

Youth Resource Package

LEARN SHARE BUILD



**The
New
Mentality**
DISABLE THE LABEL

CMHO
Children's Mental Health Ontario
Santé mentale pour enfants Ontario

Welcome to The New Mentality!

The New Mentality (TNM) is a provincial network of youth and allies working to amplify youth voice to influence change within the mental health system and beyond. Our work is grounded in the belief that youth experiencing mental illness must contribute to building and improving the mental health system.

ABOUT THE RESOURCE PACKAGE

Being involved with **The New Mentality** will provide you with opportunities to build both professional and personal skills while making a huge difference in your community.

As a youth in the network, you play a critical role in helping mental health service providers understand what types of services youth need while helping your peers be aware of how and where they can get help.

Each year, TNM Groups design and deliver innovative, creative and impactful projects related to mental health advocacy. The process of designing and delivering these projects can be challenging, but time and time again youth prove how capable and powerful they are.

This Resource Package is designed to provide you with the tools and resources that will help you with your project work as well as in becoming an effective leader. Many of the frameworks included in this package—such as World Café and Open Space Technology—are used regularly in Disable the Label and other provincial TNM Activities. We hope you find these tools as useful as we do!

TNM GUIDING PRINCIPLES

- **Young people** have the right to a voice in decisions that affect them.
- The children and youth mental health system works better when there is **partnership & voice** in treatment and process decisions.
- **Lived experience** is an important form of knowledge. Hearing and using lived experience to inform treatment and processes will result in better mental health outcomes.

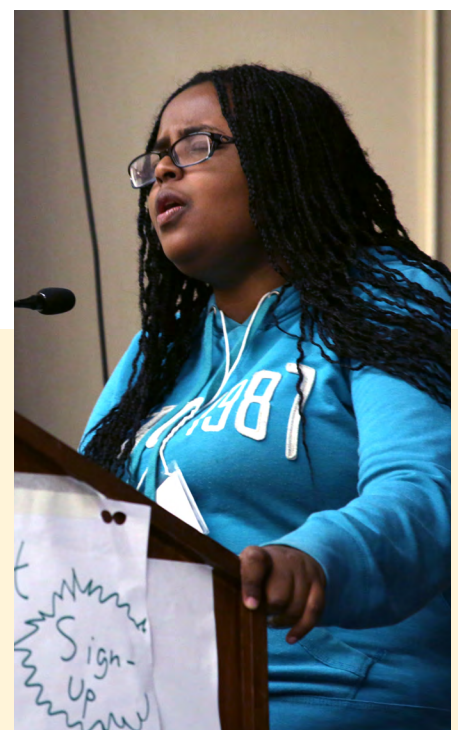


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Youth Engagement 101



WHAT IS YOUTH ENGAGEMENT?

Youth engagement is all about empowering youth and making them valued partners in addressing and making decisions about things that affect them. It involves adults working with youth to create opportunities for young people to improve the community, organization, or system in which they are involved.

In The New Mentality, youth engagement is also about valuing youth with lived experience as experts in their own mental health journey and as people who have important wisdom to contribute.

WHAT ARE THE KEY ELEMENTS IN CREATING THIS?

Meaningful Engagement Meaningful engagement is when an individual is involved in activities or experiences that they feel passionate about, have purpose and help them gain life and professional skills. When you are meaningfully engaged, you tend to show commitment to the cause, see your input being used in important decision making and experience personal growth. *You should feel as though the work that you do is important, valued and leads to personal growth.*

Organizational Commitment Because it is a shift in how organizations usually run their day-to-day business, youth engagement requires the organization to buy-in and show that they value the expertise that youth bring. *You should feel that the organization supports what you are doing and provides you with the tools and resources to do this work.*

Valuing Youth Adults and professionals should value youth as assets to their work and as the leaders of tomorrow. Adults and professionals need to adopt a new lens through which they value “expertise of lived experience” and wisdom that develops from those experiences. *You should feel like an asset to the organization and that your experience is a type of expertise—and should be valued as such.*

Youth-Adult Partnerships Adults should view youth as equal partners, and vice versa. All members of a youth-adult partnership should be participating in decision making, have equal control over the direction of the project and share accountability for emerging successes and lessons learned. Each individual will have moments where they step into the role of teacher or student. We learn from all people involved in this partnership—adults will learn from youth and youth will learn from adult allies. *You should feel that your adult allies are open and willing to learn from you, just as you are open and willing to learn from them. You should feel a shared sense of ownership over the work that you do—it is not just yours and not just theirs.*

Realistic Expectations You may come to this work with a sense of infinite possibility—and that is a good thing! Be gentle with yourself as you work collaboratively, as working in this way takes practice and reflection. Recognize that the adult allies are there to provide you with space to exercise your leadership potential while still providing appropriate supports, resources, feedback and space for growth. *You should feel that your adult ally is there to support, teach you and give you feedback you if, when and where you need it.*

Negative Youth Engagement

Tokenism takes place when young people are said to be given a voice but in fact have little to no influence over the situation or decision at hand. Rather than recognizing youth as assets, this approach uses youth as props. Even though youth are present, responsibilities and decisions continue to rest in the hands of adults.

Young people are **decorations** when youth are being used to amplify a cause but are falsely labeled as being leaders.

Manipulation occurs when young people are used to support a cause and are advertised as its leaders when in fact they were only brought in for the endorsing of it.



**Ready... Set...
Engage!**

Building Effective Youth/Adult Partnerships
for a Stronger Child and Youth Mental Health System

Check our **Ready, Set, Engage!** resource for more information on these youth engagement practices.

If you feel there is negative youth engagement happening in your group, we encourage you to talk with your adult ally or a staff member in your host agency.

If you are not comfortable talking to your adult ally, you can contact The New Mentality's Staff Team.

Visit **thenewmentality.ca**
for up-to-date staff
contact information.

What is a TNM Group?



The New Mentality (TNM) is a network of youth-led groups across Ontario that work with partner agencies in their communities to reduce the stigma surrounding mental health. Each group has dedicated youth and adult allies who work together on projects throughout the year.

