



**IMAN  
RESEARCH**  
SOCIETY • BELIEFS • PERCEPTION



# **BUILDING A KIND MALAYSIA** v. 1



# IMAN RESEARCH

SOCIETY • BELIEFS • PERCEPTION

Based in Kuala Lumpur, Malaysia, IMAN Research (legally registered as PanjiAlam Centre Sdn Bhd) is a think tank which focuses on security and socio-political matters. IMAN Research is spearheaded by experts with extensive local and international experience in the areas of management consultancy, social policy development, community resilience and engagement, particularly in the area of security, electoral reform, participatory urban redevelopment and psycho-social intervention within communities in conflict.

We concentrate in the domains of peace and security, ethnic relations and religious harmony. We aim to deliver sound policy solutions along with implementable action plans with measurable outcomes. To date, we have worked with Malaysian and foreign governments as well as the private sectors and international bodies, such as Google, UNICEF, UNDP and USAID, on issues ranging from security, elections to civil society empowerment.



# **BUILDING A KIND MALAYSIA**

# ACKNOWLEDGEMENTS

IMAN Research would like to dedicate a moment to give our acknowledgments to the well-deserved efforts of individuals/ organizations that went into the development of this module.

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A special thanks to our team of developers from IMAN Research that played a role in the development of this module:

## **Project Lead**

Daryl Loh

## **Technical Advisor**

Dr. Siti Irma Fadhillah Ismail

## **Module Developers**

Dr. Siti Irma Fadhillah Ismail

Daryl Loh

Nadia Lukman

Tharunnia M.S. Ganesan

## **Support Team**

Farah Hanip

Shahzrin Sufian

Altaf Deviyati

## **Pilot Facilitators**

Dr. Mahadir Ahmad

Dr. Siti Irma Fadhillah Ismail

Badrul Hisham Ismail

Tadzrul Adha

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# INTRODUCTION

Malaysia is being challenged with an increasingly polarised society, interethnic and religious tensions is on the rise, the widening gap of inequity, increasing online presence for hateful extremism and a fractured political landscape. Now, more than ever Malaysia needs to come together but this can only happen if our community is resilient and there is enough empathy from everyone.

In response, IMAN Research conducted an in-house research project that investigated the existence of violent extremism tendencies in Malaysian youths. Findings indicated that there were risk factors (lacking empathy, manipulateness, ethnocentrism etc.) in youths that would make them susceptible to believing and supporting violent extremism.

As per our recommendations of the study, IMAN decided to embark on designing a capacity building program to address this issue by focussing on the areas of resilience and empathy in order to manage these risk factors in youths. After many discussions and a pilot-run of the module, we currently have a functional module for use.

The module will cover aspects cognitive-emotional resilience, interpersonal community relations, and engagement of societal narratives all of which would develop resilient and civilly engaged individuals to have an aggregative effect to the wider nation as a whole.

## **Objectives**

- To develop Malaysian youths with resilient capacities that allows them to adapt to difficult social situations and resist negative influences.
- To educate civil-enhancing behaviours that allows youths to operate functionally in society.
- To cultivate a critical awareness in youths on the wider social issues that prevent national unity in Malaysia.

## USING THIS MODULE

*Building A Kind Malaysia* is a capacity building workshop module that develops psychological resilience and national unity. The manual is meant to run as a 2-day workshop and can be used by facilitators on participants directly or develop trainers (training of trainers). Target demographic for this module is Malaysian youths, youth workers, or any background that works closely with Malaysian youths.

This manual comprises four main sections, of which were themed after psychological resilience and national unity as outcome objectives: *Cognitive Resilience*, *Emotional Resilience*, *Interpersonal Community Relations*, and *Building National Unity*. Besides the main sections, the manual contains sections for icebreakers, references, and appendices. Extra resources as separate from the manual are the workshop slides and video.

The following page is a sample agenda for the manual, the agenda represents how the workshop should be run and in what order. Day-1 of the workshop will cover *Cognitive Resilience* and *Emotional Resilience*. Day-2 will cover *Interpersonal Community Relations* and *Building National Unity*. Each start of the day will have a small section dedicated to introducing the workshop, set the tone, do a re-cap and mention housekeeping rules. Icebreakers are strategically placed before the start of main sections, one at the beginning of the day and the other right after lunch. They are intended to break the ice and act as energizers.

All of the main activities in the manual use the same format, this is meant for ease of reading for facilitators. Activities should contain title-head, time allocated, learning outcomes, materials used, learning approaches, preparation & concepts, activity instructions, activity notes, activity scripts, reference citation, appendix citation, and slides citation.

Some brief instructions on how the module can be best utilized. Reading Materials for every activity are included at the end of its section as footnotes, to best facilitate the workshop it is recommended to go through the reading materials.

Some activities will require handouts if it is mentioned at the Materials Required section on the activity page. The handouts will be cited in the activity steps to indicate when each handout should be used during the activity. Should you need to view the handouts, you can find them at the Appendix section at the back of this module.

Most of the activities require Slides as supporting materials. If the activity requires it, they are usually mentioned at the Materials Required section of

the activity page. Specific slide numbers will be cited in the activity steps to indicate when each slide should be used during the activity.



Suggested scripts, identified by a red speech bubble, are sample scripts for facilitator use during the activities; they provide clarity on how to run the activity. Suggested Scripts are located at the Description of Activity sections, with each script at a specific activity step.

Timestamps are recommended time allocations for each step of the activity. Timestamps are usually located at the end of every activity step. Visually connotated with bracket symbols “[...]”. Some activities however have variable time allocations depending on how large/small the workshop will run. Recommended time allocation is still provided there, but actual time allocations are up to facilitator discretion.

Given the nature and objective of this module, it is highly recommended to run this module at neutral locations. Due to the high variability in the Malaysian demographic, avoid using workshop venues at religious sites or cultural-specific sites.



# SAMPLE PROGRAMME

## DAY 1

Time	Activity
8:30AM - 9:00AM	Registration & Breakfast
9:00AM - 9:15AM	Workshop Orientation
9:15AM - 9:30AM	Icebreaker Activity #1
9:30AM - 10:00AM	Space of Control
10:00AM - 10:40AM	Reframing Thoughts
10:40AM - 11:00AM	Short Break
11:00AM - 11:40AM	Goal Setting
11:40AM - 12:40PM	Lunch
12:40PM - 1:00PM	Icebreaker Activity #2
1:00PM - 1:30PM	Self-reflection & Emotional Awareness
1:30PM - 2:30PM	Exploring Positive Emotions
2:30PM - 2:45PM	Short Break
2:45PM - 4:00PM	Building Empathy
4:00PM - 4:15PM	Debriefing Session to close Day 1

## DAY 2

Time	Activity
8:30AM - 9:00AM	Breakfast & Registration
9:00AM - 9:15AM	Workshop Introduction
9:15AM - 9:30AM	Icebreaker Activity #3
9:30AM - 10:10AM	Conflict Resolution Skills
10:10AM - 10:40AM	Cooperative Behaviors
10:40AM - 11:00AM	Short Break
11:00AM - 11:40AM	Diversity Talk
11:40AM - 12:40PM	Lunch
12:40PM - 1:00PM	Icebreaker Activity #4
1:00PM - 1:40PM	Discrimination Narratives
1:40PM - 2:40PM	Perspectives
2:40PM - 3:00PM	Short Break
3:00PM - 3:40PM	Ideal Societies
3:40PM - 4:00PM	Debriefing
4:00PM - 4:30PM	Closing Ceremony

# WORKSHOP ORIENTATION

## Parameters of Conduct

- Everyone's input is valued, no input is bad.
- Please be timely for sessions, be ready to start when breaks are over.
- Please do not interrupt others when they are speaking, respect the speaker.
- You are advised to participate in all of the activities, however, if uncomfortable you may step-out of the activity.
- Respect privacy. Whatever is mentioned here, stays in here.
- No pictures or recording, unless permission is given.
- Respect differences. If you have to disagree with someone, please do so respectfully.
- Please keep all mobile devices away and silent, unless emergency situations.
- No accusing or finger pointing, address the issue not the person.
- Most of all, have fun!

# FACILITATION GUIDE



# FACILITATORS AND FACILITATING: HOW TO

Facilitators play an important role during workshops as they are the person who will guide the entire process and keep everything together. In short, they are the individuals who make group learning easier by **smoothing group processes** (discussions, roleplay etc.) and **managing group dynamics** (teamwork, conflict etc.) while **maintaining a neutral non-participatory stance** in group engagement.

In this section, you will learn about the multiple roles the facilitator is expected to play, the step-by-step process of facilitating activities, and things to avoid as a facilitator.

## FACILITATOR ROLE/RESPONSIBILITIES

- **Motivator** You are the energizer for the group that keeps them engaged and interested. From the initial opening statement to the closing words, you control and maintain the groups' enthusiasm.
- **Guide** You have complete awareness on the steps/processes the group will take from start to finish. As such, you carefully guide participants through each step of the process.
- **Questioner** You pay close attention to the discussions and analyze points to come-up with questions that will evoke more productive and challenging group discussions.
- **Bridge Builder** You host and maintain a safe space for open and comfortable sharing of opinions/ideas. When differing opinions occur, you find similarities to build bridges and consensus.
- **Clairvoyant** You maintain heightened awareness on the signs of strain, weariness, aggravation, and disempowerment in participants that you intervene early-on to prevent dysfunctional behavior.
- **Peacemaker** You intervene to establish peaceful resolutions and constructive behavior in the event open-direct confrontations should occur.
- **Taskmaster** You nip irrelevant discussions, prevent tangents, and maintain group focus to keep the overall activity on-track.
- **Praiser** You provide encouragement/praise to reinforce positive group behavior like self-initiative, good progress, and positive results. Praise well, often, and specifically.

## FACILITATION STEPS

- **STEP ONE | Setting up the activity**

**Start by having an opening.** Which can include introductions to ideas/people, mini-icebreakers, a short story/quote, or a specific demonstration/gimmick.

Most importantly though, you'll want to **cover objectives/purpose of the activity and the expected outcomes.** Point of this step is to set expectations for participants, relate the activity value to participants, and relate activity to the workshop theme/framework.

- **STEP TWO | Facilitate the activity**

Follow activity instructions. During facilitative periods, emphasize your attention at **smoothing the discussion process** by engaging all participants through asking questions. **Pay attention to the discussion narrative**, take note of the points they are making so you can help summarize the main points at the discussion end.

- **STEP THREE | Sharing session**

The activity is completed. Now use prep questions to engage **the participants to share and interpret their experiences to the activity.** This is essential as it starts the process of analyzing/understanding their experiences.

**Finish the sharing session by briefly summarizing the collective experience** for the group so that everyone is on the same page.

Example questions. (What happened in this experience?)(What did you find difficult about this experience?)(What worked well?)(What would you change?)

- **STEP FOUR | Consolidating lessons**

Now runthrough with participants on what were the lessons learned. Using prep questions, have participants **identify key generalizations based on their experiences.** This is important as it nudges participants to a broader-level understanding/perspective/attitude.

Example questions. (What insights do you get from this experience?)(What was the most important takeaway lesson from the session? Why?)

- **STEP FIVE | Applying lessons**

With the key generalizations in-place, use prep questions to **apply the lessons to real-life situations**. This step is important because it allows participants to see how their experiences here apply back to their everyday lives in meaningful ways.

Example questions. (Now what?)(How can I use what I learnt?)(How does this relate back to me?)

- **STEP SIX | Closing**

Conclude the session by **briefly summarizing transpired events while making connections to objectives/lessons learned** as you go along, for purposes of closure, accomplishment, and finality. **Allow a short moment for any last questions/concerns** before moving forward with the next agenda.

## **FACILITATION DON'TS**

- Facilitator overinvolvement (center of attention, imposing personality, owning group ideas, giving unsolicited opinions etc.).
- Not maintaining neutrality and being biased (taking a stance with a section of group, downplay ideas, pushing the “right” agenda etc.).
- Allowing unproductive discussions to go on (tangent, side discussions etc.).
- Allowing uneven participation (allowing extroverts more time, not engaging quiet members etc.).
- Showing unpreparedness (reading from manuscript, saying “um” or “ah” etc.).
- Inappropriate conversation/behaviour.
- Allow discriminatory behaviours (bullying, racism, mockery etc.)

