

OUSD Parents Raising the B.A.R.

Session 4: Building the Team: The Power of Relationships

Purpose

The purpose of this workshop is to teach participants the power of using one on one communications to establish and sustain relationships.

Outcomes

By the end of this session, participants will

- Understand the value of creating and maintaining relationships and how to use the one on one communication tool as a strategy to build community and organize for positive change on your school campus.

Room Set up

15-30 minutes before meeting

- Create a space for food
- Arrange tables and chairs in a circle so participants can see each other
- Set up and check technology and wireless internet connections
- Review agenda and chart answers to question posed in the activity sections

Materials:

Names Tags

Sign In Sheets

Handout: "11 steps of relationship building" - Community Tool Box

Handout: Sustaining relationships – Community Tool Box

Handout: Building Bridges Team for Partnership

Pens

Video/Camera to document session

Activities:

There are seven (7) activities in this workshop

Activity #1: Reviewing and sharing homework

Activity #2: Small group breakout – Building public relationships

Activity #3: Large group discussion – Sustaining relationships

Activity #4: Discussion of school vision & site based team (Building Bridges Team for Partnership)

Activity #5: Large group debrief of one on one communication and demonstration

Activity #6: Practice one on one communications with various roles

Activity #1: (5 minutes)

Review and Share previous homework with group if applicable

Talking points:

The next section of the agenda will focus on the value of building relations and cover best practices using the handout from Community Tool Box's training program.

Activity 2: (15 minutes):

In small groups of 4 people or less, answer the following questions: (20 minutes)

- 1. How do you build public relationships? (5-7 min)**
- 2. What intention do you bring to the relationship (what's the purpose of building this relationship) (5-7 min)**
- 3. Do we need to building relationships at the school site to make lasting changes for our children? (5-7 min)**
- 4. Bring the group back together and share a few comments from each group on the above questions. (5-7 minutes)**
- 5. Share the handout from Community Tool box on the 11 steps to building relationships**

Trainers Note: Share the handout, it is a resource tool. No discussion at this point, participants add it to their binder.

Activity #3:

In large group ask the below question and chart answers (popcorn style, make sure there is equal participation in the group)

Ask the group to answer the following question:

How do you sustain public relationships?

Talking point:

The sample from the Community tool box is only a guide and each of us bring our own unique way of building and sustaining relationships. Next we want to with to talking about how to use the one on one communication tool to talk about out school's vision and site teams.

Material/Set up:

Chart paper

Chart answers to possible answers to questions about one on ones

Activity#4:

- 1. Pair Share: How are you making your school's vision a reality (2 min each)**
- 2. Ask 2-3 participants to share back in the large group. (3 min)**
- 3. Next we are going to talk about building school-based teams, which we call "Building Bridges Partnership Teams" or site based leadership teams. The names may be different but the purpose remains the same. The purpose is to create action plans for student success. (Distribute handout on Building Bridges Team "Creating a Plan for Family Engagement")**

Talking points (Reviewing the Handout):

So - how do we make this happen? If we want to realize the vision we have for our school community can we do it alone? How do we make it happen?

Through building strong teams made up of different members of our school community.

- A. Who are the Members of the School Team?**

Who needs to be part of a team that would be able to turn our vision into a reality?

Chart responses:

Possible responses include:

- Parents/Caregivers
- Teachers
- Support staff
- Students
- Principal
- Faith-based institutions
- Neighbors
- Local businesses/Other



Talking point:

How do we get parents/stakeholders involved? Big group discussion popcorn style.

What's the first step in engaging folks? *Listen for Responses*. Building relationships!

Building deep relationships is the center of what creates strong communities. Those relationships are established and maintained through one-to-ones.

Who here has done 1-1s? Where do you do them in your life? Why are they valuable? What do you gain from them?

Possible Responses: (Use Chart Paper)

- One-on-ones are intentional meetings with a purpose.
- One-to-One relationships are the building block of everything we do because they transcend issues to connect us through shared vision, values and love
- Important to identify who and what people care about (self-interest) and what moves them to take action
- Identify shared issues in order to identify priorities for collective action
- Build power and unity across our community to create positive changes

Talking point: We need to build a team that is truly inclusive and responsive to our community to achieve our vision and goals. In order to do so we have to start by LISTENING to our community. We do this through 1-1s.

Through intentional one-on-one conversations we build relationships that help us build the power to create change at the school-site, city, state and national levels.

