

Engaging in the Tough Conversation Tools to Build On



Afterschool Alliance

Housekeeping



Delays?

Close other programs
on your computer.



Audio difficulties?

Message us.



Something to say?

Use the group chat
to interact.

Reminders



Resource list



Recording



Past webinars in
“Tools to Build On” series



Today's Agenda



Hear from the
field



Identify tools



Ask
Questions/Share

Speakers

- **Heather Pressley, PhD.** Girls on the Run International (GOTR)
- **Ellen O'Connell and Delia Kim Sorto,**
Partnership for After School Education
- **Jessica Rojas,** YMCA of the USA
- **Aleah Rosario,** California School Age Consortium (CalSAC)
- **Jillian Luchner,** Afterschool Alliance



Heather Pressley, PhD



Context and Lens

Assets approach

- Start with the coach
- Apply to girls/coaching experience
- Pilot and revise



Reflect on your identity

I am from _____
(a simple description of your childhood home)

from _____ and _____
(two toys you played with as a child)

I am from _____ and _____
(two sounds you heard as a child)

from _____
(a phrase someone special said to you)

I am from _____ and _____
(two foods you ate as a child)

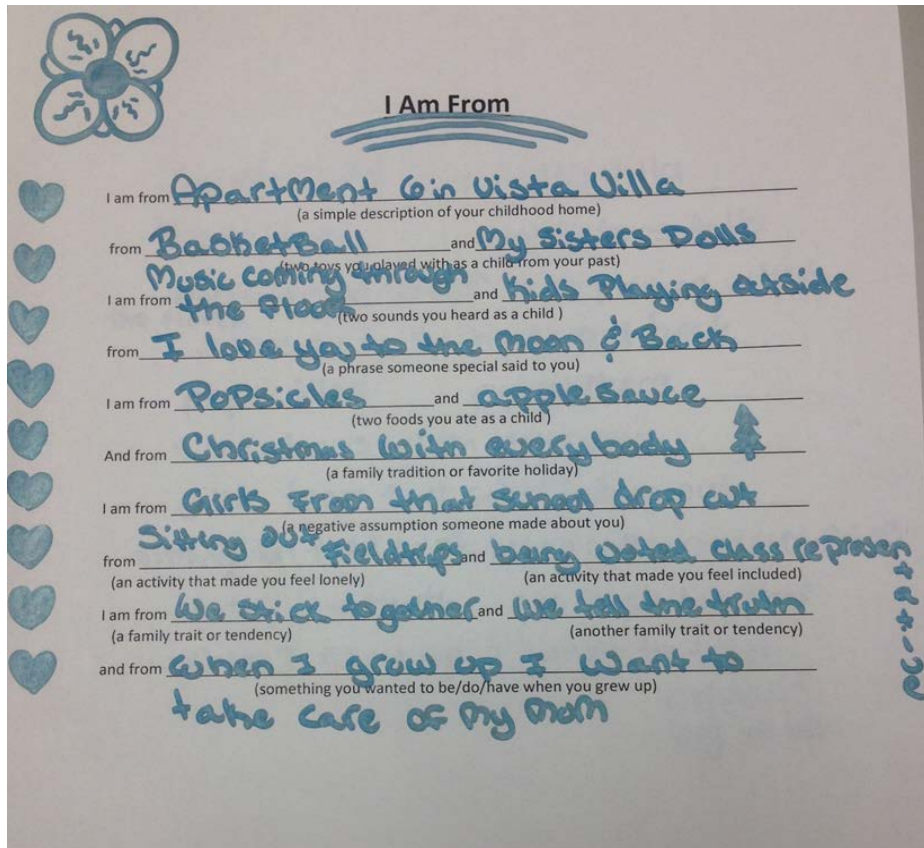
And from _____
(a family tradition or favorite holiday)

I am from _____
(a negative assumption someone made about you)

from _____ and _____
(an activity that made you feel lonely) (an activity that made you feel included)

I am from _____ and _____
(a family trait or tendency) (another family trait or tendency)

