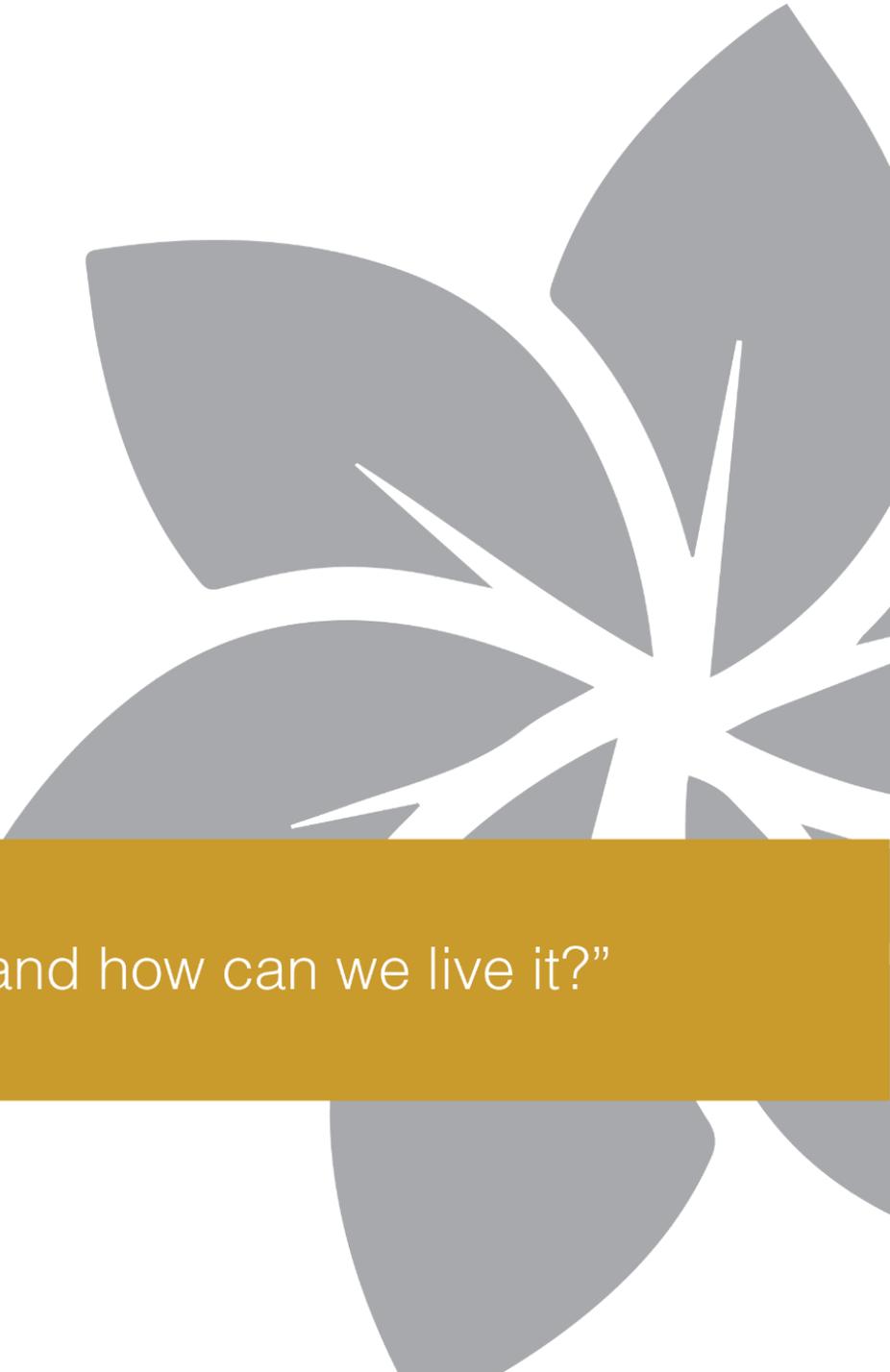


Dialogue Facilitator

Instructor Manual

TOOLS FOR EFFECTIVE PEER DIALOGUE
IN PHILOSOPHY AS A WAY OF LIFE COURSES



“What is the good life, and how can we live it?”



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Introduction

This manual is a guide to help college instructors train peer dialogue facilitators for their Philosophy as a Way of Life (PWOL) courses. We recommend that instructors use this resource in conjunction with the [Trainee Edition](#) of the manual, as well as the [Trainee Workbook](#).

This manual has 18 sections, which correspond with 17 distinct sessions we recommend including in dialogue facilitator training, and one section on the weekly meetings we recommend you hold during the semester. A full training can be done in as little as 7 hours, or can be broken up (sometimes over a few days) into a longer 8-10 hour format. Each section of this manual contains (1) the relevant training goals for that training session, (2) a brief plan with recommendations for running the session, (3) descriptions of potential activities you may want to incorporate into the session and their corresponding workbook pages, (4) more resources, when appropriate, and (5) a screenshot of the corresponding page in the Trainee Edition of the manual, if there is such a page.

Everything in this edition is subject to change depending on a particular course's needs — we encourage instructors to alter these plans as they see fit, and choose the activities they find most engaging and formative. One particular opportunity for adaptation is in the use of our “Guiding Questions” listed under “Potential Activities” for many sessions. Instructors might use these questions as whole-group dialogue prompts; as “think-pair-share” questions, in which trainees are asked to reflect briefly on the question, then share their thoughts with a partner; or in any other way they see fit!

Best of luck with the training, and may the spirits of the Ancients be with you!

~ The Mellon Initiative Team



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Training Goals

Trainees will...

1. Understand the roles, responsibilities, and modes of evaluation for their position, including internalizing the difference between dialogue and discussion,
2. Demonstrate knowledge of and commitment to course vision and objectives,
3. Begin developing the elements for effective dialogue facilitation and grow in confidence to perform these tasks:
 - (a) Group norms
 - (b) Strong questions
 - (c) Active listening
 - (d) Designing engaging activities
 - (e) Debriefing
 - (f) Lesson planning
 - (g) Handling potential conflicts
4. Recognize their role as valuable and become energized to work with their students, and
5. Build community with fellow dialogue facilitators.

Part I: Introductions

1. Welcome to the PWOL Teaching Team

“Just as the eye was unable to turn from darkness to light without the whole body, so too the instrument of knowledge can only by the movement of the whole soul be turned from the world of becoming into that of being.”
 ~ Plato, *The Republic*, Book VII ~

Relevant Training Goals:

- Demonstrate knowledge of and commitment to course vision and objectives
- Recognize the value of the role they are in and become energized to work with their students
- Build community with fellow dialogue facilitators

Description:

This session will consist of three main parts: (1) welcome trainees to the training with a motivational speech introducing the idea of “philosophy as a way of life” and where the trainees fit in to it, (2) introduce the faculty members and training instructors, and (3) engage in an icebreaker activity together, ideally one that will help trainees learn about each other while engaging in philosophy.

