



Sharing Stories and Listening to One Another

A Toolkit for the 250th

Readings & Discussion Questions

Below is a short list of readings and discussion questions that you can use to guide your own conversations about the 250th in your community. As you prepare to host 250th conversations, we encourage you to use texts to gather folks to have conversations about the big ideas that emerge from contemplating our history as a nation. Here are some big questions we're thinking about as the 250th approaches:

- America was revolutionary in its founding, especially in its statement of the equality of all people. Was the equality stated in the Declaration achieved? In what ways does the revolution continue today?
- What big ideals were developed in the Declaration and how do they show up in your lives today? Do you feel connected to this document? Why or why not?
- How do we balance the ideal of individual freedom with the commitments we make to others when we live in community together?
- What responsibility do citizens have to their governments and to each other? What does it mean to live in a democracy, and what's your role in it?
- How connected do you feel to the history of America? Why does knowing this history matter to our lives, families, and communities?

At the end of this guide, you'll find the Civic Reflection Facilitator Handbook, full of ideas for how to guide fruitful conversations about big ideas, where through discussion participants can further discover clarity about self, community with others, and commitment to civic life. You can use the handbook to develop your own conversations about any text, but here are a few sample texts and discussion questions to get you started.

“THE HISTORY TEACHER” BY BILLY COLLINS

<https://www.poetseers.org/contemporary-poets/poet-laureates/billy-collins/the-history-teacher/>

- Why does the teacher share lessons in the way that he does?
- How do the students respond after their lessons? How would you describe their behavior?
- How would encountering accurate history violate their innocence?
- What would a truer version of events give students? Do you think the students would act differently if given a different version of events?
- Do you see limits put on your own experience of knowing our full history? Where and how do these things happen?
- Why is it important that we know our full history?

THE DECLARATION OF INDEPENDENCE

<https://www.archives.gov/founding-docs/declaration-transcript>

- What does the Declaration say are the rights of citizens? The duties?
- What does the Declaration assert as “unalienable Rights”?
- Who did the authors of the Declaration mean when they say “we” and “us”? How has their definition expanded? Has it?
- Why did the authors write the Declaration? What were their purposes?
- Why must we be guaranteed liberty? What does that imply about the nature of government?
- How might the ideas of equality in the Declaration affect you today?

“DECLARATION” BY TRACY K. SMITH

<https://www.poetryfoundation.org/poems/147468/declaration-5b5a286052461>

- Who is “our” in the poem? Who is “He”?
- Does Smith use modern English or antiquated English in her poem? Why do you think she makes that choice? How does it affect the ideas she is conveying?
- What attitude do the speakers seem to have toward the Declaration of Independence? What is their message about the document?
- What might be the “repeated injury” the speakers have suffered?
- What stands out to you most in the poem? Why?
- What are other ways in which the Declaration of Independence may be interpreted?

“I, TOO” BY LANGSTON HUGHES

<https://www.poetryfoundation.org/poems/47558/i-too>

- Who is the speaker? What do we know about him?
- Why the “too”? What is Hughes emphasizing?
- Why does the speaker laugh?
- What shifts in the poem when the narrator says “tomorrow”? What happens to make this change?
- Have you ever felt excluded from the table? Why?
- How can we achieve the vision that Hughes has of “tomorrow”? What needs to happen?

“SECOND INAUGURAL ADDRESS” BY ABRAHAM LINCOLN

<https://www.nps.gov/linc/learn/historyculture/lincoln-second-inaugural.htm>

- According to Lincoln, why couldn't the American Civil War be avoided, considering that “All dreaded it all sought to avert it”? Why does he emphasize that “both parties deprecated war”?
- Why does Lincoln point out, “Both read the same Bible, and pray to the same God”? Why doesn't he claim that God is on the side of those who oppose slavery?
- Why does Lincoln discuss the meaning of the war in terms of “the providence of God” rather than in terms of the human interests that “all knew” were the cause of the war?
- What is the “just” and “lasting” peace that Lincoln asks his listeners to do all they can to achieve? Why does he add that this peace is not only “among ourselves” but “with all nations”?
- How should a leader speak to divisive factions in order to reunite them?
- Should our life together as citizens always be pursued according to the principle “with malice toward none; with charity for all? Is this principle a safeguard against divisiveness?

