

# FACILITATION GUIDE

## RESTORATIVE JUSTICE COMMUNITY ACCOUNTABILITY PANELS

Produced in Partnership with:

- \* Chilliwack Restorative Justice and Youth Diversion Association
- \* InVOLve BC
- \* University College of the Fraser Valley



# Facilitation Guide for Restorative Justice Community Accountability Panel Members

## Who Can Use This Guide?

This manual is designed to assist a Trainer in conducting sessions for the purpose of teaching facilitation skills to members of Restorative Justice Community Accountability Panels, or other models of Restorative Justice.

The Participant Guide is designed for use by committee members sitting on a Restorative Justice Community Accountability Panel, but it is highly adaptable to all situations of co-facilitation. Other Restorative Justice models (e.g. Community Justice Forum with co-facilitators) will be able to use the information contained in the guide.

## About This Guide

This manual was prepared by using taped transcripts of Training Sessions held for Chilliwack Restorative Justice and Youth Diversion Association, presented by Wendy Burton, professor at the University College of the Fraser Valley. Content has been edited. The information contained in this manual covers only the basics of communication and facilitation skills.

This manual contains three parts:

1. A Participant Guide for each person who participates in the sessions.
  - The Participant Guide is designed to be printed as a reference for Community Accountability Panel members attending the training sessions.
  - The Participant Guide provides background reading for the Trainer.
  - The Participant Guide can be used separate from the training as a stand-alone reference tool for Community Accountability Panel members.
2. A Trainer's Guide for those who are leading the sessions.
  - The Trainer's Guide provides the framework for delivery of a local Training Program for volunteer Community Accountability Panel members.
3. Handouts and Exercises for the Trainer to provide the participants.
  - Handouts are given to participants of the Training Sessions during the appropriate exercises, as outlined in the Trainer's Guide.

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# Participant Guide for Restorative Justice Community Accountability Panels

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The purpose of this session is to understand the concepts of listening, and to demonstrate the task of listening. If you listen effectively, you can be very effective in what you've chosen to do in your volunteer life. Effective listening is a critical element of facilitation. If you don't listen well, you are going to miss those important cues or clues that will help you to solve the situation or case. And you know that those aren't cases, those are people. They are people whose future may, in fact, hang on your ability to listen effectively and to deal effectively with what you hear.



### What is a “barrier”?

A barrier is *anything* that impedes communication. Some commonly encountered barriers are the following:

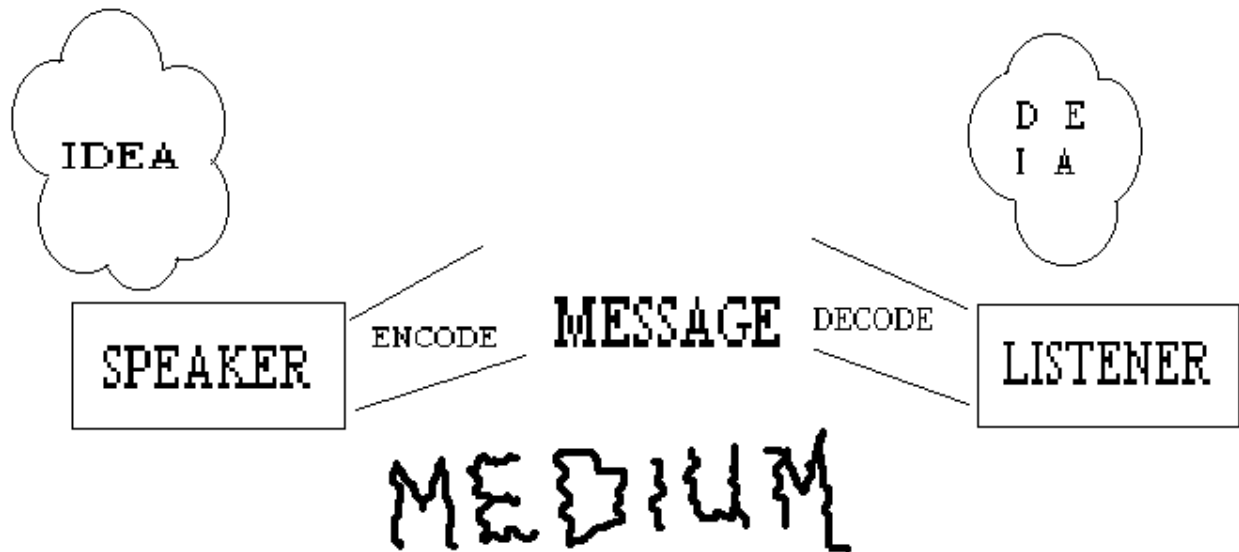
- Language differences (e.g. speaker is French, listener is English)
- Environmental noise
- Short attention span
- Speaker has difficulty putting thoughts into words
- Emotional state of speaker or listener
- Other physical distractions

## The Communications Model

Everyone has experience with communication, especially those of you who have been volunteering with a Restorative Justice program, so the concept of communication will not be new to you.

As you can see in figure 1a, one of the chief problems in communication is that there is no direct transmission between the idea and the person receiving it. If we could read each other's minds, accurately, all of the time, communication would be easy. But we can't.

**Figure 1a**



### **Encoding**

The problem with communication is that ideas, thoughts, and feelings don't come into our minds encoded (i.e. fully formed and perfectly expressed). In reality, an idea doesn't "arrive"; it has to be *created*. The person who creates the idea is the speaker. Most of us don't get our information out of a text from which we can deliver it. The speaker has to create a system of symbols that will translate the idea into a message.

The speaker's choice of symbols is where one of the first barriers appears. We make a selection to translate our ideas into English. We don't often ask if anyone requires any assistance with hearing or reading. These are all encoding decisions. We select symbols to communicate what we're trying to tell others – we translate.

### **Medium**

The medium is where communication can become murky. Some people refer to the medium as the "channel". But the word *medium* describes it well, because one medium is glue. And *that* is the perfect metaphor to what can happen as the message we're attempting to send starts heading out of our control towards the listener. The listener has to cope with the medium. The medium is the body, the voice, paper, telephone, computer, television, etc. The medium is what the message has to travel through. In the situations you encounter in Restorative Justice, *the medium is usually the voice of the speaker*. Most of the time you will not be dealing with prepared text, you'll be dealing with speakers. We have a lot of technical things - computers, phones, radios, etc, but what we're dealing with is the humanity that exists between us individually, one-on-one.

We must attempt to translate an idea into a symbol that can be commonly understood and sent across the medium.

**Decoding**

The listener's task is to somehow decode that symbol. What is it that the listener is trying to understand? The idea. It's not about hearing the words, it's about understanding the *idea* that was in the speaker's mind - not the *words* that you *thought* you heard, however impartially formed, but the *idea* that may still be there in the speaker's mind that hasn't come across. Your task is to learn more about listening for that ill-formed or ill-translated idea that will help you to make the best decision for the people that you're working for.

Let's summarize this process of communication. To every single one of us it looks different, sounds different, feels different, and *is* different. How you listen to someone in the situation you're in, and how you do it effectively, will be different than how anyone else would do it effectively. All that is certain is that we're all struggling with the same pieces. What are those pieces?

**SPEAKER:**

In order for us to have something to listen to we must have a speaker. Of course that might be harder than it sounds. Sometimes the speaker won't speak to you.

**IDEA:**

The speaker has to have an idea. There is no such thing as a person who doesn't have something to say. They may have enormous experience with no one caring what they have to say, but they do have ideas. You can count on that. The speaker has to have ideas that can somehow be translated into symbols that we can understand (encoded).

**TRANSLATION:**

There has to be a translation. You have to be able to decode, that means understanding the words, that means to hear what the hesitation means. That means to listen past the barriers that may influence your ability to decode.

**MEDIUM:**

You have to know what the medium is. What is it that you are against when you try to listen? What are the barriers that interrupt?

**LISTENER:**

There has to be a listener. And that's you.

Very often what interferes with the process of communication is that the listener isn't listening, and the speaker knows it. You can't have a communications model if the speaker becomes aware that the listener isn't listening and stops communicating. Our responsibility is to convince that reluctant speaker that we are listening, so that we have a chance to decode the idea and understand it.

## Listening for the Idea (Not just words)

Some people are splendid listeners. They can recite verbatim, they can hear and memorize, but they don't have any sort of heart for what the speaker MEANT, as opposed to what they SAID.

Offenders who are in trouble with the law might *say* and *mean* different things. They may make some choices about how they're going to encode that make it hard for you as a listener to understand the intention of the message. How do you check if a listener understands? It's called feedback. If you've taken a course in

interpersonal relations, it sounds a lot like, "So what I'm hearing you say is..." This is a valuable skill, but listening for the idea is a different kind of feedback. Our task as listeners is to avoid those types of approaches in our attempts to feed back to our speaker "I hear you". Letting a speaker know you hear them can be an incredibly powerful act. If we are able to (positively) convince our speaker that we understand what they're saying, and encourage them to keep sending information, it can have a profoundly moving and spiritual effect on a speaker that has not had their message heard before, although they may have tried time and time again to send it.

*Be authentic, be real, understand the communications process,  
and practice it, and practice it, and practice it.*

## Using Body Language Effectively

Body language is probably the most powerful part of communication. A person's words may be saying one thing, but tone of voice, posture, and eye contact, may be saying another. We instinctually rely on the information we gain from body language. Some of the tasks of a good listener are the following:

- to pick up on others' body language,
- to be aware of our own body language - to be aware of what it is we do when we're listening intently, and to be aware if our body language contradicts what our words are saying, for example, nodding your head too much or using the SOLER position.

### **Improve Your Listening Skills**

1. Stop talking.
2. Focus on the speaker.
3. Keep an open mind.
4. Summarize out loud when appropriate.
5. Observe both content and feelings.
6. Do not offer advice (especially silently).
7. Do not argue mentally.
8. Avoid judgements: they are a vexation of the spirit.
9. Ask open questions.
10. Do not be defensive.

### What is SOLER?

SOLER is an acronym for

**S**quare shoulders,

**O**pen posture,

**L**ean,

**E**ye contact,

**R**elax.

SOLER is culturally specific, and not comfortable for all people. Think about what message formal body language (SOLER) sends to the listener. All you have to do is take this position, and some speakers feel uncomfortable.

What do you do instead? Develop your own version of this. Be aware of what your body looks like. Know what you're "listening face" looks like. Get feedback from other panel members. There's no rule. But we have to be aware of contradiction between verbal and non-verbal language. Be genuine!

### Is "mirroring" an effective method of showing you're listening?

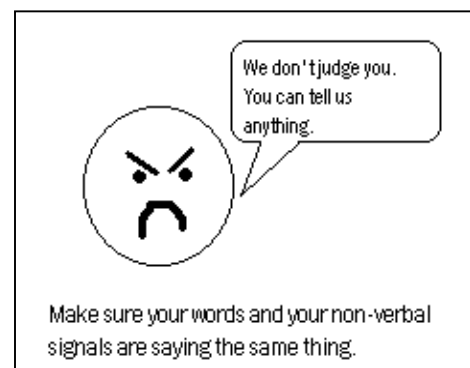
The idea with mirroring is to imitate or reflect the speaker by, for example, lowering your tone of voice, or if they seem comfortable sitting beside you, then you don't move to face them. With some people it works. Mirroring is a very effective device to clear up clutter. If you do it consciously, your speaker is going to sense that you're not real. Practice, so these techniques feel comfortable for you.

## Awareness of Your Attending Behavior

One of the things we have to be aware of is our own attending behavior. If you show your emotion in obvious ways, this may affect the offender, victim, or other panel members. We all need to know what we look like when puzzled, unhappy, etc. How do we learn what we look like when we listen?

- Feedback (ask another panel member or co-facilitator)
- Video
- Look back at yourself

What things are you not aware of that might be detrimental?



## Summary

- Be aware of the barriers to communication, and minimize these.
- We can't read minds, so communication requires transmission of a message.
- We must come up with system of symbols - a common language (encoding/decoding).
- The medium is what the message travels through - body, voice, words, paper, telephone, TV.
- The message is what (and how it) is said.
- It's not what is said, but what is MEANT that's important. (Not the words, but the IDEA).
- Body language is important in seeing "meaning" rather than words. (Listen your eyes).
- Give feedback that says "I hear you" to make sure the message is understood.
- Be real, authentic - practice, practice, practice!



### HOMEWORK

Make a contract with yourself to practice the three most common listening challenges you believe you have.

Over the next week, pay close attention to your non-verbal signals as you communicate. Ask someone for feedback, or watch yourself on a video.

## Section 2: The Basics of Facilitation

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This session will provide an overview of facilitation basics, and some exercises to help you practice facilitation in challenging situations.

### What Is Facilitation?

Facilitation is the act of assisting a group with the process of communication, enabling the group to complete a task. Facilitators are not group *leaders* in that they do not make the rules for a group or designate what the task is. Facilitators set out guidelines/ group rules beforehand and get agreement.

Think of a time when you've facilitated (at work, home, or somewhere else). Use the following "Checklist for Facilitation Skills" (figure 2a) to evaluate your effectiveness in this situation. (Some of the concepts may not be familiar to you. All will be covered in this section.)

