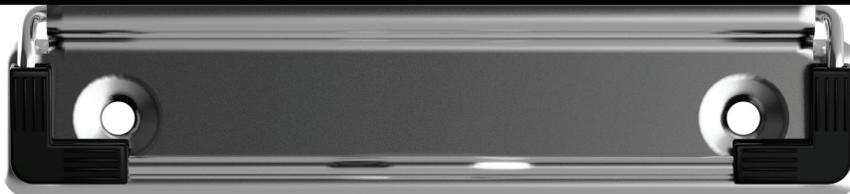


**BOSTON CELTICS
SHAMROCK FOUNDATION**

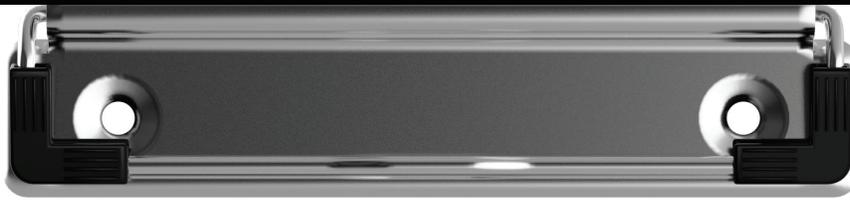
PLAYBOOK INITIATIVE



new balance.



TRAIN THE TRAINER CURRICULUM



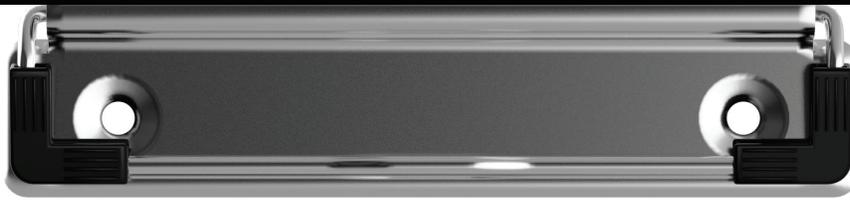
HISTORY OF THE PROGRAM

Part of the off-court legacy left behind by the 2016-17 Boston Celtics team, the Playbook Initiative seeks to leverage the power of sport and more specifically the appeal of the Celtics to engage middle schoolers on critical and plaguing societal issues. Bringing together students from vastly different, yet close geographical communities, the program features a series of workshops on topics related to race/ethnicity, gender, religion/culture, disability and orientation.

In 2017-18, hand selected student leaders from Lawrence, Massachusetts' Wetherbee School and the North Andover Middle School (MA) were initially introduced to the concept of preparing for difficult social situations, a la "studying a playbook", at a launch event in October 2017 featuring members of the Celtics roster and coaching staff. The theory in short, hypothesized that if it is possible for athletes to prepare for "game situations" in competition by studying and practicing "plays", then perhaps same holds true for social situations as it relates to preparing students to confront bias and discrimination. The 2017-18 program resulted in the publication of a "social playbook"; a series of 25 scenarios written and edited by middle school students, designed to inspire a dialogue and ultimately offer methods for students to safely intervene when witnessing acts of injustice from a bystander's perspective.

In 2018-19, the Boston Celtics and Project 351, a nonprofit enrichment program that unites Massachusetts through youth-service and leadership, partnered to roll out the Playbook Initiative curriculum to 15 towns and cities in the Commonwealth. Spearheaded by high school alumni of Project 351's middle school program, the Playbook Initiative now seeks to empower the next generation of social justice leaders to facilitate workshops with middle school students "of influence" in an effort to build a more inclusive and safe environment to live, learn and play.

In 2020-21, New Balance joined as the presenting partner of the Playbook Initiative in conjunction with a larger partnership. It was a natural fit for New Balance to dedicate efforts to a program empowering youth to be bridgebuilders and upstanders. Playbook is a signature initiative of Celtics United -- the team's \$25-million, ten-year campaign to advance social and racial justice. Since the partnership, The Boston Celtics practice facility, the Auerbach Center at New Balance Headquarters has been and continues to serve as the epicenter for having courageous conversations on issues of bias and discrimination to motivate student leadership, build unity and respect for the dignity of all.



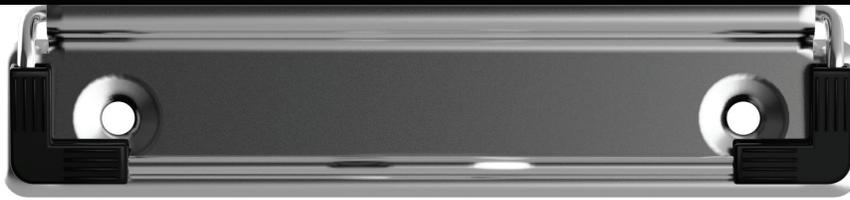
GOALS OF THE PROGRAM

Build a more inclusive community by eliminating hate speech and other acts of discrimination and bias!

Raise awareness on issues relating to race, ethnicity, religion, culture, gender, disability and sexual orientation.

Inspire a dialogue that constructively examines these key social topics and develops the skills, awareness, and confidence to positively influence peer opinions and behaviors as upstanders and bridge builders.

Foster a powerful mentorship relationship between high school role models and middle school influencers to progress healthy, safe, and respectful learning environments in Massachusetts' middle schools.



MATERIALS NEEDED

*Digital curriculum accessible to view/download on the Playbook Initiative homepage
<https://www.celtics.com/playbook>*

Train the Trainer Guide

Playbook Initiative Overview Video

ESPN Recap Video

Workshop #1 PDF – All activity sheets (enough copies for each participant)

Workshop #2 PDF – All activity sheets (enough copies for each participant)

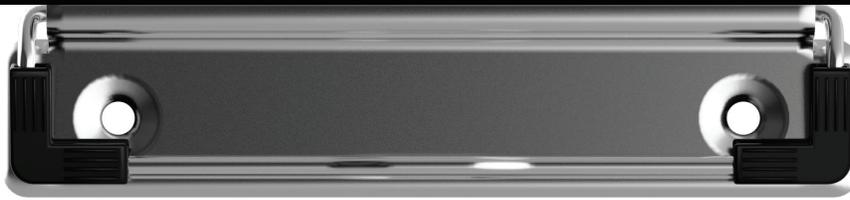
PowerPoint/PDF deck (for projector or screen)

2023 Playbook: Scenario Discussions print outs (enough copies for each participant)

EQUIPMENT NEEDED

Projector or TV monitor & Host Computer

White/black board w/marker or chalk or large poster board to hang on wall or easel



TIPS FOR FACILITATION

Be on time and be prepared

Stay neutral while actively listening

Maintain high energy and enthusiasm

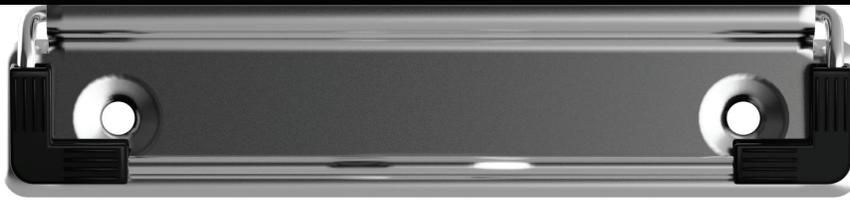
Redirect questions/comments to other participants

Give clear instructions for exercises

If necessary, tell personal stories that relate to the subject matter

Do not feel like you need to be an expert in the subject matter...focus on being an expert facilitator

Ensure the group has a chance to identify clear "take-aways"



WORKSHOP #1 AGENDA

(90 MINUTES)

