SYNERGOS
Building trust works

BRIDGING LEADERSHIP FOR COLLABORATION

ACROSS THE EARLY CHILDHOOD CARE & DEVELOPMENT ECOSYSTEM IN BANGLADESH

Annex to the Resource Pack developed by Synergos Bangladesh
Facilitation Resources





ANNEX 1

FACILITATION GUIDE

Listening to Each Other and To Ourselves – A Dialogue Walk for Collaboration

The objective of this exercise is to draw attention to different ways of listening and to offer participants the opportunity to practice more empathic and generative ways of listening and dialoguing with their colleagues, connecting and sharing more fully with each other beyond their formal professional roles.

WHY AND WHEN SHOULD WE USE THIS EXERCISE?

This exercise is best used in a workshop setting with a group of diverse participants who may need to collaborate with each other. In addition to drawing participants' attention to different ways of listening, it offers the opportunity for them to get to know each other better and practice deep listening and generative dialogue. These are important skills if they intend to collaborate with others who may be different to themselves and bring diverse perspectives, toward a common purpose.

The exercise introduces participants to four levels of listening (Downloading, Factual, Empathic, Generative), showing the value of going beyond facts and listening only for what we want to hear, to sensing what possibilities may be growing through their interaction. This allows for a new kind of dialogue, including with those who bring different perspectives to an issue. In this exercise, participants are encouraged to practice both listening and sharing more deeply, not just in professional roles, but also bringing their personal purpose and wisdom to the interaction. They also practice observing what is occurring in their field of communication with a partner.

The exercise is conducted in pairs (physically in the same space or online). The facilitator then helps participants share their experience and together they draw insights for their practice. If done near the start of the workshop, the facilitator may later remind participants to observe and practice more generative ways of listening through the workshop.

FACILITATION SUGGESTIONS

The invitation

Participants are invited to practice listening and dialogue. In preparing participants for the session, the facilitator may invite participants to reflect on why they think listening and dialogue may be important for collaboration, and to reflect on what gets in the way.

Space, materials, preparation, time

The exercise begins in plenary in whatever space is being used for the workshop (physical or online). The following materials will be required:

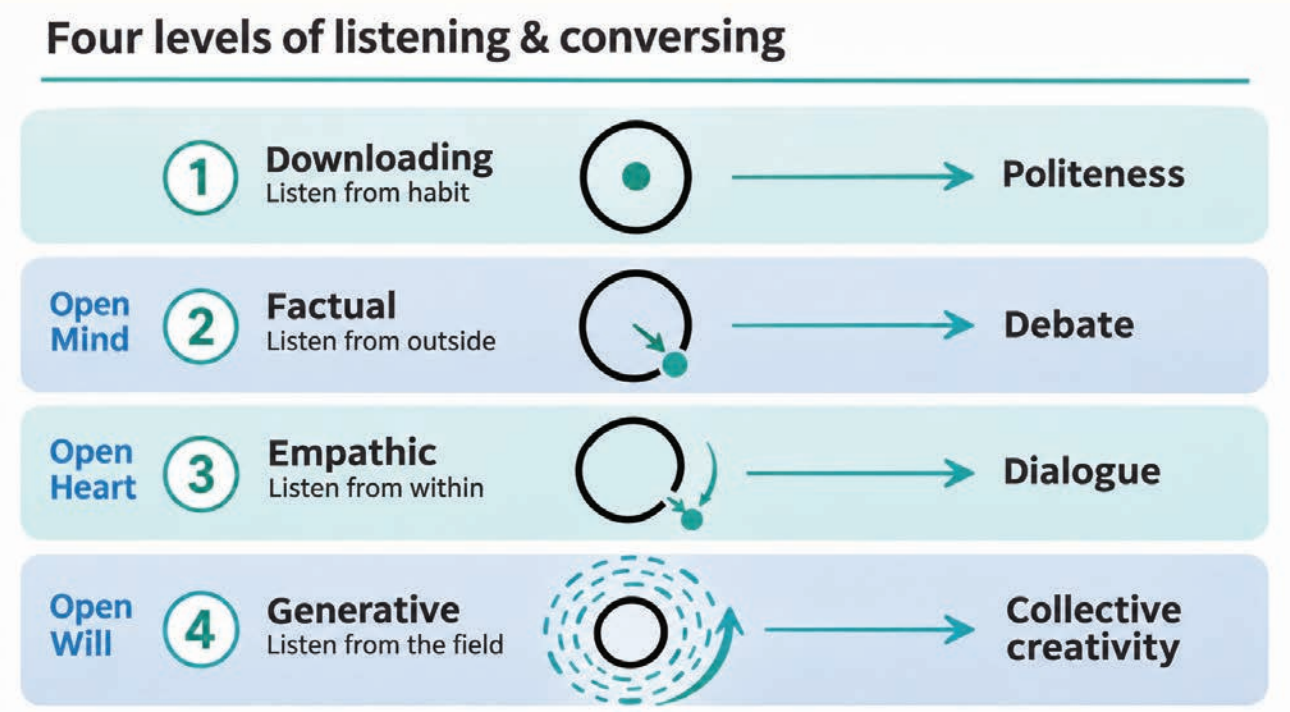
- Screen and multimedia equipment
- Poster or slide to share different ways of listening
- Space for participants to go for a walk in pairs (ideally in nature). If this is not possible, there should be space where they can sit with each other and not be disturbed
- Short role plays performed by facilitators, demonstrating different ways of listening (less than a minute each). Each role play demonstrates two people having a conversation, each demonstrating a different type of listening [This is optional]
- This exercise will take between 45 and 70 minutes (depending on the time given to each participant to tell their story

Possible sequence of steps

The objective of this exercise is to draw attention to different ways of listening and to offer participants the opportunity to practice more empathic and generative ways of listening and dialoguing with their colleagues, connecting and sharing more fully with each other beyond their formal professional roles.

1. The session could begin with the facilitator and co-facilitator in a series of quick role-plays (less than a minute each and cut to the next). Participants are asked to observe. In the series of four role plays, they witness four sets of conversations, each depicting a different kind of listening. After each, the facilitator may invite observations and summarize some of the key characteristics at the end.

2. Drawing from the slide below, the facilitator can clarify four types of listening and the focus of attention in each kind of listening. You may choose to just draw on the material but only display the slide later. This way, the attention of participants will be on the interaction they witnessed in the role play or experiences from their lives, instead of focusing on the words:



a. The first demonstrates **DOWNLOADING** - listening to reconfirm what we think we already know, or listening from habit out of politeness, but without real interest. We all do this from time to time. Here, the attention is within ourselves to serve our own agenda (refer to figure – attention inside ourselves).

b. The second demonstrates **FACTUAL LISTENING** - focusing on the facts that may conflict with what we know or believe. It can be powerful if done with an open mind to learn or to test assumptions. But often, the focus of attention is on drawing on facts to substantiate what we already know (refer to figure).

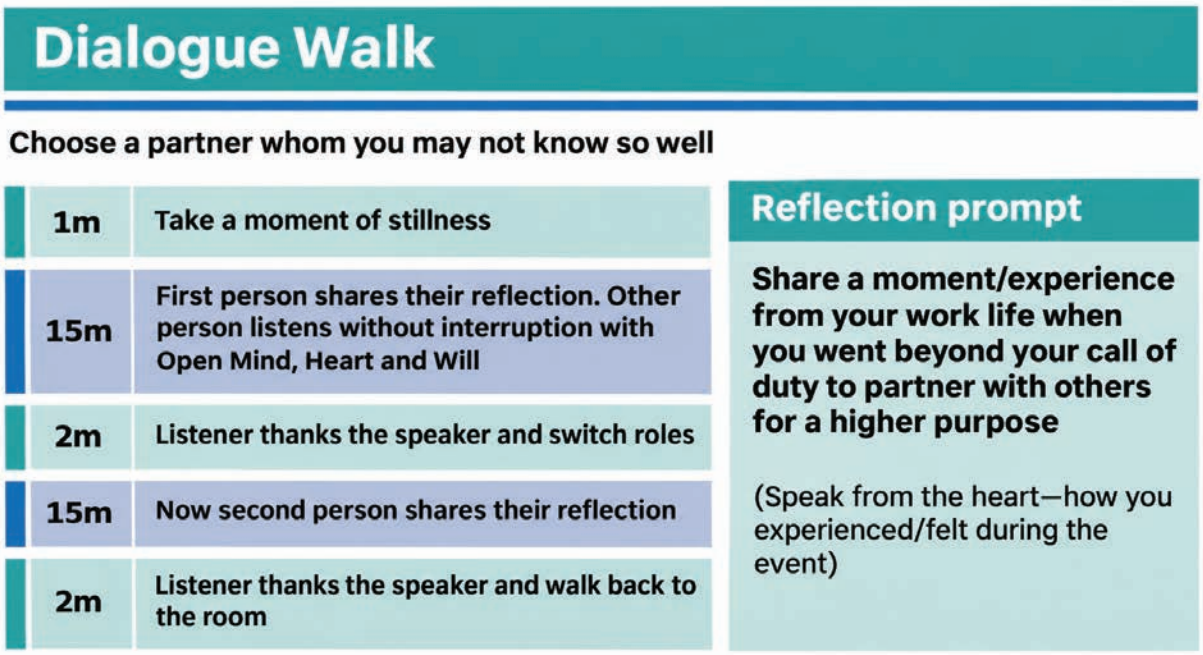
c. The third demonstrates **EMPATHIC LISTENING** - paying attention to what your partner is communicating, observing what they may be feeling, their voice and body language, listening intently and making space for their story. Here, we listen with an open heart and are striving to see the world through the eyes of another person. This kind of listening requires us to be present and to connect to what they are feeling. The focus of attention here is on them (refer to figure).