Potential Activities (with Corresponding Workbook Pages):

- *Philosophical Snake Oil* (2)
 Divide the group into small groups or breakout rooms (~5 people each), and give each group a two column, 5 row table. Each group’s task is to pick one word from each column to create a product which they will then pitch to a panel of investors (comprised of the instructors). For extra fun, the investors can have special roles themselves (i.e. cult leader, exhausted professors, etc.), so the groups can tailor their pitches for their product depending on the judge. Groups should take 5-8 minutes to prepare their pitch, 1 minute to deliver the pitch, and 1 minute to participate in Q&A. At the end, the investors will choose a product or two to invest in. For further instructions, sample roles, and product tables, follow this [link](#).
- *Frankenstein’s Adlib* (3)
 Prepare no less than 5 questions, ideally the amount of trainees in your group divided by 2 (e.g. 14 trainees=7 questions). These should be silly or interesting questions about people’s lives which elicit short answers, e.g. What is your life mantra? One weird quirk about your family? Your irrational fear? Create a table with two columns and rows equal to the number of prompts you have prepared. Then, ask the first question to your entire group and write down the first two answers you hear in the first row (one in each column) along with the names of the people who answered. Once a person has given an answer, they cannot answer again until every person has given a response. Repeat with each prompt. Then divide the class into two groups, ideally one group is the people whose answers are in

the first column and one is the second column, but if people have given multiple responses then divide the class in half another way. Then, in 8 minutes or less, the two groups should prepare a college admissions essay for a person possessing all the traits in their assigned column (**do not reveal this part until all responses have been given!**). Once time has expired, each group will present what they have prepared, and instructors, as the admissions board, will decide whether they will be admitted or not.

Philosophy as a Way of Life



Once upon a time, as Athens was reaching its Golden Age and several Chinese empires vied for control of Southeast Asia, **philosophy was at the center of cultural and political affairs**, and philosophers were treated like celebrities.

These philosophers gained acclaim and had tremendous influence on world events because they conceived of **philosophy as a means of improving oneself and one's community**.

Philosophy literally means “**love of wisdom**,” and wisdom is knowledge put into action. Philosophy’s goal was thus primarily therapeutic: to help one achieve **inner peace and freedom** by **focusing attention on what truly matters** and **recognizing oneself as part of a larger whole** that exceeds the individual. Because of this latter goal especially, philosophy was **always done in conversation** with other people, and typically with a view towards the reorganization of society at large.

“We are not conducting this inquiry in order to know what virtue is, but in order to become good, else there would be no advantage in studying it.”

~ Aristotle,
Nicomachean Ethics



Watch your thoughts;
They become words.
Watch your words;
They become actions.
Watch your actions;
They become habits.
Watch your habits;
They become character.
Watch your character;
It becomes your destiny.

Lao Tzu



To today’s reader, the goals of ancient philosophy might sound spiritual, and that’s because they were! Over time, more and more of the spiritual element of philosophy was taken up by world religions, and the academic discipline of **philosophy was often left with abstract theories detached from real world experience** and rigorous logical argumentation strategies **devoid of the love** that once was philosophy’s guiding force.

“Philosophy as a Way of Life” (PWOL), is a method of doing philosophy today that attempts to **revive the philosophical tradition of old**. In PWOL courses, the wisdom of the ancients is brought to bear on pressing issues of our current age. Students are encouraged to formulate their own visions of the good life, and to put this vision into action in their lives and their communities.

Just like in ancient times, dialogue with peers is an essential component of any PWOL course. **As dialogue facilitators, you have the responsibility and privilege of guiding your students along this path of self-improvement.**

2. Understanding Dialogue

“Don’t you realize what a great evil comes from dialectic as it is currently practiced? . . . I don’t suppose that it has escaped your notice that, when young people get their first taste of arguments, they misuse it by treating it as a kind of game of contradiction. They imitate those who’ve refuted them by refuting others themselves, and, like puppies, they enjoy dragging and tearing those around them with their arguments.”

~ Plato, *The Republic*, Book II ~

Relevant Training Goals:

- Understand the roles, responsibilities, and modes of evaluation for their position, including internalizing the difference between dialogue and discussion

Description:

Instructors will briefly present on the differences between dialogue and discussion in order to help the trainees understand the method they will be using (dialogue). Then, instructors will guide trainees in reflection regarding past experiences with both modes of communication, to understand the positives and negatives of each. Finally, instructors will introduce the 7 essential elements of dialogue.

Potential Activities (with Corresponding Workbook Pages):

- *Dialogue vs. Discussion Guiding Questions for Reflection (n/a)*
 - Take 30 seconds to think of the best conversation you had in the last year.
 - What made it so special to you?
 - Think back to other courses you’ve taken that had a discussion section - what was the goal? How could you tell? What did you like and dislike about it? What did you learn?
 - Why do you think we do dialogue rather than discussion in this philosophy course?
 - How will you ensure that your focus is dialogue rather than discussion? What concrete steps will you take?
- *Dialogue Word Cloud (n/a)*

An instructor will write “dialogue” in the center of their screen or board and prompt trainees to say the words that come to mind when they think of dialogue. The instructor will write those words as branches off from dialogue in the center. This activity can be 5-10 minutes at the beginning or end of this session, or both!

More Resources:

- The dialogue model we use was modeled on techniques developed by the Sustained Dialogue Institute. You can find additional information about the Sustained Dialogue Institute and its work at <https://sustaineddialogue.org/>.

Understanding Dialogue

In everyday life, a “dialogue” is any conversation in which **all participants share perspectives** on a question or idea and **listen carefully** enough to **empathize** with each other and **develop** their views.

In a good dialogue, participants will practice:

Appendix Check! (Page 15)
 The following pages describe the 7 elements of dialogue facilitation that we believe are most essential. For more techniques, see **Appendix A**.



In PWOL courses, dialogue typically takes the form of **weekly conversations** about one big question:

“What is a good life, and how can we live it?”

The goal of PWOL Dialogue is **NOT** to definitively answer this question. Just like everyday dialogue, the goals are to formulate, articulate, and re-assess one’s own beliefs about the question and understand and accept why others may think differently.

PWOL Dialogue vs. Traditional Discussion Sections

Traditional In-class Discussions	PWOL Dialogues
Purpose: Participants strive for mastery of course material .	Purpose: Participants strive to understand others’ perspectives and develop their own views .
Peer leader serves as discussion leader, actively directing the conversation with frequent intervention/correction and Q&A.	Peer leaders work as dialogue facilitators, creating and maintaining an environment in which productive dialogue can occur.
A level playing field is often tacitly assumed, and differences or inequalities within the group may be ignored .	Differences and inequalities within the group are sought out and highlighted to help achieve shared understanding.

3. Element #1: Building Community

“Man must be disciplined, for he is by nature raw and wild...”

~ Immanuel Kant, *Critique of Pure Reason*~

Relevant Training Goals:

- Begin developing the elements for effective dialogue leading, and grow in confidence to set group norms
- Build community with fellow dialogue facilitators

Description:

In this session, instructors will explain how to build community in the first few weeks of dialogue, focusing on the process of setting group norms. Then, the instructors and trainees will set norms together as a guide for the remainder of the training and for future meetings.