And from _____
(something you wanted to be/do/have when you grew up)



I Am From


I am from Apartment 6 in Vista Villa
(a simple description of your childhood home)

from Basketball and My Sisters Dolls
(two toys you played with as a child from your past)

I am from Music coming through the floor and Kids Playing outside
(two sounds you heard as a child)

from I love you to the moon & Back
(a phrase someone special said to you)

I am from Popsicles and apple sauce
(two foods you ate as a child)

And from Christmas with everybody 
(a family tradition or favorite holiday)


I am from Girls from that school drop out
(a negative assumption someone made about you)

from Sitting out and Fieldtrips and being voted class rep
(an activity that made you feel lonely) (an activity that made you feel included)

I am from We stick together and we tell the truth
(a family trait or tendency) (another family trait or tendency)

and from When I grow up I want to take care of my mom
(something you wanted to be/do/have when you grew up)

Positive Inclusive Environment: Intentional language



What was your favorite thing about your week off from school?

- Include yourself (e.g. our team, our school)
- Use general statements when referring to caretakers/home
- Avoid gender specific language around relationships
- Avoid economic assumptions (“vacation” vs “week off”)

Setting and Maintaining Group Expectations

- Co-created with group
- Framed in the positive
- Specific and actionable
- Revisited and reinforced



Positive

Speak Kindly

Negative

Don't be mean

Laying the Foundation



- Continually reflect on identity
- Ask questions instead of making assumptions
- Use inclusive language
- Set and maintain group expectations



AFTERSCHOOL TRANSFORMS.
PASE TRANSFORMS AFTERSCHOOL.

Ellen O'Connell
Delia Kim Sorto

Communication: The Core of Good Practice



Navigate conversation at all levels:

- Supervisor
- Peers
- Youth
- And between youth

Staff Development: A Central Focus



- Not simply training
- Staff development is process
- Takes time

Organizational Systems and Structures



- What are your policies and procedures?
- How are they communicated?
- How are they understood?

Programming and Professional Development



Global Learning programming
Collaborations with other organizations
Direct and Systems approach

- Start with self-awareness
- Model positive self-identity
- Develop helpful and inclusive language

Communication as an Overall Approach



- Trainings to provide context and practice
- Not a separate program, but included throughout programming

To see PASE events and resources, visit our website at pasesetter.org



FOR YOUTH DEVELOPMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

Jessica Rojas

Building bridges, creating safe spaces for healing

● Challenging community conversations are not easy to begin since they reflect the depth of who we are as individuals and may bring up feelings and emotions from our own complex experiences.

