Community Connectors Institute

Professional Development Curriculum

FACILITATOR'S GUIDE

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Philadelphia LISC

718 Arch Street | Philadelphia, PA 19106

(215) 923-3801 | www.lisc.org/philly

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Facilitator's Guide Summary:

I. **Introduction:**
- *Background of Community Connectors Program, including vision to professionalize the Connector experience*
- *General expectations for use of the Facilitator's Guide*

II. **Thanks to our Partners** *this section provides the opportunity to thank partners for their contribution to this project and the development of the Facilitator Guide.*

III. **Overview of the Facilitator's Guide:** *This section will explain how the facilitator should expect to use the curriculum, how the WORKSHOPs are organized, what facilitators can expect to see throughout the curriculum, tips for how to use the Curriculum*.
- How the Facilitator Guide is organized
- Suggestions for usage

IV. **Strengths-based Framework:** *This section provides an overview and a definition of an asset-based/strengths-based approach and how this approach is at the core of the Professional Learning Community and the subsequent workshops throughout this guide.*

V. **Standards of Practice:** *This section outlines the minimum standards that LISC expects of its facilitators and how facilitators should prepare for their work.*
- Basic expectations for excellent workshops

VI. **Implementation & Facilitation Tips**: *This section will provide tips and strategies for effective facilitation.*
- Basic facilitation strategies
- Asking Questions (open vs. closed)
- Tips for Modifying Activities
- Including Alumni
- Troubleshooting Participation

VII. **Assessment:** *This section will provide an overview of what assessment is vs. evaluation and provide suggestions for how and when to assess participants as well as 1-2 templates*.

VIII. **The Workshops:** *There are a total of ten, 2.5 hour workshops; 6 topics selected by LISC, PEC, and APM as well as a recommended Orientation/On-boarding session that describes and outlines the Professional Learning Community framework; and a final session to be co-facilitated with LISC partners to help Connectors summarize and document their work in the program on their resume, or online LinkedIn profile, etc.*

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Facilitator's Guide Overview *Continued*:

The Workshop Topics:

1. Orientation
2. Outreach & Engagement
3. Time Management
4. Effective Communication
5. Asset Mapping
6. Project Management
7. Collecting and Analyzing Data
8. Telling our Story
9. Professional Development
10. Final Portfolio Presentation & Culminating Event

IX. **Additional Resources & Icebreakers**

- Sample Workshop Evaluation
- Sample Certificate
- Icebreakers

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Introduction from LISC

Dear Facilitators:

Thank you for making the Community Connector Institute possible! We are grateful for your willingness to help build the professional skills of emerging community leaders and facilitate workshops to make the Community Connector program even more successful.

You are holding, in your hands, an incredible tool of empowerment, community building, and professional development, and the result of a collaborative effort that knits together the lessons, insights, ideas, knowledge and experience from Philadelphia LISC, Asociación Puertorriqueños en Marcha, and People's Emergency Center CDC with help from Rebecca Fabiano Consulting.

We designed this curriculum to provide leadership and professional development instruction to our hardworking Community Connector teams. We wanted each Connector to have the opportunity to strengthen their skills and knowledge as young professionals in community development and use this experience as they plan out their next steps in their professional and educational journey.

We want Community Connectors to understand what we mean by "community development." The tools of community development are diverse, but all are designed to help lower-income neighborhoods thrive by creating a strong fabric of community and giving voice to the residents so they can participate and choose their own future.

Strengthening neighborhoods and improving lives, through COMMUNITY CONNECTION.

And we want to teach Connectors about HOW we create community connection:

We collaborate, which means working together for a common purpose. We recognize and celebrate our differences instead of letting them divide us. We set the table to bring leaders from government, business and nonprofit organizations alongside community residents to find common ground and identify issues that we can work on together.

We focus on impact. At the end of the day, what mark did we leave? Did our work change lives for the better? Is the neighborhood safer or cleaner? Are more people engaged, hopeful and empowered, now?

And finally, we do this through community engagement, one of the most important tools we have to strengthen neighborhoods and improve lives. Which is why YOU and the Community Connectors are so important. The neighborhood belongs to the residents and businesses that call it home. It is our job to implement their vision, respond to their needs, and help to improve

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their lives. To do that, we have to make and sustain the *CONNECTION* with them. Connection is the key to strengthening neighborhoods and improving lives.

We want to teach Connectors about various forms of community engagement:

- **Inform:** Provide residents with information and assist them in understanding problems, alternatives, and/or solutions.
- **Feedback:** Obtain public feedback on analysis, alternatives, and/or decisions.
- **Involve:** Work directly with residents and consistently consider their concerns and aspirations.
- **Collaborate:** Partner with residents in decision-making, including in the identification of solutions.
- **Empower**: Residents should be making decisions and leading solution-based efforts.

Through this series of workshops, we introduce them to some of the best thinking and most helpful tools to do their job well and to advance toward their own professional goals.

The most important resource is their fellow Connectors, as they can learn from each other and grow together. We want to invite them to be open to sharing, including where they struggle. We want to encourage them to be open to listening and learning, even when that's difficult. Above all, we want them to have fun! We want them to know that they can create change, be empowered and hopeful for the future.

We also want to empower you as facilitators to adapt these workshops as you see fit. They are designed and scripted for you so that you can easily and quickly prepare to facilitate a workshop. Feel free to try new things, substitute or swap activities, and be creative and adaptive to Connectors' needs.

We hope you learn as much from facilitating these workshops and activities the as Community Connectors do by participating.

Thanks again for your significant contribution to this important project.

Philadelphia LISC

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Thank You to Our Partners

Philadelphia LISC is developing the Community Connector program as a model for community engagement and outreach teams that support comprehensive community development. Two program partners are currently administering this program in their neighborhoods: Asociación Puertorriqueños en Marcha For Everyone and People's Emergency Center CDC.

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At the same time, PEC and APM have been co-creators of the Community Connectors program and the Community Connectors Institute curriculum contained here on these pages. They have contributed incredible insights and knowledge to help shape a better Community Connector program, as well as a strong professional development curriculum. More specifically, Antonio Romero and Cass Green contributed many hours and excellent feedback to revise this facilitator's guide.

This project would not have been possible, either, without the curriculum design and experiential learning expertise of Rebecca Fabiano Consulting Services. Her insight and creativity was a huge asset for this curriculum and we appreciate and highly recommend her hard work.

Philadelphia LISC's Community Connector program would not be possible without the inspiring model developed by The Enterprise Center CDC, called "Community Leaders." We appreciate TECCDC's contributions in helping LISC launch and expand this model.

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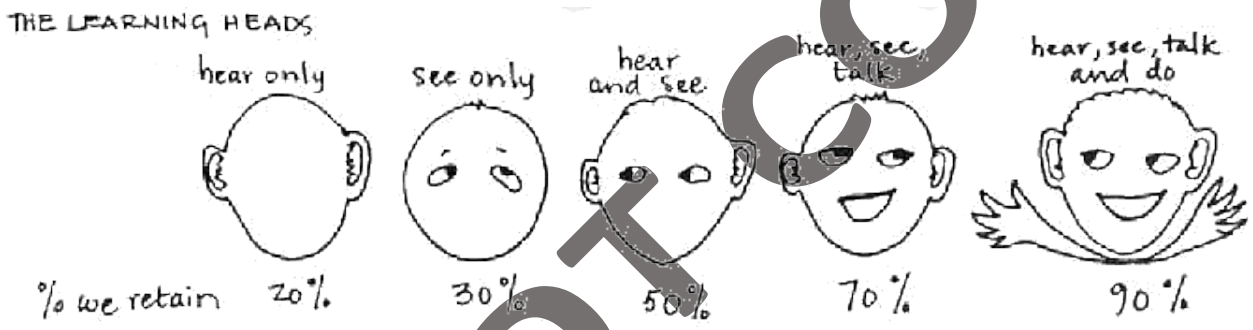
How to use this Facilitator's Guide:

This guide is designed to help you facilitate the professional gatherings or workshops that are a part of the Community Connector's Institute and the monthly Professional Learning Communities (PLC). ***Take a moment to read below about how the content for those meetings are organized.***

A note about how your Connectors learn. You'll see from the diagram below that the most meaningful way of is when multiple senses (hearing, seeing, talking, etc.) are integrated into the learning experience. The activities in this Facilitator's Guide aim to provide opportunities for Connectors to learn in various ways. You'll read more about this throughout the guide. As you're leading your workshops or modifying some of the activities, consider that meaningful learning happens and Connectors are more likely to be engaged with and learn from the activities if they get to hear, see, talk, and do!



[1]

The Workshops: Each workshop begins with a Preface. This page provides you, the facilitator, an overview of what will be covered in the workshop and provides a set of objectives to be met. The objectives describe the things *participants* should know or be able to do, or think about differently as a result of their participation in the workshop. ***The activities in the workshop are designed to help participants meet the intended objectives.***

The workshop preface includes the following components:

- **Summary:** This is a brief overview of the workshop and provides some context for the facilitator.

- **Objectives:** This is a list of what Community Connector participants **should know or be able to do**, **or think about differently** as a result of their participation in the workshop.

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[1] Last accessed Online September 9, 2015. Retrieved from: https://sites.google.com/site/cepehrg/popular-education

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The workshop preface includes the following components *continued*:

- **Vocabulary Words:** These are words and terms that will be used in the workshop. Review them before each workshop so you are prepared to help participants who may be unfamiliar with the terms. You do not need to review them with the participants, though you certainly can if you'd like. They have space in their Portfolios to keep track of vocabulary words if they want to.

- **Materials and Handouts for Facilitator:** This section outlines the materials necessary and lists suggestions for pre-workshop preparation, including What You'll Need, Handouts for Facilitators, Activity Preparation, and Timing. Each session requires little preparation. *However, read over each workshop at least a day prior to facilitating it.*

- **21st Century Skills and Related Careers:** This 'call out box' identifies key 21st Century Skills that are addressed in the Professional Learning Community workshop. And it also suggests careers that are related to the topic. This information can be woven into your presentation. It is also in the Connector Portfolio.

- **Ways to Include Community Connector Alumni:** As the Community Connector project continues to grow you will 'graduate' a talented pool of alumni whose experience as a Connector can be valuable to current Connectors. On the Preface of each workshop, you will find some tips for how you can utilize them in each workshop.

- **Notes on Preparation:** These tips help the facilitator prepare for the workshop. That might include watching a video in advance of a workshop or it may mean creating a LinkedIn or SurveyMonkey account, because they will be used in the workshop.

