The Palestinian Nakba Curriculum

Facilitation Guide

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I. General Overview and Purpose of the Guide

The Palestinian Nakba Curriculum was created to educate audiences about the Nakba ("Catastrophe" in Arabic), the mass displacement of Palestinians from their ancestral homes and lands during the creation of the State of Israel in 1948, and its present-day implications in Palestine and Israel. The curriculum centers Palestinian scholarship, perspectives, and testimonies in order to accurately convey the history and generational impact of this foundational event, and the realities of the ongoing Nakba, which is characterized by seven decades of dispossession and a denial of basic human rights.

The purpose of this guide is to offer facilitators—any educator or others teaching or leading a session or class—background and a walk-through of the curriculum, with session components explained and commonly-used terms defined. This Facilitation Guide also provides support for creating an inclusive and welcoming learning environment.

The Palestinian Nakba Curriculum was created in partnership with PARCEO, a PAR-based resource and education center. PARCEO works to make curricula, research, and other community education initiatives more accessible and integrated into our collective work for social change.

The curriculum was designed using a popular education and Participatory Action Research (PAR) framework—a pedagogy that recognizes that, in this process, we are all teachers *and* learners. The curriculum can be adapted in many different ways—for individual classes, for semester-long learning, as theme-specific modules, for presentations, and for workshops and webinars. It is designed for online use as well as for in-person learning.

Participatory Action Research (PAR) is a framework for engaging in research and organizing for social justice that is rooted in a community's own knowledge, wisdom, and experience. PAR recognizes that those most impacted by systemic injustice are in the best position to understand and analyze their needs and challenges and to organize for social change.

The centrality of Palestinian voices throughout the curriculum is critical to this process. This framework is also helpful for The Palestinian Nakba facilitation, because it allows for participatory and experiential engagement with the material and with each other during the sessions.

II. Rationale

In the U.S., and globally, many have learned about the importance of Israel's creation as a safe haven for Jews who were being persecuted in Europe, and yet have learned little to nothing about the impact of Israel's creation on the indigenous Palestinian Arab population who were living there as a majority leading up to and until the creation of Israel. Even when Israel's human rights violations against Palestinians are criticized in public and private discourse, the conversation often focuses solely on the post-1967 Israeli occupation, without acknowledging the mass dispossession that began before and with the founding of Israel in 1948. This major gap in knowledge and understanding of Palestine's history hinders our ability to imagine what justice looks like for the Palestinian people, and therefore, to imagine a future for both peoples based on justice and equality.

This curriculum includes a wide range of Palestinian authors, analysts, and activists, as well as many other pertinent voices. It also draws upon material from projects such as Facing the Nakba, which incorporated resources from BADIL Resource Center and Zochrot (*"Remembering"* in Hebrew) and from organizations such as the Institute for Palestine Studies, Visualizing Palestine, Palquest, and the IMEU.

For participants seeking knowledge about the Nakba, the curriculum offers an opportunity to learn about what happened leading up to and during 1948, about the Nakba's ongoing effects on Palestinian lives, and to understand why this history and story is absent or denied in so many conversations.

III. The Curriculum

Sessions

The Palestinian Nakba curriculum is 8 sessions (with an intro and closing session) that can be adjusted for different timelines and formats, whether a class, course, workshop, or training. There are also theme-specific modules that offer resources to engage with a particular idea or area (eg. Settler Colonialism, Refugees and Rights, Zionism, Art and Culture, etc.). Additionally there are tracks that offer activity and session configurations specific to a particular group, ie. High School, Community Education, etc.

All of the activities from sessions and modules can be further adapted to the needs of a group. Facilitators can choose which sessions to present and in what order and can select among the suggested activities and readings. Facilitators should take into account participants' backgrounds and levels of knowledge of the issue in making these choices.

In most sessions, we provide links to additional materials that the facilitators can use to deepen their own background, to prepare for sessions, or to recommend to participants. There is also a resource library where additional information can be found.

Opening Session

Summary: The Opening Session offers an introduction to the curriculum and its visual themes and can be used at the beginning of Session 1 or preceding any session or module to welcome the group, introduce participants to the session(s), and set community agreements.

Goal: To lay a foundation and establish a tone for the session or sessions.

