

# Building Bridges: Dialogue on Race and other issues of our time

## Topic: Washington's Farewell Address

(June 2018, updated Sept. 2020) (copyright)

**Version: Online.** This guide script combines with [linked slides](#) to make a complete set for presentation. There also are several handouts for participants.

**Objective:** To invite participants into a gracious time and space to have a constructive dialogue on George Washington's Farewell Address.

**Type of Group:** Adults and older teens from diverse backgrounds (race, ethnicity, age, gender, economic status, etc.)

**Size of Group:** 6-12; for more participants and/or to have smaller sharing groups, use breakout rooms, each with a facilitator.

**Time Required:** About 2 hours, more or less, depending on the size of the group and the processes used.

### Preparing to Facilitate This Dialogue

The presentation consists of this script, the [linked slides](#), streamed internet materials (such as from YouTube), and handouts. *Note: clicking on this link opens a thumbnail; click on it to open the preview, and at the top of the preview find the icon to "open in new tab" and click on it to open the set of slides.*

The facilitator downloads copies of the Script and Slides onto their Google Drive. Only the facilitator uses the Google Doc script. Participants see only the Zoom screen (or other online format), the slides, the streamed materials, and the handouts. *Find the handouts at the end of this script. Distribute the handouts to participants before the dialogue. We recommend that they print them so they can easily read and write on them, but it is always possible for participants to create any worksheets on blank paper during the session.*

**Preview** the entire session beforehand.

**Select the portions** of the dialogue process you will use. For example, there may be several videos to choose from, and you decide to use just one. Or adjust the length of time provided for small group discussion in order to keep to your allotted schedule. Or divide the dialogue process into two sessions in order to use all the resources and have plenty of time for dialogue.

**Plan the meeting**, day, time, and online format (Zoom or other platform).

**Invite participants** to the meeting. Prepare a gracious invitation ([future link](#)). Send out the invitation, including instructions for pre-registration, if any. Consider sending a gentle reminder the day before the meeting. Send the handouts to them for printing.

**Be familiar with Kaleidoscope Institute tools** including Respectful Communication Guidelines, Mutual Invitation, *Conocimientos*, etc., **and with the tools of your meeting platform**, such as screen-sharing, breakout rooms, chat box, etc.

## Overview of This Dialogue Process

*Steps 1-3 take about 15 minutes:*

1. **Gathering, Welcome, and Framing for Dialogue**
2. **Introduce (or Review) Respectful Communication Guidelines (handout 1)**
3. **Focusing Text: *Wikipedia describes Washington's Farewell Address* (1 minute)**
4. **Introductions using *Conocimientos* and Mutual Invitation (handout 2) (5 minutes introduction to Mutual Invitation, 10-15 minutes in small group breakout, 5 minute debrief, total 20-25 minutes)**
5. **First impression of the excerpt from George Washington's Farewell Address on Spirit of Party (text sharing, handouts 3-4) (7 minutes, using chat box)**
6. **Dialogue using the video *George Washington's Farewell Address* (questions on handout 4) (video 5:12 minutes, brief reflection time, total 7 minutes)**
7. **Second reading of the excerpt, Spirit of Party (reflection questions and sharing, 20 minutes)**
8. **Third reading of the excerpt, Spirit of Party (reflection questions and sharing, 20 minutes)**

*Steps 9-11 take about 15 minutes:*

9. **Commitment for Future Participation**
10. **Closing Song (*One Last Time* from *Hamilton*, 5 minutes), Closing and Sending**
11. **GracEconomics request for support**

## Presenting This Dialogue

1. **The facilitators' script** for the dialogue session is in two places: this document (most comprehensive version) and the speaker notes portion of the Google Slides (abbreviated version).
  - a. **Print the Google Doc script ahead of time** and write all your notes on it (recommended).

- b. Or, when screen sharing the Google Slides in Zoom, select Presenter View from the Present menu; the one sharing their screen will see the speaker notes, but participants won't.
  - c. Or have the Google Slides open on one monitor or screen (the one you share on Zoom) and read the Google Script from another monitor or screen.
2. **Slides** may be accessed from Google Drive or downloaded to the presenter's computer (as PowerPoint or another format).
3. **Check the internet connection** for smooth streaming.
4. **When you screen share a video or anything with sound on Zoom**, be sure to select two boxes on the Screen Share page, "Share computer sound" and "Optimize screen sharing for video clip."
5. Be on your platform **early enough** to welcome dialogue participants.
6. The Google Slides **presentation begins at Slide 6** after a blank transitional slide. **Insert** your sponsor or sponsoring group's name on Slide 6.

