

# *Say What?*

## How to be a teen-friendly facilitator in a culturally humble way

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She/Her(s)

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Center for  
Community Solutions  
Hope, Healing and Prevention

# Who is Center for Community Solutions?

- Established in 1969 at SDSU
- Provider of prevention and intervention services to survivors of Domestic Violence and Sexual Assault
- Nonprofit that serves over 30,000 individuals annually
- Name changed in 1995 to be inclusive to needs of community
- 8 sites in San Diego County



**Hold up!**

**Framework & Theories**

***Best Practices***

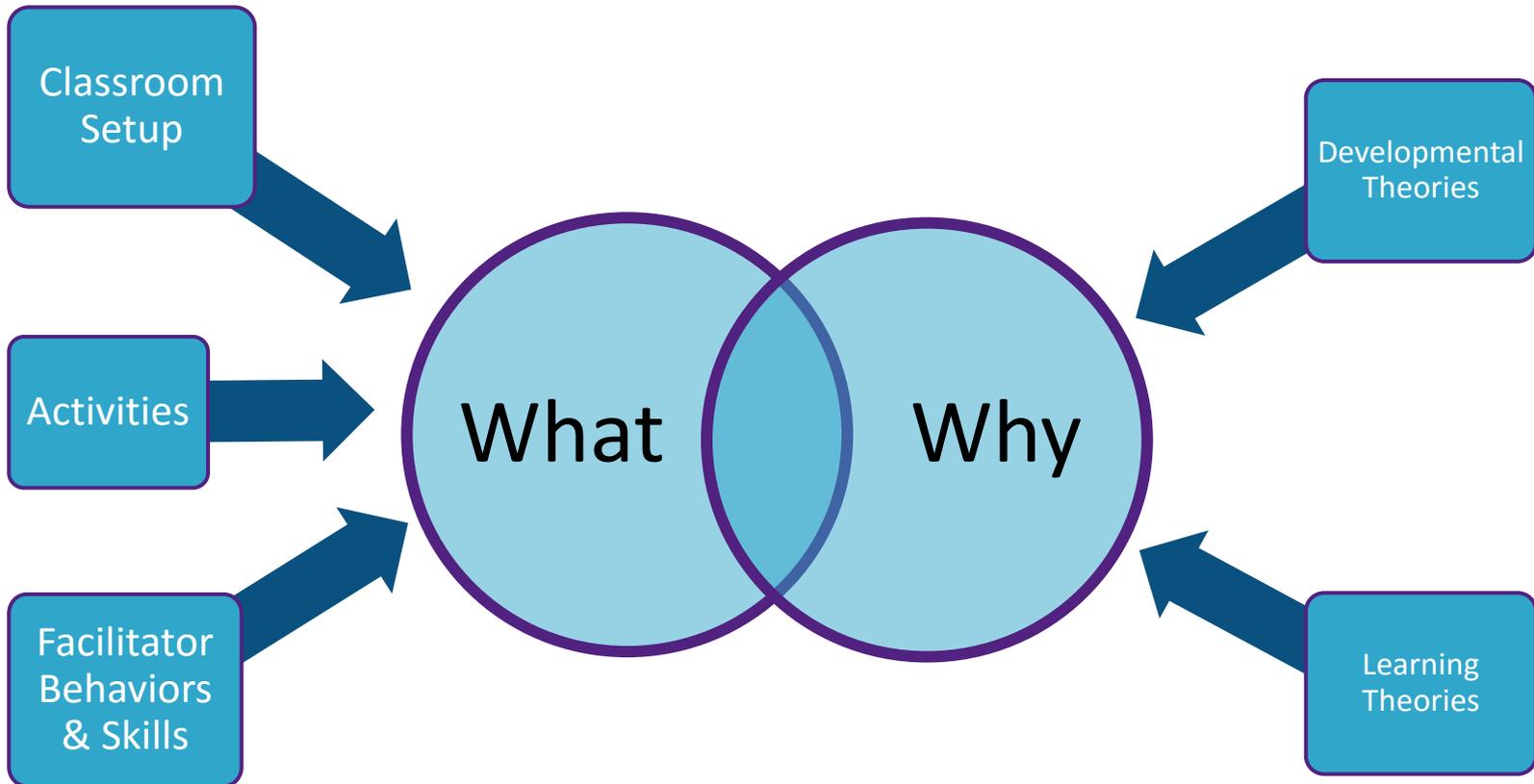


# Objectives

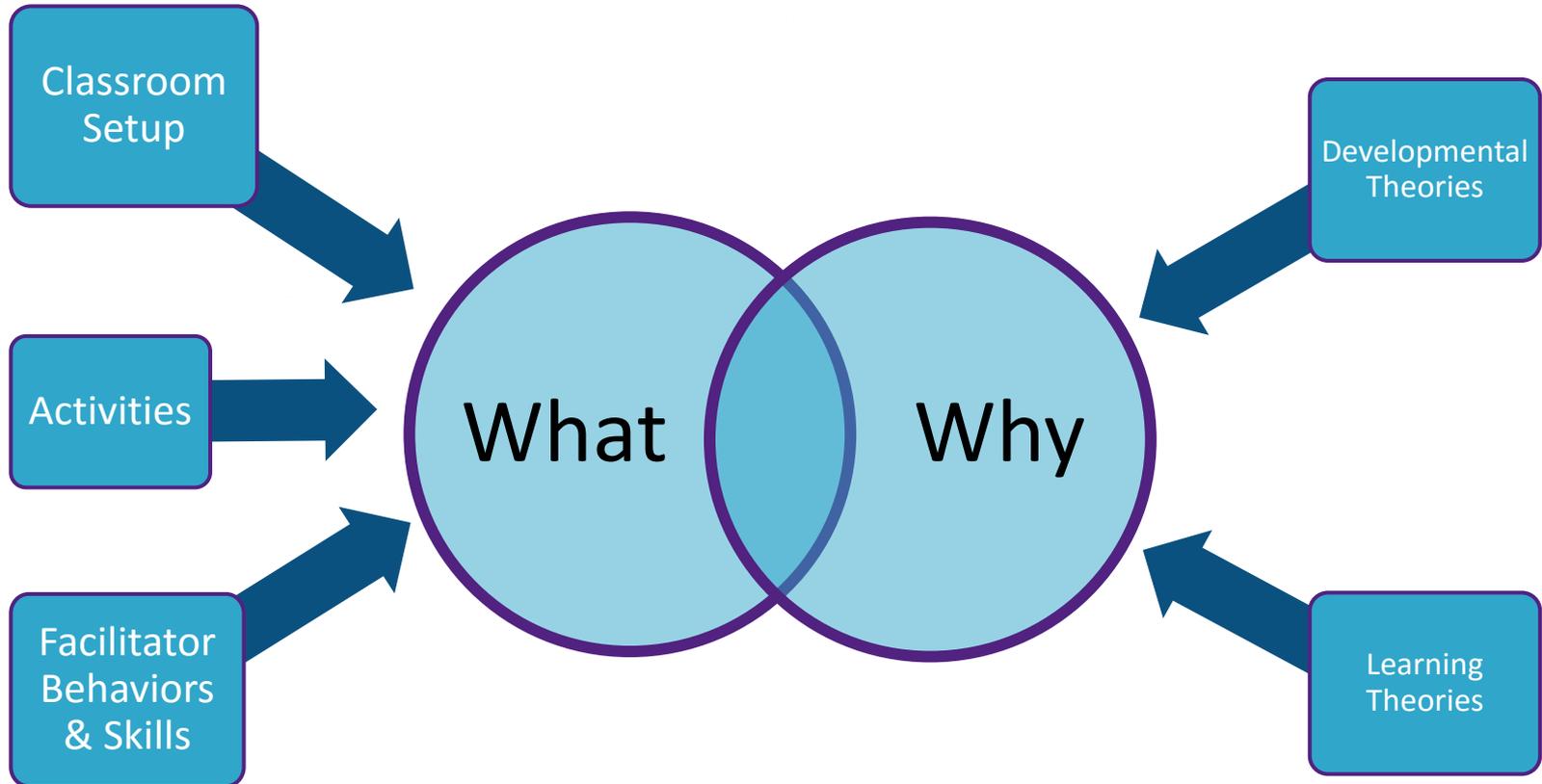
By the end of this webinar participants will be able to:

- Name at least one theory or teaching method and how it applies to the work they are currently doing



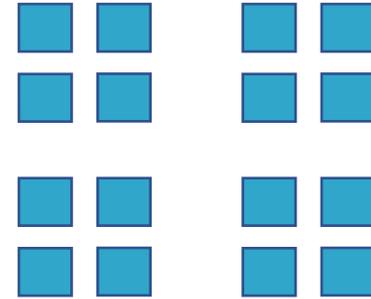
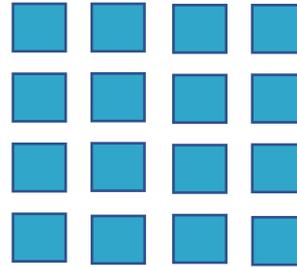


