

Is all service the same?



A
Conversation
Guide

Welcome!

Facilitating dialogue around complex questions is challenging. However, group reflection can direct and support individual meaning-making and group connection, as well as leads facilitators and participants to deeper understanding about big ideas. This guide is designed to be used by the facilitator, providing tips for facilitating these types of intentional conversation and ideas for a structured dialogue around a specific question. These conversations are meant to be between an hour and an hour and a half, with a group of people interested in the topic. The suggested structure offers tips, activities, and materials to be used and adapted by the facilitator to the group needs. This guide may be used on its own, or in conjunction with other guides or activities to create a facilitation plan for a variety of reflective purposes. The activities suggested in the conversation guide are described in further detail in the accompanying activity guides.

This guide is broken into four parts, delineating the different stages of the conversation. Each section, or stage of conversation, offers activities and guidance specific to the question for the guide. The activities are meant to be adapted and modified to fit the group's needs. There are specific adaptations mentioned for classroom, service immersion, and routine service use. At the conclusion of the guide, there is a sample conversation. This sample demonstrates one way to structure the conversation for use with groups.

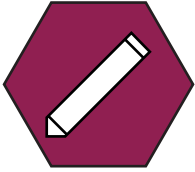


Activity Guides

More information about techniques involved in facilitating conversations and implementing specific activities are found in the accompanying activity guides. These activity guides and the associated materials are found in the VT Engage office, or online when possible.

How to Use this Guide

Each section in the guide serves a distinct purpose in the conversation. The structured dialogue depends on varying depth to process as a group, and come to collective realizations, along with personal take-aways. These four sections serve specific purposes in engaging participants.



Prepare

This section focuses on preparing for the conversation as a facilitator. Beginning this process by personally reviewing the question and content is an important step in leading dialogue. As the facilitator, it is important to be aware of and prepared for the different directions the question and conversation may take. This step focuses on guiding the facilitator through personal reflection, and exploring different elements of creating and facilitating a reflective space for group dialogue.



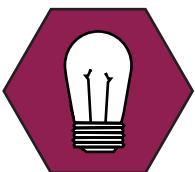
Connect

As the first tangible step in facilitated conversation, it is critical to begin the dialogue with activities that invite participants to invest in the experience. This stage in the conversation focuses on bringing participants together, co-defining core concepts and creating a shared experience to begin a deeper dialogue about a specific concept. These activities generally offer easy opportunities to engage in the group activities, and focus primarily on building group cohesion.



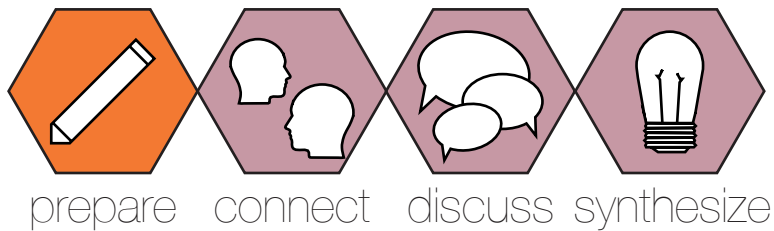
Discuss

This stage of the conversation is the deepest stage of dialogue, as participants unpack the complexities of the topic or question together. Generally, this stage of the conversation consists of a group discussion framed by an activity that challenges participants beliefs about a specific aspect of the question. This builds on the shared foundation established in the previous stage, and brings participants together to unpack complex themes.



Synthesize

After participants have engaged in deliberate conversation around complex themes, it is important to properly wrap up the experience. This stage does not necessarily provide answers, but does create the opportunity for participants to close this specific session. At times, it may feel as though there are more questions at the completion of the conversation than there were at the beginning. This creates the opportunity to recapture the thoughts shared during the discussion portion, and contribute to future conversations.



Personally Preparing for Dialogue

Adequate preparation is among the most critical elements to facilitating group dialogue. Before you begin the conversation with your group, it is important to think about the ideal atmosphere of the conversation, and personally reflect on the specified topic. The setting for your group conversation can have important implications for the success of your conversation. It is also helpful to have thought through the question, without creating hard and fast outcomes, to help guide the conversation when needed.