“BILINGUAL/BILINGÜE” BY RHINA P. ESPAILLAT

<https://www.poetryfoundation.org/poems/46542/bilingual-bilingue>

- The author says that her father “liked them separate.” What does she mean by “them” and how does this impact her daily life?
- What does Espailat mean by “still the heart was one?”
- Why is her father afraid of her speaking Spanish outside of the home?
- How do the Spanish translations in parentheses affect the poem? How might the poem be different if they were not present?
- How might Espailat’s ideas of language affect her identity? How does your language affect your identity?
- What does Espailat’s poem reveal about belonging?

Additional Readings

Our Declaration: A Reading of the Declaration of Independence in Defense of Equality by Danielle Allen (Liveright, 2014)

American Scripture: How America Declared Its Independence from Britain by Pauline Maier (Pimlico, 1999)

Declaration: The Nine Tumultuous Weeks When America Became Independent by William Hogeland (Simon and Schuster, 2010)

FOR YOUNGER READERS

The Side-By-Side Declaration of Independence by David Miles (Bushel & Peck, 2021)

For Which We Stand: How Our Government Works and Why It Matters by Jeff Foster (Scholastic, 2020)

Mumbet’s Declaration of Independence by Gretchen Woelfle (Carolrhoda Books, 2014)

Resources

We are grateful for the work of Oregon Humanities and their Conversation Project. Visit www.oregonhumanities.org for more information about their work and resources.

We are also grateful for the efforts of the Center for Civic Reflection, housed at Salisbury University. Learn more at: <https://www.civicreflection.org/>.

You may also find the following resources helpful as you contemplate programming for the upcoming 250th.

- [AASLH 250th Anniversary Program Handbook and Field Guide](#)
- [Indiana University's Center for Representative Government](#)
- [Indiana's Civic Health Index](#)
- [Ball State University's Hoosier Survey](#)
- [Indiana's 250th Commission](#)
- [WYFI's Simple Civics Series](#)



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Civic Reflection Discussions Facilitator Handbook

Welcome!

At Indiana Humanities, we encourage Hoosiers to think, read, and talk. When discussing difficult topics or cultivating deeper reflection, a thoughtful facilitator, carefully chosen object, and good questions can make for a meaningful conversation that builds connections between participants. This guide provides useful tips for facilitating conversations based on the civic reflection model.

The materials in this handbook are adapted from the Center for Civic Reflection. Visit www.civicreflection.org to learn more. We'd also like to acknowledge the great work of Oregon Humanities' Conversation Project in our development of this handbook. Visit <https://www.oregonhumanities.org/> for more information about their reflective conversations and resources. In this guide, we have indicated organizations responsible for the development of these resources, and encourage you to seek them out for further reading or more information.

WHAT IS CIVIC REFLECTION?

"Civic reflection in the broadest sense refers to any activity that engages people in thinking carefully about their civic choices and commitments. In this handbook we introduce a specific approach to civic reflection that relies on the practice of group reading and discussion. These civic reflection discussions are a unique way for participants to think and talk with other people about the beliefs that underlie their public work, using short but resonant readings or other objects (such as images, songs, and short films) to add depth and complexity. Civic reflection discussions can help us talk more comfortably about values, think more deeply about choices, and respond more imaginatively to the needs of our communities." –Center for Civic Reflection

Civic reflection discussions are open-ended, but focused, conversations. They do not look to achieve consensus or spark debate among participants, but instead encourage inquiry and listening to others. We recommend putting an object (text, image, audio, video) at the center of the conversation to start the discussion in a place outside personal experience, where feelings and emotions are not the immediate focus of the conversation. Readings can be challenged, appreciated, or even argued with, without doing them harm. Through great questions and facilitation, participants start with a reading and then get to the big ideas, meaning, and beliefs later in the discussion.

The objects you select matter. Well-selected readings give us something in common, while allowing insight into experiences that participants may not have access to in their own lives. Through discussion, they reveal the values and beliefs of those in attendance. And when the conversation gets tough (or off on a tangent) there's an object to come back to re-focus the conversation.

BENEFITS AND OUTCOMES: THE THREE C'S

- Clarity about self—People leave civic reflection discussions with increased self-understanding—a better sense of their beliefs, expectations, limitations, and motivations.
- Community with others—People leave civic reflection discussions feeling a deeper connection with their colleagues and a better understanding of differing beliefs and values.
- Commitment to civic life—People leave civic reflection discussions feeling renewed, with a refined and refreshed understanding of why civic work matters.