Potential Activities (with Corresponding Workbook Pages):

- *Setting Norms for Training*
To prompt trainees to set norms for the remainder of this training and for subsequent teaching team meetings, ask guiding questions such as these:
 - How will we ensure that everyone feels safe sharing their thoughts, questions, and ideas?
 - What does respect look like in the context of our teaching team meetings?
 - What method of communication should we use primarily as a group? Should we start a group messaging system via Slack, WhatsApp, etc.?
 - How often do you want feedback on how you are doing, and in what manner would you like to receive feedback?
 - How often would you like to meet as a teaching team? What would you like to happen in those meetings?
 - What should be the role of technology during our meetings?
- *Norm Randomizer (n/a)*
If you imagine dialogue as a system, with mutual understanding and authentic self-reflection as one outcome among many possible outcomes, norms are like the rules instructors can set in place to guide the group towards that desired outcome. In this activity, refer trainees to the sample norms in Appendix B of the trainee manual, and use [this randomizer](#) to select 4 at a time. Have trainees imagine a dialogue group that had only those 4 norms, and speculate as to what outcomes would result, good and bad. Repeat this process a few times.

Element #1: Building Community

Ensuring participants feel **close to** and **valued by** other members of their group in the first few weeks of dialogue is a key part of your role as a facilitator. By putting emphasis on creating community, PWOL dialogue allows large classes to have the **intimate, small-class feel** which, in turn, increases students engagement with the course. A sense of community is also key to fostering rich and fluid dialogue. When participants connect with the other members of their group and feel like **their voice matters**, they become more open to sharing their ideas, and they listen with an open mind to others.

Bring them closer:	Identify and create commonalities	<ul style="list-style-type: none"> ● Create inside jokes when something funny comes up in dialogue ● Encourage conversation about current events on campus
	Encourage the sharing of personal experiences	<ul style="list-style-type: none"> ● Plan warm-up activities that give insight into participants' personalities and life ● Ask students how their week is going
	Plan engaging and fun activities	<ul style="list-style-type: none"> ● Even do activities not related to philosophy ● Ask them for any suggestions
	Encourage communication outside of class	<ul style="list-style-type: none"> ● Make a social media sharing doc or a group chat ● Say hi whenever you see someone
	Remember that you are a member and the leader of the community	<ul style="list-style-type: none"> ● Share about your life, even irrelevant things. This makes them feel like they know you and models that the space is safe for sharing. ● Take responsibility for creating community
Help them feel valued:	Create an identity for the dialogue group	<ul style="list-style-type: none"> ● Do something that is unique and special that no other dialogue group does ● Create a dialogue group name, funny group chat name or photo, or a shared dialogue playlist
	Show them that you care about dialogue	<ul style="list-style-type: none"> ● You can't expect your dialogue students to care if you don't show that you care ● Go the extra mile to make them feel valued
	Ask for feedback and show that they are heard	<ul style="list-style-type: none"> ● Provide chances for anonymous feedback ● Go over any feedback they provided so that they know that their voice matters

Setting Group Norms

A great way to help build community is to set group norms. **Group norms** are mutually agreed-upon ground rules that are aimed at fostering a comfortable and respectful environment for productive dialogue. At your dialogue group's first meeting, you should help participants collectively identify, evaluate, and agree on group norms that they would like to practice.

Steps to Establishing Norms:

1. Accept that it might be awkward.
 - The first session can sometimes be awkward, especially when setting norms, so **come ready to meet the awkwardness with energy and enthusiasm**, and know that **the better prepared you are, the less awkward it will be**.
2. Explain what a norm is and give an example.
3. Ask guiding questions to direct the conversation towards aspects of healthy dialogue that need to be addressed.
 - **Avoid the silent “brainstorming of norms.”** Nobody will know where to start.
 - Guiding questions and hypotheticals can eliminate awkwardness and direct the conversation towards good norms without you suggesting all the norms for them.
4. Encourage specificity over generality.
 - Norms are more effective when they are as **specific and concrete** as possible. Ask participants to define general terms (i.e. “confidentiality”, “respectful”) and/or to clarify their meaning through **specific examples of what it might look like**.
 - If they're still stuck, suggest the most relevant norm from Appendix B.
5. Strive for unanimous agreement on each norm.
6. Include an opportunity to share anonymously.
 - Participants may be pressured by the social setting, so it is always good to present the **opportunity for norms to be suggested and evaluated anonymously** (Google Forms are great for this).
 - Some norms, such as the vulgar language norm, should be **voted on anonymously** (i.e. by putting heads down and raising hands).
7. Revisit norms the next week and emphasize that they are always up for revision.
 - If any norms are submitted anonymously between sessions, they should be addressed at the beginning of the next meeting.
 - After putting the norms into practice in a dialogue, **evaluate them as a group and make revisions as necessary**.

Appendix Check! (Page 16)

See **Appendix B** for a comprehensive list of strong guiding questions and sample group norms.

4. Introduction to the Course

“For we are inquiring not in order to know what virtue is, but in order to become good, since otherwise our inquiry would have been of no use.”

~ Aristotle, *Nicomachean Ethics*, Book II Section ii ~

Relevant Training Goals:

- Demonstrate knowledge of and commitment to course vision and objectives
- Build community with fellow dialogue facilitators

Description:

Instructors will communicate the course vision and goals, as well as the units and major assignments to trainees. Be sure to show them where they, and their students, will find this info. Instructors will then facilitate a dialogue with trainees about why they believe these goals were chosen over others, why these goals will be valuable to their students, and how dialogue fits in to the larger course. Finally, trainees will participate in a culture-building activity centered on one of the major course assignments, either helping to solidify plans for it or participating in a mock version of it.

Potential Activities (with Corresponding Workbook Pages):

- *Evaluating Course Vision and Goals (n/a)*

After laying out the course vision and goals, tell the trainees that you now want them to critically evaluate these goals. Emphasize that this is not merely an exercise, but rather that you genuinely want to hear their perspective on them as students, and may end up changing them in future iterations of the course. Ask the following questions as guides:

 - Pick one goal, and share how this goal will be valuable (or not valuable) to students in the course.
 - Why do you think these goals were chosen as opposed to other potential goals (give an example of another potential goal for a philosophy course)?
 - Which of these goals will be met, at least in part, by the activity of your dialogue groups?
- *Culture-building activity (n/a)*

Have trainees participate in an abridged version of one of your signature assignments with the threefold goal of building community amongst the trainees, acclimating them into the course culture, and workshopping the assignment to check for needed adjustments to instructions or design. Choose an assignment that is new to this iteration of the course, that you are worried about, and/or that can be done in about 15 minutes.

5. Roles and Responsibilities

“Every other motive must yield to duty, because it is the condition of a will that is good in itself, and the value of that surpasses everything.”

