



SITES OF CONSCIENCE FACILITATION

This toolkit is rooted in methodology utilized by members of the [International Coalition of Sites of Conscience](http://www.sitesofconscience.org), a worldwide network of over 300 places of memory dedicated to remembering past struggles for justice and addressing their contemporary legacies. Aiming to move visitors beyond passive learning, Sites of Conscience use dialogue as an interpretive strategy to enable visitors to better access historical themes and contemporary issues within their exhibits, tours, programs and social media.

WHAT IS DIALOGUE?

Dialogue is an intentional mode of communication that invites people with varied experiences, and often differing perspectives, to engage in an open-ended conversation toward the express goal of personal and collective learning. It requires participants to surface assumptions that inform their beliefs and actions while attempting to suspend judgment of others.

Dialogue acknowledges that there are different “ways of knowing” about any given subject. It grants equal value to the insights drawn from personal experience and the knowledge gained from study. In keeping with this, dialogue assumes that it is possible for two or more markedly different perspectives to coexist at the same time.

The process of dialogue requires participants to establish, protect and maintain a culture of mutual trust. Facilitated dialogue refers to an intentional process “led” by a facilitator. Facilitators use a combination of questions, techniques, activities and group agreements to ensure that all participants can communicate with integrity. Because dialogue is a non-hierarchical mode of communication, facilitators also uphold equality among all participants.

Dialogue vs. Other Modes of Communication

Conversation	Sharing information and ideas in order to <i>express one’s views without any intended impact</i> on the listener
Discussion	Sharing information and ideas in order to <i>come to a collectively shared understanding</i>
Debate	Sharing information and ideas in an effort to <i>bring others into agreement or alignment</i> with one’s position or belief
Dialogue	Sharing ideas, information, experiences and assumptions for the <i>purposes of personal and collective learning</i>

THE FOUR TRUTHS

Emerging from the work of the South African Truth and Reconciliation Commission and Jurist Albie Sachs, the Four Truths are a structure for understanding the complex relationship that individuals have with past events.

Forensic Truth

Forensic truth refers to the “facts,” data, and measurables of an event. It is the truth that most historians, museums, and historic sites are most comfortable with and at which they excel. The forensic truth is a binary truth, either a proposition is right or wrong. Its power is in its verifiability, but the meaning of events, while tied up in the forensic truth, is not derived primarily from them.

Personal Truth

Personal truth might be most easily understood as personal memory. How did someone experience an event and what do they remember about it? If they did not experience an event firsthand, how did they come to know about it, who taught them, and what did they learn? Personal truth is highly individualized and is a powerful driver for creating meaning from events.

Social Truth

Social truths are collective understandings of the “big” meanings of an event. They are narratives, built and maintained by the collective, that hold widespread power and shape what people believe the consequences of an event to be. There are typically 3-5 social truths held about an event at any time. Social truths may or may not be forensically true.

Reconciliatory Truth

Reconciliatory truths focus on how individuals and societies come to terms with perceived injustices of the past. Though reconciliatory truth often manifests as collective practice – new laws, memorialization efforts, and social actions - reconciliatory truth is highly individualized and does not always have to be positive. Reconciliation rarely looks the same across individuals.

CHOOSING CONTENT

Content propels dialogue further; it also gives people a shared experience and set of forensic truth to respond to. Content may be used to break down hierarchies and present perspectives, personal truths, and social truths that participants may not have encountered before. To serve in this role it is important to be aware of the power dynamics that are present in a dialogue and to look for content that challenges those dynamics in four ways:

Voice - Whose perspective is the content from and who is telling the story of that content

Centrality - Who does the content spotlight and who is left in the shadows?

Scope - What are the “boundaries” of the content? What is in and what is out?

Agency - Who has power and can take action in the content and who cannot?

THE FACILITATOR

The facilitator is essential to helping dialogue participants engage with the topic and each other in the most productive way possible. Facilitators use historical or scientific content along with questions, techniques, activities and group agreements to allow the group to function more effectively.

Facilitators are charged with many responsibilities. Chief among these are to:

- Maintain group safety by creating the proper container for dialogue and promoting an environment that discourages domination and judgment
- Create and sustain a “spirit of inquiry” in the group
- Identify conflict and lead the group through it
- Facilitate dialogue without imposing their own beliefs or perspectives
- Remain malleable and allow the group to follow its natural energy
- Ensure equality within the group and break down hierarchies
- Ask probing questions to encourage deeper individual exploration and the identification of “larger truths”
- Effectively synthesize the main ideas that emerge in the dialogue

Who makes a good facilitator?

