

Field Innovation Team Field Report 2.0

U.S. / Mexico Border Crisis



Index

Executive Summary	3
Background on the Unaccompanied Migrant Minor Border Crossing Crisis	4
Overall Mission Description	4
Capability Gap + Objectives	5
Description of Proposed Solution - Training Plan	6
Measurement	7
Lessons Learned	7
Recommendations	10
Conclusion	11
About FIT	12
Appendix	13

Executive Summary

The purposes of this Field Innovation Team (FIT) Field Report are to identify lessons learned and capability gaps that can be closed with solutions from FIT and collaborators. This report discusses FIT's second deployment to support St. Peter-St. Joseph Children's Home, also known as St. PJ's, a relief organization that cares for both domestic children and unaccompanied migrant minors taken into custody after crossing into the United States from Mexico. This deployment was FIT's second time to St. PJ's.

The first deployment took place in August 2014. Faced with reports of expectations that unaccompanied migrant minor entry into the US was expected to increase ten fold from previous years, FIT activated a contingent of 14 volunteers to support St. PJ's International Program and develop an innovation-focused afterschool recreational activities curriculum. During the first deployment, FIT focused on creating programming that would increase social cohesion amongst the young migrant population, boost confidence, teach new skills, and encourage unconventional problem solving, all through fun. The deployment was a success, exceeding St PJ's' expectations, and resulting in an invitation for FIT to return, this time focusing on increasing program sustainable through staff trainings.

The second FIT-St PJ's deployment took place April 6 – April 12, 2014. FIT worked together with Jewel Alvaraz Perez, St. PJ's Recreation Specialist, to craft a multidisciplinary training curriculum for the staff. They brought in improvisational theater experts, Clowns without Borders (CwB), the Immigrant Children's Affirmative Network (ICAN), and the University of Miami (UMiami). The training program was composed of two four-hour workshops, level one and two, which were made accessible for all international and domestic program staff.

In the words of Perez, FIT "train[ed] staff on how to still make impact through play and laughter, even if things don't always go according to plan. Above all, this training helped people realize that all of these ideas/activities that are done with the kids, are all created to help build rapport and connections, that will ultimately lead to community and trust within our shelters."

Background on the Unaccompanied Migrant Minor Border Crossing Crisis:

Unaccompanied refugee children and mothers with infants have been fleeing north, primarily from the countries of Guatemala, Honduras, and El Salvador, and crossing into the United States through Mexico. An estimated 147,000 have crossed since 2011. The majority of the children are boys. Boys aged 13 to 17 account for more than 50% of those making the journey north. Boys aged 12 and under account for 25% of unaccompanied minors making the journey.

During the summer of 2014, U.S. Border Patrol forces were overwhelmed by the influx of unaccompanied minors. After minors are apprehended, they are detained for 72 hours, receive medical attention and vaccinations, and are then moved to other holding facilities to await the next step in their journeys and work with case managers. Sometimes children are eventually matched with a relative currently living in the United States, some are placed into foster care, and others are sent back to their countries of origin.

Overall Mission Description

In August 2014, the Field Innovation Team deployed a volunteer crew of 14 members to San Antonio, TX to support St. PJ's Children's Home International Program. St. PJs wanted a new series of creative and innovative activities for staff to run with the children as part of their After School Program. During a two-week deployment, FIT worked directly with staff and the children to implement, reiterate, and run activities in four areas - science, technology, art, and improvisational theater. Partner organizations from the first deployment include: Field Ready, Halo Drop, Heroic Improv, and Spontaneous Village.

FIT's Solution & Deliverables from the first deployment are as follows:

- FIT developed and designed an [activity binder](#) filled with 40 activities. FIT wrote the instructions and illustrated visual representations of the instructions. A color-printed copy and flash drive of the binder were provided to St. PJs.



- FIT traveled to St. PJs in late November to check-in on the progress and utility of the activities binder. Jewel Perez requested the assistance of FIT to return and provide additional staff training on how to conduct the activities in the binder.

FIT began planning for a second deployment per the request of St. PJ's Children's Home and in support of a new staff-training mission. St. PJ's identified a gap in the level of staff confidence in using the Youth Empowerment Program, staff flexibility in handling unexpected situations related to setting up activities from the Youth Empowerment Program, and staff's ability to quickly create new games or activities to adapt to the audience. FIT began planning for the second deployment in January 2015. Planning included collaborating with volunteers from the first deployment and outreach to other organizations whose capabilities would compliment the new mission. Partner organizations for the second deployment include Clowns without Borders (CwB), the Immigrant Children's Affirmative Network (ICAN), Heroic Improv, Spontaneous Village, and the University of Miami (UMiami).

