

Facilitator Guide & Emcee Notes
Session: Advanced Facilitation
 PEEP Training Fall 2020

Presentation: https://docs.google.com/presentation/d/1iNxHvdLxH6FSRVuYCoJ85RBy3YQGTBqYOWxwfsYXink/edit#slide=id.g8eafa25047_0_6

Black Minds Matter Video Link: Week 1 <https://www.youtube.com/watch?v=kgcR8rRONU8&t=374s>
 Week 2 <https://www.youtube.com/watch?v=M1dML1IHO6E&t=1160s>
 Week 3: <https://www.youtube.com/watch?v=75C5EuxyjXU>

Padlet: <https://padlet.com/veronicamontoya/8de3d363510dy9fe>

Introduction & Welcome		Staff	Host	Tech	Chat
10'	<p>General Welcome (2')</p> <p>A big hello to all of our returning PEEPs and welcome to the session on Advanced Facilitation. As returning PEEPs, you know you will frequently be called upon to facilitate any variety of sessions, whether it is a small group session, a presentation, or even to facilitate within your own teams! Facilitation tools and the ability to facilitate any type of group discussion is a core element of what it means to be a PEEP.</p> <p>When you attended PEEP Training last August, everything might have seemed pretty new to you but nonetheless, you all are past the “Facilitation 101” level. Today, we want to continue to deepen your facilitation skills by focusing on those facilitation methods that you may not have the opportunity to review or utilize as frequently. So, maybe just consider this like a “Facilitation 102”. Now, before you panic and wonder if maybe you don’t remember all of the tools from your 101 days, do not worry! We will be going over these as well. In just a minute, we will go over the tools that we will be covering today.</p> <p>But before we go any further, I want to be sure that we have a chance to introduce ourselves. My name is Veronica Montoya and I am the Transfer Student Success Activity Director as part of the Transfer Initiatives within SASEI</p> <p>-- Hi everyone, I’m Tommee McMakin, and I am a peer mentor coordinator also with SASEI</p>	<p>Vero</p> <p>(Tommee)</p>	Tommee	<p>Tommee</p> <p>Slide 1 Title slide (Advanced Facilitation Tools)</p>	n/a

