

Appendices

APPENDIX A: CONFERENCE SCHEDULE

THURSDAY

Travel day.

Registration 3-5pm (Fulford)

FRIDAY

9:00 Learning Lab: Connecting with one another, What is Community and Building Intentional Community with Youth from a Trainer's perspective.

10:30 Refreshment break

10:45 Unpacking the approaches to youth ministry

- Relational youth ministry (theorist: Andy Root)
- Challenging the consumer models of youth ministry (theorist: David F. White)
- Mentoring, modeling and empowering (theorists: Kenda Dean)

12:00 Lunch Joined by the Provincial Executive and other guests.

1:30 Introduction of reflective practice, Sense of who we are & why we are doing it? *what is your 'it'*

3.30 Refreshment Break

4:00 Friday night session: Contextualization, what, why, where, how? Looking at value of participation.

5:30 Dinner

7:00 Intro to *Trailblazing*: What it is, who is it for, how to use it.

8:00 Snacks.

SATURDAY

9:00 Facilitation skills 101: The 4 G's of teaching

10:30 Refreshment Break

10:45 Planning Wheel/Learning styles/Group functioning.

12:30 Lunch

1:30 Assign Diocesan Teams with Modules. Begin working on individual presentations.

3:30 Refreshment Break

3:45 Continue individual preparation

5:30 Dinner out – optional social evening or free time to explore Montreal

SUNDAY

8:00 Worship Christchurch Cathedral

9:00 Presentation #1 and feedback

10:30 Refreshment Break

11:00 Presentation #2 and feedback

12:30 Lunch

2:00 Presentation #3 and feedback

3:30 Refreshment Break

3:45 Presentation #4 and feedback

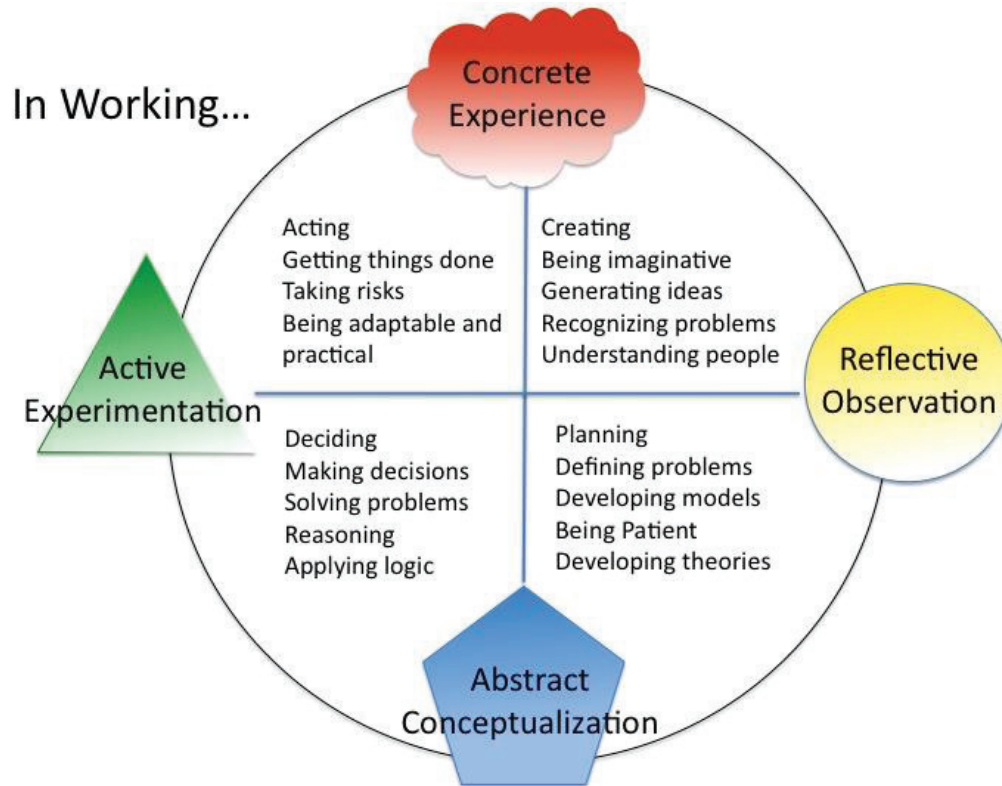
5:30 Dinner

After supper: Evaluation in teams

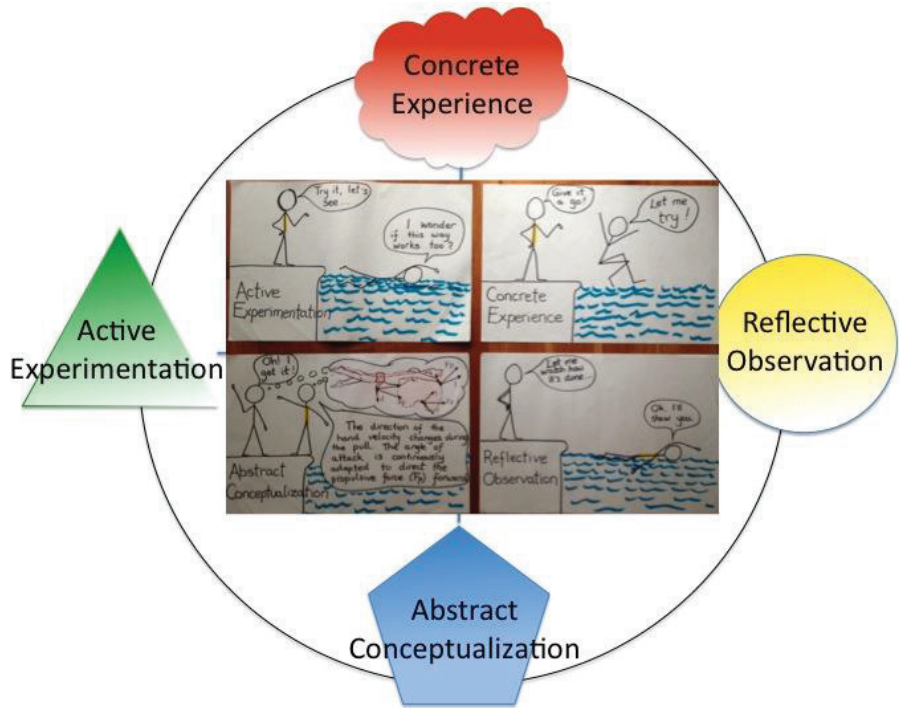
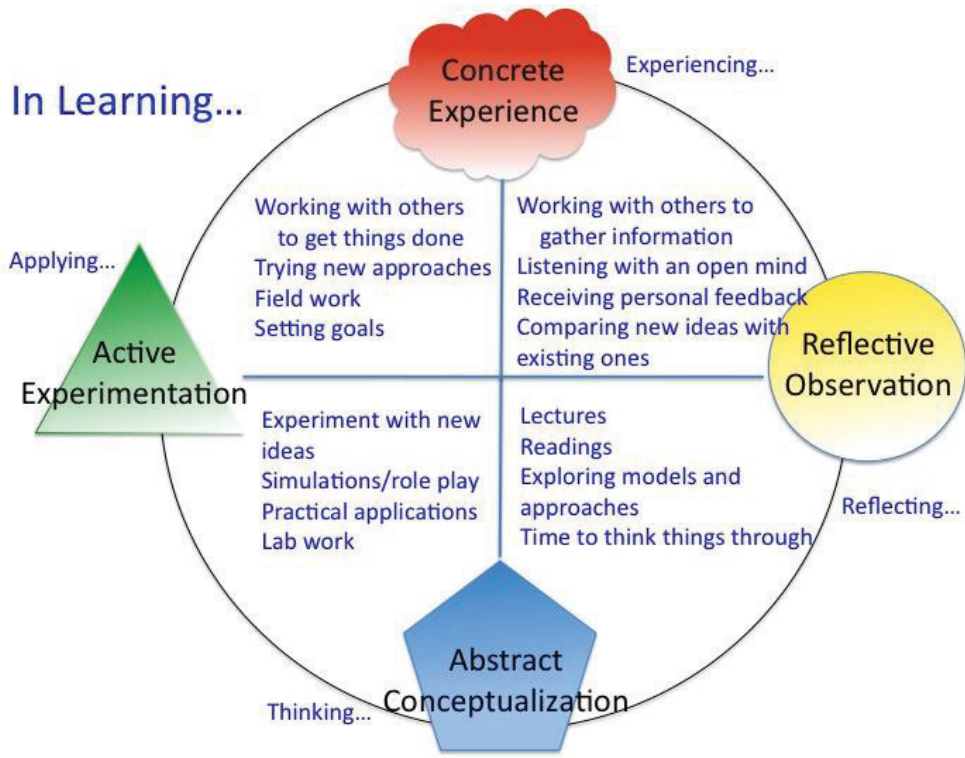
- What were the learnings and things we are taking away from this weekend?
- How do we envision applying what we have learned here?
- What are our next steps as a Diocesan team?
- Sharing our thoughts and reflections in the whole group

Social Evening and Celebration

APPENDIX B: REFLECTIVE PRACTICE



In Learning...



