

## **Facilitator Agenda for One Day Student Middle School Study Circle** **7:25 to 2:10**

There are three goals for the student study circles:

- Relationships across groups: Students really want to learn about each others' cultures and build relationships. Teachers always comment that it's the relationships that they think are the most important outcomes of student study circles.
- Teaching students the power of dialogue to address challenging issues.
- Presentation to the staff: Everything should lead up to and prepare the students to make a presentation. Let the students know from the beginning that this is the goal.
- Action Teams: The students may want to work on something together after the study circle.

### **Suggestions:**

- Keep the students moving as much as possible.
- The activities are designed to get students to talk. Several student study circles jumped into deep dialogue after the stereotypes activity so there was no need for the Skin Color and Where Do You Stand? Other circles needed these activities to get them talking.
- Try to get them to talk to each other. They are used to responding to the teacher. For example, stand behind the group during the report out of the Cultural Timeline. Ask students to respond to what someone else just said.
- Use the speed meeting pairs or other small groups to discuss questions before talking to the whole group. For example, after they have written on the timeline, have them tell their story to another participant before having them report out to the whole study circle. For stereotypes...after debriefing the impact of the activity, have them pair up to discuss how stereotypes impact the school.
- Use small words and think of different ways to explain things. The 7<sup>th</sup> and 8<sup>th</sup> graders will be able to understand the issues more than the 6<sup>th</sup>. For some 6<sup>th</sup> graders, they have not yet seen the distinctions in the higher level classes.
- Be careful not to be the teacher!!!! It's harder to control this feeling with students. Make sure the staff members are also not talking down to them.

### **Icebreakers**

Instead of the hello circle, use active icebreakers through out the day. You can always throw in an extra activity if the students seem to be getting tired. You can find some icebreakers at the end of this document.

### **Skin Color**

If time is a factor, skip this activity and go straight to Where Do You Stand?

### **Where Do You Stand?**

- This is a great activity for the students. The statements are different from the adult circles. Add or change the statements to get to the issues you think this study circle needs to discuss. Make sure to remind them of concerns/experiences that they may have spoken about in previous sessions.

### **Action/Next Steps**

If you don't have time to get to the action or presentation, put up two pieces of chart paper and have the students sign up for action and the presentation to staff.

## Handouts

- Participant Agenda – includes pertinent questions
- Speed Dating
- Cultural Pursuit
- Presentation Agenda
- Evaluations

## Supplies

- Nametags
- Markers
- Post Its
- Postcards and Envelops
- Pens/pencils
- Chart Paper
- Time Line (3 pieces of chart paper together. Leave a lot of extra space for 1990 to 2008)

## Agenda

Activity	Directions	Time
<b>Facilitators Arrive and Set Up</b>		6:45
<b>Students Arrive</b>	Have everyone sign in	7:25
<b>Welcome, introductions, set context, agenda</b>	<ol style="list-style-type: none"><li>1. Remind participants of the goals...</li><li>2. Explain the goals</li><li>3. Go over the agenda and show how it connects to the goals</li><li>4. Read the following quote “We have run away from race for far too long...We will never achieve racial healing if we do not confront each other, take risks, make ourselves vulnerable, put pride aside, say all the things we are not supposed to say in mixed company – in short, put on the table our fears, trepidations, wishes, and hopes”</li></ol>	7:30
<b><i>The Big Wind Blows:</i></b>	<ol style="list-style-type: none"><li>1. Facilitator takes his or her chair out of the circle and stands in the middle.</li><li>2. Explain that the person in the middle says a statement regarding the interests of the people in the group that applies to them as well. They say: “The wind blows for anyone who _____ (likes country music, eats Thai food, plays basketball, etc)”.</li><li>3. All those who do like country music or eat Thai food, etc. have to get up and find a new seat.</li><li>4. The person in the middle also finds a seat, making there one person left in the middle (a new person, presumably) and they make a new “the wind blows for anyone who _____” statement.</li></ol>	7:40
<b>Speed Dating</b>	<ol style="list-style-type: none"><li>1. Give everyone a Speed Dating Sheet</li><li>2. Have them find 4 people – 3:00, 6, 9, and 12.</li><li>3. Tell them to find people who they do not know well.</li><li>4. They need to get name and their racial/ethnic background</li><li>5. Go back to your seats when you have all your dates.</li></ol>	7:50
<b>Why Study Circles?</b>	<ol style="list-style-type: none"><li>1. Find your 3:00 date.</li><li>2. Talk together about the question<ul style="list-style-type: none"><li>• What do you know about your name? Where did it come from?</li><li>• What do you hope this study circle will accomplish?</li></ul></li><li>3. 5 minutes to talk. Then report out on chart paper.</li></ol>	

