

WCUUSD Equity Book Groups
Session 1 Facilitator Guide
October 7, 2022
8:45-10:15 a.m.
90 minutes

8:35-8:45
10 minutes

Preparation

- Get your facilitator folder from Jen.
- Put out the nametags, markers, attendance sheet, pens, and Courageous Conversations compass handout.
- Project Slide 1 of the [Presentation](#).
- Ensure that the speakers work so that folks will be able to hear the video.
- Set up chairs in a circle.
- Welcome your book group members as they arrive. Encourage them to read Slide 1 and prepare themselves accordingly.

8:45-9:15
30 minutes

Anchor

- Welcome (Slide 2)
 - Today is the first of six sessions.
 - Today's focus question is: *How am I deepening relationships with all students?*
- Commitment to Humanity and Justice Vision Statement (Slide 3)
 - Please read the statement aloud or invite a member of the group to do so.
- Assign Roles
 - You may want to ask someone to be a timekeeper today, especially as we move into our Check In Rounds.
- Check In Prompt (Slide 4)
 - We will check in in 3 rounds.
 - The first round is simply "Name, Role and School(s), and Pronouns"
 - You may want to model this first and then choose a direction and go around the circle.
 - Example: "My name is Jen Miller-Arsenault. I am the Director of Curriculum, Instruction, and Assessment for the district, and I use she/her pronouns."
 - The second round is sharing which book they have chosen to read this year. Choose a volunteer to share first, ask them to choose a direction after they share their book title, and then go around the circle.

	■ Example: "I have chosen to read <i>Subtle Acts of Exclusion</i>." ○ The third round is sharing a student or student(s) to whom they are dedicating today's work. It will be important to remind the group that we are maintaining confidentiality. For this reason, they should not use student names. ■ Example: "I am dedicating my work today to a student who is challenging me to think deeply about inclusive practices." ● Review Agreements (Slide 5) ○ We have drafted five agreements for the group's consideration: ■ Stay curious; suspend judgment, and honor that we are all at different points in our learning. ■ Take chances, make mistakes, and get messy. ■ Center the full humanity of our students and community. ■ Listen, and ensure that all voices are heard. ■ Maintain confidentiality by sharing the learning, not the details. ○ Do these agreements work for your group? Is there anything they might want to add or revise? ○ Please take notes about this so that you/we can revise agreements as necessary. You will be asked to share any relevant notes about the agreements in the Facilitator Feedback Form.
8:15-9:35 20 minutes	Add ● Introduce the Courageous Conversations compass (Slide 6) ○ Folks were asked to take a copy of the handout as they settled in. Please distribute them to anyone who does not yet have one. ○ Ask folks to spend a minute or so reading the handout. ○ Emphasize that the compass is a tool that was created to center conversations about race. We are introducing the tool today and will use it in future sessions. ○ We are introducing the compass today to bring it to folks' awareness. There is no expectation that they use it today. We just want to familiarize them with it. ○ Note: The link in the slideshow and in this facilitator guide links both the compass and the dialogue tool. We will use the dialogue tool in future sessions, but we will not focus on it today. ○ Show the introductory video about the compass. The video is 12:47. ○ Folks may want to take notes on their handout while watching the video. ● Turn and Talk (Slide 7) ○ Ask folks to turn and talk with someone beside them. ■ What questions do they have about the Courageous Conversations compass?