# 🌟🌟 Culturally Humble 🌟🌟

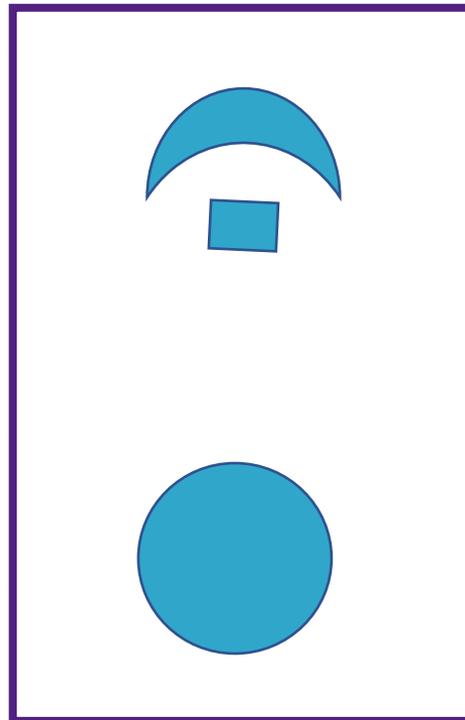


# Classroom Setup

Standard rows



Semi-circle



These help with the power dynamics between students and teachers

Circle



# Activities

- Broad range of activities that accommodate multiple intelligences (Gardner)
  - Verbal and linguistic – Story telling, worksheets
  - Visual and spatial – Images from media
  - Bodily kinesthetic – Physical movement
  - Intrapersonal – Open-ended evaluations
  - Interpersonal – Interactions with peers



# What's your preferred way of learning?

Visual-Spatial

Linguistic

Bodily  
Kinesthetic

Intrapersonal

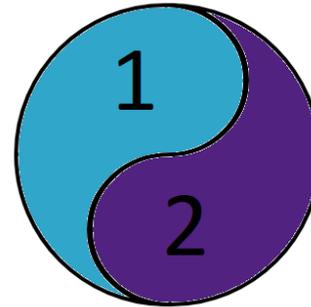
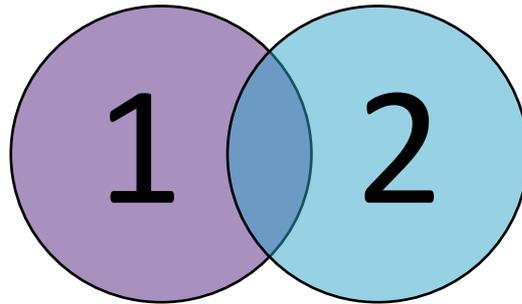
Interpersonal

Musical

Logical-  
Mathematical



# Activity #1: Venn Diagram vs Ying & Yang



## What

- Pictures used to model two different types of relationships
- Break down of each relationship and people within it
- Youth give examples of behaviors and activities
- Adaptations: drawn on board, cut outs, or poster

## Why

- Interpersonal intelligence – story telling
- Large group discussion



# Why Large Group Discussions?

According to Hedgpeth & Helmich (1996):

*“The unique dynamics of the particular group become apparent during a discussion...An effective discussion seems to improve these dynamics. The group seems to be ‘healthier’ in its functioning and more productive following what members perceive to be a ‘great discussion.’ Effective discussions are usually learner centered, rather than teacher centered.”*

Hedgpeth, E. & Helmich, J. (1996) *Teaching about sexuality and HIV: Principals and methods for effective education*. New York, NY: New York University Press.



# Best Practices for Large Group Discussions

- Pose open-ended questions or topics
- Draw out a number of perspectives
- Use flip chart or the board to record main points
- Facilitate participant leadership
- Move away from center stage
- Ask members of group to respond and comment; redirect
- Act as gatekeeper
- Never disparage someone for an opinion

Hedgepeth, E. & Helmich, J. (1996) *Teaching about sexuality and HIV: Principals and methods for effective education*. New York, NY: New York University Press.



## Activity #2: Unhealthy vs. Healthy Relationship Behaviors



### What

- Forced choice activity
- Scenarios that are relevant to youth, gender neutrality
  - Example: going through a partner's phone
- Adaptations: small group vs. large group, on board

