive and powerful practices for co-visioning, learning, healing, community building and decision-making in a group context.

There are four Intentions that drive each circle:

THE FOUR INTENTIONS:

1. To listen from the heart: practicing the “art of receptivity:” suspending judgement, reaction, and opinion
2. To speak from the heart and with heart: learning to “speak into the listening”
3. To speak spontaneously without planning and only when holding a “talking piece”
4. To “keep it lean” or get to the “heart of the matter” so everyone has time with the talking piece.

(For many, the first intention is the most challenging, yet one that is recognized as essential to developing a more peaceful and empathic way of relating to others, beyond “tolerance.”)

Circle Process (1:30-3:00)

Facilitator should decide on:

*Optional – Create a centerpiece (in the middle of the circle with meaningful objects on it).

*Optional--- Opening: Mark the official start of the council by doing something symbolic as a group (e.g. chanting, singing, holding hands, taking a deep breath together).

FACILITATOR- Before starting the circle the facilitator should reiterate the four intentions and the importance of confidentiality. Also, group norms that are already practiced or should be applied; suggestions: no judgement (active listening), confidentiality, challenge by choice - no pressure to speak, take your time, etc...

*Optional – Offer the option for participants to make dedications. Select a talking piece and remind the group of its purpose.

Once in groups and in a circle, the facilitator should then state the prompt - *Describe in detail but sharing as much depth you're comfortable with, something you are passionate about-* then follow the instructions belong on how to proceed in each turn around the circle:

- First round: Check-in - always pass piece clockwise and have participants say how they are presently - in honesty and without fear of judgement
- Second round: Facilitator restate prompt “Describe in detail but sharing as much depth as you're comfortable with, something you are passionate about” - Council leader (facilitator) responds to prompt, passes talking piece clockwise (to their left). (Participants may choose to pass or may hold the talking piece in silence.)
- Third round: Talking piece is passed clockwise giving participants the option to discuss what they heard in the first round (insights, questions, further thoughts, additions to what they shared).
- Fourth round: Facilitator should ask the circle to think back to what you shared and heard and describe how what you're passionate about connects to something "larger"
- Fifth round: Participants speak “popcorn style.” Anyone who wishes to say something may do so. Pose processing questions to the group at start of this round: e.g. What struck you about what was said? What are you feeling at this moment?
- Last round: Using the talking piece in clockwise order, participants share what they are taking away or what they learned from the session.
- Optional --- Closing: Bring the session to a close by again doing something symbolic as a group.

Possible Challenges/Issues to Keep in Mind:

- Ask your group where they are most comfortable (seated on the floor, in chairs, standing, etc.).
- **All participants must be at the same level to illustrate the equality of the circle.**
- Time limits can have strengths and weaknesses. While they may keep dialogue moving or ensure equal time for all, they may make participants feel rushed. Decide what is best for each group.
- Be prepared to handle strong emotions (sadness, anger, etc.) if they arise.
- Decide how to address issues of broken confidentiality, should they arise.

(Adapted from Paul LeVasseur's Way of Council class at SIT Graduate Institute, <http://regenerationeducation.org/educational-philosophy/social-technologies/way-of-council>, and <http://ojaifoundation.org/discover-council>)

Materials:

- More information: <http://www.tolerance.org/blog/talking-circles-restorative-justice-and-beyond>
- Ojai Foundation: www.ojaifoundation.org
- HeartSource: www.heart-source.com
- Peacemaking Circles: From Crime to Community - [Link to Online Google Book](#)

----- (Break 3:00-3:10) -----

Debrief With Service Teams (3:10- 3:30)

This space for people to check-in and support their teammates, and to share what they have taken from the day. It can be as loose or structured as teams want.

Community Meeting/ Director Choice (3:30- 4:30)

The end of the way is open for Cohorts to design their own space and bring the day to a close in the way they see fit. This could be a Community Meeting or Team building or informational session. If facilitators want help in designing programming for this time feel free to reach out to L&D for support.