Capability Gap + Objectives

In Summer 2014 The International Program of St. PJ's Children's Home expressed interest in FIT coming in to build a more robust After School Program. The Program Director and Recreational Director wanted a series of "one-off" activities that could be implemented by the Direct Care Staff according to a weekly schedule. The activities needed to meet several criteria. They needed to be gender-neutral, where both boys and girls would be catered to, suitable to a wide range of ages (from 5 to 17), and could be completed in one hour, including set up, instructions, activity, and clean up. This set the stage for the first FIT deployment that took place in August 2014.

FIT and St. PJ's stayed in touch in the months that followed the first deployment. In November, FIT came back to St. PJ's to begin discussion of a follow-up deployment. The issue highlighted by Jewel and the administration was the challenges encountered by the staff in implementing the curriculum tested and tailored during the August 2014 deployment. The main issue highlighted by St. PJ's was a perceived lack of confidence and enthusiasm around the activities, and a consequent decrease in their implementation in the After School Program. FIT got to work creating a Staff Training for April 2015 intended to address these issues.

The Objectives for April 2015 Deployment to St. PJ's were as follows:

1. **Build Confidence and a Culture of Creativity in the St PJ's Team:** Provide St. PJ's International Program staff with training to strengthen their confidence and ability to run the FIT-designed recreational programs (and others) by improvising and adapting the activity when necessary.
2. **Create a Tailored Community Empowerment Tool:** Provide St. PJ's International Program with at least 1 game, which is specifically designed to meet the needs of the children in the program, and allows for interaction, fun, and creativity.
3. **Measure and Evaluate:** Document the training and expand on the qualitative measures implemented during the first deployment.
4. **Create Sustainability Through Community Building:** Engage the greater San Antonio community to create connections and offer support for the deployment and long-term goals of St. PJs.

Description of the Proposed Solution

FIT produced two, four-hour training sessions to address St. PJ's capability gap. FIT and its partners collaborated for several months to bring training tailored for staff who work with migrant and refugee populations. Heroic Improv and Spontaneous Village provided 3 hours of programming composed of improvisational theater-based activity training for the training sessions. ICAN and UMiami prepared a tested game for the trainings and developed a St. PJ's specific game throughout the sessions. FIT presented sessions built from a collection of games from the first deployment, intended to help St. PJ's staff iterate and adapt activities on the fly.

Level one training, named *Professional Development* training, is a robust set of activities, discussions, and interactions presented to all participating staff. It includes improvisation training, ICAN, and FIT activities.

Level two training, titled *Leadership Capacity Building* training, is an intense exploration of the challenges facing St. PJ's staff leadership. It includes drills that force the staff leadership to "think on their feet" by making them create new games and activities, within a matter of minutes. Additionally, staffs have to teach the games to their peers to check for understanding and receive immediate feedback. Level two training also includes improvisation training, ICAN, and FIT activities.

Measure and Evaluate

FIT created a measurement tool designed to evaluate the training created for the deployment. We sought to understand and document the impact of the training and to expand on the qualitative measures implemented during the first deployment. A simple survey, with scale, "yes or no," and open-ended questions was given to all staff participating in the training, who reported by self-assessment. Surveys were distributed before and after training. We sought to better understand staff levels of perceived confidence leading improvisation - based games, perceived ability to handle unexpected situations. This measure is exploratory, and yielded purely qualitative results. However, it is rich in information about staff confidence, preferences, and needs. It offers a baseline for improvement and refinement of future measurement tools for this population.

The survey questions can be viewed in appendix A.

Lessons Learned

Lessons learned are grouped according to four project objectives.

1) Build Confidence and a Culture of Creativity in the St PJ's Team: Provide St. PJ's International Program staff with training to strengthen their confidence and ability to run the FIT-designed recreational programs (and others) by improvising and adapting the activity when necessary.

The surveys found that although staff confidence was high (averaging around a 7 on a 1-10 scale), staff confidence in running programming increased (to about a 9 on a 1-10 scale) with both domestic and international staff following the training.

