

# THE THIRD OPTION TRAINING OUTLINE

BEFORE YOU FACILITATE THIS PROGRAM PLEASE REVIEW THE COURSE AND COMPLETE THE DISCUSSION GUIDE AS WELL AS PARTICIPATE IN A GROUP

Welcome to the **Third Option Training Outline/Facilitator Guide**. Please read the following notes carefully as they will set you up for success with the training design. You will notice that there are **six 90-Minute Sessions** in this Training. You may choose to do these in the way that works best for your situation or organization.

## Each 90-minute session follows a similar pattern:

1. **Session Title** (focus) and **Key Similarity**
2. **Purpose** (quickly share) **Share this every week:** Realize this is a journey of self-discovery and remember this is a safe place and it doesn't matter where you are today, the goal is to grow to a place where we honor the image of God in each other. Do we have one saying we repeat? The purpose is to walk away with a better respect or honor for each other and to honor our similarities we realize we are 99.5% the same and made in God's image
3. **Video** Teaching from Pastor Miles McPherson to introduce the key content, share stories, or set up the session.
4. **Video Debrief** when participants take 2 minutes to write **"What did they Hear?"** – (key content, information, ideas presented) and **"What does it mean?"** (to them, what thoughts they had, feelings, actions they might take from listening or insights.) Then you will have them report out in a large group discussion.
5. **Activities:** These activities teach, have participants experience, energize, engage and embed learning. They include:
  - a. **Individual/self-reflections** that participants do on their own,
  - b. **Table discussions** that table groups do together
  - c. **Facilitator led large-group discussions** where you, the facilitator, ask the questions on the PPT and have 1-2 students respond.
  - d. **Activities:** Specific activities with directions in the Training Design.
  - e. **Self-Assessments** that you will just ask for Key insights.
  - f. **Role Play.***Please Read Carefully* Each module ends with a Role Play with specific directions in the Participant Workbook that participants will do as you moderate.
    - i. You will number them off 1,2,1,2 to form 2 groups of "Students" from 2 schools: The Argyles (the 1's) and the Pitbulls (The 2's).
    - ii. They will be pretending to be from 2 schools with very different characteristics.
    - iii. Since there are 2 groups, 1's will stand on one side of the room and the 2's will stand on the other side of the room. They will practice the key themes from the session in their role plays as they carefully follow the directions in the Participant Workbook. Your role is to keep them on track by reading directions and asking them to do what it says. After they return to their seats, you will briefly debrief their experience. (NOTE: please place the Argyles Poster in the FRONT of the Room and the Pitbulls in the back of the room. (for Role Play #5, this will be reversed.)
  - g. **Key Leanings**, actions insights and **HW** to do in-between sessions. If you do this training all in one day, you will share that the HW is for them to do AFTER the training.

**NOTE: From now on the Participant workbook will be referred to as the PW.**

**Have fun and know you are SO appreciated for facilitating this fabulous life changing program.**

**Before You Get Started\* (7 minutes for Week 1 only) Pages 3-4:**

Trainer/Facilitator – Introduce yourself. Share humble and encouraging thoughts about your hope for the group and that you are on a journey with them. Share the Rules of Engagement (brother’s/sister’s keeper guidelines).

A few reminders to consider each week:

- Give each other grace to make mistakes
- This is a *journey* of self-discovery for you, not just for the person next to you

Brother’s/Sister’s Keeper Guidelines:

**Have everyone repeat this together.**

I want to make a covenant with everyone here that I will give you grace and I will give you the benefit of the doubt, because we're here to grow. Things might be said that are offensive or better said, but I understand we are all on a journey and have the same heart for unity.

