

# FACILITATION CARDS: ABOUT

Unmaking Single Perspectives:



A Listening Project

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# FACILITATION CARDS: HOW TO USE

Unmaking Single Perspectives:



A Listening Project

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Produced as part of the HEFCE Catalyst project 'Unmaking Single Perspectives: A Listening Project' at Keele University, these cards are intended to be used to facilitate tried and tested workshop activities based on experiential and dialogic pedagogies.

Outcomes:

- Develop skill and confidence in face-to-face communications (open dialogue and active listening)
- Encourage cross-discipline conversations intended to explore other perspectives, with a view to understanding and learning through activities that pave the way to problem solving in multi-disciplinary teams.
- Raise awareness of sustainable development issues, relevant to all of us, through the use of dialogue.


#### Links to the UK Professional Standards Framework:

Areas of Activity: A1, A2, A4

Core Knowledge: K2, K3

Professional Values: V1, V3, V4

[www.heacademy.ac.uk/ukpsf](http://www.heacademy.ac.uk/ukpsf)

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The cards aim to be flexible, enabling you to build a complete workshop or select specific standalone activities to fit into your curriculum.

The cards are themed:

1. Perspectives – golden yellow



2. Open Dialogue – pale blue



3. Active Listening – deep blue



4. Sustainable Development - green



They are numbered by theme for identification purposes (P1 – P4, D1 – D6, L1 – L8, S1 – S6), you do not need use them all, or in sequence.

**Card Types** (within each theme)

**Activity:** Discovery learning, in pairs, small or whole groups.

**Quote:** Adds emphasis to activities and further conversation or personal reflection opportunities (Reflection points).

**Summary:** Highlights activity key points/words and important concepts.

**Value:** Explains the key benefits and relevance of the skill.

Please read the '[Facilitation Cards Guide](#)' before using the cards for more detail about the themes, how to use the cards and a summary of the underpinning educational theory and literature.

<https://www.keele.ac.uk/listeningproject/resources>



**Perspectives:  
Activity P1**



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**Perspectives:  
Activity P2**



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## Perspectives: changing perspectives

What do you see?

Do you see a duck or rabbit?

Can you switch between the two images?

Summary on P3

**NOTE:**

This exercise works best with a range of 3-6 images. For other images search for optical illusions, a good source is [here](https://hubpages.com/art/Two-Faces-or-a-Vase-10-Simple-but-Wonderful-Optical-Illusions):

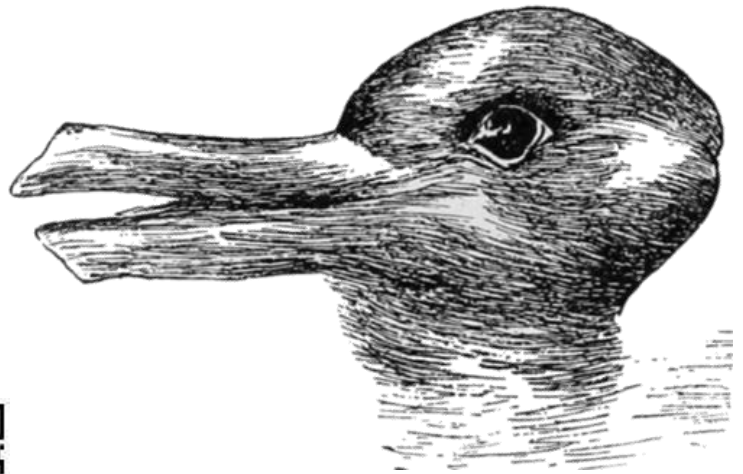


Image: from [Wikipedia](#), free to share and reuse

<https://hubpages.com/art/Two-Faces-or-a-Vase-10-Simple-but-Wonderful-Optical-Illusions>

**P1**

## Perspectives: our unique view

Individually imagine a scene where the sun is setting over water

What does it look like? (Describe to the whole group)

Summary on P3



**P2**



**Perspectives:  
Summary P3**



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**Perspectives:  
Activity P4**



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## Perspectives Summary: seeing and understanding

### **P1 - changing perspectives**

Usually one image stands out but we may then become aware there is another way of looking at the same picture, revealing a second image. Sometimes we may need someone else to show us one of the images. This is a good way of illustrating that there are different ways of looking at the same thing and that someone else can help us see a perspective we were not aware of.

### **P2 - our unique view**

We all relate our thoughts to what we know and our own experiences to make sense of things, so even though there are common features (i.e. the sunset and water) what we imagine may look very different. When we listen to someone else describe their vision we become aware of another perspective.

