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# Student Engagement Curriculum for the Philadelphia Gay Men's Chorus

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STUDENT ENGAGEMENT CURRICULUM FOR THE  
PHILADELPHIA GAY MEN'S CHORUS

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Programs in Intercultural Management (PIM) 69/70

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Advisor: Dr. John Ungerleider

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## ***Abstract***

This paper is a guide for a student engagement curriculum for the Philadelphia Gay Men's Chorus. Included are the theoretical frameworks for youth empowerment and development, LGBTQ+ empowerment, and intercultural training design and facilitation that are at the center and the considerations an intercultural trainer and youth programmer and facilitator should constantly regard. The main purpose of this is to put forth a document that PGMC, as well as any group or organization, can use to empower LGBTQ+ young people, as well as their straight allies, and to develop leaders in their schools and communities. The Philadelphia Community has an issue with bullying in middle and high schools. Much of the bullying is targeted at students who are, or are perceived to be gay, lesbian, bisexual, transgender, and queer or questioning (LGBTQ+). The Philadelphia Gay Men's Chorus (PGMC) is a musical organization in the Philadelphia, Pennsylvania area that utilizes choral music and performance to celebrate difference, foster acceptance, and inspire positive social change in the community. The purpose of this curriculum is to support the empowerment of LGBTQ+ young people through music, intercultural learning, community development, and leadership development.

## ***Introduction***

This capstone project is a training manual for the Student Engagement Curriculum for the Philadelphia Gay Men's Chorus (PGMC). The use of this manual is a guide for the 4-session training course. Though each lesson plan can be utilized as a one-off session, the development of this curriculum considered an arc to build and flow for a full and holistic learning experience and youth leadership development.

The arc within each lesson plan and for the overall curriculum is a three-phase training model adapted from Kurt Lewin's change management model: unfreeze, change, and refreeze. In intercultural training it is unfreeze – movement – refreeze (UF-M-RF), and it is a tool used to help in the design and facilitation of trainings. The idea is to meet training participants and facilitators where they are intellectually and interpersonally. Intellectually, learners and facilitators have their own ideas about certain concepts and information – the way in which they know about and see the world. Therefore, we meet each other at that intellectual place and honor it (unfreeze), and then use it as a jumping off starting point for the next “movement” phase. The movement phase is where the new learning is developed. This learning can be shifting attitudes, acquiring new skills, and/or learning new information about anything. The end of each session as well as the end of the program is where we synthesize all of the intellectual work and refreeze it in the minds (and hearts) of the participants and facilitators. Interpersonally, in the beginning of any training session and curriculum implementation, the facilitator may be new to the training participants, and the participants to each other, therefore we must break down that awkward invisible barrier to unfreeze our newly formed relationship, to *move* together as learners, and refreeze the experience – newly formed bonds and potential lasting peers and colleagues.



## PGMC Student Engagement Curriculum

There are three reasons I decided to take on this project. Firstly, it is an LGBTQ+ youth empowerment training for high school students. There are not many trainings designed to empower young people, let alone for LGBTQ+ young people. Additionally, LGBTQ+ history is not taught in school. What is empowerment without knowing the historical context of one's own culture. Secondly, it is a manual for trainers and teachers to help guide in teaching this body of work. I've included rationale for the structured activities within the curriculum and flow of the entire training course as well as its theoretical framework – the literature review. Lastly, the use of music to support learning has been studied for decades. The use of arts allows people to acquire information through a different medium. PGMC has been conducting outreach concerts for a few years now. The artistic director, Joseph J. Buches realized that more needed to happen with the participants of the outreach events; something that will not only empower the young people through music, but that will allow them to continue being change agents in their schools and local communities.

The Student Engagement Curriculum for the Philadelphia Gay Men's Chorus is meant to be a guide for facilitators and teachers wanting to teach LGBTQ+ youth empowerment. I have also designed it to be a program document to showcase to potential funders. Because PGMC is a 501c3 non-profit organization, much of their funding is from fund raising events, grants, donations, and membership dues. Therefore, if a funder were interested a curricular program like this student engagement curriculum, this document would be ready to go. This is the rationale for the "purpose, goals, and objectives" (PGOs) in the beginning of the curriculum. Additionally, you will also notice PGOs for each lesson plan; that is to anchor each lesson plan with rationales that will focus each session.

## ***Literature Review***

For purposes of this training, I wanted to review publications and information that exists on four themes: youth empowerment, youth development, LGBTQ+ empowerment, and intercultural training. These four themes are important to the development of the training because these are theoretical contexts that LGBTQ+ youth programmers and trainers should consider when working alongside LGBTQ+ youth.

### **Youth Empowerment and Youth Development**

To understand the youth-adult power dynamic, we must analyze why the paradigm exists to figure out solutions. Unfortunately, as of 2014, there isn't much theoretical insight into why youth ageism or youth disempowerment exists. According to an article by Michael S. North and Susan T. Fiske titled "An Inconvenienced Youth? Ageism and its Potential Intergenerational Roots", there isn't much research done regarding age-based prejudice. North and Fiske state that, "... age-based prejudice remains an under-studied topic in social psychology" (North, et. al., 2012). Furthermore, the rest of this text relates to adult ageism. Not much more is mentioned regarding youth, but only in the title. Therefore, not much insight will be provided in terms of youth disempowerment, however, empowerment models will be the core of this literature assessment.

Empowerment, defined by Google Dictionary, is "the process of becoming stronger and more confident, especially in controlling one's life and claiming one's rights" (Google dictionary, 2018). In youth empowerment, it is the process of giving the youth opportunities to develop skills, including problem-solving and decision-making skills, for the benefit of the community. Youth empowerment and youth development are terms that have been used interchangeably within the last fifteen years that I have worked in the education and youth programming field. Marc A.

Zimmerman, a distinguished researcher in the field of empowerment theory, clarifies that youth development is focused on the individual and youth empowerment is community oriented. Zimmerman states that “Youth development is centered on developing the capacity of the individual youth. Youth empowerment is focused on creating greater community change that, in its methods, relies on the development of individual capacity” (Ledford, M. K, et al., 2013).

The following are youth empowerment and development models that have been critically analyzed in the article, “Toward a Critical Social Theory of Youth Empowerment” (Jennings, et. al., 2006). I have configured the models in an order so as to have the first model (Adolescent Empowerment Cycle) be the least co-intentional; the last model (Critical Youth Empowerment) is the most co-intentional.

In “Toward a Critical Social Theory of Youth Empowerment” (Jennings, et al 2006), the authors discuss four youth empowerment models: Adolescent Empowerment Cycle (AEC); Youth Development and Empowerment Program Model (YD&E); The Transactional Partnering Model (TP); and The Empowerment Education Model (EE). The authors, then, piece together components from each model to develop the Critical Youth Empowerment Model (CYE). All of the models emphasized “collective efforts to create sociopolitical change” (Jennings, 2006), but with different theoretical backgrounds. Many of these models look very similar at a quick glance, however, through further analysis, there are components that are different and, in my argument, do not lead to full youth empowerment. For example, the Adolescent Empowerment Cycle boasts enhancing self-esteem and providing positive reinforcement and recognition. Though these parts are necessary for the youth to feel empowered, full empowerment will not be sustained because personal reflection is not emphasized in this model. Additionally, in the AEC model, the community empowerment piece seems to only come from within the school parameters. School

and academic life are large parts of the youths' life but are not the only portion. It is important that young people participate in community life – outside of school – as well, to truly feel empowered. The following four models are discussed concisely.

The Adolescent Empowerment Cycle (AEC) model has a psychological basis that highlights preventing a sense of “rolelessness” and enhancing self-esteem in youth. The three dimensions this model centers itself on are skills development through community engagement with positive reinforcement and recognition. For example, in peer mentoring, an upperclassman would develop communication and interpersonal skills (amongst other skills) while engaging with an underclassman. Then, a school leader or teacher would offer feedback and support in a constructive manner, recognizing the student's work thus far. What is lacking from this model is emphasis on critical reflection. Also, power-sharing as well as sociopolitical change goals are not values of this model.

With the Youth Development and Empowerment Program model (YD&E), though very similar to the AEC model, community service is an emphasized component as the student engagement piece. This would foster skill building and learning through participation in the larger community, beyond their school, promoting involvement in socioeconomic and public affairs of the community. “The central tenet of YD&E is the recognition that youth are assets and resources that should be called upon to participate in community and social affairs” (Jennings et al, 2006), which leads adults in the community to rely on the youth around them. Unfortunately, critical reflection and awareness is not emphasized in this model, either. And, contributions to community affairs are mentioned, but not as part of the youths' social change goals.

The Transactional Partnering model (TP) is one that considers the collaboration of youth and adults to make a truly empowering experience for the young person. This model relies on the

adult to create the experiences for the youth, instead of the process being a mutual experience. This model tries to marry the attainment of skills through community service and adult support by “creating an empowering and welcoming environment and facilitating and enabling youth...” through “ensuring youth had the skills and knowledge they needed to participate in community change efforts through adult facilitating, teaching, mentoring, and providing feedback” (Jennings et al. pp 36). This model is different than the previous two because it was developed from a qualitative research project on quality of life issues in Canada; AEC and YD&E models were developed from previous youth development theories and psychology. A resounding component of the TP model noted by the researchers is that adults began to slowly relinquish responsibility as the youth became more skilled and comfortable in “voicing, decision making, and action – making it [responsibility] available for youth to take” (Jennings, et al. pp 37). Critical reflection is mentioned but not demonstrated in this model.

Lastly, the EE model is derived from educational theories put forth by Paulo Freire, which include: conscientization<sup>1</sup>, liberation, praxis<sup>2</sup>, dialogue, and empowerment education; and combined with the protection-motivation theory<sup>3</sup>. The EE model was developed by Nina Wallerstein - PhD, MPH-University of New Mexico, Lily Velarde - PhD, MPA-University of New Mexico, and Victoria Sanchez-Merki, for an adolescent health prevention program in New Mexico. “The resulting [Empowerment Education (EE)] model specifically emphasizes the development of skills and knowledge that support youth efforts toward social action and change

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<sup>1</sup> (in Portuguese *conscientização*) term coined by Freire in Pedagogy of the Oppressed meaning learning to perceive social, political, and economic contradictions, and to take action against the oppressive element of reality.

<sup>2</sup> Practical application of a theory (<https://www.merriam-webster.com/dictionary/praxis>); “Action oriented towards changing society.”- August Cieszkowski, Young Polish Hegelian Philosopher

<sup>3</sup> Protection motivation theory proposes that people protect themselves based on four factors: the perceived severity of a threatening event, the perceived probability of the occurrence, or vulnerability, the efficacy of the recommended preventive behavior, and the perceived self-efficacy.

and links individual empowerment to community organizing” (Jennings et al. pp 38). Though there are similarities to the models and theories mentioned above, this one differs. It adds a component of critical thinking and action through structured questioning and dialogue, as well as problem-posing. The transfer of “power” or responsibilities is similar to that of the TP model in that it happens over time as the young person feels more confident and builds their capacities. Moreover, in the EE model, the shared-power dimension is a co-learning experience and includes shared leadership, though it is not emphasized in the model. However, since Wallerstein, Sanchez-Merki, and Valarde used Freireian concepts in their [EE] model, and if we know Freireian theory and approaches, shared leadership is at the vanguard of this empowerment process. With Freire, oppressed and oppressor, or here, youth and adult should be on equal playing fields.

