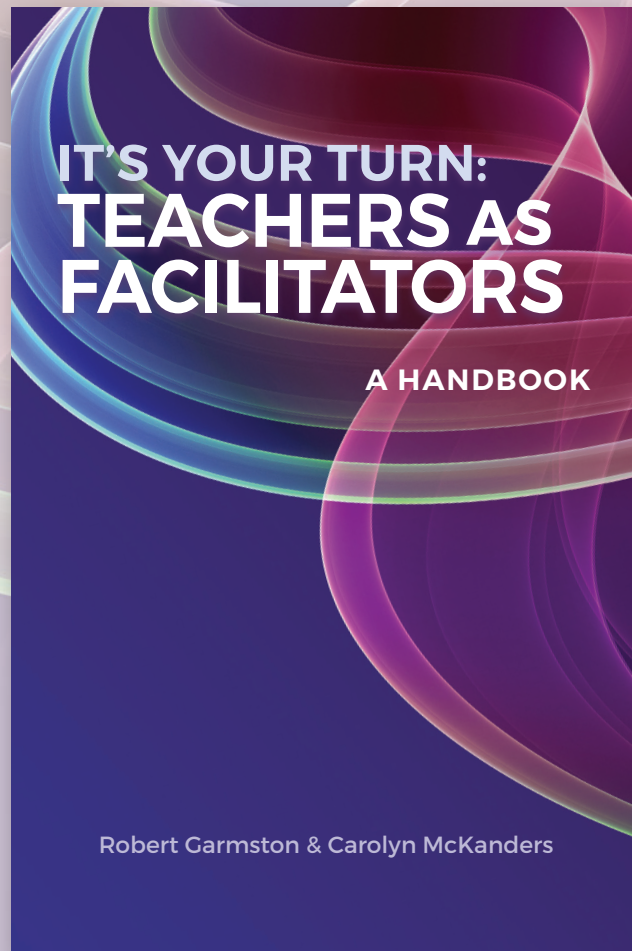


STUDY GUIDE

FOR



Created by:
Robert Garmston & Michael Dolcemascolo

MiraVia[®]

The Road To Learning

IT'S YOUR TURN: TEACHERS AS FACILITATORS

A STUDY GUIDE

Developed by
Robert Garmston and Michael Dolcemascolo

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MiraVia, LLC
835 So. Prospect St. Burlington VT 05401
www.miravia.com · www.miravia.education

Welcome!

This *Study Guide* offers a roadmap for a collective journey through *It's Your Turn: Teachers As Facilitators* by Robert Garmston and Carolyn McKanders.

While this *Study Guide* is for pairs or small groups conversing either face-to-face or connected by phone or the Internet, anyone may be able to use it, even individuals or classes. The metacognitive prompts within the guide will support everyone wishing to learn more about facilitation in whatever setting they engage. The guide is organized so that users can pursue all these goals.

There are many benefits from learning with others: exploring diverse perspectives, deepening collegial relationships, enjoying a sense of commitment to others that encourages personal preparation, acquiring new study and facilitation skills, and providing periodic opportunities for rehearsal. Learners bring their own intentions and values to suggested experiences in this *Study Guide*. Study formats and protocols for either pairs or small groups are provided.

While some groups may be communicating by phone or the Internet, others will be in the same room together. Consider the *Study Guide* as generally applicable to either setting.

A THREE-PHASE LEARNING MODEL

We offer ideas for an approach to study that comes from a widely accepted learning model developed by Laura Lipton and Bruce Wellman (2003). In this model a facilitator, who also participates, guides the group through three stages of study in the Collaborative Learning Cycle. These stages also offer a reasonable structure for partners engaging in this collaborative book study. The three phases represent the essence of agreed on principles of many experts:

- First, **activating and engaging** what learners know about a topic.
- Next, **exploring and discovering** new content.
- And third, **organizing and integrating** newly acquired learning.