#1 The Nakba

Summary: This session offers an exploration of the historical context that resulted in the Palestinian Nakba, incuding the expulsion and dispossession of Palestinians from their land, along with the erasure of Palestinan life and culture. Participants begin to understand the impact of settler colonialism on the Palestinian people. The richness and complexity of pre-1948 life in Palestine is juxtaposed by the impact of the Balfour Declaration and Britain's support for a Jewish national home in Palestine.

Goal: To ground participants in the history that led to the Nakba and to gain an understanding of the impact of processes of dispossession on the Indigenous Palestinian community.

#2 The Nakba in Practice

Summary: In this session, participants consider the history and material consequences of the Nakba-- including what's been hidden and erased, what's been built over, stolen, destroyed, and what remains. Concepts of Indigeneity, settler colonialism, and cultural identity are explored in relation to Palestine as is the role of British imperialism.

Goal: To encourage a deeper understanding of the history of the Nakba through the lens of Indigeneity and settler colonialism, and make palpable the material impact on Palestinian life.

3 Ongoing Nakba (al-Nakba al-Mustamera)

Summary: In this session, participants examine the ongoing displacement of Palestinians from their homes and land prior to and in 1947/48, 1967, and that continues to the present. These ongoing realities are shown through different forms of information, including graphs that trace demographic and population shifts in both cities and villages; maps that depict changes in ownership and control of land; and stories that illustrate how these changes were not incidental, but connected to intentional processes of ethnic cleansing that impact the lives of Palestinians and their families, then and now.

Goal: To understand the nature and impact of the intentional processes of displacement and expulsion and how those processes continue to this day (ongoing Nakba).

#4 Zionism: Foundation & Intentions

Summary: This session exhibits the foundations and intentions of Zionism, the enactment and reality of Zionist colonization in Palestine, and the historical context for Palestinian opposition to Zionism. Excerpts from speeches and writings of Zionist and Israeli leaders illustrate the intentionality of the process. The session also addresses the pervasive Zionist narrative that continues to "downplay, deny or justify" the Nakba, despite clear and compelling facts, historical documentation, and experiences of Palestinians.

Goal: To look at the foundations, intentions and impact of Zionism on the Palestinian people and to better understand the causes of Palestinian opposition to Zionism.

#5: Testimony & Storytelling as History

Summary: This session presents life stories as historical events with an understanding that testimony, oral history, memory, and storytelling shape and are a critical part of history. The stories shared in this session specifically focus on what life was like before and during 1948 and offer accounts that are critical to the understanding of what and who has been omitted from historical accounts. Participants also conceptualize and reflect on what "testimony" means, and

challenge notions of what constitutes "truth" and the historical record.

Goal: To understand that personal stories not only shape history, but are important and powerful parts of the historical record. Elevating the voices, experiences and testimonies of Palestinians enables participants to understand history as shared by those who lived through it and were most impacted.

#6 Archive as Power

Summary: This session offers a look into archives, what constitutes an archive, what they contain, how they are constructed, and why. Participants engage in close readings of "archival" texts and consider the ways that a Palestinian archive, or an archive framed around the history of Palestine, is necessarily constructed from sources-- images, texts, objects-- that were not only created and compiled, but omittted, extracted, destroyed, and stolen.

Goal: To explore the meaning and power of an archive and understand how access to different texts and documents determines facts about the Nakba.

#7 Palestinian Refugees and the Right of Return

Summary: In this session participants concretely look at the right of return for Palestinian refugees who were expelled from their homes and land. Through data, stories, legal documents, artistic renderings, among other forms of expression, participants deepen their understanding of the realities and impact of expulsion and dispossession on Palestinians, and the envisioning and practicalities of a return home.

Goal: To gain a deeper sense of the history and realities of Palestinian refugees, and to understand how return can be actualized.

#8 Ongoing Resistance

Summary: This session explores ongoing social, political, economic, and cultural forms of resistance to injustice in Palestine. Through a look at different forms of resistance-- current and historical as well as transnational, national, and local-- participants understand the impact, visions, and connections among movements for justice in Palestine and globally.

Goal: To gain an understanding of different forms of resistance to injustice in Palestine and in solidarity with the movement for Palestinian justice globally.

Closing Session

Summary: This session can be used at the end of a series/course or added to the end of any session. This Closing offers a reflection on the session(s) as a whole and considers how what

we've learned has impacted our thinking and how we might want to take action.

Goal: To add extra reflection and conversation about next steps after a session, sessions, or module.

