

From Genocide to Generosity.
TO LIVE WELL & TO DO WELL

Video: **Facilitator's guide Introduction.**

Welcome to this introduction of the Guidelines for Facilitators.

In 2016 world leaders committed to a set of 17 Sustainable development goals, which map the challenges to securing a just and sustainable future. These goals call us all to change, and this study, TO LIVE WELL & TO DO WELL, relates closely to four of the goals:

3. Health and wellbeing,
5. Gender equality,
10. Reduced inequalities and
16. Peace, Justice and strong institutions.

The Study TO LIVE WELL & TO DO WELL is based on the book *From Genocide to Generosity*, real-life case studies from Rwandans. These people and their stories are our teachers. Why Rwanda? Everywhere I have spoken someone will say *if change like that can happen to people in Rwanda, it can happen anywhere in the world.*

My aim is to give you a feel, before you facilitate the sessions. You have the text of this script, so please follow through with me.

The word **facilitate** means to promote, help, smooth the path. It does not include words like expert, problem solver, therapist or conflict mediator. To facilitate is to serve others as they think about their lives. The focus is not on finding correct answers – rather of opening up discussion and considering practical options.

Your preparation will involve reading some of the book, and gathering a small group to do the study (between 4-10). The website has an explanatory sheet to hand to those you are inviting. I recommend meeting weekly for the study.

Each person who participates needs a copy of the book – the most speedy source in Australia is Koorong books; elsewhere you can order it on-line, by “Print on Demand” or contact the publisher: Langham Global. It is also available as a pdf and an e-book. See the detail on 2live4give.org

You will need a suitable location with facilities (hopefully cost-free) that include a video projector with speakers or a laptop. Begin every session by playing my video introduction that gives the group an overview of what the session will cover.

Once you fix a start date and a time for the first two-hours session, you can begin to prepare yourself.

Each person needs a printout of the study sheets for the session that you can hand out after the introductory video. It's normally only 2 pages, and it is appropriate to ask group members to pay that cost too.

The study sheets are not worksheets, so participants also need a booklet or folder to make and keep their notes.

Emotions are central to inner change, so have some tissues ready, also water. In the rare case that someone cannot moderate their reaction, a sensible safeguard is to excuse them from the room. Always have someone who steps out with them and offers support while they compose themselves.

If further help is needed please have contact details of local people who can help, if possible include at least one qualified professional.

In the next video I will introduce the first 5 sessions, I suggest you plan for each session to run for 90 minutes up to two hours.

It will be helpful for you to printout the study sheets and follow the flow for each session as I speak.

Video: **Facilitator's Guide Part 1.**
(Sessions 1-5)

Begin by making a printout of the study sheets so you can follow as we go.

In preparing to lead each session you will need to divide the time across the different points of the Study Sheet - so the session will flow. It may help to write a timeline for the group to see, at least for the first Session or two.

1. GROUP PRACTICE

The Session focuses on forming a group to work well together. So we begin by focussing on guidelines for a safe and supportive group experience.

After you have settled the group and welcomed them

Begin by playing my introduction 12 mins

Always start with the introductory video, which gives my overview of the session; then handout the printed study sheets.

Step 1 the group discusses behaviours that make for a free and safe group,

Step 2 whether or not all have read the **Prologue**, read page xv before discussing the question.

Steps 3 read it in the group as it links your group to the Rwandans; a connection that is important for the whole study

Step 4 now create your group's list; write up the agreements on a sheet or board, and refer to them every session. Rwandans love their list and call it the 'Rules of Protection'.

Step 5 a time to practise listening, which lays a foundation for respect of each other

Step 6 is **so important** – each person must find someone to support them in between the sessions. Also group members do not have to read any story that troubles them.

Step 7 links this session with the following one. Ideally this is next week.

If you have any issues or questions after this or any other session please email them to me.

IN CASE YOU NEED THEM: there are 7 guidelines for good listening¹
(this list is not in the Study sheet):

- i. Look at the person who is speaking
- ii. Try to understand the other person's point of view
- iii. Pay attention to what the person is saying. Think only about that
- iv. Look at the body language and listen to the person's tone of voice for clues to how the person is feeling
- v. Repeat in your own words what the person has told you

¹ By courtesy of Rosemary Clarkson

- vi. Listen without interrupting until the person has finished speaking
- vii. Ask questions if you do not understand

One further thought: *You may want to return and watch each Session introduction again as you prepare to run it.*

2. TELLING MY STORY

We are still settling in. You may want to write another time-line for the Session. This helps the group members to share responsibility for use of the time.

