

LESSON
PLAN

LENGTH

30 minutes

OBJECTIVES

Through this activity participants will:

- ❖ Become sensitized to power relations and to the marginalization experienced by some members of society.
- ❖ Identify different forms of power at work in the community.
- ❖ Understand that advocacy is about shifting power.

SUMMARY

Role play and discussion will help participants to understand that advocacy is about shifting power. Participatory advocacy is about developing the capacity of community members and organizations to facilitate changes necessary to shift power and support rights-holders to claim their rights.

MATERIALS

- *Power Walk: Characters* handout with the character slips separated; one for each member of the class
- One copy of *Power Walk Statements*
- Large space to do activity

PROCESS

Gather the class in a large space, and have them stand in a line on one side of the room. Give each participant a slip with a character on it from the list provided.

Leader: I will read some statements aloud. Listen to each one, and for every statement to which you (your character) could answer yes, take one step forward.

Read each statement, pausing briefly between each one.

Discussion Questions

1. Who were the groups left behind? How did they feel? Why were they left out?
2. Why were the gaps between those in front, in the middle, and at the starting point so big?
3. During the walk, did those in the front turn around to see what was happening to those in the back? Was there any communication between groups?
4. What did it feel like to be in the front? What about in the back?
5. What responsibilities and duties do those in the front or in the middle have (if any)? What rights do those “left behind” have?
6. What are the visible and invisible forms of power at work here (age, gender, race, education, class, etc.)?