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Building a Culture of Dialogue

A facilitator's manual to guide dialogue within
and between communities in conflict





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Preface

Christian Aid's vision is a world where everyone has fullness of life; a life lived with dignity, free from poverty and need; where global resources are equitably shared and sustainably used, and where the voice and agency of the poor and marginalised are fully realised. Most of the world's poorest people live without any form of protection and are extremely vulnerable to conflict and violence. In over forty developing countries we work to support and build thriving and resilient communities. In Myanmar, Christian Aid works in partnership with civil society and faith-based organisations aiming to meet the needs of the poorest and most vulnerable communities, and to advocate for the rights and aspirations of all.

Christian Aid's peacebuilding work is guided by our global strategy 'From Violence to Peace', based on our longstanding experience in areas of conflict and violence. The notion that human development cannot be achieved without tackling violence and building peace is a key element in this strategy. In Myanmar peace and development are challenged by complex and multi-faceted conflict issues. Violence and protracted conflicts – often fuelled by fear, hatred and distrust – have a major impact on people's lives.

Many years of peace building work make us believe in the importance of dialogue as a tool to build resilience and trust amongst conflict affected individuals and communities. It provides opportunities to share feelings, to understand other people's viewpoints and it creates space to reflect. With our partners and using existing knowledge and experience we developed the programme *Sa'gar Wine* – Circle of Dialogue – based on the traditional practice of village conversation that was lost during the polarisation and violence of the recent years. We facilitate dialogue between ethnic and diverse groups, who are affected by conflict, to reflect on the aspirations of local communities and to build a common vision towards inclusive and lasting peace.

The manual consists of three modules. The first module explores personality development, including knowing the 'self'. The second module focuses on understanding and analysing conflict, dynamics and peace. The last module guides the practice of dialogue facilitation. By using creative group exercises, we aim to make the process interesting and engaging for participants. The manual aims to train facilitators who, in turn, will use it to engage with wider communities, enabling them to work towards lasting peace.

Rajan Khosla

Country Director
Christian Aid, Myanmar



How to Use This Manual

This manual is designed to support the delivery of an eight-day training covering topics related to: **a) personal leadership; b) understanding conflict** and; **c) dialogue facilitation skills.**

The manual includes three sections:

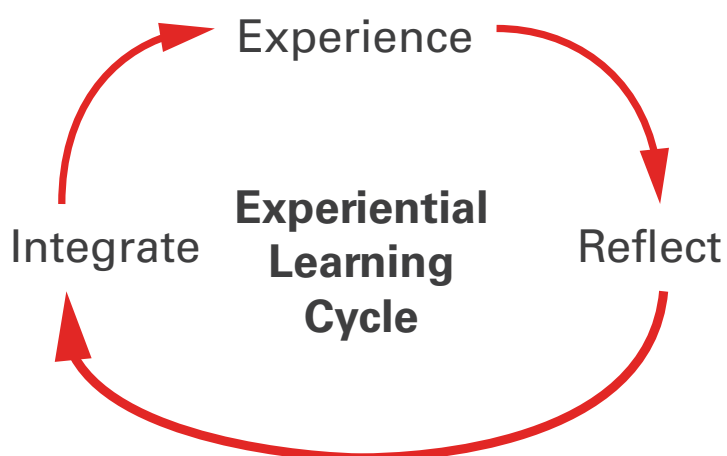
1. **How to Use This Manual** includes an introduction to the experiential learning cycle and tips on how to successfully facilitate a transformational learning experience.
2. **Tools for Facilitators** includes resources, methods and tools to help facilitate a participatory workshop, as well as specific activities for groups to explore key themes.
3. **Workshop Modules** include a model eight-day workshop, complete with facilitator's notes, that integrate the activities presented in Section 2. Facilitators can choose to use this workshop plan exactly as written or build on the ideas and tools presented to develop their own unique training programme.

Audience

This manual is designed for a general youth audience (ages 18-35). The content however can be adapted to suit audiences of all ages and backgrounds. The activities are detailed enough for a new facilitator or a facilitator unfamiliar with interactive or experiential methods to successfully use them. While deep knowledge of the topics covered in this manual is not assumed, familiarity with the key concepts is an asset.

Methodology

This manual adopts an experiential approach to learning. Experiential learning promotes teaching techniques that relate to learners' life experiences and appreciate what they already know. The learner, not the teacher, is at the centre of the experience and share



'ownership' for their own learning. In this collaborative context, the word 'facilitator' is more appropriate than 'teacher', for all concerned should be peers, engaged in a common effort towards a shared goal. Together the facilitator and participants examine their own experiences and seek to come to individual conclusions. The goal is not some 'right answer', or even consensus, but the exploration of ideas and issues that can lead to changes in behaviour and the application of new skills in participants' everyday lives.

What is a Facilitator?

Mastering the art of facilitation, however, requires both practice and a clear understanding of the goals and methods involved.

A facilitator:

- » establishes a collaborative relationship with participants;
- » helps to create and sustain an environment of trust and openness where everyone feels safe to speak honestly and where differences of opinion are respected;
- » ensures that everyone feels included and has an opportunity to participate;
- » provides a structure for learning, which might include setting and observing meeting times, opening and closing sessions, and keeping to an agenda;
- » prepares materials, sets up the meeting space, notifies participants, and sees that necessary preparations are made.

A facilitator is not:

- » **The 'person in charge':** The whole group is responsible for learning. The facilitator's role is to help that learning happen more effectively. Nor does the facilitator have sole control of the agenda. Participants should have a voice in determining the topics covered.
- » **A lecturer:** The facilitator is a co-learner, exploring all subjects as an equal partner and contributing individual experience to that of others.
- » **Necessarily an expert:** Although they prepare each session, the facilitator may not know as much about a subject as some other members of the group.
- » **The centre of attention:** A good facilitator generally speak less than other participants; instead they draw them into the discussion.

PERSONAL CHECKLIST FOR FACILITATORS

- » **Be very clear about your role:** your behaviour more than your words will convey that you are not the teacher but a fellow learner.
- » **Be aware of your eyes:** maintain eye contact with participants.
- » **Be aware of your voice:** try not to talk too loudly, too softly, or too much.
- » **Be aware of your 'body language':** consider where you sit or stand and other ways in which you may unconsciously communicate inappropriate authority.
- » **Be aware of your responsibility:** make sure everyone has a chance to be heard and be treated equally; encourage differences of opinion but discourage argument.
- » **Be aware when structure is needed:** explain and summarise when necessary; decide when to extend a discussion and when to go on to the next topic; remind the group when they get off the subject.
- » **Be aware of your power and share it:** ask others to take on responsibilities whenever possible (e.g., taking notes, keeping time and, ideally, leading discussion).

Structure of Activities

The activities in the manual are interactive and encourage participants to work collaboratively to understand concepts and explore problems. Each lesson in the manual includes the following components:



Objectives: What does this lesson hope to achieve? The objectives address what outcomes can be expected as a result of the lesson.



Materials: What do I need to lead this lesson? This area highlights the additional resources educators will need to gather, as well as any pre-lesson preparation (e.g., cutting a handout into strips) that needs to occur.



Time: How long will the activity take? This indicates the total amount of time to complete all components of the lesson. Based on feedback from the local partners each activity is designed to last 60-75 minutes. The times are for core activity components exclusive of extension activities.



Debrief: How do I effectively guide my participant's learning experience? An essential component of the activities included in this manual are the debrief conversations after each exercise. The questions included will allow participants to react to the process and make connections to their every day lives. They are designed to help the facilitator guide the participants to towards the set learning objectives.



Variations: How can I adapt this activity? In certain activities, an alternate strategy may appear which gives a different approach to completing the process.



Focus on Myanmar: Is this activity suitable for the Myanmar context? This manual was designed for use in Myanmar. Special considerations or contextually specific ideas/concepts to address or highlight are indicated. These tips may also help facilitators adapt the material for a different context.



Extension: What other ways can I engage students on this topic? Activities may include one or more extension activities that provide opportunities to further explore the topic of the activity.



Note to Facilitators: What do I need to keep in mind? Tips for facilitators to support effective delivery of the activities including how to adapt them to the local context.

Tools for Facilitators

Below is a collection of short activities that facilitators can pull from to add energy and depth to workshops and trainings. The activities included in this manual have suggestions on how to integrate them but feel free to combine them in new and creative ways. This is part of the art of facilitation!

To maximise learning debrief each activity. This will help participants connect their experience to the learning objectives and their everyday lives.

Energisers: Short activities especially designed for shifting mood and energy levels, most useful when they relate to activity's learning objectives.

Introductions/Ice-Breakers: Activities used at the beginning of workshops/trainings that build familiarity between participants.

Group Forming: Energisers that can be used to divide participants into groups.

Team Bonding: Game-like activities that require collaboration and teamwork to complete.

Trust Building and Communication Activities: Game-like activities that focus on building trust and awareness of effective communication skills.

Recap, Review and Closing Activities: Activities used at the end of the day or workshop/training to encourage reflection and check and summarise key learning. Can be adapted to collect participant feedback and evaluate workshops/trainings.

Energisers

- » **1-2-3:** Have participants find a partner. First round, have them start counting from one to three, alternating between them. (Person A: 1; Person B: 2; Person A: 3; Person B: 1; etc.). Second round, substitute clapping hands for number 1 (Person A: Clap; Person B: 2; Person A: 3; Person B: Clap). Third round, substitute a small jump for 2 (Person A: Clap; Person B: Jump; Person A: 3; Person B: Clap). Fourth round, instead of 3 the person should scream 'Ahhhh!' (Person A: Clap; Person B: Jump; Person A: Ahhhh!; Person B: Clap). Allow pairs to practise each round before moving to the next round.¹
- » **Evolution:** Adaptation of rock/paper/scissors. Everyone starts out as eggs (crouched). Participants move around the room. When they meet someone they play rock/paper/scissors. If they win their round they move up one creature, first chicken (crouched with wings), then dinosaur (crawling) then human (upright). Once the participants reach human, they can step out of the game and watch.
- » **Hee Haw Ho:** Everyone stands in a circle. Place your palms together and stretch out your hands pointing at someone across the circle while saying HEE. The person across the circle places their palms together and stretches their hands above their head while saying HAW. The two people adjacent to them place their palms together sideways as if chopping wood and chop away at the HAW person while saying HO. The HAW person then points to someone else and says HEE and so on. Make sure everyone is saying the sounds with a lot of energy.

¹ Slachmuis, L. (2018). *The Common Ground Approach | A Guide for Facilitators*, 1st ed. Washington DC: Search for Common Ground.

- » **Human Knot:** Everyone stands in a circle. Reach out and hold hands with different people in the circle (not just next to you). Untangle to form a circle.
- » **Lap Sit:** Make a tight circle, with everyone facing the same direction, with both hands on the shoulders of the person in front of you. Everyone sits back slowly onto the knees of the person behind them. If everyone falls down, laugh and try again.
- » **The Storm:** Assign different sounds and gestures to small groups of participants (e.g., wind, rain, lightning, thunder, etc.) and then narrate the soft beginnings of the storm, conducting the various sounds like an orchestra (e.g., 'And then the lightning flashes! And the thunder roars!') through to the conclusion of the storm.
- » **Zip Zap Boing:** Everyone stand in a circle. One person claps their hands together to the person to their right while saying ZIP. This person can pass the ZIP along to the person to their right by saying ZIP. They could also pass it to someone across the circle by pointing using both hands and saying ZAP. Participants can also BOING in response to a ZIP to change its direction. The action for boing is a bit like a bit of wound up spring with your hands in the air. You can only BOING or ZAP when you receive a ZIP.

Introductions/Ice-Breakers

- » **Group Still Life or Installation:** Each participant brings a meaningful object from home to contribute to an opening display as a way of introducing something important about themselves.
- » **In the Same Boat:** Explain that participants must locate others who share the same characteristic. Then call out some categories (e.g., those born in the same decade or month; those with the same number of children or siblings; those who speak the same language at home or the same number of languages). Under the right circumstances, more sensitive categories might be used (e.g., those whose skin tone is the same; number of times arrested).
- » **Inside/Outside Circle:** Have the group make two circles – one on the outside facing in, and one on the inside facing out, so that the people are facing each other. Have each person stand across from another person (you need even numbers). Ask a 'get to know you' question to the pair, give them a minute or two to answer (both take a turn), then ask the outside circle to move to the right or left a certain number of spaces. Continue asking questions of increasing depth and moving the circles so that each time, folks will talk to a new person. E.g.: What they are nervous about on this workshop; what do they love about where they live what skills do they have that can help the group, etc.
- » **Interviews:** Like 'Portraits,' (see next page) but without the drawing. Each person pairs off with another and asks several questions. Then each partner introduces the other to the whole group. Some leading questions might be:
 - » *What makes you unique?*
 - » *What person in your life has helped to make you the strong leader you are?*
 - » *When you hear the phrase 'collaboration/conflict/dialogue,' what do you think about?*
 - » *What animal best represents you?*
 - » *Who is the best storyteller in your family or community?*
 - » *What event in your life has most affected your worldview?*
 - » *What brought you here?*
- » **Musical Chairs:** Arrange chairs in a close circle and ask participants to sit down. Stand in the middle of the circle and explain that you are going to state your name and make

a statement about yourself. When you do, everyone for whom that statement is also true must change chairs. (e.g., 'I am X and am left-handed,' 'I am X and I have three daughters,' or 'I am X and I dislike eating ___'). Try to get a chair for yourself. The person left without a chair then makes a similar statement about themselves. Continue until most participants have had a chance to introduce themselves in this way.

- » **Portraits:** Provide participants with plain paper and a pen. Ask participants to find a partner who they don't know. Explain that each person is to draw a quick sketch of their partner and to ask some questions (e.g., name, hobby, a surprising fact) that will be incorporated into the portrait. Allow only a short time for this and encourage everyone to make the portraits and names as large as possible. Then ask each participant to show their portrait and introduce the 'original' to the group. To facilitate learning names, hang the portraits where everyone can see.
- » **Silent Introduction:** A great activity for modelling the fact that people can communicate without words. Participants are paired up, and they have a few minutes to introduce themselves by using only gestures and expressions. After a few minutes, the pairs come back, and each participant takes a turn at telling the group what they learned about the other person.
- » **Standing Baseline:** Provide statement or question and ask participants to line according to their answer or viewpoint. For example, 'Which month were you born? Beginning of the year on the right, end of the year on the left.' Once participants have formed a line extend the activity by asking participants to turn to person next to them and take a few moments to get to know them or provide a specific question for discussion. Sample prompts and questions:

Order yourself by:

- » The month you were born.
 - » The number of languages you speak.
 - » The number of siblings in your family.
 - » The number of times you've been love.
-
- Order yourselves based on how strongly you agree or disagree with the following statement (link the statements to the theme of the training/workshop).
 - » *Our country is moving in the right direction.*
 - » *Environmental protection is more important than economic development.*
 - » *Development must come before peace.*
 - Turn to your partner and discuss:
 - » *Why did you choose to attend this workshop/training?*
 - » *What are you hoping to leave with when it's over?*
 - » *What was the most interesting/useful new idea you heard yesterday?*

Group Forming

- » **Animal Scrabble:** Create small animal cards, as many types of animals as work groups needed for the activity. Write the same number of slips as the number of people that will form each group. Each participant is asked to take one slip of paper. Participants read the slip of paper but keep the word a secret. Participants must find the rest of the group, but no talking is allowed. Instead they have to make the sound of the animal written on their. As soon as participants find one another they should stick together and

continue making noises until they find all their animal friends. Be aware that in some cultures, imitating animals can be considered demeaning. Can be adapted to typical local sounds (beans and nan seller, steamed corn, etc.).

- » **Cruise ship:** Assign different activities to different actions. 2 – lighthouse, one person stands straight, the other moves around them in a circle, moving their fingers like a blinking light; 3 – lifeboat, two people stand facing each other and join hands the third stands in the middle; 4 – doubles badminton, pretend to hit shuttlecocks back and forth; 5 – family meal, huddle around a pretend table and eat a meal. Create a story about the cruise ship and introduce the different actions to the participants. When you call out the number they form groups and make the corresponding action. Adapt the story and the actions to suit the context.
- » **Magic colours:** Use coloured paper, different coloured sweets or other objects to divide participants up. Think of ways you can integrate the coloured objects into your workshop. For Example: print name tags and handouts on different coloured paper then have participants reorganise themselves into colour groups.
- » **Number Game:** Teach participants how to count from one to five in each other's languages. If the facilitator speaks a different language add this language in to the game for more variety. Pick one of the languages and call out numbers one to five at random. Participants create groups aligning to the number called (3 – groups of three, 5 – groups of five).
- » **Line-up:** Organise the participants into two or more groups of eight-twenty people. Tell participants that this is a competition and that they will need to line themselves up in a particular way as fast as possible. When the group is lined up they should clap to indicate that they are finished. Possible prompts: line up in order by shoe size, length of arm's reach, alphabetically by first name, line up in order by length of time in your current occupation, line up in order by number of animals you own, etc. Play a few rounds to warm then use the lines to easily number off participants to create groups.
- » **Pairs:** Make index cards ahead of time. On each pair of cards, write a famous pair that serves as a way for participants to form pairs. For example, write 'curry' on one card and 'rice' on the other. Other ideas: 'Shan and noodles' or 'peace and conflict'. You can choose topics that relate to your topic such as 'addition and subtraction' or you may also want to write definitions on one set of cards and vocabulary words on the other. In order for participants to form a pair, they must first be able to correctly identify the word and its definition.
- » **Picture Puzzles:** Create picture puzzles (take a picture and cut it into different pieces), create as many different puzzles as work groups are needed. For example if you need five groups you will need five puzzles. The total number of puzzle pieces should match the total number of participants. Put all the pieces into a bag/basket. Each participant takes a turn picking a puzzle piece out of the container. Participants must find the people with the matching puzzle pieces. Add meaning to the activity by intentionally picking photos so that you can use them to introduce or review a topic.
- » **Role-play:** If you decide to use a case study as part of your class or training session, consider adding role-playing to the analysis. Assign different roles based on the case, and then give each of your participants a card describing their role. Then, ask them to form groups based upon the role they have been assigned.

Team Bonding

- » **Blind Handshake:** Have participants create pairs. With their pair create a secret handshake. Have them practise it several times. During the training you can have people close their eyes and find their partner only using their handshake to identify

one another. Debrief by asking what it felt like when people threw their hand away, what it felt like when you found your partners. Connects to activities on inclusivity and exclusion.

- » **Quicksand:** Without the group seeing, find a large flat space and draw a boundary (use a rope, line in the dirt, clothes, etc.). Measure out three huge steps and draw another boundary. You should be able to have one foot on side of the boundary, then about three huge steps inside, and one on the other side (this will make sense once you see the group do it a few times). Call the group over and get them all on one side of the boundary. Explain that there is an expanse of quicksand between the two boundaries, and we have to get everyone across to the other side. The quicksand can support three points of contact before the meniscus gives way and everyone sinks. A point of contact is a hand, foot, knee, etc. but not a whole body or a non-human object. You can put parameters on this such as how many tries they get, a time limit, etc. They will try different things but will eventually get to people standing in the quicksand and passing other people over them by having them step on their feet. Lots of body contact here, laughing and falling down. If you see people dominating or being shut down, make someone mute halfway through.
- » **Tiger/Baby/Hunter:** Split the participants into two groups. Have the groups line up and face each other. The groups have three options: tiger (hands up showing claws), baby (cries, hands rubbing eyes) or hunter (shoot a rifle). The tiger eats the baby, the baby charms the hunter and the hunter shoots the tiger. The groups discuss and decided on a character. The facilitator counts down 3-2-1 and both groups turn around to face each other. Keep score, the group with the highest score wins.
- » **Teamwork:** Divide participants into small teams and allow them time to discover the characteristics they have in common (e.g., culture, appearance, personal tastes, hobbies). Ask each team to give itself a name and be able to explain it. Groups then introduce themselves to the whole group, naming the team members and explaining their name.
- » **Thump:** Group sits in a circle with hands down on the ground, with one hand between your neighbour's hand so your two hands aren't side by side. Pass a 'thump' around the circle by lifting your hand and thumping it on the ground; neighbour does the same, etc. Double thump reverses the direction. Flip hand over skips one. If you mess up you take a hand out.
- » **We-Haul:** The group circles up with arms over their shoulders. Put a bunch of random objects on the ground for them to transport from one place to the next. They have to pick up the objects and move them all together as a group, without using their hands at all. They can use feet, mouths, etc. Connect the activity to the topic of the workshop/training by writing little tags on the objects that the group is moving (leadership qualities, values, rules and expectations for the workshop). Use this activity as a warm-up and a way of introducing the next topic or reviewing something already covered.

Trust Building and Communication Activities

- » **Blind Square:** Tie a rope into a circle. Participants close their eyes and pick up the rope, holding it in a circle. The challenge is to make the rope into a perfect square, without letting go of the rope (they can slide one arm's length). When they think they have it right, they put the rope down, take off their blindfolds and check out how they did.
- » **Collaborative Drawing:** Divide participants into small groups. Post a drawing in another room or just outside the training area. Groups can send one person at a time to look at the picture. When the representative returns to the group, they describe the picture to a 'drawer' who recreates the picture on a piece of A4 or flipchart paper. While they are

describing the picture, a new representative leaves to look at the picture. This process is repeated with one person at a time leaving the group to look at the picture. The group can assign more than one 'drawer' or have participants swap roles. The goal is to produce a picture identical to the one posted outside of the room. This activity is less physical than some of the other games but requires precise communication. It can also be done with a poem or short text.

- » **Communication Breakdown:** one person is blindfolded and needs to find three objects on the ground. Three people can talk, but face away from the blindfolded person towards the rest of the group. The group can't talk, but can pantomime what the blind person should do. This activity is fun and illuminates the need for specific communication. Activity 1.10 is an adaptation of this activity.
- » **Helium Pole:** Entire group holds a pole (blue pipe, bamboo, etc.) up with their fingertips (two fingers each). Try to lower it to ground with everyone continuing to touch it, and raise it back up again. Much harder than it sounds, and takes a lot of communication. Alternatively, use a children's hula-hoop.
- » **Make-a-Star:** Same idea as the Blind Square but the group must make a five-pointed star. It helps to draw a five-pointed star on a piece of paper and place it in the middle of the circle. This is really challenging and eventually requires a leader to emerge and direct. If doing the activity blind is too difficult, ask participants to keep their eyes open.
- » **Tarp Flip/Life Raft:** Group stands on a tarp and must flip it over to the other side without anyone stepping off the tarp. Make the tarp size smaller and try again.
- » **Snakes (also known as 'Trains'):** Divide participants into groups of five-seven. Have them link up with their hands on the shoulders of the person in front of them and ask everyone on the team except the last person to close their eyes. Explain that this activity is played in silence. The person at the back of the line will direct the participants around the room by tapping the shoulders of the person in front of them, who will tap the shoulders of the person in front of them. The participant at the front of the room will be guided to pick up an item from the ground and place it in a bucket somewhere else in the room. When a participant drops the item into the bucket, they open their eyes, move to the back and become the sighted team member. The person who was at the back of the line then closes his/her eyes. Continue until everyone on the team has placed an item in the bucket. Allow time for the participants to develop a communication plan (tap right shoulder - turn right, tap left shoulder, turn left etc.). Remember, there is no speaking once the game starts

Recap, Reviews and Closing Activities



These activities can be adapted and used to evaluate a training or workshop.

- » **Ball Toss:** Participants toss a ball from one to another. Each person who catches the ball states one thing they learned or can use from the workshop.
- » **Collective Summary:** Pose a summarising question or open ended statement and ask participants to respond in turn. Sample questions:
 - » *What ideas that you have heard here today will you especially remember as meaningful?*
 - » *What idea can you take home to use in your community?*
 - » *Try to think of a word or phrase that sums up your feelings at the end of today's session*

- » **Draw a Picture:** Divide participants into small groups. Give each group flipchart paper and markers. Either invite them to create a drawing that represents a key learning from the day before or provide each group with a prompt. Invite each group to present their picture. Ask participants what they see in the picture before asking the group to explain the inspiration behind their drawing.
- » **Image Theatre:** Divide participants into small groups. Either invite them to use their bodies to create a living statue that represents a key learning point from the day before or provide each group with a prompt. Invite each group to present their statue. Ask the audience to explain their understanding of the statue before asking the presenting group to explain their inspiration.
- » **Group Still Life or Installation (see Introductions):** Each participant in turn removes the object from a group display and explains what they are taking away from the workshop.
- » **Magic Ball:** Prepare review questions on pieces of paper. Wrap the papers in layers around a ball. Play music and have participants pass the ball around the circle. When the music stops the person holding the ball unwraps the first layer and answers the question. Repeat.
- » **Slide Show:** The facilitator creates a slide show of images from the workshop/training featuring images of each of the participants. A brief comment on the contribution each participant has made in unison with the slide presentation is given.
- » **Know, Challenge, Change, Feel:** The facilitator draws a large quadrant on a chart with the following four words: *know*, *challenge*, *change*, and *feel*. Each participant is asked to do the same on a regular sized sheet and fill in the quadrants by responding to these four (or similar versions of these four) questions:
 - » *Know: What was studied today that confirmed something you already knew?*
 - » *Challenge: What challenged you today?*
 - » *Change: What is one way you plan to change your work, based on today's learning?*
 - » *Feel: How do you feel about what you learned here?*

The participants discuss their answers in small groups while the facilitator wanders around to collect the sheets (which are anonymous) to review.

- » **Timeline:** Write key concepts, lessons, experiences, discussions and other highlights from the workshop on cards. Give each participant a card and have them order themselves chronologically. Bring the two ends of the line together so that everyone can see one another. Go around the circle and have participants share their personal highlight/most valuable lesson, etc.

Module One: Personal Leadership



Activity 1.1: Introductions



Taking time to build trust among participants and facilitators, co-develop shared ground rules and clarify expectations helps ensure a positive learning environment. This introductory session includes experiential methods to introduce participants to one another and the workshop/training objectives, as well as co-draft ground rules and share individual learning objectives.



Objectives:

- » To welcome participants and introduce the facilitation team.
- » To introduce learning objectives and teaching methodology of the training programme in an experiential way.
- » To build trust and familiarity amongst participants and trainers.
- » To collaboratively develop a set of ground rules and clarify participants' expectations of the workshop.



Time: 75 minutes



Materials: flipchart paper, A4 paper, stiff card paper, markers, hard surfaces to draw on (e.g., notebooks), sticky notes

Preparation

- » Write out the workshop objectives on a flipchart.

Process

Exercise 1: Introductions (45mins)

Pick one of the options below.

Option A²:

1. Welcome participants and introduce the facilitation team.
2. Divide participants into two groups. Have the pairs identify person A and person B.
3. Hand out two pieces of white printer paper, one marker and one large book/hardback object per pair.
4. Instruct participants to sit facing each other. Partner A holds up the book in front of them, with the piece of paper on top of the book. The piece of paper should be facing towards Partner B. Partner A should not be able to see the paper.

² Activity inspired by Earthrights International's Burma School Alumni

5. Instruct Partner A to pick up the marker and tell them they will be drawing a portrait of their partner. They will have to reach around the book to draw, and won't be able to see what they are drawing.
6. Guide group A providing prompts. Expect lots of giggling and laughter.
 - » *First draw your lovely partner's eyes (pause). Now draw their nose (pause). Don't forget the edges of their face and some ears (pause)...*
7. Repeat through all the face parts: mouth, eyebrows, teeth, lips, ears, hair, chin, eyelashes, etc.
8. Once finished, let them look at the picture, and then switch roles so that 'B' now draws 'A'
9. Once the drawing is finished, have participants write their partner's name on their portrait and provide two-three questions for the pairs to discuss. Pick fun and reflective questions that will prompt unique responses.
 - Sample questions:
 - » *What is your happiest childhood memory?*
 - » *If you were to get a tattoo what would it be and why?*
 - » *Which of the four elements best represents you (wind, fire, earth, water)? Why?*
 - » *If you were an animal, what animal would you be?*
 - » *If you were given 100 lakh to spend on improving the lives of people in this village, what would you spend it on?*
10. After discussing, participants form a seated circle and take turns introducing their partners starting with sharing their portrait, then summarising their answers to the questions.

Option B:

1. Distribute name cards to each participant (preferably stiff card paper).
2. Invite participants to draw a picture of something that represents them on their name cards. For example, in one training a participant drew a tree explaining that hundreds of birds can rest in the branches of a tree and they want to provide that kind of support to their family and friends.
3. Have participants write their name/nickname on their cards. Sitting in a circle have participants take turns introducing themselves by name and explain their picture.
4. Alternatively, participants share in pairs and then introduce their partner to the circle.
5. After completing either option A or B, close Exercise 1 by explaining:
 - » *This programme will encourage you to reflect on how you see yourself, how others see you, how we see each other and how we function as a community. It will encourage you to think critically about your community, the world around it and your place in it. This programme will also provide you with tools to manage some of the common challenges we all face in everyday life, and take a leading role in managing challenges faced by your community.*

Exercise 2: Expectations and Ground Rules (15mins)

1. Present the flipchart with the workshop objectives. Review any relevant logistics (timetable including break and lunch times, reimbursements, bathroom locations, etc.). Post the flipchart somewhere in the room so that you can refer back to it.

2. Invite participants to note down their own learning objectives/expectations. Distribute sticky notes and have them add to the workshop objectives or prepare a special place (a flipchart with a tree symbolising growth, an arrow that they can move their expectations upwards on if they are met, etc.) that they can continually add to throughout the workshop.
3. In the interest of achieving their learning, objectives work with participants to establish ground rules. Begin by asking '*What do you suggest as guidelines that will help us to achieve our shared objective and that we can all agree to follow?*' Most of the key points will come up (e.g., respect each other, stay on time, have fun, etc.) but make your own suggestions if important issues are missed.
4. Make sure everyone understands and supports the ground rules before moving on.

Exercise 3: Conclusion: 'I see you, I hear you, I respect you' (5mins)

1. To close this session, invite participants to stand and form a circle. Explain that this training programme builds upon their existing knowledge, skills and tools.
 - » *Every person here brings with them their own history, knowledge, expertise and experience and we want to begin by acknowledging that. We will go one by one around the circle. Each person will say their name (the name that they wish to be called over the next three days). The group will repeat it back to them. In saying each other's names out loud we are communicating, 'I see you, I hear you, I respect you.'*
2. Make sure everyone is clear that they only say their name. No need to introduce themselves. The group doesn't actually say these words out loud, it is embedded in the voicing of the names.



Participants, particularly adult learners, come to the classroom/workshop with a wealth of learning and experience. It is important for the facilitator to acknowledge and respect participants existing knowledge, skills and experience.

Activity 1.2: Asking Questions and Sharing Opinions



Traditionally students in Myanmar are not encouraged to ask questions or formulate and share personal opinions. This activity encourages participants to adopt a more self-directed approach to learning, establishing a shared understanding of the facilitator and participants' roles and responsibilities.



Objectives

- » To provide participants with an opportunity to practise asking questions and formulating and sharing personal opinions.
- » To reinforce the expectation that participants self-direct their learning.



Time: 75 minutes



Materials: small pieces of paper or sticky notes, 6-8 large photos or copies of artwork

Preparation

- » Prepare sets of six-twelve cards or sticky notes with various items written on them. The items can be an animal, a plant, a food, a household object, an occupation, a historical figure, a famous actor, or even a mutual friend – anything or anyone known to all the participants. Prepare one set of cards per small group.
- » Print six-eight large size photos or pictures. You can choose a subject matter connected to the topic of the training (Example: diverse people and places in Myanmar/the world), pieces of artwork that are wide open for interpretation or whatever you have available to you.

Process

Exercise 1: Asking Questions (45mins)

1. Use a group forming activity from **Tools for Facilitators (pages 11-17)** to break participants into groups of three-five.
2. Ask participants if they were encouraged to ask questions when they were in school or at home when they were young. Explain that, throughout the next eight days of training, they will be expected to ask questions. That the richness of learning experience is enhanced by each participants asking questions and sharing their unique experience and knowledge.
3. Explain that on each card there is a word. Taking turns, participants will hold the card against their foreheads. The player must then ask yes or no questions which the rest of their group will answer. The objective of the game is for the player to guess what word is written on the card based on how the group responds to their questions.

4. Ask one volunteer to come to the front and model the exercise.
5. After checking that everyone understands, distribute sets of cards to each group. Only one participant should be displaying a card at one time. This will help to focus the group's attention on a single player.
6. After every group member has had two-three turns, end the game.



Debrief with question such as:

- » *In your culture is it considered rude to ask questions?*
- » *When is it appropriate to ask questions?*
- » *What is more important in education/life, answering questions or asking questions?*
- » *Why do we hesitate to ask questions? What holds us back?*

7. Close by explaining that in education and life we tend to value an individual's ability to answer questions. However even more important is an individual's ability to ask good questions and the willingness to do so. Asking questions demonstrates thinking and encourages creativity and problem solving.

Exercise 2: Forming and Sharing Opinions (30mins)

1. Invite participants to form a seated circle on the ground. Place the prepared images in the centre of the circle.
2. Give participants five minutes to look at the different images. Encourage them to walk around and look at each image closely.
3. After five minutes ask participants to sit next to the image that they are most drawn to.
4. If more than one person is sat at the same picture, have them form a group. If only one person has selected a picture, have them group together with other people who are sat alone.
5. In their small groups, ask participants to discuss the following questions:
 - » *Why did this picture attract you?*
 - » *What is happening in it? How do you interpret it?*
 - » *What questions come to your mind when you look at it?*
 - » *How does it make you feel?*
6. Debrief the activity by asking a few volunteers to share.
7. Close Exercise 2 by clarifying the roles and responsibilities of the facilitator and participants.
 - » *As facilitators we are not here to tell you what to think or do. We will present you with questions and scenarios that will encourage you to reflect on your own experiences and knowledge and come to your own conclusions. We encourage you to openly share your thoughts and opinions but ask that you respect the thoughts and opinions of others.*

Key Learning Points:

- Asking questions encourages creativity, problem solving and is an indication of reflective thinking.
- Participants are encouraged to ask questions and form and share their own thoughts, opinions and ideas.
- This may feel uncomfortable at first, especially if you are not in the habit of asking questions or sharing your opinions in public settings.
- Free sharing of thoughts, opinions and ideas builds trust and improves understanding.

