WORKSHOPS FACILITATORS GUIDE 2026

Agility With No Borders

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Dialogic Teaching Deep Dive: Self-Assess, Strengthen, and Strategize

Introduction

WHY: To empower Tea Leaf educators to confidently and skillfully apply dialogic teaching methods, fostering 21st-century skills in their students and creating more engaging, inclusive, and effective classrooms.
HOW: Through self-assessment, peer collaboration, and scenario-based practice using proven frameworks (Host Leadership, 4Cs, Liberating Structures).
WHAT: A 3-hour interactive workshop where participants will evaluate their current dialogic teaching practices, identify areas for growth, and design actionable steps for immediate implementation.

Detailed Instructions for Facilitators

Segment 1: Connections (15 min)

- **Activity:** *Impromptu Networking* (p.71)
    - Ask: *"What's one dialogic teaching success you've had since our last training?"*
    - Rotate partners 3 times, 2 min each.
- **Follow with *1-2-4-All* (p.70):**
    - Prompt: *"What challenges do you still face in implementing dialogic teaching?"*
    - 1 min alone → 2 min in pairs → 4 min in fours → share key insights with whole group.

Segment 2: Concepts (20 min)

- **Brief recap** of Host Leadership (4 positions, 6 roles), 4Cs, Choice Map (Learner vs. Judger).
- **Self-assessment:** Use *Dialogic Scale* (p.20).
    - Participants rate themselves 1–10 (instructional vs. dialogic).
    - In pairs, share: *"What evidence puts you at that number?"*

Segment 2: Host Leadership Deep Dive (30 min)

Connection (5 min)
Liberating Structure: *What do you remember about the 4 positions of Host Leadership?*

- **1–2–4–All:**
  1 min solo → 2 min in pairs → 4 min in fours → share one insight per group.
- Prompt: *"When have you used one of these positions consciously in your teaching?"*

Concept (5 min)
Brief recap using the **4 Positions Comparative Table (p.31)**.

- Spotlight → With Guests → Gallery → Kitchen.
- Emphasize: It's about balancing attention, not eliminating "Spotlight."

Concrete Practice + Conclusion (20 min)

- **Activity:** *Speed Hosting Scenarios* (adapted from p.39)
  In triads: Pick a classroom scenario (e.g., introducing group work).
  - **Teacher** plans how to use all 4 positions in 5 minutes.
  - **Peers** give feedback using the *Appreciative Interview* structure (p.68): "What did you appreciate about their hosting approach?"
- **Conclusion:** Each person completes:
  "My next hosting experiment will be to spend more time in _____ position when I _____."

Segment 3: Choice Map + Solution Focus (30 min)

Connection (5 min)
Liberating Structure: *Heard, Seen, Respected* (p.71)

- In pairs, share: *"Recall a recent classroom moment when you felt in 'Learner' or 'Judger' mindset."*
- Listener practices HSR: no advice, just listening.

Concept (5 min)
Brief recap:

- **Judger path** = blame, fixed mindset, problem-focused.
- **Learner path** = curiosity, growth mindset, solution-focused.
- Introduce the **Dialogic Orientation Quadrant (p.93)** as a "GPS" for questions.

Concrete Practice + Conclusion (20 min)

- **Activity:** *Road to Solutions Role-Play* (p.92)
  In pairs:
  - **A** shares a real teaching challenge.
  - **B** practices shifting from Judger questions → Learner/SF questions using the quadrant.
  - Use **Scale + 15% Solutions** (p.72): *"On a scale of 1–10, where are you now? What's your 15% solution?"*
- **Conclusion:** *"One SF question I will ask my students this week is _____."*

Segment 4: 4Cs + Liberating Structures (30 min)

Connection (5 min)
Liberating Structure: *Min Specs* (p.70)

- In groups: *"What are the 'must-dos' and 'must-not-dos' when designing a dialogic lesson?"*
- Share top 3 must-dos with whole group.

Concept (5 min)
Quick visual recap of the **4Cs framework (p.59)** and **Liberating Structures menu (p.65)**.

- Emphasize: **Connections** hook, **Concepts** teach, **Concrete Practice** applies, **Conclusions** reflect.

Concrete Practice + Conclusion (20 min)

- **Activity:** *4Cs + LS Match-Up* (p.74)
  In small groups, pick one 21st-century skill (e.g., critical thinking).
  - Match **one Liberating Structure** to **each C**.
  - Design a 10-minute micro-lesson using that sequence.
  - Example: Critical Thinking + **TRIZ** (Concepts) + **Troika Consulting** (Concrete Practice).
- **Conclusion:** *"I will integrate [Liberating Structure] into my next [topic] lesson."*

Segment 5: Narrative Practices + Feedback (30 min)

Connection (5 min)
Liberating Structure: *Appreciative Interview* (p.68)

- In pairs: *"Tell a story of a time a student surprised you positively."*
- Interviewer listens for strengths and "unique outcomes."

Concept (5 min)
Brief recap:

- **Externalizing problems** (e.g., "Procrastination" vs. "You're lazy").
- **Re-authoring stories** — focusing on exceptions and strengths.
- **Narrative feedback** — framing feedback as a continuing story (p.125–126).

Concrete Practice + Conclusion (20 min)

- **Activity:** *Feedback Transformation Lab* (p.124, 127)
  In triads:
  - **A** provides a sample of student work (real or imagined).
  - **B** writes traditional feedback, **C** transforms it into narrative feedback.
  - Use the **Narrative Remote Control** (p.97) to add detail.
- **Conclusion:** *"One narrative phrase I will use in my next feedback is _____."*
-

Segment 6: Conclusions (25 min)

- **What, So What, Now What?** (p.69) in small groups:
  - *What* did we learn?
  - *So what* does it mean for our teaching?
  - *Now what* will we do differently?
- **Personal action plan:** Each participant completes: *"In the next 72 hours, I will try…"*

Segment 7: Close (15 min)

- **Wise Crowds** (p.69):
    - In circles of 6–8, each shares one takeaway and receives brief advice/encouragement from peers.
- **Final appreciation round:** One-word closing on how they feel.

Do's and Don'ts for Facilitators

DO's:

- Model dialogic posture: be a "guide on the side."
- Use open-ended questions.
- Encourage peer-to-peer sharing.
- Allow productive struggle—let participants think.
- Use Liberating Structures to ensure equal voice.
- Celebrate small wins and reflections.

DON'Ts:

- Don't lecture—maximize participant talk time.
- Don't rush debriefs—reflection is key.
- Don't solve for them—ask, don't tell.
- Don't skip appreciation—build psychological safety.
- Don't ignore energy—adjust pace if needed.

Pragmatic Topics/Examples Relevant to Attendees

- Teaching in multilevel classrooms
- Engaging shy students
- Using limited resources creatively
- Connecting lessons to tea plantation community issues
- Fostering peer teaching and leadership among students
- Managing large class sizes dialogically

Facilitator Notes for All Segments:

- **Keep it dialogic:** You're modeling the method as you teach it.
- **Use timers** visibly for each activity.
- **Encourage "Yes, and…"** building in discussions.
- **Collect outputs** (action steps, designed lessons) for follow-up.

- **Close each segment with an appreciative round** (e.g., “What’s one thing you’re taking from this?”).

Quick reminder of each key ingredient used in your dialogic teaching framework,

with a concise example for each.

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1. Host Leadership (4 Positions)

What it is: A model that helps teachers shift from “sage on the stage” to “host” of the learning space, using four physical/metaphorical positions.
Example:

- **In the Spotlight:** Introducing the lesson’s big question.
- **With the Guests:** Sitting with a small group, listening and asking open questions.
- **In the Gallery:** Observing group dynamics from the side, noticing who’s engaged.
- **In the Kitchen:** Preparing materials before class or adjusting the lesson plan mid-way based on student needs.

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2. Choice Map (Marilee Adams)

What it is: A visual tool highlighting two mindsets: **Learner** (curious, open) and **Judger** (critical, closed). Teachers learn to “switch paths” to foster better dialogue.
Example:

- **Judger path:** “Why aren’t my students participating?”
- **Learner path:** “What might help my students feel safer to share?”

---

3. 4Cs (Sharon Bowman)

What it is: A lesson design framework: **Connections, Concepts, Concrete Practice, Conclusions.**
Example lesson on “Communication”:

- **Connections:** Students share a time they were misunderstood.
- **Concepts:** Teacher introduces active listening techniques.
- **Concrete Practice:** Role-play in pairs using the techniques.
- **Conclusions:** Groups create a “Top 3 Tips” poster and commit to using one.

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4. Liberating Structures

What it is: A collection of 33 micro-workshop formats that foster inclusion and engagement in groups.
Example:

- **1-2-4-All:** Pose a question → think alone (1 min) → discuss in pairs (2 min) → share in fours (4 min) → share insights with whole group.
- Used to quickly generate ideas or check understanding.

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5. Solution Focus (SF) Language

What it is: A coaching approach that focuses on solutions, strengths, and small steps rather than problems.
Example:
Instead of: “Why didn’t your group finish?”
Ask: “What’s one small thing that worked well in your collaboration today?” or “What would be a first sign of progress next time?”

---

6. Narrative Practices

What it is: Using storytelling and re-authoring techniques to separate problems from identity and highlight strengths.
Example:

- **Externalizing:** “How has ‘Anxiety’ been affecting your presentations?”
- **Unique Outcomes:** “Tell me about a time you spoke confidently, even for a moment. What was different?”

---

7. The Dialogic Teaching Charter (p.22)

What it is: A set of 12 principles to guide the shift from instructional to dialogic teaching.
Example principles:

- “Encourage open-ended questions and student-led inquiries.”
- “Move beyond tests to include project-based assessments and self-reflection.”

How They Work Together in a Dialogic Classroom:

A teacher might:

1. **Open** with a **Liberating Structure** (Impromptu Networking) to connect students to the topic (**4Cs: Connections**).

2. **Shift mindsets** using the **Choice Map** when challenges arise.
3. **Move between Host Leadership positions** during group work.
4. Use **Solution Focus questions** to guide feedback.
5. **Close** with a **narrative reflection** (“What’s the story of your learning today?”) (**4Cs: Conclusions**).

Unleashing Dialogic Engagement with the Liberating Structures

Here are two **3-hour workshop modules** designed to introduce and practice **Liberating Structures (LS)** in a dialogic, hands-on way, using the **4Cs framework (Connections, Concepts, Concrete Practice, Conclusions)** from Sharon Bowman. The workshops are crafted to be interactive, practical, and immediately applicable to the attendees' lesson planning and teaching contexts.

Objective: Introduce the philosophy and basic principles of Liberating Structures, and provide hands-on practice with 3-4 foundational LS to reshape lesson plans for dialogic teaching and 21st-century skills.

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1. Connections (30 min) - Impromptu Networking, 1-2-4-ALL

Objective: Activate prior knowledge, build curiosity, and create a shared context for LS.

Activity: Impromptu Networking (LS #1)

- **Instructions:**
  - Ask attendees to pair up and share: *"What's one teaching challenge you'd love to solve with a new approach?"* (2 min per person).
  - Debrief: *"What patterns or themes did you notice in the challenges shared?"*
- **Purpose:** Build connections, surface real-world challenges, and prime the group for LS as a solution.

Activity: 1-2-4-All (LS #2)

- **Question:** *"What does 'dialogic teaching' mean to you, and how might Liberating Structures support it?"*
- **Instructions:**
  - 1 min: Individual reflection.
  - 2 min: Pair discussion.
  - 4 min: Group of 4 discussion.
  - 5 min: Whole-group share-out.
- **Purpose:** Activate collective wisdom and create a shared definition of dialogic teaching.

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2. Concepts (45 min) - The Why and What of Liberating Structures

Objective: Introduce the philosophy, principles, and "5 Structural Elements" of LS.

Mini-Lecture: The "Why" and "What" of LS

- **Key Points:**
    - LS are **microstructures** for inclusion and engagement.
    - They **distribute participation**, **unleash creativity**, and **build trust**.
    - The 5 Structural Elements: **Invitation, Space, Time, Group Size, Materials**.
- **Visual:** Show the LS Menu and highlight the 33+ structures.

Activity: TRIZ (LS #3)

- **Question:** *"What are the worst ways to teach a lesson? How can we flip these into strengths using LS?"*
- **Instructions:**
    - 5 min: Individuals list "worst practices."
    - 5 min: Groups share and identify patterns.
    - 10 min: Brainstorm how LS could transform these into strengths.
- **Purpose:** Use humor and inversion to highlight the value of LS.

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3. Concrete Practice (90 min) - 15% Solutions, W3, Min Spec

Objective: Experience and debrief 3 foundational LS, and brainstorm applications for lesson planning.

Activity 1: 15% Solutions (LS #4)

- **Question:** *"What's one small change you can make in your next lesson to include more student voice?"*
- **Instructions:**
    - 5 min: Individual reflection.
    - 10 min: Pair share and build on ideas.
    - 5 min: Volunteers share with the whole group.
- **Debrief:** *"How did this structure make it easier to identify actionable steps?"*

Activity 2: What, So What, Now What? (LS #5)

- **Context:** Reflect on the 15% Solutions activity.
- **Instructions:**
    - 5 min: *"What happened during the activity?"*
    - 5 min: *"So what? What patterns or insights emerged?"*
    - 5 min: *"Now what? What's one thing you'll try in your teaching?"*
- **Purpose:** Model how LS can be used for reflection and action planning.

Activity 3: Min Specs (LS #6)

- **Question:** *"What are the minimum specifications for a 'dialogic lesson plan' using LS?"*
- **Instructions:**
    - 10 min: Groups list "must-haves" and "must-not-haves."
    - 10 min: Groups share and create a collective "Min Specs" list.
- **Purpose:** Collaboratively define criteria for dialogic lesson plans.

4. Conclusions (15 min) - 15% Solution (Revisited)

Objective: Reflect, commit, and plan next steps.

Activity: 15% Solutions (Revisited)

- **Question:** *"What's one LS you'll use in your next lesson, and how?"*
- **Instructions:**
  - 3 min: Individual commitment.
  - 5 min: Pair share for accountability.
  - 2 min: Volunteers share with the whole group.

Closing Circle:

- Each attendee shares **one word** to describe their takeaway.
- **Facilitator:** *"What's one question or idea you're leaving with?"*

Do's and Don'ts for Facilitators

Do's:

- Model the LS structures **exactly as designed** (timing, group sizes, etc.).
- Use **visual timers** and **clear invitations** to keep the group on track.
- Encourage **diverse participation**—call on quieter voices.
- **Debrief each LS**: *"What worked? What would you adapt for your classroom?"*

Don'ts:

- Don't skip the **debrief**—it's where the learning happens!
- Don't over-explain. Let attendees **experience** the structures.
- Don't force participation. LS work best when people **choose** to engage.
- Don't use LS as a "fill-in" activity. **Design with intention**.

Designing Dialogic Lesson Plans with LS and the 4C

Objective: Deep dive into **applying LS to lesson planning**, focusing on 21st-century skills (critical thinking, collaboration, creativity, etc.) and narrative practices.

Designing Dialogic Lesson Plans with LS and the 4C **1**
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Chapter 1: Foundations of Dialogic Lesson Design

Duration: 3 hours
Attendees: Up to 40 teachers and teacher trainers
Goal: Equip participants with foundational skills to design dialogic lesson plans using the 4Cs framework and key dialogic tools.

CONNECTION (45 minutes)

Objective: Build connections, create shared understanding of dialogic teaching, and reflect on current practices.

Part A: Quick Refresher – "What Dialogic Means to Me" (5 mins)

Facilitator Script:

> *"Welcome everyone! Before we dive into designing dialogic lessons, let's reconnect to the heart of what dialogic teaching really means.*
>
> *In simple terms:* **Dialogic teaching is not about the teacher talking. It's about creating conversations where everyone's voice matters — where students think together, question together, and learn together.**
>
> *Think of it as 'learning through dialogue' rather than 'learning through listening.'"*

Visual on Flip Chart:

```
None
DIALOGIC TEACHING:

→ Teacher as facilitator, not lecturer

→ Students as co-creators of knowledge

→ Questions over answers

→ Dialogue over monologue

→ Thinking together over thinking alone
```

Part B: Impromptu Networking with "Dialogic in a Word" (15 mins)

Instructions:

1. **Pair Up:** Find someone you haven't spoken to today.
2. **Question to Discuss:** *"Think of a moment in your teaching when students were truly talking and thinking together. What ONE WORD describes that moment?"*
3. **Timing:**
    - Each person shares for 2 minutes
    - Listener practices active listening (no interruptions)
    - Bell rings → find new partner
    - Repeat for 3 rounds

Facilitator Notes During Activity:

- Walk around, smile, listen in
- If pairs are stuck, prompt: *"Was it noisy? Quiet but intense? Were they arguing? Creating? Discovering?"*
- After third round, ask 3-4 volunteers to share their word and why

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Part C: Group Harvest (5 mins)

Facilitator Script:

> *"Let's harvest some of the words you've shared. What words stood out for you?"*

Action: Write words on flip chart as participants call them out.

Typical Words: Energized, curious, connected, surprised, alive, noisy, thinking, debating, creating, discovering.

Final Framing:

> *"These words are our compass today. We're designing lessons that create more of this energy, curiosity, and connection."*

Part D: Ecocycle Planning – Mapping Our Teaching Practices (20 mins)

Objective: Reflect on current teaching practices and identify what to start, stop, continue, or change to become more dialogic.

Materials Needed:

- Flip chart with Ecocycle drawn (see visual below)
- 4 different colored markers
- Sticky notes (4 per person)
- Timer

Ecocycle Visual:

```
None
     BIRTH (Start)          MATURITY (Keep)

   New dialogic practices   What's working well

         ↗                       ↗

  CREATIVE DESTRUCTION      RENEWAL (Refresh)

   (Stop/Let go)            (Adapt/Reinvent)

         ↖                       ↖
```

Step-by-Step Instructions:

1. **Introduce the Ecocycle (3 mins)**
    - **Facilitator says:** *"Now that we've shared our dialogic moments, let's think about how we can create more of them. We'll use a tool called the Ecocycle to reflect on our current teaching practices—what to start, keep, stop, or refresh."*
    - Point to each quadrant:
        - **Birth:** New dialogic practices you want to start
        - **Maturity:** Current practices that are working well and should continue
        - **Creative Destruction:** Practices that no longer serve you and should be stopped
        - **Renewal:** Practices that need to be adapted or refreshed
2. **Individual Reflection (5 mins)**
    - **Prompt:** *"Take 4 sticky notes. On each, write one idea for each quadrant:*
        - *Birth: 1-2 new dialogic practices you want to try*
        - *Maturity: 1-2 current practices you want to keep*
        - *Creative Destruction: 1-2 practices you want to let go of*
        - *Renewal: 1-2 practices you could tweak or reinvent to be more dialogic"*
    - Give participants silent reflection time
3. **Small Group Sharing (8 mins)**
    - Form groups of 4
    - **Instructions:** *"Share one insight from each quadrant. Look for patterns across your group."*
    - **Discussion question:** *"What support would help you make these changes?"*
4. **Whole Group Harvest (4 mins)**
    - Ask each group to share:
        - One **Birth** idea (e.g., "Try 1-2-4-All for brainstorming")
        - One **Creative Destruction** idea (e.g., "Reduce teacher talk time by 20%")
    - Capture these on the large Ecocycle map

Transition to Next Section:

> *"Now that we've reflected on our current practices and aspirations, let's get concrete about how to design dialogic lessons using the 4Cs framework."*

CONCEPTS (60 minutes)

Objective: Deeply understand the 4Cs framework and how each phase transforms traditional teaching into dialogic practice.

Activity 3: Experiencing the 4Cs Through a Sample Dialogic Lesson (40 mins)

Facilitator Introduction (3 mins):

> *"Instead of just telling you about the 4Cs, let's experience them together. We'll go through a mini-lesson on a relevant topic, and then we'll unpack what made each phase dialogic."*

Topic: "Community Leadership in Tea Plantations"

Phase 1: Connections (8 mins) What Students Experience:

- **Liberating Structure:** 1-2-4-All
- **Prompt:** *"Think of someone in your community who shows leadership—not necessarily someone with a title, but someone who brings people together or solves problems. What qualities do you admire in them?"*
- **Process:**
    1. Individual reflection (1 min)
    2. Pair sharing (2 mins)
    3. Foursome synthesis (4 mins)
    4. Whole group harvest (1 min)

Facilitator Notes During Activity:

- Move around, listen in, capture key words on flip chart
- Notice the energy shift as people start talking

Debrief (2 mins):

> *"This was the Connections phase. Notice how we: - Started with personal experience - Used peer dialogue, not teacher lecture - Built on each other's ideas - Created energy and relevance before introducing concepts"*

Phase 2: Concepts (12 mins) What Students Experience:

- **Dialogic Approach:** Collaborative concept mapping, not lecture
- **Prompt:** *"Based on our shared examples, what do we think 'community leadership' actually involves? Let's map it together."*
- **Process:**
    1. Groups of 4 create concept maps on large paper (5 mins)
    2. Gallery walk to view other groups' maps (3 mins)
    3. Whole group synthesis: "What patterns do we see?" (4 mins)

Facilitator Role:

- Be "in the gallery" - observe, don't direct
- Ask probing questions: *"What's interesting about that connection?" "How does this relate to what we said earlier?"*

Debrief (3 mins):

> *"This was the Concepts phase—dialogic style. Notice how we: - Co-created understanding instead of receiving it - Built on the Connections phase - Used visual thinking and movement - I facilitated rather than lectured"*

Comparison Slide/Flip Chart:

```
None
TRADITIONAL CONCEPTS          DIALOGIC CONCEPTS

_____________________________  _________________________

Teacher explains              Students discover

One right answer              Multiple perspectives

Passive reception             Active construction

Abstract principles           Concrete examples first
```

Phase 3: Concrete Practice (8 mins) What Students Experience:

- **Liberating Structure:** Troika Consulting (simplified)
- **Scenario:** *"A young person wants to start a community garden but faces resistance from elders who say 'we've always done things this way.'"*
- **Process:**
    1. Groups of 3 (5 mins total):
        - 1 min: Presenter describes challenge
        - 2 mins: Consultants ask clarifying questions
        - 2 mins: Consultants offer suggestions while presenter listens
    2. Quick share: One insight per group (3 mins)

Debrief (2 mins):

> *"This was Concrete Practice. Notice how we: - Applied concepts to a real scenario - Used structured peer coaching - Practiced problem-solving collaboratively - Built on everyone's expertise"*

Phase 4: Conclusions (7 mins) What Students Experience:

- **Liberating Structure:** What? So What? Now What?
- **Process:**
    1. Individual reflection (2 mins):
        - **What:** What stood out from this lesson?
        - **So What:** Why does community leadership matter here?
        - **Now What:** One small action I could take
    2. Pair sharing (3 mins)
    3. Voluntary whole group shares (2 mins)

Debrief (2 mins):

> *"This was the Conclusions phase. Notice how we: - Made learning personal and actionable - Connected back to the beginning - Created forward momentum - Valued everyone's takeaway, not just 'correct answers'"*

Activity 4: 4Cs Deep Dive Analysis (20 mins)

Part A: Framework Unpacking (10 mins)

Facilitator presents the 4Cs with enhanced details:

1. CONNECTIONS

- **Purpose:** Hook, activate prior knowledge, create relevance
- **Dialogic Approach:**
    - Start with student experience, not teacher agenda
    - Use dialogue to surface diverse perspectives
    - Create psychological safety for participation
- **Key Questions:**
    - What do students already know/feel about this topic?
    - How can we make this relevant to their lives?
    - What conversations will get them curious?
- **Liberating Structures Examples:** Impromptu Networking, 1-2-4-All, Appreciative Interviews

2. CONCEPTS

- **Purpose:** Introduce new ideas, frameworks, knowledge
- **Dialogic Approach:**
    - Co-construct understanding through inquiry

    - Use questions, not explanations
    - Build on student contributions
- **Key Questions:**
    - How can students discover this rather than be told?
    - What questions will lead them to the key ideas?
    - How do we build on their existing understanding?
- **Liberating Structures Examples:** Conversation Café, Wicked Questions, Shift & Share

3. CONCRETE PRACTICE

- **Purpose:** Apply learning, develop skills
- **Dialogic Approach:**
    - Collaborative problem-solving
    - Peer teaching and feedback
    - Real-world application
- **Key Questions:**
    - What authentic task will help them practice?
    - How can they learn from each other?
    - What support do they need, not what instruction?
- **Liberating Structures Examples:** Troika Consulting, 15% Solutions, Design StoryBoards

4. CONCLUSIONS

- **Purpose:** Consolidate learning, plan forward
- **Dialogic Approach:**
    - Student-led reflection
    - Personal meaning-making
    - Action planning
- **Key Questions:**
    - What will students take away?
    - How will they use this learning?
    - What's next in their learning journey?
- **Liberating Structures Examples:** What? So What? Now What?, Ecocycle Planning, Drawing Together

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Part B: Contrast Analysis Activity (10 mins)

Materials: Two-column charts for each C (Instructional vs. Dialogic)

Instructions for Groups of 4:

1. **Choose one of the 4Cs** to focus on
2. **Complete the chart:**

```
None
INSTRUCTIONAL APPROACH    DIALOGIC APPROACH
```

```
Teacher-centered          Student-centered

What teacher does         What students do

Typical activities        Liberating Structures

Assessment focus          Learning evidence
```

3. **Prepare a 1-minute share:** "Why does the dialogic approach matter for this C?"

