

# Visioning Session Outline



Tasks before session:

- Rip off pieces of tape and put them around the room (84 pieces for each: vision wall, ingredients wall, barriers wall)
- Organize flip chart paper and materials at back of room
- Divide up which tables the assistants will monitor and facilitate
- Test washable markers on the flipchart to see if we need double paper
- Decide whether people will stand or sit during large group categorizing

Time	Lead	Detail	Set Up
<b>INTRODUCTION</b>			
8:40-8:50	Insert Name	<p>Good morning and welcome.</p> <p>We're here today to develop a new reality for children and their families in _____. We are not only going to imagine together what we want for our children, but what we need to put in place in our community to make our vision a reality.</p> <p>This process is kind of like growing a garden.</p> <p><b>SLIDE: Garden Road Map</b></p> <p>First, like a garden, we need to imagine what the fruits of our efforts will look like for children and families over time. Then, we need to figure out the specific community ingredients we will need to put in place to make this vision a reality – things like coordination across our efforts, accessibility of quality supports and services, responsiveness to community needs. We also know that sometimes we get weeds in our gardens. We're going to spend some time identifying the barriers to putting these community ingredients in place, making sure we get down to the root of the issue.</p> <p>We hope today marks the first step in beginning to work together in a new way. We plan to use what we develop today to benefit existing efforts in town as well as take what's necessary in a new direction together.</p>	<p><b>10 minutes</b></p> <p>Have a PowerPoint up that highlights different slides – including:</p> <ul style="list-style-type: none"> <li>• Elephant slide</li> <li>• Agenda/Map</li> </ul> <p>Assistants:</p> <ul style="list-style-type: none"> <li>• Stand on wall and observe</li> <li>• Help if someone is struggling with pen exercise</li> </ul>



**SLIDE: pen**

Alright – I want everyone to stand. Before we start our day, let’s have a bit fun. Get a pen and hold it over your head. Spin the pen clockwise over your head. Watch it as it turns. Now, slowly move it down. Keep moving it down until it gets below your waist. Watch it move here. What’s different?

What does this pen exercise have to do with who is in the room today?

**SLIDE: elephant**

Has anyone heard the story of the blind men and the elephant? A group of blind men came across an elephant. One touched the trunk and thought it was a snake; another touched the leg and thought it was a tree. And yet another touched the tail and thought it was a rope. It wasn’t until the final man walked around and listened to all his friends’ perspectives did he realize it wasn’t a snake, or a tree or a rope – it was an elephant. The idea here is that if we don’t work together, if we don’t value each other’s perspectives (which are often very different), we will continue thinking we have something we don’t.

Helping our kids requires that we ALL play a role. You were invited here today because of the important and unique role you play in our community. That role gives you some insights that others in the room don’t have – maybe because others see the elephant’s tail, while you see its trunk. While we certainly don’t have every possible perspective in room today is a really good start.

So, who do we have in the room? I’d like you stand if you (please stand more than once if appropriate):

- Are a parent of a child under 9 (please sit down)
- Work in the health field
- The education field
- The economic security or workforce development
- Leader of an organization
- Provides direct services

		<ul style="list-style-type: none"> <li>• Institution that funds efforts in the community</li> </ul> <p>As I shared earlier, we're going to make sure you know where we are throughout the day (display road map). We will spend some time today working independently, in small groups, as well as time to share with the large group. .</p> <p>Again, I want to extend a sincere thank you to each one of you who has committed your time to this important work.</p> <p>So let's get started. First some housekeeping items: bathrooms are located _____. We will have <b>SCHEDULED</b> breaks, but please know that you know your body better than I do – so please take breaks as you feel necessary. And get up and stand if you feel you've been sitting too long. I've spent plenty of days sitting in chairs uncomfortably. Beverages will be available all day – help yourselves and lunch will be served at noon.</p>	
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**SETTING GROUP NORMS**

TRANSITION: Let's begin by establishing some ground rules for our engagement today.

