

FACILITATOR PLANNING GUIDE

Be the Change!



A UU Training for Building Multicultural, Anti-Racist Beloved Community

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Part A – Planning Your Program

Welcome to Be the Change! A UU Training for Building Multicultural, Anti-Racist Beloved Community.

This program is provided as six 90-minute sessions to be facilitated by a youth-and-adult team. The sessions are designed to be delivered in a variety of contexts. Find guidance below for using Be the Change! with a congregational, cluster, or district/regional group and explore ways to use abbreviated portions of the program.

I. Be the Change! in a Congregation

Who facilitates?

The program is designed to be led by a youth-adult team. If your group is on the smaller side, this might be effectively done informally by an advisor and a member of the group, as guides for the conversation, rather than leaders. However, be aware that this can limit that youth's participation and their own learning. For medium-to-large groups, it can be more effective to invite an adult from the congregation who is not usually involved with the youth group to facilitate and invite a youth from a neighboring congregation. If you are using this curriculum as an overnight, it is especially important to seek facilitators from outside your advisor team, as you do not want to your facilitator to also be concerned about advisor-duties or taking an overnight awake shift.

Program structure: weekly, monthly, overnight

For groups with a **weekly** meeting, the format of Be the Change! is suitable to fill six consecutive weeks of group time. This is the format most conducive to internal facilitation. It also allows the youth to let each week's session sink in. Take note that each session is 90 minutes long; we caution against splitting a session, so if your group meets for less than 90 minutes, you may want to consider a different format. If your week-to-week attendance fluctuates, you will also want to consider how to incorporate those who missed a previous week. You would utilize the curriculum as written.

For groups who either do not have a weekly meeting or like to rotate topics, a **monthly** format allows your group to work through the curriculum as written, but with longer gaps between sessions. You could schedule a special evening session once a month or use one of your regular meetings. This format lends itself to outside facilitation as well. While it is a longer commitment, dedicated meetings are less frequent. Look for ways to incorporate each month's learning into the rest of your group programming. Be attentive to the need to refresh concepts from the previous month's session before starting the new content.

An **overnight** experience can be a great way to conduct the curriculum in a consolidated way, moving from one session to the next over two or three consecutive days. This format allows for participants' immersion. It can be conducive to the engagement of outside facilitation, allowing the regular youth advisors to focus on support and

supporting the youth to focus on participation. A weekend program can also serve as the launching point for a long-term group project, preparation for an upcoming service trip, or an intensive training. Supplemental worship and media resources suggested below can make overnights and cons more robust.

Note: The six sessions of Be the Change! were developed to be used sequentially and the program is designed to be used in its entirety. However, you may find that schedule logistics, access to technology, or other needs can make it difficult to provide the complete program as intended. While we strongly encourage using the whole program, you can use portions of the program in smaller increments to meet certain needs. For a one-time event, you can choose activities from multiple sessions, rather than just doing one session. However, if you hope to eventually use the entire program, we recommend a monthly structure.

II. Be the Change! with a Cluster

Perhaps you don't have a large enough group to run this program effectively, or perhaps you want to build on partnerships with other congregations in the area and share responsibility for this program. Either way, getting two or three congregations together for this curriculum can be valuable for all involved.

Who facilitates?

You will want facilitators you know can handle larger groups, particularly when the participants are youth that they do not know. You will want to select someone who will have no other responsibilities during the training so they can focus on creating the best possible event for the youth. Good prospects might be adult or youth leaders who have already gone through this program or who have a good grounding in multiculturalism, whether or not they are from the congregations attending. Check with your district staff to see if they can recommend any adults and youth in your area.

Two-day sessions

This is a great way to break the program up into smaller bites, but still limit the time span of the commitment for folks coming from different congregations. You'll want to divide the program into two sections to provide on two consecutive Saturdays. You could also do this as a Saturday and Sunday with no overnight, but be aware of the travel involved if you go that route. Provide a meal and some social time for the youth to get to know one another before they delve into the subject matter too deeply. This is especially important if they have not met before.

Overnights

Youth overnights give youth from different congregations the opportunity to bond as well as share a learning experience. This option allows for minimal time commitments and travel on the part of the participants, which is especially useful if your cluster is particularly spread out. Some additional, optional elements can also be added to this format. If you have the interest and ability to host a two-night cluster event, consult the section on using the curriculum for a district con.

Using portions of the program, for clusters

In a cluster setting, you may want to use portions of this program as a morning introduction to a witness, action, or service event or as a workshop during a larger, collaborative program which may inspire individual congregations to use the entire program themselves. While we recommend that this program be used in its entirety, using smaller increments may better meet your cluster programming needs. Rather than simply doing a single session, you may prefer to compile activities from multiple sessions.

III. Be the Change! in Your District or Region

Who facilitates?

