

Essentials of Dialogue

Guidance and
activities for teaching
and practising
dialogue with young
people



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FOR GLOBAL
CHANGE

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Essentials of Dialogue

Guidance and activities
for teaching and
practising dialogue
with young people

Introduction / 07

Teaching

What is Dialogue? / 09

Skills of Dialogue / 23

Identity and Respect / 37

Influences / 47

Practising Dialogue

How to Facilitate Dialogue / 57

Videoconferences / 63

Written Dialogue / 71

Reflection / 82



Introduction



ll around the globe, education systems are struggling to prepare young people for the complex realities of a profoundly interconnected world. While many education systems are concentrating even harder on centralised curricula and standardised testing, there is a strong consensus that education should also give young people the soft skills that they need to make sense of, and play an active part in, a globalised society that is more closely integrated and interdependent than ever before.

More than any other generation in human history, the students that we educate today will live alongside, work with, and relate to, peers with the widest possible range of cultural backgrounds, beliefs, values and perspectives. It is imperative that we give them the tools to build societies that welcome diversity rather than fearing it, that encourage an open-minded approach to the other, rather than the cultivation of prejudice, ones that include rather than exclude. The alternatives are too terrible to contemplate. Every day we see news reports that indicate what happens as a direct result of people rejecting diversity, celebrating intolerance, and wishing to impose their monolithic vision of reality upon others. We all know that we want to help students approach the diversity of the world in an open-minded way, but we want straightforward and simple classroom activities that can help us to achieve this – without disrupting our need to deliver the kinds of results that our curriculum, and our students' parents, demand.

The rapid growth in communications technology is one of the key drivers of this change, and it is important to reflect upon the fact that our students are almost certainly already participating in global discussions, through their access to social media. At best, young people are being subjected to poor examples of how to interact online, and at worst, we know that a great deal of radicalisation into violent extremism takes place online.

Our commitment is to ensure that we provide teachers with straightforward, easy to use resources that will have a genuine impact upon their students. We have taken the lessons that we have learned from our Generation Global programme in countries around the world to inform the resources that we present in this pack, quite literally, the *Essentials of Dialogue*. We present these resources to help anyone who wants to give young people, whether in school or elsewhere, an experience of dialogue with their global peers.

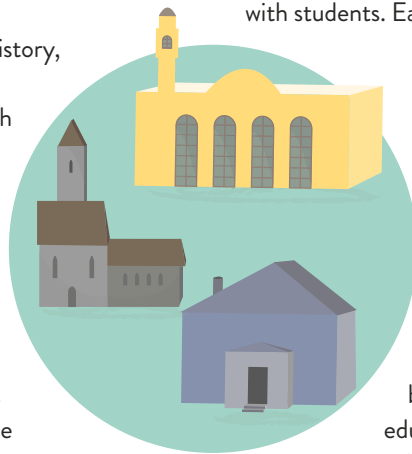
HOW TO USE THESE RESOURCES

Each chapter is divided into two sections. The first contains some theory – information that will help to outline the key issues in each different area, and which will suggest some ideas to help you to prepare for working with your students. This information is based upon listening to, and learning from, educators around the world. In the second section there are practical classroom ideas for developing these skills and approaches with students. Each chapter includes a range of activities.

These activities will help you to explore, develop and practise the skills of dialogue in your classroom, as well as suggesting how you can use these resources to deepen connections that you may already have with other schools in your own country or around the world. All the worksheets that you will need to support these activities are provided. These materials are not only suitable for use in formal education settings, but will also work effectively in non-formal education settings – with youth groups, youth organisations or in places of worship.

The first four chapters are designed to build the skills of dialogue through classroom activities, and can stand alone as an effective pedagogical aid to achieve this. Many of our teachers have commented on the impact that delivering these activities has upon their students. You do not have to do any more than this in order to help your students acquire the skills of dialogue so they begin to think about themselves and others in a different way. We do, however, warmly recommend that you also move onto the material in the subsequent chapters which explain how to make global connections to practise your dialogue through free online or videoconference resources. The final chapter should be used however much of the course is followed, as it provides some very clear resources for reflection and for integrating what has been learned into the students' wider experiences.

We invite you to use these materials in the way that is most effective for **your** young people. We've used our experience of cultivating dialogue around the world, and would certainly advise that, for the strongest impact and best results, you work carefully through many of these areas. Ultimately, however, you know your students and it is your professional judgment that should guide your approach.





What is Dialogue?

There are many terms used to describe what is going on when students are talking to each other in class including discussion, deliberation, debate and dialogue. Very often some of these terms are used quite interchangeably, and it is important to be precise about the differences – particularly if we are going to concentrate on cultivating one of these areas. Many classrooms incorporate a lot of discussion, that is when students discuss concepts and ideas freely, usually in quite an unstructured way. Deliberation, in the sense of trying to establish a consensus or reach a decision, is also practised in classrooms. Many education systems prize debate as a core skill for students (and indeed it is extremely important). Dialogue is subtly different to all of these, and it is important for us to appreciate the ways in which it is different.

DEFINING DIALOGUE

This difference is probably best explained in the following comparison. In a **debate** there is a winner and a loser. One person wins by putting forward a better argument, the other loses. It is intrinsically competitive and is about establishing difference. In a **dialogue** there are two winners. I learn from you, you learn from me. We may compromise or agree to differ. It is profoundly reciprocal, and acknowledges similarity and difference equally. In our work with schools we describe dialogue (from a student perspective) as:

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

Through this mutual interchange students not only grow in their direct understanding of their own community, and the other individual, but they also develop an open mindset; learning to embrace diversity as a positive facet of contemporary global society. Participation in dialogue drives students to acquire and practise higher level thinking skills and to honestly and respectfully engage with a range of viewpoints. Through direct encounters with those who are different to themselves, students are empowered to overcome prejudice, and are armoured against those (such as religious extremists) whose narrative seeks to divide the world into a simple dichotomy of 'Us/Good and Them/Bad'. In addition, students acquire a range of skills, while simultaneously developing greater confidence and self-esteem as their opinions are engaged with respectfully by their interlocutors.

IN THIS CHAPTER

1. THEORY

DEFINING DIALOGUE

CREATING A SAFE SPACE

FACILITATION

FURTHER READING

2. ACTIVITIES

WHAT HAPPENS WHEN WE DON'T LISTEN

LISTEN TO ME!

SHARING OUR IDEAS

DIALOGUE IS/IS NOT

DIALOGUE CASE STUDY

OUR RULES FOR DIALOGUE

WHAT'S MY DIALOGUE SCORE?

WWW/EBI

3. WORKSHEETS

These resources have been developed to help students to excel at dialogue – approaching one another in a respectful way. This will enable mutual peer teaching and learning with those of different cultures, faiths and world views. It is important to note that 'respect' does not mean 'agree with'. Indeed, respect really only comes into its own in the context of disagreement. We want young people to have the skills to disagree appropriately and to find other ways to express themselves than through conflict.

It is important to realise that there are a number of different theories or constructions of the idea of dialogue. There may be differences between the way we use the word in every day discussion and in a 'technical' or academic sense. Professor Robert Jackson explains the impact of dialogue in the classroom:

"With this approach, the teacher often acts in the role of facilitator, prompting and clarifying questions, and much agency is given to pupils, who are regarded as collaborators in teaching and learning. The approach was found to raise children's self-esteem, to provide opportunities for developing critical skills, to enable under-achievers to express themselves, and to create a climate of moral seriousness. Children were also helped to en-

gage with ideas and concepts from different religious traditions, to be reflective about their contributions and to justify their own opinions. They also discussed how they arrived at their conclusions and were encouraged to recognize the possibility of alternative viewpoints and to be open to the arguments of others.”¹

There are a number of key factors that you can use as a checklist to define dialogue. None of them are particularly difficult, but they all need to be in place to ensure that dialogue is really taking place.

CREATING A SAFE SPACE

It is critical to establish a safe space at the start, so that all participants are aware that they can feel safe about sharing their ideas. It is important to realise that this concept can be understood in different ways. William Isaacs² identifies both the *physical* safe space, where participants feel comfortable and dialogue will not be interrupted and a *psychological* safe space, where participants feel that they are able to speak freely and not need to self-censor.



TIPS FOR CREATING A SAFE SPACE

- **Clear ground rules or expectations of behaviour that everyone should abide by.** We have included an activity here which uses an example of an approach that you can use to negotiate with your students. A few simple rules are better than a great many complex ones and it can be printed and used as a poster/aide-mémoire.
- **A level of trust between the participants.** If you follow the approach established in these activities, your students will have the chance to practise their dialogue skills ‘neutrally’ – talking about non-contentious issues – and they will have had the chance both to get used to engaging in this kind of activity and to develop trust in one another.
- **Being non-judgemental.** Working through these activities will give your students the opportunity to explore one another’s points of view. Dialogue is a space where we can challenge one another’s deeply held beliefs and values, but in a positive way, saying “I’m uncomfortable with x, because of y”, rather than saying “You’re wrong!”
- **Inclusivity.** Ensuring that everyone takes part. It is important that everyone’s voice is heard in dialogue (or at least that everyone has the opportunity to take part – choosing to ‘pass’ is fine too). Many of our students are strong, confident speakers, but it is equally important to remember that some of our students lack confidence, have low self-esteem, and may be excluded by their peers for various reasons. Their voices are critical to genuine



dialogue as well. The activities in this pack cultivate speaking and listening skills for all students in a group.

- **Trusted facilitation.** It’s important for everyone taking part in the dialogue that the facilitator is an honest broker; neutrality and encouragement for all is critical.



KEY QUESTIONS: IS YOUR CLASSROOM A SAFE SPACE?

- How welcoming is the classroom to all students?
- Do wall displays reflect the diversity of your group?
- What is the seating arrangement?
- Does it encourage dialogue or are students in rows where they cannot see one another easily?
- Where does the teacher stand, sit or move?
- How do students show they want to speak?
- How do the students relate to one another?
- What activities are built into lessons that encourage collaboration rather than competition?
- How does the teacher deal with instances of disrespect and intolerance?
- Do these instances involve the participation of the other students exploring how the group feels when these instances of disrespect happen?
- How can the facilitator teacher draw in students who are reluctant to take part in dialogue?
- How do students know they are valued?
- Are different perspectives encouraged?
- Are all voices heard?
- Do students speak from the ‘I’ perspective sharing their own thoughts and experiences, instead of generalising?

It is unrealistic to expect any classroom to be an entirely ‘safe’ space for all students all of the time. Providing opportunities for student dialogue inevitably holds some elements of risk; these can be minimised through suitable preparation and training using the *Essentials of Dialogue* activities. Like all skills and competencies these will improve through practise.

FACILITATION

Dialogue is usually facilitated. You will facilitate dialogue for your students. This is not difficult, but it is a different way of managing discussion to the one that you may be used to in class. You will find though, that students will quickly begin to be able to do it themselves. Facilitation requires no special knowledge, but it is about ensuring that the safe space is preserved.

Facilitation is explored in more detail in a later chapter, but as an outline the facilitator should:

- Ensure that one individual or group does not dominate
- Try to be neutral
- Ensure that many views are heard and encouraged
- Ensure that the group members develop their curiosity and ask good questions
- Check clarity when people express complex views (“I heard you saying...”)

¹ Robert Jackson on the dialogical classroom in *Signposts: Policy and Practise for Teaching about Religions and Non-Religious Worldviews in Intercultural Education*, Council of Europe, 2014.

² Isaacs, W, (1999). *Dialogue and the Art of Thinking Together*. Currency.

- Ensure that the agreed expectations are observed by everyone.

The process of practising dialogue will help your students to do more than understand one another and their global peers, it will also help them move beyond simple stereotypes of the Other. Through dialogue they will hear one another's individual stories, understand the profound complexity of humanity, and let go of their need to stereotype.

In dialogue the facilitator is often the fair, impartial and encouraging chair of the discussion. However, in the classroom the teacher as facilitator has a slightly altered role. Primarily, the teacher-facilitator is a facilitator of understanding rather than a facilitator of dialogue. Dialogue is used as a tool to enable the learning but the teacher's role is significant in that there will be times when she/he will need to intervene to clarify, check understanding, perhaps summarise what has been said, ask questions that take the learning deeper and challenge assumptions.

All of this said, it is crucial that the dialogue belongs to the students and that they have ownership of it with your support and direction. If a teacher's take role is too directive, students may rely on the teacher's arguments or not participate in discussion.



KEY QUESTIONS FOR FACILITATORS

- Are you able to be impartial on the topic? Be aware of your own pre-formed assumptions on the issue.
- How will you ensure students suspend judgment/start with an open mind?
- What are your techniques for ensuring that all feel they have a voice in the dialogue and that it is not hi-jacked by a few?
- How are you ensuring students feel safe to take risks?
- How can you model deep listening and engagement in the dialogue?
- Are you encouraging responses to what is said as opposed to allowing the dialogue to become a Q&A session?
- How do you encourage students to show empathy towards one another?
- Are you ensuring that students are speaking about themselves and not on behalf of others?
- How do you encourage students to bring their own experiences to the dialogue?
- How will you measure the effectiveness of the activity?
- Do you have strategies to help students to recognise assumptions in their comments and/or questions and help them to rephrase in a less prejudicial way?
- Do you ensure that reference to people or groups not represented in the dialogue is fair?

If you struggled to find answers to these questions you can find some techniques for facilitation in chapter 5.

FURTHER READING

A great deal of work has been done on dialogue, both by practitioners and by academics but, as yet, there is not a complete consensus as to how it should best be understood. Our understanding of dialogue is one that is based upon the opinions of a number of eminent thinkers in the field.

The thinker David Bohm begins his exploration of dialogue by emphasising that it is a process. He examines the derivation of the word from the Greek, 'dia' meaning through and 'logos' meaning the word, and suggests that dialogue should be seen as "a stream of meaning flowing among and through us and between us... out of which will emerge some new understanding."³ This helps us to get away from thinking of dialogue (as we often do) as an exchange or encounter between two different or opposed points of view. As Bohm's work points out, dialogue is a journey that we take together, through the medium of words, and this idea is a valuable place to start as it reminds us both that dialogue is a process rather than a concrete result. It emphasises the creative and unpredictable development of new understandings that emerge from such a reciprocal interchange.

In unpacking the concept of reciprocity, it may be useful to refer to the "I-Thou" exchange of Martin Buber. Buber suggests that the whole concept of reciprocal encounter is the primary way for humans to understand existence. For Buber, existence is composed of a number of encounters between the self and the Other. Buber describes these encounters as being of two types; the first is 'I-It', where the other is seen as an object, a thing. Here the Other is quite literally objectified, seen and understood only in terms of its utility to the 'I'. We might compare this to the encounter with the Other that our students have through the media – when they read or watch about another country, culture or faith, they are all too often being exposed to objectified representations, generalisations or stereotypes.

The other relationship, which Buber describes as the 'I-Thou' relationship, is quite different. It is a significant existential and authentic relationship between two beings which grants ethical recognition to the Other. Such relationships are seen as significant encounters where some form of mutuality and exchange takes place: "one should not try to dilute the meaning of the relation, relation is reciprocity."⁴ This is particularly significant in terms of our experience with Generation Global – inasmuch as it is not merely about learning from or about the other, but it is also about teaching the other – speaking about our own experiences, beliefs and identities. It is always a mutual, reciprocal exchange. This means that students are not passive consumers of information, using one another as resources, but engaged in a vital exchange through which

3 Bohm, D. (1996). *On Dialogue*. London: Routledge. p7.

4 Buber, M. (1970). *I and Thou*. New York: Simon and Schuster. p58.



they are empowered to feel that they have a voice that can be heard around the world. This is articulated beautifully in this feedback from an Egyptian teacher who was practising global dialogue with her students:

“...they felt awesome at the end of VC, when they found out they could be persuasive and change for a moment the opinion of their counterparts in the US towards Egyptians. There were some very challenging questions from their counterparts which allowed my students to discover themselves more than ever.”

The emphasis here is upon what students learned about themselves, not just in terms of their responses to their interlocutors, but also in terms of their reflections upon the experience. This mutual and reciprocal exploration is at the heart of the dialogical experience, and lies at the base of building a profound sense of relationship with the other.

Ultimately this is what we seek to build – genuine relationships across the perceived boundaries of faith, belief, culture and nationality.

Finally, it is useful to refer to some of the insights of Levinas, for whom ethical concern is the first element of mutual encounter. The obligation to care for the Other is the *a priori* state. Levinas refers to the idea of ‘the face’ as the way in which we encounter the Other:

“...the encounter with the face – that is, moral consciousness, can be described as the condition of consciousness tout court.”⁵

In this short quote one may find a distillation of three of the most significant elements of Levinas’ thought. Firstly that one meets the Other through an encounter with the face, secondly that this encounter is, by its very nature, a profound form of ethics and thirdly that the primary condition of consciousness itself is ethical concern – ‘ethics comes first’. We suggest that this focus reveals some of the power of the videoconference technology – because one is actually able to see the face of the speaker (and indeed we encourage students to think about their body language too), there is a surprising sense of connection. Students, teachers and visiting speakers have all commented upon this. Of course, sometimes the technology is imperfect – but the human ability to recognise a face should not be underestimated. Levinas’ language of “the face” is also unconsciously used by a student from the USA discussing the depth of his experience from global dialogue:

“There is so much that goes on in the world that I have not experienced or truly understood despite having seen it all on the news. Actual contact with someone in a certain situation is far more meaningful to me than seeing someone analyse it on TV. It also puts a face to situations that I would probably otherwise consider distant or unimportant.”

5 Levinas, E. (2002). Is Ontology Fundamental? In A. Peperzak, S. Critchely, & R. Bernasconi, Emmanuel Levinas. Basic Philosophical Writings. (pp. 1-11). Bloomington: University of Indiana Press. p11.

ACTIVITIES

By the end of this session your students should know what dialogue is and is not, understand the importance of listening to one another and have reflected upon its importance.

ASSESSMENT CRITERIA

Students understand the significance of dialogue, that it is a particular kind of conversation and that there are particular skills to be used.

WORKSHEETS

The worksheets that accompany the activities below can be found at the end of this chapter.

STARTER ACTIVITY 1

WHAT HAPPENS WHEN WE DON'T LISTEN

PURPOSE

This question gives students opportunities to explore the significance of communication and, using this approach, it requires all students to engage with the question, develop a variety of responses and practise their speaking and listening skills.

STEP 1

Have the question “What happens when we don’t listen to one another?” up on the board.

STEP 2

Explain to students that you are going to approach it in a new way and introduce *Sharing our Ideas* (see page 11) as the method by which they are going to share their answers.

STEP 3

Ask students to share their pair’s best two ideas either by oral feedback or by making new pairs.

Metacognitive feedback (can be helpful if students are dubious about the activity). Get students to total up how many different ideas they came up with – this will be many more than they would have done had you just asked for ideas individually and they will have come from many more people too. Also (if appropriate) reflect on how many people would normally put up their hands and how many wouldn’t – this approach has engaged everyone.

STARTER ACTIVITY 2

LISTEN TO ME!

PURPOSE

Students work with a partner to share ideas. This activity enables everyone to take part equally, limiting the enthusiastic (encouraging them to be focused) and encouraging those who would prefer to be quiet, while ensuring that all students take a full part in both speaking and listening.

RESOURCES

You will need a timer for this activity, preferably one that is visible to the students.

STEP 1

Get students working in pairs. Pair them up with someone at their desk, a usual partner, someone that they choose, or use numbers/cut up pictures to pair them (hand out cards with numbers on – two of each number – when students come in, then ask them to find the student with the same number).

STEP 2

Outline the activity for the students. The speaker will have a set amount of time to share their ideas, and then the listener must give feedback. Then roles are exchanged. Both elements need to be well-prepared.

The speaker needs to be prepared to fill a whole minute with their contribution – ideally this should be personal and subjective (“What do I think about this?” “What matters to me?”). Speakers can refer to very brief prepared notes (a few bullet points – not a script).

The listener needs to be prepared to listen effectively (“Think what a good listener looks like” – teacher models good listening first) and then provide focused individual feedback – so finishing a sentence like “I was interested in....”

STEP 3

Establish who is going to speak or listen first.

STEP 4

Establish how much time students will have (one minute is optimal for speaker, thirty seconds for listener to give feedback).

STEP 5

Speakers then speak, listeners listen, then feedback is given. You may want to refresh instructions half way through. When the time is up encourage students to:

- Reflect upon what they’ve exchanged (write down your best 2/5 ideas, share your ideas with a new partner)
- Provide positive feedback to their partner (either a simple “you were great”, or finish the sentence “I enjoyed working with you because...”)

NOTE

This is a valuable tool that can be used throughout *Essentials of Dialogue*. Working through the materials you will find many references to this technique for sharing ideas.

STARTER ACTIVITY 3

SHARING OUR IDEAS

PURPOSE

Like *Listen to Me!* this activity enables everyone to take part equally, while ensuring that all students play a full part in both speaking and listening.

RESOURCES

You will need a timer for this activity, preferably one that is visible to the students.

STEP 1

Get students working in pairs.

STEP 2

Outline the question for the students. The question for this activity should be open-ended (and encourage divergent (creative) thinking) so it works best when you are asking students to either:

- Reflect upon what they have learned (“Remind each other what we covered last lesson”)
- Come up with a variety of possible answers to a question (“How many answers to the question X can you and your partner come up with?”)