	■ What strikes them as significant about the Courageous Conversations compass? ■ What else? ○ If time permits, you can invite folks to share their thoughts with the whole group. ● Again, remind folks that we will use this tool in future sessions to center conversations about race in particular.
9:35-10:00 25 minutes	Apply ● Diversity Rounds (Slide 8) ○ We will do three rounds: Role, Age, Ethnicity. ○ Explain how Diversity Rounds work. This is a protocol from the School Reform Initiative. ○ This activity will provide an opportunity for folks to get up, stand up, and move around a bit. ○ You as the facilitator will ask the group to group themselves according to Role. You will not define the category; the group will define it. ○ When they group themselves based on Role, they will then engage in a discussion. The prompts are on Slide 8: ■ What does it mean to you to be...? ■ How much do you define yourself this way? ■ How is our group unique/different from the other groups? ■ What would we like other groups to know about us? ○ After about 5 minutes, each group will be invited to report out as a lightning share, "One thing we would like other groups to know about us is..." ○ Then repeat the process for Age. ○ Then repeat the process for Ethnicity. ○ Each round should take about 5 minutes or so. ○ Hopefully folks will be up and about, moving a bit and standing a bit during this part of the activity. ○ You as facilitator should feel free to join/create a group for each round, especially because there are only 10 or so of you in the total group. ● Debrief Diversity Rounds (Slide 9) ○ Return to your seats in the circle. ○ Invite your group to reflect and debrief. Depending on the time and your judgment as the facilitator, you can approach the debrief as a turn and talk, or in rounds, or as a whole group. ○ Note: We have allotted 25 minutes for this activity in total. It will take 2 or 3 minutes to explain how Diversity Rounds work and about 5 minutes for each of 3 rounds, leaving about 5-7 minutes for the debrief.

10:00-10:15
15 minutes

Away

- Reflection/Set Intention (Slide 10)
 - Invite your group to reflect on the session and/or set intentions regarding their practice.
 - This is a quiet, independent think time. Ask folks to maintain silence.
 - Invite folks to write down their thoughts if they'd like.
 - The prompts are on Slide 10:
 - How will I deepen relationships with all students?
 - How will today's session impact my professional practice?
 - What will I do with students as a result of today's session? Why?
 - I will do _____ so that students _____
- Looking Ahead to Text Connections (Slide 11)
 - Explain to the group that Text Connections will be an opportunity for each member of the group to share a passage from their text with the rest of the group.
 - The passage should be one that resonates deeply with the reader.
 - Please share the following:
 - Why: We have each chosen a book to read related to aspects of equity, humanity, and justice. Sharing the passages that resonate with each of us will deepen our connections as a group and will serve as a mechanism to share our learning across books within our group.
 - What: We are asking each person to select an excerpt that speaks to them and that they would like to bring to the book group for consideration and reflection.
 - How: We are thinking that 2 or 3 people will share a text connection during future sessions so that everyone has the opportunity to do so between our next session on October 19 and our final session on May 17. The book group planners are still working on figuring out exactly how this will work. We might use a talking piece. The "text connector" will share their piece and why it resonates with them, and then each member of the group will have an opportunity to respond. We may use a text protocol. We may do a combination. In part, we will make these decisions based on time and the feedback that we receive from you all. We are thinking that it might be helpful for the "text connector" to share their passage in advance with the group. We're still figuring out how best to do that in a way that is most efficient and timely. Again, we welcome your thoughts.
 - Who: Again, we are hoping that folks will sign up to share once during the year. Most immediately, we are looking for 2 people to sign up for October 19. Who would like to sign up?

	■ Also: The hope/expectation is that everyone will read their book in its entirety between now and May 17. There is no expectation regarding pace and there are no specific reading assignments. ■ Also: We will seek feedback from you on October 19 regarding Text Connections. If the structure is effective and well-received, we will continue it. If folks prefer a different structure, such as a text protocol, we can try that out for the next time. ■ Also: Some folks have expressed a desire to talk with others who are reading the same book. The planning group will figure out how and when that might happen. Stay tuned! ● Debrief this session (Slide 12) ○ Ask for pluses and deltas. ■ Pluses: What went well about today's session? ■ Deltas: What might we want to change in future sessions? How could we make the next session even better? ■ And what else? ○ Please take some notes so that you can share your group's feedback with the planning group via this Facilitator Feedback Form and we can incorporate it into future sessions. ● In closing, please ○ Remind the group that our next book group meeting is in two weeks. It will take place on Wednesday, October 19 from 3:15-4:15 p.m. via Google Meet. ○ Remind them to sign the attendance form if they haven't yet done so. ○ Ask for their help in stacking the chairs. ○ Thank them for their participation. ○ Remind them that information regarding the rest of the day is on the October 7 page of the inservice day site.
By 3:30	After Please be sure to drop off your facilitator folder, marker, pens, etc. in the designated space in the atrium for reuse during future sessions. Please complete the Facilitator Feedback Form at some point today as well. Thank you!