

# Resources to Share Practicum 2013

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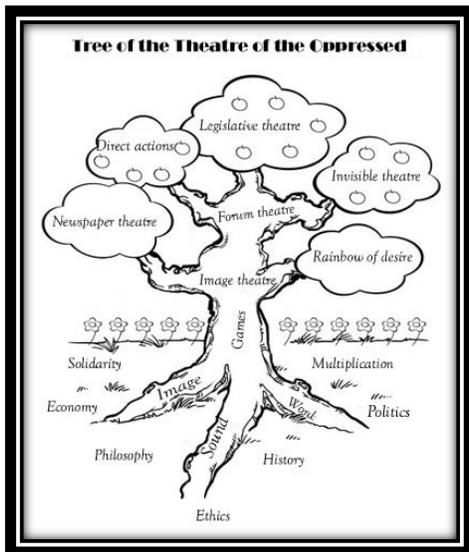
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## Working with the Community Through the Lenses of the Theatre of the Oppressed

### Components present at the Theatre of the Oppressed framework<sup>1</sup>



The Theatre of the Oppressed provides an opportunity to engage members of the community to overcome barriers, provide services, and empower them as a framework. The Theatre of the Oppressed theory was created by Augusto Boal and influenced by the work of Paulo Freire. When the team at MAPS developed the workshop to train hairdressers, it was framed in a way to nurture an environment where we could share knowledge and information in a way that would foster learning. Using the theory of the oppressed one of the techniques we applied was using skits to role-play situations, but allow the participants to do all the action, practice as well as add their own input and experience to the practice.

The Theatre of the Oppressed removes the “leadership” position allowing sharing knowledge, understanding that everybody can learn from everybody. Essentially, a large deal of the decision-making switches to the participants, which also allows them to *live* the experience by using dramatization techniques such as

skits, which represents one among the several techniques used by the Theatre of the Oppressed framework. The Theatre of the Oppressed can be applied using exercises such as skits, image theatre, forum theatre and the Rainbow of Desire.

**WHAT IT IS:** The Theatre of Oppressed techniques consists of a set of games, exercises and activities that enables actors and spectators (that also become part of the exercise) to critically think about issues of social justice and oppression. The use of such exercises aims on allowing people to understand social issues and from understanding it, changing it.

The Hairdresser workshop used skits as a way to analyze and think through Domestic Violence victims within the community and the best way to provide them with support and resources. Reaching out to Hairdressers within the community as key community leaders allowed us to enrich the support in the community, at an easy access to individuals in need. The hairdressers received training on how to respond to disclosures of Sexual Assault and domestic violence, as well as Bystander and First-Responder behaviors and safe attitudes by using diverse exercises. The workshop was set as a welcoming breakfast table where we were able to share all the information, using exercises and short videos all culturally related. So, knowing your population is extremely important so that you can tailor the work to them, make them comfortable to share their previous knowledge and enhance their learning experience.

### **Skits**

There is a high use of skits as one form of giving voice to the oppressed and marginalized populations. Using skits allows you to work on issue of oppression or injustice. During the workshop, we proposed a starter scene, and invited the hairdressers to act based on a first prompt of a women being pressured by her husband. Once the hairdressers started to role-play it allowed us to learn the skills they already had and build on that. Skits can be used to work on a variety of issues, to critically think of problems, identify strengths and weaknesses and think of ways to change or minimize the issue. Enabling your audience/community to participate, and not only engage them to work on the problem, but also be empowered to be part of the solution. Keeping an open line of communication is extremely important as it allows you to know better the participants, their skills and questions.

You can add exercises and games according to your specific population and issue your trying to tap into it.

## Building Sense of Community

### **Sense of Community (SOC)**

The feeling derived from belonging to a particular group where the individual experiences bonds of affection, influence, companionship, and support (first coined by Sarason, 1974). SOC refers to a structure of relationships that strengthens rather than dilutes feelings of loneliness. Although there are differences, these conflicts must be resolved in ways that does not destroy SOC (Nelson & Prilleltensky, 2010).

### **Four Domains: McMillian and Chavis (1986)**

Membership, Influence, Integration and Fulfillment of Needs, and Shared Emotional Connection

#### ***Membership***

Feeling that one has invested themselves in a group and belongs; Consists of boundaries, emotional safety, sense of belonging and identification, personal investment, and a common symbol system

- *Boundaries*: physical and social (ex. language, culture)
- *Emotional safety*: comfort; confident that one can voice their own opinion
- *Sense of belonging and identification*: feeling that one is part of a group and not a spectator; one participates beyond watching
- *Personal investment*: sets aside time despite having other things to do; can invest financially, emotionally, or mentally
- *Common symbol system*: identifies members (ex. logo)

#### ***Influence***

Feeling that an individual has influence on the group and the group had influence in the individual to create social cohesion

#### ***Integration and Fulfillment of Needs***

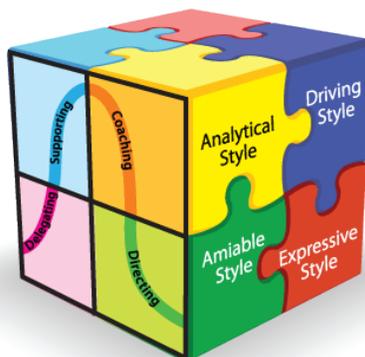
Feeling of reward for participating in the group

#### ***Shared Emotional Connection***

Creating a shared participation and history or identification with the history

## Situational Leadership

Situational Leadership suggests there is no “one size fits all” approach to leadership. Situations vary; therefore levels of leadership must also vary according to the situation. Leaders must first identify their most important tasks and priorities, and then the leader must consider the readiness level of the group’s **ability** and **willingness**. Depending on these variables the leader must choose the most appropriate level of leadership for the audience.