The culmination and the point of the article “Toward a Critical Social Theory of Youth Empowerment”, is a Critical Youth Empowerment model (CYE) that draws from the four models mentioned above, to put forth a newer model that truly considers what real critical youth empowerment is and should be. The CYE model utilizes six dimensions to really grasp what critical youth empowerment is: welcoming, safe, and supportive environment; meaningful participation and engagement; equitable power-sharing between youth and adult; engagement in critical reflection on interpersonal and sociopolitical processes; participation in sociopolitical processes to effect change; and integrated individual and community-level empowerment. Each of these affects the other and if one dimension is not fully executed or established then critical youth empowerment cannot happen. Table 1.-*Dimensions of Critical Youth Empowerment Across Models* (Appendix A), showcases where each of the models, mentioned above, stand regarding each dimension. There are many overlapping dimensions with the varying models, though the EE

and CYE models seems to be the most comprehensive, especially with the inclusion of critical self-reflection and shared power between youth and adults in the processes.

## **LGBTQ+ Empowerment**

In all consideration of what empowerment is, one must consider the historical basis for the existence of the antithetical social paradigm and ask why does the opposite – disempowerment – exist. Particular to this training’s development, learning about historical context of disempowerment, disenfranchisement, and marginalization is important if empowerment is to be achieved. Within the gay/lesbian-straight power dynamic, one theory stated by Eve Kosofsky Sedgwick in her article “Marxism and the Struggle for Gay/Lesbian Rights Capitalism & Homophobia”, says that we have been indoctrinated by capitalist thinking leading to the belief that men and women need to procreate laborers. She states:

“Historically homosexuality has been persecuted because of its ‘unnaturalness,’ and the supposed threat it poses to the reproduction of the species. These two rationalizations are in fact closely related, as what is supposed “unnatural” about homosexual activity is that it is not procreative” (Sedgwick, 1990).

Due to the procreation-of-laborers theory and its pervasion, she continues to argue that the “ideal” of heterosexism is a societal force placed on us, therefore disempowering same-sex relations. “It is clear that in contemporary society there is very substantial social pressure encouraging an exclusively heterosexual orientation” (Sedgwick, 1990). This infiltration of capitalism, through heteronormativity<sup>4</sup> and heterosexism, in the socialized mind has disempowered LGBTQ+ people for centuries. It is this paradigm from which we need to shift away and develop a new one that is beneficial for all actors involved - both lesbian/gay and straight people.

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<sup>4</sup> Heteronormativity - denoting or relating to a world view that promotes heterosexuality as the normal or preferred sexual orientation. (Google Dictionary, 2018)

And, though the heteronormative paradigm seems to be shifting, homophobia is still very prevalent in society. According to the article “The History and Application of the Empowerment Perspective” (Tully, 2000), the three component parts of homophobia are: “institutional homophobia, individual homophobia, and internalized homophobia” (Tully, 1995). “When working with lesbians and gays, these three levels of homophobia must be recognized...” Tully continues to say that, “Institutional homophobia is the heterosexual macroculture’s<sup>5</sup> deeply embedded, and often unconscious, prejudice against homosexuals and homosexuality.” And due to this deeply embedded and insentient prejudice, attitudes need to shift for the paradigm to shift.

Enter LGBTQ+ empowerment theory and models. The following LGBTQ+ empowerment models are to be considered in connection to youth empowerment and development. There is a plethora of models that exist, many of which regard LGBTQ+ identity development. Though important, it is another realm for which a whole new capstone project can be developed. The models considered and analyzed for the student engagement curriculum are models that are community-building based; the empowerment processes are occurring in high schools, as part of afterschool programs, Gay and Straight Alliances in schools (GSAs), as well as community-based LGBTQ+ organizations. These community-building based theories are vital and necessary for LGBTQ+ empowerment to fully occur.

Building a safe space to be an authentic person is a vanguard of the empowerment-through-community-building process. People, especially marginalized people, need to feel as though they are part of a community - a safe environment they can call their own. LGBTQ+ people are some of the most marginalized people in the United States, according to the American Psychological Association - and LGBTQ+ youth, even more so. Components for feeling included in any

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<sup>5</sup> Macroculture – the dominant culture in a society. A macroculture consists of several microcultures.



community is feeling safe, accepted, and welcomed. For LGBTQ+ youth, empowerment comes from the unity of individuals in a group -other youth and adults - who support each other and feel secure to build their community together, just like the development of any culture or community, to build values, beliefs, and a language.

In the article, “Making Space for Queer Youth: Adolescent and Adult Interactions in Toledo, Ohio” by Christopher G. Schroeder - PhD in Geography from the University of Wisconsin-Milwaukee – Schroeder posits that adultist<sup>6</sup> practices in supposed queer or LGBTQ+ spaces in Toledo, Ohio need to become safe spaces by recognizing that adultist methods are constraining in terms of the development of these spaces. Though contrary, Schroeder continues to say that this can serve the LGBTQ+ youth well because it gives them a space in which they are forced to negotiate their identity as a young person and as a queer person. Schroeder states, “the ways in which adults construct uncertain, anxious and contradictory ‘safe spaces’ that can work to constrain/restrict queer youth” can also “empower and/or facilitate queer youths’ negotiation and navigation of other, predominantly heterosexist social spaces” (Schroeder, 2012). Schroeder argues that the socio-spatial spaces that are developed by adult administrators, teachers, volunteers, etc. are defined by how the adults behave within the space, therefore the youth mimic this, not really acting and behaving as their authentic selves. “Adults control public and private spaces such as the home, the school and religious spaces, making childhood a complex socio-spatial relationship between child(ren) and adult(s)” (Schroeder, 2012). Though it is a starting point for the LGBTQ+ youth to positively engage in their community, the LGBTQ+ adults within the space need to step up and realize that more needs to be done to support the development of the LGBTQ+

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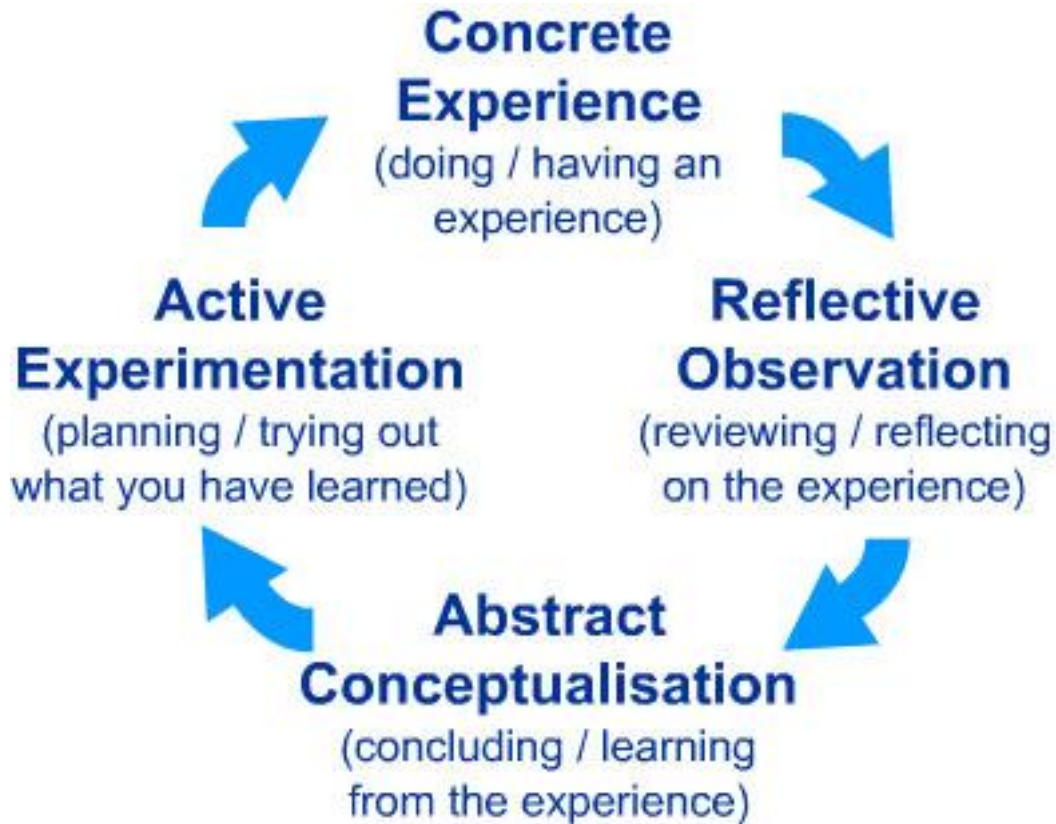
<sup>6</sup> Adultism is "the power adults have over children". More narrowly, adultism is defined as "prejudice and accompanying systematic discrimination against young people".

young people. Perhaps an analysis of the Critical Youth Empowerment model mentioned above can help.

### **Intercultural Training Theory and Practice**

Intercultural training (ICT) theories are remarkable tools of analysis in developing trainings, especially empowerment trainings. I say, “especially empowerment trainings” because much of the backbone of intercultural training comes from liberation education theories that Freire and his comrades, then and now, developed. ICT theories and practices give the designer and trainer intellectual considerations and tools in developing trainings and facilitating them. They are necessary for teaching and training young people from varying backgrounds and experiences in the multicultural classroom. Learning styles, facilitation styles, learning modalities, and other cultural concerns, etc. are at the forefront of my mind when designing a lesson plan for a one-hour class; it is my roadmap when designing and facilitating longer workshops and trainings, as well.

David Kolb’s Model of Learning Styles was developed when he applied his ideas about experiential learning to the concept of individuality in learning to identify four different learning styles. His experiential learning modes are part of a cycle that moves as follows: concrete experience (CE), reflective observation (RO), abstract conceptualization (AC), and active experimentation (AE). *See the cycle below.*



Kolb grouped learners into four different categories based on his Experiential Learning Cycle. They are “Divergers, Assimilators, Convergers, and Accomodators” (Brooks-Harris et. al., 1999). And due to his work, we have important considerations to take when designing and facilitating trainings and workshop. In developing a one-size-fits-all training, or curriculum in my case, knowing these learning styles helps me include a variety of structured activities to target the learning needs for all participants in a workshop.

Another consideration in intercultural training is Dunn and Dunn’s Model of Learning Styles. This learning style model considers a variety of inclinations, by the learner, to physical environment, emotionality, and sociological & physiological factors (Dunn & Dunn, 1993). From Dunn & Dunn came the following table, that has helped me consider learning modalities or “perceptual styles” (Brooks-Harris, 1999) in designing and facilitating trainings and workshops.

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The activities that fall within each perceptual style makes it easy to design one-size-fits-all trainings and workshops when a needs assessment cannot be accomplished prior to the training.

