

# Session 1

## **Community Voices: Working Together to Build a Strong Community**





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# 1

## Community Voices: Working Together to Build a Strong Community

### *Session Overview*

**Session Summary:** The first session is an orientation to Community Voices. This session will show leaders from one or more community groups how they can build a strong community by working together. In the session, the newly recruited Emerging Leaders will be introduced to four important parts of the Community Voices Program: (1) the goals and philosophy of Community Voices; (2) the Community Voices style of shared group leadership; (3) the group leadership skills they will learn that will help them work together to solve community problems during the remaining 14 sessions; and (4) the participatory ways they will learn these skills as a group. Near the end of the session, participants will be given a chance to commit to attending the training program. Then groups will decide on a meeting place and a meeting date and time for future sessions.

- Objectives:** At the end of Session 1, participants should be able to:
1. Explain the goals of the Community Voices Training Program;
  2. Conduct a simple interview as a method for seeking out and presenting information and providing positive feedback to each other;
  3. List the skills they bring to the group as individuals;
  4. List the combined skills they have as a group;
  5. Describe shared group leadership and its advantages over other styles of leadership;
  6. Identify several unique ways that they will learn during the sessions;
  7. State at least one reason why they want to commit to Community Voices; and
  8. Describe the importance of having leaders working and communicating with each other at the community level as well as working at the county level.



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# Session Overview

## **Session Outline:** Opening the Session Introduction

### **Skill Work**

1. What is Community Voices?

*Strategy:* brief presentation followed by the Community Voices videotape

2. What does it mean to be leaders in a community?

*Strategy:* Go Around discussion

3. How can we get to know our group?

*Strategy:* interviews in pairs and reporting

4. How can groups work together to solve problems?

*Strategy:* role plays with discussion

5. What will we learn and how will we learn in Community Voices?

*Strategy:* summary and review; question-answer

6. Will you make a commitment to Community Voices?

*Strategy:* commitment exercise

7. When and where will we meet for the next session?

*Strategy:* discussion with consensus

### **Follow Through**

Thinking about working together as a group

*Strategy:* questions to think about

### **Closing the Session**

Review: What does Community Voices mean to me?

Preview: Combining our skills through shared group leadership



# Session Overview

**Materials Needed:** Here are some items that you will need for this session.

- Community Voices videotape
- VCR, monitor, and extension cord
- *Training Guide for Community Co-facilitators*
- Session 1 Tool Kit
- copies of Tool Kit 1.1, "What is Community Voices?" (two pages) for each person
- list of names of Emerging leaders who were recruited
- For each group of fifteen people attending this orientation session, you will need:
  - one pad of large flip chart paper or five or six pieces of this paper
  - easel or stand for the chart paper if you have one
  - one or two large marking pens
  - masking tape for taping up flip chart paper
  - calendar for scheduling future meeting dates (a large one is best)
  - pen and paper for making notes
  - chart paper with "Community Voices Statement of Beliefs" written on it (Tool Kit 1.6)

## Things to Do

**Before the Session:** Pre-Planning:

In this first session, there may be four or five community groups meeting together. This will also include the Co-facilitators for each group and staff members of the sponsoring organization. This session will require some extra planning before the meeting so that everything will go smoothly.

### 1. Room arrangement:

If you have invited two or more community groups to this orientation session, you will need a room large enough for everyone to meet in and to watch the Community Voices videotape at the beginning of the session.

Then you will need a room or large space for each of the groups (12-15 people each) to meet in separately.

Arrange the chairs in a circle in each of the groups so everyone can see and talk to each other easily.



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## Session Overview

### 2. Flip Chart Preparation:

Write the "Community Voices Statement of Beliefs" on a large sheet of flip chart paper for use in Skill Work 6 of the session. (see Tool Kit 1.6)

### 3. Training Preparation:

Make copies of Tool Kit 1.1 for each participant attending Session 1.

Go over the session with the other Co-facilitators at least one or two days before the actual session is to take place.

### 4. Schedule:

Everyone will meet together in a large room at the beginning for the Session Opening to view the Community Voices videotape (part 1 of Skill Work).

Then they will break into groups of twelve to fifteen people from different communities to do Skill Work 2 – 4.