In order for staff to be confident when running activities, surveys highlighted the staff's desire to have access to game information. We found that there was a strong desire by the staff to know from the beginning of the session that the games being played in the training session would be provided to them in written form after the workshop because:

- The staff felt this would allow for more engagement so that they are not trying to jot down all of the notes on how to run the games rather than participating in them fully
- This would also provide a sense of security for staff members in knowing that these games would be available/easily replicable for them.

Jewel noted that the staff need their creativity boosted once in a while, and that the trainings served as a major confidence booster for the staff, especially when required to make up activities and adapt games on the fly. She highlighted that this benefit was perhaps the most valuable. She gave an example of an instance when staff were playing a game called Cat and Mouse, which can lead to injuries as a result of the high energy that the game elicits. After a number of incident reports, staff improvised and adapted the game to make it an "etiquette" game where kids were made to move more slowly by carrying books on heads, which in turn led kids to be more careful. Jewel notes that the lessons and practice from the training helped the staff to be open to thinking up a new way to play an existing game.

2) Create Tailored Community Empowerment Tool: Provide St. PJ's International Program with at least 1 game, which is specifically designed to meet the needs of the children in the program, and allows for interaction, fun, and creativity.

Lien Tran (UMiami) worked with ICAN throughout the deployment to develop a game tailored to the specific immigrant population present at St. PJ's. The staff trainings served to provide iteration space for the development of a game suited to the population. The staff directly guided the development of the game. ICAN helped to translate the game on the ground and is providing a finished version to St. PJ's, to be accessible as an online Open Source resource, in August or September 2015.

4) Measure and Evaluate: Document the training and expand on the qualitative measures implemented during the first deployment.

Surveys were carried out during both the Level One and Level Two trainings. The findings reveal positive benefits of the sessions on the staff.

3) Create Sustainability Through Community Building: *Engage the greater San Antonio community to create connections and offer support for the deployment and long-term goals of St. PJs.*

FIT, Heroic Improv, and Spontaneous Village partnered with Lisa Hurst, a local improv trainer throughout the trainings. Lisa is currently in discussion with FIT and St. PJ's to develop a sustainable model of continuing trainings with staff throughout the year, possibly on a bi annual or quarterly basis.

Jewel gave another example of how the FIT training contributed to community sustainability. When an outside group recently came to St. PJ's they taught the kids to play an action-oriented minefield activity game, and of the entire International students only four boys and one girl sat out – an unprecedented level of participation. Jewel attributes this to the results of the trainings, which equip staff to provide the youth with a foundation of doing group activities and makes them more open to trying new activities.

5) Other Lessons Learned:

In looking at the data, qualitatively, we were able to see that there were several major themes conveyed through staff member comments after receiving the trainings. In particular, we found that there was a strong desire by the staff to know from the beginning of the session that the games being played in the training session would be provided to them in written form after the workshop because:

- The staff felt this would allow for more engagement so that they are not trying to jot down all of the notes on how to run the games rather than participating in them fully
- This would also provide a sense of security for staff members in knowing that these games would be available/easily replicable for them

Additionally, the open-ended comments section of the data proved interesting in that we received a number of comments indicating what would be particularly useful for the staff going forward:

- We received a number of comments asking that written manual instructions be made available to the staff.

- We received a number of comments relating the desire that games and instructions for the games be made available in languages other than English to meet the needs of various members of the populations they serve.
- Some individuals requested that there be a refresher training for the staff members.
- Staff members also indicated that they wished they had a little more time to practice the games.

When questioned regarding barriers/fears/challenges in sharing these games with the children at St. PJ's, staff responded that the barriers they thought would be most difficult to overcome would include: boredom, getting all the children to participate, keeping the kids interested, communication, different levels of enjoyment across groups, and time management.

When asked about what was lacking in this training, Jewel suggests that a future training could focus more heavily on empathy building, a skill that could be developed further amongst the time- and resource-strapped staff.

Finally, Jewel notes that providing creativity-focused challenges most beneficial for staff. This is an area that would most benefit from expansion in a successive training. She articulates that the more challenging Level Two training was most valuable because it truly tested the staff and pushed them well beyond their comfort zone, which led to lasting learning.