PLANNING THE DISCUSSION

(From the Center for Civic Reflection Facilitator Handbook)

First, we want to lay out the different possible components of most civic reflection discussions. There is no rule that says all these components need to be included, but it is worth thinking about which you want to use, which you might leave out, and what form your chosen components will take.

- **The big question, theme, or issue**—what ideas are you hoping to help participants think about and discuss? (This will probably be the first decision you make, though you might not mention it explicitly to the participants during the session.)
- **Introductions**—how will you set the space at the start? How will you orient participants toward the activity? Will you ask participants to introduce themselves, and what will you ask them to say?
- **Opening exercise**—will you ask participants to pair up and discuss a particular question for 5-10 minutes? Will you ask them to write? Once they have finished talking in pairs or writing, will you ask some participants to share out with the group?
- **Expectations**—how will you lay out your expectations of participants? Will you set ground rules in some formal way or communicate expectations informally?
- **Reading aloud**—what will the group read aloud, or what will they focus on together as a way of jumping into the whole group discussion?
- **Questions**—what questions will you ask about the reading? (For more on this, see the section on “Kinds of Questions” below.)
- **Closing exercise**—how will you conclude the session?

SELECTING OBJECTS

(Adapted from Oregon Humanities' Reflective Conversations Handbook)

When considering objects for your conversation, ask yourself “**What will this reading help these participants discuss?**” While it may make sense to pick something currently circulating or of contemporary relevance to the group, often it's better to think in terms of **resonance, not relevance**. Current events evoke strong opinions established before the conversation begins. Instead, consider a reading that will reveal its resonance to participants, but that they may not come to the discussion having read before or having strong emotions about.

Characteristics of effective objects:

- Challenging
- Provocative
- Accessible
- Resonant
- Encourage fresh thinking
- Open up multiple perspectives and interpretations
- Create distance from and connection to big question

As you prepare your questions for a reflective conversation, there are several questions to ask yourself about the object you are using:

- Where, as you review this object, do you have questions?
- Where does your mind stop, or pause, as you move through it?
- What large themes come to mind?

Tips to keep in mind:

- Objects should be accessible in their content and language, as well as open up multiple perspectives and interpretations.
- Help the group understand the object together. Assess and help the group overcome challenges that they might have in being able to receive and discuss the object.
- Ask good and open-ended questions.
- Use the object to complicate the conversation and encourage the group to examine the object from many points of view.
- Connect the object to the experiences of the people in the group, as well as their connection with the big question.

OPENING EXERCISE

Have a plan for how you'll start the discussion, including introductions and a low stakes way of encouraging conversation before you even introduce the object. Often, it's easier to get folks to talk in pairs or groups of three before you move to trying to facilitate a discussion amongst the whole group. Tie your opening question to the reading, so that participants have had an opportunity to discuss their own experience on the big idea or theme before they encounter the object of the discussion. After the "pair and share," "turn and talk," or small group conversation, have folks share with the whole group. Encourage use of names heavily during this section, so that folks get used to referring to other participants personally and talking to each other, not just to the facilitator.

Options for opening exercises:

- Around the room introductions including name, pronouns, where you're from and one word that comes to mind when you think of _____.
- Turn and talk or pair and share where participants turn to their neighbor and discuss a general question that anyone should be able to respond to. For bigger groups, you can divide into smaller groups of 3-4 participants.
- Another option is providing a writing prompt and letting folks reflect on their own before sharing with a partner or full group.

GROUND RULES

A best practice for productive conversations, especially around themes that can be divisive, is to set up some ground rules for the conversation. Ideally, you have time for the group to develop these together. Examples include:

- What is said here stays here. What is learned here leaves here.
- Listen to learn.
- Be respectful of others and their beliefs and opinions.
- Three before me. (Allow three people to speak before you speak again.)

Setting ground rules for the conversation can help if things get tense or personally disrespectful between two or more participants. They can also help if you have someone in your group who tends to talk frequently or at length. You can remind folk of the common agreements as a way of curbing behaviors that are preventing a safe or productive conversation.

DEVELOPING THE DISCUSSION

Reading Together

After introductions, an opening exercise, and setting some ground rules, turn to the text. Read the text out loud together, or give folks extended time to look at an image, video, or listen to audio. For a video, audio object, or reading, allow participants to listen to the object more than once if it is short enough to do so.

We recommend that the facilitator be the reader for the text. Reading unfamiliar texts among strangers can be anxiety-inducing (What if I come across a word I don't know how to pronounce?), and participants may be more focused on reading well than understanding what the text says.

