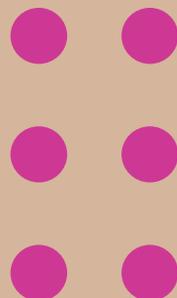


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Connected Community

• • • • **A Trauma Informed**
COMMUNITY ENGAGEMENT
CURRICULUM • •



Introduction

Connected Community

Training Toolkit

The Workshops

1

ORIENTATION & WELCOME

2

INTRODUCTION TO STRESS

3

THE S.E.L.F. FRAMEWORK:
SAFETY & EMOTIONS

4

THE S.E.L.F. FRAMEWORK:
LOSS & FUTURE

5

LEADERSHIP

Introduction: Background



This project represents over three years of planning, cooperation and challenges. It began as a collaboration between Impact Services, New Kensington Community Development Corporation (NKCDC) and Philadelphia LISC and, with support from funders, stakeholders and the community, grew into a multifaceted approach to trauma informed community engagement.

For decades, the Kensington neighborhood of Philadelphia has suffered through high rates of poverty, disinvestment, crime and violence. For residents, this level of community trauma has meant high rates of toxic stress and low rates of collective efficacy. In 2016, Impact’s CEO, Casey O’Donnell Psy.D., began developing a framework for what trauma informed care would look like at a population level. At the same time, NKCDC was developing a community engagement program that took a strengths-based approach to developing community leaders and supported projects at a block level. With support from Philadelphia LISC’s Sustainable Communities Initiative, the two organizations began collaborating to bring their efforts into alignment.

The Scattergood Foundation, NeighborWorks America and Robert Wood Johnson Foundation provided financial support to develop this curriculum and plan for implementation of our work. With this support, we began a participatory process that not only informed the curriculum, but shaped how we envision doing

the work of the next few years. We started a 3-month series of workshops, led by Michael O’Bryan of the Village of Arts and Humanities, and attended by residents and staff, that were opportunities to teach participants about a variety of topics, including toxic stress, trauma and the SELF framework. These were designed to be dialogic workshops, with residents participating in the shaping of the curriculum as they were learning about the project. For example, while we worried that the science of ACEs and the effects of toxic stress might be perceived as condescending, residents reacted to that information with overwhelming enthusiasm. Participants also responded very positively to the four SELF (Safety, Emotion, Loss and Future) sessions led by Joe Foderaro. Those topics, therefore, are highlighted repeatedly in the curriculum along with others that participants felt were important. Residents were also our partners in planning for content delivery, designing learning activities, shaping the evaluation survey and guiding the individual needs assessment.



Introduction: Summary

Our group began as about 15-20 people, with folks from both organizations, but eventually whittled down to 7 regular participants. The enthusiasm and unflagging dedication of these neighbors to this project, coupled with our desire to create a model that would last beyond any one participant, and without Impact or NKCDC, influenced us to develop this as a “train the trainer” program. Residents will not only be the best way to deliver this information to one another, but they are also critical for creating something that is not just sustainable, but sustained.

In addition to our workshops, we also talked to as many folks doing similar work as we could. Between the two organizations, we joined the ACEs Taskforce and visited or spoke with people from HopeWorks, 11th Street Health Clinic, The School District of Philadelphia, Jefferson Counseling School, The Wooden Boat Factory, Saint A, Pottstown, Esperanza Health, United Way, the Children’s Hospital of Philadelphia Violence Intervention Program, the Network of Neighbors and Dr. Robert Macy from the International Trauma Center in Boston to get insights on the trauma informed work other groups are doing. We also visited Pittsburgh in 2016 to see the trauma informed community work that Focus Pittsburgh is doing. All these conversations were incredibly valuable as they underscored the wide variety of successful approaches that exist throughout the trauma informed world and how critical it is to be flexible. Through these conversations, we also learned about important things we had not considered. For example, Dr. Macy emphasized that consistency and reliability was a key factor, even for something as seemingly minor as

the structure of workshops. He also told us that we needed to establish a closing ritual, a point that was re-emphasized by the behavioral health team at Esperanza, which we had not considered.

Lastly, we conducted research and read as much as we could about the field of trauma informed care, the Sanctuary model, SELF and how communities are talking about and addressing trauma at the individual, community and systems levels. This helped us frame our work within a broader field, which is important not just at the block level, but also as we talk to stakeholders at every level.

The development of the curriculum took us down paths that were surprising, challenging and incredibly fruitful. While we understood that this would be an iterative project and that the early years of implementation will present a steep learning curve for us, the process has clearly demonstrated the importance of viewing this version of the curriculum as a starting place, rather than an endpoint. The curriculum will change as we begin to use it in Kensington and as others adopt it as their own. We are excited to see what it will become and how it will be used.



Key Points

- This curriculum was developed in collaboration with neighborhood residents
- Developed to be sustained as a “train the trainer” program
- Trauma informed work and care research helped to influence community curriculum

Introduction: Goals & Objectives

GOALS

Provide comprehensive and easy to use guide for those teaching others about trauma.

OBJECTIVES

Each module has a set of “objectives.” The objectives are things that participants can show they know, know how to do, or are thinking about differently. This is sometimes referred to as “KSA” Knowledge, Skills and Attitude. It’s important to review the objectives for each session because they can serve as your guide and help make sure that what you are teaching is setting people up to do the things you say you want them to know, be able to do, or think about differently. You will notice that objectives are often quantifiable, so you can check on what participants understand. For example, you could ask, “List TWO different types of stress.” If they can only list one, then you may need to review that information.

Special Thanks



None of this could have happened without our dedicated and tireless “trauma ladies” who gave their evening and weekends to moving this project forward. What was meant to be two meetings grew into 15 months and they show no signs of slowing down.

Gloria Cartagena

Joan Dansette

Brenda Mosely

Neyda Rios

Maria Rivas

Mayme Robinson

Elmira Smith
(passed away in January 2020)

Valued Partners



This work was a truly collaborative effort between our two organizations, led by Zoë Van Orsdol of Impact Services and Tess Donie of NKCDC. We were the beneficiaries of invaluable support from a range of partners. We received support from:

Scattergood Foundation

Philadelphia LISC

Michael O’Bryan

The Village of Arts
and Humanities

Dr. Sandra Bloom

Joseph Foderaro

NeighborWorks America

RWJ County Health
Rankings & Roadmaps

Claneil Foundation

The Mayor’s Fund

Dr. Natasha Fletcher

Rebecca Fabiano

Introduction: General Philosophies

DEFINING TRAUMA AWARENESS APPROACH

Trauma is the word we use to describe a situation or experience where a person has felt emotionally or physically unsafe in a deeply intense moment; that moment tends to bring out deep feelings of terror, helplessness, and powerlessness. Trauma is extremely common! Somewhere between 55-90% of Americans have experienced at least one traumatic event in their lives. These traumatic experiences can then shape how we interact with the world for the rest of our lives in subtle and unconscious ways.

Being “trauma informed” or “trauma aware” means that we acknowledge that trauma is very common and can have a serious impact on people’s lives. Trauma informed practices aren’t judgmental (e.g. he/she/they are “good” or “bad” neighbors) and instead understand that all human beings need to feel safe and heard for them to make any significant personal changes.

This human-centered approach to engagement and service delivery/leadership is the beginning of trauma informed care and practices. We shift our thinking from “What’s wrong with a person?” to “What happened to that person?”

This subtle, but important difference in viewpoint allows us to see an individual not just as the summation of their pain points or what some might call “troubling behavior.” In this context, behavior is seen as a result of what has occurred in the life of the individual.

“What’s wrong with a person?”



“What happened to that person?”

In other words, our behavior is shaped by our interactions with the people, places, and things that we experience throughout our development. Although relationships with people, places and things can cause trauma, relationships are also where healing begins. Being in relationships with safe, nurturing, and caring adults and peers is how people can experience joy, healing, and meaning. None of that is possible, however, without acknowledging that “it’s always about what has happened to you, never what’s wrong with you” from both the individual impacted by trauma and the person/organization working with them.

Introduction: Organizational self-awareness

QUESTIONS TO ASK WITHIN YOUR ORGANIZATION

Talking about these topics can be a very emotional undertaking, even if you haven't experienced severe trauma. People might want to share traumatic experiences with you or you might see patterns in your own behavior that you would like to change. Therefore, it's important that both the facilitators and the organization sponsoring/supporting them assess their own readiness to take on this work.

Questions to ask yourself might include:

1. What's your awareness of your own experience with trauma?
2. What's your organization's awareness of its experience with trauma?
3. What is your awareness of your community's experience with trauma?
4. What is our current relationship with the community? Historical?

Depending on your answers, you may want to spend some more time educating yourself and/or your organization about the topic of trauma/trauma awareness. You may find it helpful to reach out to others doing this work for ideas, support and/or encouragement.

Introduction: Sample Self-Assessment

Organizations may want to take the time to review and complete an organizational self-assessment.

The Trauma Informed Care Project’s Agency Self-Assessment

This Agency Self-Assessment from The Trauma Informed Care Project facilitates a comprehensive collection of data that will highlight areas for programmatic, policy, and environmental change. Guidance for completing this self-assessment is included on the following pages.

http://www.traumainformedcareproject.org/resources/Traum%20Informed%20Organizational%20Survey_9_13.pdf

Trauma-Informed Organizational Self-Assessment

Please complete the assessment, reading each item and rating from strongly disagree to strongly agree based on your experience in the organization over the last year. Use your initial impression. **Remember you are evaluating the agency not your individual performance.**

Agency/Program: _____ Today's Date: _____

Name of Staff (optional): _____

I. Supporting Staff Development						
A. Training and Education	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know	Not applicable to my role
Staff at all levels of the program receive training and education on the following topics:						
1	What traumatic stress is.					
2	How traumatic stress affects the brain and body.					
3	The relationship between mental health and trauma.					
4	The relationship between substance use and trauma.					
5	The relationship between homelessness and trauma.					
6	How trauma affects a child's development.					
7	How trauma affects a child's attachment to his/her caregivers.					
8	The relationship between childhood trauma and adult re-victimization (e.g. domestic violence, sexual assault).					
9	Different cultural issues (e.g. different cultural practices, beliefs, rituals).					
10	Cultural differences in how people understand and respond to trauma.					
11	How working with trauma survivors impacts staff.					
12	How to help consumers identify triggers (i.e. reminders of dangerous or frightening things that have happened in the past)					
13	How to help consumers manage their feelings (e.g. helplessness, rage, sadness, terror)					
14	De-escalation strategies (i.e. ways to help people to calm down before reaching the point of crisis)					
15	How to develop safety and crisis prevention plans.					
16	What is asked in the intake assessment.					
17	How to establish and maintain healthy professional boundaries.					

ANOTHER OPTION:

NeighborWorks America’s Trauma & Healing Learning Community Planning Worksheet

This NeighborWorks America resource is part of a Healing Communities: Trauma Informed Approaches to Community Development report produced in collaboration with six NeighborWorks network member organizations from across the country, including NKCDC and Impact Services. This report contains a useful introduction to trauma informed principles as well as a simple organizational assessment tool.

https://nkcnc.org/wp-content/uploads/2020/03/Healing-Communities_Final-Report.pdf

Introduction: Guide to Completing the Agency Self-Assessment

The Agency Self-Assessment for Trauma-Informed Care is intended to be a tool that will help you assess your organization’s readiness to implement a trauma-informed approach. Honest and candid staff responses can benefit your agency by helping to identify opportunities for program and environmental change, assist in professional development planning, and can be used to inform organizational policy change.

HOW TO COMPLETE THE AGENCY SELF-ASSESSMENT

The Self-Assessment is organized into five main “domains” or areas of programming to be examined:



Agency staff completing the Self-Assessment are asked to read through each item and use the scale ranging from “strongly disagree” to “strongly agree” to evaluate the extent to which they agree that their agency incorporates each practice into daily programming. Staff members are asked to answer based on their experience in the program over the past twelve months.

Responses to the Self-Assessment items should remain anonymous and staff should be encouraged to answer with their initial impression of the question as honestly and accurately as possible. Remember, staff members are not evaluating their individual performance, but rather, the practice of the agency as a whole.

Staff should complete the Self-Assessment when they have ample time to consider their responses; this may be completed in one sitting or section-by-section if time does not allow.

Agencies may distribute the tool in either Word or Excel format. Some agencies may prefer to use an electronic method (such as Survey Monkey) to assist with data collection and analysis.

Introduction: Guide to Completing the Agency Self-Assessment (Continued)

HOW TO COMPILE AND EXAMINE SELF-ASSESSMENT RESULTS

It is helpful for the agency to have a designated point person to collect completed assessments and compile the results. Detailed suggestions and The “Toolkit” are on the Trauma Informed Care Website <http://www.traumainformedcareproject.org/>

To identify potential areas for change, look for statements where staff responses are mostly “strongly disagree” and “disagree” as these are the practices that could be strengthened. In addition, pay attention to those responding with “do not know” as this could indicate that the practice is lacking, or perhaps there is a need for additional information or clarification. Finally, it is helpful to examine items where the range of responses is extremely varied. This lack of consistency among staff responses may be due to a lack of understanding about an item itself, a difference of perspective based on a person’s role in the agency, or a misunderstanding on the part of some staff members about what is actually done on a daily basis.

This instrument was created by Orchard Place/Child Guidance Center’s Trauma Informed Care Project, adapted from the National Center on Family Homelessness Trauma-Informed Organizational Self-Assessment and “Creating Cultures of Trauma- Informed Care: A Self Assessment and Planning Protocol” article by Roger D. Fallot, Ph.D. & Maxine Harris, Ph.D.