Modules

Theme-specific modules offer curricula and resources to engage with a particular issue or area of study. Modules stand alone and can also be used in conjunction with any other part of the curriculum:

Settler Colonialism
Zionism: Part 1
Refugees and Right of Return
Palestinian Women's Movements
Visuality: History and Images
Generational Trauma

Tracks

Tracks enable particular audiences, e.g. High School students and young learners, Community study groups and Activist organizations, to engage in Nakba education through activities and session material that have been configured for them.

IV. Terms of Use in Curricula

- **Goals/ Objectives:** What the session or activity will achieve, i.e. concrete skills and resources.
- **Facilitator Note:** Information regarding framing and/or suggestions on how to guide the activity and/or discussion.
- **Facilitator Action:** What facilitators do in the activity.
- **Participant Action:** What participants do in the activity.

V. Session Components

Summary and Goals: A brief description of each session.

Participant Prep: These are suggested materials that are useful for each session. Facilitators may want to review the listed materials and choose which of them they would like participants to read in advance of the session.

Materials: Suggested and required materials appear at the beginning of each session. Items for specific activities are re-listed with the given activity.

Some materials require additional set-up, for instance, videos require equipment and/or Internet connection; In-person Group Notebook requires chart paper, pens, paper, markers, etc. Materials can be shared via projection (or screen-sharing when facilitating remotely), print-outs, or links shared with participants.

Welcome: Sessions start with space to share questions and thoughts and talk about prep readings.

Group Notebook: The Group Notebook holds group notes, questions, thoughts, concerns. It is used by the facilitator to take notes and record group discussion, and it is also used by participants to add thoughts to be addressed as a group. The Notebook can be chart paper, whiteboard, projected slides, or online as digital notes/Google doc etc. Use the Group Notebook whenever you want to add notes from an activity or conversation and for ongoing group reflections.

Personal Reflection Notebooks: The reflection notebook is a space for participants to reflect, pose questions, dig deeper, etc. This can be on paper/pen or digital notes/online doc.

Reflection Questions: Reflection questions help make the conversation richer and enable participants to reflect more upon what they are learning. Share on chart paper, projection, digital slide, screen-share, copied into a chat, or spoken aloud.

Slideshows: Slideshow links are embedded within corresponding sessions. Under the images within the slideshows, you will find "Facilitator notes" to guide the discussion with reflection questions and other important framing information. You will also find background information noted as "image descriptions/sources" and "additional information." PDFs with the copied text are also available.

Bibliography: The articles, essays, videos, visuals, books, etc, used within the curriculum will be listed in the bibliography section.

VI. Goals of PAR-based Facilitation

Facilitation through a Participatory Action Research (PAR) framework is reflective, intentional and participatory, ensuring that all voices are heard. Below are a few guiding principles that are helpful to keep in mind when facilitating within this framework.

- Foster an environment to build healthy, respectful relationships by developing clear goals and establishing the group's purpose together.

- Recognize who is in the room and remain conscious of issues of power dynamics and different forms of expression so that all types of participation are valued equally.

- Guide the process while not dominating conversation.

- Facilitators work to ensure that all participants are integrated as genuinely as possible into the group. Facilitators balance the various dynamics and engage as both a teacher and a learner.

- Facilitation is not a neutral process. In many contexts, facilitators will express their thoughts and perspectives as active members of the group, while also considering variables such as age, educational setting, etc.

VII. Helpful Considerations Before the Sessions

As a facilitator, your role is to guide the curriculum sessions as well as individual and group dynamics within the process. Below are some helpful considerations to support a smooth and effective session.

Advanced Planning:

- Review curriculum, agenda, and overall goals of class, training or workshop with a co-facilitator/co-teacher, if you have one. Choose and prepare session activities, questions, quotes, materials, resources etc.
- If there is no co-facilitator, consider distributing rotating roles to participants, like time-keeper, someone to check Group Notebook, etc.
- If you are doing a workshop or training: Outreach and follow-up with participants, including emails, phone calls, in-person meetings, informational sessions, digital flyers, invites etc.
- If online, consider which app(s) will be used and send out reminders to participants to download and check their tech capabilities.
- Troubleshoot tech (especially for online, but also in-person with projector/slides).
- For online classes or workshops, pre-plan and have links ready for the group and organized for each activity/section.
- For in-person, think about the space for the training and what materials are needed, this could include video monitor, Internet connection, paper, pens etc.
- For in-person: Create signs and wayfinding materials for the space/bathroom, etc.
- Plan and/or familiarize yourself with comfort needs like water, food, bathroom access and/or add breaks to your session.
- Information to know or ask about participants before the first session:
    - Personal background as it relates to the topic
    - Previous education about Palestine and the Nakba
    - Reason/motivation for participating in the session
    - Language and interpretation needs
    - Childcare needs
    - Accessibility needs (subtitles, alt-text, accessibility of space if in-person, etc.)
    - Are participants okay with being photographed/recorded during the session

