



## Orders of Helping Exercise (1)

In threes, I'd like you to conduct an initial interview followed by a discussion together.

The three roles are:

1. Issue Holder
2. The Helper / Facilitator
3. The Observer

Each person to take turns in each role.

The client is to think of their relationship with their parents now – maybe how things have changed and moved since you began the course. Please remember that this exercise is for learning purposes and any issue may not be resolved now. It maybe something you would like to take to a tutorial or peer practice session later on.

In an Initial interview the helper / facilitator needs to establish:

- How the client is in this moment – particularly in relation to the tension between their issue and their experience or connection to their personal resources
- The intention or desire of the client for change or movement
- A 'starting point' hypothesis about what may be out of order or missing in the system - so that you know where to begin to test the emergent phenomenology
- The family story, including personal, systemic, and social/historical events, and also what or who is missing

The helper/ facilitator gathers this information, and attends to ever-deepening experience of the client with their issue. It is an evolving process.

During the process, both helper / facilitator and client notice the following from their own perspective. Gather your experience, without comment at the time, for discussion later. The observer simply notices everything – including their own somatic information:

- i) The quality of the helper's connection and focus on the client
- ii) At what point did the connection and focus shift from the client to the *system of the client* – not simply in the information gathering, but in the stance of the facilitator. When did the the lens widen and how did you register that?

- iii) Was the Helper taking responsibility for either the client or the system of the client at any point?
- iv) Did you feel that the Helper was in service of the client or the system – what was the quality of this? How did you recognise it?
- vii) And explore and other possibilities the Helper likes to explore

## **Orders of Helping Exercise (2)**

In groups of 6

1. The Issue Holder
2. The Helper /Facilitator
3. Representative for the Issue Holder's issue
4. Representative for the Helper /Facilitator
5. 2 additional Representatives for resources

### **The Issue Holder**

- First the Issue Holder connects to their question / issue
- Then the Issue Holder selects a representative for their issue

### **The Helper / Facilitator**

- Then the helper / facilitator selects a representative for themselves as facilitator holding a certain inner attitude or inner state that reflects their learning edge at this time. This can be done blind and may be...
  - Their desire to help
  - Their feeling of humility
  - Their need to be right
  - Their feeling of not knowing what to do
  - Their connection to the field
  - Whatever the Helper wishes to explore BLIND about their own learning edge as a facilitator

The helper / facilitator explores movements and sentences in relation to the Issue Holder's question but keeps also referring and checking in with the representative for themselves. You may wish to tell your rep that you have changed your inner attitude – but you can still keep this blind. The helper / facilitator notices the relationship of their own rep to the question and movements in the field all the time.

Suggested sentences for the reps of the Issue Holder and their parents are:

- I honour you
- I honour me
- I honour that which is guiding you
- I honour that which is guiding me