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## **Syllabus for a COMMUNITY CAPACITY-BUILDING FORWARD DIALOGUE**

**Lead Facilitator:** William L. Goldsby, Reconstruction Founder and Eli Thomas, Chair of Reconstruction's Alumni Ex-Offenders Association

**Co Facilitators:** Ulicia Lawrence Oladeinde, Ciara Williams, Townsend Price-Spratlen, Ben Felker-Quinn, Alan Lewandowski

**Sessions:** Thursdays, October 14 – November 18, 5:30 p.m. – 7:30 p.m.

**Location On-site:** Entertainment and Community Education Center  
1509 Cecil B. Moore, 2nd Floor  
Philadelphia, PA 19121

### **Required texts:**

The three foundational documents include:

1. On Self- and Organizational Critique
2. Reconstruction, Inc. Check-in Model
3. Community Capacity Building Curriculum (CCBC) Teacher Guide, Reconstruction et al (2018)

### **Recommended texts:**

Townsend Price-Spratlen and William Goldsby (2012). *Reconstructing Rage: Transformative Reentry in the Era of Mass Incarceration*. New York: Peter Lang.

**Goals:** To develop a stronger culture, we will model principled relationship-building skills and enhance assessment skills for ourselves and our organizations. We will increase our understanding and language regarding various personal, communal, societal, and global situations. These goals will improve how we interact with each other, our natural environment, our history and our expectations for a new way of being present. For each session, we will follow Reconstruction's Standard Agenda:

Moment of Silence  
Check-Ins  
Agenda Review  
Old Business  
New Business  
Assessments

## **Class Sessions:**

### **October 21, 2021**

**Learning objective** – Engaging in a series of forward-thinking discussions on Structure and Agenda, including how we structure our dialogues and course work. We will study and discuss Reconstruction, Inc.’s Community Capacity Building Curriculum (CCBC).

- 1.Reconstruction, Inc Standard Agenda including the check-in process
- 2.Reconstruction, Inc and CCBC underlying principles
- 3.Why all Reconstruction meetings begin with a Moment of Silence.
- 4.Why Structure and Agenda are fundamental to all Reconstruction events and activities.
5. What is capacity-building?

**Until we meet again:** Read the “Self and Organizational Critique” document and the “Check-In” document & map out your own personal-familial-collective kinship (see page 7 below).

### **October 28, 2021**

**Learning objective** – We will discuss the importance of principled self and organization critiques, how the Check-in-model is practiced, and discuss outcomes it gives rise to. To prepare, read the Check in document again (see below). We will then engage in an actual check-in. We’ll then discuss the subgroup model and other methods to address issues that surface during check in.

On Critiquing-Exploring organizational and self-critique

The Check-in model attending to the personal, familial and communal in our lives?

Concepts: Organic intelligence. Questions?

Mental Hygiene. Questions?

Managing our Perception. Questions?

**Until we meet again:** Read the CCBC document and bring questions.

### **November 4, 2021 November 2, 2021**

**Learning objective** – Pillar One of the Reconstruction, Inc. CCBC is Leadership Development where we will deeply explore ourselves individually and collectively (see below). This is done by examining four principled transformations. Through these explorations we enhance our power by addressing the tension within and growing from a place of:

1. Alienation to Community
2. Arrested development to Self-determination
3. Co-dependence to reciprocity
4. Individualism to Collectivism

**Until we meet again:** What’s a personally meaningful analogy you would use to explain one of these transformations? Recreate your analogy’s personal meaning (sing/write/draw/paint/ sculpt/ dance/act/make food/etc).

## **November 11, 2021**

**Learning objective** – Pillar Two: **Situation Management** builds on and connects to both the previous pillar and the next one, and demonstrates how to understand the differences between crises, ongoing drama and situations in general. This includes the differences between a dysfunctional family and crises within a family. Also, it helps with interpersonal and group dynamics as well as conflicts, by identifying overt and hidden situation management tools within individuals and groups. All of this heightens our collective ability to facilitate and navigate situations with efficient protocols. There are 4 skill sets enhanced within this pillar.