**Figure 2a**

Check-list for Facilitation Skills	
Did I	
	Know what the task was?
	Know what the issues were?
	Stay with the group? (focus and filter out distractions)
	Provide feedback (debrief)?
	Remain aware of my own attending behavior and "listening face?"
	Use effective non-verbal attending skills to encourage the reluctant speaker?
	Encourage full participation by keeping a mental sociogram?
	Acknowledge the emotions of the speaker?
	Acknowledge the intention/ content of the speaker?
	Allow individuals to speak for themselves?
	Remain sensitive to all participants?
	Manage time?
	Summarize when necessary?

A facilitator acts as a presence in the group for the following reasons:

- to “balance” (facilitators are impartial)
- to make sure all the voices are heard
- to mediate if necessary
- to pick up on the subtle emotions and undercurrents
- to help the group get together
- to keep the group on schedule
- to keep the group on task (prevent the group from getting off topic too much)

The facilitator’s role is multi-faceted. If you have a group of facilitators, it doesn’t mean you have a splendid group, in fact, quite the contrary. If you don’t have a facilitator in the group, it does not mean the group can’t do anything. Facilitating not a mystical or magical role. It’s not one that most of us do naturally, but that many of us do intuitively. We can all learn how to do it. There is no personality that makes it impossible to be a facilitator. And there isn’t a wrong way to do it. Facilitation, like teaching or parenting, is different for each one of us. Each one of us develops strengths and abilities based on our own approach to the world and our own attitudes. There is no cookie cutter model. We can develop our own strengths.

## Recognizing the Task and Allowing Relationships in Groups

Task ←-----→ Relationship

What are we doing (task), and with whom are we doing it (relationship)? Both are essential questions to ask for a group to function over the long term. If you have a group that does not attend to both of these, it will either “eat its young” (task oriented), or have a fine time but not accomplish anything (relationship oriented).

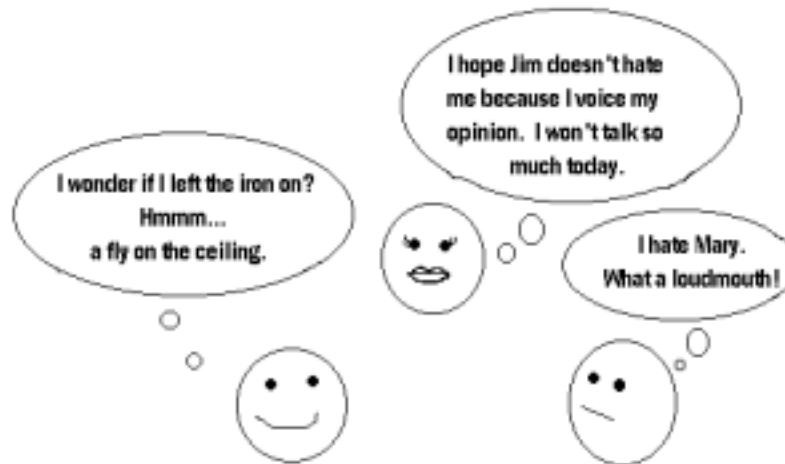
We all carry within us the possibility of leaning towards one side or the other (orientation). In each group, you must be clear about the task that is to be accomplished. Each meeting is part of the task of “saving the world one child at a time”. What happens in many facilitation situations is that the facilitator does not know what the task is, or is not clear about it.

### **TASK**

- ❑ What is the purpose of THIS meeting?
- ❑ Your role as a facilitator is to say “What are we trying accomplish in this meeting?”
- ❑ Task is the importance of the agenda.
- ❑ There are mini-tasks/ subsets of tasks under a bigger task.

## RELATIONSHIP

- ❑ What are the issues?
- ❑ Do these people like each other?
- ❑ Is someone grumpy today?
- ❑ Does everyone know how difficult the case will be?
- ❑ What are the undercurrents/ social relationships in this group?
- ❑ Are there any power/ control issues?



Your task as a facilitator is to be aware of the issues. The issues can be with your panel members or with the other participants (e.g. offender, victim, family). As a facilitator you need to *ask* if you are not clear. You have to be on the same track as the other panel members.

Facilitation is also about building a social relationship. What are the cues telling you about the participants? We don't work effortlessly in groups. As a facilitator, you have to be picking up on the group members' underlying feelings and thoughts.

## Providing Feedback to Your Panel Members

Providing feedback to your panel members or co-facilitators can be difficult during the Restorative Justice Conference. In most facilitation situations there isn't a hushed moment where the facilitator gets to say, "Would you like a bit of feedback on the last comment you made?" In fact, using that opening would not solicit a positive response. So how do you do it? Establish ground rules. You cannot provide feedback to your panel members with the offender, victim, and their families (clients) in front of you. So, one of the skills you will have to develop will be the ability to deflect inappropriate comments and quickly switch back to the topic. You are dealing at the same time with two separate groups: the panel, and the group of clients. In a controlled way, you have to be able to say what you really think (debriefing). You need to develop a strategy when a panel member is doing or saying something inappropriate.

## Staying with the Group

“Staying with the group” means that you’re able to filter the variety of messages you’re receiving and know where you are in relation to the task, to the relationships and to every one else. Facilitation is a juggling act, and you may find yourself in a place where you can be really focused for a little while, and then.... you find your mind wandering. The average attention span of an adult is about 6 minutes. Sometimes we convince ourselves that we can think about several things at the same time. You may think that you’re “*not really* not listening”, then someone asks you a question, and you realize you haven’t got a clue where you are. Staying with the group is a really important skill. One thing you can do to stay with the group is to do a mental paraphrase of the last thing said while you’re listening to the present statement, and to create a string of statements, with a mental “bead” to represent each speaker.

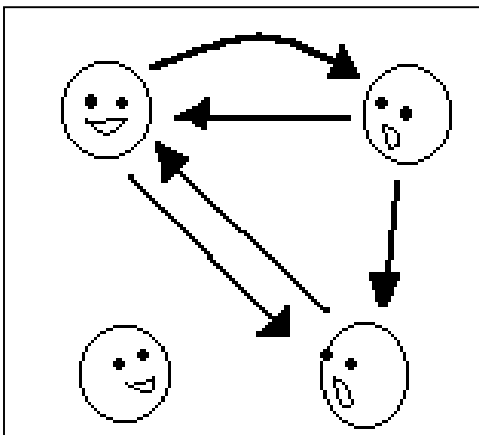
## Using Sociograms to Understand Group Dynamics

You can encourage participation by using a mental sociogram. A sociogram shows the flow of communication among members of a group. Figure 2b shows what a sociogram may look like. Each line with an arrow shows who is talking to whom.

In an effective panel, a sociogram would have arrows to and from each panel member and the offender. If there is a parent or other support person present, there should be a flow of communication to and from this person in the diagram too.

If you are using a Restorative Justice model other than the community accountability panel, your sociogram may differ slightly, but one thing will remain: each participant should have a chance to speak, and that would be reflected in your sociogram by having an arrow from each person.

**Figure 2b**



What might happen if your sociogram looks like this (no line going to one person)?

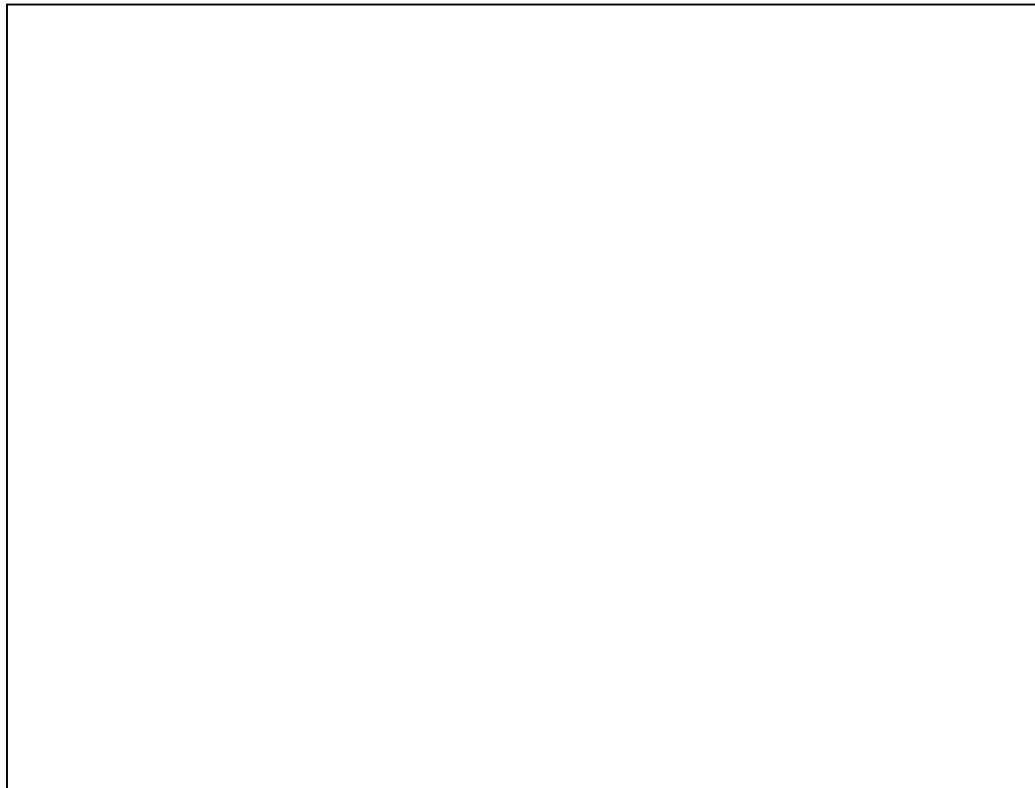
The other thing that can happen is that you can have all the lines going to one person. Who is that person? What does it mean? How does it all affect your group dynamics? A sociogram helps you understand how your group is operating.

**What happens to a sociogram when a group uses a talking piece in the circle?**

A sociogram wouldn't work then to the same degree. The facilitator in a circle will intervene if one person always passes without saying anything.

Using the structure of your typical meeting, take some time to draw a sociogram.

- How many participants are there? Label each individual (e.g. "chair", "offender")
- Show how the flow of communication *should* be in your meetings.
- Would a sociogram at your typical meeting look like your ideal model? If not, why not?



During a meeting, you may realize after doing your mental sociogram that you're not hearing from your offender. Then you'd have to do an intervention. An intervention could take a variety of forms, depending on your intuition. Is this a good time to ask a direct question? Should you tell someone to allow others to talk? Should you prompt someone to talk? You must encourage the one with the most communication barriers and the most at stake (offender) to speak.

## Facilitator's Toolbox

The following phrases may help you to facilitate. These phrases won't work for everyone. And they won't work all the time. These are only examples. You have to develop your own.

**I understand today we are here to...**

(when you wish to declare the task of the meeting)

**Let me ask the group a question...**

(used to locate an individual's concerns during a discussion)

**What we've heard...**

(used to sum up a session or summarize the content from a long comment)

**How does this relate to what ... has said?**

(used to clarify if you think the discussion is drifting)

**Would you say that again?**

(when you didn't understand the point the speaker made or sense that several others have not understood the point)

**Hang on a second, can we hear from...?**

(when you sense a reluctant speaker is about to speak and is being cut off)

**I'm having trouble understanding how what you said relates to...**

(when you don't see the connection between what the speaker is saying and the task and/or the previous comments)

**Is there something you'd like to say?**

(to encourage a silent participant)

**So we seem to agree that...**

(when you sense a consensus is near)

**So we seem to agree that...but I'm wondering about...**

(when you sense a consensus is about to be reached and an important element of the task has been overlooked).

## Summary

- Revisiting the checklist on page 8 is a useful “self-check”.
- Facilitation means assisting others in getting along, communicating, solving conflict, negotiating.
- We are all “experts” at facilitation in some way. (We all have experience).
- Because of our time-value, facilitation is used to make the process more efficient and effective in letting all sides be heard.
- Facilitation is a multi faceted role: not essential, but very valuable. Is not “innate” but is “natural”. We all can develop strengths and abilities according to experience.
- In every group there will be a task and there will be relationships:
  - a. What are we here to do?
  - b. Who are we here to work with?
- Sociograms, diagrams of conversational flow, can help you visualize who is speaking and to whom.
- Expect a variety of challenging behaviors from group members.
- It is important to stay impartial.



### HOMEWORK

Think about situations where it was difficult for you to facilitate, or communicate, during your volunteer work. What was the problem? Come prepared to discuss difficult situations during next session.

- What do you do to make someone stop talking?
- How can you get someone who's quiet to talk?
- How do you handle silence?
- What do you do with someone who brings up something inappropriate?

Most of us don't find ourselves in everyday situations of conflict resolution like we would do as panel members. It's unusual. In this situation, we find our strengths diminished, and our challenges heightened. We role-play, and some things come out stronger than others. If we only see our strengths, then what will happen when things don't go our way and aren't easy? What will we do when our strengths aren't so strong? (e.g. do you get really quiet?) How effective are you?



