



# BEST PRACTICES CLEARINGHOUSE

## *Welcome!*

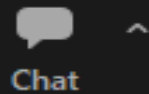
- Lessons from the Field -

Free to Learn:

## *Navigating Conflict to Support Inclusion*

*We will be starting at the top of the hour.*

Audio Settings ^



Chat

Switch between computer or phone audio.



Q&A

View messages & resources broadcasted to you.



Live Transcript

Access closed captioning.



Reactions

Let us know how you feel when something during the event resonates with you.

Leave



**BEST PRACTICES  
CLEARINGHOUSE**

– Lessons from the Field –

Free to Learn Miniseries

***Navigating Conflict to Support Inclusion***

JANUARY 17, 2024

3:00 - 4:30 PM ET



# NCSSLE Website

[HTTPS://SAFESUPPORTIVELEARNING.ED.GOV](https://safesupportivelearning.ed.gov)

				
School Climate Improvement Resource Package	ED School Climate Surveys	Trauma-Sensitive Schools Training Package	Building Student Resilience Toolkit	Human Trafficking in America's Schools






To access information and archived materials from previous Lessons from the Field webinars, go to:

<https://safesupportivelearning.ed.gov/lessons-field-webinar-series>

 **National Center on Safe Supportive Learning Environments**  
Engagement • Safety • Environment

About 

SCHOOL CLIMATE IMPROVEMENT - TOPICS - EVENTS - RESOURCES - TA SERVICES - STATE PROFILES

### FEATURED EVENTS

<p>UPCOMING</p>  <p>Lessons from the Field Webinar - Free to Learn Miniseries: Navigating Conflict to Support Inclusion January 17, 2024 - 3:00 PM EST</p> <p>MORE</p>	<p>PAST</p>  <p>Lessons from the Field Webinar - Free to Learn Miniseries: Strategies for Supporting Full Student Participation December 13, 2023 - 3:00 PM EST</p> <p>MORE</p>	<p>PAST</p>  <p>Lessons from the Field Webinar - Free to Learn Miniseries: Creating Welcoming School Environments December 06, 2023 - 3:00 PM EST</p> <p>MORE</p>
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# Agenda

- 1) Introduction and Logistics
- 2) Welcome from U.S. Department of Education
- 3) Context-Setting: Summer Youth Dialogues
- 4) Relationships First Practices Demonstration
- 5) Panel Discussion
- 6) Closing Remarks
- 7) Live Q&A



# BEST PRACTICES CLEARINGHOUSE



## Ruth Ryder

DEPUTY ASSISTANT SECRETARY  
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION  
U.S. DEPARTMENT OF EDUCATION  
WASHINGTON, D.C.



# BEST PRACTICES CLEARINGHOUSE

## Meaghan Wheat

PROGRAM MANAGER, THE PROGRAM ON INTERGROUP RELATIONS AND SUMMER  
YOUTH DIALOGUES PROGRAM, UNIVERSITY OF MICHIGAN

# Summer Youth Dialogues



Meaghan Wheat

# Overview

- Intergroup Dialogue: What is it, and why is it important?
- An example of intergroup dialogue program with high school students: Summer Youth Dialogues
- My experience with Summer Youth Dialogues and its impact
- Resources and takeaways





# Intergroup Dialogue: What is it?

- Semi-structured meetings across people from different and similar social identity groups led by peer facilitators.
  - E.g., race and ethnicity
- 8-14 participants, 2 peer facilitators
- Four stage Michigan model of Intergroup Dialogue
  - Stage 1: Forming and building relationships
  - Stage 2: Exploring differences and commonalities of experience
  - Stage 3: Exploring and discussing hot topics
  - Stage 4: Action planning and alliance building

# Intergroup Dialogue: Why is it important?

- Intergroup Dialogue (IGD) has “three core educational goals: consciousness raising, building relationships across differences and conflicts, and strengthening individual and collective capacities to promote social justice” (Zuniga et al., 2014).
- IGD as an intervention and preventative practice for intergroup conflict
  - In addition to stifling manifestations of conflict as violence between individuals
  - As well as addressing cognitive dissonance and intrapersonal conflict

# Intergroup Dialogue: Why is it important?

## Student testimonials from our college courses:

- “Overall I feel this dialogue has been one of the most educational and valuable experiences of my life. I know my life and outlook on things has changed a lot because of it, as well as the people involved... Hopefully I have had the same effect on others as they have [had] on me.”
- “As an Engineer, I rarely get to participate in a class that was as fun and informative as this intergroup dialogue. I have learned more in this class than in any of my other classes, because of the fact that the topic...is so broad; it has influence over every aspect of daily life.”