If there is more than one group, the groups should split up and get back together with other members of their community and with the Co-facilitators of their community group at the end of Skill Work 4 "How can groups work together to solve problems?"

### 5. Scheduling the next County-wide Meeting: Session 7

After Session 1 is over, check the Community Voices meeting schedules with the other Co-facilitators. Set the date, time and place for the second county-wide meeting described in Session 7. The date set should come after all groups have had a chance to complete *at least* Sessions 2 – 6. (This does not mean that groups need to stop their sessions to wait on other groups.) This meeting will give the groups a chance to come together and share their community visions. It will also be a time for them to talk about how they are doing in the training program.



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# 1

## Community Voices: Working Together to Build a Strong Community

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### Opening the Session

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**Introduction:**

*The purpose of this session is to introduce you to Community Voices. We'll talk about what we'll learn and actually practice how we'll learn during the program. I hope this session will give you a good sense of what the program will be like and why it may be valuable to you as an individual and as a member of your community. We'll be meeting in small groups most of the time and you'll have a chance to ask any questions you have about the program. Before the end of the session, I hope you'll have enough information to know whether you want to commit to Community Voices. Your community group will decide the time and place for the next sessions of Community Voices.*

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### Skill Work

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#### 1. What is Community Voices?

**Purpose:**

*I'm going to give you some general information about Community Voices, how it came into this community, and what this program can do for communities.*

*Strategy:* brief presentation followed by the Community Voices videotape (13 minutes)

*Materials:* Community Voices videotape, VCR, monitor and extension cord

- Directions:**
1. Introduce yourself and other members of the staff. Welcome the individual communities or groups that have come.
  2. Explain what Community Voices is and why it can be a useful training program for groups of people to work together in their community. Read this or explain in your own words:

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*Community Voices is a program about developing leaders who desire to work together to make a difference in their communities. Community Voices is a training program offered by (name of the sponsoring organization) through the Cooperative Extension Program at North Carolina A & T State University. In this program, you will learn the skills that will help you work together on problems and needs in your community and a step by step plan of how to solve community problems. You will also learn a lot more about your community including it's problems, future needs, strengths and resources. The philosophy and belief of this program is that everyone has leadership skills and that each voice is important. We respect and value this throughout the program.*

3. Introduce the showing of the Community Voices videotape. Ask the group to think about these questions as they watch the videotape about the Community Voices Program:
  - *Why did the leaders in this video become leaders in their community?*
  - *Who can be leaders based on this video?*
4. Show the Community Voices video. (13 minutes)
5. Tell the group, when the video is finished, that they will talk about the video in their small group sessions.
6. Go over the schedule for the rest of the meeting.
7. If there is more than one group, divide the large group into smaller groups of twelve to fifteen people and ask them to move to the small group meeting places. There should be Co-facilitators with each group.





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## 2. What does it mean to be leaders in a community?

**Purpose:**

*Let's talk about the Community Voices videotape that you just saw. We'll do two things: (1) we'll talk about the four leaders in the Community Voices videotape, and (2) you'll learn a leadership strategy called the Go Around that enables us to listen to and respect each voice. In this part of the session, you'll see that leaders can be anyone who is willing to work on community needs and problems and work together with others to solve those problems.*

*Strategy: Go Around discussion*

*Materials: flip chart paper, masking tape, and large markers*

**Directions:**

1. Write the following four questions on the flip chart paper. Tape the piece of flip chart paper on the wall using the masking tape. Tell the group that these are the two questions you asked them to think about before the video was shown.

- *Why did the leaders in this video become leaders in their communities?*
- *Who can be leaders based on this video?*

2. Tell the group that these are two other questions about the Community Voices videotape to think about and discuss.

- *What were some of the general problem areas they worked on and what were the solutions?*
- *What are some skills these leaders needed to do what they did?*

3. Read and discuss each of the four questions with the group. Ask for volunteers to answer and discuss the four questions.

*Possible answers to the four separate questions could include:*

- The leaders became leaders because they saw a need and a problem in their community to work on.
- Leaders can be any age, race, or gender. They are people like us.
- They worked on problems of housing, community development, economic development and health care. They solved these four problems with a mobile home (housing); a community center (community development); a catfish farm (economic development); and a health care center.

