



POWERFUL FAMILIES: ADVOCACY IN ACTION

A Curriculum to Train Workshop Facilitators

Developed for:

**Casey Family Programs
Seattle, Washington**

Developed by:

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Los Angeles, California
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1 GETTING STARTED



KEY LEARNING OBJECTIVES:

- A. PRACTICE A SIMPLE PROCESS TO REMEMBER NAMES OF PARTICIPANTS**
- B. EXPLAIN THE PURPOSE OF THE POWERFUL FAMILIES WORKSHOPS**
- C. BRAINSTORM GUIDELINES FOR EFFECTIVE PARTICIPATION IN WORKSHOPS**
- D. REVIEW CONTENT OF ADVOCACY CURRICULUM**
- E. ESTABLISH EFFECTIVE COMMUNICATION AS THE FOUNDATION OF EFFECTIVE ADVOCACY FOR SELF AND OTHERS**

Agenda

| | |
|--|------------|
| Call to Gather | |
| Opening Remarks | 5 minutes |
| Welcome | |
| Objectives of session | |
| Introductions and Check-In | 5 minutes |
| Name | |
| How are you doing today? | |
| Name memory exercise | 5 minutes |
| Purpose of Powerful Families | 15 minutes |
| Guidelines for Effective Participation | 15 minutes |
| Overview of Workshop Curriculum | 10 minutes |
| Communications exercise | 25 minutes |
| Talking Triads | |
| Summary/Closure | 5 minutes |
| Announcements | |
| Next meeting | |

A. PRACTICE A SIMPLE PROCESS TO REMEMBER NAMES OF PARTICIPANTS



Suggested Time: 15 minutes.



Materials: None.

ICEBREAKER

- Save introductions by each participant for the last part of opening and welcome.
- Tell the group about the importance of learning everyone's name.
- Agree to continue on a first name basis throughout the workshops.
- Ask each participant to make a special effort to remember every name and to address each participant by name as much as possible.
- Identify the process of memory association as a way to help remember names; each person states their name and one very unique aspect of their life – something very special about them.

Example: *“My name is Ruth. I live in an old firehouse and slide down the fire pole every morning”*

The group remembers: Ruth and fire pole.

- Encourage participants to avoid using words that apply to many people;

Instead of: *“My name is Ruth and I am a mother”.*

More unique: *“My name is Ruth and I am a mother of twins”.*

The group remembers: Ruth and twins.

- Go around the room and ask each person to state their name and unique quality.
- After each person has made a statement, go around the room and ask all participants to state the name and quality of the person (facilitators point to a person).
- Repeat a third go around, making sure participants are able to state names and qualifiers.
- Bridge to next exercise.

B. EXPLAIN THE PURPOSE OF THE POWERFUL FAMILIES WORKSHOPS



Suggested Time: 15 minutes.



Materials: Tool Kit for Participants, newsprint and markers.



GUIDED GROUP INTERACTION

- Review the history of Powerful Families Program; provide background information on Casey Family Programs and the sponsoring agency.
- Emphasize the survey of families that indicated their need for help in advocating for themselves and their children.
- Explain the intent of the workshops is to provide skills in communication and advocacy.
- Define skills: skill as the ability to perform or apply knowledge.
- Define knowledge as factual information held in one's memory.
- Powerful Families workshops provide:
Skills + Knowledge = Power to improve/change our lives.
- Explain that each workshop will cover knowledge and skills to improve the ability of participants to advocate for themselves, their families and others.
- Ask participants to list what they would like to learn in the workshops; list their ideas on newsprint.
- Allow participants to ask questions about how the program started and why they were selected.
- Bridge to next exercise.

C. BRAINSTORM GUIDELINES FOR EFFECTIVE PARTICIPATION IN WORKSHOPS



Suggested Time: 15 minutes.



Materials: Newsprint and markers.



BRAINSTORM

- Explain rules for Brainstorming.

This is a very useful technique to generate lots of information from a group of people. It uses a time pressure tactic and doesn't permit reactions to or criticisms of ideas generated during the brainstorming session. One easy way to help participants learn to brainstorm is to set up the following conditions:

Tell the group you will give them 30 seconds to list all the ways they can think of to use a pencil. Hold up a pencil with an eraser and give everyone a few seconds to look at it.

Impose these four conditions:

- 30 second time limit;
- Sky's the limit thinking – absurd responses allowed;
- No criticism of another person's response;
- Use one or two word responses – no long sentences.

The co-facilitator will write (scribble actually) all the responses on a flip chart. At the end of thirty seconds ask the group to review all the responses; identify those that are most useful; those that are most innovative; those that can be taught to children, etc.

The purpose of the brainstorm is to show that groups can produce lots of very useful information if they do not censor their thoughts and are freed from criticism by peers or facilitators.

- Demonstrate a brainstorm by holding up a pencil.
- One facilitator keeps time, the co-facilitator writes responses on newsprint.
- Ask the group to think for a few seconds of the various uses for a pencil.
- At the count of three, give participants 30 seconds to shout out as many uses for a pencil as they can imagine.
- Try to capture all the responses on newsprint.
- Call time.
- Review the list; clarify unusual words or scribbles.

- Explain that brainstorming is a way to generate many ideas in a very short period of time; even if the group had more time, they probably would not come up with many more ideas.
- **Repeat Brainstorm.**
- Now ask the group to brainstorm guidelines for effective participation in groups.
- Give them a few seconds to think quietly to themselves.
- On the count of three, allow 1 minute to generate responses.
- Record responses on newsprint.
- Call time after minute is up.
- Go back and review each response; make sure the entire group believes the response is valid. If there is not agreement, place a question mark beside the comment.
- Guide the group to consensus on all the guidelines to which all agree.
- Establish contract with the group to uphold the guidelines; ask group members to hold each other accountable for fulfilling the guidelines.
- Bridge to next exercise.

D. REVIEW CONTENT OF ADVOCACY CURRICULUM



Suggested Time: 15 minutes.



Materials: Toolkit and Table of Contents page from Curriculum.



GUIDED GROUP INTERACTION

- Explain the workshops consist of nine sessions.
- Describe that each session is approximately 90 minutes long; groups gather for an informal meal and social networking before the meeting.
- Describe the role of the group facilitators.
- Outline each session in the curriculum by stating the title, a brief statement of the purpose of each session.
- Explain the importance of attendance; the closing ceremony for those that have excellent participation.
- Describe the theory of change and some of the research that supports the Powerful Families curriculum.

- Provide an explanation of the adult learning theory; that the sessions are based on learning exercises, skill practice, discussion and other popular education methods.
- Explain that all of the participants will be both learners and teachers; the value of the workshops depends on their participation.
- Ask participants to describe what makes learning exciting to them; under what conditions are they able to enjoy and fully participate; make notes of their ideas.
- Provide an opportunity for questions and responses about Powerful Families; the workshops and other parts of the program.
- Emphasize the importance of communication in the workshops and encourage participants to use the knowledge and skills of communication with their families.
- Bridge to the next exercise.

E. ESTABLISH EFFECTIVE COMMUNICATION AS THE FOUNDATION OF EFFECTIVE ADVOCACY FOR SELF AND OTHERS



Suggested Time: 25 minutes.



Materials: Toolkits pages 3 and 4.