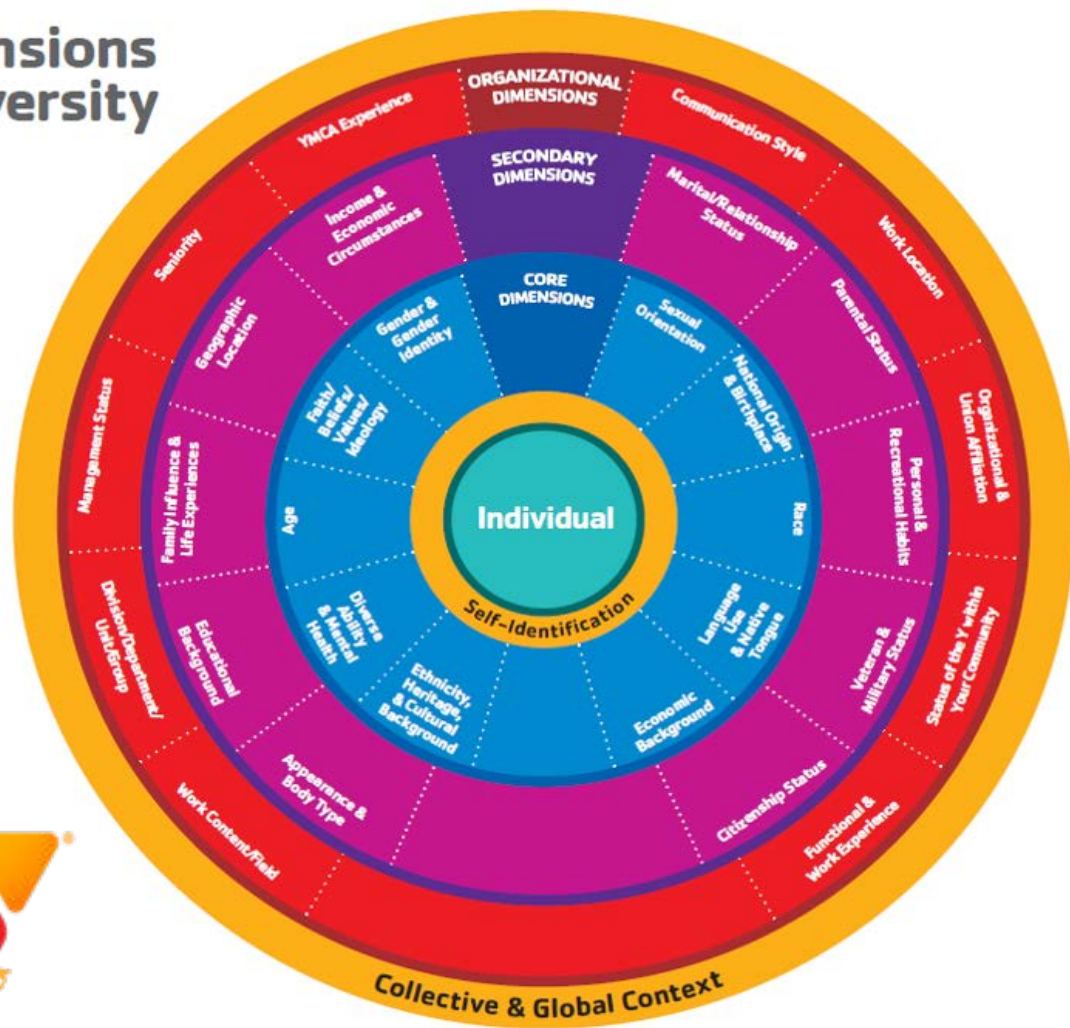
● The lens through which we see, interact with and engage in the world around us is shaped by who we are, where we were raised, the struggles we have faced, our various dimensions of diversity, and colored by societal context.

Building bridges, creating safe spaces for healing

Challenging community conversations are not easy to begin since they reflect the depth of who we are as individuals and may bring up feelings and emotions from our own complex experiences.

The lens through which we see, interact with and engage in the world around us is shaped by who we are, where we were raised, the struggles we have faced, our various dimensions of diversity, and colored by societal context.

Dimensions of Diversity



Community conversations

Several local Ys have experience effectively leading community conversations and have shared their approaches and efforts. The following are a few examples from local Ys across the United States.

- Have a Clear Organizational Commitment
- Community Trust and Relationships are Critical
- Utilize Existing Capacity Building Efforts
- Working Towards Collective Impact
- Affirm all Perspectives



Creating Safe Spaces for Dialogue

The World YMCA, Safe Spaces Group, developed a process for creating 'safe spaces' for YMCAs around the world – as forums for fostering empathy, meaningful and impactful dialogue, learning and shared growth.

Recommendations Include:

- Understand historical, societal and organizational issues, inequities and structural barriers
- Strive for diverse group selection, taking into account the relevant issues, and diverse (and divergent) perspectives being consistently represented within the group
- It's a journey – be okay with 'unfinished business'



Inclusion Resolution



FOR YOUTH DEVELOPMENT[®]
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

MY INCLUSION RESOLUTION

How will you be more inclusive in 2017? Write or draw your "Inclusion Resolution" below!

The Y.™ For a better us.

Share it! #BeCauseY #YforAll



CALIFORNIA
SCHOOL-AGE
CONSORTIUM

Celebrating 35 years Enriching Children by Empowering Professionals

Aleah Rosario

Systemic Oppression won't disappear on its own.