Types of Questions

In coming up with a list of questions for the discussion, it might be useful to consider three kinds of questions, developed by the Center for Civic Reflection:

- Questions of clarification—What does it say? What is going on here?
- Questions of interpretation—What does it mean? What do you think of what is going on here?
- Questions of implication—So what? How does this relate to your life, work, or community?

As you design the discussion plan, move from questions of clarification to questions of interpretation and implication. Give plenty of time for clarification (more than you might think you need) to surface all the details of the text and any points of confusion.

Open Questions vs. Hard Questions

(Adapted from "Ask Big Questions," Hillel International and Oregon Humanities)

Open Question	Hard Question
Anyone can answer it.	People feel like they don't have the expertise to answer it.
Focus on wisdom and experience.	Focus on intelligence and skill.
Uses accessible language.	Uses technical language and jargon.
Directed at people and communities. What could we sacrifice to change the world?	Directed at an object. Is it better to cut spending or raise taxes to balance the federal budget?
Opens up space and invites people as participants.	Closes space and leads people to feel like spectators.
Leads to sharing and personal stories.	Leads to debates about truth claims.
Emphasizes a both/and approach.	Emphasizes an either/or approach.

Questions to Avoid Are...	Examples
Questions that require special expertise or outside knowledge to answer	Why did Jane Addams, given her personal and professional history, choose to write about social settlements?
Questions that put participants on the defensive	What percentage of your time do you spend doing service? Why not more time?
Questions that lead people toward a conclusion	When I watched this video, I thought that the man was a good leader. Why is he a good leader?
Questions that point to a single answer instead of multiple interpretations	Do you like this story? Is this a good or bad example of leadership?

FACILITATION TIPS & BEST PRACTICES

(Adapted from the Center for Civic Reflection and Oregon Humanities)

- **Be deliberate.** The decisions you make about your arrangements matter less than the fact that you make them. How will you set up the room so everyone can participate? How will you begin? How will you call upon people? How will you manage time? How will you manage the people who want to speak—and those who do not? How will you end the discussion?
- **Listen, don't lecture.** Participants should do most of the talking. Use your familiarity with the texts and contexts to ask open questions. Listen to what participants are saying and help them articulate the insights, assumptions, and uncertainties underneath their words. Turn the conversation away from yourself and encourage folks to talk to each other.
- **Allow differences to emerge.** Any group of people has important differences, even if at first it seems like a homogenous group. As participants respond to a complex reading, these differences will emerge. Help people perceive and explore them. Recognize and honor disagreement and pluralities of interpretation.
- **Help the group understand the narrator's perspective in the piece before they begin to argue with it.** It is important to establish some empathy for the voice of the text before you move to argue with it. Ask a question that invites participants to explain and defend the narrator's point of view first. Trust that more critical views will emerge as the discussion continues and deepens. At the same time, as facilitator, resist the temptation to defend the text. You are not the voice of the author, but only a steward of the words and ideas contained within the text. It is not essential that the participants like or agree with the text, only that they get something out of it that keeps them engaged in the discussion.
- **Help the group examine the reading from many points of view.** Good readings and objects invite a variety of interpretations. Try to elicit that variety. One way to do this is to point to places that puzzle you and ask for help in understanding.
- **Return to the richness of the reading whenever participants begin to polarize into camps of opinion or settle into a single, simple answer.** For example, if people seem to condemn a particular character, retrace that character's actions. Why did she behave that way? What motivated him? Could there be alternative explanations?
- **Step up, step back.** You may want to invite quieter participants to speak, though you should be careful to do this in a way that makes them more rather than less likely to speak. If one person dominates the conversation, you might say, I wonder what other people have to say about this?
- **Trust the group.** Think of facilitation as having two axes—one vertical and one horizontal. The vertical axis is your plan in advance. The horizontal axis is the group's own responses in the discussion. You want to let the discussion widen out to include the group's own questions, but then bring it back to the line of inquiry.
- **Beware of your own agenda.** Discussion leaders sometimes become determined to have a group think about the reading in a particular way which the group for whatever reason resists. Let go of your

agenda. There may be a variety of reasons why people are silent, “don’t get it,” or resist taking the conversation in the direction a discussion leader wants to go. Relax and let it go! Listen to where the group is. Remember that the discussion belongs to the group, not to the discussion leader—we are there helping them do their reflective work, not teaching a seminar on the text or pushing a particular point of view.

