VIRTUAL FACILITATION THROUGH A HEALING-CENTERED LENS

FACILITATOR MANUAL

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Austin, Texas

Overview Schedule

	Day 1	Day 2	Day 3	Day 4
9:00 AM	Module 1: Introduction (1 Hour 35 Minutes)	*Day 1 Review (30 Minutes)*	*Day 2 Review (35 Minutes)*	*Day 3 Review (35 Minutes)*
9:30 AM		Module 4: Compassionate Boundaries & Accountability (1 Hour 15 Minutes)	Module 6: Holding Space as Facilitators (1 Hour 20 Minutes)	Module 8: Power Dynamics in the Learning Space (1 Hour)
10:00 AM				
10:30 AM	*Break (15 Minutes)*			*Break (15 Minutes)*
		Break (15 Minutes)		
11:00 AM	Module 2: Learning as a Process (1 Hour 20 Minutes)	Module 4, con't (1 Hour)	*Break (15 Minutes)*	Module 8, con't (1 Hour 40 Minutes)
			Module 6, con't (40 Minutes)	
11:30 AM				
12:00 PM		*Lunch (1 Hour)*	*Lunch (1 Hour)*	
12:30 PM	*Lunch (1 Hour)*			*Lunch (1 Hour)*
1:00 PM			Module 6, con't (45 Minutes)	
1:30 PM	Module 2, con't (1 Hour 10 Minutes)	Module 4, con't (1 Hour 30 Minutes)	Module 7: Language, Movement, & Learning (1 Hour 10 Minutes)	Module 8, con't (1 Hour)
2:00 PM				
	Break (10 Minutes)			
2:30 PM	Module 2, con't (50 Minutes)	*Break (10 Minutes)*		*Break (10 Minutes)*
		Module 5: Storytelling in the Learning Space (1 Hour 5 Minutes)	*Break (10 Minutes)*	Module 9: Digital Equity & Accessibility (1 Hour 25 Minutes)
3:00 PM	Module 3: Radical Acceptance (40 Minutes)		Module 7, con't (1 Hour 50 Minutes)	
3:30 PM		*Break (10 Minutes)*		
4:00 PM	*Break (10 Minutes)*	Module 5, con't (1 Hour 5 Minutes)	*Break (10 Minutes)*	*Break (10 Minutes)*
4:30 PM	Module 3, con't (50 Minutes)		Module 7, con't (50 Minutes)	Module 10: Conclusion (45 Minutes)
5:00 PM				

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Learning Objectives

At the end of this training, participants will be able to:

- Employ humble inquiry, humble curiosity, self-awareness, and empathic listening to strengthen their practice as healing-centered facilitators;
- Apply radical acceptance in the learning space to cultivate mutuality and trust;
- Distinguish between transactional learning space and transformational learning spaces;
- Utilize universal expectations around trauma and storytelling when facilitating virtual trainings;
- Implement strategies for holding space as facilitators in virtual learning environments;
- Design a virtual training experience that integrates movement;
- Apply different strategies for supporting "power with" when facilitating virtual learning spaces; and
- Integrate considerations for virtual engagement, digital equity, and accessibility into their facilitation practice.

Layout of Training

There are ten modules in this training:

- Module 1: Introduction
- Module 2: Learning as a Process
- Module 3: Radical Acceptance in the Learning Space
- Module 4: Compassionate Boundaries & Accountability
- Module 5: Storytelling in the Learning Space
- Module 6: Holding Space as Facilitators
- Module 7: Language, Movement, & Learning
- Module 8: Power Dynamics in the Learning Space
- Module 9: Digital Equity & Accessibility
- Module 10: Conclusion

Background

In 2020, the unfolding COVID-19 pandemic led to discussions about the need to have more guidance on how to hold trauma-informed learning spaces in virtual settings. Through these discussions, Nadia Maynard created an eight-week training that offered peer supporters the ability to learn about Healing-Centered Engagement, peer support, and virtual facilitation of training spaces. Jason Howell edited the training content, and Nadia and Jason co-facilitated the training to peer supporters throughout Region 6 (Arkansas, Louisiana, New Mexico, Oklahoma, Texas, and the tribal communities within

the region). From this, the *Healing-Centered Virtual Facilitation Guidebook: Creating and Sustaining Healing-Centered Virtual Learning Spaces* was created.

Through feedback from multiple trainings, the South Southwest Mental Health Technology Transfer Center divided the original training into two different curricula:

- *Healing and Power in Peer Support*, where participants learn the basics of Healing-Centered Engagement and how to provide healing-centered peer support in one-on-one and group settings; and
- *Virtual Facilitation through a Healing-Centered Lens*, where participants take the information they learned in Healing and Power in Peer Support and apply it to the practice of facilitating peer support trainings in a virtual environment.

While the need to develop technical skills to navigate virtual platforms is important, they can be ineffective if they are not matched with the soft skills that make learning possible. Simply put, virtual skills only get us halfway there, and soft skills need to evolve to meet the growing demand for virtual engagement. To respond to these needs, this curriculum weaves together practical technical skills, principles of Healing-Centered Engagement, trauma-informed care principles, and the recovery framework to highlight and sharpen the skills that are necessary for peer supporters to facilitate virtual learning spaces.
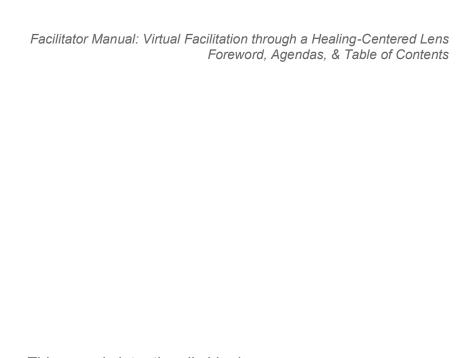
For more information on these curricula and the *Healing-Centered Virtual Facilitation Guidebook: Creating and Sustaining Healing-Centered Virtual Learning Spaces*, please email us at southsouthwest@mhttcnetwork.org or txinstitute4mh@austin.utexas.edu.

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Detailed Agenda

Day 1	
9:00-10:35	**Module One: Introduction (1 Hour 35 Minutes)** Introduction (10 minutes) Introduction Activity (35 minutes) Activity: Technology & Group Guidelines (20 minutes) Activity: Returning to Healing-Centered Engagement (30 minutes)
10:35-10:50	*Break (15 minutes)*
10:50-12:10	**Module Two: Learning as a Process (1 Hour 20 Minutes)** Settling In (10 minutes) Activity: Reflections on Grounding Exercises (15 minutes) Presentation: Humble Inquiry & Learning as a Process (5 minutes) Discussion: Technology & Learning as a Process (10 minutes) Activity: Defining Our Values (15 minutes) Activity: The Role of Values in Virtual Learning Environments (25 minutes)
12:10-1:10	*Lunch (1 hour)*
1:10-2:20	**Module Two: Learning as a Process, continued (1 Hour 10 Minutes)** Presentation: The Skills of a Healing-Centered Facilitator: Self-Awareness, Humble Curiosity, & Empathic Listening (15 minutes) Integrate & Embody: Reflections on Facilitation Skills (15 minutes) Presentation: Trauma & Equity in Virtual Learning and Application of Practice (10 minutes) Activity: Universal Expectations in Healing-Centered Virtual Facilitation (30 minutes)
2:20-2:30	*Break (10 minutes)*
2:30-3:20	**Module Two: Learning as a Process, continued (50 Minutes)** Activity: Environment (30 minutes) Integrate & Embody: Reflections on Trauma-Informed Facilitation (15 minutes) Conclusion (5 minutes)
3:20-4:00	**Module Three: Radical Acceptance in the Learning Space (40 Minutes)** Presentation: Introduction to Radical Acceptance & Mutuality in the Learning Space (10 minutes) Activity: Strengthening Mutuality (30 minutes)

4:00-4:10	*Break (10 minutes)*
4:10-5:00	**Module Three: Radical Acceptance in the Learning Space, continued (50 Minutes)** Activity: Trust-Building Measures (35 minutes) Closing Activity: Creating & Sustaining Joy (15 minutes)
Day 2	
9:00-9:30	Day 1 Review (30 Minutes)
9:30-10:45	**Module Four: Compassionate Boundaries & Accountability (1 Hour 15 Minutes)** Settling In (10 minutes) Reflection: Naming the Feeling (15 minutes) Presentation & Activity: Unsafe or Uncomfortable? Transformation (10 minutes) Presentation: Clarity & Compassionate Boundaries (40 minutes)
10:45-11:00	*Break (15 minutes)*
11:00-12:00	**Module Four: Compassionate Boundaries & Accountability, continued (1 Hour)** Group Discussion: Compassionate Boundaries & Accountability (20 minutes) Activity: Breakout Rooms on Compassionate Boundaries & Accountability (25 minutes) Presentation: Assuming Positive Intent (15 minutes)
12:00-1:00	*Lunch (1 hour)*
1:00-2:30	**Module Four: Compassionate Boundaries & Accountability, continued (1 Hour 30 Minutes)** Strength-based and Grounded Feedback (20 minutes) Reflection: Grounded Feedback (35 minutes) Activity: Group Application of Compassionate Accountability & Boundaries (30 minutes) Closing (5 minutes)
2:30-2:40	*Break (10 minutes)*
2:40-3:45	**Module Five: Storytelling in the Learning Space (1 Hour 5 Minutes)** Settling In (5 minutes) Learning as Meaning Making (10 minutes) Presentation: Safe & Supportive Storytelling in the Learning Environment (30 minutes) Presentation: Preparing for Difficult Conversations as a Facilitator (20 minutes)
3:45-3:55	*Break (10 minutes)*

3:55-5:00	**Module Five: Storytelling in the Learning Space, continued (1 Hour 5 Minutes)** Activity: Building the Container for Storytelling (55 Minutes) Closing (10 minutes)
Day 3	
9:00-9:35	Day 2 Review (35 Minutes)
9:35-10:55	**Module Six: Holding Space as Facilitators (1 Hour 20 Minutes)** Settling In (15 minutes) Discussion: Review of Holding Space (15 minutes) Activity: Calling in the Invisible (30 minutes) Presentation: Holding Space for Others (20 minutes)
10:55-11:10	*Break (15 minutes)*
11:10-11:50	**Module Six: Holding Space as Facilitators, continued (40 Minutes)** Presentation: Container Building/Holding Space in Virtual Platforms (20 minutes) Activity: Reflections on Container Building (10 minutes) Presentation: Holding Space in Virtual Platforms: Holding vs. Presenting (10 minutes)
11:50-12:50	*Lunch (1 hour)*
12:50-1:35	**Module Six: Holding Space as Facilitators, continued (45 Minutes)** Activity: Troika Consulting on Holding Space (30 minutes) Closing Activity: Supportive Rituals to Sustain Self in Facilitation (15 minutes)
1:35-2:45	**Module Seven: Language, Movement, & Learning (1 Hour 10 Minutes)** Presentation: Authentic Relating (20 minutes) Presentation: Language (20 minutes) Presentation: Integrating Language & Learning (10 minutes) Presentation: Bodily Self-Compassion (20 minutes)
2:45-2:55	*Break (10 minutes)*
2:55-4:00	**Module Seven: Language, Movement, & Learning, continued (1 Hour 5 Minutes)** Activity: Breakout Rooms on Bodily Self-Compassion (30 minutes) Presentation: Movement & Language (35 minutes)
4:00-4:10	*Break (10 minutes)*
	Module Seven: Language, Movement, & Learning, continued (50 Minutes) Activity: Scavenger Hunt (30 minutes) Presentation: Integrating Movement & Learning (10 minutes) Closing (10 minutes)

Day 4	
9:00-9:35	Day 3 Review (35 Minutes)
9:35-10:35	**Module Eight: Power Dynamics in the Learning Space (1 Hour)** Settling In (15 minutes) Review of Power from Healing & Power in Peer Support (10 minutes) Activity: Power Quiz (35 minutes)
10:35-10:50	*Break (15 minutes)*
10:50-12:30	**Module Eight: Power Dynamics in the Learning Space, continued (1 Hour 40 Minutes)** Activity: Identity Spectrum (40 minutes) Activity: Power Dynamics in the Learning Space (1 hour) *** note: facilitators may choose to postpone the debrief until after lunch so that lunch can start closer to 12pm*
12:30-1:30	*Lunch (1 hour)*
1:30-2:30	**Module Eight: Power Dynamics in the Learning Space, continued (1 Hour)** Presentation: Facilitation & De facto Power (5 minutes) Presentation: Gatekeeping as a Power & Responsibility (10 minutes) Presentation: Supporting Safety (5 minutes) Activity: Knowledge is Power (30 minutes) Closing (10 minutes)
2:30-2:40	*Break (10 minutes)*
2:40-4:05	**Module Nine: Digital Equity & Accessibility (1 Hour 25 Minutes)** Presentation: Digital Equity & Inclusion (30 minutes) Presentation: Engagement Considerations in Virtual Learning (30 minutes) Presentation: Navigating Accessibility (5 minutes) Activity: Reflections on Equity & Accessibility (20 minutes)
4:05-4:15	*Break (10 minutes)*
4:15-5:00	**Module Ten: Conclusion (45 Minutes)** Closing (45 minutes)

Module One: Introduction

Learning Objectives

At the end of this module, participants will be able to:

- Describe the principles of Healing-Centered Engagement; and
- Explain the benefits of group guidelines for healing-centered learning spaces.

Summary of Main Ideas

- *Virtual Facilitation through a Healing-Centered Lens* is a four-day training for peer supporters to deepen their skills as facilitators of peer support trainings using the principles of Healing-Centered Engagement.
- Group guidelines help facilitators "build the container" in a learning space by inviting group members' to communicate and stay accountable to expectations for a shared learning space.
- Healing-Centered Engagement is a framework developed by Dr. Shawn Ginwright as a response to traditional approaches to trauma-informed care that focus on "symptoms" and are rooted in the medical model of care.[1]

Virtual Considerations

- Technology & Group Guidelines – Padlet
- Returning to Healing-Centered Engagement – Handout
- Returning to Healing-Centered Engagement – Breakout Rooms

Facilitator Note: Padlet
You will need to create a **Padlet** (padlet.com). Free accounts allow up to 3 Padlets. To set up a Padlet for this module, create an account and select "Make a padlet." Name the Padlet "Group Guidelines Padlet."[2] The format should be "wall," and make sure that "sections" is turned <u>off</u>. Then, click the "settings" button to change the wallpaper (if desired) and add the following question to the description: "*What would supporting one another in this learning space look like for you?*" To get a shareable link, click the arrow pointing to the right on the right-hand toolbar and click "copy link to clipboard." Participants can add to the Padlet by clicking the "+" underneath each section.
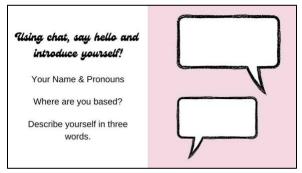
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[1] Ginwright, S. (2018, May 31). *The future of healing: Shifting: from trauma informed care to Healing Centered Engagement.* Medium. https://ginwright.medium.com/the-future-of-healing-shifting-from-trauma-informed-care-to-healing-centered-engagement-634f557ce69c

[2] An example of this Padlet can be viewed at: https://mhttccore.padlet.org/txinstitute4mh/hcvfgroupguidelines

Introduction (10 minutes)

Open the virtual room to all participants five minutes before the start of the training day. Have the introduction slide pulled up and encourage people to introduce themselves in the chat as they enter.

TELL: Welcome to *Virtual Facilitation through a Healing-Centered Lens!* We are about to embark on a four-day journey to deepen our skills as facilitators of peer support trainings so that we can create and facilitate healing-centered and engaging virtual trainings. We will build on the information you learned in *Healing and Power in Peer Support* (the prerequisite for this training) to strengthen your practice as healing-centered peer supporters and *develop* your practice as healing-centered *facilitators*.

This training was developed by the South Southwest Mental Health Technology Center through their grant from the Substance Abuse and Mental Health Services Administration. Originally, this training was written by Nadia Maynard and edited by Jason Howell in 2020-2021. In 2022-2023, Darcy Kues revised the training based on feedback from training participants with the input and support of Jessi Davis.

Much like *Healing and Power in Peer Support,* we will engage in meaning-making throughout this training in a number of different ways. First, we will use reflection prompts as a way for us to integrate our lived experience with skills and practice that support our development. This also allows us reflect more intentionally on our own experiences and prepare ourselves for the content we will cover.

In addition to reflection, we will spend time engaging in meaning-making through collective learning. Our collective learning builds on the reflection we do, by providing time to practice and discuss the concepts introduced with a group of other peer specialists. This time together allows for dynamic group work, diving deeper into the content area and modeling peer support skills. We will utilize different virtual tools to engage in dynamic group work, so our learning as facilitators of virtual trainings will happen on multiple levels!
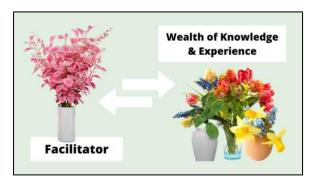
There is no participant manual for this training. This training asks participants to be deeply present so that they have an embodied learning experience. We will provide handouts for activities, and you can download the *Healing-Centered Virtual Facilitation Guidebook* from the Texas Institute for Excellence in Mental Health website. *Send participants link to* Healing-Centered Virtual Facilitation Guidebook*. Facilitators have the option to send the handout of the slide deck to the participants.*[3]

You'll notice that we are going to use the term "facilitator" throughout the training. A facilitator is a guide to help people move through a process together. Some other terms that are commonly used to describe facilitators include: trainer, instructor, presenter, speaker, and the list goes on.

These terms often reflect one-directional learning, where the learner/participant is seen as an empty vase/vessel and the trainer is there to impart or fill that empty space. This is a very transactional way of viewing trainings, where the relationships are very dynamic and have many moving parts.

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[3] To send the handout to participants, make a copy of the handout at the following link:
https://drive.google.com/file/d/1QNVEpSRKDzN0BceRFIbrrFFZMHW2tVSD/view?usp=sharing

Much like the way in which peer support acknowledges every person's unique experience and wisdom, peer facilitation acknowledges that the "vase" is not empty – that people come with experience and knowledge that they can share and that shapes how they make meaning of information and interactions on a moment-to-moment basis.

For this reason, we will be using the term "facilitator" to reflect that we will be showing up as people to guide this training as a process, but that we are all here to learn from each other (and therefore we, as facilitators, will be changed through this process).

Introduction Activity (35 minutes)

TELL: Let's spend a few minutes getting to know each other. As we just mentioned, all of us are coming into this learning space with varied knowledge, experiences, and interests. To highlight our different values, experiences, and perspectives, let's do a "show and tell" introduction where we find something in our immediate vicinity (our office, our home, our desk, etc.) that is meaningful to us. We'll give you a couple of minutes to find an item, and then we will all go around the room and share our names, pronouns, where we live, and what our item is.

Give participants about 2 minutes to find something in their physical space (home space, workspace, etc.) that has meaning to them. Facilitators should have an item for themselves that they can use to model introductions.

After about two minutes, invite participants to share their name, pronouns, where they live, and engage in a very brief "show and tell" (where they show the other participants the item they brought and why it is meaningful to them). Facilitators should model introductions by going first.

TELL: Before we move on, we want to encourage you to keep your item nearby. These items (called "touchstones") can be help us stay grounded – physically (if we want touch the item) and emotionally (by reminding us about the things that are important to our lives). Having a touchstone can be grounding not just for participants, but for facilitators as well!

Activity: Technology & Group Guidelines (20 minutes)

TELL: Next we will move through technology guidelines and group guidelines. Let's start with some basic technology guidelines.

- If possible, join from a computer (not a phone or tablet)
- It's nice to mute yourself if you're not talking, and it helps everyone out
- We'll be a little ruthless and mute you if it's too loud (sorry!)
- Make sure you have paper and a writing utensil around
- Move between Gallery/ Speaker View
- Rename yourself: Add your location and pronouns to your name
- What to do if…
    - You're in a breakout room alone: come back to the main room
    - When you're away: -- AWAY –

TELL: In *Healing and Power in Peer Support,* you may remember that we talked about group guidelines as a way to build and hold "the container" for the group when we are in a shared space together. Group guidelines help us build our container by communicating and staying accountable to the ways we expect everyone to act during our time together, which is very important for shared learning spaces.

We have a few guidelines that serve as our foundation for moving forward:

- Reduce Distractions – do not go through a drive-through, do not be in the car, etc. If you need to take a call or speak to someone in your office/home, turn off your camera and microphone.
- Be Present – To receive a certificate of completion, you must be present and engaged for the entirety of the training. If you must be away for an extended period of time, connect with facilitators.
- Follow the MHTTC Code of Conduct – *Code of Conduct is list on next page.*

South Southwest MHTTC Code of Conduct
We are dedicated to providing events where everyone, regardless of gender identity and expression, sexual orientation, disabilities, neurodiversity, physical appearance, body size, ethnicity, nationality, race, age, religion and any other intersectional identities, feels welcome. We invite everyone to help us achieve a safe, respectful, inclusive and positive environment for learning, and to that end, we reserve the right to remove participants who don't follow this code or participate in a harmful way after being asked to collaborate with us on this matter. When you participate in an event hosted by us, you are contributing to the overall experience, which makes us all accountable to each other.
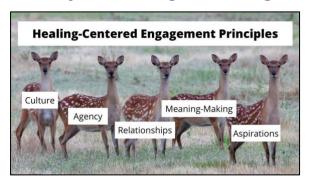
TELL: But let's expand on these and add guidelines that are specific to our group. We are going to use a tool that can be helpful for virtual facilitation called Padlet. *Send participants the link to the "Group Guidelines Padlet."*

TELL: Now we want you to add your suggestions for group guidelines in this training – we can think of these guidelines as the walls of the container we are building together. If we don't honor the guidelines we set, our container may start to crack. As you think of group guidelines to suggest, answer this question to yourself: *What would supporting one another in this learning space look like for you?*

You will use the pink plus sign at the bottom right corner of the screen to add a post with your ideas. Use one post per idea/response. You can add as many as you want. After you add your own ideas, read others' responses and use the heart function to like the posts on this page.

Give participants about 3 minutes to add their responses to the Padlet (unless more time is needed). As participants add to the Padlet, facilitators should model external self-awareness (framing group guidelines through how we impact others) and humble inquiry (by asking questions in an effort to highlight others' thoughts). Let people know this is a way that we develop a shared understanding about how to best show up for one another in the virtual learning space.

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Module Two: Learning as a Process

Learning Objectives

At the end of this module, participants will be able to:

- Summarize elements of healing-centered facilitation, including humble inquiry, humble curiosity, self-awareness, and empathic listening;
- Describe ways to build empathy in virtual learning spaces; and
- Apply the concepts of trauma-informed care and universal precautions to virtual facilitation.

Summary of Main Ideas

- Groundedness is "a sense of being fully embodied, whole, centered and balanced in ourselves and our relationships.[6]"
- Humble inquiry is the skill of asking questions to which you do not already know the answer.
- Skills of a Healing-Centered facilitator include self-awareness, humble curiosity, and empathic listening.
- Universal expectations are practices that reduce the impact of trauma and the likelihood of re-traumatization – they are called "universal" because everyone should practice them, whether or not we know of someone's past experiences with trauma.

