



Celebrating An Inclusive Malaysia



Based in Kuala Lumpur, Malaysia, IMAN Research (IMAN) is a think tank which focuses on security and socio-political matters. We concentrate in the domains of peace and security, as well as areas of sustainable development and governance. Malaysia is ideally situated in the Southeast Asian region, right in the middle of Asian Tigers such as Thailand, Indonesia, the Philippines, and with neighbours like Japan and China. Its ecosystem allows us to test out solutions between orthodoxy and modernity, as well as indigenous and immigrant populations. We aim to deliver sound policy solutions along with implementable action plans with measurable outcomes. To date, we have worked with Malaysian and foreign governments as well as the private sectors and international bodies, such as Google, UNICEF, UNDP and USAID, on issues ranging from security, elections to civil society empowerment.

IMAN is spearheaded by experts with extensive local and international experience in the areas of management consultancy, social policy development, community resilience and engagement, particularly in the area of security, electoral reform, participatory urban redevelopment and psycho-social intervention within communities in conflict. We are competent in cross-cultural engagement and as an organization, we place a high value on inclusivity, diversity and indigenous knowledge.

Celebrating An Inclusive Malaysia



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ACKNOWLEDGEMENTS



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

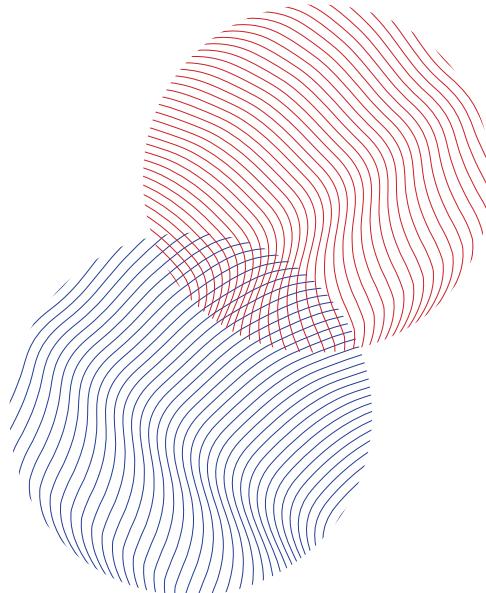
Firstly, our appreciation goes to our funders, The Kingdom of the Netherlands in particular the Regional Counter Terrorism Unit, Ministry of Foreign Affairs, who has made this project and module possible with their financial assistance. We also express our heartfelt gratitude and appreciation for the pilot workshop attendees, your feedback was invaluable to the quality of the module today.

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

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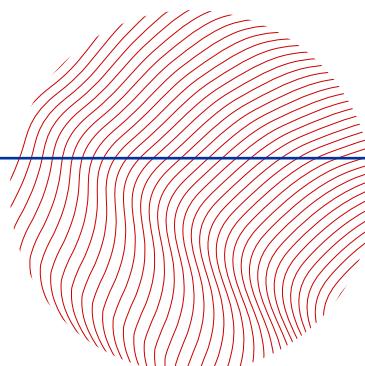
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Malaysia is being challenged with an increasingly polarised society, interethnic and religious tensions is on the rise, the widening gap of inequity, increasing online presence for hateful extremism and a fractured political landscape. Now, more than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

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

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

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

Objectives

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





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

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

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

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

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

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

Most of the activities require Slides as supporting materials. If the activity requires it, they are usually mentioned at the Materials Required section of the activity page. Specific slide numbers will be cited in the activity steps to indicate when each slide should be used during the activity.

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

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

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





Time	Activity
8:30 - 9:00	Registration & Breakfast
9:00 - 9:15	Workshop Orientation
9:15 - 9:30	Icebreaker Activity #1
9:30 - 10:00	Space of Control
10:00 - 10:40	Reframing Thoughts
10:40 - 11:00	Break
11:00 - 11:40	Goal Setting
11:40 - 12:40	Lunch
12:40 - 13:00	Icebreaker Activity #2
13:00 - 13:30	Self-reflection & Emotional Awareness
13:30 - 14:30	Exploring Positive Emotions
14:30 - 14:45	Break
14:45 - 16:00	Building Empathy
16:00 - 16:15	Debriefing Session to close Day 1