<b>Activities That Correspond to Dunn &amp; Dunn's Perceptual Styles (Brooks-Harris, 1999)</b>	
<b>Auditory</b>	<b>Visual</b>
<ul style="list-style-type: none"><li>• Lecture</li><li>• Discussion</li><li>• Music</li><li>• Read-Arounds</li><li>• Storytelling</li></ul>	<ul style="list-style-type: none"><li>• Handouts</li><li>• Overhead projections/Videos</li><li>• Gallery Exercises</li><li>• Maps</li><li>• Timelines</li></ul>
<b>Tactile</b>	<b>Kinesthetic</b>
<ul style="list-style-type: none"><li>• Worksheets</li><li>• Card Sorting</li><li>• Artwork</li><li>• Note-taking</li></ul>	<ul style="list-style-type: none"><li>• Movement/Sorting</li><li>• Role-Plays</li><li>• Psychodrama</li></ul>

Lastly, cultural background in intercultural training is a significant concern when developing trainings and workshop. “Thomas J. Sork encouraged workshop designers to consider multiple forms of diversity including gender, race, ethnicity, class, sexual orientation, linguistic background, religious orientation, and ability or disability” (Brooks-Harris, 1999). Though, not the most significant in the development of this curriculum, there is much I contemplate under cultural considerations, still, when designing each lesson plan. Linguistic abilities, socioeconomic status, gender conformity versus non-conformity, and obviously, sexual orientation were some of my apprehensions in workshop learning, in this design. Moreover, there is a fear that a power dynamic can be created between facilitator and participant in a training room, as mentioned in *Negotiating Power Dynamics in Workshops* by Juanita Johnson-Bailey and Ronald M. Cervero. For me, this power dynamic comes from the respect upheld by youth from some cultures because the adult is the authority. This is a huge concern for me because it is antithetical to Critical Youth Empowerment. Though it has rarely occurred in my experience in workshops I have designed and

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facilitated, the anxiety comes from wanting to develop a truly safe space in the training room for young people to really think freely and express themselves authentically. I also understand the youth/adult power dynamic within the Latino cultural context, as I am a Latino, and have dealt with it in Colombia (my mother's national origin); it was also true when I was teaching ESL and dance in Tanzania. Considering this, and many other potential power dynamics, I make it a priority to create a safe space in the beginning of all my trainings and workshops by co-intentionally generating "Group Norms/Community Guideline" with the participants, checking in with the participants to gauge where they are emotionally and intellectually, as well as facilitating icebreaker and name games to break down the wall between participant (youth) and facilitator (adult).

The synthesis of the varying theoretical frameworks of youth empowerment and development, LGBTQ+ empowerment, community development, and intercultural training is the conceptual framework for the Student Engagement Curriculum I have put forth here. Though there are complexities in the theories and literature I have reviewed here, it is interesting that there is a "red thread" that is woven throughout it. Pieced together, it is the basis, and what I believe, necessary to consider for this student engagement curriculum.

### ***Overview of Curriculum***

The Student Engagement Curriculum for the Philadelphia Gay Men's Chorus is a 4-session curriculum designed to support the empowerment of LGBTQ+ young people in high schools. As mentioned in the introduction above, the different structured activities and even whole lesson plans can be utilized as one-off sessions. However, I have designed it so that it

builds off of each other to lead to an empowered LGBTQ+ leader in the participants' schools and communities.

In designing this training curriculum, I started with the Change Management model mentioned in the introduction. As you look through the curriculum, you will see the words unfreeze, movement, refreeze throughout it. It is to demarcate where in the process, along with the structure activities for each phase, should generally start and end. For example, the session will start with the unfreeze phase - almost always it is a check-in and icebreaker, followed by a group brainstorm. In the movement phase, you will see structured activities that will push the limits of the learner's own knowledge base. Lastly, we synthesize the learnings of the session and end with a check-out to refreeze the learning and the experience of the session.

The flow of the curriculum is important to understand, as a facilitator, how to move from structured activity to structured activity as well as from lesson plan to lesson plan. The flow helps to build each session and the overall curriculum. Though, some of the lesson plans can be taught out of the sequence presented here, I would avoid doing so. The hope is that we start with an unknowing learner to an educated leader. The curriculum is meant as a starting point for LGBTQ+ young people and their allies to continue their leadership development and thusly, their own empowerment.

## ***Conclusion***

To conclude this research and training design, much was considered in the choosing the empowerment theories as well as intercultural training theories to formulate the curriculum. I wanted to be sensitive to the needs of the LGBTQ+ young people with whom PGMC interacts. With this sensitivity, an intellectual space by the facilitator needs to be made in order to fully allow the young people to learn in a creative and safe environment. Real youth empowerment needs to be co-intentionally produced, but almost more intentional on the adult's part because we are often set in our own ways and in our own knowledge base. Egos get involved and it can be difficult to do this work if the sensitivity and empathy is not there.

Understanding LGBTQ+ disempowerment history and empowerment theory are other added considerations in formulating this curriculum. If a facilitator, LGBTQ+ or not, does not understand these somatically and intellectually, more harm than good can be done. It is important to hold these learnings – history and theory – to high regard when preparing for this training as it is the basis for an empathic and knowledgeable facilitator.

Lastly, we live in a culturally sophisticated society in which learning and doing are different based on participants' backgrounds. Intercultural training theory and practice was developed to help with this reality. Training techniques and structured activities that help learning move along to target diverse needs by the learners is key. Sticking to a few techniques and modalities can help the learners for whom those techniques and modalities were designed; it will hurt those that do not learn in those ways. Therefore, diversity in technique and structured activities is a significant consideration and necessary for this kind of training to really work.

The considerations of youth development and empowerment theories, LGBTQ+ theories, and intercultural training theories and practices formulate the groundwork for this curriculum. Pieced together it can benefit all learners in the room, including the facilitator. For PGMC, it will help in engaging students in a real manner. Sometimes just singing for an audience of youth is not enough. We have to hold the LGBTQ+ young people's hands (and their straight allies) a little bit more and stronger to make sure that they know they are valued and important to unleash the empowered leaders for a socially just future for our community.

### ***Recommendations***

Though difficult to put together a training curriculum like this student engagement curriculum for an organization like PGMC, it can be done. The difficulties lie in various areas in its development. Having to do this work without much input from which to gain insight of previous outreach events was a bit tough. I wanted to get feedback from previous outreach event participants to see where the need was and to fill the holes that needed to be filled. Therefore, a main recommendation is to take the extra time and go through the red-tape necessary to be able to interview previous student engagement program participants. This insight would have been key to developing something that targeted the real need in the community for which the curriculum was designed. Another difficulty with the organization is that the outreach coordinator with whom I was working is part-time. For a part-time person to be the primary point of contact to develop a curriculum like this in the allotted timeframe was challenging.

Another recommendation is time constraint for each lesson plan. Though this curriculum is a proposal for PGMC to give to prospective schools in Philadelphia, and it was designed considering shorter timeframes for each lesson and as one off-lessons, I propose that two hours for



each session be given, once a week, for a consecutive four-week period. This way, participants can familiarize themselves with the facilitators and each session can build off of each other. In a perfect world – which we are working to propose to the School District of Philadelphia – the designer and facilitator would be a paid position, likely through grant funding, and it would be mandatory for all students to participate in this curricular program in order to graduate. To this end, I also recommend, and it is in the works, that educational standards be included in the curriculum. For context, there are several educational core standards that a curriculum must achieve throughout all school districts in Pennsylvania. Though, as a social justice educator and intercultural trainer, I do not believe in standardized education, connecting the educational standards to this curriculum would make it more attractive to the public-school administrators and teachers in Philadelphia.

Though I do use YouTube videos in this curriculum, the next iteration of the curriculum would include more use of digital devices. We live in a world in which young people are attached to their digital devices (smart phone, tablets, etc). Instead of fighting this reality, it could be fun and cool to include more digital media, the use of digital devices, etc. to a few of the lesson plans. One idea is to have the young people look up certain information, like the LGBTQ+ heroes and historic events in the first lesson plan, on their smart phones. Another idea could be using social media and other digital media for their anti-bullying campaigns in the second lesson plan.

Lastly, in the utopic school for which I would design and facilitate this curriculum, I would include more artistic strategies – choreographing dances, developing plays/musicals, etc. to make the it a well-rounded artistic experience. There are studies that arts, education, and empowerment are related. I would love it if the participants can put on a show from the learnings of this curriculum.

## ***PHILADELPHIA GAY MEN'S CHORUS STUDENT ENGAGEMENT CURRICULUM***

### **CURRICULUM PURPOSE:**

The Philadelphia Community has an issue with bullying in middle and high schools. Much of the bullying is targeted at students who are, or are perceived to be gay, lesbian, bisexual, transgender, and queer or questioning (LGBTQ+). The Philadelphia Gay Men's Chorus (PGMC) is a musical organization in the Philadelphia, Pennsylvania area that utilizes choral music and performance to celebrate difference, foster acceptance, and inspire positive social change in the community. The purpose of this curriculum is to support the empowerment of LGBTQ+ young people through music, intercultural learning, and leadership development.

### **CURRICULUM GOALS/OUTCOMES:**

The broad goal of this curriculum is to empower young lesbian, gay, bisexual, transgender, queer/questioning, and everyone who is part of the rainbow, through education, awareness building, leadership skills development, and music. The connection with PGMC serves as a conduit between a large and well-respected community organization (PGMC) and youth organizations and schools in the Philadelphia area to foster LGBTQ+ youth empowerment and community development.

### **CURRICULUM OBJECTIVES:**

Through successful completion of the 4-lesson curriculum, Participants will:

- a) Have knowledge of the broader issues that affect the LGBTQ+ community, the reasons why these issues exist, and how they are the fabric of the LGBTQ+ historical context;
- b) Develop anti-bullying campaigns;
- c) Become aware of the importance of and need for diversity and inclusivity in the classroom and throughout schools;
- d) Shift attitudes about perceptions of the LGBTQ+ Community, including internalized homophobia;
- e) Empower the participants, as well as the facilitator(s) to speak truth to power and act against social injustice;
- f) Envision a future and develop leaders that will work towards those future community goals;
- g) Obtain a lexicon of vocabulary to become aware of the language often utilized in the LGBTQ+ community.

## PGMC STUDENT ENGAGEMENT PLAN #1 – MY HISTORY IS YOUR HISTORY (100 MINUTES)

### PGOS

#### **Purpose:**

The socio-political history of the LGBTQ+ community and the issues it has faced are largely unknown by young people and some adults. Since the inception of the LGBT activist movement in the United States, much has happened to support the movement and help it grow; antithetically, much has happened to divert the positive goals of the movement. In order to be empowered and speak truth to power, LGBTQ+ people should know and understand how these issues and accomplishments are a crucial part of the LGBTQ+ history.

#### **Goals/Outcomes:**

1. Introduction of student engagement curriculum;
2. Build a safe space to learn and grow;
3. To understand the political and social history of the LGBTQ+ community and movement;
4. Empowerment through knowledge of the LGBTQ+ cultural history.

