# Unit 1

# COMMUNICATION

"It takes two to speak the truth: one to speak, and another to hear."
- Henry David Thoreau

# NOTES



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# **Core Communication Skils**

#### CORE COMMUNICATION SKILLS DEVELOPED IN THIS UNIT:

- Active Listening: Active listening is a cornerstone of communication. It is a skill that helps youth deepen understanding of the experiences, thoughts, and feelings of others. Active listening exercises provide youth with opportunities to feel heard and respected by peers and adults. Starting with Active Listening helps to set positive social norms and provides a forum for relationship building early in the program or project.
- **Speaking and Presenting:** Sharing information clearly, so the listener understands and can respond, is a critical communication skill. Speaking and presenting practice provides youth with opportunities to reflect on and improve body language, content development, and to develop different types of speaking and presentation tools.
- **Working as a Team:** Clear agreements, shared expectations and goals, and personal responsibility set the context for effective communication. Exercises expose youth to processes and structures that help people work well together, establish trust and safety, and create shared ownership of roles and expectations. Setting an agreement is also the foundation for any research or action project that youth may undertake.
- Facilitation: Facilitation is a skill that helps to ensure that everyone's voice is heard, upholds norms and agreements, and moves the group's agenda forward so that shared goals and objectives are met. Facilitation puts together listening, speaking, reflecting, and team process and decision making. For staff new to facilitation, use this section for training and skill development prior to the beginning of the program. Facilitation skills will also support youth in authentic youth-inclusive contexts, including youth-led focus groups, community forums, and group dialogues.



**ACTIVE LISTENING** 

### Session 1

60 minutes

#### OBJECTIVES:

Youth will understand what active listening is, why active listening is important, and the role of active listening in leadership.

#### MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Copy the Active Listening Guidelines (Master Copy 1.1a) before session: one copy for each participant or copy them as a poster.
- Copy *Confidentiality Guidelines* (Master Copy 1.1b) before the session: one copy for each participant.
- Paper or cloth bag. Make a "feeling bag": Cut out
  the feelings from the *Feeling Bag Activity* (Master Copy
  1.1c), or create your own list of 20-25 words that
  denote feelings. Put all of the words into a paper or
  cloth bag.

# I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (15 MINUTES)

Opening Circle Statement (Around the World): Think about a time you had something to say and no one would listen to you. How did you feel, or what did you do?

## Facilitation Tip:

Set up seating in a circle and have adult staff or volunteers sit in the circle with the youth.

At the beginning of this session, establish some basic group norms or agreements. Ask participants "what do we all need to agree to do so that we all feel respected and willing to participate?" This list might include: One person talks at a time, no put-downs, stay open to different opinions. You will develop a more detailed set of agreements in Sessions 4 and 5.

# Introduction to Active Listening



#### II. WARM UP: LISTENING LINES (10 MINUTES)

Have each youth stand and face a partner. Explain that each partner will have one minute to share an experience they had of not being listened to. What was the situation? What was it like? How could you tell you were not being heard? While one partner is talking, the other partner listens silently (no talking, commenting, agreeing or disagreeing with the experience). Time the youth and tell them when to switch speaker and listener roles. When the activity is completed, ask the youth to name some of the experiences that came up.

Variation: When it is time to switch roles, ask the new listener to turn his or her back on the speaker as the speaker shares his or her experience. With this variation, ask (both listeners and talkers in turn) what it was like to be in that situation.

# Learning Strategy for a classroom setting:

Use the closing section of each agenda to prompt journaling assignments for students.



# **ACTIVE LISTENING**

60 minutes



# III. DEFINING AND EXPLORING ACTIVE LISTENING (25 MINUTES)

**Step 1:** Brainstorm by asking for thoughts and ideas: What is active listening? How is active listening different from just listening? How do you know when someone is really listening to you? What do they do or say? List youth's answers where everyone can see them.

For example, active listening means listening for real understanding. When you listen actively, you focus on the other person and how they think and feel.

**Step 2:** Hand out and explain the *Active Listening Guidelines* (or refer to your prepared poster). As you go through the guidelines, refer to the ideas that youth came up with in the brainstorm. How do all the guidelines fit together? Are there any that we should add? What is the importance of each of the guidelines? For example, Empathy: Have youth think of a situation where empathy is not only important but vital to achieving a certain goal or outcome.



## Facilitation Tip:

Walk around and watch the listening partners. See which guidelines are being ignored and which are naturally present – this will be very different for every individual. **Step 3:** Hand out and review the *Confidentiality Guidelines*. What is the role of confidentiality in listening? What kinds of problems can lack of confidentiality create? Gossip is a great example.

# IV. PRACTICING AND APPLYING ACTIVE LISTENING: FEELING BAG (20 MINUTES)

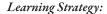
Pass around the *Feeling Bag* (see Materials and Preparation) and have each participant take two or three "feelings" out of the bag. Have each youth pick one of the feelings and think about a time they have experienced it. In pairs, have one person begin by explaining their experience, with the other person practicing active listening guidelines. Switch and repeat with the other partner.

### V. DEBRIEF (10 MINUTES)

Sample questions for youth: Why are the components in the active listening guidelines important to leadership? What about friendship? Academic success? If you have time, write down what youth say under each of these categories, and look for patterns.

## VI. CLOSING: (10 MINUTES)

Closing Circle Statement (Around the World): Think about a time you really felt heard and listened to. What did the person do or say that let you know that you were heard?



Around the World:

Opening and Closing Circle Activity

This works well to set the tone at the start of a session or to connect participants to the lesson of the day through personal reflection. One at a time, each participant shares out one thought (or opinion or experience) on a given topic.

Note: Every session in this curriculum suggests an Opening Circle Statement, done as Around the World.



# 90 minutes

Communication

#### OBJECTIVE:

Youth will learn how good listening skills are linked to group decision making and to being a dependable leader.

#### MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Copy and cut out the Earthquake Activity Dialogue (Master Copy 1.2a).
- Copy the Earthquake Activity Action Steps (Master Copy 1.2b) before the session: one copy for each participant.

# I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AND AGENDA REVIEW (15 MINUTES)

Opening Circle Statement (Around the World): Name a group that you are part of (other than this one.)

# II. COMMUNITY BUILDER: STORY TELLER (10 MINUTES)

Ask one participant to begin to tell a story. After 30 seconds, have another participant stand up and summarize the story thus far and then continue it for another 30 seconds. Repeat this process until the story is over. Note to the group how the story changed as each person summarized. Focus on the importance of listening and cooperation.

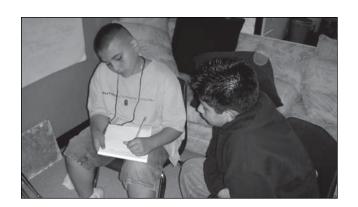
### III. ACTIVITY: EARTHQUAKE (45 MINUTES)

Before starting, read the *Earthquake Activity Action Steps* and *Earthquake Activity Dialogue*, and complete the room preparation (see Materials and Preparation above).

## Step 1: Earthquake Dialogue

- Pass out the strips of dialogue (cut out the strips before the session) evenly to the participants. Make sure that each participant plays a role in the dialogue.
- Have youth participants read their lines in consecutive order (1–30). The group leader can read the bold sections of the dialogue.

# Active Listening in Group Decision Making



**Step 2:** After the dialogue is finished, pass out an *Earthquake Action Steps* sheet to each participant. Read the directions aloud to the participants.

**Directions to read to youth:** There are seven action steps that you should take to ensure your survival and rescue, and five action steps that you should not take because they are either unnecessary or may harm you. Decide which seven of the action steps listed you would take, assigning a 1 to what you would do first, a 2 to your second step, through 7. Continue the ranking with the remaining five steps that you would not take, numbering them 8–12: 12 being the most dangerous or least helpful step, 11 the next less dangerous step, etc. Complete the ranking without discussing the situation with anyone else. Place your answers in the column marked "My Answers."

Give youth time to think about the steps and fill out the sheet.



# ACTIVE LISTENING

90 minutes



**Step 3:** After they are done, divide participants into two or three groups or teams. Let them know that their task is to select, as a group, the sequence they think makes the most sense. When the team has agreed on a series of steps, have them write their answers on the board or butcher paper.

Let the participants develop a method for completing this task on their own. This activity works best if the instructor avoids participating. You may need to get them started or hurry them along, but don't facilitate their discussion. Remember that this activity is designed to emphasize the importance of listening and communication in group decision making. Having specific examples of how they worked together will make it more meaningful.

ANSWER KEY FOR GROUP LEADER (FROM TOP TO BOTTOM): 11, 10, 12, 4, 7, 6, 9, 3, 2, 1, 5, 8

### IV. DEBRIEF (15 MINUTES)

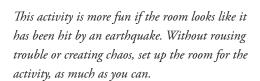
Have a discussion about the characteristics of good listeners, focusing on the importance of listening to all the information in order to be as safe as possible. Sample questions: What made this activity challenging? What did you think of this activity? What did you notice about your listening skills and your results? Did anybody say anything that was ignored? What may have caused the difference in group versus individual answers? Which people in your life (parents, friends, teachers, etc.) are good listeners? How can listening be an important characteristic for a leader to have?

Think about the politicians or other public speakers you have seen on TV or read about in newspapers. What about them makes them interesting to listen to (or not)? How do they make compelling arguments? How do they draw in listeners? This can also apply to teachers, religious leaders, and other authority figures.

## V. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): Name someone you really listen to and why.





Pay close attention to what participants say during both the dialogue and the discussion. Be ready to point out important information that the group could have used had they been better listeners, as well as examples of what the groups did well. Stay out of the activity as much as possible. Let the group struggle through it together. This activity will also serve as an example when you discuss the importance of facilitation later in this Unit.



90 minutes

Communication

#### OBJECTIVE:

Youth will practice active listening by discussing their expectations and responsibilities as people playing leadership roles in their communities.

#### MATERIALS AND PREPARATION:

- Copy and cut out *Fishbowl Discussion Scenarios* (Master Copy 1.3): for each small-group member to have a copy of their particular scenario.
- Prepare blindfolds (for half of the participants), and an area for the trust walk activity (see instructions below).

# I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (15 MINUTES)

Opening Circle Statement (Around the World): I trust others usually/always/rarely/never.

#### II. COMMUNITY BUILDER: TRUST WALK (10 MINUTES)

This activity focuses on understanding aspects of effective communication. Before session, prepare or identify a clear, safe area for this activity, and gather objects for youth to collect (lollipops, pencils, or water bottles work well). Set up pairs or small groups, and have one member of each pair or group put on a blindfold. Once blindfolds are on place the objects randomly around the area. The blindfolded person must gather as many objects as possible, based solely on the verbal instructions provided by his or her partner(s). "Seeing" partners cannot touch the blindfolded person or the objects, and can only communicate verbally. Variation: Take away the verbal communication — the seeing leader can no longer talk, but can make sounds.

### Facilitation Tip: Fishbowl Activity

Allow students to have their own definitions of reliability, which will likely change during the discussion. Allow discussions to take their course (remaining respectful and productive).

# Active Listening in a Fish Bowl

Debrief: Stress the importance of safety while also taking positive risks. After the activity, discuss why students did or did not trust their partner when they were being led. What would have made them trust each other more? What communication methods worked and what didn't for the group? What was difficult for the individual who had to complete the task? What aspects of communication did this exercise demonstrate?

#### III. ACTIVITY: FISH BOWL (45 MINUTES)

**Step 1:** A fish bowl is a type of discussion in which a certain number of participants sit in the center of the larger circle of participants and have a conversation with each other for a limited amount of time. Participants in the outside circle are not allowed to speak to each other or to the participants in the inside circle. The group leader or facilitator also should not participate in the inside discussion.

**Step 2:** Select five to six members of the group who wish to participate. Have them sit inside the larger circle of students in a smaller circle. Instruct the rest of the group to remain silent and to pay attention to the discussion. Remind them of active listening skills, and brainstorm how these skills can be applied to a passive listening situation like this.



# **ACTIVE LISTENING**

Session 3 90 minutes



**Step 3:** Present the participants with a situation about a group that is dealing with an unreliable member by giving them one of the *Fishbowl Discussion Scenarios*. Have the participants discuss the best way to approach and deal with the situation. After the discussion, open the conversation up to the larger group. Have them comment on the way the participants inside the circle handled the discussion as well as how they would have handled it themselves. Repeat activity with at least one more set of five to six participants and a slightly different situation. Take notes on butcher paper for later.

## IV. DEBRIEF (15 MINUTES)

Sample questions for youth:

- What was it like to be on the inside of the fishbowl? On the outside?
- When would a fish bowl be useful?
- Why is trust important in a group of people?
- What types of actions help to build trust within a group?
- What do you need in order to trust others adults and youth?

## V. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): Name someone you trust and something about that person that makes them trustworthy.



# **WORKING AS A TEAM**

Session 4

90 minutes

#### **OBJECTIVE:**

Youth will begin to solidify as a group through team building activities that will inform the creation of a group contract in Session 5.

#### MATERIALS AND PREPARATION:

- Write the names of four different types of teams (e.g., sports team, business team, cast of a play, family, superhero team) on slips of paper (one team per paper).
- Butcher paper, tape, and markers.
- Prepare two signs, one that reads "Strongly Agree" and one that reads "Strongly Disagree." Post these on opposite walls or sides of the room for the Community Builder activity.

