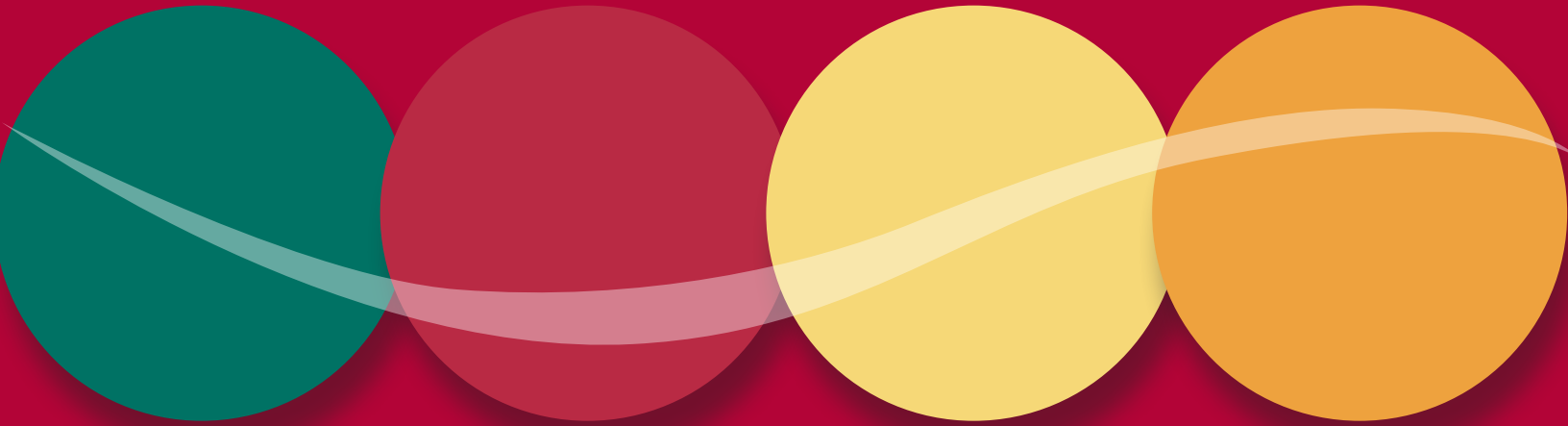




Shared Steps. Common Ground.

COMMUNITIES FOR ALL AGES



Leadership for All Ages: Generations Working Together to Strengthen Communities

Curriculum

Developed by

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The Intergenerational Center
TEMPLE UNIVERSITY

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I. Introduction: Why use an intergenerational approach to building leadership?

Demographic shifts in America, many of which we are currently unprepared for, are having a profound effect on communities. The gap between the percentage of older adults and children/youth in the total U.S. population is narrowing rapidly. By 2030, about 25% of US residents will be over 60 and about 25% will be under 18. At the same time, racial/ethnic diversity will continue to increase, so that by 2030 the majority of the younger group will be African-American, Hispanic/Latino, Native American or Asian American. Although these demographic shifts create powerful new opportunities for connection and collaboration, decisions about public investments, land use planning, service delivery and family caregiving are increasingly complex and challenging. Rather than assuming that communities that are good for older adults are also good for younger generations, it is important to develop the necessary skills among multiple generations to intentionally engage all ages in collective efforts designed to benefit multiple populations, encourage alliances rather than competition for resources and promote a sense of 'shared fate' across generational, racial and ethnic differences.

The *Leadership for All Ages* training is designed to leverage the rich assets of residents at all stages of life, and intentionally breaks out of age-specific "silos" that create artificial barriers between generations. In doing so, it helps support community leaders in organizing change efforts that are life-span focused and promote interdependence across generations. The training encourages the recognition of "shared fate," and creates a range of opportunities for residents of different ages, races and ethnicities to learn together and deepen their skills as leaders and network-builders. Upon completion, participants will have honed necessary skills to work across ages and other differences to effectively tackle critical community issues. The curriculum can be used for a stand-alone training, or exercises and tips from different modules can be added to existing training curriculum to encourage intergenerational interaction and connection.

The *Leadership for All Ages* curriculum was initially developed as a national pilot project with eight communities within the *Communities for All Ages* (CFAA) national network. Funded by the W.G. Kellogg Foundation, Ashoka, and nine local funders, the CFAA network has supported 23 communities around the country in bringing together residents of all ages, local institutions/organizations, policy makers, funders, and media to build on common concerns and create positive community change.

KEY LEARNING PRINCIPLES OF THE LEADERSHIP FOR ALL AGES CURRICULUM:

Cultivate collective and individual leadership skills:

Facilitators of this curriculum will be asked to emphasize the development of both individual and collective leadership skills of participants. The value of collective leadership is aptly explained in the Collective Leadership Framework Workbook published by the WK Kellogg Foundation:

21st Century Leaders face new challenges and opportunities. The very concept of community is defined in numerous ways. Our communities are more complex and more interconnected. Increasingly, diverse populations must find ways to share power and resources. Many groups have experienced discrimination and oppression and are, therefore, committed to social movements devoted to shifting that reality. When we understand our interdependence it can help us act effectively to create sustainable change that serves everyone in our communities.

In today's environment, community leaders must be capable of crossing many boundaries: those between individuals and groups, those among organizations, and those fostered by issues that divide the population. They need to bring people together in ways that heal old rifts and ruptures, they must know their own values as well as those of their culture, and they must be willing to challenge their assumptions—to unlearn and relearn. Effective leadership in the 21st century requires a collective, shared effort for the greater good. Community leaders must, therefore, be encouraged to expand their perspectives from an emphasis on the "I" to emphasizing both "I" and "We."

Facilitators for this training should have a basic understanding of collective leadership and how it differs from individual leadership. To read more about collective leadership, check out the following resources on the community learning exchange website:

<http://www.communitylearningexchange.org/page/collective-leadership>

Create opportunities to cultivate empathy across generations.

Being able to empathize with the feelings and perspectives of others is a crucial element for all of the skills practiced in this training, i.e. connection, communication, team work and collective action. As a facilitator, you can help cultivate empathy by creating a trust-based environment where emotional expression is encouraged. Since you will be leading by example, it is important to reflect on your own attitudes and experiences as well as have a vocabulary to describe your own emotions. For more information about building empathy, visit rootsofempathy.org.

Work from real-life experiences:

During the training sessions, a key role for the facilitator is to bring to life the skills and subject matter in each session. This curriculum is designed for participants to apply their learning directly to their everyday lives. For this reason, in module 2B, the group identifies a key issue of importance to multiple generations and a meaningful, realistic goal related to that issue that the participants can apply to their learning in the following sessions, and beyond. Several of the training sessions are optional experiential modules designed to practice the skills the participants are learning in a real-life context. It is important that the facilitators work closely with local community leaders who can help link the training to on-the ground efforts. These community leaders and organizational staff can continue to support work on the participants' identified goals after the training is completed. Thinking through in advance how this training and the goals identified by the participants fit into existing community change efforts will help you to select the experiential sessions that best support your work.

Encourage intergenerational interaction:

This training curriculum emphasizes strengthening the leadership capacity of multiple generations, developing opportunities for intergenerational interaction, and identifying how the skills covered in each module impact people differently at different phases of life. Throughout the curriculum we offer tips for the facilitators that support this approach. We encourage the facilitator to work with community leaders and organizational staff to identify additional opportunities after the training is completed for participants of different ages to share perspectives, problem-solve together, and deepen their relationships as they learn new skills.

Reflect and evaluate:

There is a lot of opportunity for reflection built into the curriculum. We encourage the facilitator to have participants reflect on their experiences at the end of each session using the post session evaluation form (p. 90) that is designed to measure levels of engagement as well as knowledge and skills acquired. The facilitators can use this information to modify, change, and improve each workshop so that it is better than the last. A second, long-form evaluation (pages 91-94) should be administered the last day of training and 6-12 months later to see if there are longer term outcomes. This evaluation is discussed further on p. 9.

II. How to use this guide

Community residents of all ages may assume leadership roles in many different ways and at different times in their lives. For example, they may recruit their neighbors to attend local events, volunteer at a local school or senior center, organize others around an important community issue, lead a weekly discussion group in their kitchen, or be a key decision-maker in a local neighborhood coalition. This guide is designed to be flexible and adaptable to the needs, interests, and availability of your participants. It is intended to be used in conjunction with a two-day training of trainers workshop conducted by The Intergenerational Center at Temple University.

Before you begin your training, here are some important questions and ideas to consider:

RECRUITING PARTICIPANTS:

One key difference between this curriculum and many other excellent, existing leadership development curricula is that *the exercises and activities are designed for multiple generations* (youth, older adults and everyone in between) to build trust and build their collective leadership. If your community has typically created separate leadership training opportunities for youth, adults, and older adults, you can combine age groups for this training. However, this still leaves some important questions about recruitment to consider:

WHO is the training intended for?

- What kind of multi-generational group are you trying to engage, and for what purpose? For example, is the training intended to build skills of residents of different ages who are currently working on an existing community effort, or is it intended to increase involvement of residents who you want to be more involved with your work?
- How many residents do you want for the training? (Our experience suggests an ideal group size is no less than eight and no more than twenty-five.)
- In what ways can your group be intentional about recruiting participants for the leadership training who reflect the demographics of the community (i.e. race, gender, age, socioeconomic status, language, etc.)?



Note: This training is designed for an 8th grade education level, and is suitable for youth and adults with little formal education or leadership experience. Nonetheless, we have had professionals, public officials and educators participate, and many have reported that they found the opportunity to work collectively and build relationships with multiple generations very useful, instructive and worthwhile.

The structure of your recruitment plan and training design will vary depending on who you want to participate and what type of work they will be involved in.

HOW will you recruit?

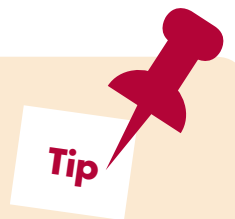
■ **Create pathways from other activities and events to the training.**

Are there ways for you to identify potential participants from people who have participated in other community events (i.e. are there sign-up sheets for the training, or “recruiters” working at other community and school events)? We have found that by creating these intentional pathways to deeper engagement, any community activity can function as a possible entry point for residents of all ages to increase their involvement and leadership.

■ **Craft recruitment messages that consider generational differences in motivation for participation.**

The training-of-trainers workshop that accompanies this guide will provide more in-depth exploration of generational differences in terms of recruiting, including strategies for identifying the motivations for participation among multiple generations and effectively communicating the training benefits based on these motivations.

TIPS for recruiting a mixed age group of leaders:



- Brainstorm with your team places to find individuals of different generations (e.g., faith-based institutions, youth groups, PTAs, senior centers).
- Who are the key people who have strong relationships with different age groups? Many groups have had success by having these people help with recruitment.
- Some groups have provided incentives for participation (stipends, community service credit, etc.)

SELECTING A FACILITATOR

The *Leadership for All Ages* training curriculum is highly interactive, and involves facilitated discussions about generational and other differences that can be potentially complex and challenging. We strongly suggest that the facilitator(s) of the trainings have a background in training, facilitation, and group work. Ideally, the facilitator will have a basic understanding about the value and purpose of collective leadership, some experience working with a range of age groups and knowledge of the local community where the training is taking place. We recommend having one facilitator who is present for all the sessions for continuity and trust-building. However, it may be useful to have a range of co-facilitators for different modules so that each module has someone with significant experience on the subject matter of the training. For example, you may contact someone from a community mediation program to co-lead the conflict management module. Your training may also benefit from a team of age-diverse facilitators who are modeling age diversity.

Note: In order to link the training effectively to action, the facilitator should work closely with organizational staff and/or community leaders to embed the training into existing or new community change efforts. *It is important to have a community leaders and/or organizational staff member who will support the graduates in their work after the training participate in (and potentially facilitate) the goal setting and action planning sessions. (Module 2B and 2C)*

DECIDING ON A STRUCTURE

Once you know who you will recruit for the training, you will need to assess what type of training structure best meets the group's needs. (Some of these questions can only be answered once you have successfully recruited your participants, and some can be answered beforehand). Here are some questions to consider when creating your structure:

- What are the best times for the participants to meet? (i.e., Are two-day-long monthly trainings better than meeting one evening a week for two months? If the participants are all part of a related initiative, could these trainings be held before your scheduled meetings?)

Note: Be prepared: creating workable timeframes for multi-generational groups is almost always challenging! Young people are generally not available during the day because of school and many older people feel uncomfortable being out in the evenings. Be prepared to work at finding creative solutions. Some other groups have tried these options: holding trainings on the weekends; holding the trainings in the local high school as part of the academic or service learning curriculum and inviting in adults and older adults to the classroom to participate; holding the trainings during summer vacation or other school breaks.



- Do participants need support with other issues in order to attend? (i.e., helping identify resources for childcare, transportation, stipends, community service credit, etc.) Some groups have had success providing these resources for participants, while other groups have encouraged people to resolve them for themselves as a way to support their leadership skills.
- How will this training fit in with existing local community change efforts? What kinds of activities might participants be involved in once they have completed the training? What skills will best prepare them for these roles? Some of the most successful trainings we have seen have intentionally planned their training modules around this.

Choosing which modules to teach

We recommend that all training programs begin with some version of Module 1A: an introductory training session which focuses on building relationships across ages, identifying personal assets and challenges as they relate to community leadership, identifying resources and challenges in the community, and creating a broad vision for the community to guide their work. Our experience suggests that an emphasis on building trust and connection across generational differences is crucial for retention and engagement in later sessions. This introductory training can be taught as a stand-alone session or can be followed by a “Leadership for All Ages 101 series” that can include up to six additional three-hour classroom training sessions, two “on the ground” experiential sessions, and a graduation session. The sessions are intended to be taught in the order they are presented, as the content of each training builds on skills and knowledge from previous sessions.

The criteria for choosing sessions should include, but not be limited to:

- The relevance of the training to the roles the participants will be taking on
- The skills and interests of the group
- The available time of participants
- The goals and outcomes of local community change initiatives



Tip

TIP: If the facilitator previews the major topics and activities with the group in advance, the participants can have an opportunity to weigh in. The group may decide to spend more or less time on a selected portion of the training. Involving participants in advance with how the curriculum is designed helps build ownership, participation, and leadership from the very beginning.

“After we complete each academy class, we always ask the participants for their feedback and use this feedback to modify and improve our training curriculum. For example, now we use many more visual examples and less written materials. We think this is one of the reasons we have such a high retention rate for our participants”

— Eva Olivas, CFAA pioneer from Central City South neighborhood of Phoenix, Arizona and founder of the Intergenerational Leadership Academy at Phoenix Revitalization Corporation

BUILDING A STRONG GROUP OF LEADERSHIP TRAINING ALUMNI

The optional sessions in module three can be offered as additional training for graduates of the Leadership for All Ages Training. This is only one way to bring your training alumni back together after the training. The alumni of the training are a fantastic resource in the community and the more networked and connected they are with each other and the neighborhood, the more powerful they are. Consider strategies for maintaining and building engagement of graduates. This might include: on-going training, opportunities for them to recruit, train and/or mentor new cohorts, (depending on their skill set), social gatherings like potlucks or picnics, team building activities, inclusion of graduates on advisory boards, recruiting graduates for planning/decision making roles in larger neighborhood and city wide events. Leadership for All Ages training alumni groups that are currently being organized often include alumni in leadership and facilitation roles for the group.

EVALUATING YOUR TRAINING

In addition to the post session evaluations (p. 90) that we recommend you use after each session, a second, more in-depth evaluation form is available on pages 91-94. This evaluation tool, adapted from *Evaluating Youth Leadership Development through Civic Activism*, (Yu, Lewis-Charp, & Gambone, 2002) can be administered the end of the training and then again at a 6-12 months later. It is designed to track the impact the training has had on the participants’ level of participation in civic and community life, self-efficacy, and trust/interaction with community members across traditional divides such as age, race and ethnicity.

NOTE: It is important to develop a mechanism for maintaining contact with participants over the year in order to gather this evaluation data.



OVERVIEW OF MATERIALS

There are a total of 3 modules that include 9 sessions and a graduation session. Each session includes:

***Workshop goals:** A basic outline of the general intent of the session (can be posted visibly at the beginning of the session).*

***Workshop overview:** A one-page overview of the time frame for all activities and discussions.*

***Materials and equipment check list:** All materials and equipment needed for the workshop listed in checklist format.*

***Participants' handouts:** All handouts are listed in the table of contents and are intended to be reproduced for distribution to the participants as indicated in the curriculum.*

Are you ready to begin the training?

The following checklist will help you make sure if the organizations or collaborative groups sponsoring this training are ready to move forward. If you check “no” or “sort of” for any questions below, investigate how you can change your response to “yes.”

Readiness Assessment

This check list will help you identify how prepared you are for the training

	Yes	No	Sort of
We have trained facilitators who are familiar working with different age groups assigned for every session.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our facilitators are familiar with a collective leadership model.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our facilitators are skilled in the content area of the sessions they are assigned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have recruited a group of 10-25 residents that include people in teens, 20s, 30s 40s 50s 60s and 70s.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have recruited a group of residents that generally represent the racial and ethnic make-up of the neighborhood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have a plan in place for making calls to remind participants of trainings each week and check in if there are any challenges with participation that we can help out with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have confirmed a space for the training sessions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have identified times for the training that work for participants of all ages.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have funding to purchase the materials listed in the trainers manual, food for group, stipends (if necessary).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have addressed transportation, child care for participants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have a clear set of goals for what we want residents to be able to do after going through the sessions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our facilitator has collaborated with community leaders, if necessary, to identify experiential sessions for the training in module 3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have identified some leadership opportunities for residents of different ages to continue working together and building their skills after the sessions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have identified some resources to support the participants in the training to work on a campaign or neighborhood project, if needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have identified some opportunities for residents of different generations to become involved in leadership roles within organizations involved with this training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

III. Acknowledgements

Several of the resources in this manual are adapted with permission from the work of: *Building Powerful Community Organizations* by Michael Jacoby Brown, *The Youth Enrichment Services (YES) Family Group Leaders* training curriculum, *A Viable Futures Toolkit* developed by Paula Dressel, Gordon Walker and Nancy Henkin, University Community Collaborative of Philadelphia, *Unnatural Causes* Documentary, Boston Public Health Commission, and *Place Matters: a Nationwide Initiative* of the Joint Center for Political and Economic Studies, Health Policy Institute.