4 STEP METHOD

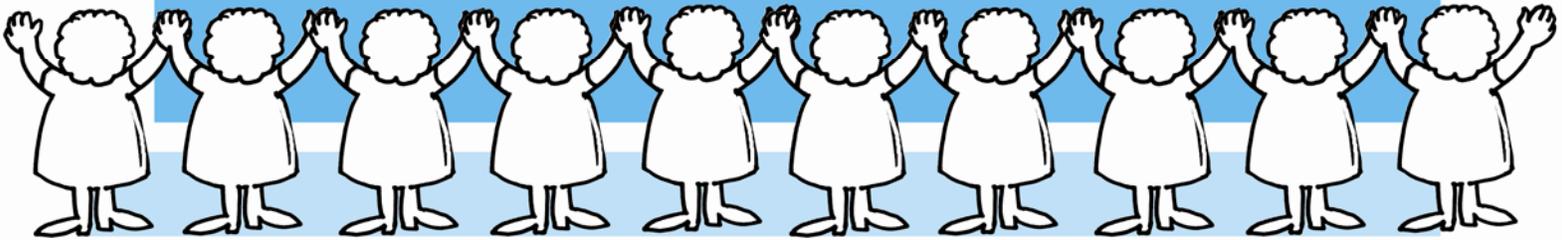
- The four step method enables us to learn by following this simple process:
 - Explain
 - Demonstrate
 - Practice
 - Evaluate
- Explain the basic building blocks of communication: talking, listening and observing.
- Demonstrate that talking is about using voice and gestures (non-verbal communication) to let others know what we want to convey.
- Practice how a participant can tell another about their life, an incident or concern by segmenting what needs to be said into four paragraphs:
 - Paragraph 1: What is the main point and why it is important?
 - Paragraph 2: How the information was learned or revealed to you?
 - Paragraph 3: What is the effect on your present situation?
 - Paragraph 4: What would you want for the future?
- Evaluate how well the presentation was made.
- Next explain that listening is about hearing and trying to understand what is being said. Good listening uses the ears, the mind and the heart. See page 4 in the Toolkit.

- Observing is the skill of quietly focusing on the interaction between a talker and listener. In this exercise the purpose of observing is to provide feedback to the talker and listener.
- Define feedback as giving information back to the talker and listener about how well they did in organizing, speaking, focusing, and attending to each other. See page 4 in Toolkit.
- Ask the participants to form triads – groups of three in the form of a triangle. Sit close together with their knees almost touching. The first round will take about 5 minutes or less.
- Ask each person to select a role as the talker, listener or observer
- Explain that the talker will have three minutes to tell the listener about her/his life or a particular circumstance that contributed to who they have become.
- Explain that the listener will have one minute to reflect back to the talker what the listener heard and understood from what the talker said. Remind listeners not to judge or interpret the disclosure to limit their comments to retelling what was said.
- Explain that the observer will have one minute to tell the talker and listener how they perceived their ability to talk and listen to each other; what they explained clearly, how focused they were, what body language they displayed and how sincere they appeared or sounded.
- Repeat the triad; asking participants to switch roles.
- Repeat a final time so that each participant has been the talker, listener and observer.
- Reconvene the large group.
- Provide an opportunity for participants to talk about the experience of the triad.
- Ask what they learned about talking, listening and observing.
- Ask how they might use these skills in other situations.
- Bridge to summary and closure.

SOME KEY POINTS ABOUT DISCLOSURE, LISTENING AND GIVING SUPPORT

- Learning to talk about ourselves and what is really happening in our lives is a challenge.
- We often fear reprisal or that no one really cares; that we'll be judged
- Learning to advocate for ourselves and others requires that we develop comfort in speaking up and speaking out.
- We can provide immense support by actively listening and providing non-judgmental support to each other.
- Body language often speaks louder than our voices; we need to become more aware of our body language and use non-verbal communication to convey what we really mean.
 - Children and adults can learn to become effective talkers and listeners with practice.
 - Communication is a fundamental building block of social life; effective communication can bring many benefits to our interactions with others.
 - There are many opportunities in each day to practice effective communication.

2 THE IMPORTANCE OF GROUPS



KEY LEARNING OBJECTIVES:

- A. OUTLINE THE DIFFERENT FORMS OF GROUPS**
- B. EXPLAIN PURPOSE OF EACH KIND OF GROUP AND HOW MEMBERS INTERACT IN DIFFERENT GROUP SETTINGS**
- C. PRACTICE BEHAVIORS ASSOCIATED WITH VARIOUS GROUPS**
- D. IDENTIFY SPECIAL ROLES OF TASK GROUPS**
- E. ESTABLISH THE FAMILY AS A TASK GROUPS WITH MORE COMPLEX ROLES AND BEHAVIORS FOR MEMBERS**
- F. SIMULATE A TASK GROUP AND LESSONS LEARNED FROM PARTICIPATION IN THE EXERCISE**

Agenda

Call to Gather

Welcome

10 minutes

Session Topic

Objectives

Introductions and Check-In

10 minutes

Review Chart: Types of Groups

20 minutes

Role Play: 3 Kinds of Groups

15 minutes

Discussion: The Family as a Task Group

10 minutes

Simulated Exercise: Tower Game

20 minutes

Summary/Closure

5 minutes

A. OUTLINE THE DIFFERENT FORMS OF GROUPS



Suggested Time: 20 minutes.



Materials: Types of Groups Chart.

- Welcome participants to the second session.
- State that session two focuses on groups and builds on the communications exercises from Session One.
- Briefly review the elements of talking, listening and observing



TIP! Ask group members to explain good talking; good listening; good observation skills

- Distribute copies of the Groups Chart.

B. EXPLAIN PURPOSE OF DIFFERENT GROUPS



4 STEP METHOD

- Explain each type of group.
- Provide an example of the group.
- Discuss the behaviors of group participants.
- Discuss the role of the group leader.

C. PRACTICE BEHAVIORS OF DIFFERENT GROUPS

- Practice: Ask participants to role play the social group; the discussion group; and the education group. (Indicate the support group and task group will be discussed in more detail later).
- Evaluate: Check to make sure that participants are reasonably confident in their ability to distinguish between a social group, discussion group and education group.

D. SPECIAL ROLE OF TASK GROUPS



Suggested Time: 15 minutes.

- Explain again the unique characteristics of task groups.
- State how important tasks groups are in terms of the society; workers participate in task group; government is organized into task groups; and the family is a task groups.
- Establish that for the society to function well, people need to understand how to interact and participate in task groups.
- Establish that everyone in a task group needs to have clear roles and responsibilities and have the skill to carry out their responsibilities.

E. THE FAMILY AS A TASK GROUP



Suggested Time: 10 minutes.



GUIDED GROUP INTERACTION

- Families are task groups. Everyone in the family unit, including children, has a role and responsibility.
- Ask group members to contribute ideas about roles and responsibilities of task groups.
- Ask group members to contribute ideas about families as task groups.
- Write on newsprint the various kinds of task groups; what members of task groups need to perform well; how breakdowns occur in task groups.
- Summarize discussion about families as task groups.

SIMULATED EXERCISE: THE TOWER GAME



Suggested Time: 20 minutes.



Materials: 2 packages of 3" x 5" index cards and one role of clear tape in a dispenser for each group of 4 people (Groups of 12 participants will need 6 packs of index cards and three roles of tape).

- Divide the large group into task groups of 4 to 5 participants.
- Provide each small group with a table clear of everything except index cards and tape.
- Each small group should have 2 packs of cards and one role of tape.
- Explain that the groups are expected to act like task groups and complete the assignment given in the time allowed.
- Write the assignment on newsprint as follows:

USING THE MATERIALS PROVIDED, BUILD THE TALLEST
FREE-STANDING TOWER POSSIBLE

- Announce ten minutes will be allowed to complete the task as described.
- Start the groups.
- While groups are performing the exercise, facilitators take note of how they are performing as a task group.
- Observe the groups and prepare to comment on the following aspects of task group management:

- Did all members of the group understand the task?
- What kind of planning was undertaken?
- How much time was given to planning?
- What roles and responsibilities were determined and how?
- Did time pressure affect the way the group worked?
- Did competition affect the way the group worked?
- Were all people engaged?
- What happened to those who were not engaged?

- Stop the groups after ten minutes.
- Using the questions above, discuss the experience with participants.
- Ask about lessons learned: what would you do differently the next time?

This simulated exercise points out that too often we begin work in task groups feeling the pressure of time and little understanding of the task. Few groups take time to plan, ask questions, think about possible scenarios and look at how others are proceeding. Roles and tasks are assumed rather than discussed with explicit connection to a vision or outcome. In these time pressured task situations, whatever resources are available are used – often, many groups feel they must use all the cards and all of the tape.

Facilitators end this exercise by pointing out that task groups must take time to plan. Often the highest tower can be constructed in less than two minutes without using any tape at all. The key to success in this exercise is planning, involving all group members, assigning tasks according to strengths and keeping everyone on task.

Before closing the exercise, ask the participants to consider what lessons they learned from the tower game and how it might apply to their family dynamics. Suggest they play the game with family members and see what others think about their family as a task group.

SUMMARIZE/ADJOURN



Suggested Time: 5 minutes.

