



Coming Together for Racial Understanding: Training Guide

DAY #3

Authors

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DAY 3:

OVERVIEW

OBJECTIVES – Following this session, participants will:

- Understand how power, time, and complexity impact approaches to dialogue in a given situation
- Identify the role most appropriate for them in a given dialogue situation
- Recognize different techniques for dealing with challenges in dialogues
- Practice exercises in Everyday Democracy’s Facing Racism in a Diverse Nation

SETTING:

- Assemble in large group for
 - Warm-up
 - Refresher on IAP2 continuum of engagement
 - Discussion and exercise on roles in dialogues
- Fish bowl set-up for discussion on challenges in dialogues
- Follow Everyday Democracy Facing Racism in a Diverse Nation protocol for remainder of day

MATERIALS:

- Name tents from Day 1
- Chart pads and markers
- PowerPoint slides
- Signs reflecting IAP2 Chart: The Spectrum of Civic Engagement (if activity is used)
- Situation list for continuum activity: One list to read, one set for each table cut into individual situations
- Small fun prize (optional)
- Speaker for video from Everyday Democracy

HANDOUTS:

- IAP2 Chart: The Spectrum of Civic Engagement
- Potential Roles in a Dialogue
- Facilitator Skills: Basics of Processes and Skill-Building
- Football field graphic (Everyday Democracy)
- Organizing coalition circle graphic (Everyday Democracy)
- Pastoralica Map
- Roles for Role Play
- Case Study Scenario
- Daily Reflections Sheet

PRIOR PREPARATION:

- Prepare signs for IAP2 continuum activity and post to the wall in both rooms
- Set up and test speaker and video
- Set up fishbowl circle (chairs in a circle) during morning break

SLIDE 1: OPENING SLIDE

INSTRUCTIONS

Have this slide up when participants enter the room.



TIME: OPENING SLIDE, NO DISCUSSION

SUPPLIES: NONE

HANDOUTS: NONE

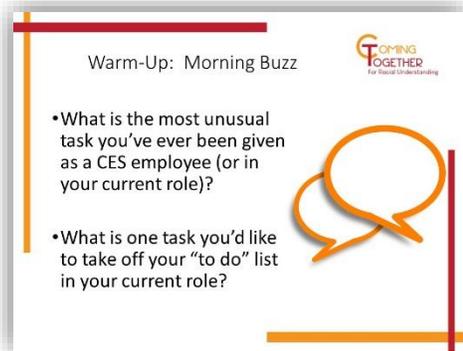
SLIDE 2: WARM UP

INSTRUCTIONS

Warm-Up: Morning Buzz

As people come into the room, transition to this slide and instruct them to visit with as many people as they can to hear and share answers to these questions:

- What is the most unusual task you've ever been given as a CES employee (or in your current role)?
- What is one task you'd like to take off your "to do" list in your current role?



TIME: 20 MINUTES

SUPPLIES: POSSIBLY A SMALL FUN PRIZE REFLECTING MOST UNUSUAL TASK

Debrief:

HANDOUTS: NONE

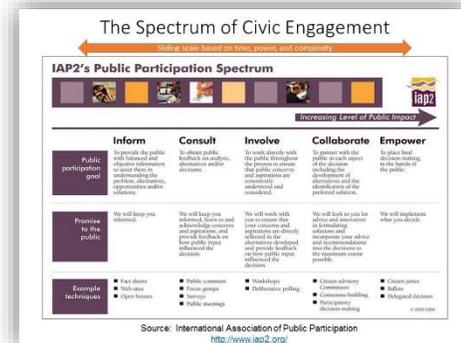
- Who's story is best – Ask people to nominate who had the best story for unusual task. Take 5+ nominations and give them time to briefly share.
 - Possible language: We will take five nominations from the floor: If we held a competition, who thinks the task your partner shared might win the "most unusual" award?
 - Take five nominations then let the five people briefly describe their tasks.
 - If you have a little prize or awards – let the group vote by applause.
- What I want to take off my list:
 - Ask people to name a task. If someone else had that same task, they stand quickly and say "me, too"
 - Take as many examples as time permits.