Pregame: Brief Personal & Program Introduction (5 minutes)

1st Quarter: Icebreaker – F Game (15 minutes)

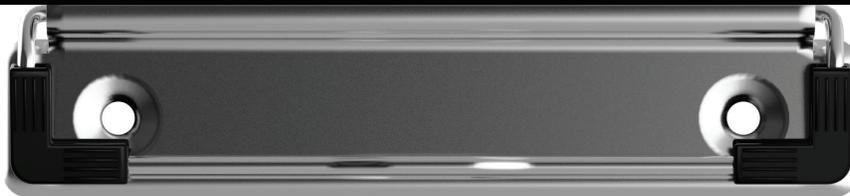
2nd Quarter: Participant Introductions & Leadership Definitions (15 minutes)

3rd Quarter: Agree, Disagree, Unsure (15 minutes)

Timeout: Playbook Initiative Overview Video (5 minutes)

4th Quarter: Scenario Discussion (25 minute)

Overtime: "Kaizen" (10 minutes)



PREGAME BRIEF PERSONAL & PROGRAM INTRODUCTION

(5 MINUTES)

Objective: To introduce yourself, the role of the Celtics, New Balance, and Project 351, set the tone for the workshop and explain what the group will be doing for the next 90 minutes.

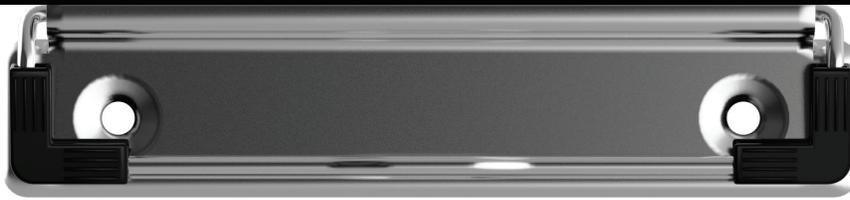
Materials Needed: "Welcome Slide"

Facilitation Instructions:

- Hello everyone! My name is _____ and I am from _____ and am in _____ grade at _____ school
- Congratulations on being here today. Today we are going to talk a lot about leadership and how we can all be better leaders in our school and community
- I am very excited to be here today as I represent the Boston Celtics and Project 351 as a part of a program called "The Playbook Initiative"
- The Playbook Initiative is a program that was created by Celtics players in the Fall of 2016 and I cannot wait to tell you more about it

Transition:

- Let's play a quick game to break the ice and get this workshop off to a great start



1ST QUARTER ICEBREAKER F-GAME

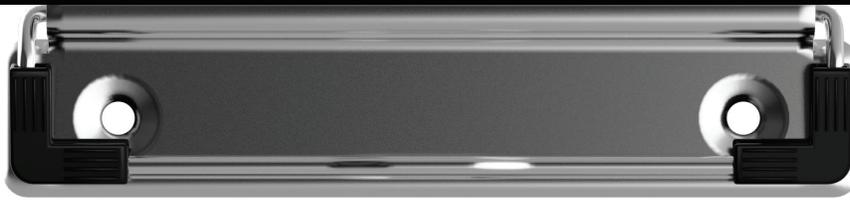
(15 MINUTES)

Objective: To grab the attention of the audience in a unique and fun way and to lay the groundwork for some "humility" as the group begins to have discussion on some potentially uncomfortable topics. Nothing humbles a room more than making them realize that they could not count to 9!

Materials Needed: "F-game" slide, open space and the F-game slips of paper

Facilitation Instructions:

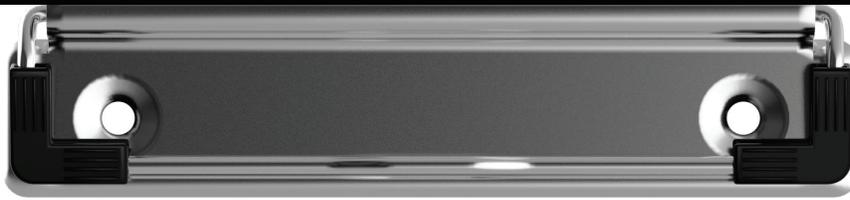
- Hand out a folded and concealed F-game slip of paper to each participant and ask them to not touch or turn over the paper until you instruct the group to do so
- Once every participant has a slip of paper, tell them they are going to play a quick game called "the F-Game" and its important to make sure everyone listens and follows the directions
- Ask the participants to turn over the paper when you say "go" and without letting others see what is written on their paper, read the sentence one time silently and then turn the paper back over so they cannot see it. Say "go" to have them start
- After everyone has read it silently to themselves and has flipped the paper over so they cannot see the sentence, tell them that you want them to flip it back over and count the number of times the letter "F" appears on their paper when you say "go". Once they are done, ask them to flip their paper back over so they cannot read the sentence. Say "go" to have them start



1ST QUARTER ICEBREAKER F-GAME

(15 MINUTES)

- Once everyone has counted the "F's" and has now flipped back over the paper, ask the group to raise their hand if they have 5 "F's" or less on their paper. If people raise their hand, have them stand up with their paper and go to a section of the room that you designate for those with 5 "F's" or less. Then ask the group if anyone has exactly 6 "F's" and instruct those people to stand up and bring their paper to a designated section of the room. Do the same for 7, 8 and 9 "F's". Ask any remaining participants that have not moved to a section in the room to tell you how many "F's" they have and then create a section for that group
- Now that everyone in the room has moved to a section of the room based on the number of "F's" they counted, go over to the group that had 9 "F's" and ask for a volunteer
- Ask that volunteer to read what is written on their slip of paper out loud to everyone slowly, loudly and clearly. Once the volunteer has read their paper out loud, let the confusion of the group play out a little bit (as you know, everyone has the same sentence on their paper so folks will be confused and start to talk). After 10 or 15 seconds, regain control of the group and ask them to raise their hand if they have the same exact sentence written on their paper. Everyone's hand will go up so ask them all to recount and give them the freedom to move to a new group if they came up with a new number of "F's". Be sure to remind them where to go if they have 5 or less, exactly 6, 7, 8 or 9 etc.



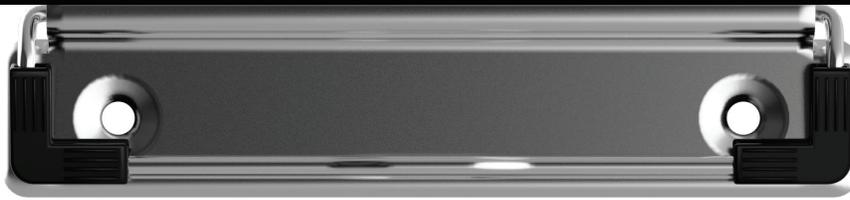
1ST QUARTER ICEBREAKER F-GAME

(15 MINUTES)

- Once the group settles back down, ask for either the same volunteer or a new volunteer from the 9 group to re-read their slip of paper out loud but pause in between each word so you, as the facilitator, can keep track of the number of "F's". Once you count them all out and show that there are exactly 9 "F's", ask the group to raise their hand if they now have exactly 9 "F's"...everyone's hand will go up while they laugh. Ask them to take a seat so you can talk about what just happened

Debrief Instructions:

- Ask the group for some initial reactions to the activity...what was it like? What happened? How is it possible that people counted so many different numbers while looking at the same sentence?
- Ask the group what lesson(s) they learned from going through that activity and how might it relate to the issues that you are going to be discussing today.