# Summer Youth Dialogues (SYD) Background

- Partnership between the School of Social Work and the Program on Intergroup Relations at the University of Michigan.
- Metro Detroit is highly segregated with small pockets of diversity.
- Program goals:
  - Increase youth dialogues on race and ethnicity
  - Enable young people to build relationships with others who are different from them
  - Plan action projects that challenge discrimination and create change
  - Build school and community capacity for work of this type
  - Promote youth participation in public policy
  - Involve supportive adults in working with young people
  - Engage diverse youth in a social justice precollege program

# Summer Youth Dialogues (SYD)

- SYD brings together 60-80 high school aged students from across Metropolitan Detroit to dialogue about race & ethnicity
- Program runs from mid-June to early-August
- Each Saturday, the programming takes place at different locations around Metro Detroit
- On-campus retreat at the University of Michigan - Ann Arbor

# Summer Youth Dialogues (SYD)

- The dialogues are facilitated by undergraduate and graduate students from UM who are trained in intergroup dialogue facilitation.
- SYD follows the four stage Michigan Model of Intergroup Dialogue.



# My experience with Summer Youth Dialogues (SYD)

- Many different roles:
  - Participant, logistics coordinator, facilitator, dialogue manager
- It gave me an opportunity to:
  - Consider my role as a member of social groups
  - Advocate for social change
  - Make individual change in my own life
  - Live a values-based, thoughtful life
  - Cultivate intentional relationships with others

## Resources & Takeaways

Each of these handouts can be found on the Program on Intergroup Relations' website.  
They are a part of a series called "IGR Insights."



Dialogue	Debate	Discussion
Is about seeking understanding, learning perspective taking, and suspending judgment of others	Is about listening to find flaws and weaknesses in other people's ideas	Uses listening to find places of disagreement but to avoid conflict. Looks for rationality
Has participants broaden their own perspective, discover differences and commonalities	Win an argument / prove the other person is wrong	Present a variety of ideas for conversation; having an academic exchange
A form of communication that explores thoughts and feelings, invites differing opinions and experiences	A form of communication between two or more people where an issue is discussed and opposing arguments are put forward	A form of communication where ideas are presented, often in a clear, neutral way
Allows for challenges to preconceived notions and names areas of conflict and difference	Often focuses on individual backgrounds as irrelevant or as cause for disparagement	Ignores the influence of individuals' backgrounds or status in the conversation
Focus is on understanding others; holding multiple, often conflicting truths, and validating individual experiences	Assumes there is one right answer, seeks to prove others wrong and win the argument	Seeks new information, provides answers, avoids conflict and does not seek joint action for change

## Forms of listening

### Internal listening

Internal listening may take the form of the listener mainly being focused on finding weakness in the speaker's position in order to combat the position. This type of listening is often used in debate. Internal listening may also be reflective of different speech patterns and communication styles that are not intended to be combative or disrespectful. In this case, interruptions are a way of showing interest or engagement in the topic and a willingness to learn more. At the internal listening stage, a listener might interject a comment like:

*"I had an experience just like that..."*

### Active listening

Listeners focus their attention entirely on the speaker using authentic curiosity. This requires turning off our own internal voices and leaning into what the speaker is saying with genuine interest. Active listeners are focused, use open-ended questions, are honest when they do not know something, and center others' stories. We hope participants in dialogues learn to listen at this level. At the active listening stage, a participant might say:

*"Tell me more about that..."*

### Generative listening

This is the type of listening we encourage for facilitators. Generative listeners surface knowledge through providing participants opportunities to share their stories and personal experiences. Facilitators surface themes, skills, and capacities and create common threads of connection between personal experiences and structures and systems.

*"I hear a few of you touching on a broader theme of..."*

### Global listening

Listeners are aware of multiple things in the room, notice how others respond, and pay attention to verbal and nonverbal cues and engagement. This is a skill we expect facilitators to develop. A global listener might say:

*"I'm noticing that what Peter said evoked a lot of non-verbal reaction in the room. Let's discover why that may be."*

**1 Be present and engaged;** avoid technology distractions. In order for people to share vulnerably and bravely, they must feel that the other participants are also invested in the dialogue. It is important that all participants commit to being present, stay engaged, and avoid using electronic devices or checking out of the dialogue in other visible ways.

**2 Share airtime.** In dialogue it can be easy for those participants who feel most comfortable speaking up in large groups to dominate the conversation and for those who are more introverted to stay quiet. However, in order for everyone to grow and learn, it is important to balance who is sharing. Challenge participants to be reflective about how often they are speaking up.

**3 Be aware of intent and impact.** We often refer to the difference between intent and impact when facilitating dialogue. We remind people that no matter how good their intentions might be, if the impact of what they said was hurtful, then they probably need to apologize.

**4 Don't suppress views.** Don't suppress marginal or unpopular views, thoughts, and voices. Civility does not mean lack of dissent. One useful tip is the rule of three: Ask participants to speak at least three times in each dialogue and to wait until at least three other people have spoken between their speaking turns.

