A manual for Generation Dialogue sessions

Step 4 of the Generation Dialogue process

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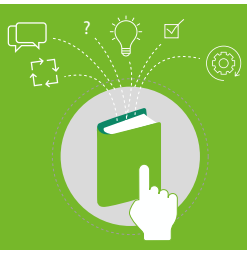
TO READ BEFORE YOU START



Who is this manual for?

This manual has been developed as the core resource for Step 4 of the Generation Dialogue process. To use it meaningfully, you first need to complete Steps 1-3 of the Generation Dialogue (see health.bmz.de/generation_dialogue_toolkit).

The aim of Step 4 of the Dialogue process is to design Dialogue sessions which are tailored to the community with whom you work and to the Dialogue topic that you want to address. Everything you need to implement Step 4 can be found on the Generation Dialogue toolkit website or on pages 51-56 of the toolkit document, which you can download from that site.

You can learn more about the Generation Dialogue and how it has been implemented in other countries at health.bmz.de/GenerationDialogue. The GIZ Sector Programme 'Promoting Gender Equality and Women's Rights' (spgender@giz.de) supports the implementation of the Generation Dialogue on behalf of the German Federal Ministry for Economic Cooperation and Development.

Step 4 of the Dialogue process

At the heart of the Generation Dialogue are five weekly Dialogue sessions, lasting half a day each, in which 24 younger and older men and 24 younger and older women meet in single-sex groups. The Dialogue sessions are built around six interactive exercises. These allow participants to practise listening respectfully and giving constructive feedback and to discuss the core issues of the Dialogue through the lens of their own life experiences ('life-path exercise'). They also identify traditional values which they believe should be upheld as well as traditions which should be modified or abandoned, and to consider what individuals and institutions in the community could do to bring about these changes.

Using this manual to design Dialogue sessions

Before you start to design and prepare the Dialogue sessions, make sure to first read the text about Step 4 in the Generation Dialogue toolkit. Take a bit of time to jointly do the exercises you find there. After this, you can use this manual to review and adapt each of the exercises by going through the steps listed below. Doing this as a team is the best way to prepare yourselves for conducting the Dialogue sessions in the community:

- **Read through each exercise to understand how it works and the logic behind it**. What is each exercise intended to achieve? How do the exercises build upon one another? How do they create trust, deepen reflection and build a commitment to action among the Dialogue participants?

- **Think about each exercise in relation to the topic of your Dialogue**. What modifications are needed so that the exercise will work smoothly for the topic you are addressing? So that it will make sense in your particular cultural context? The details of certain role-play exercises may need to be adjusted, for example, and the items for the life-path exercise will need to be tailored to your setting.

- **Practise doing the exercise in the local language**. Think through the terms you will use to convey key ideas and concepts. While practicing, listen carefully to the words and phrases you use, and give each other feedback.

- **Note down any adaptations you wish to introduce**. The Dialogue manual has been designed with extra space for notes next to each exercise. Keep track of the changes you want to introduce during your sessions. If you wish to update the Dialogue manual in electronic form, you can contact the Sector Programme and request the files as Word documents.

About the atmosphere, look and feel of the Dialogue sessions

The Dialogue sessions aim to re-create the atmosphere of traditional community meetings because traditions are what they are all about. Where they convey the atmosphere of technical workshops with lots of written materials, they risk disempowering illiterate community members whose views and experiences are very important for the Dialogue process.

In addition to chairs, more traditional seats such as pillows, carpets or mats – whatever is the local tradition – should be provided so that participants can sit together in the same way in which they typically sit together in the community.

Traditional musical instruments should be available in the room to encourage participants to sing and play music at the start of sessions, in breaks and during some of the exercises.

Remember that the Generation Dialogue aims to learn about and celebrate the traditions that are at the heart of a community's identity. The set-up of the room should convey this right from the start.

THINGS TO BE DONE BEFORE, DURING AND AFTER EACH DIALOGUE SESSION

Four facilitators are required to facilitate a Dialogue session. Male facilitators facilitate Men's Dialogue sessions and female facilitators facilitate Women's Dialogue sessions.

What needs to be prepared before every Dialogue session?

On the day before the Dialogue session, facilitator teams should:

- Confirm the availability of the room.
- Make sure that all materials needed for the session are prepared and ready.
- Arrange for lunch to be prepared and served for participants.

On the day of the Dialogue session, 60 minutes before the participants arrive, facilitator teams should:

- Make sure that the room is clean and decorated nicely with fabrics and objects that symbolise the local culture. Organise chairs or mats upon which participants can sit comfortably.
- If available in the community, provide local instruments to encourage participants to play local music and to share songs and dances that relate to the issues that are being discussed.
- Read the goal and the description of the session in the Dialogue manual and go through all the exercises in the manual to make sure that the members of the facilitation team remember how to facilitate them.
- Agree who will take the lead for which exercise and what the other three facilitators will do to support him or her.

What are the standard elements of every Dialogue session?

At the start of the session, facilitator candidates should:

- Warmly welcome the participants as they enter the room.
- If participants bring 'guests', kindly explain to them that only the invited Dialogue participants can take part in these sessions and make sure that the guests leave again.

- In all but the first Generation Dialogue session, ask one or two participants to give a short summary of what happened in the previous session. Make sure to ask a different participant each time.

- Check feedback from the community: After the weekly sessions, the participants should share what they heard and did with their families and friends. In all but the first Generation Dialogue session, ask the participants whether they have shared last week's discussions with their families and friends in the community and what these people have said to them. Did any of them have some new ideas? Or some strong reactions?

At the end of each session, facilitator candidates should:

- Ask the participants to give their evaluation of the session:

  - If there is enough time left, ask all participants to say one thing they learned in this session, with the first participant standing up and saying something, the next one joining him/her and holding his/her hand, and so on until they all stand in one circle holding hands.

  - After sessions that were especially long, simply ask two volunteers from each generation to say what they thought was the most interesting thing they learned in this session.

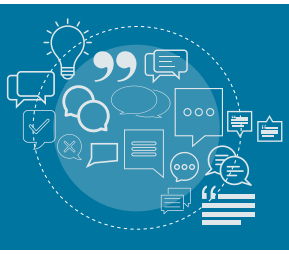
  - As another variation, ask one younger participant to ask two or three older participants for their feedback on the day, and one older participant to interview two or three younger participants in the same way. The young participant and the older participant who did the 'interviews' should then stand in front of the group and present what they just found out from the other generation.

- Before the participants leave, remind them to tell other community members about the Generation Dialogue session and to get their views on the issues that were discussed.

- When the participants have left, the facilitator team should sit down together with the Dialogue coordinator (male coordinator at Men's Dialogue sessions, female coordinator at Women's Dialogue sessions) and debrief the session. The coordinator should make notes of what went well, what was difficult, what could be done differently next time, and what the facilitator team learned from participants about the process of change in the community.

- Tidy up the room and collect and pack up all the things you will need again in next week's session.

SESSION 1: LISTENING AND DIALOGUE SKILLS



Explanation of time tracker

This time tracker shows you the full duration of the session and the duration of the exercise you are about to start.

Also, it shows you how close you are to the next break and where you are in the overall course of the session.

Explanation of icons

In the Dialogue sessions, there are five types of exercises and each of them has an icon which you find next to its title and time tracker. These are the icons:

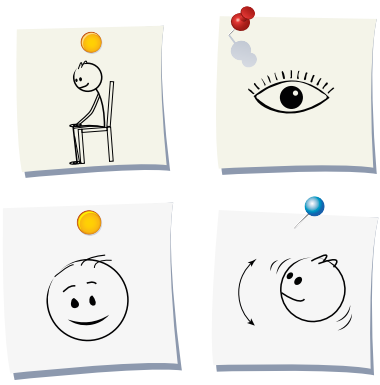
Presentation	Group reflection	Exercise in pairs	Small group work	Role-play	Break

Goals of the session

The participants understand what the Generation Dialogue is about and how they will be involved in it during the coming weeks and months. They begin to practise listening and dialogue skills.