Each *Study Guide* section refers to one chapter in the *It's Your Turn: Teachers As Facilitators handbook (TAF)* and is organized in these three collaborative learning phases. You may decide to use the chapter guides sequentially, beginning with the Introduction and Chapter 1 and continuing throughout the book, or you may find certain chapters immediately compelling and want to go to those first. Should you choose the latter, be aware that the study suggestions for some chapters may refer you to earlier chapters. However you choose to use the *TAF Study Guide*, consider this your personal resource.

As facilitators respond to a group's unique needs, or study partners monitor their own development in using this *TAF Study Guide*, you might consider the activities, questions, and prompts for each chapter as recommendations, modifying them as appropriate. While we have designed each session to last for approximately 60 minutes, you may wish to modify this to fit your time frame. You might choose as many as eight sessions, for example, one each for the five chapters plus Introduction and two Addenda, or compact the time by doubling up the reading. What might work best for your group's schedule?

Our thanks to *TAF* co-author Carolyn McKanders and MiraVia Director Laura Lipton for their valuable feedback with this *Study Guide*.

With our best wishes for your continued discoveries and learning success,

Bob Garmston (fabobg@gmail.com) &

Michael Dolcemascolo (michaeldolcemascolo@gmail.com)

Some Suggestions For Your Teachers as Facilitators Book Study Sessions

Tools & Tips

- You may wish to select just some of the suggested activities, depending on timing and group size, or employ others from the *Teachers As Facilitators* handbook.
- It is a helpful practice to pre-read or scan the text and bring notes to sessions based on what topics will be explored.
- When using these conferencing methods, establish norms of listening and participation. It may be helpful to begin with a foundation in these tools:
 - Positive Presuppositions, Chapter 1
 - Paraphrasing, Chapter 3
 - Pause, Paraphrase, Pose a Question Pattern, Chapter 4
 - Working Agreements, Chapter 5.

Facilities

- Post a charted agenda for each face-to-face session (or share a written agenda for video or phone conversations).
- For face-to-face sessions, arrange the room for collaborative conversation.
- For video and phone sessions, prepare technology needs ahead of time.

Processes

1. Each session is designed for an approximate 60-minute time frame.
2. For group face-to-face sessions and video conversations, rotate facilitator and recorder roles for each session, and even within a session when appropriate.
3. Begin with an “Inclusion Strategy” to bring each participant’s voice into the conversation and be fully present. Examples include “*I’m In*,” *TAF* page 16; “*Inter-Venn-tion*,” page 67; and “*Grounding*,” page 68.
4. Offer strategies using the “*What, Why, How*” format (Tools, Chapter 1), offering the name and brief description of the strategy to be used, the reasons or purpose for using it, and the directions or steps for the strategy, visually available whenever possible.
5. Use “*Text as Expert*,” a strategy that uses written information as the focal point for collective meaning making, referencing *Teachers As Facilitators* handbook pages whenever appropriate.
6. Ask for participants’ reflections on the session. What was useful about the session procedures and what ideas for future improvements might study partners or group participants offer?
7. Agree on readings and set next agenda at the conclusion of each session.

INTRODUCTION

Mindsets and Meetings: *Navigate with Empowering Mindsets*

Before the book study meeting, review the “Suggestions” offered at the beginning of this *TAF Study Guide*, including room set up for in person sessions, and creation of a publicly displayed agenda.

ACTIVATING & ENGAGING

After welcoming the group, begin with an Inclusion Strategy, such as Grounding, page 68:

WHAT: **Grounding**

WHY: The tightly structured protocol allows for equity of voice, turn-taking, free expression, and members being heard.

HOW: Explain the procedure:

- Form “small fires,” a circle of chairs for the study group members, or for each sub-group if numbers are large.
- Members take turns talking. For large groups, break into smaller numbers.
- When one member talks, all others are silent.
- Full nonverbal attention is given to the speaker.
- After everyone has talked, the first speaker will summarize what was said.
- When the members indicate that they understand the process, the facilitator names the first speaker. Alert in advance.
- Post on a flip chart what members are to talk about:
 - *My name is . . .*
 - *My role/location is...*
 - *My relationship to the topic of facilitation is . . .*
 - *My expectations for this study group are . . .*
 - *How I feel about being here is . . .*
- If using multiple sub-groups, when all groups are finished, the facilitator calls on the first speaker in each group to give a summary to the whole group.