Virtual Considerations

- Grounding Exercise – Video (Optional)
- Defining Our Values – Chatterfall
- The Role of Values in Virtual Learning Environments – Breakout Rooms
- Universal Expectations in Healing-Centered Virtual Facilitation – Padlet
- Universal Expectations in Healing-Centered Virtual Facilitation – Breakout Rooms
- Environment – Breakout Rooms
- Environment – Annotation
- Conclusion – Chatterfall

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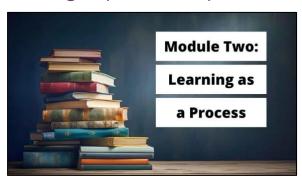
[6] Daniels, M. (2005). *Shadow, self, spirit: Essays in transpersonal psychology.* Imprint-Academic.com.

Facilitator Note: Padlet
You will need to create a **Padlet** (padlet.com). Free accounts allow up to 3 Padlets. To set up a Padlet for this module, create an account and select "Make a padlet." For this Padlet, [7] you will need to autopopulate the Padlet into your account by clicking on the following link: https://mhttccore.padlet.org/txinstitute4mh/remake-link/oZgWv1mGlyDAv7jR   You will need to adjust the permissions so that participants cannot add posts but can add reactions to each post in the Padlet. To do so, click the "Share" button and change "Visitor Permissions" to "Commenter."

Settling In (10 minutes)

TELL: In this module, we are going to define different ways that learning is a *process.* We will consider how values, curiosity, humble inquiry, and listening constitute part of the learning process. And like any process, there must be a starting point. Many people may assume that the starting point of learning is setting the agenda or defining basic terms.

But a healing-centered environment benefits from *slowing down* and setting the collective tone as the first step of the learning process. One way that we, as facilitators, can set a collective tone for our learning environment is through grounding techniques.

Using grounding techniques can open up a space for connecting with the present moment, allowing us to get curious about the sensations in our bodies and the world around us by using our senses. It is an access point to humble inquiry (which we will learn about soon) and allows a space to settle into the mind.

This script can be modified to suit your own voice, pace and tone. The following breathing exercise script can be used to help regulate, restore and reconnect as we initiate a virtual learning space. You may want to find a video to use as a focal point (see the footnote below for an example).[8] However, be aware that many videos on YouTube have ads that will disrupt the video. Canva has options for videos that can be played on a loop to obtain a similar effect.

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[7] An example of this Padlet can be viewed at: https://mhttccore.padlet.org/txinstitute4mh/hcvfuniversalexpectations
[8] See the following video as an example of a "focal point" video: https://www.youtube.com/watch?v=6WJc3PL9yYI

Grounding Exercise: Cultivating Curiosity in Breath

TELL: Taking a moment to settle in. I invite you to turn off your cameras and settle in, find a comfortable seat, rest your arms, perhaps find a place on your knees with your palms up.

Curiosity allows us to begin to turn toward the entirety of experience, moving us from avoidance to approach, including that which we don't like. Curiosity can be used as a way to inquire into our experience—the joyful and painful alike. Curiosity and kindness can be the antidotes to judgment and other harsh evaluations we may direct toward ourselves or others and it is a quality that can be developed.

This breathing exercise allows us to cultivate curiosity with our breath. Take a quiet moment to focus on where in your body you feel your breath.

- Take three slow breaths, and while you are breathing, try to notice where you feel your breath the most.
- Put your hand up to your nose, and notice what your breathing feels like.
- Put your hand up to your chest, and notice what your breathing feels like.
- Put your hand on your stomach, and notice what your breathing feels like.

Now, cultivate your curious observer. Ask with a curiosity:

- Where do I feel my breath the most?
- What does it feel like when I breathe in?
- What does it feel like when I breathe out?

Activity: Reflections on Grounding Exercises (15 minutes)
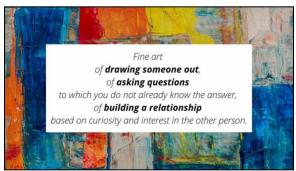
TELL: On your own, we want you to answer the following questions. You can write your answers down (in a notebook or on your phone, for example) or you can reflect without writing anything down. You can turn your camera off as you reflect. We will give you about five minutes to consider these questions on your own:

- How did the grounding exercise feel?
- What messages came up for you?
- Did any challenges come up?

After five minutes, **ASK:** How have you used grounding exercises in your training facilitation? What do you see as the value in incorporating grounding exercises into trainings? *Facilitate a brief discussion.*

After five minutes, **TELL:** Michael Daniels refers to groundedness as "a sense of being fully embodied, whole, centered and balanced in ourselves and our relationships.[9]" It's also a deeper connection to the authentic self. He further explains that groundedness is associated "with an experience of clarity, wholeness, 'rightness' and harmony." When you're grounded, you're balanced or centered in your mental and emotional self. Practicing grounding techniques and becoming more centered can help facilitators navigate learning spaces by bringing clarity and connection to our values.

Presentation: Humble Inquiry & Learning as a Process (5 minutes)

Fine art
of *drawing someone out,*
of *asking questions*
to which you do not already know the answer,
of *building a relationship*
based on curiosity and interest in the other person.

TELL: Before embarking on our journey to become healing-centered facilitators, it is important to develop a common language and engage in **humble inquiry**. Humble inquiry is the skill of asking questions to which you do not already know the answer (even if you think you do!). It is the process of building a relationship based on curiosity and interest.[10]

You can (and some would argue that you *should*) engage in humble inquiry with yourself, which helps cultivate introspection. Introspection is the examination or observation of one's own mental and emotional processes. We can also think of this as *self-awareness*.

You can also engage in humble inquiry with *others*, learning more about another person and settling into knowing that sometimes, "you don't know what you don't know."

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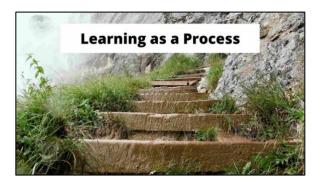
[9] Daniels, M. (2005). *Shadow, self, spirit: Essays in transpersonal psychology.* Imprint-Academic.com.
10 Schein, E. H. (2013). *Humble inquiry: the gentle art of asking instead of telling*. Berrett-Koehler Publishers.

Humble Inquiry Can Feel Difficult

TELL: Settling into self and tapping into humble-inquiry can be difficult for many reasons. Some of the reasons people share for this discomfort with settling into themselves and tapping into self-inquiry include:

- it feels self-indulgent to take the time to do this work
- humble-inquiry was not encouraged or modeled in their home
- it takes too much time
- it sounds like meditation
- feeling incapable of engaging in humble-inquiry
- history of trauma
- feeling easily distracted/unsettled

The work of becoming a healing-centered facilitator may require a bit of settling in, getting comfortable with humble inquiry that aligns with the core values of peer support. Getting curious with our own comfort and discomfort is what we ask people to do when they are engaged in a learning process. Practicing settling into your body and engaging in humble inquiry may lead to a sense of feeling grounded and can help you model and better identify these processes in learning spaces, whether the learning is in-person or done virtually.

Learning as a Process

At its core, learning is a process that results in a change in knowledge or behavior as a result of *experience*. As a healing-centered facilitator, there is an orientation to process, meaning that there is a constant process of learning, and growth, for the facilitator and for participants.

This commitment to process, is anchored in the guiding principles of recovery. As a reminder and reflective of our commitment to process, throughout the content there will be moments to pause, reflect and connect.

Discussion: Technology & Learning as a Process (10 minutes)

TELL: We would be remiss if we did not mention that a big part of Healing-Centered Virtual Facilitation is… technology!

TELL: To get to this point in the training, we have already used a number of different technologies (Zoom, email, PowerPoint, etc.) and we will expand the technologies that we use as we go. But first, we want to hear from you about the technology that you have seen or used as either a participant or facilitator in a virtual training or group. **ASK:** What technology have you used or experienced in virtual settings? What works well and what does not?

After facilitating a brief discussion, **TELL:** We will be using many different technologies to reflect, brainstorm, and (hopefully) have fun – and we hope that these are things you can bring back to your own facilitation practice. If you have questions about the different tools we use, feel free to ask the facilitators or drop a question in the chatbox.

Activity: Defining Our Values (15 minutes)

Connection to Our Values

TELL: Returning to our commitment to learning as a process, let's connect to our values (i.e. our core beliefs that guide our actions). In the simplest terms, values help inform our thoughts, words and actions. As a peer, you have a set of values that informs how you navigate various areas of your life.

In the context of facilitating a learning space, knowing your values can help you stay aligned to the purpose of learning, can help navigate ethical and interpersonal challenges, and can inform your decision-making. Taking the time to explicitly identify your values is worthwhile and will cultivate a potentially more healing-centered approach. In that spirit, we will take some time to identify our own values.

First, let's brainstorm different examples of personal values. We are going to do this through a simple activity called "Chatterfall." I am going to give you a prompt and I want you to write your answer in the chatbox *but* I do not want you to press enter until I say "go." Once I say "go," you can submit your answer and then continue to submit other answers if you have them. This will show us a real time "feed" of different answers.

The first prompt I would like you to answer is: what are examples of personal values? **Do not press "enter" until I tell you to submit your answers.**

After a few seconds, tell participants to submit their answers. Encourage them to submit multiple answers. Read through the answers as they come in.

Script for this slide continues on the next page.

TELL: Now let's do that again, but this time I want you to answer the question: What are examples of peer support values? **Do not press "enter" until I tell you to submit your answers.**

After a few seconds, tell participants to submit their answers. Encourage them to submit multiple answers. Read through the answers as they come in.

TELL: This activity was meant to get our creativity and thinking flowing, but these answers can also help you as we explore our own values. We want you to spend about 3 minutes writing down all values that you feel are important in your life. If you need inspiration when thinking about what your personal values may be, you can visit Brené Brown's website:[11] https://brenebrown.com/resources/dare-to-lead-list-of-values/

After three minutes, **TELL:** Now that you have created a list of values, we are going to refine them. We want you to restrict your number of values to five values so that your list is easily memorable and can be used when you need to make decisions. Look at all of the values you listed under each prompt while we ask you a few questions. After each question, cross out any values that do not meet the criteria we pose.
- What values are essential to your life?
- What values represent your primary way of being?
- What values are essential to supporting your inner self?

Give participants five minutes to narrow their values list to five values.

After about five minutes, invite participants to share their values list in the chatbox if they would like. **TELL:** Remember, nothing is final. Values can change over time, so you can always return to this list to make tweaks and changes when necessary.

Activity: The Role of Values in Virtual Learning Environments (25 minutes)

TELL: The reason that we spent so much time on values is because good facilitators incorporate their values into their facilitation and the learning experience.

Think back to a positive learning experience that you had as a participant. What traits or behaviors did the person facilitating that experience possess or exhibit? What values did you see shine through? *Invite participants to share their responses to the questions in the chatbox.*

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[11] Brown, B. (2020). *Dare to Lead list of values*. Brené Brown, LLC. https://brenebrown.com/resources/dare-to-lead-list-of-values/

TELL: Now, we are going to send you into breakout rooms to discuss how your values shine through in your facilitation.

Send participants into breakout rooms for 15 minutes with one other participant and have them answer the question:
- How do your values show up in the learning space?
- What are the **skills** you use in facilitation that communicate your values?
- Are there skills or values you would like to use more intentionally in learning spaces?

Give participants about 10 minutes to discuss their answers to the question, sending them a broadcast message halfway through to let them know how much time they have left. When participants return to the main room, facilitate a short discussion on how their values show up in the learning space. Then share this quote in the chatbox and ask a participant to read it aloud: "Integrity is choosing courage over comfort; choosing what is right over what is fun, fast, or easy; and choosing to practice our values rather than simply professing them." – Brené Brown[12]

ASK: What can happen if you don't ground yourself in your values? *Facilitate a brief discussion.*

Presentation: The Skills of a Healing-Centered Facilitator: Self-Awareness, Humble Curiosity, & Empathic Listening (15 minutes)

TELL: When a peer specialist engages in facilitation, like most, their lived experience may inform their facilitation style and voice. Providing a healing-centered framework is intended to support, not replace, your facilitation style or voice. Since the healing-centered framework integrates recovery principles, it may even feel familiar.

A healing-centered peer facilitator engages all of the ***principles*** of a peer supporter in being recovery-oriented, person-centered, voluntary, relationship-focused, and trauma-informed.[13]

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[12] Brown, B. (2015, August 25). *Rising Strong: The Reckoning. the Rumble. the Revolution*. Random House Publishing.
[13] BRSS TACS. (2018). *Core competencies for peer workers.* Substance Abuse and Mental Health Services Administration. https://www.samhsa.gov/brss-tacs/recovery-support-tools/peers/core-competencies-peer-workers

TELL: In practice, this looks like a healing-centered facilitator who:

- Starts with equity and inclusion, understanding that one cannot be healing-centered without being equitable and inclusive. *There will be more content on equity and inclusion embedded throughout this training.*

- Focuses on how people participate in the process of learning or planning, not just on what gets achieved.

- Is neither a teacher nor an expert. Asks themselves – Why Am I Talking (WAIT)?

- Is not the seat of wisdom and knowledge, but someone who encourages inquiry.

A healing-centered facilitator also:

- Is not there to give opinions, but to draw out opinions and ideas of the participants.

- Engages participants in a process of self-discovery, helping them recognize their own biases.

- Is grounded in self-awareness (how they show up) and curious about the participants, listening to both themselves and others.

- Co-creates a culture and community among participants, where they learn and support one another.

We will take a moment to unpack **self-awareness**, **humble curiosity**, and **listening**, as those are skills that require more mindful attention and intentionality.

Skill #1: Self-Awareness

TELL: Let's start with **self-awareness**. Self-awareness is a critical asset to have in a learning space that enables facilitators to connect with participants.

TELL: Daniel Goleman defines self-awareness as the ability to monitor our inner world – our thoughts and feelings. From this, we develop two types of self-awareness – internal and external.

Internal self-awareness represents how clearly we see our own values, passions, aspirations, fit with our environment, reactions (including thoughts, feelings, behaviors, strengths, and weaknesses), and impact on others.

External self-awareness means understanding how other people view us in reference to values, reactions, environment, and others.

In navigating learning spaces, a facilitator often stops to ask, "how is my role influencing the learning experience and how is this being received?" This takes a certain amount of self-awareness and self-reflection. It helps facilitators identify areas for course correction, need for clarity, and identify what is working.

TELL: Research suggests that cultivating self-awareness in the learning space also helps in the following ways:[14]

- Allows us to see ourselves more clearly.
- Increases confidence and creativity.
- Enables us to make sounder decisions.
- Builds stronger relationships.
- Allows us to communicate more effectively.
- Helps assess your facilitation skill set.

Seeing the clear benefits of self-awareness in facilitation, it is helpful to identify strategies for increasing it in our daily practice.

Skill #2: Humble Curiosity

Skill #2: Humble Curiosity

The next skill for a healing-centered facilitator that we will cover is **humble curiosity**. Humble curiosity is similar to humble inquiry, in that it starts from a place of wonder and then reminds us to check our thoughts, words, and actions. In contrast, there may not be questions that follow.

Humble curiosity can sit with/in ambiguity and asks that we sit in silence. It reminds us that dialogue is the most powerful tool for growth and connection, but only if people feel respected, truly seen and heard. Humble curiosity invites people in and asks them to participate in learning about each other by asking thoughtful questions and remembering that whatever we know, or think we know from previous conversations, articles, ideas, people, classes, experiences, etc. probably does not apply to the person or the situation currently in front of them.[15]

Practicing humble curiosity as a facilitator enables greater capacity for empathy and connection to the participants and the content. It makes facilitation more dynamic and models a more reflective stance in which the facilitator is as much a participant as the participants.

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[14] Eurich, T. (2018, January 4). *What self-awareness really is (and how to cultivate it)*. Harvard Business Review. https://hbr.org/2018/01/what-self-awareness-really-is-and-how-to-cultivate-it
[15] *An argument for humble curiosity NOT cultural competence*. Camp Stomping Ground. Retrieved September 12, 2024 from https://campstompingground.org/blog/2019/10/17/an-argument-for-humble-curiosity-not-cultural-competencenbsp
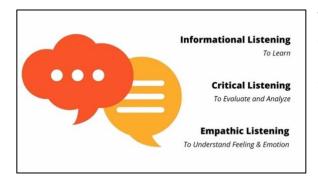
Skill #3: Listening

Finally, let's review the concept of **listening**, a skill that is critical to facilitation and peer support. Listening is the process of receiving, constructing meaning from, and responding to spoken and/or non-verbal messages.[16] Listening is often the foundation of strong relationships and is a critical skill for facilitators to hone.

While most take listening for granted, it is in fact something that needs to be nurtured and developed over time. Understanding what listening is and how we can become better listeners will further enhance facilitation skills by enabling the facilitator to build stronger relationships with the participants.

There is a type of listening called "discriminative listening." This is the most basic form of listening and does not involve the understanding of the meaning of words or phrases but merely the different sounds that are produced. We are not going to spend time focusing on discriminative listening. Instead, we are going to focus on "comprehensive listening," which involves understanding the message or messages that are being communicated. [17]

There are three common types of comprehensive listening that involve understanding the messages that are being communicated to us:
- *Informational Listening*: Listening to Learn
- *Critical Listening*: Listening to Evaluate and Analyze
- *Empathic Listening*: Listening to Understand Feeling and Emotion
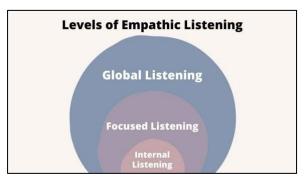
In this module, we will focus on empathic listening as a skill set for healing-centered facilitation. Empathy is a way of deeply connecting with people. As such, empathic listening involves attempting to understand the feelings of the person. It can be challenging and involves intentionally removing our needs, opinions, and need to insert ourselves in the process.

Script for this slide continues on the next page.

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[16] Trenholm, S., & Jensen, A. (2013, December 20). *Interpersonal communication*, Oxford University Press.
[17] Wolvin, A. D. (2010). *Listening and human communication in the 21st century*. Wiley-Blackwell.

TELL: When we listen with empathy, we can create a psychologically safer space for the person who needs us to listen and hold space for them.

One way of practicing empathic listening is thinking about it on three levels 1) internal listening (what is happening in me); 2) focused listening (what is happening in them) and 3) global listening (what is happening in the environment / context). Actively engaging those levels can foster connection.

With internal listening, we can consider the following questions:

- Am I truly listening, or am I thinking of what to say next?
- Am I having an emotional or physical reaction to what this person is saying? If so, how can I take care of myself while still holding space?

With focused listening, we can consider:

- Using thoughtful questions to get deeper into the person's experience, controlling the urge to talk, insert self or help.
- Paying attention to body language, posture, non-verbal cues. Try to maintain comfortable eye contact, expressions, and intensity that matches the person who needs your empathic listening.
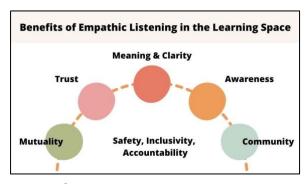
With global listening, we can consider:

- Is there time, space, and/or privacy for this conversation?
- Who else has the potential to be harmed by listening to this conversation?

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- **TELL:** When confronted with the tension to meet an empathic listening need and a situation or timing that will not allow for intentionality, make sure to name it and find another time to meet this expressed need. This can be particularly challenging in virtual learning spaces as there are multiple forms of stimulus and attention being activated at the same time.

The benefits of exercising and modeling empathic listening in learning spaces include the following:

- Building *mutuality* and sharing in the joy of experience
- Creating and sustaining *trust*
- Making sense or *meaning* out of something
- Gaining *clarity*
- Becoming *aware* of underlying feelings that accompany an experience
- Building *community*
- Fostering a *safer, more inclusive, and more accountable* learning space

The benefits of empathic listening extend to not only the person speaking, but also to the facilitator. However, empathic listening does not mean, "I agree with you," it is merely a gift of intentionally making space for the person's feelings and experiences. Furthermore, not every exchange in a learning space will involve empathic listening. It is important to acknowledge when and where there is a need for more space and intention around listening and where this is not possible and being able to shift as needed.
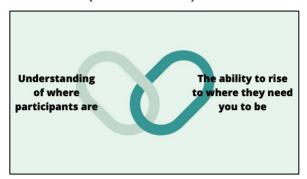
Integrate & Embody: Reflections on Facilitation Skills (15 minutes)

TELL: Let's take some time to reflect on our own comfort with the techniques we just learned. We will spend about 5 minutes on our own reflecting on these questions:

- How does it feel to use the following techniques when facilitating? Is it easy to engage in these practices?
  - Being okay with not knowing- creating a space for sitting with uncertainty.
  - Practicing empathic listening.
  - Having more questions than answers/responses.
  - Refraining from judgement, seek to understand.
- Are there certain circumstances in which there is not an opportunity to engage in these practices fully while you are facilitating? Or certain situations that make it difficult? What are some facilitation practices/strategies you use to counteract these limitations?

After 5 minutes, bring participants' focus back to the large group and facilitate a short discussion.

Presentation: Trauma & Equity in Virtual Learning and Application of Practice (10 minutes)
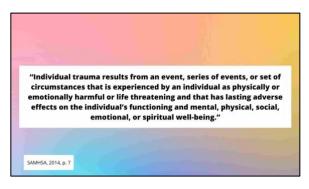
TELL: Understanding participants and their experiences is important to facilitating a healing-centered learning space. To truly be a healing-centered facilitator takes (1) an empathic and engaged understanding of where participants are, and (2) the ability to rise to where they need you to be.

This takes practicing integrity in our facilitation. Remember the Brené Brown quote from our discussion about values? She writes, "*Integrity is choosing courage over comfort; choosing what is right over what is fun, fast, or easy; and choosing to practice our values rather than simply professing them*."
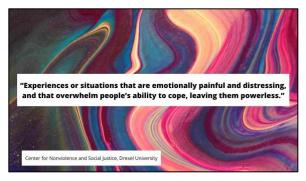
First, we will explore the concept of trauma and how it impacts learning. To do so, we will begin our discussion on trauma by establishing *shared language*. Shared language is another way we can support building the container as a group – we can reduce misunderstanding and confusion when we take the time to define a few key terms that can snag us if we jump to the assumption that everyone is using the same terms. Let's start by defining the term "trauma," since we are going to dive deeper into the concepts of trauma and healing in this section.
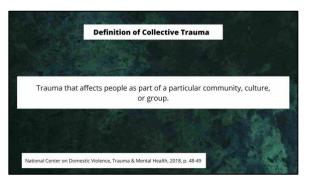
Ask for a volunteer to read the following definition of trauma aloud: "Individual trauma results from an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening and that has lasting adverse effects on the individual's functioning and mental, physical, social, emotional, or spiritual well-being."[18]

Invite participants to place words that stand out into the chatbox.