Activity 1.3: Trust and Teambuilding



Asking questions and sharing personal opinions and ideas requires a level of vulnerability that can be daunting and even scary for those unaccustomed to it. Pick from the suggested trust and teambuilding activities below and help prepare participants for open and honest sharing.



Objectives:

- » To help participants build trust with one another.
- » To establish a group identity and open up lines of communication.
- » To model the style of experiential learning that will be employed through out all three modules.



Time: 60-75 minutes



Materials: depends on the activity selected

Preparation

- » Review the instructions for the games listed below in **Tools for Facilitators (pages 11-17)** or pick an alternate game from your own collection.
- » Considering the needs of your participants, select one-three activities from the list or pick an alternative game from your own collection. Factor in available time, open space, comfort with physical contact, gender and social norms, etc.
- » Collect any necessary materials.
- » To engage all learning styles, combine more physically demanding, loud activities with quieter, more reflective activities.

Process

Exercise 1: Communication and Teambuilding

- » Recommended games:
 - Blind Square
 - Collaborative Drawing
 - Helium Hoop
 - Quicksand
 - Tarp Flip/Life Raft
 - Trains/Snakes



Debrief: After each game, ask questions to encourage participants to reflect on the experience.

- » *How was that experience? How did you feel playing the game?*
- » *Were you successful?*

- » *What strategies did you use? What worked well?*
- » *What would you do differently next time?*
- » *Did anyone emerge as a leader? What did they do that was helpful?*
- » *What can this activity teach us about teamwork? Communication? Trust?*
- » *How can we apply what we've learned from this game to our everyday lives?*

The objective of this activity is to establish trust between participants and help the group to form a team. Depending on each group's individual experience the debrief section may lead to slightly different key learning points. Regardless, highlight the importance of trust as a precursor to open communication.

Key Learning Points:

- People are normally protective, unsure and mistrustful of others right from the start.
- Trust needs to be built before people are willing to collaborate.
- There are many things we can do to communicate trust and build understanding.
- When we understand that we have a shared goal, we can find ways to work together to overcome all types of challenges.
- This is only possible when we decide to work together, to seek the outcome for the whole, not just for ourselves.

Exercise 2: Closing Activity (optional)

Option A: Journaling/Letter to Self

For groups comfortable with writing assign participants a journaling prompt and provide space and time for each participant to quietly journal. Alternatively, provide participants with A4 and an envelope and have them draft a *letter to self* or a *legacy letter*.

- » *A letter to self* is a note written to one's future self. It is a great way to encourage participants to reflect on personal goals and to hold oneself accountable. Have participants seal the letter once it is written and hand it to the facilitation team. Hand the letter back on the very last day of training.
- » *A legacy letter* is more suitable for mature participants. Have them write a letter to someone they care about, ideally a child or someone they care for. In the letter participants write about the kind of world they hope to leave this person and what they personally hope to leave behind as their legacy. Again, seal and collect the letters to hand out on the last day.

Option B

Form a circle and have everyone join hands. Every other person leans in or out of the circle on the count of three. The circle should support everyone if done slowly. Explain that throughout the next three modules that we will be operating as a team. Our individual success depends on the success of the group. Encourage participants to support each other and to respect the process – ask questions, reflect deeply and follow the guidelines they established in the morning.

Activity 1.4: Say It with Art



Whole group art activities are powerful tools for developing group cohesion and shared vision. In this group activity participants express visions for a shared future.



Objectives:

- » To identify shared values and visions for the future.
- » To encourage participants to think creatively and express themselves openly.
- » To provide an opportunity for reflection and relaxation.



Time: 75 minutes



Materials: flipchart paper, markers, crayons, colouring pencils, tape, scissors

Preparation

- » Review the collective art projects below and choose one based on the needs of your participants and available resources.
- » Gather any necessary art supplies.

Process

Exercise 1: Group Art Project (60mins)

1. Explain to participants that while they have different reasons for attending this training, and different personal learning objectives, they share one thing in common; in participating in this project they are strengthening of their community.
2. Ask them: *What kind of community do you want to create? What kind of community do you want to leave for later generations?*
3. Choose one of the group art activities listed below and invite participants to create a collective art piece that represents 'the future we desire'.

Option A: Group Drawing

If you are working with a small group provide a single piece of paper and have them create a collaborative image of the 'future we desire'. Save the image, make colour copies and provide them as a gift to each participant at the end of the training. An option is to create the outline of a body and draw the images inside this outline. Then discuss the connection between the vision and participants' role in creating this vision.

Option B: Group Mandala³

A mandala is a circular piece of artwork common in Hindu and Buddhist traditions that represents 'wholeness'. Drawing a group mandala can be a good way to open a discussion on a theme and share visions of the future.

- » Tape four pieces of flipchart paper together to make one large sheet.
- » Using a pencil and string, draw a large circle that goes as close as possible to the edge of the paper. Next draw a second circle in the centre – this is your mandala.
- » Divide the larger circle into equal sized wedges, one for as many small groups as you expect. Number the backs of the wedges for easy assembly.
- » Cut the pattern into pieces. You should end up with several wedges and a circular centre piece.
- » Introduce the theme 'the future we desire' to the entire group and distribute a wedge to each small group and the circular centre piece to the final group.
- » Give the entire group time to discuss the time and come up with a way of illustrating their ideas. They can choose to build their piece around a central image or not.
- » Finally assemble the artwork and unveil it to the whole group.

Key Learning Points:

- Invite a volunteer to explain the image on behalf of the group.
- Explain that development, peace and social change require being able to envision a goal, and creativity is an important part of this process. The image the group just created represents their creative vision for the future and a goal to strive towards.

Exercise 2: Daily Feedback (15mins)

Evaluation is an important component of learning. Creating opportunities for participants to provide feedback will help facilitators improve activities and facilitation in future workshops. Establish a daily feedback system and provide opportunity for participants to share at the end of each day. Be creative! Develop something that invites honest sharing.

Example:

Divide a flipchart from top to bottom. At the top of one column draw a '+' sign, on the top of the second column draw a triangle or delta (the mathematical symbol representing change). Distribute sticky notes to the participants and ask them to provide feedback on what is working well, what they would like more of, etc. under the '+' sign and things that could be improved upon or changed under the delta symbol.

³ Taylor, Peggy and Charlie Murphy (2014). *Catch the Fire: an artful guide to unleashing the creative power of youth, adults, and communities*. Gabriola Island: New Society Publishers

Activity 1.5: Who Am I?



Self awareness is an essential leadership skill. People who are self-aware, are more likely to overcome challenges in their own lives so they can lead others to do the same. In this activity participants reflect on the question 'Who Am I?' and which of their many identities are most important to them.



Objectives:

- » To introduce the concept of 'identity'.
- » To explore the multiple facets of our own identity.
- » To understand how identity can become an opportunity for building common ground.



Time: 75 minutes



Materials: A4 paper, markers, sets of identity cards, tape

Preparation

- » Review the options listed under **Exercise 1**, select one.
- » Option A – Fill a shoulder bag with various personal items. For Example: ID card, business card, books, photos of family members, jewellery, cultural items, etc.
- » Option B – Develop a list of identities (woman/man, married/single, mother/father, risk-taker, traveller, traditional footballer, etc.) some that are true for you (the facilitator) and some that are not. Write each identity on a piece of paper or sticky note. Create as many sets as you need for **Exercise 1**. Write each set with a different colour or use different colour paper.
- » Review the resource sheet and select ten identities that are relevant to your participants. The identities should progress from more obvious to those that are more hidden.

Process

Exercise 1: Defining Identity (15mins)

Option A: Grab Bag

1. Facilitate an energiser and invite the participant to form a seated circle on the ground.
2. Explain that you can often learn a lot about someone by the contents of their bag/purse. Place the bag in the middle of the circle and invite participants to go through it and see what they can learn about you from the contents (nationality, age, gender, interests, profession, family, etc.).
3. Allow time for the group to discuss. Ask a volunteer to share.

4. Confirm their conclusions and explain that we all define ourselves through a mix of biological identities (such as sex, height or age) and socially constructed identities (such as our relationships, religion, political beliefs). Check understanding by asking participants to determine which category some of your identities fall under.

Option B: Sticky Notes

1. Using one of the group-forming activities from **Tools for Facilitators (pages 11-17)** divide the participants into groups of three-five.
2. Give each group a set of identities. Explain that they must decide if these identities are true for you (the facilitator) or not. Give groups a few minutes to discuss.
3. One-by-one each group identifies an identity they believe is true for you. For added fun, invite volunteers to stick the identity labels to your body.
4. Once all the identities have been applied (without any repeats) remove them one by one and award a point for each correct answer.
5. Congratulate the winning team and by explain that we all define ourselves through a mix of biological identities (such as sex, height or age) and socially constructed identities (such as our relationships, religion, political beliefs). Check understanding by asking participants to determine which category your various identities fall under.

Exercise 2: Step-in, Step-Out (15mins)⁴

1. Ask participants to form a circle and explain that the next activity will be done in silence.
2. You will read out a statement, anyone who identifies with that statement as part of their identity will take one step into the centre of the circle, pause, and then step back. Provide a few examples to check understanding.
3. Read out the statements from the list one at a time in a clear, neutral voice. Allow time for everyone in the centre to step back before reading the next statement.
4. You may add or change statements on the list to fit the context and time available. Move gradually from identities that are more evident to those that are more intimate or hidden.
5. Close by asking participants what we can learn from this activity. If needed, encourage deeper reflection by asking questions such as:
 - » *Did anything surprise you during the activity?*
 - » *Did anything change about the way you see your peers?*
 - » *Did your feelings towards others change when you were standing in the circle together?*
 - » *What did it feel like when you weren't standing in the circle?*
 - » *Did anyone have an identity they wanted to hide? Why are we more comfortable sharing some identities than others?*

Exercise 3: Identity Flower (45mins)

1. Explain that in this next activity participants will have the chance to reflect more deeply on their unique identities.

⁴ Adapted from: Slachmuisjider, L. (2018). *The Common Ground Approach | Three day training resources Guide for Facilitators, 1st ed. Washington DC: Search for Common Ground.*

2. Distribute two sheets of A4 paper to participants. Ask them to draw a large flower with four-petal flower on the first sheet. It should fill the whole page so that the participants can write a word inside each of the petals.
3. Ask participants to spend a few minutes to reflect on the questions *'Who am I?' What are my identities?*
4. After participants have had a chance to reflect ask them to write or draw a picture representing their most important identity in the centre of the flower and other identities that are very important to them in each of the four petals. Use a simple image or only one word to describe each identity. To clarify the directions, prepare a sample flower with your own identities written or drawn in the flower and share it with participants. Give no more than five minutes to complete the flower.
5. After everyone is done ask participants to partner with a person sitting next to them. Have each participant take the second sheet of A4, draw a four petal flower on it and without speaking to their partner, complete the flower for them.
6. After participants have finished both their personal flower and their partner's flower, have them walk silently around the room with their personal flower facing outwards in front of them, pausing to read and reflect on others' identities.
7. Have participants find their partner and sit down and compare their flowers, noticing any similarities and differences. After a few minutes for discussion, ask participants to give their partners the flower they drew for them.

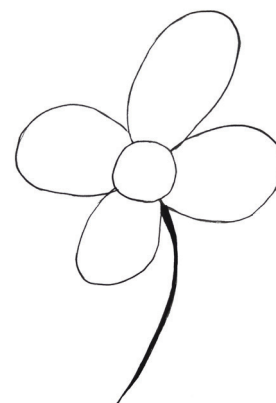


Illustration: Matthew Gibbons



Debrief the activity asking questions such as:

- » *Was it easy to decide what to write in your flower?*
- » *How did you decide which identities to include?*
- » *Do you think people identify you in the same way you identify yourself?*
- » *How did you feel when you saw the identity flower that your neighbour drew of you? Was it the same as what you drew yourself? Why not?*
- » *Do we choose our identities or are we born with them?*
- » *Which of your identities included in your flower were you born with? Which are chosen?*
- » *Are our identities static or do they change and evolve?*
- » *Have you ever felt judged or constrained based on someone else's perception of you? Example: Don't be so loud and rough! You're a girl.*
- » *Do we view people differently when we are in conflict? Why might this be important?*
- » *How can we identify commonalities with people who at first appear different?*

Key Learning Points:

- Identities are both biologically and socially constructed.
- Some are easy to identify, others are less obvious.
- We proudly display or hide different identities depending on the situation.
- Despite our uniqueness, there are always things we share.

1.5: Resource Sheet: Identity List

Select ten-twelve identities to read out loud. Add or adjust the list to fit the context. The identities should progress from obvious to more intimate or hidden.

- » *I am the eldest child*
- » *I am the youngest child*
- » *I am a parent*
- » *I am a single parent*
- » *I am single*
- » *I am married*
- » *I am widowed*
- » *I grew up in a city*
- » *I grew up in a village*
- » *I am a footballer*
- » *I am a traveller*
- » *I speak two or more languages*
- » *I am scared of the dark*
- » *I play chess*
- » *I don't drink alcohol*
- » *I have children*
- » *I have more than two children*
- » *I am a grandparent*
- » *One of my parents is no longer alive*
- » *I am a singer*
- » *I am Muslim*
- » *I am Christian*
- » *I am Buddhist*
- » *I don't believe in God*
- » *My family is comprised of two different religions*
- » *My family has been affected by drug or alcohol issues*
- » *I have lost family members due to conflict*
- » *I have lost family members due to illness*
- » *My family has been hurt by violence*
- » *My family has lost assets due to violence or crisis*
- » *I am a leader*
- » *I am a peacebuilder*

Activity 1.6: Explore and Share



Self-leadership begins with the ability to acknowledge, understand and be conscious of one's own values, perspectives, strengths and weaknesses, and emotional needs. In this activity participants reflect on their individual strengths and the gifts and strengths of their peers.



Objectives:

- » To acknowledge identity as an essential human need.
- » To build trust and strengthen relationships.
- » To encourage reflection on individual strengths.
- » To experience the power of positive affirmation.



Time: 75 minutes



Materials: Soft music (optional)

Preparation

- » Make sure that you have a large enough space to facilitate Exercise 2.

Process

Exercise 1: Explore and Share (60mins)⁵

1. Select a lively group-forming activity from **Tools for Facilitators (pages 11-17)** and divide the participants into pairs.
2. Have each pair identify a Person A and Person B.
3. Explain that this next activity is called 'Explore and Share'
4. Person A is the 'Explorer'. Their task is to explore Person B by asking questions in order to identify their strengths and/or gifts. Person A will have ten-fifteen minutes explore before the roles are reversed.
5. Invite pairs to find a quiet place in the room and begin. Keep time and tell partners when to switch roles. Play soft music if available.
6. After everyone has played each role, invite participants to form a circle. Taking turns, have each participant present their partner's strengths to the group. If you are facilitating a larger group, split the group into two or more sharing circles.

⁵ Developed by the Search for Common Ground, Myanmar National Social Cohesion facilitation team (2017-2018)



Debrief with questions such as:

- » *What did it feel like to have your strengths/gifts shared out loud?*
- » *In your community/culture, are people's individual gifts and strengths publicly shared and celebrated?*
- » *Can you think of anyone in your life that has encouraged you and/or celebrated your strengths?*
- » *How can we model positive communication in our everyday lives?*



Focus on Myanmar:

Oh gaun ya chin yin nar nar yaik – to make a strong pot you need to hit the clay hard.

- » In Myanmar there is a common believe that strict discipline will result in strong, resilient children. While this 'tough love' approach may have some merit, all humans have a basic need to be appreciated. Invite volunteers to share their thoughts and personal experiences relating to this popular sentiment.

Key Learning Points:

- Each individual possess unique gifts and strengths.
- These strengths form the basis of our potential as leaders and change makers.
- The desire to have our strengths acknowledged, accepted and appreciated is a basic human need.

Activity 1.7: Clarifying Values



What is important to us, or what we value, influences the decisions and choices we make. Knowing what we value not only enables us to make decisions that we feel comfortable with, it also makes it easier to know what to do in any given situation.



Objectives:

- » To identify the people, possessions, activities and future plans we value.
- » To analyse how our values influence the decisions we make.



Time: 75 minutes



Materials: one piece of A4 per participant, one copy of **1.7: Resource Sheet: Once Upon a Time**

Preparation

- » Clear an open space and prepare five-ten context-appropriate statements for Exercise 1.

Process

Facilitate a quick energiser if a shift in energy is needed or move directly to Exercise 1.

Exercise 1: This or That (15mins)

1. Ask participants to stand up and join you in an open space.
2. Explain to participants that they will be presented with a series of choices. Depending on what they choose and where you point, they should either stand on the right side or the left side of the room.
3. Beginning with simple choices and moving to more difficult ones, ask participants a series of questions. Participants stand on either side of the room depending on their answer. Do not let participants stand in the middle. Tell them that they must make a decision.
 - » *Would you rather drink la payeh (tea) or coffee?*
 - » *Would you rather wear a longyi or trousers?*
 - » *Would you rather live in the countryside or in a city?*
 - » *Would you rather read a book or watch a movie?*
 - » *Would you rather be an athlete or an artist?*
 - » *Would you rather spend time with your family or your friends?*
 - » *Would you rather do something with others or work on something alone?*
 - » *Would you rather be healthy but poor, or terminally ill but very rich?*



Adapt the questions to suit your audience.

4. Ask participants if they thought the choices became more difficult towards the end. Invite volunteers to give examples of the choices they found were difficult to make. Encourage them to explain why they found them difficult and describe how they made a final decision.
5. Explain that what is important to us or what we value influences the decisions and choices we make. The most difficult decisions often involve people we care about, relationships we value and issues that are important to us. Knowing what we value allows us to make choices we are comfortable with.



Variation: If you don't have space to create a spectrum you can create an imaginary line on the floor and have participants stand on either side, or have them stand up or stay seated to indicate their choice. Incorporating movement helps ensure that everyone is engaged.

Exercise 2: Value Squares (60mins)⁶

1. Invite participants to take their seats.
2. Give each student a piece of paper.
3. Demonstrate how to fold, crease, and cut the paper into 16 equally sized squares.
4. Using the 16 squares, student should write a word or two to identify the following:
 - Three favourite activities.
 - Five important people in their lives.
 - Three goals they have for the future.
 - Three favourite possessions.
 - Two things they would like to own one day.



Variation: To avoid confusion, have participants write each category in a different colour or prepare different coloured paper for each category ahead of time. If participants are not comfortable writing invite them to draw a picture to represent the different items. No one else will be looking at these papers so they simply need to be able to recognise the significance of each square.

5. Explain to participants that you are going to read a story. After you read each part of the story, they will be asked to make a decision. They will have ten-fifteen seconds to make the decision. All decisions are final. Discarded squares must be crumpled or torn up.
6. Read the **1.7: Resource Sheet: Once Upon a Time** aloud to participants. After each section, pause for ten-fifteen seconds before announcing time is up and continuing the story.

⁶ Adapted from: *Community for Education Foundation Inc. (2018) Overcoming Obstacles: Middle School Level, United States of America*



Debrief the activity with asking questions such as:

- » *How did you feel about the decisions you made? Why?*
- » *Which were the hardest for you to make?*
- » *Would it have been easier if someone else had made the decisions for you? Why or why not?*
- » *Was anyone surprised by the squares they had left at the end? Do these squares reflect what's really important to you?*
- » *If you were to play this game again, would you choose to have different squares at the end? (Raise your hand if you would.)*
- » *Where do our values come from?*
- » *Do you have the same values as your parents? Grandparents? Siblings?*
- » *Is it easy to live according to your personal values? What challenges do you face?*

7. Participants may feel overwhelmed by the activity. Explain that this activity evokes emotions that can be uncomfortable. However these emotions are a powerful reminder of what we really value in life. Ask participants if what they learned from this activity has motivated them to set new goals or make any changes in their lives. Invite a few volunteers to share.
8. Close by explaining that we all value different people and things for different reasons; each person lives by different personal rules. While it is important to respect the values and rules of others, it's difficult to be the person or leader you want to be unless you live and lead according to your own values and beliefs.
9. Lead participants through the '*Hands to the Sky*' movement as a way of reconvening the group's energy. Feel free to adapt or adjust it based on the context.
 - *Hands to the Sky*⁷: Participants stand up, still in a circle. Everyone lifts up their hands towards the sky (for inspiration), bends over towards the ground (to remember sources of strength), and looks to the person on their left and then on their right (to acknowledge the community that is built through sharing and support).

Key Learning Points:

- The identities that are important to us are a reflection of our values.
- Decide on what you value and let your values guide your choices and decisions.
- Be respectful of what others value, but always make your own choices.
- If you stay true to yourself and what you value, you'll feel good about whatever you decide.
- Knowing what you believe in, and where you stand, makes it easier to know what to do in any given situation.

⁷ Adapted from: Wandita, Galuh and Karen Campbell-Nelson. (2017). *Stone and Flower: A Guide to Understanding and Action for Women Survivors*, 2nd Ed. *Unlearning Impunity: AJAR Manual Series*



Extension:

- » Ask participants to reflect on their values. Give them five minutes to find an object in the training area or in the surrounding area that represents one of their core values (e.g., a chair – because I value being a supportive friend, a flower – because I value beauty). Form a circle and invite each participant to share their object and their value as a final closing activity.

- » Distribute the **1.7: Resource Sheet: Once Upon a Time** and have participants play the game again with someone not in the group. The next day have participants share their observations with the class. Did the results change the second time around? How did their friends' and family members' answers compare with their own? Were they surprised by anything they observed?

1.7: Resource Sheet:

Once Upon a Time



Read the following story aloud. After each section, pause for ten-fifteen seconds and allow participants to make their choices and discard the relevant squares. Feel free to adapt the story to the local context.

1. While at the zoo, you were bitten by a rare species of monkey. You are starting to feel very sick, and your doctor diagnoses you with a very serious illness. Your doctor is unsure of how to cure you, and doesn't know whether the disease is fatal. He tells you that you have to give up one of your favourite activities.
2. Because of the disease, you are hospitalised for a short time. You must lose one of your goals.
3. Because of your time off from work, you are short of cash and have to give up one of your possessions.
4. You are hospitalised again. The medical bills keep coming and you have to give up another possession.
5. You are exhausted from the illness and trying to work. You lose one of your goals and must give up an activity. Also, two important people disappear from your life because you are no longer able to maintain relationships.
6. You are permanently hospitalised. You are allowed only one visitor and can take only one possession to the hospital with you. Discard two important people and two possessions.
7. Your doctor finds a hospital in Europe that specialises in rare monkey bites. Once there, you will have to live near the hospital for the rest of your life in case you ever suffer from symptoms again. You must discard three of your remaining squares. Which will they be?
8. You are starting your life over again with only this person, possession, goal or activity.

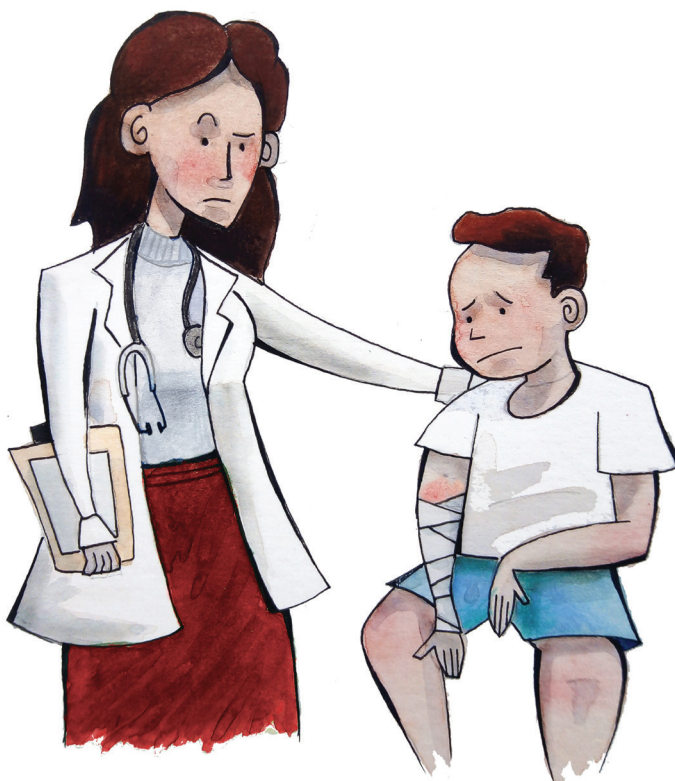


Illustration: Matthew Gibbons

Activity 1.8: Defining Leadership



Effective leadership is not defined by any one set of qualities. Good leaders are flexible and able to select the leadership qualities and strategies that feel right to them, and best fit the situation. In this activity, facilitators can choose one of two options. In the first, participants self identify the qualities of leadership they value. In the second, participants reflect on their own personal leadership style.



Objectives:

- » To identify qualities of good leaders.
- » To broaden perspectives about who is and who can be a leader.
- » To explore different leadership styles and reflect on their advantages and disadvantages.



Time: 75 minutes



Materials: balloons, tape, spaghetti noodles, jellies or soft candies, string, scissors, **1.8a Resource Sheet: Types of Leadership** (one per participant, optional), **1.8b Resource Sheet: Leadership Styles** (one per participant, optional)

Preparation

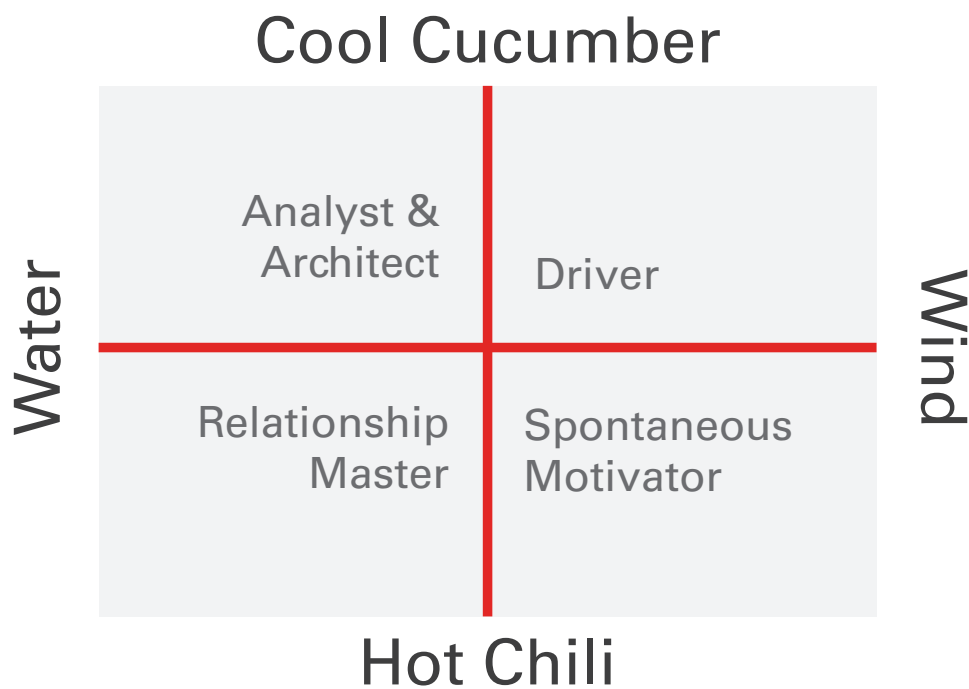
Read through options A/B and select the activity that is most appropriate for your participants. Prepare as needed.

Option A:

- » Identify leaders for each of the small groups.
- » Pull them aside and secretly assign each of them a different leadership style (see **1.8a Resource Sheet: Types of Leadership**). You do not have to have all of the styles represented. The objective of this activity is to highlight that there are different leadership styles, that different styles suit different situations, and that even those who are not identified (or do not identify) as leaders can play an important leadership role.

Option B:

- » Outline two long lines on the floor to create four quadrants. You can use tape, string, pieces of bamboo, whatever you have available.
- » Prepare four labels or signs that say: Wind, Water, Cucumber, Chili (Feel free to substitute different words if there are options that have similar connotations and are more relevant to your participants).
- » Wait until you facilitate the activity to label the lines.



Process

Exercise 1: Reflecting on Leadership (60mins)

Option A: Qualities of a leader

1. Facilitate group-forming activity from **Tools for Facilitators (pages 11-17)** divide participants into groups of five-eight.
2. Select one of the challenges listed in **1.8: Notes for Facilitators on page 47** and explain:
 - » *Each group will have 15 minutes to complete their challenge. In order to be successful they must work together. To support this process I will assign a leader to each group (present the leaders).*
3. Answer any questions and begin the activity. Move around the room, observing the group dynamics and encouraging the teams.
4. After 15 minutes indicate that time is up. Evaluate the challenges and congratulate the winner.



Debrief the activity by asking questions such as:

- » *What worked well? What didn't work well?*
- » *Is there anything you would do differently if you had a second chance?*
- » *Was your leader effective? What did they do that was effective? Ineffective?*
- » *Is there more than one kind of 'effective' leader? Can you give any examples?*
- » *Do different situations need different kinds of leaders?*
- » *Can a leader also be a follower?*

5. Present the following definition of leadership: An *effective* leader is someone who can motivate others towards achieving a common goal.
6. Ask participants to think of someone in their life that they consider a great leader. What makes this person a great leader? Have participants find a partner and share. After ten minutes regroup and ask volunteers to share.
7. Close the discussion summarising:
 - » *We often associate leadership with a position – the highest ranking person, the boss, the oldest person, the person with the title. However leadership is a quality. It is a collection of qualities or characteristics that anyone can possess, learn and develop. There is no one perfect set of leadership qualities since different situations call for different things and individuals and teams have different leadership preferences. Good leaders are flexible and able to select the leadership qualities and strategies that feel right to them and best fit the situation. It is important to remember that no two great leaders are exactly the same and each person has the potential for great leadership. This module will encourage you to reflect on how you have already exercised, and can continue to exercise, leadership in your own life.*



Extension: Ask each participant to share one leadership quality that they already possess and one quality that they would like to develop. Highlight that self-aware leaders build on their strong points and develop their weak points.

Key Learning Points:

- Effective leadership is not defined by any single set of qualities.
- Effective leaders are able to adopt different qualities and characteristics depending on the needs of a given situation.
- Different situations call for different qualities and skills.
- Everyone exercises leadership in their own life.
- Everyone has leadership potential.

Option B: What's my leadership style?⁸

If a shift in energy is needed, facilitate the energiser below or choose one from **Tools for Facilitators (pages 11-17)**. If you have limited time move directly to Exercise 1.

1. Ask participants to stand around the quadrants. Explain that this next activity will help them to reflect on their individual leadership style.
2. Indicate the horizontal axis and explain in a neutral voice:
 - » *This is a spectrum. One the far left side is water (place the label/sign on the floor), on the far right is wind (place the label on the floor). Each element represents a different personality type.*



Water types don't often voice strong opinions, particularly if they think it will cause hurt or waste time. They usually put others before themselves. They are very flexible. You won't know where they stand on issues, or what they think about you, unless

⁸ Adapted from: *NOLS Leadership Educator Notebook. (2004).*



you ask them directly. They find it very difficult to state their needs.

Wind types can easily state their opinions. They have no problem taking a firm stand on issues. You know exactly what they think, feel and want because they are open and direct communicators, especially if you upset them. They will fight for what they think is right and won't hesitate to try and convince you to join them.

3. Invite participants to stand on the line based on how they view themselves (there is no wrong answer). Remind them that it is a spectrum and they can stand anywhere, except the exact middle. For example, if they feel that they are 75% wind and 25% water they should stand halfway between the middle and the far right.
4. If the participants are familiar with each other you can ask them if they agree with how everyone has placed themselves; invite anyone who wants to, to step out of line and move their peers. This often works best if they don't have to justify why they are moving people. It is important to keep this section light so participants that are moved don't feel that they are being criticised. For groups that know each other well this exercise usually leads to a lot of laughter.
5. After those that want to take turns moving people are finished, tell everyone to go back to their original place (the purpose of this activity is to illustrate that how we see ourselves may not be the same as how others see us).
6. Now indicate the vertical axis and explain in a neutral voice:
 - » *While the horizontal spectrum represents behaviour, the vertical spectrum represents how you feel inside.*
 - » *At the top is the cool cucumber (place label/sign). Cool cucumbers are calm and rational; they do not get flustered at anything. Cucumbers don't get excited easily. Their emotions are calm, like a glassy pond.*
 - » *At the bottom is the hot chilli (place the label/sign). Hot chillies are passionate; they feel everything. They get excited easily, cry at heart-warming movies, get fired up over issues of injustice. Their emotions are very active.*
7. Without moving from their place on the horizontal line, ask participants to now move upwards or downwards on the vertical spectrum according to how they view themselves. The participants should end up standing in one of the four quadrants.
8. Invite those that want, to move participants based on how they see them, as in the first section of this activity.
9. Without moving from their place, allow participants to sit on the ground if they are tired.
10. Explain that each of these quadrants represents a different leadership style.
 - » *While most people have a dominant style we also show signs of other styles.*
 - » *Our family situation or school/work situation may also force us to adopt a certain style that may not be comfortable for us.*
 - » *All styles have their strengths and gaps.*
 - » *Being aware of our style and the style of others can help us manage relationships and work more effectively together.*
11. Present the advantages and disadvantages of the four leadership styles (see **1.8b Resource Sheet: Leadership Styles**). Participants will likely start nodding their heads and laughing.
12. Prompt a discussion by asking questions such as:
 - » *Does this sound like you?*
 - » *What do you think is your second most dominant style?*
 - » *Which style do you find the least comfortable? Why?*

- » *What do people with different styles frequently misunderstand about your style of leadership?*
 - » *Which styles do you work the best with? Why?*
 - » *Which style is most celebrated in your society? Why?*
 - » *How might knowing your leadership style and the styles of your friends be useful?*
 - » *What happens if a community/team has members from only one quadrant?*
13. Summarise the participants' answers, present the key learning points and close, explaining that this activity is meant to encourage participants to reflect on how they have and can continue to exercise leadership in their own lives.

Key Learning Points:

- These four quadrants represent key aspects needed in leadership and high-performing groups.
- Leaders come from all quadrants.
- It is less important what your style is than your ability to move around the four quadrants as needed.
- Good leaders are aware of their more comfortable and less comfortable quadrants.
- They know their strengths and work on their weaker areas, listen to other ways of doing things, try new approaches and ask for help.
- A good leader leads from the style that fits them, fits the situation and fits the group.

