



SERVICE SPEAKS

CENTERING YOUR
AMERICORPS EXPERIENCE

FACILITATOR'S HANDBOOK

Service Speaks: Centering Your AmeriCorps Experience Facilitator's Handbook

Welcome to the Service Speaks program. Here you will find all the information you will need to facilitate Service Speaks sessions throughout the service year. The handbook is designed to complement the training.

Created by the Illinois Humanities Council in 2001, Service Speaks began as a program designed for volunteers in the Chicago area. Through support from the National Endowment for the Humanities, it has spread to AmeriCorps programs in multiple states. In its current form, Service Speaks is a collaboration between Ohio Humanities and ServeOhio: The Ohio Commission on Service and Volunteerism.

Doing service puts people into high- need areas, such as schools, relief agencies, and hospitals— wherever a set of hands can make a difference. Yet few organizations afford their members the opportunity to reflect on what service means and the nature of the difference they are making.

SERVE OHIO
Ohio Commission on Service and Volunteerism

The manual and related training materials are courtesy of ServeOhio: The Ohio Commission on Service and Volunteerism

Service Speaks encourages people to do just that. The program brings people together to engage content that prompts thoughtful dialogue about service, justice, and civic engagement. The practice of reflection can result in a deeper understanding of the values inherent in public service activities, and a more comprehensive consideration of our own service experiences.

If thoughtfully presented and successfully managed, Service Speaks can be personally rewarding and professionally fulfilling. Participants in the Service Speaks program will:

- Value more the service work that they do.
- Learn to think critically about what it means to serve, with perspectives derived from compelling content.
- Be intellectually stimulated.
- Be emotionally nourished by the collegial atmosphere of the facilitated discussion.
- Be more likely to sustain a commitment to service.
- Appreciate the humanities as a guide for understanding important life experiences.

What Service Speaks IS

Service Speaks is a **professional development** opportunity where professional decorum should be observed at all times.

What Service Speaks is NOT

Service Speaks is **not** a lecture, where one person possesses the information and dispenses it to others. Everyone participates as equals, including the facilitator.

Service Speaks is **not** a **classroom seminar**. No prior information about the content is required to join the conversation and participate fully. The facilitator can provide all relevant information about the content by using the Facilitation Notes.

Service Speaks is **not** a **debate** or an exchange of mere opinions about political or religious matters. Sharing personal experiences inspired by the content is important. Trying to convince others of one's opinions is not conducive to a successful **Service Speaks** session.

Service Speaks is **not** **group therapy** or a clinical environment. **Service Speaks** facilitators are not trained or licensed as clinicians.

Before You Begin

Essential to the success of a **Service Speaks** series is the atmosphere in which the discussions are held. Many people are not used to discussing readings in a group, exploring different opinions about complicated ideas, or talking with colleagues about the motives behind their work. The prospect of participating in a **Service Speaks** discussion might make some people uncomfortable, so it is important that the conditions surrounding the discussions put people at ease.

Location

Choose a room that is comfortable and conducive to conversation. A cramped, uncomfortable space, or one dominated by a massive table that makes it difficult for people to see or hear one another, will not set the ideal tone for discussion. Envision a coffee house atmosphere. Arrange the chairs in a circle.

Snacks

Food adds an informal tone and sets the stage for sharing. It helps people relax and signals a transition from action to reflection.

Time

Another way to put participants at ease is by scheduling discussions at a convenient time of day or night, in an accessible and comfortable space. We suggest a 60-90 minute session.

Frequency

The number and frequency of discussions differs from group to group. Ideally, scheduling a Service Speaks session every four weeks helps sustain energy and makes it easier for members to refer to previous reflections. However, if your group's service work does not permit such frequent discussions, at least three Service Speaks sessions over the course of the year can have a significant impact.

Group Size

The size of the group will enhance the quality of the discussion. Successful Service Speaks series have been conducted with as few as four members and as many as 30. However, the bigger the group, the more likely it is that some people will be reluctant to speak. An ideal size would be between 10 and 15 members. Larger groups can be divided into two parallel groups as long as enough trained facilitators are available.

What is Facilitation?

Service Speaks is based on great facilitation. Here are some guiding concepts to become a practiced facilitator.

As a facilitator, your job is to lead conversations about the content and guide participants to reflect in a thoughtful way. The right kinds of questions provoke participants to think deeply, clarify or re-evaluate their own assumptions, and then to reflect upon their experience in light of those assumptions.

Facilitation is different from an academic class in which there is often a separate body of knowledge (critical theory, historical context, a set of political implications) that participants must seek out in order to interpret the content.

The key to good facilitation is a combination of **open-ended questions**, **follow-up questions**, and **active listening**. Here's a closer look at these components.

FACILITATION

Is: Asking and Listening

Not: Telling and Convincing

Let the participants and the content do the work.

Open-ended questions suggest a genuine openness to what participants have to contribute, what they observe, what they think, what they feel, and how they make sense of service experiences. They are a great way to start a conversation. A question such as "What do you see going on in the text?" is a helpful way to invite participants to begin sharing their initial observations after having read a poem.

Open-ended questions can also be specific in nature, but they do not suggest a single answer or require specialist knowledge. Here are some examples of open- vs. closed-ended questions:

What do you think the author is trying to tell us in this text? (Open) vs. *What is this text about?* (Closed)

What aspects of the text appear to reflect the society of the time? (Open) vs. *What is the historical context for this text?* (Closed)

What about this text resonates with you? (Open) vs. *What is the author telling us about the human condition?* (Closed)

Active listening ensures clarity about each person's point of view and makes participants feel their contribution is valued. Active listening happens when the facilitator:

- Looks at the participant in a receptive manner when they speak.
- Mirrors back what the participant has just said, beginning with something like, "So what I am hearing you say is...."

Follow-up questions invite the participant to clarify their observation and ask them to go further by explaining how they arrived at their initial observation. Follow-up questions reveal the diverse perspectives in the group. Everyone interprets content differently. Follow-up questions convert initial observations to interpretations and direct attention back to the content. For example:

Participant observation: *"The main character is ambivalent."*

Facilitator follow-up question: *"What do you see in the text that suggests the main character is ambivalent?"*

The Service Speaks Facilitation Method: Questions and Context

Service Speaks is a specific form of facilitation that uses a combination of open-ended questions, follow-up questions, and active listening to elicit engagement.

<p>What do you notice?</p> <ul style="list-style-type: none">▪ Describe what you saw/heard/read without any judgment or inference.▪ "I saw/heard/noticed..."▪ Perhaps, "say back" a line from the piece▪ If there is a judgment/inference, ask, "What did you see/hear that makes you say that?"	<p>What does it remind you of?</p> <ul style="list-style-type: none">▪ How can you connect this piece/text to your own life? Service experience?▪ What can you recall when you consider this text?▪ Think about any memory, service experience, story, music, or other work this piece sparks.	<p>How do you feel?</p> <ul style="list-style-type: none">▪ What message about service does the text hold for you?▪ How does the text help you think about the service experiences you've had or about the concept of service?
<p>What questions does it raise?</p>	<ul style="list-style-type: none">▪ What questions does the piece/text bring to mind?▪ "I wonder...?"	
<p>Speculate.</p>	<ul style="list-style-type: none">▪ Speculate about what the piece/text does or might help you understand.▪ Speculate about the connection to your service experience.▪ What do you think was the creator's intent?	

Service Speaks sessions are always based on compelling content. However, most participants will need some context about the author for the content to be most meaningful, as well as cues about specialized and foreign language vocabulary. In order to ensure everyone can participate fully, each content selection has Facilitation Notes.

Now that you've been introduced to the **Service Speaks** facilitation method, the following sections provide a step-by-step guide to planning, hosting, leading, and evaluating your **Service Speaks** program.

Session Planning

Step One: Planning the Discussion

One of the biggest components of preparing for each discussion is selecting the content. Content options can be found in the Contents and Facilitation Notes section. When making your selection, consider the following:

Think of the many definitions of service. How do you want your members to engage with this important topic in an informed manner?

What are the needs of your group? If you are hosting a session in the beginning of the year, consider a text that speaks to definitions of service. Browse through the list of content for selections that address relevant issues for your group.

Consider the length and level of difficulty of each text.

Most content selections are short texts and can be read in the group session. If you select a longer text, estimate the amount of time your group will actually have to read the text in advance. If you know your group is overwhelmed with work and cannot read ahead, choose a short text, or an image, video, or audio recording the group can engage with together during the session itself.

Plan well.

Be sure to honor your members' preparation by not assigning a reading you are not going to talk about. If you plan to spend only an hour on Service Speaks, do not assign four readings! Similarly, do not ask people to come prepared to discuss a selection and then neglect to discuss it during your session.

Select provocative content.

A good Service Speaks discussion is meant to be stimulating. Some content selections were included because they are provocative. Embrace the challenge of hosting a challenging conversation. However, some selections might elicit strong responses. This can be an exciting aspect of facilitation, and signals that participants derive meaning from the content. Throughout the discussion, you will need to respect the different values and cultures that may be present in your group. If someone is offended by a reading or a topic, and decides they do not wish to participate, consider alternatives to group participation. You might have a one-on-one session with that person or determine together if they should be excused from the discussion entirely. They might wish to write a short reflection of 150 words or free-form journal response instead.

Read and reread.

As part of your preparation for hosting, read, reread, and reread again the content selection—at least three times. By rereading, you will become comfortable with the material. Review the corresponding Facilitation Notes for that selection.

Decide how you will use the content selection during the session.

- Text:** If it's a short text and no prior reading is required, will you ask participants to access it on their smart phone or tablet, or will you print out copies for everyone?
- If a text is long, be sure to inform participants about reading it well in advance. For the session itself, decide how you will use the text to anchor the discussion. Will you ask participants to reflect on the content from memory, or will you identify key excerpts to read out loud as a group, or ask participants to share key passages?
- Image:** If you are using an image, decide if you will print high-quality copies or arrange to project the image. In general, all image selections are high resolution, but be advised that projecting them often reduces quality. In addition, you will require more set-up time to arrange for computer, projector, and screen.
- Video:** If you select a video, you will need access to the internet to stream online content, in addition to projection and good sound quality.
- Audio Recording:** If you select an audio recording, you will need access to the internet to stream online content and good sound quality.

Session Planning

Step Two: Opening the Discussion

There's no doubt about it. Sometimes opening the discussion can be difficult—especially during the first session. But little things can help participants feel comfortable enough to make the first comment.

Welcome everyone with a friendly greeting.

Make sure you and everyone else knows one another's names.

At least in the beginning, provide name tags or table tents for everyone, including yourself. Start the first session with introductions. Although you might expect everyone to already know one another, the group's schedule may prevent individuals from spending much time together. Including introductions at the beginning of the series gives everyone an easy way to contribute at least once the very first day.

Be clear about what the participants should expect.

At least for the first few sessions, review what *Service Speaks* is, so everyone knows what to expect. You can read this paragraph:

“Service Speaks is a program for AmeriCorps Members in this state that encourages reflection on service. We use content to invite multiple perspectives and shape frank conversations on values, justice, and civic engagement. The practice of reflection is designed to help us better appreciate our work together.”

