



# Creating Educational Opportunities for Independent Living Through Participatory Curriculum Development:

## A Toolkit for Centers for Independent Living

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# The Purpose of This Toolkit

This toolkit is an introduction for staff at centers for independent living (CILs) and their community partners who are interested in developing curriculums or trainings that meet the unique needs and goals of Independent Living. It provides instructions and guidance on how to use Participatory Curriculum Development (PCD) to create new ways of supporting Independent Living skills education and development.

This toolkit is for those who can commit to working collaboratively with consumers and other stakeholders to address an Independent Living service gap or training need.

## What is PCD?

Simply put, PCD is an approach to creating trainings that emphasizes the importance of partnerships with relevant stakeholders. PCD is based on the idea that people learn best when the information provided to them pertains to their specific experiences and situations.

Partnering with consumers, trainers, and other stakeholders results in increased ownership or “buy-in” over the training process. This participation can also result in effective learning for consumers.

The PCD framework was developed by Malcolm Skillbeck (1984), and later adapted by Peter Taylor (2003), a practitioner and scholar of development studies and educational learning. This toolkit draws on the work of Skillbeck and Taylor, along with our direct experience using PCD to develop the Healthy Community Living program at the University of Montana Rural Institute’s Research and Training Center for Disability in Rural Communities.

We have adapted the PCD process for use in Independent Living.

## Orientation to this Toolkit

This toolkit is intended as an introductory guide for using PCD to develop independent living skills trainings at CILs. In this toolkit, we will provide:

- An overview of the PCD process;
- An introduction to the different roles and responsibilities for team members working together to create a curriculum;
- Example activities for working with your team members;
- Checklists to help you track the tasks at hand; and
- Practical tips, examples, and strategies for making PCD work for you.

## PCD: A Good Fit for Independent Living

PCD is a useful framework for CILs and other professionals interested in developing Independent Living skills trainings uniquely adapted to meet the needs of people with disabilities.

CILs integrate Independent Living skills trainings throughout their core services. Often, trainings and curriculums are developed by those outside of the disability service system. This may result in educational programs that are disconnected from the unique needs of consumers and from the context of the CIL service delivery system.

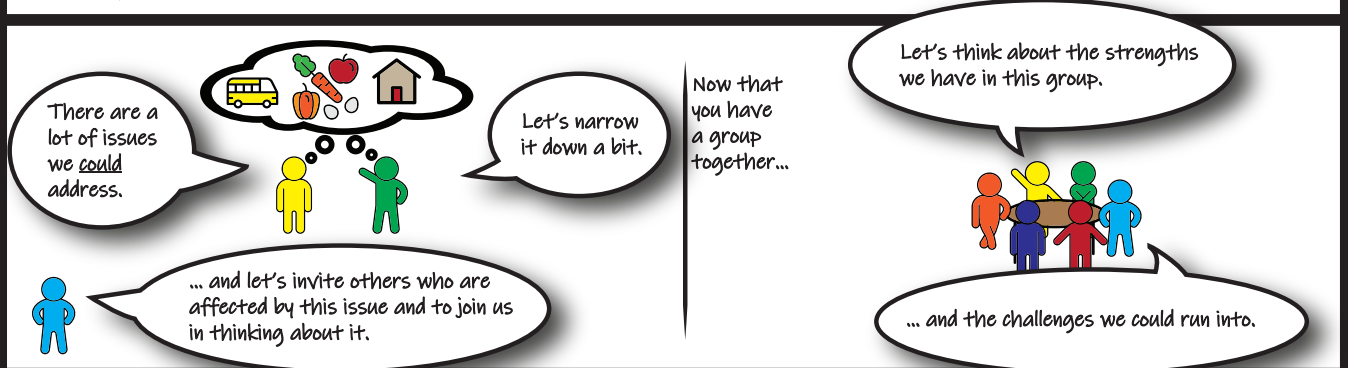
CILs can benefit by directly engaging in the development of curriculums and trainings. Doing so can ensure the information created for consumers is appropriate, effective, and sustainable.

# Step-by-Step PCD

The PCD process has four main phases. At each phase, the curriculum development advances by asking relevant questions:

## PCD Phases

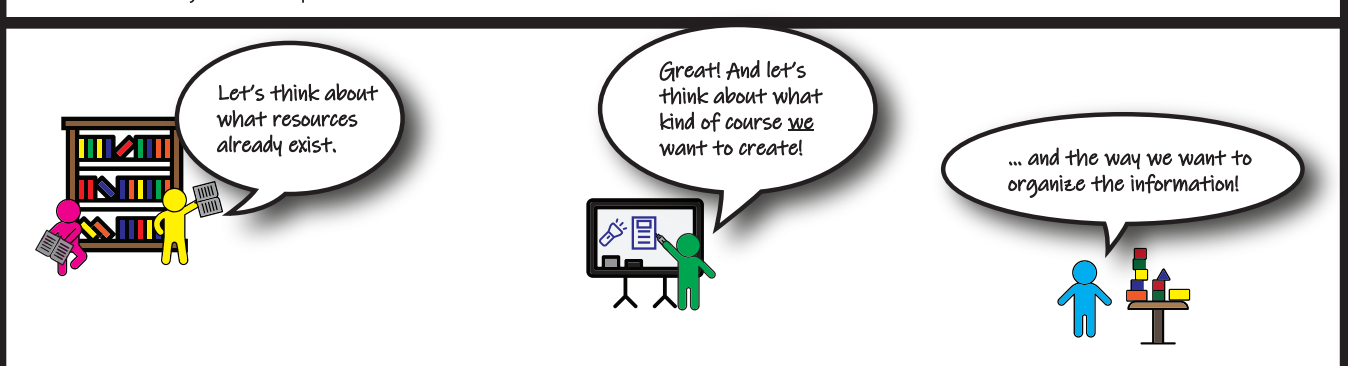
In **Phase 1** you will decide what issues to address, and who should be involved.



Phase 1 comic strip panels:

- Panel 1: A yellow figure and a green figure are shown. A thought bubble above them contains icons of a bus, a house, a carrot, and an apple. A speech bubble from the yellow figure says: "There are a lot of issues we could address." A speech bubble from the green figure says: "Let's narrow it down a bit."
- Panel 2: A blue figure is shown. A speech bubble says: "... and let's invite others who are affected by this issue and to join us in thinking about it."
- Panel 3: A group of five figures (yellow, green, blue, red, orange) are standing together. A speech bubble from the yellow figure says: "Let's think about the strengths we have in this group."
- Panel 4: A speech bubble from the blue figure says: "... and the challenges we could run into."

**Phase 2** is where you develop the curriculum framework.



Phase 2 comic strip panels:

- Panel 1: A yellow figure is standing next to a bookshelf. A speech bubble says: "Let's think about what resources already exist."
- Panel 2: A green figure is standing next to a whiteboard. A speech bubble says: "Great! And let's think about what kind of course we want to create!"
- Panel 3: A blue figure is standing next to a table with blocks. A speech bubble says: "... and the way we want to organize the information!"

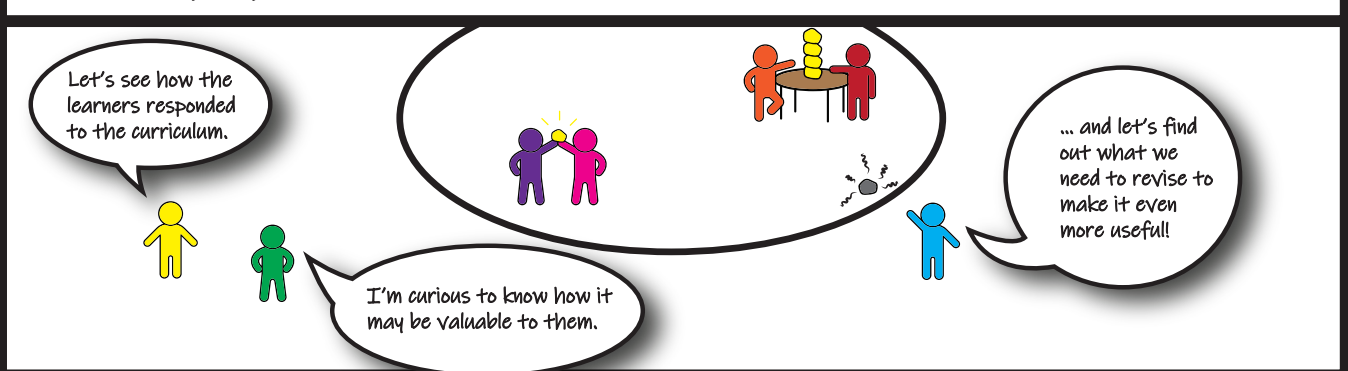
In **Phase 3** you will build out the curriculum content.



Phase 3 comic strip panels:

- Panel 1: A yellow figure is shown. A speech bubble says: "So, what things do we want people to learn?"
- Panel 2: A green figure is shown. A speech bubble says: "Let's decide what specific content we can develop to support that learning!"
- Panel 3: A blue figure is shown. A speech bubble says: "... and how we will deliver that content!"

**Phase 4** is where you try out the curriculum and evaluate how it went.



Phase 4 comic strip panels:

- Panel 1: A yellow figure and a green figure are shown. A speech bubble from the yellow figure says: "Let's see how the learners responded to the curriculum."
- Panel 2: A blue figure is shown. A speech bubble says: "I'm curious to know how it may be valuable to them."
- Panel 3: A group of three figures (yellow, green, blue) are shown. A speech bubble from the blue figure says: "... and let's find out what we need to revise to make it even more useful!"

# What You Need for PCD

Participatory Curriculum Development (PCD) is an undertaking that requires a few key ingredients: teamwork, ideas, time, resources, and tools.

You may already have some of these ingredients in place, or you may be starting from scratch. No matter your starting place, your team will need clarity on the basic process and who will be involved.

To begin, we will cover a basic overview of each role.

## Roles and Responsibilities Stakeholders

‘Stakeholders’ refer to anyone who is impacted by a training gap or need, and anyone who would be affected by the creation of the curriculum. Essentially, a stakeholder is anyone who is connected to the issue being addressed through the PCD process (including you)!

Typically, there are many levels of stakeholders. Those who are most impacted by the issue hold a greater ‘stake’ in the PCD process. Those least impacted by the issue hold a smaller ‘stake.’

You can also think of stakeholder levels by thinking about what happens when a stone lands in water and makes ripples on the water’s surface:

- **The largest ripples occur closest to where the stone landed.** They represent the stakeholders most affected by the impact.
- **Smaller ripples occur farther from where the stone landed.** They represent stakeholders who are less affected by the impact.



# Collaborative Leader

Ultimately, the collaborative leader is the person who is responsible for the PCD product, and who will make final decisions, as needed, throughout the PCD process. However, the collaborative leader does not represent their own interests. Instead, this person strives to integrate the values and perspectives of the various stakeholders into their decisions. In this way, the collaborative leader represents stakeholders in all decisions.

## Working Group

The working group is the initial group of people who are invited to begin the brainstorming process. These project initiators meet at the beginning of the project to start thinking about what issues may exist that should be addressed. The working group may invite stakeholders to be involved in the PCD process moving forward, as it makes sense.

## Development Team

The development team is made up of people engaged in the process of developing the curriculum. This team represents a diverse group of stakeholders and end-users, such as IL staff and consumers. Development team members work together to:

- Brainstorm ideas,
- Make decisions,
- Write and edit curriculum content,
- Collect and provide feedback,
- Test parts of the curriculum,
- Document the process, and
- Evaluate the curriculum.

## Team Facilitator

A key role within both the working group and the development team is the team facilitator:

- The facilitator initiates team building and guides the group process, keeping things moving. This includes scheduling development team meetings.
- The facilitator role will likely require the largest time commitment.
- The collaborative leader will appoint the team facilitator.
- This role can be taken on by one person or it can be shared.
- You will learn how to facilitate the collaborative process in the next section of this toolkit.

# End Users

There are two types of end users of the curriculum produced through the PCD process: consumers and curriculum facilitators. We will discuss each type of end user.

## Consumers

Consumers are the people who will use, or learn from, the completed curriculum. In other words, consumers are the specific audience for whom the curriculum is being written:

- The consumers you identify in the PCD process are the people who hold the greatest stake in the final curriculum and therefore should be actively involved in the project.
- Ideally, consumers should be part of the development team.
- Alternatively, consumers can provide feedback at critical moments throughout the process.

## Curriculum Facilitators

Curriculum facilitators are CIL staff and peers who will be delivering the completed curriculum you develop to consumers. Like consumers, curriculum facilitators will also use the curriculum once it is complete. Curriculum facilitators should likewise be involved as members of the development team.

You now have a sense of **who** will be involved in the PCD process. Next, we will introduce some basics of **how** to work collaboratively with your team members.

### Tip: Collaborating with a Diverse Group

The people in your PCD project will have a range of diverse experiences, views, attitudes, beliefs, backgrounds, and levels of education. Because of these differences, it may be challenging to ensure everyone in this diverse group feels comfortable sharing their ideas and experiences. It may also be challenging to create a collaboration space where everyone feels valued and each individual is able to contribute to the group as an equal. Keep in mind the following points to create a more equitable process:

- It is important to set clear expectations for all stakeholders from the very beginning by explaining to the stakeholders what the goal is and asking them up front what their views and interests are.
- It may be necessary to help stakeholders understand what their needs are and how the PCD process might be used to address these needs.
- It may also be useful to gain an understanding of the stakeholders' experiences and help them understand how their experiences are valuable to the process.
- Some stakeholders may need accommodations to participate in the process.
- You can help to level the playing field by using ice breakers with the group to encourage personal sharing.
- Remind your collaborators that they are an important part of the process and their feedback is encouraged, valued, and appreciated.
- Encourage trust, mutual respect, and honesty within the group whenever possible, this is particularly important when team member may need to provide feedback that is difficult or challenging for them or others in the group.



