



Icebreakers

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About Kshetra and the Dialogic Method

Kshetra Foundation for Dialogue (www.kshetra.space) aims to develop a societal muscle for dialogue, based on a practice framework called the Dialogic Method - a concrete, skill-based approach, which draws on multiple disciplines including mediation, cognitive psychology, behavioural change and systems thinking to help varied end-users harness dialogue towards different purposes, all with the goal of creating sustainable outcomes.

The Dialogic Method Framework is delivered in the form of experiential workshops for varied audiences and it involves several activities and simulations. This toolkit is a compilation of activities for Icebreakers and Introductions.



How to Use this Toolkit?

As mentioned above, this Toolkit consists of the activities for Icebreakers and Introductions. The activities are divided into four sections.

Section A Energizers

Section B Participant Introductions

Section C Collaboration Building Activities

Section D Introduction to Dialogue/Dialogic Method Principles

Events like the Dialogic Method Workshops or Dialogic Spaces are most effective when there is active participation from and interaction among the participants.

In most situations, the participants are not known to each other and in all these spaces, the participants do not have any introduction to the Dialogic Method. Hence, activities from **Section A, B and C** help set the tone of the session by breaking the silence, getting to know each other and building collaboration among the participants. **Section D** includes activities that are helpful in introducing dialogue, its need and the principles which are the foundation of the Dialogic Method.

A facilitator who delivers the Dialogic Method Framework through a workshop or a dialogic space or any other format can use any number and combination of the below activities throughout the event as and when required, which depends on the audience, the read of the room throughout the day or simply as a mean to kickstart the session. These activities initiate and sustain the interaction of the participants throughout the space, thus making it an effective delivery.



Section A

Energizers



123...Zoom

Time Required

10 Minutes

No. of Participants

5-50 (depending on the number of facilitators)

Mode of Delivery

Offline

Can be used in

All verticals

Context/Objective

The aim of the activity is to energise the participants and help them feel comfortable. It can be used as a standalone activity at the beginning or anywhere in the middle when the participants feel tired.

Description

Each participant pairs up with another. The participants need to face each other. The facilitator and co-facilitator can then demonstrate the following:

1. Participants say 1, 2 and 3, one at a time alternatively and continuously.
2. Participants who fail to say 123 consecutively, alternating between the two of them have to do a zoom while moving their body in a defined fun manner (Like wave their hands in the air while landing like a plane.)
3. The facilitator can add one action at a time for each number, 1 can be landing like a plane, 2 can be tapping your thighs with both hands, and 3 can be lifting your hands fists curled up in the front, getting the participants to go through 2 rounds.
4. The facilitator then asks to do only the actions instead of the numbers. These can be done in one go or one by one depending on time paucity. After every 3 to 4 rounds switch it up to make it more comple

123...8¹

Time Required

5 Minutes

No. of Participants

Any number depending on the space available.

Mode of Delivery

Both

Can be used in

All verticals

Context/Objective

The aim of the activity is to energize the participants and help them feel comfortable. It can be used as a standalone activity at the beginning or anywhere in the middle when the participants feel tired.

Description

The facilitator asks the participants to stand up and leave enough space between each other, as this activity involves some physical movements and asks the participants to do what the facilitator does and say what the facilitator says.

Facilitator Instructions

1. The facilitator counts from 1-8 while raising the right hand up in the air and doing a hand movement for 8 counts. For example, like vibing in a concert, waving etc. The participants will repeat the same.
2. Now, the facilitator will repeat the same count with their left hand and the participants will join and do the same.
3. The facilitator will count 1-8 while lifting their right leg and slightly kicking it in the air or any other leg movement for 8 counts and the participants will follow.
4. The same will be repeated with the left leg.
5. Now, the facilitator will repeat the 1-8 count each, for the right and left hands, right and left legs at a faster pace.
6. The facilitator repeats the same in a faster pace but only up to 4 counts.
7. Now, the count reduces to 2 for each hand and leg, while maintaining a fast pace.
8. Finally, the facilitator comes down to a super fast 1 count for each hand and leg.

The facilitator needs to make sure that the participants keep up to the changing pace and counts.

¹ This game is based on a Play for Peace Game.

Boom Chikka Boom

Time Required

10 Minutes

No. of Participants

5-50 (depending on the number of facilitators)

Mode of Delivery

Both

Can be used in

All verticals

Prep Required

Reference Video for Prep-
<https://youtu.be/aT941MesokY?feature=shared>

Context/Objective

The aim of the activity is to energize the participants and help them feel comfortable. It can be used as a standalone activity at the beginning or anywhere in the middle when the participants feel tired.

Description

The facilitator can ask the participants to stand with enough space between each other as it involves slight physical movements.

Once the participants are ready, the facilitator asks them to say what the facilitator says and do what the facilitator does. It is an action song for children which blends yoga postures in it.

Facilitator Instructions

There are different commands and corresponding actions to it.

Eg: If the command phrase is "Boom Chikka Boom", it is a fun act where the facilitator moves left and right with swaying shoulder movements on both the sides and the participants follow.

If the command phrase is "Roar Chikka Roar", the facilitator can claw their hands while saying the phrase and move left and right and the participants can follow.

Refer to the video for more such actions.