SLIDE 3: PRINCIPLES OF DIALOGUE

INSTRUCTIONS

Principles of Dialogue:

Display the International Association of Public Participation (IAP2) chart, The Spectrum of Civic Engagement, and provide handout copies for people to use to follow along. Explain the different levels of participation and the related sliding scale of time, power, and complexity. Be sure to acknowledge the source: International Association of Public Participation.



TIME: 15 MINUTES

SUPPLIES:

- FIVE SIGNS WITH THE DIFFERENT CATEGORIES FROM THE SPECTRUM OF CIVIC ENGAGEMENT CHART
- SITUATION LIST FOR ACTIVITY

HANDOUTS: IAP2 CHART

Talking points:

- Extension, like other public entities, engages with the public on multiple levels daily. Yet, different situations call for different kinds of engagement:
 - **Inform** – relatively one-way sharing of information to inform the public on an important topic
 - **Consult** – asks for public input/reaction to a situation where some degree of information is already provided (i.e. existing analysis, alternatives already surfaced, or a pending decision)
 - **Involve** – seeks to determine the public’s concerns or interests and weave these into a final decision
 - **Collaborate** – brings the public into the process of identifying alternatives and preferred solutions.
 - **Empower** – places the whole process in the hands of the public.
- Three elements help determine which approach is best in a given situation.
 - **Time** – movement toward the right of the chart increases the time needed to get to a decision
 - **Power** – movement to the right releases more power from the “power holders” to the public
 - **Complexity** – the more complex a situation, the more engagement is needed (movement toward the right).
- Explore the promise to the public and how it can impact trust by whether the promise matches the end result.
- Take time to ensure people understand the differing approaches before moving to the activity on the next page.

Source: International Association of Public Participation <http://www.iap2.org/>

ACTIVITY: PRINCIPLES OF DIALOGUE ACTIVITY

INSTRUCTIONS

Prior to the session, make a sign representing each of the five categories and post them along a wall in order allowing enough space for participants to easily move along the continuum during the activity.

TIME: 25 MINUTES

SUPPLIES:

- FIVE SIGNS WITH THE DIFFERENT CATEGORIES FROM THE IAP2 CHART – SPECTRUM OF CIVIC ENGAGEMENT
- TOPICS FOR SPECTRUM OF ENGAGEMENT PRACTICE

HANDOUTS: IAP2 CHART

Process:

- Invite the group to come to the area where the signs are posted. You may want to invite them to bring their IAP2 chart as a reference also.
- Set the stage by saying you will be sharing some potential situations and you want the group to select what approach might be a good fit given the time, power, and complexity.
- Read a situation statement from the list provided then give people a few minutes to select the approach they think will fit best.
- Pick a few people to give their thoughts – ask them how time, power, and complexity fit into their decisions.
- Continue with other statements as time permits.

Debrief:

- For this issue of race relations, the approaches we will be using are under the “Empower” engagement. How do you see this issue fitting under that approach? Listen for comments that unpack
 - Time
 - Power
 - Complexity

SLIDE 4: POTENTIAL ROLES IN DIALOGUE

INSTRUCTIONS

Prior to the session, print one copy of the Topics for Spectrum of Engagement Practice for each table (group of 6-8 participants) (same list as used in previous activity). Cut the situation statements into individual strips with one situation per strip. Place one set on each table (perhaps in a cup).

Ask participants look at the handout “Potential Roles in a Dialogue” and provide a brief overview of each role using the definitions on the page. Key points to consider when determining what role I as an individual might choose to take in a situation include:

- To what extent am I personally impacted by the situation?
- What skillset could I bring to the dialogue?
- What skillset do others working on the issue bring?
- How well am I connected to key stakeholders in the situation?
- How much time do I have to devote to this issue?
- Ask for other guiding points that might alter a person’s choice of roles.

Exercise – Ask participants to get in groups of 2-3. Each person selects a strip of paper with a situation on it from the set at the table. Talk in your small group about what role you would likely play if this situation happened in your community and a dialogue was going to take place to seek direction. Consider own involvement in the issue, personal skill set, skillset of colleagues/partners

Debrief: What insights did you gain from thinking about these situations?