Potential Areas for Change

“ Strongly disagree
or Disagree ”



Practices that could
be strengthened

“ Do not know ”



Practice is lacking
or needs additional
information

Introduction: Strengths-based Approach

Throughout this guide, you will be encouraged to use a strengths-based approach by drawing on the experience and knowledge of the participants in your workshops. It is a perspective or approach more than it is a set of rules. The idea is to focus on the values “trust, respect, intentionality and optimism.”¹

A strengths-based approach is commonly used with all age groups because it focuses on the natural strengths of individuals, families, groups and organizations, by using personal strengths to aid recovery and empowerment.²



You can use this same approach when working with your participants because:

1. Strengths-based approaches value the capacity, skills, knowledge, connections and potential in individuals and communities;
2. Focusing on strengths does not mean ignoring challenges or spinning struggles into strengths;
3. When you work this way, you are better able to work in collaboration by helping people to do things for themselves. In this way people can become co-producers of support, not passive consumers of support.

Throughout your work, find ways to identify and name participant’s strengths and assets.

When you focus on strengths, you are helping people to be more resilient. This means the ability to bounce back from challenging situations. The information on the following pages include strategies for how to help develop resilience and strengthen the assets that people bring to each session.

¹Retrieved from <http://www.acywr.org/wp-content/uploads/2011/09/SBA-Backgrounder.pdf>

²Retrieved from <http://www.iriss.org.uk/resources/strengths-based-approaches-working-individuals>

Introduction: How to Use this Guide



Workshops

This guide is divided into Workshops. Each workshop is a different topic. Each workshop will have multiple activities that are organized in an agenda for you to facilitate with your group.

Each workshop has a cover page. The cover page begins with a summary about the topic to help you understand why this topic is important and why you are teaching about it. Next, you'll see the goals (what you plan to teach) and the objectives (what people should know, know how to do or think about by the end of your workshop).



Materials List

You will also see a list of materials you need for the workshop. These are the things that you and the participants will need during your activities. Some standard materials include: pens, paper, and name tags. For special activities, you'll have additional materials. You might also want to put out things like playdough, pipe cleaners, crayons or even paper clips, which are also known as 'fidget toys.' These aren't for a specific activity, but they can help learners who need to keep their hands active to help them stay focused or to learn.



Handouts

The handouts you need are different from the materials. These are like worksheets that you will give to participants as you go through the workshop.



Vocabulary Words

You also see a list of vocabulary words. These are words and terms that will be used in the workshop. Review them before each workshop so you are prepared to help participants who may be unfamiliar with the terms.



Notes on Preparation

Right before the actual agenda (which has the step by step instructions) you'll find Notes on Preparation. These tips help the facilitator prepare for the workshop. That might include watching a video to check to make sure it's working and appropriate or it may mean making photos copies or setting up the room a special way.

Introduction: Using the Power Points

The PowerPoints were created for two purposes:

— **1** —

Help you as the facilitator stay on track. The slides are organized in the order of the agenda so they can be used to help you move from idea to idea and activity to activity.

— **2** —

Help participants stay focused and engaged. As mentioned before, people learn in different ways and being able to look at an image or some writing can help with people's learning.

You'll see that there isn't a lot of writing on the slides, and where possible an image or photos. That's because it's easier to read and remember bite-size information and people emotionally connect with images, which also helps with learning.

Your agenda has a 'script' that coincides with the PowerPoints and in most of the PowerPoints, the same content is also in the 'notes' section.

Introduction: General Facilitation Tips

SETTING COMMUNITY AGREEMENTS

You may know Community Agreements by other terms like “Ground Rules” or “Group Norms” or “Group Promises.” We recommend the term: “Community Agreements” because there are already enough rules to follow. It uses a strengths-based approach and reduces the likelihood that someone will ‘break’ a promise. Regardless of what you ultimately call them, this process can help establish a respectful learning environment.

They are most useful when there are only a few agreements (five or fewer). Your process can include participants in setting them, or you can set and share and ask for feedback.

Sample Agreements

1

Step up/Step back.

(this means if someone tends to talk a lot, they step back and make space for others; if someone doesn't talk much, they challenge themselves to step up)

2

Listen for understanding; have a sense of curiosity.

3

Use cell phones for good and not evil.

(try not to use them in the workshop; step out for a call, etc.)

4

Show up on time and stay until the end.

5

Treat people the way you want to be treated.

Introduction: **Checking-In**

Before you start each session, take time to check-in with your facilitator. Use this time to acknowledge feelings, concerns or other things before starting your work.

Then, do the same with your group at the start of each session. Read below for more about why to check-in.

Why do we do a check in?

Asking people to identify a feeling promotes emotional intelligence

Naming a goal helps orient us toward the future

Asking for help reinforces that we have a responsibility toward one another

Consistency and reliability are critical parts of building trust

On the next page are some ways to check-in. There are check-in activities in each agenda and you are welcome to use those or another one that you enjoy facilitating.

Introduction: Ways to Check-in/Confidentiality

Ways to Check-in

1

How are you feeling?

2

What is a goal for today?

3

Who can help you?

angry
frustrated
exasperated
aggressive

happy
joyful
optimistic
hopeful
confident

depressed
disappointed
suspicious

exhausted
miserable
regretful
ashamed
jealous

anxious
overwhelmed
worried
hurt

sad
withdrawn
lonely

loved
interested
thoughtful
determined
curious

surprised
cautious
confused
bashful
indifferent

satisfied
relieved
smug

sorry
embarrassed
stubborn
pained

Confidentiality

It is important to be selective about sharing confidential (private) information that you learn about the people, youth, partners, community members in the room. Confidential information includes things like, but is not limited to, immigration status, health status, social security numbers, educational information, criminal background, personal information like address, phone numbers, and in some cases, information those individuals share with you in 'confidence.'



Introduction: Troubleshooting Participation

Strong facilitation skills include your ability to troubleshoot when the group is getting off-track, and help participants move back to the topic. The chart below provides some ideas about what to do in these situations.

PROBLEM	ASK YOURSELF	TRY
Everyone is talking	<ul style="list-style-type: none">• Are participants very interested in the topic?• Are participants not interested in the topic?• Did participants hear the topic?• Do participants understand?• Are participants interested?• Do participants need to think to formulate their ideas?• Are participants comfortable?	<ol style="list-style-type: none">1. Ask participants to tell their ideas to partners.2. Rephrase the question, add something of interest to the topic, or drop it.3. Get participants' attention, review the ground rules, and repeat the question.4. Rephrase the question and provide more information.5. Clarify the topic or question and challenge participants to consider it.6. Wait! Give participants time to think. You may also invite participants to discuss the question with partners or write individually about it.7. If it is appropriate, break from the plan and help participants get to know you and each other better by playing ice breaker games.
Shocking or funny statements	<ul style="list-style-type: none">• Are participants trying to get attention? Are students trying to cover up for feeling embarrassed?• Are participants unable to express themselves clearly?	<ol style="list-style-type: none">1. Deal with this directly. Keep your sense of humor! Sometimes you may decide to have a private talk with individuals, particularly if this is a pattern.2. Rephrase the statement or ask the participant to rephrase it.
Someone too disruptive to stay in the group	<ul style="list-style-type: none">• How can I stop the behavior and not build resentment?• How can I help the participant take responsibility for his or her own behavior?	<ol style="list-style-type: none">1. Speak to the participant in front of the group. Let him or her know the impact of his or her actions.2. Redirect the participant by giving him or her a leadership role.3. Ask the participant to leave the group until he or she can return without being disruptive.

Introduction: Asking Questions

Asking questions should be one of your most used strategies! Asking questions helps to get clarity and to better understand someone's point of view; it can also help people to feel comfortable to say more or go deeper in their answer. It's a key strategy for active listening.

FOLLOW-UP QUESTIONS

Help participants explore and expand their ideas and feelings by asking follow-up questions. Follow-up questions can prompt participants to tell personal stories, compare and connect ideas, or simply say more about the topic. Sample follow-up questions might include: "What makes you say that?" "How did you come to that solution?" "How do you feel about what he or she said?"

OPEN-ENDED QUESTIONS

Ask questions that don't have yes/no or right/wrong answers. Open-ended questions ask students to explore their thoughts and don't lead to specific answers. For example (open-ended) "What career are you interested in?" Vs. (closed) "Do you want to be a lawyer?"

WAIT TIME

After asking a question of the group, wait three to five seconds before accepting answers. This eliminates competition to be first with an answer and allows students to absorb the question and consider responses. For those times when students are reluctant to speak, waiting patiently is more useful than filling the silence with the sound of your own voice.

STACKING

When several participants wish to speak at the same time, stack them by calling on one participant, saying who will speak next, and who will speak after that. When participants know that their desire to participate has been acknowledged, they can relax and listen while they wait for their turns. For example, "John, then we'll hear from Susan, then Jamila."

Introduction: Breaking Participants into Small Groups

There will be times when you will need to break participants into smaller groups. This can take more time than you think. Use the following strategies to break participants into groups in ways that maximize time and space and increase and manage student input and participation.

1

Have participants count off from one to the number of groups you want. (If you have 60 participants and want seven groups, have people count off from one to seven.). Then, instruct all ones to meet at table one, all twos to meet at table two, etc.

2

Determine groups prior to the start of the workshop. For example, all new participants sit together; or people with similar experiences sitting together or people with different experiences sitting together.

3

Have participants get into groups based on a theme or topic. For example, everyone who likes apples moves to one group, everyone who likes oranges best is another group, etc

Classroom with Tables

If participants are already at tables, there is no need to break them into other groups. Each table can be a group. Make sure that participants interact with people they would not ordinarily interact with.

Auditorium (or where the chairs aren't movable)

Have participants work in groups of four. Pairs can face each other. If there is space on the stage or in front of the stage, participants can work in groups of four to eight and sit on the floor.

Reflecting on Your Workshop

This tool can be a useful way for you as the facilitator to reflect on your workshop/presentation. If you are co-facilitating, share your reflection sheet with your co-facilitator and use it to make strategic and intentional improvements for your next workshop. *You will find one is already included after each Workshop Agenda.*

How did the participants react to the activities? Which did they seem to enjoy/engage with the most?

How do I feel overall about the session? What did I do well?

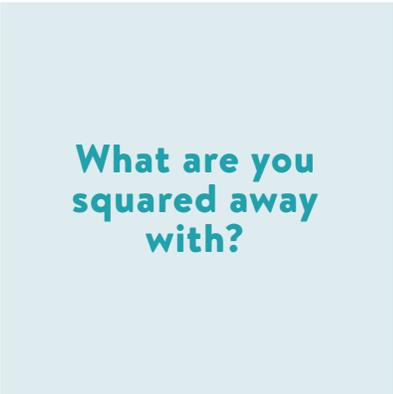
What were some challenges that occurred or that had to be overcome?

What would I like to improve for the next workshop?

- More preparation
 - Giving instructions
 - Varying the types of questions (open vs. closed)
 - Varying the presentation style
 - Wait time in between asking a question and participant answer
 - Other _____
-
-

Collecting Feedback on Your Workshop

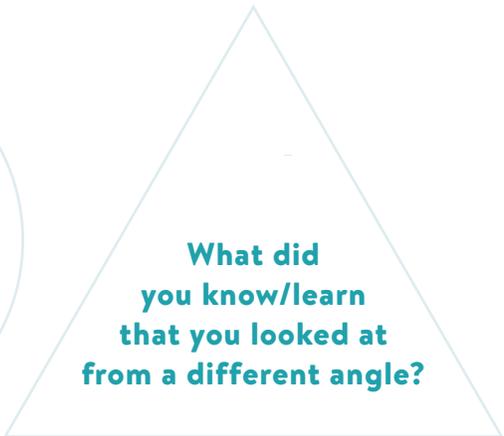
In addition to reflecting your own work as a facilitator, collecting feedback from participants can be informative and help clarify future workshops. This Square/Circle/Triangle activity is one way to wrap up the session and ask for participant feedback. In small groups, ask participants to reflect on these questions and provide answers. Invite groups to report out on their discussions or name one thing under each shape that they would like to share with the larger group.



What are you squared away with?



What are you still wrapping your head around?



What did you know/learn that you looked at from a different angle?

Module 1

Welcome & Orientation

Training Toolkit

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1

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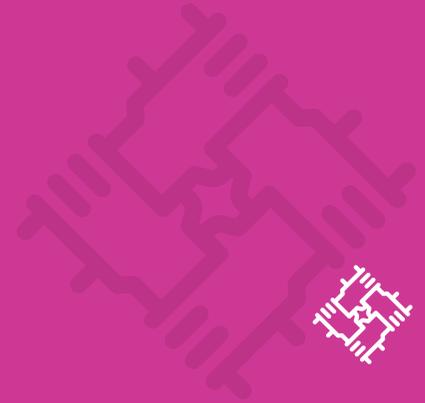
THE S.E.L.F. FRAMEWORK:
LOSS & FUTURE

5

LEADERSHIP

Module 1:

Welcome & Orientation



SUMMARY FOR TRAINERS

This workshop is shorter than other sessions at only 1.5 hours (without a break) and is designed to provide participants an overview of the project, overview of the workshop topics and for them to begin to get to know each other. You will also review expectations for participation. It will allow you and your co-facilitator to practice and work out some kinks. Be sure to review the session with your co-facilitator and select which activities you will each do; writing it down in the box that says: **Lead Facilitator**.

