



Mitigating Gender & Racial Bias

Intersectionality and Allyship



**8-SESSION FACILITATOR
ACTIVITY GUIDE**

For Adults and Teens

Includes Instruction for
In-Person and Online Circles

By Doreen Thompson

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Facilitator Activity Guides



MITIGATING GENDER & RACIAL BIAS:
INTERSECTIONALITY AND ALLYSHIP



PRIDE



SEX IN THE DIGITAL AGE
*A Guide to Talking with Teens About
Pornography and Sexting*



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Session Three Theme: HOW WE ARE DEFINED – INTERSECTIONALITY PART 1

“There is no such thing as a single-issue struggle, because we do not live single-issue lives.”

– Audre Lorde, Poet, Writer and Activist

This session explores the multi-layered ways we identify ourselves. Participants will have an opportunity to define intersectionality and explore how discrimination impacts individuals in several ways. Through viewing a brief video and identifying what intersectionality means, participants will explore the many different parts of themselves as well as explore how others see them.

ACTIVITY:

- What does intersectionality mean? – large group discussion
- What is Intersectionality? – video clip
- The Many Parts of Me – individual creative activity

MATERIALS:

- Markers or pens/pencils
- Music player
- Video player
- The Many Parts of Me handout
- Flip chart for **In-Person** circle; or Whiteboard and Screen Share functions for **Online** circle
- *Optional brief video, recommended:* “What is Intersectionality?” by The Advocate at www.youtube.com/watch?v=EXJ4Dbdm1ks (3:13 min)

PURPOSE

- Examine the multiple ways we define ourselves or are defined by others
- Identify how we are affected by what others do and don't see

FACILITATOR PREPARATION

In Person:

- 1 Read through the entire session for familiarity.
- 2 Prepare supplies and room prior to participants' arrival.
- 3 For the warm-up Activity, write on a flip chart the following intersections:

Race/Ethnicity	Education
Socioeconomic Status	LGBTQ+
Gender	Born outside the United States
Age	Parents/guardians born outside the United States
Language	Disability
Spirituality	
- 4 Have flip chart and marker ready for warm-up activity.
- 5 Make copies of the Many Parts of Me handout, one per participant, for use in Activity 2.
- 6 Select instrumental music that is quiet and thoughtful. Example: “Pure Shamanic Healing,” “African Music Drums Collection,” “Rhythms of African Tribe, Yoga, Meditation & Mindfulness, Shamanic African Sounds,” Native American flutes, or soft classical music.



Session Three Theme: HOW WE ARE DEFINED – INTERSECTIONALITY PART 1

Online:

- 1 Read through the entire session for familiarity.
- 2 Prepare documents to be shared during the online group.
- 3 For the warm-up activity, prepare the Whiteboard on your platform with the following list of intersections:

Race/Ethnicity	Education
Socioeconomic Status	LGBTQ+
Gender	Born outside the United States
Age	Parents/guardians born outside the United States
Language	Disability
Spirituality	
- 4 Prepare to use the Screen Share function to show the Whiteboard for the warm-up activity.
- 5 Send a copy of the handout, The Many Parts of Me, to each participant by mail, email, or text; or simply display it using the Screen Share function during Activity 2 so that participants can have the image to follow. It needn't be exact for the activity.
- 6 Select the music you'll use and the preferred music player on your device. Follow the Facilitator Tech Instructions provided in the **Online** warm-up activity in order to share music from your device during Activity 2.



Session Three



OPENING RITUAL

Open with your chosen ritual that marks the beginning of the circle.



THEME INTRODUCTION

Introduce the theme of the week, “How we are Defined – Intersectionality.” Ask the participants if anyone wants to define the term, “intersectionality.” Read the definition:

- *Intersectionality means that discrimination impacts each aspect of someone’s identity that differs from the dominant group and has a multiplying negative impact on them; e.g., a Black girl with a disability, a gay teen in poverty, an immigrant Latinx parent, etc.*

Tell the group that we will be exploring this topic further, and right now we will have a warm-up activity.



WARM-UP

Who I am

In Person

The Who I am warm-up will engage participants in identifying different intersections that they feel they represent. This activity will provide the foundation for the discussion of how we are affected by our intersections.