TIME: 20 MINUTES

SUPPLIES: TOPICS FOR SPECTRUM OF ENGAGEMENT PRACTICE CUT INTO INDIVIDUAL STRIPS (ONE SITUATION PER STRIP). PROVIDE A SET FOR EACH TABLE OR GROUP OF 6-8 PEOPLE.

HANDOUTS: POTENTIAL ROLES IN A DIALOGUE

SLIDE 5: PRINCIPLES OF GOOD FACILITATION

INSTRUCTIONS

This section begins the transition to facilitation skills.

TIME: 20 MINUTES

Divide the group into groups of 2-3.

SUPPLIES:

Each person shares – 10 minutes

- What were some of the best facilitation sessions you have experienced
- What were some of the worst?
- What principles can you draw from these?

- CHART PAPER
- MARKERS

HANDOUTS: FACILITATOR
SKILLS: BASICS OF
PROCESSES AND SKILL-
BUILDING

Each pair joins up with three other pairs (groups of eight) and synthesize your **list of principles** on a chart page – 10 minutes

Debrief – have each group share **one principle** (without duplicating what has already been said. If time allows, go back and let each group state another principle. – 5 minutes

Post charts to the wall for viewing.

SLIDE 6: DEALING WITH CHALLENGES IN DIALOGUES

INSTRUCTIONS

Facilitated Discussion, followed by Simulation Exercise, and draw attention to Kaner resource.

Primary facilitator, plus co-facilitator. Facilitators introduce discussion questions, draw out a diversity of experiences and opinion.

Opening/redirecting question prompts:

3-5 minutes: What are the most challenging situations you have faced in routine meeting facilitation? Elicit a half dozen or so responses, record on flip chart.

3-5 minutes: What are the most challenging situations you have face in facilitating controversial meetings, especially if they involved tensions over diversity or the lack of diversity? Elicit a half dozen or so responses, record on flip chart.

5-9 minutes: Elicit from group some ideas on how to respond to several of these situations.

45 minutes: Simulation exercise and debrief

- Read scenario.
- Assign volunteers to roles: two role play co-facilitators; 1-3 people to each scripted part. Rest of participants tasked with observing interaction dynamics and identifying key points where facilitator interventions did or could have made a difference.
- Fishbowl exercise for 25-30 minutes. Primary facilitator stops action at appropriate junctures to ask observers what dynamics they are observing, what they saw participants and facilitators doing, what ideas they might have had for doing something differently. Participants and facilitators then talk about their perspectives.
- Overall debrief. Refer to initial list of challenging situations. Could exercise like this be useful as training tool?



TIME: 60 MINUTES

SUPPLIES: FLIP CHART, MARKERS

HANDOUTS: PASTORALICA MAP, CASE STUDY SCENARIO, ROLES FOR ROLE PLAY. ALSO SEE *CLASSIC FACILITATOR CHALLENGES*, EXERPTED FROM SAM KANER'S *FACILITATOR'S GUIDE TO PARTICIPATORY DECISION-MAKING, 2ND ED.*

https://smartgrowthamerica.org/app/legacy/document/s/Classic_Facilitator_Challenges.pdf

Community At Work
Putting Participatory Values Into Practice

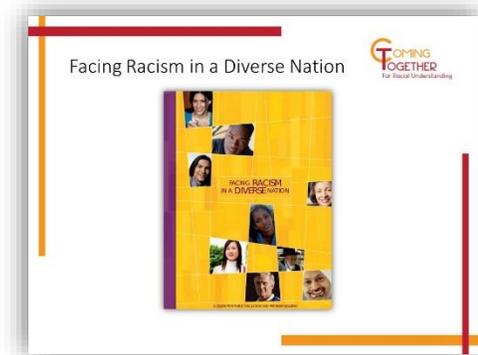
CLASSIC FACILITATOR CHALLENGES 1		
PROBLEM	TYPICAL MISTAKE	EFFECTIVE RESPONSE
DOMINATION BY A HIGHLY VERBAL MEMBER	Inexperienced facilitators often try to control this person. "Excuse me, Mr. Q, do you mind if I let someone else take a turn?" Or, even worse, "Excuse me, Ms. Q, but you're taking up a lot of the group's time . . ."	When one or two people are over-participating, everyone else is under-participating. So, focus your efforts on the passive majority. Encourage <i>them</i> to participate more. Trying to change the dominant participants just sends even more attention their way.