Objectives (By the end of the training, participants will be able to)

1. Explain at least one goal of the project
2. Meet at least two other people
3. Contribute to the development of Community Agreements

Important Concepts or Vocabulary



Community Agreements:
They outline the expectations for participation

Materials

(standard materials like flipchart paper, name tags)



- Flipchart paper
- Markers
- Pens/Pencils
- Index Cards
- Sticky Notes
- Markers
- Name Tags

Time

1.5 Hours



Module 1: Welcome & Orientation

GOALS (WHAT YOU PLAN TO COVER)

In this session, participants will be introduced to the project, the overarching goals and expectations for participation. They will also share what drew them to the project and what they hope to get out of participating.

Handouts

(to be given to the participants)



- Sign-in sheet
 - Safety plan activity
 - Safety plan cards
-

Tech Notes

(what type of technology will you need, like: computer, speakers, etc.)



- Computer
 - Projector
-

Preparation

(do you need to make photo copies, cue up a video, arrange the room a particular way?)

- Arrange the room
(put fidget toys on the tables, pens, name tags, etc.)
- Load the PowerPoint slides on the computer
- Test the technology

Activity 1:

Welcome & Logistics

Purpose of the Section

- To provide an overview of the session and workshop logistics.
- For participants to introduce themselves.

Lead Facilitator

print name



Type of Activity

Large Group
Discussion



Time

20 minutes



Materials

- PPT Slides
- Sticky Notes
- Name Tags
- Sign-in Sheet
- Pens/Markers

1. Welcome everyone. Tell them your name and that you're excited to be with them this morning. Explain the role that each facilitator will play (time keeper, lead for some discussions, etc.)
2. Tell them you will start each session with a quick check-in and invite people to briefly share how they are doing. They should state their name first, then:
 - a. Rate how they are feeling from 1-5 and hold up a finger(s) representing how they are doing OR
 - b. Have them give you a thumbs/up or down
3. Remind the group the materials on the table are there for them to play during each session. They are called 'fidget toys' and may help some people focus. It's ok if people are doodling or coloring as long as they can also pay attention and be engaged when called to do so.
4. Remind everyone to turn off their phone – if they need to take a call or text, they are welcome to step out; explain you or your co-facilitator may be on the phone to take photos or track time.



Facilitator Tip:

You should always demonstrate what you are asking participants to do, so share with them how you are feeling. NOTE: if you take five minutes to share how you are doing, they will too, so say exactly what you want them to do (e.g. in two minutes or less tell us on a scale of 1-5 how you are doing and show us by holding up fingers from 1-5 that match those feelings.)



Activity 1: Welcome and Logistics

5. Tell the group this workshop will be shorter than most, at just an hour and a half. Most future sessions will be scheduled for three hours (with a break).
6. Tell people where the bathrooms are, where the exit and emergency exits are.
7. Inform the group that the goals of today's session are to welcome them, provide them with an overview of the project and also introduce some of the rituals and routines they will experience each session.
8. Tell them you'd like to start with some introductions and learning more about who's in the room.
9. Invite participants to introduce themselves by saying their name, their role/neighborhood/block and one thing that someone has told them they do well (or a special quality about them).
10. Review Vocabulary – explain there may words that are new to them; that's ok! They should always ask for clarification if they don't understand a word or concept.



Facilitator Note:

Model for them how to do this quickly.

Activity 2:

Project Overview & Goals

Purpose of the Section

- To provide an overview of the project.
- To introduce key partners.

Lead Facilitator

print name



Type of Activity

Large Group
Discussion



Time

10 minutes



Materials

- PPT Slides
- Sticky Notes
- Pens/Markers

1. Explain this project is called The Connected Community.
2. Review the partners involved (ask who knows of these partners or which ones they may be connected to and how).
3. Describe each of the workshop topics.
4. Explain some topics may ‘trigger’ (bring up or set off) strong emotions for people. In the next session, you will review with them a tool called a Safety Plan, which they can use when faced with those emotions during the workshops, and it may even be useful in other personal and professional sessions.
5. Assure them this is a safe space for learning; we are ALL learners in this space. For some people learning is exciting and people enjoy being at the ‘beginning.’ Others may prefer to jump to intermediate and skip the beginning part.
6. Say some people may find being at the beginning stressful. Explain that in coming sessions you will talk a lot about stress including the biology of stress (how it appears in our body). For now, they should take note of how they are feeling and do what they need to do to take care of themselves.
7. Encourage them to always take care of themselves during the training and while doing this work.

Activity 3:

What Brings You Here Today?

Purpose of the Section

To learn more about the participants, what brings them here and what they hope to learn/contribute

Lead Facilitator

print name



Type of Activity

Large Group
Discussion



Time

10 minutes



Materials

- PPT Slides
- Sticky Notes
- Pens/Markers

1. **Tell** people you are going to partner them up for this next activity.
2. **Explain** the purpose of this activity is to learn more about them and their interest in the project and for them to learn about that from each other.
3. **Explain** this activity is called a “three-minute interview.” In this activity, each partner will have three minutes to talk/listen to each other respond to these questions *(Pull up on the PPT so people can follow along)*
 - What is your name?
 - Where do you live, how long have you lived there?
 - What is one thing you love about your community?
 - What is one thing you’ve seen your community struggle with/is a challenge?
 - What is an idea you have for your community?
 - What do you hope to learn by being a participant?
 - What do you plan to contribute as a participant?



Activity 3: What Brings You Here Today?

4. **Remind** them they should answer all the questions, but may pass if they want. While their partner is talking, they should JUST LISTEN. Explain this is a practice for something called “active listening” which they will practice more in future sessions.
5. **Tell** them to listen for your voice to have people switch partners after the 3-minute mark and then again to come back as a group.
6. **Ask** if anyone has questions.
7. After the full six minutes, have everyone come back.
8. **Tell** them you’d like to hear a little of the conversations they had.
9. First, **instruct** them to ask their partner if there isn’t anything they would not want shared with the large group.
10. Then, **invite** people to introduce their partner with name, where they live and ONE other thing they learned about them.



Facilitator Tip:

Listen for things that people say where you can affirm/ connect it to future topics/ activities and correct any misinformation or misinformed expectations.

Activity 4:

Setting Community Agreements

Purpose of the Section

To set community agreements and outline expectations for participation

Lead Facilitator

print name



Type of Activity

Large Group
Discussion



Time

10 minutes



Materials

- PPT Slides
 - Flip Chart Paper
 - Pens/Markers
-

1. **Ask** if anyone has heard of the concepts of “ground rules”?
2. **Explain**/affirm that ground rules are a helpful way to set expectations for how people will interact together.
3. **Say** you are going to do something similar, but going to call them “community agreements.” **Explain** in life there are a lot of rules that people have to follow; do they know the quote: “rules are often meant to be broken”? You want to ask people to keep their word for how they plan to participate, which people are more likely to do with an agreement as opposed to a rule.
4. **Reveal** the 3-4 expectations you’ve set, explain what they mean and why they’ve been established.
5. **Ask** people to think to themselves for about 15 seconds what else might be needed to add for people to have a safe, engaging experience?



Facilitator Tip:

Pre-set 3 or 4 agreements and then have participants contribute 1-3 more. This allows you to establish some of the non-negotiable expectations you have for this group.



Facilitator Tip:

It’s ok to NOT add a suggested ‘agreement’ if it won’t be helpful. Keep the number of agreements to a minimum. No one can remember 10 ‘rules’.

Activity 5:

Safety Plan

Purpose of the Section

To create a safety plan

Lead Facilitator

print name



Type of Activity

Large Group Discussion and Individual



Time

10 minutes



Materials

- PPT Slides
- Pens/Markers
- Safety Plan Cards
- Safety Plan Handouts

1. **Tell** participants there are two more activities to do today. This one is creating a safety plan.
2. **Explain** what a safety plan is and why it is important. A safety plan is a tool to help you when you're feeling overwhelmed or upset. It is designed to help you go from a 10 to a 6.
3. **Give** examples of what's on a safety plan, how you use yours, and why it's important that everyone creates their own.
4. **Hand out** the safety plan cards and handouts.
5. **Invite** them to spend 3-4 minutes creating their safety plan.
6. **Ask** if anyone would like to share theirs.

Activity 6:

Closing & Reflection

Purpose of the Section

To demonstrate reflecting at the end of each session

Lead Facilitator

print name



Type of Activity

Large Group
Discussion



Time

10 minutes



Materials

- PPT Slides
- Sticky Notes
- Pens/Markers
- Index Cards

1. **Distribute an index card** and ask participants to write down a learning or “ah-ha” moment they had today; tell them you will be collecting the index card. They should put their name and the date on the top of the card.
2. **Invite** them to write for two minutes what they are thinking about/reflecting on as they finish up their first session.
3. After two minutes, **explain** you are now closing the activity and at the end of each session you’ll spend time to reflect and process the session.
4. **Ask** if anyone has any questions they’d like to ask before you wrap up.
5. **Review** what you discussed today (project goals, community agreements, etc.)
6. **Remind** them of the logistics (date, time, place, topic) of the next session.
7. **Thank** them for coming!
 - Hold the index cards from each session, at the last session return to participants so they can see their growth/learning over time.

Creating a Safety Plan

Steps for creating a safety plan ask yourself:

How do you know when you are so upset that you have lost control of your feelings? (for example, it may be that you start to shake or sweat or feel dizzy)

What do you do when your emotions get too intense?

What usually helps when you feel this way?

What will be your plan for coping in a safe way when you become extremely angry or upset?

These things should be a part of your safety plan:

1.

Something that you do which requires little to no outside assistance – you can do it by yourself – and causes little to no disturbances or calls little to no attention to yourself (for example, take two deep breaths, count backwards from 10 to 1, look at photos of someone or something you care about on your phone)

2.

The last two things DO require another person, place, or thing to complete (for example, remove yourself from the space, go get some fresh air, get a glass of water, call a trusted friend)



Creating a Safety Plan

All these activities are centered on calming you down when you feel yourself becoming emotionally charged and like you might behave in a way that is out of your control or healthy norm. This can be in moments of anger, irritation or annoyance...but can also be in moments of confusion, sadness, and fear. We experience a wide range of emotions that can push us to act out on instinct and without thinking. The safety plan helps you to be closer to centered and calm even when it is challenging.

1
Module 2

Introduction to Stress

Training Toolkit

The Workshops

1

ORIENTATION & WELCOME

2

INTRODUCTION TO STRESS

3

THE S.E.L.F. FRAMEWORK:
SAFETY & EMOTIONS

4

THE S.E.L.F. FRAMEWORK:
LOSS & FUTURE

5

LEADERSHIP

Module 2:

Introduction To Stress



SUMMARY FOR TRAINERS

This session will introduce concepts of stress and tools for managing stress. This work will help participants transition into conversations about trauma.

GOALS

In this module, you will facilitate conversations and activities to introduce the idea of trauma, toxic stress, trauma-informed care, and values-based work.

OBJECTIVES

1. Describe basic elements of the impacts of trauma and stress
2. Describe key premise of Adverse Childhood Experiences (ACEs)
3. Describe or demonstrate at least one grounding activity

PREPARATION

1. Make photo copies of handouts
2. Load the PowerPoint slides on the computer
3. Arrange the room (put fidget toys on the tables, pens, name tags, etc.)
4. Test the technology

Materials



- Name tags
- Pens/Pencils
- Fidget Toys
- PowerPoint Slides
- Drawing Paper
- Art Supplies
- M&M's

Handouts



- Grounding & Mindfulness
- Sign-in sheet

Tech Notes



- Computer
- Speakers
- Projector

Time

3 Hours



Module 2: Introduction To Stress

IMPORTANT CONCEPTS OR VOCABULARY

ACEs: Adverse Childhood Experiences

Grounding Techniques: help you to stay “in the moment” when your mind and body are returning to a place of trauma or stress.

Trauma-Informed Care: is an approach that understands, recognizes and responds to the effects of trauma.

Mindfulness: is a when you are focusing your awareness on the present moment. At the same time, you also calmly notice and accept the feelings and thoughts you are having.

Positive stress: stress that you feel in moments like taking a test you’re prepared for, learning to play a new instrument, or giving a presentation. This stress can be helpful and necessary for learning and growth.

Reactivity: the way we react to stressful situations is hardwired into our brains as babies.

Stress: a state of mental or emotional strain or tension that comes from adverse or very demanding circumstances.

Stress Response System: The body’s mechanism for interpreting danger and responding a literal or perceived physical or emotional threat.

S.E.L.F.

- Safety
- Emotions
- Loss
- Future

Tolerable stress: serious stress such as losing a loved one, or losing a job, or divorce. The impact of this stress is minimized by the healthy relationships available to you-family and friends.

Toxic stress: when these serious life events happen and a person does not have the support of family and friends that can help make sense of, and heal from, difficult situations. Often this kind of stress can linger for long periods of time, and cause damage to a person’s mind, body, and relationships. If we think about the stuff our bodies do when we experience stress – increasing heart rate or flooding us with stress hormones – we can start to understand why stress is so bad for us.

How can S.E.L.F. be applied to your block?



S

What are the major **SAFETY** issues on your block?



E

What can you do when difficult **EMOTIONS** arise on your block?



L

What are the **LOSSES** that continue to affect your block?



F

What goals do you have for your block that can help achieve a better **FUTURE** ?

Grounding & Mindfulness

What is “grounding” and “mindfulness”?

Mindfulness is when you are focusing your awareness on the present moment. At the same time, you also calmly notice and accept the feelings and thoughts you are having. **Grounding** techniques help you to stay “in the present” when your mind is turning to unwanted memories or negative emotions.

Why practice grounding and mindfulness?

Stress affects our bodies and brains, sometimes flooding us with memories or emotions we feel like we can't control. Mindfulness and grounding, helps us calm our minds and bodies by focusing on the present moment.

