
WEEK 2

Course Introduction (Facilitator Guide)

Work Shop Lesson Plan:

| Module Name | Content Addressed | Strategies Used |
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| Week 1: Program Introduction (2 hours) | Feeding the roots introduction (program introduction and expectations) | Icebreaker, JSB intro video, facilitator led discussion about expectations, reading #1. |
| Week 2: Dehumanization Process | Dehumanization Process | JSB video about dehumanization process, review of reading #1, paired readings, discussion, learning activity QA |
| Week 3: Journey Inward Part One (2 hours) | Journey Inward, Part 1 | JSB video about inward (part 1) review of reading #2, paired readings, discussion, drawing session. |
| Week 4: Journey Inward Part Two (2 hours) | Journey Inward, Part 2 | JSB video about inward (part 2) review of reading #3, paired readings, discussion, learning activity and QA. |
| Week 5: Illuminating Outward Part One (2 hours) | Illuminating Outward, Part 1 | JSB video about inward (part 2) review of reading #4, paired readings, discussion, learning activity and QA. |

Work Shop Lesson Plan:

| Module Name | Content Addressed | Strategies Used |
|--|----------------------------------|--|
| Week 6: Illuminating Outward Part Two (2 hours) | Illuminating Outward, Part 2 | JSB video about inward (part 2) review of reading #5, paired readings, discussion, discussion, learning activity and QA. |
| Week 7: Rehumanization Process (2 hours) | Rehumanization Process | JSB video about inward (part 2) review of reading #6, paired readings, discussion, discussion, |
| Week 8: Celebration! (2 hours) | Program completion, celebration. | Meet and greet with JSB. Food, fun and fellowship. |

Week Two: The Dehumanization Process

Facilitator Notes:

- Greet participants as they arrive.
- Ask participants how the lesson from week one went.

Facilitator Supplies and Materials:

- Name tags pens, computer or TV for video, flip chart or paper, wifi, art supplies like markers or pens, refreshments and snacks, participant manuals, feedback materials, index cards.

Recap of Week One:

This eight-week journey comprises two-hour reflective sessions. In each session, participants will engage with a video by Jimmy Santiago Baca and respond to writing prompts designed to prompt thoughtful reflection. Through journaling and self-exploration, participants will delve into understanding their current self, envision who they aspire to be, and examine the positive influence this has on their life, as well as on their family and friends and community.

Purpose:

This activity is designed to review the material from week one with participants and also offers them a chance to share their goals with the group.

Time:

- 20–30 minutes

Materials:

- None needed

Objective of the Activity:

1. Summarize participant goals outlined from week one.

Flow of the Activity:

1. Provide the participants the framework for sharing their goals, giving them 1–2 minutes to gather their thoughts.
2. Decide the order of sharing (clockwise, random selection). This can be the choice of the facilitator or the participant.
3. Give each participant no more than one minute to share their goal with the group.
4. Continue until each participant has shared their goals.
5. Provide an opportunity for the participants to share insights or common themes they noticed about their peers' goals.
6. Point out any “ah-ha” moments or opportunities where any shared information can be applied.
7. Summarize key points and close the activity.

Expectations for Participation:

The facilitator can include any additional comments here as deemed appropriate for the recap exercise.

1. Encourage participants to share, but do not force them.
2. Be open to new ideas and be creative.
3. Share your thoughts and ideas respectfully.

Video: Week Two:

Watch the first 15 minutes of each video

Panel Discussion Video

<https://tinyurl.com/2hb6pt9s>

Documentary film, watch the first 15 minutes of the video

<https://www.youtube.com/watch?v=7KWu75OdGcY>

Reading Exercise: Week Two:

"The Price is Never Too High, A politician cannot curb the crime rate, because his methods attack the wrong problems, but when the public clamors he is very business-like and offers them samples of what the real thing is like, A man in chains, and they wait and wait for the crime rate to drop but it never does."