Materials

- Chairs, mats, stools and cushions (depending on local traditions)
- Traditional musical instruments
- Brown paper and 20 markers
- Four cards, each with a simple drawing of a sign of good listening (forward-leaning posture, friendly face, nodding, eye-contact)
- Brown paper with the three tips for helpflpful feedback (see note on p. 16; copy only the bold printed sections)
- Pin boards and pins (or Sellotape)



Overview of Session 1		
1	Welcome	10 minutes
2	Facilitators' opening speech	10 minutes
3	In pairs: Participants' introductions with proverbs	50 minutes
4	Facilitators' presentation: How will we do this Generation Dialogue?	10 minutes
5	Group work: Basic rules for the Dialogue sessions	30 minutes
6	Break	30 minutes
7	In pairs: Experiencing good and poor listening	30 minutes
8	Facilitators' presentation: How to give feedback	10 minutes
9	Role-play: Two facilitators show a poor and a good dialogue	30 minutes
10	Role-play: Four participants practise dialogue skills	30 minutes
11	Role-play: All participants practise dialogue skills in groups of three	30 minutes
12	Session closure	10 minutes
	Total duration:	**4 hrs 40 mins**

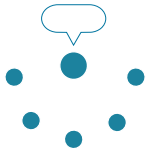
Room set-up

At the start of the session, chairs, stools and mats or cushions – whatever people usually sit on when they sit together to talk at home and with neighbours and friends – are arranged in a large circle, leaving space for the facilitators in the front.

Traditional musical instruments are placed in the middle of the circle. Participants can be encouraged to use them for the joint singing at the start of the session and during breaks.

During group work, ask participants to rearrange the chairs or mats as needed for their role-plays, small group work and exercises in pairs.

WELCOME



What's the aim?

The Dialogue sessions always start with a warm welcome by the facilitators. The aim is to make the Dialogue participants feel the spirit of the Generation Dialogue, which is all about appreciating local culture.

What do you need to do?

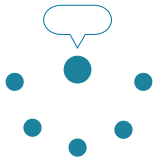
1. Warmly welcome the participants by singing a suitable opening song or by saying a prayer. Do this in a cheerful way and encourage the participants to join in the song with you, using the traditional instruments if any participants know how to play them.

2. When you have finished singing, explain to the participants that all Dialogue sessions will start

NOTE FOR ADAPTATION:

Every culture has different ways of making people feel welcome. Discuss and note down how you want to welcome the Dialogue participants and start the group session:

Facilitators' opening speech



What's the aim?

At the end of the facilitators' opening speech, the participants start to understand what the Generation Dialogue and this first session are all about.

What do you need to do?

1. First, introduce yourselves, keeping it short and to the point.

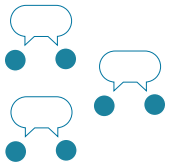
2. Then, explain what the Generation Dialogue is all about:

   - To improve the way **younger and older people understand each other and work together** for a better future for the community.
   - To learn about and **appreciate the community's customs and traditions** and to jointly agree which of them should be continued and which of them might need to be adapted to today's world.
   - **To help the Dialogue participants become Dialogue Champions** - that is, community members who appreciate traditions and want to improve the lives of younger and older people in the community.

3. Say that today's session is about:

   - Presenting the Generation Dialogue approach.
   - Explaining what their roles will be in the Generation Dialogue process.
   - Understanding and practising listening and dialogue skills.

Participants' introductions with proverbs



What's the aim?

The participants get to know each other and conduct a first Generation Dialogue about a tradition they all value: their proverbs.

What do you need to do?

1. Ask the participants to form pairs (one young and one older participant) and discuss with their partner:

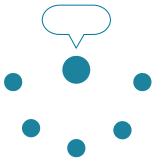
   - Who they are and where they are from
   - Why they decided to participate in the Generation Dialogue

   Together, they should then think about a local proverb that has something to do with their community's traditions and how the generations relate to one another.

2. After 15 minutes, ask the pairs to come to the front of the group, pair by pair. They should first present each other to the large group and then present the proverb they selected.

3. At the end, thank all the participants for sharing these meaningful proverbs.

How we will do this Generation Dialogue?



What's the aim?

The participants understand what kind of activities they will be involved in over the coming weeks and months.

What do you need to do?

1. Explain what the Generation Dialogue process is about:

   Over the next 4-5 months, you will all be involved in a Dialogue process that will change you and the community at large. The relationships between young and old will be strengthened. Valued traditions will be revived in a way that make them fit for today's world.

   For the next six weeks, you will meet once a week at this same place at the same hour to learn from one another and to prepare this process of change. Towards the end of these meetings there will be a Public Meeting with community leaders and the community at large to invite them to join this process.

   Following these sessions, there will be three months in which the Dialogue will continue in informal meetings with community members in places such as households, schools etc. At the end of the whole process, there will be another Public Meeting at which you and the community will jointly look back at the changes that have taken place through the Dialogue process.

2. Explain that it will become clearer in the course of the Dialogue sessions how this process of change will happen. For the time being it is important that all participants understand that you will be expecting them every (insert weekday).....,
starting at (insert hour) .....to take part in a 4-hour Dialogue session.

Basic rules for the Dialogue sessions

What's the aim?

In this exercise, the Dialogue participants will agree to some ground rules to ensure a good working atmosphere during the five Dialogue sessions.

What do you need to do?

1. Invite the participants to form four groups and to sit in circles. Give a stack of cards and markers to every group.

2. Ask them to agree some ground rules – such as listening attentively, being on time, respecting others' points of view etc. – to ensure a good working atmosphere during the Dialogue sessions.

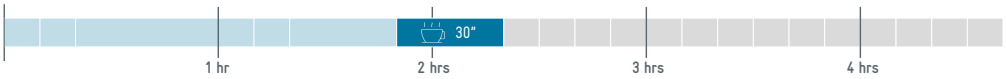
3. Ask the participants to draw a symbol for each of the ground rules (e.g. clock face for punctuality, ear for good listening, a 'crossed out' cell phone reminding participants to make calls and use social media only during breaks).

4. A facilitator should sit with each small group and encourage the participants to start drawing. Ask each group to present the ground rules in the large circle and pin them on a board. When all groups have presented, thank them for all these good suggestions.

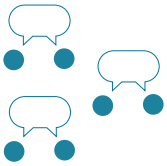
5. Ask if everyone agrees that these rules should be adhered to. Say that the brown paper with these rules will be put up on the wall and that you will use it to remind participants who seem to have forgotten them.

6. Glue the cards with the ground rules on a large sheet of brown paper and hang it up on the wall so everyone can easily see them.

Break



Experiencing good and poor listening



What's the aim?

In this exercise, the participants will learn how to practise good listening and understand why this is so important for the Generation Dialogue to work.

What do you need to do?

1. Explain to the participants that:

   - Good listening is very important for the Generation Dialogue to work.
   - This exercise is all about learning how to listen well.
   - They will now try this out and experience it themselves in pairs.

2. Ask participants to form pairs, always with one young and one older person, and to sit on two chairs or on mats or cushions facing one another.

   - One of the two should share with the other a nice memory of their grandmother or grandfather (of same gender as themselves).
   - The other one should listen intently so that the person he/she listens to can see and feel how well he/she is listening.

