

GATHERED TOGETHER: Members of the Kaleidoscope Institute Northwest Consultation, which met at the end of May in Port Orchard, Wash. American Baptists, Lutherans United Methodists, and Episcopalians made up the diverse ecumenical group.

Dates set for fall and next spring's Northwest Kaleidoscope programs

On May 29-31, 2007, Eric Law traveled to Pilgrim Firs, a retreat center of the United Church of Christ in Port Orchard, Washington to consult with leadership from the American Baptist, United Methodist, Lutheran and Episcopal Churches. The goal was to explore the formation of a Kaleidoscope Institute Resource Group that will provide continuing support and increase the competency of leaders who are passionate about the ministry of inclusion and transformation of local congregations and denominations.

The first day was a stand-alone day of training similar to the one-day Anti-Racism Orientation that the Institute provides for the Episcopal Diocese of Los Angeles. Many who had never experienced a training provided by the Institute were there. The reactions were positive. The remaining groups representing the four denominations begin their consultation with each other and with Eric that evening. Each denomination shared its *Please see NORTHWEST, p. 7*

Register now for the Summer Institute.

It's limited to 25 people per course.
There are still spaces available, but not for long!

BASIC TOOLS || PART FIVE

How to introduce Mutual Invitation

By Eric H. F. Law

In last month's newsletter, I explained how a facilitator needs to be aware of the size of the group and the time available for the process in order to make sure the process of Mutual Invitation will be effective. In this newsletter, I will address how to introduce Mutual Invitation to a group that has never experienced it before.

If you are forming a new group, introduce Mutual Invitation right after the presentation of the Respectful Communication Guidelines. Since some people are audio learner, some are visual learner and some are experiential learners, the best way to make sure everyone understand the process is to:

1. Read or describe the process (for the audio learners), and then
2. Invite a small group of 5-6 people to come to the front and actually demonstrate the process by sharing on a simple topic such as their favorite movie or flavor of ice cream (for the visual and experiential learners).

⚡ DEMONSTRATE THE PROCESS:

Make sure you invite someone in the demonstration group to say "pass" and "pass for now" when invited. Then you share first, and invite the one whom you know for sure will say "pass for now" to go next. This way, the rest of the people will see how it actually works when someone does that.

Some people might feel that they are being treated like a child because you are demonstrating a process that sounds so simple. To prevent that kind of reaction, you will need to explain that there are different kinds of learners, and that from past experience, demonstrating the process will enable everyone to understand the process better.

If you don't take the opportunity to demonstrate it, explain the process clearly and then start the invitation. Make sure you have planted a few people in the group who had done the process and invite them first.

» *Continued on page 2*

Mutual Invitation: Introducing it

Continued from page 1

Also, make sure one of them will pass when invited.

Once you have demonstrated the process, then you can invite the participants to try the process. If this is the first time, the topic(s) for sharing can be a way for participants to introduce themselves to each other. Here are a typical set for sharing:

1. Name
2. I'm from . . .
3. My ministry is . . .
4. In order to get here, I have to . . .
5. One thing others need to know about me in order for me to function well in this group is . . .

In the next newsletter, we will spend more time on determining the appropriate topics for sharing using Mutual Invitation.

Sometimes, you can move from the demonstration of the process to the Community Bible Study in which Mutual Invitation is used three times. This way, participants will have three opportunities to practice this process. Later on in the gathering, when Mutual Invitation is used, they would be quite familiar with it.

❖ EVALUATE AND RECONTRACT:

If you are introducing Mutual Invitation to an existing group that already has a regular agenda each time it meets, introducing the process through the Community Bible Study is the most gentle way, especially when the group already has biblical reflection and prayers as part of it agenda. You then

Mutual Invitation

In order to ensure that everyone, who wants to share, the opportunity to speak, we will proceed in the following way:

❖ The leader or a designated person will share first. After that person has spoken, he or she then invites another to share. Whoever you invite does not need to be the person next to you. After the next person has spoken, that person is given the privilege to invite another to share. If you have something to say but are not ready yet, say "pass for now," and then invite someone else to share. You will be invited again later. If you don't want to say anything, simply say "pass" and proceed to invite another to share. We will do this until everyone has been invited.