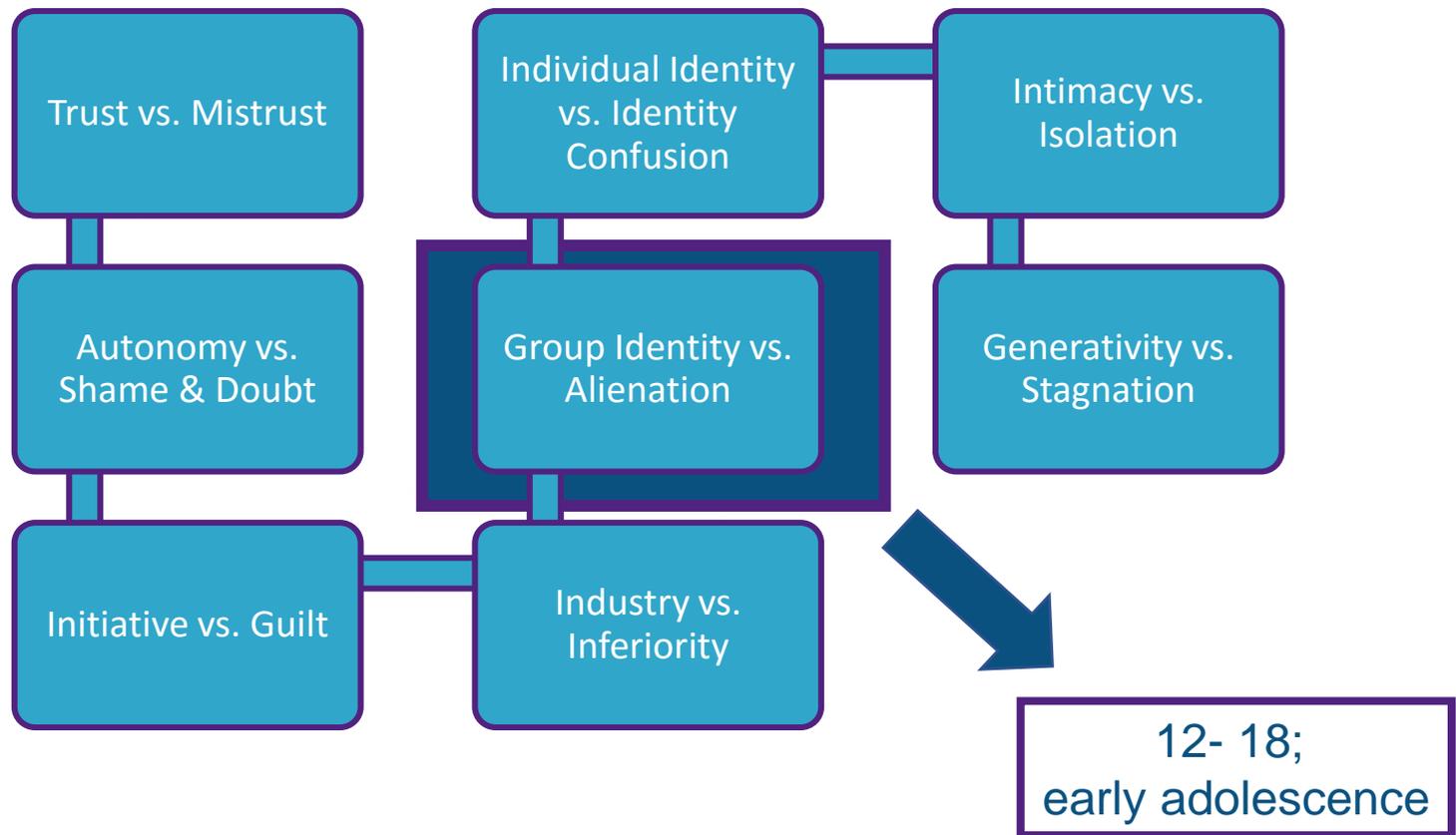
### Why

- Erik Erikson
- Formative thought
- Experiential learning theory
- Values development model