3. After two minutes, clap your hands and ask the person who was listening to stop listening completely – so that the person telling his/her story can see and feel that he/she is no longer listening. Ask the person who is telling his/her story to continue to talk about his/her nice memory even though the other person is not listening any longer.

4. After two more minutes, clap your hands again to stop the conversation. Ask the pairs to change roles, and repeat the exercise.

5. At the end, ask them to come back to the big circle and ask the group the following questions:

   - What did it feel like to be listened to intently?
   - What did it feel like *not* to be listened to when one is sharing something important?
   - How did they know that the other person was listening? What are the visible signs of good listening?

6. When the participants name a sign of good listening, hold up the drawing with that sign and pin it to a board. If they bring up other signs of good listening, ask them to draw them and add them to the pin board.

7. Summarise the discussion by saying they all seem to agree a person who listens well shows the following:

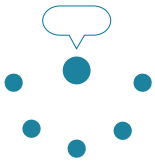
   - a friendly, interested face
   - nodding
   - a slightly forward-leaning posture
   - eye contact

8. Before you end the exercise, do the following in the big circle:

   a. Ask them all to take a posture that shows that they are listening attentively
   b. Walk around and comment on their posture
   c. Ask them all to take a posture that shows that they are *not* listening
   d. Walk around once again and comment on all signs of non-listening

9. End the exercise by reminding them to never forget how good it feels to be listened to intently - and to do this as much as possible during the Generation Dialogue, starting from today.

How to give feedback



What's the aim?

In this exercise, the participants learn how to give and receive feedback.

What do you need to do?

1. Ask the participants whether any of them knows what 'feedback' means. Let them explain and thank them.

2. Then explain to them that:

- Giving feedback means that you tell someone respectfully what he or she did well in an exercise and what he or she could improve.
- There are three things to remember about giving feedback:

TIPS FOR GIVING FEEDBACK

1. Start with something positive

Always begin your feedback by stating something positive you observed in the way the person did the exercise or the role-play.

It is easier for people to accept feedback on things that did not go so well if they have first been told about the things that they did very well.

2. Comment on the behaviour, not the person – avoid judgements

When you give feedback, give an example of what the person did well and not so well. What did you see him/her doing, and what was missing?

Such feedback is helpful because the person will know how they can improve what they did.

Feedback that simply passes judgement can easily hurt the person who may have tried their best.

3. Suggest how she/he can do it better

You can also suggest ways in which the person can improve. Make sure do this very politely.

Two facilitators show a poor and a good dialogue

What's the aim?

In this exercise, the participants will learn what a good dialogue looks like and what it takes to do a good dialogue.

Two facilitators (one young, one older) will role-play two Generation Dialogues in a typical household in the community: one of them will be poorly done, one will be well done.

In both role-plays a young person approaches an older person to find out how, in the past, a respectable married woman/man was expected to behave.

In the first role-play, the young person does not know how to start a conversation with an older person (of the same gender) and does not show any respect. In the second role-play, the young person gets it right and shows the essential dialogue skills.

What do you need to do?

1. Explain that two facilitators will now present a role-play. Don't say what the role-plays are about. Let the participants find out by themselves.

2. Ask the participants to carefully watch out for differences between the two role-plays.

3. Two of you now present the first role-play in which the young person does not know how to start the conversation with an older person. He or she:

   - Approaches the older person at a bad moment (e.g. the older person is busy, or almost asleep) without asking whether it is a good moment to talk.
   - Starts the dialogue standing, instead of making sure that they can sit down together in a quiet place where both are comfortable and on the same level.
   - Does not explain what she/he wants to talk about and why.
   - Rushes through several questions and does not listen to what the older person has to say.
   - Interrupts the older person, or laughs.
   - Suddenly ends the dialogue without thanking the older person for sharing her/his views.

4. Then the same two facilitators present the second role-play in which the young person demonstrates good dialogue skills. He or she:

   - Starts by asking if it is a good moment to talk and finds a comfortable place where both can sit and talk.
   - Shows the gestures that are customary in the local culture when young people approach older people in a respectful manner.
   - Explains what she/he would like to talk about.
   - Listens attentively, without interrupting.
   - Thanks the older person for sharing her/his views at the end of the dialogue.

5. After these two role-plays, discuss the following questions in the large circle:

   - What were the differences between the two role-plays?
   - Which was the better dialogue and why?

6. At the end of the discussion, note down the good dialogue skills the participants just experienced on a piece of brown paper on a pin-board.

7. Before you move to the next exercise, point out that older people often assume that they can speak with a younger person however they wish because they are older. Explain that for the Generation Dialogue to work it is important that both generations show these dialogue skills when they talk to one another. The next exercise will give them opportunities to practise this.

SIGNS OF GOOD DIALOGUE SKILLS

The signs of good dialogue skills can vary from culture to culture. They often include:

- Finding a good moment and a good place to talk
- Showing signs of respect
- Explaining what one wants to talk about and why
- Listening respectfully and attentively
- Thanking the dialogue partner for sharing his or her experiences and views

NOTE FOR ADAPTATION:

In your community, which signs or behaviours are important for a respectful dialogue? Note them down here.

Four participants practise dialogue skills

What's the aim?

The participants will watch volunteers practicing good dialogue skills in role-plays and give them feedback.

What do you need to do?

1. Explain to the participants that they will now practise the dialogue skills that they just saw the facilitators perform in the previous role-play showing a good dialogue.

2. Invite two volunteers to come to the front of the room to role-play a Generation Dialogue in which a young person asks an older person respectful questions about the following:

   - How were young girls/boys in the past taught to behave in order to be seen as a good woman/man?

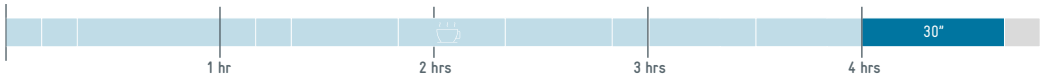
3. After a few minutes stop the role-play and ask the other participants to give feedback. Remind them to start with something positive. Add your own feedback and thank the volunteers for their role-play.

4. Ask two more participants to do another role-play. This time an older person asks a younger person about growing up today:

   - What is it like to grow up and be young today? What is most difficult about it?

5. After a few minutes stop the role-play and, like the first time, ask the other participants to give feedback. Remind them to start with something positive. Add your own feedback and thank all volunteers for their role-plays.

All participants practise dialogue skills in groups of three



What's the aim?

In this exercise, all the participants will now practise dialogue skills in role-plays in smaller groups. They will also practise giving and receiving feedback from their peers.

What do you need to do?

1. Ask the participants to form small groups of three, with at least one older and one younger participant in each group. Ask them to move their chairs, or mats, so that they form a triangle with two participants facing one another and the third one – the observer – watching from the side.

2. Ask the two participants facing one another to role-play a Generation Dialogue in which they demonstrate all the dialogue skills they just learned about. They can use the same topics that were used in the previous role-play.

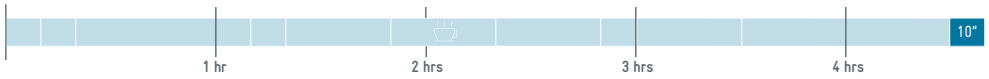
3. Ask the third person to be the observer. The observer should watch how the dialogue skills are put into practice. After a few minutes, he/she should stop the role-play and give constructive feedback.

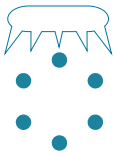
   - What went well?
   - What could be improved?

4. Then ask the small groups to change roles and repeat the same role-play two more times, until everyone has practised all three roles (asking questions, answering questions, and observing).

5. As facilitators, you move from group to group and also give your feedback to the participants practicing dialogue skills.