❖ We invite you to listen and not to respond to someone's sharing immediately. There will be time to respond and to ask clarification questions after everyone has had an opportunity to share.

invite participants to consider try a new way of doing Bible study which will only take half an hour. At the end of the Community Bible Study, ask participants how they feel about it. If you have positive reaction to the process, then contract with the group to continue using the process for the next four meetings. At the end of the fourth sessions, invite participants to evaluate their experience with the Bible-study process again. If the responses continue to be positive, then invite participants to consider doing this style of Bible study at everyone meeting.

As participants get used to and begin to appreciate Mutual Invitation through the Community Bible Study, you can suggest to participants that they can use the Mutual Invitation for sharing on other

important topics for the group. For example, if by the third or fourth meeting, the group has to address a major issue that surfaced in the last meeting, the facilitator then prepare a set of questions for reflection on the topic and then invite participants to share their responses using Mutual Invitation.

Never introduce Mutual Invitation as a game or a novelty process. People will automatically assume that they will only use this process once. You want to present the process as a very serious inclusive technique that will hopefully become part of the discipline or spirituality of the group.

Don't enforce Mutual Invitation like a rule. Present it as a tool to enable everyone to speak and to listen. This process addresses the difference

in the perception of personal power among the participants. Some people will be eager for their turns; others will be reluctant to speak when they are invited. If a person speaks very briefly and then does not (or forgets to) invite the next person, do not invite for him/her. Simply point out that this person has the privilege to invite the next person to speak. This is especially important if a person "passes." By ensuring that this person still has the privilege to invite, you affirm and value that person independent of that person's verbal ability.

After everyone has shared, if there is time left in the process, you may invite participants to ask "clarification questions" of each other. This can be done using a free format. In this way, you will avoid the complaints that might come from people who really thrive on having spontaneous dialogue with others. Do not allow the free-form discussion to go on too long, because the group will revert back to their old patterns, which will exclude the quiet and shy members.

If this is the first time you have used this method with the group, it could be very awkward at first. The tendency is to give up on the process and go back to the whoever-wants-to-talk-can-talk way. If you are persistent in using this process every time you facilitate the gathering, the group will eventually get used to it and will actually enjoy this way of having dialogue.

A DIALOGUE

*Brown v. Board of Education: A watershed moment in civil rights**'Separate' does not mean 'equal,' Supreme Court declared in landmark 1954 case.*

By Eric H. F. Law

In 1951, a class action suit was filed against the Board of Education of the City of Topeka, Kansas in the U.S. District Court for the District of Kansas. The plaintiffs were thirteen Topeka parents on behalf of their twenty children.

The suit called for the school district to reverse its policy of racial segregation. Separate elementary schools were operated by the Topeka Board of Education under an 1879 Kansas law, which permitted (but did not require) districts to maintain separate elementary school facilities for black and white students in twelve communities

with populations over 15,000.

Brown v. Board of Education of Topeka is a landmark decision of the United States Supreme Court overturning its earlier ruling, declaring the establishment of separate public schools for black and white students inherently unequal.

Brown did not, however, result in the immediate desegregation of America's public schools, nor did it mandate desegregation of public accommodations, such as restaurants or bathrooms, that were owned by private parties, which would not be accomplished until the passage of Title II of the Civil Rights Act of 1964. However,

it was a giant step forward for the civil rights movement, placing the weight of the federal judiciary squarely behind the forces of desegregation.

Brown is often referred to as *Brown I*, because in the following year, 1955, the Court completed its ruling. In this second *Brown* decision, *Brown II*, the Warren Court ordered the states' compliance with *Brown I* "with all deliberate speed." Even so, formal compliance with the provisions of these two cases was not expedited, and in the South most public schools would not be desegregated until about 1970 under the Nixon administration.

The dialogue process:

1. Read the Respectful Communication Guidelines and invite members of the group to affirm them for their time together:

2. Inform participants that excerpts from the Supreme Court decision on *Brown v. Board of Education* will be read three times. After each reading, participants will be invited to share their reflections using the Mutual Invitation. If participants have not been introduced to the Mutual Invitation process, describe it clearly.

Please see DIALOGUE, p. 6

SUGGESTED QUESTIONS FOR JUNE & JULY 2007

Community Bible Study

By Eric H. F. Law

JUNE 17, 2007: *Luke 7:36—8:3*

✦ What did you learn from this passage about hospitality and sharing resources?

JUNE 24: *Luke 8:26—39*

✦ What did you learn from this passage about the process of being healed?