Facilitators can be found among your staff, board, volunteers or community stakeholders. When considering who might make for the strongest facilitators, you’ll want to look for people who:

- Give equal value to emotional, intellectual and spiritual “ways of knowing”
- Exhibit a natural “spirit of inquiry” or curiosity
- Listen intently while reserving judgement
- Are aware and reflective about their own identity/identities
- Have organized but flexible ways of working and thinking
- Show patience with diverse learning processes and learners
- Hold themselves and others accountable for behaviors and attitudes
- Are aware of their body language and exhibit a non-defensive posture

THE ARC OF DIALOGUE

Developed by Tammy Bormann and David Campt, the arc of dialogue structure pairs a common experience shared by all participants with a sequence of questions designed to build trust and communication, allowing participants to interact in more relevant and personal ways.

In facilitated dialogue, the shared experience can occur before the arc of dialogue begins; for example, a visit to an exhibit followed by a facilitated dialogue OR dialogue questions can be asked throughout the shared experience (a concert with questions between each piece of music).

Arcs are structured around four phases: community building, sharing our own experience, exploring beyond our own experience and synthesizing/bringing closure.

PHASE ONE: COMMUNITY BUILDING

Phase one encourages connectedness and relationship-building within the group. The work done here underpins the successful creation of a safe space where all participants can engage. Phase one is comprised of four parts: introducing the role of the facilitator, explaining the intent of the dialogue, establishing guidelines and hearing all of the voices in the room.

To begin, a facilitator:

- Welcomes the participants, introduces themselves, their role within the host museum/ organization and explains their role as facilitator, emphasizing that they are not necessarily an expert on the exhibit content, but rather charged with helping everyone find their place in the conversation.
- Explains the purpose of the dialogue by emphasizing that everyone is here to make fresh meaning about a particular topic by hearing from and engaging with one another.
- Elicits all the voices in the room asking all participants to introduce themselves and respond to the same phase one question.
- Explains that in order to make the dialogue as productive as possible, they'd like the group to establish guidelines. If time does not allow for the group to generate its own guidelines, the facilitator suggests three that the group consider using, for example:
 - Listen fully and respectfully
 - Be aware of the air: Make space for all voices to be heard
 - Seek first to understand—ask questions to clarify, not to debate
 - Stay open: we are all free to change our mind
 - Speak for yourself, not as the representative of any group

- Make an effort to suspend your own judgment as you listen to others
- Practice lean speech
- Stories stay; lessons leave

Phase one questions are nonthreatening and allow participants to share information about themselves. They require only a participant's personal experience to answer.

Sample Phase One Questions:

1. When people ask you where you're from, what do you tell them and why do you respond this way?
2. Choose five words that you would use to describe yourself.
3. When you consider the word, "justice," what comes most immediately to mind?

Getting all the voices in the room does not necessarily mean that every participant must speak out loud. Facilitators might also consider using small group introductions or written techniques such as "graffiti wall" or "indexed thoughts," both of which are described herein.

PHASE TWO: SHARING OUR OWN EXPERIENCES

Phase two invites participants to think about their own experiences related to the topic and share these experiences with the group. The facilitator helps participants recognize how their experiences are alike and different and why.

Questions in phase two welcome each person's experience equally and place minimal judgment on responses, gathering more information than questions in phase one.

Sample Phase Two Questions:

1. What impact does immigration have on your daily life?
2. How did you first come to understand race?
3. Can you remember the first time you experienced or learned about "injustice?"

Questions in phase two encourage the group to share both similar and differing experiences. Facilitators should ask follow up questions, encouraging participants to compare and contrast.

Sample Phase Two Follow-up Questions:

1. What differences do you notice in the ways you've experienced this topic?
2. How was your personal experience different from others you heard in the group?
3. To what do you attribute the similarities in experience?

PHASE THREE: EXPLORING BEYOND OUR OWN EXPERIENCES

Phase three questions explore the topic beyond participants' personal experiences with it, to learn with and from one another. Until this point, participants speak primarily from their own experience, of which they are the undeniable expert. Phase three questions expect participants to dig deeper into their assumptions and to actively probe underlying social conditions that inform our diversity of perspectives.

Sample Phase Three Questions:

1. Do all Americans have equal access to a "just" legal system? Who does? Who does not? Are there larger social realities that shape these differences?
2. Who should be welcome to immigrate to the US today? Who should not be welcome to immigrate here? What values inform your response to these questions?

In phase three, facilitators should be particularly focused on helping participants raise to the surface the assumptions that they have made/are making about the topic and other participant experiences, encouraging them to examine why they feel as they do. When necessary, facilitators can help push participants toward deeper understanding with the following:

Sample Phase Three Probing Questions:

1. Tell me more about that.
2. How did you come to feel this way?
3. What are the assumptions you make when you think about this topic?

PHASE FOUR: SYNTHESIZING AND CLOSING THE LEARNING EXPERIENCE

It is important to end a dialogue by reinforcing a sense of community. Phase four questions help participants examine what they've learned about themselves, and each other, and think about what action they can take based on their dialogue experience.