The Four G's of Teaching:

1. Grab my attention.

- Make me curious.
- Get me interested.
- Show me this is going to be intriguing and will engage me.
- Get me involved.
- Have me do something different and unusual.
- Grab my attention in a way that relates to what you're going to teach me.

2. Give me something new.

- Teach me something in a way that makes sense to me.
- Use props, or tell a story, or do a skit, or show a short video; Don't just stand there and talk boring talk!
- Involve me somehow so I want to pay attention.
- Help me find ways to remember what you are teaching me.

3. Get something out of me.

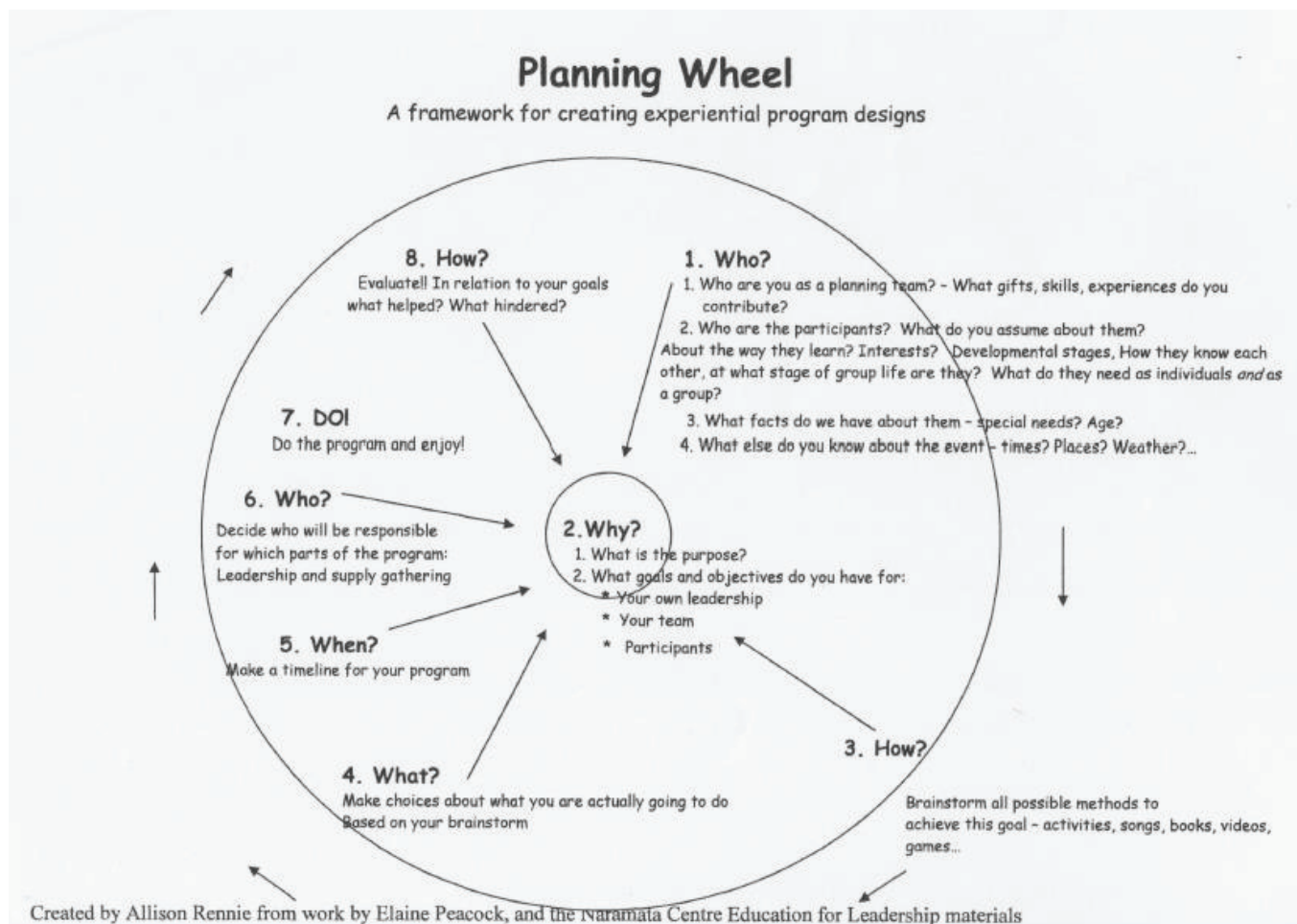
- Give me something to do so I use what you just taught me.
- Choose a task that will reinforce the learning.
- Make the task something that will be interesting and fun.
- Get me relate this new information to things I already know
- If possible, have me do it with other people so I hear their ideas, too.
- Help me see how this new stuff you taught me is good to know.