### According to Hersey-Blanchard, four Situational Leadership styles persist

**Telling (S1)** – Leaders tell their people exactly what to do, and how to do it (Directing)

**Selling (S2)** – Leaders still provide information and direction, but there’s more communication with followers. Leaders “sell” their message to get the team on board. (Supporting)

**Participating (S3)** – Leaders focus more on the relationship and less on direction. The leader works with the team and shares decision-making responsibilities. (Coaching)

**Delegating (S4)** – Leaders pass most of the responsibility onto the follower of the group. The leaders still monitor progress, but they’re less involved in decisions. (Delegating)

**According to Hersey- Blanchard, four Maturity Levels also apply. As a leader it is important to know the maturity level of the group you are leading.**

**M1-** People at this level of maturity are at the bottom level of the scale. They lack knowledge, skills, or confidence to work on their own, and they often need to be pushed to the task on.

**M2-** At this level, followers might be willing to work on the task, but they still don’t have the skills to do it successfully.

**M3-** Here, followers are ready and willing to help with the task. They have more skills the M2 group, but they’re still not confident in their abilities.

**M4-** These followers are able to work on their own. They have high confidence and strong skill, and they’re committed to the task.

**Example:**

The model below shows the **Maturity level** of a person or group, and what **Leadership style** to consider for the most effective results.

| <b>Maturity Level</b>  | <b>Most Appropriate Leadership style</b> |
|--|--|
| <b>M1:</b> Low Maturity  | <b>S1:</b> Telling/Directing             |
| <b>M2:</b> Medium Maturity, limited skills                       | <b>S2:</b> Selling/coaching              |
| <b>M3:</b> Medium Maturity, higher skills but lacking confidence | <b>S3:</b> Participating/ supporting     |
| <b>M4:</b> High Maturity   | <b>S4:</b> Delegating                    |

**Group Activity**

[www.performanceperspectives.com/images/TP09.pdf](http://www.performanceperspectives.com/images/TP09.pdf)

## ROLE PLAY

~Get into groups of 2

~Hand out skits 1-5

~Pick a role you would like to play

~Read through your lines to familiarize yourself, and get into your role! 5 min

Using the four types of Situational Leadership roles, and the four Maturity levels, decide what best fits with each situation. 5 min

As a group, watch each group act out their lines. 20 min

Then discuss what leadership style and maturity level was presented.

After everyone has done their role play, change groups rewrite a skit provided using different Situational and Maturity levels.

## Recruiting Volunteers Through The Use of Psychological Principles

The psychological principles consist of a list of things that can be used in order for us to achieve our desired outcomes, whatever they may be. Often times we would be faced with situations where we have to be able to get into others' minds in order to understand them and make them do the things that we would want them to such as volunteering be it for the organization that we're working with. Therefore in this particular case, the desired outcome is to get the people within the community to want to volunteer. Additionally, another desired outcome can also be to retain those volunteers who've volunteered before (increase the level of retainment).

- |   |  |
|---|--|
|  Benefits (reinforcement)                            |  Peer influence & pressure               |
|  Commitment  |  Physical contact                        |
|  Contrast  |  Prioritization                          |
|  <b>Costs</b>  |  Proximity                               |
|  Cost-benefit ratio                                  |  <b>Relationship</b>                     |
|  <b>Customizing benefits (knowing your audience)</b> |  Reciprocity                             |
|  Expectations                                       |  Roles                                  |
|  <b>Exposure</b>                                   |  Scarcity                              |
|  Feedback  |  Similarity                            |
|  Habit strength                                    |  <b>Testimonials (social leverage)</b> |
|  <b>Liking</b>                                     |  Timing and readiness                  |

The bolded ones are psychological principles that possibly can help to gain better insights or ways on how to recruit volunteers through understanding the target people (depending on where you're recruiting, i.e. university: students). Things can be done through the use of psychological principles' "leads" which will eventually increase the likelihood for the target people to want to volunteer. **Cost:** by acknowledging what are the things that people would have to give up by volunteering. **Customizing benefits (knowing your audience):** finding out and understanding the people's needs and wants. **Exposure:** exposing the target people to the organization and what it does. **Liking:** the more people like the organization or program the more likely they would be inclined to volunteer. **Relationship:** building relationship with the people will increase the likelihood of them to respond positively. **Testimonial (social leverage):** involving previous volunteers in recruitment to speak of their experience.

Psychological principles also can be used in other situations. Keep in mind that there's no limit as to how many psychological principles can be used in order to achieve one's desired outcomes. The more principles used it will also increase the likelihood for the desired outcomes to be achieved.

## **Empowering Processes and Settings Checklist**

### **How do you know if your Practicum site is empowering stakeholders?**

(Zimmerman, 1995)

- Are community members involved in the planning, implementation, and evaluation of interventions?
- Has your organization developed an “eco-identity” where employees/ professionals become members of the community?
- Does your organization work with community members as if they are equals?
- Does your organization create opportunities for community members to develop skills so they don't have to be dependent on the organization?

### **What does an empowered organizational setting look like?**

(Maton & Salem, 1995)

- Has a belief system that inspires growth, is strengths-based, and beyond the self (considers what is best for the group)
- Is based on an opportunity role structure that provides roles at all levels of decision-making, requires varying levels of skill and responsibility, and contains many opportunities for involvement
- Provides a support system that offers many types of support, is peer-based, and provides a psychological sense of community
- Provides leadership that is inspirational, talented, shared by many, and committed to the goals of the organization

## Legislative Event Check List

### Before Event:

- Pick a specific type of Event (Contact all staff involved)
- Identify contact person for the event
- Contact Legislative Leader
- Confirm attendance of legislative leaders
- Schedule a date and time based on availability of legislative leader and program directors
- Schedule a space to hold the event (make sure to invite people who provide the space)
- Confirm date, time, and space with all involved
- Invite clients to be a part of the planning process
- Create an invite list (including local officials and board members)
- Send out invitations and follow-up with invitations
- Create an Agenda for event (make sure everyone involved receives a copy of this agenda)
- Identify key speakers and/or presenters
- Write up parking and directions for event
- Write and send out press release to media contacts
- Follow up with media contacts in regards to press release and coverage
- Generate "talking points" about the event for Karen
- Generate "talking points" for anyone else speaking at the event
- Create packets with guidelines for the program related to event (i.e. the criteria for fuel assistance)
- Get refreshments (including napkins, paper plates, platters etc.)

