

Bridging the Divide

Session 1 of 2: Political Discourse for Civic Action

The Bonner Community Engagement Curriculum

Overview:

Throughout the course of the past several decades, participating in deliberative political discourse with others of diverse beliefs has become more and more challenging. A lack of healthy discourse has been regarded as detrimental to the processes that establish the strong foundations for a democratic society. This training is therefore geared towards gaining skills in deliberative dialogue, the importance of such skills, and how participants may be able to apply them to their everyday lives towards being active citizens. This first session is an introduction, self-reflection, and skills-attaining activity that engages participants in discussing political their views.

Category:

Civic Engagement, Diversity, Professional Development, Interpersonal Development, Personal Development

Level:

Suitable for all levels (introductory to advanced). Recommended to do at least twice as a training per class cohort.


Recommended

Bonner Sequence:

This training is recommended for all levels of a Bonner program, but it has introductory and personal growth material that may be useful and necessary for underclassmen. It can be utilized during freshman orientation, fall orientation, or class meetings. This training is recommended as part of the Dialogue Across Diversity and Inclusion 4x4 model, Stage 2: Understanding.



All Levels

Dialogue Across Diversity and Inclusion 4x4 Student Developmental Model			
Stage 1: Exposure	Stage 2: Understanding	Stage 3: Application and Discussion	Stage 4: Adaptation
			

Goals of this Training:

The goals of this training are as follows:

- To provide participants with the skillset and knowledge on how to speak about political issues while being heard, as well as how to hear others with empathy and understanding, even if agreement is not reached.
- To ensure that participants can understand and critically assess the way that a lack of political discourse is dangerous for the society they would like to be in.
- To motivate participants to conduct these kinds of conversations in their everyday life in the appropriate settings and continue to spread the necessity of deliberative political dialogue.
- To debunk the myths about prominent US political parties and what those that align with them stand for and think.
- To inspire participants to continue engaging in aspects of citizenship that will provide for a healthier political atmosphere.

Materials:

- Open space for movement; space must also contain a computer and projector
- Slideshare Presentation: <https://www.slideshare.net/BonnerFoundation/bridging-the-divide-78932872>
- Designated co-facilitator prior to start of training
- (Preliminary Activity) My Political Compass Worksheets, pages 13-14
- (Intro Activity Option 1) Manipulated Telephone Game Character Slips, page 15 (1 copy per round)
- (Intro Activity Option 2) Political Party Myths & Facts, pages 16-17
- Scissors
- 60 extra paper slips
- Sheets of paper for name tags (if participants are not familiar with one another or do not have name tags already)
- Pens
- Large sticky paper

Preparation:

The preparation necessary for this first session of the overall training, is as follows:

- Find a good open space for movement seeing as how structures of conversation in this training session will require the room to be flexible in its arrangement.
- Find someone who would like to be a co-facilitator in this training. Make sure that they too have read through this first session's training guide and are aware of all the components in the training.
- Read through some of the attached references to this training guide under "Credits" before starting. Specifically, "Reaching Across the Red/Blue Divide," and "How Important is Discourse to Social Change? Case: Microblogging Community Tumblr" by Caroline Hargreaves for background knowledge and research.
- If the Political Compass Worksheet (on pages 13-14) is being completed before the training session, the facilitator may decide if they will take it upon themselves to print out the worksheets for participants or not. If the Political Compass Worksheet is being completed after, such as for a workshop, the facilitator will need to print out an estimated number of copies for those they expect to be in attendance.
- If choosing Intro Activity Option 1, print out the Manipulated Telephone Character Slips on page 15 that correspond with the number of rounds you are intending to play. (ex: 2 rounds = 2 copies.)
- Cut out approximately 60 slips of paper that participants may write on during the training session. (scrap paper would work best) If you are not conducting Intro Activity 1, simply bring extra scrap paper to the training session for participants to take notes on.
- If choosing Intro Activity Option 2, print out the "Political Parties Myths & Facts" Handout on pages 16-17, corresponding to the number of participants that will be in attendance.
- Gather a sheet of large sticky paper and write the ground rules provided in this training guide before activities start.
- Prepare the [power point slide show](#) and all computer equipment.
- Become familiar with script aspects of this training.
- Watch the TedTalk: <https://www.youtube.com/watch?v=hQwVnUjAgHU> "A Return to Civil Discourse" by Malcom Glover

Brief Outline:

This training is designated for a Bonner cohort setting, but the following gives the accommodations necessary for groups of participants that may not fit the categorization of a Bonner class cohort. Examples of this may include workshops at national meetings, or other workshops that aim at campus engagement in civic events.