**5 Expect and explore discomfort and conflict;** we are on our learning edge. Learning happens more when you are on your learning edge, not when you are feeling comfortable. Social justice work is uncomfortable. We invite you to view discomfort as an indicator that learning is happening and recognize that new learning can also lead to feelings of pride, understanding, growth and joy.

**6 Speak our emotions, as well as our intellect.** Our emotional reactions to this process often offer invaluable learning opportunities, and give us insight into processes of which we may be unaware. We will share these responses, including our discomfort, in the spirit of learning and growing; we will try to not attack, blame, shame or dismiss others.

**7 Speak from your own experience.** Encourage participants to use "I" statements when sharing to avoid assuming others in the room share your perspective.

**8 Listen to learn, not to respond;** listen harder when you disagree. Unlike typical discussions where people often focus primarily on what they are planning to say next, in dialogue we invite people to listen generously with the intent to understand rather than to interject. Participants should listen even harder when someone is saying something about which they disagree to try to understand their perspective.

**9 Allow people room for growth.** A primary goal of dialogue is personal growth. In the most successful dialogues, participants have gone through transformative growth between the first and last session. Dialogue requires that participants take risks, and be brave and vulnerable. This inevitably means participants will make mistakes. We often learn the most through making mistakes. Some mistakes or harms may call for repair or making things right, and at the same time we are recognizing that we all want the opportunity to grow without being judged or remembered in perpetuity for a mistake we might make along the way.

**10 Anticipate unfinished business.** Naming from the outset that we will not resolve centuries of oppression in one semester, we invite participants to see dialogue as one step in addressing social injustice and recognize that the work is ongoing and that oppression will not be solved in our lifetimes.

**11 Take the learning, leave the stories.** We hope that participants take what they learn in dialogue and apply it to the rest of their lives. At the same time participants also need to be able to trust that they can be vulnerable and that the stories they share will not be repeated outside of the group. We specifically do not promise confidentiality because we cannot guarantee it, but we believe the underlying concept of confidentiality is maintained by asking people not to repeat others' stories without permission.

**Thank you!**



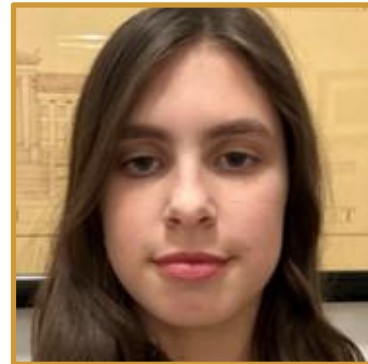
# Meet Our Panelists

Bios for the speakers are archived at the following location:

<https://safesupportivelearning.ed.gov/events/webinar/lessons-field-webinar-free-learn-miniseries-navigating-conflict-support-inclusion>

## Destiny Hamilton

Youth Relationships First Coach, The School District of Philadelphia, PA



## Scarlett Quast

Youth Relationships First Coach, The School District of Philadelphia, PA



## Stephen Tetkowski

Youth Relationships First Coach, The School District of Philadelphia, PA



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## Morgan Patel

AP Human Geography & NSL  
Teacher, Montgomery Blair High  
School, MD



## Chris Smith

Director of Curriculum & Strategic  
Engagement, New York City  
Commission on Human Rights, NY



# Thank You!

Should you have any questions, please contact us at [NCSSLE@air.org](mailto:NCSSLE@air.org) or 800-258-8413. We are happy to help!

NCSSLE Website: <https://safesupportivelearning.ed.gov>

Best Practices Clearinghouse: <https://bestpracticesclearinghouse.ed.gov/>



## Upcoming Webinars

- **January 31:** Human Trafficking Child Exploitation Series – Report and Support: Supporting Students Through a Human Trafficking Report
- **February 14:** Free to Learn Miniseries – Check In/ Check Out: Additional Student Supports



# Feedback Form

[HTTPS://WWW.SURVEYMONKEY.  
COM/R/LFTF\\_SESSION56](https://www.surveymonkey.com/r/LFTF_SESSION56)

  **BEST PRACTICES  
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**[NCSSLE] 2024 - Lessons from the Field - Free to Learn Miniseries: Strategies for Supporting Full Student Participation**

Thank you for attending the webinar, *Navigating Conflict to Support Inclusion*, on January 17, 2024. To best serve you, we would greatly appreciate receiving your feedback on the webinar.

**1. Prior to the webinar, how knowledgeable were you about the webinar's topic?**

Not At All Knowledgeable  
 Somewhat Knowledgeable  
 Very Knowledgeable

**2. Overall this webinar was a good use of my time.**

Strongly Disagree  
 Somewhat Disagree  
 Somewhat Agree  
 Strongly Agree

**3. This webinar improved my understanding of the covered topic.**

Strongly Disagree  
 Somewhat Disagree  
 Somewhat Agree  
 Strongly Agree

**4. Overall, how would you rate the quality of this webinar, such as the communication style of the presenters and the clarity of the webinar content?**

Poor  
 Fair





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## Questions for the Panel