# Collaboration Basics

Before you get into the nuts and bolts of developing a new curriculum, it is important to think about how your stakeholder group will work together. All the stakeholder roles we just reviewed will participate in the collaborative process. Each person will take an active role.

## Balanced Participation

It will be essential to balance the participation of the people involved and their different roles throughout the PCD process. Keep in mind that all roles are equally important. Some roles will involve more tasks, whereas other roles may require more time. Keep in mind, as well, that people may hold more than one role and that roles may naturally change over time as people discover their strengths. Identifying roles should be a participatory and flexible process.

## Goals and Values of Your Stakeholder Group

While equal and inclusive participation is the goal to work towards, it is not always easy to achieve. To get started, we highly recommend building a list of guidelines with your group of stakeholders. Your group can develop these guidelines by building a list of values which you all agree to follow to stay on the right track. Here are some suggested ground rules to help this group establish a productive workspace for PCD:

- Everyone's ideas are valid;
- Everyone has something to contribute, but not everyone needs to contribute in the same way;
- Flexibility, communication, and patience are key;
- Come prepared to group meetings;
- Listen with an open mind; and
- Work together through challenges with respect.

Your group may use these ideas and come up with others. You may be surprised at what you develop!

## Power

Power dynamics are especially important to consider when working with people from marginalized groups, such as people with disabilities, racial and ethnic minorities, older adults, and people with mental health conditions. Managing group dynamics in a PCD project means putting aside desires for status and power, and turning your energy toward reaching goals that benefit everyone.

The collaboration process holds the potential to mitigate or reduce power imbalances, and to empower traditionally marginalized stakeholders. Collaboration that is based upon dialogue gives minorities the opportunity to do more than 'have a say.' The collaborative process provides opportunities for the development of minority group members' voices. It also provides a platform for their voices to be heard.

It is important to remember that there is room in the PCD process for the voices of all the stakeholders in your group. For everyone to work together, cooperation and open dialogue are key.

# Facilitating the Collaborative Process

Collaboration is a key component of the PCD process. Your group will need a team facilitator to engage participants, create a fun and productive atmosphere, and run your team meetings. Collaborative processes require trust among group members, and between the group and lead organization. The team facilitator is charged with establishing and maintaining trust. The collaborative leader will appoint the team facilitator at the beginning of the PCD process.

## Tips for The Team Facilitator

One of the aims of PCD is to make sure all stakeholders can actively participate in the collaborative process. Participation from everyone helps establish, maintain, and safeguard the collaborative process, and makes sure all stakeholder voices are heard.

The team facilitator is an important part of this process. This person promotes productive discussions during the team's time together. A successful facilitator works to set norms and values in the group. This person also supports the group by:

- Inviting open communication;
- Encouraging and modeling inclusivity;
- Helping people connect with each other;
- Mediating conflicts and disputes;
- Maintaining collaborative problem-solving and decision-making;
- Insisting on and protecting an open process: the entire group should be involved in the process from beginning to end;
- Being flexible when it comes to trying out new ideas, especially ideas from unusual or unlikely sources;
- Letting go of something when it is not working; and
- Being unyielding when it comes to creating opportunities for more participation, protecting the open, collaborative process, being inclusive, keeping the group on track, and advocating for what is in the best interests of the community.

## A Framework for Discussing Topics

Some key steps to include in your group's decision-making discussions may be:

- Framing the problem or question;
- Having an open discussion in which everyone's thoughts are shared and heard;
- Identifying the underlying concerns;
- Developing a list of proposed solutions; and
- Choosing a direction to move in and refining the preferred solution.

This framework is useful for thinking through how to institute an inclusive group decision-making process. Of course, each of these steps may need to be further defined or modified to fit the needs of your group.

## Collaborative Creation

A common understanding of how the curriculum will be written will go a long way to supporting the group process, and avoiding conflict, when decisions about the curriculum need to be made. It is the collaborative leader's role to take in preferences of all the stakeholders in the group, and to then decide what to do based on this information. The collaborative leader must also keep in mind the need to stay aligned with any guiding framework that has been established to get the PCD process off the ground.

The idea of collaboration among equal partners can seem at odds with our conventional ideas about leadership. However, the collaborative leader aims to represent the group's desires.

Here are some points to keep in mind about the role of the collaborative leader:

- Collaborative leadership is a process where a leader is not in control of the group.
- Instead, the collaborative leader has the responsibility for guiding and coordinating the process by which the group decides upon and carries out actions to reach its goals.
- In short, being a collaborative leader means maintaining the PCD process in such a way that every one involved is included in problem solving and decision making.

If you are going to be the group's collaborative leader, your most important task is to shape the content so that the final curriculum reflects the group's ideas. It is also not your responsibility to produce the curriculum on your own. The creative process goes through cycles with the collaborative leader assembling the ideas of the group into a document and then getting feedback from the group on how it might better reflect group's ideas and intent for the curriculum.

As you begin to identify additional collaborators and stakeholders, you will need to bring them up to speed with the participatory nature of the creative process.

# Getting Started with a Working Group

Before you dive in to the phases of PCD, think about what needs to happen in your working group. You will start by gathering a small working group of people who will work together to move ideas forward. The working group will likely be made of up people who are interested and somewhat familiar with what you want to do, such as CIL staff members and members of related community groups.

## Step 1: Invite Working Group Members

Think about who you can work with to generate ideas. Come up with a list of people to invite to be part of your working group. Ideally, your working group will be a diverse set of stakeholders and end-users, including consumers, who are interested in what you are doing.

Now, contact these people to introduce them to the idea of the PCD process and invite them to join you!

## Step 2: The Initial Working-Group Meeting

Once you have your working group members, you can set a 30- to 60-minute meeting to move forward! There are two main purposes of this initial meeting of the working group:

1. To vet your idea for the learning need you wish to address with a new curriculum, and
2. To decide who else needs to be involved at this point.

In the initial working group meeting, the team facilitator will guide a discussion or brainstorm session about the topic you want to address and the people who are stakeholders in this topic. Remember, this initial working group meeting is just a starting point, and you will get more specific about the details once you begin the PCD phases.

The people in your working group may go on to be part of the development team. Or, they may identify other roles and ways to support the PCD process. For example, you may have executive directors (EDs) in your working group, who go on to recruit staff or consumers to be part of the development team.

## Step 3: Recruit Stakeholders for the Development Team

Once you have decided who needs to be involved to move the process along, your next step is to invite them to participate in the PCD process. If you have many participants in your working group, then some (but not all) will likely be chosen to join the development team. At this phase, ideally, you will select four-to-seven people to join the development team. The stakeholders who accept your invitation to join the development team will work through the PCD process throughout its phases.

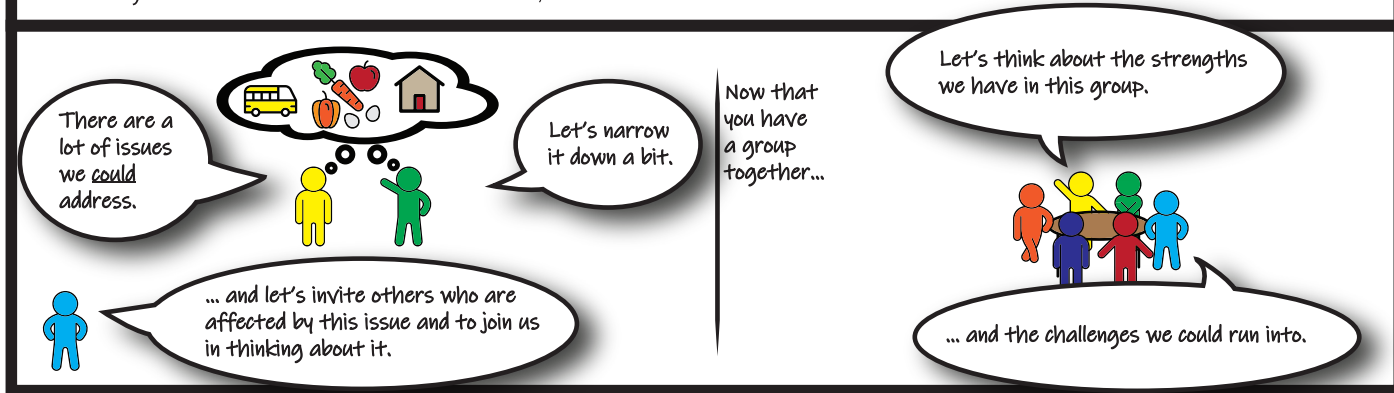
Next, we will lay out each PCD phase. We will also provide tools and activities to help guide your team through the PCD process.

### Checklist for the Initial Working Group

- ☐ Gather a working group (a diverse set of stakeholders and end-users, including consumers) who are interested in what you are doing.
- ☐ Organize a 30- to 60-minute meeting of the working group.
- ☐ Use this working group meeting to vet your idea and to determine who to invite to move the PCD process forward
- ☐ Recruit four-to-seven stakeholders to be the initial members of your development team.

## **Phase 1: Situation Analysis**

In **Phase 1** you will decide what issues to address, and who should be involved.



## Phase 1: Situation Analysis

### Phase 1 Summary

You will begin the Situation Analysis by organizing an initial meeting with the development team. The Situation Analysis basically happens in a single meeting, so it is important to schedule a meeting that is long enough to accomplish all the initial tasks. The development team will cover a lot of ground in this meeting, including:

- Exploring the learning need and the intended learning audience;
- Identifying your group's strengths and weaknesses, as well as any opportunities and threats;
- Identifying the group's purpose and goal regarding the learners and learning topic;
- Determining who else will be invited to participate as members of the development team;
- and
- Creating a rough timeline for your PCD project.

The following steps will guide you through the Situation Analysis from start to finish.

## Schedule a Development Team Meeting

For this initial meeting of your development team, schedule a longer meeting (for example, half a day). This may seem like a long time; however, this phase is grounded in group discussion. The ideas generated in this meeting will be the foundation upon which your PCD process will be built, so it is important that you plan well!

During this meeting, the development team will identify:

- Who else, in addition those who are already involved, is a stakeholder in this project;
- Who is the intended learning audience for the curriculum;
- Your vision and goals for your consumers; and
- What resources, strengths, and challenges are present/exist for carrying out this process.

You will need to allow plenty of time for development team members to share and discuss ideas. You will use this time to:

1. Briefly review the PCD process;
2. Establish ground rules;
3. Explore the training need or service gap;
4. Evaluate topic ideas for their potential value to consumers;
5. Identify additional stakeholders, if appropriate; and
6. Identify your project's resources, strengths, and challenges.

Next, we will walk you through what to do during your initial development team meeting.

**Tips for Meeting Organization:**

- Plan a time that works for everyone you want to involve.
- Make sure you allow enough time for this meeting.
- Choose an accessible location with a large whiteboard or poster paper for writing ideas out
- Assess and plan for needed accommodations for meeting participants.
- Plan an icebreaker or team building activity (examples can be found in the appendix).

## Initial Development Team Meeting Agenda

After you complete your icebreaker or teambuilding activity, then move on to your meeting agenda.

Your agenda for this meeting will need to cover the following topics:

1. Briefly review the PCD process;
2. Establish ground rules;
3. Explore the training need or service gap;
4. Evaluate topic ideas for their potential value to consumers;
5. Identify who else is a stakeholder;
6. Identify your project's resources, strengths, and challenges;
7. Pull it all together; and
8. Next steps.

### 1. Briefly Review the PCD Process

Start by providing the development team with a summary of the PCD process. You can remind them that the group is here to identify a consumer need and to engage consumers in the process of developing a training to meet this need.

### 2. Establish ground rules

Next, spend five minutes or so establishing some ground rules. The goal here is for your group to establish a productive workspace for PCD. Your group may use these ideas as a starting place:

- Everyone's ideas are valid.
- Everyone has something to contribute, but not everyone needs to contribute in the same way.
- Flexibility, communication, and patience are key.
- Come prepared to group meetings.
- Listen with an open mind.

### 3. Explore the Training Need or Service Gap

Next, your working group should explore the context for the training need or service gap you are trying to address. Here are some brainstorming questions to get you started:

- Are there trends in our work that could benefit from a training or curriculum?
- How would consumers benefit from a curriculum on this topic?
- What gaps do we see with our current curriculums?
- What information might benefit consumers the most?
- What organizational needs do we have for training?
- Who do you have in mind as the consumers of this curriculum?
- What do you want them to learn?
- What have been the barriers to their learning about this topic in the past?
- Ideally, once the consumers learn, what will they be able to do?
- Who already knows about the topic or how to do the desired activity?
- Who should deliver the curriculum, and where?

### 4. Evaluate Topic Ideas for their Potential Value to Consumers

The brainstorm activity in the previous step may have led to a clear training need. In that case, you are now ready to write down your goal.

If your discussion generated several training needs, then your next step is to evaluate these ideas for their potential value to consumers. At the end of your discussion, write down your goal.

State your goal using this framework:

**“We want to develop a curriculum for \_\_\_\_\_ to learn about \_\_\_\_\_, so they will/can \_\_\_\_\_.”**

**Here is an example:**

“We want to develop a curriculum for youth with disabilities to learn about healthy relationships, so they will have the space to explore and learn about themselves and make informed choices.”

### 5. Identify Your Stakeholders

You have already identified many of the relevant stakeholders to your topic. At this point, your group will identify all the people who are connected to the learning need you have identified, and to what degree they are connected. Once you have identified these people, you can decide who needs to participate in each PCD phase. Remember to include yourself as a stakeholder!