	<p>Agenda (3')</p> <p>Before jumping in to some of today's content, we want to review what our agenda for this session is as well as the desired outcomes for this session.</p> <p><i>(Refer to slide #2: Agenda)</i></p> <p>In today's session, we will be covering two main sections. First, as I just mentioned a minute ago, we will walk you through a quick refresher on the tools using the "Facilitation Tools" handout. Here is what the handout looks like (SCREEN SHARE)</p> <p>I want to be sure to mention it here so that you can locate your own copy. We have included it in the same folder as this video. If you would like, pause your video here in order to download a copy of that handout. You will not only need it throughout this entire session, but it would be good to have it as a handout to look back at every so often. I will be honest, this handout is gold to me. These are very valuable tools that, if you practice, will make you an expert facilitator. <i>So go ahead and pause now if you need to.</i></p> <p><i>(Refer to slide #2: Agenda)</i></p> <p>So as I mentioned, we will be going through a review of the handout and, if you are looking at the handout, you will see that we will literally review these in the order that they are listed. Truthfully - you already use many of the tools that are listed on here. These include: stacking, drawing people out, mirroring, paraphrasing and summarizing.</p> <p>Then, in the second section of today's agenda, we will be reviewing the tools that you may not use as frequently, including:</p> <ul style="list-style-type: none"> ● Tracking ● Encouraging, and ● Acknowledging Feelings 	Vero	Tomme	<p>Tomme</p> <p>Slide 2 Agenda</p> <p>***** *stop screen share*</p> <p>Share: Facilitation Tools handout *****</p> <p>Back to presentation:</p> <p>Slide 2 Agenda</p>	n/a
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	<p>Desired Outcomes (2')</p> <p>Before jumping in, we would also like to review what we are hoping to accomplish today. As returning PEEPs, you will like to recognize that our outcomes are based on our rational aims and experiential aims.</p> <p><i>(Refer to slide #3: Desired Outcomes)</i></p> <p>For today's session, heres is what we would like to accomplish:</p> <ul style="list-style-type: none"> ● First, we would simply like for you to become familiar with the facilitation tools. We know that these tools are core to your role as a PEEP but we also know that it has been some time since our last training. And, to be honest, these tools simply take practice in order to improve ● Secondly, we want you to become familiar with using other technology tools that can enhance your workshop sessions, especially in a virtual setting. Today, we'll be using Padlet and we'll be walking you through what it looks like ● We also increase your comfort level in using multiple tools, sometimes, <i>even simultaneously!</i> It's true, you might use stacking, mirroring, tracking or even all at three at same time! That is completely possible. ● We would also like to deepen your own professional development and skill in facilitating any type of group setting whether the audience is large or you are in a one-on-one session, you can always use mirroring, paraphrasing, summarizing and so forth. ● More broadly, we would also like to see and use a facilitator's power as tool to empower others ● And to make space for all voices to be heard. <p>This is our equity revolution, right?</p>	Vero	Tomme	Tomme Slide 3 Desired Outcomes	n/a
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<p>Introduce the Video (3')</p> <p>So, in putting this workshop together for you, we wanted this to have a real world application fir. One topic that has been key and central to our work has been the topic of race equity in our society. Of course, as you know, this is not far removed from what we do as part of PEEPs. PEEPs - focusing on education and equity - aims to help first generation college students, students of color and historically underrepresented students particularly in higher education. A central focus for our program is to build bridges in building a college going culture. More than that, our work centers on building equity, not only through the means of our programs, but more fundamentally, in understanding our role in the equity revolution. And for that, we must understand how our individual experiences relate to systemic equity. So, in short, we work to change the educational trajectory of our families. <u>We are here to change family trees</u>. Often, however, part of our responsibility is to fundamentally understand the constructs or systems that underpin our academic successes and failures. In other words, as we change our family tree, what impact can we cause on the system itself?</p> <p>For our session today, we wanted to include an important segment being produced by a professor from San Diego State, Dr. J. Luke Wood and Dr. Donna Ford who have put together a Five part series titled "Black Minds Matter". In this series, he conducts various interviews and reviews the issue of higher education today in conjunction with the broader dialogue related to the Black Lives Matter movement.</p> <p>Although each video is approximately 2 hours long, we will be taking snippets of the videos and relate them to specific tools we would like to cover in today's session. As we go through each tool, we will provide more information on the specific segment or portion of the video you should watch related to the tool that we will be covering. But first, as promised, let's do our review of the tools we covered when you first started as a PEEP mentor. Just a note - we won't be going into exhaustive detail in our review since our main focus is to get to the second part of today's session. However, as we are going along, if you find that you really would like a refresher, you are free to review the Facilitation Tools session that provides an introductory review of the tools. We will be sure to drop the link to that session in your canvas site.</p> <p>Without further ado, I will turn it over to Tommee who will start us off on reviewing the different tools. Tommee?</p>	Vero	Tommee	<p>Tommee</p> <p>Slide 4</p> <p>Introduce the Video</p> <p>****</p> <p>Link to Facilitation Tools 101 Session</p> <p>*****</p>	n/a
Review of Tools (Facilitation Tools 101)	Staff	Host	Tech	Chat

17'	<p>Stacking (2')</p> <p>Thanks, Vero. Let's start with stacking. As you recall, stacking is used to call out folks by number and assign them a turn to speak. This creates an order and takes some pressure of people as they wait and helps us to track people who want to speak. Even in a virtual gathering, this is a helpful tool as you may encourage people to use the "raise your hand" function on Zoom or just show you their hands. Remember to assign a number and call people by their name as seen in the lower corner of their Zoom screen. Next, we have drawing people out.</p>	Tommee	Tommee	<p>Vero</p> <p>Slide 5</p> <p>Stacking</p>	
	<p>Drawing People Out (2')</p> <p>Drawing people out is a tool we often use as facilitators to help a speaker elaborate on what they just said by paraphrasing and asking open- ended questions like, "Can you tell me more about that?" Or "How so?" It shows people we are listening and following them. In a virtual context, this is particularly a useful tool to encourage folks to further engage. Drawing out is a powerful tool to consistently use when facilitating as it helps participants to expand upon and clarify thoughts but also as a facilitator, it helps us to gather more information, build the conversation and support making more meaning as a whole for the group . I'm sure Vero can agree , this tool has served us in countless contexts, both at work and at home. It shows people you are listening and helps you to gather information when decisions must be made. I recommend practicing it regularly. Next, Vero is going to talk about mirroring.</p>	Tommee	Tommee	<p>Vero</p> <p>Slide 6</p> <p>Drawing People Out</p>	