d. The fourth demonstrates **GENERATIVE/ CREATIVE LISTENING** - beyond just paying attention to the speaker as they are now, we listen and sense the potential and possibilities, including what you may create with them. This requires listening with an open will, being fully present including to what is happening with you and between you both – looking to an emerging future. The focus of attention is on the field between you.

Pause to allow participants to reflect on the kind of listening they are practicing in the present moment.

3. Invite participants to go on a dialogue walk with someone with whom they do not usually interact. Give participants instructions for the exercise as shown in the slide below. In the exercise, each person gets a chance to listen and to share a story about a moment/ experience from their work life when they went beyond the call of duty to partner/ collaborate with others for a higher purpose. [You may change the question to suit the group and your collective purpose].

The benefit of walking together, rather than sitting, is that the act of walking alongside each other feels less confrontational. For some people it is easier to open up and share from a more personal place when they are walking. Make sure participants are clear on timing, so that each person in the pair has a chance to share an experience with their partner. Encourage them while telling their story to share from the heart, not just about events and facts, but how they felt, what they sensed – invite them to be brave and share more of themselves. For the listener, ask them to try to go to deeper levels of listening -- taking the focus of their attention out of themselves toward more empathic and generative ways of listening and being together.



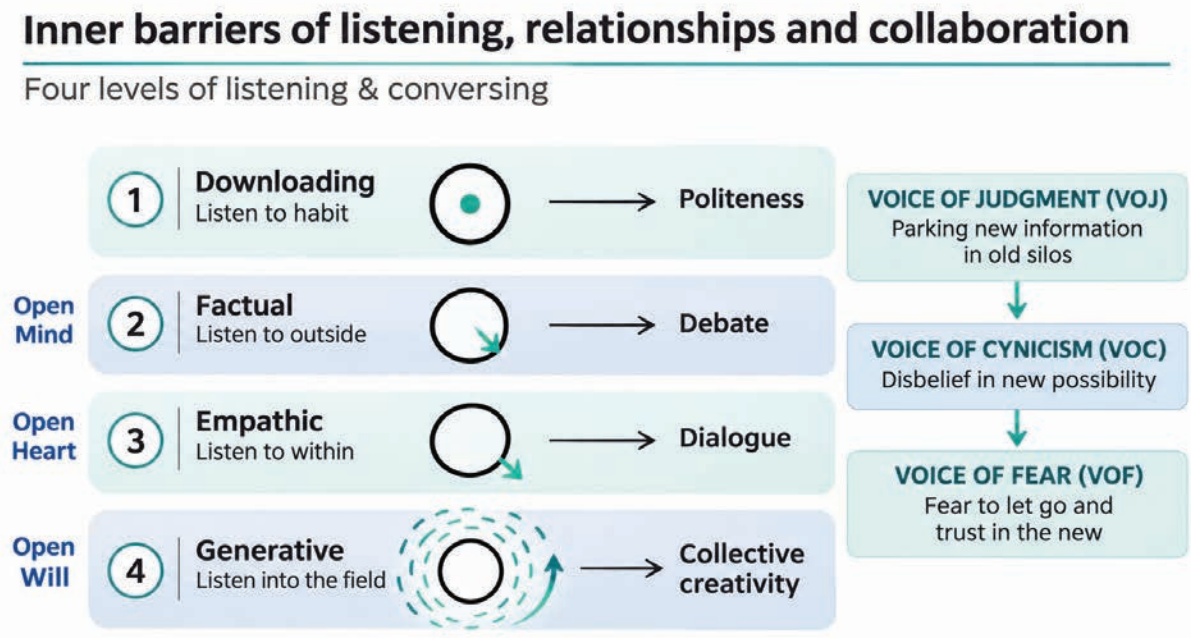
4. Welcome participants back from their dialogue walk. As people gather, encourage them to do so in silence, creating a reflective environment and observing the expressions and energy with which people are returning.

5. After a moment of noticing each other in silence, debrief the exercise in plenary. You may choose some questions from those listed below, or generate your own:

a. Describe your experience of deep listening and dialogue? (Clarify that you are inviting reflections on the experience of listening and storytelling with their partner, not sharing their partner's story)
b. What inspired you most about your partner's story? (Remind participants to honor any confidences as they share)
c. How did you feel in the role of a listener and in the role of a storyteller? What did you like? What was challenging?
d. How did it feel to have someone listen to you?
e. Can you describe the energy or sense of the interaction you and your partner had?
f. What is one lesson you would like to take away from this exercise? How may you use it in your life and work?

Try to invite a balance of participant reflections on content from their stories as well as of their experience of listening and sharing. Try to surface and reinforce key insights. Some of these may be related to: Deep, appreciative listening; Suspending the voice of judgement and looking at a situation through the eyes of your partner; The power of personal storytelling; Paying attention to what is going on within us – inner knowing. You may also reflect on the power of generative listening and presence in the wider group. You may share the slides with the kinds of listening, and try to draw out how listening is essential to collaboration and collaboration is essential to achieve our shared purpose around the development and protection of children for the future of Bangladesh.

If you have time, you may also introduce some reflection on the inner barriers to listening, relationships, collaboration – the Voice of Judgement, Voice of cynicism, Voice of fear using the slide below. You may invite participants to reflect on how these voices may have held them back in the past. You could create some space for a short journaling exercise at the end of the session.



TIPS, TRAPS AND OTHER NOTES

If using role plays, facilitators should prepare and practice them in advance to avoid this taking too much time. Ideally each role play should just run for a minute or less. It is usually more effective to begin with the role plays rather than with theory. Later, after the plays, invite participants to share observations and highlight the different types of listening. This has greater impact than presenting theory upfront

Remind participants before they leave on their dialogue walk to observe what is happening within themselves as well. Although this is usually part of the instruction, many are not in the habit of noticing and articulating their emotions and sensing what they are feeling

Try to pick a theme for the dialogue walks that resonates with the workshop intent. For example, if the workshop is around collaboration and leadership, it may be helpful to ask participants to tell a story of an experience from their work life when they went beyond their call of duty to partner with others for a higher purpose. This allows the debrief to lead toward the central theme of the workshop, in addition to uncovering lessons on listening

Give clear time slots for the dialogue walk, eg. how much time each person talks before they switch. If there is a bell at the venue, you could signal when it is time to switch roles





ANNEX 2

FACILITATION GUIDE

Imagining A Possible Future

The objective of this exercise is to help participants connect to personal purpose and draw links between their personal purpose and an emerging shared purpose in a group.

WHY AND WHEN SHOULD WE USE THIS EXERCISE?

This exercise is very useful with a group that is trying to frame their shared purpose. It may also be used to affirm or explore their shared purpose more deeply. It also offers an opportunity for participants to share their deepest hopes with each other, bringing to the discussion a depth and presence that is often hard to create in professional settings. The exercise helps harness participant imagination and visions of the future from which they look back to the present day.

The exercise focuses on personal visioning and then sharing in a group. The personal visioning piece takes participants deep into themselves, connecting to their personal purpose and aspirations as they relate to the work at hand. Participants must be led out of this practice with care and preparation to receive their sharing. The debriefing, if done well, usually stays with participants for a long time, and can be drawn upon in future as well, to draw attention back to purpose. This is a powerful exercise, but takes time, and must be prepared well and not rushed.