Consider opening the session with an icebreaker.

Some facilitators like to use icebreakers while others do not. As facilitator, the choice is up to you and how you perceive the group responding. Search online for appropriate icebreakers for your group. If time is short, you may decide to skip this step.

Framing.

Framing will help prepare the participants for the conversation by shifting to focus on the topic. You can read this paragraph:

“Today I'd like to have a conversation about [leadership], and I've chosen a text that I think will help us have that conversation. I'm really interested to know how this can help us reflect on some of the work we do here.”

Use the tags beneath each selection in the Contents and Facilitation Notes to determine the framing topic.

Session Planning

Step Three: Facilitating the Discussion

Leading the discussion and keeping it going for 60 to 90 minutes may seem like a daunting task, but you might be surprised how eager your group is to share their thoughts about the content and how it relates to their work. Use the Facilitation Notes to guide the conversation. You can use them as a script or as a general guide.

Watch the Clock!

Throughout the discussion, pay attention to time. It can be surprising how quickly time passes during a good conversation, and managing time is very important for putting people at ease. Let the participants know how much time they have for any activities. When the discussion has almost reached the end of the allotted time, you should begin to close the discussion so that you can end on time.

Session Planning

Step Four: Closing the Discussion

Be intentional about how you will end the discussion. Ending on a strong note can help maintain momentum and enthusiasm for the next meeting. You may wish to formulate a conclusion based on one of the three options below. Then clearly signal the end of the session and be sure to thank participants. Feel free to adapt these to your own strengths and the dynamics of your group.

Choose one of the three following options.

1. Summarize key points from the discussion.

Offer a summary or ask your group what they thought were the most important points.

2. Draw connections between discussions.

Pose a topic or question that points toward the theme of the next discussion. You could also offer comments about connections with previous discussions.

3. Evaluate the session.

Prompt the group to express what was useful or interesting about this conversation. This may be done verbally or in writing; either way, you'll have a rich source of data that can inform your future planning.

Clearly signal the end of the session with a closing statement.

"This has been a great conversation. I really appreciate the insights and openness you have all shown. It's great to hear how much you have been thinking about these issues and the ways they impact the work that we do."

Thank participants and preview next session.

Regardless of how you choose to end the session, be sure to thank the group for participating in Service Speaks. If the next meeting has already been scheduled, you should remind the group of the date and time before they leave the current session. As much as possible, you should follow-up with people who miss a session. This will help you understand if they are missing because they are not interested, too busy, or are dissatisfied with the program. This also lets people know that their participation is important to the group.

Record the session in the Facilitation Log.

The Facilitation Log can be found on the website.

Session Planning

Helpful Tips

Be a strong leader.

Leadership and group dynamics are forces you can harness for a successful Service Speaks session. Facilitators should take a leading role in maintaining a healthy group dynamic by not allowing any one person to dominate the discussion (including the facilitator!). The rest of the group will support you in this effort.

Don't allow the discussion to be derailed by one person.

Everyone has something to share. Some will hold back if one or two individuals begin dominating the conversation. As facilitator, your role is to ensure everyone has space to share. If an individual is sharing too much, feel free to politely interject and say something like: "I want to be sure others have a chance to share. What do other people have to say?"

Strike a balance in the pace of the conversation.

Open-ended questions are always good prompts, but sometimes a group is quiet, or a conversation is slow to take off. Allow time for participants to formulate their thoughts and share. Be comfortable with silence. Also be aware when a conversation point has reached its natural conclusion and the group is ready to move on. Sometimes silence means everyone has shared and it may be time to move on to the next question or text.

Be open to new directions.

Any group of people has differences, even if at first it seems like a homogenous group. As participants respond to a complex reading these differences will emerge. Help people perceive and explore them. Recognize pluralities of interpretation. Listen to what your members are saying. If someone introduces a new idea based on the content that might add to the reflection, allow the conversation to flow in that new direction.

Be brave during uncomfortable moments.

If a participant says something inappropriate, such as a racist or sexist remark, take a few breaths and wait. Often your group will respond to the comment on their own. If they don't, you might prompt them to discuss the remark. "What do others think about what was just said?" However, since this is meant to be a safe environment, you don't necessarily want to turn the blame to the individual who made the comment. Instead, remind the group that language occasionally has implications we might not immediately recognize or intend. It is important to think carefully during these discussions and during our service about how our own underlying assumptions can impact others.

Be confident if someone begins to lecture the group.

Occasionally, a participant will have studied a particular content selection in a class setting or have a personal relationship to the material. This can be helpful if you know how to integrate their additional information into the conversation. Thank them for their valuable insights and turn back to the group and ask, "With this additional context, what more do you notice about the text?" It acknowledges the contribution, while maintaining a good group dynamic.

Be attentive if someone becomes overly emotional.

Challenging texts and in-depth conversations can elicit strong emotional responses from participants. Occasionally a participant can become highly emotional based on something found in the content or something another participant has said. If this should happen, be sure to acknowledge the situation by saying something like, "I can see that this is very emotional for you. Can you share with the group what it is that you are feeling/thinking?" If the person can share, allow them a meaningful amount of time to articulate what they are feeling/thinking. If, however, they simply cannot share in a way that is meaningful to the rest of the group (think of their needs here) then invite that person to step out of the conversation accompanied by a co-facilitator or trusted team member who can join them outside to keep them company and consider what steps to take for their proper care and assistance.

Be strong if a conversation becomes heated.

Occasionally, a discussion may become heated. If this happens, acknowledge the concerns while returning the atmosphere to something more inviting: "I hear both of your points. This is a really difficult topic, and that's why it's so important to reflect on these issues." Try to include others in the discussion or steer the conversation back to the reading. Should things continue to be too tense, introduce a new question or call a 5-minute break. Consider inviting the people having the heated discussion to continue their debate later on their own.

Next time.

After each session, you should begin preparing the next session as soon as possible. As you do, keep in mind that facilitating this kind of discussion is really challenging. If you meant to be quiet and talked, forgot to ask that really good question, missed a great opportunity to tie remarks together, or didn't get to interact with each individual participant, forgive yourself. You will be more ready to meet the challenge next time.

Documenting Your Service Speaks Experience.

Be sure to accurately record your Service Speaks facilitation experience.

At the end of the Service Speaks manual you will find a Facilitation Log. Please keep a running list of all the Service Speaks sessions you facilitated. Be sure to fill out the information at the time of the session and record what content you chose, the location with address, any co-facilitators, and the number of members that participated. Please include any comments about what worked well or anything you would do differently. At the end of the program year, please send Facilitation Logs to Rebecca Verhoff-Kiss at rebecca.verhoff-kiss@serveohio.gov.

Evaluation.

You will receive surveys to help us evaluate the Service Speaks training and the program itself. Please fill these out so we can continue to have up-to-date and current information on the effectiveness of this program. Thank you!





SERVICE SPEAKS

Centering Your AmeriCorps Experience

**CONTENT AND
FACILITATION NOTES**



CONTENT AND FACILITATION NOTES

Here you will find the list of content for the *Service Speaks* program, with corresponding Facilitation Notes. Content selections include texts, images, videos and audio recordings. Each content selection is marked according to format:



for text



for image



for video











for audio

Page numbers correspond to the **Facilitation Notes** for each selection.

Below author and title information you will find topic areas. Use these to help choose content depending on the kind of *Service Speaks* session you would like to have.

- **Service and Values**
- **Identity and Society**
- **Leadership**
- **Change**
- **Service and Self**
- **Empathy**

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CONTENT AND FACILITATION NOTES

William Ayot, *The Contract: A Word from the Led* (2013)



Introduction:

William Ayot is a poet, playwright, and teacher. He is a leadership training consultant and frequently uses poetry, symbolic ritual, and theatre to inform his practice.

Content:

Invite participants to read the text.

1. What do you notice?

Describe what you saw/heard/read without any judgment or inference.

- "I saw/heard/noticed..."
- Perhaps, "repeat back" a line from the piece.
- If there is a judgment/inference, ask, "What did you see/hear that makes you say that?"

2. What does it remind you of?

How can you connect this piece/text to your own life? To your service experience? What can you recall when you consider this text?

- Think about any memory, experience, story, music, or other work this piece sparks.

3. How do you feel?

What feelings does this piece/text evoke for you?

- Describe your feelings in one or two words.
- People tend to better remember those things they can connect to an emotion.

4. What questions does it raise?

What questions does the piece/text bring to mind?

- "I wonder...?"

5. Speculate

Speculate about what the piece/text does or might help you understand about service.

- What do you think was the creator's intent?

Key Terms or Concepts

- *Pedagogy* - The art and science of teaching; the method and practice of teaching.
- Liberation Pedagogy: Originally coined by Paolo Freire, leading advocate of critical pedagogy and Brazilian educator, liberation pedagogy is an anti-oppressive educational approach designed to liberate minds and level the playing fields between teachers and students.

Links for Learning

- [Video: Understanding Paolo's Freire's Pedagogy](#)
- [Article: Five Standards for Effective Pedagogy](#)

CONTENT AND FACILITATION NOTES

James Baldwin, excerpt from *Stranger in the Village* (1953)



Introduction:

James Baldwin (1924–1987) was an influential African American writer and cultural critic who explored ideas of race and identity in mid-twentieth century America and Europe. Baldwin grew up in New York City and left the United States for Paris in 1948 as a result of the tensions he experienced due to his race and sexuality in his native country. Though he would make France his home for the rest of his adult life, he was highly active in the United States and became one of the intellectual leaders of the Civil Rights Movement in the 1960s. *Stranger in the Village* is an account of the author's experience as a Black man in Leukerbad, Switzerland, that allowed him to reflect anew on American race relations.

Content:

Invite participants to read the text.

1. What do you notice?

Describe what you saw/heard/read without any judgment or inference.

- "I saw/heard/noticed..."
- Perhaps, "repeat back" a line from the piece.
- If there is a judgment/inference, ask, "What did you see/hear that makes you say that?"

2. What does it remind you of?

How can you connect this piece/text to your own life? To your service experience? What can you recall when you consider this text?

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- "I wonder...?"

5. Speculate

Speculate about what the piece/text does or might help you understand about service.

- What do you think was the creator's intent?

Key Terms or Concepts

- **Othring:** Othring is a phenomenon in which some individuals or groups are defined and labeled as not fitting in within the norms of a social group. It is an effect that influences how people perceive and treat those who are viewed as being part of the in-group versus those who are seen as being part of the out-group.

Links for Learning

- [Video: Notes of a Native Son](#)
- [Video: Don't Touch My Hair by Sharee Miller](#)
- [Article: The Problem of Othring: Towards Inclusiveness and Belonging by John A. Powell and Stephen Menendian](#)

Glossary:

- **le sale nègre** (French): derogatory term for a Black man
- **métier** (French): A trade, profession, or occupation.
- **Neger** (German): Black man. In parts of Switzerland both German and French are spoken.