Time	Activity
8:30 - 9:00	Breakfast & Registration
9:00 - 9:15	Workshop Introduction
9:15 - 9:30	Icebreaker Activity #3
9:30 - 10:10	Conflict Resolution Skills
10:10 - 10:40	Cooperative Behaviours
10:40 - 11:00	Break
11:00 - 11:40	Diversity Talk
11:40 - 12:40	Lunch
12:40 - 13:00	Icebreaker Activity #4
13:00 - 13:40	Discrimination Narratives
13:40 - 14:40	Perspective
14:40 - 15:00	Break
15:00 - 15:40	Ideal Societies
15:40 - 16:00	Debriefing
16:00 - 16:30	Closing Ceremony





PARAMETERS OF CONDUCT

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





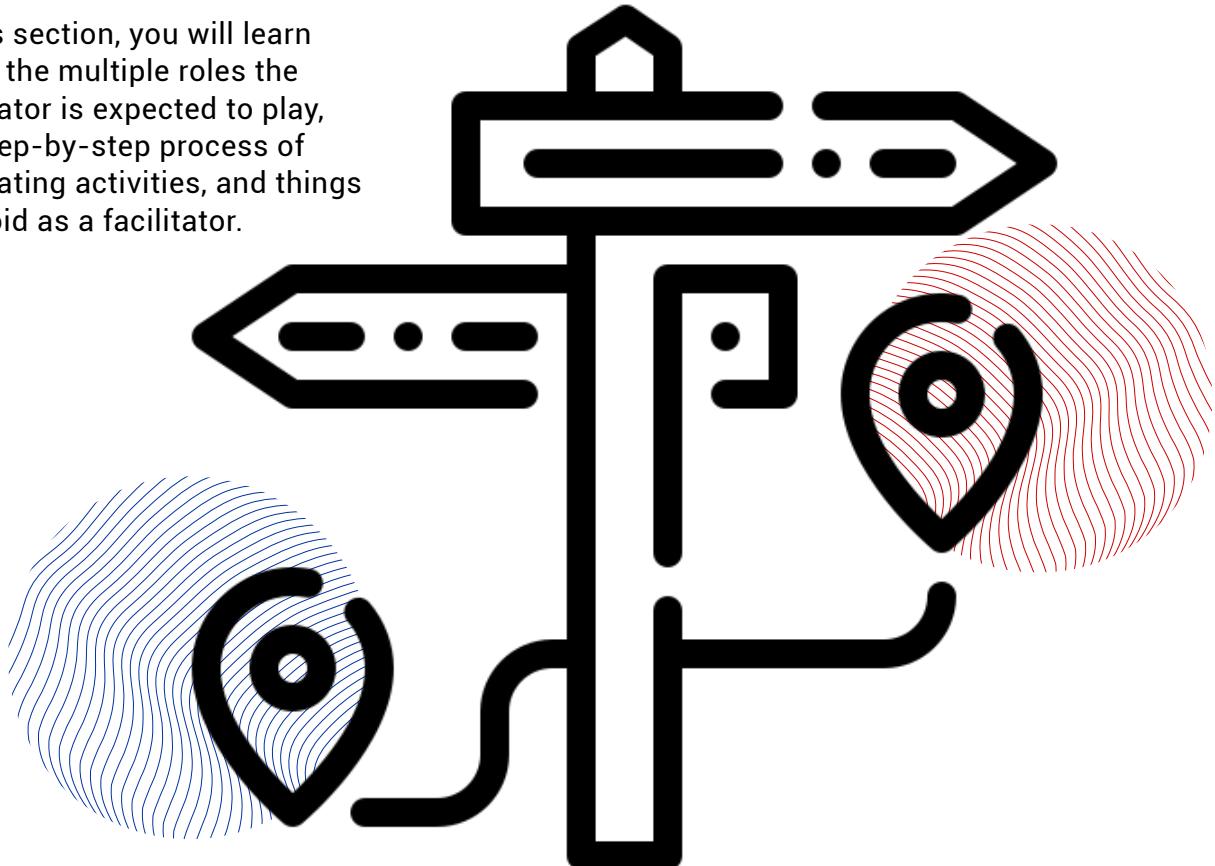
FACILITATION GUIDE



FACILITATORS AND FACILITATING: HOW TO

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

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





FACILITATOR ROLE/RESPONSIBILITIES



Motivator

You are the energizer for the group that keeps them engaged and interested. From the initial opening statement to the closing words, you control and maintain the groups' enthusiasm.



