

on the table.®



F R A N K L I N
T O M O R R O W

Engage • Collaborate • Advocate



ABOUT ON THE TABLE.

The issues we face today don't often offer quick fixes. On the contrary, progress will only result when residents, organizations, businesses and government work together to make contributions that add up to a greater solution than we can achieve on our own.

The youth voice matters. Through *On The Table*, your students will join hundreds of others throughout the community who are coming together to have conversations about what matters to us. By learning from and with each other, we have the power to impact both neighborhoods and lives.

Why participate in *On The Table*?

On The Table is an excellent learning opportunity – a great way to learn about other perspectives, explore ways to become more engaged in the community and have fun as a group.

On The Table can help your students:

- Deepen their knowledge and understanding of local issues.
- Explore ways to make a difference in their community or for the causes they care about.
- Enhance their sense of commitment to their school, community and peers.
- Have fun and learn together.

What will you find in this guide?

- Instructions on how to organize an *On The Table* conversation.
- Prep lesson to do with your students prior to your *On The Table* conversation.
- A facilitation guide and discussion starters for the *On The Table* conversation (ideally held on Oct. 30, 2018).
- Follow-up lesson to do with your students after your *On The Table* conversation.

For more ideas about hosting your *On the Table* event, including additional conversation starters and other resources, check out franklintomorrow.org/onthetable.

How to use this guide:

We have provided a list of suggested ways to engage in *On The Table*. However, do not feel constricted by these options, as they are only suggestions. We encourage you to customize your *On The Table* experience to best suit the individual needs of your school/community. The goal is for young people to gather and discuss ideas to improve their schools, neighborhoods and city and think about ways they can act to make it real. Schools throughout the community have partnered with Franklin Tomorrow to make this opportunity available to your students.



ON THE TABLE MENU OF OPTIONS.

There is no ONE way to host On The Table.

We have compiled some ideas to help you get started. You should not feel limited by the choices provided.

Consider the following:

- Host an *On The Table* conversation within your class.
- Partner with another teacher(s) at your school to host *On The Table* conversations across classrooms or grade levels.
- Invite community members (parents, local business people, clergy, community-based organizations, your city council member, etc.) to join your students for an *On The Table* conversation.
- Organize some after-school clubs to participate in an *On The Table* conversation together (e.g., get the basketball team talking with the drama club).
- Host a schoolwide *On The Table* conversation in the lunchroom, over breakfast, lunch or after school.

Before

Be sure to visit franklintomorrow.org/onthetable to register your event.

For more information, visit FranklinTomorrow.org/onthetable, email us at admin@franklintomorrow.org or call 615.794.0998.

After

In today's world, this act of coming together has never been more important. Talking – and listening – to our neighbors is an important first step toward creating a more collaborative and connected community.

We encourage you to use the "After the Conversation: Post-Lesson Reflection" (Page 10) so Franklin Tomorrow may learn more about your experiences. Student feedback and reflections will be included in a post-event report issued by Franklin Tomorrow, which will highlight conversation themes and outcomes from *On The Table*.

Thank you for coming to the table – we're excited to have you and your students as part of this important conversation.

YOUTH CONVERSATION LESSONS.

Overview

The purpose of this lesson is to facilitate a group discussion where students generate ideas for improving Franklin.



Objectives

- Reflect on positive work occurring in your community.
- Identify work that still needs to be done.
- Discuss ways in which youth can make a difference.
- Collaborate with peers in a civil discourse.

Tools

- Facilitator Guidelines (Page 6)
- Conversation Starters (Page 6)
- Note-taking template (Page 7)

Preparation

Have students sit at tables that seat 8-10 people. Depending on the composition of your group, we recommend mixing up ages, grade levels and schools (if applicable). In other words, to the greatest extent possible, try to get youth talking with other youth they don't normally get a chance to talk with. We also recommend trying to have at least one adult at each table, but do not require that the adult act as the facilitator. Instead, the adult can act as a participant at the table with a student facilitator. You can prep students to facilitate discussions prior to the *On The Table* event. Use the Facilitator Guidelines and Conversation Starters on Page 6 to help prepare your students.

Welcome & Introductions

Welcome everyone and explain that they will be participating in a momentous event where people from across the community are meeting today to discuss how we can create stronger, safer, better and more generous communities and imagine the future of these communities through an initiative called *On The Table* sponsored by Franklin Tomorrow Explain that the hope is conversations will generate new ideas, inspire bold solutions and cultivate relationships and collaborations that help to build and maintain sustainable, strong, safe and vibrant neighborhoods. Explain that rarely are youth given the opportunity to be heard and make a difference.



BEFORE | *Assigning Roles*

Have each group assign a note taker, a facilitator and a timekeeper.



DURING | *On The Table Conversations*

Using the conversation starters, the facilitators should guide a conversation, while the note takers uses the template to capture the main ideas of the discussion, and the timekeepers monitor the clock.