CONTENT AND FACILITATION NOTES

Bertolt Brecht, *A Bed for the Night* (1931)



Introduction:

Bertolt Brecht (1898–1956), pronounced 'brekt', was an influential German poet and playwright active in the first half of the twentieth century. He was highly influenced by Marxist thought. He wrote at a time in European history—after the catastrophic disaster of World War I and during the rise of Fascism and Nazism—when left-leaning philosophies were common in intellectual circles on both sides of the Atlantic. “A Bed for the Night” was written in 1931, just two years after the stock market crash of 1929 had inaugurated the Great Depression. In these years, Americans were hard hit by the collapse of the financial system. In New York, bread lines were common and destitute people built makeshift dwellings in Central Park.

Content:

Invite participants to read the text.

1. What do you notice?

Describe what you saw/heard/read without any judgment or inference.

- “I saw/heard/noticed...”
- Perhaps, “repeat back” a line from the piece.
- If there is a judgment/inference, ask, “What did you see/hear that makes you say that?”

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How can you connect this piece/text to your own life? To your service experience? What can you recall when you consider this text?

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- People tend to better remember those things they can connect to an emotion.

4. What questions does it raise?

What questions does the piece/text bring to mind?

- “I wonder...?”

5. Speculate

Speculate about what the piece/text does or might help you understand about service.

- What do you think was the creator’s intent?

Key Terms or Concepts

- **age of exploitation:** A phrase Brecht used for capitalism.

Links for Learning

- [Article: Experiencing Homelessness vs. Homeless People](#)
- [Article: Why we don't use the term “The Homeless” or “Homeless People”](#)
- [Article: Ask a Self-Advocate: The Pros and Cons of Person-First and Identity-First Language](#)

CONTENT AND FACILITATION NOTES

César Chávez, *The Mexican-American and the Church* (1968)



Note:	The length of this text will require participants to read it in advance.
Introduction:	César Chávez (1927–1993) was an American labor leader and civil rights activist who, with Dolores Huerta, co-founded the National Farm Workers Association (later the United Farm Workers, UFW) in 1962. Born in Yuma, Arizona, to a family of sharecroppers, Chávez started his working life as a farm laborer. He became the best-known Chicano civil rights activist, and was strongly supported by the American labor movement, which was eager to enroll Hispanic members. His public-relations approach to unionism and aggressive but nonviolent tactics made the farm workers' struggle a moral cause with nationwide support. At the time of this speech, California farm workers—mostly Filipinos, Chicanos, and Mexicans—labored in inhumane conditions for low wages, as employers ignored state laws on working conditions and denied them the lawful right to join unions.
Content:	Given the length, consider carefully how you will use the text to guide the discussion.

1. What do you notice?

Describe what you saw/heard/read without any judgment or inference.

- “I saw/heard/noticed...”
- Perhaps, “repeat back” a line from the piece.
- If there is a judgment/inference, ask, “What did you see/hear that makes you say that?”

2. What does it remind you of?

How can you connect this piece/text to your own life? To your service experience? What can you recall when you consider this text?

- Think about any memory, experience, story, music, or other work this piece sparks.

3. How do you feel?

What feelings does this piece/text evoke for you?

- Describe your feelings in one or two words.
- People tend to better remember those things they can connect to an emotion.

4. What questions does it raise?

What questions does the piece/text bring to mind?

- “I wonder...?”

5. Speculate

Speculate about what the piece/text does or might help you understand about service.

- What do you think was the creator’s intent?

Key Terms or Concepts

- **California Migrant Ministry:** A Protestant ecumenical group, begun in 1920 to address the extreme needs of migrant farmers in the Southwest. The organization soon spread throughout the U.S. Migrant Ministries is now the National Farm Worker Ministry.
- **Catholic Charities:** The consolidated community and social service activities of the Catholic Church.
- **Community Service Organization:** An important California Latino civil rights organization founded in 1947, most famous for training César Chávez and Dolores Huerta.
- **Delano:** A farm town in the San Joaquin valley that became the epicenter of United Farm Workers in the 1960s.
- **ecumenical:** Representing a number of different faith traditions. In this instance, refers to activity that promotes unity among the world’s Christian churches.
- **Huelga** (Spanish): Strike.

Links for Learning

- [Video: Background video on the Delano Grape Strike and the United Farm Workers](#)
- [Article: Summary and analysis of the text](#)
- [Video: Background video on Cesar Chavez](#)

CONTENT AND FACILITATION NOTES

Adam Davidson, *The Lunch Date* (1990)



Note:

Be sure that online access and video projection are available during the session.

Introduction:

Adam Davidson (b. 1964) was a graduate student at Columbia University when he made *The Lunch Date*, his third “Im. *The Lunch Date* earned an Academy Award in 1990 for Best Short Subject and launched Davidson’s career as a “Im director. Since then, Davidson has directed episodes for several acclaimed television series, including *Fear the Walking Dead*, *Deadwood*, *Grey’s Anatomy*, and *Treme*. Davidson holds a BA from Kenyon College in Gambier, Ohio, where he wrote an honors thesis on “Racism in American Popular Culture in the Early Twentieth Century.”

Content:

Invite participants to view the online video.

1. What do you notice?

Describe what you saw/heard/read without any judgment or inference.

- “I saw/heard/noticed...”
- Perhaps, “repeat back” a line from the piece.
- If there is a judgment/inference, ask, “What did you see/hear that makes you say that?”

2. What does it remind you of?

How can you connect this piece/text to your own life? To your service experience? What can you recall when you consider this text?

- Think about any memory, experience, story, music, or other work this piece sparks.

3. How do you feel?

What feelings does this piece/text evoke for you?

- Describe your feelings in one or two words.
- People tend to better remember those things they can connect to an emotion.

4. What questions does it raise?

What questions does the piece/text bring to mind?

- “I wonder...?”

5. Speculate

Speculate about what the piece/text does or might help you understand about service.

- What do you think was the creator’s intent?

Key Terms or Concepts

Links for Learning

- [Article: People Experience Homelessness, They Aren’t Defined by it.](#)
- [Article: Common Myths and Stereotypes of Homelessness](#)

CONTENT AND FACILITATION NOTES

Adam Davis, excerpt from *What We Don't Talk About When We Don't Talk About Service* (2006)



Introduction:

Adam Davis (b. 1970) helped launch the Justice Talking program in 2006 and is the co-editor of *The Civically Engaged Reader*, a selection of texts that examines public service from diverse points of view. He is currently the executive director of Oregon Humanities, a state affiliate of the National Endowment for the Humanities. In “What We Don’t Talk About When We Don’t Talk About Service,” Davis outlines “ve motivations for why people serve. He begins the essay by noting a recent increase in service activities and suggests that careful reflection on service will bene”t those who serve and those who are being served.

Content:

Invite participants to read the text.

1. What do you notice?

Describe what you saw/heard/read without any judgment or inference.

- “I saw/heard/noticed...”
- Perhaps, “repeat back” a line from the piece.
- If there is a judgment/inference, ask, “What did you see/hear that makes you say that?”

2. What does it remind you of?

How can you connect this piece/text to your own life? To your service experience? What can you recall when you consider this text?

- Think about any memory, experience, story, music, or other work this piece sparks.

3. How do you feel?

What feelings does this piece/text evoke for you?

- Describe your feelings in one or two words.
- People tend to better remember those things they can connect to an emotion.

4. What questions does it raise?

What questions does the piece/text bring to mind?

- “I wonder...?”

5. Speculate

Speculate about what the piece/text does or might help you understand about service.

- What do you think was the creator’s intent?

Key Terms or Concepts

- **Savior Complex:** A savior complex, or white knight syndrome, describes this need to “save” people by fixing their problems. If you have a savior complex, you might: only feel good about yourself when helping someone. believe helping others is your purpose. expend so much energy trying to fix others that you end up burning out.

Links for Learning

- [Video: White Savior Complex](#)
- [Article: What is the White Savior Complex and Why is it Harmful?](#)
- [Article: The White Savior Industrial Complex](#)

CONTENT AND FACILITATION NOTES

Fusion Comedy, *How MicroAggressions Are Like Mosquito Bites* (2016)



Introduction:

Fusion Comedy describes itself as “comedy that gives an F.” Through its online presence, it tackles social justice issues. Fusion Comedy is part of the Univision media network.

Content:

Invite participants to watch the video before the discussion.

1. What do you notice?

Describe what you saw/heard/read without any judgment or inference.

- “I saw/heard/noticed...”
- Perhaps, “repeat back” a line from the piece.
- If there is a judgment/inference, ask, “What did you see/hear that makes you say that?”

2. What does it remind you of?

How can you connect this piece/text to your own life? To your service experience? What can you recall when you consider this text?

- Think about any memory, experience, story, music, or other work this piece sparks.

3. How do you feel?

What feelings does this piece/text evoke for you?

- Describe your feelings in one or two words.
- People tend to better remember those things they can connect to an emotion.

4. What questions does it raise?

What questions does the piece/text bring to mind?

- “I wonder...?”

5. Speculate

Speculate about what the piece/text does or might help you understand about service.

- What do you think was the creator’s intent?

Key Terms or Concepts

- **The Weathering Hypothesis:** The weathering hypothesis states that chronic exposure to social and economic disadvantage leads to accelerated decline in physical health outcomes and could partially explain racial disparities in a wide array of health conditions.
- **Allostatic Load:** “the wear and tear on the body” which accumulates as an individual is exposed to repeated or chronic stress.

Links for Learning

- [Article: How is Racism a Health Threat](#)
- [Video: Racism’s Corrosive Impact on the health of Black Americans](#)
- [Video: Is Racism Making People Sick?](#)
- [Article: Making the Case that Discrimination is Bad for Your Health](#)

CONTENT AND FACILITATION NOTES

Nikki Giovanni, *Rosa Parks* (2010)



Introduction:

Born in Knoxville Tennessee, Nikki Giovanni spent her early childhood years in Cincinnati where her parents taught in public schools. She attended Fisk University where, in addition to her studies, she helped reinvigorate the campus chapter of the Student Non-Violent Coordinating Committee. The author of more than thirty books of poetry, essays, and children's literature, Giovanni writes about the importance of family, the value of Black lives, and the need for gender equality. She is a Distinguished Professor at Virginia Tech in Blacksburg.

Content:

Invite participants to read the poem.

1. What do you notice?

Describe what you saw/heard/read without any judgment or inference.

- "I saw/heard/noticed..."
- Perhaps, "repeat back" a line from the piece.
- If there is a judgment/inference, ask, "What did you see/hear that makes you say that?"

2. What does it remind you of?

How can you connect this piece/text to your own life? To your service experience? What can you recall when you consider this text?

- Think about any memory, experience, story, music, or other work this piece sparks.

3. How do you feel?

What feelings does this piece/text evoke for you?

- Describe your feelings in one or two words.
- People tend to better remember those things they can connect to an emotion.

4. What questions does it raise?

What questions does the piece/text bring to mind?

- "I wonder...?"

5. Speculate

Speculate about what the piece/text does or might help you understand about service.

- What do you think was the creator's intent?