When reminded of trauma, people respond in different ways. Some feel “flooded” with memories, or emotions like fear, sadness, or anger. Others “check out” emotionally, feel numb, or disconnected from what's happening around them. Often, people have bodily sensations, like their heart racing, sweating, sudden pain or aching, or shortness of breath.

These are normal responses to surviving trauma, but they can be disruptive and upsetting. Practicing mindfulness and grounding techniques can help you to stay in the “here and now” and regain a feeling of safety and control.



Examples of Grounding Techniques

Mental Grounding

- **Describe your environment in detail, using all your senses.** Look at something in the room as if you've never seen it before. Describe it in as much detail as you can.
- **Play a categories game.** Try to name all 50 states or as many ice cream flavors as you can, or list all the songs by your favorite musician.
- **Say a safety or coping statement.** "My name is ____ ; I am safe right now; I am in the present, not the past; this feeling will pass."
- **Say kind statements, as if you were talking to your best friend.** For example, "You are a good person going through a hard time. You'll get through this."
- **Remember the words to an inspiring song, quote, prayer, or poem.**
- **Visualize a place that is calming and safe.**

Physical Grounding

- **Touch various objects around you:** a pen, keys, your clothing, a table, a wall. Notice textures, colors, materials, weight, temperature.
- **Breathe deeply.** Slowly inhale, then exhale. Feel each breath filling your lungs and note how it feels to push it back out.
- **Carry a grounding object in your pocket** - a small object (stone, ring, coin, piece of cloth, beads, etc.) that you can touch or hold.
- **Stretch.** Extend your fingers, arms, or legs as far as you can; roll your head around gently.
- **Clench and release your fists.**
- **Eat or drink something.** Describe the flavors or notice the temperature in detail.
- **Put your hands in cold water**

Activity 1:

Welcome & Overview

Purpose of the Section

Welcome the group and provide overview of the topic. Practice a grounding activity 'emptying the trash'

Lead Facilitator

print name



Type of Activity

Large Group
Discussion



Time

10 minutes



Materials

- PPT Slide with vocabulary
- Sticky Notes
- Scrap Paper
- Music or a Timer

1. **Welcome. Explain** the role that each facilitator will play time keeper, lead in some discussions, etc.
2. **Tell** participants you are going to do a quick grounding exercise to help everyone get settled and focused. It's called "emptying the trash."
3. **Explain** that you are going to put on a timer and for 1 minute they are going to write down on a piece of paper all the things that are taking up space in their mind and cluttering their thinking. **Explain** it might be their grocery list, or the fight they were having with someone on the way to the training. There is no right or wrong thing to write down; they can draw, doodle, write full sentences or just words. **Tell** them, after 1 minute you are going to collect the pieces of paper and throw them in the trash. (people can hold on to their paper if they prefer).
4. **Ask** if anyone has questions; set the timer for 1 minute.
5. When the timer goes off, **collect** the pieces of paper and throw in the trash (if you can pick up the trash can and bring it to the participants and let them toss their paper, that's even better)
6. **Ask** for 1-2 people to share what that experience was like for them.

Facilitator Tip:

You should model this activity by also writing down whatever is in your mind at the time.



Activity 1: Welcome & Overview

7. **Ask** when might there be other times when this activity could help them get grounded and focused? **Tell** them we will do more grounding activities today.
8. **Say** now that we got that out of the way, we're going to do our check in like this. Tell us:
 - What's your name?
 - How are you feeling?
 - What's your goal for today's session?
 - Who can you ask for help?
9. **Review the agenda for the day** (on the PPT slide) & the purpose of the session.
10. **Review vocabulary for today's session** – explain there may words that are new to them; that's ok! They should always ask for clarification if they don't understand a word or concept.
11. **Explain** that some of the topics may be triggers for some participants and that you are going to provide tools to help them cope and feel comfortable and safe.
12. **Encourage** them to always take care of themselves during the training and while doing this work.



Facilitator Tip:

Model for them how to do this quickly. When responding to the second question, encourage people to stay away from using words like 'good', 'okay', or 'fine'. Those words do not express a specific feeling. Lastly, share that it's okay to come up with some descriptions of how you're feeling if you cannot find one word.



Activity 1: Welcome & Overview

13. **Tell** the participants today we're going to talk about stress. And, not just stress as an emotional issue, but also one that impacts our brains and bodies. Specifically, we're going to talk about:
 - The ways that stress affects our minds, bodies and relationships
 - How stress shows up in our communities and can change it over time
 - Lastly, we'll talk about how people and neighborhoods can effectively manage stressful situations
14. **Explain** before we talk about the role that stress plays in our lives, I want to say that some of the information we will be covering may be a little uncomfortable. If there is a moment where you need to take a pause, or a break, or get up and walk around for a minute, please do so. Also, please use the safety plan we made during our last meeting if you need to. Does everyone still have their safety plan? Does anyone have questions about it?
15. **Explain** they are going to do an activity to help understand how easy it is to react to stressful situations without thinking. This activity will also show that we don't have any control over the way other people act, only the way we react. As leaders, though, we have to have a set of tools for how WE respond when others act in ways that may set off triggers for us.

Activity 2:

Sort The M&Ms

Purpose of the Section

For participants to experience a slightly stressful activity

Lead Facilitator

print name



Type of Activity

Large Group
Discussion



Time

10 minutes



Materials

- PPT Slides
- Bag of M&Ms per Participant
- 6 Bowls per Participant

1. **Explain** after you give these instructions, you are going to need two volunteers (or more based on quantity of materials) for this activity.
2. **Tell** them the volunteers are going to each be given a bag of M&Ms, which they will have to open and then sort by color into the bowls within a certain timeframe.
3. Get the participants at their bowls. **Tell** them you are going to set your timer for 45 seconds. When you tell them “GO” they may begin to sort. When you tell them “STOP” they must stop and step back from the table.
4. **Ask** if anyone has questions, then do the activity.
5. **After** the activity is done, ask the volunteers to describe what they were feeling when they were doing the activity. Did they experience any of the physical symptoms of stress you discussed previously?
6. **Ask** what would make this (even) more stressful? Less stressful?
7. **Explain** in the next activity, you are going to introduce them to the concept of S.E.L.F



Facilitator Tip:

If the room allows, have the participants do this activity back to back so they can't see each other. This may heighten their stress because they can't see how quickly their opponent is filling up their bowl.

Activity 3:

Introduction to S.E.L.F. & Stress & Trauma

Purpose of the Section

To introduce S.E.L.F concept, the definition of stress and ways the body responds to stress

Lead Facilitator

print name



Type of Activity

Mini-Lecture



Time

30 minutes



Materials

- PPT Slides
- S.E.L.F. Handout

1. **Hand out** the S.E.L.F. handout. **Tell** participants, there's a tool called SELF, which stands for Safety, Emotion, Loss and Future. These are 4 containers that help us think about how our behaviors and decision-making have been influenced by our experiences in life. We'll talk more about this in a lot of depth and detail in a future session, but as we talk about stress today it might be helpful to have this card to help you think about your own Safety, Emotion, Loss and Future.
2. **State**, as mentioned earlier, today's session is going to focus on stress and how it impacts our lives, neighborhoods and community. Stress is something that we all encounter in our daily lives. We all have a body system that engages with stress and we have that system from birth. In fact, over time all our brains have built some specific ways for dealing with stressors, the things that cause stress, in our lives.
3. **Share** that thousands of years ago, before humans became the top of the food chain we often had to deal with the stress of avoiding predators who wanted to eat us. In the face of something stressful, our stress responses automatically kicked into place. When we are extremely stressed, our bodies do a lot of stuff we don't have any control over. We release hormones, start sweating, our hearts start beating fast, etc.
4. **Ask** if anyone has these kinds of reactions when experiencing stress?
5. **Ask** who here has heard of 'fight or flight'? Can anyone tell me what they mean?



Activity 3: Introduction to S.E.L.F & Stress & Trauma

6. **Explain** these are two natural stress responses. Another stress response is to freeze, where a person is incapable of piecing together thoughts or movements.
7. **Say** even though the stressors humans presently face have shifted away from trying to survive in the face of predators like sabertooth tigers, the body still responds with the same system in times of stress. However, not all stress is equal.
8. **Say** finally, in times of stress people can respond by bonding with others, and even the individual that is causing them stress – this is of particular concern in situations of abuse when people are not able to leave their abuser or the environment where the abuse takes place.
9. **Explain** experts define 3 types of stress: positive, tolerable, and toxic stress. **Show these definitions on the PowerPoint.**
 - I. **Positive stress** is the stress that you feel in moments like taking a test you're prepared for, learning to play a new instrument, or giving a presentation. This stress is helpful and necessary for learning and growth.
 - II. **Tolerable stress** is more serious – the stress of losing a loved one, or losing a job, dealing with forms of neglect – but the impact of this stress is minimized by the healthy relationships available to you, such as family and friends.
 - III. **Toxic stress** is when these serious life events happen and a person does not have the support of family and friends that can help make sense of, and heal from, difficult situations. Often this kind of stress can linger for long periods of time and cause damage to a person's mind, body, and relationships. If we think about the stuff our bodies do when we experience stress – increasing heart rate or flooding us with stress hormones – we can start to understand why stress is so bad for us.

Activity 4:

ACES Study Video & Discussion

Purpose of the Section

Introduction to Adverse Childhood Experiences (ACES)

Lead Facilitator

print name



Type of Activity

Video & Mini-Lecture



Time

30 minutes



Materials

• PPT Slides

1. **Explain** another way that people talk about this type of damaging stress is as trauma. **The American Psychiatric Association defines trauma as: “Involving a threat to one’s physical or emotional well-being, and elicits intense feelings of helplessness, terror, and lack of control.”** Any event or experience that leaves a person feeling these three things repeatedly can cause them to experience toxic stress, which can significantly impact the body and the mind.
2. **Tell** them a lot of the information we have on how trauma and toxic stress affect the body over time comes from a study that took place in the late 1990s called The ACE Study. We are now going to watch a brief video about this study.
3. **Cue** up and show this video where Dr. Nadine Burke explains what the ACES Study is.

https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime?language=en
4. **Tell** them you will spend some time talking about it at the end.
5. **Invite** them to take notes about key ideas that stand out to them or questions that arise.



Activity 4: ACES Study Video & Discussion

7. **Tell** participants you'd like to get everyone grounded before having a brief discussion, so ask them three deep breaths with you before you start your conversation.
8. **Tell** them you'd like to start with any questions people have about the video.
9. **Ask** for 2-3 volunteers to share one thing that surprised them the most about the video.
10. **Tell** them you would like to be clear – these were the ten experiences investigated in the study, but are by no means a comprehensive list of what can be considered traumatic, or the source of toxic stress.
11. **Say** the good news here is that healthy relationships, even in later life, and addressing the trauma and stressors in our lives can really go a long way in helping to the health and well-being we want out of life. Experiencing joy and meaningful activities, particularly with friends or people you love, is also another great way to increase health and overall mental well-being.



Facilitator Tip:

Consider sharing something that surprised you about the video the first time you saw it.



10 MINUTE BREAK

- During the break check-in with your co-facilitator on how you are doing with timing.
- Do you have to modify any of the upcoming activities?
- Set up the next activity.
- Take time to check-in with participants if something came up that you couldn't address during the session.

Activity 5:

Practice Grounding Activities

Purpose of the Section

To experience a few more grounding activities.

Lead Facilitator

print name



Type of Activity

Practice



Time

10 minutes



Materials

- PPT Slides
- Mindfulness Handouts

1. **Tell** them we are going to practice some grounding activities. Explain some of these may be on your safety plan, some of you may want to add them after trying them.
2. **Explain** mindfulness is a when you are focusing your awareness on the present moment. At the same time, you also calmly notice and accept the feelings and thoughts you are having. **Grounding techniques** help you to stay “in the moment” when your mind and body are returning to a place of trauma or stress.
3. **Review** the examples on the handout. Ask if anyone uses these techniques.
4. **Lead** them to take three deep breaths with their eyes closed (always optional) and then open and close their fists three times.
5. **Ask** what did that feel like? When might they use this technique?
6. **Instruct** them to close their eyes (always optional) and visualize/think about a special place that makes them feel calm.
7. **Ask** a couple of people to share what that was like.
8. **Invite** them to add any of these techniques to their safety plan and to practice them as needed.
9. **Tell** them they are welcome and encouraged to use these during any of our work together.

Activity 6:

Identifying Personal & Community Stressors

Purpose of the Section

For participants to reflect on personal, block and community stressors

Lead Facilitator

print name



Type of Activity

Mini-Lecture & Affinity Diagram



Time

20 minutes



Materials

- PPT Slides
- Different Colored Sticky Notes
- Pens

1. Say, before we move on I want to **check-in** and see how people feel about our discussion and if there is anything that people would like to be clarified about ACEs or stress.
2. **Explain** in this next activity, you are going to lead a discussion on the 7 signs of a person or organization impacted by trauma/stress. **(review on PowerPoint)**
 - a. Loss of basic safety/trust
 - b. Loss of emotional management
 - c. Problems with cognition
 - d. Communication problems
 - e. Problems with authority
 - f. Confused sense of justice
 - g. Inability to grieve and anticipate the future
10. **Have them find** a new partner and tell them they will each have three minutes to discuss whether any of these signs show up in the community and where they see them most clearly. For example, if they were trying to organize a block clean up, where might they see these issues?
11. **Ask** for a few volunteers to share their conversation.



Activity 6: Identifying Personal & Community Stressors

12. **Explain** there are multiple layers of trauma that we need to be aware of:
 - a. Individual trauma in the form of ACEs
 - b. Community trauma, things that happen TO or IN a neighborhood / environment
 - c. Historical trauma, which can be passed down genetically and through storytelling
13. **Instruct** participants to take some of the sticky notes at their table.
14. **Tell** them you are going to ask them three questions and they will have 1 minute to write down their answers for each question on three different sticky notes.