The main structure of the training follows an introductory game, a discussion, a skill-building activity, finally followed by a reflection activity. The preliminary activity consisting of varying self-reflection activities may be placed wherever most helpful to the facilitator; it is recommended to assign this activity prior for a Bonner cohort, and after the training for an unfamiliar participant group. Either training options should take no longer than 90 minutes. *If you would like to accommodate this training for a one-hour session, it is recommended to cut out the Intro Activity and shorten the Deliberative Dialogue activity by 5 minutes.*

Bonner Cohort Training Plan (Approximately 90 minutes):

- | | |
|--|------------------------------------|
| 1) Political Compass Worksheet | Complete prior to training meeting |
| 2) Introduction | suggested time 10 minutes |
| 3) Intro Activity: Choice 1 or 2 | suggested time 25 minutes |
| 4) Opening Discussion on Current Political Climate | suggested time 20 minutes |
| 5) Deliberative Political Dialogue | suggested time 35 minutes |

Workshop Plan (Approximately 90 minutes):

- | | |
|--|---------------------------------|
| 1) Introduction | suggested time 10 minutes |
| 2) Intro Activity: Choice 1 or 2 | suggested time 25 minutes |
| 3) Opening Discussion on Current Political Climate | suggested time 20 minutes |
| 4) Deliberative Political Dialogue | suggested time 35 minutes |
| 5) Political Compass Worksheet | Complete after training meeting |

Preliminary/Follow-Up Activity - Political Compass Reflection Worksheet

Suggested time: Suggested to complete before or after training 1 (*dependent on setting and facilitator*)

- If used *before* the main training, this self-reflection activity will function as the starting materials for one of the larger discussion activities. Participants will be, fully aware of their political leanings, be able to reflect on what they have originally perceived as their stances to be and how they may have misjudged someone from differing political stances.
- Participants that are involved in this training will need to take the online quiz: **www.politicalcompass.org/test** (from The Political Compass™) and complete the following handout “My Political Compass”
- If used *before* the main training, all results will be sent in to the facilitator prior to the start of this training so as to keep track of activity activity and knowledge gained.
- Have everyone either bring in their results to the training, or have the results ready for them when they come into the space.

- If used *after* the main training, hand out “My Political Compass” worksheets after the training session is over.

Part 1) Brief Welcome, Introduction and Ground Rules

Suggested time: 10 minutes

Facilitator must:

- Welcome participants and thank them for their time
- Introduce themselves and their co-facilitator
- Give the title of the training, but *do not give the reason as to why the training is occurring - that will come later.*
- Set expectations of participation for the group.
- Establish ground rules. Please establish the following to start out; it is suggested that these rules are written out on a large sticky note for future reference in the training.
- *Please allow participants of training to suggest more ground rules that they would like added. Remember to have these physically written out on a common space (white board or large sticky paper) so that they are present and available for reference during the training session.*

Ground Rules

Be respectful of every individual in the room and what their differing backgrounds may be.	Realize and accept that we may leave this room without a resolution to problems that may arise.
Agree to come into this with an open mind and the goal of understanding; do not attempt to persuade.	Ask questions and use “I” statements to draw from personal experiences; try not to represent larger groups.
Be curious and open.	Consciously move beyond stereotypes and assumptions.
If you want to be heard, be sure to listen.	Share speaking time.

Part 2) Intro Activity Game: Choose one of the two options:

1. Manipulated Telephone Game
2. Political Party Myths

Suggested time for either activity: 25 minutes

1. Manipulated Telephone Game

The point of this game will be to show how easy it is for people to misunderstand one another through either an obstruction of information, a difficulty in carefully listening and understanding, intentional misconstruing information, etc. (facilitator will read this out loud to participants)

1. Cut out the strips from the "Manipulated Telephone Game" handout to give to those that are chosen to be either character. Make sure that you print enough copies equal to the amount of rounds that you would like to facilitate.
2. As participants come into the room, facilitators will, as if merely mingling with those involved, identify two people who will be identified at the end of the game as the "Misconstruer" and the "Misunderstander," in the audience. These characters will be the ones that intentionally mess up the original phrasing of what is going to be passed around to guarantee that the end phrase is different from the earlier phrase. The facilitator will, at the end tell the participants that they planted characters to mess up the game on purpose.
3. The facilitator will need to choose from one of the following phrases in the following categories and then choose the final politically charged phrase option to make comparisons later on in discussion.

