## Facilitator agenda

### Session goals

1. Select a problem
2. Brainstorm potential solutions to target

### Agenda

* Check in: share-out across groups of community guidelines ?
* Revisit collective agreements about phone use ?

| **Time** | **Duration** | **Facilitator** | **Activity** | **Materials** | **Notes** |
| --- | --- | --- | --- | --- | --- |
| 9:25-9:35 | 10 mins |  | Check in   * Re-upping community agreements, discussing phone use and how students feel about it | * [Facilitator Handout](https://docs.google.com/document/d/1LleUINNPx9VuvFH8ogfFTG0kytTqQPBRkVHEbnrIcIk/edit?usp=sharing) **[to print]** * Community Agreement posters from previous session * Sticky Notes * Pens |  |
| 9:35-10:10 | 35 mins |  | Identifying specific problems   * Learn about how to develop specific problem statements by thinking about 4 W’s and socio-ecological model * Individual/Partner brainstorming of problem statements that occur at various levels of influence * Decide as a group on two specific problem statements to take to the next exercise | * [Facilitator Handout](https://docs.google.com/document/d/1pPqbC8JrgnpwxyhN_bZWd0w_h4blS86iFLAaZQIAV_0/edit?usp=sharing) * [Instructions Handout](https://docs.google.com/document/d/145YUq555dr0WZC0uycv8xuhpcRaaF931UUBEzf-iuDk/edit?usp=sharing) * Paper * Sticky Notes * Pencils |  |
| 10:10-10:15 | 5 mins |  | Brain break   * Grab snacks if you’d like * When you get back to your seat, begin a drawing (free draw for 30 sec). When time runs out, switch with a partner. Add to their creation for 30 secs. Switch again. Repeat as many times as time permits. Share out final drawings. | * Paper and pencils * Timer |  |
| 10:15-10:45 | 30 mins |  | Brainstorming solutions/ sharing out resources   * Stepping Stone Activity 3.6 Issue Chart * [Session 4 Activity 2 (Solution brainstorming)](https://docs.google.com/document/d/1UWckcSXw2VFZh35CIGsBwnh30QEBQnxynunAUksJlqw/edit?usp=sharing) | * Flip chart (two for each group) * Facilitator guide * Stickies * Pens/markers | * Kate will print facilitator guides |
| 10:45-10:55 | 10 mins |  | Check out & feedback  [Check-In & Out Engagement Session](https://docs.google.com/document/d/1LleUINNPx9VuvFH8ogfFTG0kytTqQPBRkVHEbnrIcIk/edit?usp=sharing)   * Plus / delta sticky notes / circle * Students plan check in / energy boosters / brain breaks * What roles do students want to take on? * What do you want to get out of this? | * Sticky notes * Pens |  |

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### Social needs brainstorm

* Problems / questions
  + Not enough women’s products in rec center (at Sayre)
  + Increased heat can lead to gun violence (robbing shop to steal AC)
  + Links between money and trees
  + Upkeep of neighborhoods/houses → inequality in where the city invests resources
  + Distribution of resources
  + Inequality in school resources
* Community-level Change?
  + What can we do within the school/neighborhood (i.e., West Philly)
    - Students have talked about change more at the level of community
  + Could we share current/existing solutions? As inspiration OR places we can connect to?
* Note to look at work the students have done previously (in shared drive folder)
* Asking Mr. Welton about initiatives going on at Sayre

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### Mental health brainstorm

Session objectives:

* Revisit and solidify agreements
* Share expectations and what we are hoping to get out of engagement
* Identify local resources/organizations/initiatives for mental health at Sayre and in the neighborhood
* Identify specific problems and solutions
  + Brainstorming activity
* Choose a problem to work towards
* Identify outcome (menu of options)
  + Communication outcome
  + Action outcome
  + Research outcome

### Gun violence brainstorm

* Concretize problem space (Limitations to Sayre’s resources for students)
  + What kinds of programs do you want
  + How would this help
* What is the solution topic, and what’s the target behavior space (integrated model as flow chart)
  + Environmental barriers
  + Social norms
  + Access to information
* Possible data collection plan:
  + Asking friends, other students what they know about or what they think about programming
* Before session: finding information (eg from justin) what resources exist at sayre – what are the programs available, how to access, what are limitations that can hinder their participation

**Solution mapping ideas:**

* Last week in our groups, we started to think about the underlying causes of the problems we’re addressing. This is a good starting point to think about *actions* we can take.
* Today we’ll draw on some resources from research on behavior change to think about not only what we can do, but what we can get others to do with us

Integrated model as flowchart

Identify specific behavior

What action, towards what goal?

Keep asking “how” – get as concrete as we can. Instead of “end gun violence” think of a specific strategy