Example for CONCEPTS:

```
None
INSTRUCTIONAL:              DIALOGIC:

_________________________   ____________________

Teacher lectures            Students inquire

Passive listening           Active discussion

One right answer            Multiple perspectives

Textbook examples           Personal connections

Quiz on facts               Dialogue demonstrating understanding
```

Whole Group Share:

- Each group shares their 1-minute insight
- Facilitator captures key contrasts on master chart

4Cs VISUAL REFERENCE FOR FACILITATOR

Flip Chart to Keep Visible:

```
None
THE 4Cs FOR DIALOGIC TEACHING

_____________________________
```

CONNECTIONS (10-15%)

• Hook & engage

• Activate prior knowledge

• Create relevance

• Build community

CONCEPTS (20-30%)

• Introduce new ideas

• Co-construct understanding

• Explore through inquiry

• Connect to experience

CONCRETE PRACTICE (40-60%)

• Apply learning

• Practice skills

• Collaborative tasks

• Real-world application

CONCLUSIONS (10-15%)

• Reflect on learning

• Personal meaning-making

• Plan forward action

• Celebrate progress

TIME DISTRIBUTION GUIDE:

90-min lesson ≈ 10m-25m-45m-10m

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45-min lesson ≈ 5m-12m-22m-6m
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CONCRETE PRACTICE (50 minutes)

Objective: Hands-on practice designing a dialogic lesson segment.

Activity 5: Lesson Plan Hackathon (30 mins)

Instructions:

1. **Form Teams:** Same groups of 4
2. **Choose Topic:** Select from Tea Leaf relevant topics:
    - Environmental care in tea estates
    - Digital literacy for rural communities
    - Youth leadership and community voice
    - Financial skills and small business
3. **Design Task:** Create a 20-minute dialogic lesson segment including:
    - At least 1 Liberating Structure
    - At least 1 Solution-Focused question
    - Clear link to one 21st-century skill (critical thinking, collaboration, creativity, etc.)
    - Follow the 4Cs structure
4. **Use Templates:** Provide lesson plan templates

Facilitator Support:

- Circulate using Host Leadership positions
- Provide Liberating Structures menu and SF question cheat sheets
- Ask coaching questions: *"What's already compelling about this design?"*

Activity 6: Troika Consulting – Peer Feedback (20 mins)

Setup: Groups pair up (Group A + Group B)

Round 1 (10 mins):

1. **Present:** Group A presents lesson (2 mins)
2. **Clarify:** Group B asks SF clarifying questions (2 mins)
3. **Consult:** Group A turns backs; Group B brainstorms improvements (5 mins)
4. **Takeaways:** Group A shares what was useful (1 min)

Round 2 (10 mins): Swap roles

Facilitator Guidelines:

- **Do's:** Focus on "What's already strong?" Use appreciative language
- **Don'ts:** No judgmental language, no "That won't work"

CONCLUSIONS (40 minutes)

Objective: Reflect, consolidate learning, and plan forward.

Activity 7: What, So What, Now What? (20 mins)

Instructions:

1. **Individual Reflection (5 mins):**
    - **What:** What did we do/learn today?
    - **So What:** Why does it matter for our teaching?
    - **Now What:** How will I apply this next week?
2. **Small Group Discussion (10 mins):** Share insights in groups of 4
3. **Plenary Harvest (5 mins):** Each group shares one "Now What" action

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Activity 8: Appreciative Interviews & Closing (20 mins)

Appreciative Interviews (15 mins):

1. **Pair Up:** With someone new
2. **Interview Questions:**
    - *"What's one dialogic skill you're taking away today?"*
    - *"How will your students benefit from what you've learned?"*
    - *"What makes you confident to try this?"*
3. **Appreciation:** Each person shares what they appreciated about their partner

Closing Circle (5 mins):

- One-word check-out from volunteers
- **Facilitator:** Thank group, share resources, invite to Module 2
- **Resources to mention:**
    - Liberating Structures app/website
    - SF question cheat sheets
    - Lesson plan templates
    - Contact for ongoing support

FACILITATOR TOOLKIT – ESSENTIAL GUIDELINES

DO'S:

✅ **Model Host Leadership visibly:** Announce when you're "in the kitchen" (preparing), "in the gallery" (observing), etc.

✅ **Use Solution-Focused language:** "What's already working?" "What's the next small step?"

✅ **Keep energy high:** Use movement, interaction, timers

✅ **Provide tangible resources:** Cheat sheets, templates, app links

✅ **Link explicitly to 21st-century skills:** Name them when you see them

✅ **Celebrate small wins:** Acknowledge efforts publicly

✅ **Practice "Yes, and..." thinking:** Build on ideas, don't shut them down

DON'TS:

❌ **Don't lecture >15 minutes uninterrupted**

❌ **Don't skip reflection phases**

❌ **Don't use judgmental or deficit-focused language**

❌ **Don't let one person dominate – use Liberating Structures for equity**

❌ **Don't forget to check time – keep to schedule**

❌ **Don't assume prior knowledge – explain terms simply**

❌ **Don't end without clear next steps**

MATERIALS CHECKLIST

For Connection:

- ☐ Flip chart with Dialogic Teaching definition
- ☐ Flip chart with Ecocycle drawn
- ☐ 4 colored markers (different colors)
- ☐ Sticky notes (minimum 4 per person)
- ☐ Timer/bell

For Concepts:

- ☐ 4Cs headers (large paper)

- [ ] Sorting cards with lesson elements
- [ ] Index cards for Q&A
- [ ] Markers

For Concrete Practice:

- [ ] Lesson plan templates (printed)
- [ ] Liberating Structures menu (printed)
- [ ] SF question cheat sheets
- [ ] Topic cards (Tea Leaf relevant topics)

For Conclusions:

- [ ] Reflection worksheets (optional)
- [ ] Resource handouts
- [ ] Attendance sheet (if needed)

General:

- [ ] Projector & laptop (optional)
- [ ] Extension cords
- [ ] Water for facilitators
- [ ] Nametags (if new group)

ADAPTATIONS FOR DIFFERENT CONTEXTS

If time is shorter (2.5 hours):

- Reduce Ecocycle to 15 mins
- Skip Troika Consulting, do pair feedback instead
- Shorten Conclusions to 30 mins

If group is larger (50+):

- Use microphone
- Have co-facilitators for small group support
- Pre-print all materials
- Use larger, clearer visuals

If group is new to dialogic teaching:

- Spend more time on Connection (60 mins)
- Simplify Concepts – focus only on 4Cs
- Use more modeling in Concrete Practice

Chapter 2: Advanced Dialogic Lesson Design & Facilitation

Duration: 3 hours
Goal: Deepen skills in lesson design, integrate narrative practices, and practice facilitation.

CONNECTION (45 minutes)

Now includes Ecocycle check-in from Module 1

Activity 1: Shift & Share – Success Stories (25 mins)

Instructions:

1. **Groups of 4** share one dialogic experiment tried since Module 1
2. **Focus:** "What worked? What did you learn?"
3. **Rotate** every 8 minutes (3 rounds)
4. **Harvest:** Key insights on flip chart

Activity 2: Ecocycle Progress Check (20 mins)

Facilitator Script:

> *"Let's revisit the Ecocycle from last time. Where have you made progress? What's changed?"*

Instructions:

1. **Individual Reflection (5 mins):**
    - Review your Ecocycle notes from Module 1
    - Mark progress with star stickers
2. **Pair Share (10 mins):**
    - "What progress have you made?"
    - "What helped you move forward?"
    - "What's still challenging?"
3. **Group Harvest (5 mins):**
    - Share one success story
    - Share one ongoing challenge

CONCEPTS (45 minutes)

Objective: Introduce narrative practices and advanced Liberating Structures integration.

Activity 3: Mini-Lecture – Narrative Practices in Lesson Design (25 mins)

Content (15 mins):

- Storytelling as a teaching tool
- Externalizing problems (e.g., "Procrastination" as a character)
- Re-authoring student identities
- Narrative feedback techniques

Interactive Segment – Conversation Café (10 mins):

- **Setup:** Groups of 4, host keeps time
- **Topic:** "How could narrative practices change how students see themselves as learners?"
- **Rounds:**
    - Round 1: Each shares thoughts (1 min each)
    - Round 2: Reflect on what you heard (1 min each)
    - Round 3: Open conversation (10 mins)
    - Round 4: Takeaways (2 mins each)

Activity 4: Liberating Structures Menu Jam (20 mins)

Instructions:

1. **Groups receive** printed LS menu
2. **Task:** Match 2–3 LS to each of the 4Cs for a sample topic (e.g., "Critical Thinking")
3. **Present:** "LS-powered 4C map"
4. **Gallery Walk:** View other groups' maps

CONCRETE PRACTICE (50 minutes)

Objective: Design a full dialogic lesson plan integrating narrative and LS.

Activity 5: 4Cs + Narrative + LS Design Sprint (30 mins)

Instructions:

- Same groups from Module 1
- Design a 45-minute dialogic lesson on Tea Leaf topic
- **Must include:**
    - All 4Cs
    - At least 2 Liberating Structures
    - 1 narrative technique (story circle, externalizing, etc.)
    - Link to 2+ 21st-century skills
- **Use Ecocycle Planning** to map lesson flow

Activity 6: Speed Hosting – Facilitation Rehearsal (20 mins)

Instructions:

1. Groups practice facilitating 10-minute segment of their lesson
2. Observers note:
    - Host Leadership positions used
    - Quality of questions (SF/narrative)
    - Engagement strategies
3. Rotate facilitators within group
4. Brief feedback using "I noticed... I wonder..." format

CONCLUSIONS (40 minutes)

Objective: Reflect, refine, and commit to implementation.

Activity 7: Critical Uncertainties – Anticipating Challenges (20 mins)

Using Liberating Structure: Critical Uncertainties

1. **In groups,** explore:
    - "What might prevent us from implementing these lesson plans?"
    - "How can we adapt?"
2. Develop "if-then" contingency plans
3. Share one key strategy with whole group

Activity 8: Purpose to Practice – Personal Implementation Plan (20 mins)

Instructions:

1. **Individually complete:**
    - **Purpose:** Why will I use dialogic design?
    - **Principles:** What rules will I follow?
    - **Participants:** Who will support me?
    - **Structure:** How will I organize my planning time?
    - **Practices:** What will I do next week?
2. **Share with partner** for accountability

KEY TEACHING POINTS FOR FACILITATOR

1. **The 4Cs Are Cyclic, Not Linear:**

    - Good dialogic teaching often cycles back

- New concepts may emerge during practice
- Conclusions often lead to new connections

2. **Flexibility Within Structure:**

    - Time ratios are guidelines, not rules
    - Adjust based on topic, students, context
    - Some lessons might start with Concrete Practice (inquiry-based)

3. **Dialogic Through All 4Cs:**

    - Dialogic teaching isn't just "discussion time"
    - Each C can be done dialogically or instructionally
    - The teacher's role shifts at each phase

4. **Connection to 21st Century Skills:**

    - **Connections** → Communication, collaboration
    - **Concepts** → Critical thinking, creativity
    - **Concrete Practice** → Problem-solving, adaptability
    - **Conclusions** → Self-direction, reflection

TRANSITION TO CONCRETE PRACTICE:

> *"Now that we've deeply explored the 4Cs framework and experienced how each phase can be dialogic, you're ready to design your own dialogic lesson segments. Remember: you're not starting from scratch—you're designing with intention, using the 4Cs as your blueprint and Liberating Structures as your building blocks."*

This expanded Concepts section now provides:

1. **Experiential learning** of the 4Cs
2. **Detailed unpacking** of each phase
3. **Clear contrasts** between instructional and dialogic approaches
4. **Practical frameworks** teachers can immediately use
5. **Visual references** to support understanding

The added depth ensures teachers don't just know *about* the 4Cs but understand *how* to implement them dialogically in their own classrooms.

Chapter 3 : LS-Infused Lesson Plans

Here are **LS-infused lesson plan examples** tailored to different subjects and age groups, each targeting specific **21st-century skills** (critical thinking, collaboration, creativity, resilience, peer teaching, public speaking, leadership). These plans use **Liberating Structures (LS)** to create dialogic, student-centered learning experiences.

Key Takeaways for LS-Infused Lesson Plans

1. **Start with Connections:** Use LS like **Impromptu Networking** or **1-2-4-All** to activate prior knowledge and build curiosity.
2. **Introduce Concepts Dialogically:** Replace lectures with **TRIZ**, **Min Specs**, or **Conversational Café** to explore ideas collaboratively.
3. **Concrete Practice:** Use LS like **Shift & Share**, **25/10 Crowd Sourcing**, or **Fishbowl** for hands-on, peer-driven learning.
4. **Conclude with Reflection: What, So What, Now What?** or **15% Solutions** help students internalize learning and plan next steps.
5. **Target 21st-Century Skills:** Design activities to explicitly practice **critical thinking**, **collaboration**, **creativity**, **resilience**, **peer teaching**, **public speaking**, or **leadership**.

Lesson Plan 1: Critical Thinking & Collaboration

- **Subject:** History (High School)
- **Topic:** Analyzing the Causes of World War I
- **21st-Century Skills:** Critical thinking, collaboration, peer teaching
- **Liberating Structures Used:** 1-2-4-All, TRIZ, What I Need From You (WINFY)

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1. Connections (15 min)

Activity: Impromptu Networking

Prompt: *"Share with a partner: What's one question you've always had about World War I?"*

Debrief: Collect questions on the board to guide the lesson.

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2. Concepts (20 min)

Activity: Mini-Lecture + TRIZ

- **Mini-Lecture:** Briefly introduce the **4 main causes of WWI** (Alliances, Imperialism, Militarism, Nationalism).

- **TRIZ:** *"What are the worst ways to explain the causes of WWI? How can we flip these into effective strategies?"*
    - Example: *"Worst: Memorizing dates without context. Flip: Use role-playing to explore perspectives of different countries."*
- **Debrief:** *"How can we use these 'flips' to deepen our analysis?"*

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3. Concrete Practice (45 min)

Activity 1: 1-2-4-All

- **Prompt:** *"Which cause of WWI do you think was the most significant? Why?"*
    - 1 min: Individual reflection.
    - 2 min: Pair discussion.
    - 4 min: Group of 4 discussion.
    - 5 min: Whole-class share-out.
- **Debrief:** *"What patterns did you notice in the group's responses?"*

Activity 2: What I Need From You (WINFY)

- **Prompt:** *"To understand this topic deeply, what do you need from your peers or teacher?"*
    - Students write needs on sticky notes (e.g., "I need examples of alliances," "I need a timeline").
    - Group sticky notes by theme and address them collaboratively.

Activity 3: Role-Playing Debate

- **Instructions:**
    - Assign roles (e.g., Britain, Germany, Austria-Hungary, Serbia).
    - Groups prepare arguments for why "their" country's actions were justified.
    - Use **1-2-4-All** to debrief: *"What did you learn from seeing different perspectives?"*

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4. Conclusions (10 min)

Activity: 15% Solutions

- **Prompt:** *"What's one small change you can make to improve how you analyze historical events in the future?"*
    - 3 min: Individual reflection.
    - 5 min: Pair share.
    - 2 min: Volunteers share with the class.
- **Closing Circle:** Each student shares **one word** to describe their takeaway.

Lesson Plan 2: Creativity & Public Speaking

- **Subject:** Language Arts (Middle School)
- **Topic:** Writing and Performing Spoken Word Poetry
- **21st-Century Skills:** Creativity, public speaking, resilience
- **Liberating Structures Used:** Impromptu Networking, Min Specs, 25/10 Crowd Sourcing

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1. Connections (10 min)

Activity: Impromptu Networking

- **Prompt:** *"Share a line from a song or poem that resonates with you. Why?"*
- **Debrief:** *"What themes or emotions did you notice in the lines shared?"*

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2. Concepts (15 min)

Activity: Min Specs

- **Prompt:** *"What are the 'minimum specifications' for a powerful spoken word poem? What must it include? What must it avoid?"*
    - Groups create a list of "must-haves" (e.g., emotion, rhythm) and "must-not-haves" (e.g., clichés).
    - Share and create a collective list.

Mini-Lecture: Show examples of spoken word poems (e.g., Sarah Kay's *"If I Should Have a Daughter"*).

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3. Concrete Practice (50 min)

Activity 1: Individual Brainstorming

- **Prompt:** *"Write a short spoken word poem about a topic you care about (e.g., friendship, justice, fear)."*
    - Use **Min Specs** list as a guide.

Activity 2: 25/10 Crowd Sourcing

- **Instructions:**
    - Students rotate in pairs every 5 minutes, sharing their poems and giving **one piece of feedback** (e.g., "I loved the imagery in line 3" or "What if you added a metaphor here?").
    - After 5 rounds, students revise their poems based on feedback.

Activity 3: Performance Practice

- **Instructions:**
    - Students practice performing their poems in small groups.
    - Use **1-2-4-All** to debrief: *"What makes a performance compelling?"*

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4. Conclusions (15 min)

Activity: Ecocycle

- **Prompt:** *"Where is your poem in the Ecocycle (Birth, Growth, Maturity, Creative Destruction)? What's one thing you'd like to improve?"*
- **Closing:** Volunteers perform their poems for the class. Applause and **appreciative feedback** only (e.g., "I felt chills during your last line").

Lesson Plan 3: Leadership & Peer Teaching

- **Subject:** Science (Elementary School)
- **Topic:** Teaching the Water Cycle
- **21st-Century Skills:** Leadership, peer teaching, collaboration
- **Liberating Structures Used:** 1-2-4-All, Shift & Share, Fishbowl

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1. Connections (10 min)

Activity: 1-2-4-All

- **Prompt:** *"What's one thing you already know about the water cycle?"*
    - 1 min: Individual reflection.
    - 2 min: Pair discussion.
    - 4 min: Group of 4 discussion.
    - 5 min: Whole-class share-out on the board.

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2. Concepts (15 min)

Mini-Lecture: Introduce the **4 stages of the water cycle** (Evaporation, Condensation, Precipitation, Collection) with a short video or diagram.

Activity: TRIZ

- **Prompt:** *"What are the worst ways to teach the water cycle? How can we flip these?"*
    - Example: *"Worst: Memorizing definitions. Flip: Act it out as a class!"*

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3. Concrete Practice (45 min)

Activity 1: Shift & Share

Instructions:

- Divide the class into 4 groups. Assign each group one stage of the water cycle.
- Groups create a **1-minute skit or song** to teach their stage.
- Rotate groups to share their skits/songs with peers.

Activity 2: Fishbowl

Prompt: *"How can we use the water cycle to solve a real-world problem (e.g., drought, flooding)?"*

- 4 chairs in the center; others observe and take notes.
- Rotate speakers every 3 minutes.
- **Debrief:** *"What ideas stood out to you?"*

Activity 3: Peer Teaching

Instructions:

- Students pair up. One student teaches their stage of the water cycle to their partner using their skit/song.
- Partners switch roles and repeat.

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4. Conclusions (10 min)

Activity: What, So What, Now What?

- **Prompt:**
  - *What?* "What did you learn about the water cycle today?"
  - *So What?* "Why is it important to understand this process?"
  - *Now What?* "How can you teach someone else about the water cycle?"
- **Closing Circle:** Each student shares **one thing they'll remember** about the water cycle.

Lesson Plan 4: Innovative Problem Solving & Resilience

- **Subject:** Math (High School)
- **Topic:** Applying Algebra to Real-World Problems (Budgeting for a School Event)
- **21st-Century Skills:** Innovative problem-solving, resilience, collaboration
- **Liberating Structures Used: 15% Solutions, Ecocycle, TRIZ**

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1. Connections (15 min)

Activity: Impromptu Networking

- **Prompt:** *"Share a time when you had to solve a problem with a limited budget. What was challenging?"*
- **Debrief:** Collect key challenges on the board (e.g., prioritizing needs, unexpected costs).

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2. Concepts (20 min)

Mini-Lecture: Introduce the basics of **budgeting and algebraic equations** (e.g., cost = price × quantity). **Activity: TRIZ**

- **Prompt:** *"What are the worst ways to plan a budget for an event? How can we flip these into effective strategies?"*
    - Example: *"Worst: Ignoring unexpected costs. Flip: Add a 10% contingency fund."*
- **Debrief:** *"How can algebra help us avoid these pitfalls?"*

---

3. Concrete Practice (50 min)

Activity 1: 15% Solutions

- **Prompt:** *"What's one small step your group can take to start planning the budget for a school dance?"*
    - Groups list ideas (e.g., "Research venue costs," "Estimate food expenses").
    - Share and vote on the top 3 actions to focus on.

Activity 2: Ecocycle for Problem-Solving

- **Instructions:**
    - Groups map their budgeting process on the **Ecocycle** (Birth: Brainstorming, Growth: Researching costs, Maturity: Finalizing the budget, Creative Destruction: Reflecting on challenges).
    - **Debrief:** *"Where is your group in the Ecocycle? What's your next step?"*

Activity 3: Role-Playing

- **Scenario:** *"Your venue costs increased by 20%. How will you adjust your budget?"*
    - Groups use **1-2-4-All** to brainstorm solutions and present to the class.

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4. Conclusions (15 min)

Activity: What, So What, Now What?

- **Prompt:**
    - *What?* "What did you learn about budgeting and algebra?"
    - *So What?* "Why is resilience important in problem-solving?"
    - *Now What?* "How can you apply this to a personal budget?"
- **Closing:** Each group shares **one tip** for resilient problem-solving.

Lesson Plan 5: Collaboration & Peer Teaching

- **Subject:** Social Studies (Middle School)
- **Topic:** Exploring Cultural Diversity Through Food
- **21st-Century Skills:** Collaboration, peer teaching, communication
- **Liberating Structures Used: 1-2-4-All, Shift & Share, Conversation Café**

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1. Connections (10 min)

Activity: 1-2-4-All

- **Prompt:** *"What's a dish from your culture that you love? Why is it special?"*
    - 1 min: Individual reflection.
    - 2 min: Pair discussion.
    - 4 min: Group of 4 discussion.
    - 5 min: Whole-class share-out.