PHRASE OPTIONS:

- *"Youth in Asia is the title of Bert's new book."*
Participants may confuse "Youth in Asia" with "Euthanasia"
- *"They drew the public's attention to the escape goat."*
Participants may confuse "escape goat" with "scape goat"
- *"Her piece of mind was never the same after that fateful day."*
Participants may confuse "piece of mind" with "peace of mind"
- *"When Rob was home schooled, his teacher and mother were one and the same."*
Participants may confuse "one and the same" with "one in the same"

POLITICAL PHRASE OPTION:

- *The small activist group began to shout, "Take Our Country Back" during their demonstration.*
4. Facilitator must write down the chosen phrase on a sheet of paper, hand it to the first person and then ask them to say the phrase written down to the person on their right and keep the flow of communication moving in that direction. Make sure that before each person passes on their phrase that they take 20 seconds to think about what they heard, and write it down on a sheet of paper, before they pass it on. This will be intentional so that participants think that they are taking the time to think, deliberate and what they just heard, but when the alterers come in and change it, they will see that their contemplation did not matter; this is also important so that the alterers have time to decide what to change about the phrase they just received.

5. The person at the end will write down the phrase that they ended with on a sheet of paper that the facilitator will pick up and then announce to those participating what the original phrase was and what the ending phrase is.
6. After the announcement is made, every participant will put down their sheet of paper in front of them and people will go around to see where the phrase was changed from the previous one and note those differences. Some participants may pick up on where the "Misconstruer" and the "Misunderstander" made intentional changes, where as others may identify where else the phrase may have been altered. Intentional changes examples are all provided on the "Manipulated Telephone Game" handout.
7. Have the facilitator ask the "Misconstruer" and the "Misunderstander" identify themselves, read the instructions they received on the paper slip, and what they did to alter the phrase once it came their way.
8. Once the first round is over, repeat steps 2-8 and then move onto the reflection portion of this activity.
9. **Reflection on activity:**

This small reflection section will just get to the root of what participants think went wrong in the game.

 - *What do you think went wrong?*
 - *Why do you think it is so difficult to pass on a message this simple?*
 - *Do you think misunderstandings, and the misconstruing of information happens all the time?*
 - *How does it affect the outcome?*

The goal of this reflection is to get someone to say that it is difficult to get to the root of truth. Miscommunications happen all the time and oftentimes may have severe impact on the information that is being released. That perception or miscommunication is always based on physical limitations (such as being hard of hearing) or varying social backgrounds (such as people that have not heard or seen the proper manner of communication of some of these idioms).

2. Political Party Myths & Facts

The point of this game will be to allow participants to identify what very often keeps them from interacting with peers or family from difficult political ideology because of the stereotypes they hold true to those politically opposed to them.

1. Print out the necessary amount of "Political Parties Myths & Facts" handout for all participants involved in the training. This handout, found on pages 16-17, asks participants to reflect on the common stereotypes and their own perceived stereotypes of political parties.
2. Read the instructions on the handout and give participants 10-15 minutes to fill out both the front and the back of the worksheet.

3. When participants are done, begin to go over the discussion questions on the worksheet. Ask them all individually, but be sure to emphasize that they must refrain from falling into a debate. This is merely a way to get them thinking about what they have assumed and stereotyped about those that have different political leanings than they hold themselves.

Questions:

- **What has motivated the perceptions you have of either party?**
- **Have you known anyone personally to act in this manner?**
- **Do you think that there is anything wrong with what your perceptions may be?**
- **Do you think someone has perceived you wrongly before? (Based on any stereotypes)**

Discussion Format:

For this reflection and discussion portion of the training, the structure of conversation is important so as to ensure effective communication and deliberation is conducted with participants in an organized manner.

