

Stream 4

**Seeking
Common Ground**





Activity 2 Analyzing the Web



45 min

Group Discussion

1. Consider the web your group has created.
2. Reflect on the experience of the activity by addressing some of the questions below:
 - Were you surprised by the results of this activity? Were you uncomfortable or disappointed to find yourself in a "common" group or "unique" group?
 - Was gender one of the circles of identity of participants? Why or why not?
 - Did participants identify with groups that are in a dominant position in their societies? Why or why not?
 - Can you draw any conclusions about this group of participants on the basis of this activity?
 - What would be the advantages or disadvantages to this course if almost everyone belonged to the same groups? If most groups contained only one or two names?
 - Do you work in situations where there is little or great diversity among people? How does this affect your work?
 - What are some common experiences that result from situations of great diversity? Advantages? Disadvantages?
 - Can anyone cite examples from personal experience where a failure to recognize differences has prevented well-intentioned people from working together?

Participatory Training Technique



The Art of Flipcharting II

Where to Stand:

- Don't talk to the flipchart. Write, then turn around and continue interacting with participants.
- Don't block the view. If people can't see, move the flipchart or suggest participants relocate to where they can see.
- Pace yourself by letting participants have time to read, reflect, take notes and comment.
- Walk around the room to see your own work, self-assessment is very helpful.

Prepared Sheets:

- Prepare charts, models, lists, diagrams, and/or sheets of information in advance. If you will use them repeatedly in your trainings, consider having them laminated.
- Reveal these sheets only as you need to share them.

Recording Techniques:

- Abbreviate/condense/summarize information.
- Print in block letters, over 1 inch tall or larger.
- Write a maximum of 8-12 lines per sheet.
- Write headings.
- Colour code your work.
- Ask if everyone can read it.

Display Techniques:

- Make sure flipcharts are above table height when placing them on the wall.
- Organize the placement of flipcharts on the wall for easy reference.

Source: Renner, P. (1999). The Art of Teaching Adults. Vancouver: Training Associates.

Activity 1 cont'd

30 min

Part B Work with a Partner

Group of Two Assessment of the Characters

Choose a partner and try to reach consensus about which characters in the story are most and least honourable and powerful. Record your answers in “Section 2 – Consensus of Two” of the chart.

45 min

Part C Work with Another Pair

Group of Four Assessment of the Characters

Join another pair to form a group of four.

Repeat the process of trying to reach consensus and record your answers in “Section 3 – Consensus of Four” part of the chart. Remember that only what all four of you agree upon can be recorded as consensus.

Activity 5 Personally Held Beliefs and Discrimination

 45 min

This activity is divided into two parts.

In **Part A**, you will respond to statements related to your personal attitudes towards gender equality issues.

In **Part B**, you will discuss your answers with the group.

5 min

Part A Work Individually

Fill in the table on the following page according to the instructions provided. Remember to record your first reaction and not spend time reflecting on your responses.

40 min

Part B Group Discussion

Your facilitator will review each statement with the group. Reflect on what your responses reveal about your own concept of human rights and gender equality issues.