### At Event:

- Bring extra hard copies of the agenda at the event for those attending
- Set up program packets
- Have a sign in sheet for legislative people to keep track of attendance
- Identify all legislative leaders present at the event
- Set up refreshments for events ( don't forget: presentation)

### After event:

- Write Thank you letters to press that attended event
- Write Thank you letters to key people who attended event
- Debrief about event

### Sample Letter to Recruit Members of an Advisory Board

The first paragraph includes the name of the advisory board, the name of the organization, the location, and mission of the organization. Subsequent sections of the letter should include members' role and responsibilities in the board as well as advantages for being a board member. Finally, describe what will occur after the board is formed by the organization, by when and how the potential member can express their interest to join the board, and conclude with the purpose of the advisory board.

Dear [Recipient's Name]:

#### Re: Community Health Worker Advisory Board

Please consider becoming a member of the Northeast Region Community Health Worker (CHW) Advisory Board for the Community Health Education Center (CHEC) in Lowell. The mission of CHEC is *to establish and anchor outreach education as a valued practice within public health. We are devoted to enhancing the health of our community and empowering each individual to maximize their overall well-being.*

#### Your role as a member of the Community Health Worker Advisory Board:

- ✓ Advocate for the educational needs and support for CHWs.
- ✓ Provide input for CHW Core Competency requirements.
- ✓ Be a voice for CHWs in the region, across the state and nationally.

#### Here are some benefits of joining the Community Health Worker Advisory Board:

- ✓ A better understanding of the CHW movement.
- ✓ Become a liaison with local, state, and national agencies to learn, support, and advance the recognition of the CHW workforce.
- ✓ Networking opportunities with other CHWs and their supporters.
- ✓ Remain up to date on current trends around the CHW workforce (i.e. Board of Certification of CHWs) throughout the state and at the national level.

#### Next Steps:

When you and other potential members confirm your interest in being a part of the board, we will all meet as a group. In this meeting, we will talk about how the advisory board would like to operate as one body.

Please inform us by [Date] if you will be able to participate as a member of the CHW Advisory Board group. Our email address is [youremailaddress@domain.org]. Your participation as a CHW Advisory Board member is very crucial towards the CHW workforce and recognition efforts.

We are looking forward to hearing from you.

Sincerely,

[First Name Last Name]

[Department, Organization]

[Email Address]

**Greater Lowell Ex-Offender reentry Partnership**

**Logic Model**

Statement of Problem: The Lowell Reentry Initiative was designed to enhance the supervision of ex-offenders, provide them with information on the available social services and increase information sharing regarding returning offenders with other law enforcement agencies.

| Resources/ Inputs  | Activities   | Outputs  | Short-Long Term Goals /Outcomes   | Impact  |
|--|--|--|---|---|
| <ul style="list-style-type: none"> <li>• Collaboration between correctional agencies, local police department and non-profit agencies (Community members, ex-offenders, business leaders, service providers, etc)</li> <li>• Need-specific service providers( job training and placement, drug and alcohol treatment programs)</li> <li>• Reentry Project Coordinator</li> <li>• Second Chance Demonstration funding</li> <li>• Research Partners</li> <li>• Social Finance</li> </ul> | <ul style="list-style-type: none"> <li>• Identify the agencies/individuals that are not presently involved (i.e. substance abuse agencies, faith-based organizations, financial institutions, community members, business leaders, ex offenders)</li> <li>• Reach out to existing collaborations serving the same demographic</li> <li>• Conduct a SWOT Analysis</li> <li>• Identify and finalize SMART goals and objectives</li> <li>• Conduct actuarial assessments of offenders (conducted by the DOC and HOC)</li> <li>• Hold monthly planning partnership meetings</li> <li>• Incorporate Pay for Success models into programming Forums</li> </ul> | <ul style="list-style-type: none"> <li>• Two community forums</li> <li>• Thorough reassessment of reentry in the Greater Lowell Community (researchers will collect and analysis data and conduct small group interviews)</li> <li>• Asset maps</li> <li>• Comprehensive evaluation plan</li> <li>• Five-year strategic plan with measurable objectives</li> </ul> | <ul style="list-style-type: none"> <li>• Increase participation from relevant community stakeholders</li> <li>• Create a MOU</li> <li>• Dissemination of “State of Reentry” newsletter</li> <li>• Increase the likelihood of receiving additional funding</li> <li>• Comprehensive five-year strategic plan that is representative of the eight guiding principles of risk/recidivism reduction which include: *Conducting actuarial assessments of offenders, *enhancing intrinsic motivation, *implementing target interventions, *providing cognitive-behavioral treatment, *increasing relevant processes/practices *providing measurement &amp; feedback.</li> </ul> | <ul style="list-style-type: none"> <li>• Reduction in recidivism</li> </ul> |

**Contextual Factors**

Lowell is the 9<sup>th</sup> most popular location for returning state offenders. Since 2008, 1,044 ex-offenders have reentered Lowell from incarceration. A recidivism study found that in 2004, a total of 42% of all individuals released in MA recidivated within three years of release. Approximately 41.85 of the individuals released to Lowell in 2010 recidivated.

## Prioritizing Tasks and Effective Time Management

- Effective time management and prioritizing is essential to any kind of professional and academic work
- Many different techniques exist to assist in time management and prioritizing tasks.
- Two much-practiced versions of assisting with effective time management are:
  - Stephen Covey's Urgency Matrix from his *7 Habits of Highly Effective People*
  - Neil Fiore's popularized "Un-schedule" technique featured in *The Now Habit: Overcoming Procrastination*
    - Neil Fiore's Un-schedule also features the Pomodoro technique developed during the 1980's in working for small amounts of time using a timer in order to increase effectiveness in doing work.
- Neil Fiore also emphasized the reverse schedule, which encourages you to "schedule backwards" for large projects (excellent for those practicum projects, and papers!). All you need is a calendar, some colored pens, and some time to plan it all out!
  - Start with the due date and put your project there!
  - Begin breaking down your project backward into doable chunks of work
  - Work backward to the current date.
  - Think of this as a somewhat reverse logic model, working from the output to the initialization!

