

Classroom Exercises

EXERCISE 1: Hand, Head and Heart Exercise [10 minutes]

Have students pair up with a person they do not know very well. Ask them to take few minutes to think about their assets and have them take about five minutes to share these assets with the other person in three realms of knowing.

1. **Hand** – Physical skills you possess that you would be willing to teach others. I.E., carpentry, photography, painting, bicycle repair...
2. **Head** – Knowledge that you have in a particular area like child development, health care, history of the neighborhood...
3. **Heart** – What are your passions; what stirs you to action; what would you walk across hot coals for?

EXERCISE 2: World Café Discussion [30 minutes]

Have students watch the video by Chimamanda Adichie:

http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html

Then, in groups of 4 to 5 students, have students sit around each of the tables and talk to each other, with one student acting as the host. After 10 minutes, have students move on to another table and have the host stay to tell the new people about the previous discussions. At the end the emerging themes and ideas are collected and distilled by the whole group. As participants carry key ideas or themes to new tables, they exchange perspectives and new insights. The discussion should be guided by the following questions:

1. What is the single story that tends to dominate the social/international development field when referring to the people we work with at the community level?
2. What is the language and labels we tend to put on the people we work with at the community level?
3. Why do you think this is the case? What, if anything, could we do about it?

EXERCISE 3: Appreciative Interviewing [15 minutes]

In groups of 3: Have students take the role of an **Interviewer, Interviewee, Observer**. Have them switch roles and ask the following questions:

- ✓ “Tell me a story about a time when you felt at your best where you were working”

Probe with these types of questions:

- ✓ “What was it about particular people you worked with that made it a success?”
- ✓ “What was it about you that made it successful?”
- ✓ “What was it about the situation itself that made it successful?”

EXERCISE 4: Asset Mapping Exercise [35 minutes]

Have your class divide into small groups of 3 to 4 students. Have them think about a social issue, population or project that they are working on or is of interest to them. Ask them to think about the types of community assets that they are interested in capturing or the specific information that they need about these assets.

Provide crayons, markers and drawing sheets and ask them to draw an asset map of their community of interest. Ask students to use the following questions as a guide:

1. What are the different assets in the community?
2. Do community members consider these elements you identified as assets?
3. What types of assets exist in this community? Examples of ‘could be ‘health’ assets, ‘educational’ assets, or ‘arts and recreation’ assets.

Once each group draws their map, ask students to hand their maps. Conduct a gallery walk around the class-room and have each group present their asset map.