- 1 Tell participants that you will begin to play some soft music in a moment. Show the flip chart with the list of intersections. Let the participant know that the flip chart will be turned away from the group and that no one will see where they place their check marks. Everyone will use the same marker (or same color marker).
- 2 Say:
 - We are all defined multiple ways.
 - Each participant will go to the flip chart one at a time and place a check mark with this marker next to all the intersections with which they identify.
 - As the facilitator, I will go first after I begin the music.
- 3 After everyone has had a chance to place their check marks, turn the flip chart around, and simply observe as a whole group. Say:
 - Using the talking piece/focus tool we will go around the circle. One at a time, each person will have an opportunity to share the intersections they checked. Remind participants that it's okay to pass.
 - Celebrate with a round of applause and thank them for participating in the warm-up activity.



Session Three

Online

The Who I Am warm-up activity will engage participants in identifying different intersections that they consider to represent them. This activity will provide the foundation for the discussion of how we are affected by our intersections.

- 1 Tell participants that you will share a list of intersections on the Whiteboard. Let the participant know that no one else will be able to identify who has checked the intersections other than the facilitator.
- 2 Share the Whiteboard.
- 3 Say:
 - We are all defined multiple ways.
 - Using Annotate, each participant will place a check mark next to all the intersections you identify with.
 - As facilitator, I will go first.
 - After I've taken my turn, everyone will place check marks next to the intersections you identify with.
- 4 After everyone has placed their check marks, invite participants to share which intersections they checked. Remind participants that it's okay to pass.
- 5 Celebrate with a round of applause and thank them for participating in the warm-up activity.
- 6 Say:
 - We all can be defined in multiple ways.
 - How was it to think about the different parts of yourself?
 - What was your favorite or least favorite part of this activity?



CHECK-IN

Go around the circle or in the established order and invite each person to check in about their high/low of the week, about their application question from the previous circle, and/or anything else they want to share that may be on their minds or in their hearts.



Session Three



ACTIVITY 1

What is Intersectionality?

Part A: Have the flip chart or Whiteboard ready for this verbal activity.

1 Ask:

- Why do you think it's important to talk about intersectionality?

2 Tell participants we're going to take a few minutes to define what intersectionality means. Invite participants to share what they believe intersectionality means. As participants share, write their responses on the flip chart or Whiteboard.

Allow several participants to share their ideas either by raising their hand, either physically or in Reactions, and thank participants for sharing.

3 Ask:

- What are the types of discrimination that youth, families or individuals may face based on their intersections? (Possible responses: Race, ethnicity, gender, immigration status, English as a second language, gender identity, sexual orientation, religion, socioeconomic status, ability, age, geographic location, education...)

4 Say,

- We are going to watch a short video clip on the question, "What is Intersectionality?"

Part B: Video Introduction

1 Say,

- This video we are going to see was produced by Ashley Jiang who talks about the intricacies of intersectionality.
- She was born and raised in Shanghai, China. At age 20, she studied Political Science in Grenoble, France. At age 22, she went to Los Angeles for graduate studies in Communication Management at the University of Southern California. She previously worked as a video producer at The Advocate, the world's largest LGBTQ+ magazine. She uses storytelling to humanize LGBTQ+ experiences so that more people can embrace diversity.
- Ashley is currently based in Shanghai, creating videos on China's millennials and underrepresented communities.

2 Show the video: "What is Intersectionality?" by The Advocate at www.youtube.com/watch?v=EXJ4Dbdm1ks (3:13 min)

3 Debrief the video. Have participants raise hands to respond to the following questions:



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- What did you learn about intersectionality from watching the video?
- What surprised you about the information shared in the video?
- How did this video support your understanding and knowledge about intersectionality?



ACTIVITY 2

The Many Parts of Me

This activity enables the participants to see and embrace many of the parts that make each of them who they are. It gives the participants an opportunity to see how others see themselves and to develop understanding and empathy for those who are both different and the same.

- 1 Ask everyone to have the handout they received and a pen, pencil, or markers. Or, for **Online**, if they did not receive the image, you can display it using Screen Share once you have provided instructions. Participants can have their own clean sheet of paper to do the activity.
- 2 This is an individual activity. Ask the participants to find a quiet space where they can complete the creative activity.
- 3 Say:
 - We are all like the pieces of a puzzle. There are many different parts that make up who we are.
 - With your puzzle handout and markers, pen, or pencil, I invite you to draw a picture now in each of the puzzle piece spaces that represents a different part of who you are.
 - You can use symbols, words, colors, lines, and/or shapes.
 - There is no requirement for artistic skill. This is about representing the different parts of you.
 - You will have 15 minutes to complete this puzzle drawing.
- 4 Play soft music while participants engage in the activity. Give notice when there are 5 minutes remaining for them to complete their puzzle.
- 5 After 15 minutes ask participants to return to the whole group.