# Erik Erikson – Psychosocial Development

A series of 8 stages in which a person develops from infancy to late adulthood

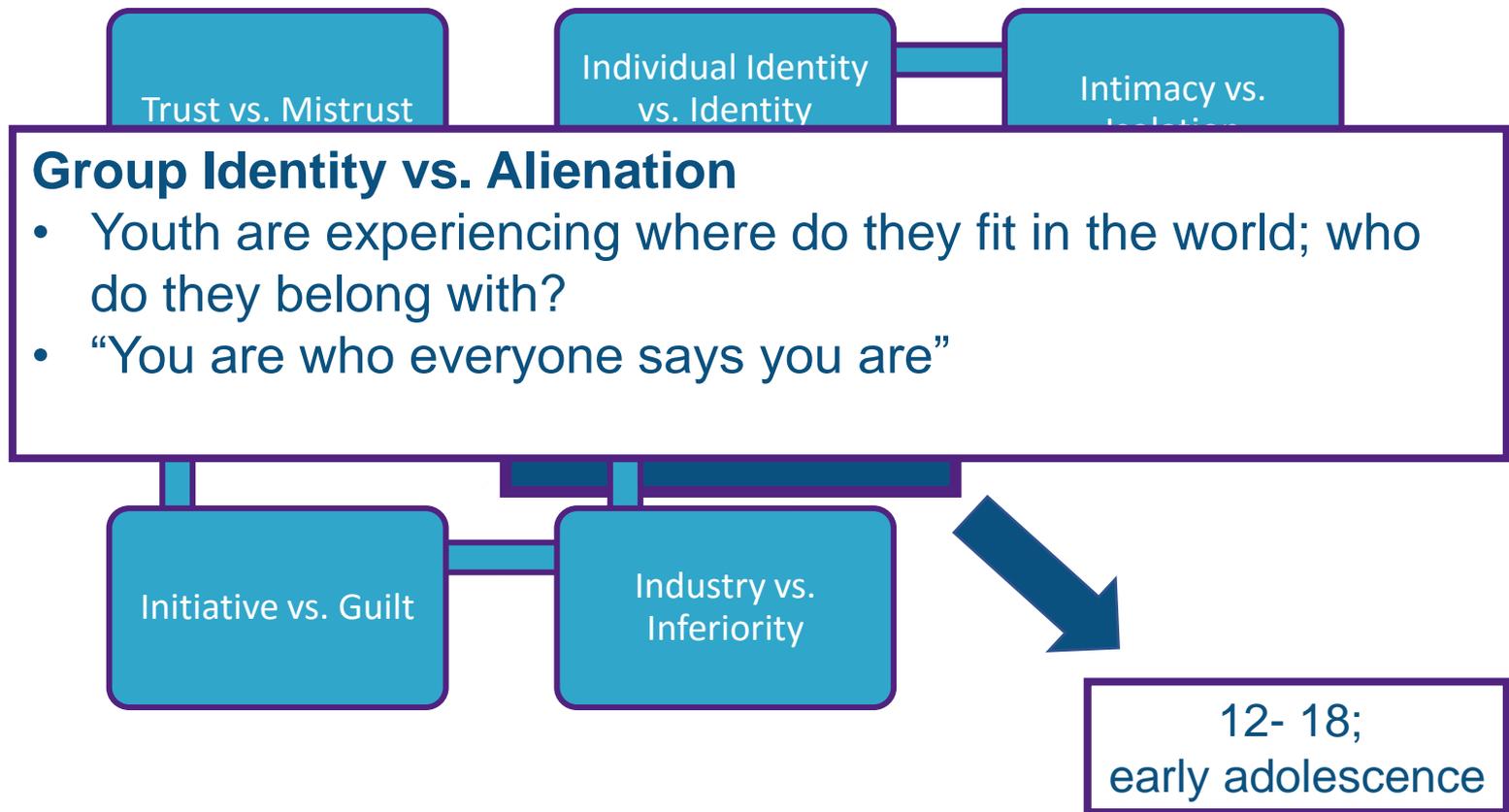


Newman & Newman (2002). *Development Through Life : A Psychosocial Approach*. Cengage Learning