This manual also includes a range of materials published by The Intergenerational Center (IGC) and the Center for Assessment and Policy Development (CAPD). The manual builds on *Communities for All Ages* learnings in Arizona, California, Florida, Maryland, Michigan, Minnesota, Mississippi, and New York.

We also want to thank the many readers who offered valuable feedback on the curriculum: Michael Jacoby Brown, Lynn Haglin (Northland Foundation), Alan Hatton-Yeo (Centre for Intergenerational Practice/ Beth Johnson Foundation), Sally Leiderman (CAPD), John Oyler (Institute of Cultural Affairs), Ieshia Nelson (University Community Collaborative Partnerships) Lilian Wu, and Evangeline Weiss.

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Finally, we attribute many of the refinements in this version to insightful feedback from the local *Communities for All Ages* sites that participated in the 2011-12 pilot project of this initiative in Baltimore, MD (Highlandtown neighborhood), Hallandale, FL (Palms neighborhood) San Clemente, CA (Los Mares y Las Palmas neighborhoods) and Westchester County, NY (New Rochelle, Peekskill, Port Chester and Yonkers communities.)

IV. Table of Contents

Module 1: Connecting and Communicating

Session 1 A: Understanding Ourselves And Our Community . . . . .	.16
Session 1 B: Active Listening And Community Outreach . . . . .	.29

Module 2 : Creating Change

Session 2A: Decision Making And Problem Solving . . . . .	.40
Session 2B: Upstream Strategies And Goal Setting. . . . .	.47
Session 2C: Moving Into Action . . . . .	.56
Recognition Ceremony: Appreciations/ Graduation . . . . .	.64

Module 3: Optional Follow -Up Sessions

Session 3A: Managing Conflict . . . . .	.66
Session 3B: Advocacy Through Story-Telling . . . . .	.76
Session 3C: Active Listening And Door-Knocking (experiential) . . . . .	.81
Session 3D: Advocacy Through Storytelling (experiential) . . . . .	.85

V. Handouts

Pre Training

Training Readiness Assessment . . . . .	.89
Post Session Leadership Training Evaluation . . . . .	.90
Final Evaluation—long form . . . . .	.91-94

Module 1: Connecting and Communicating 95

Skills and Interests Inventory . . . . .	.96-98
Active Listening Skills. . . . .	.99
Constructive Feedback.	100
Preparing for Door-knocking	101
Door-knocking reminders	102
Door-knocking documentation form	103

Module 2: Creating Change 104

Problem-solving role-play	104-106
Keys to intergenerational team building.	107
Agree/Disagree Statements	108
Neighborhood features table.	109
Goal criteria	110

Power mapping tool 111

Personal network door knocking 112

Power Planning Example 113-114

Action Plan Template 115-116

Action Planning Example 117-118

Module 3: Optional Follow Up Sessions 119

Assessing My Style 120

Conflict Management Styles 121

Stages of conflict. 122

Tips for dealing with conflict 123

A conflict I have experienced 124

Storytelling: Prep Sheet 125-126

Constructive Feedback Questions. 127

Module 1: Connecting and Communicating

Session 1 A: Understanding Ourselves and Our Community

Workshop goals:

- 1.** Affirm the assets, resources, and capabilities of people of all ages
- 2.** Build trust and connection among participants of all ages
- 3.** Provide opportunities for participants to examine how ageism may impact outside- and self-perception about leadership abilities
- 4.** Explore definitions of leadership
- 5.** Provide opportunities for participants to assess their own leadership skills and identify strengths and areas for development
- 6.** Provide an overview of an intergenerational approach to community building
- 7.** Build the capacity of the participants to address critical issues from a multi-generational perspective
- 8.** Create opportunities for participants to practice self-reflection

Workshop overview:

Time (min.)	Total time	Activity	Materials needed
15	0:00 – 0:15	Facilitator Introduction, Review workshop agenda	Agenda, flip chart and markers, journals
10	0:15 – 0:25	Cross-Generational Commonalities	
5	0:25 – 0:30	Overview of training program	
10	0:30 – 0:40	Establishing group guidelines	
40	0:40 – 1:20	Ageline and introductions	
10	1:20 – 1:30	Break	
30	1:30 – 2:00	What is leadership?	Leadership definitions on flip chart paper, multi-generational groupings
20	2:00 – 2:20	Supporting Multigenerational Leadership	Flip chart, paper and markers
40	2:20 – 3:00	Lunch	
40	3:00 – 3:40	Self Assessment and Goal setting	Self-assessment sheets, sticky notes, pens, skills I bring and skills I want to develop sheets; discussion Q's written on flip chart
10	3:40– 3:50	Introduce the Communities for All Ages approach/ Video	Video equipment
30	3:50 – 4:20	Fishbowl discussions	Fishbowl questions and fishbowl
10	4:20 – 4:30	Break	
45	4:30– 5:15	Visioning	Art supplies/ flipchart
25	5:15 – 5:40	Closing	Evaluations

Materials and equipment check list:

- Flip chart and markers
- Written agenda prepared on flip chart paper – (see agenda prep notes p. 20)
- Skills and Interests Inventory handout (photocopied back-to-back, p. 96-98, + pens/pencils for all participants)
- Leadership definitions (p. 22) written on flip chart
- Leadership video and necessary equipment for viewing (laptop, cables, speakers, screen, etc.)
- Video found on Communities for All Ages home page: <http://communitiesforallages.org>
- Art supplies: paper, markers, colored pencils, glue stick, magazines, stickers, sticky notes, pens and scissors
- 2 flip chart papers labeled “skills I bring” and “skills to be developed”
- Leadership discussion questions written on flip chart (p. 22)
- List of participant groups for intergenerational breakout:
It can be helpful if you know who the participants are in advance to pre-design these groups so that there is a good mix of age, race, gender and leadership experience in each group. You may have to vary the sizes of the groups to ensure multiple generations are represented.
- Fishbowl questions (p. 26-27) written on a piece of paper
- Hat or bowl to draw fishbowl questions from
- Post session evaluation sheets (p. 90)
- Journals for participants to take notes and bring throughout the training

Introductions (15 minutes)

- Welcome: Facilitator(s) welcomes the group, introduces self, and describes the agenda for the intergenerational leadership training session, passes out journals.
- Icebreaker: ‘What’s in a name?’ Have each person (briefly) state their name and an interesting fact about the name—its history, meaning, or the reason they were given the name.

TIP: As facilitator, go first to model a short story about your name and then encourage others to do the same. Some participants may initially say: *I don’t know anything about my name.* Encourage them to share something—any experience they have had with their name, a nick name, etc.



Tip

Cross-generational commonalities (10 min)

Split up participants into intergenerational dyads. Have them come up with three things they have in common. Join back with the group and have a few dyads report back on their commonalities.

Overview of training program and agenda (5 minutes)

Facilitator offers a short introduction to the *Leadership for All Ages* training, and what makes it different/unique from other leadership trainings:

Often leadership trainings only focus on a specific age group. There are some great leadership trainings for older adults as well as for young people, but they rarely join forces and work together. This reflects a larger tendency for organizations to deal with people of different ages very separately. The reality, however, is that we live side by side with people of all different ages in our community and knowing how to work collaboratively with different age groups could have a big impact on our ability to create change in our community. This training is unique as it is one of the only in the country that intentionally works to bring different generations together to identify commonalities and differences, identify shared issues, build trust and increase interaction across generations. When you complete this training, you will be uniquely prepared to help build networks and connections across generations, a leadership skill that is deeply important and needed.

This training is based on the belief that everyone at every age can help build communities that are good for growing up and growing older. In the morning session, we focus on how we would like to build our leadership skills individually, and how to better understand the resources and challenges of people of different generations. In the afternoon, we will have an opportunity to reflect on our community, the types of changes we would like to see, and how to work with people of different ages to tackle important community issues.

Facilitator provides an opportunity for people to ask questions about the training.

TIP: KEEP AGENDA SHORT AND SIMPLE! The goals listed at the beginning of each training are too long and detailed for a written agenda. A sample written agenda for the training group might look more like this:

MORNING:

Get to know each other

What is leadership?

Assessing our individual leadership skills and areas for development

LUNCH:

Assessing our community

Developing a vision for all ages in our community

Next steps



Group Guidelines (10 minutes)

Facilitator informs the group that in order to have a training in which all people feel comfortable participating, it is important for the groups to be able to agree on some group norms/ behavior guidelines for the duration of the workshop. Write these up and have the guidelines visibly posted on flipchart paper. These can remain posted for each the following modules. Guidelines might include:

- Share air-time
- No side conversations
- Assume goodwill of others
- Participation and questions are encouraged
- Everyone has the right to pass on any exercise
- Maintain confidentiality

Facilitator allows the group to add to or subtract from the guidelines, and gets agreement from everyone about adhering to the workshop guidelines before continuing.

TIP: This exercise could pose the first moment for intergenerational dialogue. For example, there might be generational differences over whether texting or using cell phones is appropriate during the training. If these differences arise organically, don't worry! It is important, however, as a facilitator to stay neutral. Point this out as opportunity to practice cross-generational dialogue and help the group come to an agreeable consensus.



Introduce participants through Age Line (40 minutes)

Facilitator:

- Ask participants to line up from youngest to oldest *without talking at all* (not even hand gestures!). They should put themselves in line where they *think* they should be.
- Ask participants to introduce themselves by name and age. As they do, they should rearrange themselves so they are in the correct place in line.

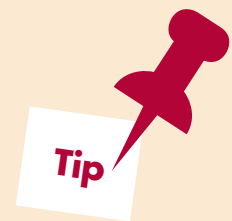
TIP: If people in the group are uncomfortable revealing their ages, you can encourage them to do this exercise, letting everyone know that as we do this work connecting generations it is important to see our age as a strength and asset. However, if after encouragement participants are still unwilling to give their age you could have people group together by generation instead of creating an age line. Participants could be split into the following generational cohorts:

Millenials: born 1981-2000

Generation X: born 1961-1980

Baby Boomers: born 1946-1960

Silent Generation: born 1925-1945



- Ask one or two people from each decade in the line to talk about something they think is wonderful about being a member of their generation (teens, twenties, thirties, forties, etc.) and then go down the line and talk about something challenging or difficult for them at this age.
- Have youngest person move up the line to oldest, and have the oldest person tell the youngest person an important lesson that they have learned as they have grown older. Have the youngest person tell the older person something they think older people should know or learn about youth today.

Possible process questions:

- *How did it feel to do this exercise?*
- *Did anything stand out for you or surprise you?*
- *What did you learn from this activity?*
- *How does our race, ethnicity, gender, class and/or other identities influence generational differences?*

Points to bring out:

- There are similarities and differences in experiences across the lifespan.
- Our life experiences and identities (age, race, ethnicity, class, gender, etc.) impact how we view ourselves and our community.
- People often hold assumptions about others based on their age that may or may not reflect lived experience.
- There are strengths that come from lived experience at every age.
- This training will provide opportunities to build relationships and learn more about the kinds of challenges and opportunities that exist for people of different generations who are creating positive changes in their community.

Break (10 minutes)

What is leadership? (30 minutes)

Facilitator: *We hear this word 'leadership' thrown out a lot. Because this training is focused on building leadership skills for all ages, it will be helpful to start out with some common ideas of what we mean when we talk about leadership and leadership for all ages.*

Here are two definitions of leadership:

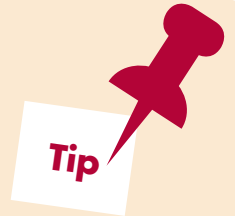
Individual Leadership is a process whereby an individual influences a group of individuals to achieve a common goal in a way that fully respects their freedom.

Collective Leadership is diverse group of people working together in partnership to make a difference in their communities. It is based on the idea that needed leadership and answers emerge from the collective wisdom of a group.

Have participants split into multigenerational groups of about 4-6 people and answer the following questions:

- *What do you think of these definitions?*
- *How are they different from one another?*
- *What are the pros and cons of both?*
- *Is there one definition that you agree or connect with more than the other? If so, why?*

TIP: It can be helpful if you know who the participants are in advance to pre-design the groups so that there is a good mix of age, race, gender and leadership experience in each group. You may have to vary the sizes of the groups to ensure multiple generations are represented.



Come back to the large group for a short debrief – and ask the following questions of a large group:

- *What are some practical examples of individual and community leadership? In other words, how would you “know it when you see it?”*
- *How does age influence leadership?*

Points to bring out:

- 1.** Individual skills and real personal responsibility are involved in becoming connected to the work in the community, but effective leadership today, especially in community work, also requires a collective, shared effort for the greater good. In today’s complex environment, community leaders must be capable of making connections, working across differences between individuals and groups, and organizations, and helping communities heal old conflicts. In order to do this as community leaders, we need to expand our perspectives from an emphasis on the “I” to emphasizing both “I” and “We.”
- 2.** Community leadership is about what people do, rather than about their personality or position. It occurs when anyone, regardless of official position or lack thereof, works with others to develop and sustain positive changes in their community.
- 3.** Working collectively you will need to understand how different generations may have different perceptions on communication, leadership, etc.
- 4.** You do not need to possess any particular type of personality trait, age, or work in any particular position to engage in collective community leadership.
- 5.** Being able to work effectively in multigenerational groups and teams is a critical part of community leadership skill as well.

Supporting Multigenerational leadership (20 minutes)

Split into 3 age-specific groups: youth, younger and middle age adults, and older adults (e.g., group 1—age 24 and under, group 2—age 25-49, and group 3—age 50 plus).

Have each group brainstorm for about 5-10 minutes about what they need from other generations to support their leadership and how they can support other generations as leaders. Ask one group member to act as a scribe and write down responses. Bring the groups back together and have each group share its responses. Offer a brief opportunity for questions across groups.

Lunch (40 minutes)

Self-assessment and goal-setting (40 minutes)

Facilitator: *This group, like many other community groups, is filled with diverse people who have diverse skills and interests. We will spend the next 45 minutes examining this more closely. By the end, we should be able to better identify the leadership skills we already have some experience with and identify some key skills that we would like to develop over the course of the training. This exercise, or some variation of it, can be helpful when you are beginning to work on a team with others. It gives the team a good sense of where its strengths lie, and where the gaps in experience and knowledge are. We will be returning to this assessment over the course of the training to reflect on how our own individual skills are developing.*

NOTE: If there are low literacy levels, the list can be read aloud and participants can process the exercise more as a discussion with a partner.



Pass out the **skills inventory/skills assessment sheets (p. 96-98)**. Encourage people to fill in the blank spaces!!

Share back in intergenerational pairs:

Discuss some or all of the following leadership discussion questions (written up on flipchart paper):

1. What would others say is your greatest strength?
2. How do you contribute to groups you are a part of?
3. What's the first thing you do in a new group or on a new project?
4. In what environment or setting are you most comfortable?

5. Tell a short story about a time you were in a leadership role

Pass out 10 sticky notes per person and ask them to write down leadership skills (one per sticky note) that they bring to this training and skills they would like to develop over the course of this training. Post the sticky notes on two different papers that are titled “skills to be developed” and “skills I bring”.

NOTE: Remember to bring the papers back for all subsequent trainings—as skills in the “to be developed” column are built—the participants can begin to move stickies from the “to be developed” page to the “skills I bring” page.



Ask the group:

What was it like to do this exercise?

Did anything surprise you?

What do you notice about these two lists?

Part II: Understanding our community networks and the Communities for All Ages approach

Communities for All Ages approach (10 minutes)

Facilitator: *The work that you are doing here is very unique. Most leadership trainings are age segregated—youth leadership, parent leadership, older adult leadership etc. These can be in some ways very important trainings, and it is important for us to carve out spaces where we spend time and build skills with people of our own generation. However, age-segregated trainings do not adequately prepare us to work with our entire community, build skills to work together across generational differences or help create bridges in the community between people who are often separate from each other, and many times scared of each other or uncomfortable with each other because they don't have the opportunity to interact.*

By attending this leadership training, you will be in a unique position to help begin making those connections which are so important in our neighborhoods. The Leadership for All Ages training is designed to help you develop the skills you need to create a community that more interconnected across generations and organizations, and that has residents of all ages making key decisions within their communities.

This approach helps communities develop solutions that positively affect not just one age group, but all age groups. One way to think about outcome for all ages when working on a community issue is to make sure that you connect with stakeholders of all generations to get their perspectives on how the issue affects them at their phase of life, and engage all generations possible solutions.

Communities for All Ages video

Facilitator: *The work that you are doing in this training is not only happening in this neighborhood, The Communities for All Ages national network currently includes 20 communities around the country that are working to weave intentional connections between organizations, institutions, and residents of all ages to make long-lasting, positive changes. Many of them have gone through this training to support their work. We are now going to see a short video of a Community in Westchester, NY that just completed the leadership training.*

Show the *Communities for All Ages* video and answer any questions afterward. This video can be found on the homepage at www.communitiesforallages.org

Fishbowl Exercise (30 minutes)

Facilitator: *We are going to practice an exercise called the “fishbowl” to have an opportunity to hear the voices of all generations. A fishbowl can be created by asking participants to form an inner and outer circle. People in the inner circle are asked to discuss a specific issue or question while the outer circle observes and listens. We will be doing this with different generational groups speaking about their experiences and then switch places several times so that all generations will have an opportunity to be in the fishbowl as well as be observers. This will give you an opportunity to hear about how different generations feel about particular community issues.*

Split the groups up generationally. The generational breakout should generally create three groups: youth/young adults (early 20's and under), younger and middle age adults (20s-early 50's) and older adults (over 55) You will need to figure out how this breaks down in your group. Remind the group in the fishbowl that this is meant to be a conversation, not a series of individual speeches.

Questions could either be about a specific issue that your community is working on, or more general questions about community life and issues for each generation. Write the questions on a piece of paper and put them into a hat. Pull a question or two out for each group so they do not know which questions they will be getting.

Specific issue questions can include:

- How does this issue (i.e. crime and safety, education and lifelong learning, or health and wellness) affect me at this age?
- What are the biggest challenges for me at this age regarding this issue?
- What kinds of resources and skills do people in our age group have to address these issues?
- How might our age group work with other generations to address this issue?

If the discussion is more general, questions can include:

- What makes this community a good place for me at this stage of my life?
- What makes this community challenging for me at this stage of my life?
- What are the biggest assets and resources that our age group has to offer other age groups?
- What is one thing you would like other age groups to know about your age group?