#### **Objectives:**

1. Group brainstorm of knowledge of the issues – current and past – that affect the LGBTQ+ community nationally, locally, and in their schools;
2. Participants will learn about specific LGBTQ+ historical events;
3. Participants learn about the accomplishments of the LGBTQ+ movement and the heroes who are significant parts of the history;
4. Empowerment through community and music - Song Analysis: Raise You Up/Just Be

### MATERIALS

For this training session, participants and facilitators will need:

1. Flipcharts - Prepared ahead of time:
  - a. One (1) labeled “Group Norms”
  - b. One (1) labeled “Society”
  - c. One (1) labeled “School”
  - d. One (1) labeled “LGBTQ+ Heroes and Accomplishments”
2. A hat, bowl, or container
3. Colorful post-it notes (at least two colors)
4. Colorful markers
5. Pens/Pencils
6. Paper to write/draw on

7. Copies of Historical Events and Heroes
8. Copies of lyric sheet for Raise You Up/Just Be - *Lyrics at end of this lesson plan*
9. An open mind and heart

## STEPS

### *Unfreezing-Creating a safe space*

**Check In – How is everyone doing today? (5 – 6 minutes)** - Group gets into a circle. Facilitator asks for each participant to briefly share how they're doing.

***Facilitator Note:*** To get creative, ask students to use the weather, a color, footwear, or a song that describes how they are feeling today/right now? For example: “If you could describe how you’re doing today using a weather system, what weather system would you be?” or “If you could describe how you are doing with a pair of shoes/footwear what would it be?”

**Hopes and Fears in a Hat (10 minutes)** - Students get 2 different colored post-it papers, 1 to write a fear or concern they have about this learning process, the other to write a hope or wish for this learning process. Place all the “fears” in a hat or container and have the students take turns reading the fears out loud. Repeat with the “hopes”.

- Ask students what common themes they heard. Why do they think we do this activity?
- Point out that we now have a sense of the mood of the group – our collective hopes, fears, and expectations for the week – and why it can be important to do it anonymously.

**Group Norms (5 minutes)** – In order to build a comprehensive safe space for all participants and facilitators to co-intentionally learn and grow as empowered LGBTQ+ people (youth and adult), and to knock down the invisible wall between the facilitator (adult) and the participants (youth) of this training, group norms or community guidelines must be established to freely think and authentically express oneself.

On an already prepared flipchart page labeled “Group Norms”, the facilitator will scribe while the participants, as well as the facilitator, name guidelines for how this community space and time will be respected and utilized best for maximum learning and empowerment.

**Facilitator Note:** *To have participants think of group norms or community guidelines, the facilitator can ask questions such as the following: In order for you to feel free to think with no judgement, what norms or guidelines would help do that? What “unspoken rule” do you and your friends abide by in order for you to feel safe to be around them? In order to have the best learning environment and/or safe space to think freely and express yourself authentically, what do you need?*

**Group Brainstorm: LGBTQ+ Community Issues (8 minutes)** - On the already prepared pieces of flipchart pages labeled “Society” and “School”, participants will brainstorm some of the specific issues that they know of that affect the LGBTQ+ community, either in the school and in society. The facilitators and other scribes (teachers, GSA advisor, or student) will write out these issues on the corresponding flipchart page. Facilitators can pose questions to unpack the issue, if unaware of issue, such as, “Can you say more about that?” or “What does that mean?” Some participants will realize that some of the issues affect both their school and society. Write the issue on both labeled pages for further analysis later on; circle those that cross over to both categories. The facilitator can also ask questions to allow the participant to verbalize issues of which they may not be aware. For example, a discussion of marriage equality may be stimulated by using a prompt such as, “Does anyone know what happened in the US supreme court June of 2015?”

**Facilitator(s) Notes:** *If group is too large, multiple groups can be formed. Additionally, if time permits, the facilitator(s) can allow the students to scribe their own responses for an allotted amount of time in the beginning of this activity.*

**Debrief (7 minutes):** After scribing as many issues as possible, facilitator will ask questions to unpack some of the issues:

- Which, do you think, is the largest issue affecting society? School? Why?
- Does one of the issues you see on the “Society” flipchart exist in your school? Which one(s)? How does it affect your school?
- Why do you think these issues exist?
- Other questions that may come up in conversation.

*Movement – Knowledge and developing knowledge*

**Video Screening (3:20) – [Prop 8 the Musical](#)**

**Debrief/Unpack (5 minutes):**

- What was this about?
- Has anyone heard of Proposition 8?
- What were the different arguments on both sides?
- What more do you know about Prop 8?

**LGBTQ+ Historical Events, Heroes, and Organizations (20 minutes)** – Ask students to form smaller groups of 2 or 3 (depending on how many students are attending the training). For each small group, give out one of the following case studies for reading, analysis, and large group presentation. In the small group, the participants will discuss the case study, specifically answering who, what, where, when, why, etc. After the small group analysis and discussion, the participants will briefly present their findings.

- Harvey Milk
- The Stonewall Riots
- Supreme Court finds DOMA and Prop 8 Unconstitutional
- Audrey Lorde
- Laverne Cox
- Mellissa Etheredge
- ACT UP
- Frank Ocean
- Marsha P. Johnson
- Sylvia Rivera
- Marriage Equality
- Ellen DeGeneres

**Debrief - LGBTQ+ Accomplishments (5 minutes):** On a prepared flipchart page, scribe the accomplishments that came from the work of the LGBTQ+ heroes/organizations and events presented in previous activity.

*Refreeze – Making the knowledge stick. Putting our learning into action.*

**Song Analysis: Raise You Up/Just Be (10 minutes)** *Lyric Sheet – see Appendix B.*

1. Small Group Discussion – Break participants out into groups of 3 or 4.
2. Handout lyrics sheets for “Raise You Up/Just Be”.
3. Allow students to read the lyrics and answer the following questions:
  - a. What kind of person/who do you think is singing this song? Not the artist, the character
  - b. What does this song mean?
  - c. Is the person(s) singing this song singing it to someone? To who?
  - d.
  - e. Are there any themes or concepts that come up in the song? What are they?
  - f. Is this song or the performance of this song social action/activism? Why or why not?
  - g. Does this song remind you, or is it similar to any other songs you know? What song(s)? Why?
  - h. Is this a protest song or chant? Why or why not?

**Debrief-Large Group Discussion (10 minutes):** The entire group will come back together to discuss questions and thoughts.

**PGMC Performs “Raise You Up/Just Be” (5 minutes)**

**Check Out – (5 minutes)**

1. Participants and facilitator(s) will get into a circle
2. Facilitator will ask participants to tell us “How are you feeling after this session in 2 to 4 words.”

***Facilitator Note:*** *Facilitator should participate as well.*

## PGMC STUDENT ENGAGEMENT PLAN #2 – BULLYING AND ANTI-BULLYING (110 MINUTES)

### PGOS

**Purpose:** Bullying is a pandemic that affects young people in the United States, every day. Between 1 in 4 to 1 in 3 students are bullied in the United States. Bullying can affect students' mental health, grades, as well as other peers. Victims of bullying become depressed or anxious, begin to fail classes, discontinue taking care of themselves, and sometimes take their own lives. Bullying can also lead to the awareness of an unsafe environment by other peers which affects school attendance, leading to low academic performance.

**Goals/Outcomes:** By the end of this training session, participants will:

1. Be able to articulate the different kinds of bullying;
2. Understand the effects of bullying;
3. Participants will develop solutions to combat bullying

**Objectives:** Through several structured learning activities, participants will:

1. Learn about the components of bullying;
2. Learn about why bullying happens and how it affects everyone in the school environment and surrounding community;
3. Develop an anti-bullying campaign for their school.

### MATERIALS

1. Pre-cut cards for card sorting activity.
2. Flipchart papers
  - a. 1 labeled “Bullying Is...”
  - b. 1 labeled “Components of Bullying” and the 4 components written out
  - c. 1 labeled “How does bullying affect you?”;
  - d. 1 labeled “How does bullying affect me?”
  - e. 1 labeled “How does bullying affect my school?”
3. Pens/Pencils
4. Paper to write/draw on
5. An open mind and heart

### STEPS

*Unfreeze*

**Check-in (5 minutes):** How are you doing? What’s going on in school today?

**Facilitator Note:** Use ideas from previous lesson plan or use a check in tool of your own.

**Icebreaker – The Name game (5 minutes)** - Students and facilitators form a circle around the room. (If larger group, form multiple circles with additional facilitators.) Each student will say their name along with a gesture of an activity or hobby they each enjoy doing. After one



participant says their name and does a gesture, the rest of the group will repeat the name and gesture. This will continue around the circle until each student and facilitator has participated.

**Facilitator Note:** *Encourage the young people to be creative. Tell them that there is no right or wrong answer and that we are free to think and to think freely. Also mention that it is okay to repeat another participant's activity and gesture. There will be multiple participants who enjoy the same activity.*

**Revisit Group Norms (1-2 minutes):** Facilitator asks participants if we are still okay with the group norms/community guidelines. We can add, subtract, or amend any. If so, ask for rationale.

**Facilitator Note:** *This is to setup the safe space again for the community.*

**Group Brainstorm and Discussion: What is bullying? (10 minutes)** – Using the prepared flipchart paper, participant will respond to the prompt “Bullying Is...” The facilitators and other scribes, if available (teachers, GSA advisor, or student), will write out the responses on the flipchart paper. Facilitators can pose questions to unpack some of the responses, such as, “Can you say more about that?” or “What does that mean?”

Close to the end of this activity, ask participants if they think there are different kinds of bullying and get one or two examples.

**Large Group Discussion (10 minutes)** – Facilitator will introduce the following four components of bullying.

**Facilitator Note:** *Encourage students to ask questions if clarity is needed, particularly because the following four components will be used as tools of analysis in the following activity.*

There are four main components to bullying. Bullying is ...<sup>7</sup>

1. **Intentional**—People hurt one another by accident, of course. Bullying, however, is always intentional and meant to cause some sort of harm, whether it is physical, verbal, or even non-verbal. This behavior may persist even after the victim has asked the bully to stop.
2. **Repetitive**—In most cases, bullying happens repeatedly. Bullies often target other kids who they know will not do anything about the behavior, so they can continue bullying as long as they like.

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<sup>7</sup> This section was taken from the Gay Men's Chorus of Los Angeles's student engagement curriculum named Alive Music Project

3. **Hurtful**—Bullying is a negative behavior that may include physical or verbal harm. The types of hurtful behavior that qualify as bullying are varied, but they all cause harm of some sort to the victim.
4. **Imbalance of Power**—If two people hold an equal amount of power, one cannot bully the other. Imbalance of power can come from different sources: age, size, strength, and social and economic status.

**Small Group Break outs: Card Sorting – Is it bullying or not? (15 minutes: 5 to explain; 10 to do)** – Participants will get into small group of 3 or 4. Each group will get a group of cards to sort into two categories: bullying or not bullying, considering the 4 components of bullying discussed previously. *Cards in Appendix C.*

**Large Group Debrief (5 minutes):** Any thoughts about that activity? Were there any surprises? Did any of this seem familiar to you: witnessed or personally experienced? If so, how did you deal with it? What can we do to counteract bullying – personally and/or witnessed?

