

FACILITATOR INSTRUCTIONS

Age Group: 14- and 15-year-olds
 Module: Getting Started
 Unit: Setting the Table
Week: 1

<p>Focus: Creating a Circle of Trust and Safety for the Program</p> <p>Time: 1 week (up to 3 sessions or approximately 5 hours)</p> <p>Reminders: Start all meetings with:</p> <ul style="list-style-type: none"> • Check-in (the check-in question should vary week to week, depending on the topics, concepts, and issues that will be covered) • Agenda Review (this models good practice for running all kinds of meetings) • Icebreaker (a few options will be 	<p>Objectives for Setting the Table ~</p> <ol style="list-style-type: none"> 1. to begin to create trust 2. to establish goals for year one 3. to develop group agreements 4. to define measures of success 5. to clarify roles and responsibilities 6. to get in the groove of working together <p>Facilitator will need ~</p> <ul style="list-style-type: none"> • Talking object, preferably from the natural world • Time-keeper • Blind-folds for Trust Walk • Copy of Goals • Copy of Survey • Copy of “The Seed” <p>Preparation ~</p> <ul style="list-style-type: none"> • Give Youth Council members at least two weeks advance notice to select an appropriate talking object from the natural world; invite elders and mentors to assist, if needed • Work with Youth Council members at least three weeks in advance to draft 3-5 goals for program • Work with Youth Council members at least one month in advance to develop pre- and post-assessment survey • Get flipchart easel with pads and non-toxic markers • Get 3-ring binders for each participant and a 3-hole punch • Prepare written agenda for first week <p>Overview ~ Setting the Table is designed to focus the group and</p>
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listed but facilitators should feel free to use whichever ones they think will work best and can invite youth to lead)

End all meetings with:

- **Plus/Delta:** Draw a T-chart on flipchart paper and place a Plus on the left, a Delta sign on the right. Ask what went well in this meeting and what needs to be improved. If no one else brings it up, facilitator should ask if the Group Agreements were honored and whether there is any feedback for the facilitator.

End all units with:

- **Goals evaluation:** To determine the degree to which the objectives for the unit were met

End all modules with:

- **Survey:** To determine which themes and concepts had the greatest impact on the participants, and knowledge

bring participants together. It is the facilitator's first opportunity to build a safe container for personal sharing and risk-taking. For this reason, it is essential that the facilitator model the kinds of peaceable behaviors the program hopes the youth will embrace, especially the taking of personal responsibility, appreciation of one another, and the courage to own one's limitations.

Setting the Table also prompts the group to decide how it wants to govern itself, clearly establishes the leading role of the Youth Council, and empowers the youth to decide how they want to evaluate their own success. It places evaluation and outcome measurement clearly within the reach of the youth participants so they can help shape what gets measured and how.

Discussion questions ~

- Why does the group need goals?
- How do other groups keep their agreements alive?
- Who cares about measuring our success?

Hand-outs and Resources ~

- Draft Year One Goals
- Survey
- Agenda
- Meeting time and schedule
- Contact information sheet



Agenda

1. **Welcome:** Youth Council member, church leaders, and CMS staff welcome the youth and introduce program staff and facilitators
2. **Check-in:** using a talking object selected by Youth Council members, everyone (including the adults) sits together in a circle for the program's first check-in. The facilitator explains the history of sitting in circles rooted in Native American cultures, mentions the many ways circles are used, and references the use of a talking object. It is essential that the adults model what it means to sit

<p>and skills gained, as well as attitude changes and participant appraisal of the quality of the facilitation.</p>	<p>in a circle by giving their full attention to this activity, by listening carefully to one another, and by making their check-ins brief and meaningful. Everyone has two minutes to introduce themselves by stating their name, where they live, which school they attend (in the case of the youth), and answering the following question: What moves you to participate in this program? The facilitator writes down the answers to the last question and, at the end, reflects back to the group the variety of answers. If there are big differences in the responses, it would be wise to discuss this. If there are similarities, it would be important to note the degree of cohesion in the group from the outset. After the opening circle, the adults (other than the facilitators) will leave. Youth Council members should stay.</p> <p>3. Icebreaker Options:</p> <ul style="list-style-type: none"> • Activity ~ <ul style="list-style-type: none"> ❖ Trust Falls: The facilitator organizes participants into dyads and makes sure they are paired according to similar height and weight; facilitator asks for a volunteer to demonstrate how it is done; one member of the dyad is person A, the other is person B; person A braces herself to receive person B, who allows himself to gently fall backward; then switch so person B braces himself to receive person A. Be sure to show proper posture for receiving/protecting the person who falls so there are no injuries to the person who receives or the person who falls. Debrief thoroughly. ❖ Group Song – ask for a volunteer to lead the group ❖ Name Game – facilitator calls out the name of a participant and throws her/him a hacky-sack, which they instantly throw to another participant after calling out their name, until everyone has both thrown and received the ball once and a pattern has been established. Introduce more balls after the
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group learns the pattern. Adding an unexpected object into the toss (e.g., a small rubber toy) usually gets a laugh.

- ❖ **Stretching Exercises**—lead the group in some simple yoga stretches that are challenging, fun, and energizing

4. **Presentation** by member of Youth Council of draft goals developed by Youth Council: review, discuss, and revise. Facilitator talks briefly about why it is important to have goals that we all agree to.

5. **Activity ~**

Brainstorming exercise to establish Group Agreements: Facilitator shares why groups work best when members decide from the outset how they want to interact with one another, thereby making the ground-rules clear to all. Facilitator can offer a few guidelines, if need be, to get the discussion started, but it is important that the group participates actively in offering ideas. Examples include: listen deeply to one another and refrain from interrupting; start and end on time; respect differences; what gets said here stays here; be flexible with the agenda.

6. **Facilitator** asks group to decide how it wants to “keep things real” in terms of the Group Agreements. Make sure whatever the group decides gets integrated into the fabric of future sessions.

• **Activity ~**

Read a one-page story called “The Seed” and discuss.

7. **Decide how to measure success:** Facilitator and Youth Council members distribute and present the pre-assessment survey, designed by Youth Council, with staff support, to measure beliefs, attitudes, behaviors, choices, commitments. Discuss why it is important to come up with a way to show ourselves and others how things were at the beginning of the year, and then how things are

	<p>toward the end. Explain that the people who support the program need to know we are tracking our progress. Ask participants to fill out survey. Discuss with group which attitudes and behaviors they want to track and determine how we will do the tracking. (<u>Note to facilitators</u>: this could take an entire session.)</p> <p>8. Activity ~ Participants write personal statements based on parameters provided by the facilitator. (<u>Note to facilitators</u>: These statements will be discussed in one-on-one meetings with the facilitators and program staff.)</p> <p>9. Discussion about roles and responsibilities: <u>For the Facilitator</u>: come prepared, be flexible and practice non-attachment, take personal responsibility, practice self-disclosure, ask for help, listen to the youth. <u>For the Youth</u>: come prepared, be on time, stay focused, be flexible, take personal responsibility, ask for help, share your story, listen to one another and the facilitator.</p> <p>10. Housekeeping: make sure everyone knows the meeting time and schedule, and how to communicate between meetings.</p> <p>11. Plus/Delta: draw a T-chart on flipchart paper and place a Plus on the left, a Delta sign on the right. Ask what went well in this meeting and what needs to be improved. If there are specific items of critical feedback for the facilitator, it is important to take personal responsibility and thereby model the very behaviors we hope the youth will embrace. Do Plus/Delta at the end of all meetings.</p>
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