WORKSHOP 2

Skills for Community-Centered Libraries
EFFECTIVE COMMUNICATION

Free LIBRARY OF PHILADELPHIA

LESSON PLAN

CONTENTS

ABOUT THE *SKILLS FOR COMMUNITY-CENTERED LIBRARIES CURRICULUM*

The *Skills for Community-Centered Libraries* curriculum was made possible by the Institute of Museum and Library Services's "Laura Bush 21ˢᵗ Century Librarian Program" grant awarded to the Free Library of Philadelphia. Like many libraries across the nation, the Free Library of Philadelphia is undergoing a paradigm shift. Their extensive collections offer boundless discoveries, but increasingly their focus is not only on what is housed within their walls and on their servers, but also how they are engaging with their communities. The Free Library of Philadelphia consistently delivers millions of *transactions* each year—circulation counts, door counts, website use, and program attendance. However, increasingly, they seek to deliver *transformations* and to deepen the public impact of their mission. This requires staff to be more skilled in assessing community needs, developing strategic collaborations, and piloting and managing new kinds of programs. The Free Library of Philadelphia used the *Skills for Community-Centered Libraries* curriculum to train over 300 full-time library staff including regional coordinators, administrative librarians, library supervisors, librarians, library assistants, and municipal guards in community engagement skills. Seven other library networks throughout the United States and Canada also used this curriculum in rural and urban communities.

DIVERSITY PLAN

A core value of community engagement is a commitment to lifting up all people, including the underserved and marginalized. First, this curriculum is designed to engage both librarians with their Master of Library and Information Sciences (MLIS) degrees as well as library staff without advanced degrees, which helps to build a pipeline for community engagement work among the broadest possible range of staff. Second, curriculum design, testing and dissemination incorporated the experiences of multiple library systems which are urban and rural, from various parts of the United States and Canada. Third, the curriculum incorporates voices from outside the library field, specifically in community development and social work. Finally, this curriculum emphasizes the core library values of equity and inclusion.

NOTE TO FACILITATORS

Please read through all materials in the Facilitator Guide, Lesson Plan, Participant Guide, and slide deck before delivering the workshop. The Facilitator Guide includes a condensed lesson plan and a detailed script. The condensed lesson plan gives facilitators an accessible guide for time references and how the materials connect. The detailed script provides facilitators a sense of the flow, the intended connections between activities, and the opportunities to reinforce important learning objectives. However, facilitators should not memorize the script. As you proceed through the materials, adjust directions and scenarios to fit your style and the needs of your unique group of workshop participants. For example, depending on the group size, you can decide when to use pair discussions, small groups, or whole group conversations.

This curriculum was developed for all staff members in a library network, from library supervisors and library assistants to municipal guards and regional coordinators. The challenge of designing for different staff members is the varying levels of knowledge and background with specific topics. However, through piloting these workshops with participants from all different library positions, we found discussions to be better and more inclusive. Library staff members shared a variety of experiences. ALL library staff bring unique and essential viewpoints to discussions around community engagement.

The following guide incorporates Malcolm Knowles's "Six Principles of Adult Learning"[1]:

- Adults are self-directed in their learning experiences.
- Adults bring life experiences and knowledge to the learning environment/experience.
- Adults are goal oriented.
- Adults need to know that what they're learning is relevant.
- Adults learn by doing.
- Adults prefer variety in learning.

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[1]   Knowles, M. S. (1984). Andragogy in action. San Francisco: Jossey-Bass.

As you engage your group with these materials, you'll see the activities incorporate these principles in different ways. They are designed to create substantive discussion and learning opportunities.

Because of the nature of the topics, there will not be "right" or "wrong" answers throughout much of the workshop. Rather, participants are asked to reflect on various ideas, techniques, topics, etc., and use those that are relevant for their unique work and unique communities. An open mind is key for everyone during this process; therefore, facilitators should avoid any tendencies to tell people "the right answer." Rather, facilitators should ask questions to help participants uncover how to use the information in a way that is relevant to their communities; these types of questions are included in this guide but are by no means exhaustive. Additionally, when leading group discussions, facilitators should encourage participants to draw from their ideas, expertise, and experience.