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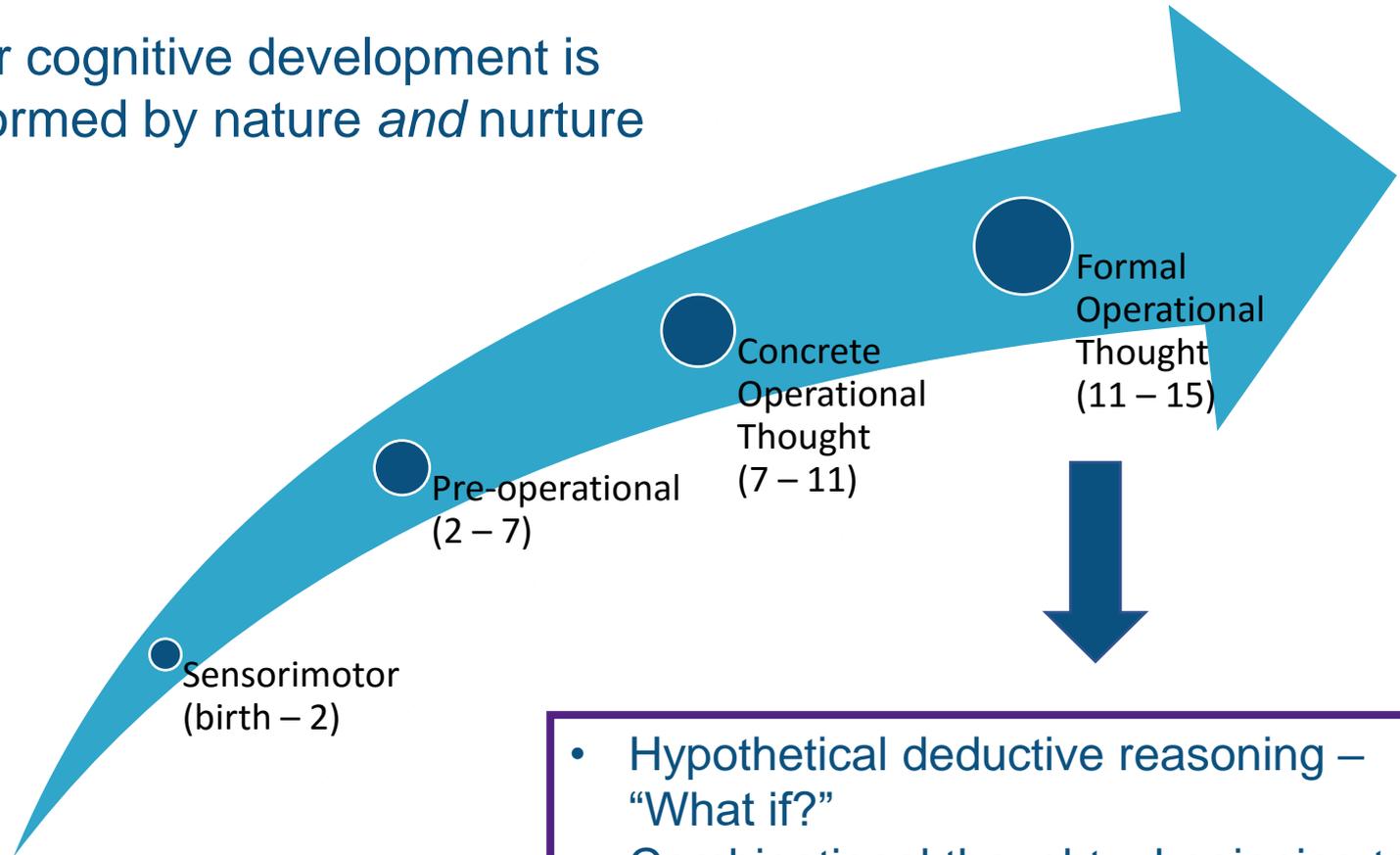


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# Jean Piaget – Cognitive Development

Our cognitive development is informed by nature *and* nurture



- Hypothetical deductive reasoning – “What if?”
- Combinational thought – beginning to put things together



# Experiential Learning Theory – Rogers

- Self-initiated learning
- Student role:
  - learn best when subject is relevant to them
  - Self-evaluative
  - Threat to self is low
  - Should be actively participating
- Teacher role:
  - Facilitate learning
  - Learning environment is a positive culture
  - Share thoughts & knowledge
  - Helps students see why they need to learn
- Allows people to have their own experience



# Values Development Model

- Affective learning – feelings, attitudes, beliefs, *values*
- Helps us determine what our attitudes are through an activity or discussion
- Helps learner connect vital concepts or messages
- Personal



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# Activity #3: Consent Stoplight



## What

- A visual way to discuss the nuances of consent
- Deeper discussion of what consent really means
- A way to evaluate their understanding of consent
- Adaptations: small group vs. large group, role play

## Why

- Erik Erikson
- Social Learning Theory
- Pragmatism – Philosophical Perspective



# Social Learning Theory – Bandura

- People learn observationally through modeling, observation, imitation
- People assess value by looking at reactions of others
- Teaches learners what not to do

Breuss & Greenberg (2004). *Sexuality Education: Theory & Practice (4<sup>th</sup> Ed.)*. Boston, Jones & Bartlett.



# Educational Philosophy – Pragmatism (Dewey & James)

- Informs theory
- Hands–on, interactive
- Practical applications
- What is the most important aspect youth need to know?