These projects promote meaningful engagement by empowering youth to concentrate on the work they are most passionate about. We strive to create an inclusive and intergenerational circle of care in which everyone can flow among the roles of helper, supporter and receiver of help.

Each group is unique and runs differently depending on what works best for them. Below is our standard group model.



PURPOSE

Decrease the stigma of mental illness and raise awareness of services and supports available for youth experiencing mental health challenges.

Work directly with service providers to improve and expand treatment options for youth with mental illness.

Increase the frequency and quality of youth engagement opportunities within host child and youth mental health agency.

Create opportunities for youth to learn and build transferable leadership skills such as facilitation, teamwork, and project management.

Facilitate positive relationships between youth, their peers and adult allies to foster personal growth, increased confidence and a sense of belonging.

PROJECT

Each TNM Group develops at least one project or activity per group cycle. Group projects are driven by the youth in the group and the needs of the community.

THE PEOPLE

- 2 youth facilitators
- 1-2 adult allies
- 2+ youth group members

Youth are those between 13 and 25 years old who may or may not have lived experience with mental illness.



Anti-oppressive Practices

The New Mentality is committed to creating an equitable and inclusive space for all who are involved. This means that TNM applies an anti-oppression lens when working with young people, communities and systems. We acknowledge and seek to challenge, the power imbalances present in mental health organizations, service provision systems, social interactions and day-to-day life.

TNM welcomes and actively reaches out to groups of people who are traditionally marginalized from mainstream society because of their **race, religion, culture/creed, immigration status and more**. We want to create a network that is reflective of the diverse communities in Ontario.

When thinking about your **TNM Group**, you may want to consider some of the following questions.

- **Who is in your group?** Considering things like race, religion, gender identity, etc., does your group represent the broader community or region that it is a part of? If not—why?
- **How are you recruiting members?** How are you creating a safer and braver space for underrepresented or marginalized individuals to join? Is the group functioning in a way that might feel tokenizing to people?
- **How can your group include more diverse voices in its work?**

Disclosing your pronouns is never required.



Here is an example of an anti-oppressive practice that our groups do:

PERSONAL PRONOUNS

At TNM events and meetings, we typically begin with introductions and ask everyone to say their name, pronouns (if they wish,) and answer a check-in question. In addition, at events where we have name tags, we put our pronouns on the name tag.

The intention of this practice is to **create an inclusive environment for everyone in the room** and ensure we are not making assumptions about anyone's gender identity. Youth and allies should always be mindful of using the correct pronouns when referring to those who choose to disclose them, whether their pronouns are gendered (i.e. she/her, he/him) or gender-neutral (i.e. they/them, ze/zir.)

At The New Mentality, we want to ensure that everybody feels **safe and comfortable** when sharing their **authentic selves** with the group. **That being said, disclosing your pronouns is never required.** Sharing one's pronouns can be deeply personal and as such, groups should always give their members the right to refrain from telling them to the group.

ACKNOWLEDGING SYSTEMIC OPPRESSION

Canada was founded on **unceded Indigenous territory** and has a long history of colonialism. **Colonialism** involves a nation or people in power seeking to extend or retain their authority over other peoples and their territories. This is motivated by the colonizers' intention to develop and exploit these peoples and their land to their own benefit.

Canada's own colonialist legacy involves European settlers colonizing Indigenous people and their territories. Other settlers in Canada may be colonized peoples as well, including those with African, Asian, Caribbean, Pacific Islander and/or South American backgrounds.

We encourage you to seek further training on anti-oppressive practices and apply them to your group's conversations and projects.

Colonialism is still very present today; it lives on in current political and economic policies, cultural institutions, social interactions and the contemporary and intergenerational trauma of colonized people. These effects overflow into our **social infrastructure** and unconsciously impact our norms, prejudices, personhood and other aspects of our lives through institutionalized racism and oppression.

Colonialism is so deeply ingrained in North American culture that these impacts may at first be invisible to individuals of both **colonized and non-colonized** backgrounds. Our conversations at TNM must therefore be aware and critical of the oppressive perceptions and behaviours we may engage in due to their normalization under the dominant culture of colonizers.

HAVING DISCUSSIONS ABOUT EQUITY & INCLUSION

We need to actively acknowledge how colonialism still thrives within the ongoing systemic racism and oppression present in the world. Your group can do this by creating spaces for reflection on how these oppressive systems show up in daily life led by analyses from colonized people with lived experience of marginalization and exclusion. Although these conversations can be difficult, they allow for the **exploration of identity**, a reflection on one's personal biases and a better understanding of how to contribute to equitable and inclusive environments.

Below are some general guidelines and things to consider when engaging in conversations about marginalization, equity and inclusion.

- **Be aware of making counterclaims, denouncements, or otherwise expressing your surprise or disbelief at someone else's lived reality.** The absence of certain forms of oppression in your own life is not evidence that it does not exist in others'.
- **Be aware of asking questions that stem from unconscious entitlement.** It is not the job of someone who experiences oppression to prove that it exists, nor is it their responsibility to explain it or justify their reality to you.
- **Be aware of making offensive comments.** It can help to create a collective agreement that defines safe statements to use in your group. **Refer to the Brave Space facilitation technique.**

Practice being quiet. What is the purpose of what you are sharing or want to share? Who is it for? Can you give someone else space for their reality to be at the centre?

- Your truth can coexist with someone else's. You, your experiences and your realities do not disappear when someone else is sharing their truth. You do not need to compare your experiences to prove they are real.

Keep in mind: *Practicing something new will always feel awkward and uncomfortable at first—sometimes to the point of seeming too hard altogether. That is okay! It is important to check in with yourself about whether what you're feeling is comfort-related or safety-related.*

Hosting A Meeting



HAVE AN AGENDA

Create a plan for the meeting. What do you want the participants to take away from it? What do you want to have accomplished by the end? Set out goals, allot a set amount of time for each one and review them with participants at the start of each meeting. You may also want to send participants a proposed agenda beforehand so they can think of items for discussion in advance.

PLAN AN ICEBREAKER

Icebreakers give a good jump-start to a meeting. They engage participants and help them get comfortable with talking to each other. Common icebreakers include asking participants silly questions (e.g. “Which kitchen appliance would you be?”) or games such as Where the Wind Blows or Two Truths and a Lie.