Always end the workshops by asking participants to summarize what they learned during the session or how they are feeling. Each person is asked to make a brief statement, or to use only one word, to describe how they felt about the workshop. The next meeting date and time is announced with reminders about child care, transportation, etc.

- Remind group of the next time and place for the meeting.
- Encourage everyone to use their Toolkits and review with their families what happens in the Powerful Families workshop.

THE DIFFERENT KINDS OF GROUPS

| | FORM | FUNCTION | ORGANIZATION | LEADERSHIP | EXAMPLES |
|-------------------------|---|---|--|---|---|
| SOCIAL GROUP | Informal; rarely meet to conduct any business | Bring people together for recreation, enjoyment; social bonding | Usually like-minded people who like each other and enjoy the company | Informal; no specific responsibilities—anyone can be the leader | Friendship circles; neighbors; clubs |
| DISCUSSION GROUP | Informal; sometimes spontaneous or planned gathering to talk about a topic of mutual interest | Exchange information; social connection | People who are like-minded and enjoy conversation | Informal; leader usually suggests a time/place to gather, helps to start conversation | Co-workers who meet after work; students in cafeteria; neighbors sitting on the stoop |
| EDUCATION GROUP | Formal; people meet at a specific time and place to acquire knowledge | Learning; credentials; develop skills and expertise; “thirst for knowledge” | Inquisitive, goal-directed people open to ideas and information not known to them; classes | Expert; The leader is an authority on subject, gives information, directions and evaluates progress | Classes; training sessions; driver education classes; religious studies |
| SUPPORT GROUP | Combination of formal and informal; meet at specific time and place | Provide empathy, emotional support; experimental learning | People who are living with a concern or condition who benefit from talking with others like themselves | Can be peer or professional led; leadership is often shared among group members | 12-step groups; cancer survivors; children of incarcerated parents |
| TASK GROUP | Combines all of the above over time; highly structured with clear roles and responsibilities | Accomplish specific goals and objectives | Volunteers or paid staff who agree to work together to get job done | Manager; knows/understands the tasks at hand, knows how to motivate and support people | Work groups; committees; families; religious congregations |

3 POWERFUL FAMILIES: HELPING YOU HELPS ME



KEY LEARNING OBJECTIVES:

- A. IDENTIFY COMMON CONCERNS OF FAMILIES IN THE POWERFUL FAMILIES WORKSHOPS**
- B. LIST SOME OF THE FEARS COMMONLY HELD BY FAMILY MEMBERS ABOUT DISCUSSING FAMILY CONCERNS IN GROUP SETTINGS**
- C. ENGAGE GROUP PARTICIPANTS IN DISCUSSION ABOUT WAYS TO OVERCOME FEARS**
- D. OUTLINE LEVELS OF CONFIDENTIALITY AND WAYS TO PROMOTE CONFIDENTIALITY AMONG PARTICIPANTS**
- E. ESTABLISH THAT HELPING EACH OTHER IS AN IMPORTANT WAY TO BUILD CONFIDENCE AND GET HELP FOR EVERYONE'S CONCERNS**

Agenda

| | |
|----------------------------|------------|
| Call to Gather | |
| Opening Remarks | 5 minutes |
| Welcome | |
| Introductions and Check-In | 5 minutes |
| Introduce Session | 5 minutes |
| Topic | |
| Exercises | |
| Brainstorm | 10 minutes |
| List of Common Concerns | |
| Exercise | 40 minutes |
| Complete chart | |
| Guided Group Interaction | 20 minutes |
| Confidentiality | |
| Summary/Closure | 5 minutes |
| Next meeting | |
| Announcements | |

A. IDENTIFY COMMON CONCERNS OF FAMILIES IN THE POWERFUL FAMILIES WORKSHOPS



Suggested Time: 10 minutes.



Materials: Resource sheet at end of chapter.



BRAINSTORM

- Explain that this workshop builds on communications skills and task group skills from previous sessions.
- Establish the ground rules for brainstorming:
 - ❖ Rapid fire responses.
 - ❖ Record each response.
 - ❖ Sky is the limit – think of every imaginable response.
 - ❖ Time pressure.
 - ❖ No judgments or criticisms allowed.
- Prepare the group to brainstorm common concerns faced by workshop participants.
- Give them a few seconds to clear their minds and focus on the question.
- Explain they will have 1 minute to brainstorm as many ideas that come to mind.
- Start the brainstorm: one facilitator writes (scribbles really) the group responses and the other keeps time.
- Stop the brainstorm and examine the list of ideas.
- Clarify the meanings of any unfamiliar words or concepts.
- Lead group in prioritizing the three or four most important concerns to participants.
- Bridge to next exercise.

B. LIST FEARS COMMONLY HELD BY FAMILY MEMBERS ABOUT DISCUSSING FAMILY CONCERNS IN GROUP SETTINGS



Suggested Time: 40 minutes.



Materials: Exercise sheet at end of chapter.

SMALL GROUP INSTRUMENTED EXERCISE

- Explain that the group will divide into smaller task groups; appoint a recorder and discussion leader.
- Ask the recorder to put group's work on newsprint to post on wall.
- Distribute the instrument found at the end of this chapter.
- Each group will complete the four columns that include:
 1. A significant common concern for participants.
 2. How they think families experience the concern (problem).
 3. How this concern could develop into a crisis without attention.
 4. Fears of family members around discussing this issue in groups.
- Demonstrate how to complete the instrument using newsprint.

Example:

Significant Concern: Not enough money to last throughout the month.

Experience of Families: Running out of food, laundry supplies, transportation and other money needed to make appointments; interruption of utility services.

Why attention is needed: Chronic disruption of family life; hunger and malnutrition among children; feelings of shame and guilt; overwhelming anxiety; potential charges of neglect.

C. ENGAGE GROUP PARTICIPANTS IN DISCUSSION ABOUT WAYS TO OVERCOME FEARS

- Reconvene groups.
- Ask each group discussion leader to report on the example from their group.
- Post newsprint on the wall.
- After hearing all reports, lead group in comparisons of responses.
- Identify fears of potential group members about discussing these issues with others in a group setting.
- List ways group members may help others overcome fears.
- Bridge to a discussion of confidentiality.

D. OUTLINE LEVELS OF CONFIDENTIALITY AND WAYS TO PROMOTE CONFIDENTIALITY AMONG PARTICIPANTS



Suggested Time: 20 minutes.



Materials: Newsprint, markers, tape.



GUIDED GROUP INTERACTION

- Ask participants to list what confidentiality means to them; write responses on newsprint.
- Lead group to develop their working definition of confidentiality.
- Assist group in understanding who they can talk to; what they might say; and what they must not say about what happens in the workshop setting.
- Help group identify situations in which confidentiality could be broken.
- Emphasize the role of mandated reporters' (staff and volunteers of child welfare agencies) roles in groups.
- Establish guidelines for handling disclosures that might lead to action by mandated reporters.
- Develop a contract with group about confidentiality.
- Keep confidentiality contract posted in all workshops.

E. ESTABLISH THAT HELPING EACH OTHER IS AN IMPORTANT WAY TO BUILD CONFIDENCE AND GET HELP FOR EVERYONE'S CONCERNS

- Go back to Objective C and ask participants to look at significant problems group members may face.
- Ask participants by show of hands, who would be willing to help someone in these situations.
- Ask group members to name some ways they might be able to help.
- Establish that people who share common concerns and life predicaments have knowledge and experiences to help others that can be very useful.
- Bridge to summary and closure.

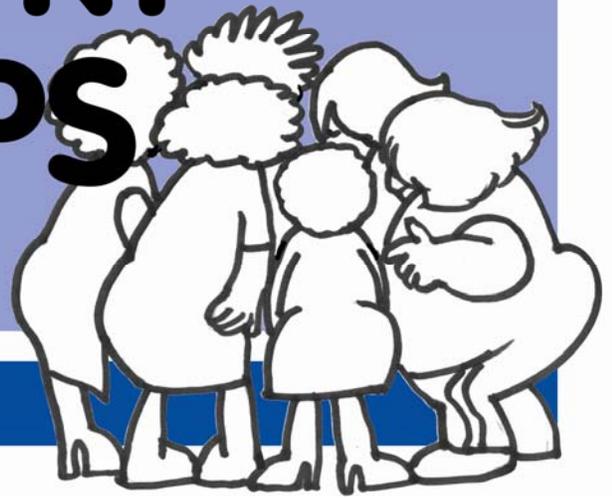
SOME KEY POINTS ABOUT CONFIDENTIALITY

- Trust is slow to build but can be destroyed in a flash.
- All group members bring their prior experiences to the new group setting. The group presents an opportunity for all to try again to build and maintain trust.
- Group members can talk at future meetings about how well they are holding the group's trust; near misses; slip-ups, etc.
- Groups can revisit the confidentiality and other guidelines for participation and make revisions as their experience as a group grows.