1. Emotional intelligence is being a spectator of your emotions and not allowing yourself to become a slave to your emotions.
2. Active listening is allowing yourself to hear without anticipation. It engages others' understanding of anything that you may not understand.
3. Willingness to let go of your position for the sake of understanding another perspective.
4. Extracting existing skills from within the situations to highlight and/or manage the current situation.

**Until we meet again:** What's a situation this week where you can practice at least one of the four skill sets? Reflect on the experience (write/draw/sing/paint/sculpt/ dance/act/make food/etc).

## **November 18, 2021:**

Learning objective – Pillar Three Support Group Model. We will identify an issue for a subgroup and create one to address it:

1. Subgroups
2. Community, Civics and Grassroots groups
3. Institutions like churches, colleges, universities, corporate, state and governmental entities.

**Until we meet again:** Please stay in touch: [reconstruction1808@gmail.com](mailto:reconstruction1808@gmail.com) and [www.reconstructioninc.org](http://www.reconstructioninc.org)

## **RECONSTRUCTION INCORPORATED COMMUNITY CAPACITY BUILDING** **ON SELF and ORGANIZATIONAL CRITIQUE**

In order to give principled leadership; ongoing critique should be at the core of our personal, family and social political agendas. To give leadership is to take a principled position even when the position is unpopular and the position raises critical questions. Critiquing and self-assessments are very valuable tools for capacity building. Critique and self-evaluations is an art that must be learned if harmony is to be achieved. Critiquing is an evaluation which is an all-sided analysis. To evaluate is to take an open position on whatever is being discussed. The whole truth and/or observation must be said to give the whole picture.

As it pertains to personal, familial and communal capacity, this practice must be encouraged and practiced. As stated above, critiquing is an art. The goal of this is not so much dealing with the person, as much it is dealing with the person's behaviors. If that behavior is not forward moving, your approach must be as though the person themselves would want to improve upon such behavior. Acknowledging forward moving behaviors is known as 'complimentary'. The focus of this discussion is on dealing with unwanted behavior, not criticizing the person. Critiquing and self-evaluating are absolute key to leadership development. To examine one's own behavior is an absolute must and it is necessary. There should be regular assessment sessions as it pertains to the organization's work and family growth.

The evaluation should be centered in the strengths and weaknesses of how we are carrying out what we exist for. Again, the goal is not to tear a person down, the goal is to convince the member that specific behavior(s) will harm them or their credibility in the long run. Thus, this fact should make them want to get rid of the questionable behavior. How this behavior hurts the whole organization should be a major part of this practice as well. Explaining how it harms everyone must be done with patience and care.

After being assessed, the individual should declare openly whether or not they unite with the observations. If they do, they should put some responsibility on the 'collective' to help them improve. The overall goal is to collectively help the individual grow and change the specific behavior. Saying "I am sorry" is neither a process nor program for moving forward. We should be committed to saying and doing more than that. There are processes, methods, and procedures by which criticisms are compassionately raised which requires another session.

REVISED BY W. GOLDSBY 3/21

## ***RECONSTRUCTION INCORPORATED CHECK-IN MODEL***

The check ins during all gatherings are on the personal, familial and communal level. This brings the whole person into that space and the beginning of removing identities and decolonizing how we are conditioned to think about each other. Most importantly, feedback and input from others regarding the check ins are reciprocal and healing. It invites people to share how they are doing from a place of comfort. During the check in, people focus on challenges, tensions, and even celebrations in areas such as spirituality, personal finances, physical health and mental hygiene, and assistance with decisions.

Checking in on a familiar level oftentimes addresses areas within relationships in the family, the workplace or within specific gatherings. It is an opportunity to affirm or disaffirm belief regarding something or someone else.

