Inclusive Peacebuilding

Online Training of Trainers for Gender-Sensitive Peacebuilding
Author: Joanne Lauterjung

Graphic Design: Malin Muser

Layout (English language): Mote Oo Education

Illustrations: Matthew Gibbons

Myanmar translation: Haymar Hkai, Edward Kanan

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Christian Aid’s vision is a world where everyone has fullness of life; a life lived with dignity, free from poverty and need; where global resources are equitably shared and sustainably used, and where the voice and agency of the poor and marginalised are fully realised. Most of the world’s poorest people live outside of any form of protection and extremely vulnerable to conflict and violence. Destructive violent conflict and human development are inextricably linked. To tackle the conflict and bring long-lasting peace, we seek to strengthen our humanitarian response to violence, keep people safe and protected and seek to reduce the risk of gender based violence. We stand in solidarity with local peace actors. We enhance local communities’ peace building efforts and amplify them in peace and accountability processes.

Christian Aid’s peacebuilding work is guided by our global strategy ‘Standing Together’ which focuses on people living in extreme poverty and prioritising the portfolio of activities that can deliver the three pillars of our Global strategy- Poverty, Power and Prophetic voice. We recognise that without peace there can be no sustainable development, our ‘From Violence to Peace’ work therefore seeks to contribute to peace building efforts, ensuring access to justice and accountability, and protecting those most at risk of violence and supporting inclusive peace building at all levels.

In Myanmar peace and development are challenged by complex and multi-faceted conflict issues. Violence and protracted conflicts – often fuelled by fear, hatred and distrust – have a major impact on people’s lives. Marginalisation, discrimination and low levels of trust within the social, cultural and political processes are deeply rooted and led to sporadic and large-scale violence. Displacements attacks on civilians and GBV contribute immensely in making vulnerable communities poorer.

Based on our longstanding experience in areas of conflict and violence, Christian Aid Myanmar in partnerships with local civil society actors works on promoting social cohesion in and between the conflict affected communities from diverse backgrounds, trains and builds their capacity to use gender and conflict analysis and identify the drivers of conflict. Our programme promotes systematic understanding and use of dialogue facilitation as a tool for building relationship and resolving conflicts. Currently with support of funds from the United Nations Peace Building Fund (UNPBF) and Christian Aid’s internal funding, our local partners are successfully implementing a project on empowering young men and women to advocate for peace in Myanmar by enabling them to become change-agents. The change it seeks to achieve is that peaceful coexistence and harmony is strengthened through female and male youth (aged 18-25) from diverse communities. The aim is to build knowledge on how to prevent and mitigate conflict peacefully. The peace education program pays particular attention to do no harm and implements a trialled, youth-led Peace Education curriculum that works with trainee religious leaders in Buddhist and Islamic religious institutions and targeted to the secular youths residing in Rakhine State.

Mani Kumar, Country Director

Christian Aid Myanmar
How to Use This Manual

This manual is designed to support the delivery of a five-day online training covering topics related to peacebuilding in conflict settings. Thematic areas covered include: a) building skills to model peace; b) understanding behaviour and emotional intelligence; and c) honouring and accommodating different learning styles.

The manual includes two sections:

1. **Tools for Online Facilitators** includes tips on how to design and deliver an online participatory workshop using Zoom and Jamboard. Special considerations are outlined for creative ways to mitigate the online space, and pacing of online learning.

2. **Workshop Modules** include a model five-day workshop, complete with facilitator’s notes, that integrate the activities presented in Section 1. Facilitators can choose to use this workshop plan exactly as written or build on the ideas and tools presented to develop their own unique training programme.

**Structure of Units**

The activities in the manual are interactive and encourage participants to work collaboratively to understand concepts and explore problems. Each unit in the manual is divided into four parts – **Introduction, Preparation, Activity Instructions** and **Key Learning Points**:

**Introduction**

In the Introduction box at the start of each unit, you will find the following information:

- **Rationale**: What is the reason this topic is included? How is it relevant to the context and learning objectives? The rationale sets up the reason for the unit.

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

- **Time**: How long will the activity take? Each online unit is designed to be two hours in length. After that amount of time, people’s ability to absorb new information begins to decline. Each activity includes the estimated time to lead it, as well as assignments between online sessions.

**Preparation**

What do I need to prepare to lead this lesson? Each unit outlines what’s needed to prepare: videos cued up, Power Point slides prepared and open, instant polls or chat prompts, and breakout room or learning partner assignments.

- **Learning Partners**: How can I create team spirit online? Every morning session will include a midday assignment to be completed before the afternoon online session. Participants will complete the assignment, and then meet with a learning buddy to share what they learned. This serves two purposes: to build trust and allow participants to get to know each other, and to deepen their comprehension and retention of the material by talking about it with someone else. You can create a list ahead of time and assign learning partners at the end of the morning sessions (do not do this at the beginning of the sessions). Another option is to use the breakout rooms to randomly create pairs. Be sure to change the learning partners every day so participants get to talk to as many other people as possible.
» **Check-ins:** How can I establish a warm and welcoming environment at the beginning of every day? There are many ways to do this in an online environment, such as playing music as people log in, and having instant polls ready to get participants interacting as soon as possible.

» **Debrief:** How do I effectively guide my participant’s learning experience? An essential component of the activities including in this manual are the debrief conversations after each exercise. The questions included will allow participants to react to the process and make connections to their everyday lives. They are designed to help the facilitator guide the participants to towards the set learning objectives. Take advantage of Zoom’s breakout rooms for pairs or small groups to discuss, and be sure to randomly mix the groups as much as possible.

» **Check-outs:** What can we do physically to take care of our bodies as we sit in front the computer for two hours at a time? A variety of activities such as chair yoga, breathing and stretching exercises are offered to encourage self-care.

**Activity Instructions**

Each activity in each unit contains multiple steps. The instructions pages guide the facilitator through each step, including prompts for facilitator input, and prompts for the use (in some cases presented as optional) components outlined in the Preparation box.

» **Low-literacy options:** How can activities accommodate participants who cannot read or write? Online training presents opportunities for visually rich content. When appropriate, alternatives are given for low-literacy populations.

» **Inclusion options:** Are we being truly inclusive and hearing all voices? What can we do to make sure marginalized groups can participate fully in this activity?

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

**Key Learning Points**

Each unit ends with a summary of the most important points participants should come away with. These key learning points can be used in a slide, or woven into the facilitation **debriefs** after related activities.
It’s safe to say that people all over the world have been forced to learn new skills to stay connected to loved ones, continue to learn and attend school, work remotely and find social activities... all online.

Covid-19 has forever changed our relationship with technology, and in the long-run we will be able to use our expanded skills and toolkits as compliments to in-person learning and engaging. This manual for online training was created in response to this situation, and has the added challenge of being used in a part of the world where technology is still emerging. Very few people outside of cities have laptop computers, and in some places mobile coverage is still low. But despite the challenges, the hunger for new learning remains and the activities in this manual can be applied right away, and will also provide online possibilities to weave into in-person trainings in the future.
Design Considerations

Technology and online learning are evolving and changing at a rapid rate, so it is always important to stay on top of developments, and refresh your skills and training design as new tools become available, or old tools go away. This manual recommends using Zoom as a teaching platform, Google Forms for questionnaires, Jamboard for real-time interaction, and Facebook as a way to keep participants engaged and interacting with each other between trainings and events. Make sure you have the most current version of Zoom, 5.2 or later, to utilize all the features in this manual.

A good way to counter-balance some of the challenging aspects of sitting in front of the computer, is to build in opportunities for creativity and engaging physically: drawing instead of typing, stretching, chair yoga, singing, moving or dancing. If you are able to deliver art supplies to your participants, this gives them a great tool for processing new information, and their creations can be photographed and shared – both in the Zoom sessions, and on a private Facebook page.

One of the advantages to online facilitation, is the ability to offer content-rich and visually stimulating material such as links to YouTube videos, colorful slides, interactive quizzes and polls. This requires much more preparation than an in-person workshop, but materials such as slides and links can be used and leveraged over many more future trainings. Once content is developed, it’s easy to share and cascade the knowledge with anyone, anywhere.

Another advantage to online learning is that the structure can often allow quieter voices to be heard. Participants who are less likely to participate or speak up in an in-person training are sometimes emboldened to “speak up” in the chat box, or in answering anonymous instant polls. In some ways, as a facilitator you get more honest feedback using these tools than in in-person workshops.

Zoom Etiquette

Ideally, everyone should be muted and have their video on. This may be difficult for people in rural areas with limited Internet and, in those cases, participants can use their video sparingly. If nothing else, turning it on once in the beginning and again before logging off, helps everyone get to know each other.

Participants using mobile phones will have trouble using the chat, reactions and polling features, so for those users you will need to decide how much to conduct on Zoom, and explore the possibility of pre-recording lessons on video using Zoom’s build-in recording feature, and then uploading for view on Facebook or YouTube.

Audience

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

This manual adopts an experiential approach to learning. Experiential learning promotes teaching techniques that relate to learners’ life experiences and appreciate what they already know. The learner, not the teacher, is at the centre of the experience and share ‘ownership’ for their own learning. In this collaborative context, the word ‘facilitator’ is more appropriate than ‘teacher’, for all concerned should be peers, engaged in a common effort towards a shared goal. Together the facilitator and participants examine their own experiences and seek to come to individual conclusions. The goal is not some ‘right answer’, or even consensus, but the exploration of ideas and issues that can lead to changes in behaviour and the application of new skills in participants’ everyday lives.
Recommended Timeline

It is difficult to sit in front of a computer and focus for extended periods of time, and pacing is important. Therefore, each unit in this manual is two-and-a-half hours in duration, with instructions for assignments between some of the units. Pacing and timing may need to be adapted for your specific target group. If you spread each unit out over too many days, it will be difficult for participants to remember and retain new information. If you try to lead too many units in one day, it’s too much information for participants to process. Below is an example schedule for the units.

<table>
<thead>
<tr>
<th>9:00 – 11:30 AM</th>
<th>Assignment</th>
<th>2:30 – 4:30 PM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DAY 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 1 – Powerful Beginnings</td>
<td>Reflective questions</td>
<td>Unit 2 – How We Learn</td>
</tr>
<tr>
<td><strong>DAY 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 3 – Resilience &amp; Self-Awareness</td>
<td>Self-discovery: Johari Window</td>
<td>Unit 4 – Confidence &amp; Motivation</td>
</tr>
<tr>
<td><strong>DAY 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 5 – Creative Expression &amp; Responsibility</td>
<td>Symbolism &amp; meaning: make your own peace flag</td>
<td>Unit 6 – Power, Respect &amp; Inclusion</td>
</tr>
<tr>
<td><strong>DAY 4</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 7 – Perception &amp; Worldview</td>
<td>Create your own “worldview” glasses</td>
<td>Unit 8 – Non-violent Communication</td>
</tr>
<tr>
<td><strong>DAY 5</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 9 – Responding to Conflict</td>
<td>Reflecting on anger: questionnaire, reflection, song</td>
<td>Facilitation Skills Online</td>
</tr>
<tr>
<td><strong>DAY 6</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 11 – Next Steps &amp; Planning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Learn the technology

As it is difficult to provide complete instructions for using Zoom in this manual, there are many, many good instructional videos online. It is important that you learn the technology ahead of time, and have a level of comfort moving between different features and setting preferences to give participants a seamless learning experience while they are with you. These are features needed for interactive learning:

» Screen sharing for viewing videos and slides;
» Audio-only sharing so you can play music without sharing your screen;
» Using prepared slides as your virtual background;
» Assigning and managing breakout rooms;
» Using the chat box and instant polls to engage with participants;
» Preparing activities to use with whiteboard.