1.8: Notes for Facilitators

Leadership Challenge #1: Candy Tower



Objective: To build the tallest freestanding structure using only the materials provided.



Materials: 20 dry spaghetti noodles, 1 metre string, 1 metre tape, 1 soft candy, scissors

Guidelines:

- 1. Build the tallest freestanding structure:**
The winning team is the one that has the tallest structure measured from the table top surface to the top of the soft candy. That means the structure cannot be suspended from a higher structure, like a chair, ceiling or light fitting.
- 2. The entire candy must be on top:**
The entire candy needs to be on the top of the structure. Cutting or eating part of the candy disqualifies the team.
- 3. Use as much or as little of the kit:**
The team can use as many or as few of the 20 spaghetti sticks, as much or as little of the string or tape.
- 4. Break up the spaghetti, string or tape:**
Teams are free to break the spaghetti, cut up the tape and string to create new structures.
- 5. The challenge lasts 12 minutes:**
Teams cannot hold on to the structure when the time runs out. Those touching or supporting the structure at the end of the exercise will be disqualified.
- 6. Ensure everyone understands the rules:**
Don't worry about repeating the rules too many times. Repeat them at least three times. Ask if anyone has any questions before starting.

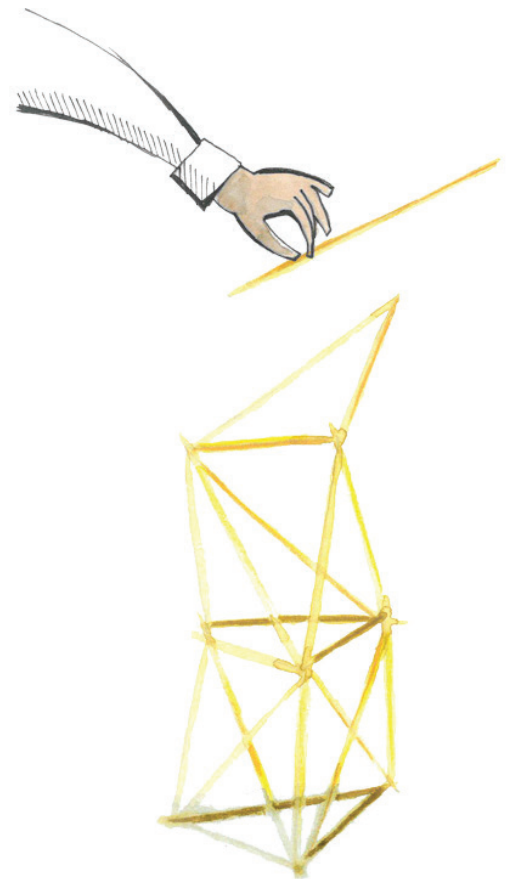


Illustration: Matthew Gibbons

Leadership Challenge #2: Balloon Tower



Objective: Use a bag of balloons and roll of tape to build the tallest freestanding tower possible in the time allotted.



Materials: bag of balloons, tape (equal amounts provided to each team)

Directions:

1. Give each team a bag of balloons and a roll of tape. Challenge the teams to make the tallest freestanding tower they can, using only the balloons and tape.
2. Allow four minutes of brainstorming and planning.
3. When you say 'Go!' the tower building can begin.
4. Let the teams build for 20 minutes, giving time announcements at five minutes, two minutes and one minute remaining.
5. At the end, whichever team has the tallest freestanding tower is the winner.

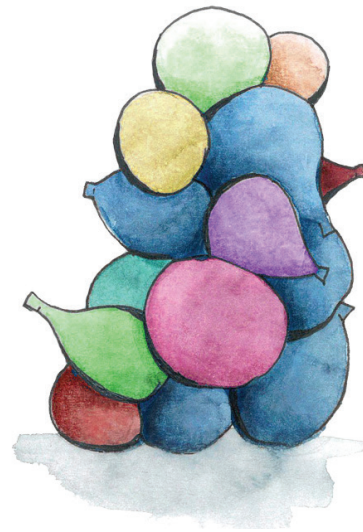
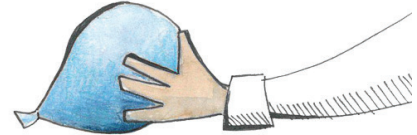


Illustration: Matthew Gibbons



Variations: Make it more difficult by allowing the teams to brainstorm and plan for four minutes and then not allowing them to talk while they are building.

1.8a Resource Sheet: Types of Leadership⁹

Autocratic Leadership

Autocratic leaders have significant control over others and rarely consider others' suggestions or share power. This type of leadership can lead to high turnover or absenteeism. It can also lack creativity given that only a single person is providing direction. This style of leadership is best suited to environments where jobs are fairly routine or when high-risk decisions need to be made under time pressure, for example in military situations or medical settings.

Democratic Leadership

Participatory leadership. Democratic leaders often ask for input from others before making final decisions. This style of leadership leads to high satisfaction among the team members and high level of creativity. On the downside the democratic process can be slow and may not function well in environments when quick decisions are necessary.

Laissez-faire Leadership

Laissez-faire is a French term that literally translates as 'let them do' or 'let it be'. This type of leadership is characterised by their hands-off approach. This approach is effective in creative working environments or when working with teams that are very experienced.

Servant Leadership

Servant leaders prefer power-sharing models of authority, collective decision making and often put the needs of their team first. This leadership type is very encouraging and supportive. However it also lacks authority and may suffer from conflict of interest as the needs of the team are put ahead of achieving goals.

Transactional Leadership

Transactional leaders follow a clear chain of command. They reward good performance and punish bad performance. This can be effective in reaching short-term tasks but do not support team members to develop their full potential.

Transformational Leadership

Transformational leaders are often considered the most desirable. They inspire their teams through effective communication and intellectual stimulation. These leaders are typically very charming and have great imagination, but require more detail-oriented managers to implement their strategic visions.

⁹ The Executive Connection <https://tec.com.au/resource/9-common-leadership-styles-which-type-of-leader-are-you/>

1.8b Resource Sheet: Leadership Styles

Architects and Analysts	Drivers
<p>Emphasises meaning and conceptual functions</p> <ul style="list-style-type: none"> ⊕ <i>Information and opinion seekers</i> ⊕ <i>Good at analysis and process observation</i> ⊕ <i>Prefer to make decisions based on facts</i> ⊕ <i>Prefer as much information as possible before deciding</i> ⊕ <i>Can come out with totally off the wall solutions that work</i> ⊕ <i>Translate feelings and experiences in ideas</i> ⊖ <i>Can be slow in making decisions or dogged in the facts</i> ⊖ <i>Can happily leave most decisions to other and focus on only one decision</i> ⊖ <i>Have to watch out for non-involvement or unrealistic ideas if they get into their world</i> <p>» If a leader has this style, honour their need for information while also requesting them to tell you how they will decide or delegate and when.</p> <p>Some Effects on Group</p> <p>Architects and analysts are often in the minority, but their function is essential. If a group doesn't pay attention to this area, it will miss out on significant learning that comes from observation and analysis. The group may also be missing important process steps or other ways to view a situation. Too much of this style in a group and the group may not move on much, because the discussion, laissez-faire attitude and analysis allows opportunity to pass.</p>	<p>Emphasises action and directing functions</p> <ul style="list-style-type: none"> ⊕ <i>Information and opinion givers</i> ⊕ <i>Decision making is easy for them</i> ⊕ <i>Often the keeper of the vision in a group</i> ⊕ <i>Great at taking a stand, being direct and making things happen</i> ⊕ <i>Usually not too shaken by critical feedback</i> ⊖ <i>Often will urge 'Let's decide' as indecision can drive them crazy</i> ⊖ <i>Will sometimes decide without input from others and step on toes</i> ⊖ <i>Make mistakes when moving too quickly without adequate info</i> ⊖ <i>Can come across as too impersonal and lose connection with their group</i> ⊖ <i>Have to be careful not to 'over-lead' if strongly in this quadrant</i> <p>» If a leader has this style, be as direct as possible. Bring problems and opinions to them as they expect this.</p> <p>Some Effects on Group</p> <p>If a group does not have drivers, they must pick up driver functions or they can fail to meet far reaching goals. Mature drivers are non-reactionary individuals with much ability in the other quads and help ground a group. When this style is not mature, there may be too much individuality or structure. Turf battles or a lack of member autonomy and collaboration ensue.</p>

Relationship Masters	Spontaneous Motivators
<p>Emphasises caring function</p> <ul style="list-style-type: none"> ⊕ <i>Excellent at building and sustaining community</i> ⊕ <i>Works well on a team</i> ⊕ <i>Great at building rapport, consensus, commitment, seeking feedback</i> ⊕ <i>Support, praise, are concerned</i> ⊕ <i>Display high regard for others' wishes, viewpoints and actions</i> ⊖ <i>May not take an unpopular stance if it puts a relationship at risk</i> ⊖ <i>Can put so much emphasis on relationship that task and decision making fall behind</i> ⊖ <i>Can forget or downplay their own needs, to their detriment</i> <p>» If a leader has this style, you may need to ask them to be more specific in outlining their expectations. Encourage critical feedback from them and tell them when you want to know what <i>they</i> think and want.</p> <p>Some Effects on Group</p> <p>You cannot have too much caring and respect as part of your capacity – it is the connective glue and essential for a functional group. As a leader, it is powerful when combined with other quadrant functions. If it is the only style a group has, the group may not take enough risks or make enough decisions to move forward significantly. The group may also avoid conflict to the extent that there is a lack of depth in genuine connection and innovation.</p>	<p>Emphasises emotional stimulation function</p> <ul style="list-style-type: none"> ⊕ <i>Often voice their ideas and supply passion to follow those ideas; energisers</i> ⊕ <i>Great at motivating people as they possess a sense of mission or vision</i> ⊕ <i>Good at energetic dialogues with other group members</i> ⊖ <i>Can be emotionally bound to their ideas; objectivity can be their biggest challenge</i> ⊖ <i>Can create a highly emotionally-charged climate if they put too much emphasis on challenging others and confronting assumptions</i> <p>» If a leader has this style, know your own stance/position and don't be afraid to voice it. Ask them to give concrete examples to back up their viewpoints.</p> <p>Some Effects on Group</p> <p>Spontaneous motivators are often light bulbs. Groups need this function to sparkle, create, prod, stir the pot and impassion. A group without this style may be functional, but somewhat lackluster. When mature people with this style can choose to be detached or attached and monitor their emotional involvement this is highly effective. If too much of this style is present in a leader, or when not mature, a group can be overly reactive or so impassioned around their ideals that they lose touch with other realities. Interestingly, many charismatic leaders and cult leaders come from this quadrant.</p>

Activity 1.9: Decision Making



We make decisions everyday. Following a clear decision-making process that includes defining the issue, gathering information, weighing alternatives and consequences, and considering feedback leads to better decisions. In this role-play activity participants must consider the limited information they have and make a unanimous decision within a set timeframe.



Objectives:

- » To reflect on how we make decisions.
- » To understand that decisions are influenced by multiple factors.
- » To practise the decision-making process.



Time: 75 minutes



Materials: **1.9: Resource Sheet: Survival Items** (one per participant), flipchart and markers (optional)

Preparation

- » Prepare one copy of **1.9: Resource Sheet: Survival Items** per participant.
- » Prepare a flipchart with the decision-making process written out.

Example:

Decision-Making Process

- » Define the issue.
- » Gather information.
- » Develop alternatives.
- » Analyse the consequences.
- » Make the decision.
- » Consider feedback and evaluate.

Process

Exercise 1: Warm-up/Review: Image Theatre (20mins)

- » Ask participants stand and form a circle.
- » Ask them if they can show you what 'sad' looks like. Angry. Hungry. Excited.

- » Explain that this morning they are going to have a chance to demonstrate their talent as actors.
- » Divide the participants into groups of three-seven. Explain that each group must reflect on what we learned yesterday and using their bodies as 'clay,' create a human sculpture – a frozen image representing their most significant learning point.
- » They will have ten minutes to discuss and practise their picture. Each group will then present their creation. Remind groups to be prepared to explain the artistic motivation behind their masterpiece!
- » After ten minutes bring the groups back together. One at a time, have each group present their image. Ask the rest of the participants watching what they see before inviting the group to explain their image.
- » This activity is a creative way review key concepts and assess participants' learning.

Exercise 2: Role-Play: (30mins)

- » Ask participants to sit in their groups and explain that the day's theatrics will continue with a role-play.
- » Explain that there has been plane crash and that each group must review the list of items and decide on the three most valuable items for survival. All group members must agree. To begin each participant will have a chance to review the list individually and note down the three items of their choice. Groups will then have ten-fifteen minutes to discuss and make their final decision.
- » Distribute the list of items and give individual participants a few minutes to silently read the list and make their decision. After each person has made their individual selection invite the groups to begin their discussion.
- » Keep time while monitoring the groups. Remind the groups when they have only a few minutes left.
- » After ten-fifteen minutes, bring the participants back together.
- » Invite each group to present their items and their reasons for choosing them (option: note each group's answers on a flipchart).

Exercise 3: Discussion (20mins)

- » Facilitate a discussion using the following questions:
 - » *Was it easy to make the final decision?*
 - » *How were decisions made?*
 - » *Who influenced the decisions and how?*
 - » *How did you build consensus?*
 - » *How many people's groups ended up selecting the same three items they selected individually?*
 - » *What kinds of behaviour helped or hindered the group?*
 - » *If you had had more information would the decision have been easier?*
 - » *Why did you change your mind? Are you satisfied with your group's final decision? (ask each participant to rate their satisfaction out of five)*
 - » *What situations at home/school/work do you think are like this exercise?*
 - » *Would you do anything differently if you were to do this activity for a second time?*

- » *What can we learn from this activity?*
- » *How can we apply what we learned from this activity to our everyday lives? To this project?*

Exercise 4: Presentation (10mins)

1. Ask participants to reflect on the factors they consider when they make decisions. Have them suggest steps people should take when making an important decision.
2. Present the flipchart with the decision-making process written out.
3. Point out that decision making is a recursive process. Sometimes we must return to the beginning or repeat a step several times. For example, when analysing the consequences one may realise that the proposed decision will not lead to the intended consequence and must return to gathering information and identifying alternatives. Good leaders are able to consider feedback and admit when they are wrong.

Key Learning Points:

- Decision making is a skill and an essential leadership skill.
- There are many factors that influence decision making.
- Making good decisions does not always entail making everyone happy. It can require negotiation and compromise (In Myanmar many people, particularly youth, struggle with making decisions because they are trying to please everyone).
- Following a decision-making process leads to better decisions.
- Decision making is a skill that can be practised and improved upon.



Variations:

To increase interest and a lively sharing session, assign each group a slightly different scenario. Create drama by developing a realistic story with familiar landmarks to localise the scenario.

- » Plane crash (in a desert/top of a mountain)
- » Shipwreck (in a life boat/on an island)
- » Lost in the jungle

Shorten the discussion time to put more pressure on the group to come to consensus.

1.9: Resource Sheet: Survival Items

Below is a sample item list to be distributed to teams. Feel free to customise the list based on your participants and available time.

- » A small mirror
- » A quantity of mosquito netting
- » A 25-litre container of water
- » A box of biscuits
- » A floating seat cushion
- » A 10-litre can of oil/petrol mixture
- » A small transistor radio
- » 20 square feet of opaque plastic sheeting
- » One bottle of 160 proof whiskey
- » 15 feet of nylon rope
- » Two boxes of chocolate bars
- » A fishing kit and pole
- » Four blankets
- » A bottle of pain medicine
- » Pack of matches
- » Small toolbox containing hammer, screwdriver set, adjustable wrench, hacksaw, large pen-knives
- » A shovel
- » A short hand-held axe
- » A handgun with six bullets
- » A torch with one extra set of batteries
- » A packet of 10 candles
- » A box of tissues
- » A notebook and pencil
- » A large bag of peanuts
- » A sewing kit
- » A whistle
- » A mobile phone
- » A bucket
- » One roll of duct tape
- » A large umbrella

Activity 1.10: Communication Breakdown



This lively activity highlights the importance of information sharing and feedback to effective communication and achieving shared goals.



Objectives:

- » To highlight the importance of communication to achieving shared goals.
- » To understand the connection between feedback and effective communication.
- » To reflect on our personal communication styles.



Time: 75 minutes



Materials: Materials to use as blindfolds (eye masks, scarves, napkins), items to place on the ground

Preparation

- » Ensure you have enough blindfolds for 1/3 of the participants.
- » Using whatever is convenient, collect items that you can spread on the ground (umbrellas, books, marker pens, torch).
- » Make sure you have a clear and open space to play the game. If necessary, assign extra people to keep watch over the blindfolded participants.
- » Prepare a flipchart with the definition of communication written on it.

Example:

Communication

- » Speaking – Listening – Understanding – Feeling

Process

Use a group forming activity from **Tools for Facilitators (pages 11-17)** and divide the participants into groups of three.

Exercise 1: Prepare the Groups (15mins)

1. Explain to the participants that they will be working with in teams of three to solve a challenge.
2. Ask each team to number off 1-2-3.
3. Tell numbers 2 and 3 to leave the room. Keep the number 1s in the main activity room.
4. Provide the following instructions to each group. Before beginning the game, distribute items to be picked up randomly on the ground.

Group 1: All the information

You will be working in a team of three. You need to work with the other two members of your team to pick up the items on the floor. There are several rules that you must follow. Firstly you cannot speak out loud and you cannot move from this spot. One of your team members, Number 2 can speak. This team member however must remain standing, facing you, and cannot turn around (model the position). You will need to be this person's eyes. They will be your voice. Working together you must provide directions to the third member of your team, Number 3, who will be standing in the room. This team member must pick up items from the floor and bring them back to you. This team member will be blindfolded. One last thing, you are the only person on the team that knows that the task is. Both of your partners have no idea what they are supposed to do. They will be taking directions from you.

Group 2: Limited Information (Separate group 2 from group 3)

You will be working with your team to complete a task. I cannot tell you what the task is, but if you follow instructions you will be fine. I am now going to take you into the other room. Once we place you in position you cannot move or turn around.

Group 3: No Information

You must complete a task. This is all the information I can give you. I am going to blindfold you now and take you into the other group. Don't worry. We have people watching you who will keep you safe. You do not need to be scared.

Exercise 2: Play the Game (45mins)

1. Tell group 1 that the game is about to begin and they must remain silent until you indicate that the game is over.
2. Go and get group 2. Ask them to close their eyes so that they can't see the items on the floor, and bring them back into the activity space. Position them so that they are facing their teammate. Remind them that they cannot turn around and ask them to open their eyes.
3. Go and get group 3. Ask them to put on their blindfolds and bring them into the activity space. Be sure not to let group 2 see them.
4. Once everyone is in position, tell participants that when you shout 'start' they can begin. When you shout 'stop' the activity is over. There will be chance for discussion and reflection after the game. (This game can get very loud. If you are playing with a large group of people bring a bell or a whistle to help indicate when to start and stop).

5. It will usually take some time for the teams to figure out a strategy. Don't worry if they seem frustrated or if little or nothing happens at first. One group will usually have a breakthrough that will encourage the rest.
6. Allow ten-fifteen minutes of play (more depending on how the game progresses) and shout 'stop' to end the game.
7. Ask group 3 to take off their blindfolds. Have participants join you in a circle, sitting with their teams and the items they collected.
8. Ask the teams to share how many items they collected, congratulating them.



Debrief the activity asking questions such as:

- » *How was that experience? How did you feel playing this game?*
- » *There were three roles – what information did each role have?*
- » *What strategies did you use to collect the items?*
- » *What would you have done differently if you had a chance to play for a second time?*
- » *What would have made the game easier?*
- » *Traditionally which role do you play? Do you like to have all the information? Do you prefer not to make the decisions and just follow directions? Do you like to be in charge?*
- » *Which role are you most comfortable in?*
- » *What can we learn from this activity?*
- » *What can it teach us about leadership? Communication? Teamwork? Goal setting?*

Exercise 3: Presentation (15mins)

1. Present the flipchart with the definition of communication.
2. Explain that communication is comprised of four parts: speaking, listening, understanding and feeling. While we engage our mouths and ears when we communicate, effective communication is when we are able to convey understanding and feeling. When what we communicate is not understood we don't get the result we intended. When what we communicate is not shared with emotion and awareness of the receiver's feelings trust is eroded which impacts communication.

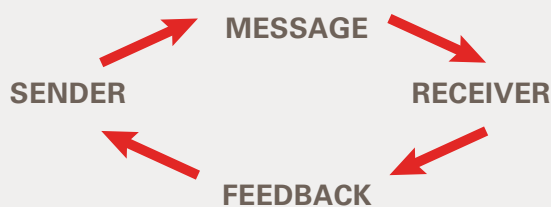
Key Learning Points:

- Effective communication is a valuable life skill and an essential leadership skill.
- When we communicate, we speak, listen and try to understand.
- Communication is successful when it is understood cognitively and emotionally by the person(s) communicated with.
- Effective communication requires opportunity for the receiver of the message/ information to provide feedback to the sender that they understand (in this activity there was no opportunity for feedback).
- Effective communication is a skill we can learn, practise and improve.

The Communication Process



Successful Communication



Communication Breakdown



10



Focus on Myanmar:

In certain cultures, the ground is seen as being unclean. Before playing the game check and ensure that the objects you have selected to be distributed on the ground are appropriate.



Variations:

- » This game can be quite challenging. To make it easier, give groups 1 and 2 the same information as well as time to develop a communication system.
- » To encourage collaboration you can create teams of four with two people in the Number 2 position. If you have limited time, this grouping can speed up the process. This can also help to energise a less active group.
- » If you have a very large group or limited space, run the activity with just a few teams and assign the rest of the participants to be observers. Be sure to include them in the debrief session. They can share what they observed while participants can share what they experienced.
- » To encourage deeper self awareness, assign dominate personalities to Group 1 or 2 and quieter, less out-spoken participants to Group 3. This will challenge participants to step out of their comfort zone and reflect on the value of flexible leadership.

Activity 1.11: Misinformation and Rumours



As highlighted in **Activity 1.10: Communication Breakdown**, questions and feedback are necessary to ensuring effective communication. But what are the consequences of ineffective communication? In this activity participants reflect on the potential dangers of misinformation and rumours.



Objectives:

- » To understand the role of communication in spreading rumours.
- » To identify communication skills that can prevent misinformation and rumours.



Time: 60 minutes



Materials: flipchart, markers

Preparation

- » Prepare a story to share to the participants as part of Exercise 2.

Process

Exercise 1: Whispers (15mins)

1. Ask participants to form a seated circle on the ground.
2. Explain that you are going to whisper a statement into the ear of the person seating next to you. This participant must whisper the statement into their neighbour's ear. The message must go around the full circle until the last participant repeats it out loud. Questions or requests to repeat the message are not allowed.
 - » *In true dialogue both sides are willing to change.*
3. After the last participant repeats what they heard, elicit from the participants what the exercise says about communication.
4. Ask the participants what could be the consequences of bad communication or miscommunication in their communities.
5. Highlight the importance of effective communication in avoiding rumours or misinformation.

Exercise 2: Story-Telling (45mins)¹¹

1. Ask for four volunteers. Tell them to leave the room.
2. Tell a short story of an incident (any story you can make up such as theft or robbery) to the remaining participants inside the room.
3. Invite one of the participants waiting outside to re-enter the room and have one of the participants who remained in the room to repeat the story back to them.
4. Invite another participant waiting outside of the room to enter and have the first volunteer tell the same story to the second volunteer. Repeat the process until all of the volunteers have heard the story.
5. Close the activity by asking the last volunteer repeat the story back to the entire group.
6. First invite the participants that remained in the room to give their comments and observations on the exercise. Ask questions such as:
 - » *What did you observe?*
 - » *What happened to the original story, as it was re-told?*
 - » *Did the volunteers ask for verification or confirmation?*
 - » *Was any information not included in the original story introduced? What was it? Why do you think this happen?*
 - » *Were the volunteers consciously trying to distort the message?*
 - » *What lessons can we apply from this activity to our every day lives?*

Key Learning Points:

- When information is passed through word of mouth or informal platforms like social media, the original message is often simplified or distorted.
- Information is repeated without verification or confirmation.
- When people can't remember specific details there is a tendency to substitute new information to fill gaps.
- Misinformation and rumours can lead to misunderstandings that can lead to conflict and even violence.
- Not all rumours have negative or violent consequences. Some may be harmless. But the existence of rumours is a sign that channels of communication have broken down or are not trusted.
- Asking for confirmation and verification can prevent misinformation and rumours. This includes being aware of the source of the information and its reliability.

¹¹ Adapted from: *MIDO and Search for Common Ground. (2016). Rumour Management Facilitation Guide, Myanmar.*

Activity 1.12: Stress- Management and Self-Care



A self-care practice is not only important to maintain physical and emotional health it enables us to perform at our highest potential as leaders. In this activity participants learn and share self-care techniques.



Objectives:

- » To share methods for dealing with stress.
- » To broaden awareness of self-care techniques.
- » To create space for personal healing.



Time: 45-75 minutes



Materials: flipchart, marker

Preparation

- » Select a traditional song or dance is relevant to your participant group. Have the song prepared, and the audio equipment necessary to play it.
- » Review the group relaxation techniques and select one or several depending on the needs of the participants and the available time.

Exercise 1: Exploring Emotions (15mins)¹²

1. Stand in a circle together with the participants.
2. Explain that the group is going to play a game. You will whisper an emotion in their ear and they will take turns acting out the emotion. The other participants will have to guess what emotion is being acted out. Sample emotions: angry, depressed, happy, sad, lonely, excited, afraid, jealous, relaxed, proud, stressed, embarrassed, confused, confident, ashamed, etc. It is important that the facilitator choose the emotions to ensure a wide range of different types of feelings.
3. After playing several rounds of the game, ask participants take a seat on the ground.



Debrief the activity asking questions such as:

- » *Was it easy to guess what the emotions were?*
- » *Were some easier to guess than others?*
- » *Have you experienced any of these emotions?*
- » *How did you manage your negative emotions?*

¹² Wandita, Galuh and Karen Campbell-Nelson. (2017). *Stone and Flower: A Guide to Understanding and Action for Women Survivors*, 2nd Ed. Unlearning Impunity: AJAR Manual Series.

Exercise 2: Song and Dance (10 minutes) – optional

1. Explain that song and dance are forms of emotional expression that can be found in cultures across the world.
2. Play the prepared song and invite participants to dance. The intention of this activity is to enable participants to relax and express themselves. If people feel self-conscious, invite them to close their eyes and just feel their body movements. Another option is to play a song that everyone knows and sing together.
3. Following the song and dance lead a discussion about stress, anxiety and fear. Ask questions such as:
 - » *What things cause you to feel stress, anxiety, or fear?*
 - » *What is the impact of these emotions on our lives (individually, families, communities)?*
 - » *How do feelings of stress anxiety, and fear effect our bodies? Our thinking? Our feelings? Our spirit and sense of hope?*

Exercise 3: Relaxation Techniques (15-45mins)

1. Explain that managing stress and negative emotions is very important. It helps if we can be aware of how stress can affect our wellbeing and learn what we can do to cope with negative emotions.
2. Lead the group in a shared relaxation exercises. Several examples are provided but feel free to substitute something that matches the needs of your participants and is contextually appropriate.

Option A: Deep Breathing

1. Invite participants to form a seated circle on the floor and in a neutral voice read aloud the following instructions:
 - » *Sit comfortably with your back straight.*
 - » *Exhale completely through your mouth, making a whoosh sound.*
 - » *Close your mouth and inhale quietly through your nose to a mental count of four.*
 - » *Hold your breath for a count of seven.*
 - » *Exhale completely through your mouth, making a whoosh sound to a count of eight.*
 - » *This is one breath. Now inhale again and repeat the cycle three more times for a total of four breaths.*



The absolute time you spend on each phase is not important; the ratio of 4:7:8 is important. If you have trouble holding your breath, speed the exercise up but keep to the ratio of 4:7:8 for the three phases.

This exercise relaxes the mind by relaxing the body. Research has shown that similar techniques effectively reduce PTSD symptoms in tsunami survivors and war veterans, increase reported optimism and well-being in college students, decrease depression in those with alcohol and drug addictions, curb tobacco consumption and improve immune function in cancer patients¹³.

13 Breathing-Based Meditation Decreases Posttraumatic Stress Disorder Symptoms in U.S. Military Veterans: A Randomized Controlled Longitudinal Study, www.ncbi.nlm.nih.gov/pmc/articles/PMC4309518

Option B: Finger Holds¹⁴

The finger hold practice is a simple technique that combines breathing and holding each finger. Practising finger holds can help to manage emotions and stress. The practice does not change the underlying cause of the situation but can help ease negative emotions. For some, being able to actively do something in a situation where they otherwise have limited control can be calming. Invite participants to wrap the fingers of one hand around one finger of the opposite hand and hold it for two-three minutes until they feel a steady pulse in the finger. Release the finger and hold the next finger. Encourage participants to relax by playing soft music and inviting them to close their eyes and breath deeply. If participants are comfortable, invite them to hold the fingers of another participant. This variation is helpful when working with children.

Option C: Simple Stretching

Simple stretches are another method of releasing tension and stress. Guide participants through a series of simple stretches. Some examples are included here but feel free to include or adapt them to the context.



Seated Shoulder Stretch: Interlace your fingers, and raise your arms above your head, with your palms facing upwards. Try to keep your arms in line with your ears, while you look straight ahead and relax your shoulder blades down your back (don't shrug them up). Hold for five full breaths in and out through your nose. Let your arms fall down to your sides, roll your shoulders backwards and forwards a few times, then repeat the stretch, holding for five full breaths. (Illustration: Matthew Gibbons)



Standing Forward Bend: Keeping your feet hip-distance apart, fold over your legs. If your hamstrings are tight, bend your knees. Try to relax into the pose for five full breaths. (If you want a little help from gravity, grab opposite elbows and let your head hang down). Then stand up, take a few breaths, and fold over your legs again. This time shaking your head 'no' and nodding your head 'yes' as you hang over your legs for another breath cycle. (Illustration: Matthew Gibbons)



Lower Back Stretch: Lie on your back with your knees bent and feet flat on the floor. Extend your arms out to the side in a 'T' position. Keep your shoulders on the ground as you gently roll both knees to one side. Stay here for 20-30 seconds, then return to the starting position and repeat on the other side. (Illustration: Matthew Gibbons)

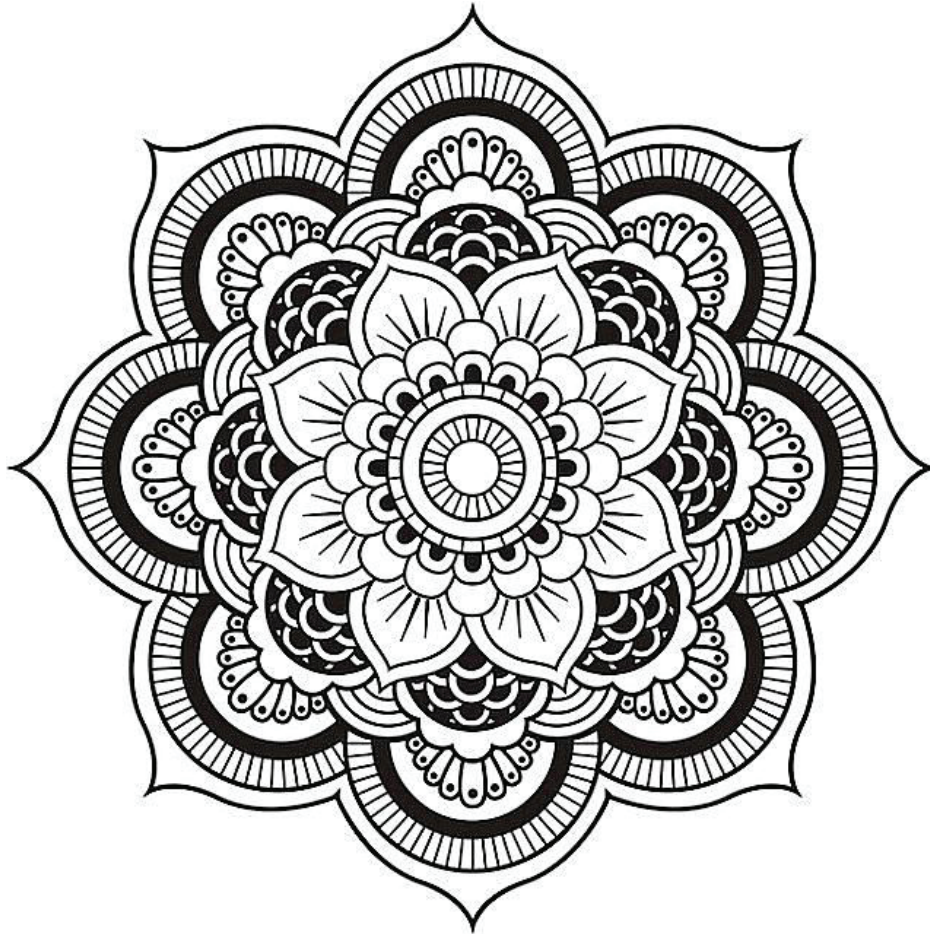
Option E: Colouring

Researchers have discovered that colouring activities help relax the amygdala – the section of the brain that is activated in situations where you feel stressed or scared¹⁵. Free adult

¹⁴ Adapted from: *National Center on Domestic Violence, Trauma & Mental Health*. (2014). www.nationalcenterdvtraumamh.org/wp-content/uploads/2012/01/Fingerhold-Practice-for-Managing-Emotions-Stress-Final.pdf

¹⁵ Curry, Nancy and Tim Kasser. (2005) *Can Coloring Mandalas Reduce Anxiety? Art Therapy: Journal of the American Art Therapy Association*, 22(2) pp. 81-85

colouring exercises are easily found online. Select a few images that are appropriate for your participant group and copy them. Play soft music and invite participants to quietly colour together.