Here are two activities to help you conduct your stakeholder analysis. The first activity, **Brainstorm Map**, helps to generate ideas about who the stakeholders in your project may be. This first activity leads into a second activity, which will help you make decisions about how stakeholders participate.



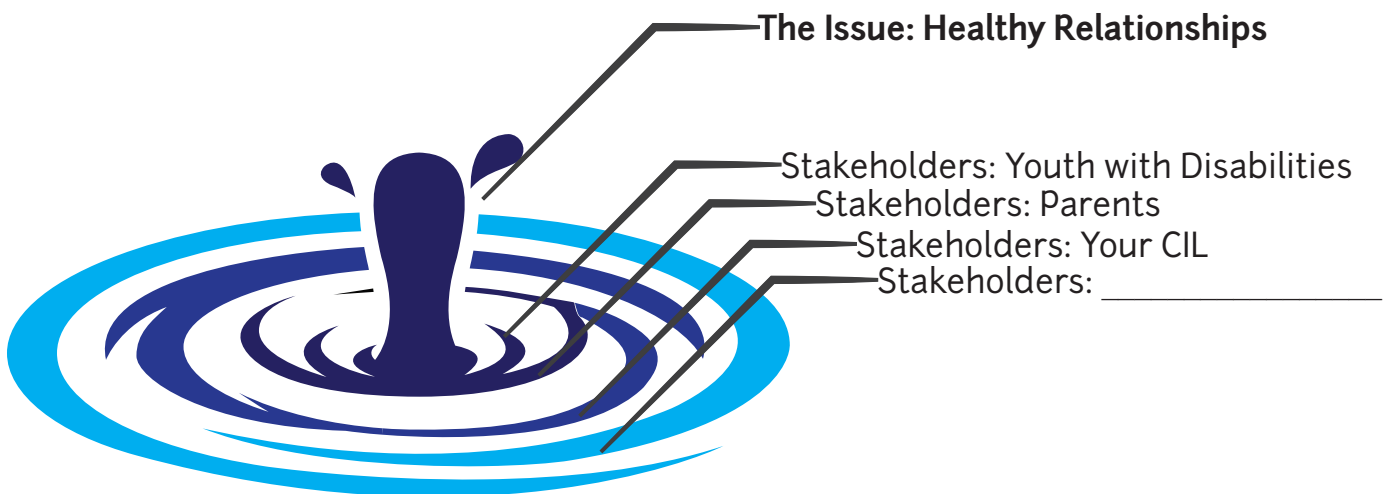
## Brainstorm Map

This brainstorming activity helps the development team identify possible stakeholders for the PCD project:

- Start by drawing a series of concentric rings on a whiteboard or large piece of paper; this will be your map.
- These rings represent the ripples created by a stone landing in water.
- The stone represents the issue you have decided to address.
- The ripples represent different degrees of closeness to the issue.
- Stakeholders at the innermost ripples would be the most connected or affected by the issue.
- Stakeholders at the outermost ripples would be the least connected or affected.
- As members of the group identify different stakeholders, place their name on the map of rings where you think they belong in terms of closeness to the issue.

While you are placing stakeholders on your map, you can discuss what they might want to see happen around the identified learning need:

- Does everyone want the same thing?
- If you've identified stakeholders who might not want what you want, or might not see the issue how you do, that is OK!
- It is good to be aware of multiple perspectives, but don't let it stop you from moving forward.



Next, use the **Participation Scan** activity to help you make decisions about how stakeholders participate.

## Participation Scan

Once you have the stakeholders identified and mapped out, you can then start the second activity: A Participation Scan of the desired stakeholders your group identified in the Brainstorm Map. This activity will help you decide who should participate closely in the PCD process, how much, and when.

Here are the steps for the Participation Scan:

1. Before the start of the meeting, you can prepare a blank chart like the one shown here.
2. Make the chart large enough that your workgroup members can see it easily – you can use a whiteboard, smartboard, or large piece of paper for this purpose.
3. List the four PCD phases on the left side of the chart.
4. At the top of the chart, write in the stakeholder types you identified in the Brainstorm Map.
5. At this point, your Participant Scan may look something like this:

	CIL Staff	Consumers	Community Organization Members	Subject Matter Experts
<b>Phase 1:</b> Situation Analysis				
<b>Phase 2:</b> Curriculum Framework				
<b>Phase 3:</b> Curriculum Content				
<b>Phase 4:</b> Implement & Evaluate				

6. Next, shade in the phases that you think each stakeholder should be involved in, and to what degree
7. Darker shading means higher participation, and lighter participation means lower participation

Your finished Participation Scan may look something like this:

Level of Stakeholder Participation				
	High	Medium	Low	
	CIL Staff	Consumers	Community Organization Members	Subject Matter Experts
<b>Phase 1:</b> Situation Analysis				
<b>Phase 2:</b> Curriculum Framework				
<b>Phase 3:</b> Curriculum Content				
<b>Phase 4:</b> Implement & Evaluate				

## 6. Identify Your Project's Resources, Strengths, and Challenges

Your next step is to consider individual and team resources, strengths, and challenges for carrying out the curriculum development. This is similar to a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis, which you may be familiar with.

Here are some questions to guide your conversation:

- How much time can people devote to this project?
- What skills does everyone bring to the table?
- Are there other people with certain skill sets that you'll need to bring onboard?
- Will you have organizational and/or community support?
- Will you need monetary support?
- What challenges or barriers may come up?

If time, distance, or money are foreseeable challenges for your team, try brainstorming some potential solutions from the very beginning:

- **Time:** Perhaps the project will need to be extended over a longer period of time, or only done during certain times of the year
- **Distance:** If distance is a problem, perhaps you can work together virtually, such as with conference calls and online document sharing platforms such as Zoom, Google Docs or even Facebook.
- **Funding:** You may also want to explore funding sources, although this can take a lot of time as well, so it is best to elect a small team to pursue it if needed.

### Reflection:

- Did you uncover anything surprising?
- How is your group feeling about this project?

## 7. Pulling it All Together, and Next Steps

Now that you've organized your development team and gotten together to analyze the situation, you can begin to form your plan:

- Likely, there are other people besides those already in your development team who could be asked to participate, or informed about your initiative.
- Your next step is to invite these people to participate, either as development team members or in some other capacity, depending on what you've decided as a group.
- Also, it is possible that some people from your working group have decided to be involved in only some phases of the process.
- It is time to re-evaluate your plan with your goal in mind.

At this time, you can also put together a rough timeline of your project, to help you and others get a sense of how long their involvement might be:

- You will want to be a bit generous and flexible with this timeline, to account for the many things that might interrupt your group process.
- More specific timelines will be developed in Phase 2.

The stakeholders, partners, and collaborators working together on a PCD project will likely all bring their unique points of view to the table. You may find there are differences in:

- Perceptions of the issues,
- Life experiences, and
- Educational backgrounds.

This can make it challenging for everyone to feel like they are working and interacting with each other on an equal basis. Being clear about the roles of different group members will greatly help mitigate this challenge.

### **Consistent Communication**

To keep things running smoothly, the team facilitator and the collaborative leader need to stay in consistent and direct communication.

You will want to outline how the communication process happens among the team facilitator, collaborative leader, and the development team, in advance. You may choose to meet on a consistent basis as a small team or collaborate on an online platform to share resources, updates, and information. Consistent communication will enhance the process and keep the members of the development team feeling supported.

### **Clear Roles and Purpose**

It is important to develop meaningful roles and expectations with internal and external stakeholders.

Sometimes stakeholders can feel like they were only invited to participate as a “token” gesture to gain approval from the donor or grant agency that is supporting the PCD project. To help prevent these feelings, always be clear with stakeholders and other partners about why they were invited to participate. This might mean holding open discussions about each stakeholder's possible roles and contributions.

Collaborating across differences can be made even more challenging when not all of the stakeholders have the same reasons for joining the project. These tips can help you develop a work environment that supports equitable contributions of team members:

- It is important to set clear expectations for all stakeholders from the beginning.
- Explain to the stakeholders exactly what the goal is.
- Ask stakeholders up front what their views and interests are.
- In some cases, you may need to help stakeholders understand what their needs are and how these needs might be addressed.
- Know that there may be times when you cannot involve some stakeholders.
- Begin work with the stakeholders who are interested; others may join later.

### **Ensuring All Voices are Heard**

Discussion about what needs are important can often be dominated by certain powerful groups, strong personalities, or individuals in power. Their dominance comes at the expense of those with less power, voice, or influence.

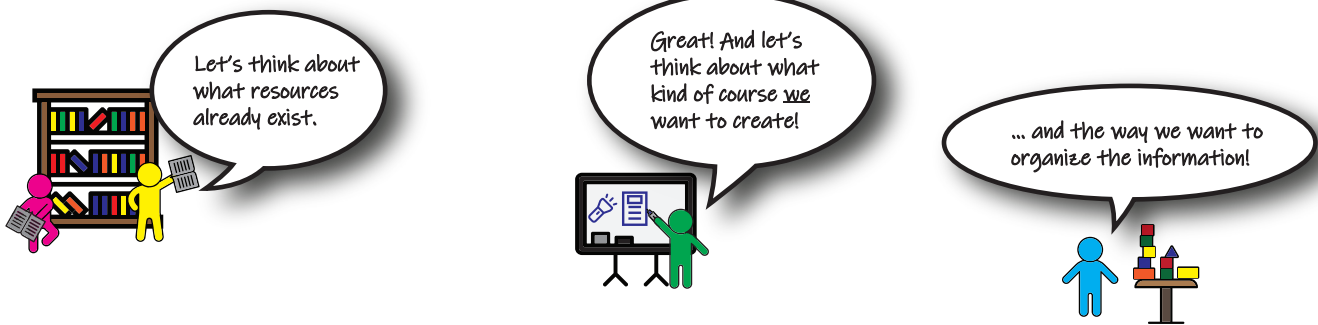
Because PCD stresses the importance of ensuring that all voices are heard, you may decide that it is best to meet with different groups or individuals at different times. You may also need to mediate or help people resolve conflicts. It is important to remember that education is never “neutral” so there may be times when you must give active support to groups and individuals who are marginalized or suppressed.

### **Phase 1 Checklist**

- ☐ Organize an initial meeting with your development team (allow a minimum of half a day for this meeting).
- ☐ Conduct the initial development team meeting, remembering to:
  - Establish ground rules;
  - Introduce the PCD process;
  - Explore the learning need, stakeholders, and the intended learning audience;
  - Use the activities listed in this section (Brainstorm Map and Participation Scan) to facilitate this process;
  - Identify your group’s strengths, weaknesses, opportunities, and threats; and
  - Record your goal, including the intended learners, the learning topic, and the purpose.
- ☐ After the initial development team meeting, invite others to participate in your group.
- ☐ Define who else will be the members of the development team.
- ☐ Create a rough timeline for the PCD project.

## Phase 2: Curriculum Framework

**Phase 2** is where you develop the curriculum framework.



## Phase 2: Curriculum Framework

### Phase 2 Summary

In the Curriculum Framework phase, you will organize a second meeting of the development team. During this meeting, the development team will reflect on the goal you recorded in your Situation Analysis, and the team will identify key concepts that fall within the scope of this goal. The team will organize the key concepts into content areas, and brainstorm learning objectives related to each area. By the end of this second meeting, the development team should have a good sense of the overall goal of the curriculum, its main content areas, and the initial learning objectives.

In this phase of the PCD process, the development team members will move forward to create a curriculum framework. A good curriculum framework will help your working group by:

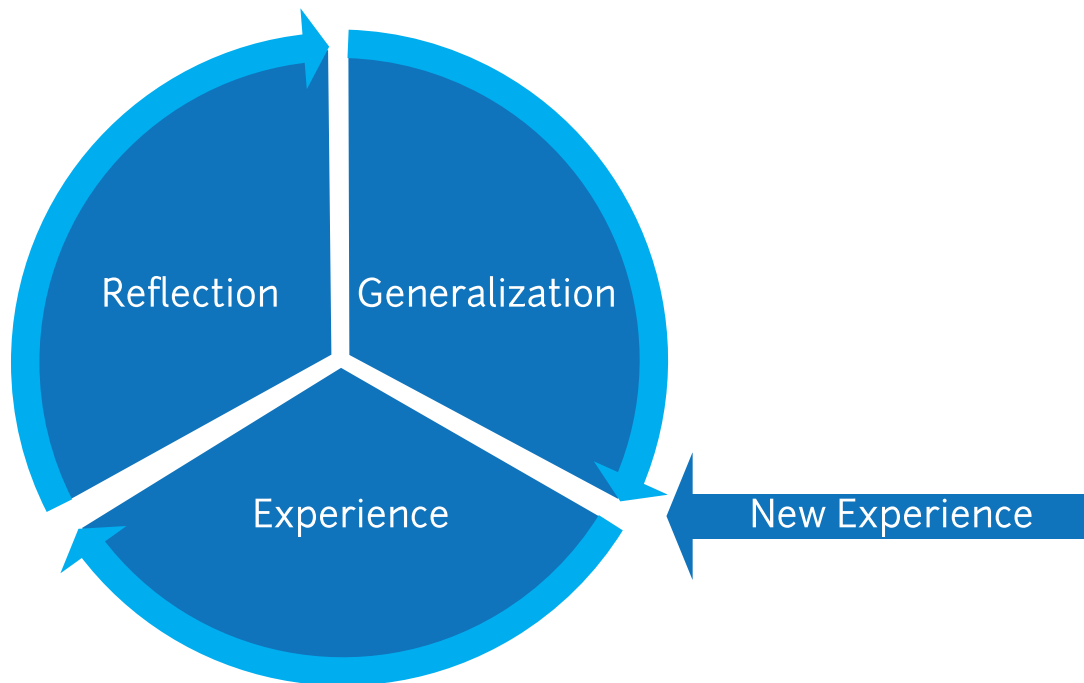
- Giving shape and direction to the learning process you are creating,
- Clarifying learning outcomes, and
- Informing other stakeholders.