Key Terms or Concepts

- This poem is filled with references to important historical people and events of the Civil Rights Movement so facilitators will want to have a strong understanding of their significance.

Examples include but are not limited to,

- The Pullman Porters
- The Chicago Defender and Pittsburgh Courier Newspapers
- Emmett Till
- Rosa Parks
- Brown v. Board of Education Supreme Court Decision
- The Great Migration

Links for Learning

- [Article: How History Got the Rosa Parks Story Wrong](#)
- [Podcast: Rosa Parks: Myth and Memory in the American Civil Rights Movement](#)

CONTENT AND FACILITATION NOTES

Ailish Hopper, *Did It Ever Occur to You That Maybe You're Falling in Love?* (2016)



Introduction:

Ailish Hopper (b. 1969) is a poet, essayist, community-based educator, and performer. She is the author of *Dark~Sky Society* (2014) and the chapbook *Bird in the Head* (2005) among other published works. She currently teaches in the Creative Writing and Peace Studies programs at Goucher College.

Content:

Invite participants to read the text.

1. What do you notice?

Describe what you saw/heard/read without any judgment or inference.

- “I saw/heard/noticed...”
- Perhaps, “repeat back” a line from the piece.
- If there is a judgment/inference, ask, “What did you see/hear that makes you say that?”

2. What does it remind you of?

How can you connect this piece/text to your own life? To your service experience? What can you recall when you consider this text?

- Think about any memory, experience, story, music, or other work this piece sparks.

3. How do you feel?

What feelings does this piece/text evoke for you?

- Describe your feelings in one or two words.
- People tend to better remember those things they can connect to an emotion.

4. What questions does it raise?

What questions does the piece/text bring to mind?

- “I wonder...?”

5. Speculate

Speculate about what the piece/text does or might help you understand about service.

- What do you think was the creator’s intent?

Key Terms or Concepts

Links for Learning

- [Article: This interview with poet Ailish Hopper interview adds nuance and context for the piece.](#)

CONTENT AND FACILITATION NOTES

Langston Hughes, *I, Too* (1925)



Introduction:

Born in 1901, Langston Hughes was an influential writer and civil rights activist. As a child, Hughes lived in several different locations and completed high school in Cleveland. He moved to New York City and became an important figure in the Harlem Renaissance. Through his work, Hughes celebrated African American people and culture, especially those of lower and working class backgrounds. In *I, Too* we see Hughes at his most optimistic, but the poem also has a tone of struggle and resistance.

Content:

Invite participants to read the poem aloud.

1. What do you notice?

Describe what you saw/heard/read without any judgment or inference.

- “I saw/heard/noticed...”
- Perhaps, “repeat back” a line from the piece.
- If there is a judgment/inference, ask, “What did you see/hear that makes you say that?”

2. What does it remind you of?

How can you connect this piece/text to your own life? To your service experience? What can you recall when you consider this text?

- Think about any memory, experience, story, music, or other work this piece sparks.

3. How do you feel?

What feelings does this piece/text evoke for you?

- Describe your feelings in one or two words.
- People tend to better remember those things they can connect to an emotion.

4. What questions does it raise?

What questions does the piece/text bring to mind?

- “I wonder...?”

5. Speculate

Speculate about what the piece/text does or might help you understand about service.

- What do you think was the creator’s intent? the service experiences you’ve had or about the concept of service?

Key Terms or Concepts

Links for Learning

- [Article: Short analysis](#)
- [Article: What Langston Hughes’ Powerful Poem, “I, too” tells us about America’s Past and Present](#)
- [Video: Brief Background on Langston Hughes](#)
- [Video: Background on Hughes and the Harlem Renaissance](#)

CONTENT AND FACILITATION NOTES

Martin Luther King, Jr., *excerpt from Letter from a Birmingham Jail* (1963)



Introduction:

Martin Luther King, Jr. (1929-1968) was an American civil rights advocate, known throughout the world for his activism and stirring rhetoric. As an ordained Baptist preacher, King espoused non-violent protest and civil disobedience against inequality and racism. He believed that peaceful protests against Jim Crow laws would garner media attention and eventually lead to change. In 1963, King led a series of public demonstrations, encouraging protesters to openly violate unjust laws. As a campaign in Birmingham, Alabama waged on, the police response was brutal – and so was the national media attention. King was criticized by fellow ministers who felt the protests were “unwise and untimely.” *Letter from a Birmingham Jail* was King’s response.

Content:

Even in excerpted form, this is a lengthy essay, so encourage participants to read it before the discussion.

1. What do you notice?

Describe what you saw/heard/read without any judgment or inference.

- “I saw/heard/noticed...”
- Perhaps, “repeat back” a line from the piece.
- If there is a judgment/inference, ask, “What did you see/hear that makes you say that?”

2. What does it remind you of?

How can you connect this piece/text to your own life? To your service experience? What can you recall when you consider this text?

- Think about any memory, experience, story, music, or other work this piece sparks.

3. How do you feel?

What feelings does this piece/text evoke for you?

- Describe your feelings in one or two words.
- People tend to better remember those things they can connect to an emotion.

4. What questions does it raise?

What questions does the piece/text bring to mind?

- “I wonder...?”

5. Speculate

Speculate about what the piece/text does or might help you understand about service.

- What do you think was the creator’s intent?

Key Terms or Concepts

Links for Learning

- [Article: Teaching ‘Letter from Birmingham Jail’](#)
- [Opinion Essay: Martin Luther King’s True, Radical Legacy is being Whitewashed by People Looking for Absolution](#)
- [Opinion Essay: Don’t Ask What Martin Luther King Jr. Would do Today and then Ignore His Real Message](#)

CONTENT AND FACILITATION NOTES

John Lewis, *Together, You Can Redeem the Soul of Our Nation* (2020)



Introduction:

John Lewis served as a Congressional Representative for Georgia from 1987 until his death in 2020, and was among the leaders of the Civil Rights Movement. Lewis was one of the original thirteen Freedom Riders, a founder of the Student Nonviolent Coordinating Committee, an organizer of the 1963 March on Washington, and leader of the famous march across the Edmund Pettus Bridge in Selma, Alabama in 1965, which helped to pass the Voting Rights Act. Lewis wrote “Together, You Can Redeem the Soul of Our Nation” shortly before his death on July 17, 2020; he requested that it be published on the day of his funeral.

Content:

Invite participants to read the text.

1. What do you notice?

Describe what you saw/heard/read without any judgment or inference.

- “I saw/heard/noticed...”
- Perhaps, “repeat back” a line from the piece.
- If there is a judgment/inference, ask, “What did you see/hear that makes you say that?”

2. What does it remind you of?

How can you connect this piece/text to your own life? To your service experience? What can you recall when you consider this text?

- Think about any memory, experience, story, music, or other work this piece sparks.

3. How do you feel?

What feelings does this piece/text evoke for you?

- Describe your feelings in one or two words.
- People tend to better remember those things they can connect to an emotion.

4. What questions does it raise?

What questions does the piece/text bring to mind?

- “I wonder...?”

5. Speculate

Speculate about what the piece/text does or might help you understand about service.

- What do you think was the creator’s intent?

Key Terms or Concepts

- **Emmett Till** - A Black teenager from Chicago who was brutally murdered in Mississippi in 1955.
- **Beloved Community** – An idea made popular by Dr. Martin Luther King, Jr. who envisioned a society based on justice, equal opportunity, and love.
- **Say their names.**

Links for Learning

- [Article: Achieving King’s Beloved Community](#)
- [Video: Reflections on the Beloved Community](#)
- [Video: Social Justice and the Search for Beloved Community](#)
- [Poem: Miller Williams, Of History and Hope Poem](#)

CONTENT AND FACILITATION NOTES

Peggy McIntosh, *excerpt from White Privilege: Unpacking the Invisible Knapsack* (1988)



Note:

Begin the reading on page 1 and continue through the list on page 5.

Introduction:

Peggy McIntosh -- an American feminist and activist -- was the associate director of the Wellesley Center for Women and founder of the National SEED Project (Seeking Equity and Diversity). In her 1988 essay, "White Privilege: Unpacking the Invisible Knapsack," McIntosh explores the power of white privilege -- a term that gained widespread use in part due to her writing.

Content:

Invite participants to read the text.

1. What do you notice?

Describe what you saw/heard/read without any judgment or inference.

- "I saw/heard/noticed..."
- Perhaps, "repeat back" a line from the piece.
- If there is a judgment/inference, ask, "What did you see/hear that makes you say that?"

2. What does it remind you of?

How can you connect this piece/text to your own life? To your service experience? What can you recall when you consider this text?

- Think about any memory, experience, story, music, or other work this piece sparks.

3. How do you feel?

What feelings does this piece/text evoke for you?

- Describe your feelings in one or two words.
- People tend to better remember those things they can connect to an emotion.

4. What questions does it raise?

What questions does the piece/text bring to mind?

- "I wonder...?"

5. Speculate

Speculate about what the piece/text does or might help you understand about service.

- What do you think was the creator's intent?

Key Terms or Concepts

Links for Learning

- [Opinion essay: Against the Privilege Walk](#)
- [Article: Privilege and Intersectionality](#)

CONTENT AND FACILITATION NOTES

Harryette Mullen, *Elliptical* (2002)



Introduction:

Harryette Mullen plays with words the way other people play with puzzles. Her writing challenges traditional literary forms to create lyric poetry that carry notes of the blues and the cacophony of jazz. She says that as a child she learned from those around her, listening to stories from her elders and to the tempo of worship in sermons and hymns. The social and political movements of the 1960s added to her inspirations. Now teaching at the University of California-Los Angeles, her poetry explores identity and identity politics, feminist and racial themes. Like other writers of word play, Mullen draws us in with whimsical phrasing that leads to questions about the nature of language.

Content:

Invite members to read the prose poem aloud.

1. What do you notice?

Describe what you saw/heard/read without any judgment or inference.

- “I saw/heard/noticed...”
- Perhaps, “repeat back” a line from the piece.
- If there is a judgment/inference, ask, “What did you see/hear that makes you say that?”

2. What does it remind you of?

How can you connect this piece/text to your own life? To your service experience? What can you recall when you consider this text?

- Think about any memory, experience, story, music, or other work this piece sparks.

3. How do you feel?

What feelings does this piece/text evoke for you?

- Describe your feelings in one or two words.
- People tend to better remember those things they can connect to an emotion.

4. What questions does it raise?

What questions does the piece/text bring to mind?

- “I wonder...?”

5. Speculate

Speculate about what the piece/text does or might help you understand about service.

- What do you think was the creator’s intent?

Key Terms or Concepts

- **Respectability Politics:** a set of beliefs holding that conformity to prescribed mainstream standards of appearance and behavior will protect a person who is part of a marginalized group, especially a Black person, from prejudices and systemic injustices: Black respectability politics embraces the illusion of a level economic playing field. Respectability politics place blame on groups already hindered by discrimination.