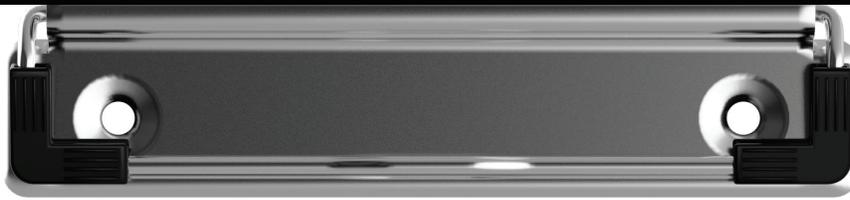
1ST QUARTER ICEBREAKER F-GAME

(15 MINUTES)

- As a facilitator, you want the group to come away with their own lessons learned (and those can be vast and unique), but keep in mind that you know the content of the rest of the workshop's activities, so you want to make sure they understand that sometimes people look at situations and issues very differently. In this particular game, there is no gray area. There were 9 "F's" on everyone's paper. No more and no less. And there were still so many different opinions in the room. In everyday life there is so much gray area for interpretation so it is really important to our community for people to share their experiences so we can understand what it is like to walk in someone else's shoes

Transition:

- As we move through the rest of the workshop and have a chance to hear how our fellow students feel about different topics and even hear about their experiences as they relate to these topics, lets make sure we keep the messages from the F-game in mind



2ND QUARTER

PARTICIPANT INTRODUCTIONS & LEADERSHIP DEFINITIONS

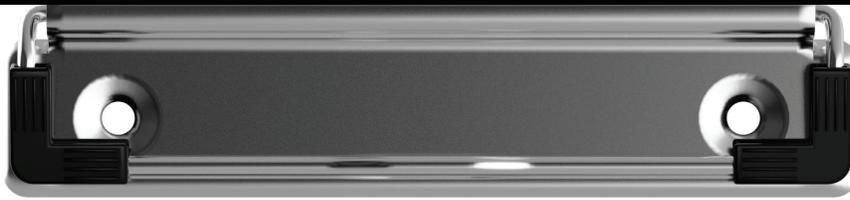
(15 MINUTES)

Objective: Give participants an opportunity to engage with each other in small groups to help ease them into the discussion elements of the curriculum and to establish the importance that "leadership" will play in the workshop and overall messages of the program.

Materials Needed: "Participant Introductions & Leadership" slide, activity sheet provided, white/black board or large display paper, markers, pencil/pen for each participant

Facilitation Instructions:

- Pair the participants up by assigning them partners from the opposite side of the room (it is more likely that the classmates they feel most comfortable with are sitting on either side of them, so pair them up carefully to maximize the likelihood they are with someone who isn't as familiar)
- Tell them that they have 5 minutes to introduce themselves to their partner and then to come up with a single definition of "leadership" together. Each person should personally introduce themselves by:
 - Saying their name, grade and hometown (if joint session)
 - One thing they love doing in their free time
 - Personal definition of leadership



2ND QUARTER

PARTICIPANT INTRODUCTIONS & LEADERSHIP DEFINITIONS

(15 MINUTES)

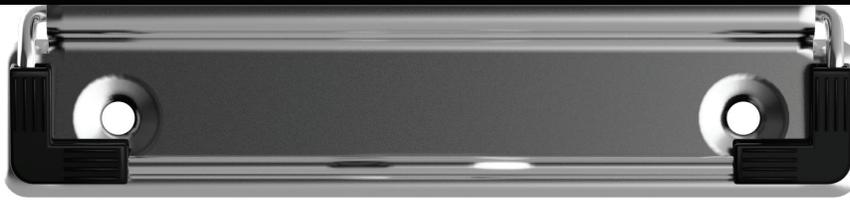
- Once they give their definition, they should work together to create a single definition
- After 5 minutes, ask each pair to stand up and introduce the other person to the group (name, grade, hometown, favorite activity) and then say their single definition of leadership
- As a facilitator, you should either ask a student volunteer write their definitions of leadership on the board/display paper or do so yourself

Debrief Instructions:

- Ask the group how leadership is relevant to the workshop and subject matter
- Ensure that the group acknowledges that sometimes doing the right thing takes courage and a tremendous amount of leadership and the rest of the workshop will hopefully inspire them to take a hard look at their own leadership capability and responsibility

Transition:

- Now that the group has gotten a chance to engage with their partner, you are going to shift to an exercise that is designed to have everyone engage with each other



3RD QUARTER

INTRODUCTORY EXERCISE

AGREE/DISAGREE/UNSURE

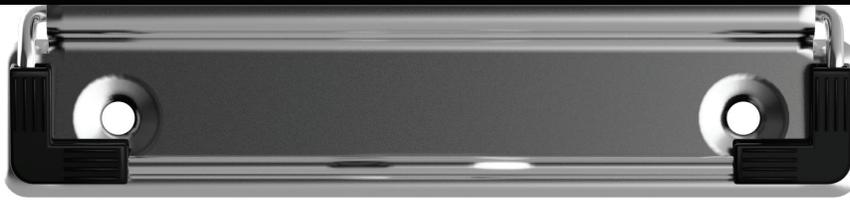
(15 MINUTES)

Objective: In its simplest terms, the objective of this activity is to start the conversation and get participants to engage with each other on the issues being discussed. This session serves as an introduction to the subject matter and a temperature check on how the group feels about these issues and their willingness to discuss them honestly, candidly and comfortably. The way in which this exercise is facilitated will set the tone (positively or negatively) for the remainder of the workshop as it relates to creating a judgement free and safe place to talk/share opinions.

Debrief Instructions: Facilitators will facilitate two ADU exercises, for the ADU # 1 use the statement provided below

Statement: "Being a leader is a choice"

Debrief Instructions: For ADU #2, facilitators should pre-select a scenario in the Playbook that they would like to facilitate and then select the statement below that matches with that scenario topic.



3RD QUARTER

INTRODUCTORY EXERCISE

AGREE/DISAGREE/UNSURE

(15 MINUTES)

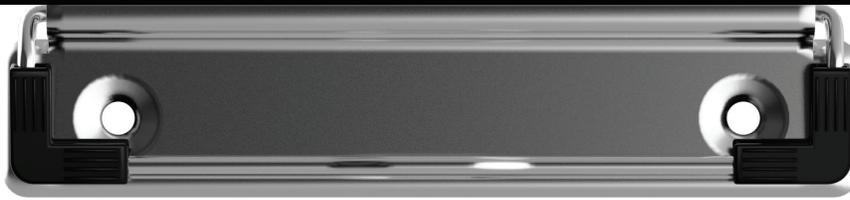
Statements:

- "There's such a thing as 'acting white' and 'acting black'" (Race/Ethnicity)
- "There's nothing wrong with gender norms that boys should play with toy trucks and girls should play with dolls." (Gender)
- "In today's society people shouldn't discuss religion in public." (Religion/Culture)
- "If I see or hear insensitive remarks about someone with a disability, I should speak up." (Disability)
- "There's a serious problem of homophobia in this country." (Orientation)

Materials Needed: "Agree, Disagree, Unsure" slide, open space, the provided activity sheet, a pencil/pen for each participant and the statements either written or projected onto the wall or board

Facilitation Instructions:

- Explain to the group that they will now go through an exercise called "Agree, disagree, unsure" and that it will be a great chance to get everyone thinking and talking to each other about the issues that the workshop will focus on