<p><b>Ground rules</b></p>	<p>Explain... "Ground rules are meant to help us as a group have a productive and honest conversation. What would make you feel comfortable or allow you to go beyond your usual comfort zone? What would get in the way of being honest and productive?"</p> <p>Possible ground rules</p> <ul style="list-style-type: none"> <li>• Listen and treat one another with respect.</li> <li>• Each person gets a chance to talk.</li> <li>• One person talks at a time. Do not cut people off.</li> <li>• Speak for yourself. Don't try to speak for "your group".</li> <li>• If you feel hurt by what someone says, say so, and say why. ("Ouch")</li> <li>• It's okay to disagree.</li> <li>• Help the facilitator keep things on track.</li> <li>• Some of the things we will say in the study circle will be private (personal). We will not tell these stories to other people, unless we all say it is OK.</li> <li>• Everyone is willing to be open and honest.</li> </ul>	<p>8:10</p>
<p><b>Cultural Pursuit</b></p> <p><i>The goal is to get them talking to each other and to learn about different cultures.</i></p>	<ol style="list-style-type: none"> <li>1. The debrief may take longer than the activity.</li> <li>2. Distribute the worksheets (one per participant). Explain the directions clearly: <ul style="list-style-type: none"> <li>• Read your sheet and mentally note which questions you can answer, but do not write on your own sheet.</li> <li>• Explain that after the signal is given, participants should circulate, trying to find others who can answer the questions in the squares. When you receive an answer from someone s/he signs that square on your paper.</li> <li>• Instruct participants to verbally ask and receive specific questions and answers while they sign one another's squares, as they may later be asked to share their answers.</li> </ul> </li> <li>3. Give them 5 to 10 minutes</li> <li>4. 3. Debrief by going through the statements and asking participants to hold up their hands if the statement applies to them. Try to answer statements that know one knows.</li> </ol>	<p>8:20</p>
<p><b>Cultural Timeline</b></p> <p><i>The goal is to have the participants share their stories. Make sure you save enough time for everyone to speak.</i></p>	<p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Having participants share their stories is the most important part of this exercise.</li> <li>2. After giving the directions, model this exercise. Make sure you and your co-facilitator have come up with your examples before the session begins.</li> <li>3. Tape together a few pieces of chart paper on the wall. Put a line across the middle, with each decade listed sequentially.</li> <li>4. After people have finished writing their events on the paper, have the participants go to their 6:00 date and talk about one story for about 4 minutes.</li> <li>5. Then have everyone stand around the chart.</li> <li>6. Ask people to identify one item that is really important to them and to explain why.</li> </ol> <p><b>Say:</b></p> <ol style="list-style-type: none"> <li>1. This next exercise will help us to continue knowing about one another. The goals are to help us share our personal stories and understand how we got to where we are today.</li> <li>2. Take a few minutes to think about memorable events or turning</li> </ol>	<p>9:40</p>

	<p>points in your life. In your journals write down events in these three categories:</p> <ul style="list-style-type: none"> <li>• What are the important national or global events that you lived through (for example: the 9/11, war breaking out in your country of origin)?</li> <li>• What are the important personal events (for example: parents divorcing or moving to a new place)?</li> <li>• Think about an event or experience that impacted the way you think about racial/ethnic differences.</li> </ul> <p>3. After you have written in your journal, put some examples on the timeline. Write no more than 3 for each category on the timeline on the wall. Several people can be writing on the chart at once.</p> <p>4. Everyone will report out 1 event.</p>	
<b>Stereotypes</b>	<p>1. Do activity as written in the guide.</p> <p>2. For debrief</p> <ul style="list-style-type: none"> <li>• What did you think about the activity?</li> <li>• What did they notice?</li> <li>• What was hard?</li> </ul> <p>3. <i>Then, tell them to go to their 9:00 date to discuss: question...</i></p> <p>4. How do stereotypes impact the school? For example,</p> <ul style="list-style-type: none"> <li>• Do stereotypes affect students getting along with each other?</li> <li>• Do they affect the way some teachers view students?</li> <li>• Do they affect the way some students view teachers?</li> </ul>	9:15
<b>Skin Color</b>	<p>1. Explain the activity</p> <ul style="list-style-type: none"> <li>• This next activity is meant to help us go deeper in our discussion about race. It's going to make some of you uncomfortable. And, some of you are going to think that the activity is contrived. Remember, one of the goals of this study circle is to put on the table issues that some people in your school are thinking about. After the exercise we will discuss your reactions to the exercise, thoughts on the issue, and how it impacts your school.</li> <li>• Everyone needs to get up and stand in a line.</li> <li>• I will read different statements. Take a step forward if the statement is TRUE for you. Then, look around to see who has stepped forward and who has remained in place. We will do this for each statement.</li> <li>• In the last part, we asked you to self identify. This time, you should only respond to the questions based on your skin color. <i>This activity is NOT about age, ethnicity, culture, gender, religion, accents, or what you wear. It's only about the physical parts about how you look.</i></li> </ul> <p>2. Read the statements out loud.</p> <p>3. After each statement, ask participants to take a step forward if the statement is true for them. Have them look around the room to see who stepped forward and who remained in place.</p> <p>4. After the exercise, keep people where they are for the follow up questions. Make sure you ask people at the front, middle, and back for their reactions.</p> <p>5. Facilitators: you should place yourselves strategically. Make sure you don't leave people standing alone. One facilitator could be in front, the other in the back.</p> <ul style="list-style-type: none"> <li>• If a police officer stops me on the street, I can be sure I haven't been singled out because of my skin color.</li> </ul>	10:00