# I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World): Name a time when you relied on someone else.

#### II. COMMUNITY BUILDER (15 MINUTES)

Place signs saying "Strongly Agree" and "Strongly Disagree" on opposite walls. Emphasize that there is no right or wrong answer. Have students stand in the center of the room and read a list of statements. Tell the students to line up against the sign they most agree with — they can also stand in the middle. Begin with simple questions, such as, "Pizza is my favorite food," or "I think grades are important for my future." Gradually move to deeper topics by using questions like, "I feel safe walking home after dark," or "I think school rules are

# Team Work



enforced fairly." Debrief: Talk about different perspectives on the issues. Discuss how this learning experience could be helpful in working together as a team.

# III. DEFINING AND EXPLORING TEAM WORK (10 MINUTES)

Brainstorm the meaning of team work and the characteristics of effective teams. On the board or butcher paper, write the list of characteristics youth name for the group to refer to later. Prompt by asking: Why does teamwork matter? When is team work important? When is it not so important?



## Facilitation Tip:

Allow participants to direct the discussion about their team through their own suggestions. Encourage fun and creativity in their group presentations.



90 minutes

## IV. TEAM PRESENTATIONS (40 MINUTES)

Separate participants into four small groups. Assign each group a type of team (see Materials and Preparation) and provide each group with a piece of blank butcher paper. In groups, have youth talk about their assigned team and determine which characteristics of effective teamwork that team does well and what characteristics they lack. Then have them brainstorm ways thier type of team could work better. Have each group prepare a short presentation of its findings. Remind the youth to refer to the list of brainstormed characteristics but also not to limit themselves to that list.

Regroup to share presentations with the whole group. Make sure every member of each team participates in the presentations. Leave time for questions. Have team members add to their list based on questions and comments from the group.

#### V. DEBRIEF (10 MINUTES)

Discuss how teambuilding fits into your program. What about the class or program cultivates a good team? What could the program do to build a better team? What could the participants as individuals do to create a better team atmosphere? This debrief provides time for informal group evaluation of the program or project thus far. Allow comments about the program or project to be both positive and negative, if appropriate.

Personal reflection opportunity: How are you a reliable member of the teams you are a part of? In your family? Your groups of friends? Your faith groups? In what ways could you be more reliable?

#### VI. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): My greatest strength as a team player is...





# **WORKING AS A TEAM**

Session 5

90 minutes

#### OBJECTIVE:

Youth will understand why group agreements are important and agree on group rights and responsibilities.

#### MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Paper, pens, and clipboards.
- Sticky notes (three or four per participant).
- Create a butcher paper poster of the *Agreement Setting: Rights and Responsibilities Chart* (Master Copy 1.5a).
- Copy the Agreement Setting: Rights and Responsibilities Chart (Master Copy 1.5b) before the session: one for each participant.
- Index cards (one per participant).

# I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (15 MINUTES)

Opening Circle Statement (Around the World): Something that I am committed to and why (one sentence).

### II. WARM UP: OBJECT OF INTEREST (15 MINUTES)

Pass out an index card to each participant, and ask them to think back to elementary school and "show and tell" activities. Ask them to think of an object that is personally significant to them and then to imagine that they are bringing this object for a "show and tell" in this group. Have youth silently write down what the object is, and why it is important to them. Share out in a circle. Remind youth that they can choose whether or not to share out (they can pass). Debrief: Ask youth what they noticed. Were there patterns in the sorts of things people chose? Any surprises? Point out that we all place importance on different sorts of things and have different priorities. There needs to be safety and respect in order for everyone to best express and share what they care about and think.

## Rights and Responsibilities



#### III. RIGHTS AND RESPONSIBILITIES (35 MINUTES)

Review the meaning of the two words – *Right and Responsibility* – as well as the goals of this section of the agenda: to agree on the rights and responsibilities of everyone in this program or project. Write the definitions in a place where youth can see them.

**Step 1:** Brainstorm: Pass out three or four sticky notes to each participant.

Ask the group to brainstorm rights they expect to have in this group and write them on separate sticky notes — one right per sticky note. Ask them to place their sticky notes on the butcher paper in the "rights" column.

**Step 2:** Discuss: Read aloud each right stuck to the butcher paper. Ask the youth which rights go together. After grouping the rights, read each one, and ask the group to raise their hands if they agree that this is a right they should have in the project. If people don't raise their hands, ask them to say why, discuss, vote again, and repeat for all rights. Are there other rights that should be added? What do youth notice about the groupings? Was there one right that was recurring? Does anyone disagree with anything on the board?



# WORKING AS A TEAM 90 minutes



**Step 3:** Brainstorm: Repeat the brainstorming process for responsibilities. You may wish to mention here that there will be occasional assignments during the year. When these are not completed, the work of the group in the next session may be impacted.

**Step 4:** Discuss: Review the responsibilities that are now posted. Ask the group to listen for any responsibilities they think are unfair or should be revised. Ask if anyone would like to remove or revise a responsibility. What do participants need to agree on as individuals in order to meet their responsibilities, and what do others need to do to support each other in meeting their responsibilities? Does anyone disagree with anything on the board?

# IV. MAKING AGREEMENTS (10 MINUTES)

Have youth now think about these responsibilities as agreements: "We agree to..." Write the agreement ideas on the board or on butcher paper. Formalize the language of the responsibilities and make sure that everyone can agree. If someone does disagree with one of the responsibilities or rights, ask them to make a case for an alternative, or if they can agree to disagree.

#### V. DEBRIEF (10 MINUTES)

Sample questions: Have you done this process before? If so, where and when? If not — why do you think this is? What are other areas of your life in which you have rights and responsibilities?

What do rights and responsibilities look like in your home? School? Religious institution? With friends? What works and what doesn't in terms of how these rights and responsibilities are carried out or enforced?

### VI. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): ONE "right" that is most important to me personally (that I wouldn't give up no matter what) ...



# **WORKING AS A TEAM**

Session 6

90 minutes

#### **OBJECTIVE:**

Youth will agree on consequences and rewards, and commit to a contract.

#### MATERIALS AND PREPARATION:

- Index cards for anonymous vote if needed.
- Butcher paper, tape, and markers.
- Paper, pens, and clipboards.
- Butcher paper with rights and responsibilities written out (from previous session).
- Butcher paper with title "Consequences" posted.
- Butcher paper with title "Rewards" posted.
- Stacks of sticky notes at each table.

# I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (15 MINUTES)

Opening Circle Statement (Around the World): Name a consequence you have experienced. What was the consequence? Who decided the consequence? Give youth a few moments to think before answering.

# Establishing Consequences and Rewards



## II. WARM UP: ROLE PLAY (15 MINUTES)

Role play to clarify the purpose of having consequences. Ask the youth and staff to act out a situation in which someone fails to meet his or her responsibilities. You can give youth scenarios, or they can make up their own. Debrief: Ask how having ground rules and consequences might either prevent or allow for an appropriate response to such situations.

**Sample Scenarios:** Imagine and act out what happens on a baseball team when the first baseman does not show up. Act out a play practice when the lead speaks on her cell phone rather than practicing her part. Imagine and act out a restaurant scene in which one of the waiters ignores two of his tables. You can also see *Fish Bowl Discussion Scenarios* (Master Copy 1.3) for more ideas.



## Facilitation Tip:

Allow plenty of time for discussion and check periodically for understanding of terminology. Remind the students to speak up if they disagree, because these will be the rules for the duration of the program or project. If there are major disagreements, let the students talk it out for a while and then take a group vote anonymously, using index cards - or use another decision-making process youth agree to use.



WORKING AS A TEAM

90 minutes

### **III. DETERMINING CONSEQUENCES (15 MINUTES)**

**Step 1:** Discuss the need of having a system that keeps track of infractions or neglectful behavior. Emphasizing such points as having clear rules and consequences will:

- Make it more likely that they will be applied consistently and equally. Without a clear system, people could unfairly get away with negative behavior that affects the whole group and others might feel as though staff members are playing favorites.
- Support the cohesiveness of the group. There is less likelihood that you will resent your peers for negative behavior if you know they are receiving consequences.
- Help the group meet its goals and hold its members accountable if they are not doing what is best for the group.
- Make sure that everyone has the agreed-upon rights.

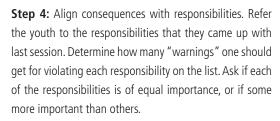
**Step 2:** Using butcher paper to record responses, ask the group if there should be an ultimate consequence, or a "last straw" for participants in this group. If so, what should it be? What kinds of behaviors could warrant receiving the ultimate consequence?

**Step 3:** Ask if there should be a system of warnings that leads up to that ultimate consequence. Decide on what to call these: warnings, strikes, penalties? Ask how many should be accumulated before the ultimate consequence is reached. Determine the consequences that should accompany a certain number of warnings (e.g., After the first warning, the program director will call your parents).

## Facilitation Tip:

You may wish to introduce the concept of "props" or "shout outs" during this session, if you have not already done so.

"Shout outs" or "props" are public acknowledgements of the positive things people in the group do or say, or the qualities that they exhibit.



## IV. RECOGNIZING REWARDS (20 MINUTES)

**Step 1:** Explain the purpose of having a reward system in place to acknowledge people who demonstrate a great commitment to the project, go out of their comfort zone, or just do something excellently. Emphasize that you don't have a lot of money to work with, but you can do things like erase warnings or give privileges like picking their favorite snacks for an upcoming meeting.

**Step 2:** Ask each participant to come up with at least one idea for a reward, write it on a sticky note, and post it on the butcher paper. Read each sticky aloud. Discard those that are impractical, explaining why. Then encourage the youth to discuss how rewards will be determined. Pose questions such as:

- Who should decide when a reward is deserved?
- How should the reward be selected for the accomplishment? (Should the person rewarded get to choose or should some rewards be matched with certain efforts or accomplishments?)
- Are all these rewards of equal worth or are some better than others?
- Are the rewards for individuals for groups, or some of each?

**Step 3:** Formulate a policy based on their discussion and decisions.



# **WORKING AS A TEAM**

Session 6

90 minutes

### V. CREATING A VISITOR POLICY (15 MINUTES)

**Step 1:** Introduce the concept that throughout the year, people, such as friends and family members are going to be interested in meeting the participants and visiting the sessions. Explain the purpose of having a visitor policy, emphasizing that the main point is to ensure that the visitor has a positive experience and does not negatively affect the experience of the group.

**Step 2:** Brainstorm a visitor policy. Ask questions and record responses on butcher paper:

- What do you think about having visitors coming to the sessions? Why?
- What would you like to know about a potential visitor before they come to a session?
- What would you like the visitor to know about the group before coming to a session?
- How would you like the sessions to run if a visitor is present? (Is there anything that should be done differently?)
- What would you expect from visitors during the session?
   What would their role be (e.g., observe, participate)?
   Would you have any ground rules for them?

**Step 3:** Incorporate the visitor policy into your agreements.

### VI. COMMITTING TO THE CONTRACT (10 MINUTES)

Introduce the idea of a contract to which you sign your name to formalize your commitment to what you have decided on as ground rules and consequences,. Encourage youth to look at their participation as something that goes beyond avoiding consequences or working for rewards, something that reflects their commitment to their peers, their school, and their community.

### VII. DEBRIEF (10 MINUTES)

Sample questions: Do you agree with the entire agreement, or are there ideas that you would change? What aspects of the agreement will be hardest for you to follow? What have you learned about yourself in this process? What have you learned about the group?

## VIII. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): Name a class or a group in which rules are respected and well enforced.



#### Facilitation Tip:

Write the finalized version of the contract as different components are settled. Keep it posted where youth can see it as a reminder.

Type up the agreement and have youth sign individual copies. Go through the contract item by item, asking for any changes or additions. Have the youth initial each item and sign the contract. Include two "witness" signatures.



# NOTES



**WORKING AS A TEAM** 

# Session 7

60 minutes

#### **OBJECTIVE:**

Youth will understand different forms of decision making and agree on what form to use in this group or project.

#### MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Post three pieces of blank butcher paper around the room.
- Review Forms of Decision Making Facilitator Example (Master Copy 1.7a) and create a poster of the Forms of Decision Making chart (Master Copy 1.7b) and place it at the front of the room. (Leave the spaces in the chart blank you will fill them in with youth during the session.)

# I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World): Name a decision you made or were part of recently.

### II. WARM UP: FOLLOW THE LEADER (10 MINUTES)

Assemble participants into a circle (facing in). Ask for a volunteer to be the "guesser." This person will then step out of the room. Once that person is outside, pick someone in the group to be the leader. Her or his role is to lead the group without the guesser figuring out that he or she is the leader. Have the leader start a motion that everyone else must follow (e.g., clapping

# Facilita

## Facilitation Tip:

When explaining each type of decision making it may be helpful to role play: For instance, acting as an autocratic decision maker, you might say, "I, ruler of all of you, declare that you are no longer allowed to wear jeans;" while as a representative, you might say, "After having listened to each of your recommendations for a dress code, I have decided that we will no longer wear jeans."

# Making Decisions



hands, waving, rubbing belly). Once everyone is doing the motion, ask the guesser to come back in and stand in the middle of the circle, and try to guess who in the group is initiating the motions. The leader must change motions when they think they can do so unobserved. The rest of the group tries to follow as quickly as possible to make it harder to guess who is leading. Once the person in the middle guesses correctly, repeat the process with a new guesser and leader. Debrief: what does this say about leadership? Is it always easy to tell who is leading? Ask youth to think of examples of leaders who led by supporting others and keeping a group focused.