## **Sources**

1. <https://www.findafacilitator.com/8-roles-facilitator/>
2. <https://cdn.naaee.org/sites/default/files/eepro/resource/files/designingeffectiveworkshops.pdf>
3. <https://thetrainingclinic.com/articles/what-is-a-facilitator>

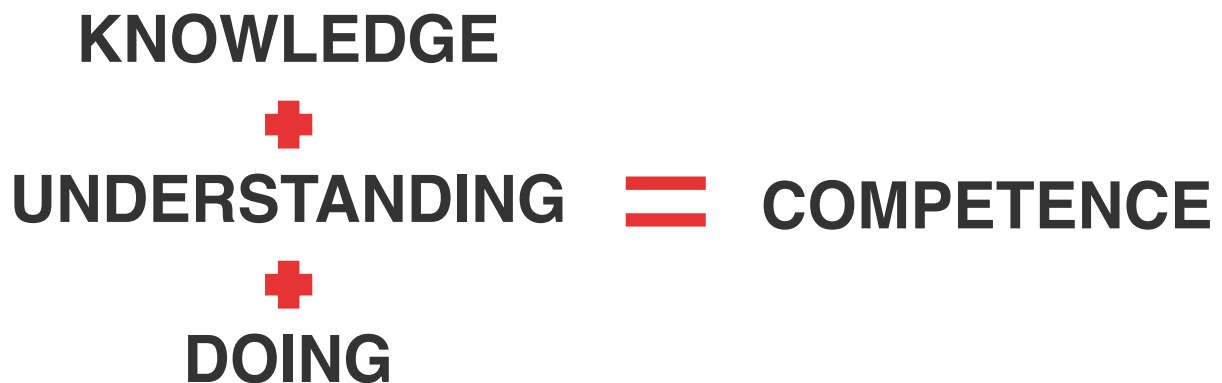
# LEARNING THEORY

During this workshop, facilitators will be mastering their subject matter and dispensing this knowledge upon the participants. But that alone is simply not enough, as facilitators also need to play the role of managing an optimal learning experience for participants, adjusting their teaching methods to fit learning needs of their participants. For that, facilitators need to understand the **key components of effective learning** and the **principles of adult learning**.

## KEY COMPONENTS OF EFFECTIVE LEARNING

The model consists of three components integral towards competency over a subject/skill. These factors do not work in isolation but instead support mutually in dynamic fashion to enhance the overall learning process. Although not all module activities can consist the three components here, facilitators should plan lessons with these components where possible.

- **Knowledge (concepts)**  
Involves learning relevant information to the skill/topic, usually through the process of lecture and memorisation (theory, activity rules etc.).
- **Doing (practice)**  
Learning is often the premise to being competent at an activity. Which usually means practicing these activities over time to improve (football, communication etc.).
- **Understanding (practicalities)**  
Simply knowing/doing a topic/activity is not enough to help learning. The knowledge/skill needs to make sense to learners, in terms of its real-life applications (how/where/when/why).



## ADULT LEARNING PRINCIPLES

The demographic catered for this module is youths to young adults. As such you may expect some participants to have learning patterns akin to adults. Adults learn differently from their younger counterparts, and understanding that will give you the edge at facilitating this workshop.

- **Adults are self-directed learners**  
Adults are more independent and thus prefer to direct/lead their own learning process. Some things facilitators can do to get participants to actively engage is through discussion, getting feedback/opinion, activities, giving presentations, assuming leadership roles, acting as a facilitator.
- **Adults learn through life experiences**  
Adults bring to the session a lifetime of experience, and thus rely heavily on them when learning new information. Using content that can draw upon their past experiences in relatable ways will make a more meaningful understanding of the topic.
- **Adults are relevancy-oriented**  
Learning content must be angled in a way that is meaningful to them personally and their careers. Adults need to be able to draw the connection between the learning content and their personal/career lives. Making sure participants understand objectives of what they are learning and how it applies will be pivotal.
- **Adults are practical**  
Instead of learning for the sake of learning, there is preference for adults to learn content that is readily applicable in their lives. Facilitators should seek to structure their lesson plans with practical examples, real-life scenarios, and problem-solving situations requiring the use of their past experience.
- **Adults must be shown respect**  
Adults bring into the room an abundance of past experience and thus place great value on it as it is representative of their present identity. As facilitators, you should be mindful to acknowledge that experience and avoid criticizing/demeaning that fact.

### Sources

1. [UNECE](#)
2. <https://alabamapathways.org/principles-of-adult-learning/>



# COMMUNICATION TOOLKIT

Communication is, by definition, a two-way process – an interaction, and human communication is the process of making sense out of the world and sharing that sense with others through verbal and nonverbal messages. Studies show that only 7% of communication is based on the written or verbal word, 93% is based on nonverbal body language, highlighting the role of perception and cultural norms.

A good facilitator can convey genuine interest in the thoughts and feelings of the group, he or she is non-judgmental, as well as congruent in speech and nonverbal communication. Gives everyone equal opportunity to participate and can identify, state and summarise salient issues. The following are some key communication skills and techniques to ensure good facilitation.

## COMMUNICATION SKILLS

- **VERBAL AND NON-VERBAL.** The ability to combine both verbal and non-verbal skills is essential to effective communication, but the most fundamental component of communication is listening.

- **ACTIVE LISTENING** is an approach that involves paying attention, and focussing on the messages of the speaker, while actively providing verbal and nonverbal cues, to show that you are listening.

S.O.L.E.R. is an active listening model, that depicts the most effective body language/non-verbal cues to employ to make others feel that you are interested in what they are saying, and can encourage further participation.

- **ESSENTIAL VERBAL SKILLS**
  - Asking for clarification
  - Asking open-ended questions to stimulate dialogue
  - Calming an agitated person by recognizing and responding to their complaints
  - Noticing non-verbal cues and responding verbally to verify confusion, defuse anger, etc.
- **QUESTIONING SKILLS (using questions in workshops)**
  - To encourage participation
  - Advancing and deepening discussion
    - Invite amplification of new points
    - Encourage risk taking
    - Call attention to outliers/alternative viewpoints
    - Reinforce any self-initiated contributions; thank, acknowledge, etc.

**S** squarely face client  
**O** open posture  
**L** lean forward  
**E** eye contact.  
**R** relax or be natural.

## VERBAL FACILITATION TECHNIQUES

- **Probing** to determine the mood or general opinion of the group towards a certain topic or discussion point. Asking for a “thumbs up; thumbs down” survey can be enough to get an impression of the general opinion of the group.
- **Paraphrasing** to express the same content that was just stated before but with your own words in order to check that both you and others in the group have the same understanding.
- **Redirecting (questions/comments)** to the group helps to involve participants more into the discussion. In addition, it also helps the reflection of the group.
- **Bridging (refer back)** helps group members to follow the discussion and connect ideas by recalling an earlier discussion/idea.
- **Shifting Perspective** - if the group gets stuck at some point in the discussion, try shifting perspectives and look at the problem from another perspective.
- **Summarizing** repetition promotes learning, and summarizing what has been learned so far will help the group reinforce the learning. Do it often or ask someone from the group to do it, a participant who rethinks/recaps the learning content aloud will likely retain significantly more memories about it.
- **Positive Reinforcement** - it is important to encourage people (especially less assertive ones) to state their opinions. Therefore, when someone brings a good point, state it, in order to show their participation is appreciated, so later on they would feel confident enough to bring another idea into the discussion.
- **Include Quiet Members** - encourage less talkative members to contribute to the discussion. Ask directly for their opinions or if they have any questions to ask. At the same time, keep in mind that people do have different learning/thinking styles and may not feel comfortable if they are ‘encouraged’ too much.

## COMMUNICATION TRAPS: WHAT TO AVOID

There are many reasons why participants might choose to resist participating in the workshop or engage in other problematic behaviors: irritability, distress, low self-efficacy, self-censorship and so on. These types of resistance may be the result of the facilitator themselves, hence the need to avoid certain situations.

- **EXPERT ROLE**

Facilitators fall into trap of providing direction to the participant without first helping the participant to determine his or her own thoughts and opinion. The problem with this approach is that participants may tend to passively accept the facilitator's suggestions, and not contribute to the workshop.

- **LABELING**

This happens when a facilitator attempts to convince a participant that he or she is "prejudiced", "silly," "unreasonable" or some other label. This may come across as being judgmental and does not facilitate good communication or respect.

- **BLAME GAME**

Participants may wish to blame others for their problems and Facilitators may feel compelled to show the participant how he or she is at fault instead. Keep in mind that "Blame is irrelevant", have a "no-fault" policy and comment - "I'm not interested in looking for who's responsible, but rather what's troubling you, and what you might be able to do about it".

# BUILDING FRIENDSHIPS

## **BUILDING INTERPERSONAL RELATIONSHIPS - from strangers to friends**

Though there's not much a facilitator can do to foster relationships between participants during the workshops, it's good for facilitators to understand the way interpersonal relationships work.

Defined as social and emotional interaction between two or more people in an environment. Interpersonal relationships are important as it can help in giving a sense of purpose and direction.

### **IMPORTANT ELEMENTS IN INTERPERSONAL RELATIONSHIPS**

There are several important elements to ensure relationships are able to form and grow; playing a vital role in all relationships, either professional or personal. Facilitators should emphasize these elements during the workshop's introduction, to lay the groundwork for interpersonal relationships between participants and also facilitators.

The four basic elements serve as pillars that will enable the participants to foster good relationships among themselves.

- **COMMUNICATION.**  
In order to build relationships, getting to know each other is important. As such, effective communication between individuals will help in avoiding misunderstandings and build better bonds.
  
- **HONESTY.**  
In order to build relationships, getting to know each other is important. As such, effective communication between individuals will help in avoiding misunderstandings and build better bonds.
  
- **FORGIVENESS.**  
In order to build relationships, getting to know each other is important. As such, effective communication between individuals will help in avoiding misunderstandings and build better bonds.
  
- **ACCEPTING BOUNDARIES.**  
In order to build relationships, getting to know each other is important. As such, effective communication between individuals will help in avoiding misunderstandings and build better bonds.
  
- **MUTUAL RESPECT**  
It is important to treat each other with respect. Respect goes beyond accepting each other's boundaries. Mutual respect means to treat each other with dignity even if your counterpart holds to different values, norms and beliefs that seems very strange to you.

## **GOOD AND BAD RELATIONSHIP HABITS**

Having the knowledge will help facilitators to identify any bad habits by participants and foster good habits instead; this can assist in preventing conflict before it happens. Facilitators should remind the participants of the good and bad habits before commencing any group-based activities.

- **THE GOOD**
  - Being respectful
  - Listening to each other
  - Avoiding quick judgments of others
  - Being open to feedback and criticism
  - Expressing gratitude and appreciation
  
- **THE BAD.**
  - Being too emotional
  - Lacking self confidence
  - Being reluctant to interact with others.

## **INDICATORS OF CONFLICT**

Conflict may happen as members in the group come from different backgrounds. Detecting impending conflict can be done through observation of interactions or physical gestures:

- **INTERACTIONS**
  - Tension - Being emotional during conflict opinions, passive aggression, use of sarcasm and condescension
  - Arguing - Individuals insist on his/her views while being emotionally-charged
  - Factioning - Forming subgroups within a group, reinforcing their own opinions and resisting the opinions of other subgroups
  
- **PHYSICAL GESTURES**
  - Pacing
  - Jerky or uncontrolled gestures
  - Disorganized behaviour

## STRATEGIES OF RESOLVING CONFLICT

Now you are able to detect escalating conflict, what do you need to do?

Depending on the conflict, you may need to intervene.

- Look if the members are able to control the discussion and resolve conflicting opinions by themselves. If not, the facilitator should step in to resolve the situation.

How to reframe the conflict?

- Listen to opinions from both sides.
- Acknowledge both sides - emotionally and verbally. Tell each side why their opinions are valid, look for agreeable points from both sides.
- Agree to disagree - remind the participants that it's okay to disagree in certain issues.
- If all fails, take a lap! Suggest to the participants that they take a deep breath and take a walk outside.

# PROCESS OF DEBRIEFING

Debriefing is an important strategy for learning from defects and for improving performance. It is one of the central learning tools in simulation learning, where we learn by replacing and amplifying real experiences with guided ones.

## THE OBJECTIVES OF DEBRIEFING:

- **PSYCHOLOGICAL**
  - To address the emotional distress experienced during an event, incident or discussion
  
- **LEARNING**
  - Identification of the different perceptions and attitudes that have occurred
  - Linking the exercise to specific theory or content and skill building techniques
  - Development of a common set of experiences for further thought
  - Opportunity to receive feedback on the nature of one's involvement, behaviour, and decision making
  - Re-establishment of the desired learning climate, such as regaining trust, comfort, and purposefulness

Depending on the objectives of the debriefing, you will utilise different strategies. Under normal circumstances, you use learning-focused strategies for debriefings. But in workshops or learning environments where distressing issues are brought up, you might want to combine strategies.