Remember, the development team is made up of the people actively engaged in the process for developing the curriculum, including a diverse group of stakeholders and end-users.

This phase is also grounded in group discussion, and should take a minimum of a couple hours. To get started on building the framework of your curriculum, you will first need to consider the ways in which people learn.

# Thinking about Learning

True learning comes from reflecting on an experience and then applying the knowledge to different situations, or **generalizing** (Kolb, 2014). People often go through this cycle many times before mastering a new skill or concept. New experiences build on a person's existing experience base.



Individuals may naturally start at different points with their existing knowledge about a topic. A person who has limited knowledge about a topic may need more direction in the learning process. In contrast, a person with a lot of experience about the same topic will likely be able to direct their own learning to challenges they want to approach.

In both cases, a basic understanding of the learning cycle will help you to think about how to present information and structure activities within your curriculum.

Ask each member of the development team to reflect on their experiences.

- What have they learned how to do recently?
- How did they learn how to do it?

## Self-reflection:

What new thing have you learned how to do in the last few years?

How did you learn it?

Why were you motivated to learn it?

After the development team has had a chance to reflect on their own learning, it is time to review the goal for the project and to build your curriculum framework.

Working with a diverse group of stakeholders during a curriculum design process can be a great strength as well as a major challenge. Similarly, managing group dynamics as a leader on the development team can be both exhausting and energizing. Because of these tensions, it is important for you to take time during the PCD process to reflect on your own feelings.



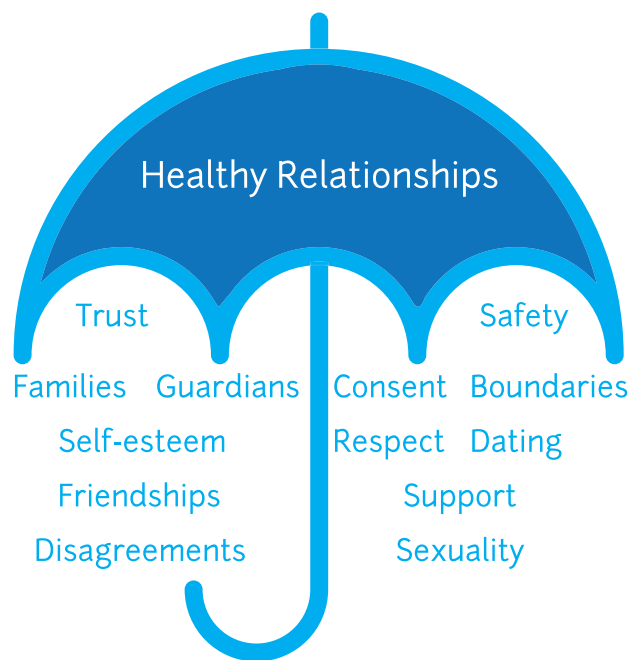
# Building Your Framework

Take a look at the goal you wrote down during your situation analysis. The learning topic is likely quite broad; now you will break it down:

- If the learning topic is an umbrella, what are all the concepts, skills, and knowledge that fall under it?
- What are the things that someone needs to know about in order to understand that topic?
- Brainstorm as a group and write these down.

Think of as many things as you can. You will then sift through these ideas to identify groups and key concepts.

For example, if the topic were healthy relationships, you might include: families, friendships, sexuality, dating, boundaries, safety, consent, trust, disagreements, self-esteem, support, respect, communication, jobs, peers, guardians, roommates, service providers, and similar concepts.



Now, begin to pull all of the smaller topics and items you identified items into groupings; you might think about it like chapters in a book.

- What concepts are related to each other?
- What needs to come first (is there a sequence)?

These groupings will form the different sections, or key content areas, within your curriculum. This loose framework will likely change and adapt over time and will become more sharply focused, but it will be very helpful to guide you now in writing learning objectives and then later, the curriculum content.

# Learning Objectives

Learning objectives are very specific, and directly relate to key concepts in the curriculum. They are written in terms of what the learner will achieve within a given time period.

The learning objectives are the specific, measurable outcomes for the curriculum. Learning objectives help you to:

- gather information,
- write the curriculum content, and
- evaluate if, or when, the learning takes place.

Learning objectives are statements of what a learner will be able to do. They are tied to the key content areas and to the big-picture goal of the curriculum.

As a group, create a table similar to the one used in the below, or use your own preferred format. In the first column, list the key content areas you have identified. In the second column, brainstorm learning objectives relating to each key content area. The third column is for any discussion notes.

Example PCD goal: “We want to develop a curriculum for youth with disabilities to learn about healthy relationships, so they will have the space to explore and learn about themselves and make informed choices.”

Key content area/topic	Learning Objectives	Notes
Safety (could include content on self-esteem, boundaries, trust and respect)	By the end of the course, participants will be able to identify aspects of safe (and unsafe) relationships in their lives.	
Support (could include content related to family members, friends, and dating)	By the end of the course, participants will be able to identify key features of a supportive relationship.	

You can use resources such as team-building activities and icebreakers to help you during the participatory process. A collection of resources is listed in the Appendix of this PCD toolkit.

Are you beginning to see your curriculum take a basic shape? Again, this framework does not need to be rigid, but your working group should have a good sense now about the overall aim of the curriculum, the key content areas within it, and the initial learning objectives. Identifying and understanding the learning objectives is also crucial for carrying out a good evaluation of your curriculum (Phase 4).

### Knowing the Needs of the Community

It is possible that some members of the development team may not know what the needs of their consumers are. These team members may also not be aware of the possibilities for trainings to address these needs.

As a member of the development team, you are in a position to provide clear information and resources. Keep in mind that the information you provide must suit the situation and needs of learners. It is necessary to understand those needs before your own ideas can be useful. This course will help to teach you some basic methods and tools to help you find out what is needed.

### Phase 2 Checklist

- ☐ Organize a meeting of the development team (plan a minimum of two hours for this).
- ☐ Conduct the development team meeting, remembering to:
  - Ask each team member to reflect on their own learning experiences;
  - Look at the goal you wrote down in your Situation Analysis;
  - If the concept you chose to address is broad, brainstorm the concepts, skills, and knowledge that fall under it;
  - Identify key concepts and concepts that relate to one another;
  - If applicable, group concepts in order of what needs to be learned first, second, etc.;
  - Allow these groupings to loosely shape the key content sections of your curriculum;
  - Create a table or some other method to organize your key content areas; and
  - Brainstorm learning objectives related to each area.
- ☐ When the development team leaves this meeting, they should have a good sense of the overall aim of the curriculum, its key content areas, and the initial learning objectives

### It's Demanding

Working with a diverse group of stakeholders is demanding! The process takes time and resources. This may frustrate some stakeholders, including managers, organizational leaders, and donors.

There are several things your group can do to head off frustrations:

- Create a platform for holding discussions with all the stakeholders involved in the project, including the leaders of your organization.
- Gain and maintain the support of key decision-makers by having discussions with them and keeping them informed about the project.
- Explain what the goals of the process are.
- Explain that although it may take longer, the outcomes will be better and more sustainable than what is possible with a non-participatory process.
- Refer to the Purpose section at the beginning of this toolkit for how to explain the benefits of the PCD approach to various stakeholders.

## Phase 3: Curriculum Content

In **Phase 3** you will build out the curriculum content.



## Phase 3: Curriculum Content

### Phase 3 Summary

In contrast to the Phases 1 and 2, which each centered on a single meeting, the Curriculum Content Phase is much longer. This phase will take several weeks, or even months. You should schedule development team meetings throughout this phase. The development team will begin by developing a plan for who does what tasks, and setting deadlines for completing these tasks. The team will then collaboratively choose what content to include, and decide in what order the content should be presented. The team will also decide how to design the teaching and learning in ways that create an effective and enjoyable learning experience. Throughout this process, the development team will revisit the planned learning objectives. The Curriculum Content Phase will require several group meetings, as well as individual work outside of those meetings.

Your group can now use your curriculum framework to guide you as you develop your curriculum content, teaching methods, and learning materials. There are many ways to approach the actual writing of the curriculum content and activities:

- If there are people in your working group who are very knowledgeable about the subject, then it might be quite straightforward.
- If you need to gather more information, however, writing the content might take longer.
- You might conduct some research online, visit the library, or ask other stakeholders who are knowledgeable – or you can do all three!

This phase will be a combination of group and individual work, and will likely take several weeks or months and many team meetings to complete, as appropriate for your group.

## Roles and Timelines

Develop a plan with your group for who will do what tasks and for when the completion deadlines will be. Your approach to this will need to be flexible; the way it looks will depend on the individuals in your group. The first step is to identify what tasks need to be accomplished, and who will accomplish them.

Do you need to involve:

- Researchers?
- Writers?
- Editors?
- Interviewers?
- Fundraisers?
- Videographers?

Once you have a general sense of what to accomplish and who to involve, you can match people with roles. This matching should be participatory. You might even rotate through roles depending on skills and the complexity or length of your project.

With a plan in motion, you can move to selecting and sequencing the curriculum content

#### Unrealistic Expectations

Some individuals who participate in your PCD process might have unrealistic expectations, at an early phase of the process, which might not be met later. As part of the PCD process, it is important to have open discussions with members of the development team or other stakeholders regarding what IS and IS NOT possible.

When having these discussions, try to hold open dialogues that are non-threatening and constructive. Doing so can clarify the situation and prevent potential conflicts or disappointment.

## Selecting the Content

Identifying and writing content for your curriculum is a process of gathering and then editing. Courses can quickly become unwieldy and overwhelming to both learners and facilitators if too much content is provided. To help prevent overload, you can start with this useful strategy – make a list of the content needed to help the learners meet the learning objectives; then divide it into three categories:

- must know,
- should know, and
- could know (or ‘nice to know’) information.

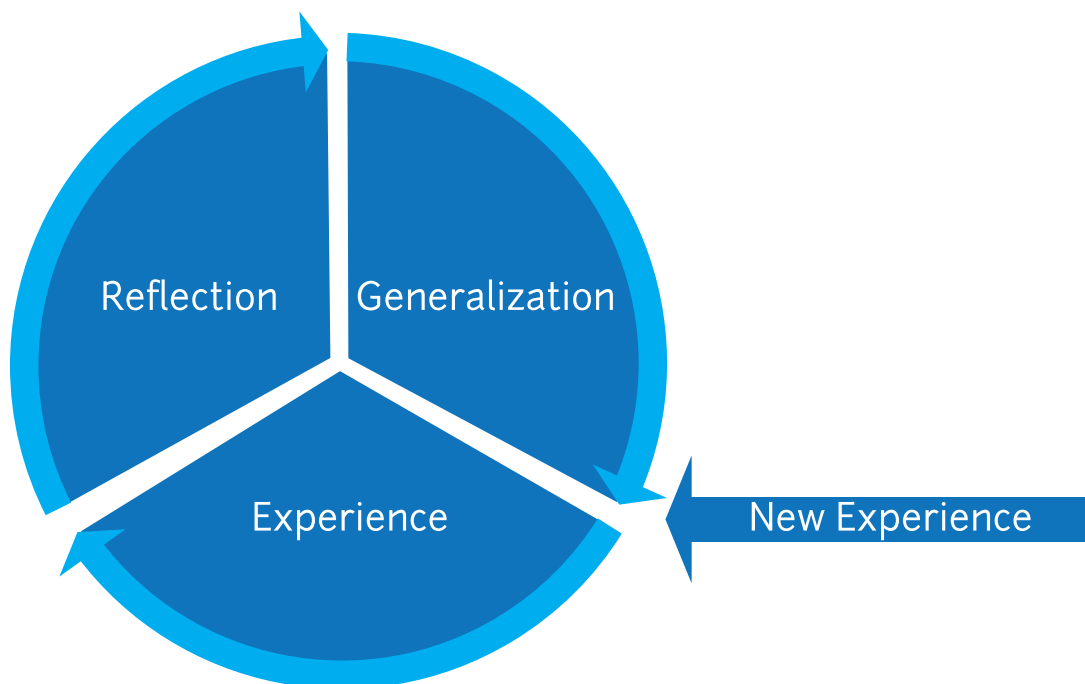
All the knowledge that the learners **must know** must be included in the curriculum content. This content should align with the learning objectives. Some of the knowledge that learners **should know**, and a limited amount of what they **could know** can also be included, or it can be used as additional opportunities for learning. If you start with a solid, clear, and engaging foundation, learners will likely acquire the skills and interest to explore more deeply.

# Sequencing the Content

Another important element of your curriculum to consider is the order, or sequence, of the content and activities. There are four basic rules to follow when sequencing the curriculum content:

1. **Move from the simple to the complex.** Start with definitions, short examples, or engaging questions and then move on to more complex information, real-life scenarios, or nuanced discussions.
2. **Use logical organization.** The way you organize the curriculum may be based on time sequence (what happens first, second, third, and so on) or topics that relate to one another. For example, if your training is to help participants understand how to find housing, you may organize the information by time sequence according to what steps participants might need to take to find housing. In this case, you might start with understanding a budget, then move to looking for housing, and end with how to take care of a home.
3. **Move from the known to the unknown.** It is important to start where your learners feel comfortable and then move into new material. For example, if you want to teach learners about different types of transportation, you may start with the types of transportation they are most familiar with and then move to other transportation types and resources they aren't aware of yet.
4. **Cover the content in the order of skill performance.** Think through skills as step-by-step actions. You might think of this as steps in a recipe. What do learners need to know or understand before moving on to the next step? For example, if you want to teach participants how to search for information online, you will first need to make sure they know how to operate a computer, tablet, or smartphone.

