

AHA! Awareness with Human Action

Module 2 - Role of Dialogue



AHA!

Awareness with Human Action

A project funded by the European Union



This project is funded by
the European Union

Welcome to Module 2 on the Role of Dialogue!

Objectives

- To unpack the role of identities and religious actors in mitigating conflicts and promoting peace.
- To explore the power dynamics at grassroots levels and the intersectional analysis of power dynamics (stakeholder mapping and influence map).
- To practice dialogue as an interreligious/ intra-religious/interfaith/intrafaith and peacebuilding tool to address hate speech, discrimination and violent extremism escalated due to the pandemic.

Themes

Dialogue, Debate, Discussion, Identity, Perception, Interfaith and Intra-faith dialogue, Religious Actors as Positive Change Agents.

Expected results

Participants are more conscious of the role that religious actors play in promoting peace.

Participants can design, develop and implement dialogue methods that support interreligious/intra-religious/interfaith/intrafaith understanding.

Sessions in Module 2

1. Perception and Perspectives

2. Identity (Diversity & Plurality), Prejudices, Discrimination

3. Dialogue, its Purpose and its Principles

4. What Dialogue is not - Dialogue vs Debate vs Discussion

5. Inter-religious and Intra-religious Dialogue and their Importance

6. Religious Actors as Positive Change Agents

7. Active Listening

8. Nonviolent Communication

Session 1. Perceptions and Perspectives

60 Minutes

What will happen in this session?

Learning Objectives

'In the Top Frame' Activity

Debriefing Discussion

Understanding of Perception

Additional Resources

Learning Objectives

To experience the risk of stereotyping which is the prime reason of pandemic escalated hate speech, discrimination and violent extremism

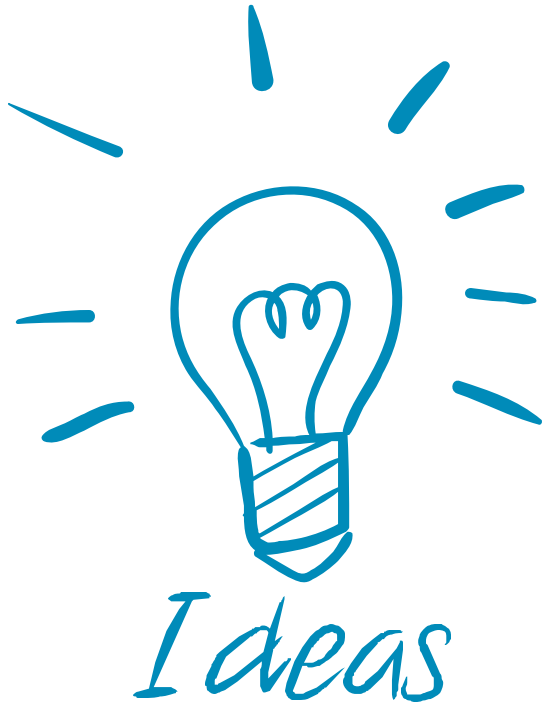
To be able to transform differences into commonalities

'In the Top Frame' Activity

- Participants are suggested to keep their video on (if suitable).
- Check the following list of the visible physical characteristics:.....
.....
.....
.....
.....
- Rename yourself by adding one of these visible physical characteristic before your name (i.e. Dark/Joseph, Female/Laxmi).
- Use 'raise hand' function if any of the statements is true for you. Accordingly some of you are «in the top frame» of the gallery.
- After each statement, let's see who have raised their hands. Stay with the thought for 5-10 seconds and then lower your hands down.
- The first statement is



Debrief Discussion

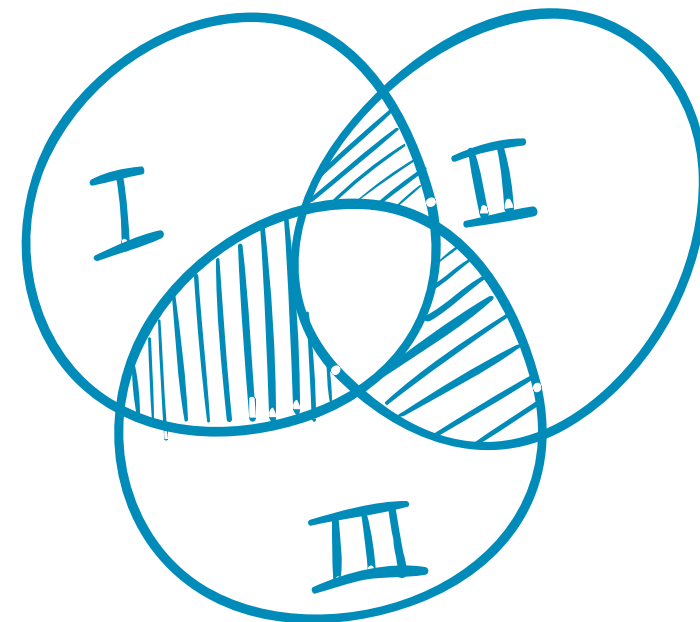


- How do you feel? (one round with each participant replying with one word reflecting their emotion right now).
- Did you expect what happened in the room? What surprised you?
- Did you label some people and now have a different understanding of them? Why?
- How does this reflect in our daily lives? How can we transform those stories we make about others?

Understanding of Perception

- *Perception: A way of regarding, understanding, or interpreting something, it's a mental impression.*
- *Perspective: A particular point of view.*

(UNOY Youth4Peace Training Toolkit p30)



Additional Resources



- [Building Bridges - Guide for Dialogue Ambassadors](#)
© 2018. World Organization of the Scout
Movement (WOSM) and the International
Dialogue Centre (KAICIID). (page 39-47)
- Video to understand the impact of the activity:
<https://www.youtube.com/watch?v=jD8tjhVO1Tc>

Session 1: Perceptions and Perspectives

What did we learn?

End of

Session 1: Perceptions and Perspectives

Session 2. Identity (Diversity & Plurality), Prejudices, Discrimination

90 Minutes

What will happen in this session?