**4-Corners: Effects of Bullying (10 minutes)** - In each of the four corners of the room, lay one of the already-prepared flipchart papers labeled: “How does bullying affect you?”; “How does bullying affect someone else?”; and “How does bullying affect my school?” Along with each flipchart paper include a few colorful markers. Participants will scribe, doodle, draw their own responses to each of the prompts.

**Debrief/unpack (5 minutes)** activity by gathering around each poster with the participants and pointing out a few of the responses (all if there’s time). Ask clarifying questions if necessary.

**Facilitator Note:** *Tell participants if there is a response on the flipchart page that they agree with or resonates with them, put a little check mark next to it.*

*For “How does bullying affect someone else?” you’re asking how do you think or know how bullying affects other people, even if they haven’t been the target of bullying.*

*While **debriefing/unpacking** each flipchart, if time permits, facilitator can ask if anyone feels the same way about a certain response that the facilitator is pointing out and give examples.*

**Video Moving from Bullying to Anti-Bullying**

**Dance – It Gets Better (4:34 minutes):** [https://youtu.be/k\\_qqye1SpxM](https://youtu.be/k_qqye1SpxM)

**Debrief/Unpack Video (3 minutes):**

- What was this about?
- What was interesting? Why or why not?
- Anything else about this dance?
- Think you could choreograph an anti-bullying performance piece?

**It Takes One – Anti-Bullying (2:12 minutes):** <https://youtu.be/Hh1ReLlnBng>

**Debrief/Unpack Video (3 minutes)**

- What was this about?
- Was it interesting? Why or why not?
- Anything else about this video?
- Do you think you can make a video like this?

**Song Analysis (20 minutes incl. performance):** Scars to Your Beautiful – Like the previous lesson plan, students read and analyze lyrics of Scars to Your Beautiful, then PGMC will perform the song. *Lyric Sheet for printing below.*

If PGMC is not available for performance, the YouTube video can be found here:

<https://youtu.be/MWASeaYuhZo>

**Song Analysis -**

1. Small Group Discussion – Break participants out into groups of 3 or 4.
2. Handout lyrics sheets for “Scars to Your Beautiful”.
3. Allow students to read the lyrics and answer the following questions:
  - a. What kind of person/who do you think is singing this song? *Not the artist, the character or voice in the song.*
  - b. What does this song mean?
  - c. Is the person(s) singing this song singing it to someone? To who?
  - d. Are there any themes or concepts that come up in the song? What are they?
  - e. Is this song or the performance of this song social action/activism? Why or why not?
  - f. Does this song remind you, or is it similar to any other songs you know? What song(s)? Why?

**Debrief-Large Group Discussion (10 minutes):** The entire group will come back together to discuss questions and thoughts.

**Small Self-Selected Groups: Anti-Bullying Campaign Posters (5 Minutes to introduce; see facilitator notes)** – Script: Now that you know a little bit more about bullying and have some

ideas of the different kinds of bullying and all of the components, let's do something about it. Let's make some posters for you to put up around your school to make people aware of bullying, it's components, effects – individually and communally – and what we can do to stop it.

Facilitator allows students to self-select into working groups to make posters. Use markers, construction paper, and any other available materials to make the posters.

***Facilitator/GSA Advisor Note:*** *This activity will be left for the GSA advisor to allow participants to work on and finish on their own time, after this session or after school.*

***Creativity Ideas:*** *In addition to the posters, Participants can develop activities in and around school to raise awareness about bullying and/or anti-bullying techniques: choreograph dances, make “It gets better” videos, gorilla-theater skits, etc.*

**Check Out (5 Minutes):** How did this session go for you? What was one thing you already knew and what was one thing you learned?

## PGMC STUDENT ENGAGEMENT PLAN #3 – DIVERSITY AND INCLUSION (120 MINUTES)

### PGOS

**Purpose:** Diversity and inclusion are buzz words in the globalized classroom. Students come from a variety of ethnic and racial backgrounds, socioeconomic statuses, sexual orientations, genders, and a variety of other social identity groups. The beauty of diversity and inclusion is the breadth of knowledge that can develop if we have open ears, hearts, and minds.

**Goals/Outcomes:** By the end of this training session, participants will:

1. Understand the beauty of diversity
2. Understand the benefits of diversity and inclusion;

**Objective(s):** With successful completion of this lesson plan, Participants will:

1. Understand what diversity and inclusion are and be able to articulate it;
2. Understand themselves in the bigger picture of the diverse participant group;
3. Create a self-portrait that symbolizes who they are;
4. Work on presentation skills.

### MATERIALS

- 2 hula hoops at least 3 feet in diameter.
- A stopwatch
- Flipchart Paper
  - 1 labeled “Identity”
  - 1 labeled “Culture”
  - 1 with Color Assignment Key\*
  - 10 half-a-flipcharts
- Construction paper
- 16x12 White Canvas Paper
- Art supplies: Regular Pencils, Colored Pencils, Crayons, Markers, Pastels, etc.
- Scissors
- Glue
- Variety of magazines
- Boombox (for music playing)

### STEPS

*Unfreeze*

**Check-in (5 minutes):** How are you doing? What’s going on for you in school today?

**Facilitator Note:** *Use ideas from previous lesson plan or use a check in tool of your own.*

**Revisit Group Norms (1-2 minutes):** Review group norms/community guidelines. Facilitator asks participants if we are still okay with them. We can add, subtract, or amend any. If so, ask for rationale.

**Large Group Discussion - Identity and Culture (8 minutes):** The facilitator will ask the following questions below while the facilitator or other scribes (teachers, GSA advisor, or student) will write responses on the prepared corresponding flipchart pages.

- What is identity? What are different parts of identity?
  - Collectively formalize a working definition of the word identity
- What is Culture? What makes up a culture?
  - Collectively formalize a working definition of the word culture.

#### *Movement*

**Individual Visual Art Activity – Symbolic Self-Portrait (45 minutes):** Introduce this activity by discussing how we individually are made up of many social identities. Some of these identities are visual representations, but most are invisible. Hand each participant a blank white 16x12 piece of canvas paper. Using the color key below and symbols/pictures/images cut from magazines or by drawing/sketching them, the participants will create their own self-portrait considering their own identity(-ies) and culture(s). Invite Participants to utilize the construction paper, markers, crayons, and color pencils to create their personal work of art. Remind them, it is their own work of art; they have complete artistic license.

#### **Color Assignment:**

**Purple** - Gender

**Blue** – Physical Activity (sports, dance, martial arts, etc.)

**Green** – Economic Class

**Yellow** – Political Affiliation

**Orange** – Religious/Spiritual Affiliation

**Red** – Race/Ethnicity

**Brown** - Region/  
Country/Nationality/National Origin

After the self-portraits are finished, participants will exhibit them and present them in a gallery-style format around the classroom/training room. The group of participants will walk around the room as a collective, viewing the work, and the artist will discuss their piece. The art works can be left hanging or exhibited for the remainder of the trainings or longer if allowed.

***Facilitator Notes:*** Encourage the young people to utilize the color key, but if they find it necessary to deviate from it, that is okay, as long as they are willing to justify it while presenting their works of art.

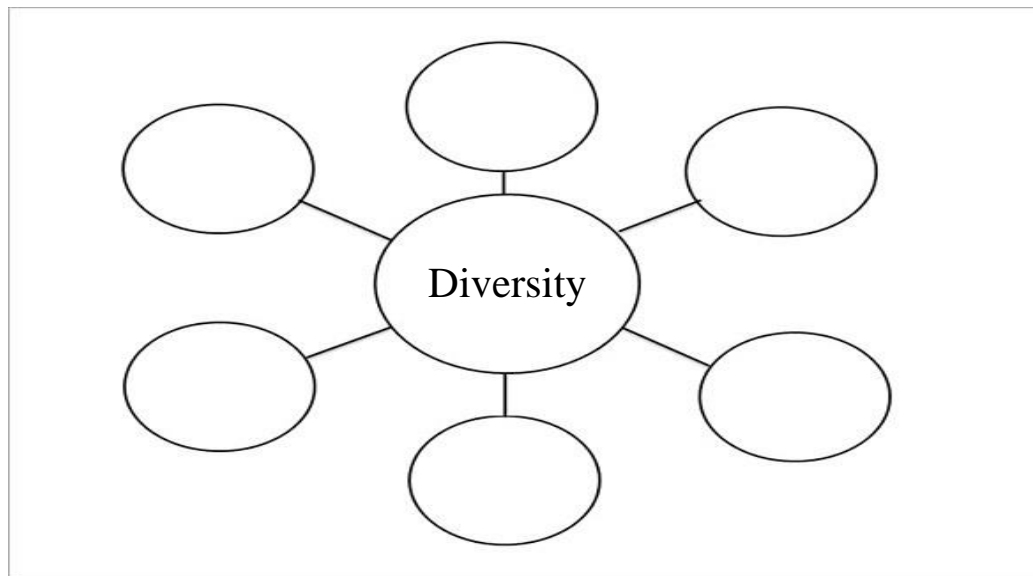
#### **Large Group Debrief (5-8 minutes)**

- What are some lessons learned?

- Was there anything new and/or interesting that you learned about yourself? Someone else?
- What are some commonalities between the identities and cultures of the participants?
- What are some differences?
- Can you imagine collaborating to create a collective piece bringing all of your pieces of art together?

**Facilitator Notes:** During the debrief, the word diversity will likely come up, which is a great segue into the next activity.

**Small Group Discussions - What is diversity? (10 minutes):** Participants will form group of 3 or 4. Each group will receive a blank half-a-flipchart paper and a few colorful markers. The facilitator will ask 1 participant in each group to write the word “Diversity” in the middle of the paper and a circle around it with spokes coming out from the circle (see diagram below; draw example in front of classroom/training room).



Each individual in the small groups should participate by discussing what they think diversity is. Each group will report back.

**Large Group Discussion - Working definition of “Diversity” (5 minutes):** On half-a-flipchart and after discussion, develop a working definition of “Diversity”.

**Identity circle (10 minutes):** Participants and facilitator(s) will arrange chairs in a circle, facing inward, and sit in them. To introduce this activity, the facilitator will discuss how there are different identities within a single person (ex: gay, Latino, male) and within this circle/community. The facilitator will ask for anyone in the circle to stand and announce an identity that is true for them, provided that the individual is comfortable enough to do so. For

example, “I have 2 pets” or “I am really good at math”. If that identity is true for anyone else in the circle (including the facilitators), they will also stand. Those standing will acknowledge each other and then sit back down. Start very basic. Within two minutes of this activity, prompt the participants to go a little deeper. For example, “I am gay” or “I am an immigrant”.

**Facilitator Notes:** *A confidentiality community guideline should be included in the group norms, and usually does come out when asking for group norms in the beginning of this curriculum. At this point, participants should be comfortable enough with each other, but a confidentiality clause will make the space safer for the participants to go deeper. If things get too intense or sensitive, remind folks of the confidentiality clause. Additionally, the facilitator and other participants can affirm the participants sharing by saying, “Thank you for sharing that!” or “That’s amazing! Thank you!”, especially if an identity was a solo experience in the circle.*

*Chairs are not necessary when doing Identity Circle. The same idea can be achieved by standing in a circle. Instead of standing up from the chair, the participants and facilitator can step into the circle to announce their identity and those with whom that identity resonates will step into the circle, as well.*

**Debrief:**

- Was it important to do this activity? Why or why not?
- How did you feel during it?