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[18] Substance Abuse and Mental Health Services Administration. (2014). *SAMHSA's concept of trauma and guidance for a trauma-informed approach.* United States Department of Health and Human Services. https://store.samhsa.gov/sites/default/files/sma14-4884.pdf
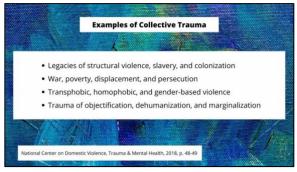
Ask for a volunteer to read the following definition of trauma aloud: "Experiences or situations that are emotionally painful and distressing, and that overwhelm people's ability to cope, leaving them powerless."[19] *Invite participants to place words that stand out into the chatbox.*

TELL: As described by the National Center on Domestic Violence, Trauma, and Mental Health, "historically, the concept of trauma has focused on individual trauma—childhood abuse and neglect, adult or adolescent sexual assault, and abuse by an intimate partner, as well as the individual effects of combat trauma and military sexual assault. Yet many people experience collective forms of trauma, as well—trauma that affects people as part of a particular community, culture, or group…."[20]

The National Center on Domestic Violence, Trauma, and Mental Health continues, saying that "these experiences continue to affect individuals and communities across generations, including the ongoing legacies of trauma resulting from structural violence, slavery, and colonization; the trauma of war, poverty, displacement, and persecution; the trauma of transphobic, homophobic, and gender-based violence; as well as the insidious, micro aggressive trauma of objectification, dehumanization, and marginalization that many people experience daily."[21] Healing-centered virtual facilitation requires us to acknowledge and respond to the realities of collective trauma, not just individual trauma.

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[19] Center for Nonviolence and Social Justice. (2014). *What is trauma?* Drexel University. https://www.tfec.org/wp-content/uploads/Murk_WhatisTrauma.pdf
[20] Warshaw, C., Tinnon, E., & Cave, C. (2018, April). Tools for transformation: Becoming accessible, culturally responsive, and trauma-informed organizations. National Center on Domestic Violence, Trauma, & Mental Health. https://ncdvtmh.org/wp-content/uploads/2023/10/Tools-for-Transformation.pdf
[21] Warshaw, C., Tinnon, E., & Cave, C. (2018, April). Tools for transformation: Becoming accessible, culturally responsive, and trauma-informed organizations. National Center on Domestic Violence, Trauma, & Mental Health. https://ncdvtmh.org/wp-content/uploads/2023/10/Tools-for-Transformation.pdf
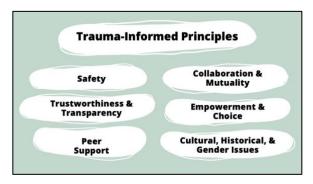
TELL: Trauma is extremely common (with almost 90 percent of the US adult population reporting that they have had exposure to trauma.[22] Because trauma is so pervasive, many experts in trauma-informed care have encouraged the adoption of universal expectations.[23]

Universal expectations are practices that reduce the impact of trauma and the likelihood of re-traumatization – they are called "universal" because everyone should practice them, whether or not we know of someone's past experiences with trauma. In other words, if we assume that everyone has experienced trauma and act in a trauma-responsive way, then we can lessen the possibility of harming someone who we did not know had experienced trauma.[24]

The Substance Abuse and Mental Health Services Administration has developed a set of principles to guide trauma-informed work. They are: safety, trustworthiness and transparency, peer support, collaboration and mutuality, empowerment and choice, and cultural, historical and gender issues.

These principles help guide action and decision making and can cut across settings to include the learning environment. In this section, we will explore how they apply in virtual and in-person learning spaces by using another virtual tool (Jamboard).

Activity: Universal Expectations in Healing-Centered Virtual Facilitation (30 minutes)

Send participants the link to the "Universal Expectations – Supporting People Who Experience Trauma" Padlet in the chatbox.

Script for this activity continues on the next page.

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[22] *Diagnostic and statistical manual of mental disorders. 5*. (2013). American Psychiatric Association.
[23] The language has changed from universal precautions to universal expectations to address stigma.
[24] Substance Abuse and Mental Health Services Administration. *SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach*. HHS Publication No.(SMA) 14-4884. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2014.
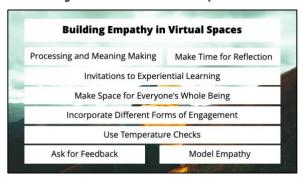
Send participants into breakout rooms with four people total. Ask participants to open the Padlet on their browser, walk through each section (reading every post in each section), and have them use reactions to what they have done (thumbs down) or want to try (thumbs up) while having a discussion with their group members. Highlight that these reactions are not being used to say whether they like or dislike something, so they should pay close attention to the instructions for how to use reactions.

After 15 minutes, bring participants back to the main room. Share your screen with the Padlet visible, and review the posts and where people marked that they want to try something or have done something already. Ask participants If they can think of other strategies for each topic (and add those strategies as posts of a different color).

Activity: Environment (30 minutes)

TELL: When modeled in a learning environment, empathy can build a positive learning culture by building relationship with and among everyone in the learning environment, strengthen our self-awareness muscles as facilitators, build community and amplify "power with."

Many of the strategies recommended by educators and facilitators for building empathy in a virtual learning environment are strategies we have touched upon in other ways throughout the preceding modules; however, they are worth repeating and reframing.

- Provide opportunities, encourage and make space for participant-to-participant processing and meaning making. This can be done in chat box, breakout rooms and group debriefing of activities.
- Build self and participant-to-participant reflection into the independent and collective learning content. Making time to reflect allows each person to transform the content into knowledge that they can feel in their bones by putting it into their own words and applying it to their own lived experience. This builds self-awareness and expands the participant's worldview when done in groups.
- Provide invitations to participate in experiential learning, where participants can bring in their own experience.
- Build a sense of community by making space for each person to fully bring themselves into the learning environment, acknowledging and engaging each participant's humanity, and cultivating a sense of joy and camaraderie.

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- **TELL:** Develop person-centered learning through many modes (music, art, etc.,) which provides participants opportunities to share their experience. Express a genuine desire to learn more about participants, encouraging voice and choice.
- Use quick and efficient temperature checks to assess how participants are engaging the material.
- Ask participants to share their feedback, what worked, what didn't work, what they felt needed the volume turned up and what needed to be turned down.
- Model empathy in small and big ways. Regularly taking time to check-in and check-out and consistently building on relationships.

Virtual platforms have evolved from a space where information is exchanged to a space in which people can engage in more nuanced and dynamic human interactions. The more we use virtual platforms, the more our facilitation techniques (and the platforms themselves) will evolve, supporting our need to connect, and empathize, creating and sustaining our humanity, while learning.

Send participants into breakout rooms with 2-3 other people for 10 minutes to discuss the following questions:
- What has an unsafe and unsupportive learning environment felt like?
- What are the characteristics of safe and supportive learning environment?
- What are the characteristics of an inclusive and expansive learning environment?

After 10 minutes, bring participants back into the main room use the following slides to aid in the debrief (inviting participants to share their reflections aloud and through the annotation function).

Place the Annotate instructions in the chatbox: To use annotation, look at the top of your screen. There should be a green bar that says "Viewing __'s screen". Next to that is a little drop down menu labeled 'View Options'. In that menu is an 'Annotation' option. Select that and a new menu will appear on your screen that lets you draw, add text, etc.

What has an unsafe and unsupportive learning environment felt like?

What has an unsafe and unsupportive learning environment felt like?

What are the characteristics of safe and supportive learning environment?

What are the characteristics of safe and supportive learning environment?

What are the characteristics of an inclusive and expansive learning environment?

What are the characteristics of an inclusive and expansive learning environment?

Expansive & Inclusive
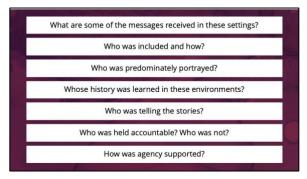
TELL: Thinking of how and where people come into a learning space is important. For example, if I came into a learning space after just being pulled over and getting a ticket, that experience is likely going to come in with me.
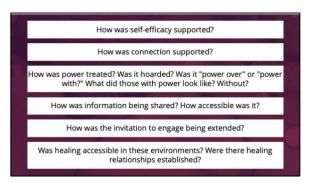
While that is an immediate example, we know that people have largely been stewing in environments for a lot longer than the hour or two that came before your time with them. They have been experiencing their environments in a variety of ways, through messages spoken and unspoken, through lived experience, through memories past and present. Sometimes we call that a person's context, or where they come from. Where they come from, builds their beliefs - their beliefs in themselves, in others, and in the world around them.

Being in a learning environment can feel unsafe for some, safe for others, and everything in between. Thinking about and having empathy for people who feel apprehension in learning environments is not always something that is taught. Again, it is about rising to where people need you to be. They need you to have humble curiosity and empathy about the where, what and how they come into the learning space.

TELL: Having an expansive and inclusive approach requires us to step into humble inquiry and ask ourselves the following about the context participants may come from:

- What are some of the messages received in these settings?
- Who was included and how?
- Who was predominately portrayed?
- Whose history was learned in these environments?
- Who was telling the stories?
- Who was held accountable? Who was not?
- How was agency supported?

- How was self-efficacy supported?
- How was connection supported?
- How was power treated? Was it hoarded? Was it power over or power with? What did those with power look like? Without?
- How was information being shared? How accessible was it?
- How was the invitation to engage being extended?
- Was healing accessible in these environments? Were there healing relationships established?

For example, if we use humble inquiry to understand context, we can see how oppression and microaggressions may come into the learning space. Ibram X. Kendi shares his experience of a teacher he had when he was young and how her own bias and control impacted his experience of safety in a learning space.

"Looking back, I wonder if I had been one of her White kids would she have asked me: "What's wrong?" Would she have wondered if I was hurting? I wonder. I wonder if her racist ideas chalked up my resistance to my Blackness and therefore categorized it as misbehavior, not distress. With racist teachers misbehaving kids of color do not receive empathy and legitimacy….

…We receive orders and punishments and "no excuses," as if we are adults. The Black child is ill-treated like an adult, and the Black adult is ill-treated like a child." Ibram X. Kendi, How to Be an Antiracist[25]

> What can we do, as peer facilitators in a learning space, to support healing when participants come from environments where there have been obstacles to healing?

TELL: Relatedly, the most important question we can ask ourselves is: what can we do, as peer facilitators in a learning space, to support healing when participants come from environments where there have been obstacles to healing?

Healing in relationship provides a foundation from which we can think about this. Just as we may find that some of the answers to those internal questions reflect how relationships can harm, relationships can also heal. When we stop to think about the environments that people come from, empathize and do the intentional work of rising to where people need you to be, we humanize the learning, provide connection, and acta source of relational healing.

ASK: How have you seen healing happen in relationship, especially for those who have experienced obstacles to healing? *Facilitate a 10-minute discussion.*

Integrate & Embody: Reflections on Trauma-Informed Facilitation (15 minutes)

In this section we discussed many considerations and options for integrating trauma-informed principles in the learning space. Let's take some time to reflect on what we just learned. We will spend about 5 minutes on our own reflecting on these questions:

- How can you use these strategies to create a healing-centered virtual learning space?
- How do these strategies reflect recovery principles?
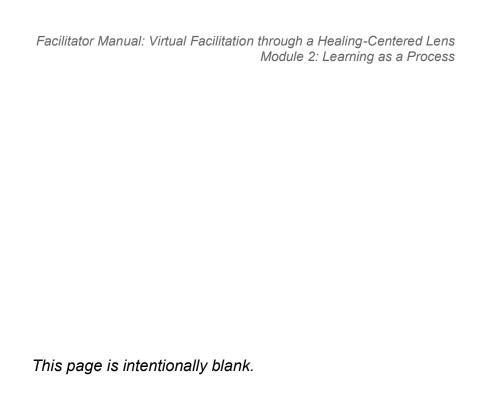
After 5 minutes, bring participants' focus back to the large group and facilitate a short discussion.

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[25] Kendi, I. X. (2019, August 13). *How to be an antiracist.* One World.

Conclusion (5 minutes)

TELL: Let's end with a Chatterfall. As a reminder, I am going to give you a prompt and I want you to write your answer in the chatbox **but** I do not want you to press enter until I say "go." Once I say "go," you can submit your answer and then continue to submit other answers if you have them.

We'd like you to complete this metaphor: "Humble curiosity is like a _____." **Go.**

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Module Three: Radical Acceptance in the Learning Space

Learning Objectives

At the end of this module, participants will be able to:

- Describe the positive ways that mutuality can transform learning spaces;
- Implement strategies for trust-building in virtual learning spaces; and
- Construct activities that focus on cultivating joy in virtual learning spaces.

Summary of Main Ideas

- Mutuality in a virtual learning space requires that the facilitator makes intentional efforts to build community by facilitating activities and discussion that cultivates connection.
- Community-centered learning spaces explicitly promote norms and expectations that encourage critical inquiry and collaboration, which requires trust and mutuality.
- Joy is an important part of building trust and connection in learning spaces.

Virtual Considerations

- Strengthening Mutuality – Breakout Rooms
- Trust-Building Measures – Handout
- Trust-Building Measures – Breakout Rooms
- Creating & Sustaining Joy – Breakout Rooms
- Creating & Sustaining Joy – Annotation

Presentation: Introduction to Radical Acceptance & Mutuality in the Learning Space (10 minutes)

TELL: In Healing & Power in Peer Support, we introduced the concept of radical acceptance (which is "the ability to accept situations that are outside of your control without judging them, which reduces the suffering they cause").[26]

Script for this slide continues on the next page.

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[26] Görg, N., Priebe, K., Böhnke, J.R., Steil, R., Dyer, A.S., & Kleindienst, N. Trauma-related emotions and radical acceptance in dialectical behavior therapy for posttraumatic stress disorder after childhood sexual abuse. *Borderline Personal Disord Emot Dysregul*. 2017;4:15. doi:10.1186/s40479-017-0065-5

TELL: We talked about how we can both practice radical self-acceptance and radical acceptance of others.

ASK: Can someone explain the difference between radical self-acceptance and radical acceptance of others? *Look for answers like: radical self-acceptance means that we accept all of who we are without assigning judgment, and radical acceptance of others means that we accept all of who they are without trying to change them or "fix" situations for them.*

TELL: Naturally, one can see how radical acceptance supports mutuality in a learning space. Mutuality shows up in the ways in which all persons are encouraged to talk and listen, challenge and accept, as well as teach and learn.[27] Mutuality is a strong commitment to "we"-ness grown in the learning process.

Furthermore, in a learning space in which mutuality is supported, mutual empathy and mutual empowerment can come together for the purposes of community, and mutual movement.[28]

The brain science around mutuality suggests that we are wired to connect, that the brain grows in connection, and that disconnection causes pain. [29] In addition, research on supportive relationships, such as those that happen between peers, indicate that not only are our nervous systems responsive to one another, these relationships based on mutuality are essential to our wellbeing. Mutuality in a learning environment can support the areas of the brain that ask "am I safe?" and "am I loved?", and mutuality sets the stage for the brain to engage in new learning.

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[27] Flinchbaugh, K. (2011, May 5). *Implementing mutuality in the composition classroom*. Edutopia. https://www.edutopia.org/blog/writing-theory-conference-activities-education-english-kerri-bright-flinchbaugh

[28] Hartling, Linda M., & Miller, J.B. (2004). Moving beyond humiliation: A relational reconceptualization of human rights. Jean Baker Miller Training Institute, Wellesley Centers for Women, Wellesley College.

[29] Tierney, M. (n.d.). *Mutuality in the therapeutic relationship: A meeting of hearts*. The Irish Association of Humanistic & Integrative Psychotherapy. https://iahip.org/page-1075510

TELL: Mutuality in a virtual learning space requires that the facilitator makes intentional efforts to build community, to build "we"-ness, which fosters mutual growth.

Much of what we have discussed thus far contributes to mutuality – self-awareness, holding space, power with, meaning-making, compassionate boundaries and accountability, and healing relationships.

TELL: Mutuality can transform learning spaces in the following ways:

- Can help people discover who they are while being in community
- Makes space for both/and, sustaining a container of abundance
- Creates and supports openness and vulnerability
- Cultivates diversity of ideas, people, moments, perspectives, etc.
- Builds self-confidence and community efficacy (the belief that we can accomplish things together
- Leads to more process-oriented, person-centered, learning because it is non-linear
- Fosters a belief that you are valuable both in support of and receiving support of others.

Invite participants to add their answers to the following question in the chatbox: If you had to describe the key elements of mutuality in your own words, what would they be?

TELL: Facilitators can build mutuality in virtual learning spaces by using all the tools available to them that enables connection between participants. This will take mindful pausing and integration of activities, reflective questions and small group discussions. Using the chat box, breakout rooms, whiteboard, annotation and other features effectively and seamlessly can create those moments of connection that support mutuality.

Activity: Strengthening Mutuality (30 minutes)

Send participants into breakout rooms with 2-3 other people for 15 minutes to consider the following questions:

- What are some challenges to mutuality in a learning space?
- What are some ways you can build mutuality in learning space?

After 15 minutes, bring participants back into the room and facilitate a brief discussion about their conversations and reflections on the questions above.

Activity: Trust-Building Measures (35 minutes)

TELL: It is important to acknowledge that participants may experience radical acceptance and mutuality from the lens of their own experience. For participants whose voices have been marginalized or silenced in learning spaces, it can take time.

Facilitators must not only acknowledge that there are systems that can create inequitable access to learning, healing and connection, but they must also step into a space of accountability in creating and sustaining equitable spaces.

Radical acceptance and mutuality create community-centered learning environments. Community-centered learning spaces explicitly promote norms and expectations that encourage critical inquiry and collaboration, where it is more important to take a risk than to answer every question.

A climate of trust between facilitators, participants and their peers is an essential ingredient of a community-centered learning environment. When participants know that you are interested in their needs and those of the entire group, they are more likely to participate in the community building process themselves.

Script for this slide continues on the next page.

TELL: Let's dig deeper into what trust-building measures look like and how you can implement them into your facilitation practice. *Send participants the Google Doc Trust-Building Measures in Learning Spaces.[30] Invite them to read through each measure and then pick 1-2 measures that they will implement the next time they facilitate. Then, they should identify three action steps to implement each measure.*

Give participants six minutes to complete the activity on their own. After six minutes, put participants into breakout rooms with two other people and invite each participant to share the measures that they chose and the action steps they identified with the other people in their group. Everyone should offer feedback and suggestions on how to implement the trust building measures selected. Give participants 20 minutes in their breakout rooms.

After 20 minutes, bring participants back and facilitate a short debrief about how it felt to do the activity, any things that resonated with them, and what questions remain about building trust in a learning space.

Closing Activity: Creating & Sustaining Joy (15 minutes)
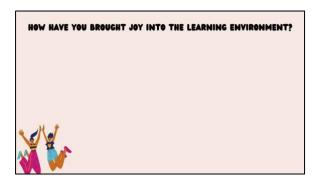
TELL: One aspect of community that is not often discussed is joy. Joy is a critical part of connection, strengthens mutuality and our ability to fully reside in our humanity. Technology can help us create moments of joy in a learning space. There is, of course, no one way to do this. In this section we want to open the possibility for fun and creation and will be offering tools or activity considerations which might help create joy.

TELL: We are going to send you into breakout rooms as groups of 4 to talk about three questions:
- How have you brought joy into the learning environment?
- What's something new that you want to try?
- What skills or resources do you need to make that happen?

Be sure to take notes on what you discuss (you can keep notes individually on your own contributions) since we will be sharing with the group when you return from breakout rooms. *Send participants into breakout rooms with three other people for 15 minutes. After 15 minutes, bring participants back to the main room and share your screen.*

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[30] To send the handout to participants, make a copy of the handout at the following link: https://docs.google.com/document/d/1vXY7VKcW2uV_2ni0UkoLAcQzl6_pfEPhHi20YoofsJA/edit?usp=sharing

TELL: We are going to use the slide deck and annotation feature to hear your thoughts. To add text to the slide, look at the top of your screen. There should be a green bar that says "Viewing __'s screen". Next to that is a little drop down menu labeled 'View Options'. In that menu is an 'Annotation' option.

If you click on the "T" in the toolbar that pops up, you can add text onto the screen. Be careful not to cover up someone else's writing.

Place the Annotate instructions in the chatbox: To use annotation, look at the top of your screen. There should be a green bar that says "Viewing __'s screen". Next to that is a little drop down menu labeled 'View Options'. In that menu is an 'Annotation' option. Select that and a new menu will appear on your screen that lets you draw, add text, etc.
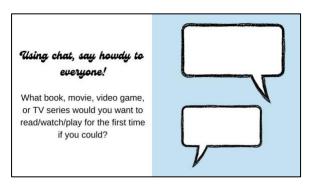
Move through the next three slides, inviting participants to add their responses. Before advancing to the next slide, make sure to save the annotation and then clear the annotation (so each slide is blank).

Before ending for the day, facilitate a brief discussion about how it felt to do the activity, what resonated with the participants, and what questions remain.

To end the day, invite participants to use the Annotation function to mark how they feel as they leave today. Place the Annotate instructions in the chatbox: To use annotation, look at the top of your screen. There should be a green bar that says "Viewing __'s screen". Next to that is a little drop down menu labeled 'View Options'. In that menu is an 'Annotation' option. Select that and a new menu will appear on your screen that lets you draw, add text, etc.

After concluding the activity, briefly cover the agenda for tomorrow and remind people about the start time for tomorrow's session.
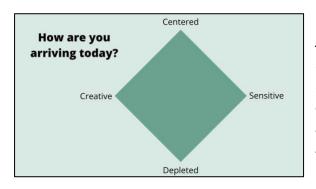
Day 1 Review (30 Minutes)

Open the virtual room to all participants 5 minutes before the start of the training day. Share your screen with the introduction slide pulled up and encourage people to greet the room and answer the following question in the chat as they enter: What book, movie, video game, or TV series would you want to read/watch/play for the first time if you could?

If facilitators have the capability, play relaxing music as you share the introductory slide. Spotify or YouTube should have playlists that offer relaxing music. The facilitator that is sharing their screen should select "play computer audio" on the screen share window of their e-conferencing platform (e.g., Zoom). Prior to letting participants into the room, facilitators should ensure that music is at an appropriate volume.

Allow about 3-5 minutes for participants to settle back in. Greet the participants and remind them to get water and take care of themselves throughout the module. Facilitators may choose to return to the group guidelines created on Day 1 and remind participants about the group guidelines.

To start the day, invite participants to use the Annotation function to mark how they feel as they arrive today. After screensharing with the check-in slide, click the dropdown menu at the top of your screen and click "hide names of annotators." Place the Annotate instructions in the chatbox:

To use annotation, look at the top of your screen. There should be a green bar that says "Viewing __'s screen". Next to that is a little drop down menu labeled 'View Options'. In that menu is an 'Annotation' option. Select that and a new menu will appear on your screen that lets you draw, add text, etc.

After the annotation check-in, **TELL:** To review today, we are going to return to the Healing-Centered Engagement Principles that we re-introduced yesterday.

TELL: We want you to discuss how the principles of Healing-Centered Engagement connect to learning as a process, humble inquiry, and trust-building in the learning space. What do these principles tell you as a facilitator about how to approach a learning space so that people feel comfortable to build trust, engage in curiosity and exploration, and move into a space of growth and learning? As a reminder, the principles of Healing-Centered Engagement are:

- Culture
- Agency
- Relationships
- Meaning-making
- Aspirations

Send participants the handout Principles of Healing-Centered Engagement. [31] *Send participants into breakout rooms with 3-4 people per room for 5 minutes. After five minutes, bring participants back into the main room and invite each group to share their reflections.*

Before moving on from the review, ask whether participants have any questions about yesterday's content.