CONCERNS OF FAMILIES/OVERCOMING FEAR

| COMMON CONCERNS OF FAMILIES | HOW THESE CONCERNS AFFECT FAMILIES | REASONS WHY FAMILIES DON'T WANT TO DISCUSS CONCERNS IN PUBLIC | HOW GROUP CAN HELP FAMILIES OVERCOME FEARS |
|-----------------------------|------------------------------------|---|--|
| | | | |

4 FORMING OR JOINING SUPPORT GROUPS



KEY LEARNING OBJECTIVES:

- A. ESTABLISH THE HELPER THERAPY PRINCIPLE AS A FUNDAMENTAL TOOL TO IMPROVE SELF-ESTEEM AND MENTAL HEALTH**
- B. PRACTICE HELPING BEHAVIORS TO LOOK FOR IN SELF-HELP GROUPS**
- C. DEMONSTRATE HOW TO FIND EXISTING SELF-HELP GROUPS**
- D. ROLE PLAY A SELF-HELP GROUP TO PRACTICE HELPING BEHAVIORS**

Agenda

| | |
|---|------------|
| Call to Gather | |
| Opening Remarks | 5 minutes |
| Welcome | |
| Objectives for Session 4 | |
| Introductions and Check-In | 5 minutes |
| Name | |
| How are you doing today? | |
| Explain “Helper Therapy” principle | 15 minutes |
| Discuss how “helping you helps me” | |
| Review ideas and information about support groups at end of session | |
| Poll group members who have been in support groups | |
| Demonstrate how to find a support group | 30 minutes |
| Computer or print outs of information | |
| Role play a support group | 20 minutes |
| Discuss feelings about groups | |
| Summary/Closure | 5 minutes |
| Next meeting | |
| Announcements | |

A. ESTABLISH THE HELPER THERAPY PRINCIPLE AS A FUNDAMENTAL TOOL TO IMPROVE SELF-ESTEEM AND MENTAL HEALTH



Suggested Time: 15 minutes.



Materials: Copies of page A-29 from curriculum to hand out.



GUIDED GROUP INTERACTION

- Ask the group to think of times when they have been helpful to others.
- Ask them to close their eyes and reflect back on a time when they really helped another person. Give them ten seconds to capture a memory.
- With eyes closed, ask them to remember how helping made them feel.
- Ask group to open their eyes and call on participants who could remember a specific helping incident.
- Ask her to list anything she remembers feeling about herself.
- Try to elicit feelings of joy, pleasure, happiness, satisfaction, empathy and/or a jolt of self esteem from group members.
- If such recollections do not occur from group members, facilitators may use their own experiences to make the point.
- Explore the meanings of charity basic to many religions and spiritual beliefs.
- Use the information on page 28 – Some Key Points About Self-Help Groups to make the case for joining or forming support groups.
- Ask group members to identify any support groups in which they have participated: examples might include, 12 Step Programs, Weight Watchers, Book Clubs, Bible Study and Parenting Groups.
- Elicit how they were able to give help to others in such groups and in return ask if any received help as well.
- Bridge to next exercise.

B. PRACTICE HELPING BEHAVIORS TO LOOK FOR IN SELF-HELP GROUPS



Suggested Time: 20 minutes.



Materials: Computer with internet connection if possible or Print out of local directories of self-help groups; Copy of: Self-Help Sourcebook.



FOUR STEP METHOD

- Explain that finding support groups is not as easy as it could be.



TIP! Advise participants that waiting until a crisis exists is not the time to look for a support group; participants may want to think about the types of groups they would likely join and identify where those groups meet and how to join them. Keep a list of local groups handy for family and friends.

- Using a computer and internet connection, demonstrate how to use the search engine to locate a group.
- Allow participants to search for groups; encourage them to record information in their ToolKits on page.
- After each participant has had an opportunity to search, ask the group to evaluate what they learned from the experience.
- Demonstrate for the group how to find groups in the yellow pages or newspaper if internet connections are not available.
- List other ways of getting referrals to groups in the community known to group members.
- Summarize and bridge to the next exercise.

C. ROLE PLAY A SUPPORT GROUP



Suggested Time: 15 minutes.



Materials: Copies of page A-30 from curriculum to hand out.



ROLE PLAY

- Select an appropriate role play scenario from the curriculum.
- Distribute the scenario and “script” to the five participants who will play.
- Take the players out of the room and give them 5 minutes to prepare for the role play.
- Coach the players on main points to get across in the role play.
- While the players are preparing for the role play, the other facilitator coaches the remaining participants on their role as observers.
- List the helping behaviors the observers want to see exhibited in the role play.
- Helping behaviors would include:
 - ❖ Active listening.
 - ❖ Empathy expressed verbally.
 - ❖ Empathy expressed non-verbally.
 - ❖ Expressions of support and validation of their problem.
 - ❖ Encouragement that the problem will get better.
 - ❖ Offers of practical help and assistance.
 - ❖ “Me-Too” stories that let the discloser know they are not alone.
- Invite the players back to the room.
- Set five chairs in a circle inside the larger circle.
- Ask players to sit in the inner circle.
- Begin the role play; advise they will have 5 minutes to enact the scenario.
- Stop the role play.
- Ask observers to indicate what helping behaviors they observed.
- Ask players how they felt in the support group.
- Ask group participants how the scenario could have been enacted differently to provide more helping behaviors.
- Close the role play; applause for the actors.
- Bridge to the summary/closure.



ROLE PLAY

Ask four or five volunteers to form a circle in the middle of the larger group. This is called a fish bowl role play because it gives the rest of the group an opportunity to observe what is happening inside the “fishbowl” or smaller group.

The four or five volunteers are those who have had experience in groups or inclined toward participation in support groups. Give the group members an index card describing the purpose of the group they are role playing and what their particular role is.

The index card might read: Single Mothers Support Group and it consists of mothers who are raising sons without a father or another male in the house.

Sarah is the mother of 14 year old Jamal and the two of them live alone in an apartment near the community center. Sarah works in the hospital on the 3 to 11 shift. She is home when Jamal comes in from school, but lately believes he is slipping out of the apartment. He is an angry kid who has stopped going to church and is getting in trouble at school. Sarah wants to hear about how other single mothers are coping with their adolescent sons.

The facilitator is a volunteer at the center. She is a retired social worker and has raised four children by herself. She enjoys giving back to her community by meeting regularly with single mothers who are going through what she went through. She is warm and nurturing and the women enjoy talking with her and among themselves. She starts the group off by having each of the women tell who they are and what has happened since the group met last month. Each woman tells about the events of her life in the last month as it relates to raising sons....they share successes and setbacks with encouragement, empathy and hope. Now they want to hear from Sarah about why she is joining the group.

After Sarah tells her story, the women ask questions about what options she has checked out. Can she change her hours at work? Is there a neighbor where Jamal can stay until she arrives home? Does she know about the mentoring program at the Urban League? Finally one of the women in the group tells Sarah that her sister and brother in law live two blocks from the hospital with their three children. She believes her sister would allow Jamal to spend the evenings at their home while his mother is working. She asks for Sarah's number and says her sister will call in a day or so.

The group members bring the meeting to a close by holding hands in a circle and offering each other hope, encouragement and good luck until they meet again next month. A couple of women offer Sarah their phone numbers and she gives them hers. The meeting ends.

The facilitators ask the group to list the benefits of participation in this group for Sarah and for Jamal. Since one of Sarah's key needs may have been met right away, does she need to continue in the group? Why? What fears might Sarah have had about joining the group? How might Sarah get her needs met without joining a group? What will be required of Sarah if she stays in the group for a year? Is it worth the time and energy? Why?