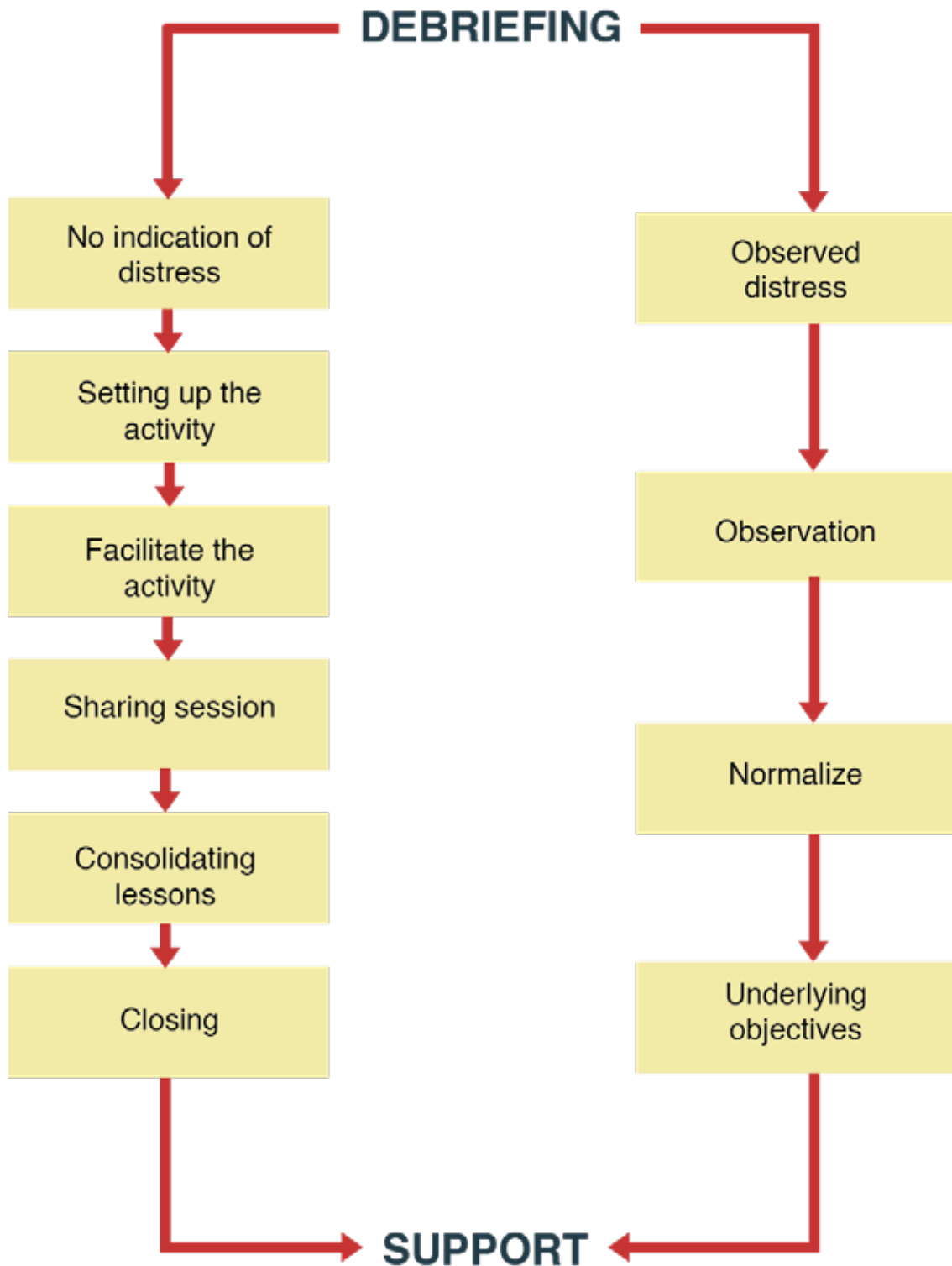
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Learning-focused strategies for debriefings is mentioned at “Facilitators & Facilitating: How-to” under “Facilitation Steps” from Step 3 to 6. The following debriefing strategy outline is for debriefings for when distressing issues arise or there are signs of discomfort/weariness after the activity (remember to keep to the time allocation):

WHEN?	WHAT?	WHY?
Observation	<p>“I noticed that some of you were visibly upset about..... “</p> <p>Provide basis for observation; sharing of observed distress cues</p>	Allows participants a chance to review individual reactions to the disturbing event
Normalize	<p>“These are difficult issues/ topics to discuss.....”</p> <p>“Most of us avoid these things because we believe it leads to conflict...”</p> <p>“It makes us feel uncomfortable, insecure... anxious even, which is alright...”</p> <p>To stress that these are common reactions, acceptable</p>	Gives participants an opportunity to examine their own psychological/emotional or physical effects of the session
Underlying objective	<p>“This workshop is designed so that you can discuss, share your opinion openly while maintain respect and recognizing the rights of others....”</p> <p>“Things that matter are often difficult to discuss....”</p> <p>Reiterating workshop ground rules...inclusivity, security, mutual respect</p>	Provides a safe learning environment for all
Support	<p>“Does anyone want to share their thoughts on this....?”</p> <p>“Please feel free to talk to any one of us after this if you feel the need to...”</p> <p>Provide follow-up support</p>	Ethically prudent



## FLOW CHART FOR DEBRIEFING PROCESS:



# LEARNING SPACE DESIGN

Creating an effective learning environment enhances the participants' ability to learn, creates a safe and comfortable space and reinforces boundaries to promote appropriate behaviour.

## CHOOSING A SPACE:

When choosing a space for the workshop, the facilitator should keep several factors in mind:

- **CAPACITY**

The room should accommodate the participants and activities. Some activities in the module require participants breaking out into groups; ample space is needed to allow groups to discuss freely and without distractions from other groups.

- **FLEXIBLE SPACE**

Spaces with mobile furniture (movable chairs, tables etc.) are ideal as activities in the module require different seating arrangements. Do avoid rooms with set layouts such as tiered lecture theatres and boardrooms.

- **EQUIPMENT**

Audio/visual equipment - A screen and projector are required as all activities in the workshop utilize PowerPoint presentations.  
Others - some activities require the use of a whiteboard or wall-space.

- **LIGHTING AND ACOUSTICS**

Spaces with mobile furniture (movable chairs, tables etc.) are ideal as activities in the module require different seating arrangements. Do avoid rooms with set layouts such as tiered lecture theatres and boardrooms.

- **PRIVACY**

Due to the sensitive nature of some activities, a closed space is recommended as it provides a safe space physically; rooms with windows can be used, though avoid rooms with glass walls.

Neutral spaces such as community centers are recommended.

## SEATING ARRANGEMENTS

Seating arrangements play a role in the establishing the role of the facilitator as well as determine the level of participation; it may also affect social relations among participants. The module utilizes several arrangements depending on the nature of the activity. Each arrangement serves a purpose, as seen below:

### ROUNDTABLE



This arrangement has several variations depending on the furniture available. Participants may sit around a table, arrange several tables in a circle or sit on the floor forming a circle.

The roundtable allows participants to see each other; it also facilitates dialogues in pairs.

### HORSESHOE / SEMI-CIRCLE (U-Shape)



Similar to the roundtable, the horseshoe allows participants to see each other. It also has the added benefit of allowing the facilitator to move around during the session.

This arrangement allows increased interaction between the facilitator and participants.

### PODS



Pods facilitate group work and interaction among participants. This arrangement allows groups of 2-4 to seat away from others and is especially great for tasks that require a lot of discussion.

Placement of the screen and/or whiteboard should also be considered so it can be viewed by all.

## TIME MANAGEMENT

Everyone's time is valuable. As such the facilitator must stress the importance of time management during the conduct of the workshop – respect the participants' time and do not go over the allocated time. Sessions should begin and end on time out of respect for those who are there – punctuality is key!

Proper time management ensures the session is on track and accomplishes the objectives in the stipulated time. Several strategies may be employed, such as:

- Using two timepieces – one on the wall and another for the facilitator (watch or timer on phone) to keep track of elapsed time
- The facilitator should stress the allocated time of activities to the participants – this may serve as a pressure to energize participants
- A sound (e.g. bell ring) may be used to indicate the end of a session.
- Using time cards to implement a warning system to keep the facilitator on track e.g. red card – STOP, yellow card – 5 mins left. Assign this role to the co-facilitator.

# COGNITIVE RESILIENCE



Youths are at a stage in their lives where they are faced with many obstacles. Whether it may be developing an independent identity for themselves, finding the balance between autonomy and dependence, fostering intimate relationships, starting-up a family, making pivotal career-education decisions, or even transitioning into early adulthood. It all can seem daunting for the average youth. The decisions they have to make in the face of these obstacles may cause anxiety, stress, and negativity. All of which could threaten the ability of youths to adapt or make optimal decisions. In such situations, it is important that youths develop cognitive resilience to flexibly utilize mental resources like high-level focus, thinking flexibility, functional executive control to adapt to various obstacles.

The activities in the following section would cultivate aspects of cognitive resilience highlighted in literature, such as: the ability to make positive appraisals to obstacles, reframing automatic negative biases towards obstacles, and developing goal-directed behaviors (structured planning, actionable goals/steps etc.).

## **Key ideas:**

- Empowering a growth-based mindset
- Maintaining flexibility in thinking about obstacles
- Approaching obstacles in a structured manner

## **Outcomes:**

- Healthy appraisal of obstacles.
- Challenging and restructuring rigidity in thinking.
- Ability to approach obstacles in a structured manner.

# SPACE OF CONTROL

30 minutes

## Learning Objective:

- To empower participants with a sense of control over their obstacles in life.
- To increase awareness on personal strengths.

## Materials Required:

- Whiteboard
- Sticky notes
- Marker pens
- Pens
- Magnets
- Label stickers
- Projector

## Approaches

- Reflective session

## Preparation

- Facilitators should have read activity notes and [reading materials](#).
- Prepare the whiteboard as indicated in [Figure 1](#).

## Description of activity:

1. Converse with participants on the challenges they face and degree of control they have over them. To stimulate thinking and engagement, use questions.

- *What are challenges?*
- *Who here is currently experiencing a difficult challenge in their lives?*
- *Do you feel you are in control of this challenge?*

2. Provide 3 sticky notes to each participant. Instruct them to record their challenges on it. The challenges should be concrete and reasonable (up to facilitator's personal discretion). Once completed, participants place their sticky notes in the CHALLENGE section of the whiteboard.

- *What's a challenge you've been facing recently but feel you are not in control of? Provide 3 answers.*

3. Explain the INTERNAL and EXTERNAL on the whiteboard. The space between internal and external is a spectrum of how much control one has over their problems; INTERNAL signifies more control whereas EXTERNAL is less control.

4. Instruct participants to reflect on their challenges and with the magnets, place them along the spectrum in accordance to how much control they feel they have.

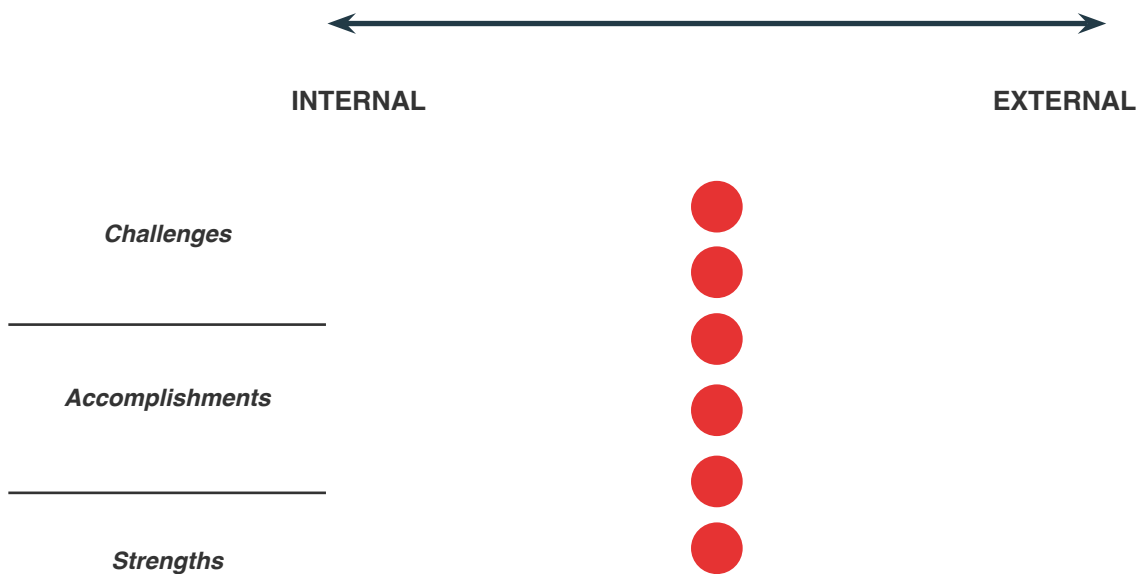


Figure 1. For the whiteboard. The red dots represent the participants' magnets.