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- These leaders needed skills to get other people involved. They needed to be persistent in their efforts. They also needed skills that enabled them to work together, solve problems, pull together as a community, and seek out ideas, information and resources.

4. Say to the group:

*Now I would like you to discuss your ideas and feelings about the video in a special way that is called the “Go Around.”*

5. Explain how the Go Around discussion works. Use these words or words of your own.

*We will use the Go Around discussion a lot in Community Voices. Here’s how it works. We will go around the circle and let each person say something about the video we just saw. The Go Around gives everybody a chance to say something and it gives all of us a chance to listen to and know what each person in the group is thinking. The Go Around demonstrates that each person’s voice is important. That’s different from a lot of group meetings when only a few people do the talking.*

6. Tell the group:

*I would like to try the Go Around to share your feelings and ideas about the Community Voices video based on this question:*

- *What was important to you in this video?*

7. Ask someone to start the Go Around. If no one in the group volunteers, you can start. Give your idea of what was important to you in this video.

8. Continue the Go Around until everyone in the group has had a chance to say something about the leaders in the video. It is O.K. if people pass until they are ready to voice their opinions. We should respect their wishes.

**Summary:**

*The leaders in this video are just like you. They became involved in their community when they saw a need: a place for senior citizens to meet, a health clinic, better housing, and economic development with catfish farms. We have used the Go Around discussion to help give everyone a chance to share an idea or thought. The Go Around gives all of us a chance to listen and respect what others are thinking. This is a shared group leadership skill which shows us the strength of our ideas when we put them together.*



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### 3. How can we get to know our group?

**Purpose:**

Now we are going to do an exercise that will give all of us a chance to learn more about each other and about the strengths of the group. You will also learn another skill called “interviewing.” Interviewing is a way of gathering information from others so you know what they think about an idea or a project. You will learn more about this skill in another session when you will use it to find out some things about your community. In this exercise you will use the interview to find out about your individual and group strengths.

*Strategy:* interviewing in pairs and reporting

*Materials:* flip chart paper, masking tape, and markers

**Directions:** 1. Ask the group:

- *Has anyone ever been interviewed or seen someone being interviewed in person or on television?*
- *What was the point of each interview?*

2. Get several examples from the group. Examples of points of interviews could include: interviews with sport stars after a game to get their reactions to the game; census interviews to collect information for the government; interviews on talk shows to get a person's opinion on a topic.

3. Define the term “interview” for the group:

*We use the interview as a way to gather information and ideas from others. Before we do an interview, we figure out the questions we need answers to. Then we ask those questions. Today we're going to use the interview to find out about the group.*

4. Write these four interview questions on the flip chart paper. Read the questions out loud as you write them.

**Interview Questions:**

- *What is your name?*
- *Where are you from?*



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- *What group or group(s) do you work with in the community?*
  - *What is the one thing that you do best?*

5. Tell the group:

*The purpose of this interview is to find out who is in the group and what strengths we have as a group.*

6. Demonstrate the interview with another Co-facilitator.

Ask each other the four questions you wrote on the flip chart paper.

7. Show how to present the information to the group by reporting your results to the group.

8. Ask the people in the group to divide into pairs for interviewing. They should choose someone in the group they don't know or they know the least about.

9. Once everyone has a partner, ask the pairs to interview each other using the four questions on the chart paper.

10. While the group members are doing the interviews, write this title at the top of a piece of chart paper: *"What We Do Best."*

11. You may also ask for a volunteer to write down what each individual does best on the chart paper, but don't write down the person's name. This list will become a list of the group's strengths.

12. Ask each person to introduce the person he/she interviewed to the whole group and present the information received on the four questions. Applaud to give positive feedback after each set of interviews.

13. At the end of the interviews, ask the group to look at the list on the chart paper. Read, or ask a volunteer to read, the list out loud. Summarize and discuss the strengths of the whole group and discuss the importance of their combined strengths as a group.

**Summary:**

*From this exercise, we've learned that one person can do one thing or a few things well, but a group can do many things well. In Community Voices, you will learn many leadership skills. Some will do some skills well; others will do other skills well. By working together, the group will be able to do many things well. You've also practiced interviewing. This is a skill you'll use again in the program when you need to find out ideas and opinions in your community.*

*Next we are going to talk about how a group can work together to solve problems.*



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## 4. How can groups work together to solve problems?

