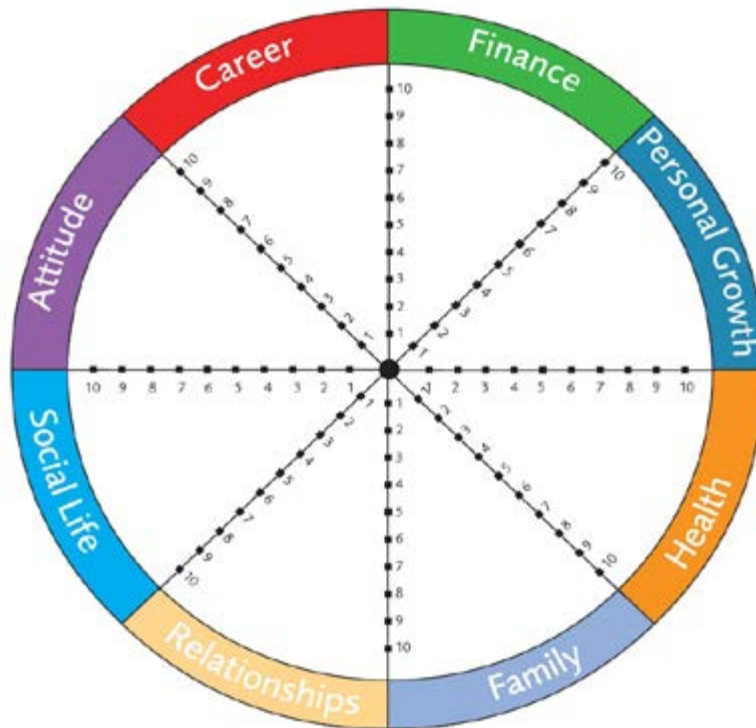


An Introduction to Self-Care for Justice-Seekers



-Facilitator Guide-

Acknowledgments

The United Church of Canada in partnership with the United Network for Justice and Peace in Palestine/Israel hosted *Creating Brave Spaces for Hard Conversations: Deepening Learning for More Intentional Action* in November of 2018. Volunteers from across the country engaged in learning new skills for sharing information and designed the workshops you have your hands. Jeanette Romkema of Global Learning Partners ably facilitated the event and supported the process from draft workshops to final design, and we are grateful to her.

We give thanks for the many volunteers committed to ending the occupation in Palestine and particularly for promoting the “No Way to Treat a Child” Campaign of Defence for Children International - Palestine. The following people gave a week of their time for travel and education and then further work on refining their workshops. Thanks to: Dawn Waring, Dean Reidt, Debbie Hubbard, Donna Wilson, Doug Rigby, George Bartlett, Jan McIntyre, Jeff Winkelaar, Jim Wicks, Linda Scherzinger, Lori Minler, Mervyn Russell, Myrna Wicks, Nel Ouwens, Norman Williams, Pat Mercer, and Ranya El-Sharkawi. The workshops are:

1. *From Awareness to Action: Building a Network to Advocate for the Rights of Palestinian Children (4 Hours)*
2. *Seeking Justice: An Introduction to the Reality of Palestinian Children in Israeli Military Detention (90 Minutes)*
3. *Stand by Me: The UN Convention on the Rights of a Child and Palestinian Children’s Experiences with the Israeli Military (3 Hours)*
4. *Writing for Action: Letter Writing to Members of Parliament (2 Hours)*
5. *Meet Your MP: It’s Not as Tough as You Think! (2.5 Hours)*
6. *An Introduction to Self-Care for Justice-Seekers (2 Hours)*

All Brave Spaces resources are available for download on the United Church website (www.united-church.ca/social-action/justice-initiatives/brave-spaces-talking-about-palestinian-childrens-rights). Note that the Brave Spaces resources were originally conceived of as in-person experiences for small groups; a tip sheet for adapting Brave Spaces for online delivery is also available at this url.

NOTE: This resource was written with the intention of acknowledging a variety of life experiences and cultural differences. However, it is acknowledged that this is done within dominant norms and frameworks that may inherently exclude some people's life experiences and culture.



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Endorsement

“The United Network for Justice and Peace in Palestine/Israel (UNJPPI) is an informal network of United Church of Canada people. We work for a just peace in Palestine and Israel by calling for an end to the illegal Israeli military occupation and equal right for all who live in Israel and Palestine. We do this through education and advocacy.