Guide

You have complete awareness on the steps/processes the group will take from start to finish. As such, you carefully guide participants through each step of the process.



Questioner

You pay close attention to the discussions and analyze points to come-up with questions that will evoke more productive and challenging group discussions.



Bridge Builder

You host and maintain a safe space for open and comfortable sharing of opinions/ideas. When differing opinions occur, you find similarities to build bridges and consensus.



Clairvoyant

You maintain heightened awareness on the signs of strain, weariness, aggravation, and disempowerment in participants that you intervene early-on to prevent dysfunctional behavior.



Peacemaker

You intervene to establish peaceful resolutions and constructive behavior in the event open-direct confrontations should occur.



Taskmaster

You nip irrelevant discussions, prevent tangents, and maintain group focus to keep the overall activity on-track.



Praisers

You provide encouragement/praise to reinforce positive group behavior like self-initiative, good progress, and positive results. Praise well, often, and specifically.





FACILITATION STEPS

STEP ONE | Setting up the activity

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

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

STEP TWO | Facilitate the activity

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

STEP THREE | Sharing session

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

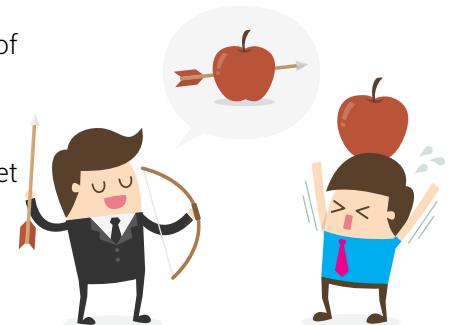
Finish the sharing session by briefly summarizing the collective experience for the group so that everyone is on the same page.

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



FACILITATION DON'TS

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



Designed by Dooder / Freepik

Sources

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





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

KEY COMPONENTS OF EFFECTIVE LEARNING

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



Knowledge (concepts)

Involves learning relevant information to the skill/topic, usually through the process of lecture and memorisation (theory, activity rules etc.).

Doing (practice)

Learning is often the premise to being competent at an activity. Which usually means practicing these activities over time to improve (football, communication etc.).

Understanding (practicalities)

Simply knowing/doing a topic/activity is not enough to help learning. The knowledge/skill needs to make sense to learners, in terms of its real-life applications (how/where/when/why).





ADULT LEARNING PRINCIPLES

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



Adults are self-directed learners

Adults are more independent and thus prefer to direct/lead their own learning process. Some things facilitators can do to get participants to actively engage is through discussion, getting feedback/opinion, activities, giving presentations, assuming leadership roles, acting as a facilitator.



Adults learn through life experiences

Adults bring to the session a lifetime of experience, and thus rely heavily on them when learning new information. Using content that can draw upon their past experiences in relatable ways will make a more meaningful understanding of the topic.



Adults are relevancy-oriented

Learning content must be angled in a way that is meaningful to them personally and their careers. Adults need to be able to draw the connection between the learning content and their personal/career lives. Making sure participants understand objectives of what they are learning and how it applies will be pivotal.



Adults are practical

Instead of learning for the sake of learning, there is preference for adults to learn content that is readily applicable in their lives. Facilitators should seek to structure their lesson plans with practical examples, real-life scenarios, and problem-solving situations requiring the use of their past experience.



Adults must be shown respect

Adults bring into the room an abundance of past experience and thus place great value on it as it is representative of their present identity. As facilitators, you should be mindful to acknowledge that experience and avoid criticizing/demeaning that fact.



Sources

1. UNECE
2. <https://alabamapathways.org/principles-of-adult-learning/>





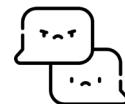
Communication is, by definition, a two-way process – an interaction, and human communication is the process of making sense out of the world and sharing that sense with others through verbal and nonverbal messages. Studies show that only 7% of communication is based on the written or verbal word, 93%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

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

COMMUNICATION SKILLS

VERBAL AND NON-VERBAL.

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



ACTIVE LISTENING

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



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

Square face client
Open posture
Lean forward
Eye contact
Relax or be natural

ESSENTIAL VERBAL SKILL

- Asking for clarification
- Asking open-ended questions to stimulate dialogue
- Calming an agitated person by recognizing and responding to their complaints
- Noticing non-verbal cues and responding verbally to verify confusion, defuse anger, etc.