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[31] To send the handout to participants, make a copy of the handout at the following link:
https://docs.google.com/document/d/1HGe0sqGH4Z11cMY52OeBpX0hm-FOxTOvNex1eb0xTkM/edit?usp=sharing

Module Four: Compassionate Boundaries & Accountability

Learning Objectives

At the end of this module, participants will be able to:

- Describe the concepts of compassionate boundaries and compassionate accountability;
- Integrate assumption of positive intent into their facilitation practice; and
- Design opportunities for grounded feedback in learning spaces.

Summary of Main Ideas

- Transformational learning (where the focus is the growth of participants themselves) is *longer lasting* than transaction learning because it engages the thinking *and* feeling parts of the brain.[32]
- Discomfort is one of the obstacles that can interfere with the potential for holding a space for compassionate accountability and transformational learning.
- Compassionate boundaries require listening to the underlying need that a person has and then following that underlying need up with a request that is both compassionate to self and to the other person involved.
- Assumption of positive intent and grounded feedback are strategies for integrating compassionate boundaries and compassionate accountability into the learning space.

Virtual Considerations

- Grounding Exercise – Video (Optional)
- Clarity & Compassionate Boundaries – Handout
- Clarity & Compassionate Boundaries – Breakout Rooms
- Breakout Rooms on Compassionate Boundaries & Accountability – Breakout Rooms
- Grounded Feedback – Handout
- Grounded Feedback – Breakout Rooms
- Group Application of Compassionate Accountability & Boundaries – Google Workspace
- Group Application of Compassionate Accountability & Boundaries – Breakout Rooms
- Group Application of Compassionate Accountability & Boundaries – Annotation

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[32] Wenger, J. (2014, January 9). *Transformational learning*. Medium. https://medium.com/@johnqshift/transformational-learning-3deb1bb2e865

Settling In (10 minutes)

Compassionate Boundaries & Accountability

TELL: In *Healing & Power in Peer Support*, we talked about storytelling and difficult conversations. Difficult conversations can bring up feelings, particularly feelings of discomfort or challenges to our own sense of safety.

Some difficult conversations can happen spontaneously and can seemingly catch a person unaware. In this module, we are going deeper to examine how we can embed accountability and boundaries during difficult conversations.

Breathing & Grounding Script: Compassionate Breathing, Credit Kristin Neff
This script can be modified to suit your own voice, pace and tone. The following breathing exercise script can be used to help regulate, restore and reconnect as we initiate a virtual learning space. You may want to find a video to use as a focal point (see the footnote below for an example).[33] However, be aware that many videos on YouTube have ads that will disrupt the video. Canva has options for videos that can be played on a loop to obtain a similar effect.

Find a comfortable and kind posture. Close your eyes. Come home to your body and notice the feeling of your feet on the floor, or your seat on the cushion. Notice any internal sensations that may be arising right now. You may notice the beating of your heart, the feelings of pulsing energy. Remind yourself that you're not just bringing awareness to your experience, but loving and kind awareness. Adopt a physical gesture that represents this caring attitude, perhaps by putting both hands on your heart. Notice how your body responds to the physical touch, the warmth of your hands. Feel free to leave your hands here for the entire meditation if you like, or put them back down at your side.

Bring your awareness to the breath. Take a few deep breaths: big inhalations and big exhalations. Allow yourself to release as you exhale, then let your breathing return to a normal, natural rhythm. Your mind will probably wander and when it does, when you notice it has wandered, simply call back your attention with the same quality you might use with a puppy that's wandered off: Gently usher it back to where it needs to be in the moment. Just let your awareness rest in your breath, breathing in and breathing out.

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[33] See the following video as an example of a "focal point" video: https://www.youtube.com/watch?v=7dDoz3Tr2aE

Recognize that you're nurturing yourself with each in-breath. Pay particular attention to the inhalation and notice that as you breathe in, you're giving yourself what you need in the moment. You're nurturing yourself with each in-breath. If you are struggling in any way in your life, breathe in some other quality that you need: kindness, love, compassion. Breathe in this quality with each inhalation. Perhaps there's a word that rests easily on each in-breath, a word that represents what you need. Or perhaps it's more general—a golden light, a quality of warmth. Allow yourself to really receive something good for yourself with each inhalation.

Send compassion to someone in need with your out-breath. As you breathe out, bring to mind someone you know or are aware of who is struggling and needs compassion. Allow their image to arise in your mind's eye. Direct your out-breath to them, sending them what they need in the moment. Kindness. Love. Compassion. Again, this may take the form of a word that gently rides on your exhalation, a feeling of warmth, an image of golden light. With each out-breath, send something good to this other person who is also struggling.
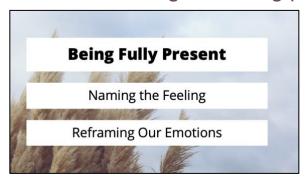
Acknowledge that you, as a human being, struggle, as does this other person. Breathe in something good for yourself, like compassion and kindness. Breathe out something good for this other person. In and out—one for me and one for you. In for me and out for you. If your mind starts to wander you can refresh the image of yourself or of the other person in your mind's eye. Maybe put your hands on your heart once again to physically connect you with the sensation of care. Breathe in the ease of compassion for yourself, and out the ease of compassion for the other.

Send compassion where it is needed most. If at any point your attention is drawn more to your own struggle or suffering, feel free to breathe in and focus more for yourself. Perhaps: three for me, and one for you. Or conversely, if the other person is drawing your attention more strongly, you can focus more on the out-breath, sending out the compassion they need. Or just let your breath be an equal, easy flow. In and out, in and out, like the waves of an ocean. A limitless, boundless ocean—enough for me, and enough for you. An ocean of compassion.

Let yourself be fully absorbed by the breath of compassion. Breathe in, and breathe out. Compassion in, compassion out. You can hold your own suffering fully, and also hold the suffering of this other person. Ride it like the waves on the ocean—in and out. If other beings come to mind who are suffering, or even groups of people, from this place of limitless, boundless compassion you can breathe out for them as well. Always include yourself with each in-breath. There's no need for separation. Let this ocean hold all suffering in love and compassion.

Release your focus on the breath and on the practice. Simply come back to your body. Allow yourself to feel whatever it is you're feeling in this moment, and to be exactly as you are.

Reflection: Naming the Feeling (15 minutes)

TELL: Let's start our exploration into compassionate boundaries and accountability by focusing on the specific skills you can tap into that enable you to be fully present to hold a space in which compassionate boundaries and compassionate accountability can coexist.

Identifying and naming feelings can help in moments that may present more emotional charge – like difficult conversations. In being able to name feelings, we can be better calibrated to cope with varied circumstances and potentially more empathic to others, with improved skill to negotiate conflict and get along.[34]

In addition to naming specific feelings and building a robust vocabulary for emotions, being able to recategorize/reframe how you feel can also be helpful. For example, if you're about to facilitate in front of a large audience which you don't know and feel your heart racing, you might categorize your sensations as harmful anxiety ("Oh no, I'm doomed!") or as helpful anticipation ("I'm energized and ready to go!"). Giving these feelings more than one meaning can add nuance to our experiences.

Invite participants to reflect for 4-5 minutes on the following questions:
- Think about a difficult conversation that you have been a part of in your life. What feelings came up?
- Thinking back to that moment, are there ways these feelings could be recategorized/reframed? If so, how?
- What are some feelings which frequently come up (ex. butterflies before a meeting, frustration at traffic) that can be recategorized/reframed? What would reframing them look like?

After 4-5 minutes, facilitate a brief discussion about participants' reflections to the questions.

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[34] Feldman Barrett, L. (2018, June 21). *Try these two smart techniques to help you master your emotions*. TED. https://ideas.ted.com/try-these-two-smart-techniques-to-help-you-master-your-emotions/

Presentation & Activity: Unsafe or Uncomfortable? Transformation (10 minutes)

ASK: What do you think keeps us from having difficult conversations?

TELL: Our ability to have difficult conversations is dependent on:
- What we offer (witness, containment, compassion, selective non-judgment, selective guidance, space for complexity, autonomy, flexibility, connection, allyship)
- What guides us (intuition, discernment, humility, courage and curiosity)
- What supports us (mystery, faith, community)
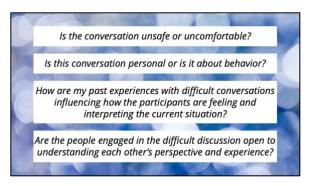
In all of these layers, *trust* must be present – trust in ourselves, in our values, and in our relationships. Without trust, it can feel very hard (but not impossible) to engage in difficult conversations.

Research on the brain suggests that transactional learning (where the focus is sharing new information) can be *efficient*, but transformational learning (where the focus is the growth of participants themselves) is *longer lasting* because it engages the thinking *and* feeling parts of the brain.[35]

Moreover, things that involve feelings *require* a transformational learning process, one that requires stretching beyond comfort. Situations where difficult conversations arise in a learning space are examples of things that require transformational learning.

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[35] Wenger, J. (2014, January 9). *Transformational learning*. Medium. https://medium.com/@johnqshift/transformational-learning-3deb1bb2e865

TELL: To step more intentionally into transformation, let's talk about one of the obstacles that can interfere with the potential for holding a space for compassionate accountability and transformational learning – discomfort. There can be confusion, fear and/or reservation with regard to discomfort.

In fact, discomfort can often be mistaken for a lack of safety and our reluctance to engage in something that is uncomfortable may stop us (although safety does not look or feel the same for everyone). Here are some questions that a facilitator can ask themselves to better understand where the tensions might be during a difficult conversation:

- Is the conversation unsafe, or uncomfortable?
- Is this conversation becoming personal (about the person and their values) or is it about behavior? If it's about behavior, then it is probably safe.
- How are my past experiences with difficult conversations influencing how the participants are feeling and interpreting the current situation?
- Are the people engaged in the difficult discussion open to understanding each other's perspective and experience? Are they open to changing behaviors, attitudes, and beliefs? If not, then they may view difficult discussions as a threat and the conversation may need to go on pause or have guided facilitation to navigate safely.

Invite participants to reflect on the following questions for 3-4 minutes:

- Take a moment to reflect on your response to moments of discomfort in a learning environment. What was your response – physically and emotionally?
- What do you do in your own facilitation practice to support making space for discomfort?
- What are some questions you can ask yourself to work through sitting with discomfort?

Presentation: Clarity & Compassionate Boundaries (40 minutes)

TELL: Clear is kind, unclear is unkind. These are the findings that Brené Brown shares about her research in which she found that most of us avoid clarity because we tell ourselves we're being kind; when what we're actually doing is being unkind and unfair.[36]

Brown has described the following dynamics at work when it comes to clarity in communicating:[37]

- Feeding people half-truths to make them feel better (which is almost always about making ourselves feel more comfortable) is unkind.

- Not getting clear with others about your expectations because it feels too hard, yet holding someone accountable or blaming them for not delivering is unkind.

- Talking *about* people rather than *to* them is unkind.

Being able to name our feelings and supporting that process with clarity sets up the conditions for establishing boundaries. Setting very clear boundaries about what we are willing to do, unwilling to do, willing to take on, and unwilling to take on, is an integral part of being compassionate.

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[36] Brown, B. (2018, October 15). *Clear is kind. Unclear is unkind*. https://brenebrown.com/blog/2018/10/15/clear-is-kind-unclear-is-unkind/
[37] Ibid.

TELL: Boundaries support our well-being and the wellbeing of others in our lives. When we are clear about our boundaries, we can share them with others more openly and honestly. Discussing your boundaries with others can help clarify expectations, support consistent boundaries and consider exceptions to them.

Similar to when we practice naming feelings, engaging in clear communication and knowing and understanding our own boundaries can support daily interactions *and* build muscle memory for when we are engaged in difficult conversations.
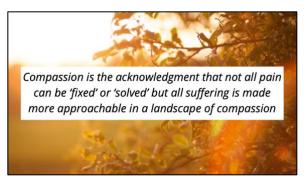
Invite participants to reflect on the following questions for about three minutes:

- Think of a time when you experienced a lack of clarity in communication in a learning space. What feelings came up at that moment?
- How did you navigate the situation to gain more clarity?
- What are things that you do in your life to maintain clarity?

After three minutes, facilitate a brief discussion about participants' reflections.

TELL: As we think about feelings, clarity, and boundaries, we are going to turn to compassionate boundaries. Because so many concepts are linked to compassion, let's take a moment to define what we mean when we use the term compassion.

> *Compassion is the acknowledgment that not all pain can be 'fixed' or 'solved' but all suffering is made more approachable in a landscape of compassion*

TELL: Compassion is the feeling that arises when you are confronted with another's suffering and feel motivated to relieve that suffering.[38] Compassion is the acknowledgment that not all pain can be 'fixed' or 'solved,' but all suffering is made more approachable in a landscape of compassion.

When we feel compassion, our heart rate slows down, we secrete the "bonding hormone" oxytocin, and regions of the brain linked to empathy, caregiving, and feelings are activated, which often results in our wanting to approach and care for other people.

Send them link to Compassionate Boundaries.[39] Invite participants to read through the document (switching the reader each paragraph), and then to reflect on the questions at the bottom together. Send participants into breakout rooms with two other people for 15 minutes.

After 15 minutes, bring participants back to the main room and facilitate a discussion about participants' reflections on compassionate boundaries and their conversations about the reflection questions.

TELL: Now let's switch to the concept of compassionate accountability. Accountability is often misinterpreted as blame, when in actuality it is the willingness to accept responsibility. Compassion is a multi-textured response to the human experience, it includes kindness, empathy, generosity and acceptance. Compassionate accountability invites us to make room for both, and, while holding a space that upholds our integrity and intent.

Engaging in compassionate accountability while facilitating difficult conversations in a learning environment requires the transformational approach we discussed earlier, one that goes beyond the immediate exchanges and holds space for the discomfort. Transformational learning encourages humble inquiry, engaging in process (not just an amicable end to the discussion), but taking the time to truly honor the complexity of the situation and sitting with ambiguity.

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[38] The Greater Good Science Center (n.d.). *What is compassion?* The University of California, Berkeley. Retrieved September 12, 2024 from https://greatergood.berkeley.edu/topic/compassion/definition.
[39] To send the handout to participants, make a copy of the handout at the following link:
https://docs.google.com/document/d/16ZWjCeM2aVXSPiFC9sKDjzl9JehM6II8LkVjU2VOfRE/edit?usp=sharing

Group Discussion: Compassionate Boundaries & Accountability (20 minutes)

TELL: Now that we've defined what compassionate boundaries and accountability are, let's deepen our understanding by exploring how boundaries *feel.*

Invite participants to reflect on the following questions:

- Going to a place of comfortable self-inquiry, think of a time when you witnessed or experienced accountability in a learning environment. What did it look like? What did it *feel* like?
- Now think of a time when you observed or experienced compassion (including kindness, empathy, generosity and acceptance) in a learning space. What did it look like? What did it *feel* like?
- Have you experienced or witnessed compassionate accountability in a learning environment? If so, what did it look like? What did it *feel* like? What are some characteristics that you noticed which enabled this moment of compassionate accountability to happen?

After participants have reflected on the questions above for 4-5 minutes, bring focus back to the main room and facilitate a conversation on the following question:

- Have you experienced or witnessed compassionate accountability in a learning environment? If so, what did it look like? What did it *feel* like? What are some characteristics that you noticed which enabled this moment of compassionate accountability to transpire?

Activity: Breakout Rooms on Compassionate Boundaries & Accountability (25 minutes)

Send people into breakout rooms of four people and give them ten minutes to discuss the following questions:

- What do I need to be able to hold a space with compassionate boundaries?
- What do I need to show up to provide compassionate accountability?

After ten minutes, bring participants back to the main room and facilitate a discussion about their conversations and reflections on the questions.

Presentation: Assuming Positive Intent (15 minutes)

Assuming Positive Intent

Centering Everyone's Humanity

Letting Go of Expectations & Judgment

Building Trust & Confidence

TELL: During difficult conversations and conflict, it is easy to imagine yourself on an island all by yourself. As a facilitator, when a conflict takes place, you can perhaps even see people step away and go to their respective corners. This can separate them from the relational aspects that draws them together and prevent them from humanizing one another.

The act of showing up as human, and humanizing one another, creates change, lessening the us-versus-them, right-wrong, relationship. By humanizing one another, we interpret things with a more compassionate lens, we collaborate better, and we are better able to speak and hear truths and recognize one another's experience. One way we can further humanize is to intentionally ground the learning space in the assumption of positive intent or good will.

Assumption of positive intent means consciously choosing to believe that people are doing the best they can in a given situation. In the context of facilitating a difficult conversation in a learning space, this means making the time and commitment to the person-to-person aspects of what is taking place and letting go of an expectation that one will feel, act or believe as you want them to. In addition, there is a respect for the person, who they are, what they bring, and a balancing of that with compassionate accountability.

Assuming positive intent in a situation that may spark a difficult conversation has the potential for building trust and confidence of everyone engaged in the learning space. It also invites everyone into the process of learning without fear of judgement for how that may show up on any given day. It makes room for our humanity, by embracing our vulnerability and unique journey. Since assuming positive intent is not typically encouraged, it is something that requires intentionality and commitment. It also needs to be matched with boundaries and compassionate accountability.

Invite participants to reflect on the following questions for about 3-4 minutes:
- Think of a person whom you have encountered in a learning space who you had a reaction to – someone who frustrated and upset you. What thoughts and feelings come up for you?
- Thinking of the same person, absorb and sit with this idea, "they were doing the best they can." What thoughts and feelings come up for you?
- *Reflection questions for this activity continue on the next page.*

- How might this change the way that you engage with this person – now and in the future?

After 3-4 minutes, facilitate a brief discussion about participants' reflections.

Strength-based and Grounded Feedback (20 minutes)

TELL: Assuming positive intent is certainly fundamental to humanizing, but does it have limits? Oppression is one area in which facilitators need to pause and examine impact. As a nation built on systemic inequity, we have a well-documented history of racism and other forms of oppression.

The impact of racism is evident in many areas of everyday life, making it incumbent upon us to understand that the impact far outweighs intent when it comes to racism.

Assumption of positive intent is also not distributed or experienced the same across all people. Meaning that negative intent is often assigned more frequently (and impact more focused on) when it comes to BIPOC. As facilitators navigating discussions that are embedded in our shared humanity, exploring this nuanced space when it comes to impact and intent can be helpful. To this end we need to be able to center the experience of persons who are most impacted and not the intent in the learning environment.

To put a finer point on it, Paul Gorski, of EdChange writes, "The impact of unintentional racism—the ways we participate in and bolster racism without actively trying to do so—is indistinguishable from the impact of intentional racism. Imagining myself as a good person, as a progressive person, means little if I am not examining and changing the impact I'm having even through actions I once took without intention. Given the indistinguishable difference between the impact of intentional and unintentional racism, can I really say I have positive intentions if I keep pointing out my positive intentions?"[40] *If time permits, facilitate a brief discussion on this quote.*

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[40] Gorski, P. (2017, December 22). *So you think you're an anti-racist? Paradigm adjustments for "well-intentioned" white folks*. Equity Literacy Institute. http://www.edchange.org/handouts/paradigmshifts_race.pdf

TELL: Compassionate accountability, which is both transformational and assumes positive intent, provides a strong basis for navigating difficult conversations. Similarly, a strengths-based perspective can also support a facilitator when navigating a difficult conversation.

A strengths-based perspective is a non-clinical stance which rejects defining or reducing people to deficits, problems or pathologies. Using a strengths-based perspective requires instead choosing to center on the strengths and resources of the person(s) while holding space for the complex realities that people experience.

Engaging in a strength-based perspective in a learning space builds confidence, self-efficacy, lifelong learning, and purpose. It helps further humanize and transform difficult conversations by focusing on the assets, experiences and resources all parties bring to the conversation. A strengths-based perspective is helpful not only at a time of tension, but also as you build trust, relationship, and community in the learning environment.
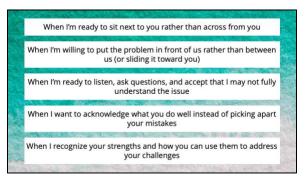
Providing grounded feedback is one strategy for modeling compassionate accountability. Brene Brown's research on grounded feedback offers that there is a difference between being a knower and *being* right versus being a learner and *getting it* right.[41]

In relation to peer facilitation skills and navigating difficult conversations, grounded feedback can be a tool to generate humble curiosity by asking questions instead of providing answers.

Feedback is an ongoing process in facilitation, with some informal aspects and others more formal. When navigating the nuances of a difficult discussion, a facilitator can either directly or indirectly provide feedback. It's important for facilitators to check-in with themselves to gauge their own feelings about receiving feedback.

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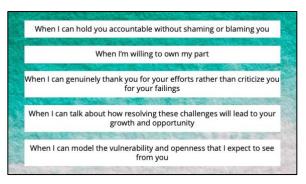
[41] Brown, B. (2015, April 7). *Daring greatly: How the courage to be vulnerable transforms the way we live, love, parent, and lead*. Avery.

TELL: Before engaging in providing or receiving feedback, it is important to think about where you are and if the space you are in mentally can support you showing up in a way that reflects the outcomes you would like to see.

Brené Brown provides these considerations for knowing when you are ready to provide grounded feedback:[42]

- *When I'm ready to sit next to you rather than across from you.*
- *When I'm willing to put the problem in front of us rather than between us (or sliding it toward you).*
- *When I'm ready to listen, ask questions, and accept that I may not fully understand the issue.*
- *When I want to acknowledge what you do well instead of picking apart your mistakes.*
- *When I recognize your strengths and how you can use them to address your challenges.*

- *When I can hold you accountable without shaming or blaming you.*
- *When I'm willing to own my part.*
- *When I can genuinely thank you for your efforts rather than criticize you for your failings.*
- *When I can talk about how resolving these challenges will lead to your growth and opportunity.*
- *When I can model the vulnerability and openness that I expect to see from you.*

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[42] Brown, B. (2015, April 7). *Daring greatly: How the courage to be vulnerable transforms the way we live, love, parent, and lead*. Avery.

What do I appreciate in receiving feedback?

TELL: Assuming that each person involved in the feedback is ready, what are the key ingredients of grounded feedback and how can they be baked into your facilitation such that they do not just appear in times that are challenging, but that they are part of the DNA of your practice?

One way to answer this question is to ask yourself, "what do I appreciate in receiving feedback?"

Setting Compassionate Boundaries

Establishing Compassionate Accountability

Checking in with Ourselves

Taking a step back to where we started, let's review.

- Setting compassionate boundaries (which asks us to be clear, name the feeling and honor our own limits) can be a good starting point.
- Then, establishing compassionate accountability (which assumes positive intent, is strengths-based, and goes beyond transaction into the transformational) creates another layer from which to have a relational, healing response.
- We can then ask ourselves if we are ready to show up in the way the situation calls for us to show up to provide and receive grounded feedback.