SHARING OF ACTIVITY

- 1 Invite the participants one at a time to share their drawings and share the meaning behind what they drew. Participants will either hold their drawings up in person or hold their drawings up to the camera on screen so the other participants can see them.



Session Three

- 2 After each participant has shared, ask the group the following questions:
 - What are some things you shared that others don't know about you?
 - What are some of the challenges and/or forms of discrimination you have experienced based on who you are?
- 3 Go around the circle and invite each participant to respond to the questions:
 - What did you notice in common with others from looking at their drawings?
 - (Application Question): **What is one thing you can do this week to celebrate all parts of who you are?**

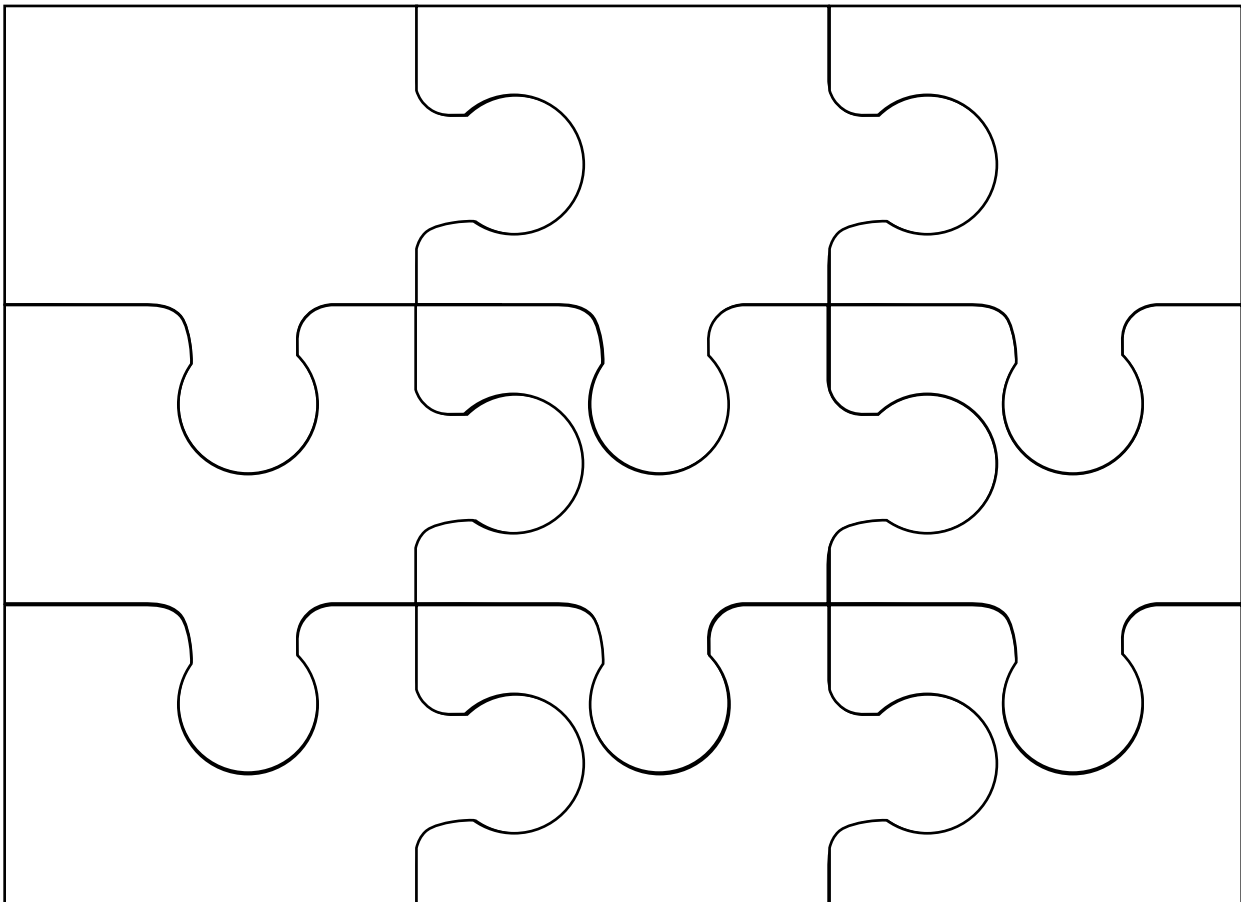


CLOSING RITUAL

Thank everyone for their participation and let them know you look forward to seeing them at the next circle. Complete the session with your chosen closing ritual.



