

The Youth Dialogue Handbook

Practical guidance
and activities for
teaching inclusive
dialogue with
young people



USAID
FROM THE AMERICAN PEOPLE

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Recognizing the diverse communities living in Lebanon, the United States Agency for International Development (USAID), in partnership with the Tony Blair Institute for Global Change, undertook a pilot in 2019 to examine the efficacy of youth dialogue centered on identifying bias and increasing tolerance. The pilot recruited members of youth councils and youth-focused non-governmental organizations and implemented a curriculum consisting of modules, training for facilitators, and in-person sessions with young people with the aim of encouraging youth to interrogate their biases and adopt a language and stance of acceptance and tolerance.

From this pilot, we learned that the experience of dialogue helps young people grow in their direct understanding of their community and other individuals. Dialogue also helps them develop an open mindset and learn to embrace diversity as a positive facet of contemporary global society. It is an authentically empowering activity that gives participating young people a sense of being heard. This sense of agency and engagement is often marked by a substantial change in how young people feel about themselves, leading them to increase their self-esteem and confidence. There is growing recognition that promoting tolerance and cohesion among young people, who are separated geographically, enhances their ability to navigate and succeed in an increasingly complex world.

The *Wahda* program aims to understand the impact of youth dialogue in Lebanon by building on lessons learned from a decade of delivering the Tony Blair Institute for Global Change's dialogue program, Generation Global, in more than 30 countries. With USAID's support, the program trained 27 facilitators and delivered 208 dialogue activities to more than 300 youth across ten dialogue groups in the Saida region, in the south of Lebanon.

Facilitators reported an increase in their knowledge, confidence, and dialoguing skills. Several shared examples of how they accepted other points of view and encouraged opinions that were different from their own. Likewise, youth who engaged in the program became more open-minded and accepting of people from different backgrounds (especially Syrian and Palestinian refugees and Lebanese of different religions) than when they started the program.

USAID is proud to support and partner with the Tony Blair Institute for Global Change through the *Wahda* program. We have witnessed the transformational power that dialogue has on young people in Southern Lebanon. This handbook was designed during the delivery of the *Wahda* program. We are delighted to extend this resource, with the theory and practice of dialogue, to educators across the world to teach young people these valuable dialogue skills in their local contexts. This handbook provides a practical resource to support educators, facilitators, youth volunteers, practitioners, dialogue trainers, and anyone who wants to give young people, whether in school or elsewhere, an exceptional experience of dialogue with their peers and community.

We invite you to use these materials in the most effective way for your young people anywhere in the world.

Nadia Basel
USAID Agreement Officer's Representative





More than any other generation in human history, the young people that we educate today will live alongside, work with, and relate to, peers with the widest possible range of cultural backgrounds, beliefs, values, and perspectives. It is therefore imperative that we give young people the tools to play an active role in building societies that welcome diversity, rather than fearing it, that encourage an open-minded approach to the other, rather than the cultivation of bias and intolerance to those who are different.

Equipping young people with the skills of dialogue presents a straightforward way of preparing future generations for the globalized, integrated and interdependent environment in which they will live and work. Dialogue presents a simple way to achieve this without disrupting our need to deliver the kinds of results that our curriculum demands. At Generation Global, we define dialogue as an encounter where participants learn from one another to better understand each other's values, perspectives, experiences, and beliefs. Dialogue is aimed at creating a safe, brave, and inclusive space; it is reciprocal and acknowledges similarities and differences. Dialogue skills such as critical thinking, active listening, global communication, questioning and reflection, can be integrated into youth programs and activities and within school education programs.

The experience of dialogue helps young people to not only grow in their direct understanding of their own community, and the other individual, but they also develop an open mindset; learning to embrace diversity as a positive facet of contemporary global society. Dialogue is an authentically empowering activity in that it gives participating young people a sense that they are being listened to. This sense of agency and engagement is often marked by a substantial change in how young people feel about themselves, leading to enhanced self-esteem, and increased confidence.

It is best practice to have a facilitator when engaging in dialogue. It is important for everyone taking part in the dialogue that the facilitator is an honest broker; neutrality and encouragement for all is critical. Facilitation is not difficult, but it is a different way of managing discussion than those we may be used to with young people. A facilitator's role is significant in that there will be times when they will need to hold a safe space, intervene to clarify, check understanding, perhaps summarize what has been said, ask questions that take the learning deeper and challenge assumptions.

PURPOSE OF THIS HANDBOOK

The purpose of this handbook is to provide a practical resource to support educators, facilitators, youth volunteers, practitioners, dialogue trainers, or anyone who wants to give young people, whether in school or elsewhere, an experience of dialogue with their peers. Available in both English and Arabic, this handbook is a guide to enable you, as a facilitator, to lead activities with a cohort of participants, to train them in the skills of dialogue, facilitate dialogues between your participants and their peers, and support them in reflecting on their learning experience to find new ways to continue their development.

The handbook contains both a theoretical discussion to understand the skills and principles of dialogue and activity plans, resources, and tips to practice dialogue skills with young people. All activity plans provide three models of implementation - WhatsApp groups, online Zoom sessions, or In-person - to offer a variety of models to align with different learning scenarios that have emerged after the Covid-19 pandemic.

The Tony Blair Institute for Global Change with generous support of the American people through the United States Agency for International Development (USAID) developed this handbook as a resource using learnings and feedback during implementation of the *Wahda* program in Lebanon. While this program worked with young people aged between 14 and 17, and this is the age group this handbook has been adapted from, many activities can be tweaked to allow for delivery with somewhat younger adolescents (12 years plus). We invite you to use these materials in the most effective way for your young people anywhere in the world.

PROGRAM BACKGROUND

The USAID-funded *Wahda* program brought together youth from different religious and ethnic backgrounds to learn and practice the skills of dialogue, thereby aiming to contribute toward increasing tolerance, understanding and peace in vulnerable communities. “*Wahda*” means unity and togetherness in Arabic. The *Wahda* program aimed to build young people’s ability to identify bias and intolerance as well as develop their knowledge, skills, and capacities to apply the skills of dialogue in sessions with their peers and in their daily lives.

Under the program, a cohort of youth dialogue facilitators were trained to deliver dialogue-based activities to 250 young people, aged 14-17 at youth clubs in Lebanon. This approach was supported by a curriculum that was developed and tested over 10 years by Generation Global, a global dialogue education program of the Tony Blair Institute for Global Change and complemented by interactive video conference sessions which allowed youth dialogue participants to practice dialogue skills with diverse groups in a safe, moderated environment.

The resources in this handbook have been refined through participatory co-design workshops with young people as well as feedback sessions throughout program implementation.

Glossary of Terms



Use these terms and abbreviations below to help navigate the handbook and activities:

Skills of Dialogue – Generation Global identifies five core skills of dialogue, namely: critical thinking, active listening, questioning, global communication and reflection.

Facilitator – Lead instructor for each session of the *Wahda* program, between the ages of 18-29.

Participant – Individual participant in the *Wahda* program, between the ages of 14-17.

EOD – *Essentials of Dialogue*: Foundational teaching resource from Generation Global that provides guidance and activities for teaching and practicing dialogue with young people, available for free download in [English](#) and [Arabic](#).

DD – *Difficult Dialogue in the Classroom*: Advanced teaching resource from Generation Global that provides guidance and activities for engaging in and facilitating difficult dialogue, available for free download in [English](#) and [Arabic](#).

Generation Global – An [initiative](#) of the [Tony Blair Institute for Global Change](#) that enables young people to embrace the future, equipped with the knowledge, skills, and attitudes to become active and open-minded global citizens.

Learning Outcome – Statements that declare what facilitators and participants should know or be able to do as the result of the planned activities and structures for a course or program.

Rubric – A table or guide developed to determine the stages of a participant’s progress in developing a set of knowledge, skills, attitudes, or actions.

WhatsApp – Social messaging app that allows users to send text, image and voice note messages in groups.

Zoom – Online communication software that supports users in video calling, hosting meetings, and webinars.

Breakout Room – A special function of Zoom where users can be separated into smaller meetings to discuss and collaborate in micro-groups.

Poll – A special function of Zoom where the host of a meeting or webinar can create short surveys and poll participants’ responses to get a larger picture of the group’s responses to a specific question.

Video Conference – An internet based online video call between participants, bringing them together to dialogue about a topic.

Defining Dialogue

Dialogue - According to Generation Global, Dialogue is an encounter where participants learn from one another to better understand each other's values, perspectives, experiences, and beliefs. It is aimed at creating a safe, brave, and inclusive space. It is reciprocal and acknowledges similarities and differences. To best understand what dialogue is, it can be compared to other types of communication we typically use with learners.

Debate - In a debate there is a winner and a loser. One person wins by putting forward a better argument, the other loses. A debate is meant to be competitive. In a dialogue there are two winners. I learn from you; you learn from me even if we disagree about an idea or perspective. It is profoundly reciprocal and acknowledges similarity and difference equally.

Discussion - Discussions are important for understanding an issue, whereas dialogue is about people. The origins of the word "discussion" are the same as "percussion" and "concussion". It involves shaking apart. In discussion we shake apart the issue to better understand it.

SKILLS OF DIALOGUE



Global Communication - It is important that learners can practice speaking clearly and confidently, explaining their own point of view, beliefs, values, and personal experiences. When we take part in dialogue it is important to remember that we are not just learning from others but that, at the same time, we are also responsible for teaching them about who we are. Dialogue requires that we communicate our experiences and perspectives to others who may not share our backgrounds, culture, or first language. In addition to sharing, we may also want to challenge what we hear so that we can understand an issue from multiple perspectives. What we say must be clear so that everyone understands and not use jargon, slang, or cultural assumptions.



Active listening - Active listening is more than just hearing what a person is saying, it also includes focusing on the person, reflecting on what they have said, and acknowledging their contribution to the dialogue. It is important to remember that we listen with more than our ears. We can show our attention

with our eyes and bodies, and in the way that we react to one another. Most importantly we are showing people that we value them and their ideas, that we are not just waiting to share our own points of view.



Critical Thinking - We need to help young people to think critically and creatively about information, ideas and perspectives, and aspects of identity that they encounter. Young people should be able to identify assumptions and biases, as well as to consider that some arguments are more valid and comprehensively supported than others. Critical thinking empowers young people to analyze information, to investigate sources and to make informed and rational decisions. Young people should be able to explain why they have formed their perspectives and support their points of view.



Questioning - Effective dialogue requires young people to develop and practice the skill of constructing and asking good questions. This ability helps to enrich understanding, uncover deeper meaning, and get more detailed explanations from others who are sharing their stories. Good questions do not just give us more information but also support us to appreciate and understand the way that other people see the world and why their beliefs are important to them. They also help us to ask powerful questions of ourselves so that we can learn more about who we are.



Reflection - Reflection is an essential part of the dialogue process. It helps us to understand and grow from the experiences we encounter in dialogue and the impact this has on our own and others' lives. Young people need opportunities to reflect on what they have learned, how they have learned it, and how this could be improved in the future. Reflection allows young people to work alone or in groups, and to take responsibility for developing their own understanding.

Learning Outcomes



OVERVIEW

In implementing the program, we used the two terms Facilitator to represent the lead instructor, and Participants to represent the participant in dialogue activities. The facilitator's role is to support in developing the skills of dialogue and applying them in group discussions and video conferences with participants. To do this effectively, facilitators will need to use their own skills in leadership and dialogue facilitation. Facilitators will actively apply the skills they learn regarding dialogue and facilitation and continue to develop four key competencies through their delivery of the sessions outlined in this handbook:

 LEADERSHIP	 TRAINING
Guide and support youth to effectively participate in these activities.	Teach youth about the skills of dialogue and strategies for how to apply them.
 FACILITATION	 REFLECTION
Create spaces for youth to engage and dialogue with their peers effectively and across various cultural and religious contexts.	Think critically about the experience of being a facilitator, including on lessons learned, and plan for new ways to engage youth more effectively.

By the end of working through this guide and its supporting materials, facilitators will be able to:

- Lead active workshops with young people;
- Train young people in developing the core skills of dialogue;
- Facilitate dialogue with young people in groups;
- Reflect on and learn from the experience of facilitating this program.

OUTCOMES

As a result of facilitating dialogue by using this handbook, the participants in your group or groups should be able to:

- Think critically about the skills of dialogue and their own attitudes and experiences;
- Share and express their own perspectives and points of view;
- Participate in respectful dialogue with their peers by applying the skills of dialogue;
- Identify and challenge bias in their groups and communities to increase tolerance of difference and diversity;
- Reflect on their experiences with dialogue and their own skills development.

FEEDBACK

Here is what the program's first cohort of facilitators had to say about what they had learned on the program:

"We became better at using our hearts and ears when engaging in discussions, accepting others' opinions, in particular those from different backgrounds This made us better facilitators."

"What I have acquired through Wahda impacted me a lot. I started using it with my students at school. I hear them more, and support them to better develop their personal point of views, express their opinions, work in groups and discuss among each other."

Facilitators can support participants in developing the necessary skills for dialogue and applying them through a series of activity sessions and video conferences. This rubric from Generation Global can assist facilitators in understanding the practical actions each participant should begin to demonstrate as they learn the skills of dialogue and as they develop their competencies Beginner level to Advanced:

KEY ACTIONS OF DIALOGUE RUBRIC

Facilitators are recommended to read this rubric to understand the specific actions that participants should be able to make when engaging in dialogue with their groups and in the video conferences. Another resource that facilitators will benefit from using is the *Essentials of Dialogue (EOD)* resource - to support session delivery, to fully understand the skills of dialogue, and to prepare themselves to speak about the skills to participants. The goal of the program is for participants to engage in dialogue at the Proficient or Advanced level (as illustrated in the Rubric) by listening

actively to their peers and showing appreciation for what they hear, sharing their own perspectives and experiences in dialogue, asking relevant response questions that help the dialogue go further, reflecting on their experiences of the dialogues, and thinking critically about what they hear and their experiences by analysing the dialogue. Use this handbook to help you facilitate the program with participants, and to guide you in leading each session and training participants in the skills of dialogue.

		BEGINNER	BASIC	PROFICIENT	ADVANCED
CRITICAL THINKING Participants continually rely on analysis and interpretation of what they read and hear in order to participate effectively in dialogue	APPRECIATING	Liking comments because it is interesting or poses a good question	Saying what I really like about what was said and why in the feedback	Explaining why what has been said is valuable to me, my understanding and my learning	Provides detailed feedback explaining the value of the comment, specifically elements are that make it a good statement or questions for dialogue, and how it has inspired or impacted their learning, attitudes or behaviours
	SHARING	Generic information , uses “we” language	Shares more personal information and experiences, uses “I” language	Not just shares the what (the experience) but also the how and the why	Articulation of the complexities of the issues/ experiences Ensures that what is shared is understood by those from other cultures
	ASKING	Closed questions that seek basic info (favourites, hobbies, media)	More open questions, seek information about lifestyles, communities, opinions and beliefs	Continuing to ask response questions that cannot be answered with yes or no and build a thread of dialogue	Constructs questions that include plain language, without assumption or judgement, that prompts the respondent to share in detail about their own experiences
	CHALLENGING	No challenge evident, consistently relies on being polite and in agreement	Posting challenging statements or questions in a way that doesn’t denigrate themselves or others (being vulnerable)	Responding to other statements or questions with a challenge in a way that does not denigrate themselves or others (being brave)	Participants intentionally create opportunities for others to challenge what they have said (e.g. asking ‘Do you agree or disagree? I’d love to learn different perspectives’)
	REFLECTING	Gives thanks and shows basic emotional reactions (‘This was amazing, I am so inspired, I feel happy when I hear this’)	Evaluate and recall the experience in more detail	Able to say what was learned, any new ideas or perspectives that came out of the dialogue	Forms critical questions about the process of learning, the impact the experience has on self and others, and thinks about new ways to move forward for growth

RECOMMENDATIONS FOR SUCCESSFULLY MEETING THE PROGRAM'S OUTCOMES:

There are three methods of delivery outlined in this handbook – **WhatsApp**, **Zoom** and **in-person** (see table below). For small group work, or Zoom break-out rooms, we recommend an adult is present for safeguarding purposes. If facilitators want to separate participants to complete small group work, or to use break-out rooms on Zoom, an adult should be present in each group for safeguarding purposes.