Checking in on a communal level invites more understanding and clarity about different systems, be they in the family or the workplace. The communal check in is an opportunity to understand the connections between various issues like class, race, gender and other -isms. It engages a clearer connection between the personal and the political.

Checking in with each other is as old as humanity itself. However, checking in with each other today allows us to build on and benefit from our collective and historical experiences. This experience dictates that we need each other to make personal, familial and communal changes. This practice brings to the front the personal brilliance of each individual, it helps escalate the organic intelligence that has been suppressed by ongoing conditions, and it enhances the collective ability to manage our own situations and perceptions. It removes the need and desire to agree or disagree. Rather, it illuminates understanding, which is synonymous with peace.

As we check in with each other, it builds our collective capacity to create a balance to work through the tensions that we have inherited and often are conditioned to avoid confronting. This balance helps us to shift the carceral state paradigm we currently perpetuate. Shifting this paradigm means changing how each of us has been conditioned to think on a personal, familiar, communal/ global level. More specifically, check ins directly address tension we have inherited in this country from the history of slavery and genocide. We dig into this tension clinically and politically.

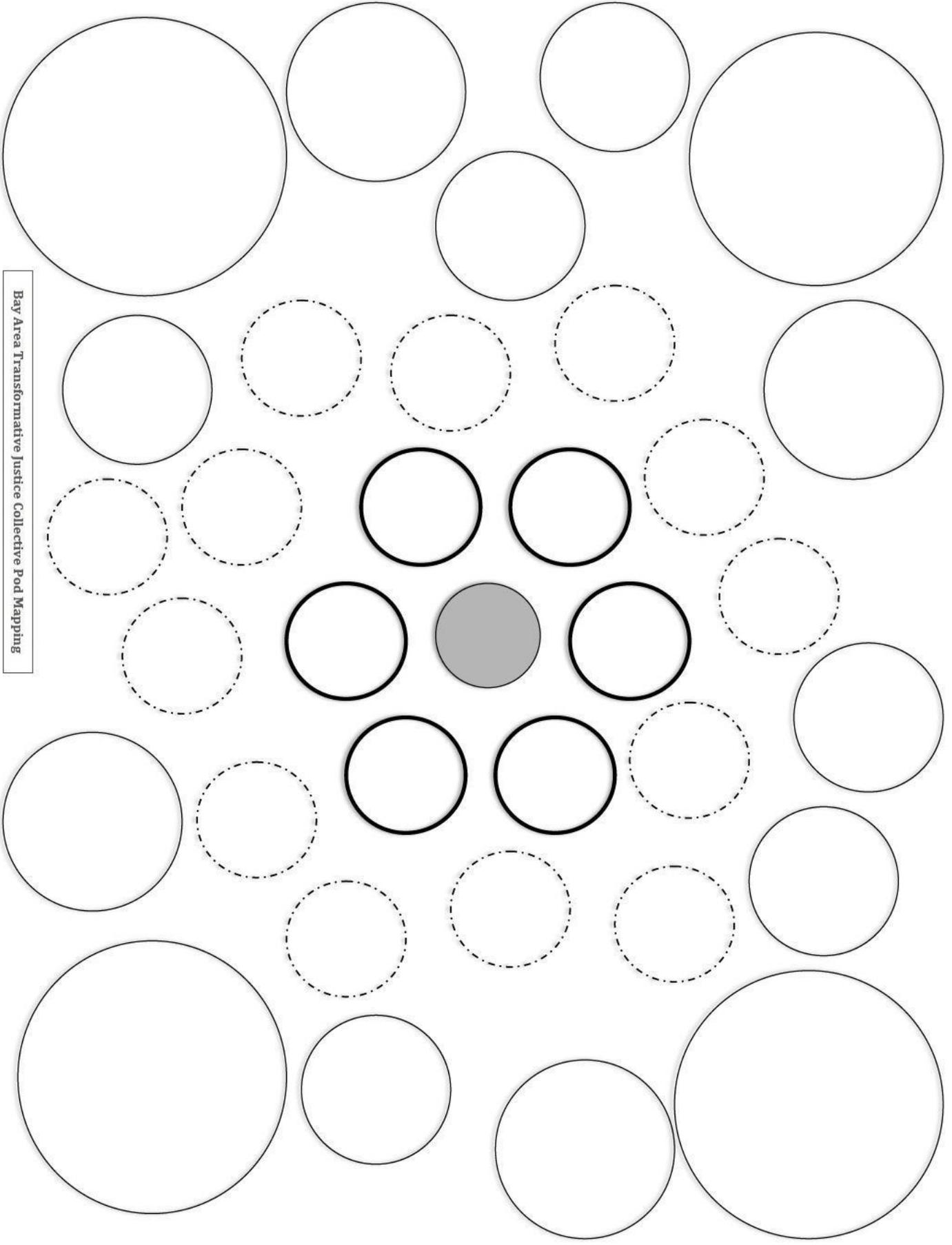
Our efforts must intentionally build families and communities to counter the alienation prevalent in American culture. We embrace a deeper understanding of collective self-determination to counter arrested-development. We model a transparent practice and understanding of reciprocity that counters codependency and top-down leadership. We seek to generate a deeper sense of consensus-building, democracy and voting to counter American individualism. This is the rationale and **THE BEGINNING OF LIVING BEYOND THE CARCERAL STATE!** of being.