At the conclusion of the Inclusion Strategy, offer the outcomes and agenda for the meeting.

EXPLORING & DISCOVERING

1. Bridge from activating to exploring by surfacing prior knowledge about the concept of “mindsets.”

WHAT: **Think-Pair-Share**

WHY: Respects the need for think time, and to rehearse with one partner before sharing with a larger group

HOW:

- First, think alone about possible responses to the prompt.
- Second, share your thinking with one partner.
- Third, open thinking to the whole group.

PROMPT: *It's Your Turn: Teachers As Facilitators* begins with a quotation from Wayne Dyer: "Change the way you look at things, and the things you look at change." How does this fit with your understanding of the concept "mindset"?

2. Introduce the five facilitator mindsets addressed in the book.

WHAT: **Modified or Expert Jigsaw**

WHY: Familiarize study groups members with the Mindsets that are essential to each chapter; use a collaborative process to construct shared meaning.

HOW:

- Depending on the number of study group members, divide up and assign each of the Mindsets, pages 2-3.
- For larger groups, each Mindset may have more than one "expert," while for groups smaller than five, members will be responsible for more than one.
- Allow time for "experts" to review their section in the book.
- Each "expert" presents their Mindset, and facilitates questions and comments.
- Continue until all five have been presented.

3. Collaboratively examine McKanders' and Garmston's two premises about facilitation, *TAF*, pages 4-5:

- What might be some of the group's reactions to the premise that people have positive intentions?
- What are some of the group's experiences with the second premise, that internal states of people are understood without words?
- What are some of the implications of these premises on your future facilitation work?

ORGANIZING & INTEGRATING

- Begin a journal regarding your own development of the five facilitator Mindsets.
- Ask for participants' reflections on the session. What are their **MIPs**, the *Most Important Points*?
- What was useful about the session activities and what ideas for future improvements might study partners or group participants offer?
- Agree on readings and set next agenda at the conclusion of each session. Specifically, ask participants to read the "Relevant Information" in Chapter 1 (pages 9-12) and highlight ideas of relevance to them. Be prepared to share those highlights at the next book study meeting.



CHAPTER 1: **See a Group As It Could Be** *You Must Perceive It To Achieve It*

Before the book study meeting, review the “Suggestions” offered at the beginning of this *TAF Study Guide*, including room set up for in person sessions, and creation of a charted agenda.

ACTIVATING & ENGAGING

After welcoming group members, facilitate an Inclusion Strategy:

WHAT: I’m In

WHY: Maximize effectiveness by confirming each member’s readiness to participate.

HOW: Round robin, each person says something on their mind about a topic of their choice: their classroom, this group, expectations for today, an event like a field trip, etc. At the conclusion of their offering, they pronounce themselves present by saying, “I’m in,” or they may simply say, “I’m in” without an offering.

This second process can be in addition to, or an alternative to **I’m In**.

WHAT: Review Working Agreements

WHY: Maintain effectiveness, efficiency, and productive conflict.

HOW: Ask members to name the working agreements they perceive the group has made. Some of these may be used in practice but never discussed and adopted.

Record these on a flip chart.

Ask the group to assess how well these agreements are being practiced, and suggestions for refinements that could improve member satisfaction and group productivity.

Select two ideas for future use.

At the conclusion of the Inclusion Strategy, offer the outcomes and agenda for the meeting.

EXPLORING & DISCOVERING

Ask participants to review the items that they highlighted in preparation for this meeting, *TAF*, pages 9-12. After a few minutes invite them to select items to share from their highlights. Then share the What, Why and How of the dialogue process First Turn/Last Turn:

WHAT: First Turn/ Last Turn

WHY:

- Provide a scaffold for dialogue
- Practice cognitive, emotional, and social skills including turn-taking, self-management, comprehension, interpretation, application, relating, integrating, metacognition, and appreciation of others.

HOW:

- Facilitator names a person to start.
- In turn, members share one of their highlighted items, but do not comment on it. They simply read it

to the group.