AGREE ON GROUP NORMS

Talk to the group about guidelines for a smooth meeting. What do people need to have a good meeting? What should the noise level be at? When do we have a break? Make sure there is a group consensus on what these guidelines will be. You can lead this discussion as a group activity by using the **Brave Space facilitation technique**.

SET GROUP ROLES

Offer participants roles that help facilitate the meeting. Who will take the meeting minutes and keep track of time? Who will record what is happening? Who will watch the vibe in the room and calling for breaks? Let participants volunteer for these roles as needed.

ASK QUESTIONS TO THE GROUP

Ask the group questions that will open up or deepen their conversations. Listen to their answers and periodically summarize what has been discussed back to them.

HAVE A PARKING LOT

A **parking lot** is a place for ideas or topics that have come up in discussion that cannot be immediately addressed but still need to be heard. Record these topics on chart paper or in the meeting minutes and create a space to address them later.

CLOSING

When closing the meeting, go over anything still in the parking lot and identify which items need to be left until the next meeting. Then review the meeting minutes and ask the group if there is anything missing that they would like to have added to the minutes.



Checking-In

In The New Mentality, **check-ins** help facilitators understand their participants' state of mind by connecting with them on a personal level. They allow participants to share how they are feeling so the group can know how to best support one another and focus on the task at hand.

Check-ins can take many forms; participants can be asked to answer a question, share a personal artifact, or something else that will meet the purpose of the meeting.

Check in at the beginning and end of each meeting. Ask each person where they are at emotionally, physically, or mentally with the discussions being had. Ask for feedback on what would work better next time and what worked well this time around.

CHECK IN QUESTIONS

Adapted from amandafenton.com/2014/04/check-in-question-id

- What is one thing that brings you energy and **joy**?
- What kind of **day** have you had so far?
- Why did you accept the **invitation** to join this gathering?
- What are you **seeking** to learn and contribute?
- What is your **personal weather status** (cloudy, foggy, sunny breaks, etc.)?
- What is one thing that you are feeling **proud of** that you would like to share with this group?
- What task or **concern** would you like to set aside so that you can fully concentrate on our work today?
- What would it take for you to be **fully present** in this room?
- Share a 1-2-word **intention** you hold for today's meeting.
- What is one thing you hope to get **accomplished** during today's meeting?
- What has become **apparent** since we last met?
- What words would you use to describe where **your head** is? Words for where **your heart** is?
- What are you willing to **set aside** to be present with this conversation?
- What is something you came across recently that gave you **hope or inspiration**?
- What is one **interest of yours** that others in this group might not know about?
- How has the last gathering **impacted** you and your work?
- What makes you **tremble** as you look ahead at the event? What worries, or fears are bubbling up in you? (For a group that has been working together for a while preparing for an event)
- If you could invite **someone you respect** to sit beside you and support you in making this meeting successful, who would they be?
- What are the **crossroads** where you find yourself at this stage of your life or work in the project around which we are assembled?



Project Tips

Getting a project up and running is never an easy task—here are some helpful tips to help you get started!

OUTLINE WHAT YOUR PROJECT IS

Start with the basics first. Decide the purpose of your project, how it will work, when you hope to have it done and what your timeline will look like. Be sure to listen to the input of all group members and determine if the project is doable, taking into consideration the resources required.

TNM Groups tend to work in a **highly collaborative manner**. This is great as it allows everyone to contribute and share leadership! It also means that sometimes people must compromise; we may not all get our first choice, but we can aim to find mutually agreeable solutions.

PRIORITIZE

What are the most important aspects of your project you want to get done first? Make a list of key tasks you want to accomplish. Start by defining what you would like to happen, then outline what you need to make it work.

TAP INTO COMMUNITY RESOURCES

Have youth and/or adult allies approach local businesses and request venue, food and supplies donations for your group projects and events.

BREAK THE PROJECT INTO TASKS

Give each group member a task to work on individually or with a partner with the aim of matching tasks to each person's individual strengths.

SET UP A COMMUNICATION PLAN

Ask your participants how they would like to communicate their individual progress on the project with the rest of the group. Email, social media messaging, phone calls and in-person meetings are all great ways to stay updated on everyone's work. Make sure that everyone can access the group's chosen communication methods and share updates on their work before their deadlines.

HAVE DEADLINES

Decide with your group what your timeline will look like. Have deadlines throughout the project for certain tasks to be done. Reevaluate with your group regularly to make sure these deadlines are fair for everyone. **See the Darci Accountability Guide for a template on how to set these expectations with your group.**

LEAVE EXCESS TIME

Things may not always go according to plan; leaving some extra time will help if something does come up. Aim to have everything done and ready to go a week or two before the final deadline.

DON'T GET DISCOURAGED

Creating a project is hard work! Sometimes things do not go as smoothly as planned. Sit down with the group and discuss what to do if something sets the project back. Learn from any mistakes that occurred to prevent them from happening in the next project.



Sharing Your Story

Many TNM Group projects incorporate an element of young people sharing their stories. Here are some tips on how to share your story in a safe and effective way!

PREPARING YOUR SPEECH

When sharing your personal story, it is important to prepare. If you just “wing it,” you risk losing your message and possibly putting yourself or the audience in an unsafe position.

Here are some questions to help you prepare your purpose and intended impact of your speech:

WHAT do you want to share? What is unsafe for you to share?

WHEN is telling your story empowering, and when is it unhealthy and harmful? What are the differences?

WHAT are the most important themes in your story? What message do you want the audience to take away from it?

WHICH details need to be included in your story? Which can be omitted? How might your audience react to hearing certain details?

WHAT do you hope for when sharing your story? For yourself and for the audience?

HOW can you frame your story in a way that inspires others? How might it invite them to change their perspective?

DRESSING THE PART

Wear an outfit that makes you feel **powerful, comfortable, and bold.**

KNOW YOUR AUDIENCE

It is important to know your audience, what you want them to get out of your speech and what they can do after they hear it. For example, counsellors cannot put money into the system, so it would not be reasonable to ask them for more funding. It could, however, be very helpful for those counsellors to know what did and did not work for you when you were receiving counselling.

