**Thinking About Authority**

Table 1 – pick a facilitator and decide upon a topic for today’s session. The facilitator should stand at the board, pen in hand. Greet your FLS and begin the session by saying, “Let’s get started today. What questions do you have about your cooking class?” Wait for at least one question to be posed.

Table 2 – pick a facilitator. The facilitator should be standing. Start the FLS by saying, “Your instructor asked me to review these addition problems with you today.” Begin the session by putting a simple addition problem (ex. 250 + 890 =?) on the board and begin to solve without asking for help from the participants.

Table 3 – pick a facilitator. The facilitator should be standing. Start the FLS by saying, “I met with your instructor today to find out what is going to be on the upcoming test. Here are some sample sentences you will need to be able to diagram.” Write on the board, “I would not like them here or there. I do not like green eggs and ham!”

and begin the session by asking someone to help you find the nouns and the verbs.

Table 4 – pick a facilitator. The facilitator should be seated at the table in the midst of the FLS participants. Greet your FLS. Hand the strips of paper around the table and ask each participant to write one question about doing the laundry that they would like addressed in the FLS. Read the first question out loud. Do NOT stand up under any circumstances. Do NOT answer any of the questions. Ask group members to answer questions or ask the questioner a probing question.

For each scenario, ask:

Who had the authority?

How could the authority in the scenario be elevated or lessened?

Under what circumstances would you want to exercise your authority in an FLS? Under what circumstances would you want to lessen your authority in an FLS?

i.e. when I need to . . .