Sample Phase Four Questions:

1. What, if anything, did you hear in this conversation that challenged your assumptions? What, if anything, did you hear that confirmed your assumptions?
2. Are there things you heard today that you want to understand better?
3. What have you heard that inspires you to act more on this issue?
4. If you could experience this program again with anyone in your life, who would you share it with?

Facilitators are not working toward resolution or to make everyone agree; some participants will actively seek this agreement. In these instances, facilitators should work to remind the participants that a dialogue's goal is to further personal and collective learning, not to necessarily encourage compromise or accomplish a specific task.

BUILD A BETTER ARC: DEVELOPING GOOD QUESTIONS

Developing and asking the right questions is vital to the success of facilitated dialogue programs. By asking the right questions in the right way, facilitators can elicit participant response; but, use the wrong questions or the wrong tone and a facilitator can just as easily shut participants down. By understanding the art of the question, a facilitator can not only increase participant engagement, but can also help participants learn this skill themselves.

Questions take different forms and serve different functions.

- Factual questions have only one correct answer.
- Interpretive questions often have more than one answer, these answers are ideally supported with evidence. Depending on their personal interpretations, people can have different, equally valid answers.
- Dialogic questions have no right or wrong answer because they ask for opinion, belief, or knowledge based only on personal experience. They are rooted in the present and often touch on universal concepts and values. These are the questions best suited to promoting individual and group learning.

Factual	Interpretive	Dialogic
Where might someone turn for financial assistance during the Panic of 1873?	What form of social welfare was most effective during the Panic of 1873?	Where would you turn for assistance during difficult economic times?

FACILITATION TECHNIQUES

Pair Share or Small Groups

Because some participants may be hesitant to share or speak before a large group, dividing participants into smaller groups or pairs may encourage stronger involvement. This can also save a facilitator time, allowing multiple people to answer a given question simultaneously. When bringing pairs and small groups back together, facilitators should offer the opportunity for groups to share what they discussed, allowing participants who were not part of a given group to learn from other conversations.

Serial Testimony

Particularly useful in scenarios where one or more participants are dominating the conversation, serial testimony is a structured technique in which the facilitator establishes a time limit for each participant to answer a question. As each person speaks, the group is invited to listen silently without asking questions. If a participant does not fill their time, the group is invited to maintain the silence so as to allow for reflection and processing.

Quotes

This technique invites participants to consider multiple perspectives on an issue by using a series of attributed quotes related to the topic. The facilitator hangs the quotes, typically five or six, around the dialogue space and asks participants to read all of them, silently. After reading all of the quotes, participants are instructed to stand near the quote that they'd like to speak more about. Participants are then encouraged to discuss why they chose that quote within their small group before returning to the larger group.

Forced Voting

Facilitators write a series of statements related to a given topic on individual sheets of paper. Participants are instructed to read all of the statements in silence and then to "vote" their agreement or disagreement by placing a red or green dot on each sheet. After all participants have voted on all statements, the facilitator tabulates the results and shares them with the participants, inviting reactions and comments from the group.

Carpet of Ideas

The facilitator hands a large index card to each member of the group and then asks a question. After a time of silent reflection, the facilitator asks them to write their response in large print on the index card. The facilitator instructs participants that though these responses will be shared with the group, no response will be attributed to any one person. The facilitator should collect the completed cards and place them on the floor, inviting the participants to circle around them to reflect on everyone's responses.

Mutual Invitation

In mutual invitation, one participant invites the next speak. If the person who has been invited to speak is not prepared to do so, they may "pass" the invitation to someone else with the knowledge that the group will return to the individual. The mutual invitation process enhances the participants' sense that they collectively own the dialogue and is an effective technique to utilize when participants may not be responding well to a particular facilitator.

Graffiti Wall and Gallery Walk

In graffiti wall, the facilitator places butcher block or adhesive flip chart paper on the wall of the dialogue space and writes a word, phrase, or a phase one question. Participants are invited to write or draw their responses on the paper at the same time. When all participants have had a chance to place their responses on the wall, the facilitator invites the group to walk silently past the graffiti wall so as to read and process what others have written/drawn.

Indexed Thoughts

Similar to carpet of ideas, indexed thoughts invites participants to hold and share their written silent reflection with the rest of the group rather than anonymously submit it to the facilitator. The facilitator instructs participants that these responses will be shared with the group, and that their response will be attributed to them.

TROUBLESHOOTING: WHAT TO DO IF...

Sharing authority with visitors and creating space for them to engage with each other and with the content might lead to new interpretive challenges. Some of those challenges are listed below along with sample facilitator responses, group guidelines and techniques to address them.

...one person dominates the discussion?