### Advice for time management and prioritizing tasks

- ❖ An "un-schedule" can be done with any kind of planner, not just the one handed out today. I prefer using an online calendar (like Google Calendar or Outlook Calendar) and color coding various "calendars" to maintain a schedule.
- ❖ Attempt to use the "un-schedule" for two weeks before modifying it, if you choose to use it at all!
- ❖ Make a checklist of tasks and check them off as you do them. It gives you a visual representation of your accomplishment, however small!
- ❖ Make sure your schedules and tasks are always visible in your workspace. It helps in keeping yourself on track!
- ❖ IMPORTANT: Be forgiving with yourself! It's hard to maintain steady pace and sometimes something happens that makes you fall back on your scheduling. Don't get angry at yourself or feel horrible because you missed a self-imposed deadline. Like Dr. Fiore says, "KEEP STARTING!" Two hours of effective work can be more productive than 5 days of struggling and procrastinating.

For more information on any of these techniques see:

***The 7 Habits of Highly Effective People*** by Stephen Covey

*The Now Habit: Overcoming Procrastination* by Dr. Neil Fiore Ph.D

**Stephen Covey's Urgency Matrix**

For those who are not familiar with it, here's a picture and a brief overview.

|               | Urgent  | Not Urgent                               |
|---------------|---|--|
| Important     | Crying baby<br>Kitchen fire<br>Some calls<br>1    | Exercise<br>Vocation<br>Planning<br>2    |
| Not Important | 3<br>Interruptions<br>Distractions<br>Other calls | 4<br>Trivia<br>Busy work<br>Time wasters |

- In **Quadrant 1** (top left) we have important, urgent items – items that **need to be dealt with immediately**.
- In **Quadrant 2** (top right) we have important, but not urgent items – items that are important but do not require your immediate attention, and **need to be planned for**. *This quadrant is highlighted because Covey emphasizes this is the quadrant that we should focus on for long term achievement of goals*
- In **Quadrant 3** (bottom left) we have urgent, but unimportant items - items which **should be minimized or eliminated**. These are the time sucks, the “poor planning on your part does not constitute an emergency on my part” variety of tasks.
- In **Quadrant 4** (bottom right) we have unimportant and also not urgent items – items that don't have to be done anytime soon, perhaps add little to no value and also **should be minimized or eliminated**. These are often trivial time wasters.
- See next handout to make your own Urgency Matrix

|                      | <b>URGENT</b> | <b>NOT URGENT</b> |
|----------------------|---------------|-------------------|
| <b>IMPORTANT</b>     |               |                   |
| <b>NOT IMPORTANT</b> |               |                   |

1 2  
3 4

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## Now Habit Schedules

by Neil Fiore, PhD

Sample Un-Schedule

### Joe's Unschedule

| Hours     | Sunday       | Monday                      | Tuesday           | Wednesday       | Thursday             | Friday            | Saturday               |
|-----------|--------------|-----------------------------|-------------------|-----------------|----------------------|-------------------|------------------------|
| 6-7 A.M.  | Sleep        | Sleep                       | Jog               | Sleep           | Sleep                | Jog               | Sleep                  |
| 7-8       |              | Shower/Breakfast/Kids/Paper |                   |                 |                      |                   |                        |
| 8-9       |              | Commute                     |                   |                 |                      |                   |                        |
| 9-10      | Jog          | Staff Meeting               | Mail/Calls        | Meeting         | Calls                | Breakfast Meeting | Breakfast              |
| 10-11     | Shower/Paper | Calls                       |                   |                 | Meeting              |                   | Flea Market            |
| 11-12     | Brunch       | Staff Contact               | Personnel Meeting |                 |                      | Lunch Meeting     |                        |
| 12-1 P.M. | ↓            |                             | ↓                 | Lunch           | Lunch                | ↓                 | ↓                      |
| 1-2       | Beach        | Lunch                       | Bookstore/Lunch   |                 |                      | ↓                 | Yard Work              |
| 2-3       | ↓            | Meeting                     | Computer Seminar  | Staff Contact   | Calls                | Staff Contact     | ↓                      |
| 3-4       | ↓            |                             | ↓                 | Meeting         | Meeting              | Mail              | Badmitten With Kids    |
| 4-5       | ↓            |                             |                   |                 |                      |                   | Feed Kids              |
| 5-6       | Dinner       |                             | Commute           |                 |                      | Commute           | Shower/Change          |
| 6-7       | Kids Baths   | Handball                    | Dinner            | Commute/errands | Commute              | Baseball Game     | Dinner w/ Wife         |
| 7-8       | TV           | Commute                     | Gallery Opening   | Kids Soccer     | Dinner               |                   | ↓                      |
| 8-9       | Plan Week    | Dinner                      | ↓                 | Pizza out       | TV                   |                   | Brother's B'day Party  |
| 9-10      | Read         | TV                          | Nightcap          | Read            | Quiet Time With Wife | ↓                 | ↓                      |
| 10-11     | TV           | Read                        | Laundry           | Video           | Sleep                | TV                | ↓                      |
| 11-12     | Sleep        | Sleep                       | ↓                 | ↓               |                      | Sleep             | ↓                      |
| 12-1 A.M. |              |                             | Sleep             | Sleep           |                      |                   | Music                  |
| 1-2       |              |                             |                   |                 |                      |                   | Sleep                  |
| 2-3       |              |                             |                   |                 |                      |                   |                        |
| 3-4       |              |                             |                   |                 |                      |                   |                        |
| 4-5       |              |                             |                   |                 |                      |                   |                        |
| 5-6       |              |                             |                   |                 |                      |                   |                        |
| Work      | .5           | 1, 1.5, 1.5, 1.5            | 1, 1.5            | 1, .5, 1.5      | .5, .5, .5, 1        | 1.5, .5, 1        |                        |
| Subtotals | .5           | 3.5                         | 2.5               | 3.0             | 2.5                  | 3.0               |                        |
| Total     |              |                             |                   |                 |                      | 15 hrs.           | on A' Priority Project |

from The Now Habit by Neil Fiore, Ph.D. (1989, Jeremy P. Tarcher, Inc.)