Today's Session is about appreciating a part of another's life in a safe and trusting group. It's also about learning to listen and affirm, without interrupting or correcting.

Begin with my introductory video 8 mins

Repeat the group agreements, this is a way of keeping the focus on freedom and safety. Check if any group member wants to suggest an addition to the list.

Please: Make sure each person has someone to support them after every session.

Steps 2-4 are the group work. Step 5 relates the work back to Rwanda.

A new suggestion in Step 9 is for group members to view three short videos at home. They are free, on-line and can be viewed with friends or family members.

3. PRACTICE OF GRIEF

In this Session the experience of Rwandans will begin to touch the lives of some in the group.

Begin with my introductory video 9 mins

Part of the safe space is that persons are free to express their experiences with strong words and feelings. In steps 2, 3 and 4 some may become tense or teary. Have tissues ready, and offer words of gentle support. It is important to not stifle the feelings, and to remind the group 'this is OK; a moment to 'hold' the tension.

Step 5 is personal space for each one to gather themselves before step 6.

Step 6 be clear about keeping the focus on the left side of the grief cycle. Talking in pairs helps everyone say something about the feelings they can identify with.

Steps 7 & 8 will help to bring the feelings 'down to earth', and remind participants to take seriously the message that a committed person/mentor can provide beneficial support at a time like this. Remind them that professional help is also available.

Step 9 encourages group members to do something to express their feelings.

4. GRIEF & FEELINGS

Begin with my introductory video 8 mins

Steps 2 & 3 invite those who are not practiced in appreciating their emotions to see that, just as Josephine and Munyeli valued their feelings, so we too can value ours. *I guess that by now you have noticed the task is the bit in italics.*

Steps 4 & 5: anger is neither good nor bad. It can energize us positively or negatively.

Steps 6 & 7 we do not know which way we will respond until we understand the feeling that lies under the anger.

In the foreword Michael Lapsley says: “we all have the same ability to do good and to do evil”. This session may seem to over-emphasise the negative emotions, because it is the four ‘dragons’ that lead us into violence and abuse; they are the destroyers of peaceful relationships.

The steps that follow in this session lead to an unfinished exercise in Step 8. Each participant can benefit in spending more personal time thinking about the question (and also in discussion with their support person).

Should it be apparent to you that there is a lot of unhealed grief in the group you may want to consider using a ‘Healing of the Pain ceremony’ at some stage. The guidelines for this are on 2live4give.org

5. VALUING FEELINGS

Begin with my introductory video 4 mins

After the responses to Step 1, plan a good amount of time for Steps 2 & 3. This feedback of feelings reinforces the importance of being emotionally aware.

Read Steps 4 & 5 without much discussion.

Try to get to the end of step 5 within the first 50 mins.

The discussions for Steps 6 & 7 need to be brief

The story video takes 13 mins.

Step 8 will need about 25 mins and is an important way of practicing the learning.

Video: **Facilitator's Guide Part 2.**
(Sessions 6-10)

6. EXPRESSING EMOTIONS FREELY

Begin with my introductory video 7 mins

In this Session I expect Step 2 to take quite a bit of time – at least 30 minutes. Some group members will want to run through the OK Corral (enclosure) again, especially the extra handout sheets for session 5. They may even ask to replay the Session 5 Story video.

Step 3 looks at the OK Corral from the angle that normally I only choose to consider a change in my speaking when I realize I am speaking from a position that is less than the best for good communication.

“Cooling down” includes ideas such as ‘time out’ or using words that appeal for a more appropriate attitude in communication, such as:

- * I prefer it if you first stop shouting at me
- * Please stop playing with the remote while we talk
- * I feel put down (ashamed) when you snicker at me like that
- * Please change the tone of your voice
- * Can we talk about this when you're not so upset?

Steps 4 & 5 introduce a focus on forgiveness, which will continue for the next two sessions. Don't worry if the group pours out ideas, fears and concerns about this topic. You are not expected to be the expert. Encourage the group to ‘hold’ the questions in their heart; the answers will come to mind in time.

Step 6 what forgiveness is NOT is important so that forgiveness is not abused. A few suggestions are in the pages of the book: p 28 middle we can see those who hurt us... p 18 pressure...p 15 line6...p 83 line 12...p 130 middle
Other insight will come with Samputu's story in session 8.

Step 10 point out the caution re *In the Marshes*.

7. MAKING APOLOGY

Begin with my introductory video 7 mins

Step 1 uses a different question: what is the most helpful agreement for me? This will allow some to practice finding their voice and even disagreeing with another in the group, while expressing their feelings in an ‘I'm OK, U'r Ok' way.

