

WCUUSD Equity Book Groups
Session 4 Facilitator Guide
January 17, 2023
8:15-9:45 a.m.
90 minutes

**Prior to Tuesday
at 8:15 a.m.**

Preparation

- Get your facilitator folder from Jen.
- Put out the nametags, markers, attendance sheet, pens, and the hard copies of the Courageous Conversations compass handout.
 - Note: There are a few hard copies of the compass and dialogue tool provided for convenience. The link is available in the agenda and on the equity book group page. Some groups might not choose to use the dialogue tool at all this morning.
- 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.

**8:15-8:35
20 minutes**

Anchor

- Welcome (Slide 2)
 - Today is the fourth of six sessions.
 - Today's focus question is: *How am I centering multiple perspectives and avoiding marginalizing others?*
- Commitment to Humanity and Justice (Slide 3)
 - Please take a moment to read the vision statement. You may read it aloud, invite someone else to do it, engage in a choral reading, or ask everyone to read it silently to themselves.
- Introductions and Check In (Slide 4)
 - We may have some folks joining our groups for the first time. In any case, this is only the second time that our book groups have met in person. And, you may skip the introductions if you as the facilitator feel that there is no need for them.
 - Many of our U-32 paras have not attended the virtual sessions due to scheduling issues. Please assure them, and the group, that we structure the sessions so that they are accessible and folks can dive in even if they have not attended all sessions.
 - Please model the introductions if you are doing introductions (name, school(s), role, pronouns) and compass location.

- The prompt is : As I enter this space and prepare to engage in this work today, where am I on the Courageous Conversations compass?
 - Note: This is the same check in prompt that we used for Sessions 2 and 3.
- Review Agreements (Slide 5)
 - The agreements are:
 - Stay curious; suspend judgment, and honor that we are all at different points in our learning.
 - Take chances, make mistakes, and get messy. We can restate our thinking, and it is okay not to understand everything.
 - Keep the humanity of our students and our community at the center of discussions.
 - Listen, and ensure that all voices are heard.
 - Maintain confidentiality by sharing the learning, not the details.
 - Have fun!
 - Do these agreements work for your group? Is there anything they might want to add or revise or highlight today?
- Additional anchor activity (Slide 6)
 - Our groups are at different points in their work together, and the attendance has varied. As such, the final anchor activity is a choice between diversity rounds (which we did together in person during our first session) or diving more deeply into the Courageous Conversations dialogue tool.
 - Facilitators will support their groups to quickly make a decision about which activity would best meet their group's needs this morning.
- If your group chooses to engage in Diversity Rounds (Slide 7)
 - There are prompts for three rounds: Geography, Gender, and Religion.
 - Remind your group 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 Geography. You will not define the category; the group will define it.
 - When they group themselves based on Geography, they will then engage in a discussion. The prompts are on Slide 7:
 - 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?

	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ What would we like other groups to know about us? ○ After about 3 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 Gender. ○ Then repeat the process for Religion. ○ Each round should take about 3 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. ● If your group chooses to revisit the Courageous Conversations Dialogue Tool (Slide 8) <ul style="list-style-type: none"> ○ Provide a few minutes for folks to review pp. 2-3 of the dialogue tool. There are a few hard copies in your facilitator folder in case folks need them. The tool is available electronically on our inservice site. ○ Ask them to consider how they might use the tool in light of our focus question for today: <i>How am I centering multiple perspectives and avoiding marginalizing others?</i> Possible prompts are on Slide 8: <ul style="list-style-type: none"> ■ How can I use this tool to ensure that I am centering multiple perspectives and avoiding marginalizing others in my work? ■ How might I use this tool to support students to center multiple perspectives and avoid marginalizing others? ■ What else? ○ You can invite folks to talk about these questions in pairs or triads or you can engage in a whole group conversation about them, depending on your group's size and needs.
8:35-9:05 30 minutes	<p>Add</p> <ul style="list-style-type: none"> ● Calling In Rather Than Calling Out (Slide 9) <ul style="list-style-type: none"> ○ We will watch the video together (14:18) and then discuss it. ○ Ask folks to think about our focus question as they watch the video. They may want to jot down some notes. ○ When the video is over, provide a minute or two of silent think time. ○ Then invite folks to pair up. It might be helpful to ask folks to stand up and pair up with someone they don't get to work with regularly. <ul style="list-style-type: none"> ■ What did the video raise for them? What are their questions, thoughts, etc.? What does this mean for their work with students? ■ Pair up for about five minutes or so. ○ Then invite the group to share out and/or have a whole group conversation for the remainder of the time for this section.