STEP 3

Allow some silent individual thinking time.

STEP 4

Establish who is going to start.

STEP 5

Establish how much time students will have (one minute is optimal). Students then take turns at sharing their ideas or responses – they have to move quickly and share as many ideas as possible. Ideally there should be no hesitation – they should be trying to share as many ideas as possible in the time allowed.

STEP 6

When the time is up encourage students to:

- Reflect upon what they’ve exchanged (write down your best 2/5 ideas, share your ideas with a new partner)
- Provide positive feedback to their partner

NOTE

This is a valuable tool that can be used throughout *Essentials of Dialogue*. Working through the materials you will find many references to this technique for sharing ideas.

MAIN ACTIVITY 1

DIALOGUE IS / IS NOT

PURPOSE

To encourage students to reflect more deeply upon what dialogue is (that it is a specific way of thinking about talking and it is not just a generic chatter) and it has particular rules and expectations, thus setting up baseline understanding for subsequent work.

RESOURCES

Worksheet 1.1: *Dialogue Is/Is Not*

STEP 1

All students are given the cards accompanying this activity (see worksheet 1.1).

STEP 2

On their own students sort the cards into two piles according to whether they think the description on the card refers to dialogue or to a different form of communication.

STEP 3

Working with a partner, students scrutinise one another's lists and discuss their decisions and make any changes that they agree on. Any descriptions they cannot agree on should be kept to one side. End with a class discussion about the descriptions including what students have written on the blank card.

EXTENSION

Students to write a guide or recipe for good dialogue so that they are thinking of the necessary skills for effective dialogue. Older students could research some dialogue thinkers who have influenced the work of *Essentials of Dialogue*, for example: Martin Buber, Diana Eck, Paulo Freire, Emmanuel Levinas and David Bohm.

MAIN ACTIVITY 2

DIALOGUE CASE STUDY: THE IMAM AND THE PASTOR

PURPOSE

Students are able to explore the very positive impact of dialogue in making a positive difference in the world. Students consider an example of where dialogue has been used to help build peace. Please feel free to substitute a more culturally appropriate case study if relevant.

RESOURCES

Worksheet 1.2: *When People Forget to Listen*

Film: *The Imam and the Pastor* (youtu.be/oapAAOXUaH4)

STEP 1

Ask your students to read the *When People Forget to Listen* worksheet. Alternatively, read the worksheet out loud to them. Make the link between the student's skills in this lesson (listening to others, engaging in dialogue, group work and empathy) whilst understanding the conflict and the peace building efforts.

STEP 2

Show your class the 10 minute clip from the film *The Imam and the Pastor*. The film is an inspiring story that describes the transformation that took place in the lives of Imam Muhammad Ashafa and Pastor Jame Wuye in Nigeria, moving them from armed militia members to co-workers on reconciliation

efforts. Please note that there are some distressing images in this film so ensure you are comfortable with your students watching it before showing it.

STEP 3

As students watch the film ask them to write down the things that are most striking about what they see and hear. After the film is finished ask them to share these thoughts with the person sitting next to them and then use these thoughts to start a class discussion. Points for a class discussion:

- Causes of the conflict
- Barriers to peace
- The role of dialogue in building peace. Use the two quotes from Imam Ashafa and Pastor James to stimulate discussion

STEP 4

Finally, ask the students to reflect on where they think that there are peace related issues in their community. Could dialogue be used to help build peace in this situation too?

EXTENSION

Your student's can explore this scenario further through a number of resources

- The Pastor and the Imam talk about their peace-building project in Kenya's Rift Valley after the post-election violence in 2008: bbc.co.uk/news/world-africa-11734436
- A transcript of an interview with Pastor James and Imam Ashafa in which they talk about their history and work: <http://berkleycenter.georgetown.edu/interviews/a-discussion-with-pastor-james-wuye-and-imam-muhammad-ashafa>
- If you wish to purchase the full film about Pastor James and Imam Ashafa to show to your class you can do so here: www.fltfilms.org.uk

MAIN ACTIVITY 3

OUR RULES FOR DIALOGUE

PURPOSE

To enable the teacher to build a safe space by achieving agreement around expectations of students' behaviour during dialogue. Through group or class work students should formulate rules for discussion; ideally everyone should agree on these, and it would be a good idea to ensure that students are able to refer to them in future sessions.

RESOURCES

Worksheet 1.3: *Example Rules for Dialogue*

STEP 1

Students should write them down, use a print out, make a poster or a PowerPoint slide that can go up on the board while students arrive for future lessons.

STEP 2

You can refer to the example sheet as part of this discussion.

There will be ideas on here with which students may not be familiar – look for opportunities in subsequent lessons to practise them.

REFLECTION ACTIVITY 1

WHAT'S MY DIALOGUE SCORE?

PURPOSE

The dialogue score activity is particularly useful in two ways – firstly it encourages students to reflect upon the specific skills required for dialogue, and secondly it enables you to work with them to identify the areas that might require focused help in future sessions. In this activity, students assign themselves, or their partners, a score on a number of key dialogue skills. You can use this activity in a number of ways in preparation for the next lesson.

RESOURCES

Worksheet 1.4: *What is my Dialogue Score?*

OPTION 1

Students can complete the sheet on their own, or with a partner (the latter is often better – as it tends to drive deeper reflection).

OPTION 2

Use it in conjunction with the *Dialogue Checklist* (see chapter 1) and your professional judgment, to assess the strengths and weaknesses of your class in terms of dialogue skills.

OPTION 3

You can then use this information to determine the activities upon which you are going to concentrate in the next lesson – if your students' lowest score is in 'Speaking' for example, then try to pick activities that might improve that. You might even divide your class up and give different groups different tasks to do, according to their strengths and weaknesses.

Remember that, as these are skills, everyone can improve (even students who are already very good), and that regular practise is often the secret to swiftly developing the skills.

REFLECTION ACTIVITY 2

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

PURPOSE

This is a very simple technique that can be used with a variety of strategies to enable students to reflect upon their own individual performance, and that of their classmates. Students complete two statements:

WHAT WENT WELL (WWW): Students have to identify those areas of the activity that were a success – this can either be in terms of outcome or of the skills that they demonstrated in order to reach it.

EVEN BETTER IF (EBI): Students have to identify what they

would need to do better – it is important that these are expressed positively – it is about looking forward!

It is a good idea to encourage students to write 2 or 3 bullet points for each one – so a short plenary session might produce something like:

WWW	EBI
WWW 1: We produced a really great powerpoint presentation.	EBI 1: Everyone in the class was on task when we were preparing the presentations
WWW 2: We had a thoughtful discussion and came up with some good ideas.	EBI 2: Everyone followed instructions carefully.

You can see that the two EBIs are really criticisms of some individuals – but they are expressed in a positive and anonymous way. When you are starting to use this technique it might be a good idea to have some examples of WWW/EBI statements for students to emulate, but you will find that they are quick to get the hang of this simple reflective technique.

OPTION 1: SINGLE ACTIVITY

After a single activity you can do a quick WWW/EBI analysis. Give students a set period of time (30 seconds for example) to write one point for each (either about themselves individually, their group or the whole class, as appropriate). You can then share these by getting students to put them in the middle of the table, pick another at random, and then call on random students to read the ideas that they have in front of them.

OPTION 2: LESSON

As a reflection activity at the end of a lesson, you:

- **Must:** Do something quickly as above – just one or two points, and share with a partner using either of the activities *Sharing our Ideas* or *Listen to Me!*
- **Should:** Come up with and write down three points for each, then share with a partner or group. Call on random students for feedback
- **Could:** Write down their three points. Share with a partner. Then, carefully manage feedback; get students to vote on the best comment on their table. Students should mix around the room, sharing their comments. Give students the opportunity to re-draft their points once they have talked to others.

OPTION 3: MODULE

As reflection at the end of the module use the WWW/EBI sheets to manage students' reflection on the whole module, as part of a larger reflection. They should be able to produce WWW/EBI points for both themselves as individuals and the whole group.

Start by giving them the opportunity to identify what they have done (either through discussion or a card sort or similar activity).

Then encourage them to work individually to do a WWW/EBI analysis, before moving onto work together as groups to produce cooperative work, upon which they can then base targets for future work.

NOTE

This is a valuable tool that can be used throughout *Essentials of Dialogue*. Working through the materials you will find many references to this technique for self and peer assessment.

DIALOGUE IS/IS NOT

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

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

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

WHEN PEOPLE FORGET TO LISTEN...

The Nigerian population is made up of 250 distinct ethnic groups who speak over 100 languages. Its population is mainly Christian and Muslim with the majority of Muslims living in the north and the majority of Christians in the south. Political power has, in the past, been divided between Christians and Muslims but this system appears to be breaking down.

Nigeria's religious landscape changed dramatically in the twentieth century. In 1900, it is estimated that the population of Nigeria was 27% Muslim and 2% Christian. The rest of the population followed traditional religious beliefs. During the twentieth century Christianity grew rapidly in the south and in the Middle Belt and there are Christian minorities now in the predominantly Muslim north.

Conflicts, fuelled by religious and ethnic divides, inadequate governance and economic problems have increased throughout Nigeria. In the Plateau State, one of the poorest states in Nigeria, its capital Jos sits along the Christian-Muslim fault-line that divides the country. Issues around unequal rights and the balance of power have repeatedly led to violence between Muslim and Christian communities. In Plateau State, at least one thousand people were killed each year in 2001, 2004 and 2008. In Kaduna state a controversy over the implementation of Sharia law led to three days of violence in January 2000 during which Christian and Muslim youth gangs killed 2,000 people and destroyed much property.

PASTOR JAMES AND IMAM ASHAFI'S STORY

Imam Muhammad Ashafa and Pastor James Wuye are Muslim and Christian religious leaders respectively who live in Kaduna State. Today they work together to help others to resolve their conflicts; but they did not start out as peacemakers.

In the 1990s, Pastor James and Imam Ashafa led opposing armed militias and

were dedicated to defending their respective communities. Pastor James said he formed a Christian militia group because he wanted to protect his people: "My hate for the Muslims then had no limits and no Muslim ever impressed me for whatever reason."

Violence broke out in Kaduna State in the 1990s and Christians and Muslims fought each other, destroying each others' homes, crops and attacking each others' families. In fierce battles, Pastor James lost his hand and two of Imam Ashafa's close relatives were killed. Despite this hatred for each other the two men met unexpectedly in May 1995. The meeting took place at a gathering UNICEF had organised about health issues in their communities. A mutual friend was present at the event and during a break he put Imam Ashafa and Pastor James' hands together and said "I know you have the capacity to keep the state in peace. I want you to talk."¹

Over the course of the next year Imam Ashafa initiated contact with Pastor James and slowly their relationship evolved. Pastor James came to believe that he could not preach Christ with hate in his heart and that forgiveness was important. And, Imam Ashafa heard a similar message about the teachings of the Quran and Allah's love for all mankind and how the Prophet forgave those who persecuted him.

THE INTERFAITH MEDIATION CENTRE

After much talking and relationship building between them the two men eventually reconciled and decided to

work to bring peace to their community. As a result in 1995 Pastor James and Imam Ashafa together launched the Interfaith Mediation Center, an organisation with now over 10,000 members providing interfaith training to young people in schools and universities, to women, religious leaders and politicians. The center brings youth, men and women of both faiths together in dialogue and to mediate.

Imam Ashafa says, "there is an understanding that it is not about being Muslim or Christian, it's not about debates between the two, or winning and losing. It is about dialogue and focusing on issues that affect both of us and how we can move our society forward."

Pastor James says, "we are grateful to God that we have learned this ability to hear one another and create a safe space to dialogue – without which we will always be assuming things from afar, and you can kill someone based on assumption. We have learned a bitter lesson."

They began their work in Kaduna State by establishing dialogue between youth leaders from the two religious communities. They also offered training to at-risk youth in not only conflict resolution but also the skills needed to gain work. After riots in 2000 they campaigned for peace using local media and helped to repair both Mosques and Churches. The Interfaith Mediation Center's work now includes a wide range of activities across Nigeria and they have also used some of their expertise abroad such as in Kenya.



¹ <http://berkleycenter.georgetown.edu/interviews/a-discussion-with-pastor-james-wuye-and-imam-muhammad-ashafa>

EXAMPLE RULES FOR DIALOGUE

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

WHAT IS MY DIALOGUE SCORE?

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

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

Write two or three bullet points under each column below:

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



Skills of Dialogue

So what are the skills that make a difference? Most of us will be familiar with the idea of soft skills, although different educational systems around the world will refer to them using different terminology. Soft skills are qualities associated with the way that we build relationships and collaborate with others. They are a critical part of our student's future employability (employers always want team players), but are often under-represented at school, as they don't fit smoothly into a centralised testing regime, and there is a fear that by concentrating on developing soft skills, there will be less time to concentrate on the knowledge and understanding which will be tested. The evidence suggests the opposite is in fact true – that when time is spent on the cultivation of soft skills and relationships between students, this has a positive impact on their academic attainment.

Different thinkers put forward different lists of possible skills that fit into this category, but we've identified a number that are cultivated by the activities in this pack. In practising dialogue, speaking and listening are critical. While these are skills that many education systems seek to cultivate, it is important to note that a dialogical approach offers many opportunities to dive more deeply into this, and to cultivate those skills in a more nuanced way.

SKILLS OF DIALOGUE



GLOBAL COMMUNICATION

It is important that students have the opportunity to practise speaking clearly and confidently, explaining their own point of view, beliefs or values. When we take part in dialogue it is important to remember that we are not just learning from others but that, at the same time, we are also responsible for teaching them. Within the context of the *Essentials of Dialogue* it is critical that we communicate our experiences and ideas to others (in our classrooms and globally) who may not share our backgrounds; our explanations must be clear so that everyone understands; free from jargon, slang or cultural assumptions. When students encounter their global peers, many of them are using English as a second (or additional) language – so it is imperative that everyone remembers the importance of explaining their ideas with a focus upon simplicity and clarity.



ACTIVE LISTENING

It is important that we help students to develop the skill of lis-

IN THIS CHAPTER

1. THEORY

SKILLS OF DIALOGUE

OTHER SKILLS

PRACTISE MAKES PERFECT

DIALOGUE CHECKLIST

2. ACTIVITIES

MIND YOUR LANGUAGE

OFFENSIVE OR OK?

ASKING RESPONSE QUESTIONS

WE ARE ALL INTERVIEWEES

ACTIVE LISTENING

ASKER ANALYSIS

KEEP IT UNDER YOUR HAT

3. WORKSHEETS

tening properly, that is, deeply and reflectively to one another. It is important to remember that we listen with more than our ears; we can show our attention with our eyes and bodies and in the ways that we react to one another. Are we able to ask questions to get more information or deeper understanding? When we listen properly we are engaging with the person who is speaking and we are valuing what they are saying. Most importantly we are showing that we value the person and their ideas, not just waiting to share our own points of view.

When introducing to students this is a handy teaching aid. The Chinese character meaning 'to listen' is composed of smaller characters, all of which tell us something about the nature of really good, active listening.



Active Listening is not just paying attention but is a specific methodology that enables practitioners to deepen dialogue to improve communication and to address controversial and diffi-

cult issues. Listen carefully to what the other person is saying. Some keys to *Active Listening* include:

- Thinking about what your body language and posture are saying to them
- Not interrupting
- Using silence effectively, waiting for them to say what they need to say
- Paraphrasing or summarising the emotion and content of what you are hearing. You are not agreeing with the person, merely reiterating what they said.
- Reflecting an emotion – “You are feeling angry”
- Reflecting content – “You feel angry because these things have happened to you”
- Refraining from judgement or evaluation, just reflecting what the other person is saying – “If I understand what you’re saying...”
- Asking the person to say more about their experiences or feelings in a way that shows you are interested
- Affirming a person when you agree with what they are saying

It might also help to contrast *Active Listening* with *Defensive Listening*. *Active Listening* demonstrates to the other person that you are really listening to them – this helps to reduce conflict. *Defensive Listening* does not demonstrate understanding or that you care about them. For example, a daughter says to her mother: “Mama you never have time for me! You are always working and doing things for other people”.

ACTIVE REPLY	DEFENSIVE REPLY
“It sounds like you are really frustrated that I am so busy and you are missing me. When do you wish I was around the most? Let’s try to find a way to spend more time together.”	“But I am working so that I can make money to send you to school, buy your clothes and your food!”

Sometimes this is remembered by the **LISTEN** mnemonic.

L **LOOK** interested, get interested.

I **INVOLVE** yourself by responding.

S **STAY** on target.

T **TEST** your understanding.

E **EVALUATE** what you hear.

N **NEUTRALISE** your feelings.

CRITICAL THINKING

We need to help students to think critically and creatively. This means that students are given opportunities and challenges that help them to develop the habit of questioning and analysing ideas that they encounter. Students should be able to identify assumptions and biases, as well as to consider that

some arguments are more valid and comprehensively supported than others. Critical thinking empowers students to analyse information, to reflect upon its sources and to be able to make informed and rational judgments. Students should be able to explain why they have reached their conclusions and support their points of view.

QUESTIONING

Students need the opportunity to develop and practise the skill of asking good questions. Good questions are those that help to enrich our understanding. We want to help students improve their ability to ask questions that enable them to elicit full explanations, deeper meaning and a detailed explanation of significance. Good questions don’t just give us more information but enable us to dive into the experience of other people and to start to appreciate and understand the way that they see the world and why that is the case. Good questions are often response questions, that is, questions that arise from what has been heard; they always help students to deepen their understanding.

REFLECTION

It is critical to create space and allow time, opportunities and the practise of skills that enable students to understand better what they have learned, how they have learned and how this could be improved in the future. Reflection allows students to work alone or in groups, and to take responsibility for developing their own understanding. In the *Essentials of Dialogue* approach, students should also be given opportunities to reflect upon how they feel about what they have learned, and upon the impact that their learning has made upon their lives.

OTHER SKILLS

COOPERATION

These activities help students to cooperate with one another. It is important that we move beyond ‘group work’ activities where students work together in such a way that some students do all the work and others do very little. We recommend activities that encourage cooperation, where all students are empowered to engage positively with the ideas and activities of the lesson and (most importantly) with each other. This openness to deep engagement with one another is just as important in our own classrooms as across the globe.

GLOBAL AWARENESS

These activities give students the opportunity to develop the ability to become more aware of the processes and outcomes of globalisation. This will, in turn, help them to see themselves as individuals within a global community and to develop an appreciation of how they are not isolated but, in fact, valuable and valued citizens of the world. When we think about global awareness we want to encourage students to be proud of the things that make their communities unique while at the same time recognising the things that they share with their peers around the world. It is important that students are able to see the diversity of the world in which they live – not only being

aware of things that are similar between different people, traditions and countries, but also being confident about exploring differences between them.

ICT & GLOBAL CITIZENSHIP

These activities give students the opportunity to develop a full range of skills to do with information technology, so that they are confident using online tools, personal computers, smart phones, tablets, email, online communities, social media, digital cameras etc. It is important that students are able to use these tools appropriately to develop positive relationships with one another, and in an imaginative way that enables them to make positive contributions to the experiences of others. At the same time, students should be able to make well-informed and discriminating judgments about the material that they encounter online. They should be able to separate the trustworthy sources from the untrustworthy, and the informative from the manipulative.

LEADERSHIP

These activities give students the opportunity to develop leadership skills. It is important to consider that leadership, in this context, should be understood as a skill that enables students to empower and support their classmates or global partners. Examples of such activities might include giving good thoughtful feedback to a partner, working in a pair to support a classmate develop understanding, working to engage one's broader community with issues explored through these resources or working with partners in a school across the globe.

LIVING WITH DIFFERENCE

These activities give students the opportunity to develop a wide range of skills that will allow them to find alternatives to conflict when they disagree. *Essentials of Dialogue* enables students to explore similarity with their global peers, but also (more importantly) to explore difference – being able to articulate proudly their own points of view, as well as being able to challenge one another, both confidently and respectfully, where they disagree. It is important to remember that we all encounter difference, not just in global dialogue but also in our own classrooms and sometimes that this can be a greater challenge.

RELIGIOUS LITERACY

These activities give students opportunities to develop the ability to become more aware of the significance of religious belief, faith and traditions as a force in contemporary global society. Students will also have opportunities to develop an understanding of diversity within traditions as well as exploring and understanding a spectrum of perspectives – including both those of a range of religious believers and those with secular worldviews.

PRACTISE MAKES PERFECT

When teaching any new skill to students we are ultimately aiming to help them achieve mastery; that is to say they should be able to perform the skill at a high standard with ease. It is important to recognise that different people acquire skills at different speeds (and many of our students will be starting their journey towards such mastery at different points). It is always best to break the skill down into small chunks, model it for our students (so they know what it looks like) and then get them to practise it a number of times (so they are really able to develop mastery). Our resources have been designed to help students revisit these key skills frequently, so that they are able to master them. Experience suggests that this

repeated practise is critical if students are to actually develop these skills; discussing them will not have the same impact. To use the analogy of another skill set – learning to play the piano – one can attend a detailed lecture on playing the piano and have a good intellectual understanding but, in order to actually be a good piano player, regular practise is the key to success. If we reflect on the way that we approach skills in the classroom, then this analogy is important. Students will achieve mastery in these skills by regular practise.