METHOD OF DELIVERY	GROUP SIZE	FACILITATORS REQUIRED
WhatsApp 	15	1 (3 if using break-out groups)
Zoom 	15	1 (3 if using break-out groups)
In-person 	25	2

- During set-up and preparations for the sessions, ensure that facilitators and participants are aware of the delivery method, have access to the necessary technology (hardware and apps), and are confident and comfortable in using its functionalities (i.e. voice notes on WhatsApp, break-out rooms on Zoom or downloading the materials for use in-person).
- Prior to beginning the program, facilitators should be aware of any special needs or considerations to support participants to successfully engage in and complete the program. Recommendations have been made in the session plans for how facilitators can modify aspects of each session to support participants to enhance access and inclusion.
- While the *Wahda* program worked with young people aged between 14 and 17, and this is the age group this handbook has been adapted from, many activities can be tweaked to allow for delivery with somewhat younger adolescents (12 years plus). We invite you to use these materials in the way that is most effective for your young people.

How to Use This Handbook



As a facilitator, your role is to lead each session with a cohort of participants to train them in the skills of dialogue, facilitate dialogues between your participants and their peers, and support them in reflecting on their learning experience to find new ways to continue their development. This handbook is a guide to support you in navigating each session, and is filled with an outline for each session, activity plans, resources, and tips.

To deliver this program, facilitators lead participants through **13 sessions** that begin with activities for building the skills of dialogue, then participants practice dialogue, and lastly complete the program with reflecting on the entire learning experience.

To use this guide effectively, identify the session that you will be facilitating each week or month in **the curriculum map** below. The map will give you information regarding the session title and topic, the outcome of the session, the method for delivery, the activity titles, the resources needed, and the duration of time to complete it. Next, go to the corresponding session plan in this handbook to read the steps for implementing the session and activities.

Use the corresponding materials from [Essentials of Dialogue \(EOD\)](#) and [Difficult Dialogue in the Classroom \(DD\)](#) to understand steps in the session more deeply, use alternative activities and worksheets, or to make your own adaptations to your plans.

Any supporting resources mentioned in the session plans such as slides or specific worksheets, you can find in the [Resources](#) section of this handbook.

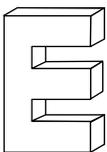
To support with easy navigation, interactive tabs have been added to the session outlines of the soft copy version of this handbook as follows:

- Slides
- Worksheets

Curriculum Map

		TITLE OF SESSION	TOPICS COVERED	OUTCOME	ACTIVITIES	RESOURCES NEEDED
SESSION 1	90 min. – 2hrs.	Introduction to dialogue	<ul style="list-style-type: none"> Common agreements Definition of dialogue 	Participants can create a shared agreement with their peers and understand the definition of dialogue.	<ul style="list-style-type: none"> Self-introduction Co-creating a common agreement Dialogue definition game 	<ul style="list-style-type: none"> Camera on device Slide for Safe and Brave Space Slide for definitions and game Dialogue Score Card worksheet
SESSION 2	90 min. – 2hrs.	<i>Skills:</i> Active Listening and Global Communication	<ul style="list-style-type: none"> Dialogue skills self-assessment Listening to peers Sharing experiences Exploring influences of opinion 	Participants can share their own personal perspectives and experiences and listen to and acknowledge sharing from others.	<ul style="list-style-type: none"> Dialogue Score Card discussion Drawing exercise What Influences Me? 	<ul style="list-style-type: none"> Slide of Active Listening and facilitator voice note Blog starter speaking checklist Paper and pen What Influences me? (EOD) Paper and pen/markers
SESSION 3	90 min. – 2hrs.	<i>Skills:</i> Global Communication and Asking Questions	<ul style="list-style-type: none"> Sharing from the 'I' perspective Beginning to ask questions 	Participants can share personal perspectives and experiences and ask relevant questions about what they hear.	<ul style="list-style-type: none"> Sharing our ideas We are all interviewees 	<ul style="list-style-type: none"> List of topics to choose from Slide for Sharing and Authentic Speaking List of example questions
SESSION 4	90 min. – 2hrs.	<i>Skills:</i> Asking Questions and Challenging	<ul style="list-style-type: none"> Ask questions for good dialogue Respectful disagreement 	Participants can ask questions that promote good dialogue and respectfully challenge an opinion or disagree with peers.	<ul style="list-style-type: none"> Asking Authentic Questions Offensive or Ok? 	<ul style="list-style-type: none"> Asking Authentic Questions - slides and worksheets Challenging slide Offensive or Ok? - worksheets
SESSION 5	90 min. – 2hrs.	<i>Skills:</i> Understanding Identity	<ul style="list-style-type: none"> Articulate identity factors Share about identity Listen to and reflect on peers identities 	Participants can articulate aspects of their identities, understand the identities of others, and describe what they have learned about self and peers.	<ul style="list-style-type: none"> Identity Wheel Social Identifier Questions 	<ul style="list-style-type: none"> Identity Wheel - worksheet Identity Questions What does respect look like? - worksheet

		TITLE OF SESSION	TOPICS COVERED	OUTCOME	ACTIVITIES	RESOURCES NEEDED
SESSION 6	90 min. – 2hrs.	Skills: Identifying bias	<ul style="list-style-type: none"> Identify types of bias Share about the impact of bias Listen to peers experiences of bias Develop strategies for bias in dialogue 	Participants know different types of bias, can identify how it appears in their own and others' lives, and understands the impact bias can have on dialogue.	<ul style="list-style-type: none"> What does respect look like debrief Watch video 'Listen to me' dialogue on bias Strategies for overcoming bias 	<ul style="list-style-type: none"> What does respect look like? – worksheet/ homework Suggested Video on Confirmation Bias Overcoming Bias Strategies list
SESSION 7	90 min. – 2hrs.	Skills: Reflection	<ul style="list-style-type: none"> Reflecting on the skills of dialogue Sharing examples of learning 	Participants can reflect on their experience using the skills of dialogue and give examples of what they have learned.	<ul style="list-style-type: none"> Dialogue skills reflection (WWW/ EBI) Dialogue skills group posters/Sentence stems 	<ul style="list-style-type: none"> WWW/EBI – worksheet Paper, markers, photos
SESSION 8	90 min.	Video conferencing Preparation	<ul style="list-style-type: none"> Video conference preparation 	Participants understand the format of a video conference and prepare for participation.	<ul style="list-style-type: none"> What is a video conference? Protocols Topic 	<ul style="list-style-type: none"> VC protocols sheet Tips for VC review sheet Topic briefs
SESSION 9	90 min.	Live Video conference	To be decided	Participants can effectively apply the skills of dialogue in a live video conference with peers.	<ul style="list-style-type: none"> Video conference 	<ul style="list-style-type: none"> Technical equipment WWW/EBI - worksheet
SESSION 10	90 min.	Reflection	Video conference reflection	Participants can reflect on the experience of dialogue in the video conference	<ul style="list-style-type: none"> WWW/EBI debrief 	<ul style="list-style-type: none"> WWW/EBI – worksheet
SESSION 11	90 min.	Live Video conference	To be decided	Participants can effectively apply the skills of dialogue in a live video conference with peers.	<ul style="list-style-type: none"> Video conference 	<ul style="list-style-type: none"> Technical equipment WWW/EBI – worksheet
SESSION 12	90 min.	Reflection	Video conference reflection	Participants can reflect on the experience of dialogue in the video conference	<ul style="list-style-type: none"> WWW/EBI debrief 	<ul style="list-style-type: none"> WWW/EBI - worksheet
SESSION 13	90 min.	Program Evaluation	Program reflections and feedback	Participants reflect on the experience of the program, share what was learned, and provide feedback on improvements	<ul style="list-style-type: none"> Dialogue score card Questions and debrief 	<ul style="list-style-type: none"> Dialogue score card Reflection questions



Each session is divided into two categories of learning – *Skills and Practice*.

- *Skills* cover specific knowledge and actions that participants must learn and exercise to be effective when engaging in dialogue with their peers. These sessions will provide some information about the skills being taught, activities for practicing them, and basic ways to reflect on the learning.
- *Practice* encompasses live, video conferencing opportunities for participants to engage in dialogue about special topics with peers in real time and the preparation and debriefing that support successful engagement. Practice sessions offer a set up segment where participants will learn the protocols for participation and be able to think about the topic and the skills they want to use in the dialogue. These sessions also provide a space in the video conference for participants to come together and debrief on the experience of the dialogue to assess what worked well, what they learned, and what they would like to do differently next time.

All session plans provide three methods for implementation – WhatsApp groups, online Zoom sessions, or In-person. Steps for each session are included in the WhatsApp section, and alternative ways to follow those steps are listed in the Zoom or In-person column. All activity steps in each session highlight and link to the resources that are needed including

information slides, technology guides, and worksheets. Steps also provide the page number the activity is on in the [Essentials of Dialogue](#) and [Difficult Dialogue in the Classroom](#) training guides, so facilitators can refer to the original lesson plan to help clarify or make any adaptations to activity plans.

Suggested modifications are made in the last column to offer extensions or differentiated ways for instruction. The last row of each session includes actions that facilitators should complete to prepare for the next session. Resources that are required for each session are linked in the steps and can be found in the last section of this guide.

In **session plans 8 - 12**, facilitators will be supporting participants in preparing for dialogue in and reflecting on video conferences. Preparation and reflection will happen in **sessions 8, 10 and 12** while the video conference can be set-up either via Zoom or the [Generation Global](#) platform. Refer to the Tips & Support section on more details on how to schedule and plan these live activities.

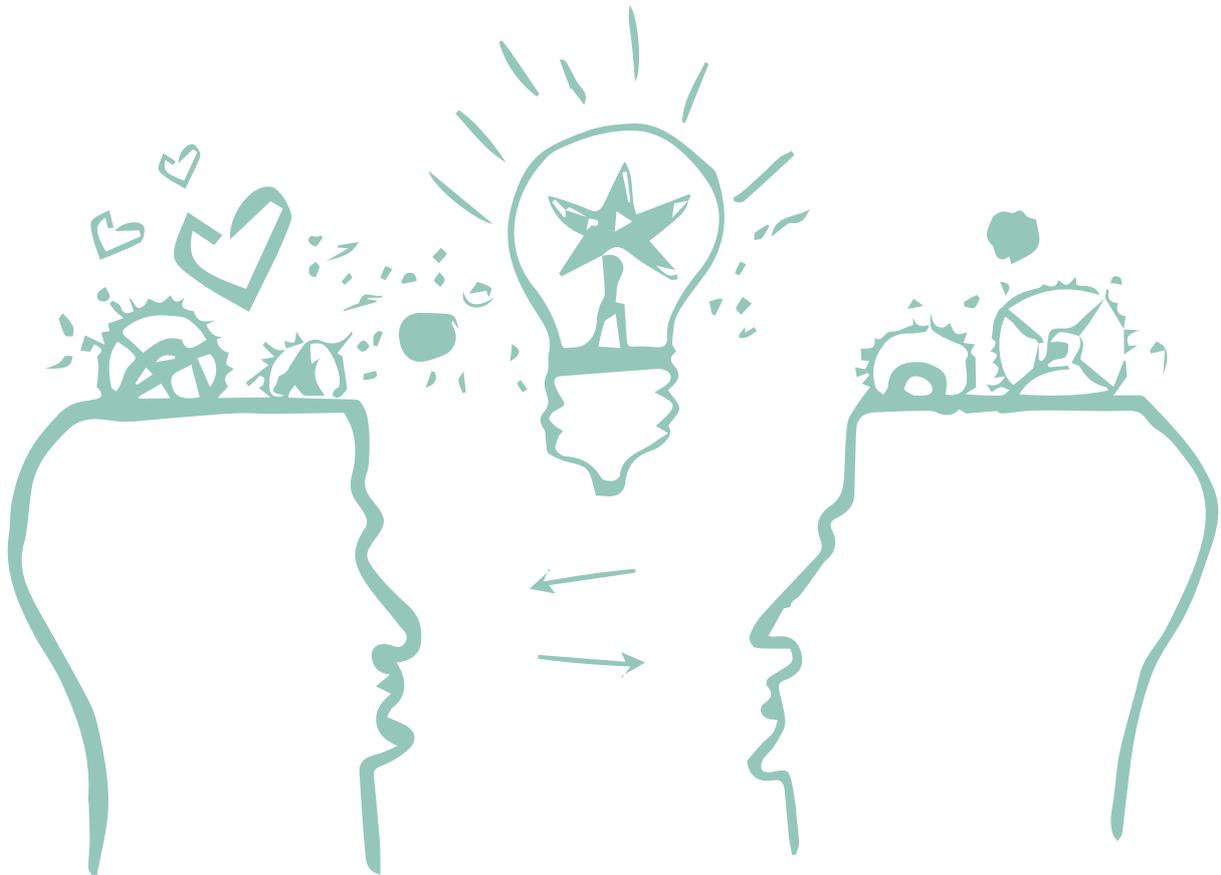


Illustration by **Ghazal Haytham Al Basal**

We have been fortunate to learn with many youth participants who actively engaged with the *Wahda* program in Lebanon. The illustration featured in this chapter was created and shared by one such participant, after being asked to reflect on what dialogue means to them. These young people are making a difference on the ground, often living and learning in very challenging environments, and we are proud to play a role in supporting them.

Introduction to Dialogue

LEARNING OUTCOME					
Participants can create a shared agreement with their peers and understand the definition of dialogue.					
	WHATSAPP 🗨️	ZOOM 🎥	IN-PERSON 👤	TIME	MODIFICATIONS
SET UP	<p>Facilitator should read Ch.1 and 2 of the EOD prior to starting the sessions.</p> <ol style="list-style-type: none"> 1. Introduce yourself via video in group chat. 2. Ask participants to take a selfie and post their picture in the chat along with answer to the questions: <ul style="list-style-type: none"> • Why have you joined this program? • What are you most passionate about? 3. Facilitator comments on participants' posts and encourages peers to do the same. 	<p>Instead of a selfie, participants have cameras on and take turns answering the questions.</p>	<p>Participants and facilitator sit in a circular formation.</p> <p>Facilitator introduces self in the same format and (answering two questions) gives participants think time to reflect and journal on the two questions.</p> <p>Participants take turns introducing themselves and responses to the questions.</p>	<p>10-15 min. online</p> <p>20 min In-person</p>	<p>Give participants the option to use voice notes.</p> <p>Participants can draw pictures or make a collage to share about their responses and introduce themselves.</p> <p>Have participants keep a paper journal through the whole program.</p>
ACTIVITIES	<p>Common Agreement (p.14 EOD)</p> <ol style="list-style-type: none"> 1. Explain to participants in a video or voice note the purpose of this program (use the Introduction section of this handbook to help). 2. Tell participants that having a safe and brave space is important for doing this work. Post slide for safe and brave space. 3. Ask participants to post in the chat words or phrases that are important for them to have a safe and brave space. Invite participants to share emojis as well with descriptions. 4. Facilitator compiles a list and posts to the group - facilitator asks participants to post an emoji or word to show agreement for the list. 	<p>Open a Power Point slide or the White Board option on Zoom to record the statement participants share. You may also use a word cloud generator if connectivity allows like www.mentimeter.com</p> <p>Save the Power Point slide as a photo and share at the start of each session to remind them of the agreement.</p>	<p>Use slides to explain program and safe and brave space.</p> <p>Using easel paper or a whiteboard, work with participants to make a list of keywords or phrases that describe a safe and brave space.</p> <p>Work together to combine words or phrases that are the same and decide what is on the common agreement.</p> <p>Have participants design a wall hanging (poster) together of the final list, adding any photos or drawings.</p>	<p>20-25 min. Online</p> <p>30 min. In-person</p>	<p>Invite participants to make their own poster of the agreement if they want – facilitator goes back and makes a poster with photos that represent the words, then posts a photo of the poster to the start of each session.</p>

	WHATSAPP 🗨️	ZOOM 🎥	IN-PERSON 👤	TIME	MODIFICATIONS
ACTIVITIES	<p>Dialogue Is/ Is not (p. 13 EOD)</p> <p>1. Next, use a voice note to tell participants the definition of dialogue and post the definition slide.</p> <p>2. Tell participants we will play a game – Facilitator will post a statement and the participants should vote if it IS DIALOGUE or NOT DIALOGUE.</p> <p>3. Facilitator posts statements one by one until game is complete.</p> <p>4. Facilitator explains again briefly at the end of the game the definition of dialogue.</p>	<p>Use the slide presentation to run the definition game.</p> <p>Set up a poll on WhatsApp so that participants can respond to each statement via a poll survey. Each poll will have the statement, then 2 options (IS DIALOGUE/NOT DIALOGUE).</p> <p>After each poll, explain why the statement is or is not dialogue.</p>	<p>Use the slide presentation to share about the definition of dialogue.</p> <p>Partner participants and give each pair a set of dialogue game cards from the resources section.</p> <p>Have participants categorize the cards into piles for IS DIALOGUE and NOT DIALOGUE.</p> <p>Discuss each card with participants and see if they got it correct, ask them to explain their answers.</p>	20 min.	Use voice notes in addition to the statements for participants who struggle with reading. Facilitator repeats the consensus of answers.
REFLECTION	<p>I Think/I Feel, Therefore I am</p> <p>Ask participants to reflect on their experience of today and complete one of these sentence stems in a voice note or a post: About my experience of today, I think.... OR I feel...</p>	Host as a live discussion.	Have participants think about their sentence stems take turns sharing with the group.	10-15 min.	<p>Participants use emojis, words, or draw their response and post a photo to the group.</p> <p>Participants keep a reflection journal for all sessions.</p>
HOMEWORK	<p>Dialogue Score Card (p.15 EOD)</p> <p>1. Tell participants that next session they will begin to work on the skills of dialogue. Tell them what the skills are: Global Communication, Active Listening, Questioning, Critical Thinking, and Reflection. You may also mention the actions from the rubric or post a photo of the Generation Global model.</p> <p>2. Send participants the Dialogue Score Card worksheet and ask them to complete it by reflecting on the skills for the next session and send facilitator a photo.</p>	<p>Use the slides to explain the skills of dialogue and review the score card.</p> <p>Ask participants to send a photo of their score card by email or WhatsApp.</p>	<p>Use slides to explain the core skills.</p> <p>Share worksheet and explain how to complete it.</p> <p>Take a photo of each score card.</p>	10 min.	Consider recording an individual voice note for each statement on the score card list. Send it one by one to participants who cannot use text have them answer you back with a yes or no after each one.