UNJPPI was pleased to support the Brave Spaces for Hard Conversations event and are now pleased to endorse and help share the workshops that were developed at the event. We expect that they will be an invaluable asset for people doing education and advocacy work in support of Palestinian children and their families. “

- The United Network for Justice and Peace in Palestine/Israel (UNJPPI)



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An Overview

The People

This workshop is most suitable for adults and for groups of 12 to 20 individuals. It was developed for those who:

- Have a demanding volunteer life
- Juggle many things in life and work
- Are at risk of burnout

It is encouraged to consider inviting a chaplain (or someone who can serve in this role) to provide extra support for participants if needed.

The Desired Impact

For many, discipleship is a lived expression of their commitment to justice, but yet burnout is common with volunteers and those passionate about a cause. It is our hope that this workshop supports self-care practice among volunteers so that they can be healthy and well, and work in a sustainable way for a long time to come. Workshops like this are important and rare. Volunteers need to care for themselves, so they can care for others. Wholeness comes from the healthy integration of body, mind, soul and spirit. Our faith tradition includes prayer and discernment as tools. This workshop also includes other resources for self-care.

The Place and Space

It is recommended that this workshop take place in a large comfortable space (see “Tips for Ensuring Safety”). There should be room for table groups of 4-5 persons, with space to move around. If tables are not available, arrange the room in a horseshoe or semi-circle so everyone can easily see each other and the front. Sitting in couches and soft chairs is also welcome. If you opt to use a video, you will need access to reliable internet, a clear surface to project, and audio-visual technology. See “Tips for Room Set Up” for more ideas.

The Materials Needed

Resources

- Name tags, 1/person
- Pens, 1/person
- Audio-visual technology, if you use the video (*optional*)

Photocopies

- Participant Workbook, 1/person
- Healthy Life Balance (Wheel of Life) sheet in found in the Participant Workbook (or extra copies of your own if you don’t wish to use the one in the workbook); a video about using the Wheel of Life is available at www.youtube.com/watch?v=nx6eildUHUw
- Feedback Sheet (see [Appendix](#)), 1/person

Videos (optional)

- Sitting position video - www.youtube.com/watch?v=UB3tSaiEbNY
- Prayer position video - www.youtube.com/watch?v=ohhYUrnSdOA
- Finger hold video - www.youtube.com/watch?v=B9zz_a6kkww

The Time and Timing

This is a 2-hour workshop. If you have more or less time, you will have to adjust your workshop accordingly.

Here is the suggested timing for this workshop:

Welcome! (15 min)

Acknowledgement of the Land
Who Are We and Why Are We Here
An Overview

Elements of a Healthy Life Balance (15 min)

A – 10 min
B – 5 min

Personal Life Balance – A Self-Assessment (30 min)

A – 20 min
B – 10 min

How Your Body Feels When Stressed (15 min)

A Tool for Releasing Stress – Belly Breathing (20 min)

A – 7 min
B – 8 min
C – 5 min

A Tool for Releasing Stress - Japanese Finger Pulls/*Shi-Jin-Jyutsu* (15 min)

Taking the First Step (10 min)

Closing

Here are times of the year to consider offering this workshop:

- **July 24** – International Day of Self Care
- **December 5** – International Volunteer Day

Facilitation Notes

The following are notes for facilitating the individual tasks in this workshop. They are meant as a guide and to help clarify what each task is about and what we are inviting participants to do. See [Appendix](#) “Core Principles of Learning”.

Please check your understanding of who will be coming, why they are coming, where and when it will be, and what the expectations are to ensure alignment. We encourage you to adapt this workshop as needed, without compromising the interactive nature of this learning design.

Remember: learning is in the doing and the deciding!

Welcome!

This workshop supports the “No Way to Treat A Child” Campaign (NWTTAC), an initiative of United Church of Canada partner Defence of Children International – Palestine (DCI-P). This campaign seeks to challenge and end Israel's prolonged military occupation of Palestinians by exposing widespread and systematic ill-treatment of Palestinian children in the Israeli military detention system.

Please add a few words about this particular workshop and why this is important. Introduce yourself, too!

Possible script:

Welcome each one of you to this time and space.

You'll find that as we move through this workshop we will be accessing a different energy than a regular meeting energy, and I invite you to open yourself to that.

I invite you to set aside the intensity, the heaviness, the long list of responsibilities, the demands on your time and energy – all of that.

This is a time for you to think about how you as an individual and as a group can find places for rest and renewal amidst all that life is. It is a time to honour the beautiful part of God's creation that each of us is.