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2. Concepts (15 min)

Mini-Lecture: Discuss how **food reflects cultural identity, history, and values**. **Activity: Conversation Café**

- **Prompt:** *"How can food bring people together or create divisions?"*
    - Groups rotate every 5 minutes to discuss at different "café tables."
    - **Debrief:** *"What insights emerged about food and culture?"*

---

3. Concrete Practice (50 min)

Activity 1: Shift & Share

- **Instructions:**
    - Divide the class into groups. Assign each group a continent (e.g., Africa, Asia, Europe).
    - Groups research **one traditional dish** from their continent and prepare a **2-minute presentation** (history, ingredients, cultural significance).

- Rotate groups to share presentations.

Activity 2: Peer Teaching

- **Instructions:**
  - Each group teaches the class how to make a **simplified version** of their dish (e.g., guacamole for North America, sushi rolls for Asia).
  - Use **1-2-4-All** to debrief: *"What did you learn about another culture through food?"*

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4. Conclusions (15 min)

Activity: 15% Solutions

- **Prompt:** *"What's one small action you can take to learn more about another culture this week?"*
  - 3 min: Individual reflection.
  - 5 min: Pair share.
  - 2 min: Volunteers share with the class.
- **Closing Circle:** Each student shares **one word** that describes what they learned about collaboration.

Lesson Plan 6: Creativity & Leadership

- **Subject:** Art (Elementary School)
- **Topic:** Designing a Class Mural on "Our Dreams for the Future"
- **21st-Century Skills:** Creativity, leadership, public speaking
- **Liberating Structures Used: Impromptu Networking, Min Specs, 25/10 Crowd Sourcing**

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1. Connections (10 min)

Activity: Impromptu Networking

- **Prompt:** *"Share with a partner: What's one dream you have for the future?"*
- **Debrief:** Collect dreams on the board (e.g., "I want to be an astronaut," "I dream of a world without pollution").

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2. Concepts (15 min)

Activity: Min Specs

- **Prompt:** *"What are the 'minimum specifications' for a powerful mural? What must it include? What must it avoid?"*
    - Groups create a list (e.g., "must include color," "must avoid clutter").
    - Share and create a collective list.

Mini-Lecture: Show examples of **murals that tell stories** (e.g., Diego Rivera, community murals).

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3. Concrete Practice (50 min)

Activity 1: Design Teams

- **Instructions:**
    - Divide the class into teams (e.g., "Nature Team," "Space Team," "Community Team").
    - Each team designs a **section of the mural** based on their theme.
    - Use **25/10 Crowd Sourcing** for feedback:
        - Teams rotate every 5 minutes to give **one piece of feedback** to another team.
        - After 5 rounds, teams revise their designs.

Activity 2: Leadership Roles

- **Instructions:**
    - Each team assigns roles: **Designer, Speaker, Artist, Material Manager**.
    - Teams present their designs to the class, explaining their theme and choices.
    - Use **1-2-4-All** to vote on the **most creative, meaningful, and feasible** designs.

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4. Conclusions (15 min)

Activity: Ecocycle

- **Prompt:** *"Where is your team's mural design in the Ecocycle? What's one thing you'd improve?"*
- **Closing:** Each team shares **one sentence** about their mural's message.
- **Celebration:** Applaud the class's creativity and leadership!

Why These Work

1. **Student-Centered:** LS ensure **all voices are heard** and **collaboration is structured**.
2. **Skills-Focused:** Each plan targets **specific 21st-century skills** (e.g., resilience in math, peer teaching in social studies).
3. **Flexible:** Adaptable to **any subject or age group**—just change the topic!
4. **Engaging:** Students **move, discuss, create, and reflect**, making learning **active and memorable**.

Tips for Success

- **Model the LS:** Demonstrate each structure **before** students try it.
- **Debrief:** Always ask, *"What worked? What would you change?"* to deepen learning.
- **Link to Real Life:** Use **examples from students' lives** (e.g., budgeting for a party, cooking with family).
- **Celebrate:** End with **applause, appreciation, or a ritual** (e.g., a cheer, high-fives) to build community.

Designing Dialogic Lesson Plans with LS and the 4C

Objective: Deep dive into **applying LS to lesson planning**, focusing on 21st-century skills (critical thinking, collaboration, creativity, etc.) and narrative practices.

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Chapter 1: Foundations of Dialogic Lesson Design

Duration: 3 hours
Attendees: Up to 40 teachers and teacher trainers
Goal: Equip participants with foundational skills to design dialogic lesson plans using the 4Cs framework and key dialogic tools.

CONNECTION (45 minutes)

Objective: Build connections, create shared understanding of dialogic teaching, and reflect on current practices.

Part A: Quick Refresher – "What Dialogic Means to Me" (5 mins)

Facilitator Script:

> *"Welcome everyone! Before we dive into designing dialogic lessons, let's reconnect to the heart of what dialogic teaching really means.*
>
> *In simple terms:* **Dialogic teaching is not about the teacher talking. It's about creating conversations where everyone's voice matters — where students think together, question together, and learn together.**
>
> *Think of it as 'learning through dialogue' rather than 'learning through listening.'"*

Visual on Flip Chart:

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None
DIALOGIC TEACHING:

→ Teacher as facilitator, not lecturer

→ Students as co-creators of knowledge

→ Questions over answers

→ Dialogue over monologue

→ Thinking together over thinking alone
```

Part B: Impromptu Networking with "Dialogic in a Word" (15 mins)

Instructions:

1. **Pair Up:** Find someone you haven't spoken to today.
2. **Question to Discuss:** *"Think of a moment in your teaching when students were truly talking and thinking together. What ONE WORD describes that moment?"*
3. **Timing:**
    - Each person shares for 2 minutes
    - Listener practices active listening (no interruptions)
    - Bell rings → find new partner
    - Repeat for 3 rounds

Facilitator Notes During Activity:

- Walk around, smile, listen in
- If pairs are stuck, prompt: *"Was it noisy? Quiet but intense? Were they arguing? Creating? Discovering?"*
- After third round, ask 3-4 volunteers to share their word and why

---

Part C: Group Harvest (5 mins)

Facilitator Script:

> *"Let's harvest some of the words you've shared. What words stood out for you?"*

Action: Write words on flip chart as participants call them out.

Typical Words: Energized, curious, connected, surprised, alive, noisy, thinking, debating, creating, discovering.

Final Framing:

> *"These words are our compass today. We're designing lessons that create more of this energy, curiosity, and connection."*

Part D: Ecocycle Planning – Mapping Our Teaching Practices (20 mins)

Objective: Reflect on current teaching practices and identify what to start, stop, continue, or change to become more dialogic.

Materials Needed:

- Flip chart with Ecocycle drawn (see visual below)
- 4 different colored markers
- Sticky notes (4 per person)
- Timer

Ecocycle Visual:

```
None
     BIRTH (Start)          MATURITY (Keep)

   New dialogic practices   What's working well

         ↗                       ↗

  CREATIVE DESTRUCTION      RENEWAL (Refresh)

   (Stop/Let go)            (Adapt/Reinvent)

         ↖                       ↖
```

Step-by-Step Instructions:

1. **Introduce the Ecocycle (3 mins)**
    - **Facilitator says:** *"Now that we've shared our dialogic moments, let's think about how we can create more of them. We'll use a tool called the Ecocycle to reflect on our current teaching practices—what to start, keep, stop, or refresh."*
    - Point to each quadrant:
        - **Birth:** New dialogic practices you want to start
        - **Maturity:** Current practices that are working well and should continue
        - **Creative Destruction:** Practices that no longer serve you and should be stopped
        - **Renewal:** Practices that need to be adapted or refreshed
2. **Individual Reflection (5 mins)**
    - **Prompt:** *"Take 4 sticky notes. On each, write one idea for each quadrant:*
        - *Birth: 1-2 new dialogic practices you want to try*
        - *Maturity: 1-2 current practices you want to keep*
        - *Creative Destruction: 1-2 practices you want to let go of*
        - *Renewal: 1-2 practices you could tweak or reinvent to be more dialogic"*
    - Give participants silent reflection time
3. **Small Group Sharing (8 mins)**
    - Form groups of 4
    - **Instructions:** *"Share one insight from each quadrant. Look for patterns across your group."*
    - **Discussion question:** *"What support would help you make these changes?"*
4. **Whole Group Harvest (4 mins)**
    - Ask each group to share:
        - One **Birth** idea (e.g., "Try 1-2-4-All for brainstorming")
        - One **Creative Destruction** idea (e.g., "Reduce teacher talk time by 20%")
    - Capture these on the large Ecocycle map

Transition to Next Section:

> *"Now that we've reflected on our current practices and aspirations, let's get concrete about how to design dialogic lessons using the 4Cs framework."*

CONCEPTS (60 minutes)

Objective: Deeply understand the 4Cs framework and how each phase transforms traditional teaching into dialogic practice.

Activity 3: Experiencing the 4Cs Through a Sample Dialogic Lesson (40 mins)

Facilitator Introduction (3 mins):

> *"Instead of just telling you about the 4Cs, let's experience them together. We'll go through a mini-lesson on a relevant topic, and then we'll unpack what made each phase dialogic."*

Topic: "Community Leadership in Tea Plantations"

Phase 1: Connections (8 mins) What Students Experience:

- **Liberating Structure:** 1-2-4-All
- **Prompt:** *"Think of someone in your community who shows leadership—not necessarily someone with a title, but someone who brings people together or solves problems. What qualities do you admire in them?"*
- **Process:**
    1. Individual reflection (1 min)
    2. Pair sharing (2 mins)
    3. Foursome synthesis (4 mins)
    4. Whole group harvest (1 min)

Facilitator Notes During Activity:

- Move around, listen in, capture key words on flip chart
- Notice the energy shift as people start talking

Debrief (2 mins):

> *"This was the Connections phase. Notice how we: - Started with personal experience - Used peer dialogue, not teacher lecture - Built on each other's ideas - Created energy and relevance before introducing concepts"*

Phase 2: Concepts (12 mins) What Students Experience:

- **Dialogic Approach:** Collaborative concept mapping, not lecture
- **Prompt:** *"Based on our shared examples, what do we think 'community leadership' actually involves? Let's map it together."*
- **Process:**
    1. Groups of 4 create concept maps on large paper (5 mins)
    2. Gallery walk to view other groups' maps (3 mins)
    3. Whole group synthesis: "What patterns do we see?" (4 mins)

Facilitator Role:

- Be "in the gallery" - observe, don't direct
- Ask probing questions: *"What's interesting about that connection?" "How does this relate to what we said earlier?"*

Debrief (3 mins):

> *"This was the Concepts phase—dialogic style. Notice how we: - Co-created understanding instead of receiving it - Built on the Connections phase - Used visual thinking and movement - I facilitated rather than lectured"*

Comparison Slide/Flip Chart:

```
None
TRADITIONAL CONCEPTS          DIALOGIC CONCEPTS

_____________________________  _________________________

Teacher explains              Students discover

One right answer              Multiple perspectives

Passive reception             Active construction

Abstract principles           Concrete examples first
```

Phase 3: Concrete Practice (8 mins) What Students Experience:

- **Liberating Structure:** Troika Consulting (simplified)
- **Scenario:** *"A young person wants to start a community garden but faces resistance from elders who say 'we've always done things this way.'"*
- **Process:**
    1. Groups of 3 (5 mins total):
        - 1 min: Presenter describes challenge
        - 2 mins: Consultants ask clarifying questions
        - 2 mins: Consultants offer suggestions while presenter listens
    2. Quick share: One insight per group (3 mins)

Debrief (2 mins):

> *"This was Concrete Practice. Notice how we: - Applied concepts to a real scenario - Used structured peer coaching - Practiced problem-solving collaboratively - Built on everyone's expertise"*

Phase 4: Conclusions (7 mins) What Students Experience:

- **Liberating Structure:** What? So What? Now What?
- **Process:**
    1. Individual reflection (2 mins):
        - **What:** What stood out from this lesson?
        - **So What:** Why does community leadership matter here?
        - **Now What:** One small action I could take
    2. Pair sharing (3 mins)
    3. Voluntary whole group shares (2 mins)

Debrief (2 mins):

> *"This was the Conclusions phase. Notice how we: - Made learning personal and actionable - Connected back to the beginning - Created forward momentum - Valued everyone's takeaway, not just 'correct answers'"*

Activity 4: 4Cs Deep Dive Analysis (20 mins)

Part A: Framework Unpacking (10 mins)

Facilitator presents the 4Cs with enhanced details:

1. CONNECTIONS

- **Purpose:** Hook, activate prior knowledge, create relevance
- **Dialogic Approach:**
    - Start with student experience, not teacher agenda
    - Use dialogue to surface diverse perspectives
    - Create psychological safety for participation
- **Key Questions:**
    - What do students already know/feel about this topic?
    - How can we make this relevant to their lives?
    - What conversations will get them curious?
- **Liberating Structures Examples:** Impromptu Networking, 1-2-4-All, Appreciative Interviews

2. CONCEPTS

- **Purpose:** Introduce new ideas, frameworks, knowledge
- **Dialogic Approach:**
    - Co-construct understanding through inquiry

    - Use questions, not explanations
    - Build on student contributions
- **Key Questions:**
    - How can students discover this rather than be told?
    - What questions will lead them to the key ideas?
    - How do we build on their existing understanding?
- **Liberating Structures Examples:** Conversation Café, Wicked Questions, Shift & Share

3. CONCRETE PRACTICE

- **Purpose:** Apply learning, develop skills
- **Dialogic Approach:**
    - Collaborative problem-solving
    - Peer teaching and feedback
    - Real-world application
- **Key Questions:**
    - What authentic task will help them practice?
    - How can they learn from each other?
    - What support do they need, not what instruction?
- **Liberating Structures Examples:** Troika Consulting, 15% Solutions, Design StoryBoards

4. CONCLUSIONS

- **Purpose:** Consolidate learning, plan forward
- **Dialogic Approach:**
    - Student-led reflection
    - Personal meaning-making
    - Action planning
- **Key Questions:**
    - What will students take away?
    - How will they use this learning?
    - What's next in their learning journey?
- **Liberating Structures Examples:** What? So What? Now What?, Ecocycle Planning, Drawing Together

---

Part B: Contrast Analysis Activity (10 mins)

Materials: Two-column charts for each C (Instructional vs. Dialogic)

Instructions for Groups of 4:

1. **Choose one of the 4Cs** to focus on
2. **Complete the chart:**

```
None
INSTRUCTIONAL APPROACH    DIALOGIC APPROACH
```

```
Teacher-centered          Student-centered

What teacher does         What students do

Typical activities        Liberating Structures

Assessment focus          Learning evidence
```

3. **Prepare a 1-minute share:** "Why does the dialogic approach matter for this C?"

Example for CONCEPTS:

```
None
INSTRUCTIONAL:              DIALOGIC:

_________________________   ____________________

Teacher lectures            Students inquire

Passive listening           Active discussion

One right answer            Multiple perspectives

Textbook examples           Personal connections

Quiz on facts               Dialogue demonstrating understanding
```

Whole Group Share:

- Each group shares their 1-minute insight
- Facilitator captures key contrasts on master chart

4Cs VISUAL REFERENCE FOR FACILITATOR

Flip Chart to Keep Visible:

```
None
THE 4Cs FOR DIALOGIC TEACHING

_____________________________
```

CONNECTIONS (10-15%)

• Hook & engage

• Activate prior knowledge

• Create relevance

• Build community

CONCEPTS (20-30%)

• Introduce new ideas

• Co-construct understanding

• Explore through inquiry

• Connect to experience

CONCRETE PRACTICE (40-60%)

• Apply learning

• Practice skills

• Collaborative tasks

• Real-world application

CONCLUSIONS (10-15%)

• Reflect on learning

• Personal meaning-making

• Plan forward action

• Celebrate progress

TIME DISTRIBUTION GUIDE:

90-min lesson ≈ 10m-25m-45m-10m