Remember, everyone in the audience is rooting for you. They want to hear your story and will think you are tremendously brave for sharing it—**and they are right.**

SAFETY

Telling your story can be liberating, but it can also be scary. Remember that **you own your story**, so you get to decide what is said. **You do not owe the audience your full story.** If there are parts of your story that you are still experiencing or are too emotional to talk about, think about whether this is the right time to share it.

SHARING TRAUMATIC & TRIGGERING STORIES

When sharing your story, you might try to reach the audience’s heart to help them understand what you went through. You might want them to feel what you are saying and respond to it with emotion. If, however, they feel overwhelmed by the emotion, they can stop listening out of self-defence due to discomfort or distress.

Think about what you are sharing and how you are sharing it. You want the audience to understand what you went through but not feel so overwhelmed that they cannot receive your message. Work on your speech with your adult ally to sort through the pieces of your story that might be triggering for others to hear or for you to share.



KNOWING YOUR STYLE

There are different types of speaking styles and no single style is necessarily more impactful than another. Find your own style rather than mimicking others.

Your first few attempts at shaping your style might feel challenging. When that happens, reflect on what was difficult, what the audience responded well to and what you could do differently next time.

MEMORIZING

Memorizing your speech can create a really powerful experience for the audience. Sometimes an audience responds better when they think you are speaking from your heart rather than a piece of paper—even if the words are just as meaningful and well-thought-out. Memorizing your speech also forces you to practice and work out the kinks in your story.

Memorizing your speech can be a really challenging thing to do—so it is okay to bring a printed copy and read off the paper! If you do this, a good tip is to find a really powerful line in your speech and look up either as you say the line or directly after it. Give a good pause so the audience can really sink into what you just said.

WRITING YOUR SPEECH

There are many ways you can lay out your speech. Some people write their speech using unique spacing or bold letters to direct their tone while others might use one-line prompts to guide their points. Whatever method you choose is up to you—but for people sharing their story for the first time, we encourage you to write out your entire speech.

Be sure to pay attention to your grammar as you write – full sentences will be easier to read off the page should you stumble or freeze while speaking.

PRACTICE! PRACTICE! PRACTICE!

Practice is key to an impactful speech. Practicing helps you narrow down what you are going to say, recognize where you are stumbling and ultimately refine your speech. To get the full benefit of practicing, try giving your speech in front of real people—not just in front of the mirror.

CONFIDENTIALITY

Even in a room where you ask that no one repeat your story, there is always a risk that someone will.

Think about what information you are sharing and if there is anyone you do not want to share it with, particularly among family, friends, or employers (present and future).

For example, if you are talking about your experience as an LGBTQ+ youth trying to access the mental health system, but your parents, friends, or employer do not know that aspect of your identity, think about what would happen if they found out through someone else.

Would them discovering this put you in physical or emotional danger? Would you be okay if they found out? Should you talk to them before you share this story with the group, or wait until you are ready?

MEDIA

Sharing your story with the media can be an amazing, rewarding and freeing experience that can help a lot of people. However, there are risks when sharing your story on a public platform. Again, think about the people you interact with on a daily basis or will be interacting with in the future. Consider if the possible negative consequences of sharing outweigh the positive things that could come from sharing your story.

Facilitation Technique: The Circle

Circles have gathered human beings into respectful conversations for thousands of years. The New Mentality uses it for group meetings and gatherings such as *Disable the Label* to encourage thoughtful speaking and listening.



WHAT IS THE CIRCLE GOOD FOR?

One of the beautiful things about the circle is its adaptability to a variety of groups, issues and timeframes. The circle can be the process used for the duration of a gathering, particularly if the group is relatively small and time for deep reflection is a primary aim. The circle can also be used as means for “checking in” and “checking out” or a way of making decisions together, particularly based on consensus. Be creative with the circle and be ready for the wisdom it can unearth!

THREE PRINCIPLES OF THE CIRCLE

1. **Leadership rotates** among all circle members.
2. **Responsibility is shared** for the quality of the experience.
3. **Have a higher purpose** that you gather around.

THREE PRACTICES OF THE CIRCLE

1. **Speak with intention:** consider what has relevance to the conversation at the moment.
2. **Listen with intention:** be present and thoughtful about actively listening when other people are speaking.
3. **Tend to the well-being of the group:** be aware of the impact of our contributions.

OPENING A CIRCLE

As an anti-oppressive practice, it is important to honour the land you are on before starting a meeting. Take time to acknowledge the First Nations territory that the meeting is occupying in an announcement to your group. Visit native-land.ca to find the Indigenous territory of your community and/or event.

Once people have gathered, it is helpful for the host or a volunteer participant to begin the circle with a “framing” piece that grounds participants by stating why they are at the meeting or event. This can be done through a speech, moment of silence, poem, or song—whatever invites centering.

At *Disable the Label*, we use this time to welcome participants, introduce the hosting team, talk about what has been happening at TNM this past year, get participants into a “heart space” and encourage people to stretch themselves.

ESTABLISHING THE CENTRE

The centre of a circle is like the hub of a wheel; energies pass through it as it holds the rim together. To help people remember how the hub helps the group, the centre of a circle usually holds objects that represent the intention of the circle. Any symbol that fits this purpose or adds beauty will serve.

At *Disable the Label*, the hosting team and participants are invited to bring items of significance into the centre. Sometimes these items are used as talking pieces.

Facilitation Technique: Right Relations (Brave Space)



The purpose of this activity is for hosts and participants to **create a community agreement** and design the space they want to work in. Right relations are about how we can be in a good relationship to our self, each other and with the land. It is an opportunity for participants and hosts to **state what they need to feel brave** in the space and what they have to offer the group.