8:50-9:00	Insert Name	<p>We want to present a set of group norms for us to work by today.</p> <p><b>SLIDE: ground rules</b></p> <ol style="list-style-type: none"> <li>1. Be honest, creative and think outside the box</li> <li>2. Everyone in this room is committed to children and families, has the best intentions, and has something this group needs to move forward</li> <li>3. There are no bad ideas.</li> <li>4. Let's have fun!</li> </ol> <p>At your tables, please introduce yourselves, simply by name and your role in the community, and add any additional norms you feel at your table needs to be added. Think about ways of working together that you have seen work in other groups.</p>	<p>10 minutes</p> <p>Materials:</p> <ul style="list-style-type: none"> <li>• Have these ground rules displayed on the PPT</li> <li>• Printout of ground rules at each table</li> </ul>
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**ICE BREAKER**

Transition: Now we're going to warm you up a bit.



9:00-9:17	Insert Name	<p><b>SLIDE: toy</b></p> <p>We're going to pretend that each of your tables represents a newly formed toy company and you have an opportunity to market a new toy at the upcoming Holiday Toy Fair. You've been asked to develop a new product for kids ages 0 -9 using ONLY the materials found in the red cups on your table – you can use the cups too. You're encouraged to work together and you'll have only 10 minutes. There are no rules other than having to use only what's in your red cup and making sure you give your toy a name.</p> <p>Great job everyone. Unfortunately don't have time to have everyone share their toys. There are all different ways to be creative. So, we are only going to have a few tables shared.</p> <p>[Ask 2 tables to stand up and share.]</p> <p>What does this toy making process have to do with our task for the day?</p> <p>Because all of you have done a great job – want to give you an opportunity to share it with others in the room. I'd like each group to write the title and a very <b>brief</b> description of their toy on a piece of paper.</p> <p><b>At the break time</b>, each group should put their toy up on the Holiday Toy stand up front so everyone can read them during lunch. You can negotiate bidding for each toy amongst yourselves.</p>	<p><b>17 minutes</b></p> <p>Materials:</p> <ul style="list-style-type: none"> <li>• Toy making materials (plastic cups, pipe cleaner, modeling clay, etc.) are on table</li> </ul> <p>Assistants:</p> <ul style="list-style-type: none"> <li>• Walk around and answer any questions</li> <li>• Tell people they are doing a great job</li> <li>• Remember which tables have the best ideas for us to pick and show the rest of the group</li> </ul>
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**VISION IMPACTS**

9:35-9:50	Insert Name	<p>I want you to close your eyes and imagine it is 10 years from now and <u>we've done it</u> – we have transformed our community into one of the best places for children and families in the country. Think about this for a few moments.</p> <p>Now, if I met you 10 years from now and you were to introduce me to children and families in our community, what would I see? What would be different for children and families in this community from where we are today?</p>	<p><b>15 minutes</b></p> <p>Materials</p> <ul style="list-style-type: none"> <li>• Blue note cards</li> </ul> <p>Assistants</p> <ul style="list-style-type: none"> <li>• Walk around room help groups to help them answer the questions</li> </ul>
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	<p>Some examples could include all children are at healthy weights, all babies are born healthy, families have livable wage jobs, or families live in safe neighborhoods.</p> <p>Think about what YOU would see 10 years from now if we were successful, and write down your thoughts on a scratch piece of paper at your table.</p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Give stakeholders about 7 minutes to write down their ideas on the sheet of white scratch paper at the table.</li> <li>2. Have each individual share their ideas with the members of at their table. Ask each small table group to generate a shared list of vision statements, and write each on a separate piece of BLUE paper at the table.</li> <li>3. Have each group identify 3 vision impacts for children and families they feel are the most important to focus on bringing into reality for our community.</li> <li>4. Ask which small group would like to share their top 3 impacts first. Have the group describe their statements, and tape these pieces of paper up on the wall in a single horizontal row.</li> <li>5. Then ask if any of the other groups have vision impacts that are similar to the ones taped up on the wall. Have the small groups describe these statements one at a time, and tape them in a column directly under the statements they are similar to already on the wall.</li> <li>6. Ask if any small group has an impact that is not currently on the wall. Have them describe this statement, and ask if any of the other groups have something similar. Tape these issues in a new column on the wall. Repeat this process until all statements have been taped on the wall.</li> </ol> <p><b>Labeling the Columns:</b></p>	<ul style="list-style-type: none"> <li>• The small groups give you the cards as they finish and you bring them up to the wall to sort them.</li> <li>• Put a little piece of tape on the cards and put on the wall</li> </ul>
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		We have some great ideas here. Now, let's come up with a 2-3 word label that defines what's in each of these columns. We'll use these labels as the foundation for our vision. In this column we have (read the cards). What would we call this group? (do this for each group)	
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Transition: If this is what we want to happen – then how do we get there?