*Refreeze*

**Large Group Discussion - What is inclusion? (10 minutes):** Participants will remain sitting in the circle from the previous activity. In a conversant kind of forum, discuss what inclusion is (Popcorn Style).

**Questions to ask/prompt and guide conversation.**

- What is inclusion?
- Is inclusion important to you? Why?
- How does it feel to be included?
- How does it feel to be excluded?
- Do you believe diversity and inclusion are important in education/school?
- Has there ever been a time when you excluded someone? What was the reason?

**Facilitator Notes:** *This conversation can get a bit sensitive and intense. Continue to affirm the participants. Also, remind participants of the confidentiality clause of the community guidelines.*

**Song Analysis (20 minutes incl. performance):** Born this Way – Like previous lesson plan, students read and analyze lyrics of Born This Way, then PGMC will perform it. If PGMC is



unavailable to perform the song, the following is the YouTube video:

<https://youtu.be/0BsLd4Y060Q>

**Song Analysis -**

1. Small Group Discussion – Break participants out into groups of 3 or 4.
2. Handout lyrics sheets for “Born This Way”.
3. Allow students to read the lyrics and answer the following questions:
  - a. What kind of person/who do you think is singing this song? *Not the artist, the character or voice in the song.*
  - b. What does this song mean?
  - c. Is the person(s) singing this song singing it to someone? To who?
  - d. Are there any themes or concepts that come up in the song? What are they?
  - e. Is this song or the performance of this song social action/activism? Why or why not?
  - f. Does this song remind you, or is it similar to any other songs you know? What song(s)? Why?

**Check Out (5-7 minutes):** Facilitators’ choice.

## PGMC STUDENT ENGAGEMENT PLAN #4 –ENVISIONING THE FUTURE BECOMING A LEADER (120 MINUTES)

### PGOS

**Purpose:** We live in an interconnected, international, and intercultural world in which young people ages 15 to 24 make up about 18% of the global population. It is important that young people begin to equip themselves with skills to lead their peers and future generations towards a more socially just and peaceful world.

**Goal(s):** The goal of this lesson plan is to synthesize learnings from the previous sessions to plan ahead and envision the future(s) of LGBTQ+ youth in school and in the community. Additionally, to develop action plans for community service-learning and leadership.

**Objective(s) -** In this lesson plan, participants will:

1. Synthesize learnings from previous lessons to fully understand themselves as LGBTQ+ leaders;
2. Learn basic leadership and activism skills;
3. Envision their futures and their communities' futures to take necessary steps to become empowered and skilled activists in their community and schools.

### MATERIALS

- Flipchart Pages
  - 1 labeled “Leaders Skills, Qualities, Abilities, Talents...”
- Copies of the Leadership Compass Assessment – Student – Handouts in Appendix
- Copy of Leadership Compass Assessment – Facilitator
- Copies of the Leadership Compass
- Computer and projection screen setup
- Copies of Leadership Compass Directionals
- Yarn
- Scissors

### STEPS

*Unfreeze*

**Check In (5 minutes):** This is our last session. What is in your head? What is in your heart?

**Revisit Group Norms (1-2 minutes):** Review group norms/community guidelines. Facilitator asks participants if we are still okay with them. We can add, subtract, or amend any. If so, ask for rationale.

**Review of Learning from previous sessions (15 minutes):** Script – Okay Leaders, let's jog our memory as well as look around the room at the different posters and flipcharts we've created. What has been some of the major takeaways from your experience during these training sessions?

In popcorn style, allow students to reflect and speak about their experience and learnings thus far. If the Leaders need some time, allow it. Some thinkers need time and a moment to write. Let it happen. There's beauty in silence.

### *Movement*

**Guided Reflection - Envisioning the Future – My Utopic School (5 minutes):** Ask Leaders to close their eyes for a moment and dream. Imagine what your school could be like in your utopic world.

**Script** – *You wake up and roll out of bed. You're getting ready, excitedly, because you love your school. You love your peers. You get breakfast and your fast off to school. What are you wearing? Did you shower? Did you forget to brush your teeth? Do your socks and shoes even match?*

*You finally arrive at school. You say hey to your peers, your friends, teachers, other school administrators. You look off to the left and you see one of the star athletes of the school with their partner. They both stop in their conversation to say "Hey Friend! How's it going?" You get inside of the school and you notice the hallways, you peer into different classrooms. Everyone is shuffling to get to their perspective classes. Other peers say hi to you. Perhaps some hi-5 you. You notice posters on the hallway walls. Prom is coming up. And on that poster is a trans person running for Prom Royalty. On another poster, you see a gay male couple running for best couple or High School Sweethearts in the yearbook. And you know they're the favorites to win. You get to your class, but just before you enter, you notice one last poster. It says, "GSA Meeting – Wednesdays, Afterschool – 2:30 to 3:30 PM". You realize it's Wednesday and you get excited. You love going to GSA. It's full of LGBTQ+ and straight allies. You want to get there as early as possible because seats fill up quickly; a lot of people attend the GSA meeting every week. They all participate in an empowering, intentional way. Your school is the most inclusive school you can ever imagine. Why is that?*

*Open your eyes.*

### **Debrief (5 minutes):**

- The facilitator will ask participants to mention their utopic school. Can they really imagine it?
- How can we get to that today? How can we make your utopic school happen?
- What are some things that we need to do to make our utopic schools a reality?

### **Think, Pair, Share – Becoming a Leader (20 minutes):**

1. In their own notebooks or paper provided, ask participants to free write what they think are the skills, abilities, qualities, and talents that are needed to be a good leader. Think of

all of the leaders they know about; the LGBTQ+ Heroes we discussed in the in the first session; leaders that they have met, personally.

2. Pair up with another participant and share thoughts.
3. Come back as a large group and scribe responses on a prepared flipchart paper labeled “Leaders Skills, Qualities, Abilities, Talents...”
4. Ask for 2 or 3 out of this list that are essential and a good start to becoming a leader. Discuss.

**Leadership Compass – Solo Process (20 minutes)** – Like we mentioned in previous sessions, we are all different in various ways. Who we are, and our experiences can affect how we learn and how we lead. This next activity will help us determine what kind of leader each of us are.

The Leadership Compass Assessment (LCA) is a tool that will give us a better idea of our individual leadership styles and learn about others we may have to work with in the future.

The Participants will individually take the LCA by putting a checkmark next to the statements that resonates with them. This is not a test. Please advise to check the statements that is currently true of each participant, not what they would want/like to be in the future or who they think they should be. The Participants need to be as authentic as possible to really understand their individual leadership styles.

**Debrief (10 minutes):** Participants will break up into groups of their prevailing leadership style and discuss. They will receive the handouts named “Approaches to Work/Work Style” and “Styles Taken to Excess”

**Questions to Ponder:**

- What do you find interesting about your prevailing leadership style?
- What was not surprising?

**Video Screening – TED Talk – How to Start a Movement (3 minutes):**

[https://www.ted.com/talks/derek\\_sivers\\_how\\_to\\_start\\_a\\_movement?utm\\_campaign=tedsread&utm\\_medium=referral&utm\\_source=tedcomshare](https://www.ted.com/talks/derek_sivers_how_to_start_a_movement?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare)

**Debrief (2 minutes):** In the context of this session, why do you think I showed you this video?

**Presentation of Certificates and Pins by Joseph Buches, Artistic Director of PGMC (10 minutes)**

**Check Out – We’re ALL Connected -Yarn Activity (20 minutes):** Ask participants and facilitator to form a circle. One participant will start with the end of a ball of yarn. While holding their end of the yarn, the participant will briefly say words of appreciation, a learning moment, or anything to close out this experience for them. After the participant has finished speaking, they

## PGMC Student Engagement Curriculum

will toss the ball of yarn to another participant while still holding on to their piece of yarn. This will repeat until all participants and facilitators have participated. After the last person who speaks, the ball of yarn will be returned (thrown back) to the facilitator. What is left is a web of yarn that displays the connections that the participants and facilitators have built and developed throughout this curriculum. The facilitator should say the last few words to close out this curriculum and program.

If time permits, the yarn that was used can be cut into bracelet-length pieces for the participants to take home as mementos for this experience.

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*Appendix A. – Critical youth Empowerment Models at-a-glance***TABLE 1. Dimensions of Critical Youth Empowerment Across the Models**

Dimensions	AEC	YDE	Transactional Partner	Empowering Education	Critical Youth Empowerment
Safe, supportive environment	Adults provide positive reinforcement.	Adults, family support via high expectations, positive reinforcement.	"Welcoming social climate" emphasized.	Supportive environment emphasized.	Environment must be safe, supportive, fun, caring, challenging.
Meaningful Participation	Meaningful participation is critical for positive social bonding.	Opportunity to learn skills, assume responsibility, participate in public affairs.	Structured process to develop and implement a youth-defined, community-based agenda	Structured experience includes interviewing, critically reflecting, and social action project.	Opportunities for youth to develop capacities in meaningful forum with youth responsibility and decision-making.
Shared Power	Shared power mentioned but not included in model.	Shared power mentioned but not included in model.	Incremental transfer of power to youth as they gain competence and confidence.	Adults and youths are co-learners; shared leadership discussed but not emphasized in model.	Shared power critical, incremental transfer of power to youth as they gain capacity.
Individual- and Community-level oriented		Focused on individual-level development through participation in community affairs.	Individual- and community-level goals of esteem and capacity building.	Individual- and community-empowerment viewed as interwoven.	Individual- and community-empowerment viewed as interwoven.
Socio-political change goals		Contribute to community affairs but not for goals of social change.	Contribute to community affairs but not for goals of social change.	Dialogue stage includes societal analysis and leads into social action projects.	Programs emphasize societal analysis and encourage social change goals.
Critical Reflection	Critical awareness mentioned but not demonstrated.		Critical awareness and reflection mentioned but not demonstrated.	Dialogue stage includes societal analysis through structured questions.	Critical reflection integral to CYE through varied youth-based approaches.



## ***Appendix B. – Raise You Up/Just Be Lyric Sheet***

*From Kinky Boots the Original Broadway Musical - Music and Lyrics by Cyndi Lauper*

Once I was afraid, but then you came along  
You put your faith in me and I was  
challenged to be strong  
When I lost my way, you were there to see  
me through  
Now let Lola lend some love and do the  
same for you!

Chorus:

Feed your fire, to take you higher  
We'll light you up like a live wire  
Celebrate you, to elevate you,  
When you struggle to stand, well, take a  
helping hand  
If you hit the dust, let me raise you up  
When your bubble busts, let me raise you up  
If your glitter rusts, let me raise you up  
(And up)  
Raise you up (3x)  
Never put much heart in anything before  
You strut into my life and help me go for  
something more  
Now I stand up for myself  
Now I stand out from the crowd  
Now I'm standing on high heels, if dad  
could see me now!