**Then say, “Can I get a head nod that we will work on those things together?”**

## WEEK 1: SIMILARITIES, HONOR AND RACISM

| TIME    | MINUTES | ACTIVITIES, FACILITATOR NOTES   | FACILITATOR<br>OR<br>WORKBOOK<br>PAGE | PARTICIPANT<br>OR<br>WORKBOOK<br>PAGE |
|---------|---------|---|---------------------------------------|---------------------------------------|
| 10 min. |         | <p><b>Before Class: Week 1 Trainer Preparation:</b> Prayer Focus, Summary and Reflection</p>  | 6                                     |                                       |
|         |         | <p><b>At the beginning of class:</b></p> <ul style="list-style-type: none"> <li>• Welcome everyone to class.</li> <li>• This course is based off the book, The Third Option by Miles McPherson.</li> <li>• The Third Option Goal: Develop loving relationships by honoring our similarities while celebrating our individual uniqueness.</li> <li>• A Third Option City is where different local entities throughout a city LEARN IT and LIVE IT together.</li> <li>• Go through the main principles of all 6 lessons (on the table of contents).                             <ol style="list-style-type: none"> <li>1. Similarities, Racism and Honor</li> <li>2. Groups</li> <li>3. Blind Spots</li> <li>4. Labels</li> <li>5. Brother’s Sister’s Keeper</li> <li>6. Race Consultations</li> </ol> </li> <li>• Remember, we are all on a journey of self-discovery. The facilitator is a guide and a co-learner with you.</li> <li>• To make sure there is an understanding for this to be a safe space, use these tactics:                             <ol style="list-style-type: none"> <li>a. Stay Engaged</li> <li>b. Experience Discomfort</li> <li>c. Speak Your Truth</li> </ol> </li> <li>• If we get to an uncomfortable place– I will raise my hand and say “family” – everyone stop talking and say “family” with me.</li> <li>• Today we are going to talk about (Purpose) and we are hoping to get to (Desired Outcomes).</li> <li>• Pray over the session</li> </ul> |                                       |                                       |
|         | 5 min.  | <p><b>Welcome, Introductions (Week 1 has additional Introduction Content*)</b></p> <p>These 5 minutes are for you to welcome participants and to introduce yourself and ask participants to introduce themselves to the people around them if they do not know each other. Share that there are going to be a lot of activities and suggest if they are partnered with someone they don’t know that is a great time to get to know each other.</p>  | Cover                                 | Cover                                 |

The Third Option Training Outline and Facilitation Notes

| TIME | MINUTES    | ACTIVITIES, FACILITATOR NOTES   | FACILITAT<br>OR<br>WORKBOO<br>K PAGE | PARTICIPA<br>NT<br>WORKBOO<br>K PAGE |
|------|------------|---|--------------------------------------|--------------------------------------|
|      | 2 min.     | <b>Purpose and Key Class Components</b> Share the <b>Purpose</b> of the training and share your personal passion for the outcomes-  | 4-5                                  | 2-3                                  |
|      | 2 min.     | <b>Session 1: Similarities and Racism: Who are We?</b><br>Desired Outcomes/Here’s what we’ll learn today:<br>1 – We have more SIMILARITIES than differences with one another<br>2 – What is RACISM is and how it dishonors our SIMILARITIES<br>3 – The uniting power of HONORING our SIMILARITIES   | 8                                    | 4                                    |
|      | 1 min      | Share <b>Purpose</b> and <b>Key Similarity</b> . Begin each session by sharing the purpose and explaining that since the Training is called <b><i>The Third Option: Similarity Training</i></b> , each module will have a key similarity theme which is a statement that true about and unites all human beings and relates to the content in that session.   |                                      |                                      |
|      | 20-25 min. | <b>Show Video Teaching</b> from Pastor Miles and Video <b>Debrief</b> – Participants report out to the large group by asking: <b>What was 1 insight they got from the video.</b>  |                                      |                                      |
|      | 7 Min      | <b>Similarity Exercise</b> Participants fill out the similarity and differences exercise. Then share their answers with their table or partner (Circle “Similar” or “Different” on the chart).<br><br>After they are done, <b>you ask a couple people to share with the group:</b> What similarities they had and When do differences become divisive?  | 9-10                                 | 6                                    |
|      | 8 min      | <b>Large Group facilitated discussion:</b> Discuss Honor and Q: What is Racism. After listening to their answers,   |                                      | 7-8                                  |
|      | 5 min      | <b>Matching Activity:</b> Ask tables to try to Match the Answer with the Question Debrief with Answers on PPT.  | 13                                   | 8                                    |
|      | 8 min      | <b>Large Group facilitated discussion:</b> Causes of Racism and Racial Triggers. Large group share out of 1-2 answers.  | 14                                   | 9                                    |
|      | 15 min     | <b>Role Play #1: Making “School” teams and creating a chant/song.</b><br>(Before you start this activity, Place Argyles Poster on one Wall and State Poster on another wall opposite that wall if you have not done that yet.)<br><br>Ask Participants to number off 1, 2, 1, 2, 1, 2, etc. Ask 1’s to all go stand by the Argyles Poster and the 2’s by the State Poster. Share that we will be in these “Schools” for Role plays at the end of each module.<br><br>Ask the participants to follow the DIRECTIONS for Each role play that are written on the PPT and IN the Workbook. Ask for a VOLUNTEER who will ask read the directions as written and serve as you co-facilitator. Their role will be to ask their schoolmates to do what it says in the participant | 15                                   | 10                                   |