Links for Learning

- [Article: What ‘Respectability’ means in the Fight for Social Change \(Interview with Gene Demby\)](#)
- [Article: When Civility is Used as a Cudgel Against People of Color](#)

CONTENT AND FACILITATION NOTES

Cecilia Muñoz, *Getting Angry Can Be a Good Thing* (2005)



Introduction:

Cecilia Muñoz (b. 1962) wrote *Getting Angry Can Be a Good Thing* when she was Senior Vice President at the National Council of La Raza, the largest Latino advocacy organization in the United States. Subsequently, she served in the Obama White House, “rst as Director of Intergovernmental Affairs and later as Director of the White House Domestic Policy Council. She is the author of, among other works, *Unfinished Business: The Immigration Reform and Control Act of 1986* (1990).

Content:

Invite participants to read the text.

1. What do you notice?

Describe what you saw/heard/read without any judgment or inference.

- “I saw/heard/noticed...”
- Perhaps, “repeat back” a line from the piece.
- If there is a judgment/inference, ask, “What did you see/hear that makes you say that?”

2. What does it remind you of?

How can you connect this piece/text to your own life? To your service experience? What can you recall when you consider this text?

- Think about any memory, experience, story, music, or other work this piece sparks.

3. How do you feel?

What feelings does this piece/text evoke for you?

- Describe your feelings in one or two words.
- People tend to better remember those things they can connect to an emotion.

4. What questions does it raise?

What questions does the piece/text bring to mind?

- “I wonder...?”

5. Speculate

Speculate about what the piece/text does or might help you understand about service.

- What do you think was the creator’s intent?

Key Terms or Concepts

- **American imperialism:** refers to the expansion of American political, economic, cultural, and media influence beyond the boundaries of the United States.

Links for Learning

- [Video: How America Became a Superpower](#)
- [Video: How U.S. Involvement in Central America Led to a Border Crisis](#)
- [Video: American Imperialism Crash Course](#)

CONTENT AND FACILITATION NOTES

Naomi Shihab Nye, *Gate A-4* (2007)



Introduction:

Poet and novelist Naomi Shihab Nye (b. 1952) is a contemporary Palestinian American author, songwriter, and poet who was born in St. Louis, Missouri. Known for poetry that lends a fresh perspective to ordinary events, people, and objects, Nye has said that, for her, “the primary source of poetry has always been local life, random characters met on the streets, our own ancestry...” She has been recognized numerous times for her work in poetry and literature. Nye lives in San Antonio, Texas.

Content:

Invite participants to read the text.

1. What do you notice?

Describe what you saw/heard/read without any judgment or inference.

- “I saw/heard/noticed...”
- Perhaps, “repeat back” a line from the piece.
- If there is a judgment/inference, ask, “What did you see/hear that makes you say that?”

2. What does it remind you of?

How can you connect this piece/text to your own life? To your service experience? What can you recall when you consider this text?

- Think about any memory, experience, story, music, or other work this piece sparks.

3. How do you feel?

What feelings does this piece/text evoke for you?

- Describe your feelings in one or two words.
- People tend to better remember those things they can connect to an emotion.

4. What questions does it raise?

What questions does the piece/text bring to mind?

- “I wonder...?”

5. Speculate

Speculate about what the piece/text does or might help you understand about service.

- What do you think was the creator’s intent?

Key Terms or Concepts

Links for Learning

- [Article: Summary of the poem and background about the poet.](#)
- [Article: Politics Desperately Needs Hope, So Why Does It No Longer Inspire it?](#)

CONTENT AND FACILITATION NOTES

Mary Oliver, *The Buddha's Last Instruction* (1990)



Introduction:

Mary Oliver (b. 1935) was born in Maple Heights, Ohio. Her poetry is deeply aware of the natural world, particularly of her adopted state of Massachusetts. Oliver's poetry has won numerous awards, including the Pulitzer Prize and the National Book Award. The Buddha —also known as Siddhartha Gautama or Shakyamuni Buddha—was an ascetic sage on whose teachings Buddhism was founded. He is believed to have lived and taught mostly in the eastern part of Ancient India sometime between the sixth and fourth centuries BCE.

Content:

Invite participants to read the text.

1. What do you notice?

Describe what you saw/heard/read without any judgment or inference.

- "I saw/heard/noticed..."
- Perhaps, "repeat back" a line from the piece.
- If there is a judgment/inference, ask, "What did you see/hear that makes you say that?"

2. What does it remind you of?

How can you connect this piece/text to your own life? To your service experience? What can you recall when you consider this text?

- Think about any memory, experience, story, music, or other work this piece sparks.

3. How do you feel?

What feelings does this piece/text evoke for you?

- Describe your feelings in one or two words.
- People tend to better remember those things they can connect to an emotion.

4. What questions does it raise?

What questions does the piece/text bring to mind?

- "I wonder...?"

5. Speculate

Speculate about what the piece/text does or might help you understand about service.

- What do you think was the creator's intent?

Key Terms or Concepts

Links for Learning

- [Video: What is Cultural Appropriation](#)
- [Article: 4 Signs You're Culturally Appropriating Buddhism and Why It's Important Not to](#)

CONTENT AND FACILITATION NOTES

Rachel Naomi Remen, excerpt from *Helping, Fixing or Serving?* (1999)



Introduction:

Rachel Naomi Remen, M.D., (b. 1938) is associate clinical professor of family and community medicine at the University of California San Francisco Medical School and cofounder and medical director of the Commonwealth Cancer Help Program. She is author of the bestseller, *Kitchen Table Wisdom: Stories That Heal*.

Content:

Invite participants to read the text.

1. What do you notice?

Describe what you saw/heard/read without any judgment or inference.

- “I saw/heard/noticed...”
- Perhaps, “repeat back” a line from the piece.
- If there is a judgment/inference, ask, “What did you see/hear that makes you say that?”

2. What does it remind you of?

How can you connect this piece/text to your own life? To your service experience? What can you recall when you consider this text?

- Think about any memory, experience, story, music, or other work this piece sparks.

3. How do you feel?

What feelings does this piece/text evoke for you?

- Describe your feelings in one or two words.
- People tend to better remember those things they can connect to an emotion.

4. What questions does it raise?

What questions does the piece/text bring to mind?

- “I wonder...?”

5. Speculate

Speculate about what the piece/text does or might help you understand about service.

- What do you think was the creator’s intent?

Key Terms or Concepts

Links for Learning

CONTENT AND FACILITATION NOTES

Derek Sivers, *How to Start a Movement* (2010)



Introduction:

Derek Sivers describes himself as a musician, writer, and entrepreneur. Born in California, he has lived all over the world, savoring the experience of each new locale. After graduating from the Berklee College of Music in Boston, he explored many career options, including working as a circus ringleader and music producer. He created CD Baby, one of the “rst internet sales platforms for independent musicians. Before he sold the company in 2008, he transferred all its assets into a charitable remainder trust, the Independent Musicians Remainder Unitrust, which will fund music education long into the future.

Content:

Be sure you have a good internet connection so the group can watch the video together.

1. What do you notice?

Describe what you saw/heard/read without any judgment or inference.

- “I saw/heard/noticed...”
- Perhaps, “repeat back” a line from the piece.
- If there is a judgment/inference, ask, “What did you see/hear that makes you say that?”

2. What does it remind you of?

How can you connect this piece/text to your own life? To your service experience? What can you recall when you consider this text?

- Think about any memory, experience, story, music, or other work this piece sparks.

3. How do you feel?

What feelings does this piece/text evoke for you?

- Describe your feelings in one or two words.
- People tend to better remember those things they can connect to an emotion.

4. What questions does it raise?

What questions does the piece/text bring to mind?

- “I wonder...?”

5. Speculate

Speculate about what the piece/text does or might help you understand about service.

- What do you think was the creator’s intent?

Key Terms or Concepts

- **Social Movement:** is A persistent and organized effort involving the mobilization of large numbers of people to work together to either bring about what they believe to be beneficial social change or resist or reverse what they believe to be harmful social change.

Links for Learning

- [Infographic: What is a Movement?](#)
- [Video: Excerpt from Emergent Strategies by Adrienne Marie Brown](#)
- [Article: Three Lessons From Adrienne Maree Brown’s ‘Emergent Strategy’](#)

CONTENT AND FACILITATION NOTES

Rachel Smith, *Hallelujah the Saviors Are Here* (2012)



Note:

Be sure that online access and good sound quality are available during the session.

Introduction:

Poet Rachel Smith (b. 1994) wrote *Hallelujah the Saviors Are Here* when she was 18 and a high school senior at Kenwood Academy in Chicago. She first presented *Hallelujah* in 2012 at Louder Than a Bomb, a youth poetry festival.

Content:

Invite participants to listen to the piece.

1. What do you notice?

Describe what you saw/heard/read without any judgment or inference.

- “I saw/heard/noticed...”
- Perhaps, “repeat back” a line from the piece.
- If there is a judgment/inference, ask, “What did you see/hear that makes you say that?”

2. What does it remind you of?

How can you connect this piece/text to your own life? To your service experience? What can you recall when you consider this text?

- Think about any memory, experience, story, music, or other work this piece sparks.

3. How do you feel?

What feelings does this piece/text evoke for you?

- Describe your feelings in one or two words.
- People tend to better remember those things they can connect to an emotion.

4. What questions does it raise?

What questions does the piece/text bring to mind?

- “I wonder...?”

5. Speculate

Speculate about what the piece/text does or might help you understand about service.

- What do you think was the creator’s intent?

Key Terms or Concepts

- **Savior Complex:** A savior complex, or white knight syndrome, describes this need to “save” people by fixing their problems. If you have a savior complex, you might: only feel good about yourself when helping someone. believe helping others is your purpose. expend so much energy trying to fix others that you end up burning out.

Links for Learning

- [Audio: Youthcast interview with Rachel Smith](#)
- [Video: White Savior Complex](#)
- [Article: What is the White Savior Complex and Why is it Harmful?](#)
- [Article: The White Savior Industrial Complex](#)

CONTENT AND FACILITATION NOTES

Anna Swir, *The Same Inside* (1996)



Introduction:

Anna Swir (1909–1984) was a Polish poet whose works deal with themes of motherhood and sexuality, as well as her experiences in the Polish Resistance movement during World War II. She also wrote frankly about the female body in various stages of life.

Content:

Invite participants to read the text.

1. What do you notice?

Describe what you saw/heard/read without any judgment or inference.

- “I saw/heard/noticed...”
- Perhaps, “repeat back” a line from the piece.
- If there is a judgment/inference, ask, “What did you see/hear that makes you say that?”

2. What does it remind you of?

How can you connect this piece/text to your own life? To your service experience? What can you recall when you consider this text?

- Think about any memory, experience, story, music, or other work this piece sparks.

3. How do you feel?

What feelings does this piece/text evoke for you?

- Describe your feelings in one or two words.
- People tend to better remember those things they can connect to an emotion.

4. What questions does it raise?

What questions does the piece/text bring to mind?

- “I wonder...?”

5. Speculate

Speculate about what the piece/text does or might help you understand about service.

- What do you think was the creator’s intent?

