

Understand



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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 stories and activities related to the Solve Stage of the Dialogic Method Framework.



How to Use this Toolkit?

As mentioned above, this Toolkit consists of the stories and activities related to the Understand Stage of the Dialogic Method Framework. The activities are divided into three sections.

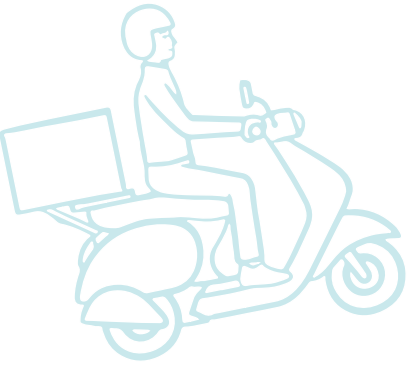
Section A Emotion

Section B Perspective

Section C Information

Understand Stage is when, after identifying all the stakeholders, we move to uncovering the layers of Emotion and Perspective of the stakeholders and the Information that gives rise to them. These stories and activities can be used by the facilitator to help understand and practice the skills and tools involved in uncovering these layers. This toolkit is divided into 3 sections, each section with activities catering to the layers to Emotion, Perspective and Information. **Section A** consists of stories and activities that introduce Emotion and help in explaining and exercising Empathy, which is the tool to uncover emotion. **Section B** consists of the stories and activities that introduce Perspective and help in explaining and practising the skill of questioning, which is the tool to uncover Perspective. **Section C** consists of activities that introduce Listening, the tool to uncover Information.

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 during the delivery of the Understand stage or during any event/space that is focused on understanding the stakeholders involved in dialogue.



Section A

Emotion



Biggy Story

Time Required

15 minutes

No. of Participants

Any number

Mode of Delivery

Both

Can be used in

Dialogic Method
Workshops

Props Required

The Biggy Video

Context/Objective

Decoding and understanding the context of emotions, perspective and information. This activity can be used as the opening activity for Understand.

Description

The facilitator can find the link for the video below and play the video which has two versions.

https://drive.google.com/file/d/1Ablww-GD5-7tFmc0GjXGfqhD4Xp8_8u59/view?usp=sharing

Or, the facilitator can choose to use the script and invite two volunteers from the situation to enact the script.

Version 1:

- RAMESH - Biggy delivery agent
- JYOTI - Hungry and Waiting for food

RAMESH :Ma'am, calling from Biggy.

JYOTI :Where are you? I've been waiting for so long?

RAMESH :Ma'am, I'm at the location shown on the map but there is no Rosewood Flats here.

JYOTI :Arre! I put the location. I'm telling you it's there only. How can you not find it?

RAMESH :Ma'am, there are only bungalows, no flats here.

JYOTI :No! Not a Bungalow! A flat. You have to come to Rosewood flats.

RAMESH :Ma'am, there are no flats here.

After the first version in video/script, ask the participants what was the actual problem here and if something could have been done differently. Encourage them to think about themselves in the situation and what type of engagement would help solve this problem. Once, the participants share their responses, invite the volunteers to enact the second version or play the rest of the video.

Description (Contd.)

Version 2

- RAMESH - Biggy delivery agent
- JYOTI - Hungry and Waiting for food

RAMESH : Ma'am, calling from Biggy.

JYOTI : Where are you? I've been waiting for so long?

RAMESH : Ma'am, I'm at the location shown on the map but there is no Rosewood Flats here.

JYOTI : It's okay. No problem. Tell me what you see around. Any landmark?

RAMESH : I see houses ma'am, there are no apartment flats'. Some Boulder Ridge Community is here

JYOTI : Where are you coming from? What side? Municipal Office or Eagle Mall?

RAMESH : I passed the Municipal Office on the way here.

JYOTI : Was it on your left or your right?

RAMESH : It was on my left ma'am, and I also passed a Sreelaxmi kirana store on my left before reaching this community

JYOTI : Oh you don't have to go that far. Take the next U-turn and come to the Municipal Office. It's the third building to your right.