The Third Option Training Outline and Facilitation Notes

| TIME | MINUTES | ACTIVITIES, FACILITATOR NOTES  | FACILITAT<br>OR<br>WORKBOO<br>K PAGE | PARTICIPA<br>NT<br>WORKBOO<br>K PAGE |
|------|---------|--|--------------------------------------|--------------------------------------|
|      |         | <p>workbook. They will READ the discussion questions from #2 and get others to answer them, and then be the Leader who gets everyone to do #3.</p> <p>When time is up, ask who wants to share their Chant/Song First? Have them share and then ask the next “School” to share theirs.</p> <p>Final Debrief question at the bottom of the workbook page: What is similar etc...</p> |                                      |                                      |
|      | 5 min   | <p>Discuss the <b>Key learning</b> and talk about the <b>Personal Development Plan (HW)</b> Have the participants pick their Accountability Partner (Brother’s/Sister’s Keeper) and remind them to complete the first assignment before the next meeting. <b>Thank participants for all their contributions.</b></p>   | 17                                   | 12                                   |
|      | 1min    | <p>Say this, <b>“Thank you all for your contributions today! I want to encourage you all o reflect during the week and be mindful of applying what you learned today. Pray about how you want to be different, how you will apply the Third Option to your walk, and any other personal changes you will commit to in honoring others.”</b></p>                                    |                                      |                                      |

## WEEK 2: IN-GROUP BIAS AND OUT-GROUP DISCRIMINATION

|         |   |    |    |
|---------|---|----|----|
| 10 min. | <b>Before Class: Week 2 Trainer Preparation:</b> Prayer Focus, Summary and Reflection   | 18 |    |
| 1min.   | <p><b>At the beginning of class:</b></p> <ul style="list-style-type: none"> <li>• Welcome everyone to class.</li> <li>• This course is based off the book, The Third Option by Miles McPherson.</li> <li>• The Third Option Goal: Develop loving relationships by honoring our similarities while celebrating our individual uniqueness.</li> <li>• A Third Option City is where different local entities throughout a city LEARN IT and LIVE IT together.</li> <li>• Go through the main principles of all 6 lessons (on the table of contents).             <ol style="list-style-type: none"> <li>1. Similarities, Racism and Honor</li> <li>2. Groups</li> <li>3. Blind Spots</li> <li>4. Labels</li> <li>5. Brother’s Sister’s Keeper</li> <li>6. Race Consultations</li> </ol> </li> <li>• Remember, we are all on a journey of self-discovery. The facilitator is a guide and a co-learner with you.</li> <li>• To make sure there is an understanding for this to be a safe space, use these tactics:             <ol style="list-style-type: none"> <li>a. Stay Engaged</li> <li>b. Experience Discomfort</li> <li>c. Speak Your Truth</li> </ol> </li> <li>• If we get to an uncomfortable place– I will raise my hand and say “family” – everyone stop talking and say “family” with me.</li> <li>• Today we are going to talk about (Purpose) and we are hoping to get to (Desired Outcomes).</li> <li>• Pray over the session</li> </ul> |    |    |
| 2 min.  | <p><b>Session 2: In-Group Bias and Out-Group Discrimination</b></p> <p>Desired Outcomes/Here’s what we’ll learn today:</p> <ol style="list-style-type: none"> <li>1 – The breakdown of how we place ourselves in groups</li> <li>2 – The difference in how we treat those of each group</li> <li>3 – How to convert people in our out-group to being part of our in-group</li> </ol>  |    |    |
| 3 min   | Share <b>Purpose, Breakthroughs</b> and <b>Key Similarity.</b>  | 20 | 13 |