AFTER | *Next Steps*

- Allow enough time for groups to begin to think about and discuss actions they could take to address some of the issues they raised in their discussions.
- Each student presenter (one per group) shares the main ideas from his or her group discussion.
- Ask students to join the *On The Table* discussion online using the hashtag #OnTheTableTN on Facebook, Twitter, and Instagram. If your school has a policy against using social media during school hours, encourage your students to join the conversation at home. You may also send your notes or other materials to the *On The Table* team at admin@franklintomorrow.org.
- Following *On The Table*, please take time to complete a short survey. Your responses will help us all better understand the needs, passions and opportunities in our community.

Facilitator Guidelines

- Create a friendly and welcoming environment.
- Keep the group focused and on task.
- Make sure everyone is participating and has time to talk.
- Make sure no single student is dominating the conversation.
- Identify one note taker at each table.
- Be a participating member of the group.

Note Taker

- Capture the main ideas suggested by members of your group.
- Complete the note-taking sheet on Page 7.
- Be a participating member of the group.

Timekeeper

- Monitor the clock.
- Keep the group focused and on task.
- Be a participating member of the group.

Presenter

- Confer with your group to select the main ideas to share with the class.
- When presenting, be sure to state the issue your group focused on first, followed by the solution(s) your group identified.
- Be a participating member of the group.

Conversation Starters

To help get your conversations started, we've compiled a list of sample conversation prompts. There's no need to start with the first question or to take them in order.

Consider these examples:

- After welcoming everyone, go around the table and have participants introduce themselves and share personal experiences about their neighborhoods, school or community.
- Describe a strong, well-functioning school, neighborhood or community. What are the qualities and characteristics? What makes it strong?
- What is the most important issue facing our community?
- If you had superpowers, what would they be and how could you use them to help people?
- What can we each do to make our school, neighborhood or city better?
- The poet Maya Angelou once said, "If you don't like something, change it. If you can't change it, change your attitude." What do you think she meant by this? Have you ever had to do this?
- Let's choose an issue affecting our community and talk more specifically about how we'd address it – with unlimited resources and then, as a challenge, if we only had \$100 and one day to create change.
- In *The Lorax*, Dr. Seuss writes, "Unless someone like you cares a whole awful lot, nothing is going to get better. It's not." What's something you care a whole awful lot about?
- Eleanor Roosevelt once said, "With freedom comes responsibility." What do you think that means?
- Which idea discussed at your *On The Table* conversation do you think has the most potential to bring about change in your community?

Use this page to share ideas from your conversations

NOTES.

Issue(s) discussed as a group (for example, education, employment, health, safety, etc.):

Notes:

What are your group's BIG ideas?



HEAD, HEART & FEET LESSON.

Bell-Ringer Activity

Have students silently respond in writing to the following prompts:

- How did it feel to participate in the *On The Table* conversation?
- What did the conversation make you think about? If there are ideas you did not have a chance to share during the conversation, share them here.
- Would you want to participate in a conversation like that again? Explain.
- If you had to choose one issue that was discussed in your conversation to address, what would it be and why?
- What actions could the class or group take to address this issue?

Student Group Activity

Lead a discussion using the questions below, permitting as many students to share their ideas as possible. You may want to use a "one and done" rule so that once a student speaks, she cannot speak again until everyone in the class has spoken. This can help prevent a small group of students from dominating the conversation. It also will encourage all students to participate. Explain to your students that on a big sheet of paper they will create an outline of a person, put promising ideas on the head, what they care about on the heart (passions) and what they will do (actions) on the feet.



Have students respond to the following questions:

- For the heart, what is the most important issue facing your community that you care about?
- For the head, which idea discussed at your *On The Table* conversation do you think has the most potential to bring about change in your community? Additional prompt: Are there other ideas with the potential to bring about change in Franklin that you did not have a chance to share during the conversation?
- For the feet, share examples of an action you are most likely to take inspired by the conversation. What actions could the class or group take to address the issues discussed? Please document student responses. To make the head, heart and feet comments more distinguishable, you may want to use different colored markers. An example is provided on the next page.

