WOMEN LEAD YYC

Facilitator Handbook

Summer 2019

the WOMEN'S CENTRE

Women Lead YYC

Facilitator Notes

v1.5   May 2019

The Women's Centre of Calgary was involved in the development of the curriculum with the Community Development Learning Initiative, since then we have extensively adapted the curriculum with a focus on Women in Leadership in response to the needs of women in our Community.
The Community Development Learning Initiative created this curriculum to serve as a framework — not a script — for community development learning. It is provided under a Creative Commons license in the spirit of making it accessible and encouraging innovative use.

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Community Development Learning Initiative, 2017

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About This Curriculum

Change for the common good seems to happen more easily in some communities. Activities get planned, relationships built, and problems addressed. In other communities, change seems to be slower and more challenging. This curriculum was developed to support people who want to lead or influence collective action to improve quality of life for their community. It explores the mindsets, leadership approaches and communication strategies that boost chances of successfully influencing change.

The curriculum was developed with input from Calgary residents, community development practitioners, and others in the fields of community development and leadership development. This curriculum was piloted with two cohorts at the Women's Centre. Feedback from those two initial groups was incorporated into the curriculum based on what participants identified as important to them.

The curriculum offers a leadership approach that expands the way we think and work in communities to involve diverse perspectives and mobilize diverse skills and resources. One person cannot control community change. Complex issues require the involvement and contributions of many.

Through participation in Women Lead YYC, women will:
- Build their own capacity as leaders, learning about practical skills like community organizing, connecting with others, and strategies for addressing complex issues;
- Learn from local female change-makers in Calgary about the work they do, and the strategies they use to do it;
- Connect with female leaders to build a network of women taking action in Calgary.

How to Use the Curriculum

If you are a facilitator planning to use this curriculum, you may want to adjust the structure, content and delivery techniques to best suit your objectives and your audience. The curriculum is provided under a Creative Commons copyright license in the spirit of making it accessible and encouraging creative use.

After you are familiar with the Curriculum and the Facilitation Notes, the following questions may help guide decisions about how and why to modify the structure, content and delivery techniques of the curriculum:

- What are your objectives for delivering this curriculum?
    - Which pieces of the curriculum most meaningfully align with those objectives?

- What are the interests, strengths and needs of your target audience?
    - What number of sessions are they likely to commit to and how long should each session be?
    - Which parts of the content are likely to be most interesting and valuable for them? (Consider their motivation for taking the training and their levels of experience with community development or resident-led action.)
    - What creative delivery techniques will best support different learning styles?
    - What additional support will help them participate and meet learning objectives?

- What space will you use?
    - Does it accommodate small group work?
    - Will you be able to show videos referenced in the curriculum?

- Will you co-facilitate with someone else, or on your own?

- What feedback do you want to gather from participants at the end of the training?
    - What feedback will help you determine whether your objectives were met?
    - What feedback will help you improve the content and delivery techniques for next time?

- What follow-up support will be provided after the training?

Facilitation Tips

Active Diversity:

As a facilitator, you never know what a participant's background may be, especially at the Women's Centre. Whether it's their interest in the topic, past experience, educational background, literacy levels, differing physical abilities, English proficiency, cultural background, or other unique identity factors, all of these things may impact how someone learns or participates in a workshop.

It is important to keep in mind who might be attending and what their diverse needs might be. Not only does this mean making things <u>easier</u> to meet them where they're at, but it also means making space for them to share their unique experiences for others to learn from.

Adult learners have a lifetime of knowledge and experience to learn from and it is important to let them apply what they're learning to their personal lives.

In short: there is a wide amount of diverse experiences in the room for us all to learn from!

Using the Women's Centre Promising Practices as a guideline:

Promising Practices:
1.   Reciprocity
   - Equity
   - Integration
   - Collaboration
   - Flexibility
2.   Inclusion
   - Active diversity and non-judgemental practice
   - Open, accessible space (drop-in)-physical layout
   - Participatory leadership and non-hierarchical culture
   - Reflective practice and critical thinking
3.   Trust-based
   - Right to self-determination
   - Choice
   - Immediate response and contextual support
   - Empathy and respect

Principles of Adult Education

Principles of adult education help create a group environment that supports adult learning.