JULY 1: *Luke 9:51—62*

✦ What does it mean to set one's face toward Jerusalem?

JULY 8: *Luke 10:1—11, 16—20*

✦ What does it mean to be sent?

JULY 15: *Luke 10:25—37*

✦ What does this passage teach you about allowing yourself to be helped by others?

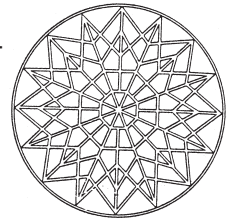
We suggest that you study the Gospel passage one week ahead. For example, for the week of July 2–7, study the text for June 8. This way, the participants will go to church on Sunday having already listened and reflected on the Gospel for that Sunday.

These questions are suggestions only. As a leader of the Community Bible Study process, you need to keep the theme of the biblical text and the context of the participants in mind as you determine what is the most appropriate reflection question for your group.

(Go to our website at www.ladiocese.org/ki to download the Community Bible Study process.)

Become a Kaleidoscope Trainer

As the Kaleidoscope Institute receives and accepts applications from churches that want to become part of our Collective, the Institute will need to develop more competent trainers who can facilitate workshops and retreats for our member churches. Many of our trainers and associates in the past have been our workshop participants who expressed interest exploring doing this work as part of their ministries. If you feel called to this ministry, here is the process:



To become a Trainer for the Kaleidoscope Institute:

1. **PREREQUISITE:** Complete the two basic courses of the Summer Institute:
 - a. Fundamental Skills for Building Inclusive Community.
 - b. Model and Processes for Community Transformation.
 - c. Or the equivalence which covers the 10 basic training Kaleidoscope Training Modules (see KI Training Modules descriptions).
2. Once you are accepted as a Trainer, in order to move toward becoming a full Associate of the Institute, you will need to:
 - a. Log at least 48 hours assisting in the delivery of Kaleidoscope Training Programs.
 - b. Demonstrate proficiency in delivering five basic modules of the Kaleidoscope Institute's basic training (see KI Training Modules descriptions).
 - c. Four volunteer hours per month in support of the Kaleidoscope Institute.

Once you're accepted as an Associate:

1. You will be deployed as lead-trainer (and paid) in delivering our training and consulting services.
2. 4 volunteer hours per month in support of the Kaleidoscope Institute.
3. Attend Associate meetings quarterly.

Name: _____

Address: _____ City: _____ State: _____ ZIP: _____

E-mail: _____

Telephone: (day) _____ (evening) _____

I would like to apply to become A TRAINER AN ASSOCIATE

Here is a list of my qualifying experiences (you may use an additional sheet of paper):

My plan for 2006-07 in order to move toward becoming an Associate is (you may use an additional sheet of paper):

Kaleidoscope Training Modules

The knowledge you'll need to learn how to lead

MODULE I

- ✦ Respectful Communications Guidelines
- ✦ Mutual Invitation
- ✦ Community Bible Study

MODULE II

- ✦ Who Am I?
- ✦ Cultural Make-up
- ✦ Iceberg Analogy of Culture
- ✦ Table Exercise

MODULE III

- ✦ High/Low Context Communication Styles Presentation
- ✦ Facilitation of self-assessment, small-group sharing and large-group debriefing

MODULE IV

- ✦ What Color Should the Church Be? — Roleplaying and Debriefing
- ✦ Power Distance Presentation

MODULE V

- ✦ Pentecost—Debriefing of Bible Study
- ✦ Power Analysis
- ✦ Gospel Cycle of Living

MODULE VI

- ✦ Bennett's Intercultural Sensitivity Stages
- ✦ Band-Aid – Play and debriefing
- ✦ Facilitate exercise and discussion on “privileges”

MODULE VII

- ✦ Photolanguage
- ✦ Steps from Stereotype to Destructive “Isms”

MODULE VIII

- ✦ Exclusive Boundary Function
- ✦ Inclusive Boundary Function
- ✦ How to Create a Grace Margin

MODULE IX

- ✦ Exploring the History of Your Church (*timeline*)
- ✦ Is Your Church's Ministry Balanced?— Three-legged Stool
- ✦ Life Cycles of a Congregation and Church Sizes
- ✦ Linking this to the future of the church

MODULE X

- ✦ Process for Planned Change
- ✦ Overview presentation
- ✦ Presentation and facilitation of each step

Dialogue: Equal means equal!