Safety & Trustworthiness

Collaboration & Mutuality

Empowers & Uses "Power With"

Using the universal expectations or trauma-informed principles, let's explore the features or key ingredients of a discussion meant to provide grounded feedback. The following is a non-comprehensive list of features that might be helpful:

- **Safety and trustworthiness.** This looks like: not getting personal, being psychologically safe, genuine, asks for consent, does not disclose information that is not for them to disclose, being open and non-judgmental, checking in with participants, acknowledging each person's humanity, empathic listening (without feeling the need to respond), timely (not built on piled up or stored information), and a deep abiding compassion for what is transpiring.

Bullet-pointed script for this slide continues on the next page.

- **TELL: Collaboration and mutuality.** This looks like: all sides having a voice in the discussion and exercising choice, building on shared goals, is supportive, relational and examines the role of systemic inequities on the person/situation, exhibiting both self-awareness and humble inquiry, considers the person and their lived experience, tapping into the humanity of everyone involved.
- **Empowers and uses "power with."** This looks like: examining the power differentials, using opportunities to leverage power, providing helpful and important feedback in such a way that the person presented with the information can actually act on the information provided, building on strengths of the person(s), providing clear and consistent communication, assuming positive intent, and fostering growth.

Invite participants to reflect on the following question for about 2 minutes:
- What are features that you have experienced and appreciated in receiving feedback?

After 2 minutes, facilitate a brief discussion about participants' reflections.

Reflection: Grounded Feedback (35 minutes)

Send participants link to Reflections on Grounded Feedback.[43] Invite them to re-read through Brene Brown's list out loud as a group and then discuss the reflection questions included in the document. Participants will have 15 minutes. Send participants into breakout rooms with 2 other people.

After 15 minutes, bring participants back into the main room and facilitate a discussion about the participants' conversations and reflections on the questions below.

Reflection Questions
- Building on Brené Brown's list, what are some questions that you ask yourself to know that you are ready to provide grounded feedback?
- Going to a place of comfortable self-inquiry, think of a time when you received feedback in a work or learning environment that felt unhelpful. How could the feedback have been posed in a more helpful, more grounded way?
- Now think of a time when you observed or experienced grounded feedback. What are some elements of that discussion that resonated with you?

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[43] To send the handout to participants, make a copy of the handout at the following link: https://docs.google.com/document/d/1rrL-7NNuhXGu-fdyQL1kuvkCjateeA1ahe6735FsKLI/edit?usp=sharing

Activity: Group Application of Compassionate Accountability & Boundaries (30 minutes)

TELL: Now you will have the opportunity to practice giving and receiving feedback using scenarios that we will provide. We want you to read through the first scenario, choose who will be the provider and the recipient of grounded feedback, and then practice! After you finish role playing the first scenario, you will move on to the second.

As you engage in this activity, remember the things that we have learned about providing and receiving grounded feedback (if you need a refresher – it will be on Slide 3 of the Google Workspace we are about to send).

Divide participants into pairs and assign them a color (purple, red, blue, or green). It may be best to put the color in the name of their breakout room and/or in the chatbox. Send participants the Google Workspace Grounded Feedback.[44] Send participants into breakout rooms with one other person for 15 minutes.

After 15 minutes, bring participants back to the main room and facilitate a discussion (using annotation and the slide deck) about the following questions:

What does it look like to provide grounded feedback?

What does it look like to provide grounded feedback?

What does it feel like to receive grounded feedback?

What does it feel like to receive grounded feedback?

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[44] Before this activity, follow this link to make a copy of the Google Slides:
https://docs.google.com/presentation/d/1r1q5ONotwPRMkZ5amAaMplnUAQfPZziPVM4_gxdlqp0/edit?usp=sharing

To make a copy, go to "File" in the top toolbar and click "Make a Copy." On the copy, click the "Share" button and make sure that "anyone with the link" can edit the document. Then, click "copy link" and send the copied link to the participants in the chatbox.

Ask participants what questions remain about grounded feedback.

Closing (5 minutes)

Do a short exercise to "close the circle" on this module – invite participants to share one word aloud that summarizes a feeling or impression they have of compassionate boundaries, compassionate accountability, or grounded feedback.

Module Five: Storytelling in the Learning Space

Learning Objectives

At the end of this module, participants will be able to:

- Recall ways that people may experience re-traumatization in the learning space;
- Prepare for storytelling in learning spaces using universal expectations around trauma; and
- Structure an activation warning when sharing potentially intense material in a learning space.

Summary of Main Ideas

- The potential for re-traumatization may come from a variety of factors, such as: content, environmental factors, comments or psychological safety threats of other participants in the learning space, and reminders either directly or symbolically of previous trauma.
- Healing-centered peer facilitators can practice universal expectations with storytelling through the use of activation warnings and case studies.
- Personal narratives and storytelling can be mindfully integrated into a healing-centered learning space through preparing, sharing, and debriefing.

Virtual Considerations

- Settling In – Chatterfall
- Safe & Supportive Storytelling in the Learning Environment – Annotation
- Building the Container for Storytelling – Google Workspace
- Building the Container for Storytelling – Breakout Rooms
- Closing – Annotation

Settling In (5 minutes)

TELL: In this module, we will dive deeper into the concept of meaning making, storytelling, and preparing for difficult conversations – unlike *Healing & Power in Peer Support,* our focus for these concepts will be how they show up in the learning space. Before we begin, let's do a Chatterfall to answer the question: If you had a magic power or superpower, what would it be?

Script for this slide continues on the next page.

TELL: As a reminder, I am going to give you a prompt and I want you to write your answer in the chatbox ***but*** I do not want you to press enter until I say "go." Once I say "go," you can submit your answer and then continue to submit other answers if you have them. This will show us a real time "feed" of different answers.

After a few seconds, tell participants to submit their answers. Encourage them to submit multiple answers. Read through the answers as they come in.

Learning as Meaning Making (10 minutes)

TELL: It is important to consider the role of storytelling and meaning making as we facilitate a learning experience. In any situation of learning, people are actively engaged in making sense of the situation – the frame, objects, relationships – drawing on their history of similar situations and on available cultural resources.

Thinking of learning as meaning making emphasizes the fact that *learning involves identities, storytelling, power, and emotions*.

And, when we create a container that is healing-centered, folks are able to make meaning of their learning. It may help them process a part of their journey either intentionally or organically

Invite participants to spend about five minutes reflecting on the following questions:
- Think of a time that you made a meaningful connection in a learning environment, one that connected to your history and cultural resources. What did that look like?
- What did it feel like to have that space and make that connection?
- What can or do you do as a peer facilitator to make space for people's history, culture and meaning making?

After five minutes, facilitate a very brief discussion about participants' reflections.

Presentation: Safe & Supportive Storytelling in the Learning Environment (30 minutes)

TELL: Exposure to traumatic life events is extremely common, with 89.7% of the US adult population reporting exposure to trauma.[45] Given how widespread trauma exposure is, it is safe to say that participants in a learning space can potentially be re-traumatized if there is not attention and intention brought to this.

TELL: The potential for re-traumatization may come from a variety of factors such as:

- Content - the manner or method of sharing intense content
- Environmental factors - think physical cues such as no access to gender neutral or safe gender affirming restrooms
- Comments or psychological safety threats of other participants in the learning space
- Reminder either directly or symbolically of previous trauma
- A combination of these factors.

Recognizing the depth and reach of trauma has driven a critical discussion around exercising universal expectations. The basic premise of universal expectations is: if we expect the presence of trauma in the lives of every participant *and we act accordingly,* we can prevent re-traumatization of people who have experienced trauma.

Universal expectations do not mean that every person *has* experienced trauma, but that if we *act* as if trauma is a universal experience, we will avoid doing things that would reinforce harm. We can put specific strategies into practice so that we meet the needs of *everyone* in our learning spaces – including people who have experienced trauma.

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[45] Kilpatrick, D.G., Resnick, H.S., Milanak, M.E., Miller, M.W., Keyes, K.M., & Friedman, M.J. National estimates of exposure to traumatic events and PTSD prevalence using DSM-IV and DSM-5 criteria. J Trauma Stress. 2013;26(5), 537–47. doi: 10.1002/jts.21848

TELL: In an effort to provide exposure to real-world issues, facilitators sometimes engage in sharing emotionally charged, intense material. In the setting up of a learning space, is important to provide an activation warning which acknowledges the potential for re-traumatization (we will learn more about activation warnings later in this module).
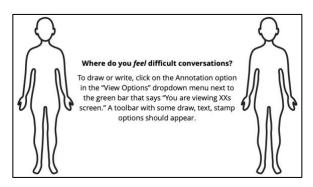
It also helps to thoughtfully consider the need and deliberate use of case studies to meet learning objectives. Case studies and respectfully working alongside a person with lived experience (a co-facilitator and/or a participant) to co-create a meaningful, rich, and contextualized learning experience grounded in learning objectives can help create a psychologically safer environment in which to integrate and absorb information.

A peer facilitator must be aware of these lived realities and practice appropriate universal expectations to avoid re-traumatization. Using the lens of universal expectations in storytelling, we will discuss the challenges to fostering safe learning spaces, strategies for fostering a healing-centered learning space and using activation warnings.

Invite participants to spend about five minutes reflecting on the following questions:
- Going to a place of comfortable self-inquiry, think of a time when you observed or experienced storytelling that felt challenging and/or that safety was compromised in a learning environment. What did that look like? What did it feel like?
- Now think of a time when you observed or experienced safe and supportive storytelling, in a learning environment. What did that look like? What did it feel like?
- What are some positive practices from watching others engage in storytelling that you have used (adopted) in your facilitation? Similarly, what are some practices from your negative experience in a learning environment that you try to never repeat?

After five minutes, facilitate a discussion about participants' reflections to each of the discussion questions.

Then, share your screen with this slide visible and invite participants to use the Annotate function to mark where they feel difficult conversations in their body.

Send participants into breakout rooms with one other person for 10 minutes to share on the following questions:
- Share a difficult conversation you have had.
- What are things that have worked?

After 10 minutes, bring participants back to the main room and facilitate a brief discussion on their conversations and reflections.
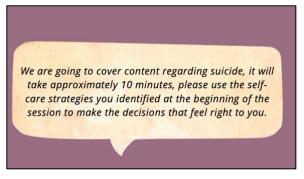
Presentation: Preparing for Difficult Conversations as a Facilitator (20 minutes)

TELL: Activation warnings, also called content warnings, are statements intended to prepare an audience for the presentation of potentially distressing/activating material so that they can make the best decision for their own safety. The potentially activating material can be a piece of writing, video, pictures, etc., and often includes traumatic content.

While activation warnings are often done at the beginning, it is important to be flexible and place them throughout content, if it is appropriate.

Peer facilitators can use activation warnings as a way to foster an equitable and psychologically safer learning space. Using an activation warning at the beginning and informing participants as specific content areas are being approached can help them make the decisions that they need in order to navigate participation. Peer facilitators can do this by providing participants with a statement to prepare them that contains the following information: (1) content which is going to be covered, (2) the length of time it will take to cover it, and (3) options for navigating choice in participating in the activities that contain this content. This will allow participants to make the choice to re-join when the content is covered.

TELL: An example might be, "we are going to cover content regarding suicide, it will take approximately 10 minutes, please use the self-care strategies you identified at the beginning of the session to make the decisions that feel right to you." This reminds them of the strategies that they identified and provides space for voice and choice in their learning.

Invite participants to reflect on the following questions for three minutes.
- Take a moment to develop an activation warning for a virtual learning space in your own voice.
- How can you use this activation warning in your own facilitation practice?

After three minutes, facilitate a discussion with participants about their reflections. Ask participants whether or not these warnings have been helpful in their own experience. Acknowledge that there is debate in the community about how much is too much regarding activation warnings and what is helpful – reinforce that being specific about the intention, length, and choice are helpful.

Activity: Building the Container for Storytelling (55 Minutes)

TELL: While personal narratives and storytelling do not pose a direct challenge to a healing-centered learning space, it is important to think through how they are mindfully integrated. Personal narratives, specifically trauma narratives, whether one's own or another person's need to be valued, respected, and approached with mindfulness.

Let's do an activity to walk through some of the strategies we can consider in facilitating the sharing of personal narratives/storytelling.

Script for this slide continues on the next page.

Walk participants through the instructions for this activity:

- Participants will be divided into three groups – each group will prepare to facilitate for 10 minutes on one topic related to building the container for storytelling: Preparing, Sharing, Debriefing.
- Each group will then facilitate about their topic to other participants, presenting information and asking questions. Groups can use slides in their workspace to create visual aids or they can facilitate without slides.
- Instructions are included in their Workspace.
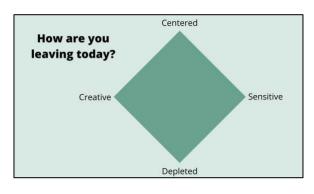
Divide participants into three groups: Team Rock (Preparing), Team Paper (Sharing), and Team Scissors (Debriefing). Send link to Google Workspace Building the Container for Storytelling.[46] Send each group into separate breakout rooms and give them 20 minutes to create their presentation.

After 15 minutes, bring participants back into the main room and invite each group to facilitate on their topic for 10 minutes. If participants have slides, the facilitator (you!) should share your screen with the group's slides visible and advance the slides for the group. After each group has facilitated, facilitate a very brief discussion to process and debrief the activity.

Closing (10 minutes)

Facilitate a brief discussion on any questions or thoughts that remain.

TELL: Meaning making and storytelling are part of the human experience. Engaging in healing-centered facilitation asks that we are mindful of the dynamics using the lens of universal expectations and provide practical tools to restore safety.

To end the day, invite participants to use the Annotation function to mark how they feel as they leave today.

Script for this slide continues on the next page.

Place the Annotate instructions in the chatbox: To use annotation, look at the top of your screen. There should be a green bar that says "Viewing __'s screen". Next to that is a little drop down menu labeled 'View Options'. In that menu is an 'Annotation' option. Select that and a new menu will appear on your screen that lets you draw, add text, etc.

After concluding the activity, briefly cover the agenda for tomorrow and remind people about the start time for tomorrow's session. Lastly, invite participants to share their answer to this prompt in the chatbox: If this module was a book, it would be _____.

Day 2 Review (35 Minutes)

Open the virtual room to all participants 5 minutes before the start of the training day. Share your screen with the introduction slide pulled up and encourage people to greet the room and answer the following question in the chat as they enter: How does it feel to treat *yourself* as your best friend?

If facilitators have the capability, play relaxing music as you share the introductory slide. Spotify or YouTube should have playlists that offer relaxing music. The facilitator that is sharing their screen should select "play computer audio" on the screen share window of their e-conferencing platform (e.g., Zoom). Prior to letting participants into the room, facilitators should ensure that music is at an appropriate volume.

Allow about 3-5 minutes for participants to settle back in. Greet the participants and remind them to get water and take care of themselves throughout the module. Facilitators may choose to return to the group guidelines created on Day 1 and remind participants about the group guidelines.

To start the day, invite participants to use the Annotation function to mark how they feel as they arrive today. After screensharing with the check-in slide, click the dropdown menu at the top of your screen and click "hide names of annotators."

Place the Annotate instructions in the chatbox: To use annotation, look at the top of your screen. There should be a green bar that says "Viewing __'s screen". Next to that is a little drop down menu labeled 'View Options'. In that menu is an 'Annotation' option. Select that and a new menu will appear on your screen that lets you draw, add text, etc.

After the annotation check-in, **TELL:** To review today, we are going to return to the Healing-Centered Engagement Principles.

Script for this slide continues on the next page.

TELL: This time, we want you to discuss how the principles of Healing-Centered Engagement impact storytelling in the learning space. In other words, how do the principles of Healing-Centered Engagement help you as a facilitator to decide how you are going to share your story *and* how do they help you as a facilitator to navigate a situation where a participant is sharing sensitive or potentially triggering parts of their stories with others? As a reminder, the principles of Healing-Centered Engagement are:

- Culture
- Agency
- Relationships
- Meaning-making
- Aspirations

Send participants the handout Principles of Healing-Centered Engagement.[47] *Send participants into breakout rooms with 3-4 people per room for 5 minutes. After five minutes, bring participants back into the main room and invite each group to share their reflections.*

Before moving on from the review, ask whether participants have any questions about yesterday's content.

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[47] To send the handout to participants, make a copy of the handout at the following link:
https://docs.google.com/document/d/1HGe0sqGH4Z11cMY52OeBpX0hm-FOxTOvNex1eb0xTkM/edit?usp=sharing

Module Six: Holding Space as Facilitators

Learning Objectives

At the end of this module, participants will be able to:

- Explain the concept of holding space as it applies to virtual learning spaces;
- Employ strategies for holding space in virtual learning space; and
- Design an activity using Liberating Structures.

Summary of Main Ideas

- Holding space is the act of walking "alongside another person in whatever journey they're on without judging them, making them feel inadequate, trying to fix them, or trying to impact the outcome." (Heather Plett)[48]
- Strategies for facilitators to hold space in virtual learning environments include cultivating safe spaces, container building, and intentionally creating and sustaining healing-centered spaces.
- Using Liberating Structures and creating spaces for mutual learning (such as breakout rooms) are examples of how a facilitator can focus on holding space versus merely presenting content.

Virtual Considerations

- Grounding Exercise – Video (Optional)
- Calling in the Invisible – Breakout Rooms
- Troika Consulting on Holding Space – Breakout Rooms
- Supportive Rituals to Sustain Self in Facilitation – Breakout Rooms

Settling In (15 minutes)

TELL: In *Healing & Power in Peer Support*, we explored the concept of holding space – holding space for ourselves and holding space for others. We are going to delve deeper into holding space in learning environments in this module. Before we begin, let's do a grounding exercise – which is a powerful way that we can hold space for ourselves.

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[48] Plett, H. (2015, March 11). What it means to "hold space" for people, plus eight tips on how to do it well. Heather Plett. https://heatherplett.com/2015/03/hold-space

Breathing & Grounding Script: Body Scan, Advanced
This script can be modified to suit your own voice, pace and tone. The following breathing exercise script can be used to help regulate, restore and reconnect as we initiate a virtual learning space. You may want to find a video to use as a focal point (see the footnote below for an example).[49] However, be aware that many videos on YouTube have ads that will disrupt the video. Canva has options for videos that can be played on a loop to obtain a similar effect.

This body scan is an advanced practice. We have been building our breathing and grounding practice over our time together.

- Let's begin by taking a moment to allow your body to settle into a comfortable position (2 seconds).
- You may close your eyes or keep them slightly open allowing the spine to lift (2 seconds) the shoulders to soften (5 seconds).
- Today we will practice a body scan (5 seconds).
- Taking a full breath in (2 seconds) and a long breath out (10 seconds).
- Begin by bringing your attention into your body (5 seconds).
- Notice the feeling of the weight of your body on the chair, or the floor, wherever you are (10 seconds).
- And as you breathe notice how your chest and abdomen expand to allow the air to enter your lungs (5 seconds).
- What sensations are you aware of? (5 seconds)
- And as you exhale bring awareness to the stillness and notice the sense of relaxing more deeply (20 seconds)
- Now bring your attention to the top of your head, noticing any sensations in the scalp (2 seconds), down the back of the head (2 seconds), to the sides (2 seconds), to the face (2 seconds).
- Notice your jaw (2 seconds) if you're holding any tension in your jaw (2 seconds).
- Let your face be soft (2 seconds), relax the muscles around your eyes and your mouth (5 seconds).
- Breathing in (2 seconds) breathing out (20 seconds). Now notice your neck and your throat (2 seconds). Let them be soft (10 seconds)
- Notice your shoulders and arms, feel any sensations as you allow your tension to move from your shoulders down to your upper arms, the elbow, to your forearms, wrists, hands, and fingers (15 seconds).
- Noticing any tightness, any temperature sensations (5 seconds)
- Noticing what the fabric of your clothing feels like against your skin (8 seconds).

Bullet-pointed script for this activity continues on the next page.

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[49] See the following video as an example of a "focal point" video: https://www.youtube.com/watch?v=RjrGotM5sMY

- Continuing to breathe in (2 seconds) and to breath out (15 seconds).
- Now bring your attention to your chest and abdomen (2 seconds), feeling the movement in your chest as you breathe (10 seconds).
- Bringing your attention to your stomach, noticing if your stomach is tense or tight (2 seconds) and just letting it soften (10 seconds).
- Noticing the upper back and the lower back (5 seconds) If you're holding any tension there also letting that release (20 seconds).
- Now continue traveling down to your legs (2 seconds), your thighs (2 seconds), your knees (2 seconds), calf, and shin (2 seconds), your ankles (2 seconds), and finally bringing your attention to your feet (5 seconds).
- Noticing the sensations of your feet (2 seconds) against the floor ground (10 seconds).
- Noticing any weight, (2 seconds) sense of temperature, (2 seconds) feeling of energy perhaps present in the feet (30 seconds).
- And as you continue breathing in and breathing out, now noticing the whole body (2 seconds) from the top of your head (2 seconds) all the way down to your toes (15 seconds).
- Staying with a sense of the whole body for a few more breaths (30 seconds).

And as we close continue remaining aware of your body as best as you can as you finish with a full deep breath in (2 seconds) and a long deep breath out (5 seconds)

Discussion: Review of Holding Space (15 minutes)

Facilitate a discussion to help participants remind themselves about the concept of holding space that was introduced in Healing & Power in Peer Support. *Use the questions below, but be flexible to adapt the questions based on where the discussion goes:*

- In your own words and using what you remember from *Healing and Power in Peer Support*, what does holding space mean?
- What is holding space for self look like?
- What does holding space for others look like? How do peer supporters hold space for people one-on-one or in groups?

At the end of the discussion, put the following quotes from Heather Plett in the chatbox:

- Holding space is the act of walking "alongside another person in whatever journey they're on without judging them, making them feel inadequate, trying to fix them, or trying to impact the outcome." (Heather Plett)[50]

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[50] Plett, H. (2015, March 11). What it means to "hold space" for people, plus eight tips on how to do it well. Heather Plett. https://heatherplett.com/2015/03/hold-space

- Is it safe space? Not entirely – sometimes it feels frightening and unclear and requires that we step into that which makes us uncomfortable. Is it brave space? Sometimes, but other times it just feels like soft space that doesn't require bravery. Is it deep space? Often it is, but then there are those times when shallow is good enough, at least for a first step we are holding. (Heather Plett)[51]

Activity: Calling in the Invisible (30 minutes)

TELL: Now let's take time to return to the concept of holding space and how we can hold space as healing-centered facilitators. We'd like you to spend a few minutes on your own reflecting on the following questions:

- Reflect back on a time in which someone held space for you. How did that feel?
- Now reflect back on a time in which you held space for someone? How did that feel?

Send participants into breakout rooms with 2-3 other participants. They will have 10 minutes to answer the questions: What does holding space for others look like in a virtual learning space? What do you need to hold space for others?

After 10 minutes, bring participants back to the main room and facilitate a discussion.

Presentation: Holding Space for Others (20 minutes)

Peers Walk Alongside Others

TELL: Peer specialists already do the work of holding space when they walk with someone in their journey. Facilitating healing-centered learning spaces requires the ability to hold space – in ambiguity, uncertainty, discomfort, sometimes going shallow and other times going deep.