~ Immanuel Kant, *Groundwork for the Metaphysics of Morals*, Chapter 1 ~

Relevant Training Goals:

- Understand the roles, responsibilities, and modes of evaluation for their position, including internalizing the difference between dialogue and discussion or debate
- Recognize the value of the role they are in and become energized to work with their students

Description:

In this information-heavy session, instructors will inform trainees of their school’s policies pertinent to their role, such as mandatory reporting and confidentiality requirements. Instructors will also inform trainees of the expectations they have for them in their role, and how they will be assessed according to these expectations. Describe for them the size of their dialogue groups, when and where they will meet, and for how long. If trainees have grading responsibilities, instructors will demonstrate the procedure for inputting grades as well as grading deadlines. Encourage trainees to enter important dates (assignment deadlines, grading deadlines, meeting dates) into their personal calendar, and give them time to do so. We highly recommend creating a google calendar or other online, shareable calendar for the course and sharing it with all of them so they may quickly and easily add it to their google calendar. Establish a method of communication between instructors and facilitators. Finally, trainees will perform an activity to demonstrate comprehension of their role.

Potential Activities (with Corresponding Workbook Pages):

- *Guiding Questions (n/a)*
 - What about this position most excites you?
 - What about this position most worries you?
 - What questions do you have about your role in the course?
- *Email to Parents (4)*

This activity, along with the following 3, will each take no more than 5 minutes to complete, and are intended to allow trainees to restate the material they just learned in various contexts. In this activity, ask trainees to compose a brief email to send to their parents explaining their new role, their responsibilities, and why their role is important. Ideally, they will send it out right away. Restating content in their own words will increase retention (and keep parents in the loop, which will make them happy, too!)
- *Student Pitch (5)*

For this activity, ask trainees to write out a description of their role and responsibilities to use when introducing themselves to their students week 1 of dialogue.
- *LinkedIn Profile Description (6)*

For this activity, invite trainees to compose a description of their role, their responsibilities, and why their role is important tailored to a LinkedIn profile page. Ideally, trainees will actually put this on their LinkedIn profile during the activity, but if they do not have a LinkedIn profile yet, they may write it down and save for later.

- *Elevator pitch (7)*

Give trainees some time to prepare an elevator pitch to a potential employer about their role and responsibilities and why their role is important, and then have them turn to a partner and give their pitch. Hearing another's pitch will also help with retention and perhaps they'll discover something new they had not considered about how to sell this position to employers.

- *Grading a sample assignment (n/a)*

For this activity, disperse a sample of an assignment a student has turned in to the trainees (either created by the professor or lifted from a previous year). Give trainees an appropriate amount of time (depending on the assignment) to grade it using the actual rubric they or the instructor will be using to grade during the semester. After they are done, the instructor should go over with the group what grade it should have received and why, while soliciting any feedback or answering questions. This activity should help familiarize the trainees with at least one of the course rubrics, allowing them to give more targeted, effective advice when their students are doing the assignment.

Part II: Lesson Planning

6. Professor Mini-Lecture

“Of what does the Sophist make a man talk eloquently? The player on the lyre may be supposed to make a man talk eloquently about that which he makes him understand, that is about playing the lyre... Then about what does the Sophist make him eloquent?”

~ Socrates, *Protagoras* ~

Relevant Training Goals:

- Demonstrate knowledge of and commitment to course vision and objectives

Description:

In this session, one of the course’s lead instructors will give a 10-15 minute lecture on content from week 2 of the course. This will serve as the wellspring trainees draw upon to formulate their lesson plans in subsequent sessions.

Potential Activities (with Corresponding Workbook Pages):

- *Listen like a Facilitator (8)*
This activity is simply a note-taking sheet in the workbook with guiding questions to help trainees pick out what from the lecture they will focus on in their dialogue groups.

7. Element #2: Writing a Lesson Backwards

“Every art and every inquiry, and similarly every action and pursuit, is thought to aim at some good; and for this reason the good has rightly been declared to be that at which all things aim.”

~ Aristotle, *Nicomachean Ethics*, Book 1 ~

Relevant Training Goals:

- Begin developing the elements for effective dialogue leading, and grow in confidence to write lesson plans

Description:

Instructors will explain the meaning and logic behind the ‘backwards design’ process, and help trainees set 1-2 goals for the week 2 lesson plan they will be working with for the remainder of the training. (We chose to workshop the week 2 lesson plan because it will be the first substantive dialogue session.) Instructors will also outline the components of a dialogue lesson plan.

Potential Activities (with Corresponding Workbook Pages):

- *Setting the Goal for your Lesson Plan (9)*
Guide trainees to set a goal for the lesson plan they will be working on in the next few sessions. Instruct them to draw upon their “Listen like a Facilitator” notes sheet.

More Resources:

- *Understanding by Design*, Vanderbilt University
(<https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/>)

Element #2: Writing a Lesson Backwards

When you sit down to write your lesson plan for dialogue, begin with your goals for the session. Designing your dialogue backwards from the end to the beginning will help you create a focused session that's both cohesive and formative.

Create a Goal

1. Start from who they are.

What relevant background experiences or goals do they bring to the session? Check the course curriculum to see what they recently learned in class. Is there any philosophical concept that may be challenging upon further reflection or prompting?

2. Set a goal for who they will become.

What is one idea or question worth contemplating, considering from different perspectives, and gaining awareness on? What skills, knowledge, and/or achievements will your students gain? How can you relate these to the central question of PWOL dialogue: What is the good life and how can we live it?

Appendix Check! (Page 18)

See **Appendix C** for sample lesson plans with goals.

Work Backwards

1. Measuring how they meet this goal.

How will you and your students know they've reached this goal? Will they be able to clearly articulate their view of a concept? Discover an implication that they have never considered? Explain opposing views charitably and accurately?

2. Determining what they will need from you.

What sort of experiences or activities will put students in the best position to reach the session's goal? What kind of activity, prompt, or question will help guide them to accomplishing the meeting's goal? What questions will encourage participation and vulnerability?

3. Review your agenda.

Now step back and **review your plan**. Do the components make sense? Do you have a warm-up activity, dialogue prompts or activities, and questions for debriefing or direction-setting?

4. But, remember, it's only a guide.

Dialogue meetings sometimes go in unforeseen directions that are just as fruitful as the most meticulously planned session. Ultimately, the students should have ownership of each meeting, so **remember to be flexible** when the conversation departs from the plan. You can always save the agenda for another time or survey your students to find out what they want to explore in dialogue next.

8. Element #3: Creating Engaging Activities

“Give the pupils something to do, not something to learn; and the doing is of such a nature as to demand thinking; learning naturally results.”

~ John Dewey, *Democracy and Education*, Chapter 12 ~

Relevant Training Goals:

- Begin developing the elements for effective dialogue leading, and grow in confidence to create engaging activities

Description:

In this session, instructors will explain the various functions an activity can have in dialogue, as well as the design principles for creating an effective, engaging activity. Instructors will guide trainees as they look through our list of activities and suggest any additions from their experience in other classes or during extracurriculars. Next, trainees will participate in an activity or two (depending on time), facilitated by the instructors. Finally, trainees will design 1-2 activities for their week 2 lesson plan.