Continued from page 3

3. Invite participants to capture a word, a phrase or image that stood out for them from the document.

4. Invite someone to read the text.

5. Observe a moment of silence to capture a word, a phrase or image that stood out from the document for them.

6. Using Mutual Invitation, invite each person to share his or her word, phrase or image briefly. (This should take no more than 5 minutes.)

7. Invite participants to consider the following question as the text is being read for the second time:

What did you learn from this text about the value of diversity and education?

9. Invite someone to read the document a second time.

10. Observe a moment of silence to reflect on the question.

11. Using Mutual Invitation, invite each person to share his or his reflection.

12. Invite participants to consider the following question while listening to the document again.

As a result of listening to this document, what are you being called to do or change (as a person living in the United States) today?

13. Observe a moment of silence to reflect on the question.

14. Using Mutual Invitation, invite each person to share his or her reflection.

15. End the session in a circle:

Invite participants to join hands in a circle. Invite each person to mentally complete these sentences:

FOR A NON-RELIGIOUS COMMUNITY:

I am thankful for...

My hopes are...

FOR A CHRISTIAN COMMUNITY:

I thank God today...

I ask God today...

The leader will begin by sharing his or her prayers. After he or she has shared, the leader then squeezes the hand of the person to the right. That will be the signal for the next person to share his or her prayers. If the person does not want to share, he or she can simply pass the pulse to the next person. When the pulse comes back to the leader, he or she can end the dialogue with a closing thought, or (for Christian group) start the Lord's Prayer and invite everyone to join in.

Excerpts from 'Brown'

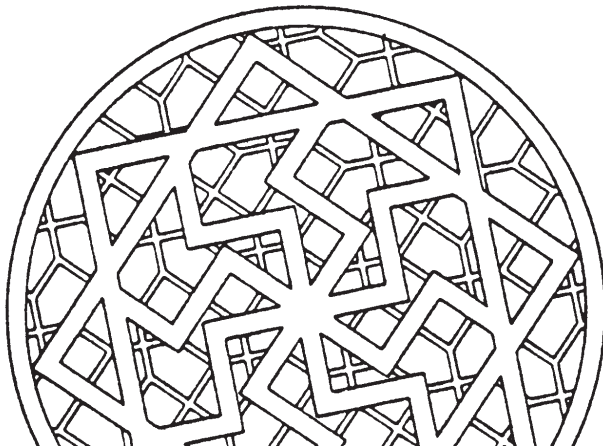
Excerpt from the unanimous Supreme Court decision on the Brown v. Board of Education case, delivered by Chief Justice Earl Warren on May 17, 1954.

Today, education is perhaps the most important function of state and local governments. Compulsory school attendance laws and the great expenditures for education both demonstrate our recognition of the importance of education to our democratic society. It is required in the performance of our most basic public responsibilities, even service in the armed forces. It is the very foundation of good citizenship. Today it is a principal instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him to adjust normally to his environment. In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms.

We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other "tangible" factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does. . . .

Segregation of white and colored children in public schools has a detrimental effect upon the colored children. The impact is greater when it has the sanction of the law, for the policy of separating the races is usually interpreted as denoting the inferiority of the Negro group. . . .

We conclude that, in the field of public education, the doctrine of "separate but equal" has no place. Separate educational facilities are inherently unequal. Therefore, we hold that the plaintiffs and others similarly situated for whom the actions have been brought are, by reason of the segregation complained of, deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment.

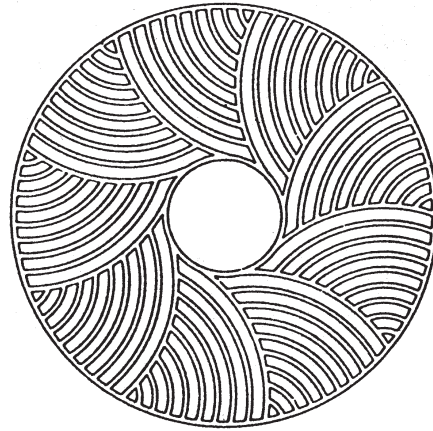


Northwest: Upcoming events in fall, spring

Continued from page 1

needs and interests. Everyone listened; reflections and feedback were all done in the Kaleidoscope Institute style. At the end of the consultation, the group arrived at an action plan that includes two major events:

1. November 4-8, 2007: We have moved away from the original vision of having this event as a full Kaleidoscope Training Institute consisting of the basic 10 training modules. Instead, the event will include a public one-day event on the third day, November 6, which will be designed as a possible workshop for one of the denominations to use as its cultural competency training. The first two days will be spent to train and prepare leaders to facilitate the public event. The day after will be a continuation of the training and equipping local leaders to deliver this training in the com-



ing year. The last day of the conference will be a day devoted to exploring and designing a training process that would be appropriate for people of European background.