QUESTIONS:

1. What do you notice people say is stressful in their life?
 2. What do you find stressful on the block/about the block?
 3. What do you find stressful in the community?
15. **Invite** them to put their sticky notes on the wall as they finish (and are willing to share) by category/question: PERSONAL, THEIR BLOCK & COMMUNITY. Have everyone work together for 5 minutes to see if they can group the stressors within those categories into smaller groupings of similar stressors – this activity is called an affinity diagram.
 16. **Discuss** the new smaller categories. **Ask** people to describe what the process was like?
 17. **Ask** how many of them used active listening skills when doing this activity?
 18. **Explain** sometimes as a community leader you may have to listen for the smaller categories that people are talking about and you may have to help people group their ideas.



Facilitator Tip:

Try to use three different colored sticky notes, one for each question. Instruct them to stay with you and answer one question at a time.

Activity 7:

Historical Trauma

Purpose of the Section

To provide an overview of the concept of historical trauma

Lead Facilitator

print name



Type of Activity

Mini-Lecture



Time

5 minutes



Materials

• PPT Slides

1. **Say** we can experience trauma in lots of different ways, including historical trauma. ACEs, which we discussed, are individual traumas. There are also community traumas, like violence or high rates of poverty or segregation. There are also historical traumas.
2. **Share** that historical traumas, like slavery or the holocaust, have actually been shown to be hereditary! The descendants of Holocaust survivors have higher rates of stress disorders and when scientists studied their genes, they found that that the children and grandchildren also had altered stress hormones. In other words, trauma can be passed down through generations just like eye color.
3. **Explain** there are other historical traumas like the war on drugs, or the MOVE bombing here in Philadelphia, urban renewal, or the 16th Street Baptist Church bombing that stay with communities. Those traumas become part of the story residents tell about the history of the neighborhood, they stay with people and shape communities for generations.
4. **Say** when processing all this material, it is necessary to think about how people adapt to their environments within how those environments have developed over generations – that for many people, the collective traumas in a community influence how people develop certain skills and abilities, and how they engage with each other, whether it is family or strangers. We can think about trauma like the previous slide that showed the layers of trauma individual, community, historical. We can also think of trauma like a tree. Here are the individual traumas that people experience – those are the branches – and there are the community traumas which are the soil in which the tree is planted. Both contribute to the overall health of the tree.

Activity 8:

Introduction to Attachment

Purpose of the Section

To provide an overview of the concept of attachment

Lead Facilitator

print name



Type of Activity

Mini-Lecture & Video



Time

15 minutes



Materials

- PPT Slides
- Computer
- Projector
- Speakers
- Video Link

1. **Say** I'd like to spend a little time talking about the idea of attachment, which is related to trauma and stress. Attachment is the bond that humans have with one another and our connections to each other beyond the physical level. Humans are hard-wired for attachment. Whether with our family, or with people we might be meeting for the first time, there is a natural tendency to want to attach or to be accepted. However, attachment is not something that is automatically shared between people. This can be the case with children who have a strong attachment to their parents or caregivers who may not share this bond back with them. This unequal attachment can influence development in the ways that were captured in the ACE study.
2. **Explain** bonding is important because it's not just about family ties, but it affects brain development. When we are babies, our interactions with people affects how we learn and grow. If we don't have healthy interactions with caring adults, it's much harder to develop the skills that make us healthy adults. This 4-minute video explains this idea.
3. **SHOW THE VIDEO**
<https://www.youtube.com/watch?v=LmVWOe1ky8s>



Activity 8: Introduction to Attachment

4. **Say** in other words, from the moment we are born, we are learning how to interact with the world. People adapt to their surroundings, so if a kid grows up with trauma, it means they are more likely to learn to interact with the world in unhealthy ways, including, physical, psychological, social, and moral adaptations that are not healthy. If you look at the S of your SELF card those are the 4 SAFETY areas that we will talk about.
5. **State** people who have experienced trauma or toxic stress often adapt in ways that you might not expect. These responses are based on someone having experiences where they did not receive adequate support and care in times of need. A woman named Dr. Sandra Bloom, who works here in Philadelphia and is one of the leaders in the world of trauma, helped develop a list of **seven signs of trauma-organized individuals and systems**.
6. **Explain** for people who have experienced trauma, and/or a lack of healthy attachment, it can be difficult if not impossible to feel safe around others or trust them. It can be difficult or even impossible to manage difficult emotions, or to think clearly – there is a lot of research that shows that ‘stressed brains cannot learn,’ because handling stress takes up a lot of the energy our brain has to process the world around us.
7. **Share** people can also have trouble with authority and a confused sense of justice – this does not just mean trouble with law enforcement. We can see it in a family setting, in the workplace, or with neighbors. If a person has adapted to be hypersensitive to confrontation, they may perceive any negative interaction as an attack. Now imagine how that adaptation might show up in a performance review at work or a neighbor complaining about taking the trash out on the wrong day. Think back to the fight or flight response we started with – logically it isn’t a life or death situation, but the body responds like there’s a bear on the loose! You can also think about this as having a \$100 response to a \$1 problem.
8. **Say** finally, for people who have experienced trauma or toxic stress it can be very difficult to grieve their present losses or anticipate a future for themselves.



Activity 8: Introduction to Attachment

9. **Say** similar to the idea of ‘stressed brains cannot learn,’ stressed brains have a hard time picturing a clear vision of the future, when there is such a hard time letting go of the past and trying to make sense of the present. It’s also not uncommon for any vision of the future to be completely interpreted through a lens of the past that says: “If bad things routinely happen or have happened, they will continue to happen no matter where I go or what relationships I create.”
10. **Say** with all of this in mind, we can reflect and think on how both we as individuals and how our neighborhoods have adapted and changed overtime based on what has happened to them. What too often ends up happening is that we neglect to consider what other people might be bringing to an interaction or relationship.
11. **Explain** we often assume that people have developed skills like emotional management and judgment, but we now see that many people haven’t. Thinking about trauma and understanding the role that it plays in people’s lives, helps us understand their emotions and their reactions. It means moving from the question “What’s wrong with you?” to “What happened to you?” This does not mean that we excuse behavior or that we allow people to hurt us, but it means that we move from placing blame to a place of trying to understand someone.
12. **Say** at this point, I want us to pause and have a bit of discussion about where and how you may have experienced things in your work or in your neighborhood that can be explained by the material we just covered, or how this might influence how you view your work.

Activity 9:

Collage Reflection Activity

Purpose of the Section

To use an arts activity to reflect on the session and concepts of attachment, etc.

Lead Facilitator

print name



Type of Activity

Collage-Making



Time

45 minutes



Materials

- PPT Slides
- Magazines, Glue, Scissors
- Music

1. **Explain** we are going to wrap up all this dense content with one final activity.
2. **Tell** them they will have 30 minutes to create a collage that reflects what they have learned today.
3. **Allow** for 10 minutes for people to share their collages.

Activity 10:

Closing & Reflection

Purpose of the Section

Close the session and inform participants of what's to come.

Lead Facilitator

print name



Type of Activity

Large Group
Discussion



Time

5 minutes



Materials

• PPT Slides

1. **Review** the major topics and vocabulary covered in the session.
2. **Remind** them of what do they need to know for the next session.
3. **Lead** this closing ritual: “4 Ws” – Instruct participants to answer one of these:
 - i. I wonder...?
 - ii. I wish...
 - iii. Wow!
 - iv. OR Wild Card (make up your own response, doesn't have to be a “W” word)...
5. **Thank** people for their time.

Module 3

S.E.L.F.

Safety & Emotions

Training Toolkit

The Workshops

1

ORIENTATION & WELCOME

2

INTRODUCTION TO STRESS

3

THE S.E.L.F. FRAMEWORK:
SAFETY & EMOTIONS

4

THE S.E.L.F. FRAMEWORK:
LOSS & FUTURE

5

LEADERSHIP

Module 3:

The S.E.L.F. Framework: Safety & Emotions



SUMMARY FOR TRAINERS

S.E.L.F. is a framework of The Sanctuary Model and is considered a form of psychoeducation. Psychoeducation is a practice for groups and individuals that helps people explore and understand how their behaviors (including decision-making) have been impacted by their life experiences. All change begins with understanding where one is at in life and how they got to that point. S.E.L.F. is a framework that provides a common language and value system to explore the life journey in a context of healing and growth. ***The “S” in S.E.L.F. stands for Safety and the “E” stands for Emotions.***

GOALS

To introduce to participants the S.E.L.F. framework and to review concepts of safety and emotions.

PREPARATION

Read the handout about the S.E.L.F. model to familiarize yourself with the major concepts you will be discussing with the group.

Materials

- Name tags
- Pens/Pencils
- Fidget Toys
- PowerPoint Slides



Handouts

- Blank Map of Random Block
- Problem Solving Handout
- What Does Safety Mean?
- What Does It Mean to Trust?



Tech Notes

- Computer
- Projector



Time

3 Hours



Module 3: The S.E.L.F. Framework: Safety & Emotions

OBJECTIVES

1. Identify and describe the four parts of safety
2. Understand the different ways our bodies communicate how safe we feel in any given moment or experience
3. Examine their relationships with individuals and systems through the expanded definition of safety
4. Develop awareness of when and when-not to trust
5. Describe the four domains of the S.E.L.F. framework: safety, emotions, loss, and future
6. Relate the four domains of S.E.L.F. to experiences at individual/ block/ community levels, as well as with concepts introduced during first session
7. Articulate how the information presented during these sessions can help with block leaders work

Important Concepts or Vocabulary

S.E.L.F. is a way to remember the four key areas for healing:

Safety: feeling safe with oneself, in relationships, and in the environment

Emotion: identifying levels of various emotions and changing emotion in response to memories, persons, events

Loss: feeling grief and dealing with personal losses and recognizing that all change involves loss

Future: trying out new roles, ways of relating and behaving as a “survivor” to ensure personal safety and help others

Safety: is taking care of your body and yourself or your community

Physical safety: To be physically safe from harm

Psychological safety: The ability to keep oneself safe in the world – includes self-discipline, self-esteem, self-control, self-awareness, self-respect; to have one’s identity and rights respected

Social safety: The ability to be safe with other people in relationships and in social settings

Moral safety: The ability to maintain a set of standards, beliefs, and guiding principles that are consistent, that guide behavior, and that are grounded in a respect for life





Safety & Emotions

HANDOUT FOR FACILITATORS

Read this at least one time before your workshop to help you prepare and learn the major concepts you are going to be teaching others about.

The S.E.L.F. model is a way to help explain complex challenges in simple words. It is designed to provide workshop participants and neighborhood leaders with an easy-to-use framework that can create change. We think of S.E.L.F. as a compass through the land of recovery that can help guide individual reflection, block level planning, and partner organizations. It is not constrained by gender, age, race, religion, or ethnicity because the domains of healing that S.E.L.F. represents are universal.

S.E.L.F. represents four major areas of influence and impact in a person's life:

1.



Safety

2.



Emotions

3.



Loss

4.



Future

When life presents challenging moments and complex problems, one of the first things a person can do to ease the situation is **name the problem**. Naming and categorizing (putting the problem in context) are the first steps in making a problem manageable. Victims of overwhelming life experiences have difficulty staying safe, find emotions difficult to manage, have suffered many losses and have difficulty imagining a future.

As a result, they are frequently in danger, lose emotional control or are so numb that they cannot access their emotions, have many signs of unresolved loss, and are stuck in time, haunted by the past and unable to move into a better future.



Here is a breakdown of the model for you to review:

1. Safety



SAFETY is taking care of your body and yourself **Physically** (your body), **Psychologically** (how you feel), **Socially** (how you interact with other people), and **Morally** (your values)

- **Physical Safety:** Being safe in your body and safe in the world
- **Psychological Safety:** Being safe with yourself
- **Social Safety:** Being safe with other people
- **Moral Safety:** Being safe with a guiding value system

SAFETY is about setting appropriate **BOUNDARIES:**

- Saying **YES** only when you mean it
- Saying **NO** (and sticking to it) when you mean it
- Knowing the **UH-OH** or warning signals of “danger ahead”
- Knowing and experiencing the **OUCH** of having your boundaries violated or violating the boundaries of someone else

2. Emotions



We are all born with emotions that we must learn to manage throughout our lives. Feelings are NOT the enemy! Our challenge is to learn how to use our emotions to inform our thoughts without letting our emotions determine our behavior.

Learn how to identify and USE your feelings!

It’s important to have “volume control” of our emotions. This means connecting the appropriate level of reaction to the appropriate emotion with what the situation calls for.

Feelings:

0 1 2 3 4 5 6 7 8 9 10

Situation:

0 1 2 3 4 5 6 7 8 9 10

Remember: You have the power to understand and to manage your emotions without being CONTROLLED by them!

3. Loss

L

Loss is about recognizing and then managing the losses that come with living. Losses are a part of everyday life – but a life that has had too much violence or trauma has many more unexpected losses:

- **Loss of people**
- **Loss of opportunities**
- **Loss of one's childhood** (the experiences AND the years)
- **Loss of feeling whole**

To experience Loss is to experience all the emotions: Glad, Mad, Sad, Scared, and Shamed. That is why it is not easy to do, and often can make a person feel UNSAFE. Change, even changes for the good, mean having to give up something, let go, and move on.

4. Future

F

Future is about managing the **FREEDOM** and the **RESPONSIBILITIES** that come with the power to make choices in one's life – choices that are not determined by the past.