It is good to spend some time reflecting upon the way that your students work with some of these skills, and a useful way of doing this is by using the checklist below. You can also use the *What is My Dialogue Score?* questionnaire (see chapter 1) with students to identify the skills that they most need to develop.



✓ DIALOGUE CHECKLIST

Use this useful checklist to assess your students' dialogue skills and to map their progress as they develop these skills.

ATTITUDE

- My students are open to learning about the lives, values and beliefs of others
- My students have a healthy level of curiosity
- They are confident to share their own lives, values and beliefs with others
- They can suspend judgments in favour of listening with open hearts, minds, eyes and ears
- They are concerned to find solutions to shared problems.
- They are able to make others in the dialogue feel safe enough to share personal thoughts

SPEAKING

- My students speak for themselves and not on behalf of others in dialogue (using 'I' instead of 'we')
- My students can give good descriptions, details and explanations when speaking about their communities, cultures, faiths, beliefs and values
- They can speak from the heart and are not reliant on prepared statements and text
- They do not use 'them' and 'us' language or make unfair

comments about those not represented in the dialogue.

- They can go beyond describing and explaining events and features to sharing 'meaning' and 'significance'
- They can frame questions within the context of their own experiences

LISTENING

- My students show respectful and attentive body language when in dialogue with others
- My students can process what they hear to ask questions that clarify, challenge and seek a deeper understanding
- They can focus on the 'other' in the dialogue without being distracted by the teacher, their peers or others
- My students listen carefully, process and reflect before speaking again in order to avoid spontaneous responses that might be ill-thought through

RESPONDING

- My students can ask questions that are open-ended and that seek meaning and significance
- My students can ask questions formed by what they hear from others to further their understanding
- They are able to ask questions that explore meaning and significance
- They can articulate how they feel on hearing something from someone else
- They can show that they value the ideas, experiences and beliefs of others even when they do not agree with them
- They are able to respond empathetically to others
- They can challenge others in the dialogue in a way that is respectful and open

REFLECTING

- My students are able to identify the major influences on their lives, behaviour, beliefs and thinking
- My students are able to place themselves in the local, national and global communities and understand how they contribute to these groups
- They can find differences as well as similarities between their own lives, values and beliefs and those of others
- They can articulate clearly what they have learned about the 'other' through their dialogue with them, focusing on specific points
- They are able to reflect on their own skills of dialogue (and those of others) and consider how these could be improved in the future
- They can explain how their learning through dialogue may impact their behaviour or choices in the future

By the end of this lesson, your students should know how

ACTIVITIES

to identify the skills of dialogue, understand how to move to deeper dialogue by asking response questions and have experienced reflecting upon their own skills.

ASSESSMENT CRITERIA

Students are familiar with and practising the use of a range of dialogue skills.

WORKSHEETS

The worksheets that accompany the activities below can be found at the end of this chapter.

STARTER ACTIVITY 1

MIND YOUR LANGUAGE

PURPOSE

This activity encourages students to reflect upon and analyse what they already instinctively know – that there are different ways of speaking for different audiences. Taking part in dialogue is another of these distinct ways of speaking. This activity also gives all students the opportunity to practise speaking and listening.

The purpose of this exercise is to practise the different ways that students adapt the way that they speak to different audiences, and then to reflect upon the differences (the key learning is that they adapt what they say, and how they say it to the appropriate audience).

RESOURCES

Worksheet 2.1: *Mind Your Language* role cards

STEP 1

Prepare for this activity by printing out the *Mind Your Language* role cards. The role cards detail a number of different social roles that students may sometimes relate to.

STEP 2

You will need to have a number of discussion topics up on the board; these could include:

- My day at school
- What I do for fun
- The place I would most like to visit
- My favourite book (or movie)
- What I believe happens when we die

STEP 3

Each student has one of the role cards. Ask students to partner up. Students tell each other what their assigned roles are (it doesn't matter if they are the same).

STEP 4

Person A chooses one of the topics that you have written up on the board and is given one minute to explain it to person B – as though Person B were the person on their card. After

one minute, the roles are reversed.

STEP 5

Then students do one WWW and one EBI (see chapter 1) for their partners, then swap cards, find new partners and repeat. We suggest allowing everyone to practise this two or three times.

STEP 6

Finish with class discussion to bring it together. What have they learned? The key idea is that there are different ways of speaking according to whom you are speaking. Therefore there are particular ways of speaking that are appropriate for videoconferences.

MAIN ACTIVITY 1

OFFENSIVE OR OK?

PURPOSE

This activity expands the point made in the starter, and helps students to realise that the way they say things, tone of voice and body language, may also be critical in creating an impression amongst their hearers.

RESOURCES

Worksheet 2.2: *Offensive or OK?*

Worksheet 2.3: *Rights Respecting Sentence Starters*

STEP 1

Hand out copies of the *Offensive or OK?* worksheet, one for each pair of students (this resource may require re-working to make it optimally culturally relevant).

STEP 2

Ask students to work with their partner and have a general discussion about a random topic. For example, discuss favourite books, TV programmes, sports teams. During the course of this discussion they should try out as many of the phrases as they can. Emphasise that this is acting; they should be pretending that they disagree with one another, so they should try to be firm.

STEP 3

Then ask students to do some individual reflections: "Consider how these statements feel when they are used towards you..." Students can also include how it felt when someone used one of these terms to them in the past.

STEP 4

Students can then share their ideas using the *Sharing Our Ideas* activity (see chapter 1). You can also explore with some whole class feedback.

STEP 5

Then, working in pairs, students split the words/ phrases on the worksheet *Offensive or OK?* into sets of phrases. Tick the ones that it would be appropriate to use, cross out the ones

that would not and put question marks next to the ones about which you are not sure. Various points will certainly emerge from discussion, so listen out for them as you travel round the room but be prepared to ask questions to elicit these points.

The appropriateness of most of the statements depends upon:

- The context
- The tone of voice
- Body language

What could make the phrases take on a different meaning? Say a phrase with inappropriate body language, tone or phrasing. This is an exercise in tone and body language. Students should role-play some of the phrases experimenting with how they are sitting or standing when saying them or how they are making eye contact or what they are doing with their arms (paired/group or whole class activity). This would work best if the teacher models this with another member of staff or a volunteer from the class before students pair off. Then ask each pair of students to model one example for the rest of the class.

EXTENSION

When speaking to others about sensitive issues, what are the important things to remember? Two large sheets of paper, one for best words and one for words to avoid, are placed at opposite ends of the room with a student in charge of each of them. The class offers words/terms which are then listed on the appropriate poster. These posters can be typed up and used as a resource for the rest of the module. It may also be helpful to refer to the *Rights Respecting Sentence Starters* worksheet.

MAIN ACTIVITY 2

WE'RE ALL INTERVIEWEES

PURPOSE

This activity enables everyone to take part equally, limiting the enthusiastic (encouraging them to be focused) and encouraging those who would prefer to be quiet, while ensuring that all students play a full part in both speaking and listening. This activity can be used to:

- Improve questioning skills, particularly by developing students' ability to ask response questions.
- Improve listening skills by adding subsequent questioning.
- Prepare for videoconferences. Use it to help students prepare for the introductory ice-breaker activity.

STEP 1

Get students working in groups, ideally of four. Within their groups students should know in which order they are going. This is most easily arranged by giving each person a number, depending upon where they are sitting.

STEP 2

Students are asked questions by their group on a topic selected by the teacher. This activity has two key roles:

- **Interviewee:** the person answering the questions. They

should be standing up and should answer questions from the rest of their group for one minute.

- **Interviewers:** the rest of the group are interviewers. Their job is to keep the questions coming and ensure that the person being interviewed keeps going for the whole time.

Their questions should be:

- **Open:** encouraging longer, imaginative and personal responses: “Can you tell me more about....?” “How do you feel about...?”
- rather than **Closed:** questions which can be answered with simple or short responses: “Is your name Robert?”

The questions could be:

- **Response questions:** Building upon what they have already heard from that person.

STEP 3

At the end of the minute the next person stands up to be interviewed, until everyone in the group has had a turn.

STEP 4

When the activity is over encourage students to:

- Reflect upon what they’ve discussed (write down your best 2/5 ideas)
- Share their ideas with a new partner
- Provide positive feedback to their group

MAIN ACTIVITY 3

ASKING RESPONSE QUESTIONS

PURPOSE

This is one of the critical skills of dialogue, and may seem self-evident, yet it is something that many students will need to practise regularly before they become really good at it. This is a simple activity which enables them to practise this core skill. This is a very important skill for students in any dialogue videoconference and can make the difference between a disconnected series of questions and a proper dialogue. This is an activity that students need to practise in order to build up their skills; it probably won’t just occur spontaneously.

RESOURCES

Worksheet 2.4: *Response Questions*

Worksheet 2.5: *Thinking About the Video*

STEP 1

Introduce by starting students off on the activity *We’re All Interviewees* (see previous activity). Group students into groups of four and get them to start the interview using a simple question like “Which celebrations are important to me?”

STEP 2

After two students in each group have had their turn introduce the idea of the second question to students by having them refer to the two diagrams on the *Response Questions* worksheet. Ask them which one is better in terms of generating information.

STEP 3

Get them to go back to the *We’re All Interviewees* exercise, but to practise the last two interviews making sure that they use this methodology.

EXTENSION

There are some excellent video resources to help students think about asking good questions and building dialogue with response questions. Why not get them to watch the videos for homework before discussing them in the lesson? Use the note taking sheet below to help students focus their viewing. You can find two helpful videos here:

- Asking response questions: youtu.be/1cDMB5sFCWc
- Using questions to build dialogue: youtu.be/idlULdd2cEk

MAIN ACTIVITY 4

ACTIVE LISTENING

PURPOSE

Listening is probably the most central skill for good dialogue but it is something that many students think of as a passive activity; it’s important to get them thinking of it as something active.

METHODOLOGY

Be sure you introduce the methodology outlined in the theory section before getting students to practise the active listening exercises below. These three exercises require students to work together. One good way to approach this is to divide the class into groups of three, so every time an exercise is done, there is someone to WWW/EBI what has happened. Make sure that the observer role is changed round and that everyone has a go at each exercise.

EXERCISE 1

REPEAT: Person A says one short paragraph, Person B repeats it word for word. If they can’t repeat it word for word, try doing the exercise with a shorter sentence until they can repeat it word for word. Take turns at doing the ‘repeat’ exercise. This is a warm up to prepare them for the next exercises.

EXERCISE 2

PARAPHRASE: Sit face to face with someone else. Person A says a short sentence, Person B listens and then paraphrases using similar words and sentence structure. Rearrange the words or substitute words to give the message back to you partner. The observer should judge if the message is still the same – they need to get a balance between paraphrasing or repeating. If the observer tells you that you are just repeating, try to move words around and to replace them with synonyms until you can successfully paraphrase what your speaker has said. Take turns with your partner, practise this paraphrasing exercise until you both feel you are good at paraphrasing a message.

EXERCISE 3

REFLECT: This exercise requires full concentration and attention. Sit face to face with a partner. First observe the facial expression, the mood, the gaze of the other person. Person

A says something that Person B should then reflect back to them in their own words. Ask your partner if you reflected the message correctly. Ask him if you were in tune with his feelings and mood. If you successfully completed this exercise, your (reflective) listening will make your partner feel listened to and understood by you.

Keep doing these exercises, especially the reflective listening exercises for as many times as you think necessary to master this listening skill.

MAIN ACTIVITY 5

ASKeR ANALYSIS¹

PURPOSE

To get students to reflect more deeply on the quality of their questions, and some of the baggage that they might be bringing to the process of asking questions.

A ASSUMPTION: What are the assumptions ‘hidden’ in this question? What does it reveal about the way that the questioner thinks?

S STATEMENT OR QUESTION: Is this really a question or is it a statement in disguise? Very often things that seem to be questions are actually statements about “What I think”, rather than trying to find out “What you think”!

Ke KEY WORDS: Which words would you remove or replace? Which can be understood differently? Which could you use as a way into the answer?

R REPHRASE: How can you rewrite this question?

This activity is not about getting the perfect question it is about getting students to think about *asking* better questions.

STEP 1

Ask students to prepare a number of questions that they would like to ask in the videoconference (this could be set as homework).

STEP 2

Introduce ASKeR methodology and get each student to work with a partner to identify their best question.

STEP 3

Write that question at the top of a piece of paper. Hand in sheets and distribute to another pair.

STEP 4

Each pair then spends five minutes doing an ASKeR analysis, writing down their best version of the question underneath.

STEP 5

Pass papers on and re-analyse (this step can be repeated several times).

STEP 6

Return sheets to point of origin. Students can then reflect upon how they could improve their question. You might like to ‘prime the pump’, using an example question like one of these:

- If God loves you, why is he always telling you what to do?
- How do you know how to act without a religion to show you the way?

REFLECTION ACTIVITY 1

KEEP IT UNDER YOUR HAT

PURPOSE

This activity is a light-hearted way to encourage students to remember the key skills that they have worked on in this session.

RESOURCES

Worksheet 2.6: *Origami Hat Instructions*

STEP 1

Using *Origami Hat Instructions*, each student makes a thinking cap to remind them of their responsibilities when speaking to people of different faiths or cultures. Students should work in pairs to encourage discussion (and informal peer assessment) while they are completing their hats.

STEP 2

They can use both words and symbols to decorate them. On the outside they write the words and phrases that they should use and reminders about tone and body language. On the inside, they write the things that they should try to avoid.

STEP 3

About half way through the activity get students to pair up (with a random partner) and do a two point WWW/EBI analysis of each other’s work.

STEP 4

Once most people have finished then encourage students to move freely about the room and talk to students they would not normally work with. Don’t worry about noise level.

As you move, use prompts like:

- What do you like about...?
- Which is the best point/ phrase you have seen...?
- Have you seen anything you agree/ disagree with..?

Use the completed hats as display material.

¹ Developed by the The Faith & Belief Forum, <https://faithbeliefforum.org/>, used with permission.

MIND YOUR LANGUAGE

YOUR PRINCIPAL/HEAD TEACHER	A GRANDPARENT	A VISITING VIP
A YOUNGER BROTHER OR SISTER	YOUR MOTHER	YOUR CLASS TEACHER
YOUR BEST FRIEND	ONE OF YOUR GRANDMOTHER'S FRIENDS	AN EXCHANGE STUDENT FROM ANOTHER COUNTRY

OFFENSIVE OR OK?

THAT IS AN
INTERESTING POINT

DO YOU HONESTLY
BELIEVE THAT?

I HATE...

THANK YOU FOR YOUR
OPINION

CAN YOU SEE IT FROM
MY POINT OF VIEW?

YOU MAKE AN
INTERESTING POINT

I DISAGREE...

YOU'RE WRONG

THAT'S RUBBISH

CAN YOU EXPLAIN
THAT TO ME AGAIN?

THAT JUST DOESN'T
MAKE SENSE

WE'LL HAVE TO AGREE
TO DISAGREE

YOU MUST BE JOKING?

I SEE IT DIFFERENTLY

THAT IS SILLY

I CAN'T UNDERSTAND
WHAT YOU ARE SAYING

RIGHTS RESPECTING SENTENCE STARTERS

THANK YOU FOR YOUR OPINION...

I AGREE WITH YOUR POINT ABOUT...

I CAN SEE THAT...

A STRENGTH IN THAT ARGUMENT IS...

I LIKE THAT IDEA BECAUSE...

ARE YOU SAYING THAT...

ANOTHER WAY OF LOOKING AT IT IS...

MY FAITH TEACHES ME THAT...

I'M NOT CONVINCED THAT...

WHAT MAKES YOU HAVE THE OPINION THAT...

WHAT BELIEFS UNDERPIN...

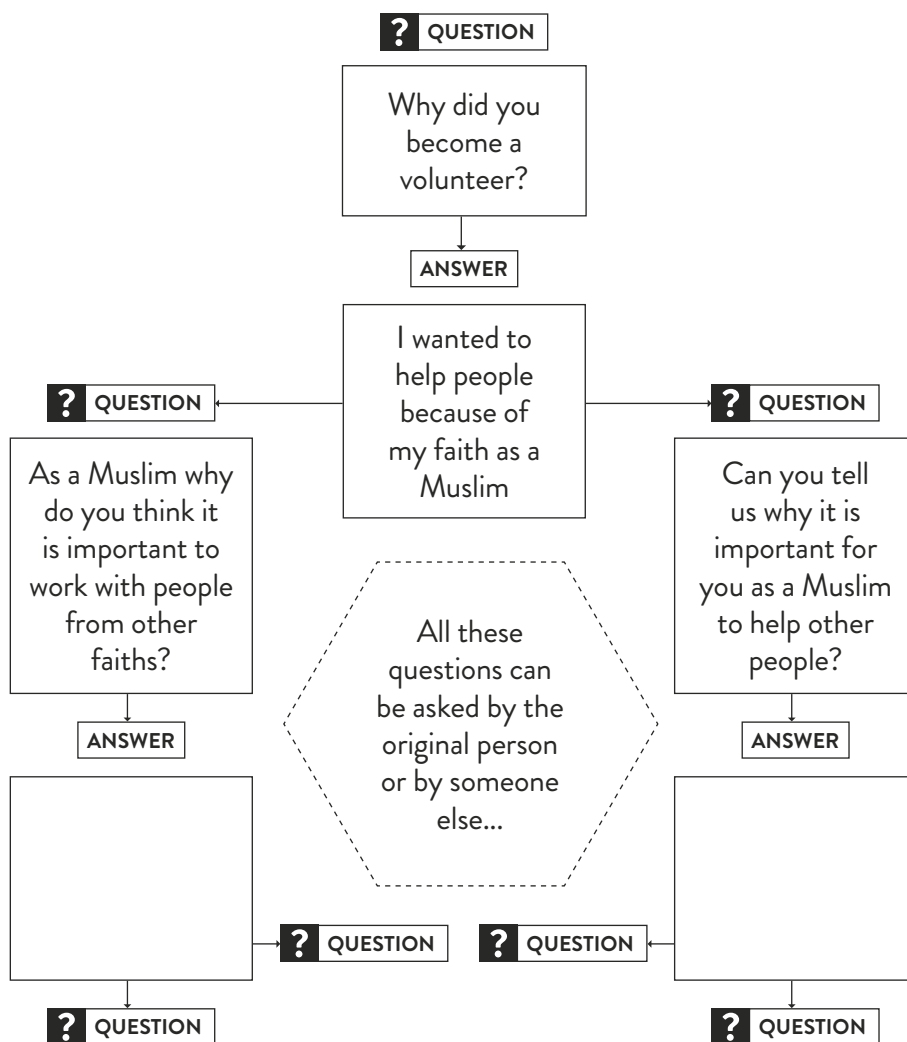
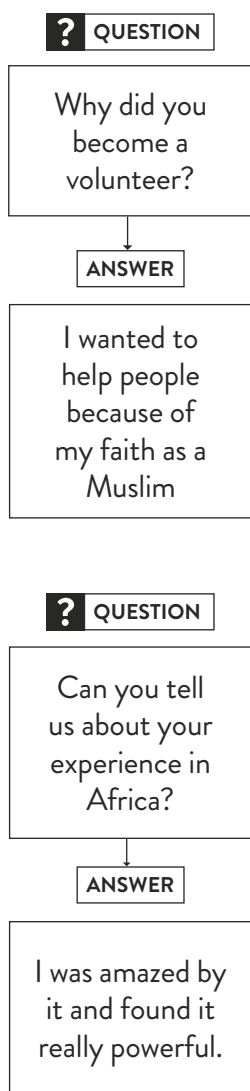
A WEAKNESS IN THAT ARGUMENT IS...

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

RESPONSE QUESTIONS

Response Questions are better because:

- You have to listen carefully
- Questions respond to what is being said
- Dialogue flows – it is not ‘stop and start’
- Dialogue can grow



THINKING ABOUT THE VIDEO

Five things that I have learned from the video:

- 1.
- 2.
- 3.
- 4.
- 5.

Three key questions that I want to discuss are:

- 1.
- 2.
- 3.

A target I want to set myself is...

ORAGAMI HAT INSTRUCTIONS

For an origami pirate hat you will need:

- One largish piece of paper
- Sticky tape may be useful
- Black felt pen

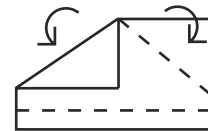
STEP 1

Fold the piece of paper in half, so you have a rectangular piece of paper with the long folded edge at the top.



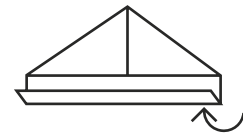
STEP 2

Fold in the corners as in the diagram so the edges meet to form two triangles



STEP 3

Fold up the bottom edge of the paper so it meets the bottom edge of the two triangles.



STEP 4

Fold up the bottom edge again, with the fold line running along the bottom edge of the triangles.



NOTE

You may find it helpful to use a little tape to keep it together.



Identity and Respect

The materials in this section enable students to start exploring the two key areas of identity and respect. These explorations are often particularly significant for many students, as this may be the first time that they have been encouraged or empowered to explore these areas in their lives.

As with any other personal area, there are complexities around this, but we hope that this brief introduction will enable you to reflect upon a few things before having this very valuable experience with your students. These reflections are critical as preparation for global dialogue for a number of reasons:

1. In order to speak to others about the things that are important to us we have to have reflected upon them, and appreciated the diversity within our own classrooms.
2. It gives students the opportunity to develop those dialogue skills further by being able to listen to and explore the diversity within their own classroom.