All too often we think of self care as a selfish act, but the truth is that as we need to care for ourselves, as we learn how to be more whole, we open ourselves more fully to the work of the Creator. We learn how to be more fully ourselves, and how to offer ourselves more fully to the work, the people, the experiences that gives life meaning.

And so, I invite you into this space this morning.

Acknowledgment of the Land

This workshop encourages the offering of Acknowledgement of the Territory. Ideally you will have access to an acknowledgement used within your community. If that is not the case, please use the text below, which you can customise to your workshop and location or do your own research.

Possible script:

We gratefully acknowledge that we gather on the territory of _____. We acknowledge their stewardship of this land throughout the ages and we seek to live with respect on this land, and live in peace and friendship with its people.

For more information about land acknowledgments, go to:

- United Church of Canada guide (www.united-church.ca/sites/default/files/acknowledging-the-territory.pdf)
- *Whose Land* (www.whose.land/en), which helps you find out whose Indigenous territory you are on. That information is on the landing page. Additional information about why you would choose to acknowledge the land you are on is here too, just visit the “why acknowledge” tab.
- “What We’ve Learned about Land Acknowledgments”
<https://mediastyle.ca/2019/09/10/heres-what-weve-learned-about-land-acknowledgements>

Let’s Introduce Ourselves

This is time to introduce yourself and talk about why this workshop is important to you.

Overview

Briefly share an overview of the different parts of this workshop, as well as some general housekeeping. Don’t forget to mention where the bathrooms are.

Getting to Know Each Other

It is important to hear all names and pronouns, so everyone feels welcome and seen. When taking turns sharing names you can also ask each person to share the pronouns that they would like people to use to refer to them.

For more information on how to introduce pronouns as facilitator in a meeting space:
<https://www.united-church.ca/sites/default/files/facts-about-pronouns.pdf>

Elements of a Healthy Life Balance

This is a bit of an introduction to the topic and the notion of self-care. Burnout is common among volunteers and activists, and one reason for this is a lack of self-care. Workshops and learning such as this can drastically extend and improve the quality of people’s involvement in causes close to their hearts.

Personal Life Balance – A Self-Assessment

This is an important section of the workshop. Take time with it and encourage digging deep.

How Your Body Feels When You're Stressed

Disclosure is often hard and so letting everyone know there is no need to feel shame or guilt in this. Stress is a shared human reaction. We are all doing our best in the world, and this is about a better understanding of the impact of our work on our bodies and lives.

Here are some emotions you can call out: panic, frustration, anger, anxious, overwhelmed, panicked, sad, lonely, etc. Pause between each word so people can consider the words and decide whether or not to raise their hand.

A Tool for Releasing Stress – Belly Breathing

A clear demonstration is important. Be relaxed and calm as you walk them through this exercise.

A Tool for Releasing Stress – Japanese Finger Pulls/*Shi-Jin-Jyutsu*

A clear demonstration is important. Be relaxed and calm as you walk them through this exercise.

Taking the First Step

Offer time to consider what first steps they want to take. Caution them from planning to do too much – less is more for this. We increase the possibility of success if the goals are few and doable. Remember: this is something new they need to start doing, that needs to now fit in an already busy life.

Closing

Thank everyone for coming.

Feedback is important. Please give each person a copy of the “Feedback Sheet” and ensure there is enough time to complete it

10 Ways to Take Better Care of You¹

I often refer to **self care** as a huge part of what's missing in the life of someone who's busy and stressed. So, what is self care? Self care in essence is the mindful taking time to pay attention to **you**, not in a narcissistic way, but in a way that ensures that **you** are being cared for by **you**.

And I'm often asked what does that look like and how do you take care of yourself in order to avoid burnout and avoid compassion fatigue for those who care for others by profession. Quitting your job or taking 6 months off to decompress is seldom an option for most people. What concerns me is that all too often, I see strong successful professionals succumb to illness and get really, really sick and only then do they manage to get the much-needed rest and break to catch their breath or slow down and change direction. I think there's a better way and incorporating self care every day helps to serve as an armor to protect the energy that we need in order to survive and thrive. Self care goes a long way in managing stress and living your best life.

Here are ten ways to exercise self care and take better care of you.

