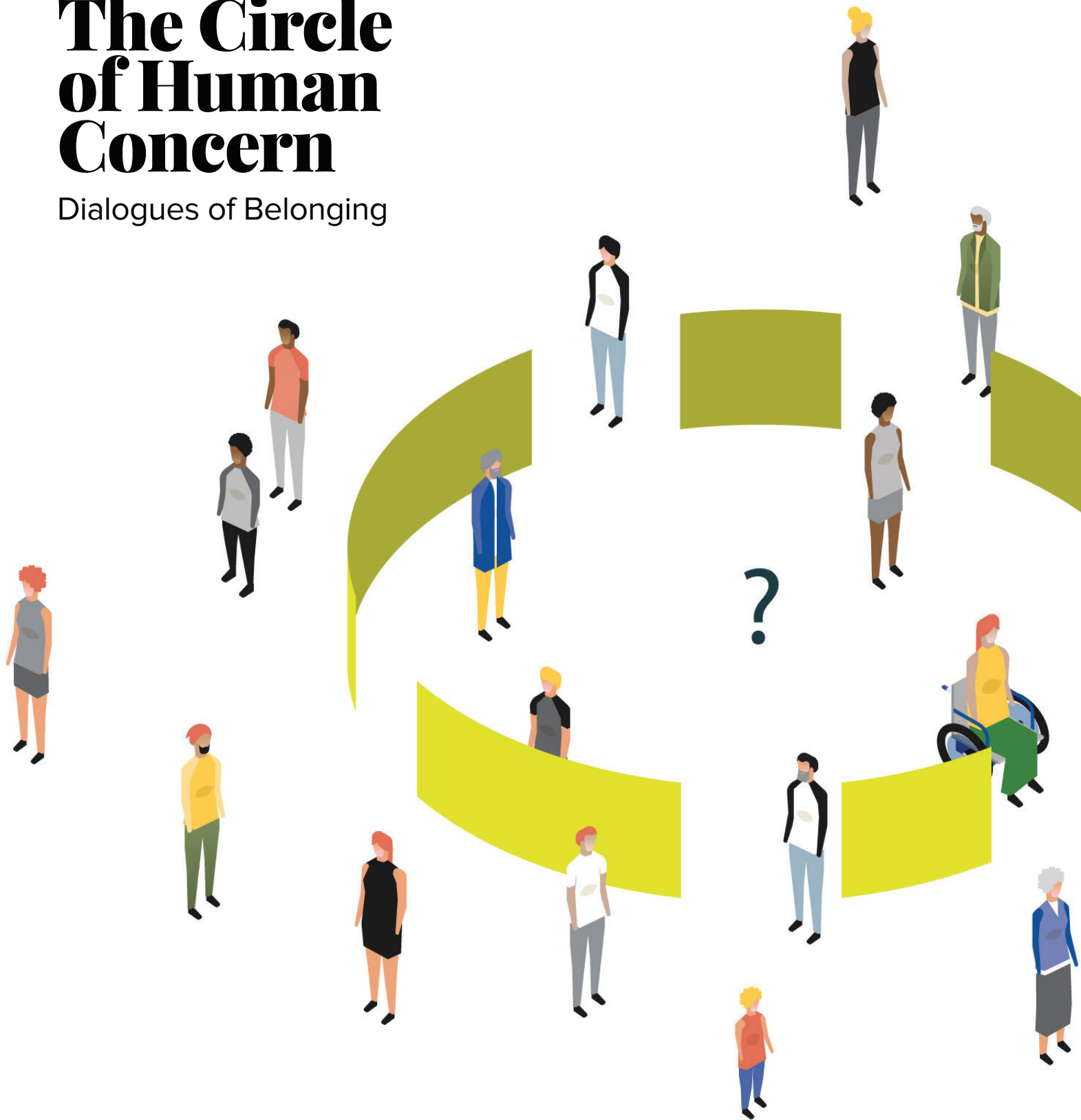


The Circle of Human Concern

Dialogues of Belonging



The Circle of Human Concern:

Dialogues of Belonging



Length	<input checked="" type="checkbox"/>	30 minutes
	<input type="checkbox"/>	60 minutes
	<input type="checkbox"/>	90 minutes

Description

A Dialogue lesson is a cultural lynchpin for each learning module. Activities in the Dialogue portion encompass collaborative rituals and key concepts of modules, while placing human connection, understanding and stories at the center of the learning experience. A culture of care and love are prioritized to help prime participants' minds and hearts.