**Purpose:**

*The purpose of the exercise we're going to do now is to get you thinking more about shared group leadership and how it is different from other styles of leadership. Here is a question to think about while you're doing this exercise:*

- *What are effective ways to get others involved in solving community problems and what ways might not work so well?*

Strategy: role plays with discussion

**Directions:** 1. Explain to the group:

*We are going to do two short "role plays." A "role play" is like a play. You play a part in a situation. After the role play is over, you discuss what happened and what could have happened in the situation.*

*To show you an example of "role plays," we will give you a script to follow. The role plays we are going to do demonstrate two ways to get neighbors to attend a community meeting to solve a community problem.*

2. Ask someone to do the first role play with you. Use the script for Role Play #1. The person playing the role of the leader needs to demonstrate authority. Tell them to act like a dictator.



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### Role Play #1: Authoritarian Leadership

Leader: Hello \_\_\_\_\_. How are you?

Neighbor: Oh, hi \_\_\_\_\_, I'm OK. How are you?

Leader: I'm having a meeting at the community center tonight about getting our road repaved. You need to be there.

Neighbor: You know, I don't think the roads are so bad. What we really need is a crossing light for our children going to school.

Leader: A crossing light is a small thing. Good roads are really important. I have a plan. You be at the meeting and I'll tell you what you need to do to help with this road project.

Neighbor: Well...I don't know...

Leader: Just be at the meeting. I've already put you in the group to talk to the town council. Don't be like the rest of them and not come.

3. Ask the group to discuss the following questions after the first role play is over:

- *What happened in this role play?*
- *If you were the neighbor, would you go to the meeting?*

4. Ask for two volunteers to demonstrate the second role play. Use the script for Role Play #2. Let them decide who will be the leader and who will be the neighbor.

5. Read and discuss these questions after the role plays are over:

- *What did you learn from the role plays?*
- *Did the leader do anything different in the two role plays?*
- *Did the neighbor do anything different in the two role plays?*
- *Which leader will be able to work with a community group of neighbors to solve problems?*

## Role Play #2: Shared Group Leadership

Leader: Hello \_\_\_\_\_. How are you?

Neighbor: Oh, hi \_\_\_\_\_, I'm OK. How are you?

Leader: We are having a meeting at the community center next Tuesday at 7:00 p.m. about getting our road repaved. Several people told me to be sure to ask you to be there. Our plans always seem better when you help us make them.

Neighbor: I think that the roads are bad and need to be repaved. But what we really need is a crossing light for our children going to school. I worry everyday when I see kids dodging cars to cross the street.

Leader: I never thought about that. A crossing light is an important issue too. Please come if you can and maybe we could put that on the agenda to discuss at the meeting.

Neighbor: Well, I work nights now. I will have to check and see.

Leader: I know, but our community really needs you.

### 6. Explain to the group:

*The two role plays demonstrated two kinds of leaders. In Role Play #1, the leader:*

- *was not sensitive*
- *did not listen to other's points of view*
- *was on his own agenda*
- *put down and judged the neighbor*

*In Role Play #2, the leader was just the opposite. The leader:*

- *was sensitive to others*
- *listened to others*
- *considered other person's idea*
- *gave encouragement to the neighbor*





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*We are not saying that authoritarian leadership is not a good style. We are just saying that it is not an effective leadership style when you are trying to unite your community to work together on problems that concern everyone. Working on problems in communities is voluntary so leadership styles that respect that should be used .*

**Summary:**

*Community problems are not solved by one person or with the ideas of one person. They are solved by a group working together. A shared group leadership style allows us to listen to each other and value each others' ideas and skills.*

*The shared group leadership style can be effective as a method to use to recruit more people to be involved in your community.*

7. If there are two or more groups participating in this first session, explain this to the group:

*Now we are going to break as a group. For the rest of the session, you'll be meeting in your community groups.*

8. Explain to the group where each of the community groups will be meeting in the building.

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## **5. What will we learn and how will we learn in Community Voices?**

**Purpose:**

*We are trying to do a lot today. We have introduced you to the Community Voices training program and to the kind of shared group leadership style we want to build in this program. We've also tried to give you a sample of what the training sessions will be like. In this program you'll be listening some, but mainly you'll learn skills by practicing them and seeing how they affect others. Now we are going to take some time to tell you a little more about what you will learn in the program and also give you a chance to ask any questions you may have.*

