

# Exploring Our Stories: Facilitation Guide

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## Contemplatives In Action Curriculum

**Time:** 45 minutes

**Group:** Any number, broken into small groups of 3-4 for sharing

**Materials:** [Exploring Our Stories Worksheet](#) (virtual), printed worksheets and pens (in-person).  
If printing worksheets, download and delete the textboxes in the wheel before printing.

**Outcomes:** Students will connect the idea of the individual story to Cura Personalis.  
Students will reflect on their social identities and personal story.  
Students will share parts of their story with others and hear stories of others.  
Students will establish the foundations for honest and meaningful dialogue.

**Contemplatives In Action relation (bolded):**                      **Self / Group / Community**  
Experience / **Reflection** / Action

**Summary:**

**Mission Foundation** (7 minutes)  
**Community Agreement** (3 minutes)  
**Exploring Your Story** (10 minutes)  
**Sharing Your Story** (25 minutes)

*Facilitators: when applicable, suggested scripts will be written in italics.*

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Virtual Tips: Use “Exploring Your Story” time to create small group breakouts in Teams.

**Mission Foundation** (7 minutes)

*Outcome: Students will connect the idea of the individual story to Cura Personalis.*

- *Script: As a Jesuit institution, you'll often hear terms at Marquette that stem from Ignatian Spirituality that is the foundation of Jesuit beliefs. Cura Personalis, which is Latin for “care for the whole person,” comes down to the respect for all that makes up each individual. Our talents, abilities, physical attributes, personalities, desires, hearts, faith, and minds are all equally worthy of care and attention.*
- Watch Video (4 min): [What is Cura Personalis?](https://www.youtube.com/watch?v=m80RusJ7OHs&t=6s)  
<https://www.youtube.com/watch?v=m80RusJ7OHs&t=6s>
- Brief Reflection (2 min): At Marquette, we have an expectation that we care for one another in meaningful ways. This starts by *Exploring Our Stories*.
  - What are your initial thoughts to the video?
  - What was your favorite part of the video?
  - Why is this important for our roles?

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### Community Agreement (3 minutes)

*Outcome: Students will establish the foundations for honest and meaningful dialogue.*

- Provide a few guidelines for the upcoming activity. It may be helpful to have these on a slide or whiteboard. If your group has already set community guidelines or likes to come up with these together, feel free to deviate from this list; these are suggestions.
    - Listen to understand.
    - You may ask questions, but the other person does not have to answer.
    - Vulnerability transforms us — be all in. (Brené Brown)
    - Learning comes from mistakes. If you make a mistake, apologize and take note for next time.
  - If virtual, paste the agreed upon list in your Chat.
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### Exploring Your Story (10 minutes)

*Outcome: Students will reflect on their social identities and personal story.*

- Review the front and back of the worksheet before students dive in. Provide examples if you'd like, and be sure to answer any questions about the wheel before beginning.
  - If virtual, download and send the [Exploring Our Stories worksheet](#) in the chat. While students fill out the sheet, create your small group breakouts in Teams.
  - Give students 10 minutes to fill out the sheet, with a 5-minute warning.
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### Sharing Your Story (25 minutes)

*Outcomes: Students will share parts of their story with others and hear stories of others. Students will establish the foundations for honest and meaningful dialogue.*

- Instruct students to each share what they feel ready to share about the front and back of the sheet. Be considerate to leave time for everyone to share (about 3 min per person). Use the questions on the back to talk further with each other.
- **Small Group** (15 minutes): Break students into small groups (2-4 people) for 15 minutes. Provide a 5-minute warning.
- **Large Group** (10 minutes): Come back together for a large group conversation.
  - What are some pieces of your identity that are most important to you?
  - What are some aspects of your identity that you were least aware of?
  - Does anyone want to share the parts of their identity that you feel might be misunderstood?
  - Why do you think some parts of our identities may be difficult to discuss with those who identify differently?

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- *Script: THANK YOU for your vulnerability and sharing. It's so exciting to hear about your stories and begin learning about one another as individuals. This is how we create meaningful relationships rooted in reflection.*
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If you have continued contact with this group of students, these sheets can be interesting to come back to later and re-read as the group develops. You can collect them or ask students to hold on to them for another date.