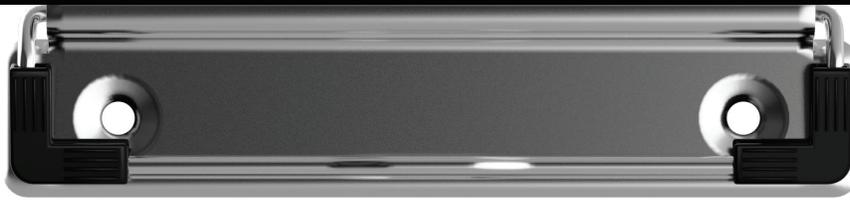
3RD QUARTER

INTRODUCTORY EXERCISE

AGREE/DISAGREE/UNSURE

(15 MINUTES)

- Tell the group that you will read a statement to them out loud and you want them to think about whether they agree with the statement, disagree with the statement or are unsure if they agree/disagree. The statements is vague on purpose...and it can be interpreted in many different ways (remind them about the F-game!) and they should just focus on how they feel as an individual
- Explain to them that you will show the statement on the board or project on the wall and will read it out loud to everyone. Once they hear/see it, they should complete the worksheet that you are about to distribute (then distribute the worksheet). Emphasize that the worksheets will NOT be collected, and they don't need to show anyone what they wrote. It is just there to help them get their opinions together
- Read the statement out loud and display it, then ask the group to take 5 minutes to complete the worksheet
- After 5 minutes, tell the group you are going to divide the room into 3 sections, with one section being for those that "agree", one section for those that "disagree" and one section for those that are "unsure". Ask them to stand up and bring their worksheet with them to the area which they identify most with based on their worksheet
- Once the group is settled into their sections, explain that we will now hear from folks as to how they feel about the statements. Let the group know that if at any point someone shares an opinion that makes you change your mind, feel free to physically move to the other group



3RD QUARTER

INTRODUCTORY EXERCISE

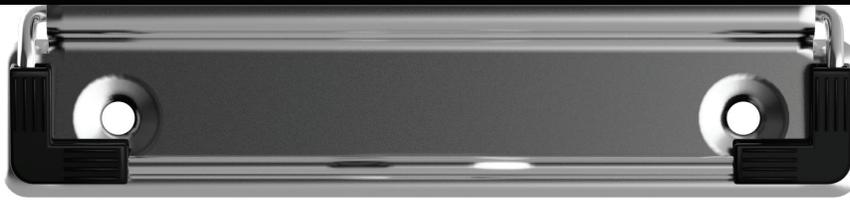
AGREE/DISAGREE/UNSURE

(15 MINUTES)

- Start off by asking a volunteer from either the agree or disagree groups to share either what they wrote or to speak freely about how they feel and why they are standing on the side they chose. Once that person shares, ask another person from the same group to share. Do this for a maximum of 3 people and then shift gears to one of the other two sections. Repeat the steps until 2 or 3 people from each of the groups have spoken and then open it up for people to respond to each other's opinions
- Its really important that as a facilitator you don't offer your opinion or even allude to how you feel about the statement by how you are responding to the participant's opinions. Stay neutral and keep the conversation going
- Once the conversation is done, ask the group to return to their seats to debrief

Debrief Instructions:

- The purpose of the debrief session of this activity is to see if the group benefited from the open-dialogue. Ask the group to raise their hand if their opinions changed at all throughout the dialogue. Ask someone who raised their hand to share what made them change their mind. If a bunch of people's hands went up, feel free to ask more people to share
- Ask the whole group how discussions like that would help their school or family or group of friends, or athletic teams, or dance/musical groups or any close-knit group of people



3RD QUARTER

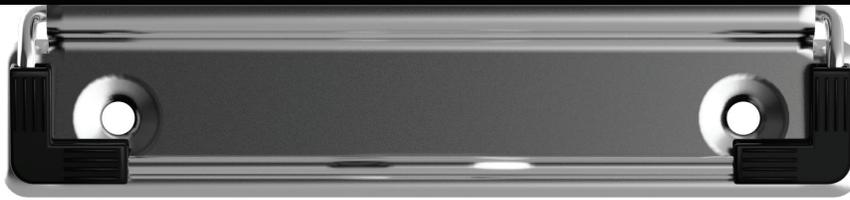
INTRODUCTORY EXERCISE

AGREE/DISAGREE/UNSURE

(15 MINUTES)

Transition:

- Applaud the group for their work up to this point and point out that up until now the conversation has been great, but relatively vague. Explain that this program was designed by the Celtics and Project 351 to not just inspire a dialogue on these issues but also give people ideas on how they can help others in specific situations
- Ask the group if anyone has played on a sports team before and if so, did the coach teach the team any plays to run. Let a volunteer briefly tell the group about a team they were on where they ran plays
- Once that volunteer is done giving their example, ask the group if anyone has ever heard of a "playbook" in sports and if so, how it works, what it is used for and how it can make a team more successful.
- Select a student to offer insight and then make sure the whole group understands that coaches create plays and give them to players in either a book or an electronic book so the players can study them, practice them, improve their execution of them all so that when the game comes, they are more prepared to succeed.
- Ask the group what would happen if the Celtics played games without any plays to drive home the point



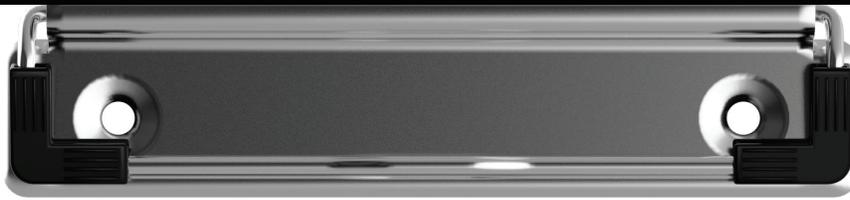
3RD QUARTER

INTRODUCTORY EXERCISE

AGREE/DISAGREE/UNSURE

(15 MINUTES)

- Ask the group if they ever experienced a situation where something happened in school or on the playground and they did or said one thing but then later that day or even a few days later they wished they had reacted differently
- Follow up that question by asking if they thought they could have been more prepared to deal with that situation if they had a chance to talk it through the day before it happened?
- Explain that we all see and hear things every day and sometimes don't know what to do in the heat of the moment and that is what this program is about. Preparing ourselves for stuff that happens every day around us
- Tell the group that you think the idea of the Playbook is probably best described by the Celtics themselves and then queue up the video
- Play the "Playbook Initiative Overview" video provided



4TH QUARTER SCENARIO DISCUSSION

(25 MINUTES)

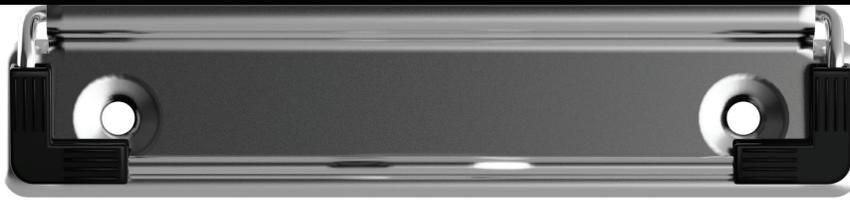
Objective: To prepare the participants to safely intervene when they see or hear something that they know is not right and harmful to others. Drive home the idea that there are tons of options in between "fight" and "flight" and that as a society, the more people try to do "something", even if anonymous and after the fact, the better off we are as a community. Despite the fact that all of the scenarios are written from a bystander's perspective, students will often reflect on their personal behavior as either perpetrators or victims of these types of issues. This is a healthy byproduct of the bystander approach

Scenario Selection: *Pre-select which topic area you want to focus on from the 5 areas included in the Playbook itself. Criteria for selection can be your passion, come from the Playbook Coach, stem from a recent incident in school etc.*