1. **Self-care means knowing who you are and your limits.** Self care means recognizing when you are doing more than you are used to handling and trying to figure out what can be done to slow down.
2. **Self-care means getting the sleep you need and knowing how to rest.** Are you getting enough sleep for you? Do you know how much sleep you require everyday and are you sleeping at least that much? Making a serious effort to make that happen as well as knowing how to rest your body and your mind are essential.
3. **Self-care means making sure that you're well fed.** Do you eat well—does what you eat provide the energy you need to function? Do you take time to eat meals at work and do you take time to have snacks when your body requires intermittent food during the workday? Self care means integrating favorite healthy foods into your everyday eating routines and planning ahead to make sure you have adequate nutritional foods throughout your day.
4. **Self care means finding a way to decompress *throughout your day*,** not just when you leave work. What is it you do to rest your mind during and after a workday? What helps you tune out the noise? Most people tell me they don't have the luxury of taking breaks during their workday but trying to integrate mini breaks throughout the day helps refresh your mind and body. For example, try stretching or taking a brief walk even if it's only a few feet away, getting yourself a drink of water, talking to a friend, getting in

¹ Baratta, M, *Psychology Today*, May 27, 2018 www.psychologytoday.com/ca/blog/skinny-revisited/201805/self-care-101.

touch with a loved one even if it's just a text, or purposely looking at photos that have special meaning. The brain needs those pauses.

5. **Self-care means giving some thought to changing a difficult work situation.** We know best what we need and what we can deal with. Is there anything that can be done to make your work somewhat less stressful? Think about whether changes can be made to your work environment. Are you okay with where you sit and do your work? Are you working unsustainable hours and is some end in sight? It might be a matter of approaching a supervisor with things that you think may make your work more pleasant such as changing where you sit or changing whether you take an earlier lunch or later start time. Sometimes supervisors are not even aware of the reality of what the worker experiences in a workday. A frank conversation delineating the things that are most stressful might precipitate the process of improving your working conditions. People see the world through their own lenses and supervisors have their own problems and a sometimes a simple conversation can provide the insight they needed to rethink how things are done.
6. **Self-care means taking time to get to know you better.** Self care means learning to recognize your own temperament and trying to prepare for your personal limits. For example, do you have the trait of "high sensitivity? (Aron 1996) and if so, learning to recognize when you are experiencing sensory overload. "Highly Sensitive," "hsp's," are particularly bothered and effected by over-stimulation and things like being hungry or tired or wearing uncomfortable shoes precipitate marked discomfort. Identifying your temperament and your triggers and planning accordingly might help lessen inevitable stress. That might be as simple as grabbing some almonds before a meeting that usually cuts into your lunch hour so you're not ridiculously hungry or rethinking fabulous but uncomfortable shoes.
7. **Self-care means identifying what you enjoy doing and what's fun for you and make a serious effort to integrate it into your day** or, at the very least, your week. Make it a habit to plan something to look forward to everyday and that doesn't have to be complicated. It can be as simple as planning to read a good book at night or planning to have dinner with someone whose company you enjoy.
8. **Self-care means knowing how to debrief from a day's work.** That might mean walking home from work to clear your head, driving in silence or listening to music to help transition from work to home.
9. **Self-care means feeding your spiritual self.** That might take the form of meditating, praying, communing with nature by a walk in a park, observing a sunset or sunrise, attending a religious service, practicing gratitude, reading or listening to something inspirational.
10. **And finally, self-care means taking time to love yourself** and appreciating that there's only one you and you're the expert on that.

Daily Self-Care – A Check List

What are you doing to support your overall well-being on a day-to-day basis? Do you engage in self-care practices now? Are you more active in some areas of self-care than others? Use the table below to help you determine which areas may need more support.

Area of Self-Care	Current Practices	Practices to Try
<p>Physical e.g. eat regular and healthy meals, good sleep habits, regular exercise, medical check-ups, etc.</p>		
<p>Emotional e.g. engage in positive activities, acknowledge my own accomplishments, express emotions in a healthy way, etc.</p>		
<p>Spiritual e.g. prayer, discernment about our place in this work, spiritual journaling, read inspirational literature, self- reflection, spend time in nature, meditate, explore spiritual connections, etc.</p>		
<p>Professional e.g. pursue meaningful work, maintain work-life balance, positive relationships with co-workers, time management skills, etc.</p>		
<p>Social e.g. healthy relationships, make time for family/friends, schedule dates with partner/spouse, ask for support from family and friends, etc.</p>		
<p>Financial e.g. understand how finances impact your quality of life, create</p>		

a budget or financial plan, pay off debt, etc.		
Psychological e.g. take time for yourself, disconnect from electronic devices, journal, pursue new interests, learn new skills, access psychotherapy, life coaching, or counselling		

Core Principles for Learning

The following core principles of adult learning will help to maximize learning. Here are some practical ways to help these come alive.