  FACILITATOR TIP: *You should **plan at least 45 minutes** for preparation time before each workshop. It is best to prepare a day in advance, that way you don't feel stressed out if the copy machine isn't working or you realize you are running low on flipchart paper. Arrive 15 minutes early to re-arrange the room, turn on music, and get yourself focused. You should always try to be there before the participants arrive so you can greet them when they enter the space.*

- **Items for Participants' Portfolios:** These are the documents that participants will work on within their Portfolio or documents they can create on their own to add to their Portfolio.

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The workshop preface includes the following components *continued*:

- **Wrap Up and Final Thoughts:** It is important to be mindful of your timing and include this part. The suggested debrief activity is the same at the end of ***each*** workshop. On the next page is an example of the diagram that goes with the recommended Wrap Up and Final Thoughts activity.

  NOTE: ***You can substitute other types of debrief activities as long as the activities provide the participants an opportunity to reflect on what they learned in the workshop and how what they learned can be applied to daily experiences.*** Use this moment of sharing to listen for things that will let you know whether you met your objectives. Ideally, participants will give examples of specific things they learned or are thinking about differently. And as always, be sure to use this time to correct any misinformation.

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Symbols/Questions For Wrap Up And Final Thoughts Activity

What are you squared away with? What do you know now, that you didn't know before this session? In other words, what do you really get? What could you check a box and say: I get this!

What are you thinking about or looking at from a different perspective or a different angle?

You could ask this different ways to get at *two different* things:
What has come full circle for you? What gaps (in content, skills, knowledge) have been closed for you as a result of this workshop?
OR
What is still circling around in your head? What else do you want to know?

The above elements will stay the same throughout the workshops. However, feel free to modify the activities based on your skills and comfort as a facilitator. Also consider making modifications based on the needs, strengths, and challenges of your participants.

OTHER DEBRIEF OPTIONS:

- Have Connectors turn to a partner and share one learning moment they had and one question they may have.
- Instruct Connectors to write down a concept/idea they are 'taking away' with them on a piece of paper and have them toss it into the circle/middle of the table and read them out loud.
- Invite Connectors to write/draw about their learning moment in their Portfolio.
- Ask Connectors to share with a partner a new tip or strategy they learned and how they plan to use it in their work in the coming week.
- For a longer reflection activity, such as at the end of the year, ask the following questions in small groups or in a larger group, and record answers on flip chart paper:
  - What did we do? Describe.
  - What did we accomplish? It's okay to brag.
  - What challenges did we face?
  - What did we learn? How have we changed?

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Strengths-based Framework:

Throughout this guide and during the PLCs, you will be encouraged to use a **strengths-based approach** by drawing on the experience and knowledge of the Connectors in your workshops. It is a perspective or approach more than it is a set of rules. It strives to lead with the positive and values "trust, respect, intentionality and optimism."[2]

A strength-based framework is very common in the field of Positive Youth Development and other helping professions such as Social Work. Positive Youth Development is an approach to helping young people meet their basic moral, social, cognitive, emotional and physical needs by building from their assets or strengths. This approach came about when researchers in the 1980's asked the question: "What enables young people to bounce back from challenging situations or environments despite the obstacles they face?" and they discovered that there were three key elements present which help to build resiliency (the ability to bounce back from adversity)[3]:

1. Positive relationships
2. Clear, fair and high expectations
3. Opportunities to connect, to navigate, and to be productive.

A strengths-based approach is becoming increasingly common with ***all age*** groups because it "concentrates on the inherent strengths of individuals, families, groups and organizations, deploying personal strengths to aid recovery and empowerment. In essence, to focus on health and well-being is to embrace an asset-based approach where the goal is to promote the positive."[4]

You can use this same approach when working with ALL participants because:

- Strengths-based approaches value the capacity, skills, knowledge, connections and potential in individuals and communities;
- Focusing on strengths does *not* mean ignoring challenges or spinning struggles into strengths;
- Practitioners working in this way have to work in collaboration – helping people to do things for themselves. In this way people can become co-producers of support, not passive consumers of support.[4]

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[2] Retrieved from http://www.acywr.org/wp-content/uploads/2011/09/SBA-Backgrounder.pdflast accessed May 21, 2015
[3] Youth Development Guide: Engaging young people in after-school programming. Community Network for Youth Development, 2001
[4] Retrieved from http://www.iriss.org.uk/resources/strengths-based-approaches-working-individuals last accessed May 23, 2015

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Strengths-based Framework *Continued*:

Throughout your work with Connectors**, find ways to identify and name their strengths and assets**. Especially strengths that are also viewed as 21st Century Skills; these are skills, which are valued in the workplace and in higher education. Sometimes, especially with young people, they may not realize that a skill like being able to do research on the Internet quickly is a skill that is valued in the workplace; likewise, the quality of patience can be an asset in the workplace, so find ways to point these things out to them.

For more resources about a strength-based approach:

- Strength-based approaches: Improving the lives of our children and youth, Alliance for Children and Youth of Waterloo Region. http://www.acywr.org/wp-content/uploads/2011/09/SBA-Backgrounder.pdf

- Strengths Based Approach for Working with Individuals, Institute for Research and Innovation in Social Services. Patoni, Lisa (May, 2012) http://www.iriss.org.uk/sites/default/files/iriss-insight-16.pdf

The Search Institute http://www.search-institute.org/research/developmental-assets

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Strategies for Co-Facilitation:

Sometimes you may have the opportunity to co-facilitate or co-lead a workshop with a colleague or a Community Connector alumni. There are great benefits to co-facilitating, including that participants benefit from more than one style of facilitation and you have someone to share the workload with. Here are some things to consider as you prepare to co-facilitate.

PREPARING FOR THE WORKSHOP

- Plan ahead with your co-facilitator.
- Get to know each other's style of planning and facilitating.
- Share your ideas and perspectives about the topic you will train on.
- Discuss how to address potential challenges that participants may present.
- Agree on common goals for the workshop.
- Discuss each other's triggers and how to support each another.
- Agree on how you will keep track of time.
- Strategize about how to stick to the original outline and how to switch gears.
- Plan ways to give signals to each other.
- Divide facilitation of activities fairly.
- Share responsibility equally in preparing and bringing workshop materials and resources.
- Agree to arrive at the workshop site in time to set up and check-in before the workshop begins.
- Set aside time after your workshop to debrief together and reflect on how the training went, as well as reflect on your own presentation.

FACILITATING THE WORKSHOP

- Keep a professional demeanor at all times.
- Communicate with each other throughout the workshop (verbally, through notes, and eye contact).
- Support and validate each other.
- Check-in with each other while participants are working in groups.
- Include your co-facilitator even when you are leading an exercise or discussion, by asking, for example: "Do you have anything to add?"
- Take the initiative to step in if your co-facilitator misses an opportunity for a teachable moment.

DEBRIEFING THE WORKSHOP

- Meet after the workshop or schedule another time to debrief with your co-facilitator.
- Listen carefully to each other's feedback before sharing your thoughts and ideas.
- Always discuss what worked well, first.

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Strategies For Co-Facilitation *Continued*:

DEBRIEFING THE WORKSHOP CONTINUED

- Discuss what did not work and brainstorm how it can be done differently.
- Review participants' evaluations and agenda as reference points to talk about the workshop and to assess your effectiveness as co-facilitators.
- Make sure to share any cleanup or return of resource materials.

NOTES/IDEAS:

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Reflecting On Your Workshop:

This tool can be a useful way for you as the facilitator to reflect on your workshop/presentation. If you are co-facilitating, share your reflection sheet with your co-facilitator and use it as a way to make strategic and intentional improvements for your next workshop. ***You will find one is already included after each Workshop Agenda.***

How did the participants react to the activities? Which did they seem to enjoy/engage with the most?	**How do I feel overall about the session? What did I do well?**
What were some challenges that occurred or that had to be overcome?	**What would I like to improve for the next workshop?** ○ **More preparation** ○ **Giving Instructions** ○ **Varying the types of questions (open vs. closed)** ○ **Varying the presentation style** ○ **Wait time in between asking a question and participant answer** ○ **Other**

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Assessment 101: What, Why, When, How:

What is assessment?

Assessment is a process for collecting information (data) that is often used to make programmatic improvements. This process usually includes the following steps:

- Identify objectives (what you want to measure or assess)
- Design or choose assessment tools
- Collect data
- Analyze the data
- Report results
- Use the data to make changes

In facilitation work, when conducting an assessment (sometimes also known as an evaluation, and often looks like a survey), you are generally looking to understand whether what you are doing impacts a person's **current knowledge (K), skills (S) or attitude/approach (A).** This is sometimes also referred to as KSA and is based on Bloom's Taxonomy. Bloom's Taxonomy is a classification of the learning objectives that educators set for students. It helps us determine what we want learners to know, be able to do, or consider when thinking about something.

When you are developing a lesson, creating an activity, or planning an opportunity for your Community Connector participants, ask yourself, **"By the end of this experience, what do I want my participants to know (K), to be able to do (S,) or to think about differently (A)?"** Then, state your objectives by stating, **"At the end of this lesson/workshop, participants will be able to_____."** Create a list of things participants should know, be able to do, or think about differently. This can help you create an appropriate experience for participants and assess whether you were successful in what you set out to do.

When should you assess?

You want to be very thoughtful about not only what to assess, but also **when** and **how often** to assess. This goes back to knowing what you want to achieve and what you want Community Connector participants to achieve. Remember, assessment is a way of gathering information. Often, facilitators conduct a pre- and post-assessment, and that is usually somewhat formal (using a form). But you can also assess participants before and after each workshop. You can even assess during the workshop. Be careful not to overdo it and accidently create a culture in which participants are trying to perform because they think they are being judged.

Selecting the right assessment tool: Formal vs. Informal

A formal assessment tool will likely be a form or worksheet that participants fill out. Other formal assessments often include interviews. But assessments can also be done within the context of a workshop by simply starting with an agree or disagree statement. This could be an informal way to assess participants' knowledge or attitude toward something. If you want to learn about Community Connectors' attitudes toward attendance in the workplace, you can start

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Assessment 101: What, Why, When, How *Continued:*

a workshop with the following "Agree/Disagree" activity: Tell participants if they agree with this statement, move to the left. If they disagree, move to the right, "It's OK not to call ahead if you will be late for work." Depending on where participants move, you must either adjust your workshop to spend more time discussing why it is important to be on time and to call if they will be late. If everyone moves to the right/disagrees then you don't have to spend much time reviewing the concept. After you have introduced or reviewed a set of concepts, you can redo this activity to find out whether there are changes in where participants move.