	<p>Mirroring (3') Thanks Tommee!</p> <p>So, the next three tools often get confused for one another, so in this next section, I am going to make an extra effort to highlight the differences between the tools including a review of the best circumstances or <i>when</i> to use each tool since that sometimes dictates when you would choose one tool over the other.</p> <p>Let's begin with mirroring. So, if you are reading along the handout, you will see that mirroring is a word-for-word REPEATING of exactly what you hear as a facilitator. This is actually a very simple, but it's also extremely powerful tool. It is powerful, because it is the first critical element to making people feel heard. And sometimes, as we all know, feeling heard can be more important than being RIGHT. Oftentimes, I would rather feel heard FIRST otherwise, how can you even disagree with me? How many of you have been in a conversation with someone and walked away feeling like they never heard a word you were saying? It can be really frustrating, right?</p> <p>Mirroring helps with this. As with other tools and in your role as a facilitator, it is important that you NEVER TAKE SIDES. If you takes sides, your audience, even if it's only one person, will feel like you lorded over them or they will feel like you dominated the conversation and pushed in a particular direction. This leads to mistrust. So, as a general rule of thumb, you will want to be sure to set aside any of your own feelings, motivations or agenda that you may have when you are facilitating. We often refer to this as "putting on your facilitator hat". It can take some practice, but it is key to being an effective facilitator.</p> <p>So, with mirroring, you want to be sure to repeat back to them what they have said word for word. Your tone of voice should not necessarily match theirs, especially if they are frustrated or upset, but instead should be measured, warm and open. In this instance, how you say it is just as important as what you say. Mirroring is very useful, particularly when you are speaking to someone one on one and the conversation is generally short. A tip for mirroring can be using the last 3 or 4 words used at concluding statements.</p>	Vero		<p>Vero</p> <p>Slide 7</p> <p>Mirroring</p>	
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<p>Paraphrasing (2')</p> <p>So, with mirroring, you want to be sure to repeat back to them what they have said word for word. Paraphrasing is a graduated version of mirroring. Similar to mirroring, you need to really activate your listening skills. Paraphrasing is not word for word repeating of what the other person has said, but taking what was said by the person and re-stating it, although it isn't word for word. Paraphrasing is great when the conversation is longer and there are more points to consider. If you are listening to an individual and they have a lot to share, you will probably want to go with paraphrasing. But similar to mirroring, this is not adding your own evaluation, judgement or opinion. This is re-stating, in your own words, what you heard the speaker say. If you aren't sure exactly what they said, simply ask questions to confirm by asking, "Is what I said correct?" or, "Did I catch that correctly?" Asking these types of questions can help confirm what the other person said and gives you another attempt at paraphrasing correctly.</p>	Vero		<p>Vero</p> <p>Slide 8</p> <p>Paraphrasing</p>	
<p>Summarizing (3')</p> <p>So if paraphrasing is mirroring's older sibling, summarizing is their cousin. Summarizing is perfect when you have a lot of content to reflect back to the person or to your intended audience. Similar to mirroring and paraphrasing, you really need to lean in to the listening -- which we call juicy listening. Like its cousins - you want to be sure that you are not adding your own assessment or evaluation in to summarizing. Summarizing is taking the key elements of what was discussed and reviewing them for your audience. Summarizing is also great to use when you are coming to a close of a longer conversation or a conversation that has multiple participants. A good way to begin your summarizing is by reminding your audience about the key topic, question or decision that initiated the discussion. Then, as a facilitator, you want to be sure to verbalize the key points that were discussed. This allows your audience to review any progress made in the discussion. Summarizing also helps to bring back the group to the main ideas and central themes and helps to support the group's progress even if there was not necessarily full agreement made on every single point. As a facilitator, your role is to help guide the conversation and provide anchor points on key themes and points that were raised. As part of summarizing, it is also useful to review any next steps. This might include identifying any items that were left open or unresolved and including them as items that might need to be reviewed or revisited as part of next steps.</p> <p>As you can tell, summarizing is particularly useful when you have larger groups with multiple points to consider. Additionally, summarizing is a great tool to use when there is a task to be completed, decisions that need to be made. Summarizing for the group helps to identify what elements were covered and what still needs resolution. As you can probably already tell, it is very possible that you may be able to use other tools, such as mirroring or paraphrasing as part of the summarizing tool.</p>	Vero		Slide 9	