Jugu Jaaga

Time Required

5 Minutes

No. of Participants

5-50 (depending on the number of facilitators)

Mode of Delivery

Both

Can be used in

All verticals

Prep Required

Series of the instructions that the audience need to follow

Reference Video:

https://youtu.be/dp9kKT9_E3Y

Context/Objective

This activity is a fun energiser and it has been used during the UN PeaceBuilding sessions. This can either be used as an opener of an event or post-lunch to energise the audience and lighten the mood of the room before starting the session.

Description

- The facilitator can ask the participants to stand at their spots and leave enough space between each other as it involves a little bit of kinaesthetic movements.
-
- Once the participants have placed themselves with enough space between each other, the facilitator can instruct them to do as the facilitator does and say what the facilitator says.
-
- **Facilitator Instructions**
-
- **Round 1**
- Thumbs in
- Thumbs out
- Repeat the above instructions
- Jugu Jaaga (with a child-like energy and enthusiasm while swaying the body left and right) (x3)
-
- **Round 2**
- Thumbs in
- Thumbs out
- Elbows up
- Elbows down
- Repeat the above instructions
- Jugu Jaaga (with a child-like energy and enthusiasm while swaying the body left and right) (x3)
-
- **Round 3**
- Thumbs in
- Thumbs out
- Elbows up
- Elbows down
- Repeat the above instructions
- Knees together
- Jugu Jaaga (with a child-like energy and enthusiasm while swaying the body left and right) (x3)
-
- **Round 4**

Description (Contd.)

- Thumbs in
- Thumbs out
- Elbows up
- Elbows down

Repeat the above instructions

- Knees together
- Tongue out
- Jugu Jaaga (with a child-like energy and enthusiasm while swaying the body left and right) (x3)

Laughter Circle

Time Required

10 Minutes

No. of Participants

5-50 (depending on the number of facilitators)

Mode of Delivery

Both

Can be used in

All verticals

Prep Required

Reference Video for Prep:
<https://youtu.be/IF3B67EmYOk>

Context/Objective

The aim of the activity is to energize the participants and help them feel comfortable. It can be used as a standalone activity at the beginning or anywhere in the middle when the participants feel tired.

Description

The facilitator asks the participants to form a circle and the facilitator should be at the center of the circle. Ask the participants to go around in a circle holding hands together.

Facilitator Instructions

- The facilitator will ask the cohort to do what the facilitator does.
- Start with a slow circle and make laughing sounds.
- Not high in volume to begin with but slowly the tempo and the volume of the laughter should increase.
- The facilitator should change it at 30 second intervals to do an "aaaay--hahaha".
- Increase the amount of time on the "haahahaha" part till all the participants are laughing loudly.

Refer to the video for more ideas

Washing Machine Activity

Time Required

10 Minutes

No. of Participants

5-50 (depending on the number of facilitators)

Mode of Delivery

Both

Can be used in

All verticals

Context/Objective

The aim of the activity is to energize the participants and help them feel comfortable. It can be used as a standalone activity at the beginning or anywhere in the middle when the participants feel tired.

Description

The facilitator can ask the participants to stand with enough space between each other as it involves slight physical movements.

Once the participants are ready, the facilitator asks them to say what the facilitator says and do what the facilitator does. It is a Washing machine activity, where different acts of washing clothes on the washing machine starting from loading the clothes to drying the clothes are enacted.

Facilitator Instructions

1. The facilitator can say "Put the clothes in" and throw their right hand in front and stretch as if mimicking throwing the clothes in the machine.
2. Say "Put the soap in" and use the left hand to gesture as if pouring the liquid in or adding the detergent powder from a spoon into the machine.
3. Say "Close the washing machine" and sway the waist as if closing the washing machine door with our hip.
4. Say "Pull the clothes out" and do a pulling gesture with both the hands stretched out.
5. Say "Dry the clothes" and gesture throwing the clothes on the cloth line with both the hands raised in the air.

Key Learnings/Unanswered Questions

Time Required

Depends on the number of questions to be answered.

No. of Participants

Any number

Mode of Delivery

Both

Prep Required

Sand timers if required, to maintain the time

Context/Objective

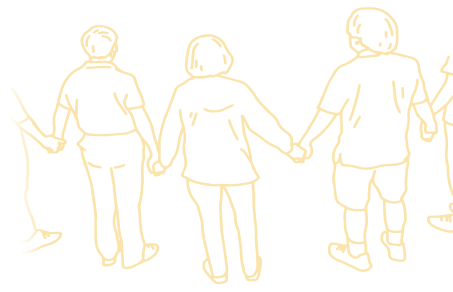
This activity is usually carried out on the following sessions/days of the event. The aim of the activity is to help articulate and solidify the key takeaways from the previous day of the event/session and to put out the questions that they feel still remains unanswered. This would not only allow them to collect their thoughts but also listen to the thoughts of others in the room and reflect on their own. This can also be done at the end of each session.

Description

Ask the participants to be seated in a large circle and go in rounds asking them of their key learnings from the previous day and the questions that still remained unanswered. (OR) Once each participant is done sharing, they can be asked to tag someone else in the group to share.

Debrief

The facilitator can summarise or review the key learnings and the responses to the unanswered questions shared by the participants.



Section B

Participant Introductions



Cartoon Character Activity

Time Required

1 min per person.
10 - 50 mins (depending on the number of participants)

No. of Participants

5-50 (depending on the number of facilitators)

Mode of Delivery

Both

Can be used in

All verticals

Context/Objective

The aim of the activity is to create a space for the participants to introduce themselves and get to know each other

Description

The facilitator can ask the participants to introduce them with their Names and the one cartoon/fictional character they identify with + qualities they share with that character. Variations of the activity can be done based on the demographic of the group, it could be a superhero, leader, etc.