4. **G**o make a difference.

- Have me get creative and use my talents with my new knowledge.
- Help me imagine ways to share or pass on what I have learned.
- Show me how to apply this knowledge in my life or the lives of others.
- Challenge me to use my new knowledge in some new way.
- Encourage me to make the world a better place with my learning and my talents.
- Invite me to get others excited about what can be done.

Lisa-Marie Calderone-Stewart 2003

APPENDIX D: PLANNING WHEEL



APPENDIX E: SHORT-TERM GROUP PROCESS

Short-Term Group Process

The Fire Theory of Short Term Groups¹

(developed by Judy Steers, Huron University College, 1999)

How does a group perform that will be together only a short time? How do we engage people in the process or activity to ensure that they get the most out of the experience as possible?

When asked to do small group leader's training for a weekend event, I developed a model for how groups work together on a short-term basis. In this process the image of a wood fire came to me. As I played with the metaphor, the more helpful I found it in terms of assessing the role of leadership in a short-term group.

This model has been used with youth leaders, teens and student priests of all ages and each group comes up with a new idea, a new insight as we explore the imagery together.

Imagine you have a collection of different things that people (for better or ill) put on a fire...

birch bark	rolled newspaper	twigs	sticks	candle stub
big sticks	split wood	rotten, wet wood from the forest floor		
green sticks	green leaves	dry leaves	whole logs	
dried pine needles on branches		other non-wood substances?		

How is a fire made?

First of all the ground must be prepared. You can't build a fire in a puddle, or directly on snow. You also don't want the fire to spread beyond its boundaries, or ignite the wrong things.

Start with kindling; something that will burn easily and get going quickly. Then add thicker sticks that will catch easily once the kindling is lit by the match.

When the fire is lit, one adds more fuel to get it burning well, and to get all the sticks burning. Are some too far away? Do they need to be pushed in towards the heat to get them burning?

After the fire is going well, it can handle some "big stuff", so we add thicker, heavier wood. If these logs are split open before we put them on the fire, they'll catch much more easily. If we leave them as whole logs, with the bark still on, it will be much harder for it to "take".

¹ This theory has not been published, but it might be in the future. Please do not copy or use these ideas without giving credit to their original author. So in the future, if you want to use (but not publish) my ideas that's great. Just quote me.

Some people put different things on the fire – with interesting effects! If we add rotten wood, it won't catch, just smoulder, smoke a lot and choke us (and provide no heat). If we add green leaves or green wood (that is not yet ready to burn) it won't readily burn. It might if it's a really, really hot fire, but not too much can be added. If we add pine needles we'll get a big exciting shower of sparks that makes cool noises and looks pretty. If we add gasoline we'll get a different effect, one that is perhaps exciting, but rather dangerous. If we put plastic pop bottles they'll melt and ooze, but emit toxic or poisonous smoke. So even if something "looks good", it won't necessarily be helpful and could even be harmful. Then of course there are the folks who put tin cans on fires. Nothing happens. It's rather pointless, though people do it. Fire pits in public campgrounds are often full of scorched pop and beer cans.

So, now that we have all those images of fire in our head, let's start talking about the fire as a group process. The metaphor is quite loose and can be played with a lot. Basically, the leader is the one who prepares the 'ground', gathers the stuff to put on the fire, sets and tends the fire. The process or task is the fire, the group members are the first sticks which you put on after the kindling. But as I said, the metaphor is quite loose because the leader should be in the fire, sometimes what you put on the fire represents content or conflict (like, something that causes sparks?). Metaphorically, the "laying of the fire" is the preparatory work that the leader needs to do in order to have a "good fire".

The point when the group first comes together is when the match is put to the fire.

