

Model - Dialogue For Peace Awareness Session

The awareness session has the purpose to introduce the concept of dialogue to the audience and get them familiar with basic tools and resources available to practice dialogue on a personal level.

By the end of the session participants will understand the following:

- How conflicts arise and how to manage them.
- What is needed to transform a conflict habituate system into a peaceful one.
- How to use dialogue as a transformative peacebuilding tool.
- The values of a dialogical Scout.

Areas to explore:

- Unconscious bias
- Perceptions
- Identities

Conflict management styles

Session Development

Time	Cumulative time	Name of the session, objective of this part of the session (Relating to the objectives above, you can copy-paste)	What will happen during this part of the session	Who will do what in this part of the session? Resources
15 min.	15 min.	<p>Welcome</p> <p>To explore Dialogue for Peace as a skill for life that can be used to better understand each other, our commonalities, and our shared aspirations as well as our differences.</p> <p>A quick introduction to where the programme is to be found and how it is connected to BWF</p>	<p>Brief welcome and introduction</p> <p>"Peace cannot be guaranteed exclusively by political, economic or military agreements. In the final analysis, it depends upon the unanimous, sincere and sustained engagement of peoples. Each one of us, no matter what our age, sex, social position, religious affiliation or cultural origin is called upon to create a peaceful world. (...)</p> <p>Peace can only be achieved through our behaviour, attitudes and everyday acts. The Culture of Peace is the universal culture that all peoples, all human beings must share. The culture of peace is essential to our common humanity."</p> <p>(Koichiro Matusuura, Director General of UNESCO)</p> <p>Slides 1-5</p>	

			<p>Game "The circle of life"</p> <p>One person stands in the centre and says something about themselves. "My name is (ex) Peter and I like chocolate/I am sportsman. " Anyone sharing Peter's interest or characteristic comes closer to him and holds his hand. The newcomer says, "My name is _____ and I like (or "I am____" This goes on until all the participants are in the circle, holding hands.</p> <p>Conclusions to be drawn (ask the participants):</p> <p>-We have just arrived, just met, and already we have something in common.</p> <p>-It is always possible to find someone I have something in common with.</p> <p>- Shouldn't we focus on our commonalities rather than on the differences?</p> <p>Even as a simple game, some of the conclusions we draw from it make it the best introduction to this session's theme: opening to others, finding a common ground, focusing on the commonalities and not on the differences, and overcoming the differences...</p> <p>Watch video - Love has no labels- we are all the same</p> <p>Reiterate we are going to be talking about the causes of conflict and often that is down to differences, but this film sets the tone to remind us we are all humans and ultimately Dialogue for Peace aims to achieve a space where people are able to be who they are alongside lots of other people. In the game, we talked about focusing on the commonalities rather than on the differences. This is what is at the heart of our session today. Most importantly in a changing world how do we as Scouts navigate these diverse and different communities, faiths, and cultures to ensure that Scouting's values and opportunities are available for as many people as possible. We hope that you will leave with some understanding of how and why conflict happens and how you can use Dialogue for Peace as a tool to help navigate those changes and differences in your Scouting and Guiding home.</p>	
5 min.	20 min.	Conflict	<p>About peace and conflict</p> <p>The title of this session is "Dialogue for Peace". The opposite of peace is conflict. Let's talk about the conflict issue for a while. It is a part of our lives, like it or not. It needs proper handling not to become the most important thing in our life.</p> <p>Sometimes, we are caught in the middle of something. Sometimes, we start our own conflict. Sometimes, it just can't be helped... let's see how it all happens.</p> <p><i>Explain the peacebuilding map using a real life example.</i></p> <ul style="list-style-type: none"> <i>Negative or positive peace/explain how not coming to reconciliation and positive peace can begin the process all over again and lead to new conflict.</i> 	