FACILITATION SUGGESTIONS

The invitation

Invite participants to journey to the future - one in which their highest hopes and aspirations for the work at hand have been realized. They will have the opportunity to share what they saw with their colleagues and unpack what led them there.

Prepare them for a session that will require about 20 minutes in silence followed by a period of sharing from their experience in the future. To prepare for this journey, they need to make themselves comfortable in a spot where they will not be disturbed within hearing distance of the facilitator. They need to bring along something on which they may take notes.

Space, materials, preparation, time

The exercise begins in plenary in whatever space is being used for the workshop (physical or online). The following materials will be required:

- Writing material for each participant
- Space in the room to stretch and then debrief in small groups
- This exercise will take between 60 and 90 minutes (depending on the size of the groups). It should include some time for stretching in between, but not a long break.

Possible sequence of steps

There are many different ways to do this exercise, and each facilitator can adapt them to their needs. We share here a transcript that was used with Bridging Leadership champions who supported the work to design Leadership for Collaboration workshops for the ICBC project.

1. Vision Exercise prompts

"We have already thought a lot about how we need to collaborate and coordinate to deliver integrated ECCD services. You recently had a good discussion on the referral strategy and making it a reality.

To take that conversation forward, we are going to spend some time imagining a possible future. A future in which the referral system for integrated ECCD services is working and very effective. We are going to unpack what the ecosystem looks like in that future, how it operates, what makes it effective, and the kind of leadership that is needed for that future.

This greater clarity about the future ECCD ecosystem can help us get there. We are going to be in a quiet space… each person reflecting on their own. I will give some prompts to help you create your own vision of the future. There will be pauses for you to write some notes. The exercise will take about 15-20 minutes. Then we will process them together.

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Please make yourself comfortable. Keep a notebook or some paper with you. We will start with a little breathing exercise to move into a quiet internal space.

[Breathing exercise – a few deep breaths]

Now imagine you got into a time machine and you have landed in December 7, 2030. And imagine that Bangladesh has been very successful at delivering integrated ECCD services for most children under 5 like Joy and Alia and their families. This has happened through wonderful collaboration and successful referrals, which began to take shape during the first phase of the government's ICBC project. As a result, in December 2030, Bangladesh is being celebrated and commended for its exceptional work among ECCD stakeholders around the world and many SDG forums. A lot of this achievement is attributed to the power of collaboration, to different ways of working, to effective leadership that enabled working across silos.

Now imagine you are at an event in Bangladesh celebrating this success. All those who contributed to this work are there and your efforts are being felicitated.

ACTORS AND EVENTS

What are they saying about what has been achieved? Describe the success… what specific types of collaboration or referrals are working? Who are the main actors who have contributed to this success? Try to think of specific actors and the role they have played

[Pause]

Now, standing in 2030 as you look back to 2023 when you first started to talk about coordination and collaboration and to build the referral strategy for the ICBC project. Between that time and 2030 (the present), what have been some key events or breakthroughs that led to success in collaboration across sectors and ministries/ departments? Which actors in the ecosystem at different levels have played a major role? Have new actors emerged?

What have been some key challenges that have been encountered? Have they been overcome?

[Pause]

What kinds of relationships have been formed in the ecosystem in 2030 that may not have been there in 2023 – describe how they are different in 2030 to what they were in 2023? How is collaboration different? In what kinds of spaces do people collaborate (eg. online, or in learning meetings, or in committees…) Are they formal or informal, or both?
[Pause]
Imagine that in 2030 there is an abundance of resources in the ECCD ecosystem contributed from different sources… whether funds, knowledge, people's energy, ideas and imagination, materials for childcare centres…? What kinds of resources do you see? Who is contributing?
[Pause]

PATTERNS

Now think about some of the patterns that support these characteristics… are there particular ways of working that have emerged in the ecosystem that may be different and contributed to the success? Can you name one?
What kinds of roles are different actors playing in enabling collaboration and the functioning of the referral system for integrated ECCD services? Are these new roles? Are they different to before? Think about your own role… maybe seven years from now in 2030, your official role is different… but think about the guiding role you may have played in this time (regardless of your position)… How have you influenced collaboration? What actions and contributions did you personally make that make you feel proud?
[Pause]

As you envision the role you played, what emotions are you feeling? Do you feel happiness… surprise… gratitude… fear… maybe acceptance… love for your colleagues and friends… [PAUSE] Stay with this emotion for a few seconds… Do you feel this anywhere in your body? What is the sensation…
[Pause]

How would you describe the quality of leadership that you have practiced? Is there a word that comes to mind to describe it? What is the quality of leadership that is generally prevalent in the ecosystem? How does it enable collaboration? In what ways is it different to leadership practice in the past?
[Pause]

What about the culture of interaction among key partners and players at different levels? Is this culture changing in some ways? What about the way people listen to each other? Has it changed? Is there something you imagine that is different?

STRUCTURES

Now go even deeper… Are there particular structures or institutions that support these changes? Maybe a network is more effective, or there are formal spaces for learning… Maybe the ECCD policy is used effectively as a key structure? Maybe certain committees have been very effective… Maybe there have been some key commitments or charters to drive collaboration? Maybe reporting or field visit protocols have changed that led to different ways of interacting and paying attention? Maybe some new structures or platforms have been put in place to enable more collaboration… maybe not? what is the change you notice and how did it come about? Have you been a part of these?

MENTAL MODELS

Now go deeper… what do you think drove some of these changes you are imagining? Are there shared values that have been important? Values, beliefs, assumptions, or fears can be very powerful in driving change… we do not always articulate them. Think of your own deeply held values? Is there something particular that has inspired your contributions and actions over these years?

SELF

Now, we are nearing the end of our imagination exercise, but before we close focus a little bit on yourself… In 2030, you are 7 years older… think about the person you are in 2030… how have you changed? What have you learned? You are proud of your contributions to this work… what particularly makes you proud? How have you yourself changed the way you work and interact? Your role may be different in 2030, but we are trying to get beneath the role to your personal purpose… What may be some challenges you faced along the way? What have you learned as you moved through them? In what ways do you think you are stronger, and in what ways may you be more vulnerable?

As you reflect on this, what emotions are you feeling? What is your body telling you?
[Pause]

You are still at the celebratory event reception with your colleagues. You have brought some of your family members along… Maybe some of your colleagues (or ex-colleagues) come to speak with you… Imagine yourself there, what are your colleagues saying about you and your contributions? What is your family saying? What changes do you think they have noticed in you in these years?
[Pause]

Before we close… internally say something to your 2030 self, recognizing the journey you have been on. It can be something you do not want to forget, words of encouragement or advice… or it may just be a feeling that you pay attention to. Write it down or make a gesture that you could use again to remind yourself of this feeling/ advice.
[Pause with music]

Stay in silence in this internal world for a minute… write down anything else that has come to you that you notice. In a minute we will get ready to take the time machine back… but for now just be present to yourself, your thoughts, your vision. [PAUSE WITH MUSIC]

Now, let's take three breaths together to launch our time machine back to 2023… BREATHE 3 breaths… When you are ready, return to our room in BRAC IED in 2023."

2. Debrief

Guide participants into some kind of stretching exercise in silence. If they need a sip of water they should get it. Note the excitement in the air, but ask participants to hold sharing for a little bit, until they get instructions.

For the debrief, group participants – ideally 3-4 in each group so that everyone has adequate time to share. Each person takes a turn to describe their vision while the others listen. If participants are familiar with levels of listening, they may be reminded to try to practice deeper levels (empathic and regenerative listening). Suggest how long each participant's sharing should take in the group so that everyone has a fair chance to share, leaving some time for sensemaking later.

Invite each participant to share in their small group a flavor of what they saw from all the different levels. They don't have to share every detail. It may help to offer them some prompts that help them share highlights of what really touched them from their visions, and what drove the change they imagined. You may encourage people to share specifically the kinds of relationships and ways of working that were important.

If useful, and if there is time, later in plenary you may be able to debrief the group using the levels of the iceberg - Events/ notable characteristics, Patterns, Structures/ policies, Mental models (see Annex 3).