Remember the experience -> reflection -> generalization cycle from Phase 2? This can easily be woven into your sequence if you create spaces throughout the curriculum for group discussion, practice or action (through games or demonstration or role play), and prompts to consider how the content applies to learners' own lives.



# Designing and Teaching the Learning Environment

An equally important aspect of your curriculum is how it will be delivered. Think about this from the perspective of both the learners and the facilitators who will deliver the curriculum to them.

An effective learning environment not only helps people learn about the subject, but it also helps them enjoy the experience of learning so that they will feel empowered to continue learning. The facilitator should enjoy the experience too!

Here are some practical suggestions to help build an effective learning environment:

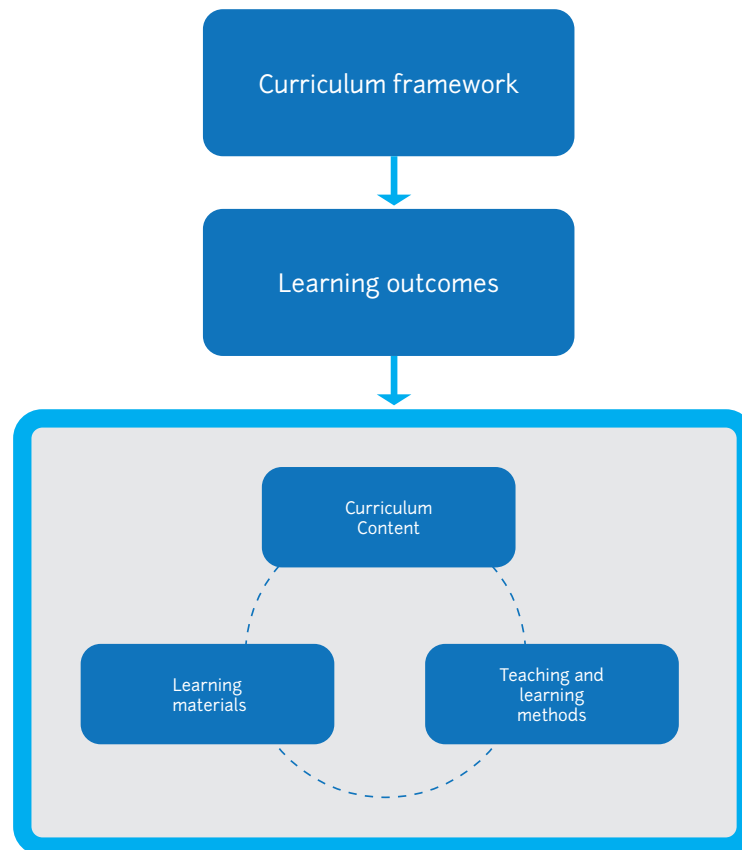
- Use small, manageable pieces of learning.
- Use an appropriate range of learning methods and learning materials, such as presentations, discussions, activities, demonstrations, written information, lectures, show-and-tell, visual aids, videos, simulations, or role play.
- Use participatory and hands-on learning approaches whenever possible.
- Encourage understanding, not memorizing.
- Allow learners to practice as soon as possible.
- Ensure that the learning does not stop at the end of the course.
- Leave the learner wanting to learn more.
- Leave the learner feeling capable of continuing learning on their own, if necessary.



## Tying it All Together

As you begin to construct the course content, make sure to return to the learning objectives your team identified, and to adjust them as needed. Make the learning objectives as specific as you can.

The curriculum framework is directly related to the teaching/learning methods, learning outcomes, curriculum content, and learning materials. As your curriculum continues to develop, you can use the figure below to visualize and maintain the connections between all elements.



Adapted from Taylor, 2003

## Reviewing Work as a Group

Much of the curriculum content writing might be an individual or small team undertaking. Coming back together periodically and reviewing all the work being done as a group takes a lot of time and patience, but it will result in a more effective and relevant curriculum.

It is helpful to have a set schedule of development team meetings. Doing so provides individual team members a structure to work within. This structure can also be used to establish milestones for completing work.

When reviewing the curriculum content as a group, people may naturally disagree with each other; you might want to revisit or establish some ground rules for sharing feedback, and identify a facilitator (the team facilitator or someone else) for these discussions to keep everyone on track. This phase requires flexibility and compromise at times. It may be helpful, at this point, to review the **Collaboration Basics** from earlier in this toolkit, to help you manage group dynamics.

Critique and disagreement can be a real strength for the developing curriculum, so don't try to squash it. Instead, strive to create a comfortable and balanced team environment for sharing feelings and ideas. Address any conflicts directly.

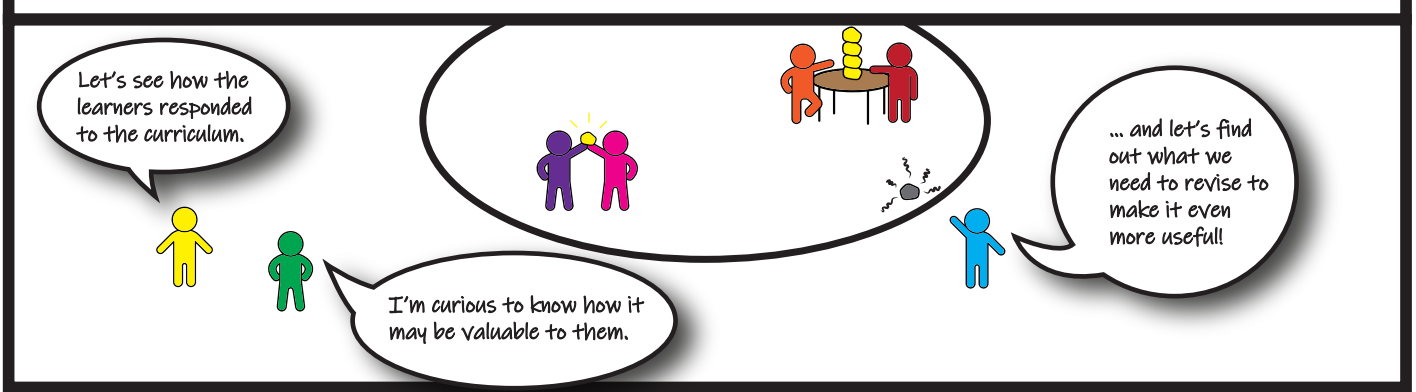
### Phase 3 Checklist\*

\*This phase will take several weeks or months, and will require several group meetings as well as individual work outside of meetings.

- ☐ With the development team, cooperatively develop a plan for who does what and the deadlines for completion:
  - Start by identifying roles and their associated tasks.
  - Then, match team members to roles.
  - Keep in mind that you can rotate roles if desired.
- ☐ Make a list of curriculum content needed to help learners meet learning objectives.
- ☐ Then, divide this content into three categories:
  - Must know,
  - Should know, and
  - Could know.
- ☐ Prioritize content: definitely include 'must know' information, and include **should know** topics before **could know** topics.
- ☐ Determine the sequence in which information is presented, moving:
  - From simple to complex information,
  - With logical organization,
  - From known to unknown information, and
  - In the order of skill performance.
- ☐ Incorporate opportunities for learner reflection on content.
- ☐ Build an effective and enjoyable learning environment by:
  - Using small, manageable pieces of learning,
  - Using an appropriate range of learning methods and learning materials,
  - Using participatory and hands-on learning approaches,
  - Encouraging understanding rather than memorizing,
  - Allowing learners to practice as soon as possible,
  - Ensuring that the learning does not stop at the end of the course,
  - Leaving the learner wanting to learn more, and
  - Leaving the learner feeling capable of continuing learning on their own, if necessary.
- ☐ Return often to the learning objectives. Make these objectives as specific as possible, and adjust them if needed.
- ☐ Schedule development team meetings throughout this phase. Use these meeting times to:
  - Review the work being done by individuals and small groups,
  - Establish milestones for completing work,
  - Create a comfortable team environment in which members feel at ease sharing feelings and ideas, and
  - Address conflicts directly.

## **Phase 4: Implement and Evaluate**

**Phase 4** is where you try out the curriculum and evaluate how it went.



## Phase 4: Implement and Evaluate

### Phase 4 Summary

The final phase of the PCD process is Implement and Evaluate. In this phase, the development team will decide how to assess participants' learning and their feelings about the learning experience. You will use the learning objectives you established earlier in the PCD process to guide your evaluation. The development team will need to determine when these assessments will happen and recruit a small group to participate in a trial run, or 'pilot course,' of your curriculum.

At the end of the pilot course, the development team will meet again to share information and review what you have learned, at that point, from the evaluation. You will also want to make time for the development team to reflect on the entire PCD process.

Because you have involved stakeholders throughout the entire PCD process, you will probably have a solid idea of how relevant and useful your resulting curriculum will be. Even so, it is essential to test out and evaluate your new curriculum to see how it works in action.

Evaluation can seem like an overwhelming task, but don't worry! You have already set yourself up for success through the participatory development process.

Curriculum evaluation is, at its simplest, a reflection on the process of learning. Evaluation helps you understand:

- What the curriculum is worth to those who were involved in its development,
- How well the curriculum is working, and
- How it can be improved for present and future learners.

In this phase, you will test out your curriculum by:

- Checking if your identified learning objectives are met,
- Exploring how learners feel about your curriculum course, and
- Providing an opportunity for members of the development team to reflect on their experiences.

By evaluating your curriculum, you will gain a comprehensive understanding of the value and impact of your project.

# Pilot Course

As with anything new, it can be very helpful to make a test run before ‘going public.’ This test run, or pilot course, can help you gather focused input on the curriculum and allow you to make any changes before you implement your curriculum course more broadly or publicly. Your pilot course can also help you refine your facilitation approach, and evaluation methods, if needed.

Recruit a group of people to participate (at least three, but not more than twelve). You may have some stakeholders and end-users on board who have been involved with your project so far. However, you will also want to recruit some brand-new people from the intended audience population.

Once you have recruited your participants:

- Let them know this is a test run,
- Welcome open feedback about their experiences, and
- Inform them that they will be helping you to evaluate the information in the curriculum as well as the process for learning.

## Overcoming Obstacles

Keeping communication clear, inclusive, and open is perhaps the most important strategy for overcoming obstacles that might come up during the collaboration process.

As issues come up, asking your development team to brainstorm ideas and solutions to obstacles can be a great practice and resource all on its own.

# Evaluating Your Course

Evaluation is part of the whole process of transformation that is education and training. You can use evaluation to ask about many topics of interest, including:

- Which aims of the curriculum and the learning objectives have been achieved?
- What have participants learned?
- What facilitated this learning?
- What difference did the learning make to the learners in their lives, their work, and their relationships?

Some guiding questions for your evaluation plan could be:

- How have we (all participants) changed during this course?
- How do we measure this change?
- What content and aspects of the course sparked this change?
- What should this curriculum be achieving? Is it (or is it not) achieving that?

There are many ways to answer these questions. Two main approaches are **summative** and **impact** evaluation. **Summative evaluation** is used to look at whether aims and learning objectives have been achieved, and is usually done at the end of the course. **Impact evaluation** is carried out when enough time has passed for longer-term effects to emerge, and participants have had the chance to integrate what they've learned into their lives.

With both approaches, you can monitor the progress and experiences of participants at regular intervals. Through monitoring you can:

- Understand the underlying reasons for learner improvement,
- Determine the need for changes, and
- Collect information that allows you to see and measure changes.

For your pilot course, try to keep things simple. The course teacher or facilitator and the development team members will naturally evaluate the course as it is happening, simply by inquiring about how it's going. However, if you formalize this natural process a little bit you will have useful information at the end of the pilot course.

Your team will need to decide on how to obtain course reflections and assessments from participants. You will also need to choose when these prompts will occur. You might use one, or a combination, of the following methods:

- Surveys or questionnaires,
- Reflective journals and diaries,
- Group discussions (recorded),
- Interviews,
- Self-assessments, and/or
- 'Moodometers' (feelings scales).

Your goal should be to capture the feelings and experiences of the participants, as well as their learning progress. In crafting questions that will measure participants' understanding, you can use your identified learning objectives as a guide.

For example, if one of the curriculum's learning objectives was "By the end of the course, participants will be able to identify aspects of safe (and unsafe) relationships," you might conduct a summative evaluation at the end of the course by asking participants questions like:

- What do you think makes a relationship safe?
- What kinds of things might make a relationship unsafe?
- How does what you've learned in this course apply to your life?
- How does what you've learned in this course apply to a given scenario?

If applicable, you might conduct an impact evaluation by contacting participants a few months after the course has ended to ask about how they have been applying their new knowledge and skills and how it has made a difference in their lives.

At the conclusion of your pilot course, regroup as a full development team and share course experiences and review the information you have collected. Ask yourselves:

- What conclusions can you draw about the value of your course?
- Is there anything that didn't work as intended, and could be adjusted?
- Did anything surprising happen?
- What were the biggest successes?

#### **Up-and-Coming Trainers and Facilitators**

Just as problems can arise when experienced team members believe they know more than others, it can be difficult if stakeholders with less experience feel suspicious of, or intimidated by, other members of the development team.