Respect. Learners want to feel their ideas, experiences, knowledge, culture, and everything about them is respected and honoured.

Safety. Learners need to feel emotionally, physically, and psychologically safe enough to share personal stories, ask difficult questions, and offer challenging ideas. An example of this is for the facilitator to state up-front that emotions will surface, and that’s okay. See “Tips for Ensuring Safety,” below.

Authenticity. Being fully present with the learners—feeling their emotions and sensing their struggles—will ensure your responses and questions are meaningful and relevant to each person in the room at that time i.e. watch your eye contact and body language.

Humility. We are all learners in this journey, so deep humility about what we know and don’t know is important; it’s okay to say, “I don’t know.”

Deep listening. Sometimes what *is not* said is just as important as what *is* said. Deep listening will help learners feel safe i.e. listen with your whole body.

Relevance. Learners need to understand how each session is relevant and important for them and their lives. If someone cannot see the relevance, they will disengage and not learn. Invite participants to personalize as much as possible.

Engagement. Learners need to be engaged in their learning for learning to occur. Encourage everyone to fully participate.

Inclusion. Learners want to feel included and valued. Thank people for all input, even when they push back or challenge what is said.

Transparency. Learners feel safer when they know what to expect (good or bad). For example, at the beginning, clarify what the workshop will be able to address or not address, how they will engage with the content, and what they will learn.

Learning styles. All learners have different learning preferences: auditory, visual, or kinesthetic. For this reason, offer a variety of ways to engage with the material. Ask questions specific to the learning style: what did you do? what did you see? what did you hear?

Immediacy. Learning is deepened when learners can use the new content they have just learned right away in their lives. At the end of your workshop make space for people to plan their next steps.

Tips for Ensuring Safety

Learners need to feel safe to learn new things and talk about them in a personal way, especially a serious topic such as Palestine/Israel concerns. Here are some tips for ensuring safety.

1. **Select a venue based on who is coming.** If you have invited the community or people of various faiths, avoid the church setting. If you have invited a United Church group, the church may be a preferred option.
2. **Connect with a group before the event.** This starts to work on building safety – for everyone. An email, a face-to-face chat during a church service, or a phone call can go a long way.
3. **Warmly welcome each person as they arrive.** How they are greeted can set the stage for what happens throughout the event.
4. **Appreciate all answers.** Paraphrase and say, “thank you” even to those tougher, more negative responses. Participants need to know that every answer, regardless of how strange or different, is appreciated and welcomed. When learners know that all answers are respected, even if they are not universally shared by the group, they will be more open.
5. **Keep the workshop tightly focused.** Facilitators should resist talking a lot “off script” to prevent the possibility of going in an unhelpful direction where learning or safety might be compromised.
6. **Wait at least 5 seconds for an answer after asking a question.** Silence is a difficult thing when we are facilitating. However, people need time to think of what they want to say and how they feel. Sometimes they need to gather the courage to speak, and that’s okay.
7. **Encourage crosstalk.** People are accustomed to the “teacher” as the focus of a session and all discussion. However, facilitators need to encourage the group to answer and

respond to each other's ideas and questions, while avoiding having some participants feel like their comments or opinions are being challenged or disregarded.

8. **Use partner interactions: pairs, trios, table groups, and so form.** These increase engagement, invite all voices, and create more safety for “rough draft” thinking. Learning is in the doing, discussing, and deciding.
9. **Remember:** Despite best efforts, not all spaces will be safe for everyone because of social and systemic inequities.

Tips for Addressing Strong Emotions

Having a strong emotional response is normal and common for participants in workshops about vulnerability and issues close to your heart. How we deal with it (or avoid dealing with it) can make the difference between a positive experience and a negative one. Here are a few suggestions:

Sorrow or sadness

1. Assure the person this is a normal response.
2. There is no need to talk; just sit in silence and allow the person to feel the emotion.
3. Don't try to "fix" or gloss over it.
4. Have tissues handy.

Anger (positive)

1. Assure the person this is a normal and important response.
2. Although it is natural to want to leap into action, it is important to live with this emotional response. Action can be discussed and planned at a later time.
3. Enhance safety by thanking the person for being open to expressing their anger.