Key Terms or Concepts

Links for Learning

- [Article: Background about the Poet](#)

CONTENT AND FACILITATION NOTES

Thai Life Insurance, *Happiness is Helping Others* (2014)



Note:	Be sure that online access and video projection are available during the session.
Introduction:	Thai Life Insurance was founded in 1942 and is headquartered in Bangkok, Thailand. It is an insurance and financial services group. The company is known for commissioning a number of emotional television commercials that have garnered global attention.
Content:	Invite participants to view the video.

1. What do you notice?

Describe what you saw/heard/read without any judgment or inference.

- "I saw/heard/noticed..."
- Perhaps, "repeat back" a line from the piece.
- If there is a judgment/inference, ask, "What did you see/hear that makes you say that?"

2. What does it remind you of?

How can you connect this piece/text to your own life? To your service experience? What can you recall when you consider this text?

- Think about any memory, experience, story, music, or other work this piece sparks.

3. How do you feel?

What feelings does this piece/text evoke for you?

- Describe your feelings in one or two words.
- People tend to better remember those things they can connect to an emotion.

4. What questions does it raise?

What questions does the piece/text bring to mind?

- "I wonder...?"

5. Speculate

Speculate about what the piece/text does or might help you understand about service.

- What do you think was the creator's intent?

Key Terms or Concepts

Links for Learning

- [Opinion Essay: Charity is not a Substitute for Justice by Marian Wright Edelman](#)
- [Opinion Essay: Charity is not a Substitute for Justice by Sarah Kendzior](#)
- [Article: How Unconditional Positive Regard Can Help Students Feel Cared For](#)
- [Opinion Essay: Teaching Kindness Isn't Enough by Brett Turner](#)

CONTENT AND FACILITATION NOTES

Natasha Trethewey, *Enlightenment* (2012)



Introduction:

Natasha Trethewey is an author whose work explores race and class. Originally from Gulfport, Mississippi, Trethewey studied English and creative writing, and earned a Master of Fine Arts in Poetry from the University of Massachusetts, Amherst. In 2007, she won a Pulitzer Prize for *Native Guard*, and served as United States Poet Laureate from 2012-2014. *Thrall*, published in 2012, explores representations of mixed-race families through a historical lens and her own experience.

Content:

Invite participants to read the text aloud.

1. What do you notice?

Describe what you saw/heard/read without any judgment or inference.

- “I saw/heard/noticed...”
- Perhaps, “repeat back” a line from the piece.
- If there is a judgment/inference, ask, “What did you see/hear that makes you say that?”

2. What does it remind you of?

How can you connect this piece/text to your own life? To your service experience? What can you recall when you consider this text?

- Think about any memory, experience, story, music, or other work this piece sparks.

3. How do you feel?

What feelings does this piece/text evoke for you?

- Describe your feelings in one or two words.
- People tend to better remember those things they can connect to an emotion.

4. What questions does it raise?

What questions does the piece/text bring to mind?

- “I wonder...?”

5. Speculate

Speculate about what the piece/text does or might help you understand about service.

- What do you think was the creator’s intent?

Key Terms or Concepts

- “the improvement of the blacks in body and mind...” is quoted from Thomas Jefferson’s Notes on the State of Virginia (1785). Trethewey references Jefferson’s writing to highlight contradicting historical representations, how they have been understood, and how they impact later generations.

Links for Learning

- [Article: Monticello is Done Avoiding Jefferson’s Relationship with Sally Hemings](#)
- [Video: The 1619 Project Details the Legacy of Slavery in America](#)
- [Podcast: Slavery Wasn’t ‘Long Ago’: A Writer Exposes the Disconnect in How We Tell History \(Interview with Clint Smith\)](#)
- [Article: Clint Smith III on Confronting Slavery’s Legacy in America](#)
- [Audio: NPR News: Schools find conspiracy theories interfere with making classrooms more inclusive.](#)

CONTENT AND FACILITATION NOTES

Miller Williams, *Of History and Hope* (1997)



Introduction:

Poet, editor, critic, and educator, Miller Williams (1930–2015) was born in Hoxie, Arkansas, in 1930. His work is known for its musicality as well as its realism. Williams wrote poems grounded in the material of American life, frequently using dialogue and dramatic monologue to capture the pitch and tone of American voices. Williams wrote *Of History and Hope* for the inaugural celebration of President Bill Clinton's second term.

Content:

Invite participants to read the text.

1. What do you notice?

Describe what you saw/heard/read without any judgment or inference.

- "I saw/heard/noticed..."
- Perhaps, "repeat back" a line from the piece.
- If there is a judgment/inference, ask, "What did you see/hear that makes you say that?"

2. What does it remind you of?

How can you connect this piece/text to your own life? To your service experience? What can you recall when you consider this text?

- Think about any memory, experience, story, music, or other work this piece sparks.

3. How do you feel?

What feelings does this piece/text evoke for you?

- Describe your feelings in one or two words.
- People tend to better remember those things they can connect to an emotion.

4. What questions does it raise?

What questions does the piece/text bring to mind?

- "I wonder...?"

5. Speculate

Speculate about what the piece/text does or might help you understand about service.

- What do you think was the creator's intent?

Key Terms or Concepts

Links for Learning

- [Article: Politics Desperately Needs Hope, So Why Does It No Longer Inspire it?](#)
- [Article: John Lewis, Together, We Can Redeem the Soul of America](#)
- [Video: Social Justice and the Search for Beloved Community](#)

CONTENT AND FACILITATION NOTES

Paula Stone Williams, *I've Lived as a Man and a Woman* (2017)



Introduction:

Paula Stone Williams is the one of the founding pastors of the Left Hand Church in Longmont, Colorado. Prior to establishing the Left Hand Church, as Paul Williams, she was the spiritual business leader of Orchard Group Church Planting, a non-denominational organization that seeks to establish congregations in the United States. An eloquent advocate for gender equity, Williams now serves as a consultant to religious communities on LGBTQ issues.

Content:

If you choose to watch the video as a group, make sure you have a stable internet connection.

1. What do you notice?

Describe what you saw/heard/read without any judgment or inference.

- "I saw/heard/noticed..."
- Perhaps, "repeat back" a line from the piece.
- If there is a judgment/inference, ask, "What did you see/hear that makes you say that?"

2. What does it remind you of?

How can you connect this piece/text to your own life? To your service experience? What can you recall when you consider this text?

- Think about any memory, experience, story, music, or other work this piece sparks.

3. How do you feel?

What feelings does this piece/text evoke for you?

- Describe your feelings in one or two words.
- People tend to better remember those things they can connect to an emotion.

4. What questions does it raise?

What questions does the piece/text bring to mind?

- "I wonder...?"

5. Speculate

Speculate about what the piece/text does or might help you understand about service.

- What do you think was the creator's intent?

Key Terms or Concepts

- **Gender:** Gender refers to the characteristics of women, men, girls and boys that are socially constructed. This includes norms, behaviours and roles associated with being a woman, man, girl or boy, as well as relationships with each other. As a social construct, gender varies from society to society and can change over time.
- **Transgender:** The word "transgender" – or trans – is an umbrella term for people whose gender identity is different from the sex assigned to us at birth. Although the word "transgender" and our modern definition of it only came into use in the late 20th century, people who would fit under this definition have existed in every culture throughout recorded history
- **Patriarchy:** Patriarchy is a social system in which positions of dominance and privilege are primarily held by men.
- **Intersectionality:** The concept of intersectionality describes the ways in which systems of inequality based on gender, race, ethnicity, sexual orientation, gender identity, disability, class and other forms of discrimination "intersect" to create unique dynamics and effects (Center for Intersectional Justice)

Links for Learning

- [Article: World Health Organization on Gender](#)
- [Article: Human Right Campaign: Understanding the Transgender Community](#)
- [Article: Privilege and Intersectionality](#)
- [Video: Kimberle Crenshaw on Intersectionality](#)
- [Article: Your Full Self: Social Identity in the Workplace \(YWCA of Boston\)](#)
- [Article: Identity Wheel](#)

PLANNING OUTLINE AND WORKSHEET



SERVICE SPEAKS:

CENTERING YOUR
AMERICORPS EXPERIENCE

Planning Outline

After you have chosen your content selection follow these steps to plan your Service Speaks session.

Welcome and Introductions:

Welcome the group, do introductions and attend to logistics, such as snacks and restroom locations. Consider how you will describe Service Speaks, especially if it is the first time. You may wish to use or adapt this description:

“Service Speaks is a program for AmeriCorps Members in this state, that encourages reflection on service. We use content to invite multiple perspectives and shape frank conversations on values, justice, and civic engagement. The practice of reflection is designed to help us better appreciate our work together.”

Icebreaker:

Consider what icebreaker you would like to do (if any).

Ground Rules:

Consider what ground rules you will share with the group, for example: “no right or wrong answers,” “listen well to others,” or “share from your experience.”

Framing the Discussion:

Each Service Speaks selection has themes listed in the table of contents. You may wish to say something like:

“Today I’d like us to have a conversation about [leadership], and I’ve chosen a text that I think will help us have that conversation well. I’m really interested to know how this can help us reflect on some of the work we do here.”

CONTENT AND FACILITATION NOTES

William Ayot, *The Contract: A Word from the Led* (2013)



Introduction:

William Ayot is a poet, playwright, and teacher. He is a leadership training consultant and frequently uses poetry, symbolic ritual, and theatre to inform his practice.

Context and Questions:

Decide if you will follow the Facilitation Notes as a script or adapt it for your group. Either way, be sure to provide relevant context and employ the Service Speaks facilitation method: open-ended questions for observation, interpretation, and implication, as well as follow-up questions and active listening.

Closing:

How will you close the discussion?

Planning Worksheet

Content Author/Title:

Date of session:

Location:

Welcome, Introductions and Logistics:

- Welcome and facilitator introductions:
- Group introductions:
- Snacks and restroom locations:
- Service Speaks introduction:

Icebreaker:

Ground Rules:

Framing the Discussion: Context and Questions:

Closing:

FACILITATION LOG



SERVICE SPEAKS:

CENTERING YOUR
AMERICORPS EXPERIENCE

Planning Worksheet

Please document your Service Speaks sessions here. At the end of your service year, please submit a copy to Rebecca Verhoff-Kiss at rebecca.verhoff-kiss@serveohio.gov.

Facilitator:	Program:
---------------------	-----------------

Date Time	Co-Facilitator (If any)	Content: Author/Title	Venue and Address with ZIP CODE	Number of Members
Comments:				
Comments:				
Comments:				
Comments:				
Comments:				
Comments:				



SERVICE SPEAKS

CENTERING YOUR
AMERICORPS EXPERIENCE

VIRTUAL TOOLKIT



AmeriCorps
Ohio

SERVE OHIO
Ohio Commission on Service and Volunteerism

Service Speaks:

Centering Your AmeriCorps Experience

A Toolkit for Virtual Conversations

Welcome to the digital Service Speaks toolkit. The toolkit is designed to support you this year as you utilize existing virtual tools to have meaningful conversations regardless of the distance between you and your peers. It is meant to serve as an addendum to the Service Speaks Facilitator's Handbook. Virtual sessions rely on the same core principles of the Service Speaks facilitation method described in your manual. The toolkit offers recommendations to adapt Service Speaks sessions to be successful in a virtual setting.

