



## ***Example Actions for Leveling the Playing Field***

The following portions of Learning Tasks are supported by the creation and maintenance of a safe and respectful learning environment, and represent only one of many principles and practices that need to be attended to. (See Chapters 2 & 3 in [\*Taking Learning to Task: Creative Strategies for Educating Adults\*](#) by Jane Vella; Jossey Bass 2000, for a complete description and examples of Learning Tasks).

### **Topic: Learners as Subjects**

**Find** a new partner. **Reflect** on your own consulting, training, teaching, and supervising. **Interview** each other, asking these questions.

1. *In what ways are your learners treated as “subjects”? How are they being invited to:*
  - *make decisions*
  - *critically analyze the content being taught*
  - *invited to apply the new ideas immediately to their own life or work*
2. *What actions or strategies do you use that help learners to develop their skills and confidence? How do you see these connecting to being a subject?*
3. *What is one more thing you can do to provide learners even more decision-making opportunities in your teaching situation?*

**Jot down** a few responses to each question in the space below. We will explore the Subject/Object idea more deeply as a whole group.



Developed by Darlene Goetzman, Certified Dialogue Education™ Teacher & Partner

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# Tips & Tools

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## Topic: Your choice!\*

In groups of 2, respond to the three open questions below.

1. What does the \_\_\_\_\_ you selected mean to you in your own words?
2. How have you seen that \_\_\_\_\_ in action?
3. How will knowledge of this \_\_\_\_\_ help you \_\_\_\_\_ (the learner's context)?

\*Some topic ideas are:

- Developmental Milestone (asset)
- Quote
- Benefit description
- Principle

## Topic: Relationships

### Step 6 Give and Take

Explain:

In a fair relationship, partners give and take equally.

With your learning-partner, share:

- What do you give in the relationship with your boyfriend or girlfriend?
- What do you take?