	<p>Making Space for a person who rarely speaks (3')</p> <p>Thanks Vero, those three can be tricky to distinguish</p> <p>As facilitators, not only are we hearing but we are observing. In addition to using all of the tools we have covered, we also observe everyone in the group to try to get a sense of non-verbal expression. Do we see questioning faces or withdrawn body language, or has someone leaned in and opened their mouth to speak then stopped? A facilitator might say “ I noticed you looked like you wanted to say something, do you want to speak?” While some folks are comfortable speaking out immediately, others may take more time as they process or for whatever reason feel discouraged to contribute at all. We all have different comfort levels with contributing and just like Vero has said, we all want to feel heard. Acknowledging and offering space for folks to contribute is key in ensuring all voices in the room are heard. And even when that space is offered, some folks may need more time. So, we kindly let them decline but have ensured we are ready to hear from them when they are ready to speak.</p> <p>This tool is also helpful when a stronger voice may speak over a more reluctant voice. As a facilitator, we may say, “We want to be sure to hear from both of you, first from x then from y”. Now, as we mentioned before, there are areas to further develop with some of these tools as we transition to virtual facilitation. I will admit, it’s hard to read body language on a screen where only faces are seen or if there is no video at all! So, we’re doing our best to enhance our observation skills as we moderate in a virtual setting. Using grid formatting in Zoom and scanning faces as folks are speaking can help us pick up on small cues including hand movements as sometimes people may intuitively raise their hand just a little when they want to speak. Next up, let’s talk about how we as facilitators help people listen to each other</p>	Tomme		<p>Slide 10</p> <p>Making Space</p>	
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<p>Helping people listen to each other (2’)</p> <p>This tool is helpful during all phases of a discussion as it gets participants to reflect and interact with each other. When a facilitator asks, “Does this resonate with anyone else?” We invite engagement as we may see nodding or head shaking and folks can begin to respond. We may ask out, “Who has a response to this?” or “Who else wants to add a thought here?” By using this tool to expand the discussion further, we help to build understanding amongst the group.</p> <p>In our typical shorter PEEP sessions clocking in at about an hour, we often use this tool to help jump start discussions and to help students feel connected, right? And to build a sense of belonging and hear each other’s perspective and stories. And it’s a great tool! But, in lengthier and deeper discussions, it’s a necessary tool.</p> <p>Now, understanding each other’s point of view, doesn’t always just happen, it takes some intentional facilitating using a combination of all of these tools. And helping folks to listen to one another is useful in more complex or challenging discussions. It allows for participants to get a deeper look into a speaker’s perspective, contexts and framing.</p> <p>(Vero: Snaps)</p> <p>If everyone deserves to be heard, then we as facilitators sometimes need to <i>help</i> people “to hear” others. As facilitators, we can feel when a conversation begins to pick up and take form, and it’s flowing and moving. And emotions may begin to build, and when emotions are high, it’s not always easy to hear other viewpoints.</p> <p>For example, If someone states they disagree with the speaker, we then have to support a sort of gentle and objective drawing out to get to some roots of understanding, “What part of their idea doesn’t work for you?” We as facilitators aim to make space for questioning or challenging thoughts and ideas but in a way that is non-confrontational and encourages more discussion. We aim to help the group see multiple perspectives, “How else do you think that might play out?” We essentially want to support mediating understanding. And even if there is no “resolution” at the end of a discussion, we want to do our best to again, be sure every voice in the room is heard and help people to “hear” others.</p> <p>Now, we’re going to hear more about the three additional tools, let’s dive in.</p>	Tommee		Slide 11	
Advanced Tools (Facilitation Tools 102)	Staff	Host	Tech	Chat