Mechanically this process requires that resources are available. For example, the leadership must provide guiding questions for the check ins to address. A healing circle should be created to follow up with issues that surface when time is not available during specific gatherings. Occasionally, a subgroup is organized in order to address a person's issues in depth, with precision and patience.

A practical example of the check in on a city policy scale- the Village of "kum by yah" (Come by here) was a local Philadelphia Community Based Organizing Group that sponsored a check-in once

monthly on Sundays. They called it “Villaging”, and these check-in sessions could last up to 9 hours. Of course, food and beverages were available. Families participated including children. Personal, familial and communal issues were shared in depth. The common community issue shared was that most of the children involved were being assigned to special education, separating them from their regular classes. The group organized a community movement protesting against their children being separated. Resulting from this movement, the Philadelphia board of education invested funds into a city wide wrap-around service for children with different abilities which allowed less separation.

Bay Area Transformative Justice Collective Pod Mapping



# RECONSTRUCTION

ing

community

capacity

building

curriculum

We change ourselves to change the world, uniting the many to defeat the few.

# TABLE OF CONTENTS

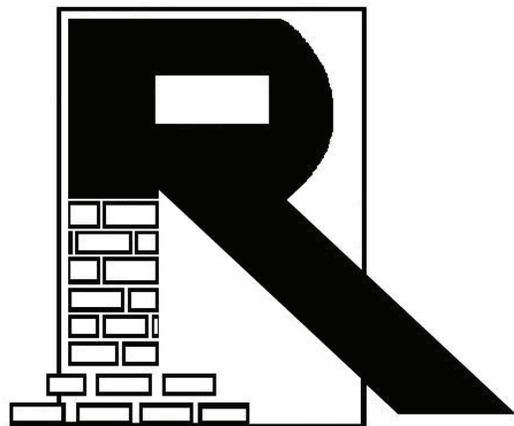
**OVERVIEW** - Why, what, where, how,  
Structure of Meeting (Standard Agenda) **pg 3**

**PILLAR I** - Leadership Development **pg 5**

**PILLAR II** - Situation Management **pg 8**

**PILLAR III** - Support-Group Development **pg 13**

**Conclusion** & Further Resources **pg 18**



# OVERVIEW

pg 3

**Every human being** is sacred and valuable to ourselves, our families, our communities, our society and the non-human world. Each one of us benefits when we think critically, make good decisions, and give principled leadership.

**Our philosophy:** We change *ourselves* to change the world, uniting the many to defeat the few.

## THE "WHY"

The purpose of this curriculum is to study ourselves, families, and larger communities to better understand how *we* are essential to building our community's capacity for change. This Curriculum develops our skills to shift the current paradigm *beyond* the carceral state we live in.