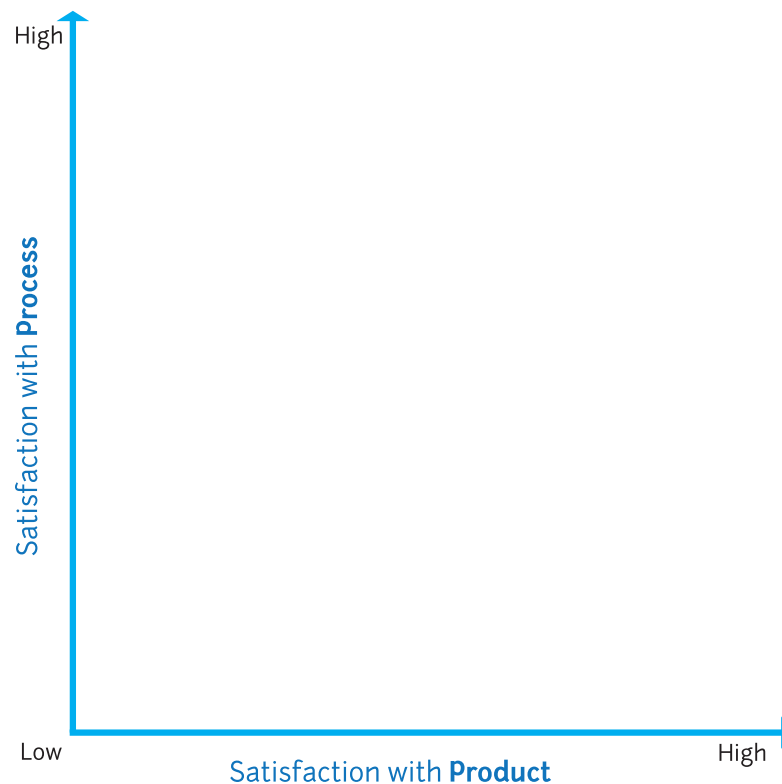
If this happens during your project, it is important to create a platform for open discussion to overcome doubts. Encourage everyone in the group to be open about their fears, expectations, and frustrations. It may also be helpful to refer back to the Collaboration Basics section of this toolkit.

# Evaluating Your Process

As a team, it is also important to create time and space for reflection on the entire PCD process. This internal evaluation can be more informal, group-oriented, and celebratory! Consider these questions:

- What did you enjoy about this project?
- What was challenging?
- How does everyone feel about the result?
- What did you learn?
- How did you grow?

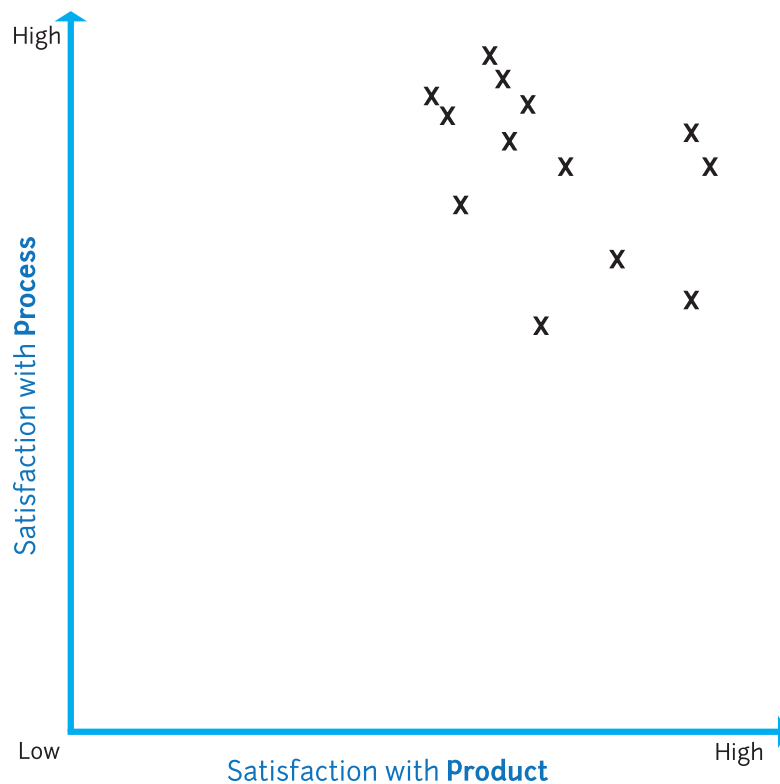
If your group wants a more formal process, it can be helpful to have individual interviews conducted by someone outside of the team. This interviewer can then share some of their key take-aways with the group. You could also use some visualization tools, such as this Satisfaction Chart:



This evaluation tool enables participants to express their feeling about the combination of process and product. A simple graph should be drawn on a large piece of paper, with 'satisfaction with process' (the PCD process) and 'satisfaction with product' (the curriculum) labeling each axis, and with both sides showing a range of 'low' to 'high.' Participants are then asked to place an 'x' on the graph according to their perception of both the process and the product.



This tool creates a simple way to visualize and understand the experiences of team members. After everyone has marked their 'x,' you can allow time for the group to reflect on the shared PCD experience. The discussion generated by this activity can help team members harvest useful information that may be relevant to your work in future participatory processes.



#### Phase 4 Checklist

- ☐ Recruit 3 – 12 people for your pilot course (some of these people should be unfamiliar with the curriculum):
  - Let them know this is a test run,
  - Invite their feedback, and
  - Inform them that they will be helping you evaluate your curriculum.
- ☐ With the development team, decide on how to obtain course assessments of participants' learning and their feelings about the experience. Options include surveys, reflective journals, recorded group discussions, interviews, and 'moodometers.'
- ☐ Use your learning objectives to guide your evaluations.
- ☐ Decide when these assessments will occur:
  - You may decide to conduct a summative evaluation at the end of the course to assess participants immediate experiences, including learning.
  - You may choose to conduct an impact evaluation a few months after the course has been completed, to assess how participants applied their new knowledge and what difference the course made in their lives.
- ☐ At the end of the course, meet again with the development team to share information and review what you have learned so far from your evaluation.
- ☐ Meet with the development team to reflect on the entire PCD process. This can occur with the previous step, at the end of the course, or it can occur at a later time, after you have conducted an impact evaluation:
  - This reflection can be formal or informal and celebratory.
  - You may use tools, such as the Satisfaction Chart, to facilitate this process.

#### What Will You Accomplish?

Participatory curriculum development is a long and complex undertaking; it is also rewarding!

At the end of the PCD process, you and your team will have accomplished quite a feat! Your group's process will produce a brand-new curriculum that will empower many learners. You may also have the chance to involve partner organizations and to improve your own organization's capacity. You will likely also improve some of your own skills at facilitation and leadership!

# Overall Checklist for the PCD Process

## Phase 1 Checklist

- ☐ Organize an initial meeting with your development team (allow a minimum of half a day for this meeting).
- ☐ Conduct the initial development team meeting, remembering to:
  - Establish ground rules;
  - Introduce the PCD process;
  - Explore the learning need, stakeholders, and the intended learning audience;
  - Use the activities listed in this section (Brainstorm Map and Participation Scan) to facilitate this process;
  - Identify your group's strengths, weaknesses, opportunities, and threats; and
  - Record your goal, including the intended learners, the learning topic, and the purpose.
- ☐ After the initial development team meeting, invite others to participate in your group.
- ☐ Define who else will be the members of the development team.
- ☐ Create a rough timeline for the PCD project.

## Phase 2 Checklist

- ☐ Organize a meeting of the development team (plan a minimum of two hours for this).
- ☐ Conduct the development team meeting, remembering to:
  - Ask each team member to reflect on their own learning experiences;
  - Look at the goal you wrote down in your Situation Analysis;
  - If the concept you chose to address is broad, brainstorm the concepts, skills, and knowledge that fall under it;
  - Identify key concepts and concepts that relate to one another;
  - If applicable, group concepts in order of what needs to be learned first, second, etc.;
  - Allow these groupings to loosely shape the key content sections of your curriculum;
  - Create a table or some other method to organize your key content areas; and
  - Brainstorm learning objectives related to each area.
- ☐ When the development team leaves this meeting, they should have a good sense of the overall aim of the curriculum, its key content areas, and the initial learning objectives

### Phase 3 Checklist\*

\*This phase will take several weeks or months, and will require several group meetings as well as individual work outside of meetings.

- ☐ With the development team, cooperatively develop a plan for who does what and the deadlines for completion:
  - Start by identifying roles and their associated tasks.
  - Then, match team members to roles.
  - Keep in mind that you can rotate roles if desired.
- ☐ Make a list of curriculum content needed to help learners meet learning objectives.
- ☐ Then, divide this content into three categories:
  - Must know,
  - Should know, and
  - Could know.
- ☐ Prioritize content: definitely include 'must know' information, and include **should know** topics before **could know** topics.
- ☐ Determine the sequence in which information is presented, moving:
  - From simple to complex information,
  - With logical organization,
  - From known to unknown information, and
  - In the order of skill performance.
- ☐ Incorporate opportunities for learner reflection on content.
- ☐ Build an effective and enjoyable learning environment by:
  - Using small, manageable pieces of learning,
  - Using an appropriate range of learning methods and learning materials,
  - Using participatory and hands-on learning approaches,
  - Encouraging understanding rather than memorizing,
  - Allowing learners to practice as soon as possible,
  - Ensuring that the learning does not stop at the end of the course,
  - Leaving the learner wanting to learn more, and
  - Leaving the learner feeling capable of continuing learning on their own, if necessary.
- ☐ Return often to the learning objectives. Make these objectives as specific as possible, and adjust them if needed.
- ☐ Schedule development team meetings throughout this phase. Use these meeting times to:
  - Review the work being done by individuals and small groups,
  - Establish milestones for completing work,
  - Create a comfortable team environment in which members feel at ease sharing feelings and ideas, and
  - Address conflicts directly.

#### Phase 4 Checklist

- ☐ Recruit 3 – 12 people for your pilot course (some of these people should be unfamiliar with the curriculum):
  - Let them know this is a test run,
  - Invite their feedback, and
  - Inform them that they will be helping you evaluate your curriculum.
- ☐ With the development team, decide on how to obtain course assessments of participants' learning and their feelings about the experience. Options include surveys, reflective journals, recorded group discussions, interviews, and 'moodometers.'
- ☐ Use your learning objectives to guide your evaluations.
- ☐ Decide when these assessments will occur:
  - You may decide to conduct a summative evaluation at the end of the course to assess participants immediate experiences, including learning.
  - You may choose to conduct an impact evaluation a few months after the course has been completed, to assess how participants applied their new knowledge and what difference the course made in their lives.
- ☐ At the end of the course, meet again with the development team to share information and review what you have learned so far from your evaluation.
- ☐ Meet with the development team to reflect on the entire PCD process. This can occur with the previous step, at the end of the course, or it can occur at a later time, after you have conducted an impact evaluation:
  - This reflection can be formal or informal and celebratory.
  - You may use tools, such as the Satisfaction Chart, to facilitate this process.

## CLS Case Study Example

# CLS Case Study Example

The Community Living Skills (CLS) development team was composed of CIL staff from across the country including Washington, North Dakota, Wisconsin and Pennsylvania. The team also included the Director of Training and Technical Assistance from the Association of Program for Rural Independent Living (APRIL) and two RTC:RURAL staff members. The CLS development team met weekly over the course of approximately 18 months. Staff from APRIL and RTC:RURAL shared the role of team facilitator weekly depending on the topic, and one RTC:Rural staff served as the collaborative leader for the development team throughout the development, piloting, and evaluation of the curriculum.

## Getting Started and the Situation Analysis

We began the curriculum development process by first hosting a face-to-face meeting with all development team members in Missoula, MT. At the face-to-face meeting, the development team began with introductions, team building activities, group ground rules, and an extensive presentation of the vision and goals for the CLS curriculum.

Following team building activities and the review of the goals for the CLS curriculum, we began the Situation Analysis. The Situation Analysis comprised most of the second day of the face-to-face meeting. Development team members spoke from their experiences as IL specialists, as well as their experiences as people with disabilities.

During the Situation Analysis we identified stakeholders for the curriculum, stakeholders who may need to be involved, and the strengths and challenges for our group as we moved into the curriculum development process. One large challenge for our development team was our geographical location. Members of each team were spread across the country, in various time zones, and IL specialists and directors often have limited capacity for additional work activities. We addressed these barriers by using Slack, an asynchronous communication platform, to stay in contact with all team members. We also scheduled weekly teleconference meetings that fit all team members' schedules. In addition, a variety of opportunities for participation were provided. In addition, we provided a variety of opportunities for participation and we encouraged team members to participate as they were able. For example, we invited team members to review information, search for resources, record or upload videos, and collect photos.

## Curriculum Framework & Content

Following the face-to-face meeting, the development team met weekly on teleconference calls to brainstorm and begin curriculum development. The development team specifically honed in on a subset of stakeholders for the CLS curriculum – consumers that are not ready to set goals, or do not have a goal. We also focused primarily on people with disabilities who were youth, ages 18-35. As we developed material, we regularly revisited ideas around developing information for this stakeholder group, who were identified as consumers with disabilities in a transition phase. These individuals often meet challenges to setting and meeting goals because their immediate needs were not being met.

During the process of developing a framework and content, the development team identified some proposed session topics that were less applicable to our primary focus and to our stakeholders. We decided not to include these proposed topics (including employment and preventative health) as their own sections in this curriculum. Instead, we incorporated as much content as possible into remaining curriculum topics.

We also saved the resources that team members had submitted on topics we decided not to pursue for possible future projects.

The final sessions for CLS that were included in the curriculum were: Disability Identity, Peer Support, Self-Advocacy, Self-Care, Housing, Technical Skills, Budgeting & Finance, Healthy Relationships, Transportation, and Time Use.

The team moved through a general process of:

1. Brainstorming topic content within development team
2. Writing an outline, led by team facilitators
3. Reviewing content within development team
4. Finalize first draft of the curriculum content

## Piloting, Implementing, and Evaluating

Team facilitators recruited CILs who had not been involved in the development of the curriculum to pilot the program content with consumers. At this time, members of the development team concluded their involvement and team facilitators shifted to weekly meetings with pilot teams. We held these meetings over the course of a year. During the piloting phase, we infused more end-user and stakeholder feedback into the program content. This phase allowed us to continue the iterative process of curriculum development.