<p>9:05-9:35 30 minutes</p>	<p>Apply</p> <ul style="list-style-type: none"> ● Text Connections (Slide 10). <ul style="list-style-type: none"> ○ Each group had two or three folks volunteer to share a passage or excerpt from their text and talk about why it stood out to them in their professional practice. ○ The sharers have been asked to share the passage with the facilitator in writing and/or be prepared to share it themselves so that folks can see it in addition to hearing it. ○ Note: Facilitators have begun to collect the passages in various ways. This is okay! Meet your group's needs. The most important thing is to have the passage available in writing in addition to having it be read aloud. ○ Once the sharer has spoken, provide some think time. ○ Everyone in the group will have an opportunity to respond to what was shared. Possible prompts could include: <ul style="list-style-type: none"> ■ What does this text raise for me? ■ Where am I on the compass as I think about this? ○ This is an opportunity for all voices to be heard. It is not a time for dialogue. ○ Let everyone know that participating by listening, and passing when it is their turn, is okay. ○ Once each person has had an opportunity to share, invite the original sharer to "have the last word." What are they thinking about now? ○ When that round is done, invite the next sharer to go and repeat the process. ○ It is hard to know how long the rounds will last. ○ Note: Some groups have been small enough that it has been able to have more of a dialogue. This is okay. The important thing is to ensure that all voices are heard. Facilitate Text Connections in a way that meets the needs of your group! ○ If time permits, it would be wonderful to debrief the Text Connection section of the agenda by bringing attention back to today's focus question: <i>How am I centering multiple perspectives and avoiding marginalizing others?</i>
<p>9:35-9:45 10 minutes</p>	<p>Away</p> <ul style="list-style-type: none"> ● Reflection/Set Intention (Slide 11) <ul style="list-style-type: none"> ○ 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 9:

	<ul style="list-style-type: none"> ■ How will I center multiple perspectives and avoid marginalizing others? ■ 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 _____ ○ Note: The prompts are variations on a theme. Folks should not feel pressure to answer all prompts. They will likely have time to reflect on the one or two that resonate most with them. ● Debrief this session (Slide 12) <ul style="list-style-type: none"> ○ Ask for pluses and deltas. <ul style="list-style-type: none"> ■ 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. ● Previewing Our Next Session (Slide 13) <ul style="list-style-type: none"> ○ Our next meeting will take place on Wednesday, March 15 from 3:15-4:15 p.m. via Google Meet. ○ Our focus question will be: <i>How am I disrupting systems of oppression?</i> ○ Who in your group is willing to offer a text connection in March? Ask folks to volunteer. Jot down their names so that you can keep track. ● Next Step for Today's Work (Slide 14) <ul style="list-style-type: none"> ○ Most immediately, take a break. ○ Please be in the auditorium ready for a prompt start at 10:00. ○ Students from Seeking Social Justice will share a presentation about pronouns with us. ○ After the student presentation, we will have time for book alike conversations. Folks should refer to the January 17 inservice page for details. The choices include: <ul style="list-style-type: none"> ■ Use a protocol to discuss your book with others who are reading the same book. ■ Discuss your book, without the use of a protocol, with others who are reading the same book. ■ Use the remainder of the morning to read your book silently.
By 12:00 p.m.	<p>After</p> <p>Please also return the facilitator folder and all materials to the box in the atrium.</p>

	<p>Jen will collect all of the materials at the end of the morning.</p>
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	<p>Please complete the Facilitator Feedback Form in the near future.</p>
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