2. April 7-10, 2008: The goal of

this event is to continue to increase the competency of the facilitators in that region, in particular, learning how to facilitate Models and Processes for Community Transformation

It is our hope that through these events, many local leaders will be able to become proficient and be certified by the Kaleidoscope Institute in the delivery of the various training modules. The certification process will be managed by the Kaleidoscope Institute. When there are at least three Kaleidoscope Institute Associates in the region, we will approach the possibility of a more formal organization of a Kaleidoscope Institute Resource Group in the Northwest. Please keep this wonderful movement of our ministries in your prayers.

Support your newsletter!

Donations are welcome to continue the ministry of the Kaleidoscope Institute Newsletter.

As you know, we have provided the monthly Kaleidoscope Institute Newsletter since July 2006, and it has been free to all interested recipients.

We are now inviting you to consider offering a donation to support this ministry. We are a non-profit organization and we operate on a small budget. Therefore, your contribution will be greatly appreciated and will enable us to continue to deliver a monthly newsletter to you and others interested in becoming more competent leaders in a diverse, changing world.

We suggest a \$60-\$100 annual donation; however, we are grateful for any amount which is comfortable for you. Please see the donation form on page 10.

Thank you in advance for your support.



Kaleidoscope Summer Institute 2007

From Aug. 9–18, learn fundamental skills and ways to transform your community.

This year’s institute consists of 3 courses, held at the Cathedral Center of St. Paul’s Retreat Center (840 Echo Park Ave., Los Angeles, CA 90026).

Register now, because spaces are limited to 30 participants per event.

FIRST COURSE

Fundamental Skills for Building Inclusive Community

In a fast-changing and diverse world, what skills do leaders need to practice in order to create a more inclusive environment in which people of diverse backgrounds and experiences are welcome and no one person or group is disadvantaged? In this foundational workshop, the Rev. Eric H. F. Law will guide participants through a practical and spiritual journey toward becoming competent leaders in a diverse changing world.

TOPICS TO EXPLORE:

- ✦ What is Culture and why are there cultural differences?
- ✦ Cultural Differences and their Impacts on our leadership
- ✦ Theological Reflection on multicultural leadership
- ✦ Skill, models and processes for building inclusive community
- ✦ Developing a spirituality for leadership in a diverse, changing world
- ✦ Training Modules I-VII of the Kaleidoscope Institute basic training (See website: www.ladiocese.org/ki)

WHO SHOULD ATTEND?

- ✦ People involved in small group ministries – bible study, youth ministry, adult forums, discussion groups.
- ✦ Chairs of committees and commissions
- ✦ Religious educators
- ✦ People who have read Eric Law’s books and want to get a hands-on, in-depth experience in putting the theory, method, spirituality to practice.

AUGUST
9–11

Thursday at 9 a.m.–Saturday at 5 p.m.

\$450 (includes overnight lodging and meals beginning Thursday through Saturday lunch at the Retreat Center at the Cathedral Center of St. Paul)

SECOND COURSE

Model and Processes for Community Transformation

The Rev. Eric H. F. Law will share from his experiences in working intensively with over 300 churches in the U.S. and Canada over the last 10 years. What methods and processes work and what do not work for churches that find themselves in diverse fast-changing communities? He will discuss the impacts of cultural differences, specifically in communication and power perception, on church planting, revitalization, shared facility, cross-racial appointments, and cluster ministry development. How we can enable local churches to analyze their situations (their church culture, local community and social contexts) and move toward faithful and constructive change?

TOPICS TO EXPLORE:

- ✦ Impact of fast-changing community on community redevelopment
 - ✦ Impact of cultural diversity on church revitalization and new church development
 - ✦ Tools to enable local community leaders to analyze their organizational culture, local community and social contexts
 - ✦ A process for faithful transformation
 - ✦ Theological reflection on faithful transformation
- Training Module VIII-X of the Kaleidoscope Institute basic training (See website: www.ladiocese.org/ki)

WHO SHOULD ATTEND?