Kindled - if you prepare it well, know how to make a good fire, it catches fire immediately. Ever been in a group that never seems to get off the ground? What kind of "kindling" helps a group to "catch fire", buy into what they are about and get on with their task? How should you "prepare the ground" as a leader to ensure safety, good burning? Think location, equipment, tools, setting, preparatory activities (before arrival), group building activities, how to ensure safety, and what else?...

Flames - the fire burns well and all sticks are burning. Are there any sticks too far away? Are some just a little bit in the fire, so only the tip is burning? How do you design the process and give leadership to the group to ensure that every "stick" is right in the fire and will burn well and hot? How do you involve everyone? How do you help people to commit to the process and get into it, rather than staying on the outside and just "burning at the tip"

Fed - add more fuel, that is, input, ideas, concepts, activities which draw people in and get something good out of them. In a good fire the sticks burn thoroughly. A pile of sticks together will burn hotter and longer than individually. The logs burn better when they are split open beforehand. How will you prepare the content or task so that the group can get into it right away, and not have to "burn off a lot of bark" before getting at the heart of the matter?

Causing reactions in the Fire (creating sparks, adding unusual objects) - some fuel will cause a lot of sparks. Don't you just love putting a dead pine branch on the fire? Do you let the sparks fly, or put on water? Maybe that depends on the sparks. Some can be dangerous, some can be exciting. What about other stuff you can put on the fire? Watch out for someone adding that metaphorical plastic bottle just because it's cool to watch it ooze around. Maybe the results will be poisonous. If the fire is slow to catch, is someone going to suggest adding gasoline? Maybe that's what it will take to get this 'fire' going, but if you don't do it very carefully, you'll lose your eyebrows! Some of the sparks we get are the conflictual or 'sizzly' parts of our process. Hard to manage, but could get something totally new going in the group! How will you manage all the potential sparks? When do you control them, when do you let them be?

Hot embers, - are useful and warm. We can cook over them without burning our food (so we can be nourished!) Hot coals can be saved and can kindle other fires well. Individual coals can stay hot for a long time. Lots of people describe a good group experience as 'lighting a fire' within them which last for a while. Eventually, the coals go out, unless they are used to light another fire. How will you help group members to light new fires, that is, to take what they have learned and experienced in this group and apply it to other parts of their lives?

So, you're going to be a group leader. What does that mean?

Think about how you might answer this question:

"What does a group leader do?" or to put it another way... "How does one tend the fire?"

What are the ways that the group leader can:

- ◆ **draw out** participants (help them get 'into it')
- ◆ **monitor** participation
 - How are people responding? Who is involved? Who has checked out?
 - There are many factors affecting people's participation:
 - temperament - introvert/extrovert, intuitive/sensate, thinking/feeling
 - learning style
 - opening up or narrowing down?
 - base ideas on theory or experience?
 - come at new concepts through feelings or ideas?
 - personal issues (present factors...fatigue/stress/preoccupation)
 - background (eg: class, gender, race, culture, family, faith)
- ◆ **know** yourself - are you tired or hungry? are you 'hooked' by content and unable to give good leadership because you suddenly have a personal agenda or needs?
- ◆ **build** trust amongst group members
- ◆ **be attuned** to the vibes/energy of the group – is it time to stop? keep going? Give new ideas? deal with a conflict or let it rest for now? challenge or push the group?

Your Goal is to get the best out of each participant and accomplish the task

Christian Facilitation

What makes Christian group leadership unique?

Assume the **belovedness, uniqueness and gift of each individual** within the group. It's easier to deal with a "thorn in your flesh" if you see them as a gift and grace.

Be attuned to the **movement of the Spirit** of God. Invite the Spirit to guide your thoughts, your words, your time together.

Share power and empower others, especially as group members take more responsibility for the group. Give up power yourself. (but make sure you stay on task and that everyone is respected) You don't control the group so much as act as a conduit for the Spirit to work in people's lives.

Presume that, by God's leading, a group is able to do more than the individuals within it or even the collective - **God is partner/co-creator with what you are about**. Being aware of this is empowering to all in the group!

Love. There are not too many places where you might learn that, to be an effective leader, you must love. A Christian leader must love - themselves, God, creation and other people. A group of students, when asked to name key characteristics of a leader they respected used the words "Caring" "Kindness" "Respected Me" "Heart" "Passionate devotion" more often than "responsible" or "knowledgeable" or "good time manager". Those aspects are important, but they are not the ones which will draw out and enable people. We proclaim the gospel by loving, not by efficiency, creative programming or thorough knowledge. Those are merely the tools that aid us in our work. Love is the core of what we do, and who we are.