Session Three Handout: THE MANY PARTS OF ME





Expressing My Individuality

8-WEEK FACILITATOR ACTIVITY GUIDE

For Ages 11 – 15

By Giovanna Taormina, Moorea Dickason,
Brielle M. Wacker, & Norrine Russell, Ph.D.

Written: 5/22/04, Revised 2010





Week Two Theme: **CELEBRATING DIVERSITY**

Girls will participate in activities that encourage them to think about diversity, and discuss the importance of diversity in their lives.

ACTIVITY

- Human Bingo, “How Others See Me” Activity, Discussion, and Wall of Stereotypes

MATERIALS

- Journals
- Human Bingo sheets
- Lunch sized paper bags
- Crayons
- 10 small strips of paper for each girl
- Large roll of butcher paper and markers
- Reminder notes

PURPOSE

- To understand, discuss, and clarify the definition of diversity
- To provide a safe space for talking about different types of diversity (i.e. race, religion, disability, sexual orientation, etc.)
- To discover and discuss the importance of having respect for people who are different from ourselves and explore ways to make everyone feel accepted

FACILITATOR PREPARATION

- Make a copy of “Human Bingo” for each girl.
- Cut small strips of paper for the “How Others See Me” activity.
- Tape large pieces of butcher paper up on the walls for the Wall of Stereotypes Activity.
- Make reminder notes for the girls to bring a special item for next week.



Week Two



OPENING RITUAL

Do the same opening ritual each time.



THEME INTRODUCTION

Introduce the theme of the week, “Celebrating Diversity.”



CHECK-IN

Go around the circle and have each girl “check-in” as to what is going on in her life.



ACTIVITY 1

Human Bingo (Handout located in Ice-breaker section)

Feel free to play some background music during this activity

- 1 Give each girl a Human Bingo sheet. Have them look it over and notice the categories that fit them individually.
- 2 The goal is to get as many bingos as possible, allowing the girls to discover their similarities. (The definition of “bingo” is when all squares are crossed off vertically, diagonally, or horizontally.) Allow about 10 minutes for this activity.
- 3 Have all of the girls get up and start walking around the room to ask each other the questions from the handout. The girls should only ask questions that they themselves fit into.
- 4 They may only cross off a category when both the girl asking the question and the girl answering fit into that category.
- 5 Continue until several girls get several bingos!



ACTIVITY 2

Discussion

Review with the girls the purpose of this weeks meeting:

- To talk about the meaning of diversity and different types of diversity
- To talk about stereotyping and its effects

Review the following definitions with the girls:

Stereotype - a fixed idea that people have about what a particular type of person is like, especially an idea that is wrong, i.e. racial stereotypes

Diversity - when many different types of things or people are included in something, i.e. ethnic diversity

Ask the girls:

- What do these words mean to you?
- How are people affected by stereotypes?
- Have you personally been affected by stereotypes? If so, how?



Week Two

- Why do people stereotype other people?
- How can we try to overcome labeling and stereotyping?



ACTIVITY 3

“How Others See Me” Activity

- 1 Handout a brown paper bag and several small slips of paper to each girl.
- 2 Tell them that the outside of their bag represents “how people see them” and the inside of the bag represents what others do NOT know about them. (This can represent things about their personality, family, friends, likes, dislikes, hobbies, etc.)
- 3 Using crayons, ask the girls to write on the outside of the bag the words that other people would use to describe them. These words can be accurate or not – it is how they think other people “see” them or “label” them or “stereotype” them. Some may be true – some may not. (They are also welcome to draw images or symbols if they like.)
- 4 After they are finished, have them use the small slips of paper to write down words or qualities about themselves that people do NOT know about or that other people do not see. Each slip of paper should have it’s own quality. Have them drop the slips of paper inside of the paper bag. Encourage them to think of as many things as possible.



SHARING OF ACTIVITY

Go around the circle and have each girl, one at a time, share her paper bag. First she shares the outside of her bag (how others see her, label her, stereotype her), and then she shares the inside of the bag by pulling out the slips of paper and reading them to the group. After each girl has taken her turn, ask:

- How do you feel when people see you very differently than you see yourself?
- What are the “inside” parts of you that you wish more people could see?