Technology test-run

It’s extremely important to schedule a “test run” before the start of your online training. Try to schedule this close to when you will begin, perhaps two or three days in advance of Unit 1. This allows people to learn how to navigate various Zoom options, and get familiar with online training.
Online Facilitation

Online facilitation requires the same skills as in-person facilitation in terms of being learner-centered, engaged and reflective. What’s different is the pace and limitations of being all online. The basic rules of good facilitation still apply. The facilitator’s job is to:

» establish a warm and inviting, predictable environment that fosters connection and trust among participants;
» encourage all participants to participate fully, giving quieter voices opportunities to be heard;
» model inclusion at all times;
» provide a clear structure for learning by outlining objectives and expectations, guiding participants to create their own ground rules, and holding yourself and participants responsible for following those agreements;
» prepare all materials and run online sessions as efficiently as possible.

What facilitates good learning is to help participants “learn how to learn” by holding them responsible for their own learning. The more they invest themselves into the experience, the more they will get out of it. The facilitator is not responsible for their learning, but is responsible for creating the right environment to motivate participants to learn. The attention should always be on participants, with the facilitator providing gentle and steady guidance by asking questions and keeping people on-task and engaged with each other, helping to develop curiosity and empathy among participants.

Tips and Tools for Online Facilitators

For online learning there are some unique challenges in getting engagement from all participants. Some tips to address this include:

» ask participants to keep their video on (where Internet connection will allow);
» call participants by name rather than waiting for someone to volunteer to speak up;
» in the chat box, post a list of participants in the order you want them to speak;
» use instant polls, which provide anonymous feedback, as a way to get honest responses.

To maximise learning, debrief each activity even if that activity is seen as a game. Every game used should relate to the learning content, and support the concepts you are teaching. This will help participants connect their experience to the learning objectives and their everyday lives.

Theatre Games

Theatre games are an excellent way to build trust and a positive mindset with participants. They require a willingness to take a creative risk, and to step outside one’s comfort zone. The reward for taking this risk is more confidence, and less fear when trying new things. Learning new skills and behaviours requires taking risks, and these games provide a fun and safe way to cultivate a willingness to think and act in new ways.
Yes, Let’s!

1. Begin by demonstrating how the game will work. You will call out an activity for everyone to imitate:
   » Hey everyone, let’s climb a tree!
2. Everyone responds saying, “Yes, let’s!” and then everyone imitates climbing a tree.
3. Call the next person on the list, and encourage participants to go in order without needing to be called on.
4. End after everyone has had a chance to go twice.

This is not a…

1. Instruct participants to pick up an object near them, close to their computer. Encourage them to select something unusual to avoid everyone picking up a pen.
2. Demonstrate how the game is played by holding up an object (for example, a water bottle), and say:
   » This is not a water bottle. This is an electric guitar.
3. Use the object as if it is really the thing you said it was – for example, pretend to play the water bottle as if it is an electric guitar. Be sure to exaggerate your movements and expressions – you want to encourage participants to really take a risk, and have fun with the activity.
4. Allow everyone to go twice to give them a second chance – most people get ideas from seeing other people ideas, so give participants a second round so they really understand the game.

What are you doing?

1. Demonstrate how the game is played by pretending to do an activity – for example, cooking a meal. Tell someone to ask you, “Hey, what are you doing?” You will continue to pretend to cook a meal, but must say something else – such as, “I’m fixing my bicycle.”
2. The next person must pretend to fix a bicycle, while the next person asks, “Hey, what are you doing?” And again, they continue to pretend to fix a bicycle, but must say another activity.
3. Continue until everyone has gone twice.

Jamboard Activities

Jamboard is a free Google app that allows participants to express themselves visually and allows for interactivity in real time (jamboard.google.com). You can use Jamboard for planning purposes, or mapping stakeholders, or to create a work plan or flow chart. In a training, there are many, many possibilities. Below are two suggested uses for Jamboard.

» Chalk Talk: One useful tool for non-verbal dialogue is a “chalk talk”. At the top of your Jamboard page, type or write a question that relates to the topics you are teaching. Send participants to the Jamboard site, and ask that they write or draw their responses to the questions, and to each other. They can draw links between comments, or draw pictures or symbols. You can use multiple pages, with a different question on each page. Participants can go back and forth in the allotted time, coming back again and again to respond to new comments.
» **Symbols of Peace:** Have participants take a photo of something in their home that represents ‘peace’ to them. Upload the photos to Jamboard, and conduct a “gallery walk”, looking at each symbol and having that participant describe why they chose that object.

**Instant Polls**

Getting participants engaged in an online environment can be challenging. Polls provide a way of getting anonymous feedback, which can be extremely valuable and provide a way to participate for those who are less likely to speak up in an in-person training. You will see in the training units in this book that polls and chats are used frequently to help participants engage with the subject matter. Here are some ideas for check-in polls, which give participants something to do while you’re waiting for everyone to log in.

<table>
<thead>
<tr>
<th>A. How’s your emotional weather today?</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Bright and sunny</td>
</tr>
<tr>
<td>ii. Warm and cloudy</td>
</tr>
<tr>
<td>iii. Windy and a little cold</td>
</tr>
<tr>
<td>iv. Dark and stormy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Coffee versus tea: what’s your preference?</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Only coffee</td>
</tr>
<tr>
<td>ii. Mostly coffee, some tea</td>
</tr>
<tr>
<td>iii. Mostly tea, some coffee</td>
</tr>
<tr>
<td>iv. Only tea</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. If you could have one of these super powers, which one would you choose?</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. To fly</td>
</tr>
<tr>
<td>ii. Super human strength</td>
</tr>
<tr>
<td>iii. See through walls</td>
</tr>
<tr>
<td>iv. Be invisible</td>
</tr>
<tr>
<td>v. Heal anyone or anything that you touch</td>
</tr>
</tbody>
</table>

**Chat Prompts**

Chat prompts are also good to gauge whether participants have understood a concept, or to find out their views on a topic. Here are some fun options for chat box prompts while you are waiting for people to log in, or come back from breakout rooms.

» If you could write a book about your life story, what would the title be?

» If you could be any animal right now, which one would you be, and why?

» If someone made a movie about your life right now, what would the title be? And who would play you in the movie?
Self-Care Activities

Sitting through a two-hour online unit can be physically draining and hard on the eyes, neck and shoulders. Activities such as chair yoga, breathing activities and stretching help you end your online session by modeling good self-care, and encouraging participants to do the same. These are activities to get you started, and you can keep adding to it as you learn new activities online or from other trainers.

Breathing 4-6-8

» Keeping a steady beat, have participants breathe in for four counts, and then out for four counts. Repeat four times.
» Increase the count to six, breathing in for six, and out for six. Repeat four times.
» Increase the count to eight, breathing in for eight and out for eight. Repeat four times.

Neck and shoulder stretching

» Squeeze your shoulders up to your ears, and hold. Keep holding, squeezing tightly, until you feel your muscles get warm and begin to shake a little.
» Slowly release, dropping your shoulders down.
» Repeat four or five times.

Eye exercises

» Look away from the computer, and look as far away as you can.
» Move your eyes in full circles, first to the left, then the right. Repeat each direction four times.
» Move your eyes in figure-eights, looping your eyes up and to the right, then down and to the right, then up and to the left, and down and to the left. Repeat four times.
» Rub your hands together until they’re warm, and gently place over your eyes and until for two minutes to allow your eyes to relax.

For a more complete overview of facilitation skills and the experiential learning cycles, please see Building a Culture of Dialogue: A facilitator’s manual to guide dialogue within and between communities in conflict published by Christian Aid and available for download at: https://www.christianaid.org.uk/resources/about-us/myanmar-building-culture-dialogue-dialogue-manual-english
Section 2: Workshop Modules

This section contains nine units and is a complete workshop. Each unit builds upon the previous one. Each activity in the unit has facilitator’s notes to guide facilitators through the delivery of each activity. Units also integrates the activities presented in Section 1.

There is a ‘pre-unit set-up’ section, which takes facilitators through the process of doing a technology test run with participants, so that you can begin the workshop with the confidence that both you and your participants have the correct technology and that it is working correctly.

In addition, there is a pre-unit ‘getting to know you’ assignment that you can do with participants ahead of the workshop, so that on the first day you can bring participants together and quickly increase their familiarity with one another and break the ice.

Facilitators can choose to use this workshop plan exactly as written or build on the ideas and tools presented to develop their own unique training programme.
Pre-Unit Set-Up

Technology Test-Run

Be sure to hold a dedicated session with participants to make sure they have the right applications and understand how to use the technology. You will need to strategise which activities and tools are appropriate for how your participants will access the training. For example, if they only have a mobile phone, not a laptop, then you will need to adapt slides and visual content for a smaller screen.

A test-run session should follow all the same guidelines for good facilitation:

» A thoughtful welcome and opening;
» Interactivity;
» Pop-up polls (for Zoom or Facebook);
» A tour of Zoom features including microphone/camera on and off buttons, using the chat box, getting familiar going in and out of breakout rooms, and using the whiteboard.

As a facilitator, a test-run allows you to test out your own system, and make sure you’re prepared to move in and out of different features such as:

» sharing music from your laptop for best sound quality;
» screen sharing for viewing visual content;
» setting up breakout rooms and assigning participants;

It is recommended that you co-train, and share hosting on Zoom with someone else. That way one of you can be speaking directly to participants, and the other person can be watching the chat box for questions, assisting those that need technical help, or helping admit people to the meeting or breakout rooms.

Pre-Unit 1 Assignment

An optional step is to create some kind of assignment before the first unit to engage participants, learn about them, and be ready to begin with some kind of personal sharing right at the very beginning.

Activity 0.1: “I Am…” Posters (30 mins)

1. Participants can make these posters on A4 paper, which is recommended, or in whatever application they choose (Word, PowerPoint, etc.) Tell them they will be making a poster to introduce themselves.

2. If they are working on paper, instruct them to choose some art supplies. If participants are creating something in Word, encourage them to use color, typefaces, their own photos or drawings – anything that will personalize the final poster.

