



FREEDOM & CAPTIVITY

F&C FACILITATOR GUIDE

FACILITATOR ROLES FOR EACH CLASS:

- **Lead Facilitator:** Opens the class, welcomes the participants, reminds participants of community agreements, sets the tone for the class, and leads most of the class discussion.
- **Co-Facilitator/Documenter/Chat Monitor:** Monitors the chat to uplift comments that might otherwise be overlooked, manages the technology (including break-out rooms), and helps to document important points/insights in the chat as they are offered by participants.
 - It is really important to have all the websites/videos/podcasts queued up prior to class so that moving through the material is seamless (do a tech check before class to make sure sharing screen and sound work).
 - As the discussion unfolds the co-facilitator should be typing important points into the chat.

The facilitator and/or co-facilitator can initiate and support a group email conversation during the week between classes where participants can follow up with thoughts and resources with each other.

CO-DESIGN TEAM NORMS:

- Facilitators hold brief pre-class and post group debriefs.
- Facilitators send weekly emails to participants with the guide for the upcoming week and a copy of the cleaned up chat from the previous week. BE SURE TO REMOVE ANY DIRECT MESSAGES FROM PARTICIPANTS TO FACILITATORS BEFORE SENDING OUT THE CHAT.
- Facilitators monitor group emails, if this happens.
- Sometimes facilitators may want to share facilitation/discussion duties during class.

GENERAL POINTS:

- A good facilitator facilitates, opening space for participants to share,

interact, listen, and engage with each other. The facilitator's job is to offer guiding prompts and then step back to let the conversation unfold, rather than being an active contributor to the unfolding conversation. **The facilitator should never dominate the conversation or focus on their own views/perspectives/stories.** No facilitator monologues!

- A good facilitator reads the room, not the curriculum, and understands where to spend more time and what to move through quickly. The questions posed in the guide are offerings and the facilitator can choose to pose only some of them, depending on how the conversation is unfolding.
- A good facilitator offers helpful summaries/reflective statements when appropriate, succinctly and without belaboring the point.
- A good facilitator takes note of who is talking a lot and who has not been contributing and finds/creates ways to invite those who haven't been heard to participate. Avoid cliqueness by calling people in.
- Invite participants to keep their cameras on, as this is beneficial for creating community, enabling people to share and receive nonverbal communication (understanding that, for some people some days, just showing up is a challenge and they may need to keep their camera off for some/all of a class).
- Broadcast a message at the halfway point during breakout rooms to remind everyone to give all participants the opportunity to contribute. Broadcast another message when the breakout rooms have 5 minutes before closing to ask participants to begin wrapping up the discussion and deciding on points to share out with the group. Broadcast a final message encouraging participants to make sure everyone has been heard.
- Offer care at the midpoint and again at the end. Offer resources at the end if you know of some that are supportive or call attention to resources named in the guide.
- Be intentional about making space for the 30 minute closing discussion; these are powerful.

MATERIALS:

Each F&C curriculum can be modified in length. Here are our suggestions for versions that could run for 8 weeks or 10 weeks rather than the full 13 weeks.

A good exercise: In the first meeting of the community class, facilitators can ask students about their motivations/priorities for the class & what aspects they're most interested in learning about. Then the facilitator can adjust which weeks will stay & and which to cut based on the priorities and learning objectives.

Loss, Repair, and Transformation:

For a 10 week course, remove:

- Week 3 or 4; Week 6 or 7

For an 8 week course, remove:

- Week 3 or 4;
- Weeks 5, 6 & 7
- Week 12 (bringing vocabulary list assignment from week 10 into week 12)

Journeys of Trauma, Healing, and Forgiveness

For a 10 week course, remove:

- Weeks 6, 10, and 12

8 week curriculum, remove:

- Weeks 3, 6, 9, 10, and 12

FIRST CLASS

- Explain point of course
- Introductions of facilitators – share information about yourself and why you are teaching this class.
- Introductions of participants
- Explanation and creation of class Community Agreements
- Explain class flow (opening circle, full group work, breakout sessions, wrap-up)
- Explain how homework/journaling/community project works
- Explain point of Accountability and Radical Love questions

CLASS FLOW:

- Facilitator welcomes everyone in.
- Opens by reminding everyone of community agreements, which are developed in the first week.
- Then begins class with the opening circle question in the guide.
- Breakout rooms should never include more than 5 people. Four is ideal.
- Feel free to address all or some of the discussion questions. If a particular section or question is captivating attention, the facilitator makes the decision to cut or trim a later section. Facilitator needs to be prepared to make adjustments as the class flows.
- In breakout rooms, encourage participants to have someone do the note taking and reporting out/related sharing from small groups.
- The curriculum includes a 5-10 minute break (depending on curriculum), but allow for 10-15. Use this time to make adjustments as necessary for the second half of class.
- Always mention the Accountability and Radical Love questions at the end of class
- Remind participants about homework assignments/suggestions and encouragement to keep the conversation going via email in the time between sessions.

DISCUSSIONS:

- Facilitators can choose to pose all or just some of the questions posed in the curriculum depending on their judgment about how the conversation is flowing and the interest of participants. There is no expectation that the breakout rooms or group discussions will touch on all the questions.
- Give clear instructions for the breakout rooms: ie, will the breakout rooms be reporting back on their discussion to the full group or is the conversation meant to be confidential among the breakout room participants? Will the breakout room participants need to identify someone to report out on their discussion? If so, what form should the report take (top three points; overview; something surprising that came up; personal reflection(s), etc)?
- Don't take up space in the discussion by talking too much; rather, keep the discussion flowing by posing follow up questions to the group. These questions can emerge from the discussion and/or the chat.

TROUBLESHOOTING:

- If someone is activated by the materials and becomes too upset to participate, make sure that the class understands how to respond. Take a pause, take 5 minutes, offer support in the moment as needed, encourage people to reach out privately in the chat to one of the facilitators. This should be included in the community agreements. Invite participants to step in and out as they feel they need to, and to turn off their camera if they feel this is necessary. Follow up after class with anyone who needs care (if possible, offer to keep the room open for a decompression space, and/or send an email as soon as possible).
- If someone is dominating the discussion, intervene gently to ask them to make space for others. This can be done through a DM thanking them for their contributions and asking if they would be willing to redirect their contributions to the chat for the rest of class to allow others to step forward into the discussion, or this can be handled with a follow up email after class. If the overtalker remains insensitive, then ask to schedule a one on one conversation with them to talk about active listening and to ask them how the facilitator can support them with developing listening skills.
- If someone is disrespectful in class, remind everyone of the community agreements. If the behavior does not improve, ask for a one on one conversation to talk through their behavior. If they are not able to control themselves, they may have to be invited to leave the class.
- There may be participants with limited experience with the criminal legal system, or with prejudices or stereotypes firmly entrenched about people who are sent to prison. The goal of the course is to meet participants where they are and help them question such assumptions and biases. This can be tricky, especially if participants make inappropriate or hurtful or prejudiced statements. Facilitators should never take these sorts of

comments personally. A good approach might be to ask questions about where their viewpoints come from and how they learned what they believe to be true. This class might be the very beginning of their journey and the point of the class is to open the door to such reflections and growth.