Set the Scene

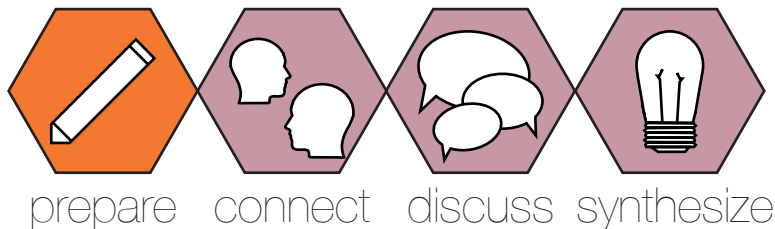
When beginning to think about your facilitated conversation, consider the mood and energy levels of your participants, based on other factors. The **time of day and activities around reflection** will impact the outcome of your group session. Fluctuating energy levels, amount of attention and focus, and routine-nature of reflection often influence the group's ability to concentrate and engage in facilitated conversations. The time and place of your reflection should depend on things such as the group's need to sit and rest, the merits of concrete floor versus sitting at a table, and available locations and times based on group activities. If the facilitated conversation is happening directly after or in the midst of other activities, such as service, participants may need help focusing. By thinking through and meeting the needs of your group participants, they will be more likely to engage in the facilitated conversation.

Creating a welcoming space is crucial for reflection both in the physical and abstract sense. Make sure the space is physically accessible to everyone. Also, consider if participants feel welcomed, or a sense of belonging. By making sure you, as the facilitator, know everyone's names and that everyone is able to participate, the participants will feel more open and engaged in the conversation.

Supply the Scene

You may need certain materials to effectively lead your reflection. Think about this beforehand, and **collect the materials you need**. Some common materials may be paper, pens, index cards, Visual Explorer cards, flip charts, markers, etc.

Thinking about the needs of your group members, what will promote the reflective nature of the conversation? Depending on the setting or regularity of reflection, it may be helpful to **bring snacks or coffee to help engage your group participants**. By sharing baked goods and coffee or tea, the group will be able to engage with one another on multiple levels.



Create the Space

One of the main roles a facilitator adopts is setting the space for the conversation. To start the conversation off on the right foot, it is essential to consider critical elements and convey core values of reflection to your group before the reflection begins. Make sure you are upholding and demonstrating the values listed below, as well as sharing with your group, to create a safe and inviting space. Develop an understanding of your participants' beliefs and thoughts on the service project, and how much past experience they have had with service and reflection. Ask yourself what you believe your participants hope to get out of this service experience.

As the facilitator, it is important to set the guidelines for participating in the dialogue, to ensure that each participant feels welcomed, respected, and able to contribute. Consider these common agreements as you are designing your conversation, and ensure that you share these with your participants at the beginning of the conversation. Sharing these with the participants generally occurs during the first reflection meeting, agreeing to uphold these standards to respect one another and meaningful engage in the activities.

Be Respectful

Respect others' opinions and be open minded to new ideas and perspectives. You do not need to agree with every opinion, and if there is some confusion make sure to ask for clarification before judging or jumping to conclusions.

Be Mindful

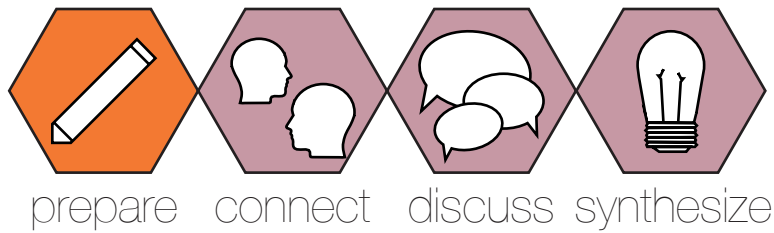
Be mindful of others in order to create a safe space. Try not to rush to speak your opinion. Understand that it takes courage to share personal information, and respect participants by not sharing this information in an identifiable way. We want to create a space where we can support one another while difficult questions and perspectives can be processed.