Conversation Cards

Time Required

1 to 2 mins per person
(15-50 minutes depending on the number of participants)

No. of Participants

5-50 (depending on the time available)

Mode of Delivery

Both

Can be used in

All verticals

Props Required

- Chits with prompts written in them
- Bowl or box to keep the chits

Context/Objective

This can be used as an icebreaker where the participants use the prompt to introduce and share a little bit about themselves.

Description

- The facilitator asks the participants to sit in a circle and place the bowl or the box with prompt chits in the centre.
- The facilitator can ask each person to pick a chit, read aloud the prompt and share their related experience with the rest of the circle.

Since it's an icebreaker, the prompts can be light hearted like "A day when I laughed till I cried", "The recent crazy thing that I did", "A culinary disaster I had", "An interesting anecdote related to my name". etc.

Switch Seats

Time Required

15-20 minutes

No. of Participants

5-50 (depending on the time available)

Mode of Delivery

Offline

Can be used in

All verticals

Prep Required

Categories/Statements to call out.

Context/Objective

The aim of the activity is for the participants to get to know each other in a fun way.

Description

- The facilitator asks the participants to sit in a large circle.
- The facilitator calls out a category/statement.
- Eg. All those who are introverts, all those who are like travelling, those wearing spectacles, those who like Hindi films, those who play football, all who like to dance etc.
- If the statement is true to them or if the participants belong to that particular category, they have to run and switch places with the others.
- The last person to switch the place will call out the next statement.

The statements or categories can vary according to the audience. For example, if the audience are children, the statements can be "Those who like chocolates, those whose favourite subject is Maths, those who watch cartoons etc. The children can be asked to run in circles instead of standing while playing music and gathering in the centre while the statement is called out.

The other variation to this activity, especially, while conducting it with children is as follows:

- The facilitator has to get the children to stand in a large circle.
- 4 common vegetables used in salad are chosen e.g. cucumber, tomato, onion & chillies.
- The facilitator goes around in a circle and assigns the name of one of the vegetables to each child and they must remember that name.
- One child is the caller. When the caller calls out the name of any of the 4 vegetables, then all those with that name must exchange places while the caller tries to run and take one of the places.
- Whoever does not get a place is the next caller. The caller can call the names of more than one vegetable and then all those with those names have to exchange places.
- When the caller calls out "salad", everyone has to leave their place and quickly run and take someone else's place in the circle.

Name, Place, Animal, Thing Activity

Time Required

2 mins per person

No. of Participants

5-50 ((depending on the number of facilitators)

Mode of Delivery

Both

Can be used in

All verticals

Prep/Props Required

- 15-50 minutes (depending on the number of participants and the number of circles formed)
- Timer with 60/90/120 sec countdown to pass around (OR) loud blue-tooth speaker with orchestra music ready to play

Context/Objective

The aim of the activity is to create a space for the participants to introduce themselves and get to know each other.

Description

- The facilitator should make the group stand in a circle. The facilitator can create multiple circles for larger groups with an adequate number of facilitators. For an online session, multiple breakout rooms can be created.

- The facilitator asks the participants to introduce themselves with 4 statements:

1. What is their name?
2. Where are they from?
3. What is an animal they identify the most with and qualities they share with it?
4. What is the one thing they would like to learn/ a key takeaway from the sessions/workshop.

Speed Dating Activity

Time Required

2 mins per person

No. of Participants

6-50 (depending on the number of facilitators)

Mode of Delivery

Offline

Can be used in

All verticals

Props and Prep Required

Prep

15-50 minutes (depending on the number of participants and groups formed)

Props

- Chairs for Row A and B (can also be done standing)
- Bell Ring

Context/Objective

The aim of the activity is to create a space for the participants to introduce themselves and get to know each other.

Description

The facilitator can split the group into 2 rows A and B, facing each other. For groups of more than 20, there can be 4 rows.

The instructions are as follows:

1. Each participant has to introduce themselves to the person in front of them.
2. After 2 minutes, when the bell rings, row A will move one place to their left and repeat the above step with a new person.

The facilitator will ask the participants to repeat till everyone in Row A has spoken with everyone in Row B (and vice versa).

Aspirations from the Event

Time Required

1-2 minutes per participant depending on the overall time available and the number of participants.

No. of Participants

5-50 (depending on the time available)

Mode of Delivery

Offline

Can be used in

All verticals

Props Required

- Sand timers if required, to maintain the time.
- Whiteboard if require

Context/Objective

The activity is usually carried out on the first day of the event. The idea is to help participants put on the table their aspirations from the event and help them gain clarity on what they would like to be addressed during the event.

Description

- Invite each participant to share what their aspirations from the event are.
- Each participant can be allotted 1-2 mins depending on the time constraints.

Sand timers can be used to keep time. The facilitator can also ask the participants to elaborate to identify what is their underlying reason for being a part of this session.