## THE "WHAT"

Community Capacity-Building enriches our internal assets by extending the strengths (such as skills, resources and strategies for change) that a local area *already* has. Individuals, families, and organizations interact with one another to improve the quality of life within that local area. This process is driven by relationships that bring together leadership, resources, and commitment.

## THE "WHERE"

Wherever there are individual, family, and organizational assets, community capacity building can occur.

## THE "HOW"

Dialogue, workshops, book-readings, discussions, spoken word, journaling, skits, and other exercises that explore our personal, familiar, and communal transformation. We identify processes by which our individual and community strengths can be discovered, appreciated, enhanced, and then shared. We must acknowledge trauma, embrace triumph, and unleash transformation through a culture of responsive resilience, mindfulness, and practices that reconstruct our wholeness.

## STRUCTURE OF MEETINGS

The **Community Capacity Building Curriculum (CCBC)** includes a standard agenda which establishes an essential element of trust in our process.

### Standard Agenda:

1. Begin each meeting with a **Moment of Silence**.
2. **Check-ins on 3-Levels**: Each person shares any notable events in their individual lives, their family, and the community (personal, familial, communal check-in). Each individual can define these categories to be consistent with their own life. For example, "familial" may refer beyond your biological family to anyone you interact with on a regular basis.
3. **Agenda Review**
4. **[Agenda for meeting]**
5. **Assessments**: At the end, make time for *each person* to reflect honestly on the meeting and what was accomplished.

Our leadership development begins by accessing the personal tension each of us holds in our modern society, tension which was created by historical trauma. Confronting this tension leads us away from re-producing our trauma or being ruled by it and gradually towards getting free and self-liberation. Thus we embrace a deeper understanding of our collective *self-determination* to counter our society's arrested-development. We model a transparent practice and understanding of *reciprocity* that counters dependent relationships and top-down leadership. We practice *critical dialogue* and *consensus-building* to counter American individualism. This is the wider framework of our curriculum, which is the door to all our work.

### OVERARCHING UNDERSTANDINGS

- Society has been traumatized on a clinical and political level, and we experience the impacts in our personal, familial and communal lives.
- Finding and developing our unique leadership is the foundation of Reconstruction Inc and the CCBC.
- Critique is an art, and a practice of self-critique is key to developing leadership and personal transformation.

#### Trauma (re)produces:

1. Alienation
2. Arrested development
3. Codependency
4. Individualism

#### CCBC builds:

1. Community
2. Self-Determination
3. Reciprocity
4. Collectivism

## ESSENTIAL QUESTIONS

1. How does societal trauma show up in our lives?
2. What modes of self-reflection or self-critique help us to transform?
3. How can we heal the personal tension & trauma inflicted by society and take on leadership for wider change?

### Skills participants should be able to demonstrate:

- Identify how trauma shows up in their lives and connect that trauma to societal structure
- Initiate a process of personal transformation
- Identify and define: *alienation, arrested development, codependency, individualism*
- Identify and define: *community, self-determination, reciprocity, collectivism*

**Evidence** that can be used to show participants' progress: have achieved the knowledge base to **become technicians of Pillar One**

- Individual share-outs
- Journal entries
- Instructor check-ins (verbal)
- Vocab discussions as a group
- Skits
- Final posters
- Capacity to facilitate a subgroup

## LEARNING ACTIVITIES:

Create a **safe space** using exercises described in these linked resources:

- [How to build a safe space in a group](#)
- [Mingle](#)
- [Design for group dynamics](#)

Discuss **leadership**. Possible questions:

- What are some perceived obstacles to collective leadership?
- How has *alienation* from other people played a role in your life path?
- How has *arrested development* played a role in your life path?
- How has *codependency* played a role in your life path?
- How has *individualism* played a role in your life path?