- Jimmy Santaigo Baca

**Reading Assignment: "Feeding the Roots: Creating a New Life Through Writing"
Dehumanization Process – Pages 15–33.**

Key Points and Questions to Consider During the Reading:

1. Historical and Contemporary Dehumanization. Dehumanization has played a significant role in control and oppression throughout history. Understanding historical examples helps in recognizing instances of dehumanization. This reflection is crucial in addressing systemic injustices and promoting social justice. By exploring these themes, individuals can develop a deeper understanding of humanity. Literature serves as a powerful tool in highlighting these issues and fostering empathy. Jimmy mentions how he became "checked out" for survival stake in his documentary.

- a. What are historical or current events that reflect issues with dehumanization of individuals among society?
- b. What does social justice look like to you (participant)?
- c. Is society doomed to repeat the same mistakes; if not, how can one like yourself make a difference?

2. Personal Reflection and Self-Exploration. Personal reflection and self-exploration can be encouraged through conversations, literature, and creative activities like poetry. These methods allow individuals to connect with social justice issues on a personal level, fostering empathy and a deeper understanding of identity and societal roles.

- a. What creative methods have you (participant) used to have empathy for others and understand your own identity?

Module Exercise: Week Two

1. Break down how incarceration impacts the dignity of an individual.
2. Using an example, learners will craft a statement how incarceration has impacted their dignity.

Review the poem, "It's not What I want but What I must Be" on page 30.

Not What I Want But What Must Be

"Our happiness is a thing of the past, we did what we thought was best, in this world with violence, religious fanatics and love so false. With time, the keepsakes we keep melt, the impressions of sadness on our feelings melt, the memoirs go away, they also melt, even though I don't understand or wish to believe it, that we who made all of it, could destroy all of it, perhaps, our riches of love were too much for the heart, a heart that shows its face to the world, is destroyed, this much we know, and somehow go on living. - Jimmy Santiago Baca

Questions to Consider:

- 1.What is the difference between choice and chance? Are they the same?
- 2.Other areas to examine in terms of the surrounding world and how one fits in it, is examining how do we survive the unsurvivable in history, in current events, and in our own lives? What are those events and how are you personally affected?
- 3.How has your own dignity been impacted by incarceration?

Module Two Writing Activity:

Time:

- 10–15 minutes

Materials:

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Objective of the Activity:

- 1.Using an example, learners will craft a statement how incarceration has impacted their dignity.

Flow of the Activity:

- 1.Discuss why dignity is important to individuals. The facilitator may pose this question to participants or may share some key points:
 - a.Self-worth and self respect. Dignity is the quality of being worth honor and respect. Dignity is fundamental in shaping an individual's self worth and respect.
 - b.Self-Image. Dignity helps to shape one's self image.
 - c.Dignity plays a role in interpersonal relationships. It promotes inclusion and equality, which are important societal roles.
- 1.Ask participants to reflect again on the poem, "Not what I Want, but What I Must Be."
 - a.Give learners the ability to reflect on the poem and craft their own statement about how incarceration has impacted their own identity and dignity.
 - b.Have participants reflect on how that perception may differ from what their identity really is.

What to Expect: Week Three

Give a brief introduction of what participants can expect during week three of the workshop.

1. Week Three: Journey Inward, Part 1
2. Discussion will be centered around:
3. Define the word hate.
4. Using an example, learners will craft statement(s) about how to avert hate-based attitudes.
5. Remind participants of the location and time for our next week's meeting.
6. Remind participants to read the remaining poems and readings from the chapter on dehumanization. Encourage them to write and reflect on anything that comes up.
7. They may also want to take time to reflect and adjust their goal if necessary.
8. Remind participants that the start of week three will include a recap of week two lessons.

Week Two: Formative Assessment

Ask Participants at the end of the session to write down

1. Three things they learned, or look forward to learning.
2. Two things they found useful.
3. One thing they want to remember.

The facilitator should note these items in their guide to help evaluate the program.