Potential Activities (with Corresponding Workbook Pages):

- *Barometer (n/a)*
Prepare no less than 5 prompts that elicit an agree/disagree response. Make one side of the room 100% agree, one side 100% disagree, and stand at the center point (if doing this online, [use this barometer template](#)). Read a prompt, then have the trainees stand in the room corresponding to the extent to which they agree or disagree with the prompt. Trainees are not allowed to stand exactly on the 50/50 line. Prompt the trainees to ask questions of each other from where they stand, or ask questions yourself, e.g. Trainee X, you appear to feel strongly about this. Tell us why?, Why do you think there is such widespread agreement/disagreement on this question? Etc.
- *Fears and Hopes in a Hat (10)*
Instruct trainees to rip out the workbook page and tear it in half. On one half sheet, have them write a fear related to this training session or semester, and on the other a hope for this training session or semester. Assure them that this will be completely anonymous. Collect the fears in one pile and the hopes in another (it may be useful to have a hat or basket of some sort to collect them. Redistribute the sheets randomly so each person has one fear and one hope. Go around the circle with each trainee in turn reading the fear on their sheet. Then go around with each trainee reading the hope. Dialogue about common themes, implications for the group moving forward, how to remedy the fears, how to assure we rise to the hopes, etc. (Online version: Use Poll Everywhere, or an equivalent free online tool, to simulate this activity online. First, make an account, go to the profile, go to activity settings, and select "Do not ask participants to enter screen names (auto-generated IDs will be used to track responses)" to ensure trainee anonymity. Then, pose each question. Share your

screen so trainees can watch anonymous answers appear in real time. Instructors may choose to read answers aloud.)

- *Designing Your Activities Guiding Questions (9)*
 - This lesson is for Week 2 of dialogue, so students will still be getting to know each other and getting comfortable with sharing their more personal thoughts and feelings. What activities will help them get to know each other, and ease them into sharing personal experiences and beliefs?
 - Think back to your goal - can your warm-up activity lead into a discussion related to the goal of your meeting?
 - Visualize your group doing this activity - how will you frame it for them so they know exactly what is expected of them and so that it runs smoothly?

More Resources:

- *Top 10 UDL Tips for for Designing an Engaging Learning Environment*, CAST Professional Learning (<http://castprofessionallearning.org/project/top-10-udl-tips-for-engagement/>)

Element #3: Creating Engaging Activities

Aside from typical dialogue, activities can increase student engagement, build community, and allow participants to consider thought experiments or practice real world scenarios of philosophical ideas. As the semester progresses, the activities that your group undertakes will evolve as well.

For the first few meetings,

1. Focus on developing familiarity.

Especially in the first couple meetings, try to **incorporate name games** or exercises to help the students meet each other. In addition to names, you can also add in other fun facts like favorite food, current residence hall, course of study, or fun stories from their past to highlight some similarities or differences in the group.

Appendix Check! (Page 21)

See **Appendix D** for some ready-to-use activities.

2. Keep it fun.

Don't feel pressure to have your students doing intense philosophical reflection activities early on. Particularly for the warm-up activities, try to keep the atmosphere light so that everyone begins to feel comfortable with the group from the start.

In the middle of the semester,

1. Incorporate your meeting's goal.

Take a look at the goal of your agenda. **Is there a warm-up activity that could lead into a greater philosophical discussion?** For instance, if the goal is centered around utilitarianism, maybe MIT's ["Moral Machine" program](#) would work well to introduce the group to the topic!

2. Ask for input.

Sometimes the students themselves may have an idea for a warm up activity. Asking for suggestions helps you get a better sense of what activities would work well, and **helps the students take ownership of the dialogue and feel a part of the group.**

3. Communicate with other facilitators

Discuss your successes and failures, and share lesson plans with other dialogue facilitators. This is often the best way to add variety and creativity into your dialogue sessions to keep them interesting.

At the end of the semester,

1. Save space for reflection.

The last meeting activities of dialogue should allow students time and space to offer reflections and comment on their experience. They may want to revisit questions or topics from previous sessions, so **allow for some free space in your lesson planning for reflection, feedback, gratitude, and compliments.**

9. Element #4: Asking Strong Questions

“The answers you get depend on the questions you ask.”

~ Thomas Kuhn ~

Relevant Training Goals:

- Begin developing the elements for effective dialogue leading, and grow in confidence to ask strong questions

Description:

In this session, instructors will distinguish between weak questions and strong questions, and emphasize the importance of asking strong questions in dialogue. Then instructors will guide trainees in practicing writing strong questions by changing sample weak questions into strong ones. Finally, instructors will ask trainees to plan 3-5 strong questions with follow-up questions for their week 2 lesson plan.

Potential Activities (with Corresponding Workbook Pages):

- *Strengthening Weak Questions (11)*
Instructors will show trainees a few sample weak questions, i.e. “Does God exist?”, “When was Descartes born?”. Ask for a few volunteers to share what is wrong with the weak question. Then, instruct everyone to reformulate the question into a strong question (or questions) that captures the spirit of the weak question. Ask for a few to share.
- *Guide Questions for Preparing Your Dialogue Questions (9)*
 - What questions can you ask that start from personal experience or a small aspect of your goal and build to that final question?
 - What about this lecture are you genuinely interested in soliciting opinions on?
 - How can you create space for dissenting opinions?
 - What is the ultimate goal of this week’s dialogue? This should help frame your last question.
- *Ideal Dinner Guest (12)*
Instruct trainees to pretend they are a dinner guest at a party and that they must start a dialogue with their host or other partygoers. This activity takes place during a break in the training of at least 30 minutes, i.e. when trainees break for lunch. Trainees will pick a partner or group of 3 to work with. The object of the game is to use strong questions to identify an important experience in their partner’s life, and a core belief the partner holds because of that experience. This will entail beginning with asking about personal anecdotes and building to a deeper discussion about personal beliefs. The “Ideal Dinner Guest” should try to do all this without interjecting their own beliefs and without creating discomfort or tension. Once this goal is achieved, trainees can simply talk informally from there about whatever they choose. Halfway through the break, trainees will form new groups so that everyone has a chance to be the “Ideal Dinner Guest” asking the questions.

Element #4: Asking Strong Questions

Strong questions help create a fruitful dialogue experience by delving deeper into a student's contributions to facilitate an enriched discussion. By asking probing questions in response to a student's remarks, you invite participants to open themselves up to the group.

Identifying Strong vs. Weak Questions

Strong questions sustain, weak questions stall.

Strong questions are relevant to the topic at hand, invite reflection, and promote a deeper understanding of a speaker's remarks and the overall topic. They move the conversation forward and often evoke multiple responses. They typically begin with "How" or "Why."

Weak questions that elicit a single, right answer or simple 'yes-or-no' cut off reflective thinking and stall the conversation flow.

Tips for Asking Strong Questions

1. Start from what they know.

Sometimes, the best way to lead into a deep discussion is to **begin with the students' personal experiences**. Start with a specific reflection question that will ease the group into the greater target discussion. For instance, if the meeting's focus question is "how do we decide what is true?" begin by asking, "where do you get your news, and why?"

2. Ask out of genuine curiosity.

Where do you want more understanding? Model intellectual virtue by focusing your questions on areas that you want greater clarity or understanding. Ask students to clarify earlier remarks, reflect, or introduce other perspectives to invite a response.

3. Ask one question at a time.

You may be tempted to ask multiple questions at once to allow many different responses, but what actually ends up happening is students get overwhelmed and don't know which one to respond to! To minimize confusion and maximize response rate, discipline yourself to only ask one at a time.