Materials Needed: "Scenario Discussion" slide, scenario handout, activity sheet

Facilitation Instructions:

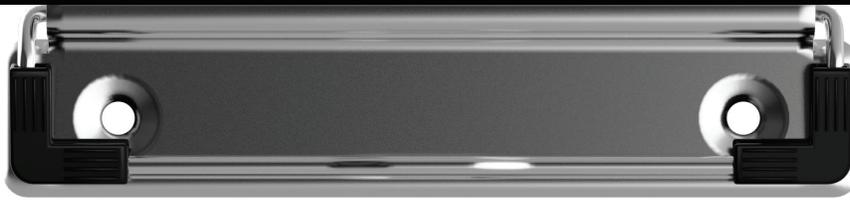
- Following the Celtics video, explain to the group that they are going to discuss a scenario written by middle school students like them and hand out the scenario itself
- Once all participants have a copy of the handout, ask for a student to volunteer to read the scenario out loud in a loud and clear voice



4TH QUARTER SCENARIO DISCUSSION

(25 MINUTES)

- After the scenario is read, ask for another volunteer to read the discussion questions out loud in a loud and clear voice
- Once the discussion questions are read, ask the group if the scenario is realistic and if anyone has seen or heard of something like this happening. If so, ask the person if they would share the situation with everyone. Once they are done explaining ask questions about what the bystanders did (if anything) and the reaction of the victim(s)/perpetrator(s)/bystander(s). Be prepared to offer a personal story if nobody volunteers theirs (determine your story prior to the session and practice taking the group through it in a methodical way, as you know the activity's objective)
- Ask for other experiences in the room and try and get the group talking to each other about their experiences (ensure that the group is not using names of people in their school specifically)
- Keep the conversation going by asking follow up questions and re-directing the conversation to other group members
- Eventually bring the conversation back to the scenario provided and ask the discussion questions provided
- Once you are satisfied with the discussion questions conversation, turn to the intervention options and ask a participant to read them out loud



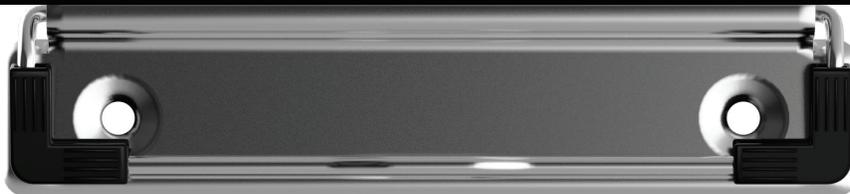
4TH QUARTER SCENARIO DISCUSSION

(25 MINUTES)

- Explain to the group that you want them to start to think about what they would do in response to the incident but want them to think about it individually
- Hand out the intervention option activity sheet provided and give them 5 minutes to complete it individually
- After 5 minutes, ask for some volunteers to raise their hand and talk about how they would choose to intervene. After each volunteer shares, ask the group if that seemed like a realistic approach to others in the group and follow that up with asking them what the reaction of other's might be if they chose to do the aforementioned (i.e. what unintended things could arise from choosing that option?)

Debrief Instructions:

- Ask the group why people don't step up and help others who are being discriminated against or bullied more often. Follow up that answer by asking them if anyone feels more prepared to help in difficult situations as a result of this conversation. If the answer is "no", ask them how they feel they can become more prepared as leaders to deal with it?
- Ask them how they might use the conversation that just happened in the future

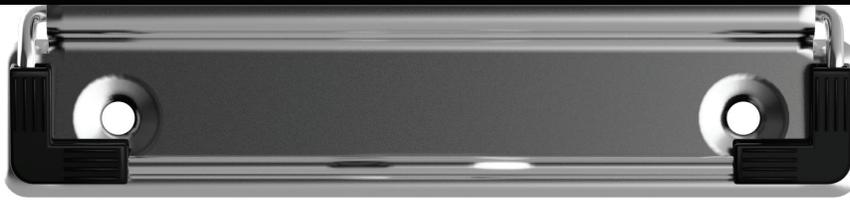


4TH QUARTER SCENARIO DISCUSSION

(25 MINUTES)

Transition:

- Draw the connection that thinking through a scenario in this way is applicable in other areas of their lives and the last thing you will do with them is to have them reflect on how they can "get better" in this regard



OVERTIME KAIZEN EXERCISE

(10 MINUTES)

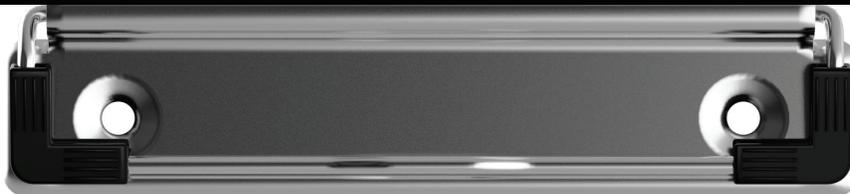
Objective: Give participants an opportunity to reflect on the workshop and how it might be useful to them moving forward

Definition of Kaizen: Japanese word for "improvement"

Materials Needed: "Kaizen" activity sheet and pencil/pen for each participant

Facilitation Instructions:

- The Celtics have the word "Kaizen" written on a huge mural in the weight room at their practice facility. Ask the group why they have it displayed so prominently (it is there because the Celtics organization wants to build a culture of constant improvement so they can all be the best version of themselves)
- Ask the group to take a few minutes to themselves to reflect on what they are going to take away from this workshop and how it might make them better leaders
- Give the group 5 minutes to answer the questions on the paper and once complete, ask for volunteers to share
- Participants can read verbatim off their paper or speak from the mind

