

## Mini-Dialogue Facilitation Plan

### Group Members:

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### Topic:

Building a safe classroom for conversations about immigration

### Goals:

1. Create an open and respectful dialogue about immigration-related media narratives and stereotypes in which participants can examine different perspectives, listen to understand, and engage disagreement with curiosity rather than debate.
2. Foster deeper mutual understanding by guiding participants to reflect on how experiences, values, media exposure, and uncertainty shape the ways they think and talk about immigration.

### Part 1: Introduction

Dialogue is an intentional form of conversation that helps participants better understand one another, especially around topics that may be complex or politically charged. In this dialogue, we will focus on immigration through media narratives, stereotypes, and the ways students may have responded to these ideas, while approaching the conversation as a space for reflection and understanding rather than debate.

- **Dialogue is:** an intentional conversation oriented toward understanding rather than persuasion or argument.
- **Topic/theme:** immigration, with attention to media narratives, stereotypes, and students' responses to them.
- **Purpose:** to support thoughtful reflection and respectful engagement across different perspectives.

### Part 2: Space

- For Questions 1 and 2, we will use a gallery walk with prompts placed on large papers on tables so participants can reflect and respond in writing. This creates a more comfortable entry point into a potentially polarizing topic. The group will then reconvene for Questions 3 and 4 in a facilitated spoken dialogue to support deeper discussion and collaborative reflection.

### Part 3: Community Agreements

For this mini-dialogue facilitation, the community agreements we will engage with are:

- Speaking for yourself and from your own experience.
- Listening to others to understand their experiences.

- Treating disagreement as an important component of dialogue and disagree with curiosity and respect.
- Monitoring personal speaking time so all participants have a chance to speak.
- Expressing your feelings to the facilitator if you become uncomfortable during the dialogue.
- You have the opportunity to pass.

#### **Part 4: Facilitating Dialogue**

When facilitating dialogue and asking critical dialogic questions, the general guidelines to follow are:

1. Ask the question
2. Pause for people to take notes for themselves
3. Invite sharing around the circle, with everyone being asked to speak for same amount of time (generally 60 sec)
4. Pause for a beat between speakers
5. Do not invite cross talk during the go-round
6. Pause after all have responded for listeners to review their notes and frame questions of genuine curiosity for later

#### **Part 5: Questions**

**Question 1** (*Stage I: Group Beginnings: Forming and Building Relationships*) (5 minutes)

- What helps you feel that a classroom is a respectful and supportive space for discussing topics that may be personal or politically charged, such as immigration?

**Question 2** (*Stage II: Exploring Differences and Commonalities in Experiences*) (5 minutes)

- Can you describe a time when media, stereotypes, or public conversations about immigration influenced how you understood the topic or how you saw others respond to it?

**Question 3** (*Stage III: Dialoguing about Controversial “Hot” Topics*) (10 minutes)

- How have the media or public conversations shaped your personal view on immigration?
- When immigration comes up in public or classroom discussions, what makes it difficult for people to stay respectful and curious, and what can help move the conversation away from stereotypes or defensiveness?

**Question 4** (*Stage IV: Action Planning and Collaboration*) (5 minutes)

- What is one concrete practice our classroom could adopt to support more respectful, thoughtful, and inclusive conversations about immigration?

**Conclusion:**

Thank you all for participating and for contributing to this conversation with openness and respect. We appreciate your willingness to reflect on a complex and often politicized topic, and we hope this dialogue has helped support greater understanding and a stronger foundation for respectful classroom conversations.