- **Always ask, never tell.** Avoid contributing perspectives as a participant. In particular, resist the temptation to answer peoples’ questions about “right” interpretations of the text or respond to their inquiries about your personal opinions. Turn questions back to the group. “What do you think?”
- **Remember that the discussion itself is important—not the number of questions asked.** If you’ve got a good discussion going, don’t cut it short to “get to the next question.” Your next question is only a tool—if the discussion is chugging along already, there’s nothing to fix; keep that question in your toolbox for future reference.
- **Dig deeper.** Think about how to connect, build on, and follow up on the ideas that participants raise.

Some suggested questions and prompts to use include:

- Could you tell me more about...?
- Could you explain what you mean when you say...?
- So far, what I have heard you say is.... Is that accurate?
- What do the rest of you think about...?
- It sounds to me like you value... Is that correct?
- Does anyone see this idea differently or approach it from a different angle than what we’ve talked about so far?
- Have you heard something that surprised you?
- Why don’t we all think about that for a moment? (Use the power of silence.)

CHALLENGES & OPPORTUNITIES

(From the Center for Civic Reflection)

Given the subject matter of the discussion, what challenges can you anticipate? Every conversation has opportunities and challenges. As you prepare for facilitating your conversation, it is helpful to anticipate what you might encounter.

1 . Anticipate difficulties and deal with them before they occur. What you do before the difficult situation arises will likely do most of the work in handling the situation. This is one reason it is so important to name expectations and to model the kind of comportment you hope to see in participants.

2 . Pay attention to the people in the room. The more you are aware of what people are feeling and how they are interacting, the more likely it is that you will be able to keep things running smoothly. Participants will be taking their cues from you, and if you do not notice—or choose to ignore—any troubling behavior or dynamics, then they may get nervous or contribute to the difficulties. If, on the other hand, you notice that the temperature of the discussion suddenly increased, and if you show that you are comfortable with the level of conflict in the room, everyone else in the room is likely to become comfortable as well.

3 . Name the tension. By naming the difficulty, you let the group know that you are there with them and that you will help them manage the difficulty.

4 . Trust the group. They can handle it themselves, usually, and they are likely to handle it if you ask them to do so.

5 . Use the reading. When or immediately after difficult moments arise, consider bringing participants back to the shared, neutral, impersonal object in front of them.

6 . Difficulties are opportunities. By this we do not mean to say, “turn that frown upside down.” Instead we mean that resistance and conflict are expressions of engagement. If you, as the facilitator, can recognize and encourage participants to speak to these more difficult forms of engagement, you will probably succeed in taking the discussion one or two steps deeper.

Additional ways of addressing challenging situations include

(From Oregon Humanities):

- Challenges usually start small and build. One of the best ways to prevent challenges from spiraling is to address minor issues as soon as they come up.
- Ask clarifying questions and approach the challenge with a spirit of curiosity (i.e., “May we dig into this a little bit?”)
- Describe a challenging comment and its apparent result (i.e. “I noticed that after you said...the room got very quiet.”)
- Remember that one of your greatest resources is the group. Ask for input, reactions, suggestions, or ideas from others in the room if you get stuck or find yourself having difficulty handling a challenging person or behavior. For example, “What do other people think about this?”

CLOSING EXERCISE

Bring the conversation to a close in a way that signals that our time together is at an end, but that doesn't mean that our thinking and conversation ends when we leave this room. Here are some methods from the Center for Civic Reflection that may help you provide closure and space for continued engagement beyond the discussion.

- **The go-round.** This technique does what it says—the facilitator asks a final question on which they would like participants to reflect, and each participant is asked to share their thoughts with the group. Go-round questions should not aim to wrap up the discussion with a tidy moral or a “how-to” question. On the contrary, the best go-round questions are those that will leave the discussion to resonate in the minds of the participants. For this reason, questions that require participants to consider and weigh in on difficult dilemmas or to think creatively, transposing characters from the readings into contemporary times or putting themselves in other people's shoes, can create the feeling that everyone has shared in a meaningful discussion which, while formally concluded, invites the participants to keep thinking on the topics that have come up during the course of discussion.
- **The summation of themes.** This technique is nice in a pinch. If you don't have enough time left to do a go-round, the facilitator may want to summarize the themes of the discussion. Here you might carefully recite the lines of inquiry that were most fruitful during the group's time together, or you might grant some time for a question that the group touched on, but did not get a chance to fully explore. When using this technique, the facilitator should always ask the group if anyone has last thoughts on those or any other themes relevant to the discussion. Remember, this is not a time for the facilitator to wax philosophical; instead, the summation of themes is a report back to the group about what areas you as the facilitator have heard the discussion touch on. And it may be best to summarize questions you have heard rather than conclusions that have been reached.
- **One-minute reflection.** You might ask participants to write down their answers to two questions at the end of each conversation. For example, What was useful (or interesting) about this conversation? As you leave, what is your question? This quiet activity of responding in writing brings closure to the conversation. Also, planners have a rich source of data on the conversation that can inform planning for the next event.
- **The statement of no closure.** If you're committed to leaving things as open as possible and to avoiding any semblance of closure, it is nonetheless important to let participants know that the lack of resolution is intended. Here again, naming the tension (“that's right, there is no answer; keep chewing”) will go a good way toward making participants more comfortable.