Adults have a lot of experience and knowledge.

- Create an environment where participants feel safe and supported, where individual needs and uniqueness are honoured, and where abilities and life achievements are acknowledged and respected.
- All participants have something to contribute during learning sessions.
- Focus on participants' strengths, ask them what they already know, and create opportunities for them to share their experiences and knowledge with each other for group learning.

Adults learn by experiencing things and applying new information to what they already know.

- Encourage participants (as time allows) to discuss new information, share their views, and consider how it relates to their own lives.
- Create opportunities for participants to work together to generate new information.
- Don't cram too many activities into the time available. Introduce information in the simplest way possible and plan time for meaningful discussion.

Adults prefer to focus on real life, immediate problems rather than theories.

- Continuously apply curriculum concepts and information to real community situations that have been shared by group participants.
- Ask participants to give examples of how they might use new tools or new information in their own communities.

Adults like to understand WHY it is important to know or do something.

- Be clear about the objectives of each training session.
- Encourage discussion about why information is useful and in what situations it may be helpful.

Adults have already established strong values, beliefs, and opinions.

- Respect the viewpoints of all participants.
- When participants have differing opinions, use it as an example to show that we need to seek out and try to understand the different perspectives that exist within our own communities.
- Ask participants to be open to challenging their own ideas as they are exposed to new information and new perspectives.

Process Tips

Consider co-facilitation.
- Co-facilitation can broaden learning opportunities through different facilitation styles and different insights.

Be flexible.
- Be open to adapting the agenda of each session to meet group needs. For a significant change during a session, explain why you prefer the change and ask participants if they agree.

Visit the training room in advance.
- Plan how early you will arrive for set up and how you will use the space for different activities.

Review what participants have shared.
- In preparation for each session, review the motivations, learning expectations and community visions participants have shared. Think about how to apply curriculum content to real-life community situations.

Anticipate challenges.
- Think about issues or problems that may arise during the session and how you will respond.

Use energizers and ice breakers.
- Always have one or two extra ice-breakers or energizing activities planned. Use them if you notice the group seems tired or unfocused.

Trust that participants will learn what they need to learn.
- Don't be alarmed if participants learn something different than what you intended from an activity. By applying information to their own lives, participants will learn what they need to learn at that moment.

Close the session intentionally.
- Plan closing activities that support your objectives for delivering the training.

Plan for meaningful evaluation.
- Plan to gather feedback that will help you understand whether your training objectives were met and how you might improve the content and delivery for next time.

Women Lead YYC

Participant Outcomes

After participating in Women Lead YYC, participants will be able to:

- know the difference between community vision and community action

- understand why leading an action they believe would be good for their community might not be successful without first connecting with others to learn what is important to them

- describe mindsets that help community members work together effectively for community change

- describe leadership approaches that are, and are not, effective for leading change

- name stakeholders inside and outside their communities who might support or resist their community vision

- identify common resources needed to carry out resident-led actions and how they might be mobilized or accessed

- name people or resources that can help them stay energized and motivated for being involved in their communities

- describe their most significant learnings from the training and how they plan to use them in their personal and/or community life

How Will I Lead?