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Key Learning Points:

- Everyone experiences stress.
- Stress can affect how we think, behave and feel, including negative emotions such as anxiety, fear, frustration, anger and depression.
- Stress can be caused by single events (illness, natural disaster, etc.) as well as continuous, reoccurring events (job, insecurity, poverty).
- Learning how to cope with these emotions can improve creativity, problem solving and decision making, as well as physical and emotional health.

Activity 1.13: Evaluation and Closing Reflections



Clear closure of a process fulfills emotional and psychological expectations. This participatory evaluation exercise and closing ceremony encourages participants to reflect on how they can be leader in their own lives, and a positive influence on those around them.



Objectives:

- » To encourage reflection on how this module has impacted participants' self awareness.
- » To help facilitators to improve activities and facilitation in future workshops and trainings.
- » To acknowledge each participants' contributions and celebrate their successes.
- » To close the module with a sense of satisfaction and inspiration.



Time: 75 minutes (depending on the size of the group)



Materials: flipchart, A4 paper, markers, tape, bowls filled with small stones and flowers, three potted plants, audio speaker and music (optional)

Preparation

- » Prepare the necessary materials for your selected evaluation exercise.
- » Prepare three signs (*the Self, the Group, the Community*). Stick the signs to the side of the plant pots or attach them to stick and label the plans.
- » If using music have any devices charged and ready.

Process

Exercise 1: Evaluation (30mins)

1. Introduce the purpose of the evaluation process:
 - » *Over the course of this module we have been encouraging you to be reflective, honest, and open to learning from one another. We also want to learn from you. This is your chance to give us honest feedback on how which activities you found useful, how they can be improved upon, and how we can become more effective and supportive facilitators. Please share as little or as much as you feel comfortable.*
2. Select one or a combination of the activities below to help facilitate the evaluation process.

Option A: SMS¹⁷

Hand out pieces of paper prepared to look like mobile phones. Tell participants they are sending an SMS about the workshop—in either words or pictures—to a friend or family member. The SMS is to describe three things new that the participant learned from the workshop. Participants tape their SMS messages on a piece of flipchart. The facilitator reads the written messages; participants who did drawings explain their drawings.

Option B: Stone and Flower

Spread out prepared sheets of paper that represent each session of the workshop in the middle of the room. Use words or images to clearly indicate which sheet represents which session; add a sheet that represents facilitation and logistics (timing, food, accommodation, training space etc). Set out two containers, one filled with stones and one with flowers. Ask participants to evaluate the session with a flower (positive) or a stone (negative). You can have them evaluate each session or just let them comment freely. You can also choose to have participants share one-by-one or have them all place their flowers and stones in silence and then invite volunteers to share.

Option C: Heart, Head, Hands or Heart, Brain and Feet

In pairs participants reflect on the workshop and share:



Heart – the key learning/idea that most touched their heart.



Head/Brain – the key learning/idea that they found the most interesting or got them thinking.



Hands/Feet – the key learning/idea/skill that they are most likely to take away with them and apply in their everyday lives.

Give pairs 15-20 minutes to discuss. Regroup participants and invite volunteers to share.

Variation: After giving pairs a chance to discuss hand out three sticky notes per participants and have them note down their responses. Prepare three flipcharts representing the heart, head and hands and ask participants to stick their note to the relevant flipchart.

Exercise 2: Closing Reflections (45mins)

Preparation

Allow a bit of time between the evaluation and this final activity. Invite participants to take a walk or use the washroom while you prepare the space. Create a quiet, reflective atmosphere by dimming the lights and playing some soft music. Either place chairs in a circle or clear space on the ground. Place the three plants in the centre of the circle/space.

¹⁷ Adapted from: Wandita, Galuh and Karen Campbell-Nelson. (2017). *Stone and Flower: A Guide to Understanding and Action for Women Survivors, 2nd Ed. Unlearning Impunity: AJAR Manual Series*

1. Invite participants to form a circle around the three plants and explain:
 - » *These three plants represent the self, this group and the many other communities we belong to (or the world). Over the past few days we have all shared a great deal and in doing so contributed to one another's growth and have grown stronger together. This however is only the beginning. We are planting a seed but it is up to each you to decide how you will care for that seed.*
2. Have participants scoop water from the pot, water each of the plants and allow each of them time to share any final thoughts. Alternatively, provide a more specific prompt, for Example: a hope for the future, a new goal, a gratitude, etc.
3. End with the 'I see you, I hear you, I respect you' exercise from **Activity 1.1: Introductions on page 21** or the 'Hands to the Sky' movement from **Activity 1.7: Clarifying Values on page 39**.



Extension:

Gift of Gratitude is an optional homework assignment/reflective exercise that you can provide participants at the end of **Module 1**. Ask participants to remember back to **Activity 1.6: Explore and Share on page 35** and what it felt like to hear someone appreciate them out loud. Ask participants, after they return home, to think of someone they appreciate, someone they are thankful for; to find that person and express their appreciation to them. Time will be given at the beginning of **Module 2** for participants to share their experiences.¹⁸

Module Two: Defining Conflict



Activity 2.1: Defining Conflict



Conflict and violence are often confused. This activity encourages participants to expand their definition of conflict.



Objectives:

- » To define the terms 'conflict' and 'violence'.
- » To build understanding that conflict is inevitable and natural, and neither negative or positive.
- » To reframe conflict as an opportunity.



Time: 75 minutes



Resources: sticky notes, flipchart paper, markers, sets of 8-12 images representing different kinds of fruit, sets of 8-12 images representing different kinds of conflict

Preparation

- » Brainstorm review questions and images that will help prompt participants to recall the contents of **Module 1**. Write each question on a piece of paper. Crumple the first piece into a ball or wrap it around a ball and secure it with tape. Continue wrapping the papers around the ball in layers. Prepare one ball per group of four-six. Sample questions/prompts include:
 - » *What are the five leadership styles?*
 - » *Outline of a flower (identity)*
 - » *Picture of blindfolded person (communication)*
 - » *Picture of people whispering to each other (misinformation)*
 - » *What are your expectations for Module 2? – recommend as the last (inner-most layer) question*
- » Prepare two flipcharts with the word 'CONFLICT' written on the first, and 'VIOLENCE' on the second.
- » Prepare eight-twelve images representing different types of fruit. Prepare one set per four-six people.
- » Prepare eight-twelve images representing different types of conflict (internal, relational, inter-group, inter-state, violent). Prepare one set per four-six people.

Process

Exercise 1: Magic Ball (30mins)

1. Using a group forming activity from **Tools for Facilitators (pages 11-17)**, divide the participants into small groups and ask them to make a circle.
2. Hold up a ball and explain:

- » *This is a magic ball. Contained within it is all of our learning from the last module. When I start the music you must pass the ball around the circle. When the music stops the person holding the ball must unwrap the first layer of the ball and answer the question written on the sheet of paper. If there is a picture on the sheet of paper, share what you remember about this image. After you respond, other members of the group can share their thoughts and ideas.*
- » Model unwrapping the ball and check that everyone understands. When everyone is ready, start the music. After a few moments stop the music. Repeat until the ball has been fully unwrapped and all the questions answered.
- » Debrief the activity by asking the questions to the plenary and collecting answers from volunteers.



Variation:

- » If a question prompting participants to share their expectations of **Module 2** was included, close the activity by handing out sticky notes. Have participants note down their expectations and stick them to a prepared flipchart. Review the expectations as a large group, noting similarities and differences with the actual agendas of Modules 2 and 3.
- » Instead of creating 'magic balls' create sets of cards with questions and images printed on them. One set of cards per small group. When the music stops, the person holding the ball picks a card.

Exercise 2: Defining Conflict and Violence (45mins)

Option A: Words¹⁹

1. Hand out multiple (two-five) sticky notes to each participant.
2. Post the flipchart with the word 'CONFLICT' on to a wall or board.
3. Ask the participants to write on their sticky notes one word or a very short phrase that they think of when they hear the word 'conflict'.
4. Participants stick their notes onto the flipchart sheet.
5. Briefly read out loud the ideas on the notes, or have participants quietly come up and read them for themselves.
6. Write the word 'VIOLENCE' on second flipchart sheet.
7. Repeat the exercise having participants write words or phrases they think of when they hear the word 'violence'.
8. Hand out multiple (two-five) sticky notes to each participant and ask them to write a word or phrase that they think of when they hear the word 'violence'.
9. Ask participants to stick their sticky notes onto the second flipchart.
10. Briefly read through the ideas on the notes or have participants read them, possibly group them, and notice similarities and differences in the two clusters of sticky notes (for 'conflict', and for 'violence').

¹⁹ Adapted from: Slachmuisjilder, L. (2018). *The Common Ground Approach | Three day training resources Guide for Facilitators*, 1st ed. Washington DC: Search for Common Ground.



Debrief the activity by asking question such as:

- » *What do you observe between the terms 'conflict' and 'violence'? Are they the same?*
- » *In what way is conflict different from violence? Why do you think the definition is so complex? Why are there not more positive words as part of the definition of conflict?*
- » *If conflict is not the same as violence, how would you define conflict? Is it something that we want more of in our lives?*
- » *In what way could conflict been seen as an opportunity? Is the same true for violence?*

Option B: Pictures

1. Ask participants to remain in their groups.
2. Distribute the sets of fruit pictures or prepare a poster displaying the different fruits. Explain that groups will have five minutes to put the fruits into categories. They can create as many or as few categories as they like, as long as they can explain their reasoning. Remind participants that there are no wrong answers.
3. Have each group present their categories. Possible answers may include sweet fruits, sour fruits, round fruits, tropical fruits, large fruits, small fruits, fruits native to Rakhine State, etc.
4. After confirming participants' understanding of the concept of categories distribute one set of conflict images per group. Explain that they will now have five minutes to put these images into categories.
5. Ask each group to present their categories.



Debrief the activity by asking:

- » *Is conflict always negative?*
- » *In what way could conflict be seen as an opportunity?*
- » *Based on the ideas you have just shared, how would you define conflict?*

Key Learning Points:

- Humans have diverse values, identities, cultures and beliefs.
- Conflict is inevitable and natural, and is neither positive nor negative.
- When a conflict is not managed constructively, it can lead to violence.
- When handled constructively, conflict can be an opportunity to understand different perspectives, build understanding and address challenges.
- Conflict and violence can seem like the same thing but in reality they are not.
- We associate conflict with violence because our experience of conflict is often negative.



Variation: As an alternative debrief explain to participants that the word for 'conflict' in Chinese is made up of two characters: opportunity and danger. Have participants discuss the following question in small groups. Ask volunteers to share.

- » In what ways is conflict a danger?
- » In what ways is conflict an opportunity?

机 危

Opportunity (Wei)

Danger (Ji)

Activity 2.2: Conflict EGG-scalation



If we don't use conflict as an opportunity to solve problems and reach agreement, it becomes destructive. We lose out on finding a good solution, trust is broken and relationships are damaged. This activity uses a popular song to highlight how easily a conflict can spiral out of control.



Objectives:

- » To understand how conflict can escalate.
- » To discuss and share strategies for de-escalating conflict.



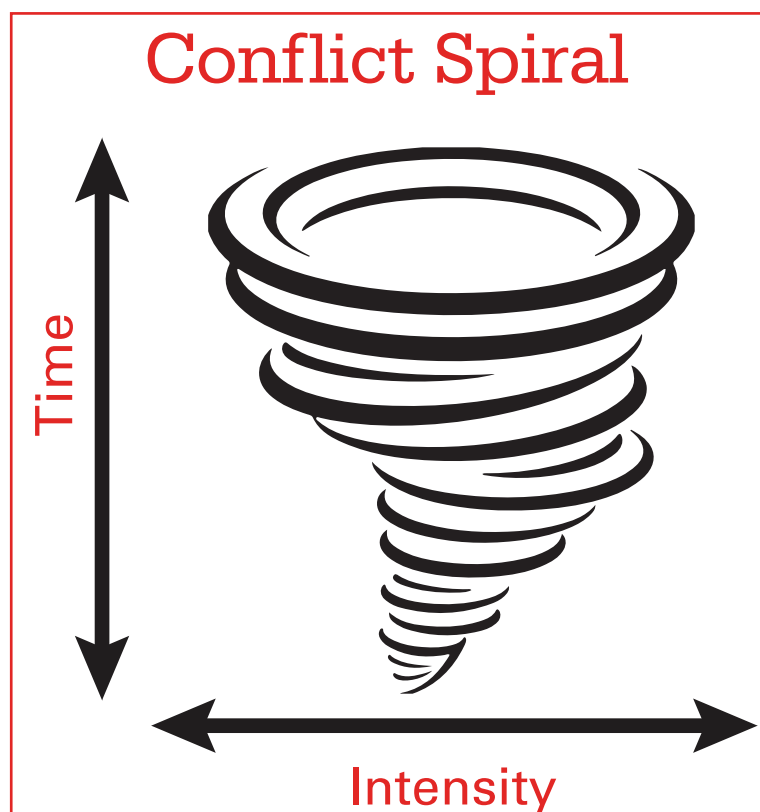
Time: 45-60 minutes



Resources: audio speakers, recording of the Egg song, sets of the song lyrics or picture representations of the song cut up in envelopes, flipchart, makers

Preparation

- » Print or write out sets of the song lyrics. Cut them up and place them in envelopes, creating one set per small group. Alternatively prepare sets of the picture representations of the song.
- » Have a version of the song and audio speakers charged and ready. Conduct a sound check to make sure that the audio is clear.
- » Draw a tornado on a flipchart and label it 'conflict spiral'.



Process

Exercise 1: Song Jigsaw (45-60mins)²⁰

1. Select an energetic group forming activity from **Tools for Facilitators (pages 11-17)** and divide the participants into groups of three-seven (depending on the size of your participant group).
2. Distribute one envelope per group and explain:
 - » *Each of these envelopes contains a puzzle. In a moment I am going to play a song. Working together you must listen to the song and assemble the puzzle in the correct order. Do not open your envelopes until the music starts!*
3. Answer any questions and start the song. Participants work to assemble the puzzle. Play the song a second time to allow participants to check their work before reviewing the answers in the plenary.
4. Ask a volunteer to share which piece of the puzzle comes first. On the flipchart tape the correct answer to the bottom of the conflict spiral.
5. Continue collecting answers and laying the puzzle out in the correct order, starting from the bottom of the conflict spiral moving upwards.



Debrief by asking question such as:

- » *How did we get from an egg to a village burning down?*
 - » *How did such a small issue end up affecting the entire community?*
 - » *Who is responsible?*
 - » *How could this have been avoided?*
6. Close by explaining the conflict spiral theory:
 - » *If conflicts are not resolved early it can lead to a condition called a conflict spiral. In a conflict spiral, one thing leads to another. It often starts with a relatively small problem (indicate the bottom of the spiral) between two or more people. A poor relationship or lack of trust (for example the 'jebu' or small man may have bullied the other man when they were children) results in a breakdown in communication. Additional people get involved and eventually the conflict can become violent. This can happen very quickly and, before you know it, 'two houses have burnt down for an egg.'*

Key Learning Points:

- Conflicts often begin with a relatively small disagreement between a small number of parties.
- If managed constructively, conflict can help lead to solutions, build trust, and strengthen relationships.
- If managed ineffectively, conflict can lead to violence.

²⁰ Activity inspired by U Nay Lin Htike, professional interpreter based in Yangon, Myanmar.

2.2: Resource Sheet: Egg Song²¹

ဥ

Egg

ဟိုဘက်ခြံထဲက ကြက်ဖနဲ. ကျုပ်ကြက်မနဲ.ညား

A rooster from next door fell in love with my hen

သူတို့ချစ်ခြင်းရဲ့ ချစ်သက်သေအိမ်မှာဥတလုံးကျ

I have one egg as proof of their love

ဟိုဘက်ခြံကအကောင် ပုကွကွ စကားပြောဘုကျကျ

But a little grump of a guy next door

ကျုပ်ခြံထဲက ဥ ကိုလာပြီး မ

Took the egg from my garden

ငါ့ခြံထဲမှာ ဥ တဲ့ ဥ

The egg is mine, it's in my garden (In my garden, the one egg)

ငါ့ကြက်မရဲ့ ဥ

My hen's egg

အတင်းဝင်ကောက်တဲ့ ဟိုဘက်ကလူပု

မလွန်ခင် တူနဲ့ ထု

I'll beat you with a hammer little man, for taking my egg without my permission

မင်းကြက်အထီး က မ ဥ တဲ့ဘဝအဲဒါမင်းကိစ္စ

It's not my problem your rooster can't lay eggs

မင်းမကျေနပ်ရင် ကိုယ်တိုင် ထိုင် ဥ ဟ

If you don't like it, lay the eggs yourself

Cho - အဲဒီမှာ စ ဝန်ဒုန်းကြံကြံအမျိုးတွေ ကလေးတွေ ဂျပုကိုဝင်ပြီး ချ

My relatives and I hurt the little man

မုတ်ဆိတ်ကိုဆွဲဒူးနှစ်လုံးကြားထည့်သူ့ ကျောကိုထုတာလက်တောင် မလည်ဘူးတဲ့

Grabbing his beard, punching his back, kicking his knees

နှုတ်ခမ်းတွေကွဲလို့ ခေါင်းလဲဖုအငြိုးထားသွားတဲ့ ဂျပု

Bruises on his lips and head

21 The Egg Song: www.youtube.com/watch?v=ZMv09b1uHr0

ဥကိုမရလို၊ ကျုပ်ကြက်မအကောင်ပါ ဝှ နဲ့ ထု
The little man, angry, killed my hen with a slingshot

ကြက်မကြီးမာလကီးယားလို့ နွားကြီးမှိုန်းနဲ့ထိုး နွားသေသွားလို့ သူကြီးတိုင်တော့ အကြောင်းဆို
My hen dead, I killed his cow with a spear, complaining to the village head

Cho – အသက် ၆၀ မှ ထိပ်တုံးနဲ့ညား ဒေါကန်ရတာပြောစရာမရှိဘူးခင်ဗျ
Now, 60 years old and still angry

သူ့ဘက်ကအမျိုး ကျုပ်ဘက်ကအမျိုးတွေလမ်းမှာတွေ့ရင် ဦးရာလူက ချ
Our families still fight when they meet on the road

နေတက်ရေတက်မှာမွေးတဲ့ကျုပ်

I was born happy

စိတ်ထားကခပ်ပုပ်ပုပ်

But with revenge in my mind

အချုပ်အနှောင်လွတ်တဲ့ နောက်တနေ့ မနက် အိမ်ပြန် အကြံကြီးထုတ်

I cannot escape my thoughts

လူပါးဝလွန်းတဲ့ ဂျပုမျက်ခွက် မျက်စိထဲကမထွက်

I can't stop thinking of the little man's face

သူ့စပါးကျီထဲကိုမီးအိမ်သွားပစ်ထည့်

And I burnt his house down

Cho – အဲဒီမှာ စပုန်ဒုန်းကြဲကြဲအမျိုးတွေ ကလေးတွေလွတ်ရာကိုပြေးဟ

Crazy with fear our family and children run from the fire

ဂျပုအိမ်ထက် fire ကမြူး သိပ်မကြာသေးခင် ကျုပ်အိမ်ပါလှမ်းကူး

Which grows, spreading from the little man's house to mine

ကျုပ်တစ်ရွာလုံးကဝိုင်းငြိမ်းကြ ကျုပ်ရဲ့တုံးမီးခင်ဗျ

The whole village on fire because of me

ကြက်ဥတစ်လုံးကအစတဲ့ အစ နှစ်အိမ်တောင် ပြာဖြစ်ကြ

Two houses burn down, all of an egg

သင်ခန်းစာရလို့ ပုခုံးထဖက် ဂျပုကရုံ့မဲ့မဲ့

I've learned my lesson, I hug the little man, but he doesn't like it

နောက်တခါ ကြက်တွေ မဥအောင် လုပ်ထားကွာ

Don't lay eggs next time

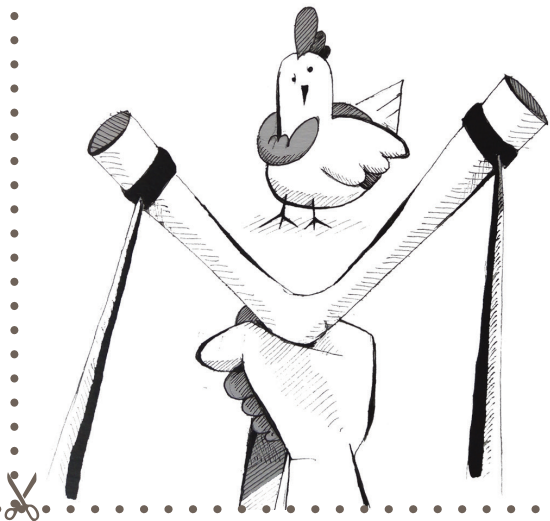
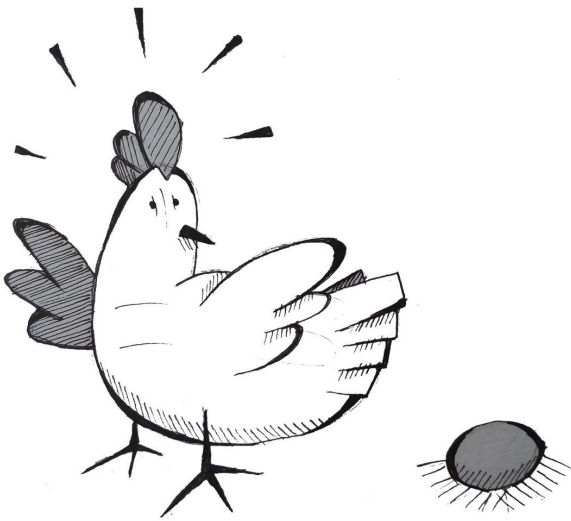
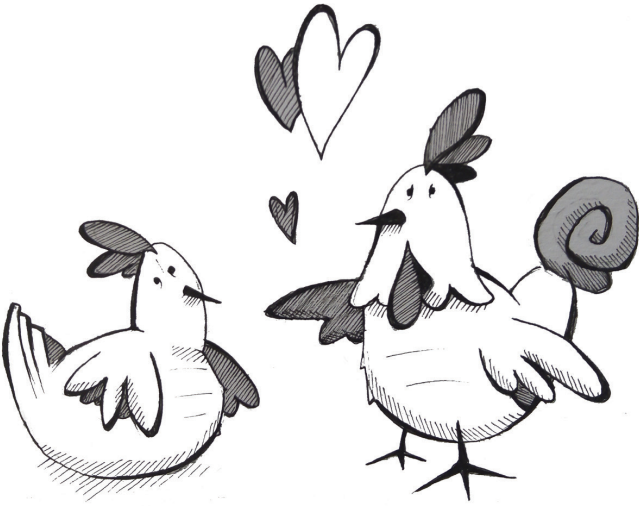
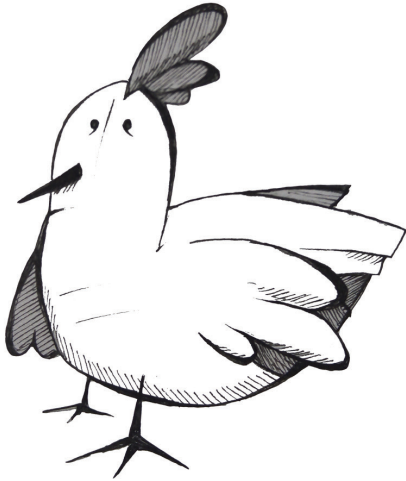


Illustration: Matthew Gibbons

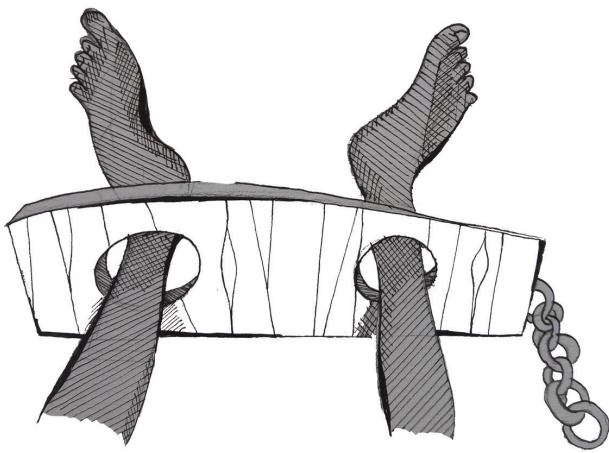
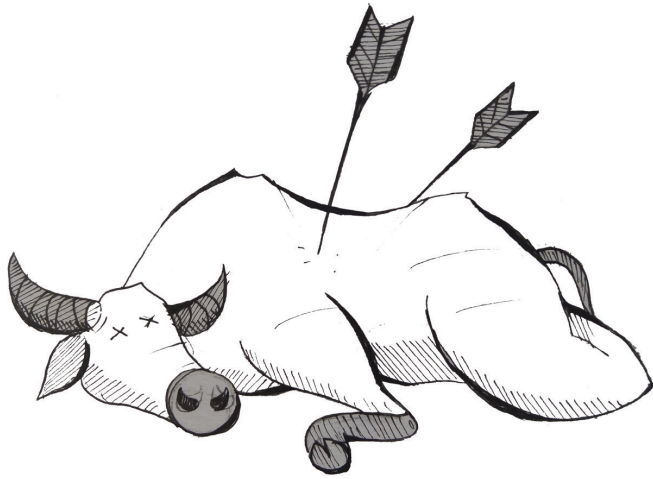


Illustration: Matthew Gibbons

Activity 2.3: Choosing Collaboration



Our society often encourages us, or even celebrates us, when we take adversarial, competitive approaches. This prevents us from considering that there may be a win-win option. In this activity, participants reflect on their natural instinct to compete and consider the benefits of choosing collaboration.



Objectives:

- » To understand our social conditioning to compete.
- » To consider the conditions needed to support collaboration.



Time: 60-75 minutes



Resources: optional materials for trust building game

Preparation

Process

Pick one of the two options listed below. Both options lead to the same key learning points.

Exercise 1: Choosing Collaboration (45mins)²²

Option A: Fist Opening

1. Have participants stand up and find someone they have three things in common with. Elicit a few examples from partners before asking everyone to sit down in their pairs. Alternatively run a quick group forming game to get everyone into new pairs.
2. Tell the participants that we are going to play a game.
3. Ask them to decide who will be A and who will be B.
4. Instruct participants A to make a fist with one of their hands.
5. Instruct participants B that in order to win this game, they must open their partner's fist.
6. Start the exercise and stop after 30 seconds.
7. Ask who was able to get the fist open, and who was not.
8. Repeat the exercise, this time asking participants B to make the fist and participants A to try to open it.
9. Start the exercise again and stop after 30 seconds.
10. Ask again what happened in the exercise. If anyone was successful in opening their partner's fist ask them to share their strategy, listening for examples of negotiation.

²² Adapted from: Slachmuis, L. (2018). *The Common Ground Approach | Three day training resources Guide for Facilitators*, 1st ed. Washington DC: Search for Common Ground.



Debrief with question such as:

- » *What happened?*
- » *Why did you exert force/resistance in this activity?*
- » *Why did we assume that order to win our partner had to lose?*
- » *What did you have to gain from resisting? Was there another way?*
- » *Why did most of us identify our partner automatically as an adversary, rather than an ally?*
- » *What strategies did the two partners use to arrive at a win-win solution?*
- » *In what way does that resemble the way that we deal with conflict in our own lives?*

Option B: Arm Wrestling

1. Have participants stand up and find someone they have three things in common with. Elicit a few examples from partners before asking everyone to sit down in their pairs. Alternatively run a quick group-forming game to get everyone into new pairs.
2. Tell the participants that we are going to play a game.
3. Ask participants to break up into pairs and sit across from each other at a table. They can also lay on the floor on their front side, facing each other.
4. Ask them to place their right elbows in front of them on the table (or floor) and take each other's right hand explaining:
 - » *Your goal is to get your partner's right hand to touch the table/floor as many times as possible in 30 seconds. You will get one point each time you are successful. The person with the most points wins.*
5. Start the game, time 30 seconds and then stop.
6. Ask participants how many points they were able to get. Note that some may have got zero, while others may have got many points. Ask some of the people that got many points what their strategy was.
7. Ask the participants whether if they have another chance, do they think they could get more points.
8. Start the game a second time.
9. After 30 seconds have passed, ask whether some people were able to get more points the second time around.
10. If no one has negotiated with their partner only to go back and forth as quickly as possible, seeking the maximum number of 'points' without resistance, then demonstrate the following:
 - Choose a partner and set up in the 'wrestling' position. Ask someone to time the exercise.
 - Then when the game starts, you begin to negotiate with your partner, so that they agree not to resist, allowing both of you to have the maximum number possible of points within the 30 seconds.



Debrief the activity with question such as:

- » *What happened during the first round (and second round if no-one negotiated with their partner)?*
- » *Why did we assume that there needed to be a winner and a loser?*
- » *Why did most of us identify our partner automatically as an adversary, rather than an ally?*
- » *Why did you exert force/resistance in this activity? Did it serve your interests to do that? Was there another way?*
- » *Why was it difficult for us to see this exercise as a win-win opportunity?*
- » *What were the factors in the context and the way the exercise was set up that made us resort instinctively to competition?*
- » *Once you could understand the activity differently, what changes did you perceive in yourself, the other person and the situation?*
- » *In what way does that resemble the way that we deal with conflict in our own lives?*
- » *What was necessary for the two partners to agree to collaborate and seek a win-win solution?*

Key Learning Points

- It is in our human nature to be competitive. Most of us see situations as win-lose, seeking to protect our own interests. Our society often encourages us, or even celebrates us, when we take adversarial, competitive approaches.
- We are conditioned to believe that in order to win someone else must lose.
- Our competitive nature is amplified in situations of scarcity.
- When we understand that it is our nature to be competitive, we can help ourselves and others become 'ready' to collaborate by first building trust and opening up lines of communication.



Focus on Myanmar:

Highlight that in Myanmar, young people are both rewarded for being competitive (in school) and culturally encouraged to accommodate (annar-deh).

Exercise 2: Building Trust – optional (20-30mins)

- » Open or close *Activity 2.3* with a trust building game to highlight the key learning that trust is necessary precursor to collaboration. See **Tools for Facilitators (pages 11-17)** for examples.

Activity 2.4: Conflict Response Styles



When faced with conflict we have the ability to decide how to respond. This activity introduces participants to five conflict response styles and encourages them to reflect on how each response generates a different outcome.



Objectives:

- » To identify the five different responses to conflict.
- » To reflect on the advantages and limitations of each response.
- » To understand that when faced with a conflict, we can choose how to respond.



Time: 75 minutes



Resources: poster/image of the five conflict styles, markers, A4 paper, copies of **2.4a Resource Sheet: Conflict Response Styles** and **2.4b Resource Sheet: Conflict Response Styles Survey** (optional)

Preparation

- » Print a copy or draw the chart illustrating the five conflict response styles on a flipchart (the chart is included at the top of **2.4a Resource Sheet: Conflict Response Styles**)
- » Prepare one conflict response styles handout (**2.4a Resource Sheet: Conflict Response Styles**) and one survey per participant (**2.4b Resource Sheet: Conflict Response Styles Survey**, optional).
- » Draw the five conflict response style animals (or write out their names) on five separate pieces of paper.
- » Adapt the scenarios as necessary (**2.4: Notes for Facilitators, Section D**).
- » Write out the win-lose matrix on a flipchart (**2.4: Notes for Facilitators, Section B**, optional).

Process

Exercise 1: Tiger, Baby, Hunter (20mins)

1. Split the participants into two groups. Have the groups line up and face each other.
2. Explain that this game is a competition. Each group has three options: tiger (hands up showing claws), baby (crying, hands balled up, rubbing eyes) or hunter (hands up, pretending to shoot a rifle). Three winning outcomes are possible: the tiger eats the baby; the baby charms the hunter or; the hunter shoots tiger.

3. Give groups a few minutes to discuss and decide on a character. When they are ready they should line up facing away from each other.
4. Countdown 3-2-1. Both groups turn around to face each other, displaying their chosen character. Keep score, the group with the highest score wins.
5. After playing a few rounds, transition to the presentation of the conflict response styles by asking, 'If tiger, baby and hunter were conflict response styles, which would you be?'
6. Have participants group themselves. Ask a few volunteers to share. Explain that in this next session we are going to be looking at five different responses to conflict.

Exercise 2: Presentation of Conflict Response Styles (10mins)

1. Display the copy/flipchart of the five conflict response styles and link to the previous activities:
 - » *Conflict is natural and inevitable. If managed constructively it can present an opportunity for learning and understanding. If managed ineffectively it can lead to a loss of trust, weakened relationships and even violence. Presented here are five different conflict response styles.*
2. Present the five different ways of responding to conflict. Ask participants what they think their dominant conflict style is. Is one style better than the others? Why? (If you are unfamiliar with these styles, review **2.4: Notes for Facilitators** beforehand).
3. Transition to Exercise 3: Scenarios.



Variation: If you would like give participants more time to reflect on their individual conflict management styles, distribute the **2.4b: Conflict Response Styles Survey** before moving to Exercise 3. Have participants complete the survey individually. Allow time to debrief the answers in pairs or groups of three. Ask a few volunteers to share highlights from their discussions.

Exercise 3: Scenarios (45mins)

1. On the ground, in an open space, recreate the conflict handling styles chart by laying out the five animal pictures (shark, turtle, zebra, owl, sheep).
2. Ask participants to stand on the chart next to what they believe is their dominant conflict style.
3. Explain that you are now going to read out ten scenarios (**2.4: Notes for Facilitators, Section D**). Participants should stand next to style that represents how they would most likely to respond. Make sure the description of the conflict styles is posted so participants can reference it if needed.
4. Read the first scenario, allow people to move. Ask one-two volunteers to share the reason behind their response. Repeat for all ten scenarios.



Debrief the activity by asking questions such as (option to discuss in small groups first).

- » *Is it possible to have more than one conflict handling style?*
- » *What factors influence how we react to a conflict?*
- » *Is there a preferable response?*
- » *What are the advantages and disadvantages of the different styles?*

5. Share the key learning points. Prepare a flip chat with the win-lose matrix (**2.4: Notes for Facilitators, Section B**) as an optional visual.