Recommendations:

1. Annual or semi annual staff training at St. PJ's

The Lessons Learned highlight a need to re-energize and boost confidence amongst the staff, revisit concepts and exercises in creativity and activity adaptation, and bring new ideas, games, and approaches to the mix at St. PJ's. This can be achieved through annual or semi-annual visits by FIT and its partners. Alternatively, St. PJ's can continue the work done during this deployment to grow a local network of collaborators and innovators for the childcare facility to draw from.

2. Administrative Training at St PJ's



FIT and St. PJ's identified the administrative staff at St. PJ's as a potential next target group for FIT's training. The administrative staff would benefit from the FIT approaches of unconventional modes of problem solving, using improv, art, and other activities to think rapidly, and gaming to teach, share, and learn about challenging issues. Training at the administrative level would allow FIT's lessons to percolate down through St. PJ's, infusing it with alternative learning methods, fun, and out-of-the-box thinking.

3. Development of Initiatives to Bring Curriculum to Other Facilities:

The work done by FIT, partners, and St. PJ's during the first and second deployments contains a rich wealth of knowledge, ideas, and lessons learned. Given the large scale of the unaccompanied migrant minor crisis, it would be unfortunate if sharing of the materials, information, and concepts generated were not shared. This recommendation requires development of new relationships with other entities working with unaccompanied migrant minors, and may require tailoring to create transferable materials and lessons learned, depending on the context; however, scaling up the tools described in this report could be of immense benefit for youth elsewhere.

Conclusion:

The goals of this Field Report are three-fold. First, FIT cataloged the deployment to prevent loss of knowledge and make record of the important efforts of those involved. Second, this report sought to illustrate existing unmet needs and how FIT and collaborators developed a solution to resolve the issues highlighted by our stakeholder, Saint Peter-Saint Joseph's Children's Home. Finally, FIT entreats readers to use this information to inform and empower themselves and others. Please use the recommendations and plans laid out here, to improve your solutions and further advance innovative crisis response and recovery.

Let's Innovate!

FIT would like to express a heart-felt thank you to the Field Innovation Team volunteers and St. PJ's teachers and staff for your imagination and efforts in developing the Level One and Level Two trainings, a solution available to those working with youth of all backgrounds and circumstances.

About FIT

FIT brings together leaders from robotics, community justice, design, technology and beyond for impact oriented collaboration. FIT's teams respond to crises while simultaneously working on disaster preparedness, disaster risk reduction, and longer-term reconstruction at a local, state, national, and international level. FIT works by maintains situational awareness of impending disasters while simultaneously working on disaster preparedness and disaster risk reduction at local, state, national, and international levels. When a current or future crisis presents acute problems, FIT reviews needs and activates a tailored team of subject matter experts from its team roster. Once activated, FIT works with the community and other local stakeholders, including the response network in place.

FIT uses a three-step design process to understand the core issues and needs that are not being addressed in a given crisis. FIT tackles issues related to disaster risk reduction, preparedness, response, recovery, climate change, and sustainable resiliency. FIT's solutions are sustainable, adaptable, open source, and implemented in real-time. FIT's innovative work ranges from 3D printing topography in mudslides, to bringing art, theater, and technology curriculum to humanitarian crises, to using storytelling to build back communities after disaster. The common thread amongst FIT's solutions is a the focus on helping communities, first responders, and supporting agencies empower themselves. FIT practices co-creation and solution sharing to increase community resilience and change the world, one neighborhood at a time.

Appendix

Appendix A – Surveys

Leadership Capacity Building Training *Before Training*

1. On a scale of 1 to 10, how confident are you leading staff members to perform impromptu tasks? (WRITE A NUMBER)
2. On a scale of 1 to 10, how confident are you in *letting staff facilitate* impromptu tasks with the children? (WRITE A NUMBER)
3. Question 3: On a scale of 1 to 10, how capable do you feel establishing yourself as a role model that sees failures as positive learning experiences? (WRITE A NUMBER)
4. How can FIT make it easier for you to use and play the games from the Activities Binder?

After Training

1. Now that you have completed the Leadership Capacity Building training, on a scale of 1 to 10, how confident are you leading staff members to perform impromptu tasks? (WRITE A NUMBER)
2. Now that you have completed the Leadership Capacity Building training, on a scale of 1 to 10, how confident are you in *letting staff facilitate* impromptu tasks with the children? (WRITE A NUMBER)
3. Now that you have completed the Leadership Capacity Building training, on a scale of 1 to 10, how capable do you feel establishing yourself as a role model that sees failures as positive learning experiences? (WRITE A NUMBER)
4. Is there anything else you'd like to add?