This toolkit includes:

- Virtual Facilitation Manual Addendum
- A Planning Outline
- Facilitator's Guide Template
- Facilitator's Slides (found in the Resource Section of the website)

Addendum: Virtual Facilitation

As a Service Speaks facilitator, your role is to select content that will ground discussion in the humanities, lead participants through a reflective conversation, and ask the right questions to provoke participants to think more deeply about their own experiences and those being shared. You are not expected to analyze the piece or convince participants of its meaning. Instead, your goals are to allow the content to do the work, listen actively to participants, and make sure everyone in the room feels heard. In a virtual setting, your goals are the same but the tools and framework for participation will be different. Outlined here are tested methods for planning and facilitating a virtual session.

Virtual platform instructions and recommendations

Choosing a virtual platform

If you are planning to hold a **Service Speaks** session in a virtual platform, it is important to become familiar with the platform you choose to host a discussion. There are many platforms available, such as Zoom, Google Meet, Skype, and Microsoft Teams, that have similar capabilities and would work well for a virtual conversation. Each platform offers tutorials or guides to help you make the best decision, so plan to do your homework.

The key to choosing a platform is to make sure your cohort is comfortable with the technology. If they have agreed upon the use of one platform for other meetings, it is recommended that

you maintain consistency and use the same platform for Service Speaks. If not, send out a message or poll to find out which platform is preferred by most. If there are people who have never used such platforms or are unfamiliar with the one chosen by the group, send out very clear instructions about how to download the application—if necessary—how to sign up and log in once a meeting invitation is sent, and so on. You may find that it would be appropriate to schedule a walk through or platform tutorial prior to your first session to make sure everyone is prepared. Taking these extra steps before a **Service Speaks** session will increase the chance of its success and limit day-of trouble shooting.

You're the host

As you plan your **Service Speaks** schedule for the upcoming year and have identified your group's preferred platform, be sure to familiarize yourself with its backend and meeting capabilities. For example, Zoom requires you to turn on and off certain settings each time you schedule a meeting and send out a meeting invitation. These include things such as requiring a meeting password, allowing attendees to enter the meeting directly or be placed in a waiting room until the host lets them in, assigning a co-host, allowing multiple people to share their screens, and turning off automatic recording. Other platforms have varying capabilities and settings, however, the tools described in this toolkit can be found across applications.

Tips when scheduling a session:

- Turn off automatic recording and limit attendees' access to record on the platform. Service Speaks discussions can delve into sensitive topics as participants share personal thoughts and reflections. In order to create a space for open conversations and a feeling of safety, no **Service Speaks** session should be recorded by the facilitator or by participants.
- Limit screen sharing capability to the co-facilitators. To limit confusion and interruptions, do not allow participants to have screen sharing capabilities. This will ensure that you can maintain control of your session.
- Set a meeting password and provide it clearly in the session's invitation. Setting a meeting password will ensure that your session is secure. Make sure your members are aware that the session will require a passcode to enter and include it in your session invitation.

Assign co-facilitator or co-host capabilities prior to opening the session. Assignment of a co-host is required prior to opening a meeting. Do not wait to see if you have this capability after the meeting has begun.

Lean on your co-host and co-facilitator

Assign someone—whether it is your supervisor or a member of your cohort—as your **Service Speaks** co-facilitator and co-host prior to any session. Virtual discussions can be tricky

to manage alone if people begin experiencing technical issues or if participants are submitting many responses in the chat at one time. A co-facilitator can respond to your cohort's technical challenges and chat responses while you focus your attention on the discussion.

Responsibilities of a co-facilitator:

- Let people into the meeting. As you are preparing for your session, allow your co-facilitator to manage people as they begin to join your virtual meeting. They should always have their eyes on the waiting room in case someone happens to join after the session has started or faced technical issues that required them to leave the meeting for a short period and rejoin later.
- Troubleshoot technical issues through the chat box. Ask your members to submit any technical issues they may experience, such as audio or visual issues, through the chat box and allow your co-facilitator to respond.
- Monitor member responses as they are being submitted through the chat function. As participants respond to questions, you may find as the facilitator that the chat becomes overwhelming. Ask your co-facilitator to point out any pressing questions you may have missed or a significant response that may have been overlooked.

Tools and methods for virtual facilitation

Virtual participation

The traditional Service Speaks facilitation method that asks participants to reflect and respond to content through an open-ended-question framework is the same method that you will use when facilitating a virtual session. You will still prepare and pose a series of pre-formulated and follow-up questions—beginning with observation questions (ex. What’s going on in the text?), moving to interpretation questions (ex. How would you describe the role of the “sign-changer” in the film?), and grounding the conversation through implication questions (ex. What message about service does this text hold for you?). Please refer back to your Service Speaks manual to review this framework in more detail.

During a virtual discussion session, the dynamic for discussion among participants and a facilitator change. Responding to questions as you would in person will not happen as naturally through a screen because it is harder to read the room and gauge a collective feeling or response. Therefore, a virtual Service Speaks session will rely on an adaption of the traditional facilitation method.

Key changes:

- Facilitators will prepare a slide deck (see slide template on pages 6 –13) that includes a discussion agenda, an icebreaker, session ground rules, the content selection you will be discussing, and your prepared observation, interpretation, and implementation questions.
- Facilitators will provide content selections to participants ahead of virtual sessions, so they have a chance to read, listen, or watch each to be as prepared as they need to be to participate.
- Facilitators will pose pre-formulated questions to participants and they will submit their responses to those questions through the platform’s chat box.

- All participants will be asked to submit a response through the chat to provide the Facilitator with opportunities to prompt discussion.
- Facilitators will utilize chat box responses when opening the floor for discussion. Be sure to allow time when initially opening the discussion for anyone to share a response, if they would like. If the room remains quiet, lean on the submitted responses and use them to get a conversation started. For example, “John, I see you wrote that the poem’s intent was to make the reader feel optimistic, can you speak more to that?” The chat box is as much for your cohort to engage as it is for you as a facilitator to manage a robust discussion.

Communicating expectations ahead and often

Setting expectations for virtual sessions will help participants feel empowered and open to participating in this new format. It is okay if that means what you share becomes repetitive. Things such as platform instructions, the agenda, reminders to review and have ready content selections, and ground rules should be shared with the session invitation and again as you open your Service Speaks session. Remember that your members should not be surprised when joining your session—they should come to the discussion with aligned expectations.

Recommended ground rules:

- **Please keep cameras on.** It is more likely that participants will be engaged in the session and discussion when everyone’s face is visible on the screen. However, in this format, some participants may feel more comfortable turning their camera off. Though it is listed as a ground rule, you may find that it is helpful and accommodating to ask if anyone needs an exception ahead of your sessions if it allows them to feel more comfortable with their camera off.

- **The discussion will not be recorded and participants should agree not to share the discussion with people outside your cohort.** This will create a safe space for everyone to freely discuss sensitive topics as participants share personal thoughts and reflections. In order to create a space for open conversations and a feeling of safety, no Service Speaks session should be recorded by the facilitator or by participants.
 - **Make sure you are in a space where you have privacy and/ or feel comfortable participating in a reflective discussion about service.** Participants should be reminded prior to a session to try to make sure they have access to a private room or somewhere they would feel comfortable discussing sensitive topics and their service. They may not want to share so openly if they are in a public space.
 - **Please use a computer, if one is available.** If participants do not have access to a computer, try to give them special instructions for using the platform's application and chat box on their phone.
 - **Allow space for everyone to join the conversation.** Ask participants to be respectful of everyone's voice and therefore allow room for more voices to be heard.
 - **Utilize the chat box.** Ask participants to utilize the chat box function in a way that benefits their thinking and ability to participate. Make it clear that everyone should be submitting a response to questions through the chat; however, their response can be as lengthy or short as needed. Responses do not need to come in the form of complete sentences— they can be as simple as one word to get them thinking and inspire a response. They can then choose to offer it during discussion or be prepared for you to ask them to elaborate.
 - **Allow time for thinking and the silence that comes with it.** Virtual discussion can be awkward, and it is tempting to fill awkward silence when it is necessary for participants to properly reflect and formulate a response. Make sure your group is aware that silence is a critical part of discussion.
 - **Feel free to grab a drink, snack, and try to use the restroom prior to the start of the discussion.** Ask the members to follow this in an effort to limit disruptions and maintain engagement.
- Engaging the room**
Typical to any Service Speaks session is an opening icebreaker. Usually, this would include going around the room to allow everyone to introduce themselves or respond to a question related to their service. In a virtual meeting, the icebreaker should be used to accomplish initial engagement with participants and allow them to become familiar with the main tool they will be using during their session, the chat box.
- Recommendations:**
- **Prepare your icebreaker question ahead of your session.** A good icebreaker in this context is simple and does not require a lengthy written response. Examples include: How do you feel going into today's discussion? What were your favorite things you did last week? What is one thing you accomplished this week?
 - **Pose your icebreaker at the beginning of your session prior to sharing any ground rules and ask your cohort to respond through the chat box.** Going through an icebreaker at the very beginning will immediately provide an opportunity for participants to feel engaged and maintain engagement as you walk them through ground rules and instructions.
 - Depending on the time available and cohort size, **ask participants to share their response** once everyone has submitted something through the chat box. If your group is large, you might simply thank everyone for participating in the ice breaker and read out a few responses.
- Framing the discussion**
Without the ability to provide physical copies of your content selection to your cohort ahead of any session, the facilitator's slide deck can serve as a vessel for participants to refer back to the selection when responding to questions. (See

the facilitator's slide template for recommended formatting.) Typical framing of your selection and discussion—giving background, context, author information, and the intention behind your selection— should be included in this format. See the Service Speaks Facilitator's Handbook for examples and instructions.

Make content selection visible:

- **If your selection is a short poem or passage, include it in its entirety on each slide with your posed questions.** This will allow participants the ability to refer back to the piece at any point during their reflection and discussion.
- **If your selection is too long to be included in its entirety on one slide, include quotes or shorter passages that correspond to your posed questions.** In this case, be sure to share your selections with your cohort in advance of your session and recommend that they have it on hand or readily available in a digital format for reference during the session.
- **Film or audio clips should be linked within your presentation and opened in a separate browser window.** Both options are recommended so that you can share your slides with participants following the session, granting them access to those pieces, and to be prepared in case one link fails.

Planning ahead

The material provided in this toolkit was made available to supply you with everything you need to confidently facilitate a virtual Service Speaks session. The facilitator's planning outline and slide deck template provide the framework for you to adapt and plan your session well in advance and practice its flow ahead of time. The better prepared you are to manage the technology, the more energy you can put toward facilitating the discussion and engaging with your cohort.

Before: Planning the Virtual Discussion

- Select a virtual platform and familiarize yourself with its capabilities.
- Choose co-facilitator.
- Select one or two pieces to ground discussion—read, re-read, and re-read them again.
- Determine the ground rules for participation.
- Prepare your script.
- Plan and practice with your co-facilitator well ahead of time.
- Check-in with your cohort and provide them the meeting invitation, content selection, instructions to join, and ground rules for participation.

