



# LOCAL WORKSHOP SESSION FACILITATION GUIDE – INTERFAITH DIALOGUE

These guidelines were developed within the framework of “Gaming for Peace” project. Gaming for Peace is supported by the project “Youth for a Culture of Peace and Non-violence in Mindanao” (short YOUCAP), which is implemented by “Gesellschaft für Internationale Zusammenarbeit” (GIZ) and commissioned by the German Federal Ministry for Economic Cooperation and Development.

## PRELIMINARIES AND GETTING TO KNOW EACH OTHER

### LEARNING GOALS

- > To let participants get to know one another and the facilitators so that they get to engage more with one another in the entire training proceedings.

Note: Cooperation partners for local workshops can use their own tools for Getting to Know Each other

**Time:** 90 Minutes

TIME	CONTENT / METHODS	MATERIALS
10 mins	At the onset, Facilitator will ask all the participants to be seated in circular formation then ask volunteers from them to lead the Interfaith Prayer or show a video of an Interfaith Prayer	<i>Audio Visual Interfaith Prayer</i>
15 mins	Facilitator briefly welcomes the participants and explains the rationale and objectives, and program sessions of the 2-day Local workshop.	<i>Ppt presentation</i>
5 mins	Set a reminder for observance of the local health protocols such as : <ul style="list-style-type: none"> <li>- Wearing of face mask</li> <li>- Observing physical and social distance of 1-2 meters apart</li> <li>- Sanitizing hands every 30 minutes</li> <li>- Observance of CLAYGO</li> </ul>	<i>Ppt presentation</i>
30 mins	One after the other, participants introduce themselves following this order: <ul style="list-style-type: none"> <li>- Name</li> <li>- Nickname</li> <li>- Organization</li> <li>- Describing what they do in the organization</li> <li>- Describing how they feel for today in one word or sentence.</li> </ul>	

Note: Getting to know each other tool should be brief since the activity that will follow is the Identity Molecule which will give them the chance to know more one another in a personal level.

## Identity Molecule

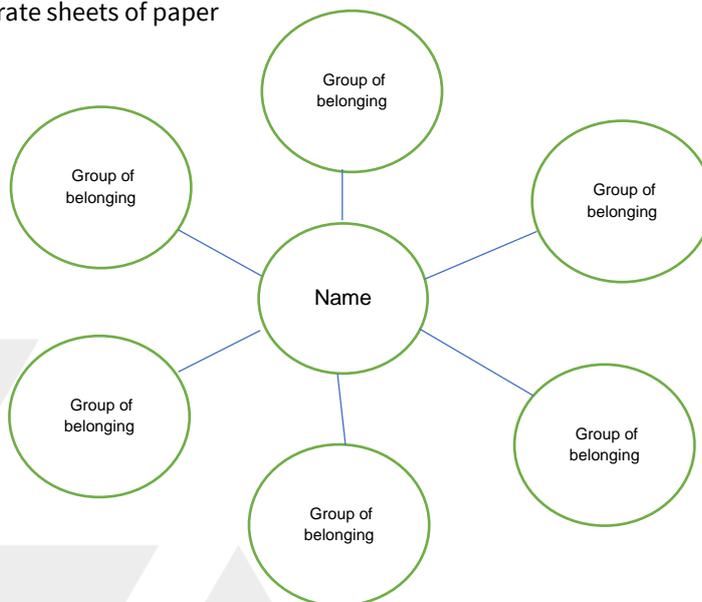
### LEARNING GOALS

- > To let participants become aware of different parts of their identity
- > To make participants reflect about their multiple senses of belonging and their numerous connections to others

General Remark: This exercise should help the participants to understand that there are numerous way of how we are connected to other people. Sometimes we judge other person based on one aspect of their identity (e.g. being a Muslim or Christian person) and we forget that although we are different in one sense, we are connected in many others (e.g. we can both be teachers or share a passion for art).