## How to Proceed

*In this script, instructions and suggestions for the facilitator are in italic red type.*

Words to be spoken by the facilitator are in regular black type.

*Instructions are given for Zoom; please translate to the webinar format you use.*

### 1. Gathering, Welcome, and Framing for Dialogue

- 1.1. *(Optional) START SCREEN SHARE and show **SLIDE 6**: Title slide. Leave this on as participants arrive, or you can begin the screen sharing later at step 1.5.*  
**Note:** Enter your group name on the slide beforehand.  
**Important:** When you start screen share, be sure to select two boxes on the Screen Share page, "Share computer sound" and "Optimize screen sharing for video clip" because you will be sharing a video later.
- 1.2. *As participants arrive, invite each one to type on their Zoom screen their name and other identifying information of interest. For example, name, location, and organization they affiliate with--if they are from different locations and organizations! Ask for information that will be helpful and interesting to the group.*
- 1.3. *Tell participants if you would like them muted or not, video on or not.*

- 1.4. *Make certain participants have something to write on and with.*
- 1.5. *If you haven't already, START SCREEN SHARE (selecting the two boxes on the Screen Share page, "Share computer sound" and "Optimize screen sharing for video clip") and show SLIDE 6: Title slide (enter your group name on the slide beforehand).*

*Say:* Welcome to Building Bridges Now: Washington's Farewell Address. This program is sponsored by     (your sponsoring group name)     and the Kaleidoscope Institute to provide a gracious space to have constructive conversations in our community on race relations and other important issues of our time.
- 1.6. *Show SLIDE 7: The purpose of dialogue*

*Say:* The purpose of dialogue is to bring together people with diverse backgrounds, viewpoints, and experiences to have meaningful conversation on a common subject.
- 1.7. *Show SLIDE 8: Dialogue does not force...*

*Say:* We invite you into a time of dialogue remembering that:  
Dialogue does not force anyone to change.  
It is not a debate in which we try to convince others that we are right.  
It is about arriving at a mutual understanding.
- 1.8. *Show SLIDE 9: Dialogue is not about finger pointing...*

*Say:* We invite you into a time of dialogue remembering that:  
Dialogue IS NOT about finger pointing, demonizing, or punishing individuals or groups. Truth dialogue invites each one of us to commit to sharing one's own truth while being willing to listen deeply to another's truth.
- 1.9. *Show SLIDE 10: Dialogue does not avoid our history...*

*Say:* We invite you into a time of dialogue remembering that:  
Dialogue does not avoid our history and our present differences, pretending that everything is okay.  
Dialogue acknowledges our history and our present differences, and trusts that by sharing our different experiences, we can achieve greater understanding of the issue and move toward potential reconciliation, fostering constructive change in our community.
- 1.10. *Show SLIDE 11: A facilitator is not/is...*

*Say:* A facilitator is not a teacher or an expert. A facilitator is someone who supports the group by establishing gracious space, time, and processes for

respectful and authentic conversation.

1.11. *Show **SLIDE 12**: Topic slide*

*Say:* Today's topic is President George Washington's Farewell Address.

1.12. *Show **SLIDE 13**: Conocimientos*

*Note: Facilitator has a choice about where participants may write their answers to the Conocimientos prompts. Either they may enter them in the chat box, or they may jot them on their own paper and look at their answers later when Conocimientos is shared.*

*\* If the chat box is used, say:* In order to help us get to know each other better, I invite you to complete the Conocimientos questions listed on the screen. "Conocimientos" is a Spanish word meaning "knowledge." Use the chat box to type and share your answers. Try to enter all your answers in one group. You may number your answers 1 through 4 to help distinguish them from each other, without pressing "enter" until you are ready to post them all. The questions are:

0. Your name (*This is already on the Zoom participant screen*)

1. One strength of having political parties in the U.S. . . .

2. One weakness/struggle of having political parties in the U.S. . . .

3. One danger with foreign alliances . . .

4. One benefit of having foreign alliances . . .

Are there any questions about what you're invited to do?

Please write your responses now and post them when you are done.