Once development team meetings concluded, we collected post-process qualitative interviews with CIL staff to learn what parts of our meetings were effective, and which were challenging. Most members of the development team participated in anonymous interviews and provided valuable feedback about the participatory curriculum development process.

After the conclusion of the pilot phase, we then moved to the evaluation phase. We planned for the evaluation phase to occur over approximately two years. During this phase, we used pre-, post-, and follow-up paper-pencil surveys to evaluate consumers' outcomes.

You can read more about communication tools and findings as part of the 6th Edition KT Casebook here: <https://ktddr.org/products/ktcasebook/participatory-curriculum-development.html>



# Appendix

# Additional Readings and Resources

## Facilitation resources:

HCL Facilitator Groups Training - <http://healthycommunityliving.com/FGT/>

Community Toolbox, Chapter 16. Group Facilitation and Problem-Solving - <https://ctb.ku.edu/en/table-of-contents/leadership/group-facilitation>

## Curriculum writing resources:

Lahey, G. (2010). *Facilitating group learning: Strategies for success with diverse adult learners*. San Francisco: Jossey-Bass.

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Kolb, D. A. (2014). *Experiential Learning: Experience as the Source of Learning and Development* (Second Edition). Pearson Education, Inc. <https://learning.oreilly.com/library/view/experiential-learning-experience/9780133892512/>

Skilbeck, M. (1984). *School-based Curriculum Development*. Harper & Row Publishers.

Taylor, P. (2003). *How to design a training course: A guide to participatory curriculum development*. Bloomsbury Academic.

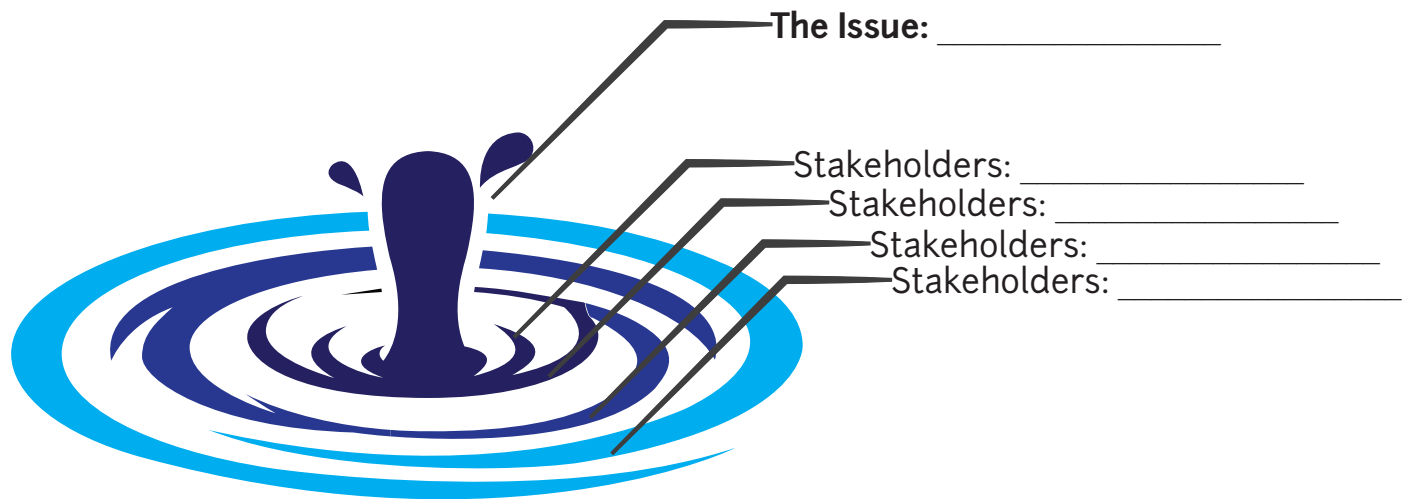
# Acknowledgments

We would like to acknowledge our partners who played a critical role in helping us to develop the HCL program by using the participatory curriculum development method outlined in this toolkit. Our partners include experienced facilitators and Independent Living specialists from ABLE South Carolina, Alliance of People with disAbilities, Blue Water Center for Independent Living, Southern California Rehabilitation Services, Inc., AIM Independent Living Center, Dayle McIntosh Center, disAbility Link, Dustin Gibson, Independence Inc., Disability Rights & Resources, Paraquad, North Country Independent Living, Ability 360, Alliance Center for Independence, SEMCIL, and The Independence Center. We would also like to thank people with disabilities, professional staff, and service organizations across the country too numerous to list that contributed videos, resources, and technical support for the HCL program.

This toolkit was prepared by several RTC:Rural and HCL Project staff. Acknowledgments go to Maggie Lawrence, Kaitlyn Fertaly, Krys Standley, Tracy Boehm Barrett, Tannis Hargrove and Justice Ender.

# Tools

## Brainstorm Map



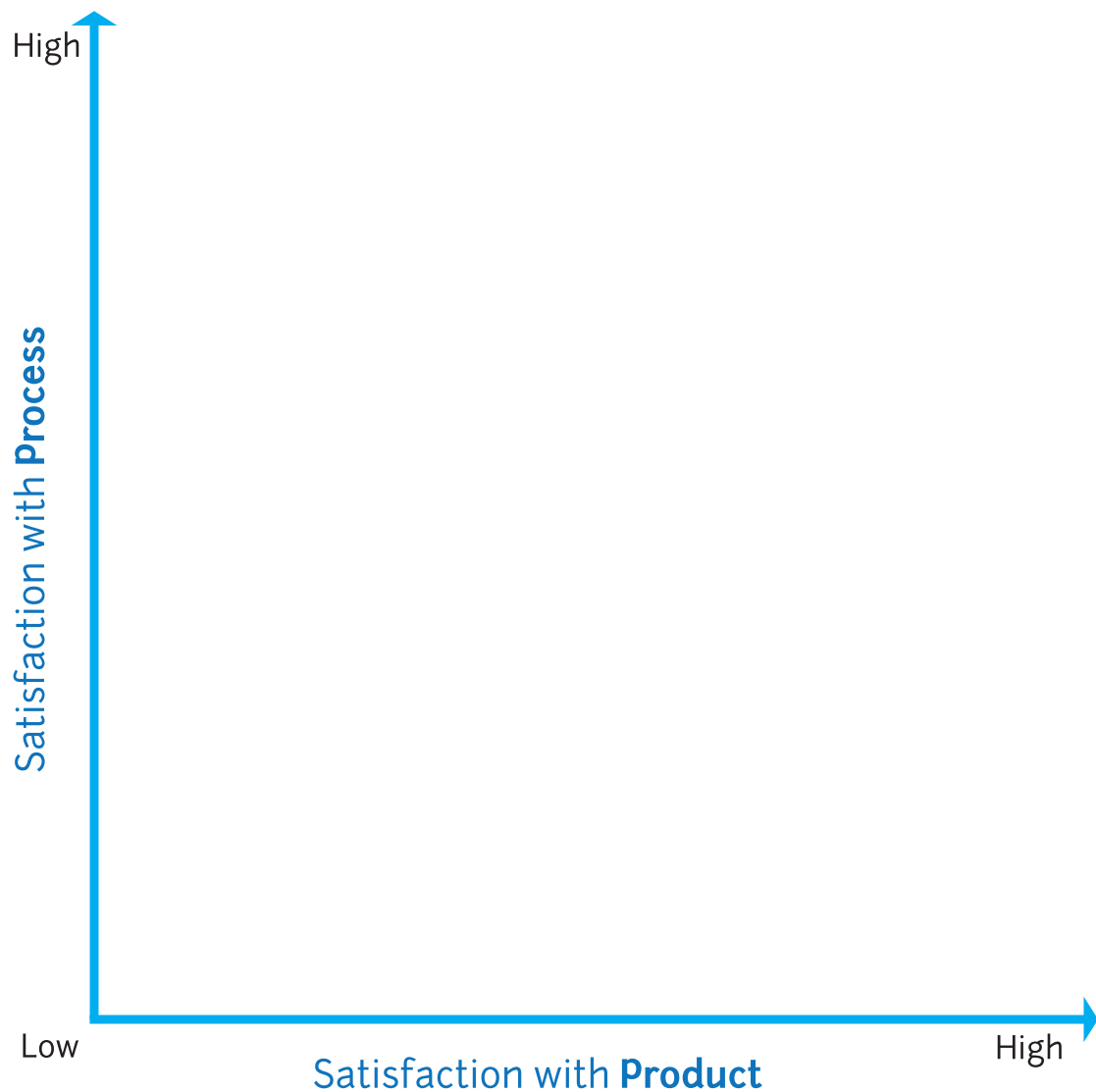
## Participation Scan

	CIL Staff	Consumers	Community Organization Members	Subject Matter Experts
<b>Phase 1:</b> Situation Analysis				
<b>Phase 2:</b> Curriculum Framework				
<b>Phase 3:</b> Curriculum Content				
<b>Phase 4:</b> Implement & Evaluate				

## Learning Objectives

Key content area/topic	Learning Objectives	Notes

## Satisfaction Chart



# Icebreakers and Team Building Exercises

## Overview of Icebreakers and Team Building

Icebreakers and team-building activities can both be fun activities that can help group members to become more comfortable working together. Facilitation is important in both types of activities to introduce, guide, and conclude the activity. The main differences between icebreakers and team-building activities are how long they take and the degree to which they provide insight into the group dynamics.

## Description and Purpose of Icebreakers

Icebreakers are facilitated activities intended to help group members “warm up” the group to work as a team. They take less time than teambuilding activities and do not involve a debriefing/processing component at the end. We have included in this toolkit a large assortment of icebreaker activities for you to choose from.

## Travel Icebreaker Questions

- What’s the best trip (traveling wise) you ever had?
- What’s your favorite thing about the place where you live?
- If you could live anywhere in the world for a year, where would it be?
- Where is your favorite vacation spot?
- What’s your favorite seat on an airplane?
- Have you ever been on a cruise? Where did you go?
- Do you enjoy the outdoors? What’s your favorite outdoor activity?
- How many countries have you visited outside your own?
- What is your favorite weekend trip?
- Who is your favorite person to travel with?
- What is your favorite theme park?
- In your opinion, what is the most beautiful place on earth?
- Beach, safari, or forest vacation?

## Animal Icebreaker Questions

- Do you have any pets? What are their names?
- Are you a cat person or a dog person?
- What is your the animal that is most similar to your personality?
- What is your favorite animal?
- What is your favorite magical or mythological creature?
- What famous animal movie character do you like the most?
- Did you have a stuffed animal as a child? What was its name?
- Are there any specific animals you are afraid of? Why?
- What is the funniest thing one of your pets have done?
- What is your favorite zoo animal?
- If you were a fish, what type would you be?
- If you had your human body, but the head of an animal, what animal would you pick?

## Food Icebreaker Questions

- Favorite grocery item while shopping locally?
- What is your favorite restaurant?
- If you could only eat one item of food for the rest of your life, what would you eat?
- What is your favorite candy or treat?

- Sweet, salty, or sour?
- What's the weirdest food you've ever eaten?
- What is something you are great at cooking?
- What is something you can't cook?
- What is your favorite dessert?
- If you could eliminate one food so no one could eat it ever again, what would you destroy?
- What is your favorite breakfast? Lunch? Dinner?

### **Hobby Icebreaker Questions**

- What is your favorite hobby?
- What is your favorite thing to do by yourself?
- What is your favorite sport or physical activity?
- What crazy activities do you dream of trying someday?
- What is your idea of fun?
- What two things do you consider yourself to be very good at?
- What two things do you consider yourself to be very bad at?
- If money and time were no object, what would you be doing right now?
- What is something you hate doing? Why?
- What is something you love doing? Why?
- Do you have any hidden talents? What can you do?
- What was one new experience you tried that was completely unknown or uncomfortable to you at the time you tried it?

### **Have You Ever...? Icebreaker Questions**

- Have you ever been out of the country?
- Have you ever ridden on a motorcycle?
- Have you ever lived in another state?
- Have you ever met a celebrity?
- Have you ever been to Disney Land or Disney World?
- Have you ever planted a garden?
- Have you ever experienced a natural disaster like a hurricane or tornado?
- Have you ever won a contest?
- Have you ever eaten a whole pizza by yourself?
- Have you ever done any extreme sports like skydiving or bungee jumping?

### **Technology Icebreaker Questions**

- If you had to delete all but 3 apps from your smartphone, which ones would you keep? (Three apps that have changed your life.)
- When did you get your first cell phone? What kind was it?
- If you had to choose between only having a cell phone or a car for the rest of your life, which would you choose?
- How many Facebook friends do you have? How many of them do you actually communicate with?
- What technology innovation made the most impact on your life?
- Desktop, laptop, or tablet? Which do you prefer to use?
- What is your favorite thing about technology? Least favorite?

### **Sci-Fi & Entertainment Icebreaker Questions**

- Where would you time-travel, if it were possible?
- If you could have a superpower, what would it be and why?
- If you were the captain of a pirate ship, what would be the name of your ship?
- If you could travel to any other planet (real or fictional), where would you go and why?
- What is your favorite movie?
- Who is your favorite actor/actress?
- What is your favorite book?
- What is your favorite tv series?
- What show on Netflix did you binge watch embarrassingly fast?
- If you could be any fictional character, who would you be?
- What type of music do you listen to?
- What movie can you rewatch over and over again?