At the district or regional level, it is likely that your program will be large, highly structured and held in one place at one time. Facilitators should be experienced, able to handle presenting to and managing large groups, and comfortable with anti-racism and multiculturalism. Seek facilitators who have facilitated at a con before, have undergone leadership training, and/or are otherwise known to be able facilitators. Adult facilitators can be ministers, religious educators, advisors, sponsors, or other adults who are known to work collaboratively with youth. Facilitators of this program should have no other responsibilities at the con. Allow them time to prepare to present segments of the program and ensure they will be available to respond to participant needs that arise.

Stand-alone weekend conference

This curriculum can easily provide a structure for an entire con weekend. Combine the six sessions with supplemental material suggested in this guide or on the UUA website or expand the activities with your own ideas to create a robust weekend experience that immerses attendees in the issues and practices of anti-racism and multiculturalism.

Workshop track

Incorporate Be the Change! into a UU camp, social justice conference, UUA district assembly, multigenerational training event or other gathering. Use portions of the program (see below) or host multiple 90-minute sessions through the course of the event. Participants should commit to attending the full program rather than coming in halfway through. If building this program into an existing program structure, make sure that the workshop slots are long enough to accommodate a full, 90-minute session.

Using portions of the program at the district or regional level

Though we strongly recommend trying, at the district or regional level it may not be possible to use Be the Change! in its entirety. You can, however, use a portion of the program as a teaser to encourage youth to bring the program back to their congregation to use in its entirety there. Parts of this program can also be used to introduce another event (service, witness, action, trip, etc.) so that participants are grounded in multicultural and anti-racism principles. Keep in mind, however, that to use any scaled-

down sessions—or, in fact, even to provide this program in its entirety—must always be considered and described as only a first step. Engaging with issues of race and power in our lives as Unitarian Universalists is a lifelong journey.

IV. Suggested Worship Elements, Overnight/Weekend Programs

Be the Change! is a spirit-centered program that explores engaging with issues of race, prejudice and oppression in our daily lives as a way to demonstrate our Unitarian Universalist faith. Tapping into the spiritual elements of the program is critical for maintaining the faithful space necessary for deep discussion.

Below are suggested elements for worship on themes of justice, compassion and community. They can be used at any time, but are intended for an extended worship time such as an evening worship during a weekend or week-long conference. These elements are only a starting point. Use resources such as the online UUA WorshipWeb to seek and adapt other songs and readings for your worship.

Readings from *Singing the Living Tradition*, the Unitarian Universalist hymnbook

Opening – SLT 418

Opening – SLT 435

Opening – SLT 440

Commitment – SLT 560

Connections Are Made Slowly – SLT 568

Universal Ministry – SLT 571

A Litany of Restoration – SLT 576

A Network of Mutuality – SLT 584

Liberation Is Costly – SLT 593

Without Hate – SLT 598

When All The People – SLT 601

On Turning – SLT 634

The Legacy of Caring – SLT 666

Closing – SLT 680

Closing – SLT 686

Closing – SLT 705

Hymns and chants from *Singing the Living Tradition*

“Step by Step, the Longest March” – SLT 157

“We Shall Overcome” – SLT 169
“Come, Come, Whoever You Are” – SLT 188
“We Would Be One” – SLT 318
“Rise Up, O Flame” – SLT 362
“Gathered Here” – SLT 389
“From You I Receive” – SLT 402

Hymn from *Las Voces del Camino, un complement de Singing the Living Tradition*

“Tengo sed de ti” – LCV 4

Hymns from *Singing the Journey, a supplement to Singing the Living Tradition*

“Building a New Way” – SJT 1017
“Building Bridges” – SJT 1023
“We Begin Again in Love” – SJT 1037
“How Could Anyone” – SJT 1053

Rituals

Hopes. Give each participant a piece of paper and a pencil. Ask them to write one hope for the future of their congregation or local community that would be a result of this program (without signing their name). Collect the papers in a bowl, bless them, and then redistribute them and have each participant read the paper they received.

Web. Have participants stand or sit in a circle with a ball of yarn. Invite each participant to take a turn saying aloud something they learned about their faith through this program, and then throw the ball of yarn to someone across the circle (make sure you unravel plenty of yarn before you throw!) while holding onto a piece of the yarn. At the end of the ritual, the group should have a web of yarn connecting all participants.

Stone. This requires a small, smooth stone for each participant and a bowl of water. Ask each participant to add their stone to the water, one at a time, and watch the ripples move outward. As they add their stone, they can articulate one way in which they will help the impact of this program ripple outward into their community in the days, weeks, months, and years to come.