During this workshop, participants are encouraged to talk about what they currently know and do in their work, and to find connections and even differences throughout the workshop. Ultimately, this workshop is meant to be a space for library staff to reflect on the work they do and shift their professional practices and mindset toward a common goal of community engagement for their communities as defined by their communities.

While adjustments to the guide and extended discussions are encouraged, it will be important to keep track of time in order to move through all the activities. There are directions included in each section for how to manage time, including a website (*https://www.online-stopwatch.com/*) that you can display on a projected screen to keep groups on time.

OVERVIEW WORKSHOP 2: EFFECTIVE COMMUNICATION

Community-centered libraries require library staff to form and sustain relationships with community partners. A key to any relationship is communication. Therefore, this workshop will address fundamental ideas about effective communication with a variety of audiences. Participants will reflect on the life experiences and lenses, or points of view, that impact how they communicate, review strategies for effective communication, practice behaviors that demonstrate active listening, and develop the skill of open-ended questioning. By the end of the workshop, participants will leave with the knowledge of what they need to do on an individual level to facilitate deeper discussions and stronger connections with community members.

WORKSHOP 2 LEARNING OUTCOMES

At the end of this workshop, participants will be able to:

My Lens	… reflect on the life experiences and lenses that impact how they communicate
Iceberg	… understand that the experiences, traditions, and beliefs of others are not initially visible and can potentially be uncovered with deeper connections
Effective Communication	… analyze their conversational tendencies … practice behaviors that demonstrate active listening … develop the skill of open-ended questioning to facilitate deeper discussions and stronger connections

IMLS COMPETENCY[2]

This workshop's learning objectives were derived from the following competencies from the Institute of Museum and Library Services:

- Manages the development of one's own learning and ongoing improvement of skills and knowledge
- Communicates effectively with a variety of audiences and individuals from diverse backgrounds
- Builds relationships with community organizations
- Selects and applies the most appropriate and effective style, depending upon the situation

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[2] From IMLS/WebJunction Competency Index for the Library Field, 2014.

VOCABULARY AND TERMS

Lens: A personal way of interpreting the world

Iceberg: A metaphor for an individual's lived experiences. That is, if any individual were an iceberg, we would only see what's above the water. Below the water are many more, rich lived experiences that we can't see.

ROOM SET-UP

- Desk or table at front

- Projection equipment (screen, computer, hookups, remote for advancing slides, etc.)

- Room for small-group work (round/small tables and chairs arranged around them in a space large enough for people to circulate and move from table to table)

LIST OF MATERIALS

- Participant Guide—one copy per person
- PowerPoint Slides
- 5 x 8 inch index cards (one for each participant)
- Index card sample of Trading Card format
- Colored fine-point markers (one set for each table)
- Flipchart paper (paint-safe adhesive to hang flipchart as needed)
- Easel
- Markers for writing on chart paper
- Stopwatch/timer (*https://www. online-stopwatch. com/*)
- Triangle or other instrument or noisemaker to signal transitions

WORKSHOP STRUCTURE

ACTIVITY	DURATION
Welcome	20 minutes
Trading Card/Warm-Up	10 minutes
My Experience: My Lens	25 minutes
The Iceberg	45 minutes
Break	**15 minutes**
Communication: A Self Survey	20 minutes
Role-Plays and Observations	20 minutes
Strategies for Effective Communication	15 minutes
Question Types	15 minutes
More Role-Plays and Observations	35 minutes
Strengths and Stretches	5 minutes
Workshop Review	10 minutes
Take and Turn	5 minutes
TOTAL	**240 minutes**

WELCOME

Facilitator Notes

Effective Communication

Community-centered libraries require library staff to form and sustain relationships with community partners. A key to any relationship is communication. Therefore, this workshop will address fundamental ideas about effective communication with a variety of audiences.

Ground Rules

The purpose is to establish a list of rules of conduct for sharing that will guide the participants throughout the workshops. This is to create a space for discussions that respects a diversity of experiences and opinions and to foster authentic discussions. Use of the Ground Rules is essential during the Effective Communication workshop. Participants will be discussing experiences in their lives that have shaped their ways of thinking. Participants will need a safe space in order to feel respected and heard during these personal conversations. Facilitators should be prepared to delve into topics regarding race, gender identity, types of marginalization, and power dynamics.