### **Reflective Icebreaker Questions**

- If you could go back in time and make little changes to your childhood, what is one thing you'd learn and master over the years so you'd be an expert at it today?
- If you won a lottery of \$1 billion, what would you do with all the money?
- How would you change your life today if the average life expectancy was 400 years?
- What is the most challenging job you can think of?
- A genie grants you three wishes but none of them can directly benefit you. What would those wishes be?
- If you had to change your name, what would your new name be, and why would you choose that name?
- What are the best and worst purchases you've ever made?
- What is your biggest pet peeve?
- What is your most treasured material possession?
- What is your favorite smell and why?
- What do you never leave the house without other than your phone, keys or wallet?
- Who is your hero, and why?
- What is your earliest childhood memory?
- Who was your favorite teacher in school and how did he or she impact you?
- If you could choose an age to remain forever, which age would you choose?
- What is one important skill every person should have?
- What was the best thing that happened to you this weekend? This month? This year?
- What is your favorite holiday?
- Do you set New Years Resolutions? What was one of yours this year? Have you kept it?

### **Work Icebreaker Questions**

- As a child, what did you want to be when you grew up?
- What is your least favorite job you've ever had?
- What is your favorite job you've ever had?
- What are you going to do when you retire?
- What's one sentence you'd like to hear from your boss?
- What characteristic do you value the most in your coworkers?
- What is the most important personal attribute that you bring to your job?
- What are you most excited about in relation to your job this year?
- What's one work-related skill that you'd like to develop, especially if you could do it easily?

- What coworker characteristic do you find most irritating?
- What's the single most important factor that you would change about your job?
- What is the most significant factor, that your organization has control over, that interferes with your success?
- How much money would you need to win to walk away from your current job?
- What is one important skill that you think everyone should have?
- There are now 25 hours in a day! How do you spend your extra hour?
- What is one of your greatest work-related achievements?
- What activity helps you relieve stress at work?
- What class did you take in school that helps you with your job?
- Professional, casual or sweatpants? If there were no dress code, how would you dress for work?

### **Funny Icebreaker Questions**

- How long would you last in a zombie apocalypse?
- Who is your favorite cartoon character?
- What is your guilty pleasure?
- What are your favorite songs from your teenage years that you still rock out to when nobody else is listening?
- Who was your childhood actor/actress crush?
- What's the most embarrassing moment from your teen years?
- What's the craziest dare you ever took?
- What's the craziest fashion trend you ever rocked?
- What did you get into the most trouble for with your parents as a kid?
- What's your silliest memory with your best friend?
- What dance move are you secretly awesome at?
- What commercial jingle gets stuck in your head all the time?
- What's the worst haircut you ever had?
- What's the best prank you've ever played on someone?
- What's the most ridiculous thing your parents ever did to embarrass you?
- As a kid, did you ever do something wrong but manage to pin it on your siblings?

### **Description and Purpose of Team-Building Activities**

Team-building activities are facilitated activities intended to strengthen group processes by building trust and communication. Lessons learned about the group dynamic in these practice scenarios can inform the real work of the group with PCD. Team-building activities end with a debriefing discussion and tend to take more time than icebreakers. We have included in this toolkit team-building activities for both in-person and online groups.

### **Tips for Facilitating Team-Building Activities**

Begin by reviewing the description and goals of the teambuilding activity you are interested in. To facilitate a team building activity, you will start by sharing with the group the description and goals of the activity. Invite group members to ask questions about the activity before the activity. At the end of the activity, the facilitator needs to guide the group in processing what they noticed happening, why this may be important, and how to apply what has been learned to other situations. This levels of this framework, developed by Terry Borton, can be easily remembered as the What?, the So What?, and the Now What?.



## Team-Building Activities for In-Person Groups

### **Stand and Declare**

(Source: Mike Beers, Summit Independent Living Center, Missoula, MT.

Can also be found as a part of this guide:

<http://rtc.ruralinstitute.umn.edu/www/wp-content/uploads/Youth-Advocacy-Facilitator-Guide-2.pdf>)

### **Description and Goal:**

A game that allows people to express where they stand on an issue by literally moving and establishing themselves along an imaginary spectrum. This activity allows participants to see that even though you may have opinions that lean one way, an effective advocate hears the opposite perspective and considers their viewpoint.

### **How This Works:**

- In-person or online: In-person
- Space requirements: Anywhere
- Materials: Four pieces of paper and a marker
- Group Size: Any
- Preparation: Write one of the following on each of the four pieces of paper: Strongly Agree, Agree, Disagree, and Strongly Disagree.

### **Instructions:**

- Introduce the activity: In this teambuilding activity, each person will have the opportunity to express where they stand on an issue by literally moving and establishing themselves along an imaginary spectrum. You will get to share your perspective as well as hear from others with perspectives that differ from yours.
- Give four participants one of the pieces of paper, and have them spread out across the room.
- The facilitator will read a statement, and the participants will move near the sign that best describes their feelings about the statement.
- After all participants have chosen a sign to move next to, give them five minutes in their mini-groups to discuss why they chose the sign they did.
- After five minutes, have each small group explain to the larger group why they chose that stance. Start with Strongly Agree, then Agree, then Disagree, then Strongly Disagree.
- After hearing each mini-groups argument, give participants a moment to change their mind and choose a different group if they would like to.
- Debates could get heated, and if time allows let each group form a rebuttal to another group's comments if they want.
- After each mini-group has had the opportunity to be heard twice, allow for one more opportunity to change to a new sign.
- Debrief from the activity: Guide the group in processing what they noticed happening, why this may be important, and how to apply what has been learned to other situations that may arise in your work as a team.

### **Sample Statements:**

- Silly icebreaker statements:
  - o Pie is a better dessert than cake.
  - o Fish make better pets than dogs.
  - o Playing video games is a better way to spend free time than reading a book.

- More serious advocacy and disability-related statements:
  - o Everyone in the world has some kind of disability.
  - o All characters in plays and movies with disabilities should be played by actors/actresses with disabilities.
  - o All students with disabilities should be mainstreamed.
  - o Invisible disabilities are less difficult to live with than physical disabilities.
  - o If there was a cure for your disability, you would take it.

**Accommodations:**

- Be sure the room is arranged with accessibility in mind that allows everyone to move freely, such as with adaptive equipment and wheelchairs. If space is limited in accessibility or it is difficult for a person to move throughout the room, you can have extra signs of each Strongly Agree, Agree, Disagree, and Strongly Disagree option for them to hold up, or remove two of the signs (agree and disagree and have them pick one or the other). Ensure that when they are having small group discussions, everyone is able to access the conversation. For example, you may use an interpreter, CART, quiet space, visual space to allow lip reading, etc.

## **Say What?**

(Source: Association of Programs for Rural Independent Living.

Can also be found in this guide:

<http://rtc.ruralinstitute.umd.edu/www/wp-content/uploads/Youth-Advocacy-Facilitator-Guide-2.pdf>)

**Description and Goal:** An activity that requires careful listening and problem-solving in pairs.

### **How This Works:**

- In-person or online: In-person
- Space requirements: Classroom/activity room
- Equipment: Way to keep time in 30 second increments, such as a timer app on a cell phone or a wrist watch
- Group size: Even numbered, 4-10 works best
- Activity goals:
  - Participants will learn that listening is important.
  - They will also learn that sometimes people may need accommodations in order to communicate effectively.
- Preparation: None

### **Instructions:**

- Introduce the activity: In this teambuilding activity, you will practice careful listening and problem-solving in pairs.
- Break group into partners. Let them select who is partner 1 and who is partner 2.
- There are two rounds, each about 1 minute long followed by a short discussion.
- Each partner will talk about a word for 30 seconds while the other partner listens silently.
- For the first round, give partner 1 a word they have heard before and have them talk about this word for 30 seconds. Example: shoe.
- Stop after 30 seconds, and have the partners switch roles.
- Give partner 2 a different word that they will talk about for 30 seconds.
- If possible, have the word relate to partner 1's word. For example, if partner 1's word was "shoe," partner 2's word could be "sock."
- After both partners have had their turn talking, one at a time have them say as much as they can remember about the other's word.
  - Start with Partner 2 discussing Partner 1's word, then Partner 1.
  - This can be done in a full group or between partners.
- Ask:
  - When your partner repeated what you said about your word, did they leave anything out? Was what they said correct?
  - When you talked about what they said, did you leave anything out? Did you get all of the information correct?
- For the second round, give each a made-up word and have them repeat the exercise, each taking a turn to speak for 30 seconds about a made-up word. (Examples: shoomalaka, kazambinga)
- Again, once they are done, have each partner tell the other as much as they can remember about the other's word.
  - Partner 2 should go first, and then Partner 1.
- Debrief from the activity: Guide the group in processing what they noticed happening, why this may be important, and how to apply what has been learned to other situations that may arise in your work as a team.

**Accommodations:**

- If a participant(s) in the group use assistive technology to communicate and would like more time to talk about their word, you can adjust the timer so each person has an equitable opportunity to participate in the activity. You may need to write the made-up word down for those in the room to see it for those that may have a more difficult time processing.

## **Rhymes or Relates**

(Source unknown)

**Description and Goal:** An energizing activity that fosters team spirit.

### **How This Works:**

- In-person or online: In-person
- Space requirements: Classroom/activity room
- Equipment: None
- Group size: Any number
- Activity goals:
  - Participants will learn that listening is important.
  - They will also learn that each team member is important in achieving the group's goals.
- Preparation: None

### **Instructions:**

- Introduce the activity: In this teambuilding activity, you will practice paying close attention to one another to accomplish a goal.
- Arrange group members in an inward-facing circle.
- Determine a sequence for play (either clockwise or counterclockwise).
- The first person says a word (any word is fine).
- The next person in line says the first person's word, and then says a word that rhymes or relates to that word.
- The third person in line says the first person's word, then says the second person's word, then says their own word that rhymes or relates to the second person's word.
- Play continues in this fashion.
- When someone cannot recall one of the words that was said leading up to their turn, the sequence stops. The next person in line then starts a new sequence with a new word.
- The informal group goal is to see how far around the circle the team can go with the sequence.
- Debrief from the activity: Guide the group in processing what they noticed happening, why this may be important, and how to apply what has been learned to other situations that may arise in your work as a team.

### **Accommodations:**

- If any member(s) of the team have limitations to their memories, the facilitator can introduce another element to the game: that the team can arrange themselves in any order they like. That way, there is less to remember for people who speak earlier in the sequence.

## Team-Building Activity for Online, In-Person, or Hybrid Online/In-Person Groups

### **Pancakes vs. Waffles**

(Source: Museum Hack (2020).

<https://museumhack.com/virtual-team-building-for-remote-teams/#tiny-campfire>)

**Description and Goal:** A fun activity that helps people get to know each other and encourages sharing of personal values

#### **How This Works:**

- In-person or online: Either - hybrid online/in-person groups work too
- Space requirements: Classroom/activity room
- Materials: None
- Group Size: Four or more
- Preparation: None

#### **Instructions:**

- In this teambuilding activity, you need to work as a single team to make decisions. The name of this activity indicates the starting dilemma, as well as the either/or nature of the choices to be made.
- There are multiple rounds in this game (the exact number of rounds is up to you, how much time you have, and how much energy your group has on the activity).
- Round 1: your team, which is everyone in your group, needs to decide if the world is going to keep having pancakes or waffles. (The other will be obliterated and will no longer exist!) Although anyone can advocate for their favorite choice, ultimately you must vote on a decision and the majority choice wins.
- Round 2 and subsequent rounds: At this point either pancakes or waffles has been eliminated. Now, you will add a new option to compete against the winner. For example, Round 2 may be Pancakes vs. Kittens. Round 3 may be Kittens vs. Puppies, and Round 4 may be Puppies vs. Romantic Relationships. (These are all just examples; feel free to adjust the topics as you like.)
- The main point is that typically, the longer the team plays, the more comfortable people become in sharing, and the more they will share their values. The initial debate of Pancakes vs. Waffles is low stakes – it becomes more personal as it progresses to later stages.
- Debrief from the activity: Guide the group in processing what they noticed happening, why this may be important, and how to apply what has been learned to other situations that may arise in your work as a team.

## Team-Building Activities for Online Groups

### **Arm's Reach Show and Tell**

(Source: Museum Hack (2020).

<https://museumhack.com/virtual-team-building-for-remote-teams/#tiny-campfire>)

**Description and Goal:** An activity for people to share about themselves and get to know more about other group members

#### **How This Works:**

- In-person or online: Online
- Space requirements: This activity is best done remotely, when people are connecting from their homes or offices
- Materials: People will find and bring their own materials
- Group Size: Any
- Preparation: None

#### **Instructions:**

- Introduce the activity: In this teambuilding activity, you will share about yourself and get to know about others in the group.
- To facilitate this activity, set a one-minute timer for everyone to choose something within arms' reach that is meaningful to them.
- Then, give each person one minute to share about the object they chose. They can share about how they came to have the object and why they keep it.
- Before moving on to the next person, allow a couple more minutes for other group members to ask questions about the object.
- Debrief from the activity: Guide the group in discussing the activity, focusing on what they noticed or learned.

## **Ten Common Things**

(Source: Miro (2020). <https://miro.com/guides/remote-work/team-building>)

**Description and Goal:** This quick teambuilding activity helps to energize a group dynamic. It is also a good warm-up prior to brainstorming activities. This allows the group to identify similarities in the group and build connection to one another.

### **How This Works:**

- In-person or online: Online
- Space requirements: None - this activity works well using videoconference
- Materials: None
- Group Size: Four or more
- Preparation: Know how to use breakout rooms on videoconference

### **Instructions:**

- Introduce the activity: In this teambuilding activity, you will work together to identify similarities with one another
- Using breakout rooms, divide the team into small groups.
- Ask the teams to come up with a list of ten things they have in common, and give them ten minutes to do so. You can give the guideline of keeping topics work related, or not.
- Allow time for each group to share their list with the larger team.
- Debrief from the activity: Guide the group in processing what they noticed happening, why this may be important, and how to apply what has been learned to other situations that may arise in your work as a team.





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