SLIDE 7: TRANSITION SLIDE FOR APPROACH I

INSTRUCTIONS

This slide signals the transition to exploring Facing Racism in a Diverse Nation.

Transition to the slide deck and guide that supports this approach.



TIME: 1 MINUTE

SUPPLIES: NONE

HANDOUTS: NONE

SLIDE 8: CLOSURE**INSTRUCTIONS****LECTURETTE:*****It might sound something like this...***

Each of us has come to this experience on race awareness with some level of experience and we hope that we have built on that today. We engaged in and experienced many needed dialogues as we learned together. We believe the skill of creating effective closure helps encourage progress and mutual support along the pathway to a more inclusive community. Learning to give each other feedback in the form of appreciations, regrets and learnings and re-learnings is an extremely important skill.



TIME: 10 MINUTES

SUPPLIES: NONE

HANDOUTS: DAILY REFLECTIONS SHEET

To practice this skill, we would ask for volunteers to:

- Share an appreciation you have for a particular person, to the group and/or regarding a particular experience
- Share with the group any insights related to the process and/or content of the workshop
- Share with the group a particular learning you have had related to the workshop
- Share with the group any re-learning you have had related to the workshop
- Share anything else that you need to express in order to take care of any unfinished business for today so that you can start fresh in the morning

Note to facilitator:

Model giving an appreciation. Invite participants to share any of the above with the large group. Do not ask for appreciations, then insights and so on. When sharing is completed, remind participants of starting time and that they will be returning to small groups in the morning.

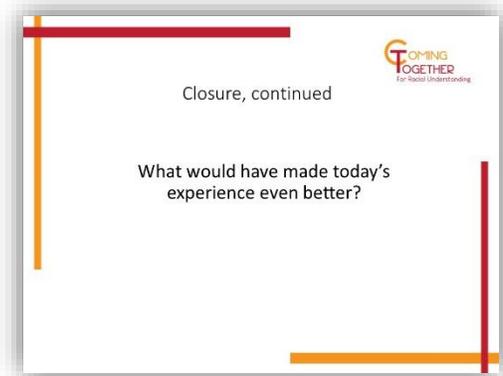
NOTES TO MYSELF:

SLIDE 9: CLOSURE CONTINUED

INSTRUCTIONS

Finish the closure by asking the question on this slide.
Have recorders note responses.

What would have made today's experience even better?



TIME: 5 MINUTES

SUPPLIES: NONE

HANDOUTS: DAILY REFLECTIONS SHEET

REFERENCES

- Everyday Democracy (2008). Facing Racism in a Diverse Nation. The Paul J. Aicher Foundation. Retrieval from: https://www.everyday-democracy.org/sites/default/files/attachments/Facing-Racism-in-a-Diverse-Nation_Everyday-Democracy.pdf
- Everyday Democracy (2008). A Guide for Training Public Dialogue Facilitators. The Paul J. Aicher Foundation. Retrieval from: https://www.everyday-democracy.org/sites/default/files/attachments/Guide-Training-Public-Dialogue-Facilitators_Everyday-Democracy.pdf
- Everyday Democracy (2001). Organizing Community-wide Dialogue for Action and Change: A Step-by-step guide. Topsfield Foundation, Inc. Retrieval from: https://www.everyday-democracy.org/sites/default/files/attachments/Organizing-Community-Dialogue-Action-Change_Everyday-Democracy.pdf
- International Association for Public Participation. <https://www.iap2.org/>
- Kaner, Sam (2014). Classic Facilitator Challenges, excerpted from Facilitator's Guide to Participatory Decision-Making, 2nd edition, Jossey-Bass. Retrieved from: https://smartgrowthamerica.org/app/legacy/documents/Classic_Facilitator_Challenges.pdf