*Strategy: summary and review; question/answer*

*Materials: copies of the handout: "What is Community Voices?" (Tool Kit 1.1) for everyone; Tool Kit 1.2 - 1.5; flip chart paper with "Community Voices Statement of Beliefs" (from Tool Kit 1.6)*

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- Directions:**
1. Tape up the flip chart paper with the “Community Voices Statement of Beliefs” written on it. Tell the group that you are posting this statement as a visual symbol of the beliefs and philosophy of the program. Ask them to share these beliefs during the program in working together to solve problems. Read, or ask a volunteer to read the statement to the group.
  2. Give each person a copy of the handout, “What is Community Voices?” Go over the main points of the handout:
    - *What is the Community Voices Program?*
    - *What will we learn in Community Voices?*
  3. Use Tool Kit Pictures 1.2 – 1.5 when you are reviewing the ways participants will learn in Community Voices.
    - *What will the training sessions be like?*
    - *How long will the Community Voices Program last?*
    - *Where will we meet and when will we meet?*
    - *What are the fifteen sessions that will enable us to have the skills to solve problems in our communities?*
  4. Read and discuss this question with the group:
    - *Do you have any questions on this information on Community Voices or on anything else related to the program?*

**Note to Co-facilitator:** If no one has a question right away, wait at least fifteen seconds to give them a chance to begin to talk.

If someone asks a question and you don’t know the answer, tell them that you’ll find out the answer for them. Make a note of the question and the person’s name and try to find the answer before the session is over. You may also want to give the group a way of contacting you after the meeting in case they think of questions later on.

**Summary:**

*I hope you have a good idea now of what Community Voices will be like. In this program you will learn skills and ways of working with people that will show you ways to help your community. You’ll also find that these same skills will help you in your everyday life, on the job, and with any other groups you work with. Now you need to decide if the program is for you and if you are willing to commit to attending the fourteen training sessions.*

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## 6. Will you make a commitment to Community Voices?

**Purpose:**

*Making a commitment to Community Voices Training is a very important act. You are agreeing to take part in the program, but more important you are becoming part of a group who will learn together and work together on problems and needs in the community. During this part of the session today, we're asking you to commit to the program. Some of you may have decided that the program isn't for you or that you can't make the time for the program right now. That's OK. We respect your decision. If you do want to be part of the program, we would like you to participate in a short commitment exercise.*

*Strategy: commitment exercise*

*Materials: Tool Kit 1.7 if you find it useful*

**Directions:** 1. Ask the group to choose a way to make a commitment to Community Voices.

*Here are some suggestions:*

- The group can write a statement of commitment on flip chart paper and everyone in the group signs it.
  - Everyone in the group can say the statement of beliefs. The group may also want to form a circle and hold hands or link arms.
  - During a Go Around, each person says if they want to be part of the program or not.
  - The group can decide on their own way to make a commitment.
  - The group can use the sample agreement (Tool Kit 1.7) as a method of making a commitment.
2. Do the commitment exercise.
3. Congratulate the group on their decision to be part of the Community Voices Program.

**Summary:**

*Now we are a Community Voices group. During the next few months, you'll develop the vision and learn the skills and tools to become actively involved in your community. I look forward to working with this group. Now we need to decide where and when we can meet next in your community.*



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## 7. When and where will we meet for the next sessions?

**Purpose:** *The last thing we need to do today is to decide on a time and place to meet. We need to find a day, time and place that will be good for everybody in your group.*

*Strategy: discussion with consensus*

*Materials: large calendar, flip chart paper and marking pens*

**Directions:** 1. Explain to the group:

*Our goal is to find a date, time and place to meet that will be good for everybody.*

2. Show your calendar so everyone can see the dates and the days.

3. Explain the time the program will take:

*There are fourteen sessions. Each session lasts about two hours. We can meet once a week for two hours. We can meet on a weekend and do two sessions at once. It's up to the group to decide.*

4. Ask the group to agree on a day to meet for the next sessions.

Then ask the group to agree on a time. Finally agree on a place to meet.