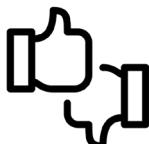
QUESTIONING SKILLS (using questions in workshop)

- To encourage participation
- Advancing and deepening discussion
 - Invite amplification of new points
 - Encourage risk taking
 - Call attention to outliers/ alternative viewpoints
 - Reinforce any self-initiated contributions; thank, acknowledge, etc.





VERBAL FACILITATION TECHNIQUES



Probing to determine the mood or general opinion of the group towards a certain topic or discussion point. Asking for a "thumbs up; thumbs down" survey can be enough to get an impression of the general opinion of the group.



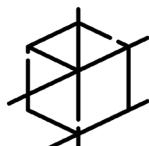
Paraphrasing to express the same content that was just stated before but with your own words in order to check that both you and others in the group have the same understanding.



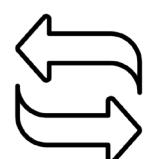
Redirecting (questions/comments) to the group helps to involve participants more into the discussion. In addition, it also helps the reflection of the group.



Bridging (refer back) helps group members to follow the discussion and connect ideas by recalling an earlier discussion/idea.



Shifting Perspective - if the group gets stuck at some point in the discussion, try shifting perspectives and look at the problem from another perspective.



Summarizing repetition promotes learning, and summarizing what has been learned so far will help the group reinforce the learning. Do it often or ask someone from the group to do it, a participant who rethinks/recaps the learning content aloud will likely retain significantly more memories about it.



Positive Reinforcement - it is important to encourage people (especially less assertive ones) to state their opinions. Therefore, when someone brings a good point, state it, in order to show their participation is appreciated, so later on they would feel confident enough to bring another idea into the discussion.



Include Quiet Members - encourage less talkative members to contribute to the discussion. Ask directly for their opinions or if they have any questions to ask. At the same time, keep in mind that people do have different learning/thinking styles and may not feel comfortable if they are 'encouraged' too much.





COMMUNICATION TRAPS: WHAT TO AVOID

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



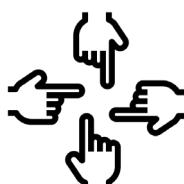
EXPERT ROLE

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



LABELING

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



BLAME GAME

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





BUILDING INTERPERSONAL RELATIONSHIPS - from strangers to friends

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

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

IMPORTANT ELEMENTS IN INTERPERSONAL RELATIONSHIPS

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

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

COMMUNICATION.

In order to build relationships, getting to know each other is important. As such, effective communication between individuals will help in avoiding misunderstandings and build better bonds.

HONESTY.

In order to build relationships, getting to know each other is important. As such, effective communication between individuals will help in avoiding misunderstandings and build better bonds.

FORGIVENESS.

In order to build relationships, getting to know each other is important. As such, effective communication between individuals will help in avoiding misunderstandings and build better bonds.

ACCEPTING BOUNDARIES.

In order to build relationships, getting to know each other is important. As such, effective communication between individuals will help in avoiding misunderstandings and build better bonds.

MUTUAL RESPECT

It is important to treat each other with respect. Respect goes beyond accepting each other's boundaries. Mutual respect means to treat each other with dignity even if your counterpart holds to different values, norms and beliefs that seems very strange to you.



GOOD AND BAD RELATIONSHIP HABITS

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

THE GOOD

- Being respectful.
- Listening to each other.
- Avoiding quick judgments of others.
- Being open to feedback and criticism.
- Expressing gratitude and appreciation.



THE BAD

- Being too emotional.
- Lacking self confidence.
- Being reluctant to interact with others.





INDICATORS OF CONFLICT

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

INTERACTIONS

- **Tension**

Being emotional during conflict opinions, passive aggression, use of sarcasm and condescension

- **Arguing**

Individuals insist on his/her views while being emotionally- charged

- **Factioning**

Forming subgroups within a group, reinforcing their own opinions and resisting the opinions of other subgroups.

PHYSICAL GESTURES

- **Pacing**

- **Jerky or uncontrolled gestures**

- **Disorganized behaviour**



STRATEGIES OF RESOLVING CONFLICT

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

Depending on the conflict, you may need to intervene.

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

How to reframe the conflict?