You could also do an A-Z Relay Race (➔*FIND IT:* refer to the Icebreaker section page 226) at the beginning of the workshop. Introduce a topic and find out what they know about the topic based on the words and number of words they use to fill the chart. Do the activity again at the end of the workshop and find if the quality of participants' words improve and/or whether they add more words to the list.

Remember, after you have collected your data, you have to do something with it. Use your data to do the following:

- Find out what participants already know and where they may have knowledge or skill gaps.
- Make adjustments to how long you spend on a topic/concept/skill. Move more slowly/quickly through a lesson.
- Find ways to include more experienced participants in your workshops.
- Set goals for participants.
- Measure increase (or decrease, depending on your objectives) in Knowledge, Skill, and/or Attitude (KSA).

You will find a sample workshop evaluation form in the back of the Facilitator's Guide in Section IV: Additional Resources that you can photo copy and distribute after each Professional Learning Community session.

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The Community Connector Institute Workshops

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PREFACE Workshop 1: Orientation & Introduction (p 1/3)

Time: 150 minutes/2.5 hours (with 10 minute break)

Summary: *This workshop is designed to 'kick off' the professional development and professional learning experiences of the LISC Community Connectors Program. It will frame the expectations of their participation and welcome them into the legacy of the Connectors program. They will receive an overview of PEC, APM, and LISC so they understand the historical context of the program and so they understand that they are building on the past program while starting this new format of the CCI (for benefit of "veteran" Connectors).*

The session will include icebreakers to help Connectors get to know each other and provide a chance for them to decide together what the tone and environment of their Professional Learning Community (PLC) will be. They will also have the opportunity to discuss what they hope to get out of being a Connector and will discuss any strength(s) they bring to the group.

> **FACILITATOR TIP:** *Make connections to each partner (APM & PEC) organization and the history of the program throughout subsequent workshops.*

NOTE: ***This session should follow an on-boarding process that reviews the Connector Job Description, Roles & Responsibilities and a review of each respective agency's personnel policies & expectations, etc. While this session will provide some background on the Connectors' Program, the on-boarding process should also provide this information.***

Goals: To provide an overview of the core elements of Professional Learning Community (PLC) and an overview of the Community Connectors Project, with a focus on Community Engagement, Awareness and Advocacy and give participants an opportunity to set the tone for future meetings & workshops.

SKILLS practiced in this workshop: Communication, Listening, Writing

Objectives: Participants will be able to…

1. Describe 2-3 key elements of a PLC;
2. List 2-4 key objectives of CCI, including how the PLC prepares them for work now and for work in the future, developing core competencies and relevant skills;
3. Describe 1-2 goals of the CCI;
4. Explain what Connectors can expect from their participation in the program;
5. Establish Community Agreements;
6. Describe role of Community Connector; and
7. Meet at least two new people.

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PREFACE Workshop 1: Orientation & Introduction (p 2/3)

21st Century Skill Focus	Possible Careers Associated with This Topic
❖ Communication ❖ Active Listening ❖ Leadership	○ Facilitator ○ Advocate ○ Educator

Activity Notes

Materials:

- Flipchart paper
- Markers
- Name Tags
- Sign in sheet
- Portfolio for each Connector, printed in color and in a three ring binder

Handouts for Facilitator:

- Portfolio Scavenger Hunt Handout- ***Answer sheet provided for the Facilitator after the Activities Summary on page 45 of this Guide***
- Workshop Evaluation (found in the Appendix)

Vocabulary Words to Review With Connectors:

- **Professional Learning Community (PLC)**- A professional development approach, which creates on-going opportunities for learning among peers. Participants' work outside of the PLC is considered a lab where they test ideas, concepts, etc.

Portfolio Items to be Completed or Added by Connectors:

- ✓ BINGO Portfolio page 9
- ✓ Overview Professional Learning Community (PLC) Portfolio pages 10-11
- ✓ Portfolio Scavenger Hunt Handout Page 12
- ✓ Letter to Future Self Portfolio page 13
- ✓ Copy of Community Connector job description (to be added by Connectors)

Notes On Preparation:

- **PHOTO COPY** page 10 in the Connector Portfolio- the BINGO game card

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PREFACE Workshop 1: Orientation & Introduction (3/3)

In this workshop consider utilizing alumni in these ways:

- **Facilitators can determine together**

Supplemental Activity / Guest Speaker for Workshop #1 **(60-90 min) – This will not happen during the workshop but the week or so afterward.**

- Consider having Veteran and/or Alumni meet with new Connectors for a 'speed-dating' session where Connectors develop 3-5 questions and have a chance to meet one-on-one for 10 minutes and then rotate to another Alumni to ask the same or different questions.
- Alumni could also serve on a panel and offer top 10 lists of what they wish they knew when they started as a Connector.
- Suggest that Connectors take a Multiple Learning Style assessment and add it to their portfolio.

  From Edutopia.org: http://www.edutopia.org/multiple-intelligences-learning-styles-quiz

  Another online assessment to determine preferred/dominant-learning style: http://www.2learn.org/learningstyles.html

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ACTIVITIES SUMMARY (1/2)

WORKSHOP I: ORIENTATION

Activity 1: WELCOME

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
20 minutes *Large group move around activity*	❖ Active Listening	*Introduce yourself as the trainer(s)* *For participants to get to know each other*	• PowerPoint slides • BINGO Portfolio page 9 • Flip chart posted with the key Acronyms: Professional Learning Community (PLC) Local Initiative Support Corporation (LISC) Asociación Puertorriqueños en Marcha (APM) People's Emergency Center (PEC)

Activity 2: REVIEWING OBJECTIVES

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
10 minutes *Mini-lecture*	❖ Active Listening	*To introduce people to the goals/objectives and to introduce the facilitator(s)*	• PowerPoint slides

Activity 3: THE ROLE OF THE COMMUNITY CONNECTOR TRUE OR FALSE

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
15 minutes *Agree/Disagree* *Large group move around activity*	❖ Active Listening	*To introduce key concepts of CC program and to prepare them for their 6 O'clock news cast*	• N/A

Activity 4: INTRODUCING THE CCI and PLC

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
20 minutes *Large group move around activity*	❖ Active Listening	*To introduce key concepts of CCI and introduce them to the PLC*	• PowerPoint slides • Scrap paper for participants • Highlighters • Sticky notes

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ACTIVITIES SUMMARY *CONTINUED* (2/2)

WORKSHOP I: ORIENTATION

Activity 5: SETTING COMMUNITY AGREEMENTS

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
15 minutes *Large group discussion*	❖ Leadership ❖ Teamwork	*To introduce key concepts of CCI and introduce them to the PLC*	• Flipchart paper • Markers

Activity 6: REVIEWING THE PORTFOLIO

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
20 minutes *Pairs or small group work*	❖ Communication ❖ Teamwork	*To introduce Connectors to the Portfolio*	• Scavenger Hunt Handout Portfolio Page 12

Activity 7: LETTER TO SELF

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
30 minutes *Independent work in their portfolio*	❖ Critical Thinking	*For Connectors to identify some of the things they have learned and to set some goals for themselves*	• Letter to Self Portfolio page 13

Activity 8: WRAP-UP DEBRIEF

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
10 minutes *Large Group Discussion*	❖ Communication	*To assess what Connectors learned and to see if you met your objectives.*	• Flipchart • Markers • Workshop Evaluation (found in the Appendix)

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FACILITATOR HANDOUT

These are the ***answers*** to the **Portfolio Scavenger Hunt Handout**

1) How many different topics are there? **10**

2) Which two workshops have a BINGO activity? **Orientation (#1) and Professional Development (#10)**

3) On what page are the 12 tips for Time Management? **page 33**

4) What is the title for Topic/Workshop #7? Collecting and Analyzing Data Workshop #7

5) What information is provided on each Preface? **Summary, Goals & Space to write vocabulary words**

6) In which Topic/Workshop will you find the Hatch Story Telling Guide? **Telling our Story Workshop #8**

7) In which Topic/Workshop will you find the activity called: *NETWORK CIRCLE ACTIVITY*? **#5 Asset Mapping**

8) What are some similar patterns and/or structures that you notice in each section? **Space for vocabulary words, 'making a connection' activity to do outside of the PLC, notes section….**

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SCRIPT Workshop 1: Orientation

Activity 1: WELCOME

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
20 minutes *Large group move around activity*	❖ Active Listening	*Introduce yourself as the trainer(s)* *For participants to get to know each other*	• BINGO Portfolio page 9 • Flip chart posted with the key Acronyms: Professional Learning Community (PLC) Local Initiative Support Corporation (LISC) Asociación Puertorriqueños en Marcha (APM) People's Emergency Center (PEC)

How it works:

1. **INTRODUCE** yourself & welcome Connectors to the Kick-off Orientation of the Community Connector Institute!

2. **EXPLAIN** that everyone will have a chance to introduce themselves to the whole group shortly; in fact a good portion of the day will be spent getting to know each other.

3. **STATE** that you want to start off with a get-to-know you game called HUMAN BINGO.

4. **ASK** who has heard of this game? Who has heard of (regular) BINGO?

   FACILITATOR TIP: *in the traditional game of BINGO, people have to match numbers on their 'board' either diagonally, up and down, or across with the numbers the "Caller" shouts out.*

5. **EXPLAIN** in HUMAN BINGO in order to get BINGO they are going to walk around the room and introduce themselves to each other and try to meet someone who fits the description in one of the boxes. When people find a match, they should write that person's name down on their paper and offer to try to make a match on their paper. They can use their OWN name once as part of reaching BINGO.

6. **TELL** them they will have 10 minutes to play; if someone get's BINGO, they should shout out BINGO and then go help others get BINGO, too.

7. **REMIND** Connectors to listen for your voice to signal that time is up.

8. **DISTRIBUTE** the BINGO handouts. **After 10 minutes, have people return to their seats.**

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WORKSHOP I: ORIENTATION

Activity 1c: WELCOME

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
20 minutes *Large group move around activity*	❖ Active Listening	*You will have to pay close attention to time when people are introducing themselves and remind them to keep it brief*	• BINGO Portfolio page 9 • Flip chart posted with the key Acronyms: Professional Learning Community (PLC)

How it Works:

9. **ASK** by show of hands who got BINGO?

10. **ASK** for 3-4 volunteers to read their BINGO sheets, and to introduce the people they met (remind them to state which organization that person is with when they introduce the people they met).

11. **INVITE** people who have not been introduced yet via the BINGO game to introduce themselves (name and agency).