Preparation

Objectives

- introduce training and explore expectations
- get to know each other and the communities we are connected to
- explore the complex nature of communities and community change

Supplies

- ☐ flipchart paper, stand and markers
- ☐ masking tape
- ☐ extra pens for each participant
- ☐ name tags
- ☐ sign in sheet
- ☐ photo release form
- ☐ consent to release information form
- ☐ newsletter, social issues readings sign up form
- ☐ printed curriculum for participants (with binders)
- ☐ laptop and projector (if video will be projected)
- ☐ ball of yarn for icebreaker
- ☐ food, beverage, cutlery, napkins (if budget allows)
- ☐ bus tickets (if budget allows)

Preparation Before the Session

- ☐ write on flipchart paper:
  - o agenda outline (with timing and breaks to support time management)

Activity Details

Time	Activity	Notes
5:15-5:30	o Participants fill out photo release, consent to release information, newsletter and SI sign up, child-minding waivers (if applicable), sign in o Participants receive manual and make name tags o Participants can help themselves to food and drinks	
5:30-5:35	o Welcome o Logistics (fire exits, bathrooms, breaks)	
5:35-6:00	o Land acknowledgement, blessing	
6:00-6:05	o Session Objectives and agenda	
6:05-6:15	o Icebreaker	
6:15-6:25	o Create a group agreement on flip chart paper. This is a living document that can be revisited. The paper will stay up for all 6 sessions.	
6:25-6:35	o Intro to the Women's Centre o Intro to Women Lead YYC o Women and Leadership	
6:35-6:50	*Community possibilities* o What is your community o Community vision	
6:50-7:00	**Break**	
7:00-7:15	*Leadership Approaches for Community Change* o present the concepts in the inner ring (Resource) o what pitfalls, roadblocks or backlash we might experience if we try to use the concepts in the inner ring to lead community change	
7:15-7:45	*Discussion (Two Groups)* o Who you involve: a small group you are connected to vs. wide range of people and organizations o Actions: chosen by you vs. chosen with involvement of others	

	o Expectations: change will be straightforward and you can control the process and results vs. change takes time and is dependent on others - you can influence the process and results. o Skills: you must have the skills to lead vs. you can mobilize others to contribute their skills o Changes: focus on end results vs. focus on end results AND changes that results from the process of working together as a community	
7:45-8:00	**_Check out question:_** _What's one leadership quality that you have (in one word)?_	

Who Should Be Involved, and Why?

Preparation

Objectives

- understand the difference between community vision (why) and community action (what)
- recognize the role a community vision plays in motivating diverse people to get involved
- explore who to connect with to build and achieve a community vision

Supplies

- ☐ flipchart paper, stand and markers
- ☐ masking tape
- ☐ extra pens
- ☐ name tags
- ☐ sign in sheet
- ☐ laptop and tv connector
- ☐ food, beverage, cutlery, napkins (if budget allows)
- ☐ bus tickets (if budget allows)
- ☐ group agreement to post on wall

Preparation Before the Session

- ☐ cue and test video: Simon Sinek – Start With Why (for Building on What We Know activity)
  https://www.youtube.com/watch?v=IPYeCltXpxw   (5 minutes)
- ☐ write on flipchart paper:
  - o agenda outline (with timing and breaks to support time management)
- ☐ plan specific affinity groups you want to call out during the Icebreaker - Affinity Groups activity

Activity Details: Who Should be Involved and Why?

Time	Activity	Notes
5:15-5:30	Participants arrive, sign in, get food and get settled	
5:30-5:45	Introduction Land acknowledgement Session objectives and agenda	
5:45-5:55	*Icebreaker* o *Affinity Groups*	

5:55-6:10	*Mindsets*
	In pairs, review *Mindset Shifts for Effective Community Change.*
	   o When have you seen examples of these different mindsets in your own community?
	   o Why might different people have different mindsets?	

6:10-6:30	*Community Vision*
	
	   o play video: *Simon Sinek- Start with Why*
	   o facilitate brief discussion to identify examples of 'what' vs 'why'
	   o **Individual work**: instruct participants to complete the resource **'My Community Vision'**
	   o **Write** your community vision on a sticky note and put it on the white board	

6:30-6:50	**Who Should Be Involved?**
	Community Assets
	   o Choose one community vision that has been discussed previously
	   o Facilitate conversation about assets using the questions on pg 21. Demonstrate how to use the asset mapping resource on the chosen community resource.	