# III. DEFINING AND EXPLORING DECISION MAKING (20 MINUTES)

**Step 1:** Divide the group into three smaller groups and arrange each by a butcher paper. Have each group appoint a note taker and a reporter. Ask youth to recall different times in their lives when they have had to make decisions and the processes they used to make these decisions. Offer scenarios such as:

- Think back to a time recently when you needed to make a decision with your friends (like what to do after school, what movie to see, or where to sit at lunch).
   How was it decided what you would do?
- Now think about a time in one of your classes when there was a decision about what activity you would do. How was it decided what you would do?



# WORKING AS A TEAM 60 minutes



- When the city needs to decide whether or not to build a new park, how is it decided what will happen?
- What about in your family: Who decides what you eat for dinner or whether or not you go to church?

**Step 2:** In the full group, explain the general categories of decisions:

- Autocratic: Made by one person
- Representative: Made by one person with input from others
- Democratic: Made by group together, majority rules
- Consensus: Made by group together, all must come to agreement

Discuss the pros and cons of each category, using the *Forms of Decision Making* chart you have prepared. Fill in youth's answers and ideas.

**Step 3:** Back in their small groups, ask the youth to again discuss the examples they came up with and decide which category best fits with each of their examples. Then ask them to identify the most common forms of decision making they experience and to identify some ways they would change the decision-making structures in their lives.

**Step 4:** Have a representative share out from each of the groups.

# IV. DEBRIEF AND DECIDE: WHAT WORKS FOR THIS GROUP? (15 MINUTES)

Bring the entire group back together, explain the importance of having a procedure for making decisions together, and ask each group's reporter to state which model they think would be best for this group or program and why. Let the group know that others who have used this curriculum have found that democratic processes work best to ensure a fair process where everyone's voice is heard and decisions are made in a timely way. Also, let the group know that there may be some cases when the adults will need to make decisions. For example: The adult leader may decide to plan an activity or retreat that addresses a particular issue or conflict that they notice in the group. Review the procedure that has merited the most support. Be certain to ask if there are any objections, questions, or revisions given their earlier discussions.

### V. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): Share something you noticed in or about the session today.



# **SPEAKING & PRESENTING**

Session 8

90 minutes

#### **OBJECTIVES:**

Youth will learn basic components of a good presentation and improve the quality of their oral presentation skills by practicing with a partner and learn how to give and receive effective feedback.

#### MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Paper, pens, markers, and clipboards.
- Copy and cut out the Bad Presentation Role Play scenarios (Master Copy 1.8a).
- Copy the *Presentation Skills Check List* (Master Copy 1.8b) before the session: one copy of each for each participant or as posters.
- Copy the *Tips for a Good Presentation* (Master Copy 1.8c) before the session: one copy of each for each participant or as posters.
- Copy the *Personal Coaching and Feedback Sheet* (Master Copy 1.8d) before the session: two copies for each participant.
- Write "What Not to Do in a Presentation" on the board or on a piece of butcher paper.

# I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World): What is one issue in your community that really concerns you? (Write what youth say on the board or butcher paper, as you will come back to this later in the session.)

#### II. WARM UP: LOOK UP AND SCREAM! (5 MINUTES)

Have youth stand in a circle with shoulders touching (or very close) and instruct everyone to look down at the tops of their shoes. On the count of three ask youth to look up and pick one person to look at. If that person is looking back at them (rather than at someone else) both people scream! This is a loud, fun activity. Repeat several times.

#### III. THE BAD PRESENTATION ROLE PLAY (10 MINUTES)

Ask for two volunteers. Hand each volunteer one of the *Bad Presentation Role Plays*. Encourage the youth to improvise and have fun making their presentations

# Speaking in Public and Making Presentations



as bad as possible. Have the first volunteer give the presentation. Have the group brainstorm a list of what was wrong or ineffective about the presentation. Record this on the board or butcher paper. Have the second volunteer give the presentation, brainstorm again, and then review the complete list of things that make for a "bad presentation."

#### IV. DEFINITIONS AND EXPLORATIONS (15 MINUTES)

**Step 1:** Brainstorm the purpose of a presentation. What are some different types of presentations and the reasons behind them? For example: Youth sit through presentations every day (teachers delivering material is one good example).

**Step 2:** Brainstorm the qualities of a good presentation. Have youth take a minute to think about a good presentation they have attended. Ask youth what was good about it. What are some characteristics of the presenter that stood out to you? Can you remember all of the content, or can you remember the details of the presenter more?

**Step 3:** Hand out and review the Presentation *Skills Check List* and the *Ten Tips for a Good Presentation*. There are three main things to focus on for any presentation: body and movement, voice and expression, and content. Revisit the brainstorm of effective, good



90 minutes

presentations. Do most of the characteristics fall in line with these handouts? Does anything on the handouts surprise you?

### V. GIVING AND RECEIVING FEEDBACK (10 MINUTES)

The purpose of feedback is to learn, be proactive, and improve skills through reflection on information shared and received. There are ways to give feedback so people hear what we are saying and can learn from it. Ask youth for some quick examples of how they like to receive feedback — or not!

Explain the *Personal Coaching and Feedback Sheet* handout. Ask youth why it is important to end on a positive. What is the difference between telling people what they are doing wrong vs. telling them where you see opportunities for growth? (Answers will vary: have the presenter feel good about themselves, create a safe and supportive environment, have an opportunity to improve and grow, negatives without suggestions for improvement can be harmful). Relate this back to the bad presentation role plays. Have youth come up with examples of the feedback process based on the bad presentations.

# VI. PRESENTATION PRACTICE, FEEDBACK PRACTICE (30 MINUTES)

Hand out two *Personal Coaching and Feedback Sheets* to each youth. Have them put their name on one of the forms. They will put their partner's name on the other.

**Think:** Have each youth take five minutes to brainstorm some ideas for a presentation on an issue they personally think is VITAL for their school or community to address. Offer an outline for the presentation (e.g., Introduction, Issue, Some Possible Solutions, Thank you and Closing Remarks.) Youth can think back to the session's opening Around the World question, and use their answer or someone else's. Remind youth to focus on the objectives of a good presentation.

**Pair:** Pick partners, and have youth designate who will go first in giving their presentation to the partner. Have one person start while the other is taking notes on the feedback handout. After the first presenter is done, take

a few minutes for youth to write notes on the feedback forms. (Make sure that the presenter self-evaluates at this time.) Switch roles and repeat the process.

**Share:** In their pairs, have youth give each other very specific, detailed feedback. Have each youth identify and write down what they most want to work on or improve. If you have time, ask youth to take another five minutes to revisit their presentation outline and make changes. Ask if anyone would like to present for the entire group (take volunteers). Be sure to point out the contraints of the limited preparation time. For example, because this is a short practice, we can't expect the content to be fully developed.

**Variations:** Have every member of the group present to the full class, and videotape the presentations. This can be a great evaluation and reflection tool, and a very effective way to identify strengths, improvements, and areas for growth. Be sure that the participant is ready and wants to do this step, as it can be intimidating!

**VII. DEBRIEF (5 MINUTES)** What is hard about presenting? What comes naturally? Were the guidelines and feedback helpful? How can you continue to improve your presentation skills?

#### VIII. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): Rank your nervousness about public speaking on a scale of 1-5, with 5 being extremely nervous, and 1 being not at all nervous.

# Learning Strategy:

#### Think-Pair-Share

This works well to increase student engagement and to allow students to gather their thoughts before speaking. Think: Participants spend several moments thinking and writing on their own. Pair: Participants pair up with one other person and share their thinking. Remind pairs of active listening techniques. Share: Volunteers share out what they discussed in pairs.

# **SPEAKING & PRESENTING**

Session 9 90 minutes

#### **OBJECTIVES:**

Youth will learn the foundations of good communication and practice expressing their opinions effectively.

#### MATERIALS AND PREPARATION:

- Peanut butter, jelly, bread, knife, spoon, and napkins.
- Optional: prepare a video clip of a presidential or other debate (programs with courtroom scenes work well too).
- Pick a topic for the Ridiculous Debate activity.

# I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (15 MINUTES)

Opening Circle Statement (Around the World): Name a rule or law that you feel strongly about — either "for" or "against" (e.g., dress code, death penalty, curfew, voting age).

# II. COMMUNITY BUILDER: BUILDING A PEANUT BUTTER AND JELLY SANDWICH (10 MINUTES)

Pretend to be an alien who doesn't know how to make a peanut butter and jelly sandwich. Have the participants instruct the alien step by step on how to do so. Take every suggestion as literally as possible ("put hand on jar lid and twist") to illustrate the importance of being specific and thorough. Have a brief recap discussion to clarify the points and allow students to express frustration at not being able to communicate clearly with the alien.

## Facilitation Tip:

Allow the building a sandwich activity to be fun and goofy. Don't be afraid to make a mess.

In the debate debrief, stress the importance and relevance of debate in everyday life.





#### III. ACTIVITY: RIDICULOUS DEBATE (45 MINUTES)

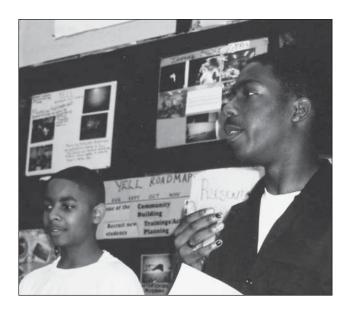
Introduce debate as an important component of leadership. Show video clip of a presidential or other salient debate to illustrate everyday applications, if possible. Clips from television programs with courtroom scenes also work well.

Divide the group into two sides for a debate on a ridiculous issue such as the importance of wearing matching socks. Within those two groups, designate who will formulate offensive arguments and who will come up with defensive arguments. Give both sides 10-15 minutes to formulate their arguments and solidify their "plans of attack."

Have each group designate two spokespersons (two on offense and two on defense). Conduct a mini-debate about the issue, giving one team several minutes to present their argument, and then the other team a minute for rebuttal. After both teams have presented, allow some time for back and forth. Allow things to get a bit out of control to illustrate how debates can get out of hand even if they are about nothing important.



90 minutes



# IV. DEBRIEF (15 MINUTES)

Conduct a discussion about the debate experience focusing on the importance of effective communication during debate. How could the debaters have been more effective? What were the strengths in the methods of communication and expression?

# V. CLOSING: (5 MINUTES)

Closing Circle Statement (Around the World): In what ways is debate applicable to your daily life with family and friends? How could debating skills make you a better student? A better friend?



90 minutes

# **SPEAKING & PRESENTING**

Session 10

#### **OBJECTIVE:**

Youth will understand the differences between debate focused on winning and discussion focused on compromise and understanding.

#### MATERIALS AND PREPARATION:

- Paper, pens, markers, and clipboards for Back to Back Drawing activity.
- Copy the Wizard's Wand: The Debate (Master Copy 1.10a) before the session: one copy for each participant.
- Copy the Wizard's Wand Role Plays (Master Copy 1.10b). Cut out the roles for two groups.

# I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World): Tell the group about a time when you have had to compromise.

# II. COMMUNITY BUILDER: BACK TO BACK DRAWING (15 MINUTES)

This activity highlights the importance of clear directions and active listening.

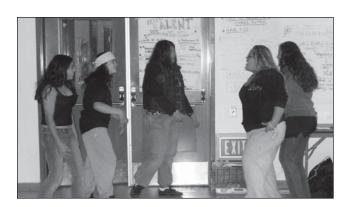
Give each person two blank pieces of paper and a marker or pen. Ask everyone to find a partner and to sit down back to back. Ask everyone to draw a picture on one of the sheets of paper. After all youth have drawn a picture (make sure they don't let their partner see!), have each pair designate one person as the drawer and the other person as the instructor. Continuting to

# Facilitation Tip:

Don't let the arguments get personal.

Opportunity for personal reflection: Over the next week, ask youth to think about how they react to disagreements. Is their focus on compromise or winning?

# Debate and Compromise



sit back to back (and therefore unable to see the other person's sheet of paper), the instructor gives directions to the drawer, with the goal of creating a copy of the instructor's picture. Directions must be given without using the name of the object (For example, if the instructor drew a big happy face, the directions might include; "Draw a circle that takes up most of your paper. In the center of the top left quadrant of the circle draw another small circle.") This exercise requires very clear directions! Switch roles, so each person in the pair has a chance to be the drawer and the instructor. Debrief: Discuss the experience and compare the original drawings with the instructed drawings. What was difficult about this activity?

### III. DEBATE (40 MINUTES)

Divide the participants into two teams. Read through the Wizard's Wand debate scenario with the participants. You can either read aloud or provide both teams with copies of the scenario, and team members can take turns reading aloud.

**Round 1:** Pass out the Round One Role Play instructions for each group. Give each group time to plan their arguments. Emphasize that the goal of the activity is to win the debate. After each group has prepared, facilitate a debate between the two groups. Start the debate in



# **SPEAKING & PRESENTING**

Session 10

90 minutes



### V. CLOSING (10 MINUTES)

Using what was learned from today's activity, establish group norms for discussions. Brainstorm and create a list that can be posted and referred to during disagreements in sessions. How should the group handle disagreements and settle dispute? What can compromise teach us about our discussions?

a controlled fashion. Allow each group to take turns speaking. However, let the debate get out of control. When the debate has reached an obvious stalemate, stop it and pass out the *Round Two Role Play Instructions*.