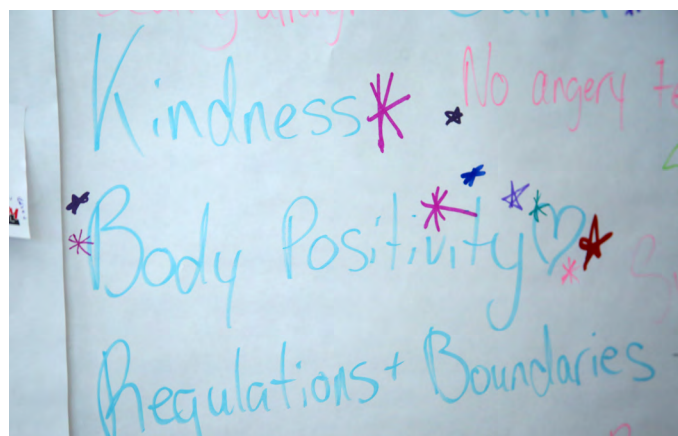
We do this activity in our TNM Groups and at Disable the Label because it gives everyone an opportunity to contribute to the circle and say what their needs are. Doing so creates a **consensus** or set of rules that all participants can benefit from as they co-create guidelines rather than have them prescribed.

MATERIALS

1. Long paper roll or flip chart paper
2. Markers
3. Crayons
4. Coloured pencils
5. Pastels

SET-UP

- **Participants** should be set up in a circle
- **IN** the centre of the circle, place the paper in a square (or, alternatively, on the wall)
- **PLACE** markers, crayons, coloured pencils, and pastels around the paper



STEP ONE: BEGIN BY FRAMING THE ACTIVITY

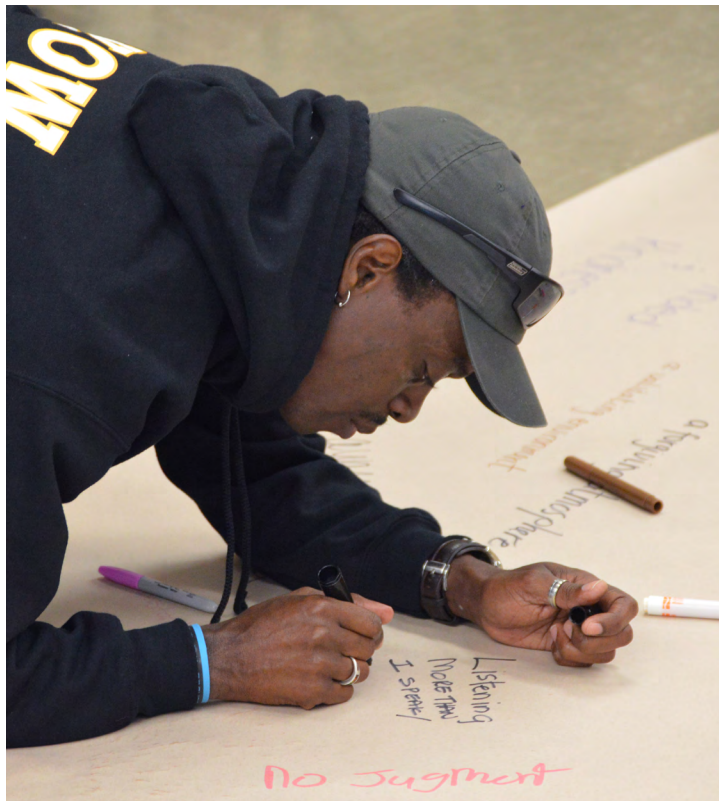
First, frame why the group is doing this activity. Highlight how this activity is intended to help everyone feel as safe and brave as possible within the space. Explain how co-creating a community agreement can achieve this. Give examples of the needs that people might share, including requests for an anti-oppressive space (e.g. using each other's correct pronouns).

STEP TWO: INVITE PARTICIPANTS TO CONTRIBUTE TO THE PAPER FOR ROUND ONE— NEEDS

Invite participants to enter the circle and write or draw what they need to be brave in the space.

It is important that the circle holds silence throughout this part of the activity so everyone can focus and reflect.

You can dedicate as much time to this as you would like. Sometimes it will take people a few minutes to feel comfortable enough to enter the circle. Once the last person has returned to their seat, hold a few minutes of silence for any participants who still might want to write something.



STEP THREE: INVITE PARTICIPANTS TO READ THE PAPER

Invite participants to walk around the paper and read what everyone has written. Again, it is important that this is done in silence.

STEP FOUR: INVITE PARTICIPANTS TO CONTRIBUTE TO THE PAPER FOR ROUND TWO—OFFERS

Invite participants to re-enter the circle and write or draw what they can offer the group. Repeat step three and invite participants to read the paper.

Invite participants to walk around the paper and read what everyone has written. Again, it is important that this is done in silence.

STEP FIVE: GROUP DEBRIEF

In popcorn style, ask participants to highlight some common themes that they saw. Allow participants to talk about things that stuck out at them.

Sometimes people will say things like “no judgement”, “support”, or “empathy”. This is a great time to have a conversation with the group and unpack what these terms mean to them.

Facilitation Technique: Open Space Technology

Resource: www.openspaceworld.org
Owen, H. (1997). *Open Space Technology: A User's Guide*.
San Francisco: Berrett-Koehler Publishers.

THE PURPOSE

Allows people to set the agenda and call the conversations they need to have.

USEFUL WHEN

Your main goal is providing participants the opportunity to shape the agenda as well as giving them space to have the conversations they need.

The goal of an Open Space Technology meeting is to set the agenda by people with the power and desire to see it through.

PRINCIPLES OF OPEN SPACE

WHOEVER comes are the right people

WHENEVER it starts is the right time

WHATEVER happens is the only thing that could have

WHEN it ends, it ends

ROLES IN OPEN SPACE

1. **Host:** announce and host a workshop
2. **Participant:** participate in a workshop
3. **Bumble Bee:** “shop” between workshops
4. **Butterfly:** take time out to reflect

WHAT IS OPEN SPACE GOOD FOR?

Open Space can be used in groups of 10 to 1,000, if not more. The outcomes can be dramatic when a group uses its passion and responsibility—and is given the time—to make something happen. To this end, it is important to give enough time and space for several sessions to occur.