## WEEK 2: IN-GROUP BIAS AND OUT-GROUP DISCRIMINATION

|           |   |       |    |
|-----------|---|-------|----|
| 20-25 min | <b>Show Video Teaching</b> from Pastor Miles and Video <b>Debrief</b> – Participants report out to the large group by asking: <b>What was 1 insight they got from the video.</b>  |       |    |
| 3 min     | <b>Self-Assessment</b> To start this week’s exercises and discussion, let your group members know how proud you are of them as they have been vulnerable and honest on this journey. Then, walk them through the self-assessment on page 14, having them self-disclose their own in-group biases.   | 21    |    |
| 7 min     | <b>Group Bias and Discrimination Activity</b> is a FACILITATOR led discussion. You will ask the participants to check those which are mostly true for them. the questions on the page 14 as participants write their thoughts.  |       | 14 |
| 5 min     | <b>In-Group vs Out-Group Chart:</b> Individually, participants fill out the assessment and in the inner circle you ask them to think of examples of In-groups where others might be LIKE them (female, daughter, soccer player, dog owner, speaks Spanish, etc—you can use examples for YOU) and in the outer circle ask participants to put examples of where people are NOT like them. (again, give examples for YOU.)  | 23    | 15 |
| 7 min     | <b>Activity Discussion:</b> Answer the questions following the chart. Encourage people to share, this is a vulnerable exercise that really pin points how we give bias and have discrimination.   | 24    | 16 |
| 20 min    | <b>Role Play #2: Tailgate.</b> As with the other role-plays you will guide the flow of the role play by sharing the directions and asking the students to stay with others from their OWN school and do the Part 1 together. After a few minutes, move to Part 2. Ask for a volunteer and share what you want him or her to do WITHIN his or her OWN school. After Part 2 is competed, Move to Part 3. Ask for a Volunteer from your school to do the same thing: Ask for directions but they need to ask for directions from someone from the OTHER school. You need to have them read the directions and then ask the volunteers to do what it says and for the other “students from that school” to do what it says also.<br><br>Ask participants to sit down and ask the concluding question: How did it make you feel to give Out -group discrimination? | 24-25 | 17 |
| 10 min    | Discuss the <b>Key learning</b> and talk about the <b>Personal Development Plan (HW)</b> Have the participants discuss with their accountability partner where they will go for the Walk In My Shoes field trip and remind them to complete the assignment before the next meeting. <b>Thank participants for all their contributions.</b>  | 27    | 19 |
| 1min      | Say this, <b>“Thank you all for your contributions today! I want to encourage you all o reflect during the week and be mindful of applying</b>  |       |    |

## WEEK 2: IN-GROUP BIAS AND OUT-GROUP DISCRIMINATION

|  |  |   |  |  |
|--|--|---|--|--|
|  |  | what you learned today. Pray about how you want to be different, how you will apply the Third Option to your walk, and any other personal changes you will commit to in honoring others.” |  |  |
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## WEEK 3: RACIAL BLIND SPOTS

|         |   |    |    |
|---------|---|----|----|
| 10 min. | <b>Before Class: Week 3 Trainer Preparation:</b> Prayer Focus, Summary and Reflection   | 30 |    |
| 1min.   | <p><b>At the beginning of class:</b></p> <ul style="list-style-type: none"> <li>• Welcome everyone to class.</li> <li>• This course is based off the book, The Third Option by Miles McPherson.</li> <li>• The Third Option Goal: Develop loving relationships by honoring our similarities while celebrating our individual uniqueness.</li> <li>• A Third Option City is where different local entities throughout a city LEARN IT and LIVE IT together.</li> <li>• Go through the main principles of all 6 lessons (on the table of contents).             <ol style="list-style-type: none"> <li>1. Similarities, Racism and Honor</li> <li>2. Groups</li> <li>3. Blind Spots</li> <li>4. Labels</li> <li>5. Brother’s Sister’s Keeper</li> <li>6. Race Consultations</li> </ol> </li> <li>• Remember, we are all on a journey of self-discovery. The facilitator is a guide and a co-learner with you.</li> <li>• To make sure there is an understanding for this to be a safe space, use these tactics:             <ol style="list-style-type: none"> <li>a. Stay Engaged</li> <li>b. Experience Discomfort</li> <li>c. Speak Your Truth</li> </ol> </li> <li>• If we get to an uncomfortable place– I will raise my hand and say “family” – everyone stop talking and say “family” with me.</li> <li>• Today we are going to talk about (Purpose) and we are hoping to get to (Desired Outcomes).</li> <li>• Pray over the session</li> </ul> |    |    |
|         | <p><b>Session 3: Racial Blind Spots</b></p> <p>Desired Outcomes/Here’s what we’ll learn today:</p> <p>1 - Understanding our BLIND SPOTS</p> <p>2 – How do we get BLIND SPOTS</p> <p>3 – How we can minimize our BLIND SPOTS</p>   | 32 | 22 |
| 3 min   | Share <b>Purpose, Breakthroughs</b> and <b>Key Similarity.</b>  |    |    |