During the session(s):

- Check in regularly, especially if online, to make sure that everyone's technical and other needs are known and addressed as much as possible.
- Set up a clear system/forum for collecting thoughts, comments and responses that don't fit into the session agenda. Encourage people to use their Personal Reflection Notebooks and create a place for ongoing comments or questions on Group Notebook, chart paper, suggestion box, google doc, email thread, etc.
- Check online Group Notebook for ongoing thoughts or questions.
- Make sure that online directions are clear and navigable, with links organized and accessible. If you are using separate Google Docs for each activity, make sure that they are clearly labeled, with links ready for each section.
- Reference the day's goals throughout each session.
- Create an atmosphere that maximizes everyone's comfort level; It's helpful to refer back to the group-generated guidelines at the beginning of each session and clarify that participants may take care of personal needs.
- Facilitators are there to guide and direct but not dominate discussion.
- Be conscious of oppressive language (racist, sexist, homophobic, ageist, etc.) and think about ways to address and mitigate comments beforehand.
- Allow for quiet moments of reflection.
- Check in with your co-facilitator (if applicable) about the overall feeling, time, and needs of the group.

After the session(s):

- Spend a few minutes reflecting and debriefing about what went well and what was challenging. These reflection questions can be helpful for thinking through some of the questions or thoughts about the session(s).
  - What went well?
  - What was challenging?
  - How did particular activities work or not work for your group?
  - What alteration (additional tools, info, etc.) do you want to make for next time to address the needs of the group?
- Integrate feedback and make notes for subsequent sessions.
- Share out with the rest of the group any resources or follow-up questions that came out of the session.

VIII. Online Considerations

The Palestinian Nakba curriculum can be used for in-person sessions, online, or a combination of the two formats. The curriculum is compatible with any on-line application, including Perusall, and can be shared via Zoom, Google Hangouts Meet, among others. Here are some digital facilitation tips and considerations for remote and online use of the curriculum.

Digital facilitation; think through everything you do in person and transpose for online use. Most of what you do in-person can be done online.

Download Apps and share App information in advance.

Co-facilitation is suggested for in-person and online workshops/classes. Online co-facilitation (or a clearly delineated tech person) is especially useful in relation to technical and group chat support. With or without a co-facilitator, some things to monitor:

- When people drop or have access issues, figuring out when to pause or keep going.
- To watch the group chat and monitor Group Notebook, and check in with break-out groups.
- If the video slows down or there are other accessibility issues, respond and problem-solve.
- Be attuned to relationships and try to hold people in their emotions while remote.
- Create space for people to check-in (for technical, emotional needs, feedback, support). This can be in a chat, on a Doc, through questions and prompts.

Group Notebook and other group docs and worksheets:

- Use Google Docs or Etherpad to take live notes where participants can follow along. Keep the browser window to see shared notes/edits from the whole group in real-time.
- Monitor: ask if there is something new that you haven't noticed. Facilitators keep an eye on the notes and bring ideas from the notes into the conversation if appropriate (some participants may prefer to contribute in this way).
- Create docs in advance.
- Have links/slides ready for each session component.
- Prepare docs for breakout groups. Consider whether you want to have separate docs for different activities and consider how many docs you want for breakout groups (groups can either have their own doc or there can be one where groups write notes together).
- Give doc and edit access to all participants. You may want to create a separate document with all links in one place, or put all the document links on the top of the Group Notebook.
- Community agreements: keep on a separate doc with link accessible throughout.

Audio/Visual:

- Troubleshoot tech/audio in advance.
- Tech accessibility:
    - Consider those who are dialing in or using small mobile devices.
    - If possible, use a wired internet connection (not WiFi or Cell). Close tabs or applications you don't need during the call, which will improve video performance, especially on older computers.
- Don't sit in front of a bright window with the camera facing you (ideally all light sources are placed behind the camera).
- If possible, use a headset.
- Encourage participants to mute themselves when they are not speaking.
- Use mute button not to silence participants but to support accessibility and clarity of conversation/session.