**Round 2:** Run the debate again, but this time focus on reaching a compromise that makes both teams happy. Tell groups to focus more on the other teams' needs than their own. Remind youth of the guidelines for active listening.

## IV. DEBRIEF (15 MINUTES)

- Sample questions for youth: Why do you think we did this activity?
- What did you notice about the two discussions?
- How was the second different from the first?
- What happened to your listening skills during the debate?
- What happens during a debate?
- What is bad about debate?
- What is good?
- What makes discussion effective?
- At what point is debate appropriate?



# **SPEAKING & PRESENTING**

## Session 11

90 minutes

Mock City Council was based on an actual Youth Bus Pass campaign that Kids First Oakland youth leaders and allies organized in 2001 securing free and affordable transportation for 25,000 low-income youth - www.kidsfirstoakland.org

#### **OBJECTIVE:**

Youth will practice debate and compromise skills through a mock City Council meeting.

#### MATERIALS AND PREPARATION:

 Copy the Mock City Council Proposal and Roles for participants (Master Copy 1.11) and cut out the roles: one for each participant or group.

# I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (15 MINUTES)

Opening Circle Statement (Around the World): If you had two minutes to talk to all of the people of your community what subject would you talk about?

### II. WARM UP: WHO ELSE? (10 MINUTES)

Begin by making a circle of chairs. There should be one less chair than the total number of people playing. One person starts by standing in the middle of the circle and saying something about themselves and ending with "Who else?" Example: "I love chocolate. Who else loves chocolate?" All the group members who love chocolate must get up and switch places without selecting the chairs directly on either side of them. The person left without a chair goes to the center of the circle and makes the next statement. This game can be light hearted or serious, depending on the content and the group.

## III. MOCK CITY COUNCIL MEETING (45 MINUTES)

**Step 1:** Introduce the scenario to youth and pick roles.

A group of middle and high-school students are presenting a proposal to their City Council on an issue that impacts many local youth: bus passes. Ask for volunteers to play the different roles (or have them draw from a hat).

- Youth presenters (2)
- Citizens against the proposal (4)
- Citizens for the proposal (4)
- City Council members (The rest of the group)

# Debate and Compromise Role Play



Have the Council sit together at one side of the room. The role of the City Council is to listen to the proposal, hear arguments for and against the proposal, ask questions, and make a decision on the proposal.

- **Step 2:** Youth presenters read the proposal.
- **Step 3:** Citizens share opinions for and against the proposal.

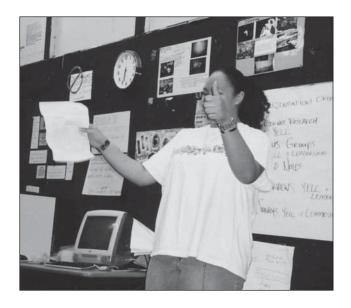
### Step 4: Debate and Discussion

Open the City Council meeting for citizen debate. During the debate, the City Council will make sure the following questions are addressed:

- What are the benefits for students? (e.g., safety, time saved, convenience)
- What are the benefits for families? (e.g., money saved, time saved, peace of mind)
- What are the benefits for the community? (e.g., keeping kids off the streets, decrease in graffiti, decrease in juvenile crime)
- What are some of the costs to the community? (Who will pay for this? the bus company, the taxpayers in cities, others?)
- Is this proposal fair? Should some people get free bus passes and not others? schoolchildren, the elderly, hardworking adults, others?)
- Do schoolchildren really need subsidized bus passes?
- Any other questions or issues you can think of?



90 minutes



#### Step 5: Decision

After the debate, the City Council decides if they want to support the proposal or make amendments (changes) before they choose to support it. The Council can do several things: ask students to gather more information so the Council can make a better-informed decision; approve the proposal; approve part of the proposal; or reject the proposal.

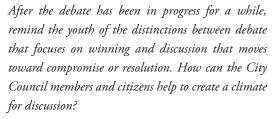
## IV. DEBRIEF (15 MINUTES)

- What does leadership mean in this situation?
- What is the City Council's role?
- Do you think the Council made a good decision?
- What would you do differently if you were actually presenting this case?
- City Council members are elected how does the City Council membership affect the way decisions are made?
- What might the citizens' next steps be in this scenario?

### V. CLOSING (5 MINUTES)

Closing Circle (Around the World): Would you want to be a City Council member? Why or why not?





Encourage the citizens, Council members, and presenters to stay in character and have fun embellishing on their positions. You can also invite real City Council to attend the session and reflect with the students on the exercise, and to share what it is like to be a Council member in their particular community.



**FACILITATION** 

## Session 12

### 90 minutes

#### **OBJECTIVES:**

Youth will understand the roles of a facilitator and learn basic group facilitation techniques.

#### MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Index cards.
- Paper or cloth bag for News Breaker activity.
- Butcher paper labeled with "Roles of a Facilitator".
- Copy and cut out the Facilitation Role Play (Master Copy 1.12a) before the session: one role for each participant or group (3 groups).
- Copy the *Facilitation Checklist* (Master Copy 1.12b) before the session: one for each participant.
- Plus and Delta (change) evaluation chart written on butcher paper or the board (see example at the end of this session).

# I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (15 MINUTES)

As students enter, ask them to fill out a "News Breaker" card: Have them write down a current topic in the news they feel very strongly about. On the other side of the card, have them write two discussion questions that they could imagine asking a group about the topic. Collect all the News Breaker cards in a bag or hat: You will use these later in the session.

#### II. WARM UP: THE HUMAN KNOT (10 MINUTES)

In this activity, youth will work together to solve a problem. Ask everyone to stand in a tight circle, and extend their hands into the center. Ask everyone to grab one person's hand (across the circle) with their right hand, and another person's hand with their left. Explain that the group now needs to work together to get themselves untangled without ever letting go of the hands. Depending on the size of your group, you may want to break your group into two smaller circles.

### Introduction to Facilitation



#### III. ROLES OF A FACILITATOR CHARADES (10 MINUTES)

Put cards with various roles of a facilitator in a hat:

- Traffic Director Make sure everyone has a chance to participate.
- Hammer/Elevator Create a trusting atmosphere. (Stop people from being disrespectful, complement people who do things well.)
- Counselor Listen, question, and give advice. (Reflect back what you hear.)

Ask a participant to pick a card out of the hat and to act out the particular role while the rest of the group guesses the role he or she is playing. Post the roles on the board after the youth have finished.

# IV. TEACHING AND FACILITATING TECHNIQUES: DEMONSTRATION AND DISCUSSION (15 MINUTES)

**Step 1:** Review the definitions of the words facilitate and teach.

- Facilitate means to make easier or less difficult; to help forward an action process.
- Teach means to impart knowledge or skill; to give instruction.

Ask the youth to identify the differences and similarities between a teacher and a facilitator. Encourage them to define each term. Acting as a facilitator, begin a conversation on a random topic, such as a dance move.



Session 12 FACILITATION 90 minutes



Ask if anyone knows what it is, if anyone will demonstrate it. Then, enter the room as a teacher and give a brief lesson on dance. Exaggerate the differences in order to make the distinction.

Continue the discussion. Ask the students: When is it useful to have a facilitator?

**Step 2:** Ask youth who has facilitated before. Taught? What? Where? How? What was challenging? Why?

Do the two approaches ever overlap? Wrap up the discussion by reminding them that everyone has some skills as a facilitator and as a teacher.

**Step 3:** Brainstorm a list of activities that facilitators can use to get people to share their ideas and opinions. Brainstorm a list of things not to do as a facilitator (record these on butcher paper).

Hand out the *Facilitation Checklist*, and ask how this list fits with the one they brainstormed. Ask them to provide some concrete examples of preparation, running meetings, and debrief and evaluation. What do these look like in this group?

# V. PRACTICING AND APPLYING: FACILITATION METHODS IN SMALL GROUPS (10 MINUTES)

**Step 1:** Explain that youth will now have a chance to practice facilitation. As a facilitator, the main job is to keep the meeting or discussion moving forward with everyone participating.

Facilitators play a lot of different roles. Remind youth of the role play activity:

- Traffic Director Make sure everyone has a chance to participate.
- Hammer/Elevator Create a trusting atmosphere. (Stop people from being disrespectful, complement people who do things well.)
- Counselor Listen, question, and give advice. (Reflect back what you hear.)

**Step 2:** Split youth into three groups. Give each group one of the three Facilitation Role Play scenarios. Give youth about five minutes to plan their scenario and then present it to the group.

#### VI. NEWS BREAKER DISCUSSIONS (30 MINUTES)

**Step 1:** Ask youth to divide back into their small groups. As a group, ask them to imagine they are preparing to facilitate a conversation about an important topic. Give them a few minutes to set up their seating arrangement in a way that they think will help people talk openly with each other and feel comfortable.

**Step 2:** Once each group has set up their seating, let them know that one person in their group will now facilitate a brief conversation. Have each group select a facilitator. At random, pick one of the News Breaker cards youth filled out as part of the warm-up activity. Read the topic and the discussion questions aloud. Let the facilitators know that they have five minutes to lead a discussion on this topic. The facilitator must (a) make sure everyone participates; (b) stay neutral in their own position on the topic; and (c) reflect back common themes or ideas. Switch facilitators and topics every five minutes.

**Step 3:** Model a Plus and Delta evaluation. After the first two rounds of facilitation, stop and ask for feedback on the process. On a Plus and Delta chart, record what youth say went well and what could be changed or improved. After doing this, have each group do a final round with a new facilitator and News Break topic.



Session 12 FACILITATION 90 minutes

# VII. CLOSING: PLUS AND DELTA (10 MIN)

Let youth know that as the facilitator of this group, you want to know what is going well and not so well in the program or project. Ask them: What do you think is going well with the group? What do you think could be better? Any specific ideas for how to improve the program? Write their tips on butcher paper. Tell the students that this sheet will be posted in the room at all times, and you will work on incorporating changes that they suggest as much as possible.

+	<u> </u>
WHAT WENT WELL (PLUS)	THINGS TO CHANGE OR DO DIFFERENTLY (DELTA



# NOTES



# FACILITATION 60 minutes

Adapted from an activity designed by the Lincoln Filene Center for Citizenship and Public Affairs Tufts University, Medford, Mass. 1973.

#### OBJECTIVE:

Youth will learn the importance of organization and facilitation when trying to accomplish a group task.

#### MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Copy and cut out Murder Mystery Mayhem clues (Master Copy 1.13).
- Write the four questions that youth need to answer on the board or butcher paper they can be seen (see Section III).
- Optional: Bring in some scary props and some eerie music.
   Add a tape or chalk outline on the floor. Go the extra mile to get the participants excited about the activity.

#### I. OPENING: ATTENDANCE, SNACKS,

### ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World): If you could know the answer to any one question, what would it be?

# II. COMMUNITY BUILDER: CLUSTER GAME (10 MINUTES)

The goal of this activity is to form groups quickly based on different criteria. Speed is not essential, but the activity should proceed at a fairly rapid pace, while still allowing individuals to create groups.

**Sample criteria:** Ask youth to break into groups of people who have the same eye color; who do the same extra-curricular activities; who have birthdays in the same season (within season group, arrange by birth date); who

# Facilitation Tip:

The main objective of the Murder Mystery Mayhem activity is to show the benifits of facilitated discussion. If the group gets stuck, give some guidance by suggesting more effective ways to communicate as a group; however, the experience will be more significant if they have time to struggle.

# Murder Mystery Mayhem



have the same last digit of their telephone number; have the same favorite sport or movie; who were born in the same state; who have the same number of siblings; who live in the same neighborhood.

## III. MURDER MYSTERY MAYHEM (30 MINUTES)

**Step 1:** Read the following to the group: You have been asked to help the police department on a confusing case. They recently found Mr. Kelley murdered, but they don't know how or by whom he was murdered. Eager to solve the case, each person has been busy surveying the scene and interviewing witnesses. You have all been very thorough, but unfortunately, all the pieces of information are scattered among you.

Explain that the task is for the group to answer the following four questions:

- Who killed Mr. Kelley?
- At what time was the murder committed?
- What was the murder weapon?
- What was the motive?



Session 13 FACILITATION 60 minutes



**Step 2:** Explain that in order to complete this task, each group member will get at least one clue. Participants can share their information only by word of mouth. No one is allowed to pass around their clues or read the clues of other participants. Distribute the various clues evenly to all participants. Remind them not to show one another their clues. Then let them begin the activity.

**Step 3:** Discussion and debrief. When the group seems to have some resolution, ask them to answer the four questions. Then, use the following questions to discuss the purpose of this activity:

- Why do you think we did this activity?
- How was time lost getting organized?

- Was a leader needed?
- Did anyone assume this role?
- Did that work?
- Were all members involved in the task?
- Did anyone monopolize the discussion?
- How can we use this experience to improve future discussions?

# IV. CLOSING: BENEFITS OF FACILITATION (10 MINUTES)

Using what was learned from today's activity, establish group norms for facilitation and agenda setting.

- What type of facilitation is needed?
- Does the group need a set facilitator?
- Who should set the agenda?
- When does it need to be set?
- Under what circumstances would we "throw out" or change the agenda?
- Record these ideas on butcher paper.

### Answer:

After receiving a superficial gunshot wound from Mr. Jones, Mr. Kelley went to Mr. Scott's apartment where he was killed by Mr. Scott with a knife at 12:30 a.m. because Mr. Scott was in love with Mr. Kelley's wife.