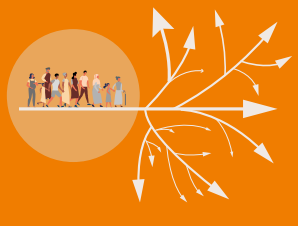
Session closure





End the session as described on p. 7. When all participants have left, tidy up the room and sit down for a 10-minute debriefing, also described on p. 7.

SESSION 2: LIFE-PATHS OF WOMEN AND MEN IN THE PAST AND PRESENT



Goal of the session

The younger and older participants learn about each others' life-paths, including important life stages and transitions and how the participants have experienced them.

Materials

- Large sheets of brown paper
- Traditional musical instruments
- Traditional and modern objects for the life-path exercise (see p. 55-56 of the Generation Dialogue Toolkit PDF version)

NOTES FOR ADAPTATION:

Discuss which objects you could bring to this session to help participants symbolise life stages including birth, childhood, adolescence, adulthood, married life and old age, as well as important transitions or rites of passage. Think about objects for the traditional life-path and objects for the modern life-path.

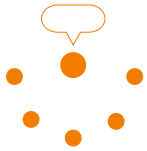
Overview of Session 2		
1	Welcome	15 minutes
2	Reflection in the big group: What are life stages and transitions?	10 minutes
3	Group work: Creating the life-paths of the younger and the older generation	45 minutes
4	Break	30 minutes
5	Group presentation: Life-path of the older generation	45 minutes
6	Group presentation: Life-path of the younger generation	45 minutes
7	Reflection in the big group: Comparing the two life-paths	10 minutes
8	Session closure, debriefing and tidying up	10 minutes
	Total duration:	**3 hrs 30 mins**

Room set-up

Before the session starts, spread out large sheets of brown paper on the floor on the two long sides of the room. The participants will use these to create their life-paths: one is for the older generation, the other is for the younger generation. Each sheet of paper should be minimum 1 x 4 meters.

Put traditional and modern objects and musical instruments in the middle of the room between the two paper pathways. These objects can help the participants to illustrate their life-paths from birth to adulthood and the traditions that accompany them.

Welcome



Warmly welcome the participants to this session as described on p. 6.

What are life stages and transitions?

What's the aim?

The participants understand the meaning of 'life-path', 'life stage' and 'transition'.

What do you need to do?

1. Explain that today's session will be all about the **life-paths** of the younger and the older generations.

2. Ask the participants these questions and, in response to their own ideas, help them understand the terms **life-path**, life stage and transition:

   - What do you think **life-path** means?
   - What **life stages** can you think of? Try to name one (for example, childhood, adolescence, parenthood, old age etc.).
   - Which **transitions** between different life stages can you think of? (i.e. rites of initiation for transition from childhood to young adulthood; marriage/wedding for transition from single to married life)

3. Summarise the key points:

   - A **life-path** is a person's life story. It starts when a person is born and ends when he or she dies.
   - In between these two events there are many **life stages**, such as childhood, adolescence, marriage, parenthood, and old age.
   - Each life stage is marked by **customs and traditions**. With globalisation and the media and for various other reasons, some of these customs and traditions have changed over the past 30 years.
   - There are also **transitions** between the stages, which are often marked by **celebrations**, such as a wedding, initiation rites or a birth.

4. Explain that the next exercise will focus on how the older generation lived and experienced these life stages in the past, and how the younger generation lives and experiences them today.

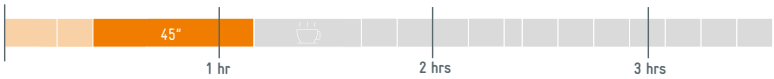
NOTES FOR ADAPTATION:

The life-path exercise usually covers the period from a person's birth up until today. However, depending on the issue(s) you want to address with the Generation Dialogue, you may want to encourage the participants to focus particularly on certain life stages. For example:

- A Generation Dialogue addressing female circumcision as part of initiation rites should emphasise the transition from childhood and adolescence to adulthood.
- A Generation Dialogue aiming to change gender norms and prevent sexual and gender-based violence within the family should focus particularly on gender socialisation and gender roles during adolescence and marriage.

Discuss as a team and note down here which life stages and transitions are particularly important for your Dialogue intervention.

Creating the life-paths of the younger and the older generation



What's the aim?

In this exercise, the two generations are invited to share their life experiences with each other. The aim is that they begin to discuss and share the core issues of the Dialogue using their own experiences. Using large sheets of paper and typical elements of local culture, the younger participants and older participants, in separate groups, create visual representations of the key stages of their lives – childhood, adolescence, youth and adulthood – and the key transitions, such as marriage and parenthood, which occurred along the way.

During the presentation of the two life-paths, culturally sensitive topics that have to do with local traditions, social norms and expectations, sexuality and gender relations inevitably arise.

It is important that the facilitators help the two groups preparing the presentations of their life-paths. They should also remind the participants to bring up important topics and issues, and to use modern and traditional objects, proverbs, and songs to present the different stages and transitions to the other group.

What do you need to do?

1. Introduce the participants to the life-path exercise:

    a. Point to the two pieces of brown paper on the floor and explain that these papers are two life-paths.
    b. Walk along one of the paper life-paths and explain how childhood is followed by adolescence, first relationships and then often marriage.
    c. Explain that in every culture and community, there are particular customs and traditions that mark each of these life stages.

2. Then ask the participants to set up their life-paths, one for the young generation and one for the older generation, in the middle of the room. Explain that:

    - They can use the modern and traditional objects, songs, proverbs, dances or role-plays to show what happens at the various life stages and transitions.
    - The older generation should start with childhood and end with the later life-stages.
    - The younger generation should focus on what they have lived so far, from childhood until today; what is currently difficult for them; and how they envision the next stages of their life.

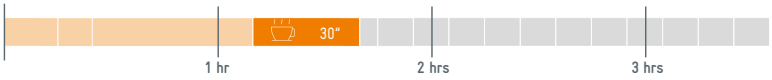
3. Each facilitator joins one generation group to help them decide what they want to represent and how. It is important that you:

- Remind them not to forget the key themes and issues that are important to the specific topic of your Generation Dialogue.
- If the two groups do not bring up the difficult topics on their life-paths which you would like them to discuss, carefully ask about these topics and encourage the participants to include them on their life-paths.
- Remind them that they should use proverbs, songs or dances that are meaningful for specific times or events on their life-path.
- At the end, ask them to decide who will present their life-path to the other generation. Encourage them to select different members of the group to present the different life stages, transitions and traditional practices that accompany them.

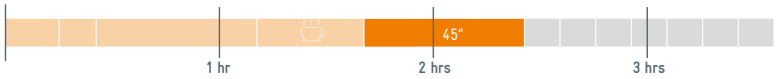
NOTES FOR ADAPTATION:

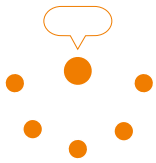
Depending on the tradition your Generation Dialogue wants to tackle, you should focus on specific life stages and traditions in the life-path exercise. Note these down here and think about questions that you could ask in case the participants do not spontaneously bring up this tradition and its harmful effects

Break



Life-path of the older generation





What's the aim?

The older generation presents their life-path to the younger group. The younger generation learns about the life experiences of the older generation, and the older generation feels listened to, respected and appreciated. The participants gain a deeper understanding of the key themes of their Generation Dialogue.

What do you need to do?

1. Ask the older generation to present their life-path. Suggest that different members of the group present the different life stages, transitions and traditional practices that accompany them.

2. When the older generation has finished, thank them for their presentation and ask them:

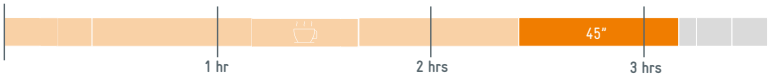
   - What are you most proud of on this life-path?
   - What was the hardest part on this life-path?