This is an ideal time to remind students of the rules for dialogue that they agreed at the start, as it is important for students to feel safe when discussing these very personal elements. It is fine for students to 'pass' – nobody should have to share everything all the time, and certainly as students may be new to this kind of very personal discussion, we should respect their wish to remain silent on some issues.

Critically, this requires a new approach for a teacher when asking questions. In class, when we ask questions we are usually seeking recall of information that we have already given the students; it is a test and we expect them to respond quickly. Sometimes we ask them for opinions but, on the whole, questions asked in class expect a quick fire response. There is, however, a world of difference between "What is 2+2?" and "Why is it important to you to celebrate Christmas/Eid?" Students not only don't have "the right answer" to depend upon, but they may well never have even reflected upon the answer to this, and it is important to give them thinking time in order to genuinely reflect upon this.

Paired or group discussion activities are important as well, as they give students the opportunity to reflect upon these ideas and to rehearse their responses in front of a smaller and more supportive audience, in order to feel more confident about sharing in a larger group.

IN THIS CHAPTER

1. THEORY

IDENTITY

SELF-IDENTITY

SOCIAL IDENTITY

RESPECT

2. ACTIVITIES

NAME SWAP

WHAT DOES RESPECT LOOK LIKE?

IDENTITY WHEEL

REFLECTION QUESTIONS

3. WORKSHEETS

IDENTITY

One of the critical things about taking part in dialogue is that we will have to talk about ourselves – so it is important to have a good idea of what we are talking about. This is not straightforward for anyone, certainly not without preparation, but it is particularly challenging for adolescents. Part of the process of going through adolescence is precisely this formation of the core of identity, a core upon which they will build their understanding of their own identities throughout the rest of their lives.

SELF-IDENTITY: Self-identity refers to how we define ourselves. Self-identity forms the basis of our self-esteem. In adolescence, the way we see ourselves changes in response to peers, family and school, among other social environments. Our self-identities shape our perceptions of belonging.

SOCIAL IDENTITY: Social identity is constructed by others and may differ from self-identity. Typically, people categorise individuals according to broad, socially-defined labels. For example, if you have dark skin, you may be labelled 'black' by others even though you may not have adopted that identity for yourself.

A positive self-identity relates strongly to positive self-esteem. All identities are not equally valued by society, so some adolescents may especially need reinforcement to help them construct a positive sense of self. Many dimensions of identity can intersect to form our sense of self: gender, religious,

racial, ethnic, national, generational, sexual, political, regional, professional, cultural and class. This multi-dimensionality can be explored through the identity wheel activity in this chapter.

There are a couple of particular challenges to beware of when exploring identity with adolescents, and these are to do with the way that they reflect upon (even unconsciously) their own identity formation. Barnett¹ identifies these as the *imaginary audience* and the *personal fable*, and they will be immediately obvious to anyone who is used to working with young people.

The *imaginary audience* is a term used to describe the fact that many adolescents feel that they are permanently on stage; they feel that they are always being watched by everyone. This approach drives the enormous sensitivity and self-consciousness that many adolescents exhibit.

This may often lead on to the *personal fable*. As young people believe that everyone is looking at them all the time, they can fall into the trap of thinking that they are special; that they are important or invulnerable (“The rules don’t apply to me” or “It won’t happen to me”) which can make them sarcastic or dismissive.

These are both steps in the formation of identity and ones with which teachers will be familiar, and we should hold in them in the back of our minds while we are having these discussions with our students.

RESPECT

This is a particularly challenging concept in the context of learning about dialogue. It is also made more complex by the fact that there are so many different understandings of the term in youth and adult cultures around the world. The most important approach that students need to develop is a discerning and informed respect, not a vague tolerance of anything and everything. You might usefully compare these ideas which are unpacked in the resources below.

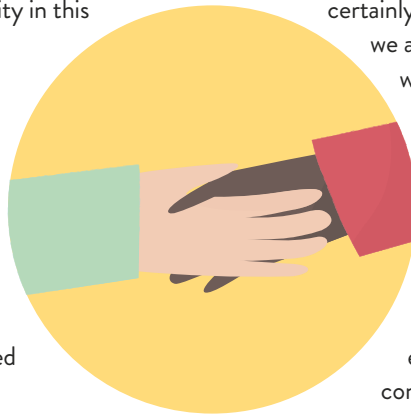
TOLERANCE: Tolerance is the lowest common denominator required if there is to be freedom of religion and belief. However, there are limits to tolerance and it may be argued that some points of view should not be tolerated in a democratic society.

RESPECT: One cannot be taught to respect another position. Rather, respect is ‘commanded’ by people holding a particular view or living a particular way of life. There is also the distinction between respecting a view and respecting someone’s right/freedom to hold a view.

It is important to note that ‘respect’ does not mean that we have to agree with someone else’s point of view. This is certainly not the case, in fact rather the opposite. If we are genuinely treating someone with respect, we should be honest in our relationships with them and, if they say something with which we disagree, then we should ensure that we express that – in a respectful way, of course.

RECOGNITION: One may respect another’s viewpoint or way of life to the extent that it should be publicly recognised as contributing positively to global society.

The exercises on respect in these materials approach it from a profoundly embodied perspective – what does respect look like/feel like? – and this provides students with a much more accessible approach than abstract speculation.



¹ Helping Teens Answer the Question “Who am I”: Physical Development in Adolescents (Barnett, 2005)

ACTIVITIES

By the end of this lesson your students should know that there is diversity in their classroom, understand how it affects them and have experienced reflection upon the importance of respect.

ASSESSMENT CRITERIA

Students can reflect upon themselves and their experiences and students can demonstrate an understanding of how to treat one another with respect.

WORKSHEETS

The worksheets that accompany the activities below can be found at the end of this chapter.

STARTER ACTIVITY 1

NAME SWAP

PURPOSE

To discover the meaning of their own name. This encourages students to reflect on the question, “What makes me, me?”

STEP 1

Prior research (one homework before the first lesson) will probably be necessary for students to get the most out of this. As well as research at home, they can search the internet for the meaning of their names – many sites exist for this.

STEP 2

Each student takes a turn explaining the meaning of their name. They can also include information on why their parents chose it, why it is important to them or what name they would prefer. You could use the *Listen to Me* (activity in Ch.1) activity to manage this. There is also considerable potential for display work.

MAIN ACTIVITY 1

WHAT DOES RESPECT LOOK LIKE?

PURPOSE

Students consider the nature of respect in practise through their own experience. Please remember as you approach this activity that ‘respect’ does not mean ‘agree with’ – our experience of student dialogue consistently demonstrates that students often have to work harder to feel comfortable identifying difference but that this is one of the most important experiences that they can have. The purpose of this activity is to consider a range of ideas around the nature of respect. (We strongly suggest that you use your own judgment about your students to inform the options that you choose.)

RESOURCES

Worksheet 3.1: *What Does Respect Look Like?*

Worksheet 3.2: *R.E.S.P.E.C.T Principles for Dialogue*

STEP 1

Ask students to work in pairs to fill in examples in the *What Does Respect Look Like?* worksheet. These should be from

their own experience:

- Of how they have been treated with respect
- Of how they treat others with respect
- Of how they have seen other people act with respect

STEP 2

After they have completed these, you should encourage a class discussion. It is particularly valuable to explore differences in what people have said, as there are no hard and fast rules here. This is particularly true across cultures where people can have some quite different ideas. (In some cultures it is not respectful to make eye contact with someone that you are talking to, in others it is quite the opposite.)

You may also wish to refer to the *R.E.S.P.E.C.T Principles for Dialogue*.

EXTENSION

In your discussion it may be appropriate to remind students that the key idea we need to develop is a discerning and informed respect, not a vague tolerance of anything and everything. You might like to compare the tolerance, respect and recognition scale (referred to in this chapter). Additional questions that students might discuss include:

- How do I decide what/whom to respect?
- What would prevent me from respecting a belief/action/statement?
- What does respecting a person mean? Does it mean recognising that even those who have done great harm to others still have human rights that need to be respected?

MAIN ACTIVITY 2

IDENTITY WHEEL²

PURPOSE

This is an activity designed to help students explore what identity is. This will be an excellent way of helping students to begin to explore the diversity in their own communities. Students explore facets that compose their identities. Students should work on their own throughout this activity, and should never feel pressured to share anything about themselves that they wish to keep private. (Please feel free to adapt the resource for this lesson; it could also include gender, sexuality, etc.)

RESOURCES

Worksheet 3.3: *Social Identity Wheel Example*

Worksheet 3.4: *Social Identity Wheel*

Worksheet 3.5: *Social Identifiers*

STEP 1

Begin by explaining to students that the purpose of this session is to explore what we mean by ‘identity’. Ask them to suggest definitions for this word. While there may be components of our identities that are internal, the vast majority are generated by the society in which we live.

² Developed by the Tanenbaum Center for Interreligious Understanding, <https://tanenbaum.org/>, used with permission.

STEP 2

Use an example to demonstrate the way that the wheel should be filled in. Then ask students to fill in the wheel for themselves.

STEP 3

When they have finished, you should ask them to record some information to answer the questions under the wheel:

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

EXTENSION

Ask students to answer the questions on the *Social Identifiers* worksheet for one of the aspects of their identity that they have previously established. If appropriate, you can use this as the basis for class discussion about aspects of their identities.

REFLECTION ACTIVITY 1

REFLECTION QUESTIONS

PURPOSE

It's always great to finish a lesson by reflecting upon the key ideas.

STEP 1

You can pick (or a student can pick) one of the following questions for the class to consider:

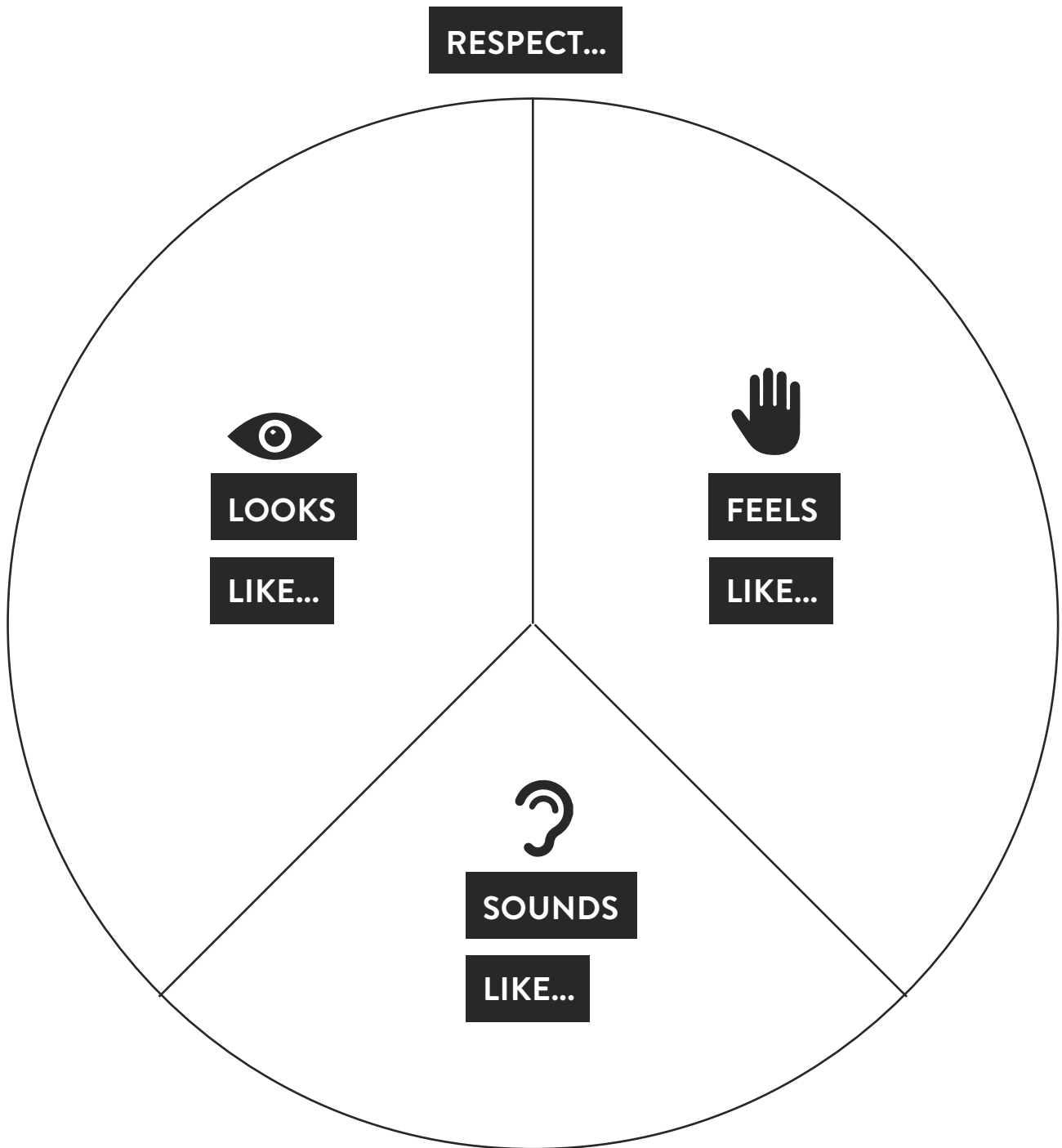
1. Something I'd like to know more about would be...
2. Something I found particularly interesting was...
3. Today I learned...
4. Something that really stands out about what we learned today is...
5. Something I was a little unsure about was...
6. The big question remaining for me is...
7. One of the keywords I learned today is...
8. One thing from today's lesson that really made me think was...
9. If I could sum up my learning in three pictures they would be...
10. The most important thing to remember about today's lesson is...
11. The student contribution I found most interesting was...

STEP 2

There are lots of options about how to use the selected question:

1. Students can answer in writing and then display their answers where they can see them.
2. Students can answer orally.
3. You can use *Sharing Our Ideas* (activity in Ch.1) to stimulate discussion.
4. You can repeat as many times as you want.
5. Get students to write their ideas, so they can use this as the basis for a blog / journal.

WHAT DOES RESPECT LOOK LIKE?



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

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

R

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

E

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

S

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

P

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

E

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

C

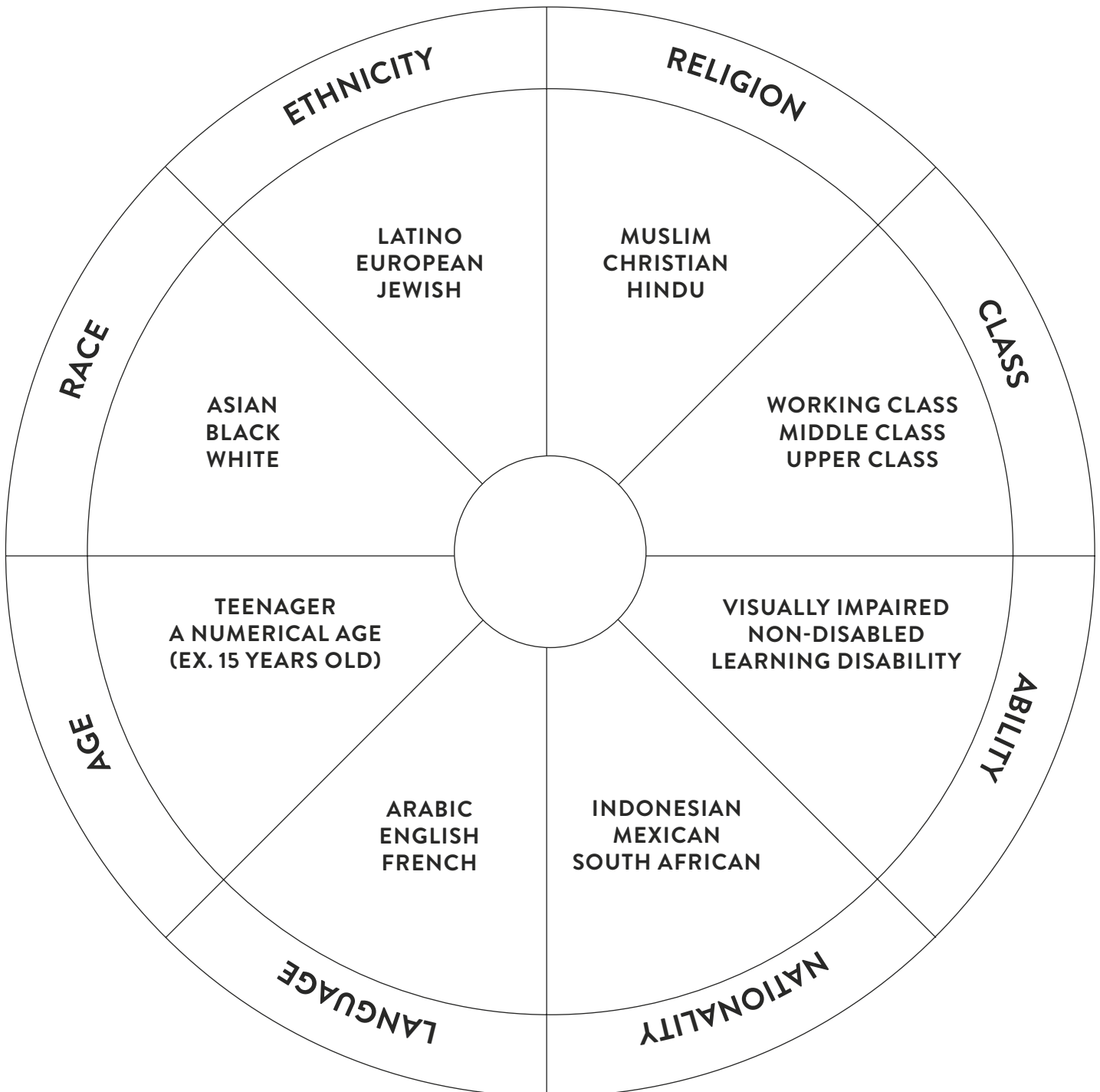
COMPASSION: We create opportunities for our young people to actively engage in their communities, working with others of different faiths and beliefs to address pressing issues and make the world a better place.

T

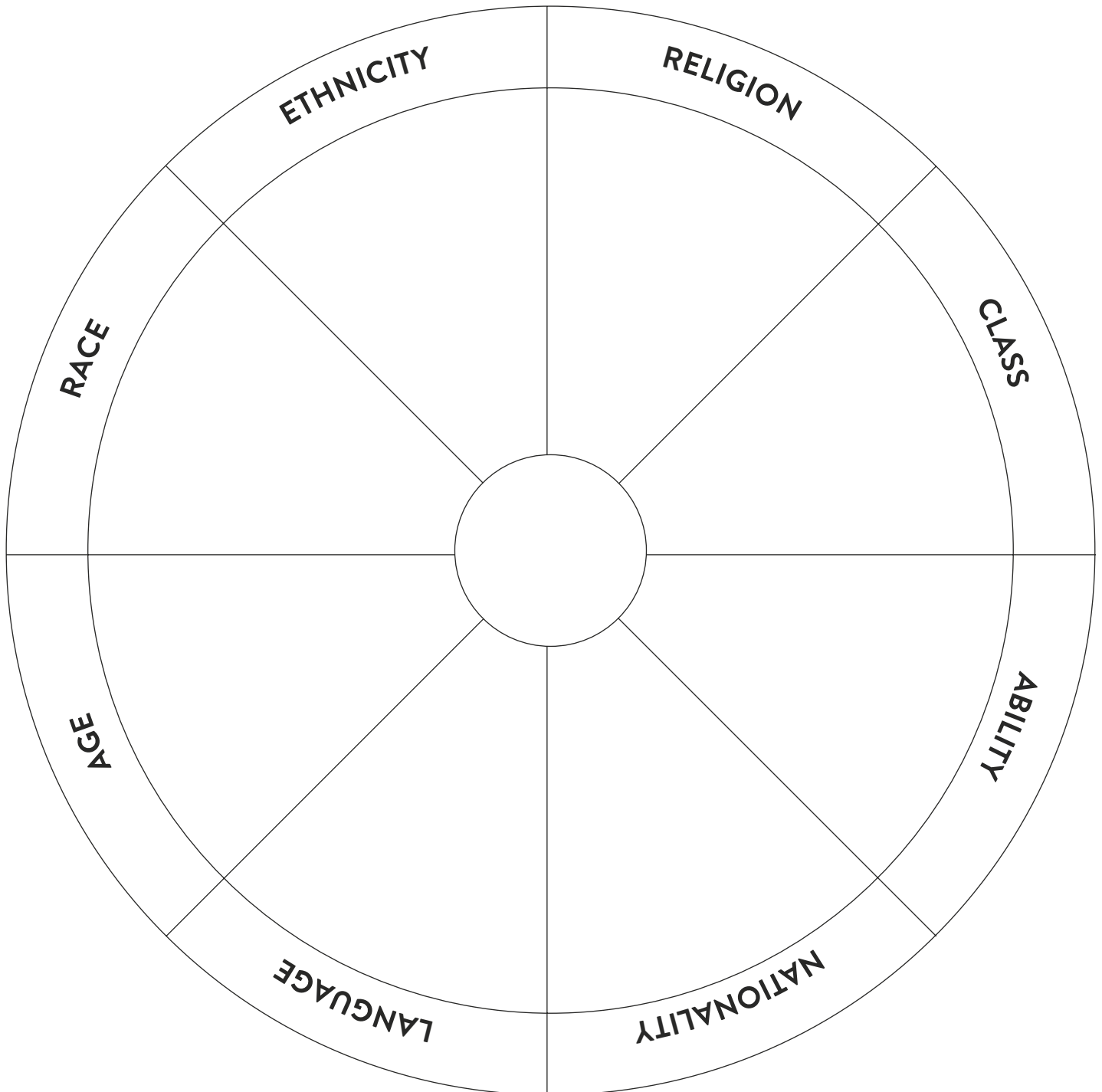
TRUST: The key to any relationship is trust. Dialogue is about building trust that we will always treat one another respectfully, openly and honestly, that we will always listen to each other's values and beliefs.