*Answers will be shared later, so they do not need to be read aloud as they appear in the chat box, but participants may scroll through and read the responses while they wait.*

*\* If the chat box is not used, reword the invitation to invite participants to jot their answers on their own papers for sharing later.*

## 2. Introduce (or Review) Respectful Communication Guidelines

2.1. *Refer participants to **Participant Handout 1: Respectful Communication Guidelines**.*

2.2. *Show **SLIDE 14**: Respectful Communication Guidelines*

*A facilitator gives the following explanation. Two or more facilitators may take turns reading.*

***Note:** An abbreviated version can be used if there are no new members joining the group since the last gathering.*

*Guidelines will appear one at a time when a facilitator clicks forward.*

**Say:** We, people from different cultural backgrounds, bring with us different assumptions of communication styles. Sometimes, these different assumptions may cause communication breakdown. Therefore, before we begin our dialogue, I invite you to consider a set of Respectful Communication Guidelines. They are written as an acronym of the word “RESPECT.”

**R = take RESPONSIBILITY for what you say and feel without blaming others.**

Avoid judgmental language which can cause defensiveness and cut off communication. Instead, use “I” statements. Begin what you want to say with “I” and therefore claim what is yours. For example, I feel, I know, I believe I think I notice, I wonder, etc.

**E = use EMPATHETIC listening**

Put yourself in the other person’s shoes and attempt to see and experience the issue from the speaker’s perspective. This is a commitment that we make to try as hard as we can to understand each other knowing our limits. Therefore it is okay to ask clarifying questions. It is also okay to give feedback to check if you have understood what the speaker was saying.

**S = be SENSITIVE to differences in communication styles**

When someone behaves differently from you, don’t just simply interpret that behavior using your own assumptions of what is good communication. Remind yourself that this person might be communicating in a very different way and there might be opportunities to learn more about how the other communicates.

**P = PONDER what you hear and feel before you speak**

Think before you speak.

**E = EXAMINE your own assumptions and perceptions**

As you ponder, ask yourself what caused you to feel, think, or react in a certain way. Where might these ideas come from for you? If you are able to notice your own assumptions, you are more able to take responsibility for your own thinking and feeling.

**C = keep CONFIDENTIALITY**

In order to uphold the wellbeing of each person in this group, I invite you to keep the personal information shared here in confidence. This way we can feel safer in talking about real issues that concern our lives and our communities without the fear that they might be shared outside without the full benefit and trust

developed in this group.

**T = TRUST ambiguity because we are NOT here to debate who is right or wrong**

In order to address these issues constructively, we must be willing and able to listen to each other's different experiences and points of view, even though at times the ambiguity might be uncomfortable for some of us. By listening empathetically without judgment or debate, we, as a community, may gain a fuller description of the issues we are trying to address. In this way, instead of being divided, we can move forward, working together to find constructive ways to address them.

*Say:* Are there questions about any of these guidelines?

*Be prepared to give concrete behavioral examples of each guideline. Answer any questions before going on to the next slide.*

2.3. *Show SLIDE 15: Agreement to Respect*

*Say:* Do we have an agreement to uphold these guidelines for the rest of our time together? I need a sign or gesture from all of you to indicate that you agree.

*Facilitator may suggest a sign, such as showing a thumbs-up and/or signing the handout.*

*If nobody disagrees, the facilitator can click so the check mark appears and then continue with the dialogue process.*

*If there are reservations, discuss them until there is an agreement and then click the check mark and continue on with the dialogue process.*

*If you cannot get an agreement, we recommend that you suspend the dialogue until another time or continue only if those unwilling to use these guidelines leave the meeting.*

*Anticipated learning: Defining some parameters for respectful communication is crucial in dialogue work. We can find ourselves in destructive situations if we do not take care in helping participants at the beginning of our gathering to think through how they would behave as we go along.*

3. **Focusing Text: Wikipedia describes Washington's Farewell Address**

3.1. *Show SLIDE 16: Washington's Farewell Address is a letter...*

*Say:* In this dialogue session, we will have opportunities to listen to an excerpt from George Washington's Farewell Address and share our thoughts and reflections. Wikipedia explains, "Washington's Farewell Address is a letter written by American President George Washington as a valedictory to 'friends and

fellow-citizens' after 20 years of public service to the United States. He wrote it near the end of his second term of presidency before retiring to his home at Mount Vernon in Virginia."