- In round-robin fashion, group members comment about the identified item WITH NO CROSS TALK.
- The initial person who named the item now shares their thinking about the item, and therefore, gets the “last turn.”
- Repeat the pattern around the table.

Debrief: Reflecting on today’s conversation, what might be some of the examples we are noticing of positive presuppositions (TAF, page 13) in our dialogue?

Shift the conversation from the book’s content to its processes by engaging in a Strategy Harvest:

WHAT: **Strategy Harvest**

WHY:

- Review and clarify the Tools for Facilitators and Processes for Groups in this chapter.
- Plan for your use of the Tools and Processes in an upcoming facilitation.

HOW:

- Review the Tools for Facilitators and Processes for Groups, pages 13-18.
- With colleagues, clarify the What, Why, and How of the Tools and Processes.
- Share experiences using them.
- What might be some of the ways these Tools and Processes alleviate the tensions teachers identified on page 8?
- Select 1-2 that you might use in an upcoming facilitation, and conducting a planning conversation about application.
- Note: Checked items indicate those used in this *TAF Study Guide*

Facilitator Tools

- ✓ Positive Presuppositions
- ✓ Third Point
- Closing the Window
- ✓ Pluses and Wishes
- ✓ What Why How Pattern

Group Processes

- Group Visioning
- ✓ I’m In
- Two Sides of a Coin
- Group Reflections
- Group Inventory

ORGANIZING & INTEGRATING

- Use the **Pluses and Wishes** Facilitator’s Tool, *TAF*, page 13.
- Reflecting on today’s conversation, what might be some of the examples we are noticing of **positive presuppositions** (page 13) in our dialogue?
- Continue journal reflections regarding your own development of the five facilitator Mindsets, particularly “See a Group As It Could Be.” Use the “Reflecting” prompts on *TAF*, page 19.
- Make a commitment to one of the actions in the “Try This” section, page 19.
- Ask for participants’ reflections on the session. What was useful about the session activities and what ideas for future improvements might study partners or group participants offer?
- Agree on readings and set next agenda at the conclusion of each session.



CHAPTER 2: Groups Grant Consent *Get Permission to Lead*

Before the book study meeting, review the “Suggestions” offered at the beginning of this *TAF Study Guide*, including room set up for in person sessions, and creation of a charted agenda.

ACTIVATING & ENGAGING

After welcoming group members, facilitate an Inclusion Strategy:

WHAT: **Authenticity T-Chart**

WHY:

- Visual Organizer offers group a **Third Point** (*TAF*, page 13) for dialogue.
- Surface beliefs and activate prior knowledge about facilitator authenticity.

HOW:

- First, individually jot down beliefs and specific examples about what demonstrates authenticity in a facilitator, and what behaviors erode it.
- On a chart, construct a T-Chart capturing the group’s ideas.
- After viewing the group’s T-chart, what might be some of the possible conclusions the group might draw?

At the conclusion of the Inclusion Strategy, offer the outcomes and agenda for the meeting.

EXPLORING & DISCOVERING

1. Dialogue Prompts:

- *TAF*, page 22 lists tensions teacher facilitators have experienced. What might be the top three for you?
- Groups that feel psychologically safe do their best work. List the best ways to accomplish this. What are some ways you currently help a group observe and increase their effectiveness? What is an idea you’d like to add to your practice?
- What are some circumstances in which you spent energy to influence how others saw you? What were some of your reasons?

2. Skills Practice:

WHAT: **Rehearsing with Approachability and Credibility**

WHY: (*TAF*, page 24)

- Vocal variety results in increased comprehension.
- Meaning can be changed by altering tone or gestures.
- Different messages are conveyed by different ways of using voice.

HOW:

- Review the research and description for **approachable** and **credible**, starting with page 24, “Zoller (2007) conducted a video study...,” concluding on page 25, “The alternative approachable voice...”
- Each book study participant demonstrates a credible and approachable voice. Use these sentences:
 - CREDIBLE – “Look this way, please.”
 - APPROACHABLE – “What questions might anyone have?”
- Offer each other feedback and support.
- Debrief the practice: Under what circumstances might a facilitator use an approachable voice, and when might it be important to use a credible voice? What am I learning about my own communication habits, and what might be some next steps?

