

Skills For Dialogue, Sixth Form – Student Workshops

Workshop 1

THE IMPORTANCE OF SHARED, BRAVE & SAFE SPACES



**The
Faith
& Belief
Forum**



Aim of the workshops

To ensure that workshops are spaces in which students can share, encouraging the feelings of safety and bravery to enable everyone to participate with openness.

Resources needed

- PowerPoint 1
- Statements printed, cut and put into envelopes (one envelope for each group of between six or seven students)
- Have a Diamond Nine (as illustrated) displayed on a board
- Post-it Notes
- Space on the wall or floor to display the Post-it Notes
- Flip chart or white board for students to write on
- RADIO principles video <https://youtu.be/6rBI7UP9-hc>
- RADIO poster / printout

How to adapt workshop content

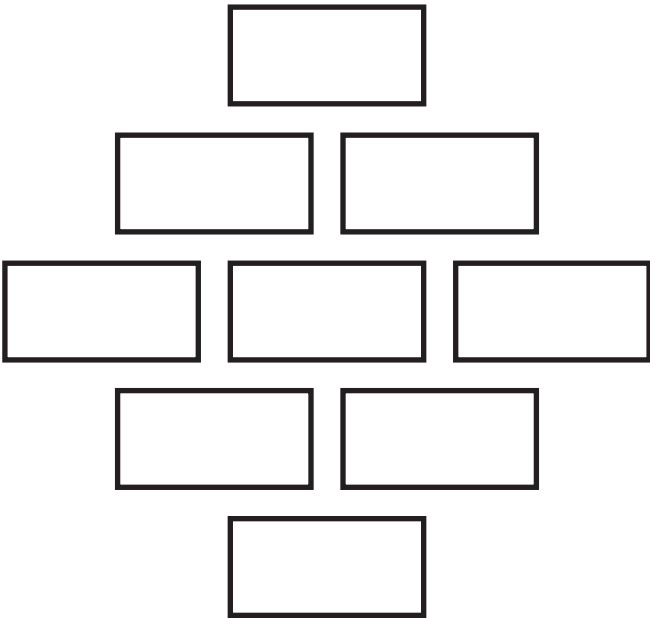
- During the Diamond Nine activity, ensure that you circulate and check in with each group. Check-in on participant understanding of the statements.
- Use 'Think, Pair, Share' method if participants are quieter / less willing to share.
- Have descriptions / word bubbles with explanation of what 'Brave' and 'Safe' mean.

Running time

45 minutes

Workshop 1: the importance of Shared, Brave & Safe Spaces

TIMINGS	NAME & AIM	ACTIVITY	RESOURCES
3 mins	Introduction	Talk through outline & aims of the session.	
15 mins	Experience: What is Dialogue and Why Dialogue?	<p>Diamond Ranking Activity</p> <p>Explain that we want to have a think about what dialogue really means. We may think that we know what dialogue is, but we may also have slightly different understanding of the point / purpose of dialogue. This activity gives us the space to explore what others say about dialogue and share / develop our understanding of dialogue.</p> <p>Split the class into small groups of between six and seven students. Give each group an envelope containing the statements about dialogue. Explain that the group must rank the statements into order of the one that they most agree with to least agree with (placing them into a diamond shape (top is the 'most agree with' next line is the next two, third line middle three, next line two, bottom line is the least 'agree with', creating a diamond shape – see image below):</p>	<p>Statements pack printed and cut and put into envelopes (one per group of between six and seven students)</p> <p>Have a Diamond Nine (as illustrated) displayed on a board</p>

TIMINGS	NAME & AIM	ACTIVITY	RESOURCES
		<p data-bbox="882 240 1355 280">Example of a 'Diamond Nine':</p> 	

TIMINGS	NAME & AIM	ACTIVITY	RESOURCES
		<p>Statements</p> <ul style="list-style-type: none"> • “Truth is not born nor is it to be found inside the head of an individual person, it is born between collectively searching for truth, in the process of their dialogic interaction.” <p>Mikhail Bakhtin</p> <p>https://www.azquotes.com/author/42020-Mikhail_Bakhtin</p> <ul style="list-style-type: none"> • “The United Nations was created in the belief that dialogue can triumph over discord, that diversity is a universal virtue and that the peoples of the world are far more united by their common fate than they are divided by their separate identities.” <p>Kofi Annan</p> <p>https://www.un.org/en/academic-impact/inter-cultural-dialogue</p> <ul style="list-style-type: none"> • “Dialogue is used to build relationships among a wide group of actors. It can be a tool to build consensus among a group or to discuss divisive issues. It is also used to extend the reach and impact of a formal process through wider participation.” <p>Peace Insight</p> <p>https://www.peaceinsight.org/en/themes/mediation-dialogue/?location&theme=mediation-dialogue</p>	