<p>PREP FOR NEXT SESSION</p>	<ol style="list-style-type: none"> 1. Work with your partner to ensure that you know who is going to do what - make sure that you are happy introducing and explaining each activity - If you're not sure, ask for help. 2. Record your voice note for explaining Active Listening. Ensure participants have relevant materials ready. 	<p>Prepare materials for next session</p>	<p>Prepare materials for next session</p>		
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NOTES

Active Listening and Global Communication

LEARNING OUTCOME					
Participants can share their own personal perspectives and experiences and listen to and acknowledge sharing from others.					
	WHATSAPP 🗨️	ZOOM 🎥	IN-PERSON 👤	TIME	MODIFICATIONS
SET UP	Post the photo of the common agreement and ask participants to be reminded, and review if anything needs to be added or changed.	Screen share the poster of the common agreement and discuss.	Hang up the poster of the common agreement and discuss.	5-10 min.	Add a voice note recapping the agreement.
ACTIVITIES	<p>Dialogue Score Card (p.15 EOD)</p> <ol style="list-style-type: none"> 1. Ask participants to take out their dialogue score cards. 2. Remind participants of the five core skills by posting the photo of the core skills slide. Tell participants about the kinds of actions they should be able to do using the rubric to help you. 3. Have participants share about places they feel they are strong and places where they want to grow based on the score card. 4. Invite participants to try one of the statements as a strategy in their conversations outside of the program this week. 	<p>Use the core skills slide and the slide for the dialogue score card to talk about the skills.</p> <p>Send participants to break out rooms in pairs to discuss where they see strengths and areas for growth in their answers and to select one strategy they will try in conversations outside of the program this week.</p>	<p>Use the slides and the dialogue worksheet to remind participants of the skills they will learn in this program.</p> <p>Place participants in pairs to discuss where they see strengths and areas for growth in their answers.</p> <p>Ask participants to select one strategy they will try in conversations outside of the program this week.</p>	10 min.	Ask participants to write down the strategy they will use and send via email or send you a voice note. Check in with participants mid-week to remind them and ask about how their experience was.
	<p>Back-to-Back Drawings (Listening exercise)</p> <ol style="list-style-type: none"> 1. Post voice note about Active Listening and share the photo slide of Active Listening. 2. Tell participants that they will do an exercise to see how important listening is. 3. Have participants get a piece of paper and a pen/pencil and tell them they should listen carefully to your instructions. 	<p>Share the slide and explain the four parts of Active Listening.</p> <p>Explain the instructions of the activity and have participants draw while you speak.</p> <p>Invite participants to hold up their pictures to the camera to debrief.</p>	<p>Use slides for explaining about the four parts of Active Listening.</p> <p>Have participants draw following your instructions.</p> <p>Debrief the activity in a whole group discussion.</p>	<p>10-15 min.</p> <p>(2 min Active Listening slide)</p> <p>(5 min voice note/ explanation)</p> <p>(5 min picture share)</p>	

	WHATSAPP 📱	ZOOM 🎥	IN-PERSON 👤	TIME	MODIFICATIONS
	<p>4. In a voice note, give directions for drawing an object by describing the lines and shapes that should be made – a house, a cat, a car, a flower. Do not tell the participants what the object is.</p> <p>5. Invite participants to share photos of their drawing – did they listen? Comment on the importance of listening and being able to communicate/ demonstrate that they are present to what people are saying for accuracy, understanding and making connections.</p>	same	same	same	
ACTIVITIES	<p>What influences me? (p.52 EOD)</p> <p>1. Tell participants that now they will practice applying listening skills from the Chinese character in the Active Listening slide to listening to each other.</p> <p>2. Have participants take a piece of paper and fold it into four squares or drawing lines to separate it into four blocks.</p> <p>3. In each block, ask participants to list one thing that has the biggest influence on them - could be family, friends, media, religion or faith, school, leaders etc. and to write or draw a description of how those factors influence them.</p> <p>4. Ask participants who are comfortable to share a voice note to the group that talk about one of their four factors. Invite the other participants to use listening skills (appreciating, asking clarifying questions)</p>	<p>Complete steps 1-3 as a whole group.</p> <p>Send participants into break out rooms in pairs to share about one of their influences with each other.</p> <p>Return participants to the main room and ask them to reflect and give examples on how they used listening skills (from the rubric and Active Listening) in their discussions.</p>	<p>Do steps 1-3 but break participants into small groups to share about their five top influences.</p> <p>Return participants to the main group and ask them to reflect and give examples on how they used listening skills (from the rubric and Active Listening) in their discussions.</p>	<p>20-25 min. WhatsApp</p> <p>(3 min set up/ 5 min influences paper/ 5 min. share or 1 min each/ 5 min. debrief)</p> <p>30 min. Zoom/ In-person</p>	<p>Invite participants to make a collage of pictures and drawings to describe their influences and post in the group/share in an email later in the week.</p> <p>Encourage participants to respond and follow up with the posts as an extension of listening and understanding.</p>

	WHATSAPP 📱	ZOOM 🎥	IN-PERSON 👤	TIME	MODIFICATIONS
ACTIVITIES	5. After 2-3 participants have shared, ask the whole group 'What did you hear about the persons experience?' – 'What skills for listening did you use?'				
REFLECTION	Ask participants to share to the group 'One thing I learned today was...' can use keywords, photos or emojis to help describe.	same	same	5 min.	
HOMEWORK	1. Facilitator partners participants 2. Practice an active listening in your own life, share your experience with your partner.	same	same	5 min. explanation	Pair participants with same partner as Dialogue Score Card to compare strategies.
PREP FOR NEXT SESSION	Work with your partner to ensure that you know who is going to do what - make sure that you are happy introducing and explaining each activity – Ensure participants have relevant materials ready. Prepare a voice note on the skill of Sharing, explaining using 'I' statements, speaking about personal experiences and perspectives for yourself and from the heart. Create a list of 5 topics or issues that participants would like to discuss (can ask the participants between class to give ideas).	Prepare materials for next session. Create a list of 5 topics or issues that participants would like to discuss (can ask the participants between class to give ideas).	Prepare materials for next session. Create a list of 5 topics or issues that participants would like to discuss (can ask the participants between class to give ideas).		

NOTES

Global Communication and Asking Questions

LEARNING OUTCOME					
Participants can share personal perspectives and experiences and ask relevant questions about what they hear.					
	WHATSAPP 🗨️	ZOOM 🎥	IN-PERSON 👤	TIME	MODIFICATIONS
SET UP	1. Open up with posting a photo of the common agreement, check for any adaptations or changes. 2. Ask participants to report about their experiences using active listening in their own conversations last week. Any reflections or learnings?	Screen share the poster of the common agreement and discuss. Open mics and share.	Hang up the poster of the common agreement and discuss. Whole group discussion.	5 min. agreement 10 min. Reflections	Invite participants to use photos to share about topics of conversations where they were using the skills.
ACTIVITIES	<p>Sharing Our Ideas (p.13 EOD/p.78 EOD)</p> 1. Share the voice note recorded about Sharing and Authentic Speaking. Post the slide and blog starter speaking checklist in the chat. 2. Tell participants they will be practicing Sharing from the 'I' perspective and giving examples of their own personal experiences and perspectives with peers. 3. Post the list of topics in the chat. Vote on one topic for the whole group to discuss. 4. Tell participants to discuss the topic by sharing individually about their own experience with the topic using 'I' Statements. Be sure to use the skills of sharing by being descriptive, saying why this is important to them and how they feel. 5. Come back to the chat and share examples of how they used the skills – ask 'What was the impact of speaking this way?'	Present Sharing and Authentic Speaking with the slides and use the blog starter speaking checklist to give examples of things participants might want to think about. Show slide of topics and have participants choose. Send participants to break out rooms for 10 min to discuss topic. Return and debrief.	Use slides to present on Sharing and Authentic Speaking and use the blog starter speaking checklist to give examples of things participants might want to think about. Share a list of topics. Place participants in small groups to discuss for 10 min. Return and debrief.	30 min. (3 min voice note/ 2 min. topics and partners/ 10 min call or chat/ 5 min reflection)	Use voice threads for whole group chats or texting – regulate text discussions by setting rules for who speaks and having participants pause to check if the group can move to the next person.

	WHATSAPP 📱	ZOOM 🖥️	IN-PERSON 👤	TIME	MODIFICATIONS
ACTIVITIES	<p><u>We are all Interviewees: (p.27 EOD)</u></p> <p>1. In the whole group, tell participants now they are using the skills of listening and sharing together, adding a new element that builds the dialogue – Asking Questions.</p> <p>2. Explain that the objective of this next activity is just to practice asking questions, and to try using Open questions – ones that cannot be answered with Yes or No, and that build on what the person is saying to better understand them. Post the <u>slide for Asking Questions.</u></p> <p>3. Select a participant to be the interviewee, or the facilitator can start by being the interviewee. Also select 3 participants to be the interviewers.</p> <p>4. Choose one of the topics from the list facilitator created earlier, and set a timer for 2 min.</p> <p>5. Participants have 2 minutes to ask the Interviewee questions regarding the topic. Make sure that the 3 participants understand that they should post one at a time and take turns. The Interviewee tries to answer their questions quickly. Can also be done with voice notes but allow for lag time so that all participants can listen to the voice threads.</p> <p>6. Select 4 participants for a second round. All other participants observ</p> <p>7. Ask participants to reflect on the experience – ‘What were the best questions that were asked? Why’ – or ‘Which questions kept the dialogue on the topic going? Why?’</p>	<p>Use the Asking Questions <u>slide</u> to explain the skill.</p> <p>Use We are all Interviewees <u>game slide</u> to show steps to the game.</p> <p>Use the same format as WhatsApp or send participants in groups of 4 to break out rooms to do the game.</p> <p>Return to whole group and debrief.</p>	<p>Use the Asking Questions <u>slide</u> to explain the skill.</p> <p>Use We are all Interviewees <u>game slide</u> to show steps to the game.</p> <p>Use the same format as WhatsApp or place participants in groups of 4 to do the game.</p> <p>Return to whole group and debrief.</p>	<p>30 min.</p> <p>(3 min voice note/ 2 min. game explanation/ 15 min of game/ 5 min reflection)</p>	<p>Allow for lag time between posts of questions and responses (pause after one round to make sure all participants can read or hear the thread. In WhatsApp, set a timer for 2 min or longer if needed (adjust as needed).</p> <p>Place participants in groups of 4 and have them create their own WhatsApp group and then report back.</p> <p>On Zoom or In-person, set a timer for 1 min.</p>
REFLECTION	<p>Ask participants to post an emoji or photo that describes their experience of today’s lesson.</p>	<p>same</p>	<p>Ask participants to give one word that describes the session</p>		

	WHATSAPP 🗨️	ZOOM 🎥	IN-PERSON 👤	TIME	MODIFICATIONS
HOMework	Ask participants to practice asking questions in conversations in their own life over the next week. Notice the kinds of questions they are asking and if it moves the dialogue forward or not.	same	same		Facilitator can assign partners to report back to.
PREP FOR NEXT SESSION	<p>Work with your partner to ensure that you know who is going to do what - make sure that you are happy introducing and explaining each activity – Ensure participants have relevant materials ready.</p> <p>Read Ch. 2 in Difficult Dialogue and prepare 2 voice notes: 1 - the importance of Authentic Questions & 2 - challenging perspectives. Use rubric and slide to help you. Choose 2 questions for next week’s activity.</p>	<p>Prepare materials for next session.</p> <p>Read Ch. 2 in Difficult Dialogue</p>	<p>Prepare materials for next session.</p> <p>Read Ch. 2 in Difficult Dialogue</p>		

NOTES

Asking Questions and Challenging

LEARNING OUTCOME					
Participants can ask questions that promote good dialogue and respectfully challenge an opinion or disagree with peers.					
	WHATSAPP 🗨️	ZOOM 🎥	IN-PERSON 👤	TIME	MODIFICATIONS
SET UP	<ol style="list-style-type: none"> 1. Open with posting a photo of the common agreement, check for any adaptations or changes. 2. Ask participants to think about a conversation they had last week where they used the skill of questioning. Using emojis or a photo, post a reflection on how that conversation went. Invite participants to share the kinds of questions they asked in that conversation. 	<p>Screen share the poster of the common agreement and discuss.</p> <p>Invite 2-3 participants to share their screen with a photo or invite participants to post in chat.</p>	<p>Hang up the poster of the common agreement and discuss.</p> <p>Invite 2-3 participants to share about their experience with the group.</p>	<p>5 min. agreement</p> <p>10 min. Reflections</p>	<p>Partner participants to share and report on their conversations, ask participants to submit one question that they thought was a good one and why.</p>
ACTIVITIES	<p>Asking Authentic Questions (p.28 EOD/p.19 & 29 DD)</p> <ol style="list-style-type: none"> 1. Using a voice note and posting the asking good questions slide for review, tell participants why some questions are better than others. Questions that have bias or assumption or are statements in disguise do not promote good dialogue and help us to understand each other. 2. Send participants the ASKeR analysis chart in slides and tell them we will play a game: facilitator will post a question, and participants must use the ASKeR steps to analyse the question. 3. Work through each stage with the group, reminding them which step you are on and to pause to make sure anyone who wants to type a response can do so. 4. Facilitator can reinforce and summarize each step by using a voice note. 5. Post a second question and repeat. 	<p>Use the slide to remind participants of what good questions are.</p> <p>Post the ASKeR chart in the chat and screen share the worksheets of the Asking Authentic Questions activity.</p> <p>Choose 2-3 questions and work with the group to review and re-write the questions.</p>	<p>Use the slide to remind participants of what good questions are.</p> <p>Hand out the worksheets for ASKeR analysis and Asking Authentic Questions.</p> <p>Choose 2-3 questions to work on and review and re-write the questions.</p>	<p>30 min.</p> <p>(3 min. slides/ 15-20 min for exercise/ 5 min debrief)</p>	<p>Consider breaking participants into groups to use the worksheets and complete 2-3 questions themselves, then report back and debrief as a whole group.</p> <p>Facilitator summarizes each stage and what has been completed in voice notes.</p>