**FACILITATION** 

## Session 14

90 minutes

#### **OBJECTIVE:**

Youth will learn and practice strategies for addressing challenges in group facilitation.

#### MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Copy the Facilitation Challenges and Tips for Solutions (Master Copy 1.14a) before the session: one copy for each participant.
- Copy A Process for Addressing Facilitation Challenges (Master Copy 1.14b) before the session: one copy for each participant.
- Copy and cut out Facilitation Scenarios (Master Copy 1.14c) and Facilitation Scenario Roles (Master Copy 1.14d) and put the different roles in a hat or box for youth to draw.

# I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (15 MINUTES)

Opening Circle Statement (Around the World): Name something that individuals or groups do that could be challenging for a facilitator (e.g., side talking, text messaging, talking all the time). Create a list on the board or butcher paper as youth make suggestions.

#### II. WARM UP: SCRIBBLE DRAWING (10 MINUTES)

Give each person a piece of paper and marker and tell them to scribble until you say to stop (about five seconds). Next, have them trade papers and have each participant try to create a picture out of someone else's scribble. Debrief by discussing how each of them used their own



### Facilitation Tip:

Enlist youth as "trainers": Ask the person playing the challenging facilitator role to be as realistic as possible (not overly dramatic). This is a great way for the facilitator to get a sense of when their actions are effective.

# Facilitation Challenges and Solutions



perspectives and creativity to create a positive change. Stress the need for creative thinking and how something that is initially nothing special (or a problem) can be transformed into something interesting, useful, or even beautiful.

### III. FACILITATION CHALLENGES (60 MINUTES)

**Step 1:** Hand out and review the *Facilitation Challenges and Tips for Solutions* and *A Process for Addressing Facilitation Challenges* handouts. Go through the challenges and ask youth for examples from their experience. When have they seen (or personally experienced) this challenge, and what did the group leader do to address it? What are some positive strategies they have seen? Not so positive? Which of these challenging group behaviors do they personally exhibit? This question can be used as a group reflection: see if the group is heavy in one or two particular challenge areas. Then focus on these areas to support the group in working together more effectively.



# FACILITATION





**Step 4:** Repeat this process for the remaining scenarios. If you have a large group, you can make up additional scenarios so that more youth have an opportunity to practice. You can also revisit the scenarios from Session 12 (see Master 1.12b) to provide an opportunity to incorporate new skills and understandings.

#### IV. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): What is the most difficult facilitation challenge for you to address?

**Step 2:** Explain that youth will now practice strategies for addressing the challenges (staff should also participate). Let youth know that different individuals will act as facilitators, and others within the group will play certain roles. After each role play the group will talk about what worked best and what they could do better.

**Step 3:** Role play. Ask for a volunteer to be the first facilitator. Give this person a copy of the first *Facilitation Scenario* and send them out of the room to review the scenario and prepare. While the facilitator is out of the room, have one to three people in the group draw Facilitation Scenario Roles to play during the exercise. They will act out these roles so the facilitator can practice. Debrief: Stop the role play and ask for feedback and ideas for solutions. Remember to use the "bracket technique" of positive feedback: Start and end on a positive! Ask if there are roles that group members can play to address facilitation challenges. What are some things other group members can do to support the facilitator?

#### Facilitation Tip:

In the role plays, help the facilitator recognize and address challenging behaviors. For example, if the facilitator is struggling, you can call "freeze" and ask the group for some strategies the facilitator could use. If your group has limited experience with facilitation, you may want to start with smaller groups (divide the group in half, for example), and one challenging role at a time.





Session 15

# FACILITATION

90 minutes

#### OBJECTIVE:

Youth will identify and practice effective strategies for addressing challenges in group facilitation and leadership.

#### MATERIALS AND PREPARATION:

- Optional: tarp, rope, or small platform for the Community Builder.
- Copy *Situational Leadership* (Master Copy 1.15a) before the session: one copy for each participant.
- Copy and cut out Situational Leadership Role Plays (Master Copy 1.15b).

# I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World): What do you want to work on (one goal for growth or change)?

# II. COMMUNITY BUILDER: ALL ABOARD! (15 MINUTES)

This activity requires working together in close proximity to solve a practical, physical problem. It emphasizes group communication, cooperation, patience, and problem solving strategies, as well as issues related to physical self and physical proximity. Ask the whole group to try to fit inside a small area, which can be marked by a small platform, a circle of rope, or a tarp. When the group succeeds, decrease the area (e.g., change platforms, shrink the circle, or fold the tarp) and challenge the group again. How far can the group go? Cautions: Obviously people are going to need to feel physically comfortable in order to get close and be supportive of one another. Variation: Tarp Flip Over. With a group standing on a tarp, challenge them to turn the tarp over without anyone touching the ground in the process.

# III. SITUATIONAL LEADERSHIP ROLE PLAY (60 MINUTES)

**Step 1:** Review the *Situational Leadership* handout. Ask youth to come up with an example of each type of leadership. Which style is most familiar to them? Are there styles with which they are more or less comfortable? What style do they see the most of in (a) classrooms, (b) sports teams, (c) peer groups, or in other settings?

# Exploring Situational Leadership



**Step 2:** Divide the group into five small teams and give each team one of the *Situational Leadership Role Play* scenarios. Ask teams to come up with a skit that demonstrates the challenge outlined in the role play and a solution for handling the challenge. Have observes identify which leadership style — or combination of styles — the solution involves.

**Step 3:** Debrief after each role play scenario. Ask for additional solutions. Have any of them experienced this sort of situation? What happened? What could have been done differently? How are different leadership styles used in this group or program? What styles do you see at work in a typical session?

# IV. CLOSING (5 MINUTES)

Closing Circle Statement (Around the World): Complete the statement, "A leader is someone who..."



Session 16

90 minutes

# Facilitating Productive Meetings



#### **OBJECTIVES:**

Youth will understand the importance of having clear outcomes for meetings, experience what it takes to plan and implement an effective meeting, and learn how to assess meeting effectiveness.

### MATERIALS AND PREPARATION:

- Butcher paper, tape, and markers.
- Copy the *Meeting Checklist* (Master Copy 1.16a),
   *Meeting Planner* (Master 1.16b), and *City Council Chaos* (Master Copy 1.16c) before the session: one copy for each participant.
- Paper, pens, markers, and clipboards.

# I. OPENING: ATTENDANCE, SNACKS, ANNOUNCEMENTS, AGENDA OVERVIEW (10 MINUTES)

Opening Circle Statement (Around the World): Describe a time you have been frustrated in a class or meeting.

### II. WARM UP: TELEPHONE CHARADES (10 MINUTES)

While half the group sits as the audience, the other half stands in a line. Tell the first person in the line to act out something (e.g., frying eggs, fishing, Elvis). This person charades the action for the second person in line while all the other people in the line have their backs turned

(so they cannot see the action). The second person then acts out what he or she saw for the third person, and this process continues down the line. The last person then tries to guess the action. Debrief: What does this activity tell us about communication?

# III. AGENDA SETTING OVERVIEW (15 MINUTES)

Hand out and review the *Meeting Checklist* and *Meeting Planner*. Emphasize that what happens before and after a meeting is as important as what happens during a meeting.

#### IV. CRISIS AT CITY HALL (30 MINUTES)

**Step 1:** Pass out the *City Council Chaos* handout and read through the scenario as a group. Divide into small groups or pairs.

**Step 2:** Explain that youth will now design a new agenda format using the *Meeting Planner* worksheet. Walk through the worksheet. Emphasize that to meet your goals, you have to think about them beforehand. Give the youth time to construct a new agenda.

**Step 3:** Share the new agendas.

## V. DEBRIEF (15 MINUTES)

Ask participants to explain why they put each issue where they did. Is there a general name for the type of items they put in certain places? What type of items should go first? What should go last? Did anybody put re-opening the parks and community centers last? Why? If time allows, draw out characteristics of leaders and how they plan and facilitate an effective meeting.

### VI. CLOSING (10 MINUTES)

Ask the youth for input on how you might evaluate this session. Then evaluate the session using one of their methods.



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Active Listening Guidelines

- **Empathize.** Put yourself in the other person's place to understand what that person is saying and how he or she feels.
- **Be attentive.** Make an effort to listen carefully. Don't daydream or talk when someone else is talking.
- Show understanding and acceptance by nonverbal behaviors.
  - Tone of voice
  - Facial expressions
  - Gestures
  - Eye contact
  - Posture
- **Reflect back** the person's most important thoughts and feelings. Try to do this in your own words. Paraphrase or restate while being careful to say only what you heard.
- **Do not interrupt, offer advice, or give suggestions.** Do not bring up similar feelings and problems from your own experience. Leave out your personal emotions, disagreements, opinions, and other feedback (unless you are asked for it).
- Remain neutral. Don't take sides.
- Ask open-ended questions. Ask for clarification but be polite and respectful. For example, ask "Can you say more about that?" or "What did you mean when you said...?"



# Confidentiality Guidelines

Adapted from a resource by Samira Soleimanpour, MPH - School-Based Health Center Student Research Project of the Institute for Health Policy Studies - University of California, San Francisco

#### "WHAT IS SAID HERE STAYS HERE."

Confidentiality means that anything you learn about another person must be kept private and not shared with others. If confidentiality is "broken" people can be hurt or embarrassed. You must not share an individual's thoughts, feelings, or experiences that they tell you or personal information you learn during your project.

### WHAT INFORMATION MUST BE KEPT CONFIDENTIAL?

- 1. Information that your team members share with you. You may share personal information with your fellow team members. You want your privacy to be respected and must respect the privacy of others as well.
  - For example: You are doing an Active Listening exercise, and your partner shares that she has been receiving counseling services through the school health center. This is personal information that your partner felt comfortable sharing with you, but it should not be shared with others.
- 2. Information you gather through your research. You might be collecting surveys or conducting interviews or focus groups for your research topics. In these cases, rules of confidentiality also apply.
  - For example: Sometimes in focus group discussions or interviews, people will share experiences they have had but do not want anyone to know that the information came from them. It is important to keep what is shared in these discussions confidential and never share the identity of the person who gave you this information. When reporting any results, you should always refer to general terms, such as, "One female respondent said..."

#### WHEN SHOULD YOU SHARE PRIVATE INFORMATION?

If someone is or tells you they are...

• Being hurt by someone else. • Going to hurt someone else. • Going to hurt himself or herself.

### IF THIS HAPPENS, PLEASE TALK TO YOUR PROGRAM COORDINATOR OR TEACHER IMMEDIATELY.

Adults working in schools and youth-serving organizations are required by law to report if they heard about any of these three situations. They need to make sure the person is getting the help he or she needs to stay healthy and safe.



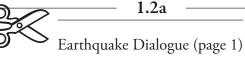


# Feeling Bag

Нарру **Powerful Frustrated** Judgmental Sorry Inspired Grumpy Tired **Excited Anxious** Energized **Embarrassed** Confident Angry Motivated Calm Pensive Bored Distracted **Jealous** Spiteful Stressed Sad Empathetic Overwhelmed Satisfied Surprised Scared Shy Devastated



**Powerless** 

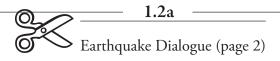


Activity designed by Dr. Joe Fisher, President, Aviat, a subsidiary of ORION International, Ann Arbor, Mich. Reprinted with permission.

sections.	e numbered lines below and make sure that each participant is involved. The instructor reads the bold
basement of the r	(today's date and time). You, (name of your group or class), decided to meet in the new 10-story library to throw a surprise birthday party for your all-time favorite leader, ou are just finishing the decorations and wrapping the presents. Your favorite leader is
expected to walk o	downstairs any minute when suddenly
1. Oh my gosh, what	is happening? I can't stand up.
2. I think it is an earth	nquake! Watch out for those books, take cover, and get under the table!
3. Oh no! There go th	e lights!
_	es violently and then stops. There is a deathly silence except for the slow groan of the output outp
4. Is everyone OK?	
5. I think so, but my a	arm hurts.
6. I've got a cut on m	y leg. One of those huge dictionaries hit me.
7. Hey, does it look lik	ke the front left corner of the room came up over there?
8. It sure does. I wond	der how badly the rest of the building was damaged?
9. How can you see a	nything in the dark?
10. There is some ligh	t coming in from the crack in the wall over there near the water heater. I'll go over and take a closer look.
11. Forget about the	damage. Let's get out of here before the rest of the building gives way!
12. I think I smell gas	. Does anyone else?
13. Do you hear a his	sing sound?
14. I'm not sure if tha	at is hissing or the building moving.
	aren't going anywhere. The stairs to the basement are completely blocked. on of concrete here.
16. We have to get or	ut of here. The whole building could cave in!
17. Everyone needs to	o calm down. We need to start looking for another way out. What about the elevator?



18. Nope, the shaft is jammed with rubble. I can feel a draft coming down, but I can't see through the debris.



- 20. Forget that idea. Only a small animal could fit through there.
- 21. I'll check the phone. Maybe we could call for help. The telephone lines are not always damaged in these things... Forget it. The lines are dead.
- 22. Hey everyone, I found a radio by the janitor's work bench. The news report will be a far more reliable source of information than...
- 23. We interrupt this broadcast to bring you a special report...