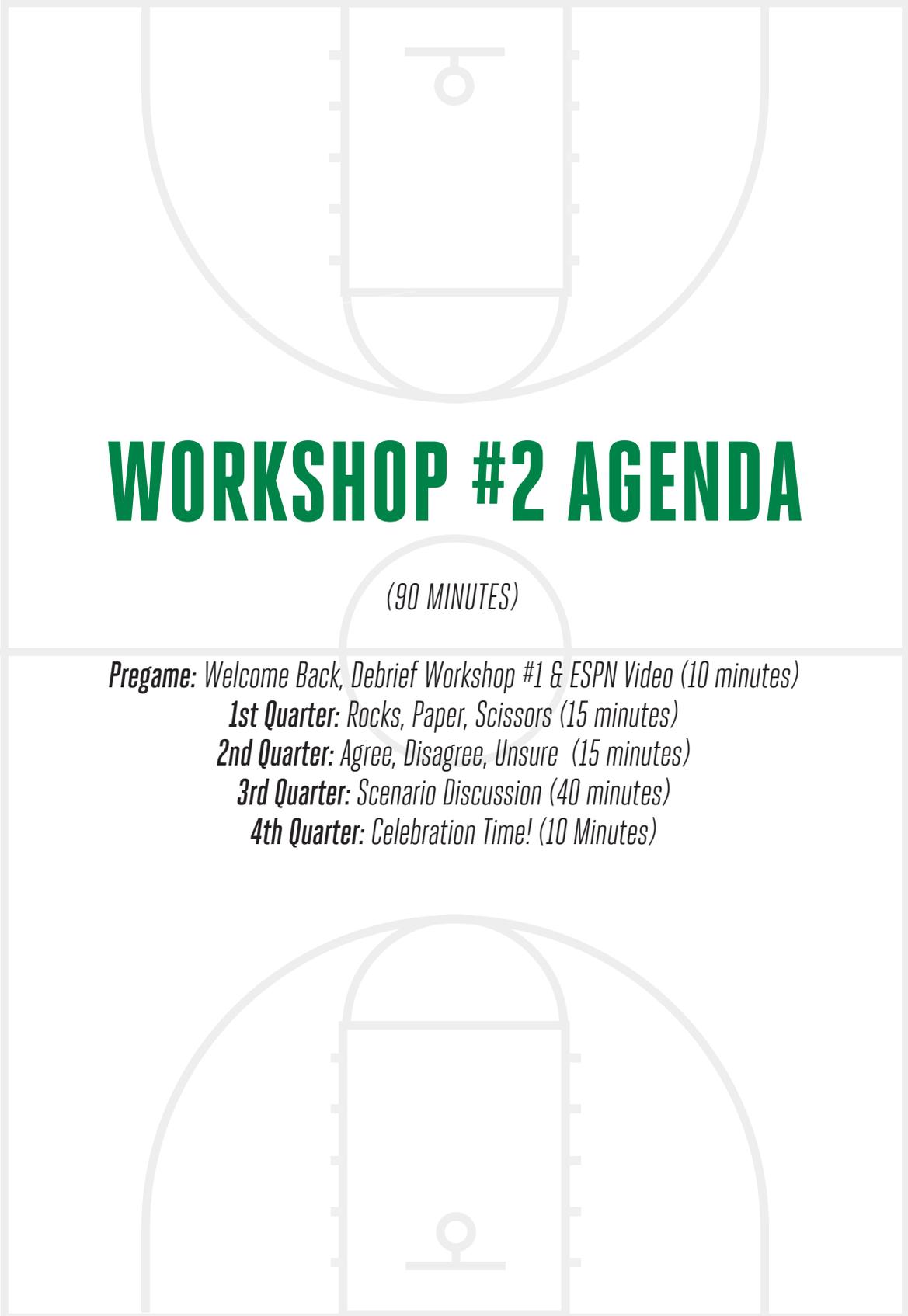
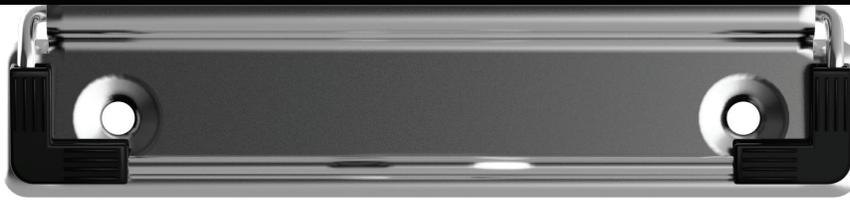


OVERTIME KAIZEN EXERCISE

(10 MINUTES)

Debrief Instructions:

- Tell the group you how inspired you are about their thoughtful participation during the session
- Discuss next steps:
 - Share that we will pick up where we left of next session with a new icebreaker and scenario discussion.



WORKSHOP #2 AGENDA

(90 MINUTES)

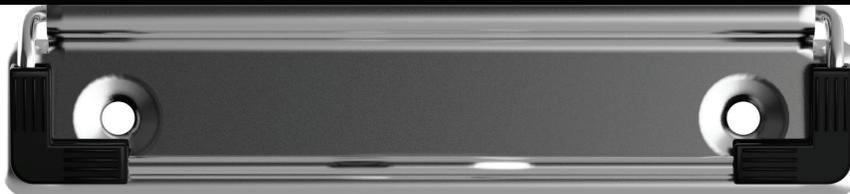
Pregame: Welcome Back, Debrief Workshop #1 & ESPN Video (10 minutes)

1st Quarter: Rocks, Paper, Scissors (15 minutes)

2nd Quarter: Agree, Disagree, Unsure (15 minutes)

3rd Quarter: Scenario Discussion (40 minutes)

4th Quarter: Celebration Time! (10 Minutes)



PREGAME WELCOME BACK & DEBRIEF SESSION

(5 MINUTES)

Objective: To refresh and remind the group why they are here and to explain what the group will be doing for the following 90 minutes to compliment last session.

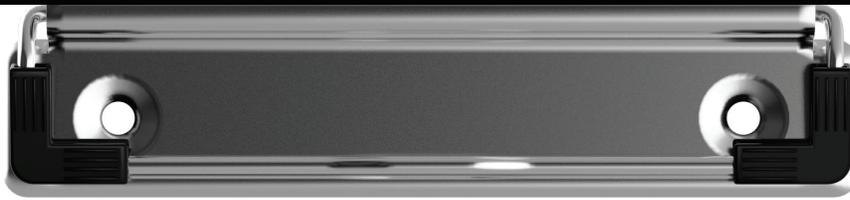
Materials Needed: "Welcome Back Slide"

Facilitation Instructions:

- Hello everyone! Welcome back! Again, my name is _____ and I am from _____ and am in _____ grade at _____ school
- We had a great session last time we met and before we begin the 2nd workshop, I wanted to give everyone an opportunity to reflect on that session and provide context for anyone who may be joining us for the 1st time.
- What parts of the workshop stuck out in your mind? Has anything happened at school, in your neighborhood, at home or maybe on tv that reminded you about some of the conversations that we had? If so, what?
- Be prepared to offer a story or two if need be!

Transition:

- Thank you for that refresher! Before we get started on Workshop #2, our friends at ESPN heard about the amazing work that we've been doing and wanted to share some light on the Playbook Initiative.



1ST QUARTER ICEBREAKER ROCK, PAPER, SCISSORS

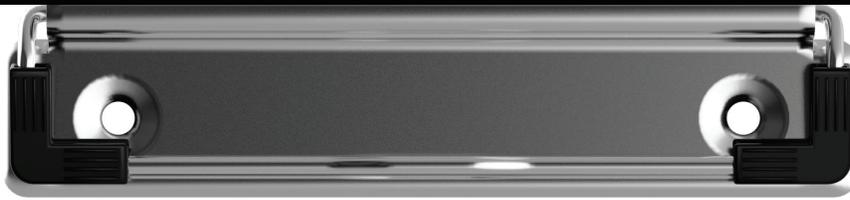
(15 MINUTES)

Objective: To get everyone's adrenaline going in a fun way and to reinforce the idea that peer pressure can create a powerful dynamic among people, especially kids. The Playbook Initiative seeks to harness that power for good!

Materials Needed: "Rocks, Paper, Scissors" slide and open space

Facilitation Instructions:

- Have everyone stand up and go into the open space
- Ask the group if they have ever played Rocks, Paper, Scissors (RPS) before and call on a volunteer to explain the rules
- Ask everyone in the room to find a partner and to stand with them somewhere in the space.
- Once everyone has a partner, you will say "go". At that point, every group should play RPS for a "best of 3 game series", where the first person to win 2 games wins.
- The "loser" of the 3-game series, becomes a member of the "winner's" fan club and they look for another "winner" to play.
- This process repeats itself until there are two "winners" left. At that point, half the group will be members of one "winner's" fan club and the other half will be members of the other "winner's" fan club.
- This round will be the "championship round" and be a "best out of 5 game series" where the first person to win 3 games wins the tournament.