**VISION INGREDIENTS**

9:50-10:00	Insert Name	<p><b>SLIDE: Vision Ingredients</b></p> <p>Continue to imagine it's 10 years from now, and we are seeing all these changes for children and families on the wall.</p> <p>Now I want you to imagine that there is a reporter from Time Magazine coming to learn about what we did to make this happen. She wants to talk to people like you who were a part of making this happen and she asks:</p> <ul style="list-style-type: none"> <li>• <b>How</b> did we do it?</li> <li>• What did our community <b>put in place</b> that made it possible for children and families to achieve the vision impacts we just listed on the wall?</li> </ul> <p><b>SLIDE: Brainstorming Instructions</b></p> <p><b>Individual Brainstorming</b></p> <p>Now imagine this reporter is coming to you for an interview. In order to prepare, we want you to take about 5 minutes to answer the questions on the YELLOW worksheet in your packets.</p> <p>The worksheet asks you to imagine what is in place for children and families –</p> <ul style="list-style-type: none"> <li>• in our neighborhoods,</li> <li>• in organizations providing supports and services,</li> <li>• in how organizations work together,</li> </ul>	<p><b>10 minutes</b></p> <p>Materials</p> <ul style="list-style-type: none"> <li>• Make sure everyone has their packets and that there are pens/pencils on the tables.</li> </ul> <p>Packet to include:</p> <ul style="list-style-type: none"> <li>• Worksheets for each exercise</li> <li>• Fact Sheets</li> <li>• Evaluation Form</li> <li>• Do we want to include a list of registered participants?</li> </ul> <p>Assistants:</p> <ul style="list-style-type: none"> <li>• Walk around to see if people have questions</li> </ul>
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		<ul style="list-style-type: none"> <li>• in how families partner with organizations</li> <li>• and for our broader community.</li> </ul> <p>Take about 5 minutes to brainstorm what you would see in place for each of these layers.</p>	
10:00-10:40	Insert Name	<p><b>Small Group Sharing &amp; Prioritizing</b></p> <p>Instructions: Now we're going to have you do a round robin and speak with the people in your group so everyone can share their ideas.</p> <p><b>SLIDE: Small Group Instructions</b></p> <p>Go around your table and have each person share the top 4 things they think the community would need to put in place to make our vision our reality.</p> <p>Listen carefully to what is said. Identify pieces that really resonate with you - and also comments that are common across the group.</p> <p>When you are finished sharing, reflect on what you heard and as a group select 5-7 ideas that are most important to share with the large group.</p> <p>Write each idea in 5-7 words, on a separate <b>YELLOW</b> card. Make sure to write BIG because these cards are going up on the wall. Use the markers at your table. Try to write the ideas in 6 words or less, and write your table number on each of the cards.</p> <p>Once you're done, look at all the cards and ask "Is this enough?" Are there any pieces from your brainstorming sessions that aren't represented on the cards? Is this a powerful enough vision for a changed community?</p>	<p><b>40 minutes</b></p> <p>Materials</p> <ul style="list-style-type: none"> <li>• Yellow cards</li> <li>• Sharpie markers</li> <li>• Tape</li> </ul> <p>Assistants:</p> <ul style="list-style-type: none"> <li>• Instructions will be on the powerpoint, help them go through the steps.</li> </ul>
10:40-10:50		<b>Break when their group is done</b>	<b>10 minutes</b>
10:50-11:45	Insert Name	<b>Large Group Sharing and Categorizing Conditions</b>	<b>55 minutes</b>