Holding space is transformative, not transactional. In that ambiguity, as facilitators, we strive for holding safe spaces in so far as we *can* hold them.

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[51] Plett, H. (2016, August 22). Holding liminal space. Heather Plett. https://heatherplett.com/2016/08/holding-liminal-space

TELL: Learning spaces, whether physical or virtual, can influence learner engagement and outcomes. Ideally, learning spaces are safe,[52] purposefully designed, inviting and engaging environments in which knowledge can be co-created. These characteristics can exist both physically and psychologically.

In developing a space where learning can happen, facilitators need to account for the dynamic interplay between participants, the physical environment and the content that can impact feelings of safety. In this module, the primary focus will be safe spaces, container building, and intentionally creating and sustaining healing-centered spaces.

Before getting into what a facilitator may want to consider in holding space, let's take a moment to honor the cultural history of a similarly aligned concept, safe spaces. **ASK:** How many of you have heard of safe spaces, safer spaces, brave spaces and daring spaces?

Safe spaces originated in the '60s to describe a space where LGBTQ people did not have to think twice about whether they can be themselves. The term 'safe space' has expanded to include other groups experiencing systemic inequities, like Black Indigenous People of Color (BIPOC) and women.

TELL: Safe spaces aren't solely about physical safety, they are about the psychological safety as well. People who engage in a learning space need to feel as physically *and* psychologically safe as possible in order to fully participate.

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[52] . *safer, brave, and daring spaces are terms that have evolved to describe spaces in which participants feel a level of psychological safety in which they can engage, be accountable and hold others into account

TELL: A facilitator's work in developing an intentional learning space which is psychologically safer, braver, more daring, may take into consideration the following:

- **Accessibility**: Being able to get in the door or access the virtual learning space with warmth and guidance and without obstacles or hindrances helps to make the space feel safe. It should be noted that access implies not only physical access or navigation, but economic access (cost, time of day, childcare) and other forms of access that may impinge on full participation (religious holidays, meeting dietary needs).
- **Building a container**: This can look like establishing secure parameters, inviting conversation, being able and willing to name complex realities and feelings as they come up, and building comfort in process and ambiguity (sometimes even discomfort).
- **Physical comfort**: While this guide primarily attends to virtual learning platforms, it is important to consider physical comfort. Are facilitators visible when speaking? Are cameras used in a way that makes people at ease and comfortable? Facilitators can and should encourage participants to engage at their own comfort level and not enforce a camera-on standard that participants may not feel emotionally capable of meeting.
- **Power dynamics**: Power differentials exist when facilitating a learning space. Therefore, trying to navigate the space so as to not enforce a top-down standard will need to be active and intentional. Removing the "sage on the stage," model and replacing it with a journey everyone engages together from different standpoints will be critical. This will be addressed further in the module on power.
- **Shared language**: Preparing participants (priming) before presenting new language. Building a common language with participants, co-creating a way to share information which leaves room for identities and experiences.
- **Content and delivery**: This can look like using activation/content warnings, thinking thoughtfully about how people receive information, and identifying purpose with each activity and piece of shared information. It can also look like maximizing opportunities to ask questions instead of imparting information. Ask the question, "how can participants create discovery and understanding among one another, rather than being told/informed?" When content is intense, purposefully include spaces of calm, not forcing beyond the capacity of the facilitator or participants.
- **Opportunities for calm**: Create intentional opportunities for calm. If information is plowed through, participants can feel overwhelmed. Mindfully create a pause for your own breath, for reflection and for integrating information.

To reflect the last bullet on this list, take a moment for the group to take a pause – either to take a collective breath or reflect on the content just shared.

TELL: We have probably heard of the concept of step forward, step back, but have you ever given thought about what is happening underneath that statement?

People represent their social identities, wherever they go, and in whatever spaces they occupy. With these identities comes a *different experience, history, and relationship to power* based on systemic inequities. Social identities inevitably play a role in learning spaces but are often not discussed. In some cases, identities may be intentionally ignored, erased, silenced, or made invisible. This makes it all the more important to understand and address the dynamics which unfold in the *taking and making of space* in relation to social identities in a learning space.

In an intentional, healing-centered learning space, there is acknowledgement, and a drive toward understanding and processing the power dynamics in the room. To that end, let's reflect on taking space and making space.

"Taking up space" is a term that has been used among communities of color to describe someone who is occupying a setting to the detriment of others, and to the detriment of the goals of the space. In learning spaces, this might look like a person with privileged identities always answering questions or talking. It can also be used in the positive and affirmative, as in, "take as much space as you need," for people who usually shut down or experience pushing out, erasure or minimizing in discussions.

The term, *making space*, can allow for a pause, invite participation from various points of view, and acknowledge and redirect if power differentials are pulling into one direction. For example, if as a facilitator, you notice one or two participants taking up most of the oxygen, you can invite a time to make space. This would sound like, "let's make some space for what's been shared."

ASK: What questions do people have about the concept of "taking space" and "making space?"

Presentation: Container Building/Holding Space in Virtual Platforms (20 minutes)

This section asks participants to share in the chatbox using all of the senses. Facilitators should take the answers to each question and put them in a document to share as a collective poem at the end.

Building the Container

Community Building

Compassion/Nonjudgment

Care/Intentionality

TELL: In holding space, we intentionally build a container based on a commitment to process, not forcing an outcome. This is the active work of transformation, which is willing to set aside ego and commit instead to compassion.[53] Like making your favorite recipe in the kitchen, you can add your own elements to building the container.

 In this section, we offer three elements for building a container: (1) community building, (2) compassion/non-judgement, and (3) care/intentionality. These are not the only elements to consider, and one should definitely consider their own values and how they are able to hold space in a specific learning space to identify the elements that are key for building a container in a given setting.

Community Building

Container building and holding space are ways we can express the concept of union.[54] Everyone that comes together in a learning space does not have the same experience, but they come together, unifying in intent or purpose. Actively engaged in building the container, they compassionately hold space for one another.

The facilitator's ego actively steps aside to honor the community, in order to, in partnership with the participants, lend power to the process and intention that brought them together. This is co-creation. It can be particularly tempting to invite the ego back in for control, but that distracts and disrupts community building.[55]

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[53] Gibbs, B. (2017, October 9). *Holding space in yoga class: What the yoga sutras can teach us*. YogaU. https://yogauonline.com/yogau-wellness-blog/yoga-practice-tips-holding-space-yoga-class-what-yoga-sutras-can-teach-us
[54] Ibid.
[55] Erickson, K. (2017, November 15). *How to "hold space" using reiki.* https://reikirays.com/39610/hold-space-using-reiki/

TELL: In the chatbox, we would like you to answer the question: What does community building *feel* like? We invite you to think about the actual touch sensation of community building – for example, does it feel like a certain type of fabric, like grass or sand, like a hug?
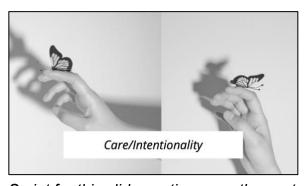
Compassion cannot happen with judgment. Put another way, we must **actively practice non-judgment** to be compassionate. According to Dr. Elliott Dacher, "non-judgment is an act of kindness and compassion towards self and other. It is a healing elixir. It is a peacemaker for self and others. It is a surrender to life as it is, to reality as it is. It is a hard pill for our ego to take."[56] When we center ourselves in judgement, we run the risk of projecting our preferences, only leaving ourselves open to that which agrees with us, with what we deem pleasurable, fearing and running from anything that can shatter our experience of pleasure and comfort.

Holding space and building a container asks us to **relinquish our commitment to comfort**. Compassion asks that we sit with discomfort and suffering without judgment. In holding space compassionately, we do not try to fix or ameliorate, but sit with the person/the experience however it shows up.

TELL: In the chatbox, we would like you to answer the question: What does compassion look like? Again, we'd like you to think about what compassion actually *looks* like – does it have a certain color, texture, shape?

TELL: Now, answer the question: What does non-judgment sound like?

Holding space, building the container, takes intentionality. It *communicates care*[57]. It *honors process* over product. In holding space with care and intentionality that honors the person, there is *power and empowerment*.

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[56] Dacher, E. (2016, February 18). *The power of non-judgment*. HuffPost. https://www.huffpost.com/entry/the-power-of-non-judgment_b_9265942
[57] Erickson, K. (2017, November 15). *How to "hold space" using reiki*. https://reikirays.com/39610/hold-space-using-reiki/

TELL: Dr. Martin Luther King, Jr. referred to power in the following way:[58]

> "Power, properly understood, is nothing but the ability to achieve purpose. There is nothing wrong with power if power is used correctly. One of the great problems of history is that the concepts of love and power have usually been contrasted as opposites – polar opposites – so that love is identified with resignation of power, and power with a denial of love. What is needed is a realization that power without love is reckless and abusive, and love without power is sentimental and anemic."

Creating and sustaining a healing-centered space with care and intentionality is using your power to have power-with.

One of the ways to bring care and intentionality to facilitation is to engage in developing supportive rituals for yourself prior to, during and after holding a learning space. These can be simple rituals that cue you to shift, ground yourself, take a deep breath, pause. They can support your ability to hold space more intentionally .

TELL: In the chatbox, we would like you to answer the question: What does care taste like?

TELL: Now, answer the question: What does intentionality smell like?

Activity: Reflections on Container Building (10 minutes)

TELL: Over the last few slides, we have created a collective poem – by answering the questions in the chatbox, we built out a poem about building a container based on the five senses.

Now we'd like you to reflect on the aspects of container building on your own. Spend a few minutes reflecting on the following questions:

- How do you bring community, compassion and care into learning spaces?
- How does it feel to experience community, compassion and care in learning spaces?

After 3-4 minutes, facilitate a brief discussion about participants' responses and any lingering questions they have about the concept of building a container.

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[58] King, ML. (1967, August 16). *Where do we go from here?* https://kinginstitute.stanford.edu/where-do-we-go-here

Presentation: Holding Space in Virtual Platforms: Holding vs. Presenting (10 minutes)
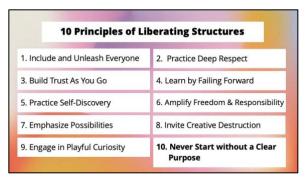
TELL: Holding space whether in-person or virtually involves building trust. Remaining present and engaged while holding space for connection between participants are crucial ways to build trust. In this section, we will explore using breakout rooms, using liberating structures on virtual platforms and the difference between holding versus presenting.

Using Liberating Structures and creating spaces for mutual learning (such as breakout rooms) are examples of how one can hold space versus presenting. It invites participants to actively be a part of the container, holding space for each other and the possibility of what can be done together. Presenting is often considered the standard and is very limited in application. In a virtual platform, it can take away the opportunity for connection, community building, and much more.

Send the Liberating Structures hyperlink to participants:
http://www.liberatingstructures.com/

Liberating Structures (LS) are a curation of 33 activities/structures for facilitating meetings and conversations. Liberating Structures are designed to distribute control of the conversation and include a fairer, larger number of people in shaping conversations and the next steps in group work. Using Liberating Structures increases innovation, inclusion, participation, clarity and purpose.

Liberating Structures are easy to use and can be picked up by anyone. Facilitators often use Liberating Structures for their ease of use and their adaptability in the online learning space. There are online learning/facilitator collaboratives that share lessons learned and tools that enhance the application of Liberating Structures.

10 Principles of Liberating Structures

1. Include and Unleash Everyone	2. Practice Deep Respect
3. Build Trust As You Go	4. Learn by Failing Forward
5. Practice Self-Discovery	6. Amplify Freedom & Responsibility
7. Emphasize Possibilities	8. Invite Creative Destruction
9. Engage in Playful Curiosity	**10. Never Start without a Clear Purpose**

TELL: The ten Liberating Structures principles can provide insight into how to intentionally hold space as facilitators.

These are the ten principles outlined by the creators of Liberating Structures:[59]
1. Include and unleash everyone
2. Practice deep respect for people and local solutions
3. Build trust as you go
4. Learn by failing forward
5. Practice self-discovery within a group
6. Amplify freedom and responsibility
7. Emphasize possibilities: Believe before you see
8. Invite creative destruction to enable innovation
9. Engage in seriously-playful curiosity
10. Never start without a clear purpose(s)

While not every online learning activity may be a Liberating Structure, we can use these principles to alter existing Liberating Structures to meet our needs and create activities which fit our objectives and needs for virtual learning spaces.

Collectively, the tools we use to hold space, such as Liberating Structures, technological features like breakout rooms, and healing-centered aligned strategies (such as digital equity and trauma-informed principles) will continue to be built upon throughout our time together. These tools will enable you to create and hold space.

Activity: Troika Consulting on Holding Space (30 minutes)

TELL: Now we will use a Liberating Structure to put into practice the elements of holding space that we have learned in this module. This activity is called Troika Consulting.[60] Troika is a way for people to "gain insight on issues they face and unleash local wisdom for addressing them."[61]

Script for this activity continues on the next page.

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[59] *Principles*. Liberating Structures. Retrieved September 12, 2024 from https://www.liberatingstructures.com/principles/
[60] *Troika consulting*. (n.d.). Liberating Structures, Retrieved September 12, 2024 from https://www.liberatingstructures.com/8-troika-consulting%20/
[61] Ibid.

TELL: First, we would like to you spend one minute thinking about this question: "What is a challenge to holding space that you have?" It could be any kind of challenge – maybe you don't always know what to say, you feel a sense of judgment or wanting to "fix" things, and so on. This could be related to holding space in one-on-one peer support, holding space when facilitating groups, or holding space when facilitating trainings. You will share this challenge with a small group.

After one minute, provide instructions for Troika to participants:
- *Participants will be put into breakout rooms with three total people.*
- *One person will be the "client" and two people will be "consultants."*
- *The client will share their challenge and the consultants will have 1-2 minutes to ask clarifying questions (to learn more about the specific challenge that the client has brought).*
- *After the consultants ask their questions, the client should turn their camera and microphone off.*
- *Then, the two consultants will have a discussion amongst themselves to generate ideas, guidance, and potential solutions (with microphones and cameras on). This conversation will last about 5 minutes.*
- *Then, the client will turn their camera back on and share what was most valuable about the experience.*
- *Each participant will have an opportunity to be the "client."*
- *Let participants know that they should keep an eye on time – each round will be about 7 minutes.*

Put the instructions above in the chatbox so that participants can refer back to them. Then, send participants into breakout rooms for 22 minutes. Send broadcast messages approximately every 7 minutes to let participants know that they need to switch who is the client and who are the consultants. After 22 minutes, bring participants back into the main room facilitate a discussion about how if there were any "a-ha" moments that came out of the activity and how it felt to give and receive guidance.

Closing Activity: Supportive Rituals to Sustain Self in Facilitation (15 minutes)

TELL: One of the ways to bring care and intentionality to facilitation is to engage in developing supportive rituals for yourself prior to, during and after holding a learning space. These can be simple rituals that cue you to shift, ground yourself, take a deep breath, pause. They can support your ability to hold space more intentionally.

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TELL: Spend a few minutes reflecting on your own about the following questions (you will share your responses in a group):

- What is a supportive ritual which you can engage in prior to holding a learning space?
- Is there a supportive ritual that you can employ to encourage a pause or grounding while you are facilitating?
- What supportive ritual can you employ to close a learning space?

After about 3-4 minutes, send participants to breakout rooms with 3-4 people for 10 minutes to consider the following question: What supportive practices and rituals do you have to support you before and after you hold space or facilitate a learning space?

After 10 minutes, bring participants back to the main room and facilitate a brief discussion about their responses and conversations in breakout rooms.

TELL: Remember, holding space is fundamental to the work of being a healing-centered facilitator. We can find healing in the care, compassion and community building that we put into holding space for ourselves and for others.

Module Seven: Language, Movement, & Learning

Learning Objectives
At the end of this module, participants will be able to:
- Describe considerations for using inclusive language;
- Implement strategies for integrating language in a way that builds community, learning, healing and inclusion; and
- Design a virtual training experience that integrates movement.

Summary of Main Ideas
- An embodiment practice is a method of using the unique sensations of our body as a tool to develop awareness, stay present, self-regulate, feel whole, find balance, feel connected, know ourselves, love ourselves, and be empowered.
- Authentic relating is an approach to cultivate more genuine, fulfilling, and mutually rewarding relationships in learning environments.
- Movement (inside and outside of learning spaces) can offer people an opportunity to de-stress, build confidence, and persevere.

Virtual Considerations
- Breakout Rooms on Bodily Self-Compassion – Breakout Rooms
- Movement & Language – Breakout Rooms
- Scavenger Hunt – Google Slides
- Scavenger Hunt – Breakout Rooms
- Closing – Annotation

Presentation: Authentic Relating (20 minutes)

TELL: In *Healing & Power in Peer Support* and this training, we have deeply explored many concepts that are important to healing-centered peer support and facilitation.

But one area that we have *not* explored deeply that is critical to our own healing is our relationship to our body.

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TELL: Integration of learning is felt throughout the body and through our senses. Embodiment offers an opportunity for connection and full integration of bodily knowledge and collective wisdom. Much like the body scan we did earlier today, an embodiment practice is a method of using the unique sensations of our body as a tool to develop awareness, stay present, self-regulate, feel whole, find balance, feel connected, know ourselves, love ourselves, and be empowered.

We will start our exploration into the body by looking at *language.* Language is not always something we think about in relation to our body and our senses, but it is intricately connected to body. Our language in and out of the virtual learning space is incredibly powerful.

As facilitators, our language can both welcome and create obstacles for participants to feel included, seen and heard. The culture and language of recovery-oriented practice communicates positive expectations and promotes hope so that people feel valued, important, welcome and safe. There have been many guidelines developed which emphasize preferred language usage – the "shoulds and should-nots" of the words we choose to use.

The words we use naturally evolve over time. Instead of directing our focus on what words can be used, we will explore how we can promote hope, value the wishes of the person, practice consent, acknowledge and center their humanity, safety, inclusion and belonging. One way we can do this is by exploring the principles of authentic relating.

TELL: Authentic relating is an approach to cultivate more genuine, fulfilling, and mutually rewarding relationships in any context. We can use this approach to better understand how we relate and use language.

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There are five principles of authentic relating:[62]

1. **Welcome everything.** Like radical acceptance, when practicing welcoming everything in yourself first, it can translate into welcoming others. Here are some words or intentional thoughts that can help with practicing welcoming:
   o I welcome all my thoughts, and emotions as they arise, giving space for each one to be fully felt and expressed
   o I welcome all the sensations I feel in my body, no matter how uncomfortable
   o I welcome all the judgments and assumptions I have about myself and others, without dismissing, suppressing, or rejecting anything that arises in my conscious awareness.
2. **Assume nothing.** When we assume, we reflexively react based on our experience of the past. When we don't assume, or are willing to check out our assumptions, we intelligently respond based on our experience in the present moment.
3. **Reveal your experience.** This gets to the root of authenticity and opens up a vulnerable space for people to relate without fear of judgment.
4. **Own your experience.** Owning your experience can help us better understand a belief or an interpretation of the world that we hold that we didn't even know existed.
5. **Honor self and others.** This authentic relating practice recognizes how our expression has an impact on others, and that when we create a space in which others can be fully expressed as well, we are honoring them as well as ourselves. This practice is a reminder and invitation to remember that connection is about being in relationship with self and other at the same time.

TELL: As you can see, the practice of authentic relating speak to both our verbal and non-verbal communication. Using these practices as a launching point, let's think about how our language can communicate positive expectations, promote hope, value people, support feelings of welcome and inclusion, while fostering safety. Take a moment to think about it and answer the following questions:

• How do I communicate positive expectations verbally and non-verbally?
• How do I promote hope verbally and non-verbally?
• How do I communicate that I value people verbally and non-verbally?
• How do I communicate inclusion verbally and non-verbally?
• How do I communicate and sustain safety, both verbally and non-verbally?

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[62] *The five practices of authentic relating*. (n.d.). ART International. Retrieved September 12, 2024 from https://authenticrelating.co/five-practices/

Put the questions above in the chatbox. Invite participants to reflect on the questions above on their own for 5 minutes. This information is for them only, so do not facilitate a discussion.

ASK: How is authentic relating different from how you usually experience facilitation? *Facilitate a brief discussion.*

Presentation: Language (20 minutes)
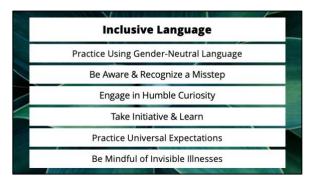
TELL: The language we choose communicates our values, our experience and our culture. When we use inclusive, person-centered and person-directed, recovery-oriented language to communicate, we can connect more easily with participants in a learning environment.

In a healing-centered learning space, which is explicitly anti-racist, we need to be in constant analysis of our language because despite our best intentions, the systemic roots of racism (and all the other "-isms") tends to show up in the way we communicate.

I'm sure you have heard this before: "Why are there so many new words? I feel like I am learning one and then I have to learn another. Isn't this too much?" For many people who have experienced marginalization, discrimination, and the effects of systemic inequity, having the right words to communicate their lived experience and aspects of their identity can be validating, liberating, celebratory and a big sigh of relief.

A person who has experienced oppression but for years has had no words for it can feel gaslighted. Having the words or having the acknowledgement that there is an experience which someone is not facing alone can communicate hope, safety and inclusion.

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TELL: In this way, language can repair, reconnect, restore and regulate, which ultimately contributes to healing. If, as a healing-centered facilitator, you can contribute to healing by learning and examining your own language, this can be an invaluable way to connect with participants. Here are some considerations for inclusive language:

- Practice using gender-neutral language – everywhere and all the time. Use plural pronouns when speaking broadly, such as "they" and "them," instead of strictly masculine pronouns such as "he" and "him," to model gender-free terms.
- Be self-aware and recognize a misstep with humility and compassionate accountability.
  - Example: When someone informs you that your language hurt, a response that can be very powerful is "thank you." Going quickly to "sorry" can be heard or experienced as defensiveness. Similarly, when someone uses a word that can cause harm or perpetuates stigma, you can respond with "ouch." This gives them space to ask questions and hopefully get to "thank you." This continues to assume best intent and provides room for learning.
- Engage in humble curiosity and ask people how they would like to be referred to and how they identify. Make it a ritual to start with introductions that are inclusive of identities.
- Take the initiative to learn about identities that you feel you need more learning around. This will help you build more mindful language and understanding to this identity. Try not to rely on a person of that identity to teach you. This places a burden on them and that is unfair and exhausting.
- Practice universal expectations with regard to trauma.
- Be mindful of invisible illnesses and how they may affect how people show up.

ASK: What are other considerations that you would add to this list?

Invite participants to reflect for 5 minutes on the following questions:
- Connect with a moment in which you heard words that were "ouch" in a learning environment. What happened? How did that affect the learning environment? How did it affect you?
- If you had a magic wand to change how the exchange took place, what would happen differently?
- What are some takeaways that you learned from that incident that have influenced the way you facilitate?

After 5 minutes, facilitate a discussion with participants about their reflections on takeaways from the "ouch" moment.

Presentation: Integrating Language & Learning (10 minutes)

TELL: Attending to our need for movement may not initially feel natural in virtual learning spaces. On the opposite end of that, our language can sometimes flow without taking a mindful pause. With both, it is important that we strike a more holistic balance in our facilitation skills. In this section we will explore how to integrate language in the virtual learning space.