RAMESH : Thank you ma'am, I am on my way, will reach in 2 minutes

Debrief

- What was the difference between the first and the second part of the video?

Explain that when both the participants in the situation were obscured by their emotion and perspectives. The delivery person was confused as they couldn't find the location and the customer was obscured by anger and frustration due to the delay and long wait. Hence, there was information asymmetry.

However, in the second version, when they opened up the space for uncovering information, the problem was solved.

Dog Story

Time Required

10-20 minutes (based on the participants responses)

No. of Participants

Any number

Mode of Delivery

Both

Can be used in

Dialogic Method
Workshops

Props Required

A slide with a picture of a barking dog

Context/Objective

Decoding and understanding the context of emotions, perspective and information. This activity is the opening activity for Understand.

Description

The facilitator can start by presenting the following scenario:

"You are out on a morning walk watching the trees dancing in the breeze, enjoying that fresh morning sun and all of a sudden you encounter this (Picture of barking dog).

What would be your immediate reaction?"

Observe as each of the subjects describe what they would do if presented with this situation, as they observe the picture of the barking dog.

Pay attention and monitor each one's reasoning, as well as the emotions seen on their faces or even their tone of voice.

The facilitator will observe that there will be varied responses to the same scenario and picture and can further move into exploring why that is.

Debrief

The facilitator can expect a multitude of answers, typically some who might be concerned about the dog and some who would run away/stand still. Once the answers are received ask them why they would react in the manner they have just described.

It is possible that their prior experiences with street dogs or dogs in general have warranted that reaction. Use this point to explain that, oftentimes our reactions/emotions are a result of the perspectives we hold. If somebody's prior experience with dogs has been unpleasant, they are more likely to be scared in the scenario because they believe the dog is going to attack them like in the past, as opposed to someone who has dogs at home and thereby notice that the dog is scared and not antagonistic.

Debrief (Contd.)

When one digs through the layers of emotion and perspective, they would notice that the dog has a collar band and is probably somebody's pet who is lost and that is the information we need to progress.

We drive this debrief to the point that, in order to get to the information, we need to dig through the layers of emotion and perspective and there are tools to uncover each of the layers.

Green Hills Story

Time Required

15 minutes

No. of Participants

Any number

Mode of Delivery

Both

Can be used in

Dialogic Method
Workshops

Preps Required

The script to be performed

Context/Objective

Decoding and understanding the context of emotions, perspective and information. This activity is the opening activity for Understand.

Description

The facilitator can ask two volunteers from the participants to read out the scripts given to them.

Deep is a Bus Driver arranged to pick up a group of tourists from their location and he is lost. Aashi is the designated group lead who is trying to coordinate with Deep as they have been waiting at the location for a long while. There are 2 versions to this story.

Version 1:

- DEEP - Bus Driver
- AASHI - Tired of waiting for the bus

DEEP : Ma'am, calling from Green Hill Travels'

AASHI : Where are you? We have been waiting for so long!

DEEP : Ma'am, I'm at the location given to me and there is no Jina Youth Center here

AASHI : Arre! I have shared the location clearly to your company when the trip was booked, how can you not find us?

DEEP : Ma'am there is a sugar factory and open area here

AASHI : No, it is not a factory! We are at the Jina Youth Center. There is no factory here.

DEEP : Ma'am, no Youth Center at this location.

Once this version has been enacted, ask the participants what was the actual problem here and if something could have been done differently. Encourage them to think about themselves in the situation and what type of engagement would help solve this problem. Once, the participants share their responses, invite the volunteers to enact the second version.

Description (Contd.)

Version 2

- DEEP - Bus Driver
- AASHI - Tired of waiting for the bus

DEEP : Ma'am, calling from Green Hill Travels

AASHI : Where are you? We have been waiting for so long!

DEEP : Ma'am, I'm at the location given to me and there is no Jina Youth Center here

AASHI : Oh! What do you see where you are stopped now?

DEEP : There is a sugar factory and open area here

AASHI : Which side are you coming from, from the Municipal Office side or the City Park side?