If Workshop 1 was omitted, use the Ground Rules pages that are included as an appendix to this document. Distribute these pages to participants and establish Ground rules.

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
20 min	**Materials Prep:** Facilitator will write the six main ground rules (pg. 9) on chart paper to prepare for group discussions 1 Welcome participants to the Effective Communication Workshop 2 Review what happened in the Building Connections Workshop as a whole group 3 Participants will practice their Networking Introduction and share their "Take and Turn" from Workshop 1 in pairs 4 Review the workshop agenda 5 Highlight the benefits of improving communications skills in order to form stronger connections with your community 6 Introduce Participant Guide (pgs. 4–8) 7 Review ground rules that were established during Workshop 1 or establish ground rules for the group when using this Workshop on its own (pg. 9, Lesson Plan Appendix)	Pgs 4–9 (Ground Rules reflection questions in Appendix. Use this page as an introduction to Ground Rules if Workshops are not run in sequence)	Slides 1–9	Workshop 1 Review: *Whole Group* Networking Introduction and "Take and Turn: Review: *Pair Discussion* Agenda Review: *Whole Group* "Ground Rules": (Pg. 9) *Whole Group*	If you are not using the four Workshops in sequence, omit Slides 2–4 and all review activities.

TRADING CARD/WARM-UP

Facilitator Notes

Trading Card

Participants will add an idea to their Trading Card about "effective communication" that will help to start the day's activities.

Use trading cards to select discussion leaders for each small group activity. Have participants put the cards facedown on the table and randomly select one card to be the discussion leader each time.

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
10 min	**Materials Prep:** Facilitator will list participants' ideas about "effective communication" on chart paper **Facilitator Note:** If the Workshops are run in sequence use the Trading Card activity (Slide 10). If this Workshop is presented as a standalone, use the Warm-Up Activity (Slide 11). **Trading Card Activity** 1 Participants will add one word or a short phrase to their Trading Card answering the question: "What is effective communication?" 2 Present the features of effective communication including pragmatics 3 Ask participants to reflect on why and how these pragmatics may change from person-to-person when one works at a public library	N/A	Slides 10–13	Trading Card response: *Individual* Effective Communication Question: *Individual* Share Warm-Up Responses: *Partner Discussion* Share thoughts on effective communication: *Whole Group*	Do not cut

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
	Warm-Up Activity				
	1 Participants think of one word or a short phrase answering the question: "What is effective communication"?				
	2 Participants will share what they wrote in pairs				
	3 Write participants' thoughts about effective communication on chart paper during whole group discussion				
	4 Present the features of effective communication including pragmatics				
	5 Ask participants to reflect on why and how these pragmatics may change from person to person when one works at a public library				

MY EXPERIENCE: MY LENS

Facilitator Notes

My Experience: My Lens

Participants will reflect on their life experiences and discuss how these factors influence the way in which they view the world. Then, they'll reflect on how these experiences impact their communication.

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
25 min	**Facilitator Note:** During the Life Experience Connection activity, you are asking participants to share their personal experiences. Please be prepared to build in time for processing in case someone shares something that is very emotional. Perhaps thank them for being brave in sharing and then take a quick break. If others want to support what was said, allow a minute or two for that to happen. Make sure to get back to the original workshop materials and conversations. 1 Participant will read "My Experience: My Lens" text aloud on pg. 10 2 Read directions for the "My Self" activity and present model on the PowerPoint 3 Explain that the items to include represent participants' identities, affiliations, and interests 4 Give participants 3 minutes to complete the "My Self" activity 5 Let participants know they will be sharing their responses with their small group, so they should only include items they feel comfortable sharing	Pgs. 10–12	Slides 14–21	"My Experience: My Lens Reading": (Pg. 10) *Whole Group* "My Self": (Pg. 10) *Individual* "My Self" Discussion: (Pg. 11) *Partner Discussion* Reflection Opportunity: (pg. 11) *Individual*	Do not cut