<p>10'</p>	<p>Present the topic: Black Minds Matter (3')</p> <p>Thanks Tommee!</p> <p>Just a small reminder before we do.</p> <p>As I mentioned earlier in our session, our goal is to give you real world application. As you can probably already tell, many of these tools can be used in combination with each other. It is absolutely possible to mirror or paraphrase at the same time that you are summarizing or drawing people out. In fact, many of you have already been using multiple tools and are skilled at layering them as part of your workshops, sessions, presentations or other interventions. As Tommee mentioned earlier - you don't even need a formal audience or setting at all. In fact, these tools can help even in family conversations or conversations with your friends.</p> <p>But today we want to expand your skill set and introduce tools you may not use as frequently. So, right at the start, we want to call attention to a couple of items. First, the tools we will be reviewing in this next section may sometimes require a particular type of intervention or setting, which is part of the reason that we, as facilitators, don't often get to use them. As you will see in just a bit, they are tools with a particular purpose. So, as a result of this, we want to be clear that today's session will focus on what the tools look like and what they are fundamentally. You will need to know what the tools are and when they should be used before you can begin to actually use them.</p> <p>For today's session, as I mentioned earlier, we will be using the "Black Minds Matter" series. This is clearly an important conversation for us to have. But as your facilitators today, we recognize that there are some limitations to practicing these tools. Please be aware that our main goal for today is to provide you an understanding of the tool and when is the best time to use them. We would also like to practice using these tools given the importance, magnitude and relevance of this topic.</p> <p>While we recognize that an inherent limitation in using these tools is finding specific scenarios that mimic real life. As much as possible, we encourage you to be an active participant as we complete this next section. This includes not simply interacting with the videos as a passive observer, but to set an intention of reviewing these videos with your facilitator hat on. Engage with the speaker, enter into the topic and consider what key words or tools would you use as you are listening. In fact, we encourage you to pause the videos at any point and practice mirroring, paraphrasing, drawing out, or summarizing. This will help you fully enter into your role as a facilitator as we practice these tools.</p>	<p>Vero</p>		<p>Slide 12</p> <p>Black Minds Matter</p>	
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	<p>Introduce the topics/tools we will be covering (1')</p> <p>So, for this next section, here are the tools that we will be reviewing (Pause, read from the slide):</p> <ul style="list-style-type: none"> • Tracking • Encouraging and • Acknowledging feelings 	Vero	Tommee	<p>Tommee</p> <p>Slide 13</p> <p>Tools We Will Be Covering</p>	
	<p>Intro to Padlet (2')</p> <p>For this section of the session, we will be using Padlet. We have previously sent an email with the link to each of you for Padlet so each of you should be able to log in to the presentation. So, we will give you a moment <u>here to log on to your email and open up Padlet now</u>. Just a small note: we made the effort to send the email to your work account but it may have accidentally been sent to your personal CSUCI email. You might want to check that as well, if don't see the email from us right away.</p> <p>If you haven't used Padlet before, I just want to take a small pause to show you what the dashboard looks like and how to post. It's very easy to use, and if you have ever posted on Instagram or Facebook, posting, editing and dropping in video is pretty much the same. So, once you've logged on to Padlet, you will see the Padlet dashboard which is the one in white (refer to slide 14, "Padlet" slide). All of your projects will be listed here. If you don't see the project you want, click on the yellow button that says "Join a Padlet". This will let you drop in the URL link to the Padlet you want. We've posted the URL link to the Padlet we will be using both as part of this session and in this presentation. It is also in the email that we sent you. So, pause here and add it now to your Padlet dashboard if you don't already have it here.</p> <p>Once you have the Padlet Project Board for this session, it will look like this: the grey Project Board on the right side here.</p>	Vero	Tommee	<p>Tommee</p> <p>Slide 14</p> <p>Padlet</p>	<p>SEND PADLET LINK TO EMAILS</p>