Be Aware

Be aware of your verbal and nonverbal communication. This communication includes not only words, but posture, gestures, tone, and facial expressions. Judgement can be communicated both verbally and nonverbally. Be mindful of your actions and the language and tone that you use.

Be Engaged

Be active listeners. Engage and tune in to others when they are sharing their opinion, story, beliefs, or questions. Do not interrupt, but respect their time and contribution to the conversation.



Unpacking: Is all service the same?

When it comes to service, are some activities better or more valuable than others? If so, what makes those activities or contributions valuable? This question digs into the different ways service work is valuable, and how different types of service contribute to communities and organizations. The goal of these activities are to prompt participants to think of the benefits of different types of service, how varied service activities fit a multitude of situations, and how we assign value to aspects of service. Ensure that your group has a basic definition of “service,” and can identify different activities that are considered service work (i.e. manual labor, relational services, financial contributions, etc.).



If using this conversation guide during or directly after a service experience, it is important to be sensitive to the fact your participants may have passionate feelings about the work they did--whether they want to feel proud of the work, or frustrated if they feel the task was disconnected or menial. This guide is meant to challenge the idea that there is only one or a few types of meaningful service, and encourage volunteers to understand that “service” happens in a variety of different ways.

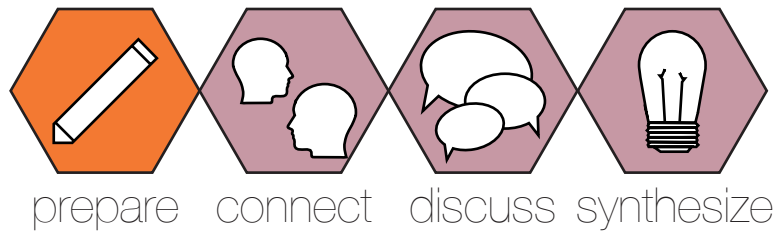


In the classroom or a setting distinct from direct service, this question is important to talk about the different ways we recognize and address community needs. This guide is more effective when participants have a background in service, but can be adapted to meet other learning outcomes. Encourage participants to ask how we assign value to activities, and what the ethical implications are of different types of service.



Keep In Mind

This question and the following conversation may challenge the perspectives of your participants, especially participants that have a set definition of service. It also may create some contention around the impact of service. Allow space for your participants to express their opinions within reason, but try and be prepared for these different opinions and perspectives. For example, some participants may place a lot of meaning in the relational component of service which involves connecting with community members. Other participants may strongly believe that service is solely the physical work completed. There will also be participants that believe both are equally important. Keep an open mind, and encourage participants to think through different perspectives and approaches to service.



Facilitator Reflections

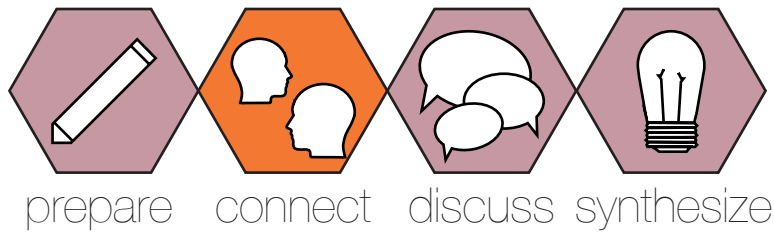
Before you lead reflection, take a moment to personally reflect on the question. Think about what experiences the participants may bring into the conversation, and why this is an appropriate question to engage your group with. Answer the following questions to begin exploring the direction this question may take:

The following questions are meant to consider as the facilitator before starting the discussion. These are designed to encourage you to think about the different directions the conversation may go.

What activities or actions come to mind when you think about ‘service’?

Are some types of service more valuable than others? Why?

What is the point of service?



