

Student Community Guidelines

Timing: Approx 50 mins	
Activity Notes	Timing: You can change and adjust the time spent on each section. Make sure to leave room for your peers to have thinking time to reflect beyond one-word answers. Directions - Print out <u>peer handout</u> - Identify a <i>Facilitator / Leader</i> - If you do not feel comfortable leading, ask your advisor if they will lead
Launch ~ 3 mins	Club Facilitator / Leader Says: <i>Today, we are going to reflect on our alliance club community, and together, we will build a community environment in which we feel safe sharing, exploring, learning, growing, and taking action. Each of us has a unique way of experiencing the world and responding to needs and conflicts. We will be discussing topics that are sensitive for some and even controversial for others, it is important that we build an environment of trust, respect, and support.</i>
Activity ~ 15 mins	<u>Safe Classroom Activity</u> Club Facilitator / Leader Says: <i>First, we will complete an “introspection activity” where we reflect on the type of community we want to be in. For this activity, we will think about what “safety” means in a classroom context, considering physical, emotional, social, and academic safety. When we think of safety, we often think of physical safety, but today, we will consider all the components. Do you feel safe having a range of emotions on a given day? Do you feel safe sharing your perspective with your peers? Do you feel safe being exploratory and occasionally “wrong” in discussions?</i> <i>We will take 3 minutes to capture each prompt starting with look like for a total of 9 minutes. Be as creative and specific as possible, and try to identify examples you think your peers might miss!</i> Brainstorm a list of examples for each section: look, sound, and feel (9 mins). Scaffold: Prompt your peers to picture the type of classroom/club/social space they would be excited to share out in. • If they are stuck: ask them if there has been a time when they haven’t felt safe in the classroom? What did that sound like, look like, feel like? Challenge: Encourage your peers to be as creative as possible. For “sound like,”

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instead of writing “quiet,” encourage your club to be creative to reflect on/include the when, why, and how they know something “sounds” like safety.

- **Examples:** “No papers are rustling, or shoes are shuffling when someone is speaking,” “You hear snaps when someone agrees,” “Phrases like ‘to build off of’ and the previous speaker’s name is included,” “I respectfully disagree because”

If your peers are really struggling, you can use the prompts below;

What does a safe classroom....

Look like....

- **Prompting Phrases:** *What do you see when you first walk in? How has the meeting been organized to be accessible? What does your peers' body language look like? What do you see people doing when your peers ask a question or share out? How do people signal they are interested in what each other has to say? How do people greet each other? What is on the board? How are peers visually highlighted/supported? What makes you feel seen? What do you not see?*

Sound like...

- **Prompting Phrases:** *What phrases do you hear when you enter the club meeting space? What do you hear when people greet each other? How are people checking in with each other? What does the club facilitator say to set the tone of the day? What does it sound like when someone is speaking? Does it differ when it is different peers? What does it sound like when someone supports your idea? What about when they disagree? How do you know when you have been heard? What do the first five and last five minutes sound like? What happens if someone misidentifies a peer when sharing or misattributes a thought to the wrong person?*

Feel like....

- **Prompting Phrases:** *How do you want to feel when you have an opinion you want to share? What about when you are confused? Frustrated? How do you want to feel when you disagree with someone? What about when someone has said feels personal? How do you want to feel when there is disagreement? How do you want to feel in the community when events outside of school are on your mind? What about when you're tired or*

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	<i>stressed? When you are having a bad day? When you're having a great day? When do you feel misunderstood?</i>
Share Out ~ 7-10 mins	<u>Peer Share Out</u> Club Facilitator / Leader Directions: Have club members share out by section, <i>look like, sound like, and then feel like.</i> Club Facilitator / Leader Note: Depending on your community environment, you can ask your peers to snap along if they agree. If you do not think your peers will engage, tell them to capture their peers' thoughts on their paper if they agree.
Build Systems - Guidelines ~ 7 mins	<u>Living List of Classroom Guidelines / Expectations</u> Club Facilitator / Leader Says: <i>Now that we have named some examples of what makes us feel safe in the classroom, how can we translate them into community guidelines?</i> Example: • Safety Activity Response: <i>Quite a few of us said that we enjoyed hearing when our peers supported our thoughts in a non-disruptive manner. How can we turn that into a class guideline?</i> • Potential Guideline: <i>If we agree with what someone said, we show our support by snapping.</i> Club Facilitator / Leader Note: Above is an example; use language from your own club and have your peers come up with one draft guideline together. Club Facilitator / Leader Says: <i>Take 5 minutes to develop guidelines for how we want our community to show up for each other in class; you should base them on the examples we discussed to make a safe community.</i> Brainstorm a list of behaviors to norm / turn into classroom guidelines (5 min). Club Facilitator / Leader Directions: Walk around the meeting room. If your peers are struggling, prompt them to look back at the safety activity; what guideline or community expectation would create that kind of safety they want to feel? Example: • Feels Like – <i>If a peer identifies they want to feel like their peers are engaged when they speak</i>

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	● Guideline – a guideline could be: (to the best of their ability) club members either look at the speaker or take active notes whenever someone shares out
Build Systems - Accountability ~15 mins	<u>Classroom Guidelines / Expectations</u> Club Facilitator / Leader Says: Now that we have discussed what we want collective behaviors in the community to look like, and knowing that it is in the goal of creating a safe alliance club environment, we need to come up with our accountability systems. What should we do if a member of our community doesn't behave in alignment with our agreed-upon expectations? Our goal is to keep everyone in the club engaged and committed to action and not to have our peers feel "judged" or "punished." What should we do, then, to hold our peers accountable? There are certain nonnegotiables in terms of respectful behavior, but in an ideal world, how do you want the club, club leadership, and/or our advisor to respond when there is a breakdown of one of our guidelines? We will take 5 mins to come up with potential next steps should someone not act in alignment with our guidelines. Club Facilitator / Leader Says: Before we begin, are any of us familiar with the concept of intent vs. impact? Club Facilitator / Leader Directions: Call on volunteers to share if they think they have a definition. Club Facilitator / Leader Says: There may be moments when our peers violate our norms; one potential form of accountability is an intent vs. impact conversation. ● Intent: Give space for the person to name the intention behind what was said (what the person meant to do, share, or convey). ● Impact: Then, allow the person to name how what they said might have harmed someone or the class community. ● Response: If a harmed party is inclined, allow them to rename/recognize the intent and inform/expand upon the impact (especially important if the original student did not capture the full impact).

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- **Revision:** Allow time for the initial peer to revise their intent and impact statement.

This is another form of accountability we have in our toolkit of responses.

Brainstorm potential responses (5 min).

Club Facilitator / Leader Directions: Walk around the room; if students are struggling, prompt them to look back at the safety activity and what guidelines or community expectations would create that kind of safety. If further support is needed, provide the following example:

Example:

- **Guideline** - When someone is speaking during an culture discussion, everyone else is either looking at them or taking notes.
- **Action**– Someone interrupts the speaker to share their idea.
- **Accountability step**– Discussion is paused, the student names intent vs impact, if the behavior of interrupting peers continues they are asked to write out their reflections instead of engaging directly in dialouge until they feel they are can engage authentically without speaking over their peers.
 - Alternatively, if their need to speak over their peers is coming from a need to maintain the safety of the conversation, then a new role of “discussion moderator” could be created, whose purpose in discussion is to pause conversation that could harm other members– that way the goal isn’t to talk over or prioritize ones own opinions but to maintain the safety of discussion.
 - This is an example of how we can respond to moments when our guidelines are broken as indicators of new needs instead of calls for punishment or removal!
 - We can build the communities we want to be part of, with grace and compassion.