DEEP : I am coming from the City Park side, it just passed on my left

AASHI : Okay, from there, take a left turn and come straight down till you see an Indian Oil Petrol bunk, then take a right turn and the first building on your right is the Jina Youth Center.

DEEP : Thank you! I'll be there in two minutes

Debrief

- What was the difference between the first and the second part of the video?

Explain that when both the participants were obscured by their emotion and perspective. The bus driver was confused as they couldn't find the location and the group lead was obscured by anger and frustration due to the delay and long wait. Hence, there was information asymmetry.

However, in the second version, when they opened up the space for uncovering information, the problem was solved.

Empathy Poll

Time Required

10–30 minutes (depending on the number of participants).

No. of Participants

Any number

Mode of Delivery

Both

Can be used in

Dialogic Method
Workshops

Prep Required

Poll question and options

Context/Objective

The aim of the activity is to explain the meaning of Empathy through an example.

Description

If the delivery is offline, show the slide with the question and options, if it is online, the facilitator can open a zoom poll.

The question is When are people MOST likely to show or experience Empathy?

- a. Watching the news
- b. Caring for a sick family member
- c. Playing with a child
- d. Reading a book
- e. Attending a work meeting

The facilitator can ask the participants what they would choose and ask them to elaborate why.

Debrief

The participants will share their answers and the reasons behind it. Though different people can show or experience empathy in different situations, most people are most likely to show empathy while reading a book, as we put ourselves in the shoes of the character and travel with the character without any judgements.

The debrief aims at understanding the real meaning of empathy and differentiating between empathy and sympathy. For example, while caring for a sick family member, some might call it Empathy as they feel sorry for them and they worry about the sick person. However, that becomes sympathy as their feelings are predominant in the situation than how the sick person is actually feeling. And, feeling sorry for someone brings an imbalance in the level of pedestals built.

Reena and Ranjitha Story

Time Required

10 minutes

No. of Participants

Any number

Mode of Delivery

Both

Can be used in

Dialogic Method
Workshops

Prep Required

Story versions of Reena and Ranjitha's situation

Context/Objective

To understand and explain the importance of showing empathy. This comes after explaining the meaning of Empathy and understanding the difference between Empathy and Sympathy.

Description

The facilitator can start with the following story.

Ranjitha owns a boutique where she refashions old clothes into new and trendy designs. Reena is one of her best designers. Her designs are distinct and exquisite. However, recently Reena has delayed most of the orders and as a result Ranjitha was not able to deliver the dresses on time to her clients. This is what Ranjitha is thinking. (Flash the slide and read)

"It is impossible for me to do business with Reena. She always delays the delivery."

Ask the participants what would happen here and what would Reena's reaction be. Then, move on to the next slide and read Ranjitha's thoughts.

"I want to continue doing business with Reena. How can I help her deliver goods on time?"

The facilitator can also adapt the profession of Reena and Ranjitha depending on the audience they are catering to. Eg: A vegetable vendor and a supplier works well with rural women as audience.

Debrief

Ask the participants what was different between the first and the second response to the situation.

After the first thought of Ranjitha, participants might answer, Reena might feel very bad and offended and she might want to stop doing business with Ranjitha as well. Whereas, in the second response, there is still scope for them to work together.

Here, Empathy is the difference. The first response is not empathetic and it is past/problem oriented which closes the way forward. But, the second response is empathetic with a curiosity to understand the situation/problem and it is future/solution oriented, hence opening up the possibility to move forward together.

Prompt for Practising Empathy

Time Required

10 minutes

No. of Participants

Any number

Mode of Delivery

Both

Can be used in

Dialogic Method
Workshops

Prep Required

Prompt situation for practising Empathy

Context/Objective

To practise the two steps in Empathy- which is Self-regulate and Other:Relate. This usually comes after understanding the importance of Empathy through Reena and Ranjitha's story.

Description

The facilitator can read the following prompt.