CHOICES:

- **To create a better life for oneself and one's children**
- **To stop the cycle of addictive/compulsive behaviors**
- **To stop the patterns of violence in the family**
- **To lead by example**
- **To stop repeating the past**
- **To learn how to use the power of IMAGINATION to design and then create a new future for yourself**

What Does Safety Mean?

DIRECTIONS: *Fill in the blanks during the discussion*



What does Safety mean to you?

Where and when do you feel safe?

If you think about the people you feel safe with, what is it about those relationships that make you feel safe?

Where and when do you feel unsafe?

What is it about those unsafe situations that make them unsafe?

Who do you feel unsafe with?

What is it about those relationships that make you feel unsafe with those people?

How does your body tell you that you are safe or unsafe?

What can you do to more effectively listen to the danger signals from your body?

What does it mean to trust?

Trust: assured reliance on the character, ability, strength or truth of someone or something; one in which confidence is placed.

What does it mean to trust someone?

- Letting others know your feelings, emotions and reactions, and having the confidence in them to respect you and to not take advantage of you.
- Sharing your inner-feelings and thoughts with others with the belief that they will not spread them indiscriminately.
- Placing confidence in others so that they will support you and like you even if you show vulnerability.
- Assuming others will not intentionally hurt or abuse you if you make an error or mistake.
- Being able to share secrets with someone and know they will keep your secrets.
- The sense that nothing can disrupt the bond between you and the other person.
- The ability to let others into your life so that you and they can create a relationship built on an understanding of mutual respect, caring, and concern to assist one another in growing and maturing independently.
- Opening yourself up to let others in on your background, problems, concerns, and mistakes with the assurance that they will not ostracize you because of these things.
- The act of placing yourself in the vulnerable position of relying on others to treat you a fair, open, and honest way.

How does trust develop?

We begin to develop the ability to trust other people in infancy.

Babies are helpless and totally dependent on caregivers to respond to their needs. A baby first learns about trust by being able to trust that someone will respond to its needs and relieve its distress. Later, the ability to trust in other people is reinforced by other family members and then by people outside of the family.

But things can go very wrong for a baby – caregivers may not be available, may respond unpredictably, or may be present but not responding to all of the baby’s needs. Later the child may be psychologically, physically or sexually hurt by people they are supposed to be able to trust like family members, teachers, or family friends. Whatever the case, these early experiences with betrayed trust can have a powerful and negative effect on a person’s life as adults. As a result, many people develop beliefs about other people and about themselves that are very painful. They may become terrified to trust anyone – and get hurt – again.

People Who Have Difficulty Trusting

- Have often experienced a great deal of emotional and/or physical abuse and/or neglect.
- May have been chronically put down for the way they feel or for what they believe.
- May have been emotionally hurt in the past and are not willing to risk getting hurt in the future.
- May have had problem relationships in the past where they were belittled, misunderstood, or ignored.
- May have experienced the loss of a loved one through death, particularly in childhood, and never had a chance to grieve.
- May have experienced a hostile or bitter divorce, separation, or end of a relationship that involved betrayal.
- May have been reared in or have lived in an environment that was (is) emotionally and/or physically unpredictable and volatile.
- May have low self-esteem and cannot believe that they are deserving of the attention, care, and concern of anyone. They have problems trusting the positive, healthy, and reinforcing behavior of another who is sincere.
- May have experienced a great deal of victimization in their lives. They are unwilling to trust people, situations, or institutions for fear of being victimized again.

Beliefs people may have about trusting others

- I have been hurt too much in the past, and I refuse to be hurt again now or in the future.
- People are out to get all they can from you, so avoid them to survive.
- As soon as you let your guard down, you will be stepped on again.
- No one can be trusted.
- You always get hurt by the ones you love.
- I get no respect from anyone.
- All men (or women) are dishonest and are never to be trusted.
- Everyone is out to get me.
- I am never successful in picking partners, so why try again.
- As soon as you care and open up to someone, they will always leave you.
- There is no such thing as a healthy relationship.
- You can never let your guard down because all hell will break loose.
- If I trust you, you will certainly hurt me.
- People only manipulate you to get their way with you.
- Everyone is out to get as much as they can out of you.
- There is no such thing as a fair employer, generous company, or supportive workplace.
- It is better to live alone for the rest of my life than to risk being hurt as I was before.

Building the Ability to Trust

If you have had many bad experiences with people in your life, you too may find it difficult to trust others, or difficult to find the right people to trust. One idea is to keep a journal where you answer the following questions:

- Am I lacking trust in persons, groups, or institutions? If yes, in which persons, groups, or institutions do I lack trust?
- How does this lack of trust manifest itself?
- Why do I lack trust in the persons, groups, or institutions?
- What beliefs do I hold that are behind my lack of trust in the persons, groups, or institutions?
- Is my mistrust fair and deserved, or have these people, groups, or institutions actually been good to me?
- What do I need to do or work on in order to develop trust in the person, group, or institution?
- How will I know if my trust is well-founded?

For more information about trust go to positivepsychology.com/build-trust/



What's the Problem?

Name the problem:

Explain how this problem relates to:

S = **Safety** (this problem makes me feel unsafe because...)

E = **Emotion** (because of this problem I have difficulty managing emotion)

L = **Loss** (this problem is related to the loss of ? that makes it difficult for me to let go of...)

F = **Future** (if I solve this problem, my future may become very different because...)



List the ways I have already tried to solve the problem:

Who can I brainstorm with about alternative ways to resolve this problem?

Write down the creative outcomes of that brainstorming session – potential new solutions to old problems:

Activity 1:

Welcome Back

Purpose of the Section

To bring the group together, check in, and inform them of the topic.

Lead Facilitator

print name



Type of Activity

Large Group
Discussion



Time

5 minutes



Materials

- PPT Slides
- Sign-in Sheet
- Pens

1. **Welcome** everyone back.
2. **Conduct** a check-in and invite people to briefly share how they are doing.
3. **Remind** them of their ritual/habit of starting each session with a quick check-in. Ask the following questions:
 - What is your name?
 - How are you feeling?
 - What's your goal for today?
 - Who can help or support you in accomplishing that goal?
4. **Review** information covered last session and ask for feedback on the following:
 - How have you been thinking about the information we discussed in the last session since we last met?
 - Did you have any conversations with anyone about what you learned? If so, who and what did you share?
 - Is there anything that is still unclear, or that you would like to know more about
5. **Remind** the group the materials on the table are there for them to play with, to use during each session. They are called 'fidget toys' and may help some people focus. It's ok if people are doodling or coloring, as long as they can also pay attention and be engaged when called to do so.
6. **Remind** everyone to turn off their phone – if they need to take a call or text, they are welcome to step out. Explain you or your co-facilitator may be on the phone to take photos or track time.

Activity 2:

Reviewing S.E.L.F.

Purpose of the Section

To review the basic concepts of S.E.L.F. framework.

Lead Facilitator

print name



Type of Activity

Mini-Lecture



Time

10 minutes



Materials

- PPT Slides
- Sign-in Sheet
- Pens
- S.E.L.F. Handout

1. Explain that today you are going to review the concept of S.E.L.F., which will be a way for them to remember big ideas related to the work of understanding trauma, and a way for them to talk with others about these big concepts.

2. **Remind** people you've previously introduced this framework when talking about stress.

3. **Explain** today the activities will be on the S & E parts of the framework: Safety & Emotions.



Facilitator Tip:

Have a few extra copies of the S.E.L.F. handout for those who may need a new copy.

Activity 3:

Shared Future

Purpose of the Section

Apply concepts of safety and use their experience as block leaders to articulate their understanding of prevention and protection. Demonstrate how the information presented during these sessions can help with block leaders work.

Lead Facilitator

print name



Type of Activity

Small Group
Discussion



Time

30 minutes



Materials

- PPT Slide with name of activity
- Blank map of random block
- Pens/Markers

1. Split participants into pairs/small groups and give them a blank map of a random neighborhood block.
2. Tell them to use information from previous section to imagine their ideal block in terms of protection from and prevention of the impacts of stress and trauma. This can be done through writing & drawing on the map, and thinking about what physical, psychological, social, and other features might help with prevention and protection.
3. Tell them they will have 15 minutes to complete this exercise, followed by 15 minutes of sharing with the group.
4. Share S.E.L.F.-based needs and strengths assessment on the neighborhood/block. The assessment includes space for their input; encourage participants to reflect on the information shared during the session and complete the assessment with the opportunity for them to add, adjust or change the questions.

Activity 4:

What Does Safety Mean?

Purpose of the Section

To explore the 4 parts of the concept of Safety and reflect on personal experiences in life and in the community.

Lead Facilitator

print name



Type of Activity

Large group discussion



Materials

- Pens/Pencils
- What Does Safety Mean Handout
- Markers
- Flip Chart Paper

1. Pass out and review the handout **What Does Safety Mean?**

2. Remind participants of the importance of safety and that without safety there can be no real growth.

3. Ask the group “What does Safety mean to you?”
Direct them to first write their answers down on the handout and then share with the group. Write their answers on the flip chart.

4. Ask “Where and when do you feel safe?” Write their answers on the flip chart and follow-up with “What is it about those safe places that make them safe?”

5. Share with the group that one of the important things about being safe is having a clear definition of what it means to be safe. Explain there are four parts of being safe. They are:

- a. physical security
- b. something inside oneself, like how empowered one feels in a situation
- c. being around trustworthy people
- d. being in situations that support the things we believe in



Facilitator Tip:

Point out to the group that there are many different kinds of safety – some are physical, some are psychological, some are social, some are about values.



Activity 4: What Does Safety Mean?

6. **Explain** you're going to do an exercise that will have them think about things and people that make them feel both safe and unsafe. Remind participants to check in with their safety plan and take care of themselves during this activity.
7. **Ask** the group to think about the **people** in their lives that they feel safe with. Invite a few people to share their answers. Follow up with "What is it about those relationships that make them feel safe?" Write the answers on the flip chart.
8. **Ask** the group to think about the kinds of **situations** that make them feel unsafe. Write the answers on the flip chart. Follow up with these questions:
 - a. Where and when do you feel unsafe?
 - b. What is it about those unsafe situations that make them unsafe?
9. **Ask** the group to think about the **people** in their life that they feel unsafe with. Write the answers on the flip chart.

Follow up with "What is it about those relationships that make you feel unsafe with those people?"
10. **Ask** them to think about how your body tells you are unsafe? Write the answers on the flip chart.
11. **Explain** that safety is a complicated subject and that being safe is not just about being physically safe.
12. **Tell** them you'd like to wrap up this conversation by making a list of suggestions of how they might become better at listening to the danger signals from their bodies.
13. **Invite** them to check this list against their safety plan: is there anything new they'd want to add to their plan?

Activity 5:

Emotions

Purpose of the Section

To provide an overview of the Emotions part of the S.E.L.F. Framework.

Lead Facilitator

print name



Type of Activity

Mini-Lecture



Time

10 minutes

1. **Explain** now we are going to talk about “Emotions” the “E” in the S.E.L.F Framework. Tell participants that some of the key emotions we will discuss today are: Mad, Sad, Glad, Scared, Shamed.
2. **Explain** that life is complicated and that ‘all or nothing’ solutions don’t usually help us reach our goals. In other words, most situations are not ‘black or white’ but are usually gray.
3. **Share** this as an example of an ‘all or nothing’ situation. When you buy a new radio, do you want to have only two options – off or extremely loud? Or would you rather be able to turn the volume up and down to suit your needs?
4. **Explain** you usually cannot hear anything on your radio when the volume is turned all the way down. On the other hand, if you have the volume turned all the way up it won’t be too long before you blow your speakers and/ or your eardrums.
5. **Say** in life sometimes, we aren’t always effective when we are either turned down too low or turned up too high. Too low might be describes as ‘passive’ and too high might be described as ‘aggressive.’ Extremes on either end don’t usually work.



Facilitator Tip:

You can demonstrate the extremes by first whispering and then shouting.

Activity 6:

Introducing Problem Solving Techniques

Purpose of the Section

To introduce the topic of problem solving.

Lead Facilitator

print name



Materials

- PPT Slides
- Problem Solving Handout
- Flip Chart Paper

1. **Explain** that both ends (too low/passive or too high/aggressive) can make some people feel anxious. On one end because you don't know what is being said, on the other end because shouting alerts us that danger may be present and we become scared. A similar thing happens emotionally – if emotions are too low or too high we typically don't think very well.
2. **Ask** the group what are some things you can do to give yourself time to consider whether your emotions match the situation. Possible ideas:
 - a. Stop, count to 10
 - b. Ask yourself the question – how strong is my emotion right now on a 1- 10 scale? Does it match the situation?
 - c. What can I do to match my emotion to the situation/problem?
3. **Ask** “How can emotions get in the way of solving problems?”
4. **Explain** we're going to talk about problem-solving as it relates to emotions for the next few minutes.
5. **Ask** for 1-2 volunteers to name some problems with which they are currently struggling. Encourage the volunteers to be as specific as possible and list the problems on a flip chart.



Activity 6: Introducing Problem Solving Techniques

6. **Emphasize** that the first step in problem solving is to clearly identify the problem. Let's look at how the S.E.L.F. framework can help participants organize and think about the problem to be solved more specifically. Explain, first someone would ask themselves: Is this a **Safety** problem? Does it put them or others in physical, psychological, social or moral jeopardy?
7. **Ask** is this a problem with managing **Emotion**? (Mad, Sad, Glad, Scared or Ashamed). Is this a problem centered on **Loss** or grief and difficulty with letting go? Does this problem concern something about the **Future**? Mention that some problems are about or affect all these areas.
8. **Write** the categories of S.E.L.F. next to the problems listed on the flip chart.
 - a. Enlist the help of group members.
 - b. Acknowledge that some problems will involve more than one element of S.E.L.F.
9. **Ask** the group to name the things they have already tried to fix the problem and to discuss how this has worked. Try to elicit discussion about what may have contributed to the failure of these potential solutions.
10. **Encourage** the group to brainstorm potential new solutions:
 - a. Describe the process as a creative method that brings out new and creative ideas which are not initially critically analyzed.
 - b. Write some of these ideas on the flip chart.