SURVEY

Improving Training for Leading Games for Caregivers

Before Training

1. On a scale from 1-10 (10 high), how confident are you in leading theater games to build connections with children and caregivers? (WRITE A NUMBER)
2. Have you used theater games to create connections between people? (CIRCLE ONE)
 - a. Yes
 - b. No
3. If Yes, what are the barriers you have had in leading theater games?
4. If No, what do you think would make it hard for you to lead theater games in your situation?

Professional Development Training

Before Training

5. On a scale of 1 to 10, how comfortable are you playing games with a group of new children? (WRITE A NUMBER)
6. On a scale of 1 to 10, how confident are you in using creativity to change a well-known activity and do it differently? (WRITE A NUMBER)
7. On a scale of 1 to 10, how capable do you feel about handling an “unexpected” situation at work? A situation that requires you to act immediately. (WRITE A NUMBER)

SURVEY

Improving Training for Leading Games for Caregivers

After Training

1. After the training today and on the same scale from 1-10 (10 high), how confident are you in your ability to lead theater games to build bonds between with children and caregivers? (WRITE A NUMBER)
2. Based on this 90-minute training, would you use theater games to create connections with the children in your care? (CIRCLE ONE)
 - a. Yes
 - b. No
3. If Yes, why would you use theater games?
4. If No, why are theater games not a fit for your situation?
5. In the 90-minute training, what made leading theater games hard?
6. In the 90-minute training, what made leading theater games easy?
7. What will you remember from this 90-minute training?
8. What would be helpful in the coming weeks to support your use of theater improv games with the children? Such as: refresher training, written manual, expert coaching in an instant, viewing videos, time to practice?
9. Any other thoughts you would like to share?

Professional Development Training

After Training

1. Now that you have completed the Professional Development training, on a scale of 1 to 10, how comfortable are you playing games with a group of new children? (WRITE A NUMBER)
2. Now that you have completed the Professional Development Training, on a scale of 1 to 10, how confident are you in using creativity to change a well-known activity and do it differently? (WRITE A NUMBER)

3. Now that you have completed the Professional Development training, on a scale of 1 to 10, how capable do you feel about handling an “unexpected” situation at work? A situation that requires you to act immediately. (WRITE A NUMBER)

Appendix B - Training Plan Outlines

LEVEL I TRAINING

Audience: All St. PJ's Staff (International and Domestic Programs)

TIME	TOPIC	FACILITATOR
8:00	Welcome to the FIT Professional Development training	FIT / Jewel
8:10	Pre-survey	SV
8:15	Icebreaker – “Alien, Cow, Tiger”	SV / CWB
8:30	Icebreaker discussion	SV
8:40	Game – “Sound Circle”	SV / CWB
8:55	Game discussion	SV
9:25	ICAN workshop	ICAN
10:20	Break	All
10:30	Fear of failure discussion	FIT
10:45	Simulation 1 – New instructions for known activity – react!	FIT / CWB
11:00	Teams de-brief and discuss	Jewel
11:15	Simulation 2 – Game instructions with missing info - react!	FIT / CWB
11:30	Teams de-brief and discuss	Jewel
11:45	Rapid de-brief of the Professional Development training	FIT / Jewel
11:55	Post-survey	FIT / SV
12:00	Training finished	

1. Welcome to the FIT Professional Development Training

- a. Training incorporates key components of the Field Innovation Team’s Simulation training, Spontaneous Village rapid community building program, Clowns Without Borders facilitation techniques, and the Immigrant Children’s Affirmative Network’s sharing activities.
- b. Professional Development training is designed to meet the follow goals:
 - i. Build confidence and comfort in your ability to handle rapidly changing situations and to be flexible when things don’t go according to plan.
 - ii. Assist your ability to incorporate out-of-the-box thinking when needing to react to a new circumstance – move beyond the “there’s no procedure for this!” mentality.

- iii. Increase staff reliance in the FIT Youth Empowerment activities binder by demonstrating how the activities benefit the children and by providing the staff with the skills needed to lead types of activities included in the binder.
- c. Implement pre-survey: (*SCALE = 1 being very low and 10 being very high*)
 - i. Question 1: "On a scale of 1 to 10, how comfortable are you playing theater/improv games with a group of new children?"
 - ii. Question 2: "On a scale of 1 to 10, how confident are you in using creativity to change a well known activity and do it differently?"
 - iii. Question 3: "On a scale of 1 to 10, how capable do you feel about handling an "unexpected" situation at work? A situation that requires you to act immediately."