- I can easily buy posters, postcards, picture books, greeting cards, dolls, toys, and children’s magazines featuring people that look like me.
- I can turn on the television or open to the front page of the paper and see people that look like me widely represented, and represented positively.
- If dressed nicely, I can go shopping knowing that I will not be followed or harassed in the store.
- I can be pretty sure that if I ask to talk to “the person in charge”, I will be facing a person whose skin is the same color as mine.
- Most of the teachers in this school are the same skin color as I am.
- Schools that have large numbers of students who look like me are usually considered good schools.

**Debriefing Questions While Standing in Place**

1. What do you notice?
2. Read the following statement:  
*Some people believe that in this society, people with light skin have advantages-or privilege-over people whose skin is darker. This advantage is often invisible and people who benefit from it often do not see it.*
3. What do you think of this idea?
4. What are you feeling right now? I will read some words that express the feelings that other study circle participants have told us. After each word, raise your hand if the word is how you are feeling right now. You can raise your hand for every word that relates to your feelings:
  - Frustrated
  - Hopeless
  - Embarrassed
  - Guilty
  - Empowered
  - Victimized
  - Vindicated
  - Validated
  - Angry

**Closing for the Skin Color Activity**

1. Have everyone stand in a circle.
2. Say: I will read a series of statements. After each statement, step forward if the statement is true for you.
  - I have spoken up to defend people who are not from my own racial or ethnic background
  - I live in a racially or ethnically diverse community
  - I have access to opportunities that were not available to my parents
  - I have participated in programs or activities that deal with issues of racism or inequities
  - I want all of our students to succeed

<b>Lunch</b>	<i>After Lunch, pick an icebreaker from list below</i>	11:00
<b>Where do you stand</b>	<ul style="list-style-type: none"> <li>• Race matters at this school</li> <li>• Higher level classes usually have more White and Asian students than African American and Latino students</li> <li>• Some students get pressure not to do well in school</li> <li>• Some teachers and staff members have different expectations for African American and Latino students than they do for White and Asian students.</li> <li>• Many students feel pressure not to hang out with students of other racial/ethnic groups</li> <li>• African American and Latino students often receive harsher discipline for the same offense.</li> </ul>	11:30
<b>Prioritize Issues</b>	<ol style="list-style-type: none"> <li>1. Brainstorm the list of issues</li> <li>2. Have them vote on the top three with dots</li> </ol>	12:30
<b>New Action Worksheet</b> <i>If you don't have time to get to the action or presentation, put up two pieces of chart paper and have the students sign up for action and the presentation to staff.</i>	Complete the action worksheet for each issue	
<b>Plan for Presentation</b>	Go over sample agenda and assign one person for each part.	
<b>Closing</b>	<ol style="list-style-type: none"> <li>1. Positives and Changes</li> <li>2. One Word Closing</li> </ol>	

## Ice Breakers

### Follow the Leader

Follow the Leader (also known as the Copycat Game) is an action game that serves as a good energizer or warm-up activity. It can be pretty hilarious watching people mimic the leader, especially if the leader does some wacky movements. T!

#### *How to Play*

Ask everyone to sit in a circle, facing inwards. Ask one person to leave the room for a minute. This person will be the guesser for the round. While he or she is gone, the group decides who should be the "leader." The leader will be the one who sets the movements for that round. When this person is chosen, invite the guesser to come back. The guesser stands in the very center of the circle.

When the round begins, everyone starts clapping their hands on their knees. The leader will eventually begin to do other movements, and everyone else mimics the leader's actions, without being too obvious to reveal who the leader is.

Everyone in the circle should be careful to avoid prolonged eye contact with the leader, so the leader's identity is not given away. The guesser must keep turning his or her head to try to figure out which person is the leader (the person who is starting of all the group's movements). The guesser is allowed to make up to three guesses. If the guess is incorrect, the round continues. If the guess is correct, the leader becomes the new guesser for the next round. If all three guesses are exhausted and the leader is not correctly guessed, the round ends and you can either keep the same guesser or switch it up.

### Human Knot Game

To play, the groups must communicate and figure out how to untangle the knot (forming a circle of people) without ever letting go of any hands.

Have everyone stand in a circle shoulder to shoulder. Instruct everyone to lift their left hand and reach across to take the hand of someone standing across the circle. Next, have everyone lift their right and reach across to take the hand of another person standing across the circle. Make sure that no one is holding hands with someone standing directly beside the person.

Give a time limit as to how long they will play. It could take a while.