You have just made an excellent, effort intensive presentation to a partner organisation. The partner says: "This is a great idea, very high-tech and impressive. But, it simply won't work on the ground."

Ask them, what phrase would best describe their reaction and ask them to elaborate their answers.

Debrief

When the participants respond with their feelings and elaborate, introduce them to the element of self-regulation in Empathy where we show empathy to ourselves by identifying, acknowledging and regulating our emotions before showing empathy to the other person.

As we self-regulate, we create space for the other person also to open up and express their emotions which we acknowledge to move forward.

After this, display the slide and read the following.

You have just made an excellent, effort intensive presentation to a partner organisation. The partner says: "This is a great idea, very high-tech and impressive. But, it simply won't work on the ground."

You ask "Why"- they say, "This is going to be like the time we worked with those Harvard Researchers. They wasted our time, efforts and then blamed all the failure on us."

After self-regulation, you will be able to ask them why they think it won't work on the ground and we will be able to uncover new information that they had already faced in a situation where their time and efforts were wasted.

Ask the participants what would have happened if there was no self-regulation and encourage them to reflect on the importance of it to exercise empathy.

Acting Out

Time Required

10 minutes

No. of Participants

Any number

Mode of Delivery

Both

Can be used in

Dialogic Method
Workshops

Prep Required

Prompt situations for expressing different emotions

Context/Objective

To recognise and acknowledge the emotions during different situations.

This activity can be used to deliver the concept of Self-Regulate in Empathy. This game works best with children as they are less hesitant in expressing their emotions among a crowd and this is a fun way to introduce them to various emotions.

Description

Get the children to stand in a large circle. Tell them that you will give them a situation and they have to react to it. Using their face and body, they have to show their feelings and freeze like a statue. After each situation and their acting, ask the children what emotion it was.

- Your mother announces that she is buying you a new cycle next month.
- Your teacher praises you in front of the class for your neat homework.
- Your younger brother has eaten your share of chocolate when you were not there.
- You have lost the new pen which your father gave you.
- It is a warm afternoon and your teacher is taking class on a subject you do not like.

Debrief

1. How did you find this game?
2. What did you learn?
3. Did you react in the same manner to all the situations?

The aim is to deliver the point that we react differently to different situations. Knowing our emotions can help us understand how we are reacting and how others are also reacting to us.

The Empathy Walk/Talk

Time Required

30-45 minutes (depending on the number of pairs)

No. of Participants

2-20

Mode of Delivery

Both

Can be used in

Dialogic Method
Workshops

Prep Required

Props

Chits and Prompts.

Prep

Questions that are personal or sensitive

Context/Objective

To practice the concept of empathy through an activity and facilitate the space to demonstrate the importance of empathy in dialogue. This activity is conducted after explaining the Emotion in Understand stage and "Empathy" as the tool to uncover emotion.

Description

The facilitator can start by explaining the rules of this activity.

The rules are as follows:

The participants are asked to partner with someone they have spoken to the least or have not partnered with in other activities. If it is online, the facilitator will automatically assign them to breakout rooms. Each partner will be handed a chit with a question. If the activity is conducted online, the questions are shared personally through the chat. These prompts are confidential. They cannot be shared with each other.

The prompts can be,

- 1) What is a situation that has made or makes them cry (even as an adult)?
- 2) What is their biggest fear?
- 3) What have they said to a near and dear one that they regret/wish they could take back?
- 4) In what situations do they feel the most helpless?

Their task is to make their partner answer that question without using suggestive prompts (hinting at what the question is) or asking the assigned question directly.

The facilitator should encourage participants to engage in non provocative conversations and to treat this activity just like another conversation you may have with an acquaintance, but with the assigned question that is to be answered in mind.

What is spoken between the two parties must remain **confidential even after the workshop/session.**

The participants can take a walk or find an accessible space for the conversation. If the activity is conducted

Description (Contd.)

