

Skills For Dialogue, Sixth Form – Student Workshops

Workshop 3

POWER ROLES & THE ART OF ASKING



**The
Faith
& Belief
Forum**



Aim of the workshops

- To explore the experiences of power and powerlessness and the role it can play.
- Understanding the ways in which questions can be asked sensitively.

Resources needed

- PowerPoint 3
- Have prepared two truths and one lie statement about yourself
- Blank paper & pens (one for each student)
- RSVP printouts (one for each student)

How to adapt workshop content

- Have a selection of alternative words on flip chart for each of the RSVP statements.
- Have alternative examples of RSVP statements both positive and negative to be able to share with students.

Running time

45 minutes

Workshop 3: Power Roles & the Art of Asking

TIMINGS	NAME & AIM	ACTIVITY	RESOURCES
3 mins	Talk through agenda outline	Talk through outline & aims of the session.	
10 mins	Experience: Two Truths & A Lie	<p>You will need to think of two statements about your identity that are true and one that is false. If possible, try to choose things that might challenge the students' assumptions about your identity, e.g. "I was born in X and raised in Y, my mother was born in X & raised in Y and my father was born in X and raised in Y."</p> <p>Explain:</p> <p>"I am going to say three statements, two of them are true and one is a lie; your job is to guess which one is a lie. I'll explain how it works as we go along. I will be asking you to move around the room."</p> <ul style="list-style-type: none">• Say the three statements one after another.• Repeat statement 1 and ask people who think it's a lie to stand in one part of the room.	Have prepared two truths and one lie statement about yourself

TIMINGS	NAME & AIM	ACTIVITY	RESOURCES
		<ul style="list-style-type: none"> • Repeat statement 2 and ask people who think it's a lie to stand in another part of the room. • Repeat statement 3 and ask people who think it's a lie to stand in a third part of the room. • Ask students whether they would like to ask you a question about any of the statements (other than is it true!) Keep your answers short not giving too much away! You will only have the time to take two or three questions. <p>Reveal to the group your two truths and finally your lie, adding a bit more detail to each statement to provide some more context and to challenge any misconceptions / assumptions that they might have had about your identity.</p> <p>Ask students:</p> <ul style="list-style-type: none"> • Why do you think we've done this activity today? • How did it feel to be able to ask questions? 	

TIMINGS	NAME & AIM	ACTIVITY	RESOURCES
		<ul style="list-style-type: none"> • Were there any questions that you would not ask? If not, why not? <p>Take answers and if it isn't brought up, ensure you include the following:</p> <ul style="list-style-type: none"> • Most of us make assumptions when we meet people we don't know, which means we think we know something about someone even before we've met them or spoken to them. Sometimes if we've met someone from the same area / race / religion / country or background we think that they might be like another person we've met / read about who shares a part / parts of their identity. • Explore whether the students managed to spot your lie, and if not, were they making an assumption about a part of your identity. 	

TIMINGS	NAME & AIM	ACTIVITY	RESOURCES
20 mins	Experience: Power Roles Deep Dive	<p>Deep Dive: Feeling – Thoughts – Actions</p> <p>Explain that we are going to explore some of the experiences in the room, some may be experiences that made people feel uncomfortable or uneasy. Please only share what you feel comfortable sharing and remember our safe and brave space principles.</p> <p>Hand out a blank piece of paper to each student.</p> <p>Individually, on one side of the paper, write a few examples of when you were in a situation that you did not feel that you had power. Give students two minutes to do this.</p> <p>Then ask students to think of three words to describe how they felt during or after these times and write these on the paper (let students know that they can speak to you after the lesson if they are finding this difficult for any reason).</p> <p>After a couple of minutes, ask students to turn the paper over and write examples where they felt powerful. After a couple of minutes, ask students to add the feelings that they felt during these examples.</p>	<p>Blank paper (one for each student)</p> <p>Pens</p>

TIMINGS	NAME & AIM	ACTIVITY	RESOURCES
		<p>Ask if anyone is happy to share one example of a negative experience, explain that the group will work through the scenario together (facilitator should have an example ready to use just in case a student does not volunteer an example):</p> <ul style="list-style-type: none"> • Ask the student to give a brief description of the context. • Start by saying one word about how you (facilitator) would feel in this situation modelling an answer. Then ask other students in the room to volunteer how they would feel if in this situation (just one word each). If it is a small group you can have everyone sitting in a circle and go round the circle asking everyone to answer. • Now explain that we will all talk about what they would think in this situation (again model an answer before asking the students). • Finally, explain that we will think about the action that we might take in this situation (again model this first before moving to the rest of the group for answers). <p>Thank everyone for sharing their thoughts and feelings, especially those that were willing to share experiences.</p>	

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		<p>Introduce 'Power categories'</p> <p>Power can be categorised into four types:</p> <ol style="list-style-type: none"> 1 Power over: When one individual or group gets more power, the other gets less. 2 Power to: Enables the individual to control or manage a situation to their benefit (empowerment). 3 Power with: A group tackles a problem together and creates a movement (collective power). 4 Power within: Power that is within the individual based on self-acceptance and self-respect which leads to acceptance of others as equals (internal strength). <p>Reflections</p> <ul style="list-style-type: none"> • Which of the above categories were evident in the Deep Dive activity? • How might power roles play a part in dialogue? 	

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10 mins	Answer to problem: Present RSVP?	<p>Introduce 'RSVP?'</p> <p>Explain that 'RSVP?' is a tool to remember some tips about how to ask skilful and sensitive questions.</p> <p>R eally a Question?</p> <p>Are you really asking a question or are you telling somebody what you think you already know?</p> <p>If you think you already know the answer to a question before you've asked it, then you are probably making an assumption.</p> <ul style="list-style-type: none"> • Example: "Are those shoes really uncomfortable to wear?" <p>S tereotypes & generalisations</p> <p>Does your question contain any stereotypes or generalisations that suggest that all people from certain groups / with certain identities are all the same / similar?</p> <p>Questions using words such as all / never / always can often be unhelpful when asking questions about different</p>	RSVP? handout

TIMINGS	NAME & AIM	ACTIVITY	RESOURCES
		<p>groups because people who are part of the same group are often very different from one another.</p> <ul style="list-style-type: none"> • Example: “Why do all girls want to wear heels?” or “Why do boys always wear trainers?” <p>Views</p> <p>Are you asking for the other person’s view or are you just stating your own view?</p> <p>Sometimes when we start a question with “Don’t you think...” we’re actually saying what we think and often we’re trying to get the other person to agree with us.</p> <ul style="list-style-type: none"> • Example: “Don’t you think your shoes are a bit dramatic / flamboyant / show-off-y / attention seeking?” <p>Provocative Language</p> <p>Provocative language means using words that get a reaction from somebody (usually a negative one).</p> <p>Does your question include any language that is not respectful / insulting / offensive / judgemental / provocative? For example, words such as: arrogant</p>	

TIMINGS	NAME & AIM	ACTIVITY	RESOURCES
2 mins	Summary and close	<p>/ stupid / extreme / fanatical / stupid / extremist / fundamentalist / childish / unreasonable / irrational etc.</p> <ul style="list-style-type: none"> • Example: “Why are your shoes so extreme / over the top / out-there / show-off-y / attention seeking?” <p>? Question</p> <ul style="list-style-type: none"> • Does your question have any of the RSVP points in it (e.g assumptions, stereotypes, generalisations, statements, provocative language)? • If so, how can you reframe or rephrase it to remove this language so that you are asking a better question that is more likely to get a better answer? <p>Reflections</p> <ul style="list-style-type: none"> • What do students think of the above? • Is there anything that they would add? 	