

SESSION TITLE: Using Questions Effectively - Categorizing Questions

AUTHORS: NPS Interpretive Development Program (Rudy and Lacombe) – March, 2017

SESSION LENGTH 75 minutes

OBJECTIVES: *At the end of the session students should be able to:*

- Describe two reasons to create safe space for audience members to answer questions
- Define scaffolding in the context of dialogic questions or the Arc of Dialogue.
- Give examples of Green, Yellow, and Red questions.

TRAINING AIDS

- Powerpoint (From Forging Connections class or create your own)
  - [Arc of Dialogue Strategy](#)

HANDOUTS (see [Forging Connections Workbook](#))

- \*\*The Arc of Dialogue Handout
- \*\*The Museum Hack Ethic Handout
- \*\*Scaffolding ORACLE Questions Worksheet

FACILITATOR NOTES

This session spends time talking about creating safe space and scaffolding our questions. To the extent possible, it would be good to model this in the agenda of the ACE training - creating safe space for the participants on the first day, followed by progressively more difficult exercises. Pointing this out during this session can help draw attention to the effectiveness of creating safe space before asking people to share.

You will share the Arc of Dialogue model in this session only as an illustration of scaffolding -- not teaching how to develop or present an arc in this class -- which is a skill learned/practiced in the Facilitated Dialogue class. The Traffic Light model from MuseumHack may be a simpler and more useful quick reference for beginners, so the activities in this session utilize that model.

CONTENT	METHOD	TIME
What do you need to feel safe?  Refer to questions from Workshopping Questions session - Do certain questions feel more or less intense/safe? (you can refer back to the previous session where they posted and attempted to answer each other's questions)	Popcorn out answers and capture on flip chart.	15 min

<p>To encourage honest answers - safe space is needed. Create a “container of safety.”</p> <ul style="list-style-type: none"> <li>● Create a safe environment for asking questions by scaffolding questions according to the level of ease, complexity or personal risk involved in answering them</li> <li>● Ground rules are needed when questions become more challenging and require more investment on the part of audience members</li> </ul> <p>Creating safe space allows:</p> <ul style="list-style-type: none"> <li>● Social bridging</li> <li>● Familiarity/Rapport</li> <li>● Builds comfort with discomfort</li> </ul>	<p>Explanation/Discussion</p>	
<p>Categorizing Questions: Arc of Dialogue Model</p> <ul style="list-style-type: none"> <li>● Strategically crafting experiences that build upon each other - not necessarily linear.</li> <li>● The Arc of Dialogue <ul style="list-style-type: none"> <li>○ Phase 1 - me easy <ul style="list-style-type: none"> <li>■ Entry level into the conversation and builds community. Very important with complex/controversial topics.</li> </ul> </li> <li>○ Phase 2 - me harder <ul style="list-style-type: none"> <li>■ Share personal experience.</li> </ul> </li> <li>○ Phase 3 - We hard <ul style="list-style-type: none"> <li>■ Explore beyond own experience. Typically more challenging question (may need a bank of questions to draw from).</li> </ul> </li> <li>○ Phase 4 - We easy/We forward (possible reconciliatory truth) <ul style="list-style-type: none"> <li>■ Synthesize - don't leave them hanging.</li> </ul> </li> </ul> </li> <li>● Questions can be scaffolded through any program type. <ul style="list-style-type: none"> <li>○ You may only use phase 1 &amp; 2 type questions interspersed in a program.</li> <li>○ Arc of Dialogue – works well for an ordered experience/opportunities that are reactive – you can alter them depending on input you get from your audience.</li> </ul> </li> </ul>	<p>Explanation, discussion, powerpoint and flipchart</p>	<p>15 min</p>

<ul style="list-style-type: none"> <li>● Show Tenement example (see Powerpoint): <ul style="list-style-type: none"> <li>○ What do you say when people ask where you're from? Why do you answer this way?</li> <li>○ How does immigration influence your daily life</li> <li>○ How did the tour challenge or confirm your beliefs about immigration today?</li> <li>○ Based on what we've discussed today, what changes would you like to see happen in your community?</li> </ul> </li> </ul> <p>Optional activity: <a href="#">Grand Canyon Endangered Species arc of dialogue example</a> (or other example of a well-scaffolded arc) -- print out the questions and then cut them into separate slips of paper -- one set of all the questions for each table. Have each table attempt to put the questions in order according to the arc scaffold. Do a quick report out to discuss the reasoning for the scaffolding of these questions.</p>	<p>Table group activity</p>	<p>(10 min -- add to session total if you use this activity)</p>
<p>Categorizing Questions: Museum Hack Experience Model</p> <ul style="list-style-type: none"> <li>● Uses lots of interactions and categorizes them using an upside down stoplight. <ul style="list-style-type: none"> <li>○ Green: simple questions (yes/no, little emotional investment) * you must build rapport at this level to move on.</li> <li>○ Yellow: more complex questions (deeper answers, ask the question so <u>you</u> can react).</li> <li>○ Red: deepest moments (collaboration between visitors).</li> </ul> </li> <li>● Has to be very reactive for it to work.</li> <li>● Tends to have more ebb and flow - less linear than Arc.</li> </ul>		<p>15 min</p>
<p>Activity: Use <a href="#">worksheet</a> to categorize questions used in earlier Workshopping Questions session.</p>		<p>25 min</p>

<p>Introduce Pop-ups</p> <ul style="list-style-type: none"><li>● Describe how they work -- refer to <a href="#">pop-ups summary in workbook</a></li><li>● Forecast how the group will develop and present pop-ups during the rest of the week</li><li>● Set up the pop-up examples they are about to experience</li></ul>		5 min
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