ACTIVITY 4

Wall of Stereotypes

- 1 Together, brainstorm all the different kinds of categories that you can put people into. Discuss and define each category. Encourage the girls to think of the following: *race, religion, sex, sexual orientation, age, looks, class (socioeconomic status), intellect (grades), handicap, and political beliefs.*
- 2 When finished brainstorming, the facilitator will go around and write the categories on the butcher paper. Write each one separately on the top of the butcher paper like a title. Space them apart from each other so that there is plenty of room to write underneath.



Week Two

- 3 Hand out the markers to the girls. Have them go to each category and write down underneath it all of the different stereotypes/derogatory terms that they have ever used or heard of for that category.

Examples: WEIGHT – *stick, twiggy, fatty, lard ass, too fat to do 'that' job, fat ass, tub of lard, thin as a bean post, anorexic, pig, etc.*, or INTELLECT – *Nerd, dumb, smarty-pants, kiss-up, stupid, square, geek, loser, retard, etc.*

- 4 Encourage each girl to write something under each category.
- 5 When they are finished, go back to the circle and have them journal about the following:
 - Have you ever been called any of these stereotypical/derogatory terms? What was it like and how did you feel?
 - Have you ever heard anyone that you know or love called any of these stereotypical/derogatory terms? What was your reaction/response?
 - Have you ever called anyone any of these stereotypical/derogatory words? Which ones and why?



SHARING OF ACTIVITY

Discuss the journal entries as a group. Ask the girls:

- Do you think diversity is a good thing? Why or why not?
- Why do you think it is important to have respect for others, even if they are not exactly like you?
- What are some ways to make everyone feel included and accepted?
- How can you do this in your life?

Final Discussion Question:

- “What is one of the “inside” parts of you (from the “How Others See Me” Activity) that you can show to people this week? How will you show them?

Go around the circle and have each girl share with the group.



CLOSING RITUAL

Bring the girls together for your closing ritual.

**Remind the girls to bring a special, personal item to circle next week. *Example: photograph, special shell or stone, feather, stuffed animal, crystal, etc.* You can send a note home, remind via e-mail or phone, etc. Tell them that the item they bring will stay in the circle until the last session.



THE
COUNCIL
FOR BOYS AND YOUNG MEN

Growing Healthy, Going Strong



10-WEEK FACILITATOR

ACTIVITY GUIDE

For Ages 9 – 14

By Tanya Wiser, LCSW &
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Edited by Beth Hossfeld, MFT
& Giovanna Taormina

Written: 12/06, Revised 11/09



Week Two Theme: GETTING CONNECTED

Through personal sharing, boys begin to develop their connections with each other. The activity is to engage boys by providing them with a modest challenge to help them identify each council member as a unique person with their own talents, skills and interests. The structure of the activity provides a forum for personal exchange and personal reflection that stems from personal choice.

ACTIVITY: “Guess Who” Activity (or Alternative as needed) and Discussion

MATERIALS: Boys’ paper bags with personal items; extra brown bags; various magazine pictures and images, glue sticks, scissors if appropriate to the environment; large table; index cards; pens.

PURPOSE

- To help boys to get to know each other better through recognition of their commonalities and differences
- To support boys in beginning to share more personally about themselves with each other

QUOTE FOR FACILITATOR: *“When you leave familiar ground and step into a new space there will be, along with feelings of curiosity and excitement, a little nagging of dread.”*

- Lani Chow, Ph.D.

FACILITATOR PREPARATION

- 1 Choose a Warm-Up Activity from the tabbed section of this guide.
- 2 Prepare the ALTERNATIVE ACTIVITY 1, in case some boys will not arrive with their brown bags of personal items: have some extra brown bags available; select and cut out many magazine images reflecting a variety of interests (nature, sports, cars, music, science, technology, people, etc.) and have glue sticks ready.
- 3 Follow the instructions under ALTERNATIVE ACTIVITY 1 **at the very beginning of this session as boys arrive.**
- 4 Collect the paper bags filled with the boys’ personal items and place their items (or images) outside of the bags on a large surface or table. Keep the identity of each boy’s items a secret until after the activity.
- 5 Place each boy’s items in its’ own cluster where it can be viewed.
- 6 Place a large index card and a pen in front of each cluster.

Note to Facilitator: It may happen that a boy will bring something that is very inappropriate. If this occurs, it will be important for the facilitator to acknowledge and discuss it. In addition, the group needs to have a discussion about this together. The facilitator will need to take whatever steps are appropriate given the setting and circumstances.