- The facilitator will be the established moderator of the conversation.
- The facilitator will have a co-facilitator whose main responsibility throughout discussion is primarily to keep note of the queue of speakers as designated by volunteering participants that wish to speak.
- Participants will be given instructions as to how they are able to be recognized to speak by the facilitator. Participants will each have a name tag in front of them (folding paper and writing names with markers will do just fine).
 - **To be recognized to speak:** raise their placard (or hand) at shoulder level, enough to get the attention of the co-facilitator keeping up with the queue.
 - **Sequence of Speakers:** Everyone that is recognized by the co-facilitator will be placed on the queue to speak on an individual idea they have to contribute to the overarching conversation and they will go in the order of the queue unless a participant retracts their name. This is not where the deliberation will take place, but instead where ideas begin to grow. Participants speaking on these larger individual ideas have 90 seconds to present their full idea or comment.
 - **Quick comments/interjections:** In the midst of these discussions, participants that wish to interject with a quick comment or thought during the overall discussion, may lift up a pinched index finger to thumb hand-gesture to suggest that they have a small comment or addition to make to the greater discussion and they will correspondingly be called upon in the moment. These interjections must be no longer than 45 seconds of speaker time.
- The facilitator reserves the right to cease the discussion if it gets too out of hand at any point in time, or otherwise do whatever is necessary to bring down the energy. The facilitator and co-facilitator may also participate in discussion, but must follow the same guidelines as the other participants.

1. Once the participants are introduced to the discussion structure, in order to prompt the discussion, the facilitator will begin by noting that the/either activity reminded him or her of something happening in our society..
2. The facilitator will ask:
 - **What are some words that you would use to describe politics today?**
 Try to practice discussion structure in this way.
 (Typical responses will include: divisive, frustrating, careless, etc.)
3. When the facilitator feels that there has been enough contribution off of the first question, this is when the facilitator will direct participant's attention to watching the following video:

<https://www.youtube.com/watch?v=hQwVnUjAgHU>
"A Return to Civil Discourse" Ted Talk by Malcom Glover; discusses the importance of connecting with one another, overcoming perceived boundaries to reach a common goal, or resolve conflict.
4. Continue the reflection discussion with the following questions:
 - **What are your initial thoughts on the video?**
 - **Is there anything that stuck out to you about what Mr. Glover said?**
 - **How do you think an environment without connectivity, but instead divisiveness affects democracy? (your perception of democracy?)**
 - The facilitator will want to get participants thinking along the lines of the negative affects that incorrect, or a lack of good political discourse, does to a democracy. If there are no responses, try pointing them in these directions:
 - **Do you think you know the heart of your political beliefs?**
 - **What contributes to your beliefs? Your experiences, hopes, concerns, values?**

This is where participants will self-reflect, with guidance from the facilitator as to how they will conduct their answers and responses to the main activity.
 (Participants may have a sheet of paper to write down their thoughts for this reflection portion of the training.)
- Once the conversation has dwindled down, focus participants once more for the final activity.

Part 3) Deliberative Political Dialogue:

Suggested time: 35 minutes

- Let participants know what the goals of this larger activity are, some concerns that may arise, and to refer back to the ground rules they accepted at the beginning of the training. Say the following:

The goal of this activity will be to prove you all with the skillsets of participating in deliberative political dialogue. This will be done by training you in conducting these conversations with your peers. We will also discuss why these conversations are important to moving forward in our society's democracy. It is the hope that through your participation in this activity, you will be able to practice your active listening skills for understanding rather than searching for a debate or preparing a response.

- It will be a concern that participants may get frustrated, flustered, uncomfortable, but remind them that it is all about the learning experience and that the space has already been set to have these conversations with one another.
 - Ask them to refer back to the ground rules that were agreed upon at the beginning of the training and remind them that abiding in those rules is the only way that the training will be most effective.
1. Begin by asking students to think of political issues they can see in society that they would like to genuinely discuss with their peers, then to write them down on small slips of paper. Facilitator will take up the slips of paper, place them in a container, and then chose randomly which topic the group will discuss.
 2. Participants will utilize the 1-2-4-all liberating structure for discussion and prompting questions will go in the order presented on this training's corresponding power point
 - Take 2 minutes to think about what your own stance on this issue is and where that stance is rooted. (If participants completed "My Political Compass" prior to this training, encourage them to consider and apply what they learned from that activity.)
 - (1) Personal Reflection Questions:
 1. Why do I believe what I believe?
 2. What has influenced me to get to this point?
 - Now find a partner, take 3 minutes per each participant to conduct the following interview: *Emphasize that they should not interrupt during an interview, and keep in mind that they are doing this to understand someone else's point of view.*
 - (2) Partner Interview Questions:
 3. What is your stance on this issue?
 4. What influenced you to get to that point?
Be sure to encourage questions for understanding and clarification if anyone has any and if time permits
 - Find another group of two and conduct partner presentations on the interviews. Give each participant 2 minutes to present the answers to the questions they asked in their interviews. They should be sharing their partner's stance on the issue, and what influenced them to believe that. Switch to another participant as soon as one presentation is over. (8 minutes total)