There has been a major earthquake. This evening, our city and the surrounding areas were rocked by an earthquake that experts say may have measured as high as 7.5 on the Richter scale. It is believed to be one of the worst earthquakes to ever hit this area. Initial estimates say that the quake lasted for approximately 40 seconds and that the danger may not be over. There could be more shaking. The city's telephone network is paralyzed. Electrical wires are down, and a number of fires are burning throughout downtown. Gas explosions and water main ruptures are occurring throughout the city. Many buildings in the downtown area appear to be severely damaged. City officials say they may be forced to shut down all utility services in order to prevent fire outbreaks. Many freeway overpasses have collapsed and most of the surface streets are clogged with debris and abandoned cars. Air traffic does not appear to be coming in or out of the airport. Unofficially, the mayor was reported as saying that it could be 72 hours or more before city repair crews are able to restore communications and utilities. The mayor also requested that city residents stay off the streets, except for emergencies, until further notice and be prepared to be on their own for at least three days. Stay tuned for more updates.

- 24. It really does sound bad.
- 25. I wonder how long it will take for someone to find us? Oh no!! The aftershocks are starting already.

Within 10 minutes of the quake, a violent aftershock occurs and stirs up more dust and debris in the basement.

- 26. How are we ever going to survive this? Being stuck in the basement during these aftershocks isn't very comforting.
- 27. At least they know there is damage to buildings in our area. Maybe they will look for us right away.
- 28. I don't know. With all these aftershocks, it might be a while before they are able to dig us out.
- 29. You can never tell with these things. We might be here for a while, or someone may find us right away, so we need to make the best of it. Anyone find something we can use to look around a bit?
- 30. I found a flashlight. Let's do an inventory of what we have to work with.

AFTER SEARCHING THROUGH THE RUBBLE YOU FIND (WRITE THESE ITEMS ON THE BOARD.):

- a working battery-operated radio
- two candles
- cleaning supplies (including a mop, a bucket, bleach, window cleaner)
- a screwdriver

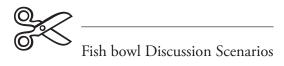
- a wrench
- work gloves
- first-aid kit (including bandages, antiseptic, gauze, and aspirin)
- a package of matches
- a coffee machine (with half a pot of water and three packages of coffee)

- a flashlight with extra batteries
- four leftover chicken salad sandwiches in the refrigerator and two bags of chips (from the lunch meeting earlier in the day)
- three full ice-cube trays in the freezer
- six cans of soda

# Earthquake Activity Action Steps

Rank your actions from 1 to 12, with 1 being the first thing you will do and 12 being the last.	My Answer	Group Answer
Attempt to remove the rubble from the entrance to the first floor.		
Divide the sandwiches and ration them over the next few days.		
Light the candles so that you can see and rescuers will be able to locate you.		
Locate and secure a water supply.		
Divide the sandwiches and eat them this evening.		
Discuss long-term survival strategies as a group.		
Pound on the pipes with the steel wrench.		
Assign someone to monitor the radio and listen for updates.		
Check for injuries and administer first-aid.		
Shut off all utilities.		
Develop day and night signaling techniques/begin signaling immediately.		
Purify the water source.		





#### **SCENARIO ONE**

Four students have been working on a project together for three weeks. Each person is expected to contribute an equal amount to the project and each student will receive the same grade at the end. As a result, every group member has to depend on and trust each other to complete their part of the project. Things were going fine until Becky called up John three nights before the project was due to tell him that her computer died and she lost all her group work. No one else had saved her work on their computer, and she didn't think she had time to do it all over again. She asked John and the rest of the group to help her.

### **DISCUSSION FOR FISHBOWL:**

Is this Becky's fault?

Does the group have an obligation to help her? Why or why not?

Under what circumstances would the group be willing/unwilling to help her?

## **SCENARIO TWO**

A drama class has been practicing its year-end play for four months, and things have been going well since auditions. However, one week before the opening night Robby, the lead male, decides to quit because he doesn't feel appreciated enough. No one has been rehearsing as Robby's understudy and without him they will have to delay opening the show for a month.

## DISCUSSION FOR FISHBOWL:

What should the drama class do?

Is it worth negotiating with Robby?

Does Robby have an obligation to see his commitment through?

#### SCENARIO THREE

Three business partners have been preparing for a presentation to a major client for a month. Without this client their company might have to shut down. The morning of the presentation, María calls Mike to tell him that she is really sick and can't come to the presentation. Unfortunately, she has all of the materials and is the expert on the financial aspects of the presentation while Mike and Bob are in charge of the creative and idea sides. Mike is afraid that he won't be able to answer all of the client's questions without María. Also, they can't reschedule their appointment because the client is very busy.

# DISCUSSION FOR FISHBOWL:

Does María have an obligation to come even though she is sick?

Does Mike have a right to be mad at María even though being sick isn't her fault?

What should the group do?



# Agreement Setting: Rights and Responsibilities - Facilitator Example

RIGHTS	RESPONSIBILITIES/AGREEMENTS
	Be on time.
To be a member of this project group	Let staff know if you will be late or can't come.
	Be prepared and bring your materials.
	Follow through — Complete what you start and do what you say.
To have fun	Make your best effort. Try to have fun and be social. Focus on the goals. Be efficient.
	Support others. Encourage and help each other. Be a team player.
To be in a positive and safe environment	Try to communicate your feelings. Keep confidence of the group (no gossip, etc.). Don't curse or use profanity at someone else.
To be respected	Don't disrespect others. Treat others as you would like to be treated. No put downs.
.o so tespettes	Be responsible for your own actions.
To have my own opinions and ideas heard	Honor other people's ideas or thoughts. Try people's ideas before saying "no" to them. Do not ridicule or shame people. Ask before taking the lead.
To flave my own opinions and ideas fleatu	Be an active speaker and listener. Participate. Do not interrupt. Be quiet while others are speaking. Speak your mind. Ask for everyone's input and ideas.



Agreement Setting: Rights and Responsibilities

RIGHTS	RESPONSIBILITIES/AGREEMENTS	CONSEQUENCES	REWARDS



# Forms of Decision Making - Example

DECISION STYLE	PROS	CONS
Individual (Autocratic) One person decides	Decisions are swift.  Requires no consultation.  Everyone knows who is responsible for the decision.	Might not be the best decision.  Might arise only from what the individual knows or is most comfortable with.  Action might not be agreeable to most or even any.  Most will not feel deeply committed to the decision unless they are deeply committed to the individual.
Representative  One person (or a small group) receives advice from others and makes decisions that impact everyone.	Decisions are swift. More ideas expand possibilities.	Those consulted might feel pressure from the decision maker(s).  Might not be the wisest decision.  Action might not be agreeable to most or even any.  Some points of view are not heard.  Most will not feel deeply committed to the decision unless they are deeply committed to the individual or group.
Majority (Democratic) An issue is widely discussed, but the majority rules the decision-making process; voting.	Can be used with small and large groups.  Most people are familiar and comfortable with this process.  Everyone has a voice initially, if they use it; many points of view are heard.  Individuals feel a sense of equality.	A win-or-lose mentality can develop.  There may be a lack of commitment by those who fought for a different position.  Issues become personal, based on who has supported whom, rather than who believes in what.  People tend to look at traditional alternatives when using traditional methods.
Consensus  An issue is widely discussed and everyone agrees that the decision is acceptable.	More opinions and perspectives are aired. Individuals feel a sense of equality. Promotes synthesis of ideas. Elicits broader commitment. Can prompt further education about a topic.	Can take a lot of time.  Requires members to be mature about carrying out ideas that didn't rank first on their list.  Progress can be blocked by one person.  Difficult in large groups.  When new members join they must learn to trust the group and the process.



Forms of Decision Making

DECISION STYLE	PROS	CONS	EXAMPLE
Individual (Autocrat) One person decides.			
Representative  One person (or a small group of people) receives advice from others and makes decisions that impact everyone.			
Majority (Democratic) An issue is widely discussed, but the majority rules the decision-making process; voting.			
Consensus  An issue is widely discussed and everyone agrees that decision is acceptable.			



#### **BAD PRESENTATION EXAMPLE ONE**

While delivering this presentation,	n, you	ı should	:
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- Never look at the audience.
- Speak in a very quiet tone of voice so no one can hear you.
- Even if the audience tells you that they can't hear you, do not raise your voice.
- Cover your mouth once or twice while talking.
- In between sentences, say "um," "well," or "uh."

Your speech:	•
--------------	---

Hello, my name is \_\_\_\_\_\_. I am here today to tell you a little about a community. It is located in the middle of the country, near the prairies, and has a population of 120,000 people. There are a lot of great neighborhoods and shopping districts within it. I like the movie theater especially, and a lot of youth hang out there on the weekends. Thank you for your attention. Do you have any questions?

## **BAD PRESENTATION EXAMPLE TWO**

While reading this presentation you should:

- Fidget with the paper, your hair, clothes, and the chalkboard.
- Talk really fast and talk really loud.
- Do not give an introduction, thank the audience, or ask for questions.
- When you are done reading, just sit down.

# Your speech:

Hi, my name is\_\_\_\_\_\_. I really like where I live because there are a lot of great shopping areas and different people. For example, I went to a concert last night and it was cool. Our community has a population of 75,000 people. They do a lot of different things and hang out at a bunch of different places around the city. Some of these places are the main town square, the movie theater, and restaurants. I'm out.

· 1· ·	70.
Cacilitation	110.

You can also create your own speeches that include fun facts about your particular town or area.



# Presentation Skills Check List

Objectives of a presentation:

- ★ Gain attention
- ★ Maintain reception
- ★ Promote retention
- 1. Body and Movement
  - Appearance
  - Eye contact
  - Posture
  - Action
  - Gestures
  - Facial expressions
  - Speech attitudes
- 2. Voice and Expression
  - Language
  - Pausing
  - Vocal versatility
  - Articulation
- 3. Content
  - Organization
  - Listener involvement techniques
  - Humor
  - Audience interests and adaptations

Fun Fact: Mehrabian's Communication Study

In his oft-quoted (and often mis-quoted) study on how people decide whether they like one another, Albert Mehrabian constructed the following formula: **Total Liking + 38% Vocal Liking + 55% Facial Liking** 

Useful ideas that come from this research are:

- It's not just words: a lot of communication comes through nonverbal communication.
- Without seeing nonverbal cues, it is easier to misunderstand the words.
- We pay more attention when we are unsure about words and when we trust the other person less.

http://changingminds.org/explanations/behaviors/body\_language/mehrabian.htm



# 10 Tips for Good Presentations

#### 1. PLAN AND PRACTICE!

- Have your thoughts organized beforehand in an order that makes sense.
- Practice as if you were actually giving your presentation. Time your presentation, make changes, and get feedback from friends or family members.
- 2. IN THE VERY BEGINNING OF YOUR PRESENTATION, INTRODUCE YOURSELF AND WHAT YOU ARE GOING TO TALK ABOUT.
  - Tip: As part of your introduction, let your audience know if you would like them to ask questions during the presentation or to wait until the end.
- 3. STAND STRAIGHT AND LOOK AT THE AUDIENCE WHEN YOU ARE TALKING. MAKE EYE CONTACT!
- 4. TRY NOT TO READ DIRECTLY FROM THE PAPER (BUT IT IS OK TO LOOK AT IT SOMETIMES).
  - Tip: Write some ideas in the order you want to say them and try just flowing from there. (It takes practice for this to come off in an organized way.)
- 5. SPEAK SLOWLY, CLEARLY, AND LOUDLY, USING PROFESSIONAL LANGUAGE. (TRY NOT TO USE FILLER WORDS LIKE UM.)
- 6. USE VISUALS TO DEMONSTRATE WHAT YOU ARE TALKING ABOUT.
- 7. DON'T WORRY, AND DON'T APOLOGIZE FOR MISTAKES! EVERYONE IN THE ROOM IS THERE TO SUPPORT YOU.
  - Tip: Take a deep breath when you are stuck or use humor if that helps.
- 8. ASK THE AUDIENCE FOR QUESTIONS.
- 9. THANK THE AUDIENCE WHEN YOU ARE DONE.
- 10. BE YOURSELF!



Personal Coaching and Feedback Sheet for Presenters

PRESENTATION QUALITIES	POSITIVES	OPPORTUNITIES FOR GROWTH
APPEARANCE	1 03/11423	OTT ONTONINES FOR GROWTH
EYE CONTACT		
POSTURE AND GESTURES		
FACIAL EXPRESSIONS		
LANGUAGE		
PAUSING		
VOCAL VERSATILITY/ VOICE (INFLECTION)		
ARTICULATION (EASY TO HEAR AND UNDERSTAND)		
ORGANIZATION OF IDEAS		
LISTENER ENGAGEMENT		
HUMOR		
APPROPRIATE TO AUDIENCE		
OVERALL COMMENTS		

The Feedback Process: Bracket with Positives!

- 1. **Start with Strengths and Positives:** What were some things that are great as is and should be repeated?
- 2. **Share Opportunities for Growth:** What are some specific things that could get better?
- 3. **End with Strengths and Positives:** End with one more positive observation.



Wizard's Wand: The Debate

#### THE SCENARIO

Your group has decided to clean up a field at the end of a deserted street. Your hope is to eventually turn that field into a new park. You all put on your grungiest clothes and set out with garbage bags to remove the pounds of trash that cover the field. After hours of hard work picking up empty cans and dirty diapers, one of your teammates stumbles across a thin stick that stands out from the trash around it. It reminds him of a wizard's wand from his favorite fairy tale. Deciding that the group could use a laugh, he dances around the field, waving the stick and chanting imaginary spells, when, suddenly, with a hiss and a rumble, a trail of green smoke floats up from a pile of trash several feet from where he is standing.