5. Provide 4 sticky notes to each participant. Instruct them to record 3 personal accomplishments and 1 core strength. A core strength should be a defining quality of what they are good at (can be abstract/conceptual). Place their sticky notes in the ACCOMPLISHMENTS and STRENGTHS sections, respectively.

- *What is something you have accomplished recently? Provide 3 answers.*
- *What is one personal strength that defines you as a person?*

6. Instruct the participants to reflect on their challenges and place it along the INTERNAL-EXTERNAL spectrum. Consider their ACCOMPLISHMENTS and STRENGTHS.

7. Sharing session.

- *Who felt they had more control over their challenges after the activity? Why? What made you change your perspective?*

## 8. Debrief.

- *Sometimes we go through life facing challenges we feel we can't overcome because we think we're incapable. But what we sometimes forget all the things we have accomplished in the past. We forget that we are more capable than we think we are. Sometimes it helps to just take a step back and reflect. You'll be surprised how much it helps.*

## Reading Materials

1. <https://www.verywellmind.com/what-is-locus-of-control-2795434>
2. <https://www.outsidetheboxexperiential.com/locus-of-control>



# REFRAMING THOUGHTS 40 minutes

## Thinking Traps

Thinking traps represent the different forms of cognitive error that manifest when we process events. Awareness of thinking traps allows participants to be more conscious of irrational thinking when it occurs and makes cognitive interventions possible.

<b>Catastrophizing</b> Exaggerating the importance of something	You exaggerate a negative experience
<b>Minimizing</b> Minimizing the importance of something	You downplay a positive experience
<b>Filtering</b> Focusing on the negative and ignoring the positives	You ignore positive experiences and only look at the negative ones.
<b>Jumping to conclusions</b> Making negative interpretations of an event without looking at facts	You are quick to assume without looking at evidence.
<b>Personalization</b> Always making the situation about you	You explain every negative experience as your fault.
<b>All or Nothing</b> Looking at things as black or white.	You make extreme conclusions, never in-between. / You think of things as black and white, never in shades of grey.
<b>Overgeneralization</b> Seeing a single event as never-ending failure	You think a single negative experience defines every aspect of you.
<b>Emotional Reasoning</b> Assuming your emotions reflect the truth of a situation	You interpret situations as negative because of how you feel.

## Modification Strategies

Modification strategies are methods to test/reframe/reflect participants' irrational thoughts into healthier perceptions of reality.

<b>Examining</b> Are my beliefs based on evidence?	What evidence is there to show my understanding of the situation is accurate?
<b>Exposing</b> Are my beliefs exaggerated? Am I distorting the facts?	What would be so bad if my initial understanding proved to be accurate? What are the consequences of believing my understanding is accurate?
<b>Expanding</b> Can I view my beliefs from a different point of view?	Is there another way of looking at this? There may be evidence to support an alternative explanation.

### Learning Objective:

- Identify thinking traps and how it influences us.
- Reframing thinking traps to generate healthier perceptions.

### Approaches

- Reflective session

### Preparation

- Facilitators should read through activity notes and [reading materials](#)
- Facilitators need to understand concepts in order to assist participants.

### Materials Required:

- Slide (TM 1 Slides 8-9)
- Whiteboard
- Sticky notes
- Marker pens
- Pens
- Magnets
- Label stickers
- Projector

### Description of activity:

1. Introduce the activity and its objective. The following activity will help identify irrational thinking and help modify the way we approach those thoughts. Split participants into small groups of three to four. Assign a facilitator to every group to manage the discussions. [2 minutes]

- *The next activity involves looking at how we think irrationally about things and what we can do to fix that. First, split into small groups of three to four.*

2. Explain the different thinking traps and provide examples (Slide 8) Leave the slide on the screen for participant reference. [5 minutes]
3. Instruct participants to share with their group on how thinking traps influence the challenges they've faced in the past. Participants may choose to use the challenges identified in previous activities. Facilitators should assist the participants in their reflections and clarify concepts where necessary.

- *Describe an experience you encountered where thinking traps influenced you. What was the thinking trap?*

4. Conduct a sharing session. Have participants share from their group discussions. [5 minutes]
5. Explain the different modification strategies and provide examples (Slide 9). Leave the slide on the screen for participant reference.

6. In the same groups, instruct participants to use the modification strategies to reframe their thinking traps into healthier perceptions. Then, share it with their groups. Facilitators should assist the participants in their reflections and clarify concepts where necessary. [10 minutes]

- *Now that we have seen how thinking traps can negatively influence us, how can we use modification strategies to overcome this?*

7. Sharing session and debriefing.

- *How was the activity? Did it help you approach challenges better? If it did, share that experience with us. If it didn't, why not?*

## Reading Materials

1. <https://www.bjclearn.org/resiliency/PDFs/004102.pdf>
2. [http://psychodelights.com/pdfs/cbt\\_nats.pdf](http://psychodelights.com/pdfs/cbt_nats.pdf)

# L GOAL SETTING 40 minutes

## The GROW Model

### Goal

- Identifies and clarifies the type of goal to be achieved.
- Provides understanding of principal aims and aspirations.
- Clarifies the desired result of successful achievement of goals.

### Options

- Identifies the possibilities and alternatives.
- Outlines and questions a variety of strategies for progress.

### Reality

- Assesses the current situation in terms of the action taken so far.
- Provides understanding of internal obstacles and blocks currently preventing or limiting progression.

### Will

- Creates a summary and plan of action for implementation of the identified steps.
- Estimates the certainty of commitment to the agreed actions.
- Highlights how accountability and achievement of the goals will be ensured.

### Learning Objective:

- To encourage goal setting and action planning
- Applying a structured manner in engaging with obstacles.

### Materials Required:

- Slides (TM 1 Slide 11)
- Drawing sheets
- Markers
- Blu Tack

### Approaches

- Reflective session

### Preparation

- Facilitators should have read reading materials (insert citation), prepared materials, and familiarize with the slides (insert slide number).
- Facilitators need to understand GROW model to be able to assist participants in reflections; additional [reading materials](#) are provided.

## Description of activity:

1. Introduce the activity and its objectives. Explain the rationale for using a GROW model in approaching challenges.
2. Explain how the GROW model works and show a completed GROW model (Slide 11)
3. Instruct them to work on their own GROW model using the sheet and markers provided (see [Figure 2](#)). Participants begin by drawing an avatar at the center of their sheet; then fill in the sections, Goal > Reality > Options > Will. Facilitators are required to provide assistance, when needed. [20 minutes]

### GOAL

- *What do you want to accomplish / what would you like to work on?*
- *Why do you want to accomplish these goals?*
- *What would accomplishing this goal mean to you?*

### REALITY

- *What is your progress on this goal?*
- *What's preventing you from accomplishing this goal?*

### OPTIONS

- *What can you do to accomplish this goal?*
- *Are there alternative options?*
- *What are the advantages and disadvantages of these options?*

### WILL

- *Which option will you take?*
- *What will you do to reach your goal / what's your action plan?*
- *On a scale from 1 to 10 (10 highest), how motivated are you to carry out this plan? If the number is low, What can be done to increase your motivation?*

4. Collect the sheets from the participants and with blu tack, display them on the walls. Conduct a sharing session, ask for volunteers to present their own sheet (choose participants if there are no offers).
5. Debrief the participants.
  - *How was the activity? Did you find it helpful? If so, how was it helpful?*

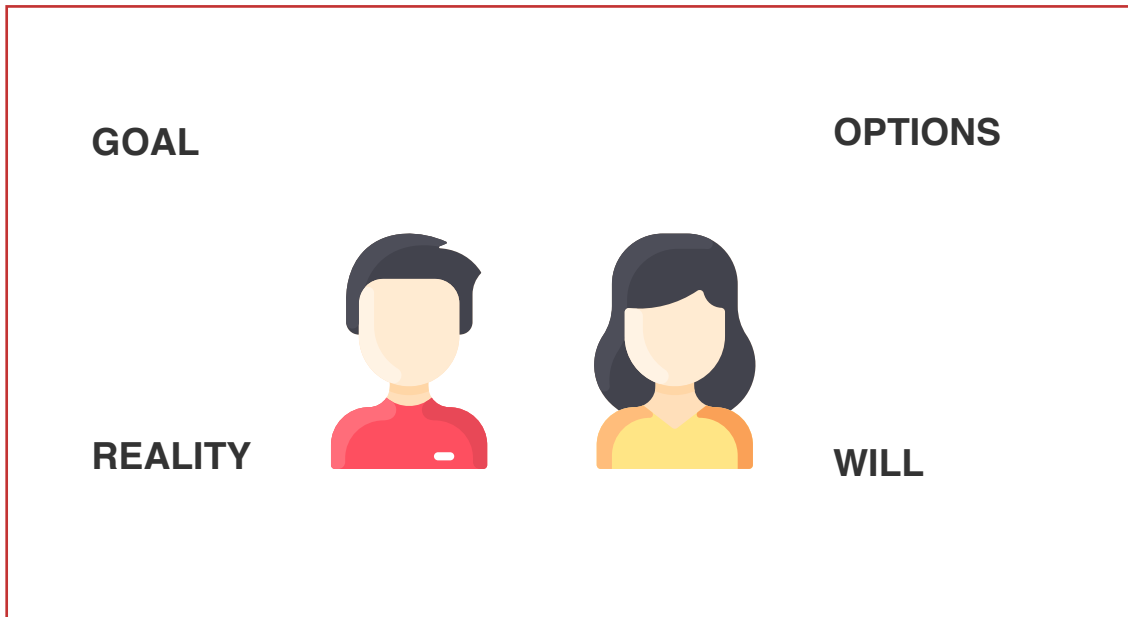


Figure 2 Grow model template

## Reading Materials

1. [https://www.mindtools.com/pages/article/newLDR\\_89.htm](https://www.mindtools.com/pages/article/newLDR_89.htm)

# EMOTIONAL RESILIENCE

Emotional resilience is a way of living with self-belief, self-compassion, and enhanced cognition. It is the way through which we empower ourselves to perceive adversities as 'temporary' and keep evolving through the pain and sufferings (Marano, 2003). When we are emotionally resilient, we not only adapt ourselves to stress and disappointments, we also grow the insight to avoid actions that might lead us to face difficult situations.

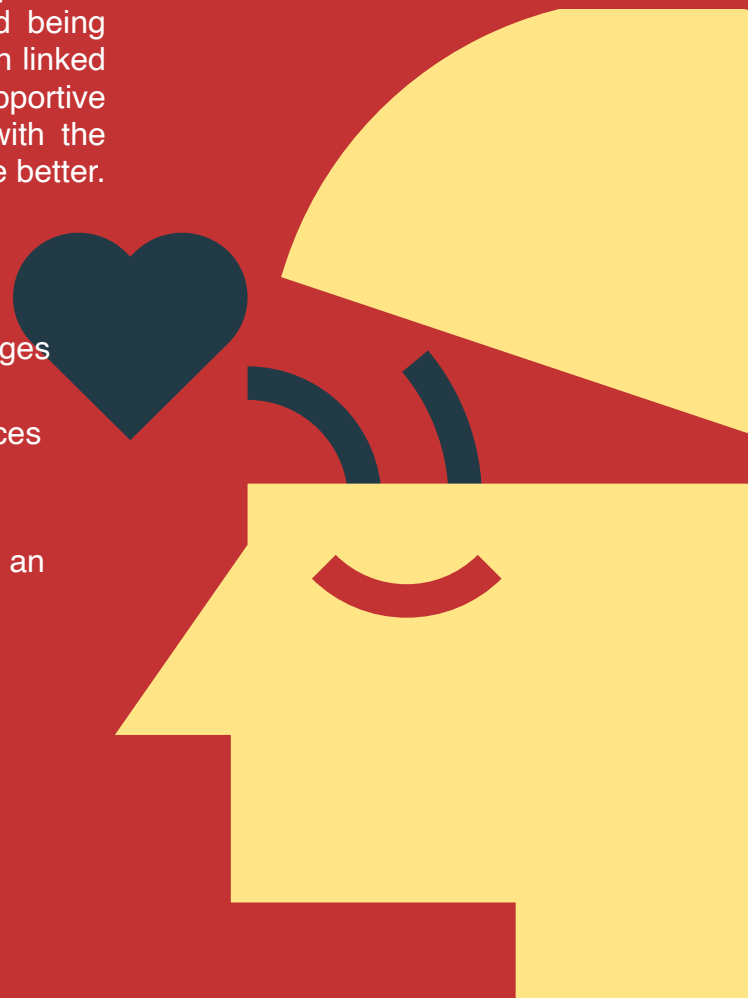
Current evidence about individual resilience suggests that it is not a static character trait, but rather a cluster of capacities and resources. This includes self-awareness, the awareness of others, the understanding of positive emotions and its association with optimism, and being empathetic when relating to others. This has been linked to the building of a strong network of mutually supportive relationships, where help is sought and given with the belief that these actions will influence things for the better.