Activity 7:

Wrap Up Session

Purpose of the Section

To complete the session with purpose, provide time for reflection and identify action steps

Lead Facilitator

print name



Type of Activity

Large Group
Discussion



Time

15 minutes



Materials

• PPT Slides

1. **Let participants know the session is about to finish.**
2. **Review the key topics you discussed today.**
3. **Ask them to draw or write down on a piece of paper one new idea or concept they learned today and one thing they are excited to try or share with neighbors or colleagues.**
4. **Ask the group to share their reflections with a partner or ask for a few volunteers to share.**
5. **Remind people when and where the next session will take place.**
6. **Thank them for their time.**

Module 4

S.E.L.F. Loss & Future

Training Toolkit



The Workshops

1

ORIENTATION & WELCOME

2

INTRODUCTION TO STRESS

3

THE S.E.L.F. FRAMEWORK:
SAFETY & EMOTIONS

4

THE S.E.L.F. FRAMEWORK:
LOSS & FUTURE

5

LEADERSHIP

Module 4:

The S.E.L.F. Framework: Loss & Future



SUMMARY FOR TRAINERS

This session will focus on exploring varied forms of loss and looking to the future. This means recognizing, and then managing, the losses that come with living. While losses are a part of everyday life, a life that has had too much violence or trauma has many more unexpected losses including: loss of people, loss of opportunities, loss of one's childhood (the experiences and the years), and the loss of feeling whole. To experience loss is to experience all the emotions: glad, mad, sad, scared, and shamed. That is why addressing loss is not easy to do and often can make a person feel unsafe. Ultimately, all change, even changes for the good, mean having to give up something, let go, and move on.

The "F" in SELF stands for Future. This lesson explores the pathways available to us when we've healed and adopted new ways of being in the world. Future is about managing the freedom and the responsibilities that come with the power to make choices in one's life — choices that are not determined by the past. The choices we can make are wide and varied, but in this case we center on the choices to create a better life for oneself, one's children, and one's community. These choices include opportunities to stop repeating the past, stop cycles of violence, and create the exact experiences or relationships you want in life. In other words, this lesson is designed to help you learn how to use the power of IMAGINATION to design and then create a new future.

Materials



- Flip-Chart Paper or White Board
 - Markers
 - Pens/Pencils
 - Safety plans
-

Handouts



- The Many Faces of Loss
 - Five Steps to a Better Future for Myself
-

Time

3 Hours



Module 4: The S.E.L.F. Framework: Loss & Future

GOALS

This session you will introduce the varying forms of loss to block leaders. You will talk about the varying emotions that come along with loss and healthy ways to let go.

OBJECTIVES

1. Define some of the broad categories of loss
2. List at least two ways people experience grief and loss
3. Describe how direction, vision and future planning are essential parts of change

PREPARATION

1. Have photo copies of handouts for all participants
2. Arrange the room in a circle or around a table; the setting should invite people to talk with each other

Important Concepts or Vocabulary



Grief: deep sorrow, sadness, anguish, or pain

Loss: the fact or process of losing something or someone.

Mourning: the expression of deep sorrow for someone who has died or something that has been lost, typically involving certain conventions or activities

Grieving: the process of working through loss and sadness

Future: trying out new roles, ways of relating and behaving as a “survivor” to ensure personal safety and help others

Vision: the ability to use your imagination to think about and plan for the future or a mental image of what the future will be like

Goals: the things you’d like to achieve in life

Planning: mapping out the steps it will take to achieve a goal or vision

Goals: the things you’d like to achieve in life

Planning: mapping out the steps it will take to achieve a goal or vision

Activity 1:

Welcome & Overview

Purpose of the Section

- To provide an overview of the session and workshop logistics.

Lead Facilitator

print name



Type of Activity

Large Group
Discussion



Time

20 minutes



Materials

- PPT Slides
- Sticky Notes
- Name Tags
- Sign-in Sheet
- Pens/Markers

1. **Welcome** everyone back.
2. **Start** the session using the following check-in prompts:
 - a. How are you feeling?
 - b. What's your goal for today?
 - c. Who can help or support you in accomplishing that goal?
 - d. You can insert a question or prompt relevant to the subject matter if you'd like. For example, in regards to the material "What's one thing you've thought about since we've last been together?"
3. **Ask** who reflected on any of the topics since our last meeting. Ask "Have the sessions impacted anyone, in a positive or challenging way, since we started?"
If someone answers yes, ask follow up questions such as:
 - a. In what way have you been impacted?
 - b. If it was challenging, did you make use of your safety plan?
 - c. What helped or got in the way of using the plan?
4. **Review** and define the general concepts and vocabulary of S.E.L.F. (Safety, Emotions, Loss, and Future)
5. **Explain** that today we are going to focus on the third letter in this concept: "Loss."

Activity 2:

The Many Faces of Loss

Purpose of the Section

To explore the concept of loss and the varied ways that it impacts our daily lives and overall wellbeing.

Lead Facilitator

print name



Type of Activity

Mini-Lecture & Discussion



Time

20 minutes



Materials

- PPT Slides
- Flip Chart Paper
- Markers
- Many Faces of Loss Handout

1. **Share** this idea with the group “Loss is what happens, grief is what is someone feels.” Ask the group “How might someone know if someone else is grieving?” List the responses on the flipchart.
2. **Ask** “What might be less-healthy signs of grief?”
3. **Ask** “What are the **feelings** associated with losses?” List responses on the flipchart.
4. **Ask** the group “Does anyone have any idea about what happens to us if we don’t let ourselves grieve, if we don’t let ourselves have those painful but normal feelings?”
5. **Give** participants the handout The Many Faces of Loss.
6. **Ask** the group “If the results of not grieving can be so bad for us, then why don’t we let ourselves grieve?” Offer to the group that sometimes people around us encourage us not to feel things by saying things that discourage the full expression of grief.



Facilitator Tip:

Expect response such as: crying, depression, sadness, inability to eat, withdrawing from people, taking tranquilizers, inability to laugh, tired all the time, irritable, etc.



Facilitator Tip:

Provide some examples if necessary such as overeating, or not eating enough, not sleeping enough or sleeping too much – often things in extremes, like the volume control we talked about previously.



Activity 2: The Many Faces of Loss

7. **Ask** the group to share some of the things they may hear that are meant to be comforting and supportive but that may accidentally discourage or get in the way of the grieving process.
8. **Ask** the group “If not grieving can be such a problem, and if so many of us don’t say or do the right things when others have experienced losses, what do we know about what helps people to work through losses and move on into a new future?”
9. **Ask** the group to share their knowledge about what they have found is helpful in working through loss. **Some suggestions may include:**
 - “The way out of grief is through it – there aren’t any shortcuts”
 - “Recognize that grieving is part of normal human behavior”
 - “When you are grieving, you feel like you are falling apart and that is normal”
 - “When grieving people are vulnerable”
 - “People need social support after losses – don’t do it alone”
 - “It’s important to take care of yourself after loss and to let other people take care of you too”
 - “Develop rites, rituals, memorials to help move through the loss”
 - “Talk about sadness, anger and all the other feelings to other people who listen, make no judgments, and give no advice.”
10. **State** perhaps the most important part of working through loss is that it prepares you to move on and to build a new future past whatever or whoever you have lost.



Facilitator Tip:

You may hear things like:

- “You will get over it”
- “Time heals all wounds
- “You have to get on with your life”
- “God doesn’t give you more than you can handle”
- “Take a pill – you will feel better”
- “Get a grip”
- “Just get over it.”

The Many Faces of Loss

What Do We Mean By Loss?

What are the typical signs of grief?

- crying
- depression
- sadness
- inability to eat
- withdrawing from people
- taking tranquilizers
- inability to laugh
- tired all the time
- irritability

Look at the list below and check any that apply to you.

<input checked="" type="checkbox"/>	POSSIBLE SIGNS OF LOSS	<input checked="" type="checkbox"/>	POSSIBLE SIGNS OF LOSS
	Withdrawing from important aspects of your environment		Feeling numb
	Loss of a sense of humor		Being overly preoccupied with how the loved one died
	Inability to have fun or even experience pleasure		Reliving or re-enacting the traumatic death through play, activities, and/or artwork
	Hopelessness, helplessness, cynicism, pessimism		Showing signs of emotional and/or behavioral distress when reminded of the loss
	Haunted by/living in the past, "Nothing will ever be the same"		Attempting to avoid physical reminders of the traumatic death, such as activities, places, or people related to the death
	Rigidity, inflexibility, resistance to change, hopelessness		Being excessively jumpy or being easily startled

<input checked="" type="checkbox"/>	POSSIBLE SIGNS OF LOSS	<input checked="" type="checkbox"/>	POSSIBLE SIGNS OF LOSS
	Reenactment, revictimization		Showing signs of a loss of a sense of purpose and meaning to one's life
	Lack of future vision		Physical symptoms
	Inability to play		Inability to experience pleasure
	Shame		Inability to show emotions, especially sadness
	Anger		Clinging to objects representing the loss
	Immobility		Inability to ritualize and resolve grief in play
	Guilt/Hopelessness		Grief is directed at a significant other, often in the form of aggression
	Suicidal ideas		Hurting others, including animals
	Substance abuse		Inappropriate rage
	Chronic depression		Death preoccupation

If you have experienced a loss, what are the kinds of things other people have said to you that did not seem to help or that made you feel worse? Fill in other things you have heard at the bottom

<input checked="" type="checkbox"/>	THINGS PEOPLE SOMETIMES SAY THAT MAY HURT
	Time heals all wounds
	You need to get on with your life
	Keep a stiff upper lip
	God doesn't give you more than you can handle
	Take a pill – you'll feel better
	Get a grip
	Get over it
	It's not that big a deal

When you have experienced a painful loss, what did other people do or say that you found helpful and comforting?

What have you done or said to someone else who has experienced a loss that appeared to be very helpful to them?

Activity 3:

Introducing the Future

Purpose of the Section

To introduce the concept of the future.

Lead Facilitator

print name



Type of Activity

Mini-Lecture



Time

5 minutes



Materials

- PPT Slides
- Flip Chart Paper
- Markers

1. **Explain** that the final letter of the concept of S.E.L.F., is “F” for “future.”
2. **Explain** research shows that people who have a history of trauma often have difficulty imagining the future because the past has such a hold on them. The truth is, the future is going to happen whether we like it or not — the future is inevitable as long as we are alive.
3. **Tell** the group that today we are going to explore the following questions:
 - a. How much say do you want to have in the outcomes of your life or community?
 - b. Do you believe the future is something you can actively choose, that you can design (or create)?
4. **Tell** them you are going to do a quick demonstration to kick off the discussion on the “Future.”
5. **Start by taking 5 steps ONE STEP AT A TIME, ONE FOOT IN FRONT OF THE OTHER -** walking in a circle with head down.
6. When you complete the circle, **ask** the group “I just took one step at a time, and one foot in front of the other — where did I end up?”



Facilitator Tip:

Group will hopefully answer “where you started”, if not allow all answers and share this answer after a few moments



Activity 3: Introducing the Future

7. **Point** to a space in the room – the door, steps, whatever – and ask “Suppose I decide I want to go to the door – how do I get there?” One step at a time, yes, one foot in front of the other, yes, but I ALSO have to have a determined that’s where I want to go. My GOAL is to get to the door. Then I have to make sure that my behavior matches the goal, pointed towards where I want to go.
8. **Explain** that taking one step at a time is not enough – your steps have to match the direction of your vision and without a vision (or a goal), you don’t know where to point.
9. **Explain** that in trying to reach a goal there are steps people have to take – sometimes literally – like trying to reach the door. As a group, have them write down the 5 steps (process) that are needed to reach the goal of getting to the other side of the room to the door.
10. **Discuss** what happens if those steps or the process happens out of order?
11. Ask participants to write down a vision or a goal they have for the future. Ask for a few examples and write them on chart paper.
12. **Instruct** participants to take three minutes and write down the five specific steps (just like when you were putting one foot in front of the other towards the door) they would need to take to fulfill their vision. **Ask** for some volunteers to share.



Facilitator Tip:

You might add things like: check for safe pathway, move the chair out of the way, pass by three people, turn a corner, etc.



Facilitator Tip:

Possible answers might include, it may be hard to reach the goal, the process might stall or stop.

Activity 4:

Experiencing Imagination & Visioning

Purpose of the Section

To introduce the complexity of imagining and visioning.

Lead Facilitator

print name



Type of Activity

Large Group Activity
& Discussion



Time

30 minutes



Materials

- PPT Slides
- Scrap Paper
- Pens
- Art Materials

1. **Explain** that participants will be asked to mix colors to match nonsensical names that aren't real.
2. **Distribute** paints or crayons and the made-up names of the colors. Give people 5 minutes to work on creating colors that match their vision for the nonsensical name.
3. **Explain** this exercise introduces the complexity of imagination and visioning; you imagine and vision with fragments or pieces of experiences or touch points you've actually had.

Orientation to future:

- Communities based around common tragedies can get stuck
- Communities that come from tragedies and move into the future get stronger
- Communities moving forward together takes lots of listening and empathy

Activity 5:

Wrap Up the Session

Purpose of the Section

To complete the session with purpose, provide time for reflection, identify action steps.