#### 4. Introductions using *Conocimientos* and Mutual Invitation

- 4.1. *Refer participants to **Participant Handout 2: Mutual Invitation**.*
- 4.2. *A facilitator gives the following instructions to introduce the process of Mutual Invitation. STOP SCREEN SHARE to give the Mutual Invitation instructions orally. Note: If there are no new members joining the group, remind participants that we will be using Mutual Invitation again for the next process, skip the detailed instructions, and continue at 4.3 (showing the Mutual Invitation reminder SLIDE 16) or at 4.5.*
- 4.3. *Say:* In order to help us get to know each other better, you will be invited to introduce yourselves using the categories you wrote about earlier (in the chat box *or* on your own paper). In order to ensure that everyone who wants to share HAS the opportunity to speak, we will use a process called Mutual Invitation. In Mutual Invitation, the leader or a designated person shares first. After that person has spoken, they invite another to share.  
Try not to invite the person next to you so that we won't move into the habit of going around in a circle.  
After the next person has spoken, that person is given the privilege of inviting another to share.  
If you are not ready to share, say "I pass for now," and we will invite you to share later on. If you don't want to say anything at all, simply say, "Pass," and proceed to invite another to share.  
We will do this until everyone has been invited.  
We invite you to listen and not to respond to someone's sharing immediately. There will be time to respond and to ask clarifying questions after everyone has shared.
- 4.4. *START SCREEN SHARE and show **SLIDE 17: Mutual Invitation***  
MUTUAL INVITATION  
When you are invited, 3 options: Share, Pass for now, Pass.  
Then invite someone else  
  
Are there any questions?  
*Facilitator may decide to demonstrate Mutual Invitation by inviting the group to*



*share, “What is your favorite ice cream?” For this demonstration, it helps to have someone prepared to Pass or Pass for Now.*

4.5. ***STOP SCREEN SHARE.***

- 4.6. ***Say:*** In order to help us get to know each other better, you are invited to introduce yourselves using the categories you wrote about earlier (in the chat box *or* on your own paper), using Mutual Invitation.

*POSSIBLE BREAKOUT ROOMS. If the group is larger than 12, you will need to divide the group into smaller breakout groups of no more than 12 with a facilitator for each group. Even if the group is smaller than 12, you may wish to divide the group into smaller breakout groups so that sharing will take less of the total time. Six is a better size for a small group than 12.*

***Decide ahead of time*** if you will assign participants to breakout rooms that remain constant for the entire dialogue session, or if you will divide participants each time at random.

*Provide a facilitator for each breakout group.*

*Note: If breakout rooms will be used, the facilitator’s screen share will not be visible. Tell participants that you will put the Conocimientos questions in the chat box to remind them of the categories they wrote about earlier. If you do not use breakout rooms, the next slide repeats the Conocimientos questions.*

*Be sure to decide ahead of time the parameter for sharing. Say:* We have set aside about \_\_\_\_ minutes for this process. That means each person will have \_\_\_\_ minutes to share. I ask you to respect other people’s time as you share. Are there any questions? ***Answer any questions.***

- 4.7. ***If you remain in one group, START SCREEN SHARE and show SLIDE 18: Conocimientos Sharing.***

*Otherwise send participants into breakout rooms and type the Conocimientos prompts in the chat box.*

*Facilitator begins the sharing process by introducing him/her/themself.*

*Problem to anticipate in this process: People sometimes forget to invite others after they finish speaking. Do not invite for them. Simply remind them they have the privilege to invite the next person.*

*Anticipated learning through this process:*

- 1. Participants find out who is in the meeting and some things about them.*
- 2. Participants may find out commonality and differences in why they come*

*to the dialogue session.*

4.8. *End breakout rooms, if used.*

*When everyone has introduced themselves (and when the breakout rooms, if used, have returned to the main screen),*

*START or CONTINUE SCREEN SHARE and show **SLIDE 19: Debrief Conocimientos.***

*Facilitator debriefs the group by asking participants to complete the sentences:*

*I noticed...*

*I wonder...*

*At the facilitator's discretion, answers to these prompts may be shared using Mutual Invitation (if the group is small enough), through the chat box, or "popcorn style" (at random, participants speak without invitation; not all need to share). Read the chat box posts aloud, if used.*

5. **First impressions of the excerpt from Washington's Farewell Address, *Spirit of Party***  
*(text on Handout 3, question on Handout 4)*

5.1. *Refer participants to **Participant Handout 3: Text Sharing.** It includes an excerpt from the Washington Farewell Address and a worksheet. Invite participants to follow along on their handouts.*

5.2. *Now or at Step 5.3, START or CONTINUE SCREEN SHARE and show **SLIDE 20: Excerpt from George Washington's Farewell Address (1 of 4)***

*Say:* President George Washington left the presidency and the nation's then-capital city of Philadelphia in September 1796. He used his departure to publicize a major final statement of his political philosophy, which is known as Washington's Farewell Address. This 32-page handwritten document has long been recognized as an influential statement of American political purpose.