Blank Un-schedule

*Print out this page and use it to help you integrate the habits of a producer into your life.*

**The Now Habit Unschedule**

| Hours     | Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|-----------|--------|--------|---------|-----------|----------|--------|----------|
| 6-7 A.M.  |        |        |         |           |          |        |          |
| 7-8       |        |        |         |           |          |        |          |
| 8-9       |        |        |         |           |          |        |          |
| 9-10      |        |        |         |           |          |        |          |
| 10-11     |        |        |         |           |          |        |          |
| 11-12     |        |        |         |           |          |        |          |
| 12-1 P.M. |        |        |         |           |          |        |          |
| 1-2       |        |        |         |           |          |        |          |
| 2-3       |        |        |         |           |          |        |          |
| 3-4       |        |        |         |           |          |        |          |
| 4-5       |        |        |         |           |          |        |          |
| 5-6       |        |        |         |           |          |        |          |
| 6-7       |        |        |         |           |          |        |          |
| 7-8       |        |        |         |           |          |        |          |
| 8-9       |        |        |         |           |          |        |          |
| 9-10      |        |        |         |           |          |        |          |
| 10-11     |        |        |         |           |          |        |          |
| 11-12     |        |        |         |           |          |        |          |
| 12-1 A.M. |        |        |         |           |          |        |          |
| 1-2       |        |        |         |           |          |        |          |
| 2-3       |        |        |         |           |          |        |          |
| 3-4       |        |        |         |           |          |        |          |
| 4-5       |        |        |         |           |          |        |          |
| 5-6       |        |        |         |           |          |        |          |
| Work      |        |        |         |           |          |        |          |
| Subtotals |        |        |         |           |          |        |          |
| Total     |        |        |         |           |          |        |          |

from *The Now Habit* by Neil Fiore, Ph.D. (1989, Jeremy P. Tarcher, Inc.)

## How the Un-schedule Works

### 1. **Schedule only non-work activities**

This includes:

- Previously committed time such as meals, sleep, meetings
- Free time, recreation, leisure reading
- Socializing, lunches, and dinners with friends
- Health activities like going to the gym
- Routine events such as commuting, classes, appointments

Do *not* schedule work on projects. The goal of the Unschedule is guarantee your guilt-free play and legitimize your personal time.

### 2. **Fill in your Unschedule with work on projects only after you've completed at least one-half hour of uninterrupted work**

Think of the Unschedule as a time clock that you punch in as you start work and punch out when you take credit for your progress

### 3. **Take credit *only* for periods of work that represent at least thirty minutes of *uninterrupted* work.**

Do not record the time on your Unschedule if you stop before thirty minutes are up. Unschedule represents *quality work*, not trips to get potato chips or to make calls.

### 4. **Reward yourself with a fun activity after each period of work**

You deserve it.

### 5. **Track of the number of quality hours worked each day and each week.**

Emphasize what you *did* accomplish and adjust your Unschedule for days you need to start earlier on high-priority projects.

### 6. **Schedule at least one full day for fun and small chores.**

Avoid resentment and burnout by giving yourself a mini-vacation each week.

### 7. **Before doing something fun, do thirty minutes of work on your projects**

Again, guilt-free play is a reward and incentive for quality work.

### 8. **Focus on starting and the next action**

Replace all thoughts about *finishing* with thoughts about when, where, and on what you can *start*.

### 9. **Think small**

Do *not* aim to finish a book, write letters, complete your income tax, or to work continuously for even four hours. Aim for thirty minutes of quality, focused work.

### 10. **Keep starting**

Forget about finishing. If you must worry, worry about starting. In order to finish, all you have to do is just keep starting!

### **Never end "down"**

Never take a break when you're stuck or ready to give up. Always stay with a tough spot for another five or ten minutes, trying to come up with a partial solution that you can pursue later.



## **Time Management- Become Stress-free**

We all procrastinate when we do not have a set schedule. Some of us can function doing projects and assignments last minute but if you are anything like me doing so will only provoke anxiety attacks. Therefore, I am going to share some time management tips that will hopefully help you balance your work, school, and practicum schedule.

### **1.) Scheduling**

- Make your schedule on a weekly basis starting on Sunday night
- Space out your meetings, events, and work load in a manner that gives you time to breath and relax
- Take into consideration travel time if you have to drive to events for practicum

### **2.) Prioritization**

- Prioritize events based on importance- you may have a practicum project due in two months but if it is highly valuable you should be working on it on a regular basis instead of saving it for the last minute
- When prioritizing for practicum also take into consideration school work, job commitments, and other obligations

### **3.) Procrastination --- Your Worst Enemy**

- Procrastination is inevitable but it can be beat
- Take 10-15 minute breaks between doing work
- Reward yourself for accomplishing a certain task

### 7 Grant Writing Tips for a Non-Profit Organization

There are many things to keep in mind when writing a grant proposal. No one grant is the same. Therefore, here are some tips to keep in mind when applying for a grant:

1. **Research-** First and foremost, research the agency that is offering the grant. You may want to connect the mission of the funding organization with your organization.
2. **Be Specific-** The last thing you want a funder to think is that little time and effort went into the application. Make sure you're specific about the particular program you want funded. Make sure you read the directions *carefully*. Sometimes it may seem like they ask the same question twice. The trick is how to state the same information without seeming redundant. Be creative.
3. **Detail-** It's important to provide enough detail in your application so the funder has a clear understanding of your organization, program and why & how the additional funds will support the mission of your organization.
4. **Be clear and concise-** This is self-explanatory. Make sure as you are writing a grant proposal that you are clear and concise; easy for the reader to understand.
5. **Cost distribution-** Some funders may ask for a detailed account of how the fund will be used. Be sure to be as clear as possible about how funds will be distributed. Also, be sure to understand what agencies will and will not fund.
6. **Be thorough-** Again, it is important that you include all the information that is asked for. You do not want to give the funder any reason to disqualify your application.
7. **Have others proof read-** Last but not least, have someone else proof read the proposal for you. Even if you have written many grant proposals, it is always helpful to have another pair of eyes read your application. Another person might be able to provide you with suggestions to make the proposal stronger.

