

# Monica

## Biosecurity

### Facilitator Discussion Guide

EYFP



## Vocabulary Alert!

Farmers take the health and safety of their crops and livestock very seriously. **Biosecurity protocols** (say “**bye-oh-seh-cure-it-ee pro-toe-calls**”) are steps that help protect plants and animals from diseases.

At many farms, **biosecurity protocols** limit visitors and make them sign in. Farms also use special clothing, like coveralls and booties, to keep germs from accidentally spreading. Hand washing is another very important way to keep people and animals safe on the farm.

Learn more about **biosecurity protocols** in this article from NC Cooperative Extension in Robeson County ([go.ncsu.edu/robeson](http://go.ncsu.edu/robeson)) or visit the University of Vermont’s biosecurity training modules for youth, available at [www.healthyagriculture.org](http://www.healthyagriculture.org).

## Synopsis

Monica and Cameron get off the bus after school. Monica learns more about Cameron and his family. Cameron tells Monica about an idea he has for a service project, which leads her to make unfounded assumptions about his life. He confronts her and accepts her apology. They continue walking and talking about Cameron’s idea.

Their conversation is interrupted when Monica receives a text from her father. She invites Cameron to come to her house and meet her rabbits. He eagerly accepts the invitation.

At the farm, Monica shows Cameron how to care for the rabbits. She tells him a little about her life on the farm. Her father enters the rabbitry with a list of chores for Monica. He is surprised to see Cameron and scolds Monica for bringing strangers onto the farm. Monica defends herself and references the biosecurity protocols, which seems to calm her father.

Later that evening, Monica is working on homework in her room. Her father comes to check on her, but she does not hear him over the music playing through her headphones. Her father opens her door when she does not respond and lectures her about homework habits. Monica becomes angry, but her father doesn’t seem to notice or respond to her anger.

## Facilitator Notes

This episode aligns with Sessions 2-3 of the *Powerful Families, Powerful Communities* curriculum. The goal of this discussion guide is to help participants reflect on concepts of “fairness” and “making assumptions.” The episode can also be used to review reflexive listening.

As a warm-up, you could pass out different materials to the group and ask them for ideas about ways to divide the materials fairly. The number of materials and the number of group members should not match. Include at least one item that cannot be easily cut and one item that is far more desirable than the other materials.

# Continued

## Opening

*“Jumping to conclusions” means making up your mind or making assumptions before you have all the facts. Think of a time when someone made an assumption about you. How did it make you feel? (Optional: Use the drawing supplies to show how you felt.)*

*As we watch Episode 3, look for a moment where you feel like a character is making an assumption about another character in the video. We will discuss our ideas after the video ends. (Optional: Write down the timestamp so we can easily find the right place in the video when we share.)*

## After Watching the Video

After the video, facilitate a discussion with the group. Begin by reminding the group of the expectations set during Session 1.

## Round-robin Question

It is important for everyone to contribute to this question as a way to build trust and practice listening. You can choose to go in a circle or let participants “popcorn” respond. An option that doesn’t involve speech is to hold up a piece of paper with a timestamp written on it.

*In as few words as possible, describe the moment you felt showed a character making an assumption. Don’t tell us yet why you picked that moment, just let us know where it is.*

*(Optional: Tell us the timestamp of the moment you picked.)*

As participants share, replay the clip they describe. (If multiple people picked the same moment, replay it the first time only in the interest of time.)

## Comprehension Questions

These are suggested questions. It is not necessary to ask every question in this list. Participants may answer some of the questions before you ask them, or they may bring up their own questions to explore. As a facilitator, your job is to listen far more than you speak. In general, ask a new question only if conversation has hit a dead end and 30 seconds of silent time doesn’t break the stalemate, or if you sense the discussion veering into unproductive territory. You may also want to ask follow up questions if a participant makes an interesting point that no one else takes up spontaneously. Finally, if you have some very vocal participants, you may need to occasionally break in to invite quieter participants to speak or to repeat a point that might have gone unheard.

*Tell why you selected the moment you did.*

## Talking Tips

Participants may not recognize some of the assumptions that characters make. Key moments to discuss include

- Monica asking Cameron if he had to give up his pet (i.e., was he homeless)
- Monica complaining that she has to do all of the chores (i.e., that no one else in her family has to help out)
- Dad scolding Monica about her homework habits (i.e., that they both have a shared understanding of the expectations regarding privacy, neatness, and homework)

If participants do not bring up these moments on their own, play the clip and prompt them to consider what assumptions are being made.

# Continued

- In Scene 1, Monica jumped to conclusions about Cameron. What did she assume about his family? Why do you think she made that assumption?
- How did Cameron react when Monica jumped to conclusions about his family? Why do you think he reacted that way?
- In Scene 2, Dad jumps to conclusions about Monica. What did he assume about her? Why do you think he made that assumption?
- Let's look specifically at Monica, her dad, and the chores she is expected to complete. What does Monica think is expected from her? Explain using moments from the video.
- How does she feel about those expectations?
- To what extent are her reactions reasonable or fair?
- To what extent do you think that Monica and her father have clearly defined expectations compared to unspoken assumptions about responsibilities and behaviors? Explain using information from the video.

## Closing Questions

There are three closing questions. The first question asks participants to apply their ideas to the fictional story shown in the video, while the second question asks them to generalize a relationship. The final question asks them to apply that generalization to their own lives. Participants may spontaneously ask one another the first question or address it through discussion, but be prepared to ask it if they do not. .

*Were any of the assumptions one character made about another fair or justified? Explain.*

*Under what circumstances, if any, do you think it would be fair to make assumptions about others? Explain.*

*What are some steps your family can take to avoid making unfair assumptions?*