- (4) Partner Interview Presentations
 - **Be sure to encourage questions for understanding and clarification if anyone has any and if time permits**
- Once everyone has finished conducting their interviews, ask the participants to come back together into a larger circle dependent on the physical limitations of the room. Ask them to cease their conversations for the time being and if they chose to do so they may be able to continue these conversations outside of the space. Come back together for group reflection questions: (Use remaining time)
 2. *How did it feel to get to understand where someone's stances come from?*
 3. *Do you feel like you made a connection?*
 4. *Were there any overarching commonalities when you were discussing in your 4-person groups?*
 5. *Is this something that can be done with other people outside of this room? Why or Why not?*

Part 4) Conclusion

- Thank participants for their attention and focus during the training.
- Allow them to ask any follow-up questions or leave any last minute comments in the group.
- Provide them with any follow-up resources the facilitator deems necessary.
- Read the following before participants are dismissed out of the training:

As you go on and continue to have these discussions in your everyday life, try to remember your main objectives by having these conversations and the vital role they play in maintaining a healthy democracy.

- The second session, in conjunction with this first one is entitled, "Bridging the Divide: Maintaining Discourse in the Modern Digital Age." If you would like to continue these conversations with your participants, encourage them to stay engaged with one another and practice their newly learned skills outside of this environment, and stay involved for the second training session.

Credits:

Developed in 2017 by Jasmine Rangel, Bonner Alumna from Berry College. The following are references that helped guide the making and compilation of this training:

- “Reaching Across the Red/Blue Divide” framework from Maggie Herzig, John Sarrouf, and Essential Partners Inc.; <http://bonner.pbworks.com/w/file/113243707/Red-Blue%20Divide%20Guide.pdf> ; www.whatisessential.org
- The Political Compass™ online resource www.politicalcompass.org
- “How Important is Discourse to Social Change? Case: Microblogging Community Tumblr” by Caroline Hargreaves from the London School of Economics and Political Science. This article provides some insight into the dynamics that some online platforms provide for social change and where the root of those power structures create substantial influence in society and greater social movements.
- <https://www.youtube.com/watch?v=hQwVnUjAgHU> “A Return to Civil Discourse” Ted Talk by Malcom Glover

Additional resources for facilitator and participants wanting to learn more:

- <https://www.bridge-the-divide.com/about>
This website directs someone to the page of an organization that is committed to promoting the energy of students that seek to be politically involved and ensure that they are having constructive political dialogue with one another. This website provides the opportunity for students to submit their own op-ed pieces, discussion forums on different wedge-issues that are prominent in US political dialogue.
- <https://bringit2thetable.org/>
Highly praised and recommended documentary about bridging the political discourse gap and ways that dialogue across party differences may occur effectively.

Handouts:

The handouts for this training are as follows:

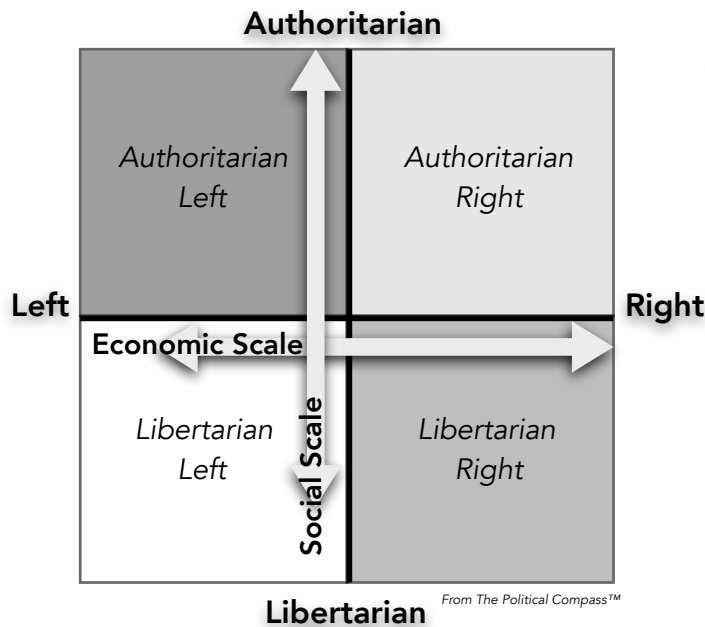
- **“My Political Compass” pg. 13-14**
- **“Cut-Outs for Manipulated Telephone Game” pg. 15**
- **“Political Party Myths & Facts” pg. 16-17**
- **Facilitator’s PowerPoint Guide for Training (All sessions)**



My Political Compass

Directions:

Please evaluate the following graphs and definitions.



