00:17:22 Tasha Church: Aloha from Maui!

00:17:23 ESD Global: Thanks for joining!

00:17:23 Rachel Collins: It does always seem to!

00:17:30 Meg Stone: When to have a discussion and when to have people just get up and do or experience something— like what is the place for discussions

00:17:40 Justine Halliwill: giving a voice to marginalized communities in a class without putting anyone on the spot

00:17:51 Meg Stone: Second Justine’s quesiton

00:18:55 Rachel Collins: Calling in vs the more seemingly toxic/reactive call out culture, when someone is acting inappropriately. How do instructors feel more confident deciding when immediate or delayed action is needed?

00:19:03 Jocelyn Hollander: How to set up discussions so that everyone feels comfortable participating.

00:19:34 Dani Lizano: How to start a discussion when the group is very quiet.

00:19:56 Rachel Collins: Seconding Dani, that's hard sometimes

00:27:23 Anne Kuzminsky: facilitates sense of community

00:27:25 Tasha Church: I raised my hand

00:27:30 Ellie Ciolfi: Maintains a flow to the class.

00:27:32 Rachel Collins: Stephanie and I talked about how discussion is practice for communicating healthfully outside of class, so it grows our muscle memory in a way that's analogous to other practice.

00:27:43 Elizabeth: It gives people a chance to interact with the material.

00:28:03 Zoe Nesin: We learn things about the experiences of people from different backgrounds and identities

00:28:14 Nancy Moore: As a teacher, you figure out what’s important to the students, which may be something you haven’t considered.

00:28:21 Rachel Collins: We also talked about the importance of holding that container, because as helpful as discussion can be, it also can be just as destructive when it's not managed. When people are too afraid of saying the wrong thing, or making mistakes, learning stops.

00:28:34 Jocelyn Hollander: We learn better when we figure things out for ourselves, rather than being told.

00:28:46 Nancy Moore: Also, Mona pointed out that it can be a safe place for people to talk about things they don’t usually get to talk about.

00:28:56 Julie Harmon: Increases the ahha moments, allows for externalizing feelings folks may have and for some it is not real until it is herd.

00:29:57 Rachel Collins: When we walk the path to conclusions ourselves, we remember the way. When we follow someone else's framing, it's not our own or collaborative and we learn less.

00:31:04 Anat Errel: I just got here, but..it helps people to see that they are not alone.

00:31:25 Kim Rivers: it can clue is in as instructors if there’s any on the surface trauma coming through

00:32:22 Rachel Collins: Yes, totally agree Anat. We see it with women and girls but also with any group, when they start to see that they're part of a collective (yet unique) set of experiences, it puts their own experiences is a context that allows for growth and solidarity.

00:37:39 Rachel Collins: I really like that aspect you do of giving everyone the opportunity to respond, with the option to pass. It seems like this mitigates the common dynamic where more vocal/confident people take up more space, and people who are quieter don't take up any, even when they have just as much to offer the discussion.

00:43:46 Rachel Collins: I really like that pair share listening drill too because it seems like sometimes, people who take up more space or share in a way that takes away from the group experience, are actually feeling like they just don't get heard in their lives, so they're trying to get that need met in the group. Having a structured way for them to talk it out to someone tasked with listening seems like it could give that opportunity in a way that doesn't take away from othersspace/experience of the group.

00:43:48 Kim Rivers: Sometimes I have the listener tell what they heard in a pair share. it’s a god way to build listening skills

00:44:02 Meg Stone: Sexual assault perpetrated by familiars

00:44:07 Meg Stone: Boundaries

00:44:08 Justine Halliwill: debriefing roles play

00:44:12 Nancy Moore: all aspects of boundary setting

00:44:18 Anne Kuzminsky: Brainstorming what keeps us from sticking up for ourselves

00:44:21 Justine Halliwill: how gender socialization affects our interactions

00:44:28 Julie Harmon: different choices m folks make and why

00:44:39 Elizabeth: Red, yellow green light actions

00:44:52 Mona MacDonald: Gender roles

00:45:08 Clara Porter: Really how any of the topics effect us personally. Easier to share with one other person.

00:45:10 Rachel Collins: One of the closing prompts I love most is: talk (to the group or to a partner) about the last time you felt powerful. It brings out collective experiences and memories of confidence.

00:45:14 Anne Kuzminsky: debriefing exercises

00:45:28 Kim Rivers: what students notice about themselves as time goes on.

00:46:20 Kim Rivers: that was me being unmuted, not julie

00:47:13 Lauren Taylor (she/they): also helpful to introverts and others who have difficulty sharing into a group

00:47:51 Rachel Collins: I also love bringing discussion into physical training. Talking through situations like escapes that are more complex, showing that they don't need an instructor to apply the principles they've learned and have good instincts and figure out what to do for themselves, though I'm there as a guide. Like other said before, coming to the answers ourselves has us learn way better.

00:48:28 Ronnie Levin: I forget what the clothesline exercise is

00:53:05 Kim Rivers: i have had the good opportunity to lead discussions online in a virtual classroom component in my college RSD course. I found students get really chatty in those, because they can consider and take their time with writing their thoughts. i also have in- class discussions, but really like the Moodle forums for the bigger concept discussions. This is a multi- week course though. in short sessions, I rely more n during class talks.