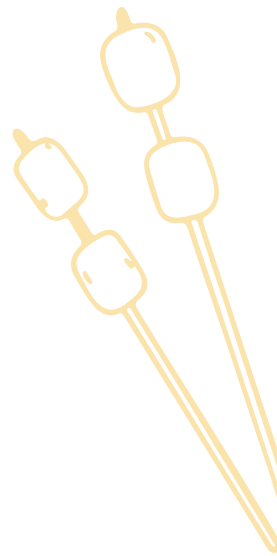
Debrief

The facilitator can find a pattern or choose to elaborate on the aspirations shared by the participants. From the patterns, try to get the participants to drill down to what is the underlying reason for why they are here.



Section C

Collaboration Building Activities



Blindfold Obstacle Activity

Time Required

30 minutes

No. of Participants

5-50 (depending on the space available)

Mode of Delivery

Offline

Can be used in

Designed Dialogic Spaces/The Dialogic Method Workshops

Props Required

Dupatta/Piece of cloth for blindfold

Context/Objective

The activity aims to help the participants experience the strength of effective communication and trust among each other.

Description

- The facilitator has to create two vertical zig-zagged obstacle courses using chairs.
- Then, Divide the participants into two teams.
- One member from each team is to be blindfolded, and the rest of the team is to direct the blindfolded member safely through their respective obstacle course.
- If there are more than 20-30 members, 3-5 groups can be created.
- method of directing, or to trust and appoint one from amongst them to direct the blindfolded member; whereas the blindfolded member to be able to move faster through the obstacles, will have to place trust in their team to guide them according to their movements.

Debrief

1. How are you feeling after the activity?
2. What helped in building trust?
3. How do you think communication influenced how the activity proceeded?
4. What would you do differently next time and why?

Build A Bridge

Time Required

30 minutes

No. of Participants

5-50 (depending on the number of facilitators)

Mode of Delivery

Offline

Can be used in

Designed Dialogic Spaces/The Dialogic Method Workshops

Props Required

- Spaghetti sticks, craft clay, ice cream sticks, sporks, post its, stapler and pins, duct tape, scissors, Fevicol, old glossy magazines, tissue paper
- Screen

Context/Objective

The aim is to bring the participants together in a collaborative activity and break the ice. This can also be used to deliver the concept of Perspectives or Generating options.

Description

The facilitator can ask the participants to form pairs with each member on either side of the table.

- Put up a screen between them and provide materials to each
- They need to build 2 sides of a bridge without seeing the other side
- They can only communicate by speaking
- They have 15 mins to build their side and an additional 5 mins after removing the screen to join the two sides
- The finished bridge needs to be at least 5 cms above ground and hold the weight of 2 small water bottles (200 ml)
- Start by placing 1 bottle on the bridge, and if it holds for 5 secs, then place 2nd bottle, and so on till the bridge collapses within 5 secs
- 10 points for each bottle the bridge could hold.
- 10 special points for the bridge that is most aesthetically appealing.
- Teams with the highest points win (Usually bridges hold 3 - 4 bottles, maximum 5).

Debrief

If it's used as an Icebreaker or energizer, there is no debrief required. But, the facilitator can choose to emphasise the strength and efficiency of team work.

If the activity is used during the delivery of Perspectives, the point that the same resources can be looked at in different ways to use it can be emphasised. If it's used during the delivery of Generating Options, the attitude of abundance can be driven as this activity involves building a fairly sustainable structure with limited resources can be emphasised.

Debrief (Contd.)

The following reflection questions can be asked:

- How do you feel after the activity?
- What was the easier part and what was challenging?
- How were you able to handle the challenges?

Complete the Story Activity

Time Required

60 mins. 1 minute per participant and 10 minutes for the debrief.

No. of Participants

5-50 (depending on the time available)

Mode of Delivery

Both

Can be used in

Designed Dialogic Spaces

Context/Objective

The aim of the activity is to foster connection amongst the participants.

Description

Invite the participants to sit in a circle and ask them to take turns in completing a made-up story. E.g. Participant 1 may say "I saw a lion walking down the road", and the person sitting on their right may say "I brought that lion from the jungle to the town", and so on till the story is completed by the last person to get their turn.

If there are fewer participants, multiple rounds of storytelling can also be done.

Debrief

1. How do you feel after the activity?
2. What part of the activity was tough and why do you think it was?

Exchange Lines

Time Required

20 minutes

No. of Participants

5-50 (depending on the time and space available)

Mode of Delivery

Offline

Can be used in

Convening

Context/Objective

The aim of the activity is to build collaboration and practice co-operation.

Description

The facilitator can divide the participants into two teams i.e., Team A & Team B. The instructions are as follows:

- Each of the team holds hands and stands in a straight line facing the other team at a distance of around 10-12 feet apart.
- They cannot let go of the hands of their neighbour till the game is over.
- The two teams must cross each other and Team A must stand where Team B is standing and Team B must go and stand where team A is standing (without letting go of the hands of their team members).
- Both the teams again face again in a straight line but their places have changed.

The facilitator will ask them to repeat and cross over to the other side again but using a different style / method of crossing. Both the teams have to discuss and agree which style they will be using. Keep repeating this for at least 5-6 times encouraging the teams to talk to each other and agree to do different styles of cross-

Debrief

1. How do you feel after the activity?
2. What part of the activity was tough and why do you think it was?
3. Would this game have been possible if there was only one team?
4. Would this game have been possible if the two teams did not agree with each other?

Guess in Ten Game

Time Required

10-15 minutes (depending on the number of participants and teams)

The game can be made more interesting by setting a time limit to guess the word or giving 10 minutes per team and keeping track of the number of words each team finds in 10 minutes, hence managing the time taken for the whole game.

