Welcome, Opening, and Context (Aaron, Molly, Chrissie)

Aaron opened the session discussing the need for Recognizing Capacity, Inspiring Capacity, and Linking Capacity

Molly and Chrissie both honored the “incredible circle of practitioners” and the opportunity to “hear each other’s voices” along with the “power of community, art & healing.” They also invoked “creative communities.” a “love of living in the world” and the inspiration that so many people in the room work at “the site of possibility.”

Molly, Chrissie, and Aaron shared with the group that the intent for this project was to “move forward convening and catalyzing through collective inquiry into a framework for statewide impact for”:

- Engaging emerging practitioners
- Connecting similar groups of people doing similar work
- Building on experiential forces
- Sharing ways of knowing

What are essential qualities and practices of this work and why does it matter?

The cohort discussed this question in small groups with one notetaker in each group who captured key ideas and topics in writing.

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Group One

dignity
witness
seeing/being seen
vulnerability
heads/hand/heart = learn/serve/reflect
patterns that lead to dialogue
valuing tension
physicalize
wait to think
safety
being present with ourselves & others
be nimble
foundation of freedom & values
step up/step back
invitation to participate
being compelled to participate
honoring & navigating & acknowledging different & representation
attention to aesthetic
hope, beauty, joy, play
deep sense of intuition
awareness & experience
trust in people’s potential to transform & evolve
depth connection
action & reception
create a domain of trust

Group Two

dignifying element
quality of listening to stories of others, of our elders
witnessing – I want people to be seen, and I want to see

how do we open the containers?
How do we get to a place of being vulnerable?
Just to get out of the way...

Play, cultivate, invoke, create space for play – that cracks open and our stories appear

Intentional time & space for reflection

3 touchstones – head, hands, heart...learn, serve, reflect with students

Rhythm – elemental understanding of our self – hear rhythm is most basic level – then how that rhythm interacts with others

reflection & listening to patterns – how people are doing things, patterns in nature, patterns in systems – dialogue ...waiting to think and see where your consciousness is going

valuing tension instead of trying to “make nice”

setting up for success – fall not fail – important to take risk and step into realm of unknown

creating a welcome – a welcoming space

play in a space of discovery – being in your own body – moving away from the head only – connecting all ideas deeply

creative room for people to define their own definition of success

more adept at owning a definition of success when body/movement is involved

leave ample room to create projects

slowing down to have channel open
establishing safe spaces – for example, it’s a privilege to be in your body
understanding context
mutually beneficial experience – students gain from experience not just give – understanding values shared

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**Group Three**

need to have the realm of possibility
structure that offers backbone from which to build a body
security fostered by the structure
provocation – ask the question
safe container but then allow for disturbances – tensions
structure allows people to avoid paralysis
obstacles – where are they useful?

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**Group Four**

Relationships - it takes awhile to create relationships – comes out of spontaneity, and I have a resistance to this format
Doing vs. explaining
Self-conscious in presentation
Resistance to outside format – misses opportunities – HERE & NOW
Respecting what EMERGES
Energy vs. words

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**Group Five**

salad bowl model of diversity, plurality (integrity of each flavor, texture)
collaboration – recognition of others doing this work
reciprocal inspiration

create connections – opportunities to meet each other

training for a process being the heart of the work (methodology)

community or collaborative sourcing – to get people to participate so much that they are suddenly learning

communal movement to do together – not one leader

**Dinner and Table Discussions:**

What are the elements/practices/collaborative processes needed to create a meaningful and effective statewide “training” in creative facilitation?

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**Table One**
advocacy to invite and include those whose ancestors are the original caretakers of this land...if they don’t respond w/involvement, can we consider why there isn’t interest (because of no pre-existing relationship, no guarantee of benefit to those communities). How to grow trust, reciprocity, relationship, etc.

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**Table Two**
How do we invite people without power into our spaces?
How do you create a space to meet?
How do you have everyone sit at the table of family when not everyone uses tables?

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**Table Three**
What does it take for individuals to deprogram?
What are the questions you are afraid to ask in a multiracial space?
Why does it even matter?

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**Table Four**
Story collection – usually skips over youth

Training young oral historians validates – especially of youth of color & low-income

Oral history – heals

Why oral history matters - Primary tools in our culture are social media or mainstream media

Stories are typically archived or amplified in “mainstream” places like museums, universities...ie places that youth, low-income individuals often do not go – and where there are often barriers to access