			<p><i>Ask participants:</i></p> <p><i>Look at the map and point out where you think the opportunities for dialogue happen?</i></p> <p><i>If we can't prevent the conflict and it's already taken place, we have to manage it, and we have different styles of how to approach conflict.</i></p> <p>Share the styles of conflict management slide.</p> <p>Ask participants to stand on the floor where their conflict management style is marked. *They choose one based on information on the slide.</p> <p>Explain that the style used will depend on the issue, although you may tend have a personal bias towards one particular style. Ask participants what they think their personal comfort zone would be in terms of styles.</p> <p>What is your style? Which one you would like to use more?</p> <p>Now that each one of us is aware of our style in managing a conflict and how conflicts happen all around us, let's focus on the causes.</p> <p>Nowadays, what are the main causes for conflict in our society.</p>	
20 min.	40 min.	Causes of Conflict	<p>Causes of conflict</p> <p>Ask the group what they think conflict is – what is the definition? Share the slide as a follow up. It is a natural disagreement resulting from individuals or groups that differ in attitudes, beliefs, or needs. It can also originate from past rivalries and personality differences. Conflict does not necessarily mean violence; however, violence is a tool that can be used in conflict.</p> <p>Ingredients of conflict – What do you think are the key ingredients of any conflict (ask the audience)</p> <p>Needs – Needs are things essential to our wellbeing. Conflicts arise when we ignore other people's needs or the group's needs – just like if I ignored your coffee break shortly!! This is not to be confused with desires, however. Desires are things you would like but are not essential (Coffee, however, is most definitely essential!!)</p> <p>Perceptions- People interpret reality differently – my 17-year-old has a different version of reality than I do – he thinks his bedroom is tidy – I do not!</p> <p>It may be that you think something is a problem but for someone else it is not as severe or not an issue at all.</p> <p>Power - How people define and use power is an important influence on the number and types of conflicts that are managed. Also how it is managed (think back to the previous exercise) is important. Conflict can arise when people try to make others change or gain an unfair advantage.</p>	

			<p>Values – Values are those beliefs and principles we consider to be very important. When values are unclear or when people hold incompatible values, conflict often arises.</p> <p>Feelings and emotions – We all can let our feelings and emotions influence how we deal with conflict. It can also occur because we ignore another person's feelings.</p> <p>1. Exercise – 10 minutes. Each group must come up with a list of several possible causes that lead to conflict anywhere in the world. Write one cause per Post It note and place on the wall. In plenary organise all the notes by categories – using the A4 category headings stuck to the wall. There are lots of different reasons for conflict but essentially most fall into two categories – resources and perception.</p> <p>Behind all of this lies human attitudes. However conflict can open the way to real change.</p> <p>Slide 7.</p> <p>There are common beliefs that conflict is something negative, that it is destructive and causes pain and grievances; however our attitude to conflict should change.</p> <p>New beliefs – Conflict is not necessarily bad or a failure of a system.</p> <ul style="list-style-type: none"> - It can be a creative force that generates new alternative outcomes and solutions. - Confronting conflict in ourselves and in others can lead to new levels of self-discovery. - Managing conflict wisely can lead to enhanced mutual trust, improved teamwork, and greater levels of productivity. - Real creativity is not possible without conflict. 	
40 min.	1 hr 20 min.	Perceptions and misperceptions	<p>Diversity and Identity</p> <p>We know there is diversity everywhere in society and in nature. The whole universe is built on the diversity of its ecosystem, without that – there is no life!</p> <p>Slide 8.</p> <p>Intercultural and interreligious dialogue are means of dealing with such diversity. They are means of coexisting, cooperating and finding a common cultural and human understanding. They involve an exchange of experiences that assists us as humans (and as Scouts!) in spreading the values of goodness all people agree to recognise.</p> <p>Every human has their own identity – what do we mean by that?</p> <p>(ask the participants)</p> <p>A compass by which we orientate ourselves.</p> <p>Where we feel that we belong and where we are recognised and accepted as who we are.</p>	