No. of Participants

5-50 (depending on the number of facilitators)

Mode of Delivery

Offline

Can be used in

The Dialogic Workshops
/Designed Dialogic
Spaces

Props Required

Guess in Ten App or
Skillmatics Cards.

Context/Objective

This activity can be conducted as an energiser post-lunch or during the second day of an event, when the participants are already introduced to each other.

Description

The participants can be divided into 2 teams if there are 10-20 participants. If there are more participants, there can be more teams depending on the number of facilitators available.

- Use the Guess in Ten Skillmatics cards, where one person from each team gets a card with an animal or a city's name depending on the category of cards.
- Instruct the rest of the team to ask a maximum of ten Yes/No questions to find the answer.

Heads Up Game

Time Required

10–15 minutes (depending on the number of participants and teams)

The game can be made more interesting by setting a time limit to guess the word or giving 10 minutes per team and keeping track of the number of words each team finds in 10 minutes, hence managing the time taken for the whole game.

No. of Participants

5–50 (depending on the number of facilitators)

Mode of Delivery

Offline

Can be used in

The Dialogic Workshops / Designed Dialogic Spaces

Props Required

Heads Up App or Charts with words written on it.

Context/Objective

This activity can be conducted as an energiser post-lunch or during the second day of an event, when the participants are already introduced to each other.

Description

The participants can be divided into 2 teams if there are 10–20 participants. If there are more participants, there can be more teams depending on the number of facilitators available.

Heads up is a word guessing game. The instructions are as follows:

- The facilitator selects one person to hold up a phone/chart on their forehead with the word displayed.
- The rest of the team will have to give clue words to help the person holding the phone/chart to find the word.

Longest Line Activity

Time Required

30 minutes

No. of Participants

5-50 (depending on the number of facilitators)

Mode of Delivery

Offline

Can be used in

Designed Dialogic Spaces
/The Dialogic Method
Workshops

Context/Objective

The aim of the activity is build collaboration and practice co-operation among the participants.

Description

- The facilitator asks the participants to form the longest line possible. As long as possible.
- For the line to be formed there has to be a "connection", which may or may not be just hand to hand, or hand to leg etc.
- They don't have to necessarily stand to make the longest line.

Encourage the cohort to think of how they can make the longest line.

Debrief

1. How do you feel?
2. What was the difficult part of the activity, if there were any?

Marshmallow Challenge

Time Required

30-40 minutes

No. of Participants

5-50 (depending on the number of facilitators)

Mode of Delivery

Offline

Can be used in

The Dialogic Workshops /Designed Dialogic Spaces

Props Required

Spaghetti sticks, tape, string, marshmallows

Context/Objective

The aim is to bring the participants together in a collaborative activity and break the ice. This can also be used to deliver the concept of Perspectives or Generating options.

Description

The facilitator can create groups of 5-7 participants depending on the total number of participants and the number of facilitators.

The facilitator distributes spaghetti sticks, tape, string and marshmallow.

The groups have to **build the tallest free-standing structure** from some spaghetti sticks, tape, and string and place one whole marshmallow on the top.

Debrief

If it's used as an Icebreaker or energizer, there is no debrief required. But, the facilitator can choose to emphasise the strength and efficiency of team work.

If the activity is used during the delivery of Perspectives, the point that the same resources can be looked at in different ways to use it can be emphasised. If it's used during the delivery of Generating Options, the attitude of abundance can be driven as this activity involves building a fairly sustainable structure with limited resources.

The following reflection questions can be asked:

- How do you feel after the activity?
- What was the easier part and what was challenging?
- How were you able to handle the challenges?

SCAMPER

Time Required

15-20 minutes

No. of Participants

5-50 (depending on the number of facilitators)

Mode of Delivery

Offline

Can be used in

The Dialogic Workshops /Designed Dialogic Spaces

Props Required

PPT slide with the KitKat example and any other ingredients

Context/Objective

The aim is to bring the participants together in a collaborative activity and break the ice. This can also be used to deliver the concept of Perspectives or Generating options.

Description

The facilitator can flash the slide with the SCAMPER challenge with the KitKat example. SCAMPER stands for Substitute, Combine, Adapt, Modify, Purpose, Eliminate and Rearrange.

Explain that the task is to apply the SCAMPER method on one ingredient where it can be used as a Substitute, combined with other ingredients, adapted into another dish, eliminated or repurposed.

Then, split the participants into teams of 5 and ask them to create new varieties of the ingredients.

Debrief

If it's used as an Icebreaker or energizer, there is no debrief required. But, the facilitator can choose to emphasise the strength and efficiency of team work.

If the activity is used during the delivery of Perspectives, the point that the same resources can be looked at in different ways to use it can be emphasised. If it's used during the delivery of Generating Options, the attitude of abundance can be driven as this activity involves building a fairly sustainable structure with limited resources.

The following reflection questions can be asked:

- How do you feel after the activity?
- What was the easier part and what was challenging?
- How were you able to handle the challenges?

Talk Behind My Back

Time Required

15-20 minutes

No. of Participants

5-50 (depending on the number of facilitators)

Mode of Delivery

Offline

Can be used in

The Dialogic Workshops /Designed Dialogic Spaces

Props Required

Whiteboard/chart paper, markers, drawing prompt.