	WHATSAPP 🗨️	ZOOM 🎥	IN-PERSON 👤	TIME	MODIFICATIONS
ACTIVITIES	<p><u>Offensive or Ok? (p. 27 EOD)</u></p> <ol style="list-style-type: none"> 1. Share a voice note that tells participants that dialogue can be uncomfortable and challenging. Sometimes we hear perspectives and ideas that we disagree with or see a different point of view. Use the Challenging slide (p. 33 DD) to help you explain. 2. Tell participants we will look at ways we might create offense in a dialogue and practice the using tools for respectful disagreement or challenge. 3. Post the worksheet for Offensive or Ok? – have participants read the statements (or use a voice note to read them to the group). 4. Ask participants to identify which statements they think are ok and which are offensive. Facilitator makes a list on paper and then posts the picture of the final list. 5. Now ask for a volunteer from the group – have a voice note discussion with the Facilitator and the volunteer using a mix of these statements about one of these easy topics: Sports, Books, Hobbies, or Movies/TV/Music. This is an acting exercise. 6. Have participants listen, then ask them about the feelings that came up for them in listening. ‘What is the impact of using these two kinds of language?’ What else did you hear regarding tone of voice or other ways we can be offensive?’ 7. Now share the Rights Respecting Starters worksheet with the participants – tell them that these are helpful when challenging perspectives and not being offensive. 	<p>Use the Challenging slide (p.33 DD) to talk about challenging in dialogue.</p> <p>Screen share the Offensive or Ok? worksheet OR send by email to participants.</p> <p>Pair up participants in breakout rooms, tell them to practice discussing an easy topic, acting and using the statements.</p> <p>Come back to the main room/discuss how it felt to hear and use those statements. Make a list with the group about which are ok and are offensive.</p> <p>Share the Starter worksheet/discuss ways to challenge respectfully.</p>	<p>Use the Challenging slide (p.33 DD) to talk about challenging in dialogue.</p> <p>Hand out the Offensive or Ok? worksheet.</p> <p>Place participants in pairs, telling them to practice having a conversation about one of the easy topics, acting and using these statements.</p> <p>Make a list on a whiteboard or big paper with the whole group about which are ok and are offensive.</p> <p>Share the Starter worksheet and discuss ways to challenge respectfully.</p>	<p>30 min.</p> <p>(5 min. slides or voice note/ 20 min for exercise/ 5 min debrief)</p>	<p>Pre-record the conversation for the WhatsApp group with another facilitator and play it for the group instead of doing a live conversation with a volunteer.</p> <p>Break the participants into pairs in the WhatsApp group and have them call each other to have their own conversations using the worksheet, then report back to the whole chat.</p>
REFLECTION	<p>Invite participants to complete the sentence stem: ‘One thing I learned today was...’ Or ‘One thing that was challenging for me today was...’</p>	<p>same</p>	<p>same</p>		

	WHATSAPP 	ZOOM 	IN-PERSON 	TIME	MODIFICATIONS
HOMEWORK	Practice using the Rights Respecting Sentence starters in your own conversations this week and complete the Identity Wheel . Facilitators send worksheet and post voice note for instructions.	same	same		
PREP FOR NEXT SESSION	Work with your partner to ensure that you know who is going to do what - make sure that you are happy introducing and explaining each activity – facilitator reads Ch.3 EOD - Prepare a voice note about identity and dialogue – why it is important and how it can be difficult.	Prepare materials for next session Read Ch.3 EOD	Prepare materials for next session Read Ch.3 EOD		

NOTES

Understanding Identity

LEARNING OUTCOME					
Participants can articulate aspects of their identities, understand the identities of others, and describe what they have learned.					
	WHATSAPP 🗨️	ZOOM 🎥	IN-PERSON 👤	TIME	MODIFICATIONS
SET UP	Open with posting a photo of the common agreement, check for any adaptations or changes. (note: this step must be done for this session and emphasize that identity work can be sensitive and challenging).	Screen share the poster of the common agreement and discuss.	Hang up the poster of the common agreement and discuss.	10 min.	
ACTIVITIES	<p>Identity Wheel (Ch. 3 EOD/ p.39)</p> <ol style="list-style-type: none"> 1. Post a voice note that explains the importance of identity in dialogue, explaining why it is important. 2. Remind participants that they should have completed the Identity Wheel worksheet before the session. Share an example of one partially completed, perhaps for the facilitator as feels comfortable. 3. Invite participants to share about an aspect of the wheel with the group that they feel most comfortable – if student's type – remind others to pause to allow the space for them to 'speak'. 4. Now post in the chat 2-3 of the follow up questions on the worksheet and invite participants to respond in the same way. 	<p>Explain to participants what identity in dialogue is important.</p> <p>Show the identity wheel example on a slide.</p> <p>Place participants in groups of 3 and send to breakout rooms to discuss their identity wheels.</p> <p>Have participants return to the main room and discuss the follow up questions.</p>	<p>Explain to participants what identity in dialogue is important.</p> <p>Show the identity wheel example on a slide.</p> <p>Separate participants in groups of 3 and have them discuss their identity wheels.</p> <p>Have participants return to whole group and discuss the follow up questions.</p>	20-25 min. (3 min voice note or slide/10 min. sharing/5 min questions).	Pre-post a voice note before the session that explains the identity wheel and the different parts – invite participants to draw it out if they like or make it into a collage.

	WHATSAPP 📱	ZOOM 🎥	IN-PERSON 👤	TIME	MODIFICATIONS
ACTIVITIES	<p><u>Social Identifier Questions (p.40 EOD)</u></p> <ol style="list-style-type: none"> Using a voice note, tell participants we will look deeper now at identity. Post the Social Identifier worksheet to the chat. Ask participants to complete one or more of these – give participants 5 min to do so. Now invite participants to share one of the sentences they wrote and explain why they said that. Facilitator can make the point in a voice note or comment that identity is the foundation of how we see ourselves and the experiences we have, and it is everywhere in a dialogue. The point of dialogue is to learn about and understand each other, and this comes from our identities and the way we all experience the world. 	<p>Give participants think time to complete the social identifier sentences.</p> <p>Choose to send participants into different break out groups or share their identifiers with the whole group.</p>	<p>Give participants think time to complete the social identifier sentences.</p> <p>Choose to send participants into different small groups or share their identifiers with the whole group.</p>	<p>20-25 min.</p> <p>(2 min. set up/5 min. think time/10 min. sharing/1 min facilitator point).</p>	<p>Host a gallery activity instead of doing this via discussion using www.mural.com or in-person using post-its and large paper. Have participants post their sentence responses and invite all to review and discuss.</p>
	<p><u>What does respect look like? (p.39 EOD)</u></p> <ol style="list-style-type: none"> Tell participants that respect is important in dialogue to ensure that people feel safe and are open to understanding each other, but respect can look differently to different people. Post the What does respect look like? Diagram. Ask participants to help you fill in the different sections, participants can send words and emojis – facilitator can also send these to participants and ask them to fill in then send a photo. 	<p>Screen share the What does respect look like? worksheet.</p> <p>Have participants post in the chat or open their mic.</p> <p>Screen share a blank slide where you can compile the list and emojis.</p>	<p>Hand out the What does respect look like? Worksheet</p> <p>Work in small groups to complete the worksheet.</p> <p>Return to the whole group and compile a list on a whiteboard or poster.</p>	<p>10 min.</p>	<p>Make the final list into a poster – use photos and images to fill in the diagram and refer to it with the common agreement.</p>
REFLECTION	<p>Ask participants to post a link to a song that expresses a part of their identity to share with the group.</p>	<p>same</p>	<p>same</p>	<p>5 min</p>	

	WHATSAPP 	ZOOM 	IN-PERSON 	TIME	MODIFICATIONS
HOMEWORK	Review the RESPECT worksheet – reflect on strategies for maintaining a safe space and being respectful across differences.	same	same		
PREP FOR NEXT SESSION	<p>Work with your partner to ensure that you know who is going to do what - make sure that you are happy introducing and explaining each activity – Ensure participants have relevant materials ready.</p> <p>Facilitator writes these posts/ drawing emojis on a sheet, takes a photo and posts back to the group.</p> <p>Research and review a suitable video on confirmation bias. YouTube have some good examples of this.</p>	<p>Prepare materials for next session.</p> <p>same</p>	<p>Prepare materials for next session.</p> <p>same</p>		

NOTES

Identifying Bias in Dialogue

LEARNING OUTCOME					
Participants know different types of bias, identify how it appears in their own and others' lives, and understands its impact.					
	WHATSAPP 📱	ZOOM 🎥	IN-PERSON 👤	TIME	MODIFICATIONS
SET UP	Open with posting a photo of the common agreement, check for any adaptations or changes. (note: this step must be done for this session and emphasize that identity work can be sensitive and challenging).	Screen share the poster of the common agreement and discuss.	Hang up the poster of the common agreement and discuss.	10 min.	
ACTIVITIES	<p><u>What does respect look like?</u> <u>Continued (p.39 EOD)</u></p> <p>1. Post the RESPECT sheet and review the poster made from last session.</p> <p>2. Use a voice note to remind participants that respect for different identities is important for understanding each other and keeping a safe space for dialogue, and because we come from diverse identities, we may have different ideas of what respect looks like. Our different identities can also influence what we think about or how we see each other (remember the activity in session 2 about influence). Explain that we must work to maintain respect in the dialogue and are going to now look at one issue that blocks respect – bias.</p>	<p>Screen share the RESPECT sheet and discuss the points with the participants. Show the list that was made from the whole group.</p> <p>Introduce the next activity.</p>	<p>Hand out the RESPECT sheet and discuss the points with the participants. Show the list that was made from the whole group.</p> <p>Introduce the next activity.</p>	5 min.	Work with participants to identify where there are differences in the diagrams that were posted. Have them declare their agreement to make a shared diagram of respect.
	<p><u>Understanding Bias/Listen to me (p. 12 EOD)</u></p> <p>1. Share the link to the video on confirmation bias you have chosen and ask participants to watch. When they are done, they should post an emoji in the group that shows how they felt about what they heard.</p>	<p>Play the video on Zoom for the group.</p> <p>Debrief the whole group and discuss the questions.</p> <p>Pair up participants and send to</p>	<p>Play the video for the group.</p> <p>Debrief the whole group and discuss the questions.</p> <p>Pair up participants and ask them to share examples with each other/ set a timer for 5 min per person.</p>	<p>30 min.</p> <p>(5 min video/ 3min. debrief)</p> <p>10 min sharing/ 5 min debrief)</p>	<p>Ask participants to watch the video before the session and start with the debrief.</p> <p>Use Zoom poll to ask them questions about what bias it and ways it can exist in their communities.</p>

	WHATSAPP 📱	ZOOM 🎥	IN-PERSON 👤	TIME	MODIFICATIONS
ACTIVITIES	<p>2. Help the participants debrief the video by asking ‘What is bias?’, ‘How does it affect individuals and communities?’</p> <p>3. Work with the whole group and ask participants to share examples of where they have seen bias in their own lives. Regulate the post or create a voice note by asking participants to post their name if they would like to share, and then going one by one.</p> <p>4. After a few participants share, then introduce the next question ‘What is the impact of bias on communities and in dialogue?’, ‘How does this make people feel and react?’. Use the same format for the whole group to post and pause.</p>	<p>break out rooms to share examples with each other/set the breakout timers for 10 min – 5 min per person.</p> <p>Reflect on what was shared, ask and discuss the debriefing questions in the whole group.</p>	<p>Reflect on what was shared, ask and discuss the debriefing questions in the whole group.</p>		
	<p>Strategies for combating bias</p> <p>1. Ask participants to consider what strategies can be used to call attention to combat bias. Where have they seen progress in their own communities? Share in chat.</p> <p>2. Post the slide of strategies for overcoming bias to the group and explain in a voice note.</p> <p>3. Ask participants to think about a bias they might have – how can they use one of these strategies to confront that bias? Tell them they should choose one bias they have and reflect on it for homework.</p>	<p>Ask participants to share where they have seen progress for overcoming bias.</p> <p>Screen share the Overcoming Bias Strategies tips.</p> <p>Ask participants to reflect on a bias of their own. Tell them they should choose a bias and one of these strategies to journal about for homework.</p>	<p>Ask participants to share where they have seen progress for overcoming bias.</p> <p>Hand out the Overcoming Bias Strategies tips.</p> <p>Ask participants to reflect on a bias of their own. Tell them they should choose a bias and one of these strategies to journal about for homework.</p>	10-15 min.	Use a Zoom poll to have participants select which strategy they will work with to overcome one of their own biases.
REFLECTION	<p>Ask participants to share a response for two questions: ‘What worked well today in the session? And ‘What could be better about today’s session?’ Post to group</p>	<p>Post the What Worked Well/ Even Better If worksheet and work through it as a group.</p>	<p>Give participants the What Worked Well/Even Better If worksheet to complete.</p>	10 min	

	WHATSAPP 	ZOOM 	IN-PERSON 	TIME	MODIFICATIONS
HOMEWORK	Participants write or draw a reflection about a bias they have identified for themselves. Write about how it might impact their ability to dialogue and how they will use or are using one of the strategies to overcome this bias.	same	same		Do more than one bias and keep track of progress in a paper journal.
PREP FOR NEXT SESSION	<p>Work with your partner to ensure that you know who is going to do what - make sure that you are happy introducing and explaining each activity – Ensure participants have relevant materials ready.</p> <p>Prepare a voice note before the next session which points out the key skills of dialogue learned so far and give specific examples of where the facilitator has seen this in the sessions from participants. - Read Ch. 8 EOD on Reflection.</p>	<p>Prepare materials - Make notes about what participants have covered and learned so far with specific examples of growth - Read Ch. 8 EOD on Reflection.</p>	<p>Prepare materials - Make notes about what participants have covered and learned so far with specific examples of growth - Read Ch. 8 EOD on Reflection.</p>		

NOTES

Reflection

LEARNING OUTCOME					
Participants can reflect on their experience using the skills of dialogue and give examples of what they have learned.					
	WHATSAPP 🗨️	ZOOM 🎥	IN-PERSON 👤	TIME	MODIFICATIONS
SET UP	<ol style="list-style-type: none"> 1. Open with posting a photo of the common agreement, check for any adaptations or changes. 2. Post the Skills slide and remind participants what the core skills of dialogue are in a voice note. 3. Invite volunteers (can choose 5) to share back a post or voice note that explains what each of the skills looks like in action. 	<p>Screen share the poster of the common agreement and discuss.</p> <p>Screen share the Skills slide. Remind participants of what the core skills are.</p> <p>Invite volunteers to say what each of the skills looks like in action.</p>	<p>Hang up the poster of the common agreement and discuss.</p> <p>Show the Skills slide. Remind participants of what the core skills are.</p> <p>Invite volunteers to say what each of the skills looks like in action.</p>	<p>5 min. agreement</p> <p>10 min. Review</p>	
ACTIVITIES	<p>Dialogue Skills Reflections: (Ch.8 EOD/p.89)</p> <ol style="list-style-type: none"> 1. Ask participants to reflect on the sessions and time spent in this course. Give them 5 min to think and write on a piece of paper their responses to these statements: <ul style="list-style-type: none"> • The most memorable experience in this course so far was ____ because ____ • Of the five core skills, I am best at ____ because I can ____ • I need to work on ____ because I ____ 2. Facilitator gives some examples to how they would answer the statements. 3. Invite the participants to share some responses in the chat. 	Share responses in whole group.	Share responses in whole group.	15 min.	Record these statements in a voice note and allow some participants to answer instead of writing.