12. **EXPLAIN** that you are going to describe the goals and objectives of the day before moving on to the next topic and activity.

13. **REMIND** them how long you will be together today and approximately when you expect they will take a break.

    FACILITATOR TIP: ***ENCOURAGE*** *people to ask questions when they have them, especially if you use a term or phrase they are unfamiliar with.*

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WORKSHOP 1: ORIENTATION

Activity 2: REVIEWING OBJECTIVES

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
10 minutes *Mini-lecture*	❖ Active Listening	*To introduce people to the goals/objectives and to introduce the facilitator(s)*	• PowerPoint slides

How it Works:

1. **EXPLAIN** that you are happy to meet them and to have them be a part of the Community Connector Program. You all will be meeting as a group, as a part of the Community Connector Institute, at least once a month, sometimes twice in addition to the regular meetings they have at their respective agencies.

2. **STATE** your name (again) and tell people a little about yourself (e.g. how long you've been at your agency, what you love about the Connector project, a hope you have for them, where you're from/live in Philly, etc.). ***If you are co-facilitating, the co-facilitator should also introduce him/herself now.***

   FACILITATOR TIP: *If there are key people from PEC or APM or LISC, take a moment to have them introduce themselves, too - you may need to adjust your timing a few minutes later in the agenda if they take time to say hello.*

3. **SHOW PPT slide #2** with the meeting objectives and let people know that objectives are the types of things that they should know or know how to do, or do differently as a result of their participation in today's activities.

4. **ASK** how many people have met two new people since arriving? If so, congratulate them for having already met one of the objectives! **ASK** if anyone has any questions? Was there anything else people were expecting to learn or know about today?

   FACILITATOR TIP: *Be sure to acknowledge if you will NOT be able to meet a specific need or request in today's workshop and try to let them know when and/or how you will*.

5. **EXPLAIN** you are going to do another activity designed to review the Community Connector Program and the program's history. It will be another get up and move around activity but they should sit tight until you tell them to get up and move.

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WORKSHOP 1: ORIENTATION

Activity 3: THE ROLE OF THE COMMUNITY CONNECTOR TRUE OR FALSE

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
15 minutes *Agree/Disagree* *Large group move around activity*	❖ Active Listening	*To introduce key concepts of CC program and to prepare them for their 6 O'clock news cast*	• N/A

How it Works:

1. **EXPLAIN** in this activity you are going to read some statements; if they agree with the statement, they should move to one side of the room-if they disagree, move to the other.

   FACILITATOR TIP: *Consider putting up a sign to designate which side is agree or disagree.*

2. **DIRECT** everyone to the center of the room.

3. **READ** the statements *on the following page* taking time for 1-2 people to share why they moved to one side of the room or the other. Direct them back to the middle in between each statement. ***Be sure to correct any misinformation and/or answer questions that arise.*** **You will NOT be able to read all the statements so chose 3-5 based on the amount of time you have.**

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WORKSHOP 1: ORIENTATION

Activity 3: The Role of the Community Connector True or False STATEMENTS

- LISC's Community Connectors program is designed to engage residents to help improve lives and strengthen neighborhoods. (**AGREE**-one of the best ways to do that is 'by residents for residents'. In other words, having people who are known in the community helps build trust and good will, and also provides PT employment opportunities for residents)

- The Community Connectors program currently focuses on two specific neighborhoods/geographic areas in Philadelphia (**AGREE**- Eastern North Philadelphia & West Philadelphia)

- Community Connectors are residents who simply hand out flyers in their neighborhood (**DISAGREE** – Handing out flyers is only one way Community Connectors help PEC and APM further their community development missions. Connectors also build relationships with residents, get to know their particular challenges and interests, and connect them with resources and services that can help. Connectors help engage the community to participate in revitalization efforts and help build trust among and between residents. They may help map their community, organize events, support physical transformation efforts, or raise awareness and increase enrollment in specific programs or services.

  Community Connector Goals:
  - Build relationships with residents through face-to-face interaction
  - Provide residents with information and resources
  - Inform residents of important neighborhood events or changes
  - Survey residents about their opinion of neighborhood needs
  - Recruit residents to participate in programs that benefit them
  - Engage residents to volunteer in community building activities

- The Community Connectors program was established in 2001 (**DISAGREE**- 2012 – a relatively new program, the Community Connector program was originally started by The Enterprise Center in the Walnut Hill neighborhood of West Philadelphia. TEC then helped LISC replicate the program with PEC and APM in 2012.

- Being an effective communicator is an important skill for a Community Connector (**AGREE**- As a Connector they will be interacting with all kinds of people and while many of them may already be good communicators, which is evidenced by the fact they were hired to be a Connector!; they are also going to get some training on effective communication skills)

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PREFACE Workshop 2: Outreach & Community Engagement (1/2)

Summary: *In this workshop, Community Connectors will be introduced to various outreach and communication strategies they may use when interacting with community members. They will discuss ways to engage people when working in the community*

Goals: For participants to learn various techniques that will help them be effective and safe when conducting outreach as part of their work in the community.

Objectives:

1. Develop an 'introduction' to use when conducing outreach;
2. Defining the terms outreach and community engagement;
3. Explain the key components of outreach;
4. Practice a "pitch" and other recruitment strategies;
5. Explain how engagement is a critical component of neighborhood revitalization; and
6. Describe effective follow up strategies as a key part of engagement and outreach

SKILLS practiced in this workshop: Persuasion, Cultural Competency, Effective Communication, Customer Service, Speaking, Active Listening.

Portfolio Items to be Completed or Added by Connectors:

- ✓ Top 10 tips for staying safe when conducting outreach page 20
- ✓ Video note-taking page 22
- ✓ Article on Persuasive communication: http://work.chron.com/persuasive-presentation-tips-9505.html pages 23-24
- ✓ Criteria for developing role-play page 25

21st Century Skill Focus	Possible Careers Associated with This Topic
❖ Communication ❖ Critical Thinking	○ Marketing ○ Customer Service

Activity Notes

Materials:

- Flipchart paper
- Markers
- Name Tags
- Sign in sheet
- Sticky notes
- Computer
- Projector
- Internet access
- Music/Speakers
- Scrap paper
- Pens/pencil

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PREFACE Workshop 2: Outreach & Engagement (2/2)

Handouts for Facilitator:

- One Role-play scenario for each group pages 61-64 of this Guide
- Workshop Evaluation (found in the Appendix)

Vocabulary Words To Review With Connectors:

- **Community engagement** refers to the process by which community benefit organizations and individuals build ongoing, permanent relationships for the purpose of applying a collective vision for the benefit of a community.[5]
- **Outreach-** is an activity of providing services to populations who might not otherwise have access to those services. A key component of outreach is that the groups providing it are not stationary, but mobile; in other words they are meeting those in need of outreach services at the locations where those in need are. In addition to delivering services, outreach has an educational role, raising the awareness of existing services.[6]

Notes On Preparation:

- **COPY** and print one role-play scenario (Found at the end of the agenda) for each group**.**
- **WATCH** this YouTube video about tips for being persuasive: https://www.youtube.com/watch?v=G4jXFUJKgCg

In this workshop consider utilizing alumni in these ways:

- Share examples of campaigns they worked on
- Have them observe/give feedback on the role-plays

- ***Supplemental Activity / Guest Speaker for Workshop #2*** **(60-90 min) – This will not happen during the workshop but the week or so afterward.**
- Have Connectors create a 7 second VINE video persuading someone to become a Connector
- Connectors can use some of the tips for developing an Elevator Speech and their persuasive speaking to create a 'pitch' to funders about why they should fund the Connector Program

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[5] Last accessed Online August 3, 2015 https://en.wikipedia.org/wiki/Community_engagement
[6] Last accessed Online August 3, 2015 https://en.wikipedia.org/wiki/Outreach

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ACTIVITIES SUMMARY (1/2)

WORKSHOP 2: OUTREACH & COMMUNITY ENGAGEMENT

Activity 1: WELCOME

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
5 minutes *Large group discussion*	❖ Active Listening	*Introduce yourself as the trainer(s)* *To kick off the topic of the workshop*	• Scrap paper • Pens/pencil

Activity 2: WHAT IS OUTREACH?

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
30 minutes *Pair & share, large group discussion*	❖ Active Listening ❖ Critical Thinking	*To define the term outreach and discuss why and when organizations use outreach strategies*	• PowerPoint slides or flipchart with definition of outreach

Activity 3: SAFETY FIRST

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
25 minutes *Small & large group work*	❖ Active Listening ❖ Critical Thinking	*To discuss safety tips for conducting outreach*	• Flipchart paper • Markers • Sticky notes • Painters tape

Activity 4: GETTING TO "YES"

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
15 minutes *Video & large group discussion*	❖ Persuasive communication	*For participants to understand how to develop a persuasive pitch as a part of their outreach engagement*	• Internet connection • Computer • Projector • Speakers • Persuasive Speaking Portfolio pages 23-24

Activity 5: DEVELOPING YOUR PITCH

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
45 minutes *Small group work & role plays*	❖ Active Listening ❖ Critical Thinking	*For participants to create an outreach plan/pitch using the information/ skills they learned*	• Criteria for developing role-play Portfolio page 25 • One Role-play scenario for each group the Facilitator has in the agenda.

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ACTIVITIES SUMMARY *CONTINUED* (2/2)

WORKSHOP 2: OUTREACH & COMMUNITY ENGAGEMENT			
Activity 6: CHEERS & FEARS			
Time & Type of Activity **15 minutes** *Large group discussion*	**21st Century Skill Focus:** ❖ Communication	**Purpose & Notes:** *To gauge how participants are feeling about conducting outreach*	**Materials & PPT Slides** • Flipchart • Markers

Activity 7: WRAP-UP DEBRIEF			
Time & Type of Activity **5 minutes** *Large Group Discussion*	**21st Century Skill Focus:** ❖ Communication	**Purpose & Notes:** *To assess what Connectors learned and to see if you met your objectives.*	**Materials & PPT Slides** • Flipchart • Markers • Workshop Evaluation (found in the Appendix)

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PREFACE Workshop 3: Time Management (1/2)

Time: 150 minutes/2.5 hours (with 10 minute break)

Summary: *When meeting with the Connectors, several of them said one of the things they've learned as a Connector is how to manage their time effectively. They also said they'd like to get even better at managing their time and learn strategies for dealing with completing priorities/tasks. As a result, this workshop is designed to help Connectors understand the importance of time management when working on projects and towards particular goals. They will explore how to prioritize their work, how to create schedules and keep tasks and to-do lists to help them be more productive and manage their time.*

Goals: For Connectors to understand how effective time management is a desirable quality among most employers and to help them identify and practice some tips and strategies to help them improve their time management skills.

