

Mosaic Project Recommendations for Chrysalis and Other Trainings

Comments about Chrysalis training material in general:

1. All trainers should be trained in how to lead a multicultural group-
 - a. *Creating space for self reflection* – Who am I and what do I bring to the table.
 - b. *Creating space for and embracing a variety of perspectives* – Who else is at the table?
 - c. *Reflecting on how these perspectives interact with each other.* – How do we sit at this table together in a way that honors and includes all these perspectives?
 - d. *Grounding Multi Cultural communities in our principles/calling* – Why as UUs we should do this.
2. The training itself should use these Multi Cultural (MC) practices by design.
 - a. The covenanting process is a prime space to use MC practices
 - b. Discussing how these practices are different after using them.
 - c. Using them in the processing sections
3. How to create a MC space should be included as a topic.
4. Include discussion of the purpose and benefit of ID groups. Provide experience with ID groups.
5. Include identity development as a topic: Include race and ethnicity, gender, sexual orientation, disabilities etc.
6. Include AR/AO/MC discussion early in training so that this perspective can inform later sessions.
7. Include privilege and power dynamics discussion

I have reviewed the training manual for the Advanced Advisor Training and here is how I applied these principles to it:

I make the following recommendations.

- Most importantly focus the materials on creating multi-cultural youth groups. This meets the needs of not only youth of color but also the needs of queer youth, disabled youth, different economic levels and a host of other identities and life situations that our youth face. The assumption should be made that EACH youth group is a multi-cultural group.
- In the introduction section on Advisor/Youth –Adult Issues, add a question about the demographics of the youth groups and/or district in terms of race, ethnicity, sexual orientation, disabilities, etc.
- Also add a question about the level of attention to creating multi-cultural youth groups.
- Have the identity privilege and oppression and power dynamics discussion early on in the training so that this learning can be applied to everything else. Reviewing it again at the end, maybe as a process check for how they played into the training to reinforce it's importance would be helpful as well. This is such a key area to cover.
- In the Philosophical overview- Include the fact that RE and youth ministry **IS** multi-cultural and becoming more so all the time. Stress the need to create youth ministry that honors that in order to meet the needs of all the youth. Recognize that often times what we currently do does not honor those needs.
- Six Components discussion – Include a time to look at how each component might be viewed with a Multi-Cultural lens.
- Models of Building Community- Add a third objective: Models for creating multi-cultural community.
- Is there a need to talk about how identities might impact pastoral care models?
- How about how identities might impact Circles of Support?

Appendix F

- In Advisor Cons, add ID groups to the schedule for two reasons, one to help Advisors experience them and their important function, and second to allow for advisors to have space to address identity issues they might have.
- Pastoral Care Role Play - Add an issue that is multi-cultural in nature.
- Group Dynamics - Do discuss Identity Groups or caucusing even if no youth is present. Split group by some other way, gender for example.
- Adolescent development - Add section on identity development. Include racial, ethnic, gender, sexual orientation etc.