Learning Objectives

'Circle of Identities' Activity

Identity and Identity Stereotype

'Hate Escalation Graph' and 'Pyramid of Hate'

Additional Resources

Learning Objectives

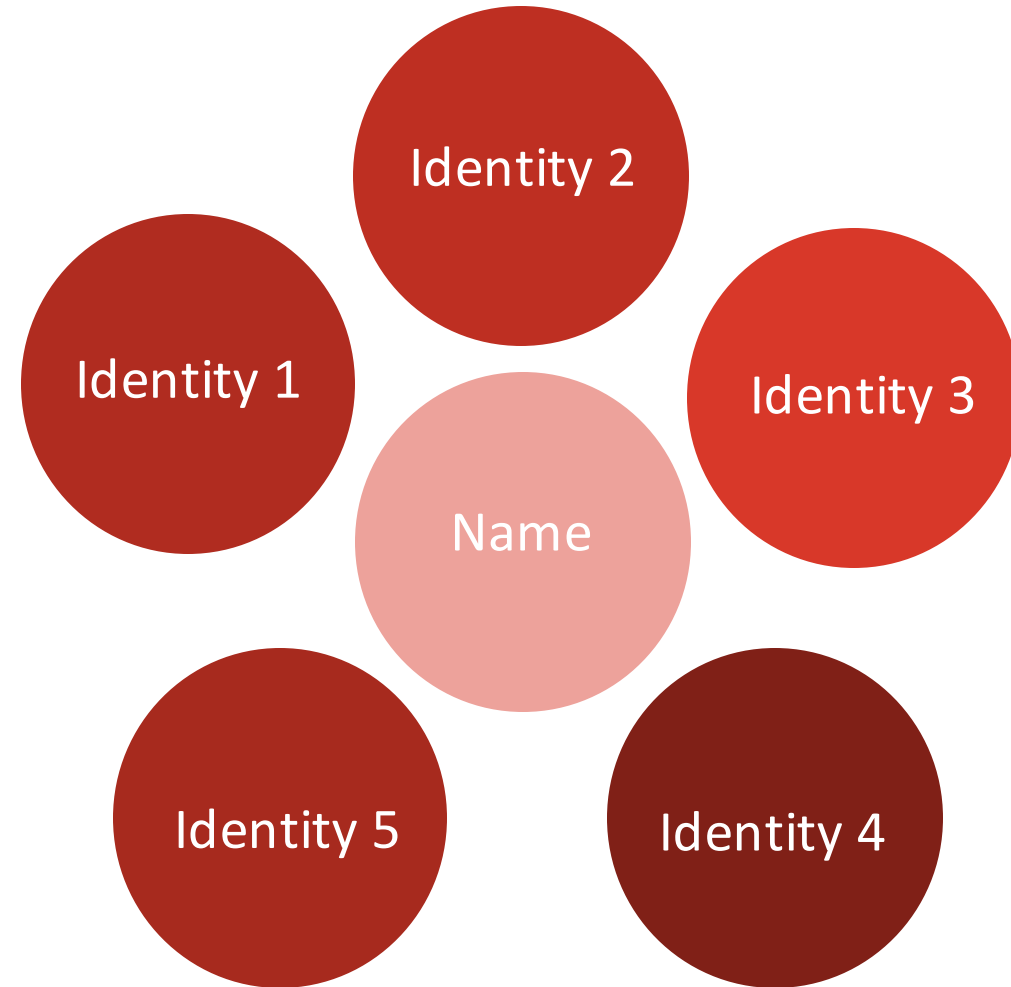
To explore the concept of identity and understand how this can change with time

To foster empathy by examining how some of the identities might be linked to stereotypes

To explore the origin and escalation of discrimination, hate speech and violence

'Circle of Identity' Activity

- Make a 'circle of identity' on an A4 page.
- Write down your names in the main circle in the middle and then fill in each satellite circle with a dimension of your identity that you consider to be among the most important in defining yourself.
- For example, your gender, age group, ethnicity, nationality, language, culture, religion, brother and/or sister, educator, musician, social class, level of education, etc.



Breakout Group - 15 min

- In pairs
- You are supposed to take a minute to introduce each other
- Then each participant shares two stories with each other.
 - First, share a story about when you felt especially proud to be associated with one of the sub-identities you selected. One person shares in 3 min and another listens. Then the second person shares and other will listen.
 - Next, share a story about a time it was particularly painful to be associated with the same sub-identity (or another if that is not easy to find). One person shares in 3 min and another listens. Then the second person shares and the other will listen.
- End of the breakout group.

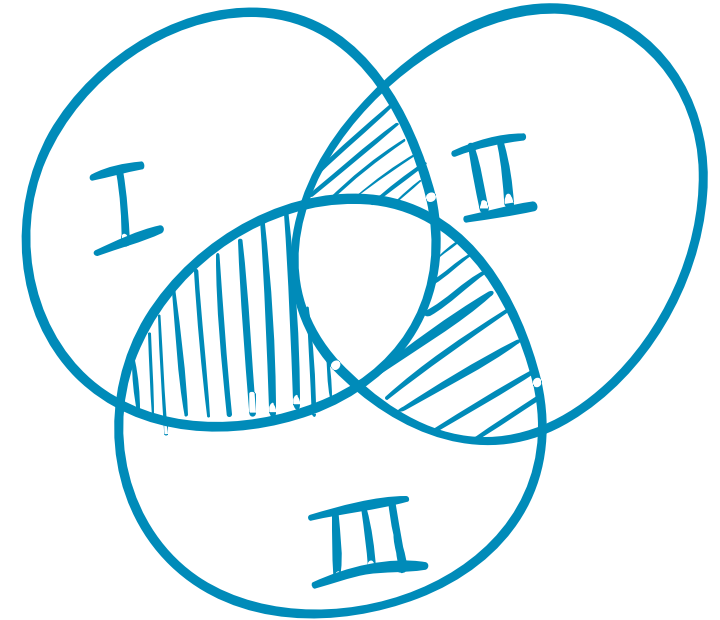
Debrief Discussion



- Whether anyone heard a story she/he would like to share with the group (make sure the person who originally told the story has granted permission to share it with the entire group).
- How did it feel to do this activity? What was easy? What was challenging?
- What invisible identities became visible for you as a result of this exercise?
- How/why are these categories helpful or not helpful in describing you or others? How does your intersectional identities impact you in your community?
- Which of these identities are socially constructed, personally constructed and other's constructions?
- To what extent are your individual or collective identities important or relevant for you?

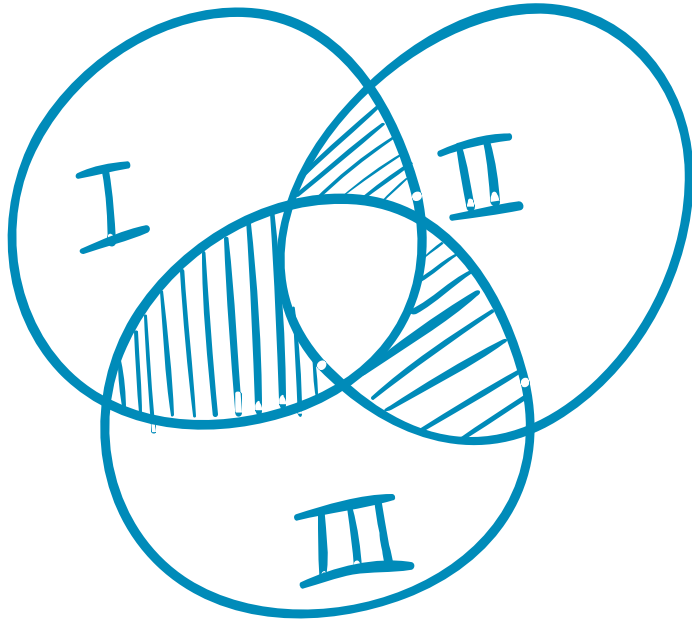
Identity?