Anger (negative)

1. Acknowledge this response; don't try to ignore it.
2. Avoid being pulled into a deep discussion about specific facts and figures, or personal stories.

Guilt

1. Assure the person this is a normal response.
2. Although our country, church, or community may be complicit in the occupation and injustice, it is now our responsibility to learn and journey with each other toward a just peace.

Denial or disbelief

1. Assure the person this is a normal response, because this information has been unknown and even hidden for a very long time.
2. Highlight the fact that all the information shared in the workshop comes from reliable sources and lived experience.

Here are a few ideas to help a group process strong emotions:

- take a break
- invite a moment of silence, reflection, prayer or song
- return to the breath
- affirm all emotion.

Tips for Digging Deeper

The following questions will help you encourage participants to share more deeply:

1. Tell us more about....
2. Why do you say that?
3. It must have been very difficult for you to.... Tell us more about how you....
4. What else can you tell us about...?
5. What else...?
6. Help us understand....
7. Can you give us another example of...?
8. Tell us why....
9. So why do you think that ...?
10. I'm not sure I understand.... Can you tell us more about that?
11. I'm not certain what you mean by.... Can you give us some examples?
12. What stands out in your mind about that?
13. So, what I hear you say is.... What are we missing?
14. What makes you feel that way?
15. You just told me about.... I'd also like to know about....
16. What would ... say about what you just said?
17. How do *you* feel about that?
18. What exactly did you mean by ...?
19. And what happened after that?
20. Why do you think that is/happened?
21. For you, what prevented... from happening?
22. What would it take for us/you to do that?

Tips for Minimizing Resistance

Resistance to what is being taught or how it is being taught is normal. What we want to do is minimize it so that it doesn't interfere with learning. Here are 10 ways to do this:

1. **Early invitation and plan.** Tell learners in advance what they will be learning and doing. Getting rid of the element of surprise will minimize resistance for some.
2. **Safety.** Learners need to feel emotionally and physically safe enough to engage with the content and learn. If they don't, they may start to resist the process and disengage. See "Tips for Ensuring Safety."
3. **Respect.** Showing respect to all learners can minimize resistance. People can react to feeling left out or unvalued. Ensure everyone feels seen and heard.
4. **Affirmation.** Everyone likes to be appreciated and affirmed. The more you do this, the less resistance you will have from your learners.
5. **Relevance.** When learners do not understand how something is important in their life, they may resist the learning experience. Help learners know *why* this content is important in their lives and why it matters.
6. **Choice.** Offering learners choices on how to learn or how to participate or where to sit, can minimize resistance. They will appreciate having input in their learning experience.
7. **Transparency.** Explain to learners why you are doing something if it is different from what they are used to. Once they understand there is a reason, there will be less resistance.
8. **Welcome it.** Never avoid resistance because it will most likely build and come back to you, *stronger*. Welcome and celebrate it because often the best learning comes when an idea or way of doing something is first resisted. Just don't get 'hooked' by it.
9. **Check in.** You can check in with learners privately before the session, during a break or with the entire group at the end of a session. If you let them honestly tell you how they feel and they see you responding to what they tell you, resistance will be minimized.
10. **Stick to the program.** Don't change the workshop unless you have a good reason to do so, and explain it to the group.

Tips for Getting Quick Feedback²

It is important to get feedback from the group to hear what they think of the content they are learning and how they are learning it. Here are some ideas that do not take much time. For each of these, you only need to hear a few responses.

1. **How I feel.** “Take a minute on your own to think about how you feel right now.... Call out the word or phrase that expresses how you feel about what you are learning.”
2. **What was new.** “Let’s take a minute to hear 1 thing that was new for you today.”
3. **What worries you.** “Let’s take a minute to hear 1 thing that worries you about what you heard today.”
4. **What surprises you.** “Let’s take a minute to hear 1 thing that was surprising or worrying to you today.”
5. **Your questions.** “At this point in our program, what 1 question do you hope gets answered before we finish?”
6. **What bothers you.** “After all we learned today, what do you think is most misunderstood in your country? Your community? Your church?”
7. **I want more.** “After today’s session, what do you want to learn more about?”
8. **Your session.** “What went well for you today?” and “What suggestions do you have for our next session that would help your learning?”
9. **Check energy.** “Let’s rate our energy on our fingers at this point: From 1-10, what is your energy?” (At the same time, everyone should hold up their two hands to show their number.)
10. **Checking in privately.** Sometimes it is wise to check in on someone who is concerning you (whether you are wondering about interest, engagement, relevance, or something else). During a break just ask, “How is the workshop working for you so far?” or “You seem to still have some questions or concerns about what we were doing. I’d love to hear what they are...”