Chat/Queue:

- Consider how you use the main chat and breakout group chats. Decide what they are used for-- tech needs, questions, response.
- You may want to use visual cues in the chat to indicate that a participant wants to talk. You can then use a speaker queue to make sure that people speak according to the queue order. Some video conferencing tools have a button for this, but you can often use the chat window and type "Hand" or use numbers (below).
- For a quick sense of what people are feeling, you may want to use numbers (1 - 5) to express feelings**:** Facilitators can see when participants press 1 - 5 in the chat.
    - 1 - I want to speak
    - 2 - I agree
    - 3 - I disagree
    - 4 - I am ambivalent
    - 5- I am having technical difficulties

Screen-sharing:

- Make links to slideshows/videos/images easily accessible for users. Viewers click on a link to view.
- Have slides/links readily available for all discussion points/questions.
- It can be helpful to use the screen share function with multiple computers so you can see the facilitator board and your notes on a different computer.

Gallery walk:

- For an online gallery walk (interactive virtual poster boards), small groups can record ideas on a Google doc or using collaborative tools such as Padlet or Jamboard, and then you can view those with the whole group.

Interpretation:

- Make sure that all materials and instructions are translated in advance if you have a multilingual group.
- If you will be working with an interpreter or interpreters, share your materials in advance, discuss and run-through if possible to get used to both your content and the App/software.
- Be very clear about how interpretation and translation will be used.
- Zoom has a very easy interpretation interface (https://support.zoom.us/hc/en-us/articles/360034919791-Language-Interpretation-in-Meetings-and-Webinars). Some ways to use:
    - Create an audio line that Language 1 (dominant) speakers join.
    - Dominant language speakers either only use video on the Zoom or they call in with both video and audio and mute their audio.
    - Interpreters are on both audio lines.
    - When dominant language speakers are speaking, they are muted on the Language 1 line and interpreted into the main Zoom line.
    - When speakers are speaking, interpreters are muted on the Language 2 line and interpreted into the Language 1 line.
    - If you have two interpreters, one can interpret to dominant language speakers and one can be designated to interpret to other language speakers (this way they do not need to mute and unmute different lines).

Drawing tools:

- Zoom, Jamboard and Mindmeister offer collaborative drawing tools/Apps.

Additional online resources

- **Teaching Tools: Active Learning while Physically Distancing**

Some examples of online curriculum specifications:

1. From Session 5 Testimony and Storytelling as History: Welcome and Presenting Testimonies

Facilitator Action: Write each testimony concept on a separate Google doc/slide or Jamboard: participants can then write their thoughts/draw on the shared interactive group discussion.

2. From Session 6 Archive as Power: Round Robin

Facilitator Action: Five different texts for four different groups are on different slides/Google Docs.

"Notecard:" At the bottom of each text, or on another shared Doc, each group writes their questions/comments.

Each group sees what the other groups write on the shared Doc.

3. From Closing Session: Whole Group Closing Mosaic

Facilitator Action: Choose an interactive art program like Jamboard or Mindmeister to create a collaborative mosaic.

Ask participants to choose colors and shapes to express thoughts/hopes/reflections on what they've learned and the current situation. Give participants 5-7 min to express themselves on and then invite them to "paste" their piece as part of the collective digital mosaic.

IX. Facilitation Challenges and Tools

The material offers first-hand accounts and documentation that may be in conflict with what some of us have previously heard about the Nakba. We encourage critical thinking and reflection to enable participants to interact with the materials in different ways. To facilitate this process, we have created facilitator notes to address possible issues/scenarios that may arise. Listed below are several facilitation challenges to consider before, while, and after conducting the sessions, along with common scenarios and helpful tips for working through them with the group.

1) *Scenario:* *One of the participants asserts that this is not a neutral presentation of facts; it is clearly "pro-Palestine." The participant argues that the discussion, and materials presented, do not give fair weight to the fact that the Jewish people had been persecuted and needed a homeland.*

New material: This project is rooted in a wealth of historical documentation and information and experiences of Palestinians about the Nakba. We appreciate that everyone is learning together and each person is encountering the material from a different background. It may be helpful to remind participants that we may at first respond with a stance of disbelief or skepticism to information that conflicts with our understanding of a situation. Still, we should strive to remain as open as possible, even if the new information is difficult to take in.