Washington's words, carefully crafted with the help of James Madison and Alexander Hamilton, is still relevant. Until the 1970s it was read annually in the U.S. Congress as part of the national recognition of the first President's birthday. In the musical *Hamilton*, Lin-Manuel Miranda captures the first part of Washington's address in the song, *One Last Time*.

We will listen to an excerpt from this document on the "spirit of party." As you listen, capture a word, a phrase, or an image that stands out for you.

5.3. ***Read aloud:** . . . Let me now take a more comprehensive view, and warn you in the most solemn manner against the baneful effects of the spirit of party*

generally.

This spirit, unfortunately, is inseparable from our nature, having its root in the strongest passions of the human Mind. It exists under different shapes in all Governments, more or less stifled, controlled, or repressed; but, in those of the popular form it is seen in its greatest rankness, and is truly their worst enemy.

- 5.4. *Show SLIDE 21: Excerpt from George Washington's Farewell Address (2 of 4)*  
*Read aloud:* The alternate domination of one faction over another, sharpened by the spirit of revenge, natural to party dissension, which in different ages & countries has perpetrated the most horrid enormities, is itself a frightful despotism. But this leads at length to a more formal and permanent despotism. The disorders & miseries which result, gradually incline the minds of men to seek security & repose in the absolute power of an individual; and sooner or later the chief of some prevailing faction, more able or more fortunate than his competitors, turns this disposition to the purposes of his own elevation, on the ruins of Public Liberty. . . .
- 5.5. *Show SLIDE 22: Excerpt from George Washington's Farewell Address (3 of 4)*  
*Read aloud:* [A Spirit of Party] serves always to distract the Public Councils and enfeeble the Public Administration. It agitates the Community with ill-founded Jealousies and false alarms, kindles the animosity of one part against another, foment occasionally riot & insurrection. It opens the door to foreign influence & corruption, which find a facilitated access to the government itself through the channels of party passions. Thus the policy and the will of one country are subjected to the policy and will of another.
- 5.6. *Show SLIDE 23: Excerpt from George Washington's Farewell Address (4 of 4)*  
*Read aloud:* There is an opinion that parties in free countries are useful checks upon the Administration of the Government and serve to keep alive the spirit of Liberty. This within certain limits is probably true; and in Governments of a Monarchical cast, Patriotism may look with indulgence, if not with favor, upon the spirit of party. But in those of the popular character, in Governments purely elective, it is a spirit not to be encouraged. From their natural tendency, it is certain there will always be enough of that spirit for every salutary purpose. And there being constant danger of excess, the effort ought to be, by force of public opinion, to mitigate & assuage it. A fire not to be quenched, it demands a uniform vigilance to prevent its bursting into a flame, lest, instead of warming, it

should consume.

- 5.7. *Say:* Take a moment in silence to capture a word, a phrase, or an image that stood out for you in this text.  
*Give time for participants to reflect and/or write on the worksheet/handout. If any participants do not have handouts, you may need to scroll again through the four slides with the Farewell Address excerpts.*
- 5.8. *Say:* I invite you to share your word, phrase, or image in the chat box. You can scroll through and read the chat box responses after you have entered your response. *(Or the facilitator may choose to read the chat box responses aloud.) Allow time.*

**6. Dialogue using the video: *George Washington's Farewell Address* (video)**

- 6.1. *Show SLIDE 26: Watch a video*  
*Say:* In this civics lesson, Mr. Kerwin outlines the main themes of Washington's Farewell Address.  
*Play the video, GW Farewell Address created by Kerwin History Jan. 4, 2017. 5:12 minutes. James Ware.*  
[https://www.youtube.com/watch?v=1WojZMNKpcU&ab\\_channel=JamesWare](https://www.youtube.com/watch?v=1WojZMNKpcU&ab_channel=JamesWare)
- 6.2. *(The questions for reflection are on Participant Handout 4 as well as on the screen.)*  
*Say:* I now invite you to ponder these questions:  
1. What caught your attention as we watched this video?  
2. How does the information in this video inform you about living in the United States?  
*Give participants time to ponder the questions and write responses on the worksheet or another paper..*

**7. Second Reading of the Excerpt, *Spirit of Party* (text on Participant Handout 3, question on Participant Handout 4)**

- 7.1. *Refer participants to Participant Handout 3 for the text of the Farewell Address excerpt.*  
*Say:* Now I invite you to listen again to the excerpt on the Spirit of Party from Washington's Farewell Address. As you listen, consider the following question *(printed on Participant Handout 4)*:  
● How is this text relevant for you today living in the U.S.?