Getting Into the Conversation

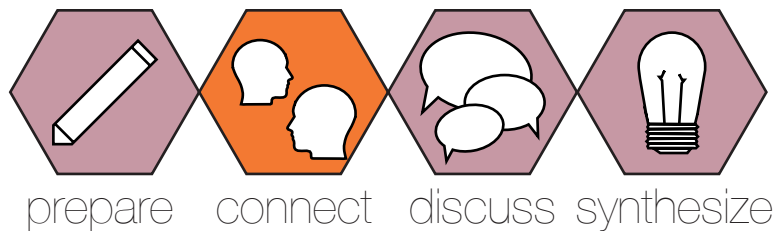
The beginning of the conversation often sets the tone for the rest of the session. Whether working with a service group or engaging in dialogue in the classroom, it is important to lay the groundwork for the session. In this stage in the dialogue, it is important to consider what needs to be done to help your group feel connected, and build trust to move into deeper and more vulnerable conversations. As you begin a reflection session with a group, it is important to introduce one another and share the common agreements. Setting this foundation will help establish the safe space for reflecting on deeper issues later in the session. Introducing one another invites everyone to the conversation, and allows people to feel ownership within the conversation. Sharing the common agreements helps establish the collaborative nature of the conversation, create mutual responsibility and empower participants. This is also a great time to share important logistical information, like how long participants can expect the conversation to be and how to take care of personal needs that may arise. As participants are able to form basic expectations of what is expected of them, others, and the direction of the conversation, they may feel safer about contributing within the conversation.



Start On the Right Foot

If your group is unfamiliar with one another, **facilitate introductions** through a name game or a simple time to share names and an interesting fact. By beginning to facilitate group dynamics, the participants are more likely to engage and trust later in the conversation. If your group already knows one another, take this time to draw everyone's attention and focus to the task at hand. This can be done by setting the expectations for reflection early on in the trip or activity.

After initial introductions are complete, a grounding activity can be used to **bring the group together around the facilitation topic**. This activity is meant to bring everyone to the table and starting the conversation with an idea about where each participant is coming from. At the conclusion of the grounding activity, the group should be prepared to discuss the topic at hand. There are important considerations when you choose grounding activities based on the experiences of your group. These grounding activities are interchangeable, but are recommended with the specific question, "Is all service the same?", in mind. **Pick one activity from the opposite page to engage your group in beginning to think about the purpose for service.** These activities are chosen for their ability to draw the group together, and set the foundation for a group conversation.



▼ During or After Service

If your group has already participated in a shared experience, the grounding activity should build off the experience. These activities allow participants to share what they have noticed or observed throughout the day, building off their personal reflections. Activities such as Highs/Lows, or sharing thoughts on a specific idea encourage participants to connect their experience with the group dialogue. Good initial questions encourage participants to critically process what they observed, and identify what elements they connected with throughout the experience.

Highs/Lows



10-15 minutes



Large group

Gather the group in a circle. Ask participants to think back on their day. Instruct participants to share the one highlight of the day and the one low point of their day. Encourage participants to share why these events were a high and low point for them.



Classroom or Distinct from Service

If reflection is occurring distinct from a group activity, there may be a need to create a shared experience to support the safe space and deepen group dynamics. A great grounding activity may include both icebreaker and reflective elements. Using activities such as Visual Explorer Cards or the Flash may help encourage thought and developing a common starting place. Example keywords for Flash include service, contribution, volunteer, or impact. These activities encourage group participation, and guide the participants through experience working with one another.

Flash



7-10 minutes



Large group

Have the participants sit in a circle. Instruct the participants to respond to the given key word with the first word that comes to mind, without repeating other words and trying not to hesitate. This activity will illustrate the existing associations participants have formed.

Visual Explorer Cards¹

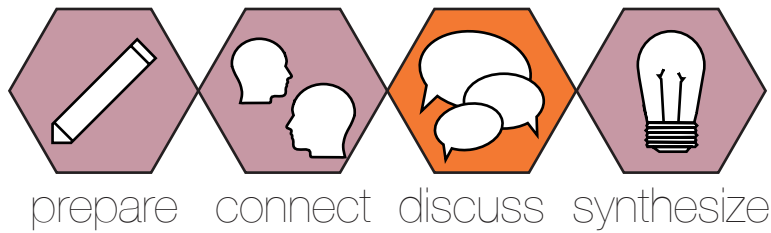


20-25 minutes



Large group

Lay the cards out on a flat surface. Instruct participants to pick a card that relates to a specific prompt. They will be given time to think about the prompt, choose a card, and come back to the group circle. Have each participant share why they choose their specific card. Dialogue as a group at the end.