² Adapted with permission from Global Learning Partners www.globallearningpartners.com.

Tips for Room Set Up

The space and place can impact the level and ability of engagement from your group. Arrive early and take time to consider and make the best use of the limitations and opportunities in the room and building you will be in.

1. **Start setting up early.** You want to be ready to greet people as they arrive and not be distracted by other things. If you can set up a day in advance, even better.
2. **Clear the space of unnecessary clutter.** Extra furniture and debris can get in the way and be a distraction. Ensure a tidy space as much as possible.
3. **Decide where “the front” should be.** There is usually a choice and you want to select carefully. Your goal is to ensure everyone can see each other and you.
4. **Arrange table groups with 4–5 individuals each.** Table groups are ideal for personal and authentic dialogue. Where possible, arrange a semi-circle of tables to ensure everyone can see each other. You may want to start in a circle and then work at tables for the rest of the workshop.
5. **Place a basket on each table.** These baskets can contain pens, markers, Post-it notes, manipulatives, candy and any other necessary items.
6. **Ensure there is a clock in the room.** Keeping track of time is the responsibility of the facilitator. Although you need to stay flexible for meaningful dialogue, you also need to ensure you offer the entire workshop experience. Hold these opposites.
7. **Prepare all your resources and visuals in advance.** Preparing for a workshop takes time. Ensure you have plenty of it to be ready when people start arriving.
8. **Have snacks and drinks in the room.** Learning is hard work and when you are with a group of people you don't know it can be even harder. Snacks and drinks can help the learning and the learners.

Tips for Getting People Talking³

Getting learners to talk and have dialogue with each other (and themselves!) is critical for ensuring learning. Here are a few ways to get people talking:

1. **Partner/pair work.** Dividing people into pairs ensures that everyone is talking and engaged. This also minimizes the problem of the same people “stealing the floor.” People often feel safer to talk with one other person. This is especially helpful for introverts.
2. **Small group work.** Dividing people into small groups also gets most people talking. People feel more comfortable and freer to talk when they are in a small group than in the whole group.
3. **Open questions.** Open questions have no set answer and invite dialogue. Questions that start with “W” can offer good open questions: why, what, where, who, when. “Why” is often called a “powerful open question” because it can push learners to share deeply.
4. **Table work.** When a group is divided into multiple table groups, more talk happens. There should be a task for each table group and a timeframe given.
5. **Choice.** When learners are given a choice about how to do something or what to do, they will usually choose what they are most interested in and what energizes them.
6. **Silence, reflection, and journaling.** Often learners need time to think. Silence, reflection and journaling provide an opportunity for learners to talk *with themselves*. This is especially helpful for introverts.
7. **Relevance.** When something is relevant to the learners’ lives, they will want to talk about it. Engagement is high when people are learning something they want to learn about.
8. **Engagement.** Learners learn by doing, discussing and deciding. It is important to invite meaningful and purposeful dialogue; however, deep engagement often comes from more complex activities i.e. creating a poster, roleplaying a meeting with your MP, synthesizing an article, analyzing a case study, writing a letter to the Minister of Foreign Affairs, etc.

³ Adapted with permission from Global Learning Partners www.globallearningpartners.com.

Tips for Effective Facilitation⁴

Facilitating well can make all the difference in a learner feeling safe in a workshop or not. This is a skill and an art. Here are a few tips to help (some of these tips overlap with “Tips for Ensuring Safety”):