1ST QUARTER ICEBREAKER ROCK, PAPER, SCISSORS

(15 MINUTES)

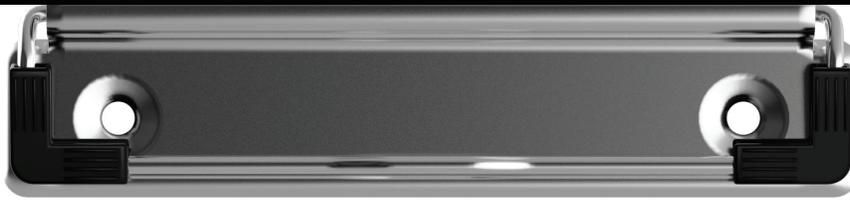
- Do your best to build up the drama of the rounds by having the fans club cheer. Let them get loud and over the top as it will be fun and also drive home the ultimate point of the icebreaker

Debrief Instructions:

- Ask the winners how it felt to be at the center of the attention, with so much at stake and so much pressure from the circle
- Ask the fan club folks how it felt to be part of a group cheering and if they felt like they had power as bystanders
- After a brief discussion, ask the group why they think you chose to do the activity as an icebreaker given the subject matter of The Playbook Initiative
- Ultimately make sure that the group understands how much power the bystanders have to influence situations. The purpose of the program is to harness that power for good as empowered bystanders

Transition:

- Ok let's grab a seat and go right into our first activity. You might remember it from the first workshop; Agree, Disagree, Unsure



2ND QUARTER

INTRODUCTORY EXERCISE

AGREE/DISAGREE/UNSURE

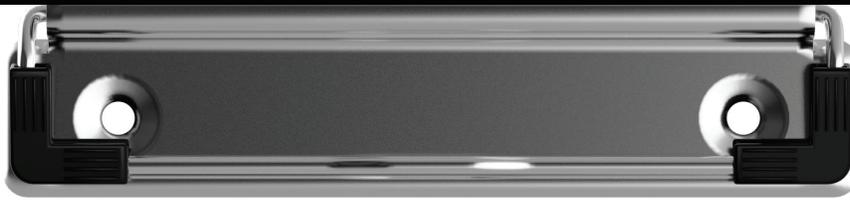
(15 MINUTES)

Objective: In its simplest terms, the objective of this activity is to start the conversation and get participants to engage with each other on the issues being discussed. This session serves as an introduction to the subject matter and a temperature check on how the group feels about these issues and their willingness to discuss them honestly, candidly and comfortably. The way in which this exercise is facilitated will set the tone (positively or negatively) for the remainder of the workshop as it relates to creating a judgement free and safe place to talk/share opinions

Statements: Pre-select a scenario and a matching ADU statement below. For the second ADU, facilitators should select a statement (listed below) that matches with one of the 5 scenario topics included in the Playbook.

- "If my friend is being prejudice to a classmate, it is none of my business." (Race/Ethnicity)
- "In today's society, we should view gender as a choice." (Gender)
- "It is disrespectful to begin to speak with a friend in another language that others do not understand." (Religion/Culture)
- "Having a disability is a disorder." (Disability)
- "If I hear someone use a homophobic slur, I should stay quiet." (Orientation)

Materials Needed: "Agree, Disagree, Unsure" slide, open space, the provided activity sheet, a pencil/pen for each participant and the statements either written or projected onto the wall or board



2ND QUARTER

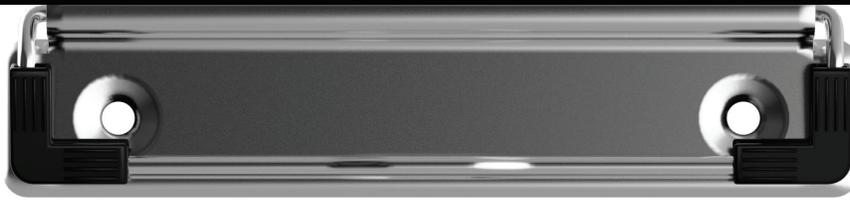
INTRODUCTORY EXERCISE

AGREE/DISAGREE/UNSURE

(15 MINUTES)

Facilitation Instructions:

- Explain to the group that they will now go through an exercise called "Agree, disagree, unsure" and that it will be a great chance to get everyone thinking and talking to each other about the issues that the workshop will focus on
- Tell the group that you will read a statement to them out loud and you want them to think about whether they agree with the statement, disagree with the statement or are unsure if they agree/disagree. The statements is vague on purpose...and it can be interpreted in many different ways (remind them about the F-game!) and they should just focus on how they feel as an individual
- Explain to them that you will show the statement on the board or project on the wall and will read it out loud to everyone. Once they hear/see it, they should complete the worksheet that you are about to distribute (then distribute the worksheet). Emphasize that the worksheets will NOT be collected, and they don't need to show anyone what they wrote. It is just there to help them get their opinions together
- Read the statement out loud and display it, then ask the group to take 5 minutes to complete the worksheet



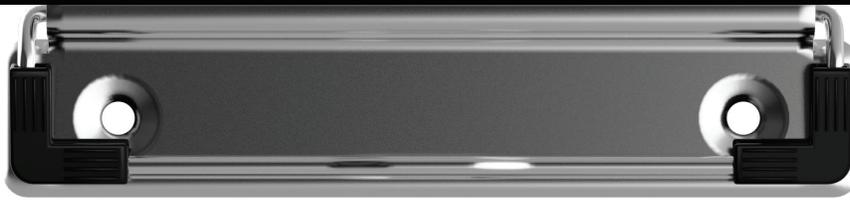
2ND QUARTER

INTRODUCTORY EXERCISE

AGREE/DISAGREE/UNSURE

(15 MINUTES)

- After 5 minutes, tell the group you are going to divide the room into 3 sections, with one section being for those that "agree", one section for those that "disagree" and one section for those that are "unsure". Ask them to stand up and bring their worksheet with them to the area which they identify most with based on their worksheet.
- Once the group is settled into their sections, explain that we will now hear from folks as to how they feel about the statements. Let the group know that if at any point someone shares an opinion that makes you change your mind, feel free to physically move to the other group
- Start off by asking a volunteer from either the agree or disagree groups to share either what they wrote or to speak freely about how they feel and why they are standing on the side they chose. Once that person shares, ask another person from the same group to share. Do this for a maximum of 3 people and then shift gears to one of the other two sections. Repeat the steps until 2 or 3 people from each of the groups have spoken and then open it up for people to respond to each other's opinions
- Its really important that as a facilitator you don't offer your opinion or even allude to how you feel about the statement by how you are responding to the participant's opinions. Stay neutral and keep the conversation going
- Once the conversation is done, ask the group to return to their seats to debrief



2ND QUARTER

INTRODUCTORY EXERCISE

AGREE/DISAGREE/UNSURE

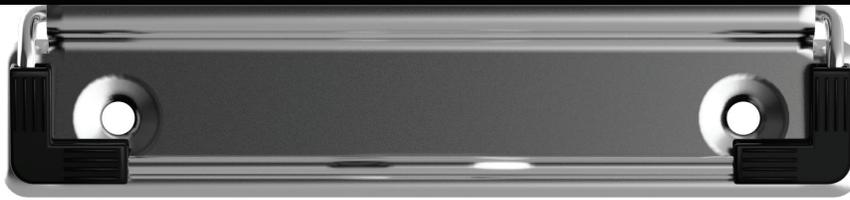
(15 MINUTES)

Debrief Instructions:

- The purpose of the debrief session of this activity is to see if the group benefited from the open-dialogue. Ask the group to raise their hand if their opinions changed at all throughout the dialogue. Ask someone who raised their hand to share what made them change their mind. If a bunch of people's hands went up, feel free to ask more people to share
- Ask the whole group how discussions like that would help their school or family or group of friends, or athletic teams, or dance/musical groups or any close-knit group of people

Transition:

- Applaud the group for their work up to this point and re-introduce the Playbook's scenario exercises