6:50-7:00	**Break**	
7:00-7:35	**Community Asset Mapping** o **Group work**: Participants divide into groups of three, they share their visions and help each other apply the community assets resource to their vision	

7:35-7:45	**Reflection** o ask participants to take personal time to answer the questions	
7:45-8:00	**Check out** o What is one thing that you are taking with you today?	

Keep the Vision sticky notes for future sessions.

What About Wicked Problems?

Preparation

Objectives

- explore why some community visions are more complex to achieve than others
- consider root causes of persistent community issues
- recognize the importance of building relationships with both allies and opponents to influence change
- consider effective communication strategies for working with allies and opponents

Supplies

- ☐ flipchart paper, stand and markers
- ☐ masking tape
- ☐ extra pens
- ☐ large papers (flipchart pages) for Mind Map small group activities
- ☐ name tags
- ☐ sign in sheet
- ☐ laptop and tv connector
- ☐ food, beverage, cutlery, napkins (if budget allows)
- ☐ bus tickets (if budget allows)
- ☐ group agreement to post on wall

Preparation Before the Session

- ☐ cue and test video: The 5 Whys: Becoming a Changemaker (for Building on What We Know activity)   https://www.youtube.com/watch?v=5YEBbbveLC0 (5 minutes)
- ☐ write on flipchart paper:
  - o agenda outline (with timing and breaks to support time management)
- ☐ review motivation, learning expectations and community visions shared by participants in the last session and think about how to align curriculum material with these

Activity Details

Time	Activity	Notes
5:15-5:30	Participants arrive, sign in, get food and get settled.	
5:30-5:45	**Introduction** **Land acknowledgement** **Session objectives and agenda**	
5: 45-6:00	**Icebreaker:** o **Spectrum of comfort**	

6:00-6:45	**Root Causes**
	   o watch video
	   o introduce conversation strategy: 5 Whys
	
	Small groups: each group chooses one community issue/vision and a mind map of root causes for that issue using 5 Whys
	   o ask groups to identify one community issue they are interested to take action on
	   o Ask Why 5 times
	   o Each group presents what they talked about
		Each group can have a note taker and presenter, or could use flip chart paper to draw a larger version of a Why cloud.

6:45-6:50	*Wicked Problems* o define wicked problems	
6:50-7:00	*Break*	

7:00-7:30	*Shifting the Spectrum of Allies*
	   o present resource: Shifting the Spectrum of Allies – highlight the importance of preparing before a conversation with an opponent or ally by thinking about realistic expectations (aims) and brainstorming some conversation strategies for building trust
	   o choose one community vision to focus on and facilitate discussion	

7:30-7:40	*Barriers to Participation* o Short discussion on barriers to participation	

7:40-7:50	**Reflection** ○ ask participants to take personal time to answer the questions	
7:50-8:00	**Check out-** *If your mood right now was a song what would it be?*	

Leadership Living Library

Preparation

Objectives

- To allow participants to engage with diverse women leaders about their work, lives, and personal journey to become women in leadership.
- To provide an opportunity for community leaders to share their life experiences in a face-to-face question and answer situation.

Supplies

☐ Living book "bios" for participants
☐ cutlery, napkins
☐ group agreement to post on
☐ name tags
☐ sign in sheet
☐ bus tickets (if budget allows)

Preparation Before the Session

Set up table and chairs in groups, for potluck and small group discussions

Time	Activity	Notes
5:15 – 5:45	Women Lead YYC Participant Potluck	Guest speakers are welcome to join
5:45- 6:00	*Introduction* *Land acknowledgement*	
6:00-6:30	**Introduce Living Books:** Each presenter will take 5 minutes to tell their story. How did our Living Books get to be where they are today, working for change as leaders in Calgary?	
6:30-6:40	**Break**	
6:40-7:50	**Living Library:** Women lead YYC participants will break into groups, and will be paired with "Living Books" (guest speakers.) Groups will spend 10	

	minutes in an "Ask Me Almost Anything" discussion between participants and leaders about their work, lives, and personal journey to become a woman in leadership. Groups will switch to a different living book every 10 minutes.	
7:50-8:00pm	**Check out:** What is one word to describe how you feel about tonight's session?	