		<p>Now we're going to share our ideas with the larger group. As you look over your cards:</p> <ul style="list-style-type: none"> <li>• Which card excites your group the most? Hold it up and someone will come get it from you.</li> <li>• What's the most daring?</li> </ul> <p>Now we have a few up here – which of these cards seem to go together?</p> <p>Ok. Now...</p> <ul style="list-style-type: none"> <li>• Which one is the most difficult to achieve? <ul style="list-style-type: none"> <li>○ Do these go with anything already up here?</li> </ul> </li> <li>• Which one will be the easiest to achieve? <ul style="list-style-type: none"> <li>○ Again, does this go with anything already up here?</li> </ul> </li> <li>• What's the most different from any up there so far?</li> <li>• Anything left that fits into the columns we've already started?</li> </ul> <p>Finally, pass up any remaining cards so we can sort them on the wall.</p> <p>Now let's check if we have some things that are not part of any groups, and go through and see if they fit with anything else or if they are truly their own category.</p> <p>Labeling the Columns:</p> <p>We have some great ideas here. Now, let's come up with a 2-3 word label that defines what's in each of these columns. We'll use these labels as the foundation for our vision. In this column we have (read the cards). What would we call this group? (do this for each group)</p>	<p>Assistants:</p> <ul style="list-style-type: none"> <li>• Bring finished cards up to the table – bring them up as you get them. This needs to happen really quickly.</li> </ul>
11:45-11:55	Insert Name	<p><b>Large Group Reflection</b></p> <p>Instructions:</p> <p>Let's take a moment to reflect. We're trying to create a community where children and families are thriving. Everyone close their eyes and remember the impacts we all want to see for children and families. Imagine we've achieved this vision – then listen to the labels we've come up with (READ LABELS).</p>	<b>10 minutes</b>

		<p>Now, ask yourself:</p> <p>Is there anything missing?</p> <p>If we started our collective efforts by working to put these things in place, would this make a difference in our community?</p> <p>Is this focus something you could get behind?</p>	
<p><b>Advice &amp; Trouble-Shooting</b></p> <ul style="list-style-type: none"> <li>If people bring up something that's politically sticky (i.e. funding cycles) or other challenges:  <i>We will look at challenges &amp; barriers in a minute, so remember those things, they'll be helpful later on. Right now we're creating this vision for what we would like to see. So what would be different related to this concern if we achieved our vision?</i></li> </ul>			
		<p>Transition to Lunch</p> <p>It's good to see so much energy in the room. I'm excited that we're not rushing to strategies. But that we're allowing ourselves the time to really reflect on what might get in the way – those barriers we all face. I look forward to our conversations this afternoon where we can begin to talk honestly about how we address them together.</p>	
<p><b>LUNCH</b></p>			
<p><b>IDENTIFYING BARRIERS</b></p>			
12:45-12:55	Insert Name	<p><b>Individual brainstorming</b></p> <p>Introduction: Welcome back and we hope you enjoyed lunch.</p> <p>Before lunch we identified what our community needs to put in place to reach our vision. Now we're going to talk about what is currently getting in the way of us putting those ingredients in place?</p> <p><b>SLIDE: Barriers</b></p>	<p><b>10 minutes</b></p> <p>Materials:</p> <ul style="list-style-type: none"> <li>GREEN cards</li> <li>Worksheet for this exercise</li> </ul> <p>Assistants:</p> <ul style="list-style-type: none"> <li>Answer questions</li> <li>Make sure they have at least 1 barrier per</li> </ul>