A 30 minute entry-level discussion/workshop tool about the video explainers' core concept that strengthens understanding, language, and connection to self and community context.

What is The Circle of Human Concern? This workshop highlights the intentional design of corporations smuggling themselves into private and public space. It discusses the four spheres of society: public; private; non-public, non-private; and corporate. Participants contextualize the inquires for this session through a brief historical overview of capitalization and corporations. The following learning design amplifies and lifts up john a. powell's call that "We must insist that people, all people, belong inside the circle of human concern, not corporations." This call also includes the interests of the earth and all living beings who are being pushed out by corporate interests.

Audience

People with some-to-no familiarity on the topics, high school and college students, people watching the videos alone but wanting more background materials, equity and inclusion professionals in private sector, government staff.

Outcome

- Participants will be able to identify and name the components of The Circle of Human Concern.
- Participants will leave with an understanding of why corporations have individual rights, why it is morally unjust and the actions needed to bring change to the system.
- Participants will leave with increased value of a public and private life and knowledge on how corporations infringe on our lives.
- Participants will continue to develop the skills needed to create spaces of belonging.

Outline

- Welcome (5 minutes)
- The Circle of Human Concern, Issue/Action/Outcome (20 minutes)
- Closing (5 minutes)

Equipment

- Projector
- Computer
- Audio system to show videos

Materials

Large index cards, writing utensils, Issue/Action/Outcome Activity Scripts for groups of three

Room Setup/Needs

Learning setting: One chair for each participant. Place chairs in a circle for learning. Set up an altar or centerpiece.

Introduction prep: Have participants write their names in large font on an index card. Ask them to add their names to the center piece/altar upon entering the space.

Discussion Prep: Place a question/knowledge card under each seat.

Post the agreements in the learning space.

Guiding Inquiries

- What is the Circle of Human Concern?
- How are people pushed outside the Circle of Human Concern?
- What are the four societal spheres? (1) public; (2) private; (3) non-public, non-private; and (4) corporate.

The Circle of Human Concern

Dialogues of Belonging
Lesson Plan



1. Welcome
5 minutes

Welcome, [Land Acknowledgement](#) and Community Agreements

For the Welcome activity, use the following Conocimiento in addition to any other activities best suited for your context (See Activity Guide):

- Participants should stand closely together about shoulder-to-shoulder length apart.
- Use the following script to help participants center their breath.

Model for them as you share the instruction:

*“Exhale first. Breathe in deeply. Hold it for a moment. Exhale slowly.” (pause)
Now take 3 deep breaths on your own. When you breathe in allow yourself to receive the air. As you exhale, relax completely.”*

Follow the breathing exercise with movement introductions that introduce a strength from each participant:

1. Have participants stand if they are able. Invite participants to go around the circle and share their name along with a gesture that represents a personal strength.
2. Have the whole group use call and response to echo back to the participant what they shared. For instance: “I’m Gloria (Gloria makes the gesture of hugging).” Have the group repeat Gloria’s name and (make the gesture she made for hugging) reflect or copy Gloria’s gesture.
3. This should only take 20 seconds per person including the response.
4. Close by having each person acknowledge the people on each side of them with the statement “Thank you for sharing.”