Key Learning Points:

- Each conflict handling style has advantages and disadvantages.
- Only collaboration meets the needs of all parties and ensures that the conflict won't come back again in the future.
- Three factors influence how we react to conflict: relationships (how important maintaining the relationship is to you, the level of trust that exists), the issue (how important the issue is to you), and time (how much time you have to manage the conflict —some styles take more time than others to use).
- Collaboration is the only style that meets the needs of all parties and ensures that the conflict won't come back. This does not mean that collaboration is always the most suitable style. It depends on the situation.
- We can choose how we want to respond to conflict rather than just reacting.



Variations:

- » Reduce the number of scenarios if you are short on time.
- » Adapt the scenarios or substitute alternatives based on the needs of your participants.

2.4: Notes for Facilitators:

A. Illustrative Example of the Five Conflict Response Styles

Aung Aung and his brother Zaw Min Thein are at the market. They have 2,000 MMK to spend on fruit but they can't decide what to buy. Aung Aung wants to buy apples but Zaw Min Thein wants to buy a pineapple.

No.	Response Style	Outcome	Win-Lose
1	Turtle (Avoid)	Aung Aung and Zaw Min Thein leave the market without buying any fruit. They don't want to fight with each other.	Lose-Lose
2	Shark (Compete)	Aung Aung insists on buying apples. He doesn't care that Zaw Min Thein hates apples and really wants a pineapple.	Win-Lose
3	Sheep (Accommodate)	Aung Aung lets Zaw Min Thein buy whatever he wants. He doesn't want to fight with his brother.	Lose-Win
4	Zebra (Compromise)	Aung Aung and Zaw Min Thein agree to buy oranges. While Aung Aung prefers apples, and Zaw Min Thein prefers pineapple they both like oranges and would rather not fight.	Win-lose/ Lose-Win
5	Owl (Collaborate)	Aung Aung and Zaw Min Thein agree to spend the money on a giant watermelon. Both of them love watermelon and prefer it to apples and pineapples.	Win-Win

B. Win-Lose Matrix

No.	Response Style	Outcome	Solution	Win-Lose
1	Turtle (Avoid)	No needs met	No solution	Lose-Lose
2	Shark (Compete)	Only one's needs met	My solution	Win-Lose
3	Sheep (Accommodate)	Only one's needs met	Your solution	Win-Lose
4	Zebra (Compromise)	Both needs partially met	Partial solution	Win-lose/ win-lose
5	Owl (Collaborate)	Both needs fully met	Our solution	Win-Win

C. Comparison of Conflict Response Styles

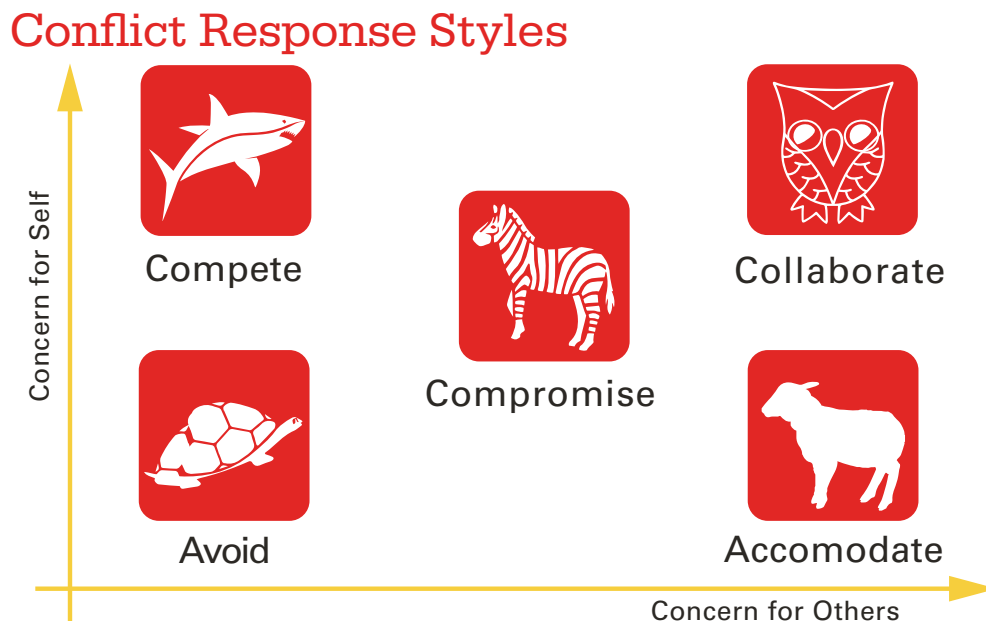
Conflict Response Style	Potential Benefits	Potential Costs	Most appropriate when:
Avoid lose-lose 'no way' walk away	» allows time for reflection or calming » avoids violence	» prolongs conflict » needs not satisfied	» issue not urgent or of lower priority than others » triggered emotions; need a break » unfair process
Compete win-lose 'my way' dominating	» might be quick » might satisfy needs	» might not succeed » likely damage relationship » likely escalate conflict	» protection from imminent danger » no time for interaction
Accommodate lose-win 'your way' oblige	» quick » supports relationship, avoids violence	» self needs not satisfied	» issue not important to self » relationship more important than self needs
Compromise win-lose / lose-win 'part way' meet in middle	» some needs satisfied » perceived progress » might strengthen relationship	» some needs still unsatisfied » conflict might continue	» issue important for all » limited time » some progress more important than stalemate
Collaborate win-win 'our way' integrate	» strengthens relationship » only chance to satisfy all needs for both parties	» likely take more time » requires full participation and effort » perceived risk of not achieving complete solution	» issue highly important to all » interdependent relationship » creative solution needed » constructive interaction is possible

D. Scenarios²³

1. You are a university student. One night, you and your roommate are studying in your shared room. Your roommate is studying Myanmar literature and is reciting the stories out loud. You have a math exam to prepare for and need quiet to focus. It is already midnight and too late for either of you to leave.
2. You are travelling in a shared car, the windows are closed and the air condition is on. Another passenger lights up a cigarette.
3. You are on a trip with friends but you can't agree on where to go. One of your friends wants to visit the waterfall but you would prefer to take a walk by the harbour. There isn't enough time to visit both places.
4. You and your mother are constantly arguing about your future. You want to study computer science but she wants you to attend teacher's college.
5. Your house sits close to your neighbour's home. You take care to keep your yard clean but someone keeps throwing trash into it. You've never seen them actually do it, but you're sure the neighbours are responsible.
6. While returning from the market with your mother and sister you pass by a group of boys playing soccer. The boys ignore you and keep playing, forcing your mother and sister to wait.
7. Your neighbours often play loud music. One night the music wakes you and you can't fall back asleep.
8. You want to move from your village to Yangon in order to have a better quality of life. Your father is worried about you and doesn't permit you to leave.
9. Your neighbour's mango tree sits next to your house. Its leaves and branches often fall on your roof, damaging it. Your neighbours are aware of the problem but pretend that there's nothing wrong.
10. You are sitting in your neighbourhood tea shop and you see the owner hitting one of the children working there.
11. You hear a noise in the next room. You walk in and see your father yelling at your sister for staying out late. You don't think he's being fair. When you were her age you used to stay out this late and it was never a problem.
12. Your brother likes to race his motorbike down the main road. He thinks it's great fun but you're worried that he might get hurt.

²³ Adapted from: Walker, Melanie and Hay Mar Khaing. (2018) *PDI Training Curriculum: Communication Skills for Dialogue*.

2.4a Resource Sheet: Conflict Response Styles



In a conflict situation, each one of us resorts to one of these five general response styles. We can move from one style to another based on the evolution of the situation.

- » **Shark – competition or confrontation:**
One or both parties in conflict choose to fight each other. The result is a win-lose situation, which creates grievances and desires of vengeance. In a win-lose situation only one party's needs are met.
- » **Turtle – avoidance or walk away:**
Both parties avoid addressing the conflict, leading to a situation where the conflict is unresolved and nobody wins. This is a lose-lose situation in which neither party's needs are met.
- » **Sheep – accommodation or 'annar deh':**
One of the parties chooses to make concessions in order to preserve the relationship with the other party. This is a win-lose situation in which one party's needs are met. Like competition, the party that has accommodated often feels unsatisfied with the outcome. Accommodation is sometimes understood as 'annar deh' in Myanmar.
- » **Zebra – compromise or sharing:**
Each of the parties in conflict agree to give up part of their demands in order to appease the other. This is a partial win-partial lose situation in which neither side feels that their needs have been completely satisfied.
- » **Owl – collaboration or working with:**
The parties in conflict identify a way to satisfy each of their needs. This is win-win. There is joint ownership of the outcome, which both parties commit to defend in future. Collaboration is only possible when we come to understand each other's interests. Then, positions can change. We can only get to a win-win result through dialogue. This requires trust, honesty and empathy.

2.4b Resource Sheet: Conflict Response Styles Survey

Conflict Response Styles Assessment²⁴

Please CIRCLE ONE response that best describes you. Be honest, this survey is designed to help you learn about your conflict management style. There are no right or wrong answers!

Name _____ Date _____

#	Statement	Rarely	Sometimes	Often	Always
1	I discuss issues with others to try to find solutions that meet everyone's needs.	1	2	3	4
2	I try to negotiate and use a give-and-take approach to problem situations.	1	2	3	4
3	I try to meet the expectations of others.	1	2	3	4
4	I would argue my case and insist on the advantages of my point of view.	1	2	3	4
5	When there is a disagreement, I gather as much information as I can and keep the lines of communication open.	1	2	3	4
6	When I find myself in an argument, I usually say very little and try to leave as soon as possible.	1	2	3	4
7	I try to see conflicts from both sides. What do I need? What does the other person need? What are the issues involved?	1	2	3	4
8	I prefer to compromise when solving problems and just move on	1	2	3	4
9	I find conflicts exhilarating; I enjoy the battle of wits that usually follows.	1	2	3	4
10	Being in a disagreement with other people makes me feel uncomfortable and anxious.	1	2	3	4
11	I try to meet the wishes of my friends and family	1	2	3	4
12	I can figure out what needs to be done and I am usually right	1	2	3	4
13	To break deadlocks, I would meet people halfway.	1	2	3	4
14	I may not get what I want but it's a small price to pay for keeping the peace.	1	2	3	4
15	I avoid hard feelings by keeping my disagreements with others to myself	1	2	3	4

²⁴ Source: Reginald (Reg) Adkins, Ph.D., *Elemental Truths*. <http://elementaltruths.blogspot.com/2006/11/conflictmanagement-quiz.html>

Scoring the Conflict Management Styles Assessment

As stated, the 15 statements correspond to the five conflict management styles. To find your most preferred style, total the points for each style. The style with the highest score indicates your most commonly used strategy. The one with the lowest score indicates your least preferred strategy. However, all styles have pros and cons, so it's important that you can use the most appropriate style for each conflict situation.

Collaborating (questions 1, 5, 7):
Competing: (questions 4, 9, 12):
Avoiding: (questions 6, 10, 15):
Accommodating: (questions 3, 11, 14):
Compromising: (questions 2, 8, 13)
My preferred conflict management style is:
The conflict management style I would like to work on is:
How can I practise this conflict management style?

Activity 2.5: Positions, Interests and Needs



A conflict has visible and invisible elements. What is visible is what people say they want. What is invisible is what people actually want or need. In this role-play activity, participants practise identifying the visible and invisible elements of a conflict.



Objectives:

- » To identify the difference between positions, interests and needs.
- » To appreciate how understanding other parties' positions, interests and needs can help foster collaborative solutions and win-win solutions.



Time: 150 minutes (2x75 minutes)



Resources: orange role-play cards, hotel role-play cards, flipchart, markers, tape

Preparation

- » Prepare orange/hotel role-play cards for each participant.
- » Draw a carrot on a flipchart and add the words 'Positions' on the part of the carrot above ground, and Interests and Needs on the part of the carrot under the ground. Write the question, 'WHY?' with a downwards arrow.
- » Develop a few localised examples of positions, interests and needs.

Process

Exercise 1: Warm-Up and Review (30mins)

1. Facilitate a recap activity from **Tools for Facilitators (pages 11-17)** to review key learning points.
2. Supplement the participants' review if needed and introduce the day's agenda.
 - » *Yesterday we discussed how conflict, if managed constructively, can lead to creative solutions, build trust and strengthen relationships. In choosing collaboration we can find win-win solutions and prevent the conflict from returning in the future. Collaboration, however, doesn't come naturally. We need to make a conscious effort to choose collaboration. With practice and time, it can become the more natural choice. Today we will be practising particular skills that can help us to manage the conflicts.*

Exercise 2: Role-Play (45mins)²⁵

1. Divide participants into three groups – A, B and C.
2. Explain that we are going to be doing a role-play. Each group will be assigned a different role.
3. Send the A's, B's and C's to different parts of the room or if possible, divide them into different rooms or spaces.
4. Distribute 'Role A, Vendor' to the A's, instruct them to read through the role silently. Answer any basic questions to clarify their role.
5. Repeat the process with the B's and C's.
6. After each group has had a chance to read through their roles, ask each group to nominate a representative. This person will represent their group in the role-play. The responsibility of the rest of the group is to help prepare their representative.
7. Give groups five-ten minutes to prepare. Invite the three representatives to come to the front of the room with the rest of the participants observing.
8. Give the representatives five-ten minutes to discuss. Pause the negotiations and introduce a new rule. If the observers have something they would like to participant, they tap their teammate on the shoulder and take their place.
9. Allow the discussion to continue for another five-ten minutes with the speakers' teammates tapping in and out of the role-play.
10. Close the role-play with a round of applause.
11. Begin by asking the audience questions:
 - » *Who are the characters?*
 - » *What do they want? Why?*



Debrief with questions such as:

- » *What were your roles? What information were you given?*
 - » *What did you want? Why did you want it?*
 - » *What strategies did the representatives use to get what they wanted?*
 - » *Were they successful? Why or why no?*
 - » *How satisfied are your with the outcome?*
12. If the participants in the role-play were unable to resolve the conflict and reach a satisfactory outcome, interview each of the characters asking the question 'WHY?'
 - » *Who are you?*
 - » *Why did you want to buy the oranges?*
 - » *Why do you need the juice/skin?*
 - » *Why is this important to you?*
 - » *What will happen if you are unable to purchase the oranges?*
 13. If the participants were able to reach a satisfactory outcome, ask questions that highlight the strategies they used.

²⁵ Adapted from: Slachmuisjlder, L. (2018). *The Common Ground Approach | Three day training resources Guide for Facilitators*, 1st ed. Washington DC: Search for Common Ground.

- » *What were your roles? What information were you given?*
- » *What did you want? Why did you want it?*
- » *What strategies did the representatives use to get what they wanted?*
- » *Were they successful? Why or why not?*
- » *How satisfied are you with the outcome?*

14. End the debrief by explaining that in every conflict there are visible and invisible parts. By asking the question 'WHY?' we can reveal the invisible parts helping us to move towards a win-win solution.

Exercise 3: Presentation (30mins)

1. Draw a carrot on a flipchart and add the words 'Visible' and 'Positions' on the part of the carrot above ground, and 'Invisible', 'Interests' and 'Needs' on the part of the carrot under the ground.
2. Present the positions and interests flipchart explaining:
In every conflict there are visible and invisible parts. The visible part is the position. It is what people say they want, for example:
 - » *'I want to go out with my friends.'*
 - » *'I want you to stay home.'*
 - » *'I want a million dollars.'*
 - » *'We want independence.'*

Positions often are not flexible, and can make negotiating difficult. Behind or underneath our positions are our interests – what we really want to achieve. Our interests are usually connected to basic emotional and physical needs.
3. Check understanding by asking participants to identify the positions, interests and needs of the *Vendor*, *Hospital Owner* and *Perfume Factory Owner*. As participants share, write answers on a flipchart.

Answer:

Role	Position	Interest	Needs
Vendor	Buy my oranges.	Money	Wellbeing of family
Hospital Owner	Sell me the oranges.	Juice	Wellbeing of sick people
Factory Owner	Sell me the oranges.	Peel	Wellbeing of workers/ family

4. Ask participants what helped or blocked the *Vendor*, *Hospital Owner* and *Perfume Factory Owner* from identifying the interests and needs of the other parties.
5. Allow participants to ask questions and provide illustrative examples from their own lives. If needed provide additional local examples.
 - » Example A:
 - Position: Close the window
 - Interest: There's a draft.
 - Need: I don't want to get sick (health).

- » Example B:
 - Position: You're not going out with your friends tonight!
 - Interest: I don't want you staying out late.
 - Need: I want you to get enough sleep so you don't get sick.
 - » Example C:
 - Position: We want independence.
 - Interest: We want control over decisions that affect us.
 - Need: We want to have our dignity and rights respected.
6. Explain that we can reveal the invisible part of the conflict by asking the question 'Why?' Write the question 'Why?' next to the carrot.

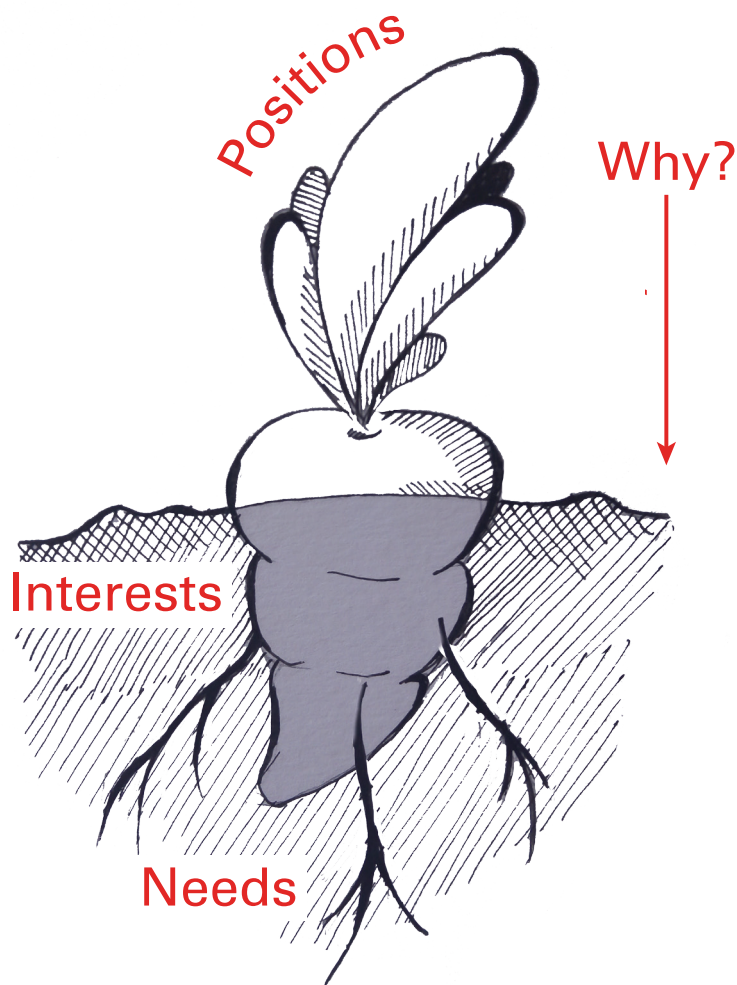


Illustration: Matthew Gibbons

Exercise 4: Practising Expressing Needs (45mins)

1. Ask participants to find a partner explaining that they will now have another chance to put their knowledge of positions, interests and needs into practice.
2. Have the partners identify person A and B. Send group B out of the room.
3. Distribute *Role A: Hotel Developer* to each participant in the first group, and ask them to read it silently.

4. Answer any basic questions to clarify their role.
5. Tell them that in a few minutes, they will have an opportunity to meet with the village elder. They should try and use that opportunity to get what they need.
6. Go to the second group (in the other room) and distribute *Role B: Village Elder* to each participant, repeat the above process and tell them they now have the opportunity to speak to the person leading the hotel project. They should use this opportunity to best get what they need.
7. Pair up the partners, and ensure they have a quiet space to have a conversation.
8. After five-ten minutes, bring everyone back to together into plenary, with each pair sitting next to each other.
9. Debrief by asking people to show, using the 'fist to five' technique, how satisfied they are with the outcome of the meeting (five fingers meaning totally satisfied, a fist meaning totally unsatisfied, and the number of fingers in between showing various degrees of satisfaction).
10. Ask a pair that aren't very satisfied to share their experience.
11. Then ask a 'very satisfied' pair how they managed to reach a win-win outcome.
12. Ask additional questions to prompt deeper reflection:
 - » *How did looking at your interests help you to think about different solutions?*
 - » *Why do we often look only at people's positions?*
 - » *Why is it sometimes hard to look for interests?*



Variation: Create drama by setting the scene. Have Group A set themselves up in their 'office'. When you ask Group B back into the room tell them that the Hotel Developer is very busy and only has a short time to speak to them. Pretend to be a secretary and interrupt part way through to give a time warning.



This role-play is based on a true story. In the original case the company negotiated with the community to build a cultural centre to preserve the stories, customs and traditions of the local people.

Key Learning Points:

- When people are in conflict they tend to state what they want as a position or a demand.
- Behind or underneath this position are interests, what the person really wants to achieve. These interests are often connected to basic emotional and physical needs (e.g.: health, security, respect, dignity, etc.).
- By asking the question 'Why?' we can reveal the hidden interests and create the opportunity to develop solutions that meet the needs of all parties (win-win).

2.5: Resource Sheet: Orange Role-play

Role A: Vendor

You own a market stall. You have 17 oranges to sell at 100 MMK each. The fruits are very ripe and may not be in a fit condition to sell tomorrow.

You originally paid 800 MMK for all of the oranges. You are worried because the market is just about to close. Your children depend on your income. Without a fair price you won't be able to afford to feed them and they will go hungry.

Role B: Hospital Owner

You run a hospital for children. You desperately need oranges because the juice has medicinal properties that are vital to fight an outbreak of a new disease that is causing the death of many children. Just before the market is about to close, you find a stall where you find 17 of them for sale at 100 MMK each.

You need all 17, but can only afford to pay 1,200 MMK in total. Because you are short on money, you would like to pay as little as possible.

Role C: Owner of a Perfume Company

You run a perfume company. You urgently need to buy oranges, as a tourist car is arriving in two days' time. The skin of the orange contains a vital ingredient in making a very expensive perfume, which you hope to sell to the tourists. If you don't get this business, your company will go bankrupt and your 15 local workers will lose their jobs.

Just before the market is about to close, you find a stall where you find 17 oranges for sale at 100 MMK each. You need all 17, but can only afford to pay 1,500 MMK. As you don't have much money, you would like to pay as little as possible.



2.5: Resource Sheet: Hotel Role-Play

There is a village in the south. It sits next to a beautiful, white sandy beach. The view is absolutely breathtaking. Dolphins like to play in the water near-by and beautiful wild birds nest in the trees on the shore. It is a paradise.

Role A: Hotel Developer

You represent a large company that is buying up land in order to develop an amazing new hotel property. You are excited about this new project that will inevitably bring money into this under developed area. Already new roads and power lines are being built. It is expected that the hotel and related business will provide the local community with over 100 new jobs. You are offering a fair price to the local land owners and over the last few months you have managed to buy all of the plots you need except for one. One old man refuses to sell.

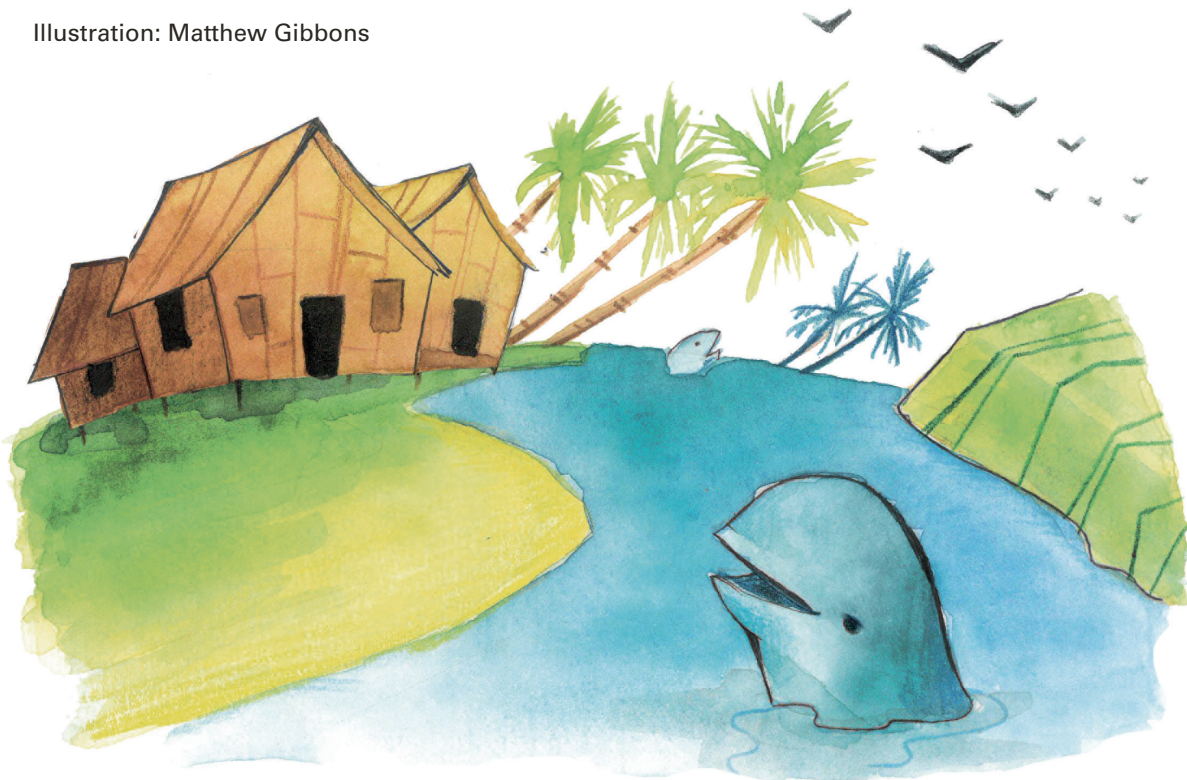
There is a village in the south. It sits next to a beautiful, white sandy beach. The view is absolutely breathtaking. Dolphins like to play in the water near-by and beautiful wild birds nest in the trees on the shore. It is a paradise.

Role B: Village Elder

You have lived on this land for generations and are one of the most respected elders in the village. You've watched these foreign business people buy up your ancestral land over the last few months. It breaks your heart to think that your grandchildren will not grow up swimming in the waters that you learned to swim in, where your ancestors used to fish. The traditions of your people are tied to this land and you are worried that if this hotel project succeeds your people's history will be lost.



Illustration: Matthew Gibbons



Activity 2.6: Empathetic Listening



Empathetic listening is a way of listening and responding to another person that improves trust and mutual understanding. It is an important first step towards de-escalating conflict. In this deep listening activity participants practise empathetic listening skills.



Objectives:

- » To understand the value of listening.
- » To practise active listening.
- » To learn how to check our perceptions of what the other is communicating.



Time: 75-90 minutes



Resources: flipchart outlining empathetic listening skills, markers

Preparation

- » Write out the empathetic listening skills on a flipchart.
- » Identify two volunteers to model Exercise 2. Provide the speaker with a prompt and check that they are OK with sharing a personal story in a public setting. Sample prompts:
 - » *Something that recently happened that left you feeling frustrated or angry.*
 - » *Something that happened recently that you are really proud of or excited about.*
 - » *A recent time that something made you feel sad.*
- » Prepare additional prompts for the small group practice (optional).

Process

Exercise 1: The Art of Listening (30mins)

1. Select an energiser or group forming activity from **Tools for Facilitators (pages 11-17)** and divide the participants into pairs explaining:
 - » *This exercise requires us to listen fully to another person. Each partner will have five minutes of uninterrupted time to tell one story. Listeners, refrain from offering advice, describing your own experiences or directing the conversation. If your partner needs support, ask open-ended questions like:*
 - » *How did that make you feel?*
 - » *How did that affect you later in life?*
 - » *Can you tell me more about that?*
2. Invite partners to sit facing each other with enough space around them so that they will not hear their neighbours' conversation.
3. Ask them to choose which person will speak first.

4. Ask the speaker to talk about anything at all that is on their mind, while the second person listens, without speaking at all.
5. Time it for five minutes. Switch and let the other person do the same, again for five minutes.



Debrief the exercise with questions such as:

- » *What was that experience like?*
- » *How did it feel to be listened to fully?*
- » *Did you find it challenging to not ask questions or redirect the conversation? Why/why not?*
- » *What was going on in your mind when you were listening?*
- » *Do you think that most people are naturally good listeners?*
- » *What makes a good listener?*
- » *What benefits can listening bring to a conflict situation?*

6. Close by explaining:
 - » *Empathetic listening is at the heart of all conflict transformation. Listening with attention and respect shows the speaker that what they are saying is important. It requires that we channel our focus away from ourselves and towards the person who is speaking. Listening engages the ears and the mind; empathetic listening engages the ears, mind and heart.*

Exercise 2: Practising Empathetic Listening Skills (45-60mins)²⁶

1. Explain that empathetic listening is a skill that can be learned and practised.
2. Present the prepared flipchart outlining empathetic listening skills.

An EMPATHETIC LISTENER...

Attitudes:

- » **Pays attention** – your mind does not wander, you turn down your ‘inner voice’, you aren’t thinking of what to say next.
- » **Withholds judgment** – you put aside thoughts of what the person ‘should’ or ‘must’ do, of who is right, of what you would have done in that situation.
- » **Is impartial and open** – your face and posture show that you are listening.
- » **Cares** – you are aware of the speaker as a person, your face and posture show that you are listening and that you are interested in their concerns.

²⁶ Adapted from: Slachmuisjlder, L. (2018). *The Common Ground Approach | Three day training resources Guide for Facilitators, 1st ed. Washington DC: Search for Common Ground.*

Skills:

- » **Paraphrases** – you repeat what you have heard in your own words, so the speaker can confirm if you have or have not understood their message.
- » **Asks open questions** – you encourage the speaker to continue talking and to clarify points that are not clear.
- » **Summarises** – without interrupting you occasionally summarise what you have heard and understood so the speaker can feel confident that you are listening and are retaining the key points.

3. Organise the participants into groups of three.
4. Explain that everyone will now have an opportunity to practise empathetic listening skills. In groups of three, participants will take turns as *speaker*, *listener*, and *observer*. The *listener* should sit comfortably in front of the *speaker*, relaxed but attentive, establishing eye contact and using body language to show that they are connecting to the speaker's words.
5. Demonstrate the technique with two volunteers acting as the *speaker* and *observer*. Actively use paraphrasing, questioning and summarising techniques and modelling language such as:
 - » *'I heard you say this, which to me means...'*
 - » *'From what you said, this is what I understand...'*
 - » *'It seems to me that what you're saying is this...'*
 - » *'If I am hearing you accurately, you mean... Is that correct?'*
 - » *'Am I right in thinking that...?'*
6. After the demonstration, ask volunteers to identify the empathetic listening skills they observed before inviting the groups to practise.
7. Give the groups three rounds to try these techniques. The *speaker* should speak for five-ten minutes on a topic of their choice, with the *listener* using that time to listen, paraphrase and ask questions. The *observer* should make note of body language and paraphrasing/questioning techniques.
8. Indicate when the five-ten minute is up and allow a few minutes for observers to share what they observed to their group. The speakers and listeners can also reflect on the experience.
9. Continue to the next round with the participants changing roles. Complete three rounds giving each participant the opportunity to try each role.



Debrief by asking questions such as:

- » *How did you feel as the speaker?*
- » *How could you tell that you were truly being listened to? What kind of non-verbal signs did you receive?*
- » *What should we avoid as empathetic listeners? What kind of errors did the observers notice? Did listeners give advice or want to give advice? How did the speakers feel when someone offered advice?*
- » *Give me some examples of how you paraphrased and questioned? What kind of language did you use?*
- » *How did it feel as a listener? Was it difficult to quiet your 'inner voice'?*

- » *Do you think this exercise would be more difficult if you don't agree with what you hear? How can you overcome this?*
- » *How can we get beyond the words to understand the emotions and needs?*
- » *How does empathetic listening help achieve trust and compassion?*
- » *What is the connection between dialogue and empathetic listening?*

Key Learning Points:

- All humans have a desire to be heard and to know that others care enough to listen.
- Empathetic listening is a skill that can be learned and practised, however it starts with a shift in attitude.
- Empathetic listening helps build the necessary trust to enable people to collaborate. It helps us to reveal hidden needs and interests making sustainable, win-win solutions possible.
- Dialogue works when participants practise empathetic listening skills; it is the facilitators' role to support participants to both share openly and empathetically listen to others.



Focus on Myanmar:

In some communities, giving advice is looked upon as a sign of caring. You may want to acknowledge this and reflect how creating opportunity for empathetic listening can help to build the trust and understanding needed to be able to both offer, and receive advice.



Variations:

- » Participants often find that they need time to warm up and feel comfortable sharing, particularly if they are unfamiliar with each other. If needed allow more time for participants to practise each of the roles, rotating through speaker, listener and observer every 10+ minutes. This extended exercises also gives more opportunity for participants to learn about one another.
- » Rather than asking participants to speak about a topic of their choice provide a prompt related to the topic of the workshop or the participants' every day lives. Pick something relevant and open to encourage open sharing.

Activity 2.7: Power Walk and Closing



In many societies, certain groups are partially or wholly excluded from a participating in public life. In this activity participants identify and empathise with groups that suffer from social exclusion within their own community and consider how social exclusion impacts public voice.



Objectives:

- » To enable participants to experience exclusion in a safe space.
- » To identify groups that are excluded in our community.
- » To reflect on which the relationship between exclusion and conflict.



Time: 75 minutes



Resources: identities written out on pieces of paper (optional), 3 bowls or baskets, small stones/beads/flowers or another substitute

Preparation

- » Review and revise the identities and prompts to ensure they are relevant to the participants.
- » Select the identities you plan to use and either write them out on small pieces of paper and place them in a bowl, or prepare a list that you can read from.
- » Be mindful of the power dynamics within the participant group; avoid exacerbating any existing tensions.

Process

Exercise 1: Power Walk (30mins)

1. Have participants form a line. Explain that the next activity is a role-play and will require them to use their imagination.
2. Have participants recall the identity flower activity from **Module 1**. Explain that in this game they will be given a new identity.
3. Without looking, have each participant select a new identity from the bowl, or pull each participant aside and whisper their new identity in their ear. Remind participants that they must keep their new identity a secret.
4. Invite participants to take a few moments to reflect on their new identity, asking questions such as: *Where did you grow up? What does your house look like? Who are your friends? What do you worry about? What is important to you?*
5. Check that everyone understands their identities then provide the remaining instructions.