3. Prepare instructions on a slide, including a finished poster as a sample to share. Posters should include:
   » *Your name*
   » *A photo of yourself doing something you love*
4. Be sure to reassure participants that they don’t need any special skills in making art. What matters most is that they create something that reflects who they are.

- Don’t worry if you are not an artist! It’s OK to draw stick figures, or simple shapes. For your symbol, think about how you want other people to see you.

- What qualities are important to you?

- What do you want us to know about your skills and abilities? Maybe you’re quick like a rabbit, or you come and go like the ocean.

- You must complete your poster by [date and time] and send by email to [trainer’s email address].

5. Instruct participants to take a photo of their poster, and email it to the trainer one to two days before the first unit. Compile them into slides to share on Zoom for a “gallery walk” during the first day.

Variations

- **Low-literacy option:** Give verbal instructions, and ask participants to draw symbols to represent what they love to do, their favorite music, and what they want to talk about.

- **Inclusion option:** Consider working with participants in smaller groups depending on their exposure to technology. Those who are accessing by mobile phone will need different information, and those who can access with laptop are more likely to more comfortable with technology. Women will be less likely to have their own mobile, so you will need to strategise how to reach them and accommodate their situation.
Unit 1: Powerful Beginnings

Introduction

You only get one chance to make a good first impression! Learning online has a reputation for being dry and technical, and here’s your opportunity to set a more playful tone by playing music and having a colorful, inviting welcome slide behind you. It’s especially important to establish ground rules and clarify expectations when you are online, as most participants will be most familiar with a more superficial use through apps like Facebook and TikTok. For many participants, this will be their first experience using the Internet as an intentional learning tool. This unit includes methods for creating an online learning community, establish how everyone will learn together, and set a tone of inclusion and welcoming.

Objectives

» To welcome participants, introduce the facilitation team, and allow participants to get to know each other.

» To create collaborative agreements for the duration of the training.

» To experience inclusion and exclusion and reflect on how these topics affect our daily lives and the choices we make.

» To introduce “learning partners” to encourage participants to get to know each other, build trust, and learn from one another.

Time: 2.5 hours
**Preparation**

**Technology**

Select music and test audio, have music playing as people log in

**Slides**

Prepare the following slide decks and have ready to load into Zoom:

- Welcome
- “I Am …” posters to share
- Inclusion/Exclusion
- Community building assignment instructions

**Learning Partners**

Assign learning partners, or randomly assign using the breakout rooms (see page 12).
Unit 1: Activity Instructions

Activity 1.1: Welcome (10 mins)
1. Share your computer sound and have music playing as people log in.
2. Greet everyone by name as you admit them to the Zoom meeting, and when it’s time to begin, re-introduce yourself and the facilitation team.
3. Review where things are in Zoom: mute/unmute, video on/off, the chat box, and how to switch between speaker and gallery views.
4. Let participants know they will introduce themselves as you go through the “I Am...” posters.

Activity 1.2: Sharing of “I Am...” Posters (20 mins)
1. Share your desktop and go through the posters, one-by-one. Allow each person to introduce their own poster. Encourage others to respond using the chat box – applause, things they liked.
2. Thank everyone for being willing to do something unusual, and show their creativity.

Note: It is very important to establish positive and constructive communication. It’s not about creating “fine art”, but getting participants to express themselves. So, praise their courage to be expressive, and be sure not to focus too much on the more skillful drawings – that will only reinforce competition and discourage those who think they cannot draw. The facilitator must model this from the very beginning, and is important to convey the message of inclusion. Everyone’s poster must get equal attention.
Activity 1.3: Collaborative Group Agreements (30 mins)

1. The goal of this activity is to collaboratively create workshop agreements, and builds from personal reflection on ground rules, to group consensus.
   - *What rules do you think are important? For example, do you think being on time is important?*
   - *OK, so we think it’s important to be on time. What about mobile phones? Should people be allowed to talk on the phone during the workshop? What about the ringers – should the ringers be allowed to go off? OK, and what other kind of behavior do we want during this workshop? What kind of atmosphere do you want, and how do we make that together?*

2. Ask participants to write down one or two rules they would like to have to make this a good learning experience for them.

3. Send pairs of participants into breakout rooms for 5 minutes to compare their suggested rules, and agree on two to share with a larger group.

4. Close the breakout rooms, and then re-assign participants again to new breakout rooms, this time with four people per room. They will repeat the previous step – share with each other, and this time agree on four rules for the four of them.

5. Repeat the process of putting participants into bigger and bigger groups until you have divided them into two groups. Ask the two groups to agree on four or five rules each, and be ready to post those in the chat box when they return.

6. Once you have closed the breakout rooms, ask participants to post their rules in the chat box and facilitate a conversation about them.
   - *What do we think of these rules? Are we all OK with them?*

**Note:** An important part of this process is to get participants to “own” (and therefore follow) their own agreements. That way, if they are broken you can facilitate a conversation about whether or not the rules need to be revised. Usually, when groups realize it is their own responsibility, they agree to follow the rules they created.

7. Once the group has agreed to their own rules, it is time for the facilitation team to add any additional rules you feel are important. See Facilitation Tips in the beginning section of this manual for suggested ground rules.

8. Now that the agreements have been created, an important step is to ask participants what they think the consequences should be if they break the ground rules. Make sure whatever they come up with, it should be funny, light-hearted, nothing embarrassing or shameful – for example, sing a song or dance. It should be something anyone can do.

**Note:** Once a consequence has been established for breaking an agreement, it is very important for the facilitator to implement this so the group knows you are serious about following the agreements. You are helping them learn to have integrity, to keep their word, and to treat the learning experience with respect.
9. Once everyone has agreed on the ground rules, create some kind of ritual to signal the agreement.

   » So, let’s show our commitment to these agreements by waving your hands if you agree to the guidelines and consequences.

**Variation:** Add Exclusion role play. If you are working with a group that already knows each other, or is ready for more of a challenge, you can add a role play that illustrates how arbitrary inclusion and exclusion can be. This must be carefully facilitated, and with humour, so participants know they are not actually being excluded. Before beginning the discussion on ground rules, ask participants to write their height into the chat box, and then divide participants into two groups – the tallest, and the shortest. Next announce that short people are the better people, and since they are so smart we will let them come up with the workshop agreements. Have fun with how you take these next steps, being sure to signal that this is just a game.

10. Assign the tall people into a breakout room for 10 minutes. You will now only work with the short people, similar to the steps above, and facilitate a conversation on what ground rules they feel are important.

11. Every now and then, go back to the breakout room with the tall participants, and let them know you are still creating the rules, and will get back to them.

12. End the breakout room with the tall people, and bring them back into the main meeting. The short people will share the agreements with them, and ask the tall people if they are OK with these agreements.

   » What do you think of these rules? Are you OK with them? Do you think they are fair? Are you OK to follow these guidelines, even though you weren’t allowed to help create them?

13. Facilitate a conversation on what just happened, and be sure to give time for those who were excluded to describe how that felt. This should lead into a conversation on the fact that height is something we are born into – we have no control over our height. Relate that to other aspects of people that they are born into, and how we judge each other because of these things.

   » None of us decides how tall we will grow – we have no control over that.

   » Do we have control over the color of our eyes, or hair, or skin? Then why do we make a big deal about light skin?

   » Why do you think some physical traits become important? Does this make sense to you?

14. When ready, move forward with creating agreements with the whole group. Ask tall people for their input, and make sure everyone agrees on both the guidelines and the consequences for breaking them.

**Variation:** Low-literacy option: Have participants draw symbols for their agreements using basic shapes.
Activity 1.4: Inclusion/Exclusion (30 mins)

1. Go through the slides provided to look at inclusion and exclusion. These slides give a visual representation of the concepts of exclusion, separation, inclusion and integration. Just because we include someone in a training doesn’t always mean they are integrated, meaning they may not be included in the conversation at lunchtime, or speak up during small group discussions. Guide participants through reflections on these topics.
   » Can you describe a time when you were on the outside of a group?
   » How would you now describe the short people in the last activity? Or the tall people?

   **Note:** Help participants to relate this to their own lives, and be sure to invite participants to share what it feels like. Developing empathy requires that we connect with our emotions, and the feelings of others.

2. Use the questions in the slides to prompt participants to talk about their lives and relate to these concepts.
   » Inclusion means the groups includes others as part of their group. Where do you observe this in your lives? What are some examples?
   » How does it feel to be on the ‘inside’, ‘in the know’, part of the ‘in’ group? Feels good, right? Everyone likes to be on the inside.
   » What about in the community? What groups or kinds of group are inclusive? That make outsiders feel welcome?
   » Why do they not welcome outsiders? Is it for safety? Or is it discrimination? Or fear? Why do you think they are exclusive?

   **Note:** Sometimes a group cannot be inclusive for safety reasons, or because people want to worship with others of the same faith. There are reasons why a group would be exclusive and not inclusive. It’s important to recognize the difference, and to be able to decide when it is OK to be more inclusive.
Activity 1.5: Community Building Assignment Instructions (5 mins)

1. Share the Day 1 assignment slides that are divided into two steps: 1. reflect on three questions shown, and 2. A structured sharing with today’s learning partner.
   » If you could have dinner with anyone, past or present, dead or alive, who would that be and why?
   » If you were asked to teach a course on the philosophy of your life, what would be the one book that would be required reading?
   » If you could pick a moment in your life that you could capture as a painting, and hang it on a wall so it’s the first thing you see in the morning and the last thing you see when you go to bed, what would that moment and memory be?

2. For sharing with a learning partner, make sure participants understand the structure. The three questions shown are intended to help learners develop curiosity about each other, and to listen carefully to what is important to others.
   » I want to attend your dinner because...
   » I want to take your class because...
   » I want to look at your painting because...

3. Post questions in the chat box, assign learning partners, and have participants either copy and paste the instructions into a document or take a photo with their phone.

4. The assignment must be completed before the next online training session.

Variation: Low-literacy option: You can change the question about books to be about movies, or a song they know that represents them. Have participants record the questions on their phone.
Activity 1.6: Check-out (15 mins)

1. Facilitate a final **debrief**, and allow participants to ask questions or share what they learned.

**Key Learning Points**

- Online learning can be engaging, interesting and interactive if you take time to learn the tools.
- Judging people by their appearance, or characteristics they have no control over, is not helpful in life. We must see other people more deeply to recognize that we have common ground, and are more alike as human beings than we are different.
- We each have the power to include or exclude people, and it is always important to include people in decision-making if they will be affected by the decisions made.
Unit 2: How We Learn

Introduction

Even though we mostly think of learning as receiving a lecture by an expert, or reading a book, the reality is that there are many different learning styles and many different ways of teaching. The idea of “multiple intelligences” was developed by Harvard professor Howard Gartner, and refers to eight learning styles that reflect different ways people learn. This unit explores these different learning styles, and offers opportunities for participants to reflect on which learning styles works best for them. The government educational system in Myanmar tends to favor very linear ways of learning, such as lecture, writing, and reading. But for visual learners, or those who learn by physically doing things, it’s not a helpful way to learn.