Chorus (2x)

Just be who you wanna be  
Never let 'em tell you who you ought to be  
Just be, with dignity  
Celebrate yourself triumphantly  
You'll see (2x)  
Just be (2x)  
Ladies, gentlemen  
And those who have yet to make up their  
minds

As people all over the world clamor for  
kinky boots  
It's time for us to get back to work, but  
before we go  
We would like to leave you with the PGMC  
secrets to success  
Alright, now we've all heard of the twelve  
step program, have we not?  
Yes, but what you can do in twelve  
I want you to know that we all can do in six  
now  
And it goes like this  
One, pursue the truth (come one, come on)  
Two, learn something new  
Three, accept yourself and you'll accept  
others too!  
Four, let love shine  
Five, let pride be your guide  
Six, you change the world when you change  
your mind!  
Just be who you wanna be  
Never let them tell you who you oughta be  
Just be, with dignity  
Celebrate your life triumphantly  
You'll see (it's beautiful)  
You'll see (it's beautiful)  
Just be (it's beautiful)  
Just be  
You'll see (it's beautiful)  
You'll see (it's beautiful)  
Just be (it's beautiful)  
Just be beautiful

*Appendix C. – Card Sorting Cards*

<p>A fifth grader demands that a 1<sup>st</sup> grader on his bus give him part of his lunch every day.</p>	<p>A teenage boy regularly texts a girl he likes, asking where she is and whom she is with.</p>	<p>Carlos is a Mexican-American teen who often stops at the same convenient store for an after-school slushy. One particular store employee always keeps an eye on Carlos as if he were going to steal something. Carlos has noticed that she doesn't do this to other kids who enter her store.</p>	<p>A student purposely spits on another student two days in a row.</p>
<p>Shawn, in a discussion about a TV show, expresses his dislike by saying “That show is so gay!”</p>	<p>On the bus, Chad often tells Maura that she shouldn't wear Birkenstock sandals because only lesbians wear them. He tells her that he isn't calling her a lesbian, he just wants to make sure that nobody thinks she is and that he is looking out for her.</p>	<p>A student overhears other kids talking about his “horrible audition” for the school musical. The students saying this were intentionally saying it loud enough for him to overhear it.</p>	<p>Miriam and Nick enjoy talking smack about Kristen behind her back. They draw awful pictures of her and even made an “I hate Kristen” chat on a blog website. Nobody, not even Kristen, is ever aware of any of this.</p>

<p>Brad has told his boyfriend Joey that he hardly ever gets to see Joey because of drama club rehearsals. Brad threatens to “out” Joey to his parents if he doesn't quit drama club.</p>	<p>The student council president, Sam, knows that Kara would like to run for vice-president. He often gives Kara unreasonable amounts of council work to do because he knows she will do it if she wants Sam to say great things about her in the upcoming campaigns.</p>	<p>Kirk, a ninth-grader, is arguing about sports with his classmate Ed, who happens to have two dads. Completely unrelated to the argument, Kirk says “Well, at least my parents aren’t fags!”</p>	<p>A person that everyone knew as Christopher is dressing in girl’s clothes and wants to be called “Christine” and by feminine pronouns. Her math teacher is very uncomfortable with this change and addresses her as “Chris” and avoids using pronouns with her altogether.</p>
<p>Seth creates a false e-mail account using the information of a fellow male student. Seth then sends e-mails to other male students in the form of love letters.</p>	<p>Jason and Eddie are good friends. Lately at recess, Jason grabs Eddie and mashes his face into the snow. Jason says he’s trying to make his friend “be a man.”</p>	<p>Tenisha often slips notes into Pam’s locker with one-word messages like “dyke” or “lezzy” or “queer.” Pam, who is not lesbian, has no idea who is doing it.</p>	<p>Matt, one of the taller kids in school, cuts in front of Chris, who is very small for his age. Both boys are the same age. Chris doesn't seem to mind. Matt doesn’t do this to any one else.</p>

<p>An overweight female student is embarrassed to change into her gym clothes at school because she thinks the other girls are judging her body. The other girls avoid choosing a locker near hers.</p>	<p>Nicole overhears other kids talking about her “clothes from the Goodwill.” The students did not intend for her to hear this, but they didn’t apologize for what they said when Nicole confronted them.</p>	<p>Louis, a fifth grader, bites his nails constantly. Jeremy mocked him on the playground last Tuesday by getting in Louis’ face and pretending to chew off his fingers while laughing at Louis.</p>	<p>Doug really wants to be in the golf team at his middle school, but kids have to achieve a certain skill level to get in. The club’s president tells Doug over and over that he isn’t “good enough” for the golf team.</p>
<p>A new student, while looking for a place to sit at the lunch table, asks to sit with a group of girls where there’s an open seat. One of the seated girls doesn’t answer but places her purse on the open chair.</p>	<p>Todd finds Amanda very annoying, so he wrote a funny story about her behavior for the school’s literary magazine. He didn’t use her name in the story, and he altered enough details about her so that he could easily deny it was about her.</p>	<p>Corey’s family owns the house that Heather’s family rents. At school, Corey refuses to look at or talk with Heather. Heather thinks this is because Corey feels superior to her.</p>	<p>Spencer is upset because Torrey always calls him gay. Spencer has asked Torrey to stop many times. Spencer calls many people gay and he very often uses that word to describe anything he doesn’t like.</p>

\*Card sorting activity borrowed directly from GMCLA Alive Music Project.

## ***Appendix D. – Scars to Your Beautiful Lyric Sheet***

*By Alessia Cara Production Warren "Oak" Felder, Coleridge Tillman, and Andrew "Pop" Wansel*

[Verse 1]

She just wants to be beautiful  
She goes unnoticed, she knows no limits  
She craves attention, she praises an image  
She prays to be sculpted by the sculptor  
Oh, she don't see the light that's shining  
Deeper than the eyes can find it, maybe we  
have made her blind  
So, she tries to cover up her pain and cut her  
woes away  
Cause covergirls don't cry after their face is  
made

[Chorus]

But there's a hope that's waiting for you in  
the dark  
You should know you're beautiful just the  
way you are  
And you don't have to change a thing  
The world could change its heart  
No scars to your beautiful, we're stars and  
we're beautiful  
Oh, oh, oh Oh-oh, oh, oh  
And you don't have to change a thing  
The world could change its heart  
No scars to your beautiful, we're stars and  
we're beautiful

[Verse 2]

She has dreams to be an envy, so she's  
starving  
You know, covergirls eat nothing  
She says "beauty is pain and there's beauty  
in everything"  
"What's a little bit of hunger?"  
"I can go a little while longer," she fades  
away  
She don't see her perfect, she don't  
understand she's worth it  
Or that beauty goes deeper than the surface,  
oh, oh

So, to all the girls that's hurting, let me be  
your mirror  
Help you see a little bit clearer the light that  
shines within

[Chorus]

[Bridge]

No better you than the you that you are (2x)  
No better life than the life we're living (2x)  
No better time for your shine, you're a star  
(2x)  
Oh, you're beautiful, oh, you're beautiful

[Chorus]

And there's a hope that's waiting for you in  
the dark  
You should know you're beautiful just the  
way you are  
And you don't have to change a thing  
The world could change its heart  
No scars to your beautiful, we're stars and  
we're beautiful  
And you don't have to change a thing  
The world could change its heart  
No scars to your beautiful, we're stars and  
we're beautiful

## *Appendix E. – Born This Way Lyric Sheet*

By Lady Gaga - Stefani Germanotta and Jeppe Laursen

It doesn't matter if you love him, or capital  
H-I-M  
Just put your paws up 'cause you were born  
this way, baby

My mama told me when I was young  
We are all born superstars

She rolled my hair and put my lipstick on  
In the glass of her boudoir

"There's nothing wrong with loving who you  
are"

She said, "'Cause he made you perfect,  
babe"

"So hold your head up girl and you'll go far,  
Listen to me when I say"

[CHORUS]

I'm beautiful in my way  
'Cause God makes no mistakes  
I'm on the right track, baby I was born this  
way

Don't hide yourself in regret  
Just love yourself and you're set  
I'm on the right track, baby  
I was born this way (Born this way)

Oh there ain't no other way  
Baby I was born this way  
Baby I was born this way  
Oh there ain't no other way  
Baby I was born this way  
Right track baby I was born this way

Don't be a drag, just be a queen  
Don't be a drag, just be a queen  
Don't be a drag, just be a queen  
Don't be don't be don't be

Give yourself prudence  
And love your friends  
So we can rejoice your truth

In the religion of the insecure  
I must be myself, respect my youth

A different lover is not a sin  
Believe capital H-I-M (hey hey hey)  
I love my life I love this record and  
Mi amore vole fe, yah

[CHORUS]

Don't be a drag, just be a queen  
Whether you're broke or evergreen  
You're black, white, beige, chola descent  
You're Lebanese, you're Orient  
Whether life's disabilities  
Left you outcast, bullied, or teased  
Rejoice and love yourself today  
'Cause baby you were born this way

No matter gay, straight, or bi  
Lesbian, transgendered life  
I'm on the right track baby  
I was born to survive  
No matter black, white or beige  
Chola or orient made  
I'm on the right track baby  
I was born to be brave

[CHORUS]

I was born this way hey  
I was born this way hey  
I'm on the right track baby  
I was born this way hey

I was born this way hey  
I was born this way hey  
I'm on the right track baby  
I was born this way hey


Same D.N.A. but born this way  
Same D.N.A. but born this way

***Appendix F. – Leadership Compass Self-Assessment – Student***

## Red

### Approaches to Teamwork/Work style

- ☐ I am usually assertive, active, and decisive.
- ☐ I like to determine the course of events and be in control of working relationships.
- ☐ I am quick to act and express a sense of urgency for others to act.
- ☐ I enjoy challenges presented by difficult situations and people.
- ☐ I think in terms of the end goal(s) or result(s).
- ☐ I like a quick pace and fast track.
- ☐ I persevere and am not stopped by hearing “No”; I probe and press to get at hidden resistances.
- ☐ I like variety, novelty, and new projects.
- ☐ I am comfortable being in front of a room or crowd.
- ☐ Some of my value-oriented words phrases include “Do it now!”, “I’ll do it!”, and “What’s the main end goal?”



# of Checked  
Boxes in Red

## Orange

### Approaches to Teamwork /Work style

- ☐ I am a visionary who sees the big picture.
- ☐ I am a generative and creative thinker; I am able to think outside the box.
- ☐ I am very idea-oriented and focus on future thought.
- ☐ I make decisions by standing in the future.
- ☐ I usually have insight into mission and purpose.
- ☐ I look for overarching themes and ideas.
- ☐ I am skilled at problem-solving.
- ☐ I like to experiment and explore new ways of doing things.
- ☐ I appreciate a lot of information.
- ☐ My value-oriented words are “option,” “possibility,” and “imagine.”