		<p>Why are the vision ingredients not currently in place?</p> <p>What issues, obstacles, constraints or barriers are getting in the way? Think about obstacles that you have had personal experience or first-hand knowledge with – not just what you have heard.</p> <p><b>SLIDE: System Characteristic Clover Leaf</b></p> <p>Think about the following types of barrier examples:</p> <ul style="list-style-type: none"> <li>• People’s attitudes, values and beliefs that might be getting in the way of putting the ingredients in place</li> <li>• How decisions are made...</li> <li>• Policies, practices, or daily routines...</li> <li>• How organizations share information, referrals, or resources with each other</li> <li>• A need for additional skills and knowledge across professionals and community members</li> <li>• Inaccessible services and supports</li> </ul> <p><b>SLIDE: Individual Brainstorming Instructions</b></p> <p>Now use the next few minutes to do some individual brainstorming about the obstacles, constraints or barriers that could prevent this vision from becoming a reality. On your <b>GREEN</b> handout, write one of the vision conditions we developed earlier in each of the rows on top of the sheet.</p> <p>So for example, in the top row write “_____”  In the second row write “_____”</p> <p>Then identify at least one obstacle that is getting in the way of us achieving each ingredient.</p>	ingredient
12:55-1:40	Insert Name	<p><b>Small Group Prioritizing</b></p> <p>Introduction:</p>	<p><b>45 minutes</b></p> <p>Assistants:</p>

		<p>Now we're going to have you do a round robin and speak with the people at your table so everyone can share their ideas.</p> <p><b>SLIDE: Small Group Instructions</b></p> <ol style="list-style-type: none"> <li>1. Go around and have every group member share the <b>4 most critical barriers across all the ingredients</b>.</li> <li>2. After everyone has shared, as a group reflect on what you heard and select <b>5-7 ideas</b> that are most important to share with the large group</li> <li>3. Use a marker to write each of these 5-7 ideas in big letters on <b>separate green cards</b> in the middle of your table. Try to write the ideas in 6 words or less, and write your table number on each of the cards.</li> </ol>	<ul style="list-style-type: none"> <li>• Answer questions</li> </ul>
1:40-2:20	Insert Name	<p><b>Large Group Sharing &amp; Categorizing:</b></p> <p>Introduction: In your small groups look over your cards and pick a card that answers the following questions:</p> <ul style="list-style-type: none"> <li>• Which one will be the easiest to get rid of?</li> <li>• Which one, if we eliminate it, will really transform things in battle creek?</li> </ul> <p>So now that we have a few up here, which of these seem to go together?</p> <p>Ok, which cards answer these questions:</p> <ul style="list-style-type: none"> <li>• Which card will be the most difficult to address?</li> <li>• Which is the most different from anything up here so far?</li> <li>• Anything left that fits into the columns we've already created?</li> </ul> <p>Raise your hand with any remaining cards.</p>	<p><b>40 minutes</b></p> <p>Assistants:</p> <ul style="list-style-type: none"> <li>• Bring up cards as the groups finish to the large wall.</li> </ul>
2:20-2:30	Insert Name	<p><b>Large Group Reflection</b></p> <p>Introduction:</p>	<p><b>10 minutes</b></p> <p>Assistants:</p>

	<p>So let's take a moment to reflect. Are there any additional barriers we haven't put up on the wall yet? Talk with your table mates and discuss if there's anything you feel needs to be added.</p>	<ul style="list-style-type: none"> <li>• Write the barriers on pieces of 8x11 green paper.</li> <li>• Everyone go to back of room where the flip chart pages, markers,</li> </ul>
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**Notes:**

- *Money/funding will come up a lot. After the 3<sup>rd</sup> time say the following:  
Money is absolutely a problem. But let's pretend for a minute that we don't have to worry about money. I know it's hard – but remember – we're thinking differently today – so challenge yourselves.*
- *If people say they don't have time to do anything different/this is just more work:  
You're identifying another great obstacle, which we're going to get to later. Remember sometimes solutions don't require more work, just more efficient or different work.*  
If it's someone you can call out:  
*"you're in the box. We're not going to change anything if we're in the box."*
- *If people say they've seen this list before:  
You're right, we have seen this list before. The problems should look the same because it's the same community. The difference isn't in this process of imagining a brighter future, but in what we're doing next. So we're going to think about why this has not happened before and create strategies to being to work together differently toward this collective vision.*