SOME KEY POINTS ABOUT SUPPORT GROUPS

- It is difficult to estimate how many people in America regularly participate in support groups. At one point in the late 80's it was estimated there were more than 500,000 groups in the country with more than three million regular members.
- More people are thought to use support groups for mental health issues than formal mental health services.
- Support groups are low-cost and accessible; they are easy-in and easy-out without many forms and entanglements.
- Support groups are an effective complement to professional services; they are not a replacement for professional care.
- Support groups offer practical support and experiential learning among people with similar concerns. Studies have shown that participation in groups can improve coping skills and brighten one's outlook on life. Some studies have shown that support groups have positive health benefits for people with chronic conditions.
- A group qualifies as a support group if at least six people meet at least six times in a six month period for at least sixty minutes each time they meet with the intention of helping each other with a common problem. Some groups may have only three or four people and many groups meet for years. Some groups organize into task groups and become service providers or advocate organizations.



ONLINE RESOURCES FOR JOINING OR FORMING SUPPORT GROUPS

The following websites can connect you to self-help organizations to support parents and/or prevent child abuse:

www.njgroups.org

New Jersey Self-Help Group Clearinghouse focuses on helping people help themselves through the use and development of mutual aid self-help groups

<http://mentalhelp.net/selfhelp/>

A keyword-searchable database of over 1,100 national, international, model and online self-help support groups for addictions, bereavement, health, mental health, disabilities, abuse, parenting, caregiver concerns and other stressful life situations.

<http://www.parentsanonymous.org/>

A national organization dedicated to strengthening families and preventing child abuse. The site includes articles and tips on parenting and a listing of local support groups.

<http://www.circleofparents.org/>

A network of parents and groups dedicated to the prevention of child abuse and neglect and to strengthen families through mutual self-help parent support groups.

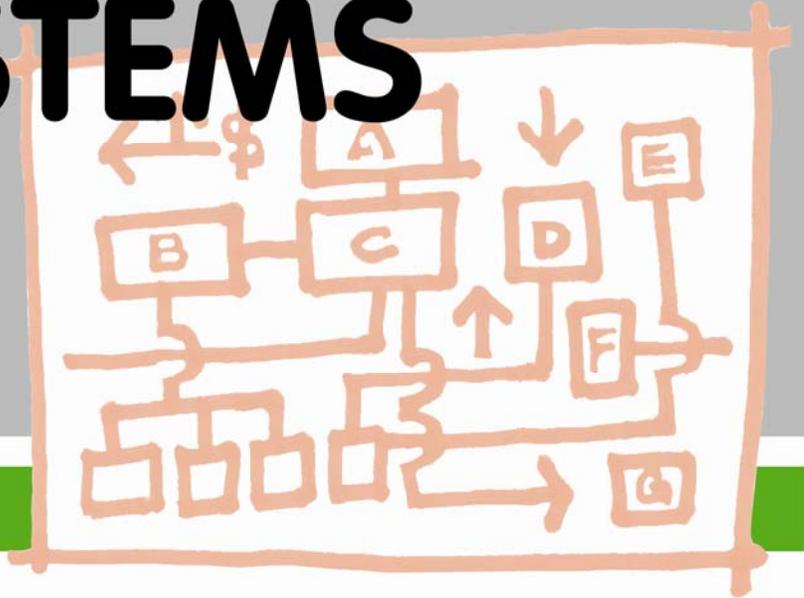
<http://www.dexonline.com/sem?city>

This site contains a listing of thousands of support groups throughout Washington State.

http://dmoz.org/Home/Family/Parenting/Support_Groups/

An online, open directory of Parenting Support Groups.

5 UNDER- STANDING SYSTEMS



KEY LEARNING OBJECTIVES:

- A. IDENTIFY BUREAUCRATIC SYSTEMS MANY GROUP PARTICIPANTS ENCOUNTER**
- B. EXPLAIN HOW SYSTEMS ARE DESIGNED TO WORK**
- C. ILLUSTRATE COMPLEXITIES OF SYSTEMS MOST FAMILIAR TO PARTICIPANTS**
- D. IDENTIFY KNOWLEDGE AND SKILLS NEEDED FOR PARTICIPANTS TO “NAVIGATE” SYSTEMS**
- E. DISCUSS EXPERIENCES OF PARTICIPANTS AND LESSONS LEARNED IN NAVIGATING SYSTEMS**

Agenda

Call to Gather

Opening Remarks 5 minutes

Welcome

Objectives of this session

Introductions and Check-In 5 minutes

Name

How are you doing today?

Brainstorm bureaucratic systems familiar to participants 10 minutes

Small group exercise to identify how systems work and accountability procedures that may exist 30 minutes

Review and discussion of systems maps 20 minutes

Preparation for Sessions 6 and 7 10 minutes

Summary/Closure 5 minutes

Next meeting

Announcements

A. IDENTIFY BUREAUCRATIC SYSTEMS MANY GROUP PARTICIPANTS ENCOUNTER



Suggested Time: 10 minutes.



Materials: Flip charts, paper, markers.



BRAINSTORM

- Remind the group of the guidelines for brainstorming.
- Give the group 30 seconds to identify as many agencies as possible with which their group members have contact:

Example: School system
 Health care system
 Criminal justice system
 Housing
 Social services
 Employment
 Immigration

- List the agencies on a flip chart.
- Stop the brainstorm.
- Review each response with the group; make certain the group members are familiar with the agency.
- Ask a group member who is familiar with how an agency works to explain its purpose and potential challenges to PF program participants:

For example: A participant does not understand immigration system.

Response: Has anyone had contact with an immigration agency?

Response: Yes. I came to this country legally on a work permit but getting my citizenship papers was very difficult, and it affected my children.

Facilitator: Now do we better understand why some PF families may need to learn more about immigration agencies?

- When the participants understand the groups listed and agree to their importance, bridge to the next exercise.

B. EXPLAIN HOW SYSTEMS ARE DESIGNED TO WORK



Suggested Time: 20 minutes.



Materials: Flip chart, paper and markers; Tape to post paper on walls.

TASK GROUP EXERCISE

- Divide the participants into task groups of 3 to 5 members.
- Set up work areas for each task group in a different part of the room.
- Direct groups to gather around their flip chart or table; some facilitators may want the participants to count off by 1, 2, 3 to give participants an opportunity to work with a different set of folks.
- Ask each group to pick one of the agencies listed on the brainstorming chart.
- Give the following directions:

In 20 minutes the group is to draw a systems map of the agency chosen to show the various levels of decision-making; show how a PF program participant would navigate the system to advocate for themselves, their children or other family member. Provide as much detail as possible
- Ask each task group to appoint a leader and a recorder/reporter.
- Circulate throughout the room to give technical assistance to the sub-groups and make sure everyone understands the exercise.
- Allow additional time for each task group to finish the assignment.
- Reconvene the larger group.
- Ask each recorder/reporter to talk about their system map; discuss the challenges of navigating the map.
- Summarize by asking the participants to think of ways that communication and advocacy skills will be helpful to PF program participants in navigating systems.
- Review elements of system navigation found on page 20 with the group.
- Bridge to next exercise.

C. PREPARATION FOR SESSIONS 6 AND 7



Suggested Time: 10 minutes.



Materials: ToolKit handbooks.

- Ask participants to open books and look ahead to chapters 6 and 7.
- Advise that these chapters require work on very specific issues and needs of PF program participants.
- Remind participants in training groups that doing these sessions with PF families will require workshop participants to prepare; collect examples; records, etc.
- Also determine if those in the facilitator training believe they will have access to computers, phone books and other reference materials at the training site.
- Discuss need to bring lap tops, agency directories, phone books, other resource manuals to next two sessions.
- Develop plan for getting materials needed for next sessions.
- Summarize/closure.

SOME KEY POINTS ABOUT SYSTEMS

Systems are by definition multi-layered with overlapping areas of responsibility many regulations.

It is not necessary to know everything about a system, but finding how policy development occurs is important.