TIPS, TRAPS AND OTHER NOTES

If using role plays, facilitators should prepare and practice them in advance to avoid this taking too much time. Ideally each role play should just run for a minute or less. It is usually more effective to begin with the role plays rather than with theory. Later, after the plays, invite participants to share observations and highlight the different types of listening. This has greater impact than presenting theory upfront

Remind participants before they leave on their dialogue walk to observe what is happening within themselves as well. Although this is usually part of the instruction, many are not in the habit of noticing and articulating their emotions and sensing what they are feeling





Collectively Exploring The Eccd Ecosystem Using The Iceberg Model

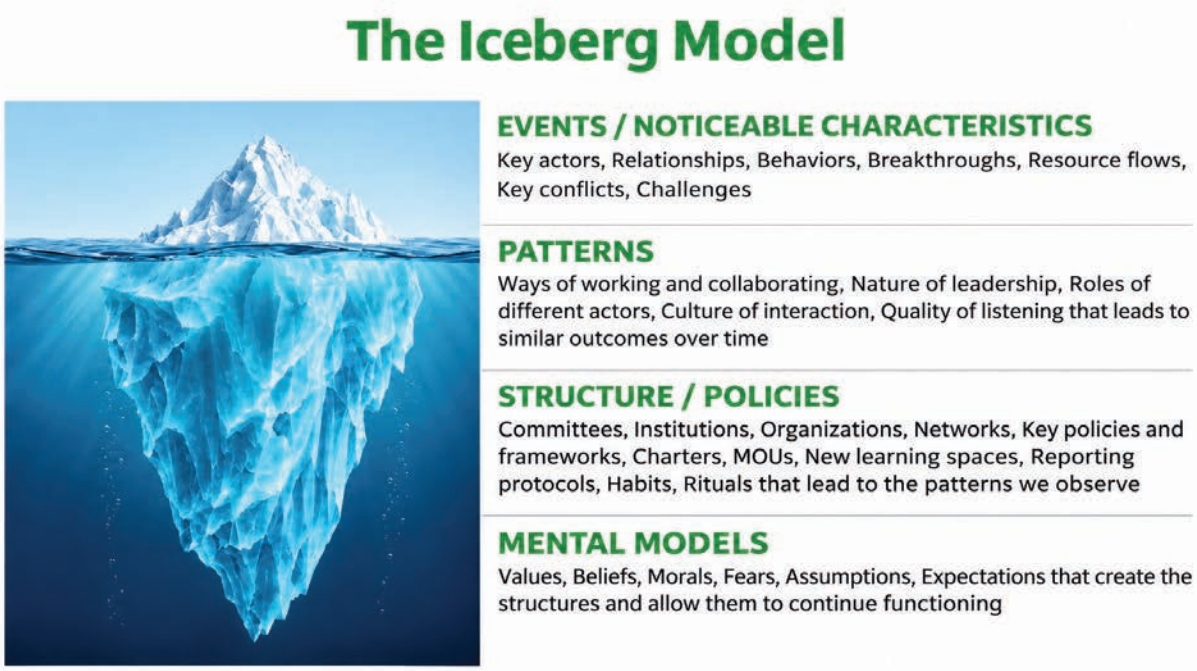
ANNEX 3

The objective of this exercise is to enable a group or team to build a shared understanding of the ecosystem of which they are a part. In the case of the ECCD project, this is the ECCD ecosystem. It may be done at a single level, or across levels, in small or larger groups.

WHY AND WHEN SHOULD WE USE THIS EXERCISE?

This exercise is best used with a group of diverse participants who all have some connection to the ecosystem of focus, even though they may have different perspectives. They may be familiar with different parts of the system, or some may be new to it. This exercise is helpful in defining systems boundaries and in building a shared understanding of the various stakeholders in the system. It may also be used to go beyond just naming the stakeholder, to identifying key characteristics, dynamics of interaction, opportunities and challenges that may exist in the system or underlying values, beliefs and assumptions that influence the system. It offers a structured way for those participating to dialogue about the system and to listen to different perspectives of it.

The exercise may be used as part of a workshop. Or it may be set up in a space (physical or online) where a group of stakeholders meets. They could begin the exercise at one meeting, and let the outputs remain on the wall (or bring it back to future meetings) to observe how the system is changing. The exercise can be conducted to represent the current depiction of the ecosystem, or may be used as a visioning exercise to surface aspirations for the future system.



FACILITATION SUGGESTIONS

The invitation

Invite participants to explore the system of which they are a part, in greater depth.

Space, materials, preparation, time

System boundaries: Decide before the exercise what the rough system boundaries will be as this will influence how participants define and consider the system, which stakeholders are important, and the dynamics and resources that flow through the system, what is more or less relevant. Boundaries may be defined by levels, interests, purpose. For example, we may work on the ECCD ecosystem at district level. This does not mean that national stakeholders

are not part of the system, but that their power, relationships, access to different actors, is considered in the context of the district ecosystem. In the course of the exercise, the boundaries and scope of the system may be better defined.

Groups: Think about how to hold this discussion. If in small groups, it would be helpful to have groups with some diversity (participants representing different parts of the system). If in plenary, the facilitator will need to be mindful of a process that allows all participants to contribute safely.

Materials: A chart with the iceberg in a slide or on the wall

Time: There is no fixed time for this exercise. It may be done in as little as 20 minutes, or can be used to inform much longer, deeper systems analysis.

Possible sequence of steps

There are several ways to use the iceberg model. We describe two here and facilitators may adapt them for their purposes.

Option 1: Understanding ecosystem qualities, challenges and opportunities through the iceberg

Step 1: Clarify the purpose of collaboration and the boundaries of the ecosystem on which the group is focused. In establishing the boundaries of the ecosystem, clarify the levels it includes and the range of actors.

Step 2: In pairs, ask participants to identify some of the most significant challenges they see in the ecosystem in moving toward their shared purpose. They may bring back a few significant ones on cards.

Step3: Each pair or group of participants presents their cards and places them on the iceberg format on the wall. Once all the cards have been placed, in slightly bigger groups (2 pairs come together to make groups of 4) they try to uncover some of the characteristics at deeper levels that hold the challenges in place, for example, what patterns of ways of working hold the challenge in place? What structures or policies are enabling those patterns? What are the underlying mental models or beliefs creating those structures? They put these down on cards

Step 4: In plenary, each group shares what they believe are some of the most significant cards. When all groups have shared, in plenary, the facilitator helps the group identify a few that they could focus their attention on.
A similar exercise may be done for opportunities, where participants identify the key patterns, structures, mental models important to help leverage the opportunities.

Option 2: Imagining a possible future ecosystem using the iceberg model

In this option, the iceberg model is used to unpack some of the key characteristics of the ecosystem that can result in fulfilment of our collective vision. It may follow some kind of visioning exercise and draw on the energy of the exercise to collectively shape what the ecosystem could be.

The facilitator could follow similar steps as above, drawing on what emerged from the vision exercise (Annex 2)

TIPS, TRAPS AND OTHER NOTES

One may not need to facilitate a special exercise using the iceberg. Sometimes just explaining it and making it available to participants can shift the quality of the conversation

Groups are usually used to focusing on events and structures. Often they find it harder to talk about relationships, patterns of behavior, values and beliefs. This is something that can shift with clear facilitator instruction and examples.





ANNEX 4

Preparing and Facilitating A Learning Journey

The objective of a learning journey is to offer an opportunity for participants to experience a system through the lens of different people and/ or contexts. It may also be used to cultivate good listening and reflective dialogue practice of a team, allowing them to listen and sense the system from different perspectives and viewpoints.

WHY AND WHEN SHOULD WE USE THIS EXERCISE?

At the heart of this practice is the idea that we can learn a lot when we meet people in their own context, observe what is going on and listen deeply. Insights generated from a learning journey to different parts of a system can be harvested through reflective dialogue to deepen our understanding of different aspects of a system. This offers a good basis to co-create new collaborative possibilities. Learning journeys can also help cultivate team spirit and a deeper appreciation for diverse perspectives.

This immersive shared experience is best used with a group of people from different parts of a system, exploring collaborative ways to address systemic challenges that cannot be solved by a single organization or team. In the case of the early childhood care and development ecosystem in Bangladesh, an example of a systemic challenge that has been identified is a culture of working in silos. Participants in the ecosystem believe that this culture of working prevents the development of integrated services and constrains the emergence of more holistic solutions that put children at the centre. A learning journey is a tool that can be used as part of a longer term effort to seed change. It may be used as part of a workshop, allowing for time later to process and share learning. It may help spark new understanding, possibilities, and ideas.

Learning journeys may contribute to creating:

- A network of relationships among key stakeholders in a system
- A shared understanding of the systemic forces at play and their inter-relationships
- Enhanced awareness of the different perspectives of other different stakeholders
- Understanding of the driving forces that may influence change

FACILITATION SUGGESTIONS

The invitation

Participants are invited to go on a learning journey together to a) build an understanding of the system, in this case, the early childhood care and development system with young children and their families at the centre; b) Explore specific ways in which better collaboration between stakeholders may contribute to making high-quality integrated ECCD services for children and their families a reality in Bangladesh; and c) Identify ways in which they may individually and collectively offer their leadership to these efforts.