## WEEK 3: RACIAL BLIND SPOTS

|           |   |      |    |
|-----------|---|------|----|
| 20-25 min | <b>Show Video Teaching</b> from Pastor Miles and Video <b>Debrief</b> – Participants report out to the large group by asking: <b>What was 1 insight they got from the video.</b>  |      |    |
| 7 min     | <b>Activity: Stereotype This</b> Have participants do the activity at their table individually. After 4 minutes, share the note at the bottom of the page and discussion the question.  | 33   | 23 |
| 8 min     | <b>The Right Hand of Privilege Activity:</b> Pastor Miles discussed this in the Video, and this activity is a way to embed it a bit more. Ask participants to write their name 10 with their DOMINANT hand. Ask how that felt? Easy, I felt competent, capable, etc. Then ask them to write their name 10 times with their NON-DOMINANT hand. Ask how THAT felt? Incompetent, hesitant, stupid. Etc. relate it to the comments from Pastor Miles in the Video and then enhance the learning by having them do the Starting Gate activity. | 34   | 24 |
| 5 min     | <b>Starting Gate activity.</b> Clearly read the directions to the participants. AS you read each question ask participants either to move forward with a YES answer, or backwards with a NO answer.   | 35-2 | 25 |
| 10 min    | <b>Debrief</b> by asking people to turn to a partner and answer the 4 questions on Page 26. After 4 minutes, ask if anyone wants to share a key aha. (If not, move on to the next activity.)  | 37   | 26 |
| 4 min     | <b>Assessing Your Blind Spots.</b> Give participants time to take the Self-Reflection regarding Blind Spots and how they show up in our lives. This is a self-reflection, so conclude by asking them to share any learnings at the bottom of the page.  | 38   | 27 |
| 10 min    | <b>Table Discussion - Reflection:</b> Ask participants turn to a partner they do not know well from their table. Have them share their thoughts/answers and share that they might tell a long story so they might not get through all of the questions.<br><br>Restate the Conclusion on page 28 (39 in your guide) to end this activity.   | 39   | 28 |
| 12 min    | <b>Role Play #3:</b> This Role play is for students of the Same school to find a partner and answer the questions in the Participant Guide.   | 39   | 28 |
| 10 min    | Discuss the <b>Key learning</b> and talk about the <b>Personal Development Plan (HW)</b> Have the participants discuss with their accountability partner when they can meet up to discuss blind spots and remind them to complete the assignment before the next meeting. <b>Thank participants for all their contributions.</b>  | 40   | 29 |
| 1min      | Say this, <b>“Thank you all for your contributions today! I want to encourage you all o reflect during the week and be mindful of applying what you learned today. Pray about how you want to be different, how</b>   |      |    |

### WEEK 3: RACIAL BLIND SPOTS

|  |  |   |  |  |
|--|--|---|--|--|
|  |  | <b>you will apply the Third Option to your walk, and any other personal changes you will commit to in honoring others.”</b> |  |  |
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## WEEK 4: THE POWER OF LABELS- DISHONORING AND HONORING

|         |   |    |    |
|---------|---|----|----|
| 10 min. | <b>Before Class: Week 4 Trainer Preparation:</b> Prayer Focus, Summary and Reflection   | 42 |    |
| 1min.   | <p><b>At the beginning of class:</b></p> <ul style="list-style-type: none"> <li>• Welcome everyone to class.</li> <li>• This course is based off the book, The Third Option by Miles McPherson.</li> <li>• The Third Option Goal: Develop loving relationships by honoring our similarities while celebrating our individual uniqueness.</li> <li>• A Third Option City is where different local entities throughout a city LEARN IT and LIVE IT together.</li> <li>• Go through the main principles of all 6 lessons (on the table of contents).             <ol style="list-style-type: none"> <li>1. Similarities, Racism and Honor</li> <li>2. Groups</li> <li>3. Blind Spots</li> <li>4. Labels</li> <li>5. Brother’s Sister’s Keeper</li> <li>6. Race Consultations</li> </ol> </li> <li>• Remember, we are all on a journey of self-discovery. The facilitator is a guide and a co-learner with you.</li> <li>• To make sure there is an understanding for this to be a safe space, use these tactics:             <ol style="list-style-type: none"> <li>a. Stay Engaged</li> <li>b. Experience Discomfort</li> <li>c. Speak Your Truth</li> </ol> </li> <li>• If we get to an uncomfortable place– I will raise my hand and say “family” – everyone stop talking and say “family” with me.</li> <li>• Today we are going to talk about (Purpose) and we are hoping to get to (Desired Outcomes).</li> <li>• Pray over the session</li> </ul> |    |    |
|         | <p><b>Session 4: The Power of Labels-dishonoring and honoring</b></p> <p>Desired Outcomes/Here’s what we’ll learn today:</p> <p>1 – How do LABELS work</p> <p>2 – What the LABELS we use say about us</p> <p>3 – How to change the LABELS we use</p>  | 44 | 30 |
| 3 min   | Share <b>Purpose, Breakthroughs</b> and <b>Key Similarity</b> .   |    |    |