# Activity #4: Bystander Intervention

Distract

Delegate

Direct

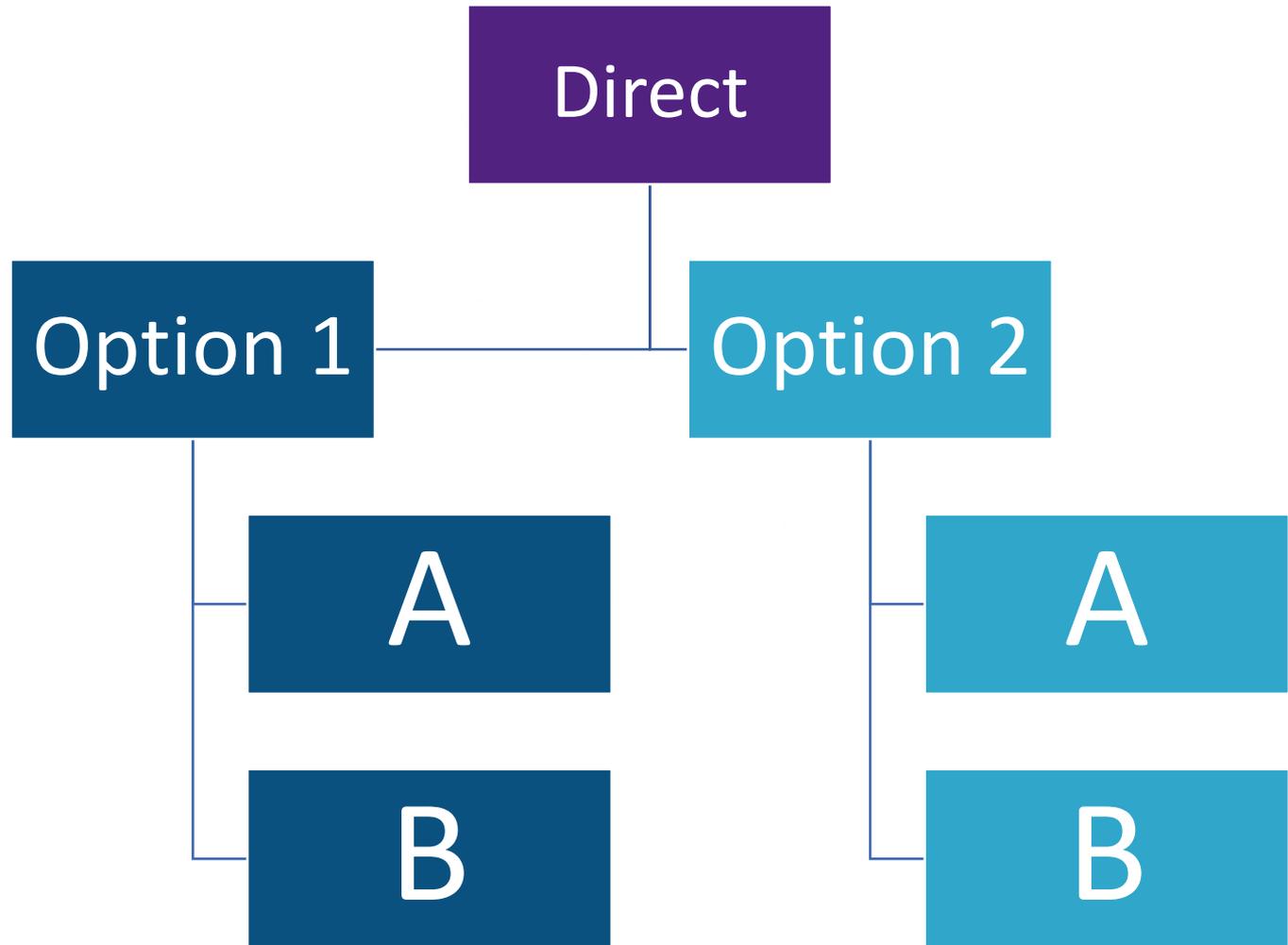
Delay

## What

- Forced choice, discussion-based activity
- Adaptations: debate style, forced choice, **flowchart**



# Flowchart



# Activity #4: Bystander Intervention

Distract

Delegate

Direct

Delay

## What

- Forced choice, discussion-based activity
- Adaptations: debate style, forced choice, flowchart

## Why

- All adaptations address multiple intelligences
- Erikson
- Social Reconstructivism & Zone of Proximal Development
- Formal operational thought – adolescent brain development



# Social Reconstructivism & Zone of Proximal Development – Vygotsky

## **Social Reconstructivism**

- Goal is to challenge and create change
- Underlying issue is society is unhealthy
- Students and teachers need to give and take

