



From: Anna Yeakly, training presentation to Year One Programs, July 2020

Behaviors to Facilitate Through Difficult Dialogue

Reflect

- Listen for understanding, take the time to process what is being said.
- Recognize (even if it's not right away) when a comment has potential to move the dialogue into deeper meaning.
- Validate contributions.
- Facilitators use their presence to support each other and the students.
- Facilitators are comfortable interjecting in ways that are helpful to the movement of dialogue.

Redirect

- Encourage students to respond and question each other.
- Center the dialogue on the students' experiences, and values (not factual content related to the experience).
- Let go of your own agenda and don't have a predetermined "lesson" or "point" of the conversation.
- Ask students to consider the perspectives of identities not present in the class.
- Feelings and values over fact

Inquiry

- Ask open ended questions with genuine curiosity
 - ◆ i.e. try to go below the surface, as in the iceberg analogy
 - ◆ Use storytelling components (sticky details, emotion, land the plane, impact to formulate questions).
- Go below the surface with open ended questions.
- The process applies, regardless of the reaction to the experience.
- Ensure everyone is engaged and has an impact on the environment.
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- Both facilitators have a significant role in moving the dialogue forward.
- Connect to feelings, values, and experiences of *all* students.