

## Sampie

**SPECIFIC ISSUE/S:** Any kind of issue

**PURPOSE/OBJECTIVES:** To develop and analyse strategies in relation to increasing the self-determination of a marginalised group

**LENGTH:** 15 - 30 minutes

**GROUP SIZE:** Any

**GROUP CHARACTERISTICS:** Any kind of group

**FACILITATOR KNOWLEDGE AND SKILLS NEEDED:** Facilitator needs to understand how the model works; basic facilitation skills are sufficient

**RESOURCES NEEDED:** SAMPIE handout

### INSTRUCTIONS:

1. Explain the SAMPIE model from the handout.
3. Review information gathered from the Power Pole activity, then ask participants to pick a strategy that has already been implemented in relation to the issue they identified in the Power Pole activity.
4. Ask participants to discuss how successful they think the strategy has been in shifting power. Give the strategy a score on a scale of 1–5 (with 1 = not successful and 5 = very successful).
5. Now analyse the same strategy using the nine points outlined in SAMPIE and give the strategy a score for each of the nine points using the same scale of 1–5.
6. Discuss the following questions:
  - How does the SAMPIE assessment compare with your initial assessment?
  - What implications, if any, might the SAMPIE assessment have for this strategy or for future strategies? e.g. should more focus be given to specific aspects / areas?
  - Do you think SAMPIE might be a useful model for future use in considering the effectiveness of strategies in shifting power? Why? Why not?

Share answers with the larger group if appropriate.

### FACILITATION TIPS:

- Facilitators need to have an understanding of the six SAMPIE components for this activity.
- It is designed to follow the Power Pole activity — the group will have already identified its context or issue, and its position on the Power Pole in relation to those they are working with and against. They will need to be familiar with a strategy that has been implemented in relation to the particular issue identified in the Power Pole activity.
- The facilitator will need to determine, based on group size and focus (e.g. people from one organisation or many), which aspects of the activity are done as a whole group and which are done in sub-groups.

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