5. Write the date, time and place on a sheet of flip chart paper.

6. Check to make sure everyone agrees on the date, time and place.

**Note to Co-facilitator:** If there are any problems for any person, keep trying until you find a time, date and place that is good for everyone.

**Summary:**

*We've agreed to meet on (day, month, and time) at (place). We've used a method called "consensus" to make this decision. "Consensus" means we try to make a decision that is good for everyone in the group and everyone gets to have a "say" in the decision. You'll learn more about this later in the program.*

7. Ask if the group needs a reminder of the meeting. If so, decide who will be responsible for reminding members of the group.

*We have just two more things to do before we go: the Follow Through and the Closing. These will be part of every session we do together.*

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## Follow Through

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### Thinking about working together as a group

**Purpose:** *The purpose of the “Follow Through” section of the session is to give you something to do or to think about before the next session. Sometimes the Follow Through is an activity to practice the skills the group has just learned. Other times the Follow Through is an exercise or just some thinking to do to prepare for the next session. The purpose of this first Follow Through is to have you begin thinking about some things we will talk about in Session 2.*

- Directions:**
1. Ask the group to think about these two questions before the next meeting:
    - *What kinds of things do leaders do to get things done in their community?*
    - *Can groups get more done in a community than individuals?*
  2. Tell the group that they don't have to write answers to these questions. They just need to think about them.

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## Closing the Session

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**Review:**

1. Explain to the group:

*Now it is time for the closing. The “closing” is a time to think about what the group has learned during a session. It is a time for individuals to say what has been important and meaningful to them. This is usually done with a Go Around but today, we will do it with volunteers.*

**Preview:**

2. Ask for volunteers to say what the session or Community Voices means to them.

*Thank you for coming to this first session of Community Voices. We hope to see all of you at the next session. In Session 2, the group will learn how your group is made strong by combining all of the skills and strengths of the individuals in your group. Remember that Session 2 will meet at (time) (place) and (date). Thank you for coming today (tonight).*

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# 1

# Tool Kit

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# **What is Community Voices?**

This handout will answer some of the questions you may have about the Community Voices Program.

## **What is the Community Voices Program?**

Community Voices is a program about developing leaders who want to work together to make a difference in their communities. Community Voices is an educational training program offered by your sponsoring organization through the Cooperative Extension Program at North Carolina A&T State University.

## **What will we learn in Community Voices?**

You will learn skills that will help you work on problems and needs in your community. These skills include group leadership skills, communication skills, decision making skills, problem solving skills, and community involvement skills. These skills will also be useful to you in your work and with groups you belong to, at home or at your job.

## **What will the training sessions be like?**

The training sessions should be interesting and fun. You won't just be listening to someone talk a lot. Instead the group will talk together and practice the skills they are learning. There will be video examples and stories of other communities and how they worked on problems and needs. The group will also do activities and exercises which teach skills.

## **How long will the Community Voices training program last?**

There are fifteen sessions in the Community Voices Program. Each of these sessions will last from two to three hours. Your community group will decide how many sessions you want to do each time you meet. If your group meets once a week and does one session each time, the program will last about fourteen weeks. If your group decides to meet on a weekend, the group can do two or three sessions in one day. That way, the program will last from five to seven weeks.

## **Where will we meet and when will we meet?**

You and your group will decide where you want to meet. You will also decide on a time when you can all meet.

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## Tool Kit 1.1

### **What are the fifteen Sessions in the Community Voices Program that will enable me to learn the skills necessary to solve problems in my community?**

*Unit One: Building a Community Vision Utilizing a Shared Group Leadership Approach*

1. Community Voices: Working Together to Build a Strong Community
2. Combining Our Skills Through Shared Group Leadership
3. Creating a Shared Vision of Our Community's Future
4. Connecting Our Vision to Community Strengths and Resources

*Unit Two: Communicating Our Vision Through Working Together*

5. Communicating as a Group to Reach Our Vision
6. Making Shared Decisions as a Group
7. Sharing Our Vision with Other Communities

*Unit Three: Working on Our Vision – Step by Step*

8. Learning to Solve Our Community Problems Step by Step
9. Selecting Community Problems From Our Vision
10. Practicing Solving a Problem in the West End Community
11. Seeking More Information About Our Problems
12. Determining Solutions to Our Problems