- » *In a moment, I will read out several statements. Based on your new identities, if this statement is true for you, take a small step forward, if it is not true for you remain where you are. Before we begin I would like you take each other's hands. Only let go when you have to.*
6. Repeat the instructions if necessary but try and avoid answering lots of questions. The activity becomes clear as the participants engage with it. You may need to encourage participants to use their imaginations and to react based on how they would guess their new identity might respond.
 7. Read out the statements one at a time, pausing to allow participants to respond. Some participants will step forward; some will remain where they are. At some point, participants will be forced to drop hands.
 8. After all the statements have been read aloud, ask participants to remain standing where they are and debrief the activity.

To someone who has moved forward:

» *Please tell us who you are. Why do you think you are so far ahead of the others? What do you think about the people behind you? How does it make you feel when you look back?*

To someone at the back:

» *Please tell us who you are? How do you feel standing here looking at everyone in front of you?*

To someone in the middle:

» *Please tell us who you are. At what point did you have to break hands with the two people standing next to you?*
 9. Invite participants to form a seated circle on the ground and continue the debrief:

» *Earlier today we discussed the importance of empathetic listening. In our society, do we listen to all groups equally?*

» *What factors determine who we listen to and who we don't listen to? Possible answers: age, education, job, position, gender, social status, etc.*

» *What can we do to help reduce the distance between the people at the front and the people at the back?*
 10. Present the key learning points and connect to **Module 3: Dialogue Facilitation Skills**.

» *During the next module we will learn continue to practise our empathetic listening skills and learning new skills for helping people come together in groups and listen and learn from one another.*

Key Learning Points:

- Social exclusion is a form of discrimination. It occurs when certain groups are excluded from participating in the economic, social or political life in their community.
- Excluded groups face particular difficulty voicing their opinions. Their thoughts are often not valued, respected or even considered.
- Exclusion can cause negative feelings that can lead to conflict.
- Inclusion is a fundamental principle of dialogue.
- In dialogue, the voices of all participants have equal value.
- Dialogue has the ability to foster the trust and understanding needed to resolve conflicts and uncover solutions.

Exercise 2: Evaluation and Closing (45min)



- » If you are facilitating **Module 2** as a stand alone training you may want to lead an evaluation exercise similar to those included in **Activity 1.12: Stress-Management and Self-Care on page 62**, and have a longer closing ceremony.
- » If you are combining **Module 2 and 3** keep the closing relatively short, for example have participants share their expectations for **Module 3**, and reserve time for a more extended evaluation at the end of the entire process.
- » Outlined below is a sample evaluation activity. Feel free to use it as or adapt it as needed.

1. Fill three or more bowls with small stones, beads, flowers or another substitute and label them with prompts such as.
 - *One thing I have learned about myself is...*
 - *One thing I learned about other people is...*
 - *One thing I am inspired to take home with me is...*
 - *One thing I've learned that could make a significant difference in my life is...*
 - *One thing I really want to learn more about is...*
2. Participants respond to one or more of the prompts by taking a stone from each of the bowls corresponding with the statements they are responding to. Participants take the stones home with them as a reminder of their learning.
3. Lead participants through the breathing exercises from **Activity 1.12: Stress-Management and Self-Care on page 62**. Close with the 'Hands to the Air²⁷'. Feel free to change the significance of the actions.
 - Participants regroup in a circle, hold hands, and stretch them up together to the ceiling (*We look to the sky to remember our inspiration*);
 - Bend over together as a group, stretching joined hands to the floor (*We look to the earth to remember the source of our strength*);
 - Stand up and look to the left and right (*We look to our friends to remember the healing that comes from joining hands and supporting each other*).



Variations:

- » Ask participants to silently journal or draw using the prompts for inspiration. Invite volunteers to share.
- » Write the prompts on cards and distribute the cards to participants. Invite participants to respond to each prompt with an image or a few sentences. Moving around the circle ask each participant to share the card of their choice. Collect the remaining cards for your own learning or for evaluation purposes.

²⁷ Adapted from: Wandita, Galuh and Karen Campbell-Nelson. (2017). *Stone and Flower: A Guide to Understanding and Action for Women Survivors*, 2nd Ed. *Unlearning Impunity: AJAR Manual Series*.

2.7: Resource Sheet: Identities and Prompts



The identities and prompts included below are designed to highlight common social inequalities. While it is important to maintain a diversity of age, gender, education, wealth, social status, etc. feel free to adapt the identities and prompts to suit the needs of your participants.

Identities:

Select the identities you plan to use and either write them out on small pieces of paper and place them in a bowl, or prepare a list that you can read from.

- » *A local politician*
- » *An elderly widow living alone*
- » *A 5-year-old child*
- » *A side car driver*
- » *A 20-year-old government school teacher*
- » *A university professor*
- » *A wealthy business person*
- » *A young gay man*
- » *A retired military officer*
- » *The 13-year-old daughter of strict, religious parents*
- » *An internally displaced person (IDP)*
- » *A young mother*
- » *A drug user*
- » *A junior police officer*
- » *A middle age man with a physical disability*
- » *A taxi driver from an ethnic minority group*
- » *A fisherman*
- » *A 34-year-old female shopkeeper*
- » *A university student*
- » *A farmer that owns their own land*

Prompts:

Read out the statements one at a time, pausing to allow participants to respond.

- » *I feel respected in my community.*
- » *I am the first to speak in village meetings.*
- » *I have a family that cares for me.*
- » *When I share my opinion, people listen.*
- » *I feel confident*
- » *I am not afraid of the future.*
- » *I feel safe*
- » *I don't have any financial difficulties.*
- » *I am free to go wherever I want.*
- » *I have a university education.*

Module Three: Dialogue Facilitation Skills



Activity 3.1: Defining Dialogue



Dialogue is a process that can help clarify misunderstandings, share information and develop new ideas. In this activity participants reflect on their individual understanding of dialogue.



Objectives:

- » To understand what dialogue is and isn't.
- » To reflect on the common results of dialogue.



Time: 75 minutes



Materials: A4 paper, hard surface or notebooks (1 per participant), crayons, markers, flipchart

Preparation

- » Write out the definition of dialogue on a flipchart.
- » Write out the differences between dialogue and debate on a flipchart (**see 3.1: Notes for Facilitators on page 112**).

Sample flipchart:

What is Dialogue?

- » Dialogue in English is derived from two Greek words:
dia – through
logue – words/speech
- » Dialogue literally means: 'through speaking'
It is the opposite of monologue: 'one speaking'
- » Definition:
Dialogue is a special form of communication, in which participants seek to actively create greater mutual understanding and deeper insight.

Process

Exercise 1: Pass-Around Drawings (30mins)²⁸

1. Ask participants to bring a hard surface to write on and sit on the ground in a circle.
2. Give each person a blank piece of paper and place markers or crayons in the middle of the circle.
3. Ask participants to close their eyes and imagine a time they felt happy and creative. Have them begin drawing an image that represents that feeling.
4. After a few minutes ask participants to pause and have them pass their picture to the person on their left. Now everyone gets to add images to the new picture just received.
5. After a few minutes say '*Pass to the left.*' Continue until the pictures have gone around the circle. Give each person a chance to add final touches to their original picture and give it a title.
6. Have participants hold up their pictures. If there is time ask participants to share the original inspiration of their image.



Debrief the activity asking questions such as:

- » *How was that experience?*
- » *How did you feel when I first asked you to pass your picture to the left?*
- » *How do you feel when you look at your picture now?*

7. Introduce the topic of **Module Three: Dialogue Facilitation Skills**.
8. Explain that dialogue, like the exercise that they just completed, is a process. It is a process that invites multiple perspectives, one in which ideas build upon one another, where new possibilities and opportunities are discovered and relationships and understanding are deepened. It is a process that sometimes requires letting go of old assumptions and considering new perspectives.



Variation:

- » If you are working with a large group divide them into smaller groups and have multiple 'pass around drawing circles' simultaneously running.
- » Adapt the prompt to suit the context. If imagining a 'happy moment' might trigger some negative emotions for your group ask them to simply draw a picture of their choice or imagine a time when they felt '*safe*', '*inspired*', '*like part of a team*', etc.

²⁸ Taylor, Peggy and Charlie Murphy (2014). *Catch the Fire: an artful guide to unleashing the creative power of youth, adults, and communities*. Gabriola Island: New Society Publishers.

Exercise 2: Dialogue is... (30mins)

1. Divide the participants into groups of three-five. Distribute flipchart and markers to each group and tell them that they have 15 minutes to create an image that represents their understanding of *dialogue*.
 2. After 15 minutes ask each group to present their image. Note down key words and concepts on a flipchart.
 3. Close by summarising the key words and concepts. If participants haven't drawn the link between dialogue and conflict ask them how the two concepts are related.
- » Possible answers:
- *Key concepts: multiple perspectives, open communication, sharing of ideas and information, listening, speaking, open hearts, no judgment, win-win, problem solving, etc.*
 - *Conflict is when two or more parties have seemingly incompatible goals.*
 - *Dialogue is a communication practice that can help to reveal previously unseen common ground.*



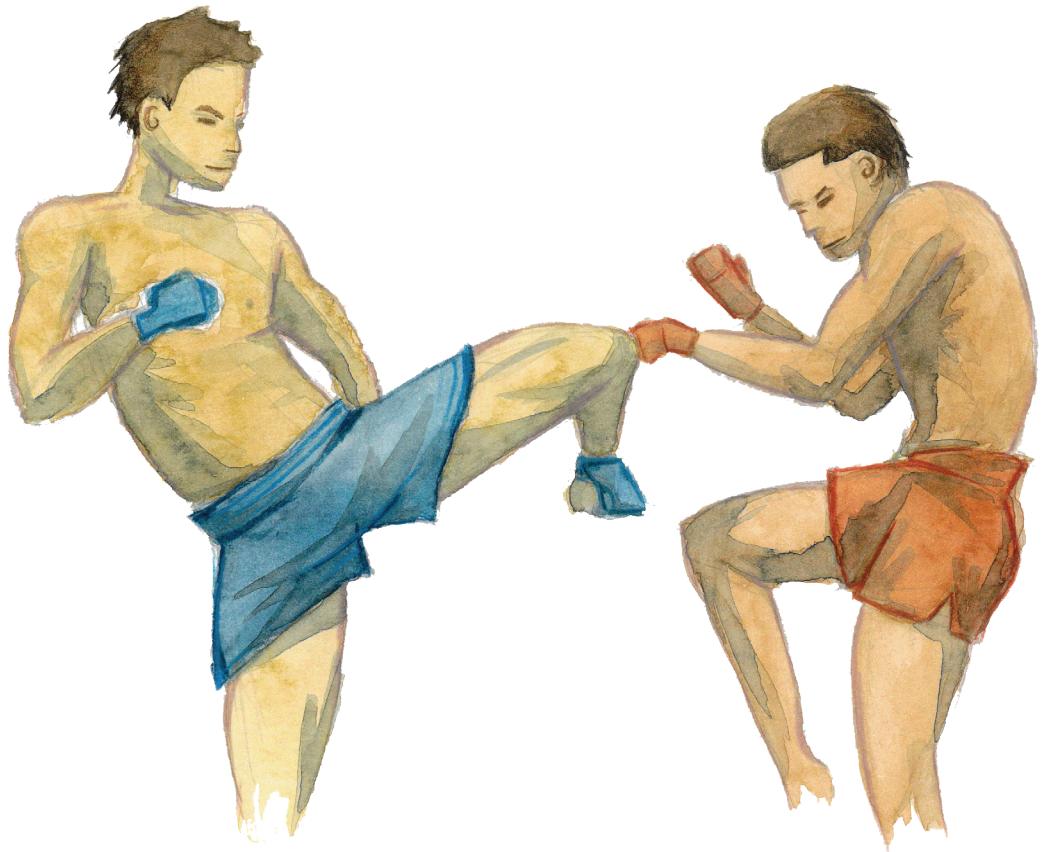
Variation: Rather than have all small groups draw pictures that represent dialogue, have them half of the groups draw pictures that represent dialogue and have the other half draw pictures that represent debate.

Exercise 2: Presentation (15mins)

1. Present the flipchart with the definition of dialogue written out on it. Highlight any similarities and differences with the key concepts reflected in the participants' images.
2. Explain that dialogue and debate/discussion are often confused but the two forms of communication differ in several important ways. In pairs ask participants to discuss the differences.
3. Ask a few volunteers to share their ideas.
4. Show the attached picture of the boxers and explain that debate is more like the two people in the boxing ring, each is trying to beat the other, to defend their position, and the objective is to win. In a dance however, it is acceptable to change positions in response to what is shared and expressed. It a process of give and take.
5. Present the flipchart with the table highlighting the differences between dialogue and debate. Alternatively verbally present the differences.
6. Present key learning points.

Key Learning Points:

- Dialogue is a form of communication where the main objective is to create greater mutual understanding and deeper insight while establishing and deepening relationships.
- Decision making is a secondary-goal and is only possible when participants reach a certain level of trust and understanding.
- The process of dialogue develops the trust and communication pathways to manage conflict effectively.
- When people trust each other they are able to collaborate and find win-win solutions.



Illustrations: Matthew Gibbons

3.1: Notes for Facilitators

What Is Dialogue?²⁹

- » Dialogue in English is derived from two Greek words:
 - *Dia* – through
 - *Logue* – words/speech
- » Dialogue literally means: ‘through speaking’
 - It is the opposite of monologue: ‘one speaking’
- » Definition:
 - Dialogue is a form of communication, in which participants seek to actively create greater mutual understanding and deeper insight.

The Results of Dialogue

Dialogue in its pure form has no other goal than to create greater mutual understanding. Participants are advised to let go of expectations in order to move beyond existing viewpoints, and create opportunity for new insights, perspectives and ideas. Since participants determine how a dialogue evolves, by what they share and the connections they make, it is difficult to predict the outcome of a dialogue. However, dialogue often has the following results:

- » Information is shared.
- » Relationships of respect and trust are established and strengthened.
- » Issues are clarified and shared values are identified.
- » Perspectives, histories, beliefs and opinions are shared.
- » Ideas and options are developed.
- » Recommendations are developed.

Decision making, a common desired outcome of dialogue, is only possible when, through the dialogue process, participants reach a certain level of trust and mutual understanding.

Debate/Discussion Versus Dialogue

Dialogue differs from debates in many ways. Fundamentally, there are basic differences between the two interactions:

- » The purpose of dialogue is to motivate people or community members to toward a common vision, understanding, or solution to a specific issue of concern. Debate, on the other hand, is oppositional in nature with each side seeking to prove itself right and the other wrong.

²⁹ Drier, Olivia, Paula Green, Nang Loung Ham, and Joanne Lauterjung (2018). *Community Dialogue Handbook: a guide for facilitating community engagement*. Joanne Lauterjung (Ed.) Yangon, Myanmar: Karuna Center for Peacebuilding.

- » Dialogue differs from debate in terms of its goals. The goal of a debate is to win, while the goal of a dialogue is to deepen mutual understanding.
- » Dialogue also differs from debate by its process. People in debates listen attentively in order to identify flaws in their opponents' arguments and to prepare themselves for counter arguments. By contrast, participants in dialogue listen to each other's arguments in order to understand perspectives, needs, expectations. or solutions.
- » Engaging in dialogue processes requires a certain level of trust while debate does not require any trust.

Debate can be an effective problem-solving and decision-making process if all participants understand each other well enough to engage in conversation and have similar background and familiarity with the issue/topic being discussed. If the participants do not have similar backgrounds, the debate format is likely to favour the participant with the stronger background and will not lead to deeper understanding or better decisions.

The table below summaries the main differences mentioned above.³⁰

Dialogue	Debate
We try and learn	We try to win
We try and understand	We try to persuade with arguments
We listen to become wiser	We listen to identify flaws and errors
We try to express our own views and values as clearly as possible	We defend our position
Uncovers new possibilities and opportunities	Looks to strengthen a predetermined position
Nobody loses, both parties win	The loser surrenders
The goal is the process of building understanding and gaining deeper insight	The goal is to win the debate
Promotes collaboration (win-win)	Promotes competition (win-lose)
Image: Dancers	Image: Boxers

³⁰ Adapted from: Helde, Mette Lindgren. *The Dialogue Handbook*. Copenhagen, Denmark: Danish Youth Council.

Activity 3.2: Community Dialogue



People often associate dialogue with political activity involving high-level political leaders. In this activity participants broaden their understanding of dialogue, with a specific focus on community dialogue.



Objectives:

- » To expand participants' perception of what qualifies as dialogue.
- » To define community dialogue.
- » To introduce the learning objectives of **Module Three: Dialogue Facilitation Skills**.



Time: 70 minutes



Materials: 8-12 images of different types of dialogue, flipchart, markers, sticky notes

Preparation

- » Collect eight-twelve images representing different types of dialogue (formal, informal, community-based, national-level, inter-state, etc.).
- » Prepare one set of images per group of three-five people.
- » Write out the two objectives of community dialogue on a flipchart (see **3.2: Notes for Facilitators on page 117**).
- » Write out the learning objectives of **Module Three: Dialogue Facilitation Skills** on a flipchart.

Process

Exercise 1: What Does Dialogue Look Like? (30mins)

1. Use a group forming activity from **Tools for Facilitators (pages 11-17)** and divide participants into groups of three-five people.
2. Distribute one set of dialogue images per group. Explain that these are all images of dialogue.
3. Ask participants to examine the pictures in small groups and discuss the following questions:
 - » *Who is in the picture?*
 - » *Where is it taking place?*
 - » *What do you think they are talking about?*
4. After providing time for discussion, ask volunteers to present.
5. Summarise the participants' contributions and close by explaining that there are many different types of dialogue.

- » *People often associate dialogue with political activity that is done with high-level leaders in a very formal setting. But this is only one type of dialogue. Dialogue can also be sitting around the teashop discussing current events. Watching a movie and having a discussion about it afterwards is also dialogue. Dialogue is often featured in the media with local experts or members of the community. Broadcasted dialogue often motivates secondary conversations amongst viewers and listeners. Community meetings to discuss issues of shared concern such as livelihoods and health are also dialogue. Whenever two or more people gather together to foster understanding and share information on issues of importance to them, this is dialogue.*



Variation: Divide the images up, giving each group a different set. Have each group present their responses to the discussion questions before asking them to categorise the images using as many or as few categories as they want (similar to **Activity 2.1: Defining Conflict on page 70**).

Exercise 2: Community Dialogue (20mins)

1. Explain, while there are many different types of dialogue, **Module 3** focuses on community dialogue.
 - » **Community Dialogue:** *Dialogue forums that draw participants from different sections of a community and create opportunity to strengthen relationships, exchange information, perspectives, clarify viewpoints, and develop solutions to issues of interest to the community.*³¹
2. In their small groups, ask participants to discuss what some of the reasons for having community dialogue might be. Can they think of any dialogue processes that have taken place in their community?
3. Invite volunteers to share.
4. Present the two results of community dialogue (see **3.2: Notes for Facilitators on page 117**). Explain that while the goal of pure dialogue is to deepen mutual understanding, community dialogue usually has a secondary goal related to an issue of shared interest to the community.

³¹ Search for Common Ground (2016). *Community Dialogue Design Manual*. MENA Common Ground Institute.

Exercise 3: Objectives (20mins)

1. Present the goals of the workshop:

Sample flipchart:

Module 3: Dialogue Facilitation Skills

Goals:

- » To develop a shared understanding of what community dialogue is, why it is practised, and what benefits it can yield.
- » To develop awareness of and practise key dialogue skills.
- » To build awareness of the steps involved in organising community dialogue.
- » To build confidence as community dialogue facilitators.

2. Distribute sticky notes and ask participants to note down any specific learning goals they have on one note, and any fears they have regarding the training on a second. Remind participants that these are anonymous.
3. Invite participants to stick their notes on a prepared flipchart, or place them in a box if more privacy is needed.
4. When they are finished read over participants' objectives and fears, offering points of clarification and reassurance. Manage expectations and explain that this is a three-day introductory workshop. Participants will almost certainly leave with questions and concerns but with practice they will refine their skills and build confidence. This is just the beginning.

3.2: Notes for Facilitators

What is Community Dialogue?

Definition of Community Dialogue

- » **Community Dialogue:** draws participants from different sections of a community and creates the opportunity for exchanging information and perspectives, clarifying viewpoints, and developing solutions to issues of interest to the community.

Objectives of Community Dialogue:

- » **Universal Results:** those that any community dialogue initiative sets out to achieve, such as:
 - enable participants to learn from one another;
 - share information;
 - strengthen relationships;
 - build trust.
- » **Issue-Specific Results:** those that aim to manage and develop solutions that resolve specific concerns of communities, such as:
 - building a bridge;
 - repairing a school;
 - public health issue (malaria, drug epidemic, HIV, etc.);
 - peace and reconciliation.

Activity 3.3: Perspectives and Perception³²



Our understanding of the world is informed by our unique history and experiences. However, it is possible to completely change our perception by changing our perspective. In this activity participants consider how dialogue can support improved understanding of new and different perspectives.



Objectives:

- » To reflect on how our perceptions and perspectives influence how we see and understand the world.
- » To consider how dialogue can help build awareness of our unique perception and reveal new perspectives.



Time: 75 minutes



Materials: copies or power point slides of the images included in **3.3: Resource Sheet: Optical Illusions on pages 123-125**

Preparation

- » Review the optical illusions and select some or all to use or find your own.
- » If a projector is not available, print the pictures.
- » Review **Activity 1.5: Who Am I? on page 31**. Draw links between perception identity when possible.
- » Write out the features of empathetic listening and authentic speech on a flipchart (optional).

Process

Exercise 1: Finger Exercise (15mins)

1. Facilitate an energiser from **Tools for Facilitators (pages 11-17)** then invite participants to stand in a circle.
2. Ask the participants to stretch one arm above their heads and point their index finger to the ceiling.
3. Ask them to draw a continuous circle with their finger in a clockwise direction as though they are drawing a circle on the ceiling (demonstrate if necessary).

³² Adapted from: Slachmuis, L. (2018). *The Common Ground Approach | Three day training resources Guide for Facilitators*, 1st ed. Washington DC: Search for Common Ground.

4. Ask them to slowly bring their finger down to stomach level while continuing to make clockwise circles.
5. When the finger is just around the level of their stomach, ask them if their finger is still turning clockwise.
6. People will be confused, as they will realize that their finger isn't turning clockwise anymore (looking down at your finger, it will appear to be moving anti-clockwise). Some participants may not perceive the change. Repeat the process to give participants a second opportunity.



Debrief the activity asking question such as:

- » *What happened? What did you observe?*
- » *Why did this change occur?*
- » *What is the link between perspective (how we look at something) and perception (how we understanding something)?*

Exercise 2: Optical Illusions (30mins)

1. Ask participants to take a seat.
2. Show a print out or power point slide of one of the attached images (**3.3: Resource Sheet: Optical Illusions on pages 123-125**).
3. Ask participants to look at the image for five seconds then block the image.
4. Ask participants what they see. Once you establish that some people are seeing different things, ask people to raise their hand if they see one or the other.
5. Show the image once more and then ask the same question.
6. Ask someone who can see one image to help someone who cannot see it. Let the other participants observe.
7. Work towards the whole group being able to see both images.
8. Repeat with additional images if desired to reinforce the impact.



Debrief asking questions such as:

- » *Why do you think we saw different things in the images?*
- » *What happens when we don't see things in the same way?*
- » *What factors influence our perception?*
- » *How did it feel when you weren't able to see both images?*
- » *How does this relate to the way we see conflict?*
- » *Is it important to see things in the same way? Why/why not?*
- » *What is the link between perspective and conflict?*
- » *What is the link between perspective and dialogue?*

9. Summarise the participants' responses and present the key learning points. If desired present the image of the four people looking at the tree (see **3.3: Resource Sheet: Perspective Tree**) to emphasis that what one person sees isn't necessarily what another person sees when looking at the same situation.

Exercise 3: Ground Rules (30mins)

1. Explain that dialogue is a new way of communicating. It is only possible if participants practise empathetic listening (**Activity 2.6: Empathetic Listening on page 99**) and authentic speech. Present the flipchart outlining the features of these two forms of communication or review them verbally.
2. One way to encourage participants to practise their empathetic listening and authentic speaking skills is to establish ground rules or a common agreement before beginning the dialogue.
3. Divide participants into small groups and ask them to discuss what kind of rules or agreements would help to encourage empathetic listening and authentic speech.
4. Invite volunteers to share their ideas. Note them down on a flipchart.
5. Reference **3.3: Notes for Facilitators on page 121**. If participants haven't come up with examples covering all of the typical ground rules, add to their list.
6. Explain that ground rules or a common agreement among participants will help to avoid common challenges such as:
 - » *superficial conversation;*
 - » *time consuming debate and arguments;*
 - » *dominance of a single perspective/silencing of minority views;*
 - » *pressure to conform to group decisions;*
 - » *moving forward with actions that are unrealistic;*
 - » *too many ideas/loss of focus.*
7. Developing the ground rules/common agreement with participants will help to create buy-in, making it easier to enforce them if necessary.

Key Learning Points:

- What one person sees isn't necessarily what another person sees when looking at the same situation.
- How we understand the world is framed by our personal stories, our biases, stereotypes, beliefs, experiences, culture, etc.
- Our unique history and experience influences how we understand the cause of conflict as well as what we see as the 'solution' to conflict.
- It is possible to completely change our perception (how we understand something) by changing our perspective (looking at or thinking about something from a different angle).
- Dialogue helps to foster the trust, understanding and communication needed to reveal new perspectives that can, in turn, reveal previously unseen opportunities and solutions.
- A facilitator must create an atmosphere of acceptance and non-judgment to enable participants to share their unique perspective openly and honestly.

3.3: Notes for Facilitators

Dialogue: A new communication style³³

Empathetic Listening: Hearing and Understanding the Truth and Experience of Others

- » Listen with empathy, to see the problem from the other person's point of view, to walk in their shoes .
- » Give the speaker your full and undivided attention.
- » Listen to learn, not to verify existing assumptions or expectations.
- » Give the speaker your full and undivided attention.
- » Ask questions to clarify or expand your understanding, not to challenge or engage in debate.

Authentic Speaking: Telling the Truth of Your Own Experience

- » Speak for yourself, not for a group or position.
- » Speak to communicate your own experience, not to persuade others.
- » Distinguish your opinion or belief from fact or 'truth'.
- » Acknowledge the experiences and assumptions that have shaped your views and opinion.
- » Speak from your heart.

³³ Drier, Olivia, Paula Green, Nang Loung Ham, and Joanne Lauterjung (2018). *Community Dialogue Handbook: a guide for facilitating community engagement*. Joanne Lauterjung (Ed.) Yangon, Myanmar: Karuna Center for Peacebuilding.

3.3: Resource Sheet: Perspective Tree

What one person sees isn't necessarily what another person sees looking at the same situation.

- » Woman – sees cooking wood
- » Student – sees fruit/snack
- » Man – sees wood to build a house
- » Traditional healer – sees leaves for medicine



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34 Photo credit: Developed by the Search for Common Ground, Myanmar National Social Cohesion facilitation team. (2017-2018).

3.3: Resource Sheet: Optical Illusions

» Image A:³⁵



³⁵ Photo credit: www.brainden.com/images/saxophone-big.jpg

3.3: Resource Sheet: Optical Illusions

» Image B:³⁶



³⁶ Photo credit: www.anopticalillusion.com/wp-content/uploads/2014/03/Lion-or-Monkey-by-Humberto-Machado.jpg

3.3: Resource Sheet: Optical Illusions

» Image C:³⁷



³⁷ Photo credit: www.askideas.com/media/36/Father-Or-A-Son-Optical-Illusion-Picture.jpg

Activity 3.4: Model Dialogue – Culture



In some cultures asking questions and showing curiosity can be viewed as rude or disrespectful. In this activity participants engage in a dialogue process exploring the potential tension between dialogue and cultural norms.



Objectives:

- » To enable participants to experience a dialogue or circle process.
- » To encourage reflection on how dialogue may be received locally and share strategies for addressing challenges.



Time: 75 minutes



Materials: talking piece (optional)

Preparation

- » Decide on which kind of dialogue process you want to facilitate.

Process

Exercise 1: Image Theatre (20mins)

1. Divide participants into small groups.
2. Provide participants with a theme, such as 'MYANMAR', 'RAKHINE' or another contextually-relevant prompt, and ask them to work in their small groups to use their bodies to create a sculpture that communicates the theme.
3. Give each group five-ten minutes to develop the idea for their sculpture and practise.
4. Invite each group to present their sculpture. Ask the observing participants to comment on what they see before having the presenting group explain their sculpture.

Exercise 2: Dialogue Practice (40mins)

1. Have participants form a circle, either in chairs or on the ground, whatever is comfortable.
2. Explain that in some cultures asking questions and showing curiosity can be viewed as rude or disrespectful. Ask if this true in Myanmar culture and invite volunteers to share.

3. Introduce the circle process and the theme for discussion. Model how to collaboratively set shared ground rules for a dialogue.
 - » *A circle process is a type of dialogue that is found in most cultures and applied in many modern-day contexts. They are used to celebrate, build community, make decisions, or address conflict. Even the Myanmar word for dialogue translates as 'speech circle'.*
 - » *Today we will experience a circle process. The theme of today's dialogue is whether dialogue can be compatible with local culture. First, I'd like to suggest two principles to guide our discussion.*
 - » *Listen with respect, Speak with respect: This means no interrupting, paying attention to what is being shared, and listening with an intention to understand. It also means speaking in the first person and from individual experience. In dialogue we can only speak for ourselves. We do not speak to persuade or change others.*
 - » *Inclusivity: Everyone is invited to participate and everyone's voice matters equally. Be aware of how much you are speaking and of those who are quieter. Give everyone a chance but respect everyone's chance to pass or decline to speak if they choose.*
 - » *To ensure respect for these two principles, we will use a talking piece.*

Talking Piece

- » **Purpose:** To structure the conversation in a way that slows the pace and gives everyone a chance to speak thoughtfully and to listen deeply.
- » **Practice:** The talking piece is passed consecutively around the circle, typically in a clockwise manner, allowing each person to hold the talking piece and speak, or if they choose, to hold in silence or pass it along in silence. After each person has had a chance to speak, the dialogue facilitator may decide to place the talking piece in the centre of the circle and allow free conversation. In that case, participants who find it difficult to break into the conversation may fetch the talking piece, as a way of signalling others of their desire to speak.

4. Introduce the piece you have selected, its significance and the rules around its usage.
5. Ask if all participants agree with these guidelines and if they have anything else they would like to add. Once everyone has agreed on the guiding principles begin the dialogue
6. Use the following questions to help you frame the dialogue:
 - » *What has been your experience with asking questions?*
 - » *What if anything in our culture makes dialogue difficult?*
 - » *What if anything in our culture supports dialogue?*
 - » *What can we do to help people become more willing to participate in dialogue rather than debate or conflict avoidance?*
7. Close the dialogue, thanking everyone for their participation. Present the key learning points



Variation: Ask participants if they want to use the talking piece and how they would like to use it. Rather than passing the piece around the circles some groups may prefer to place the talking piece in the middle of the circle and allow participants to pick up the piece when they have something to say or contribute. This variation works best with small groups.

Exercise 3: Daily Feedback (15mins)

As in **Modules 1 and 2**, establish a daily feedback system and provide opportunity for participants to share at the end of each day. Use the same format or develop something that invites honest sharing.

Example:

Draw a continuum on flipchart with a + sign on one end and a – sign on the other end. Distribute sticky notes to the participants and ask them to note down feedback for the day's activities. Invite participants to place the notes on the continuum based on whether it refers to something positive or negative.

Key Learning Points:

- In some cultures, speaking is power; the more one speaks the more powerful they are.
- In dialogue, everyone is equal and everyone's voice is valued equally.
- Power is gained not through speaking and control, but through understanding.

Activity 3.5: Roles in Community Dialogue



There are four main roles in a community dialogue. This activity introduces participants to these roles, preparing them to work together to host a dialogue within their own community.



Objectives:

- » To review key learning points from the previous day.
- » To familiarise participants with the four main roles in community dialogue.



Time: 75 minutes



Materials: random items, flipchart paper, markers, tape

Preparation

- » Gather a number of items (one per participant or, if you have a large group, one per small group of participants).

Process

Exercise 1: Recap Still Life (30mins)

1. Arrange the items on the ground.
2. Ask participants to find a partner and form a circle around the items.
3. Explain that in a moment you will play some music. While the music plays, participants in their pairs, will walk around the items in a circle. When the music stops, they will need to grab one of the items. One by one, each pair will have chance to explain how the item they selected relates to dialogue.
4. To ensure the instructions are clear provide an example.

Example: Cup

- » *A dialogue facilitator is like a cup. They create the container for the conversation but the participants fill the cup with their stories, comments, reflections and insights.*
5. Once everyone is clear on the instructions, play the music, after a few minutes stop it and watch as participants rush to grab their object.
 6. Moving around the circle invite partners to explain, one by one, their interpretation of their chosen item and its connection to dialogue.
 7. Close the circle by summarising participants' responses and highlighting any key points that they may have missed.

**Variation:**

If you are working with a small group allow each participant to select an item.

Exercise 2: Roles in Facilitation (30mins)

1. Transition by explaining that community dialogue, like this activity, invites fresh thinking. It invites participants to look at old issues, questions and situations in a new way. As was discussed the day before, no two people look at the same thing in the same way.
2. Explain that community dialogue is also a team effort. It requires different people with specific roles working together.
3. Present the four main roles in community dialogue. In small groups give participants ten minutes to discuss what they think are the main responsibilities of each of these different roles.
4. Invite volunteers to share their group's answers, noting down key words and ideas on a flipchart. Summarise the participants' responses clarifying and adding in any key responsibilities they may have missed (see **3.3: Resource Sheet: Notes for Facilitators**).
5. In small groups ask participants to discuss which role they are most comfortable/least comfortable in. Invite volunteers to share.
6. Present the key learning points.