If we want to be inclusive with our work, and sharing of our knowledge, then we need to know more about all the different ways people learn. This allows us to design trainings that will accommodate different learning styles, and also makes for a more fun and engaging experience for both participants and facilitators.

Objectives

» To learn about “multiple intelligences” – different ways of learning
» To experience different learning styles in order to improve training design to accommodate different learning styles
» To reflect on different learning styles, and how these are perceived in Myanmar

Time: 2.5 hours

1 Gartner, Howard 1983. Frames of Mind: The Theory of Multiple Intelligences
Preparation

Technology
1. Load the “Welcome back” slide in the background before people log in
2. Select music and test audio, have music playing as people log in
3. Select a song about being brave, and have it cued up and ready to play

Slides
Prepare and open the following slides on your desktop:
1. Welcome back
2. Multiple intelligences wheel (without results)
3. Multiple Intelligences survey results
4. Multiple intelligences slides

Chat Box
Prepare chat box text for Activity 2.2

Instant Polls
Prepare poll for Activity 2.5: Learning Styles Reflection

Check-Out Activity
Prepare one self-care activity for check-out: breathing, chair yoga, stretching, etc.
(See options on page 16.)
Activity 2.1: Welcome and Assignment Debrief (10 mins)

Welcome participants, and **debrief** the reflection and sharing assignment. If you have a small group you can discuss with everyone. If you have a lot of people, send groups into breakout rooms.

Activity 2.2: Multiple Intelligences (Learning Styles) (15 mins)

1. We will now introduce the concept of ‘multiple intelligences’, and prepare participants to think more deeply about their own learning style, and the learning styles of others. Show the Multiple Intelligences wheel without the questionnaire results.

2. Using the **chat box**, post the following questions one by one, and invite participants to type their answers into the **chat box**.
   - Which style do you think was the most common among you, and why?
   - Which style do you think was the least common, and why?
   - Are you ready to see the results?

3. Now show the results of the Multiple Intelligences questionnaire participants filled out after the Technology Test Run unit. Enter the following questions one by one, and invite participants to respond.
   - What do you think? Does this match what you just said? Why or why not?
   - What did you learn by doing this activity?
   - Do you think culture plays a role in the learning styles in different places?
   - Is there a learning style you have never experienced, but would like to?

4. It is important to design activities to reach all different kinds of learners. Not everyone learns by listening to a lecture. It’s OK to use two or three activities on the same topic, and use different approaches to different learning styles. The next activity will illustrate this.
Activity 2.3: What Does It Mean to be Brave? A Learning Styles Sampler (45 mins)

1. This activity presents one concept, “being brave”, by guiding participants through eight activities on the same topic. Follow the slides which include instructions for each step. Each step should take only four or five minutes, leaving you time to debrief at the end.

2. **Linguistic Learning Style:** Definitions of “brave”
   - Can you think of a time when you were willing to feel uncomfortable, but do something anyway because it was important to you?
   - Would anyone like to share a time they felt brave?
   - This learning style is typically how education is taught -through reading and writing.

3. **Logical Learning Style:** thinking through what allows us to be brave encourages reflection and critical thinking. It is easier to be vulnerable when we feel secure in ourselves, when we take care of ourselves, and when we feel generous with others and ourselves.

4. **Body/Kinesthetic Learning Style:** ask participant to make a shape, and then take a screen shot of everyone once they have done their “statue” to share later.
   - How does it feel to physically act out ‘bravery’? Does it make you feel braver? This is one of the values of this style of learning – it helps us feel concepts in our body, which we might remember longer than if we had read about it.

5. **Spatial (Artistic) Learning Style:** make sure participants have pen and paper available, and have them draw a picture or symbol of what it means to feel brave. This learning style is good for communicating a lot of information in a short amount of time.
   - Think about a really beautiful photo you’ve seen on Facebook, or a clever cartoon. It’s easy to remember it, right? Would it have been as memorable if someone had instead described it in text?

6. **Musical Learning Style:** have a song about being brave selected and cued up, and share your computer sound to play it for them.
   - What’s different about hearing a message in music? Do you think you’ll remember it better that way?

7. **Intra-Personal Learning Style:** make sure participants have paper and pen available, and have them quietly write on their own about bravery. This learning style is about self-reflection. We can actually learn a lot about ourselves when we reflect like this – when we take time out of a busy day to just sit with our thoughts. Sometimes we are able to help calm ourselves, or figure out a difficult situation when we get quiet, and just allow our thoughts to wander.

8. **Inter-Personal Learning Style:** you will put participants into breakout rooms in pairs, and have them share what they’ve learned with each other. For this step, participants will need a little more time, so give them three to four minutes each to speak.

9. **Debrief:** Bring everyone back to the main meeting, and facilitate a debrief. Create three polls to get the conversation going, and to understand reactions to the different styles.
Activity 2.4: Learning Styles Reflection (5 mins)

1. Begin this **debrief** with three quick **polls** as outlined below.

   **A.** Which style are you most comfortable with as a learner?
   - i. Linguistic (language, speaking, writing)
   - ii. Logical (math and science)
   - iii. Body/Kinesthetic (dance, sports)
   - iv. Spatial (art, design)
   - v. Musical
   - vi. On your own, intra-personal
   - vii. With others, Inter-personal

   **B.** Which style are you most comfortable using for teaching?
   - i. Linguistic (language, speaking, writing)
   - ii. Logical (math and science)
   - iii. Body/Kinesthetic (dance, sports)
   - iv. Spatial (art, design)
   - v. Musical
   - vi. On your own, intra-personal
   - vii. With others, Inter-personal

   **C.** Which style are you willing to learn more about, to get more comfortable using?
   - i. Linguistic (language, speaking, writing)
   - ii. Logical (math and science)
   - iii. Body/Kinesthetic (dance, sports)
   - iv. Spatial (art, design)
   - v. Musical
   - vi. On your own, intra-personal
   - vii. With others, Inter-personal

2. Watch and see what comes out of the **polls**, and comment on what you see. Make the connection between culture and approaches to education, and make sure participants learn to appreciate all different learning styles. There is no one, right way to learn – there are many.

3. Now facilitate an overall **debrief** of the lessons.

   - That last learning style, **inter-personal**, is a very useful way to learn. It is the basis of dialogue – that by speaking and listening, we can learn a lot about ourselves and each other.

   - Think back to your questionnaire that you took before today. Do you think it’s accurate? **Which learning style(s) did you score low on, but would you like to try?**

   - Do you see a link between **learning styles and culture**? **What is most common in Myanmar? Which style is favored?**
Activity 2.5: Check-out (15 mins)

1. Facilitate a final *debrief*, and allow participants to ask questions and/or share what they learned.

2. Select a self-care activity as a final ending to the day (see page 16).

**Key Learning Points**

» There are many ways to learn, and when we approach a subject from different ways of learning, we learn more about it. Only learning through words means we are missing a lot of information.

» When we expand the ways that we learn, we learn more.

» There is no right way or wrong way to learn – it is whatever works best for you to remember and understand the lessons.
Unit 3: Resilience and Self-Care

Introduction

Resilience is the ability to bend, but not break, during sudden shocks or trauma, and then return to normal functioning. It is often confused with strength, but the important quality of resilience is flexibility – like a blade of grass that is crushed when stepped on, but continues to grow. Most people are more resilient than they know. It is human nature to focus on our problems and challenges, but when we take time to look at what is working well and appreciate the positive things in life, we build our resilience and ability to face difficult times. And self-care also builds resilience. We must take care of our body and mind, to take time to replenish ourselves after difficult times so that we don’t burn out. We can only help others when we are centered, calm and healthy.

Objectives

» To understand emotional intelligence – our behaviour and the behaviour of others – in order to manage our emotions and stay grounded.

» To reflect on our sources of resilience, and the parts of our brain that allow us to connect emotions to behaviour.

» To practice self-reflection in order to understand our own motivations, blind spots and opportunities for personal growth.

» To assess how balanced our lives are, and where there are opportunities for greater self-care.

Time: 3 hours (can be divided into 2 sessions and shared with Unit 4: Confidence & Motivation)
Preparation

Technology
Select music and test audio, have music playing as people log in

Slides
Prepare and open the following slides on your desktop:
1. Welcome
2. Emotional Intelligence Intro
3. Resilience
4. Johari Window

Instant Polls
Resilience poll

Jamboard
Prepare lifewheel activity

Learning Partners
Assign new learning partners for today
Unit 3: Activity Instructions

Activity 3.1: Check-in (20 mins)
1. Share your computer sound and have music playing as people log in.
2. Greet everyone as you admit them to the Zoom meeting.
3. Begin with a chat box prompt (see page 15).
4. Invite questions from the previous unit on How We Learn.

Activity 3.2: Emotional Intelligence (15 mins)
1. Guide participants through the slides on emotional intelligence, which is the knowledge we have of ourselves combined with the knowledge of others. How well do we understand our own feelings and behaviours? And how well do we understand the feelings and behaviours of others?
2. How well we understand our own emotions is linked to how we behave, and how we interact with others and form relationships. We must recognize that our behaviour affects the behaviour of others, and the more aware we are of why we behave the way we do, the better we can manage and maintain relationships in our lives.
3. All behaviour is a strategy. It is our best strategy, given what we know, to get our needs met. Send groups of 4-5 participants into breakout rooms for 10 minutes, and then send them this prompt in the chat box:
   » Think about someone who really annoys you, or makes you angry. Try to step back and detach from your own feelings for a minute. Could there be a reason why they are acting that way? It might not have anything to do with you – it could be they are trying to get something, and they don’t have any other strategy to do it.
4. Debrief: You don’t have to like someone, or agree with them, to try and understand them. And understanding them often leads to finding solutions rather than just avoidance.

If time allows, continue with these steps:
5. The next step is to connect behaviour to needs, and understanding the difference between a ‘need’ and a ‘want’. For example, you may want a new phone, but you don’t need one to live. Maslow’s Hierarchy of Needs show needs that all humans share – no matter what gender, what ethnicity, what religion. We all share the same needs.
6. The bottom two needs on the pyramid are essential, and necessary to meet the needs further up the pyramid. For example, in order to satisfy our need for love and belonging, we must first have food, water, shelter, and safety.
7. Invite participants to ask questions and share their thoughts.
Activity 3.3: Resilience (15 mins)

1. Guide participants through the slides on resilience, and begin by asking them what the word “resilience” means to them, and create an instant poll asking if they think a pen or a leaf is more resilience. It’s OK if they don’t know the meaning of the word – invite them to guess.

2. Share the definition on the slide, “the ability to bend but not break, and return to normal functioning after sudden shock or trauma. “

3. This activity explains in more detail how we better understand our emotions and the emotions of others by understanding how three important parts of our brain work together.

