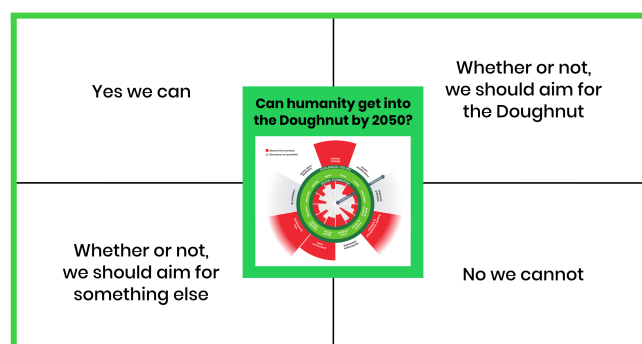


An activity to explore the diversity of views about whether humanity can get into the Doughnut by 2050

By the DEAL Team. See acknowledgments for all contributors.

Overview

This activity is based on the question **'Can humanity get into the Doughnut by 2050?'**, with four different answers represented in the picture. Participants are invited to 'take a stand' and go to the corner of the room that best represents their view, then share their thoughts with others, write them down collectively, then go to another corner and reflect on and respond to what they see. Thoughts and responses are recorded on large sheets of paper and then put on walls to create a gallery of 'Doughnut debates'. The activity ends with a period of reflection, inviting participants to notice how their view has changed or not, based on what they've seen and heard from others.



Communities | Educators | any groups interested in exploring the concept of the Doughnut



90 minutes (but can be done in 15 minutes)



10-50



Picture (optional), 4 large sheets of paper (at least A2), pens, post-it notes



Respond to and hold space for emotions that may arise

Why do it?

- Great for exploring the diversity of views held within a group by listening to, and learning from, others who express different views
- Creates an opportunity to explore what ideas and arguments change our minds
- Creates a space to connect with and acknowledge the emotions that this question might bring up

Timetable



Welcome and Introductions

Part 1	Taking a stand	5 min
Part 2	Sharing in corners	20 min
Part 3	Switching corners	15 min
	Optional break	10 min
Part 4	Gallery of Doughnut Debates	15 min
Part 5	Reflections and close	15 min
Total		90 min

Preparation

Will everyone be familiar with the Doughnut? If not, consider doing ***What is the Doughnut?*** before you do this.

Consider how you want to introduce the question and its four possible answers. Either using the downloadable picture, or showing it as four sheets of paper with each answer in each corner of the room, or as chalk drawn on the floor, or verbally explaining and pointing to each corner.

Welcome and Introductions

If you are an educator using this guide as a lesson, start by welcoming everyone, then give an overview of the lesson and how it fits in the context of the class' learning journey.

If you are a facilitator using this guide as a workshop, start by welcoming everyone, introducing yourself and giving an overview of the activity. Then, depending on how much people know each other, invite the participants to introduce themselves in whichever way you feel is appropriate. There are many wonderful ways to do this that help people feel safe, included and welcome. See seedsforchange.org/resources for examples.

Part 1: Taking a stand



- 1 When everyone's ready to go, ask the question 'Can humanity get into the Doughnut by 2050?', then show which corners of the room (or space) represent which answers, and invite people to 'Take a stand!' by walking to the corner/answer that they most strongly identify with.

NOTE:

If some people are hesitant, you can say that they don't have to be convinced of any answer, just try it on for size.

- 2 Once people have made their choice, take a moment to acknowledge the distribution of where people are, and the diversity of views you hold as a group.

Part 2: Sharing in corners



- 1 Invite participants to form pairs with someone else in the same corner of the room, and take 5 minutes to tell each other why they choose to stand there. If there are odd numbers, they can form a group of three.
- 2 After 5 minutes, invite each pair to join another pair in their corner, creating groups of four. Ask one member from each pair to recap what they and their partner talked about to the other pair in the new group.
- 3 Repeat this process of pairing up until no more new groups can be formed and everyone in each corner is in one big group together.
- 4 Hand out a sheet of A2 paper and pens to each corner and invite each group to write out all the reasons they've discovered collectively for standing in this corner and highlight which reasons came up multiple times, if any, by underlining or starring them.

* The time needed for this part depends on how many people are participating. 20 minutes is based on around 30 people.

Part 3: Switching corners

 15

- 1 Now invite each group to stand up and move to the diagonally opposite corner of the room, leaving their A2 sheets with all their reasons behind (e.g. the 'Yes we can' group and 'No we cannot' group switch places). Go around the groups and invite them to come up with arguments and perspectives that counter the reasons written on the paper in front of them. Write these perspectives on post-it notes and stick them near the reasons they are a response to.
- 2 After around 10 minutes, invite each group to stick up their sheets of paper on a wall near them to create a gallery of Doughnut debates! Then invite participants to walk around the room and enjoy taking in the gallery.

 10

Optional Break

Part 4: Gallery of Doughnut Debates

 15

- 1 After participants have had long enough to view the gallery, invite them to move to the corner of the room that best represents their view **now**.
- 2 Ask if anyone has moved from where they stood at the start of the workshop. If anyone has, invite them to tell the rest of the group what caused them to move. Then ask if anyone stayed in the same corner but now has a new/different reason for being there. If anyone does, invite them to share it with the rest of the group.

Part 5:

Reflections and close



15

- 1 Bring everyone back into a circle and choose a few of the questions below for the group to consider and discuss:
 - How does it feel to hold your opinion? How does it feel to believe we can or can't? How does it feel to hold different opinions to others?
 - How might this change the way you listen to and speak with others after today?
 - Do you think the views that we hold affect the outcomes we achieve?
- 2 You may wish to close by inviting each person to share one thing they'll take away with them from the session today and one person not in the room they plan to share it with.
- 3 Finally, thank everyone for participating. You may wish to close by highlighting the skills they used and gained by participating today e.g. generosity in listening to others or a willingness to collaborate – qualities we need if we hope to change the world.

Where to take it next

If you're doing this activity as a lesson, next try ***Meet the Economy: Exploring core relationships***, a series of lessons exploring the four core relationships – market, state, household and commons – at the heart of the economy.

Acknowledgements

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