Variation: Instead of having participants discuss in small groups, assign each corner of the room a different role and have participants stand in the corner of the role they are most comfortable in. Have them share the reasons for their response with other participants standing in the same corner. Invite a few volunteers to share. Repeat, this time asking participants to stand in the corner representing the role they are least comfortable in.

Key Learning Points:

- There are four main roles in community dialogue:
 - ▶ Convener
 - ▶ Facilitator
 - ▶ Note Taker
 - ▶ Participant
- Each role has different responsibilities.
- Different people can be suited to different roles.

3.5: Resource Sheet: Roles in Dialogue

There are four main roles in community dialogue:

Convener	<p>This is the person who brings people together for a community conversation. The convener organises the meeting, invites and welcomes attendees, closes the meeting, and sends the a summary of the results of the discussion to participants.</p>
Facilitator	<p>The facilitator’s job is to keep the conversation on topic, and make sure that all voices are heard by giving everyone a chance to speak. They ensure no one person takes over the discussion by using a dialogue model or process that is appropriate for the group. The facilitator should keep track of time and move the dialogue along. Lastly, the facilitator should remain neutral and refrain from sharing personal views.</p> <p>In some cases, the convener is the same as the facilitator, but it can be helpful for these roles to be separate if a convener has the necessary relationships, but not the experience facilitating.</p>
Note Taker	<p>A note taker’s job is to document the main points of the discussion to share with participants after the conversation is over. They do not need to write down everything that is said or identify who said what, but should note key points, and any decisions or next steps agreed to during the conversation.</p>
Participant	<p>Participants come to share knowledge, experience and opinions on issues relating to the theme of the conversation. Participants should be willing to follow ground rules, and be willing to listen to other’s opinion respectfully.</p>

38 Drier, Olivia, Paula Green, Nang Loung Ham, and Joanne Lauterjung (2018). *Community Dialogue Handbook: a guide for facilitating community engagement*. Joanne Lauterjung (Ed.) Yangon, Myanmar: Karuna Center for Peacebuilding.

Activity 3.6: Roles and Responsibilities of a Facilitator



The dialogue facilitator's role is to create, protect and maintain a safe space for open communication throughout the dialogue. In this activity, participants reflect on the main responsibilities of a dialogue facilitator and consider what skills are needed to perform these duties effectively.



Objectives:

- » To identify the main roles and responsibilities of a dialogue facilitator.
- » To reflect on the skills needed to facilitate dialogue effectively.
- » To develop self awareness of the skills participants already possess and areas that need to be developed.



Time: 75 minutes



Materials: flipchart, markers, copies of **3.6: Resource Sheet: Dialogue Facilitator Self Assessment** (1 per participant)

Preparation

- » Draw the outline of a body on a flipchart paper and label it *Dialogue Facilitator*.
- » Prepare flip charts with 'Responsibilities of a Dialogue Facilitator,' and 'Dialogue Facilitation Skills' written out (see **3.6: Notes for Facilitators**).

Process

Exercise 1: Responsibilities of a Dialogue Facilitator (45mins)

1. Facilitate a group-forming activity from **Tools for Facilitators (pages 11-17)** and divide participants into groups of three-five.
2. Explain that in this activity we will look closely at the role of a dialogue facilitator.
3. Present the prepared flipchart. Working in their small groups ask participants to reflect on the following four questions and note down their responses:
 - » *What are the main responsibilities of a dialogue facilitator?* – write responses inside/ underneath the body.
 - » *What knowledge does a dialogue facilitator need to have?* – write responses need to the head.
 - » *What skills does a dialogue facilitator need to have?* – write responses next to the hands.

- » *What values/attitudes does facilitator need to have?* – write next to the heart.
4. Check that all participants understand the instructions before distributing one flipchart and markers to each group.
 5. Give groups 20-30 minutes to discuss and prepare their flipchart.
 6. After groups have finished conduct a gallery walk. Alternatively, invite each group to present their drawing one by one.

Gallery Walk: Ask each group to post their flipchart on the wall and nominate one person to serve as the group ambassador. The ambassador will be responsible for staying with the group's flipchart and explaining their responses to other participants. The rest of the group members will circulate the room and observe the other groups' work. Ask participants to notice what is similar and different between their responses and the other groups' responses. Encourage them to ask questions. If available, play soft music to mimic being in an actual art gallery.

Exercise 2: Presentation (15mins)



Regroup participants. Debrief the gallery walk by asking questions such as:

- » *What similarities and differences they noticed between the groups' presentations?*
 - » *Did you get any new ideas or inspiration from the other groups?*
1. Present the prepared flipchart and highlight any similarities with the responsibilities and skills you noted down and the participants' work, as well as any key ideas they may have missed.
 2. Explain that no one person has all of these skills though some people are lucky to be born with a natural ability to facilitate dialogue.

Exercise 3: Self-Assessment (15mins)

1. Invite participants to reflect on their skill set and make plan to build on their strengths and develop their weaker areas.
2. Ask participants to break into pairs and reflect on their strengths and weak areas. Which skills do they feel they already possess? What areas do they need more support to develop? Do any fears or anxieties arise when they consider the responsibilities of a dialogue facilitator?
3. As a closing exercise have each participant share one strength and one area that needs improvement, and if possible, their plan for developing their chosen area.
4. Close by reminding participants that dialogue facilitation is a skill. Like any skill, it takes practice. It is perfectly natural to feel some fear and anxiety at the beginning. The purpose of this training is to provide participants with the support needed to build their confidence and abilities, and to develop a community of dialogue practitioners that can support one another moving forward.
5. Present the key learning points.



Extension:

Build on the experience of *Activity 1.6: Explore and Share*. Designate one chair or a special place in the room and have one participant at a time sit down. Invite the other participants to share what skills and strengths they observe in their friend. Feel free to start the process off by sharing your own reflections. Draw upon observations that you have made of participants throughout the first two modules as well as **Module 3**.

Key Learning Points:

- The dialogue facilitator's role is to create, protect, and maintain a safe space for open communication throughout the phases of the dialogue.
- Specifically, the dialogue facilitator clarifies the purpose of the dialogue, establishes group rules, models effective communication and oversees the process.
- A good dialogue facilitator is able to establish rapport and trust with participants. They can guide the conversation, asking questions when necessary and ensuring that all voices are heard.
- The skills needed to facilitate dialogue effectively can be learned and practised.

3.6: Notes for Facilitators³⁹

Responsibilities of the Facilitator

The dialogue facilitator's role is to create, protect, and maintain a safe space for open communication throughout the phases of the dialogue. Specifically a facilitator of a community dialogue:

1. Clarifies purpose of dialogue
<ul style="list-style-type: none">» Listens and speaks about difficult topics with openness and respect» Increases the ability to see a problem from other participants' points of view» Practises the honest expression of one's own experience without attempting to persuade or change others
2. Establishes and monitors ground rules
<ul style="list-style-type: none">» Helps the group to develop and follow the ground rules» Models observance of ground rules through own behavior
3. Models effective group behaviour and communication
<ul style="list-style-type: none">» Respects all perspectives» Provides verbal and non-verbal support» Listens actively and empathetically» Learns and use participants' names» Encourages shy members to speak» Works smoothly with co-facilitator (when needed)
4. Oversees Process
<ul style="list-style-type: none">» Manages the time, monitoring individual speaking time and overall schedule» Keeps group focused on the topic» Encourages full participation» Attends to stages of group process and what is needed at each stage» Monitors emotional tone; challenges if too safe/protects if too intense» Watches for power dynamics within group; prevents dominance of a single view or faction

³⁹ Adapted from: Drier, Olivia, Paula Green, Nang Loung Ham, and Joanne Lauterjung (2018). *Community Dialogue Handbook: a guide for facilitating community engagement*. Joanne Lauterjung (Ed.) Yangon, Myanmar: Karuna Center for Peacebuilding.

Dialogue Facilitation Skills

Effective dialogue facilitators require skills such as:

- » **Neutrality:** The ability to stay calm, see all sides of a situation and support everyone to be heard, regardless of their personal opinion
- » **Trust building:** The ability to create a situation where participants trust you to treat them with respect and effectively manage the conversation
- » **Facilitation:** The ability to support a process of discovery for participants. To help them understand each other and find their own solutions. This includes providing the opportunity for all perspectives and opinions to be shared and refraining from trying to solve problems or offer advice.
- » **Developing questions:** The ability to ask questions that encourage reflection, uncover common ground and new ways of thinking. A good facilitator comes prepared with questions and is able to craft questions during a dialogue to encourage deeper conversation.
- » **Rapport:** The ability to put participants at ease and encourage honest communication.

No one person has all of these skills, and some people are lucky enough to be born with a natural ability to facilitate dialogue. What is important is to learn what aspects of our personality might need more support to overcome, and what skills we need to learn to compensate for the areas where we are weak.

Activity 3.7: Unconscious Bias



A bias is a tendency, inclination, or prejudice toward or against something or someone. Biases can be positive and negative, as well as both conscious and unconscious. In this activity participants consider how unconscious bias can influence behaviour and even effect how we search for and understand information.



Objectives:

- » To build awareness of our own unconscious biases
- » To consider the impact bias has on how we search for, interpret, favour and recall information
- » To practise dialogue skills in small groups



Time: 70 minutes



Materials: flipchart, marker, crayons, tape

Preparation

- » Select an appropriate picture to use for *Exercise 1*. Suggest using something connected to the theme of the Activity. For example a train, a photo of a traditional circle process, etc.
- » Prepare a flipchart with the key terms written out (see **3.7: Resource Sheet: Notes for Facilitators**).
- » Review the examples provided in the Resource Sheet. Think of local examples or personal examples from your own life and experience.

Process

Exercise 1: Collaborative Drawing (30mins)

1. Use a group-forming activity to divide participants into groups of three-five.
2. Give each group a flipchart, a marker and something to colour with.
3. Explain that there is a picture posted outside the training room. Their goal is to reproduce this picture exactly.
4. Review the rules of the game.

Rules:

- » *You cannot move the picture. It remains in the other room. No phones, no photos.*
- » *Only one team member can leave to look at the picture at a time. If another team member wants to look at the picture they must wait till their team member has returned to the group.*
- » *A maximum number of two team members are allowed to draw. Drawers are not*

allowed to leave the group to look at the picture.

» You will have 10mins to recreate the picture using the materials provided.

5. Clarify any questions then provide groups two minutes to discuss their strategy, delegate responsibilities, and clarify roles.
6. After one minute start the game. Play exciting music to set the mood. Monitor to make sure that each group is following the rules.
7. After ten minutes stop the game. Have each group present their pictures.



Debrief by asking question such as:

- » *What was that experience like?*
- » *What difficulties did you face?*
- » *What was your strategy?*
- » *What worked well?*

Sample Image:



Illustrations: Matthew Gibbons

Exercise 2: Five Tickets (20mins)⁴⁰

1. Invite participants to form a circle.
2. Explain that the next activity is a role-play. Read out the scenario below.
 - » *You are running the ticket counter at a local train station. The station is packed with travellers but you have only five tickets left. It is up to you to decide who gets these last tickets.*

⁴⁰ Source: Ko Thura Hein, Independent Trainer

3. Present the flipchart with the list of passengers. Give participants three minutes to decide to whom they will give the last five tickets two.

Sample flipchart:

Train Passengers:

- » Young man with a guitar
- » Young woman in modern clothes, including a short skirt
- » Gay man
- » Old blind man
- » An unkempt looking women with a baby
- » Man in formal dress (*dite pone, longyi*)
- » Well-dressed youth
- » Member of Parliament
- » Government soldier
- » Government police officer
- » Drunk man
- » Monk

Option A

This option places a greater emphasis on bias as participants reflect internally. Any change in their choices can be directly attributed to their own change in perception.

1. After giving participants time to make their choices read out the additional information for each character (see **3.7: Resource Sheet: Train Passengers – additional information**)
2. Invite participants to reflect on their earlier decisions. Do they want to make any changes to their list?
3. Move to the debrief questions.

Option B:

This option places a greater emphasis on dialogue and decision making as it gives participants the opportunity to discuss their choices with one another.

- » After giving participants time to make their choices have them form small groups and share the reasoning behind their choices with one another.
- » After the groups have discussed ask if anyone wants to make any changes to their original list of people. Invite a few volunteers to share.
- » Read out the additional information for each character (see **3.7: Resource Sheet: Train Passengers – additional information**). Invite participants to individually reflect on their earlier decisions. Ask them if they want to make any additional changes.



Debrief the option A/B by asking questions such as:

- » *How did you make your initial decision?*
- » *What influenced your decision?*
- » *Did anyone make changes to their original list? Why?*
- » *What can this activity teach us?*



Extension:

Ask participants if anyone consider gender balance when making their decision. How many males did everyone select? How many female? Many participants will have attributed gender to the different characters although their gender is not mentioned. Use this as an opportunity to reinforce learning by pointing out that many of us have biases that influence our perception of gender.

Example: police officers, pick pockets and MPs are male

Exercise 2: Presentation (20mins)

1. Present the flipchart with definitions of *bias*, *confirmation bias* and *negativity bias*. To reinforce understanding offer some examples (see **3.7: Resource Sheet: Notes for Facilitators**). Ask participants if they can think of any other examples from personal experience.
2. Explain that we all have biases. These are informed by messages we received from our parents and teachers, society and the media. We are often unaware of our biases but they can strongly influence how we understand the world and even how we search for, and understand information.
3. Ask participants why, as dialogue facilitators, it is important for us to be aware of bias. Invite a few volunteers to share.
4. Have participants discuss in partners or small groups the following question. Invite volunteers to share.

Discussion question:

- » *How might our biases impact our ability to fulfill our responsibilities as:*
 - » *Dialogue conveners?*
 - » *Dialogue facilitators?*
 - » *Dialogue note takers?*
 - » *Dialogue participants?*

Possible responses:

Dialogue conveners	<i>May influence who we invite or who we ask to assist us with outreach.</i>
Dialogue facilitators	<i>May influence how we prioritise speaking time. For example, giving more time to people we like or agree with, or participants we empathise with.</i>
Dialogue note takers	<i>May influence what we note down, prioritising ideas that we agree with, or ideas presented by more eloquent speakers.</i>
Dialogue participants	<i>It is necessary to engage in dialogue with a willingness to change one's perspective. This requires being aware of one's biases and tendencies.</i>

- » Close by explaining that we all have biases. These are informed by messages we received from our parents and teachers, society and the media. We are often unaware of our biases but they can strongly influence how we understand the world and even how we search for and understand information.

Sample flipchart:

Bias: a tendency, inclination, or prejudice towards or against something or someone.

Confirmation bias: a tendency to search for and focus on information that supports what someone already believes, ignoring facts that go against those beliefs, despite their relevance.

Negativity bias: tendency to focus on something negative even if something positive is equally or more present.

Key Learning Points:

- A bias is a tendency, inclination, or prejudice toward or against something or someone.
- We all have biases, some that we are conscious of and others that we may be unaware of.
- Our biases influence how we understand the world and how we search for and understand information.
- Dialogue encourages self reflection that may reveal unconscious biases and can serve as a valuable counter to the natural human tendency to seek out information and facts that support what we already believe.



Extension: Bias Riddle (30mins)

This riddle below was shared with university psychology students and children ages seven-seventeen by researchers from Boston University in the United States. Only a minority of respondents were able to answer it correctly. This study, and the riddle, has since become a well-known illustration of social bias against women.

Exercise 2: Five Tickets, and this activity highlight the same learning points. You can choose to use this riddle instead of Exercise 2 or later in the training as an energiser to reinforce the key learning points.

Process

1. Explain to participants that you have a challenge for them.
2. Read out the riddle below. Have participants reflect silently.

'A father and his son are in a car accident. The father dies at the scene and the son, badly injured, is rushed to the hospital. In the operating room, the surgeon looks at the boy and says, "I can't operate on this boy. He is my son." How is this possible?'

Answer: The surgeon is the boy's mother

3. After participants have had a chance to think for themselves allow participants to discuss in their small groups.
4. After five-ten minutes ask volunteers to share their answers. Participants may ask you for more information but tell them that the riddle contains all the information they need.
5. If no one has come up with the correct answer, reveal that the surgeon is the boy's mother.
6. Debrief the activity asking questions such as:
 - *Why was this simple riddle so difficult to answer?*
 - *Why didn't we all immediately realise that the surgeon was the boy's mother?*

Explain that this riddle is difficult because we have strong, deep-rooted ideas that influence our perception of gender (e.g.: men are surgeons, women are teachers; men are strong, women are weak, men should earn the money, women should manage the money, men should work, women should stay home etc). These deep-rooted ideas are sometimes called 'biases'.

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41 Barlow, Rich (2014). 'BU Research: A riddle reveals depth of gender bias.' Boston University, www.bu.edu/today/2014/bu-research-riddle-reveals-the-depth-of-gender-bias

3.7a: Notes for Facilitators

Unconscious Bias: key terms

Bias: a tendency, inclination, or prejudice toward or against something or someone.

An **unconscious bias** is a bias that you are unaware that you have.

Example of biases:

- » *I prefer living next to older people. I don't trust young people.*
- » *I like neatly-dressed people. People who take care of their appearance are responsible.*
- » *I don't hire women. They are too emotional.*
- » *I will only marry a university graduate. University graduates are smarter than non-graduates.*

Confirmation bias: the human tendency to search for and focus on information that supports what someone already believes, while ignoring facts that go against those beliefs, despite their relevance.

Example:

Bias: *Girls who wear short skirts are inviting sexual harassment.*

- » *When reading the news you only take note of stories that confirm this belief. You unconsciously ignore any stories about women who suffered harassment but were dressed in traditional Myanmar clothes, school uniforms, etc.*

Negativity bias: the tendency to dwell on something negative even if something positive is equally or more present.

Example:

- » *You go on holiday with your family. You have a wonderful trip but when you get home all your mother can talk about is the waiter in the restaurant who was rude to her.*
- » *You come in second in a spelling test at school. You answered 19 questions correctly and made only one mistake on the last question. While you still won a prize, all you can think of is that one mistake.*

3.7b Resource Sheet: Train Passengers – Additional Information

1. Young man with a guitar

A passionate musician, artist and volunteer, this young man is on his way to an orphanage to volunteer his time to do a 10-day music training.

2. Young woman in modern clothes (short skirt)

This young lady has just completed her university studies abroad. As the eldest daughter she is returning home to take care of her family and support her community.

3. Gay man

This man is an active volunteer in the community. He currently volunteers his time managing a local old age home. He was recently informed that there is an elderly woman living alone in a near by village and is on his way to meet her to see if there is some way that his organisation can help her.

4. Old blind man

This man is very poor. He doesn't have any family and is struggling to survive on his own. As his dying wish, he is travelling to his native town where he hopes to spend his last days.

5. Woman with a baby

This woman is married to an engineer who was recently severely injured while on a construction site. She only just heard the news and is on the way to visit him in the hospital. She has two more children at home and is taking care of her parents who are also not well.

6. Man in traditional formal dress (*dite pone, longyi*)

This man is a wanted criminal. He is suspected of being the leader of a human trafficking ring and of abusing his young victims. He is in disguise as a respectable businessman and is trying to escape capture by train.

7. Well-dressed youth

This young person is a professional pickpocket and frequently rides the train, stealing from passengers.

8. Member of parliament

This person is a dedicated public servant who has contributed to the development of several social policies that have improved employment opportunities, health care systems and transportation services in rural areas of the country. Currently this MP is travelling to attend an important meeting.

9. Government soldier

This soldier joined the army to serve his country. Whenever he can, he volunteers to join rescue teams helping citizens who are affected by cyclones, floods, earthquakes and other natural disasters.

10. Government police officer

This police officer is very warm hearted. A dedicated public servant, this police officer is always smiling and looking for ways to help and be of service.

11. Drunk man

This man recently lost his entire family in a tragic car accident. Following the accident, his house, and all of his property was lost in a fire. The trauma of these two events has left him severely depressed. He spends his days drinking and wandering around without purpose. He likes to ride the train as it helps him to forget his pain.

12. Monk

This monk is a missionary. He travels around the country spreading the teachings of Buddha. He is a very wise and quiet person.

Activity 3.8: Asking Questions



The heart (the middle or 'core' phase) of a dialogue is usually launched with a question. The nature of the question, and how it is phrased and delivered, can profoundly affect the quality of a dialogue. In this activity participants learn to identify the features of a good dialogue question and how to effectively use questions to support a dialogue process.



Objectives:

- » To identify the features of a good dialogue questions.
- » To be able to differentiate types of dialogue questions and understand in which phase of the dialogue to use them.



Time: 75-90 minutes



Materials: flipchart, markers, question cards

Preparation

- » Prepare a flipchart with the three phases of dialogue written out.
- » Prepare a flipchart with the features of a good dialogue question and the three types of dialogue questions (see **3.8: Resource Sheet: Question Cards**).
- » Prepare one set of question cards per each small group.

Process

Exercise 1: One-Word Stories – Optional (15mins)

1. Invite participants to stand up and form pairs.
2. Explain that each pair will be working together to tell a story. One partner, the storyteller, will begin by telling a story of their choice. Partner B will randomly shout out words that Partner A will have to seamlessly incorporate into their story. The objective of this game is to think quickly and to not lose the rhythm of the story. Ask a volunteer to model the process with you.
3. Give Partner A a few minutes to tell their story before switching roles so that Partner B can have a turn.
4. Regroup participants. Ask one-two groups to volunteer and demonstrate a couple of stories in front of the entire group for extra laughs.



Debrief the activity by asking questions such as:

- » *How was the exercise?*
- » *Was it difficult/easy?*
- » *Were the contributions from your partner an obstacle or a blessing?*
- » *How does this activity relate to dialogue? Our lives? Our work?*

5. Close by explaining that a common challenge in community dialogue is keeping the conversation on topic. Participants often care deeply about the issue under discussion. This passion can some times lead to one or two people dominating the conversation or participants wandering off topic. A good facilitator is able to keep the conversation balanced and on topic while making the most of unexpected learning opportunities.

Exercise 2: Dialogue Questions (30mins)

1. Present the flipchart with the three phases of community dialogue written out.
2. Explain that the heart (or core) of the dialogue is launched with a carefully-crafted question. The nature of the question, and how it is phrased and delivered, profoundly affects the quality of the dialogue. Well-crafted questions keep the dialogue relevant and encourage participants to reflect deeply and share honestly.
3. Present the flipchart with the features of good dialogue questions.
4. Divide participants into groups of four-five. Give one set of question cards (see **3.8: Resource Sheet: Question Cards**) to each group. Explain that on each of these cards is a question that can help support the dialogue process. Working in their small groups organise the questions into three categories:
 - **Opening Questions:** *open ended questions that can introduce the topic of the dialogue and launch the conversation*
 - **Clarifying Questions:** *to check understanding and encourage participants to share more deeply*
 - **Group Process Questions:** *questions to promote connection and exchange between participants*
5. Give small groups time to discuss and organise the question cards.
6. After all groups have finished distribute a handout with the questions organised into categories. Have groups check their answers. Alternatively, check answers as a group. Write the questions out on A4 or strips of flipchart paper. Have volunteers organise the questions into groups at the front of the room, correcting any mistakes.
7. Close by explaining that these questions are only examples of questions they can use to support the dialogue process. Encourage participants to test out the questions and see how people respond to them. While these questions work in most situations, they may need to adapt them and create new ones based on their communities' unique needs.

Exercise 3: Small Group Dialogue (30-45mins)

1. Tell participants that they are going to practise their dialogue skills. In their small groups, ask them to identify a facilitator; the rest of the group members will act as dialogue participants.

2. Explain the different roles:
*The **facilitator** is going to lead a dialogue on the topic of 'bias'. This is the your opportunity to practise your dialogue facilitation skills. Remember:*
 - **Be inclusive:** guide the conversation so that everyone has the opportunity to share equally. Summarise what someone says before turning to someone else to ask a question.
 - **Be neutral:** refrain from sharing your own opinion, rather encourage the participants to share.
 - **The participants** are there to learn from one another and to enjoy the process! You are also encouraged to appreciate and provide feedback to the facilitator following the dialogue.
3. Clarify any misunderstandings and invite facilitators to begin. Let them know how much time they have. Move around the room and observe the conversations. Let facilitators know when they have five minutes left.
4. After the dialogue give opportunity to the participants to appreciate their facilitator.
 - *What did they observe?*
 - *What did the facilitator do well?*
 - *Did you notice any areas for improvement?*
5. Invite the facilitators to comment on their experience.
 - *How was the experience?*
 - *Did you find the questions supportive?*
 - *What worked well? How did you make your participants comfortable and encourage them to share?*
6. Share the key learning points.
7. Close by explaining that bias is natural, however developing self awareness of our biases can help us to understand ourselves more deeply as well as how we are connected to others. Dialogue encourages this type of self reflection. When effort is made to bring together participants from diverse backgrounds, dialogue counters our natural tendency to seek out information and facts that support what we already believe, enabling new ways of thinking and understanding.



Variation: If you are working with a large group, assign one person per group to serve as a note taker. Give time for this person to share highlights from the conversation and comment on their experience during the debrief session.

Key Learning Points:

- The heart (core) of the dialogue is launched with a carefully crafted question.
- The nature of the questions and how it is phrased and delivered profoundly affects the quality of the dialogue.
- Well-crafted questions will also help to keep the dialogue relevant and encourage participants to reflect deeply and share honestly.

3.8: Resource Sheet: Question Cards⁴²

Question Cards

Print these sheets, laminate them and cut them to use like a deck of cards. You can print the different categories of questions on different colour paper to make them easier to read and use. There are blank cards provided to add you own questions.

Use the question cards to help you practise asking questions during different parts of the dialogue. Figure out which questions work for you and which do not. Once you have some experience seeing how people react to these questions, you can modify them or create your own. While these questions work in most situations, you will need to experiment to see what works for you and your community.

Facilitation Reminder Card

The following points can serve as helpful reminders while you are learning to facilitate dialogue. Print the card and laminate it so you can easily refer to it when needed.

Dialogue Facilitation Reminder Card

Be aware of:

- » Built-in assumptions
- » Personal biases
- » Drawing premature conclusions about what participants saying without first probing more deeply
- » Hidden or shared judgments
- » Leading or persuading
- » Too much focus on 'facts' rather than experience
- » Too much focus on either past or future
- » Re-circulating arguments
- » Questions that begin with 'Don't you think...'

⁴² This resource is taken from: Drier, Olivia, Paula Green, Nang Loung Ham, and Joanne Lauterjung (2018). *Community Dialogue Handbook: a guide for facilitating community engagement*. Joanne Lauterjung (Ed.) Yangon, Myanmar: Karuna Center for Peacebuilding

Open-Ended Questions:

These are good for starting a dialogue and getting the conversation going

Open-Ended

What has been your experience with _____?

Open-Ended

Can you share what you believe about _____?

Open-Ended

What does _____ mean to you?

Open-Ended

How has your life been impacted by _____?

Open-Ended

What about _____ is important to you?

Open-Ended

What about _____ would you like to know more about?

Open-Ended

Open-Ended


Open-Ended



Clarifying/Probing Questions:

These are good for helping people open up and share more deeply


<p>Clarifying / Probing</p> <p>I'm not sure I understand; can you explain further?</p>	<p>Clarifying / Probing</p> <p>Can you say more about that?</p>	<p>Clarifying / Probing</p> <p>Can you share more about your experience?</p>
<p>Clarifying / Probing</p> <p>Can you share what has contributed to your belief/feeling/perception/idea about _____?</p>	<p>Clarifying / Probing</p> <p>What I am hearing you say is _____. Is that correct?</p>	<p>Clarifying / Probing</p> <p>When you said _____, what did you mean?</p>
<p>Clarifying / Probing</p>	<p>Clarifying / Probing</p>	<p>Clarifying / Probing</p>



Group Process Questions:

These questions are good for helping the group connect with one another

<p>Group Process</p> <p>Can you share what you are feeling about _____?</p>	<p>Group Process</p> <p>What was it like for you to hear _____?</p>	<p>Group Process</p> <p>Can you take a moment to reflect on _____?</p>
<p>Group Process</p> <p>What are you noticing about the group right now?</p>	<p>Group Process</p> <p>What is your interpretation of what was just shared?</p>	<p>Group Process</p> <p>How do you feel about this process? About what is being shared right now?</p>
<p>Group Process</p>	<p>Group Process</p>	<p>Group Process</p>



Activity 3.9: Infinite Loop and Consensus Knot



Dialogue has the potential to deepen mutual understanding and trust, creating the opportunity for collaboration and creative problem solving. This activity outlines two experiential games that highlight the benefit of dialogue in achieving a high quality outcome.



Objectives:

- » To engage participants in dialogue and conversation.
- » To reinforce understanding that dialogue is a process with long-term benefits.
- » To highlight the benefit of dialogue in achieving a high quality outcome.



Time: 75 minutes



Materials: 7 different coloured strings of the same thickness and about 50cm in length, 1 metre of string per participant, flipchart, markers

Preparation

- » Select a review and recap activity from **Tools for Facilitators (pages 11-17)**.
- » Review the two options in Exercise 2, select one and prepare the necessary materials (see below).
- » **Infinite Loop:**
Tie a loop at both ends of the 1 metre of string. The loop needs to be just large enough for someone to stick a hand through. Ensure you have one piece of string per participant, as well as a few spare (just in case the knots become loose during the task).
- » **Consensus Knot:**
Tie the ends of six of the strings creating six loops. Thread the six loops together using the remaining string. Tie the ends of this last piece of string. The result should be six loops hanging off of one loop, similar to a key ring.

Process

Exercise 1: Recap and Review (30mins)

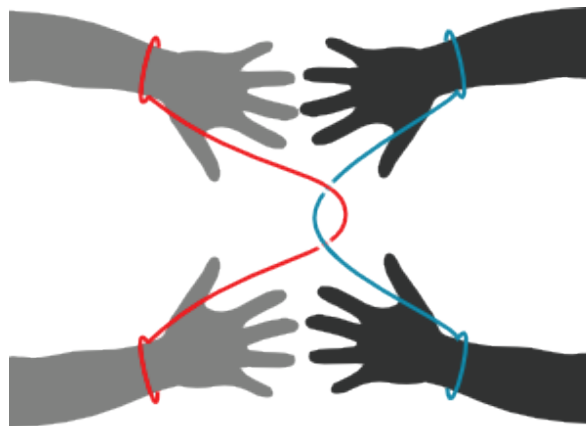
1. Facilitate a recap and review activity from **Tools for Facilitators (pages 11-17)** to refresh participants' memory of activities and key learning from the day before.
2. Address any questions or concerns brought up in the daily feedback session.

Exercise 2: Experiential Activity (30-45mins)

Option A: Infinite Loop (30mins)⁴³

1. Explain that today's agenda will begin with a challenge. Ask participants to find a partner. If you have odd numbers create one group of three.
2. Distribute the prepared strings, one per person, and explain the challenge.
 - » *Participants will be working in pairs during this challenge. To begin, one partner takes one piece of string and puts their hands in the loops (the string should look like a pair of handcuffs). The second partner places one of their hands in the loop, takes the other end of the rope and intertwines once with their partner's string before placing their wrist in the other loop.*

Ask two volunteers to help you demonstrate this.



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- » *Once the partners are connected, the strings must remain, at all times, on the wrists they started on. The objective is to get everyone free from their partner. Partners cannot switch strings, or take their hands out of the strings. The knots must remain tied as they are and you cannot physically alter the strings or knots or partners.*
3. Allow a brief time for questions and clarification. Be careful not to reveal too much, the challenge is supposed to be difficult.
 4. As the challenge progresses, walk around and observe the participants. Look for information and specific actions that can be brought up during the debrief session. For example, if one team or one person knows the answer do they share and help the rest of the team or do they keep the information to themselves? The objective is for the information to spread and everyone to be free from their partner.
 5. Allow the participants to work on the challenge for five-ten minutes. Ask participants to stop and gather around you.

⁴³ Adapted from: <https://loquiz.com/blog/2014/11/handcuffed-exercise-solution-and-ideas>

⁴⁴ Photo credit: <https://loquiz.com/blog/2014/11/handcuffed-exercise-solution-and-ideas>



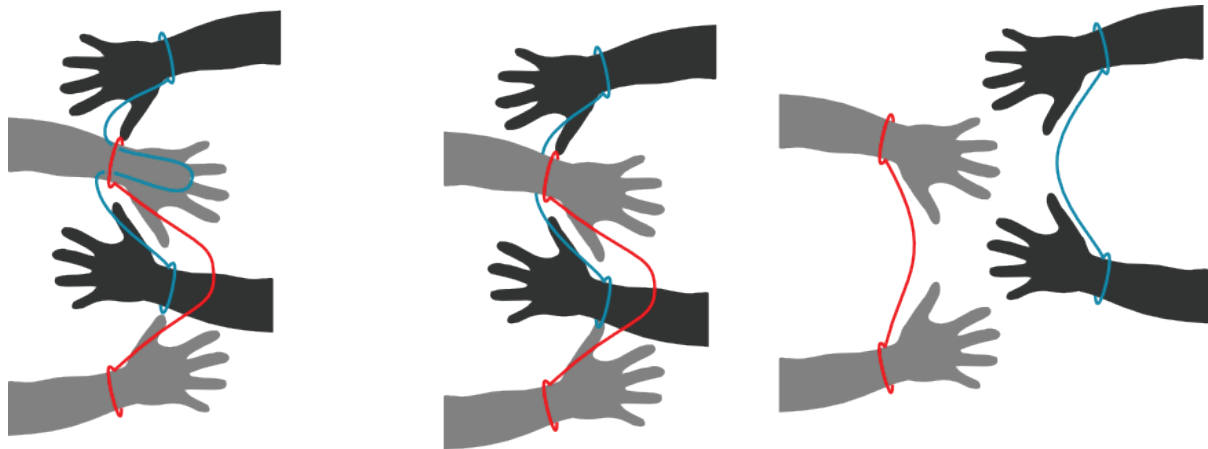
Debrief by asking questions such as:

- » *How do you feel?* – Note who is feeling frustrated/angry.
- » *Do you think there is a solution?*
- » *Do you want to continue working on the challenge or do you want me to show you the solution?* – Note who wants to quit and how wants to keep going.

6. If participants want to try again give them a few more minutes to work on the challenge.
7. Regroup participants and show them the solution. Have participant go back to their partners and practise the solution until they can perform it smoothly. Encourage groups that have mastered the solution to help those that are still struggling.