Moving toward towards a more just and equitable society:

- Requires us all



- Requires providing meaningful and transformative opportunities for those leading and working with youth

Focus on Adult Competencies



- Self awareness
- Social awareness
- Critical Thinking
- Ability to collaborate and have courageous conversations

“Leadership development is changing organization culture”

Protocols

ORID

Structured questioning process that focuses and progresses a discussion

Objective *(Just the facts)*

Reflective *(“Gut” questions)*

Interpretive *(So what?)*

Decisional *(Now what?)*

Non-violent Communication

To inspire compassionate, heartfelt connection so that all needs may be valued

Observation *(free of judgement, labels, diagnosis, opinions)*

Feeling *(free of thoughts)*

Need *(universal human needs free of strategies)*

Request *(free of demands)*

Examples of our work

- Leadership Development Institute (LDI)
- Trainer Network
- Advocacy and civic engagement





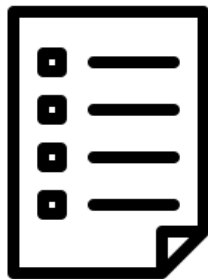
**Afterschool
Alliance**

Jillian Luchner

TOOLS to Support the Conversation



Examples to follow are a **QUICK** sampling of tools



See these examples (and more) on the **linked PDF on the webinar** site



This is a work in progress. **Let us know** what has worked for you

Facing History and Ourselves

- Guides
- Teaching Strategies
- Lessons
- Materials
- Webinars
- More

The screenshot displays the Facing History and Ourselves website interface. At the top, a dark blue navigation bar contains the organization's logo and links for 'About Us', 'Topics', 'Educator Resources', 'Professional Development', 'Get Involved', 'Create Account', and 'Sign In'. Below this is a secondary navigation bar with colored buttons for 'Why Facing History', 'Our Work', 'Our Impact', and 'Give', along with a search bar labeled 'Search Facing History'. The main content area features a large background image of a diverse group of people gathered outdoors. Overlaid on this image is a dark teal box with the text 'LESSON 1' and 'Duration: 1 class period', followed by the title 'Preparing Students for Difficult Conversations'. Below the main content area, there is a section titled 'Books Borrowing' and a 'Login or Register' form. The form includes a text input field for an email address (pre-filled with 'jluchner@afterschoolallies'), a password field, and a 'LOG IN' button. Links for 'Register for an account' and 'Reset my password' are provided below the login button. To the right of the login form, there is a section titled 'Fostering Civil Discourse: A Guide for Classroom Conversations' which includes a 'Resource Type: PDF' label and a brief description of the guide's purpose. A small thumbnail image of the guide's cover is also shown.

Why Facing History **Our Work** **Our Impact** **Give** Search Facing History

Resource Library / Facing Ferguson: News Literacy in a Digital Age / Preparing Students for Difficult Conversations

Add or Edit Playlist

LESSON 1
Duration: 1 class period

Preparing Students for Difficult Conversations

About Us Topics Educator Resources Professional Development Get Involved Create Account Sign In

Why Facing History **Our Work** **Our Impact** **Give** Search Facing History

Books Borrowing

Add or Edit Playlist

Login or Register
Please log-in or register to borrow, download, or purchase resources.

jluchner@afterschoolallies

LOG IN
[Register for an account](#)
[Reset my password](#)

Fostering Civil Discourse: A Guide for Classroom Conversations

Resource Type: PDF
How can you create a safe and reflective classroom where students learn to exchange ideas and listen respectfully to each other? What strategies are most effective in helping students practice constructive civil discourse?

In the aftermath of a divisive United States presidential election and ongoing issues related to race, justice, and policing, educators are rightly concerned about the lessons that today's middle and high school students might be absorbing. Educators have an essential role to play in creating classrooms where students learn to listen respectfully to different opinions and experiences, try out ideas and positions, and give—and get—constructive feedback without fear or intimidation.