MATERIALS NEEDED

1. Flip chart paper
2. Markers
3. Post it notes

GENERAL FLOW OF OPEN SPACE

1. Set up the room in a circle with a flip chart prepared. On the flip chart, create a table with rows of timed “rounds” and columns of “locations” within the space—as many of each as you like.

	Location 1	Location 2	Location 3
Round 1			
Round 2			

2. Frame the activity by defining the purpose of this Open Space (i.e. inviting participants to delve into topics of their choosing.) Explain the principles, rules and **law of mobility** in Open Space.

The Law of Mobility: If you find yourself in a conversation where you are not contributing or learning, move to one where you can.

3. Invite people to quietly approach the flip chart and sign up to be the “host” of an Open Space conversation. Hosts will write a name for their conversation and say a brief description to the group. Proceed to step 4 when all the spaces in the table are filled or participants are no longer approaching the flip chart after ample time has passed.

4. Participants move to join these conversations within each round. These conversations evolve as participants can move from group to group whenever they feel that they are no longer learning or contributing, or when they feel more interested in another topic.

5. Run the activity until all the rounds are complete.

Facilitation Technique: World Café

Resource: www.theworldcafe.com
Brown, J. & Isaacs, D. (2005). *The World
Cafe Book*.
San Francisco: Berrett-Kohler Publishers Inc.

THE PURPOSE

Foster conversation, build relationships, share information and plan for action.

USEFUL WHEN

When you are trying to facilitate dialogue among a medium to large sized group.

World Café is a great way of fostering interaction and dialogue with both large and small groups. It is particularly effective for information sharing, relationship building, deep reflection, exploration and action planning.

OPERATING PRINCIPLES OF WORLD CAFÉ

1. Create hospitable space
2. Explore questions that matter
3. Encourage each person's contribution
4. Connect diverse people and ideas
5. Listen together for patterns, insights and deeper questions
6. Make collective knowledge visible

MATERIALS NEEDED

1. Small tables (36-42"), preferably round
2. Chairs for participants and presenters
3. Tablecloths
4. Flip chart paper or paper placemats for covering the tables
5. Markers
6. Flip chart or large paper for harvesting collective knowledge or insights
7. Fidget toys for the table including Play-Doh, pipe-cleaners, stickers, etc.



GENERAL FLOW OF A WORLD CAFÉ

1. Seat 4-5 people at café-style tables or in conversation clusters.
2. Set up progressive rounds of conversation—usually of 20 minutes each—with each guided by a deep and thoughtful question.
3. Ask one person to stay at the table as a “host” and invite the other table members to move to other tables as “ambassadors” of ideas and insights.
4. Ask the table host to share key insights, questions and ideas briefly with new table members, then let folks move through the rounds of questions.
5. After you have moved through all the rounds, allow some time for a whole-group harvest of the conversations. You can do this after each round as well if you choose.

When planning a café, make sure to leave ample time for both moving through the rounds of questions and leading a whole-group harvest— they will likely take longer than you think!

Basic Architecture of a Hosting Team

CALLER

The caller is the one who has identified the need for the process and holds the highest stake in what will come out of it.

LOGISTICS

The logistics person attends to the practical details of materials, registrations, communications and all the administrative requirements to make an initiative successful.

SPACE AND BEAUTY

The space host looks after both the physical and aesthetic aspects of the space and holds the objective of creating hospitable conditions for working together.

HARVESTER

Harvesters capture the key insights of what the group is engaging with, using different tools to make the learning visible and usable.

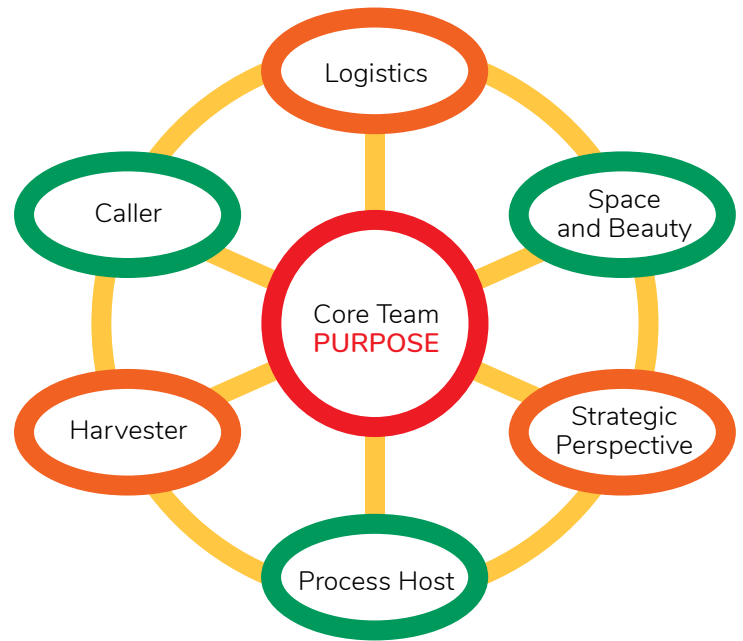
PROCESS HOST (FACILITATION)

The process host advises on the design of conversations, introduces the processes and their purposes, and explains how people can participate. They facilitate activities on-site.

STRATEGIC PERSPECTIVE

The people holding the strategic perspective are those who understand the need for their initiative and are connected to the power and resources that will give it the best chance of success.

It's helpful to hold a vision of your group's strategy while also maintaining a connection to your host agency. It can be helpful to have both an adult ally and a youth from the group in this role.



WHO MAKES UP A CORE HOSTING TEAM?

Whether you are designing a single meeting or a long-term initiative, a core hosting team is very important. Such a team forms early in the life of a project and holds the core of the work until it is no longer needed.

No matter the scale, core hosting teams have a need for several different roles. In a small initiative, such as a one-off meeting, these roles can be performed by a single person. Sometimes the same person can perform multiple roles.

In larger scale initiatives, such as large conferences or extended change initiatives, these roles are often played by teams. Not all team members need to be on the core team, but every team needs to have one person on the core team who is connected to the purpose.

ALL ABOUT LEARNING TOGETHER

In a core team, everybody is learning and continually seeking clarity together. Being clear about what you can contribute and what you expect to learn will help the team work consciously together in servicing the purpose and the people invited.