- 7.2. *Show **SLIDES 20-23**: Excerpt from Washington's Farewell Address on Party Spirit*  
*Invite different participants to read the different sections of the text.*
- 7.3. *Say:* Take some time in silence to reflect and write down your thoughts about how this text is relevant for you today living in the U.S.  
*Give time for participants to reflect and/or write on the worksheet.*
- 7.4. *Say:* [In breakout rooms,] using Mutual Invitation, I invite you to share your reflections about how this text is relevant for you today living in the United States. We've set aside about \_\_\_\_ minutes for sharing. Each person will have about \_\_\_\_ minutes to share.  
*Go to breakout rooms for announced length of time.*
8. **Third Reading of the Excerpt from Washington's Farewell Address, *Spirit of Party* (text on Participant Handout 3, question on Participant Handout 4)**
- 8.1. *Refer participants to **Participant Handout 3** for the text of the Farewell Address excerpt.*  
*Say:* Now I invite you to listen again to the excerpt on the Spirit of Party from Washington's Farewell Address. As you listen, reflect on the following question (*printed on **Participant Handout 4***):
- What are you called to do, be, or change as a result of studying this text?
- 8.2. *Show **SLIDES 20-23**: Excerpt from Washington's Farewell Address on Party Spirit*  
*Invite different participants to read the different sections of the text.*
- 8.3. *Say:* Take a moment in silence to reflect and write down your thoughts on the question: What are you called to do, be, or change as a result of studying this text?  
*Give time for participants to reflect and/or write on the handout.*
- 8.4. *Say:* [In breakout rooms,] using Mutual Invitation, I invite you to share your reflections about how this text is relevant for you today living in the United States. We've set aside about \_\_\_\_ minutes for sharing. Each person will have about \_\_\_\_ minutes to share.  
*Go to breakout rooms for announced length of time.*
9. **Commitment for Future Participation**
- 9.1. *Show **SLIDE 27**: Commitment for future participation*

*Facilitator invites participants to the next dialogue meeting and invites sharing of tasks. For any upcoming meeting, some may help write the gracious invitation and publicize it or serve as Zoom co-hosts. For a meeting in the same physical space, some may serve as hosts, bring refreshments, provide transportation, and so on. Discuss as needed.*

## 10. Closing and Sending

### 10.1. Show **SLIDE 28**: Closing song

*Say:* From the musical *Hamilton*: The first voice is Hamilton's, the second, Washington's.

*Play the video: One Last Time, original Broadway cast recording from Hamilton. April 20, 2017. 4:56 minutes.*

*[https://www.youtube.com/watch?v=pEqnXNsAFL8&ab\\_channel=Lin-ManuelMiranda-Topic](https://www.youtube.com/watch?v=pEqnXNsAFL8&ab_channel=Lin-ManuelMiranda-Topic)*

### 10.2. Show **SLIDE 29**: Closing

*Invite participants to complete these sentences:*

I am thankful today . . .

My hopes are . . .

*After pausing to let participants ponder their answers, invite them to share their responses. To stay together as the whole group on the main screen, use Mutual Invitation if the group is small enough, or share responses using the chat box, or ask participants to speak at random "popcorn style" without waiting for an invitation.*

### 10.3. Show **SLIDE 30**: Sending forth: Nourished by understanding . . .

*A facilitator sends participants out into the world. The sending is adapted from Leonard Nimoy, whose hand gesture as Mr. Spock from Star Trek is pictured. The facilitator may read the piece or invite all to read aloud with them.*

Nourished by understanding

Warmed by friends

Fed by loved ones

Matured by wisdom

Tempered by tears

Made holy by caring and sharing

Go forth in peace!