Fostering Civil Discourse
A Guide for Classroom Conversations

Teaching Tolerance

- Preparing yourself
- Planning for students
- Professional development resources
- Resources for students

Let's talk: Discussing race, racism and other difficult topics with students

Teaching Tolerance

A TEACHING TOLERANCE GUIDE

LET'S TALK!

DISCUSSING RACE, RACISM AND OTHER
DIFFICULT TOPICS WITH STUDENTS



TEACHING TOLERANCE
A PROJECT OF THE SOUTHERN POVERTY LAW CENTER

Three Areas of Focus



Understanding
oneself



Creating
safe spaces



Facilitating
conversations



Understanding Oneself

Understanding Oneself: Take a self-assessment

Awareness

Value Diversity	I view human difference as positive and a cause for celebration.
Know myself	I have a clear sense of my own ethnic, cultural, and racial identity.
Share my culture	I am aware that in order to learn more about others I need to understand and be prepared to share my own culture.
Be aware of areas of discomfort	I am aware of my discomfort when I encounter differences in race, color, religion, sexual orientation, language, and ethnicity.
Check my assumptions	I am aware of the assumptions that I hold about people of cultures different from my own.

EXAMPLES

√ I help youth learn about & accept differences



Creating Safe Spaces

Creating Safe Spaces: Classroom Promises

- Norms/Value Statements that guide everyday expectations
- Student Driven commitments
- Revisited, practiced and reinforced



Creating Safe Spaces:

Example inclusive language

- ✓ Recognizes diverse family formation
- ✓ Uses language that reflects what people call themselves
- ✓ Uses “person-centered” language as a general rule
- ✓ Understands and respects the difference between sexual orientation and gender identity

Inclusive language guidance
Unitarian Universalist Association



21 Microaggressions you hear on a daily basis
Buzzfeed

THE LARGER MICRO-ISSUE

Students in Michelle Colbert's art classroom share their experiences through the Micro-Aggression Awareness Program.

Fried chicken
is not my
favorite food

By Bobi Blue

You should
Act and look
more like the
female that
you are!

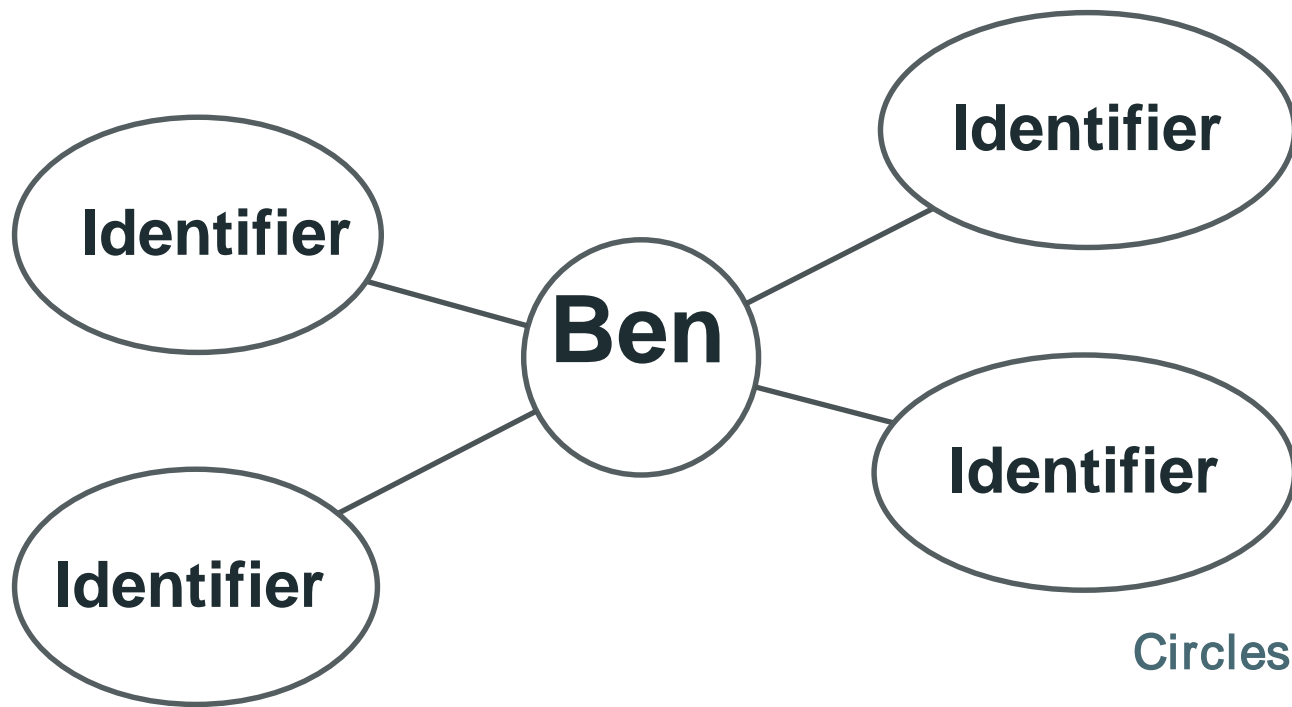
Just because
I'm Mexican
doesn't mean
I'm illegal.