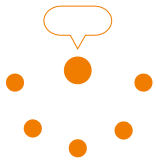
3. Then ask the younger generation the following questions:

   - What was new for you as you watched the life-path of the older generation?
   - What were you most impressed by?

4. At the end, thank the older generation for sharing this valuable knowledge.

Life-path of the younger generation





What's the aim?

The younger generation presents their life-path to the older group. The older generation learns about the life experiences of the young generation, and the young generation feels listened to, respected and appreciated. Again, differences and similarities in the way the two generations view the topic of the Generation Dialogue will become clearer.

What do you need to do?

- Repeat what you did in the previous exercise, but this time the young generation presents and the older generation watches and listens.

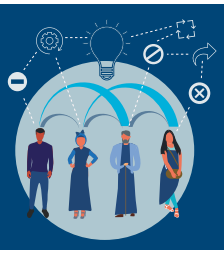
Comparing the two life-paths

1. Now that both groups have presented their life-paths, ask the participants:
   - Which differences do they see between the two life-paths?
   - Which similarities do they see?
2. Point out where life stages and transitions on the life-paths seem to have changed between the past and the present.
3. Highlight what participants see as positive aspects of the traditions they presented.
4. Also point out concerns and harmful effects of certain traditions that they talked about. As you do this, keep a focus on your Dialogue topic.

Session closure

End the session as described on p. 7. When all participants have left, tidy up the room and sit down for a 10-minute debriefing, also described on p. 7.

SESSION 3: UNDERSTANDING THE TRADITION AND TACKLING ITS HARMFUL EFFECTS



Goals

Participants reflect on both the reasons for the tradition and on its harmful effects. They recognise how families are 'caught in a trap' between the two sides of the tradition. They plan actions different actors in the community can take to maintain the positive aspects and to stop the harmful effects.

Materials

- Paper rolls, cards and markers
- Three pin boards covered with brown paper with the headings 'Reasons', 'Harmful effects' and 'Community action'

A set of laminated drawings (A4 or A5) of the following **persons/groups of influence**:

- A local government representative
- A religious leader
- A health worker
- A teacher

A set of laminated drawings (A4 or A5) of **the four Dialogue groups**:

- A young man
- A young woman
- An older man
- An older woman

A NOTE ON LANGUAGE:

The Generation Dialogue Toolkit uses the term '**Community Partner**' to describe persons/groups of influence who can help stop the harmful effects of the tradition. In the Dialogue session, it is better to keep the language simple. Instead of 'Community Partner' you can use the more common term '**persons/ groups of influence**'.

FOR DIALOGUES ON TRADITIONS CAUSING PHYSICAL HARM

Where Dialogues focus on a tradition that can cause physical harm, such as e.g. Female Genital Mutilation, you can invite a health expert to join you for exercise 3. After the groups presented their cards, he/she can correct misconceptions and answer questions participants may have about the tradition's physical and psychological consequences.

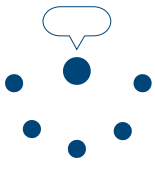
Overview of Session 3		
1	Welcome	15 minutes
2	Group work and presentation: The reasons for the tradition	40 minutes
3	Group work and presentation: The harmful effects of the tradition	40 minutes
4	Break	30 minutes
5	Group work: Envisioning community action - part 1	40 minutes
6	Group work: Envisioning community action - part 2	30 minutes
7	Session closure	10 minutes
	Total duration:	**3 hrs 25 min**

Room set-up

At the start of the session, chairs, stools and mats or cushions are arranged in a large circle, leaving space for the facilitators in the front. During group work, ask participants to rearrange the chairs or mats as needed for their role-plays, small group work and exercises in pairs.

At the front of the room there are three pin boards covered with brown paper. Their headings are 'Reasons', 'Consequences' and 'Community Action'.

Welcome



Warmly welcome the participants to this session as described on p. 6.

The reasons for the tradition

What's the aim?

In this exercise, the participant will gain a better understanding of the **reasons** why community members continue the tradition your Dialogue wants to tackle.

What do you need to do?

1. Start by reminding the participants of what they said during the life-path exercise about the tradition. Make sure to mention both sides:

   - the aspects that were seen as important and meaningful up until today
   - the harmful effects of the tradition

2. Point out that the Generation Dialogue approach can help address these harmful effects and promote a positive change in the way the community lives the tradition your Dialogue wants to tackle.

3. Explain that in this exercise you want the group to think about all **the reasons why** community members continue the tradition and think it is important.

4. Ask the participants to form two groups with members from both generations. Each group sits at one end of the room. Give each group a stack of cards and markers. Two facilitators join each group to help facilitate the discussion.

5. In the groups, ask participants to think of all the reasons why people their community think the tradition is important and should be continued. Write each reason down on a card (one reason per card) and put the cards on the floor in the middle of the group so that all group members can see them.

6. After about 20 minutes, ask the participants to come back together as a big group.

7. You, the facilitators, now present the **reasons** that the members of the two groups have come up with for continuing the tradition which your Dialogue wants to tackle:

   a. A facilitator who sat with group 1 begins by presenting one reason and pinning it on the board labelled "Reasons".
   b. Then a facilitator who sat with group 2 presents a reason from group 2 and pins it on the board, too.
   c. Continue alternating between the groups until all the ideas have been presented.

8. At the end, ask the members of the two groups if they have any questions or feedback to the other group.

9. Before you end the exercise, point out that there appear to be many reasons why families and communities consider it important to continue the tradition your Dialogue wants to tackle.

The harmful effects of the tradition

What's the aim?

In this exercise, the participants will gain a better understanding of the **harmful effects** of the tradition your Dialogue wants to tackle.

What do you need to do?

Return to the same two groups and conduct this exercise the same way you conducted the exercise on 'reasons for the tradition', including the joint pinning up of the cards at the end. This time the focus is on the harmful effects of the tradition.

Break

Envisioning community action - part 1

What's the aim?

The participants will discuss what their community can do to move away from the harmful effects of the tradition while maintaining aspects of it that are seen as still important and meaningful for the community today.

First, they will identify which **persons or groups of influence** (such as local government, religious leaders, school teachers, health workers or others) can help to bring this change about.

Next, they will discuss which **community actions** these groups could take in order to bring about change over the course of the next 3-4 months.

Finally, they think about what actions they themselves, **the groups involved in the Generation Dialogue** (young women, older women, young men, and older men), can take to bring about this change in their community over the next 3-4 months.

What do you need to do?

1. Pointing at the two boards with the reasons and the harmful effects, say that it seems as if many families in the community are caught in a trap:

   - On the one hand, there are important reasons for continuing the tradition (point at the board with the reasons).
   - On the other hand, the tradition has harmful effects which many people are concerned about (point at the board with the harmful effects).
   - In this exercise you want to think about ways to stop the harmful effects without offending the values community members associate with the tradition.

2. Divide the big group again into two groups mixing the two generations. You, the facilitators, join the groups and bring with you:

   - a stack of cards
   - markers
   - one of the two sets of drawings representing the persons of influence and the four groups involved in the Generation Dialogue.

3. Let your group sit in a half circle and put the drawings of the four influential persons/groups (local government, religious leaders, teachers, health workers) on the floor in front of them so that they can all see them.

4. Explain that each drawing represents a person or a group of people of influence who can help bring about change in the community.

5. Ask if there are any other influential groups or persons in the community who are not represented by these cards. If yes, ask them to draw another card for this group or person and place it next to the other drawings.

