

Strategic Sharing Workshop Facilitator's Agenda

This presentation is designed to be the highlight of a 3-hour section. Lengthen or shorten each section depending on the time you have for presenting the information. This training was designed to keep lecturing to a minimum with the bulk of it being group and individual activities. The finale of this training is the opportunity at the end for youth to practice sharing their stories. There should be enough time dedicated to this training, or it could be integrated into two parts. The practice session could get emotional, often this is the first time many youth share these stories with anyone. With the encouragement of the group and the bonding from the sessions and discussion, they find the courage to stand in front of the group. It is very important that time is given for this. Bring tissues!

Glossary

- **Facilitator's Guide:** (Hint: It is this paper you are looking at!) Each presenter should have a facilitator's guide that they reference frequently to keep the training on task. The facilitator's guide has four columns. Each column has different information. There is a row which indicates how much time each section should take to keep on task. If presented with a team, each facilitator's name will be listed in the second column. The third column has the bulk of information which includes notes and activity instructions. The fourth column keeps track of which handouts and materials are needed in that section, and where in the PowerPoint the presentation should be.
- **Facilitator Note:** A note in the facilitator guide directly to facilitators, and not necessarily for the participants to know. It will often give more feedback about the section or options for facilitators if there is more time in the classroom.
- **Participant Guide-** Packet of handouts
- **PowerPoint** – Shows information from the presentation
- **Do - Large Group Activity** – Activity in which participants work together in one group.
- **Do - Small Group Activity** – Activity in which participants work together in smaller groups.
- **Do - Individual Activity** – Activity in which participants work by themselves.
- **Strategic Sharing Guide** – A guide developed by The Foster Care Alumni of America (FCAA) and Casey Family Programs to help youth and alumni prepare to tell their story effectively and safely.
- **Ask - Discussion:** Discussions are usually a large group activity. They tend to follow a lecture or activity, and it helps youth think deeper about what they just heard or did. This is a great way for participants to infuse things they already know about the topic into the learning too. A discussion is a great place for learning to take place! Note: Discussion questions are given as examples. You do not have to ask every question, keep watching your time and transition to the next section when the time allotted is up.
- **Say - Lecture:** Even though we try to avoid talking too much at one time, information sharing can be done through a lecture. You are usually using talking points listed in the facilitator's guide or referring to a handout. The lecture is a great place to connect information to your personal experience with Strategic Sharing. When preparing your lecture, spend some time thinking about what stories you would like to use as learning lessons for participants. It helps if your story is specific to the lecture talking point.

Time	Facilitator	Content	Resources/Handouts
Setup		<p>1) <u>Write Flip Charts:</u></p> <ol style="list-style-type: none"> a. Welcome b. What’s in it for me? c. Importance of sharing stories d. Famous People and Activists e. Strategic Sharing Risks and Safeguards f. (2-3 sheets) I am ____ because _____. g. Tips from the group h. Processing Out i. After Action Review <p>2) <u>Create Personality Cards. Examples include:</u></p> <ul style="list-style-type: none"> - “You get too emotionally involved in the question. You’re either very sad or very angry” - “You start to answer, but then you space out or go off topic” - “You start to answer, but then you go off topic and keep talking” - “You are a good example, you share your answer with everything you learned today. 	<p>Resources/Handouts</p> <p>Materials: Flip Chart, Markers, tape Tissues Pens PowerPoint displayed</p> <p>Handouts:</p> <ol style="list-style-type: none"> 1) YAB Brochure 2) Name Tent 3) PowerPoint 4) Participant Guide 5) Strategic Sharing Guide 6) Certificate of Completion
Before		<p>As participants are entering:</p> <p><u>Do - Individual Activity:</u> As youth are entering the room, direct them to the writing prompts on Page 3 in their participant guide.</p> <ul style="list-style-type: none"> • <u>Facilitator Note:</u> You can also write the writing prompts on a flip chart in the front of the room. 	Participant Guide Page 3 – Writing Prompts