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





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

THE OBJECTIVE OF DEBRIEFING:

PSYCHOLOGICAL

- To address the emotional distress experienced during an event, incident or discussion

LEARNING

- Identification of the different perceptions and attitudes that have occurred.
- Linking the exercise to specific theory or content and skill building techniques.
- Development of a common set of experiences for further thought.
- Opportunity to receive feedback on the nature of one's involvement, behaviour, and decision making.
- Re-establishment of the desired learning climate, such as regaining trust, comfort, and purposefulness.

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

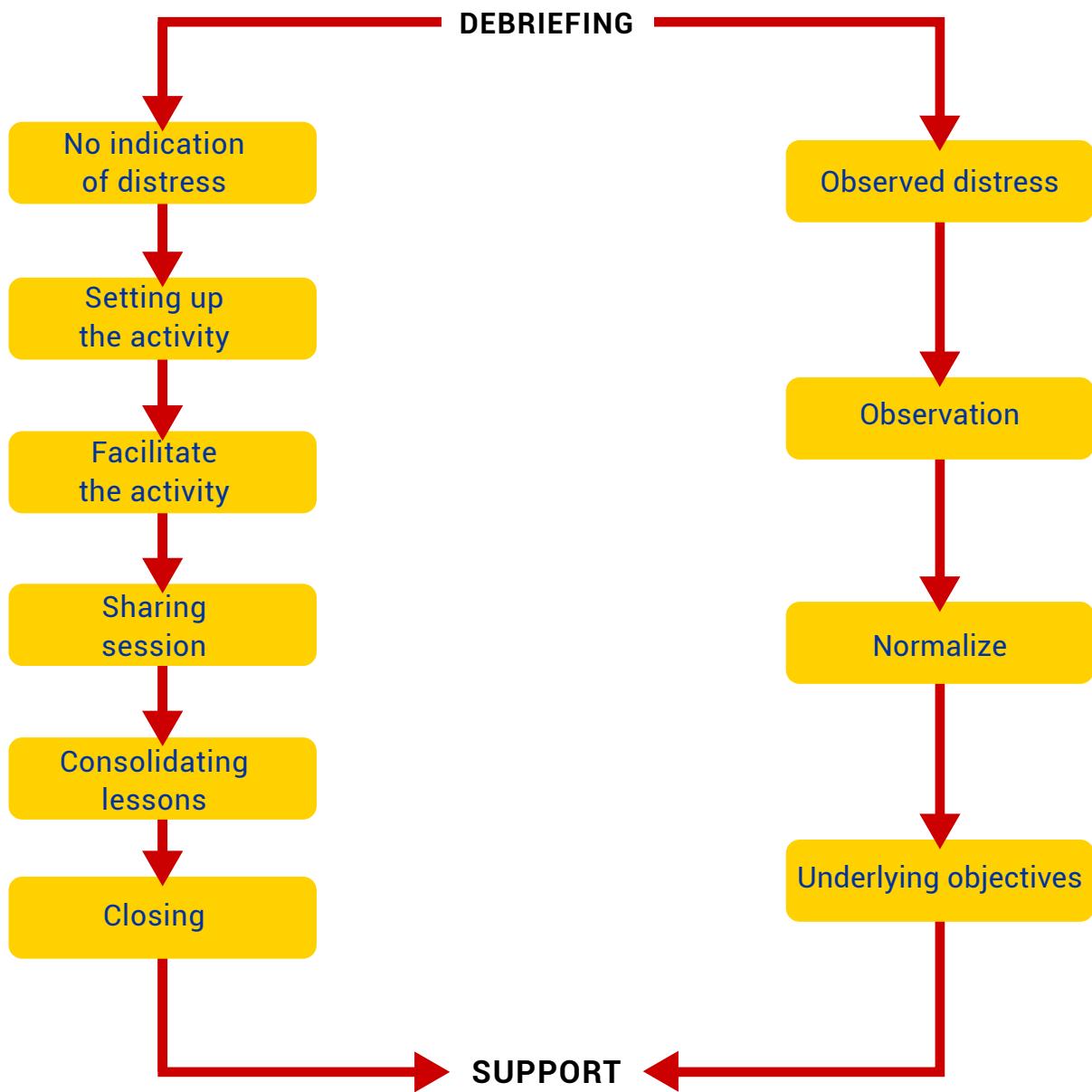
Learning-focused strategies for debriefings is mentioned at "Facilitators & Facilitating: How-to" under "Facilitation Steps" from Step 3 to 6. The following debriefing strategy outline is for debriefings for when distressing issues arise or there are signs of discomfort/weariness after the activity (remember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

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





FLOW CHART FOR DEBRIEFING PROCESS:





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

CHOOSING A SPACE:

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

CAPACITY

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

FLEXIBLE SPACE

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

EQUIPMENT

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

Neutral spaces such as community centers are recommended.