**Time:** 90 Minutes

TIME	CONTENT / METHODS	MATERIALS
5 min	Introduction of the topic of the session and explanation of Identity Molecule	<i>Flip Chart with parts of your own Identity Molecule as an example</i>
10 min	Each participant will draw their personal Identity Molecule and fill it with 6-8 groups he/she belongs or feels connected to. When everybody is finished the participants should identify the 2 most important aspects and write them on separate sheets of paper	<i>Paper and Pens for participants</i>



15 min	<p>Participants will go into pairs and are asked to exchange about the two most important aspects of their identity they have chosen. They should be able to choose by themselves with whom they feel comfortable to work with, don't let them just work with their neighbors.</p> <p>For the dialogue give them the guiding question: What does it mean for me personally to belong to these groups?</p>	
20 min	<p>Ask participants to come back in a circle and start the debriefing of the 1<sup>st</sup> part:</p> <ol style="list-style-type: none"> <li>1. Was it easy or difficult to come up with various parts of your identity and thus also to the</li> <li>&gt; groups you belong to? What questions did you ask yourself to find them?</li> <li>2. Was it easy or difficult to select just 2 molecules for your molecule sheet?</li> <li>3. How was it to talk about with your partner?</li> <li>4. Do you usually think this way about yourself?</li> </ol> <p>Optional Questions</p> <ol style="list-style-type: none"> <li>5. What kind of categories came to your mind first?</li> <li>6. Did you put national or cultural identity? Why/Why not?</li> <li>7. Do you think you would choose the same molecules in a few months or a year or in 5 years?</li> </ol>	
20 min	<p>Collect the papers with the two most important categories of each person and put them in the middle of a closed circle. Give your participants the following instructions:</p> <p>“For this part of the exercise no talking is allowed. As the trainer calls out one category after another, you stand up if you feel you belong them. You can stand even if they are not the molecules you wrote on your sheet but someone else's. If you feel strongly about belonging to a certain group, you may stand longer. The longer you stand, the more intense are your feelings of belonging”</p>	<p><i>Papers with the 2 most important categories of each person</i></p>
20 min	<p>Debriefing of the 2<sup>nd</sup> part:</p> <ol style="list-style-type: none"> <li>1. How did you feel when you stood alone or almost alone?</li> <li>2. How did it feel to be part of a bigger group?</li> <li>3. Were there similarities that you hadn't expected?</li> <li>4. Did you realize/learn something new or surprising about yourself?</li> <li>5. Why this topic/exercise is relevant when we are talking about tensions between different groups of society?</li> </ol>	

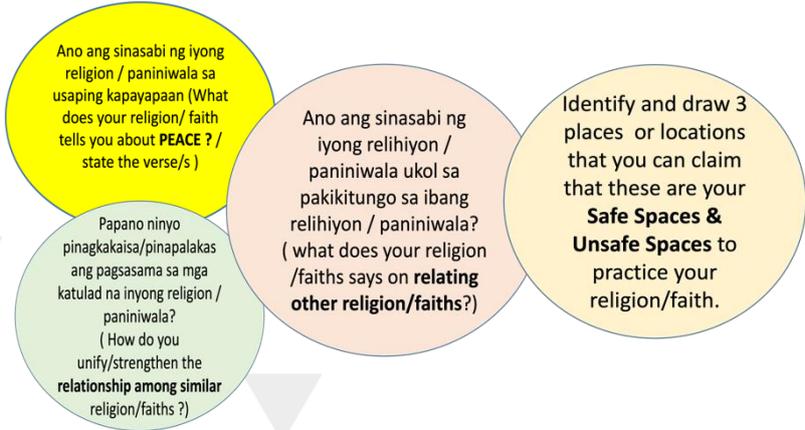
## Peace in Different Religions/Faiths

### LEARNING GOALS

- > To know the similarities of faiths in relation to peace.
- > Participants reflect on the importance of faith in pursuing peace, tolerance, and acceptance in diversity.

**Time:** 90 Minutes

Note: There is an assumption that participants are aware of their different connections and diverse perspectives through the Identity Molecule. Thus, this activity follows after.

TIME	CONTENT / METHODS	MATERIALS
10 mins	Ask the participants to sit in a circle formation. Briefly, give an introduction about the session and how it relates to the different connections and diverse perspectives by understanding peace in different faiths.	<i>Picture of diverse people forming a circle/peace sign or cut out pictures symbolizing peace</i>
45 mins	The participants shall be divided according to their faith and they will share and discuss the following questions among themselves. They will choose one member of the group who will sum-up their discussion in the plenary:	<i>Manila paper /flipcharts and markers</i>
	 <p>Ano ang sinasabi ng iyong religion / paniniwala sa usaping kapayapaan (What does your religion/ faith tells you about <b>PEACE</b> ? / state the verse/s )</p> <p>Papano ninyo pinagkakaisa/pinapalakas ang pagsasama sa mga katulad na inyong religion / paniniwala? ( How do you unify/strengthen the relationship among similar religion/faiths ?)</p> <p>Ano ang sinasabi ng iyong relihiyon / paniniwala ukol sa pakikitungo sa ibang relihiyon / paniniwala? ( what does your religion /faiths says on <b>relating other religion/faiths?</b>)</p> <p>Identify and draw 3 places or locations that you can claim that these are your <b>Safe Spaces &amp; Unsafe Spaces</b> to practice your religion/faith.</p>	
15 mins	Ask the participants to sit in the bigger circle and let each faith group representative shall be given 3-5 minutes to sum-up the group discussion in the plenary. Other groups are allowed to ask questions and clarifications. Process and ask clarificatory questions for sensitive questions to avoid misunderstanding.	