-----End of Day-----

Things to think about:

- **This will be after ACMs first week back in school- coming from MYS- good time to applying learnings from MYS after processing**

VIII. Community Day #4 - Belief in the Power of Young People (VIII A: Schedule)

City Year Boston Community Days		
Community Day #4: Belief In The Power of Young People: Your Students, Your Self, Your Generation (Designer: Dan Antoszyk)		
Time	Activity	Why
9:00 - 9:10	First Circle and team gathering- Readiness Check- announcements- Agenda run down	Allow time for learn announcements and check ins
9:10-9:15	Center group on theme of day: Belief in the Power of Young People (BPYP). Put it in context with previous community days. Encourage open hearts and open minds.	Center group and become present in the space
9:15-9:30	Close Reading/Reflection	Introduce different viewpoints, think about personal experiences and opinions on BPYP
9:30-10:00	Small Group Discussion of Readings	Analyze different aspects of the value BPYP and listen to what peers look from the readings
10:00-10:05	Intro to Documentary	Provide context for the events that occur in the documentary, recenter group
10:05-11:00	Watch Chicano!: Taking Back the Schools	Learn about a historical example of youth exercising power in order to compare it to events closer to the present day
11:00-11:10	Break	
11:10-12:00	Documentary Debrief	Opportunity to publish thoughts, feelings, and opinions about the documentary before moving on to a different case study
12:00-1:00	Lunch	
1:00-1:10	Teaching Teams Activity Intro	Recenter group and explain activity, answer questions about logistics
1:10- 1:40	Teaching Teams Reading and Analysis	Allow time for individuals to complete the readings
1:40-2:15	Teaching Teams Pair and Share	Participants get to interact with their own ideas, share with others, and hear another perspective
2:15-2:25	Teaching Teams Activity Debrief	Process as a cohort what participants have learned, experienced, and have questions about
2:25-2:30	Debrief of the Day Intro	Introduce time for personal reflection on all parts of the day and opportunity to share with whole group in a creative form
2:30-2:45	Quiet reflection time	Gather and organize thoughts
2:45-3:05	Share Out	Publish thoughts to a larger group to help group learning and understanding
3:05-3:30	End Day All together	End day as a whole group

(VIII B: Facilitator's Guide)

Belief in the Power of Young People: Your Students, Yourself, Your Generation

Community Day #4

Designed By Dan Antoszyk

Edited by: Jess McCue

Purpose:	Examine different facets of "the power of young people"
Goal:	Increase awareness of our personal beliefs about "young people" and consider how those beliefs affect our thoughts and actions towards others and ourselves
Objectives:	Consider and discuss the power dynamics involved with youth activism
	Compare and contrast a youth activism case study with modern day example
	Reflect on how Participants encourage and stymie activism in themselves and in others

First Circle With Teams (9:00-9:10)

Time for Announcements- Agenda run down and readiness checks

Introduction to the Day (9:10-9:15)

Facilitator(s) framing of the Day:

Today we will take a magnifying glass to the City Year value, "Belief in the Power of Young People." We'll examine it closely and view it from different angles with the goal of understand our personal connection with the value. We'll then reflect on how our feelings about this value influence our every-day actions and perceptions in service and beyond.

This is also our fourth and final Community Day. As we think about today's theme we encourage you to see it alongside those from earlier this service year. During our first Community Day we focused on Inclusivity as we began to unpack our education system and our role as mentors and educators. On the second Community Day, Ubuntu was the guiding value and we focused on personal communication styles while engaging in conflict, and on the third day, through Service to a Cause Greater than Self, we discussed issues larger than ourselves and our schools. Living up to these values isn't easy. As young

people do you believe it is within your power to embody them? Do you believe in the power of your peers? Future Corps members? Your students? Do you believe it is okay to have doubts?

Today is an invitation to think critically and to question the things that we see, read, and believe about history and the current events. As with previous Community Days, we hope you all challenge assumptions, acknowledge conflict, and lean into discomfort so that ultimately we make progress as learners and humans together.

We will begin by comparing 3 short texts. The first is an excerpt from an article about intergenerational activism in the Black Lives Matter movement. The second are the introductory paragraphs of an article about Youth Participatory Action Research (YPAR - a method we were introduced to on our first Community Day) and the third is the *Belief in the Power of Young People* value from the Idealist's Handbook.

Close Reading/Reflection (9:15- 9:30)

- **Dr. Sekou Franklin “Younger and Older Activists Need to Learn from Each Other”**
- **Shawn Ginwright “Collective Radical Imagination”**
- **City Year Handbook Text**

Facilitator(s) shares that everyone will participate in 15 minutes of silent reading and reflection.

Facilitator can prompt: *Take 15 minutes to yourself to do a close reading of the three pieces. Feel free to mark them up with notes or to highlight sections you feel strongly or have questions about. What resonated with you or challenged you personally? Can you think of a time when you felt empowered as a young person? What conditions allowed you to feel that way? Try to pull a main message from each piece. What assumptions do the authors make? What language do they use? What patterns do you notice? Who is the intended audience? (*Facilitator choice- have questions written up in the space somewhere or projected on slide for participant to refer to while reading and if they finish early.)*

Materials:

- **Handouts: Printed copies of text** (copies for each participant; recommend copying back-to-back to save paper!)