During: Opening and Facilitating the Discussion

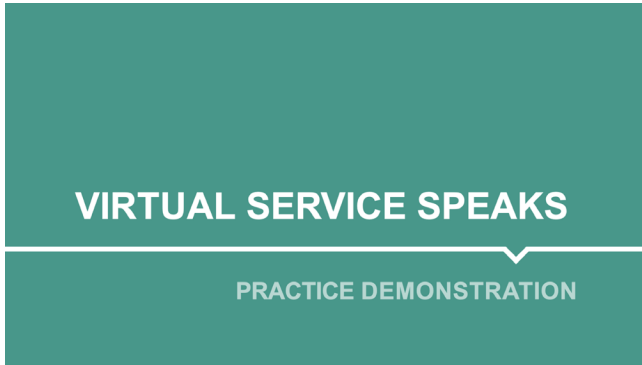
- Open your virtual session.
- Welcome everyone with a friendly greeting as they are let in by your co-facilitator and walk through the agenda.
- Icebreaker.
- Reiterate ground rules and instructions for discussion.
- Frame the selection and discussion.
- Allow your cohort to read, watch, listen to, look at the piece you selected.
- Pose your first question, provide time to reflect and respond through the chat box.
- Open the floor for discussion.
- Repeat until time is running out, you finish all prepared questions, or the conversation naturally concludes.
- Conclude the session with final statements, review of the discussion, and thank everyone for their participation.
- Close the session.

After: Following up

- Record the session in the Facilitation Log.

DISCUSSION GUIDE TEMPLATE

SLIDE 1:



Graphic on slide: Service Speaks and session date.

Verbal Script: Welcome everyone to our Service Speaks session. Today, I will walk you through our agenda and some brief instructions before moving on to review the content selections we will be discussing today and then diving in. My co-facilitator today is [name of co-facilitator], and they will be assisting with any technical issues and helping facilitate the conversation. If you begin to experience technical issues, please reach out to [name] through the chat box and they will work with you to fix it. If you unfamiliar with the chat, I will explain how we'll be using it today in just a minute.

SLIDE 2



Graphic on slide: Discussion Agenda and icebreaker.

Verbal Script: For anyone who hasn't done Service Speaks before, it is a program for Ohio AmeriCorps members that encourages reflection on service. During these sessions we use literature or videos to invite multiple perspectives on a topic and share frank conversations on values, justice, and civic engagement.

This practice of reflection is designed to help us make sense of and appreciate the work we do together. Of course, we wish we could be doing this in person, but it possible to have these conversations virtually, which is what we will be doing today. This means conversation is going to look a little bit different than past in-person discussions.

Here you'll see laid out in our discussion agenda that we will be using [type of selection, such as a poem, a short video, an audio clip, etc.] for our discussion today. The piece is made available

in later slides, so we will use the slides to [read, watch, or listen, and reflect on it] silently and then do so once again all together. Once we've considered the content for a minute, we will be using prompts or questions to reflect on your reactions to the piece. Respond to the prompts using the chat box which you should have access to at the bottom toolbar of your screen -- we'll talk about how to use the chat box in a second -- and then finally we'll use your responses in the chat box to start discussing together your thoughts and reactions. This discussion should last no longer than about [60-90 minutes depending on the size of your group or the number of pieces and questions selected].

Chat Box, Icebreaker & Introductions

Verbal Script: Before we get started, I want everyone to quickly click on the chat box button at the bottom of the screen. Now you should see a window on the right-hand side of your screen where you can submit a comment. [Share your icebreaker question.] Once everyone has done that we will do a very quick round of introductions just in case everyone doesn't know each other, and everyone can briefly say their response along with their name.

Thank you all for sharing. We are going to now jump in.

SLIDE 3

GROUND RULES

- > please keep cameras on
- > allow space for everyone to join the conversation
- > utilize the chatbox
- > allow time for thinking and the silence that comes with it

VIRTUAL SERVICE SPEAKS

Graphic on slide: *Ground Rules – List.*

Verbal Script: Describe the ground rules you have chosen.

SLIDE 4:

THE BUDDHA'S LAST INSTRUCTION

"Make of yourself a light," said the Buddha,
before he died.
I think of this every morning
as the east begins
to tear off its many clouds
of darkness, to send up the first
signal—a white fan
streaked with pink and violet,
even green.
An old man, he lay down
between two salatrees
and he might have said anything,
knowing it was his final hour.
The light burns upward,
it thickens and settles over the fields.
Around him, the villagers gathered

and stretched forward to listen.
Even before the sun itself
hangs, disattached, in the blue air,
I am touched everywhere
by its ocean of yellow waves.
No doubt he thought of everything
that had happened in his difficult life.
And then I feel the sun itself
as it blazes over the hills,
like a million flowers on fire —
clearly I'm not needed,
yet I feel myself turning
into something of inexplicable value.
Slowly, beneath the branches,
he raised his head.
He looked into the faces of that frightened
crowd.

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VIRTUAL SERVICE SPEAKS

Graphic on slide: Title of the selection. Here you may choose to provide a link to video, or type out all or portions of the text you have chosen for the discussion.

Verbal Script: Today I would like to have a conversation about [themes of the selection]. I've chosen a [selection type] that I think can help us to have this conversation and help to reflect on your work.

Note: Repeat the selection title, description, background, and context.

Verbal Script: So now what I'll have everyone do is take some time to [read, watch, listen, reflect] on your own. Once you're done, we will do so once again all together and then transition into our questions.

Note: If the selection is a short text, ask if anyone would like to volunteer to read it aloud to the group.

SLIDE 5

WHAT DO YOU NOTICE?

"Make of yourself a light," said the Buddha,
before he died.
I think of this every morning
as the east begins
to tear off its many clouds
of darkness, to send up the first
signal—a white fan
streaked with pink and violet,
even green.
An old man, he lay down
between two salatrees,
and he might have said anything,
knowing it was his final hour.
The light burns upward,
it thickens and settles over the fields.
Around him, the villagers gathered

and stretched forward to listen.
Even before the sun itself
hangs, disattached, in the blue air,
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that had happened in his difficult life.
And then I feel the sun itself
as it blazes over the hills,
like a million flowers on fire —
clearly I'm not needed,
yet I feel myself turning
into something of inexplicable value.
Slowly, beneath the branches,
he raised his head.
He looked into the faces of that frightened
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VIRTUAL SERVICE SPEAKS

Graphic on slide: What do you notice?

Verbal Script: Now using the chat, you'll have a minute or two to submit your reaction to this question.

- Would anyone like to share their response?
- [Select a response] [Name], can you speak more to that?

SLIDE 6:

WHAT DOES IT REMIND YOU OF?

"Make of yourself a light," said the Buddha,
before he died.
I think of this every morning
as the east begins
to tear off its many clouds
of darkness, to send up the first
signal—a white fan
streaked with pink and violet,
even green.
An old man, he lay down
between two salatroes,
and he might have said anything,
knowing it was his final hour.
The light burns upward,
it thickens and settles over the fields.
Around him, the villagers gathered

and stretched forward to listen.
Even before the sun itself
hangs, disattached, in the blue air,
I am touched everywhere
by its ocean of yellow waves.
No doubt he thought of everything
that had happened in his difficult life.
And then I feel the sun itself
as it blazes over the hills,
like a million flowers on fire —
clearly I'm not needed,
yet I feel myself turning
into something of inexplicable value.
Slowly, beneath the branches,
he raised his head.
He looked into the faces of that frightened
crowd.

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VIRTUAL SERVICE SPEAKS

Graphic on slide: What does it remind you of?
Verbal Script: Now using the chat, you'll have a minute or two to submit your reaction to this question.

- Would anyone like to share their response?
- [Select a response] [Name], can you speak more to that?

SLIDE 7:

HOW DO YOU FEEL?

"Make of yourself a light," said the Buddha,
before he died.
I think of this every morning
as the east begins
to tear off its many clouds
of darkness, to send up the first
signal—a white fan
streaked with pink and violet,
even green.
An old man, he lay down
between two salatroes,
and he might have said anything,
knowing it was his final hour.
The light burns upward,
it thickens and settles over the fields.
Around him, the villagers gathered

and stretched forward to listen.
Even before the sun itself
hangs, disattached, in the blue air,
I am touched everywhere
by its ocean of yellow waves.
No doubt he thought of everything
that had happened in his difficult life.
And then I feel the sun itself
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clearly I'm not needed,
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Slowly, beneath the branches,
he raised his head.
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VIRTUAL SERVICE SPEAKS

Graphic on slide: How do you feel?

Verbal Script: Now using the chat, you'll have a minute or two to submit your reaction to this question.

- Would anyone like to share their response?
- [Select a response] [Name], can you speak more to that?

SLIDE 8:

WHAT QUESTIONS DOES IT RAISE?

"Make of yourself a light," said the Buddha,
before he died.
I think of this every morning
as the east begins
to tear off its many clouds
of darkness, to send up the first
signal—a white fan
streaked with pink and violet,
even green.
An old man, he lay down
between two salatroes
and he might have said anything,
knowing it was his final hour.
The light burns upward,
it thickens and settles over the fields.
Around him, the villagers gathered

and stretched forward to listen.
Even before the sun itself
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clearly I'm not needed,
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Slowly, beneath the branches,
he raised his head.
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VIRTUAL SERVICE SPEAKS

Graphic on slide: What questions does it raise?
Verbal Script: Now using the chat, you'll have a minute or two to submit your reaction to this question.

- Would anyone like to share their response?
- [Select a response] [Name], can you speak more to that?

SLIDE 9:

SPECULATE

"Make of yourself a light," said the Buddha,
before he died.
I think of this every morning
as the east begins
to tear off its many clouds
of darkness, to send up the first
signal—a white fan
streaked with pink and violet,
even green.
An old man, he lay down
between two salatroes,
and he might have said anything,
knowing it was his final hour.
The light burns upward,
it thickens and settles over the fields.
Around him, the villagers gathered

and stretched forward to listen.
Even before the sun itself
hangs, disattached, in the blue air,
I am touched everywhere
by its ocean of yellow waves.
No doubt he thought of everything
that had happened in his difficult life.
And then I feel the sun itself
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clearly I'm not needed,
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VIRTUAL SERVICE SPEAKS

Graphic on slide: Speculate.

Verbal Script: Now using the chat, you'll have a minute or two to submit your reaction to this question.

- Would anyone like to share their response?
- [Select a response] [Name], can you speak more to that?

SLIDE 10:



Graphic on slide: Thank you!

Verbal Script: Close the discussion by summarizing key points, making connections, and/or evaluating the session.

Thank the group for their participation.

SERVE OHIO

Ohio Commission on Service and Volunteerism

ServeOhio, Ohio's Governor-appointed commission on service and volunteerism, strengthens Ohio communities through AmeriCorps and volunteer engagement. Through programs and initiatives funded and supported by ServeOhio, thousands of Ohioans of all ages engage in and are recognized for their service. Interested participants may learn more about ServeOhio at serveohio.org.