As thoughts of toxic chemicals fill his mind, he throws the wand to the ground. By now, everyone from your group has circled around this wand. You all wait patiently to see if the wand produces a wizard or if those poisonous fumes will cause your teammate to grow extra arms. Then, a body and a mysterious face begin to appear, as a wizard comes to life in front of you.

"Sweet," your teammate yells. "I get to cast spells! I am going to be the richest man alive! I want a car, and a million dollars, and..."

"Hold on there, kid," the wizard responds. "I am not your typical wizard. I am too busy to teach you how to cast spells, so you are going to have to settle on the one spell you want to know. And how am I supposed to know that you were the person who found my wand? Whoever did threw it on the ground. It could have been any one of you. You are all going to have to come to an agreement on what you want, or I am going to disappear just as I have appeared, taking my wand with me."

Excitement builds as your group realizes that you will have one spell to learn. However, it becomes obvious that your group doesn't all want the same thing. Slowly but surely, you divide into two camps: Half of you want to use the wand to do something good for your community — after all, you found it while working to create a park. The other half wants to do something more selfish — after all, the chances of stumbling across a wizard again are slim-to-none.

Realizing that the discussion isn't getting anywhere, the wizard loses his patience and decides to take control. He splits the group into two teams and decides that a debate will be the best way to settle this dispute.





#### **ROUND ONE ROLE PLAY**

**Group One:** Your group believes firmly that you need to cast a spell to do something good for the community. You believe that casting a spell for anything that personally benefits you is against the values you have been taught in this program and that define who you are. Your goal is to come up with a spell that will meet your needs and then to come up with arguments to support your wish. You want desperately to win this debate. Do not let the other team win, so also think of what they might say to argue for their viewpoint, and come up with arguments against them. Do not back down!

**Group Two:** Your group believes firmly that you need to cast a spell to do something good for yourselves. You believe that using this spell to improve the community is impossible and a waste of the perfect opportunity to make your own life better. Your goal is to come up with a spell that will meet your needs and then to come up with arguments to support it. You want desperately to win this debate. Do not let the other team win, so also think of what they might say to argue for their viewpoint, and come up with arguments against them. Do not back down!

### **ROUND TWO ROLE PLAY**

**Group One:** Your group still believes that you should cast a spell to do something good for the community; however, you also think it would be nice if that wish benefited you in some way. Your goal this time is to come up with a compromise that will make both groups happy. Rather than focusing only on your own needs, focus on making sure that the other group is happy with the decision.

**Group Two:** Your group still believes that you should cast a spell to do something good for yourselves; however, you also think it would be nice if that wish benefited your community in some way. Your goal this time is to come up with a compromise that will make both groups happy. Rather than focusing only on your own needs, focus on making sure that the other group is happy with the decision.





# Mock City Council Proposal and Participant Roles (page 1)

#### CITY COUNCIL MEMBERS' QUESTIONS:

- Do these schoolchildren really need subsidized bus passes?
- What are the benefits for students (safety, time)?
- What are the benefits for the community (keeping kids off the streets, decrease in graffiti or juvenile crime)?
- What are the benefits for families (money saved, time saved, peace of mind)?
- What are some of the costs for the community? Who will pay for this (the bus company, the taxpayers in, others)?
- Is this proposal fair? Should some people get free bus passes and not others (schoolchildren, elderly, or hardworking adults)?
- Any other questions you can think of.

**Youth Presenter 1:** Many youth in our community must commute to school from the other side of town. There are no public school buses, so youth must use city buses and pay for their own bus passes. When families cannot afford bus passes, youth end up walking or biking to school on unsafe roadways without bike lanes and occasionally must pass through unsafe neighborhoods. This is particularly problematic for middle school students, who are too young to drive and too young to work and earn their own money for bus passes.

**Youth Presenter 2:** We want the city to provide 20 free bus passes per month to middle school students for the next year and 10 free bus passes per month to high school students. We are asking the City Council to support this proposal. From here, we will ask the bus company to match the city's support by donating additional bus passes for middle school youth.

Bus passes would be awarded to students who have to travel more than 1 mile to school, have a good attendance record, and have economic need. This proposal would also allow these students the opportunity to use their bus pass around the city, making our community more accessible to youth.

# CITIZENS "FOR" THE PROPOSAL

**Name:** Anisha, age 13. You are an 8th grader who lives in the community, has two smaller brothers; both of your parents work, your mom does not drive, and your dad works from 7am to 4pm. Your parents can barely pay their rent every month, and they have to buy you a bus pass to go to school. Sometimes you have to walk because your parents are gathering the money to buy a bus pass.

Your position: You are for the proposal. You would like to see this project start because it would help your family out.

**Name: Jennifer, age 33.** You are a single parent who has to buy passes for two children (6th and 7th grades). You live in an apartment building that is not close to any of the youth activity centers in town, and you rarely have time to take your kids out anywhere because you work full time. Some months you are not able to purchase the bus passes until mid-way through the month because money is scarce.

**Your position:** You are in favor of the proposal. Bus passes are important for getting kids to school and to get across town to other positive activities (like movies with their friends).

**Name:** José, age 31. You have been a middle school teacher for 10 years and have seen students walking home as late as 5:30pm when you go home. You have also had students miss class because they don't feel like walking to school and can't afford a bus pass.

**Your position:** You are in favor of the proposal. This would be a great project that could help students get to and from school and out to have fun once in a while. It could also provide incentives (like good grades) for students to earn the bus passes.





# Mock City Council Proposal and Participant Roles (page 2)

**Name:** Patricia, age 13. You are an 8th grader whose parents have enough money to pay for bus passes. You believe that every good student should have an equal chance of winning the bus passes, (even though parents could afford the bus passes, they could use that money for something else). This could be a good way to show appreciation to the good students.

**Your position:** You are for the proposal, but you also think that the bus passes should be awarded to all good students who ride the bus to school – regardless of economic need.

#### CITIZENS "AGAINST" THE PROPOSAL

**Name: Juan Carlos, age 45.** You are running for City Council in the upcoming election and are the vice president of a manufacturing company. You have been selected as a representative of your neighborhood (a part of town that is primarily middle and upper-middle income) to speak against this proposal.

**Your position:** You are opposed to the proposal. "This proposal would exclude our children from getting these bus passes for the most part (they don't have economic need). Also, we have been trying to get some sort of bus program for our elderly residents for years, and this could get in the way of that. In addition, kids do not need to be out late unsupervised or roaming across town in the evenings. If you did do something like this, it should only be a special pass to get to and from school."

**Name: Jack, Age 68.** You are a retired juvenile parole officer, a resident of the community, and don't have any children or grandchildren.

**Your position:** Against the proposal. "I already have to pay taxes to educate everyone else's children. I don't want my money to go toward encouraging kids to go out by themselves on buses and staying out late to make trouble. If the city decides to pay for this, it would be expensive and other programs might get cut and we know that when programs get cut they usually impact us retired persons."

**Name: Yuki, age 28.** You grew up in the community and work for the county office of education. You don't think that this proposal should be a priority right now — the community and schools have other needs that are much more important.

**Your position:** You are against the proposal. "Priorities!! I agree that this would be a good idea if we were in a position economically to do this, but we are not. We need to focus on other issues that are more important right now. We need to make sure that we have enough textbooks, enough qualified teachers, supplies for teachers, and money for the arts (band, music, art). Besides, the proposal is vague. What does "good" attendance mean? How will you define "economic need?" What about grade point average? This proposal is not well planned out yet."

Name: Andrea, age 46. You live in the community and work as a lawyer. You are worried about liability issues.

**Your position:** Against the proposal. "What about legal liability? Is the City Council going to be responsible for those kids if something happens to them while they are out having more fun? We need to focus on priorities, and if we are trying to help youth, there are better ways of doing so."





**Scenario One:** Traffic Director – Make sure everyone has a chance to participate

The facilitator is trying to lead a discussion about a controversial issue (select the issue). Two people are always dominating the conversation. Demonstrate how the facilitator can make sure that everyone has a chance to participate.

**Scenario Two:** Hammer/Elevator — Create a safe and trusting atmosphere

The facilitator is trying to lead a debrief. Two of the students in the group are mad at each other from something that happened at school earlier. When one student gives her perspective on what happened, the other student makes a rude comment. Demonstrate how the facilitator can respond to the situation to create a safe environment for everyone.

**Scenario Three:** Counselor – Listen and question

The facilitator is trying to get feedback about how to make the after-school clubs better. Participants are giving short answers that aren't very helpful. Demonstrate how the facilitator can get the students to talk more about what they are thinking.



# Facilitation Checklist

# To Facilitate: "To Make Easy"

A facilitator is someone who runs a meeting or a group of people so that decision making and planning are easier and smoother for everyone. The facilitator makes sure that everyone is involved in the process and that the goals and outcomes of the group are achieved.

#### A FACILITATOR...

#### **PREPARES**

- Makes sure the agenda is relevant and appropriate.
- Knows the time frame and keeps to it.
- Understands the goals of the group.

#### **RUNS MEETINGS**

- Guides the meeting process and makes suggestions for alternatives.
- Keeps everyone focused on the task or topic.
- Sets a positive tone.
- Helps the group achieve desired outcomes.
- Encourages everyone to participate.
- Stays neutral unless the group agrees otherwise.
- Speaks briefly and gets others to talk about their ideas.
- Keeps the environment safe for open discussion.
- Upholds group agreements.
- Sticks to time frame and keeps the agenda moving and on track.
- Summarizes the group's key ideas.
- Makes sure next steps are agreed on.
- Focuses on process and relationships more than content.

#### **DEBRIEFS AND LEARNS**

- Evaluates the meeting: What worked? What could be improved?
- Seeks feedback from the group participants.
- Improves practice based on feedback and experience.



## Facilitation Tip:

#### ★ DO

- Allow **SPACE** for people to talk during discussions. A little silence is OK.
- ENCOURAGE others by asking questions.
- Ask FOLLOW-UP questions.
- EXPLAIN the activity if people seem
- INCLUDE everyone in activities.
- REPEAT and REPHRASE what you hear to make sure you have it right.

#### ★ DON'T

- BOSS people around.
- TAKE OVER conversations or activities.
- SHOW OFF your knowledge.





# Murder Mystery Mayhem Clues

Mr. Kelley's body had a bullet hole in the high thigh and a knife wound in the back.

Mr. Jones shot at an intruder in his apartment building at midnight.

The elevator operator reported to police that he saw Mr. Kelley at 12:15 a.m.

The bullet taken from Mr. Kelley's thigh matched the gun owned by Mr. Jones.

Only one bullet had been fired from Mr. Jones' gun.

When the elevator man saw Mr. Kelley, Mr. Kelley was bleeding slightly but did not seem badly hurt.

A knife with Mr. Kelley's blood on it was found in Miss Smith's yard.

The knife found in Miss Smith's yard had Mr. Scott's fingerprints on it.

Mr. Kelley had destroyed Mr. Jones' business by stealing all his customers.

The elevator man saw Mr. Kelley's wife go to Mr. Scott's apartment at 11:30 p.m.

The elevator operator said that Mr. Kelley's wife frequently left the building with Mr. Scott.

Mr. Kelley's blood was found in the park.

Mr. Kelley's body was found at 1:30 a.m.

#### MORE CLUES:

Mr. Kelley had been dead for one hour when his body was found, according to a medical expert working with police.

The elevator man saw Mr. Kelley go to Mr. Scott's room at 12:15 a.m.

The elevator man went off duty at 12:30 a.m.

It was obvious from the condition of Mr. Kelley's body that it had been dragged a long distance.

Miss Smith saw Mr. Kelley go to Mr. Jones' apartment building at 11:55 p.m.

Mr. Kelley's wife disappeared after the murder.

Police were unable to locate Mr. Scott after the murder.

When police tried to locate Mr. Jones after the murder, they discovered that he had disappeared.

The elevator man said that Miss Smith was in the lobby of the apartment building when he went off duty.

Mr. Jones had told Mr. Kelley that he was going to kill him.

Miss Smith often followed Mr. Kelley.

Miss Smith said that nobody left the apartment building between 12:25 and 12:45 a.m.

Mr. Kelley's blood stains were found on the carpet in the hall outside Mr. Jones's apartment.