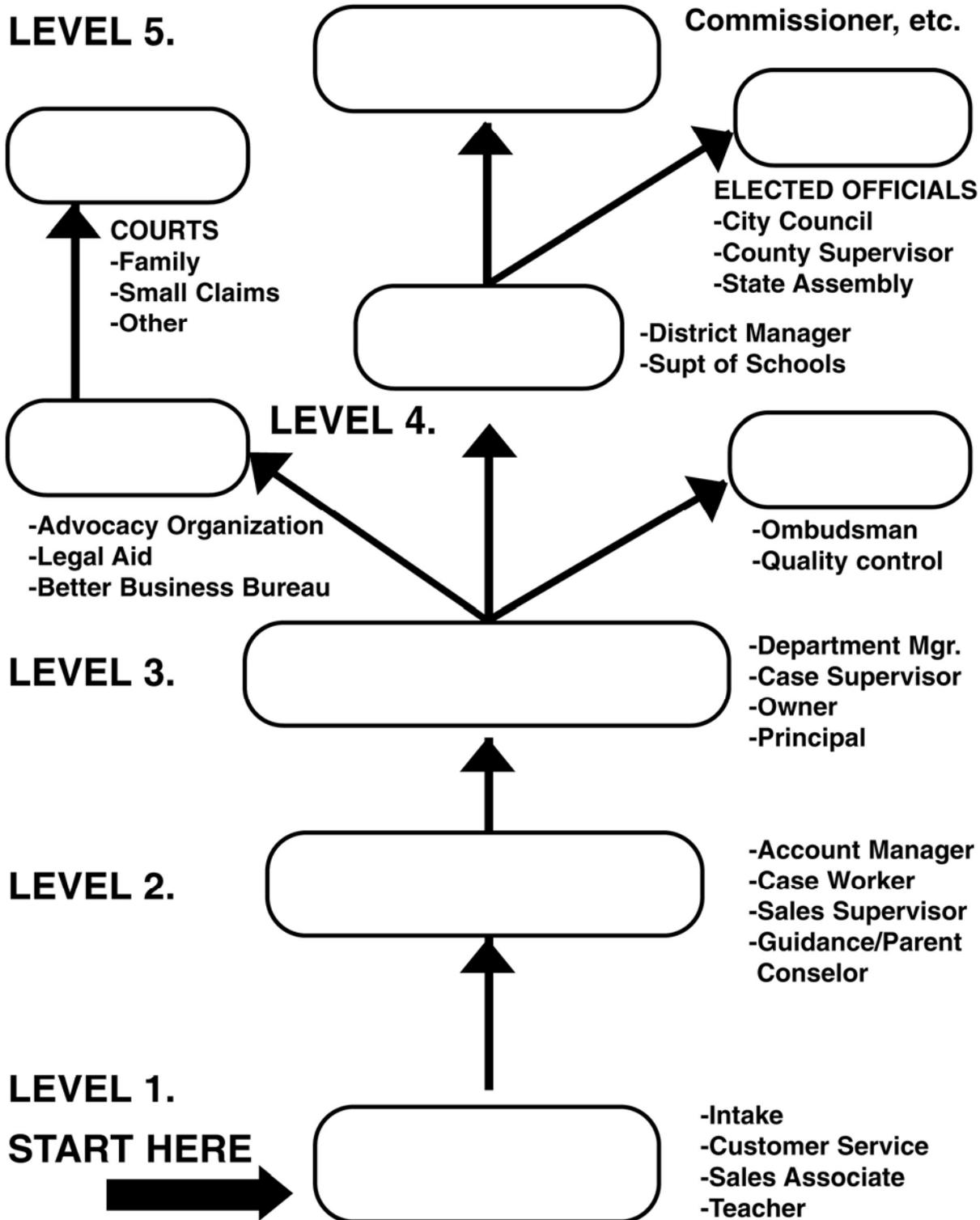
Individuals can learn how to navigate systems to achieve their advocacy goals. Impacting systems at the policy level is usually the work of policy advocates and training in policy advocacy will be provided in another workshop series.

It usually works for self-advocacy and peer advocacy to begin at the local level and work the system from that level. Learning who the key players are and gaining access to them is important.

Some consumers fear advocating within systems. They believe they are not welcomed and the fear may have something to do with being rejected. Many policy makers, program directors, and agency staff like advocates, welcome the input and realize we all have to work together to get the best results.

Advocates can say and do what people inside the system cannot. Many advocates partner with their counterparts inside an agency to complement each other's work.

SYSTEMS MAPPING



Fill in names of contacts and resource people

6 STAND BY ME: ADVOCACY IN ACTION



KEY LEARNING OBJECTIVES:

- A. DEFINING ADVOCACY
- B. IDENTIFYING SITUATIONS WHERE ADVOCATES ARE HELPFUL
- C. DEVELOPING AN ADVOCACY STRATEGY
- D. HOW TO CONDUCT AND ACT IN ADVOCACY MEETINGS

Agenda

Call to Gather

Opening Remarks 5 minutes

Welcome

Objectives of this session

Introductions and Check-In 5 minutes

Name

How are you doing today?

Define advocacy 10 minutes

Identify situations in which advocates are needed 10 minutes

Small group sessions to develop an advocacy strategy 30 minutes

How to conduct and act in advocacy meetings 20 minutes

Summary/Closure 5 minutes

Next meeting

Announcements

A. DEFINING ADVOCACY



Suggested Time: 10 minutes.



Materials: Dictionary; glossary of terms on p. A-44.



MINI-BRAINSTORM

- Open discussion by asking for a show of hands from those participants who have been advocates for themselves or someone else in the past month?
- Ask those who raised their hands what kind of advocacy was performed?
- List on a flip chart if participants identify:

Self-advocacy

Example: the apartment manager refused to paint my apartment and I appealed to the landlord to get it done.

Systems advocacy

Example: my child was not performing well in school; after several requests I was able to convince the guidance counselor to have him tested.

Policy advocacy

Example: our housing project allowed smoking in the building lobbies, recreation center, laundry rooms and other public areas; the tenant's association demanded no smoking regulations in public areas and won.

- Summarize the discussion by asking participants to develop a working definition of advocacy.
- Elicit responses that fulfill the dictionary definition of advocacy: seeking support for the rights and entitlements of a person or a cause.
- Bridge to the next exercise.

B. IDENTIFYING SITUATIONS WHERE ADVOCATES ARE HELPFUL



Suggested Time: 3 minutes.



Materials: Flip charts, newsprint and markers, Systems maps from Session 5.



BRAINSTORM

- Remind group of guidelines for brainstorming.
- Ask participants to quietly review the systems maps from Session 5.
- Allow one minute for brainstorming ideas.
- Give the group the following instructions:

In one minute, identify situations that PF participants encounter in the systems discussed in which advocates and advocacy would produce favorable outcomes.
- Begin the brainstorm; one facilitator writes responses, the other keeps time.
- Stop the brainstorm after one minute.
- Review and discuss responses.
- Establish that effective self-advocacy and systems advocacy is essential for a higher quality of life.
- Summarize and bridge to the next exercise.

C. DEVELOPING AN ADVOCACY STRATEGY



Suggested Time: 30 minutes.



Materials: Flip charts, newsprint and markers for each task group, ToolKit page 21.

SMALL GROUP EXERCISE

- Divide participants into smaller task groups of 3-4 people.
- Ask the groups to appoint a discussion leader and recorder.
- Write the task for the group on newsprint as follows:

USING THE STRATEGY OUTLINE ON P. 21 OF THE TOOLKIT, DEVELOP AN ADVOCACY STRATEGY FOR ONE OF THE SITUATIONS IDENTIFIED IN THE PREVIOUS EXERCISE

- Make certain that all task groups understand the exercise.
- Set a time limit of 20 minutes to develop a strategy.
- Start the exercise.
- Circulate among task groups to provide technical assistance and monitor implementation.
- Stop the exercise after 20 minutes.
- Ask reporters to post their strategies on the wall.
- Allow ten minutes for report backs and discussion.
- Bridge to the next exercise.

D. HOW TO CONDUCT AND ACT IN ADVOCACY MEETINGS



Suggested Time: 20 minutes.



Materials: : Newsprint reports from previous exercise.



ROLE PLAY

- Ask participants to stay in their task groups.
- Ask each task group to select a participant to play the role of person with a problem; another to play the role of advocate; and the third to represent the system to which they are advocating.
- Remaining participants will observe the role play.
- Using the strategy developed, give participants 10 minutes to role play their strategy among themselves.
- Ask observers to give feedback to the advocates.
- Ask the group to determine how likely their strategy would work in a real situation.
- Summary and close.