2. Icebreaker and Game

- a. Play ['Alien, Cow, Tiger'](#)
 - i. Continue to play until majority wins or everyone in the game is synced and selects the same creature.
- b. Icebreaker discussion.
 - i. What did you like about the game?
 - ii. What do you think the children will like about the game?
 - iii. What do you think would stop the children from participating in the game?
 - 1. Key moment to introduce the "See One – Do One" concept.
 - 2. These children need to see the adults playing the game and having fun.
 - 3. The children need to see staff supporting each other by playing these games, with enthusiasm.
- c. Play ['Sound Circle'](#)
 - i. Introduce the 'Failure Celebration' and continue to reinforce it throughout the game.
 - ii. Play until quickness and comfort are demonstrated by everyone in the circle.
- d. Game discussion.
 - i. What did you like about the game?
 - ii. How did encouraging and praising failure feel?
 - iii. If it feels counterintuitive, but good, to praise failure with your peers – the people you know- then how do you think it will affect the children to see staff celebrate failure?
 - iv. Why is it important for the children to see you celebrate failure?

3. ICAN – Mini Workshop

- a. Workshop kicks off with ['Que Dijo'](#) (ball version of ['Que Dijo'](#))
- b. Test other games with staff – collect feedback on applicability to population at St. PJ's – iterate on existing games in preparation for Friday game play with the children.
- c. Options for games that may be adapted to unaccompanied migrant minors population:
 - i. [Awkward Moment](#)
 - ii. [Buffalo](#)

4. Fear of Failure discussion and activity

- a. Establish the importance of Procedure: Staff are very good at knowing and performing procedures here at St. PJ's. Procedures must be followed for safety and program protection. But we all know, that more often than not, things do go as planned, and there's no procedure in place for you to follow when this happens.
- b. Pose the Question: How do you as staff know when it is safe to be flexible and creative? To, think "outside the box?" *Anticipate silence and/or the following commentary:*
 - i. "We don't know"
 - ii. "We're afraid to think and act outside the box"
 - iii. "There's no time to be creative – we have so much to do already"
 - iv. "The children don't seem interested"
 - v. "I'm not a creative person"
- c. Offer the new skill:
 - i. The skill = Embracing the Unexpected – staff will get practice in the upcoming Simulations!
 - ii. Encourage the staff and remind them that they are awesome! Remind them that they do a great job, and that it is safe to explore and develop their creative "outside-the-box" skills as part of this Professional Development training.
 - iii. Remind staff they will have the support of Team Leads, who will be taking the advanced Level 2 training, and the support of the directors who have given time for this Professional Development training.
 - iv. Jewel Perez to highlight why building this skill is important to the work and mission of St. PJ's.
- d. Begin Simulations – allow staff to exercise the skill

5. Simulation 1 – New instructions for a known activity – react!

- a. Run the Marshmallow Challenge, but withhold the marshmallows
 - i. Have staff work in groups to brainstorm solutions, OR,
 - ii. Provide different supplies in place of the marshmallow (have an offering of common items found at St. PJ's), and have staff work in groups to complete the challenge.
 - iii. Hold a discussion with the staff – praise their efforts; allow teams to share their solutions.

6. Simulation 2 – Game instructions with missing information – react!

- a. Masking tape game
 - i. In this simple art game, participants are given rolls of masking tape. They are instructed to tear off pieces of masking tape to create a picture. Guidance can be provided on what type of picture to make. For example, "Make a farm scene."
 - ii. For the simulation, we give staff rolls of masking tape, and given them the following limited instructions:
 1. "Make a farm scene."
 - iii. Hold a discussion with the staff – praise their efforts; allow teams to share their solutions.

7. Rapid de-brief of the Professional Development training

- Review the goals of the training.
- Review the key points of instruction – confidence skill building, creativity skill building, “outside-the-box” thinking skill building.
- Remind the staff that they are awesome and doing a great job; remind them that the Team Leaders and Program Directors support their Professional Development training.