SOCIAL IDENTITY WHEEL EXAMPLE

This Identity Wheel gives some examples of what might be included in each of these sections:



SOCIAL IDENTITY WHEEL



ONLY SHARE PERSONAL

INFORMATION THAT

YOU ARE COMFORTABLE

DISCUSSING

FOLLOW UP QUESTIONS:

What did you learn about yourself?

Which parts of the wheel were easiest to fill out?

Which parts were the hardest to fill out?

Are there important aspects of your identity that don't fit on the wheel?

Were you surprised by any of the categories?

SOCIAL IDENTIFIERS

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

STEP 1

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

STEP 2

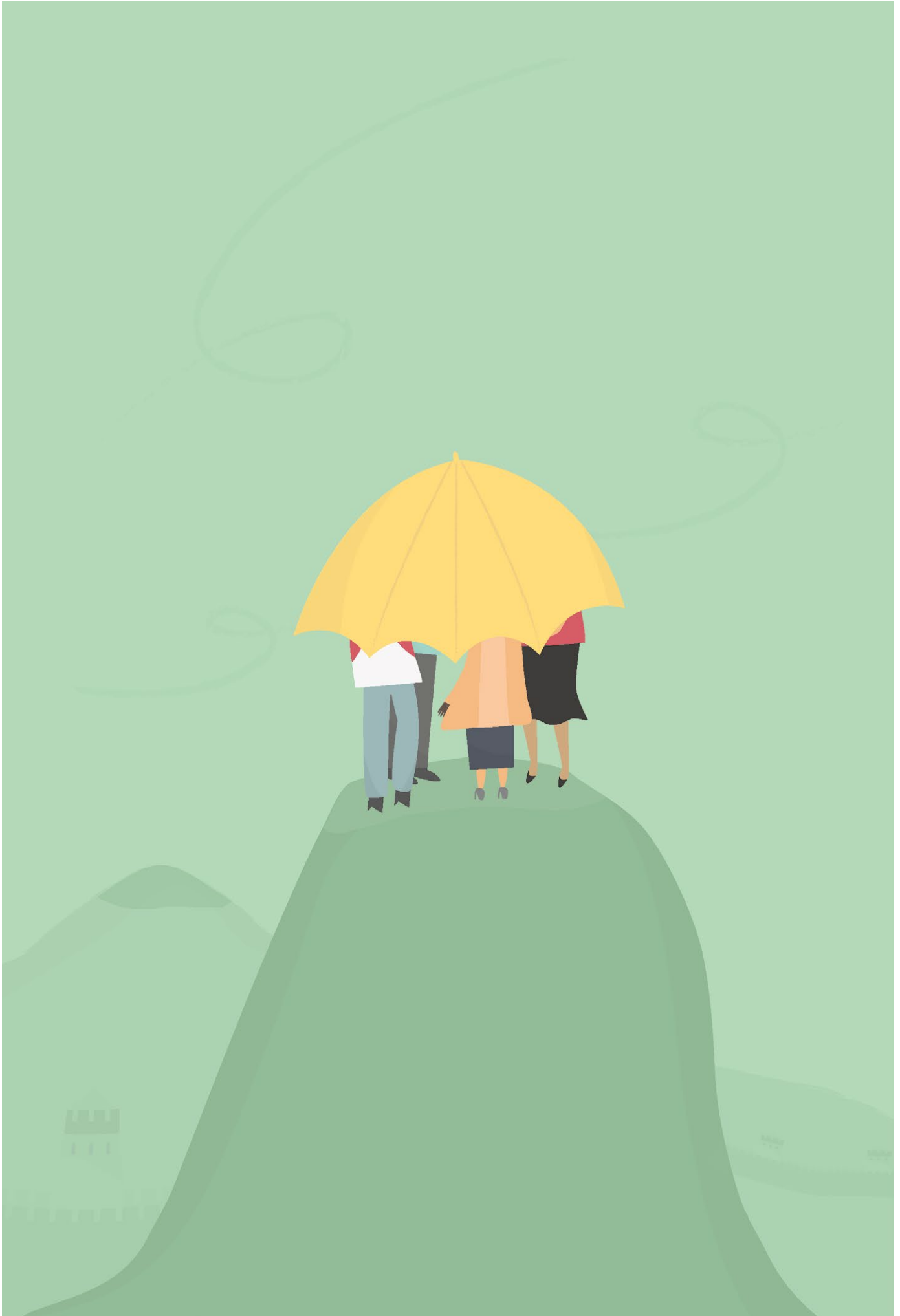
Now complete the following sentences:

One thing I love about being _____ is:

One thing that is hard about being _____ is:

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

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



Influences

While preparing students for global dialogue, it is critical to spend some time helping them to explore the things that have influenced them. There are a number of reasons why this is important, not least the fact that it is extremely unlikely that students will be able to understand the influences that have shaped their peers' view of the world, if they have not reflected upon their own. Without this reflection students may often assume that their worldview is common sense – that their values, attitudes and behaviours are universally shared. Helping them to appreciate that their worldviews are products of their culture and upbringing both centres them within their own experience and enables them to begin exploring the ways in which their class is diverse. In doing some of the activities at the end of this chapter students' attention is drawn to the diversity of their own community, and they are empowered to explore this in a safe way.

INFLUENCE OF THE INTERNET

While we can use activities like these to help our students think about their influences in class in a safe and responsible way, we must acknowledge that one of the most powerful influences on young people is one that is most frequently used in isolation.

One of the most ubiquitous influences on young people today is the internet, and while we all want to keep our students safe from the negative aspects of the internet, this is very difficult to do; not even the most sophisticated blocking technology will block everything that is malicious, unpleasant or attempting to stir up hatred. Even if we strictly control our students' internet access in school, there is often little monitoring of their habits outside school, so our responsibility as educators is to ensure that we give students a range of good habits that will protect them while they are learning and sustain them in safety throughout their lives. These can be summed up as a combination of critical thinking, the ability to approach online material critically, to be aware that they need to make judgments about how trustworthy any particular message might be and taking responsibility as well as making an effort to confront things that they know are wrong and reporting inappropriate or offensive content.

Many students are carefree users of the internet and have little awareness of its power to misrepresent, mislead or deliberately seek to corrupt. Now that anyone can publish and present their ideas with the impression of authority, it is more important than ever that students are able to discriminate between different sources of information. Students also think that they understand the internet, whereas in fact they are often naïve.

IN THIS CHAPTER

1. THEORY

INFLUENCE OF THE INTERNET

KEY PROBLEMS

GOOD PRACTISE

CRITICAL ANALYSIS

2. ACTIVITIES

WHAT INFLUENCES OUR OPINIONS

WHAT INFLUENCES ME?

RAVEN

RULES FOR JUDGING WEBSITES

REFLECTING ON OUR INFLUENCES

3. WORKSHEETS

KEY PROBLEMS

There are a number of universal concerns for educators on the internet. Four key ones that affect young people are hate speech, propaganda, grooming and disguised websites.



HATE SPEECH

Hate speech is internet content that deliberately tries to divide elements within society. While there are sites on the internet that are blatant about this, most hate speech is subtle and frequently attempts to disguise itself as education, information or entertainment. This is not restricted to specific sites, but attitudes that may come up on social media (sexist or racist material on Facebook) and in gaming environments (racist abuse on multiplayer games).



PROPAGANDA

It is worth considering that most people who go to the effort of putting material on the internet want to convince you of something; usually it is to buy goods or services, or to convince you that their kitten is cute, but many others conceal less positive messages. Teaching students how to recognise propaganda is critical, and will empower them to resist these messages, whether the perpetrators are trying to convince them into accepting political or religious messages, or indeed into accepting conspiracy theories.

Many of the problems about authority and veracity online can also apply to media. This is particularly true as young people are increasingly consuming online media as their most trusted source of information. Twenty years ago it would have been

almost impossible for a private individual to make a film and distribute it widely; now a potential global audience is available to anyone who makes the effort. Anyone can now make their ideas into a believable documentary film and use the internet to share it. Most of these are harmless but an increasing number of these movies are intended to present a distorted view of the world and to influence young people in a negative way.

Here are a number of the key tools of propaganda:¹

- **Bandwagon:** If everyone else knows about it, and believes it, then I should as well.
- **Assertion:** Make a statement over and over again, with absolute certainty.
- **What is an expert?:** How do you know that someone is an expert or if their expertise is genuine?
- **Using facts out of context:** Build your credibility by relying upon reports that exist, but are taken out of context.
- **Lesser of two evils:** Give people only two options – one of them is so outrageous that the other seems like a good idea.
- **Scape-goating:** Look for who is being blamed in the video. This makes it simple and easy to understand.
- **Down with the kids:** Being populist, using slang, seeming to be ‘coming from the same place’.
- **Transfer:** Make a link between one person and others or an idea/ product. Making links between celebrities and products.
- **Diversion:** Making links between people and situations that are entirely separate.



GROOMING

Young people spend a lot of time online, and frequently cultivate relationships with people that they meet in those anonymous situations. It is important to teach our students how to use this kind of communication safely, so that they do not fall victim to those who would want to encourage them into dangerous, extremist or illegal activities.

Grooming is a pattern of sustained online manipulation with the primary goal of establishing trust in order to lead onto ‘real world’ abuse (either in the sense of sexual abuse or through involvement in criminal, extremist, fraudulent, violent or discriminatory activity – even trafficking or enslavement).

The term online grooming is most frequently used to describe the way in which sexual predators slowly build up close relationships with young people in order to abuse them, but the techniques are the same when it is done by extremists or hate groups. Anyone can be at risk of grooming – similar techniques are used to entrap adults into



fraudulent, abusive or criminal activity. Adolescents, who are in the process of exploring their own identity, and often pushing back against societal norms, are at particular risk from this kind of targeted behaviour. Vulnerability is also increased by social pressures, particularly those of adolescence – wanting to be part of the crowd (or to stand out from it), as well as feelings of isolation, loneliness, depression or rebelliousness.

It is critical to teach students that, when making friends online, it is best to use the same level of common sense that you would use in the ‘real world’. You wouldn’t share your address, telephone number or bank details with someone that you had just met in the street – so one should be equally careful online (indeed, even more careful, as you have no idea what the person you are communicating with is really like).



DISGUISED WEBSITES

Part of the problem with much of the malicious material on the internet is that it does not advertise itself as such. On the Internet everyone is anonymous – anyone can pretend to be something that they are not. Most of the time people don’t do this, but it is impossible to tell when it is happening, so it is worth assuming that it might be happening all the time. Websites that are malicious or misleading can look just as professional and authoritative (indeed often more so, as the makers will go out of their way to make it look right) and writers in chat rooms and blogs may not be who they say they are. All users of the internet need to approach it with caution.

Malicious content on the internet often presents itself as something positive – an educational or informative resource. These sites may be professionally presented, their authors may refer to themselves as ‘Doctors’ and they may have a great many hyperlinks and references. In other words, they are wearing the disguise of authority – suggesting that their ideas are authentic and representative. Under that disguise

things

may be less clear; the ‘Doctors’ may not turn out to have real degrees at all and the hyperlinks and references will either be to their own pages or to the pages of other people who share their malicious intent.

They may make their ideas more attractive by suggesting that they have special, insider knowledge that other people, notably genuine academics, do not have. By making it seem that people who disagree with them are doing so because they have a hidden agenda, they make their ideas seem more believable. They may give themselves spurious titles; ‘Institute’ or ‘Foundation’, which also give a sense of authority to their words.²

¹ These tools are identified in some excellent resources provided by Digital Disruption. If you are working with older students then we recommend that you use some of their resources. These enable students to analyse some of the ways that they are at risk from propaganda and conspiracy theory sites on the internet. <http://blogs.boldcreative.co.uk/digitaldisruption>

² A good example of this is Martinlutherking.org (not safe for younger students) – this presents itself as an informative site on King’s life. It’s the kind of site where a student doing online research might end up as a result of a Google search. It is, in fact, an extremely racist site run by white supremacist organisation called Stormfront.

GOOD PRACTISES TO TEACH STUDENTS



CROSS-REFERENCING

We have all seen research presented by students culled from just one website and this can produce some strange results. It is not just an issue that students struggle with but is a challenge for all internet users.³ It is always a good idea to check with a number of other sites (and of course a search engine will give plenty of options). It is a good idea to test the claims made on some sites against the story told on other sites (though this has to be done carefully – if six sites all use the same quote to support a particular point, or refer to just one piece of information, then it raises additional questions).⁴ An excellent website on which to practise these skills is *All About Explorers* (it won't take you long to realise that these are all fake – but the site helpfully provides you with links to other sources as well, so your students can check).⁵



RED FLAGS

There are a number of things that can be taught to students as red flags, particularly for hate speech. If they find one or more of these things on a site, or put forward in a discussion, then they should be concerned.

OTHERING: If you are trying to whip up hatred against any particular group in society, then making them seem different, cut off, or separated is a common starting point. Referring to people in this group in prejudicial ways, using language that is insulting or belittling and implying that the author belongs to a superior kind of group is a part of this. Dividing 'them' from 'us', by implying that they are different, inferior, unintelligent, corrupt, immoral etc. is a common technique. One can find such language being used on the internet in many different situations – against women, the disabled, gays and lesbians, as well as ethnic minorities, different tribal groups and different religions. These are all hate speech and should be recognised as such.

PAST GLORIES: A common approach is for the writers of such sites to appeal to history (or sometimes an imagined or constructed history), a golden age where everything was wonderful, which was ruined by the 'Others'. Only by defeating these 'Others' can the glorious past be regained. Once you start looking for this kind of language one can find it quite easily. Some examples include:

- Daesh/ISIS call those who oppose them 'Crusaders' implying that they are the same enemies who fought against Islam in the past.
- The Nazi party in 1930s Germany blamed Jews and Communists for Germany's defeat in WW1.
- Far-right parties in Europe blame economic ills on

immigrants and minority populations.

- The Bodu Balu Sena party in Sri Lanka blames economic problems in that country on Muslim and Christian groups and accuses them of attempting to convert Buddhists away from their faith.

VICTIMHOOD: Hate sites often portray themselves as the victims of the situation, implying that they are discriminated against and that the 'Other' are more powerful and are working in a coordinated way against them. Writers on the internet may talk about how men are oppressed by feminist women, how white people are oppressed by laws that favour minorities, how gay people have an agenda to convert others to homosexuality. In every case the arguments are designed to build up an image of the writer as a victim and to illicit sympathy and identification with this victim.



CRITICAL ANALYSIS (RAVEN)

RAVEN is a simple mnemonic that gives students a sophisticated way of analysing the content of internet sites. Basically it is a series of questions to ask yourself whenever you go to a website.

R

REPUTATION: What do you know about this website or the person writing (just because they call themselves a Doctor doesn't mean that they are an expert on this topic, or indeed have any qualifications at all). Is this website one that most people trust? Does the history of the site imply that they will be truthful and unbiased. If we know that someone has told lies in the past, should we believe them in the future? If someone is important (a politician or community leader), does that mean that we should trust them? Wikipedia is actually a pretty good source, the process of crowd-sourcing information ensures that on most issues, a range of views is well presented.

A

ABILITY TO SEE: Is this site or person in a position to be well informed about the issue on which they are writing? If you are reading a news report for example, was the person writing actually there, or are they relaying someone else's words. (If they were there, were they in a good position to see or hear everything?) The date when something was written is also a good indicator of ability to see; if information is old it may well now be out of date.

V

VESTED INTEREST: Does the site or author stand to gain by putting across a particular point of view. Are they owned by or supported by a particular government or political party? Are they selling something? Do they have anything to gain or to lose by lying or changing their story?

E

EXPERTISE: Do they know what they are talking about? Often academics, researchers or policy advisors are put forward as experts. Someone who has a PhD may be incredibly expert in one particular area of information, but know next to nothing about other areas. Just because someone sounds credible and puts forward an argument that appears to make sense, it doesn't mean that they are an expert. Does this person have the background or training to be an expert on this

3 Example: many news outlets and a serious science publication were fooled by stories on the American satirical site, 'The Onion': <http://www.washingtonpost.com/blogs/answer-sheet/wp/2014/07/30/respected-science-publication-is-fooled-by-the-onion/>

4 Many of the most popular quotes attributed to Einstein on the internet and carried by many different quotes sites are entirely fictitious.

5 <http://allaboutexplorers.com/>

story? Do they have the specialised knowledge to interpret the evidence correctly?

N NEUTRALITY: This is very difficult as almost nothing on the internet is neutral. A good, informative site, however, should make an effort to acknowledge that there are different points of view on every possible subject. Is there anything that might influence the site, or the writer to take a particular point of view? Does the person writing know any of the people or issues involved (and how do they feel about them)?

Another mnemonic to help with critical analysis which covers very similar ground is the *ABC of Web Literacy* produced by the Penn Public Libraries. This lists five criteria for evaluating information on the web. These five points are Authority, Accuracy, Bias, Currency and Coverage.

A AUTHORITY: Good information comes from a recognised authority. Who is the author? What authority do they speak from? Who is the publisher of the information? What is the relationship between the publisher and author?

A ACCURACY: How accurate is the information? Can the factual information be verified? Are sources listed? Is the way data is gathered explained?

B BIAS: All information will have some bias, but it is important to recognise it and understand how much. Is the information trying to sell you on a product or idea? Does it have documented references? Is it balanced?

C CURRENCY: Also timeliness, this covers how current the information is and when it was last updated.

C COVERAGE: Does the material adequately cover the subject for your needs? Does the author display a depth and breadth of knowledge on the subject?



REPORTING

Report things you are uncomfortable about. Many young people have a school culture which discourages them from getting other people into trouble; for the internet this will simply not be appropriate. The scale of discussions is so huge that, like in a society, it is the responsibility of the majority of sensible users to report the abusive minority.

Nearly all websites, and certainly all online communities and social media, have simple ways of reporting malicious behaviour. All too often, however, people do not bother to report hate speech or lies, so the perpetrators are able to carry on spreading their hatred.

It is important to teach students to report material that they think is wrong, offensive, or spreading hate. Students should:

- Keep a record of what happened, noting the time and

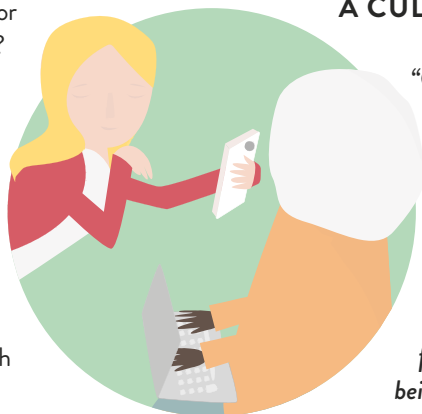
date (some content, particularly on chat room threads, can be easily removed, so it is best to note down when you saw it).

- If the offensive content was online take a screenshot, this will be a permanent record of what happened.
- If it arrived via email, online chat or text keep the message (and if possible the username or email address of the person who sent it to you).

It should then be brought to the attention of an adult (parent or teacher) is a good start; they can advise on the next appropriate steps which might include:

- **The site administrator:** the excellent website *See it Report it*,⁶ set up to counter online extremism, provides a handy guide for any user on how to report offensive content on a number of different social media sites.
- **The ISP (internet service provider):** the registered owners of sites can be identified using online registries and many ISP's will remove offensive content (particularly offensive or abusive websites) when they are made aware.
- **NGOs:** many countries have NGOs that monitor online extremism or abuse – and may provide help in taking that report forward.
- **Law Enforcement:** in some cases, particularly where the messages are sent directly to a young person, contacting the police will be appropriate.

ACCENTUATE THE POSITIVE: DEVELOPING A CULTURE OF ONLINE CIVILITY



“Civility is a disposition of the mind not to offend others: and secondly, the most acceptable and agreeable way of expressing that disposition. Internal civility of the mind is a talent that avoids making anyone uneasy in conversation... He that knows how to make those he converses with easy, without debasing himself to low and servile flattery, has found the true art of living in the world, and being both welcome and valued everywhere.”

(JOHN LOCKE)

The internet can be a difficult and confusing place. We expect high standards of behaviour and respect for one another in our classrooms and societies, yet the internet – possibly the biggest opportunity for sharing ideas that humanity has ever had – is awash with casual cruelty, disrespect, prejudice and abuse. We only have to look at the comments sections below any newspaper story to see the kind of behaviour and language that seem to be taken for granted online. Our students are often inured to this kind of behaviour; they encounter it so frequently, in their Facebook timeline, through interchanges in gaming environments, through the videos that they watch on YouTube, that they believe it is normal. and take it completely for granted that this is the way that one is supposed to behave

⁶ <http://www.seeitreportit.org/>

⁷ “Some thoughts concerning education” Collier, 1909-14; Bartleby.com 2001, p143.

online. At the moment our students are learning the standards of online public discourse from those with no standards, but if we want them to do a better job, to set a higher standard and help the internet live up to its potential, then we have to give them the skillset to do this.

