Facilitator Notes: Circle of Courage (10 Slides)

Participant 'Take-Away' Element(s):
Introduction to the strength-based model of the Circle of Courage

Facilitation Type(s) Involved:
Chart paper group sharing; *Always make sure you write big enough so that everything can be seen from the entire room.*
Table Cards; *Always make sure that each table group has the correct envelope out of the folder before reading any directions on the slide.*

Slide #1:
This is a place holder slide for you to introduce yourselves and give any brief introduction to the topic, if that is appropriate. Move to the next slide.

Slide #2:
Introduce the Circle of Courage by letting everyone know that this strength-based model is likely new to everyone. The word 'courage' usually means 'bravery,' but in this model it is much richer than this one word, so begin by asking for synonyms to the word, 'discourage,' and generate a list of words that covers the left side of a piece of chart paper that has the word, 'Discourage' list at the top on the left side. When the left side of the paper is filled, go back to the beginning of the list and ask for opposites to the words on the left and write them under the right column that has 'Courage' at the top. Go through the entire list and generate a list of words under the right column. When that is finished, explain to the group that the words listed on the right are what the word 'courage' means in this model. Move to the next slide.

Slide #3:
This is the Circle of Courage graphic. Ask the large group anything they observe about the graphic…shapes, colors, symbols, etc. Try to solicit *from them* that there are four quadrants, each quadrant has the other three colors outside the quadrant, that this reminds them of Native Americans (yes, it is a Lakota model), that there are three pictures of people with multiple people and only one with just one person, that the outer blue rings stand for sky and water and the interior bisecting cross, in greens, stands for growth, earth, land, etc., and that many things come in fours (elements, seasons, four winds, etc.) but these four colors (black, red, yellow and white) stand for the "peoples of the world" and this is why each quadrant has the three missing colors in the outer circle; no one can isolate from others. Generally, the group will tease out some, but not all these observations. Do your best to get as much from them as possible before you fill in the gaps. Move to the next slide.

Slide #4:
Once they have located the “CIRCLE OF COURAGE” envelope, tell them to pull out the big cards in the envelope and put the smaller envelope to the side; it is not needed yet. Explain what they are looking at: one page that has the full Circle of Courage graphic, one page that has just the inner circle with one word missing. Ask the group, which table(s) are missing the word, ‘belonging’? Which table(s) are missing the word, ‘mastery’? Which table(s) are missing the word ‘independence’? Which table(s) are missing the word ‘generosity’? Explain that the missing word is the quadrant that those tables are focusing on. One of the other pages focuses on the quadrant they are specializing in; a rectangle surrounds their specific quadrant and the final page which is double-sided has descriptions of all four quadrants. Once they understand what cards are in front of them, read the slide with the specific directions. Make sure they understand that they are not supposed to make anything up but use the materials to complete the task. If you are concerned that the directions are confusing, you can ask, “what are your questions?” Answer any that are asked, but likely there will be none and allow them time to complete the task.

When you think they have had enough time to complete the task, ask “Does anyone need more time?” If no one says that they do, immediately bring the group back together to process what they have discussed. It is most efficient to ask first for the definitions of each quadrant. You shouldn’t call on a particular table to begin. Rather, acknowledge that since this is a circle, it doesn’t matter where we begin. Invite any table to begin defining their section of the circle. If there are more than one table working on the same quadrant, ask that other table if they want to add anything to the first table’s definition. Do this for the remainder of the circle until all quadrants are defined. Leave the impact question until after all four quadrants are defined. Then, ask the whole group to weigh in on the impact question. This way, if one or more groups did not get to the impact question, no one will be embarrassed. Solicit several comments regarding impact and then, move to the next slide.

Slide #5:
Anchor what has just been said by the group by reading the slide without extra commentary. Move to the next slide.

Slide #6:
This slide is just a place holder to remind everyone of the graphic. Just show it and move to the next slide.

Slide #7:
Have the tables locate the smaller envelope that they originally put to the side and have them take out all the envelope pieces. Once everyone has all the pieces out, read the directions on the slide. Move to the next slide.

Slide #8:
This is map of the task. Once everyone understands the set up for the task and knows that the real work is around the placement of the word set cards, move to the next slide so they have the definitions visually in front of them.

Slide #9:
Leave the slide up during the small table work so that they can refer to the definitions as they determine where each word set should be placed. Once everyone is finished, the processing begins.

There are many ways to process this task, but probably the most efficient is to use the "cheat sheet" and begin by asking for the balanced word sets; name one category and ask for someone to read that word set. Do the same for the other three. These are generally easy for everyone. For the next part, just tell them to "move them to match" if they don't have it initially placed correctly. Then go back and say, "if *balanced* belonging begins with '*Attached*,' what does *absent* belonging begin with? [response], what does *distorted* belonging begin with?" [response]. Do the same thing for the other three quadrants. Make sure you can pronounce 'Noblesse Oblige' which is French and comes from the reign of Louis IV who was called the Sun King because he believed that everything revolved around him alone. Once everything has been processed, move to the final slide.

Slide #10:
This slide is meant to indicate that the learning task is finished, so the group will know that your facilitation is over and we are ready to reflect on it.