**Skit** activity: Divide into groups of three. Each group should choose one of the main obstacles (either alienation, arrested development, codependency, and individualism). Ask them to create a scenario from life that demonstrates that word. Allow groups about 7 minutes to prepare before they perform. Encourage the audience to give feedback, ask questions, and discuss the choices that were made, as well as personal connections participants came make with the skit.

- After the skit debrief with these linked [Additional Processing Questions](#) from Training for Change.

Discuss **transformation**.

- Ask participants: what does transformation mean to you?
- Activity: Organize participants into small groups so they can discuss what transformation means to them. Ask them to come up with a definition of transformation and think of examples of transformation that they have seen in their own lives so far and that they want to see going forward.

## LEARNING ACTIVITIES (cont.)

**Thinking of opposites** activity: Organize participants into small groups and ask them to discuss the opposite of the four obstacles (alienation, arrested development, codependency, and individualism). Once back in the main group, ask for answers and then guide participants to the four positive tenets of the CCBC: *community*, *self-determination*, *reciprocity*, and *collectivism*.

Discuss the **four tenets** of the CCBC:

- How has *community* with other people played a role in your life path?
- How has *self-determination* played a role in your life path?
- How has *reciprocity* played a role in your life path?
- How has *collectivism* played a role in your life path?

At this point, ask participants to think about their personal connections with the **positive tenets**. Prompt them to share their experiences with them. Some possible questions are:

- How would life be different if everyone shared these values?
- What would change in the world? In people?
- How would these values change your life personally?
  - Is that something you would like or not? Why?

**Conclusion exercise:** As a group, create a poster that expresses the four positive values. Small groups of participants should each work together to create a collage with words or pictures defining one of the values. Ideally, the posters should be put up for future classes to refer to.

### OVERARCHING UNDERSTANDINGS

- Conflict is the building block of change
- Historical trauma and tension create overlapping personal, familial and communal conflicts
- Situation Management is a set of behaviors and underlying values that help to address conflict.

### ESSENTIAL QUESTIONS

1. What can we do to recognize the societal trauma the show up in our lives?
2. What habits of mind can we nurture individually, communally, and institutionally in order to triumph over trauma?
3. How can we disrupt the societal traumas that show up in our lives towards the goal of transcendence?

#### **Skills participants will be able to demonstrate:**

- Assess different kinds of conflict and relate to their own situations.
- Identify and demonstrate the 4 skill-sets in situation management: *emotional intelligence, active listening, relinquishing your position to understand someone else's,* and *accessing resources to manage a present situation.*
- Assessment of available skills, tools, and strategies for conflict management

**Evidence** that can be used to show participants' progress:

- Individual share outs
- Journal entries
- Instructor check-ins (verbal)
- Vocab discussions as a group
- Skits
- Final Posters

## **LEARNING ACTIVITIES**

**Beginning activity:** Review materials introduced in Pillar One. Is there anything we want to add? Anything we strongly agree with or resonate with?

**Check-in activity:** Pillar Two is focused on *situation management*. Our lives can be understood as a series of situations—ranging from negative to positive.

Ask participants to answer the following questions:

- What are the more positive situations in our lives?
- What are the more negative situations in our lives?
- Why do these situations happen?
- Do our actions shape how these situations unfold?

## LEARNING ACTIVITIES (cont.)

**Goals of this section:** Participants sharpen underlying values of the CCBC & gain tools to move through the various situations in their lives. Societal traumas \*flavor\* our lives—although they can become obstacles, through self-reflection and collaboration, we can triumph and transcend.

First, review the positive and negative aspects of the 4 contradictions from Pillar One. Ask participants to form groups and brainstorm situations that might stem from one or more of the four contradictions. Alternatively, use one of the scenarios below.

- A family member always comes to you for help because you often say yes to their requests. You like being able to help your family but are feeling like you can't help at this time.
- You don't spend a lot of time with your family because you all don't see eye to eye on a lot of things. Gatherings often end with arguments and fights, so you usually stay away. This year is different because you've been invited to a cookout and are not sure if you want to go.