SOME KEY POINTS ABOUT ADVOCACY

- Waiting until a crisis exists is difficult to produce results through advocacy.
- Individuals can effectively self-advocate and allow others to help advocate for them.
- Advocacy can prevent crisis if we can learn to anticipate a problem and act early before it becomes a crisis.
- Advocacy produces good feelings for people whether they're advocating for themselves or others. Helping oneself through advocacy or helping others in peer advocacy situations produces what some observers call "the helpers high". These positive feelings of self-confidence and self-esteem are important mental health attributes.
- Advocating for others helps the advocate as much as the person getting support. Almost every religion and spiritual practice is based on the idea of mutual support. An old Indian proverb says, "You cannot help someone across the river without getting across yourself." The more we help, the more we learn about the many conditions and pitfalls that affect our lives. This learning produces coping skills, reduces fear and builds hope that we can get through difficult times.
- Every advocate needs an advocate....no one is immune from the problems of life. Some have suggested that the old adage that "misery loves company" could be re-phrased to "misery NEEDS company".



ADVOCACY RESOURCE MATERIALS

Include in this section local resources. In addition the following websites may be helpful:

www.advocacyinstitute.org

resource, materials and technical assistance for advocates

www.rohan.sdsu.edu

Definitions and models from disabilities liberation movement

www.clasp.org

Center for Law and Social Policy seeks to improve economic security of low-income families and secure access to the civil justice system

www.impactresearch.org

Center for Impact Research works to end violence and poverty.

www.ppv.org

Public Private Ventures is a national nonprofit dedicated to youth development, mentoring violence reduction, faith-based programs and more

www.chn.org

Coalition on Human Needs is an alliance of national organizations working to promote public policies which address the needs of low income and other vulnerable populations

www.geocities.com/povertyworld

Personal page for people with resources and support for people who work to understand poverty and prevent poverty. News, definitions, etc.

www.childrennow.org

Children Now is a nonprofit organization using research and communications programs to promote the well-being of children.

www.familiesusa.org

Families USA is a consumer advocacy group dedicated to the availability of high-quality, affordable health care for all Americans.

www.childrensdefense.org

Children's Defense Fund works to improve the welfare of children and ensure a successful passage into adulthood.

Include other websites from your state, county, and city, including non-profit advocates.



GLOSSARY OF TERMS

- Advocacy** Seeking support for the rights of a person or a cause; redefining how society views many problems. Many advocates believe that blaming individuals for problems has led to larger social problems. Advocates usually want social or policy reforms rather than case-by-case actions based on individual behavioral change.
- Self-Advocacy** Understanding and seeking support for one's personal rights. Equal access and opportunities for all regardless of race, class, color, ethnicity, religion, sexual preference, income or physical ability is the foundation of self-advocacy.
- Public Policy Advocacy** Public policy is any effort to influence through various means of persuasion how policies are developed and implemented that affect people. Public policy includes statements, policies, and practices that guide or control institutional and community resources and methods for assuring protection, access, benefits, entitlements and services provided by law.
- Activism** The Oxford English Dictionary defines "activism" as a "doctrine or policy of advocating energetic action and an "activist" as an advocate of "activism". Activism usually refers to collective action to change a system or to achieve political goals or the public's attitude. Many advocates ban together with others with similar views to exercise greater power in promoting social change.
- Systems Advocacy** Efforts to influence the ways in which systems (usually systems of government) act in the provision of services, the allocation of resources, the protection of vulnerable people, and the care of those entitled under law to certain supports. Persons dependent on systems of government join together to bring attention to problems; or to seek system reform.
- Empowerment** Qualities attributed to individuals or groups who seek to improve their social status, such as: Having decision-making power; Having access to information and resources; Having a range of options from which to make choices; Assertiveness; Belief that individual or collection action can make a difference; Effecting change in one's life and in one's community; Changing others perceptions of one's competency/ capacity to act.

7 A TOOL KIT FOR ADVOCACY



KEY LEARNING OBJECTIVES:

- A. EXPLAIN THE NEED FOR AN ADVOCACY TOOLKIT
- B. OUTLINE DOCUMENTS AND OTHER MATERIALS IN A TOOLKIT
- C. DEMONSTRATE HOW TO IDENTIFY AND ORGANIZE MATERIALS FOR AN ADVOCACY TOOLKIT
- D. ESTABLISH PROCEDURES FOR MAINTAINING SECURITY FOR TOOLKITS AND DOCUMENTS

Agenda

Call to Gather

Opening Remarks 5 minutes

Welcome

Objectives of this session

Introductions and Check-In 10 minutes

Name

How are you doing today?

Guided Group Interaction 10 minutes

Why do we need records and other documents for self-advocacy and systems advocacy?

Brainstorm a list of records and documents needed for advocacy 15 minutes

Simulated Exercise: organize a toolkit 30 minutes

Group Guided Interaction 15 minutes

How and where do we safeguard toolkits and information in it?

Summary/Closure 10 minutes

Next meeting

Announcements

A. EXPLAIN THE NEED FOR AN ADVOCACY TOOLKIT



Suggested Time: 10 minutes.



Materials: Flip chart and markers .



GUIDED GROUP INTERACTION

- Ask participants to identify what personal and family records would be needed in the advocacy situations role-played or discussed in Session 6.
- List items on flip chart.
- Ask participants what additional records are needed for school, housing, immigration and other possible advocacy situations.
- Compare with the ToolKit Checklist (Advocacy ToolKit page 23).
- Have each participant make a checklist for their toolkit.
- Elicit agreement from participants for the need of a readily accessible toolkit.
- Acknowledge the importance as well as frustration of finding and maintaining files.
- Ask how many people are willing to begin making toolkits.
- Encourage full participation.
- Summarize information and bridge to the next exercise.

B. OUTLINE DOCUMENTS AND OTHER MATERIALS IN A TOOLKIT



Suggested Time: 5 minutes.



Materials: Flip chart.



BRAINSTORM

- Ask participants to think about situations they may soon face that will require advocacy.
- Remind participants that planning is a crucial component of advocacy.
- Indicate a 1 minute brainstorm will begin.
- Ask participants to list the documents and materials they need to gather and put in their toolkit.
- Start the brainstorm.
- One facilitator writes responses; the other keeps time.
- Stop the brainstorm.
- Review the list with the group.
- For each item listed ask for a show of hands to see how many participants can locate the document:

Example:

- ❖ How many people can locate a copy of their rental agreement, lease or deed?
 - ❖ How many people can locate their birth certificate?
 - ❖ How many people can locate their auto insurance policy?
- Use four minutes to help participants realize that the documents need to be organized in one safe, accessible place.
 - Summarize information and bridge to the next exercise.

C. DEMONSTRATE HOW TO IDENTIFY AND ORGANIZE MATERIALS FOR AN ADVOCACY TOOLKIT



Suggested Time: 30 minutes.



Materials: Loose leaf binder, file folders, 3-hole punch, labels and tabs, small file cabinet with key.

Support Services: Photocopier, scanner, printer, laptop, internet connection

- Participants can use their own documents or samples provided by facilitators to organize toolkit.
- Demonstrate how participants can use the internet and phone book to locate information on how to obtain missing documents.
- Encourage participants to use a system of file tabs or color coding to organize documents.
- Divide participants into smaller task groups.
- Have each participant create a personal toolkit with as many documents as possible.
- Remind participants to write down a list of missing documents and the information needed to obtain them.

D. ESTABLISH PROCEDURES FOR MAINTAINING SECURITY FOR TOOLKITS AND DOCUMENTS



Suggested Time: 15 minutes.



Materials: key lock storage unit, secure space.

- Discuss with participants the need to keep documents secure in a lock box or secure place.
- Share with participants the reality of identity theft; participants should never carry originals during advocacy, only copies.
- Have participants chose one person to confide to the placement of the toolkit, this person should be someone outside of the house, possible outside of the neighborhood.

