

Packing List:

Supplies/materials

- Facilitator guide -- **PRINT**
- Group norms flipchart
- Butcher paper
- Markers
- Painter's tape
- Scotch tape
- Scissors
- Large-scale sticky notes
- Stickers - dots, big stars, etc.
- Pens
- Computer - to take notes
- Computer charger
- Copies of conversation questions and capitals definitions and examples (x N) -- **PRINT**
- Tissues
- Compensation for participants (\$20 x N)
- Compensation tracking/ Photo release spreadsheet -- **PRINT**
- Snacks
- Plates
- Napkins/Utensils/Cups
- Water bottles
- Bell
- Timer (hourglass)
- Camera/Smartphone
- Nametags
- Incentive/Photo Release Sheet
- Clipboards x 2

Questions for CGM/Participants:

- Do we need tables/chairs? Does the space have enough tables?
- Can we provide childcare?
- Can we provide translation services?
- Can we provide transportation?

Time	Activity	Lead	Notes
Prep	<ul style="list-style-type: none"> - Write-up group norms. - Make bike rack for any sticky points/barriers or items we don't have consensus on as a group to discuss at a later time. - Write-up components of active listening on flipchart. 		
First 15 pre-session minutes	<p>Welcome participants.</p> <ul style="list-style-type: none"> - Offer snacks. - Orient folks to the building/restrooms. - Ask folks to sign a photo release form. - Ask folks to sign for their compensation and provide \$20. 		
0 - 10 mins (10)	<p>Provide overview of the REM session.</p> <ul style="list-style-type: none"> - Review group norms/expectations, especially how we will determine consensus. - Explain why we are conducting these sessions. - Explain how we will be using the data generated from these sessions. <p>Allow time for people to ask questions.</p>		
10 - 25 mins (Flexible timing) (15)	<p>Introduce Appreciative Inquiry portion:</p> <ul style="list-style-type: none"> - Share with participants that they will be working in pairs for this activity. - They will have 3-5 minutes to talk and five minutes to listen. <ul style="list-style-type: none"> - When they are listening, they should allow their partner to speak about their experience. - It's okay if they don't answer both questions. The focus is more on listening and letting their partner reflect. - The facilitators will review components of active listening. - Ask participants to find a partner who they don't know as well. - In pairs, ask your partner: <ul style="list-style-type: none"> - Name - What is your connection to the garden? - What is an important or special experience that you had based on your involvement with the 		<p>The co-facilitator will time these conversations; after five minutes, they will ring the bell to have folks switch.</p>

	<p>community garden? What did this lead to?</p> <ul style="list-style-type: none"> - What unexpected things have happened as a result of your involvement in these efforts? 		
25 - 40 mins (15)	<p>Ask participants to report back from the appreciative inquiry session:</p> <ul style="list-style-type: none"> - Ask each pair to briefly share (~2 minutes) what experiences they discussed, including their names and connections to the garden. 		The notetaker will record these responses.
40 - 50 mins (10)	<p>Introduce Community Capitals: This framework will help us think about all aspects of our community.</p> <ul style="list-style-type: none"> - Write the capital around the edges of the map. - Share the one-pager with examples and brief definitions. <p>Introduce Ripple Levels: Think about the community garden as a pebble or stone (this is represented in the center of the map). Each level helps us think about how this work moves into the community "pond."</p>		
50 - 55 mins (5)	<p>BREAK: Lead participants through quick stretch break. Remind folks they can take bathroom breaks or grab snacks as needed.</p>		Flexible on timing, but make sure participants do take a break!
55 - 70 mins (15)	<p>Map the First Ripple: What are people doing differently?</p> <ul style="list-style-type: none"> - Ask participants to share their ideas one by one. - Ask group to decide whether or not it is a direct result of the garden. - If it is, ask group to determine where it should be placed in the CCF. 		Direct result would be something that the garden caused. If there is disagreement, we can ask people to trace the steps backwards to see if they led to the garden.
70 - 85 mins (15)	<p>Map the Second Ripple: Who is benefiting and how? How is the fact that people are doing things differently affecting others?</p> <ul style="list-style-type: none"> - Ask participants to share their ideas one by one. - Ask group to decide whether or not it is a direct result of the garden. - If it is, ask group to determine where it should be placed in the CCF. 		
85 - 100 mins (15)	<p>Map the Third Ripple: What changes are you seeing in the community's systems, institutions or organizations? Are everyday ways of thinking and doing changing? How?</p> <ul style="list-style-type: none"> - Ask participants to share their ideas one by one. - Ask group to decide whether or not it is a direct result of the garden. 		

	<ul style="list-style-type: none"> - If it is, ask group to determine where it should be placed in the CCF. 		
107 - 115 mins (if time allows, if not recycle time back into mapping) (8)	<p>Facilitate final discussion about how the map could be used to learn about the garden (evaluate) and plan for next steps:</p> <ul style="list-style-type: none"> - Thinking about the impact of your work, what questions would you like to have answered through our evaluation? - What did we learn today that will help us with the next round of work? - What else do folks want to share? What are your final thoughts/questions? 		
100 - 107 mins (7)	<p>Map the Biggest Changes: What do you think are the most significant changes on the map? Why?</p> <p>Before we wrap-up, make sure all points legible and understood for analysis purposes.</p>		
115 - 120 mins (5)	<p>Celebrate everything the group has accomplished, take a group photo and thank folks for coming!</p>		
Closing	<p>Once participants leave, FFORC members should stay to:</p> <ul style="list-style-type: none"> - Discuss what went well/could have been better. - Review notes with notetaker. - Finalize reflections before leaving. 		<p>It may be better to identify another space nearby we can go to for this part.</p>