15 minutes		<p>Introductions & Ice Breaker – Secret Identity</p> <p><u>Say - Introductions and What’s in it for me?</u> Facilitator(s) introduce themselves and share a brief history of their experiences in sharing their story or presenting. Have each participant introduce who they are, where they are from and what they would like to get out of this training.</p> <p><u>Do - Group Activity - Secret Identity:</u> Have participants write famous people who inspire them onto post-its or index cards. They will put all of their cards into a container and then people draw them out of a container. Without looking at what is written on the card have them tape them onto their backs. By asking ONLY YES or NO questions to other participants, they have to figure out who is taped to their back.</p>	Index Cards or Post its Tape
5 minutes		<p>Agenda & YAB Introduction</p> <p>Say - Review Agenda on PowerPoint Slide 2</p> <p>Introduce the Pennsylvania Youth Advisory Board</p>	PowerPoint Slide 2 – Agenda YAB Brochure
10 minutes		<p>What is Strategic Sharing?</p> <p><u>Say - Lecture:</u> Review PowerPoint Slide 3. The goal of this training is to prepare youth to be able to share their stories in an effective and meaningful way. After youth complete this training they will be able to begin sitting on panels, presentations, and training. There are many ways for youth to share their story: Encourage youth to consider their talents and interests when it comes to sharing their story. There is no wrong way to get your point across.</p> <ul style="list-style-type: none"> • <u>Facilitator Note – If Time – Do - Group Flip Chart Activity:</u> Split participants into 2-3 Groups. Each group is to develop an inspiration board with names and quotes of famous individuals who used their personal stories to make a difference. <p><u>Ask – Large Group Discussion:</u> Give each participant a brief amount of time to talk about who they consider inspirational. Write each answer on a flip chart and display in the front of the room.</p>	PowerPoint Slide 3 – What is Strategic Sharing? Flip Chart Paper Markers

<p>15 minutes</p>	<p>Attitudes, Opinions, and Stereotypes</p> <p><u>Do - Individual Activity:</u> Part 1: Have participants turn to page 4 in their participant guide. Instruct them to draw an outline or cartoon of themselves.</p> <p>Part 2: Once they are finished – Have them write down all of the stereotypes and descriptions they think other people see in them (seen and unseen, true or untrue).</p> <p><u>Ask – Large Group Discussion:</u> Connect to the importance of Strategic Sharing. How could strategically sharing their story change people’s attitudes, opinions, and stereotypes? How could this impact the foster care system? How could it benefit the youth in the room? How could it benefit other youth in the system?</p> <ul style="list-style-type: none"> • <u>Facilitator Note:</u> If time – <u>Individual Activity:</u> You can have youth cross off all of the attitudes, opinions, and stereotypes they would like to work on with strategic sharing. <p><u>Say - Lecture: Why is it important to share our stories?</u> Turn to PowerPoint Slide 4: Why is it important to share our stories? Review the different bullet points. Acknowledge the points that have already been shared.</p> <ul style="list-style-type: none"> • <u>Facilitator Note:</u> This is a great place for the facilitator to share an experience where their voice had an impact somewhere. <p>Helps “put a face” to a problem – workers and officials hear statistics all the time about foster care. Stats are easier to ignore than someone’s personal story and how it affected them as part of that statistic.</p> <p>Inspires change in the system and in individuals – by sharing your stories and recommendations for changes, individual workers may be inspired to do something different in their everyday work or want to make changes in their agency or the system as a whole.</p> <p>Influences people’s perceptions and stereotypes – There are prejudices and perceptions about youth in the foster care system. By sharing your story</p>	<p>Participant Guide Page 4 – Attitudes, Opinions, and Stereotypes</p> <p>PowerPoint Slide 4: Why is it important to share our stories?</p>
-------------------	---	---