Bring the group back together to process the activities. Questions to ask include:

- What was it like to do this exercise?
- What was it like to be in the fish bowl and be an observer?
- What were some commonalities/differences that you observed?

TIP: The facilitator can help create a conversational tone by asking questions like: What do other people think about what “Mary” just said? Do you feel similarly or differently? Anybody want to build on the last response?



Break (10 minutes)

Visioning (45 minutes)

Exercise #1

Facilitator: *We are going to spend the final section of the day beginning to think about what are communities are like now and express our vision for our future—a broad and inspiring idea of what we would like our community be like in the future. (This can be a vision for a specific issue you are working on if that is more relevant)*

Ask the group: *Why is visioning an important process for community leadership?*

Other questions might include: *Has anyone ever been a part of a visioning process? What was the outcome?*

Points to bring out: A vision helps define what you want—it recognizes the current reality, but also taps into hope and motivation for the future. If well articulated, it can help you explain your work to others and get them excited about it.

TIP: On Handling Negative Comments

If participants raise negative experiences they have had with a visioning process, you can acknowledge the experience, help them learn from it and still keep the tone of the training positive enough to keep people engaged. You might ask some questions like:



- Is there anything you learned from that experience that you can now use to make our work go better?
- Are there any kinds of leadership skills that would be helpful to develop in order to keep that from happening with our work?

Split the participants up into small multigenerational groups of about 4-6 people and pass out art supplies: flip chart paper, markers, collages materials, etc. Have each group create a line down the middle of their paper. On one side they should use words, images, etc. that represent their “real” community now and what it’s like for different generations. On the other side they should include words images, collage etc. to represent an “ideal” community that is good for all ages.

When they are finished—the groups can briefly present their collage (encourage people who identified public speaking as a skill they want to develop to do at least part of the presentation). Ask the group to define the community they are referring to and what their collages represent.

You can hang these papers again to decorate the room for the other trainings. You will need these papers for future sessions — so DO NOT throw out.

Have the participants look at the vision collages they have created and ask the group:

- *What skills that you identified earlier will you need to help move your community towards this vision?*
- *Are there any other skills not listed earlier that will be important to move towards this vision?*

Review the proposed curriculum for the follow-up modules. Discuss the modules and their relationship to the competencies brainstormed by the group. Offer an opportunity for people to ask any questions or get clarification. Get feedback from the group about which skills they see as the most useful for their work. You may choose to modify the following modules somewhat based on this feedback.

Closing (25 minutes)

Facilitator: *Today we got a clearer picture of our current reality—the strengths, resources, and challenges that each of us brings to this group, as well as some of the key issues affecting people at every phase of life. Then, we spent some time with this visioning process to get a clearer sense of where we want to go in the future. The purpose*

of these trainings is to build the skills of people of all ages in the community to take an active role in putting a vision like this into action on the ground and help us move from where we are towards where we want to go.

On a flip chart, post a list of the other training modules with any modifications that were made during the earlier discussion on the training topics.

People close around the circle by appreciating or saying something they got out of the day

Ask participants to complete an evaluation of the training.

Session 1 B: Active Listening and Community Outreach

Adapted with permission from *Building Powerful Community Organizations* by Michael Jacoby Brown

Workshop goals

Remember: These goals are primarily for the facilitator. We advise that use simpler, more general goals if you share them with the training group.

- Introduce the key skills of active listening and its benefits
- Provide participants an opportunity to practice active listening with different age groups
- Introduce door-knocking as a community building and recruitment strategy
- Provide opportunities for participants to practice active listening in the context of door-knocking
- Define constructive feedback
- Practice giving and receiving constructive feedback

Workshop overview:

Time (min.)	Total time	Activity	Materials needed
10	0:00 – 0:10	Introduction	Agenda, “Skills I bring/ Skills to Develop” sticky sheet
15	0:10 – 0:25	Opening icebreaker	Flipchart paper
15	0:25 – 0:40	Being listened to at my age	Paper, pens
10	0:40 – 0:50	Introduce active listening	Handouts (active listening; constructive feedback) 3x5 cards with an active listening skill written on each
20	0:50 – 1:10	Active listening practice	
15	1:10 – 1:25	Open-ended questions	Sticky notes, pens
10	1:25 – 1:35	Break	
10	1:35 – 1:45	Introduce door-knocking	Door-knocking handouts
20	1:45 – 2:05	Facilitator & volunteer example	Door knocking documentation form
20	2:05 – 2:25	Gathering information	
20	2:25 – 2:45	Identifying people	Flip chart paper with a column for each decade from teens to 80s
15	2:45 – 3:00	Closing	

Materials and equipment check list:

- Written agenda (prepared on flip chart paper)
- Flipchart paper
- Paper, pens
- Active listening skills handout (p. 99)
- 3x5 cards with active listening skills written on them
- Constructive feedback handout
- Door-knocking handouts (p. 101-102 printed back to back-- create enough copies for each participant)
- Door-knocking Documentation form (p. 103, create enough copies for each participant)
- Create 3 flip charts labeled “key issues: youth” “key issues: adults” and “key issues: older adults” and write down issues raised by different generations on the appropriate sheet
- Evaluation sheets
- Flipchart with “Skills I bring/ Skills to Develop” sticky note sheet
- Vision drawings to decorate the room

Introduction (10 minutes)

Before the session begins—encourage participants to look at the sticky notes of “skills I bring” and “skills I want to develop” to help them think about the skills they can practice during this session.

Facilitator: *Today we are going to focus on developing our listening skills as leaders. Being a skillful listener can be valuable to us in so many ways: in our families, in our friendships, at school and at work, as well as in our community building efforts. In order to identify a concrete project or goal to work on (which we will do in a few sessions from now), we need to identify goals that are deeply and widely felt by people of all generations in this training and in the community. And the way that we find that out is not really complicated... It mostly involves listening. That is what we are going to practice today: listening skills that help us identify projects to work on that are really important to this group and to a large number of people in your community. Many times people who work on a project/goal assume that they know what is important to everyone involved. As an intergenerational leader, however, it is your job to work on goals that you know are really important to lots of people of different ages and backgrounds. Some research on community organizing suggests whenever you are deciding on your focus you should listen to a minimum of 100 people of different ages to get their perspectives... That's a lot of listening! But if each us reached out to x number of people—we would connect with 100 people!*

We have a diverse group of people here today, so we will practice listening to each other. This will help us learn how we might listen differently based on experiences we have had related to our age, our gender, our race and/or personal experiences. Our hope is that as we go through this training today we can hold multiple definitions and ideas about listening.

Have ground rules developed from previous session posted and bring participants attention to the posted sign.

Opening Icebreaker (15 minutes)

Have participants share their name (if people still don't know names), a time in which someone really listened to them, and what specifically that person did to make them feel listened to. List answers on flip chart paper.

Refer to the list: note themes, overlaps, and any identified skills that will be focused on in the module. You may also want to point out if there are any differences or contradictions and lift those up as examples of different experiences and definitions of listening.

Group discussion/brainstorm:

Have the entire group stand up, and tell them when they answer this question: *Why is listening an important leadership skill?*—they can sit down (this may help involve members of the group that participate less).

Points to bring out:

- Helps build trust and build relationships
- Makes people feel like you understand what they are saying
- Can give you some good information about individual and community resources and challenges
- Helps you to understand different points of view

Being listened to at my age (15 minutes)

Ask each participant to take a moment and write down the answer to this question in their journal: *What is it like to be listened to at the age you are now?* Encourage people to reflect on when they are listened to and how that feels, when they are not listened to and how that feels, who listens to them most, who listens to them least etc... After they are finished, ask for about 3 volunteers from different generations (youth, young adult and older adult) to briefly answer the question. Start with the youngest and move towards the oldest.

Points that you may bring out:

- Sometimes both youth and older adults are not listened to well
- There can be a range of cultural differences around intergenerational interaction. For example, in some communities/cultures children are supposed to be “seen and not heard.”
- Many people often do not speak/listen to people outside their age group who are not in their family
- Depending on your family/culture/experiences you may have a wide range of experience listening or being listened to –it doesn’t necessarily depend on your age

Introduce Active Listening (10 minutes)

Facilitator: *Today we are going to practice a technique called active listening that is used in many different communities and by people of all different ages to help improve listening skills and reach out to community members. Listening involves more than just sitting there and letting someone talk. Active listening is a type of listening that helps you get to know more about someone and also helps you become a better listener. It involves being active while you are listening. Many of the things on this list are exactly what you discussed during the icebreaker.*

Go over **handout about active listening skills (p. 99)**. Make connections back to any active listening actions listed by the group during beginning icebreaker.

Give out active listening skill cards with the following skills to each person. Go around the room telling a story, as you face someone in the circle, have them try to use the skill on the card that they have.

- **Minimal encouragers:** Mmmhmmm, OK, Yes, head nods, eye contact
- **Restatements:** Repeat what the person just said to you to make sure that you heard them correctly.
- **Interpretation:** See if you can figure out what people are saying beneath the words that they are using by asking simple questions. (e.g. “Can you tell me more about that?” or “I think I know what you mean, but I am not sure. Can you help me out?”) It is very difficult to hear the music behind the words sometimes. Recognize there can be both verbal and non-verbal cues of feelings.
- **Silence:** This can be a powerful tool when talking with someone. Even if the other person is not saying anything, silence is often needed to gather thoughts. Don’t assume that this person is done talking just because s/he is being silent for a moment.

TIP: To discuss the use of silence, you might ask everyone in the group to be silent for a minute or so, and see what comes up. Often people are nervous, or giggle. Discuss how silence can make us feel vulnerable, but can also help bring out things that are not on the surface.



- **Non-Interrupting** Many times when listening we may have the impulse to jump in and say something to help or show our engagement, i.e. give advice, relate our own experiences. This sometimes shuts down our ability to listen well. Try letting the other person speak with absolutely no interruptions.

Active listening practice (20 minutes)

1. Ask the group to break up into dyads (if the numbers are uneven, some participants can be observers)
2. Explain the roles of talker, listener, observer
3. Give participants a choice of three topics to talk about. (The topic should be developed by each facilitator based on the composition of the group. You might choose topics that are heated discussions in the community right now, or a personal question like: What inspires me? A dream I have. How I view community...How I view leadership...what a great day on my block would look like.... Have one person in the group talk for one minute while the other passively listens. Passively listening means not using any of the active listening skills. Don't look at the person.

Don't nod your head, don't make words of encouragement, and don't ask for clarification.

4. After one minute, ask the person who listened to repeat word for word what was said as close as possible.
5. Have the same partner talk for one minute while the other actively listens (using the listed active listening skills).
6. Have the listener again try to repeat what was said as close to verbatim as possible.
7. If you have a third person have him/her give constructive feedback to the listener (using the constructive feedback guidelines) about their use of active listening skills the second round.

Bring the group back together to process the activity:

What was it like to be passively listened to, actively listened to? What was the experience like for the speakers and the observers?

What active listening skills do you use on a regular basis?

What active listening skills do you rarely use?

Are there any active listening skills that you would like to use more often? Which ones?

What, if any, are the differences between listening to someone of your same age and listening to someone of a different age?

In what ways, if any, does our age and/or culture affect our communication—does the idea of “listening” vary across cultural and age groups?

Open-ended questions (15 minutes)

Facilitator: *Open ended questions are another tool to help with active listening. Often it's hard to get people talking, so we end up talking to fill up the space and that means we do less listening. Questions are good to use when you feel like you need to draw someone out into conversation.*

On a sticky note, ask everyone write down several questions that could have been asked in the previous exercise to draw out the speaker. Have them place notes on a flip chart at the front of the room. (for those that were the talkers, they can still include questions they think would have drawn them out.)

Use examples from the sticky notes to explain to the group the difference between open- and closed-ended questions. Close-ended questions end with yes or no. Open-ended questions provide an opportunity for the other person to discuss what they think. (For example: Did you like this food vs. What did you think of this food?)

Ask the group: *What are the benefits to asking open-ended questions?* (Points to bring out: can elicit more discussion, doesn't make assumptions, gets people to tell you what they really think etc.)

Have the group give a few examples of open-ended and close-ended questions.

Ask the group: *Can open-ended questions still be "leading" or biased?*

Give the group some examples of biased vs. unbiased open questions—and have them explain why they were or were not biased.

Sample questions:

"What kinds of problems do you have interacting with people of different ages?"

vs.

Can you tell me about some of your key experiences interacting with different age groups?"

Open questions activity:

Choose a partner of different age than you. Have one person talk about a change they would like to see in their community for 2 minutes while partner practices asking open-ended questions to try to get them to talk more.

Process the exercise with the exercise with the group.

Possible process questions:

- *What was it like to do this exercise?*
- *Did anything surprise you?*
- *What was it like doing this exercise with someone of a different age?*

Break (10 minutes)

Introduce door-knocking (10 minutes)

Facilitator: *Now we are going to practice our active listening skills in the context of door-knocking. Door-knocking is a term used for a short personal conversation with an individual community member. Sometimes people "knock on doors" of their neighbors for this, but not necessarily, this can be a conversation anywhere. We will*

be using door knocking to as one way to help us develop a project to work on that is important to people of different ages. During door knocking we will learn about the concerns of others, what they are interested in working on, and what resources they have to offer. Door-knocking can also be used later on to get people out to your events and increase awareness and participation in your community projects.

Door-knocking is generally a short conversation, like 5–10 minutes. This allows you to talk to a larger number of people and could help you identify people who have interest in the work and with whom you might want to re-contact for a longer “one-on-one” visit. The longer visits are about 30–60 minutes. They should take place in a quiet setting where the community member you are talking to feels comfortable. In both door-knocking and one-on-ones there are some similar things to keep in mind:

- The community member should do most of the talking (80/20 rule).
- You should work on developing trust and building a relationship with the person to whom you are speaking.
- As a listener, you will ask questions to clarify points and learn more detail.

Give each participant “preparing for a door-knocking and door-knocking reminders handout (print back to back) and review the steps listed (p. 101-102).

After you have finished, ask all the participants to stand up let them know when they answer a question they can sit down. Ask questions about the door knocking tips for a couple of minutes. If not everyone is sitting down by the end of that time ask one question that everyone standing can answer together.

Facilitator and volunteer example (20 minutes)

Facilitator: *Now we will practice with door knocking with each other. We have a multigenerational group of community residents right here so we can begin by talking with each other to find out what issues in the neighborhood are important to each of us personally.*

Facilitator will interview a volunteer for about 5 minutes in front of the group, using active listening skills. The facilitator will begin with a few personal questions (how long have you lived in the neighborhood? Who do you live with in your home? Do you work, go to school in the neighborhood?) and a few questions about the community (what do you think is the best thing about the neighborhood? What are some of the biggest challenges in the neighborhood? How are people your age addressing these challenges?)

Have everyone turn to the documentation form (p. 103) and discuss how they would fill it out.

Tell the group that you would like them to offer you some constructive feedback.

Bring the group together and as a group—and explain constructive feedback (**pass out constructive**

feedback handout p. 100)

1. Give some positive feedback first and then identify some things that could be done differently.
2. Give specific examples to back up your opinions, not just “it was good” but “I felt listened to by you, because you repeated back exactly what I said to you.”
3. Person receiving feedback should just take in what is being said and consider it, even if he or she does not agree with it. Clarifying questions are OK.

Ask for a few volunteers to model constructive feedback, taking time to stop and reframe if they do not use the three steps.

Facilitator: *Constructive feedback is a critical leadership skill. It can both help build leadership skills of others and build your own skills at the same time. When you are asked to think of specific examples to back up your observations, it makes you dig deep and identify specific behavior that makes something effective or ineffective. This is valuable information to understand for your own skill building process as well.*

Gathering information (20 minutes)

Pair up into dyads. Encourage the creation of some dyads that are intergenerational and others that are same age and give each group these instructions:

Find out some personal information about your partner;

How long they have lived in the neighborhood, who they live with and spend time with,

What do they think are some of the biggest assets that the neighborhood has (i.e. people, organizations, buildings, environment) and what are some of the biggest challenges or problems in the neighborhood?

What community issues are they already involved in the neighborhood (volunteering etc...) What kinds of issues would they like to get involved in?

Remind the group that door knocking conversations always finish by asking for the person (if they are supportive of you) to do something specific. For this doorknocking conversation, you will end by asking your partner to identify 3 people of different generations that they can interview over this week to gather more information.

Bring the participants' attention to the door-knocking reminders handout and the documentation form

Have each pair talk for 5- 10 minutes and then switch.

After each person has finished, both participants should briefly document the exchange using the

documentation form.

Have each partner give and receive some constructive feedback then return to the large group

As a group discuss and document the key issues raised for certain group, where there are similarities and differences. Create 3 flip charts labeled “key issues: youth” “key issues: adults” and “key issues: older adults” and write down issues raised by different generations on the appropriate sheet.

NOTE: Save this documentation and bring it for all the following sessions



Facilitator will offer a space for open questions, comments about the experience. As a group, process how it felt to interview someone of a different generation and someone of the same generation.

Identifying people for outreach (20 minutes)

Tell the group: *Between now and the next time we meet, each one of you will try this out with 3 -5 different people you know. (This can be in school or in a community setting, you don't actually have to knock on their door.)*

On a flip chart create columns for different age group: youth and young adults (21 and under), young adults and middle age adults (25-54), older adults (55 plus)

Have each group write the names of the people they plan to outreach to in the column for the age of each person. Check and see if there are any big gaps. If there are, see if there is anyone who might switch or add a few people in order to target all age groups.

Create a buddy reminder system with each set of interview partners. Have them write down the number / email of that person and commit to calling each other to remind each other of their “homework.”

Closing (15 minutes)

Have all the participants look at the skills I bring and skills to develop stickies to see if there are any that they want to move from one page to the other.

Have each person go around the circle and say something they took away from today's training and something they are looking forward to.

Evaluation

Module 2: Creating Change

Session 2A: Decision Making and Problem Solving

Options for decision making and acknowledging tension around problem solving adapted from Pew partnership's *Leadership Plenty*® curriculum

Workshop goals:

Remember: these goals are primarily for the facilitator, we advise that you use simpler, more general goals if you share them with the training group.

- Identify a basic framework for problem solving
- Practice several problem-solving and decision making methods
- Acknowledge tension and conflict as part of a decision making process
- Explore personal tendencies towards process or product in a team setting
- Brainstorm techniques for balancing process and product interests in a team setting
- Increase trust and interaction among training participants, especially across generational differences.