SKILLS practiced in this workshop: Prioritizing, Scheduling, Time Management

Objectives: Participants will be able to…

1. Create at least one daily/weekly and/or monthly schedule
2. Explain tips for prioritizing their work to meet their goals

21st Century Skill Focus	Possible Careers Associated with This Topic
❖ Problem solving (prioritizing) ❖ Critical Thinking	○ Administrative or Executive Assistant ○ Event planner ○ Entrepreneur

Activity Notes

Materials:

- Flipchart paper
- Markers
- Name Tags (optional going forward after Orientation)
- Scrap paper or sticky notes
- Sign in sheet

Handouts for Facilitator:

- Workshop Evaluation (found in the Appendix)

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PREFACE Workshop 3: Time Management (1/2)

Notes On Preparation:

1. **WATCH** this video about time management and prioritizing https://www.youtube.com/watch?v=ODyG5lKbH08

2. **PRE-WRITE** objectives, goals and careers associated with the topic of time-management onto large poster paper (found above)

3. **PRE-WRITE** these questions about time-management on flipchart paper for the Icebreaker onto large poster paper (Activity 2)
    a. On a scale of 1-5 (1 being needs improvement, 5 being excellent!) I would rate my time management skills as_____
    b. The idea of completing a "to-do" list makes me want to run or makes me want to pull out my note pad and highlighters!
    c. Agree/disagree with this statement: I have a reputation for being reliable, on time and able to prioritize the most important projects

4. **PRE-WRITE** personal example of how you prioritized based on Covey tool/strategy

5. **SET UP** the room for an Agree/Disagree activity (so people can move from one side of the room to the other)

Vocabulary Words To Review With Connectors:

- N/A

Portfolio Items to be Completed or Added by Connectors:

- ✓ Time Management quotes Portfolio pages 31-32
- ✓ A to-do list of tasks related to Connector projects page 34-35
- ✓ Schedule (daily, weekly, monthly) pages 36-37
- ✓ List of useful APPs for time management page 40

In this workshop consider utilizing alumni in these ways:

- TBD by Facilitator

Supplemental Activity / Guest Speaker for Workshop #3 **(60-90 min) – This will not happen during the workshop but a week or so afterward.**

- Connectors can practice recording everything they do, for the course of one week, to see if it matches up with the schedule they set for themselves.

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ACTIVITIES SUMMARY (1/2)

WORKSHOP 3: TIME MANAGEMENT

Activity 1: WELCOME

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
10 minutes *Pair & share. Large Group Discussion*	❖ Active Listening	*Re-establish group norms and review the last session. For participants to continue to get to know each other*	• Pair & share questions on flip chart paper • Markers

Activity 2: REVIEW OBJECTIVES

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
10 minutes *Mini- lecture*	❖ Active Listening	*Review the objectives for the day so Connectors know what to expect and describe the 21st Century skills they will practice and potential careers related to this topic*	• Flipchart with objectives • Markers

Activity 3: QUOTE-ABL!

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
15 minutes *Small & Large Group Discussions*	❖ Active Listening ❖ Communication ❖ Critical thinking	*Introduce the topic of time-management*	• Time Management quotes - Portfolio pages 31-32

Activity 4: HOW WELL DO YOU MANAGE TIME?

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
20 minutes *Agree/Disagree Large group move around activity*	❖ Active Listening	*For Connectors to assess how well they manage their time and their time-management skills*	• Scrap paper or sticky notes

Activity 5: TO DO LISTS & SCHEDULES

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
20 minutes *Individual work*	❖ Active Listening	*Review the objectives for the day so Connectors know what to expect*	• Portfolio pages 36-37 with sample schedules and to do lists • Sticky notes (different colors!)

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ACTIVITIES SUMMARY *CONTINUED (2/2)*

WORKSHOP 3: TIME MANAGEMENT

Activity 6: TIPS FOR MANAGING YOUR TIME

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
15 minutes *Individual work*	❖ Active Listening	*Review the objectives for the day so Connectors know what to expect*	• Flipchart with tips for managing time

Activity 7: LEARNING HOW TO PRIORITIZE

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
15 minutes *VIDEO* *Large Group Discussion*	❖ Active Listening	*Review the objectives for the day so Connectors know what to expect*	• Flipchart with personal example of how you prioritized based on Covey tool/strategy

Activity 8: YOUR PHONE AS A TOOL and MORE!

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
20 minutes *Pair or Small Group Work*	❖ Active Listening ❖ Creativity ❖ Critical Thinking	*For Connectors to see they have time management tools at their fingertips*	• N/A

Activity 9: WRAP-UP DEBRIEF

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
10 minutes *Large Group Discussion*	❖ Communication	*To assess what Connectors learned and to see if you met your objectives.*	• Flipchart • Markers • Workshop Evaluation (found in the Appendix)

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PREFACE Workshop 4: Effective Communication (1/3)

Time: 150 minutes/2.5 hours (with 10 minute break)

Summary: *In this workshop, Community Connectors will review key elements of effective communication; they will define the difference between formal and informal communication and they will explore various ways of communicating, including verbally and written. Because Connectors interface with the community they will also explore effective and professional communication as a key element of great customer service.*

Goals: For participants to distinguish between formal and informal communication (both verbal and written) and to understand how effective communication is an important element of providing high quality customer service. They will learn how effective communication will help them become successful as a Connector and in their future careers. **This workshop may take place in a computer lab, in part or in total.**

Objectives:

1. Define formal vs. informal speech (and demonstrate);
2. Describe techniques of effective communication (and demonstrate);
3. List three elements of Effective Listening (and demonstrate)
4. Describe at least two tips for effective, professional emails
5. Define customer service (and demonstrate); and
6. List at least 5 tips for high quality customer service.

SKILLS practiced in this workshop: Communication, Listening, Writing

21st Century Skill Focus	Possible Careers Associated with This Topic
❖ Active Listening ❖ Communication (written and verbal) ❖ Critical Thinking	○ Advocate ○ Social Worker ○ Newscaster, Journalist or Blogger ○ Customer Service Representative

Activity Notes

Materials:

- Flipchart paper
- Markers
- Name Tags (optional going forward after Orientation)
- Medium size sticky notes- two different colors
- Sign in sheet
- Computer
- Projector
- Painter's tape

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PREFACE Workshop 4: Effective Communication (2/3)

Handouts for Facilitator:

- Formal vs. informal scenarios page 117 of ***this Guide***
- SAMPLE EMAILS page 118-119 of ***this Guide***
- Workshop Evaluation (found in the Appendix)

Notes On Preparation:

- **PRE-WRITE these prompts on a piece of flip chart paper.** *Fold the bottom of the paper up over the statements, tape them and reveal them one at a time.*
    - Describe a time when you overcame a challenge. What was that challenge and how did you over come it?
    - Describe something you'd like to try to do, but haven't yet and why (e.g. take a trapeze lesson, go skiing, earn a GED, etc.)?

- **PRINT the attached** (at the end of the Preface) formal vs. informal **scenarios**.

- **PRINT the attached** (at end of the Preface) **sample emails** (or create your own) to post around the room.

- **WATCH these two videos:**
    - **Video Title: Business E-mail Basics**
      http://www.videojug.com/interview/business-e-mail-basics-2(This provides background information and purpose of business e-mails.)

    - **Video Title: Workplace e-mails-writing an e-mail to your boss**
    - http://www.youtube.com/watch?v=SGCOjeZcF5w&feature=related (This is an animated video that describes the five C's of business e-mails.)

Vocabulary Words To Review With Connectors:

- **Customer Service-** is the provision of service to customers before, during and after a purchase. Accordingly, it may vary by product, service, industry and individual customer. The perception of success of such interactions is dependent on employees "who can adjust themselves to the personality of the guest."[7]
- **Code Switching-** To switch back and forth between different types of speech (formal and informal)

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[7] Last accessed Online August 13, 2015 https://en.wikipedia.org/wiki/Customer_service

PREFACE Workshop 4: Effective Communication (2/3)

Portfolio Items to be Completed or Added by Connectors:

- ✓ Note taking for video page 45
- ✓ Professional email tips Portfolio page 47
- ✓ List of tips for effective customer service pages 52-53
- ✓ Sample "Thank You" note page 55

In this workshop consider utilizing alumni in these ways:

- Give feedback on a written email exchange (the new Connector practices sending a professional email to the Veteran or Alumni Connector).

Supplemental Activity / Guest Speaker for Workshop #4 **(60-90 min) – This will not happen during the workshop but the week or so afterward.**

- Practice sending / receiving emails
- Develop an introductory statement and practice during one of the campaigns
- Interview other people for effective communication strategies

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ACTIVITIES SUMMARY (1/2)

WORKSHOP 4: EFFECTIVE COMMUNICATION

Activity 1: WELCOME & ICEBREAKER

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
10 minutes *Large Group Icebreaker*	❖ Active Listening ❖ Verbal Communication	*To bring the group together and to get them thinking about effective communication*	• N/A

Activity 2: REVIEW GOALS & OBJECTIVES

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
5 minutes *Mini-lecture*	❖ Active Listening	*To bring the group together and to get them thinking about effective communication*	• N/A

Activity 3: ACTIVE LISTENING

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
30 minutes *Large Group Discussion & Pair & Share*	❖ Active Listening	*To introduce the concept of Active Listening as an important part of effective communication, and in their role as a Connector*	• Flip chart paper • Markers

Activity 4: FORMAL vs. INFORMAL

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
15 minutes *Role Plays*	❖ Active Listening ❖ Verbal Communication	*Establish the difference between formal and informal communication*	• Facilitator Handout formal vs. informal Scenarios pg 106 • Flip chart paper

Activity 5: EFFECTIVE COMMUNICATION AND CUSTOMER SERVICE

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
25 minutes *Large Group Discussion Drawing*	❖ Active Listening ❖ Verbal Communication	*Establish Tips for Effective Customer Service* *Practice formal communication and active listening*	• Flip chart paper • Markers • Portfolio pages 53-54

ACTIVITIES SUMMARY *CONTINUED (2/2)*

WORKSHOP 4: EFFECTIVE COMMUNICATION			
Activity 6: BUSINESS EMAILS			
Time & Type of Activity **25 minutes** *VIDEO* *Large Group Discussion*	**21st Century Skill Focus:** ❖ Active Listening ❖ Critical Thinking	**Purpose & Notes:** *To review professional emails and learn tips for writing professional emails*	**Materials & PPT Slides** • Sticky notes • Cut out examples of emails pages 107-108 of this Guide • Painter's Tape
Activity 7: WRAP-UP DEBRIEF			
Time & Type of Activity **10 minutes** *Large Group Discussion*	**21st Century Skill Focus:** ❖ Communication	**Purpose & Notes:** *To assess what Connectors learned and to see if you met your objectives.*	**Materials & PPT Slides** • Flipchart • Markers • Workshop Evaluation (found in the Appendix)

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PREFACE Workshop 5: Asset Mapping (1/3)

Time: 150 minutes/2.5 hours (with 10 minute break)

Summary: *This workshop is designed to introduce participants to Asset & Community Mapping. They will define the terms "assets" and "community" and they will identify assets that exist in the community where they work as a Connector. They will also develop a 'professional' asset map so they can work on developing their professional networks.*

Goals: To introduce participants to the concepts of asset and community mapping and for them to view the strengths that exists within the communities where they are working.