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
	6 Participants will discuss what they wrote with a partner for 5 minutes. Participants will select the words/phrases that have the biggest impact on their view of the world or, in other words, their lens			Reflection Discussion Questions: (Pg. 11–12) *Partner Discussion* Final Reflection: *Whole Group*	
	7 Explain the meaning of lens (Slide 17)				
	8 Remind participants of respecting ground rules during their discussions				
	9 Highlight that life experiences allow individuals to have connection and empathy for people who have had similar experiences				
	10 Review directions for Reflection Opportunity activity on pg. 11				
	11 Participants will have 2–3 minutes to complete this activity				
	12 Participants will share their answers to the questions on pg. 11 and discuss the questions on pg. 12 with their partner for 8 minutes.				
	13 Ask participants to share their thoughts about their discussions as a group				
	14 Transition to next activity (Slide 21)				

THE ICEBERG

Facilitator Notes

The Iceberg

Participants will consider the life experiences of others using an iceberg metaphor. This helps to make participants aware of the fact that what humans can tell from superficial interactions is only the surface of another person's lived experiences. Participants will become aware of how everyone's lenses and lived experiences impact communication and will come to the conclusion that communication is layered and complex.

It is recommended that facilitators read the Facilitator Guide for the Iceberg Activity. The Iceberg exercise fosters passionate discussions on topics that are deeply personal to participants. The Facilitator Guide will provide framing language for this discussion and allow the facilitator to be more prepared to guide conversations, validate participants' experiences, and strictly enforce Ground Rules, which is essential for conversations to be constructive, honest, and safe for participants.

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
45 min	**Facilitator Note:** If you have a small number of individuals of color participating in the workshop, they may be uncomfortable in sharing their personal experiences. Perhaps they have always shared and are tired of it, they're trying not to make an issue of it, issues below the line may be unresolved, or they may not want to put themselves out there if they haven't established trust with the group. This is something to consider if people of color don't participate broadly in this activity. 1 Read iceberg definition on Slide 22 2 Explain that previous discussions of the iceberg have brought up passionate discussions around race, gender identity, types of marginalization, and power dynamics 3 Remind participants of using ground rules during this activity, specifically "Move Up, Move Up"	Pgs. 13–15	Slides 22–32	"Others' Life Experiences: The Iceberg": (Pg. 13) *Whole Group* "Iceberg Analysis Discussion Questions": (Pg. 14) *Small Group/ Whole Group*	Do not cut. "The Iceberg" was rated as one of the most useful activities in these workshops

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
	4 Clarify how the iceberg allows participants to uncover assumptions that they have about others and challenge assumptions which may be false				
	5 Highlight the goal of the iceberg activity, which is to "go beneath the surface"				
	6 Ask a volunteer to read the text on pg. 13				
	7 Review the Sample Cultural Iceberg on pg. 13 and identify items that are generally "above" the surface and items that are generally "below" the surface				
	8 Acknowledge that we often make assumptions about items that are "above" the surface which can be incorrect, such as age or gender expression			"My Iceberg": (Pg. 15) *Individual*	
	9 Have participants put their Trading Cards in the middle of the table facedown, and then select one to be their discussion leader (If this is a standalone workshop, ask a participant to volunteer as the discussion leader)			"My Iceberg" Discussion: (Pg. 15) *Small Group*	
	10 Participants will discuss the questions on pg. 14 for 15 minutes				
	11 As a whole group, participants will share insights from their discussions				
	12 Participants will have 5 minutes to begin their own iceberg on pg. 15				
	13 In a small group, participants will share the aspects of their iceberg that they are certain impact their communication				

BREAK

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
15 min	**Facilitator Note:** It is recommended to change up the groupings for the second part of this workshop. This will allow participants to share with more people. However, it is at the discretion of the facilitator to make this change.	N/A	Slide 33	N/A	Do not cut

COMMUNICATION: A SELF SURVEY

Facilitator Notes

Communication: A Self Survey

Participants will reflect on their communication styles by completing a short survey and answering questions about it. Through this discussion, participants will become aware of how they communicate and see how it's different from other participants. They'll consider their answers in light of the previous activities examining life experiences and lenses. All of this is to encourage participants to understand the strengths in their communication styles and the areas that they need to grow and develop in order to connect with diverse audiences.

"How might an individual's life experiences and lenses impact their styles of communication"? (Question 3 on pg. 16) Some examples might include: A person who has lived outside of the USA may have an easier time talking with non-native English speakers; a person who has personally experienced cancer may be more empathetic to someone who is undergoing treatment for cancer; and having a religious practice may create more empathy for those experiencing religious persecution.