```
45-min lesson ≈ 5m-12m-22m-6m
```

CONCRETE PRACTICE (50 minutes)

Objective: Hands-on practice designing a dialogic lesson segment.

Activity 5: Lesson Plan Hackathon (30 mins)

Instructions:

1. **Form Teams:** Same groups of 4
2. **Choose Topic:** Select from Tea Leaf relevant topics:
    - Environmental care in tea estates
    - Digital literacy for rural communities
    - Youth leadership and community voice
    - Financial skills and small business
3. **Design Task:** Create a 20-minute dialogic lesson segment including:
    - At least 1 Liberating Structure
    - At least 1 Solution-Focused question
    - Clear link to one 21st-century skill (critical thinking, collaboration, creativity, etc.)
    - Follow the 4Cs structure
4. **Use Templates:** Provide lesson plan templates

Facilitator Support:

- Circulate using Host Leadership positions
- Provide Liberating Structures menu and SF question cheat sheets
- Ask coaching questions: *"What's already compelling about this design?"*

Activity 6: Troika Consulting – Peer Feedback (20 mins)

Setup: Groups pair up (Group A + Group B)

Round 1 (10 mins):

1. **Present:** Group A presents lesson (2 mins)
2. **Clarify:** Group B asks SF clarifying questions (2 mins)
3. **Consult:** Group A turns backs; Group B brainstorms improvements (5 mins)
4. **Takeaways:** Group A shares what was useful (1 min)

Round 2 (10 mins): Swap roles

Facilitator Guidelines:

- **Do's:** Focus on "What's already strong?" Use appreciative language
- **Don'ts:** No judgmental language, no "That won't work"

CONCLUSIONS (40 minutes)

Objective: Reflect, consolidate learning, and plan forward.

Activity 7: What, So What, Now What? (20 mins)

Instructions:

1. **Individual Reflection (5 mins):**
    - **What:** What did we do/learn today?
    - **So What:** Why does it matter for our teaching?
    - **Now What:** How will I apply this next week?
2. **Small Group Discussion (10 mins):** Share insights in groups of 4
3. **Plenary Harvest (5 mins):** Each group shares one "Now What" action

---

Activity 8: Appreciative Interviews & Closing (20 mins)

Appreciative Interviews (15 mins):

1. **Pair Up:** With someone new
2. **Interview Questions:**
    - *"What's one dialogic skill you're taking away today?"*
    - *"How will your students benefit from what you've learned?"*
    - *"What makes you confident to try this?"*
3. **Appreciation:** Each person shares what they appreciated about their partner

Closing Circle (5 mins):

- One-word check-out from volunteers
- **Facilitator:** Thank group, share resources, invite to Module 2
- **Resources to mention:**
    - Liberating Structures app/website
    - SF question cheat sheets
    - Lesson plan templates
    - Contact for ongoing support

FACILITATOR TOOLKIT – ESSENTIAL GUIDELINES

DO'S:

✅ **Model Host Leadership visibly:** Announce when you're "in the kitchen" (preparing), "in the gallery" (observing), etc.

✅ **Use Solution-Focused language:** "What's already working?" "What's the next small step?"

✅ **Keep energy high:** Use movement, interaction, timers

✅ **Provide tangible resources:** Cheat sheets, templates, app links

✅ **Link explicitly to 21st-century skills:** Name them when you see them

✅ **Celebrate small wins:** Acknowledge efforts publicly

✅ **Practice "Yes, and..." thinking:** Build on ideas, don't shut them down

DON'TS:

❌ **Don't lecture >15 minutes uninterrupted**

❌ **Don't skip reflection phases**

❌ **Don't use judgmental or deficit-focused language**

❌ **Don't let one person dominate – use Liberating Structures for equity**

❌ **Don't forget to check time – keep to schedule**

❌ **Don't assume prior knowledge – explain terms simply**

❌ **Don't end without clear next steps**

MATERIALS CHECKLIST

For Connection:

- ☐ Flip chart with Dialogic Teaching definition
- ☐ Flip chart with Ecocycle drawn
- ☐ 4 colored markers (different colors)
- ☐ Sticky notes (minimum 4 per person)
- ☐ Timer/bell

For Concepts:

- ☐ 4Cs headers (large paper)

- [ ] Sorting cards with lesson elements
- [ ] Index cards for Q&A
- [ ] Markers

For Concrete Practice:

- [ ] Lesson plan templates (printed)
- [ ] Liberating Structures menu (printed)
- [ ] SF question cheat sheets
- [ ] Topic cards (Tea Leaf relevant topics)

For Conclusions:

- [ ] Reflection worksheets (optional)
- [ ] Resource handouts
- [ ] Attendance sheet (if needed)

General:

- [ ] Projector & laptop (optional)
- [ ] Extension cords
- [ ] Water for facilitators
- [ ] Nametags (if new group)

ADAPTATIONS FOR DIFFERENT CONTEXTS

If time is shorter (2.5 hours):

- Reduce Ecocycle to 15 mins
- Skip Troika Consulting, do pair feedback instead
- Shorten Conclusions to 30 mins

If group is larger (50+):

- Use microphone
- Have co-facilitators for small group support
- Pre-print all materials
- Use larger, clearer visuals

If group is new to dialogic teaching:

- Spend more time on Connection (60 mins)
- Simplify Concepts – focus only on 4Cs
- Use more modeling in Concrete Practice

Chapter 2: Advanced Dialogic Lesson Design & Facilitation

Duration: 3 hours
Goal: Deepen skills in lesson design, integrate narrative practices, and practice facilitation.

CONNECTION (45 minutes)

Now includes Ecocycle check-in from Module 1

Activity 1: Shift & Share – Success Stories (25 mins)

Instructions:

1. **Groups of 4** share one dialogic experiment tried since Module 1
2. **Focus:** "What worked? What did you learn?"
3. **Rotate** every 8 minutes (3 rounds)
4. **Harvest:** Key insights on flip chart

Activity 2: Ecocycle Progress Check (20 mins)

Facilitator Script:

> *"Let's revisit the Ecocycle from last time. Where have you made progress? What's changed?"*

Instructions:

1. **Individual Reflection (5 mins):**
    - Review your Ecocycle notes from Module 1
    - Mark progress with star stickers
2. **Pair Share (10 mins):**
    - "What progress have you made?"
    - "What helped you move forward?"
    - "What's still challenging?"
3. **Group Harvest (5 mins):**
    - Share one success story
    - Share one ongoing challenge

CONCEPTS (45 minutes)

Objective: Introduce narrative practices and advanced Liberating Structures integration.

Activity 3: Mini-Lecture – Narrative Practices in Lesson Design (25 mins)

Content (15 mins):

- Storytelling as a teaching tool
- Externalizing problems (e.g., "Procrastination" as a character)
- Re-authoring student identities
- Narrative feedback techniques

Interactive Segment – Conversation Café (10 mins):

- **Setup:** Groups of 4, host keeps time
- **Topic:** "How could narrative practices change how students see themselves as learners?"
- **Rounds:**
    - Round 1: Each shares thoughts (1 min each)
    - Round 2: Reflect on what you heard (1 min each)
    - Round 3: Open conversation (10 mins)
    - Round 4: Takeaways (2 mins each)

Activity 4: Liberating Structures Menu Jam (20 mins)

Instructions:

1. **Groups receive** printed LS menu
2. **Task:** Match 2–3 LS to each of the 4Cs for a sample topic (e.g., "Critical Thinking")
3. **Present:** "LS-powered 4C map"
4. **Gallery Walk:** View other groups' maps

CONCRETE PRACTICE (50 minutes)

Objective: Design a full dialogic lesson plan integrating narrative and LS.

Activity 5: 4Cs + Narrative + LS Design Sprint (30 mins)

Instructions:

- Same groups from Module 1
- Design a 45-minute dialogic lesson on Tea Leaf topic
- **Must include:**
    - All 4Cs
    - At least 2 Liberating Structures
    - 1 narrative technique (story circle, externalizing, etc.)
    - Link to 2+ 21st-century skills
- **Use Ecocycle Planning** to map lesson flow

Activity 6: Speed Hosting – Facilitation Rehearsal (20 mins)

Instructions:

1. Groups practice facilitating 10-minute segment of their lesson
2. Observers note:
    - Host Leadership positions used
    - Quality of questions (SF/narrative)
    - Engagement strategies
3. Rotate facilitators within group
4. Brief feedback using "I noticed... I wonder..." format

CONCLUSIONS (40 minutes)

Objective: Reflect, refine, and commit to implementation.

Activity 7: Critical Uncertainties – Anticipating Challenges (20 mins)

Using Liberating Structure: Critical Uncertainties

1. **In groups,** explore:
    - "What might prevent us from implementing these lesson plans?"
    - "How can we adapt?"
2. Develop "if-then" contingency plans
3. Share one key strategy with whole group

Activity 8: Purpose to Practice – Personal Implementation Plan (20 mins)

Instructions:

1. **Individually complete:**
    - **Purpose:** Why will I use dialogic design?
    - **Principles:** What rules will I follow?
    - **Participants:** Who will support me?
    - **Structure:** How will I organize my planning time?
    - **Practices:** What will I do next week?
2. **Share with partner** for accountability

KEY TEACHING POINTS FOR FACILITATOR

1. **The 4Cs Are Cyclic, Not Linear:**

    - Good dialogic teaching often cycles back

- New concepts may emerge during practice
- Conclusions often lead to new connections

2. **Flexibility Within Structure:**

    - Time ratios are guidelines, not rules
    - Adjust based on topic, students, context
    - Some lessons might start with Concrete Practice (inquiry-based)

3. **Dialogic Through All 4Cs:**

    - Dialogic teaching isn't just "discussion time"
    - Each C can be done dialogically or instructionally
    - The teacher's role shifts at each phase

4. **Connection to 21st Century Skills:**

    - **Connections** → Communication, collaboration
    - **Concepts** → Critical thinking, creativity
    - **Concrete Practice** → Problem-solving, adaptability
    - **Conclusions** → Self-direction, reflection

TRANSITION TO CONCRETE PRACTICE:

> *"Now that we've deeply explored the 4Cs framework and experienced how each phase can be dialogic, you're ready to design your own dialogic lesson segments. Remember: you're not starting from scratch—you're designing with intention, using the 4Cs as your blueprint and Liberating Structures as your building blocks."*

This expanded Concepts section now provides:

1. **Experiential learning** of the 4Cs
2. **Detailed unpacking** of each phase
3. **Clear contrasts** between instructional and dialogic approaches
4. **Practical frameworks** teachers can immediately use
5. **Visual references** to support understanding

The added depth ensures teachers don't just know *about* the 4Cs but understand *how* to implement them dialogically in their own classrooms.

Chapter 3 : LS-Infused Lesson Plans

Here are **LS-infused lesson plan examples** tailored to different subjects and age groups, each targeting specific **21st-century skills** (critical thinking, collaboration, creativity, resilience, peer teaching, public speaking, leadership). These plans use **Liberating Structures (LS)** to create dialogic, student-centered learning experiences.

Key Takeaways for LS-Infused Lesson Plans

1. **Start with Connections:** Use LS like **Impromptu Networking** or **1-2-4-All** to activate prior knowledge and build curiosity.
2. **Introduce Concepts Dialogically:** Replace lectures with **TRIZ**, **Min Specs**, or **Conversational Café** to explore ideas collaboratively.
3. **Concrete Practice:** Use LS like **Shift & Share**, **25/10 Crowd Sourcing**, or **Fishbowl** for hands-on, peer-driven learning.
4. **Conclude with Reflection: What, So What, Now What?** or **15% Solutions** help students internalize learning and plan next steps.
5. **Target 21st-Century Skills:** Design activities to explicitly practice **critical thinking**, **collaboration**, **creativity**, **resilience**, **peer teaching**, **public speaking**, or **leadership**.

Lesson Plan 1: Critical Thinking & Collaboration

- **Subject:** History (High School)
- **Topic:** Analyzing the Causes of World War I
- **21st-Century Skills:** Critical thinking, collaboration, peer teaching
- **Liberating Structures Used:** 1-2-4-All, TRIZ, What I Need From You (WINFY)

---

1. Connections (15 min)

Activity: Impromptu Networking

Prompt: *"Share with a partner: What's one question you've always had about World War I?"*

Debrief: Collect questions on the board to guide the lesson.

---

2. Concepts (20 min)

Activity: Mini-Lecture + TRIZ

- **Mini-Lecture:** Briefly introduce the **4 main causes of WWI** (Alliances, Imperialism, Militarism, Nationalism).

- **TRIZ:** *"What are the worst ways to explain the causes of WWI? How can we flip these into effective strategies?"*
    - Example: *"Worst: Memorizing dates without context. Flip: Use role-playing to explore perspectives of different countries."*
- **Debrief:** *"How can we use these 'flips' to deepen our analysis?"*

---

3. Concrete Practice (45 min)

Activity 1: 1-2-4-All

- **Prompt:** *"Which cause of WWI do you think was the most significant? Why?"*
    - 1 min: Individual reflection.
    - 2 min: Pair discussion.
    - 4 min: Group of 4 discussion.
    - 5 min: Whole-class share-out.
- **Debrief:** *"What patterns did you notice in the group's responses?"*

Activity 2: What I Need From You (WINFY)

- **Prompt:** *"To understand this topic deeply, what do you need from your peers or teacher?"*
    - Students write needs on sticky notes (e.g., "I need examples of alliances," "I need a timeline").
    - Group sticky notes by theme and address them collaboratively.

Activity 3: Role-Playing Debate

- **Instructions:**
    - Assign roles (e.g., Britain, Germany, Austria-Hungary, Serbia).
    - Groups prepare arguments for why "their" country's actions were justified.
    - Use **1-2-4-All** to debrief: *"What did you learn from seeing different perspectives?"*

---

4. Conclusions (10 min)

Activity: 15% Solutions

- **Prompt:** *"What's one small change you can make to improve how you analyze historical events in the future?"*
    - 3 min: Individual reflection.
    - 5 min: Pair share.
    - 2 min: Volunteers share with the class.
- **Closing Circle:** Each student shares **one word** to describe their takeaway.

Lesson Plan 2: Creativity & Public Speaking

- **Subject:** Language Arts (Middle School)
- **Topic:** Writing and Performing Spoken Word Poetry
- **21st-Century Skills:** Creativity, public speaking, resilience
- **Liberating Structures Used:** Impromptu Networking, Min Specs, 25/10 Crowd Sourcing

---

1. Connections (10 min)

Activity: Impromptu Networking

- **Prompt:** *"Share a line from a song or poem that resonates with you. Why?"*
- **Debrief:** *"What themes or emotions did you notice in the lines shared?"*

---

2. Concepts (15 min)

Activity: Min Specs

- **Prompt:** *"What are the 'minimum specifications' for a powerful spoken word poem? What must it include? What must it avoid?"*
    - Groups create a list of "must-haves" (e.g., emotion, rhythm) and "must-not-haves" (e.g., clichés).
    - Share and create a collective list.

Mini-Lecture: Show examples of spoken word poems (e.g., Sarah Kay's *"If I Should Have a Daughter"*).

---

3. Concrete Practice (50 min)

Activity 1: Individual Brainstorming

- **Prompt:** *"Write a short spoken word poem about a topic you care about (e.g., friendship, justice, fear)."*
    - Use **Min Specs** list as a guide.

Activity 2: 25/10 Crowd Sourcing

- **Instructions:**
    - Students rotate in pairs every 5 minutes, sharing their poems and giving **one piece of feedback** (e.g., "I loved the imagery in line 3" or "What if you added a metaphor here?").
    - After 5 rounds, students revise their poems based on feedback.

Activity 3: Performance Practice

- **Instructions:**
    - Students practice performing their poems in small groups.
    - Use **1-2-4-All** to debrief: *"What makes a performance compelling?"*

---

4. Conclusions (15 min)

Activity: Ecocycle

- **Prompt:** *"Where is your poem in the Ecocycle (Birth, Growth, Maturity, Creative Destruction)? What's one thing you'd like to improve?"*
- **Closing:** Volunteers perform their poems for the class. Applause and **appreciative feedback** only (e.g., "I felt chills during your last line").

Lesson Plan 3: Leadership & Peer Teaching

- **Subject:** Science (Elementary School)
- **Topic:** Teaching the Water Cycle
- **21st-Century Skills:** Leadership, peer teaching, collaboration
- **Liberating Structures Used:** 1-2-4-All, Shift & Share, Fishbowl

---

1. Connections (10 min)

Activity: 1-2-4-All

- **Prompt:** *"What's one thing you already know about the water cycle?"*
    - 1 min: Individual reflection.
    - 2 min: Pair discussion.
    - 4 min: Group of 4 discussion.
    - 5 min: Whole-class share-out on the board.

---

2. Concepts (15 min)

Mini-Lecture: Introduce the **4 stages of the water cycle** (Evaporation, Condensation, Precipitation, Collection) with a short video or diagram.

Activity: TRIZ

- **Prompt:** *"What are the worst ways to teach the water cycle? How can we flip these?"*
    - Example: *"Worst: Memorizing definitions. Flip: Act it out as a class!"*

---

3. Concrete Practice (45 min)

Activity 1: Shift & Share

Instructions:

- Divide the class into 4 groups. Assign each group one stage of the water cycle.
- Groups create a **1-minute skit or song** to teach their stage.
- Rotate groups to share their skits/songs with peers.

Activity 2: Fishbowl

Prompt: *"How can we use the water cycle to solve a real-world problem (e.g., drought, flooding)?"*

- 4 chairs in the center; others observe and take notes.
- Rotate speakers every 3 minutes.
- **Debrief:** *"What ideas stood out to you?"*

Activity 3: Peer Teaching

Instructions:

- Students pair up. One student teaches their stage of the water cycle to their partner using their skit/song.
- Partners switch roles and repeat.

---

4. Conclusions (10 min)

Activity: What, So What, Now What?

- **Prompt:**
  - *What?* "What did you learn about the water cycle today?"
  - *So What?* "Why is it important to understand this process?"
  - *Now What?* "How can you teach someone else about the water cycle?"
- **Closing Circle:** Each student shares **one thing they'll remember** about the water cycle.

Lesson Plan 4: Innovative Problem Solving & Resilience

- **Subject:** Math (High School)
- **Topic:** Applying Algebra to Real-World Problems (Budgeting for a School Event)
- **21st-Century Skills:** Innovative problem-solving, resilience, collaboration
- **Liberating Structures Used: 15% Solutions, Ecocycle, TRIZ**

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1. Connections (15 min)

Activity: Impromptu Networking

- **Prompt:** *"Share a time when you had to solve a problem with a limited budget. What was challenging?"*
- **Debrief:** Collect key challenges on the board (e.g., prioritizing needs, unexpected costs).

---

2. Concepts (20 min)

Mini-Lecture: Introduce the basics of **budgeting and algebraic equations** (e.g., cost = price × quantity). **Activity: TRIZ**

- **Prompt:** *"What are the worst ways to plan a budget for an event? How can we flip these into effective strategies?"*
    - Example: *"Worst: Ignoring unexpected costs. Flip: Add a 10% contingency fund."*
- **Debrief:** *"How can algebra help us avoid these pitfalls?"*

---

3. Concrete Practice (50 min)

Activity 1: 15% Solutions

- **Prompt:** *"What's one small step your group can take to start planning the budget for a school dance?"*
    - Groups list ideas (e.g., "Research venue costs," "Estimate food expenses").
    - Share and vote on the top 3 actions to focus on.

Activity 2: Ecocycle for Problem-Solving

- **Instructions:**
    - Groups map their budgeting process on the **Ecocycle** (Birth: Brainstorming, Growth: Researching costs, Maturity: Finalizing the budget, Creative Destruction: Reflecting on challenges).
    - **Debrief:** *"Where is your group in the Ecocycle? What's your next step?"*

Activity 3: Role-Playing

- **Scenario:** *"Your venue costs increased by 20%. How will you adjust your budget?"*
    - Groups use **1-2-4-All** to brainstorm solutions and present to the class.

---

4. Conclusions (15 min)

Activity: What, So What, Now What?

- **Prompt:**
    - *What?* "What did you learn about budgeting and algebra?"
    - *So What?* "Why is resilience important in problem-solving?"
    - *Now What?* "How can you apply this to a personal budget?"
- **Closing:** Each group shares **one tip** for resilient problem-solving.

Lesson Plan 5: Collaboration & Peer Teaching

- **Subject:** Social Studies (Middle School)
- **Topic:** Exploring Cultural Diversity Through Food
- **21st-Century Skills:** Collaboration, peer teaching, communication
- **Liberating Structures Used: 1-2-4-All, Shift & Share, Conversation Café**

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1. Connections (10 min)

Activity: 1-2-4-All

- **Prompt:** *"What's a dish from your culture that you love? Why is it special?"*
    - 1 min: Individual reflection.
    - 2 min: Pair discussion.
    - 4 min: Group of 4 discussion.
    - 5 min: Whole-class share-out.

---

2. Concepts (15 min)

Mini-Lecture: Discuss how **food reflects cultural identity, history, and values**. **Activity: Conversation Café**

- **Prompt:** *"How can food bring people together or create divisions?"*
    - Groups rotate every 5 minutes to discuss at different "café tables."
    - **Debrief:** *"What insights emerged about food and culture?"*

---

3. Concrete Practice (50 min)

Activity 1: Shift & Share

- **Instructions:**
    - Divide the class into groups. Assign each group a continent (e.g., Africa, Asia, Europe).
    - Groups research **one traditional dish** from their continent and prepare a **2-minute presentation** (history, ingredients, cultural significance).

    - Rotate groups to share presentations.

Activity 2: Peer Teaching

- **Instructions:**
    - Each group teaches the class how to make a **simplified version** of their dish (e.g., guacamole for North America, sushi rolls for Asia).
    - Use **1-2-4-All** to debrief: *"What did you learn about another culture through food?"*

---

4. Conclusions (15 min)

Activity: 15% Solutions

- **Prompt:** *"What's one small action you can take to learn more about another culture this week?"*
    - 3 min: Individual reflection.
    - 5 min: Pair share.
    - 2 min: Volunteers share with the class.
- **Closing Circle:** Each student shares **one word** that describes what they learned about collaboration.

Lesson Plan 6: Creativity & Leadership

- **Subject:** Art (Elementary School)
- **Topic:** Designing a Class Mural on "Our Dreams for the Future"
- **21st-Century Skills:** Creativity, leadership, public speaking
- **Liberating Structures Used: Impromptu Networking, Min Specs, 25/10 Crowd Sourcing**

---

1. Connections (10 min)

Activity: Impromptu Networking

- **Prompt:** *"Share with a partner: What's one dream you have for the future?"*
- **Debrief:** Collect dreams on the board (e.g., "I want to be an astronaut," "I dream of a world without pollution").

---

2. Concepts (15 min)

Activity: Min Specs

- **Prompt:** *"What are the 'minimum specifications' for a powerful mural? What must it include? What must it avoid?"*
    - Groups create a list (e.g., "must include color," "must avoid clutter").
    - Share and create a collective list.

Mini-Lecture: Show examples of **murals that tell stories** (e.g., Diego Rivera, community murals).

---

3. Concrete Practice (50 min)

Activity 1: Design Teams

- **Instructions:**
    - Divide the class into teams (e.g., "Nature Team," "Space Team," "Community Team").
    - Each team designs a **section of the mural** based on their theme.
    - Use **25/10 Crowd Sourcing** for feedback:
        - Teams rotate every 5 minutes to give **one piece of feedback** to another team.
        - After 5 rounds, teams revise their designs.

Activity 2: Leadership Roles

- **Instructions:**
    - Each team assigns roles: **Designer, Speaker, Artist, Material Manager**.
    - Teams present their designs to the class, explaining their theme and choices.
    - Use **1-2-4-All** to vote on the **most creative, meaningful, and feasible** designs.

---

4. Conclusions (15 min)

Activity: Ecocycle

- **Prompt:** *"Where is your team's mural design in the Ecocycle? What's one thing you'd improve?"*
- **Closing:** Each team shares **one sentence** about their mural's message.
- **Celebration:** Applaud the class's creativity and leadership!

Why These Work

1. **Student-Centered:** LS ensure **all voices are heard** and **collaboration is structured**.
2. **Skills-Focused:** Each plan targets **specific 21st-century skills** (e.g., resilience in math, peer teaching in social studies).
3. **Flexible:** Adaptable to **any subject or age group**—just change the topic!
4. **Engaging:** Students **move, discuss, create, and reflect**, making learning **active and memorable**.

Tips for Success

- **Model the LS:** Demonstrate each structure **before** students try it.
- **Debrief:** Always ask, *"What worked? What would you change?"* to deepen learning.
- **Link to Real Life:** Use **examples from students' lives** (e.g., budgeting for a party, cooking with family).
- **Celebrate:** End with **applause, appreciation, or a ritual** (e.g., a cheer, high-fives) to build community.

Peer Teaching with the Liberating Structures - v1.0

Objective: Equip teachers with the skills to use **Liberating Structures (LS)** to design **peer teaching** activities that foster **21st-century skills** (collaboration, leadership, public speaking, critical thinking, and resilience). Attendees will practice **facilitating LS for peer teaching** and co-create lesson plans that integrate LS into their classrooms.

Duration: 3 hours **Attendees:** Up to 40 teachers or teacher trainers **Format:** Workshop-based, hands-on, and interactive

1. Connections (30 min) : Impromptu Networking, 1-2-4-ALL

Objective: Activate prior knowledge about peer teaching and build excitement for using LS to enhance it.

Activity 1: Impromptu Networking

- **Prompt:** *"Share with a partner: What's one time you learned something important from a peer? What made it effective?"*
- **Debrief:** Collect insights on the board (e.g., "They explained it in my language," "We worked together").

Activity 2: 1-2-4-All

- **Prompt:** *"What are the biggest challenges of peer teaching? How might Liberating Structures help?"*
    - 1 min: Individual reflection.
    - 2 min: Pair discussion.
    - 4 min: Group of 4 discussion.
    - 5 min: Whole-group share-out.
- **Debrief:** *"What themes emerged? How can LS address these challenges?"*

---

2. Concepts (45 min) : Peer teaching with LS + Triz

Objective: Introduce the principles of **peer teaching with LS** and explore how LS can structure peer-led learning.

Mini-Lecture: Peer Teaching and LS

- **Key Points:**
    - Peer teaching **boosts retention, confidence, and collaboration**.
    - LS provide **structured, inclusive ways** to facilitate peer teaching.
    - Examples of LS for peer teaching:
        - **Shift & Share** (for rotating expertise)
        - **Fishbowl** (for peer-led discussions)

- **25/10 Crowd Sourcing** (for peer feedback)
- **15% Solutions** (for actionable peer support)

Activity: TRIZ for Peer Teaching

- **Prompt:** *"What are the worst ways to structure peer teaching? How can we flip these using LS?"*
    - Example: *"Worst: One student dominates the discussion. Flip: Use '1-2-4-All' to ensure everyone participates."*
- **Debrief:** *"What 'flips' could you use in your classroom?"*

---

3. Concrete Practice (90 min) : Fish Bowl, Shift & Share

Objective: Experience and design **peer teaching activities** using LS.

Activity 1: Fishbowl for Peer-Led Discussions

- **Topic:** *"How can we use LS to teach [a subject of your choice, e.g., math, literacy, science]?"*
- **Instructions:**
    - 4 chairs in the center; 4 volunteers start the discussion.
    - Observers take notes on **effective peer teaching strategies**.
    - Rotate speakers every 5 minutes.
- **Debrief:** *"What did you notice about peer-led discussions? How did the Fishbowl structure help?"*

Activity 2: Shift & Share for Rotating Expertise

- **Instructions:**
    - Divide attendees into groups of 4. Assign each person a **mini-topic** related to peer teaching (e.g., "Giving Feedback," "Explaining Concepts," "Managing Time").
    - Each person prepares a **2-minute "micro-lesson"** on their topic.
    - Rotate groups every 5 minutes to share micro-lessons.
- **Debrief:** *"What made the peer teaching effective? What could be improved?"*

Activity 3: Design a Peer Teaching Lesson Plan

- **Instructions:**
    - In groups, attendees design a **15-minute peer teaching activity** using LS.
    - **Steps:**
        1. Choose a **topic** (e.g., solving equations, writing a paragraph, understanding photosynthesis).
        2. Select **1-2 LS** to structure the activity (e.g., 1-2-4-All for brainstorming, Fishbowl for discussions).
        3. Outline the **roles** for peers (e.g., facilitator, note-taker, timekeeper).
        4. Present the plan to another group for feedback.
- **Debrief:** *"What LS worked best for your topic? Why?"*

---

4. Conclusions (15 min) : 15% Solutions, Appreciative Closing Circle

Objective: Reflect on learning and commit to action.

Activity 1: 15% Solutions

- **Prompt:** *"What's one small change you'll make to integrate peer teaching with LS in your next lesson?"*
    - 3 min: Individual reflection.
    - 5 min: Pair share for accountability.
    - 2 min: Volunteers share with the whole group.

Activity 2: Appreciative Closing Circle

- **Prompt:** *"Share one strength you saw in a peer's teaching today."*
- **Closing Ritual:** Applause or a group cheer to celebrate the learning community.

Detailed Instructions for Workshop Facilitators

1. Preparing the Space

- **Materials Needed:**
    - Timer (visible to all).
    - Flip charts or whiteboards for each group.
    - Sticky notes and markers.
    - Printed **LS cheat sheets** (e.g., 1-2-4-All, Fishbowl, Shift & Share).
    - Example lesson plans integrating LS and peer teaching.
- **Room Setup:**
    - Chairs in **small clusters** for group work.
    - Open space in the center for **Fishbowl** and **Shift & Share** activities.
    - "Parking lot" board for questions or ideas to revisit.

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2. Facilitating the Workshop

- **Model the LS:** Demonstrate each structure **exactly as designed** (e.g., time limits, group sizes). Use a **visual timer** to keep the group on track.
- **Encourage Participation:** Use **open-ended questions** (e.g., "What are you noticing?" "What's one idea this sparks for you?").
- **Debrief Thoroughly:** After each activity, ask:
    - *"What worked well?"*

    - *"What would you adapt for your classroom?"*
    - *"How did this structure support peer teaching?"*
- **Manage Energy:** Use **quick breaks** or **movement-based activities** (e.g., Impromptu Networking) to keep energy high.

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3. Handling Challenges

- **If attendees are hesitant to participate:**
    - Use **low-stakes prompts** (e.g., "Share one word that describes your experience").
    - Model vulnerability: *"I'll go first..."*
- **If time runs short:**
    - Prioritize **debriefs**—this is where the learning sticks.
    - Skip the closing circle if needed, but **always end with a commitment to action** (e.g., 15% Solutions).
- **If attendees struggle with LS:**
    - **Re-demonstrate** the structure with a simpler example.
    - Pair hesitant attendees with **confident peers** for support.

Do's and Don'ts for Facilitators

Do's	**Don'ts**
Model LS **exactly as designed** (timing, group sizes).	Don't skip the **debrief**—it's where the learning happens!
Use **visual timers** and **clear invitations**.	Don't over-explain. Let attendees **experience** the structures.
Encourage **diverse participation**—call on quieter voices.	Don't force participation. LS work best when people **choose** to engage.
Debrief each LS: *"What worked? What would you adapt?"*	Don't use LS as a "fill-in" activity. **Design with intention**.

Do's	Don'ts
Link activities to **real classroom contexts**.	Don't ignore resistance. Address concerns with curiosity.
Document ideas (flip charts, photos) for attendees to reference later.	Don't overload. Focus on **3-4 LS per session** for depth.

Pragmatic Topics/Examples for Attendees

1. **Math:**
    - Use **Shift & Share** for peer teaching of geometric proofs.
    - Example: Students rotate to teach different theorems (Pythagorean, area formulas).
2. **Literacy:**
    - Use **Fishbowl** for peer-led discussions on book themes.
    - Example: 4 students discuss *To Kill a Mockingbird* while others observe and take notes to join later.
3. **Science:**
    - Use **25/10 Crowd Sourcing** for peer feedback on lab reports.
    - Example: Students rotate to give feedback on hypotheses and methods.
4. **Social Studies:**
    - Use **1-2-4-All** for peer teaching of historical events.
    - Example: Groups teach each other about causes of the French Revolution.
5. **Art/Music:**
    - Use **Min Specs** to define criteria for peer critiques of artwork or performances.
    - Example: Peers evaluate compositions based on creativity, technique, and emotional impact.
6. **Physical Education:**
    - Use **15% Solutions** for peers to teach warm-up routines or game strategies.
    - Example: Students teach a 5-minute stretching sequence to their team.

Peer Teaching with Liberating Structures - 4Cs Aligned

Duration: 3 hours
Attendees: Up to 40 teachers and teacher trainers
Goal: Equip teachers and managers to design and facilitate effective peer teaching experiences using Liberating Structures.

Detailed Activity Descriptions - 4Cs Structure

CONNECTIONS (30 minutes)

Phase 1: Begins with Discovery

1. Opening - Why Peer Teaching for Adults? (10 mins)

Facilitator Script:

> "Today we begin not with what I know about peer teaching, but with what you already know. We begin with discovery. Not with experts, but with the expertise already in this room. Because the smartest person in the room is the room itself."

Visual on Flip Chart:

```
None
CONNECTIONS: BEGINS WITH DISCOVERY

→ What do we already know?