6. Ask the group to discuss: What could each of these influential groups realistically do over the next 3-4 months to help stop the harmful effects of the tradition? Keep reminding them that their **suggestions must be realistic** and **achievable**. For each realistic and achievable suggested action, write a card and place it next to the drawing on the floor.

7. When the group has come up with actions for the persons of influence, move on to the four groups involved in the Generation Dialogue. Put the four drawings representing young women, older women, young men and older men on the floor and ask the group to come up with realistic and achievable actions for these groups as well.

8. When they have come up with several community actions for each group, thank them and end the exercise.

Envisioning community action - part 2

What's the aim?

In this exercise, the participants will decide for each of the eight influential groups and the **Dialogue groups** which one of the proposed **community actions** they think will be most effective in stopping the harmful effects. They will also agree how each group could help to maintain the positive aspects of the tradition.

What do you need to do?

1. Mix the two groups that worked together in the previous exercises so that you end up with two new groups, group 1 and group 2.

2. Explain to the participants that:

   - **Group 1** is responsible for these groups of influence: **the local government, the school teachers, the older women and the older men**.
   - **Group 2** is responsible for these groups of influence: **the religious leaders, the health workers, the young women and the young men**.

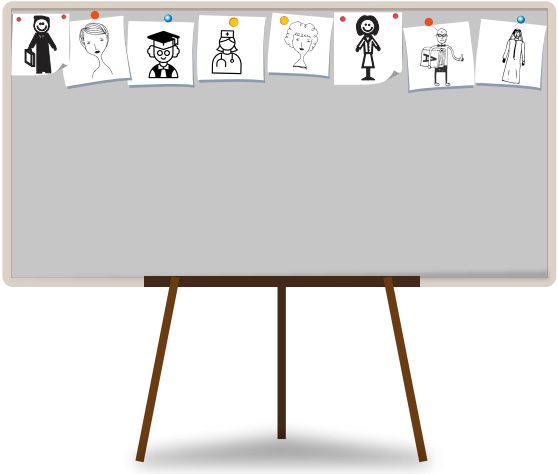
3. As facilitators, divide up the cards with the proposed community actions between yourselves so that both group 1 and group 2 have all the cards proposed for their four groups of influence when they start this exercise.

4. In each group, ask the participants to look at the cards with actions suggested for each of the four groups of influence they are responsible for.

   - Let the participants discuss and decide for each group of influence which action they consider **most effective and achievable** in the next 3-4 months. They should only select one action per group of influence.
   - Take the four cards with these selected actions and underline them with a red marker.

5. Then let the participants discuss how each of their four groups of influence could **help to maintain the positive aspects** of the tradition. Again, encourage them to suggest something that is realistic and achievable in 3-4 months. Write cards for the four actions they propose and underline them with red marker.

6. When group 1 and group 2 have agreed on actions for each of the groups they are responsible for, come back together in the big group. You now need the third pin board you prepared, entitled 'Community Action'. Pin the eight drawings across the top of the pinboard.



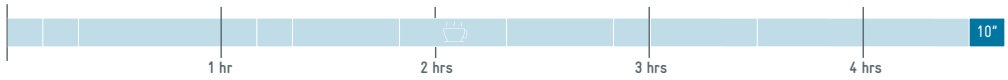
7. Ask one member of group 1 and one member of group 2 to come forward to present which **priority actions** they agreed upon for each of the groups of influence on the pinboard.

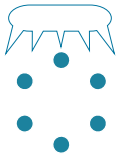
8. Ask them to put up the cards that you underlined with red marker. For each group there should now be two action cards on the pinboard: One to stop the harmful effects and one to help maintain positive aspects of the tradition.

9. Thank the participants for the great work they have done in this session and explain that:

   - They have mapped out how the community can start to move out of the trap they were caught in – between reasons for the tradition and its harmful effects.
   - In the next session, they will work out how to present this to the community at a Public Meeting in such a way that as many community members as possible will join their efforts.

Session closure





End the session as described on p. 7. When all participants have left, tidy up the room and sit down for a 10-minute debriefing, also described on p. 7.

When you tidy up, make sure to keep safe for the next session the cards with the agreed actions for each of the groups of influence.

SESSION 4: JOINING THE MEN'S AND WOMEN'S DIALOGUES

Goals

The male and female participants of the Generation Dialogue sessions come together to share what they have learned from one another in the Dialogue sessions so far and to agree what they want to propose to the community at the Public Meeting.

Materials

- The action cards prepared during the previous session.
- Pin boards, markers, cards and pins (or Sellotape)

Overview of Session 4		
1	Welcome	15 minutes
2	Group work: What we have learned from the other generation	20 minutes
3	Group work: Selecting speakers for the Public Meeting	20 minutes
4	Walking over to meet the Dialogue participants of the other sex	15 minutes
5	Facilitators' presentation: Mobilising the community at a Public Meeting	10 minutes
6	Group work: What the Dialogue groups want to commit to	40 minutes
7	The four speakers present what their group has decided to do	15 minutes
8	Session closure	10 minutes
	Total duration:	**2 hrs 25 min**

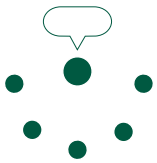
Room set-up

In the first part of this session, you meet with the same participants and in the same room as in the previous three Dialogue sessions. The session begins in the large group, followed by a group exercise in two groups.

For the second part of the session, you walk to a location with a larger room that can comfortably fit all the Dialogue participants (male and female) and the eight facilitators.

Ideally, this large room should be not too far from the two rooms which are used for the men's and women's Dialogues so that the older participants can walk there without difficulty. It should be a space that does not permit interruption by other community members.

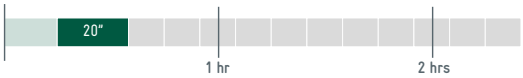
Welcome



Warmly welcome the participants to this session as described on p. 6.

Today, inform the Dialogue participants that in the second part of this session they will meet the participants of the Dialogue Sessions conducted with the opposite sex who have gone through the same sessions and exercises over the past four weeks. Together with them they will prepare what they will present to the community at large at the Public Meeting.

What we have learned from the other generation



What's the aim?

Both generations appreciate what they have learned from one another in the Generation Dialogue so far.

What do you need to do?

1. Divide the group into two groups, one for the younger participants and another for the older participants. Two facilitators sit with each generation.

2. Ask each group to discuss the following question:

   - In the Dialogue sessions so far, what have you learned from the other generation that is important to you?

3. Help the group to formulate insights that show that they have really listened to the other generation and engaged with what they heard.

4. Then ask them to agree on the most meaningful of these insights which they want to present at the meeting with the other sex and at the Public Meeting.

5. Make sure that the agreed insight is noted down on a card.

6. Ask both groups to **choose a speaker** who will present their insight at the upcoming meeting with the Dialogue participants of the other sex. Make sure that the chosen participant is willing and able to perform this task.

7. Write down the name of the chosen speaker.

Selecting speakers for the Public Meeting

What's the aim?

Both generations decide who among them will present at the Public Meeting what their own group will do to bring about change in the community; and who among them will respectfully put a special request to representatives of a group of influence, asking them to support the desired change in the community.

A NOTE ON LANGUAGE:

The Generation Dialogue Toolkit uses the terms 'Pledge' to describe actions which Dialogue participants decide to undertake to stop harmful effects of the tradition and to maintain its positive aspects. In the Dialogue sessions, this term is not used in order to keep the language simple.

What do you need to do?

1. Let the same two generational groups continue. As facilitator, explain to your group that at the Public Meeting there will be three presentations:

   a. First, one of them will present what they have learned from the other generation.
   b. Next, one of them will present what their own group (the young men, the older men, the young women, the older women) commit to do to stop the harmful effects and to maintain the positive aspects of the tradition.
   c. Finally, they will put a respectful special request to each of the persons/groups of influence to engage them to join the community action for positive change.