Workshop overview:

Time (min.)	Total time	Activity	Materials Needed
15	0:00 – 0:15	Icebreaker	
20	0:15 – :35	Door knocking follow up	Key issues flipchart, markers
5	0:35 – 0:40	Introduce session	
15	0:40 – 0:55	Partner exercise	Cut string or tape
30	0:55 – 1:25	Role-play	Roles handout
15	1:25 – 1:40	Break	
25	1:40 – 2:05	Sticky note method	Sticky notes, flip chart paper
20	2:05 – 2:25	Sticky dot method to prioritize options	Adhesive dots
15	2:25 – 2:40	Review sticky skills	“Skills I bring/ Skills to Develop” sticky sheet
20	2:40 – 3:00	Journaling, reflection and closing	Ball of string

Materials and equipment check list:

- Written agenda (prepared on flip chart paper)
- Role descriptions for each group member volunteering in the role-play (p. 105-106). Roles need to be copied and cut out so that each volunteer can be handed one role
- Sticky notes
- Pens
- Flipchart and markers
- Adhesive dots (5 per individual)
- Keys to intergenerational team building tip sheet (p. 107)
- Post session Evaluation sheets (p. 90)
- Door knocking sign up for different generations flip chart from active listening session
- Paper to write on for those without journals
- Sticky note flipchart with “Skills I bring/ Skills to Develop” sticky sheet from session 1
- Vision drawings to decorate room

Icebreaker (15 minutes)

2 truths and a lie: Have each person say his/her name (if others don't know it yet) and three statements about him/herself. Two must be true and one must be false. The group will try to guess the false statement.

Door knocking follow up (20 min)

Find out from the group how many people did the door knocking homework.

Have the members process the experience and report out the issues that they identified through their conversations. Write up key issues on the flip charts documenting key issues for different age. Let the group know that we will be try to keep adding to this list over the next week, talking to more people of different ages.

Examine who has been spoken to already—which ages are best represented and least. Also, look at the race and ethnicity of the people who have been spoken to already. Are they representative of the demographics of the neighborhood? If not, have the members identify some people they could talk to who would help create a more representative group. Congratulate the group on the number of people they have talked to already (including group members) and encourage them to talk to more people this week. Have group members write down who they will connect with this week.

Introduction (5 minutes)

Facilitator briefly introduces the session: *When working on creating positive changes in our community, we are regularly faced with a range of problems that we have to address. This training will focus on building our capacity and skills to make decisions in groups by addressing problems that arise with responses that are adaptable, flexible and skillful, and that help us hear peoples' voices and take action effectively. Problem-solving skills are very valuable and can be used not only in our community work, but also in our personal lives to help us manage problems and make decisions more effectively.*

Partner exercise (15 minutes)

Split the group into intergenerational dyads. Have the partners face each other and lay down a string or piece of tape between them. Tell the group that you will be giving instructions **ONLY ONCE**, so they will need to listen closely. The goal of each person is to get the person across from them to come over to their side of the line. No more instructions will be given and there are no other rules except that participants cannot injure or hurt the other person.

Debrief the exercise. Afterwards: usually very few of the dyads will mutually agree to have each person walk to the opposite side...a win-win situation.

Ask the group: *Why did so few people think of this?* Answers may include: feelings of competition, getting stuck in a mindset, not being accustomed to thinking creatively, etc.

Role-play (30 minutes)

Facilitator: *We are going to begin by role-playing an intergenerational team that needs to solve a problem and has a range of different viewpoints and personal interests. The role-play is designed for 6-9 people. Depending on the size of the group, you may have everyone participating in the role-play, or some people acting as observers.*

TIP: Try giving some participants the role of someone who is of a different age as a way for them to practice empathy and putting oneself in another's position.



Tip

The local city council is funding the restoration of a local building and is interested in either having it house a senior center or a youth center. Your community group has been asked to weigh in on how the city council should vote on this, so you have met as a group to discuss your opinions.

Pass out a role to each role-play volunteer. **The roles can be found in the hand out section, p. 105-106.**

Have the participants who are involved in the role-play read their parts to themselves, but not to each other. Tell the group that they should begin the role-play and that they will not get any other instructions, other than that they will have a 5 minute discussion on how to advise the city council.

After approximately 5 minutes, freeze the role-play and debrief as a group.

Begin by giving everyone a round of applause for participating in the role-play and then have all of the players read their role out loud to the audience.

Debrief as a large group:

Possible questions:

How was it to participate in this role-play?

What kinds of things came up for you?

What are some of the things that this group did to come to a decision?

What did this group do well in working to resolve this issue?

What were some of the challenges this group faced?

Points to bring out:

- Often when we are dealing with a problem, we get stuck in one position or role and it's hard to look at a range of possibilities. You can return to the earlier partner exercise as a metaphor to describe how when people are unable to think creatively to solve problems because they get stuck in a specific mindset.
- Conflict and tension are a natural part of making decisions, especially around important community issues. We need to be prepared for them when they surface.

Introduce problem solving:

Ask the group:

What kinds of challenges have you experienced in the past in groups or teams you have been a part of? (chart responses)

What types of strategies have been successful for dealing with these types of problems? (brainstorm and chart responses)

Today we are going to focus on a few key strategies we can develop to help us move out of our rigid positions, deal with natural conflict that arises and prioritize our options—these skills are applicable to a range of problems that we might face in our lives individually and in our community work.

In general, a very basic framework for problem solving is to come up with a long, creative list of possible solutions to the problem, prioritize a few options from the list, evaluate the pros and cons of the options, and make a decision based on that reflective process. We are now going to practice some techniques that have proven to be helpful in moving the problem solving process forward as well as reflect on the conflict and tension that naturally arise as part of solving problems. We will also be using these techniques in other sessions, so you will have an on-going chance to practice and become familiar with them.

Break (15 minutes)

Options For Decision Making:

1. The sticky note method (25 minutes)

Facilitator: *This method for identifying possibilities is used when the group is trying to generate many creative ideas. We will use the previous role-play as an example to practice using this method. Please take a minute to think creatively about some different ways in which the space could be used.*

Pass out multiple sticky notes to each participant. Tell the participants to imagine they were in the community group—trying to make a decision, and instead of arguing everyone’s point, they chose to take some time for everyone to move out of a “mindset” and think of a range of solutions that they could recommend to the city council. Ask participants to spend about 5-10 minutes writing down ideas. Put one idea on each sticky note until time is called. Suggest that they suspend judgment and jot down anything that comes to mind. All ideas are valid at this point, and the point is to come up with as many as possible. Have the role play participants brainstorm in role and the other participants brainstorm as themselves. Remind the role play participants that they are allowed to change their mind in their role if they are offered new ideas that interest them.

After 5-10 minutes, have participants gather along one wall in the room. As they read their slips, they should stick the notes on the wall. When all ideas have been read and posted, the facilitator will reorganize their ideas according to similarities. The facilitator should create major categories for responses and group the relevant sticky notes for each category together.

Debriefing: Once you have categorized the responses, reflect back to the group the major themes and categories that emerged. Encourage participants to reflect on the sticky note method for generating ideas vs. getting stuck in a mindset.

Sample questions to ask:

How does this technique encourage participation from participants of all ages?

Could you imagine using this technique with a group you are a part of...how so?

Do you think this technique can help spark more creativity in a group...how so?

2. Sticky dot method to prioritize options (20 minutes)

The next method is used after a group has generated a lot of ideas and needs to narrow them down to a few basic options. With this method, each person contributes, and the results are significant.

- a. Give each person 5 adhesive dots.
- b. Tell participants to use their dots to prioritize options brainstormed during the sticky note method. They may apply all their dots to one idea if they consider it their top priority, or they may distribute their dots to the ideas they consider to be their top 5 or so priorities.
- c. Tabulate the results. If the results of the polling are not clear, another round with fewer dots may need to occur after the options receiving no dots are eliminated.
- d. Present the results (those options receiving the most dots) when the exercise is completed.

Tell the group: *In a real decision making situation, the group can have a discussion about pros and cons of narrowed options and then either vote or come to consensus on the idea they want to pursue.*

Debrief as a group:

How does this technique support problem solving in groups?

What are some of the potential pitfalls of this method?

(Optional final exercise)

Tonight we practiced some important skills for working in a group or team

Hand out keys to team building (p. 99): *Here are some key elements to team building that have been developed based on years of experience and research.*

Can you give some examples of these elements from a group you have been in?

Are there any you might add?

Review sticky note skills (15 minutes)

Have participants look at the sticky wall and see if there are any skills they have developed that they feel they can move from a “skill to be developed” to the “skill I bring” side. Participants can also put a star on a “skill I bring” to indicate that they have practiced that skill. Have a couple of people who changed their sticky position share with the groups

Closing (20 minutes)

Have each participant take a few minutes to write a reflection about a learning they had in their journal. Provide an opportunity for those who want to share briefly about their reflection. Remind people about their door-knocking goals, and have them exchange contact info with another person this week to remind about their door-knocking.

Complete evaluation

Session 2B: Upstream Strategies and Goal Setting

Workshop goals:

Upon completion of this workshop participants will be able to:

- Define an upstream approach to building healthy and safe communities for all ages
- Express their opinions and share their values related to upstream approaches to building healthy communities
- Review common concerns of multiple generations
- Develop a common goal for a community project that is important to multiple generations
- identify potential partners and supporters of the proposed goal

Facilitation recommendations:

- 1.** This training focuses on issues of health equity and the social determinants of health. If these are concepts unfamiliar to the facilitator, it is recommended that a co-facilitator with knowledge of these issues should be utilized. At minimum, facilitators can learn more about key concepts through the documentary series “unnatural causes:” www.unnaturalcauses.org
- 2.** It is recommended that at least one facilitator for this workshop will also be working with the participants after the training on their action plan. If you are working with staff from a local organization that will be helping the group with the implementation of this goal after the training, it is best if they can be present for this session and provide input. They may be more appropriate for facilitating the section on clarifying a goal as they are more likely to know if the goal is realistic or not given their knowledge of community context.

Workshop overview:

Time (min.)	Total time	Activity	Materials Needed
5	0:00 – 0:05	Introduction	Agenda
10	0:05 – 0:15	Icebreaker	
10	0:15 – 0:30	Door knocking follow up	Key issues for generations flip charts
40	0:30 – 1:10	Introducing an upstream approach	Place matters video, computer, speakers, projector
20	1:10 – 1:30	I agree/ I disagree	I agree/disagree statements
10	1:30 – 1:40	Break	
20	1:40 – 2:00	Introduction to Health Equity	
15	2:00 – 2:15	Identify common concerns	Key generational concerns flipchart
5	2:15 – 2:20	Stretch break	
30	2:20 – 2:50	Clarifying a goal	Goal criteria written on flip
10	2:50 – 3:00	Personal network commitments /Closing	Evaluation, personal network door knocking handout

Materials and equipment check list:

- Written agenda (prepared on flip chart paper)
- Drawings from day 1 training : real and ideal communities
- Flip chart paper with key issues of generations from door knocking
- Social determinants of health definition written on flipchart (p. 50)
- Inequity definition written on flip chart (p. 53)
- Agree/Disagree statements (p. 108)
- Place matters video (need internet access or download)
- Projector, computer, speakers
- Neighborhood features handout (p. 109)
- Goal criteria (p. 110) written on flip chart
- Papers and pens
- Personal network door knocking (p. 112)
- Post Session Evaluation
- Flip chart papers with key issues for multiple generations (generated by the participants' data)
- Sticky note flipchart with “Skills I bring/ Skills to Develop” sticky sheet from session 1

Introduce session (5 minutes)

Today we are going to review all of the information we have gathered from our door knocking and develop a common goal for a community project that is important to many different generations. We are also going to look at an approach to building safe and healthy communities for all ages that people all over the country are working on called an “upstream approach” and think about how that approach can help inform and guide our work and goal setting .

Icebreaker (10 minutes)

Ask participants to share something they have accomplished in their life that they are proud of.

Door knocking follow up (10 min)

Find out from the group how many people did the door knocking homework.

Have the members process the experience and report out the issues that they identified through their conversations. Write up key issues on the flip charts documenting key issues for different age. Let the group know that the information is very important and the group will be using the information they gathered this week and next to help develop a shared goal they can work on and exercise leadership.

Introduce an upstream/health equity approach (45 minutes)

Facilitator: *Before we begin work on our next steps for action, we are going to spend some time learning about an useful strategy for building safe and healthy communities called an “upstream approach” that people around the country are using. We will address the key ideas of upstream approaches and how it relates to your community and your community projects*

There is a story told in health circles that involves a river. In the story, a man is standing at a river’s edge and hears a cry for help coming from the water. The man jumps in, brings the drowning victim ashore, and resuscitates him. Then, the man hears another cry and successfully repeats the same strategy. This goes on all day.

The man is so busy pulling people out of the river, he does not have time to go upstream and find out why all these people are in the water in the first place. Have they fallen in because there isn’t a bridge? Maybe there is a bridge, but the city authorities have not maintained the bridge so the railing is broken and needs to be repaired.

An upstream approach to building healthy communities recognizes that in order to make a lasting change we need to do more than just look downstream at the behavior of individuals. We need to look upstream to determine and address the root cause of why people are unhealthy. That’s what we will focus on now.

Have the participants stand up and walk around the room. When the facilitator says “stop” have each person catch someone’s eye and pair up. In pairs, discuss some upstream causes for the health and safety concerns in the neighborhood identified by different generations. Encourage people to go beyond a focus on individual behavior (downstream focus) and look further upstream to explore the root causes of behavior. After the pairs have spoken for several minutes have the pairs find another pair and continue discussion about root causes or upstream causes of health and safety concerns in the neighborhood.

Return back to a large group and have several groups share some ideas. As you discuss the exercise, introduce the concept “social determinants of health” and display the flip chart with the definition.

Social determinants of health are social, economic and physical conditions in the environments in which people are born, live, learn, work, play, worship, and age that affect our health and quality-of-life. Examples: safe and affordable housing, access to education, and access to local services.

Add other examples that came up in discussion or probe for other examples. These might include, *availability of healthy foods, employment*

Break the group up into small, multigenerational groups, ask them to brainstorm neighborhood features that could have positive or negative impacts on health for children and youth, for adults and for older adults. Have them record their answers on the neighborhood features handout (p. 101)

Review the charts briefly with the group and process the exercise

I Agree, I Disagree (15 minutes)

(adapted from *Unnatural Causes Youth Companion Guide* developed by the Boston Public Health Commission)

This next activity will provide an opportunity for you to express their opinions and share your values around various statements related to the key concepts of upstream approaches to building healthy communities

- 1.** Designate two sides of the room, one area as the “AGREE” side and other as the “DISAGREE” side.
- 2.** Tell participants that you will read a series of five statements (one at a time) and they will have to decide whether they agree or disagree with the statement and move to the corresponding side of the room.
- 3.** Tell participants that each group will have two minutes to discuss their views as a group to come to a group consensus. Remind the participants to make sure that participants of all ages get to share their views in this discussion.
- 4.** Facilitator will then read each statement aloud.
- 5.** Next, after each group discusses their views for the two minutes, ask each group to share their explanation with the other. Ask one group to have the youngest and one group to have the oldest person to be the spokesperson for the group. After each explanation, participants may move over to other side, if they are swayed by the other group. In the event that no one goes to one side – the facilitator can argue the minority opinion. Ask some participants to discuss why they decided to change sides.
- 6.** Continue until all statements have been read.

Statements (Choose 5 out of the 9)

1. Wealth equals health.
2. What you eat and how much you exercise are the most important things that matter to a person's health.
3. The neighborhoods we live in determines how healthy we will be.
4. Housing is a health issue.
5. An “unhealthy” neighborhood is the fault of people who live there.
6. Violence is a health issue.
7. Individuals determine their own fate.
8. Communities can make a difference in the health of individuals.
9. We live in an individualistic society.

Debrief: Ask participants how many changed their views on a statement, even just a bit. Ask why they think this happened. Focus conversation on the power of communication and persuasive language.

Break (10 Minutes)

Introduction to Health Equity (20 min)

Place matters video

We are going to watch a short clip of a video about a group that is working with an upstream approach. They are not an intergenerational group, but this example can provide us with some better understanding of the approach—it is up to us to create efforts that engage people of all ages in addressing the root causes of a problem.

<https://www.youtube.com/watch?v=y1SeLM2crUs> (this is a 10 + minute video—but you can just show up to 2:12)

Process the clip with the group. Sample questions might include:

What are your thoughts about this clip?

How are the people in this video using an upstream approach?

What are some benefits of using an upstream approach to health as opposed to just trying to change the health of individuals?

Present a flip chart with the following definition:

Inequity:

“a system of structuring opportunity and value based on [fill in the blank] which unfairly disadvantages some individuals and communities and unfairly advantages some individuals and communities.”

—Camara Jones, PhD. National Partnership for Action to End Health Disparities

[fill in one of the following] *race, * gender* age* ethnicity * social class* language* religion *sexual orientation *physical ability

In small multi-generational groups choose one group member as a facilitator and ask them to maintain the flow of the conversation and make sure that everyone’s voices get heard. Small groups should discuss this definition of inequity. Discuss what people think of this definition and examples of how inequities impact the health of individuals and communities.

Return back to the large group and share a few reflections and examples of inequities that impact health.

Transition:

Now that we have some basic understanding about an upstream approach we are going to focus on how you might use this approach in your work in your neighborhood.

Identifying common concerns (15 min)

First, let’s return to the issues you identified that are important to different generations.

Bring out flip chart papers

Are there any key concerns you think are really important to the community that are missing here? Why do you think these concerns didn’t get raised in the conversations we had? (add them)

When you have a sizeable list—pass out 3 sticky dots to each participant and let them know that we will use the technique they practiced last week to identify a shared issue to work on. Give a different color to each generational group (a separate color for youth, younger adults and older adults). Ask everybody to put their stickies on the top three issues/concerns *for their generation*, given the responses that have been collected so far—let them know they can put all their stickies on one if they think is most important, or spread them out among three.

Use this process to try and identify ONE concern that has dots from all three generations. If you are not able to do this, you may need to facilitate a discussion about how to proceed. You might see if there are any people from one generation who would be willing to support an issue that is of deep importance to another generation, but is not their top priority, or reframe the issues to address concerns of multiple generations.

Have a brief celebration when the shared issue/concern is decided (a cheer, pat on the back, handshake etc.)