**Ask** participants questions about the scenarios above or the situations they have brainstormed:

- Describe the situation. Who is involved?
- What could have caused the situation?
- Is the situation an example of ongoing drama or a crisis?
- How would you define ongoing drama?
- How would you define crisis?

## **LEARNING ACTIVITIES (cont.)**

**Iceberg summary activity:** Each situation can be looked at like the tip of an iceberg. It's what we see on the surface – the actions and words that we hear, see, and feel. However, situations are much more complicated than what we can see on the surface. By digging deeper, we can learn what's underneath.

The answers to the previous questions represent what's below the surface of a situation. In order to fully understand a situation and move forward from it, the harder to see information must be understood. By using the 4 skill sets of situation management, we can get to the root of the issue.

**Ask the group to pick a situation to explore more deeply. Go through the following prompts to dig deeper:**

- What is emotional intelligence? How can it be used in this situation?
- What is active listening? How can it be used here?
- What does it mean to relinquish your position to understand another? How can it be used here?
- What does it mean to access resources? How can it be used here?

**Skit activity:** Divide participants into groups of 3 and ask each group to act out one of the scenarios (or a new situation they have come up with) a skit. In the skit, participants should act out a possible action they might take to address the conflict in the scenario.

- Then, each group should perform and encourage the “audience” to give feedback, ask questions, and discuss the choices that were made, as well as offer any personal connections they can make with the skit.
- At the end of each skit, record the skills, tools, and strategies used to mediate the conflict.

## LEARNING ACTIVITIES (cont.)

**Reading** about the carceral state: Participants should read the chosen text and discuss it in small groups.

Discuss **situations**. Possible questions to ask include:

- Where do situations come from?
- Can a situation start before someone is born?
- Can you inherit a situation?
- Can a situation come from your surroundings? How?
- How can people overcome situations?

**Collective Leadership Brainstorm:** Understand that the 4 contradictions mentioned in Pillar One relate to our experience as individuals as well as our place in society; in order to develop our collective leadership, we have to think about what healing looks like for ourselves and what it looks like to heal our communities and the society overall.

Review responses to questions from Pillar One. Ask participants:

- Have our responses to these questions changed?
- Is there anything we want to add?
- How would life be different if everyone shared these values?
- What would change in the world? In people? How would these values change your life personally? Is that something you would like or not? Why?

**Conclusion:** In groups, pick a problem to solve—it can be big or small. Ask:

- In an ideal world, how would you solve this problem?
- What skills, tools, and strategies would you use?
- Who would you ask for help?
- What would you need to learn more about in order to help?
- How long might it take to solve this issue?

**Support-Group Development:** Individuals need to create and navigate each of their support systems deliberately and with precision. Our organization's goal is to build each member's capacity to exercise discipline and emotional intelligence, set agendas, and recognize and respectfully respond to boundaries. Pillar III includes the Subgroup model as well as collaborations with other grassroots organizations and institutions.

### OVERARCHING UNDERSTANDINGS

- Subgroups encourage participants to realize their individual capacity for **personal, communal, & organizational** growth.
- Pillar III offers structures for exploring the collaborations & coalitions with outside organizations and institutions

### ESSENTIAL QUESTIONS

1. How can people support each other through a variety of complex life situations?
2. How can we cultivate resilience individually and collectively?
3. How can I share my own experiences in a way that connects to the struggles others may face?

### Skills participants will be able to demonstrate:

- Participants will gain experience with the subgroup model built on the concept of mutual support.
- Assist others with decision-making.
- Understand what **personal resilience** means and how it matters.

## **SUBGROUP STRUCTURE:**

The subgroup acts as a therapeutic modality for participants without the need for experts; it is *not* a clinical group therapy model with state-licensed and trained professionals. The Subgroup model is the core of Reconstruction's work to combat various internal and external race, class, and gender oppression. Generally, individuals identify a facilitator who gathers participants and convenes the subgroup on their behalf.