- ✦ Church leaders interested in church revitalization and congregational development from a multicultural perspective
- ✦ People involved in Interim Ministry
- ✦ Consultant and facilitators for communities in transition
- ✦ People involved in leadership development in local community

AUGUST
13–15

Monday at noon–Wednesday at noon

\$450 (includes overnight lodging and meals beginning Monday through Wednesday lunch at the Retreat Center at the Cathedral Center of St. Paul.)

Kaleidoscope Summer Institute 2007

THIRD COURSE

Advanced Design Work in Facilitating Inclusive Gatherings

This course is for people who have done the basic Kaleidoscope Institute training (the first two courses). We will explore how to take the contexts of the communities/organizations that we are working with, and create an event—meeting, dialogue, training, social gathering, workshop... etc.—that will be inclusive and accomplish the group's objectives and goals. We will also explore how to interface the Kaleidoscope skills and models with congregational development and community transformation models.

TOPICS TO EXPLORE:

- ✦ Analyzing the contacts, needs and visions of the communities/organizations with which we work
- ✦ Weaving the tools and processes together to create an inclusive event that will meet the needs of the "client"
- ✦ Using Kaleidoscope Institute tools and skills to enhance other existing community transformation and congregation development processes.

WHO SHOULD ATTEND?

- ✦ People who have done the basics and are now ready to explore how to increase their design and facilitation skills using Kaleidoscope Institute tools and models
- ✦ Facilitators of meetings and retreats for different settings—small group ministry, local church councils/sessions/vestries, church-wide retreats, denominational gatherings—conventions, synod assemblies, annual conferences, etc.
- ✦ Consultants and facilitators for communities/organizations in transition

AUGUST
16–18

Thursday at 9 a.m.—Saturday at 5 p.m.

\$450 (includes overnight lodging for Thursday & Friday, and meals beginning with Thursday's breakfast through Saturday's lunch.)

I read The Wolf Shall Dwell With The Lamb a number of years ago and while I found it enlightening, I never put anything specific into practice. After attending an Eric Law workshop last fall, I have returned again and again to using 2 specific techniques in a variety of situations. These are the Community Bible Study and the concept of Mutual Invitation. I also gained new understanding of myself and the way I relate and work in groups. That has been helpful. What a gift his workshops are! Bottom-line—I learned more useable, put-into-practice concepts from him than just about any workshop (and that's been many!!) I have ever attended."

—RHODA PITTMAN MARKUS
RPM Consulting
(Consultant in Christian Nurture)

Kaleidoscope Summer Institute 2007

⊕ REGISTRATION FORM *Kaleidoscope Summer Institute 2007*

NAME _____ MY CHURCH COMMUNITY _____

MY MINISTRY _____

ADDRESS _____

PHONE (DAY) _____ (EVENING) _____

E-MAIL _____

I would like to register for the following sessions of the Kaleidoscope Summer Institute 2007:

- FIRST COURSE: **Fundamental Skills for Building Inclusive Community** (*Aug. 9–11, 2007*); \$450
- SECOND COURSE: **Model and Processes for Community Transformation** (*Aug. 13–15, 2007*); \$450
- THIRD COURSE: **Advanced Design Work in Facilitating Inclusive Gatherings** (*Aug. 16–18, 2007*); \$450

Enclosed is the **registration fee** in the amount of _____ payable to the Kaleidoscope Institute.

Please send completed registration form to: Kaleidoscope Institute, Diocese of Los Angeles, P.O. Box 512164, Los Angeles CA 90051-0164

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Your contribution helps support this newsletter

⊕ CONTRIBUTION FORM *to support the Kaleidoscope Institute's newsletter*

NAME _____ MY CHURCH COMMUNITY _____

MY MINISTRY _____

ADDRESS _____

PHONE (DAY) _____ (EVENING) _____

E-MAIL _____

I would like to contribute the following amount to support the ministry of the Kaleidoscope Institute Newsletter:

AMOUNT \$ _____

Please make checks payable to the Kaleidoscope Institute.

Please send this completed contribution form to: Kaleidoscope Institute, Diocese of Los Angeles, P.O. Box 512164, Los Angeles CA 90051-0164