Our team takes each barrier column and positions it around the room

**UNDERSTANDING ROOT CAUSES**

2:30-3:30	Pennie	<p>We will be spending the remainder of the day uncovering root causes to these barriers. These root causes will help guide what strategies and future actions we can use to achieve our vision.</p> <p>Whatever ideas emerge today will be connected to existing efforts in town where possible – or new opportunities will be created where needed.</p> <p><b>SLIDE: Move to a barrier</b></p> <p>We have moved the barrier cards to different parts of the room. We want you to now get up and move to a spot that has a barrier you want to tackle. Think of which</p>	<p><b>5 minutes</b></p> <p>Materials:</p> <ul style="list-style-type: none"> <li>• flip chart sheets with markers.</li> </ul> <p>Assistants:</p> <ul style="list-style-type: none"> <li>• Everyone will take a barrier page and flip chart materials and move to different parts of room.</li> <li>• Each of us will say what our</li> </ul>
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	<p>barriers you feel you have the most energy to tackle.</p> <p>When you get to your table, introduce yourselves and write your names on the additional page attached to the flip chart paper so we can keep track of who is in your team.</p>	<p>barrier is and we tape it up on wall.</p> <ul style="list-style-type: none"> <li>• Might have to put a blank flip chart paper behind each sheet to prevent bleed-through.</li> </ul>
	<p>Introduction:</p> <p><b>SLIDE: elephant</b></p> <p>Remember what we talked about in the beginning of today about valuing diverse perspectives. Keep this in mind as we go through this next section.</p> <p><b>SLIDE: Tree</b></p> <p>It is easy to see the barriers we identified as a group. These are like the leaves on a tree.</p> <p>Underneath the tree are a series of hidden roots that feed the leaves. Just like a tree, there are a series of hidden root causes that influence the barriers we see.</p> <p><b>SLIDE: Root Cause Example</b></p> <p>Now let's look at an example of how we can use the root cause technique.</p> <p><b>SLIDE: Flip Chart Page 1 Instructions</b></p> <p>Now your facilitator will help you go through the following three steps to uncover root causes to your barriers.</p> <ol style="list-style-type: none"> <li>1. Write your barrier at the top of the flip chart page and brainstorm a list of reasons for why this barrier exists. The facilitator will keep track of all these ideas.</li> </ol>	<p><b>20 minutes</b></p> <p>Hints for root cause analysis:</p> <ul style="list-style-type: none"> <li>• This doesn't have to be perfect - the root causes they come up with are the ones we put down.</li> <li>• Clarify that as we move to action there will be more analysis of this.</li> </ul>

		<p>2. The facilitator will repeat all the reasons on the list and as a group identify the 2 reasons you are most interested in exploring because they are</p> <ul style="list-style-type: none"> <li>• <b>feasible</b> to address- the community can make an impact on it</li> <li>• it's <b>powerful</b>: changing this will create the change we need in the community.</li> </ul> <p>3. Ask “why here” questions for these two reasons.</p>	
<p><i>Notes:</i>  <i>Can also identify hypothetical “other community” – to suggest potential root causes if they can’t come up with any. Goal is to get to a root case to design innovative strategies (which are just about starting the process to move work forward; these are not ultimately the final strategies). We want to get people excited. People need to stay engaged and be paying attention to why these root causes exist HERE in Battle Creek.</i></p>			
		<p><b>Learning Expedition</b></p> <p>Now we are going to do a learning expedition to learn about each group’s root causes. Pick one person to stay at your table to answer questions. Go around and do a gallery walk of the other groups’ flipcharts and answer the questions in your learning expedition worksheet. There are some post-it notes on your table. Feel free to leave questions and comments on each other’s poster to promote our shared understanding.</p> <ol style="list-style-type: none"> <li>1. Did the other teams identify any additional issues that your group should consider adding into your root cause analysis?</li> <li>2. Were there any root causes you saw on multiple teams’ flip charts?</li> </ol> <p>Have participants come back together in their root cause groups after 15 minutes and share what they learned. Have them make any changes to their root cause flip chart based on their reflections.</p>	
		Introduction:	<b>15 Minutes</b>