## **SUBGROUP STANDARD AGENDA:**

- **A Moment of Silence:** One must let go of issues one might bring into the subgroup to receive support. Connections with a greater collective Spirit center participants with a prayer, poem, physical movement, or meditation.
- **Orientation:** This is when the facilitator gives an overview of the subgroup model, process, and agenda and identifies who will serve as the notetaker.
- **Check-in:** All participants share what is going on in their personal, familial, and communal lives. During a subgroup, only the focal affiliate checks in. Sharing with transparent depth: This means letting everything out, holding back little to nothing. This can take as much time as the person needs.
- **Questions:** Participants ask questions for clarification to focus the discussion. The personal development grid prioritizes three areas (personal, familial, and communal) to look at the focal person's goals.
- **Tasks:** These include asking people to assist and/or commit to helping with specific areas of the meeting, such as reviewing the notes from the meeting and including the information on the personal development grid.
- **Assessments:** All participants share their honest evaluations of the meeting. All subgroup participants need to understand each pillar of the CCBC, the purpose of support system development, each participant's role in the focal person's life, and the importance of structure and discipline.

## **SEQUENCE OF LEARNING ACTIVITIES:**

Pillar 3 presents a unique learning challenge, since it is a process, built around a shared experience. As such, Pillar 3 can be taught by creating an experience for participants to see modeled in action. After observing a model of a subgroup and then discussing what was observed, participants can acquire the specific vocabulary to describe the subgroup. The goal of this pillar is to move observers from the position of observers to co-creators of their own healing and of the healing of their peers.

### **Suggested Activity:**

Review of how to build safety in a group: Linked [HERE](#)

### **Questions to Ask Participants:**

- What experience do you have sharing in groups? Could be church, school, AA, family gatherings, social groups, etc. Chart what people share.
- Ask how they think groups can support individuals?
- Ask what resilience is and how they think a group could help build it
- What concerns do they have about sharing in groups

Explain that they will see a group in action, which in the CCBC, is called the *subgroup*.

### **Fishbowl Activity**

Set up:

1. Chairs in an inner circle
2. Concentric rings of chairs and/or round tables around the inner circle

Procedure:

In the inner circle, seat people who will participate in the subgroup (unless you have experienced participants, it will be important to brief people who are volunteering on their role and the structure of the group).

*Proceed with the structure of the subgroup:*

1. Moment of silence: The participant could ask people in the outer circle why they think this is necessary and note down constructive or insightful comments.
2. Orientation
3. Check-in: Before check-in, the facilitator could pause and explain etiquette at this point, e.g. active listening, no interruptions, confidentiality
4. Questions: At this point, people in the outer circle could also be invited to ask questions, so as to allow more people to participate
5. Tasks
6. Assessment

After the Fishbowl observation and activity, the whole group could reconvene as one circle. The facilitator could ask the people who were in the outside circle what they noticed. Jot down the observations of the participants. Then, ask the inside people about their experience. This is a debriefing moment, the following from Training for Change is highly relevant to this point of the experience:

Linked [HERE](#)

### **Possible Questions:**

- How was your experience?
- What did you notice?
- What feelings came up for you?
- Was there anything uncomfortable or new for you?

### **Concluding the workshop:**

- How do you think this type of group could be beneficial to be part of?
- What strength could you offer to a group like this?
- What might be hard for you in terms of participating in a subgroup?
- How do you think a group like this could support you in developing resilience?

# CONCLUSION

**Our Community Capacity Building Curriculum has been evolving since Reconstruction Inc began in the early 1990s, and it will continue to change as we do. We have facilitated it in prisons, in schools, in families, with other community organizations and institutional settings. Please contact us for more information:**

**[reconstruction1808@gmail.com](mailto:reconstruction1808@gmail.com)**

And learn more about what we're up to here:

**[www.reconstructioninc.org](http://www.reconstructioninc.org)**

**FOR FURTHER  
RESOURCES**