Si Kahn's 20 Principles for Successful Community Organizing

*Kahn's new book, "Creative Community Organizing: a Guide for Rabble-Rousers, Activists and Quiet Lovers of Justice," is a manifesto for the politically active.*

*"Freedom, freedom is a hard won thing, and every generation has to win it again."*

1. Most people are motivated primarily by self-interest. As a creative community organizer, you are always trying to figure out people's common self-interest, the glue that binds political organizations and movements.
2. Institutions and people that hold power over others are rarely as united as they first appear. If you can't get a person or institution to support you, you want to do everything in your power to convince them that it's in their best self-interest to stay out of the fight.
3. Start the process of strategy development by imagining that instant just before victory. Then, working backwards, do your best to figure out the steps that will lead to that moment.
4. It is generally useful, as a part of any creative community organizing campaign, to advocate for a positive as well as to oppose a negative.
5. The more complicated a strategy or tactic, the harder it is to carry out, and the less likely that it will be successful. You can ask a few people to do a lot of things, particularly if they're committed activists. If you want hundreds or thousands of people to participate in a campaign, you need to ask the great majority of them to do one thing, and only one.
6. You need to believe that human beings, no matter how much they may hate each other, can somehow find some common connection. To do that, leave your stereotypes at the door.
7. In real life and in actual campaigns for justice, the people are always partly united, partly divided. It's up to you to reinforce unity and to compensate for the divisions among the people with whom you work.
8. Don't ever let anyone tell you that demonstrations were only effective in the 1960s--that in the twenty-first century, we need to find other, less confrontational ways to make our voices heard.
9. Be absolutely certain that the people you work with truly understand the risks they're taking, the things that could go wrong, the losses they might suffer, before they make the decision to act, individually or together.
10. One of the greatest skills an organizer can have is the ability to frame and ask questions in ways that make people not only want to answer them, but also to think deeply, and in unexpected ways, about what the answers might be.
11. Laughter really is therapeutic, and hope does heal. Be cheerful in the face of adversity, and help others feel that way.

12. The more sure you are of yourself, of your experiences in other communities and campaigns, the more you have to struggle to avoid the arrogance of thinking you know what's right for other people.

13. When an institution that has a responsibility to everyday people fails to do its job, one option is to build another organization to challenge the first one and force it to do the right thing. The other option is not only to build an alternative organization, but to use it as the base for a campaign to take over the original one.

14. When those who have been without power gain it, there is no guarantee that they will exercise it more democratically than those who have had it before.

15. The power of culture can be an antidote to people's inability to see beyond their "own people" or situation. Culture can transform consciousness and make social change transformative rather than merely instrumental.

16. Organizers are often unjustly accused by those in power of inciting violence. That's a lie, and it needs to be put to rest. It's just a tactic the opposition uses to discredit your organization. To shut down a prison; to drive an exploitative enterprise out of business; to make sure a sexual harasser is fired--that is not violence. It's justice.

17. Go not only with what you know, but with whom you know. Even in the Internet age, personal relationships still count, especially when you're asking people to do something. When recruiting volunteers, give them a specific list of campaign needs from which they can choose.

18. It's quite easy to slide from helping organize a community to becoming its leader and spokesperson--even though you're not really a member of that community.

19. We can never truly predict what human beings working together can accomplish, and therefore we can never compromise with injustice.

20. The beloved community of which Dr. King spoke, rather than something we reach some day in the future, may be something we experience a little bit every day while, as creative community organizers, we walk and work towards it.

**Links:**

[1] <http://www.alternet.org/authors/si-kahn>

**Tips for Developing Trust**

- **Be consistent:** Do what you say you are going to do. For example in authority positions, please note that there are two components to this idea: (a) what you say you are going to do, and (b) what you do. If you aren't clearly saying what you'll do, then you are guaranteeing you'll be inconsistent, and that damages trust
- **Be transparent:** Share and reveal more than you do now. You don't have to choose radical transparency. Be strategic about it. But share more than you do now, because it will get people's attention. There is no trust without risk. So if you want the benefits of trust, figure out what new things you can reveal.

- **Tell the truth:** Stop spinning and start telling it like it is. Admit you're wrong. Admit you don't know the answer. Show people that you are human and don't deliver the answer that they expect or that you think they want to hear. Shine the light on what is. Be authentic. We trust authenticity
- **Let go of control:** People will trust you when you trust them first. The act of trusting another actually makes you more trustworthy in their eyes. So instead of worrying about how to get that other group to trust you more, figure out how to let go something and let them do it on their own.
- Allow members of the team to take the time to get to know each other on a somewhat personal level
- Teach cultural diversity. Let the people in the various locations around the world learn as much as possible about the behaviors, customs, and expectations of those in the areas with whom they work
- Group communication: Effective communication in a group is closely linked to mutual trust and cooperation among group members. Groups with a low level of trust have weak communication, less cooperation, and more conflicts (Levi, 2001).
- Active listening: When all members of a group practice effective communication, then trust, cooperation, and productivity are enhanced.
- Body Language: Facial expressions, gestures, eye contact, and posture express nonverbal communication called body language. Body language can tell us if listeners are interested, bored, confused, and if they are in agreement or disagreement. Take care not to jump to conclusions about what you see in body language.
- Group Interaction: Some people may be quiet during a meeting and a few members may dominate. A spirit of trust and cooperation develops when every person has an opportunity to participate.

## Budget and Timeline Tip Sheet

### Budget

- How much are you asking for?
- What are the major costs to the organization?  
→ Overhead, personnel, supplies
- How much is the funder willing to provide/allow for funding in those key areas?