	<p>Review instruction on Padlet (3')</p> <p>For the rest of this session, you may want to have your Padlet dashboard and the project boards pulled up. As we cover this second half, we will be giving you an overview of the tool but we also want to give you an opportunity to practice using the tool. For this, we will be pausing this video to give you time to reflect and record follow up videos of your own.</p> <p>So just a quick review on how to actually post videos. To add a post, simply click on the plus sign. This will let you put up a new post. Don't worry, if you add a new post on accident, you can always delete it by looking for the trash can icon. You can always edit your post, give it a title, add some comments just like most posts. Then, to add video, you will want to look for your three dots. This is the "more" icon. Once you click on this, a full drop down menu will pop up. Look for the "FILM" option. Once you click on this, your VIDEO BOOTH will pop up. You can record directly here, pause and then record or simply trash it and start over if you don't like your recording. If you want more detailed instructions on posting videos, we have put together a quick HOW TO guide that is attached to this session.</p> <p>Instructions on activities:</p> <p>For each tool, we will ask you to reflect, consider how you would use the tool and record a video on exactly what you would say. Again, remember that you should record your video from your role as a facilitator. This generally means that your comments should be directed to the speaker. Your comments should not be in third person. If this is confusing, don't worry. We've included sample videos for you to watch on the Padlet Project Board.</p> <p>Each of you will record one video for each tool. There will be three recordings in total. Each video should be different since you are using different tools. We will give you specific instructions with each activity but here are some general reminders:</p> <ul style="list-style-type: none"> Recorded videos only need to be 1-2 minutes long. Shorter is better, even if Padlet allows recordings up to 5 minutes, we'll only use 1-2 minutes We will also ask you to view videos posted by others. This is so that you have the chance to see how others would facilitate. Please note that you can hit the LIKE button, or the heart for videos, so feel free to click on that for videos that you have viewed or liked So, then, not surprisingly, we ask that you record comments or videos that you feel comfortable sharing -- knowing that others may see this. It is also possible that recordings may be viewed by others outside PEEP, so please bear this in mind when recording your comments 	Vero	Tomme	Tomme Slide 15 Padlet Instructions	
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<p>Tracking (1') So, let's get started on the first facilitation tool, which is tracking. What is tracking?</p> <p>When you are facilitating a conversation that has a larger audience, or there are multiple lines of thoughts or the situation is more complex, tracking may be exactly what you need. Tracking is where you as the facilitator, tracks multiple threads, comments, key points, ideas or concepts all together. It is important that, in your role as facilitator, you are not necessarily weighing the value of each point according to your own judgement or thought, but instead, are working to keep track of all items mentioned. If, however, there is a key point made where there is a particular response from your audience, you will want to make note of this.</p> <p>Often, it is a good idea to let your audience know that you are tracking as soon as it becomes clear that you should use this tool. This will help to ensure that you have transparency within the group as to what your role is. A side note - this sometimes helps for people to speak more slowly or clearly since they know you are trying to capture some points. A tip for tracking is that it is often helpful to make written notes or even to chart the ideas or topic threads as you are facilitating. This also helps with your audience speaking clearly or slowly. As you are capturing points, you can ask questions such as, "Did I get that right?" or, "Did I miss a point?" or "Can anyone add anything that I've missed?"</p> <p>Tracking is really helpful when you are in a group that is brainstorming and you want to have a list of your options. It is also really useful when there are multiple decisions that need to be made or when a project is being conducted and has multiple stages to go through.</p> <p>It is especially helpful to use tracking in combination with other tools. As you can imagine, summarizing or paraphrasing or even mirroring can be really handy when you are trying to confirm key points or conversation threads with your audience.</p>	Vero	Tommee	Tommee Slide 16 Tracking	
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25'	<p>Black Minds Matter - Dr. Frank Harris (3')</p> <p>So, let's use tracking. In week 3 of the Black Minds Matter series, Dr. Frank Harris from San Diego State University gives a presentation on the policing of black students and black minds in higher education. In particular, he presents multiple models or tools that help to understand racism and inequities in higher education.</p> <p>For Activity 1 on Tracking, we are going to ask you to take 10 minutes and watch a portion of the Week 3 video. Start watching the video at 1 hour and 45 seconds. Watch it for 10 minutes.</p> <p>In this 10 minute chunk, Dr. Harris presents several models. As he is speaking, track the different points that he mentions for the models. You can take any section or model he presents or you can take all of them. The main point for the activity is to practice keeping track of what he mentions.</p> <p>Then, after watching the video, take 5-7 minutes to review and draft the key points you are tracking. This isn't a pop quiz, so feel free to go back to the video if you think you missed any points. While this definitely would not happen in real life, for today's session, we just want to practice.</p> <p>After you've had some time to review the items, then go on to Padlet and add your video and post. Record a short, 1-2 minute video where you use the tracking tool. In this section, respond back to Dr. Harris the points he just presented to you. Direct your comments and recording to Dr. Harris as though he was able to actually see and respond to you. Review the items you have tracked. Be sure to ask confirming or clarifying questions in your video.</p>	Vero	Tomme	Tomme	
	<p>Okay, so go ahead and jump on the Week 3 Black Minds Matter video. We've included a link to the video in this section. Start watching at the 1 hour and 45 seconds mark and watch 10 minutes of it. Then take 5-7 minutes to review and practice your tracking and jump on to Padlet to record your 1-2 minute video.</p> <p>Get set go! Pause this video here to pull up the Black Minds Matters video.</p> <ul style="list-style-type: none"> ● Students Watch Video (10') ● Student Review and Reflect on Tracked items (7') ● Students Record 1-2 minute video (5') 	Vero	Tomme	<p>Slide 17</p> <p>Activity 1 Tracking</p>	
				<p>Slide 18</p> <p>Take 10 minutes to watch the video & practice tracking on Padlet</p>	