	WHATSAPP 🗨️	ZOOM 🎥	IN-PERSON 👤	TIME	MODIFICATIONS
ACTIVITIES	<p>Reflection posters</p> <p>1. Ask participants to make a photo poster that uses keywords from their answers and uses pictures to make a collage of their dialogue skills. Participants can use an app like photogrid or the photo editor on their phone. They can also draw a poster and take a photo.</p> <p>2. If possible, pair participants so they can work together and help each other in a separate group chat.</p>	Send participants to break out rooms in pairs to work together and help each other.	Place participants in small groups and have them design one poster together.	20 min.	
	<p>Skills posters presentations</p> <p>1. Invite 3-5 volunteer participants to take turns posting their poster in the chat and adding a few sentences that answer the questions from above.</p> <p>2. Facilitator collects all posters at the end by post or email.</p>	Participants return to main room and take turns presenting their posters.	Each group takes a turn presenting their poster.	30 min.	Host a gallery walk and hang up the posters around the room. Have participants walk around and view them, then host a whole group discussion about what they say and learned. Do they agree they learned the same things? Something different?
REFLECTION	<p>Write an emoji reflection: State one thing you learned from these sessions so far using emojis and one sentence to describe. You can make a sentence or phrase, or just post an image. Example: I learned to be more expressive 😊 😞 😔</p> <p>or I learned to be more empathetic when I listen to others ❤️ 😊 🎧</p>	Share in the whole group 'One thing I learned from the session is...'	Share in the whole group 'One thing I learned from the session is...'	5 min.	
HOMEWORK	Finalize posters as needed and send to facilitator.	same	same		
PREP FOR NEXT SESSION	<p>Facilitator shares the posters of dialogue skills learned in the groups or makes a shared folder for all the participants (Google Folder or paper copies).</p> <p>Facilitator reads Ch. 6 of EOD to support them with preparing for the live video conference session.</p> <p>Facilitators can register with Generation Global to find peers for participants to dialogue with.</p>	<p>Prepare materials for next session</p> <p>Create shared Google Folder</p> <p>Read Ch. 6 of EOD.</p>	<p>Prepare materials for next session</p> <p>Read Ch. 6 of EOD.</p>		

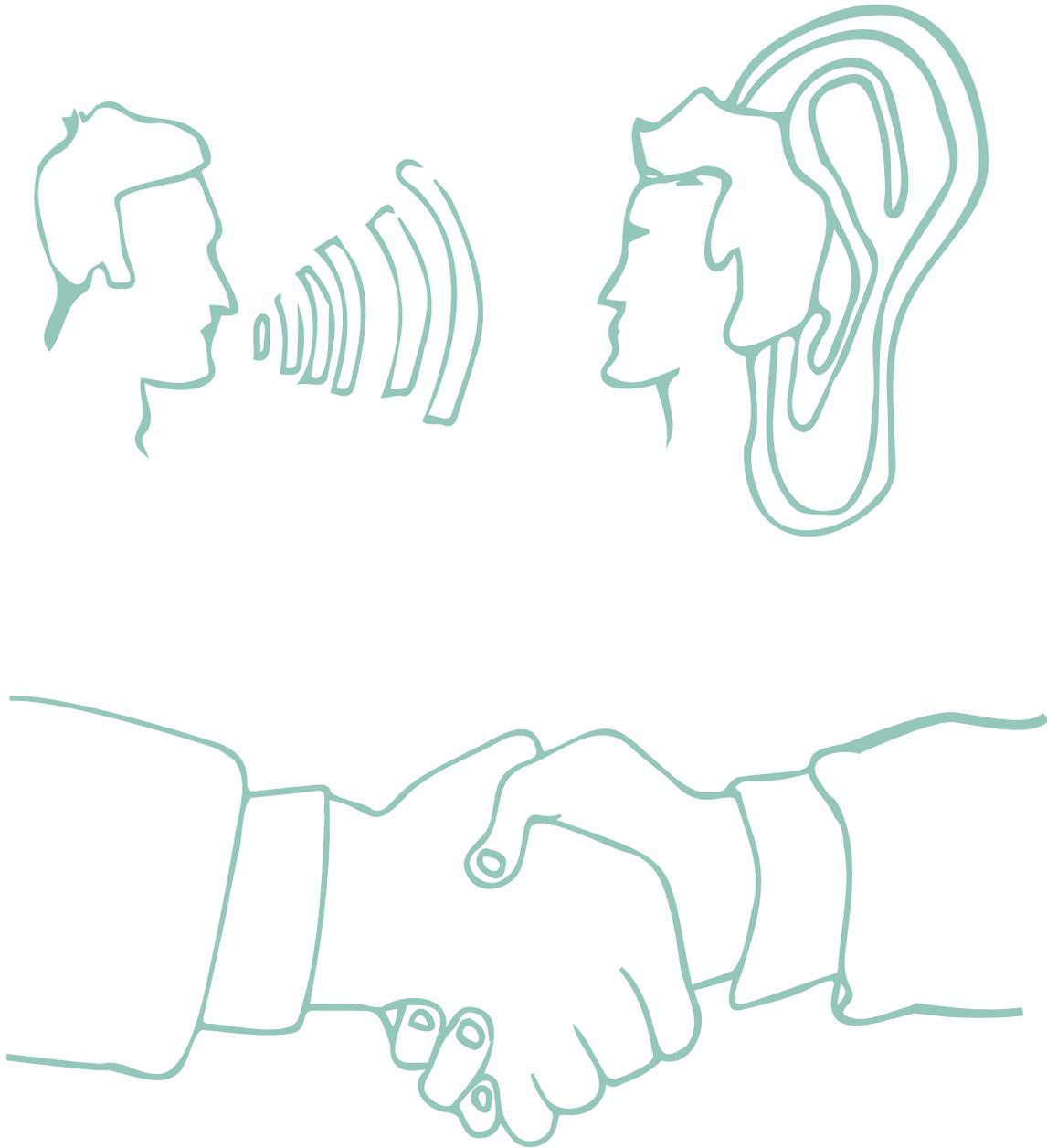


Illustration by **Sophie Habib**

We have been fortunate to learn with many youth participants who actively engaged with the *Wahda* program in Lebanon. The illustration featured in this chapter was created and shared by one such participant, after being asked to reflect on what dialogue means to them. These young people are making a difference on the ground, often living and learning in very challenging environments, and we are proud to play a role in supporting them.

Video Conference One (Preparation)

LEARNING OUTCOME					
Participants understand the format of a video conference and prepare for participation.					
	WHATSAPP 🗨️	ZOOM 🎥	IN-PERSON 👤	TIME	MODIFICATIONS
SET UP	Open with posting a photo of the common agreement, check for any adaptations or changes.	Screen share the poster of the common agreement and discuss.	Hang up the poster of the common agreement and discuss.	5-10 min.	
ACTIVITIES	<p>1. Explain via voice note and text the structure of video conference which will take place during the next session. (Use p. 67 EOD).</p> <p>2. Ask participants to share a picture which reflects how they are feeling about the upcoming VC.</p> <p>3. Have participants ask any questions, discuss, and ensure concerns are addressed – remind them that it is not a test or performance; use the skills they have developed together.</p> <p>4. Spend some time explaining the logistics and protocols of the VC – who you will be speaking with and on which topic (share the agenda on WhatsApp and review sheet for 'Top Tips')</p> <p>5. Perhaps do a mini-zoom or WhatsApp-based dialogue on a specified topic to give participants a chance to practice and draw out key learning points.</p>	<p>Explain the video conference dialogue that is going to take place in the next session.</p> <p>Place participants in break-out rooms (groups of 7-8) - discuss and ensure concerns are addressed – remind them that it is not a test or performance; use the skills they have developed together.</p> <p>Come back to the main room and spend some time explaining the logistics and protocols of the VC – who you will be speaking with and on which topic (share the agenda on WhatsApp).</p> <p>Perhaps do a mini/practice VC by choosing a specified topic and give participants a chance to practice and draw out key learning points.</p>	<p>Explain the video conference dialogue that is going to take place in the next session.</p> <p>Ask participants to work with a partner to discuss what they are looking forward to, and what they are concerned about.</p> <p>Share ideas onto two pieces of flip chart paper - 1 for positive, 1 for concerns. Address concerns - remind them that this is not a performance, or a test - all they must do is take part and use the skills that they have developed together.</p> <p>Do the 'round the room' activity - reminding them that they should all add a new idea - and also introduce the idea of making sure that they think about the people they are speaking to - will they understand all the ideas that they mention - what will they have to explain?</p> <p>Also do the 'active listening' exercise series - 3 exercises to practice active listening skills.</p>	<p>10 min. explain structure of VC</p> <p>10 min. VC concerns</p> <p>10 min. debrief/ Chart</p> <p>10 min. protocols</p> <p>15 min. practice VC</p> <p>10 min. key points reflection</p>	<p>Have participants summarize the key learnings in a voice note for their peers who may have missed the session and post to the WhatsApp group.</p> <p>Use the 'Expectations for a VC' worksheet to help participants discuss any expectations about the peers they will be connecting with.</p>

	WHATSAPP 🗨️	ZOOM 🎥	IN-PERSON 👤	TIME	MODIFICATIONS
REFLECTION	Select a range of emojis which could reflect how participants are feeling about the upcoming conference (for example, thumbs up or face with star eyes to denote positivity or excitement). Ask participants to share the emoji which best reflects how they are feeling.	How do you feel/ think after today's session? Go round the group, each to share a key learning.	How do you feel/think after today's session? Go round the group, each to share a key learning.		
HOMEWORK	Participants read relevant materials and reflect on their own experiences and perspectives of the topic for the video conference.	same	same		
PREP FOR NEXT SESSION	Work with your partner to ensure that you know who is going to do what - make sure that you are happy introducing and explaining each activity - If you are not sure, ask for help. Make sure that you have the right resources prepared. Reflect on some of the strengths and weaknesses of your group, what participants might be feeling nervous about and think about a good warm-up activity to address this pre-video conference.	same	same		

NOTES

Video Conference One

(Live)

LEARNING OUTCOME					
Participants can effectively apply the skills of dialogue in a live video conference with peers.					
	WHATSAPP 	ZOOM 	IN-PERSON 	TIME	MODIFICATIONS
SET UP	<p>1. Open with posting a photo of the common agreement, check for any adaptations or changes.</p> <p>2. Warm-up: Reflection on dialogue skills using shared poster (pre-session to live dialogue via zoom). Ask participants which dialogue skills they particularly want to focus on applying during the VC.</p>	<p>Screen share the poster of the common agreement and discuss.</p> <p>Show the poster on dialogue skills made from session 7. Discuss the skills and how they will use them in a whole group.</p>	<p>Hang up the poster of the common agreement and discuss.</p> <p>Show the poster on dialogue skills made from session 7. Discuss the skills and how they will use them in a whole group.</p>	<p>5-10 min.</p> <p>10 min.</p>	
ACTIVITIES	<p>1. The video conference – log-in early, ensure all participants are present and that their tech is working.</p> <p>Note that video conference itself should be hosted via teleconferencing software such as Zoom or Skype.</p> <p>2. Participants can also participate in the Generation Global video conferences which are available in English, Arabic, Ukrainian, Bahasa, Hindi/Urdu and Italian.</p>	same	same	60-90 min.	
REFLECTION	How do you feel/think after today's session? Ask each participant to share a key learning.	How do you feel/think after today's session? Go round the group, each to share a key learning.	How do you feel/think after today's session? Go round the group, each to share a key learning.	20 min.	Have participants make a picture or photo collage that describes how they feel and one thing they learned.
HOMEWORK	Ask participants to reflect on some questions from the WWW/EBI worksheet (they should prepare some answers for the next session).	same	same		

	WHATSAPP 	ZOOM 	IN-PERSON 	TIME	MODIFICATIONS
PREP FOR NEXT SESSION	Facilitators record their own notes on the video conference to tell the participants where they saw them using the skills of dialogue well and a few points on what could work better.	same	same		

NOTES

Video Conference One (Reflection)

LEARNING OUTCOME					
Participants can reflect on the experience of dialogue in the video conference					
	WHATSAPP 	ZOOM 	IN-PERSON 	TIME	MODIFICATIONS
SET UP	Open with posting a photo of the common agreement, check for any adaptations or changes.	Screen share the poster of the common agreement and discuss.	Hang up the poster of the common agreement and discuss.	5-10 min.	
ACTIVITIES	<p>1. Go through some of the answers from the WWW/EBI worksheet – ask participants to share and use as basis for discussion.</p> <p>2. Do a group brainstorm and list – introducing each of these sections one by one and recording the answers by text or voice note into a document:</p> <ul style="list-style-type: none"> Skills to work on Strategies for improving dialogue Identifying opportunities for dialogue <p>3. Share the most named skills to work on and strategies with participants in a voice note from the list.</p> <p>4. Have each participant declare which skill they will work on and try for the next VC.</p>	<p>Introduce the WWW/EBI format again and any points you noticed where the participants used the skills well.</p> <p>Invite participants to share about their worksheets with the group.</p> <p>Make a shared list on the Whiteboard function of Zoom about the key areas:</p> <ul style="list-style-type: none"> Skills to work on Strategies for improving dialogue Identifying opportunities for dialogue 	<p>Introduce the WWW/EBI format again and any points you noticed where the participants used the skills well.</p> <p>Invite participants to share about their worksheets with the group.</p> <p>Use VC reflection questions to lead reflective discussion - record using flip chart paper. Use this to set personal targets for next session - what will we try to do better? if there are skills that you identify as needing more work, then revisit appropriate activities from earlier on.</p>	<p>10 min. WWW/EBI overview</p> <p>10-15 min. sharing</p> <p>10-15 min. combined list</p> <p>10 min. declaration of skills and strategies.</p>	<p>Have participants work in small groups to review the worksheets and choose a strategy for working on.</p> <p>Participants present their group's ideas to the entire group.</p>
REFLECTION	Participants share 'In the next VC I will try _____',	same	same	10 min.	

	WHATSAPP 	ZOOM 	IN-PERSON 	TIME	MODIFICATIONS
HOMework	Participants read relevant materials and reflect on their own experiences and perspectives of the topic for the video conference.	same	same		
PREP FOR NEXT SESSION	Work with your partner to ensure that you know who is going to do what - make sure that you are happy introducing and explaining each activity - If you are not sure, ask for help. Make sure that you have the right resources prepared.	same	same		

NOTES

Video Conference Two (Live)

LEARNING OUTCOME					
Participants can effectively apply the skills of dialogue in a live video conference with peers.					
	WHATSAPP 🗨️	ZOOM 🎥	IN-PERSON 👤	TIME	MODIFICATIONS
SET UP	<p>1. Open with posting a photo of the common agreement, check for any adaptations or changes.</p> <p>2. Warm-up: Reflection on dialogue skills using shared poster (pre-session to live dialogue via zoom). Ask participants which dialogue skills they particularly want to focus on applying during the VC.</p>	<p>Screen share the poster of the common agreement and discuss.</p> <p>Show the poster on dialogue skills made from session 7. Discuss the skills and how they will use them in a whole group.</p>	<p>Hang up the poster of the common agreement and discuss.</p> <p>Show the poster on dialogue skills made from session 7. Discuss the skills and how they will use them in a whole group.</p>	<p>5-10 min.</p> <p>10 min.</p>	
ACTIVITIES	The video conference – log-in early, ensure all participants are present and that their tech is working.	same	same	60-90 min.	
REFLECTION	How do you feel/think after today's session? Ask each participant to share a key learning.	How do you feel/think after today's session? Go round the group, each to share a key learning.	How do you feel/think after today's session? Go round the group, each to share a key learning.	20 min.	Have participants make a picture or photo collage that describes how they feel and one thing they learned.
HOMEWORK	Ask participants to reflect on some questions from the WWW/EBI worksheet (they should prepare some answers for the next session).	same	same		
PREP FOR NEXT SESSION	Facilitators record their own notes on the video conference to tell the participants where they saw them using the skills of dialogue well and a few points on what could work better.	same	same		

Video Conference Two (Reflection)

LEARNING OUTCOME					
Participants can reflect on the experience of dialogue in the video conference.					
	WHATSAPP 	ZOOM 	IN-PERSON 	TIME	MODIFICATIONS
SET UP	Open with posting a photo of the common agreement, check for any adaptations or changes.	Screen share the poster of the common agreement and discuss.	Hang up the poster of the common agreement and discuss.	5-10 min.	
ACTIVITIES	<p>1. Facilitators give examples of where and how they saw participants use the skills in the VC.</p> <p>2. Go through some of the answers from the WWW/EBI worksheet – Facilitators ask participants to share what they wrote on the worksheet and use as basis for discussion.</p> <p>3. Do a group brainstorm and list – introducing each of these sections and questions one by one and recording the answers by text or voice note into a document:</p> <ul style="list-style-type: none"> What skills do we need to work on as a group? What strategies can we use for improving dialogue? <p>4. Share the most named skills to work on and strategies with participants in a voice note from the list. Facilitator should summarize what participants said.</p> <p>5. Have each participant declare which skills they will work on and try for the next VC.</p>	<p>Introduce the WWW/EBI format again and any points you noticed where the participants used the skills well.</p> <p>Invite participants to share about their worksheets with the group.</p> <p>Make a shared list on the Whiteboard function of Zoom about the key areas:</p> <ul style="list-style-type: none"> What skills do we need to work on as a group? What strategies can we use for improving dialogue? 	<p>Introduce the WWW/EBI format again and any points you noticed where the participants used the skills well.</p> <p>Invite participants to share about their worksheets with the group.</p> <p>Use VC reflection questions to lead reflective discussion - record using flip chart paper. Use this to set personal targets for next session - what will we try to do better? if there are skills that you identify as needing more work, then revisit appropriate activities from earlier on.</p>	<p>10 min.</p> <p>WWW/EBI overview</p> <p>10-15 min. sharing</p> <p>10-15 min. combined list</p> <p>10 min. declaration of skills and strategies.</p>	<p>Have participants work in small groups to review the worksheets and choose a strategy for working on.</p> <p>Participants present their group's ideas to the entire group.</p>
REFLECTION	<p>Participants share 'One skill I practiced in this dialogue was -----.'</p> <p>One way I will continue to use this skill in my life is -----.'</p>	same	same	10 min.	