		<p>in a thoughtful way, you can help break down negative stereotypes and change people's minds.</p> <p>Youth and alumni of the system are the experts – They know about the system because they have lived it. Your “on the ground” experience is very important because it shows how the system actually works. It shows how the laws, policies, and people working in the system actually affect the youth living in the system.</p>	
10 minutes		<p>Risks & how we guard against them?</p> <p><u>Ask - Group Discussion:</u> We already went over many of the benefits, but what are the risks to sharing your story? How do you guard against them? Participants can jot down potential risks on Participant Guide Page 5. Ask participants if they can think of any other risks.</p> <ul style="list-style-type: none"> • <u>Facilitator Note – If time: Small Group Activity:</u> This is an activity that can be done prior to the lecture and discussion in this section. Split participants into two groups. Have youth turn to page five in their participant guide. Each group attempts to come up with as many risks to sharing their story as they can. They will do this for 5 minutes (set a timer). When the time is up each group will take turns listing off a risk. If the other group has the risk on their sheet, they will cross it off. The team with the most un-repeated risks wins a prize. <p><u>Say & Ask - Lecture and Group Discussion:</u> Show PowerPoint Slide 5. What are some of the risks when sharing your story? Discuss with participants how they can guard against the risks.</p> <ul style="list-style-type: none"> • <u>Facilitator Note:</u> This is a great place for the facilitator to share about how they have personally experienced the risks or how they prepare for their presentations. <p>Sharing remorse/over-sharing – this happens when you share something that you didn't mean to share or you feel embarrassed about sharing afterward because it felt good to share in the moment or you got caught up in the moment.</p>	<p>Participant Guide Page 5 – Benefits & Risks</p> <p>PowerPoint Slide 5 – What are some of the risks when sharing your story?</p> <p>PowerPoint Slide 6 – How do we guard against the risks?</p> <p>YAB SWAG Prize for the winning group.</p>

		<p>Memories can be painful – speaking to an audience about your personal life is a unique experience. Sometimes, when you’re sharing some of your memories, especially if they represent a time in your life that you haven’t fully recovered from yet – powerful emotions can come up right during the presentation.</p> <p>Some people only hear what they want to hear – you don’t and can’t control the audience. You could tell a life-changing story about hope and how you overcame obstacles and became a huge success and someone in the audience might only focus on the 1% of your story that dealt with the one time when you were arrested.</p> <p>It’s personal – it’s YOUR life! – When you’re done sharing your story, you’re still going to be living your life. You’re educating people and helping them to think about things differently but it’s not with something you learned in a book – it’s with your own experiences.</p> <p><u>Say & Ask - Lecture and Group Discussion:</u> Show PowerPoint Slide 6: how do we guard against the risks? Discuss with participants how they can guard against the risks.</p> <ul style="list-style-type: none"> • <u>Facilitator Note:</u> This is a great place for the facilitator to share about how they have personally experienced the risks or how they work to prepare for their presentations. <p>Be prepared – by thinking about your story beforehand and what you’re comfortable to share, thinking about the audience you’re sharing with, and knowing how you plan to get your story across.</p> <p>Be strategic – connected to how you actually share your story – will be discussed in next slide.</p> <p>Be honest – not only should you be honest with your story but be honest after you share your story if it is affecting you – talk to a friend, parent, or someone you trust about how you’re feeling.</p>	
10 minutes		<p>Be Strategic: Choose, Connect, Claim</p> <p><u>Say - Lecture:</u> Introduce the Strategic Sharing Guide. A guide developed by Foster Care</p>	Strategic Sharing Guide Page 4 & 5

		<p>Alumni of America (FCAA) to help youth and alumni prepare to tell their story effectively and safely. FCAA is an organization that youth can participate once they transition out of care and are too old for YAB.</p> <p>One of the ways to avoid some of the risks of sharing your story is to “Be Strategic.” Discuss how participants can use the three “C’s” to structure their preparation and storytelling.</p> <p>Work through PowerPoint Slides 7 – 9. Discuss each strategy and get feedback and ideas from participants.</p> <ul style="list-style-type: none"> • PowerPoint Slide 7 – Being Strategic, Choose <ul style="list-style-type: none"> ○ Your purpose – What do you hope to accomplish by sharing part of your life story? What do you want your audience to learn? What action do you want them to take? ○ What you will share – think about what part of your story you feel comfortable sharing and what part you want to be kept private – this is your decision and not anyone else’s. ○ The details – details are important – being brief and interesting when telling your story is important – details can help “bring a story to life.” • PowerPoint Slide 8 – Being Strategic, Connect <ul style="list-style-type: none"> ○ Audience – put yourself in your audience’s shoes – who are they? Why are they here? What do they want to learn from your story? ○ Purpose – how does your personal experience connect with what your audience knows about the issue or topic? What do you want your audience to do with the information? • PowerPoint Slide 9 – Being Strategic, Claim <ul style="list-style-type: none"> ○ Meaning and significance – don’t wait for others to interpret your story, let them know what it means to you and its significance. ○ Emotion – if you become emotional while sharing – connect it to your purpose for sharing AND explain it. “This is tough for 	<p>PowerPoint Slide 7 – Being Strategic, Choose</p> <p>PowerPoint Slide 8 – Being Strategic, Connect</p> <p>PowerPoint Slide 9 – Being Strategic, Claim</p>
--	--	---	---

		<p>me right now because of _____ but I think it's important to share so you can make changes.”</p> <ul style="list-style-type: none"> ○ The process of sharing – take ownership of your sharing – “I know some of you may think I'm sharing too much. The reason I'm sharing this information is because _____.” <p><u>Facilitator Note: IF TIME: Small Group Activity:</u> Before the lecture and discussion for this section: Divide the group into 3 groups. Assign each of the groups one of the C's: Choose, Connect, or Claim. Have groups read about their “C” in the Strategic Sharing Guide on pages 4 and 5. Then they can create a skit (1 minute in length) or demonstration on how they would use each “C.”</p>	
10 minutes		<p>Responding to Difficult or Inappropriate Questions</p> <p><u>Ask - Discussion:</u> Ask participants, “What are some of the things you aren't willing to talk about to anyone? What aren't you willing to talk about with strangers? Would parts of your story create an emotional reaction from others?”</p> <p><u>Say - Lecture:</u> Show Slide 10: Responding to Difficult or Inappropriate Questions and go over the 4 ways to deal with questions.</p> <ul style="list-style-type: none"> • <u>Facilitator Note:</u> This is a great place for the facilitator to share about how they have personally experienced some of these questions. If the facilitator has not experienced this, think about ways they would demonstrate the four strategies on Slide 10. <p>Restate your purpose and move on – “Thanks for your comments. There's so much we could talk about. Let's focus our attention on our purpose for today...”</p> <p>Open the question up to the entire group – “That's an interesting question. Let's see if anyone else would like to respond.”</p> <p>Generalize the question to the larger issue – “Many young people who are homeless come from families with a history of drug and alcohol abuse. We</p>	PowerPoint Slide 10: Responding to Difficult or Inappropriate Questions

		<p>can help those families by..."</p> <p>Decline to answer – "That's something I would prefer not to discuss. Thanks for understanding. Next question?" As long as your polite you can always decline to answer.</p>	
10 minutes		<p>Credibility and Professionalism</p> <p><u>Say - Lecture:</u> Credibility and professionalism are both important factors for strategically sharing your story. Credibility can be difficult for a young person when they first begin sharing their story. They may feel that they don't have the expertise, or that participants in the audience don't respect them. It's important to remember however that youth and alumni are the EXPERTS on their story and are experts on the system. YAB has been empowering youth to share their stories as part of advocacy for a very long time, and many changes have occurred because youth were heard! There is still plenty more to do!</p> <p>Professionalism is important because it shows that you are taking this opportunity seriously. To be professional speakers should be prepared with talking points and handouts. They should be on time and have practiced what they are going to say. They should also treat participants with respect. Youth presenters are often asked to return and to participate in workgroups because of doing a good job during presentations. Show participants PowerPoint Slide 11: Credibility and Professionalism.</p> <p><u>Discussion:</u> Ask participants about ways they have given speakers and teachers credibility. What was about these speakers and teachers that they thought were credible and professional. Even though youth presenters are young, what are ways that they can be credible and professional?</p>	<p>PowerPoint Slide 11: Credibility and Professionalism</p>
10 minutes		<p>Strategic Sharing Tips</p> <p><u>Ask - Discussion:</u> Have each youth take turns reading each of the top 10 points.</p> <p>Refer participants back to Participant Guide page 3 and ask them if they had written anything in addition to the top ten list. Add any additional tips to a flip chart in the front of the room.</p>	<p>Participant Guide Page 6: Strategic Sharing Tips</p> <p>Participant Guide Page 3: Writing Prompts</p>