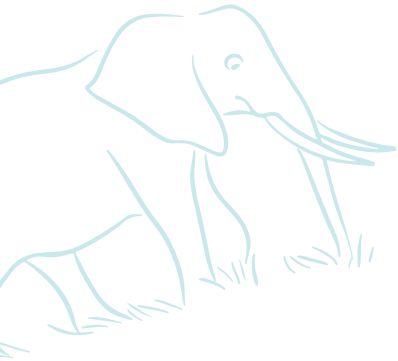
online, the participants will have the conversation in the breakout rooms. The time taken for this activity is 30 mins. After which the participants shall get back to the table for a debrief.

Debrief

You can begin the debrief by asking how they are feeling post the activity and invite them to share. Other debrief questions can be:

- Were you able to complete your task?
- Did the other person complete it?
- What prompted you to share the answer to the question?
- What do you think prompted them to share the answer with you?
- What was something that the other person did that made you comfortable to be open and honest with the conversation?
- Is there anything you would like to have done differently?

Encourage them to share their own feelings, learnings and reflections on the process without violating the confidentiality clause.



Section B

Perspective



What do you see?

Time Required

5 minutes

No. of Participants

Minimum 5 participants

Mode of Delivery

Both

Can be used in

Dialogic Method
Workshops

Prep Required

A slide with the image of
an abstract duck/rabbit

Context/Objective

To demonstrate that perspectives differ among people depending on their points of view. This activity usually opens up the introduction to Perspectives.

Description

The facilitator initially asks the participants to close their eyes and open them on the count of 3. Once they open their eyes, the participants have to shout out loudly what they see.

The facilitator can display the slide and count till 3. When the participants open their eyes and shout out the answer, the facilitator moves into the debrief.

Debrief

Most of the participants would have answered duck/rabbit. The facilitator can ask the participants the following:

1. Those who saw the rabbit, are you able to see the duck now?
2. Those who saw the duck, are you able to see the rabbit now?

Here, the facilitator drives the point that different perspectives can exist based on different points of view, without invalidating any of the other perspectives.

Cat-Up or Down Activity

Time Required

5 minutes

No. of Participants

Minimum 5 participants

Mode of Delivery

Both

Can be used in

Dialogic Method
Workshops

Prep Required

A slide with a cat on the stairs.

Context/Objective

To demonstrate that multiple perspectives can exist within the same person. This activity is usually a continuation of the duck/rabbit activity.

Description

The facilitator initially asks the participants to close their eyes and open them on the count of 3. Once they open their eyes, the participants have to shout out loudly if they see the cat moving up or down the stairs.

The facilitator can display the slide and count till 3. When the participants open their eyes and shout out the answer, the facilitator moves into the debrief

Debrief

- Those who saw the cat moving up, can you also see it moving down?
- Those who saw the cat moving down, can you also see it moving up?
- Can any of you see the cat moving both up and down?

The facilitator can emphasise that multiple perspectives can exist within the same person as well.

Elephant Activity

Time Required

10 minutes

No. of Participants

6-50 participants

Mode of Delivery

Offline

Can be used in

Dialogic Method
Workshops

Props Required

6 individual cards with different parts of an elephant.

Context/Objective

To demonstrate that putting together multiple perspectives can complete the picture and our limited perspective might just be a part of the entire story.

Description

The facilitator can make 6 teams among the participants and distribute one card to each team.

The task for them is to guess what is the object on the card.

After a few minutes, the participants get back with their answers and share them with the rest of the room.

Debrief

The facilitator can ask the teams to place their cards on the floor or a table and try to rearrange it until they get a wholesome figure. The participants will make an attempt until they find out that it is an elephant.

Here, the point of the debrief is to demonstrate and drive the point that each team had just one part of the whole picture and in order to complete the picture, they needed the pieces (perspective) from the other teams as well.

Elephant in the Room Activity

Time Required

30 minutes

No. of Participants

Minimum 5 participants

Mode of Delivery

Offline

Can be used in

Dialogic Method
Workshops

Props Required

6 individual cards with different parts of an elephant.

Context/Objective

The objective of the activity is to help participants realize that everybody sees the problem from their vantage point and what they see depends on where they stand.