Context/Objective

This activity can be used as a fun energizer post-lunch or on the second day of the session. This can also be used to deliver the concept of Listening and information.

Description

- Set up a whiteboard/chart paper on the floor, along with markers
- Select 2 volunteers, make one stand at the whiteboard to draw and the other stand behind this person facing the other side
- Give the person facing away from the whiteboard a sheet with the drawing prompt.
- They can see it for 5 seconds and then they need to give instructions to the person at the whiteboard to replicate the prompt, but they cannot use the taboo word on the prompt.
- 1 min per cycle - 5 secs to see the prompt, 55 secs on to replicate on whiteboard, repeat as needed.

Debrief

If it's used as an energizer, there is no debrief required.

If it's used in the delivery of listening and information, the components of active listening can be brought in here and the following reflective questions can be asked.

- How did the activity feel?
- What were the challenges in the activity?
- How can we handle these challenges?

Telephone Activity

Time Required

30-40 minutes

No. of Participants

5-50

Mode of Delivery

Offline

Can be used in

The Dialogic Workshops
/Designed Dialogic
Spaces

Props Required

- Sheets of paper + sketch pens
- PPT if possible to show the Swing example

Context/Objective

This activity can be used as a fun energizer post-lunch or on the second day of the session. This can also be used to deliver the concept of Listening and information.

Description

- The facilitator can ask the participants to form a circle and start with a tongue twister in a language everyone understands.
- Let it go around the vine, ask every 6th person to write down what they heard and collect the sheet.
- After the round is over, read out the collected sheets to show how the words have changed.

Depending on the number of participants, sometimes more groups can be created. If there are less participants, instead of every 6th person, the facilitator can ask the last person to say out loud whatever they heard.

Debrief

If it's used as an energizer, there is no debrief required.

If it's used in the delivery of listening and information, the components of active listening can be brought in here and the following reflective questions can be asked.

- How did the activity feel?
- What were the challenges in the activity?
- How can we handle these challenges?

Three-legged Race

Time Required

15-20 minutes

No. of Participants

5-50 (depending on the number of facilitators)

Mode of Delivery

Offline

Can be used in

The Dialogic Workshops /Designed Dialogic Spaces

Props Required

Dupattas, Bandanas, any long piece of fabric for tying up the participants legs together

Context/Objective

The aim is to bring the participants together in a collaborative activity and break the ice and practice cooperation.

Description

- The facilitator can pair the participants up in teams of two or let them pick a partner.
- With each pair standing side by side, the facilitator uses a bandana, scarf, or piece of fabric to tie the inside legs of each member of the duo together to create the shared third leg.
- The facilitator marks starting and stopping points, then lets the race begin.
- Each three-legged pair will need to tap into their cooperation and communication skills to work together to make it to the finish line

Debrief

If it's used as an energizer, there is no debrief required.

If it's used in the delivery of listening and information, the components of active listening can be brought in here and the following reflective questions can be asked.

- How did the activity feel?
- What were the challenges in the activity?
- How can we handle these challenges?

Wastepaper Basketball

Time Required

15-30 minutes

No. of Participants

5-50 (depending on the number of facilitators)

Mode of Delivery

Offline

Can be used in

The Dialogic Workshops
/Designed Dialogic
Spaces

Props Required

Old newspaper - Roughly
2 kgs per group of 3 - 5
people

Context/Objective

This activity can be conducted as an energiser post-lunch or during the second day of an event, when the participants are already introduced to each other.

Description

- Split the participants into 3 or 4 teams and give each team equal sized bundles of old newspapers.
- Keep each group in separate corners of the room, and keep designated dustbins in the middle close to each other.
- Give 60 sec to crush newspaper into balls, and 1 min to throw into the bins, Count total goals in each bin.
- Adjust the time as needed to slow down or amp up
- Winning team gets a trophy.

Debrief

If it's used as an energizer, there is no debrief required.

If it's used in the delivery of listening and information, the components of active listening can be brought in here and the following reflective questions can be asked.

- How did the activity feel?
- What were the challenges in the activity?
- How can we handle these challenges?



Section D

Introduction to Dialogue/DM Principles



Quotes Aisle

No. of Participants

Any Number

Mode of Delivery

Offline

Can be used in

Designed Dialogic Spaces

Props Required

Quote Posters

Context/Objective

This includes setting up the space for a Convening Event with a specified theme. This is to set the tone of the event and make the participant get involved in the theme by designing the space related to the theme.

Description

Selected Quotes related to the theme of the event can be printed and displayed at visible places in the location. The participants will have a natural curiosity to read visually attractive posters and quotes and that helps them understand the context of the event and set the tone for the event simultaneously.

Debrief

The reflections from the posters can be used during any point of the event as an example or debrief.

LOST Activity

Time Required

5 minutes for the activity and 15-25 minutes for the debrief. (Varies depending on the number of teams)

No. of Participants

5-50 (depending on the number of facilitators)

Mode of Delivery

Both

Can be used in

Designed Dialogic Workshops/The Dialogic Workshops

Prep/Props Required

Props- LOST Activity sheet with the items for options.

Prep- A story about the survival of a stranded group.

Context/Objective

To demonstrate the felt-need of individuals that can be addressed by dialogue.

Description

The facilitator asks the participants to form groups of 3-5 people depending on the number.