- Remind the group that everyone is invited to participate.
- You might say, "I hear your passion around this and I'd like to make sure that others in the group can share theirs as well."
- Ask the group, "Do we need to modify our agreements to make sure everyone has a chance to speak?"
- **Appropriate techniques:** Serial Testimony, Small Groups, Carpet of Ideas
- **Helpful ground rules:** "Be aware of the air: make space for all voices to be heard;" or, "Exercise W.A.I.T – Before speaking, ask yourself, 'Why am I talking?'"

...participants can't shift from debate to dialogue?

- Remind the group that the purpose of the dialogue is not to debate or convince one another of one's "rightness."
- Say, "Everyone here has a different kind of expertise or knowledge about [*insert topic*]. While you may want to share your perspective with us, I invite you to first hear others so that we might deepen our collective understanding."

- Or, “Are there additional ways of looking at this issue that anyone would like explore?”
- **Appropriate techniques:** Small Groups, Serial Testimony, Quotes
- **Helpful ground rules:** “Seek first to understand—ask questions to clarify, not to debate;” or, “Stay open: we are all free to change our mind;” or “Make an effort to suspend your own judgment as you listen to others.”

...a participant puts forth information that you know is false

- First, ask yourself if it is vital to correct the information. Be aware and conscious of your own biases and need to “fix” beliefs that don’t match your own.
- Ask, “Has anyone heard other information about this?” If no one offers a correction, you might raise one.
- Often participants get sidetracked in a dispute about facts, but no one knows the answer. Remind the group that experts often disagree and redirect the dialogue with a question.

...no one wants to talk!

- Stop talking! You may be filling too much space.
- Ask participants to talk about a particular point within a small group and then bring everyone together again.
- Is the group in supposed agreement? Try to bring other views into the discussion, especially if no one in the group holds them. You might say, “Do you know people who hold other views? What would they say about our conversation?”
- **Appropriate techniques:** Mutual Invitation, Carpet of Ideas, Indexed Thoughts
- **Helpful ground rules:** “We share responsibility for making the conversation productive.”

...conflict erupts between participants?

- Remind participants that airing different ideas is why they’ve come together; however, for the dialogue to continue to be productive, it must be focused on the issue.
- It is OK to challenge the impact someone’s comments have in the room, but attacking a person’s character is *not* acceptable.
- Invite others into the conversation if conflict is escalating between two people. Say, “Would someone else like to offer an opinion?”
- **Appropriate techniques:** Serial Testimony, Small Groups, Carpet of Ideas

- **Helpful ground rules:** "Listen fully and respectfully;" or, "Be willing to hear divergent views;" or, "Avoid assigning intentions or motives to others;" or, "Make an effort to suspend your own judgment as you listen to others."

... while facilitating, I am struggling with a topic or something said by a participant?

- Have two or three short, non-confrontational phrases in your pocket that you can use to buy yourself time, i.e. "Tell me more," or "Does everyone else feel similarly?"
- If you know a topic poses challenges for you, co-facilitate. Review your "trigger" issues with your colleague beforehand and decide on a physical cue that will help you signify to your co-facilitator that you need to step back.
- **Appropriate techniques:** Silent Reflection, Carpet of Ideas or Indexed Thoughts