Week Two



OPENING RITUAL

Open with your chosen ritual that marks the beginning of your council.



THEME INTRODUCTION

- Introduce the theme of the week - "Getting Connected."
- Review The Council Agreements.



WARM-UP ACTIVITY

(Choose from tabbed section.)



CHECK-IN

Using the talking piece, go around the council, and have each boy "check in" about whatever he would like or he can respond to the following:

- How are you like other boys and how are you different from other boys?
- When you think of your father or another man in your family or extended family, what object or image comes to your mind?



ACTIVITY

Guess Who? (or use in combination with Alternative Activity, as needed)

- 1 Invite the boys to the table with all their items in groups of two or three. Direct the boys to look over the items and to guess which clusters belong to which boys.
- 2 Instruct the boys to use the index card placed in front of the cluster to write down their guess of who brought in that set of items.
- 3 When all of the boys have written down their guess, invite the boys up one at a time to reveal which cluster is his.
- 4 Ask him to share the significance of each item he chose to bring, i.e., Why did he choose this piece? What makes it meaningful? How does it represent him in some way?

Alternate for Activity 1: Guess Who?

(If boys have not come to group with 3-4 personal items in a paper bag.)

Determine prior to beginning group to adjust activity. Suggest that the boys prepare for the activity before Council begins, or play two rounds of a WARM UP Activity while these boys select images that represent their personal items.

- 1 Distribute paper to boys and suggest that he list 3-4 items by name AND description that he thinks most represents who he is and what is important to him that he keeps at home or in a safe place. If time allows



Week Two

at least 10 minutes, have the boys look through cut outs of magazines to match images to the items on his list, and glue to a blank index card. Place the list and the cards with images in the paper bag and give to the facilitator.

- 2 While boys engage in Warm-Up Activity, the facilitator will write down the name and description of each item from the list on separate blank index cards, or match to the image glued to a card. This will create a single penmanship on the cards in an effort to avoid boys guessing based on penmanship for the activity. Return the cards to the bag, repeating for each boy until all boys have a bag. Then place the bags on the table in a line-up or cluster.
- 3 Follow instructions #2-4 above for the rest of the activity.



REFLECTION

Ask:

- What was it like to think of 3-4 items that represent you?
- Why did you choose the items that you did?
- In what ways do these items tell others about you?
- How did you decide what NOT to bring in to share and why not?
- What can we tell about others by the things they value, own, possess, or want?
- How have you thought about others by the things they have or seem to have?
- Who is someone you know who has little in the way of possessions, but you can tell a lot about anyway?

Pass the talking piece around this final question:

- What is one interest you have seen or heard about from someone here today that you too have some common interest in?



CLOSING RITUAL

Complete this weeks council with your groups closing ritual.

WOMENS CIRCLE



Identity – Who I Am

10 SESSION ACTIVITY GUIDE FOR WOMEN'S CIRCLES

Authors: Karrie A. Mills, Christa J. Porter, and Vicki K. Pitstick

With Giovanna Taormina, Kitty Tyrol, and Beth Hossfeld, MFT



Week Four Theme: MY PERSONAL HISTORY

Through purposeful activities and discussion, the women will explore their family histories and personal life events and discuss how it has shaped their development, growth, and who they have become as a woman today.

ACTIVITY

- My Family Tree
- My Personal Timeline
- Journaling

MATERIALS

- Legal size or 11 x 14 size paper
- My Family Tree Template
- Markers and crayons
- Pencils or pens
- Journals
- Journal Questions
- Instructions for Taking the Kiersey Temperament Sorter (Personality Type Assessment)
- Instrumental Music and CD or MP3 Player

PURPOSE

- To explore family relationships and dynamics
- To identify personal experiences, trends and patterns within each woman
- To acknowledge successes and challenges in personal and family history that shaped and influenced each woman's development and identity

FACILITATOR PREPARATION

- 1 Make copies of the "My Family Tree" template – one for each woman.
- 2 Set aside paper (1 piece for each woman), markers, and crayons for the Personal Timeline activity.
- 3 Make a copy of the Journal Questions at the end of this unit and cut into strips. Copy and cut enough for each woman.
- 4 Make a copy of the Instructions for Taking the Kiersey Temperament Sorter (Personality Type Assessment) – one for each woman.
- 5 Set up the music selections for play during the creative activities.



Week Four



OPENING RITUAL

Do the same opening ritual each time.