Sample order of worship

1. Entering – Hymn, “Come, Come, Whoever You Are,” SLT 188
2. Chalice Lighting
3. Opening Reading—“Connections Are Made Slowly,” SLT 568
4. Deepening – Hymn, “Tengo sed de ti,” LCV 4; sung and hummed

5. Meditative Silence
6. Ritual--Hopes
7. Reading—"A Network of Mutuality," SLT 584
8. Closing Hymn—"How Could Anyone," SJT 1053; sung 3 times
9. Closing Reading--SLT 680
10. Extinguish Chalice

V. Additional Staff

Chaplain

Be the Change! raises questions that will challenge participants emotionally, intellectually and spiritually. Plan ahead of time how the program will engage one or more people in the role of chaplain to offer participants pastoral care. All too often, this need is overlooked in workshops on race, power and privilege.

A chaplain cannot be a program participant—first, because they may be occupied with pastoral conversations during significant parts of the training and secondly, because chaplains who share their personal perspectives in a group discussion may then seem unapproachable to some participants. While a chaplain can be either a youth or an adult, it may be easier to have adults act as chaplains so that all available youth can be participants. This program offers an excellent opportunity to ask a minister to act in a supportive chaplain role for youth.

Chaplain qualifications

Who is qualified to be a chaplain? It is strongly suggested that whomever you ask to provide space for pastoral discussion receive significant formal training prior to the program. Identify a youth who has completed the UUA Chrysalis Chaplain Training or an adult who has at least one unit of clinical pastoral education. Additionally, chaplains need to be comfortable discussing race and social power dynamics. They must be aware of and comfortable with their own identities in order to offer effective pastoral support.

Pastoral care appropriate for your program

Base your plan on the format of your program, the size of the group, and the experience and maturity of participants. You will need different levels of onsite chaplain support depending on how your program is structured. If you are combining all six sessions in a large weekend intensive conference which may be a one-time get-together, it will be imperative to have multiple onsite chaplains present throughout the whole training. If your youth group is offering the program one session per weekend, your chaplain may have more flexibility to follow up with participants after a session is completed.

Small group discussion leaders

Many activities in this program call for small group discussions. These discussions work best when one person has responsibility to keep the conversation on track and to

ensure that everyone gets a chance to speak. Small group discussion leaders can be youth participants in the program who act temporarily in this role at the appropriate times while also contributing to the discussion.

Before the program begins, ask a few participants with small group leadership experience to act in this role. Make sure you have enough discussion leaders to have small groups of 5 to 8 participants each. It may also be helpful for participants to stay in the same small groups throughout the training so that they can connect and bond with the others in their group.

If your group has fewer than 10 participants, it may be possible for the program facilitators to handle small group discussion facilitation as well. However, even with smaller groups it can be beneficial to have small group discussion leaders because it can give the program facilitators time to plan for the next activity.

And remember to thank your additional staff leaders before, during and after your program!

Part B – Your Role as a Facilitator

I. Overview

Be the Change! is designed for high school participants and to be facilitated by a youth and adult co-facilitation team.

The facilitation team could include any youth and adult who feel prepared, but the more experience the better! The youth who is facilitating will be fully occupied by the facilitation role and will not be able to learn as a participant, so the ideal youth facilitator is someone who completed this program or another multiculturalism/anti-racism training before. The adult facilitator could be a religious educator, a minister, or another volunteer. Be careful in selecting parents and current youth advisors to facilitate the program. Youth whose parents are facilitating may be more reluctant to share during the program. Advisors who are facilitating will not be available to fulfill their usual role of leadership and mentorship.

Facilitators should be comfortable with public speaking and facilitating discussions. They should have experience monitoring and responding to group dynamics (see Part A, ***Who facilitates?*** sections for congregational, cluster, and district/region programs). A facilitator must be comfortable talking about race, since the participants will take their cues from the comfort level exhibited by the facilitators.

As a facilitation team, you will decide ahead of time which activities, alternate activities, and resources to use. Ideally, a logistics coordinator will be responsible for scheduling, registration, food preparation, and the supplies you will need for each session so that facilitators can focus on the content and group dynamics as you lead participants through the program. During the program, you are charged to hold the space in an open and spiritual way and to keep an eye on the comfort level and openness of the group. You will also need to watch the time and schedule, to keep the program on track.

Support for facilitators

Be aware that Be the Change! invites challenging discussions that address personal identity as well as broad historical and societal dynamics of power and oppression. As a facilitator team, think in advance about how you want to respond if conflicts arise. Read the online “Tips for Facilitating” page for Be the Change! (www.uua.org/re/youth/identity-based/btcp/290715.shtml). Make sure you have a pastoral care plan in place (see above, Part A, Additional Staff, Chaplain). With your co-facilitator, try to anticipate parts of the curriculum that introduce sensitive or “hot button” topics for your group. For example, if one of the activities touches on a recent traumatic event in your community, be sure you have supportive volunteers on hand when the group will approach that work.