Our experience of working with students in online dialogue is that, once students have worked with the tools of dialogue, they are able to apply these in an online environment, interacting with one another in a polite, open-minded and respectful way. Encouraging students to use this approach in online discussion will be helpful; when they've been upset by something that they have encountered then making the effort to respond appropriately, meeting hate with respect and lies with truth will help to undermine those who have a negative impact online, and help your students grow in confidence online.



TIPS TO KEEP STUDENTS SAFE

- **Don't share everything:** Remember that trust is something that should take time to build up. Check the settings on your accounts.⁸ Equally be very wary of someone who wants to tell you their secrets after you've only just met.
- **Be wary of flattery:** Someone on line who tells you very quickly how great you are is just as suspicious as someone in real life.
- **Question motives:** What does this person want from you?
- **Be clear on your boundaries:** If someone starts to talk about something you are not comfortable with, don't feel that you have to go along with it. Say you won't talk about it. If they persist, then shut them down. You don't have to stay in a chatroom where you feel uncomfortable with someone else's words.
- **Stay with your friends:** Using social media is, as the name suggests, a social activity, making sure that your interactions are public will help you ensure that they are safe. If people want to rush you into having private conversations, then be suspicious.
- **Get an outside perspective:** If you are worried about an online friendship then talk about it with your friends, with your teacher or with a parent. An outside perspective can often help you to see things clearly. Anyone who wants to keep their friendship with you a secret should be a real cause for concern.
- **Remember that you can always say "No":** So say no when you want to and mean it.

⁸ Facebook for example offers very clear security settings, yet most people don't use them – make sure that only the people you want to can see your posts and pictures <https://www.facebook.com/help/325807937506242/>

ACTIVITIES

By the end of these activities your students should know the things that influence them, understand how our influences can impact upon our thinking and actions and have experienced reflecting upon similarity and difference.

ASSESSMENT CRITERIA

Students can identify the different influences that shape their opinions, including their own religious teachings and beliefs. Students can answer the question, "What influences me?"

WORKSHEETS

The worksheets that accompany the activities below can be found at the end of this chapter.

STARTER ACTIVITY 1

WHAT INFLUENCES OUR OPINIONS?

PURPOSE

This activity (or series of activities) takes students through a process of considering and realising the things that influence them. Only when we realise that we are all influenced by things (and probably by different things even within our own communities) can we begin to understand the different things that might influence our global partners.

RESOURCES

Slides and images: *What Influences Our Opinions?* (download here: <https://go.generation.global/eod-p51>).

Non-controversial and neutral images are chosen. The aim of the activity is for students to explore their own thinking. You may choose to replace these images with others that are more appropriate for your students.

STEP 1

Students view the two images and write down any words/phrases that come to mind.

STEP 2

Ask students to reflect, pick just one word and then think carefully about evaluating their suggestion. Write careful (but short) explanations:

- Why did I pick that particular word?
- What influenced me to pick that particular word? Ensure that students have a genuine understanding of what you are looking for with 'influences'.

STEP 3

Then share the influences that students have come up with. Either go round the classroom for oral feedback, or assemble a list using post it notes that students put on a wall.

STEP 4

Draw up a list on the board of the major influences that have been identified in this activity. The brief explanation should provide a clear definition of what we mean by influences (the

power to sway/persuade/affect someone/something).

MAIN ACTIVITY 1

WHAT INFLUENCES ME?

PURPOSE

Students reflect upon the five greatest influences in their lives.

STEP 1

Each student should have an A4 piece of paper – fold this twice to divide up into four equal sections.

Referring to the list on the board from the end of the previous activity, ask students to write about four important influences on their lives (which can be specific examples of ideas on the board, or new ideas). Each one should be written in one quarter.

STEP 2

Allow students some personal thinking time so that they are able to apply the skill of identifying and, importantly, evaluating their factors. They may recall prior knowledge of how beliefs and values can influence them and this will probably feature on their hand.

STEP 3

Students pair up and discuss their ‘hands’. Encourage good listening by setting the student who is listening the task of being the best listener that they can be. You can make this work well by making a big deal out of it, and you will find that students will quickly identify the key skills for being a good listener. You can use the activity *Listen to Me* (activity in Ch.1).

EXTENSION

Get students to form groups of four with the pairs nearest their pair. Introduce their partner and explain their partner’s influences.

STEP 4

Finish this activity with some reflective discussion. The key idea for students to explore and articulate is that within the group there may be both similarity and difference in their influences. If this is the case within a group whose members have had similar experiences and upbringing, then it is likely to be the case with groups with different experiences and upbringing.

EXTENSION

Ask students to pin their work up on the wall. Students then have to connect their sheet to another sheet with the same/similar influence with a strand of brightly coloured wool. Involve more complex questions. Ask students to evaluate influences:

- Not all influences are good, can we think of any negative ones?
- How should we deal with negative influences?
- What are the most appropriate responses.

STARTER ACTIVITY 2

TOOLS OF PROPAGANDA

PURPOSE

The purpose of this activity is to review the tools of propaganda and help students develop the ability to spot them.

RESOURCES

Film: *Vampire Conspiracy* (download it here: <http://blogs.boldcreative.co.uk/digitaldisruption/films>).

STEP 1

Review the key tools of propaganda at the start of this chapter.

STEP 2

Ask students to identify them in the “Vampire Conspiracy” movie. The Digital Disruption Movies are all available from the Digital Disruption website.

EXTENSION

If you have enough time, I would recommend using the full Digital Disruption workshop outline, or indeed the Workshop to support students as peer educators.

MAIN ACTIVITY 2

RAVEN

PURPOSE

Many students are carefree users of the internet, and have little awareness of its power to misrepresent, mislead or deliberately seek to corrupt. This activity uses the RAVEN acronym to assess two or three websites.

RESOURCES

Worksheet 4.1: *RAVEN Note Sheet*

Worksheet 4.2: *RAVEN Help Me Out*

STEP 1

Introduce the activity using the RAVEN acronym. Students can use the note sheets below to record their ideas and then reinforce them with the activity below.

STEP 2

Students need to be working in pairs and using the pre-prepared sheets. Students can either write their answers separately or on the provided sheets, particularly if they are using different coloured pens, so it is easy to establish who has written which answer.

STEP 3

Student 1 goes to answer the first question – but, as well as just writing the answer, he explains to student 2 how and why they are arriving at that answer.

STEP 4

Student 2 listens to this explanation, praises good ideas and makes suggestions for improvement: “You might like to think about...”; “Why don’t you try doing it this way?”

STEP 5

Roles are then reversed, and keeping swapping back and forth until all the questions have been answered.

EXTENSION

Based on prior work in the lesson students should work in their groups to come up with a list of five rules or guidelines for identifying trustworthiness on the internet. After the group work students can then write this up individually, and use it to comparatively analyse two different websites.

REFLECTION ACTIVITY 1

RULES FOR JUDGING WEBSITES

Based on prior work in the lesson students should work in their groups to come up with a list of five rules or guidelines for identifying trustworthiness on the internet. After the group work students can then write this up individually and use it to comparatively analyse two different websites.

REFLECTION ACTIVITY 2

REFLECTING UPON OUR INFLUENCES

PURPOSE

This activity enables students to develop the skill of speaking at greater length about things that are important to them.

STEP 1

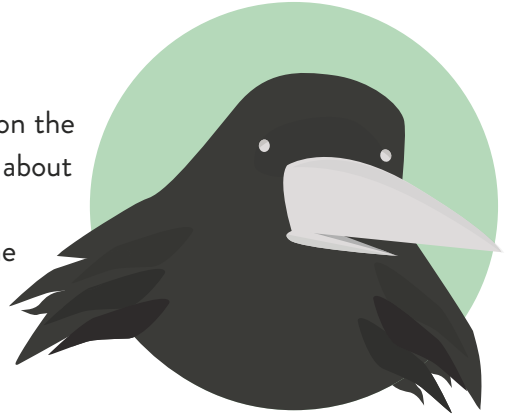
Split the class in two. One group puts their sheets, from *What Influences Me?*, into the middle of the room. Members of the other group pick a sheet from the pile. They have to find the sheet's owner and have the influences stated on the sheet explained to them by the sheet's owner.

STEP 2

Then do a *WWW/EBI* analysis of their own or their partner's work as an additional reflection activity.

R.A.V.E.N. NOTE SHEET

This is an acronym to help you make judgements about materials on the internet (and elsewhere). Use this sheet to make your own notes about what you will need to remember about each of these points – remember to explain what it means, and to think about some of the questions that you will need to ask for each one.

**R****REPUTATION****A****ABILITY TO SEE****V****VESTED INTEREST****E****EXPERTISE****N****NEUTRALITY**

R.A.V.E.N. HELP ME OUT

What does the 'R' stand for in Raven?

What does the 'A' stand for in Raven?

What does the 'V' stand for in Raven?

What does the 'E' stand for in Raven?

What does the 'N' stand for in Raven?

What questions might you ask to help you establish 'R'?

What questions might you ask to help you establish 'A'?

What questions might you ask to help you establish 'V'?

What questions might you ask to help you establish 'E'?

What questions might you ask to help you establish 'N'?



How to Facilitate

The *Essentials of Dialogue* resources will help your students understand the principals of dialogue, but the art of dialogue can only be truly understood through practise. Although we've talked before about some of the skills and practises of dialogue the following chapters provide you with a much more detailed exploration of how to make those work in your classroom.

This chapter explores the facilitation of dialogue in some detail, exploring the key skills, and providing you with some thinking points on how to use those in your classroom. The next two chapters outline how to put that classroom learning into practise by connecting with another class around the globe by videoconference or written dialogue online.

HOW TO FACILITATE DIALOGUE

As we discussed earlier on, it is best practise to have a facilitator when engaging in dialogue. Remember the key understanding explored in chapter one was that the facilitator's role is to 'hold the safe space'. As your students begin to explore and practise dialogue skills, it will be your role, as their teacher, to be their primary facilitator. Our earlier discussions of facilitation were designed as an introduction to help you make the most of the classroom experiences whereas this chapter is more detailed, and designed to help you prepare for facilitating dialogue between your students and their peers – either with their global peers through a videoconference or with others in your own community.

✓ PREPARATION

It is important to approach the practise of dialogue with the right attitude: if you and your students are not prepared, the dialogue could either escalate into conflict and become a negative experience, or stay on a superficial level that does not facilitate your students' learning.

Think ahead to avoid these risks: before you start dialogue make sure you research and understand the context. We all enter dialogue with other people bringing our identity baggage with us. At times this baggage can contain tensions with other identity groups. Make sure you understand and research the context and potential issues within it when your students engage in dialogue. For example, have recent events in the news impacted your students strongly and will current events come up in the dialogue? If so, make sure that you feel well in-

IN THIS CHAPTER

1. THEORY

HOW TO FACILITATE DIALOGUE

KEY CHARACTERISTICS OF A GOOD FACILITATOR

FACILITATION TECHNIQUES

2. WORKSHEETS

formed, and are prepared to respond to provoking comments or questions. (It can be a useful practise to rehearse in your mind what students might say or do, to help think through how you will address those challenges.)

✓ SETTING GROUND RULES

At the beginning of a dialogue session, it's good practise to set some ground rules that will define the dos and don'ts of how to talk to each other. This will help to define the safe space for dialogue, enabling participants to share and listen more easily.

When you were working with your students on the *Essentials of Dialogue* lessons, one of the activities that you will have done in class is to negotiate the expectations and ground rules for dialogue in your class. When preparing for dialogue with those outside the class, a similar approach should be adopted; ideally these should be agreed before the dialogue takes place, and then all participants should be reminded of them at the start of the dialogue session.

If the dialogue with participants is a one-off occasion and is quite short (less than 3 hours), the facilitator should introduce some pre-established ground rules at the beginning of the session, and let participants know that they are expected to dialogue respecting these ground rules. A Google search for 'ground rules for group work' or 'ground rules for dialogue' or 'safe space' will give you plenty of sources to choose from. Your students should have agreed their own ground rules for dialogue using the activities earlier.

If you are going to do a long series of dialogues, and if preparation time allows, then it's a good idea to ask the participants to come up with their own ground rules collaboratively. The facilitator should supervise this process and when necessary guide it to make sure the ground rules will be appropriate. Asking the participants to come up with their own ground rules will enable them to take ownership of such rules, and will increase

the likelihood of the rules being respected. It is also a useful tool for the facilitator; if one of the participants breaks the ground rules, the facilitator can refer the participant back to the ground rules and remind them that they were part of the group that decided the rules and that they should remember them.

✓ STRUCTURING THE SESSION

A good dialogue structure might include:

INTRODUCTION: The facilitator should introduce themselves, the participants and the key topics that will be talked about in the dialogue.

GROUND RULES: The ground rules should then be either introduced or put together, as outlined above.

ICEBREAKERS: The beginning of dialogue can feel uncomfortable so it is good practise to start with an icebreaker activity. This will either mean starting the dialogue with a light topic, such as introductions of participants or finding an icebreaker activity to do with the group. A websearch will give you plenty of icebreaker options.

HEART OF THE DIALOGUE: Once trust is built and participants have warmed up, you can move into the key issues that participants should be dialoguing about. Getting a good balance is important here and this is something that you will have to intuit as you go, rather than planning for.

Too much structure in this phase risks blocking the dialogue and making participants feel restricted and not free to express themselves, so do not try to cram too much into your agenda and over-prepare things. However, not enough structure risks making participants unsure of what to do, which risks taking things off topic. Prepare some opening questions for each of the topics you want to cover and some emergency extra questions to ask in case the dialogue doesn't spark up. Make sure that each topic has enough time to be fully addressed. You might want to break things up with alternative small group and wider group activities.

REFLECTION: Dialogue should always end with an opportunity to reflect, so make sure you always leave time for it. This can be very difficult as it is often only in the last few minutes of a videoconference dialogue (particularly the first one) that students really gain the confidence to participate fully. You should open the reflections by reminding participants of the time limits of the dialogue session and the importance of reflecting before it ends. You should ask a couple of reflective questions such as:

- What is one thing I learned today?
- What is one thing that surprised me today?
- Identify one thing I heard that I wasn't expecting to hear.

WRAP UP AND CLOSING REMARKS: It is important to end on a positive note. Finish by thanking your participants and adding a few closing remarks on what went well in the dialogue.

KEY CHARACTERISTICS OF A GOOD FACILITATOR

🔑 PREPARE THOROUGHLY

Think about your own relationship to the issues involved. How do you feel about them? Run through in your head, or with a co-facilitator how people are likely to react; plan for how you will manage that.

🔑 BE FOCUSED

Be focused on the job in hand. Do not let your attention wander and be prepared to work hard. Good facilitation looks easy but only because the facilitator is well-planned and well-prepared.

🔑 BE CALM

If you are not anxious, this will help the group to feel comfortable and safe.

🔑 WATCH WHAT IS HAPPENING

Watch for both what is being said, and how it is being said. Are people happy, angry, stressed, defensive? How can you address that?

🔑 BE ASSERTIVE

Sometimes you will need to intervene to move things on, or to challenge inappropriate comments.

🔑 MODEL BEHAVIOUR

If you are going to invite participants to share risky, personal or challenging things, you must be able to show them that you are prepared to do that yourself. Model the behaviour you want to see.

🔑 BE RESPECTFUL TO ALL CONTRIBUTORS

Ensure that everyone has their voice heard (or the opportunity to pass).

🔑 LISTEN CAREFULLY

Listen carefully to what everyone is saying. If you're not sure, then follow up with questions "I'm hearing you say x. Is that right?" Be particularly aware of clarity, if participants are unclear about what has been said, then go back and clarify.

🔑 BE (AND BE SEEN TO BE) NEUTRAL

It's not your role to play a part in the dialogue or to advance a particular cause or argument.

BE FLEXIBLE

You are not there to force the dialogue in any direction. It does not belong to you, but to the group, so be able to respond if it moves away from what you expected.

FACILITATION TECHNIQUES

STAYING IN CHARGE OF THE FLOW OF DISCUSSION

- Call on speakers who indicate that they want to take part. (You can agree hand signals in advance for this and make it more diverse than the traditional “hands up”, or add hand signals for other points.)
- Make sure that people do not get overlooked and if some participants are particularly vocal you can ask them to hold back – “Just hold on, until we’ve heard some more points of view.”
- Use a talking stick (or any other object). This is a symbol – something which must be held by the person who is speaking; this is a great way of helping others realise when they are being dominant.

INCLUDING A RANGE OF VOICES

If some people are unwilling to share their ideas with the whole group, break out into pairs for a few minutes. This gives people the chance to reflect and rehearse their ideas; afterwards people can also share their partner’s ideas or go round the group and get points from everyone (allowing people to pass if they want).

MAINTAINING A POSITIVE APPROACH

Affirm great contributions, and have positive things to say about everyone – make sure that you are fair. It is important to affirm the contribution rather than the content of the contribution, so as not to be perceived as biased. Ensure that there are no value judgements or comparisons. It is fine for students to say “I do this, and it is really important to me”, but not to say “I do this, and you should do it too...”

HELPING PEOPLE EXPLORE DIFFICULT IDEAS

- Allow people to choose their own level of input, to ‘opt out’ or ‘pass’ on making a contribution.
- Acknowledge that sometimes people will take a risk by contributing, but help them to manage it by:
- Ensuring that they know that it is their decision how much to share.
- Using the analogy of a scale, “on a scale of 1 to 10, let’s start with level 3 – low risk”.
- Don’t be afraid of silence. In schools we often expect quick answers to questions but sometimes students will need to sit and think about what they are going to say. It is important to make a space for this by giving students thinking time or the opportunity to discuss difficult ideas in a pair before returning to the dialogue.

CHALLENGING THE INAPPROPRIATE AND DISRUPTIVE

- If you hear put-downs, stereotypes, discrimination – make sure that you challenge it firmly and appropriately.
- Remind participants of the agreed code of conduct and expectations.
- Ask participants to rephrase, thinking about how they might feel. (Often this language does not arise from actual aggression, merely from stereotypes that participants brought into the dialogue.)
- Some people will choose to be disruptive; they may express cynical or challenging behaviour.

Remember that in these situations it is the difficult behaviour that you want to challenge, not the individual. They are probably not choosing to make life difficult for you – it is often a sign that they are not getting what they need from the dialogue. Ensuring that they have a greater sense of ownership of the dialogue may help to address negativity. Very often in groups there will be one or two dominant characters who do a lot of the talking; just because this is frequent, does not mean it is right nor that it should go unchallenged. It is important to recognise the boundaries of dialogue; if it escalates into conflict that is unmanageable then continuing the session is not appropriate and it should be interrupted.

Remember that you are still the teacher in charge. Dialogue can go wrong, particularly if students have not been given the opportunity to practise these skills. If people get angry or frustrated or if it is not working then stop the dialogue. Use it as the basis for a learning opportunity; reflect on the experience using WWW/EBI (see page 13).

DEALING WITH IRRELEVANT CONTRIBUTIONS

This will happen, usually innocuously in videoconference dialogue. A student will hang onto a question, sometimes from initial discussions, or something that is of particular interest to them, and ask it when they pluck up the courage to do so. This will manifest itself in quite surprising ways; for example, a question about favourite video-games can emerge during a profound discussion on values.

Use a parking space. Write the ideas on a clearly displayed large sheet of paper. Participants need to be reassured that their points will be heard, even while you are focusing on something else. You can return to these ideas later.

Remember that you don’t have to solve all the problems yourself – it is good to ask the group what should be done. If a question or issue comes up that you are not comfortable dealing with, ask the group for suggestions and get them to make decisions.





USING “I” LANGUAGE

Very often in dialogue we find young people (and adults too), seeking refuge in referring to other’s points of view. You can hear this very quickly in classroom discussion; students will say “we think” or refer to ideas that are quite clearly un-critiqued or un-reflected opinions from their parents or from the media. One of the points of dialogue is that it has to provide an honest space for students to explore their own points of view – so remind students all the time that you expect them to refer only to themselves. As dialogue should provide them with the opportunity to explore their identities, beliefs and values, it is critically important to keep things on a personal level and encourage different perspectives to come out.

If, for example, two Muslim students have different approaches to keeping the fast during Ramadan and the first expresses his way saying “I celebrate Ramadan by...”, then the other student has room to add his experience afterwards. But if the first student says “we Muslims celebrate Ramadan by...”, then the first student is generalising his experience as the experience of all Muslims and it will close the door on other students sharing their own experiences.



SUMMARISING SUCCINCTLY

This technique is particularly valuable for facilitators and can be used in a number of situations – particularly where it is important to reassure participants that their points are being noted. It is also very useful to re-focus participants on their dialogue or after a drawn out contribution where attention might have dropped.

When the speaker has finished, or at a particular time in the dialogue, offer a summary to the group. Ensure that you do this in a way that invites correction or clarification. Remember to summarise succinctly; don’t repeat at length but recap on the key concepts.

