

Skills For Dialogue, Sixth Form – Student Workshops

Workshop 5

ADVANTAGES & DISADVANTAGES OF DIALOGUE & THE ROLE OF PRIVILEGE



**The
Faith
& Belief
Forum**



Aim of the workshops

To explore the value and purpose of dialogue and the role that privilege may and can have within dialogue.

Resources needed

- PowerPoint 5
- Flip chart paper
(one for each group of five / six students)
- Marker pens
- PowerPoint Slide 5

How to adapt workshop content

- Have a definition of privilege ready to share / display.
- Have examples of privilege and the roles that might have more privilege over them (e.g. decision makers / parents / adults / someone from a dominant group – white / Western / English speaking).
- Have some examples of advantages / disadvantages of dialogue for adults and children to get students started.

Running time

45 minutes

Workshop 5: Advantages & Disadvantages of Dialogue & the Role of Privilege

TIMINGS	NAME & AIM	ACTIVITY	RESOURCES
3 mins	Introduction	Talk through agenda outline.	<p>Flip chart paper (one for each group of five / six students)</p> <p>Marker pens</p>
5 mins	Revisit / reminder	Shared / Safe / Brave Space reminder from Session 1.	
20 mins	Let's think: advantages, disadvantages of dialogue & the role of privilege	<p>Dialogue Critique</p> <p>We often go through life without opportunities to step back and reflect. This can lead us to assume that things will give rise to certain outcomes and can lead us to an unquestioning following along, or copying of others. This next activity is an opportunity to reflect.</p> <p>We would like to explore the idea of dialogue further and unpick it by thinking about the positives and negatives.</p> <p>Put students into small groups of between five and six students.</p> <p>Ask them to draw the following chart on their flip chart paper and complete as a group:</p>	

TIMINGS	NAME & AIM	ACTIVITY	RESOURCES									
		<table><tr><td>Groups</td><td>Advantages of dialogue</td><td>Disadvantages of dialogue</td></tr><tr><td>Children and young people</td><td></td><td></td></tr><tr><td>Adults and those in power</td><td></td><td></td></tr></table> <p>Ask groups to pick two key points for each group to feedback to the whole group.</p> <p>Reflection</p> <ul style="list-style-type: none">• What role does privilege play?• What impact might positions of privilege have on dialogue?• Do the advantages outweigh the disadvantages?• Can some of the disadvantages be overcome? If so, how? <p>How can we educate people on the role of privilege, especially the privilege that individuals may hold when involved with a dialogue?</p>	Groups	Advantages of dialogue	Disadvantages of dialogue	Children and young people			Adults and those in power			
Groups	Advantages of dialogue	Disadvantages of dialogue										
Children and young people												
Adults and those in power												

TIMINGS	NAME & AIM	ACTIVITY	RESOURCES
15 mins	Practice: Let's Dialogue	<p>Let's Dialogue!</p> <p>Ask students to shout out the differences between dialogue and debate. Draw out the following:</p> <ul style="list-style-type: none"> • Dialogue is body language • Dialogue is listening, being polite and kind, engaging in conversation without shouting and screaming at each other • Debate is all about winning and proving that you're right; putting your point across without caring for the opinion of others • Dialogue is more like a conversation <p>The class should come to the conclusion that a dialogue is a conversation, while a debate is a competition.</p> <p>Ask students to stand up and move to a space in the room, explain that you will ask them to walk around slowly and when you say freeze, they need to stop where they are and then stand facing the person that they are closest too.</p>	PowerPoint slide

TIMINGS	NAME & AIM	ACTIVITY	RESOURCES
		<p>A question will then appear on the PowerPoint or board. They will need to have a conversation about this with their partner.</p> <p>Meaty questions!</p> <ul style="list-style-type: none"> • Religion: does religion unite or divide? • Gender: women and girls should be educated on how to keep themselves safe, do you agree or disagree? • Media: does the media reinforce negative stereotypes of race or challenge them? <p>Some rules of engagement:</p> <ul style="list-style-type: none"> • Remind students of safe space • The dialogue is what matters here • Remind them it's a dialogue and they should both be exchanging views without getting into a debate. • Give them two minutes per question to listen to other's views and then get them to move around again before the next question. 	

TIMINGS	NAME & AIM	ACTIVITY	RESOURCES
3 mins	Summary, evaluation and close	<ul style="list-style-type: none"> • Did you feel that there were any power or privileged dynamics at play in this activity? <ul style="list-style-type: none"> – If yes, reflect on the following (without singling out any specific person) – How were they at play? – How did you feel? – Having reflected on this, what could you do have done about this in the moment? – What would you want the other person to know about their role? • After the final question, ask students to sit down and ask for feedback: how did it feel to discuss the questions? 	