4. Using your hand to model your brain, explain how the automatic brain, feeling brain and thinking brain are all interconnected. Invite participants to imitate the motions of your hands to help them remember.
   
   » Imagine my hand is a brain. Here at the bottom, where the brain connects to the neck and spine, is the automatic brain. This part of the brain controls all the things we do but don’t think about – breathing, blinking our eyes, swallowing.

   » If I fold my thumb over, this is the emotional brain, where our feelings come from. This part of the brain cannot think rationally – it can only feel.

   » In order to control our emotions we need the thinking brain, represented by my fingers wrapping over my thumb. This is how our brain works when we’re healthy and happy – our thinking brain controls our emotions.

   » When we have a sudden shock or traumatic experience, our thinking brain goes away, and we are left with pure emotion and instinct. This is a scary place to be, and doesn’t give us good options for solving problems. So, we have to find ways to get our thinking brain back so we are not living with pure emotions such as fear, shame, anger or sadness.

5. Send participants into breakout rooms for pairs for 8 minutes, and then send the following prompt in the chat box:

   » Share ideas with each other on ways to re-engage your thinking brain, and get control of your emotions. Make a list and share it in the chat box when you return to the group.

6. Invite participants to think of ways to get the thinking brain back, and ask each pair to share their list in the chat box. Reflect to the group that these are the sources of their resilience. The more we talk about resilience and share the ways we are resilient, the more ideas we all get to become more resilient.

Note: There are two important points in this activity: 1. Building resilience begins by recognizing that we already have resilience, and identifying what helps us be resilient. 2. We can build resilience if we understand what it is, how to make more of it, and create a plan to practice it.
Activity 3.4: Life Wheel Assignment (15 mins)

1. We all need balance in our lives – to get enough sleep, physical activity, spend social time with friends, and to see the results of our work. This activity will guide participants through self-reflection using the Life Wheel tool.

2. Load the Life Wheel graphic in Jamboard, and give instructions on how to use this tool.
   
   » These categories represent different aspects of our lives. Imagine that the center of the lines, where they all meet, is “zero.” Meaning, we would score that category as zero if we do not have this in our lives. Now imagine that the ends of the lines are “100,” meaning we dedicate 100% of our time to that activity.

3. Demonstrate how to fill it out, marking dots in each of the quadrants. Once you have placed dots in the different quadrants, draw a line to connect them in a circle with the center of the lines in the middle.

4. Participants will copy the blank wheel, fill it out before the afternoon session, then take a photo to share with today’s Learning partner.

5. Assign Learning Partners for today.

Activity 3.5: Check-out (15 mins)

1. Ask for questions, or comments. Make sure participants know who their learning partner is, and understand the instructions for the assignment.

Bonus Activity: Johari Window (30 mins)

1. The Johari Window is a tool developed by psychologists Joseph Luft and Harrington Ingham in the 1950's to help people understand themselves and others. You will use this tool to help participants develop more emotional intelligence about themselves.
2. Guide participants through the slides on the Johari Window.

3. The first step is to understand the different boxes, and help participants reflect on their public and private selves, and blind spots – things others know about us, but we don’t see. They will also reflect on how they feel about the unknown, the things we cannot control. For example, no one could have known that Cyclone Nargis was coming, but many people responded with resilience and courage, helping their own families and others to recover from such a traumatic event.

<table>
<thead>
<tr>
<th>The Johari Window</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Public Area</strong></td>
</tr>
<tr>
<td><strong>Blind Area</strong></td>
</tr>
<tr>
<td><strong>Private Area</strong></td>
</tr>
<tr>
<td><strong>Unknown</strong></td>
</tr>
</tbody>
</table>

4. The next step is to show how we connect the boxes to each other. For example, if we want to be more open about ourselves, we must be willing to share more about ourselves. This expands our public area, and reduces our private area. Also, reducing our blind area requires that we accept input and feedback from others so that we are more aware of how we are perceived.

5. Ask participants to take 10 minutes to draw their own Johari Window, and reflect on what each box means to them.

6. **Debrief:** Call everyone back, and invite participants to share on their reflections. If they would like to share what they drew, they can take a photo and post it in the chat box.

### Key Learning Points

- Emotional intelligence is key in developing and maintaining healthy relationships and interactions with others.
- Knowing what makes us resilience helps us build more resilience, and the ability to face difficulties in life with courage.
- Learning comes from within when we take time to reflect and think more deeply about things. When we reflect, we acknowledge that we have our own wisdom that comes from our lived experiences, and those experience can continue to teach us many things when we reflect on them.
- If we want to live a good and long life, we must take care of ourselves and strive for balance in all things.
Introduction

Without confidence and motivation, we would never act on our ideas. These are key ingredients in working towards a peaceful community – the confidence that we have prepared ourselves with new skills and perspectives, and the motivation to use those new skills to help others. This unit explores ways to take creative risks in order to build confidence, and to reconnect to our motivation and resilience to keep going when things don’t work out the way we expected. This unit builds on Unit 3: Emotional Intelligence, and looks at how we put that intelligence into action.

Objectives

» To practice creativity and reflect on the connection between positivity and motivation.
» To reflect on what it means to take a creative risk, and how taking risks builds our confidence.
» To practice mindfulness activities in order to stay centered and resilient, in order to stay motivated.

Time: 1.5 hours (this can be extended by continuing Unit 3: Resilience & Self-Care)
Preparation

Technology

1. Load the “Welcome back” slide in the background before people log in
2. Select music and test audio, have music playing as people log in

Slides

Prepare and open the following slides on your desktop:
1. Welcome back

Instant Polls

Superpowers

Check-Out Activity

Prepare one self-care activity for check-out: breathing, chair yoga, stretching, etc. (See options on page 16.)
Unit 4: Activity Instructions

Activity 4.1: Welcome and Assignment Debrief (15 mins)

1. Welcome participants, and **debrief** the Life Wheel assignment. If you have a small group you can discuss with everyone. If you have a lot of people, send groups into **breakout rooms**.

2. Help participants reflect on whether or not their “wheel” is round, or lop-sided. What can they do to even things out and create more balance in their lives?

3. Today’s unit is about creativity, so begin with a creative **instant poll**:

   If you could have one of these super powers, which one would you choose?
   - i. To fly
   - ii. Super human strength
   - iii. See through walls
   - iv. Be invisible
   - v. Heal anyone or anything that you touch

Activity 4.2: Theatre Games and Creative Risk-Taking (30 mins)

This unit involves three different theatre games. Participants must have their video and audio on for these games to work. If they have space, ask participants to stand up and back away from the computer as these games will require some movement.

For each game, post a new, randomized list of participants in the order you want them to go in the **chat box**. If you have more than ten participants, send groups into **breakout rooms** for 8-10 minutes after demonstrating.

**Note:** Tell participants to avoid using any violent or embarrassing actions in these theatre games. The goal is to create safety and a positive environment. Asking someone to “go to toilet” will not create safety, and will cause people to disconnect from the learning.

**Yes, Let’s**

1. Begin by demonstrating how the game will work. You will call out an activity for everyone to imitate:
   - » **Hey everyone, let’s climb a tree!**

2. Everyone responds saying, “Yes, let’s!” and then everyone imitates climbing a tree.

3. Call the next person on the list, and encourage participants to go in order without needing to be called on.
4. End after everyone has had a chance to go twice.

**Note:** For all three of these games, participants are not to repeat an activity. Encourage them to be creative and keep thinking of new actions to call.

### This Is Not a...

1. Instruct participants to pick up an object near them, close to their computer. Encourage them to select something unusual to avoid everyone picking up a pen.

2. Demonstrate how the game is played by holding up an object (for example, a water bottle), and say:
   
   » *This is not a water bottle. This is an electric guitar.*

3. Use the object as if it is really the thing you said it was – for example, pretend to play the water bottle as if it is an electric guitar. Be sure to exaggerate your movements and expressions – you want to encourage participants to really take a risk, and have fun with the activity.

4. Allow everyone to go twice to give them a second chance – most people get ideas from seeing other people ideas, so give participants a second round so they really understand the game.

### What Are You Doing?

1. Demonstrate how the game is played by pretending to do an activity – for example, cooking a meal. Tell someone to ask you, “Hey, what are you doing?” You will continue to pretend to cook a meal, but must say something else – such as, “I’m fixing my bicycle.”

2. The next person must pretend to fix a bicycle, while the next person asks, “Hey, what are you doing?” And again, they continue to pretend to fix a bicycle, but must say another activity.

3. Continue until everyone has gone twice.

4. **Debrief:** Invite reflection on whether or not these games felt risky, and if not, why not.
   
   » *Did those feel risky?*

   » *If they had been called an “assignment” rather than a “game,” would it seem more risky? Less risky?*

   » *What allows us to tolerate discomfort when doing something new or different?*

   » *Are you more willing to try different kinds of food, or listen to different kinds of music, than to meet someone who’s very different from you? Why or why not?*

**Note:** These games are an opportunity for people to imitate activities they might not normally do, such as men pretending to cook and women pretending to repair a motorbike. By giving them a playful opportunity to explore these kinds of activities, it begins to help them question gender norms and stereotypes.
Activity 4.3: Check-out (15 mins)

1. Facilitate a final **debrief**, and allow participants to ask questions and/or share what they learned.
2. Select a self-care activity as a final ending to the day (see page 16).

Bonus Activity: Visualizing Peace (15 mins)

1. The energy is usually high after theatre games, and this is a good time to switch to a more restful activity. The following is a guided visualization that you will say over some quiet, soothing music. This visualization encourages participants to carry positive feelings from the theatre games back into their daily lives at home, and begin to recognize the ways in which being generous and positive can improve their lives. Following this script or create your own, be sure to read it slowly and in a calm voice.

   » *Sit in a comfortable position, or lay on the floor. Close your eyes and focus on your breathing – feel the air enter your body, going through your whole body, and then going out. Feel the chair or floor beneath you, your body feeling heavy as you relax, letting all your muscles let go of any tension.*

   » *Let your jaw relax, and your eyes. Feel your shoulders relax, and your arms and hands. Feel your feet relax, your legs, all tension just flowing out of you like water.*

   » *Now imagine in the center of your chest a warm, glowing light. This light makes you feel calm and happy, and as you connect with those feelings, the light grows. Now the light is spreading through your body – down your legs to your feet, and down your arms to your heads, up to your head. Until your whole body is a glowing light, and you feel relaxed. Keep focusing on your breathing and notice it slow down, taking longer breaths, in and out.*

   » *And any worries that come into your head, as your light grows, put them in a special place – put them in a beautiful box, and then put that box away. In a cupboard, or under a desk. You don’t need them right now.*

   » *Now connect to the room around you, and imagine this glowing light filling the room around you – light up all the corners and dark places. The whole room filled with a warm, golden light, wrapping anyone near you in happiness and calm.*

   » *Let the light keep growing bigger, outside your home, and out into your neighborhood. The trees, the birds, all the animals, and all the people nearby, seeing this beautiful light and feeling so peaceful when they see it.*

   » *And as your light grows, you begin to recognize the light of others, lighting up your community even brighter.*

   » *Slowly come back into your home, still seeing the light outside and inside. Connect with your breathing, and feel the ground beneath you. Your body feeling heavy and relaxed. Wiggle your fingers and toes and slowly open your eyes.*

   » *Sit where you can come back to the Zoom group, still carrying that sense of calm and inner peace.*

2. Allow participants time to come back, and transition slowly to the **check-out**.
Key Learning Points

» Trust is built when we feel safe, and experience creative success. When we feel safe, we are more likely to take creative risks.