## Key ideas:

- Ability to manage one's own emotion in a constructive way can help cope with challenges
- Positive emotion can build physical, intellectual, social and psychological resources
- Learning to value different perspectives can help navigate differences peacefully and understand diversity as an asset rather than an issue

## Outcomes:

- Ability to identify stress triggers
- Recognize the connection between emotion and thought
- Be able to calm down mind, and observe without judging
- Develop emotional intelligence

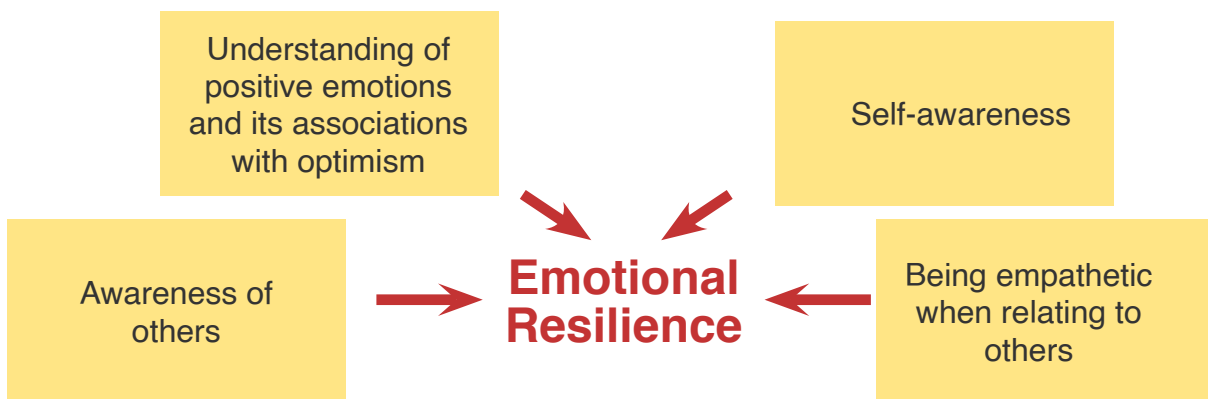


# EMOTIONAL RESILIENCE

## An Introduction to Emotional Resilience

Emotional resilience is a way of living with self-belief, self-compassion, and enhanced cognition. It is the way through which we empower ourselves to perceive adversities as ‘temporary’ and keep evolving through the pain and sufferings (Marano, 2003). Simply put, it is the ability to bounce back after a difficult experience.

It is a combination of various capacities and resources such the self-awareness, an awareness of others, empathy in relating with others and positive emotions.



Developing emotional resilience allows an individual to adapt to disappointment or stressful situations; it may also serve a preventive function by providing insight to avoid actions that might lead to facing difficult situation. Additionally, emotional resilience is linked to a strong network of mutually supportive relationships where help is sought and given with the belief that these actions will influence things for the better.



# SELF-REFLECTION & EMOTIONAL AWARENESS 30 minutes

Self-awareness and emotional awareness is the first step in building emotional resilience; requires individuals to recognize and understand how their emotions affect interactions with others. It is only by being aware of your own emotions and the impact they can have that you can hope to address them. Being emotionally-aware includes the ability to:

- Identify and label personal feelings
- Recognize and accept areas of vulnerability and unresolved issues
- Recognize thoughts and thought patterns

Developing emotional awareness begins with the ability to identify triggers, which leads to identifying emotions, and the response of experiencing that emotion.

## **Learning Objective:**

- To identify negative emotions
- To explore differences of perception in relation to negative emotions
- To express negative emotions in a constructive way
- 

## **Materials Required:**

- Slides (TM 1.2 Slides 7-9)
- Pen
- Paper

## **Approaches**

- Narrative approach
- Reflective exercise
- Interactive lecture

## **Preparation**

- Facilitators should have read activity notes and [reading materials](#)

## Activity #1

The vignette of Lily is designed for participants to identify possible trigger events/situations that puts Lily in an uncomfortable situation. Participants can further extrapolate what her possible responses to the triggers may be. But the key point is that different people will react to the identified triggers differently and that is acceptable. Participants themselves may have different interpretations of the triggers but in most situations, we have a choice on how to respond.

1. Show (Slide 7) and read out loud at a slow and steady pace.

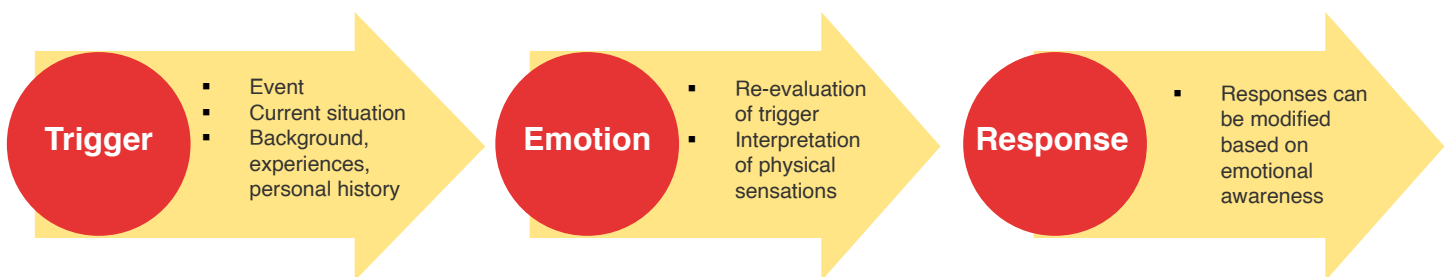
*Lily is an intelligent and articulate student who enjoys participating in the discussions that takes place in her class. She is currently taking a course where she is one of only 3 female students in a class of 40. She is always well-prepared and her comments are supported by the research she has done prior to class. As the semester progresses, she realizes that her comments are being more closely scrutinized than those provided by her male classmates. She is repeatedly asked to report her sources and defend everything she says. During discussions, she always get remarks about her appearance, asked to buy or serve drinks and when she disagrees and rebuts classmates arguments she is called emotional.*

2. Discuss the vignette using the questions provided below. The probes aim to elicit themes related to life experiences such as being disadvantaged, issues with being a minority, cultural/gender bias, conformity etc. This will help in identifying the context of triggers (current situation, background and experiences etc.).

- *What do you think about this scenario?*
- *What do you think are events and situations that can trigger distress/discomfort for Lily?*
- *What kind of emotions/feelings do you think Lily feels?*
- *What kind of responses would you expect Lily would have towards her course and her classmates?*
- *What in your opinion is going on?*
- *What kind of feeling(s) that it made you feel?*
- *Is there anything about it that makes you uncomfortable?*
- *What do you think about how the same thing/this scenario makes different people think or feel differently?*
- *What is it about your own background that may or may not make you have a response to this scenario?*

## Triggers

A trigger is a stimulus that elicits a reaction. For example, an event could be a trigger for a memory of a past experience and an accompanying state of emotional arousal (APA). Originally a concept related to PTSD. Being aware of triggers is a critical component to learning how to cope with symptoms of stress/discomfort. Understanding what makes us feel uncomfortable requires us to identify the causes of the discomfort. The idea is not to run away from these situations, but to be aware of our limitations and find ways to either limit exposure or find alternative ways of perceiving the situation.



### Activity #2 - Identifying Triggers

This activity aims to help participants identify triggers so that they can learn how to cope with difficulties. We start by being able to identify triggers, this helps individuals learn how to cope with difficulties.

- *A trigger is any topic/event/people that makes us feel uncomfortable and varies across individuals. When we know our triggers, we can choose to not expose ourselves to situations that harms us for example, or to digital content that can generate unpleasant emotions.*
- *When an emotion is triggered we are in the grip of that emotion, which limits our ability to think clearly and choose how we respond. As time passes, we gain some clarity and the ability to make a thoughtful choice. With awareness we can pause before we respond and choose a response that best serves our goals.*

1. Show (Slide 8) and explain the process of developing emotional awareness. [2 minutes]
2. Provide participants with ([Handout 1](#)) and pens. Instruct them to identify 3 events/situations/individuals that make them distressed (Slide 9). For each trigger, answer the following questions:

- *Why does this trigger you?*
- *What is your reaction to this trigger?*
- *What do you need to say to yourself so you can stay in control when confronted by this trigger?*

3. Ask volunteers to share their answers. [5 minutes]
4. Present (Slide 9) and provide guided closure, point out the various reactions and methods of control. [3 minutes]

- *Everyone experiences negative emotions, important to identify the triggers*
- *Ability to re-evaluate our triggers and interpretation of our emotions are crucial steps in our decision on how to respond constructively*
- *As we meet and mingle with different people from different background, it's important for us to build better awareness about ourselves, how we think about ourselves, how we relate to others and how we see the world. Sometimes it takes effort to avoid conflict because a lot of us are just very different to each other. Some groups of people even experience significantly higher instances of negative experiences due to socio-demographic challenges and this would definitely effect how they relate to other individuals. But we need to address these negative experiences and the negative emotions that are triggered in a constructive way.*

## Reading Materials

1. <http://atlasofemotions.org/#introduction/>
2. <https://www.theemotionmachine.com/self-awareness-is-the-first-step-toward-empathy/>
3. <https://link.springer.com/article/10.1007/s41465-017-0023-6>
4. <https://www.psychpoint.com/mental-health/worksheets/triggers/>
5. <https://positivepsychology.com/self-awareness-exercises-activities-test/>

# EXPLORING POSITIVE EMOTIONS 60 minutes

## Learning Objective:

- To identify emotions
- To discuss the differences in [e.g. intercultural] experiences and emotions
- To be aware of the impact of experiencing positive emotion
- 

## Materials Required:

- Slides (TM 1.2 Slides 12-17)
- Pen
- Paper
- Whiteboard

## Approaches

- Interactive lecture
- Reflective exercise
- Role-play
- Discussions
- 

## Preparation

- Facilitators should have read activity notes and [reading materials](#)

In this section, we extend the identification of emotions from negative, to include positive. It is important to recognise and identify different emotions because they have a function in helping humans:

- Survive and avoid danger;
- Help us make decisions;
- For people to understand and communicate with each other.

Research has classified six facial expressions which correspond to distinct universal emotions: disgust, sadness, happiness, fear, anger, surprise (Ekman, 71; Black, Yacoob, 95), recognized by everyone regardless of background and environment.

## Activity #1 - Grateful List

1. Provide pen and paper to participants. Instruct them to list down 10 things they are grateful for (Slide 12). Remind participants to keep things simple.

- *Think about simple things that makes you grateful when times are tough*
- *Think about everyday things that will make it difficult for you to be without*
- *List down 10 things you are grateful for in your life*
- *Reflect on what is going well and how you have contributed to those situations*

2. Ask the participants to consider how they feel about the items on their list.

- *How do you feel about these things you are grateful for?*

3. Encourage participants to share examples of positive emotions. Write it on the whiteboard. [5 minutes]

4. Introduce universal expression of emotions (use Slides 13 and 14). Ask participants what kind of emotions and messages they perceive from images on Slide 14.

