

### Activity 3.03 Power Walk (The Arts)

#### Module: 3. Local and Global Communities

Duration: 60 Minutes

#### Social Development Themes: Arts

#### Summary

This exercise explores power and status in communities

#### Learning Outcomes:

Understand the concept of community and connections between local and global community

Ability to identify key stakeholders in the community – power and decision-making

Motivation to act towards sustainable development

#### Preparations and Materials:

Playing cards

#### Approach:

1. Separate playing cards into numbers 1 to 10. If there are more than 10 people in the group, have two sets of each number. Give each participant a card and ask them not to show anybody else and not to look at the card. In the role-play, 10 is the character with the most power and 1 the least. Ask them who, in their lives, might have more power and who might have less. (Handle this sensitively as the group may feel that they are low status in the community.) Decide on a context for the improvisation – a town meeting, a party, an event – somewhere you might find a cross-section of society and there is lots of activity.
2. Without looking at their cards, participants should press them to their foreheads so the number is visible to the group.
3. When the exercise starts, participants should interact with each other, letting the drama take its course and direction but make sure there is action and interaction.
4. The way participants interact with each other will depend on their status/power within the community.

For example, if talking to someone with a 9 they will probably be humble and respectful. If talking to somebody with a number 1 or 2 they would be much less respectful, perhaps ignoring them or treating them with indifference, as they have less power and status.

5. After 5 to 10 minutes, ask the group to line up, with the person they think is most powerful at one end, and the least powerful at the other. Remember, they don't know their own number and are only going on the interactions they've had.

6. Once they have agreed on a line, the facilitator calls out the numbers on the cards in order.

#### Alternate Approach:

1. The same idea applies but participants look at the number on the card when they get it, making sure nobody else in the group sees it. They then play their own status, thinking about how their character would walk, how they relate to people around them and how they feel about themselves.

#### Approach 3

1. You can play with the exercise by exploring power/status from an internal or external position. What happens if I'm perceived as a 2 but inside feel like a 7 and vice versa? Explore internal 'personal' power and how we cultivate that?

2. Playing it with young people, who would be a number 1? How does it change if they've chosen that? Perceptions?

#### Debrief:

- How did it feel to play a low-status person or a high-status person? Were there any surprises when the numbers were revealed?
- How was it for the people who had more power? How did you feel about the people with less power than you? How did you feel before you'd worked out

who you were or where you might fit into the power dynamics?

- Who might some of these characters represent in your own communities?
- How do we feel about how status and power is distributed in our communities?
- Is there a large gap between the high-status and low-status characters? Why?
- Are there areas where, as Active Citizens, we might seek to reduce the gap? Are there specific examples of how this could happen?