8. Post-survey: (SCALE = 1 being very low and 10 being very high)

- Question 1: “Now that you have completed the Professional Development training, on a scale of 1 to 10, how comfortable are you playing games with a group of new children?”
- Question 2: “Now that you have completed the Professional Development Training, on a scale of 1 to 10, how confident are you in using creativity to change a well known activity and do it differently?”
- Question 3: “Now that you have completed the Professional Development training, on a scale of 1 to 10, how capable do you feel about handling an “unexpected” situation at work? A situation that requires you to act immediately.”

9. Present Certificates of Completion

- Staff names needed in advance

Parking Lot:

- Design an open-ended question on the barriers of being a child care worker:
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LEVEL II TRAINING

Audience: St. PJ's Team Leads

TIME	TOPIC	FACILITATOR
1:00	Welcome to the FIT Leadership Capacity Building Training	FIT/Jewel
1:10	Pre-survey	FIT/ SV
1:15	Game – Crisis Situation	SV / CWB
1:30	Discussion about game	SV
1:45	Games – HeSaidSheSaid & Double Endowment	SV / CWB
2:05	Discussion about games	SV
2:20	Simulation 1	
2:45	Break	All
3:00	Failure Faire!	FIT
3:35	Teams share results	FIT
3:45	Simulation 2	FIT / SV /CWB*
4:25	Teams share results	FIT
4:45	Rapid de-brief	Jewel
4:55	Post-survey	FIT / SV

5:00 End Training

All

*If not in performance

1. Welcome to the FIT Leadership Capacity Building Training

- a. Training incorporates key components of the Field Innovation Team's Failure Faire and Simulation training, Spontaneous Village rapid community building program, and Clowns Without Borders facilitation techniques.
- b. Leadership Capacity Building training is designed to meet the follow goals:
 - i. Build confidence and comfort in your ability to handle rapidly changing situations and to be flexible when things don't go according to plan.
 - ii. Assist your ability to demonstrate out-of-the-box thinking when needing to react to a new circumstance – move beyond the "there's no procedure for this!" mentality.
 - iii. Increase staff reliance in the FIT Youth Empowerment activities binder by demonstrating how the activities benefit the children and by providing the staff with the skills needed to lead types of activities included in the binder.
 - iv. Develop your **leadership capacity** to *set the example* and to *support the staff* in handling rapidly changing situations, using out-of-the-box thinking, and in increasing reliance on the FIT Youth Empowerment activities binder.
- c. Implement pre-survey: (*SCALE = 1 being very low and 10 being very high*)
 - i. Question 1: "On a scale of 1 to 10, how confident are you leading staff members to perform impromptu tasks?"
 - ii. Question 2: "On a scale of 1 to 10, how confident are you in *letting staff facilitate* impromptu tasks with the children?"
 - iii. Question 3: "On a scale of 1 to 10, how capable do you feel establishing yourself as a role model that sees failures as positive learning experiences?"

2. Games

- a. Play ['Crisis Situation'](#)
 - i. Continue to play until everyone has gone at least twice and has solved their partner's problems during the performance.
- b. Games discussion.
 - i. What did you like about the game?
 - ii. Describe the challenge level of this game compared to other improv games you have played.
 - iii. Do you think the children would like to play this game?
 - iv. REGARDLESS OF TEAM LEADS ANSWERS, ENCOURAGE A DISCUSSION ABOUT:
 1. Why staff and team leads should play this game together, not in front of the children.
 2. How this type of activity builds ability to "See One, Do One, Teach One."
 3. Discuss how performing increasingly difficult activities makes doing the "low-difficulty" activities easier.
- c. Play ['HeSaidSheSaid'](#)
- d. Play ['Double Endowment'](#)

- i. Introduce the 'Failure Celebration' and continue to reinforce it throughout the game.
 - ii. Play until everyone demonstrates quickness and comfort.
 - iii. Playing HeSaidSheSaid introduces the idea of 'endowment', which is, "attributing other players with physical, emotional or other characteristics, or getting other players to do something, or to behave in a particular way."
 - iv. Playing Double Endowment exemplifies the importance of taking risks – taking risks in this game will help the players identify their task – a key ideal for this training.
- e. Game discussion.
 - i. What did you like about the game?
 - ii. What did it feel like to take risks during the games?
 - iii. If your risk taking didn't work out right away, describe how it felt. This emphasizes the concept that taking risks, even if they lead to failure, is not as bad as many people perceive. Generally, people pass harder judgment on themselves than their peers.
 - iv. Why is it important for the staff and the children to see you celebrate failure?

