



(Adapted from: [Understanding and discussing Power Structures, Self and Group Dynamics](#))

GROUP GAME

This group game will illustrate some of the challenges posed by societal notions of belonging. Participants will note that through a system beyond individual control, certain members will face barriers to integration and membership, while others will not. This activity will help to demonstrate dynamics that exist within communities as they relate to citizenship and alienation.

Objective: To understand the idea of status and roles in a group

Outcomes: Participants will develop an understanding of different roles in a group. Participants will consider what is meant by status in a group.

Materials: Deck of cards, question cards, markers, pens.

Be sure to clear space for this activity!

Introduction

1. Explain the learning objective and the outline of the game to the group – Status activity. Using a deck of cards to look at status and roles in a group.
2. Ask the participants what they understand by the word “status”. As a group, write down the suggestions on a board or large sheet of paper. Ask the group to think about the concept of status in relation to groups of people.
3. Explain that in this context, status is a position in a group. Status can change. People “play” different status with different people. There is high, middle and low status.

Activity:

1. Ask the group to stand in a circle. Shuffle the deck of cards, remove the joker cards.

- King, Queen, Jack and ten are high status cards
- Ace, two, three, four are low status cards
- Five, six, seven, eight and nine are middle status cards
- Ask each participant to take a card but to keep the status of the card to themselves.

2. Set the context for the status cards. Everyone is on the main street of a town/city. Ask the participants to walk around the space – the main street with the status of the card they have been given. Ask them to think about eye contact, how they walk, do they greet other people. Bring the group back together in a circle after a few minutes. Discuss with the group how they walked with the status card, if they made eye contact, greeted people if they had a high, middle or low status card.

3. Play the activity again. Shuffle the deck of cards. This time ask the participants to take a card, but not to look at it themselves. This time they will try and determine what their status is from the way other people respond to them. The participants hold the card up to their forehead.

4. Give a context again – main street, school, shop. Participants move around the space and respond to each other by considering status. Again considering eye contact, how they walk and greet other people.

5. Ask the group to come back into a circle. Without talking to each other place themselves in the high, middle or low status group according to what status they felt other people treated them with and how they then walked, made eye contact, greeted people. Ask each status group why they felt they had high/middle or low status. Ask the participants to then look at the cards.

6. Ask the group to sit in a circle for a discussion about the activity.

Discussion and Reflection:

Discuss with the group how they presented the different types of status. What showed high/middle or low status?

Discuss with the group how it felt when they had a high/low/middle status card?

How did they respond to each other?

Was it difficult to play the different status? Why?

How did they feel when the status was imposed on them? Did they change the way they walked in the space according to how other people were responding to them?

Ask the group to think about status in relation to real life – how they interact with refugees, immigrants, outsiders etc.