	WHATSAPP 🗨️	ZOOM 🎥	IN-PERSON 👤	TIME	MODIFICATIONS
HOMEWORK	Participants read relevant materials and reflect on their own experiences and perspectives of the topic for the video conference.	same	same		
PREP FOR NEXT SESSION	<p>Work with your partner to ensure that you know who is going to do what - make sure that you are happy introducing and explaining each activity - If you are not sure, ask for help. Make sure that you have the right resources prepared.</p> <p>Prepare a voice note explaining the different concepts in the Personal Experience Worksheet.</p> <p>Prepare a list of paired participants.</p>	Prepare to explain the different concepts for next session. Prepare a list of paired participants.	Prepare to explain the different concepts for next session. Prepare a list of paired participants.		

NOTES

Program Reflection

LEARNING OUTCOME					
Participants reflect on the experience of the program, share what was learned, and provide feedback on improvements.					
	WHATSAPP 	ZOOM 	IN-PERSON 	TIME	MODIFICATIONS
SET UP	Post the Personal Experience worksheet to the group and share your voice note, explaining the four different concepts.	Screen share the worksheet and explain the concepts, answering any questions before moving on.	Hang up a large sheet of paper with the different quadrants drawn. Explain the different concepts.	10 min.	
ACTIVITIES	Personal Experiences 1. Ask participants to add a mark to the box they most relate to. 2. Facilitators now post the question 'What activity had the most impact on you and why?'. 3. Participants must respond to the question using the method that corresponds to the quadrant they chose in the worksheet and post their responses in the chat.	Select a 'reaction' for each of the quadrants (for example 👏 👍 😊 😮) Participants select the quadrant by using the reactions tool.	Ask participants to mark the quadrant using pens or sticky dots provided to them.	25 min.	
	Group Experiences 1. If possible, send participants into break out rooms to discuss the prompt 'I learned XX from our dialogues and it changed XX for me'. If you cannot break into smaller groups, give participants thinking time and ask them to write down their response to this prompt. 2. When the group comes back together into the main chat, ask a representative from each group to summarize what they learned from their response to the prompt. If participants could not work in small groups, ask participants to share key words in the chat based on their responses.	Use the break-out rooms tool to create smaller groups or do as a whole group, using the chat function. Invite participants to share by unmuting their mics.	Separate participants into small groups to answer all three prompts in rounds. Use an easel or a whiteboard to record responses from each group.	15 min.	Alternative questions: <ul style="list-style-type: none"> What is one thing that you learned from the dialogue sessions? How has it impacted you or changed you? Why? Invite participants to write their responses and draw pictures in response to these prompts and post their artwork to the groups or show their peers.

	WHATSAPP 	ZOOM 	IN-PERSON 	TIME	MODIFICATIONS
ACTIVITIES	<p>3. Create a learning statement with participants with the whole group which uses they key words to complete the statement ‘As a group, we learned _____.’</p> <p>4. Next, add to the learning statement by asking the group to post key words to complete this prompt ‘and it impacted us in the following ways: _____.’</p> <p>5. Record the responses and create one statement or poster that lists strengths (what was learned) and transformation (how it impacted the group). Participants can send images to add to the poster too. The poster can be created after this activity and shared out with the group later.</p>		Using a large piece of roll paper or a whiteboard, have participants design the poster together.	15 min.	
	<p>Program Experiences</p> <p>1. Post the WWW/EBI worksheet to the group chat. After explaining the worksheet, go through each quadrant and ask participants to respond to the questions.</p> <p>2. Encourage participants following the chat to use response questions to unpack the responses they read. For example: ‘Tell me more. Why do you think so? What made you feel this way?’ to develop a better understanding of participants’ responses.</p>	Screenshare the worksheet. Use break-out rooms, if possible, to complete the worksheets and discuss. Have participants come back to the main room and share their reflections.	Have participants individually complete the worksheet and share their reflections in small groups. Come back together to share and discuss.	25 min.	Facilitators draw the WWW/EBI on a large piece of paper or whiteboard and invite participants to respond on the paper or with sticky notes to post in each quadrant. Participants can write or draw.
REFLECTION	<p>1. Share the pre-made list of paired participants and the post the following prompt: ‘What is one thing you appreciated about being in dialogue with this person?’.</p> <p>2. Encourage participants to post their responses along with any other media that reinforces how they feel (e.g. emojis, pictures, links to a song).</p>	Participants can use the chat or speak by unmuting their mics.	Have participants write their name on a piece of paper and tape the paper on the wall spread out throughout the room. Invite participants to write or draw one thing they appreciated about being in dialogue with this person, or one thing they have learned from this person.	15 min.	Print out small photos of the participants to accompany the pieces of paper to be taped around the room.

Tips and Support

OBJECTIVE	
<p>Keeping young people engaged in the learning process can be difficult at times, especially when the work is dense or explores abstract concepts. Some of these tips are strategies facilitators used and found helpful to support participants' engagement throughout the program. Use these tips below at different stages of teaching to help participants get the most out of the program and learning experience.</p>	
PLANNING	<ul style="list-style-type: none"> • Stick to a routine. • Be clear in your expectations of when participants will be required to be online to participate in the session and what the activities will be. • Facilitators should prepare voice notes prior to the sessions to focus participants' attention on the skills and activity. • Use WhatsApp (Broadcast) to set reminders. • Ensure tasks are clear and specific. • For sharing activities, consider whether some of these can be set earlier on in the week (for example, for a reflection session, you could ask participants beforehand to complete the WWW/EBI activity and share, so that the set WhatsApp session time can be focused on discussion) -i.e. find ways of increasing flexibility and allowing participants to do "mini-activities" in their own time. • Prior to the video conference sessions, remind participants of the ground rules for dialogue and decide together the protocols for the video conference. • Participating in a video conference via Generation Global is free of cost and all you need to do is register in the Ultimate Dialogue Adventure (for young people) or the Teacher Portal (for educators and facilitators) and follow the instructions.
ENGAGEMENT	<ul style="list-style-type: none"> • Use a dedicated WhatsApp group or Facebook page to share reminders, updates and positive experiences. • Encourage participants who cannot join the session to post their ideas in the chat at a later stage (rather than not participating at all). • Post pictures and videos which can be more appealing than text to participants and help initiate discussions. • Facilitators can explore different instructional strategies for keeping participants motivated, engaged and learning with each other (based on their own experiences of delivering sessions). • Use special Zoom backgrounds or plan locations for the dialogue to help create the feeling of a safe space. • If there is a topic for the dialogue, invite participants to change their background to reflect their perspective or experience as a share technique. • Although the facilitator would specifically prompt (quieter) individuals in the group chat, it is not always effective in eliciting a response. Facilitator should be sure all voices are included. • Use pairs and small group discussions when possible in creative ways, such as WhatsApp groups and Zoom breakout rooms (ensure a facilitator is in each group). • During the video conference sessions, encourage participants by making sure they understand comments and questions, and prompting them with ideas from previous lessons; however, do not push participants who do not want to speak.
REINFORCEMENT	<ul style="list-style-type: none"> • Give students simple tasks that form habits each week, like preparing a background image for the dialogue or recording a reflection. • Give participants one-to-one positive reinforcement for showing up or handing in a task. • Make sure to point out when participants are using the skills of dialogue well to reinforce their learning. • Refer positively to participants' completed tasks and comments they have made. • Invite participants to use the skills outside of the sessions with family and friends and to report back on what worked well to a partner. • Set up accountability partners through the program so that participants have someone to reflect and map their progress with.

REFLECTION	<ul style="list-style-type: none"> • Give participants prompts and sentence stems to help them reflect on abstract or difficult content. • Use mixed media and expressive arts as ways to support participant reflection and allow them the space and time to create. Encourage them to label emotions, thoughts and outcomes. • Allow think time for reflection practices and do not be afraid of moments of silence. Sometimes silence is actually thinking and processing.
IMPROVEMENT	<ul style="list-style-type: none"> • Listen to participants: Are there any activities that they think have worked well? Try and adapt upcoming activities to a similar format. For example, which structures do participants prefer: pair, group, or project work? Which medium do they prefer: text, photos, memes, videos, links? • Brainstorm with the participants solutions to the issue of showing up and participating one-on-one, or pair them up and have them brainstorm together. This is a good practice for discussion as well – listen to each other’s experience, document the challenges, ideate solutions.

ARTICLES AND LINKS FOR MORE SUPPORT

Pearson Education – Dan Belenky – 5 tips to keep learners motivated and engaged when teaching online

www.pearsoned.com

Khan Academy – How to motivate learners who are distance learning during Covid

www.khanacademy.org

ASCD Education Update – Monica Burns – Encouraging student participation in distance learning

<http://www.ascd.org>

Dialogue Theory

William Isaacs, *Dialogue and the Art of Thinking Together* (Random House Publishing, 1999).

BACKGROUND	
<p>Safeguarding is the action that is taken to promote the welfare of children and protect them from harm. Protecting children from harm is everyone’s responsibility. Abuse can come in many forms: physical, sexual, psychological or emotional and can come from anyone, including adults, teachers, parents or other children and teenagers. While it is impossible to eliminate risk completely, everyone who seeks to deliver this program is responsible for making the dialogue space safe and empowering for all young people. Dialogue cannot happen without ensuring the safety of its participants. Use these tips below to ensure that participants can participate safely, openly and honestly.</p>	
PLANNING	<ul style="list-style-type: none"> • Ensure those facilitating and leading the program, have completed and passed all necessary safeguarding background checks as a pre-requisite to running the program. Refer to Generation Global’s safeguarding space for best practice guidelines and additional resources. • Ensure that you have collected written permissions from participants’ (under the age of 18) parents or guardians, providing consent to participate in the program. • Ensure that you are familiar with and/or have received training on your region’s and/or organization’s latest safeguarding policies and approaches. • Parents and/or guardians should also be made aware of relevant policies and approaches. • Clearly signpost participants to local child protection hotlines and/or your organization’s safeguarding policies and reporting system across the different methods of delivery. These resources should be age appropriate and accessible.
ENGAGEMENT	<ul style="list-style-type: none"> • Include safeguarding elements in the common agreement which is created together with participants in Session 1 and re-visited throughout the program. For example, participants should be asked to refrain from providing private personal information, such as their addresses, in sessions. • Monitor understanding of, and adherence to, relevant safeguarding policies and reporting mechanisms. • When using break-out rooms on WhatsApp or Zoom, ensure an adult is present in each of these. • For the video conferences, ensure participants and parents and/or guardians are supported to find a quiet space which allows for some measure of privacy. • On Zoom, video should be on for the duration of the session to ensure there is no unauthorized access to the dialogue by anyone who should not be there virtually.
REINFORCEMENT	<ul style="list-style-type: none"> • Create regular opportunities to engage with parents and/or guardians on safeguarding. • Regularly remind participants that they are encouraged to report anything of concern – whether it is something they have experienced or witnessed. For example, remind participants about safeguarding, its importance and where to get support at the beginning of each video conference. • Identify learning opportunities during dialogues which build participants’ awareness of and resilience to safety issues in the online and real world.
REFLECTION & IMPROVEMENT	<ul style="list-style-type: none"> • Use the common agreement and reflection activities to evaluate whether the safeguarding approach and reporting mechanisms are effective and meet participants’ needs.

ARTICLES AND LINKS FOR MORE SUPPORT

UNICEF – Guidance for online child safeguarding for service providers
<https://www.unicef.org>

NSPCC – Safeguarding and child protection self-assessment tool
<https://learning.nspcc.org.uk>

Keeping Children Safe – Child Safeguarding Standards and how to implement them
https://ec.europa.eu/info/index_en

Generation Global – Safeguarding Space and list of local safeguarding contacts
<https://adventure.generation.global>



Illustration by **Nasser Khalil Mansour**

We have been fortunate to learn with many youth participants who actively engaged with the *Wahda* program in Lebanon. The illustration featured in this chapter was created and shared by one such participant, after being asked to reflect on what dialogue means to them. These young people are making a difference on the ground, often living and learning in very challenging environments, and we are proud to play a role in supporting them.



Generation Global: Safe and Brave Space

- A **safe space** is one that doesn't incite judgment based on identity or experience. People feel emotionally and physically safe. Learning can occur in these spaces and the ultimate goal is to provide support so that people are empowered to share.
- A **brave space** recognizes difference and holds each person accountable to do the work of not only sharing experiences but being open to coming to new understandings; a feat that's often hard, and typically *uncomfortable*.

Examples for creating a safe space for dialogue



WORKSHEET 1.3

EXAMPLE RULES FOR DIALOGUE

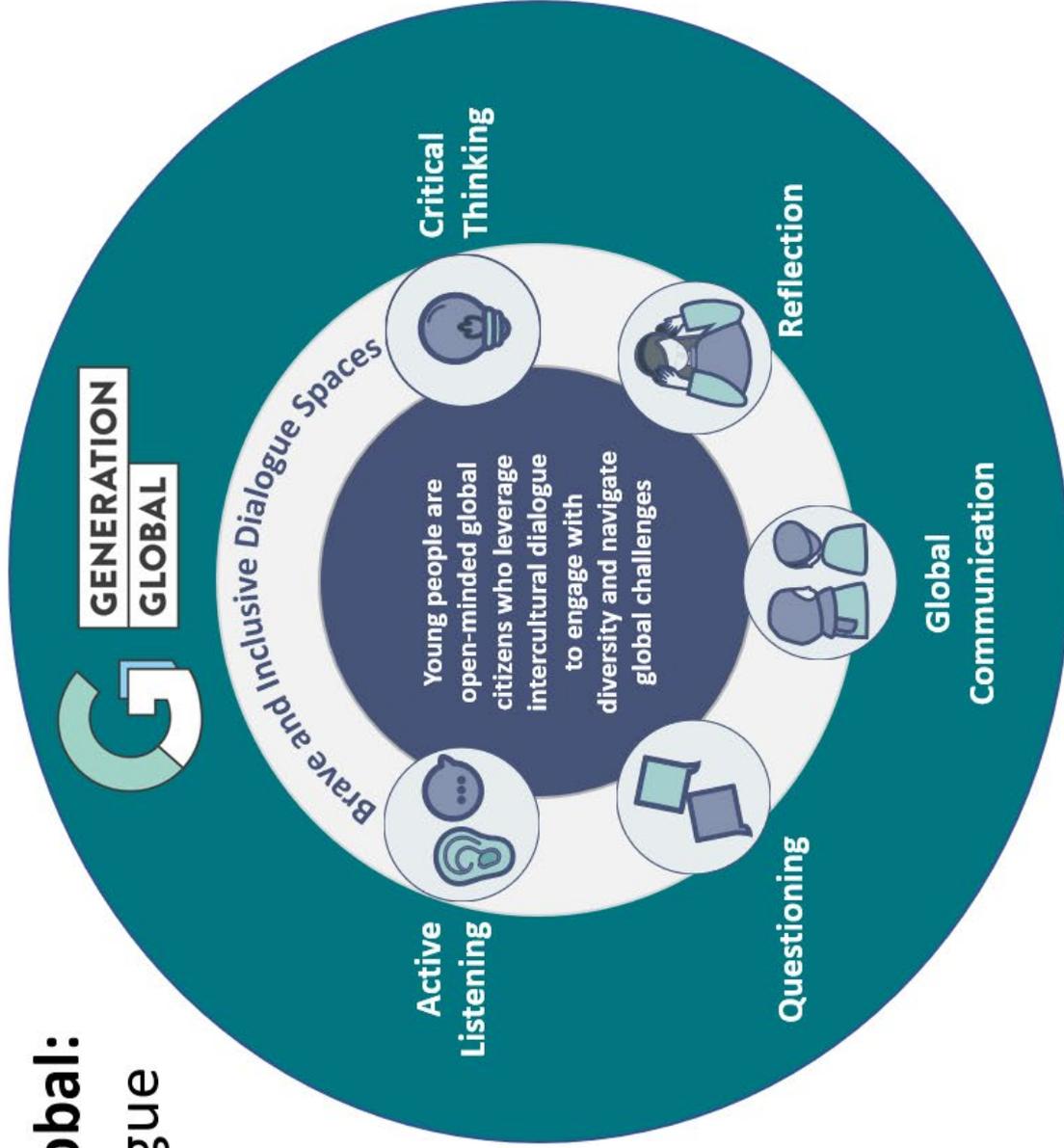
1. Always listen carefully to what other people are saying.
2. Think before speaking.
3. Always try to be positive.
4. Only one person speaks at a time.
5. Raise your hand to be recognised if you want to say something.
6. No interruption when someone is speaking.
7. When you disagree with someone, make sure that you make a distinction between criticising someone's idea and the person themselves.
8. No laughing when a person is saying something (unless they are making a joke).
9. Encourage everyone to participate.
10. Always use 'I' statements – don't generalise.
11. Take other people's points of view seriously; they may find it difficult to accept things that are obvious to you.
12. Remember your body language and manners (don't get angry).
13. Use open-ended questions.
14. Be honest in what you say.
15. Speak positively of your own faith or points of view, rather than negatively about other people's.
16. Respect other people's views, even if you disagree.
17. Do not treat people here as a spokesperson for their faith.
18. Do not tell others what they believe, but will let them tell you.
19. Acknowledge similarities and differences between your positions.
20. Do not judge people here by what some people who share their perspective say or do.
21. Do not insist that people agree with your views.
22. Make every effort to get along with everyone regardless of their faith, gender, race or age.