**P3**

## Perspectives Activity:

### **Where does our knowledge about the world come from?**

1. Think about everything that has shaped who you are and your world view – think about who and what has influenced you?
2. Talk about these influences in small groups and create a list.

Whole group

3. Why might this exercise be useful in helping us work effectively with others?

**P4**



**Perspectives:  
Quote P5**



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**Perspectives:  
Summary P6**



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## Perspectives Quote: Where our knowledge about the world comes from

Each of us views the world through different lenses ...

“These lenses are constructed in our contexts - produced collectively in social interactions (in families, education, the media, religion, the government)” ...

They “determine what we see as real, ideal, true, good and bad.”

Open Spaces for Dialogue and Enquiry (OSDE) (2007)

[www.osdemethodology.org.uk/](http://www.osdemethodology.org.uk/)

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### Reflection Point:

 What does this mean for all dialogue participants?

**P5**

## Perspectives Summary

1. Everyone has a valid and unique set of experiences and knowledge to share
2. Everyone's views have a personal bias
3. Everyone's knowledge is partial, therefore we can learn by listening to each other

Adapted from Open Spaces for Dialogue and Enquiry (OSDE) (2007)

<http://www.osdemethodology.org.uk/groundrules.html>

**P6**



**D**

**Open Dialogue:  
Quote D1**

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**D**

**Open Dialogue:  
Value D2**

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## OPEN DIALOGUE QUOTE: a Definition

“Meaningful interaction and exchange between people ... who come together through various kinds of conversations or activities with a view to increased understanding.”

The Dialogue Society

[www.dialoguesociety.org/about-us/our-approach.html](http://www.dialoguesociety.org/about-us/our-approach.html)

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### Reflection Points:

- 🌳 How would you define ‘meaningful interaction’?
- 🌳 How many of your conversations lead to increased understanding and how has this been achieved?

**D1**

## OPEN DIALOGUE: Value

- Helps avoid misunderstandings
- Enriches knowledge
- Improves relationships
- Helps build rapport between individuals
- Informs decisions and solutions

**D2**

**D**

## Open Dialogue: Activity

**D3**

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**D**

## Open Dialogue: Summary

**D4**

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## OPEN DIALOGUE ACTIVITY: Ground Rules

What conditions/attitudes do you think are important in order for people to have a meaningful conversation - one that brings them together and allows for an open exchange of views?

For example not being judgemental.

Have a conversation about this and create a list of those things you think would be important ground rules to observe in open conversation.

**D3**

## OPEN DIALOGUE ACTIVITY: Summary

### Conditions that support 'meaningful' conversation

1. Respect – genuinely listening and considering your responses no matter who they are or their views
  2. Openness - no personal agenda, honest responses
  3. Equality – non-judgmental, tolerant
  4. Empathy – put yourself in the other person's shoes
  5. Curiosity – fuels enthusiasm to explore a topic
- and

**Cognitive Effort** – giving the speaker your full attention, processing and thinking about what is said before responding

**D4**

**D**

**Open Dialogue:  
Conflict 1  
Quote D5**

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**D**

**Open Dialogue:  
Conflict 2  
Summary D6**

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## OPEN DIALOGUE QUOTE: Conflict

“People are able to interact in many ways” BUT “their ability to talk together about subjects that deeply matter to them seems invariably to lead to dispute, division and often to violence.”

Bohm et al, Dialogue a Proposal, 1991

[www.david-bohm.net/dialogue/dialogue\\_proposal.html](http://www.david-bohm.net/dialogue/dialogue_proposal.html)

### Reflection Points:

- 🌳 Why do people struggle to overcome their differences?
- 🌳 Can meaningful interaction only occur among those with similar views?
- 🌳 How can we encourage meaningful dialogue despite disagreement?

D5

## OPEN DIALOGUE: Overcoming conflict

**Dialogue is an inclusive process and entails listening, not just talking, to understand and learn**

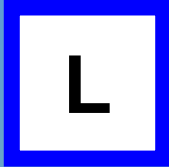
Everyone has a right to speak and be listened to respectfully

Put aside personal judgement and emotions, genuinely try to understand the concerns and viewpoints

Modelling open dialogue and active listening techniques yourself encourages others to respond to you in the way you would like.

Key words: equality, respect, transparency, empathy, patience, calmness, considered

D6



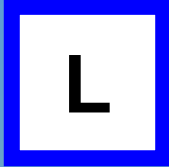
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Quote L1**

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**Active Listening:  
Summary L2**

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## ACTIVE LISTENING: A Definition Quote

“The heart of [open] dialogue is to listen” ... “to others but also ourselves and our own reactions”

Isaacs, p84, 1999.

### Reflection Points:

- 🌿 What does Isaacs mean by listening to ourselves as well as others?
- 🌿 How does the speaker know you are listening?
- 🌿 How would you make sure you have not misinterpreted the message\*?

\*summarised on L2

L1

## ACTIVE LISTENING: Checking Understanding

### Summary (for use with Reflection Point 3 on L1)

- You might repeat the message back (paraphrase)
- Or ask questions

*When you said .....  
what did you mean?"*

*"Could you  
repeat ...?"*

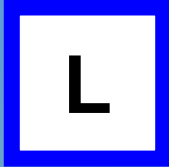
### Use questions (ask in a respectful way)

- Closed (yes/no) questions – for quick confirmation
- Open questions – to clarify more detail and to explore the topic further

**Explore** points of interest, assumptions and their implications, things you think are incorrect (respectfully)

L2





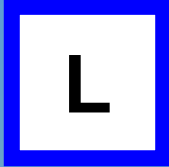
**Active Listening:  
Activity L3**

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**Active Listening:  
Value L4**

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## ACTIVE LISTENING ACTIVITY: more than words

There are two components to a message:

1. What is said verbally
2. The meaning behind the words

What do we need to pay attention to, besides words, to really listen and understand what is being said?

Useful image to explore body language further:

[https://pixabay.com/en/barack-obama-dalai-lama-2011\\_1159790/](https://pixabay.com/en/barack-obama-dalai-lama-2011_1159790/)

Image free to use and share



L3

## ACTIVE LISTENING: Value

### **‘LISTENING IS A GROWTH EXPERIENCE’**

“Besides providing more information than any other activity, listening brings about changes in people’s attitudes towards themselves and others”

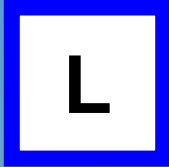
It “builds deep positive relationships and tends to alter constructively the attitudes of the listener”.

“People who have been listened to in this new and special way become more emotionally mature, more open in their experiences, less defensive, more democratic, and less authoritarian”

Rogers and Farson (1987)

[www.gordontraining.com/free-workplace-articles/active-listening/](http://www.gordontraining.com/free-workplace-articles/active-listening/)

L4



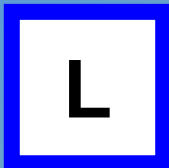
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Activity L5**

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**Active Listening:  
Quote L6**

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## ACTIVE LISTENING ACTIVITY: Barriers to Listening

### What stops us listening?

There many distractions, internal and external that make it difficult for us to stay focused on listening, physical noise is one example.

- Think about what might distract you from listening.
- Have a conversation about what causes us to lose focus and stop listening.
- Create a list of barriers

L5

## ACTIVE LISTENING: Quote

“Most often we know what we want to say and wait our turn to say it. We are closed to hearing the unexpected from others, cutting ourselves off from honest exchanges that leave us enlightened and inspired”

Isaacs, W. (2001) The Art of Dialogue

<https://spectrum.mit.edu/winter-2001/the-art-of-dialogue/>

### Reflection Points:

- 🌿 Do you identify with this?
- 🌿 Why does this happen?
- 🌿 Give examples from your own experience

L6

L

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L

## Active Listening: Summary L7

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## ACTIVE LISTENING ACTIVITY: Top Tips

### Part 1

1. **Listening Well!** What is important? Create a list of Top Tips for being a really good listener.
2. **Not listening!** Create a list of Top Tips to be a terrible listener.

Create two lists by adding your individual post-its

### Part 2

In groups agree a definitive list of those things you think are most important to being a good listener

L7

## ACTIVE LISTENING: Summary

Active Listening requires your full attention

- Avoid making pre-judgements about the speaker or message
- Stay focussed on the speaker
- Be patient - don't interrupt or jump to conclusions, use natural pauses to respond
- Pay attention to the way things are said – tone, pitch, volume and gaps
- Observe non-verbal clues – expression, gestures and body language (Sometimes there is a hidden text shown by body language rather than the words)
- Use questions to clarify understanding or details

L8



**Sustainable  
Development:  
Activity S1**

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**Sustainable  
Development:  
Value S2**

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## SUSTAINABLE DEVELOPMENT: An Open Conversation

1. Individually choose an image that reflects sustainability or sustainable development to you.
2. Find a partner and a place to have a 1:1 conversation about why you each chose that image.
  - Explore the differences /similarities in the images you chose
  - The images are a starting point, continue to exchange your views on sustainability/sustainable development letting the conversation flow naturally
  - Remember the ground rules for open dialogue and how to listen actively and enjoy your conversation

**S1**

## SUSTAINABLE DEVELOPMENT VALUE: why it's important

Sustainable Development relates to all of us, in our personal and professional lives and covers many challenges at all levels (local, national and global).

We need to bring different skills and perspectives together if we are to solve the sustainability problems that impact the wellbeing of everyone now and in the future.

**S2**





**Sustainable  
Development:  
Summary  
(The SDGs) S3**

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**Sustainable  
Development  
Activity  
(SDGs) S4**

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# SUSTAINABLE DEVELOPMENT: The United Nations Sustainable Development Goals



The United Nations SDGs 2015-2030 are a global initiative for us as a global society to face up to the challenges of creating a more just and sustainable society. The goals link human well-being and prosperity with impact on, and responsibility to protect, the planet. They are a useful reference for conversations relevant to all because of their breadth, and importance globally.



S3

## SUSTAINABLE DEVELOPMENT ACTIVITY: The SDGs and you

Individually look at the goals have you seen them before? \*

\* See S3, or SDGs website:

<https://sustainabledevelopment.un.org/sdgs>



Have a conversation about one or more of the following:

- Which goals do you think are the most important?
- How do different goals link together?
- Which have the most relevance to your sphere of influence?
- How can you contribute to the goals?

S4



**Sustainable  
Development:  
Quote**

**S5**

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**Sustainable  
Development:  
Activity**

**S6**

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## SUSTAINABLE DEVELOPMENT: What is it?

"Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs."

Brundtland Report, 'Our Common Future' 1987

'Sustainability represents a condition whereby human and natural systems can continue indefinitely in a state of mutual well-being, security and survival'.

Jones *et al.* Sustainability Education perspectives and Practice across Higher education (2010, p19)

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### Reflection Point:

 How do these definitions compare?

S5

## SUSTAINABLE DEVELOPMENT ACTIVITY: Relevance

Think about the definitions of sustainability and sustainable development and have a conversation linked to one or more of the following questions:

- Are you concerned about the sustainability of our current society?
- Where do you see the relevance of the concepts of sustainability in your personal and professional lives?
- To what extent do you think we all have a responsibility for ways forwards to a more sustainable future?

S6

## RESOURCES: Dialogue

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[www.keele.ac.uk/listeningproject/](http://www.keele.ac.uk/listeningproject/)



## Resources: Dialogue

Bohm, D., Factor, D. and Garret, P. (1991) Dialogue a proposal.

Available online at [www.albany.edu/cpr/gf/resources/Dialogue-3.htm](http://www.albany.edu/cpr/gf/resources/Dialogue-3.htm)

Bohm, D., (2004) On Dialogue. Abingdon, Oxfordshire and New York: Routledge.

Dobson, A., (2014) Listening for Democracy. Oxford: Oxford Press

Isaacs, W., (1999) Dialogue and the Art of Thinking Together. New York: Doubleday.

Rogers, C. and Farson, R. E. (2015 Reprint of 1957 Edition) Active Listening. Mansfield Centre USA: Martino Fine Books (article available [online](#) Gordon Training)

Sleap, F. and Omer, S., (Editors) (2013) Dialogue Theories. The Dialogue Society. Extract available [online](#) as PDF.

Faculty Commons - 'Listen to This!'

<http://studylib.net/doc/18165064/listen-to-this----faculty-commons#>

'Open Spaces for Dialogue and Enquiry' <http://www.osdemethodology.org.uk/>

The Dialogue Society <http://www.dialoguesociety.org/>

All sources available July 2018

**S5**

## Resources: Sustainability

Bruntland et al., (1987) Report of the World Commission on Environment and Development: Our Common Future

[www.un-documents.net/our-common-future.pdf](http://www.un-documents.net/our-common-future.pdf)

Jones, P., Selby, D., and Sterling, S., (Editors) (2010) Sustainability Education Perspectives and Practice Across Higher Education, London: Earthscan.

Noddings, N., (2005) Educating Citizens for Global Awareness. London: Teachers College Press.

United Nations: Sustainable Development Goals – 17 Goals to Transform Our World

[www.un.org/sustainabledevelopment/sustainable-development-goals/](http://www.un.org/sustainabledevelopment/sustainable-development-goals/)

All sources available July 2018