10 minutes		<p>Typical YAB Panel Discussion</p> <p><u>Say - Lecture:</u> The youth panel is the type of presentation which is used most often by the Pennsylvania Youth Advisory Board (YAB).</p> <p>Explain to participants what a presentation typically looks like. Each presentation starts with a preparation stage where presenters review the facilitator’s guide and each of the handouts. They learn about the topic and create talking points for each one. Sometimes talking points are created for them if it is a set training, but during a panel, the talking points come from the youth.</p> <p>Youth and their supporters arrive at the presentation early. This helps them get any last minute instructions and to see the space they will be presenting in.</p> <p>In a panel presentation, a row or set of chairs is set in a row in front of the room in front of an audience. There’s usually a table and there could be a few mics. YAB members have presented in front of groups as small as 10 professionals and up to audiences of hundreds.</p> <p><u>Do - Large Group Activity:</u> Ask 3 or 4 volunteers to be “panelists.” They will each receive a personality card to act out each question. Each panelist will receive one question in which they have to answer and act out the personality at the same time. The questions should be silly and simple such as: What is your favorite toothpaste? If you could be any super hero who would you choose?</p>	<p>PowerPoint Slide 12: The YAB Panel Presentation</p> <p>Participant Guide Pages 7&8: Typical YAB Panel Questions</p> <p>Personality Cards</p>
20 minutes		<p>Practicing: Choose, Connect & Claim</p> <p><u>Do - Individual Activity:</u> Show PowerPoint Slide 13 and go over the following instructions.</p> <ul style="list-style-type: none"> • For the next 20 minutes, individuals will prepare a small presentation about their personal story. • Take some time to choose one part of your story to share for 3 minutes in front of this class. <ul style="list-style-type: none"> – Coming into the system – Aging out of the system 	<p>PowerPoint Slide 13: Choose, Connect and Claim</p> <p>Participant Guide Page 9: Choose, Connect & Claim template</p>

		<ul style="list-style-type: none"> - A significant life experience while in the system - <u>Facilitator Note:</u> If youth simply are not comfortable with any of these topics have them think about a story from school or work. • Use page 9 of your Participant Guide to think about how you will choose, connect, and claim • Here are our group guidelines for this part of the training: <ul style="list-style-type: none"> - This is a safe space, whatever is shared in the room stays in the room. - Please respect your peers while they share. This may be the first time they are sharing a part of their story. When they are sharing, the rest of the room is silent. - Encouragement is encouraged! 	
30 minutes		<p>Presentations!</p> <p><u>Do - Group Activity Presentations:</u> Divide the number of participants with the amount of time left for this section. That is how much time participants will have to share their story. You may have to use a timer to keep it objective. If a participant is uncomfortable sharing, you can encourage them but do not force them.</p> <p><u>Reminder to participants:</u></p> <ul style="list-style-type: none"> • Here are our group guidelines for this part of the training: <ul style="list-style-type: none"> - This is a safe space, whatever is shared in the room stays in the room. - Please respect your peers while they share. This may be the first time they are sharing a part of their story. When they are sharing, the rest of the room is silent. - Encouragement is encouraged! 	Participant Guide Page 9: Choose, Connect & Claim template
10 minutes		<p>Process out Activity</p> <p><u>Ask – Large Group Discussion:</u> Show PowerPoint Slide 14: Results and ask the group one question at a time. Ask some follow-up questions to gain more information. A final question could be: Where else can you use the information you learned today?</p> <ul style="list-style-type: none"> • <u>Facilitator Note:</u> This is a great place for the facilitator to share about how they have personally used these lessons in their life: Facilitating 	PowerPoint Slide 14: Results Strategic Sharing Guide

		<p>a YAB meeting, school project, court or case planning, leading a team etc.</p> <p>Talk to participants about the Pennsylvania Youth Advisory Board. Share your experiences on the YAB. Invite them to your next meeting!</p>	
10 minutes		<p>After Action Review & Evaluation</p> <p><u>Ask – Large Group Discussion:</u> Have a flip chart paper in the front of the room with a line going down the middle of it. One side has a “(plus) +” on top and the other side has a “(minus) -.”</p> <ul style="list-style-type: none"> • Ask participants what went well during today’s training. What did they like about it? Ask about activities, the handouts, and the flow of information. • Ask participants what they would improve about the training. What didn’t they like about it? Try to get recommendations on how to improve it. • Have participants fill out the quick evaluation and turn it back in. 	Completion Certificates
175 minutes			

Resource:

- This presentation was adapted from the **Strategic Sharing** booklet developed by Casey Family Programs and Foster Care Alumni of America. The booklet is available for download at <https://fostercarealumni.org/strategic-sharing/>