3. Failure Faire!

- a. Facilitate The Failure Circle:
 - i. Personal failures celebrated
 - ii. Establish the importance of Team Leads celebrating Failure: A culture that is only punitive (whether real or perceived) when addressing mistakes, is one that limits creativity, flexibility, and out-of-the-box thinking. It also indicates that it is better to "play it safe" rather than take creative initiative to solve challenges that pop up. Therefore, to celebrate failure (within reason) is a necessary component to being a supportive leader.
- b. Facilitate The Failure Faire!:
- c. Establish the importance of setting the example by owning one's work failures:
 - i. Team Leads will think about past failures. FIT will provide examples of work-related failures to create a safe space for thinking and sharing.
 - ii. Team Leads get 5 minutes to recall a failure.
 - iii. Team Leads get 10 minutes to write a narrative about the failure.
 - iv. Everyone shares their failures with the group and what was learned as a result of the failure. Then, carefully facilitated questions are posed to the group to encourage a healthy discussion.
 - 1. Celebrate and praise! Everyone gets accolades for admitting they are human and sharing their stories!
 - 2. Everyone gets accolades for taking the risk – being open with one's peers is not always easy, but can be empowering and healthy!
 - 3. Ask what they would do differently if they could do it over?
 - 4. Inquire about why Team Leads have selected this line of work – navigate them to a place where they realize they may have some things in common with the population they serve and that it is critical for them to

develop leadership skills that indicates positive adult leadership for the children.

- v. Journey map of Team Lead skills
- d. Offer the new skill:
 - i. The skill = Exemplifying Failures as Positive Learning Experiences – staff will get practice in the upcoming Simulations!
 - ii. Encourage the staff and remind them that they are awesome! Remind them that they do a great job, and that it is safe to explore and develop their creative “outside-the-box” skills as part of this Professional Development training.
 - iii. Remind staff they will have the support of Directors and Administration who have provided time for this Leadership Capacity Building training.
 - iv. Jewel Perez to highlight why building this skill is important to the work and mission of St. PJ's.
- e. Begin Simulations – allow staff to exercise the skill

4. Simulation 1 – Team Leads Take Existing Activity and Add a New Twist!

- a. Set the scenario – Team Leads select any activity that is facilitated by staff for the children.
- b. Team Leads must change or alter 50% of the activity and the way it is played to complete this challenge.
 - i. For example: In “Telephone” instructions are passed through a daisy chain of children, where one child whispers a set of instructions to the next person until the instructions reach the last person. The last person either repeats the instructions or has to act on the instructions. Add a 50% variation to this game by introducing new rules, such as children must complete a short series of moves before passing the instructions and they are not allowed to use any numbers in their dictations.
 - ii. Hold a discussion with the staff – praise their efforts; allow teams to share their solutions.

5. Simulation 2 – Team Leads Create New Game!

- a. Set the scenario – Team Leads to create a **new game** they’ve never played or facilitated at St. PJ's.
 - i. Have staff work in groups to brainstorm solutions.
 - ii. Provide different prototyping supplies to inspire the brainstorm and have staff work in groups to complete the challenge.
 - iii. Hold a discussion with the staff – praise their efforts; allow teams to share their solutions.

6. Rapid de-brief of the Leadership Capacity Building training

- a. Review the goals of the training.
- b. Review the key points of instruction – confidence skill building, creativity skill building, “outside-the-box” thinking skill building, and ultimately, how to be a good leader by practicing and supporting all the skills.

- c. Remind the staff that they are awesome and doing a great job; remind them that Program Directors support their Leadership Capacity Building training.

7. Post-survey: (SCALE = 1 being very low and 10 being very high)

- a. Question 1: "Now that you have completed the Leadership Capacity Building training, "On a scale of 1 to 10, how confident are you leading staff members to perform impromptu tasks?"
- b. Question 2: "Now that you have completed the Leadership Capacity Building training, on a scale of 1 to 10, how confident are you in *letting staff facilitate* impromptu tasks with the children?"
- c. Question 3: "Now that you have completed the Professional Development training, on a scale of 1 to 10, how capable do you feel establishing yourself as a role model that sees failures as positive learning experiences?"

8. Present Certificates of Completion

- a. Team Lead names needed in advance