

PASEO PROTOCOL

This protocol is intended to guide participants to an increased awareness of the ways in which their identities, backgrounds, beliefs, values, and culture influence how we see the world. This reflective activity can be used to support building connections within a team. Utilizing this protocol prior to launching improvement efforts can also help prime teams to broaden their perspectives as they seek to understand the problem they are working to solve.

Participants

Roles: Facilitator, Timekeeper

Group Size: 4 or more participants

Time: 20-25 minutes

Materials

In Person: Pens/pencils, Printed Paseo handout (page 3 of protocol) for each participant

Virtual: Downloaded version of Paseo handout (page 3)

Instructions for Use

- 1. Facilitator** introduces activity and distributes handout.
 1. Facilitator shares an example of a partially completed Paseo.
- 2. Independent reflection.** Invite participants to complete their copies of the handout, starting with putting their names in the center circle.
 1. In the outer circles, **write any word(s) or phrase(s)** that capture aspects of their values/beliefs/identity.
- 3. Activity.** Introduce the structure for the pair/share activity. Inform participants that there will be three rounds of sharing and that what is shared during this time is confidential. For each round, they will have a different partner. The rounds will follow this structure:
 1. 1 min to think about a response to each prompt; stay specific and concrete
 2. 2 min for one to person share; other person listens (no talking)
 3. 2 min for other person to share; other person listens (no talking)
- 4. Facilitate** the group through 3 rounds of sharing. Each reflection will follow the above timed routine. Provide the prompts below for each reflection.

Reflection 1:

 1. **Prompt:** With which circle do you identify most strongly? Why?
 2. **Prompt:** With which circle do others identify you most strongly? How do you feel about that?



Reflection 2:

1. **Prompt:** Talk about a time your perception about a student's identity caused you to do something to hold them back.
2. **Prompt:** Talk about a time when your perception about a student's identity caused you to do something to move them forward.

Reflection 3:

1. **Prompt:** Talk about a time your awareness of your identity heightened your awareness of an inequity.
2. **Prompt:** Talk about a time your identity diminished, lessened, or obscured your awareness of an inequity.

5. **Debrief.** Invite participants to take a few minutes to quick write on what they experienced and what they observed during the process. Remind them that what was shared is confidential. After participants have had time to reflect, invite them to consider the following questions and share their responses in whole group or small groups:

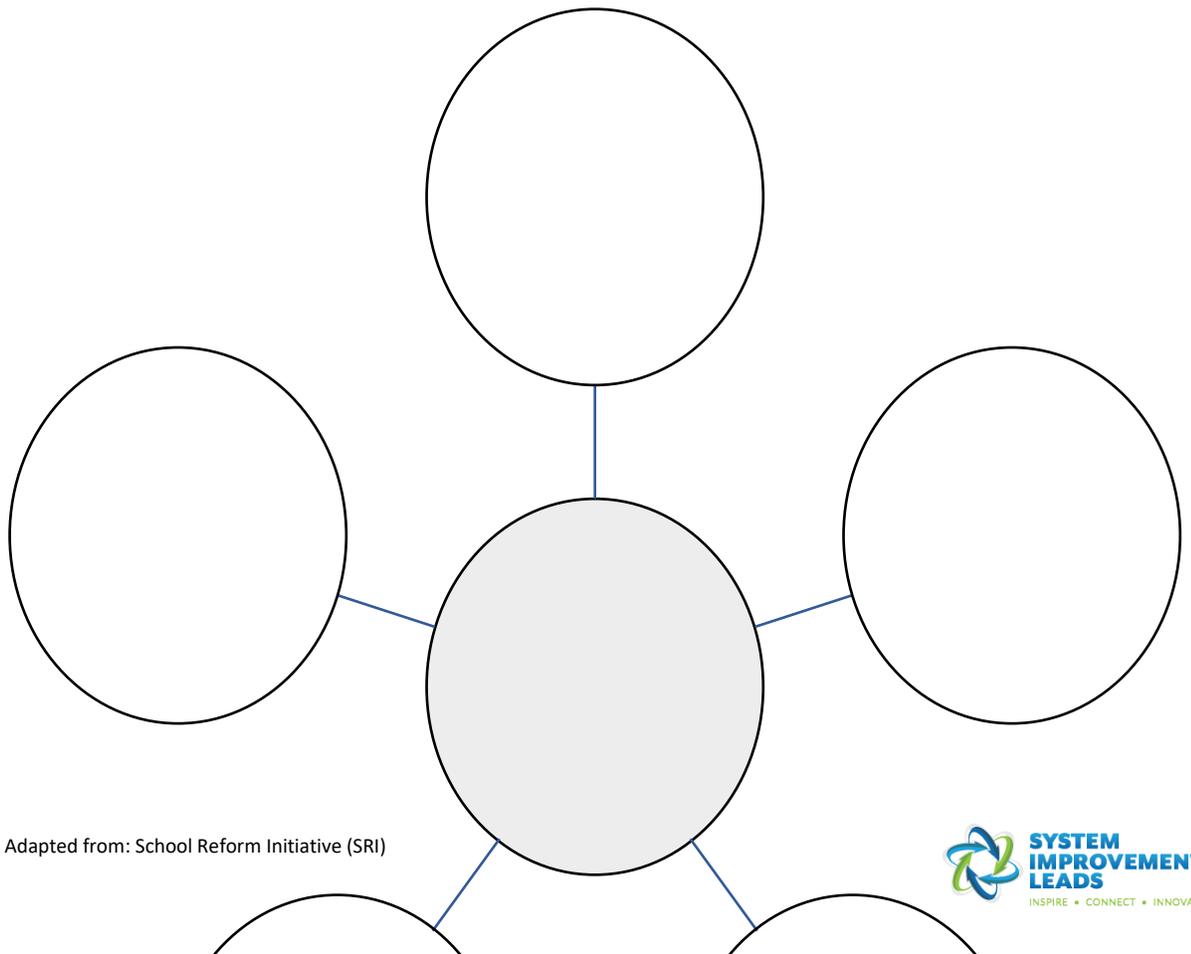
1. What did it feel like to share your story?
2. How has your perception of this team evolved?

Note for facilitator's: Participants often experience a variety of emotions in response to this activity. It can feel vulnerable, affirming, confronting, and more, sometimes all at the same time. Encourage participants to embrace what comes up for them and use it as a point of reflection, rather than resistance or judgement. The awareness that comes up can be leveraged to consider how we see our systems and how we might be able to see them in different ways and from different perspectives as we approach improvement.



Identity Circles

Directions: Write your name in the center. In the outer circles, write any word(s) or phrase(s) that capture aspects of your values/beliefs/identity.



Adapted from: School Reform Initiative (SRI)