- The facilitator will present a scenario to the participants and they need to come to a consensus among themselves on a particular decision. The scenario is as follows:

"You are all on a plane which is flying right above the wide, blue ocean. Some of you are enjoying the view of the ocean expanse, some of you are on your devices and some of you are just sleeping peacefully. Suddenly, you all feel a heavy turbulence. The plane is getting unstable and suddenly it crashes. Fortunately, you all are safe on an island now. Please note that each group was on a different plane and now each group is on a different island.

Now, the plane is going to blow in 2 minutes. Luckily, you still have the time and opportunity to quickly pick one item from the plane which is scattered around. These are the items lying around (If online- share the picture of the LOST Activity sheet on the screen in breakout rooms; if offline- give each time a sheet of the LOST Activity with the six items in it). If you have to pick just one item, before the plane blows, which one would that be?

You all have 2 minutes to discuss."

After 2 minutes,

The facilitator calls out to the groups that the plane is blown and the time is up.

Debrief

After the participants have discussed and gathered for the debrief, the facilitator can start by asking each group what item they chose and ask them to reason their choice out.

Debrief (Contd.)

The facilitator can further ask the following questions:

1. Did everyone in the group agree to that item?
2. If everyone didn't agree, then how did you manage as a group to choose it?
3. What would happen if one of the members in the group doesn't agree to the item and stands by their disagreement or covers up their disagreement?

The objective of the debrief is to emphasise that, in a survival situation, it becomes extremely important for all the parties involved to come together on the same page and work together. In order to do that, dialogue is necessary. In the absence of dialogue, in this scenario, no matter how useful the chosen item might be, the lack of cooperation arising due to disagreement and one person's perception of loss and isolation would make the usage of the item obsolete.

At the same time, if everyone in the group is in agreement and has a sense of ownership, even the item that is perceived to be the least useful becomes more useful.

If the participants ask for the right answer to this situation, the facilitator can reveal that the US Coast Guard has suggested the "make-up kit" to be the first choice as it has a mirror which can reflect sunlight for signalling and match sticks would be the second choice. Here, the facilitator can also re-emphasise that it wouldn't matter if the group had chosen a mirror if all the members do not agree and take ownership. It might also lead to a conflict, when they are faced with a situation where one of the other items could have been more helpful.

Food Story

Time Required

30-40 minutes

No. of Participants

Any number of participants

Mode of Delivery

Both

Can be used in

Designed Dialogic Workshops/The Dialogic Workshops

Prep Required

A personal story about a food that we enjoy/enjoyed with it's physical and taste descriptions.

Context/Objective

To demonstrate why dialogue works with the help of a story and its connection with neurobiology.

Description

The facilitator can start the story with a situation that expresses their hunger and the yearning for good food. This helps the story reach a greater impact among the audience. Below is an example of such a food story.

When I joined my first job as a fresher, I was living in a PG. Though PGs are very economical and provide decent facilities, the condition of the food is suboptimal. However, with a freshers' salary, it is challenging to afford restaurant foods often. Hence, I adjusted with the food at PG. The breakfast and lunch was tolerable, but the dinner was always dry rotis and depending on the fate of our stars that day, the accompanying Dal would either be too runny or too thick or sometimes just in the right consistency. I had no option but to have that every day and there were some days when I preferred to skip dinner rather than having something that feels like chewing dry cardboard dipped in turmeric water.

But, there came a day when the bubble burst. I was having a bad day at work where nothing went according to my plan and I came back to my PG as late as around 9 pm. The last meal I had was the breakfast of that day and I was both hungry and angry. I went straight to the kitchen only to find that those rotis were not only dry but also undercooked because they were the last remains left. I was so "hangry", that I decided I'm not going to tolerate this anymore and treat myself to some nice food tonight. So, I walked fast to a restaurant and I didn't even have the patience to read the menu and I asked them to just bring the signature dish they have in Paneer.

I was waiting restlessly until I saw the waiter bringing my dish and they kept it in front of me. Even though I wanted to gobble it down, I took a moment just to see how delicious it was.

The Paneer Tikka looked like Dominoes blocks in sunset

Description (Contd.)

orange color. At the end of it was a bowl of semi-dark green chutney with a small wedge of lemon beside it. One look at that lemon wedge and anyone could say how juicy it was. I took the lemon wedge, squeezed it on top of each of the Paneer pieces and saw the drop running down the paneer, mixing with the tikka masala and spreading through the surface. I then took a fork and cut a piece of the Paneer tikka, dipped it in the green chutney and had it. The sour and spicy taste of the yoghurt mixed with besan and green chutney was first dominant, followed by the tangy taste of the lemon juice while occasional taste of the chat masala tingled the taste buds and suddenly the texture shifting from soft creamy paneer to the crisp charcoal burnt corners and returning back to the sour and tangy combination of the besan, yoghurt and mint from the chutney.

Is your mouth watering?/ Anyone feeling hungry?

Debrief

At this point, most participants would either say their mouth is watering or they feel hungry. The facilitator can flash the slide with the different parts of the brain and ask them which part of the brain was activated during this event. The participants will have different answers to it and the facilitator can ask them to elaborate their answers.

The facilitator can later reveal that all the 3 parts of the brain are activated. However, they responded to the story even though they were not present that day and the food was not even in front of them. This is because they made a social connection with the facilitator which then triggered their response. And hence, the thinking brain which is responsible for social connections got activated which made them respond to the story. The thinking brain is responsible for both the social connections and cognitive ability. Hence, when social connections are made, the rational brain/the cognitive ability is activated.