→ What's already working?

→ What wisdom exists here?
```

2. Discovery & Action Dialogue (DAD) - 20 mins

New Liberating Structure: Discovery & Action Dialogue **Purpose:** Discover what's already working in peer teaching without expert input

The 7 DAD Questions for Groups of 4:

1. How do you know when peer teaching is happening?
2. How do you contribute to peer teaching when it happens?
3. What prevents you from doing this all the time?
4. Do you know anyone who is able to frequently make peer teaching happen?
5. What behaviors or practices make their success possible?
6. What ideas do you have for making peer teaching happen more often?

7. What needs to be done to make it happen? Any volunteers?

Harvest: "What did we discover about our existing peer teaching wisdom?"

CONCEPTS (65 minutes)

Phase 2: Builds on Existing Expertise

3. Helping Heuristics - 20 mins

New Liberating Structure: Helping Heuristics **Purpose:** Explore different helping roles in peer teaching situations

Three Helping Stances:

1. **The Coach:** Asks open questions, helps person find their own answers
2. **The Consultant:** Offers advice and suggestions based on expertise
3. **The Collaborator:** Works alongside as equal partner to solve together

Activity Structure:

- **Pairs** (10 mins): Practice each stance with a real peer teaching challenge
- **Harvest** (10 mins): "When would you use each stance? What did you notice?"

4. Min Specs for Peer Teaching - 25 mins

New Liberating Structure: Min Specs (Minimum Specifications) **Purpose:** Define only what's absolutely essential for effective peer teaching

Process:

1. **Individual Brainstorm** (5 mins): "List everything that MUST be present for peer teaching to work"
2. **Group Consolidation** (10 mins): Create master list, then test each item
3. **Whole Group Synthesis** (10 mins): Create final Min Specs list

Sample Output: MUST DO: Clear purpose, equal participation, reflection time
MUST NOT DO: Teacher as primary deliverer, assessment pressure, fixed hierarchy

5. BREAK - 15 mins

Timing: Keep to schedule

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6. 25/10 Crowdsourcing - 25 mins

New Liberating Structure: 25/10 Crowdsourcing **Purpose:** Rapidly generate and select the most powerful peer teaching ideas

Process:

1. **Silent Writing** (2 mins): Each writes one bold peer teaching idea on card
2. **Card Exchange** (1 min): Exchange cards 5-6 times without reading
3. **Rating Rounds** (15 mins): 5 rounds of pairing, discussing, rating ideas (1-5)
4. **Harvest** (7 mins): Top 10 ideas shared

Prompt for Cards: "One bold idea for making peer teaching transformative in our context"

CONCRETE PRACTICE (80 minutes)

Phase 3: Creates Practical Outputs

7. Shift & Share - 25 mins

New Liberating Structure: Shift & Share **Purpose:** Spread good ideas and make informal connections

Setup: 3-5 presenters at different stations around room

Process:

- Groups rotate between stations every 8 minutes
- At each station: 5-minute presentation + 3-minute Q&A
- **Focus Question:** "What's one thing from this design I could adapt?"

---

8. User Experience Fishbowl - 30 mins

New Liberating Structure: User Experience Fishbowl **Purpose:** Learn from experienced practitioners in a structured way

Setup:

- Inner circle: 3 experienced peer teachers
- Outer circle: Observers/listeners

Process:

1. **Interview** (15 mins): Facilitator interviews inner circle
2. **Observer Q&A** (10 mins): Outer circle writes questions
3. **Reflection** (5 mins): "What one insight will you take away?"

---

9. Ecocycle Planning for Peer Teaching - 25 mins

Returning Liberating Structure: Ecocycle Planning **Purpose:** Map current peer teaching practices and plan for growth

Quadrants Adapted for Peer Teaching:

- **Birth:** New peer teaching initiatives to start
- **Maturity:** Current peer teaching that's working well
- **Creative Destruction:** Peer teaching habits to stop
- **Renewal:** Existing practices to adapt or refresh

Process:

1. **Individual Reflection** (5 mins): Map your own practices
2. **Group Synthesis** (10 mins): Create group Ecocycle on large paper
3. **Action Planning** (10 mins): "What will we start/stop/continue/adapt?"

CONCLUSIONS (40 minutes)

Phase 4: Plans for Implementation

10. Wise Crowd Consulting - 25 mins

Similar to Troika: Wise Crowd (scaled up version) **Purpose:** Get advice from the whole group on peer teaching challenges

Setup: Groups of 6-8

Process:

1. **Client presents** (2 mins): "My peer teaching challenge is..."
2. **Clarifying questions** (3 mins): Group asks for clarification
3. **Client turns back** (8 mins): Group brainstorms solutions
4. **Client shares takeaways** (2 mins): What was most useful?
5. **Appreciations** (2 mins): Group shares appreciations

---

11. 15% Solutions - 15 mins

New Liberating Structure: 15% Solutions **Purpose:** Identify immediate, doable actions that don't require permission or resources

Key Question: "What can you do with the 15% of freedom and resources you already have?"

Process:

1. **Individual Reflection** (5 mins): "What's your 15% solution?"

2. **Pair Sharing** (5 mins): Share solutions, get feedback
3. **Group Harvest** (5 mins): Most powerful solutions shared

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CONVERSATION CAFÉ (25 minutes)

New Liberating Structure: Conversation Café **Purpose:** Deep reflection and synthesis of learning

Setup: Groups of 4-5 at tables, each with a host

Four Rounds:

1. **First Round** (5 mins): "What stood out for you today? What resonated?"
2. **Second Round** (5 mins): "How has your thinking about peer teaching shifted?"
3. **Third Round** (10 mins): Open conversation - "What questions remain?"
4. **Fourth Round** (5 mins): "What will you take forward? What's your commitment?"

Rules:

- Listen with respect
- Speak with intention
- Honor the talking object
- Suspend judgment

CLOSING CIRCLE (5 minutes)

Quick Round: One-word commitment + appreciations

4Cs Flow Visual Reference

```
None
CONNECTIONS (30 mins): BEGINS WITH DISCOVERY

1. Opening - Why Peer Teaching? (10)

2. DAD - Discovering Existing Wisdom (20)


CONCEPTS (65 mins): BUILDS ON EXISTING EXPERTISE

3. Helping Heuristics (20)

4. Min Specs (25)
```

```
5. BREAK (15)

6. 25/10 Crowdsourcing (25)


CONCRETE PRACTICE (80 mins): CREATES PRACTICAL OUTPUTS

7. Shift & Share (25)

8. User Experience Fishbowl (30)

9. Ecocycle Planning (25)


CONCLUSIONS (40 mins): PLANS FOR IMPLEMENTATION

10. Wise Crowd Consulting (25)

11. 15% Solutions (15)