Generation Global's Definition of Dialogue



- Dialogue in Generation Global is about **understanding 'the other' and about being understood ourselves.**
- Dialogue is not about convincing or persuading, it is **about being open to exploring different perspectives, experiences and beliefs.**
- As such, dialogue is **empowering, empathetic, challenging, reciprocal and respectful.**

Generation Global: Skills of Dialogue





Key Actions of Dialogue Rubric

	Beginner	Basic	Proficient	Advanced
Appreciating	Liking comments because it is interesting or poses a good question	Saying what I really like about what was said and why in the feedback	Explaining why what has been said is valuable to me , my understanding and my learning.	Provides detailed feedback explaining the value of the comment, specifically elements are that make it a good statement or questions for dialogue, and how it has inspired or impacted their learning, attitudes or behaviours
Sharing	Generic information , uses “we” language	Shares more personal information and experiences, uses “I” language	Not just shares the what (the experience) but also the how and the why.	Articulation of the complexities of the issues/ experiences. Ensures that what is shared is understood by those from other cultures
Asking	Closed questions that seek basic info (favourites, hobbies, media)	More open questions, seek information about lifestyles, communities, opinions and beliefs	Continuing to ask response questions that cannot be answered with yes or no and build a thread of dialogue	Constructs questions that include plain language, without assumption or judgement, that prompts the respondent to share in detail about their own experiences
Challenging	No challenge evident, consistently relies on being polite and in agreement	Posting challenging statements or questions in a way that doesn't denigrate themselves or others (being vulnerable)	Responding to other statements or questions with a challenge in a way that does not denigrate themselves or others (being brave)	Participants intentionally create opportunities for others to challenge what they have said (e.g. asking 'Do you agree or disagree? I'd love to learn different perspectives')
Reflecting	Gives thanks and shows basic emotional reactions ('This was amazing, I am so inspired, I feel happy when I hear this')	Evaluate and recall the experience in more detail	Able to say what was learned, any new ideas or perspectives that came out of the dialogue	Forms critical questions about the process of learning, the impact the experience has on self and others, and thinks about new ways to move forward for growth

Critical Thinking
Participants continually rely on analysis and interpretation of what they read and hear in order to participate effectively in dialogue

Active Listening: Chinese character 'To Listen'



Sharing and Authentic Speaking



GENERATION
GLOBAL

Sharing should focus on the speakers own personal perspectives, ideas, beliefs, opinions and experiences - not just information about a topic.

Authentic speaking involves sharing from the heart, opening up to tell our stories honestly and be vulnerable.

An important strategy for speaking authentically in to share from the 'I' perspective and not speak on behalf of others using words like 'We' or 'They'.

Speak from the “I” Perspective

Tell your own stories and experiences

Share information about yourself to create understanding

Own who you are and how you contribute to the dialogue

Asking Questions: What is a good question?

1. Encourages and draws out deeper information.
2. Helps a person to tell their story in a way you can understand.
3. Builds on the dialogue in what you hear and what people are sharing to go deeper and keeps the conversation going.

How can we help people to ask good questions?



We are all Interviewees Game Slide



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GLOBAL

1. Interviewee: the person answering the questions. They should be standing up and should answer questions from the rest of their group for one minute.
2. Interviewers: the rest of the group are interviewers. Their job is to keep the questions coming and ensure that the person being interviewed keeps going for the whole time. Questions should be:
 - Open: encouraging longer, imaginative and personal responses: “Can you tell me more about....?” “How do you feel about....?”
 - Not Closed: questions which can be answered with simple or short responses: “Is your name Robert?”The questions could be:
 - Response questions: Building upon what they have already heard from that person.
3. At the end of the minute the next person stands up to be interviewed, until everyone in the group has had a turn.

ASKeR Analysis



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Assumptions	What are the assumptions hidden in the question? What does it say about the way the questioner thinks?
Statement	Is this a statement in disguise? Why/Why not?
Key Words	Which words would you remove or replace? Which words can be understood differently?
Rephrase	How can you re-write this question?

Challenging

Challenging happens when we disagree or have a different point of view:

To do this effectively, we must understand how to seek complexity in a dialogue instead of conflict.

It is important to understand that we challenge the idea or perspective, not the person!



**GENERATION
GLOBAL**

TABLE 2 Pattern of Escalation Towards Conflict

SEEKING CONFLICT	SEEKING COMPLEXITY
<p><i>Taking sides</i> Students defend one position rather than exploring the nature of the discussion or disagreement.</p>	<p><i>Curiosity</i> Students see the causes of the disagreement as interesting.</p>
<p><i>Select or ignore information to suit the position</i> Students give less value to any information that does not help them to make their case.</p>	<p><i>Listen</i> Students want to have a clear understanding of the opponent's position.</p>
<p><i>Assume and attribute (blame)</i> Students make unchecked assumptions about what their opponents think.</p>	<p><i>Stay connected</i> Students work through their emotions about the person with whom they disagree and remain engaged with them.</p>
<p><i>Personalise the issue and generalise about the issue</i> The person becomes the problem, not the issue.</p>	<p><i>De-personalise</i> Students are able to see the disagreement with the issue and not with the person.</p>
<p><i>Devalue other people and their viewpoints</i> All people who hold this view are seen as the same.</p>	<p><i>Seek understanding</i> Students explore the reasons underpinning the arguments and opinion of those who disagree with them.</p>
<p><i>Demonise those who hold different viewpoints</i> Students see the problem is the person's fault and they must be dealt with violently (can include verbal violence).</p>	<p><i>Re-evaluate own position</i> The emerging complexity of the disagreement leads the students to a more sophisticated understanding of their own position.</p>
CONFLICT	COMPLEXITY

Strategies for overcoming bias

- Reflect on your own bias, assumptions and judgements regularly and be self-aware of them before you enter dialogue with others.
- Suspend your judgements and remain open-minded by remembering that just because you are open to what people have to say it doesn't mean you have to agree.
- Think about the other person's point of view and why they think that way? What don't you know or are you assuming about them? How have their experiences shaped their world?
- Clarify what they are saying, make sure you understand.
- Use good questioning to go deeper and learn about their experiences.
- Consider their feelings and experiences. Work to show empathy and understand them better.
- Refrain from using any language or tone that focuses on you being right and they are wrong - dialogue is about understanding.
- Think about how you would want others to respond to your ideas, beliefs, and perspectives - brainstorm ways you would want to be treated and practice the same for others.

DIALOGUE IS/IS NOT

In an encounter with those who might have different opinions, values and beliefs to my own, dialogue is the process by which I come to understand the others' lives, values and beliefs better and others come to understand my life, values and beliefs.

Sort the cards under these headings: **DIALOGUE IS** and **DIALOGUE IS NOT** (one card is left blank for your own ideas).

THE SAME THING AS A DEBATE	TRYING TO FIND OUT HOW WE ARE ALL THE SAME THROUGH DISCUSSING SIMILARITIES	ASKING QUESTIONS TO FIND OUT MORE ABOUT THE LIVES OF OTHERS
MAKING FRIENDS WITH SOME ONE ELSE	AN INTERVIEW	LISTENING CAREFULLY TO WHAT OTHERS SAY AND RESPONDING TO THEM
AN ARGUMENT	TRYING TO UNDERSTAND A DIFFERENT WAY AT LOOKING AT SOMETHING	WORKING TOGETHER TO FIND SOLUTIONS TO SHARED PROBLEMS
A DISCUSSION WHERE I FEEL SAFE ENOUGH TO ASK DIFFICULT QUESTIONS/SHARE DIFFICULT EXPERIENCES	TRYING TO FIND OUT HOW WE ARE DIFFERENT AND UNDERSTAND THOSE DIFFERENCES	READING PREPARED STATEMENTS TO OTHER PEOPLE
WAITING FOR MY TURN TO SPEAK		

WHAT IS MY DIALOGUE SCORE?

SCORE FOR EACH COLUMN	1	2	3	SCORE
	NOT LIKE ME	A BIT LIKE ME	VERY LIKE ME	
I can give good descriptions, details and explanations when speaking about my community, my background or things that are important to me.				
I'm able to explain my experiences to someone who is not familiar with them.				
I'm able to build upon what other people say to help people understand.				
SPEAKING TOTAL...				
I know how to show people that I'm really listening with body language.				
I know how to show people that I'm actively listening to them rather than just waiting to speak.				
I can reflect upon what I've heard from other people in order to work out what more I would like to know.				
LISTENING TOTAL...				
I can ask good questions based upon what I've heard, to deepen my understanding.				
I can ask open questions that encourage the speaker to develop their explanations.				
I can ask questions that look for deeper meaning and help me to understand someone else's perspective.				
QUESTIONS TOTAL...				
I'm able to explain how I feel about other peoples' ideas and experiences.				
I'm able to respond with empathy to other peoples' ideas and experiences.				
I'm able to disagree with someone's views in a polite and respectful way.				
RESPONDING TOTAL...				
I'm able to reflect upon and explain what I've learned in talking to others.				
I can reflect upon and explain the similarities and differences between my experiences and someone else's.				
I can identify and explain the way that my own skills and attitudes are changed by what I hear.				
REFLECTION TOTAL...				
GRAND TOTAL...				

BLOG CHECKLIST: COMMUNITY

As you write about your community, it is important to remember that you are speaking with someone who has never been to your community and may never have heard of your community. Try to remember to use as much detail as possible and also to share from your own perspective about what you feel makes your community unique. Use the questions below to help you to think about what you want to write in your blog. Choose a few of the questions to answer – you do not need to answer all of them in your blog. Just choose the ones that you most want to write about.

HAVE I	YES	I'D LIKE TO	MAYBE NEXT TIME
Written about where my community is located?			
Written about what my community looks like?			
Shared about the cultural diversity in my community?			
Shared about the diversity of values, beliefs and faiths in my community?			
Shared my favourite thing about my community?			
Shared my least favourite thing about my community?			
Shared the challenges my community faces?			
Shared the architecture and/or landscape of my community?			
Shared the types of things people do in my community?			
Shared the ways people serve and help one another in my community?			
Uploaded any pictures or videos of my community?			
Anything else I want my teammates to know about?			
Uploaded any pictures or videos of my community?			

ASKING AUTHENTIC QUESTIONS

ORIGINAL QUESTION	JUDGEMENT OR ASSUMPTION INHERENT IN QUESTION	REWRITING OF THE QUESTION TO MAKE IT AUTHENTIC
<p>Don't you think it is disgusting that politicians have recently got a pay rise while there are people begging on the streets?</p>		
<p>It's demeaning for women to have to cover their heads, isn't it?</p>		
<p>The US incarcerates more than any other country, why is it such an unsafe place to live?</p>		
<p>No other country cares about refugees as much as we do, do they?</p>		
<p>You do know about the conspiracy behind that, don't you?</p>		
<p>Don't you feel sorry for people who are not true believers?</p>		
<p>When are religious people going to wake up and realise there is no such thing as a God?</p>		

ASKING AUTHENTIC QUESTIONS: TEACHER HELP SHEET

ORIGINAL QUESTION	JUDGEMENT OR ASSUMPTION INHERENT IN QUESTION	REWRITING OF THE QUESTION TO MAKE IT AUTHENTIC
Don't you think it is disgusting that politicians have recently got a pay rise while there are people begging on the streets?	Judgment: it is disgusting that MPs have got a pay rise; this money should be used for social justice issues like helping the homeless.	Do you think it was right for MPs to get a pay rise?
It's demeaning for women to have to cover their heads, isn't it?	Judgment: it is demeaning for women to cover their heads.	Why do some women cover their heads, I wonder?
The US incarcerates more than any other country, why is it such an unsafe place to live?	Judgment: because the US has a large prison population, it must be an unsafe place to live.	There may well be two questions here: Is the US an unsafe place to live? And why does the US send so many people to prison?
No other country cares about refugees as much as we do, do they?	Assumption: we take in more refugees; because our country takes in more refugees we care more about them than those in other countries.	Do we take in more refugees than other countries? If so, why do we take in more? Why might other countries not take in more refugees?
You do know about the conspiracy behind that, don't you?	Assumption: there was a conspiracy.	Who else has heard about a conspiracy theory about this?
Don't you feel sorry for people who are not true believers?	Judgment: you should know about the conspiracy.	How do you feel about people who do not believe the same as us?
When are religious people going to wake up and realise there is no such thing as a God?	Judgment: Our group holds the 'truth'. Non-believers are to be pitied. You should pity non-believers.	Why do people believe in God?

OFFENSIVE OR OK?

THAT IS AN
INTERESTING POINT

DO YOU HONESTLY
BELIEVE THAT?

I HATE...

THANK YOU FOR YOUR
OPINION

CAN YOU SEE IT FROM
MY POINT OF VIEW?

YOU MAKE AN
INTERESTING POINT

I DISAGREE...

YOU'RE WRONG

THAT'S RUBBISH

CAN YOU EXPLAIN
THAT TO ME AGAIN?

THAT JUST DOESN'T
MAKE SENSE

WE'LL HAVE TO AGREE
TO DISAGREE

YOU MUST BE JOKING?

I SEE IT DIFFERENTLY

THAT IS SILLY

I CAN'T UNDERSTAND
WHAT YOU ARE SAYING

RIGHTS RESPECTING SENTENCE STARTERS

THANK YOU FOR YOUR OPINION...

I AGREE WITH YOUR POINT ABOUT...

I CAN SEE THAT...

A STRENGTH IN THAT ARGUMENT IS...

I LIKE THAT IDEA BECAUSE...

ARE YOU SAYING THAT...

ANOTHER WAY OF LOOKING AT IT IS...

MY FAITH TEACHES ME THAT...

I'M NOT CONVINCED THAT...