» If we are seeking to bring people together when there is conflict, laughter and playfulness help release the tension and open the door for people to get to know each other. They can talk about the issues later – it is better to build the relationship first, in order to approach subjects on which they may disagree.

» Our brains are very powerful – they allow us to visualize new ways of being, new ways of interacting, and new possibilities. This creativity can be a source of great resilience, as well as confidence and motivation.
Unit 5: Creative Expression and Responsibility

Introduction

How we express our culture is part of our identity, our values in life, the things that are important to us. These are seen by most cultures as sacred – important expressions of how we see the world, and how we want the world to see us. Cultural expression is full of symbolism that is meaningful to our own group, but may not be recognized by another group. This unit looks at how we express our culture, how we can honor other people’s cultures, and the responsibility we have for how we express ourselves.

Objectives

» To explore different forms of cultural expression, and reflect on why we welcome differences in some ways, but not in others.

» To understand symbols and recognize the meaning they can have for certain groups.

» To reflect on the link between expression and responsibility, and the importance of educating ourselves on the culture of others as a way to enrich our own lives.

Time: 2.5 hours
Preparation

Technology

Select music and test audio, have music playing as people log in

Slides

Prepare and open the following slides on your desktop:

1. Welcome
2. Cultural Expression
3. Symbols
4. Expression & Responsibility
5. Peace Flag Instructions

Instant Polls

» Check-in: Spiritual Practice
» Cultural Expression: Tonight’s Dinner
» Cultural Expression: Music Styles
» Symbols
» Responsibility: Poop emoji (3)

Jamboard

Draw your own symbol

Learning Partners

Assign new learning partners for today
Unit 5: Activity Instructions

Activity 5.1: Check-in (15 mins)
1. Share your computer sound and have music playing as people log in.
2. Greet everyone as you admit them to the Zoom meeting.
3. Begin this unit with an instant poll on spiritual practice. Since religion is an important form of cultural expression, the results of this poll will inform you as to how religious your participants are, and you can adjust the lesson accordingly.

- Do you have a regular spiritual practice?
  i. Yes, daily
  ii. Yes, weekly
  iii. Yes, occasionally
  iv. No

**Note:** If interfaith harmony is a key issue for your participants, this is a good time to reflect on any potential gaps between themselves and the target population they are working with. For example, people who have no regular spiritual practice may not understand or empathize with those who are highly religious, nor understand the motivations that drive them. Recognizing this difference is an important step in learning more about, and empathizing with, those for whom religious practice is a major focus in their life.

4. Invite questions from the previous unit on Confidence and Motivation.

Activity 5.2: Cultural Expressions (30 mins)
1. Guide participants through the slides on cultural expression, following the prompts on the screen.
2. Participants will brainstorm all the ways culture is expressed. You can use the chat box, or if you have a lot of participants put smaller groups into breakout rooms.

**Note:** When people are living through violent conflict, their sense of identity gets very narrow, and they are taught to fear the cultural expressions of others. Use your judgment in whether or not to push participants to respect other cultures. If they are not ready, then encourage them to appreciate their own culture. Once they feel a sense of security that their identity cannot be taken away, they can begin to explore the culture of others.
3. Share the following **instant polls**:

**A.** If you had to choose one of the following for dinner tonight, which would it be?
   - i. Thai food
   - ii. Shan food
   - iii. Indian food
   - iv. Rakhine food

**B.** There are so many different kinds of music: K-pop, rap, classical, punk, rock-n-roll. How many different kinds of music do you listen to?
   - i. So many kinds – I like all kinds of music
   - ii. 2 or 3 different kinds of music
   - iii. Only 1 kind of music that I like, and listen to all the time
   - iv. None – I don’t listen to music.

4. **Debrief:** Go over the list of cultural expressions participants came up with, and look at the results of the **instant poll**.
   - Why is it we like variety in our food and music, but not always with the kinds of people we hang out with? Why do you think that is?
   - What happens when one group’s expression is offensive to another group? How can this be resolved?

**Note:** It’s OK to challenge assumptions, and get participants thinking more deeply about why they do what they do. This is part of their learning experience, and you must be careful to be respectful at all times. Some will be ready to reflect, and some will not. Keep things light, and follow where the group wants to go.

**Activity 5.3: Symbols (15 mins)**

1. Guide participants through the slides on symbols, following the prompts on the screen.
2. Explain that all kinds of groups have symbols that mean a lot to them – companies, football teams, and religions.
3. Stop at slide 4, with the religious symbols, and post the following **instant poll**:

   - How many religions do you think there are in the world?
     - i. 20
     - ii. 100
     - iii. 500
     - iv. 1,000
     - v. 2,000
     - vi. More than 4,000

4. Use the results of the **instant poll** to guide a conversation about all the different ways
of expression those religions have. The goal is to normalize difference, and diversity – this is normal in the world, and helps us have perspective on our place in the world.

5. After you show the final slide that reveals the number of world religions, go back to the previous slide, and ask participants to look at those symbols for their simplicity, their designs, and the powerful meaning they have for each and every religion they represent.

6. Using Jamboard, invite participants to draw a symbol that represents them.

Activity 5.4: Expression & Responsibility (30 mins)

1. Guide participants through the slides on expression and responsibility, following the prompts on the screen.

2. The hand gestures are examples of how the same gesture means different things in different places.

3. When you get to the slide with the poop emoji, post the following instant polls:

   A. Have you ever put the poop emoji over someone’s face, and posted it online?
      i. Yes
      ii. No

   B. Do you know someone who has done that?
      i. Yes
      ii. No

   C. Do you know someone who has had that done to them?
      i. Yes
      ii. No

4. Debrief: If we put ourselves in the shoes of others, we develop empathy and understanding for them as human beings.

   We share a common human identity, and we have more to gain by working together, to understand each other. Think back to the unit on emotional intelligence, and imagine the other person’s needs.

Note: A discussion on cultural identity in many parts of Myanmar may be too sensitive. Get to know your participants, and decide if you want to include this discussion, or continue to focus on safer forms of cultural expression.
Activity 5.5: Peace Flag Assignment (5 mins)
1. Display the slide with instructions for the peace flag, and invite questions from participants.
2. Take a photo to share with today’s Learning partner.
3. Assign Learning Partners for today.

Activity 5.6: Check-out (25 mins)
1. Ask for questions, or comments. Make sure participants know who their learning partner is, and understand the instructions for the assignment.

Key Learning Points
» It is normal that different groups have difficult forms of cultural expression. This makes the world a more interesting place if we learn to appreciate these differences.
» Symbols carry meaning, and when we learn to recognize visual expressions of culture we are able to more quickly understand what is important to another group.
» Freedom to express ourselves comes with responsibility. We must be mindful in how we express ourselves if we want to live harmoniously.
Unit 6: Power and Inclusion

Introduction

The word ‘power’ means different things to different people. It can mean physical power, or strength. Or it can mean the ability to persuade someone to do something. Or it can mean the ability to motivate others to find their own power, and share that power so that together we can accomplish more. This last meaning is called ‘power with’, and it is how any lasting social change happens – when people share their power in a way that everyone benefits. It is a kind of power that invites others to join us, rather than forcing our wishes on others. In this unit we will explore power, and the power we have to include or exclude others. We will also look at the role of motivation, and learn how to motivate ourselves and others through collaborative power.

Objectives

» To learn about different kinds of power: power over, power with, hard and soft power.
» To reflect on where and how we have power in our lives.
» To learn about the difference between motivation and intimidation, and recognize what motivates us and others.

Time: 2.5 hours
Preparation

Technology
1. Load the “Welcome back” slide in the background before people log in
2. Select music and test audio, have music playing as people log in

Slides
Prepare and open the following slides on your desktop:
1. Welcome back
2. Understanding Power

Instant Polls
How much power do you have?

Video
Cue up First Follower TED Talk

Check-Out Activity
Prepare one self-care activity for check-out: breathing, chair yoga, stretching, etc. (See options on page 16.)
Unit 6: Activity Instructions

Activity 6.1: Welcome and Assignment Debrief (15 mins)

1. Welcome participants, and **debrief** the Peace Flags assignment. If you have a small group you can discuss with everyone. If you have a lot of people, send groups into **breakout rooms**.

2. Help participants share the meaning of the symbols and colors on their flag, and look for similarities and differences between them.

3. Today’s unit is about creativity, so begin with a creative **instant poll**:

   - How much power do you feel you have to control your life?
     - i. A lot of power
     - ii. Some power
     - iii. A little power
     - iv. No power

4. Reflect on the responses, and let participants know that everyone has some kind of power in their lives, such as power over behaviours and words.
Activity 6.2: Understanding Power (15 mins)

1. Participants will be put into breakout rooms in pairs. If you have an odd number of participants, join one of the pairs so no one is alone.

2. The instructions for this activity is for the pairs to choose one person as A, and one person as B. A will have a very important message for B, and B will ignore A. The more B ignores A, the more A should escalate trying to get B’s attention.

3. After two minutes, send a message through the breakout room chat box to switch partners. Now B has an important message for A, and A ignores B.

4. Debrief: After two minutes, end the breakout rooms and discuss what just happened with the whole group.
   - How does it feel to be the person with the message? Did you feel powerful or powerless?
   - What power does the listener have in this situation?
   - What examples do you see in your community of this dynamic – something wants to say something, but no one is listening.

5. Guide participants through the slides on understanding power. Invite them to try and define ‘power’ – what is power? Follow the prompts on the slides.

Note: It is important that participants understand there are different kinds of power. In an emergency or crisis, you want one knowledgeable person in charge telling everyone what to do – otherwise you would have chaos. But sometimes when we share power, encourage others to be powerful along with us, the whole community becomes stronger and more resilient. Animals that hunt in packs share power, and international treaties where countries agree not to fight each other share power.
Activity 6.3: The Power of the First Follower (15 mins)

1. Play the video, “First Follower TED Talk”.
2. Debrief: Invite participants to reflect on the following questions:
   - Have you ever been the first follower? Why or why not?
   - Does the success of something new depend only on the one who started it? What kind of message does the first follower send to others who may want to join, but are afraid?
   - Would you say the first follower has power? Were they sharing power in this video, or was the first dancer the one with all the power?
   - How do you feel about taking risks? If there a difference with a creative risk? If yes, how so?