Facilitator: Remind participants to respect the silence and push themselves to think beyond the surface of the ideas presented.

Small Group Portion of Close Reading Period (9:30-10:00)

After 15 minutes of silent reflection facilitator asks participants to move into small groups to share their initial reactions and reflections on the readings. Groups should be no larger than 5 participants, no fewer than 2. This is a space for both verbal and internal processors to share and listen so that folks with different learning styles can move through the rest of the day with the common experience/lens of the readings.

After 10-15 minutes of small group shares, call the whole group back together and ask for larger share outs and thoughts.

Facilitator may choose to recite, ask volunteers to read, put up visibly in room, etc.

Does the Power of Young People need to be “harnessed” or to be effective?

What do the terms “youth civic engagement” and youth activism mean to you? Are they different?

Who are the “young people” referred to in the CY value and PITWs?

What do you think Ginwright means by “romanticizing” the capacity of youth? What do you think she means by “static deterministic frames?”

Do you think it is important that activism be intergenerational? Why or why not?

In your own work do you ever notice an “adult versus youth narrative?”

After share outs we will move onto our historical case study of “the power of young people” which we will experience through a video. Facilitators should encourage participants to try and carry the ideas and questions raised by the readings forward through the rest of the day.

Introduction to Documentary *Chicano! Taking Back The Schools* (10:00-10:05)

Facilitator should ask what people know about the Chicano Movement of the 1960’s and early 70’s. Take responses and fill in the gaps if necessary. We encourage facilitators to do some personal research on the Chicano Movement.

There is a reading by Arturo Rosales in the materials folder that you should browse and also have on hand for ACMs with in depth questions.

Brief overview: The Chicano Movement (also known as the Mexican American Civil Rights Movement or El Movimiento) encompassed a cross section of issues—from restoration of land grants, to farm workers’ rights, to education, to voting and political rights. The movement was also concerned with challenging historical narratives and creating new cultural identities for people of Mexican heritage in the U.S. For those interested in learning more, the documentary is part of a longer PBS series that can be found on YouTube.

Facilitator(s) inform the group that there will be a debrief after the screening and that it may be useful to jot notes on any part they want to remember. Remind them to pay particular attention to the young people in the film. How do they act? How are they treated? What support do they receive? What do they accomplish? Etc. (*Facilitator option to have questions on handout/note-catcher or written up somewhere in the room for visual reminder while viewing)

Documentary Screening of *Chicano! Taking Back the Schools* (10:05-11:00)

Materials:

- Documentary
 - YouTube version: <https://www.youtube.com/watch?v=xY6cytReBm8&t=2s>
 - Downloadable version can be found in OneDrive folder
 - Arturo Rosales reading for facilitators in OneDrive folder

Break (11:00-11:10)

Documentary Debrief (11:10-12:00)

The facilitator asks participants to move into small groups, with people different than those earlier in the morning. Group size should be 3 to 5 participants. Each participant should have a copy of the movie debrief questions which should be used to guide discussion. **It is okay if groups do not get to all of the questions** and if they do, they may continue their conversation wherever it takes them.

The facilitator should remind everyone of NOSTUESO. Often during LDDs we hear the same people talk without waiting for others to contribute. If you feel your cohort would benefit, consider implementing a

hard rule: “While in small groups, once you talk you must wait until two other people have shared before you talk again.”

After 30-40 minutes of small group shares, call the whole group back together and ask for larger share outs and thoughts. If the last year’s BPS walkout comes up at this time, the facilitator can note that there will be more time to discuss this in detail after lunch.

Materials:

- Debrief questions for each participant (Found in OneDrive folder)

----- LUNCH (12:00-1:00) -----

Teaching Teams Activity Intro (1:00-1:10)

Facilitator introduces activity once cohort is seated after lunch. *Earlier we focused on an example of empowered youth from several decades ago as an entry to discussion about Belief in the Power of Young People. We will continue to dive deeper this afternoon by focusing on an example of young people taking action here in Boston. We have a number of readings for you to engage with that in one way or another connect to the BPS Student Walkout that happened on Monday March 7, 2016. This is a recent event about which some of you may have strong feelings. As we discuss this topic you may not agree with everything you read or hear from others in the room. If you find yourself in this position, we challenge you to remain open to different perspectives and to interact with your discomfort rather tuning it out.*

The facilitator should divide the cohort into pairs by asking each person to find a partner. Then, designate half of the pairs as “A” pairs and the other half as “B” pairs. (In a cohort of 60 there should be 15 “A” pairs and 15 “B” pairs.