It is highly recommended to have seasoned people in the team who can help less experienced practitioners deepen their understanding of working through practicing. Sometimes, these seasoned practitioners will not even be visible to the participants. They act then as coaches for the team.

Detailed Roles in a Core Hosting Team



CALLER

The caller is the holder of the process. They have sensed the need for it and have invited the hosting team to help them initiate a process where others are invited to produce outcomes by sharing their knowledge together. The caller facilitates this process and:

- **CO-DESIGNS** and implements the invitation process
- **WELCOMES** people
- **FRAMES** the context and the purpose
- **LISTENS** to what is coming out of the conversations
- **HELPS** the hosting team adapt the process if necessary
- **COMMITTS** to follow up on the outcomes

LOGISTICS AND ADMIN TEAM

When hosting a very large event, it is important to have a logistics person or team as tending to the practical details becomes even more important when working with large numbers. People in this role:

- **LIAISE** with people in charge of the venue on any issues
- **ENSURE** proper set-up of the space
- **HANDLE** laptops and USB sticks whenever used
- **HANDLE** requests coming from all other teams
- **TEST** equipment (e.g. microphones, PC, projector)

SPACE AND BEAUTY HOSTS

The purpose of space hosting is to create optimal learning conditions by tending to participants' physical and non-physical needs. Depending on the context, this includes:

- **VENUE** selecting facilities as needed (e.g. main group room, break-out rooms, accommodation, catering)
- **LOCATION OF VENUE** considering its proximity to nature, transport links, etc.
- **MAIN GROUP ROOM** spacious, light and adaptable with wall space for harvesting
- **SETTING** the optimal learning space when in location (e.g. comfort and accessibility for participants, learning space for optimal flow, ample space for harvesting, location of food/drinks)
- **ENERGETIC HOSTING** sometimes known as “holding space”
- **CONNECTING** to the authentic higher purpose that serves the common good
- **WORKING** intentionally with the more subtle levels of emotional, subliminal (unconscious), and thought-based aspects of human interaction that can distract or negatively disturb the creation of a generative learning field
- **NOTICING** the “unspoken”, and if in service, giving voice to it by asking a question, naming the energy or emotion in the field, or grounding it intentionally

HARVESTERS

Thinking ahead to what we wish to collect from the conversation (i.e. the harvest) is very important. This shapes what the harvesters will be looking for and gathering throughout the process. During an event, this role includes:

- **DESIGNING** a plan for harvesting that considers the purpose of the initiative and the modes of sharing learning that will be most powerful and useful
- **COLLECTING** the results of the conversations depending on the level required (e.g. detailed notes on what was spoken, worksheets participants have filled in, graphic recording, meta level)
- **COLLECTING** all pieces of harvesting throughout the event, (e.g. worksheet, flip charts)
- **RECORDING** real time visually (e.g. mind maps, photographing, videoing, creating a visual landscape)
- **PRODUCING** the artifacts of what the process unearthed (e.g. landscape, newsletter/live minutes, full record, strategic report)

Good harvesting teams are at the core of a successful process. Encourage participants in the process to join the harvesting effort so that the fullest harvest can be shared.

PROCESS HOSTS (FACILITATION)

Before an event, process hosts create an architecture for the process by designing conversations and activities. This done by considering the context and purpose of the process as well as the desired outcomes.

During an event, process hosts focus on facilitating the process. This includes framing each method, explaining how people will participate, offering stillness while people are in conversations (i.e. holding space) and supporting the gathering of insights from the conversations.

During meetings or events, the process (facilitation) host is the most visible part of the team, but they cannot perform their role without the support of the other members of the team.



STRATEGIC PERSPECTIVE HOLDERS

The people who hold the strategic perspective include the caller and those who have a key stake in the outcomes of the event. These people specifically:

- **WORK** with those who have decision-making authority and resources to ensure that they can enable successful outcomes from the event or process
- **LIAISE** with guests to help them catch up when they arrive and make sense of the outcomes of the seminar
- **SUPPORT** the process by briefing guests or those who are bringing outside perspectives to the work
- **LISTEN** intentionally for horizontal questions
- **CAPTURE** the key aspects learned by the group
- **LIAISE** with the hosts to keep the event on track
- **HOLD** the strategic level of questions to figure out how best to use the harvest

STRATEGIC FOLLOW-UP

It is good practice to gather the entire core hosting team and work as a group to harvest the **key content insights** that will move the work forward as well as the **key process insights** that will help shape the steps of the next process.

This follow-up informs the core hosting team on how to better facilitate the development of the organization, its individuals and the identified causes within their community.



Principles of Leadership Collective

Resource: Margaret Wheatley, www.berkana.org

We only support those things we are part of creating.

We pay attention only to that which is meaningful to it here and now.

We are always in constant change.

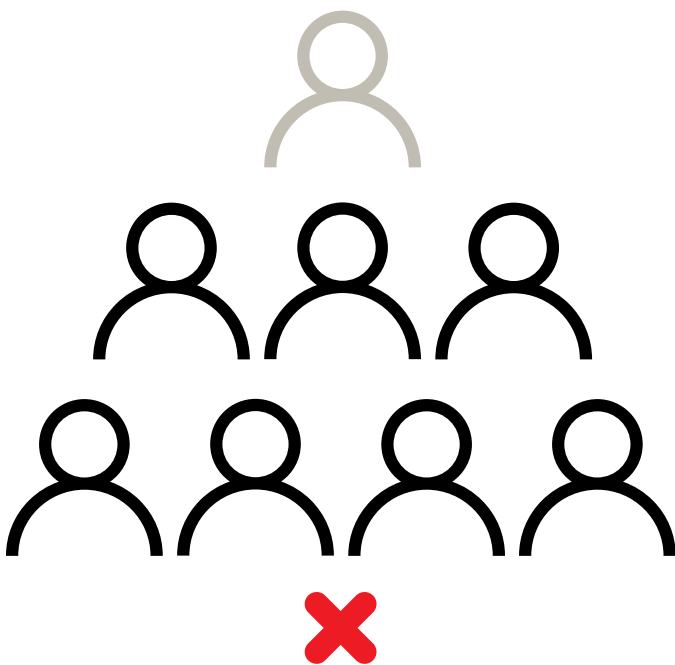
Diversity increases our chance of survival.