## **Zone of Proximal Development**

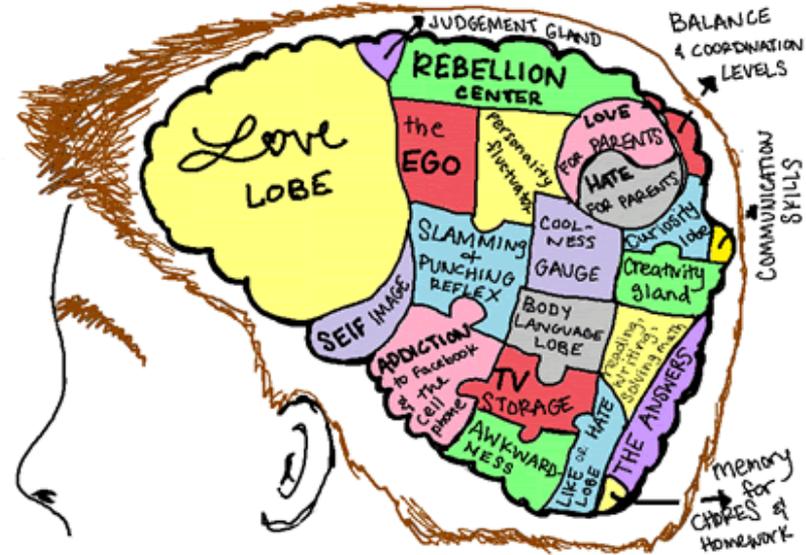
- With help from adults or children who are more advanced, students can master concepts and ideas that they cannot understand on their own

[http://www.ucdoer.ie/index.php/Education\\_Theory/Constructivism\\_and\\_Social\\_Constructivism](http://www.ucdoer.ie/index.php/Education_Theory/Constructivism_and_Social_Constructivism)



# Adolescent Brain Development

## THE AVERAGE TEENAGE BRAIN



- Underdevelopment of prefrontal cortex
- Limbic system develops first, pre-language
- Adolescents use mid-brain (the gut) rather than frontal lobe (reasoning) to process information
- Hot cognition – thinking under conditions of strong feelings and/or arousal
- Cold cognition – thinking under conditions of low emotion and/or arousal



# Facilitator Behaviors & Skills



.... And relevant



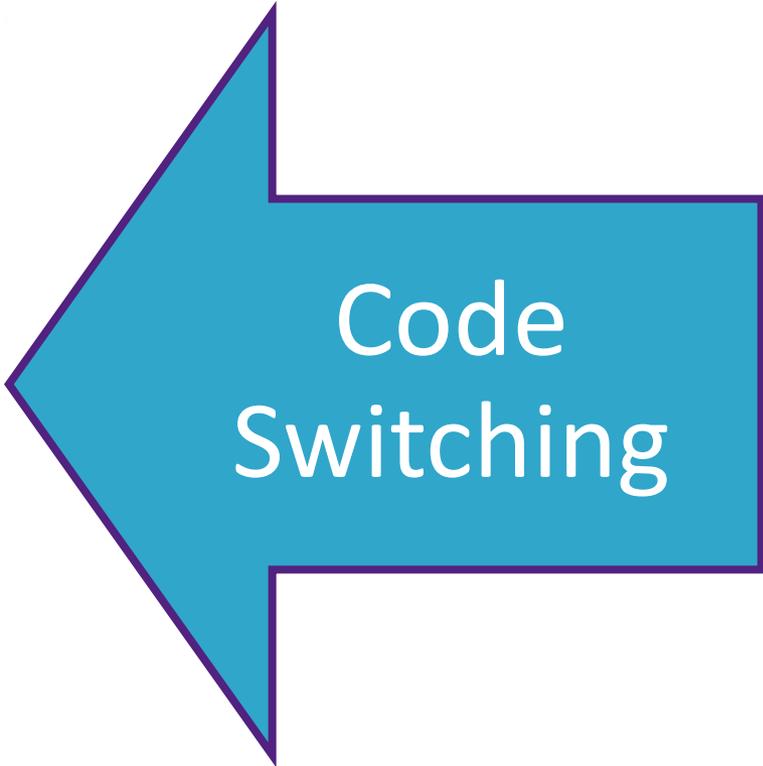
- My goal is to increase their **knowledge** and for them to assess/explore their **attitudes** regarding the topics
- I only have so much time with them – planting a seed
- Facilitation skills:
  - Active listening
  - Engaging
  - Manage group dynamics
  - Open minded – youth teach me
  - Energy appropriate
  - Adapt to group process
  - Know when to be quiet
  - Allow for reflection time
  - **Take risks**

**Ground rules**





Rapport  
Building



Code  
Switching



Attire

Instagram

Talk

Rapping  
I ask for their opinion

Code  
Switching  
I'm real with them

Make fun of myself

Tumblr



Think of a time where you had to wear business professional attire for a presentation.

Now imagine trying to use youth slang in that attire.

Choppin' it up

It's lit

GOAT

Low key



# Code Switching: An Example



Most of the youth I work with have rejected formality of traditional schooling

I don't want to be associated with that system – I code switch to gain their respect



# Tips & Tricks

- Behavior modification materials
- Allow introverted students time to process
- Regroup them in a way that feels natural and works for the group



Questions?

# Q&A

Concerns?

Comments?



# Thank You!

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