THEME INTRODUCTION

Introduce the theme of the week, “My Personal History,” wherein women will explore their family histories and their own personal life events.



CHECK-IN

Go around the circle and have each woman “check-in” as to what is going on in her life.



ACTIVITY 1

My Family Tree

- 1 Introduce the Family Tree activity. Say:
 - In today’s circle we would like to begin to identify and explore your family relationships and history which may have had an influence on who you are today.
 - You will be creating a “Family Tree” of sorts. Typically, family trees include individuals’ names and dates of birth and death. In your tree, we would like you to think about other factors instead such as: family dynamics, relationships, roles, power dynamics, character traits, and identifiers, which will be explained.
 - For some of us, remembering our childhood family relationships is a source of comfort and happiness, while for others, family histories have been more complicated and challenging. Finally, for some, our histories with family have been truly painful.
 - For these reasons, we invite everyone to approach this activity in the way that feels most comfortable and safe. We are interested in your family tree to the extent you are interested to focus on and share about it with us.
- 2 Pass out one “Family Tree” template to the women along with markers and crayons.
- 3 Instruct them to create a Family Tree using the template. Remember to be sensitive to individuals coming from different family systems and backgrounds. Say:
 - As you begin to create your family tree, we encourage you to define for yourself what you mean by “family,” *i.e. your family of origin, the people you grew up with, your friends, or perhaps those you live with.*
 - We would like you to focus on those family members that come to mind most easily. You do not have to include biological family members if these people are not significant to you.



Week Four

- You should decide for yourself who you would like to include and where to write each person's name on your tree.
 - After you have decided which individuals to include in your tree, take a moment to add identifiers or characteristics to each person. Some examples of these are:
 - a) Education
 - b) Occupation
 - c) Major life events
 - d) Chronic illnesses
 - e) Social behavior
 - f) Nature of their relationship with the family
 - g) Emotional relationship
 - h) Social relationship
 - i) Family role
- 4 Encourage women to use colors, symbols, or other creative means to identify each of these types of characteristics.



SHARING OF ACTIVITY

- 1 Go around the circle and invite the women to share her Family Tree with the group. Suggest that she identify one or two key individuals to share about and to express why they are significant in the family.
- 2 Ask:
 - What thoughts did you have as you filled in your Family Tree?
 - Who (or what roles) were missing from your Family Tree that you might have wanted in your life?
 - How do the different characteristics of each person shape his/her role in your life?
 - Did you notice any trends or patterns among the family members you listed on your Family Tree?
 - What are your feelings about sharing your Family Tree with others in the group?
 - What did you notice about your Family Tree? In what ways is it similar or different from others in the group?
 - What did you recognize or reveal about your Family Tree and how it has influenced and shaped your identity?
- 3 Take time to summarize what the women shared and thank them for participating and sharing.



Week Four



ACTIVITY 2

My Personal Timeline

- 1 Introduce the activity. Say:
 - Each one of us has a personal timeline that began the day we were born.
 - Putting this timeline on paper can be a good way to record events and to notice any important events, experiences, and trends in our lives.
 - The timeline should consist of significant events and experiences in your life thus far.
 - The timeline can help us see accomplishments, milestones, setbacks, hardships, and other vital information about our lives and can help create ideas about our future.
- 2 Instruct women to open their journals to a blank page.
- 3 Ask them to divide the page into 3 sections/stages of their lives as follows:
 - Early (birth – age 7)
 - Middle (age 8 – 14)
 - Late (15 – now)
- 4 For each stage of their life encourage women to think about 3-5 major life events or experiences and write in their journals. Say:
 - Take time now to jot down 3-5 distinct or major life events, memories or experiences during each of the three “stages” of your life.
 - These significant events or experiences may have been joyful and celebratory or sad and perhaps even traumatic.
 - You should decide for yourself which experiences to include and who else may have been involved. (*Examples may be illness, transitions, traumatic events, awards/accomplishments, celebrations, etc.*)
 - Others involved may be parents, siblings, friends, teachers, significant others, etc.
- 5 Allow about 5 minutes for women to identify their timeline events.
- 6 Hand out a legal or larger sized paper to each of the women.
- 7 Instruct the women to draw a timeline on their page. It can be a straight line or it can curve if they wish.
- 8 Encourage women to record their events on their timeline.
- 9 Women should be encouraged to be as creative as they like, using pictures, symbols, or words to illustrate the events or experiences. Remind them that there is not a right or wrong way to create the timeline.