Clarifying a goal (30 min)

Now that we have decided on a common concern, we will need to identify a concrete goal to work on that will make a difference around this issue. We obviously cannot solve the entire problem overnight, but we can identify something concrete and tangible actions that can address the root causes that are keeping this problem in place.

In small multi-generational groups discuss: *What are the upstream causes to the common concern we identified and how might we begin to address the upstream causes?*

In the large group share a quick report back and chart responses.

Now we are going to identify one goal we want to accomplish around this common concern, A specific goal helps us get really clear—and gives us markers to know if we have achieved it or not. For example, if I say “I want to get in better shape,” this is a more general goal and different than if I say “I am going to go to the gym 3 x a week for the next 6 months.”

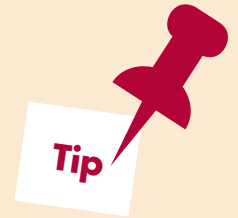
How are the two types of goals different?

Points to bring out: When I am being specific I can more effectively create something that is realistic and achievable, and I know when I have succeeded.

Here is the criteria for the goal you will develop: (pass out goal criteria handout and post it on a flip chart)

- Specific
- Achievable (realistic) in 3-6 months time
- Something that is deeply important to many people of different ages
- Something that can help address root causes of the problem (an upstream approach)

Tip: The facilitator may point out here that it is unrealistic to think that the project will eliminate the root causes, but that it can help move the focus upstream by expanding a focus beyond just changing individual behavior and addressing the economic, social and physical environment where people live work and play.



Facilitate a decision making process among the group to decide on a goal, making sure that it meets all the criteria.

This can be done in a large group, or you could split up the group and have them come up with ideas and then discuss and vote (you may choose to use the sticky dot method here again)

Once the groups come up with their idea—have a mini- celebration again (victory dance, special handshake, create a toast etc..)

Have each participant identify 3-5 people who they think would support this goal and get involved. For homework participants will talk to those people. Participants will tell them about the goal identified today and discuss 1) what ideas they have, 2) if they think the goal is important, 3) if they would want to become involved and 4) what skills and connections they have that could support the goal . Pass out additional handouts for personal network door knocking (p. 112) and have everyone write down the 4 discussion points (above) for door knocking.

Note: This process usually takes some time to do well. That is FINE—this goal will be a central part of work to come, and may actually be implemented in real time—so it is important to invest time to get this right. You may need to provide an example to begin with to get things going. Starting with an example, however, may shut down participants' imagination, so only provide examples if the group is struggling to identify a goal. If you are working with residents from several different communities, each community group should identify a separate goal.



Closing:

Have participants share an “a-ha” moment from the training and something they are looking forward to.

Evaluation

Session 2C: Moving into Action

Workshop goals:

Remember: these goals are primarily for the facilitator, we advise that use simpler, more general goals if you share them with the training group

If there is an organizational staff member or community leader that is going to be working with this group on the project moving forward, it may be helpful to have them co-facilitate this session.

- Analyze data gathered from community residents of all generations
- Identify decision makers who can influence intergenerational community building initiatives (both positively and negatively)
- Identify community residents of multiple generations that can be mobilized to support the efforts of the training participants
- Develop strategies for engaging multiple generations in a planning process
- Initiate the development of an action plan to achieve outlined goals
- Refine an understanding of the leadership roles participants will assume after the completion of the training

Workshop outline

Time (min.)	Total time	Activity	Materials Needed
5	0:00 – 0:05	Introduction and agenda review	
20	0:05 – 0:25	Homework review	
20	0:25 – 0:45	Review of Data	Collage from session one, data from door knocking, identified goal and power mapping from previous session
25	0:45 – 1:10	Power mapping	Flip chart, markers, Power mapping handout
15	1:10 – 1:25	Break	
25	1:25 – 1:50	Multigenerational planning prep	
40	1:50 – 2:30	Moving into action-planning	Action plan sample, action plan worksheet
5	2:30 – 2:35	Stretch break	
15	2:30 – 2:45	What role will I play?	Paper, pens, envelopes
15	2:45 – 3:00	Appreciations—closing	
15	3:00 – 3:15	Complete long form evaluation	

Materials and equipment check list:

- Written agenda (prepared on flip chart paper)
- Real/Ideal community collage from session one
- Door knocking flip charts
- Goal and power mapping from previous session
- Power planning handout (p. 113-114)
- Sticky notes/pens
- Butcher paper/markers
- Paper, envelopes
- Sticky dots
- Action Plan Example (p. 117-118)
- Action Plan Template (p. 115-116)
- Sticky note flip chart on skills you have/ to be developed
- Long form Evaluation (p. 91-94)
- Goal decision from last week written on flipchart paper and posted visibly
- Flip chart with key issues for generations

Introduction and agenda review (5 minutes)

Today's session will explore how we begin to put what we are learning into action

Check in “Homework” (15 min)

Have the group review their “door-knocking” efforts since the last session. Each participant reports the number of people they talked to and their ages—write this up on the flip chart with a check next to those who expressed interest in becoming involved and helping out

On a separate flip chart, record any skills or connections that people identified during their doorknocking.

Questions to ask:

What was it like to do this?

Were there any surprises or challenges?

What kind of information did you gather about your goal/project? Do you think there is broader support behind it from different generations?

Did you find out about any important assets? (skills, connections)

What kinds of “asks” did you make?

Now we will explore a range of existing opportunities for you to put your skills to work immediately. This section is designed for you to connect the broad vision of your communities that you developed on day one of the training to concrete opportunities for community involvement. Before we go there, let's first review all of the rich information you have gathered during this training

Review of data (20 minutes)

Review the information you have gathered over the course of the training: (you may ask different group members to take responsibility for reviewing with the group)

- 1. Where we want to go:** (collages from session 1 about ideal community)
- 2. Where we are now:** data from the door-knocking about important issues to all generations
- 3. Our contribution to the bigger vision:** identified goal;

Now that we know where we want to go, and where we are now, today's session we will focus on how to get where we want to go through action planning

Power Mapping (25 minutes)

Ask the group:

If you were playing a game—what would you want to know first ?

You will likely get responses that include—know the rules of the game, how to win etc..

Power mapping helps us understand the rules of the game when we are trying to make change in our neighborhood-- who the other players are and what we need to do to achieve our goal “to win”.

Power mapping is a tool for charting the relations of power over a particular decision. It gives you the ability to understand who decides things that matter to you, and impact your life and lives of your family, friends and community.

Ask if anyone has done a power analysis before, and if so have them share what issue they mapped power around and how it went.

Review the power mapping tool (p. 113-114) with the group. Clarify any questions on how to use it. Have the group brainstorm an example of people who would go into each quadrant. Split groups up into four multigenerational groups. Place four flip chart paper stations around the room, each clearly marked as a quadrant of the power map.

Have each group take a quadrant of the map and brainstorm names and titles of who goes into each quadrant. Each participant should also be given sticky dots and told to place sticky dots next to people in the quadrant they have some connection to or someone in their network could introduce them to. For example, if there is a city councilor in one of the quadrants and someone you know from your neighborhood association is the cousin of that city councilor, put a sticky dot next to the city councilor's name (because you have a way of connecting with them).

After 3 minutes, have each group switch to another quadrant, continue to switch every 3 minutes until all groups have been at all four stations.

Bring the papers back together and post them so that they look like one big power map.

Ask the group:

What do you notice when you look at this power map, what information does it provide?

Did anything surprise you?

Does the map give you any ideas about how to access power to make change?

Does it reveal any secrets?

Does it help you think about who to mobilize to create change on an issue?

What are the ages of the people listed in each quadrant?

What are the racial and ethnic identities of people in each quadrant?

Does this tell us anything about how decision making power works with relationship to age and/or race?

Points to bring out:

In order to make change, we have to influence key decision makers

In order to influence key decision makers, we need to mobilize supporters.

Informal power and formal decision making power are both important to tap.

Many times the people with greater formal decision making power are adults, often middle age adults. White people are often in formal decision making roles that impact decisions in which communities of color are greatly affected.

There are different ways in which we can build and exercise our own power, even if we are not in formal decision making roles.

Multi-generational planning prep brainstorm (25 min)

Often when groups engage in multi-generational planning, all generations don't participate equally. Those that may have more experience with planning sometimes tend to take over with a "get it done" mentality that doesn't allow for all voices to be heard.

Split up into 3 groups: youth, younger/middle age adults and older adults

Brainstorm—

- What strategies will you use to ensure that your generational group participates equally in the planning process?
- How can other groups support your generational group's participation in the planning process
- How can your group support the participation of other groups in the planning process

Have each group report back to each other, listen closely and then engage each other with questions if there are any

Action planning (40min)

This part of the session could be designed in several different ways

1. If the group has identified a campaign/project during the previous session, they can begin to develop more of an action plan for their next steps. A sample action plan can be found in p. 117-118. A blank action plan to fill out can be found on pgs. 115-116.
2. If the leadership group is not going to develop their own action plan, but rather get engaged with existing opportunities for involvement in local community efforts, you could bring in local leaders to discuss these. Allow participants the opportunity to sign up for specific opportunities that interest them and answer questions about details of the roles. If relevant, this group could also begin working on an action plan as well.

Opportunities might include, but are not limited to: advocacy, organizing an event, leading a committee, fundraising, training volunteers, etc.

Tips for creating an action plan.

Split into small multigenerational groups of 5-7 people. Organize these groups in advance to include

different age groups, and at least one person in each group who has the appropriate skill set to assume a facilitator role and help identify outcomes. Identify this person as facilitator to ensure multigenerational participation and another person as a scribe to write down notes. Have the group first review the sample action plan and then on flip chart paper work with the whole group so that they:

- Clearly state their goal (this was done last week and should be visibly posted but they should write it down)
- Brainstorm possible key outcomes that they would like to accomplish in the short term. Note that because 6 months is a short time, the outcomes might be related to progress on the issues—or they might be related to increased awareness and capacity in the community (1 months, 3 months, and 6 months)

Sample outcomes might include:

- Increased awareness of the identified issue across generations
- Increased interest and concern about the issues across diverse groups
- Emergence of “champions” or informal multigenerational coalitions
- Development of organized actions to address the identified issue
- Increased allocation of community resources to address the issues
- Notable progress on identified issue

Bring the groups back together and have each group present the outcomes that they brainstormed. As a group, use a decision making process (possibly with the sticky dot strategy from Session 2a) to jointly decide as a whole group on key outcomes to accomplish in 1 months, 3 months and 6 months.

Return to the small groups and have the participants brainstorm 3-5 major activities that will be organized to take to achieve the outcomes that were selected: Encourage the group to incorporate a research/information gathering phase, activities for building community support, and some type of midcourse evaluation.

Bring the groups back together and have them share responses and indicate, possibly through a sticky dot process, which activities the group as a whole has the most interest in and energy for. If time allows, try to have the entire group decide what the 3-5 major activities will be selected to achieve the key outcomes.

If there is additional time, have each small group begin discussing how to break down the key steps for one of the major activities including the major action steps involved, what resources are necessary and key milestones for each main action.

Note: Action planning can often take a while and will likely not be completed by the end of this group. Make sure you leave time for reflection and closing, especially as this is the last training.



Close out this section with enough time to schedule another time to meet to continue working on and finalizing the action plan with a designated organizational staff person or community leader. Let the group know that they have the option to take a more intensive planning and coordinating leadership role (this group doesn't have to be more than 4 people—though can be more—encourage at least 2 young people to take on this role) which will meet regularly, or they can take a less intensive, supportive leadership role where the coordinating team will contact them for specific tasks. If possible have each person sign up in the action planning worksheet next to the activities they want to be responsible for making sure get done. Make sure you have a committed leadership coordinating team before you leave.

This team needs to be connected to an organizational staff person or community leader who is committed to working with the group throughout the process of implementing their action plan in order to ensure its successful completion.

Make sure that this section ends where everyone has a specific time they are committed to meet up again for next steps.

Note: If there are not enough people willing to take on the coordinating role, the work will likely not get done. If that is the case, you may need to rework the process to plug them into existing community efforts with less intensive time commitment.



What role will I play? Self-reflection (15 minutes)

Today is the last day of the training, we are going to take some time to reflect on what we have learned about ourselves, what skills we have gained, and how we can apply that to action in the community.

Have the participants pull off the stickies from the skills I have and skills I want to develop—noticing which ones have moved or been starred. Have each person write a letter to himself/herself saying what they learned in the training series and how they plan to use their new skills to step up both individually and collectively as well as how they could use the skills to help others step up or become more connected. After they have finished, they seal the letters and self address the envelopes. In one month you mail them the letter. The letters can be a great reminder to move forward on actions.

Come back as a large group for pop up responses about next steps.

Closing Appreciations (15 minutes)

Go around the room and have people say something they learned and/or something appreciative and positive about another member in a way that all participants receive an appreciation.

Complete Longer Evaluation (10-15 minutes)

Page 91-94

Recognition Ceremony: Appreciations/Graduation

(Highly Recommended)

Adapted from *Building Community Toolkit* by the Innovation Center

Materials and equipment check list:

- Celebratory decorations
- Butcher paper
- Instant camera
- Markers
- Certificates
- Music
- Food

Workshop goals:

- To create a ceremony at the end of the training that acknowledges the hard work that all of the participants have done;
- Provide the participants with a chance to practice appreciating each other, which is a valuable leadership skill in and of itself; and
- Initiate discussion about the development of alumni network opportunities.

Instead of only having a more traditional ceremony in which the participants receive “awards” or “certificates,” many successful community builders suggest creating opportunities for the participants to be

involved more actively with the ceremony. Here are some examples:

- Create an “appreciation circle.” When each person comes up to receive their award/certificate, have a few group members say something positive and appreciative about that person’s participation in the group.
- Create a “wall of appreciation”. Using an instant camera, take photos of each participant and stick to a colored sheet of paper. Have everyone walk around and write appreciative comments about the person on their paper.
- Create a “wisdom wall” in which each person lists something they have learned from each of the other participants.
- Have each participant prepare a very short speech or creative presentation about what they have learned or how they have changed during the training.
- Have an older and younger participant pair up and create a short presentation about what they have learned.
- Have several group members work on a certificate for another participant.
- Create a potluck celebration in which people share food.
- Have each participant make an award for another participant and present it to him or her in the ceremony.

Include music important to all participants and **HAVE FUN!**

Note: To begin planting the seeds for alumni network gatherings, possible strategies include:

- Announcing opportunities for on-going, additional training
- Engaging participants in helping recruit others for upcoming trainings
- Brainstorming ideas for developing an alumni network
- Engaging a smaller group to help design and organize the alumni gathering at a later date



Module 3: Optional Follow Up Sessions

Session 3A: Managing Conflict

Workshop goals

Remember: these goals are primarily for the facilitator. We advise that use simpler, more general goals if you share them with the training group.

- Develop an understanding that conflict is a natural and necessary part of life
- Identify five main styles for dealing with conflict
- Develop awareness of personal style for dealing with conflict
- Identify stages of conflict in groups
- Learn and practice techniques for conflict management in a group setting
- Identify possible underlying needs in intergenerational conflicts

Workshop overview

Time (min.)	Total time	Activity	Materials Needed
10	0:00 – 0:10	Introduction	Agenda
15	0:10 – 0:25	Associations with conflict	Sticky notes; flipchart sheet, markers
30	0:25 – 0:55	My conflict style: Reflection	Assessing My Style handout, conflict management styles handout
20	0:55- 1:15	Dyad discussion—my style	Tips for dealing with conflict handout
10	1:15 – 1:25	Break	
10	1:25 – 1:35	A group conflict I have experienced	Stages of conflict worksheet
15	1:35 – 1:50	Stages of conflict	Handout, healthy and destructive responses written on flp chart, yellow blue and red sticky dots.
60	1:50—2:50	Strategies for resolving intergenerational conflict	
10	2:50 – 3:00	Closing	Evaluation

Materials and equipment check list:

- Written agenda (prepared on flip chart paper)
- Sticky notes, pens
- Flipchart paper, markers
- Assessing My Style handout (p. 120)
- Conflict management styles hand out (p. 121)
- Stages of conflict hand out (p. 122)
- Sticky dots
- A conflict I have experienced worksheet (p. 124)
- Tips for dealing with conflict handout (p. 123)
- Evaluation sheets p. 90

Associations with Conflict (15 minutes)

Facilitator welcomes participants and introduces workshop goals and agenda.

Each participant will be given three sticky notes. Ask them to write down the first three things that come to mind when they hear the word conflict. When they are finished, have them stick their notes on a flip chart sheet that has the word “Conflict” written at the top. Ask people to write in large letters so they can be read easily.

When all the notes are posted make sure that everyone can read them. Read aloud any notes that cannot be read by the group. Facilitate a reflective discussion about the list and what kinds of conclusions they can draw from it about how this group views conflict.

Note: Very often, this first list will consist of predominantly negative associations with conflict, but sometimes there are more varying responses.



Sample questions

What do you notice about this list?

Are there any similarities/differences that strike you?

What are some possible reasons for this?

Are there any responses that you feel are missing from the list?

Would your response have been any different if I had said “intergenerational conflict?”

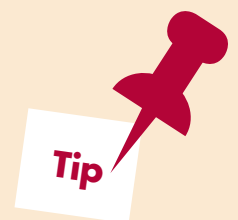
Points to bring out:

- Everyone has had some experience with conflict.
- Many people have negative associations with conflict, based on experiences in which conflict led to a destructive outcome and/or based on a collective cultural tendency not to focus on the constructive and positive qualities of conflicts.
- There are many different responses to conflict. These differences may be related to individual personality, experiences, age, family background, and/or culture. Encourage the group to engage in discussion about how these factors influence our understanding of conflict

Ask participants to consider, based on personal experience how conflict can function in negative ways, and record on flip chart. For example, conflict can create distrust, disrupt cooperation, or divert the team from its goal.

We can also view conflict as a positive force (note if any positive qualities are already listed on the sticky notes). To model this activity, tell the group about a personal experience in your life where conflict ultimately led to something positive. Then, have participants share their own story with a partner of a different age. After 5-10 minutes of storytelling, have participants share with the group how conflict resulted in something positive.

TIPS: When pairs are reporting to the large group, discourage them from retelling their story. The focus at this point should just be on the ways in which conflict can ultimately be a positive and creative force. For example: It can help bring people closer, help to develop creative solutions, introduce new perspectives, help define issues, make the group consider a wider range of options.