- *Identity is usually understood as an individual and personal process for the person to define themselves, it is also largely influenced by the society/family you are growing up with.*
- *Identity might have some visible elements but most importantly it entails a whole range of invisible characteristics.*
- *One does not have a single identity, we are not only this or that. We have multiple identities and affiliations at the same time.*
- *Identity is ultimately an individual and personal decision on who you are, but it is definitely influenced by the society, culture, religion, family, education, etc.*



(UNOY Youth4Peace Training Toolkit p33)

Identity?... (continued)

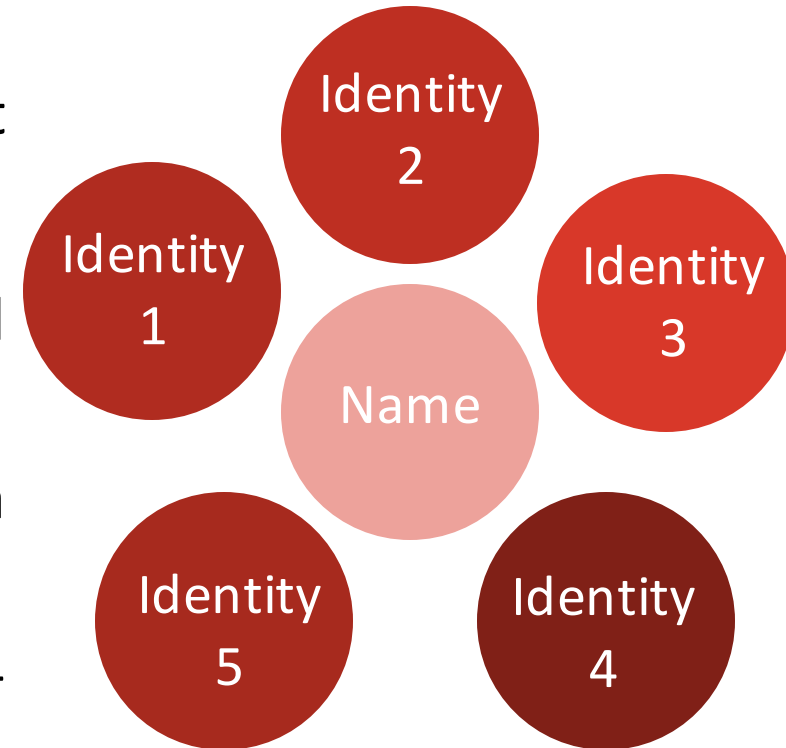


- *Your surroundings and “your world” (your community, family, school, friends...) play a role in supporting or discouraging you into appropriating yourself with certain characteristics that shape your identity.*
- *By identifying yourself with other larger identities (a certain culture, nationality, religion, gender, etc.) you also embrace an identity that is representative of others.*
- *Identity is something that evolves and keeps changing with time.*

Our identity is probably one of the first stories we tell ourselves and to others. The person you are and your own story influences how you understand and define others and even yourself. And eventually everything is coming from a certain point of view.

Identity Stereotype

- Write down a stereotype that you have heard about, which is related to one of your sub-identities.
- Unmute one by one and read your stereotype statement slowly and others to listen carefully
- How do stereotypes act as a barriers to participation and leadership?
- Has anybody heard somebody in the group challenge a stereotype that you thought of as true?
- How do your selected sub-identities differ from the sub-identities of those who make judgments about you?
- Where do stereotypes come from? How can we eliminate them?



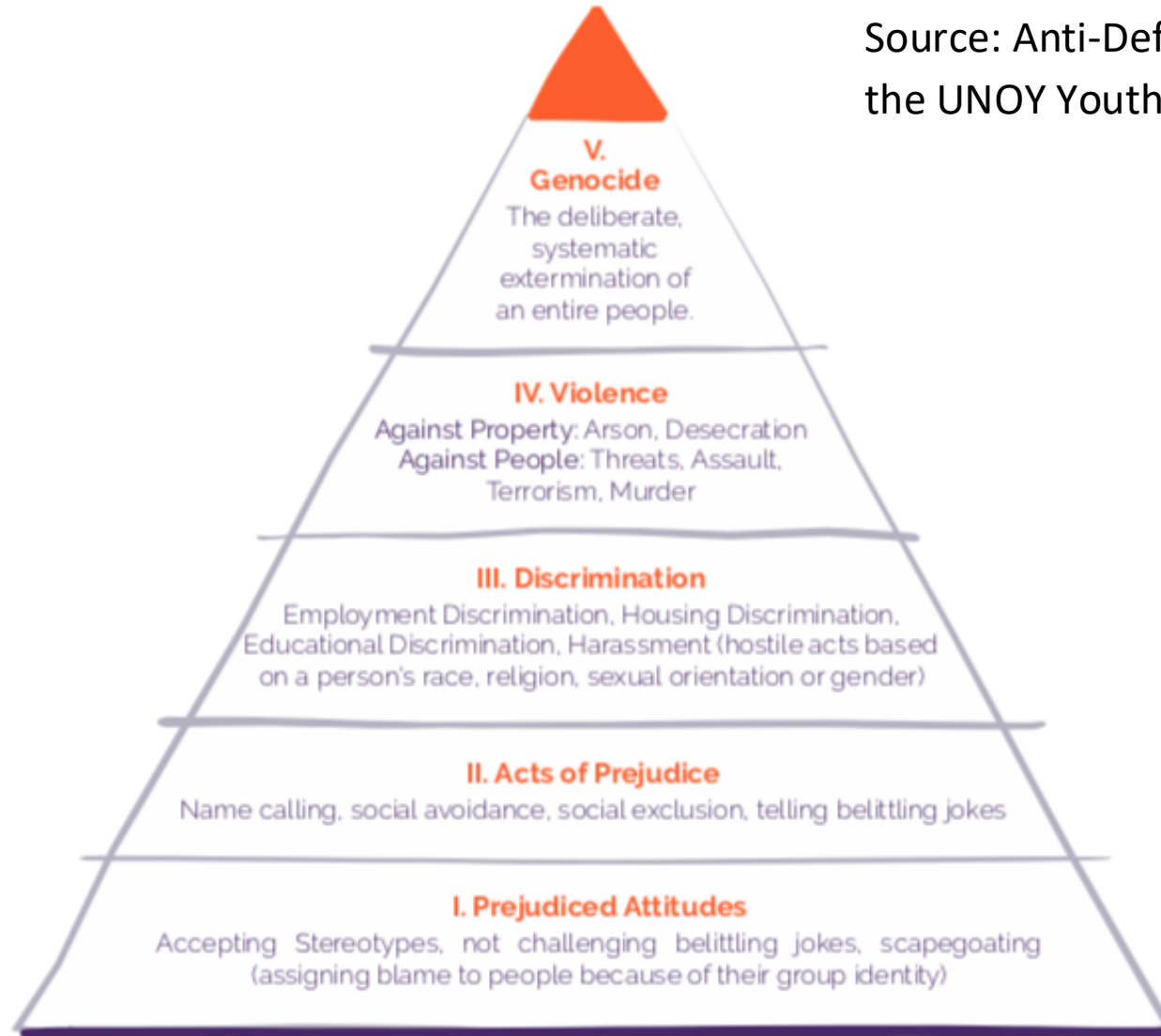
Hate Escalation Graph

(UNOY Youth4Peace Training Toolkit
p35)