CONVERSATION CAFÉ (25 mins): DEEP SYNTHESIS

12. Conversation Café (25)


CLOSING (5 mins): COMMITMENT TO ACTION

13. Closing Circle (5)
```

Facilitator Notes for 4Cs Flow

Connections Phase Key Principle:

> "We don't start with what they don't know. We start with what they already know. DAD surfaces existing wisdom without needing experts."

Concepts Phase Key Principle:

> "We don't give them frameworks. We co-create them. Min Specs and 25/10 Crowdsourcing build on their expertise to create usable tools."

Concrete Practice Phase Key Principle:

> "We don't just talk about peer teaching. We experience it. Shift & Share and Fishbowl model peer teaching while teaching about it."

Conclusions Phase Key Principle:

> "We don't end with inspiration. We end with implementation. 15% Solutions ensures everyone leaves with something they can do tomorrow."

Conversation Café Key Principle:

> "We don't summarize for them. They synthesize for themselves. The talking object ensures every voice is heard in the final reflection."

Time Distribution by 4Cs Phase:

Phase	Time	% of Total	Key Outcome
Connections	30 mins	17%	Existing wisdom surfaced
Concepts	65 mins	36%	Co-created frameworks
Concrete Practice	80 mins	44%	Experiential learning
Conclusions	40 mins	22%	Implementation planning
Conversation Café	25 mins	14%	Deep synthesis
Closing	5 mins	3%	Commitment
Total	180 mins	100%	

Liberating Structures Mapping to 4Cs

4Cs Phase	Liberating Structure	Purpose
Connections	Discovery & Action Dialogue	Surface existing wisdom
Concepts	Helping Heuristics	Explore helping roles
Concepts	Min Specs	Define essentials
Concepts	25/10 Crowdsourcing	Generate/select ideas
Concrete Practice	Shift & Share	Spread good ideas
Concrete Practice	User Experience Fishbowl	Learn from practitioners
Concrete Practice	Ecocycle Planning	Map and plan growth
Conclusions	Wise Crowd Consulting	Get group advice
Conclusions	15% Solutions	Identify doable actions
Synthesis	Conversation Café	Deep reflection

Final Module Structure Summary:

Connections (30 mins): Begins with discovery of existing wisdom
Concepts (65 mins): Builds on expertise to create frameworks
Concrete Practice (80 mins): Creates practical outputs through experience
Conclusions (40 mins): Plans for implementation with immediate actions

Conversation Café (25 mins): Deep synthesis through hosted dialogue
Closing (5 mins): Commitment to action

This design intentionally:

1. **Starts with what's already working** (DAD)
2. **Co-creates rather than delivers** (Min Specs, 25/10)
3. **Experiences while learning** (Shift & Share, Fishbowl)
4. **Ends with action** (15% Solutions, Conversation Café)
5. **Uses new LS throughout** (7 new structures introduced)
6. **Reuses Ecocycle in new context** (peer teaching application)
7. **Maintains peer support focus** (Wise Crowd consulting)

The Conversation Café at the end provides the deep reflection and integration that replaces the need for Drawing Together, Social Network Webbing, or Wicked Questions, while maintaining the 4Cs structure and peer teaching focus.

Design Thinking: A Human-Centered Toolkit for Changemakers

Design Thinking is the perfect operating system for the complex human challenges your attendees face. It makes the abstract concrete, gives structure to creativity, and is inherently collaborative. It's not just a process; it's a mindset shift toward being **actively empathetic, radically experimental, and relentlessly focused on human outcomes.**

Suggested Relevant Topics (To Fuel the Training)

These topics should resonate deeply with their daily realities. We'll let them choose their focus.

7. **The "Disengaged Student" Challenge:** How might we re-engage students who are chronically absent or withdrawn in class?
8. **The "Limited Resource" Innovation:** How might we create impactful teaching/learning aids with little to no budget?
9. **The "Parental Connection" Gap:** How might we build stronger, more collaborative relationships with parents or guardians to support student success?
10. **The "Teacher Energy" Dilemma:** How might we design simple rituals or support systems to sustain teacher motivation and prevent burnout?
11. **The "Skills for the Future" Curriculum:** How might we integrate essential future skills (like digital literacy, critical thinking) into our existing curriculum in a practical way?

These are all "wicked problems" – perfect for Design Thinking.

The Welcome Invitation

Subject: An Invitation: Solve What Matters Most

Dear Changemakers, Managers, Teachers, and Trainers,

Every day, you navigate complex challenges with heart and ingenuity. What if you had a structured way to tap into your collective creativity to tackle the very problems that seem most stubborn?

*We invite you to a hands-on, 3-hour journey into **Design Thinking**—a human-centered approach to problem-solving that blends empathy, teamwork, and rapid experimentation.*

*This won't be a lecture. It will be a **workshop where you will roll up your sleeves and apply a powerful new lens to a real challenge you care about.** You will leave with a tested prototype of a solution, a shared language for innovation, and a renewed sense of "yes, we can figure this out."*

Come ready to listen, build, and create. Come ready to design.

Warmly, The Facilitation Team Agility With No Borders & TEA LEAF

Workshop Title “Design Your Impact: A Human-Centered Toolkit for Changemakers”

Core Outcome: Attendees will experience the core cycles of Design Thinking (Empathize, Define, Ideate, Prototype/Test) by applying it to a real, self-selected challenge. They will leave with a reusable framework and a mindset of empathetic, experimental action.

Host Leadership & Solution Focus Integration:

- **Facilitator as Host:** You are hosting a "Sandbox for Innovation." Your space is safe, your materials are provided, your role is to guide the process and connect ideas.
- **Solution Focus Lens:** Throughout, language focuses on "What's already working?" (in the context of the problem), "What's the smallest step toward a better future?" and "What did we learn?" rather than success/failure.
- **Modeling Dialogic Training:** The entire workshop is a dialogue—with users, with peers, with the prototype. You facilitate conversations, not deliver monologues.

Detailed Agenda & Facilitator Instructions

Total Time: 180 Minutes

Room Setup: Crucial. Cluster tables for groups of 5-6. Each table is a "Design Studio." Have a **"Maker Station"** with abundant, low-fidelity prototyping materials: flipchart paper, markers, sticky notes (LOTS), pipe cleaners, LEGO bricks, modeling clay, construction paper, tape, scissors, random magazines, etc.

C1: CONNECTION (25 mins)

- **Activity (20 mins): "The Challenge Gallery Walk"**
    - **Facilitator Instructions:** Begin with energy. Frame the day: "We're not just solving problems today; we're redesigning experiences for the people we serve."
    - **Task:**
        1. Post the 5 suggested challenge topics (see above) on large sheets around the room.
        2. Give attendees 5 minutes to walk, read, and add their **own specific, real-world examples** of that challenge on sticky notes (e.g., under "Disengaged Student": "14-year-old boy in Grade 9, misses Mondays, skilled at art but silent in math").
        3. Ask them to **stand by the challenge that resonates most.**
        4. These become the **design teams.** (Manage group sizes if needed).
    - **Why:** Immediate personal investment. They choose the meaningful work and see they're not alone in facing it.

- **Transition (5 mins): The Design Thinking Throughline**
    - **Facilitator Script:** "Design Thinking is a journey from **sympathy to empathy, from a problem to a point of view, from ideas to something you can touch and test.** It's a loop, not a line. Today, we sprint through one loop together."

C2: CONCEPTS & CONCRETE PRACTICE (140 mins total)

We move through four core phases. Strict timekeeping is essential.

Phase 1: EMPATHIZE & DEFINE (40 mins)

- **The Guru (d.school / Tim Brown - 5 mins):** "The core of design is empathy. You must **get out of your own head** and into the experience of the user. We don't design *for* them, we design *with* their reality as our blueprint."
- **Tip:** Seek stories, not just opinions. Ask "Why?" five times.
- **Workshop #1: "Building an Empathy Map & Problem Reframe" (35 mins)**
    1. **Concrete Practice (25 mins):**
        - **Step A (Empathize - 15 mins):** In teams, choose one specific user from their sticky notes (e.g., "the 14-year-old boy"). On a flipchart, draw a simple empathy map (4 quadrants: **Says, Thinks, Does, Feels**). Have a loud, rapid brainstorming session to populate it. *Guiding Questions: "What might he say to a friend? What might he think but never say? What does he do on a Monday? What does he feel in math class?"*
        - **Step B (Define - 10 mins):** Using the map, craft a **"How Might We..." (HMW)** statement. The formula: **"How might we [help our user] to [accomplish something] because [deep need/insight]?"** (e.g., "HMW help the artistic, silent boy to find a voice and connection in math class *because* he needs to feel his creativity is valued to engage?")
    2. **Facilitator's Role:** Roam. Push for specific, human insights. "Is that a fact or an assumption?" Help them synthesize the HMW statement. It's their compass.

Phase 2: IDEATE (30 mins)

- **The Guru (IDEO's Tom & David Kelley - 5 mins):** "The goal of ideation is **quantity over initial quality.** To get a great idea, you need *lots* of ideas. Suspend judgment. Be playful. The obvious idea is rarely the innovative one."
- **Tips & Tricks:** "Yes, and..." not "No, but." Build on others' ideas. Go for 50 ideas.
- **Workshop #2: "Crazy 8s & Solution Sketch" (25 mins)**
    1. **Drill (10 mins - Crazy 8s):** Each person takes an A4 sheet, folds it into 8 rectangles. Set a timer for 8 minutes. They must sketch **8 distinct, visual ideas** (however rough) that respond to their HMW statement. One idea per box. **Pressure is key!**
    2. **Share & Vote (15 mins):** In their team, each person quickly shares their 8 ideas (60 seconds each). Then, using sticky dots, they silently vote on the **2-3 ideas that are most intriguing, promising, or exciting** to them.
    3. **Facilitator's Role:** Energize! Encourage wild ideas. The timer is your friend.

Phase 3: PROTOTYPE & TEST (45 mins)

- **The Guru (Eric Ries, Lean Startup - 5 mins):** "A prototype is not the final product. It's a **conversation starter.** It's the fastest, cheapest way to make an idea tangible and learn what works and what doesn't. Fail fast, learn fast."
- **Tip:** Build just enough to get feedback. A role-play, a storyboard, a physical model—all are prototypes.
- **Workshop #3: "Rapid & Rough: Build to Learn" (40 mins)**
    1. **Build (20 mins):** Teams choose **one** of their voted ideas and build a **physical, low-fidelity prototype** using the Maker Station materials. It could be:
        - A **storyboard** (6-panel drawing) of how the solution would unfold.
        - A **physical model** of a new classroom corner or tool.
        - A **script** for a new parent conversation.
        - **Emphasize:** This is not art. It's a 3D question.
    2. **Test (20 mins - "Feedback Carousel"):**
        - Each team stays at their "studio" with their prototype.
        - One or two team members stay as "explainers." The rest become **testers** and rotate to other tables.
        - **Tester Role:** They are not critics. They are **empathic explorers.** Their script: **"Tell me about this..." "I see..." "I wonder..."** (Not "I like/dislike").
        - **Explainer Role:** Present the prototype, the HMW statement, and **ask for specific feedback** (e.g., "What's confusing?" "Where do you see potential?").
        - Rotate every 5-6 minutes. The goal is to gather **observations and questions**, not praise.

Phase 4: SYNTHESIZE & ITERATE (25 mins)

- **Workshop #4: "What Did We Learn?" (25 mins)**
    1. **Team Huddle (15 mins):** Teams reconvene. They share the feedback they gathered. Using a simple **Plus/Delta** chart on flipchart:
        - **PLUS (+):** What strengths did people see in our idea? What worked?
        - **DELTA (Δ):** What questions did they have? What should we change?
    2. **Rapid Iteration (10 mins):** Based on this, teams make **one quick change** to their prototype, their HMW, or their idea. This models the core cycle: **Build > Learn > Revise.**

C3: CONCLUSION (15 mins)

- **Gallery Walk & Reflection (10 mins):**
    1. All teams stand by their refined prototypes. Facilitator leads a quick gallery walk.
    2. **Facilitator's Question to the Whole Room:** "Looking at all this, **what surprised you most about this process?**" (Listen for mindset shifts: "How fast we built," "How talking to the 'user' changed everything," "How fun it was").
- **Commitment & Disciples (5 mins):**

- **Individual Action Plan:** On a notecard: *"The one Design Thinking step I will use in the next month is [e.g., running a Crazy 8s session with my team, building a quick prototype before a meeting] to tackle [specific challenge]."*
- **Call for "Design Guardians":** Invite those energized to be keepers of this process—to facilitate a mini-session in their own sphere. This is your disciple group for follow-up.

Do's and Don'ts for Design Thinking (Handout Summary)

DO's	**DON'Ts**
DO start with the human need. Fall in love with the problem, not your solution.	**DON'T** jump to the first solution that comes to mind.
DO prototype ideas quickly and cheaply to make them tangible.	**DON'T** over-engineer or overthink the first version.
DO seek "I wonder..." and "What if..." feedback.	**DON'T** seek only praise or defend your prototype from critique.
DO embrace wild ideas in ideation—they spark better ones.	**DON'T** judge or shut down ideas during brainstorming.
DO focus on the **process** (empathize, define, etc.) as much as the output.	**DON'T** get discouraged if your first prototype "fails." You learned!
DO work as a team where everyone builds on each other's ideas.	**DON'T** work in silos or let one voice dominate.

This workshop gives them the **experience** of the cycle. They'll leave with a shared, energizing memory of having collectively turned a daunting problem into a tangible, testable possibility. That's the spark of the design mindset ignited.

Go host a magnificent sandbox.

Critical Thinking and Problem Solving for Better Decisions: A Liberating Structures Lab

A 3-Hour Module Using What, So What, Now What?, Critical Uncertainties, 25/10 Crowdsourcing, and Ecocycle

Workshop Philosophy & Flow

This module is a disciplined journey through a complete problem-solving cycle. We move from diagnosing the real problem, to pressure-testing it against an uncertain future, to generating creative solutions, and finally to ensuring those solutions are actionable within your organizational system. It's designed to interrupt habitual thinking and replace it with a robust, collective inquiry process.

For TEA LEAF leaders, this provides a reusable "team brain" for tackling complex challenges—from programme adaptation and resource dilemmas to community engagement strategies. It builds directly on your dialogic foundation by making critical thinking a visible, structured group activity.

Detailed 3-Hour Linear Agenda

Part 1: Diagnose the Real Problem (45 Minutes)

We start by slowing down to speed up. The biggest lever for effective problem-solving is asking, "Are we solving the right problem?" Our first structure forces a clean separation between observation and interpretation, building a shared, fact-based understanding.

Activity 1: What, So What, Now What? (40 minutes)

- **Framing:** "We begin with a real, current challenge. Let's choose one that is complex and matters to the group—for example, 'Student engagement varies widely across our advanced courses' or 'Our community outreach feels sporadic and hard to measure.' We'll use a structure that prevents us from jumping to solutions."
- **Process:** We will work through three distinct stages, moving from small groups to the whole room.
    1. **WHAT (10 mins):** This is for facts and observations only. Individually, write down observable facts about this situation on sticky notes. What has been seen, heard, or measured? (e.g., "Attendance records show a 40% drop in Centre X's Level 3 class."). In pairs, share your facts and cluster similar ones.
    2. **SO WHAT (15 mins):** Now, we interpret. In groups of four, look at the clustered facts. Ask: "What patterns, insights, or hunches do these facts suggest? What might be going on?" (e.g., "It seems engagement drops when courses become more theoretical."). Capture these interpretations.
    3. **NOW WHAT (10 mins):** Finally, we consider direction. Based on our interpretations, what are **2-3 broad, potential directions** for solving this? (e.g., "1. Revise the curriculum for practical application. 2. Develop a peer-mentoring system."). These are not solutions yet, but strategic avenues.

- **Harvest:** We will create a public record: one poster of **Observed Facts**, one of **Shared Interpretations**, and a list of **Potential Directions**. This is our diagnostic baseline.
- **Key Rule:** The facilitator will gently but firmly enforce the rule: **No solutions in the 'What' stage, and no backtracking to gather new facts in the 'So What' stage.** This discipline is the core of critical thinking.

Transition (5 minutes): "You've just practiced the most underused skill in problem-solving: diagnosing before prescribing. You've built a shared understanding. Now, let's pressure-test one of those potential directions against the unpredictable world it will have to live in."

Part 2: Pressure-Test & Generate Ideas (70 Minutes)

With a clearer understanding of the problem, we now look outward to the future and inward to our collective creativity. We test our thinking for resilience and then open the floodgates for ideas.

Activity 2: Critical Uncertainties (40 minutes)

- **Framing:** "Let's take one of our 'Now What' directions. To see if it's robust, we'll map it against the future. We're not predicting *the* future; we're preparing for *multiple possible* futures."
- **Process:** We will build a 2x2 scenario matrix in small groups.
    1. **Identify Two Critical Uncertainties (10 mins):** Ask: "What two **external factors** are most uncertain and would most impact the success of this direction?" They must be important *and* unpredictable (e.g., "Level of local employer partnership" and "Speed of digital adoption in our community").
    2. **Create the Axes (5 mins):** Draw a 2x2. Label one axis with the opposite extremes of the first factor (e.g., "High Employer Partnership" vs. "Low Employer Partnership"). Label the other axis with the extremes of the second factor.
    3. **Explore the Scenarios (15 mins):** Name each of the four quadrants (e.g., "Tech-Forward Boom," "Traditional Struggle"). Now, critically assess: "If we pursued our 'direction' in *this* scenario, what would happen? Would it thrive or fail?" This reveals hidden assumptions and vulnerabilities.
    4. **Derive Strategy (10 mins):** Finally, ask: "Knowing these scenarios, how could we adapt our direction to be more resilient? Is there a 'no-regrets move' that would help in all futures?"
- **Output:** Groups will share their most surprising insight. The goal is not a perfect plan, but a more critically examined and future-adapted one.

Activity 3: 25/10 Crowdsourcing (25 minutes)

- **Framing:** "Now, with a more resilient direction in mind, let's generate specific, actionable ideas. We'll tap the wisdom of the whole room in a fast, democratic way."
- **Process:**
    1. **Silent Generation (5 mins):** Individually, write down as many concrete action ideas as you can. One idea per sticky note or card. Start with: "One specific thing we could do is..."
    2. **Rapid Cross-Pollination (5 mins):** Form circles of 5-7 people. Pass your entire stack of ideas to the person on your right. Quickly scan the new ideas you received—they may spark a new one. Write it down. Every 45 seconds, pass the stack again. Repeat for 5-6 rounds.

3. **Democratic Sifting (10 mins):** In your circle, shuffle all the idea cards. Each person draws 5-7 cards at random. Now, each person chooses the **2 most promising ideas** from their hand, based on potential impact. All cards are then pooled, and each person gets 3 dot stickers to vote on the *overall* pool. The top 3-5 ideas with the most dots rise to the top.

- **Purpose:** This separates idea generation from evaluation, prevents early criticism from killing creativity, and lets group wisdom surface the most energizing possibilities.

Transition (5 minutes): "From a broad direction, we now have a shortlist of energizing, concrete ideas. But will they work in *our* system? Our final structure helps us diagnose the organizational reality our solution will face."

Part 3: Ensure Actionable Solutions (45 Minutes)

Great ideas often die in implementation. We conclude by ensuring our top ideas are developmentally ready and by making personal commitments to small, immediate actions.

Activity 4: Ecocycle (30 minutes)

- **Framing:** "Organizations are living systems. Ideas, like organisms, have lifecycles. This structure helps us see where our top ideas fit, what's blocking them, and what they need to grow."
- **Process:** In small groups, draw the Ecocycle (a figure-eight with "Gestation," "Birth," "Growth," "Maturity," "Creative Destruction," and the "Poverty Trap" and "Rigidity Trap").
    1. **Placement (10 mins):** Take your top 2-3 ideas from 25/10. Discuss: Where on this cycle does this idea belong right now? Is it a new seed (Gestation)? Is it being born but struggling (Birth)? Is it stuck because it's under-resourced (Poverty Trap) or because rules prevent it (Rigidity Trap)?
    2. **Diagnosis & Action (15 mins):** For each idea, ask: "To move it to the next stage, what must we **do**?" For example:
        - In **Poverty Trap**: "What small resource (time, money, a blessing) would liberate it?"
        - In **Gestation**: "Who needs to nurture it? What prototype could test it?"
        - In **Maturity**: "Does it need to be retired or creatively transformed to make space for new ideas?"
    3. **Share Back (5 mins):** Groups share one key "liberation action" they identified for an idea.

Activity 5: Closing with Commitment (15 minutes)

- **15% Solutions (10 mins):** "We end where you have power: in your own sphere. Reflect: **'What is my 15% Solution?'** What is one small part of this problem-solving process that you have the full authority to implement this week? It could be as simple as 'I will use 1-2-4-All in my team meeting to diagnose our own small challenge.'" Share this commitment with a partner.
- **Appreciative Check-out (5 mins):** "Finally, in a closing circle, complete this sentence: **'A strength I see in this group for tackling complex challenges is..."'** This ends the session on a note of collective capability and agency.

Facilitator's Core Insights for Success

- **You are a Thinking Coach:** Your primary role is to enforce the *discipline* of each structure. Guard the purity of the "What" stage. Push for true *external* uncertainties in the matrix. This builds the group's critical thinking muscles.
- **Manage the Energy Arc:** This is an intense sequence. The energy should dip during deep, silent thinking (What, Critical Uncertainties), peak during the playful idea exchange (25/10), and ground into practical reality (Ecocycle, 15% Solutions). Your voice and pacing should reflect this.
- **Embrace the "Aha!" of the Matrix:** The Critical Uncertainties matrix is often the turning point. When a group realizes their "great solution" fails in two out of four plausible futures, it's a powerful lesson in humble, critical thinking. Guide them to that insight without giving it away.
- **Connect to Their World:** Constantly link the abstract steps back to TEA LEAF's reality. When talking about the "Rigidity Trap," ask, "What's a rule or habit here that might unintentionally kill a good new idea?" This ensures the tools are seen as relevant, not academic.

This module equips your leaders with more than ideas—it gives them a shared **process for thinking together**, ensuring that the decisions they make and the solutions they implement are built on a foundation of rigorous, collective critical thought.

Critical Thinking and Problem Solving for Better Decisions: An Intensive Lab for 12

Adapted 3-Hour Module with What, So What, Now What?, Critical Uncertainties, 25/10 Crowdsourcing, and Ecocycle

Core Adaptations for a Small Group

1. **Fewer & Richer Breakouts:** Replace most "1-2-4-All" and small group work with **whole-group or paired dialogues**. This increases shared understanding and reduces time spent on instructions and re-forming groups.
2. **Increase Facilitator Presence:** You can be more involved in each conversation, listening deeply and offering sharper, real-time prompts to deepen thinking.
3. **Leverage a Single Space:** You can work primarily in one circle or around a single table, using flipcharts visible to all. This creates a "war room" feel, perfect for collaborative problem-solving.
4. **Deepen the Harvest:** Spend more time harvesting insights verbally after each structure, as everyone's voice can be heard without it becoming unwieldy.

Adapted 3-Hour Linear Agenda

Part 1: Deep Diagnosis (45 Minutes)

Goal: Build an incredibly rich, shared understanding of the problem.

Activity 1: What, So What, Now What? (40 mins) - Adapted Process

- **Setup:** All 12 sit in one circle. Have three large flipcharts titled **WHAT**, **SO WHAT**, and **NOW WHAT**.
- **Process:**
    1. **WHAT - Silent Generate & Pair Share (10 mins):** *"Individually, write observable facts about our challenge on sticky notes. No stories, just facts."* After 4 minutes, have them turn to **one partner** and share their facts, looking for overlaps. Then, invite pairs to come up and cluster their facts directly on the **WHAT** flipchart, explaining briefly what they're adding.
    2. **SO WHAT - Conversational Harvest (15 mins):** *"Now, all together, let's look at this map of facts. What patterns do we see? What might be going on here?"* Facilitate an **open but focused dialogue** among all 12. Capture key interpretations on the **SO WHAT** chart. Your role is to link comments and probe: *"So, are we saying the root issue might be X?"*
    3. **NOW WHAT - Quick Consensus on Directions (10 mins):** *"Given these insights, what 2-3 broad avenues should we explore to address this?"* Use a quick round where each person states one potential direction. Look for natural clustering and guide the group to agree on **two distinct strategic directions** to take forward.

- **Key Change:** The paired share replaces 1-2-4-All, and the whole-group dialogue replaces the foursome discussion, creating one unified narrative.

Transition (5 mins): *"We have two promising paths. Let's pressure-test the first one against an uncertain world."*

Part 2: Focused Pressure-Testing & Ideation (70 Minutes)

Goal: Apply intense scrutiny to one direction, then generate targeted ideas.

Activity 2: Critical Uncertainties (40 mins) - Adapted Process

- **Setup:** Stay in the circle. Work on one chosen "direction" from Part 1.
- **Process:**
    1. **Identify Uncertainties as a Group (10 mins):** Facilitate a brainstorming of external critical factors. Dot-vote on the two that are **most uncertain and most consequential**. This full-group involvement ensures buy-in for the matrix axes.
    2. **Build the Matrix Together (15 mins):** Draw the 2x2 on a central flipchart. As a full group, populate the four scenarios. Ask: *"If this future (point to a quadrant) happened, how would our 'direction' fare? What new risks or opportunities appear?"*
    3. **Strategic Insight (10 mins):** *"Knowing this, how must we adapt our direction? What's the crucial, resilient core of the idea?"* Capture the refined strategy.
- **Key Change:** The entire group co-creates **one** matrix, leading to a deeper, shared strategic conversation. There's no need to split into parallel groups.

Activity 3: 25/10 Crowdsourcing (25 mins) - Adapted Process

- **Process:** This works perfectly with 12.
    1. **Generation & Cross-Pollination (10 mins):** Form **one circle of 12**. Do the silent generation and the rapid passing of idea cards exactly as designed. The passing around one circle is highly efficient.
    2. **Sifting as a Whole Group (12 mins):** After the final pass, spread all generated idea cards (likely 50+) on a central table. Give each person **5 dot stickers** to vote. Let them browse and vote silently. The top 5-7 ideas will clearly emerge.
    3. **Quick Sense-Making (3 mins):** *"Looking at the winning ideas, what do they tell us? Do they cluster around a theme?"*
- **Key Change:** The democratic sifting becomes a silent gallery walk and dot-vote, which is faster and more visually clear for a group of 12 than small group deliberations.

Transition (5 mins): *"We now have a stress-tested strategy and a set of popular ideas. Let's make sure they can actually live and grow in our organization."*

Part 3: Actionable Solutions & Commitment (45 Minutes)

Goal: Ensure ideas are viable and secure personal buy-in.

Activity 4: Ecocycle (30 mins) - Adapted Process

- **Setup:** Divide into **two teams of 6**. This is the only breakout, and it's justified to allow deeper analysis.
- **Process:**

1. **Parallel Diagnosis (20 mins):** Give each team the same top 2 ideas from the 25/10. Their task: Draw the Ecocycle and diagnose both ideas. *"Where is each idea on the cycle? What would it take to move it forward or liberate it from a trap?"*
2. **Joint Advisory Council (10 mins):** Bring the two teams back. Each team presents **one idea and their key recommendation** to the other team, as if giving advice. The listening team can only ask clarifying questions. This creates a peer-consulting dynamic.

- **Key Change:** Using two teams of 6 creates productive divergence and then uses a consultative structure (rather than simple report-outs) to synthesize insights, leveraging the smaller group's ability to have disciplined dialogue.

Activity 5: Closing with Commitment (15 mins)

- **15% Solutions in Triads (10 mins):** Form **four triads**. The intimacy of three allows for deeper accountability. Each person shares their *"15% Solution"* and their partner responds with: *"How can I support you in that?"*
- **Appreciative Check-out in Circle (5 mins):** *"In one word, what is a quality in this group that will help us implement these ideas?"* Go around the circle. This emphasizes collective capability.

Facilitator's Cheat Sheet: Key Adjustments for 12

For 40 People You Would...	**For 12 People, You Should...**	**Why It's Better**
Manage many parallel groups and timekeeping strictly.	**Host one rich, full-group dialogue** for diagnosis (So What) and strategy (Critical Uncertainties).	Creates a single, powerful narrative. Everyone hears all insights, building profound shared understanding.
Use complex instructions for multiple breakouts.	**Use simple pair/triad work** and one clear team breakout (for Ecocycle).	Reduces cognitive load and transition time. Maximizes engagement and depth in conversations.
Rely on visual harvests for large-room sharing.	**Combine visual harvests with facilitated verbal synthesis.** Ask, *"What is our key takeaway from this chart?"*	Leverages the group's ability to converse, not just read. You can correct misunderstandings in real-time.

For 40 People You Would...	For 12 People, You Should...	Why It's Better
Be a timekeeper and process referee.	**Be a thinking partner and dialogue host.** You can probe deeper: *"Can you say more about that assumption?"*	Your increased capacity for attention per person elevates the quality of critical thinking in the room.

Logistics for 12:

- **Room Setup:** One large square of tables or a circle of chairs. One wall for flipcharts.
- **Materials:** Plenty of sticky notes, markers, and dot stickers. Index cards for 25/10.
- **Your Role:** Be in the circle with them. Your physical presence shifts from "director at the front" to "lead thinker in the team."

This adapted agenda transforms the workshop from a well-facilitated *training* into an intensive, high-value *strategic working session*. The outcome will not only be learned skills but tangible, well-thought-out next steps for a real TEA LEAF challenge, with deep personal commitment from all 12 leaders.

Decision-Making for Leaders: From Uncertainty to Actionable Agreement

A 3-Hour Dialogic Workshop for TEA LEAF Trust Managers & Leaders

Workshop Philosophy & Context

This module is designed for the experienced managers and leaders of TEA LEAF Trust, who have previously engaged with Management 3.0, Host Leadership, and Agile principles. Operating in a complex, resource-constrained environment, they face daily decisions on programme allocation, team dynamics, and community response. This training moves beyond theory to equip them with immediately actionable protocols that bring clarity, speed, and inclusive buy-in to their decision-making processes.

Core Pedagogical Approach: This session is built on the 4Cs (Connections, Concepts, Concrete Practice, Conclusions) of Sharon Bowman, ensuring a learner-centered, active experience. As facilitators, we embody Host Leadership—creating and holding the space for generative dialogue. We use Liberating Structures for interaction, Solution-Focused language to orient towards action, and integrate provided resources (The Decider.app, S3, Teal Wiki, UnFIX, Core Protocols) as practical tools.

🎯 Understanding the Attendees & Training Outcomes

Attendee Profile: Managers, team leaders, and senior staff at TEA LEAF Trust who have previously been trained in Management 3.0, Host Leadership, and Agile principles. They are responsible for educational programmes, community projects, and day-to-day NGO operations in a complex, resource-constrained environment.

Key Decision-Making Contexts & Desired Outcomes:

- **Situations:** Allocating limited resources (funds, time, volunteers), launching a new community programme, resolving internal team conflicts, responding to unforeseen challenges (e.g., a funding change), planning annual activities.
- **Core Need:** Moving from ad-hoc, potentially top-down or consensus-seeking (and slow) decision patterns to **clear, fast, and inclusive processes** that maintain team alignment and momentum.
- **Training Outcomes:** By the end of this module, attendees will be able to:
    1. Diagnose a decision's context to choose an appropriate method.
    2. Apply the **Consent Decision-Making** ("safe enough to try") and **Advice Process** frameworks to real work scenarios.

3. Use the **Decider Protocol** for quick, clear group commitments.
4. Understand the role of power distribution and delegation in making decision-making explicit and fair.

📝 Detailed 3-Hour Training Agenda & Facilitator Guide

This module follows Sharon Bowman's **4C Map** (Connections, Concepts, Concrete Practice, Conclusions) and integrates Host Leadership (you as the Host creating the space) and Liberating Structures throughout + the following resources

- https://thedecider.app/consent-decision-making
- https://reinventingorganizationswiki.com/en/theory/decision-making/
- https://patterns.sociocracy30.org/consent-decision-making.html
- https://unfix.com/delegation-levels
- https://unfix.com/decision-methods
- https://unfix.com/blog/power-distribution-in-decision-making
- https://thecoreprotocols.org/protocols/decider and https://thecoreprotocols.org/protocols/resolution

Room Setup: Tables for groups of 4-5. Wall space for posters/flipcharts. Printed "Super Practice Guide" handouts.

CONNECTIONS (35 mins) - With Gallery Walk

Goal: Surface real, current decision-making challenges from participants and connect them to the topic.

1. **Welcome & Context Setting (5 mins):** As Host, welcome them back. Briefly connect this training to their previous learning (Management 3.0, Agile). Frame today's goal: **"Adding clear tools to your leadership toolkit to make decisions with more clarity, speed, and team buy-in."**
2. **Liberating Structure: "Impromptu Networking" (10 mins):**
    - **Prompt:** "Think of a recent decision at work that felt smooth and effective OR one that felt sticky, slow, or frustrating. What was the situation?"
    - **Instructions:** Participants have 3-4 short 1:1 conversations (3 mins each). They share their story and listen.
    - **Facilitator's Role:** Keep time strictly. Energize the room. After the rounds, ask for a few volunteers to share one **pattern** they heard (not the story itself). Capture these patterns (e.g., "Lack of clarity on who decides," "Going in circles") on a flipchart titled "Our Decision-Making Landscape."
3. **"Gallery Walk - Our Decision Canvas" (25 mins):**
    - **Setup:** Before participants enter, prepare 4-5 flipcharts/posters placed around the room. Each has a different, provocative headline related to their context:
        - Poster 1: **"Allocating Scarce Resources (Money, Time, People)"**
        - Poster 2: **"Starting or Stopping a Programme or Project"**
        - Poster 3: **"Solving Team Tension or Disagreement"**
        - Poster 4: **"Responding to an Unexpected Change or Crisis"**
        - Poster 5: **"Improving How We Work Together (Processes & Rules)"**

- **Instructions (Given to Participants):**
    - "Silently, walk to the poster that speaks to a **current or recent challenge** for you or your team. Take a marker."
    - "Write down a **brief, anonymous example** (2-3 words) on the poster. (e.g., 'Buying new laptops vs. student scholarships')."
    - "Take 10 minutes to visit **2-3 other posters**. Read the examples. Put a check mark (✓) next to ones you relate to. If you have a clarifying question or thought, write it on a sticky note and add it nearby."
- **Facilitator's Role:** Play active, curious host. Observe which posters attract the most traffic and notes. This is your real-time needs assessment.

4. **Harvest & Connect (5 mins):**
    - Bring attention back. Ask: "**Looking at the gallery, what patterns or common tensions do we see?**" Get 2-3 responses.
    - Connect their input to today's goal: "**Today, we add tools to your toolkit to navigate these exact challenges with more clarity and confidence.**" This directly establishes the "What's In It For Me" (WIIFM).

This method is more generative, anonymous (safer), and immediately connects the training content to their lived reality.

CONCEPTS (40 mins)

Goal: Introduce key models for understanding and choosing decision methods.

1. **Input: The Decision-Making Spectrum (15 mins):**

    - Using the **UnFIX resources**, visually present the idea that not all decisions are equal.
    - Introduce two key lenses:
        - **Power Distribution** (from the blog): Show the continuum from "equal" (e.g., voting) to "unequal" (e.g., authority). Emphasize: *"No single method is best. The culture must compensate for the method's built-in power dynamics."*
        - **Delegation Levels:** Briefly show the 7 levels to highlight that clarifying **"Who decides what, and how?"** before a discussion is a superpower for managers.
    - **Key Teaching Point:** The first critical step in any decision is to **diagnose the context** (urgency, impact, reversibility) and **explicitly choose** an appropriate method.

2. **Liberating Structure: "What I Need To Learn" (10 mins):**

    - **Prompt:** "Given what we've just introduced, what is a specific question you have about applying these ideas at TEA LEAF?"
    - **Instructions:** Individuals write their question on a sticky note. At their table, they share and cluster similar questions. One burning question per table is posted on a "Parking Lot" flipchart.

3. **Introducing Today's Core Tools (15 mins):**

    - Present the three pragmatic frameworks from your resources, framing them as "tools for the toolkit":

- **The Advice Process (Teal Wiki):** For empowering individuals and leveraging collective wisdom. Emphasize: "It's **not consensus**. It's 'seek advice, then decide.'" Link to their agile leadership training.
- **Consent Decision-Making (The Decider.app & S3 Pattern):** For group agreements. Emphasize the mantra: **"Is it good enough for now and safe enough to try?"** Contrast "objections" (blocks) vs. "concerns" (noted).
- **The Decider Protocol (Core Protocols):** For fast, binary team commitments. Frame it as a "human algorithm" for momentum.

Segment 3: CONCRETE PRACTICE (80 mins)

Goal: Deep, hands-on practice with the core tools in realistic scenarios.

Part A: Role-Play Drill – Consent & Decider (40 mins)

1. **Scenario Setup:** Use a realistic, medium-stakes scenario (e.g., *"Reallocating a portion of the stationery budget to fund an extra weekend of student internet access for a month."*).
2. **Round 1 - Consent (20 mins):**
    - **Groups of 5-7.** Assign roles: Facilitator, Proposer, Recorder, Participants.
    - **Instructions:** Using the **S3 Pattern steps (2-6)** as a script, guide them to process the proposal. Their goal is to test for objections and evolve a "safe-to-try" agreement.
    - **Facilitator's Role:** Circulate. Remind them of the key questions: *"Is it safe enough to try?" "Is your objection paramount (causes harm)?"*
3. **Round 2 - Decider Protocol (15 mins):**
    - **Same groups.** Now, take the evolved proposal and use the **Decider & Resolution** protocol to get a final, committed vote.
    - **Instructions:** They must follow the steps verbatim: proposal, 1-2-3, simultaneous thumb vote, "absolute no" check, and Resolution if needed ("What will it take to get you in?").
4. **Debrief (5 mins):** Quick whole-group share. *"How did the structure feel? What was the difference between 'discussion' and 'objection harvesting'?"*

Part B: Application Lab – Advice Process (35 mins)

1. **Scenario Setup:** Use a more personal, initiative-based scenario (e.g., *"A teacher wants to propose a new method for tracking student progress outside the standard system."*).
2. **"Consultancy" Triads (the Liberating Structure TROIKA) (25 mins):**
    - **Groups of 3.** Roles: Client (has the decision), Consultant A, Consultant B.
    - **Instructions:** Using the **Advice Process** model, the Client presents their proposed decision. Consultants act as "experts/affected parties," offering **advice, not mandates**. The Client practices listening, questioning, and then **makes their own final decision**, explaining their reasoning based on the advice.
3. **Harvest & Share (10 mins):** *"For the Clients, how did it feel to own the decision? For Consultants, how was giving 'advice' different from 'giving instructions'?"*

Segment 4: CONCLUSIONS (30 mins)

Goal: Consolidate learning and plan for application.

1. **Liberating Structure: "15% Solutions" (15 mins):**

- **Prompt:** "What is your 15%? What is one small decision-making practice or experiment you have full authority to implement in the next week to improve your team's clarity or speed?"
- **Instructions:** Individuals reflect, write it down, then share with a partner to make it concrete. This bridges learning to action.

2. **Q&A from the Parking Lot & Resource Handover (10 mins):**
    - Address the clustered questions from earlier. Distribute the **"Super Practical Guide for Decision-Making,"** a one-page cheat sheet summarizing the Consent steps, Decider protocol, Advice Process principles, and the Power Distribution chart.
3. **Closing Circle & Appreciation (5 mins):**
    - One-word checkout on how they feel about approaching their next big decision.

👥 Facilitator's Checklist: Do's & Don'ts

Do's	**Don'ts**
Model Host Leadership: Frame yourself as the host of the space, not the instructor. Your role is to create the conditions for their learning.	Don't lecture for more than 10 minutes at a time. This violates the 4C principle and loses engagement.
Use Solution-Focused Language: Ask "What's working?" and "What would a good decision process look like?" instead of diagnosing problems.	Don't get bogged down in theoretical debates. Gently steer conversation to "How would this apply in your context?"
Be a Strict Timekeeper for Liberating Structures: The power is in the timebox. Use a loud timer.	Don't let role-plays drift into general discussion. Insist they use the provided scripts and steps exactly.
Capture Their Words: Use their language from "Impromptu Networking" and "15% Solutions" on flipcharts. It's their content.	Don't answer every question directly. Redirect to the group: "That's a great question for the table. What are your thoughts?"
Emphasize Pragmatism: Constantly link tools to their real-world examples (resource allocation, programme changes, team issues).	Don't present one method as "the best." Emphasize contextual choice: "For this, which tool fits?"

📘 Appendix: Decision Protocols for Facilitators

This appendix provides the essential "scripts" for the core protocols used in the training. Distribute this as part of your "Super Practical Guide."

1. Consent Decision-Making (S3 Pattern - Simplified for Training)

Purpose: For a group to adopt a proposal that is "good enough for now and safe enough to try." **Core Mindset:** Seek objections to improve the proposal, not full consensus. **Key Distinction:** An **objection** reveals how the proposal could cause harm or miss a critical improvement. A **concern** is a personal worry without a reasoned argument. Only objections block agreement.

Step	Facilitator Script & Key Actions	Participant Focus
1. Present	"**Proposer, please present your written proposal clearly.**"	Proposer: Share the *what, who, by when*. Others: Listen for understanding.
2. Clarify	"**We now have a round for clarifying questions only. Questions to understand 'what it is,' not 'why' or 'what about.'**" (Go round-robin).	Ask: "What do you mean by X?" "Who exactly is responsible?" Avoid "Why did you...?"
3. Reaction	"**Let's do a quick reaction round. Each person shares a brief first impression, feeling, or thought.**" (Go round-robin).	Share: "I like the simplicity." "I'm worried about the time." No discussion yet.
4. Amend & Test	"**Proposer, you may now briefly amend your proposal based on what you heard.**" Then: "**Now, we test for objections. Silently, ask yourself: 'Is this safe enough to try? Does it cause harm?'**"	Proposer: Can tweak wording. All: Silent reflection. Objection = risk of harm.

Step	Facilitator Script & Key Actions	Participant Focus
5. Objection Round	"**Does anyone have a paramount objection?**" If yes: "**Please state the specific harm or key improvement you see.**" Help objector & proposer integrate the fix.	Objector: State the *risk*, not just dislike. Group: Listen. Proposal is amended until no objections.
6. Celebrate	"**No objections! We have an agreement. It's safe to try until our next review.**" (Clap, celebrate).	Accept the "good enough" proposal.

2. The Decider Protocol (From Core Protocols)

Purpose: To make a fast, clear, and committed team decision with forward momentum. **Core Mindset:** Forward action is precious. "No" votes carry a responsibility to improve the proposal. **Key Rule:** Votes are simultaneous and binary (Thumbs Up = Yes, Thumbs Down = No, Flat Hand = "I'll support it but am not enthusiastic").

Step	Proposer's Script & Key Actions	Voter's Commitment
1. Propose	"**I propose [concise, actionable item].**" (e.g., "We allocate 2 hours this Friday to plan the event.")	Give full attention.
2. Vote	"**1...2...3... Vote.**" (Count clearly, then all vote simultaneously).	Vote your true position. Do not look at others.
3. Absolute No	"**Is anyone an absolute no?**" (This is a veto—use rarely). If someone is, proposal is	Only declare if you cannot live with it under any circumstance and have a better alternative.

Step	Proposer's Script & Key Actions	Voter's Commitment
	withdrawn. Ask them for a better idea.	
4. Resolve	If there are "No" votes but no "Absolute No": Ask each dissenter: "**What will it take to get you in?**" They must answer in **one short sentence**.	Dissenter: State a precise modification (e.g., "If we start at 10 AM, not 9 AM."). Not a reason.
5. Close	Either: a) Adopt the change and do a quick visual "Yes" check, or b) Withdraw and re-propose. Then declare: "**Proposal carried. We are committed.**"	The team is now committed to the result, even if you voted no initially.

3. The Advice Process (Key Principles)

Purpose: To empower any individual to make a decision by leveraging collective wisdom. **Core Mindset:** The decision-maker owns the decision and its consequences. Advice is a gift, not a command. **Key Principle:** It is **not consensus**. The decision-maker **must consult** affected and expert parties, **must consider** the advice seriously, but **has the final say**.

Role	Key Responsibilities	Script Examples
Decision-Maker	1. Identify the issue. 2. Form a proposal. 3. **Identify & consult** affected/expert people. 4. Listen actively, ask questions. 5. **Make the final call.**	*"I'm thinking of [X]. As you'll be affected, what's your advice?"* *"Thank you. I've considered all advice and decided to [Y] because [Z]."*

Role	Key Responsibilities	Script Examples
	6. Communicate the decision and reasoning to advisors.	
Advisor	1. Share your perspective and expertise freely. 2. Focus on the **organizational goal**, not your preference. 3. Offer advice, **not mandates or ultimatums**.	*"From a financial perspective, my advice is to consider..."* *"One risk I see is A, so you might want to B."*

4. Facilitator's Quick Guide: Choosing a Protocol

Use this matrix to guide participants during practice and in their real work:

When to Use...	Best For...	Ask the team...
Consent	Group agreements on rules, roles, strategies, or policies. When you need a "safe-to-try" solution and want to surface critical risks.	*"Do we need a durable team agreement? Let's use Consent."*
Decider	Getting a clear, fast group commitment on an action item. Moving forward when opinions are split but time is short.	*"We need to decide now and move. Let's use Decider."*
Advice Process	Empowering an individual or sub-team to solve a problem. Operational decisions where one person is closest to the issue.	*"Who is closest to this? Please use the Advice Process and decide."*

AI as a Partner - Unlocking Dialogue with AI Bots - Fast Track

A 3-Hour Hands-On Workshop on Dialogue Engineering with GenAI

🎯 CONTEXT & RATIONALE

Attendee Profile:
Managers, teachers, and teacher trainers from **Tea Leaf Trust**, an NGO dedicated to transforming education in underserved communities in India and Myanmar.

Attendee Needs & Situations:

- **Managers:** Need to lead teams with limited resources, communicate change compassionately, mediate conflicts, and design engaging professional development.
- **Teachers:** Need to create low-resource, engaging lesson plans, manage mixed-ability classrooms, communicate with parents, and integrate critical thinking/SDGs into curriculum.
- **Teacher Trainers:** Need to design participatory workshops, coach resistant teachers, foster peer learning, and measure training impact.

Why This Training is Valuable Now:

- Tea Leaf Trust operates in resource-constrained environments where time, tools, and support are limited.
- GenAI can act as a **24/7 thinking partner**, helping them ideate, structure, and refine their work—without replacing their expertise.
- **Dialogue engineering** turns AI from a "search engine" into a **coaching, collaborating, and ideation partner**—exactly what they need to amplify their impact.

🧩 WORKSHOP STRUCTURE: The 4Cs (Sharon Bowman)

Phase	Time	Goal
C1: Connection	20 min	Build safety, relevance, and shared purpose
C2: Concepts	10-15 min each	Introduce 1–2 core frameworks per segment

Phase	Time	Goal
C3: Concrete Practice	30-40 min each	Hands-on, paired/trio activities with AI
C4: Conclusion	30 min	Synthesize learning, create personal roadmap

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⏰ DETAILED 3-HOUR AGENDA

0:00 – 0:20 | C1: CONNECTION

Welcome & Poll (5 min)
Facilitator:

> "On a scale of 1–5, how do you currently use AI?
> 1 = I've never used ChatGPT/Claude.
> 3 = I use it sometimes for emails or ideas.
> 5 = I use it as a daily thinking partner."

Show of hands – acknowledge all levels.

Pair-Share Activity (10 min)

> "Turn to someone you don't know well. Share:
> **What's one real work challenge where you wish you had a thinking partner available 24/7?**
> You have 2 minutes each."

Group Share-Out (5 min)
Invite 3–4 volunteers to share challenges with the whole group.

0:20 – 1:05 | ROUND 1: THE 5-PART PROMPT

Concept (10 min)
Facilitator introduces the **CONTEXT–ROLE–TASK–FORMAT–EXAMPLE** framework using a Tea Leaf example:

> *"Weak prompt: 'Help me with a lesson.'*
> *Strong prompt:*
> ***CONTEXT:** I'm a science teacher in a rural school with no lab equipment.*

ROLE: *You are a creative low-resource science educator.*
TASK: *Design a 45-minute lesson on chemical reactions using household items.*
FORMAT: *Step-by-step plan with timing and materials list.*
EXAMPLE: *Activity 1: 'Vinegar & Baking Soda Volcano' – 10 minutes."*

Concrete Practice (30 min)

- **Activity:** In trios, pick a scenario card (Manager/Teacher/Trainer).
- **Task:** Build a 5-part prompt together. Write it on flipchart paper.
- **Test:** Open ChatGPT/Claude and paste your prompt. See what you get.
- **Rotate:** Move to another group's prompt and improve it.

Share-Out (5 min)

"Which part of the prompt made the biggest difference in the AI's response?"

1:05 – 1:55 | ROUND 2: THE CONVERSATION CASTLE

Concept (10 min)
Facilitator introduces the **5-Level Conversation Castle**:

1. **Ground Floor:** Context & Welcome
2. **Level 1:** Clear Formulation
3. **Level 2:** Idea Exploration
4. **Level 3:** Deepening & Analysis
5. **Level 4:** Action & Commitment

Live Demo: Show a quick AI conversation using a Tea Leaf case (e.g., "Designing a community SDG project").

Concrete Practice (35 min)

- **Activity:** Use the "Conversation Castle Worksheet."
- **Task:** In pairs, pick a real challenge from your work.
- **Step-by-Step:**
    1. Open ChatGPT/Claude.
    2. Follow the worksheet prompts for each level.
    3. Conduct a live 25-minute AI coaching conversation.
    4. Debrief with your partner: "What worked? What would you do differently?"

Share-Out (5 min)

"Which level of the Castle felt most useful? Why?"

1:55 – 2:40 | ROUND 3: INVOKING COACHING MODELS

Concept (10 min)
Facilitator introduces **coaching models** you can "invoke" in AI:

- **GROW Model** (Goal, Reality, Options, Will)
- **Solution-Focused Coaching** ("What's already working?")
- **6 Thinking Hats** (analyze from 6 angles)
- **Appreciative Inquiry** (dream and design the future)

Example prompt:
"Use the GROW model to coach me through planning a team meeting."

Concrete Practice (30 min)

- **Activity:** Coaching Stations.
- **Setup:** 4 tables, each with a different coaching model card.
- **Task:**
    1. Go to a table.
    2. As a trio, craft a prompt that invokes that model for a Tea Leaf scenario.
    3. Test it with AI. Refine.
    4. Rotate to another table after 10 minutes.

Share-Out (5 min)

"Which coaching model felt most natural for your role?"

2:40 – 3:00 | C4: CONCLUSION

Synthesis Circle (5 min)

"Stand in a circle. In **one word**, what's the one thing you're taking away?"

My AI Roadmap (10 min)

- Distribute the "My AI Roadmap" worksheet.
- Fill out:
    - My current AI level (1–7)
    - My goal in 3 months
    - First 3 weeks of practice
    - Who I'll check in with

Pair Commitments (5 min)

- Share your roadmap with a partner.
- Commit to a 2-week check-in (exchange contacts).

Closing Message (5 min)

> “Remember: You are not training the AI. You are training your ability to **dialogue with intelligence**. You are the musician; AI is the instrument. Go forth and converse.”

Workshop End.

PART 3: FACILITATOR CHECKLIST

DO’S:

- Start with a **poll** to gauge levels.
- Use **Tea Leaf-specific examples** throughout.
- Keep concepts **short** (max 15 min).
- **Circulate** during practice times—listen, encourage, troubleshoot.
- Model **Host Leadership**: be a guide, not a lecturer.
- Use **Solution-Focus language**: “What’s already working?”
- Have a **backup plan** for tech issues (e.g., screenshots, alternative activity).

DON’TS:

- Don’t lecture for more than 15 minutes.
- Don’t use jargon without clear examples.
- Don’t skip practice time—this is where learning happens.
- Don’t pretend AI is perfect—use “weird” answers as teaching moments.
- Don’t forget to link everything back to **real Tea Leaf challenges**.

PART 4: MATERIALS NEEDED

- Printed worksheets for 40 people
- Scenario cards (12–15 total, laminated if possible)
- Quick reference cards (5-part prompt + Conversation Castle)
- Flipchart paper & markers
- Projector + laptop
- Stable Wi-Fi
- Timer (visible to all)

PART 5: OPTIONAL EXTENSION MODULES

If you have more time, add:

Module A: Warm-Up Protocols (60 min)

- Teach “Dummy Questions” to clarify thinking before AI.
- Practice “Warming Up the Model” for complex topics.

Module B: SDG Project Co-Design (90 min)

- Use AI to brainstorm SDG-linked community projects.
- Apply Conversation Castle to project planning.

Module C: Building AI Routines (60 min)

- Create personal prompt libraries.
- Integrate AI into weekly planning and reporting.

✅ FACILITATOR DO’S & DON’TS

DO’S:

- **DO** model Host Leadership: welcome, circulate, listen, connect.
- **DO** keep concepts short (max 15 min).
- **DO** use **Solution-Focus language**: “What’s already working?” “What’s the smallest step?”
- **DO** encourage live AI testing—even if answers aren’t perfect.
- **DO** differentiate: have “challenge extensions” ready for advanced users.
- **DO** link every activity back to Tea Leaf realities.

DON’TS:

- **DON’T** lecture for more than 15 minutes.
- **DON’T** use jargon without clear examples.
- **DON’T** skip practice time—this is the core of learning.
- **DON’T** pretend AI is perfect. Embrace “weird” answers as teachable moments.
- **DON’T** forget to reinforce: “You are the thinker; AI is the partner.”

🧰 MATERIALS NEEDED

- Printed worksheets (Prompt Canvas, Conversation Castle, AI Roadmap)
- Scenario cards (Manager/Teacher/Trainer challenges)
- Projector + laptop for demos
- Stable Wi-Fi
- Timers visible to all
- Flipchart & markers

🔁 OPTIONAL ADDITIONAL MODULES

If you have more time, consider these extensions:

Module 2: Advanced Dialogue Engineering (2 hours)

- Warm-Up Protocols for Complex Topics
- Meta-Coaching: AI as a Coach Selector
- Designing AI-Enhanced SDG Projects

Module 3: Implementing AI Routines (90 min)

- Creating Personal Prompt Libraries
- Building AI into Weekly Planning
- Measuring Impact & Iterating

🎤 FACILITATOR SCRIPT SNAPSHOTS

Opening:

> "Good morning. Today is not about learning AI. It's about learning to *think with AI*. You already have the expertise—today we add a partner to your thinking toolkit."

Transition to Practice:

> "Enough theory. Let's get your hands dirty. You have 20 minutes in trios—go!"

Closing:

> "Remember: AI is not here to think for you. It's here to help you think better. You are training your ability to dialogue with intelligence—whether human or artificial."

📌 IMMEDIATE TAKEAWAYS FOR ATTENDEES

- A personal **AI Roadmap** for the next 90 days.
- A reusable **Prompt Canvas** for clear AI conversations.
- Experience with **Conversation Castle** for structured coaching.
- Confidence to **invoke coaching models** (GROW, Solution Focus, etc.).
- A mindset shift: **from AI user to AI partner**.

Narrative Practices for Dialogic Teaching

Topic: Integrating Narrative Practices into Your Teaching & Leadership
Duration: 3 Hours
Attendees: Up to 40 teachers, teacher trainers, and managers
Format: Hands-on, self-reflective, dialogic
Core Focus: Externalizing Problems, Re-Authoring, Unique Outcomes

PART 1: INTRODUCTION & WARM-UP (30 mins)

Activity: Story of a Teaching Moment

Objective: To create connection and introduce narrative thinking through personal reflection.

Instructions:

1. Participants pair up (2 mins to find a partner).
2. Prompt: *"Think of a recent teaching moment that stayed with you—positive or challenging. You'll have 3 minutes each to share the story with your partner."*
3. Listener's role: Just listen. No advice, no questions yet.
4. After both share, facilitator asks:
    - *"What did it feel like to tell your story?"*
    - *"What did it feel like to just listen?"*

Debrief (Whole Group, 10 mins):

- *"What did you notice about how stories help us make sense of our work?"*
- *"How might listening without fixing change our classrooms?"*

DO's:

- Use a timer to keep sharing equitable.
- Model attentive listening as facilitator.

DON'Ts:

- Don't allow cross-talk or advice during storytelling.
- Don't rush the reflection.

PART 2: EXTERNALIZING PROBLEMS (50 mins)

Concept Introduction (10 mins)

- Externalizing = separating the person from the problem.
- Instead of *"You are disruptive"* → *"It seems like 'Distraction' is visiting our class today."*

- Why it matters: Reduces shame, increases agency, makes problems solvable.

Activity: Naming the Problem as a Character (40 mins)

Objective: To practice externalizing a professional challenge.

Instructions:

1. **Individual Reflection (5 mins):**
    - Think of a recurring challenge in your teaching/leading role (e.g., student disengagement, team conflict, time pressure).
    - Give it a name as if it were a character. Examples: *"The Time Thief," "The Motivation Monster," "The Silence Wall."*
    - Draw or describe this character. What does it look like? How does it behave?