### Personal Problem Solving – Conflict Resolution

Conflict resolution is a dynamic process, not a linear, step-like process.

#### **Conflict Resolution Involves...**

Human beings who have a sense of self

Human beings who have a sense of other

Human beings who value relationships

#### **Conflict Resolution Means...**

- Being self-conscious (which is usually considered a negative stance).
- Being aware, rational and emotive
  - Rational: logic, reason, values fairness
  - Emotive: feelings, senses, values caring
- We must balance fairness and caring.

We naturally problem solve to survive. Depending on our personality, our environment, our heredity, and our experience, we may approach problem solving in particular ways – that is particular to each one of us.

We weave what we have learned from previous problem-solving experiences into present problem solving situations and project into the future problem solving potential.

We develop stances (postures) that suit what we have learned, such as passive, aggressive, passive-aggressive, and assertive.

### Dysfunctional Conflict Resolution (Crazy-Making Behaviors)

<b>Negative Attribution</b>	Seeing through a cynical screen. (“You’re just saying that because you want one.”) It’s an inability to believe what is being said because you “know the truth”.
<b>Avoidance/ Withdrawal</b>	Putting up with the present situation, which is easier than facing the problem. It leads to a loss of personal respect, and a loss of relationships. It may be the best course (temporarily).
<b>Accommodation (Pseudo-Accommodation)</b>	Beginning to resolve conflict and then give in too quickly or hypocritically, changing or dropping the subject, or joking.
<b>Compromising</b>	Attempting to satisfy incompatible needs. It often leads to problems for both parties.
<b>Competition</b>	Power struggle. It involves pride. May lead to escalation.

### Functional Problem Solving/ Conflict Resolution

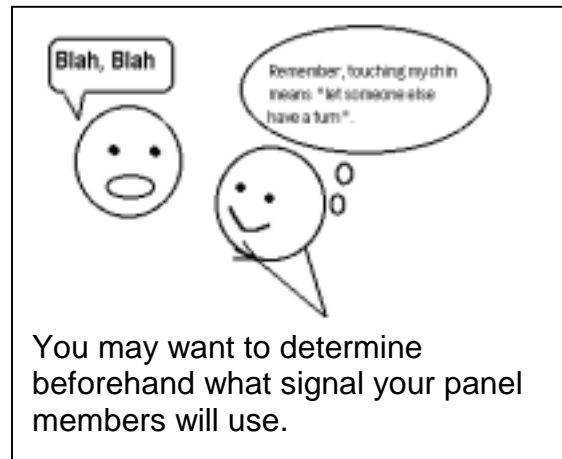
1. Define the problem (important elements: perceived scarce resources/ perceived incompatible goals/ mutually recognized relationship) for yourself
2. Define the problem with the other person (people)  
 “When you do \_\_\_ I feel \_\_\_\_, because...”  
 Include goals. For example: A house free from dirty clothes, etc..
3. Search for the solutions (brainstorm, fantasize)
4. Limit solutions
5. Choose one
6. Implement the solution (with safety checks)
7. Evaluate solution

Is there still a relationship? Have goals been met or realistically changed? Are rewards/ resources adequately shared? Have we learned anything for next time?

## How do you achieve balance among your panel members?

### **Someone is talking too much**

- Find a signal. The recipient must be able to recognize the signal, knowing what it means.
- Subtle physical intervention (little kick under the table, tap on leg)
- Pass notes - 1 or 2 word cue (e.g. “Dad?”)
- Speaking interjection - How to do it without disrespect or making them shut down:
- Statement “Excuse me...I’m not sure where this is going..”
- “Can you summarize...”
- Use of I statement, “I’ve lost the train of thought, can you summarize..”  
“I think we need to take a minute to summarize. Is this what you’ve been saying..” (Can be used for panel members, victims, parents.)
- Interrupt by gesture (e.g. slight hand raise, eye contact, lean forward, mouth open drawing a breath)
- “May I cut in?”



### **You aren't hearing from the youth (or parent). How do you get them to talk?**

- Proactive: scan group, read body language, redirect
- Use name of person who looks like they have something to say. E.g. “George, you look like you want to say something.”
- Lay out the procedure beforehand. “This person speaks, then you have your chance.”
- Tell them that they can “jump in” at any time if they have something to say.
- Ask youth if they understand (some people are taught not to interrupt. These people must be “invited” to speak and given a “forum” - free without others speaking)
- “Name, could we hear a word from you?”
- Ask a specific question to get them to say something.

### **Achieving Balance In Difficult or Threatening Situations**

Recognize that the panel is a difficult and tense environment, and we may use over-generous/over affectionate words because of our knowledge of how emotional and tense everyone is and not wanting to hurt or upset the person (e.g. “Lena, I can hear you are very concerned about this. You have a really good point, but I’m not sure where we’re going with this.”)

- Talk for 2 or 3 sentences in your intervention - it may throw the person off their “rampage”
- “I appreciate your point, but it’s time to move on”
- “Let’s come back to this...”

- Leave out the word “but”. Use “however”, “because”
- Chair can summarize the person’s point as a way of interrupting.
- Have a ‘group signal’ (e.g. grab your ear, look at watch) that all people understand to mean something (e.g. “You’re talking too long”)
- Debrief after the meeting
- What about seating arrangements? Circle vs. Panel for eye contact, signaling, etc.
- You know what will work for you. Bring it up at meetings or debriefings. What signals might you want to use? What works well for your group? Ask for feedback and give honest feedback.

## Assertiveness

Assertiveness...

- is speaking for yourself, and doing so in effective ways.
- is situational. The best move in one situation may be the worst move in another.
- requires the ability to know your own rights.
- requires the ability to know the rights of others.
- requires a sense of oneself, worth supporting and defending, if necessary.
- requires the ability to put yourself in someone else’s position.
- requires the ability to recognize and describe your own feelings.

**Passive Behaviour** -- When we are passive, we overlook or deny our own feelings in situations where our rights are being ignored or violated.

When you buy a ticket for the movie, you have the right to enjoy the movie without interruption. Someone discussing the movie right behind your head is interrupting your enjoyment. Being passive means you sit through the movie, usually feeling very sorry for yourself.

**Aggressive Behaviour** -- When we are aggressive, we violate the rights of others, usually by overreacting, and being abusive and offensive.

You have the right to keep your vegetable garden free from pesticides, herbicides and visiting animals. When the neighbour’s cat digs in your vegetable garden, you shoot the cat.

**Passive-Aggressive** -- When we are passive-aggressive, we appear at first to be giving in to someone else, but then we get revenge, usually in extreme ways. This approach often leads to “crazy-making” behaviour masked by courtesy and kindness.

After you get pushed aside in the grocery store you “accidentally” run into the back of the pusher’s heels with your cart.

**Assertive Behaviour** -- When we are assertive, we express our needs, thoughts and feelings directly, without blame and without manipulation. We may not always get what we want, but we always know where we stand after an assertive act.

When someone asks to borrow five dollars until the weekend, you say no when you mean no and yes when you mean yes.

Assertiveness requires the ability to follow steps that may seem unnatural at first:

1. Know yourself
2. Be aware of your own basic rights
3. Be aware that everyone has the same basic rights
4. Know that sometimes your rights may collide
5. Apply the “reasonable person” test
6. Assess the situation: What is called for right here and now?
7. Brainstorm solutions swiftly
8. Do something \*
9. Be prepared for the consequences

\* doing something means stating assertively what you believe to be true in this situation, describing your feelings fully, giving good reasons for your feelings and accompanying thoughts, suggesting the action you believe is fair, avoiding exaggeration or manipulation, and using effective communication skills throughout.



## Problems of Leadership (for the Chair)

### **Challenging**

You’re being challenged by one of the group members. What do you do? It may be best to ignore the challenge if it’s irrelevant to the task, and address it later. You may wish to tell the challenger that you will be dealing with the issue at a later time. If you decide to address the problem immediately, let the challenger know that you understand how they feel. (e.g. “You seem uncomfortable with that idea.”)

### **“Yes, but...”**

People who frequently use “yes, but” may really be saying “no”. They want to create the impression of cooperation, but they quickly negate the yes with “but”, “except”, “although”, “however”, “still”, etc. You can confront this by saying, “When you say ‘yes, but’ it seems to me you’re talking about something you really don’t want to do.” Move on.

## Monopolizing

A person who monopolizes discussions may want to be the center of attention or be in control. Or, they may believe that their opinion is more important than anyone else's is. Direct attention away from them. Say, "Let's hear from someone else..."



## Questioning Skills

You want to be the one doing the least amount of talking - You want the offender to do the talking. You need to ask questions. Remember that cultural differences can make questioning sound "pushy" and "probing".

<b>Closed questions</b>	<b>Open question</b>
<p><u>Start with:</u> Do... (e.g. "Don't you like your teacher?") Is... Can... Would... Could... Should... Will...</p> <p>Encourage one-word answers</p>	<p><u>Start with:</u> Who... What... When... Where... Why... How...</p> <p>Encourage discussion</p>

Closed questions discourage discussion. (E.g. teens/ children will often only answer 'yes' or 'no' to these questions without elaboration). Closed questions are based on assumptions (e.g. "Did you have a previous engagement?" assumes something about their life). Asking questions that don't imply or assume an answer allows the other to open up. You may have to do some "mental gymnastics" to rephrase a question.

However, closed questions can be useful. They can be used to begin a conversation with someone who's reluctant to talk, giving enough information on which to base further questions. They can also be used to change the topic, or to re-focus a conversation on the topic at hand when it has strayed.

## **Open Questions:** 5 “Wh” and an “H” (journalistic questions)

- Who, What, When, Where, Why, How
- Open: “Can you think of one thing that was going through your mind when...”  
“Can you think of the worst thing that happened today”

Sometimes the questions themselves are phrased correctly, but the individual is still not cooperating or “opening up”. To encourage discussion:

- Ensure that you are being respectful.
- Don’t use sarcasm, or put the individual down.
- Don’t treat them as a liar, and don’t focus on inconsistencies that are irrelevant.
- Remember, you’re the one looking for information, so stop talking! Listen. Don’t lecture or repeat yourself unnecessarily.
- Listen to the answers to the questions. As you may recall from the section on communication, one of the barriers to communication is the listener not listening.
- A mixture of open and closed questions can be the most effective.
- A closed question can be used to start the conversation, giving enough information to lead into other questions.
- When they answer one question, keep on the topic to get more answers in the area.
- Ask a non-threatening question. State the importance of their input.

## **Dealing with silence**

When we ‘pause’ we think it goes on forever, when in reality it’s only a few seconds. Silence can be useful. Just leave silence alone. Try to become comfortable with it. Many people make the mistake of “filling in” for another when silence happens. They either answer for the speaker, or they ask another question without getting the answer to the first one. One technique used to encourage more extensive answers is to wait at least 5 seconds after an answer is given before the next question is asked. This gives the impression that a more in-depth response is expected. And certainly wait for an answer when you ask a question. Sometimes a speaker is uncomfortable answering, but they’ll probably be even more uncomfortable with a long silence, so wait it out and you’ll get an answer.

## Summary

- The dynamics of a Community Accountability Panel are unique.
- Conflict resolution means being aware of the logic as well as the emotions in a situation.
- When someone is talking too much, as a facilitator you should intervene.
- Asking open questions is a good way of getting someone to talk to you.
- The best line of questioning involves both open and closed questions.
- As facilitators we must learn to express ourselves assertively, telling others what you mean while respecting the rights of ourselves and others.
- Know that as a facilitator or a chairperson you may be challenged by others.
- Use silence effectively. Become comfortable with it.
- Debriefing/ feedback between panel members is important.



### HOMEWORK

Practice using the skills from this training in your next three meetings.

*Facilitation Skills for Panel Members  
Training Sessions*

## Participant Survey

Name (optional): \_\_\_\_\_

Organization: \_\_\_\_\_

Please complete the following survey to evaluate the training session(s). This is to evaluate HOW EFFECTIVE THE TRAINING IS, (ie. NOT to test how much you know). Information gathered from this survey will assist in future revisions of the guide.

### Part A - Concepts

Please indicate to what degree the training allowed you to understand these concepts.

	Not at all	Poor	Moderate	Good	Excellent	
Communications model.	1	2	3	4	5	N/A
Barriers to communication.	1	2	3	4	5	N/A
What facilitation is.	1	2	3	4	5	N/A
The core skills of facilitators.	1	2	3	4	5	N/A

### Part B - Skills

Please indicate to what degree the training provided you with opportunity to practice the following skills.

	Not at all	Poor	Moderate	Good	Excellent	
Listening for idea of the speaker, not just words.	1	2	3	4	5	N/A
Recognizing what the task is in a group.	1	2	3	4	5	N/A
Recognizing relationships in a group.	1	2	3	4	5	N/A
Diffusing conflict in a group.	1	2	3	4	5	N/A



Please return surveys to:

**Chilliwack Restorative Justice and Youth Diversion Association,**

45924 Airport Road, Chilliwack, BC, V2P 1A2 Telephone: 604-702-4214 Fax: 604-702-4243

# Facilitation Guide for Restorative Justice Community Accountability Panels

## TRAINER'S GUIDE

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# Trainer's Guide

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## Before You Begin

This section is intended for the Trainer facilitating the three sessions outlined in the Participant's Facilitation Guide.