Action and Learning

Preparation

Objectives

- practice applying resources, communication strategies and leadership approaches discussed in this training to real community situations
- explore tips for community action planning and encouraging leadership in others
- identify how to recognize and celebrate different types of success
- reflect on next steps

Supplies

- ☐ flipchart paper, stand and markers
- ☐ masking tape
- ☐ extra pens
- ☐ laptop and projector (if video will be projected)
- ☐ food, beverage, cutlery, napkins (if budget allows)
- ☐ bus tickets (if budget allows)
- ☐ group agreement to post on wall

Preparation Before the Session

- ☐ print small group questions (Encouraging Leadership activity)
- ☐ write on flipchart paper:
    - o agenda outline (with timing and breaks to support time management)
    - o list of tools and conversation strategies presented throughout the curriculum (ie. Start with Why; Community Assets; 5 Whys; Spectrum of Allies; Wicked Questions; Mind Maps; etc.)
- ☐ review motivation, learning expectations and community visions shared by participants in the last session and think about how to align curriculum material with these

Activity Details: Action and Learning

Time	Activity	Notes
5:15-5:30	Participants arrive, sign in, get food and get settled.	
5:30-5:45	*Introduction* *Land acknowledgement* *Icebreaker* Share one thing you gave up to be here today	
5:45-6:30	*Applying Tools and Leadership Approaches to Community Situations* o Small group discussions	
6:30-6:50	*Encouraging Leadership in Others* o watch video o facilitate discussion using bullet points	
6:50-7:00	*Break*	
7:00-7:20	*Planning and Acting* o present resource: Action Plan Template and facilitate discussion using bullet points	
7:20-7:30	*Recognizing and Celebrating Success (15 min)* o present the resource: Celebrate Success, highlighting the types of success	
7:30-7:40	*Personal Reflection and Next Steps* ask participants to take personal time to complete the resource Reflection and Next Steps	
7:40-8:00	*Check out* *Homework:* *Ask participants to prepare an elevator pitch about their vision that they will share at the next session.*	

Pitches, Connections and Evaluation

Preparation

Objectives

- practice communicating your vision to others
- reflect on learnings and next steps

Supplies

- ☐ flipchart paper, stand and markers
- ☐ post-it notes in two different colours
- ☐ group agreement to post on wall
- ☐ masking tape
- ☐ extra pens
- ☐ printed curriculum for participants
- ☐ food, beverage, cutlery, napkins (if budget allows)
- ☐ **copies of Women's Centre Outcome survey**

Preparation Before the Session

- ☐ write on flipchart paper:
  - o agenda outline (with timing and breaks to support time management)
- ☐ write session titles on 6 separate flip chart papers

Time	Activity	Notes
5:30-5:40	*Introduction* *Land acknowledgement*	
5:40-5:45	*Icebreaker: Affirmation activity*	
5:45-6:30	*Elevator Pitch*	
6:30-6:40	*Break*	
6:40-6:50	*Upcoming opportunities* ○ *meet ups* ○ *facilitator training* ○ *Women Lead training* ○ *WC Volunteer opportunities*	

6:50-7:40	*Evaluation*
	
	● *Flip chart questions (groups)*
	  ○ Put 6 flip chart papers on the wall with the titles of each of the six sessions
	  ○ Hand out red and green post-it notes to each participant
	  ○ Ask participants to write what they liked about each session (green) and what they didn't like (red) about each session
	● *Outcomes surveys*
	  ○ Ask participants to fill out Women Lead YYC outcomes surveys
	● *Overall evaluation:*
	  ○ What did you like about the content and facilitation of WLYYC?
	  ○ What would you change/improve about the format, content and facilitation of WLYYC?
	  ○ What would you like to see going forward?	

7:40-8:00	*Checkout* ● *One thing that you are taking with you from Women Lead YYC*	