4. Be comfortable with silence.

Silence is not necessarily a bad thing. Allow time for students to reflect and sit with the question by slowly counting to 10 in your head before breaking in. Remember, **they own the group**.

Appendix Check! (Page 33)

See **Appendix E** for examples of strong questions.

10. Element #5: Debriefing

“A human being shares in reasons, through which he traces consequences, sees the causes of things... and combines and connects future with present things, and so he easily sees the course of his whole life, and prepares the things necessary for living that life.”

~ Cicero ~

Relevant Training Goals:

- Begin developing the elements for effective dialogue leading, and grow in confidence to debrief

Description:

This brief session will consist of a short presentation on the what, why, and how of debriefing, an opportunity to practice the skills of debriefing, followed by time for trainees to prep the debrief for their week 2 lesson plan.

Potential Activities (with Corresponding Workbook Pages):

- *Bringing it Full Circle (n/a)*
At the beginning of this session, or maybe even during a previous session, one of the instructors should make a philosophical claim. Be sure to mark it off as separate from the training session in some way. Then, after explaining what debriefing is, ask trainees if anyone can remember that philosophical claim. This serves as a reminder to always be listening to their group and to try to tie in thoughts even from the beginning of the dialogue during the debrief.
- *Summing it Up (13)*
Call on 5 trainees to be “students,” and ask them to prepare a single sentence statement relating to an idea from the mini-lecture from Session 6. Select one trainee to be the dialogue facilitator, who must tie these 5 statements together in a debrief, drawing out connections between them and identifying where the discussion may go next week based off them. Then, rapid fire, have the 5 students say their statement. Give the dialogue facilitator 5 seconds to process, then have them deliver their summative debrief. It is helpful to repeat this activity multiple times so several trainees have a chance to be the dialogue facilitator.
- *Preparing Your Debrief (9)*
Give participants time to pick out a few questions they will ask their group at the end of the dialogue they are currently lesson planning.

Element #5: Debriefing

Debriefing is the process of reflecting at the end of each dialogue session to achieve the following **3 goals**:

- 1) **Reflect and summarize the progress and achievements made during the session**
- 2) **Evaluate the session to improve future dialogues**
- 3) **Get on the same page with all participants and give them a chance to be heard**

Debriefing should be practiced with your group, through anonymous feedback, and with your dialogue facilitator team or on your own. The following questions are examples of things you might ask to achieve the three goals above.

With Your Group

Debrief the **content**

- Summarize the dialogue. What were your key takeaways?
- Did the dialogue cause anybody to reconsider any of their beliefs or values?

Debrief the **method**

- Did the structure of the meeting promote good dialogue?
- How well did we follow our group norms?
- [If applicable] Did you like the activity? Did the activity improve the dialogue?

Debrief the **next steps**

- How can we incorporate what we've learned today into our lives moving forward?
- What would you like to talk about next week? Do you want to move on or continue on this topic?
- Are there any tasks or assignments that need to be completed this week?

Anonymous Feedback

Anonymous feedback is the most effective way to receive honest feedback to improve on future dialogues. It is often worth revisiting any anonymous feedback at the beginning of the next session to make sure that participants feel that their voice is heard.

Some questions that are better asked anonymously are:

- How are you enjoying dialogue? (Best done using a rating scale)
- How could I (as dialogue facilitator) do better next time?
- Any ideas for dialogue topics, activities, ice breakers?
- Any other concerns, suggestions, or comments?

**Note: Google Forms is a great tool for getting anonymous feedback. For an example of an anonymous post-dialogue survey, click [here!](#)*

With Your Dialogue Facilitator Team, or On Your Own

- What went well? What could be better?
- Are all participants engaged in dialogue? Are there any tensions that need to be addressed? Are participants adhering to their group norms?
- What is the plan for the next dialogue?
- Is there anything I need to share with the lead instructor?

11. Element #6: Listening Actively

“Nature has given to men one tongue, but two ears, that we may hear from others twice as much as we speak.”
~ Epictetus Fragment ~

Relevant Training Goals:

- Begin developing the elements for effective dialogue leading, and grow in confidence to actively listen
- Build community with fellow dialogue facilitators

Description:

In this session, instructors will give a brief presentation on the value of active listening and the verbal and nonverbal cues to signal that one is active listening. Then, trainees will have the chance to practice active listening through an activity.

Potential Activities (with Corresponding Workbook Pages):

- *Speak, Listen, Observe (14)*
Instructors will break trainees into groups of 3, and one person in each group will be the Speaker, Listener, and Observer, respectively. The Speaker will speak on a question for 1 minute, the Listener will practice active listening and say nothing the whole time, and the Observer will observe the listener and provide feedback after the minute has ended. Then, the roles are rotated, and steps repeated. Some example questions:
 - Who is your philosophical role model? How did you first learn about them, and why do you admire them?
 - When did you first learn about or encounter death? How did this moment affect you?
 - What are your favorite and least favorite things about your school?
- *Spot the Leader (15)*
Have trainees stand in a circle. Select one person as the Guesser and ask them to leave the room. Then, select a trainee to be the Leader. The Leader will make a repeated motion or sound with their body, and everyone else in the circle will follow suit. Once everyone is doing the first motion or sound, the group will call the Guesser back in and they will stand in the center of the circle. The Leader should change or add to the motion or sound periodically, and everyone else must immediately follow suit. The Guesser has 3 guesses to spot the Leader. The Leader then becomes the next Guesser, leaves the room, and a new Leader is chosen.
- *Help the Rambler (16)*
One of the best skills a facilitator can have is being able to summarize what a participant is saying in a clear and concise way so that other participants know how to respond, but this takes excellent active listening skills. To practice this, have trainees reflect for 1 minute and choose a particular topic they can ramble or rant about for 45 seconds. Then, select one trainee to be the facilitator and one to be



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the rambler. Give the rambler 45 seconds to ramble, then the trainee must say “So what I hear you saying is...” and summarize the rambler’s thoughts in exactly one sentence.

Element #6: Listening Actively

Facilitating dialogue is not just about asking strong questions and designing engaging activities; hearing and understanding your students is just as critical.

The Impact of Active Listening on Dialogue

1. Create a positive dialogue atmosphere.

Active listening helps **students feel heard and respected**. Dialogue becomes a safe space of suspended judgement and impartiality when students feel like all their contributions are recognized.

2. Support yourself as a dialogue facilitator.

Hearing what each participant is saying, feeling, and thinking, **helps students respect and trust you** as a dialogue facilitator. **Modeling empathy** through active listening also encourages students to similarly listen more openly to others.