TELL: Establishing norms around language quickly and with the group's engagement can be helpful in developing shared values and inclusive language. The example of using "ouch," and "thank you," can be one way that you can come to an agreement regarding language and compassionate boundaries, but this does not have to be the only way to communicate or set expectations.

Other ideas for integrating language in a way that builds community, learning, healing and inclusion are:

- Using participants' experience or a selection of reading, develop a word cloud to capture the ideas and experiences shared. Mentimeter is a site that has Word Clouds.
- Create a group poem using the senses.
- Develop a whiteboard with words or funnies that were picked up during the live session time together.
- Create space for participants to share words from their mother tongue, identifying words of love, common phrases, dichos, or greetings.
- If you are facilitating or hosting webinars, try to accommodate language needs by having live translation or closed captioning. Closed captioning can be done live in Zoom.
- Foster gender inclusivity by inviting everyone to use the renaming feature in Zoom and having people include their pronouns.
- Welcome participants with an invitation to share anything (privately, using private chat) that you can do to support their full participation.
- Use chat box to repeat and emphasize questions for discussion.
- Find creative ways to integrate meaning-making (storytelling), as this is healing and can be a way for people to share aspects of their identities. Use platforms like Google Docs or Google Slides to share stories or create a gallery.

Presentation: Bodily Self-Compassion (20 minutes)

ASK: What does non-verbal communication look like in a virtual setting? *Invite participants to share aloud or in the chatbox.*

ASK: How often do we use movement in a virtual setting? *Invite participants to share aloud or in the chatbox.*

TELL: The first way we learn to communicate is through our body — our facial expressions, our gestures and our postures are all a part of a complex system of communication.

Teal Burrell writes: "Even after we figure out how to speak, this non-verbal communication still exerts a powerful and often unconscious influence over our interactions, people's first impressions of us and even our impressions of ourselves."[63] Having said that, movement is a powerful language that is embedded in the body of each person. It can increase energy, reduce stress, and calm the mind and body.

The relationship one has with their body will expand or limit the way that one can identify feelings, communicate those feelings and build healing relationships. Understanding that each person's relationship to their body comes with a unique history, we will start by focusing on movement which is connected to the body.

Invite participants to reflect for 5 minutes on the following questions:
- Describe your relationship with movement.
- What are the healing ways that you can move your body?
- What movement comes to mind when you think of the word joy?
- How do you mindfully engage in movement every day? How does this connect to your own healing?

After 5 minutes, facilitate a brief discussion about participants' reflections to the questions.

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[63] Burrell, T. (2019, June 12). *Body language: What it means and how to read it*. Discover Magazine. https://www.discovermagazine.com/planet-earth/body-language-what-it-means-and-how-to-read-it

TELL: While movement is our first language, it changes to reflect our culture and societal cues. For example, if a cue from society is that women should take up less space in the workplace, women's movements may contract. Similarly, if historically a population did not have access to certain spaces, their movement in those spaces may be inhibited.

These are ways that culture and cues that we pick up from society may inform our movement. Being intentional about our movement and examining how we move through certain spaces can be liberating.

In addition to cultural and societal cues, the many stressors we experience every day, may prevent us from connecting to our bodies through movement. This can cause us to forget how to tune in to our bodies. Getting re-acquainted with the body and our movement can support our overall wellness.

The following movement exercises can change the way you feel:[64]

To de-stress: Smiling can make running easier and tough tasks less stressful.

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[64] *Adapted from* Burnell, T. (2019, June 12). *Body language: What it means and how to read it*. Discover Magazine. https://www.discovermagazine.com/planet-earth/body-language-what-it-means-and-how-to-read-it

TELL: To feel more confident: Standing like a superhero (legs apart, hands on hips, chest up) may make you feel more powerful. Striking this so-called "power pose" shortly before an interview or athletic contest can be particularly powerful for women, who tend to sit and stand in a way that takes up less space.

To persevere: Crossing your arms across your chest can help you persist in solving a problem.
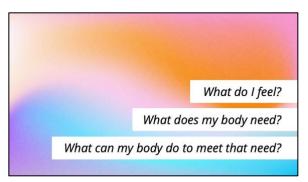
Drawing deeper attention to our bodies and the movement we create, we can practice bodily self-compassion. Bodily self-compassion is concerned with helping us understand how experiences in our body support the way we navigate through the world.

It is a source of body memory and keeps us feeling safer, and exploring proactive methods of helping the body feel safer in the present moment and into the future.

The following three elements cultivate bodily self-compassion:

- *Affectionate awareness*: kindly noticing our sensations, imagery, reflexive responses, thoughts and emotions. **ASK:** What does affectionate awareness look like in practice?
- *Courageous connection*: showing up for ourselves as we make meaning and attend mindfully to our bodies. **ASK:** What does courageous connection look like in practice?
- *Radical response***:** supporting ourselves through savoring, staying with, and offering self-compassion in response to stress. **ASK:** What does radical response look like in practice?

TELL: The following invitations can encourage us to explore bodily self-compassion: What do I feel? What does my body need? What can my body do to meet this need?[65]

These questions can bring attention to what your body needs, whether it is movement, food, physical touch or connection. You can use these invitations throughout the day to cultivate deeper bodily awareness and compassion.

Invite participants to reflect for 5 minutes on the following questions:
- What are some social cues or cultural messages that you have received about the space that you occupy?
- What does it feel like to practice bodily self-compassion?
- What are the benefits you get from practicing bodily self-compassion? How can bodily self-compassion build connection and movement?

After 5 minutes, facilitate a brief discussion about participants' reflections to the questions.

Activity: Breakout Rooms on Bodily Self-Compassion (30 minutes)

TELL: Let's take our exploration of bodily self-compassion to the next level by sharing with a partner on the following questions:
- How have you cultivated bodily self-compassion in the past?
- How can you enrich this practice?

Put the prompts above in the chatbox. Then, send participants into breakout rooms with one other person for 15 minutes.

After 15 minutes, bring participants back to the main room and facilitate a discussion to unpack participants' conversations and process their reflections. An example of a question to ask to start this debrief is: How can you bring some of the things that you discussed about bodily self-compassion into your virtual facilitation practice?

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[65] Arbon, K. (2020, April 18). *What do I feel? What do I need? What can I do?* HeartWorks. https://kristyarbon.com/what-am-i-feeling-need-do/
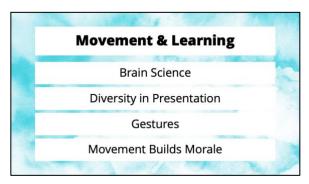
Presentation: Movement & Language (35 minutes)

TELL: Now that we've explored bodily self-compassion, let's look more at how movement can show up in learning spaces.

Send participants into a breakout room with one other person to discuss the questions below for 10 minutes:

- What is your experience with using movement in an *in-person* learning environment?
- What is your experience with using movement in a *virtual* learning environment?

After 10 minutes, bring participants back into the main room and ask 2-3 participants to share their reflections to the questions above.

Movement & Learning

- Brain Science
- Diversity in Presentation
- Gestures
- Movement Builds Morale

TELL: There is very strong evidence to show that we all learn best through movement. As you might recall, adults learn best when they are engaged in material or content that speaks to them, when the facilitators exhibit curiosity about their own experience and there is an invitation for integration of both what is being learned and what they have experienced.

Take the following examples:

- Movement supplies brain cells with oxygen, promotes the production of new brain cells, and aids in creating new connections between brain cells. This means any kind of physical activity, not just movement associated with the material participants are learning, can benefit mood, vitality, alertness, and feelings of well-being.[66]
- Research has shown that people learn better when information is presented in more than one way. In other words, if we take in information through more than one sense, we're more likely to encode it in long-term memory - strengthening learning. This would include visual, verbal, and kinesthetic modes of learning.[67]

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[66] *12 ways to keep your brain young*. (2022, May 13). Harvard Health Publishing. https://www.health.harvard.edu/mind-and-mood/12-ways-to-keep-your-brain-young
[67] *Brain-based techniques for retention of information*. (n.d.). Loma Linda University School of Medicine. Retrieved September 12, 2024 from https://medicine.llu.edu/academics/resources/brain-based-techniques-retention-information
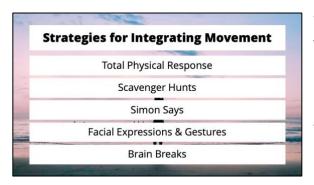
- **TELL:** In addition, the use of gestures has been shown to contribute to more enduring learning than learning without gestures.[68] So even the addition of a few small hand gestures can have an impact on how well people remember material by improving memory and retrieval.
- Finally, movement can be an effective strategy to enhance motivation and morale, building connection between all people engaged in the learning space.

As shared, in addition to being beneficial to learning, movement can also connect us.

This is evident in gestures, expressions and movement in small and big ways:
- Gestures and expressions that are intentional and hold participants' gaze express sincerity, trustworthiness and good listening skills.
- Mirroring the facial expressions and gestures of the participants you are engaging can help them feel more comfortable and foster connection.
- Through movement, participants in a learning space can be more expressive, watch how their peers engage in movement, which allows them to become more authentic and more empathetic.

There are a variety of strategies that facilitators can use to integrate movement into the virtual learning space. These are methods that are typically done with in-person learning but can translate easily into the virtual learning environment.

Script for this slide continues on the next page.

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[68] Novack, M., & Goldin-Meadow, S. (2015). Learning from gesture: How our hands change our minds. *Educational psychology review, 27*(3), 405–412. https://doi.org/10.1007/s10648-015-9325-3

TELL: Let's take a moment to review these strategies.

Total Physical Response (TPR) is a method educators and facilitators can use to support the learning of language or concepts by using physical movement to react to verbal input.[69] This process is something that aligns with what we know the way that infants learn their first language. It also reduces participant inhibitions and lowers stress. The purpose of TPR is to create a brain link between speech and action to boost learning. It can be as simple as assigning a movement to a word.

- Example: In virtual learning environments, gestures of support such as wiggling your fingers (sparkle fingers) can create connection among participants and lessen the potential for piggybacking and sidetracking.

Playing thematic scavenger hunts either in teams or individually can get people to take a break from their screen and walk around to find objects related to the learning.

Playing Simon Says is a very simple, very effective way to engage people in a virtual learning space. The instructions for Simon Says, can vary to include beliefs, values and other themes that may be connected to the adult learner's experience.

Intentionally using facial expressions and gestures part of the virtual engagement and encouraging participants to do the same.

Taking a brain break which encourages a movement away from the screen. Similarly, invite participants to turn their cameras off to support their need for movement. Another way to do this is to do dance breaks, playing music during breaks to energize the participants.

Facilitate a discussion with the group using the following questions:
- Are there strategies (not listed above) that you have used in your facilitation practice to support learning through movement? If so, what are they?
- What are things that can get in the way of integrating movement in virtual learning spaces?
- How can you integrate movement in your own facilitation?

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[69] *Total Physical Response (TPR).* (n.d.). The Teacher Toolkit. Retrieved September 12, 2024 from https://www.theteachertoolkit.com/index.php/tool/total-physical-response-tpr

Activity: Scavenger Hunt (30 minutes)

Let participants know that we will be engaging in a scavenger hunt with items in their homes. They will have five minutes to gather as many items as possible. After five minutes, they will come back to the main room and show what items they were able to get. They only need one item per team. Send participants the Google Sheet Scavenger Hunt[70] and send participants into breakout rooms with three to four other people.

After five minutes, bring participants back into the main room and move through the scavenger hunt items, keeping track of each team and whether they were able to retrieve the item (give one point per item). After going through all of the items, announce which team retrieved the most items.

Facilitate a discussion about how it felt to do the activity and what benefits an activity like this could have in the learning space. Bring up that this was an example of Total Physical Response (TPR) and building diverse connection.

Presentation: Integrating Movement & Learning (10 minutes)

TELL: Attending to our need for movement may not initially feel natural in virtual learning spaces. On the opposite end of that, our language can sometimes flow without taking a mindful pause. With both, it is important that we strike a more holistic balance in our facilitation skills. In this section we will explore how to integrate movement and language in the virtual learning space.

Earlier in this module, we discussed Total Physical Response and games that can be played using TPR, as well as authentic movement. Participants can become bored if the movement becomes too predictable, so it is helpful to vary between independent movement, group movement, silent or invitation-based movement, with spontaneous movement or dancing.

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[70] Before this activity, follow this link to make a copy of the Google Slides:
https://docs.google.com/presentation/d/1rVEVCCRPNgHp8SuUmWlIDDk96LPDInWCOcLmeB7zrkk/edit?usp=sharing

To make a copy, go to "File" in the top toolbar and click "Make a Copy." On the copy, click the "Share" button and make sure that "anyone with the link" can VIEW (*not edit*) the document. Then, click "copy link" and send the copied link to the participants in the chatbox.

TELL: When planning for movement, consider the following:

- What is the purpose? Is it tied to the content? Remember, fun/joy are always a good purpose.
- How are the participants holding up? What is the temperature of the virtual learning space? Is a movement energizer welcome? Can it be meditative movement?
- How does this work with the placement of other activities in the agenda? Usually, set up and instruction can take extra time.
- How does this vary the flow of the content?

As always, using universal expectations and being mindful of mobility issues, it is good to provide an activation warning and options for activities that require people to be present in their body. Being mindfully present in their body can be activating and we need to plan alternate activities or spaces of calm. If this does arise in a virtual learning space, be aware that you can use a virtual breakout room and a volunteer to create a calm space for the participant.

Closing (10 minutes)
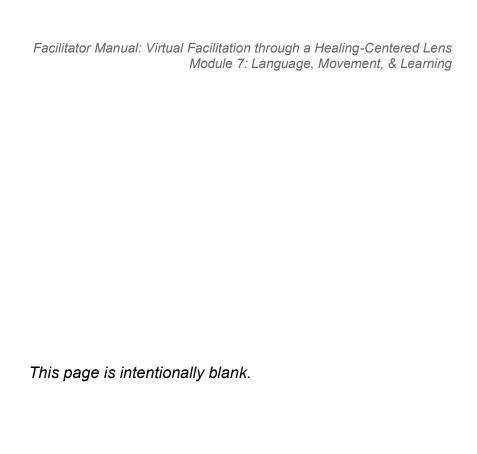
TELL: Today, we explored holding space in virtual spaces, language, and movement in virtual spaces. Tomorrow we will spend our final day together exploring power dynamics in the learning environment and digital equity.

To end the day, invite participants to use the Annotation function to mark how they feel as they leave today.

Place the Annotate instructions in the chatbox: To use annotation, look at the top of your screen. There should be a green bar that says "Viewing __'s screen". Next to that is a little drop down menu labeled 'View Options'. In that menu is an 'Annotation' option. Select that and a new menu will appear on your screen that lets you draw, add text, etc.

After concluding the activity, briefly cover the agenda for tomorrow and remind people about the start time for tomorrow's session.

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Day 3 Review (35 Minutes)

Open the virtual room to all participants 5 minutes before the start of the training day. Share your screen with the introduction slide pulled up and encourage people to greet the room and answer the following question in the chat as they enter: Name what you most enjoy about the work you do.

If facilitators have the capability, play relaxing music as you share the introductory slide. Spotify or YouTube should have playlists that offer relaxing music. The facilitator that is sharing their screen should select "play computer audio" on the screen share window of their e-conferencing platform (e.g., Zoom). Prior to letting participants into the room, facilitators should ensure that music is at an appropriate volume.

Allow about 3-5 minutes for participants to settle back in. Greet the participants and remind them to get water and take care of themselves throughout the module. Facilitators may choose to return to the group guidelines created on Day 1 and remind participants about the group guidelines.

To start the day, invite participants to use the Annotation function to mark how they feel as they arrive today. After screensharing with the check-in slide, click the dropdown menu at the top of your screen and click "hide names of annotators."

Place the Annotate instructions in the chatbox: To use annotation, look at the top of your screen. There should be a green bar that says "Viewing __'s screen". Next to that is a little drop down menu labeled 'View Options'. In that menu is an 'Annotation' option. Select that and a new menu will appear on your screen that lets you draw, add text, etc.

After the annotation check-in, **TELL:** As we have done for each morning review, we are going to return to the Healing-Centered Engagement Principles this morning. We are going to send you into five breakout rooms total, where you will discuss one of the five principles.

TELL: Please discuss what you have learned about that principle so far and how this principle informs your practice as a facilitator of virtual peer support trainings. As a reminder, the principles of Healing-Centered Engagement are:

- Culture
- Agency
- Relationships
- Meaning-making
- Aspirations

Send participants the handout Principles of Healing-Centered Engagement.[71] *Assign each group a principle, and then send participants into breakout rooms for 5 minutes to discuss their principle. After five minutes, bring participants back into the main room and invite each group to share their reflections. Facilitate a brief discussion about each principle, focusing on reviewing any content from Days 1-3 and integrating the principles with virtual facilitation and peer support practice.*

Before moving on from the review, ask whether participants have any questions about yesterday's content.

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[71] To send the handout to participants, make a copy of the handout at the following link:
https://docs.google.com/document/d/1HGe0sqGH4Z11cMY52OeBpX0hm-FOxTOvNex1eb0xTkM/edit?usp=sharing

Module Eight: Power Dynamics in the Learning Space

Learning Objectives

At the end of this module, participants will be able to:

- Recall the four different types of power;
- Identify different identities they hold and how those identities may impact their presence in a learning space; and
- Employ different strategies for supporting "power with" in learning spaces.
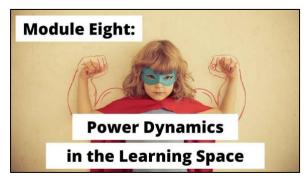
Summary of Main Ideas

- Power dynamics show up in learning spaces in many different ways, including oppression and privilege.
- Facilitators need to acknowledge their *de facto* power in a learning space and actively work towards developing "power with."
- Options for supporting "power with" in the learning space include: asking instead of telling, inviting instead of directing, and involving instead of instructing.

Virtual Considerations
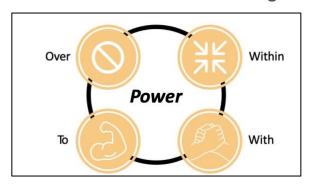
- Settling In – Video (*Not Optional*)
- Power Quiz – Google Workspace
- Power Quiz – Breakout Rooms
- Identity Spectrum – Breakout Rooms
- Power Dynamics in the Learning Space – Breakout Rooms
- Knowledge is Power – Breakout Rooms

Settling In (15 minutes)

Put the following question into the chatbox at the beginning of the module: What is a sensation or feeling you have when you know that you are sitting in your own power?

For this grounding activity, facilitators should invite participants to get comfortable (standing, laying, or seated) with their videos off but where they can easily hear audio. Let participants know that you will share a video[72] where Manoj Dias, a meditation teacher, walks guides us through a meditation about self-love. Participants should take care of themselves in whatever way they need, especially if strong emotions come up. Share your screen (making sure to select "share computer sound" and "optimize for video") and play the following video: https://www.youtube.com/watch?v=vj0JDwQLof4

Review of Power from *Healing & Power in Peer Support* (10 minutes)

In this module, we are going to continue our exploration of power from *Healing & Power in Peer Support* by exploring how power dynamics can create systems of inequality and how power shows up in the virtual learning space. But first, let's remind ourselves of some of the basic concepts we learned in the Introductory training.

Power over is what people often envision when they are talking about power. It is oppressive power in which there is a win-lose kind of relationship. It is using power as a tool of colonizing, in other words, taking it from someone else, and then, using it to dominate and prevent others from gaining it. In learning spaces, this is the traditional classroom model where the teacher holds knowledge and domain over the class. While there might be some rationing of power, it is just enough to keep students dependent.

Identifying and naming our own power can enable the **power we have within** ourselves. According to Just Associates, "power within has to do with a person's sense of self-worth and self-knowledge; it includes an ability to recognize individual differences while respecting others. Power within is the capacity to imagine and have hope; it affirms the common human search for dignity and fulfillment." The meditation that we just did together focused on connecting us to our power within.

Power to, or what some refer to as empowerment, is the potential of every person to shape his or her life and world. Just Associates points out that when power to is based on mutual support, it opens up the possibilities of joint action, or power with. In a learning space this translates to empowerment of each participant enabling the group to act collectively, with mutual support and collaboration.

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[72] SELF. (2022, March 8). *10-Minute Guided Meditation: Self-Love | SELF* [Video]. YouTube. https://www.youtube.com/watch?v=vj0JDwQLof4

TELL: Power with is what healing-centered facilitators try to cultivate in the learning space. Power with has to do with finding common ground among different interests and building collective strength. It is based on mutual support, solidarity and collaboration, it multiplies individual talents and knowledge. It is a humble approach that chooses connection and empathy, sees power as something to be shared that does not lessen one's own abilities or resources, but rather contributes to self and whole group.

ASK: What feels unclear or confusing about the different types of power? What do you remember from *Healing & Power in Peer Support* that resonated with you about these different forms of power?

Activity: Power Quiz (35 minutes)

TELL: Now let's play a game to reinforce our learning about types of power. *Divide participants into 3-4 groups and send link to Google Workspace "Power Quiz."*[73]

- *Note: Facilitators have the option to allow groups to create questions on the different types of power without restriction or to assign a type of power to each group (if there are only three groups, omit Power Over from the activity).*

TELL: In your group, we want you to create 1-2 quiz questions based on the types of power we just discussed (power over, power with, power to, power-within). In your team's Google Workspace, you will have three question templates – create a question and three potential answers (two wrong and one right) on each slide. Follow the instructions in the slide's notes section to ensure that your answer corresponds to the correct judge slide ("correct" or "try again!"). You can use this handout if you need a reminder of what the different types of power are. *Send participants the link to* Review of Types of Power.[74]

Send participants into breakout rooms for 15 minutes. After 15 minutes, bring participants back into the main room and invite each team to walk through their questions – getting an answer from someone on another team. After going through each team's questions, facilitate a discussion on any questions that remain.

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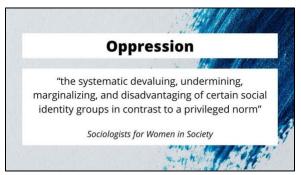
[73] Before this activity, follow this link to make a copy of the Google Slides:
https://docs.google.com/presentation/d/1p0LNoY0YHgh-qokrGg923DXVlIVfyClwKlo3JfNkMIc/edit?usp=sharing

To make a copy, go to "File" in the top toolbar and click "Make a Copy." On the copy, click the "Share" button and make sure that "anyone with the link" can edit the document. Then, click "copy link" and send the copied link to the participants in the chatbox.
[74] To send the handout to participants, make a copy of the handout at the following link:
https://docs.google.com/document/d/1nM4HiUparr3gdde-6nKZiR1NipNfyfWj97q4bWLWRIY/edit?usp=sharing

Activity: Identity Spectrum (40 minutes)

TELL: We cannot talk about power dynamics in the learning space without talking about power and privilege. Let's quickly review some terms.