8 SKILL BUILDING: THE FINE ART OF NEGOTIATION



KEY LEARNING OBJECTIVES:

- A. ESTABLISH THAT NEGOTIATION IS ESSENTIAL TO ACHIEVING A BETTER QUALITY OF LIFE
- B. OUTLINE ELEMENTS OF SUCCESSFUL NEGOTIATIONS
- C. DEVELOP A NEGOTIATION STRATEGY FOR A “REAL LIFE” SITUATION
- D. PRACTICE ROLE PLAYS TO IMPROVE NEGOTIATION SKILLS

Agenda

Call to Gather

Opening Remarks 5 minutes

Welcome

Objectives of this session

Introductions and Check-In 10 minutes

Name

How are you doing today?

Negotiations in every day life 15 minutes

Elements of successful negotiation 20 minutes

Role plays of successful negotiation strategies 30 minutes

Summary/Closure 10 minutes

Next meeting

Announcements

A. ESTABLISH THAT NEGOTIATION IS ESSENTIAL TO ACHIEVING A BETTER QUALITY OF LIFE



Suggested Time: 15 minutes.



Materials: Flip chart and markers .



GUIDED GROUP INTERACTION

- Ask participants what they believe is necessary for a better quality of life.
- List responses on flip chart. Sample responses might include:
 - ❖ More money.
 - ❖ Better place to live.
 - ❖ Better school for my children.
 - ❖ More harmony in my household.
 - ❖ A safer community.
- Encourage participants to think about ways advocacy and negotiation can lead to some of their desires.
- Select one response from the list and ask participants to identify the connection between advocacy, negotiation and improved quality of life.

Example: A better place to live.

Ask participants to brainstorm what actions could lead to a better place to live.

Possible Responses:

- ❖ move to a new apartment.
- ❖ section 8 voucher.
- ❖ enroll in program for home ownership.
- ❖ improve the place you live in now: paint, new curtains, fix broken appliances.

How advocacy and negotiation can assist in getting a better place to live:

- ❖ advocate for priority on section 8 list because of imminent risk.
- ❖ negotiate directly with current landlord to enforce maintenance requirements, i.e. repairs.

- Close discussion on a lighter note by asking participants to identify negotiations that take place within the family such as: curfews, chores and allowances.
- Summarize information and bridge to the next exercise.

B. OUTLINE ELEMENTS OF SUCCESSFUL NEGOTIATIONS



Suggested Time: 15 minutes.



Materials: Advocacy Toolkit, page 25.



FOUR STEP METHOD

- Explain negotiation strategy on page 25 of toolkit.
- Demonstrate how the formula is used to decide the opening position.
- Caution participants not to wait until a crisis exists before negotiating; time pressure= limited choices/ positions.
- Demonstrate how to clearly state one's self-interest, or position.

Example: I am interested in having the apartment painted and appliance replaced before signing a new lease.

Explain how to make or consider a reasonable offer.

Example: The company will supply the paint and reduce your next month's rent by \$200 if you will paint the apartment yourself.

- Demonstrate how to give consideration to an offer.

| REASONS FOR | REASONS AGAINST |
|--|-------------------------------------|
| + Can take my time to complete painting. | - I don't have the time. |
| + No strangers in the house. | - I don't have the right equipment. |
| + Work done neatly. | - I don't know the process. |

- Demonstrate how to develop a compromise.

Example: I would be glad to accept the offer if you provide the paint, ladders, drop cloths, tape, thinner, paint rollers and all other necessary supplies.

- Demonstrate how to reach an agreement.

Example: Landlord refuses to provide supplies and equipment but offers to take \$300 of next month's rent. Tenant (you) agrees to compromise because a member of your support group said her son works for a painting company and will do the work one weekend for \$200. You make \$100.

- Explain how this negotiation strategy is an example of a win-win situation.
- Summarize information and bridge to next exercise.

C. ROLE PLAY AND REAL-LIFE NEGOTIATION SCENARIOS



Suggested Time: 15 minutes.



ROLE PLAY

- Divide the participants into small groups of 3-4 people.
- Ask each group to create a role play of a negotiation.
- Allow groups 10 minutes to develop their role play.
- Bring small groups back together to one large group.
- Have each group present their role play.
- Ask the other participants to observe and provide feedback.
- Review and summarize information learned.

SOME KEY POINTS ABOUT NEGOTIATION

All advocacy and negotiations begin with a demand. Consumers who advocate for themselves and others ought to be clear about what end result they are attempting to achieve.

The end result must be achievable and measurable. In self-advocacy and peer advocacy the results desired should fit the skill level of the advocates to achieve a result.

Complex advocacy situations may require more skilled and experienced advocates. Advocates can be organizational leaders, mediators, conflict resolution centers, attorneys, mentors, elected officials and others. The trick with advocacy is to match the desired result with the appropriate skill level of the advocate. For example, one would not usually involve an elected official in negotiating re-instatement of phone service with the local phone company. However, if the phone company is believed to be in violation of the federal and state laws that protect consumers and more than one family is affected there may be a need to involve elected officials.

Negotiation is an important life skill....everybody does it everyday.

Both adults and children negotiate with and between each other.

There are many negotiations in everyday family life: all family members can learn to negotiate.

Negotiation is a gentle or fine art: identify the importance of remaining calm, cool and collected during any negotiation.

Advocates must prepare to negotiate on behalf of others.

C. ROLE PLAY AND REAL-LIFE NEGOTIATION SCENARIOS



Suggested Time: 15 minutes.



ROLE PLAY

- Divide the participants into small groups of 3-4 people.
- Ask each group to create a role play of a negotiation.
- Allow groups 10 minutes to develop their role play.
- Bring small groups back together to one large group.
- Have each group present their role play.
- Ask the other participants to observe and provide feedback.
- Review and summarize information learned.

9 LET'S CELEBRATE!



KEY LEARNING OBJECTIVES:

- A. CELEBRATE THE COMPLETION OF POWERFUL FAMILIES ADVOCACY TRAINING**
- B. ENGAGE PARTICIPANTS IN REFLECTION AND DEMONSTRATION OF NEW SKILLS**
- C. HONOR PARTICIPANTS AND THEIR FAMILY MEMBERS**

Agenda

Call to Gather

Opening Remarks 5 minutes

Welcome

Objectives of this session

Acknowledgement of planning
group for Celebration

Introductions and Check-In 10 minutes

Name

How are you doing today?

Engage participants in reflection and
demonstration of new skills 40 minutes

Honoring Participants 25 minutes

Closing Remarks 10 minutes

Announcements

Next curriculum training

A. CELEBRATE THE COMPLETION OF POWERFUL FAMILIES ADVOCACY TRAINING



Suggested Time: 40 minutes.



Materials: Tool Kits, newsprint with worksheets activities of previous sessions recorded.



FOUR STEP METHOD

- Gather all the participants and their families in one large space.
- Parent facilitator welcomes gathering to the program and review and closing ceremony.
- Parent facilitator explains the goals and objectives of Advocacy workshops and the Powerful Families Program.
- Parent facilitator indicates that selected participants will provide reflection and demonstration of skills learned in the workshop.
- Parent facilitator calls on three program participants to present the exercise on talking triads (Session 1) to demonstrate talking, listening, observing skills.
- Facilitator explains importance of these skills to advocacy.
- Parent facilitator asks participants to name and define different types of groups (Session 4).
- Facilitator explains why understanding the types of groups is important to advocacy.
- Parent facilitator then explains emphasis on task groups (Session 2) and asks a participant to explain the importance of task groups.
- Parent facilitator then outlines the work on newsprint worksheets to illustrate how groups help participants overcome fear of disclosure in groups (Session 3); Systems navigation (Session 5) and negotiation (Session 8).
- Facilitator explains the importance of these exercises in learning to effectively advocate.
- Parent facilitator then asks participants to define different types of advocacy (Session 6); explain why families need an advocacy tool kit (Session 7) and what types of situations participants exist where participants can help each other advocate.
- Close and bridge to closing ceremony.

B. ENGAGE PARTICIPANTS IN REFLECTION AND DEMONSTRATION OF NEW SKILLS

- Each program designs its own unique way to honor participants for their dedication and participation in the Advocacy workshops.
- Ceremonies usually include individual recognition and certificates.
- Participants are urged to make personal statements related to their participation.
- Facilitators encourage participants to continue in future PF workshops.
- Facilitators encourage participants to remain connected and support each other when not in workshops.