Having the Conversation

This is meant to be the deepest stage of the conversation. When reaching the heart of the dialogue, participants are ready to unpack the question together. Activities during this stage of the conversation are meant to promote critical thinking and encourage deeper thought, using materials that challenge participants to see ideas in a new way and engage in presenting their perspectives.

Pick one of the following activity options to facilitate with the group. These activities should take the most time, and be shaped by participant contributions. As the facilitator, this is a time to frame the question and present different perspectives. **These questions should be adapted to fit the group’s needs--including designing questions around shared experiences and context of group members.** However, it is critical to respect the reflective space, and support participants in exploring a variety of different opinions. These activities should be open-ended to support inquiry in different directions.

Activity One: Peace Begins with One Person²

“Peace Begins with One Person” is part of an essay project produced by NPR. In this short essay, Ivory Harlow explains her philosophy on creating change through small acts of kindness. This can lead participants to think about actions and activities that create change. As you use this material with a group, encourage participants to think about what service activities are used to meet different needs, and how we assign value to these activities. Is it based on effectiveness or type of service?

Read the piece to yourself. After everyone has finished reading, start group dialogue around the presence of service in this situation, and how service activities are chosen and perceived.

Example Questions

- >> What stuck out to you or what did you notice?
- >> Was she serving the woman?
- >> What does or doesn’t make her act a “helping act”?
- >> What was the outcome of her actions?
- >> Was what she did valuable?
- >> What value is there in what we did today? Do you see any similarities?

Peace Begins with One Person

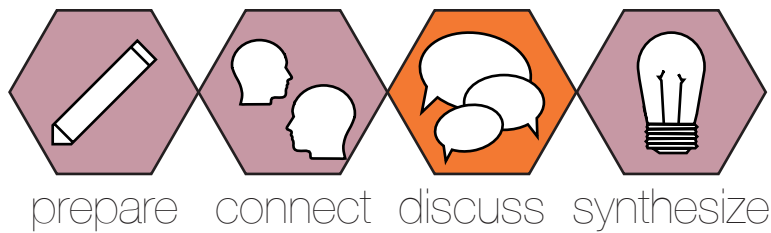


35 minutes



Small groups

Have each participant read the essay on the opposite page. Use the example questions above, or ask questions that challenge the participants to identify the different aspects of service. If you have a large group, break the large group into smaller groups and then come back together to share as a whole.



“Peace Begins With One Person,” Ivory Harlow

I serve coffee at a counter-style diner in Texas. I often see a look of isolation in my customers’ eyes. They come in the front door, wander to the counter, pick up the menu and look around the diner for something they can’t short-order: a connection.

In an age of online chat, online shopping and even online school, it’s no wonder people come into the diner starving for human connection. Most of my customers can remember a time when the milkman came to their front door. As I serve up their eggs and bacon, they offer updates on their grandchildren. They ask me about the happenings in my life.

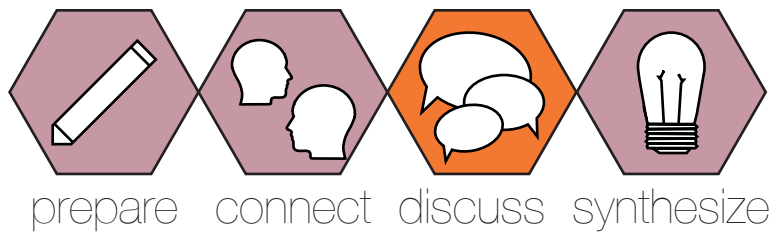
One day, I walked back to the smoking section to pass around a fresh pot of coffee. There was a woman who had been sitting in a corner booth for at least three hours. She asked me, “How much is just one breakfast taco?” I told her I didn’t know, that I’d never served just one by itself. Going back to the kitchen I thought about her rotted teeth and tired eyes, and how she’d consumed enough caffeine for three people already. I offered her a free pancake breakfast. I fibbed that it was a leftover from an order I had messed up. She asked to borrow bus fare and promised to return and pay me back. I handed over tip money from my apron pocket. She smiled a ragged grin on her way out the front door.