PLANNING THE DISCUSSION WORKSHEET

What is the big question, theme or issue you want participants to explore?

What reading will you use to get at this question, and why will you use this reading?

What are some challenges in helping participants receive and discuss this reading or set of readings?

How might you help the group overcome these challenges?

How will you start the session? How will you introduce the activity and how will you ask participants to introduce themselves?

Will you lay out ground rules or expectations, and if so, what will they be?

Will you begin with an opening exercise? How will you structure it?

What will you have the group read aloud?

What questions would you like to ask about this reading?

Questions of clarification: What is going on here?

Questions of interpretation: What do you think of what is going on here?

Questions of implication: How does what you think of what is going on here connect to your work?

What kind of closing exercise, if any, will you employ?

MAKING IT HAPPEN

Logistics

Logistics are important to making a civic reflection conversation successful. Holding the conversation at a day, time, and location that is accessible, as well as making participants comfortable goes a long way to developing a successful conversation. As you think about planning your own conversations, it's important to think about what happens before participants even arrive for the discussion.

- **Find a convenient time.** Consider when might be best to gather folks. When will they have time to focus on a discussion?
- **Circle up.** Arrange chairs in a circle and provide name tags. Make sure everyone can see and hear each other, and that the seating is comfortable.
- **Discover your Hoosier hospitality.** Providing food and drink welcomes people and helps them relax.
- **Keep time.** Start and end on time, out of respect for your participants and their busy schedules. If you have a longer sessions, consider taking a break so that participants can attend to their needs.
- **Set expectations.** Communicate what to expect during the conversation well in advance. Let participants know the logistics of the room, any hospitality you'll be providing, parking or public transportation information, and why they should look forward to participating.

Accessibility

[Adapted from Oregon Humanities "Facilitating Reflective Conversations Handbook"]

Take special care to consider the accessibility of your conversation. What circumstances (work, childcare, transportation) might prevent folks from attending? How can you alleviate these barriers to participation?

We find it helpful to include a direct contact for accessibility questions when we invite folks to a program. That way, participants can reach out with specific concerns and have discussions about accommodations.

- Is the space ADA accessible? Is parking available and communicated in advance?
- Is there public transportation available to the venue?
- Are all-gender and ADA accessible restrooms available?
- Is seating available for a variety of physical needs?
- Will you encourage use of pronouns and/or visual description introductions?
- Do you need different formats for objects (hard copy, digital, translated, visual description)?
- How will you account for dietary needs when providing food and drink?

MAKING IT HAPPEN WORKSHEET

Getting Things Started

Name a specific organization or group that you would like to engage in civic reflection this year. How would it be helpful to them? What kind of impact could it make? What would you need to say to this organization to persuade them to participate?

What are the key questions, themes, or issues you would like this group to explore through civic reflection discussion?

Who are the key partners (organizations and/or individuals) you will need to work with?

What is the best way to approach them? What organizations should work together on this kind of project, and how can you get them together?

Who are likely internal advocates at this organization or with this group? Who would you need to contact and convince in order to get a discussion series going? What questions would they have?

Logistics

How will the discussions work? When, where, and how frequently should they take place? Will there be food? How will the program be presented to participants? Will participation be mandatory or voluntary?

Who will be the facilitator(s)? Where will they come from and how will they be recruited, paid (if necessary), etc.?

What kind of follow-up or evaluation activities might be needed to make the case for this activity in the future?

Sustainability

What is your long-term goal? What would you like to see happening on a larger scale as a result of this program and your work on it?

If they are beneficial, how will you ensure that these discussions continue? Who will help with facilitation and coordination? Which groups will participate? What information/support will you need from Indiana Humanities?