



Module 4: Encouraging participation

This checklist is designed to help you identify any particular parts in the facilitation module that you might want to revisit. Once you have facilitated a conversation about race in your community, you might find going back to this module helpful and the checklist will remind you of the topics covered.

Before moving on to the next module, Taking care of yourself, reflect on the following statements.

| I understand that | Fully understand | Approaching understanding | Not at all |
|--|---------------------|---------------------------|------------|
| Participation does not always mean speaking. It can mean being present and focused on the conversation | | | |
| Some participants may feel more comfortable in a small group. | | | |
| Some participants may need to think and reflect before responding and therefore wait time is important. | | | |
| Non-verbal responses or gestures are equally valid as verbal responses. | | | |
| Sometimes the facilitator may need to spark the conversation by sharing first. | | | |
| Acknowledging a non-verbal cue, like head nodding, and connecting it to the spoken discussion may encourage participation. | | | |
| The Check your Privilege activity can be adapted to explore other situations or contexts. | | | |
| The Definitions activity allows participants to explore the meaning of various words related to race, equity and justice. | | | |
| The Scenarios activity allows participants to explore racism through different situations and perspectives. | | | |
| Some participants may dominate a conversation, whether they intend to or not. | | | |
| There are strategies to use when someone dominates a conversation, such as: • Acknowledge the person's comments, then ask others to share • Explicitly ask the group to answer non-verbally before speaking • Remind participants of this specific conversation guideline | | | |