Three weeks later she returned my two dollars. She had gotten a job and a friend’s couch to sleep on. She offered to buy me breakfast on my break!

This kind of thing gets me wondering if something as simple as a short stack of pancakes can bring about a small shift in society. I’ll go even further: Can one act of friendliness start to generate peace? I believe it can. Peace begins with one person but spreads like warmed syrup. When I connect with my neighbors, they return it in kind.

So I believe in friendliness and an open ear. For me, it starts with making eye contact when I pour coffee and ask my customers, “How you doing?” and then listen to their answer.

My job is to take care of customers at the counter in a small Texas diner, but I also believe we’re in this world to take care of each other.



Activity Two: Visual Explorer Cards¹

Using Visual Explorer Cards will help the group exhibit their larger perspectives through various images. The prompt should challenge participants to visualize service, such as, “Pick an image that reminds you of service or looks like an act of service.” Use this time to process through what service is, what the elements are that make certain actions service, and if there is a connection between the participants’ experiences and service.

Visual Explorer Cards



20-25 minutes



Large group

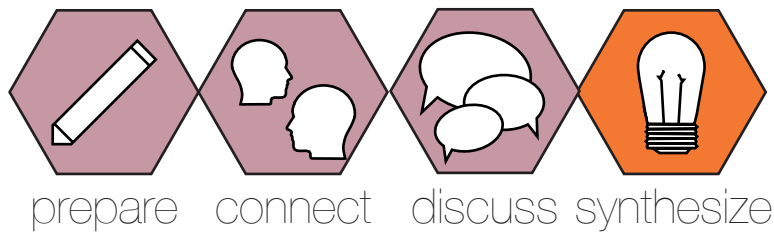
Lay the cards out on a flat surface. Instruct participants to pick a card that relates to a specific prompt. They will be given time to think about the prompt, choose a card, and come back to the group circle. Have each participant share why they choose their specific card. Dialogue as a group at the end.

Activity Three: Engaged Dialogue

Designing specific questions that relate to the day’s activities is also a great way to engage participants in thinking deeply about the benefits to different types of service. Think about asking questions that begin by discussing the variety of different types and outcomes of service, and then thinking about what value these activities overall. This activity works best when you know your group well, and feel comfortable challenging the participants through followup questions. Below are some example questions for a group involved in helping at a food bank:

Example Questions

- >> What are your thoughts about the service we did today?
- >> What is the impact of our actions? What did our service contribute to, or prepare for?
- >> When you think of service, what actions immediately come to mind?
- >> Through doing community service, do you think one type of service is better than the other?
- >> Are there specific acts of service that are more valuable? Why?
- >> When thinking about doing service, how do you choose what type of service you want to engage in?
- >> What is the most important outcome of service?
- >> What are the strengths and weaknesses of different types of service?



Leaving the Conversation

The end of the conversation should provide closure for the participants. This does not mean there needs to be concrete answers or a group consensus on a resolution, but group members should feel that they were able to express things that they wanted to say and there should be an opportunity to identify a takeaway. If this opportunity was a one-time reflection, group participants may benefit from creating a deliverable, such as something creative or written to synthesize their thoughts from the reflection. While this always has the potential to be beneficial, participants in recurring reflection may choose to identify takeaways in less work-intensive ways, and create something more substantial at the end of the experience.

Often, the needed closure can come from reading something simple, acknowledging the group's contributions to the conversation, or allowing a few moments for participants to jot down thoughts from the conversation. Each group has different needs following reflection, based on experience, future engagement, and investment in the conversation topic. The conclusion activity should be designed around those considerations.