		<p><b>SLIDE: Flip Chart Page 3</b></p> <p>Finally, let’s talk about what else we <b>need to learn</b> to before we move to designing innovative strategies. This learning can ensure that our strategies are designed to really meet the needs of children and families.</p> <p><b>SLIDE: Flip Chart Page 3 Instructions</b></p> <p>Your facilitator will help your group answer the following questions:</p> <ul style="list-style-type: none"> <li>• Think about what questions your group still needs answered to design effective strategies?</li> <li>• Think about what other information or data your group needs.</li> <li>• Think about what else your group needs to learn.</li> </ul>	
<p><b>ADVICE &amp; TROUBLESHOOTING:</b></p> <ul style="list-style-type: none"> <li>• Turn people’s complaints into strategies (i.e. what you’re saying is we need to address competition, etc.) Let them know we won’t figure it all out today, but own that we have barriers we need to address.</li> <li>• Don’t have to develop a specific strategy, but identify what we need to make happen/create in our community. Invite others to join them in creating the strategy</li> <li>• Will have a lone person sitting at a barrier that no one else is interested in. Ask them to join another barrier and let them know that we noted their interest and will work on it later.</li> <li>• Make note of the barriers that no one chooses to address and ask who needs to be in the room moving forward to address the barriers that were ignored.</li> <li>• What if only the health people go to health issues? Need to encourage folks to get out of their silos.</li> <li>• Spend time understanding the problem (really understand the root of the problem). Ask the “whys” to get to a deeper level. Make sure multiple perspectives are being voiced. Allow them to tweak the barriers as they learn more about them, or add to the barrier list.</li> </ul> <p>Given past experiences, people need to really know why we are doing this process.</p>			
<p><b>LARGE GROUP REFLECTION ON THE DAY</b></p>			
<p>Transition to Large Group Reflection on the Day: Wow, we’ve done some incredible work today. Thanks to each of you – I saw a lot of heart and soul going into your work together. Now I’d like to spend a couple of minutes reflecting on the day. (move onto questions below)</p>			
4:10-4:15	Insert Name	Instructions:	<b>5 minutes</b>

		<p>What did we learn today?</p> <p>What do we need to be thinking about?</p>	
<b>NEXT STEPS</b>			
4:15-4:25	Insert Name	<p>Instructions:</p> <p>I am feeling a sense of energy in the room (some tiredness – but mostly excitement!).</p> <p>You might be asking yourself what’s next?</p> <p>Our team is going to take back the notes from today and begin to make sense of them. We will be doing some additional follow up conversations with folks around town to continue fleshing these notes out and making sure we have all key perspectives represented.</p> <p>Once we have made sense of this information, we will convene you again – either as a large group or as small groups – to summarize what we have learned, prioritize some shared targets for change, and develop an initial set of strategies to address local root causes with our collective efforts.</p> <p>Through this process, we will build what is called a shared agenda that will include our prioritized change targets and strategies. This shared agenda can be used at every meeting – from staff meetings to coalition meetings – to keep the work focused on our collective targets for change and strategies.</p> <p>Using this shared agenda, we support stakeholders and organizations across the community collectively in pursuing small win change efforts to move these strategies forward. We will also engage you in conversations to continue learning about emerging needs and opportunities in our community that can be added to our shared agenda over time. Our job will be to weave what people are learning and doing across the community into a collective movement for change.</p> <p>We will be contacting you within the coming months to share the summary of what we are learning, and describe in more detail how you can engage in learning and action</p>	<p><b>10 minutes</b></p> <p>Assistants:</p> <ul style="list-style-type: none"> <li>• Hand out evaluation form</li> </ul>

		<p>around our shared vision moving forward.</p> <p>We are excited for you to join us in this journey.</p>	
<b>CONCLUDING THOUGHTS</b>			
4:25-4:30		<p>And thank you ALL so very much for your time, your passion and your dedication. Have a wonderful rest of the day however you choose to spend it.</p>	<p><b>5 minutes</b></p> <p>Assistants:</p> <ul style="list-style-type: none"> <li>• After session, convene in back to discuss how to break down.</li> </ul>