Explaining the Political Compass:

Politics is centered around two main dimensions: the economic factors and social factors.

The economic spectrum can be identified through "Right" and "Left."

- The extreme left is where the entire economy is *controlled by the state* (communism or collectivism).
- The extreme right is where the entire economy is *controlled by outside forces* (free-market or no regulation).

The social spectrum can be identified through "Authoritarian" and "Libertarian."

- The authoritarian side is considered to be the level at which personal freedoms are *limited severely or completely by the state*.
- The libertarian side is considered to be the level at which personal freedoms are *not restricted whatsoever by the state*.

Political Figures in History:

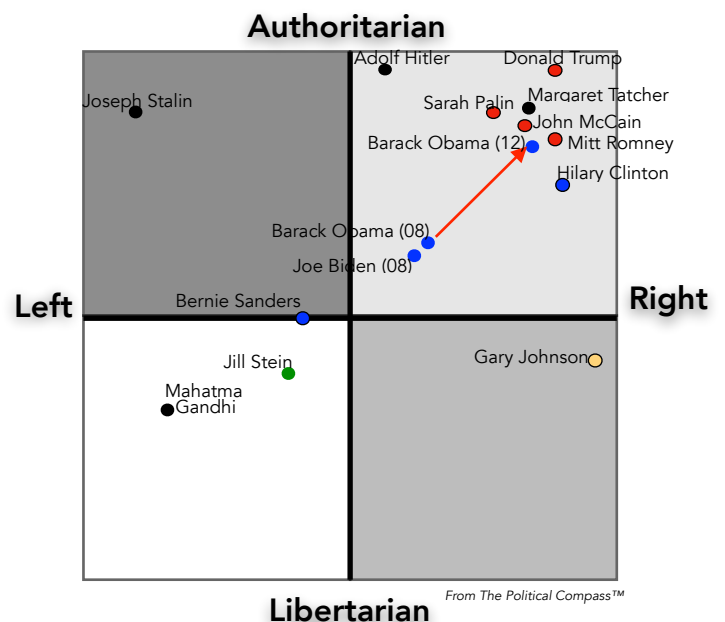
The following is a graph that shows the different political positions upheld by prominent political figures in history, politicians in recent US general elections. These results are provided by the Political Compass and are noted to be based on speeches, voting records, and all observable pieces of information that dictate political stances.

Key:

- Historical figures
- Democratic Politicians
- Republican Politicians

If you would like more information and explanations behind each positioning, check out www.politicalcompass.org

Political Figures in History

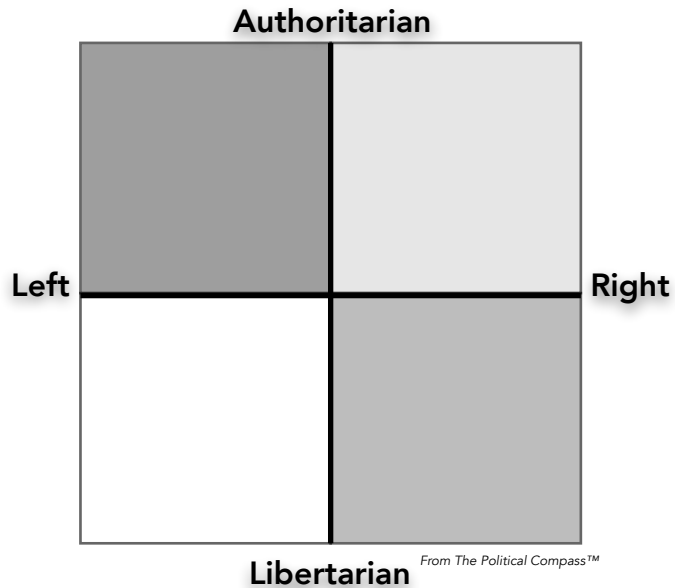




My Political Compass

Directions:

Please go to www.politicalcompass.org/test to take the political compass test. Once you have received your results, please place your point on the following graph:



1. Are you surprised by your results? Why?
2. Are you surprised by the results of other political figures?
3. What prominent political figure are you closest aligned to?
4. What do you think has influenced your political leanings throughout the course of your life?