Take Away Cards



5-20 minutes



Large group

Hand out individual index cards and markers to participants. Prompt participants to think about the conversation. What stuck out to them? Ask them to write down one thing they thought about in a new way, learned, or struggled with. These cards can be collected for the facilitator or shared among participants in pairs.

Wrap up/Pair Share



20-25 minutes



Large group

Ask participants to pick a partner and sit with them somewhere in the room. Ask the pairs to share something they learned or thought about as a result of the conversation, or one question they have. This can also be a great place to prompt participants with more detailed follow up questions.

Credits

1. Visual Explorer Cards

Visual Explorer Cards are a set of images created by the Center for Creative Leadership. These cards can be rented from the VT Engage office.

2. Peace Begins With One Person

“Peace Begins With One Person” is part of a national project created by National Public Radio (NPR). The project, “This I Believe,” is a collection of personal essays that are useful in prompting reflection about personal values and perspectives. For more information on the project, please see: <http://www.npr.org/thisibelieve/about.html>



Analise Adams

Analise Adams is an alumna of Virginia Tech and VT Engage, and often utilizes reflection as a tool to unpack service and promote citizenship in communities. She is passionate about community empowerment, increasing awareness of social justice issues, and working with students and community members to promote citizenship. She enjoys facilitating reflection with copious amounts of baked goods and coffee, and recommends this question specifically to groups that participate in varied service.



Emily Neer

Emily Neer is a student at Virginia Tech, and an alternative breaks leader with VT Engage. She loves using reflection in a service-immersion context, deepening learning outcomes from service by reflecting individually and in groups. Her favorite ways to reflect include conversation with others and journaling. She is passionate about challenging perspectives, motivating others to see their potential, and serving others wholeheartedly. She sees reflection as critical to making meaning and learning from experiences.

Conversation Planner

This Conversation Planner is a sample guide of what a conversation may look like. One activity is chosen for each section, and basic information is provided. Feel free to use these suggestions, modify the existing activities, or replace choices based on group needs.



Prepare

- Who will attend this conversation?
- What is the purpose of the session?
- When will the conversation happen?
- Where will the conversation happen?

What activities or actions come to mind when you think about 'service'?

Are some types of service more valuable than others? Why?

What is the point of service?



Connect

Flash

Have the group participants sit in a circle. The leader of the activity will say a word, and each participant must say the first word that comes to mind. Participants will take turns in a clockwise or counterclockwise fashion. Words that may pertain to this topic include:

service

relationship

building

contribution

community

impact

partnership

volunteer

Flash



7-10 minutes



Large group

Have the participants sit in a circle. Instruct the participants to respond to the given key word with the first word that comes to mind, without repeating other words and trying not to hesitate. This activity will illustrate the existing associations participants have formed.



Discuss

“Peace Begins With One Person”

Read “Peace Begins With One Person,” by Ivory Harlow. After the group has read the essay, discuss the following questions:

- >> What stuck out to you or what did you notice?
- >> Was she serving the woman?
- >> What does or doesn't make her act a “helping act”?
- >> What was the outcome of her actions?
- >> Was what she did valuable?
- >> What value is there in what we did today? Do you see any similarities?



Synthesize

Take Away Cards

Give a brief recap of the discussion to participants, highlighting important realizations the group made during discussion. What seemed most important, or most impactful to the group? What did you notice as a facilitator? Then follow with the Take Away Card activity. After they have written the Take Away, instruct participants to share their highlight with another group member (time allowing). If there is still time, instruct the group to come back together and highlight any meaningful realizations.

Take Away Cards



5-20 minutes



Large group

Hand out individual index cards and markers to participants. Prompt participants to think about the conversation. What stuck out to them? Ask them to write down one thing they thought about in a new way, learned, or struggled with. These cards can be collected for the facilitator or shared among participants in pairs.

After you have personally reflected, there are three distinct stages of dialogue present in conversation. The structured dialogue depends on varying depth to process as a group, and come to collective realizations, along with personal take-aways. These three sections serve specific purposes in engaging participants.