Strategies:
- Refer back to the discussion guidelines created at the beginning of the sessions.
- Ask participants to keep an open mind and engage with new perspectives.
- Ask participants which viewpoint they hear most often in the news, conversations, etc. Does that make it the "right/accurate" position?
- What other situations are they familiar with where the mainstream media does not share the full story/perspective?

2) *Scenario:* *One of the participants is not talking or participating in outwardly recognizable ways. This person may generally be quiet, or is more quiet and withdrawn in relation to the sessions and particular group dynamic.*

Participation: Quiet participants may need more time to read, reflect, and process. The challenge is to incorporate their voices or thoughts without putting them on the spot. Encourage all participants to use their reflection journals and provide space for participants to post/express their thoughts or reflections throughout the sessions. This may be through an email discussion thread or through a shared google/web or written document. Emphasize that participants can always go back and spend more time reading through the materials later.

Strategies:
- Provide 2-3 minutes of "think time" before having people share out in a large group.
- Offer different ways of interacting with the material--journaling, discussions, drawing, etc.
- Use a variety of discussion set-ups--pairs, small groups, museum walks, etc.
- Try sharing quick responses by going all the way around the circle without anyone commenting on what each person says.

3) *Scenario:* *One of the participants answers or asks questions and generally takes up a lot of space in the session.*

Participation: What if the same individuals are always speaking up in the group? Utilize facilitation tools to give everyone the opportunity to contribute (small groups, going around in a circle, sharing out via post-it notes, etc.). Facilitators can appreciate the talkative individual's contribution and, at the same time, encourage others to speak by emphasizing how valuable it is to hear everyone's voice.

Strategies:
- If it continues to be an issue, speak privately with the talkative individual and collectively figure out a way to address the challenge.
- See tips in scenario #1 for more ideas.

4) *Scenario:* *As someone who may not not have a strong background on the issues, you feel a bit unsure leading the discussion, but recognize this is an important learning experience for everyone, including you. One of the participants starts to challenge the facts shared in the historical overviews, arguing, "You don't know what you're talking about! You're just presenting one side of the story!"*

Considerable information: The curriculum contains a lot of information, and there is more still. Reflection, discussion and incorporation of additional information is important in order to engage participants' knowledge and analysis as much as possible. We invite participants to view all the information critically, including what is presented here. This is an introduction to learning about and dealing with the subject of the Nakba, and participants are invited to delve into it more deeply. Facilitators can gauge participants' capacity to take in more information and guide participants to additional resources.

Strategies:
- Encourage participants to explore background information and additional resources included in bibliography.
- Acknowledge that we are all teachers and learners in this process.

5) *Scenario: You've facilitated and taught classes in person and feel comfortable "reading the room--" being tuned in to issues and individual needs of those in your class. You have a harder time feeling equipped, keeping energy up, and generally understanding what people are feeling in a virtual/online setting.*

Online adaptation: While online facilitation is different from in-person classes and workshops, most of what you do in person can be transposed for online use. Still, for an online setting, there are both technical challenges (problem-solving when people drop from the "call" or have access issues, figuring out what to do when video is slowing down, etc.) and emotional challenges (keeping energy and momentum up and engaging the emotional needs of participants) that are unique and require advance consideration.

Strategies:
- When possible, co-facilitation, or a clearly designated support team, is useful for online classes and workshops-- for help with technical issues, to watch the "chat" or Group Notebook, put links up, decide when to pause or keep going, etc.
- Co-facilitators can also be key for emotional support. If you don't have a co-facilitation team, you may want to designate a "feedback" person who actively checks in with participants.
- How to get replacement for body language: Create a space for people to check in and use strategies to replace body language so we can check in on the "vibe of the room".
    - Use Google docs (shared documents that everyone can collectively edit) to take live notes for response and check in.
    - Use chat the feature for check in, queue to talk, express agreement or disagreement.

X. Assignments/further engagement

Sessions may be integrated into college courses, high school classes, as well as other formal and informal education settings. It may be necessary to consider assignments, such as a) essays b) research papers c) adding more detailed writing responses to reflection questions, among other possibilities.

XI. Additional Resources

PARCEO's [Facilitator Training](#)