DEAR EDUCATOR, TEAM LEADER, OR OTHER AWESOME PERSON:

Hi! Thanks for downloading a license to share the Tiny Guides! Our goal is to support you sharing this content with other people, educators, and parents in your community. Below are some strategies we use at Cultures of Dignity when we train educators and work with groups and individuals.

How Do I Use the Tiny Guides?

You know your young people and community best and there is no "right" way to use the Tiny Guides. That said, we have suggestions to support the implementation of these Tiny Guides. Programmatically, we have provided best practices to share with facilitators to ensure they're equipped with principles to lead positive discussions online or in the classroom. We have also provided a lesson plan an educator or parent can use to guide a discussion.

➔ **Share all the guides, or a specific bundle, with parents, participants, teammates, or community participants as a resource they can explore individually.**
These guides were created to be easily understood by anyone, so they don't require lessons/discussions. People can independently explore the Tiny Guides so they feel supported and connected to your community without feeling overwhelmed by an additional task.

➔ **Share Vocabulary**
The Tiny Guides give your community a shared language to communicate social and emotional experiences. All communities need connection and a shared vocabulary based on principles. That vocabulary allows you to create and sustain that connection by normalizing struggle and encourage people to self-reflect, have patience/understanding for others, and advocate for their needs.

➔ **Share all the guides, or a specific bundle, and create a discussion group, class, or advisory/homeroom around them.**
Having a class/discussion group will enhance people's understanding of the ideas presented in the guides, reinforce a shared vocabulary for your group that you can connect with your school or organization's mission statement, and strengthen the relationships between people in your community.

How Do I Decide Which Guide to Use When?

Using the guides in random order will not make them less effective. However, you can also consider the following suggestions. Let the group decide the order because including others into the decision making increases their investment in the program.. Or, you can follow our suggested order below:

The suggested order of the tiny guides:

1. Dignity: What it is
2. Dignity: The 10 Elements
3. Dignity: How to Practice
4. Metacognition
5. Cognitive Load
6. Learned Helplessness
7. Neuroplasticity
8. Emotional Hijacking
9. Emotional Granularity
10. Vulnerability
11. Shame
12. Anger
13. Anxiety
14. Self-Compassion
15. Boundaries
16. Productive Discomfort
17. Frustration Points
18. Self Regulation and Self advocacy

If you purchased the bundles, we recommend the following order:

1. Dignity Bundle
2. How Your Brain Works
3. How Your Emotions Work
4. How to Practice

DIGITAL BEST PRACTICES

Because discussions are increasingly facilitated online, teaching a group in this environment presents some changing dynamics. Teaching online, as teaching in person, always has its challenges. Addressing those challenges is essential for creating an engaging educational environment where people can advocate for themselves if they aren't getting what they need from the educational format. Following the guidelines below can help:

➔ **Create group expectations together and be aware of equity challenges as you create them.** Especially with young people, create guidelines together of how everyone (including the teacher) should "show up" for class; including participants' dress, hygiene, location etc. You are creating guidelines for how participants will show up for your class **with** your participants. That said, it's your responsibility as the facilitator to be mindful of your participants' different home environments. For example, in one way it makes sense to have a group guideline that participants (and you) should not attend the class while in bed because it's important to separate where a person rests from where they study. On the other hand, a participant may have no other choice but to attend your class from their bed due to lack of privacy in common spaces or limited space overall. And this doesn't even address the challenge of those participants who have limited access to technology. So be mindful of creating guidelines that affirm each participant's dignity in the online learning space you co-create with your participants.

➔ **Use platform features to control the learning space.** Ask participants to mute their mics unless speaking, use group muting functions if necessary, and make sure all participants have equal access to content by sharing within the video conferencing connection, using subtitles when recording or sharing videos, and saving recordings so participants can return to them later.

➔ **Ask for feedback**. All participants may not get the chance to, or feel comfortable, sharing with a large group. Through email, google form, or your video conferencing platform find a way to ask your participants if they felt seen, heard, and supported. Be prepared to follow up with those who say no.