You will be using the Trainer's Guide to lead you through the sessions. There will be information that you will present to the group, group discussions to lead, and exercises to conduct. If necessary, you may wish to modify the material to fit your audience, your own area of expertise, or time availability.

The most effective method of teaching this information is through large group discussion and small group exercises. Whenever possible, allow participants to share with the group.

### **Requirements for Trainer**

The information in the guide covers the basics of communication and facilitation. It is expected that the trainer has had some experience in the area of facilitation. It is recommended that the Trainer come prepared with additional resources for the participants.

If, as a trainer, you are having difficulty understanding any basic part of conducting the sessions, such as summarizing at the end, you may want to reconsider being the Trainer for these sessions.

### **As the Trainer, you will...**

- Conduct the exercises included in the sessions.
- Promote and guide open, honest discussions.
- Keep the group on task according to the timeline.
- Provide clear beginnings and endings for exercises, sessions, and program.
- Provide copies of the Participant Guide and all handouts and materials to all participants.

### **Important things to keep in mind as the trainer**

- All participants are valued and respected.
- The goal is for participants to benefit.
- Trainers are not perfect, not always right, and not experts.
- Power is shared equally within the group.

## Advantages of co-facilitating

1. Two facilitators can serve different roles in the group (e.g. one can be “recorder” during group discussions)
2. Each facilitator will have a different background and perspective.
3. Using two facilitators takes some of the load off of one by alternating roles.
4. Co-facilitation can provide a valuable experience for the less experienced of the two.

If you decide to co-facilitate, keep in mind that it may take extra time to prepare. Make sure that any conflict between co-facilitators is handled skillfully, outside the group time, so it doesn't affect the sessions.

## Preparation

These sessions are designed for a maximum of 30 participants. Ensure that you have enough copies of the Participant Facilitation Guide and exercise material for each participant. You may wish to hand out all materials at the beginning of the session.

### 1. Background Material

Before beginning each session prepare by familiarizing yourself with the material contained in the guides. You will be presenting the information set out in the Participant Guide to the group. This material has been duplicated in the Trainer's Guide

The shaded boxes at the beginning of each session will outline the objective, estimated time, and materials required. You will be using the Trainer's Guide to direct you through the sessions. The Participant Guide will follow along with the session, and you must be able to direct participants to the appropriate part in their guide, while being aware of where you are within the Trainer's Guide.

### 2. Exercises

Exercises will be conducted using exercise handouts. Have these prepared before you begin the sessions, along with other handouts required. The shaded box at the beginning of each exercise in the Trainer's Guide will outline the objective, estimated time, and materials required.

You will be leading exercises in which participants will be role-playing. It is recommended that each participant play a different role in each exercise, to give everyone a chance to practice communication and facilitation skills.

### 3. Group Discussion

A small icon will be present to indicate that a group discussion is to be lead.



### 4. Handouts

All exercise handouts and materials are contained in the Exercises and Handouts section. You will copy the appropriate handouts for each session. The required handouts will be outlined in the shaded boxes at the beginning of each session under “Handouts”.

# Facilitation Guide for Restorative Justice Community Accountability Panels

## Trainer's Tips and Additions

1. Another way of explaining facilitation at the beginning of Session 2 is to look at the root of the word, "facile", which means "to make it easier", or to make a process smoother.
2. In Exercise 3, you may wish to allow the group members to give feedback to the whole group after they generate their lists. Ask the facilitators of each group to tell what they thought of their experience.
3. In Exercise 4, you must stress to the participants that it is the task they are trying to accomplish, (e.g. "Come to an agreement on the best way to handle someone who's dominating the group."). The purpose is not to figure out what role the others are playing.
4. Session Three has a lot of information, and is likely to go overtime with discussions. You may wish to choose which exercises and group discussions to use. When this session was conducted in Chilliwack, it was necessary to omit one of the exercises, and condense another. Read the material to determine which exercises and discussions would be of most benefit to your group.

**Objectives:** By the end of this session the participants will:

1. Practice observation skills
2. Identify common barriers to communication
3. Understand the importance of listening for ideas
4. Understand the significance of non-verbal communication
5. Explore a sending and receiving messages model
6. Recognize how personal factors influence communication

**Time:** 3 hours (including 20 minute break)

**Materials:** Black board or flip chart

**Handouts:** Exercise Handout 1  
Exercise Handout 2



### 1. Welcome and Introductions (5 minutes)

- A. Introduce self and colleagues
- B. Welcome participants
- C. Provide a short history and summary to the participants:  
“This training was originally developed by a professor at the University College of the Fraser Valley for Chilliwack Restorative Justice volunteers. It is designed to address the topics of communication and facilitation as they relate to the tasks faced by volunteers in Restorative Justice programs.”

### 2. Housekeeping (5 minutes)

- A. Review the program dates, time, and location
- B. Location of washrooms, telephones, and emergency exits
- C. Parking location and fees
- D. Time of breaks
- E. Refreshment details

**3. You may tell participants to follow along starting on page 1 of the Participant Guide.**

## Present the following information to the group:

### What is a “barrier”? (participant guide page 1)

A barrier is *anything* that impedes communication. Some commonly encountered barriers are the following:

- Language differences (e.g. speaker is French, listener is English)
- Environmental noise
- Short attention span
- Speaker has difficulty putting thoughts into words
- Emotional state of speaker or listener
- Other physical distractions

### **EXERCISE 1: Introductions**

#### **Part 1**

Groups:	Pair (groups of 2)
Time:	10 minutes
Objective:	By the end of this exercise, each participant will know the name of at least one more person, practice observation skills, and practice listening skills.
Materials:	Exercise 1 Handout

Carry out the exercise using the following instructions, allowing time for the participants to complete each step before continuing to the next.

1. Pair up.
2. Practice sitting in a way that will be comfortable to listen.
3. Introduce yourself for 1 minute
4. Switch and allow the other person to introduce themselves
5. When the participants are done their introductions, ask the partners to go back to back (face away from each other) with a pen and paper and answer the following questions about their partner:
  - Does the other person wear glasses?
  - What color are their eyes?
  - Are they wearing a shirt with buttons?
  - Do they have any visible piercings?
  - Describe their nose.

**Proceed to Part 2 after the partners have answered their questions.**

## Part 2

Groups:	Groups of 4
Time:	5 minutes
Objective:	By the end of this exercise participants should understand some of the barriers to communication.
Materials:	None

Use the following instruction to guide the participants.

1. Arrange yourselves in groups of four (people other than your partner from exercise 1)
2. Introduce your partner from part 1 of the exercise to this new group.
3. “Point and Gossip” about your partner. (Define and introduce: Point and gossip means to whisper, look at, and talk about the partner from the previous part of the exercise with the new group members.)

(The purpose of pointing and gossiping is to cause a distraction, which is considered a **barrier** to communication. It can also be a bit of fun if you have a group with a good sense of humor.)

### Exercise 1 Group Discussion

What were some of the barriers to communication during this exercise?

- physical noise
- volume of speaker
- memory
- nervousness
- pressure
- time limits
- off-topic
- multiple speakers
- “point and whisper” implications
- distracted by visuals (characteristics of person)
- talking a lot
- not talking enough
- search for similarities/ common ground.

## Present the following information to the group:

### Communications Model (participant guide page 1)

Everyone has experience with communication, especially those of you who have been volunteering with a Restorative Justice program, so the concept of communication will not be new to you.

Participants have Figure 1 a. in the participation guide. Refer them to *Figure 1a.* and the following sections of their guide. You will review the model with the group.

- Any linear model does not begin to describe the communication process.
- No direct transmission between the idea and the person receiving it.

Figure 1a.



### **Encoding**

- Ideas don't come into our minds encoded.
- An idea has to be *created*.
- The person who creates the idea is the speaker.
- The speaker has to create a system of symbols that will translate the idea into a message.

The speaker's choice of symbols is where one of the first barriers appears. We make a selection to translate our ideas into English. We don't often ask if anyone requires any assistance with hearing or reading. These are all encoding decisions. We select symbols to communicate what we're trying to tell others – we translate.

### **Medium**

- The medium is what the message has to travel through.
- The medium is the body, the voice, paper, telephone, computer, television, etc.
- In the situations you encounter in Restorative Justice, *the medium is usually the voice of the speaker.*

- We must attempt to translate an idea into a symbol that can be commonly understood and sent across the medium.

### **Decoding**

- The listener's task is to somehow decode the symbols.
- It's not about hearing the words, it's about understanding the *idea* that was in the speaker's mind.
- Your task is to learn more about listening for that ill-formed or ill-translated idea that will help you to make the best decision for the people that you're working for.

### **Summarize the process of communication:**

We're all struggling with the same pieces. What are those pieces?

#### **SPEAKER:**

In order for us to have something to listen to we must have a speaker. Of course that might be harder than it sounds. Sometimes the speaker won't speak to you.

#### **IDEA:**

The speaker has to have an idea. There is no such thing as a person who doesn't have something to say. They may have enormous experience with no one caring what they have to say, but they do have ideas. You can count on that. The speaker has to have ideas that can somehow be translated into symbols that we can understand (encoded).

#### **TRANSLATION:**

There has to be a translation. You have to be able to decode, that means understanding the words, that means to hear what the hesitation means. That means to listen past the barriers that may influence your ability to decode.

#### **MEDIUM:**

You have to know what the medium is. What is it that you are against when you try to listen? What are the barriers that interrupt?

#### **LISTENER:**

There has to be a listener. And that's you.

Very often what interferes with the process of communication is that the listener isn't listening, and the speaker knows it. Our responsibility is to convince that reluctant speaker that we are listening, so that we have a chance to decode the idea and understand it.

---- SUGGESTED BREAK 20 minutes ----

## Listening for the Idea (Not Just Words) (participant guide page 4)

Some people are splendid listeners. They can recite verbatim, they can hear and memorize, but they don't have any sort of heart for what the speaker MEANT, as opposed to what they SAID.

How do you check if a listener understands? It's called feedback. If you've taken a course in interpersonal relations, it sounds a lot like, "So what I'm hearing you say is..." This is a valuable skill, but listening for the idea is a different kind of feedback. Our task as listeners is to avoid those types of approaches in our attempts to feed back to our speaker "I hear you". Letting a speaker know you hear them can be an incredibly powerful act. If we are able to (positively) convince our speaker that we understand what they're saying, and encourage them to keep sending information, it can have a profoundly moving and spiritual effect on a speaker that has not had their message heard before, although they may have tried time and time again to send it.

### **Ways to Improve Your Listening Skills**

1. Stop talking.
2. Focus on the speaker.
3. Keep an open mind.
4. Summarize out loud when appropriate.
5. Observe both content and feelings.
6. Do not offer advice (especially silently).
7. Do not argue mentally.
8. Avoid judgements: they are a vexation of the spirit.
9. Ask open questions.
10. Do not be defensive.

**Invite additional suggestions for this list from participants.**

## Using Body Language Effectively (participant guide page 4)

Body language is probably the most powerful part of communication. A person's words may be saying one thing, but tone of voice, posture, and eye contact, may be saying another. We rely, instinctually, on the information we gain from body language. Some of the tasks of a good listener are the following:

- to pick up on others' body language,
- to be aware of our own body language - to be aware of what it is we do when we're listening intently, and to be aware if our body language contradicts what our words are saying, for example, nodding your head too much or using the SOLER position.

## What is SOLER?

SOLER is an acronym for

- S**quare shoulders,
- O**pen posture,
- L**ean,
- E**ye contact,
- R**elax.

SOLER is culturally specific, and not comfortable for all people. Think about what message formal body language (SOLER) sends to the listener. All you have to do is take this position, and some speakers feel uncomfortable.

What do you do instead?

- Develop your own version of this.
- Be aware of what your body looks like.
- Know what you're "listening face" looks like.
- Get feedback from other panel members.
- There's no rule. But we have to be aware of contradiction between verbal and non-verbal language. Be genuine!

## Awareness of Your Attending Behavior (participant guide page 5)

One of the things we have to be aware of is our own attending behavior. If you show your emotion in obvious ways, this may affect the offender, victim, or other panel members. Maybe when you get focused on something, your shoulders raise. How does this affect the other person? We all need to know what we look like when puzzled, unhappy, etc.

How do we learn what we look like when we listen?

- Feedback (ask another panel member or co-facilitator)
- Video
- Look back at yourself

What things are you not aware of that might be detrimental?

## **EXERCISE 2: Strengths As A Listener**

**Two models are available to use for this exercise. As the Trainer, you are encouraged to use the model that you are most knowledgeable about and comfortable with. The Medicine Wheel has sacred relevance to the First Nations People, and should not be taken out of context. Only if you are familiar with it, use the image of the Medicine Wheel as a tool. As an alternative, you are welcome to use the image of the “Balance Box”:**

Groups:	Groups of up to 5
Time:	25 minutes
Objective:	Participants will be able to identify where they have strengths as a listener.
Materials:	Exercise 2 Handout (“The Medicine Wheel” OR “Balance Box” - Decide which image you wish to use and copy this one for the participants.)