			<p>The beliefs, qualities, and expressions that make us who we are.</p> <p>We have multiple identities. They can be permanent or temporary, specific to a time and place or stay with us throughout our entire lives. Name some (ask the participants). Think about ethnicity, race, sex, gender, age, language, nationality, education, social status, religion, ideology, and professions to name a few.</p> <p>1. Exercise – 15 minutes</p> <p>Using the identity sheet, think about some of the different identities you have and share one with a neighbour. Are they different? Are they the same? How do we think they shape how we see the world?</p> <p>Now write your identities on pieces of small paper and run the activity (facilitator finds the activity related to identity suppression) to make you think about what you did or how others made you feel, when having an identity removed.</p> <p>2. Exercise - 15 minutes</p> <p>Perceptions. Look at the posters on the wall. Use Post It notes to write down the things you imagine about those people in the pictures. What are the things you think when you see the picture? Be honest!!! How might some of those imaginaries affect the way you interact with them and create barriers or obstacles?</p> <p>Reflection of the exercise.</p> <p>Unconscious bias video 3 min.</p> <p>No man's story is a single story. Like the iceberg: (play the iceberg clip while talking) there is what we see, but much bigger is what we don't see. So, it is a huge mistake only to cling to the first impressions. This is how misperceptions happen, and then prejudices.</p> <p>The single story we often have provides us with security and a sense of belonging to a group, but it can act as a mechanism to exclude and discriminate against those who we do not see as like us.</p> <p>Perceptions may lead to misperceptions. That is how prejudices are born. And that is how conflicts start.</p> <p>Self-examining our own stories and narratives, our identities, can be done through dialogue and doing so also allows others to learn more about our stories, too. When we get back from our break, we will be looking at the dialogue tool itself.</p>	
20 min.	1 hr 40 min.			
15 min.	1 hr 55 min.	Dialogue for Peace	5-minute energiser to get everyone smiling	

			<p>Why dialogue?</p> <p>Dialogue is necessary to spread the culture of tolerance, co-existence, and respect for others, and to prevent violence. It's a valuable skill for future young leaders. Respect for different cultures or opinions does not necessarily mean accepting or agreeing with positive or negative values associated with it; rather, it is an acknowledgment of the right of existence of such differences and of the existence of this culture or practice. The identity of the person (e.g., sex, religion, nationality, social background, or political orientation) has to be respected and acknowledged. Dialogue is a tool that everyone can use. It requires no finance and no set up, just the people involved and a willingness to be open to the challenge.</p> <p>Dialogue deals with personal and preconceived notions and prejudices by focusing on questions, listening, suspending judgment, and searching for commonalities based on the mutual respect and acceptance. Dialogue deals with thinking and understanding. Its mission is to clarify and overcome misunderstandings, and therefore the focus is on "listening to the other and taking into account and recognizing the point of view of the other."¹ This is done through focusing on the dialogue on similarities and differences in order to extend "bridges of communication between people and to move from a state of intolerance or passive tolerance to positions of deep understanding and respect for the other."²</p> <p>1. Exercise - 5 minutes</p> <p>What is and what is not dialogue. The Dialogue Facilitator will put up statements on the screen (PowerPoints slides). If you think they are dialogue stand at one end of the room (indicated by the facilitator). If you think they are not stand at the other. Use the handout to add information if needed.</p> <p>What is dialogue? Share the definition after we understand what dialogue is not</p>	
15 min.	2 hrs 10 min.	The dialogue	<p>The 10 principles of dialogue and the ground rules</p> <p>Like in Scouting and Guiding, we have principles that we follow in dialogue as well.</p> <p>So we get to the dialogue itself – and you will likely find that there are not many surprises here. As Scouts there are things that we tend to do really well, and you may find you recognise a lot of things on these lists. Let's take a look at the top 10 tips for a successful dialogue. (Slide 17)</p> <p>You will also find some key things to remember when setting the ground rules on the next handout.</p> <p>How do you feel having looked at the principles (ask participants). Is any of this completely new to you? What is not? Is this doable or not?</p> <p>For real dialogue to happen, the participants have to step out of their comfort zones and trust that the group will hold them and contain their thoughts and perceptions. As in the Learning Zone Model that was developed by Tom Senninger, individuals are advised to step out of their comfort zones, to what is called the "stretch"</p>	