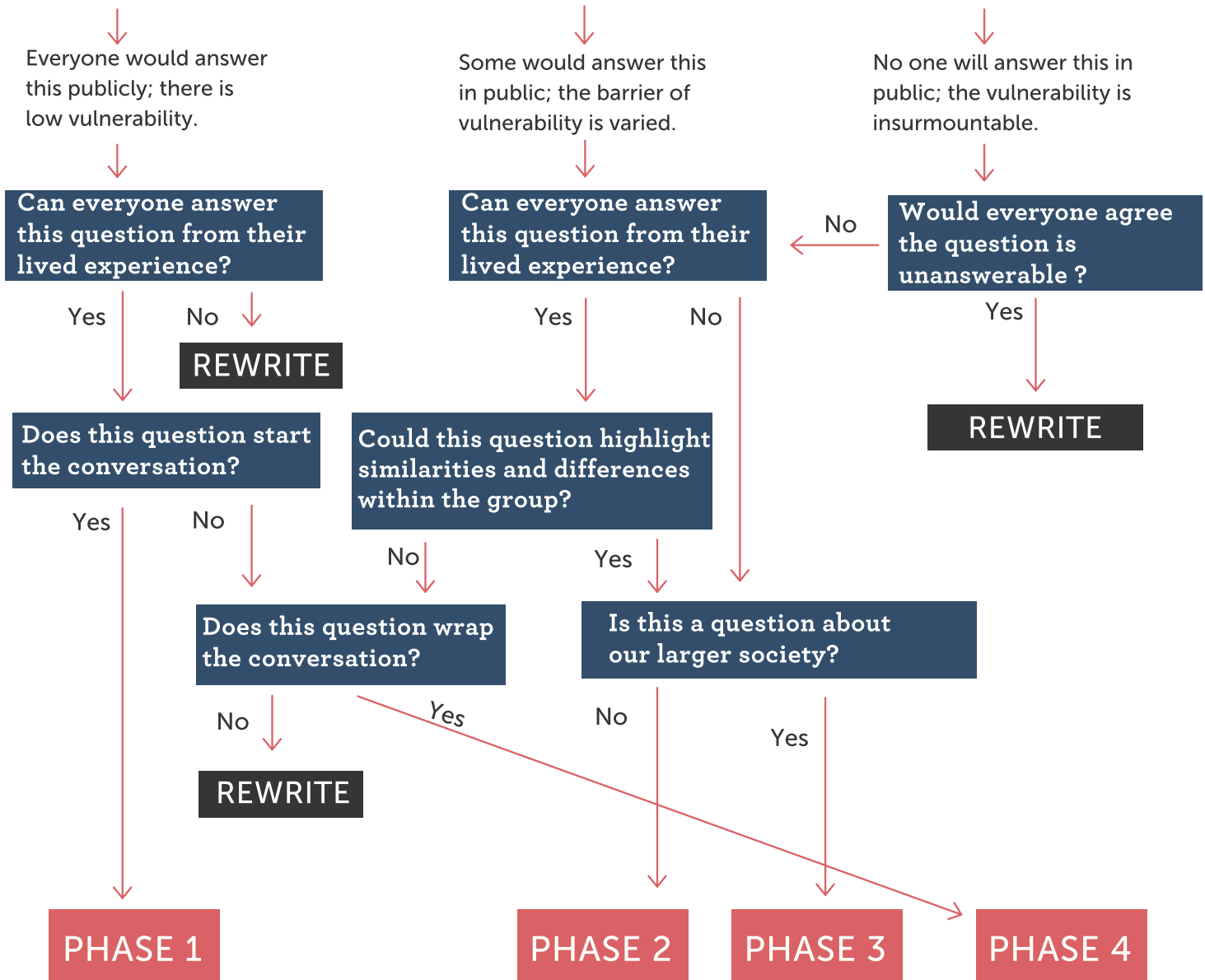


WHAT PHASE IS YOUR QUESTION?

BEFORE YOU GET STARTED

1. Do you already know the answer to your question?
If the answer is yes, rewrite the question.
2. Would you answer the question yourself?
If the answer is no, rewrite the question.
3. Will the answer change the course of the visitor experience?
If the answer is no, rewrite the question.

WHAT PHASE IS YOUR QUESTION ?



FRONT PAGE DIALOGUE: THE REFUGEE CRISIS

There are currently over 65 million forcibly displaced people around the world, more than at any other time since World War II. The number of people fleeing their homelands has prompted heated debate around the capacity and obligation of countries to serve as a refuge. The response of civil society and well as state leaders in these countries has varied greatly. In a nation of 330,000, for instance, 12,000 Icelanders recently called on their government to increase the government's cap of 50 Syrian refugees by offering to personally host families, while Hungary closed its borders with Serbia and Croatia to prevent the flow of refugees across their borders. And while widespread protests against the separation of children and parents at border crossings in the United States in June 2018 led to a change in policy, 55 percent of Republicans still agree with the tactic. These varied responses among individuals and governments illuminate fears around national security, limited resources and the effects of immigration on a receiving country's national identity.

Sites of Conscience have an important role to play in facilitating constructive conversations on critical issues. Below is one model for engaging visitors in dialogue on the current refugee crisis. We encourage you to adapt and ground the dialogue in the unique history that your Site of Conscience works to preserve and share.

How to use Front Page Dialogues

Rather than using all of the model questions suggested in each phase, facilitators should select questions that reflect and further the conversation as it evolves. Secretariat staff and member sites are available to support you as you develop your dialogue session. If you are not familiar with the Arc of Dialogue model and would like more information or guidance, please contact Sarah Pharaon (spharaon@sitesofconscience.org) or Braden Paynter (bpaynter@sitesofconscience.org).

Guidelines

What are the group agreements or guidelines for the dialogue that help us establish the "container" in which dialogue occurs? Sample agreements:

- Share the air: leave room for everyone to speak.
- Recognize that our unique backgrounds and social status give us different life experiences.
- Seek first to understand—ask questions to clarify, not to debate.

Preparation

Write four to six of the statements below on large, individual sheets of paper.

- Nations that played a role in creating the crisis should play a larger role in caring for refugees.
- A nation's wealth is not the most important factor in how many refugees it should take in.