Pyramid of Hate

Source: Anti-Defamation League (adapted in the UNOY Youth4Peace Training Toolkit p36)



Source: *Anti-Defamation League*

Additional Resources



- [‘The Apology’ video](#)
- [Building Bridges - Guide for Dialogue Ambassadors © 2018. World Organization of the Scout Movement \(WOSM\) and the International Dialogue Centre \(KAICIID\).](#) (page 27-29 and 34-36)
- [UN guidance note on covid-19 related hate speech](#)
- Youth Transforming Conflict, CoE, page 145
- Borsilava Manojlovic, [Dealing with Complexities of Identity Conflict: Contentious Narratives and Possibilities of their Transformation](#), Human Security Perspectives, Volume 7 (2010), Issue 1.

Session 2: Identity (Diversity & Plurality), Prejudices, Discrimination

What did we learn?

End of

Session 2: Identity (Diversity & Plurality), Prejudices, Discrimination

Session 3. Dialogue, its Purpose and its Principles

60 Minutes

What will happen in this session?

Learning Objectives

Dialogue Activity

Debriefing Discussion

Dialogue and its Principles

Additional Resources

Learning Objectives

To explore the concept of dialogue and understand its purpose

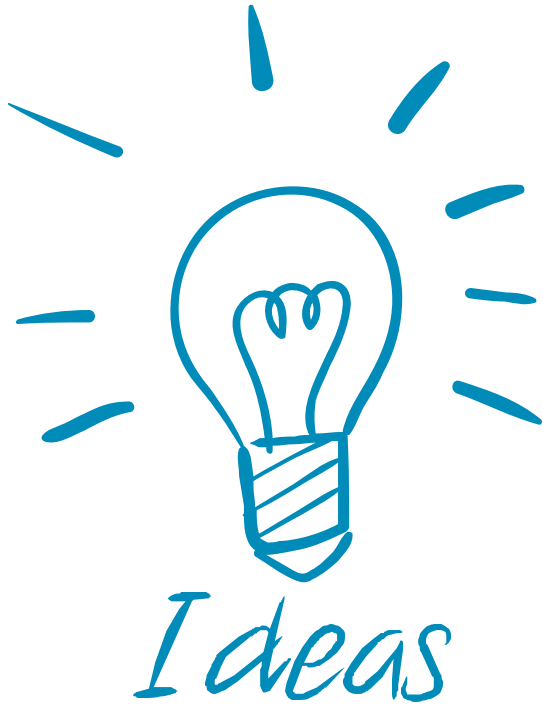
To examine the common principles of dialogue

Dialogue?

- Think of four words that are ‘the four most important characteristics to explain **Dialogue**’. You can’t use sentences or phrases but only word. Each word should be a possible ending to the sentence: ‘A real dialogue should be...’
- Breakout groups:
 - First in pairs for 4 minutes. Each pair has to agree on just four words for ‘A real dialogue should be...’
 - After 4 minutes, two pairs will be merged (two breakout groups) to form a group of four. Again you must agree in the next 4 minutes just four words in total between yourself.
 - We’ll repeat this process until there are just two large groups in the room and each has just four words.
- In plenary, agree on the final four words that will represent the whole group’s judgement of the key characteristics to explain Dialogue.



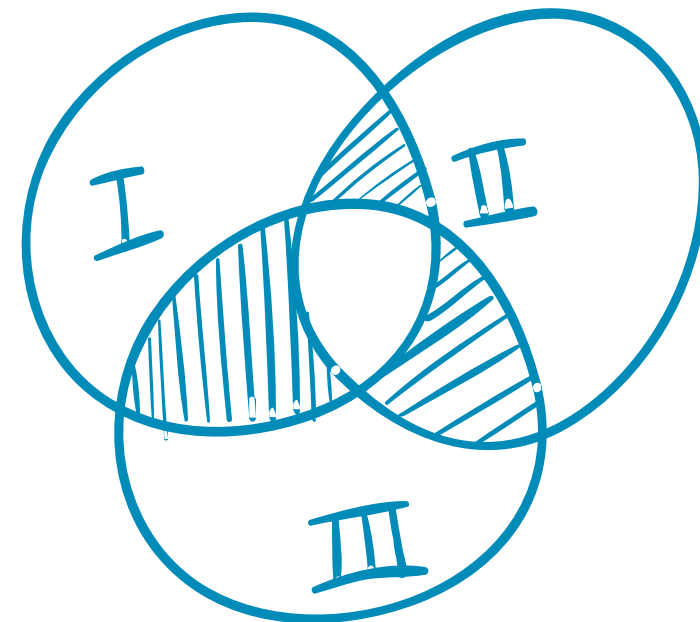
Debrief Discussion



- How did you feel? Why do you think you felt like that?
- What were you doing in this activity?
- Were there things about this process or about the way you acted that supported dialogue?
- Were there things about this process and the way you acted that did not support dialogue?
- Did the final words really represent the whole group, and if not, why not?
- What could you do to make this process more effective for a dialogue?
- When and where can you use dialogue in your work?

Dialogue and its Principles

Dialogue is a secure means of communication between individuals or groups aimed at the exchange of views, knowledge, understandings, impressions and perceptions to reach a common understanding of the subject matter at the heart of a given dialogue. The aim of dialogue is to overcome misunderstandings and dispel stereotypes to increase mutual understanding.