- *Note how the gazes can generate much more complex reactions, varieties of interpretations, and basically deeper meaning compared to the basic emotions seen in images from Slide 13.*
- *We can provide deeper meaning to positive emotions too.*

5. Introduce positive emotions (Slide 15). Compare the list generated from the Grateful List with this.

- *These are positive emotions, beyond simple happiness, it requires more work and awareness to recognize but can provide better meaning to our experiences and help with increasing emotional resilience.*

## Activity #2 - Role-play

1. Split participants into groups (minimum 2 people).
2. Each group is tasked with creating a scenario based on one of the positive extended emotions from the previous activity.

- *Go to the list of extended positive emotions that we identified after doing the Grateful list just now. Decide as a group which positive emotion you would like to do a role-play on.*
- *For example, if you've chosen "inspired", you can act out how someone who became inspired to write a story after visiting a new place and meeting new people who did things differently.*

3. Do not reveal your chosen emotion; the other groups are meant to guess. Keep the scenarios short (3 minutes max.) Participants are given 20 minutes to discuss and rehearse.

- *Let's take 20 minutes to discuss and prepare the role-play. Remember that this is a role-play so you need to act out scenarios, not act out a word. Use dialogue, act on roles of other people, you can present the premise or introduction of the scenario: location, who are the characters, etc.*

4. Bring all participants together and have the groups perform their role-plays. Participants will attempt to identify the positive emotions expressed in the role-play. [20 minutes]
5. Discuss how the emotions were expressed. Exploring this provides a link to the discussion of intercultural expression of emotions, and how background, beliefs, values and assumptions, and marginalization have impact on the expression or lack of expression on emotions. [5 minutes]
6. Debrief (Slide 16).

- *Positive emotion can build physical, intellectual, social and psychological resources; broaden cognition and help people be accepting of a greater variety of behaviours and beliefs*
- *This is important in multi-cultural, multi-faith communities such as ours.*

## Reading Materials

1. <https://positivepsychology.com/perma-model/>
2. Resilient Individuals Use Positive Emotions to Bounce Back From Negative Emotional Experiences. *J Pers Soc Psychol.* 2004 Feb; 86(2): 320–333. doi: [10.1037/0022-3514.86.2.320](https://doi.org/10.1037/0022-3514.86.2.320)
3. Psychological Resilience and Positive Emotional Granularity: Examining the Benefits of Positive Emotions on Coping and Health. *J Pers.* 2004 Dec; 72(6): 1161–1190. doi: [10.1111/j.1467-6494.2004.00294.x](https://doi.org/10.1111/j.1467-6494.2004.00294.x)



# BUILDING EMPATHY 75 minutes

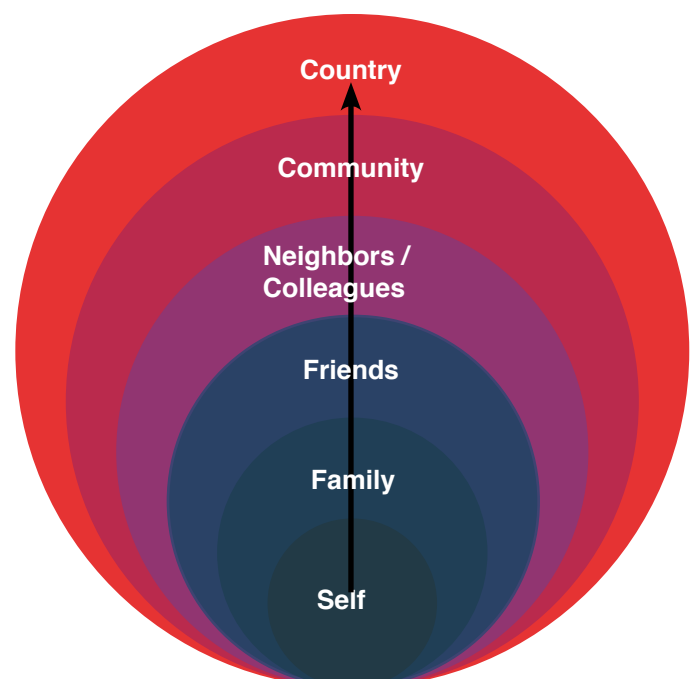
Empathy enables individuals to connect/communicate with others in a way that makes others feel safe and respected. Having empathy can increase likelihood to resolve differences (which in some situations are unavoidable) and manage difficult situations successfully. Empathy can help reduce discrimination, prejudice and racism, and increases the will of individuals to help others in need, helps build resilient societies. On an individual emotional level, empathy can help decrease stress during confrontative/discriminatory situations thus increasing emotional resilience. Individuals can learn to be empathetic towards themselves and others through a set of skills (ability to observe his/her own mental and physical events in the present moment without judging, listening and observing others without judging).

In this section we introduce the concept of empathy and how it's related to resilience, and the different set of skills essential to building empathy. Empathy is the ability to recognize, understand, and share the thoughts and feelings of another person, animal, or fictional character. Developing empathy is crucial for establishing relationships and behaving compassionately. It involves experiencing another person's point of view, rather than just one's own, and enables prosocial, or helping behaviors that come from within, rather than being forced.

Empathy can be developed; individuals can learn to be empathetic towards themselves and others through a set of skills:

- ability to observe his/her own mental and physical events in the present moment without judging;
- listening and observing others without judging.

Developing empathy starts with the individual through self-awareness of their thoughts, behavior and feelings without passing judgement or labelling.



### Learning Objective:

- To regulate own attention and focus it on thoughts and physical events in the present moment, without judging
- To observe without judging
- To acknowledge that discrimination and judgement towards others can be based on variables in society and intercultural differences

### Materials Required:

- Slides (TM 1.2 Slides 18-22)
- Pen
- Paper
- Raisins
- Hand sanitizer
- Gloves
- Spoon/spatula

### Approaches

- Body Scan Meditation
- Reflective writing
- Intearctive Lecture

### Preparation

- Facilitators should have read activity notes and [reading materials](#)


### Activity #1 - Body Scan Meditation

The goal of this exercise is to let participants practice regulating their own awareness to the inner mental and physical events whilst in the present moment and to get connected to them.

*The purpose of this exercise is to pay attention to the inner experiences. The first step to be able to accept others and care for them, is to be aware of your own inner experiences. This can be practiced by performing some mindfulness exercises.*

### Objective:

- Can regulate his attention and focus it on the inner mental and physical events in the present moment and is able to name it.
1. Instruct participants to find a space in the room and make themselves comfortable. Close their eyes. Read instructions for the Body Scan Meditation. Allow a gap of 5 seconds between each step. (Slide 19)

- 
- Take a moment to get in touch with the movement of your breath and the sensations in your body.
  - Bring your attention to the physical sensations in your body. Especially to the sensations of touch or pressure.
  - Remind the intention of this practice ....The goal is not to feel different, relaxed or calm. This may or may not happen. But the intention is to bring attention to any sensations you detect, as you focus your attention on each part of the body in turn.
  - Whatever feelings, thoughts and/or physical sensations you are experiencing, accept them without judging the experiences as they are, and let them go.
  - Bring your awareness to the physical sensations in the lower abdomen and become aware of the changing patterns of sensations in the abdominal wall as you breathe in, and breathe out.
  - Bring your focus to the toes of your left foot. Feel all the sensations in your toes of your left foot
  - On inhalation, imagine or feel the breath entering the lungs, and then passing down into the abdomen, into the left leg, the left foot, and out through the toes of the left foot. Now, imagine or feel on an exhalation the breath coming all the way back up from the toes out of the foot, into the leg, up through the abdomen, chest, and out through the nose.
  - On an exhalation, bring your awareness to the sensations on the bottom of your left foot bringing an awareness to the sole of the foot, the instep, the heel.....Again imagine how your breath flows from the foot through your body to the nose.
  - Now move your awareness to the ankle, your lower leg to the knee and then your whole left leg.
  - Now we are going to do the same with your right leg. Focus your awareness to the sensations in that body part. The toes of your right foot, foot, heel, top of the foot, ankle, lower leg, knee, thigh and then your whole right leg.
  - Next, bring your awareness to your breathing and thus your abdomen, chest, back, left arm, right arm, neck, head and face.
  - If you become aware of tension, or other intense sensations in a particular part of your body, then try to notice it in a friendly way and try to let it be.
  - During this exercise your mind will inevitably wander away from the breath and the body from time to time. That is entirely normal. If you notice this, then acknowledge that and notice where your attention drifted to and again focus your attention on the part of the body were you want to focus on.

2. Once participants have “scanned” their whole body, let them spend a minute being aware of the sense of the body as a whole, and of the breath flowing freely in and out of their body.
3. Debrief. Ask participants to share their experience.

- *If you notice that your attention is distracted by something else than the sensation you focused on, then the first thing you have to do is to be aware of that thought, feeling or physical sensation, and then re-focus*
- *Focusing on the breathing can be helpful so the mind does not drift*
- *It takes practice to just observe or pay attention to your physical experience*
- *Remember that the purpose of this exercise is to pay attention to the inner experiences. The first step to be able to accept others and care for them, is to be aware of your own inner experiences.*

## Activity #2 - Observing without Judging

1. Provide a raisin to each participant. Facilitators must wear gloves and use a spoon/spatula when distributing the raisins. Remind participants not to eat the raisins.
2. Read out the following script, allowing for a 5-10 second gap after each step (Slide 20).

- *Put the raisin in your hand and bring your attention towards your breathing.*
- *Look at the raisin as if you have never seen it before. Look at the structure and the grooves. Do you see any differences between the colors, shadows or patterns?*
- *Slowly roll the raisin between your fingers. Feel the structure of the raisin.*
- *Hold the raisin against the ear. Squeeze a bit. Does it make any sound?*
- *Bring the raisin to your lips and feel with your lips.*
- *Place it on your tongue and taste and feel the raisin without chewing on it or putting pressure on it. Move the raisin slowly in your mouth with your full attention on the sensation.*
- *If you eventually swallow the raisin, pay attention to the fullness of its taste.*

3. Closure. Ask participants to share their experience of the activity.


- *How was the activity?*
- *To what extent do you think you can observe something or someone without judging them?*
- *What was easy for you?*
- *What was hard?*

4. To reinforce the idea of how difficult it can be to observe without passing judgment, go to final section of building empathy. With (Slide 21), ask participants to describe the image they see.

- *What's happening in this picture?*
- *What can you say about this picture?*
- *What is this person doing?*
- *What kind of information can you get from this picture?*
- *What comes to mind when you look at this picture.*

5. Repeat Step 5 with the next image (Slide 22).

6. Close and debrief.

- 
- *When practising empathy, it's important to regulate our own attention and focus it on thoughts and physical events in the present moment, without judging, starting with yourself. It's really difficult to empathise with others when you do not practice it on yourself.*
  - *For most people, to observe without judging may require some practice, so look at it as an ongoing process.*
  - *We also need to acknowledge that discrimination and judgement towards others can be based on variables in society and intercultural differences. These differences however can be bridged.*

## Reading Materials

1. <https://positivepsychology.com/perma-model/>
2. Increasing Empathy (2013). The Center for Building a Culture of Empathy and Compassion
3. <https://www.mentalhelp.net/emotional-resilience/compassion-is-healing-empathy/>
4. Compassion vs Empathy, designing for Resilience (2014). <https://dl.acm.org/doi/pdf/10.1145/2647087>



# INTERPERSONAL COMMUNITY RELATIONS

As Malaysians, we often struggle to have meaningful interactions between ethnocultural groups. Rather, we maintain homogenous groupings due to the comforts of familiarity. This results in the lack of understanding in values/beliefs others may hold, which inevitably leads to misunderstood conflicts that worsens existing relations. In this section, we explore national unity on a smaller scale in the interactions between individuals. Simple interactions between individuals is a critical aspect of national unity for it is the sum of individuals interactions that makes up the wider unity of a nation.

This module component will put participants into roleplaying scenarios to develop civil means to resolve conflicts. It will pit participants into activities that require interdependence and commonality in goals and action. And finally, it will give a platform for participants to explore the rich diversity through the sharing of personal narratives.

## Key ideas:

- Practicing civil and progressive approaches to resolving social conflicts.
- Developing cooperative behaviors through shared goals, interdependency, and joint action.
- Exploring personal narratives on diversity.

## Outcomes:

- Awareness on conflict resolution do-&-don'ts.
- Learning to assume a cooperative approach to overcome obstacles..
- Awareness and appreciation of different cultures.