This exercise will introduce the group to one of the most powerful tools for human development. Instruct the group, using the following instructions:

1. Arrange yourselves into groups of 3 to 5. Introduce yourselves to each member of the group if you don't know each other. Move if you need to. (If you have access to other rooms, you may use these also).
2. Talk about things you can do to increase your effectiveness as a listener
3. Use the image of the medicine wheel (figure 1b) as a guide
  - In what ways can you increase your mental or intellectual abilities as a listener?
  - What are some things that you are aware of yourself doing and can do more of to increase you mental abilities?
  - What are some ways you can increase your emotional strengths in this area.
  - What are some of the things you have already been doing?
  - What are your strengths?
  - What are your challenges? Tell your group what you're working on.
  - What are some of ways you can deal with some of the physical distractions when you're listening?
  - What are some of the strategies/ tips for dealing with barriers such as noise?
  - You don't need to talk about the spiritual with your group.
  - Talk about listening as it relates to your work as a volunteer, to develop in a whole and rounded way.

Before using any exercise with the medicine wheel as a central symbol, consult someone from the aboriginal communities and/or do some research. A place to start...

Armstrong, J. 1989, Spring. *Cultural Robbery Imperialism: Voices of Native Women*. Trivia: A Journal of Ideas, 14, 21-23.

Cameron, A. 1987, Summer. *A Message For Those Who Would Steal Native Traditions*. Mocassin Line, 34.

English, V. 1996. *Toward a Re-Birth of the Medicine Wheel as a Pedagogy for Native Education*. Calgary, AB: University of Calgary Press.

Graveline, F. 1998. *Circleworks: Transforming Eurocentric Conciousness*. Halifax, NS. Fernwood Publishing.

## Exercise 2 Group Discussion

What are barriers to listening effectively?

Provide an opportunity for participants to come up with their own ideas. Below are some examples to illustrate the type of responses you may get:

<u>Mental</u>	<u>Physical</u>	<u>Emotional</u>	<u>Spiritual</u>
Lack of focus inappropriate language	set up of room	Not empathetic/ not sensitive	Lack of life experiences
pre-judgment	ADHD	not strong enough to deal with emotions	Lack of empathy
stereotypes	Comfort of chairs	not knowing your own strength in a situation	not being aware of where others are
lack of empathy	body language	more difficult with issues that are close to you	lack of respect
interruption	dress inappropriately	people that “shut you down/ put your back up”	
“No small talk -- get to the issue”	pose a threat or not taken seriously	playing games/ control issues, so as not to deal with things	
no common ground			

### Summarize with the group the main points of the session.

- Be aware of the barriers to communication, and minimize these.
- Communication Model is not linear.
- We can't read minds, so communication requires transmission of a message.
- We must come up with system of symbols - a common language (encoding/ decoding).
- The medium is what the message travels through - body, voice, words, paper, telephone, TV.
- The message is what (and how it) is said.
- It's not what is said, but what is MEANT that's important. (Not the words, but the IDEA).
- Body language is important in seeing “meaning” rather than words. (Listen with your eyes).
- Give feedback that says “I hear you” to make sure the message is understood.

**Close with any questions from the group. Point out the suggested homework in the Participant Guide (page 6).**

**Objectives:** By the end of this session the participants will:

1. Define “facilitation”
2. Understand the role of the facilitator
3. List some core skills of facilitators
4. Identify how facilitation skills can be used in their volunteer work

**Time:** 3 hours (including 20 minute break)

**Materials:** Flip chart and pens or blackboard  
papers with a color written on each (see exercise 5)

**Handouts:** Handout #1 (cut into roles)  
Exercise Handout 3  
Exercise Handout 4  
Exercise Handout 5

**\*\* There is a lot to cover in this session, so you must move quickly. \*\***

### **Welcome and Housekeeping (5 minutes)**

**Present the following information to the group:**

#### What Is Facilitation? (participant guide page 7)

**Assumption:** you have all had experience with facilitation. Figure 2a is a checklist for facilitating different kinds of groups. Use it as a guide for a brief discussion about facilitation at the end of the session.

Facilitation is the act of assisting a group with the process of communication, enabling the group to complete a task. Facilitators are not group *leaders* in that they do not make the rules for a group or designate what the task is. Facilitators set out guidelines/ group rules beforehand and get agreement.

**Invite the participants to think of a time when they've facilitated (at work, home, or somewhere else), and to take a moment to use the following "Checklist for Facilitation Skills" (figure 2a) to evaluate their effectiveness in this situation.**

Figure 2a

Check-List for Facilitation Skills	
Did I	
	Know what the task was?
	Know what the issues were?
	Stay with the group? (focus and filter out distractions)
	Provide feedback (debrief)?
	Remain aware of my own attending behavior and "listening face?"
	Use effective non-verbal attending skills to encourage the reluctant speaker?
	Encourage full participation by keeping a mental sociogram?
	Acknowledge the emotions of the speaker?
	Acknowledge the intention/ content of the speaker?
	Allow individuals to speak for themselves?
	Remain sensitive to all participants?
	Manage time?
	Summarize when necessary?

A facilitator acts as a presence in the group for the following reasons:

- to "balance" (facilitators are impartial)
- to make sure all the voices are heard
- to mediate if necessary
- to pick up on the subtle emotions and undercurrents
- to help the group get together
- to keep the group on schedule
- to keep the group on task (prevent the group from getting off topic too much)

The facilitator's role is multi-faceted. If you have a group of facilitators, it doesn't mean you have a splendid group, in fact, quite the contrary. If you don't have a facilitator in the group, it does not mean the group can't do anything. Facilitating not a mystical or magical role. It's not one that most of us do naturally, but that many of us do intuitively. We can all learn how to do it. There is no personality that makes it impossible to be a facilitator. And there isn't a wrong way to do it. Facilitation, like teaching or parenting, is different for each one of us. Each one of us develops strengths and abilities based on our own approach to the world and our own attitudes. There is no cookie cutter model. We can develop our own strengths.



## GROUP DISCUSSION QUESTION:

Where do you use facilitation skills (the ones outlined in the “Checklist for Facilitation Skills”) in your volunteer work?

How can facilitation skills help you in your volunteer work?

### **EXERCISE 3: Facilitation Skills**

Groups: Groups of 4 or 5  
Time: 20 minutes  
Objective: Participants will know some of the core skills of facilitators.  
Materials: Exercise Handout 3

What are some of the core skills you must learn to be able to facilitate?

1. Arrange yourselves into groups of 4 or 5 people.
2. Choose a facilitator and recorder from among your group members.
3. The facilitator will help the group with the task by using facilitation skills.
4. The recorder will list all the skills suggested on note paper and then the final 5 on the sheet provided.
5. The task is to come up with 5 of the most important skills of facilitators.
6. After 15 minutes, each recorder takes turns reporting their results to the large group, in order to generate a “master list” of important skills.

#### EXAMPLES

1. Focus
2. Impartial (fair)
3. Prepared (structural preparation)
4. Competency and confidence
5. Able to demonstrate empathy

**Present the following information to the group:**

**Recognizing the Task and Allowing Relationships in Groups**

(participant guide page 8)

Task ←-----→ Relationship

What are we doing (task), and with whom are we doing it (relationship)? Both are essential questions to ask for a group to function over the long term. If you have a group that does not attend to both of these, it will either “eat its young” (task oriented), or have a fine time but not accomplish anything (relationship oriented).

We all carry within us the possibility of leaning towards one side or the other (orientation). In each group, you must be clear about the task that is to be accomplished. Each meeting is part of the task of “saving the world one child at a time”. What happens in many facilitation situations is that the facilitator does not know what the task is, or is not clear about it.

**TASK**

- What is the purpose of THIS meeting?
- Your role as a facilitator is to say “What are we trying accomplish in this meeting?”
- Task is the importance of the agenda.
- There are mini-tasks/ subsets of tasks under a bigger task.



**GROUP DISCUSSION QUESTIONS:**

What is the task in meetings of your organization?

What are your tasks as a facilitator?

**RELATIONSHIP**

- What are the issues?
- Do these people like each other?
- Is someone grumpy today?
- Does everyone know how difficult the case will be?
- What are the undercurrents/ social relationships in this group?
- Are there any power/ control issues?

Your task as a facilitator is to be aware of the issues. The issues can be with your panel members or with the other participants (e.g. offender, victim, family). As a facilitator you need to *ask* if you are not clear. You have to be on the same track as the other panel members.

Facilitation is also about building a social relationship. What are the cues telling you about the participants? We don't work effortlessly in groups. As a facilitator, you have to be picking up on the group members' underlying feelings and thoughts.

## Providing Feedback to Your Panel Members (participant guide page 9)

Providing feedback to your panel members or co-facilitators can be difficult during the Restorative Justice Conference. In most facilitation situations there isn't a hushed moment where the facilitator gets to say, "Would you like a bit of feedback on the last comment you made?" In fact, using that opening would not solicit a positive response. The word "feedback" is not all that appealing. So how do you do it? Establish ground rules. You cannot provide feedback to your panel members with the offender, victim, and their families (clients) in front of you. So, one of the skills you will have to develop will be the ability to deflect inappropriate comments and quickly switch back to the topic. You are dealing at the same time with two separate groups: the panel, and the group of clients. In a controlled way, you have to be able to say what you really think (debriefing). You need to develop a strategy when a panel member is doing or saying something inappropriate.



### **GROUP DISCUSSION SCENARIO**

How can you handle a situation where a panel member or co-facilitator says or does something inappropriate?

(If one of the group participants is able and willing to contribute a real-life situation they have encountered, use it as the example. Otherwise, you may use the following scenario.)

During a meeting with a 16 year-old young offender, she mentions that she's pregnant. Your co-facilitator, without warning, says, "You're obviously not mature enough to have a child. Are you thinking of abortion?"

What do you do?

## Staying with the Group (participant guide page 10)

“Staying with the group” means that you’re able

- to filter the variety of messages you’re receiving and
- to know where you are in relation to the task,
- to know where you are in relation to the other group members and relationships

Facilitation is a juggling act, and you may find yourself in a place where you can be really focused for a little while, and then.... you find your mind wandering. The average attention span of an adult is about 6 minutes. Sometimes we convince ourselves that we can think about several things at the same time. We think that we’re “*not really* not listening”, then someone asks you a question, and you realize you haven’t got a clue where you are. Staying with the group is a really important skill. One thing you can do to stay with the group is to do a mental paraphrase of the last thing said while you’re listening to the present statement, and to create a string of statements, with a mental “bead” to represent each speaker.

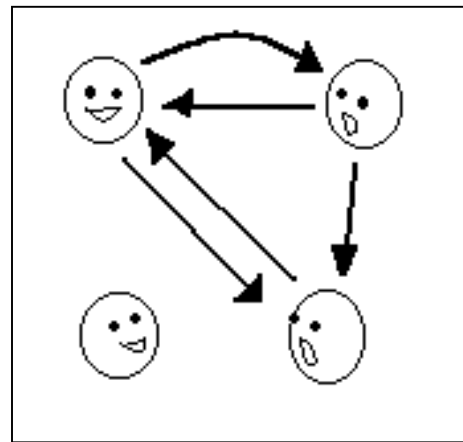
## Using Sociograms to Understand Group Dynamics (participant guide page 10)

Panel members can encourage participation by using a mental sociogram. A sociogram shows the flow of communication among members of a group. Figure 2b in the participant guide shows what a sociogram may look like. Each line with an arrow shows who is talking to whom.

In an effective panel, a sociogram would have arrows to and from each panel member and the offender. If there is a parent or other support person present, there should be a flow of communication to and from this person in the diagram too.

If you are using a Restorative Justice model other than the community accountability panel, your sociogram may differ slightly, but one thing will remain: each participant should have a chance to speak, and that would be reflected in your sociogram by having an arrow from each person.

Figure 2b



**Note: The Participant Guide has a place for each participant to draw a sociogram of their typical meeting. They may wish to do this at another time, outside of the session, or you may give them a minute to do it now.**

During a meeting, you may realize after doing your mental sociogram that you’re not hearing from your offender. Then you’d have to do an intervention. An intervention could take a variety of forms, depending on your intuition. You must encourage the one with the most communication barriers and the most at stake (offender) to speak.

---- SUGGESTED BREAK 20 minutes ----

## **Facilitator's Toolbox** (participant guide page 12)

The following phrases may help you to facilitate. These phrases won't work for everyone. And they won't work all the time. These are only examples. You have to develop your own.

### **I understand today we are here to...**

(when you wish to declare the task of the meeting)

### **Let me ask the group a question...**

(used to locate an individual's concerns during a discussion)

### **What we've heard...**

(used to sum up a session or summarize the content from a long comment)

### **How does this relate to what ... has said?**

(used to clarify if you think the discussion is drifting)

### **Would you say that again?**

(when you didn't understand the point the speaker made or sense that several others have not understood the point)

### **Hang on a second, can we hear from...?**

(when you sense a reluctant speaker is about to speak and is being cut off)

### **I'm having trouble understanding how what you said relates to...**

(when you don't see the connection between what the speaker is saying and the task and/ or the previous comments)

### **Is there something you'd like to say?**

(to encourage a silent participant)

### **So we seem to agree that...**

(when you sense a consensus is near)

### **So we seem to agree that...but I'm wondering about...**

(when you sense a consensus is about to be reached and an important element of the task has been overlooked).



