

Materials:

Role Cards

Discussion Cards

Facilitation Tools Sheet for each participant

Role With It: A Facilitation Game

5 minutes: Introduction

Rules:

1. Place **Blue discussion cards** and **white role cards** in the center of the circle, face down.
2. **Choose a facilitator who picks one discussion card.**
3. **Remaining members each pick one role card. Read card, place face down, and do not reveal your role – just play it well!**
4. **Facilitator reads discussion card and facilitates the group discussion.**
5. **After the discussion, the facilitator tries to identify the difficult members and their role.**
6. **Participants reveal roles.**

Process Observer gives feedback on facilitation and group process.

Subsequent Rounds

1. Assign new facilitator.
2. Pick new discussion question.
3. Shuffle role cards and redistribute.

15 minutes of game

Process Observer: Choose the most relevant of these questions.

Processing Questions

1. What was it like as a facilitator when you had these challenging people in the group?
2. What was it like for members of the group to have blockers in the group?
3. What skills did you use to facilitate the group smoothly?
4. What worked?
5. What didn't work?
6. What kind of things did group members do to help the group go smoothly?

15 minutes of processing

Large Group Training:

Role play techniques that encourage people to speak, redirect side conversations and deal with agitators etc.

Assign a new facilitator, pick a new discussion card, shuffle role cards and redistribute.

Play the game again, process observer facilitates 1st processing question and then allows participants other than the game's facilitator to continue facilitating the processing questions.

3rd Round

Assign a new facilitator, pick a new discussion card, shuffle role cards and redistribute. Play the game one last time, participants facilitate the processing questions, and process observer observes the entire process (game and processing) and gives feedback at the end to the group.

10 minutes game

10 minutes processing

Small Group Facilitation Skills Individual Assessment

After the game is over the participants complete the small group facilitation assessment.

Roles:

Dominator: You are the most vocal person in the group. Your answers, although thoughtful, are not only frequent, but also very very long. Although you seem interested in others opinions you barely give yourself time to breath much less time to hear from other people.

Passive: You are interested in this workshop, and have some ideas but you don't feel that they are appropriate to share. Sometimes when there's a break in the conversation you think about saying something, but just can't bring yourself to do it. The only way you will ever contribute to this group is if you are asked directly.

Misinformed: You are very excited about the topic being discussed, and have many things to share. Unfortunately most of these "things" came from the reliable source of you friend who heard it from his cousin, who heard it from her boyfriend... Therefore the facts that you introduce to the group are **never** accurate.

Agitator: You are having a bad day. You had an argument with your father this morning and your girlfriend/boyfriend this afternoon. At this point anything that is presented to you is either a bad idea or just plain wrong. Therefore, during the course of the group you argue with every idea that is presented and your body language is very negative.

Distracter: Being the joker is your strong suit. Your peers always laugh at you antics and you have met many friends through this talent of yours. Although, you are interested in the topic to be discussed, why let you friends down now? During the course of the group you will distract others either through side conversations or by dazzling the group with your rapier wit.

Discussion Scenarios

1. Professor Black was recruited by the African American studies department at a local university as an expert in African history. He is an award winning teacher at a major university in the Pacific Northwest, he has an impressive research background, and is active in the National Association for the Advancement of Colored People (NAACP). When Mr. Black arrived on campus it became apparent that he was white. When he

walked into his first class, most of the students walked out. In his second class students arrive chanting “*Black faculty for black students, Professor Black just doesn’t get it, Brothers only need apply.*” The students argued that a white person could not possibly understand the experience of people of color and are therefore unqualified to teach them. Do you believe that it is impossible for a white person to understand the experiences of people of color? Do you think that a white person is unqualified to teach African or African American history?

2. A student was kicked out of sociology class for wearing t-shirts with slogans such as *Free James Earl Ray, The Bell Curve was right, and Hitler had a good idea.* This student approached a group in school called Student Activist for Free Expression (SAFE), asking the group to represent his first amendment rights to free speech during his appearance before the disciplinary board. Do you think he/she should have been kicked out of class? Should this type of speech be protected? If you were a member of this group how would you respond?
3. After the showing of a film *Taxi zum Klo* in a cinema course at a public university, a film in which the protagonist is a gay school teacher, some members of the community protested at the use of public funds “to promote public degeneracy.” As a result of this protest the university instituted a rule that student must be warned of any unusual, or sexual material used in class ahead of time. How would you have responded to the public outcry? What do you think of the university’s reaction? How could this action be seen as discriminatory?
4. Doug is a high school star runner and planned to receive a college scholarship. However due to changes in the National Collegiate Athletic Association rules intended to create gender equity cut the number of male athlete scholarships in half and doubled the female scholarships. Doug doesn’t get one of the few scholarships that are left and feels that it is unfair. Is this unfair and why? Would you support the argument that although Doug loses, a greater good is served? How would this affect gender relations in the school?
5. An area school celebrates diversity by allocating money to student groups to have pride weeks. So far Native American, African American, women and gay/lesbian/bisexual student groups have done so and few funds remain. Now a group of white males in school have approached the principal asking for a White Male week. If you were the principal how would you respond? How would you respond to criticism that this action supports a privileged group? What role does the lack of funds play in you decision?

(Holkeboer/Hoekesma)

Small Group Facilitation Skills
Individual Assessment

N=Never

S=Sometimes

O=Often

A=Always

N S O A

1. I frame the group process up front, stating the goal and clarifying the facilitator role.

N S O A

2. I make the members of the group feel welcome and provide a safe environment.

N S O A

3. I refer to people by their names.

N S O A

N S O A

4. I smile often and use approachable body language.

N S O A

5. I ask open-ended questions to help guide the group process.

N S O A

N S O A

6. I maintain eye contact with all members of the group.

N S O A

7. I guide my group in a timely manner.

N S O A

8. I refrain from stating my own opinion so as not to bias the group process.

N S O A

9. I ask the quieter members of the group individually for their opinions.

N S O A

10. I summarize and re-state individuals' ideas and opinions to better understand their views and provide a leaning structure for my groups

11. I redirect those group members who are not paying attention, or having side conversations.

12. At the conclusion I provide a sense of closure by restating ideas, asking group's feedback on the process and

if possible celebrating the groups'
participation.

Facilitator Tools

Ways to Respond to Participants to Maximize Group Effectiveness

Response	Idea	Examples
Openers	Convey that you are listening and encourage sharing.	<ol style="list-style-type: none"> 1. Uh – huh 2. Nod Head 3. Could you tell us more?
Open-ended Questions	Ask questions to gather additional facts and to explore different sides of the issue.	<ol style="list-style-type: none"> 1. Who? 2. What? 3. Where? 4. When? 5. Why? 6. What would make it different? 7. Do you then think....?
Paraphrase	Restate participant’s basic ideas to give him/her a chance to clarify.	<ol style="list-style-type: none"> 1. So what your saying is 2. It seems that you 3. Simply restate the sentence
Reflect Feelings	Identify and state the feelings the participant has expressed.	<ol style="list-style-type: none"> 1. So you feel angry that 2. It was a hard time for you. 3. You felt left out. 4. It seems like that was a scary experience.
Summarize	Gather group’s ideas and summarize the feelings and ideas to serve as a beginning of a more intensive discussion, or as a turning point to focus the discussion in a slightly different direction.	<ol style="list-style-type: none"> 1. The key ideas expressed are ...does anyone have anything to add? 2. Most people are saying ... are there any other ideas? 3. It seems that most of us are concerned with ... what do you think about that?
Misinformation	Not to alienate the misinformed participant, but to make the correct information available.	<ol style="list-style-type: none"> 1. Does anyone have another view on this? 2. Some people would argue.. 3. I have read that ...
Dealing with a Dominant member	To make the participant feel that they have been heard and understood, but to allow other people to participate.	<ol style="list-style-type: none"> 1. We have heard good insights, but my job is to make sure that everyone has been heard from. Could we hear from someone who has not shared yet? 2. Thank you ____, but I have to stop here so that everyone has a chance to participate.

Arguments	Conflict is natural when dealing with diversity issues and can be productive. Your job is to get the conflictual views on the table to promote understanding without allowing personal attacks.	<ol style="list-style-type: none"> 1. Freeze the conversation and manage the dialogue encouraging only one person to speak at a time. 2. Encourage participants to use I statements, (I feel, I think), not to speak for groups of people. 3. Ask What's happening here? What is our group process? 4. Refer to the established rules or goals of the group. 5. Celebrate participants honestly and willingness to share their deep feelings.
Redirect	To regroup and encourage those who are not participating or distracting other members to come on board.	<ol style="list-style-type: none"> 1. Michael, do you have something to share with the group? 2. We have just been discussing (summarize). Does any one else have something to share ... pause... Lila? 3. Andre, could you please sit up and join the group, Vanessa is sharing some very important information with us and I want to make sure everyone hears it.

Diversity Workshop New Orleans
April 24 1999

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9. Remaining members each pick one role card. Read card, place face down, and do not reveal your role – just play it well!
10. Facilitator reads discussion card and facilitates the group discussion.
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Subsequent Rounds

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15 minutes of game

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Processing Questions

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15 minutes of processing

Large Group Training:

Mary Dee, Andre and advisors role play on the techniques of how to get people to speak, redirect side conversations and deal with an agitator. The participants are given the handout entitled facilitation tools.

5 minutes reading time

20 minutes discussion/practice

2nd Round

Assign a new facilitator, pick a new discussion card, shuffle role cards and redistribute. Play the game again, process observer facilitates 1st processing question and then allows participants other than the game's facilitator to continue facilitating the processing questions.

15 minutes game

10 minutes processing

3rd Round

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