Week Four

- 10 Tell them that when they have completed the timeline to date, that they can go beyond the present time to include what they might want to experience or see for their future.
- 11 Allow about 20 minutes for women to create their timelines and play soft, instrumental music during the activity.



SHARING OF ACTIVITY

- 1 Go around the circle and have each woman share her timeline with the group. Suggest that she identify one or two key events or experiences on her timeline to share with the group in a little more detail and to talk about its significance to her development.
- 2 Then, open the floor up for the women to share some of the thoughts they had while going through the experience. Possible questions to ask:
 - What was it like creating this timeline? What thoughts or feelings came up for you?
 - Did you notice any trends or patterns in your own timeline or others?
 - What are some things that surprised you and why?
 - What areas in your timeline were cathartic or life-changing? Where in your timeline were some of your major life lessons learned?
 - Which events came to mind first or almost immediately? What feelings came up associated with those events?
 - How did you define your personal history (*e.g. by events, themes, relationships, based on culture, etc.*)? Why do you think you did it that way?
 - As you look at your Timeline and Family Tree, do you notice any similarities and/or differences? How are they connected?
 - If someone from your Family Tree were to inform your timeline, what else might they have included? What event might they be surprised that you included as significant?
 - What did you learn about your personal history today?
 - How have you grown from these events?
 - How it has impacted and shaped your identity?
- 3 Summarize some of the key points that were made and the discussion as a whole. Using the talking piece, go around the circle and have each woman respond to the following question:
 - What is one thing you can do this week to honor yourself, your past experiences, and celebrate who you are as a woman today?
- 4 Thank the women for their participation and for sharing their timelines with the group.



Week Four



JOURNALING

- 1 Handout the journaling reflections for Week 4. The take home journaling reflections for Week 4 are:

Reflect on your family tree and timeline by answering the following questions.
 - What are you proud of in your family and your personal history?
 - What relationships or experiences may need some mending, healing or support and how might you tend to them?
 - In what ways can you utilize the experiences from the family tree and personal timeline activities to strengthen your sense of who you are as a woman today?
 - Do you feel you already are the woman you want to become? If so, why? If not, why not?
 - What is one thing you can do this week to move towards those goals?
- 2 Remind the women to bring their journals to circle with them next week.

Taking the Kiersey Temperament Sorter – Personality Type Assessment

- 1 Inform the women that, before the next circle, they will need to go online and visit <http://www.keirseey.com> to take the personality type assessment and print the results. Tell them that the results will be used in next week's circle. You, as the facilitator, will also take the assessment.
- 2 Handout the instructions for taking the assessment. Explain to them that after they take the online assessment, they should print the "mini report" which is offered at no cost. (The other more detailed reports cost money.) Review the instructions with the women and answer any questions.
- 3 Survey the group to make sure that each woman can get access to a computer to take the assessment. Brainstorm solutions if there are challenges, *i.e. women can team up or support each other, women can use a computer at the library, etc.* Be prepared to support any women who may not have a computer, access to a computer, or who may have trouble with taking the online assessment. Plan accordingly.
- 4 Inform them to bring the printed report to the circle next week as most of the discussion and activities center around the results of the assessment, discussing personality styles, etc.



CLOSING RITUAL

Bring the women together for your closing ritual.

My Family Tree





Week Four Journal Reflections

CUT INTO STRIPS – ONE FOR EACH WOMAN

Week Four Journal Reflections

Theme: My Personal History

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Instructions for Taking the Kiersey Temperament Sorter

(Personality Type Assessment)

Cut the following instructions into strips – one for each woman.

INSTRUCTIONS for Taking the Kiersey Temperament Sorter (Personality Type Assessment)

- 1 Go to www.kiersey.com
 - 2 In the top upper right hand corner, there is a box titled “Take the KTS-II! Free Sorter Access, Free Temperament Report.”
 - 3 Click to take the assessment.
 - 4 Answer all the questions in the assessment. There are 71 questions.
 - 5 When complete, follow the instructions at the bottom to enter your name as you wish it to appear on the report, your email address, etc. Then, click on “Score it!”
 - 6 You will then see an option listed as “The TEMPERAMENT MINI Report – View Report.” Click on that option for your free mini report.
 - 7 Print and bring to the next circle session. The report will be discussed in group and the activities in the next group will center on discussing our personality styles, if we felt the report was accurate or not, etc.
 - 8 If you have trouble with taking or accessing the assessment, please contact your facilitator.
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