Activity 6.4: Motivation versus Intimidation (15 mins)

1. Using yourself as the main subject of this activity, participants will think of a simple activity that they will make you do by only saying, “Yes”. It should be something visible by your camera, such as scratching your head, or moving a pen on your desk.
2. You will put everyone but yourself into a breakout room for 5 minutes, and participants will decide on an action they will make you do.

   Note: It helps to have a co-facilitator or helper, someone you can explain the activity to ahead of time. You will need someone who can help guide the conversation. Complicated or difficult activities will only frustrate the subject, and make it difficult for the group to feel success. Your helper should make sure the activity is easy and simple.

3. After participants come back, you will try to guess what the activity is by trying different things – reach for your water bottle, look around your desk, move your hands and arms. When you make a move in the right direction, participants will all say, “Yes!” That is the only thing they are allowed to say – they cannot say, “No”.

   Note: It is important that you, as the facilitator, model being creative in trying to figure out what they want you to do. Try as many different things as possible, and listen for when they say, “Yes” to know that you are going in the right direction. Do not plan ahead with your co-facilitator or helper – trust that the activity will work, and that the helper has made sure the action is simple.

4. Debrief: The goal of this activity is to show that positive feedback is more useful than negative. If we know the feedback will be positive, we are more likely to try new things. If we only get negative feedback, we are less motivated, and less likely to ever try anything new. And only receiving negative feedback is a kind of intimidation, not motivation. People will only change their behaviour if they are motivated.
   - What did you observe? Were you surprised that the person figured out the action?
   - How does it feel to only say, “Yes!”? Did you want to say, “No”? Why do you think that is?
How is this similar or different to what you learned in school?
Where do you see examples of positive feedback in your life? In your family, or community?

5. If time, ask for a volunteer to try being the subject, and repeat the activity.

Activity 6.5: Check-out (15 mins)

1. Facilitate a final debrief, and allow participants to ask questions and/or share what they learned.
2. Select a self-care activity as a final ending to the day (see page 16).

Key Learning Points

» We all have some form of power in our lives, and the most important one is the power over our own behaviour and actions.
» There are different kinds of power, and they all serve a purpose depending on the situation.
» The person who expresses a new idea is brave, but so is the first person to follow them. The first follower gives legitimacy to the action, and opens the door for others to join.
» Behaviour change only happens when people are motivated to change, so learning to motivate rather than intimidate is a very important skill.
» Positive feedback is more likely to foster motivation and confidence, which are essential in mobilizing communities towards positive change.
Introduction

We all see the world in our own unique way, based on what we were taught by our families and communities early on in life. It is sometimes easy to make assumptions that everyone sees the world we do, but when we learn more about people from different communities, we learn that we do not always see the world in the same way. This is normal, and is the reason diversity makes our lives richer – for example, trying new foods, or listening to a new kind of music. Earlier in Unit 5 we looked at cultural expressions, and how we can develop greater empathy by seeing what we have in common, and develop greater appreciation for the ways in which we’re different.

Objectives

- To recognize the ways in which our own worldview is similar and different to the perspective of others.
- To develop a healthy sense of doubt, and to learn to see beyond the surface to what’s really going on in any situation.
- To reflect on where our worldview comes from, and how it shapes the way we interact with others.

Time: 2.5 hours
Preparation

Technology
» Select music and test audio, have music playing as people log in
» Cue up Simon Sinak video, “Infinite Games”

Slides
Prepare and open the following slides on your desktop:
1. Welcome
2. Perspective slides
3. Worldview slides
4. Worldviewing glasses assignment instructions

Learning Partners
Assign new learning partners for today
Unit 7: Activity Instructions

Activity 7.1: Check-in (20 mins)
1. Share your computer sound and have music playing as people log in.
2. Greet everyone by name as you admit them to the Zoom meeting, and when it’s time to begin, re-introduce yourself and the facilitation team.
3. Post the following question in the chat box to get participants interacting right from the beginning.
   » If someone made a movie about your life right now, what would the title be? And who would play you in the movie?
4. Invite questions from the previous unit on Power and Inclusion.

Activity 7.2: Perspective (45 mins)
1. Guide participants through a series of images that have two realities in them. The purpose is to help them recognize that what we see right away may not be the whole truth, and by looking more deeply we can often find other meanings in what we are looking at.
2. If some participants see the two meanings right away, engage them to explain to others what they’re seeing so that everyone can understand.
3. This concept of multiple meanings relates to disagreements or conflicts, as shown in the “Different Perspectives” slides. Encourage participants to imagine being in the shoes of each of the people in the illustration. Encourage a discussion on choices, helping learners understand that we always have the choice to step away from our own stance, to stand in the shoes of the other person to better understand their perspective.
   » If you were the person on the left, and the person on the right refuses to see things your way, what choices do you have?
4. The remainder of slides illustrate how much our understanding changes when our perspective changes. Whether we are viewing Shwedagon Pagoda from inside, or above from the air, like a bird, we get different information from each change in perspective.

5. Zooming out is also a shift in perspective, when we step back from a situation in order to see things more clearly.
   » If someone were ‘zoomed in’ on your life right now, what would they see?
   » And what would they see if they ‘zoomed out’?
   » Do you take time to zoom in and zoom out? Why, or why not?

6. Just like blind people touching an elephant, we each have our own understanding, our own reality based on what is in front of us, messages we receive from our family, our community, and the media. Encourage learners to think about actions we can take to better understand a situation – dialogue, deep listening, observing more closely, and learn to question our own assumptions.
   » What does it mean to be “blind”? What blinds us?
   » How can we choose to see the bigger picture?
   » What do we gain by sharing our perspective? How does that benefit other people?

7. We are all “blind” in one way or another. As men, we can never know how it’s like to be a woman. As a woman, we can never know what it’s like to be a man. There are visible and invisible aspects to people and situations. Like a banyan tree, we can see the part that is above water, the green leaves and branches. With people, what we see is their physical appearance, the language they speak, their gender, their age, and their behaviour.
8. What we don’t see is what is under the water – the banyan tree’s many roots, the sand beneath it, fish swimming around between the roots. People also have qualities that are not always visible: their values, culture, spirituality, family background, skills, beliefs, talents and life experiences.

» How can we get to know these hidden aspects of someone?

» What aspects of ourselves are we willing to share? Especially if it means we can make new friends and feel a sense of belonging?

9. Seeing the hidden aspects of someone requires effort, and genuine curiosity without judgment. It is when we see these hidden qualities that we find common ground, and realize what we have in common. No one can choose to be born with certain physical characteristics – we are simply born with them. But we can choose our values and beliefs, and find others who share those.

Activity 7.3: Worldview (40 mins)

1. Begin with a conversation on how our view of the world is shaped by our childhood – our families, our teachers, our communities. It’s like wearing a pair of invisible glasses. We have been taught to see things a certain way. That way is not wrong, but it is not the full picture – just the blind people touching the elephant.

» Did you know we all grow up wearing invisible glasses? How were you taught to see the world? For example, how do you celebrate birthdays in your family? Or when a baby is born, or someone dies?

2. Now introduce the concept of “worldview” – the idea that our view of the world is shaped by these early teachings, and includes assumptions about what is good and what is bad. The glass of water, for example, illustrates how we are taught to see the world.

» Is this glass half-full, or half empty? Why, or why not?

3. Next show the Simon Sinak video called, “The Infinite Game”. Afterwards, advance the slides with these questions.

» Myanmar’s Got Talent – a finite or infinite game? Why or why not? Can everyone win, or is there only one winner?

» Chinlone – a finite or infinite game? Why or why not? What is the goal of chinlone?

» What were you taught in school about competition? Does everyone in the class get to succeed, or do only a few people get labeled “best”?

4. Debrief: Summarize this activity by touching on the importance of recognizing when competition is good and needed, and when it is not helpful. Healthy competition encourages people to strive to be their best, helps us develop control of our emotions, and can be exciting and energizing. Unhealthy competition produces hostility and aggression, can lead to injury, can cause some people to not perform at their best due to stress, and can lead to shame and humiliation for those who do not perform well.

» If we want peaceful, harmonious communities, is that a finite or infinite game?

» When we give love and respect, do we “spend” it down like money? Or does it make more of those things?
Activity 7.4: Worldviewing Glasses Assignment (5 mins)

1. Give the instructions for the assignment, which is to make worldviewing glasses. Participants will reflect on how they see the world, and what has shaped that view. Post reflective questions into the chat box, and ask participants to copy and paste them into a document, or take a photo with their mobile phone. They will reflect on these questions before making their glasses.

   » How do you see the world, and why? What is it about your family, your faith, your gender, your interests, your values that best describe you?
   » What symbols reflect those things? What colors or shapes?

5. Now copy and paste instructions for making the glasses. They can draw on paper, cut pictures out of a magazine or newspaper, and then tape things to a pair of glasses that they already have. Or they can take a sheet of A4 paper, cut and fold it to look like a pair of glasses.

   » You’re going to draw and color on a piece of paper, and then cut those shapes out and tape them to your glasses. Those glasses can be a pair of glasses that you already have, or you can cut and fold a sheet of A4 paper to look like glasses. Be creative!
   » After you make your glasses, meet with today’s learning partner to share and talk about the activity.
   » Take a photo of you wearing your glasses, and email them to the facilitator.

6. The facilitator can share the photos on a closed social media page, if you have one, as a way to build a sense of team spirit.

Activity 7.5: Check-out (15 mins)

1. Ask for questions, or comments. Make sure participants know who their learning partner is, and understand the instructions for the assignment.

Key Learning Points

» In order to find new solutions to old problems we must develop the ability to see beyond our normal ways of looking at things. When we “zoom out”, we gain more perspective on the bigger picture.

» Our worldview is like wearing a pair of invisible glasses that shows us the world in different ways based on what we were taught as children, as well as what our faith, our culture and the media teach us. Understanding our own assumptions that everyone thinks like we do helps us “agree to disagree” and respect those differences as normal and inevitable.

» There are times when playing a “finite” game is necessary, such as in times of crisis and emergencies when you want one, clear leader with knowledge and authority. Then there are times when playing an “infinite” game is preferred, such as supporting awareness and knowledge to create a more resilient community. Information sharing is an “infinite” game because the more knowledge is shared, the more it came be shared, and the more people have access to the knowledge they need.
Unit 8: Non-Violent Communication

Introduction

Communication is how we connect to the world around us. It is the exchange of ideas, both sending (speaking, writing) and receiving (listening, understanding). Much of what has been presented up to now is important in understanding communication: perception, worldview, power dynamics, and expression and responsibility. Violent communication, often called “toxic language” – words that judge, blame, criticize, demand, or avoid taking responsibility for our actions. Sometimes toxic language is disguised as humour, even when it is very hurtful to someone or a group of people, and denies them their dignity.