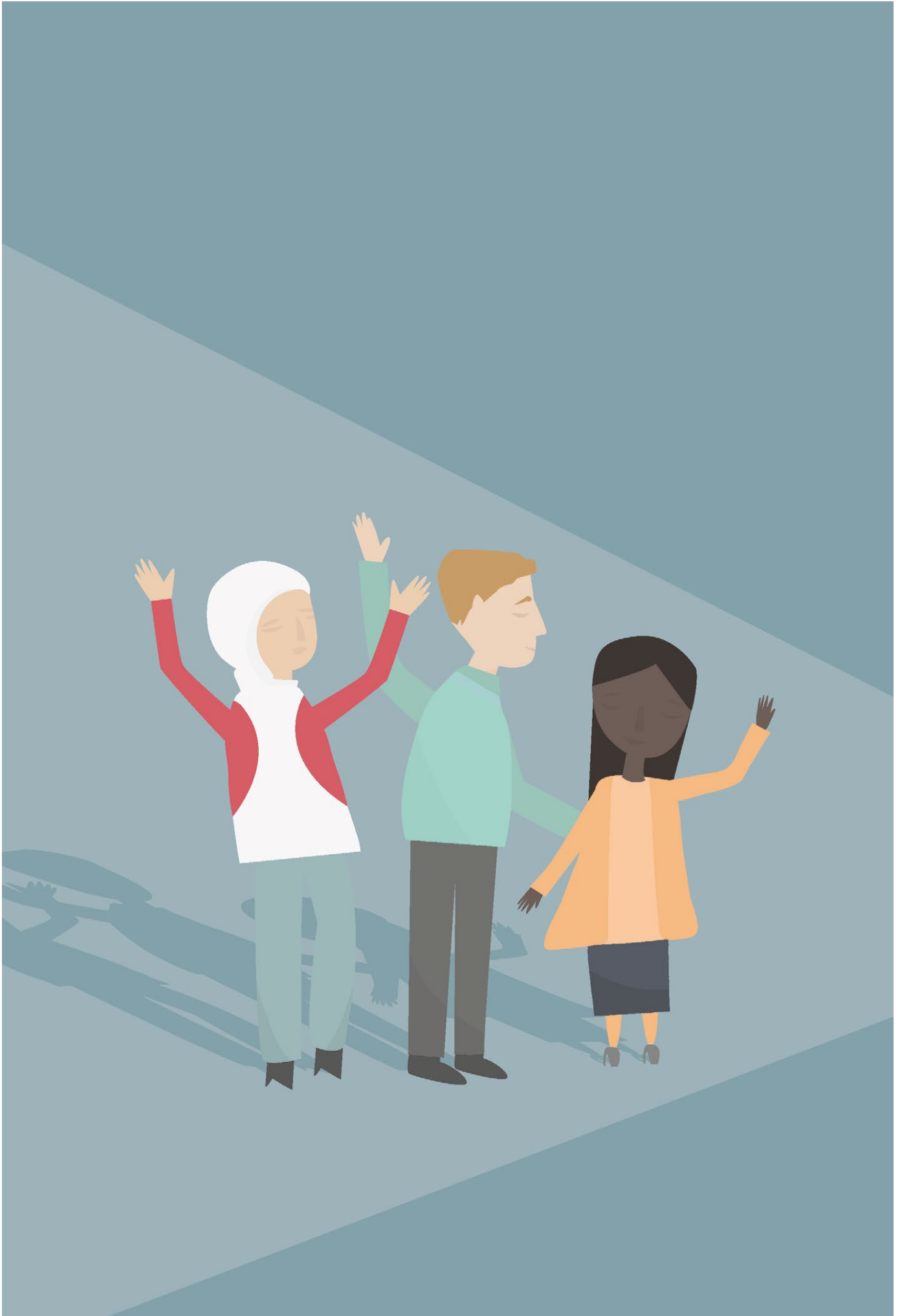
This technique is useful during a videoconference: you can quickly summarise what the students in each class have said before inviting students to ask some follow-up questions. This will help keep the questions more focused.

FACILITATION REFLECTION

Think about your role as facilitator. Write a couple of bullet points on what went well and what could make you a better facilitator or fill out the questionnaire to reflect on the characteristics of a good facilitator.

	WHAT WENT WELL? (WWW)	EVEN BETTER IF... (EBI)
AS FACILITATOR...		

AS FACILITATOR WAS I...	YES	COULD BE BETTER	NO
Thoroughly prepared?			
Focused?			
Calm?			
Watching what was happening?			
Assertive?			
Modelling the behaviour I wanted to see?			
Respectful to all contributors?			
Listening carefully?			
Neutral (and seen to be neutral)?			
Flexible?			



Videoconferences

Connecting with a global partner is an excellent opportunity for your students to put their skills into practise, and learn about other cultures and beliefs. It will enable students to be more globally-minded and see themselves as proactive and engaged global citizens. Students have the opportunity to explore, articulate and develop their own values, as well as to encounter and consider those of others.

We have developed good practise in two ways for your students to dialogue with a global partner, and we outline some of the ways that you can make these global dialogical connections for your students below. The two primary ways of giving your students a global dialogue experience are through videoconferencing and written dialogue. We cover videoconferencing in this chapter and written dialogue in the next. In a videoconference schools talk to one another over a video-conference link (either booking into a multipoint videoconference, where they can work with a number of other schools, or partnering with one single school). This is synchronous dialogue; it takes place at the same time, and gives students a fabulous sense of direct communication with their global peers.

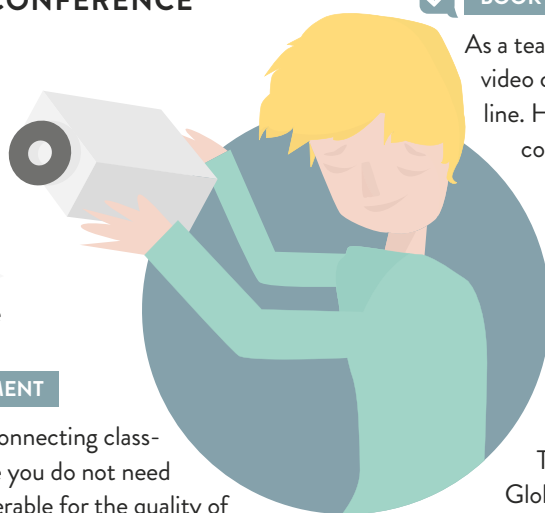
STEPS FOR A VIDEOCONFERENCE

1. Find the right equipment
2. Book a videoconference
3. Finalise the details
4. Create a safe space
5. Prepare your students
6. Confirm arrangements
7. Do the dialogue
8. Reflect on the experience

✓ FIND THE RIGHT EQUIPMENT

We have years of experience connecting classes for videoconferences. While you do not need expensive equipment it is preferable for the quality of the experience and for the quality of the dialogue that some external hardware is used. Do not underestimate the importance of the students being able to see and hear one another clearly. An external microphone will mean that your students' voices are clearly heard; using external speakers will make for much better sound quality. Using the following equipment will help you to have an optimal experience:

- An external microphone (not one built into your computer). This is critical, it will make a huge difference.
- An external webcam (though built in webcams will work).
- A projector or link to a large screen.
- External speakers. Again, this is critical; built-in speakers



IN THIS CHAPTER

1. THEORY

FIND THE RIGHT EQUIPMENT

BOOK A VIDEOCONFERENCE

FINALISE THE DETAILS

PREPARE YOUR STUDENTS

DO THE DIALOGUE

REFLECT ON THE EXPERIENCE

2. ACTIVITIES

SHARE/REFLECT UPON THE AGENDA

PRACTISE THE SKILLS

3. WORKSHEETS

- are not loud enough for a number of people to listen.
- A reliable connection to an internet network (with a minimum speed of 500 Kbps – the faster the better. 1 Mbps is optimal). Many people use wireless networks but a wired connection is often more reliable.

✓ BOOK A VIDEOCONFERENCE

As a teacher, you have access to Generation Global video conferences through the Teacher Portal online. Here, you can book your students into a video conference during the date and time that suits you best and choose which topic you would like them to dialogue about. Participants can join as a group in your classroom or community setting by using one device with a microphone and camera, or you can have them join individually from their own devices.

To book a video conference with Generation Global, you will need to first create a class and add your students to your registered account on our **Teacher Portal**. If you don't have an account, you can simply create one on the **Teacher Portal** from our website generation.global by clicking on the **Login** or **Sign up now** button.

After you have successfully added your students to your class, follow these steps below:

STEP 1

Login into your account.

STEP 2

From your dashboard, click on the **Book video conference** button.

STEP 3

A page with all the available slots for video conferences will appear. Select the session you would like to book and click on **Learn more and book** button.

Please note that all times shown for video conferences are in your local time zone. You can also filter all video conference by topic by using the drop-down functionality.

STEP 4

A page with the following details will open: flags of participating countries, video conference agenda, and the option to reserve a place. After you have read all the details, click on the **Choose students and book** button.

STEP 5

Select the students you would like to invite for this video conference by checking the box next to each student's name. You can also click the **Select All** button to choose all students. After you have completed your selection, click on the **Select these students** button at the top of the page.

STEP 6

You and your students will receive an email acknowledging your request for the video conference.

STEP 7

Upon confirmation of the video conference, you and your students will receive an email with details to the video conference page which contains the meeting link to join the session.

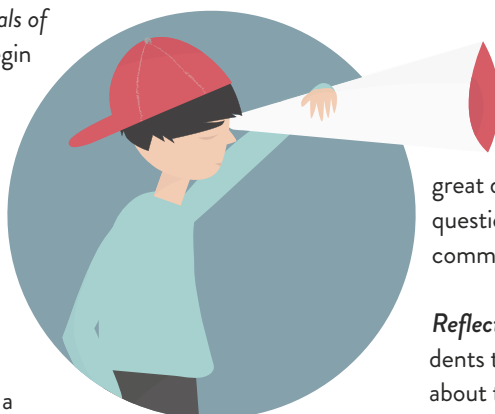
You can also add more students or cancel your booking from the **Manage my bookings** section on your dashboard.



FINALISE THE DETAILS

Once you have tested your equipment, and students are learning dialogue skills using the *Essentials of Dialogue* materials, then you need to begin preparing for the videoconference.

Generation Global videoconferences are based on specific topics and have agendas to support the dialogue experience. Notice that in these agendas there are only a few questions. This is because true dialogue should be spontaneous, not prepared content to be shared. Dialogue should be fluid and a reaction to what has already been said.



It is important to note that in some countries it is illegal to discuss certain topics at school. When you receive confirmation for your videoconference, make sure to communicate with your facilitator and clarify any no-go topics.

SAMPLE AGENDA FOR CULTURE, BELIEFS AND VALUES

Here is an example of one of our topics and how an agenda might be used in a videoconference. You can use the agenda before the videoconference to help your students prepare.

1. Protocols and Introduction
2. Culture, Belief and Values
3. Communities and Diversity
4. Reflections

Protocols and Introduction: Start the videoconference by welcoming everyone and reminding the students of the videoconferencing protocols and ground rules (speak using 'I' and not 'we', respond to what you hear, start with your name and end with thank you when you speak and so on).

As an ice-breaker, ask students from each school to share what makes their community unique. This is your students opportunity to get to know one another and your respective communities, so please encourage your students to share in as much detail as possible.

Culture, Belief and Values: Next, move our discussion towards one on culture, belief and values. Firstly, ask your students: What does culture mean to you? Who and what shapes their culture, belief and values? Hopefully, the students will also start to share how their culture, beliefs and values impact on their daily lives. What role does their culture, belief, or values play in their daily lives? Here, sharing specific examples rather than broad statements will be the key to a great dialogue. Next, give your students an opportunity to ask response questions based on what they have heard so far.

Communities and Diversity: Then, move towards a discussion about culture and communities. Ask your students to reflect on how they express and live out their culture, belief and/or values in their school and wider communities. How do their values, culture or beliefs influence how they engage with others in their culture? What challenges have your students had in expressing their culture, beliefs or values? Hopefully, your students will share specific examples as this will be the key to a great dialogue. You will also have more response questions after the discussion of culture and communities.

Reflection: As a way to wrap-up, ask the students to reflect on one thing that surprised them about the videoconference and one way they feel inspired by the videoconference.

You should expect your students to:

- Be able to comment on what they like best and what they would change about their communities.
- Be able to comment on values that are important to them personally, to their school and to their communities, from their own perspective.
- Demonstrate how these values are witnessed in their lives.
- Comment on the inspirations behind these values.
- Describe the different cultural groups who live in their communities and comment on the benefits and challenges that this brings.



CREATE A SAFE SPACE

AGREE ON GROUND RULES

Once you have the agenda you will need to work together with your students to talk about ground rules and protocols. Decide what these will be together, and use the notes and activities in Chapter 1 to support you in creating a safe space.

These should also include:

- When starting to speak, state your name so that names can be used throughout the videoconference and when finishing, end with “thank you” so no one is talking over the top of some one else.
- Mute your microphone when you are not speaking.

REMINDERS FOR TEACHERS

There are many contributing factors that make for a successful videoconference dialogue where there is an honest and open exchange of experiences, ideas, beliefs and values between the students. From our experience, one of these factors is the role of the teacher, behind the scenes, encouraging and motivating the students. Here are some useful dos and don'ts to help you get the best from your students during a videoconference:

DO:

- Make sure you have built in time to have a brief chat with the students before dialing into the videoconference to remind them of the key areas for discussion, great points that individuals have raised in class and that you have agreed should be raised in the videoconference and other areas/issues agreed with your partner teacher. It is also a great time to remind them of those key skills of dialogue that they have been practising with you.
- Encourage students behind the scenes, by making sure they understand the questions and comments and prompting them with ideas from lessons for their answers.
- Use a flip chart or board behind the camera to write key ideas or questions.
- Intervene if inappropriate or offensive comments are made.

- If you are translating, then make sure you translate word for word what the students are saying. This is their dialogue, not yours.

DON'T:

- Leave the students unattended.
- Stay silent if you are unhappy with any aspect of the videoconference; let your facilitator know. You can end the dialogue at any point if you feel it is not going in a direction that is suitable for your students.
- Take an active part in the videoconference by answering questions on behalf of the students. This is their dialogue, not yours.
- Embellish answers if you are translating.
- Put adverse pressure on individuals to speak, or embarrass your students with comments such as ‘Come on...’ ‘Hurry up and speak...’ – instead make sure your students and other students on the video conference are comfortable with silence – it is useful thinking time.
- Be too visible. This will help the students on all sides of the videoconference feel more that it is a direct dialogue between them. Please do not sit in front of the camera.



PREPARE YOUR STUDENTS

It is important to note that in some countries it is illegal to discuss certain topics at school. When you receive confirmation for your videoconference, make sure to communicate with your facilitator teacher and clarify any no-go topics.



DO THE DIALOGUE

Do the dialogue and remember to enjoy it. It's not a performance, but it is a wonderful learning opportunity for your students. Remember that the videoconference is neither a test nor a performance but a key learning experience for all participants.



REFLECT ON THE EXPERIENCE

You will probably want to do another videoconference before too long, so reflect on what went well or how it could be improved.

ACTIVITIES

By the end of this lesson, your students should know that communities are made up of unique individuals, understand how they will contribute to the videoconference and have experienced reflection about their expectations.

ASSESSMENT CRITERIA

Students should be able to communicate clearly and imaginatively about their sense of self and of community. Students should also feel confident that they can take part in their initial videoconference.

WORKSHEETS

The worksheets that accompany the activities below can be found at the end of this chapter.

STARTER ACTIVITY 1

EXPECTATIONS

PURPOSE

Students reflect upon their expectations for the videoconference. This is a very useful activity, but needs to be handled sensitively. If you feel that students can't do it appropriately, then don't do it. This activity is important as it gives students the opportunity to explore their expectations of the videoconference, which will, in turn, give them the opportunity to learn much more from the videoconference and deepen their learning.

RESOURCES

Worksheet 6.1: *Expectations of the Videoconference*

STEP 1

Use the *Expectations of the Videoconference* template as an initiator for discussion, or for writing, instead of whole class work. You may wish to guide student discussion through directed questioning.

STEP 2

Remember to spend time after the videoconference asking students to reflect on their expectations. How did their expectations match up to the experience? Keep the completed sheets safe so that students can refer back to them. Do not discuss these expectations with the other school.

MAIN ACTIVITY 1

SHARE AND REFLECT UPON THE AGENDA

PURPOSE

The best videoconferences are those in which students have been prepared to talk about the ideas that are coming up for discussion but have not been prepared with a script. It's about getting a balance between making sure that your students are properly supported so that they feel confident and,

at the same time, ensuring that the dialogue is spontaneous, genuine and from the heart.

Remember that even well-prepared and chatty students may become shy and quiet in their first videoconference. It's often good to have practised or discussed some ideas which will help students prepare for dialogue.

MAIN ACTIVITY 2

PRACTISE THE SKILLS

PURPOSE

You might want to help students run through some of the dialogue skills activities from earlier lessons to ensure that they are feeling confident and comfortable about the activities.

Using this activity before the videoconference to rehearse some of the points that might come up in the dialogue can be very helpful for students. Remember to help them to pick up on things that they discuss which might not be familiar to the students on the other side of the dialogue.

RESOURCES

Worksheet 6.2: *Thinking About the Video*

Worksheet 6.3: *Top Tips: Videoconferences*

STEP 1

There are some excellent video resources to help students think about asking good questions and building dialogue with response questions. Why not get them to watch the videos for homework before discussing them in the lesson? You can find two helpful videos here:

- Asking response questions: youtu.be/1cDMB5sFCWc
- Using questions to build dialogue: youtu.be/idlULdd2cEk

STEP 2

Use the note taking sheet *Thinking About the Video* to help students focus their watching.

EXTENSION

Sometimes the challenge for a videoconference lies in articulating and explaining something which seems so obvious and familiar to us but is completely unknown to our partners. It might also be useful to use *Example Rules for Dialogue*, *Rights Respecting Sentence Starter* or the *Top Tips: Videoconference* and blow them up to poster size and display.



EXPECTATIONS OF THE VIDEOCONFERENCE

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

What do you know about the country from where those students come? (You can just write individual words)

In what ways do you think that they will be like you?

In what ways are they likely to be different?

What do you know about the cultures of that country?

Would you like to visit or live there? Why?

THINKING ABOUT THE VIDEO

Five things that I have learned from the video:

1.

2.

3.

4.

5.

Three key questions that I want to discuss are:

1.

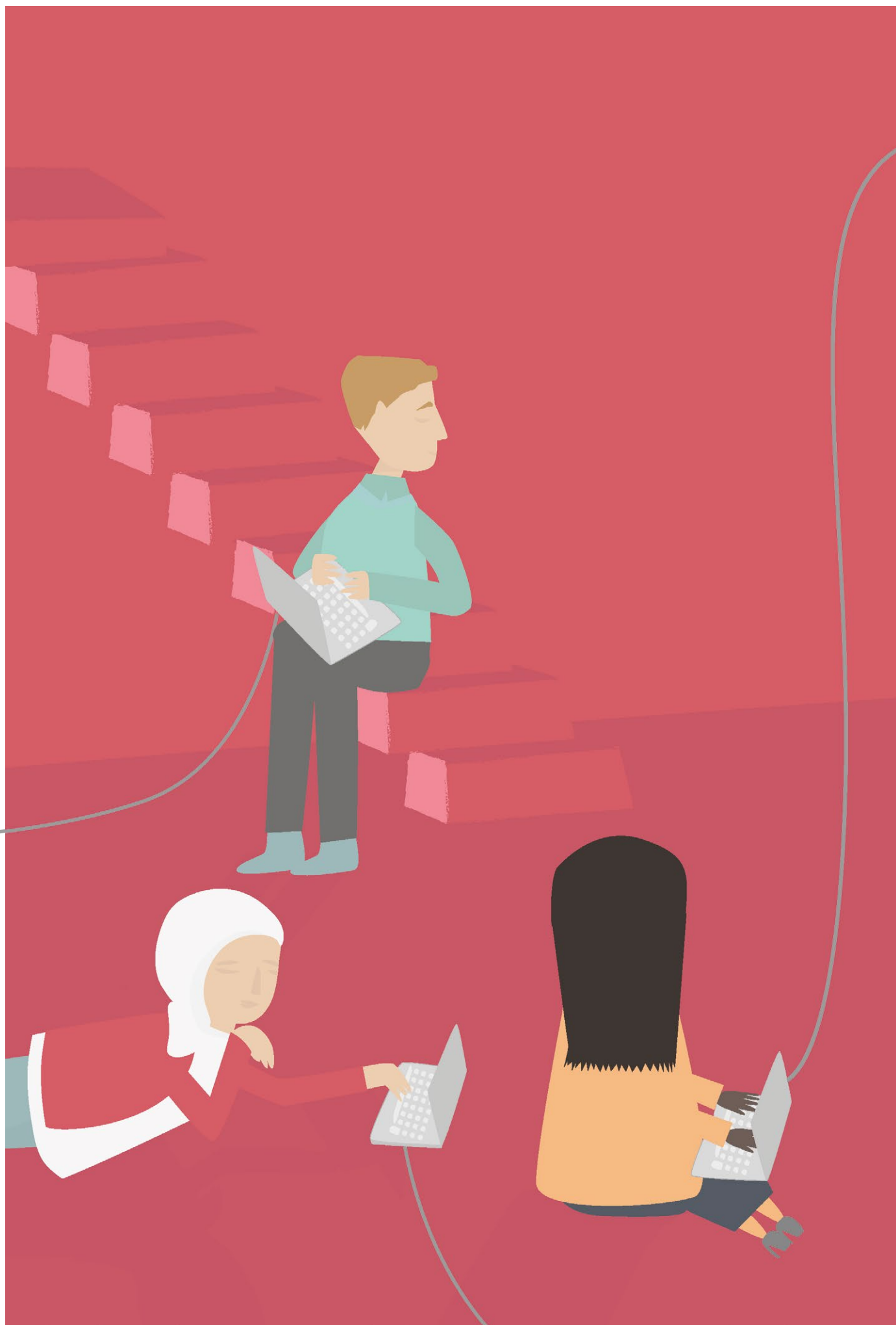
2.

