

WORKSHOP 4

Skills for Community-Centered Libraries

COMMUNITY ENGAGEMENT



LESSON PLAN

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ABOUT THE *SKILLS FOR COMMUNITY-CENTERED LIBRARIES* CURRICULUM

The *Skills for Community-Centered Libraries* curriculum was made possible by the Institute of Museum and Library Services's "Laura Bush 21st Century Librarian Program" grant awarded to the Free Library of Philadelphia. Like many libraries across the nation, the Free Library of Philadelphia is undergoing a paradigm shift. Their extensive collections offer boundless discoveries, but increasingly their focus is not only on what is housed within their walls and on their servers, but also how they are engaging with their communities. The Free Library of Philadelphia consistently delivers millions of *transactions* each year—circulation counts, door counts, website use, and program attendance. However, increasingly, they seek to deliver *transformations* and to deepen the public impact of their mission. This requires staff to be more skilled in assessing community needs, developing strategic collaborations, and piloting and managing new kinds of programs. The Free Library of Philadelphia used the *Skills for Community-Centered Libraries* curriculum to train over 300 full-time library staff including regional coordinators, administrative librarians, library supervisors, librarians, library assistants, and municipal guards in community engagement skills. Seven other library networks throughout the United States and Canada also used this curriculum in rural and urban communities.

DIVERSITY PLAN

A core value of community engagement is a commitment to lifting up all people, including the underserved and marginalized. First, this curriculum is designed to engage both librarians with their Master of Library and Information Sciences (MLIS) degrees as well as library staff without advanced degrees, which helps to build a pipeline for community engagement work among the broadest possible range of staff. Second, curriculum design, testing and dissemination incorporated the experiences of multiple library systems which are urban and rural, from various parts of the United States and Canada. Third, the curriculum incorporates voices from outside the library field, specifically in community development and social work. Finally, this curriculum emphasizes the core library values of equity and inclusion.

NOTE TO FACILITATORS

Please read through all materials in the Facilitator Guide, Lesson Plan, Participant Guide, and slide deck before delivering the workshop. The Facilitator Guide includes a condensed lesson plan and a detailed script. The condensed lesson plan gives facilitators an accessible guide for time references and how the materials connect. The detailed script provides facilitators a sense of the flow, the intended connections between activities, and the opportunities to reinforce important learning objectives. However, facilitators should not memorize the script. As you proceed through the materials, adjust directions and scenarios to fit your style and the needs of your unique group of workshop participants. For example, depending on the group size, you can decide when to use pair discussions, small groups, or whole group conversations.

This curriculum was developed for all staff members in a library network, from library supervisors and library assistants to municipal guards and regional coordinators. The challenge of designing for different staff members is the varying levels of knowledge and background with specific topics. However, through piloting these workshops with participants from all different library positions, we found discussions to be better and more inclusive. Library staff members shared a variety of experiences. ALL library staff bring unique and essential viewpoints to discussions around community engagement.

The following guide incorporates Malcolm Knowles's "Six Principles of Adult Learning"¹:

- Adults are self-directed in their learning experiences.
- Adults bring life experiences and knowledge to the learning environment/experience.
- Adults are goal oriented.
- Adults need to know that what they're learning is relevant.
- Adults learn by doing.
- Adults prefer variety in learning.

¹ Knowles, M. S. (1984). *Andragogy in action*. San Francisco: Jossey-Bass.

As you engage your group with these materials, you'll see the activities incorporate these principles in different ways. They are designed to create substantive discussion and learning opportunities.

Because of the nature of the topics, there will not be "right" or "wrong" answers throughout much of the workshop. Rather, participants are asked to reflect on various ideas, techniques, topics, etc., and use those that are relevant for their unique work and unique communities. An open mind is key for everyone during this process; therefore, facilitators should avoid any tendencies to tell people "the right answer." Rather, facilitators should ask questions to help participants uncover how to use the information in a way that is relevant to their communities; these types of questions are included in this guide but are by no means exhaustive. Additionally, when leading group discussions, facilitators should encourage participants to draw from their ideas, expertise, and experience.

During this workshop, participants are encouraged to talk about what they currently know and do in their work, and to find connections and even differences throughout the workshop. Ultimately, this workshop is meant to be a space for library staff to reflect on the work they do and shift their professional practices and mindset toward a common goal of community engagement for their communities as defined by their communities.

While adjustments to the guide and extended discussions are encouraged, it will be important to keep track of time in order to move through all the activities. There are directions included in each section for how to manage time, including a website (<https://www.online-stopwatch.com/>) that you can display on a projected screen to keep groups on time.