The Facilitator(s) should distribute packets of “A” readings to the “A” groups and “B” readings for the “B” groups. Each pair only needs one packet. Tell participants to keep in mind that they will have 30 minutes to read the material provided and they can split the readings up between them if they wish. Let the participants know that after reading, they will be asked to present the information to people from the opposite group. (Encourage note taking on documents)

Materials:

- Packets of readings, labeled A and B, in OneDrive folder

Teaching Teams Activity, Reading and Analysis (1:10-1:40)

Allow pairs to find comfortable/quiet places to read and provide updates on how much time is left in the reading and analysis period.

Teaching Teams Activity, Pair and Share (1:40-2:15)

At this time, each “A” group should match up with a “B” group, creating groups of four. The facilitator should then instruct the the As to present their articles to the Bs. Tell them they will have 4 minutes and call time when the 4 minutes are up. Then, give 4 minutes for the Bs to share with the As.

Once this formal sharing is finished, groups should enter into free form discussion about the BPS Walkout.

Facilitator may prompt with questions:

Can you all agree on a narrative of what happened before, during, and after the walkout?

What is not mentioned in the articles?

Would you consider this walkout an example of the Power of Young People?

Could the students have succeeded without outside help?

Are there any connections you can draw to the LA walkouts? Did they happen for similar or different reasons? Did the students face similar or different challenges?

(*Facilitator option to have question up on paper, handout, projected or recited verbally)

Teaching Teams Activity: Debrief (2:15-2:25)

Facilitator(s) bring group back together and ask for share outs about how that activity felt as a participant. You can ask for thoughts on what it was like to have articles/opinions assigned to you. *Did the activity reveal anything to you about the “power of young people?” What was it like to work with a partner? To try to teach another team about your articles?*

Debrief of the Day: Intro (2:25-2:30)

Congratulations! You’ve almost finished facilitating a wonderful day of learning and development for your cohort. The facilitator can impart the following message to the group using their own language or that which we have provided here.

It’s important that we stay present and end our final Community Day as a unit. This does not mean that everyone must agree or that all of our questions should be answered. Instead, one way of thinking about ending as a unit is that that we should try conclude this day with hearts and minds that are open to the opinions, the struggles, the emotions, the confusion, and the experience of the humans around us. Let’s keep this in mind as we move forward from this day together.

During this final portion of the day we hope that participants take time to personally reflect back on everything they have experienced thus far and to revisit the three objectives laid out earlier. The idea here is to hold a creative space for people to express themselves and to then provide time (for those who volunteer) to present the results of their reflection to the larger group. Think of it like an open mic.

The facilitator should direct everyone to work on their own and encourage staff to participate as well. The one parameter is that folks attempt to connect their thoughts at this time to one or all of the day’s objectives laid out earlier. Those objectives are:

- Consider and discuss the power dynamics involved with youth activism
- Compare and contrast a youth activism case study with modern day example
- Reflect on how you encourage and stymie activism in yourself and in others

Give everyone 15 minutes to interact with offer examples of different ways folks may want to interact with these questions:

Write a poem

Draw a picture

Think of a story to tell from your own life

Gather your thoughts on a particular aspect of the day and write your opinion down

Come up with a list of questions to present

Write a letter to someone or a group of people (Michael Brown, a student, your teammate, a reporter, your generation, someone from the documentary...)
Come up with your own PITWs or a new CY Value

This is only a partial list and people should feel free to reflect and express themselves in whatever way they wish.

Debrief of the Day: Personal Reflection Time (2:30-2:45)

Quiet reflection time

Debrief of the Day: Open Mic (2:45-3:05)

Facilitator should ask for volunteers to present their reflections to the group by coming to the front of the "stage." Remind everyone to respect those who choose to present by listening powerfully (and putting away their cell phones). This part of the day can run longer or shorter than 20 minutes depending on how many people wish to share.

Once all volunteers have presented we encourage the facilitator to ask one final time if anyone else would like to come up, and to wait ten seconds before concluding. Often times, people need to gather their courage before getting up in front of a crowd!

Thanks for all your thought and hard work. As always Team L&D is available to answer questions or brainstorm in advance of Community Day.