## 11. GracEconomics request for support

### 11.1. Show **SLIDE 31**: GracEconomic Request

*A facilitator reads the GracEconomic Request to participants:*

If you appreciated this dialogue process,  
please make a donation (between \$1 and \$100) to the Kaleidoscope Institute  
so that we can continue to develop more resources  
to empower more people for truth dialogues,  
including those who have little financial resource.

[www.kscopeinstitute.org](http://www.kscopeinstitute.org)

Thank you!

11.2. *STOP SCREEN SHARE*

## Washington's Farewell Address: Participant Handout 1

# Respectful Communication Guidelines

- R** = take **RESPONSIBILITY** for what you say and feel without blaming others
- E** = use **EMPATHETIC** listening
- S** = be **SENSITIVE** to differences in communication styles
- P** = **PONDER** what you hear and feel before you speak
- E** = **EXAMINE** your own assumptions and perceptions
- C** = keep **CONFIDENTIALITY** (Share **CONSTRUCTIVELY** to uphold the well-being of the **COMMUNITY**)
- T** = **TRUST** ambiguity because we are not here to debate who is right or wrong

From *The Bush Was Blazing But Not Consumed* by Eric H. F. Law  
(St. Louis: Chalice Press, 1996), 87

***I agree to uphold these guidelines for the time we have together.***

---

SIGNATURE

---

DATE



## Mutual Invitation

***In order to ensure that everyone who wants to share has the opportunity to speak, we will proceed in the following way:***

- The leader or a designated person will share first.
- After that person has spoken, he/she/they then invites another to share. The one you invite does not need to be the person next to you.
- After the next person has spoken, that person is given the privilege to invite another to share.
- If you have something to say but are not ready yet, say "pass for now" and then invite another to share. You will be invited again later.
- If you don't want to say anything, simply say "pass" and proceed to invite another to share.
- We will do this until everyone has been invited.
- We invite you to listen and not to respond to someone's sharing immediately. There will be time to respond and to ask clarifying questions after everyone has had an opportunity to share.

*from The Wolf Shall Dwell with the Lamb by Eric H. F. Law, Chapter 9*

## Washington's Farewell Address: Participant Handout 3: Text Sharing

### Excerpt on the "Spirit of Party" from George Washington's Farewell Address (1796)

. . . Let me now take a more comprehensive view, and warn you in the most solemn manner against the baneful effects of the spirit of party generally.

This spirit, unfortunately, is inseparable from our nature, having its root in the strongest passions of the human Mind. It exists under different shapes in all Governments, more or less stifled, controlled, or repressed; but, in those of the popular form it is seen in its greatest rankness, and is truly their worst enemy.

The alternate domination of one faction over another, sharpened by the spirit of revenge, natural to party dissension, which in different ages & countries has perpetrated the most horrid enormities, is itself a frightful despotism. But this leads at length to a more formal and permanent despotism. The disorders & miseries which result, gradually incline the minds of men to seek security & repose in the absolute power of an individual; and sooner or later the chief of some prevailing faction, more able or more fortunate than his competitors, turns this disposition to the purposes of his own elevation, on the ruins of Public Liberty. . . .

It serves always to distract the Public Councils and enfeeble the Public Administration. It agitates the Community with ill-founded Jealousies and false alarms, kindles the animosity of one part against another, foment occasionally riot & insurrection. It opens the door to foreign influence & corruption, which find a facilitated access to the government itself through the channels of party passions. Thus the policy and the will of one country are subjected to the policy and will of another.

There is an opinion that parties in free countries are useful checks upon the Administration of the Government and serve to keep alive the spirit of Liberty. This within certain limits is probably true; and in Governments of a Monarchical cast, Patriotism may look with indulgence, if not with favor, upon the spirit of party. But in those of the popular character, in Governments purely elective, it is a spirit not to be encouraged. From their natural tendency, it is certain there will always be enough of that spirit for every salutary purpose. And there being constant danger of excess, the effort ought to be, by force of public opinion, to mitigate & assuage it. A fire not to be quenched, it demands a uniform vigilance to prevent its bursting into a flame, lest, instead of warming, it should consume.

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## Washington's Farewell Address: Participant Handout 4: Questions

### First Reading:

*Capture a word, phrase, or image.*

### Video Reflection Questions:

1. *What caught your attention as you watched this video?*
2. *How does the information in this video inform you about living in the United States?*

### Second Reading:

*How is this text relevant for you today living in the United States?*

### Third Reading:

*What are you called to do, be, or change as a result of studying this text?*