Each of these areas ^ should be broken down into subsections, which will begin the outline of the budget, like so:

#### Personnel

|                  |         |
|------------------|---------|
| Jane Doe (PI)    | \$7,000 |
| John Doe (CO PI) | \$4,000 |

Some grants will provide templates to follow when creating your budget, so be sure to review the guidelines of the grant you are applying for.

### Timeline

The timeline should be used to prioritize the tasks of your project. It should be well thought-out, organization, and doable in the eyes of the funder, making it more likely to receive funding for your project. Again, be sure to refer back to the grant application requirements so as to adhere to the guidelines that are given. Be specific and concrete, as such:

1/1/2012 – Develop evaluation materials for classes that ran from 12/1/12 through 12/31/12 to be reviewed and completed by Jane Doe as of 1/31/13

### Key Websites and References

1. [www.Grants.gov](http://www.Grants.gov)
2. [www.Fundsnetsservices.com](http://www.Fundsnetsservices.com)
3. [www.Foundationcenter.org](http://www.Foundationcenter.org)
4. Byrne Funding
5. The Department of Justice
6. The United States Census Bureau
7. The Chronicle of Philanthropy
8. SMARTS Genius
9. [www.Grantsearch.com](http://www.Grantsearch.com)
10. [www.Grantvine.net](http://www.Grantvine.net)
11. [www.Grants.nih.gov](http://www.Grants.nih.gov)
12. [www.Dailywritingtips.com/grant-writing-tips/](http://www.Dailywritingtips.com/grant-writing-tips/)

## LGBT Issues &amp; Teens Tip Sheet

1. Take the stigma out, bring the teens in: Rename the workshop or group. This eliminates the stigma that if attending a LGBT event or group you are automatically declaring and outing yourself as LGBT. The stigma creates a fear around attending and takes away from the safe space that is supposed to be available.
2. Declare a safe space: before any workshop or activity declare that the space and conversation is a safe space for anyone to express their thoughts and feelings. Have youth agree that what is said in the space stays in the space and to keep open minds and not tease or laugh.
3. Break boundaries first: activities such as a "Step to the Line / Step in the Circle" help break the ice and break boundaries as well as open people up for discussion. Good follow up activities are the Genderbread Person (explaining differences between biological sex, gender identity, gender expression, and sexual orientation), Coming Out Stars (runs different possible scenarios during the coming out process)
4. Don't leave them hanging: LGBT issues can be very hard, stressful, and confusing for youth. Make sure to debrief after activities, events, or workshops. It is also important to offer youth resources such as counseling centers, a counselor on site if available, websites, suicide and question hotlines, groups on campus or at the school etc.
5. Heavy & light: After discussing heavy topics and LGBT issues such as bullying, increased substance abuse, suicide and self injury, as well as other heavy aspects, it is important to not only debrief but also do a "light" fun or uplifting activity or video (ex// Professor Snape "It Gets Better" video)
6. One word wrap up: A nice and informative way to wrap up is with one word reactions. Each student/teen is asked to give one word that describes how they're feeling after the event/activity/workshop (i.e. "educated" , "different" , "understanding" , "supportive" etc.

## Effective Collaboration Skills

What is Collaboration?

- ▶ The ability to work effectively with others on a common task
- ▶ Taking actions which respect the needs and contributions of others
- ▶ Contributing to and accepting the consensus
- ▶ Negotiating a win-win solution to achieve the objectives of the team

Techniques- Building a strong, forthcoming team will open the doors for effective collaboration

- ▶ Brainstorming- Brainstorming on your own is rarely as effective as brainstorming with others

Gather your group together - either in a meeting space or online location and brainstorm

The more perspectives in the brainstorming session, the more diverse ideas you'll generate

- ▶ Simple Conversation or Chatting- Regardless if your group is all together in one office or spread across great distances, open communication is what brings about effective collaboration

Use online discussion or chat solutions to keep everyone connected, and talk as many times a day about open projects, tasks or group processes

- ▶ Project Planning & Execution- Collaborate on the best ideas for an upcoming project and how to plan out each step

When others are included in this process, you understand how each part will affect the overall outcome

If you're stuck and need help with a task or you want to complete a task with someone else, collaboration can be very effective

- ▶ Team Building- A strong team is a successful team

Make sure your team can work well together by understanding their personalities and strengths

Team collaboration can bring out strong traits of all team members and allow them to understand how to work with each person

Sources:

<http://www.strath.ac.uk/careers/skills/peopleskills/teamworkcollaborationskills/>

[http://blog.oneplacehome.com/archives/2010/6/30/5\\_team\\_collaboration\\_techniques/](http://blog.oneplacehome.com/archives/2010/6/30/5_team_collaboration_techniques/)

[http://www.ehow.com/how\\_2060519\\_develop-collaboration-skills.html](http://www.ehow.com/how_2060519_develop-collaboration-skills.html)

Tips on how to develop effective collaboration skills:

Prepare to compromise. When working with a team, it is impossible for everyone to get their way, so compromise is imperative. Don't consider it a blow to your ego, simply a necessity when you develop collaboration skills and put them to use.

Avoid taking it personally. When **collaborating** with a group, there is always a chance of getting your feelings hurt by insensitive team members or group decisions. Remember that decision-making should not be personal, it is just a natural part of the process.

Focus on the well-being of the project. In order to fully develop collaboration skills, it is important to keep your eye on the task at hand. Focusing your efforts on the success of a project removes the urge to get your own way and helps a group stay on task.

Communicate effectively. Without communication all sorts of problems are likely to pop up. By communicating in thoughtful ways and remaining mindful of others' feelings and motivations, you will be more likely to **collaborate** successfully.

Identify challenges. If you have trouble developing collaboration skills, take some time to reflect on your difficulties. By pinpointing the hurdles in your way and the causes of your discomfort, you can map out ways to overcome them.

Participate in team building activities. There are a number of team building workshops and activities that are easily accessible online or in person. Take the time to participate in team building activities as a way to quickly and efficiently develop collaboration skills.