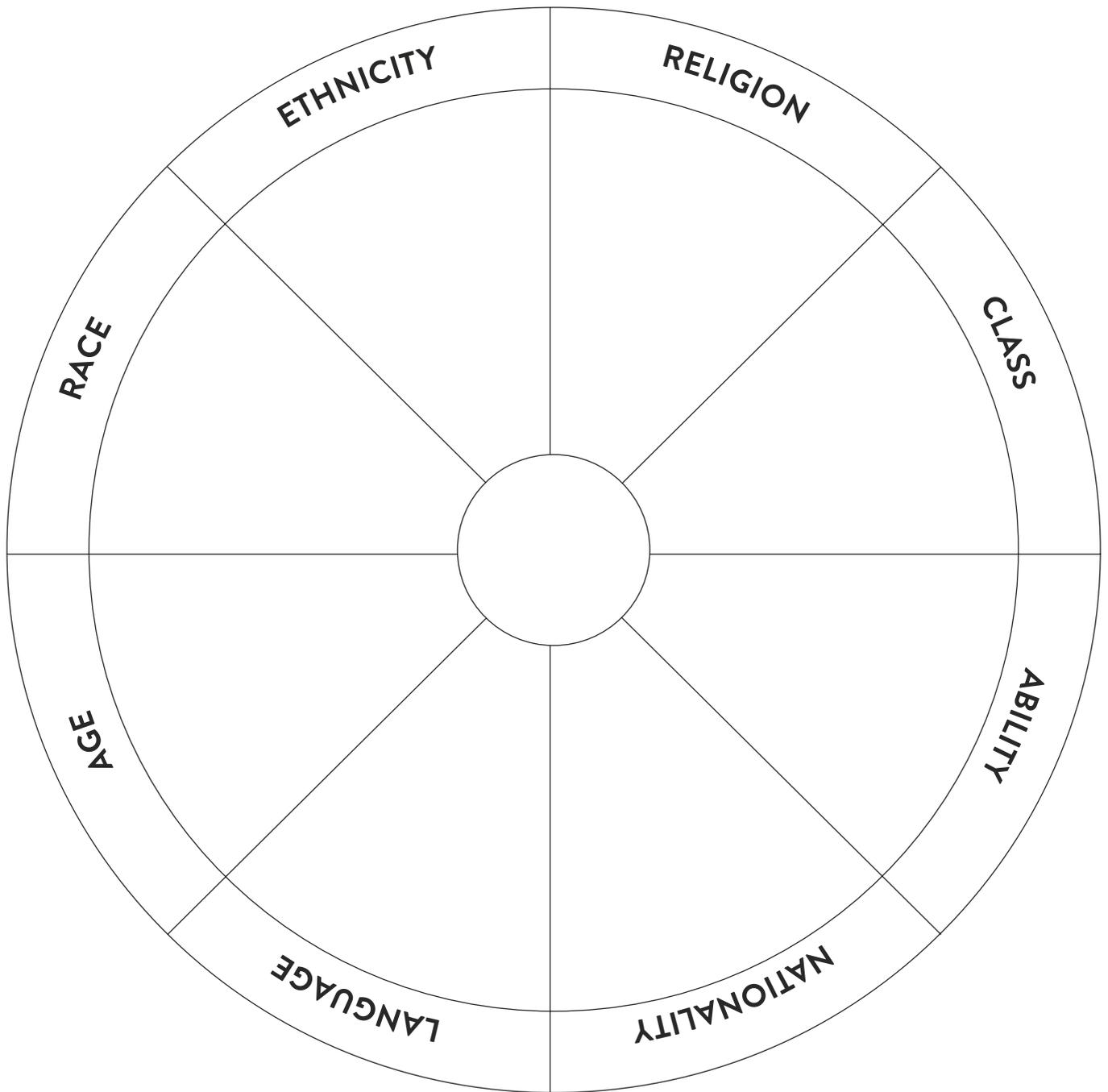
WHAT MAKES YOU HAVE THE OPINION THAT...

WHAT BELIEFS UNDERPIN...

A WEAKNESS IN THAT ARGUMENT IS...

I DON'T THINK THAT WOULD WORK BECAUSE...

SOCIAL IDENTITY WHEEL



**ONLY SHARE PERSONAL
INFORMATION THAT
YOU ARE COMFORTABLE
DISCUSSING**

FOLLOW UP QUESTIONS:

- What did you learn about yourself?
- Which parts of the wheel were easiest to fill out?
- Which parts were the hardest to fill out?
- Are there important aspects of your identity that don't fit on the wheel?
- Were you surprised by any of the categories?

SOCIAL IDENTIFIERS

Only share personal information that you are comfortable discussing. Social Identifiers are those qualities (visible or hidden) that describe who we are. For example: race, gender, age, nationality and religion are all social identifiers.

STEP 1

Pick one Social Identifier that is important to you (that you identified on the wheel).

STEP 2

Now complete the following sentences:

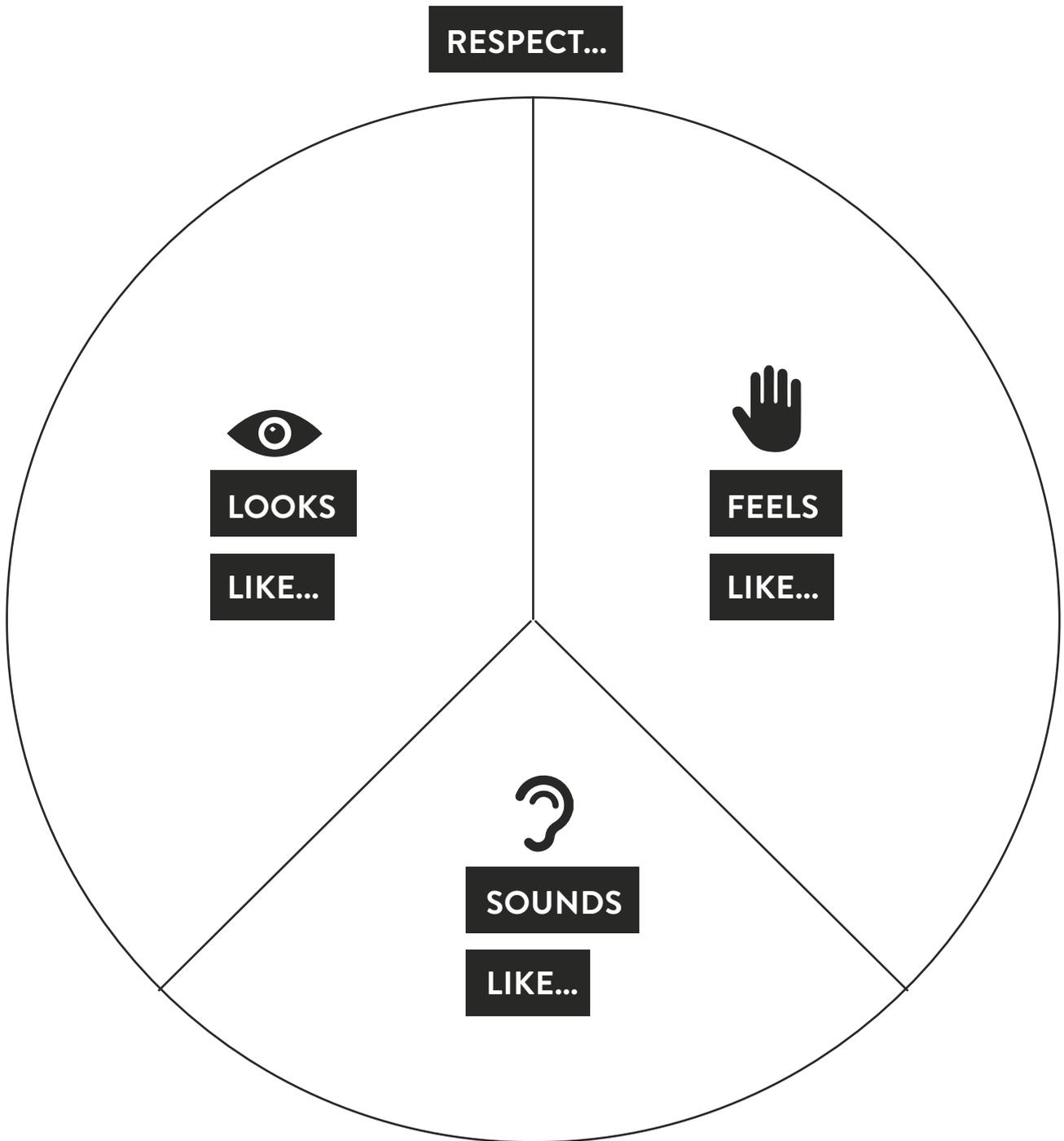
One thing I love about being _____ is:

One thing that is hard about being _____ is:

One thing that I want others to know about being _____ is:

One thing that I never want to hear again about being _____ is:

WHAT DOES RESPECT LOOK LIKE?



R.E.S.P.E.C.T. PRINCIPLES FOR DIALOGUE

Dialogue enables us to talk about culture and identity, but we recommend that it always emphasises faith and belief, because those two things can play a very positive role in our world, yet are almost always referred to in a negative way. Dialogue emphasises similarity and difference; finding the ways in which we are similar to other people is often easy but discovering the ways in which we are different gives us much more opportunity to learn. Diversity is something that we celebrate. We have a number of principles that support all our work, summed up in the acronym R.E.S.P.E.C.T.

R

RESPECT: We treat everyone with respect, we don't have to agree with one another all the time, but we should always treat one another with respect.

E

EDUCATION: No matter how old or experienced we are, we all continue learning. We can always learn from one another and share a responsibility to teach others about the things that are precious to us.

S

SAFETY: We know that people can only flourish when they are safe. We want everyone who takes part in dialogue to feel safe: students safe to openly share their ideas, teachers safe that they are well-supported, principals and parents safe that the programme is educationally beneficial for all their students.

P

PERSPECTIVE: We want to help people make dialogue work in their individual circumstances rather than forcing everyone to do the same thing. We know that sometimes we have to be patient as schools find the best way to do that.

E

EMPATHY: Being open to looking at the world through someone else's eyes gives us new ways to understand the world and helps us to learn and grow. We don't have to accept everything we encounter; sometimes the thing we learn is that we are different and disagree.

C

COMPASSION: We create opportunities for our young people to actively engage in their communities, working with others of different faiths and beliefs to address pressing issues and make the world a better place.

T

TRUST: The key to any relationship is trust. Dialogue is about building trust that we will always treat one another respectfully, openly and honestly, that we will always listen to each other's values and beliefs.

WWW/EBI: WHAT WENT WELL? EVEN BETTER IF...

Write two or three bullet points under each column below:

WHAT WENT WELL? Identify those areas of the activity that were a success.	EVEN BETTER IF... Identify those areas of the activity that could be done better.

TOP TIPS: VIDEOCONFERENCES

1. Try to ask questions that find out ‘why’ a person does or thinks something.
2. Have a pen and paper with you. It can be useful to make notes while you are listening to others to help you formulate responses and questions.
3. When speaking start with your name and end with ‘thank you’.
4. If your facilitator gives you thinking time use it well to think and to share some ideas with your classmates.
5. Be curious. Ask questions that will allow you to find out more about one another’s lives, beliefs and values.
6. Ask yourself during the videoconference, “What am I learning here – about myself, my dialogue skills and about others?”
7. Remember that you also communicate with your face and body. Are you showing the other person that you value what is being said?
8. Speak what is in your head and in your heart rather than relying on prepared statements and questions.
9. Speak from your own personal perspective and not on behalf of others. Use ‘I’ not ‘we’.
10. If you are nervous, breathe deeply then speak.
11. The opposite of listening is preparing to speak. Are you listening deeply to what others are saying on the videoconference?
12. Ask if you are uncertain about the question or need clarification of what has been said in the dialogue.
13. Don’t assume that the other students in the other classes on the videoconference will know anything about your life. Be as clear and descriptive as possible. You might want to practise this before the videoconference.

EXPECTATIONS OF THE VIDEOCONFERENCE

Think about the videoconference that you are going to be doing soon.

What do you know about the country from where those students come? (You can just write individual words)
In what ways do you think that they will be like you?
In what ways are they likely to be different?
What do you know about the religion(s) of that country?
Would you like to live there? Why?

VIDEOCONFERENCE: REFLECTION

Name:

	WHAT WENT WELL? (WWW)	EVEN BETTER IF... (EBI)
PERSONAL		
GROUP		

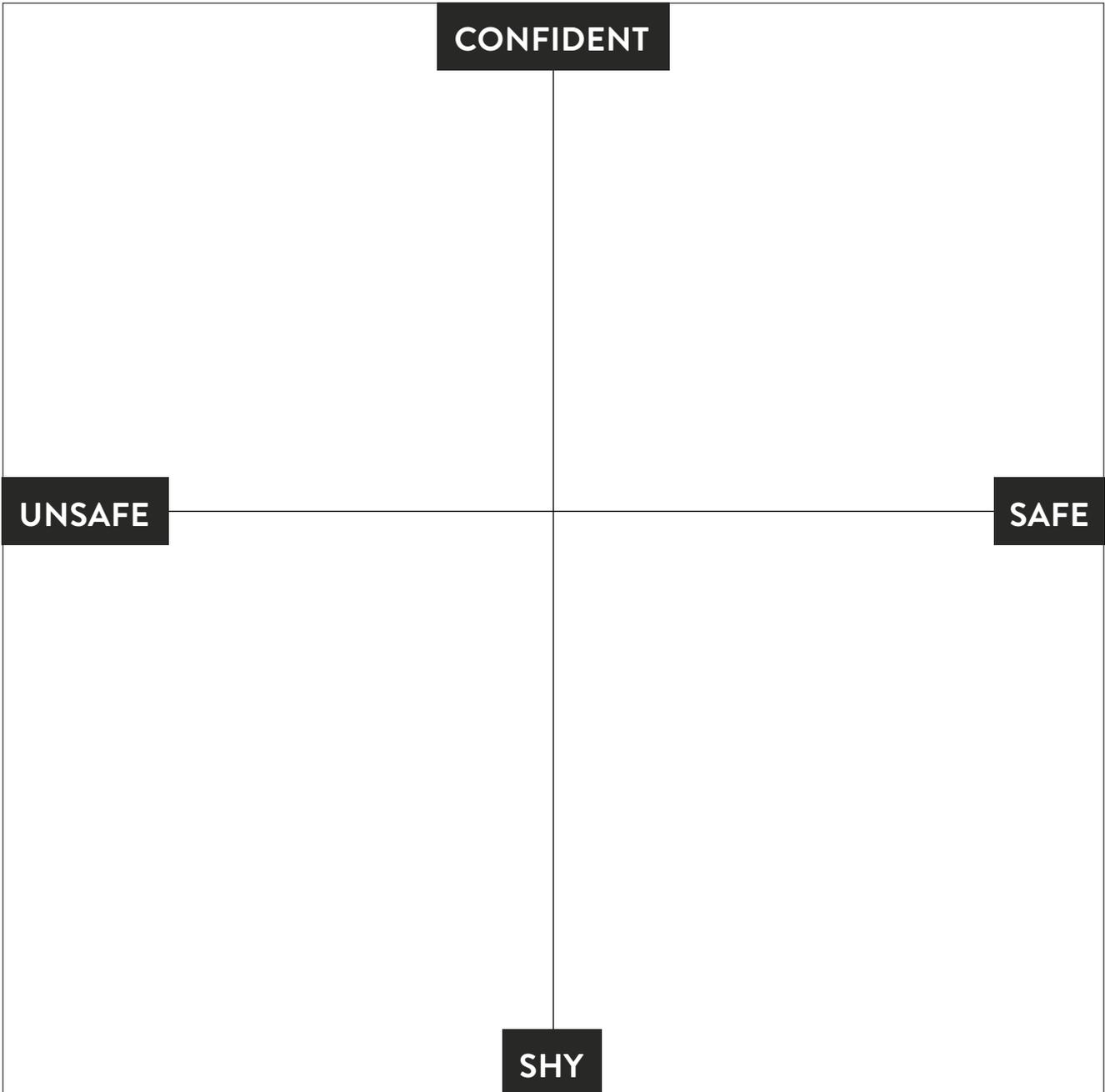
Think about the following questions and see if you can write a couple of bullet points for each one – if you get stuck, just go onto the next one.

- The most interesting thing I learned...
- Ways in which our schools are alike...
- Ways in which our schools are different...
- Ways in which our communities are alike...
- Ways in which our communities are different...
- Something new I have learned today about another faith is...
- I was surprised to learn...
- Key words from today were...
- One thing that really made me think was...
- I would like to know more about...
- Other thoughts:

PERSONAL EXPERIENCES WORKSHEET

Confident /Shy is about how you feel about yourself

Unsafe /Safe is how you feel in the group



We hope you have found this resource useful. We would be delighted to receive any feedback via helpdesk@generation.global or if you would like to find out more about our work, please visit generation.global. You can also follow us on Twitter at twitter.com/Gen_Global_.

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