Not all the answers exist “out there”— we must experiment to find out what works.

We cannot be controlled— only nudged to see things differently.

We change only when we see ourselves differently.

Who we are together is always different and more than who we are alone.



The Darci Accountability Grid

WHAT IT CAN DO

This tool can assist you to:

QUICKLY clarify accountability for virtually any organizational activity

CLARIFY specific roles for everyone involved in a project

CREATE a shared language for assigning and tracking accountability

ENHANCE organizational efficiency

DEEPEN trust by improving follow-through



Resource: Robert Gass. www.stproject.org/resources/tools-for-transformation. A tool for establishing clear accountability in teams and organizations.

HOW IT WORKS

With regard to a specific project, assign clear accountability as follows:

D — DECIDER/DELEGATOR

Holds the ultimate power in the project. Power can be retained as the right of final approval/veto, or delegated to the **A**. The **D** might be an individual leader, or it could be a group such as the management team or board.

A — ACCOUNTABLE

The **single** person fully accountable for making the project happen. The **A** must be given sufficient decision-making power and room to learn/adjust commensurate with accountability.

It is possible for a **D** to also be the **A**. There should never be more than one **A**. If no one is willing to be the **A**, do not proceed.

R — RESPONSIBLE

Those responsible for doing the work on the project. There may be a number of **R**'s on a project. **R**'s are responsible for dealing with roadblocks, raising questions, etc.—not just being “good soldiers.”

C — CONSULTED

Those from whom input will be solicited.

I — INFORMED

This is an FYI role for those to be kept apprised of relevant developments.

I's may not use the information to undermine the process. Unless someone is officially an **I**, consider not CC'ing them on emails as this cuts down on unnecessary emails.

Create a DARCI Grid appropriate for your situation using the examples on the following pages.

EXAMPLE 1: DARCI GRID FOR MULTIPLE PROJECTS

PROJECTS	DECIDER	ACCOUNTABLE	RESPONSIBLE	CONSULTED	INFORMED
	<i>Holds the ultimate power in the project</i>	<i>Person accountable for making the project happen</i>	<i>Those responsible for doing the work on the project</i>	<i>Those from whom input will be solicited</i>	<i>Those to be kept apprised of relevant developments</i>
Children's Mental Health Week event	Harry	Ron	Hermione, Fred, George, Ron, Harry	Draco	Albus
Speech at the school	Harry	Harry	Harry	Albus	Albus
Working with agency to review policy	Hermione	Harry	Hermione, Draco	Ron	Albus

EXAMPLE 2: DARCI GRID FOR ONE PROJECT

PROJECTS	DECIDER	ACCOUNTABLE	RESPONSIBLE	CONSULTED	INFORMED	DUE DATE
Secure venue	Harry	Hermione	Draco	Albus	Fred, Ron, George	
Invitations and promotion	Draco	Albus	Hermione	Ron, Fred	—	
Workshop development	Ron	Fred, George	Hermione, Albus	—	Harry	

EXAMPLE 3: TRACKING DARCI ROLES BY PERSON

PERSON	PROJECT 1	PROJECT 2	PROJECT 3
	<i>Plan Children's Mental Health Week event</i>	<i>Public speaking event</i>	<i>Consult with agency on policies that impact youth</i>
Harry	D	A/C	A
Ron	A		D
Hermione	R		D/R
Fred	R		
George	I		
Draco	C		R
Albus	I	I/C	I

Hat Activity

The Six Thinking Hats

A concept created by Edward de Bono

This concept outlines six “hats” that you can put on to approach a decision. Each hat has its own strengths and limitations. Using this approach in decision-making will help you to break out of your habitual approach and allow you to develop a more well-rounded perspective.

- Which hat do you wear most frequently? Why?
- Which hat(s) do you wear the least? Why?
- Large decision? Put each hat on one at a time.
- Feeling stuck? Try putting on your least preferred hat.

THE WHITE HAT

Look at the situation objectively

- What are the facts? Where are the gaps?
- What has/has not worked for me in the past?
- How will I get the information I need?

THE YELLOW HAT

Look at the situation positively

- Which elements of the solution will work?
- What is the best-case scenario?
- What are the benefits of each option?

THE PURPLE HAT

Look at the situation negatively

- Which elements of the solution will not work?
- What is the worst-case scenario?
- What risks do each option bring?

THE RED HAT

Look at the situation emotionally

- How do you feel about the situation?
- What does your intuition tell you?
- How do you feel about the options available?

THE GREEN HAT

Look at the situation creatively

- What are some alternative ideas and possibilities?
- What are possible solutions to Black Hat problems?
- If success was guaranteed, what steps would I take?

THE BLUE HAT

Look at the situation broadly

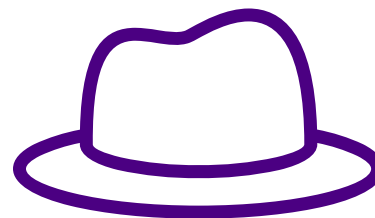
- What is the best overall solution?
- What benefits do each hat bring?
- What are the limitations of each hat?



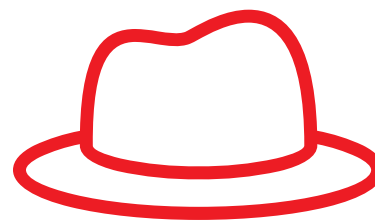
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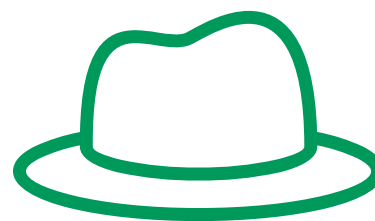
Benefits



Cautions



Feelings



Creativity



Process

FOR MORE INFO, VISIT
thenewmentality.ca



**The
New
Mentality**
DISABLE THE LABEL

CMHO
Children's Mental Health Ontario
Santé mentale pour enfants Ontario