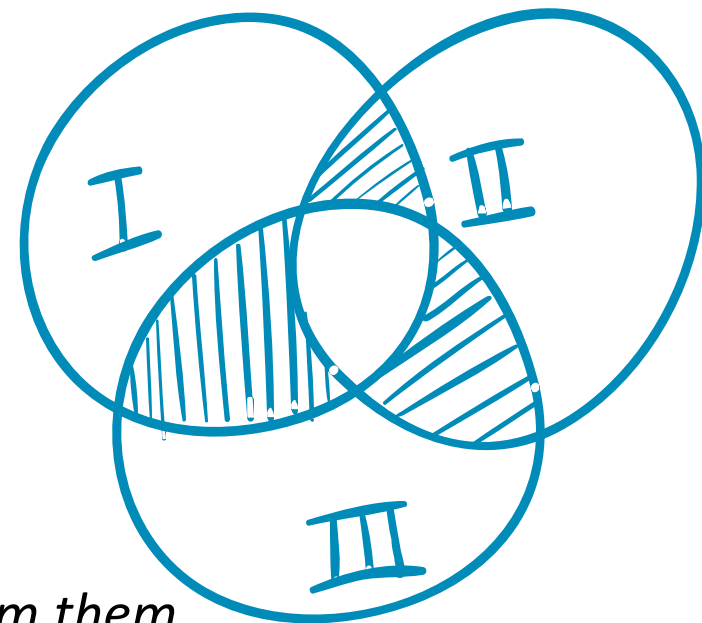


(Building Bridges - WOSM & KAICIID Guide for Dialogue Ambassadors page 16-17, 20-21)

Dialogue and its Principles

Ten Principles of Dialogue:

- 1. Establishing a safe space*
- 2. To agree that the main purpose of the dialogue is learning*
- 3. Use of appropriate communication skills*
- 4. Set the proper ground rules*
- 5. Take risk, express feelings and confront perceptions (honesty)*
- 6. The relationship comes first*
- 7. Gradually address the hard questions and gradually depart from them*
- 8. Do not quit or avoid the difficult issues*
- 9. Expect to be changed: once participating in the dialogue, expect to be changed*
- 10. Bring the change to others*



(Building Bridges - WOSM & KAICIID Guide for Dialogue Ambassadors page 86-

91)

Additional Resources

- [Building Bridges - Guide for Dialogue Ambassadors © 2018. World Organization of the Scout Movement \(WOSM\) and the International Dialogue Centre \(KAICIID\).](#)
(page 16-17, 20-21 and 86-91)
- [KAICIID Dialogo Game](#) (available to download in 8 languages)



Session 3: Dialogue, its Purpose and its Principles

What did we learn?

End of

Session 3: Dialogue, its Purpose and its Principles

Session 4. What Dialogue is not - Dialogue vs Debate vs Discussion

60 Minutes

What will happen in this session?

Learning Objectives

'Puzzle' Time

Debriefing Discussion

Dialogue vs Discussion vs Debate

Additional Resources

Learning Objectives

To differentiate between dialogue, debate and discussion.

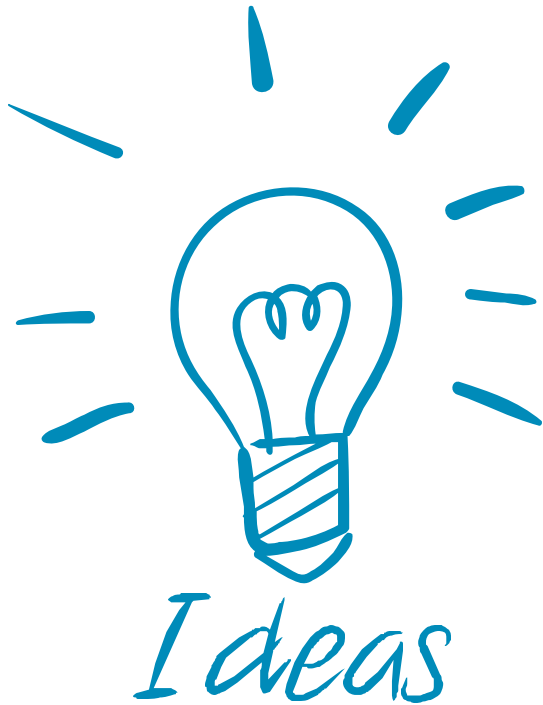
To open the reflection on the added-value to engage in a dialogue process in peacebuilding and conflict transformation.

'Puzzle' Activity

- You will be divided into breakout groups where you will need to come to agreements as to which descriptions correspond to which terms.
- Basically, you are supposed to discuss in your breakout group and match the terms with the correct descriptions on the jamboard
- The Jamboard link is



Debrief Discussion



- How did you find this exercise? Difficult/easy?
- What did you learn in terms of difference between debate, discussion and dialogue?
- How did you group actually work together? Did you actually work more in a debate, discussion or dialogue manner? Why?
- How do you see this connected to conflict transformation and peacebuilding?
- How is this corresponding to what is happening in your context when trying to address a conflict?

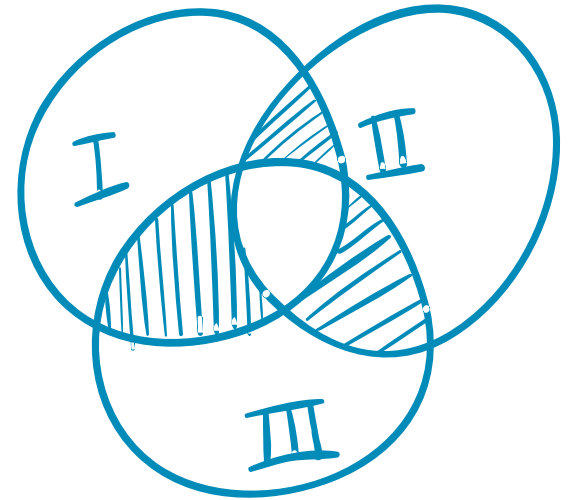
Dialogue vs Discussion vs Debate

- *Dialogue is from the Greek dia (through) and logos (meaning or word). So a dialogue is a flow of meaning through words in which new understandings emerge that might not have been present before. It is done in a spirit of inquiry — wanting to know. We look for shared meaning, beyond our individual understanding.*
- *Discussion is from the Latin dis (apart) and quatare (to shake). It's the same root word as percussion and concussion — to break things up. A discussion is an analysis, looking for an answer. It is done in a spirit of looking for results. Each person states his or her analysis of the situation with the hope of influencing the other's position on the issue.*

(URI Interfaith Peacebuilding Guide page 16-17)

- *Focus on learning and sharing makes dialogue different from other forms of conversation, such as discussion, debate or negotiation.*

(Building Bridges - WOSM & KAICIID Guide for Dialogue Ambassadors page 25)



Additional Resources

- [Building Bridges - Guide for Dialogue Ambassadors © 2018. World Organization of the Scout Movement \(WOSM\) and the International Dialogue Centre \(KAICIID\).](#)
Section on Dialogue vs Debate vs Discussion (page 22-24)
- <https://depts.washington.edu/fammed/wp-content/uploads/2018/06/3d-HANDOUT.pdf>



Session 4: What Dialogue is not - Dialogue vs Debate vs Discussion

What did we learn?

End of

Session 4: What Dialogue is not - Dialogue vs Debate vs Discussion

Session 5. Inter-religious and Intra-religious Dialogue and their Importance

90 Minutes

What will happen in this session?