Space, materials, preparation, time

Learning teams: The formation of learning teams is an important element of preparation. Ideally, each sub-team (who will go on the journey together) should include a mix of people and perspectives. This will open greater opportunities to understand parts of the system that participants do not know much about or with which they do not interact. It is important to be mindful of the kind of power that may be at play in a group, to help the group embrace kinds of power that aid horizontal learning. If possible, have a member of the facilitation team in each learning team. The role of this member is primarily to enable a learning space and encourage team spirit, also pointing to key practices they use for this.

Learning contexts: Identify people and places that may have potential for the learning journey. They may offer opportunities to surface different perspectives; different aspects of the system; interaction with those whose voices are not usually heard.

Preparing hosts: Assign someone to be a host for the learning visit. Explain the purpose of the visit, emphasizing the importance of deep authentic conversations, rather than presentations or staged activities. It is very important that participants have the opportunity to ask questions and listen to people they meet.

Time: In a workshop context, it would be best to allocate 1 – 1.5 days for preparing, going on the journey, and harvesting/ processing together (depending on the location and travel time for learning). The time is roughly divided up into preparation for a field visit of sorts, the visit itself, and harvesting and processing learning after the visit to shape new ideas. The learning journey may be repeated later through the project after a few months.

Materials and logistics: The materials and logistics for learning journeys are quite context specific. Here is a list of things to bear in mind:

- Suitable space and time for learning teams to prepare for the visit, with stationery supplies
- Suitable travel arrangements for each team, including who they need to meet with when they arrive, break stops and refreshments, etc
- Clear written instructions for each team that they may return to, if needed, in the course of the journey
- Suitable space and time for learning teams to prepare for the visit, with stationery supplies

Preparation: For this exercise, it is important that participants have a basic understanding of the boundaries of the system they are exploring, the range of stakeholders that may be a part of the system, and their own role in this system. Even if participants may usually frame the system of which they are a part a bit differently (eg. drowning prevention), for the purpose of the learning journey, all learning team members should be clear which system they are exploring (in this case, ECCD ecosystem).

In advance of the learning journey, either earlier in the workshop, or prior to the workshop, there may be some work

to expose participants to some of the core ideas of what a program is trying to achieve. In the case of the Government of Bangladesh's ICBC project, it is helpful to have some ideas of the vision of integrated child development and protection services that was imagined for the project. It may be good for participants to already be exposed to the idea of integrated services and why collaboration and coordination is important for integrated services to become a reality for the children of Bangladesh

Possible sequence of steps

Preparing for the field visit

1. In plenary, prepare the group for the learning journey – explain what it is, why it is being used. Try to get participants excited about learning together. Explain roughly how it will work and how long it will take.

2. At this point, if not yet clear, define the system in which participants

3. Introduce the idea of learning teams and invite participants to share how they may build a space for trust and learning in the team. This discussion may also include why it is important. Try to direct the conversation toward identifying important Learning Journey principles. These may include principles related to: Deep listening (drawing from Chapter 1) including listening to self; Holding a sense of appreciation; Suspending voices of judgement, cynicism and fear (Chapter 3); Reaching out to people in their own context, etc. Divide participants into learning teams and invite them to go to these teams, letting them know where they may work to prepare for the journey.

4. Each learning team comes together. If not clear, a good way to start is everyone introducing themselves describing the role they play in the system. The facilitator in the group introduces the learning journey briefly, discussing the context in which the journey will occur (in relation to the system). S/he describes where they are going, whom they are likely to meet.

5. Learning team participants discuss inquiry questions, i.e. what each of them is interested in learning and why it is important to them. The group looks across these questions, which are common, which are different. They note where there may be different perspectives in the group – these do not have to be resolved at this point. The group can come to rough agreement on a set of core questions that they will hold for their learning journey inquiry.

6. The group then thinks about how to organize themselves for the visit. This includes thinking about the way they approach stakeholders, how they invite them to share their perspectives, the way they listen, how they may probe, how they will try to balance power. It may also include different roles different team members may play on the field visit. The facilitator should also try to facilitate a discussion on behaviors they may aspire to as learning team mates, and how they will look after each other – if useful, they could frame a few principles they will hold during their learning journey. Before they close this discussion, someone in the group summarises their key agreements on how they plan to organise themselves.

7. Learning teams reconvene in plenary. Each team shares a topline summary of their key inquiry questions and how they plan to organize themselves (including behaviors or norms they have agree upon). As each group shares, participants may practice listening with presence. The facilitators organise a process to invite feedback from participants to each learning team. It may be done through a group discussion, or simply handing little notes to teams with their comments or questions. They may also send other learning teams notes of encouragement or

appreciation. Each learning team spends a few minutes looking at these and considering if and how they may adjust their plans.

8. Before the group disperses, facilitators may go over some ways to capture knowledge emerging from the field: Some suggestions include: Using journals to capture insights; Taking pictures or videos (with people's permission); Assigning note taking duties, so that people can be fully present.

During the visit

9. Each visit will be different. Facilitators should remain mindful of planning for the visit, ensuring that learning teams are not rushed, and they are able to remain focused and calm. , sharing insights along the way, making notes, and listening to each other. Ideally, there should be a way for teams to come together with a few moments of mindfulness practice before they set out. They may then make sure they have everything they need, including notes from their preparation.

10.While participants have some questions for their inquiry, they are encouraged to follow their intuition and ask authentic questions in a spirit of humility. They are there to understand the journeys of the people they meet, and not to demonstrate their own authority or immediately find solutions. They may be reminded to use deep listening to hold the space of conversation, connecting to the stories that people tell them, and not just jump to the next question.

Following the visit

11. Begin the debrief with a short journaling and personal reflection exercise, allowing participants to center themselves and reflect on their own insights. After a brief silence and breathing exercise, the facilitator may offer some journaling prompts:

What touched you deeply?

What surprised you or what did you find unexpected?

What is something you want to remember

Team members share some of their insights with each other. The facilitator guides participants to move from these personal reflections to reflecting on what they witnessed and saw to unpacking some of the characteristics of the system they observed from their visit. The facilitator may invite reflections on: Where are there bottlenecks or barriers? To do this systematically, the facilitator may invite reflections on: Power and relationships in the system; How resources flow or do not flow;

12. This short debrief may be followed by a personal visioning exercise, or participants may begin to explore the system more deeply together and build a collective vision for the future through a sensing exercise, such as 3D mapping (see facilitation guide).

13. Agree on how you will close the loop with the visit hosts. This may be through a letter of thanks or video with participant appreciation of the visit. It could also be by sharing insights from the visit and what participants are inspired to do.

TIPS, TRAPS AND OTHER NOTES

There isn't a single way to organize a learning journey. Facilitators will need to consider the objective for the learning journey, time available, existing relationships between participants, distances and logistics for field visits. What is most important is to find different ways to build a space for learning, sharing ideas, listening to each other.

Try to make enough space in the workshop for participants to connect. Learning journeys should not be rushed. They should allow for time together, with others, but also moments of self reflection, journaling and connection. Encourage participants to focus on feeling, observing, connecting, noting, rather than doing and fixing.

As part of the debrief, if time permits, the facilitator may prolong the journaling exercise into a personal visioning piece, helping participants look within and draw on their personal purpose as they imagine the future.





ANNEX 5

FACILITATION GUIDE

3d Mapping Sensing Exercise

3D mapping is a sensing tool that helps participants map and sense the system they are collectively trying to change or influence through their collaboration. It offers the opportunity for participants to dialogue about the system, going beyond just naming the elements or stakeholders in the system, to understanding diverse perceptions of the system, thinking about the various dynamics, nature of power and other driving forces and resources that influence the way the system works.

WHY AND WHEN SHOULD WE USE THIS EXERCISE?

This exercise is effective for a group with representatives from different parts of the system who may not be accustomed to working closely with each other. The exercise an help them appreciate different perspectives and experiences they each have in the system. It also helps them look more clearly at various characteristics of the system, such as key actors, relationships, the nature of power in the system, how resources flow or are stuck, whose voices are heard and whose not, key opportunities to achieve their collective purpose, and key barriers.

FACILITATION SUGGESTIONS

The invitation

Invite participants to collectively explore the system of which they are a part, in greater depth. If they have been on a learning journey together (or planning to go on one), you may include reference to the learning journey in your invitation.