**2. Film & Issue/
Action/Outcome
Activity**
20 minutes

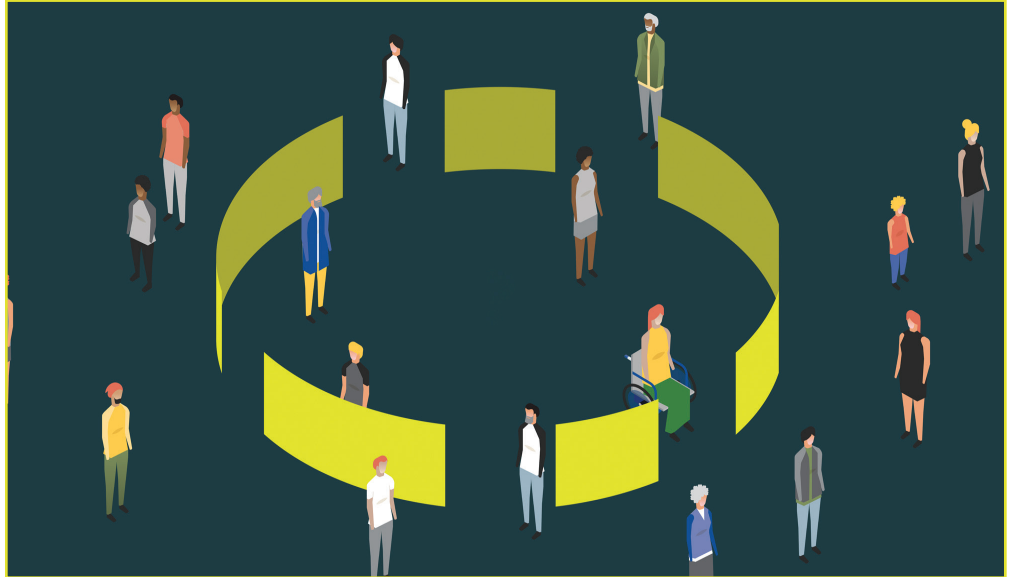
1. Share the goals for the session:

- a. What is The Circle of Human Concern?
- b. How are people pushed outside of The Circle of Human Concern?
- c. What are the four societal spheres?
(1) public; (2) private; (3) non-public, non-private; and (4) corporate?

2. Watch the video: [The Circle of Human Concern](#)



Click icon to watch video.



3. Review the core components of The Circle of Human Concern.

- a. We all belong in The Circle of Human Concern.
- b. There are systems designed and set up to keep us from each other.
- c. There are systems designed and set up to uphold dominant power.
- d. Corporations maintain dominant power shaping the way we participate in society. As corporate space expands, public and private space decreases.
- e. We have private lives and public lives. Corporations infringe on these spaces.



4. Introduce [Issue/Action/Outcome](#) Activity

You might say something like...

“We are going to analyze the script of the video through a frame called [Issue/Action/Outcome](#). The script has been broken down for us to think about the issues at hand, questions to consider and outcomes to imagine.”

5. Break the large group into groups of three. Hand out the [script and questions prompts](#) for the video: Explain the process for holding a group discussion.

6. Steps for script reading:

- a. Invite one person to read the Issue.
- b. The next reader will read the Action/Question.
- c. The third person will come up with a gesture in response to the question that state an action. Invite the whole group to mirror the gesture.
- d. Ask the group to popcorn out responses that articulate the gesture that was shared.
- e. Write these down on butcher paper or on the board. Time permitted you may just ask for 2-3 responses per gesture.

3. Closing Reflection
5 minutes

1. Bring everyone together in a circle to close.
2. Poetry reading: Read the list of words collected from the Issue/Action/Outcome in an order to your liking as a poem (Note: This will require having some fun with it as the facilitator! Don't worry about making a perfect poem, it will be a bit of a freestyle). State that their words have become a way to synthesize through poetry their insights and knowledge about The Circle of Human Concern. Invite one participant to reread it in their own poetic order (time permitting).
3. Thank the group for being together and for building communities of belonging.