Learning Objectives

Plenary Discussion on the Film

Inter/intra-religious and Inter/intra-faith Dialogue

Role Play and Debriefing Discussion

Additional Resources

Learning Objectives

To prepare the group to explore how it can use Inter/intra-religious and Inter/intra-faith dialogue as a tool for positive change in the community to address the negative effects of the pandemic

To understand power dynamics in Inter/intra-religious and Inter/intra-faith dialogues

A Film To Watch



- Dalai Lama: There are various interviews with the Tibetan Buddhist spiritual leader, who has adopted a nonviolence strategy in resisting Chinese domination of his people.
- In the Name of God: examines the motivations which led to the drastic actions of the Hindu militants, as well as the efforts of secular Indians - many of whom are Hindus - to combat the religious intolerance and hatred that seized India in the name of God.
- A Force More Powerful: a film series that documents nonviolence movements in Chile, South Africa, Poland, Serbia, and the US.
- The Best of Enemies

Plenary Discussion on the Film

- What is interfaith dialogue according to the members of the group in the film?
- What are the goals of interfaith dialogue as a tool for peacebuilding?
- What conditions are necessary to engage in meaningful interfaith dialogue?
- How is interfaith dialogue different from other forms of dialogue?
- What can be accomplished through interfaith dialogue?



Inter/intra-religious and Inter/intra-faith Dialogue

- *Dialogue - whether inter- or intra-religious, intercultural or inter-civilizational - is a form of interaction between two or more persons of different identities that emphasizes self-expression and reciprocal listening without passing judgment, in an intellectual and compassionate spirit of openness to mutual learning with deep transformative potential.*

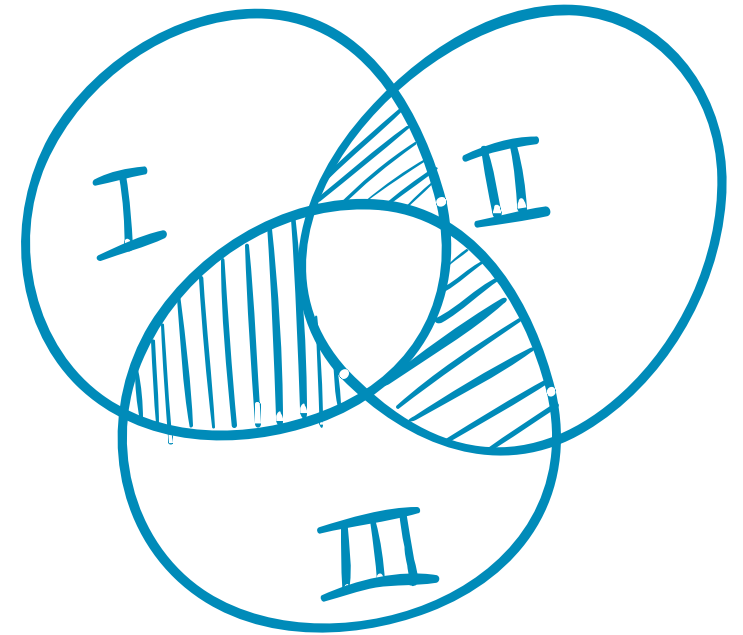
[Building Bridges - WOSM & KAICIID Guide for Dialogue Ambassadors page 25]

- *Interfaith dialogue is a process of interaction in which the spirituality of the participants is central to the encounter experience, to building relationships, and to helping change attitudes. It may focus on gaining a deeper theological understanding of one's own and others' religious belief systems, gaining knowledge and familiarity with the religious rituals and practices of the "other," or on political and social issues (especially those that affect the participants in the dialogue).* [URI Interfaith Peacebuilding Guide page 152 & 154]

Guidelines for Inter/intra-religious and Inter/intra-faith Dialogue

These are some possible guidelines for a dialogue group:

- Confidentiality
- Respect difference
- No interruptions
- Equal time
- No advice
- Listen
- Speak in the first person — use "I" statements
- Responsibility
- Disclosure
- Pass



Role Play (setting the stage)

Stage for Interfaith Dialogue:

- We read the guidelines for Inter/intra-religious and Inter/intra-faith Dialogue.
- Make amendments to these as you wish.
- Let's adopt these as this group's agreements.
- Select a co-facilitator for the dialogue. The facilitator is to ensure agreed guidelines for dialogue are followed.
- Additionally, the group can also designate one person as a devil's advocate to focus on common challenges that surface during the dialogue.
- Any two volunteers for a 'Inter/intra-religious and Inter/intra-faith dialogue' role play activity?
- Choose what kind of dialogue (inter/intra-religious / Inter/intra-faith) you would like to have.
- Select a topic of interest to the group for practicing Inter/intra-religious and Inter/intra-faith dialogue.

Role Play (action)

The two volunteers will address some of the following questions for the dialogue:

- What are the primary issues, as perceived by you or your faith group, with regard to this topic?
- In your view, how do other people in this group or outside it perceive these issues?
- What are the obstacles or challenges that prevent others from agreeing with you?
- What is your vision for resolving these differences? How does your faith support and strengthen you to achieve this vision?
- How does your faith instruct you to handle differences such as these?
- What changes need to happen in order for you to accept, tolerate, or even simply hear the perspectives of others?

Debrief Discussion



- How did this go?
- What are some of the challenges of conducting dialogues?
- How should you deal with these challenges (people who won't stop talking, confrontation, confusion, tension, emotions, feeling unfinished at the end, other situations that the group brings up)?
- What more can we do to develop these skills? If we conducted a real dialogue, what more would we have to know and do?

Additional Resources

- URI Interfaith Peacebuilding Guide
- [Building Bridges - Guide for Dialogue Ambassadors © 2018. WOSM and KAICIID](#)
- KAICIID resource on Interfaith dialogue around COVID-19 <https://www.kaiciid.org/publications-resources/covid-19-interfaith-guide>
- [Religion in Conflict and Peacebuilding Analysis Guide \(Summary\)](#), United States Institute of Peace, Owen Frazer and Mark Owen (2018)
- Online Course: <https://www.usip.org/academy/catalog/introduction-religion-and-peacebuilding-micro-course>



Session 5: Inter-religious and Intra-religious Dialogue and their Importance

What did we learn?

End of

Session 5: Inter-religious and Intra-religious Dialogue and their Importance

Session 6. Religious Actors as Positive Change Agents

60 Minutes

What will happen in this session?