➔ **Encourage participants to use backgrounds:** Even if they are silly, backgrounds offer privacy and emotional safety. Privilege of all kinds is easily on display in video calls. Backgrounds can help participants feel comfortable, make the learning space more equitable, and eliminate stereotype threat participants may bring with them into the space.

➔ **Ignore the small stuff.** This is new territory for many and you cannot exert the same amount of control over a digital space as you can in a classroom or meeting. If someone is in their bedroom, or wearing pajamas, using a funny background, or have people walking in the background try your best to let it go. What matters is that they are there.

BEST PRACTICES TO RUN A GROUP

This tool is meant to be shared with facilitators leading discussions of the Tiny Guide content. These principles offer guidelines to run productive groups, provide norms for feedback, and can be used to redirect challenging behavior while honoring dignity. Reading through the Dignity Bundle prior to discussions also helps create a framework for positive dynamics.

- ➔ **Be Soft on People and Hard on Ideas:** Push on ideas without personally attacking others. Use conversation stems like:
  - ◆ *That's not my experience (instead of you're wrong about…)*
  - ◆ *Help me understand…*

- ➔ **Engage Curiosity:** When we find someone's ideas immediately objectionable, take a breath and get curious before responding.

- ➔ **Have Patience:** It takes a while to understand these topics let alone apply them in our lives. Give people room to make mistakes without discounting that they are trying.

- ➔ **People are the Subject Matter Experts of their Lives:** Acknowledge people's paths. We have no way of knowing where everyone is coming from or how their prior experiences are shaping their participation in the current moment. Try to lead with benefit of the doubt.

- ➔ **Validate, Don't Relate.** Avoid telling others we know what they're going through. While you may have had similar experiences, you don't know how others' experience events.

- ➔ **Seek Meaningful Connection**: Come to discussion looking to expand your knowledge and understanding of others.

- ➔ **Remember Intention versus Impact**. We cannot control how our words, actions, and behaviors land on others. Be open to the idea that you may have caused harm without meaning to. Getting defensive only makes both sides dig in and shuts down connection. Self-Regulate and accept feedback.

- ➔ **Create Space for Participation and Contribution**: Be mindful of airtime, encourage others to share, ask curious questions, avoid judgement.

- ➔ **Remember Who Isn't Here**: Be mindful of who is not in the room and represent their interests.

- ➔ **Acknowledge that Conflict is Inevitable:** Conflict is not a competition, it means we are passionate about ideas. However, our passion is not permission to treat others poorly or close ourselves off to the ideas of others. Someone disagreeing with you does not have to be viewed as a personal attack.

GROUP FACILITATION LESSON PLAN

Your Preparation

> **Time:** *10 minutes*

1. Review the content in the Tiny Guides
2. Review the Digital Best Practices and Best Practices to Run a Group above
3. Review the Principles and the lesson plan below

Principles
As a Facilitator it's always helpful to remember these key concepts:

➔ **Listening is being prepared to be changed by what you hear.** It doesn't mean waiting for someone to stop talking so we can tell them why they're wrong and we're right.
➔ **Everyone has the right to have different opinions and feelings about the situation.** No one has the right to say that another person's opinion or feelings are wrong.
➔ **Be aware of coming across as lecturing or making assumptions and judgments about them.**

Time To Teach

> **Time:** *15 minutes*
> **Where:** *Neutral/comfortable setting with cell phones in a different room or turned off*
> **When:** *Mutually agreed upon time for best concentration*

Give people the option of reading the Tiny Guide together or each of you reading it on your own and then coming back to discuss together.

Debrief Questions
- What is one thing you learned that surprised you? Why?
- What do you think is the most important part of this guide? Why?
- If you were explaining the concept covered in the guide to another person, what would you focus on? Why?
- What is the most important part of the guide for me or the group to know to better support you?

Takeaway
Ask the questions below and share your answers with each other
- What is one thing you learned from this Tiny Guide that you can use when you feel this way in the future?

- What is one thing from this Tiny Guide that you want others to know so they can best support you?

Where Do We Go From Here?

Choose another guide to explore as a group, or follow the suggested order above. Keep talking about your emotions and using the Tiny Guides!