*Unit Four: Building a Community and County Organization to Implement Our Community Action Plan*

13. Making a Shared Community Action Plan
14. Planning a Community Organization to Continue Our Work
15. Working on Issues at the County Level



## Small Group Activities



# The Go Around

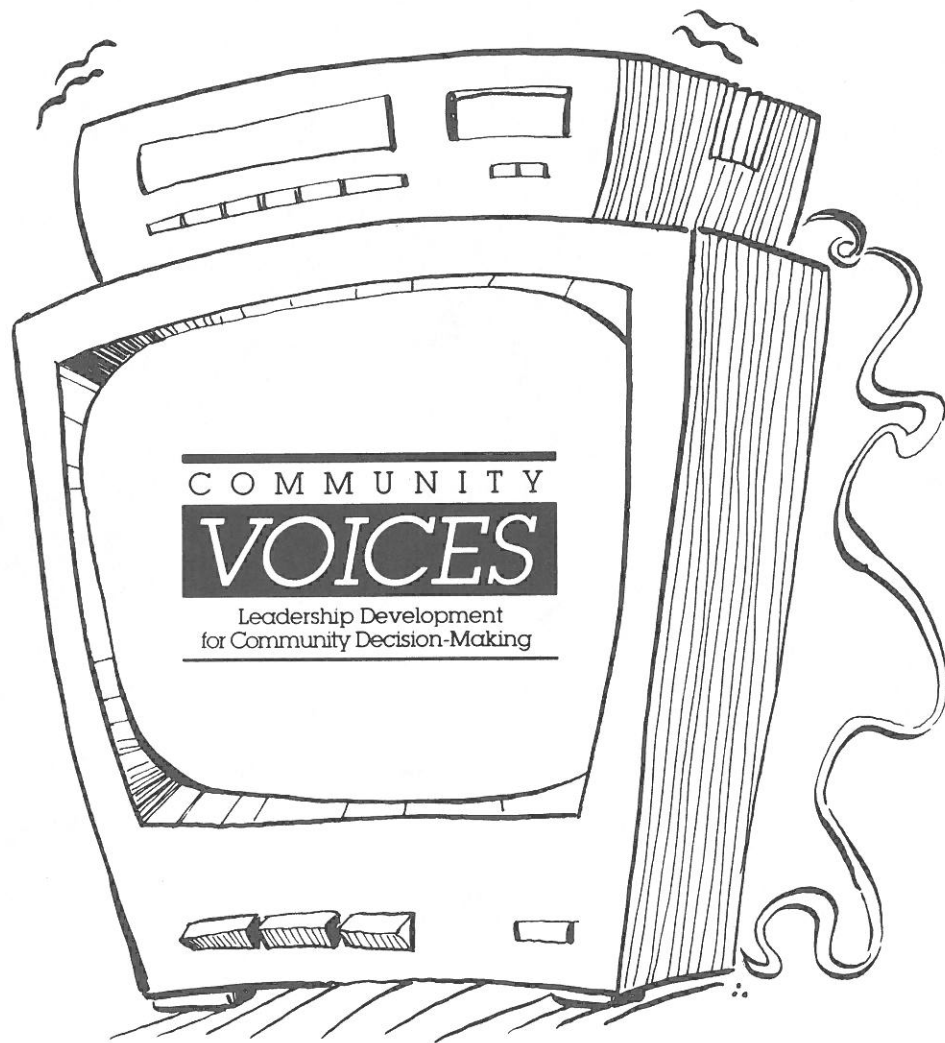


# Role Plays





## Community Examples on Video



## Statement of Beliefs

### Community Voices:

Respects what Learners already know.

Expects Learners to be Teachers.

Wants Teachers to be Learners.

Builds on what Learners can do.

Respects what Learners can't do.

## Agreement

*(Sample)*

*As a Learner in Community Voices, I agree:*

I will come to all sessions.

I will do all work as well as I can.

I will help other Learners succeed.

I will let others help me succeed.

*As a Co-Facilitator in Community Voices, I agree:*

I will facilitate as well as I can.

I will respect what Learners know.

I will help make Community Voices a place where Learners feel safe to grow.

*Together, we agree:*

Community Voices will be a safe place where we can make mistakes and work together to succeed.