3. Shift the conversation from the book’s content to its processes by engaging in a **Strategy Harvest**:

WHAT: **Strategy Harvest**

WHY:

- Review and clarify the Tools for Facilitators and Processes for Groups in this chapter.
- Plan for your use of the Tools and Processes in an upcoming facilitation.

HOW:

- Reflect on Tools and Processes that you have tried since the last Study Group meeting.
- Review the Tools for Facilitators and Processes for Groups, pages 26-32.
- With colleagues, clarify the What, Why, and How of the Tools and Processes.
- Share experiences using them.
- What might be some of the ways these Tools and Processes alleviate the tensions teachers identified on page 22?
- Select 1-2 that you might use in an upcoming facilitation, and conducting a planning conversation about application.
- Note: Checked items indicate those used in this *TAF Study Guide*.

Facilitator Tools

Attention First

Hand Signal

√ Facilitator Rituals

Role Clarification

Decision Making Guiding Questions

√ Public Agenda

Group Processes

Prioritizing Outcomes

Stand-Up Meeting

Group Choice

One-2-Six

ORGANIZING & INTEGRATING

- Continue journal reflections regarding your own development of the five facilitator Mindsets, particularly “Groups Grant Consent.” Use the “Reflecting” prompts on page 33, particularly #2.
- Make a commitment to one of the actions in the “Try This” section, page 33. Given today’s practice, consider #3.
- Ask for participants’ reflections on the session. What was useful about the session activities and what ideas for future improvements might study partners or group participants offer?
- Agree on readings and set next agenda at the conclusion of each session.



CHAPTER 3:

Prepare, Don't Attach

Your Responses Are More Important

Before the book study meeting, review the “Suggestions” offered at the beginning of this *TAF Study Guide*, including room set up for in person sessions, and creation of a charted agenda.

ACTIVATING & ENGAGING

After welcoming the group, invite each participant to:

- Share: As you reflect on the first two Mindsets—*See a Group as It Could Be* and *Groups Grant Consent*—what might be some of the discoveries you are making?
- Review the Gregory Bateson quotation on *TAF* page 39: “*The person with the greatest flexibility has the greatest influence.*” What might be some examples and counter examples?
- Recall a time in your facilitation work where you had to be flexible and improvise your next move. What was the context, result, and what internal and external resources did you draw upon?
- Share out with the study group.

At the conclusion of the Inclusion Strategy, offer the outcomes and agenda for the meeting.

EXPLORING & DISCOVERING

1. Use the **Focused Reading Strategy** on the 6 basic tools to manage disruption, pages 37-38. This will allow the group to construct meaning individually, and then collaboratively. Mark each idea with ✓ if you have used it before, * if it's new and you will add it to your repertoire, and ? if you are not sure about it. Share your *'s and reasons for marking them in that way. Clarify items marked with ?.
2. Practice the Facilitator Tool of **Visual Paragraph**, page 42:
 - Alone, jot down 3-4 steps in directions you might offer for a strategy.
 - Next, rehearse delivering the first direction while making eye contact with your “audience,” and credible nonverbals of straight posture, and downward hand motions. Silently practice saying the first direction.
 - Break eye contact, take a step to your left, reconnect eye contact with the audience, and silently practice saying the second direction, all with credible nonverbals. See *TAF* pages 93-94 for reference.
 - Again, break, breathe, reconnect, and deliver the third step.
 - Now, try it again with a partner, who will offer you feedback on both your verbal and nonverbal delivery.
 - Switch and repeat for your partner.
3. Time permitting, allow practice of the **Acknowledge Resistance** tool, page 43, building upon the **Visual Paragraph** practice.
4. Facilitate quartet or small group practice of **Paraphrasing** (page 45):
 - One book study participant offers a reflection about any content in the chapter/Handbook.
 - Another participant offers an **acknowledging paraphrase**, following the model on page 45.

- Another participant offers an **organizing paraphrase**, following the model on page 45.
- Finally, another offers an **abstracting paraphrase**, following the model on page 45.
- Debrief the round by having the original speaker reflect on the effect of the three different paraphrases.
- Repeat the rounds and reflections until all have offered an idea and been paraphrased.