# Facilitation Challenges and Tips for Solutions (page 1)

CHALLENGE	TIPS FOR SOLUTIONS	NOTES
Side Talker	<ul> <li>Acknowledge them: call on them and ask for their thoughts on the current topic.</li> <li>Move toward them or sit beside them.</li> <li>Remind group of agreements.</li> <li>Check in after session if it is a recurrent problem.</li> </ul>	
Discussion Dominator	<ul> <li>Acknowledge the person and affirm their contribution.</li> <li>Call on other people – ask for new and different voices.</li> <li>Use methods like think-pair-share or silent sticky note brainstorms to make sure that all voices are heard.</li> </ul>	
The Oppositional Person	<ul> <li>Acknowledge the person and affirm their contributions.</li> <li>Set up a time to talk with the person outside of session so that you can better represent their concerns and enlist them as a partner in problem solving.</li> <li>Ask for other ideas and viewpoints.</li> </ul>	
Low Energy Group	<ul> <li>Acknowledge that the group seems low energy and then move!</li> <li>Do an energizer (e.g., ask youth to all come to one side of the room; call "popcorn"; have everyone change seats; go outside for a team builder).</li> <li>Break into smaller groups.</li> </ul>	
Sleeper	<ul> <li>Acknowledge that someone in the group seems low energy, and call a stretch or energizer break.</li> <li>Talk to the person after session: find out why he or she was tired – was the session boring? Is there something going on?</li> </ul>	



# Facilitation Challenges and Tips for Solutions (page 2)

CHALLENGE	TIPS FOR SOLUTIONS	NOTES
Unclear or Hard to Understand	<ul> <li>Repeat back what you think you heard and ask for affirmation or clarification.</li> <li>Ask questions to make sure you understand.</li> <li>Ask if anyone in the group can rephrase.</li> </ul>	
Complainer	<ul> <li>Check in with the group – what could make this more interesting? Is something else going on that people want or need to address?</li> <li>Put concerns in the "parking lot" – a section of the board or piece of butcher paper where you write questions that don't fit with the current agenda – and find a way to address with the individual.</li> </ul>	
Know-it-All	<ul> <li>Acknowledge the person and their contribution.</li> <li>Call on other people – ask for new and different voices.</li> <li>Use methods like think-pair-share or silent sticky note brainstorms.</li> </ul>	
Joker	<ul> <li>Appreciate the person for providing a sense of fun for the group; note the importance of humor.</li> <li>Let the person know that there will be a break and time after session to hang out and be playful, but that right now we need to focus on the agenda.</li> <li>If possible, turn the joke into a serious example or reference that highlights the agenda's purpose.</li> </ul>	
"Out of Left Field" Comments and Questions	<ul> <li>Use a "parking lot" – a section of the board or piece of butcher paper where you write questions that don't fit with the current agenda. This lets youth know that you have heard them and keeps the group focused at the same time.</li> <li>Use elements of the questions to make a point or as an example that re-focuses the group on the purpose of the conversation.</li> </ul>	
Add from your own experience		



# A Process for Addressing Facilitation Challenges

#### ACKNOWLEDGE

- Physically move toward the person.
- Make eye contact.
- Verbally note what is happening. For example: "I notice that there is a lot of side conversation happening today."

#### **AFFIRM**

- Take a positive approach rather than punitive. Example: "Talking to friends is important, but now is not the time."
- When taking notes, write what they said, not how you think it would sound better. Check if you have it right.
- Let people know that every voice matters. One technique for acknowledging repeated comments or ideas is to put a check mark by what is already written down this affirms the comment as relevant, without needing to write down the same idea twice. Note:

  Be careful when doing this make sure that the ideas are the same. Sometimes there can be small, subtle differences between ideas, and it can be important to write both down.

### **USE FOR THE GOOD OF THE GROUP**

- Reaffirm group agreements and why they matter.
- Use part of the situation or comment as an example or leveage point for moving the group in a positive direction.
- If the whole group seems disengaged or extra talkative, ask if there is something going on that needs to be addressed.
- Do a quick energizer.

# MOVE ON

- Refer to the agenda and keep to the time frame that you have set.
- If there is an issue that needs to be addressed, or if you decide to do an energizer, ask the group to vote on changing the agenda.

## **FOLLOW UP**

• Check in with the group and ask for their thoughts on how to address this type of issue in the future. Do they like how you handled this issue? How would they have done it differently?





**Scenario 1:** You are facilitating a group meeting. Your current agenda item is a brainstorm on student stress. You are asking the group the following questions:

- Is stress a problem for teens?
- What are causes of stress for teens?
- What happens to teens when they are stressed?
- What do we see or hear or know that leads us to think this is or is not a problem?

**Scenario 2:** You are facilitating a group meeting. Your current agenda item is a brainstorm on teen violence in our community. You are asking the group the following questions:

- Is violence a problem for teens in our community? In what way? What types of violence?
- What do we see or hear or know that leads us to think this is or is not a problem?
- What do you think some of the causes are?

**Scenario 3:** You are facilitating a group meeting. Your current agenda item is a brainstorm on youth voting rights. You are asking the group the following questions:

- Do you think that people under 18 should be allowed to vote? Why or why not?
- At what age should people be allowed to vote? Why?
- Would you vote if you could? Why or why not?





These are just examples to use as a starting point. Cut out and have youth draw them out of a bag for the Role Play activity. Youth will have fun ad-libbing!

#### THE SIDE TALKER

Has side conversations that may be related to the subject at hand, or may be personal.

Distracts other members of the group and the facilitator.

#### THE DISCUSSION DOMINATOR

Doesn't intend to be disruptive.

May have a lot of personal experience or information about the topic.

Rushes to answer.

Is talkative.

Doesn't allow room for others to participate.

#### THE OPPOSITIONAL PERSON

Criticizes the activity or training, the other participants, or the facilitator.

May actually have a problem or may just be in a bad mood.

#### THE LOW ENERGY GROUP

May be quiet or lethargic, no one is eager to speak or seems engaged with the activity.

No one volunteers answers or participates.

Can be that the activity is not working, or that it is hot, or they just finished a day of testing.

### **UNCLEAR OR HARD-TO-UNDERSTAND**

May speak quietly or be learning the language and struggling with certain terms or expressions.

# THE COMPLAINER

Is not overly hostile, but generally unsatisfied with what is going on.

Can be complaining aloud or just quietly sulking.

Often complains about things that cannot be changed.

Cannot be pleased.

#### THE "KNOW IT ALL"

Feels that they are the ultimate authority.

May or may not be knowledgeable about the topic.

Does not make room for others to participate.

May be disrespectful – e.g., rolling eyes, marginalizing others.

#### THE JOKER

Constantly makes jokes or commentary.

Doesn't pay attention to facilitator's requests to focus.

### "OUT OF LEFT FIELD" COMMENTS AND QUESTIONS

Not purposefully disruptive.

Participates but on another topic that is connected only in the person's mind.

May share personal stories that are not really connected or are shared at inappropriate times ("That reminds me of this time I was hanging out with my cousin and...").

# Situational Leadership

# Adapted from the model by Ken Blanchard and Paul Hersey

#### STYLE 1: DIRECTING

When to use it: When the group or individual lacks the skills, experience, confidence, or motivation needed.

**How you do it:** Define the specific roles and responsibilities for the followers, and supervise them closely. Decisions are made mainly by the leader, with some input from the group or individual.

## STYLE 2: COACHING

When to use it: When the follower wants to do the job but lacks the skills or knowledge.

**How you do it:** The leader helps the follower complete the task by modeling, defining clear tasks and roles for the follower, and asking for ideas and suggestions.

#### STYLE 3: PARTICIPATING / SUPPORTING

When to use it: The follower has skills but still needs help and support in completing the activity or task.

**How you do it:** The leader is a partner and helper in the process, encouraging and supporting the follower in the assignment. The leader may need to allocate tasks to the follower.

#### **STYLE 4: DELEGATING**

When to use it: The follower is both willing and able to do the task or activity, and may even have more skill or experience than the leader.

**How to do it:** The follower decides the best way for the leader to be involved. Leaders are full partners in decision making and problem solving.

## Assumption of the Situational Leadership Model

Different situations require different types of leadership. Leaders should adapt their style based on how ready and willing the follower is to perform required tasks. How motivated is the group or individual? How capable and experienced are they with the particular skill or task? According to this model, there are four leadership styles that match skill and motivation levels of followers.





#### **SCENARIO 1: AN INEFFECTIVE MEETING**

Roles: Four meeting attendees and one facilitator.

The facilitator is attempting to get the meeting started. One of the attendees is really excited about the topic but does not know how to contribute. The other three are bored because they have been to similar meetings in the past, and they're not stimulated to participate. What do you do?

#### SCENARIO 2: DEGRADING PEOPLE IN A GROUP SETTING

Roles: Two youth and one adult teacher or group leader role-played by another group member.

The adult is upset that the two individuals were demeaning other youth in the group or class. One of the two youth had called his or her small-group members "stupid and lazy" and had then walked out of the room in frustration. The other youth told someone who asked a question that it was a dumb question and not worth answering. What should the teacher or program leader tell the two youth?

# SCENARIO 3: POOR PERFORMANCE

Roles: Chair of the homecoming committee; two members of the entertainment subcommittee.

You are the chair of the homecoming committee, and it is your job to ensure that all the coordination and preparation is done for the dance. You have assigned all of the required tasks to subcommittees but only some are responding to their deadlines. The committee in charge of securing the entertainment and music has not done anything. What do you do?

#### **SCENARIO 4: LEADING A LARGE GROUP ACTIVITY**

Roles: Facilitator or teacher, four class or group members.

You are assigned to lead large group activity to teach other people about presentation skills. You set up an activity where everyone needs to give a sample presentation that you will videotape. They have already heard the basic guidelines for a presentation. One of the group members begins and gets sidetracked and starts to tell jokes. He or she does not realize this is inappropriate. What do you do?

# SCENARIO 5: PRESENTING TO THE DISTRICT

Roles: Four youth in a project team presenting to the school district.

You are asked to give a presentation to the school district board of trustees. The presentation is about research on graffiti that you have conducted with three other people. You and one other group member are doing all the work. One of the group members never answers your calls or Emails. The other one goes to all the meetings but is confused about how to use PowerPoint. You and your partner decide to meet with the two other group members. What do you say to each?



# Meeting Check List

#### BEFORE THE MEETING

- Decide on the outcomes and goals.
- Develop and write out your agenda. Set times for each item.
- Set a time and date for your meeting. Make sure it does not conflict with other meetings or events that may keep people from participating.
- Get input from other people as appropriate.
- Make sure your agenda is relevant and engaging for participants.
- Decide who will do what: are you facilitating the entire meeting? Are different people facilitating different pieces?
- Decide if participants have any preparation work or thinking to do before the meeting. If so, make sure this preparation work is addressed in the agenda.
- Give participants and other facilitators plenty of notice on the meeting time and date, and any reading or work they need to prepare for the meeting.
- Send the agenda to participants beforehand.
- Prepare all materials and handouts you need for the meeting.
- Depending on the time of your meeting, get snacks or water for participants.

## **DURING THE MEETING**

- Use your facilitation strategies and techniques!
- Welcome participants. Go over any logistics. (Where are the bathrooms? When are breaks?)
- Do introductions if anyone is new or if members of the group don't know each other.
- Review outcomes and goals of the meeting.
- Assign a note taker.
- Go over and approve agenda with participants.
- Keep each agenda item to allotted time.
- Ask for a group vote to extend time or change the agenda.
- Identify next steps.
- Get feedback: What went well? What could be improved?
- Close.

## AFTER THE MEETING:

- Assess participant experience what worked? What could be better?
- Share notes or key next steps with people responsible/meeting attendees.
- Follow up on any tasks.
- Learn from the assessment: Incorporate feedback into future meeting preparation.



Title of Meeting:		
Date:	Time/Length:	
_		
Location of Meeting:		
Who will be invited?	# of Participants:	
<b>Outcomes:</b> What is the purpose of this meeting? What will decisions will be made?	participants know or be able to do as a result of this meeting? What	
1.		
2.		
Materials and Preparation: What do you need for this me	eting – handouts, markers, butcher paper, etc?	
Agenda:		
I. Welcome		
Facilitator:	time:	
1. Review logistics/announcements		
2. Review meeting outcomes		
3. Approve agenda		
II. Activity or Presentation		
Facilitator:	time:	
1. Introduction		
2. Body		
3. Practice/application		
4. Conclusion		
III. Discussion/Debrief		
Facilitator:	time:	
1. Guiding questions or discussion items		
IV. Decision Making/Next Steps		
Facilitator:	time:	
V. Closing/Evaluation:		



How will you know if you met your outcomes? What type of feedback do you want to get from participants?

City Council Chaos

#### SCENARIO:

Mayor Natalie Leader is in big trouble. Since she took over as mayor of Fair City, the city has fallen apart. In an attempt to increase community involvement in town government, Mayor Leader promised to tackle one controversial issue per City Council meeting. She hoped that she could increase attendance to City Council meetings by starting each meeting with an open discussion on some hot topic and then by following the discussion with a preview of next week's topic. Unfortunately, her plan worked too well.

Apparently Fair City is filled with frustrated citizens. The City Council meetings had to move to the high school gymnasium just to give everybody a seat. Meeting times have been extended from two to seven hours, but Mayor Leader and her City Council have yet to make a single decision. As a result, many of the smaller but important business items have been ignored, causing major disasters across the city. The City Council hasn't had a chance to approve the pay raise for the workers at the city zoo, so they are on strike, and monkeys and giraffes are running wild in the streets. To make matters worse, they haven't approved the necessary repairs for the traffic lights, so the sound of screeching tires, horns, and shouts from angry drivers has filled the city. Finally, the last Mayor, after losing the election, decided to close parks and community centers until further notice. For this reason, the annual bake sale is taking place in the street tomorrow and there is much concern about what will happen with the out-of-control traffic and the wild animals.

The City Council is in agreement about how to fix these problems, but the Mayor's current agenda doesn't leave time for them to vote through these issues, and, although these issues are becoming hot topics, the Mayor's schedule of opening issues is already set. Mayor Natalie Leader needs your help. She wants to keep her promise to discuss these issues, but she needs to address other issues, too. How can the mayor create a more efficient agenda?

#### **ASSIGNMENT**

Write an agenda for the mayor in an order that makes the most sense. Be able to explain your order. Include the following issues:

- This Week's Hot Topic
- Next Week's Hot Topic
- Pay Raise for City Zoo Workers
- Repairing the Traffic Lights
- Reopen the Parks and Community Centers
- Announcements



# NOTES

