Diversity Rounds

Developed in the field by educators.

Purpose

To become more aware of the Venn diagram of our identities, to work with others to define our various identities, and to think more deeply about what diversity means

Process

1. The facilitator asks participants to group themselves in 4-5 of the following ways (do not define the categories fully, the participants are to define for themselves the groups they form):

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Geography
Kind of school
Role in school
Educational view/philosophy
Birth order
Gender
Ethnicity

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2. As each group forms, participants discuss one or more of the following questions, being ready to report on them as a group. There will be approximately 5 minutes for each conversation.
   - 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?
   - One thing we would like the other groups to know about us is _____ .

3. Each group reports back, briefly.

4. Repeat for each category.

5. Reflection questions:
   - How did you feel about doing this exercise?
   - What did it bring up that was new for you?
   - What was difficult? What was uncomfortable? What made you feel good?
   - Would you use this activity with your own group/staff?
   - Are there other aspects of identity that you think we should be talking about?

Connections

Developed by Gene Thompson-Grove.

What is *Connections*?

Connections is a way for people to build a bridge from where they are or have been (mentally, physically, etc.) to where they will be going and what they will be doing. It is a time for individuals to reflect — within the context of a group — upon a thought, a story, an insight, a question, or a feeling that they are carrying with them into the session, and then connect it to the work they are about to do. Most people engage in Connections at the beginning of a meeting, class, or gathering.

There are a few things to emphasize about Connections for it to go well…
- It is about connecting people's thoughts to the work they are doing or are about to do.
- Silence is OK, as is using the time to write, or to just sit and think. Assure people that they will spend a specific amount of time in Connections, whether or not anyone speaks out loud. Some groups — and people within groups — value the quiet, reflective time above all else.
- If an issue the group clearly wants to respond to comes up in Connections, the group can decide to make time for a discussion about the issue after Connections is over.

The "rules" for Connections are quite simple
- Speak if you want to.
- Don't speak if you don't want to.
- Speak only once until everyone who wants to has had a chance to speak.
- Listen and note what people say, but do not respond. Connections is not the time to engage in a discussion.

Facilitating the process is also straightforward. Begin by saying "Connections is open," and let people know how long it will last. A few minutes before the time is up, let people know that there are a few minutes remaining, so that anyone who hasn't yet spoken might speak. With a minute or so to go, let the group know that you will be drawing Connections to a close, and again ask if anyone who hasn't spoken would like to speak. Before ending, ask if anyone who has spoken would like to speak again. Then end.

Ten minutes is usually enough time for groups of 10 people or fewer, 15 minutes for groups of 11-20 people and 20 minutes for any groups larger than 20 people. Connections generally shouldn't last more than 20 minutes. People can't sustain it. The one exception is when there is a group that has been together for a period of time doing intensive work, and it is the last or next to the last day of their gathering.

Some people will say that Connections is misnamed, since people don't connect to (or build on) what other people have said. However, the *process* is a connecting one; and powerful connections can still occur, even though they are not necessarily the result of back and forth conversation.

Three Levels of Text Protocol

Adapted by the Southern Maine Partnership from Camilla Greene's Rule of 3 Protocol, November, 2003.

Purpose
This protocol is designed to deepen the understanding of a text and explore implications for participants' work. It asks participants to respond to 3 levels of the text: literal (level 1), interpretation (level 2), and implications (level 3)

Facilitation
Stick to the time limits. Each round takes up to 5 minutes per person in a group. Emphasize the need to watch air time during the brief group response segment. Do 1-3 rounds. Can be used as a prelude to a text-based discussion or by itself.

Roles
Facilitator/timekeeper (who also participates); participants

Process
1. Sit in a circle and identify a facilitator/timekeeper.

2. If participants have not done so ahead of time, have them read the text and identify passages that they feel may have important implications for their work.

3. Do 1-3 rounds. A round consists of:
   • One person using up to 3 minutes to:
      Level 1: Read aloud the passage she/he has selected. If another participant has previously read one of your passages, select another to read.
      Level 2: Say what she/he thinks about the passage (interpretation, connection to past experiences, etc.)
      Level 3: Say what she/he sees as the implications for her/his work.
   • The group responding (for a **total** of up to 2 minutes) to what has been said.

4. After all rounds have been completed, debrief the process.

<div align="center">**Protocol: Your Framing Question**</div>

<div align="center">Revised by SuRaFoMa from *Goal-Setting Protocol* developed by Jay Davis</div>

Purpose This protocol is designed to help groups and individuals set a framing question for the work we will do together during this Learning Community. Its objectives are the creation of the following: 1. An overall picture of what the group hopes to learn, what challenges for which they are seeking solutions and what their YAI hopes are for this year. 2. An opportunity to collaboratively identify individual framing questions for the week 3. A shared sense of ownership/responsibility for all things YAI

Process

1. Make sure people understand the basic overview of what happens. Remind participants that the protocol's structure ensures that individuals can always, in the end, choose their own framing question. (10 minutes)

2. Brainstorm a list of framing questions you are bringing to the week. For what questions do you hope to find answers, solutions and insights? Write each question on each post-it. (3 minutes for think time. Invite everyone to write their questions down. No judgement, no wordsmithing.)

Make sure people list as many things as they can. (7 minutes)

3. Discuss list in triads, 3 minutes per person, talking through the list of questions generated during the brainstorm. (10 minutes)

4. Individuals choose the two questions that resonate for them most when asked, "What did I come here to discover? What challenges do I hope to find solutions? What is realistic to accomplish this week?

Put a green dot next to your # 1 question and a blue dot next to your #2 question from the list.

People can also add questions that were discussed in their triad.

5. Have everyone stand around the list of questions and dots. Ask:

   1. What do you see (literally)?
   2. What do you notice about what you see (interpretation/meaning-making)?
   3. What is important to say to the group before you take a few moments to choose your framing question for the week (or at least for today as it might change through the week)

6. Inform the group that we will be using this list to identify our 1-3 framing questions for the organization tomorrow morning.

7. Give the group 5 minutes to identify or tweak their individual framing question for the week (or at least today). Write it in their journal.

8. Debrief the process whole group.