Learning Objectives

Power Graph

Group Discussion

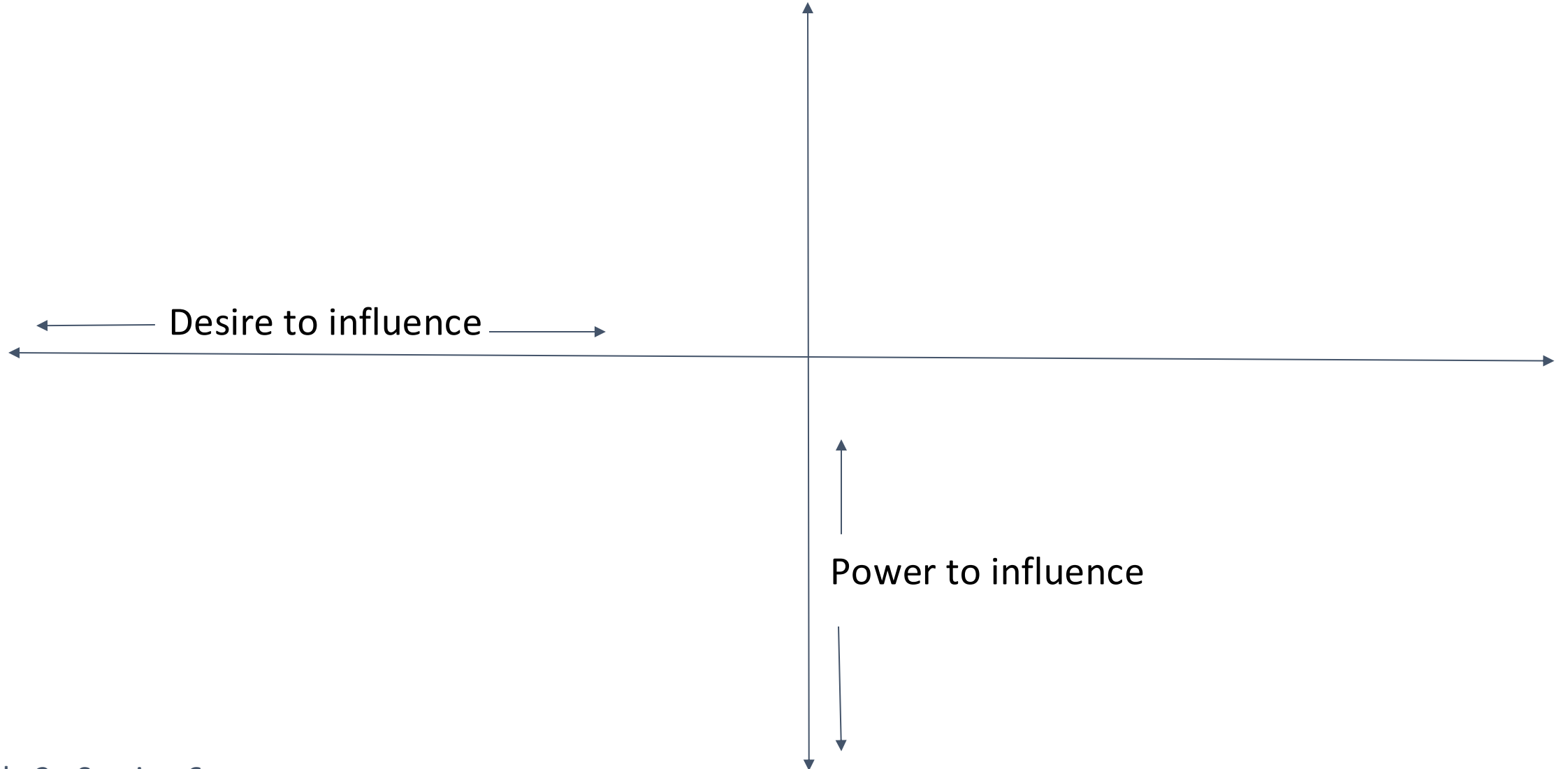
Debriefing

Additional Resources

Learning Objectives

To use stakeholder mapping and influence maps (power in decision making) to understand the role of religious actors in the community.

Power Graph



Group Discussion

- Depending upon your familiarity with the conflict in your community, family, school etc, choose one of the three conflicts (a. specific hate speech escalated due to covid-19, b. specific discrimination during covid-19 situation, c. violent extremism escalated due to covid-19) to work on.
- We'll select the conflict with the maximum votes to work on.
- Identify and list all of the parties of the conflict, using sticky notes on Jamboard. It should include the primary stakeholders in the conflict and any secondary stakeholders who may be impacting/influencing the conflict. Make them very specific, for example not writing 'the government' but 'the minister of social justice'. Instead of writing 'the media', name specific papers, stations or people.
- Place these actors at the power map template on the Jamboard.
- Think which stakeholder has more/less power to influence that conflict and desire to influence that conflict.

Debrief Discussion

- How did this go?
- What are some of the challenges of conducting this power mapping?
- Why did religious actors come up as one of the top actors in the power map?
- What elements in religion become a leverage during emergencies like pandemic?
- What could be the motivations of the religious actors to act as a positive change agent in the community?
- What can the religious actors do to act as a positive change agent in the community during the pandemic?



Additional Resources

- Power Mapping : <https://youtu.be/G3R4TO1I6LY>
- [Tradition Faith Oriented Insider Mediators TFIMs in Conflict Transformation Synopsis](#) by the Network of Religious and Traditional Peacemakers, 2016
- ACT Alliance Reference Group on Peace and Human Security (in close collaboration with DCA and NCA) has developed '[How to integrate Do No Harm & Conflict Sensitivity](#)'. Read the section on 'Work with Faith Actors'
- Pillars of Resilience - Capacity Building of Religious Leaders on Community Resilience - Cultural Literacy Handbook for Religious Leaders, Sarvodaya, 2019
- [Plan of Action for Religious Leaders and Actors to prevent incitement to violence that could lead to atrocity crimes](#)



Session 6: Religious Actors as Positive Change Agents

What did we learn?

End of

Session 6: Religious Actors as Positive Change Agents

Session 7. Active Listening

60 Minutes

What will happen in this session?

Learning Objectives

Active Listening - I and Debriefing

Active Listening - II and Debriefing

Role of Active Listening in Dialogue

Additional Resources

Learning Objectives

To practice active listening as a critical tool for dialogue and conflict transformation

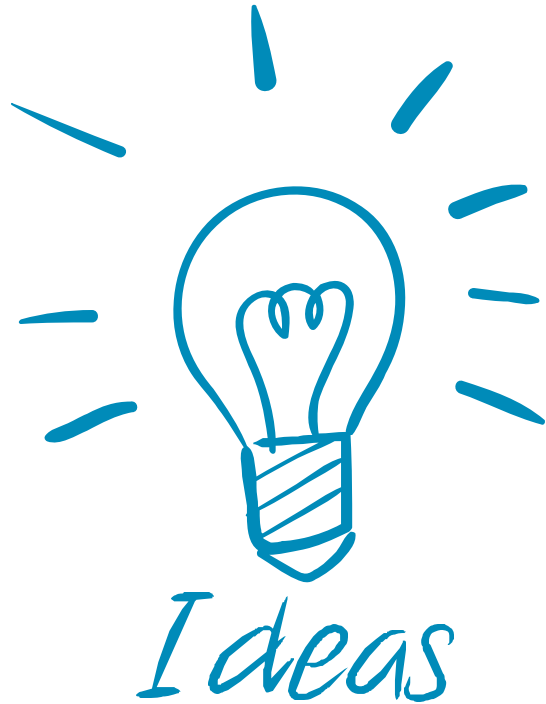
To understand the difference between listening and hearing, connecting with the feelings and needs of the “other”

Active Listening - I

- In your pair, decide who will be sharing the story (something that has a conflict) and who will be listening. You'll will have around 10 minutes to share the story and comment.
- Once both of you are clear, the first person (who is going to share his/her personal story) to close his/her eyes for a moment to focus on the story you are about to share.
- Breakout groups for next 10 min.....



