

### **Workshop Ground Rules**

(which, of course, defer to any institutional, classroom or group rules)

1. Those participating in the Fair Shake workshops must respect learners and the learning environment. This means learners and facilitators must:
  - a) respect the views of others.
  - b) respect everyone's right to learn in their own style.
  - c) speak in a respectful tone and not talk over others.
  - d) Never use offensive or objectionable language
  - e) respect the person as well as their property.
2. Disagreements will be settled in a civilized manner i.e. talking it out, agreeing to disagree, or with a mediator. Please share your successful ideas with us as well.
3. Everyone participates in discussions and class activities.
4. Use common sense in class. Use the appropriate behavior and ask if unclear about anything.
5. Severe disruptions will result in participant being removed from the class and possibly prohibited from participating in future Fair Shake workshops and other activities

### **Discussions**

Fair Shake believes the best discussions can come from among the members of the group, organically. This creates opportunities to learn using real concerns, real interests; and the group can provide a variety of perspectives. We've provided our discussion questions primarily to act as aids to stimulate sluggish conversations.

### **For Facilitators**

#### **In this role you:**

- 'start the discussion' if one does not start organically.
- Set a time limit and watch the clock.
- must maintain order and ask for help, if necessary, to keep track of who gets to comment, when and for how long. They keep the conversation on point.
- mediate differences of opinion while keeping the focus on the learning objectives of the group
- ensure that all participants have a chance to articulate their ideas and concerns and feel welcome to contribute to the discussion.
- At the end of each discussion the facilitator will summarize the main points or the action points from discussion before moving on to the next activity.

### Worksheets

All worksheets are designed to assist the group or individuals in understanding the concepts being addressed. We have provided worksheets, but encourage creativity. If the Facilitator and participant's decide to create worksheets, we hope they will share their experiences with us.

It is the facilitator's job to ensure that the appropriate number of copies is available for participants prior to the workshop.

### Quotes

Quotes are thought provoking and very effective for making a point or setting the stage for a discussion. As you can see we've provided quotes in the examples within each workshop, however please encourage participants to share topic-relevant quotes and . We provide the examples as encouragement and assistance if needed. The interactivity that the group will experience by participating in the learning process is priceless and very effective.

We also encourage the facilitator to ask open-ended questions concerning the chosen quotes. Challenge the group to express what the quote means to them.

### Self-Study

Although we primarily set the workshops up to be group activities we also encourage self-study on an individual level. The group exercises are great; however self-study allows one to learn at their own pace. It allows absolute flexibility of schedule and ideas rather than keeping to the set course, which may even broaden the scope of the original idea.

### Recommended Reading

In the back of the packet, Fair Shake has shared the very beginning of our recommended reading list. These books correlate to the topics covered in the packet and could be considered as supplemental study.

**We encourage every individual to see the workshops as a starting point, not an end.**

## Facilitators' Presentation

Each workshop is designed to be presented as a separate course. Estimate at least two hours to present and discuss the material in a classroom environment. We have provided these guides for each workshop to serve as an outline only; it is up to the facilitator, or the individual, to discover what methods are most conducive to their mode of facilitating and learning. You may use the examples provided for each section; we also encourage you to create your own.

Prior to the start of a workshop, the facilitator should thoroughly review the guide, worksheets and any other materials to identify potential trouble spots and develop creative ways to engage the participants. The facilitator must ensure that the appropriate number of copies are printed and available prior to the workshop.

### For Facilitators only:

**We have a few recommendations specifically for people who are leading groups through these conversations:**

- Guide the workshops through the materials as they were written.
- Clearly define important terms in the text.
- Ask open-ended questions that show that the participants grasp the information.
- Emphasize the benefits and potential outcomes of the learning experiences.
- The facilitator will be more effective if knowledgeable of these three modes of learning:
  - Visual**, those who learn best through seeing
  - Auditory**, those who learn best through hearing
  - Tactile/kinesthetic**, those who learn best by doing/interacting

Engage participants in all of these modes, if possible. This can be accomplished via examples, exercises and activities that support the lessons.

The facilitator may, at times, need to serve as a mediator to keep the focus on the material and the goal of growth and development. Different perspectives are welcome, but the facilitator must avoid tangents that may alter the direction of the workshop.

### Goals and Objectives:

The goals and objectives within this guide are meant to serve as a compass. We understand that the guide will be used by different groups, who may have different standards that they must adhere to. With this in mind we have adjusted our documents to reflect flexibility without compromising the overall intended outcome of continuous growth and development of the human mind and spirit. We look to accomplish this through the following:

- Commitment to self and community,
- Building and/or increasing self-confidence and self-worth

- Create strategies to achieve goals
- Empower individuals and groups to seek information, participate in group conversations and seek council with authorities where desired.
- Improve vocabulary and command of language in various settings
- Bolster understanding of pro-social concepts in philosophy, psychology, sociology, citizenship and wellness.

### Peer Education

The value of having the Fair Shake Reentry Workshop learning experience facilitated by peers cannot be overstated. Peers can convey information, create opportunities for discussion and discovery and share their experiences within an atmosphere of understanding, empathy and trust. Within this unique learning environment peer educators have an opportunity to influence participants in ways that are not available to outside educators. The participants may be more open to the peer educator's influence because the educator can directly relate to their concerns and the desired goals of the workshop.

Adult learners integrate information differently than they did as children. Adults retain less through simple memorization; they generally require more meaning and relatability in their learning experience. Peer facilitators can offer concrete examples and personal reflections unavailable to traditional educators who may be perceived as having a lack of empathy for the scope of reentry. Peer facilitation does not undermine or strive to replace formal education.

According to David Boud in *What is Peer Learning and Why is it Important:*

*The term 'peer learning' suggests a two-way, reciprocal learning activity. Peer learning should be mutually beneficial and involve the sharing of knowledge, ideas and experience between the participants. It can be described as a way of moving beyond independent to interdependent or mutual learning.*

*Students learn a great deal by explaining their ideas to others and by participating in activities in which they can learn from their peers. They develop skills in organizing and planning learning activities, working collaboratively with others, giving and receiving feedback and evaluating their own learning.*

David Boud: "What is Peer Learning and Why is it Important" (1988)  
(<http://web.stanford.edu/dept/CTL/Tomprof/postings/418.html>)

Once the process begins, it takes on a life of its own where there are no teachers and students, only willing learners who assist each other through the process of learning. The conversations can then become more candid which allows for greater opportunity to address underlying issues. Through this elevated level of trust and support, participants may discover a genuine desire and willingness to learn even more and to exhibit competence through familiarity with the materials and their ability to effectively apply the concepts to their own reentry strategy.