

Training Programme

Exploring the different dimensions and definitions of diversity

Day (2)

10 Power flower

Activity

30 min

Useful for:

Identifying who we are in relation to those who wield power in our society (reflection of social identities)

Resources needed

Printed Power Flower sheets (enough to give out each participant one sheet), pencils to colour the petals

Room layout:

As for the previous activity

What Happens?

The facilitator hands out another sheet of paper: “the Power Flower”. He or she explains that this exercise is about reflecting aspects of social identity (for example power and privileges of each participant as seen by the society). The facilitator should explain that the sheets will not be shared with the others.

The sheet shows a centre of a daisy-type flower which is divided into 12 segments, each representing one facet or category of our social identity. This centre is surrounded by a double set of petals, one outer and one inner. The outer petals represent the dominant or more powerful identities in society. The inner petals represent the less powerful aspects of our identities. The object of the exercise is to discover how much power we derive from different aspects of our identity. Participants should look at each category – for instance sex. If they are a man,

they should then consider whether men have more power in society and if so they should write 'man' in the outside petal, If they look social class and think they are working class, they should then consider whether they would be more likely or less likely to have power in society. If they decide less power, they should write this onto the inner petal. They should then colour in each petal they have written on. The more outer petals they have coloured in, the more social power that person possesses.

The facilitator goes through the different aspects of identity with the participants and to make sure the words are understood. The participants can also add aspects of social identity in the blank space of the flower.

In the reflection, participants should consider what it felt like to do the activity and what conclusion they draw from it about their own power/lack of power.

- Do you think that the profile that emerges is true about you?
- What other aspects of identity should be considered in the Power Flower?

Notes for facilitators:

It is important for participants to consider the question of power in the classroom. Children and young people are highly conscious of power, and their own powerlessness. Part of the process of working on diversity is to empower them, and this will require them to reflect on their identities and to start to consider them a source of power in society. Participants should consider how to manage a change in power relationships in the classroom.

»One Participant commented to me “How close or far are you to those in power in your society? Shockingly revealing!«

Jenny Karaviti, TENet-Gr, Greece

Downloads

- [Power Flower \(pdf, 44 kB\)](#).

You can find all downloads at <https://europe-in-perspective.eu/resources/>

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