OVERVIEW WORKSHOP 4: COMMUNITY ENGAGEMENT

Community-centered libraries engage library staff in promoting and supporting positive change in their local communities. In this four-hour workshop, participants will reflect on the differences between Community Outreach and Community Engagement practices. Then, they will be introduced to the SOAR (Strengths, Opportunities, Aspirations, Results) Model. They will learn facilitation skills which will help them conduct meetings with various groups in their library community. Participants will engage in a SOAR analysis of community engagement practices as a model for the type of discussion they will have with their community members. For additional SOAR and facilitation practice, they will role-play a Back-to-School SOAR meeting. Participants will finish the workshop by planning the essential aspects of a SOAR discussion with their community. Ultimately, they'll gain the skills they need to engage their community in a meaningful dialogue to understand how to best serve community needs.

LEARNING OBJECTIVES

At the end of this workshop, participants will be able to:

Outreach vs. Engagement	<ul style="list-style-type: none">... clarify the difference between community outreach vs. community engagement... share community engagement strategies that have been most effective in building connections with their communities
Facilitation	<ul style="list-style-type: none">... review skills to facilitate community discussions... utilize strategic facilitation skills to role-play a Back to School SOAR meeting
SOAR Model	<ul style="list-style-type: none">... become familiar with SOAR, a strengths-based approach to strategic planning... practice the SOAR model to create a vision and set priorities for community engagement at their library... develop a plan to host a SOAR discussion at their library

IMLS COMPETENCY²

This workshop's learning objectives were derived from the following competencies from the Institute of Museum and Library Services:

- Understands and acts in accordance with the basic values and ethics of library service
- Demonstrates leadership qualities and behavior
- Manages the development of one's own learning and ongoing improvement of skills and knowledge
- Develops and maintains effective relationships with others to achieve common goals
- Designs and implements library services to engage and meet the needs of the community

² From IMLS/WebJunction Competency Index for the Library Field, 2014.

ROOM SET-UP

- Desk or table at front
- Projection equipment (screen, computer, hookups, remote for advancing slides, etc.)
- Room for small-group work (round/small tables and chairs arranged around them in a space large enough for people to circulate and move from table to table)

LIST OF MATERIALS

- Participant Guide (one copy per person)
- PowerPoint Slides
- 5 x 8 inch index cards (one for each participant)
- Index card sample of Trading Card format
- Bucket/container to hold Trading Cards
- Colored fine-point markers (one set for each table)
- Flipchart paper (paint-safe adhesive to hang flipchart as needed)
- Easel
- Markers for writing on chart paper
- Dot stickers
- Stopwatch/timer (<https://www.online-stopwatch.com/>)
- Triangle or other instrument or noisemaker to signal transitions

VOCABULARY AND TERMS

Community Asset: The individuals (their knowledge, skills, attitudes, talents, awareness, social connections—everything they embody), community organizations, and larger institutions that provide resources and services to your local community.

Community Engagement: Building relationships between staff and surrounding communities to empower people to take ownership of their library and its resources. Engagement is an active partnership that serves the interest of local communities and the public good. Examples: getting community members involved in the planning and execution of programming; facilitating conversations in which people can envision what they want out of their library.

Community Outreach: The act of building awareness and sharing information about programs, resources, and services with people in a community. Examples: door-knocking, tabling, flyering, phone-banking.

WORKSHOP STRUCTURE

ACTIVITY	DURATION
Welcome	10 minutes
Trading Card/Warm-Up	10 minutes
SOAR Model	15 minutes
Facilitation Tips	10 minutes
Strengths	20 minutes
Opportunities	15 minutes
Aspirations	15 minutes
Results	15 minutes
Break	15 minutes
Setting Priorities as a Group	30 minutes
SOAR Role-Play	50 minutes
Taking SOAR to your Community	15 minutes
Final Trading Card Activity	5 minutes
Strengths and Stretches	5 minutes
Workshop Review	10 minutes
TOTAL	240 minutes

LESSON PLAN: WORKSHOP 4

WELCOME

Facilitator Notes

Community Engagement

Community engagement is essential for creating community-centered libraries. During this workshop participants will gain the skills they need to engage their community in a meaningful dialogue to understand how to best serve community needs.

Ground Rules

The purpose is to establish a list of rules of conduct for sharing that will guide the participants throughout the workshops. This is to create a space for discussions that respects a diversity of experiences and opinions and to foster authentic discussions. Use of the Ground Rules is essential. Participants will need a safe space in order to feel respected and heard during these workshops. Facilitators should be prepared to delve into topics regarding race, gender identity, types of marginalization, and power dynamics.

**If Workshop 1 was omitted use the Ground Rules pages that are included as an appendix to this document. Distribute these pages to participants and establish Ground rules.*

**If this workshop is not presented in sequence skip the slides that review the previous workshop (Slides 2-3).*

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
10 min	<p>Materials Prep: Facilitator will write the six main Ground Rules (pg. 9) on chart paper to prepare for group discussions</p> <ol style="list-style-type: none"> Welcome participants to the Community Engagement Workshop Introduce yourself and have participants introduce themselves including gender pronouns Remind participants to silence cell phones and point out location of restrooms Review what happened in the Program Development Workshop as a whole group In pairs, participants will discuss their "Take and Turn" assignment, including their improvement to an existing program and a survey they designed Six participants will volunteer to be team captains. The rest of the participants will be split into six groups using the Trading Cards. Facilitator can group participants on their own if this is a standalone workshop and participants don't have Trading Cards. Highlight the purpose of all of these workshops – "community engagement <i>for your community as defined by your community</i>" Review the workshop agenda Introduce Participant Guide Review Ground Rules that were established during Workshop 1 or establish Ground Rules for the group when using this Workshop on its own (Appendix) 	Pgs. 4–9 (Ground Rules reflection questions in Appendix. Use this page as an introduction to Ground Rules if Workshops are not run in sequence)	Slides 1–7	<p>Workshop 3 Review: <i>Whole Group</i></p> <p>"Take and Turn" Review: <i>Pair Discussion</i></p> <p>Agenda Review: <i>Whole Group</i></p> <p>"Ground Rules": (Pg. 9) <i>Whole Group</i></p>	If you are not using the four Workshops in sequence, omit Slide 2 and all review activities.

TRADING CARD/WARM-UP

Facilitator Notes

Trading Card

Participants will add an idea to their Trading Cards about strategies that are useful in building connections with their communities.

**Use trading cards to select discussion leaders for each small group activity. Have participants put the cards face down on the table and randomly select one card to be the discussion leader each time.*

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
10 min	<p>Facilitator Note: If this Workshops is run in sequence use the Trading Card Activities (Slides 10–11). If this Workshop is presented as a standalone, use the Warm-Up Activity (Slide 12).</p> <p>Trading Card Activity</p> <ol style="list-style-type: none"> 1 Read Community Outreach and Community Engagement terms on pg. 10, these terms were also introduced in Workshop 1 2 Highlight the two-directional arrow for Community Engagement which indicated an active partnership 3 Participants will reflect on community engagement strategies they have learned during the workshop and their own community engagement strategies (Slide 10) 4 Participants will discuss their answers in their small groups 5 Participants will write down one or two practices from these workshops that have been most valuable (Slide 11) 6 If time allows, have participants share what they wrote with the whole group. 	Pg. 10	Slides 8–12	<p>“Community Outreach vs. Community Engagement”: (Pg. 10) <i>Whole Group</i></p> <p>Trading Card Discussion Questions: <i>Individual, Small Group</i></p> <p>Trading Card Activity: <i>Individual</i></p> <p>Warm-Up Discussion Questions: <i>Individual, Small Group</i></p>	Do not cut

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
	<p>Warm-Up Activity</p> <ol style="list-style-type: none"> 1 Read Community Outreach and Community Engagement terms on pg. 10 2 Highlight the two-directional arrow for Community Engagement which indicated an active partnership 3 Participants will reflect on community engagement practices they use to build connections with their community (Slide 12) 4 Participants will discuss their answers in their small groups 5 If time allows, have participants share with the whole group 				

SOAR MODEL

Facilitator Notes

SOAR Model

Participants will be introduced to the SOAR model (Strengths, Opportunities, Aspirations, Results) as a way to identify what their library communities want. It's an aspirational model that promotes positive thinking and desired results as defined by communities. SOAR helps library staff engage with library communities and allows participating community members to come to agreement about what they would like to see in the future.

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
15 min	<ol style="list-style-type: none"> 1 Emphasize that community input is essential to planning programs and setting initiatives 2 Read the Albert Einstein quote 3 Ask participants their thoughts 4 Introduce the SOAR Analysis 5 Facilitator will read the paragraph at the top of pg. 11 6 Review what SOAR stands for, the clarifying questions, and the table at the bottom of pg. 11 7 Tell participants the SOAR is similar to the SWOT Analysis 8 In SWOT, W stands for Weaknesses and T stand for Threats 9 SOAR's approach is positive and strengths based. 10 SOAR Analysis will be used as a framework to create a vision and action plan for community engagement at participants' libraries 11 As a whole group, discuss the questions on pg. 12. 12 Transition to next activity (Slide 20) 	Pgs. 11–12	Slides 13–20	<p>"SOAR Model": (Pg. 11) <i>Whole Group</i></p> <p>Discussion Questions: (Pg. 12) <i>Whole Group</i></p>	Do not cut

FACILITATION TIPS

Facilitator Notes

Facilitation Tips

Participants will learn effective strategies to manage facilitating meaningful dialogues with their communities.

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
10 min	<ol style="list-style-type: none"> 1 Ask participants to raise their hand or otherwise indicate if they have facilitated a community meeting that was difficult to manage or they weren't able to discuss everything on their agenda 2 Ask participants to share about these experiences and specifically why it was difficult 3 Remind participants that facilitating can be challenging (provide examples) 4 Volunteer will read the paragraph at the top of pg. 13 5 Facilitator will read each of the facilitation tips in the table 6 Facilitator will describe how many of the facilitation tips have been included in these workshops (reviewing objectives, establishing ground rules, sound device for transitions, setting action items at the end of each workshop with a "Take and Turn" assignment) 7 Transition to next activity (slide 22) 	Pg. 13	Slides 21–22	"Facilitation Skills": (Pg. 13) <i>Whole Group</i>	Do not cut

STRENGTHS

Facilitator Notes

Strengths

Participants will be introduced to the Strengths part of the SOAR model. They will use it in the training and think about how the same questions could be used in a community setting.

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
20 min	<p>Materials Prep: Facilitator will create a SOAR chart as a model for participants (Slide 24)</p> <ol style="list-style-type: none"> 1 Volunteer will read SOAR of Community Engagement description on pg. 14 2 Encourage participants to draw from their own experiences within this library system 3 Remember, all library staff members bring unique experiences, perspectives and wisdom to community engagement 4 Show participants how to lay out their SOAR chart on chart paper 5 Suggest the participants use one bullet point for each idea 6 At the end of the discussion they will vote for their top Opportunities and top Aspirations for Community Engagement to create a vision and action plan 7 Facilitator will model the Strengths part of the SOAR 8 Briefly review each of the four questions 9 Each of the small groups will need to select a note taker to create their chart and write down the Strengths ideas 	Pgs. 14–15	Slides 23–30	<p>“SOAR of Community Engagement”: (Pg. 14) <i>Whole Group</i></p> <p>“SOAR of Community Engagement”– Strengths (Pg. 15): <i>Whole Group</i></p>	If running behind on time, you can instruct groups to glance quickly at the sample responses to the questions and to select a few to write on their own SOAR chart, instead of going over each question out loud.

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
	<p>10 Give participants 2–3 minutes to create their chart</p> <p>11 Participants will fill in their strengths section using the answers from the powerpoint (Slides 26–29)</p> <p>12 As participants practice filling in the strengths section of SOAR, facilitator will write a few strengths on the model SOAR chart, choosing from the sample responses (Slides 26–29)</p>				

OPPORTUNITIES

Facilitator Notes

Opportunities

Participants will be introduced to the Opportunities part of the SOAR model. They will use it in the training and think about how the same questions could be used in a community setting.

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
15 min	1 Facilitator will read/review Opportunities directions on pg. 16	Pg. 16	Slides 31–32	“SOAR of Community Engagement”– Opportunities: (Pg. 16) <i>Small Group</i> Opportunities Group Sharing: <i>Whole Group</i>	If participants are able to answer the Opportunities questions in less than 10 minutes, call time early to keep the activity moving.
	2 Each small group will select a discussion leader and note taker				
	3 Facilitator will briefly review the questions				
	4 Encourage participants to answer the questions that are most interesting to them first, they do not need to answer in order				
	5 Give participants 10 minutes to answer the Opportunities questions				
	6 Each group will share one opportunity for community engagement that builds on an existing strength				
	7 Facilitator will write each of the opportunities on the model SOAR chart				

ASPIRATIONS

Facilitator Notes

Aspirations

Participants will be introduced to the Aspirations part of the SOAR model. They will use it in the training and think about how the same questions could be used in a community setting.

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
15 min	<p>Materials Prep: The Aspirations section of SOAR asks participants to connect with the strategic plan of their library. Include the Strategic Plan from participants' library system as a handout to support this activity. The strategic plan for the Free Library of Philadelphia has been included as an Appendix in the Participant Guide.</p> <ol style="list-style-type: none"> Facilitator will read/review Aspirations directions on pg. 17 Each small group will select a discussion leader and note taker Facilitator will briefly review the questions Encourage participants to answer the questions that are most interesting to them first, they do not need to answer in order Give participants 10 minutes to answer the Aspiration questions Each group will share one Aspiration for community engagement that builds on an existing strength Facilitator will write each of the Aspirations on the model SOAR chart 	Pg. 17	Slides 33–34	<p>"SOAR of Community Engagement"—Aspirations: (Pg. 17) <i>Small Group</i></p> <p>Aspirations Group Sharing: <i>Whole Group</i></p>	If participants are able to answer the Aspirations questions in less than 10 minutes, call time early to keep the activity moving.

RESULTS

Facilitator Notes

Results

Participants will be introduced to the Results part of the SOAR model. They will use it in the training and think about how the same questions could be used in a community setting.

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
15 min	<ol style="list-style-type: none"> 1 Facilitator will read/review Results directions on pg. 18 2 Each small group will select a discussion leader and note taker 3 Facilitator will briefly review the questions 4 Encourage participants to answer the questions that are most interesting to them first, they do not need to answer in order 5 Give participants 10 minutes to answer the Results questions 6 Each group will share one way to measure Results for community engagement 7 Facilitator will write each of the Results on the model SOAR chart 	Pg. 18	Slides 35–36	<p>“SOAR of Community Engagement”– Results: (Pg. 18): <i>Small Group</i></p> <p>Results Group Sharing: <i>Whole Group</i></p>	If participants are able to answer the Results questions in less than 10 minutes, call time early to keep the activity moving.

BREAK

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
15 min	1 Enjoy a 15-minute break	N/A	Slide 37	N/A	Do not cut.

SETTING PRIORITIES AS A GROUP

Facilitator Notes

Setting Priorities as a Group

Participants will vote on 3 Opportunities and 3 Aspirations that will shape their vision for community engagement and inform the action steps needed to fulfill these goals.

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
30 min	1 Facilitator will read the definition of Community Engagement on Slide 38	Pgs. 19–20	Slides 38–40	<p>“Setting Priorities as a Group”: (Pg. 19) <i>Whole Group</i></p> <p>Discussion Questions: (pg. 20): <i>Pair Discussion</i></p> <p>*Ask participants to partner with someone that isn’t at their table</p>	If running low on time, run the discussion questions as a whole group activity and limit the number of responses for each question.
	2 Facilitator will read Einstein quote and encourage participants to think of solving problems using innovative, positive solutions				
	3 Facilitator will review the Opportunities and Aspirations that participants shared during the SOAR for Community Engagement				
	4 Through raising hands, participants will vote on the top three Opportunities and top three Aspirations for Community Engagement				
	5 Facilitator will lead participants in brainstorming five action steps that will turn the opportunities and aspirations into a reality				
	6 Thank participants for their great ideas during the SOAR Analysis				
	7 Have participants talk to someone new to discuss the two questions on pg. 20				
	8 Transition to next activity (Slide 40)				

SOAR ROLE-PLAY

Facilitator Notes

SOAR Role-Play

Participants will engage in a Back-to-School Community Meeting role-play to better understand the needs of their community and capitalize on the strengths of current programming. Participants will maintain a strengths-based focus and will review a list of facilitation tips. One person will role-play facilitating a short community meeting.

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
50 min	<p>Facilitator Note: Create new groups for the SOAR Role-Play so participants have an opportunity to brainstorm and strategize with new people.</p> <ol style="list-style-type: none"> Facilitator will emphasize that SOAR for Community Engagement was a great introduction Now participants will practice SOAR again to gain more confidence in the process Facilitator will read/review SOAR Role-Play Scenario on pg. 21. Facilitator will read Community Asset definition (A concept that was explained in Workshop 1) on slide 42 Facilitator will briefly review the steps on pg. 22 Begin with Step 1: each group will select a discussion leader, note taker, and roles for the Back-to-School Meeting Give participants 3 minutes to select roles Step 2: Each group will have 8 minutes for their Strengths discussion (pg. 23). Project questions on slide 45. 	Pgs. 8, 21–24	Slides 41–55	<p>“SOAR Role-Play” Scenario: (Pg. 21) <i>Whole Group</i></p> <p>“SOAR Role-Play Directions”: (Pg. 22) <i>Whole Group</i></p> <p>“SOAR Role-Play” Discussion Questions: (Pg. 23) <i>Small Group</i></p> <p>“SOAR Role-Play” Setting Priorities: (Pg. 24) <i>Small Group</i></p>	Do not cut

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
	<p>9 Step 3: Each group will have 8 minutes for their Opportunities discussion (pg. 23). Project questions on slide 47.</p> <p>10 Step 4: Each group will have 8 minutes for their Aspirations discussion (pg. 23). Project questions on slide 49.</p> <p>11 Step 5: Each group will have 8 minutes for their Results discussion (pg. 23). Project questions on slide 51.</p> <p>12 Step 6: Each group will have 10 minutes to create a vision and action plan using Opportunities and Aspirations (pg. 24)</p> <p>13 As a whole group, take 5 minutes to discuss the role-play (Slide 54)</p> <p>14 Thank everyone for participating in the role-play</p> <p>15 Transition to next activity (Slide 55)</p>			SOAR Role-Play Debrief: (Slide 54) <i>Whole Group</i>	

TAKING SOAR TO YOUR COMMUNITY

Facilitator Notes

Taking SOAR to your Community

Planning can oftentimes be a barrier for library staff members as they are actively engaged with their patrons and regular job responsibilities during their work day. Participants will be given the time and opportunity to plan the logistics for a SOAR meeting with their community. This planning framework will hopefully make hosting a SOAR meeting more accessible.

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
15 min	1 Read the Scenario for this exercise (Slide 56)	Pgs. 25–27	Slides 56–58		This activity can be cut to 10 minutes if needed.
	2 Community-centered libraries rely on input from their community to understand what matters to the community				
	3 Within daily roles at the library, library staff often don't have time to plan all of the details for a meeting with their community				
	4 This exercise will give participants the time to plan for all aspects of a SOAR meeting with their community including planning and capturing dialogue and sharing success, logistics, and feedback				
	5 The questions and note-taking space on pgs. 25-27 will help participants plan this discussion				
	6 Participants will have 12 minutes to plan their SOAR meeting				
	7 Transition to next activity (slide 58)				

FINAL TRADING CARD ACTIVITY

Facilitator Notes

Final Trading Card Activity

Participants will reflect on all of the skills they have learned throughout the workshops and select a key skill that will help them connect with the community-engagement model.

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
5 min	<ol style="list-style-type: none">1 Now it's time to fill in the last bullet on participants' Trading Cards2 Ask participants: Thinking back on all four workshops, what is one thing you can do to embrace the community-engagement model? (Slide 59)3 Encourage participants to keep this card and hang it up at work as a reminder of their library superpowers	N/A	Slide 59	Trading Card Activity: <i>Individual</i>	Only run this activity if the workshops have been presented in sequence.

STRENGTHS AND STRETCHES

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
5 min	<ol style="list-style-type: none"> Participants will reflect on the skills discussed during the workshop and identify their areas of strength and ways they can stretch to develop community engagement skills 	Pg. 28	Slide 60	<p>“Strengths and Stretches”: (Pg. 28) <i>Individual Activity</i></p>	Do not cut; participants need to reflect on the unique strengths they bring to community engagement and ways they can stretch to further these practices.

WORKSHOP REVIEW

Time	Topics/Activity	Participant Guide pg.	PowerPoint (PPT) Slides	Groupings	Pacing Notes
10 min	<ol style="list-style-type: none"> Participants will share key takeaways that will support and improve their community engagement practices Participants will brainstorm how to TAKE the skills that were discussed and TURN them into action Participants will briefly browse other peoples’ ideas and action statements. Thank the participants for their contributions today. 	Pg. 29	Slides 61–62	<p>“Workshop Review”: (Pg. 29) <i>Small Group Activity</i></p>	This activity can be cut for time.

APPENDIX

Ground Rules

Creating a space to share ideas and thoughts

Directions: Read questions 1–3. Answer them by writing down your ideas or simply think about them. You'll be sharing your thoughts in a small-group discussion.

- 1 As an individual, what do you need to ensure a safe environment to have honest discussions about public libraries and community engagement?

- 2 What are some concerns you may have about sharing your professional experiences today? How might the group be able to manage such concerns?

- 3 What are some ground rules that will help you share your ideas?



<https://www.freelibrary.org/>