SOURCE:

[How to Develop Collaboration Skills | eHow.com](http://www.ehow.com/how_2060519_develop-collaboration-skills.html#ixzz2Dwmurgza)

[http://www.ehow.com/how\\_2060519\\_develop-collaboration-skills.html#ixzz2Dwmurgza](http://www.ehow.com/how_2060519_develop-collaboration-skills.html#ixzz2Dwmurgza)

## Family Fun Resources

### A low-cost or no-cost list of local events and programs for the Fitchburg/Leominster area.

Looking for ways to get out of the house and engage with your family without emptying your wallet? Here is a list of community agencies that provide family-friendly events and activities on a regular basis, along with some examples. Some events are meant for building better relationships for your family and others are more about learning and fun for children.

1. **Johnny Appleseed Visitor Center** *Rte. 2 Westbound between exits 35 & 34, Lancaster*
  - a. Phone: 978-534-2302
  - b. Website: <http://www.appleseed.org/>
  - c. Events Include: Summer Festivals and Town Fairs in Central Massachusetts, Museums and Exhibitions, Local Yard Sales and Restaurants, Fruit-Picking at Farms and Farm Stores, and Much More! Check the website or pick up the Guide to Johnny Appleseed Country at a business near you for FREE!
2. **Leominster Public Library** *30 West St., Leominster MA 01453*
  - a. Phone: 978-534-7522
  - b. Website: <http://www.leominsterlibrary.org/>
  - c. Events Include: "Read to your Bunny" Baby Story Time, Pre-School Story Time, Just for Two's Story Time, various speakers, Musical Guests, the Lego Club, and more! See the website or call for more information.
  - d. Library Hours: Mon-Thurs 9am to 9pm, Fri-Sat 9am to 5pm.
3. **Fitchburg Public Library** *610 Main St., Fitchburg MA 01420*
  - a. Phone: 978-829-1780
  - b. Website: <http://www.fitchburgpubliclibrary.org/>
  - c. Events Include: Book Club, Writing Group, Yoga for Kids, Knit and Crochet Club, Lego Time, Story Time for all ages, Weight Loss Support Group, Tutoring, Citizenship Classes, one-time events, and more! See the website or call for more information.
  - d. Library Hours: Mon-Tues 10am to 8pm, Wed-Thurs 12pm to 8pm, Fri 10am to 5pm, Sat 10am to 3pm
4. **Fitchburg Art Museum** *25 Merriam Pkwy, Fitchburg MA 01420*
  - a. Phone: 978-345-4207
  - b. Website: [www.fitchburgartmuseum.org](http://www.fitchburgartmuseum.org)
  - c. Events & Exhibits Include: Egyptian art and artifacts gallery, Photography Collection, Still Life Drawing Classes, Art Inventors Studio (ages 9-11), Pee-Wee Picasso (ages 2-5) Class, Gallery Talks, and a collection spanning 5,000 years! **Ask about their sponsor program! 50 spaces open.**
  - d. Museum Hours & Prices: Wed-Fri 12pm to 4pm, Sat-Sun 11am to 5pm. Children 12 and under get in FREE. Adults 9\$, Seniors 5\$. Check the website for more information on museum hours and admission.
5. **Wachusett Mountain** *499 Mountain Rd., Princeton MA 01541*
  - a. Phone: 978-464-2300
  - b. Website: [www.wachusett.com](http://www.wachusett.com)
  - c. Upcoming Events: Earth Day Clean-Up (4/20), Wachusett Mountain Hill Climb (5/11), 3<sup>rd</sup> Annual Up, Down, & Around Challenge (5/11), Reach the Beach Relay (5/17-18), Central

Mass Striders Mountain Race (5/25), National Trails Day (6/1), and more. See website for details.

6. **New Players Theatre Guild** *15 Rollstone St., Fitchburg MA 01420*
  - a. Phone: 978-345-6570
  - b. Website: [www.nptg.org](http://www.nptg.org)
  - c. Events Include: Harvey (through 4-21-13), and Annie the Musical (Nov. 2013), and the NPTGlee music & theater workshop.
7. **Top Fun Aviation Toy Museum** *21 Pritchard St., Fitchburg MA 01420*
  - a. Phone: 978-342-2809
  - b. Website: [www.topfunaviation.com](http://www.topfunaviation.com)
  - c. Events & Exhibits: Top Fun boasts nearly 2,000 toys in a unique collection, and encourages visitors to learn about aviation history. They wish to inspire our youth to pursue aviation careers in design, engineering, IT, and maintenance.
  - d. Museum Hours & Prices: Sat 10:30am – 4:30pm, Sun 1:30pm- 4:30 pm.  
Adult admission always includes one child for free.
8. **Doyle Community Park & Center** *464 Abbott Ave., Leominster MA 01453*
  - a. Phone: 978-840-4446
  - b. Website: <http://www.thetrustees.org/places-to-visit/central-ma/doyle-reservation.html>
  - c. Features Include: 157 acres of open space, 3.5 miles of trails, picnic areas, and the Doyle Center Facility.
  - d. Admission & Hours: Open year-round daily, sunrise to sunset. Trails are free to the public; admission to special events may include a cover fee.
9. **Coggshall Park** *20 Plain St., Fitchburg MA 01420*
  - a. E-mail: [coggshallpark@gmail.com](mailto:coggshallpark@gmail.com)
  - b. Website: [www.coggshallpark.org](http://www.coggshallpark.org)
  - c. Events & Features Include: Coggshall Summer Concert Series, 300 acres, a playground, a bird sanctuary, picnic spaces, hiking and walking trails, and a Mirror Lake.
  - d. Hours: Open from 8am until sunset. Free to the public.
10. **Children's Aid and Family Service** *1480 John Fitch Hwy, Fitchburg MA 01420*  
**Strengthening Families Program**
  - a. Phone: 978-602-8657
  - b. E-mail: [strengthfam@gmail.com](mailto:strengthfam@gmail.com)
  - c. Events Include: Movie screenings, Music Together musical learning for children, puppet shows, arts & crafts at the Fitchburg Farmer's Market, magic shows, Animal Adventures, the traveling aquarium, parental education events, and more. All events are FREE, though some require an RSVP. Contact us to sign up on our e-mail list to receive monthly notices of upcoming events!