## WEEK 4: THE POWER OF LABELS- DISHONORING AND HONORING

|           |   |       |    |
|-----------|---|-------|----|
| 20-25 min | <b>Show Video Teaching</b> from Pastor Miles and Video <b>Debrief</b> – Participants report out to the large group by asking: <b>What was 1 insight they got from the video.</b>  |       |    |
| 7 min     | <b>Table team Discussion</b> to complete table at the bottom of Page 28. What common things do you label (spices)? What they are and CAN do (help you know what they are called), what they are NOT and can't do (can't tell you what is inside or how to leverage them or their history.) Debrief by having a few people share what they came up with for their answers.<br><br><i>Transition: Now that we have thought of the power of labels, lets drill down a bit into the impact of labeling PEOPLE.</i>  | 45    | 31 |
| 10 min    | <b>Table Activity Labeling people:</b> Ask participants at their tables answer the Questions and put them in the Table (chart). They put the labels to the RIGHT of the Positive or Negative Label and then build out the chart by writing the characteristics, thoughts as they say or hear that label, what does it prevent you from thinking and what actions might that label cause you to DO associated with that label.<br><br>After 5 minutes, ask for a few report outs of their key learnings.   | 46    | 32 |
| 5 min     | <b>Reflection and Discussion:</b> Have participants write their answers to the 2 questions on page 32.  | 47    | 32 |
| 10 min    | <b>Dishonoring Labels:</b> Have participants take 5 minutes to fill in the lists regarding dishonoring labels. Spend 5 minutes having 2-3 people share their reflection.  | 47-48 | 33 |
| 20 min    | <b>Role Play #4:</b> Please ask participants to stand with their “School” follow the directions in the Participant workbook to demonstrate the in-group or out-group discrimination that occurs due to honoring or dishonoring labels we so freely use. This is a complex role play so be sure YOU are clear by reading the directions a few times and focusing on your role in<br><br><b>Round 1:</b> to have the volunteer(s) DO their role and then you debrief by stating or asking for the aha's or what did they notice as they used honoring labels .<br><br><b>Round 2:</b> Your role is to be sure that the same “Student” (volunteer) walks by and the other “school” uses Dishonoring labels. Then ask participants to get in groups of 2 (or 3 if there is an odd number of participants in that group) and discuss a few of the 10 questions on the bottom of page 32. | 49    | 34 |
| 10 min    | Discuss the <b>Key learning</b> and talk about the <b>Personal Development Plan (HW)</b> Have the participants read through the description of the homework and remind them to complete the assignment before the next meeting. Give  | 52    | 37 |

## WEEK 4: THE POWER OF LABELS- DISHONORING AND HONORING

|  |      |   |  |  |
|--|------|---|--|--|
|  |      | them an example of where they can find the labels that they need to reflect on. <b>Thank participants for all their contributions.</b>  |  |  |
|  | 1min | Say this, <b>“Thank you all for your contributions today! I want to encourage you all to reflect during the week and be mindful of applying what you learned today. Pray about how you want to be different, how you will apply the Third Option to your walk, and any other personal changes you will commit to in honoring others.”</b> |  |  |

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## WEEK 5: BE A BROTHER’S/SISTER’S KEEPER

|         |   |    |    |
|---------|---|----|----|
| 10 min. | <b>Before Class: Week 5 Trainer Preparation:</b> Prayer Focus, Summary and Reflection   | 54 |    |
| 1min.   | <p><b>At the beginning of class:</b></p> <ul style="list-style-type: none"> <li>• Welcome everyone to class.</li> <li>• This course is based off the book, The Third Option by Miles McPherson.</li> <li>• The Third Option Goal: Develop loving relationships by honoring our similarities while celebrating our individual uniqueness.</li> <li>• A Third Option City is where different local entities throughout a city LEARN IT and LIVE IT together.</li> <li>• Go through the main principles of all 6 lessons (on the table of contents).             <ol style="list-style-type: none"> <li>1. Similarities, Racism and Honor</li> <li>2. Groups</li> <li>3. Blind Spots</li> <li>4. Labels</li> <li>5. Brother’s Sister’s Keeper</li> <li>6. Race Consultations</li> </ol> </li> <li>• Remember, we are all on a journey of self-discovery. The facilitator is a guide and a co-learner with you.</li> <li>• To make sure there is an understanding for this to be a safe space, use these tactics:             <ol style="list-style-type: none"> <li>a. Stay Engaged</li> <li>b. Experience Discomfort</li> <li>c. Speak Your Truth</li> </ol> </li> <li>• If we get to an uncomfortable place– I will raise my hand and say “family” – everyone stop talking and say “family” with me.</li> <li>• Today we are going to talk about (Purpose) and we are hoping to get to (Desired Outcomes).</li> <li>• Pray over the session</li> </ul> |    |    |
|         | <p><b>Session 5: Be a Brother’s/Sister’s Keeper</b></p> <p>Desired Outcomes/Here’s what we’ll learn today:</p> <p>1- What is a BROTHER’S/SISTER’S KEEPER?</p> <p>2 - How to be a BROTHER’S/SISTER’S KEEPER.</p> <p>3 – Who is a ‘KEEPER’</p>  | 56 | 38 |
| 3 min   | Share <b>Purpose, Breakthroughs</b> and <b>Key Similarity</b> .   |    |    |