Activity#5:

Model & Debrief a One-to-One conversation in Large Group (35 minutes)

Describe the three(3) roles for the group: Parent Organizer, Listener, Observer

The Parent Organizer is asking questions, the Listener listening, and the Observer is observing. The goal of the conversation is to start the steps of building a relationship and to use listening as a tool. A good one on one conversation requires more listening than talking.

So, now we're going to practice doing one on one together. We're going to start by modeling a 1-1 with feedback for the group.

As we model the 1-1, please think about what you think works well and what you might do differently.

Remember to schedule intentional one-to-one time in advance.

Model 1-1. Include an observer who will model giving effective constructive feedback (6 min for model; 2 min for feedback)

Key Questions:

- 1) What brought you here (to this school, neighborhood, Oakland)?
- 2) What do you like about this school?
- 3) (If applicable) What motivated you to become a teacher (support staff person, etc.)? What inspires you to be involved in our school community?
- 4) What issues concern you the most? Why?
- 5) How do they affect you and your family?
- 6) What would you like to do about it?
- 7) Would you be interested in participating in meeting and taking action to make improvements in our school community?

Key Teaching Points for 1-1:

- Active Listening – Making eye contact, asking follow up questions
- Body Language
- “Organizer” should listen at least 70% of the time

Key Teaching Points for Feedback: (7 minutes)

- Ask the person who was in the organizer role how they felt first so they can self-evaluate. Then ask the person with whom they were talking.
- “Sandwich” your feedback: Lead with something you thought they did well. Then add something you think could be improved. End with another concrete positive.
- Open to larger group for feedback

Activity #6:

Practice in Groups of 3 (Triads)

Each pair gets 7 min for 1-1 followed by 3 min of debrief/evaluation. Rotate so every person plays every role (“Parent Organizer”, “Parent Conversation Participant”, Feedback/Observer)

Large Group Discussion

A. Debrief (5 min)

- How did that feel for folks?
- What worked well?
- What was a challenge? How did you address that challenge?

B. Next Step/Commitments (3 min)

How does everyone feel about going out to have one-to-ones with others in our school communities?

Do you think it would be realistic to do AT LEAST 2 one-to-ones over the next week – starting with someone in this room who you do not know well?

Take a minute to make a list of 5 people you are going to do one-to-ones with over the next few weeks. For parents, you might want to think about other parents in your child’s class and your child’s teacher. You may also want to think about after school program staff or office staff.

Who did you include on your list and why? (2-3 responses)

Possible Parent Commitment: 2 Parents; 1 Teacher

C. Commitments (7 min):

- 1. Now, please make a date with 1 other person in this room who you do not know well to get together for a one-to-one. Make sure that you exchange phone numbers!**
- 2. Facilitator models – I am going to meet with “x” (from the room) and list 2 more names and post on chart paper.**
- 3. Ask participants to share the names of who they are going to meet with and post the names on chart paper.**

Evaluation & Close

Pass out the evaluation form and ask each participant to share in one word how they felt about the training.

*Adapted from Oakland Community Organization training conducted by Katy Nunez-Adler and Community Tool Box on line: <http://ctb.ku.edu/> by Marya Axner

Workshop #4 – Building Relationships, power of one on one communications

Participant's Agenda

1. Welcome
2. Review homework
3. Activity #1: Reviewing and sharing homework
4. Activity #2: Small group breakout – Building public relationships
5. Activity #3: Large group discussion – Sustaining relationships
6. Activity #4: Discussion of school vision and school teams for partnerships
7. Activity #5: Large group debrief of one on one communication and demonstration
8. Activity #6: Practice one on one communications with various roles
9. Commitments and Evaluation
10. Closing

Workshop #4 – Building Relationships, power of one on one communications

Facilitator's Agenda

- Welcome (5 min)
- Review homework (10 min– if needed)
- Activity #1: Reviewing and sharing homework (5 min)
- Activity #2: Small group breakout – Building public relationships (15 min)
- Activity #3: Large group discussion – Sustaining relationships (10 min)
- Activity #4: Discussion of school vision and school teams for partnership (7 min)
- Activity #5: Large group debrief of one on one communication and demonstration (10 min)
- Activity #6: Practice one on one communications with various roles (15 min)
- Commitments and Evaluation (Ask for commitment and pass out evaluation form (10 min)
- Closing (3 min., ask participants to share what they appreciated in one word)