Points to bring out

- Research shows that conflict is a natural part of group life and should be expected.
- Almost all groups that begin really rolling up their sleeves and working together begin to encounter conflicts.
- Once a group experiences conflict it can either use the conflict constructively to help the group and its work grow or use the conflict destructively and have their group collapse. Today we will be exploring tools to help address conflict in constructive ways.

My Conflict Style: Reflection (30 minutes)

Have participants turn to the handout “**assessing my style**” worksheet (p. 120). Read the directions out loud together. Ask participants to identify three different relationships that are significant to them with people of different ages, for example: mother, son and boss (for adults) or friend, teacher and grandparent (for youth). Encourage them not to pick three people with whom they have a similar relationship, such as three co-workers or 3 friends from school. For each person selected, participants will reflect on and write about how they respond in conflicts with this person including a description of their feelings and behavior. When they are finished, have each participant share his or her responses with a partner of a different age.

Depending on the literacy level of the group, you could do this as an exercise that requires reading and writing or you could also cover the same information through small group discussion and exercises.

ASSESSING MY STYLE

Directions: Identify 3 different relationships that are significant to you. Write the name of each person to the left of the boxes in the grid below. In the corresponding boxes reflect on how you respond when in conflict with that person. Include a specific description of your feelings and behavior.

Name	Feelings	Behavior

Briefly review the **conflict management style handout (p. 121)**

The Woodpecker: Competing

These are individuals who are focused and directed towards goals. They will push and have a fast pace when trying to achieve the goal. They want to win at whatever cost, taking an “all or nothing” stance. They may be stubborn and view compromise as a sellout. They are bottom-line oriented. They prefer to function independently and often respond negatively to criticism.

Ask the group: *When might a woodpecker style be useful?*

Points to bring out/Chart responses:

- When quick action is necessary
- On important issues when unpopular courses of action need implementing (example: cost cutting from a budget)
- On issues vital to your group’s welfare when you know you are right
- To protect yourself against those who take advantage of non-competitive behavior.

The Ostrich: Avoiding

Ostriches will do almost anything to avoid conflict. They are loyal and view change with suspicion. Ostriches process information deliberately and accurately. They often respond negatively when there is pressure to “hurry up.”

Ask the Group: *When might an Ostrich Style be useful?*

Points to Bring Out:

- When there are other issues more pressing than the conflict at hand
- When the potential damage of confronting a conflict outweighs the benefits of resolution
- To let people cool down and reduce tensions to a more productive level
- When gathering information outweighs the advantage of making a difficult decision

The Parakeet: Accommodating

Parakeets are very concerned with the approval of others. They may lose track of personal goals for the sake of camaraderie. They tend to prevent things from becoming overly serious. They might agree to something to get the immediate pressure off. They have a heightened sense of what others want to hear. They deal with conflict by trying to smooth things out.

Ask the group: *When might the parakeet style be useful?*

Points to bring out:

- When the issue is much more important to the other person than to yourself, and a goodwill gesture will help maintain a cooperative relationship
- To build up social credits for later issues that may be more important to you
- To aid the development of others by allowing them to experiment and learn from their own mistakes

Hummingbird: Compromising

Compromising might mean splitting the difference, or seeking a quick middle ground position. The hummingbird can revise and shift easily; it can go with the flow. Hummingbirds can follow direction, but they like to have a goal in mind. They are flexible and can understand different viewpoints.

Ask the Group: *When is a hummingbird style useful?*

Points to bring out:

- To achieve temporary settlements to complex issues
- To arrive at expedient solutions under time pressure
- As a back-up mode if other avenues have not been successful

The Owl: Collaborating

Collaborating involves an attempt to work with the other person to find a solution that fully satisfies the concerns of both people involved. Owls need to gather information. They are assertive and want to see projects move forward. They may overwhelm people with detail. They want to integrate the concerns of everyone into a solution.

Ask the group: *When might an owl style be useful?*

Take a small sampling of responses and then make sure the following is covered:

- To find an integrative solution when both sides are too important to be compromised
- To merge insights from people with different perspectives
- To gain commitment by incorporating others concerns into a consensus decision
- To work through hard feelings that may have been interfering with an interpersonal relationship.

An important first step in working productively with conflicts is to have some self-awareness of our own personal style for managing conflicts. Most people adopt a particular style for coping with conflict unconsciously, without giving it much thought. Becoming more conscious of our responses will help us to make thoughtful decisions about when our primary style for coping with conflict is useful, and when we might want to draw on elements of other conflict management styles.

Dyad/Group Discussion about conflict style (20 minutes)

After reviewing the handout, ask participants to find a new partner of a different age and discuss with each other, based on their worksheets, which conflict style(s) they feel best describes them. Have them reflect on:

- **Do you use a different style with different relationships.**
- **What are some of the challenges that come up around your conflict style?**

Note: The group may not be sure, because this style is sometimes less familiar.



■ How could awareness about your conflict style help you deal with conflicts when they arise?

Bring the group back together and ask the group:

Do you see any differences or similarities between how we handle conflicts with some one of a different generation?

What are the norms in your family or community for how conflict is handled?

What are some strategies that you came up with for dealing with conflicts when they arise? (Brainstorm with the group)

Pass out handout: Tips when you find yourself in conflict (p. 123.) Discuss with groups whether they have tried any of these, and what the results were.

Transition:

As community leaders it is important to learn not only about conflict management skills for our relationships with other individuals, but also conflicts that emerge in groups. One very important thing to remember is that it is natural and expected for conflict to occur in group. In fact, conflict is often a sign that the group is really beginning to get good work done. When there is no conflict, it generally means everyone is being very polite, but the real work hasn't started yet. So, the sign of a successful group is not one with no conflict, but rather one that is able to address the conflict in a productive way and learn and grow from it. As leaders and group members, an important role for us to learn is how to help the groups we are in do this effectively.

Break (10 minutes)

A group conflict I have experienced (10 minutes)

Ask participants to close their eyes and visualize a conflict that took place within a group they were or are a part of (could be their family). Ask them to think about who was involved, what happened and how it ended up. These can be either examples of conflicts that ultimately had a positive ending or a negative one. After completing the visualization, ask participants to complete the group conflict worksheet which details these questions.

The stages of conflict (15 minutes)

Pass out the stages of conflict and review the sheet. Have each participant think about how the stages apply to the conflict they identified with their partner.

Ask participants to raise their hands if their conflict went through this stage—acknowledge that not all group conflicts go through every stage.

Ask the group: Are the types of conflicts any different when it's an intergenerational group vs. a group of people the same age?

On a flip chart write up the healthy and destructive responses. Have participants place a blue sticky dot next to healthy responses that groups they have been in have used and red dots next to destructive responses that groups they have been in have used.

Note: The facilitator should function as a “coach” for the groups while they are planning—making sure that their skit involves each stage and demonstrates either a healthy or destructive response.



Briefly process the activity.

Strategies for resolving intergenerational conflicts: (60 minutes)

Ask the group—

What kinds of conflicts could arise among this group? (Brainstorm ideas)

What types of conflicts might arise more generally among a group of people of different ages that are trying to work together on a common goal? (Brainstorm ideas)

On a larger community level, what are some conflicts that might arise between generations who live in the same neighborhood? (Brainstorm ideas)

Split the group up into intergenerational groups of 5-7.

Each group comes up with a skit based on a group conflict that was identified during their brainstorming. Half of the groups should depict destructive responses to conflicts ; the others should depict constructive responses.

Have each group plan their skit for 10-15 minutes and then perform for the group.

Briefly process the exercise.

Return attention to tip sheets. Have participants observe which tips they did or did not observe in the skits.

Closing (10 minutes)

What is one conflict management skill that you think you are good at, and what is one that you would like to work on?

Evaluation

Session 3B: Advocating Through Story-telling

Adapted from: *Advocacy through Storytelling* by Coming of Age; CAPD materials

Workshop goals

- Introduce Story telling as an advocacy strategy
- Identify key steps and strategies for developing an effective story/ framing communication
- Prepare personal stories that can be used as advocacy tools
- Practice storytelling
- Practice giving and receiving constructive feedback

Workshop overview:

Time (min.)	Total time	Activity	Materials Needed
5	0:00 – 0:05	Introduction	Agenda
20	0:05 – 0:25	Check in: Homework	
15	0:15 – 0:30	What scares me about public speaking	Flipchart; paper, pens
10	0:30 – 0:40	Using stories to influence decision makers	Personal networks map and identified goal from community organizing session (written on flip chart)
30	0:40 – 1:10	Developing your story	Flipchart; constructive feedback guidelines, story telling prep sheet
10	1:10 – 1:20	Break	
30	1:20 – 1:50	Pulling it all together	flip chart w/ constructive feedback questions
45	1:35 – 2:20	Small group practice	
10	2:20 – 2:30	Closing	Evaluations

Materials and equipment check list:

- Written agenda (prepared on flip chart paper)
- Flipchart and markers
- Flip chart with constructive feedback guidelines posted on wall
- Storytelling prep sheet (p. 125-126)
- Constructive feedback questions handout (p. 100)
- Post Session Evaluation sheets (p. 90)

Introduction (5 minutes)

Introduce group session goals:

The focus of today is on improving our ability to tell our stories in order to effectively advocate for change in our communities. Telling your story can help your work and leadership in many ways. Stories are a powerful tool for getting others involved and interested in your work, moving people to action, influencing others, building relationships and representing the real issues in your community.

Note: If you are working with staff from a local organization that will be helping the group with the implementation of this goal after the training, it is best if they can be present for this session and provide input. Given their knowledge of community context, they are more likely to know which decision maker might be most appropriate to engage and effective messaging.



Review ground rules (visibly posted)

What scares me about public speaking ? (15 min)

Have everyone write their fear on a paper and put into a hat—pull out and read out others.

Round robin—what are some good techniques for addressing these fears and being a good public speaker?

Points to bring out: breathe, encourage “self talk” to calm down if nervous, speak clearly, look people in the eyes, express confidence through posture, voice, and practice before hand.

Encourage all participants to take a risk and practice speaking in public during the session.

Using stories to influence decision makers (10 minutes)

We are going to build on our power analysis from our goal setting session in which we identified a goal important to multiple generations, and people with decision making power who support and oppose our goal.

Pass out the power analysis sheets and review the goal that they have identified as a group. Clarify any questions.

This workshop will help us practice—speaking up and telling our stories as a way to influence decision makers to support us in making the changes we know are important to all ages in the community.

Let's look in the 2 quadrants of people with the most decision making power: those who strongly support our position and those who strongly oppose it and everyone in between. The rest of this session will help you practice your storytelling and public speaking skills as helpful tools to influence people with decision making power to take concrete steps to support your goal. For today, let's not pick the people who most strongly oppose our position, (top left quadrant) let's try to build concrete support among people who already are in favor of our position (top right quadrant)

Let's identify one decision maker who supports our work whom we want to influence.

Write down the name of an actual person. If not everyone knows this person, take a moment for the group to share who this person is and how they could support their goal.

What is one specific thing that this decision maker could do to help move you closer to your goal?

Chart Responses—and have the group decide on one concrete ask for the decision maker. Facilitate discussion so that the group identifies a realistic ask.

Now we will practice story telling skills as a tool to influence them to [insert whatever the participants have identified.]

Developing your story (30 minutes)

You will each develop a personal story from your own experience to try to influence this decision maker to do X. We will first practice the planning skills necessary for telling a story that influences others, and then you each will practice actually telling the story and public speaking. Let's walk through the planning process for developing the story.

Pass out **Storytelling: Developing Your Story prep sheet handout (p. 125-126)**.

Here are the basic steps for developing your story:

■ **Who am I (why should the listener trust me or listen to me)?**

The person who delivers a message is just as important as the message. Legislators like to hear from voters from their districts; people often trust other members of their church, young people often want to know what other young people think about something before they want to join up. Why should the decision you identified listen to you?

Ask everyone to take a minute to write down how they would answer this question on their planning sheet and ask a couple volunteers to share their answers. Provide feedback and encouragement as needed so that they explain why they should be listened to.

■ **What happened to me (or my family or community)?**

Here is where you tell a story that illustrates how the goal you are working on affects you personally. If you are trying to get more investments in the local park, you might talk about a time when you were in the park and very scared for your safety, etc.

Good old-fashioned story-tellers know a secret – a great story helps the listener see what you are telling them. The more you include visual details, the better the story will connect with the listener.

Ask everyone to take a minute to write down how they would answer this question on their planning sheet and ask a few volunteers to share their answer by role playing with you as the decision maker.

■ **What are the underlying, root causes of why it happened... the “upstream” problem (i.e. “The inadequate and outdated books in the schools have resulted in lower literacy rates for our students” rather than “our students can’t read”)**

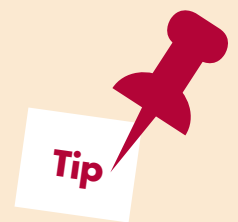
Personal stories make people stop and listen – they reach the heart. But you have to frame them in a way that lets the listener know what conditions or systems are responsible for creating the situation. Otherwise, people tend to think the person with the problem is the one responsible for creating it, and ought to be the one to solve it (alone). That’s what we mean when we say “you are blaming the victim.” Also—facts help – but they don’t change behavior on their own. Make sure you always have the facts in your back-pocket

What are the upstream root causes of what happened in your story?

Ask everyone to take a minute to write down how they would answer this question on their planning sheet and ask the volunteer to share their answer.

■ **What do I want to see changed (i.e. change in the curriculum at school, more access to local fresh fruit and vegetables, requirements changed so that older people can ride school**

TIPS: This may be difficult for participants to grasp at first as we live in a society that often focuses on individual solutions vs. root causes. It may take some time and dialogue to really get at this idea. Don’t be afraid to take some time and go deep with this discussion.



buses to get to intergenerational programs)?

This is the goal we identified in the goal setting training. Have the goal written up on a flip chart and visible. Write it down in your own words.

Ask everyone to take a minute to write down how they would answer this question on their planning sheet and ask a volunteer to role-play their answer.

- **What specific thing do I want this person to do differently that will help create this change (i.e., visit the school to see the conditions, create a change in food stamp policy so they can be used to pay for fresh fruit and vegetables at the farmers' market, add a leadership training to all the parent education being offered through their organization)?**

This should be something realistic and achievable that they can do to support your work. Have several people give you some examples and write them up on the flip chart.

Break (10 minutes)

Pulling it all together (30 minutes)

Ask for 1 volunteer to string all of the parts together for a role-play. You may choose to volunteer to role-play first and then have another volunteer follow you. You will play the decision maker—you may ask some questions to help them along if they have a difficult time including all of the elements from the planning session.

Assign participants one question on the constructive feedback questions sheet (p. 100). Have participants provide constructive feedback for the volunteers on how they handled that particular skill.

Small group practice (45 minutes)

Have participants split into multi-generational practice triads.

In the storytelling practice, one person will be designated as the storyteller, one as the decision maker and one group member as observer. After each storyteller finishes, the observers will give constructive feedback based on the constructive feedback questions handout. The facilitator will call time so that all three group members have the opportunity to tell their story and receive feedback. When they are done, bring the group together and process as a whole group. * If relevant, you may plan here for experiential opportunities on the ground.

Closing (10 minutes)

Have each triad member give positive feedback to someone from their small group about something they did well as a storyteller, listener or observer (make sure everyone gets appreciated.)

Evaluation

Session 3 C (optional) Active Listening and Door-knocking (experiential)

Adapted with permission from *Building Powerful Community Organizations* by Michael Jacoby Brown; CAPD materials

Workshop goals

- Create experiential opportunities to practice active listening skills and relationship building through door-knocking
- Involve participants in existing community efforts
- Build community interest and support for the project

Workshop overview:

Time (min.)	Total time	Activity	Materials Needed
5	0:00 – 0:05	Introduction	
10	0:05 – 0:15	Icebreaker	
15	0:15 – 0:30	Practice the introduction	Door-knocking handout, list of asks
TBD	TBD	One-on-ones	Documentation forms, literature, maps
15 – 20	TBD	Reflection	

Materials and equipment check list:

- Flyer/community event information
- Documentation form (p. 103)
- Door-knocking handout extras for those that didn't bring theirs (p. 101-102)
- Evaluation sheets (p. 90)
- List of possible asks for each participant
- Local maps of door-knocking areas in the community

In preparation for the session:

■ If you are developing a project/campaign as part of the training:

This experiential session can be used to connect with people of different ages in the community (ideally about 100) to build community interest and support.

■ If you want to link with existing community efforts:

You will first need to consult with local leaders to decide if there is anything local community groups are currently working on that could benefit from door-knocking. For example, a local initiative might want to get the word out about an event, increase awareness about their work, learn about local neighbors' levels of interest and/or commitment to an issue being worked on, or identify different skills and resources that local neighbors could bring to the efforts. If there are ways in which door-knocking can support the existing work, the facilitator should design the experiential door-knocking session to support these goals. This session does not need to come directly after the active listening section, but it will be most beneficial for the participants to have these sessions close together.

■ Create handout for the trainees

Each participant should have a stack of literature to hand out to people. This should include information about the local initiative and any additional information relating to the goal of the door-knocking session (i.e., information about a specific event that they are publicizing).

■ Create a short list of possible “asks” for the trainees

This list should include a few specific low-level commitments that the participants can ask for from their neighbors during the door-knocking session.

Examples:

- Attend a meeting
- Set up an appointment for you to meet with his or her minister
- Go with you to their neighbor across the street and introduce you

Make copies of the form for documenting the door-knocking one-on-ones (p. 103). Each participant should have enough forms to document all their one-on-ones.

Introduce the session (5 minutes)

An opportunity to practice active listening through door-knocking efforts in the community.

Ice breaker (10 minutes)

This icebreaker is designed to have participants practice movement, sound and public speaking. Have all participants stand in a circle. One person begins and says their name and makes a gesture at the same time. The next person says the previous persons' gesture and name and then their own. You can either have the game build where each person has to say the name and gesture of all previous people before their own or more simply the name and gesture of the person immediately before them and then their own.

Ask for a volunteer from the group to explain briefly what the purpose of door-knocking is. Allow opportunities for other group members to add to this definition.

Hand out the summary of door-knocking visit and have the group review the list.

(You may want to modify this list depending on the outreach that the participants will be doing)

Allow opportunity for questions and comments about this list.

Practice the introduction (15 minutes)

Let the participants know that if they are “cold calling” –knocking on peoples' doors—they will have a very short period of time to establish credibility. In general it is good to practice how you will introduce yourself.

