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)

I am 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)
Positive Inclusive Environment: Intentional language

- 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”)

What was your favorite thing about your week off from school?
Setting and Maintaining Group Expectations

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

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
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<tbody>
<tr>
<td>Speak Kindly</td>
<td>Don’t be mean</td>
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</table>
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.
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
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.
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

Building bridges, creating safe spaces for healing

Example from the YMCA
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

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

The Y.™ For a better us.
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
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
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
Three Areas of Focus

Understanding oneself

Creating safe spaces

Facilitating conversations
Understanding Oneself
## Understanding Oneself:

**Take a self-assessment**

### Awareness

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

http://madamebellefeuille.blogspot.ca/2012/08/classroom-mission-statements.html
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 different 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.

By Bobi Blue
Creating Safe Spaces:

Students drawing themselves

Circles of multicultural self

Wyoming Department of Education
Facilitating Conversations
Facilitating a Conversation:

Common ground rules

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.

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
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<tbody>
<tr>
<td>Give a brief description of the project or activity you have completed.</td>
<td>What did you like about this project or activity? What were you able to do well?</td>
</tr>
<tr>
<td>What did you not like about this project or activity? What problems did you have? Why?</td>
<td>What did you learn about yourself? Strengths, interests, preferences, and needs.</td>
</tr>
</tbody>
</table>
What to discuss (and where to learn more):

- What’s on our students’ minds
- The news
- Intersections of Race, Power, Privilege
- Income Inequality
- Religious Freedom
- Speech
- Immigration…
“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.”
Audience Q&A
Thank you!
Please take our survey.