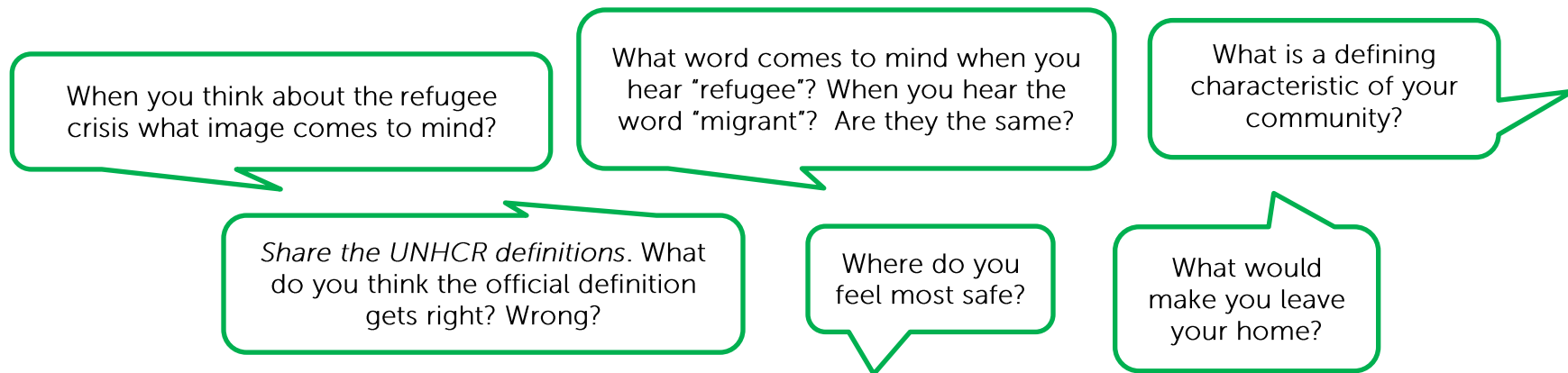
- The nations closest to the crisis should take in the most refugees.
- Refugees should go to countries as culturally similar to them as possible.
- The private sector should lead the response to the crisis.
- The ultimate goal is to help refugees return to their home country.
- Host countries should try to integrate refugees into society as quickly as possible.
- Refugees should not be given priority in the immigration process.
- A country can turn refugees away to protect its culture and way of life.

Bring these definitions with you:

- According to the United Nations High Commissioner for Refugees, a **refugee** is someone who "owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality, and is unable to, or owing to such fear, is unwilling to avail himself of the protection of that country."
- **Migrants**, "choose to move not because of a direct threat of persecution or death, but mainly to improve their lives by finding work, or in some cases for education, family reunion, or other reasons. Unlike refugees who cannot safely return home, migrants face no such impediment to return. If they choose to return home, they will continue to receive the protection of their government."

PHASE I - COMMUNITY BUILDING

Questions in Phase 1 help build community and break down barriers between people by allowing participants to share information about themselves.





PHASE II - SHARING OUR OWN EXPERIENCES

Questions in Phase 2 help participants recognize how their experiences are alike and different and why.

Has the international response to the refugee crisis been adequate?

What makes this a crisis?

When have you provided protection for someone when they were threatened?

When have you benefited from another's compassion? When have you shown compassion to others?

Has media coverage been balanced?

Who are the outsiders, who are the insiders in your community?

Should the needs of migrants and refugees be treated equally?

To Do: Before starting Phase III, allow participants to read the statements in silence and then to "vote" their agreement or disagreement by placing a red or green dot on each sheet. After all participants have voted on all statements, the facilitator tabulates the results and shares them with the participants inviting reactions and comments from the group.

PHASE III - EXPLORING BEYOND OURSELVES

Questions in Phase 3 help participants engage in inquiry and exploration about the dialogue topic in an effort to learn with and from one another.

Does our society value all lives equally? What is the media's role in placing value on human life?

How do we determine the number of refugees a country should take?

How does your race, gender or religious beliefs influence your reaction to these events?

Should refugees have a voice in where and how they are relocated?

Do new populations make a country more vulnerable?

Are there benefits to taking in refugees?

Should the Paris attacks influence the conversation around welcoming refugees?



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PHASE IV - SYNTHESIZING THE EXPERIENCE

Questions in Phase 4 help the group to reflect on the dialogue and what they learned.

What would you like to see your country do?

Whose perspective on these issues do you want to understand better?

What can you do?

As you reflect on the refugee crisis, what are the values that you think should guide the way we respond?

What should this institution do?

Who would you like to be engaged on this issue?



FRONT PAGE DIALOGUE: **THE PARIS AGREEMENT**

Human activity has begun to take a significant toll on the earth's weather patterns, increasing temperatures and raising sea levels. If the concentration of greenhouse gasses in our atmosphere continues to rise unabated, human societies will likely suffer as a result of food and water shortages, population displacement and the destruction of cultural and historic resources.