Connect

The beginning of the conversation often sets the tone for the rest of the session. In this stage in the dialogue, it important to consider what needs to be done to help your group feel connected, and build trust to move into deeper and more vulnerable conversations. The activities in this section should focus on making the participants feel welcome and valued, and introduce concepts for the deeper dialogue.

Discuss

This is meant to be the deepest stage of the conversation. When reaching the heart of the conversation, participants are ready to dig into unpacking the question together. These thinking points are meant to challenge perspectives and create the depth in conversation that we use reflection for.

Synthesize

The end of the conversation should provide closure for the participants. This does not mean there needs to be concrete answers or a group consensus on a resolution, but group members should feel that they were able to express things that they wanted to say and there should be an opportunity to identify a takeaway.



discuss



connect

Flash 7-10 minutes Large group

Have the participants sit in a circle. Instruct the participants to respond to the given key word with the first word that comes to mind, without repeating other words and trying not to hesitate. This activity will illustrate the existing associations participants have formed.

Visual Explorer Cards

 20-25 minutes  Large group

Lay the cards out on a flat surface. Instruct participants to pick a card that relates to a specific prompt. They will be given time to think about the prompt, choose a card, and come back to the group circle. Have each participant share why they choose their specific card. Dialogue as a group at the end.



synthesize

Peace Begins with One Person

 35 minutes  Small groups

Have each participant read the essay on the opposite page. Use the example questions above, or ask questions that challenge the participants to identify the different aspects of service. If you have a large group, break the large group into smaller groups and then come back together to share as a whole.

Example Questions

- >> What stuck out to you or what did you notice?
- >> Was she serving the woman?
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- >> What was the outcome of her actions?
- >> Was what she did valuable?
- >> What value is there in what we did today? Do you see any similarities?

Take Away Cards

 5-20 minutes  Large group

Hand out individual index cards and markers to participants. Prompt participants to think about the conversation. What stuck out to them? Ask them to write down one thing they thought about in a new way, learned, or struggled with. These cards can be collected for the facilitator or shared among participants in pairs.

Wrap Up/Pair Share

 20-25 minutes  Large group

Ask participants to pick a partner and sit with them somewhere in the room. Ask the pairs to share something they learned or thought about as a result of the conversation, or one question they have. This can also be a great place to prompt participants with more detailed follow up questions.

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IS ALL SERVICE THE SAME?



Is all service the same?

When it comes to service, are some activities better or more valuable than others? If so, what makes those activities or contributions valuable? This question digs into the different ways service work is valuable, and how different types of service contribute to communities and organizations. The goal of these activities are to prompt participants to think of the benefits of different types of service, how varied service activities fit a multitude situations, and how we assign value to aspects of service. Ensure that your group has a basic definition of “service,” and can identify different activities that are considered service work (i.e. manual labor, relational services, financial contributions, etc.).

Who will attend this conversation?
 What is the purpose of the session?
 When will the conversation happen?
 Where will the conversation happen?

What activities or actions come to mind when you think about ‘service’?
 Are some types of service more valuable than others? Why?
 What is the point of service?

Share these common agreements with your group:

Be Respectful

Respect others’ opinions and be open minded to new ideas and perspectives. You do not need to agree with every opinion, and if there is some confusion make sure to ask for clarification before judging or jumping to conclusions.

Be Mindful

Be mindful of others in order to create a safe space. Try not to rush to speak your opinion. If personal information is shared within the reflection respect the courage that that took to share and do not share this information in an identifiable way. We want to create a space where we can support one another while difficult questions and perspectives can be processed.

Be Aware

Be aware of your verbal and nonverbal communication. This communication includes not only words, but posture, gestures, tone, and facial expressions. Judgement can be communicated both verbally and nonverbally. Be mindful of your actions and the language and tone that you use.

Be Engaged

Be active listeners. Engage and tune in to others when they are sharing their opinion, story, beliefs, or questions. Do not interrupt, but respect their time and contribution to the conversation.