Description

Introduce the elephant parable and invite the participants to play the game. One participant of the group is asked to go to one corner of the room and describe it. (OR) Feel a big object within the room and describe it.

Debrief

The facilitator can ask each of the participants what they felt and observe the different perspectives that arise. The following questions can be asked:

Was this perspective valid?

Was any of the perspectives wrong?

What do we get when we put the perspectives together?

The facilitator can then emphasise that no person's view is wrong but no person's view is complete either. There can be no single vantage point to see the whole and therefore they need to listen to others to see the whole picture.

Elephant Story

Time Required

10 minutes

No. of Participants

Any Number

Mode of Delivery

Both

Can be used in

Dialogic Method
Workshops

Props Required

A slide with different objects described by the Blind Men and the Elephant Story- A rope, a fan, a tree trunk, a spear, a wall and a snake.

Context/Objective

To demonstrate that putting together multiple perspectives can complete the picture and our limited perspective might just be a part of the entire story.

Description

The facilitator displays the slides with the 6 different objects and asks the participants to guess what would these 6 objects put together make?

Once the participants have guessed, the facilitator moves forward to the next slide with the image of an elephant and the six blindfolded men.

If the audience hasn't heard of the story, the facilitator can tell the story in short.

Once six blindfolded men were put in front of an elephant and they were touching and feeling it to find what the object in front of them was.

One touched the trunk and said, it was a snake. The other person touched the body and said it was a well, another touched the tusk and said it's a spear, another touched the legs and said it was a tree trunk and the last person touched the ears and said it was a fan.

Debrief

The facilitator brings to the participants attention that none of them had the whole picture here and that their information was incomplete. Hence, putting together the perspectives completes the picture.

Book-Eclipse Activity

Time Required

2 minutes per team.
30-40 minutes (depending on the number of teams and iterations)

No. of Participants

2-30 (depending on the number of facilitators and time available)

Mode of Delivery

Both

Can be used in

The Dialogic Workshops/Designed Dialogic Spaces

Props Required

Book/Sheets of paper

Context/Objective

The aim of the activity is to demonstrate to the participants that they may lose sight of the broader picture/issue in need of addressing, when stuck in overemphasised focus on their immediate issue.

Description

Invite 2 participants to stand opposite each other, 2 feet apart. Ask one of them to hold up a book/sheet of paper in front of their face and observe whether/how much they could see of the person opposite to them. The second participant is then invited to move further away from the first participant who may then record observations again. The observation will be that as the person moves further away, they are more eclipsed from view by the book/sheet of paper. Multiple teams of two may replicate this activity.

Debrief

1. At what point could you not see your partner?
2. Why do you think that happened?
3. What would happen if you removed the paper from the front of your face?

Explanation may include that addressing the broader issue will, by association, also solve the immediate issue drawing focus.

Rent Story

Time Required

10 minutes.

No. of Participants

Any number

Mode of Delivery

Both

Can be used in

The Dialogic Workshops

Props Required

Slides with the different situations of the rent story where the perspectives of the landlord and the tenant are expressed.

Context/Objective

To understand that perspectives differ based on how people view the same piece of information.

Description

The facilitator shares the following illustrations of a homeowner and a tenant responding to the same information:

Situation I

Homeowner: "Costs are going up by the day and the rent I get is my only income- I have to increase it!"

Tenant : "Costs are going up by the day and the rent I get is my only income- I have to increase it!"

Situation II

Homeowner: "She never pays rent unless I ask for it!"

Tenant : "I always pay my rent whenever he asks for it!"

Situation III

Homeowner: "How can I provide better facilities at such a low rental?"

Tenant : "The facilities are below average, why should I pay more rent?"

Debrief

The facilitator can then invite responses from the participants by asking what is the common information here and who is "right" – the homeowner or the tenant?

Emphasize the importance of acknowledging that multiple truths may coexist even if they have been derived from the same set of facts. Two people may see the same set of facts differently and it is not necessary that one of the points of view is wrong and one is right.