You're



Creating Safe Spaces:

Students drawing themselves



Circles of multicultural self

Wyoming Department of Education



Facilitating Conversations

Facilitating a Conversation: Common ground rules

Guide for setting ground rules
EdChange

1. Listen actively ➡ *Respect the speaker.*
2. Speak from your own experience ➡ *use "I".*
3. Challenge respectfully ➡ *Focus on ideas.*
4. Participate ➡ *Every voice is needed.*
5. Share your own story ➡ *Don't negate another's.*
6. Try to gain understanding ➡ *You don't need to agree*
7. Mind your body language.

Facilitating a Conversation: Graphic Organizer

Graphic organizers can help students identify exactly what they want to talk about and how they are feeling about it before the conversation begins

**Difficult conversations: How to discuss
what matters most**

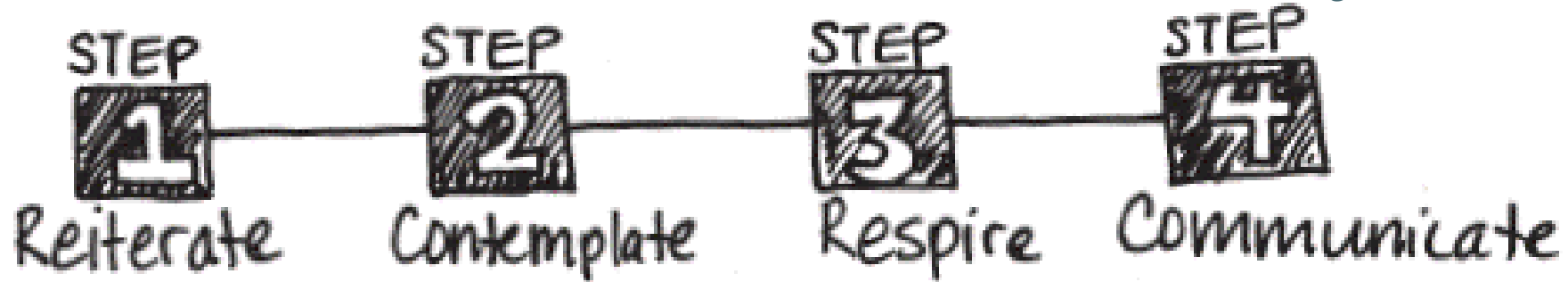
The Ohio State University

Step	What will you say? What will you do?
1. Spend some private time to identify the problem and acknowledge different points of view.	
2. Be certain this is a problem that is worth addressing.	
3. Invite the other person to talk with you.	
4. Start the conversation by "seeking first to understand."	
5. Share your own point of view, your intentions, and your feelings. Use "I" statements. Take responsibility for your part.	
6. Talk about the future and what can happen differently so you don't end up in the same place.	
7. Thank the other person for talking with you.	