Space, materials, preparation, time

Learning groups: The ideal size of a learning group mapping the system is 5-8 people, allowing for each to participate fully. Each group may include a range of stakeholders in the system, opening the opportunity to hear different perspectives and experiences of the system.

Materials:

A place for each group to work (if these are at workshop tables, offer instructions on how to clear the table so that everyone can participate well)

A 3D mapping kit for each group with
Colored crayons or markers to draw/ write on paper
Different colored papers or various thickness and scotch tape and/ or glue
Various artefacts – these may be stones, seeds, toys, figurines, twigs, leaves
Sculpting material such as play dough and pipe cleaners of different colors that participants may shape
Connectors such as string or wool
A base for the sculpture, eg. cardboard (in case you need the sculptures moved by kept intact)

Journals for participants

Possible sequence of steps

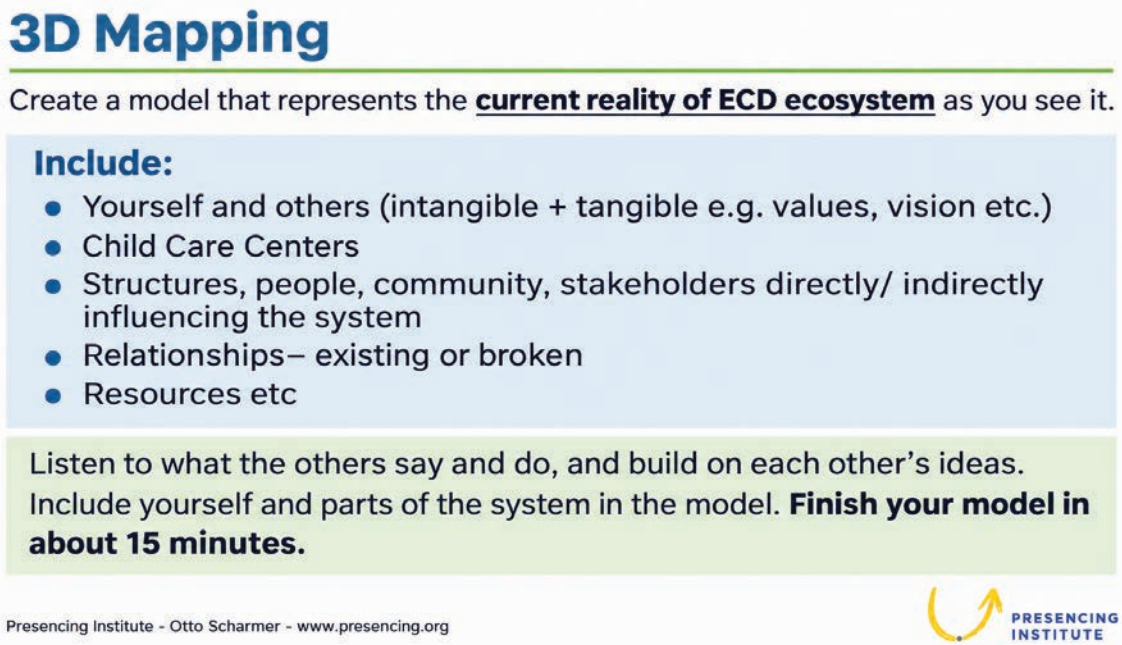
1. Welcome participants and make sure they are sitting in their groups. Ask them to acknowledge each other's presence in whatever way they choose. If participants are already a group (eg. been on a learning journey together), draw attention to the time they have spent together. Explain that they will be drawing on their experience (including in the learning journey) to map a system of which they are a part and to explore how it may change to be of the greatest benefit to young children in Bangladesh and their families.

2. Name the system and its general boundaries, eg. the ECCD ecosystem at district level. In silence ask them to think about children who are the focus of the system (if they have been on a learning journey, they can think about some of the children they met, and their parents). If they have done some journaling, the facilitator may draw their attention to some of their observations and feelings and begin together to build a sculpture of the system

Mapping current reality

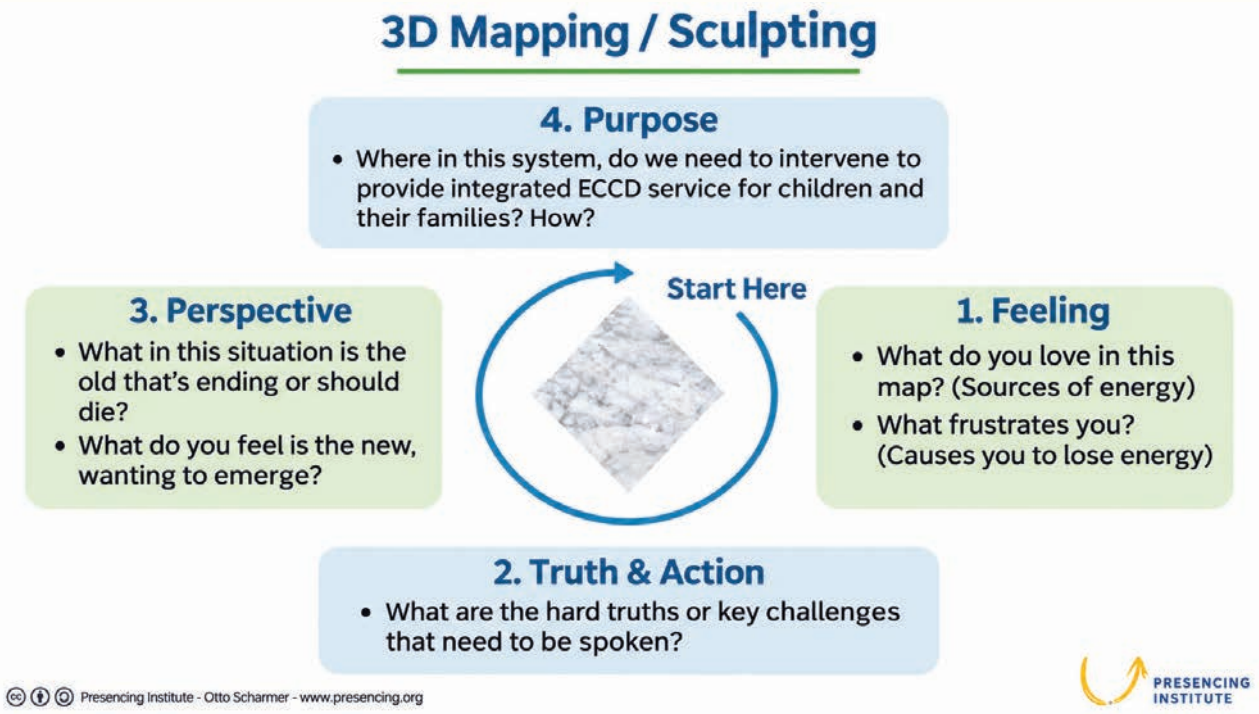
3. Explain the exercise – to make a model/ sculpture of the [insert name of system] as they collectively understand it. Introduce them to the mapping kits with materials.

4. Explain what is in their mapping kits and how they may use them to represent key stakeholders in the system (including childcare centres and children), the current connections between various stakeholders, points of connection or points of separation. Encourage them to depict how the system is working (or not) for children. Also encourage them to think of realities within and external to the system that significantly influence it. This exercise is best done by giving each member of the group a chance to give one input, and continue going around until the group, adding to and building on each other's inputs. Give clear instructions on time for the sculpture to be completed (roughly 25-30 minutes).



Reflect from four different points of view

5. Invite groups to reflect on their 3D maps from four points of view. To do this, they may physically walk around their sculpture (beginning in the East), viewing it from different directions, using the questions in the slide below. This allows them to look at their sculpture from: A place of feeling; A warrior's viewpoint; New perspectives; Renewed purpose. Notes on their reflections may be captured on sticky notes and displayed on four sides of the sculpture



Map the emerging future

6. The group then comes together around the model. The group facilitator draws everyone together in intentional silence, reflecting on the future system that is trying to emerge – what is the highest future possibility that is trying to emerge that will significantly benefit the children of Bangladesh? What role can you play in it?

7. After this silence, the group collaboratively and quietly modifies their sculpture/ model to represent the future they want to shape together. Once again, they try to depict stakeholders, relationships, their own roles. They may bring in new actors and change colors or design to reflect the mood they imagine.

TIPS, TRAPS AND OTHER NOTES

There isn't a single way to organize a learning journey. Facilitators will need to consider the objective for the learning journey, time available, existing relationships between participants, distances and logistics for field visits. What is most important is to find different ways to build a space for learning, sharing ideas, listening to each other.