Objectives:

1. Explain what Community Mapping is and how to do it;
2. Explain how to conduct analysis of what already exists and think critically about making connections, improvements;
3. Define Assets;
4. Define community;
5. Identify personal/professional communities;
6. Describe why companies/businesses/institutions undergo asset mapping when working with communities; and
7. Practice asset mapping – DO IT!

SKILLS practiced in this workshop: Active listening, Maps & Navigation, Time Management, Leadership

Portfolio Items to be Completed or Added by Connectors:

- ✓ My strengths / My Community Handout page 61
- ✓ Network Circle Activity page 62
- ✓ Community Mapping Photo-"essay" page 65

21st Century Skill Focus	Possible Careers Associated with This Topic
❖ Communication ❖ Active Listening ❖ Maps & Navigation ❖ Leadership	○ Community Development ○ Community Organizer ○ Cartographer ○ Graphic Designer ○ City Planner

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PREFACE Workshop 5: Asset Mapping (2/3)

Activity Notes

Materials:

- Flipchart paper
- Markers
- Name Tags
- Sign in sheet
- Blank (scrap) paper 8x10
- Music/Speakers

Handouts for Facilitator:

- Asset Mapping Scenarios pages 125-126 of this Guide
- Workshop Evaluation (found in the Appendix)

Vocabulary Words To Review With Connectors:

- **Asset-** a strength, something positive, something someone is good at
- **Community-** a group of people living in the same place or having a particular characteristic in common; a feeling of fellowship with others, as a result of sharing common attitudes, interests, and goals[8]
- **Community Mapping**- Community mapping is the visual representation of data by geography or location, the linking of information to place.

Notes On Preparation:

- **USE** PPT slides OR **MAKE** Flipchart with definition of Community by Peter Block:
  He describes community as a sense of belonging. And when people belong to something they experience these two things:
  - (1) "first and foremost to *be related to* and *a part* of something; it is membership. It is being 'at home' in the broadest sense of the term. The opposite of belonging is to feel isolated."
  - (2) "has to do with being an *owner: something belongs to me*. I claim it. To belong to a community is *as a creator and co-owner* of that community. What I consider mine, I will build and nurture (this is why some people say homeownership is an important part of community revitalization)."

In this workshop consider utilizing alumni in these ways:

- Have them do the asset mapping activity (activity #2) in ADVANCE and share their maps with the current Connectors.

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[8] Last accessed online July 22, 2015 https://search.yahoo.com/yhs/search

PREFACE Workshop 5: Asset Mapping (3/3)

Supplemental Activity / Guest Speaker for Workshop #5 **(60-90 min) – This will not happen during the workshop but the week or so afterward.**

- Guest speaker from a CDC to talk about the history of the neighborhood.
- Develop a picture collage of the strengths and/or resources that exist in the neighborhood.
- Connectors will map a specific campaign (e.g., Health Asset Map- go practice within a specific block(s)).

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ACTIVITIES SUMMARY

WORKSHOP 5: ASSET MAPPING

Activity 1: WELCOME & DEFINING OUR TERMS

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
20 minutes *Pair & share, large group discussion*	❖ Active Listening ❖ Critical Thinking	*Introduce yourself as the trainer(s)* *To kick off the topic of the workshop*	• My strengths / My Community Handout, Portfolio page 61

Activity 2: IMAGINE YOUR COMMUNITY- GO ASSESS IT!

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
45 minutes *Large group move around activity*	❖ Critical Thinking ❖ Time-management	*To introduce participants to the assets in their community.*	• Blank paper 8x10 (can be recycled paper as long as one side is blank) • Pens or markers in different colors • Painter's tape • Scenarios written on pieces of paper and cut up page 129 in this Guide

Activity 3: PROFESSIONAL ASSET MAP- NETWORKING

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
30 minutes *Individual reflection and group work*	❖ Critical thinking	*For Connectors to map their personal networks.*	• Professional Network Map Portfolio page 54

Activity 4: WRAP-UP DEBRIEF

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
5 minutes *Large Group Discussion*	❖ Communication	*To assess what Connectors learned and to see if you met your objectives.*	• Flipchart • Markers • Workshop Evaluation (found in the Appendix)

PREFACE Workshop 6: Project Planning (1/2)

Time: 150 minutes/2.5 hours (with 10 minute break)

Summary: *Connectors will learn about project planning and will apply the idea of project planning to their own professional and personal goals. They will also set, at least, one SMART Goal and identify the steps/strategies needed to meet that goal.*

Goals: For participants to understand how to plan a project; what project planning means for organizations; as well as for individuals and to set at least one SMART Goal. The Connectors will work together to put on the Culminating Event of the PLC, which will enable them to use real-life skills/opportunity to plan a project.

Objectives:

1. Develop at least one SMART Goal (one goal for themselves, one goal for the program or a particular campaign they are working on);
2. Describe steps associated with project planning using a current campaign/project to practice this skill.

SKILLS practiced in this workshop: Critical Thinking, Prioritizing, Planning, Time Management

Portfolio Items to be Completed or Added by Connectors:

- ✓ Video Notes, page 67
- ✓ SMART Goal page, 68
- ✓ SMART Goal template, page 69
- ✓ Project Planning Activity, page 71

21st Century Skill Focus	Possible Careers Associated with This Topic
❖ Communication ❖ Active Listening ❖ Time Management ❖ Leadership ❖ Planning	○ Project Manager ○ Administrative or Executive Assistant ○ Community Developer ○ Community Organizer

Activity Notes

Handouts for Facilitator:

- Workshop Evaluation (found in the Appendix)

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PREFACE Workshop 6: Project Planning (2/2)

Vocabulary Words To Review With Connectors:

- **AA Degree-** Associate Degree; traditionally two-year degree program
- **BA Degree-** Bachelors Degree; traditionally a 4 year degree program
- **Community Based Organization (CBO)-** often, but not always, a non-profit organization whose mission is to address issues within a community.
- **SMART Goal-** strategy for setting and keeping a goal.
- **Project Management-** is the process and activity of planning, organizing, motivating, and controlling resources, procedures and protocols to achieve specific goals in scientific or daily problems.[9]

Notes On Preparation:

- Review the YouTube video about setting a SMART goal: https://www.youtube.com/watch?v=1-SvuFIQjK8

- Consider creating a SMART goal of your own to share with Connectors

In this workshop consider utilizing alumni in these ways:

- Invite alumni to review SMART goals
- Invite alumni to co-facilitate

Supplemental Activity / Guest Speaker for Workshop #6 **(60-90 min) – This will not happen during the workshop but the week or so afterward.**

- Invite people from area non-profits to serve on a Panel to discuss mission-driven organizations.

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[9] Last accessed Online July 28, 2015 https://en.wikipedia.org/wiki/Project_management

ACTIVITIES SUMMARY (1/2)

WORKSHOP 6: PROJECT PLANNING

Activity 1: WELCOME & ICEBREAKER

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
5 minutes *large group discussion*	❖ Communication ❖ Active Listening	*To kick off the topic of the workshop*	• Flipchart with objectives written

Activity 2: CONCENTRIC CIRCLES

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
10 minutes *Large group sharing and moving around*	❖ Active Listening ❖ Critical Thinking ❖ Communication	*For participants to start thinking about projects and goal setting- and to practice active listening*	• N/A

Activity 3: SMART GOALS

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
45 minutes *Video, Individual work and pair & share*	❖ Critical Thinking ❖ Planning	*To introduce the concept of SMART goals and for participants to develop a smart goal*	• Portfolio pages 67-71 • Computer • Projector • Speakers • Internet Connection

Activity 4: PROJECT PLANNING SCENARIO

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
45 minutes *Large group discussion and small group work*	❖ Time management ❖ Project planning ❖ Communication	*To introduce them to project planning using a relatively typical example*	• Project Planning Scenario Portfolio Page 71 • Flipchart paper • Markers

Activity 5: ASSESS YOUR PROEJCT PLANING INTEREST/SKILLS

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
15 minutes *Individual work in portfolio*	❖ Time management ❖ Project planning ❖ Communication	*To assess their own strengths/interests regarding project planning*	• Assess your Project Planning Skills Portfolio Page 72 • Flipchart paper • Markers

ACTIVITIES SUMMARY *CONTINUED* (2/2)

WORKSHOP 6: PROJECT PLANNING			
Activity 6: WRAP-UP DEBRIEF			
Time & Type of Activity **5 minutes** *Large Group Discussion*	**21st Century Skill Focus:** ❖ Communication	**Purpose & Notes:** *To assess what Connectors learned and to see if you met your objectives.*	**Materials & PPT Slides** • Flipchart • Markers • Workshop Evaluation (found in the Appendix)

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PREFACE Workshop 7: Collecting and Analyzing Data (1/3)

Summary: *In this workshop Community Connectors will learn about data (another word for information), why organizations collect it, what type of data they collect, what they do with it, and about various types of assessments/surveys, in addition to tools that help gather and collect data, and how interpret the data. NOTE: This session will take place in a computer lab.*

Goals: For participants to understand that data is observations we make from monitoring the real world. It is collected as raw numbers, facts and figures that may be processed to give them meaning and turn them into information. Information is what the data means. They will learn about various data collection tools and gain an understanding of when it's most appropriate to use one over another. Community Connectors will also become familiar with the tools they can use. Finally, they will learn how to turn the data into information that they can use to better understand their neighborhoods, i.e. "read the story that the data is telling."