5. Shift the conversation from the book's content to its processes by engaging in a **Strategy Harvest**:

WHAT: **Strategy Harvest**

WHY:

- Review and clarify the Tools for Facilitators and Processes for Groups in this chapter.
- Plan for your use of the Tools and Processes in an upcoming facilitation.

HOW:

- Reflect on Tools and Processes that you have tried since the last Study Group meeting.
- Review the Tools for Facilitators and Processes for Groups, pages 41-48.
- With colleagues, clarify the What, Why, and How of the Tools and Processes.
- Share experiences using them.
- What might be some of the ways these Tools and Processes alleviate the tensions teachers identified on page 36?
- Select 1-2 that you might use in an upcoming facilitation, and conducting a planning conversation about application.
- Note: Checked items indicate those used in this *TAF Study Guide*

Facilitator Tools

Parking Lot

Applause

Relevancy Check

Airplane Stacking

✓ Visual Paragraph

✓ Acknowledge Resistance

Topic As Given, Topic As Understood

✓ Paraphrasing

Group Processes

Six-Step Response

Mix-Freeze-Pair

Elephant Walk

Fist To Five

Post-It Preferences

ORGANIZING & INTEGRATING

- Make a commitment to one of the actions in the “Try This” section, page 49.
- Continue journal reflections regarding your own development of the five facilitator Mindsets, particularly “Prepare, Don’t Attach.” Use the “Reflecting” prompts on page 48.
- Ask for participants’ reflections on the session. What was useful about the session activities and what ideas for future improvements might study partners or group participants offer?
- Agree on readings and set next agenda at the conclusion of each session.



CHAPTER 4: Diversity Enriches *Inclusion Makes Groups Smarter*

Before the book study meeting, review the “Suggestions” offered at the beginning of this *TAF Study Guide*, including room set up for in person sessions, and creation of a charted agenda.

ACTIVATING & ENGAGING

After welcoming the group, invite each participant to:

- Use the **Inter-VENN-tion** strategy, page 67, to acknowledge uniqueness and common ground among book study participants.

At the conclusion of the Inclusion Strategy, offer the outcomes and agenda for the meeting.

EXPLORING & DISCOVERING

1. Page 60 introduces the topic of group norms. What are a couple of norms understood by everyone in your group? What is one additional norm that would help the group work more effectively? Why?
2. In Chapter One of this Book Study Guide, you were introduced to the dialogue process *First Turn/Last Turn*. Review the What? Why? and How? of the strategy, then apply it to the section on “Microaggressions,” pages 61-63.
3. “*He teaches math but is a good listener,*” (or “*He speaks with an accent but...*”) This comment may be offensive to some. What assumptions does this statement imply? What might you say to reduce any tensions caused by this statement? Share these. Discuss.
4. Shift the conversation from the book’s content to its processes by engaging in a **Strategy Harvest**:

WHAT: **Strategy Harvest**

WHY:

- Review and clarify the Tools for Facilitators and Processes for Groups in this chapter.
- Plan for your use of the Tools and Processes in an upcoming facilitation

HOW:

- Reflect on Tools and Processes that you have tried since the last Study Group meeting.
- Review the Tools for Facilitators and Processes for Groups, pages 64-72.
- With colleagues, clarify the What, Why, and How of the Tools and Processes.
- Share experiences using them.
- What might be some of the ways these Tools and Processes alleviate the tensions teachers identified on page 54?
- Select 1-2 that you might use in an upcoming facilitation, and conducting a planning conversation about application
- Note: Checked items indicate those used in this *TAF Study Guide*.