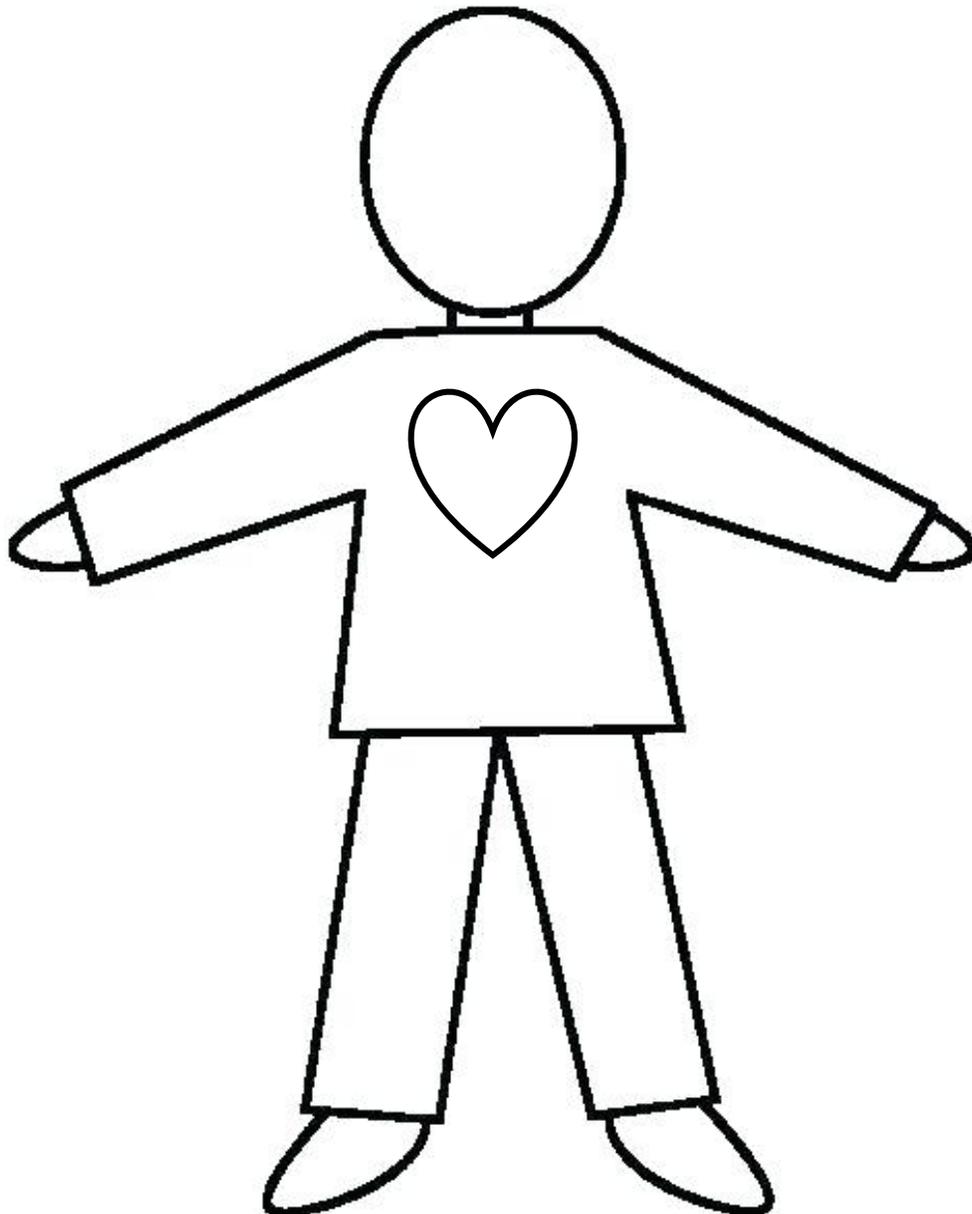
Next Steps

Take a picture of your completed classroom drawing and upload the photo(s) to any social media platform and tag them with #OnTheTableTN. You may also email them to Franklin Tomorrow at admin@FranklinTomorrow.org.

Explain to your students that their feedback and reflections will be shared with thousands of people participating in *On The Table* conversations with an opportunity to be included in a post-event report.

HEAD, HEART & FEET

- What issue do you care about most in your community? Place it next to your heart.
- What idea discussed in your conversations has the most potential to bring about change in your community? Write it next to your head.
- What action could you take to address this issue? Write it next to your feet.
- Take a picture of your completed drawing and share it on social media using the hashtag #OnTheTableTN.





After the conversation: Post-lesson reflection

Share your notes, ideas or commitments!

Starting on October 30, you can share your discussion notes, ideas or commitments in the following ways:

- Email your notes, ideas or commitments to admin@FranklinTomorrow.org.
- Share your notes, ideas or commitments on social media using #OnTheTableTN.
- Mail your notes, ideas or commitments: Franklin Tomorrow *On The Table* PO Box 383 Franklin, TN 37065.

Overview

This lesson can be done immediately following the *On The Table* conversations or within the following days to have students reflect on their experiences. Teachers across the community will share feedback from their students. Franklin Tomorrow would like to share the youth voices across the city.

Explain to your students that we want to hear from them. Their voices are an important part of the *On The Table* conversations. We value their thoughts, feelings, ideas and actions.

Objectives

- Reflect on their *On The Table* experience.
- Share their thoughts and hear from others.
- Plan next steps.

Materials

Big sheet of white paper or flip-chart paper, colored pencils or markers and a camera.

on the table.®