Lead Facilitator

print name



Type of Activity

Large Group
Discussion



Time

5 minutes



Materials

- PPT Slides
- Markers
- Flip Charts

1. **Let participants know** the session is about to finish.
2. **Review** the key topics you discussed today.
3. **Ask** them to draw or write down on a piece of paper one new idea or concept they learned today and one thing they are excited to try or share with neighbors or colleagues.
4. **Ask** them to share their reflections with a partner or ask for a few volunteers to share.
5. **Remind** people when and where the next session will take place.
6. **Tell** them for the next session they should bring an MP3 Player or their cell phone if it has music on it. It's ok if they have neither, but you want them to bring it if they can.
7. **Thank** them for their time.

Module 5

Leadership

Training Toolkit

The Workshops

1

ORIENTATION & WELCOME

2

INTRODUCTION TO STRESS

3

THE S.E.L.F. FRAMEWORK:
SAFETY & EMOTIONS

4

THE S.E.L.F. FRAMEWORK:
LOSS & FUTURE

5

LEADERSHIP

Module 5: Leadership



SUMMARY FOR TRAINERS

In this module, you will help people explore popular concepts of leadership, both as a set of qualities and skills and as a role in our society.

GOALS

The goal of this lesson is to explore and share some of the ways that our values as individuals are shaped and how they influence our approaches to leadership. We will also explore the social nature of leadership; we tend to learn more of our leadership traits from others by being in relationship to them rather than going to a formal leadership school. We will spend time reflecting on who has influenced our perspectives and experiences with leadership.

Materials

- PowerPoint Slides
- Name Tags
- Pens/Pencils
- Fidget Toys



Handouts

- Sign-in Sheet
- Safety Plan



Tech Notes

- Computer
- Projector



Time

3 Hours



Module 5: Leadership

OBJECTIVES

1. Differentiate between a leadership skill and a leadership quality
2. Identify at least three of their own leadership skills/qualities
3. Describe the impact of stress/trauma on leadership

Important Concepts or Vocabulary



Skills: what you do

Qualities: who you are

PREPARATION

- Review this text from Peter Block: Civic Engagement and the Restoration of Community: Changing the Nature of the Conversation. https://www.iirp.edu/images/pdf/lylJjB_Civic_Engagement.pdf
- Load the PowerPoint slides on the computer
- Arrange the room (put fidget toys on the tables, pens, name tags, etc.)
- Test the technology
- Make photo copies of Safety Plan handouts
- Make an A-Z relay race charts

How to make you're A-Z relay race charts:

Using flip chart paper, write the alphabet out with enough space to write a full word between each column of letters, like the example below. Make two sheets like this.

A	J	S
B	K	T
C	L	U
D	M	V
E	N	W
F	O	X
G	P	Y
H	Q	Z
I	R	

Activity 1:

Welcome & Logistics

Purpose of the Section

- To provide an overview of the session and workshop logistics.
- For participants to introduce themselves.

Lead Facilitator

print name



Type of Activity

Large Group
Discussion



Time

10 minutes



Materials

- PPT Slides
- Sticky Notes
- Name Tags
- Sign-in Sheet
- Pens/Markers

1. **Welcome everyone.** Tell them your name and that you're excited to be with them again this morning. Explain the role that each facilitator will play (time keeper, lead for some discussions, etc.)
2. **Remind them of their ritual/habit of starting each session with a quick check-in.** Ask the following questions:
 - What is your name?
 - How are you feeling?
 - What's your goal for today?
 - Who can help or support you in accomplishing that goal?
3. **Ask what's one thing you've thought about since we've last been together?**
4. **Remind the group the materials on the table are there for them to play with, to use during each session.** They are called 'fidget toys' and may help some people focus. It's ok if people are doodling or coloring — as long as they can also pay attention and be engaged when called to do so.
5. **Remind everyone to turn off their phone — if they need to take a call or text, they are welcome to step out.** Explain you or your co-facilitator may be on the phone to take photos or track time.



Facilitator Tip:

You should always demonstrate what you are asking participants to do, so share with them how you are feeling. NOTE: If you take five minutes to share how you are doing, they will too. Say exactly what you want them to do (e.g. in two minutes or less tell us on a scale of 1-5 how you are doing and show us by holding up fingers from 1-5 that match those feelings.)

Activity 2:

A-Z Relay Race

Purpose of the Section

To define leadership as both qualities and skills.

Lead Facilitator

print name



Type of Activity

Individual Work &
Large Group
Discussion



Time

20 minutes



Materials

- PPT Slides
- Fidget Toys
- Scrap Paper
- Pens
- A-Z Chart

1. Introduce today's topic:

Leadership. **Explain** there will be various activities you will lead where they will get to explore this concept.

2. Explain you are going to

have them play a quick brainstorming game, called "The A-Z relay race". Ask who knows how to play a relay-race?

- ### 3. Explain
- that in a moment, you will need two teams of four people (eight people total – adjust down, but do not ADD people). Each team will stand in front of one of the ABC charts that are posted on the wall. You will give the person at the front of the line a marker. Then, relay style (**one person at a time** passing the marker back to their peer) they will have to fill up the chart with words that start with each letter of the alphabet related to a word or phrase you give them. For example, if you said, "Summer," they might say, "sand" for S or "ocean" for O. In this competitive race, groups do not have to fill out the paper in alphabetical order.



Facilitator Tip:

Explain a relay race is when people work together to reach the finish line by each running one 'leg' of the race, passing a baton to signal the next 'leg' of the race.



Activity 2: A-Z Relay Race

4. **Tell** teams that they will have three minutes to complete the activity. **Ask** if there are questions.
5. **Set the timer** and say the word or phrase is: The **qualities or skills of leadership**.
6. **Review answers**. Give the group time to fill in any blank letters. Ask people to differentiate between a skill and a quality. (Skill: what you **do**, quality: who you **are**. Both can be learned and developed) Have people discuss which words on the charts are skills and which are qualities of leadership.
7. **Explain** they are going to learn a LOT of information over the next sessions together. That content will help them in their role as a community leader.

Activity 3:

Leadership Playlist

Purpose of the Section

To explore their own skills/ qualities as a leader and differentiate between leading oneself and leading others and the impact that trauma may have on leadership.

Lead Facilitator

print name



Type of Activity

Individual Work
& Small Group
Conversations



Time

30 minutes



Materials

- PPT Slide with Name of Activity
- Sticky Notes
- MP3 Playlist Handout
- Chart Paper

1. **Tell** the group they are going to create a leadership playlist of songs that describe their leadership skills/qualities. They can use their cell phone, their MP3 player or a computer if accessible to search for songs that describe their leadership qualities and skills. Encourage them to use the concepts they just developed in the A-Z relay race.
 - a. **SOME EXAMPLES** include: “Respect” by Aretha Franklin because it’s important to be to earn and give respect to the people I am with. “Try” by Pink because as a leader sometimes I have to try something first to understand what it might be like for others to experience something I am asking them to do; and because I learn by doing and I can lead by example by trying something new.
2. **Invite** each small group to select one song verse or chorus to share. Using what we discussed during the A-Z relay – why did the group pick that verse or chorus?
3. **Ask** people to write down on a piece of paper what the difference is between leading yourself and leading others. Are the skills/qualities the same or different? Do they get developed similarly or differently?
4. **Invite** them to talk with a partner and then have a large group discussion/share out.



Facilitator Tip:

For this first activity participants can use their cell phone or other MP3 player.



Activity 3: Leadership Playlist

5. **Take** a minute to move people into smaller groups. There they will talk about the following experiences and then discuss as a group.
6. **Tell** them they have 5 minutes to discuss:
 - a. When a leader encouraged them.
 - b. When a leader made them feel “helpless, scared, or a lack of control”?
7. **Call** everyone together for a large group share out and document any comments of interest among the group.
8. **Brainstorm** what “healthy leadership” means as a large group. After a brief discussion break back into the smaller groups.
9. **Invite** participants to reflect or write notes on the following:
 - a. How would you define “healthy leadership” to someone else?
 - b. Are there “healthy leadership” activities you have seen on your block
 - c. When have you seen a leader use compassion to ask about a tough or emotional situation?
10. **Ask** each member to share 2 specific examples and take no more than 2 minutes per person to discuss.
11. **Return** to larger full group discussion and share out highlights from group lists.



10 MINUTE BREAK

- During the break check-in with your co-facilitator on how you are doing with timing.
- Do you have to modify any of the upcoming activities?
- Set up the next activity.
- Take time to check-in with participants if something came up that you couldn't address during the session.

Section 4:

Naming Our Values

Purpose of the Section

To elicit the values that people have and to acknowledge how they can help/hinder our work.

Lead Facilitator

print name



Type of Activity

Large Group
Discussion



Time

30 minutes



Materials

• PPT Slides

1. **Instruct** people to return to their small groups and then **share** this definition of values (**pull up on PPT slide**): “a person’s principles or standards of behavior; one’s judgment of what is important in life.”
2. **Ask** them to discuss with their group: where do people learn their values?
3. **Invite** them to share some of their discussion points.
4. **Ask** people to describe the POSITIVE values they see in their community.
5. **Ask** people to describe what those values look like **in action in the community?** (*you are looking for specific behaviors)



Facilitator Tip:

Valuing family may look like taking in our relatives when they are struggling or making sacrifices to help or support our loved ones.



Section 4: Naming Our Values

6. **Explain** these are the values that are going to guide our work together. (show PPT slide)
 - Learning from one another
 - Helping our neighbors
 - Future & Imagination
 - Safety
 - Sharing Power
 - Open Communication
 - Emotional Intelligence
7. **Tell** them to work with a partner or small group for about 10 minutes to draw out, list or write how they will embody/demonstrate these values as leaders in their community. Encourage them to be very action oriented.
8. **Ask** people to return to the large group and share what came up in their groups

Activity 5:

Healthy Communication

Purpose of the Section

Introducing the concept of healthy communication.

Lead Facilitator

print name



Type of Activity

Lecture & Large Group Dialogue



Time

20 minutes



Materials

- PPT Slides

1. **Ask** participants to take 1 minute to reflect on/think about the different ways they have interacted with people thus far today. Ask them to specifically think about they different “types” of communication they use.
2. **Tell** them you would like to brainstorm some responses to the question:

“What Are Some Goals of Communication?” Remind them that in brainstorming you are just getting all the ideas out, there isn’t any editing at this point.



Facilitator Tip:

You might share that this morning when you got your coffee at the local coffee shop, the person there was very pleasant and your conversation put you in a good mood. This is an example of verbal communication. Once at the office, you sent two emails, one to your boss and one to a partner you’ve been trying to set up a meeting with. You read the email to them three times to make sure your tone was professional, even though you were feeling frustrated. These are examples of written communication.



Activity 5: Healthy Communication

3. **Compare** their answers to these ideas:
 - Sharing our needs, thoughts, perspectives, values, goals, expectations, feelings, or beliefs
 - Clarifying or correcting a misunderstanding
 - Providing someone opportunities to explore their options, underlying issues, areas of deeper concern, health of relationships
 - Encouraging someone to behave differently
 - Promoting a sense of connection, safety, understanding, appreciation, trust, fairness, caring
 - Setting limits, clarifying boundaries
 - Explaining, defining, imposing a consequence
 - Building up someone's self-esteem, self-confidence, self-image
 - Teaching someone something
 - Increasing a sense of intimacy, of shared values, experiences, beliefs.

4. **State** that there are several ways they might use the information provided in today's training:
 - communicate more effectively with the children in their care
 - communicate more effectively with parents, caregivers and colleagues
 - become more aware of how their parents and caregivers communicate with their children and other family members and the potential impact of that communication
 - teach parents and caregivers to be more aware and better equipped to communicate effectively with their children and other family members
 - communicate in more healthy ways internally, i.e. in the ways they think or "speak" to themselves

Activity 6:

Defining Empathy

Purpose of the Section

Introducing the concept of empathy.

Lead Facilitator

print name



Type of Activity

Large & Small Group
Discussion



Time

20 minutes



Materials

- PPT Slides
- Sticky Notes

1. **Share** and explore varying definitions of empathy.
 - a. You could do this by getting definitions from the dictionary/internet of empathy as well as words like sympathy and having people determine which is the “real” definition, and give them the opportunity to create their own definition.
 - b. Be sure to correct any misinformation.
 - c. Land on empathy being both a feeling and an action
2. **Transition** into thinking about designing activities or engagement for others using empathy, have participants write the following individual reflections:
 - a. As a community member, what practice in community engagement impacted you the most and why?
 - b. What experience as a community member touched your heart, and why?
 - c. What experience bothered you/ pissed you off/ hurt your feelings and why?
 - d. What experience made you feel like you belonged?
3. **After** 10 minutes, share and reflect. Notice similarities and differences. Note what sticks out.
4. **Reflect** on how you can use themes of belonging and safety to design events that invite participation and build healthy relationships.

Activity 7:

Wrap Up the Session

Purpose of the Section

To complete the session with purpose, provide time for reflection and identify action steps.

Lead Facilitator

print name



Type of Activity

Large Group
Discussion



Time

15 minutes



Materials

- PPT Slide with Name of Activity

1. **Let participants know** the session is about to finish.
2. **Review** the key topics you discussed today.
3. **Distribute an index card** and ask participants to write down a learning or “ah-ha” moment they had today. Tell them you will be collecting the index card. They should put their name and the date on the top of the card.
4. **Ask** them to share their reflections with a partner or ask for a few volunteers to share.
6. **Thank** them for their time.



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Use of the S.E.L.F. model
throughout this curriculum was
done with permission of creators
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IMPACT