Facilitator Tools

Procedure Check

Assumptions Inquiry

Pause, Paraphrase, Pose a Question Pattern

✓ Small Fires

✓ Balance Participation

Group Processes

✓ Inter-VENN-tion

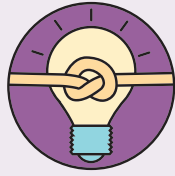
✓ Grounding

Data-Driven Dialogue

People & Principles

ORGANIZING & INTEGRATING

- With a colleague or individually, respond to the reflecting prompts at the bottom of page 71.
- Begin journal reflections about your unconscious use of microaggressions—or—describe some microaggressions you have heard (or received) and what you might say to resourcefully respond in ways to support consciousness, collaboration, and learning.
- Facilitate a dialogue about the differences between “intention” and “impact” of our words and communications.
- Make a commitment to one of the actions in the “Try This” section, page 72.
- Ask for participants’ reflections on the session. What were some ways diverse contributions contributed to your group’s thinking? **Think, Ink & Share.**
- Agree on readings and set next agenda at the conclusion of each session.



CHAPTER 5: Never Let A Conflict Go To Waste *Liberate Opportunities*

Before the book study meeting, review the “Suggestions” offered at the beginning of this *TAF Study Guide*, including room set up for in person sessions, and creation of a charted agenda.

ACTIVATING & ENGAGING

After welcoming the group, invite each participant to:

- Set a personal and group goal to attend to “Stems of Connection,” page 82, monitoring to replace “but” with “and...,” then adding connective stems.
- Use the Assumptions Wall group process, page 87, to surface participants’ attitudes about conflict.

At the conclusion of the Inclusion Strategy, offer the outcomes and agenda for the meeting.

EXPLORING & DISCOVERING

1. Use the partners **Say Something** Strategy to explore four key suggestions the authors give for working with conflict, page 76:

- “From discomfort comes the space and energy for positive change.”
- “Listen for values, not issues.”
- “Keep the conversation in one timeframe.”
- “Keep it safe.”

WHAT: Say Something, a paired reading strategy.

WHY: Individually and collaboratively construct meaning from text.

HOW: Individually, read the first suggestion on page 76, then...

- When your partner is ready, each turn and **Say Something** about the paragraph (e.g., a paraphrase, a key idea, a question, or a connection)
- Return to the text, suggestion #2, and read silently
- Repeat the pattern for all four suggestions.

2. Group practice creating a **Polarity Map**, following the directions on page 89. Conclude with a debrief of your practice and commit to a plan for using it again in the future.

3. Facilitate a conversation about how seeking to understand using paraphrasing might support your group in reducing chances for affective conflict, and promoting productive cognitive discourse, *TAF*, p.79.

4. Shift the conversation from the book’s content to its processes by engaging in a **Strategy Harvest**:

WHAT: **Strategy Harvest**

WHY:

- Review and clarify the Tools for Facilitators and Processes for Groups in this chapter.
- Plan for your use of the Tools and Processes in an upcoming facilitation.

HOW:

- Reflect on Tools and Processes that you have tried since the last Study Group meeting.
- Review the Tools for Facilitators and Processes for Groups, pages 81-90.
- With colleagues, clarify the What, Why, and How of the Tools and Processes.
- Share experiences using them.
- What might be some of the ways these Tools and Processes alleviate the tensions teachers identified on page 74?
- Select 1-2 that you might use in an upcoming facilitation, and conducting a planning conversation about application.
- Note: Checked items indicate those used in this *TAF Study Guide*.

Facilitator Tools

- ✓ Set Working Agreements
- ✓ Stems of Connection
- Sufficient Consensus
- Centi-Cents
- Disagreement Grid
- Freeing Stuck Groups
- Relevancy Check
- Resolution Engagement
- Desired State Map

Group Processes

- ✓ Assumptions Wall
- ✓ Working Agreements
- ✓ Polarity Mapping

ORGANIZING & INTEGRATING

- Reflect upon the groups use of **Stems of Connection** during the session.
- Continue journal reflections regarding your own development of the five facilitator mindsets, particularly “Never Let a Conflict Go To Waste.” Use the “Reflecting” prompts on page 91.
- Ask for participants’ reflections on the session. What was useful about the session activities and what ideas for future improvements might study partners or group participants offer?
- Agree on readings and set next agenda at the conclusion of each session.
- Note: Checked items indicate those used in this *TAF Study Guide*.

ADDENDUM A

Virtual Presence: Generalizations

by Kendall Zoller Ph.D.