Remember, as the facilitator you are not the expert or the teacher; the program is designed so that key messages will emerge from the activities without you delivering them directly to participants. You are there to shepherd participants through the program in a meaningful way and help them when problems arise.

Be sure you know ahead of time where to go for help if problems arise during the program. Your minister local minister or congregational leader is a good place to start, make sure they are aware that the program is going on and ready to assist you if you get stuck or don't know what to do next. You can also contact UUA staff with problems or questions about the program during normal work hours: Carey McDonald, Youth and Young Adult Ministries Director, cmcdonald@uua.org, 617.948.4359; Jessica York, Faith Development Director, jjork@uua.org.

Leading the sessions

If you haven't used a curriculum like this before, first note that the curriculum is written to address you, the facilitator team. The instructions are organized in the order in which you will use them, with materials and preparation listed with each activity.

Each session includes:

- Introduction
- Goals for the session
- Learning Objectives for participants
- Session-at-a-Glance table
- Spiritual Preparation for facilitation team
- Opening
- Activities
- Closing
- Faith in Action and Alternate Activities
- Leader Resources
- Handouts

Make sure you read the curriculum and directions thoroughly before you start leading a session. Look for all the action steps you will take as a facilitator during each part of the training. Anticipate any tweaks you will need to make to accommodate the space you will be using for large- and small-group discussions, race- or ethnicity-related phrases common among your participants, etc.

Note: Audio-visual equipment is notoriously tricky to manage while you are leading a discussion, especially if you will depend on online streaming. As much as possible, download, test, and queue all videos and multimedia in the on-site space, immediately before each session.

II. Preparation Timeline

This timeline is appropriate for any context in which you are leading Be the Change! Prepare ahead so you can focus your energy as a facilitator on the training itself.

One month ahead

- Check in with your co-facilitator. Learn about one another's experience with race issues and discussions around marginalized communities. If you cannot meet face to face, communicate via phone, Skype or Google Hangout.

- Look through the curriculum and decide together which activities to use.
- Figure out who will be responsible for the logistics—ideally, neither of you. The logistics coordinator might also work with you to develop a pastoral care plan, recruit chaplain(s) and recruit small group discussion leaders.

Two weeks ahead

- Read through the curriculum. Familiarize yourself with action steps. Decide which facilitator will lead which parts.
- Communicate with the logistics coordinator to make sure you will have supplies, copies of handouts and audio-visual equipment.

An hour ahead

- Make sure both you and your co-facilitator are onsite and ready.
- Ensure audio-visual equipment is set up properly and necessary supplies are available, including handouts as well as chalice and lighter.
- Take a moment for spiritual preparation.*

*Spiritual preparation is an essential step. The Spiritual Preparation sections at the beginning of each session offer specific practices to help you as a facilitator faithfully center yourself and focus your spiritual, emotional and intellectual energy on the task at hand. Remember, good facilitators are able to stay connected with the pulse of the group even as they step outside of their own experience to make space for others to share their own truths with the group.

III. Reflection and Adaptation

Experienced facilitators know how important it is to constantly review your leadership style and be ready to adapt it to each group you are leading. After each session, take five to ten minutes with your co-facilitator and other members of your leadership team (such as chaplains, small group discussion leaders and logistics coordinator) to discuss these questions:

Logistics and learning

- Did activities fit into the allotted time? Due to the size of our group (large, or small), do we need to adjust times for activities in future sessions?
- Were all the supplies and audio-visual needs taken care of ahead of time? Is there anything that needs to be done differently for the next session?
- How were varied learning styles addressed? Were visual, auditory and kinesthetic learners all engaged?
- Did the participants understand the goals of the workshop? How do we know? If we are not sure, how can we follow up to support their learning from this session?

- Do we (facilitators, or a chaplain or minister) need to follow up with youth who had a particularly emotional experience?

Group dynamics

- Which activities did the group enjoy most? Why? What might we do differently next time?
- Did participants keep to the covenant? Was dialogue respectful?
- How is the group handling difficult discussions? Did the group feel safe enough for everyone to tell their truths?
- Are the group dynamics taking shape in a healthy way? Was anyone particularly silenced or over-participatory? What strategies can we employ in future sessions to balance this? Did participants keep to the covenant and have respectful dialogue?
- What are the tone and energy of the group? Do participants seem hopeful, or hopeless? Are there emotional issues we should address, and how will we address them? Do we need to engage anyone else's advice?

Facilitator experience

- Do you feel the work was shared equally amongst the co-facilitators? Assuming you are a youth/adult team, were there any instances of "adultism" that occurred? What might you each do differently in the future?
- What is one self-care strategy you will employ before the next session starts?
- What is the meaning of this program for you personally? Is it increasing your ability to see racism? Did you gain any new understanding about interacting with people from cultures different from yours? Has it affected your faith? Your ties to Unitarian Universalism?