Give participants a basic introductory line:

Hi-my name is X – I live here in the neighborhood and am part of the Leadership for All Ages training

taking place at x organization. We are a team of residents of all different ages working to create some positive changes in [neighborhood Y]. I wanted to talk to you today about what kinds of things you are concerned about in the community.

Have each person work with a partner, and practice making it sound natural and their own way of speaking, and KEEPING IT SHORT! Bring the group back together and have one older person and one younger person role-play in front of the group, stop action in the middle to give constructive feedback. **If necessary, remind participants about the guidelines for constructive feedback. You may want to have them posted on the wall.** Go over the list of asks you have created and get feedback, adding or subtracting anything as needed and offer an opportunity for open questions.

Door-knocking (time TBD)

Pair up the group into cross age dyads, and give them each documentation forms to document their outreach, list of asks and door-knocking summary and maps that outline the geographic area to cover. The consultation with the CFAA team will also determine which geographic areas the participants will select for their door-knocking efforts. Have each pair trade off doing the talking with the partner giving feedback. Explain to the group that the feedback is just as important as the practice, so not to rush through it in order to get to more people.

Reflection (15-20 minutes)

Set a time for the group to reconvene. Have a short debriefing session with participants. Questions to ask may include:

- What was the experience like for you?
- Was there anything that surprised you?
- What are some things you think you did well?
- What might you do differently next time?

Session 3D (optional): Public Speaking Practice

Workshop goals:

This module is designed to create experiential opportunities for participants to practice these public speaking/advocacy skills and increase their participation in community change efforts.

In preparation for the session:

■ If you are developing a project/campaign as part of the training:

This experiential session can be used to build support and engagement of potentially supportive decision makers.

■ If you want to link with existing community efforts:

You will first need to consult with local leaders to decide if there is anything the local community groups are currently working on that could benefit from participants speaking to decision makers. If there are ways in which this type of story/telling/advocacy can support existing work, the facilitator will then design the experiential session to support these goals.

Here are some questions to consider when developing a practice session:

- *Are there particular people that could be influenced to support local work? Who would these people listen to? (e.g. voters, residents of a particular community, students, church members?) Are these people represented in the training?*
- *Are there advocacy or organizing groups in the community that might like to partner on facilitating this training, honing people's skills and having them go speak to a local representative about a relevant issue of concern?*
- *Is there an issue that already has some traction at the local level? What kind of in-depth information could you provide about this issue that will help the participants craft a compelling story about their experiences with the issue?*

Materials and equipment check list:

- Storytelling: Developing Your Story handout (p. 125-126)
- Storytelling prep sheet completed by each participant during previous training
- Evaluation sheets (p. 90)

Part I: Preparing the Story:

Our experience has shown that it is important for the participants to feel well prepared for public speaking in order to have some real success. Some activities that help with preparation include:

Icebreaker – with something that is verbal and physical to increase comfort levels with movement and voice. Example: each person gives a sound and a gesture which must then be repeated by everyone in the group.

- Provide information about the selected issue and who the participants will be speaking with
- Review of guidelines for storytelling
- Opportunity to prepare their stories , practice telling their story and receive feedback

Part II: On the ground- Storytelling as an advocacy strategy

Part III: Reflection

After the event, make sure to allow some opportunity for all of the participants to evaluate the event. Have each person reflect on and discuss what they think they did well, what they might do differently and any next steps.

Handouts

Pre Training

Training Readiness Assessment . . . . .	.89
Post Session Leadership Training Evaluation . . . . .	.90
Final Evaluation—long form . . . . .	.91-94

Module 1: Connecting and Communicating 95

Skills and Interests Inventory . . . . .	.96-98
Active Listening Skills. . . . .	.99
Constructive Feedback.	100
Preparing for Door-knocking	101
Door-knocking reminders	102
Door-knocking documentation form	103

Module 2: Creating Change 104

Problem-solving role-play	105-106
Keys to intergenerational team building.	107
Agree/Disagree Statements	108
Neighborhood features table.	109
Goal criteria	110
Power mapping tool	111

Personal network door knocking 112

Power Planning Example 113-114

Action Plan Template 115-116

Action Planning Example 117-118

Module 3: Optional Follow Up Sessions 119

Assessing My Style 120

Conflict Management Styles 121

Stages of conflict 122

Tips for dealing with conflict 123

A conflict I have experienced 124

Storytelling: Prep Sheet 125-126

Constructive Feedback Questions 127

Readiness Assessment

This check list will help you identify how prepared you are for the training

	Yes	No	Sort of
We have trained facilitators who are familiar working with multigenerational groups assigned for every session			
Our facilitators are familiar with the collective leadership model			
Our facilitators are skilled in the content area of the sessions they are assigned			
We have recruited a group of 10-25 residents that include people in teens, 20s, 30s 40s 50s 60s and 70s			
We have recruited a group of residents that represents the racial and ethnic make-up of the neighborhood			
We have a plan in place for making calls to remind participants of trainings each week and check in if there are any challenges with participation that we can help out with.			
We have confirmed a space for the training sessions			
We have identified times for the training that work for participants of all ages			
We have funding to purchase the materials listed in the trainers manual, food for group, stipends (if necessary)			
We have addressed transportation, child care for participants			
We have a clear set of goals for what we want residents to be able to do after going through the sessions			
There are a range of compelling opportunities for residents of different ages to continue working together to build their leadership skills after the sessions.			
Our facilitator has collaborated with organizational staff to identify experiential sessions for the training			
We have some resources to support the participants in the training to work on a campaign or neighborhood project.			
There are opportunities for residents of different generations to become involved with the leadership of organizations involved with this training			

Post Session Leadership Training Evaluation



Leadership Training Evaluation

1 2 3 4 5 6 7 8 9 10
Not useful **somewhat useful** **useful** **very useful** **extremely useful**

List the Topic of the Training Session here:

- 1.** On a scale of 1-10 how useful do you think this training overall will be for you personally (now or in the future)?_____ Please comment on your rating:

- 2.** On a scale of 1-10 how useful do you think this training overall will be for your community work (now or in the future)?_____ Please comment on your rating:

- 3.** What were the most valuable parts of the training for you?

- 4.** Do you have any suggestions for how to improve the training?

Please answer each of the questions below. Answers will be used to improve our leadership training and to describe some of its early results. Thank you.

1. Age at your last birthday: _____

2. Please indicate your racial/ethnic identity – please check all that apply:

Racial/Ethnic Identity	CHECK ALL THAT APPLY
Asian	
Latino or Hispanic	
African American or Black	
Caucasian or White	
Native American	
Other – please describe	

3a Approximately how much of the Leadership For All Ages training session were you able to attend?

	CHECK ONE
I attended every session	
I attended more than half the sessions	
I attended fewer than half the sessions, but more than one or two	
I attended one or two sessions	

3b Approximately how many months has it been since you participated in the Leadership for All Ages training?

	CHECK ONE
We are filling out these forms at the final session	
Less than one month	
1-2 months	
3-6 months	
More than 6 months	

FEEDBACK

Please respond to each statement below about your overall experience with the leadership training by choosing a number from 1-6, with 1 being “not at all my experience” and 6 being “very much my experience” at today’s session.

Would you say:		Not at all < > Very much					
4	I learned a number of new ways to connect with people of different generations	1	2	3	4	5	6
5	I gained more confidence in speaking out on issues I care about	1	2	3	4	5	6
6	I learned how I can influence decisions of people in my community who are in positions of power	1	2	3	4	5	6
7	I learned how to work with others to help make changes in this community	1	2	3	4	5	6
8	I learned how to help other people feel more connected to this community	1	2	3	4	5	6

9. Was there anything you particularly liked about the training? If so, what was that? Why did you particularly like that aspect of the training?

10. Was there any part of the training that you did not like or that you feel should be changed? If so, what was that? Why didn’t you like that aspect of the training, or do you feel it should be changed?

11. Would you recommend the leadership for all ages training to others?

Please circle one answer:

YES

NO

Not Sure

Please explain:

EARLY RESULTS

Please indicate whether you strongly disagree, disagree, agree or strongly agree with each of the statements below:

Since my participation in the Leadership for All Ages Training:		Strongly Disagree	Disagree	Agree	Strongly Agree
12	I am a more active participant in community events	1	2	3	4
13	I participate in more political events	1	2	3	4
14	I have used the skills that I have learned within an organization (non-profit, school, church, etc.)	1	2	3	4
15	I have expressed my opinions to people in positions of power	1	2	3	4

Since my participation in the Leadership for All Ages training:		Strongly Disagree	Disagree	Agree	Strongly Agree
16	I am better prepared to take action on issues that are important to me	1	2	3	4
17	I have more tools and resources to be involved in my community	1	2	3	4
18	I have helped develop solutions to problems in my community	1	2	3	4

Since my participation in the Leadership for All Ages training:		Strongly Disagree	Disagree	Agree	Strongly Agree
19	I have developed stronger connections with people of different ages	1	2	3	4
20	I have developed stronger connections with people of other racial/ethnic groups	1	2	3	4
21	I know how to identify when something unfair is happening in my community	1	2	3	4
22	I am more involved in activities that people in the community think are important	1	2	3	4
23	I work more on projects that make things better in my community	1	2	3	4

Since my participation in the Leadership for All Ages training:		Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
24	I apply skills from the courses back in my community	1	2	3	4	
25	I use decision making and problem solving skills I learned	1	2	3	4	
26	I use the social network building skills I learned	1	2	3	4	
27	I use active listening and community outreach skills I learned	1	2	3	4	
28	I use the conflict management skills I learned	1	2	3	4	
29	I use advocacy story-telling skills I learned	1	2	3	4	

Please provide any information here that will help us understand your answers to the questions above:

Module 1: Connecting and Communicating (Handouts)

Skills And Interests Inventory . . . . .	.96-98
Active Listening Skills . . . . .	.99
Constructive Feedback.	100
Preparing For Door-Knocking	101
Door-Knocking Reminders	102
Door-Knocking Documentation Form	103

Module 1: Skills and Interests Inventory, page 1

Skills and Interests Inventory

(Innovation Center Building Community Toolkit, p. 84, 2001)

Name

Date

Remember that a skill is something that you can do, something in which you are proficient or have expertise.

"I am good at" _____

(Circle the appropriate words and add more of your own)

Writing	Defining	Researching
Figuring things out	Organizing events	Giving feedback
Creating new things	Planning	Giving directions
Starting new things	Coordinating	Assigning tasks to others
Developing new ideas	Getting work done	Connecting people
Getting others involved	Persuading	Resolving conflicts
Listening	Training	Educating, teaching
Bringing people together	Encouraging	Negotiating
Bookkeeping	Promoting, marketing	Budgeting
Reporting	Motivating	Giving my opinion
Fundraising	Communicating	Public speaking
Constructing	Creating art, music	Performing
Following directions	Using technology	Trying new things
Attending to details	Storytelling	Observing
Advocating	Imagining	Getting other interested
_____	_____	_____
_____	_____	_____
_____	_____	_____

Module 1: Skills and Interests Inventory, page 2

Skills Assessment

This exercise can help you determine the skills you currently have and could use with a community group as well as gain new skills.

Place a check mark under the column(s) after each skill to indicate which skills you have, which ones you enjoy, and which ones you wish to develop.

	Have	Enjoy	Wish to develop
1. Assembling (kits, models)	_____	_____	_____
2. Researching, doing experiments	_____	_____	_____
3. Creating music, art, or literature	_____	_____	_____
4. Communicating: talking, listening	_____	_____	_____
5. Influencing people	_____	_____	_____
6. Organizing, scheduling	_____	_____	_____
7. Constructing	_____	_____	_____
8. Analyzing, figuring things out	_____	_____	_____
9. Performing	_____	_____	_____
10. Counseling	_____	_____	_____
11. Leading	_____	_____	_____
12. Following directions	_____	_____	_____
13. Using computers	_____	_____	_____
14. Drawing, painting	_____	_____	_____
15. Risking trying new things	_____	_____	_____
16. Attending to details	_____	_____	_____

- | | | | |
|--|-------|-------|-------|
| 17. Educating, teaching | _____ | _____ | _____ |
| 18. Promoting, marketing | _____ | _____ | _____ |
| 19. Observing | _____ | _____ | _____ |
| 20. Advocating, lobbying | _____ | _____ | _____ |
| 21. Handling disputes, making peace | _____ | _____ | _____ |
| 22. Coordinating, arranging | _____ | _____ | _____ |
| 23. Speaking to the public | _____ | _____ | _____ |
| 24. Creating, imagining | _____ | _____ | _____ |

Look at your assessment:

Does anything surprise you?

Was it difficult or easy to do this assessment?

Think about ways you can use this assessment individually and with your group!

Module 1: Active Listening Skills

Minimal encouragers:

Mmmhmmm, OK, Yes, head nods,
eye contact

Restatements:

Repeat what the person just said to you to make sure that you heard them correctly, using the same words that they used.

Interpretation:

See if you can figure out what the person is saying beneath the words that they are using by asking simple questions. (“Can you tell me more about that?” or “I think I know what you mean, but I am not sure—can you help me out?”) It is very difficult to hear the music behind the words sometimes. Recognize that there can be both verbal and non verbal cues of feelings. Rephrasing the words of others, however, can often be experienced as patronizing.

Silence:

This can be a powerful tool when talking with someone. Even if the other person is not saying anything it is often needed to gather thoughts. Don’t assume that they are done talking just because they are being silent for a moment.

Non-Interrupting:

Many times when listening we may have the impulse to jump in and say something to help or show our engagement, i.e. give advice, relate our own experiences etc.. This sometimes shuts down our ability to listen well. Try letting the other person speak with absolutely no interruptions.

Module 1: Constructive Feedback

How to give and receive constructive feedback

- 1.** Give some positive feedback first and then identify some things that could be done differently
- 2.** Give specific examples to back up your opinions, not just “it was good” but “I felt listened to by you, because you repeated back exactly what I said to you.”
- 3.** Person receiving feedback will just take in what is being said and consider it, even if he or she does not agree with it. Clarifying questions are OK.

Module 1: Preparing for door-knocking

Preparing:

- Create handout to leave with people that has information about your group and a specific event if you want people to participate
- Think about what you could ask the person to do—from things that require small commitment to larger:

Attend a meeting of your group

Make a phone call

Bring cookies to the meeting

Set up an appointment for you to meet with his or her minister

Stuff envelopes

Go with you to their neighbor across the street and introduce you

- Bring documentation card and pen to document the meeting

Module 1: Door-knocking reminders

- Smile, look the person in the eye (*In most cultures in America this is fine—but make sure to check how this plays in your community*)
- Legitimize yourself, say what group you are from or if you are a neighbor, and what it is you do
- Tell the person enough about your group or organization so that he or she gets the picture, but not so you bore the listener or seem like you are selling something. (This is hard to keep short and generally requires practice!)
- Explain why you are there
- Don't waste time with people unwilling to talk to you— be friendly and courteous and move on. Spend your energy on people interested in speaking to you.
- Encourage people to talk about themselves and listen: use active listening skills, open questions, and engage in some dialogue—hopefully get them to agree that something should be done around the issue you are working on
- 80/20 rule: talk 20 % of the time, listen 80%
- Be yourself, be real. Disclose enough information about yourself to make the person feel comfortable about talking about themselves
- Find out what is important to the person, their values
- Find out about the persons networks or connection
- Ask the person for a specific commitment, some small tasks you have identified in advance
- Suggest some follow up, unless the person seems really not right for what you are doing
- Be sensitive about cultural differences and about what those might signify especially when you are the guest of someone with a culture different than your own

Afterwards:

- ALWAYS document: names of those you have seen, address (if relevant) any follow up notes about that person
- Follow up, if you agreed to do something or find something out, do it!

Module 1: Door-knocking Documentation Forms

Name: _____ Age: _____

Address: _____

Race/Ethnicity: _____

Network (community organizations, etc.):

Values:

Commitment of interviewer:

Follow-up:

Name: _____ Age: _____

Address: _____

Race/Ethnicity: _____

Network (community organizations, etc.):

Values:

Commitment of interviewer:

Follow-up:



Module 2: Creating Change (Handouts)

Problem-Solving Role-Play	105-106
Keys to Intergenerational Team Building	107
Agree/Disagree Statements	108
Neighborhood Features Table	109
Goal Criteria.	110
Power Mapping Tool	111
Personal Network Door Knocking	112
Power Planning Example	113-114
Action Plan Template	115-116
Action Planning Example	117-118

Module 2: Problem-solving role-play, page 1

Role-play: make a copy of this sheet. Cut out on the dotted lines and give one role to each volunteer

Age 72 — You are a founding member of activity club for older adults. You strongly believe that the building should house a senior center. There are currently no real places for seniors to gather but there has been growing interest and involvement in senior activities and a growing number of seniors in the community. You have basically outgrown your space at the library, and this seems like the logical next step.

Age 65 — You are an older adult volunteer in the schools and a grandparent raising two grandchildren ages 8 and 5. You want a youth center. There are no places for kids to play and you are scared for their safety if they play in the streets. You need some time for yourself to rest, and if you could send the kids to a youth center, that would be a big help to you.

Age 16 — You are on the student council at your school and you have been advocating for a youth center for a long time. You feel like kids are not treated well in the community. They are yelled at if they go outside. People are always telling you to stay out of trouble, but when you try meeting with other kids on the block, you get yelled at for being loud or hanging out

Age 50 — You have 3 kids who have all graduated from high school and left for college. Recently, you have been spending your time taking care of your mother who is in her late 70's and feeling very isolated. There seem to be afterschool programs for kids and youth groups, but very little structured activities for older adults. You are hoping that a senior center will help provide her with much needed community support and connection and will give you some more free time to focus on your own needs.

Age 55 — You are a principal at the local middle school. You see how much need there is on a daily basis for youth to have opportunities for enrichment, learning, support and connection. Without it, you are afraid that their school work will really suffer. You see youth as the future and a youth center as the most logical choice to invest in the future of the community.

Module 2: Role-play, page 2

(Continued)

Age 43—You are a concerned citizen with no kids. You really like kids and want to see them succeed and be supported, but you also want to look out for your future. You see many older people leaving this community because they don't feel welcome or supported. You think that when they leave, that decreases the number of homeowners and people invested in making the neighborhood a good place to live. Creating a senior center can help people stay in this neighborhood which will also help maintain property values and give the community a good reputation as a place to continue living after retirement

Age 35 –You are a single person who is very committed to volunteering and working on community issues. You are not really sure either way. What is really important to you is the environment. You want to make sure that natural resources are not being wasted, and you are not sure whether this would be supported more by a senior center or a youth center

Age 22 – You work at the Boys and Girls Club where you have been involved as a member since you were eight. You are often the “youth representative” at many city events. You think the youth center is obviously the way to go. The population of young people is growing. The Boys and Girls Club can no longer hold the volume of youth who sign up. Every year they are now forced to turn many kids away. Right now there is nowhere else in the neighborhood to refer them to.