Before the book study meeting, review the “Suggestions” offered at the beginning of this *TAF Study Guide*, including room set up for in person sessions, and creation of a charted agenda. We are presenting each addendum as a separate book study meeting. Of course, the two can be combined into one meeting.

ACTIVATING & ENGAGING

After welcoming group members, facilitate an Inclusion Strategy.

- **Zoom Stories**—Each book study member shares a discovery or a delightful experience they have had with virtual facilitation.

At the conclusion of the Inclusion Strategy, offer the outcomes and agenda for the meeting.

EXPLORING & DISCOVERING

- What do you consider your greatest stretches when you facilitate virtually?
- Speaking into a camera requires making some changes in how you facilitate. What changes could be useful for you?
- “Laugh louder, smile more broadly.” What makes this sound advice when presenting virtually?

ORGANIZING & INTEGRATING

- Continue journal reflections regarding your own development of the five facilitator mindsets. Include reflections on your own strengths and stretches using a virtual platform for facilitating a group.
- Given Zoller’s suggestions in this Addenda, what features do you want to include when you are before the camera?

ADDENDUM B

Giving Clear Directions is Not as Simple as it Looks by Robert Garmston and Carolyn McKanders

Before the book study meeting, review the “Suggestions” offered at the beginning of this *TAF Study Guide*, including room set up for in person sessions, and creation of a charted agenda. We are presenting each addendum as a separate book study meeting. Of course, the two can be combined into one meeting.

ACTIVATING & ENGAGING

After welcoming group members, facilitate an Inclusion Strategy.

WHAT: **Synecotics**

WHY:

- Engages and honors analogical thinkers.
- Activates prior knowledge and experience about direction-giving.
- Offers a “light,” potentially whimsical opening for those who need a “ha ha” before they have an “aha!”

HOW:

- Invite connections between usually unrelated items.
- Choose 1 of the 3 variations below:
 - Complete the prompt: “*Giving directions is like playing (insert game or sport of your choice) because...*”
 - Draw a grid with four boxes on chart paper. Ask the group to brainstorm four items that can be found in a typical kitchen. For each item, complete the analogy “*Giving directions is like (e.g., a refrigerator, a stove, a blender) because...*”
 - Picture Synectics: Offer the group vivid natural images (e.g., from National Geographic). Group selects one, and completes the prompt, “*Giving directions is like (our chosen image) because...*”

At the conclusion of the Inclusion Strategy, review the outcomes and agenda for the meeting.

EXPLORING & DISCOVERING

- Name four forms of giving directions.
- Your slide reads: *What verbal and physical changes might you make between each instruction?*
 - Compare notes with a partner.
 - Identify what appear to be “common” ideas.
 - List ideas held by just one of you.
- Which word below would seem to be the clearest direction to a group and why?
 - **Share** common ideas.
 - **List** common ideas.
 - **Identify** common ideas.
 - **What** ideas seem the most useful?

- The most effective instructions use **What, Why and How**. Which is the most important. Why? Examine differences in opinion.
- Pronoun alert. What nuances would you consider in selecting a pronoun or no pronoun at all when giving directions?

ORGANIZING & INTEGRATING

- List 3-4 ideas about direction giving you plan to use. Explain the rationale for your choices.
- Complete your final journal entry for the *TAF Study Guide*, and a plan for next steps.
- Optional: Share out plans—as well as appreciations—with fellow book study members.

STUDY GUIDE DEVELOPERS

Bob Garmston is the author/coauthor of a dozen books. Recently published titles include *The Astonishing Power of Storytelling* (2018), *Transforming Teamwork: Cultivating Collaborative Cultures* (2019) and *It's Your Turn: Teachers As Facilitators- A Handbook* (2021). Bob's books have been translated into Arabic, Dutch, Hebrew, Italian, and Spanish.

Michael Dolcemascolo has co-written five Study Guides with Bob: *Dialogue DVD*, *The Focusing Four DVD*, *The Presenter's Fieldbook*, *The Astonishing Power of Storytelling*, and *It's Your Turn: Teachers As Facilitators- A Handbook*. Michael is the former co-director of Thinking Collaborative and the Center for Adaptive Schools.