Also, emphasize that the value of perspective lies in communicating and sharing it with others involved in a situation in order to be able to generate more options than what were earlier thought to be available.

That is, perspective aids in creating value, rather than simply distributing it.

Effective Questions

Time Required

10 minutes

No. of Participants

Any number

Mode of Delivery

Both

Can be used in

The Dialogic Method
Workshops

Prep Required

Prompts and Options

Context/Objective

To encourage participants to reflect on the value of open ended questions.

Description

PART I

The facilitator may provide them with the following options and discuss which might be most effective:

Option 1: I need this presentation next week

Option 2: Can you finish this presentation by next week?

Option 3: How long do you think you need to prepare this presentation?

PART II

Instructors may ask participants to discuss which of the following statements seems the most effective?

Option 1: So you're saying you can't finish this presentation in one week?

Option 2: So, the presentation involves at least ten days' work, and it would be very stressful on you to do it sooner because of the other report you're currently working on?

Option 3: I know you're busy, but find a way to rush this. It's important.

Debrief

Part I

Option 3 is an open-ended question and may elicit a more accurate response while providing more information than the other questions would encourage. Discuss how open-ended questions encourage more information. Emphasize how by asking questions instead of making statements, made a difference to the effectiveness of the communication that took place between the participants. What was the kind (extent, quality) of information received?

Part II

Option 1 is essentially an "yes/no" answer but it also summarizes facts. Option 2 reflects both fact and emotion/context and is likely the best response of the three.

Description (Contd.)

Option 3 is just re-imposing the boss's approach in a different language and involves no perspective taking at all. Ask participants to reflect on how the less-than-optional approaches can be reframed.

Crafting Open Questions

Time Required

10–20 minutes (depending on the number of participants. Ideally 1 minute per participant).

No. of Participants

Any number

Mode of Delivery

Both

Can be used in

The Dialogic Method
Workshops

Prep Required

Prompt situation

Context/Objective

To encourage participants to practise crafting open ended questions for a situation to uncover perspectives.

Description

The facilitator displays the slide with the following prompt.

You have a very important meeting coming up with a client and you want your friend, who makes excellent presentations to make one for you.

What are some of the open-ended questions you can ask them to find out if they will be interested and the time they need to make the presentation?

Debrief

As the participants share their open ended questions in relation to the situation given, encourage them to reflect about the space created/allowed by the question for the responder to share their perspective. The following questions can be asked:

- What do we want to find out here?
- Does the question create the space for the other person to share a broader response?
- How much information can we get out of this question?

Prop Skit

Time Required

20-30 Minutes (depending on the number of participants and the groups to present).

No. of Participants

5-50

Mode of Delivery

Both

Can be used in

The Dialogic Workshops/Designed Dialogic Spaces

Props Required

Props like umbrella, suitcase, bucket, dupatta etc.

Context/Objective

The aim of the activity is to demonstrate to the participants how different perspectives can increase the number of options in a situation through a creative activity.

Description

Each group will be given a prop and asked to create a skit around it. The groups however have to use the prop as something that it is not. For eg: a dupatta can't be worn as a dupatta. Each group will have 15 mins to prepare the skit and 5 mins for presentation.

If it's online delivery, the facilitator can either create breakout rooms for the discussion and ask the participants to describe the various uses or they can share an object in the main room and ask the participants to list the various uses for the object.

Debrief

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

In case of a group activity,

1. Did one of you come up with all the uses?
2. Did any one of you come up with more than one use for the object?

The facilitator can highlight how one object had multiple uses from the points of view of different people. And, this is where perspective helps. The facilitator can connect these responses back to the point that multiple perspectives can exist based on different people's lived realities and the multiple perspectives can exist within the same person as well. The debrief should also re-emphasise that having multiple perspectives is helpful in creating options/values.

Stakeholder Skit

Time Required

30-75 mins (depending on the number of groups and number of facilitators available).