SEATING ARRANGEMENTS:

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

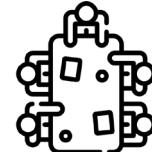
ROUNDTABLE

This arrangement has several variations depending on the furniture available. Participants may sit around a table, arrange several tables in a circle or sit on the floor forming a circle. The roundtable allows participants to see each other; it also facilitates dialogues in pairs.



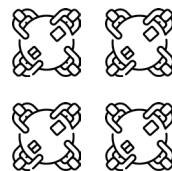
HORSESHOE / SEMI-CIRCLE (U-Shape)

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



PODS

Pods facilitate group work and interaction among participants. This arrangement allows groups of 2-4 to seat away from others and is especially great for tasks that require a lot of discussion. Placement of the screen and/or whiteboard should also be considered so it can be viewed by all.





TIME MANAGEMENT

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

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



Using two timepieces – one on the wall and another for the facilitator (watch or timer on phone) to keep track of elapsed time.



The facilitator should stress the allocated time of activities to the participants – this may serve as a pressure to energize participants.



A sound (e.g. bell ring) may be used to indicate the end of a session.



Using time cards to implement a warning system to keep the facilitator on track e.g. red card – STOP, yellow card – 5 mins left. Assign this role to the co-facilitator.





ICEBREAKER ACTIVITIES

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

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

Key ideas:

Exploring discrimination in terms of its experiences and perspectives.

Exploring issues within Malaysia's multicultural society.

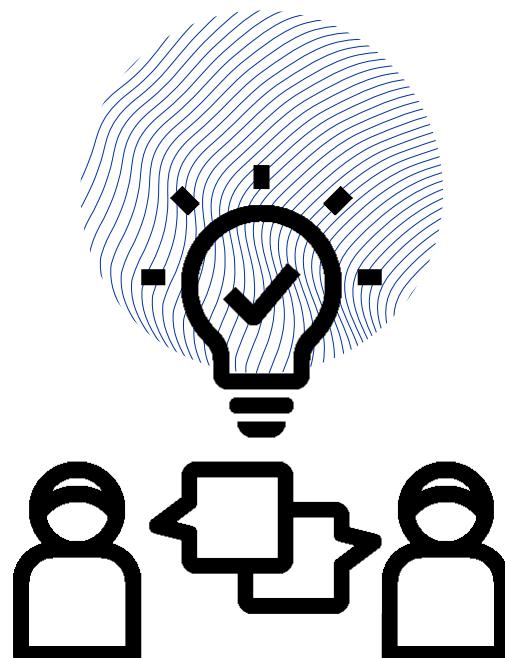
Ideas on improving society as a whole.

Outcomes:

Develop understanding/empathy towards discrimination experienced by other people.

Create awareness on issues within Malaysia's culturally diverse society.

Creating an ideal vision of a society that participants can strive for.





ORDERED IDENTITIES

Materials Required: None

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

TRUE FALSE RUN

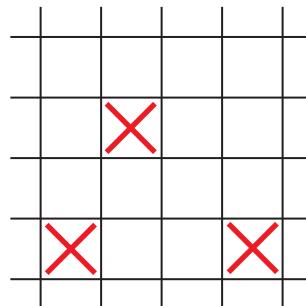
Materials Required: Paper, Marker, Tape

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

BLANK BINGO

Materials Required: Pen, Paper,

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



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

COUNTING TOGETHER

Materials Required: None

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



APPENDIX



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IDENTIFYING TRIGGERS

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



CONFLICT RESOLUTION SKILLS CHARACTER SLIP

Person A You constantly blame and insult people who disagree with you.	Person B You threaten people with punishment/penalty if they don't listen to you.
Person C You deny responsibility with all kinds of excuses.	Person D You believe you are not responsible for your actions because of your status.

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COOPERATIVE BEHAVIORS RULE LIST

RULE #1

"There are pieces of treasure scattered through the room, you need to find it!"

RULE #2

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

RULE #3

"You are allowed to communicate with other groups."

RULE #4

"You have _____ minutes to complete the task."

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Celebrating An Inclusive Malaysia



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