Activity Guide

Welcome and Opening Activities

Alter/Altar Space

As time and space allows, prepare the space for learning by making room for viewing films, holding circle, and engaging with exercises particular to your module. Optionally set a place for inclusion of any relevant objects of beauty or importance (books, flowers, art, etc.) and inviting participants to do the same.

Music

Play music as participants arrive and get settled. Some suggestions for songs: We Are-Sweet Honey and the Rock, Pata Pata-Miriam Makeba, People Everyday, Two Hearts-Valerie June, Waiting in Vain- Bob Marley, Can I Kick It-A Tribe Called Quest, I Am That I Am-Peter Tosh.

Circle Process

Most lessons open and close with circles, where participants and facilitator(s) stand or sit in a circle (or semi-circle or oval as needed!) in order to transform traditional, hierarchical learning spaces into collaborative community spaces.

Breathing Exercise

Invite participants to engage in an embodied practice of mindfulness and internal and external presence.



This icon indicates a talking point.

You might say something like: *“Exhale first. Breathe in deeply. Hold it for a moment. Exhale slowly.” (pause) Now take 3 deep breaths on your own. When you breathe in allow yourself to receive the air. As you exhale, relax completely.”*

Land Acknowledgement

Open with an acknowledgement of the land we stand on. Explain that land acknowledgement is an important element of reckoning with our collective past. It is a way to shift power by remembering and honoring the historical truth, the trauma, and the knowledge that our indigenous family is still here and has for centuries maintained stewardship over the land we are on.

A formal, opening acknowledgment of the indigenous land we stand on includes acknowledgement of the indigenous community whose land was colonized (in North American contexts). If more research is needed by facilitator, <https://native-land.ca> is an excellent resource.

Conocimiento

A Spanish word meaning “knowledge or conscience.” The Conocimiento Principle, a principle of the Latinx/Chicanx movement for transformation and equity, recognizes that common unity begins with the process of shared awareness and understanding, or Conocimiento.

