

# Skills For Dialogue, Sixth Form – Student Workshops

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## Workshop 4

### THE ART OF REPLY



**The  
Faith  
& Belief  
Forum**



## Aim of the workshops

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To experience good and bad replies.

To understand ways in which to reply positively and challenge difficult or inappropriate responses.

## Resources needed

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- PowerPoint 4
- Pre-prepared topic about yourself that you are willing students to find out more about
- REPLY handouts (one for each student)
- Blank paper and pens (one for each participant)

## How to adapt workshop content

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

## Running time

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45 minutes

## Workshop 4: The Art of Reply

| TIMINGS | NAME & AIM                            | ACTIVITY  | RESOURCES  |
|---------|---------------------------------------|---|--|
| 3 mins  | Introduction                          | Talk through agenda outline.  |  |
| 15 mins | Modelling good & bad practice & REPLY | <p>Explain that we've spent some time thinking about skilful ways to ask questions. We're now going to spend some time thinking about skilful ways we could answer questions about our faith / belief / identity.</p> <p>You can ask the students to ask you some questions about a part of your identity that you don't mind answering questions about (you can choose the topic e.g. your hobbies / your place of birth / hometown etc.)</p> <p>When you answer their questions, model unskilful answers e.g.:</p> <ul style="list-style-type: none"><li>• Use one word answers.</li><li>• Use long, incomprehensible words and phrases.</li><li>• Give answers that are long and boring.</li><li>• React defensively or rudely to questions.</li></ul> | <p>Pre-prepared topic about yourself that you are willing students to find out more about</p> <p>REPLY handouts (one for each student)</p> |

| TIMINGS | NAME & AIM | ACTIVITY   | RESOURCES |
|---------|------------|--|-----------|
|         |            | <ul style="list-style-type: none"> <li>• Change the topic and answer a completely different question.</li> </ul> <p>Ask the students if they found your answers helpful / engaging / informative, and if not, why not.</p> <p>If they don't pick up on what you were doing, explain the ways in which you were intentionally answering the questions unskillfully.</p> <p><b>REPLY</b></p> <p>Ask the students what they think are some important principles for answering questions about faith / belief / culture / identity?</p> <p>Explain that we have a tool for answering questions which is very similar to the RSVP? tool but with a few additional things thrown in.</p> <p><b>Respectful Language</b></p> <p>Make sure your language is always respectful and sees the value and humanity in the other person, even if somebody has asked you an Oops question.</p> |           |

| TIMINGS | NAME & AIM | ACTIVITY   | RESOURCES |
|---------|------------|--|-----------|
|         |            | <p><b>Emotions are okay</b></p> <p>It's fine to say how you feel about a question, our emotions can often tell us what's important to us.</p> <p>Example, 'Non-oops' question:</p> <p>"I'm glad that you asked me about my experience of sexism, because it's important to me that people understand what it's like to be a woman in this society."</p> <p>Example, 'Oops' question:</p> <p>"I feel frustrated that you asked me whether I was British, because I think it's important that people understand that people of any colour can be British."</p> <p><b>Provide information</b></p> <p>You can use the opportunity to provide more information, questions are a good opportunity to help people understand things from your point of view.</p> <p>Example:</p> <p>"Even in the twenty-first century, on average women still get paid less than men, are less often in positions of power and are more likely to be the victims of gender-based violence."</p> |           |

| TIMINGS | NAME & AIM | ACTIVITY  | RESOURCES |
|---------|------------|---|-----------|
|         |            | <p><b>Length</b></p> <p>Keep it short and stick to the question you've been asked. Make sure that when you answer a question you keep to the topic and leave space for the other person to respond.</p> <p><b>You &amp; I</b></p> <p>Remember to use I statements when you are talking about your own beliefs, opinions and experiences. This helps to avoid generalisations. If you can, it's sometimes helpful to include the opinions of other people who share your identity but have a different perspective from you.</p> <p>Example:</p> <p>"I was born in England and think of myself as a British Indian, not as English. However, other Indians who were born in England think of themselves as English."</p> |           |

| TIMINGS | NAME & AIM               | ACTIVITY   | RESOURCES                                      |
|---------|--------------------------|--|--|
| 20 mins | Experience:<br>Deep Dive | <p><b>Deep Dive: Feeling – Thoughts – Actions</b></p> <p>Explain that we are going to explore some of the experiences in the room, as we did in the last session. 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 asked questions that made you feel uncomfortable / awkward. It could be the context that made you feel uncomfortable or the actual questions. 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 were asked questions that helped them to feel included, heard, and understood. After a couple of minutes, ask students to add the feelings that they felt.</p> | Blank paper and pens<br>(one for each student) |

| 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"> <li>• Ask the student to give a brief description of the context.</li> <li>• Ask the student to talk through the question/s that they were asked.</li> <li>• 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.</li> <li>• Now explain that we will all talk about what we might think in this situation (again model an answer before asking the students).</li> <li>• Finally, explain that we will think about the action that we might take (again model this first). Remind students of REPLY.</li> </ul> |           |



| TIMINGS | NAME & AIM                    | ACTIVITY  | RESOURCES |
|---------|-------------------------------|---|-----------|
| 7 mins  | Summary, evaluation and close | <p><b>Reflections</b></p> <p>Thank everyone for sharing their thoughts &amp; feelings.</p> <p>What do we think about the activity?</p> <p>Explain that it is important to recognise our feelings and thoughts in difficult situations. Having the time to reflect after can be helpful as during a situation we cannot always fully assess what is happening / what to do. We can learn from situations for the future.</p> |           |