25'	<p>Encouraging Video 1:37 (Mother's sharing her child's educational experience and observations made just after his death, (Gwen Carr, mother of Eric Garner)</p> <p>Welcome back, Dr. Harris covered a lot of information in that 10 minute clip, I hope the tracking exercise was helpful in practicing using the tool. Now, we're going to talk about Encouraging as a facilitation tool. To continue with Vero's family analogies, encouraging is like the child of drawing people out and tracking but in a group context. While drawing people out helps individuals to expand on their ideas, encouraging speaks to the group and creates space for participation without putting anyone directly on the spot. And as we're tracking the conversation, we may outline key points leading us to here and then follow up with an encouraging group question, "What do others have to say?" or "Does anyone else have an example of this?" This open encouragement helps put a group at ease and is most helpful to begin using it right away in a discussion. We often use this to open the discussion up to sections of the room or circle, For example, we prompt, "Does anyone on this side of the room have anything they'd like to add?"</p> <p>Encouraging is just that, it helps to get the group warmed up and feel safe to contribute.</p>	Tommee		Slide 19	
	<p>So, now We're now going to our second activity which builds upon summarizing and incorporates encouraging. When you listen to Mrs. Gwen Carr speaking, practice summarizing and tracking as she speaks then combine it with an open ended encouraging question. It sounds tough when we say, "combine tools" but we think you may see there is a flow to it which you probably sometimes do or see ProStaff doing without realizing it's being done. For example, I might ask, "Mrs. Carr, you've just described ways your son Eric's teachers were supportive and accessible. Can anyone else give us an example of the ways high school teachers can be uniquely supportive?" Summarizing and encouraging.</p> <p>Now, let's get to the activity, The format the same as the first activity.</p> <p>Please take 10 minutes and watch a portion of the Week 2 video. Start watching the video at 1 hour and 37 minutes. Watch it for 10 minutes up to 1:47:30 where Ms. Carr finishes her statement.</p> <p>Then, after watching the video, take 5-7 minutes to review and draft how you might encourage a group to add to the conversation. After you've had some time to review the items, then go on to Padlet and add your second 1-2 minute video and post. In this section, respond to Ms. Carr by summarizing or mirroring and pose an encouraging question to the group. Direct your comments and recording to Ms. Carr and the group as if they could respond to you.</p>	Tommee		Slide 20	