Facilitating a Conversation: Strategies for engagement

Let's talk: Discussing
race, racism and other
difficult topics with
students

Teaching Tolerance



- Restate what you heard
- Reflect on what you heard
- Make sure you have correctly interpreted someone else's words

- Count to 10 before responding
- Think carefully about your response
- Use preparation tool to compose your response

- Take a breath
- Check in with yourself
- Pause to process thoughts and emotions before continuing

- Speak with compassion and thoughtfulness
- Follow community expectations and ground rules
- Focus on challenging a statement rather than the person who said it

Facilitating a Conversation: The “fist-to-five” strategy

- A simple, non-verbal way for students to communicate how they're feeling and if it's time to pause and check in

Let's talk: Discussing race, racism
and other difficult topics with
students

Teaching Tolerance



Fist = I am very uncomfortable and cannot move on.



1 Finger = I am uncomfortable and need some help before I can move on.



2 Fingers = I am a little uncomfortable, but I want to try to move on.



3 Fingers = I am not sure how I am feeling.



4 Fingers = I am comfortable enough to move on.



5 Fingers = I am ready to move on full steam ahead!

Post-discussion reflection

Give a brief description of the project or activity you have completed.

What did you like about this project or activity? What were you able to do well?

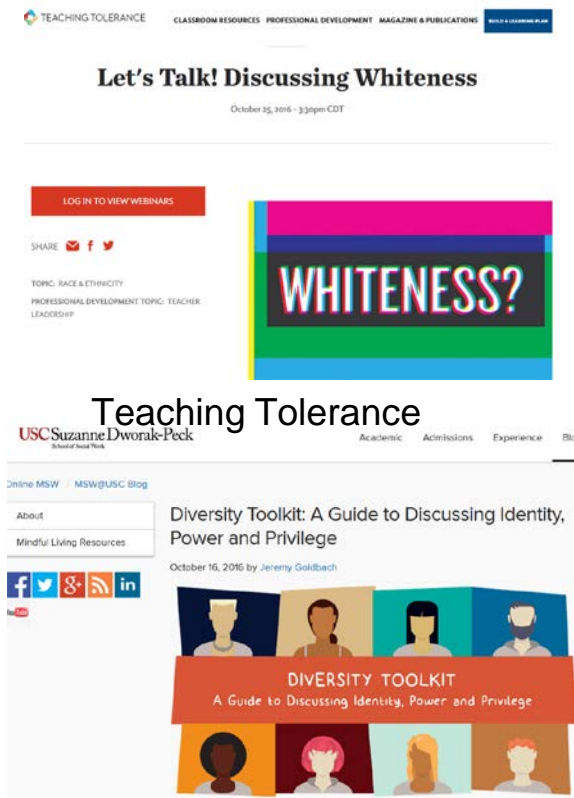
What did you not like about this project or activity? What problems did you have? Why?

What did you learn about yourself? Strengths, interests, preferences, and needs.

Student Self-Assessment and Reflections

Indiana Secondary Transition Resource Center, Indiana University

What to discuss (and where to learn more):



USC School of Social Work

- What's on our students' minds
- The news
- Intersections of Race, Power, Privilege
- Income Inequality
- Religious Freedom
- Speech
- Immigration...

Dr. Beverly Tatum

“Students are reading things in their textbooks, their noticing who’s being included and who’s not being included”

“It’s not that we’re not talking about race. It’s are we talking about race in a productive way that helps young people?”

“Even when we’re not talking about race, we are still communicating messages about it.”

SEPTEMBER 17, 2017

Beverly Daniel Tatum on Discussing Race in the Classroom [Beverly Daniel Tatum](#), author of *Why Are All the Black Kids Sitting Together in the Cafeteria?* talked about addressing racism and race in... [read more](#) ▼

Report Video Issue



Audience Q&A



Thank you!

Please take our survey.