Age 18—you have just graduated from the local high school and are heading off to college. You are leaving behind your grandmother who raised you most of your life. You are worried that she will be isolated now that you are gone. You think a senior center will be important and a big help to your grandmother and others like her.

Module 2: Keys to intergenerational team building

- Clear, unified, vision and goals

- Team members of all ages communicate honestly, listen to each other and give each other feedback

- There are times to meet that work for all ages groups

- The team values working together as much as individual work

- Have a clear process for decision making, and roles for team members

- All members share in successes and failures

- Team members stay open to ideas of others, particularly those of different generations

- Have fun and get to know each other personally

Module 2: Agree/Disagree Statements

	Agree	Disagree
1. Wealth equals health.		
2. What you eat and how much you exercise are the most important things that matter to a person's health.		
3. The neighborhoods we live in determine how healthy we will be.		
4. Housing is a health issue.		
5. An "unhealthy" neighborhood is the fault of people who live there.		
6. Violence is a health issue.		
7. Individuals determine their own fate.		
8. Communities can make a difference in the health of individuals.		
9. We live in an individualistic society.		

Module 2: Neighborhood Features Table

Neighborhood Features that Can Impact Health Directly or Indirectly

NEIGHBORHOOD FEATURES	POTENTIAL HEALTH IMPACTS
Living near a freeway or road with lots of truck traffic	Asthma from diesel pollution; noise disturbs sleep
Few parks or green spaces	
Lots of fast food restaurants	

Module 2: Goal Criteria

Criteria for choosing a goal:

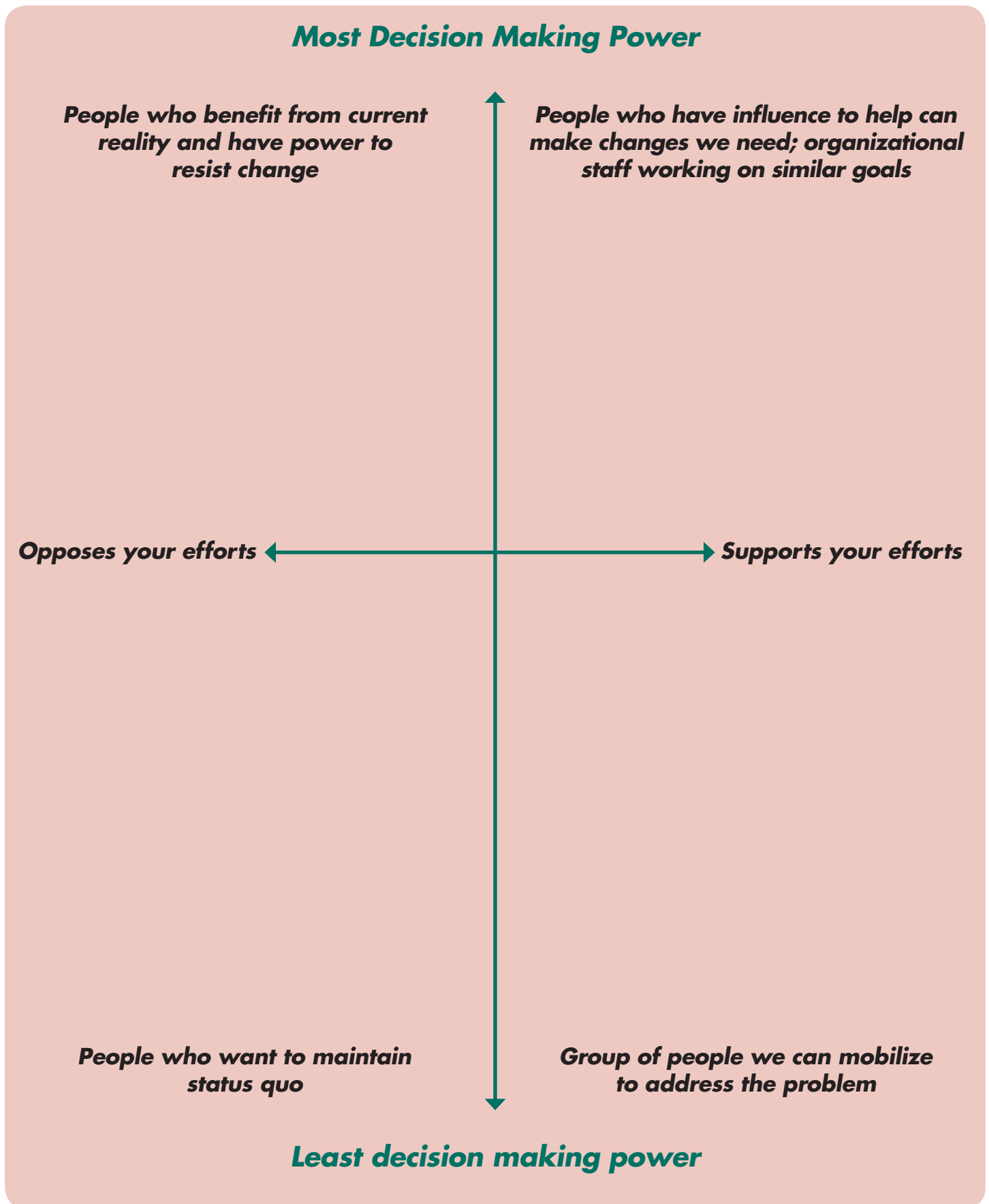
■ Specific

■ Achievable (realistic)

■ Something that is deeply important to multiple generations

■ Something that helps address the root causes of the problem (an upstream approach)

Module 2: Power mapping tool



Module 2: Personal Network Door Knocking

Name: _____ Age: _____

Address: _____

Race/Ethnicity: _____

How important do they think the identified goal is?

What ideas do they have about how to work on the goal?

Are they willing to become involved in some way—how so?

What skills and connections do they have that could help?



Name: _____ Age: _____

Address: _____

Race/Ethnicity: _____

How important do they think the identified goal is?

What ideas do they have about how to work on the goal?

Are they willing to become involved in some way—how so?

What skills and connections do they have that could help?

Module 2: Power Planning Example

<p>What is the goal we are working on that is</p> <ul style="list-style-type: none"> • Specific • Achievable (realistic) • Something that is deeply important to multiple generations • Something that helps address the root causes of the problem (an upstream approach) 	<p>Get the housing authority to clear out the storage room in local low-income housing facility so that it can be used a community gathering place for all ages</p>
<p>Short term goal (1 month)</p>	<p>Research who has the authority to clear out the storage room. Find out about this person/people (what is important to them, who they listen to)</p> <p>Speak with at least 50 supporters of different ages to gather support and find out what types of activities they would want in the community room</p>
<p>Intermediate goal (3 months)</p>	<p>Influence decision maker to make the change through meetings, calls, letters and getting others with influence to talk with them and clear out the storage unit</p>
<p>Long term goal (6 months)</p>	<p>Organize at least 2 community events by and for residents of all ages</p>

Who can we mobilize to address this goal? (think of all generations!)

Residents at the housing facility of different generations, (our relatives, friends, kids at the local school, older adults from the senior center, parents from PTA group)

Who can we count on for support? Who can influence people with decision making power? What types of organizations are working on similar goals?

Nonprofits in the neighborhood that organize afterschool programs and senior programming, neighborhood association, student government, arts groups, maintenance staff at the housing facility, city officials we think would be supportive, teachers

Who might oppose us?

Administration of the building, some of the building residents, groups that think we would take away clients (turf issues)

Who has the power to make the changes we need?

The president of the company that owns the building, building manager, resident advocate

What resources do we have?

Residents who are engaged, organizations willing to contribute resources, volunteers from other neighborhoods who would help with the clean up, relationship with one member of city council, an action plan, some retired members and students have additional time to invest, we know lots of people in the neighborhood, we have a multigenerational leadership group so can reach a wide variety of residents

What resources are we lacking?

We don't have a lot of influence on the administration of the building, we don't have that many connections in the neighborhood with people that have a lot of influence, we have limited funds, people are tired and frustrated that things haven't worked out in the past.

What are some key actions can we take to change behaviors of all the people listed here?

- Research who has the power to clear out the room
- Hold listening sessions at the housing facility to find out what residents would like to do with a community room, and answer questions of residents who aren't on board
- Bring a multigenerational group of residents to visit the people who have influence to clear out the room and tell their story
- Hold a multigenerational event outside the storage facility to show its potential impact
- Ask residents to write letters and call the building manager

Module 2: Action Planning Worksheet

ACTION	STEPS TO TAKE to complete action	RESOURCES Needed (funds, materials, people)	WHO IS RESPONSIBLE?	WHO ELSE needs to be involved? / any related initiatives?	MILESTONES How we know we are moving in the right direction

ACTION	STEPS TO TAKE to complete action	RESOURCES Needed (funds, materials, people)	WHO IS RESPONSIBLE?	WHO ELSE needs to be involved? / any related initiatives?	MILESTONES How we know we are moving in the right direction

Module 2: Sample Action Planning Worksheet

ACTION	STEPS TO TAKE to complete action	RESOURCES Needed (funds, materials, people)	WHO IS RESPONSIBLE?	WHO ELSE needs to be involved? / any related initiatives?	MILESTONES How we know we are moving in the right direction
Research who has the authority to clear out the storage room.	Talk with the building manager—find out who makes this decision		John	Other tenants groups, housing authority, maintenance staff	Identified and Spoken with the building manager
	Talk with tenant leader to find out what has been done in the past around this issue and how decisions get made		Maria	Tenant leader, other tenants who have been involved historically in advocacy efforts	Understand what efforts have been made in the past to clear out the storage room
	Research this person/people (what is important to them, who they listen to)	Computer, phone, minutes of meetings, people with connections to person with influence	Mae		Identify main priorities for person in power
	Report back to leadership team and use info to further develop plan of action	Meeting space,	Pat	leadership team, university faculty and students to help with action planning	Action plan is modified to reflect new info

ACTION	STEPS TO TAKE to complete action	RESOURCES Needed (funds, materials, people)	WHO IS RESPONSIBLE?	WHO ELSE needs to be involved? / any related initiatives?	MILESTONES How we know we are moving in the right direction
Speak with at least 40 supporters of different ages to gather support and find out what types of activities they would want in the community room	Identify 50 supporters from different age groups through leadership team contacts		Joe		
	Each team member doorknock 5 people of different ages and gather info		Liz		
	Reconvene and identify themes, ideas		James		
	Organize a feedback session when you et everyone you spoke with know what came out of th interveiw		Gloria		
	Meet with organizational reps who might be supportive to discuss how they can be involved		John		
Influence decision maker to make the change through meetings, calls, letters and getting others with influence to talk with them and clear out the storage unit			Mary		
			Pat		
			Joe		
			Mae		
			Liz		

Module 3: Optional sessions (Handouts)

Assessing My Style	120
Conflict Management Style	121
Stages of Conflict	122
Tips for Dealing with Conflict	123
A Conflict I Have Experienced	124
Storytelling: Prep Sheet	125-126
Constructive Feedback Question	127

Module 3: Assessing my style

Assessing My Style

Directions: Identify 3 different relationships that are significant to you. Write the name each person to the left of the boxes in the grid below. In the corresponding boxes reflect on how you respond when in conflict with that person. Include a specific description of your feelings and behavior.

Name	Feelings	Behavior

Module 3: Conflict Management Styles

Conflict Management Styles

The Woodpecker: Competing

These are individuals who are focused and directed towards goals. They will push and have a fast pace when trying to achieve the goal. They will win at whatever cost, taking an “all or nothing” stance. They may be stubborn and view compromise as a sellout. They are bottom-line oriented. They prefer to function independently and often respond negatively to criticism.

The Ostrich: Avoiding

Ostriches will do almost anything to avoid conflict. They are loyal and view change with suspicion. Ostriches process information deliberately and accurately. They often respond negatively when there is pressure to “hurry up.”

The Parakeet: Accommodating

The parakeet is very concerned with the approval of others. They may lose track of personal goals for the sake of camaraderie. They tend to prevent things from becoming overly serious. They might agree to something to get the immediate pressure off. They have a heightened sense of what others want to hear. They deal with conflict by trying to smooth things out.

The Hummingbird: Compromising

Compromising might mean splitting the difference, or seeking a quick middle ground position. The hummingbird can revise and shift easily; it can go with the flow. Hummingbirds can follow direction, but they like to have a goal in mind. They are flexible and can understand different viewpoints.

The Owl: Collaborating

Collaborating involves an attempt to work with the other person to find a solution that fully satisfies the concerns of both people involved. Owls need to gather information. They are assertive and want to see projects move forward. They may overwhelm people with detail. They want to integrate the concerns of everyone into a solution.

Module 3: Stages of Conflict

STAGES OF CONFLICT

Stage	Signs	Feelings	Destructive Response	Healthy Response
Resting	Poor communication and misunderstandings	Confusion Stress	Unprepared	Clear expectations and fair ways to deal with conflict
Early disagreements	Tension	Frustration Discomfort	Avoidance Talking behind peoples back	Encourage people in conflict to resolve their problems one on one
Growing crisis	Open disagreement; not getting work done	Power struggle Lack of control	Taking sides	Stay neutral Make help available
Confrontation	Bring conflict into meetings, divides group	Fearful, threatened	Verbal, emotional or physical attacks	Strong clear message that this is not OK
De-escalation	Listening, find out what the problems are, looking for solutions	Relief, hesitation	People leave the group	Process for resolving the conflict, compromise
Resolution	Solution, healing, cooperation	Repair damaged relationships	Divided group	Make needed changes

Module 3: Tips for dealing with conflicts

Reject gossip and talking negatively behind others backs

Remember that everyone makes mistakes

Speak respectfully to others

If you have something to say, say it directly to the person, choose an appropriate place to share

Listen to what others are trying to say

Double check and ask for clarification

Take responsibility for your actions, be clear about what you need, feel

Find win-win solutions

Module 3: A conflict I have experienced

WHO WAS INVOLVED?

HOW DID IT START?

WHAT HAPPENED THEN?

HOW DID IT END?

WAS THE OUTCOME POSITIVE, NEGATIVE OR BOTH? EXPLAIN HERE.

Module 3: Storytelling Prep Sheet

Who am I (why should the listener trust me or listen to me)?

What do I want to see changed (i.e., better schools, more local fresh fruit and vegetables)?

What happened to me that made me want this change (or my family or community)?

How did this occur (what are the underlying, root causes that made this happen)?

What specific thing do I want this person to do differently that will help create this change? (visit the school to see the conditions, create a change in food stamp policy so they can be used to pay for fresh fruit and vegetables at the farmers' market)

What visual details will I use?

How long will my story be?

How will I express confidence?

Module 3: Constructive Feedback Questions

How well does the storyteller let the listener know why s/he should trust or listen to him/her?

How well does the storyteller describe what s/he wants to see changed?

How well does the storyteller let the listener know what happened to him or her (or his/her family or community) that made him or her want this change?

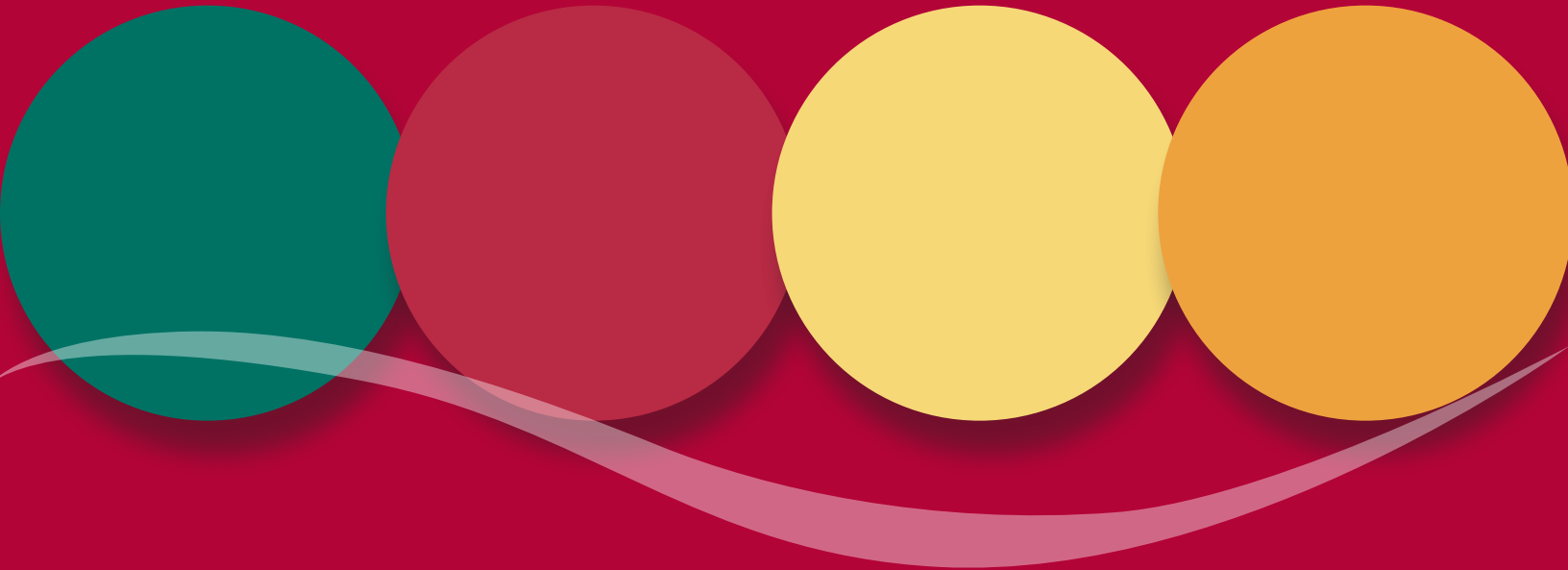
How well does the storyteller explain the underlying cause of what happened to him or her?

How successfully does the storyteller mention a specific thing s/he wants the listener to do differently that will help create a desired change?

What visual details are used?

How brief is the story?

How does the storyteller express confidence?



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