TIMINGS	NAME & AIM	ACTIVITY	RESOURCES
		<ul style="list-style-type: none"> <p>“A dialogue is very important. It is a form of communication in which question and answer continue till a question is left without an answer.”</p> <p>Jiddu Krishnamurti, philosopher, speaker and writer</p> <p>https://www.goodreads.com/quotes/tag/dialogue</p> <p>“Dialogue is not some simplistic assertion of one’s own position, nor is it necessarily about persuading others to one’s point of view. Dialogue is about demonstrating respect for another’s life, and being determined to learn when confronted with differences in personality and perspective.”</p> <p>Daisaku Ikeda, philosopher, peacebuilder and educator</p> <p>https://www.daisakuiked.org/sub/quotations/theme/dialogue.html</p> <p>“A dialogue leads to connection, which leads to trust which leads to engagement.”</p> <p>Seth Godin, entrepreneur, author and speaker</p> <p>https://quotefancy.com/quote/1208930/Seth-Godin-A-dialogue-leads-to-connection-which-leads-to-trust-which-leads-to-engagement</p> 	

TIMINGS	NAME & AIM	ACTIVITY	RESOURCES
		<ul style="list-style-type: none"> • “Dialogue cannot exist alone without humility.” Paulo Freire, educator and philosopher https://greetingideas.com/famous-dialogue-quotes-sayings/ • “In a true dialogue, both sides are willing to change. We have to appreciate that truth can be received from outside of – not only within – our own group. If we do not believe that, entering into dialogue would be a waste of time. If we think we monopolize the truth and we still organize a dialogue, it is not authentic.” Thich Nhat Hanh From ‘Living Buddha, Living Christ’ • “The best way to solve problems and to fight against war is through dialogue.” Malala Yousafzai https://www.bbc.co.uk/news/world-24333273 <p>Ask the group to come back together to reflect.</p> <p>Ask the students for a show of hands if:</p> <ul style="list-style-type: none"> • They found it easy / difficult to pick / agree on the order? Explain. • Did it matter what went where? Why? Why not? 	

TIMINGS	NAME & AIM	ACTIVITY	RESOURCES
15 mins	Assess: The brick wall (building it & tearing it down!)	<ul style="list-style-type: none"> Were they convinced to change their minds about the order by someone else? Or was something talked about that they had not thought of? If so, how did they feel and what did they think? <p>Explain that for us to be able to feel comfortable to share things about ourselves it's important that we come up with a set of principles that we agree on to create a space we are all happy in.</p> <p>Let's have a think...</p> <p>Ask students to think individually for one minute about the following and write their answers anonymously onto Post-its.</p> <ul style="list-style-type: none"> What made you hesitate / not share something in the last activity? <p>Ensure that there is a space (wall or floor) where students are invited to place their Post-its to look like a brick wall.</p> <p>Explain that this is the brick wall that can get in the way, preventing participation. They are all natural feelings and thoughts that we all can have.</p>	<p>Post-it Notes</p> <p>Space on the wall or floor to display the Post-it Notes</p>

TIMINGS	NAME & AIM	ACTIVITY	RESOURCES
		<p>Allow students a few minutes to read through the Post-its (as students do this, facilitator to look through and group together any that are similar). Then ask students the below question and ask them to come up to the board and write their word on the board (as students give answers, begin taking down a few Post-its with each answer until there is no brick wall left!)</p> <ul style="list-style-type: none"> • What would make you feel comfortable to share answers that might be a little more personal or delve deeper? <p>Ask students to answer the above.</p> <p>Introduce the concepts of safety and bravery, you can use the following prompts:</p> <ul style="list-style-type: none"> • What would make you feel brave to share answers? • What would make you feel safe to share answers? 	

TIMINGS	NAME & AIM	ACTIVITY	RESOURCES
10 mins	Create: <ul style="list-style-type: none"> • RADIO Principles • Creating an agreement 	<p>Introduce RADIO principles using the following video: https://youtu.be/6rBI7UP9-hc</p> <p>Ask students to come up with a list of principles that will enable them to share in the next few sessions. Use the questions below to get students thinking and write all agreed principles onto flip chart / the board.</p> <ul style="list-style-type: none"> • What do we think of RADIO? • What principles would you add to make it a BRAVE & SHARED space? • What have we heard about what makes students feel comfortable to share? • Can we agree to stand by these? 	<p>YouTube link</p> <p>Respect Active listening Dialogue not debate I statements Oops and ouch</p>
2 mins	Summary and close		