This unit focuses on non-violent communication, which involves understanding one’s own thoughts and feelings, and listening deeply to what someone else is trying to tell us. Sometimes our “filters” get in the way – our assumptions about what we think someone is saying to us, based on our own life experiences and perspective. But when we listen more carefully, and try to understand the other person’s needs separate from their behaviour, we hear a different story, a more compassionate story. And it is from this place that we can begin to build or repair a healthier relationship.

Objectives

» To learn about violent and non-violent communication, and techniques for expressing ourselves non-violent and healthy ways.
» To practice deep listening, and setting aside our own ego to truly hear someone else’s story.
» To practice asking questions as a tool for dialogue.
» To reflect on the link between curiosity and empathy, and how we can develop curiosity for those we don’t like or trust.

Time: 2.5 hours
Preparation

Technology
1. Load the “Welcome back” slide in the background before people log in
2. Select music and test audio, have music playing as people log in

Slides
Prepare and open the following slides on your desktop:
1. Welcome back
2. Communication

Instant Polls
Different kinds of communication

Check-Out Activity
Prepare one self-care activity for check-out: breathing, chair yoga, stretching, etc. (See options on page 16.)
Unit 8: Activity Instructions

Activity 8.1: Welcome and Assignment Debrief (30 mins)

1. Welcome participants, and *debrief* the Worldviewing Glasses assignment. If you have a small group you can discuss together, otherwise break participants into smaller groups using the *breakout rooms*.

   » *Can you think of a time when your view of the world was extremely different than someone else’s? What would it look like for you to put on their worldviewing glasses? What would they see through yours?*
Activity 8.2: What is Communication? (30 mins)

1. Guide participants through the slides on non-violent communication, following the prompts on the slides.

2. There are three main ways we communicate with others: through our words, our tone of voice, and our body language. These are the kinds of communication we will now look at. All three of these forms of communication equal 100%, and participants will now try to guess how they would divide up each form of communication in terms of importance. For example, someone may think that the words we use are the most important, so 90%, and they would place a value of 5% each on tone of voice and body language to equal 100%. Understanding this concept will be important for the next step with the instant polls.

3. Stop the slides after “Kinds of Communication”, and post the following instant polls:

   A. On a scale of 1 to 100%, how important are the words we say?
      i. 90%
      ii. 55%
      iii. 38%
      iv. 7%

   B. On a scale of 1 to 100%, how important is our tone of voice?
      i. 80%
      ii. 55%
      iii. 38%
      iv. 7%

   C. On a scale of 1 to 100%, how important is our body language?
      i. 70%
      ii. 55%
      iii. 38%
      iv. 7%

4. Spend some time asking participants why they chose the answers they chose, and have them debate amongst themselves about what they think is the correct answer.

5. After participants have debated the issue, advance the slides to reveal the answer: 55% body language, 38% tone of voice, and 7% actual words. Studies were done across different cultures, and the results were the same.

   » What do you think? Do you agree or disagree? Why or why not?

   » The point is not whether we agree or disagree, it is that we communicate in ways that we are not always aware of – through our tone of voice and body language. Once we understand this, we can be more mindful of how we communicate.

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Activity 8.3: Asking Questions & Listening (30 mins)

1. Begin this activity with an activity called, “listening near and far.” Invite participants to sit comfortably and give them the instructions.
   
   » We’re going to do a mindfulness activity where we will sit in silence for two minutes. As you sit, I want you to focus on listening. First to the things that are closest to you right now – maybe your chair squeaks, or someone in your home is on the phone. Just listen and see how many different sounds you can hear close to you.

2. After two minutes, give the next instruction:
   
   » Now I want you to listen outside, as far away as you can. What sounds do you hear outside that you didn’t notice before? How far away is the furthest sound you can hear?

3. After two minutes, ring a soft chime or find a gentle way to bring everyone’s attention back to the training.

4. Debrief:
   
   » What did you hear? What did you notice?
   
   » How often do you notice these things? Did you hear anything for the first time?

5. Next you will send participants in pairs into breakout rooms for 15 minutes. They will each have 7 minutes to listen while the other person speaks, and then they will switch roles. This is a structured dialogue that helps participants learn to form questions that helps the speaker reflect more deeply. Attach the PDF of Dialogue Questions into the chat box, and have participants download it to their laptop or mobile to use in the breakout room.

6. Debrief: Bring participants back and facilitate a conversation about listening and curiosity:

   a. Was that easy or hard? Why or why not?
   b. What is the relationship between asking questions and empathy?
   c. Is asking questions finite or infinite?
   d. Is there a limit to how much knowledge a person can have?
   e. What about kindness? Love and compassion? Are those finite?
Activity 8.4: Check-out (15 mins)

1. Facilitate a final debrief, and allow participants to ask questions and/or share what they learned.
2. Select a self-care activity as a final ending to the day (see page 16).

Key Learning Points

» Non-violent communication builds trust and resilient relationships, while violent communication intimidates people and makes it difficult to know who to trust or believe. The choice is ours – to speak from a place of fear or anger, or to communicate from a place of curiosity and metta.

» Listening deeply is a powerful communication tool. It gives the person speaking time to think through their ideas to gain greater clarity. The more we listen to others, the more others listen to us.

» Asking questions allows us to make sure we understand what someone is saying, especially if it is a difficult message. It helps us gain control over our emotions and listen more fully, and gives us time to observe details we might have missed in a normal conversation.
Unit 9: Responding to Conflict

Introduction

Conflict is a normal part of life, and there will always be times when we disagree with those around us. Conflict is actually an opportunity to recognize that someone’s needs are not being met, and to look for solutions to resolve the problem. How we respond to conflict can make the difference between a peaceful resolution, and things spiraling down into violence. This unit looks at ways of responding to conflict in order to calm the situation so we can better understand what is happening, find the appropriate solution so that everyone’s needs can be met, and prevent violent responses.

Objectives

» To understand cycles of violence, and learn how unaddressed shocks and trauma can turn victims into aggressors.
» To learn about the consequences of violence, the impacts it has on those not directly involved in a conflict, and cultural issues in Myanmar related to violence.
» To learn to recognize early warning signs of violent behaviour, and strategies for responding to de-escalate the situation and prevent violence from happening.
» To reflect on our own responses to stress, and how we manage difficult emotions such as anger.

Time: 2.5 hours (Note: This unit will vary greatly in time depending on the setting you’re in. Participants with more education will quickly grasp the concepts, while those in more rural settings will need more time. Therefore, this unit could easily be split into two, or even three, units to give participants more time to fully understand the concepts)
Preparation

Technology
Select music and test audio, have music playing as people log in

Slides
Prepare and open the following slides on your desktop:
1. Welcome
2. Understanding Conflict
3. De-escalation
4. Reflecting on Anger Instructions

Instant Polls
If you could be any animal right now, which one would you be, and why?

Final Activity
Prepare a closing ritual for the group
Activity 9.1: Check-in (15 mins)
1. Share your computer sound and have music playing as people log in.
2. Begin with a question about transformation – post the following question in the chat box, and invite participants to reply with their answers.
   » If you could be any animal right now, which one would you be, and why?
3. Invite questions from the previous unit on Non-Violent Communication.

Activity 9.2: Understanding and Responding to Conflict (45 mins)
1. Guide participants through the slides on understanding conflict, following the prompts on each slide.
2. The victim/aggressor cycle is a tool for understanding that all aggressors were once victims. Before someone becomes aggressive, some kind of traumatic event has happened. This cycle shows the steps that build up over time, and how/when the switch from victim to aggressor can happen. This cycle then causes another victim to be hurt, and it all begins again.
   » People who have been hurt, then hurt other people. This causes a cycle of violence that can carry on over years, or even generations.
   » When we recognize the cycle, we can find options to interrupt it. To heal from past pain so that we don’t pass it on to other people.
   » Can you think of an example in your community? What would it look like, to heal from past pain?
3. Cultural issues in Myanmar are included, and you can facilitate a conversation on cultural issues in the specific region you are in. In Northern Rakhine, for example, what are the cultural issues that keep cycles of violence going?
4. One skill that helps interrupt cycles of violence is to recognize the early warning signs that someone is being triggered, and will become violent.
5. De-escalation is a skill that can address these triggers, and calm someone down before they become violent.

Note: De-escalation is an effective tool in situations where the person becoming violent is in a position of power, such as the husband in a domestic violence situation. If other family members can calm him, they will help him make non-violent choices and to not do something he may later regret.

6. After you have gone through the slides, ask participants to think about these questions:
   » Which response to conflict seems easiest? Which seems most difficult? Why?
7. Send pairs into **breakout rooms** for 10 minutes, and send the following prompt to each room:
   ▪ Ways to respond to conflict:
     » Prevention: de-escalate the situation
     » Avoidance – does not change the situation, but is an option. A good option if you are in danger.
     » Top-down solution (mitigation): ceasefire agreement
     » Find a resolution: negotiation, mediation
     » Transformation: culture/behavior change to address root causes
     » The hardest, but the most lasting. Requires that change happens at all different levels: political personal, social

8. **Debrief:** Invite participants to share either through the chat box, or by unmuting.

**Activity 9.3: Calming Things Down – De-escalation (15 mins)**

1. Begin with a discussion on the meaning of “de-escalation”, and after participants have come up with some options, show the slides on de-escalation.
   » De-escalation means reducing the intensity of a situation that could get worse (swearing, yelling, throwing things, verbal abuse, making threats) and/or become violent (hitting, slapping, doing physical harm)

2. Continue to follow the slides using the prompts provided.

   **Note:** De-escalation is possible at any age if it is done with love and respect. When someone is triggered and upset, they are not thinking clearly, and will often calm down if someone younger shows concern and care. This must be balanced with an awareness of safety, however, so be sure to give time for participants to think through possible scenarios in their lives.

3. When discussing steps to take to calm someone down, invite participants to add to the list shown in the slides.
   » **What language do you use? What options are possible is the person is older than you?**

4. Be sure to emphasize safety. It’s OK to avoid a situation in which we may be unsafe. De-escalation is one option, but sometimes it is better to leave the situation if we cannot change things.

5. **Debrief** first in small groups by sending participants into **breakout rooms**, and have them discuss realistic ways they could apply this in their own lives.
Activity 9.4: Check-out (15 mins)

1. Ask for questions, or comments.

Key Learning Points

» The cycle of violence shows us that violent behaviour does not suddenly happen, but rather is the result of a build-up of many events over time. If we can intervene earlier on, we can prevent the problem from becoming violent.

» Everyone is affected by violence – in the family and in the community. It is therefore everyone’s responsibility to address problems early on to prevent violence from occurring.

» De-escalating a situation means you not only protect yourself by calming someone down, but you also prevent them from doing something they will later regret.

» When we recognize the early warning signs that someone has been triggered, we are more likely to calm them down and find non-violent ways of dealing with the problem.

» De-escalation is a skill that anyone at any age can use.
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