Step 2 will also bring diversity because a different aspect of the stories they read will impress each person.

Steps 3 & 4 working in pairs read the page first, then discuss. Working in pairs increases the likelihood that each person will contribute and the diversity of feedback will enrich the group.

Step 5,6 &7 The Twelve steps of Forgiveness is rich material and will promote much discussion. (The handout is the Appendix from the book, pp. 177-8.)

Step 8 suggests work that continues after the session, and reminds participants that their support person will listen to their thoughts.

Step 9 is an important question: *what is shifting in my thinking?* How are these sessions impacting me?

8. PRACTICE OF FORGIVENESS

Begin with my introductory video 5 mins

Step 2 will begin to enrich the group's appreciation and confidence by hearing and receiving each other's understanding of forgiveness without assessing it.

Step 3 the idea is to create a simple summary in each person's mind. Allocate one reading to each person and give everyone a chance to feedback their insights.

Step 4 if the group agrees, write up the responses to create a combined list of "What happens in me when I forgive myself?"

Step 5 apology is often the partner of confession. Confession may be made for the sake of convenience, but if it is with contrition then apology can follow. This is not the reluctant 'Sorry' that parents can pressure their children to say. This is usually to save the parents' embarrassment.

Steps 6 & 7 Jean Paul Samputu gave this presentation at the launch of the campaign to raise the funds for this Study guide. This is a highlight of the whole study. Encourage the group to just listen and **not take notes**. I have provided a summary of his key statements on the handout sheet.

Step 10 introduces two videos on Justice, which is the theme for session 9.

9. JUSTICE AND GENEROSITY

Begin with my introductory video 7 mins

Steps 1 & 2 contain questions to help group members gain insight on their personal progress.

Steps 3 & 4 are discussions based on the book and the work of justice.

Step 5 is Vincent's comments in response to Samputu's forgiveness.

Step 6 is a short parable that highlights why justice is needed; but lack of justice does not prevent a victim from living with an attitude of forgiveness.

Step 7 this is so important. It is much more effective than at first it may appear. Aim to have at least 35 minutes for this step:

Read A. twice and the top of p 99; then practice the action (in italics) in pairs.

Next read B. twice (including p 115 & 123-4); then practice the action in pairs.

Finally see if the group can explain the picture, understanding that the hand represents the action of the victim, and the feet represent the action of the offender. [The full picture of four parts will be in the Study sheets for Session 10]

10. MAKING PEACE

Begin with my introductory video 18 mins

I take more time than usual to sum up the journey and stress the importance of sharing the benefits by introducing the study to others. The context for this is a group celebration of their experience with invited guests attending.

Step 1 first draw out some of the principles of the journey to justice from the story of Musabyimana and Buhanda. Then look at the diagram in the study sheet. It is the final piece of input and relates back to Step 7 of session 9. It will need time to be discussed. Those group members who understand it well can explain in their own words.

Steps 2,3 & 4 invite thinking of the relevance of the material for the wider community.

Steps 5, 6 & 7 are parts of the 'closure' for this group's study, while suggesting the possibility that others can participate and benefit in the future.

Step 8 is important feedback for my Team to monitor progress and gain feedback on the relevance of the material, and to know if any part did not work well. Please do it now as a group. If you have a particularly moving story from your experience please indicate that on the forms.

Steps 9 & 10 continue the closure.
Please make contact as you need to.

To conclude:

READ Final words: The model I am using follows the approach of Professor Simon in Rwanda. On p 30-31 he says: (Begin at “Every facilitator needs to be...”)
Thank you for the initiative you are taking. You may know the saying “the teacher learn the most” – so too for the facilitator.

RESPONSE OF THE FACILITATOR(S):

(Please send pages 10 and 11 to John Steward at 2live4give@gmail.com)

Name of facilitator(s):

Location & contact details:

Size of group:

Date the group completed session 10:

Confidentiality: may we use this info appropriately, without divulging names?

YES / NO

1. Please tell John & the Team how it was for you using the material.

2. What was most helpful?

3. What was most difficult or challenging?

4. What would you change (in content or process)?

5. What extra assistance did you need for the group to function?

6. What was the impact on the group of the sessions?

7. What, if any, follow-up will you make?

8. Are there one or two stories that could be useful feedback?

RESPONSE OF THE GROUP:
(to be filled in as part of session 10)

Confidentiality: can the Team use this material, but without divulging names?
YES / NO

1. How has this study impacted us personally?

2. Why is this study important?

3. Who else could benefit from doing the study?

4. Other comments, suggestions, feelings or feedback for the Team: