Interpretive Development Program

What is Facilitated Dialogue?

Facilitated Dialogue is a technique and includes building skills and having access to many tools. This document was created to help facilitators lead or facilitate conversations that continuously consider audience needs as well as establishes an environment that is safe and engaging.

The Parts of facilitation:

- Ground Rules - Group Guidelines/Agreements
- Shared Experience
- Techniques
- Types of Questions: Arc of Dialogue model
- Audience-Centered

Facilitations is …

- hearing from the audience;
- engaging with the audience;
- free exchange in a respectful manner;
- allowing participants to see the world through others eyes;
- letting participants draw their own conclusions and meanings (not the ones we have);

Techniques

- **Popcorn** - capturing participants spontaneous thoughts and writing them down for everyone to see
- **Popcorn share** - capturing participant’s spontaneous thoughts and writing them down for everyone to see but the same thoughts are not duplicated or written down.
- **Gallery Walk** - Participants walk around the room and read 4 different quotes or statements. After reading each quote invite participants to stand by the quote/statement that most moved them, strike them in some way--you want to talk about it more.
- **Graffiti Wall** - allow participants to illustrate their response/reaction to a question, statement, or quote rather than describe in words. Allow time for participants to review the graffiti wall.
- **Chalk talk** - People react/respond (either by writing directly on whiteboard or sticky note) to a question/statement and then participants read the responses either individually or in groups.
- **Fish Bowl** - arrange chairs in two circles (inner and outer), have participants in one of the circles respond/react to question, statement, quote, etc… while the other circle (group) listens. Swap groups to give the silent group of listeners the same opportunity.
- **Pair Share** - two participants react/respond to a question, statement, quote, etc...
- **Small Groups (or Cooperative Learning Groups)** - more than two participants reacting/responding to a question, statement, quote, etc…
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- **Your “two cents”** - participants are given two pennies during the discussion they are only allowed two opportunities to share in the discussion. Once they have used their two pennies they must listen to others in the group.
- **Photo Gallery** - a collection of photographs, charts, diagrams that make up a PowerPoint that might be considered the shared experience.
- **Carpet of Ideas** - participants react/respond to a question, statement, quote, etc… on a large size index card. Once participants complete their response they share them on the “carpet” or floor in a designated area … the facilitator leads a discussion based on the responses from the cards and/or allows participants to react to the responses.
- **Equal Pay Table** - participants may choose to purchase items from a table but only if the pay based on unequal terms (i.e. Set up a “Equal Pay Table” and postcards are sold to men for .50 cents but they are only .30 cents for women)
- **Footprints** - Allow participants to walk or choose to walk through the footprints of a specific group based on specific questions or a shared experience.
- **Ballot Box** - Allow participants to vote on a controversial topic and engage participants in an conversation on the results.
- **Re-thinking Soup** - Invite participants to share in a conversation over dinner (i.e. soup and bread) using the ARC of Dialogue model.
- **Film series** - Invite participants to engage in a longer dialogic process (several films on the same topic but from different points of view)
- **E-dialogue** - Conduct a blog w/ participants or a virtual book club using the ARC of Dialogue model.
- **Tops Model** - facilitator completely steps back and allows the conversation to flow fluidly.
- **Caucusing** – It is sometimes useful to create opportunities for people to explore issues within their respective groups. These groups can of to be constructed on any number of commonalities, including race, culture/ethnicity, gender, religion, neighborhood, or job allowing participants to explore difficult issues within the safety of these “identity groups.”
- **Serial Testimony** - Participants react and share without interruption or questions from the other group members. Only one person speaks at a time. As each person speaks, the group is to listen silently without asking a question. This can be timed giving each person 1-2 minutes.
- **Anonymous Testimony** – Participants react/respond to a questions, statement, quote, etc and anonymously submit their answer on large index card, the cards are posted and conversation occurs around the responses to the questions rather than on the person who made the comment.
- **Multi-session** - More than one dialogue, people commit but no one new can participate.
- **Photolanguage** - examination of photos; participants review the photo collection (without choosing a photograph) after review participants are given the opportunity to go to the photo that resonates with them. Allow participants to share why the photograph is important. (i.e. Choose a photograph that represents immigration as you understand it).
- **Mutual Invitation** - In small groups, one participant invites the other person to share (i.e. what troubles you most about our collective response to current immigration? What do you find most reassuring?) If the person who has been invited to speak is not prepared to do
so, he or she may “pass” the invitation to someone else with the knowledge that the group will return to him before the speaking is over. Give groups enough time to respond.

- **Exploratory Question/Statement** - specific way you ask a question (i.e. If you alone had the power to determine this country’s immigration policy, who would be welcome to immigrate here? What is the thing I most value about this identity?)

- **Synthesis Question** - Putting together a question that gets participants to think about the big picture or how they might get involved in their community. (i.e. In light of what we have heard today, what ideas or concerns would you most like to bring to our leaders’ attention? What experiences or credible information might alter your views, hopes and concerns about the ideas we have discussed today?)

- **Dialogue w/ mobile device** - allow participants to respond to specific questions anonymously. Using Socrative a smart response system ([http://www.socrative.com/](http://www.socrative.com/)) allows for anonymity but gives participants an opportunity to see and respond to responses as they are given.

- **Wagon Wheel or Concentric into Circles** – divide the entire group into two groups of equal number. The first group is asked to arrange chairs—one person to person—in a circle facing out. The second group then arranges around the inner circle and with their chairs facing in. The result is two concentric circles with chairs that face one another to form pairs. After a question is posed give a specific time to respond. At the end of the time, the pairs stand up and each person moves one seat to his or her right. In effect, the two concentric wheels are moving in clockwise and counterclockwise directions to create new pair groupings.
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APPLICATION FORM

Interpreting Critical Issues Using Civic Engagement & Facilitated Dialogue Techniques

October 22-25, 2013
Pacific West Regional Office
333 Bush Street, Suite 500, San Francisco, CA 94104

Name: ______________________________________________________________

Position: ___________________ Park Code: ________ Grade: ______

Park/Office: ______________________________________________________

Address: _______________________________________________________

Phone #: ________________  FAX #: ___________ E-mail:____________

Highlight or check-mark all that apply about yourself:

1. I am a...
   __front-line interpreter
   __front-line interpretive supervisor
   __park or regional interpretive specialist
   __interpretive chief or manager
   __communication specialist
   __PWR climate change champion
   __other (specify) ________________

2. I work in a park that interprets -- or needs/wants to interpret -- issues relating to...
   __climate change
   __ocean stewardship
   __fire management
   __civil rights
   __other critical issues ________________

3. I have experience with training other interpreters.... (list class or session topics you instructed)
   __in my park _________________________
   __in my region _______________________
   __servicewide training classes _______________________
   __NAI workshops ____________________
   __other interpretive training experience ____________________
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4. I have past or current certification as....
   ___ an IDP regional or local coach
   ___ an IDP peer review certifier
   ___ an NAI certified interpretive trainer
   ___ a basic certificate in the IDP/Epplery on-line course “Training and Coaching Interpreters”
   ___ other training certifications ____________________________

5. Please provide your total years as a field interpreter ______

6. Please provide your total years supervising interpreters ______

7. Write a paragraph in response to the following question:
   
   How do you already use -- or anticipate using -- facilitated dialogue or other engagement strategies at your park/site?

NOTE: Learning to apply civic engagement and facilitated dialogue strategies for front-line interpretive services and products is considered an advanced skill set. To participate in this workshop, you should possess an understanding of the professional standards for interpretation as defined by the Interpretive Development Program.

E-mail this nomination form to Course Coordinator Paul Ollig (Paul_Ollig@nps.gov) by September 13, 2013 to be considered for the workshop.

Applicant's
Signature: ___________________________ Date: _______________
(Electronic acceptable)

Supervisor's
Name: ___________________________ Phone#: ____________