## GROUP DISCUSSION QUESTION:

How can you handle a situation where a panel member (or co-facilitator) says or does something inappropriate? How could the Chair stop this?

### EXAMPLES

- \* Take a recess
- \* “Can we deal with this later?”, (e.g. A panel member who got off on a tangent about the parenting skills of the parent who was in the room.)
- \* Bring up the task again, e.g. “Our task now is to...” “What you’re saying is important; however, the task is...” (It’s easier for someone to accept that they’re off the task than to accept that they have made a big social blunder.)

## **EXERCISE 4: Challenging Individuals: Role Play**

Groups:	Groups of 5 to 7 (each group must have a facilitator among the roles given)
Time:	20 minutes
Purpose:	To increase participants' comfort level in dealing with difficult behaviors in groups.
Materials:	Exercise Handout 4 <b>Handout #1A:</b> Papers with "roles" for each participant. 1. make a copy of Handout #1A onto a variety of different colors of paper, one for each group (for example, if you will have three groups, you may use 1 blue, 1 green, and 1 yellow) 2. cut each copied sheet into "roles" along the dotted lines to distribute one role to each participant . 3. Each group will be given one "set" of roles (meaning one group will all have the same color, with each participant having a different role). <b>Handout #1B:</b> Paper with one "task" for each group. If you have more than three groups, you may make up another task, or use one of the tasks given for more than one group.

1. Tell the group that the only difference between groups that function well and groups that don't function well is that, in groups that function well, the facilitator manages the variety of behaviors. In this exercise, we're attempting to simulate or create real situations. We want to get to know more about ourselves and what kind of facilitation works for us and what kind of facilitation doesn't work for us.
2. Tell the participants that each person will be given a role. Say: "You may find yourself either with a role that you are unfamiliar with, or a role that you may play easily. All roles are part of most people at different times. This exercise is a challenge for you to try and stay in the role you're given."
3. Read the following instructions:
  - Each person will get a paper with their role on it.
  - Find the group with the same color paper.
  - Don't let the others know what your role is.
  - You're going to be in groups of 7.
  - Once you've gotten into your groups, you're going to be given a task.

### **Exercise 4 Group Discussion**

- What was it like to play your given role?
- Did you get a role you were familiar with?
- Who were the facilitators? How was it to facilitate such a group?
- *Any insights about yourself you'd like to share with us?*

Sometimes a group will have a “director”- a person who tries to control what the group does. Directors try to take over the role of facilitator, as well as lead the group to do things their way. At times you may have skill-full people who end up pulling in different directions. How do you deal with these strong personalities with their differing agendas? Facilitate! This is what a facilitator is for.

### **EXERCISE 5: Facilitation basics (Paint the Room)**

Groups:	Groups of 4
Time:	10 minutes
Objective:	Participants will understand the concept of impartiality, and practice facilitating when they have an interest in the outcome.
Materials:	A piece of paper for each participant with a color written on each one Exercise Handout 5

You will need to ensure that each group has an assortment of colors distributed among the group members, or some “interesting” combination (e.g. 3 people with “Peach” and one with “Anything but peach”)

Read the following instructions:

1. Get into groups of four (4)
2. Choose one person to be the facilitator
3. Each person will get a piece of paper with a color written on it. (Don't tell others what yours is).
4. Try to convince group that you must paint the room the color on your piece of paper.
  - Don't tell them what color you have.
  - The facilitator must facilitate, so technically doesn't care, but is also trying to get the room painted their color.
  - Use your skills to try to persuade the group.
  - Each of you must “win” your color choice.

#### **Exercise 5 Group Discussion**

- What happened in your group?
- Did someone “win”?
- Who were the facilitators?
- How did it feel to facilitate under these circumstances?

## Summarize the session for the participants

- Revisiting the checklist at the beginning of the session is useful. (Page 13 in Trainer's Guide; page 8 in Participant's Guide)
- Facilitation means assisting others in getting along, communicating, solving conflict, and negotiating.
- We are all "experts" at facilitation in some way. (We all have experience).
- Because of our time-value, facilitation is used to make the process more efficient and effective in letting all sides be heard.
- Facilitation is a multi-faceted role: not essential, but very valuable. Is not "innate" but is "natural". We all can develop strengths and abilities according to experience.
- Task/ Relationship:
  - a. What are we here to do?
  - b. Who are we here to work with?
- Sociograms: Diagram of conversation.
- Managing a variety of behaviors.
- Staying impartial.

**Close with any questions from the group. Point out the suggested homework in the Participant Guide (page 13).**

## Section 3: Troubleshooting – Facilitation for Restorative Justice

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# 3

<b>Objectives:</b>	By the end of this session the participants will: <ol style="list-style-type: none"><li>1. Name their current facilitation skills</li><li>2. Draw from a variety of skills that can be used to problem solve in challenging situations</li></ol>
<b>Time:</b>	3 hours (with 20 minute break)
<b>Materials:</b>	Flip chart and pens or blackboard
<b>Handouts:</b>	Handout #2 Handout #3 Exercise Handout 6 Exercise Handout 7 Exercise Handout 8 Exercise Handout 9

### Welcome and Housekeeping (5 minutes)

#### Present the following information to the group:

Most of us don't find ourselves in everyday situations of conflict resolution like we do as panel members. In the latter situation, we find our strengths diminished, and our challenges heightened. We role-play, and some things come out stronger than others.

If we only see our strengths, then what will happen when things don't go our way and aren't easy? What will we do when our strengths aren't so strong? (e.g. do you get really quiet?) How effective are you?

## **EXERCISE 6: Knowing yourself**

Groups:	Individual
Time:	10 minutes
Objective:	Participants will be able to identify their strengths and challenges in the area of facilitation. This exercise is for their own personal development.
Materials:	Exercise Handout 6

Ask the participants to reflect on their strengths as a volunteer with regards to communication. What are their weaknesses?

The following are the instructions for the participants:

1. Make a chart.
2. On one side of the column write strengths, on the other challenges.
3. Think mental, spiritual, physical, emotional
4. Both sides should be equal. Some people have a list of 27 things they consider weaknesses, and nothing on the strengths, and then others have no weaknesses, thinking "I'm perfect". If you have 15 on one side, you'll have 15 on the other.
5. Look on your strengths.
6. How might you move your challenges to the strengths column?

**Present the following information to the group:**



### **Personal Problem Solving – Conflict Resolution**

(participant guide page 14)

#### **Conflict Resolution Involves...**

Human beings who have a sense of self

Human beings who have a sense of other

Human beings who value relationships

#### **Conflict Resolution Means...**

- Being self-conscious (which is usually considered a negative stance).
- Being aware, rational and emotive
  - Rational: logic, reason, values fairness
  - Emotive: feelings, senses, values caring
- We must balance fairness and caring.

We naturally problem solve to survive. Depending on our personality, our environment, our heredity, and our experience, we may approach problem solving in particular ways – that is particular to each one of us.

We weave what we have learned from previous problem-solving experiences into present problem solving situations and project into the future problem solving potential.

We develop stances (postures) that suit what we have learned, such as passive, aggressive, passive-aggressive, and assertive.

### Dysfunctional Conflict Resolution (Crazy-Making Behaviors)

<b>Negative Attribution</b>	Seeing through a cynical screen. (“You’re just saying that because you want one.”) It’s an inability to believe what is being said because you “know the truth”.
<b>Avoidance/ Withdrawal</b>	Putting up with the present situation, which is easier than facing the problem. It leads to a loss of personal respect, and a loss of relationships. It may be the best course (temporarily).
<b>Accommodation (Pseudo-Accommodation)</b>	Beginning to resolve conflict and then give in too quickly or hypocritically, changing or dropping the subject, or joking.
<b>Compromising</b>	Attempting to satisfy incompatible needs. It often leads to problems for both parties.
<b>Competition</b>	Power struggle. It involves pride. May lead to escalation.

### Functional Problem Solving/ Conflict Resolution

1. Define the problem (important elements: perceived scarce resources/ perceived incompatible goals/ mutually recognized relationship) for yourself
2. Define the problem with the other person (people)  
 “When you do \_\_\_ I feel \_\_\_\_, because...”  
 Include goals. For example: A house free from dirty clothes, etc..
3. Search for the solutions (brainstorm, fantasize)
4. Limit solutions
5. Choose one
6. Implement the solution (with safety checks)
7. Evaluate solution

Is there still a relationship? Have goals been met or realistically changed? Are rewards/ resources adequately shared? Have we learned anything for next time?

## How do you achieve balance among your panel members? (participant guide page 16)

Balance means allowing all members to speak equally.



### **GROUP DISCUSSION SCENARIO**

During a meeting, one of your panel members is talking far more than the others. It's hard to get in a single word. What can you do to "shut them up"?

How might your strategy differ if the person who's talking too much is the victim, or a parent of one of the youth?

### **Someone is talking too much**

- Find a signal. The recipient must be able to recognize the signal, knowing what it means.
- Subtle physical intervention (little kick under the table, tap on leg)
- Pass notes -1 or 2 word cue (e.g. "Dad?")
- Speaking interjection - How to do it without disrespect or making them shut down.
- Statement "Excuse me...I'm not sure where this is going.."
- "Can you summarize..."
- Use of I statement, "I've lost the train of thought, can you summarize.."
- "I think we need to take a minute to summarize. Is this what you've been saying.." (Can be used for panel members, victims, parents.)
- Interrupt by gesture (e.g. slight hand raise, eye contact, lean forward, mouth open drawing a breath)
- "May I cut in?"

### **You aren't hearing from the youth (or parent). How do you get them to talk?**

- Proactive: scan group, read body language, redirect
- Use name of person who looks like they have something to say. E.g. "George, you look like you want to say something."
- Lay out the procedure beforehand. "This person speaks, then you have your chance."
- Tell them that they can "jump in" at any time if they have something to say.
- Ask youth if they understand (some people are taught not to interrupt. These people must be "invited" to speak and given a "forum" - free without others speaking)
- "Name, could we hear a word from you?"
- Ask a specific question to get them to say something.

## Achieving Balance In Difficult or Threatening Situations

Recognize that the panel is a difficult and tense environment, and we may use over-generous/over affectionate words because of our knowledge of how emotional and tense everyone is and not wanting to hurt or upset the person (e.g. “Lena, I can hear you are very concerned about this. You have a really good point, but I’m not sure where we’re going with this.”)

- Talk for 2 or 3 sentences in your intervention - it may throw the person off their “rampage”
- “I appreciate your point, but it’s time to move on”
- “Let’s come back to this...”
- Leave out the word “but”. Use “however”, “because”
- Chair can summarize the person’s point as a way of interrupting.
- Have a ‘group signal’ (e.g. grab your ear, look at watch) that all people understand to mean something (e.g. “You’re talking too long”)
- Debrief after the meeting
- What about seating arrangements? Circle vs. Panel for eye contact, signaling, etc.
- You know what will work for you. Bring it up at meetings or debriefings. What signals might you want to use? What works well for your group? Ask for feedback and give honest feedback.

## Assertiveness (participant guide page 17)

Assertiveness...

- is speaking for yourself, and doing so in effective ways.
- is situational. The best move in one situation may be the worst move in another.
- requires the ability to know your own rights.
- requires the ability to know the rights of others.
- requires a sense of oneself, worth supporting and defending, if necessary.
- requires the ability to put yourself in someone else’s position.
- requires the ability to recognize and describe your own feelings.

**Passive Behaviour** -- When we are passive, we overlook or deny our own feelings in situations where our rights are being ignored or violated.

When you buy a ticket for the movie, you have the right to enjoy the movie without interruption. Someone discussing the movie right behind your head is interrupting your enjoyment. Being passive means you sit through the movie, usually feeling very sorry for yourself.

**Aggressive Behaviour** -- When we are aggressive, we violate the rights of others, usually by overreacting, and being abusive and offensive.

You have the right to keep your vegetable garden free from pesticides, herbicides and visiting animals. When the neighbour's cat digs in your vegetable garden, you shoot the cat.

**Passive-Aggressive** -- When we are passive-aggressive, we appear at first to be giving in to someone else, but then we get revenge, usually in extreme ways. This approach often leads to "crazy-making" behaviour masked by courtesy and kindness.

After you get pushed aside in the grocery store you "accidentally" run into the back of the pusher's heels with your cart.

**Assertive Behaviour** -- When we are assertive, we express our needs, thoughts and feelings directly, without blame and without manipulation. We may not always get what we want, but we always know where we stand after an assertive act.

When someone asks to borrow five dollars until the weekend, you say no when you mean no and yes when you mean yes.