20  
mins

Ask the participants for the following debriefing questions:

1. Can you find any similarities in your faiths in defining peace, relating with one another and towards the other faiths and religions? Name a few.
2. Having these similarities, does it mean that we can work together? How?
3. Do you think working with the other faith undermines your own faith? Why it is so?
4. If you are to identify a common ground for all faiths, what would that be? By that common ground, would it be possible that diverse faiths can work together for peace? How?

As closing, share the quote to the participants:

“There will be no peace among nations without peace among religions. There will be no peace among religions without dialogue among religions”

– Hans Kung

## Introduction to the Simulation Game

### LEARNING GOALS

- > Introduce the method of simulation gaming
- > Introduce the game material and let participants get familiar with their roles

**Time:** 90 Minutes

TIME	CONTENT / METHODS	MATERIALS
15 min	Give a brief general presentation of the simulation game method, covering the following topics: <ul style="list-style-type: none"> <li><input type="checkbox"/> What is a simulation game?</li> <li><input type="checkbox"/> General Learning goals of simulation games</li> <li><input type="checkbox"/> Features of experienced based learning</li> </ul>	<i>PowerPoint on Simulation Game</i>
15 min	Introduce the scenario of the simulation game, explaining the country context and the topic under discussion.	
10 min	Go through the schedule of the simulation game, explaining the different elements of the simulation, (e.g. plenary sessions, free negotiations, press show) as well as the voting system.  Make sure that everybody understood the basic elements of the simulation (topic, scenario, rules and procedures)	<i>Sequencing of the game written on a Flipchart</i>
5 min	Distribute the role profiles. In general, you can distribute them in a random order, the only exception being the role of Mayor and the second mediator. We recommend giving these roles to somebody who feels confident about it as it has a strong influence on the game dynamics	<i>Role Profiles and printed game material in envelopes</i>
45 min	Give the participants time to read the material. Go around and make sure that everybody has understood his/her role well.	

## Debriefing of Simulation Game + Evaluation

### LEARNING GOALS

- > Let participants reflect about the simulation game experience in a structured manner
- > Brainstorm initial ideas for youth initiatives to address the topic of the Workshop
- > Evaluate the overall satisfaction with the workshop format

**Time:** 90- 120 Minutes

TIME	CONTENT / METHODS	MATERIALS
5 min	Distribute the colored cards and explain the traffic light method: <ul style="list-style-type: none"> <li>▪ Green: good, a lot, fully agree etc.</li> <li>▪ Yellow: medium, so so, neither agree nor disagree</li> <li>▪ Red: bad, nothing, disagree</li> </ul>	<i>Green/Yellow/Red cards for all participants</i>
45 min	Go through the debriefing questions. Participants should immediately react with their cards in a first step. Afterwards you should give them the chance to explain why they have chosen a particular card and facilitate a discussion on the topic. For more details, please check the respective chapter in the facilitation manual. <ul style="list-style-type: none"> <li>- How do you feel now?</li> <li>- How easy/difficult has it been to step into your roles?</li> <li>- How was the communication ?</li> <li>- To what extent did you reach your goals (in your role)?</li> <li>- To what extent did you learn something during the experience?</li> <li>- How realistic was the game?</li> </ul>	
15 min	Divide the participants randomly in 4 -5 groups and give them the task to brainstorm initial ideas on how to address the topic of IFD/GBV in their environment. Results should be written on moderation cards or flipchart.	<i>Moderation cards/Flipchart</i>
10 min	Short presentation of group work results	
10-15 min	Make a final round where participants can share their impressions about the whole workshop.	
10-15 min.	Distribute the written evaluation forms and make sure that all participants fill them out and give them back to you.	<i>Written Evaluation Forms</i>