No. of Participants

5-50

Mode of Delivery

Both

Can be used in

The Dialogic Workshops/Designed Dialogic Spaces

Props Required

Chits for stakeholder options

Context/Objective

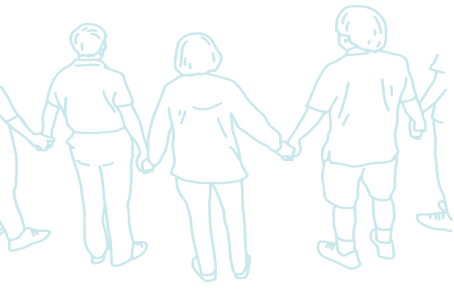
The idea is to understand how each stakeholder sees the organisation and how they are impacted by its work. This would allow the participants to view the organisation from the shoes of the stakeholders and allow for more understanding and empathy. This would also help see all the elements of the problem.

Description

Each group picks a stakeholder by a draw of lots and has to "role play" the stakeholder in how they see the organisation and its work. After this they are asked to create a small presentation based on the discussion. These presentations are to be made in the role of the stakeholder.

Debrief

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



Section C

Information



Mirror Action Activity

Time Required

5 minutes for the activity and 10-20 mins debrief depending on the number of teams.

No. of Participants

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

Mode of Delivery

Both

Can be used in

The Dialogic Method
Workshops

Context/Objective

The aim of the activity is to convey that one has to silence their internal thoughts (noise) to focus on understanding the thought process and actions of another.

Description

Divide the participants into two columns, standing, facing each other. Participants in column A are to trace numbers 1 – 10 with their fingers in the air opposite to column B, while participants in column B had to mimic the tracing exactly in the same manner.

Debrief

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

Listening Circle

Time Required

30-60 minutes (depending on the number of participants, groups and the time available)

No. of Participants

5-50

Mode of Delivery

Both

Can be used in

The Dialogic Method Workshops

Prep Required

Prompt

Context/Objective

To practise interactive listening which is the tool to uncover information. This activity is the closing activity of the Understand stage.

Description

The facilitator divides the participants into groups of 3-5 members each, depending on the number of participants and time or the facilitator can facilitate Listening Duos with pairs instead of groups.

The instructions are as follows.

1. A prompt will be given and each one in the circle or Duo, will share their experience in relation to the prompt.
2. The person next to them will actively listen to their experience and then summarise in under 10 sentences, the essential emotions, feelings and interests.
3. And then, the person who summarised will share and the person next to them will summarise.
4. This process will continue until everyone in the team has shared and summarised.
5. The person who summarises can ask confirmatory questions and clarifications, but they should refrain from judgements and opinions.
6. If any part of the summary is missing essential emotions, interests or feelings, the person who shared the experience or anyone in the team can add to it.

The prompts can be,

1. Last weekend
2. A day from your last vacation.
3. Last memorable day at home (if the audience are from different cities)

Debrief

- The facilitator can use the following indicative/ questions below for reference.
- How did you feel as a listener? Do you think you were listening actively?

Debrief (Contd.)

- How did you feel being listened to?
- How did it make you feel when you were able to speak without interruption or response?
- Did you feel heard? Was the other person able to capture what you had said – both content and emotion (To the other: What do you think you did to make them feel that way)?
- What do you (both) think you could have done better?
- What is easy/difficult while listening?

The focus of the activity is to realise the value of listening and summarizing through the experiential activity, while developing skills for interactive listening

Shouting Activity

Time Required

5 minutes for the activity and 10-20 mins debrief depending on the number of teams

No. of Participants

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

Mode of Delivery

Offline

Can be used in

Designed Dialogic Spaces/The Dialogic Method Workshops

Context/Objective

The aim of the activity is to convey that one has to silence their internal thoughts (noise) to focus on understanding the thought process and actions of another.

Description

The facilitator can ask all the participants to stand in a circle, facing each other (inwards).

- The Facilitator instructs the participants to start explaining how to make their favourite dish.
- All of them should explain at the same time (without taking turns) as loud as possible, when the facilitator says " 3, 2, 1...start.

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. Could you hear each other?
4. Could you understand what the others were saying?
5. Could you hear yourself? Why not?