In December 2015, over 190 countries met in Paris at the United Nations Climate Change Conference (COP21). The result was the Paris Agreement, a global accord to confront climate change. The agreement will become legally binding if at least 55 countries – representing at least 55 percent of global greenhouse emissions – adopt its terms into their own legal systems between the next two Earth Days, April 22, 2016 and April 21, 2017. The key goals set forth at the meeting included limiting the global temperature rise to 2 degrees Celsius (with the hope of keeping it below 1.5 degrees); neutralizing greenhouse gas emissions by the second half of the century; encouraging wealthier nations to support poorer nations through green infrastructure and practices; and monitoring each country's progress toward these goals.

During the Conference, many artists and activists from around the world installed public art pieces to spur awareness and discussion of climate change and environmental policy. Some of those installations are featured in this dialogue.

How to use Front Page Dialogues

Rather than using all the model questions suggested in each phase, facilitators may select questions that reflect the evolving conversation of the group they are guiding in dialogue. Some questions may be useful for multiple topics; we mark these with slashes (ex. race/policing/protest). Finally, we are available to work with you individually as you develop your dialogue session. If you are not familiar with the Arc of Dialogue model, you can contact Sarah Pharaon (spharaon@sitesofconscience.org) or Braden Paynter (bpaynter@sitesofconscience.org) for support and more information.

Guidelines

What are the group agreements or guidelines for the dialogue that help us establish the “container” that the dialogue occurs within? Here are some sample agreements:

1. Use “I” statements. Speak only for yourself.
2. Share the air: leave room for everyone to speak.
3. Our unique backgrounds and social status give us different life experiences.
4. Seek first to understand—ask questions to clarify, not to debate.

Preparation

This dialogue invites participants to view artwork generated for and installed during the United Nations Climate Change Conference as a shared experience from which to begin their conversations. Included in this model are images of the art and commentary on it drawn from various sources. Where possible, we have included quotes from the artists themselves. Print pages 2-6 of this document and hang these images around the dialogue space.



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Brandalism

"The United Nations 21st 'Conference of Parties' [United Nations Climate Change Conference] meeting taking place this December is supposed to secure a global agreement to limit greenhouse gas emissions to quell the negative impact of climate change. Yet in 20 years of UN climate change talks, global emissions have risen by 63 percent. Increasingly, these talks are dominated by corporate interests. This year's talks in Paris are being held at an airport and sponsored by an airline. Other major polluters include energy companies, car manufacturers and banks. Brandalism aims to creatively expose this corporate greenwashing."

(www.brandalism.org.uk/brandalism-cop21)



(Images from brandalism.org and the BBC)

©The International Coalition of Sites of Conscience, a global network of historic sites, museums, and memory initiatives connecting past struggles to today's movements for human rights and social justice. To learn more about the Coalition methodology and dialogue: Sarah Pharaon (spharaon@sitesofconscience.org), Braden Paynter (bpaynter@sitesofconscience.org).



Ice Watch – Olafur Eliasson and Minik Rosing

"Twelve immense blocks of ice, harvested as free-floating icebergs from a fjord outside Nuuk, Greenland, were arranged in clock formation at the Place du Panthéon, where they melted away from December 2-3, 2015, during COP21."

(<http://icewatchparis.com>)





Human Energy

Created by artist Yann Toma, HUMAN ENERGY was a large-scale art piece installed under the Eiffel Tower from December 5th to 12th, 2015. Containing bicycles, sports fields and dance floors; participants biked, danced, ran, stretched and played to produce “energy units” tallied on large computer screens onsite. Each night, the accumulated energy lit the Eiffel Tower with the aim of sending the message, “All of us must take action now on climate change”. According to the artist, “Built in 1889 to celebrate the French Revolution, the Eiffel Tower will become during COP21 the beacon of the HUMAN ENERGY revolution.”

<http://www.artcop21.com/events/human-energy/>





Oil Spill at the Louvre – Art Not Oil Coalition and others

"Simultaneously a group of art-activists spilled an oil-like substance in the atrium of the museum. Clad in black clothes and holding black umbrellas, the artists walked barefoot in the "oil spill", leaving footprints on the marble floor as a symbol of fossil fuel corporations' influence on museums. Ten participants in the unauthorized indoor performance were arrested by French police.