3.

A target I want to set myself is...

TOP TIPS: VIDEOCONFERENCES

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



Written Dialogue

Written dialogue is another way young people have an opportunity to explore, articulate, and develop their own values, as well as encounter and consider those of others. The Ultimate Dialogue Adventure is Generation Global's online, self-directed platform for young people to learn and apply the skills of dialogue in asynchronous written spaces with their peers from around the world. Students can share their perspectives on a range of global issues and engage with their peers through written dialogue while earning experience points and titles.

The topics that are featured on the Ultimate Dialogue Adventure are important and relevant for young people ages 13-17, including the Rights of Girls and Women, Climate Change, Wealth and Poverty, Civic Participation, Identity and Belonging, and Culture, Beliefs and Values to name a few.

As a teacher, you can use the **Ultimate Dialogue Adventure** by focusing on special topics with your students and then having them dialogue with their peers in the written dialogue spaces to practise using the core skills. After students participate in a topic and dialogue space, you can guide them through a reflection debrief to help them evaluate the learning experience.

Each dialogue space is an opportunity to share about unique identities and students should remember that they are writing to someone who has never met them. They should use the dialogue spaces to explore the relationship between their own experiences and the experiences of others.

PREPARE YOUR STUDENTS

Aside from aligning your own course or subject area to one or more of the topics that is offered on the Ultimate Dialogue Adventure, you can also prepare your students for written dialogue on a subject by using checklists and writing frames activities. There are three checklists and writing frames in this chapter for teachers to help young people begin to think about the foundations of who they are, their values, and their experiences within their own communities so they may bring more depth about self to written dialogue spaces on the **Ultimate Dialogue Adventure**.

IN THIS CHAPTER

1. THEORY

THE ULTIMATE DIALOGUE ADVENTURE

2. ACTIVITIES

CIVIC PARTICIPATION

IDENTITY AND BELONGING

CULTURE, BELIEF, AND VALUES

3. WORKSHEETS

ACTIVITIES

Each checklist, writing frame and thought chart can be used to help young people create more meaningful posts and comments about a topic by practising personal sharing, describing feelings, and explaining meaning.

RESOURCES

Worksheets 7.1-7.7: *Topic Checklists and Writing Frames*

Worksheet 7.8: *K-W-L*

Worksheet 7.9: *Thought Chart*

- Choose one of the three topics: Civic Participation, Identity and Belonging, Culture, Beliefs and Values.
- Ask students to complete the associated learning topic on the **Ultimate Dialogue Adventure**.
- Have students complete the writing frame for the topic answering the questions in the worksheet.
- Ask students to enter the dialogue space for the topic and post and comment, using what they have created in the writing frame.
- Ask students to continue the dialogue by commenting on their peers as well by using the Thought Chart to help them create responses to what they read.
- Ask students to reflect on their participation in the dialogue space using the checklist and assessing what they will share next time.
- Break students into small groups and have them complete the KWL worksheet to help them reflect on what they learned.

CHECKLIST: CIVIC PARTICIPATION

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

HAVE I	YES	I'D LIKE TO	MAYBE NEXT TIME
Written about where my community is located?			
Written about what my community looks like?			
Shared about the cultural diversity in my community?			
Shared about the diversity of values, beliefs and faiths in my community?			
Shared my favourite thing about my community?			
Shared my least favourite thing about my community?			
Shared the challenges my community faces?			
Shared about how I contribute to helping my community?			
Shared about the issues I care about in my community and why?			
Shared the ways people serve and help one another in my community?			
Anything else I want my peers to know about?			

WRITING FRAMES: CIVIC PARTICIPATION

What makes my community unique?

What is my favourite thing about my community?

What is one thing I would like to change about my community?

What issues do I feel are most important in my community and why?

Share an experience you've had in helping your community.

CHECKLIST: IDENTITY AND BELONGING

As you write about your identity, think of it as an opportunity to share what you think makes you unique. Here are some questions that will help you brainstorm what you'd like to share with your peers. Use the questions below as a guide to what you may want to write about. Choose a few of them to answer – you do not need to answer all of them in your posts. Just choose the ones that interest you most and which you want to write about.

HAVE I	YES	I'D LIKE TO	MAYBE NEXT TIME
Shared the meaning of my name?			
Shared what inspires me?			
Shared the biggest influences on my life?			
Shared how my family, sports, faith, culture, art, music etc. influences me?			
Shared my place in my family, community, school?			
Shared my favourite things to do in my free time?			
Shared people that I admire or look up to?			
Shared my hopes and dreams for the future?			
Shared what I value most and why I value it?			
Shared about the groups I feel I belong to and how this influences me and my perspectives?			
Anything else I want my peers to know about?			

WRITING FRAMES: IDENTITY AND BELONGING

What makes me, *me*?

If I could share only three things about my myself, what would they be?

Some groups I feel I belong to are...

What are two activities, peoples, places, etc. that inspire me? Why?

What are the two biggest influences on my daily life?

In the future I hope...

CHECKLIST: CULTURE, BELIEFS AND VALUES

As you write about your culture, beliefs and values, the questions below will help you think about what to share with your peers. Use the questions below as a guide to what you may want to write about. Choose a few of them to answer – you do not need to answer all of them in your posts. Just choose the ones that interest you most and which you want to write about.

HAVE I	YES	I'D LIKE TO	MAYBE NEXT TIME
Shared what values are most important to me and why?			
Shared what beliefs I hold?			
Shared what the word 'culture' means to me?			
Shared what cultural traditions matter to me?			
Shared how my culture, values or beliefs impact on my daily life?			
Described about how I practise my culture, values and beliefs – alone and with others?			
Shared what festivals and holidays are important to my culture, values, and belief?			
Shared what texts and people are important to my culture, values and beliefs?			
Shared how I hope to act out my culture, values and beliefs now and in the future?			
Anything else I want my peers to know about?			

WRITING FRAMES: CULTURE

What does 'culture' mean to me?

What have I learned in the module or dialogue space so far that helps me answer this question?

When I think of the word culture, I think of...

What texts, people, places, religions etc. influence my culture?

What is an example of how my culture plays a role in my daily life?

WRITING FRAMES: BELIEF AND VALUES

What beliefs and values are important to me?

What have I learned in the module or dialogue space so far that helps me answer this question?

What are three values that are important to me? Why?

What are three beliefs that are important to me? Why?

What is an example of how my values and beliefs influence my daily life?

How do your values and beliefs inspire you? Can you share an example?

K-W-L

WHAT I <u>K</u> NOW...	WHAT I <u>W</u> ANT TO KNOW...	WHAT I <u>L</u> EARNED...

THOUGHT CHART

As you read your peers posts, keep this checklist in front of you. If something you read sparks one of the reactions in the list, make a check next to it in the Yes column. When you have finished reading the posts, re-visit the reactions you've checked and fill out the table with your thoughts and responses. Once you have put your notes into the chart, choose what you think it is most important to share and write a response to your peer.

BLOG TITLE:

MY REACTIONS	YES	MY THOUGHTS
Surprised me		
Confused me		
Inspired me		
Why?		
Tell me more		
I agree		
I disagree		
I've had a similar experience		
I've had a different experience		
I have a question		

MY RESPONSE:



Reflection

Reflection is another one of those terms that seems to be obvious but, in fact, it can be challenging for the classroom. It can be difficult to accurately define in a way that enables us to use it effectively. We suggest that reflection *is a process by which students are empowered to intentionally return to review their experiences*. This process then enables them to talk about what they have done, expressing the impact of the experience clearly from a personal perspective, as well as being able to abstract key ideas and use it to synthesise new ways of thinking, perspectives and beliefs.

A good reflection activity is one that enables students to:

- **Talk clearly about their personal experience:** Moving beyond 'what happened' or 'what was said' to identify ideas or events that were important, challenging, inspiring or moving.
- **Articulate feelings:** Articulate, in speech or writing, the feelings that were elicited by the dialogue.
- **Summarise clearly:** Summarise the key ideas put forward, putting the key elements of the dialogue into their own words and expressing those simply.
- **Acknowledge their own curiosity:** Describe things that they still want to know or understand.
- **Think in new ways:** Be able to articulate and describe that: "I used to think x and now I think y", "In the future I'm going to make sure that I...", "I think that everyone should know/understand".

The ability to articulate experiences and their impact on the individual and to synthesise new thinking are the key elements that make a learning activity reflective – rather than just talking about what happened. This additional step is critical for optimising learning. If we were to consider the process of *Essentials of Dialogue*, students have acquired and practised new skills, as well as encountering the other through global dialogue, all of which are great experiences; however, without reflection, which gives students the opportunity to mix this new learning into their existing mental picture of the world, it is almost completely useless. *Essentials of Dialogue* is provided to help students be transformed by this experience and reflection is the most transformative element of the whole process.

Experience demonstrates that it is not difficult to help students to develop the skills of reflection and to practise them regularly. The challenge for most classrooms (and all too often for many videoconferences) is to make time and space for this to happen. There are a number of useful (and incredibly simple) techniques that can be used to help students reflect on their learning.

IN THIS CHAPTER

1. THEORY

TECHNIQUES TO SUPPORT REFLECTION

2. ACTIVITIES

REFLECT ON DIALOGUE

GO FISHING

DISCUSSION TOKENS

3. WORKSHEETS

TECHNIQUES TO SUPPORT REFLECTION



WWW/EBI

The *WWW/EBI* model provides a very useful approach that creates room for a more self-critical approach and can be used in conjunction with all the approaches below.



GOOD QUESTIONS

Good questions are critical to stimulating profound reflection from students. It is important to have thought through a set of questions that help students move from recalling what happened, to more complex individual explorations and synthesis. These questions might include:

- What was the most interesting thing that I heard? Why?
- What ideas moved or inspired me?
- What did I learn about the people I was speaking to?
- What ideas from my own side did I find surprising? Why?
- How did I feel at the end of the dialogue?
- What questions remain unanswered?



DISCUSSIONS

Discussions are one really obvious (yet frequently overlooked) way of helping students to reflect on what they have done, and how they feel about it. You can use many of the activities that are outlined elsewhere in the *Essentials of Dialogue* resources (particularly *Listen to Me* and *Sharing our Ideas*) to help students rehearse and explore their ideas with a partner to help them prepare for sharing with the whole class in discussion. Remind them as well about using the listening skills that we've practised before.



INTERVIEWS

Interviews are a really good way to structure this kind of reflection. You can interview your students (and do it in a formal way), although it's a good idea to give students the opportunity to rehearse this through paired or group work first. You can use the activity *We're All Interviewees* (activity in Ch. 2) to give

everyone the opportunity to experience this, before asking for volunteers to work in front of the group. Your participation as an interviewer (or interviewee), gives you the opportunity to model some of these key skills for your students.

WRITING

Individual writing is an excellent approach to reflective work. One of the best ways to make room for deep reflection is to ask students to begin with an individual writing task. This might be just to record some key ideas or feelings for themselves, to which they can then refer as they work on speaking tasks together, before doing some extended reflective writing at the end.

Students can write together as well. Use blogs as a way of asking them to create their own reflections and then ask others questions to help them enhance their first drafts. You can scaffold and support your students by giving them sentence starters for all aspects of this approach.

This is at its best when it is done over time, so asking students to keep a diary or journal (or write a blog) each week throughout this process enables them both to build up their own record of what has been done and how they have felt about it, as you go through the materials. This ongoing practise will help them to develop these skills even further.

USING ICT TO CREATE REFLECTIVE SPACES

Many of our students will be familiar with the way that reality television creates a reflective space for its participants – who are asked, or given the opportunity to do solo pieces to camera, articulating their reasons for doing something or feelings about a particular situation. Set up a laptop with a webcam and image recording software in a corner of the classroom (or in a quiet room next door). Give students the opportunity to share their ideas, feelings and experiences to camera individually. You can use this for your own assessment of their progress or (with their permission) edit them together to make a video reflection from the class.

PRESENTATIONS

Presentations are helpful either to the class or ideally to people who have not had the opportunity to have the *Essentials of Dialogue* experience – this could be peers, teachers, parents or principals. Students can talk about what they have experienced and what they have learned from that experience. Preparation and rehearsal for this experience will be extremely valuable in helping students reflect.

By the end of this lesson, your students should know how to reflect upon their learning in a meaningful way, understand that similarities and differences exist and have experienced reflection upon their learning and development.

ACTIVITIES

ASSESSMENT CRITERIA

Students can reflect on their own participation, and that of others and identify similarities and differences in the lives, opinions and beliefs of others.

WORKSHEETS

The worksheets that accompany the activities below can be found at the end of this chapter.

STARTER ACTIVITY 1

REFLECT ON DIALOGUE

PURPOSE

To reflect on the dialogue

RESOURCES

Worksheet 8.1: *Dialogue Reflection*

STEP 1

Start by doing a short *Sharing our Ideas* activity about what students can remember.

STEP 2

Then get students to fill in the *Dialogue Reflection* sheet to help prepare them for the rest of this lesson. (You can use this as an individual homework after the videoconference and then encourage students to discuss it to start this lesson.)

MAIN ACTIVITY 1

GO FISHING

PURPOSE

To facilitate discussion about the videoconference.

RESOURCES

Worksheet 8.2: *Fish Feedback Questions*

STEP 1

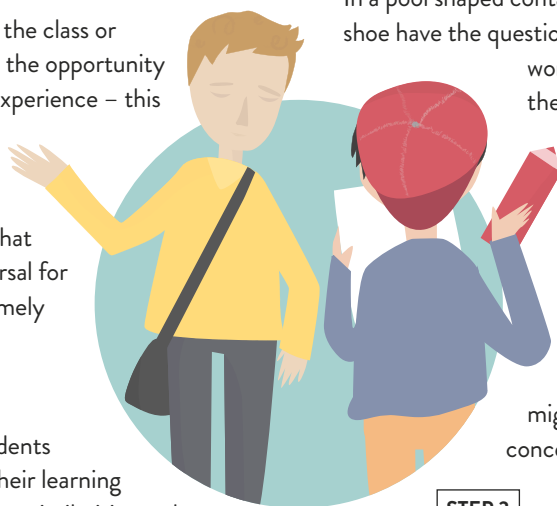
In a pool shaped container in the middle of the circle/ horse-shoe have the questions from the *Fish Feedback Questions* worksheet cut up and placed face down in the pool.

STEP 2

The teacher acts as facilitator and invites students to fish out a question and read it aloud to the group for discussion. You might want to make use of the *Discussion Tokens* activity if you think that the discussions might be dominated by some and you are concerned others might not take part.

STEP 3

If you have a flipchart and pens, at the end of each discus-



sion invite students (or one from each group/pair) to get up and move to make a comment with the pens. If discussion is slow then use the *Sharing our Ideas* activity to generate ideas.

STEP 4

Repeat the activity for as long as the discussion is meaningful and fruitful. Encourage students to get involved by prompting them with:

- *Name*, what are your thoughts on this matter?
- *Name*, do you agree with what *name* just said?
- *Name*, do you have anything to add to this point?

Make sure that students feel safe in making contributions and that their points are valued.

MAIN ACTIVITY 2

DISCUSSION TOKENS

PURPOSE

Students use tokens to equalise participation in discussion (you can use an item as a token for this activity).

STEP 1

Get students working in groups, ideally of four.

STEP 2

Students will be working on a discussion activity on the topic given by the teacher. To ensure equality of contribution, each student is given two discussion tokens. Every time they want to contribute to the discussion, they have to put one of their tokens in the middle of the table (so one point made in discussion is paid for with one token, if a student makes two points, they have to put both in).

STEP 3

Once discussion tokens have been paid into the middle, students then have to wait until everyone has used up both of their tokens before they can retrieve them from the centre of the table. Discussion continues with the same rules.

STEP 4

When the time is up encourage students to reflect upon what they've discussed.

STEP 5

Provide positive feedback to their group (either a simple "You were great", "I loved the point that you made about..." or finish the sentence "I enjoyed working with you because...").

DIALOGUE REFLECTION

Name:

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

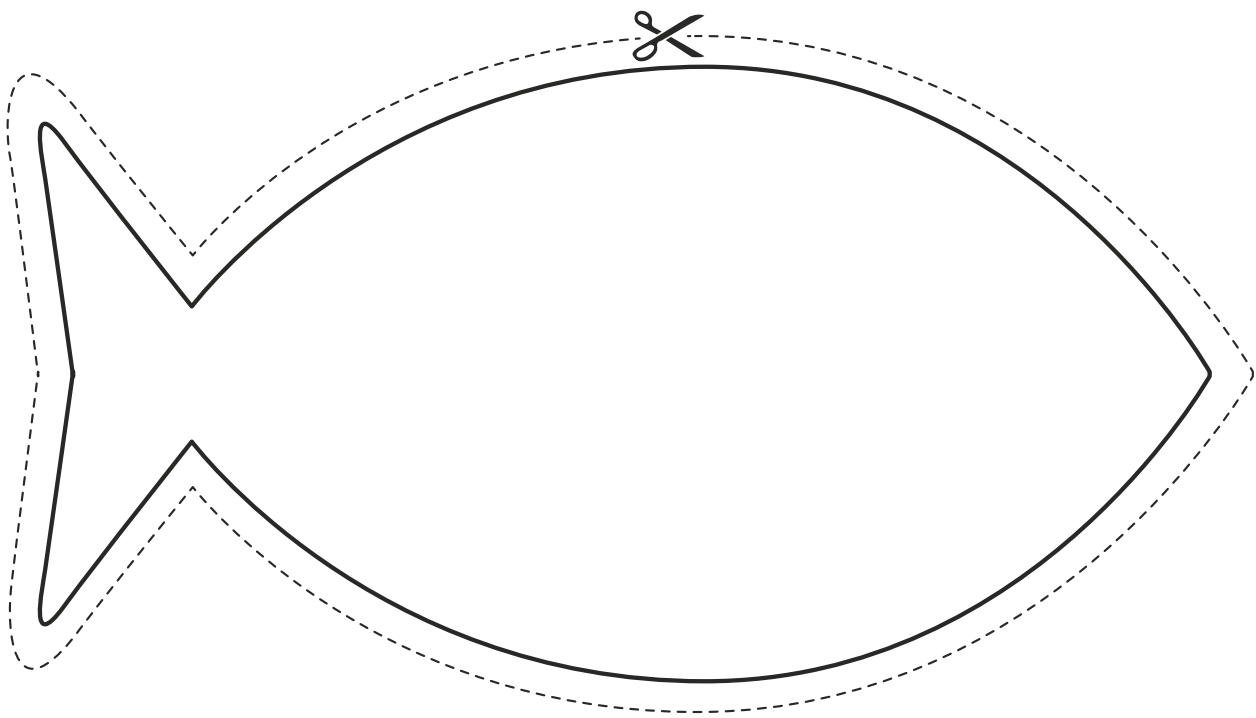
Think about the following questions and see if you can write a couple of bullet points for each one – if you get stuck, just go onto the next one.

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

FISH FEEDBACK QUESTIONS

Print off the fish template and write questions inside. Some starter questions to include are:

1. The thing that I enjoyed the most about the videoconference was...
2. A comment/information that challenged a perception I had about the other school was...
3. When we do it again one thing I would like to change is...
4. I can see that other people's culture and beliefs help them to understand the world because...
5. Through the videoconference, and preparing for it, I've learned _____ about myself.
6. One thing I was surprised to find out was...
7. How important are other people's beliefs and values when they think about how to act?
8. I've learned that it is important to listen to others because...



All around the globe, education systems are struggling to prepare young people for the complex realities of a profoundly interconnected world. While many education systems are concentrating even harder on centralised curricula and standardised testing, there is also a strong consensus that education should also give young people the soft skills that they need to make sense of, and play an active part in, a globalised society that is more closely integrated and interdependent than ever before.

More than any other generation in human history, the students that we educate today will live alongside, work with, and relate to, peers with the widest possible range of cultures, beliefs, values and perspectives. It is imperative that we give them the tools to build societies that welcome diversity rather than fearing it. That encourage an open-minded approach to the other, rather than the cultivation of prejudice; that includes rather than excludes. The alternatives are too terrible to contemplate.

Every day we see news reports that indicate what happens as a direct result of people who reject diversity, who celebrate intolerance, and who wish to impose their monolithic vision of reality upon others. We all know that we want to help students approach the diversity of the world in an open-minded way, but we want straightforward and simple classroom activities that can help us to deliver this – without disrupting our need to deliver the kinds of results that our curriculum, and our students' parents, demand. Our commitment is to ensure that we provide teachers with straightforward easy to use resources that will have a genuine impact upon their students.

We have taken the lessons that we have learned from working in countries around the world to inform these resources. We present these resources to help anyone who wants to give young people, quite literally, the essentials of dialogue.



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