	<p>Okay, so go ahead and watch this week 2 video. We've included a link to the video in this section. Start watching at the 1 hour and 37 minutes mark and watch 10 minutes of it. Then take 5-7 minutes to review and practice your encouraging and jump on to Padlet to record your 1-2 minute video.</p> <p>Alright, let's get to it! Pause this video here to pull up the Black Lives Matters video.</p> <ul style="list-style-type: none"> • Students Watch Video (10') • Student Review and Reflect on Tracked items (7') • Students Record 1-2 minute video (5') 	Tomme		Slide 21	
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25'	<p>Acknowledging feelings (Shante Needham; Sandra Bland's Sister)1:47</p> <p>Welcome back again.</p> <p>For our last tool, we'll be reviewing acknowledging feelings. This tool requires all of our observation skills as we need to observe body language, tone of voice, and facial expressions. All of which impact folks when they are on the receiving end. By being direct and intentionally communicating about the feelings you seem to be observing, it actually makes for deeper and easier facilitating on the whole. Sometimes as people, we aren't always aware of the feelings we're expressing in the way we communicate, by identifying them and confirming through paraphrasing and drawing people out, we encourage the group to acknowledge how folks are feeling and bring them to the surface which in turn supports resolution.</p> <p>To do this, our facilitator tool guide recommends a 3 step process.</p> <p>First, pay attention to emotional tone and look for cues to show people are having feelings. Now, what does this actually look like? In terms of body language, when we are feeling happy or open our bodies may look more open and directly face the speaker. Or if we're frustrated or angry, we may close up at the shoulders and avert eye contact. Some folks are very expressive with their faces and may look confused or excited or pensive. It takes time to get to know your participants through observation because we all express emotions differently.</p> <p>Second, pose a question that names the feelings you see. Remember to use a neutral and thoughtful voice that validates but doesn't judge.</p> <ul style="list-style-type: none"> • You sound worried. Is that accurate? • Looks like you're having a reaction to that. I'm wondering if you're frustrated. Is that close? • From your tone of voice, you sound pleased. Is that true? <p>And third, we use our facilitative listening, our juicy listening if you will, to respond to the feelings named. By framing the questions using words like "it looks like, it sounds like and following up with a summarizing style question, facilitators allow for participants to label and recognize their own emotions.</p> <p>Now, in shorter or "closer to the surface" type of topics in interventions, emotions typically tend to stay fairly neutral depending on the topic. As discussions get deeper or lengthier, or if the topic is more challenging, feelings may begin to show. That's where this tool is incredibly useful and works well with making space and helping people listen to each other.</p>	Tommee		Slide 22	
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	<p>Activity 3 - Acknowledging Feelings</p> <p>And now it’s time for our final activity where you get to practice acknowledging feelings. IN this video, you will hear from Shante Needham, who is Sandra Bland’s sister. She talks about her sister as a persons and gives insight into some of their schooling experiences.</p> <p>Please take 10 minutes and watch a portion of the Week 1 video. Start watching the video at 1 hour and 38 minutes. Watch it for 10 minutes until 1:48 minutes</p> <p>Then, after watching the video, take 5-7 minutes to review and draft how you might acknowledge Ms. Needham’s feelings or maybe even Dr. Wood or Dr. Ford’s feelings as you may observe their facial expressions. After you’ve had some time to review the items, then go on to Padlet and add your final 1-2 minute video and post. And just as before, practice directing your comments and recording to Ms. Needham and the group as if they could respond to you.</p>	Tommee		Slide 23	
	<p>Okay, so go ahead and watch this last video. We’ve included a link to the video in this section. Start watching at the 1 hour and 38 minutes mark and watch 10 minutes of it. Then take 5-7 minutes to review and practice your acknowledging feelings and jump on to Padlet to record your 1-2 minute video.</p> <p>Alright, let’s get to it! Pause this video here to pull up the Black Lives Matters video.</p> <ul style="list-style-type: none">● Students Watch Video (10’)● Student Review and Reflect on Tracked items (7’)● Students Record 1-2 minute video (5’)	Tommee		Slide 24	
Close		Staff	Host	Tech	Chat

	<p>Summary</p> <p>So, how are we feeling? Is it all coming back now? Are we ready to jump back into facilitating discussions?</p> <p>Today we've reviewed our facilitation tools with the hopes of giving some additional applied usage tips. We wanted to give you a deeper understanding of some of the "trickier to use" tools and show how they can work in conjunction with one another to make us feel more comfortable using these tools and becoming better facilitators. It takes practice and applied use. Keep a watch for Pro Staff using these tools or practice with one another when you create lesson plans or scripts.</p> <p>With the transition to virtual learning, the reality is it can be a bit trickier to use the tools but it can still be done and we are all continuing to learn them together.</p>	Tomme			
	<p>Close</p> <p>Thank you everyone for working it out and getting into your Grow Zones together today! We will see you next time.</p>	Tomme			

44 minutes of speaking

66 minutes of activity (offline); 30 minutes of video watching

110 TOTAL session time