# CONFLICT RESOLUTION SKILLS 40 minutes

Healthy/Unhealthy Conflict Behaviours is adapted from Marshall Rosenberg's theoretical approach Nonviolent Communication. The following are features and descriptions on the forms of conflict behaviors that can take place in real-world settings. The ability to identify and understand these behaviours can provide structured awareness on approaching conflict situations.

## Unhealthy Conflict Behaviors

**Mr. Ad Hominem**  
*Moralistic Judgement*

Judges others as bad if their values does not align with your own. Tendency to blame others and use insults, criticism or comparisons.

**Coercion**  
*Demands*

Uses threats to pusish or blame the listener if they fail to comply with your demands.

**Billie Jean**  
*Denial of Responsibility*

Denies accountability for your actions by shifting the blame to impersonal forces (health conditions, psychological past, behavior of others, authority, group pressure, gender roles.

**Grandfather's Road**  
*Entitlement*

Believes that your actions merit no consequence, whereas others merit punishment/blame

## Healthy Conflict Behaviors



**BE CALM**  
*not aggressive*



**LISTEN**  
*don't judge*



**EXPRESS**  
*don't attack*



**COMPROMISE**  
*don't dominate*



### Learning Objective:

- To develop and practice conflict resolution skills in social situations.
- To compare between healthy and unhealthy conflict resolution behaviours in conflict scenarios.

### Materials Required:

- Slides (TM 2 Slides 8-10)
- Whiteboard
- Sticky notes
- Marker pens
- Pens
- Magnets
- Label stickers
- Projector

### Approaches

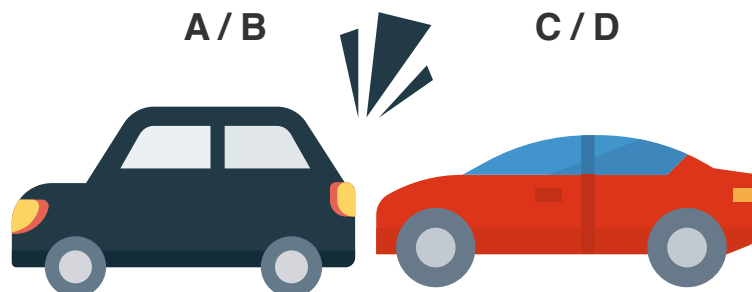
- Role-play

### Preparation

- Facilitators should have read activity notes and [reading material](#); they should also familiarize themselves with the section slides.
- Print out character cards (see Handout)

### Scenario

It's a rainy day. Car with Persons C/D skids and crashed into another car with Persons A/B. A/B/C/D exits their vehicles to inspect the damage and discuss compensation.



### Description of activity:

1. Assign participants into groups of four. Explain to participants that the following activity will educate participants on conflict resolution skills and put participants into conflictual scenarios that they have to resolve. However, they must do so while roleplaying a character given to them through a paper slip. Remind participants that their character role is a secret and cannot be shared with other participants. [2 minutes]
2. Briefly explain the scenario (Slide 8). Hand participants the paper slips. There should only be four per group, the slips should contain character roles and the scenario. Give them a minute to read the slip and identify their co-passengers. Tell participants they have 5 minutes to complete the scenario and begin. [5 minutes]

3. With the participants in their respective groups, explain the character roles in the previous scenario (Slide 9). Conduct a quick sharing session as you go along. [8 minutes]

- *Who had (insert character role)? What was it like resolving conflicts with this character? Did it help/Was it effective?*

4. Explain to participants on healthy conflict resolution behaviours (Slide 10). Like before, explain to participants that they will be put in the same conflictual scenario and are to resolve it. However, this time using the healthy conflict resolution behaviours as their characters. Give them a minute to process the slide information. Facilitators should leave (insert slide number) on screen for participant reference while roleplaying. Remind participants they have 5 minutes to complete the scenario and begin. [8 minutes]

5. End with debriefing. Try to explore the comparison between healthy-unhealthy conflict behaviours. The following are sample questions to guide facilitators. End with a closing statement.

- *“Who managed to resolve their conflicts? If not, what happened?”*
- *“What was it like resolving conflicts with healthy conflict behaviours? What worked/what didn’t? Did it help/Was it effective?”*
- *“Comparing the two scenarios acted out, would you say having healthy conflict behaviours made a big difference? Why?”*
- *“Conflicts are a common scenario, especially in culturally diverse countries like Malaysia. Therefore, it is important to resolve conflict in an amicable manner.”*

## Reading materials

1. <https://www.helpguide.org/articles/relationships-communication/conflict-resolution-skills.htm>
2. <http://www.alastairmcintosh.com/general/verene/M%20Rosenberg%20on%20Cmmunicatn%20that%20Blocks%20Cmpassion.pdf>

# COOPERATIVE BEHAVIORS 30 minutes

## Learning Objective:

- To cultivate cooperative behaviors in participants through shared goals, interdependence, and joint action.

## Materials Required:

- Timer
- Rule slip (Handout)
- Treasure pieces (e.g. marbles etc.)

## Approaches

- Physical activity

## Preparation

- Facilitators should have prepared training materials for the activity; paper slips with instructions ([Handout 3](#)) and marbles. Please adjust the treasure number and activity time on the slips depending on the scale of this activity. For reference on how to scale the activity correctly, use this ratio (50 treasure: 10 minutes).
- Facilitators need to prepare the space before activity starts. Marking the extends of the parameter (marking tape and flag etc.) to clearly designate the area of activity for participants. Treasure pieces must be hidden within this designated space; they should be fairly hidden but still accessible.

The point of the game is to nudge participants into cooperating with each other. The instructions indicate that finding a designated amount of treasures wins the game, however what participants do not know is that there are not enough treasure pieces for all teams to win. To win, participants must cooperate as implied in RULE #3.

## Description of activity:

1. Introduce the activity to participants. Explain that the following activity will be a physical game whereby participants are tasked to search for hidden treasure pieces to win the game. Divide participants into groups, the number of participants in each group depends on the facilitator. Proceed to ask group members to pick their group leaders and group names. [8 minutes]
2. Once group identity is established, request group leaders to collect paper slips with the instructions from the facilitators. Allow groups some time to digest the instructions on the paper slips and strategize. [2 minutes]

3. Once discussions are over, facilitators may begin the activity. Remind participants the stipulated time to complete the task. [recommended time: 10 minutes]
4. Conduct debrief. Run-through results of activity. Reveal the secret and objective of the game. Inquire into their thought process during the activity. Tie closing statement back to how cooperation is a necessity for national unity. [10 minutes]

# DIVERSITY TALK 40 minutes

## Learning Objective:

- To instill awareness in participants about the culture diversity in the workshop participants.
- To instill a sense of normality when perceiving diversity.

## Materials Required:

- Slides (TM 2 Slides 13-18)

## Approaches

- Interpersonal sharing

## Preparation

- Facilitators should familiarize themselves with the presentation slides.
- Choose 3 topics for the activity from the list provided.

This activity involves participants getting to know each other's cultural backgrounds through 5-minute conversations. Choose 3 topics from the list below:

<b>FESTIVAL</b>	What festivals do you celebrate? What are some things you look forward to? Why?
<b>FAMILY</b>	If you were to sum up your family's interactions in 3 words, what would it be? Why?
<b>RELIGION</b>	How has your religion influenced you personally? If it hasn't, why?
<b>FOOD</b>	In your opinion, what is the best food from your culture? What is the fondest memory you have of it?
<b>LIFESTYLE</b>	What is an ideal lifestyle for you? Elaborate why.
<b>OPEN</b>	What is the one thing you noticed about [your partner's] culture and wanted to know more about but didn't know how to ask?

## Description of activity:

1. Split participants into pairs. Show them the first topic and start the timer. To prevent individuals from dominating the conversation, ask them to take turns. At the 2:30 mark, announce that the other person should speak. At 5:00, end the conversation and conduct a sharing session; ask pairs to share what they've learned about the other. Seek volunteers, if there are none, choose a pair. [10 minutes]
2. Instruct participants to change partners.


3. Repeat Steps 1 and 2 for the other topics.

<b>Topic 1</b>	Conversation	5 minutes
	Sharing session	5 minutes
<b>Topic 2</b>	Conversation	5 minutes
	Sharing session	5 minutes
<b>Topic 3</b>	Conversation	5 minutes
	Sharing session	5 minutes

4. Debrief. Explore participants thoughts on the activity.

- *What did you think of it? Love it, hate it? Why*
- *The first step to bridging a gap is to strike up a conversation.*

# BUILDING NATIONAL RESILIENCE



Instilling national unity is not only an interpersonal approach. A lot of issues that happened on a national level, one way or another, are related to the topic of national unity. As such, there are needs for these issues to be addressed as a step forward to instill national unity in Malaysian society. In this section, we explore on the topics of discrimination, cultural diversity and utopian societies. In order to ensure people across different backgrounds in Malaysia their identity as Malaysians, their experiences of discrimination, diversity and ideal societies need to be celebrated.

As such, a lot of the activities going through in this section is mainly focused on understanding these different issues through group discussions, dialogue and imaginative activities .

## Key ideas:

- Exploring discrimination in terms of its experiences and perspectives.
- Exploring issues within Malaysia's multicultural society.
- Ideas on improving society as a whole.

## Outcomes:

- Develop understanding/empathy towards discrimination experienced by other people.
- Create awareness on issues within Malaysia's culturally diverse society.
- Creating an ideal vision of a society that participants can strive for.

# DISCRIMINATION NARRATIVES

40 minutes

## Learning Objective:

- To instill the experience of discrimination through narratives
- To build awareness on the issue of discrimination through constructive discussion

## Materials Required:

- Slides (TM 2 Slides 21-26)
- [Video](#)

## Approaches

- Video-stimulus
- Group discussion

## Preparation

- Facilitators should read through the activity notes and [reading materials](#)
- Have the video ready; ideally test it to prevent technical problems on the day

The video functions as a stimulus to start the discussion on discrimination, it should not be used as the topic of discussion. It is not necessary to run-through all the questions. Facilitators may choose to explore a few questions in-depth or briefly discuss a few:

- *What is discrimination to you?*
- *Have you experienced discrimination before? What happened?*
- *Why do you think people discriminate against others?*
- *In what situations is discrimination justified?*
- *Does Malaysia have issues of discrimination? If so, what kind?*
- *What are a few simple things you can do now to deal with discrimination?*

## Description of activity:

1. Introduce the activity and state its objective. Explain the purpose of the video and play the video.

- *In this activity, we are going to talk about discrimination. The video you are about to see presents an individual's experience with discrimination.*

2. Have participants seated in a circle. Using the chosen questions, engage participants in discussion. Try to limit facilitator input as much as possible. [25 minutes]



3. Debrief. Reflect on the activity, inquire as to what participants take away from the activity. End with a closing statement. [10 minutes]

- *What is your take-away from this activity / what did you learn/realize from this activity?*

## Reading Materials

1. <https://www.simplypsychology.org/prejudice.html>
2. [https://www.researchgate.net/profile/Jonathan\\_Rowe/publication/221414154\\_Story-Based\\_Learning\\_The\\_Impact\\_of\\_Narrative\\_on\\_Learning\\_Experiences\\_and\\_Outcomes/links/58aefdbfa6fdcc6f03f34835/Story-Based-Learning-The-Impact-of-Narrative-on-Learning-Experiences-and-Outcomes.pdf](https://www.researchgate.net/profile/Jonathan_Rowe/publication/221414154_Story-Based_Learning_The_Impact_of_Narrative_on_Learning_Experiences_and_Outcomes/links/58aefdbfa6fdcc6f03f34835/Story-Based-Learning-The-Impact-of-Narrative-on-Learning-Experiences-and-Outcomes.pdf)

## Video

<https://www.youtube.com/watch?v=-4hurGDvAYI&feature=youtu.be>

# PERSPECTIVES 60 minutes

## **Learning Objective:**

- To engage in open and uninterrupted sharing on the barriers to national unity.
- To cultivate appreciation and awareness on the differing perspectives/opinions on a single issue.
- To educate participants in engaging a more civil method to discuss controversial topics.

## **Materials Required:**

- Slides (TM 2 Slides 28-30)
- An object to serve as “talking stick”

## **Approaches**

- Reflective session

## **Preparation**

- Facilitators should familiarize themselves with activity notes, presentation slides and reading materials.
- Designate an object as “talking stick”. The individual holding the object has the right to speak. Facilitators should enforce this.
- Facilitators will need to take notes on responses as they will provide a recap of points mentioned at the end of every topic discussion. This acknowledges and respects the participants’ responses; it also has the added benefit of summarizing take-home lessons for participants.