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
20 min	1 Participants will complete the survey on pg. 16 about their conversational tendencies 2 Participants will have 10 minutes to discuss survey responses and the questions at the bottom of pg. 16 with a partner 3 As a whole group, participants will share their thoughts about questions 2 and 3 on pg. 16 4 Transition to next activity (Slide 36)	Pg. 16	Slides 34–36	"Communication: A Self Survey": (Pg. 16) *Individual* Survey Discussion: (Pg. 16) *Partner Discussion* Survey Debrief: (Pg. 16) *Whole Group Discussion*	Do not cut

ROLE-PLAYS AND OBSERVATIONS

Facilitator Notes

Role-Plays and Observations

Participants will engage in role-play with an observer. The observer will provide feedback on areas of strength and places to improve communication. Participants will repeat this role-play again later in the workshop, after reviewing effective speaking and listening strategies and question types.

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
20 min	1 Turn to pgs. 17–19 of the Participant Guide and describe the role-play 2 Role A, the library staff member, should pick a situation that is likely to occur at their library. Example situations may include speaking with English Language Learners or interacting with caregivers 3 Instruct participants in Role B that options are on pgs 17–18 4 Show participants the observation form on pg. 19 that will be used to evaluate the conversations during the role-play 5 Acknowledge that role-plays can feel like an ideal scenario rather than the "real world" 6 Encourage participants to act out their own role-play 7 Highlight that this exercise is for all staff members, including library assistants or guards who can have connections and windows into the community that others on the team may not have 8 Once roles have been selected, give participants 3 minutes to engage in the role-play	Pgs. 17–20	Slides 37–39	"Role-Play": (Pgs. 17–19) *Small Group* "Role-Play" Debrief: (Pg. 20) *Small Group*	If you are running behind on time, only do the role-play once.

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
	9 Observers will have 3 minutes to give feedback and lead the group in a small discussion using the question on pg. 20				
	10 Time permitting, have participants switch roles and run role-play again				
	11 Give participants 3 minutes to engage in the role-play				
	12 Observers will have 3 minutes to give feedback and lead the group in a small discussion using the questions on pg. 20				
	13 Thank participants for doing the role-play				
	14 Transition to next activity (Slide 39)				

STRATEGIES FOR EFFECTIVE COMMUNICATION

Facilitator Notes

Strategies for Effective Communication

Participants will review tips for Effective Speaking and Effective Listening and will discuss what effective body language looks like. Participants will practice these strategies and receive feedback during the role-play at the end of the workshop.

Passive Voice/Tips for Effective Speaking

The passive voice puts the subject first in a sentence and takes the focus off the individual. For example, "The printer is not working correctly" instead of "You broke the printer" or "The book was returned late" instead of "You returned the book late."

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
15 min	1 Facilitator will read text at the top of pg. 21 2 Facilitator will read the list of "Tips for Effective Speaking" on pg. 21 3 Ask if anyone has questions about these tips 4 Facilitator will read the list of "Tips for Effective Listening" on pg. 22 5 Ask if anyone has questions about these tips 6 As a whole group, discuss the body language questions at the bottom of pg. 22 7 Transition to next activity (Slide 42)	Pgs. 21–22	Slides 40–42	"Strategies for Effective Communication: (Pgs. 21–22) *Whole Group*	Do not cut

QUESTION TYPES

Facilitator Notes

Question Types

Participants will review open and closed question types and rewrite some closed questions to be open. They'll reflect on why open questions create a chance for connection and understanding and reflect on their role plays to identify potential missed opportunities to have asked an open-ended question. Participants will also learn about times when closed questions are more appropriate, such as when communicating with English Language Learners or Neurodivergent individuals. Participants will learn additional strategies for supporting communication with English Language Learners and Neurodivergent individuals.

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
15 min	1 Volunteer will read text at the top of pg. 23 2 Highlight that open-ended questions are useful when one is trying to reach a deeper understanding or to make a connection with someone 3 Review the chart at the bottom of pg. 23 and highlight the different responses you will receive depending on the type of questions you use with your community (Additional text can be found in Facilitator Guide) 4 Participants will have 5 minutes to rewrite the questions on pg. 24 to make them open-ended 5 As a whole group, discuss the open-ended questions that participants wrote 6 Explain that open-ended questions will not always be the best strategy	Pgs. 23–24	Slides 43–48	"Question Types": (Pg. 23) *Whole Group* Open-Ended Questions Activity: (Pg. 24) *Individual* Strategies to support English Language Learners and Neurodivergent patrons: *Whole Group*	If you are running behind on time, the Open-Ended Questions activity on pg. 24 can be done as a whole-group activity.