One article defines oppression as: "the systematic devaluing, undermining, marginalizing, and disadvantaging of certain social identity groups in contrast to a privileged norm. Oppression exists when some people are denied something of value (such as access to resources, opportunities, and networks; legal protections and rights; inclusion and acceptance, etc.) based on their social group memberships. Key to an understanding of oppression is recognizing that it is based on membership in socially constructed subordinate identity categories; it is not based on individual characteristics."[75]

Privilege, on the other hand, is defined as "unearned access or advantages granted to specific groups of people because of their membership in a social group."[76] Privilege is often invisible to those who have it. Both privilege and oppression are experienced on personal, interpersonal, cultural, and institutional levels.

This chart shows examples of common identities of dominant groups (identities that confer privilege) and non-dominant groups (who experience oppression and marginalization).

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[75] Ferber, A. L., & Samuels, D. R. (n.d.). *SWS factsheet: Oppression without bigots.* Sociologists for Women in Society. Retrieved September 12, 2024 from https://socwomen.org/wp-content/uploads/2018/03/fact_3-2010-oppression.pdf
[76] 2021 equity challenge day 3: What is privilege? (2021). United Way for Southeastern Michigan. https://unitedwaysem.org/equity_challenge/day-3-what-is-privilege/

TELL: As healing-centered facilitators, we have to be aware of our own social identities (and whether they confer upon us privilege or an experience of oppression) and how that impacts the way we navigate social dynamics in a learning environment. We are going to explore our identities in an activity before we move into exploring more about power dynamics in the learning space.
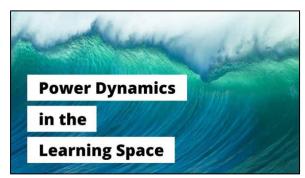
Choose six questions to share with participants from the list below. Have participants take 5 minutes to reflect on their own.

- What part of your identity do you think people first notice about you?
- What part of your identity are you most comfortable sharing with other people?
- What part of your identity are you least comfortable sharing with other people?
- What part of your identity are you most proud of?
- What part of your identity did you struggle the most with growing up?
- What part of your identity is the most important to you?
- What part of your identity is least important to you?
- What part of other people's identities do you notice first?
- What part of your identity do you feel you face oppression for most often?
- What part of your identity do you feel you receive privilege for most often?

After five minutes, send participants into breakout rooms for 10 minutes with 1-2 people total to discuss their reflections with each other.

After 10 minutes, bring participants back to the main room and facilitate a discussion.

Activity: Power Dynamics in the Learning Space (1 hour)

TELL: We also talked about microaggressions in *Healing and Power in Peer Support.* Microaggressions are "brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults toward" people who experience oppression (i.e. people in non-dominant groups).[77]

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[77] Sue, D.W., Capodilupo, C.M., Torino, G.C., Bucceri, J.M., Holder, A.M.B., Nadal, K.L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist, 62*(4), 271–286. DOI: 10.1037/0003-066X.62.4.271

TELL: When a facilitator commits a microaggression towards a participant or a participant commits a microaggression towards another participant, a shift in power dynamics occur and it is important to address what just happened. Take about 2 minutes to reflect on your own about the question: How do you handle mistakes and restore "power with" in learning spaces?

After two minutes, send participants into breakout rooms with one other participant to discuss their reflections for four minutes. After four minutes, bring participants back into the main room and merge breakout rooms so that pairs are turned into breakout rooms of four (ensuring that pairs stay together). Send participants back into breakout rooms to discuss their reflections for six minutes. After six minutes, bring participants back into the main room and facilitate a discussion about their conversations and reflections.

Options for Supporting Power With
TELL: The words we use can fundamentally shift power in a learning space. Language is a powerful way we can communicate support of voice, choice and autonomy. Some options for supportive language and framing in learning spaces include the following:

Asking vs. Telling: Asking offers a bottom-up, inquisitive, consensus-style approach based in humble curiosity. Telling is a top-down, decisive, command-style approach. There is room for both styles; however, asking creates a space where power is developed from within by tapping into lived experience.

Inviting vs. Directing: Inviting participants to engage in a learning space provides choice and gives them the power to exercise autonomy and control. Directing provides less opportunity for choice and voice, and is one-directional. Inviting can provide participants with the opportunity to exercise safety for themselves.

TELL: *Involving vs. Instructing*: Involving participants in the learning space offers the opportunity for them to construct the container, to hold space for one another and contribute their strengths and experience. Instructing provides information and tells/shows how the information can be applied.

These options for using supportive language can shape power in the learning space. Rather than seeing these options in black and white terms, they can be seen in relationship to one another and as options for a facilitator to mindfully use. It is not always possible or favorable to ask, invite and involve, and finding the balance in a way that favors power with the participant will be an important balance to strike.

Presentation: Facilitation & De facto Power (5 minutes)

TELL: Power dynamics can exist across multiple dimensions. They can be visible, hidden or invisible; implied or explicit; formal or informal.

While we won't go into dimensions in detail, it is important to ask yourself:
1. What kind of power exists in the learning space you are facilitating?
2. How are you going to create and sustain the supports needed to develop power with?

It is also important to balance these questions with learning to let go of things that are out your control. We will touch on radical acceptance more in module seven.

In addition to power over, with, within and to, there is the de facto power which a facilitator holds by the virtue of bringing everyone together, facilitating and holding the space/building the container, navigating communication, relationships and the way the time will be spent together. It is important for facilitators to acknowledge and leverage this power to develop power with inside of the learning space.

ASK: How can we use our de facto power to support participants in a learning space? *Invite participants to share aloud or in the chatbox.*

Presentation: Gatekeeping as a Power & Responsibility (10 minutes)

TELL: In relation to power, peer facilitators not only navigate de facto power attributed in the role of facilitator but are also gatekeepers in and outside of the learning space.

Gatekeepers control the flow of power, information and resources, and are often in a position to make space for and lift up voices of people without access. Gatekeeping is a responsibility for each of us to navigate with humility.

There are times when people may emphatically deny having any power or gatekeeping ability. Unfortunately, when we deny the power we hold, we allow ourselves to be unaccountable to communities for that power. Rather than deny the positional privilege which we can and do have access to, we can choose to use it in a way that disrupts the conventional flow of power and shift it to people with less access to these spaces. As peer facilitators, we cannot shuck that responsibility and say that we are powerless, or deny that it exists, but we must be accountable to it.

ASK: How have you used your gatekeeping role as a facilitator to support "power with" and "power to?" *Invite participants to share aloud or in the chatbox.*

ASK: How do we "guard the gate" in our recovery communities?

TELL: We guard the gate in our recovery communities—overtly and sometimes subtly influencing conversations, accessing and facilitating learning spaces, using our networks to increase diversity or maintain the status quo, and persuading or discouraging actions that benefit our communities.

Script for this slide continues on the next page.

TELL: Ideally, we use power within, power to and power with, being unafraid to fail, providing space for self-agency, inviting opportunity for our communities, exercising accountability to our communities, while being mindful of the potential for hoarding power and perpetuating power over dynamics. This makes for a liberated gatekeeper.

Presentation: Supporting Safety (5 minutes)

TELL: A facilitator can often find themselves invited into a space in which there are power over dynamics in the environment and participants initially feel limited in what they can say and how they can participate.

This may be a space where psychological safety is not present due to the power over circumstances in the environment. Being mindful of the type of power that exists and perhaps your own limitations in that space are critical.

In a space where psychological safety is compromised it is important to ask yourself:
1. How can I use the de facto power I have in this space to rise to the level the participants need me to be in this moment?
2. What are ways to make space for power with, which can engender trust and psychological safety? (Acknowledging and accepting that this may be temporary psychological safety.)

It is also important to balance these questions with learning to let go of things that are out your control. We will touch on radical acceptance more in module seven. You can model what trustworthiness can feel and look like with the group of participants you are facilitating in the moment.

Activity: Knowledge is Power (30 minutes)

TELL: It can feel overwhelming to hold all of this information – sometimes we feel like we have an awareness of issues of systemic racism but we don't know what to do about it. Feeling overwhelmed, feeling guilt, feeling shame, or not knowing where to start are all understandable feelings, but we cannot let these feelings prevent us from growing. So let's take some time to move *beyond* knowledge and step into a space of "power to" and "power with."

TELL: We are going to do an activity called "15 Percent Solution." The premise of this activity is that everyone has the ability to change 15 percent of their environment – no matter how big or small. Instead of feeling stuck by focusing on all the things we *can't* change, we can harness our own power (and even our privilege) to make a change that is within our control. So, we'd like you to think about your 15 percent: specifically, what you can change to make a difference in power, racism in the learning environment, etc.? Where do you have discretion and freedom to act? What can you do without more resources or authority?

Give participants three minutes to write down their reflections. Then, send participants into a breakout room of 3-4 people total to share their reflections for 10 minutes. After 10 minutes, bring participants back into the main room and facilitate a brief discussion about their reflections and their 15 percent solutions. If short on time, facilitators can invite participants to share in the chatbox instead of facilitating a discussion.

Closing (10 minutes)

TELL: This module may have pushed our comfort but through this module we have built our "power to" and "power with" (and maybe even "power within!"). This work is critical for us because anti-racism and hope are key to healing-centered approaches inside and outside of learning environments.

Facilitate a brief final discussion about things that have resonated with people, questions that remain, and feelings that have come up.

Module Nine: Digital Equity & Accessibility

Learning Objectives

At the end of this module, participants will be able to:

- Describe the concept of digital equity;
- Integrate considerations for virtual engagement into their facilitation practice; and
- Design learning spaces (including slide decks and media) in ways that promote accessibility.

Summary of Main Ideas

- Digital equity is "defined as equal *access and opportunity* to digital tools, resources, and services to increase digital knowledge, awareness, and skills."[78]
- Facilitators can utilize strategies for virtual engagement in the preparation phase, during a virtual learning experience, and after the learning experience ends.
- Accessibility is the practice of making information, activities, and/or environments sensible, meaningful, and usable for as many people as possible.[79]

Virtual Considerations

- Digital Equity & Inclusion – Handout
- Digital Equity & Inclusion – Breakout Rooms
- Engagement Considerations in Virtual Learning – Handout
- Engagement Considerations in Virtual Learning – Breakout Rooms
- Engagement Considerations in Virtual Learning – Padlet

Facilitator Note: Padlet
You will need to create a ***Padlet*** (padlet.com). Free accounts allow up to 3 Padlets. To set up a Padlet for this module, create an account and select "Make a padlet." Name the Padlet "Engagement Considerations in Virtual Learning."[80] The format should be "wall," and make sure that "sections" is turned <u>on</u>. Then, click the "settings" button to change the wallpaper (if desired) and add the following question to the description: "*Add the engagement techniques that resonated with you or any other engagement techniques you can identify. Make sure to use your group's color.*"   *Instructions for creating this Padlet continue on the next page.*

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[78] Davis, T., Fuller, M., Jackson, S., Pittman, J., & Sweet, J. (2007, June). *A national consideration of digital equity.* Institute of Education Sciences. https://eric.ed.gov/?id=ED497214
[79] *What is accessibility?* (n.d.) SeeWriteHear. Retrieved September 12, 2024 from https://www.seewritehear.com/learn/what-is-accessibility/
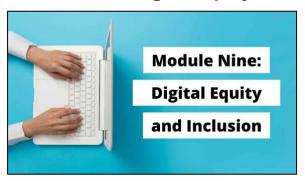[80] An example of this Padlet can be viewed at: https://mhttccore.padlet.org/txinstitute4mh/hcvfdigitalequitytemplate

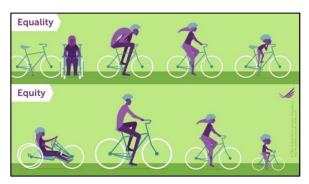| **Facilitator Note: Padlet (continued)** |
|---|
| Add three sections to the Padlet: (1) "Preparation," (2) "Engagement During Live Sessions," and (3) "Post-Learning Engagement."

To get a shareable link, click the arrow pointing to the right on the right-hand toolbar and click "copy link to clipboard." Participants can add to the Padlet by clicking the "+" underneath each section. |

Presentation: Digital Equity & Inclusion (30 minutes)

TELL: Now, let's talk a little more about the concept of equity and how it applies to virtual facilitation.

Equity is defined as "the practice of accounting for the differences in each individual's starting point when pursuing a goal or achievement, and working to remove barriers to equal opportunity…."[81] Unlike equality, which often is only about affording equal *access*, equity is about providing equal *opportunity*.

The visual on our slide shows the difference between equality and equity. On the top, everyone is giving the same bike – in other words, they have equal access to bike riding. However, the only person who can comfortably ride the bike is the second from the right. Everyone else either cannot ride at all or struggles to ride.

Equity, on the other hand, is giving everyone a bike that meets their unique needs – in other words, affording equal access *and* opportunity to bike riding.

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[81] Dictionary.com. (n.d.) Equity. In *Dictionary.com.* Retrieved September 12, 2024 from https://www.dictionary.com/browse/equity

TELL: In the same vein, digital equity is "defined as equal *access and opportunity* to digital tools, resources, and services to increase digital knowledge, awareness, and skills."[82] Digital equity is a significant consideration and may change the composition of the virtual learning space.

When planning a learning opportunity, consider broader issues that may impact participation, such as cost, time of day/week, religious holidays, language access, learning platform, and time commitment. In addition to these broader issues of access, there are issues of access that affect the person which are equally important to consider.

We are about to send you a handout with tips for increasing digital equity and inclusion. We are going to send you into a breakout room with another person to read through these tips and discuss which ones you do well, which ones you would like to try or improve, and whether there are any other tips you would like to add to this list.

Send participants the handout titled "Tips for Increasing Digital Equity."[83]

Give participants 15 minutes in their breakout room. After 10 minutes, bring participants back and facilitate a brief discussion about what the participants discussed in their breakout rooms (with a focus on gathering additional tips that participants identified).

Presentation: Engagement Considerations in Virtual Learning (30 minutes)

TELL: Virtual learning has both opportunities and real challenges for both the facilitator and the participant. Other than the lack of person-to-person connection, other unique challenges exist in virtual learning spaces.

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[82] Davis, T., Fuller, M., Jackson, S., Pittman, J., & Sweet, J. (2007, June). *A national consideration of digital equity.* Institute of Education Sciences. https://eric.ed.gov/?id=ED497214
[83] To send the handout to participants, make a copy of the handout at the following link: https://docs.google.com/document/d/1rXeN7SeFr5EEa2Bq5mporQVTxk8i4wW4IUT4CfQIrww/edit?usp=sharing

TELL: These challenges include unexpected technology-related issues that may arise, low or distracted participant engagement, inability to read non-verbal cues, and lacking a good fit of technology to the needs of the learners. In addition, gaining the confidence of participants can take longer.

"Virtual engagement" describes the participation level of learners in the online learning platform. Unfortunately, virtual learning platforms (by design) do not allow for movement and reading expressions to *gauge engagement* may be limited. As such, it is important to assess the tools that are provided on the virtual learning platform and maximize them to meet the needs of participants and increase overall engagement. This may require time, practice, use of other applications and tools, and comfort in maneuvering your virtual learning platform, as well as significant experimentation.

The skills we covered earlier – self-awareness, empathic listening, and humble curiosity may help lessen these challenges; however, this section will cover technology-specific solutions to some of these challenges.

We will cover *preparation*, facilitating *engagement during* an online learning experience, and *post-learning considerations*.

Some tips for **preparation** to help with engagement include:
- Communicate with the participants prior to holding the learning space. Provide basic information on how to access and navigate the virtual learning environment. Provide information that is helpful, concise, and not too overwhelming.
- Invite and make space for participants to communicate their specific learning needs with you. Ask about accessibility, so as not to make assumptions. Offer digital equity options to meet these needs.
- Inform participants of anything that may be a surprise, like muting, or video camera options.

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- **TELL:** Prepare your physical space (for example, use two monitors, and set up your camera, and adjust your lighting)
- Consider how you are going to manage any noise or outside distractions. Some facilitators prefer to have a headset to be able to focus on the sound, this also helps navigate external disruptions.
- Play with the features you will be using prior to the online learning session and factor your time allowances.

Tips for increasing **engagement** during live virtual sessions include:

- Minimize disruptions, use online security best practices. This also increases the psychological safety of participants.
- Frequently use different options for movement and engagement, including virtual whiteboards, breakout rooms, reactions, the chat box, and polling.

- Use reflective questions and breakout rooms as an opportunity to integrate learning and experience.
- Use open-ended questions, allowing time for processing.
- Use screen-sharing options mindfully, not overwhelmingly content heavy.
- Pause and take a deep breath when you find yourself muscling through information.

And finally, some considerations for engagement **after** live sessions conclude are:

- Virtual learning can be particularly challenging as there are multiple stimuli going on at the same time. Take the time to take care of your emotional needs, debrief and re-center.

- Provide links to everything that was shared during the learning session. Clearly communicate the timelines and expectations for receiving follow-up communication.
- Request feedback from participants, it communicates your mindful consideration of their experience.
- When possible, encourage participants to form learning communities to build connection through learning and find ways for implementing or engaging their newfound knowledge.

TELL: Let's spend a little time reflecting on these engagement techniques. We are going to send you into breakout rooms to discuss which of these engagement techniques resonated with you and if there are any other engagement techniques you can identify.

As you discuss which techniques resonated with your group, we want you to add them to a Padlet based whether they are techniques for preparation, engagement in live sessions, or post-learning considerations. You will add your responses by selecting a notetaker for the group, who will add them by clicking the "+" sign in the bottom right corner, selecting the color of your group, writing out your answer, and submitting the technique.

If you need a reminder of the different techniques, you can find them on this handout. *Send participants the handout, "Engagement Considerations in Virtual Learning."[84]*

Divide participants into four groups: blue, pink, green, and orange. Make sure each participant knows what group color they have. Put the link for the Padlet in the chatbox. Send participants to breakout rooms for 10 minutes. After 10 minutes, bring participants back to the main room and facilitate a short discussion about what resonated for the different groups while sharing a screen with the Padlet.

Presentation: Navigating Accessibility (5 minutes)

TELL: Let's wrap up this module talking about accessibility. Accessibility is the practice of making information, activities, and/or environments sensible, meaningful, and usable for as many people as possible.[85] There are many considerations for navigating accessibility.

Whether online or in-person learning is taking place, it is important to integrate this into your planning as not doing so may make participants feel excluded.

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[84] To send the handout to participants, make a copy of the handout at the following link:
https://docs.google.com/document/d/1Mhyhiz0s8xaGdRDNSDSBDqjF9DT_MHwFzvf1pjRXKMM/edit?usp=sharing
[85] *What is accessibility?* (n.d.) SeeWriteHear. Retrieved September 12, 2024 from https://www.seewritehear.com/learn/what-is-accessibility/

TELL: Some recommendations for increasing accessibility virtually include: [86]

Use color combinations that are high contrast and can be read by those who are colorblind.

Caption videos and transcribe audio content.

Provide options for learning by presenting content in multiple ways (e.g., in a combination of text, video, audio, and/or image format).

- Provide options for communicating and collaborating that are accessible to individuals with a variety of abilities.
- Make instructions and expectations clear for activities, projects, discussion questions, and assigned reading.
- Allow adequate time for activities, projects, and tests (e.g., give details).

Script for this slide continues on the next page.

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[86] Burgstahler, S. (2022). *20 tips for teaching an accessible online course*. Disabilities, Opportunities, Interworking, and Technology. Retrieved September 12, 2024 from https://www.washington.edu/doit/20-tips-teaching-accessible-online-course

TELL: These are just a few recommendations for increasing accessibility as a facilitator – there are more recommendations in the *Healing-Centered Virtual Facilitation Guidebook.*

Activity: Reflections on Equity & Accessibility (20 minutes)

Let's take some time to reflect on the practice of equity and accessibility. We will spend about 5 minutes on our own reflecting on these questions:

- What are practices that you use to make the virtual learning space more accessible?
- What can you do to build accessibility into your preparation?

After 5 minutes, we will send you to breakout rooms of four people to discuss your answers with each other.

After 5 minutes, bring participants' focus back to the large group and send participants into groups of four to discuss their reflections. After 10 minutes, bring participants back to the main room and facilitate a short discussion.

Module Ten: Conclusion

Learning Objectives

At the end of this module, participants will be able to:

- Define the concept of "healing-centered virtual facilitation" in their own words.

Summary of Main Ideas

- The purpose of this training was to cultivate more intentional, healing-centered learning spaces by exploring how practices related to peer support and Healing-Centered Engagement can be cultivated using virtual platforms to meet the needs and demands of the peer support workforce and communities they serve.

Virtual Considerations

- Closing – Mentimeter
- Closing – Chatterfall

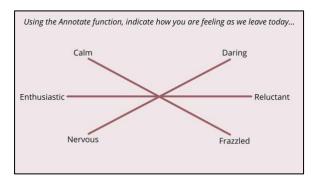| Facilitator Note: Mentimeter |
| --- |
| For this module, you will need to create a ***Mentimeter*** (mentimeter.com). Free accounts allow up to 2 question slides and up to 2 quiz slides. To set up Mentimeter for this module, create an account and select "New Presentation." Name the presentation "Conclusion." |
| Select "Slide type" on the right and select "open-ended" from the drop down menu. In the section titled "Your Question," write "After this training. how would you describe healing-centered virtual facilitation?" Click "Interactivity" on the right-hand toolbar and make sure that "allow responses," "multiple responses per person," and "show responses live" are all turned on. Make sure that "vote on responses" is NOT selected. |
| When ready to present, click the "Present" button from the top-right of the page. Participants will then use their phones or computers to go to the website: menti.com. They will enter the code listed on the top of their screen to vote. |

Closing (45 minutes)

TELL: As virtual platforms evolve to meet the growing needs of diverse learners, there will be more features and more platforms. The purpose of this training was not to provide an exhaustive manual of features, but to cultivate more intentional, healing-centered learning spaces – building on the competencies of peer supporters, calling attention to the interpersonal skills needed by facilitators, and providing a window into how these practices can be sustained using virtual platforms to meet the needs and demands of the peer support workforce and communities they serve.

Facilitate a discussion on participants' reflections on the training, including any questions or thoughts that remain.

Share Mentimeter and invite participants to add their responses to the question: After this training. how would you describe healing-centered virtual facilitation? *As participants share their answers, read them aloud and ask any follow-up questions as they come up.*

To end the day, invite participants to use the Annotation function to mark how they feel as they leave today.

Place the Annotate instructions in the chatbox: To use annotation, look at the top of your screen. There should be a green bar that says "Viewing __'s screen". Next to that is a little drop down menu labeled 'View Options'. In that menu is an 'Annotation' option. Select that and a new menu will appear on your screen that lets you draw, add text, etc.

Use the remaining time to let participants know about evaluations and/or any requirements they need for credit.

TELL: We are going to wrap up our time together by doing three rounds of Chatterfall. As a reminder, you will type your answer into the chatbox but will not press Enter until I say "go." On the count of three, I am going to ask you all to enter your responses into the chatbox at the same time. You are welcome to offer more than one answer to the question, but only after I say "go."

Do the Chatterfall activity using each question below (one question per round):
- I dedicate this moment of strength to myself because I am:
- I dedicate this moment of celebration to this group because we are:
- I dedicate this moment of groundedness to my community because we are: