Training Sequence for Tour & Discussion (formerly known as Past & Present) Facilitators

Training Session One

- Mission of the Museum
- Goals of Tour & Discussion
- Dialogue Process
- Assumption of Dialogue
- Potential Outcomes from Dialogue
- Functions of Dialogue Facilitators
- Active Leadership
- Arc of Dialogue
- Group Agreements

Training Session Two

- Observe an Tour Led by an Experienced Facilitator
- Use Internal Survey
    - Safe space
    - Effective questions
    - Techniques
    - Time management
    - Types of questions: exploration, inquiry, discovery
- Suggested Order for Tour
    - Intro
    - Icebreaker; community building
    - Group agreements
    - Rules
    - Tour; experience/exploratory
    - Synthesis

Training Session Three

- Design Your Own Tour

Training Session Four

- Tour Evaluation

Lower East Side Tenement Museum Mission

The Tenement Museum preserves and interprets the history of immigration through the personal experiences of the generations of newcomers who settled in and built lives on Manhattan's Lower East Side, America's iconic immigrant neighborhood; forges emotional connections between visitors and immigrants past and present; and enhances appreciation for the profound role immigration has played and continues to play in shaping America's evolving national identity.

Goals of All Education Programs

- To provide a nuanced interpretation of history from a variety of perspectives, including perspectives that have been underrepresented in traditional historiography.

- To use individual stories to help visitors explore their own personal connection to the social, economic, and political issues which impact the lives of immigrants and migrants.

- To highlight the important role immigrants and migrants have played – and continue to play- in shaping our society, exploring specific examples of how they, both individually and collectively, have transformed the communities in which they live and our nation as a whole.

- To promote meaningful dialogue about and critical engagement with the enduring issues that have impacted the lives of immigrant and migrant communities, and to provide a forum for visitors to consider the role they can play in shaping those issues today.

- To help people from diverse backgrounds make connections with and learn from one another.

Goals of *Tour & Discussion*

- Engage visitors in dialogue and explore their assumptions and beliefs about larger immigration issues today

- Help participants gain new perspectives on contemporary questions by looking at how they were answered in the past, through stories of former residents of 97 Orchard

- Encourage visitors to develop a heightened awareness of their own involvement with contemporary immigration issues

- Inspire visitors to become active in learning more about contemporary immigration-related issues.

DIALOGUE

VS.

COMMON COMMUNICATION PROCESSES

Conversation:	**Sharing information and ideas in order to express one's views without any intended impact on the listener.**
Discussion:	**Sharing information and ideas in order to accomplish a specific task.**
Debate:	**Sharing information and ideas in an effort to bring others into agreement or alignment with one's position or belief.**
Dialogue:	**Sharing ideas, information, <u>experiences</u> and <u>assumptions</u> for the purposes of personal and collective learning.**

ASSUMPTIONS OF DIALOGUE AND DIALOGIC LEARNING

- Dialogue is a learning process, not simply a communication tool.

- The dialogic learning process gives equal value to the insights drawn from personal experience and the knowledge gained from intellectual study. Book knowledge is not more important than experiential knowledge.

- Taken together, intellect and experience help people to construct a larger truth or a broader, deeper understanding of reality.

- Dialogue is a learning process that invites people to surface the assumptions that inform their beliefs and actions.

- People who participate in dialogue are willing to engage in exploration, inquiry, and discovery about themselves and others for the purposes of learning.

- People who participate in dialogue acknowledge that their own ways of thinking, believing and acting may be influenced by the experiences, ideas and beliefs of another person or persons in the dialogue process.

- The process of dialogue assumes that it is possible for two different perspectives to be right at the same time.

- The process of dialogue requires participants to establish, protect and maintain a culture of mutual trust.

POTENTIAL OUTCOMES OF DIALOGUE

- When dialogue is effective, it can result in significant personal learning that motivates collective social change.

- People from different communities and/or perspectives often form more substantial connections with one another because dialogue has enabled them to identify and challenge their assumptions and confront the deeper issues that have separated them.

- By engaging in dialogue, people who have different perspectives and experiences often discover a larger, more expansive understanding of "truth" than any of them had previously.

- Having provided a broader understanding of "truth," dialogue enables people with different perspectives to develop new strategies for effective social change.

- Dialogue is a lifelong learning process that has applications in personal, organizational, community and societal settings.

CHARACTERISTICS OF DIALOGUE FACILITATORS

- Can handle emotional and intellectual complexity
- Ability to listen without judging
- Willing to agree to disagree
- Equal value for emotional and intellectual interaction
- Organized way of working and thinking
- Patience
- Flexible, adaptable way of working
- Non-defensive posture
- Can perform confidently before a group
- Can seek and find value in every person
- A "people person"
- A good and careful listener
- Positive, upbeat person

COMPETENCIES OF DIALOGUE FACILITATORS

- Consensus builder
- Intellectual multi-tasker
- Maintain flow and organization to keep the group focused
- Able to work in a facilitation team to balance facilitation
- Able to create proper atmosphere or "container" for dialogue
- Ability to handle ambiguity
- Personal experience facing and addressing difficult issues
- Unafraid of conflict or able to manage it
- Able to move beyond didactic approaches
- Flexible and adaptable
- Not overbearing

FUNCTIONS OF DIALOGUE FACILITATORS

- Maintain requisite amount of group safety for learning
- Design effective dialogue process with stimulating, relevant questions
- Lead dialogue without superimposing own beliefs and perspectives
- Allow intuitive development and natural energy to occur within group
- Keep group aligned with guiding principles or ground rules
- Manage equality within the group and intervene when necessary
- Break down hierarchies within the group
- Use multiple approaches/techniques to invite everyone to communicate comfortably
- Prepare group properly and thoroughly to engage in dialogue
- Maintain group enthusiasm for dialogic learning and protect process of group learning
- Probe for meaning and synthesize meaning
- Ask questions that explore larger truth
- Recognize unseen agreements and disagreements

Modes of Facilitation

Passive Guidance
This mode allows the group to determine its own agenda, activities and direction. Group members determine who, if anyone, will facilitate and/or record for them. To support the group's work, the facilitator cares for the needs of the group members by ensuring that all voices are heard, people have time for breaks and meals, time boundaries are respected, etc.

Debriefing
This mode requires the facilitator to meet with a group after it has gone through a learning experience together. The purpose of the facilitation is to help the group identify its learning, make meaning of the learning, and synthesize the collective learning so that group members may apply the learning effectively and appropriately in their own lives.

Observer/Mirror
This mode allows the group to determine and oversee its own process. As the group engages its dialogue, this facilitator makes observations and takes careful notes about the way the group works, the tensions that are present, the stuck-points that emerged and how the group dealt with them, the group dynamics that were present among the group members, etc. This type of facilitator supports the group's learning by reporting back his or her observations about the group's work and offering challenging questions that help the group analyze and understand its own behavior and, if necessary, redirect its behavior to more productive ends. This process of observation and feedback is often referred to as "holding up a mirror" to the group.

Recorder/Synthesizer
This mode allows the facilitator to lead or allows the group to lead its own dialogue process. The facilitator actively serves as a recorder of important ideas and a synthesizer of those ideas. This type of facilitator also helps to the group to understand its learning by identifying important concepts, themes, and conflicts in their ideas and helping the group to make meaning of these.

Active Leadership
This mode requires the facilitator to lead a process of dialogue that is designed to achieve a particular outcome. This facilitator employs a combination of the facilitation modes listed above, along with a wide variety of facilitation techniques. These techniques include: direct teaching or instruction about particular issues ("teachable moments"); probing questions that challenge the group's assumptions and beliefs; experiential exercises to elicit insight learning from participants; direct feedback or "holding up the mirror" regarding the group's process of working together. Taken together, these modes and techniques are used to help the group achieve its intended outcome. The active facilitator takes personal responsibility for "taking the group where it needs to go."

TENEMENT MUSEUM

The Tenement Museum's Values for Dialogue Facilitators

- Be able to answer any of the questions you ask yourself
- When you ask questions, allow extra time for participants to formulate responses.
- Promote tolerance by offering and accepting multiple perspectives
- Link people's experiences to one another's and to larger issues
- Try to refrain from using academic language and concepts
- Keep time to allow the dialogue to reach a certain level within the hour
- Use the material on the tours to provide different perspectives on issues being discussed
- Don't assume participants will have the same reaction to what they saw or heard on the tour. Instead of "how did those small apartment make you feel?" ask "what were your reactions to the apartments?"
- Support with equal value the experiences and authority of people with different relationships to our story (ie. 1st generation and 3rd generation immigrants; people who lived in a tenement and those who did not; etc.)

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SUMMARY OF FACILITATION SKILLS

Ice Breakers

This activity serves as the initial step in community building. Allowing participants to begin by calling their names and giving other information as well as partaking in whatever game the group plays allows them to break down the unconscious walls they've built up as a result of being with people with whom they are not familiar.

You might begin with a name game. The first person says his or her name and the group says "Hi Person's Name", the second person says his or her name and the group responds with "Hi second person's name, hi first person's name" and so on.

By having the entire group say every name, everyone gets a chance to remember the names and it doesn't put too much pressure on the last person in the circle to remember every name. An action or statement of favorite food, secret fact that most people don't know about the individual, hobby, etc, might accompany the reciting of names.

Ground Rules

Ground rules serve as the structure on which security and safety is build. Allowing the participants to formulate the ground rules creates in them a sense of responsibility to keeping these rules.

Using Self as Model

Giving your personal experience may inspire participants to look at areas in their own lives where they can effect change. This, on the overall, leads to honesty, which is the core of the entire process.

Facilitators need to think strategically about when to use stories to encourage deeper sharing, however. Thinking through certain personal experiences and paring down the story to its essential elements prior to a dialogue will enable a facilitator to have a brief story to encourage others without taking too much time from the dialogue process.

For instance, after a difficult subject has been put on the table, if there is great reluctance for the participants to share around that subject, a facilitator might want to open the discussion somewhat like this, "I know these things are hard to talk about so I'd like to share an experience I had…."

Long-winded Speakers

Long-winded speakers have the tendency to dominate the dialogue. Shutting them down without alienating them encourages others to participate.

For instance, "Charles, I appreciate your participation and understand your eagerness to share a lot about this subject. I'd like to ask you to wrap up, though, so we can hear the view of someone who hasn't had the chance to speak yet on this subject."

As facilitators, we should be mindful that there are many reasons individuals may appear to dominate. The person may see him or her self as an 'expert' in the area of diversity or cultural competency and may need validation that they have done this work before. An individual may be genuinely confused and 'thinks aloud' as they work out a challenge. The participant may be in real pain about the subject being discussed or a personal area that has been touched by the discussion and need some personal care.

Usually there are mitigating reasons someone dominates to which a facilitator should be sensitive. However, the facilitator's primary role is to the entire group, and making the space accessible and safe for all. Personal attention to individual needs should be done outside of the dialogue process.

Encouraging Someone to Speak

This is important as some participants' styles of dialogue is to wait until there is an opening in the dialogue before responding. If, as facilitator, you wish to encourage quiet participants to speak there are several tools you might use. One is to ask for a moment of quiet expressly so others will have the space to speak. Another is to simply ask those who have already spoken to with hold any further comment until someone who has NOT spoken speaks next.

As facilitator you may need a tool or device that will create an intentional process for getting input from all present. Some examples are to ask each speaker to name the next speaker, always naming someone who hasn't had an opportunity to speak yet. Whoever is named should have the choice of passing to another or speaking and then passing to another.

Another way is to have participants write out on cards or a piece of paper the response to a question. Then the cards can be read by each participant with no feedback or further discussion at the time. After all the cards are read, the dialogue can resume.
Another technique asks the participants to imagine passing around an invisible baton to the next speaker.

Silence

The intentional use of silence by the facilitators may serve as a tool for giving participants a moment to reflect on a difficult question, i.e. "This next subject is often a difficult one to discuss so let's look at the question and then take a minute or two to think about our answers before responding. I'll ask X to begin in a moment when we've all had a chance to think about it."

It is also an effective tool to use when a facilitator wishes to honor (without feedback which may be inappropriate or minimizing) a specific response that may have very deep emotions attached. Sometimes a participant will share something quite deep and painful, and the group may be stunned by that particular sharing. The facilitator may ask for silence as a mark of respect for what was shared, "Thank you for that, Sharyln, and I wonder if we could take a moment of silence before going to the next person." Then call on someone after an appropriate silence.

Silence is always an appropriate tool to use when the group is looking for a way to move forward. Giving everyone time to let the deepest and best within them come to the surface to impact and inform the next moments often leads to new depths in the discussion.

Checking In

This keeps the facilitators in touch with the atmosphere of the interactions, as well as a good way to reassure those who may feel uncomfortable for some reason. It shows concern for the entire group, and can encourage those present to attend to the ground rules. "How are we feeling right now? Are we doing ok with our ground rules?" etc. Checking in at the beginning of a dialogue can help all attending to understand the particular stressors and/or state of mind of each other. Those arriving with stress or fatigue or energy and optimism can self-declare at the beginning. This sensitizes the entire group to each person.

Sharing Facilitation

The use of good communication (which may include signals) between facilitators to enhance their teamwork keeps both facilitators in charge of the process. This also enables participants to build confidence in the process.

Responding when Asked Direct Personal Questions

Some participants may ask direct personal questions to the facilitator in order to know/push the perimeters of the interaction. Statements like "I understand your concern, but would love to meet you after the session to address that" may be useful in such settings. Participants may be consciously or unconsciously trying to get approval of their own point of view or may be trying to divert the attention away from themselves. "I have an opinion on that, but I'm not sure that it's a productive direction to take this discussion since our dialogue is about what **you** think." A simple redirection of the question may be enough, "What is YOUR thought about that?"

Phrases that Spark Energy

Phrases that are often 'hot buttons' such as '…you people' can spark energy within the group. There are several ways to use that moment to deepen the dialogue. Perhaps during the ground rules period, an "Ouch then educate" rule is established. This would ask that anyone who is offended or hurt by another's statement or vernacular could say "ouch", the discussion would stop and the offended person could explain why that term offends or hurts them.

Another way is for the facilitator to intervene at the moment such a phrase is used. Asking the participant to rephrase their statement gives them a chance to fully develop the intent of what they said and then the facilitator may want to develop a dialogue about the phrase and its emotional impact on certain groups or individuals. A question like, "Are you willing to accept feedback on why that statements offends/upsets others?" may be useful in opening the dialogue. It is important to recognize what and why the pain and feelings behind the generalization exist.

One of the important concepts that you can put on the table for discussion is "**intent versus impact**." Allowing that individuals may have intended one result or understanding with their statement, the statement may have impacted others and created a very different environment than anticipated. This is often an opportunity to facilitate greater understanding with the group, as well as a 'teachable moment' which can change other's behaviors in the future.

Summarizing

Summarizing the observations/expressions of participants validates that they are a part of the process and that they've been heard. A facilitator may do this, or may ask another in the group to paraphrase what was said and check back with the original person to see if that person felt 'heard'. It is a good tool to use if a facilitator needs to cut short a longwinded speaker and move on, but one must be willing to check back with the original speaker to make sure the summary captures the essence of the statement(s). Please be aware that the 'check back' always has the potential of developing into an even longer 'side' conversation.

Queuing

Can prove to be an effective tool in allowing participants to be recognized and freeing them to then be able to give full attention to the ongoing discussion. It is also effective in helping to move the discussion to the next subject or questions, "We'll hear from John, Tasha, and Bo, in that order, and then move on to the next question."

Asking Questions for Clarity

Questions like, "Could you say more about that?' or "Can you explain that further?" are useful in getting a participant to expand on his or her point. Oftentimes a facilitator realizes that the level of the dialogue is not progressing to a deeper or personal enough point, and can see the potential in a comment that someone has made. It is quite acceptable to go back to a statement that you may feel is ripe with potential, and ask the participant to expand his or her thoughts.

Bringing Closure

After deep discussions that reveal differences as well as similarities between participants, it is very important to end a session with an activity or exercise that reinforces a sense of community. We don't have to all agree to every point in any discussion, but as facilitators we should be mindful of encouraging a sense of community within the group as all explore this subject together. Closing activities often reinforce one of the basic concepts of Hope in the Cities dialogue – 'There are no enemies here'.

Designing the Arc of Dialogue

Purpose
Why are we, specifically, coming together to engage in this dialogue process?
Why is this important to us?

Intended Outcome(s)
What do we hope to achieve, gain or accomplish by engaging in this dialogue?

Ground Rules/Principles for Engagement
What are the "norms," rules, principles or guidelines we want to establish to guide our dialogue and help us establish the "container" that the dialogue occurs within?

Ice-Breakers/Community Building
Ice-breakers serve the purpose of helping to build the "learning community" and break down artificial barriers between people by providing participants with non-threatening opportunities to teach about themselves and learn about others.

Experience Questions
These questions invite participants to think about their own experiences with the dialogue topic and to bring examples of these experiences into the conversation. These questions help participants begin to make personal connections and find personal meaning in the dialogue topic. This process also allows participants to begin to establish a "common ground" of understanding and personal connection to the dialogue topic.

Exploratory Questions
These are questions specifically designed to explore the dialogue topic beyond participants' personal experiences with it. These questions help participants to engage in inquiry and exploration about the dialogue topic in an effort to learn with and from one another.

Synthesis of Ideas
The facilitator helps participants to identify and make meaning from the "threads" that connect the ideas, perspectives and insights generated through the dialogue.

Next Steps
The facilitator works with the group to reflect on its learning and to decide what, if any, are the next steps the group wants to take.

Closure
In the process of closure, the facilitator works with the group to reflect on its learning, offer final observations, make comments to one another about the learning process.

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ARC OF DIALOGUE FOR PAST AND PRESENT TOURS

Setting the Tone: Explaining the Purpose (approx. 2 minutes)

A Past and Present tour is an opportunity to continue learning from one another after your tour of 97 Orchard. We invite you to share your own experiences and to explore questions, ideas, or issues the tour may have sparked for you about the experiences of immigrants today.

Setting the Tone: Introducing Agreements and Facilitator's Role

Although (or because) most of us sitting around this kitchen table may not know each other very well, there's a great deal we can continue to learn from each other. As your facilitator, my role will be to guide this conversation, to offer questions for you to reflect on together and, from time to time, to share my own observations about the issues we're discussing.

To help us get the most out of this experience, I'd like to share some simple guidelines that I will use to facilitate this conversation. Would anyone be willing to read an agreement aloud? [Review agreements.] Is there anything you would like to add to this list? [Make any necessary adjustments to agreements.] Is everyone comfortable with these basic agreements? Great. Let's get started.

Ice Breaker Question (5 minutes)

Let me invite you to introduce yourself and tell us what you say when people ask you where you are from. Why do you answer this way?

Exploratory Questions (20 minutes)

Did the stories of the families on 97 Orchard Street give you any new insights about how life might be for immigrants today, or how it could be different?

Experience Questions (10 minutes)

Based on what you know through personal experience and other knowledge, how did the tour of 97 Orchard challenge or confirm your beliefs about immigration today?

Action-Oriented Questions (15 minutes)

Based on the immigration issues we've discussed what changes would you like to see happen in your community? What can you do to help these changes occur?

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GROUP AGREEMENTS (2010)

1. Listen to understand.

2. Be open to different perspectives and feelings & be honest about your own.

3. We have a very short time together. Share the "air time."

4. Speak from your own experience.

5. Feel free to change your mind.

Encouraging or Responding to Diversity of Perspectives

Overall Facilitator Responsibilities

- Be sure to thank the participant for sharing his/her idea. For many people, it's not easy to speak out in a group and this needs to be acknowledged in order to maintain group safety.
- The purpose of dialogue is to uncover assumptions that inform beliefs and opinions. As we bring them out into the light, we have an opportunity to examine the assumptions that drive our thoughts. As a facilitator, your role is to invite the person and the group to examine the assumptions underlying the perspective.
- There are times when the facilitator's personal experience and knowledge can provide a mirror or a point of contrast against which participants can reflect on a comment offered by another group member. However, if the facilitator chooses to offer a personal insight or experience, it's very important to identify it as simply a personal insight to avoid creating an unintentional "hierarchy of validity" simply because he or she is the facilitator and an employee of the Museum.

What to do when Diversity of Opinion is Present

When a participant makes a comment that could be construed as discriminatory or biased, it's important to use the comment to stimulate individual and group reflection. It's neither appropriate nor necessary to "correct" the person. Instead, invite the person to dig into the assumptions under the perspective and then invite the group to share their own experiences and ideas on the topic. It's likely that many in the group will not agree with the perspective and will challenge the thinking and assumptions that underpin it. Here are some facilitator statements that can help to guide this process of reflection:

- That's a very interesting perspective, thanks for sharing it. What leads you to feel this way? Does anyone else in the group see this issue in the same way?

- Thanks for your observation. Can you share how you came to hold this perspective? Does anyone in the group see this issue differently? How? Why?

- Thanks for your comment. Have you always felt this way or have your beliefs changed over the course of time? Can you share how you came to feel this way?

What to do when Diversity of Opinion is Not Present

When there is an "absence of counterpoint" in the dialogue process, it is appropriate for the facilitator to offer a challenging or probing question that represents an opposing view and provides a context for KC participants to reflect on their own assumptions. The facilitator does not need to offer the counterpoint question as a representation of his or her own opinion; therefore, he or she does not need to "defend" or explain the alternative perspective but simply to offer it for the purposes of group learning. Alternatively, the

facilitator may choose to refer to a family member or a personal friend whose views differ widely from the prevailing group view and this can create counterpoint for reflection. Here are some sample facilitator statements:

- Here's a perspective I've heard expressed in other Kitchen Conversations. Take a moment to discuss this idea with the person sitting next to you. How do you differ and agree with this view? How do you agree or differ with each other?

- Do you know people who feel differently about this issue? Friends, family, coworkers? Why do you think they feel differently?

- Did you always feel this way? If not, how has your perspective changed over time?

- I have a family member/friend whose view of this issue differs widely with the views expressed in this group. (Facilitator shares story.) How would you respond to this person? What questions would you ask to understand his or her perspective?

TENEMENT MUSEUM

Sample Reponses to Common Visitor Comments

1) **When participants share personal experiences of discrimination**
   - If participants share personal experiences of discrimination, invite them to see if they can draw new insights about their experiences from the lives of the people featured in the Museum.
   - Ask: "Have you ever been discriminated against for your race, ethnicity or culture?"
   - Ask: "Have you ever had an opportunity to protect or defend someone from this form of discrimination?"
   - Ask: "Has your experience at the Tenement Museum given you any new insights about your own life?"
   - Ask: "Has your experience at the Tenement Museum given you any new insights about how you might respond in the future when you have an opportunity to interact with a person who is an immigrant?"

2) **Eliciting different perspectives about stereotypes of the model minority**
   - If participants present experiences that are exceptions to the "rule" (e.g., Asian students struggling in school), ask them "How would you account for the number of people who share an experience different from the stereotype?"
   - Present historical experiences and examples (e.g., how some 19th century Native-born reformers praised Germans and sometimes Jews as "good immigrants" while demonizing Irish and African Americans as lazy and corrupt)
   - Go back to the ice breaker question: "Your answers to our initial question revealed some of the assumptions people make about you. How do these assumptions make you feel?"

3) **When participants say: "Immigrants in the past had a much stronger family structure."**
   - Refer to the Gumpertz family: "What do you think about the Gumpertz's story? Other visitors have been struck by the possibility that he left his family and how common this was at the time."

4) **When participants say: "America is a rich country, so there are no sweatshops here."**
   - Ask the group for an alternative perspective: "Have people seen factories or have experiences with factories that are operating today?"
   - Delve deeper into the statement: "What do you mean by a rich country? What makes it a rich country? How have you come to feel that way?"
   - Ask participants about their personal experiences: "What has your experience been living in a 'rich' country?"

5) **When participants say: "We welcome immigrants because they do the jobs we won't."**
   - Change it so that the speaker is only speaking for him/herself: "So *you* feel that…."
   - Ask other people for their opinions: "Some say we should restrict immigrants to only low level jobs, do you agree?"
   - Ask: "What do you think are our responsibilities to immigrants today?"

- Ask: "Many immigrants who are professionals in their native country are forced to take menial jobs when they arrive here. How do you think that would feel? Do you think immigrants should be helped to find jobs appropriate to their skills?"

6) When participants say: "Immigrants back then were one way; immigrants today are not"

- Use personal experiences to challenge the idea that all immigrants think the same way (e.g., Lokki discussed how his feelings about and experiences with immigration were really different from those of his parents)
- Ask: "Do you have any personal experience with this issue that confirms or denies this experience?"
- If everyone in the group is saying immigrants are all great, present an alternative view that forces them to think about promoting tolerance within the realities of immigration policy: "I've heard people express that even though immigrants are hard working, it is only possible to accommodate a limited amount of immigrants in this country. Why do you think they feel that way?"

7) When participants say: "People in past didn't know anything better, so they wouldn't have minded living that way – they were just happy to be here."

- Ask: "Okay, but what should people expect now?"
- Ask: "If you were moving to a new country, what would you expect?"
- Ask: "How much protection from labor abuses or dangerous living conditions should we all expect?"
- Present a different perspective from other visitors: "Other visitors have expressed outrage at the working conditions of previous generations – and remember how people in the past fought for improvements we all now enjoy. For example, a recent visitor had a grandfather who was a labor organizer that fought continuously for change."

<u>Other Facilitation Challenges:</u>

8) Engaging youth in dialogue

Younger children often respond to the space the way they would at any other kitchen table of grown-ups, by tuning out and playing games by themselves. Many parents reinforce that exclusion by ignoring their children and assuming they would not participate. Facilitators generated the following ideas for bringing young participants into the conversation and soliciting perspectives that enrich the conversation:

- Engage the child early on. Make sure s/he makes an individual introduction at the ice breaker section and that the parent does not presume to speak for him or her.
- Ask the child about his/her experiences in school that relate to the topic being discussed: e.g. "Do you have a lot of people from different countries in your school? At your school, do a lot of students speak a language other than English?"
- Children are sometimes intimidated to share their opinions on policy issues. Focus on asking about personal experiences instead.

9) Visitors leaving early

Visitors leaving early can be disruptive to the flow of a dialogue. It is important to reinforce the following rules:

- Clearly inform visitors at the beginning of the tour that the program is two hours long.
- If a visitor says they may need to leave slightly earlier than 2 hours, tell them that's ok. However, establish a cut-off: if a visitor states that they can stay only 75 minutes or less, suggest that they come back to participate in a P&P tour at a later date and time.
- If only 2-3 people on the tour are interested in staying for the program and can only do so for a short time, the facilitator can be flexible and let the natural flow of the conversation go.

Exploratory & Synthesis Questions Menu

Below is a list of questions you can use to supplement the questions in the Tour & Discussion Arc of Dialogue. You will only have enough time to ask 1-2 of the questions.

Exploratory Questions:

Immigration

1. Do you know why your ancestors came to America? Why did you come to America? *Or* Why do you think people come to America?
2. Should anyone be allowed to come to America? Who should decide? On what basis?
3. Are there "better" or "worse" reasons for coming (e.g., searching for economic opportunity versus escaping political persecution)?
4. The American Dream suggests that if an individual works hard enough, that he/she can make a living? Do you think this is true? Why or why not? Was it true in the past? Is it true today?
5. How could immigrant status play into a person's daily life? What challenges do you think a person would face as an undocumented immigrant in the past and in the present? (Remember the Baldizzis lived here at a time when there was a lot of discrimination against Italian immigrants)

Welfare/social responsibility

1. Who do we turn to when we are in trouble? What would you ask for?
2. How was this experience different and/or similar to the experiences of the families you learned about on the Tenement Tour?
3. Who should get help? Who should be responsible for helping people in need? Private organizations? The government? Community groups? Individual neighbors?
4. People have used the LES as a stepping stone in the past and today yet not all move on. Why do you stay in your neighborhood and what would prompt you to move out? (This could tie into economics, discrimination, community building, what is "better", etc.)
5. What, if any, kinds of assistance should immigrants receive for English instruction, acculturation classes, or other skills they need to make the transition to life here? Who should provide this assistance?
6. What housing and living conditions do you consider to be acceptable? If a person can't make ends meet and can not maintain these housing and/or living conditions, should any forms of assistance be available? What kind?
7. Are immigrants, then and now, better off for having come here?
8. What do they lose when they come? What do they gain?
9. What do immigrants bring to America?

Cultural Identity

1. How do you define your cultural identity?
2. Do the words you use to define your cultural identity change depending on who you're talking to? How do they change & why?
3. Do you do anything to maintain the culture that you identify yourself with? Have you made elements of other cultures a part of your life?
4. Do immigrants and their descendents have a responsibility to maintain ethnic roots? Do you think it is important to retain your ethnic/cultural heritage? To assimilate to American culture? How can we balance between maintaining individual cultural identities while participating in American life as a whole?
5. What does "assimilation" mean to you?
6. What is your definition of American Culture? Is there anything that you have encountered that represents that definition?
7. What does it mean to you to be "American"? Do you think of yourself as "American"? Why or why not?

Ethnic neighborhoods/Language

1. Based on your experience how do Ethnic neighborhoods, how do you think they are supportive or confining to the people who live in the neighborhood
2. What kind of benefit and challenges does an ethnic neighborhood present to people outside of the neighborhood/ethnic community?
3. Many ethnic communities use a language other than English in daily transactions, what are your experiences communicating with people in other languages? What are the opportunities and difficulties in those transactions?
4. Do you speak or have you try learning another language? Do you think Americans should learn another language in addition to English? Why or why not?

Citizenship

1. What does becoming a citizen mean to you? How would your life be affected if you could not be a citizen as you have defined it?
2. If a person becomes a citizen, is he/she a part of American culture? If a person is not a citizen, can he/she be a part of American culture?
3. Who do you think of as a "model citizen?" Is there such a thing as a model citizen? Why or why not?

Working Conditions

1. What changes are most striking to you between working conditions Tour & Discussion?
2. Based on what you heard and saw in the apartments, who do you think should be responsible for standards of labor? What are the most effective ways to change these standards?
3. Think of your personal definition of a sweatshop or what you envision a sweatshop to be. How does the Levines shop differ from that or is similar? What would prompt you to work in a sweat shop?
4. What kind of benefits and rights do you receive at your workplace? Who should guarantee those rights?
5. Disease was an occupational hazard for immigrant workers in the past. What are the working conditions like at your job? Are there any occupational hazards that you face doing the type of work that you do? How do you think they can be changed?
6. Many unions developed in NYC at the turn of the century. Looking back, how did the struggle for unionization here in NYC affect us today? What hurdles do Unions face today?
7. Many of the immigrant families lived and worked out of their apartment. How would you imagine this affecting your family? What are the benefits and drawbacks of home and worked mixed like this?

Garment Industry

1. Why are immigrants particularly affected both in the Tour & Discussion by the garment industry?
2. What is the most important thing the garment industry has to change to improve the industry in the future?
3. The Levines and Rogarshevskys worked in two very different environments separated by a period of 20 years, which one would you prefer? What were some of the striking changes that you noticed?
4. What do you think the garment industry should look like 20 years from now and what needs to change to make that happen?
5. On the tour the Triangle Shirtwaist fire was discussed as a turning point for the garment industry. Why do you think such changes often occur after a tragedy like this? Do you see examples like that in your community?
6. The garment industry has gone global, what direction will it continue to go into? Is there anything that can be done to change its path?

Synthesis Questions

1. If you could bring one person or group of people on a tour, who would it be? What insights would you hope they would gain from the experience?
2. Have you drawn any conclusions based on the dialogue today?
3. Are there actions you would like to take on the topics you talked abut today/topics you learned about at the Museum? What are these actions? What obstacles do you anticipate in taking these actions? What help do you anticipate receiving in taking these actions?
4. How can you imagine using this exhibit and dialogue experience as a resource in your work and community?

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