Practice Active Listening by:

Verbally...	Non-Verbally...
Asking open-ended or clarifying questions to pursue understanding	Face the speaker to demonstrate interest and recognize participation
Provide verbal affirmations such as “okay” or “yep” to signify that you are following what the participant is saying	Provide non-verbal affirmations like nodding or smiling to signal your understanding
Noting and/or following up with any emotion that comes out to demonstrate empathy and care	Lean forward to listen and show interest
Check for understanding by following up with a summary of what the speaker said to verify or clarify what was said	Make and maintain eye contact ¹ to connect with the speaker and give them your undivided attention
Thank the speaker for contributing to recognize their participation in the conversation	Hold an open, but relaxed posture to express impartiality and openness
Wait for the speaker to finish before jumping in to allow them enough time to complete their thought or provide further evidence	Pay attention to body language —focusing on facial expressions, movement, and posture—to read the unspoken feelings of the group or speaker

¹ Note that eye contact does not have the same significance in all cultures (e.g. eye contact may be avoided with instructors or other “superiors,” or members of the opposite sex).

12. Element #7: Resolving and Preventing Conflicts

“Peace is not the absence of war, it is a virtue, a state of mind, a disposition of benevolence, confidence, justice.”

~ Spinoza, *Tractatus Theologico-Politicus* ~

Relevant Training Goals:

- Begin developing the elements for effective dialogue leading, and grow in confidence to resolve and prevent conflict
- Build community with fellow dialogue facilitators

Description:

In this practice-heavy session, instructors will inform trainees about the common conflicts that arise during dialogue and offer up several strategies to prevent and resolve conflicts. Then, trainees will practice resolving conflicts as dialogue facilitators via skits performed by other trainees.

Potential Activities (with Corresponding Workbook Pages):

- *Conflict Resolution Practice (17)*
Trainees will act out skits of potential conflicts that may occur in dialogue and practice intervening appropriately. There are several conflict scenarios listed in the workbook - instructors may choose to assign these to particular groups or let trainees pick which ones they want to act out. Break trainees up into groups of 2-3 and give them 3-5 minutes to prepare 15-30 second skits of their conflict. Then, select one trainee to be the dialogue facilitator, and 2-3 trainees to perform their skit. The dialogue facilitator must pretend this is really their dialogue group and respond to the conflict as best they can when it happens. After each skit, debrief by identifying positives and areas of improvement, then select a new group and a new dialogue facilitator and repeat.

Element #7: Resolving and Preventing Conflicts

Sometimes, dialogues stray away from their goal to promote mutual understanding and self-reflection, so it's up to you as the dialogue facilitator to intervene and refocus the group.

When you start to notice growing conflict,

1. Stay alert.

Allow the dialogue to continue past these initial tensions, but **pay attention to physical, verbal, and emotional reactions** during the conversations.

2. Recall group norms.

Refer back to the group norms if necessary. Stress that respectful listening and speaking are crucial for productive dialogue.

3. Clarify the speaker's statements.

Allow them to explain their perspective by asking questions like **"Tell me more about what you mean by that?"** or **"What experiences led you to this belief?"** Summarize the speaker's thoughts yourself to avoid a conflict arising due to a misunderstanding.

4. Diversify the voices.

Don't allow one or two students to dominate the space. **Try to call on a variety of people** to introduce different opinions and break up back-and-forth arguments.

5. Move on.

If the dialogue begins to run in circles where participants are only repeating themselves, **bring the conversation to a close**. If there is still meeting time left, introduce a different topic.

In the meeting after,

1. Don't ignore, but don't linger.

Run the dialogue as normal, entering with a positive attitude. But **ask the students** if they want to return to the previous conversation, talk about how they are feeling, or move on completely. Continue the meeting according to their responses.

2. Emphasize goals.

The purpose of dialogue is **not** to change people's minds; its goal is to expose people to different views. Emphasize the importance of being open-minded and listening respectfully to others. **It is okay for dialogues to be inconclusive**.

3. Step outside.

If tensions in the group persist and seem to revolve around a few individuals, **meet with them outside of dialogue**. Talk through their differences to find common ground and explain that they need to get along in order for effective dialogue to continue in the group.

Part III: Lesson Performance

13. Lesson Plan Revisions

“Renew yourself. But keep it brief and basic. A quick visit [within] should be enough to ward off all distress and send you back ready to face what awaits you.”

~ Marcus Aurelius, *Meditations* 4.3~

Relevant Training Goals:

- Begin developing the elements for effective dialogue leading, and grow in confidence to lesson plan

Description:

In this brief session, give trainees the opportunity to adjust their lesson plans based on the information in the other sessions about dialogue elements and some last bits of advice or guiding questions from instructors.

Potential Activities (with Corresponding Workbook Pages):

- *Lesson Plan Revisions Guiding Questions (n/a)*
Give trainees time to run through all the guiding questions found on manual page 13 and check that their lesson plan incorporates all the elements listed.
- *Peer Review (18)*
Instruct trainees to trade lesson plans with a peer and review each other's lesson plans according to the workbook page.

Lesson Plan Revisions

Before dialogue each week, we suggest you run through your lesson plan using a checklist like this to target areas of improvement:

As people enter:

- Are you doing something to create a welcoming environment the second they step into the room? (i.e. greeting by name, playing a class playlist)
- Do you plan to check in with them at some point about their life, both in the course and outside?
- Is there a topic that is applicable to everyone, such as current events on campus, that can informally break the ice?

Appendix Check! (Page 34)

See **Appendix F** for some other lesson planning tips.

Icebreaker/Activity:

- What is the purpose of your icebreaker? Getting to know one another? Leading into the dialogue topic of the day in a fun, easy way? Some other purpose?
- Are all the necessary rules made explicit?
- Is the length of time you've estimated it will take appropriate?

Dialogue Questions:

- Are you genuinely interested in what participants have to say about each question you have prepared?
- Are your first questions more narrowly focused, perhaps on their personal experiences?
- Have you anticipated possible routes the conversation could go and prepared for them?
- Are most/all of your questions open-ended, requiring more than a simple yes or no or statement of fact?

Debrief:

- Are there any major assignments coming up that need to be discussed?
- What is the main goal of this dialogue meeting? Are you prepared to emphasize it here?
- Do participants have space, in the debrief and/or in a post-dialogue survey, to give you feedback on how the dialogue went for them?

14. Practice Dialogue

“A good traveler has no fixed plans and is not intent upon arriving.”

~ Lao Tzu, *Tao Te Ching* 27 ~

Relevant Training Goals:

- Begin developing the elements for effective dialogue leading, and grow in confidence to perform these tasks
- Recognize the value of the role they are in, and become energized to work with their students
- Build community with fellow dialogue facilitators

Description:

In this session, instructors will give trainees the opportunity to practice facilitating a dialogue, as well as to learn from each other’s methods of facilitation. Then, the instructors will debrief the dialogue practice.

Potential Activities (with Corresponding Workbook Pages):

- *Practice Dialogue (19)*
Instructors will ask for trainees to volunteer to run the dialogue using the lesson plans they just created. Rotate who is leading the dialogue every 10 minutes or so at natural stopping points, but continue the dialogue as if it were one continuous meeting with a warm-up, dialogue, and debrief for as long as a real dialogue session will last. After the allotted time is up, instructors should lead another debrief, asking trainees about the experience, pointing out some broad things that were good, areas for growth, and other important points.

15. Lesson Plan Workshop

“The Master said, ‘In serving your [elders] you may gently remonstrate with them. However, once it becomes apparent that they have not taken your criticism to heart you should be respectful and not oppose them, and follow their lead diligently without resentment.”