## WEEK 5: BE A BROTHER’S/SISTER’S KEEPER

|           |  |    |    |
|-----------|--|----|----|
| 20-25 min | <b>Show Video Teaching</b> from Pastor Miles and Video <b>Debrief</b> – Participants report out to the large group by asking: <b>What was 1 insight they got from the video.</b>   |    |    |
| 20 min    | <p><b>Racial Conversation Activity:</b></p> <ol style="list-style-type: none"> <li>1. On the top of page 39, ask participants to take a minute and individually think of THEIR answer to the Q at the top of the page. (Note: not everybody will be able to come up with an example but that is OK as each table just needs one.</li> <li>2. Ask them to now share with their table.</li> <li>3. Now ask the next question, “What situations with friends and family can they think of...” and ask them to write one down.</li> <li>4. After 1 minute, ask them to have 2-3 people share at their tables and with each one, complete the Chart at the bottom of page 36.</li> </ol> <p>At the Tables, have participants REVISIT their situations and challenge their usual responses and generate ideas for how to speak-up or challenge dishonoring labels. <del>They can use the graphic on page 38 for suggestions.</del></p> | 57 | 39 |
| 20 min    | <b>Honoring Challenge:</b> Read through the list of honoring responses to dishonoring actions/words then fill out the tables as a group.   | 58 | 41 |
| 20 min    | <b>Role Play #5: Be a Brothers/Sisters keeper.</b> Place the Posters on the opposite walls, with the Pitbulls in Front and the Argyles in the back. Follow directions in the Participant Workbook and on the PPT to have participants practice being a Brother’s/Sister’s keeper.  | 60 | 42 |
| 10 min    | Discuss the <b>Key learning</b> and talk about the <b>Personal Development Plan (HW)</b> Have the participants read through the description of the homework have partners exchange encouragement’s before they head into the week ready to confront dishonoring behavior. Remind them to complete the assignment before the next meeting. <b>Thank participants for all their contributions.</b>   | 61 | 43 |
| 1min      | Say this, <b>“Thank you all for your contributions today! I want to encourage you all o reflect during the week and be mindful of applying what you learned today. Pray about how you want to be different, how you will apply the Third Option to your walk, and any other personal changes you will commit to in honoring others.”</b>   |    |    |



## WEEK 6: RACE CONSULTATIONS

|         |   |    |  |
|---------|---|----|--|
| 10 min. | <b>Before Class: Week 6 Trainer Preparation:</b> Prayer Focus, Summary and Reflection   | 63 |  |
| 1min.   | <p><b>At the beginning of class:</b></p> <ul style="list-style-type: none"> <li>• Welcome everyone to class.</li> <li>• This course is based off the book, The Third Option by Miles McPherson.</li> <li>• The Third Option Goal: Develop loving relationships by honoring our similarities while celebrating our individual uniqueness.</li> <li>• A Third Option City is where different local entities throughout a city LEARN IT and LIVE IT together.</li> <li>• Go through the main principles of all 6 lessons (on the table of contents).             <ol style="list-style-type: none"> <li>1. Similarities, Racism and Honor</li> <li>2. Groups</li> <li>3. Blind Spots</li> <li>4. Labels</li> <li>5. Brother’s Sister’s Keeper</li> <li>6. Race Consultations</li> </ol> </li> <li>• Remember, we are all on a journey of self-discovery. The facilitator is a guide and a co-learner with you.</li> <li>• To make sure there is an understanding for this to be a safe space, use these tactics:             <ol style="list-style-type: none"> <li>a. Stay Engaged</li> <li>b. Experience Discomfort</li> <li>c. Speak Your Truth</li> </ol> </li> <li>• If we get to an uncomfortable place– I will raise my hand and say “family” – everyone stop talking and say “family” with me.</li> <li>• Today we are going to talk about (Purpose) and we are hoping to get to (Desired Outcomes).</li> <li>• Pray over the session</li> </ul> |    |  |
|         | <p><b>Session #6: Honoring the Human Race Through Race Consultations.</b></p> <p>Desired Outcomes/Here’s what we’ll learn today:</p> <ol style="list-style-type: none"> <li>1 – Recognize the race conversations in our head</li> <li>2 – Learn about who people really are</li> <li>3 – Love those in front of us</li> </ol>   | 45 |  |
| 3 min   | Share <b>Purpose, Breakthroughs</b> and <b>Key Similarity.</b>  |    |  |