2. **Pair Share (15 mins):**
    - Share your character with a partner.
    - Partner asks **externalizing questions**:
        - *"When does [character name] show up in your day?"*
        - *"What tricks does it use to get stronger?"*
        - *"When is it weakest or absent?"*
        - *"How does it try to convince you it's in charge?"*
3. **Group Harvest (10 mins):**
    - Volunteers share their character and one insight.
    - Facilitator asks: *"What changes when you see the problem as separate from you or your students?"*

Pragmatic Questions for Externalizing (for teachers to use later):

- *"If 'Procrastination' were sitting next to you, what would it be saying right now?"*
- *"When did 'Confusion' first join our lesson today?"*
- *"How can we team up against 'The Overwhelm Giant' this week?"*

DO's:

- Encourage playful naming—this reduces tension.
- Use visual metaphors (drawing) to make it tangible.

DON'Ts:

- Don't analyze why the problem exists—just describe its "behavior."
- Don't let it become a complaining session.

PART 3: RE-AUTHORING (50 mins)

Concept Introduction (10 mins)

- Re-authoring = rewriting our stories to highlight agency, choice, and preferred identities.
- We are not just the problem—we are also the hero who resists it.
- Link to 21st century skills: resilience, leadership, innovative problem-solving.

Activity: Rewriting Your Professional Story (40 mins)

Objective: To practice reshaping a challenging narrative into a story of strength.

Instructions:

1. **Recall a Challenge (5 mins):**
    - Revisit the challenge from Part 2.
    - Now, think of a time when you **resisted** that problem, even a little.
    - Example: If your problem is "The Silence Wall," recall a moment when one student spoke up.
2. **Re-Authoring Interview in Trios (25 mins):**
    - Roles: Speaker, Interviewer, Notetaker.
    - Interviewer asks **re-authoring questions**:
        - *"What did you do in that moment that was different?"*
        - *"What does that say about what you value as a teacher/leader?"*
        - *"Who else noticed this? What might they have seen?"*
        - *"If this small act of resistance grew, what might become possible?"*
    - Rotate roles so everyone experiences each role.
3. **Group Reflection (10 mins):**
    - *"How did it feel to focus on resistance rather than the problem?"*
    - *"What new words or identities emerged? (e.g., 'bridge-builder,' 'quiet encourager')"*

Pragmatic Re-Authoring Questions for Classroom Use:

- *"Tell me about a time you almost gave up but didn't. What kept you going?"*
- *"What does that choice tell me about the kind of learner you are becoming?"*
- *"If your future self looked back at this moment, what would they be proud of?"*

DO's:

- Focus on small, specific moments of resistance.
- Highlight values and identity ("So you're someone who…").

DON'Ts:

- Don’t rush to “solutions.”
- Don’t dismiss small acts as insignificant.

PART 4: UNIQUE OUTCOMES (40 mins)

Concept Introduction (5 mins)

- Unique outcomes = exceptions to the problem, moments when things went differently.
- They are clues to strengths, resources, and possible futures.
- Connects to 21st century skills: creativity, peer teaching, adaptability.

Activity: Strength Spotting in Practice (35 mins)

Objective: To identify and amplify unique outcomes in our professional lives.

Instructions:

1. **Solo Reflection (5 mins):**
    - Think of a recent class or meeting that went better than expected.
    - Jot down: What was different? Who did what? How did it feel?
2. **Strength Interview in Pairs (20 mins):**
    - Partner A shares their “better-than-expected” moment.
    - Partner B listens and asks **unique outcome questions**:
        - *“How did you make that happen, even a little?”*
        - *“What personal resource did you draw on?”*
        - *“What was the first tiny sign that things were going differently?”*
        - *“If this happened more often, what would change?”*
    - Swap roles.
3. **Group Takeaway (10 mins):**
    - Each pair shares one discovered strength or resource.
    - Facilitator asks: *“How can we notice these unique outcomes more often in our work?”*

Pragmatic Unique Outcome Questions for Teachers:

- *“When was the last time this group worked well together? What was happening?”*
- *“What’s one thing you already know how to do that could help here?”*
- *“Who in this room has a skill we haven’t used yet?”*

DO’s:

- Treat unique outcomes as “data” for what works.
- Encourage specificity: who, what, when, how.

DON’Ts:

- Don’t let participants minimize or dismiss successes.
- Don’t move too quickly to “how to replicate”—first, savor the discovery.

PART 5: INTEGRATION & ACTION PLANNING (30 mins)

Activity: My Narrative Practice Experiment (25 mins)

Objective: To create a personal, actionable plan for using one narrative practice.

Instructions:

1. **Individual Planning (10 mins):**
    - Choose **one** of the three practices to try in the next week:
        - **Externalizing:** Name a problem as a character with your students.
        - **Re-Authoring:** Ask a re-authoring question in a difficult moment.
        - **Unique Outcomes:** Notice and name one unique outcome per day.
    - Write down:
        - *When will I try this?*
        - *With whom?*
        - *What’s the first tiny step?*
        - *How will I know it worked?*
2. **Pair Commitment (10 mins):**
    - Share your plan with a partner.
    - Partner asks: *“What support do you need?”* and *“How can I follow up with you?”*
3. **Closing Circle (5 mins):**
    - Each person shares one word that captures their takeaway.
    - Facilitator thanks the group and reinforces: *“You are the authors of your teaching stories.”*

Facilitator’s Checklist:

- **Room Setup:** Chairs in circle or small groups for dialogue.
- **Materials:** Flipchart, markers, notecards, timers.
- **Pacing:** Keep it moving but allow silence for reflection.
- **Tone:** Curious, playful, respectful.
- **Adaptation for Tea Leaf Context:** Use local metaphors (e.g., “The Rainy Day Mood,” “The Afternoon Lag”) to make practices relatable.

Key Takeaways for Attendees:

- You already use stories—now use them with purpose.
- Problems can be talked about without blame.
- You and your students have hidden strengths—narrative practices help find them.
- Small questions can lead to big shifts in identity and agency.

Narrative Practices Toolkit: 30 Practical Questions for Dialogic Teaching

Here are **10 pragmatic, ready-to-use questions** for each of the three core narrative practices, designed for teachers, trainers, and managers to use in real-time in their work.

I. 10 QUESTIONS FOR EXTERNALIZING PROBLEMS

Separating the person from the problem

1. **If this problem had a name, what would you call it?**
   Example: "If 'Forgetfulness' were a visitor in our classroom, when does it arrive?"
2. **When does [Problem Name] show up most strongly? When does it stay away?**
3. **What tricks does [Problem Name] use to convince you it's in charge?**
4. **If [Problem Name] could speak, what would it say to you right now?**
5. **Who or what helps you stand up to [Problem Name] when it gets too loud?**
6. **When was the last time you told [Problem Name] 'not today'? What happened?**
7. **If [Problem Name] were a character in a story, what would its costume look like?**
8. **What does [Problem Name] try to make you believe about yourself/your students?**
9. **On a scale of 1–10, how loud is [Problem Name] today? What makes it a [number] and not higher?**
10. **If you could shrink [Problem Name] down to size, what would you do with it?**

II. 10 QUESTIONS FOR RE-AUTHORING

Rewriting stories of challenge into stories of strength and agency

1. **Tell me about a time you resisted this problem, even a little. What did you do differently?**
2. **What does that act of resistance tell me about what you value as a teacher/leader?**
3. **If your future self looked back on this moment, what would they say you were learning here?**

4. **What would someone who knows you well say is your secret weapon in tough times?**
5. **What new name could you give yourself based on how you handled that situation?**
   Example: "Does that make you a 'Peacemaker'? A 'Calm Captain'?"
6. **If this moment were a chapter in your teaching story, what would the chapter title be?**
7. **Who has inspired the way you're responding to this challenge?**
8. **What old story are you leaving behind? What new story are you stepping into?**
9. **How is this challenge shaping the kind of educator/leader you want to become?**
10. **If you wrote a letter of advice to another teacher facing this, what would you say?**

III. 10 QUESTIONS FOR FINDING UNIQUE OUTCOMES

Spotting exceptions, strengths, and hidden resources

1. **When was the last time this problem was less noticeable? What was different?**
2. **What's one small thing that went better than expected recently? How did you contribute to that?**
3. **What's already working here, even just a little?**
4. **Who in this group/class has a strength we haven't fully used yet?**
5. **What personal resource did you draw on in that moment of success?**
6. **If I had been watching you during that good moment, what would I have seen?**
7. **What did you learn about yourself/your students from that experience?**
8. **How can we create more moments like that?**
9. **Who else noticed things were going well? What did they see?**
10. **If we did more of what worked then, what might become possible?**

HOW TO USE THIS TOOLKIT:

For Teachers:

- Choose **1–2 questions per week** to practice.

- Use them in **one-on-one conversations** with students.
- Start **class discussions** with an externalizing question.

For Teacher Trainers:

- Model these questions in **coaching sessions**.
- Use them in **peer observation debriefs**.
- Create **reflection prompts** for professional learning communities.

For Managers:

- Begin meetings with a **unique outcome question**.
- Use re-authoring questions in **feedback conversations**.
- Externalize team challenges during **problem-solving sessions**.

PRACTICAL EXERCISE: QUESTION TRIOS (15 mins)

1. **In pairs**, pick **one question** from each list (Externalizing, Re-authoring, Unique Outcomes).
2. **Role-play**: Partner A shares a mild professional challenge. Partner B uses the three chosen questions in sequence.
3. **Debrief**: What shifted in the conversation? How did the questions open new possibilities?

REMINDERS:

- **Listen curiously**, don't interrogate.
- **Allow silence** after a question—let the story unfold.
- **Follow the energy**—if a question opens a door, go deeper.
- **You don't need to fix**—the questions themselves are tools for change.

TEAL LEAF CONTEXT ADAPTATION:

Example localization:

- Instead of "Procrastination," try **"The Afternoon Sleepiness Monster."**
- Instead of "Conflict," try **"The Misunderstanding Cloud."**
- Use local metaphors: gardens, monsoons, tea picking, community gatherings.

Next Step:
Encourage teachers to **write their own 3 questions**—one for each practice—tailored to their classroom reality. Share and refine them in the next community of practice meeting.

Appreciative Inquiry for 21st Century Skills

Introduction

WHY? We are here for a reason that transcends simple training. Our deepest purpose is to **unlock the inherent potential** within every student, teacher, and community leader. In a world that often focuses on gaps and problems, we choose to ask a different question: What if the most powerful resource for change is already here? What if, by shifting our focus to what gives life, energy, and success, we can **build futures of dignity, agency, and unshakable hope**? This is our shared belief.

HOW? We do this not by diagnosing deficits but by mastering a **generative, strength-based approach**. This is Appreciative Inquiry. It is the practical framework that brings our "why" to life. It is the disciplined method for discovering and amplifying the brilliant successes that already exist, so we can create more of them.

WHAT? Today, you will learn and practice this method. This is the tangible outcome: a new **skill, a new lens, and a new set of tools** to systematically foster the 21st-century skills—like critical thinking, collaboration, and resilience—that your students and communities need to thrive.

Understanding the Attendees & Their Potential

The attendees at Tea Leaf Trust are practitioners working in a challenging, resource-constrained environment with a profound mission:

- Who They Are: A mix of managers, teachers, and teacher trainers from the Sri Lankan tea estates. Many are local graduates of Tea Leaf's own programs (like the inspiring Rajkumar and Nidarshana from the website), deeply embedded in and committed to their community.
- Their Existing Foundation: They are not beginners. Your previous visits have equipped them with a powerful "dialogic toolkit" (Host Leadership, Solution-Focused Coaching, Liberating Structures). This means they already value participatory, generative spaces over top-down instruction.
- Their Daily Challenges & Opportunities for AI:
    1. For Teachers/Teacher Trainers: Motivating students facing generational poverty, designing lessons that build critical thinking and peer teaching, and fostering resilience in the classroom.
    2. For Managers & Program Leaders: Boosting team collaboration and innovation amid limited resources, planning community programs, and mentoring young alumni to become leaders.
- Why AI is a Perfect Fit: Appreciative Inquiry (AI) is the natural evolution of their dialogic skills. It provides a structured, positive framework to:
    1. Amplify what's already working in their classrooms and programs (building on Solution-Focus).
    2. Co-create future plans with students and communities (using Host Leadership skills).
    3. Systematically build the 21st-century skills they wish to foster, starting from a foundation of strengths rather than deficits.

Detailed 3-Hour Workshop Agenda

C1: CONNECTIONS – Activating Our "Positive Core" (15 mins)

- **Activity:** "Story of Success" using **1-2-4-All** (Liberating Structure).
- **Prompt:** *"Think of one specific, recent moment where you saw a student or a colleague truly engaged, collaborative, and at their best. What was happening? What did you value about that moment?"*
- **Process:**
    1. **1 min:** Individual reflection.
    2. **2 mins:** Share in pairs.
    3. **4 mins:** Discuss in foursomes to find a common, energizing theme.
    4. **5 mins:** Groups share their one-word theme with the whole room.
- **Facilitator Note:** Use **Solution-Focused** language to affirm all contributions. Write the themes visibly to create a collective "positive core" map.

C2: CONCEPTS – Understanding the AI Framework (30 mins)

- **Activity: Expert Input + "Teach Back"** (Reverse Pedagogy).
- **Content Delivery (10 mins):**
    1. The **"Flip"**: Contrasting problem-solving (What's broken?) with AI (What gives life?).
    2. The **5 Core Principles** (Constructionist, Poetic, Simultaneity, Anticipatory, Positive).
    3. The **5-D Cycle** (Define, Discover, Dream, Design, Destiny) as the practical roadmap.

Core Philosophy

AI flips the traditional "deficit-based" or problem-solving model. Instead of asking, "What's wrong, and how do we fix it?" AI asks:
"What's working well, and how can we have more of it?"

The underlying belief is that organizations move in the direction of what they persistently ask questions about. Focusing on problems leads to more analysis of problems; focusing on strengths and successes amplifies positive potential.

The 5-D Cycle (The Core Process)

AI is typically practiced through a cyclical process with five stages, often depicted as:

1. Define: Choose the affirmative topic. Decide what you want to learn more about and increase (e.g., "Exceptional Customer Service," "Innovative Collaboration," "Peak Team Performance"). The topic is framed positively.

2. Discover: "Appreciating the best of what is." People interview each other to uncover and share stories of peak experiences, high points, and strengths related to the chosen topic. This builds a collective understanding of the organization's positive core.
3. Dream: "Imagining what could be." Based on the Discover phase, the group envisions a preferred future. What might the organization look like if those peak moments became the norm? This is creative and aspirational.
4. Design: "Determining what should be." Co-constructing the ideal organization. Participants move from vision to concrete propositions and provocative statements about how systems, structures, and processes should work to support the dream.
5. Destiny (or Deliver): "Creating what will be." This is the action and implementation phase. It focuses on empowering, learning, and improvisation. People form teams, launch initiatives, and build momentum to bring the design to life. It's less about rigid plans and more about organic innovation.

The 5 Core Principles

The work of David Cooperrider and others established foundational principles:

- The Constructionist Principle: Reality is socially constructed through language and conversation. The way we talk about our organization creates our reality.
- The Simultaneity Principle: Inquiry and change are simultaneous. The moment we ask a question, we begin to create change.
- The Poetic Principle: An organization's story is continuously being co-authored. We can choose to focus on chapters of success, resilience, and innovation.
- The Anticipatory Principle: Our image of the future guides our current behavior. A positive, compelling image of the future inspires and directs action.
- The Positive Principle: Sustained change requires positive affect and social bonding (like hope, inspiration, and camaraderie). Momentum needs large amounts of "positive emotional energy."

- Activity : Initiate Teach Back (20 mins):
    1. Ask participants to pair up.
    2. Their task: "Explain the 5-D Cycle to your partner as if you are planning a new lesson or a small community project. Use an example."
    3. This immediately applies peer teaching, critical thinking, and public speaking.

C3: CONCRETE PRACTICE – The Mini AI Summit (90 mins)

Affirmative Topic: *"Co-creating Learning and Work Environments of Exceptional Engagement and Peer Leadership."*

- **Phase 1: DISCOVER – "Appreciative Interviews" (30 mins)**
    - In pairs, conduct structured interviews using this guide:
        1. **High-Point Story:** Describe a time you felt most alive and engaged here. What made it exceptional?

2. **Valuing Self:** What strengths did you bring to that moment?
3. **Core Conditions:** What structures, relationships, or values made this success possible?
4. **Three Wishes:** For our future, what are your three bold, positive wishes?

- **Phase 2: DREAM – "What if...?" (25 mins)**
  - Two pairs form a table of 4.
  - **Task:** *"Imagine it's 2026. Your three wishes are reality. What do you see, hear, and feel? Create a collective sketch or model of this ideal."*
  - Encourage bold, creative expression to build **creativity** and **collaboration**.
- **Phase 3: DESIGN – "Provocative Propositions" (30 mins)**
  - **Task:** Translate the dream into "Provocative Propositions"—bold, present-tense statements declaring the ideal as if it's already true.
  - **Example:** *"In our centre, students are the primary teachers, fostering a contagious culture of curiosity."*
  - Each table creates a poster with their proposition and posts it on the wall.

C4: CONCLUSIONS – From Ideas to Immediate Action (15 mins)

- **Activity 1: Gallery Walk & "15% Solutions" (10 mins)**
  - Participants view all posters.
  - **Key Question (15% Solutions):** *"What is one small, practical step—your 15%—that you can take within the next week to move one of these positive ideas forward?"*
  - Individuals write their step on a commitment card.
- **Activity 2: Closing Reflection (5 mins)**
  - **Final Circle:** Each participant shares one word on how they are leaving the space.
  - **Facilitator's Closing:** Connect their words back to the "WHY," affirming their role as Host Leaders of positive change.

Pragmatic Examples for Attendees

- **For Teachers/Teacher Trainers**: The "Dream" could be a classroom where shy students lead discussions. The "15% solution" could be to structure one lesson next week using "Think-Pair-Share" (a Liberating Structure) to encourage peer teaching.
- **For Managers/Program Leaders**: The "Dream" could be a project team that self-organizes to solve community problems. The "15% solution" could be to start the next team meeting by asking an Appreciative Inquiry question instead of reviewing problems.

Detailed Instructions for Facilitators

Your Posture (Host Leadership): You are the host, creating the "generative space." Your primary tool is Solution-Focused language ("What's already working?" "What would the first small sign of progress be?").

- Setting Up the Practice (C3):

- Appreciative Interview Script: Provide a printed guide with the 4 classic AI questions (e.g., "Describe a high-point experience...", "What core factors made it possible?").
- Design Studio Setup: Each table needs large paper, markers, and sticky notes. Frame the DREAM as "Sketch your idea as if it's already wildly successful." Frame the DESIGN as "What are 3-4 bold, affirmative statements (Provocative Propositions) that describe the principles of your design? (e.g., 'In our class, students naturally form teaching pairs...')".
- Managing Time & Energy: Use clear timeboxes and auditory signals. During group work, circulate and appreciatively notice emerging ideas ("I see a group really focusing on peer leadership!").

Compelling Slide Deck Outline (Proposal)

1. **SLIDE 1: Title:** Appreciative Inquiry for 21st Century Skills | Tea Leaf Trust
2. **SLIDE 2: Our Golden Circle:**
    - **WHY:** Unlock inherent potential. Build futures of dignity and hope.
    - **HOW:** The generative, strength-based approach of Appreciative Inquiry.
    - **WHAT:** Today's outcome: A new skill, a new lens, new tools.
3. **SLIDE 3: Today's 4C Journey:** Visual map of Connect, Concepts, Concrete Practice, Conclusions.
4. **SLIDE 4: C1 - Connection Prompt:** (Displays the "Story of Success" question).
5. **SLIDE 5: C2 - The Core Flip:** Visual contrast of Problem-Solving vs. Appreciative Inquiry.
6. **SLIDE 6: C2 - The 5-D Cycle:** Clean graphic of Define, Discover, Dream, Design, Destiny.
7. **SLIDE 7: C3 - Our Affirmative Topic:** *"Co-creating Environments of Exceptional Engagement & Peer Leadership."*
8. **SLIDE 8: C3 - DISCOVER Instructions:** The 4 Appreciative Interview questions.
9. **SLIDE 9: C3 - DREAM Instructions:** "Imagine the future. Sketch it!"
10. **SLIDE 10: C3 - DESIGN Instructions:** "Draft your Provocative Proposition" with example.
11. **SLIDE 11: C4 - COMMIT Instructions:** The "15% Solutions" question.
12. **SLIDE 12: Closing:** Commitment & one-word reflection.

💡 Suggested Next Modules

To deepen and expand this practice, follow-up 3-hour modules could be:

1. Module 2: AI for Strategic Planning - Applying the full 5-D cycle to plan a term or a community project.
2. Module 3: AI for Resilience & Leadership - Using AI conversations to build personal and student resilience narratives.
3. Module 4: Train-the-Trainer - Coaching attendees to facilitate AI sessions themselves, solidifying public speaking and leadership.

Agile Social Entrepreneurship 2026 - Fast Track Program

A 3-Hour Hands-On Workshop for Tea Leaf Trust Staff & Students

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I. Workshop Introduction – Start With Why (Inspired by Simon Sinek's Golden Circle)

Facilitator's Opening Script (10 mins):

"Welcome, everyone.
We're here today not just to learn *what* Agile Social Entrepreneurship is, or *how* to use its tools—but to reconnect with *why* you're here in the first place.

Why?
Because at Tea Leaf Trust, you're not just educators—you're **social architects**. You're here to build resilient, empowered communities in the tea plantations. Your work is about **ownership**, **dignity**, and **sustainable change**.

How?
By adopting an **agile entrepreneurial mindset**—one that listens, experiments, and co-creates *with* the community, not just *for* it.

What?
Today, you'll practice four powerful tools that will help you design, test, and launch **social ventures** that create real impact, faster and with more purpose."

II. Detailed Agenda (3 Hours)

Time	**Activity**	**Purpose**
0–10	Welcome + Start With Why	Align on social mission, inspire engagement
10–25	**Agile Social Entrepreneurship Intro**	Mindset shift: from aid to empowerment

Time	Activity	Purpose
25–50	**Personas Workshop**	Deep empathy: who are we serving?
50–75	**Value Proposition Canvas**	Design solutions that match community needs
75–100	**Lean Canvas for Social Ventures**	Build a sustainable 1-page social business model
100–120	**Mobius Loop + MVP (Product Box)**	Plan your first community experiment
120–165	**Team Presentations & Feedback**	Share, learn, iterate—community-style
165–180	**Closing & Commitment to Action**	Anchor learnings, define next steps

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III. What is Agile Social Entrepreneurship?

- **Traditional Social Work:** Often donor-driven, project-based, focused on deliverables.
- **Agile Social Entrepreneurship:** Community-driven, iterative, focused on **outcomes and empowerment**.
  It uses tools like **Personas**, **Value Proposition Canvas**, and **Lean Canvas** to ensure solutions are **desirable, viable, and impactful**.

Why this matters for Tea Leaf Trust:
You're already practicing this—every student you empower, every community project you co-create. Today's tools will help you **systematize that process** and launch ventures that are both **meaningful and sustainable**.

IV. Workshop Instructions for Facilitators

Preparation:

- Print templates for Personas, Value Proposition Canvas, Lean Canvas, Mobius Loop.
- Provide markers, sticky notes, blank paper, and cardboard boxes (for Product Box).
- Group attendees into teams of 4–5 (mix teachers, trainers, managers).

Workshop Flow:

1. Personas (25 mins)

- **Goal:** Create a vivid, empathetic profile of a community member you want to serve.
- **Activity:**
    - Ask: *"Who in your community is facing a challenge that a social venture could address?"*
    - Use the **Persona Template**: name, age, daily life, frustrations, dreams, community role.
    - Teams create 1 persona together.
- **Example for Social Context:**
  "Priya, 28, a mother and small-scale tea farmer. She struggles with seasonal income, lacks access to local markets for her produce, but dreams of starting a women's cooperative to sell organic tea locally."

2. Value Proposition Canvas (25 mins)

- **Goal:** Design a social solution that truly fits community needs.
- **Activity:**
    - Use the persona from Step 1.
    - Fill the **Value Proposition Canvas**:
        - **Customer Profile:** Pains (e.g., instability, low income), Gains (e.g., security, pride), Jobs to be Done
        - **Value Map:** How does your venture relieve pains and create gains?
    - Ask: *"How does your idea bring dignity, opportunity, or relief to Priya?"*

3. Lean Canvas for Social Ventures (25 mins)

- **Goal:** Build a 1-page sustainable social business model.
- **Activity:**
    - Use insights from the Value Proposition Canvas to fill the **Lean Canvas**, with a **social lens**:
        - **Problem:** Social/environmental challenge
        - **Solution:** Social venture idea
        - **Unique Value Proposition:** Social + economic benefit
        - **Key Metrics:** Social impact indicators (e.g., livelihoods created, tons of waste reduced)

        - **Revenue Streams:** Could be hybrid (sales, grants, partnerships)
    - Encourage: *"How does this venture sustain itself while creating impact?"*

4. Mobius Loop + MVP (Product Box) (20 mins)

- **Goal:** Plan your first community-based experiment.
- **Activity:**
    - Introduce the **Mobius Loop** (Explore → Create → Learn → Adapt).
    - Ask: *"What's the smallest, safest experiment you could run in the next 2 weeks to test your idea with the community?"*
    - **Product Box Exercise:**
        - Teams design a **Product Box** for their social MVP—name, slogan, key benefits, visual identity.
        - This makes the idea tangible and easy to communicate to partners, donors, or community members.

5. Team Presentations & Feedback (45 mins)

- Each team presents:
    1. Their Persona (storytelling style)
    2. Their Value Proposition & Lean Canvas
    3. Their Product Box (MVP)
- Peers give feedback using **"I like… I wonder…"** format, focusing on **social impact** and **feasibility**.

6. Closing & Commitments (15 mins)

- Each person shares:
    - **One social insight** they gained
    - **One small experiment** they'll launch in the next 7 days
- Facilitator reinforces: *"Social change starts with small, agile steps. Listen, build, learn, adapt."*

V. Slide Deck Outline

1. **Title Slide** – Agile Social Entrepreneurship 2026
2. **Why We're Here** – Tea Leaf Trust's social mission + Golden Circle
3. **Agile Social Entrepreneurship Defined** – Mindset shift: aid → empowerment
4. **Today's Social Journey** – Agenda visual
5. **Personas** – Template + Social Example (Priya)
6. **Value Proposition Canvas for Social Good** – Template + Filled Example
7. **Lean Canvas for Social Ventures** – Template + Filled Example
8. **Mobius Loop** – Visual + How to use it for community experiments
9. **MVP & Product Box** – Example: a pilot women's tea cooperative
10. **Presentation Time** – Instructions for teams
11. **Feedback Framework** – "I like… I wonder…"
12. **Closing & Commitments** – Social action plan template

13. **Thank You + Resources** – Links to guide, social canvas templates, AWNB.org

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VI. Additional Social Entrepreneurship Modules (Optional Extensions)

- **Module 2:** Measuring Social Impact (OKRs for social ventures)
- **Module 3:** Storytelling for Social Change (Crafting impact narratives)
- **Module 4:** Community Co-Creation & Tribal Strategy
- **Module 5:** Funding & Partnerships for Social Ventures

VII. Final Check Before Delivery:

- All examples and case studies will be **socially oriented** (e.g., cooperative models, eco-tourism, upcycling, education access).
- The language will be **inclusive, empowering, and community-focused**.
- The workshop is designed to be **highly participatory**, ensuring every voice is heard.

Let me know if you'd like:

- The slide deck fully written
- Printable templates tailored for social ventures
- A facilitator’s script with timed cues
- A follow-up “action check-in” session plan

I’m ready to help you deliver a transformative, hands-on social entrepreneurship workshop for Tea Leaf Trust in 2026.