Try to make enough space in the workshop for participants to connect. Learning journeys should not be rushed. They should allow for time together, with others, but also moments of self reflection, journaling and connection. Encourage participants to focus on feeling, observing, connecting, noting, rather than doing and fixing.

As part of the debrief, if time permits, the facilitator may prolong the journaling exercise into a personal visioning piece, helping participants look within and draw on their personal purpose as they imagine the future.





ANNEX 6

Wellbeing Inspires Welldoing

HOW SELF-CARE CAN MAKE YOU A BETTER LEADER

Self-care refers to the deliberate and intentional actions and behaviors we engage in to promote and maintain our physical, emotional, and mental wellbeing. It involves taking care of oneself in a holistic manner, such as getting enough sleep, eating nutritious foods, engaging in physical activity, engaging in stress-reducing activities, and prioritizing activities that bring us joy and fulfillment.

For leaders, self-care is particularly important because it helps us avoid burnout and maintain our ability to function effectively in both our personal and professional lives. When we neglect our physical, emotional, and mental needs, we are more likely to experience stress, fatigue, and other negative consequences that can impact our ability to work, build relationships, and enjoy life.

By taking the time to care for ourselves, we are better equipped to manage stress, stay focused, and maintain a positive outlook, all of which contribute to our overall well-being and success. Ultimately, practicing self-care allows us to live a more balanced and fulfilling life, both personally and professionally.

Improved physical and emotional health

As a leader, stress can feel like part of your job description. But the truth is, chronic stress can have a significant impact on your job, affecting physical, emotional, and mental health, as well as the ability to lead effectively.
When leaders experience chronic stress, it can lead to burnout, struggles with physical health that can weaken the immune system, mood swings, irritability, decreased emotional regulation, anxiety and depression, and impaired cognitive function, including memory, attention, and decision-making.

The good news is, self-care practices can have a significant positive impact on both physical and emotional health. For example, a commitment to getting better sleep, exercising regularly, and eating a balanced diet helps contributed to overall better physical health which makes you better able to handle stress.

When it comes to emotional health, engaging in practices like mindfulness and meditation, promoting self-love and self-acceptance, and building better relationship with boundaries can keep your emotions safe and ready to take on challenges.

Self-care also has a positive impact on leadership skills! They can help you manage stress more effectively, develop a greater understanding of your strengths, weaknesses, and limitations, develop greater resilience, and communicate more effectively.

Increased focus and productivity

Stress doesn't just affect your physical and mental well-being. It can also affect your focus and productivity. When you're stressed, you may find it more difficult to concentrate and have impaired cognitive function, including memory, attention, and decision-making. You may be more likely to procrastinate or avoid tasks altogether and have decreased motivation and energy and decreased accuracy in completing tasks.

Self-care can help balance this. When you practice mindfulness, you can help reduce stress levels, gain increased focus and productivity, promote positive emotions, and enhance creativity.

Better decision-making and leadership skills

Stress can have a significant negative impact on decision-making and leadership skills, leading to less than desirable decisions, reduced productivity, impaired communication, and decreased performance.
To combat the negative effects of stress on decision-making and leadership skills, it is important to engage in stress-reducing activities, such as exercise, mindfulness, and self-care. By prioritizing stress reduction and maintaining good mental health practices, leaders can improve their decision-making and leadership skills, which in turn leader to greater success in both personal and professional lives.

Could there possibly be more self-care practices we haven't already discussed that improve decision-making and leadership skills? At this point, not really. The same healthy practices of engaging in mindfulness, taking care of your body and engaging in activities that bring you relaxation apply here. Keep practicing self-care and you will continue to see its benefits.

Positive impact on team morale and performance

Chronic stress impacts team morale and performance in a big way. It has been found to lead to reduced motivation, impaired communication, decreased creativity, and decreased job satisfaction.

To combat the negative effects of stress on team morale and performance, it is important for leaders to promote a culture of wellness and support, including offering resources and support for stress management, providing opportunities for team members to connect and engage with each other, and prioritizing self-care practices.

As a leader, you can encourage team members to take breaks throughout the day, practice meditation or deep breathing, engage in regular exercise, prioritize good sleep hygiene, maintain a healthy work-life balance can help reduce stress, and provide team-building activities, such as team outings or social events, can help improve team morale and promote a positive work environment, leading to improved job performance and teamwork.

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Encouraging self-care within organizations

Creating a culture of self-care within an organization is essential for promoting well-being and improving team morale and performance. We've just discussed tangible things you can implement within the workplace so that employees can engage in their own self-care, but perhaps the most important step you can take is to lead by example.

Leaders should model self-care practices and encourage team members to prioritize their well-being. If they see you taking steps to prioritize self-care and manage stress effectively, they are more likely to do the same!

It's also important to provide education and resources on self-care practices, like stress management techniques, as well as make sure you are creating a supportive environment that promotes open communication, empathy, and understanding.

TIPS FOR SELF-CARE PRACTICES AND BUILDING SELF AWARENESS

Affirmations for mindfulness practice

Affirmations refer to positive statements or phrases that are used to encourage, support, and reinforce someone's beliefs, attitudes, and behaviors. These statements are typically repeated frequently, often with the intent of creating a positive mindset, improving self-confidence, reducing anxiety or stress, and promoting personal growth or change.

How do affirmations work?

The effectiveness of affirmations is based on the idea that the thoughts and beliefs we hold about ourselves and the world around us can shape our emotions, behaviors, and experiences. Affirmations work by intentionally replacing negative or self-defeating thoughts with positive, affirming ones. By repeating positive statements about ourselves, we can reprogram our subconscious mind to adopt more empowering beliefs and attitudes.

How to Create Effective Affirmations for Mindfulness

When it comes to creating effective affirmations, there are some tips you can use to make them more powerful and effective. Affirmations should focus on what you want, rather than what you don't want. Use positive language and choose words that inspire, motivate, and uplift you!

Use "I" statements and focus on areas of your life where you want to see change. Better yet, be short and to the point, keeping them concise and easy to remember, so you can repeat them throughout the day.
Affirmations should be written in the present tense, as if the positive change has already happened. This helps to reprogram your subconscious mind to believe that the change is already occurring. Don't be afraid to write them with emotion and feeling! Use words that evoke positive emotions, such as joy, gratitude, and love, to make your affirmations more powerful.

Finally, repeat them after and believe in them! If you don't believe that the positive change is possible, your subconscious mind won't be able to internalize them effectively. So, choose affirmations that feel authentic and true to you, and trust in the power of positive thinking.

Some Examples of Positive Affirmations for Mindfulness Practice

To get you started, we've rounded some examples of effective affirmations for mindfulness you can start practicing and how to use them.

"I am present in the moment and open to all experiences." Use this affirmation to remind yourself to focus your attention on the present moment, rather than getting caught up in thoughts about the past or future. The benefits of being present include reduced stress, increased focus, and a greater sense of peace and calm.

"I accept myself and my emotions without judgment." This affirmation encourages you to cultivate a non-judgmental awareness of your thoughts. Rather than getting caught up in negative self-talk or criticism, you can observe your thoughts with curiosity and compassion. This can lead to greater self-awareness, reduced anxiety, and improved mental well-being.

"I am mindful of my thoughts, feelings, and sensations without getting caught up in them." This affirmation encourages you to cultivate a sense of compassion and kindness towards yourself and others. By cultivating these qualities, you can reduce stress, improve relationships, and increase your overall well-being.

"I am kind and compassionate towards myself and others." Use this affirmation to cultivate a sense of trust and surrender in your daily life. By letting go of the need for control, you can reduce stress, increase resilience, and cultivate greater peace and acceptance.

Visualization exercises can also be a powerful tool for incorporating affirmations into daily life. Here are a few exercises you can try:

Create a mental image: Begin by creating a mental image of yourself living out your affirmation. If your affirmation is "I am confident," picture yourself in a situation where you feel confident. Imagine standing tall, making eye contact, and speaking with ease. Try to make the image as vivid as possible, including details like your surroundings, the people around you, and the sensations you're experiencing.

Vision board: Create a vision board that includes images and words that represent your affirmation. For example, if your affirmation is "I am healthy," include images of healthy foods, people exercising, and other healthy lifestyle choices. Place your vision board somewhere where you'll see it regularly, like on your bedroom wall or in your workspace.

Affirmation journal: Write out your affirmation in a journal, and then spend some time reflecting on what it means to you. Write about how you want to feel when you live out your affirmation, and what steps you can take to make it a reality. You can also use your journal to track your progress over time.