Infinite Loop Solution:

1. Face your partner.
2. Grab the middle of your partner's string (where it crosses your string) with one hand, take your partner's string, and from behind, pass it through the loop on your other hand.
3. The string should pass on top of your hand, over your finger tips and down the palm of your hand.
4. A slight pull and you are separated!



45



Regroup participants once again and debrief by asking question such as:

- » *What can learn from this activity?*
Likely responses may include lessons related to teamwork, communication, the need to test and try again, perseverance/not giving up, etc.
- » *How does this activity relate to dialogue?*
Possible answers:
 - » Dialogue is a tool/process, we cannot expect immediate solutions but with practice we will see results;

- » As facilitators we are providing a communication technique, it is up to the community to apply it;
- » Dialogue can be frustrating for people that are expecting immediate decisions and solutions; we need to be prepared to manage these expectations and to highlight the potential results of the process. It may help to compare dialogue to other processes, such as giving a man a fish versus teaching a man to fish; or exercise. We don't expect to be thinner, stronger or healthier immediately but we recognise that if we maintain a regular exercise routine then we will eventually see results.



Focus on Myanmar:

Be conscious of cultural norms when pairing people up. *Option B: Consensus Knot* offers an alternative experiential activity for groups that prefer less physical contact.

Key Learning Points:

- Dialogue is a form of communication in which participants seek to actively create greater mutual understanding and deeper insight.
- Decision making is only a secondary purpose.
- Participants new to dialogue may become frustrated when the process does not result in a clear decision or solution
- This frustration is natural, understandable and predictable. As such we should be prepared to respond.

Option B: Consensus Knot (45mins)

1. Use a group forming activity from **Tools for Facilitators (pages 11-17)** to divide the participants to groups of five or more. Smaller groups don't work as well.
2. Place the strings on a table or surface in such a way that they appear tangled together and the loop holding all of the strings together is not obvious.
3. Gather the participants around the knot and explain the game:
 - » *Before you is a collection of seven stings. Each string is tied to itself to form a continuous loop. One, and only one of these loops passes through all of the others, similar to a key ring holding a set of keys (provide an example if possible). Your task is to determine which string is the common connector. You may not touch the strings. Also you may not speak to each other. This is an individual activity. Once you think you know the answer come and tell me and I will note down your response. Remember no speaking to each other, and no touching the strings!*
4. Check participants' understanding and start the game. After five minutes, or when each of them has reported their answer to you, explain the second phase of the game.
 - » *Each of you have given me your response and I have before me the majority vote (don't reveal this to anyone). Now, your task is to see if you can reach a consensus as a group as to which string is the connector. Technically a consensus only requires each person to agree however I am going to challenge you to achieve a higher standard of 'collaborative consensus, where each of you is actually convinced by the answer. At this stage you can speak to each other but you are still not allowed to touch the strings.*

5. After ten minutes (or when the group has the answer), ask them which string they have identified as the connector.



Debrief the activity by asking questions such as:

- » *Are you more confident now than you were after the first round?*
- » *How many of you ended up with the same answer as you had in the first round?*
- » *If not, what changed your mind?*
- » *How does this activity relate to what we learned yesterday about dialogue?*
- » *What can we learn from this activity that we can apply to our everyday lives?*

6. Reveal to participants the correct answer by picking up the connector string showing the other strings hanging from it.
7. Close the activity by explaining that 99% of groups that build consensus using dialogue practices that give equal opportunity to all participants to share and provide input are able to identify the correct loop. In contrast, the majority vote approach typically identifies the correct answer only 10-20% of the time.
8. While voting is not necessarily bad, processes that involve dialogue and collaboration tend to result in better outcomes

Key Learning Points:

- Dialogue is a process and can take time and patience.
- Participants new to dialogue may become frustrated when the process does not result in a clear decision or solution.
- This frustration is natural, understandable and predictable. As such we should be prepared to respond.
- It can be helpful to remind participants that research shows processes that involve dialogue and collaboration tend to result in better outcomes.

Activity 3.10: Common Challenges



Community dialogues, like any group process, can face challenges. In this activity, participants discuss some of the common challenges facilitators and organisers face, and share possible ways to deal with them.



Objectives:

- » To review some of the common challenges to community dialogue processes.
- » To share ideas and strategies for dealing with these challenges.



Time: 75 minutes



Materials: **3.10 Resource Sheet: Common Challenges** and **3.10 Resource Sheet: Responses to Common Dialogue Facilitation Challenges** (one per participant)

Preparation

- » Print copies of **3.10 Resource Sheet: Responses to Common Dialogue Facilitation Challenges on page 162** (one per participant).
- » Print copies of **3.10 Resource Sheet: 30-Circle Challenge on page 161** (one per participant).
- » Decide on which discussion method you will use: small group work or World Café. Prepare the room as needed, for example setting up small tables, soft background music, etc.

Process

Exercise 1: 30-Circle Challenge (15mins)⁴⁶

1. Explain that this exercise is designed to encourage creativity and prepare us to tackle complex problems.
2. Give each participant one of the **3.10 Resource Sheet: 30-Circle Challenge on page 161** and something to write with. Ask them to turn as many of the circles as possible into a recognisable object in three minutes. You can give the example of a sun or a smiling face, but give no other instructions.



After three minutes debrief by asking questions such as:

- » *How many circles did you manage to fill?*
- » *Did you use patterns (different types of faces, planets, sports balls, etc.)?*
- » *Did anyone 'break the rules' and combine circles?*

⁴⁶ Circle Challenge, <https://clubexperience.blog/2018/03/29/30-circles-challenge-creative-icebreaker-activity-with-free-download>

- » *Did anyone 'break the rules' and draw outside the circles?*
- » *Were the rules stated clearly? Did anyone assume the rules were stricter than they were?*
- » *If you 'broke the rules', were you worried the circles wouldn't count?*
- » *Did you get stuck? What helped you move forward?*
- » *What can we learn from this activity?*
- » *What can this activity teach us about how to be creative with our ideas in general?*

3. Close by explaining that in this next activity participants will discuss some of the common challenges dialogue facilitator's face and apply their creativity to developing responses.

Exercise 2: Common Challenges (60mins)

1. Ask participants to share other challenges they might face organising and facilitating dialogues in their communities. Note their responses down on flipchart.
2. Explain that community dialogues like any group process can face challenges. One of the best ways to manage these challenges is to predict them and prepare for them. Over the next hour they will have a chance to share and discuss strategies for dealing with some of the typical challenges to dialogue processes.
3. Divide participants into groups of three-five. Depending on how much time you have, either distribute the list of all seven challenges to each group or divide up the challenges giving each group two-three different challenges.
4. Give groups 15-20 minutes to discuss their assigned challenges and note down possible responses on pieces of A4.
5. Regroup participants in a seated circle. Lay out the different challenges on the ground in the middle of the circle.
6. Invite a volunteer from each group to come forward, place their written response next to the appropriate challenge and share highlights from their group discussion. Invite other groups to add to the presenting group's ideas. Repeat until all challenges have been discussed.
7. After the groups have presented add to their responses drawing on your own experiences and insights.
8. Close by explaining that dialogue can be challenging for first time hosts, facilitators and participants. We learn from practice and from one another. Encourage participants to develop a strategy to help support one another to practise their dialogue skills and share experiences and lessons learned.
9. Distribute copies of **3.10 Resource Sheet: Responses to Common Dialogue Facilitation Challenges on page 162.**



Variation: Encourage your participants to practise their facilitation skills. After each presentation have the speaker facilitate the process of collecting comments and additional ideas from their peers. Have them note down new ideas on A4 and add it to their response. Have the speaker select who goes next.



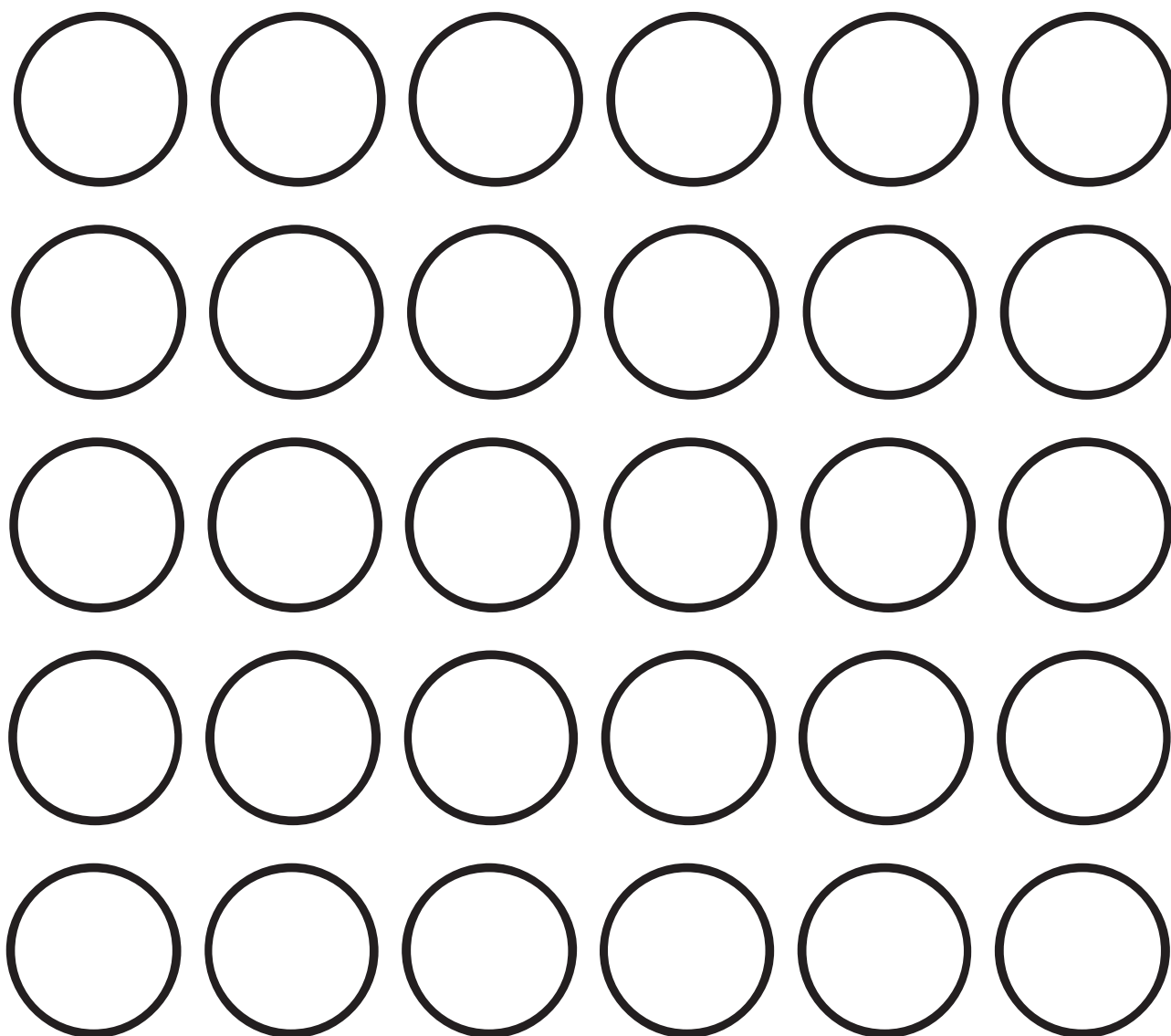
Variation: World Café model

1. Introduce the World Café dialogue model, see **3.10 Resource Sheet: World Café Method**.
2. Divide the participants into three groups and have each group identify a table host.
3. Explain that each group will be assigned one-two challenges to discuss. The table host will lead the discussion noting down key ideas.
4. After ten-fifteen minutes you will signal the end of the first round of dialogue. Participants will stand up and join a different group. The table host will remain seated.
5. During the second round of dialogue table hosts will welcome the new dialogue participants and review key points shared by the previous group. The second round will build on these ideas.
6. Repeat the process for the third round.
7. After the third round, have each of the table hosts present a summary of what was discussed in their groups.

Key Learning Points:

- Community dialogues, like any group process, can face challenges.
- One of the best ways to manage these challenges is to foresee them and prepare for them.
- Strategies such as establishing ground rules and managing expectations can be effective means of addressing these challenges before they even present themselves.

3.10 Resource Sheet: 30-Circle Challenge



3.10 Resource Sheet: Responses to Common Dialogue Facilitation Challenges⁴⁷

1 | Situation: Certain participants don't say anything and seem shy.

- » Try to draw out quiet participants, but don't put them on the spot. Make eye contact – it reminds them that you'd like to hear from them. Look for nonverbal cues that indicate participants are ready to speak. Consider using more ice-breakers and warm-up exercises, in pairs or small groups, to help people feel more at ease.
- » Sometimes people feel more comfortable after a few meetings and will begin to participate. When someone speaks up after staying in the background for a while, encourage them by showing interest and asking for more information. Make a point of talking informally with group members before and after sessions, to help everyone feel more at ease.

2 | Situation: An aggressive or talkative person dominates the discussion.

- » As the facilitator, it is your responsibility to handle domineering participants. Once it becomes clear what this person is doing, you must intervene and set limits. Start by limiting your eye contact with the speaker. Remind the group that everyone is invited to participate. Use the ground rules to reinforce the message. You might say, 'Let's hear from some people who haven't had a chance to speak yet.' If necessary, you can speak to the person by name. 'U Kyaw Win, we've heard from you; now let's hear what Sayama Mi Mi has to say.'
- » Pay attention to your comments and tone of voice – you are trying to make a point without offending the speaker. If necessary, speak to the person privately and ask them to make room for others to join the conversation.
- » You might also say, 'I notice that some people are doing most of the talking. Do we need to modify our ground rules, to make sure everyone has a chance to speak?' Ultimately, your responsibility as facilitator is to the whole group, and if one or two people are taking over the group, you need to intervene and try to rebalance the conversation.

3 | Situation: Lack of focus, conversation is not moving forward, participants wander off the topic.

- » Responding to this takes judgment and intuition. It is the facilitator's role to help move the discussion along. But it is not always clear which way it is going. Keep an eye on the participants to see how engaged they are, and if you are in doubt, check it out with the group. 'We're a little off the topic right now. Would you like to stay with this, or move on to the next question?' If a participant goes into a lengthy digression, you may have to say: 'We are wandering off the subject, and I'd like to invite others to speak.'
- » Refer to the suggested times in the discussion materials to keep the conversation moving along. Or, when a topic comes up that seems off the subject, write it down on a piece of flipchart marked 'Parking Lot'. You can explain to the group that you will 'park' this idea and revisit the topic at a later time. Be sure to come back to it later.

⁴⁷ This resource is taken from: Drier, Olivia, Paula Green, Nang Loung Ham, and Joanne Lauterjung (2018). *Community Dialogue Handbook: a guide for facilitating community engagement*. Joanne Lauterjung (Ed.) Yangon, Myanmar: Karuna Center for Peacebuilding.

4 | Situation: Someone puts forth information that you know is false. Or, participants get hung up in a dispute about facts, but no one knows the answer.

- » Ask, 'Has anyone heard other information about this?' If no one offers a correction, you might raise one. Be careful not to present the information in a way that makes it sound like your opinion.
- » If the point is not essential put it aside and move on. If the point is central to the discussion, encourage members to look up the information and bring it to the next meeting. Remind the group that experts often disagree.

5 | Situation: There is tension or open conflict in the group. Two participants are stubborn and argue; or, one participant gets angry and confronts another.

- » If there is tension, address it directly. Remind participants that airing different ideas is what a dialogue is all about. Explain that, for conflict to be productive, it must be focused on the issue. It is OK to challenge someone's ideas, but attacking the person is not acceptable. You must interrupt personal attacks, name-calling, or put-downs as soon as they occur. You will be better able to do so if you have established ground rules that discourage such behaviours and encourage tolerance for all views. Don't hesitate to appeal to the group for help; if group members have bought into the ground rules, they will support you. You might ask the group, 'What seems to be at the root of this dispute?' This question shifts the focus from the people to their ideas. As a last resort, consider taking a break to change the energy in the room. You can take the opportunity to talk one-on-one with the participants in question.

6 | Situation: Participant is upset by the conversation. The person withdraws or begins to cry.

- » The best approach is to talk about this possibility at the beginning when you are developing the ground rules. Remind the group that some issues are difficult to talk about and people may become upset. Ask the group how it wants to handle such a situation, should it arise. Many groups use the ground rule, 'If you are offended or upset, say so and say why.' If someone becomes emotional, it is important to acknowledge the situation. Showing appreciation for someone's story, especially when it is difficult, can be affirming for the speaker and important for the other participants. In most cases, the group will offer support to anyone who is having difficulty.
- » Ask members if they would like to take a short break to allow everyone to regroup. Check in with the person privately. Ask them if they are ready to proceed. When the group reconvenes, it is usually a good idea to talk a little about what has happened, and then the group will be better able to move on.

7 | Situation: Lack of interest, no excitement, no one wants to talk, only a few people participating

- » This rarely happens, but it may occur if the facilitator talks too much or does not give participants enough time to respond to questions. People need time to think, react, and get ready to speak up. It may help to pose a question and go around the circle asking everyone to respond. Or, pair people up for a few minutes and ask them to talk about a particular point. Then bring everyone together again.
- » Occasionally, you might have a lack of excitement in the discussion because the group seems to be in agreement and doesn't appreciate the complexity of the issue. In this case, your job is to try to bring other views into the discussion, especially if no one in the group holds them. Try something like, 'Do you know people who hold other views? What would they say about our conversation?'

3.10 Resource Sheet:

World Café Method⁴⁸

The World Café methodology is a simple, effective, and flexible format for hosting large group dialogue.

- » Seat four-five people at small café-style tables or in conversation clusters.
- » Set up progressive (at least three) rounds of conversation, approximately 20 minutes each.
- » Engage questions or issues that genuinely matter to your life, work or community.
- » Encourage participants to write, doodle and draw key ideas on their tablecloths (and/ or note key ideas on large index cards or placemats in the centre of the table).
- » Upon completing the initial round of conversation, you may ask one person to remain at the table as a 'table host' for the next round, while the others change groups. The travellers carry key ideas, themes and questions into their new conversations, while the table host welcomes the new set of travellers.
- » Always choose a new table host at the end of each round – not at the beginning (the same person should not be a table host for more than one round).
- » By providing opportunities for people to move in several rounds of conversation, ideas, questions and themes begin to link and connect. At the end of the second or third round, all of the tables or conversation clusters in the room will be cross-pollinated with insights from prior conversations.
- » In the last round of conversation, people can return to their first table to synthesise their discoveries, or they may continue travelling to new tables.
- » You may use the same question for one or more rounds of conversation, or you may pose different questions in each round to build on and help deepen the exploration.
- » After at least three rounds of conversation, initiate a period of sharing discoveries and insights in a whole group conversation. It is in these town meeting-style conversations that patterns can be identified, collective knowledge grows, and possibilities for action emerge.

Once you know what you want to achieve and the amount of time you have to work with, you can decide the appropriate number and length of conversation rounds, the most effective use of questions and the most interesting ways to connect and cross-pollinate ideas.

⁴⁸ World Café Method, www.theworldcafe.com/wp-content/uploads/2015/07/Cafe-To-Go-Revised.pdf

Activity 3.11: Hosting a Community Dialogue



Hosting a successful community dialogue requires proper planning. In this activity participants think through the necessary steps to design and plan a community dialogue.



Objectives:

- » To provide opportunity for participants to practise designing and planning a community dialogue.



Time: 60+ minutes



Materials: **3.11 Resource Sheet: Hosting a Community Dialogue on page 168** (one per participant), flipchart markers

Preparation

- » Review the two options listed under Exercise 2 and select one to facilitate.
- » Write out the key headings from the checklist on a flipchart.
- » Print copies of **3.11 Resource Sheet: Hosting a Community Dialogue**.

Process

Exercise 1: Community Dialogue Checklist (20mins)

1. Facilitate an energiser from **Tools for Facilitators (pages 11-17)**.
2. Regroup participants and explain that proper planning is essential to hosting an effective community dialogue. Taking time to think through the necessary steps will not only help you as a facilitator be prepared and ready to manage the conversation, it conveys to participants that you respect them and value what they have to share.
3. Handout copies of **3.11 Resource Sheet: Hosting a Community Dialogue** and review the nine steps.

Exercise 2: Choosing a Topic for Dialogue (20-30mins)

Select one of the options below.

Option A: Consensus Building

1. Explain that the first and most important step in planning a community dialogue is defining the purpose of the dialogue. Why is this dialogue needed?
2. Distribute index cards or sticky notes to each participant and ask them to identify one or two issues they would like to explore through community dialogue.
3. After two minutes, ask them to find a partner, share their suggestions, and choose one issue that they both agree they would like to explore.
4. After two minutes, have the groups of two join another group to form a group of four. Out of their two issues, the group of four selects one. Continue the process of combining groups and narrowing down the number of issues until you are left with two-three groups and two-three issues.
5. After the issues have been selected, have participants divide themselves into groups, based on the issue they are most interested in. Participants will stay in these groups for Exercise 3: Small Group Work.
6. Have each group propose the issue they would like to explore. Decide together if participants want to move forward with two or more groups.
7. Have participants divide themselves into small groups, based on the issue they are most interested in.

Option B: Take a Walk

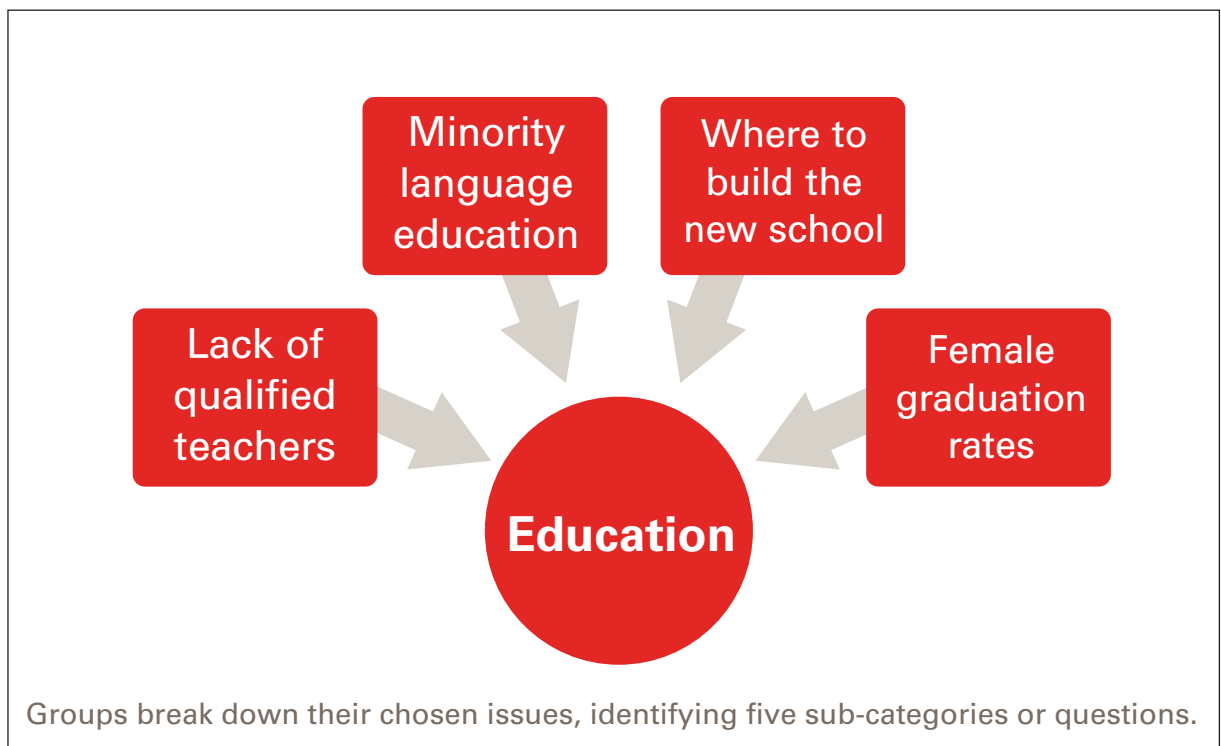
1. Divide participants into partners.
2. Remind them that dialogue is a form of communication that builds mutual understanding and deeper insights. Community dialogue is specifically well suited to discussing issues that are of shared importance to a community or group of people.
3. Invite partners to take a walk around their community. Have them observe and discuss what issues are of common concern to their community. Encourage them to talk to people that they meet, take photos, make notes, etc.
4. Set a designated time for participants to return to the training room.
5. Ask each set of partners to present two-three topics they would like to explore through community dialogue.
6. Have participants divide themselves into small groups, based on the issue they are most interested in.



Variation: Once participants have divided themselves into small groups based on the issue they are most interested in, have each group break down their chosen issue even further, identifying five sub-categories or questions. This will help participants to think about the importance of selecting a manageable topic to discuss, one that is broad enough to invite sharing but defined enough to encourage deeper reflection and conversation. Have participants select one of these sub-topics as the theme of their dialogue and continue to Exercise 3.

Exercise 3: Small Group Work (20+mins)

1. Depending on how much time you have, invite groups to either:
 - work through the entire checklist, answering the questions and writing key points on a flipchart, or;
 - choose one-two topics from the checklist for groups to focus on.
2. After giving time for groups to work, have them nominate a spokesperson and present their plan.
3. Close by highlighting the importance of preparation. The success of a community dialogue not only depends on skillful facilitation during the event but on decisions and choices before and after the dialogue takes place. Use this checklist as a resource to help with future planning.



Key Learning Points:

- Proper planning will help to ensure a successful community dialogue process.
- The first step in planning a community dialogue is defining a clear purpose – why is this dialogue needed?
- Proper planning will help facilitators be prepared and ready to manage the conversation.
- It will communicate to participants that you respect them and what they have to share.

3.11 Resource Sheet: Hosting a Community Dialogue

Community Dialogue Checklist

Purpose

Define the purpose of the community dialogue.

- » Why is this community dialogue needed?
- » What is your intention?
- » What do you hope to achieve?

Team

Form a team of people to help design, convene and facilitate the dialogue.

- » Who will help to host the dialogue?
- » Does your team have the knowledge, skills and resources you need?
- » Do you need to recruit any additional team members?

Participants

Considering the purpose of the dialogue, compile a list of participants to invite.

- » How many people do you expect to attend?
- » Who will you invite? Why?
- » Is the proposed participant list inclusive of all relevant voices?
- » Are there traditionally under-represented voices that should be included?
- » Do you have the necessary contacts and networks to reach out to the relevant people? If not, who can you engage to help?

Outreach

Develop an outreach strategy to invite and encourage participants to attend the community dialogue.

- » How will you invite participants? In-person? Phone call? Printed invitation? Facebook? Email?
- » Do you have the influence to encourage participants to join? If not, who can you engage to help?

Venue

Considering the needs of your target participants, select a suitable location.

- » Will participants feel safe in this space?
- » Is the space accessible to all participants? Consider convenience, transportation and age-, gender- and culture-specific needs.
- » Is the space affordable and available?
- » Does the space have the necessary facilities (open space to move around, places to sit, space for large group dialogue processes, drinking water, food, toilets, etc.)?

Design

Select the dialogue format you want to use. Prepare questions ahead of time and collect.

- » What topics will be discussed?
- » Which style of dialogue will you use? Consider which style you are most comfortable leading and which style best suits the purpose of the dialogue and the participants.
- » Develop three questions to guide the core phase of the dialogue.

Resources / Materials

Reflecting on the design of the dialogue, prepare any necessary resources and/or materials.

- » Dialogue facilitation tools (talking pieces, etc.)
- » Stationery (pens, notebooks, flipchart markers, tape, etc.)
- » Furniture (chairs, mats, tables, etc.)
- » Refreshments (drinking water, tea, snacks, etc.)

Roles / Duties

Delegate roles and responsibilities amongst your team.

- » Who will lead the outreach?
- » Who will welcome participants and explain the purpose of the dialogue?
- » Who will facilitate the dialogue?
- » Who will take notes?
- » Who will lead the follow up activities?

Follow-Up Plan

Develop a plan for following up on next steps and any action points defined during the dialogue.

- » How will you follow up with participants after the dialogue?
- » Will notes and documentation of decisions made during the dialogue be shared with participants?
- » Are next steps needed? An additional dialogue?

Activity 3.12: Honouring Dignity⁴⁹



We all have a deep desire to be treated with dignity as it affirms our value as human beings. In this activity participants explore the concept of dignity and reflect on how dialogue, as a practice, honours dignity by giving every participant equal opportunity to share and be heard.



Objectives:

- » To introduce the concept of dignity.
- » To understand how dignity can be honoured and violated.
- » To reflect on how dialogue honours dignity by recognising our inherent human desire to be heard and understood.



Time: 75 minutes



Materials: flipchart, A4 paper, markers, talking piece (optional)

Preparation

- » Review the different options under Exercise 3 and select one to facilitate.
- » Write out the definition of dignity and the ways we honour and violate dignity on a flipchart (optional).

Process

Exercise 1: Defining Dignity (20mins)

1. Distribute sheets of paper to each participant and ask them to draw a symbol or image of what dignity is to them. This is a reflective practice. Ask participants to draw in silence; turn on soft music to help create the right atmosphere.
2. When they have finished, ask them to stand up, hold up their definitions and walk slowly around the room. When they meet another participant, exchange cards and silently read each other's definition. Participants return each other's definitions and repeat the process with a different partner.
3. After five minutes have participants form a seated circle.
4. Ask volunteers to share any observations of other participant's definitions of dignity, as well as their own.
5. Share the definition of dignity and the key learning points. Option – present the prepared flipchart.

⁴⁹ Adapted from: Slachmuisjlder, L. (2018). *The Common Ground Approach | Three day training resources Guide for Facilitators, 1st ed. Washington DC: Search for Common Ground.*

6. Make links between what participants have shared and Invite further discussion, if needed.

Exercise 2: Meditation (10mins)

1. Ask participants to make themselves comfortable and close their eyes. In a calm voice lead a short meditation, first prompting participants to relax their minds and bodies, and then asking them to recall their previous experiences with dignity. A sample script is included below. Adapt it as needed.
 - *Think back to a time when your dignity was honoured. What happened? How did it make you feel?*
 - *Now think back to a time when you violated someone else's dignity, or when your dignity was violated. What happened? How did it make you feel?*
 - *How do you think it made the other person feel?*
 - *What impact do you think honouring and violating someone's dignity has on our own dignity?*
2. Invite participants to open their eyes. Provide an option to note down any reflections, thoughts, feelings or reactions in their notebooks before moving to Exercise 3.

Exercise 3: Dignity Circle (45mins)

1. Place the 'talking' piece in the centre of the circle or hold it until you're ready to pass it to the first volunteer.
2. Welcome participants to the circle and explain that this final dialogue circle is an opportunity to explore the concept of dignity.
 - *What is dignity?*
 - *Why is dignity important?*
 - *What is the relationship between dialogue and dignity?*
3. Set the ground rules.
 - *Let us agree that we speak only when they are holding the talking piece, and that each of us is to listen empathically when not speaking. Remember, this is a safe space and we are among friends. This space is also one of confidentiality and nothing that is said will be repeated outside the group. As in all dialogue processes, feel free to pass if you would rather not share.*
4. Invite any participants who would like to share to pick up the talking piece. Decide amongst the group if you will pass the talking piece around the circle or place it back in the middle for participants to pick up when they are ready.
5. After everyone who wants to share has spoken, close the activity by explaining how dignity is honoured through the process of dialogue.
 - *We all have a deep desire to be treated with dignity as it affirms our value as human beings.*
 - *We honour dignity in others when we:*
 - » *Listen to them with empathy and an open heart*
 - » *Take their concerns seriously*
 - » *Treat them with kindness, compassion and respect*
 - *We violate dignity in others when we:*

- » *Neglect or ignore them*
 - » *Mistreat them through hurtful words or actions*
 - » *Shame or ridicule them*
 - » *Criticise or demean them*
 - » *Gossip about them*
 - *Dialogue, as a practice, honours dignity by giving every participant equal opportunity to share and be heard. By honouring others' dignity, we increase our own.*
6. End the exercise in a culturally appropriate way that honours the participants and their willingness to share.



Variation: Adaptations of Exercise 2

If you do not feel confident leading the process outlined above, or are worried that your participants are not ready to share so openly, feel free to adapt the exercise or select from one of the options below.

Option A:

After participants have moved around the room observing other people's drawings have them form a seated circle on the floor. Invite participants one-by-one to share their picture with the group. Close the activity by explaining how dignity is honoured through the process of dialogue.

Option B:

Instead of facilitating a single dialogue circle divide the participants into small groups, nominating one person to facilitate a dialogue (similar to **Activity 3.8: Asking Questions on page 146**). Provide the following questions as prompts.

- » *What is dignity?*
- » *Why is it important?*
- » *What is the relationship between dignity and dialogue?*

After giving participants time to dialogue, regroup and debrief the exercise. Allow participants to give feedback to their facilitators, but also to share any insights or learning related to the prompts. Close the activity by explaining how dignity is honoured through the process of dialogue.



Variation: Fire and Water

Instead of using a taking piece, facilitate a fire and water ceremony.

Place several candles and a bowl with small pieces of paper in the middle of the circle or, if you are outside, light a small fire. Next to the fire place a potted plant, a large bucket or bowl of water and a small water scoop.

After participants share an experience of violation have them take a piece of paper and burn it in a symbolic gesture of letting go and forgiveness.

After participants share an experience of when they have honoured dignity, have them water the plant as symbol of the community we want to grow.

Key Learning Points:

- Dignity is our inherent worth and value as human beings.
- Dignity applies equally to all of us, regardless of status as defined by the society or community.
- We all have a deep desire to be treated with dignity as it affirms our value as human beings.
- Dialogue, as a practice, honours dignity by giving every participant equal opportunity to share and be heard.
- By honouring others' dignity, we increase our own.

Exercise 3: Final Closing/Evaluation

1. As a final closing activity thank all participants for their active participation and commitment.
2. Allow participants to share any last comments or reflections
3. If desired have a note taker capture these last reflections or facilitate a closing/evaluation exercise from **Tools for Facilitators (pages 11-17)** to document participant feedback.

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