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
	7 Using open-ended questions with English Language Learners (ELLs) may not be possible because of the community member's level of English proficiency. Additionally, neurodivergent individuals may struggle with open-ended questions, eye contact, and understanding facial expressions and gestures. (Additional support for these topics can be found in Facilitator Guide)				
	8 Review strategies to support communication with English Language Learners and Neurodivergent individuals (Slide 46)				
	9 Ask participants if they have strategies that have been helpful in connecting with community members learning English and/or Neurodivergent individuals				
	10 Highlight that every conversation can be a community engagement opportunity				
	11 Transition to next activity (Slide 48)				

MORE ROLE-PLAYS AND OBSERVATIONS

Facilitator Notes

More Role-Plays and Observations

Participants will engage in role-play with an observer. The observer will use the tips and strategies from the previous activity to make people aware of some of the things they do when they're talking. After receiving feedback from the observer, the participants will practice the role-play again, improving their effective communication strategies.

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
35 min	1 Now participants will incorporate ideas and strategies from "Effective Listening and Speaking Tips" and "Question Types" into their role-plays 2 Participants should think about the feedback they received from observers the first time and focus on a few strategies to improve their interaction and make deeper connections 3 Review directions for the role-play on pg. 25 4 Role B should pick a new role to not repeat the same conversation 5 Once roles have been selected, give participants 3 minutes to engage in the role-play 6 Observers will have 5 minutes to give feedback and lead the group in a small discussion using the questions on pg. 27 7 If you have time, have participants switch roles and run role-play again. Follow the same structure: Give participants 3 minutes to engage in the role-play and then observers will have 5 minutes to give feedback and lead the group in a small discussion using the questions on pg. 27	Pgs. 25–28	Slides 49–51	Role-Play: (Pgs. 25–26) *Small Group* Role-Play "Debrief": (Pg. 27) *Small Group* "Discussion Questions": (Pg. 28) *Partner Discussion* *Have participants partner with someone new	If you are running behind on time, only run one role-play.

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
	8 Present the discussion questions on pg. 28 that ask participants to look more deeply at their own communication				
	9 Participants will have 10 minutes to have a pair discussion with someone they haven't communicated with yet during the workshop				
	10 As a whole group, ask participants to share their thoughts and reflections from the discussion				
	11 Thank participants for their thoughtful responses throughout the workshop				

STRENGTHS AND STRETCHES

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
5 min	1 Participants will reflect on the skills discussed during the workshop and identify their areas of strength and ways they can stretch to develop community engagement skills	Pg. 29	Slide 52	"Strengths and Stretches": (Pg. 29) *Individual Activity*	Do not cut; participants need to reflect on the unique strengths they bring to community engagement and ways they can stretch to further these practices.

WORKSHOP REVIEW

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
10 min	1 Participants will share key takeaways that will support and improve their community engagement practices 2 Participants will brainstorm how to TAKE the skills that were discussed and TURN them into action	Pg. 30	Slide 53	"Workshop Review": (Pg. 30) *Small Group Activity*	This activity can be cut for time.

TAKE AND TURN

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
5 min	1 Facilitator will review the "Take and Turn" assignment	Pgs. 31–32	Slides 54–55	"Take and Turn": (Pgs. 31–32) *Whole Group Activity*	Do not cut; review activities that participants can engage in to take the skills learned during the session into their daily work routine.

APPENDIX

Ground Rules

Creating a space to share ideas and thoughts

Directions: *Read questions 1-3. Answer them by writing down your ideas or simply think about them. You'll be sharing your thoughts in a small-group discussion.*

1   As an individual, what do you need to ensure a safe environment to have honest discussions about public libraries and community engagement?

_____

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_____

2   What are some concerns you may have about sharing your professional experiences today? How might the group be able to manage such concerns?

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_____

_____

3   What are some ground rules that will help you share your ideas?

_____

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