Affirmations for mindfulness practice

Practicing positive affirmations can help us cultivate a positive mindset by focusing on what we want to experience, rather than what we want to avoid or are afraid of.

They can also help us practice self-compassion by reminding us of our strengths and positive qualities, while assisting us to stay motivated and focused by reminding us of our goals and aspirations.

Affirmations can promote positive emotions and reducing negative self-talk. They also improve our self-esteem by focusing on our positive qualities and accomplishments, and reinforcing our sense of self-worth.

Grounding exercises

Why are grounding techniques helpful?

Stress and anxiety have become common, almost daily, experiences for most of us. Between work deadlines, social responsibilities, and life's uncertainties, it's no wonder many of us feel on edge. That's why learning effective ways to calm your mind in stressful situations is so essential for maintaining your mental health.

This is where grounding techniques come into play. By shifting your attention from unsettling thoughts to the here and now, these exercises provide quick relief from worries and anxiety and contribute to your overall mental wellbeing.

Get to know the 5-4-3-2-1 grounding method — a simple exercise for calming the mind that can alleviate anxiety in minutes.

The 5-4-3-2-1 grounding technique is a simple exercise for calming the mind, that can alleviate anxiety in minutes. It is one of the most effective and easiest mindfulness strategies designed for managing stress and anxiety, as it can be done almost anywhere and at any time. Using the fives sense to ground you in the present moment, this is how it works:

5 | Name 5 things you can see

Take a moment to spot five things in your immediate environment. Whether it's a basic office chair or a cherished family photo, the goal is to really see the details—like color, form, and texture. By diverting your focus to your sense of sight, you disrupt the cycle of anxious or stressful thoughts.

4 | Name 4 things you can hear

Close your eyes and listen to the ambient noises around you. They could be anything from a fan humming to birds singing, or people talking in the distance. Identifying these sounds helps steer your mind away from inward worries and more toward the world around you, anchoring you in the present moment.

3 | Name 3 things you can feel

Concentrate on the sense of touch to further ground yourself. Become aware of three things you can feel. They could be the fabric of your clothes against your skin, the texture of an item you're holding, or the solidity of the floor under your feet.

2 | Name 2 things you can smell

Take a deep breath and identify two distinct smells around you. They could be the welcoming aroma of fresh coffee or the clean scent of hand soap. Tuning into these smells helps shift your focus from looping thoughts to your immediate surroundings, reinforcing your connection to the present moment.

1 | Name 1 thing you can taste

Finally, focus on your sense of taste. You might want to take a sip of water or simply focus on the lingering flavor of toothpaste in your mouth. Centering on this final sense completes the cycle and firmly brings you back to the present moment.

More than just a quick fix, the 5-4-3-2-1 technique is a mindfulness exercise that can help you get a handle on your state of mind, especially when dealing with anxiety or situations where you need to calm down quickly. The beauty of this method lies in its ability to shift your focus and engage your senses, helping you to relax. When you experience stress or anxiety, your body's fight or flight system is activated, releasing hormones like adrenaline. This state of hyper-alertness is evolutionary but not always beneficial. The 5-4-3-2-1 technique works by countering the fight or flight response, bringing your nervous system back to a more balanced state.

Breathing exercise for stress relief

This calming breathing technique for stress, anxiety and panic takes just a few minutes and can be done anywhere.

You will get the most benefit if you do it regularly, as part of your daily routine. You can do it standing up, sitting in a chair that supports your back, or lying on a bed.

Make yourself as comfortable as you can. If you can, loosen any clothes that restrict your breathing. If you're lying down, place your arms a little bit away from your sides, with the palms up. Let your legs be straight, or bend your knees so your feet are flat on the floor. If you're sitting, place your arms on the chair arms. If you're sitting or standing, place both feet flat on the ground. Whatever position you're in, place your feet roughly hip-width apart.

- Let your breath flow as deep down into your belly as is comfortable, without forcing it.
- Try breathing in through your nose and out through your mouth.
- Breathe in gently and regularly. Some people find it helpful to count steadily from 1 to 5. You may not be able to reach 5 at first.
- Then let it flow out gently, counting from 1 to 5 again, if you find this helpful.
- Keep doing this for at least 5 minutes.

Art therapy

Art therapy offers changemakers a powerful, non-verbal outlet to reduce high stress, prevent burnout, and enhance emotional regulation. By using the creative process, art therapy offers a non-judgemental space to process intense emotions, compassion fatigue, fears, and to foster resilience

Mindful Body Scan Art Therapy Exercise

This art therapy exercise will help you become more mindful of your body and your emotions in a nonjudgmental way. It is perfect for you if you are stressed out or feel pain/tension in your body.
Before we get started, make sure you find a space that feels comfortable and where you won't be disturbed.

Preparation

- Color pencils or markers
- Large paper with a body outline

Art Materials You Need

Let's start with mindful breathing and a body scan to get in touch with our physical self. Gently place your attention on your breathing and your body.

Become quiet and listen to the silence. Hear your breath as you breathe in to your lungs, and as air leaves from your nose/mouth.

Begin noticing your body, from the feet. Notice any sensation you feel there. Then notice your legs. Then your bottoms and hips. Lower back, then mid and upper back. Feel your shoulders. (any tension?) Your neck. Your face, forehead, cheekbones ears, tongue, the entire head and the crown of the head.

Begin noticing your body, from the feet. Notice any sensation you feel there. Then notice your legs. Then your bottoms and hips. Lower back, then mid and upper back. Feel your shoulders. (any tension?) Your neck. Your face, forehead, cheekbones ears, tongue, the entire head and the crown of the head.

The Art Therapy Prompt

Now that you are ready, here are the steps:

Color the body outline to represent how you feel right now - physically and emotionally, and indicate where you feel it in your body.

As you do this, remember to notice how your body feels and whether there are changes in any physical sensations. Be mindful of your body and your breathing as you color. If thoughts or judgments come up in your mind, gently come back to your breath and your drawing.

Bringing our attention to the body is a common way to practice mindfulness and self-care. Instead of thinking, we simply notice and feel any physical sensations. It's very easy to neglect our body and paying attention to it is a way to practice deep self-care. Take as much time as you need to fill in the body outline.

Post-Art Check In

When you are done with your art, take some time to reflect on the artwork. Bring a pen and paper to write down the answers to these questions:

- Describe the physical sensations you have drawn
- What are other places in your body that you feel certain emotions?
- What did you learn from this drawing?

The mirror game

The facilitator invites all attendees to take part in a game. There should be an even number of attendees. The facilitator divides participants into two groups. Ask one group to leave the room until further instruction. Attendees who remain in the room get instruction about their role.

Instruction to the mirror:

All attendees in the room will play the role of a mirror. The mirror's role is to reflect back as humans act in front of them. For example, if a human is combing his/her hair in front of the mirror, the mirror will do the same. The mirror cannot utter a word, and must just act as their human acts.

The facilitator explains the rules of play - there will be three rounds. In the first round, the facilitator will ask humans to act whatever they want to act in front of their mirror. The mirror will act back exactly what their human is doing. No verbal communication. Just acting.

In the second round, the mirror will be slow to reflect back as their human acts. No verbal communication. Just acting.

In the third round, the mirror will exaggerate the human's act. No verbal communication. Just acting.

Instruction to the human:

The facilitator will invite all attendees waiting outside the room to enter the room. The facilitator explains that they each have a mirror in the room- gesturing toward those standing as mirrors. Each human will stand in front of a mirror.

The facilitator tells the humans that they can act whatever they want in front of their mirror such as combing hair, shaving, dressing, dancing, or any other gestures. But no words, just acting.
The facilitator will explain that there will be three rounds. At the start of each round, the facilitator will say "Action". The humans start acting and their mirror reflects as any mirror does. After 30 seconds, the facilitator will say "Stop" and the human will stop acting. This will go on for three rounds.

After the third round, the facilitator will ask everyone to reflect back on this roleplay.

Usually during the first round humans are happy about their mirror because they reflect back exactly, the way they

acted in front of their mirror.

In the second round, they get, confused, start to instruct verbally to their mirror to follow them.

In the third round, many of them cannot resist their emotion and express it during the role play. Some humans even start to follow their mirror. Though all mirrors continue to role play as per instruction.

The facilitator explains how this role play reflects effective communication such as listening without judgment, summarizing, paraphrasing (not minimizing facts or emotions, neither exaggerating). This role play helps participants realize the importance of paraphrasing, summarizing information including feeling words through a fun game.

The facilitator thanks everyone for participating in the roleplay.



SYNERGOS
Building trust works

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