Debrief Discussion - I



- First, to the persons who had shared their stories of a conflict: How do you feel right now? Why?
- What happened?
- Was it difficult to tell your story in those conditions?
- Did your attitude change? Did you feel encouraged?
- Then, to ask the persons who were (not) listening: How do you feel right now? Why?
- What happened?
- What did you observe in the reactions of the other person?
- To the whole group: How do you think this happens in real life when addressing a conflict?

Active Listening - II



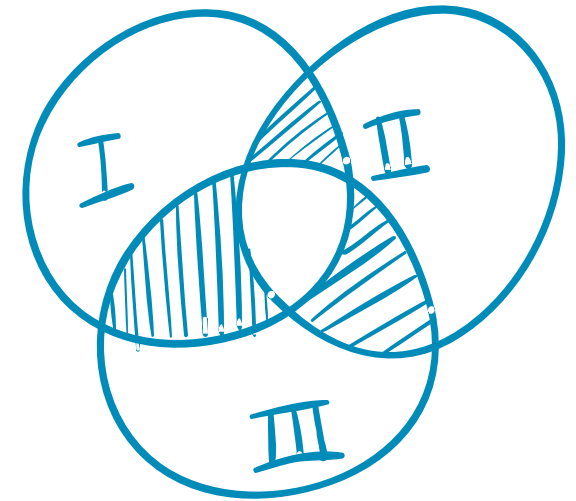
Debrief Discussion - II



- How did the exercise feel this time?
- What was different?
- What did you notice different in you (in how you were telling the story, or reacting, etc.)?
- What makes active listening?
- What techniques could be used (or did you use) to practice active listening?
- How different is listening from active listening?
- How do you think this supports conflict transformation?

Role of Active Listening in Dialogue

- *Dialogue is from the Greek dia (through) and logos (meaning or word). So a dialogue is a flow of meaning through words in which new understandings emerge that might not have been present before. In order to look for shared meaning, beyond our individual understanding, we need to listen actively for that meaning in the flow.* (URI Interfaith Peacebuilding Guide page 16-17)
- *The aim of dialogue is to overcome misunderstandings and dispel stereotypes so as to increase mutual understanding. The practice of dialogue requires one to develop better listening skills to understand another person's point of view correctly.* (Building Bridges - WOSM & KAICIID Guide for Dialogue Ambassadors page 20)



Additional Resources



- [Intercultural Learning T-Kit 4](#)
- <https://www.thebalancecareers.com/active-listening-skills-with-examples-2059684>

Session 7: Active Listening

What did we learn?

End of
Session 7: Active Listening

Session 8. Nonviolent Communication

90 Minutes

What will happen in this session?

Learning Objectives

Nonviolent Communication (NVC)

Group Discussion

Debriefing

Additional Resources

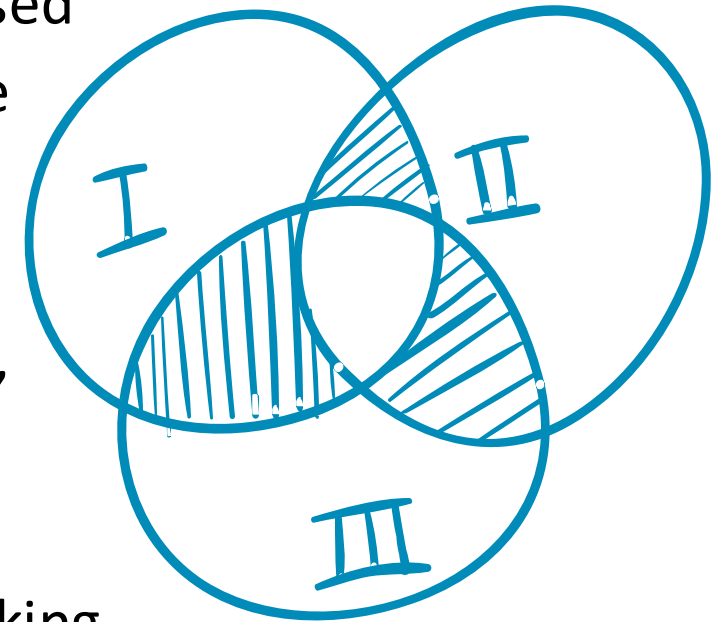
Learning Objectives

To practice Nonviolent communication (NVC) steps

To reflect on the options that NVC brings for conflict transformation and peacebuilding

Nonviolent Communication (NVC) - I

- Marshall Rosenberg developed the Nonviolent Communication (NVC) model where communication and language could be used in a more empathic way, connecting with the humanity of the “other”, as a model that supports conflict transformation.
- The model involves:
 - “I-messages”: speak from your own perspective, opinions, feelings and needs.
 - Active listening: be silent and listen, listen deeply and carefully, connecting with the needs of the person, not taking anything personally.



[Nonviolent communication, a language of life. Marshall B. Rosenberg (2015)]

Nonviolent Communication (NVC) - I

According to Rosenberg's model, there are four steps to communicating nonviolently, as follows:

- Observation without evaluation
- Express your feelings
- Connecting feelings to needs
- Making requests not demands



Group Discussion - I

1. Observation without evaluation

- Watch the video and make an Evaluation. What do you think is happening?
- Now; make your Observations - without the Evaluation! Do your best to describe what you see without making any judgements or assumptions.
- Discuss the outcome and compare the results of Evaluation and Observation in the video.

2. Express your feelings:

- Name all the feelings (emotions) that come to your mind.

(Next part in the breakout group)....

Group Discussion - II

3. Connecting feelings to needs: Breakout groups to discuss which ones are NVC sensitives and which ones are not.

- I feel scared when you raise your voice.
- I feel frustrated when you come late.
- I feel angry when you say that because I am wanting respect and I hear your words as an insult.

4. Making requests not demands: Breakout groups to discuss which ones are NVC sensitives and which ones are not.

- I would like you to show respect for my privacy.
- I would like you to drive at or below the speed limit.
- I would like you to let me be

Debrief Discussion



- How was the experience of practicing NVC?
- Do you think it is applicable in your context? Why?
- What can you learn from this sentence of Marshall Rosenberg: “Learn to hear needs regardless of how people express them”?
- How do you think NVC can have an impact in hate speech prevention or violent extremism?

Additional Resources

- <https://www.cnvc.org/>
- NonViolent Communication by Marshal Rosenberg : Animated Book Summary - <https://www.youtube.com/watch?v=8sjA90hvnQ0>
- Basics of Nonviolent Communication, by Marshall Rosenberg - <https://www.youtube.com/watch?v=VT8KGgDo6TY>



Session : Nonviolent Communication

What did we learn?

End of

Session 8: Nonviolent Communication