Dialogue is a tool for social connections and hence, when we engage in dialogue, the thinking brain gets activated, hence activating the cognitive/rational ability which helps in problem solving. This is why dialogue works. And, when the facilitator told the food story, the participants reflexively made a social connection and traveled along with the facilitator. This is the Power of One, where we invite the other parties automatically into a dialogic space by initiating it.

Kaun Banega Lakhpati- Board Room Game

Time Required

15-30 minutes (depending on the number of participants)

No. of Participants

5-50 (depending on the number of facilitators)

Mode of Delivery

Online

Can be used in

Designed Dialogic Workshops/The Dialogic Workshops

Prep/Props Required

A BoardRoom image on the slide.

The facilitator creates breakout rooms with two participants in each room, for this activity.

Context/Objective

To demonstrate the Principles of the Dialogic Method-Value Creation, Non-Binary and Self-determination, through a game. This activity is done after the food story which demonstrates how dialogue works.

Description

The participants can imagine a Board room like the one displayed on the slide and that they are standing opposite to each other. Their task is to make their partner stand behind them.

- The participants can negotiate, convince, converse and even threaten their partner to stand behind them.
- The only way NOT allowed is physical violence.
- The first two people to make their partners stand behind them get 1 lakh each. (Imaginary money)

When we have the first two people who have got their partners to stand behind them, the game ends.

Invite participants' responses to the above situation. Highlight the following options that were available to the participants:

- Option 1: To strike a deal to split the money in half,
- Option 2: To promise a deal to split the money but later refuse to give the money,
- Option 3: Go and stand behind someone else and hope to get some money,
- Option 4: Do something else, or
- Option 5: Do nothing.

Debrief

The facilitator can start the debrief with the following questions:

1. Why did you choose that?
2. How many prizes were on the table? And, what was the prize value?
3. Was there a way that both of you in the team could have won?

These questions are to drive the Principles of the Dialogic Method, starting with Non-Binary, where the con-

Debrief (Contd.)

cept of win-lose is negated and win-win comes to place.

Discuss whether two participants opposite to each other can take turns to stand behind each other's seats to create a new, win-win solution. Reflect upon the importance of working together to create value by considering options which may not be immediately available on the table.

In addition to that, since both of them collaborated to ensure each other's win, a new/stronger friendship or bond is created. This might remind them to continue to collaborate with that person when they need a partner for a task and there is a third win. If one of them in the team won and the other lost, they are less likely to collaborate the next time and the relationship/friendship, if it already existed, could have been disturbed.

The actual value on the table was 2 lakhs (1 lakh each). If the participants used negotiation strategies like dividing the 1 lakh with their partners, there is a possibility that they would have missed the other 1 lakh. The value is divided here. Whereas, when they think of each others' win and help each other to win the game, not only do they preserve the value of 2 lakh and where each of them get the whole 1 lakh, but also create the value of a strengthened bond or relationship, which is the third win explained above.

Now, the third win and value creation was possible only because the participants chose to engage in the activity. If one of them had chosen not to engage, there would have been no wins or value creation.

Kaun Banega Lakhpati- Phone Exchange

Time Required

15-30 minutes (depending on the number of participants)

No. of Participants

5-50 (depending on the number of facilitators)

Mode of Delivery

Online

Can be used in

Designed Dialogic Workshops/The Dialogic Workshops

Prep Required

The facilitator asks the participants to pair up with someone in the group for this activity.

Context/Objective

To demonstrate the Principles of the Dialogic Method-Value Creation, Non-Binary and Self-determination, through a game. This activity is done after the food story which demonstrates how dialogue works.

Description

The task here is for each of the participants to get the other person's phone. The instructions are:

1. The participants can negotiate, convince, converse and even threaten their partner into giving up their phone.
2. The only way NOT allowed is physical violence.
3. The first two people to get their partner's phones get 1 lakh each. (Imaginary money)

The first two people who have got their partner's phones win.

Debrief

The facilitator can start with the following questions:

1. Who all were able to get your partner's phone?
2. What did you do to get your partners' phones?
3. Those who were not able to get their partners phones, what did you try and what was challenging?
4. How many prizes were on the table? And, what was the prize value?
5. Was there a way that both of you in the team could have won?

These questions are to drive the Principles of the Dialogic Method, starting with Non-Binary, where the concept of win-lose is negated and win-win comes to place. If any of the teams exchanged their phones so that both of them win, they can be shown as an example of Non-Binary, where we ensure our win by thinking about the other person's win. In addition to that, since both of them collaborated to ensure each other's win, a new/stronger friendship or bond is created. This might remind them to continue to collaborate with that person when they need a partner for a task and there is a third win. If one of them in the team

Debrief (Contd.)

won and the other lost, they are less likely to collaborate the next time and the relationship/friendship, if it already existed, could have been disturbed.

The actual value on the table was 2 lakhs (1 lakh each). If the people used negotiation like dividing the 1 lakh with their partners, there is a possibility that they would have missed the other 1 lakh. The value is divided here. Whereas, when they think of each others' win and help each other to win the game, not only do they preserve the value of 2 lakh and where each of them get the whole 1 lakh, but also create the value of a strengthened bond or relationship, which is the third win explained above.

Now, the third win and value creation was possible only because the participants chose to engage in the activity. If one of them had chosen not to engage, there would have been no wins or value creation.