~ Confucius, *Analects* 4.18 ~

Relevant Training Goals:

- Begin developing the elements for effective dialogue leading, and grow in confidence to lesson plan
- Build community with fellow dialogue facilitators

Description:

In this session, instructors will give trainees space to talk through their entire lesson plan with a small group and an instructor, where they can solicit advice and adjust accordingly.

Potential Activities (with Corresponding Workbook Pages):

- *Lesson Plan Workshop (20)*
Break trainees into smaller groups, and assign one training leader to each group. Then, have one trainee read through their lesson plan. First, ask the trainee whose lesson plan it is what questions they have for their peers and the instructor. Then, ask if any of the other trainees have suggestions or compliments. Finally, the instructor should give their own suggestions and compliments. Repeat this process with each trainee.

16. Goal Setting

“For it is selfish to consider one's own judgement a universal law, and this selfishness is blind, petty, and simple because it shows that you haven't yet discovered yourself or created for yourself an ideal of your very own - for this could never be someone else's, let alone everyone's!”

~ Nietzsche, *The Gay Science*, 335 ~

Relevant Training Goals:

- Recognize the value of the role they are in, and become energized to work with their students
- Demonstrate knowledge of and commitment to course vision and objectives

Description:

In this session, instructors will guide trainees in creating a set of 1-2 personal and professional SMART goals for themselves this semester, as well as 1-2 SMART goals for their dialogue group, drawing from the course vision and goals.

Potential Activities (with Corresponding Workbook Pages):

- *SMART Goal Setting Activity (21)*
Have trainees reflect independently on their personal and professional goals for themselves for the semester. Briefly explain to them what SMART goals are, then have them write 1-2 personal and professional goals in their workbook. Repeat this process but for their dialogue group as a whole. It will be helpful to display the course vision and goals as they formulate their goals.

More Resources

- *Are Your Lesson-level Learning Objectives S.M.A.R.T.?* Temple University
(<https://teaching.temple.edu/edvice-exchange/2020/02/are-your-lesson-level-learning-objectives-smart>)

Goal Setting

When setting personal and professional goals, it is important to make them as explicit and concrete as possible, in order to increase the likelihood of implementation and success. An easy way to ensure you do this is to make your goals S.M.A.R.T.:

Specific:

State exactly what you want to accomplish, using action verbs.

Measurable:

Have a clear standard for successful completion of the goal; Use smaller, mini-goals to measure progress.

Attainable:

Your goal is realistically achievable given your time, resources, experience, etc.

Relevant:

Your goal makes sense given your job function or other goals for your life.

Timely:

Give yourself ample time to achieve your goal, but set a clear deadline of when it should be accomplished.



Breaks

“When you let go of the world, you are free of entanglements. Free of entanglements, you are balanced and untilting. Balanced and untilting, you are reborn along with each presence that confronts you. With such rebirth, you have done about all that can be done.”

~ Zhuangzi, Chapter IX ~

Relevant Training Goals:

- Build community with fellow dialogue facilitators

Description:

Periodic breaks throughout the training - every hour or so - are essential for keeping trainees in high spirits and avoiding burnout. Breaks demonstrate to them that their leaders care about their mental health and well-being. They also serve as opportunities for trainees to get to know each other more informally.

Potential Activities (with Corresponding Workbook Pages):

- *None, that's kinda the point.*

Planning Your Weekly Meetings with Your Facilitators

“Virtue depends partly on training and partly upon practice; you must learn first, and then strengthen your learning by actions.”

~ Seneca the Younger, “On the Value of Advice” ~

Weekly Meeting Goals:

- Build community amongst facilitators
- Provide insight to instructors about what topics are engaging their students and any potential problems with the course that must be quickly addressed
- Celebrate transformative experiences and high points in dialogue the previous week
- Workshop potential resolutions to conflicts or difficulties that have arisen
- Provide guidance (if necessary) regarding the upcoming week of dialogue

Description:

We highly recommend that instructors hold weekly meetings with their dialogue facilitators to meet the above goals. These meetings prove extremely valuable both for the facilitators to hone their craft, and for instructors to get immediate and honest feedback on how the course is being received by students. Often, these meetings are where instructors get the best ideas for new directions in which to take the course in future semesters, and where they can quickly identify and fix minor problems with the course (i.e. an unclear assignment description, a link on the course website that isn't working, etc.). Typically, we recommend that course instructors run these meetings for the first year as the dialogue program is getting up and running, then in future years have experienced undergrad dialogue facilitators run the meetings and report back to you.

Potential Activities:

- Four keys to keep in mind for these meetings:
 1. *Start with the positives.*
Open the meetings by talking about exciting, insightful, or enjoyable moments in dialogue, then get to the areas for growth. This boosts morale and motivates team members to solve the problems they're about to discuss.
 2. *Always frame negatives, errors, and conflicts in terms of “areas for growth,” “opportunities for improvement,” “puzzles to solve,” etc.*
This vocabulary changes the discussion from critical and deprecating to empowering and future-oriented. Don't dwell on past mistakes - try to understand them only insofar as understanding helps to correct and avoid them moving forward.
 3. *Always balance areas for growth with positives.*

It's just as important to celebrate the victories and have facilitators explain how they got to those victories as it is to fix the problems. Doing this also reminds facilitators that everything isn't going badly.

4. *Keep it clear and brief!*

Undergrads are typically very busy with many obligations, so it is important to be respectful of their time (and your own). You should have a very clear agenda to provide them at the beginning of the meeting, and end the meeting as soon as all agenda items are covered. If a student has a question that you don't think would be relevant for the whole group, kindly ask them to save it until the end of the meeting, then dismiss the group and answer any individual questions.

- *Group Norms*

Do not forget to revisit the norms set during training and add in new ones to use in your meetings moving forward. Review these norms as a group a few times throughout the semester.

- *High, Low, Buffalo*

Have each team member quickly share the best moment (high), worst moment (low), and weirdest/funniest moment (buffalo) from dialogue last week.

- *Pluses and Deltas*

Make a T-Chart on the board, and label one side pluses and one side deltas (delta because it is the variable for change). Have team members share positive aspects of their dialogue last week, and write those in the pluses column. Also have team members share problems, things they want to improve or change, or questions they have, and write them in the deltas column. Then, go through each delta and discuss.

- *Think, Pair, Share*

Give team members a prompt, and tell them to reflect silently for 20 seconds, then pair with a partner and share their thoughts for 60 seconds, then ask for quick responses in the whole group. Example prompts could be: What is one thing you did really well for this job last week? What is one thing you want to get better at this week? How is this job helping you achieve your professional goals?

- *Workshop*

Give team members a few prompts, and break them into small groups to discuss for an extended period of time (~15 minutes). You may choose to rove around the room to weigh in on conversations and provide feedback, or you may leave this time just for them. Then, come back as a whole group and discuss any major insights or lingering questions. Example prompts could be: What did your dialogue group talk about last week, and how did you approach the topic? How are your warm-ups going? Is there anything you are struggling with while you are facilitating dialogue, and what strategies could help overcome that struggle?