–Roberto Vargas, Ph.D

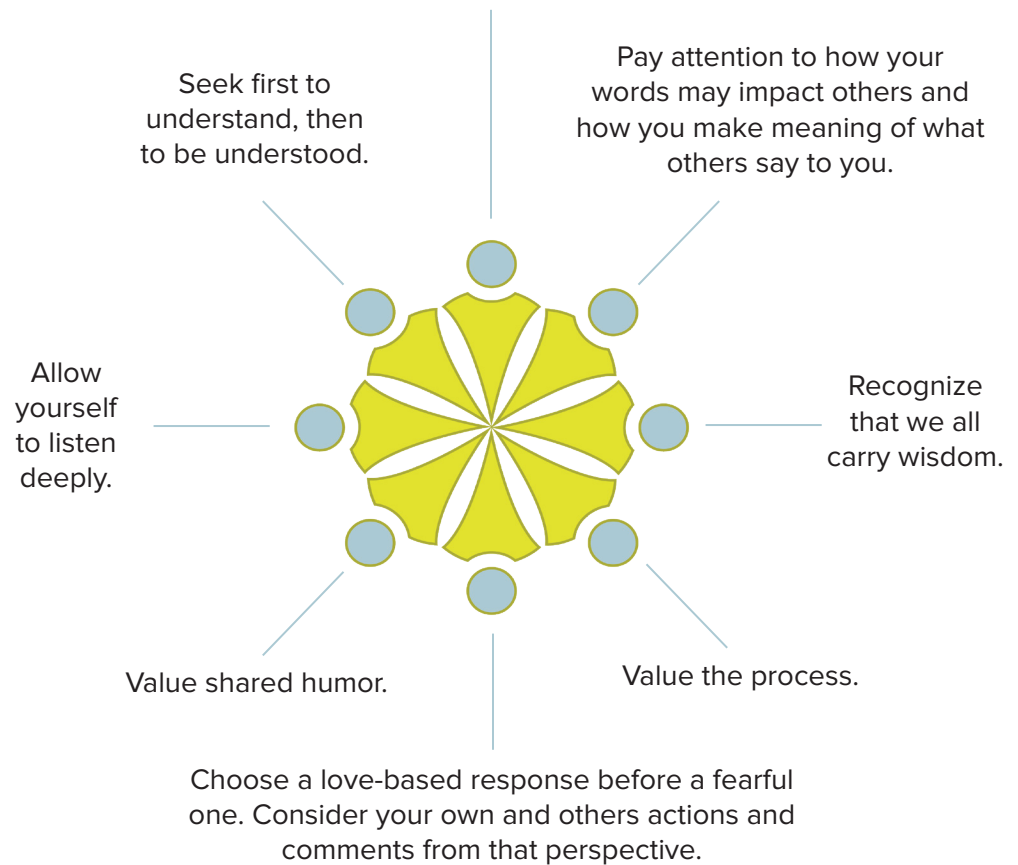


You might say something like... *“Conocimiento was used and highlighted during the Farm Workers’ Movement in California to bring people together in community to understand and leverage each others’ strengths.”*

The process of Belonging begins by identifying what’s already beautiful and present. Conocimiento is a practice that centers the human experience as meaningful and worthy. It is a practice that shares and uplifts the strengths of each person in relation to the collective, in order to achieve a common purpose. It will be important to practice *conocimiento* in your workshops to support people’s ability to feel immediately connected for a common cause.

Community Agreements

Use and adapt these agreements to help set the tone, intentions, values and ethics of the learning environment.



Various Thinking and Speaking Protocols

Save the Last Word - Save the Last Word is a thinking and discussion routine used to clarify and deepen thinking about a text.

See, Think, Wonder - See, Think, Wonder is a thinking routine developed by Project Zero (Harvard Graduate School of Education) to help learners make careful observations and develop their own ideas and interpretations of what they see.

- What do you see?
- What do you think about what you see?
- What does it make you wonder about?

Parts, Purposes, Complexities - Parts, Purposes and Complexities is a thinking routine that helps learners slow down and make careful, detailed observations of an object or system they are examining. This routine encourages them to look beyond the obvious features of an object or system and to consider its functions and complexities. Parts, Purposes and Complexities is a thinking routine created by Agency by Design with Harvard Project Zero.

- What are the parts? What are its various pieces or components?
- What are its purposes? What are the purposes for each of these parts?
- What are the complexities? How is it complicated in its parts and purposes, what are some complexities of the relationships between the two, what questions arise?

Speaking Order

Speaking Order is used in social practice circles around the world. It is one way to address and practice the reversal of systemic inequities introduced and held by white supremacy and patriarchy. Speaking order supports a shift in power from the people who have been granted the most power in our society based on colonialism, imperialism, and paternalism. These systems function to bias societies towards a worldview of hierarchical domination over others rather than a holding a viewpoint of community wisdom and collective good.

Speaking Order is often difficult to explain in settings where the system of inequity is not understood by all in the room, particularly with people in positions of privilege (such as white men) who may be used to holding more space in conversation and/or decision making, or are new to understanding white privilege and the role it plays in perpetuating the historical oppression of people of color around the world.



To introduce Speaking Order, you might say something like: *“We are going to practice shifting the power dynamics today. We will use Speaking Order as a way to reckon with our shared history of imperialism and a white ruling class. Speaking Order will ask that anyone who self identifies as having been granted the most unearned power in our society... based on factors of race, gender, age, religion, ability, etc...will let others speak before weighing in. Again, we ask the group to internally self-identify and simply stay mindful throughout our time together of who takes up the most/least airtime in group discussions and decisions. Speaking Order asks that the floor be turned over to lead from the wisdom of those who have been most “Othered” and carried most of the burden of societal oppressions. We acknowledge that there can be discomfort around this ask regardless of your positionality or “situatedness”, but invite this practice as a model for authentic reconciliation and as a path to increase mutual Belonging.”*

More Useful Resources

- [Culturally Responsive Resources](#)
- [Restorative Circle Processes](#)
- [Pillars of Andragogy](#)