Objectives:

1. Define data;
2. Explain why we should track data at all. Why do agencies care? City, etc.?;
3. Describe the goals of surveys;
4. List various types of surveys (Online, paper, Textizen, pre/post, etc.);
5. Explain why/when to use surveys;
6. Describe barriers to people completing surveys and problem solve for these;
7. Review a few online tools that will support this process, such as survey monkey, Textizen;
8. Explain how to "read the story that the data is telling"

SKILLS practiced in this workshop: Critical Thinking, Analysis of Information

Portfolio Items to be Completed or Added by Connectors:

- ✓ Questions to ask before you start a survey, page 77
- ✓ Sample survey for a short interaction (ex. door knocking) –*to be developed by Connector and at a later date*
- ✓ Sample survey for a longer interaction (ex. Event participation- WPECE)- *to be developed by Connector and at a later date*

21st Century Skill Focus	Possible Careers Associated with This Topic
❖ Communication ❖ Critical Thinking ❖ Analysis	○ Data Analysis ○ Surveyor ○ Evaluator/Researcher

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PREFACE Workshop 7: Collecting and Analyzing Data (2/3)

Activity Notes:

Materials:

- Flipchart paper
- Markers
- Name Tags (optional after first session)
- Sign in sheet
- Sticky notes
- Index cards
- Pens/pencil
- Computer
- Projector
- **PowerPoint Slides**
- Internet access
- Music/Speakers
- Scrap paper

Handouts for Facilitator:

- PowerPoint Slides
- Workshop Evaluation (found in the Appendix)

Vocabulary Words To Review With Connectors:

- **Data-** Data and information are interrelated. Data usually refers to raw data, or unprocessed data. It is the basic form of data, data that hasn't been analyzed or processed in any manner. Once the data is analyzed, it is considered as information. Information is "knowledge communicated or received concerning a particular fact or circumstance." Information is a sequence of symbols that can be interpreted as a message. It provides knowledge or insight about a certain matter.[10]
- **Statistic-** a summary of a variable in a sample, or a subset of a population.
- **Survey**- a method for collecting data to create a customized database.
- **Sample Size-** the number of observations or replicates to include in a statistical sample. The sample size is an important feature of any empirical study in which the goal is to make inferences about a population from a sample.[11]
- **Poll EveryWhere-** an online tool that allows you to create surveys and collect information in real time from a phone or online.
- **Textizen-** Online tool that let's you collect information right from someone's phone. Surveys/questions can be customized and information can be used to learn about trends, to make decisions, etc.
- **Variable-** a characteristic that may vary from one subject to another or for one subject over time, e.g. income, gender, age, race.

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[10] Last accessed Online September 18, 2015. Retrieved from http://www.differencebetween.info/difference-between-data-and-information

[11] Last accessed Online August 10, 2015. Retrieved from https://en.wikipedia.org/wiki/Sample_size_determination

PREFACE Workshop 7: Collecting and Analyzing Data (3/3)

- **YELP-** Yelp.com and the Yelp mobile app, which publishes crowd-sourced reviews about local businesses, as well as operate the online reservation service SeatMe and the food delivery service Eat24. The company also trains small businesses to respond to reviews, hosts social events for reviewers, and provides data about businesses, such as health inspection scores.

Notes On Preparation:

- **SIGN UP** for a Poll Everywhere account: www.polleverywhere.com
- **CREATE** sample survey questions on PollEverywhere
- **SIGN** UP for Survey Monkey www.suveymonkey.com

**** It may be easier to make copies of these two surveys as opposed to just reviewing them Online. Or you could do both; print copies and have participants put them in their portfolio AND show online data.**

APM: https://textizen.com/polls/1189
PEC: https://textizen.com/polls/2149

In this workshop consider utilizing alumni in these ways:

- TBD by facilitators

Supplemental Activity / Guest Speaker for Workshop #7 **(60-90 min) – This will not happen during the workshop but the week or so afterward.**

- Someone from a an organization that turns data into programs like TRF, Temple University Hospital, or Dawn Wiest from CCHP, to talk about the importance of data collection and how it drives decision-making.

- Review the Make Your Mark! (in SCI-West) or Quality of Life plans (in SCI-Eastern North). Discuss how this information led to the creation of actual programs or campaigns that the CC have worked on or will work on (e.g., each plan identifies the community's top priorities, which was derived from surveys).

  Make Your Mark: http://www.pec-cares.org/index.php?page=community_development

  Quality of Life Plan: http://www.lisc.org/philly/images/where_we_work/asset_upload_file229_18351.pdf

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ACTIVITIES SUMMARY (1/2)

WORKSHOP 7: COLLECTING AND ANALYZING DATA

Activity 1: WELCOME & ICEBREAKER

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
10 minutes *Large group discussion*	❖ Active Listening	*Introduce yourself as the trainer(s)* *To kick off the topic of the workshop and have them experience how to collect data quickly and how to make meaning of it*	• Flipchart with list of objectives

Activity 2: DAY-TO-DAY DATA

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
15 minutes *Large group discussion*	❖ Active Listening ❖ Critical Thinking	*To introduce the term data, and for Connectors to reflect on how they interact with data all day long*	• N/A

Activity 3: INTERPRETING THE DATA

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
15 minutes *Large group discussion*	❖ Active Listening ❖ Critical Thinking	*To show what data looks like using images from Textizen*	• PPT Textizen slides • Projector • Computer • Internet access to view Textizen data

Activity 4: WAYS TO COLLECT THE DATA

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
15 minutes *Large group discussion*	❖ Active Listening ❖	*To introduce two specific ways that organizations may collect data*	• Computer • Projector • Internet Access

Activity 5: WHAT TO DO WITH THE DATA

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
20 minutes *Large group discussion*	❖ Active Listening ❖ Critical Thinking ❖ Analysis	*To understand how to read and analyze data*	• PPT slides • Flipchart paper

ACTIVITIES SUMMARY *CONTINUED (2/2)*

WORKSHOP 7: COLLECTING AND ANALYZING DATA			
Activity 6: PRACTICE			
Time & Type of Activity **30 minutes** *Large group discussion*	**21st Century Skill Focus:** ❖ Active Listening	**Purpose & Notes:** *For Connectors to practice creating a survey.*	**Materials & PPT Slides** • Flipchart paper with questions to ask before you start your survey- see below
Activity 7: WRAP-UP & DEBRIEF			
Time & Type of Activity **10 minutes** *Large Group Discussion*	**21st Century Skill Focus:** ❖ Communication	**Purpose & Notes:** *To assess what Connectors learned and to see if you met your objectives.*	**Materials & PPT Slides** • Flipchart • Markers • Workshop Evaluation (found in the Appendix)

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PREFACE Workshop 8: Telling Our Story (1/3)

Summary: *In this workshop, Community Connectors will practice their public speaking skills by presenting on the skills and/or knowledge they have developed as a Connector, and will tell their own stories about the great work they are doing in the community*.

Goals: Participants will understand the importance of storytelling, the different aspects of storytelling, and what it takes to develop a good story about their work. They will practice by developing a story about their work as a Community Connector. They will develop a presentation using their story so that they continue to develop and practice public speaking skills.

Objectives:

1. Explain importance of storytelling, communication, and documentation of the work;
2. List different aspects of storytelling: strategy, content, platform, evaluation;
3. Develop a story using the checklist on Hatch;
4. Learn and practice the Social Impact Story Map; and
5. List 3 example story outlets and use one to tell their story (examples: interview recording, poster, blog, radio PSA, Twitter/Instagram/Facebook, news article, photo essay, video, art project).

SKILLS practiced in this workshop: Communication, Empathy, Writing, Social Media, Reporting

Portfolio Items to be Completed or Added by Connectors:

- ✓ 4 Parts of Story Telling, page 85
- ✓ Video note taking while watching the video from www.Hatchforgood.com, page 86
- ✓ Hatch Storytelling Checklist and social impact map, page 87-90
- ✓ Video note taking while watching the video about persuasive speaking, page 91
- ✓ Tips for Public Speaking, pages 92-94
- ✓ Criteria for Crafting Your Story as a Community Connector, page 95
- ✓ Brainstorming sheet for telling story, page 96

21st Century Skill Focus	Possible Careers Associated with This Topic
❖ Communication ❖ Critical Thinking ❖ Planning ❖ Creativity	○ Orator ○ Speech Writer ○ Facilitator

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PREFACE Workshop 8: Telling Our Story (2/3)

Activity Notes

Materials:

- Flipchart paper
- Markers
- Name Tags
- PowerPoint Slides
- Computer
- Projector
- Internet access
- Sign in sheet
- Sticky notes
- Index cards
- Music/Speakers
- Scrap paper
- Pens/pencil

Handouts for Facilitator:

- Workshop Evaluation (found in the Appendix)

Vocabulary Words To Review With Connectors:

- **Constituents-** people who live and vote in a particular area; client;
- **Convene-** to bring together for a specific purpose
- **Pecha Kucha**- a presentation strategy that limits the presentation to 20 slides, only 20 seconds each.
- **Ignite**- a presentation strategy that limits the presentation to 20 slides, only 15 seconds each.

Notes On Preparation: <u>YOU SHOULD ALLOCATE AN HOUR FOR PREPARATION FOR THIS WORKSHOP.</u>

- **REVIEW** this website and familiarize yourself with Pecha-Kucha http://www.pechakucha.org/h for more information about Pecha-Kucha presentations

- **WATCH** this video about Pecha-Kucha to learn how to pronounce it correctly https://www.youtube.com/watch?v=Bf7WUGwuysQ

- **WATCH** this Pecha Kucha video about how to create one https://www.youtube.com/watch?v=jJ2yepIaAtE

- **WATCH** this YouTube video about tips for public speaking https://www.youtube.com/watch?v=tShavGuo0_E

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PREFACE Workshop 8: Telling Our Story (3/3)

- **WATCH** this YouTube video about tips for public speaking https://www.youtube.com/watch?v=NVFtWOKQXyo

- **READ this article** https://search.yahoo.com/yhs/search?p=tips+for+public+speaking&ei=UTF-8&hspart=mozilla&hsimp=yhs-002

In this workshop consider utilizing alumni in these ways:

- Share their story of why they became a Connector and how it helped them to meet a goal(s), etc.

