

### Discussion:

Ask the participants to add any additional class-wide expectations, values, and goals to a list of *Community Agreements*. Community Agreements are a collective vision for how the group wants to be in community with one another. Instead of facilitators creating a rigid set of goals and asking participants to adhere by them, everyone will work *together* to create a shared list of expectations, values, and different ways that the group will support one another throughout this course. To begin this activity, you can ask the class: “What do you need from every person in this group in order to feel safe, supported, open, productive, and trusting?”

Emphasize the importance of being curious, open, and kind to oneself and one another. Everyone has different backgrounds and lived experiences when it comes to the topics covered in this course, and the goal of the Community Agreements is to create a set of expectations so everyone can feel safe, respected, and heard.

If you are holding class in-person, facilitators can write down the Community Agreements on poster paper and tape it onto a wall in the classroom. If class is online, add the rules to the class slides or share them on the screen at the start of every class. *Make sure to keep the list of Community Agreements after you create it so you can reference it at the beginning of each workshop.*

Example of Community Agreements:	
<ul style="list-style-type: none"><li>• Mutual Respect</li><li>• Active Listening</li><li>• Practicing empathy and compassion</li></ul>	<ul style="list-style-type: none"><li>• Speaking up or stepping back to make space for others to speak up</li><li>• Lean into discomfort</li></ul>

### Teaching:

Go over the agenda for this workshop. Let the participants know that this is something you will do at the beginning of each class to give them a heads-up in case any of the topics activate difficult emotions or memories. Encourage the participants to push through discomfort (that is how we grow!) but emphasize that they are *always* welcome take a short break from class if they feel they need to. Also emphasize that you, as a peer facilitator, are there to provide support if they need it. The day’s agenda can be found in the syllabus and on the PowerPoint slides.