This activity differs from a standard discussion. Participants take turns to contribute to the discussion and may only do so if they are in possession of the object. Participants are NOT allowed to respond to opinions of other participants. In doing this, participants are provided an opportunity to share their opinions, uninterrupted; and for others to listen without considering rebuttals. Participants are encouraged to listen to other responses.

<b>ETHNIC</b>	Do you find it difficult to eat together with people of different dietary requirements (ie halal, vegan)? Explain. In your opinion, does food have the ability to unite Malaysians across different cultures? Explain.
<b>LANGUAGE</b>	What do you think of the national language? Do we need a national language? If so, why? What is the best approach to foster national unity, considering Malaysia's multi language society?
<b>RELIGION</b>	Why do you think these religious issues happen in our country? How do we promote understanding and tolerance in Malaysia's multi religious society?

### Description of activity:

1. Have participants seated in a circle (with facilitator attached). Introduce the activity and its objective. State the rules of the discussion. Introduce the talking stick. Remind housekeeping rules. [5 minutes]

- *“This activity will be a discussion on issues/topics believed to be barriers to unity. However, the difference here is that it is a monologue sharing instead of a conversation between participants. We will each be given a chance to share our opinions uninterrupted as we go through the circle.”*
- *“Some rules to the activity. No responding to other participants’ opinions, only give your opinion on the discussion question. Only participants holding the talking stick can share (show object), if you want to share then wait for your turn.”*
- *“Some housekeeping rules. The topics/issues covered here will be controversial and uncomfortable for some. It is fine if you wish to refrain from sharing, but we encourage you to share. It is expected that not everyone will agree to everything shared here, we ask that participants respect the differences in opinion. All input is valued here, so if you have to disagree, do it peacefully.”*

2. Present slide that corresponds to chosen topic. Introduce the topic, read the question, pass the talking stick to the first participant. Begin discussion. [12 minutes]
3. Topic completed. Facilitator summarizes perspectives/opinions given. [3 minutes]
4. Repeat Steps 2 and 3 for all three topics. [recommended time: 45 minutes]

5. Debrief. Ask participants' feedback on the activity. End with a closing statement. [10 minutes]

- *“What did you think of the activity? How was it?”*
- *“Again, the activity is not for the purpose of deciding what is right and what is wrong. Neither is the activity about prescribing solutions. Instead it is for the purpose of listening to different views on societal issues without judging. Hopefully, you managed to learn something from this discussion and hopefully challenges us to think about our nations' issues more critically.”*

## Reading Materials

1. <https://www.bharian.com.my/rencana/sastera/2017/10/332794/bahasa-melayu-tentukan-identiti-bangsa-malaysia>
2. <https://www.youtube.com/watch?v=0el8Gfq20eA>
3. <http://journalarticle.ukm.my/12864/1/21729-65591-1-PB.pdf>
4. [https://drive.google.com/file/d/1\\_xzfckwakSnbTUFN7r50Xx70EMFJ9W6d/view](https://drive.google.com/file/d/1_xzfckwakSnbTUFN7r50Xx70EMFJ9W6d/view)
5. <https://drive.google.com/file/d/1tZbg5J3XOaEOSifCfndsW0bkib2p-dYz/view?usp=sharing>

# IDEAL SOCIETIES 40 minutes

## Learning Objective:

- To cultivate collective behaviors/sentiments through the shared task of conceptualizing an ideal society.

## Materials Required:

- Slides (TM 2 Slides 32-34)
- Markers
- Drawing sheets

## Approaches

- Utopian thinking
- Group discussion

## Preparation

- Facilitators should read the activity description and [reading materials](#)
- Facilitators should ensure that all participants are given the opportunity to speak and that no one dominates the discussion.

Congratulations!

You have all been selected to be part of the first space colony. As founders of your new society, you are tasked with creating the rules that regulate your society. To do so, think of the important elements needed for a society to live harmoniously.

## Description of activity:

1. Introduce the activity using the statement above and state the objective of the activity (Slide 32). Explain the concept of a society.
2. A society is a collection of people living together in an organized manner. There are structures and rules, both written and unwritten, that regulate interactions between members. As part of a society, you have rights but also you must consider everyone else's.
3. Split the participants into 2 groups; for a workshop with ten participants, five in each group.
4. Instruct the groups to decide on **five** important elements for a society to live harmoniously (Slide 33). Facilitators should use prompts listed below to facilitate discussion. By the end of this part, participants should have a better understanding of what elements they want in their ideal society. [15 minutes]

- *What are important things for a society to live harmoniously?*
- **Governance (decision-making)**
  - *How are decisions made in society?*
  - *Who decides - one person, a group or everyone (democracy)?*
  - *How do you come to a consensus - unanimous or simple majority?*
- **Communication (language)**
  - *How do you communicate with other members?*
  - *What language do you use?*
  - *What language would be best for everyone?*
- **Religion**
  - *What role does religion play in your society?*
  - *Is it the basis of law - does your society's law come from religious scripture?*
  - *Is there freedom of religion - if someone has a different belief system, is that okay?*
- **Rights** *(The following are suggestions; facilitators may provide their own examples of rights.)*
  - *What kinds of rights do individual members of your society possess?*
  - *Freedom of expression - will they be punished for their opinions? What are the limits of expression?*
  - *Freedom to bear arms - should everyone have a weapon?*

5. Bring all participants back into one group and have them sit in a circle. The next part of the activity involves participants simulating a meeting of their new society. Using points from the previous section, all participants must decide on **five** elements of their new society (Slide 34). It is important to note that this is not a competition to see which group's points make it into the final list.
6. Instruct participants to illustrate their society using the markers and paper provided; it is up to them whether they choose to create a drawing or simply writing their rules down.
7. You should have a better idea of what you want in your ideal society. As a group, decide on five elements that you want in your society. You should use things discussed in the previous section. Basically, you're creating a guideline for how you can all live together.

8. Debrief. Ask about their experience during the activity. End on optimistic note.

- *You've thought about what you want in an ideal society. Now think about your current society. How is it different? Is there anything you can do to help bring it closer to an ideal society? Although we most probably cannot make drastic nationwide changes on our own, we must at least do our part as individual citizens to bring about that ideal society.*
- *"How was it? Easy, difficult, frustrating?"*
- *A society is a collection of people - people who have different beliefs, ideas and views. Some of which you'll never meet but they're there. And just like this lucky draw, you don't get to choose who lives in your society. The first step towards that is to learn to live with others.*

## Reading Materials

1. <http://www.vernalproject.org/lcD/contents/lcDChapters/lcDChapter2.html#Democratic>
2. <https://learninginnovation.duke.edu/wp-content/uploads/2018/01/ITF-H1-discussionguide-17h5iob.pdf>

# ICEBREAKER ACTIVITIES





## ORDERED IDENTITIES



**Materials Required:** None

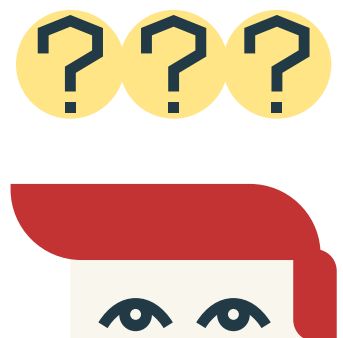
1. Stand in a circle. Choose one person to start (point, throw object etc.).
2. Person introduces their name and something they do during their free time.
3. After introducing themselves, they choose the next person and leave the circle.
4. The catch is when introducing themselves they introduce the people before them in the correct order.
5. Repeat until everyone in the circle has introduced themselves.

## TRUE FALSE RUN

**Materials Required:**

- Paper
- Marker
- Tape

1. Participants stand in the middle of a room (or if outside, between two markers e.g. cones). one wall/marker is nominated 'true' and the other 'false'.
2. Facilitator reads a statement, eg 'bats aren't actually blind'. On 'Run!' the participants must run for whichever side they think is correct - true or false - and whoever reaches the correct wall/marker first wins.
3. Statements are made from participants' personal accounts that had been shared throughout the workshop.
4. Participants with the most correct answers win.

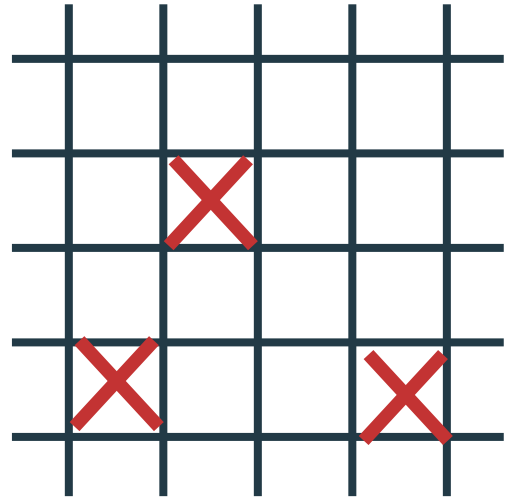


## BLANK BINGO

### Materials Required:

- Pen
- Paper

1. Create 4x4 bingo grid on a piece of paper.
2. Fill up the bingo board with activities from the list provided.
3. Ask around and search for people who like to do those activities.
4. The game ends when you manage to cross all the boxes.



- |                       |                               |                             |
|-----------------------|-------------------------------|-----------------------------|
| ▪ Netflix             | ▪ Arts & Crafts               | ▪ Listening to music        |
| ▪ Reading comics      | ▪ Hitting the Gym             | ▪ Spending time with family |
| ▪ Gaming              | ▪ Catching up on the news     | ▪ Painting                  |
| ▪ Baking              | ▪ Camping                     | ▪ Going out with friends    |
| ▪ Jogging             | ▪ Hiking                      | ▪ Eating                    |
| ▪ Volunteering        | ▪ Cooking                     | ▪ Using social media        |
| ▪ Writing             | ▪ Playing musical instruments | ▪ Going for a picnic        |
| ▪ Traveling           | ▪ Singing                     | ▪ Going to the museum       |
| ▪ Going to the cinema | ▪ Cycling                     | ▪ Photography               |
| ▪ Shopping            | ▪ Swimming                    |                             |
| ▪ Studying            |                               |                             |

## COUNTING TOGETHER

### Materials Required: None

1. Form a circle.
2. And as a group, count to ten. Without first arranging how it's going to be done.
3. One random person will start to count "one", then another random person will say "two".
4. When two people count at the same time, the facilitator would instruct them to restart the game.
5. Try to get as close to ten as possible.

# APPENDIX



# Identifying Triggers

<b>TRIGGER 1</b>	<i>Why does this trigger you?</i>
	<i>What is your reaction to this trigger?</i>
	<i>What do you need to say to yourself so you can stay in control when confronted by this trigger?</i>
<b>TRIGGER 2</b>	<i>Why does this trigger you?</i>
	<i>What is your reaction to this trigger?</i>
	<i>What do you need to say to yourself so you can stay in control when confronted by this trigger?</i>
<b>TRIGGER 3</b>	<i>Why does this trigger you?</i>
	<i>What is your reaction to this trigger?</i>
	<i>What do you need to say to yourself so you can stay in control when confronted by this trigger?</i>

## Conflict Resolution Skills Character Slip

Handout 2

### Person A

“You constantly blame and insult people who disagree with you.”

### Person B

“You threaten people with punishment/penalty if they don’t listen to you.”

### Person C

“You deny responsibility with all kinds of excuses.”

### Person D

“You believe you are not responsible for your actions because of your status.”

### Person A

“You constantly blame and insult people who disagree with you.”

### Person B

“You threaten people with punishment/penalty if they don’t listen to you.”

### Person C

“You deny responsibility with all kinds of excuses.”

### Person D

“You believe you are not responsible for your actions because of your status.”

### Person A

“You constantly blame and insult people who disagree with you.”

### Person B

“You threaten people with punishment/penalty if they don’t listen to you.”

### Person C

“You deny responsibility with all kinds of excuses.”

### Person D

“You believe you are not responsible for your actions because of your status.”

**RULE #1**

“There are pieces of treasure scattered throughout the room, you need to find it!”

**RULE #2**

“Finding \_\_\_\_\_ pieces of treasure to win the game. The treasure is within the space of the room, nothing beyond. The treasure is hidden but accessible, so destruction of property is not necessary.”

**RULE #3**

“You are allowed to communicate with other groups.”

**RULE #4**

“You have \_\_\_\_\_ minutes to complete the task.”

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Suite 515, LG-1A Bangsar Village,  
Jalan Telawi 1  
Bangsar 59100,  
Kuala Lumpur, Malaysia.

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