Supplemental Activity / Guest Speaker for Workshop #8 **(60-90 min) – This will not happen during the workshop but the week or so afterward.**

- Solomon Jones and WURD staff
- The Village of Arts and Humanities youth, CRED staff
- Other Community Partners

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ACTIVITIES SUMMARY (1/2)

WORKSHOP 8: TELLING OUR STORY

Activity 1: WELCOME & ICEBREAKER

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
5 minutes *Large group discussion*	❖ Active Listening	*Introduce yourself as the trainer(s)* *To kick off the topic of the workshop*	• N/A

Activity 2: STORY TELLING FOR SOCIAL CHANGE

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
25 min *Working in pairs and video*	❖ Active Listening ❖ Critical Thinking ❖ Communication	*For Connectors to think about reasons why people give speeches or speak in public.*	• Computer • Projector • Speakers • Internet Access • Portfolio page 86 • Flip chart

Activity 3c: USING PHOTOS to TELL A STORY

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
20 minutes *PowerPoint Slides & large group discussion*	❖ Active Listening	*To introduce Connectors to public speaking tools*	• Computer • Projector • PowerPoint Slides

Activity 4: PUBLIC SPEAKING/TELLING YOUR STORY

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
Working in pairs and video	❖ Active Listening ❖ Critical Thinking ❖ Communication	*For Connectors to learn about tips for effective public speaking*	• Computer • Projector • Speakers • Internet Access • Portfolio pages 87-90

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ACTIVITIES SUMMARY *CONTINUED (2/2)*

WORKSHOP 8: TELLING OUR STORY

Activity 5: STORY TELLING & PUBLIC SPEAKING *TOOLS*

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
Working in pairs and video	❖ Active Listening ❖ Critical Thinking ❖ Communication	*For Connectors to learn about tips for effective public speaking*	• Computer • Projector • Speakers • Internet Access

Activity 6: PRACTICE

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
45 min *Individual work & large group discussion*	❖ Planning ❖ Critical Thinking	*For Connectors to start to map out their end of the CCI presentation*	• Scrap paper • Pens/pencil • Portfolio pages 94-96

Activity 7: WRAP-UP DEBRIEF

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
5 minutes *Large Group Discussion*	❖ Communication	*To assess what Connectors learned and to see if you met your objectives.*	• Flipchart • Markers • Workshop Evaluation (found in the Appendix)

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PREFACE Workshop 9: Professional Development (1/3)

Summary: *In this session, Community Connectors will have the opportunity to update or create a resume that features their work as a Connector. They will also develop an elevator pitch as a way to demonstrate effective communication and storytelling as it relates to job searching. Participants will understand how a resume works along with a cover letter, as an introduction to their professional history and as a way to secure an interview.*

THIS WORKHOP CAN BE LED IN PART OR IN TOTAL IN PARTNERHSIP WITH LISC PARTNERS. THEY CAN USE THESE ACTIVITES AS THEY ARE, OR THEY CAN USE THEM IN PART OR FACILITATE THEIR OWN ACTIVIITES THAT ADDRESS THE WORKSHOP GOALS & OBJECTIVES.

Goals: Participants will develop or update their resume, learn and practice the basic steps of applying for a job, including tips for cover letters and interviewing. In particular, participants will learn how to practice writing and talking about their work as a Community Connector to an audience of a potential employer.

Objectives:

1. Learn resume and cover letter best practices;
2. Communicate verbally and in writing what they accomplished as a Community Connector; and
3. Share what are their next steps after Community Connectors.
4. Describe how Connectors can use their work and portfolio to move forward. How can LISC, PEC, and APM help them and make any connections needed?

SKILLS practiced in this workshop: Effective Communication, Story Telling, Writing, Public Speaking, Critical Thinking.

Portfolio Items to be Completed or Added by Connectors:

- ✓ Completed portfolio check list, page 15
- ✓ Skills Check-list, pages 110-112
- ✓ Action Words Word Search, page 113
- ✓ Updated list of references, page 117
- ✓ At least one letter of recommendation-*to be added by Connector at a later date.*
- ✓ Updated resume- *to be added by Connector at a later date.*

PREFACE Workshop 9: Professional Development (2/3)

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21st Century Skill Focus	Possible Careers Associated with This Topic
❖ Communication ❖ Critical Thinking ❖ Writing	○ Human Resource Manager ○ Resume Writer ○ Editor ○ Facilitator

Activity Notes

Materials:

- Flipchart paper
- Markers
- Name Tags
- Sign in sheet
- Sticky notes
- PowerPoint Slides
- Computer
- Projector
- Internet access
- Music/Speakers
- Scrap paper
- Pens/pencil

Handouts for Facilitator:

- Resume Match up, pages 202-205 of this Guide
- Workshop Evaluation (found in the Appendix)

Vocabulary Words To Review With Connectors:

- **Cover letter-** a document that goes along with your resume and explains why you want the job and why you are the best candidate for the job.
- **Resume-** a document that summarizes or lists your employment history.
- **Verb-** part of speech that expresses an action.

Notes On Preparation:

- Watch video about interview tips: https://www.youtube.com/watch?v=DHDrj0_bMQ0
- Make A-Z relay race (example to the right)
- Copy/Cut out resume challenge sections and make 4-5 'packets' to give one to each group.

AS AN OPTION YOU CAN PLAY BINGO page 102 in the Portfolio Instead of the A-Z relay race.

A	N
B	O
C	P
D	Q
E	R
F	S
G	T
H	U
I	V
J	W
K	X
L	Y
M	Z

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PREFACE Workshop 9: Professional Development (3/3)

In this workshop consider utilizing alumni in these ways:

- Co-facilitate one of the activities

Supplemental Activity / Guest Speaker for Workshop #9 **(60-90 min) – This will not happen during the workshop but the week or so afterward.**

- Ask a veteran Connector to practice interviewing with current Connectors.

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ACTIVITIES SUMMARY (1/2)

WORKSHOP 9: PROFESSIONAL DEVELOPMENT

Activity 1: WELCOME & ICEBREAKER – A-Z Relay Race

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
5 minutes *Large group discussion*	❖ Active Listening	*Introduce yourself as the trainer(s)* *To kick off the topic of the workshop*	• Scrap paper • Pens/pencil

Activity 2: RESUME MATCH GAME

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
20 minutes *Small group work large group discussion*	❖ Critical Thinking	*To define the purpose of a resume and to identify the various parts of a resume*	• Copies of Resume 'packet' –Facilitator Handout 202-203 in this Guide • Painter's tape

Activity 3: EMPLOYABILITY SKILLS PLAYLIST

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
25 minutes *Small group work large group discussion*	❖ Critical Thinking ❖ Creativity	*To identify the skills/qualities that make them great employees*	• Portfolio page 101

Activity 4: INTERVIEW TIPS

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
45 minutes *Video and discussion*	❖ Active Listening ❖ Critical Thinking	*To gain tips for an effective interview*	• Computer • Projector • Speakers • Internet Connection • YouTube video • Portfolio page 106-109

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ACTVITIES SUMMARY CONTINUED (2/2)

WORKSHOP 9: PROFESSIONAL DEVELOPMENT			
Activity 5: PORTFOLIO REVIEW			
Time & Type of Activity **15 minutes** *Individual work on personal portfolio*	**21st Century Skill Focus:** ❖ Active Listening	**Purpose & Notes:** *To reflect on their accomplishment and update their portfolio*.	**Materials & PPT Slides** • Scrap paper • Pens/pencil • Portfolio Checklist page 15 • "Letter to Self' on page 12
Activity 6: WRAP-UP AND PREPARE FOR NEXT AND FINAL PLC			
Time & Type of Activity **20 min** *Large Group Discussion*	**21st Century Skill Focus:** ❖ Communication	**Purpose & Notes:** *To assess what Connectors learned and to see if you met your objectives.*	**Materials & PPT Slides** • Flipchart • Markers • Workshop Evaluation (found in the Appendix)

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PREFACE Workshop 10: Final Portfolio Presentation & Culminating Event (1/2)

Summary: *This final workshop of the PLC can be an opportunity for Connectors to tell their story about their experience in the Connector Program. They will also have the opportunity to reflect on their experiences.*

Goals: To celebrate the achievements of Community Connectors during the program, practice portfolio presentations, and hear about their future plans and next steps.

Objectives:

1. Communicate verbally and in writing what they accomplished as a Community Connector; and
2. Share next steps after Community Connectors

SKILLS practiced in this workshop: Public Speaking, Goal Setting, Time Management, Effective Communication, Planning, Story-telling.

Portfolio Items to be Completed or Added by Connectors:

- ✓ N/A

21st Century Skill Focus	Possible Careers Associated with This Topic
❖ Communication ❖ Critical Thinking ❖ Planning ❖ Time Management	○ Public Speaker ○ Event Planner ○ Speech Writer

Activity Notes:

Materials:

- Flipchart paper
- Markers
- Name Tags (optional after first session)
- Sign in sheet
- Sticky notes
- Index cards
- Computer
- Projector
- Internet access
- Music/Speakers
- Scrap paper
- Pens/pencil

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PREFACE Workshop 10: Final Portfolio Presentation & Culminating Event (2/2)

Handouts for Facilitator:

- Certificates of Completion – see sample in the appendix

Vocabulary Words To Review With Connectors:

- **N/A**

Notes On Preparation:

- Identify at least one volunteer from each organization who can help to MC the PLC by introducing people and/ or providing an overview of the Community Connectors Program.
- Try to pre-order the presentations so time isn't wasted trying to determine who is going next, setting up, etc.

In this workshop consider utilizing alumni in these ways:

- Distribute the Certificates of completion.
- Pass on "Keys to Success" words of wisdom

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ACTIVITIES SUMMARY WORKSHOP 10

Workshop 10: Final Portfolio Presentation & Culminating Event

Activity 1: WELCOME & ICEBREAKER

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
20 minutes *large group welcome/ discussion & icebreakers*	❖ Communication ❖ Public Speaking	*To provide an overview of the last PLC and provide leadership opportunity for Connectors*	• TBD

Activity 2: Team Presentations

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
45 minutes small group and individual presentations	❖ Teamwork ❖ Communication ❖ Project Planning ❖ Time Management	*For Connectors to showcase their year-long learnings*	• TBD

Activity 3: REFLECTION

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
30 minutes large group reflection	❖ Active Listening ❖ Communication	*To provide an opportunity for Connectors to reflect on their experiences*	• TBD

Activity 4: DISTRIBUTE CERTIFICATES

Time & Type of Activity	21st Century Skill Focus:	Purpose & Notes:	Materials & PPT Slides
20 minutes *Large Group Discussion*	❖ Active Listening	*To celebrate the achievements of the Connectors!*	• Certificates

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This document was created by
Rebecca Fabiano Consulting Services for LISC Philadelphia
www.rebeccafabiano.com
rebecca_fabiano@yahoo.com

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