00:53:07 Julie Harmon: say “you did the best you could with the tools you had” You survived and you are here

00:53:42 Anne Kuzminsky: There are also mandated reporting laws if children are disclosing sexual assault, etc.

00:53:43 Justine Halliwill: Kim, what is Moodle forum?

00:53:48 Kim Rivers: oops on those typos

00:54:03 Mona MacDonald: Frame other actions as “options” not as “better”

00:54:38 Ellie Ciolfi: Nice point, Mona.

00:54:58 Lauren Taylor (she/they): FIrst, tell me all the things you DID do. They usually did several things that they're not noticing.

00:55:13 Kim Rivers: Moodle is an online classroom, that allows for forums and online content. I use it as a kind of Lab to the in- person meetings

00:55:37 Justine Halliwill: There is no one right way to address violence. We offer a toolbox of self-defense options. If one doesn't work, try another.

00:55:47 Mona MacDonald: Yes, Lauren. Often they don’t recognize their actions as successful or valid

00:56:20 Rachel Collins: Yes! Sometimes there's this idea that since they hadn't learned any self-defense from a class at the time of the incident, that they didn't use any self-defense. But of course, usually they're already doing all of these innovative things to manage situations, and they don't have the context that that IS self-defense.

00:57:15 Rachel Collins: Thanks everyone!

00:58:39 Justine Halliwill: I've had someone want to focus on a victim-blaming topic and told the class that it was beyond the scope of this class. Other students were VERY appreciative.

00:58:47 Anne Kuzminsky: I had a mother in the closing circle ask "what if he has a gun"

00:59:18 Rachel Collins: I was thinking of weapons questions too, Anne. I almost always get questions about gun defense, and often about multiple attackers too.

00:59:47 Kim Rivers: Happens to me too

00:59:51 Ellie Ciolfi: I got one about guns 5 minutes before we ended class!

00:59:58 Anne Kuzminsky: She was a mom who would not participate in the class until that moment

01:00:26 Rachel Collins: I think for me, I've ended up developing short elevator speech type answers. "We could have a whole week of training on that topic and still have more to talk about! But here are a couple things..." and then relate the topic back to the core things we actually covered in class, as much as possible.

01:01:07 Lauren Taylor (she/they): yes, what Rachel said!

01:01:28 Meg Stone: We have a pretty standard answer to weapons questions. Give a stat about the majority of violence being by unarmed familiar people, how what we are learning is a necessary foundation to any weapons defense and then a 2-second overview of something we teach in our weapons class. It’s usually enough.

01:01:35 Kim Rivers: @Rachel. That’s a great strategy!

01:01:42 Lauren Taylor (she/they): yes, Meg!

01:02:29 Ellie Ciolfi: Like that, Meg.

01:02:37 Kim Rivers: yes Meg,spot on.undoing the stranger danger mentality

01:02:42 Rachel Collins: Yes I like that a lot, emphasizing the actual likelihood of stranger vs familiar violence goes back to reframing what self-defense actually is in reality.

01:05:13 Kim Rivers: i get the nose into brain myth almost every class!

01:05:52 Rachel Collins: Or the obligatory "I heard about this pressure point that works like magic..."

01:08:26 Kim Rivers: Sometimes the group will handle it, eh? There’s something to be said for social pressure!

01:08:35 Justine Halliwill: Ask students to take a deep breath with me and to feel their feet. Gives time to process challenging questions.

01:09:20 Wendi Dragonfire (she,they): I like saying...what a great question, I don't know the answer...with ongoing classes let's all think about that as homework.

01:09:41 Ronnie Levin: I need to leave a bit early. Sorry, all. Stay healthy.

01:09:51 Rachel Collins: Bye Ronnie, thanks for being here!

01:10:00 Kim Rivers: That’s great Wendi. I’ve done similar.

01:10:50 Lauren Taylor (she/they): Thanks Carrie and ESDG! Gotta run!

01:12:26 Wendi Dragonfire (she,they): big thanks to my debriefing buddy, Kim

01:12:47 Kim Rivers: awwwwe... thanks!

01:14:00 Kim Rivers: i leave at least a half-hour after class to hang out, so participants can stay and chat

01:14:02 Justine Halliwill: Thank you Carrie and ESDG

01:14:05 Anat Errel: Carrie, would you share the PPT?

01:14:26 Ellie Ciolfi: This was very helpful. Thanks to everyone for your contributions!!

01:14:27 Elizabeth: Thank you so much Carrie for this!

01:14:29 Aastha Dua: thanks so much for this:)

01:14:31 Julie Harmon: Thank you Carrie and all.

01:14:36 Jacinta Astles: Thank you very much Carrie!

01:14:37 Amelia Jones: Thank you!

01:14:37 Rachel Collins: Thank you Carrie, and everyone for being here! What a great discussion.

01:14:39 Kim Rivers: Wow, great presentation CARRIE!

01:14:40 Erin Hardin: Thank you!!