2. Remind them that all speakers must have the confidence to speak out loud and clear on stage in front of the whole community. At the end of the last exercise they have selected **a speaker for what they learned from the other generation**.

3. Ask them to now decide amongst themselves whom they want to appoint as **speaker for what they themselves commit to do**. Make sure that the chosen participant is willing and able to perform this task.

4. Next, ask them to decide amongst themselves who they want to appoint as **speaker for the special request to the group/person of influence**. Remind them again to select participants who have the confidence to speak out loud and clear in front of the whole community.

5. Then explain to **which group of influenc**e the speaker of their group will put the special request:

Group/person of influence	Speaker
Local government	Older woman
Religious leader	Older man
Teacher/school director	Young man
Health worker	Young woman

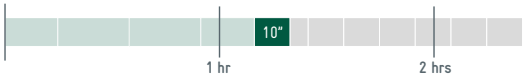
6. Write down the names of all the selected speakers.

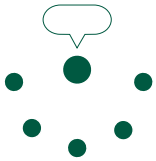
7. Thank everyone for the work done so far. Explain that you will now go to meet with the Dialogue participants of the opposite sex.

Walking over to meet the Dialogue participants of the other sex

Jointly walk over to the agreed meeting place for the second part of the session.

Mobilising the community at a Public Meeting





What's the aim?

The participants of both Generation Dialogues feel encouraged and inspired seeing how many community members are already engaged in tackling the harmful effects of the tradition. They understand how the Public Meeting will happen.

What do you need to do?

1. Welcome everyone to this first joint meeting of all Dialogue participants.

2. Tell them that they should feel proud to be a part of this important initiative!

3. Explain that through their Dialogues, they are an example to other community members and can show them how to:
   - Improve the relationships between the younger and the older generations.
   - Help stop the harmful effects of the tradition.
   - Keep the positive aspects of the tradition alive.

4. Also, explain that at the Public Meeting, they should share the positive spirit of the Generation Dialogue sessions with the wider community.

5. Ask who would like to help prepare small performances for the meeting, such as traditional and modern music, poem recitals etc. Ask those persons to come and meet you at the end of today's session for the detailed planning.

6. Next, remind them that in addition to these performances, three things will be presented at the Public Meeting:

   - Speakers from the women's and the men's Dialogues will first present **what they have learned from the other generation**.
   - Next, other speakers from the same groups will declare **what they themselves agree to do** to help stop the harmful effects of the tradition, and what they themselves want to do to keep the positive aspects of the tradition alive.
   - Finally, other speakers will **ask for the support of persons of influence** in the community through the actions that they will propose to them.

7. Make it very clear that it will be the aim of the Public Meeting to have as many people as possible join their campaign for positive change to stop the harmful effects of the tradition and to maintain its positive aspects.

The four Dialogue groups decide which actions they want to commit themselves to at the Public Meeting

What's the aim?

The four Dialogue groups read the action cards that the participants of the other Dialogue have prepared for them. They understand what the other sex would like them to do to stop the harmful

effects and to maintain the positive aspects of the tradition. They take these suggestions into account as they decide which actions they want to commit to at the Public Meeting.

Preparation

Before this exercise, make sure that the facilitators who will work with the young women, older women, young men and older men have the action cards prepared for them in the Dialogue they facilitated AND the action cards prepared for their group by the Dialogue participants of the other sex.

What do you need to do?

1. Ask the four Dialogue groups (young women, older women, young men, older men) to meet in the four corners of the room. Two facilitators join each group.

2. Put the four action cards (the two they prepared themselves and the two which participants from the other Dialogue prepared) before the group so that everyone can see and read them. There should be two cards on how to help stop the harmful effects, and two cards on how to maintain the positive aspects of the tradition.

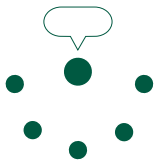
3. Ask the participants to compare what they had decided to do with what the other sex asks them to do. Can they come up with a compromise between the two?

4. If they find it difficult to understand the actions that the other sex has proposed to them, the facilitators can walk over to the group who wrote the cards and request that the facilitator who worked with the group that wrote the card to come over to explain the card and its background.

5. At the end of this exercise, all four groups should have decided and written down which two actions (one to stop harmful effects and one to maintain positive aspects) they want to commit to and publicly declare at the Public Meeting.

6. Explain to them that in their public statement, they should invite the other members of their sex and generation in the community to join them in these actions.

The four speakers present what their group has decided to do



What's the aim?

All participants hear and are inspired by what the other groups taking part in the Generation Dialogue agree to do to stop the harmful effects and maintain the positive aspects of the tradition.

What do you need to do?

1. Ask the four speakers who were selected to present the actions to which their own group commits to come to the front of the room.

2. Ask all other participants to come together and sit down where they can see and hear the presenters.

3. Let the four speakers present what they have agreed to do in this order: First the older women, then the older men, then the young women, then the young men.

4. Encourage them to speak loud and clear.

5. Thank each speaker with a round of applause.

Session closure

What do you need to do?

1. Thank all participants for their valuable contributions.

2. Point out that **they have come a long way** since the start of the Generation Dialogue in their community. They have begun to **listen to each other** and they have come up with a **plan of community action** to stop the harmful effects of the tradition without letting go of its positive aspects.

3. If a date and a venue for the Public Meeting have been set, announce it now. If not, let the participants know how they will be informed.

4. Explain that one week after the Public Meeting, the final Dialogue sessions will be held, once again separately for men and women.

5. Ask the twelve speakers who will present and all those who want to help with the preparations of the Public Meeting to stay behind and then call the session closed.

Things to be done to prepare the Public Meeting

In preparation for the Public Meeting, carefully read and follow the guidance on pp. 65 – 72 of the comprehensive Generation Dialogue PDF document (also available as Step 6 in the online Generation Dialogue Toolkit.

SESSION 5: PREPARING THE FOLLOW-UP PERIOD

Goals

The participants understand the objectives of the follow-up period. They know how to hold Mini-Dialogues and how to document them and have agreed when to hold supervision meetings over the next three months.

Preparation

Make sure to read the text about Step 7 in the comprehensive Generation Dialogue PDF document (p. 73 – 79) or online at health.bmz.de/generation_dialogue_toolkit.

Materials

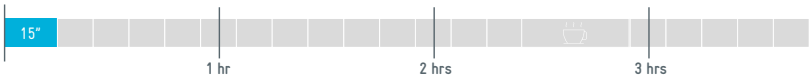
- 24 exercise books and 24 pens

Overview of Session 5		
1	Welcome	15 minutes
2	Group work and presentation: Review of the first Public Meeting	40 minutes
3	Facilitators' presentation: Explaining the Mini-Dialogues	10 minutes
4	Facilitators' role-play: Demonstrating a Mini-Dialogue	30 minutes
5	Participants' role-play: Practicing a Mini-Dialogue	30 minutes
6	In pairs: Planning the first Mini-Dialogues	20 minutes
7	Break	30 minutes
8	Facilitators' presentation: Documenting the Mini-Dialogues	10 minutes
9	Facilitators' presentation: Planning the monthly supervision meetings	30 minutes
10	Session, debriefing and tidying up	10 minutes
	Total duration:	**3 hrs 45 mins**

Room set-up

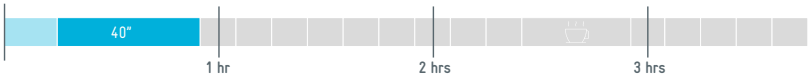
At the start of the session, chairs, stools and mats or cushions – whatever people usually sit on when they sit together to talk at home and with neighbours and friends – are arranged in a large circle, leaving space for the facilitators in the front. Traditional musical instruments are placed in the middle of the circle and participants can be encouraged to use them for the joint singing at the start of the session and in breaks. During group work, ask participants to rearrange the chairs or mats as needed for their role-plays, small group work and exercises in pairs.