## WEEK 6: RACE CONSULTATIONS

|           |  |       |    |
|-----------|--|-------|----|
| 20-25 min | <b>Show Video Teaching</b> from Pastor Miles and Video <b>Debrief</b> – Participants report out to the large group by asking: <b>What was 1 insight they got from the video.</b>   |       |    |
| 5 min     | <b>Your Race Conversations Activity:</b> Participants are looking over the layout of images and writing in their assumptions about each person.  | 66    | 46 |
| 3 min     | <b>Debrief</b> by asking participants to think about THEIR social narrative and what their family, experiences, or life has taught them about different ethnicities.   | 67    | 47 |
| 4 min     | <b>Partner activity-How our judgments are formed:</b> Partner people into groups of 2-3 at their table. Ask them to review the content they have learned throughout the course regarding In-Group bias, Out group discrimination, Blind spots, etc... by filling out the chart at the top of page 43.  | 67    | 47 |
| 2 min     | <b>Listening to HONOR facilitator led individual reflection:</b> As you facilitate by reading each question, ask participants to write their answers on the bottom of page 43. Close this 2 min discussion by sharing that this sets up having HONORING conversations by listening with the intent of learning and being influenced.   | 68    | 48 |
| 4 min     | <b>Honoring Guide Mini-teach:</b> Ask participants to go around their table <b>READING</b> the information for how to have an Honoring Conversation. Share that they are just going to take turns reading the information on page 44. (if you are more comfortable, YOU can go through page 44 with them. This is <b>QUICK</b> so that they can <b>DO</b> the Race Consultation in their role play.  | 69-70 | 49 |
| 2 min     | <b>HONORING Partner interview:</b> Ask participants to find a partner. Explain that they are going to have 2 min. (1 min. each) to practice Honoring each other in a mini-interview. This is to briefly practice the skills of HONORING and to set up the next activity.   | 70    | 49 |
| 2 min     | <del><b>Guidelines for a Race Consultation:</b> Just read the 3 paragraphs at the top of page 46. Then ask for volunteers to read the 8 Guidelines on page 47 sharing any insights as you do this.</del>   |       |    |
| 20 min    | <b>Role Play #6: Race Consultations</b><br>Participate in an actual race consultation.<br><br>The game between the Argyles and Pitbulls is over. It is a Tie! Walking out, you realize you are walking with members of the other school. Have a Race Consultation with someone from the other school using the HONOR Guide and reviewing the following questions. Remember, now you are actually talking about yourself, not a fictitious student of the other school. | 71    | 50 |
| 8 min     | Discuss the <b>Key learning</b> and talk about the <b>Personal Development Plan (HW)</b> Have the participants read through the description of the homework  | 72    | 51 |

## WEEK 6: RACE CONSULTATIONS

|  |       |  |    |    |
|--|-------|--|----|----|
|  |       | have partners exchange encouragement's before they head into the week ready to confront dishonoring behavior. Remind them to complete the assignment before the next meeting. <b>Thank participants for all their contributions.</b>   |    |    |
|  | 1 min | Say this, <b>“Thank you all for your contributions today! I want to encourage you all o reflect during the week and be mindful of applying what you learned today. Pray about how you want to be different, how you will apply the Third Option to your walk, and any other personal changes you will commit to in honoring others.”</b>   |    |    |
|  | 1 min | <b>Share Concluding thoughts</b> from Pastor Miles   | 74 | 52 |
|  | 3 min | <b>Close</b> by asking people to share with their tables at least 3 key insights, learnings or actions from The Third Option, Similarity Training. After they report out, conclude the training with a story or insight you have to make an emotional connection to why we must begin to focus on our Similarities to create a world that inspires all to claim their greatness. 😊 |    |    |

### NOTES