¹ Building Bridges, Guideline for Dialogue Ambassadors, WOSM

² Building Bridges, Guideline for Dialogue Ambassadors, WOSM

			<p>or the learning zone, without stepping too far where it is a totally strange land for them, in what is called the “panic zone”.</p> <p>(Make the actual zone on the floor as it makes interaction possible instead of sitting down.)</p> <p>The comfort zone is described as the area where the individual is not only feeling safe, but everything looks familiar – there is no risk. On the other end, the panic zone is where the person steps into an unfamiliar place, with no familiarity at all, no one to trust. They feel unsafe to even move an inch. It is believed that there is no learning in the comfort zone, as there is nothing new; and there is no learning in the panic zone, where the person is threatened by the situation. In the panic zone, people get defensive or offensive, or they might shut down. According to this theory, learning happens in the zone between comfort and panic, the stretch zone. This is where the magic happens! In this zone, the individual feels challenged; however, they have trust in the system or the company that makes them take further steps in this new area. In the stretch zone (the learning zone), people take risks but not to a great extent. We believe this model fits the dialogue process perfectly. If the dialogue participants stay in their comfort zone, there will be hardly any dialogue. As the dialogue in this zone is shallow, people are too polite or dishonest to express their feelings or address the hard issues. They “play it safe”. Therefore, we call it the “safety zone”. On the other end, if the participants are pushed too quickly to address the hard issues, or they come with grievances and immediately start a confrontation, they will be pushed to their panic zone, the “danger zone”. In the panic zone there is no dialogue. Things turn into either a debate or offensive and defensive arguments. In some cases it might turn into violence. Dialogue happens in the stretch, the learning zone – which we will call here, the dialogue zone.</p> <p><i>Dialogue zones exercise 5 min</i></p> <p>So, how far are you willing to go in dialogue? Do you dare to face the unpleasant issues, or do you stick to my comfort zone? Do you make me available for listening and learning and changing?</p>	
20 min.	2 hrs 30 min.	Dialogue design	<p>The dialogue and the Dialogue facilitator</p> <p>The person who helps us move from safe zone or panic zone to stretch zone is called a Dialogue Facilitator.</p> <p><i>Like when we design an activity for our group, the same goes for the Dialogue Facilitator when designing a dialogue.</i></p> <p>When designing a dialogue session it’s important to remember some key points. This matrix is a useful way of thinking about the key issues.</p> <p>Purpose: The dialogue should have a clarity in regard to its purpose. What is the purpose of the dialogue? What do we want to achieve? What questions do we aim to answer? In general, the dialogue’s purpose falls within one or more of the three following categories:</p> <ol style="list-style-type: none"> 1. Generating awareness 2. Problem-solving 3. Building relationships <p>Participants and participation:</p>	

Based on the purpose of the dialogue, we decide who to invite to the dialogue. Who needs to be involved, and how? In other words, who are the participants and what kind of participation or involvement do we expect from them? In identifying the participants, we also ask the following questions: What do we hope to do and achieve with the participants? What will each of them be bringing, and what will they want to gain? How do we best involve and engage them? We have to also ask ourselves: Who is not here?

1. Exercise: 10 minutes

Write on Post It notes the main skills of a Dialogue Facilitator. Put them all in one deposit. Ask participants to take them from the bowl and stick them on the drawing of the human. Observe, reflect and discuss: what others are we missing?

Facilitator(s):

An essential element or actor in the dialogue is the Dialogue Facilitator. If we imagine any dialogue process as a journey, the Dialogue Facilitator becomes the guide. No one can walk the path for another person but, the guide can make the journey meaningful and enjoyable, despite the challenges and rocky areas on the trail.

The Dialogue Facilitator plans and manages the group to ensure that the purpose and the objectives of the group are met effectively. Effective here means time, inclusive participation, and full ownership by the group.

Facilitators should be impartial. As everyone has their own interests or biases, successful facilitators are aware of their reality, and they develop high skills in neutralising them. They put personal beliefs and opinions aside and focus on the dialogue process – the group's interests and objectives.

The dialogue process is the responsibility of the Dialogue Facilitator. It should be designed in a way that suits the group and achieves the objectives in the most successful and effective way.

Process and structure: The process and structure of a dialogue is the answer to the question: How will we get there? Do we go straight forward to the destination? Or do we need to select a different route that might be longer but safer? In dialogue, we want everyone to arrive, therefore, we need to select the route that makes everyone ready to arrive. There are many ways and routes that can be taken; sometimes we need to divert from the topic so we can invest more in the relationship; sometimes we need to provoke or create frustration. All are different techniques, with one goal: arrive safely at the destination.