1. **Don’t tell; teach.** Your job is to teach important content people have come to learn. By facilitating dialogue and engaging them with the content, they leave better able to make informed decisions about their involvement in the Palestine/Israel concerns.
2. **Wait at least 5 seconds for an answer after asking a question.** Silence is a difficult thing when we are facilitating. However, people need time to think of what they want to say and whether they want to share.
3. **Appreciate all answers.** Learners need to know that every answer, regardless of how strange or different, *is appreciated*. When learners know that all answers are welcome (although not always correct), they will be encouraged to share. Say, “Thank you Tom, that brings up an important point...” Be fully present to hear what is being asked, and determine what to do with it.
4. **Talk less, listen more.** The more learners can discuss, debate, and assess new content, the more they learn. This means *less* of you, and *more* of them.
5. **Time wisely.** It is critical to watch the clock at all times—having two clocks in the room is often a good idea. Stating the amount of time available for a task can help you manage time well and keep the group on track.
6. **Ask open questions.** Open questions encourage dialogue and invite ideas, opinions and discussion. Since open questions don’t have ‘yes/no’ answers, learners are invited to engage with the content and each other, explore and make sense of the topic for themselves.
7. **Use invitational language.** Invitational language is respectful and inviting. Try phrases like: “I invite you back to the circle...” or “Who would like to share their story...?” or “Who has a question?”
8. **Sample to keep energy up.** When debriefing group work, it is often *not necessary* to hear from everyone. It is important to honour the work that was completed and invite questions, but this can be done by sampling: “Let’s hear from two groups” or “Let’s hear one of your stories”. This will also keep the energy up in the room!
9. **Encourage crosstalk.** People are accustomed to the presenter as the focus of a session and all discussion. Facilitators need to encourage the group to answer and respond to each other’s ideas and questions rather than a back and forth with them.

⁴ Adapted with permission from Global Learning Partners www.globallearningpartners.com.

Tips for Co-Facilitation⁵

Facilitating with others is different than doing it solo. Here are some tips to ensure you are successful:

1. **Agree on the “big picture.”** Before every event, take some time to share your understanding of the group you expect for the workshop, their expectations, venue, time available, and your plan. Together, decide what may have to be adapted or changed for the unique situation.
2. **Clarify roles.** As soon as you know you will be working with each other, get together to plan. You need to agree on the timing, and who will lead each part of the workshop.
3. **Tell your partner what you expect and need.** The first time you meet, tell each other what would be helpful to you, and how you work best. Everyone has a different understanding of co-facilitator roles and this needs to be shared.
4. **Check in with each other during the workshop.** When possible and necessary between activities, check in with each other briefly. Sometimes you just need to tell the person that you’ll want their help with something such as distributing a handout. Checking in helps the flow and shows participants that you are taking their time seriously. The best time to check in with each other is during breaks.
5. **Support your co-facilitator in a number of ways.** While your partner is leading an activity or discussion, be fully attentive to what she needs *and* what the group may need that you can do. You can help your co-facilitator be more focused by writing for her on a chart, taping something to the wall, or supporting a confused group.
6. **Set personal and team goals.** Before the meeting, name 1-2 facilitation skills you especially want to keep in mind during the event such as waiting, affirming or using open questions. Tell your partner what skill/s you are focused on, so that she can give you supportive feedback on these goals at the end of the session. Setting team goals is also a great idea.
7. **Work as a team.** At all times, you want learners to see the two of you as “a team”. Support each other, affirm each other in front of the group, and weave the work your co-trainer did into your work. You want the learners to think: “Wow, you work well together!”

⁵ Adapted with permission from Global Learning Partners www.globallearningpartners.com.

Tips for Hosting a Workshop

1. **Pray for wisdom and an open heart.**
2. **Decide how you will invite people to come. Some ideas:**
 - Church bulletin insert
 - Church service announcement or website
 - Personal invitations or phone call
 - Email message or social media invitation
 - reach out to local like-hearted organizations
 - National and regional networks and events
 - Regional Council website.
3. **Carefully select the right space.** Intentionally choose the space that will work best for the size of group, the interactive nature of the workshop, and accessibility for all.
4. **Plan a time to meet with the facilitator(s) before the event.**
5. **Inform the facilitator(s) about the people coming, the situation, the hoped-for impact, the time available, the place and space,** and anything else that will help them plan well.
6. **Ensure the space is clear** of extra furniture and other objects, and clean.
7. **Check facilitator's needs** with regards to technology, furniture, kitchen, etc. Also, ensure technology is working.
8. **Assist the facilitator(s) to set up** the space before people arrive.
9. **Offer drinks and light snacks as people arrive.** This helps people feel welcome and helps them socialize before the workshop begins. Check your expectations with the facilitator.
10. **Check dietary, scent and other restrictions,** as applicable.
11. **Warmly greet people as they arrive.** Feeling welcomed and connected will help them engage meaningfully and learn.
12. **Be a full participant of the workshop,** even if you have participated before – there is always more to learn.
13. **Help the facilitator(s) clean up.** Many hands will make light work.
14. **Debrief with the facilitator(s)** after everyone has left. They need your feedback and you need theirs.