Beka Economopoulos from the New York-based art-activism collective "Not an Alternative," one of the organizers of the intervention, said:

"It used to be acceptable for tobacco companies to sponsor cultural institutions. That's no longer the case. We believe it's a matter of time before the same is true of fossil fuel companies. When oil companies sponsor the Louvre, the Louvre likewise sponsors those companies – the museum gives these companies cultural capital and their 'social license to operate.' On the occasion of the UN Climate Summit in Paris, we're urging the Louvre to stop sponsoring climate chaos."

www.artnotoil.org.uk/blog/100s-take-part-protest-performance-louvre-museum-over-oil-sponsorship#sthash.mNBxUDTE.dpuf





Shoes – Avaaz and others

“The government has just announced that our massive Paris People’s Climate March has been cancelled. This is crushing for all of us who have had enough heartbreak already. But the Global Climate Conference is going ahead, and together we can still deliver the magnitude of our call with the biggest symbolic climate action ever at La République on the eve of the summit. As a first action – we’re going to cover the Place and all the surrounding streets, as far the eye can see, with shoes to represent our marching feet. They’ll [sic] be hundreds of thousands of ‘marching shoes’ – a pair for each of us. We may not be able to march, but this massive symbolic act can show how many Parisians are standing together for everything we love. This will be our way of saying terror will not and cannot silence our collective dream of a 100 percent clean, 100 percent united future for ourselves, our children and our planet.”

(https://secure.avaaz.org/en/paris_march_next_steps_/?pv=82&rc=fb)





PHASE I – COMMUNITY BUILDING

Questions in Phase 1 help build the “learning community” and break down barriers by allowing participants to share information about themselves.

What is one word that comes to mind when you hear “climate change?”

Invite participants to move around the space and examine the images in silence. Instruct them to stand near an image they want to talk more about. In small groups they should answer:

What drew you to this piece?

What was your reaction to the Paris climate talks?

Who or what has strongly influenced your understanding of climate change?

PHASE II – SHARING OUR OWN EXPERIENCES

Questions in Phase 2 help participants recognize how their experiences are alike and different and why.

Have you seen the impact of climate change where you live?

Who do you listen to for accurate information about environmental issues?

What frustrates you and what excites you about the way the climate talks were covered?

What behaviors have you changed because of the impact they had on the environment? What behaviors are you unwilling to change?

How has your background influenced the way you think about this?

Did the talks accomplish what you hoped for? Is this a good path for us to be on?

What argument for or against addressing climate change do you find most compelling?

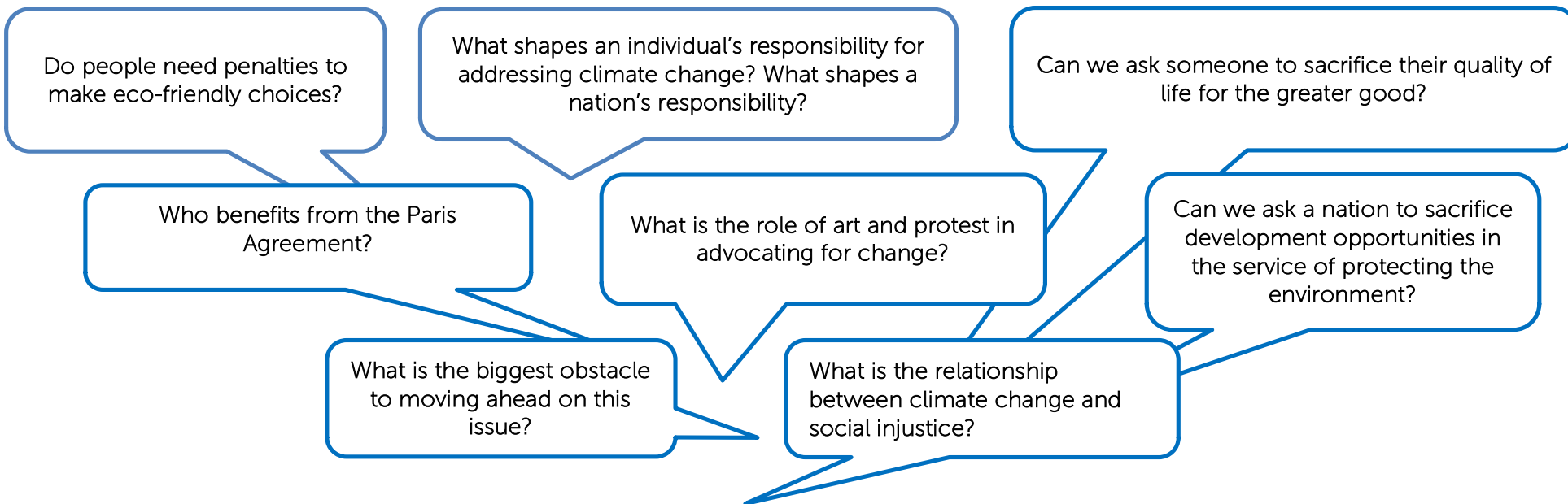
Where does addressing climate change fall on your list of priorities?

Do these pieces inspire hope?



PHASE III – EXPLORING BEYOND OURSELVES

Questions in Phase 3 help participants engage in inquiry and exploration about the dialogue topic in an effort to learn with and from one another.



PHASE IV – SYNTHESIZING THE EXPERIENCE

Questions in Phase 4 help the group to reflect on the dialogue and what they learned.