Methodology:

It is time to select the vehicle and any other tools needed in the journey. The Dialogue Facilitator, governed by the context, should set a methodology that suits the participants, and leads to the purpose. In other words, there are three elements that complement a successful dialogue and make a learning opportunity effective. The first two inform the Dialogue Facilitator in selecting a successful methodology:

- The purpose or the goal to be achieved
- The target group
- The methodology and the tools used

A Dialogue Facilitator should ask themselves if the tool leads to the purpose? And does it suit the target group? These two questions come together. In selecting any tool or method, the facilitator should ask if

there will be any cultural or religious reservations by the participants? Does it serve the objective, or it might distract the participants from the theme? Is it necessary and why? Do we have the resources? And finally, do we have adequate time for processing and debriefing?

Physical space:

The physical space is as important as any of the other elements of the design. Because dialogue is about a safe environment, the physical space can become quite significant. Does it identify with one group over the other? Where is it located? In selecting the physical space, we have to ask ourselves the following questions:

- Does the space allow for true interaction and participation?
- Is the space a good size for the number of participants?
- Will they feel comfortable?
- Will the space make us relaxed yet awake and alert?
- How can people meet in this space? Circle? Theatre?
- Will it be better to meet in nature? Public? Private?
- Logistics? Food?
- Distractions?
- What might the place signify?

Context:

Context is what should inform us as dialogue designers or Dialogue Facilitators all the time. All what we do should be grounded within the context. We should ask ourselves the following questions about context as early as the design stage:

- How is the general atmosphere?
- Is it a low or high complexity situation?
- Is it in a conflict or peaceful situation?
- What about the participants?
- Are they homogenous, from two opposing groups, or diverse?
- Are they peers or is there a hierarchy?
- Is the group small or large? What about power dynamics?

			- Are there religious, cultural, ethnic, gender diversities?	
20 min.	2 hrs 50 min.	The Dialogical Scout	<p>In groups, draw around a person and put down all the things you think are needed to be a dialogical Scout.</p> <p>Skills, attitudes, values, and qualities</p> <p>A) Ask each group to hang their picture and then individuals walk around, and look followed by a group reflection.</p> <p>B) Debrief as a whole group with a presentation followed by trainers reflections.</p> <p>We know that Scouts are inspired and committed to a common set of values stated in our Promise and Law including being friend to all and brother of every Scout. This means we acknowledge the existence of diversity in everybody and celebrate the richness of our inclusive culture of multiple identities. Acknowledging that people come from different cultures and backgrounds means that we can see that we have different ways of thinking and different traditions and we do not behave the same in similar circumstances. Still when two or more Scouts are together, our specific identities do not prevent us from being friendly, open to witnessing the variety of behaviours and staying curious to understand and learn where these differences come from.</p> <p>Scouting is an inclusive society. It welcomes Scouts from all backgrounds regardless of their cultural, religious, geographical, professional, gender, or age. To be an active citizen in such a community, and to be able to provide a safe environment of understanding and respect for all, we need to be developed in ourselves and others the skills to be Dialogical Scouts</p> <p>Essentially many elements of World Scouting already help to keep a 'dialogical environment'. The very fabric of what we do is already aligned with the basic principles of dialogue.</p> <p>The opportunity to establish meaningful and constructive dialogue is offered to us each time we interact with others either in a direct exchange or as part of a collective activity. The ideal scenario would be for this to become a relevant and positive experience between two or more people. In Scouting, some examples of these moments take place.</p> <p>Slide 21</p> <p>Can you think of any other times they may take place (ask participants)?</p>	
10 min.	3 hrs	Closing	<p>Assessment – The tree</p> <p>Place a flower Post It note on the roots with the thing you have learned or found valuable.</p> <p>Place a leaf Post It note on the branches with one action you will do when you leave.</p> <p>Q and A</p> <p>Film – https://www.youtube.com/watch?v=jD8tjhVO1Tc</p>	