Manipulated Telephone Game

Please cut out the following slips to hand to chosen "Misconstruer" and "Misunderstander" for each round. Cut out and print enough for desired number of rounds. (If two rounds, use two copies)

Directions for the Misconstruer:

During the game of telephone we will play momentarily, you will be the "Misconstruer." No one knows your identity, so keep it secret until the very end of the game. Your job as the "Misconstruer" will be to alter some aspect of the phrase that you are passed, when it is passed to you. When the phrase comes your way and you are supposed to write down your phrase, write down the altered phrase you are passing along from the corresponding options below. Your purpose as the Misconstruer is to show how information given to someone can be altered in such a way that completely misses the mark or projects information with a false spin or lead that was not originally presented.

Intentional Changes examples:

1. "Youth in Asia is the title of Bert's new book."

"Bert enjoys writing on Youth in Asia (Euthanasia)" // "Bert is fully experienced on the topic of Youth in Asia (Euthanasia)"

2. "They drew the public's attention to the escape goat."

"The public was on high alert and ready to blame someone" // (if given scape goat) // "The town went on a wild goat chase."

3. "Her piece of mind was never the same after that fateful day."

"She went crazy after that fateful day." // "She ended up losing her mind after that day."

4. "When Rob was homeschooled, his teacher and mother were one and the same."

"Rob only had one teacher in his whole life." // "Rob's teacher was his second mother."

*** Politically Charged phrase:**

*"The group is advocating for extreme nationalism." *Not enough information to know this**

Directions for the Misunderstander:

During the game of telephone we will play momentarily, you will be the "Misunderstander." No one knows your identity, so keep it secret until the very end of the game. Your job as the "Misunderstander" will be to deliberately misunderstand some aspect of the phrase that you are passed, when it is passed to you. You can chose to misunderstand whatever aspect of the phrase you would like to and alter it just a bit so that it is different from what you received earlier. When the phrase comes your way and you are supposed to write down your phrase, write down the altered phrase you are passing along from the corresponding options below. Your purpose as the Misunderstander is to show how information given to someone can be misunderstood from what is originally presented due to a myriad of reasons such as physical ability, literacy, attention, source information, and many more.

Intentional Changes examples:

1. "Youth in Asia is the title of Bert's new book."

"Euthanasia is the title of Bert's new book"// Euthanasia is the title of Bert's new look"

2. "They drew the public's attention to the escape goat."

"They drew the public's attention to the scape goat." // "The public looked at the escaped goat."

3. "Her piece of mind was never the same after that fateful day."

"Her piece of mind was never the same after that fateful day." // "Her peace of mind was ever the same after that grateful day."

4. "When Rob was homeschooled, his teacher and mother were one and the same."

"When Rob was homeschooled, his teacher and mother were one in the same." // "When Rob was hope-spooned, his teacher and mother did the same."

*** Politically Charged phrase:**

*"Our country was taken away from us by the (Chinese/Russian) government." *Taking the phrase at face value**



Political Party Myths & Facts

Reference Point:

My political stances are similar to that of the _____ party.

Directions:

Check the box that corresponds with the political party you believe closely aligns with the statement. This includes your perceptions of individuals that belong to the party, or what you know about the party as a whole.

Statement	Democratic Party	Republican Party	Not sure
This party is very lazy.			
This party is moral.			
This party is dishonest.			
This party is intelligent.			
This party is close-minded.			
This party is hard-working.			
This party is open-minded.			
This party is honest.			
This party is anti-rich.			
This party is ignorant.			
This party is in support of higher taxes.			
This party is fascist.			
This party is progressive.			
This party is pro-business.			
This party is known for lying.			



Political Parties Myths & Facts

Directions:

Answer the following questions to the best of your ability.

1. What has motivated the perceptions you have of either party?

2. Have you known anyone personally to act in this manner?

3. Do you think that there is anything wrong with what your perceptions may be?

4. Do you think someone has perceived you wrongly before? (Based on any stereotypes)

5. Do you find it easy to talk to someone that is politically opposed to you? Why or Why not?

6. What dangers do you think this causes in our political discourse?