The Kinds of Functions and Roles that Participants Play in a Group

FUNCTIONAL (Helpful, life-giving) TASK ROLES

When a group is in the process of selecting and carrying out a task, these are some of the functional roles people play:

1. Initiator. Person who proposes tasks, goals, or solutions: one who suggests new ideas, new definitions of the problem, new attacks on the problem, or new organisation of materials.
2. Information-seeker. A person who asks for clarification of suggestions, requesting additional information or facts.
3. Opinion-seekers. A person who looks for an expression of feeling about something from the members, seeking clarification of values, suggestions, or ideas.
4. Information-giver. A person who states an opinion or belief concerning a suggestion, particularly concerning its factual rather than its value basis.
5. Opinion-giver. A person who states an opinion or belief concerning a suggestion, particularly concerning its value rather than its factual basis.
6. Clarifier. A person who interprets or rewords another person's contributions to determine if the meaning is really understood; one who attempts to clear up confusions.
7. Elaborator. A person who develops meanings or gives examples.
8. Coordinator. A person who shows relationships among various ideas or suggestions; one who tries to pull ideas and suggestions together; one who tries to draw together activities of various sub-groups or members.
9. Summarizer. A person who restates suggestions after the group has discussed them.
10. Feasibility-tester. A person who examines the practicality and workability of ideas; one who pre-evaluates decisions.

FUNCTIONAL (Helpful, Life-giving) GROUP-BUILDING AND MAINTENANCE ROLES

Although a group may have a task to select and carry out, it is important to strengthen and maintain group life. Roles listed below aid in effective group growth and productions.

11. Listener. A person who actively listens to the contributions of others and does not participate in fringe conversations.
12. Encourager. A person who is friendly, warm and responsive to others; one who praises others and their ideas; one who agrees with and accepts contributions of others; one who builds upon other persons' contributions.
13. Gatekeeper. A person who attempts to keep communication channels open; one who facilitates the participation of others; one who tries to regulate the flow of communication; one who keeps minority view before the group.
14. Standard-setter. A person who suggests standards for the group to use in choosing its content or procedures; one who suggests standards for evaluating its decisions or the quality of the group process.
15. Compromiser. A person who offers to compromise her own position when her ideas or status is involved; one who disciplines herself to maintain group harmony; one who admits her errors.
16. Follower. A person who goes along with decisions of the group, somewhat passively accepting the ideas of others; one who serves as an audience during group discussion or group decision making.
17. Commentator. A person who summarises what the group feeling is sensed to be; one who describes the reactions of the group to ideas, solutions, or to other group members.

FUNCTIONAL (Helpful, Life-giving) TASK AND GROUP-BUILDING ROLES

Some functions serve to assist in achieving the accomplishment of a task as well as developing group worth.

18. Evaluator. A person who compares group decisions or accomplishments with the group goals.
19. Diagnostician. A person who determines the source of difficulties; one who suggests appropriate steps to take next.
20. Consensus-tester. A person who tentatively asks for group opinion in order to find out if the group is nearing consensus on a decision.
21. Harmonizer. A person who mediates differences between other members; one who attempts to reconcile disagreements.
22. Tension-reliever. A person who jests or pours oil on troubled waters to relieve tensions; one who puts a tense situation in a wider context.

NON-FUNCTIONAL (Harmful, Life-denying) ROLES

Roles which concentrate on self-centredness deter group growth and the accomplishment of the group's task.

23. Aggressor. A person who attacks openly what another person has said or the task at hand; one who violates the rights of others; one who shows envy toward another person's contribution by taking credit for it. More often seen than being openly aggressive is the person who is passive aggressive; who attacks through back handed

comments, who violates rights by manipulation, or undermines the group in non overt ways. Though subtle, all of these behaviours are still aggressive.

24. Blocker. A person who reacts unfavourably to everything the group members want to do; one who gripes a lot and seldom says anything constructive; one who raises the same personal issues or refers every matter back to his/her same personal problems; one whose comments are not relevant.

25. Self Confessor. A person who over-expresses his/her own personal feelings or insights that are not related to the group's task.

26. Horsing Around. A person who outwardly shows his/her disinterest in the group's process or task; one who is cynical, nonchalant, or who participates in horseplay.

27. Dominator. A person who asserts their authority by manipulating others; one who interrupts the contributions of others; one who talks too much.

28. Help Seeker. A person who calls for sympathy from the group members; one who puts himself or herself down unreasonably.