Assertiveness requires the ability to follow steps that may seem unnatural at first:

1. Know yourself
2. Be aware of your own basic rights
3. Be aware that everyone has the same basic rights
4. Know that sometimes your rights may collide
5. Apply the "reasonable person" test
6. Assess the situation: What is called for right here and now?
7. Brainstorm solutions swiftly
8. Do something \*
9. Be prepared for the consequences

\* doing something means stating assertively what you believe to be true in this situation, describing your feelings fully, giving good reasons for your feelings and accompanying thoughts, suggesting the action you believe is fair, avoiding exaggeration or manipulation, and using effective communication skills throughout.

## Problems of Leadership (for the Chair) (participant guide page 18)

### **Challenging**

You're being challenged by one of the group members. What do you do? It may be best to ignore the challenge if it's irrelevant to the task, and address it later. You may wish to tell the challenger that you will be dealing with the issue at a later time. If you decide to address the problem immediately, let the challenger know that you understand how they feel. (e.g. "You seem uncomfortable with that idea.")

### **"Yes, but..."**

People who frequently use "yes, but" may really be saying "no". They want to create the impression of cooperation, but they quickly negate the yes with "but", "except", "although", "however", "still", etc. You can confront this by saying, "When you say 'yes, but' it seems to me you're talking about something you really don't want to do." Move on.

### **Monopolizing**

A person who monopolizes discussions may want to be the center of attention or be in control. Or, they may believe that their opinion is more important than anyone else's is. Direct attention away from them. Say, "Let's hear from someone else..."



## Questioning Skills (participant guide page 19)

You want to be the one doing the least amount of talking - You want the offender to do the talking. You need to ask questions. Remember that cultural differences can make questioning sound "pushy" and "probing".

<b>Closed questions</b>	<b>Open question</b>
<p><u>Start with:</u> Do... (e.g. "Don't you like your teacher?") Is... Can... Would... Could... Should... Will...</p> <p>Encourage one-word answers</p>	<p><u>Start with:</u> Who... What... When... Where... Why... How...</p> <p>Encourage discussion</p>

Closed questions discourage discussion. (E.g. teens/ children will often only answer ‘yes’ or ‘no’ to these questions without elaboration). Closed questions are based on assumptions (e.g. “Did you have a previous engagement?” assumes something about their life). Asking questions that don’t imply or assume an answer allows the other to open up. You may have to do some “mental gymnastics” to rephrase a question.

Closed questions can be useful. They can be used

- to begin a conversation with someone who’s reluctant to talk, giving enough information on which to base further questions,
- to change the topic,
- to re-focus a conversation on the topic at hand when it has strayed.

Open Questions: 5 “Wh” and an “H” (journalistic questions)

- Who, What, When, Where, Why, How
- Open: “Can you think of one thing that was going through your mind when...”  
“Can you think of the worst thing that happened today”

Sometimes the questions themselves are phrased correctly, but the individual is still not cooperating or “opening up”. To encourage discussion:

- Ensure that you are being respectful.
- Don’t use sarcasm, or put the individual down.
- Don’t treat them as a liar, and don’t focus on inconsistencies that are irrelevant.
- Remember, you’re the one looking for information, so stop talking! Listen. Don’t lecture or repeat yourself unnecessarily.
- Listen to the answers to the questions. As you may recall from the section on communication, one of the barriers to communication is the listener not listening.
- A mixture of open and closed questions can be the most effective.
- A closed question can be used to start the conversation, giving enough information to lead into other questions.
- When they answer one question, keep on the topic to get more answers in the area.
- Ask a non-threatening question. State the importance of their input.

## **EXERCISE 7: Effective and ineffective questions (20 Questions)**

Groups: Whole group  
Time: 5 minutes  
Objective: Participants will see that closed questions are not the most effective way to extract information.  
Materials: Exercise Handout 7

You are going to allow the group 20 questions that can be answered with 'yes' or 'no'. Tell the group the scenario: "My mother-in-law has asked me to go to dinner, but I've decided not to go." Do not tell them why. The answer is that she has a cat and you are allergic to it.

Advise them that the goal is to use the questions to find out **why**.

Most of the time the answer is not found in the 20 questions.

### **Exercise 7 Group Discussion**

Why was it so hard to get the answer? Because closed questions provide limited answers.

---- SUGGESTED BREAK 20 minutes ---

## **EXERCISE 8: The Ugli Orange**

**Groups:** Pairs (groups of 2) – A Dr. Jones and a Dr. Roland in each.  
**Time:** 20 minutes (10 minutes role-play, 10 minutes discussion)  
**Objective:** Participants will understand the concepts of position and interest. They will practice open ended questions.  
**Materials:** Handout #2: Dr. Roland role for half of the participants  
Handout #3: Dr. Jones role for the other half of the participants  
Exercise Handout 8

1. Tell the participants:
  - a. You are to get into pairs.
  - b. This is a role-play.
  - c. The assigned scenario requires you to negotiate with another person where there may be some conflict. Go into it with an open mind and a goal of having a win-win situation where you understand what the other needs and figure out how you can each get what you need. You must question! Use questioning skills to draw out information.
  - d. Consider the following:
    - Position: What might an individual's position be? (E.g. a victim may want restitution, apology, help for the offender)
    - Interests - the 'big picture'; need for social justice, need for healing, need for fairness. Interests are the needs that underlie a position.
2. Hand out the Role Sheets so that each pair has a Dr. Jones and a Dr. Roland
3. Allow 10 minutes for the pairs to work at the role-play.
4. After 10 minutes, gather the large group together and discuss what happened. Find out if they noticed the fact that they each needed different parts of the orange.
5. Translate into terms of the victim and the offender. What did this teach you? Each needs/ wants something. Maybe it's compatible.

## **Present the following information to the group:**

### **Dealing with silence** (participant guide page 20)

When we ‘pause’ we think it goes on forever, when in reality it’s only a few seconds. Silence can be useful. Try to become comfortable with it. Many people make the mistake of “filling in” for another when silence happens. They either answer for the speaker, or they ask another question without getting the answer to the first one. One technique used to encourage more extensive answers is to wait at least 5 seconds after an answer is given before the next question is asked. This gives the impression that a more in-depth response is expected. And certainly wait for an answer when you ask a question. Sometimes a speaker is uncomfortable answering, but they’ll probably be even more uncomfortable with a long silence, so wait it out and you’ll get an answer.

## **EXERCISE 9: Silent Person Role Play**

Groups:	Groups of three – A silent partner, a questioner and an observer.
Time:	30 minutes
Objective:	Participants will be able to “break through” to a silent person. They will generate a list of possible strategies for communicating with a silent person.
Materials:	Exercise Handout 9

1. Ask people to form groups of threes (3), and assign the following roles: Silent Partner, Questioner, and Observer.
2. Instruct the participants that the Questioner will attempt to break through to the silent partner using questioning techniques. The Silent Partner “acts” as a young offender reluctant to speak. The Observer makes brief notes of the interaction in order to provide feedback to the Questioner and Silent Partner.
3. Instruct the participants to switch roles within their small groups after 5 minutes, allowing each participant to play each one of the three roles. This should take 15 minutes in total.
4. Once the role-plays have been concluded, feedback will be offered by the Observers to their group. After the feedback, each small group will try to recreate one of the role-plays with a more effective intervention. Allow 5 minutes for this.

### **Group Discussion**

All participants will generate a list of possible strategies for communicating with a silent partner. Use the feedback from the small groups to discuss these questions:

- What type of interactions were tried? (telling a story, asking questions)
- Were the questions closed (e.g. “Did you have a good day?”) or open?
- What questions worked?

## **Group Discussion Scenarios/ Role Play**

If you have time, you may want to discuss some of the following scenarios with your group to decide on some appropriate ways of handling the situations. If anyone in the group has a real-life situation they would like to volunteer, they may.

### **Running out of time**

Your panel has been going for over an hour and a half, and you have another case waiting.

### **No consensus over contract**

One person will not budge in their opinion that the offender needs counseling. Other members think that community service hours will be sufficient.

### **Yelling**

The mother of an offender begins to yell at her son.

### **Judgments and Biases**

A panel member brings their own judgments to the table over the parenting skills of the offender's father. They are unable to suspend own frame of reference.

## **Summarize the session for the participants**

- The dynamics of the Community Accountability Panel are unique.
- Conflict resolution means being aware of the logic as well as the emotions in a situation.
- When someone is talking too much, as a facilitator you should intervene.
- Asking open questions is a good way of getting someone to talk to you.
- The best line of questioning involves both open and closed questions.
- As facilitators we must learn to express ourselves assertively, telling others what you mean while respecting the rights of ourselves and others.
- Know that as a facilitator or a chairperson you may be challenged by others.
- Use silence effectively. Become comfortable with it.
- Debriefing/ feedback between panel members is important.

## **Session participant survey**

Ask the participants to complete the participant survey included at the end of their guide (page 23). Collect and mail the completed surveys to the address at the bottom:

Chilliwack Restorative Justice and Youth Diversion Association  
45924 Airport Road, Chilliwack, BC V2P 1A2

Completed surveys will assist in future revisions of the guide.

**You may wish to present a certificate of participation to each participant.**

# **EXERCISE INSTRUCTION SHEETS AND HANDOUTS**

Copies of these handouts should be provided to each participant.

## EXERCISE 1: Introductions

### **Part 1**

1. Pair up. (Groups of 2)
2. Practice sitting in a way that will be comfortable to listen.
3. Introduce yourself for 1 minute
4. Switch and allow the other person to introduce him/herself

### **Part 2**

1. Arrange yourselves into groups of four, (people other than your “partner”)
2. Introduce your partner from part 1 of the exercise.

### **Group Discussion**

What were some of the barriers to communication during this exercise?

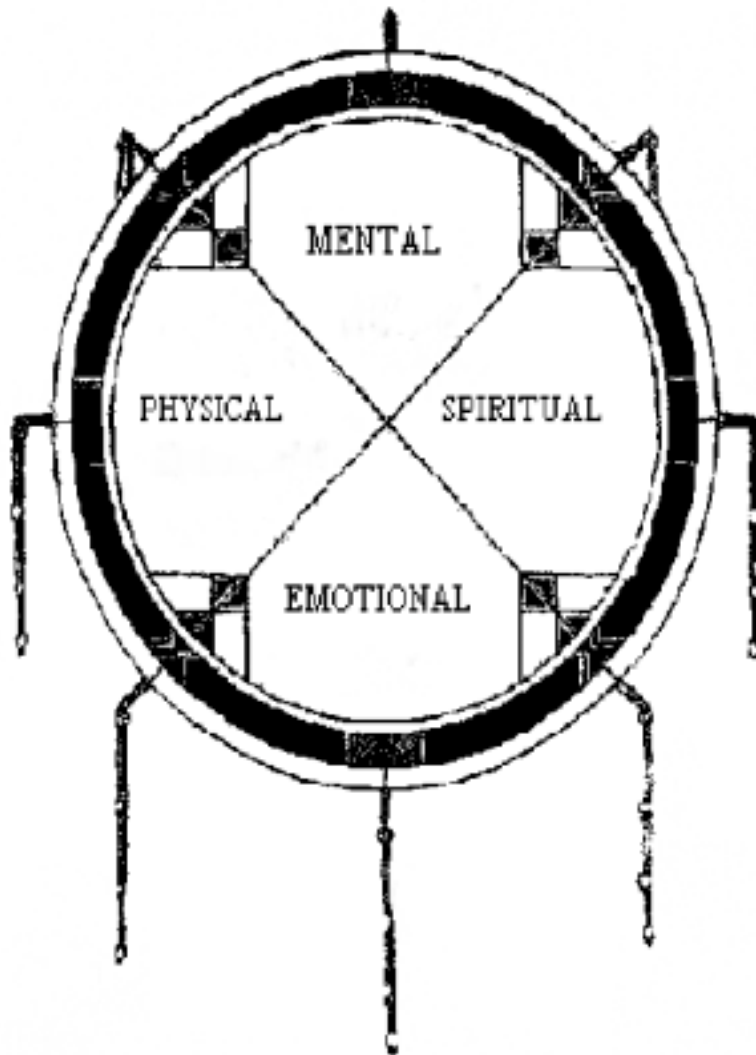
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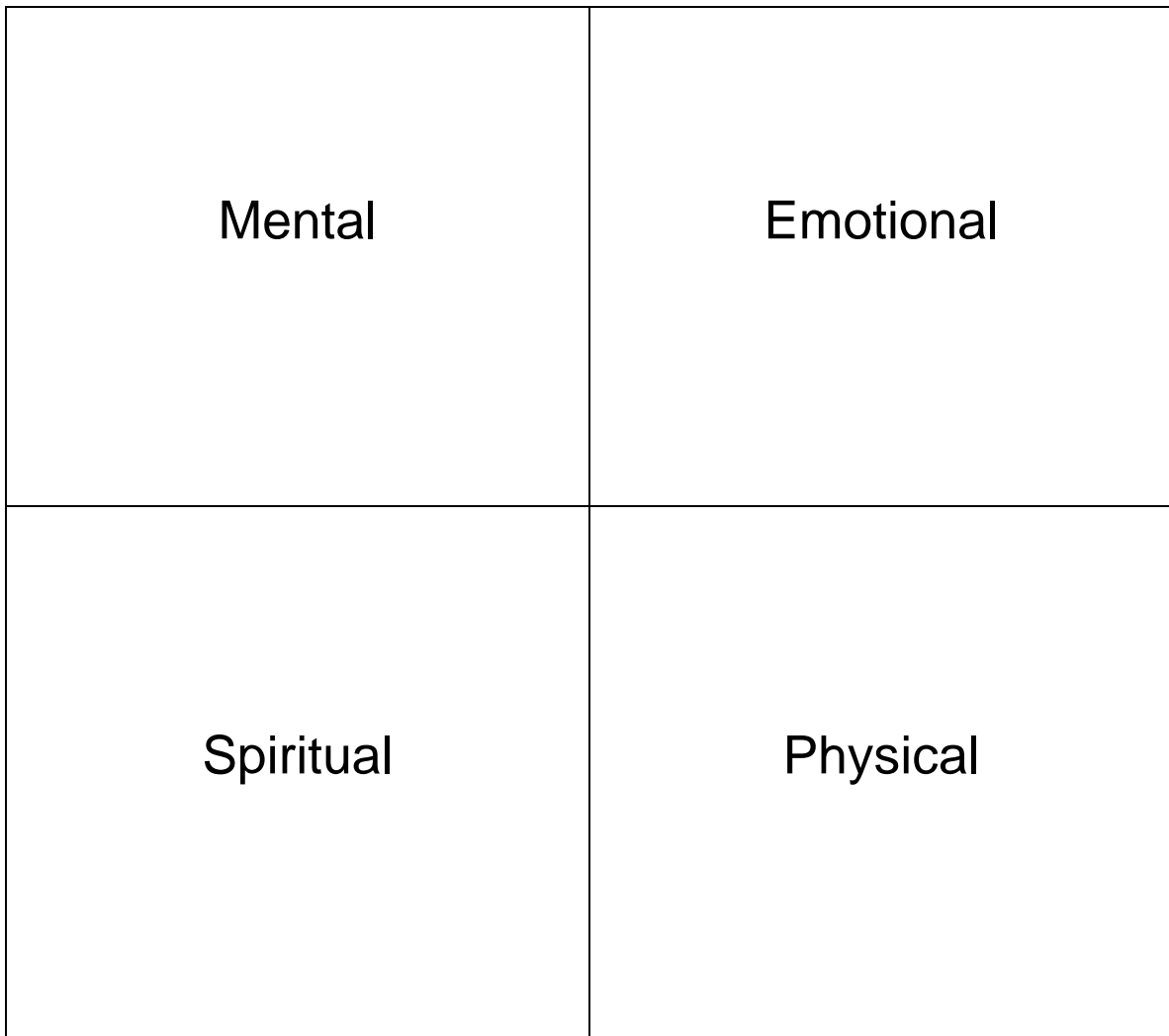
## EXERCISE 2: Strengths as a Listener

1. Arrange yourselves into groups of 3 to 5.
2. Talk about things you can do to increase your effectiveness as a listener. Use the image of the medicine wheel below as a guide.
3. Talk about listening as it relates to your work as a volunteer, to develop in a whole and rounded way.



## EXERCISE 2: Strengths as a Listener

1. Arrange yourselves into groups of 3 to 5.
2. Talk about things you can do to increase your effectiveness as a listener. Use the image of the balance box below as a guide.
3. Talk about listening as it relates to your work as a volunteer, to develop in a whole and rounded way.



## Exercise 2 Continued

- What are your strengths?

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- In what ways can you increase your mental or intellectual abilities as a listener?

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- What are some ways you can increase your emotional strengths in this area?

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- What are your challenges? Tell your group what you're working on.

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- What are some of ways you can deal with some of the physical distractions when you're listening?

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## Exercise 2 Continued

### **Group Discussion**

What are barriers that affect/ interrupt our listening, and how can they be overcome? List the group's ideas in the categories below.

<u>Mental</u>	<u>Physical</u>	<u>Emotional</u>	<u>Spiritual</u>

### EXERCISE 3: Facilitation Skills

What are some of the core skills you require if you want to be able to facilitate?

In groups of 4 or 5, with a facilitator chosen by the group, you will develop and prioritise a list of *five skills essential in facilitating small, task-oriented, time-bound groups*.

1. Choose a facilitator and a recorder from among your group members.
2. The facilitator, practicing facilitation skills, will help the group with the task.
3. The recorder will list all skills suggested on note paper, and then list below the final 5 skills selected by the group.

Facilitation Skills:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## EXERCISE 4: Challenging Individuals: Role Play

Each person will be given a role. You may find yourself either with a role that you are familiar with, or a role that you are uncomfortable with. All roles are part of most people at different times. This exercise will be a challenge for you to try and stay in the role you're given.

- Each person will get a paper with their role on it.
- Find the group with the same color paper.
- Don't let the others know what your role is.
- We're looking for a mix of different approaches to a task.

### **Group Discussion**

- What was it like to play your given role?
- Did you get a role you were familiar with?
- Who were the facilitators?
- *What was it like to facilitate such a group?*
- *Any insight about yourself anyone would like to share with the rest of the group?*

## Handout # 1A

**TRAINER:** Copy the following page and cut the roles into individual pieces to be handed out to each participant:

Facilitator: your task is to facilitate the discussion of this group.

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Obstructionist: Your favorite words are “Yes, but” and “But”. You don’t like anything anyone says about anything, and you always have an immediate, negative response, which you share openly.

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Trickster: You are a bit of a playful person. You like to laugh and kid around, especially when things are tense. You have a deep animosity towards people who are directors.

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Consensus-builder: You believe everyone ought to have an opportunity to have their say. You have a skill for summary and consensus building. You are task-oriented.

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Bridge-builder: You like to include everyone, and you tend to agree with everyone. In fact, you agree so easily to everything that you often get very confused.

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Director: You are very task-oriented. You find a direction, and lead people towards the “goal”.

## Handout # 1B

Copy the following and hand out one task to each group:

Reach a consensus on the best approach to a silent member of the panel.

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What is the best way to approach a group member who dominates a group discussion?

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What’s the best way to reach a consensus?

## EXERCISE 5: Paint the Room

1. Choose one person to be the facilitator in your group of 4
2. Each person will get a piece of paper with a color written on it. (Don't tell others what yours is).
3. Try to convince group that you must paint the room the color on your piece of paper.
  - Don't tell them what color you have.
  - The facilitator must facilitate, so technically doesn't care, but is also trying to get the room painted their color.
  - Use your skills to try to persuade the group.
  - Each of you must "win" your color choice.

### **Group Discussion**

- What happened in your group?
- Did someone "win"?
- Who were the facilitators? How was it to facilitate under these circumstances?

## EXERCISE 6: Knowing Yourself

Strengths and Challenges: Reflect on your strengths as a volunteer with regards to communication. What are your weaknesses?

1. Make a chart.
2. On one side of the column write strengths, on the other challenges.
3. Think mental, spiritual, physical, emotional
4. Both sides have to be equal. Some people have a list of 27 things they consider weaknesses, and nothing on the strengths, and then others have no weaknesses, thinking "I'm perfect". If you have 15 on one side, you'll have 15 on the other.
5. Focus on your strengths.
6. How can you move your challenges over to your strengths column?

Example:

Strengths	Challenges
Non-judgmental Good sense of humor Can read body language well	Interrupting Get distracted Sometimes try to dominate group

## EXERCISE 7: 20 Questions

“My mother-in-law has asked me to go to dinner, but I’ve decided not to go.”

The group can ask 20 questions that can be answered with ‘yes’ or ‘no’ to find out:

**WHY?**

## EXERCISE 8: The Ugli Orange Role Play<sup>1</sup>

Each of you will be assigned a role, and given a scenario where you must negotiate with another person where there may be some conflict.

Go into it with an open mind and a goal of having a win-win situation where you understand what the other needs and figure out how you can each get what you need. But, don't give away your position to the other right away.

You must ask questions! Use questioning skills to draw out information.

Think of the following when you are trying to resolve the conflict:

1. **Position:** What might an individual's position be? (E.g. a victim may want restitution, apology, help for the offender)
2. **Interests:** the 'big picture'. Think of their need for social justice, need for healing, need for fairness. Interests are the needs that underlie a position.

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<sup>1</sup> This exercise was provided by Vicki Grieve, UCFV. Source unknown.

## Handout #2

### Role of Dr. Roland

You are Dr. Roland. You are a scientist who works for a drug company. The company works for the government to find ways to stop enemy uses of chemical warfare.

Recently, several World War II nerve gas bombs were moved from the mainland to a small island just off the Pacific Coast. While moving them, two of the bombs began leaking. Right now, government scientists have the leak under control. However, they believe that they can only control it for two more weeks. They don't know how to stop the gas from getting into the air and spreading to other islands, and to the West Coast as well. If this happens, several thousand people will probably suffer from serious brain damage or die.

You've invented a vapour that will make the gas inside the bombs harmless if it is put into the bombs before the gas leaks out. The vapour is made with a chemical from the peel of the Ugli orange – a very rare fruit. Unfortunately, only 4000 of these oranges were grown this season.

You've been told that Mr. Cardoza, a fruit exporter in South America, owns 3000 Ugli oranges. The chemical from the peels of this number of oranges would be enough to make the gas harmless if the vapour is made and put in just right. You have also been told that the peels of these oranges are in good condition.

You have found out that Dr. Jones also needs these same oranges very badly and also knows about Mr. Cardoza's 3000 oranges. Dr. Jones works for a company that competes with your company. There is a lot of spying done between drug companies. Over the years, your company and Dr. Jones's company have sued each other for spying and stealing each other's secrets several times. Two of these court cases are still going on.

The federal government has asked your company for help. You've been given permission by your company to go to Mr. Cardoza and buy the 3000 Ugli oranges. You have been told that he will sell them to the highest bidder. Your company has said that you may bid as high as \$250,000 to get the peel of the oranges.

Before going to see Mr. Cardoza, you have decided to talk to Dr. Jones to influence her so that she will not stop you from buying the oranges.

### Handout #3

#### Role of Dr. Jones

You are Dr. Jones, a scientist who works for a drug company. You have just invented a pill that will cure and prevent Rudosen. Rudosen is a disease that pregnant women get. If the disease isn't found early, it causes serious brain, eye and ear damage to the unborn child. Recently in BC, several thousand women have caught the disease. You have found, with volunteer patients, that your new pill cures Rusoden in its early stages. Unfortunately, the chemical is made from the juice of the Ugli orange, which is a very rare fruit. Only a small amount of these oranges grew last season (about 4000). No more Ugli oranges will be available until next season, which will be too late to cure the women who have the disease now.

You've proven that your pill cannot hurt pregnant women. There are no side effects. Health Canada has given their okay for you to make the pill and use it as a cure for Rudosen. However, the problem is that no one expected so many people to get the disease so soon and your company will not have the pill ready for six months. When it is ready and goes out to the public, your company will make a lot of money from the sale.

You have just found out that Mr. R. H. Cardoza, a South American fruit explorer, has 3000 healthy Ugli oranges. If you could get the juice from all 3000 oranges, you would be able to cure all the people who have the disease right now, and still have enough to give out to all other pregnant women in BC to prevent them from getting the disease. Right now, Rudosen isn't showing up in any other province.

You have also just found out that Dr. P. W. Roland also needs the Ugli oranges very badly and he also knows about the 3000 oranges the Mr. Cardoza owns. Dr. Roland works for a competing drug company. He has been working on chemical warfare for the past several years. There is a great deal of spying that goes on between drug companies. Over the past several years, Dr. Roland's company and yours have sued each other for spying and stealing each other's secrets several times.

Your company has given you permission to talk to Mr. Cardoza and buy the 3000 Ugli oranges. You have been told he will sell them to the highest bidder. Your company has told you that you may bid as high as \$250,000 to get the juice of the 3000 oranges.

## EXERCISE 9: Silent Partner Role Play

1. One person is the Questioner and is trying to get other to talk. Ask questions. Try anything.
2. The other person is the Silent Partner and is very reluctant to talk.
3. The third person is the Observer, who will provide feedback at the end of the role-play.

### **Silent Partner**

You are going to play a young offender who is reluctant to speak. For whatever reason, you are not very outgoing. Maybe you're shy, maybe you're scared, maybe you're not able to figure out how to respond to the person speaking. Maintain this silence until it makes sense to speak – in other words, let the responder coax you into speaking if it feels right to you to begin speaking.

### **Questioner**

Your partner is going to play a young person who appears to be trapped in silence. Use whatever strategies you sense will work with this young person. Our intention is to get them to open up and begin talking to you about their situation. You want to begin the process of advocating for the young person. Try for at least 5 minutes or until your partner begins to “open up”.

### **Observer**

Your task is to observe the conversation. Make brief notes. Do not attempt to write down everything you observe, but try to capture the gist of the interaction. Provide feedback on what you heard and saw. Do not attempt to offer suggestions to either party in the role until after you have provided feedback. Your task is to provide data for the pair.

### **Group Discussion**

- What type of interactions were tried? (telling a story, asking questions)
- Were the questions closed (e.g. “Did you have a good day?”) or open?
- What questions worked?