# of Checked  
Boxes in Orange


\*adapted from Building Intentional Communities © 2010 Be the Change Consulting



## Green

### Approaches to Teamwork /Work style

- ☐ I understand how people need to receive information in order to act upon it.
- ☐ I integrate others' input in determining the direction of what's happening.
- ☐ I am value-driven regarding aspects of professional life.
- ☐ I use professional relationships to accomplish tasks and interaction is primary to me.
- ☐ I am supportive of teammates and peers.
- ☐ I have a willingness to take others' statements at face value.
- ☐ I am feeling-based and trust my own emotions and intuition.
- ☐ I believe my intuition and emotions are regarded as truth.
- ☐ I am receptive to others' ideas; I am a team player; I build on the ideas of others.
- ☐ I am generally non-competitive.
- ☐ I am able to focus on the present moment.
- ☐ My value-oriented words are "right" and "fair."

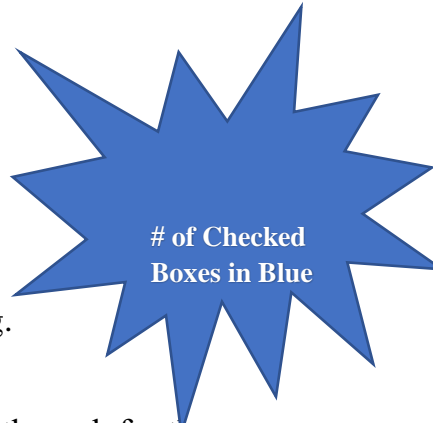


# of Checked  
Boxes in Green

## Blue

### Approaches to Teamwork /Work style

- ☐ I understand what information is needed to assist in decision-making.
- ☐ I am seen as practical, dependable, and thorough in task situations.
- ☐ I'm helpful to others by providing planning and resources and come through for the team.
- ☐ I move carefully and follow procedures and guidelines.
- ☐ I use data analysis and logic to make decisions.
- ☐ I weigh all sides of an issue and am balanced.
- ☐ I am self-reflective and self-analytical.
- ☐ I am careful and thoroughly examine people's needs in situations.
- ☐ I maximize existing resources and get the most out of what has been done in the past.
- ☐ I am skilled at finding fatal flaws in an idea or project.
- ☐ My value-oriented word is "objective".



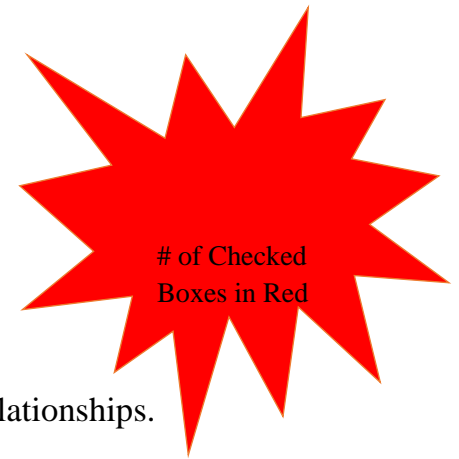
# of Checked  
Boxes in Blue

## ***Appendix G. - Leadership Compass Self-Assessment – Facilitator***

## Red – North – Action Oriented

### Approaches to Teamwork/Work style

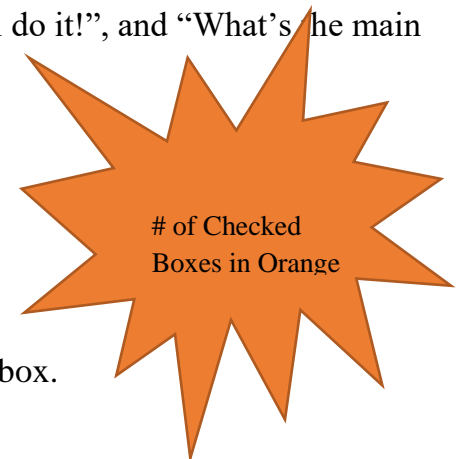
- ☐ I am usually assertive, active, and decisive.
- ☐ I like to determine the course of events and be in control of working relationships.
- ☐ I am quick to act and express a sense of urgency for others to act.
- ☐ I enjoy challenges presented by difficult situations and people.
- ☐ I think in terms of the end goal(s) or result(s).
- ☐ I like a quick pace and fast track.
- ☐ I persevere and am not stopped by hearing “No”; I probe and press to get at hidden resistances.
- ☐ I like variety, novelty, and new projects.
- ☐ I am comfortable being in front of a room or crowd.
- ☐ Some of my value-oriented words/phrases include “Do it now!”, “I’ll do it!”, and “What’s the main end goal?”



## Orange – East – Visionary

### Approaches to Teamwork /Work style

- ☐ I am a visionary who sees the big picture.
- ☐ I am a generative and creative thinker; I am able to think outside the box.
- ☐ I am very idea-oriented and focus on future thought.
- ☐ I make decisions by standing in the future.
- ☐ I usually have insight into mission and purpose.
- ☐ I look for overarching themes and ideas.
- ☐ I am skilled at problem-solving.
- ☐ I like to experiment and explore new ways of doing things.
- ☐ I appreciate a lot of information.
- ☐ My value-oriented words are “option,” “possibility,” and “imagine.”

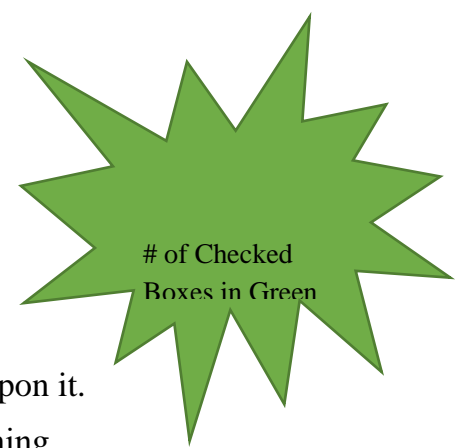


\*Adapted from Building Intentional Communities © 2010 Be the Change Consulting

## Green – South – Empathetic

### Approaches to Teamwork /Work style

- ☐ I understand how people need to receive information in order to act upon it.
- ☐ I integrate others' input in determining the direction of what's happening.
- ☐ I am value-driven regarding aspects of professional life.
- ☐ I use professional relationships to accomplish tasks and interaction is primary to me.
- ☐ I am supportive of teammates and peers.
- ☐ I have a willingness to take others' statements at face value.
- ☐ I am feeling-based and trust my own emotions and intuition.
- ☐ I believe my intuition and emotions are regarded as truth.
- ☐ I am receptive to others' ideas; I am a team player; I build on the ideas of others.
- ☐ I am generally non-competitive.
- ☐ I am able to focus on the present moment.
- ☐ My value-oriented words are "right" and "fair."



## Blue – West – Analytical


### Approaches to Teamwork /Work style

- ☐ I understand what information is needed to assist in decision-making.
  - ☐ I am seen as practical, dependable, and thorough in task situations.
  - ☐ I'm helpful to others by providing planning and resources and come through for the team.
  - ☐ I move carefully and follow procedures and guidelines.
  - ☐ I use data analysis and logic to make decisions.
  - ☐ I weigh all sides of an issue and am balanced.
  - ☐ I am self-reflective and self-analytical.
  - ☐ I am careful and thoroughly examine people's needs in situations.
  - ☐ I maximize existing resources and get the most out of what has been done in the past.
  - ☐ I am skilled at finding fatal flaws in an idea or project.
- My value-oriented word is "objective."




# Approaches to Work/Work Style


## NORTH—ACTION

- Assertive, active, and decisive
  - Likes to determine the course of events and be in control of professional relationships
  - Quick to act; expresses a sense of urgency for others to act
  - Enjoys challenges presented by difficult situations and people
  - Thinks in terms of the bottom line
  - Likes a quick pace and the fast track
  - Perseveres; not stopped by hearing “No”; probes and presses to get at hidden resistances
  - Likes variety, novelty, and new projects
  - Comfortable being in front of a room or crowd
  - Value-oriented phrases include “Do it now!,” “I’ll do it!,” and “What’s the bottom line?”
- 


## WEST—ANALYTICAL

- Understands what information is needed to assist in decision-making
  - Seen as practical, dependable, and thorough in task situations
  - Helpful to others by providing planning and resources; comes through for the team
  - Moves carefully and follows procedures and guidelines
  - Uses data analysis and logic to make decisions
  - Weighs all sides of an issue; balanced
  - Introspective and self-analytical
  - Careful; thoroughly examines people’s needs in situations
  - Maximizes existing resources; gets the most out of what has been done in the past
  - Skilled at finding fatal flaws in an idea or project
  - Value-oriented word is “objective”
- 

## EAST—VISION

- Visionary who sees the big picture
  - Generative and creative thinker; able to think outside the box
  - Very idea-oriented; focuses on future thought
  - Makes decisions by standing in the future
  - Insight into mission and purpose
  - Looks for overarching themes and ideas
  - Adept at problem-solving
  - Likes to experiment and explore
  - Appreciates a lot of information
  - Value-oriented words are “option,” “possibility,” and “imagine”
- 

## SOUTH—EMPATHY

- Understands how people need to receive information in order to act upon it
  - Integrates others’ input in determining direction of what’s happening
  - Value-driven regarding aspects of professional life
  - Uses professional relationships to accomplish tasks; interaction is primary
  - Supportive of colleagues and peers
  - Displays a willingness to take others’ statements at face value
  - Feeling-based; trusts own emotions and intuition as truth
  - Receptive of others’ ideas; team player; builds on ideas of others; non-competitive
  - Able to focus on the present moment
  - Value-oriented words are “right” and “fair”
- 

# Styles Taken to Excess

## NORTH—ACTION

- May easily overlook process and comprehensive strategic planning when driven by need to act and decide
- May get defensive quickly, argue, and try to “out expert” you
- May lose patience; pushes for decisions before its time; avoids discussion
- May be autocratic; want things their way; has difficulty being a team member
- Sees things in terms of black and white; little tolerance for ambiguity
- May go beyond limits; gets impulsive; disregards practical issues
- Not heedful of others’ feelings; may be perceived as cold
- Has trouble relinquishing control; finds it difficult to delegate responsibilities
- Value-oriented phrase is “If you want something done, do it yourself!”

## WEST—ANALYTICAL

- May be bogged down by information or analysis process at the expense of moving forward
- May become stubborn and entrenched in position
- May be indecisive, collect unnecessary data, become mired in details, or suffer from “analysis paralysis”
- May appear cold or withdrawn in respect to others’ working styles
- May have a tendency towards watchfulness or observation
- May remain withdrawn and distant
- May resist emotional pleas and change

## EAST—VISION

- May put too much emphasis on vision at the expense of action
- May lose focus on tasks
- Poor follow-through on projects; can develop a reputation for lack of dependability or attention to detail
- Not time-bound; may lose track of time
- Tends to be highly enthusiastic early on, but burns out over the long haul
- Will not work on projects that do not have a comprehensive vision
- Easily frustrated and overwhelmed when outcomes are not in line with vision

## SOUTH—EMPATHY

- May lose focus on goals when they believe relationships and/or needs of people are being compromised
- Has trouble saying “No” to requests
- Internalizes difficulty and assumes blame
- Prone to disappointment when relationship is seen as secondary to task
- Has difficulty consulting, confronting, and dealing with anger; may be manipulated by anger
- May over-compromise to avoid conflict
- Immersed in the “now”; loses track of time; may not see long-range view
- May become mired in the process at the expense of accomplishing goals