

DEI - INFORMED ACTIVITY STRUCTURE ASSIGNMENT

Girls on the Run – Afterschool program for 3rd-5th grade girls

Topic: Team Building

Lesson Focus and Goals:

- Understanding how teammates are feeling and how each participant can feel included
- Ensuring psychological safety, team comradery, and active engagement for all participants

General Outline of Dialogue Activity/Sketch of Facilitation Plan:

- Share “something good” in large group circle while eating snacks
- Introduction of the theme for the day’s practice
- Warm-up
- Debrief
- Prepare for activity
- During laps, checking in on how participants are feelings
- Wrap-up
- Journal

Structure/ Activity:

- Begin the session utilizing Protocol 1: Varying the participation format to ensure participants are sharing amongst themselves authentically and honestly.
- Afterwards, implement Protocol 2: Individual writing, anonymous to collect information on how the participants are feeling for the day and be ready to use modified examples during the lap activity.
- Ask the team if they have any thoughts they would like to share with the group, then begin to warm-up and prepare the team to run laps for practice today.
- During laps, the facilitator will ask each participant or group of participants about a scenario that was previously discussed (either earlier during the beginning of practice or in a previous practice).
- With ten minutes left of practice, wrap-up the activity and ask the participants to journal in their GOTR books regarding some takeaways from the day. Ask if they would be willing to share aloud with the group.

GENERAL OVERVIEW OF DIALOGIC PRACTICES

Protocol 1: Varying the participation format

Justification:

- Instead of just sharing the group's thoughts going around in a circle, varying the participation format can encourage small group discussion that can vary greatly from out-loud group share.

Advantages:

- Participants may feel more welcome to share their true thoughts on the topic in pair share, become more confident in their own thoughts, to then share out to either another small group or the whole team.

Pitfalls:

- Unfortunately, with this technique, the facilitator cannot be engaged in each participant's thoughts and this technique relies heavily on the participants to stay on task and actively encourage with each other to share their thoughts.

Protocol 2: Individual writing, anonymous

Justification:

- Instead of just sharing the group's thoughts going around in a circle, having each participant write their names on a sheet of paper to then crumble up and toss as a "snowball fight" would allow for all participants to share their thoughts anonymously while being heard and validated by their peers.

Advantages:

- With this technique, participants can feel less pressure to share their thoughts out loud. Instead, this gives them the opportunity to almost journal-like their responses onto a sheet of paper then crumble up and toss it away. When they hear their peers read their response, they are able to feel seen as someone else is reading their thoughts aloud and hopefully receiving non-verbal cues from others that they agree as well.

Pitfalls:

- If something more negative and vulnerable is shared, there is no way for the facilitator to check in on the participant that wrote the note due to its anonymity.

Protocol 3: World Cafe

Justification:

- Having a larger, overarching topic, then having tablecloths for the participants to draw/write their thoughts on them would allow for unique ways to uncover individual thoughts on various subjects. For example, the community impact project can be divided into different stakeholders in their community and can be different “tablecloths” where they can discuss how they interact with each one.

Advantages:

- Some advantages to using this technique including promoting team building, welcoming multi-media inputs, and working with the participants hands in a more creative manner.

Pitfalls:

- Rather than a verbal discussion, the world café could absolutely just turn into participants doodling on the table clothes rather than adding informative inputs. The goals of the activity would have to be adjusted for the participants to feel welcome to share their thoughts in any format and hopefully during discussion of each of the tablecloths, the participants can shine light on how their drawings reflect the overarching topic of the day.

Facilitator Move 1: Drawing people out

Justification:

- When someone is having difficulty clarifying an idea or if they think they are being clear but the listeners may be confused.

Implementation:

- By asking “can you give me an example of this?” or “how so?” it can help draw the speaker out to continue sharing their thoughts.
- By adding “and”, “because”, and “so” it can signal the speaker that they are welcome to continue sharing their thoughts.

Facilitator Move 2: Tracking

Justification:

- With a group of almost twenty elementary school aged participants, there are many lines of communication going on most of practice. With tracking, facilitators can allow for multiple people to talk while ensuring the topic for the day is being covered.

Implementation:

- Tracking is a three-step process. First, there is a quick count of how many simultaneous conversations are occurring and confirmation that the facilitator can hear them all. Then, the facilitator should quickly overview and share with the group the general topic from each conversation. Lastly, the facilitator should ask, “am I getting this right?” and allow for input from others. This last step is crucial because it not only confirms the topics of each conversation, but can also lead to further clarification and detail from those who would like to share.

Facilitator Move 3: Balancing

Justification:

- Like many other outdoor recreation programs, there are various ways and levels in which participants share with the group and participate throughout each session. Balancing allows the facilitators to take an extra few minutes to pause and ensure that the students who have thoughts to share don't get continuously cut off by the more talkative ones. Additionally, it showcases that “it is acceptable here for people to speak their mind, no matter what opinions they hold.”

Implementation:

- Ask:
 - “Okay, now we know where three people stand; does anyone else have a different position?”
 - “Are there other ways of looking at this?”
 - “What do others think?”
 - “Does everyone agree with this?”
 - “How many of us think that it would be good if... bad if...?”