3RD QUARTER SCENARIO DISCUSSION

(40 MINUTES)

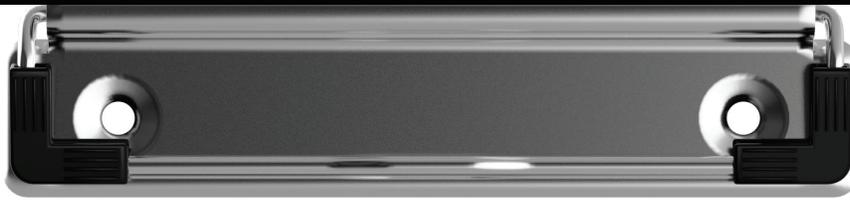
Objective: To prepare the participants to safely intervene when they see or hear something that they know is not right and potentially harmful to others. Drive home the idea that there are tons of options in between "fight" and "flight" and that as a society, the more people try to do "something", even if anonymous and after the fact, the better off we are as a community. Despite the fact that all the scenarios are written from a bystander's perspective, students will often reflect on their personal behavior as either perpetrators or victims of these types of issues. This is a healthy byproduct of the bystander approach

Scenario Selection: *Pre-select which topic area you want to focus on from the 5 areas included in the Playbook itself. Criteria for selection can be your passion, come from the Playbook Educator, stem from a recent incident in school etc.*

Materials Needed: "Scenario Discussion" slide, scenario handout and scenario activity sheet, pencil/pen for each participant

Facilitation Instructions:

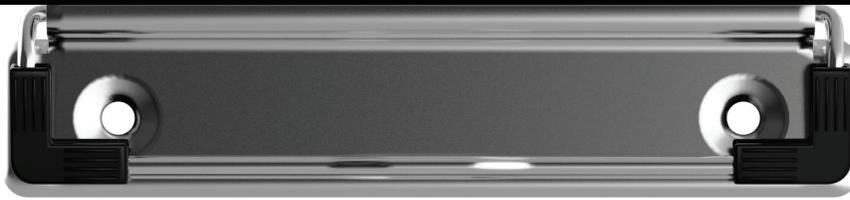
- Explain to the group that they are going to discuss a scenario written by middle school students like them and hand out the scenario itself
- Once all participants have a copy of the handout, ask for a student to volunteer to read the scenario out loud in a loud and clear voice



3RD QUARTER SCENARIO DISCUSSION

(40 MINUTES)

- After the scenario is read, ask for another volunteer to read the discussion questions out loud in a loud and clear voice
- Once the discussion questions are read, ask the group if the scenario is realistic and if anyone has seen or heard of something like this happening. If so, ask the person if they would share the situation with everyone. Once they are done explaining ask questions about what the bystanders did (if anything) and the reaction of the victim(s)/perpetrator(s)/bystander(s). Be prepared to offer a personal story if nobody volunteers theirs (determine your story prior to the session and practice taking the group through it in a methodical way, as you know the activity's objective)
- Ask for other experiences in the room and try and get the group talking to each other about their experiences (ensure that the group is not using names of people in their school specifically)
- Keep the conversation going by asking follow up questions and re-directing the conversation to other group members
- Eventually bring the conversation back to the scenario provided and ask the discussion questions provided
- Once you are satisfied with the discussion questions conversation, turn to the intervention options and ask a participant to read them out loud
- Explain to the group that you want them to start to think about what they would do in response to the incident but want them to think about it individually



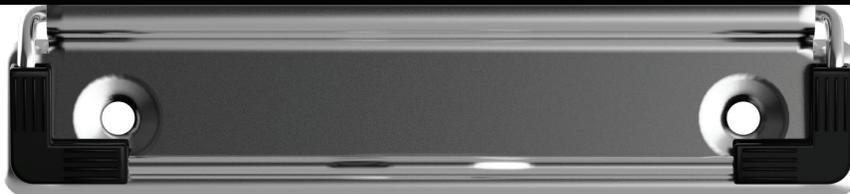
3RD QUARTER SCENARIO DISCUSSION

(40 MINUTES)

- Open the intervention option activity sheet provided and give them 5 minutes to complete it individually
- Hand out the intervention option activity sheet provided and give them 5 minutes to complete it individually
- After 5 minutes, ask for some volunteers to raise their hand and talk about how they would choose to intervene. After each volunteer shares, ask the group if that seemed like a realistic approach to others in the group and follow that up with asking them what the reaction of other's might be if they chose to do the aforementioned (i.e. what unintended things could arise from choosing that option?)

Debrief Instructions:

- Ask the group why people don't step up and help others who are being discriminated against or bullied more often. Follow up that answer by asking them if anyone feels more prepared to help in difficult situations as a result of this conversation. If the answer is "no", ask them how they feel they can become more prepared as leaders to deal with it?
- Ask them how they might use the conversation that just happened in the future

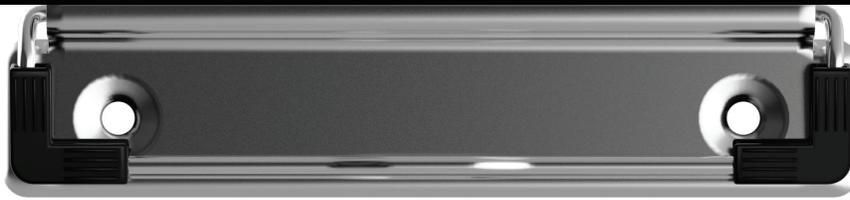


3RD QUARTER SCENARIO DISCUSSION

(40 MINUTES)

Transition:

- Draw the connection that thinking through a scenario in this way is applicable in other areas of their lives and the last thing you will do with them is to have them reflect on how they can "get better" in this regard



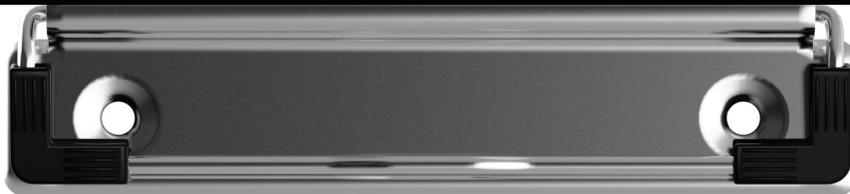
4TH QUARTER CELEBRATION TIME! SHARE EXERCISE

(10 MINUTES)

Objective: To close out the workshop with a group challenge and celebration. The activity is a reminder that the power of the Playbook Initiative is our ability to actively listen, work together and foster a safe space for participation for all.

Facilitation Instructions:

- The purpose of this game is for the group to collectively count from 1 to 15 ... simple, right?
- Besides saying a number there is no talking allowed in this game.
- If two people say the same number, the group must start over.
 - Example: (Billy) "One", (Sarah) "Two", (Chris and Heather) "Three" – the group must start over because Chris and Heather both said three. The same person may not say consecutive numbers.
 - Example: (Billy) "One" "Two"



4TH QUARTER CELEBRATION TIME! SHARE EXERCISE

(10 MINUTES)

Debrief Instructions:

- As facilitators we want to end the day on a high note, Ask the participants how it felt to have to restart counting, with so much at stake the longer the counting streak went.
- Ask the participants what helped the group to succeed in the game? How does this game relate to participating in the workshop, if any?
- Ask the group to breakdown 1,2,3 Playbook, or create their own fun breakdown.

Transition:

- Celebrate the group for their work, congratulate the group for successfully completing the Playbook Initiative virtual session. Reiterate how proud The Celtics, New Balance and Project 351 are that they've chose to be upstanders in their school community.