Welcome



Warmly welcome the participants to this session as described on p. 6.

Review of the first Public Meeting



What's the aim?

In this exercise, the Dialogue participants jointly review the Public Meeting in smaller groups to draw lessons learned. Each group presents the key points of their discussion to the larger group.

What do you need to do?

1. Divide the participants into four groups, mixing the two generations, and ask each group to think back to the Public Meeting one week ago.

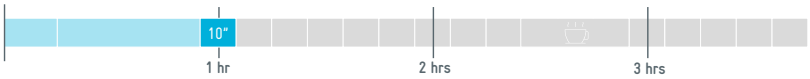
2. As facilitators, join each group to listen and to share your observations about the Public Meeting as well.

3. Ask the following questions in the smaller group. Looking back at the Public Meeting:

   - What went well and what could have gone better?
   - How did the persons/groups of interest respond?
   - What needs to be followed up?

4. Then get back to the big circle and ask one person from each group to report their main points.

Explaining the Mini-Dialogues



What's the aim?

The Dialogue participants understand what they can do over the next three months to make sure that what they suggested at the Public Meeting becomes reality. They also agree when to meet for supervision meetings.

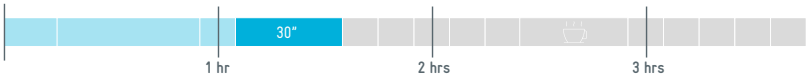
What do you need to do?

1. Point out that over the course of the past four Dialogue sessions, the Dialogue participants have acquired dialogue skills and practised how to talk respectfully with members of the other generations about sensitive topics, such as the harmful effects of traditions which are important to the community. They have become **Dialogue Champions**!

2. Explain that one thing they can do as Dialogue Champions to ensure that what they presented at the Public Meeting becomes reality is to conduct so-called Mini-Dialogues. In pairs of one younger and one older participant, they can visit households, schools, youth clubs, women's and men's clubs, and private homes in order to involve more and more community members in the Dialogue process. At these visits, they can talk about

   - the Generation Dialogue and what they learned from the other generation;
   - the positive aspects of the tradition and about its harmful effects;
   - what they themselves decided to do to stop the harmful effects and to maintain the positive aspects; and
   - what they asked others to do.

Demonstrating a Mini-Dialogue



What's the aim?

The facilitators show a typical Mini-Dialogue in a role-play so that the participants understand how they can do such Mini-Dialogues themselves.

What do you need to do?

1. Explain that you will now show them how to conduct a **Mini-Dialogue** with one family. Ask some of the participants to help you in the role-play by playing family members in a typical household in the community.

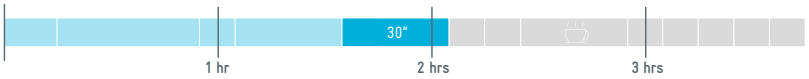
2. Decide how you would like to do the role-play. It should not be longer then 7 or 8 minutes. These are things you could do:

   a. Introduce yourselves as participants of the Generation Dialogue initiative.
   b. Ask everyone how they are today in order to create a good atmosphere before you start to talk about the topics of the Generation Dialogue.
   c. Ask if they heard about the Generation Dialogue, and if they were present at the Public Meeting and what they thought about it.
   d. Tell them why you decided to take part in the Generation Dialogue, which tradition the Generation Dialogue has as its main topic and which positive traditions about it should be maintained.
   e. Talk to them about the harmful effects and what you and the other Dialogue participants have decided to do about them.
   f. Ask what different household members think about this.

3. After ending the role-play, point out to participants that three steps are important for every Mini-Dialogue:

   1. Introductions and friendly 'warm-up conversation.'
   2. Sharing the reasons for maintaining the positive aspects of the tradition – and for stopping its harmful effects.
   3. Asking what family members think about this and how they could support it.

Practicing a Mini-Dialogue



What's the aim?

The aim of this exercise is that the Dialogue participants practise how to conduct Mini-Dialogues.

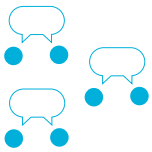
What do you need to do?

1. Divide the participants into two groups. Two facilitators support each group. Six participants take part in the role-play (two role-play Dialogue Champions, four role-play members of the household they visit); the other six observe and give feedback.

2. After 5-7 minutes, interrupt the role-play and let the facilitator candidates give their feedback (observing the tips for good feedback.)

3. Now switch roles: The observers do the role-play and the other six participants observe and give feedback.

Planning the first Mini-Dialogues



What's the aim?

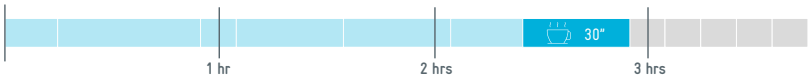
The participants have found a partner and have planned Mini-Dialogues for the next two weeks.

What do you need to do?

1. Ask the participants to use the break to find a participant from the other generation with whom they can do the first few Mini-Dialogues.

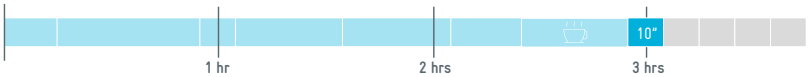
2. They should also agree with their partner which households or other groups or places they want to visit for their first Mini-Dialogues.

Break



After the break, check if everyone has found a partner and agreed where to do their first two Mini-Dialogues.

Documenting the Mini-Dialogues



What's the aim?

The participants understand how to document the Mini-Dialogues during the follow-up period.

What do you need to do?

1. Hand out the record books and pens to all participants. Explain that these are for the documentation of their activities over the next few months.

2. Ask everyone to write their name on the cover so that the books do not get mixed up.

3. Explain that after each Mini-Dialogue, they should note down the following points (ask them to write these points down on the first page of their record books so that they remember them):

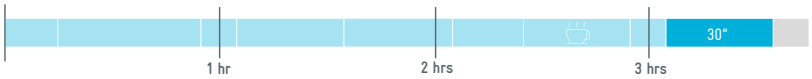
   - Date and place
   - Who was present?
   - What was discussed?
   - What were the reactions?

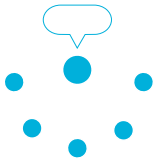
4. Ask one of the participants what he/she would have written under these headings for the role-plays they did earlier in this session.

5. Let another participant do the same for the second role-play.

6. Allow the participants to ask any questions they might have about the documentation.

Planning the monthly supervision meetings





What's the aim?

The participants understand why, when and how the monthly supervision meetings will be held.

What do you need to do?

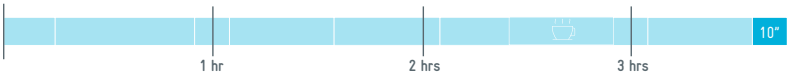
1. Explain that:

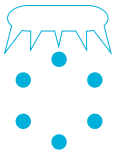
    - For the next three months, you will meet the participants at monthly supervision meetings.
    - At these meetings you would like to hear about their Mini-Dialogues and about what they see happening in the community in relation to what they proposed at the Public Meeting.
    - If they have run into difficulties or challenges, this is also the moment to discuss possible solutions.
    - Agree a date, time and place for the first supervision meeting and ask participants to note it down on the last page of their record books.

2. Check if there are any questions.

3. Thank all participants and move on to closing the fifth and last Dialogue session.

Session closure





End the session as described on p. 7. When all participants have left, tidy up the room and sit down for a 10-minute debriefing, also described on p. 7.

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