LEADING THE WAY

YOUTH PEACEBUILDING TOOLKIT

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1
WELCOME & INTRODUCTIONS

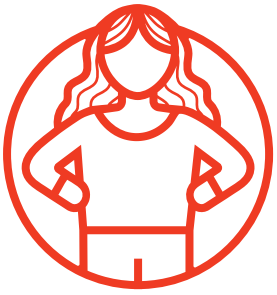
KEY LEARNING POINTS

By the end of this module, you will:

1. Establish a set of shared values for our time together.
2. Begin to build relationships with each other and the facilitators.
3. Better understand your expectations.
4. Co-create definitions for 'peacebuilder', 'changemaker', and 'leader'.

KEY CONCEPTS

Write down what you think these words mean to you.



Leader

Changemaker

Peacebuilder

PRE-TOT EVALUATION SURVEY

ARE YOU: ◯ Female ◯ Male

UNIQUE ID:

YOUR AGE: ◯ 18-19 ◯ 20-24 ◯ 25-29 ◯ 30-35

1. WHAT ARE THE FOUR BASIC HUMAN NEEDS?

- ◯ Identity, growth, security, belonging
- ◯ Identity, family, security, belonging
- ◯ Family, security, food, shelter
- ◯ Don't know

2. WHAT IS AN EXAMPLE OF ACTIVE LISTENING? (MULTIPLE RESPONSES POSSIBLE)

- ◯ Listening using your whole body (ears, eyes, gestures)
- ◯ Asking questions for clarification
- ◯ Taking notes
- ◯ Lowering the volume of your internal voice
- ◯ Don't know

3. WHAT ARE THE KEY STEPS IN A STAKEHOLDER MAPPING PROCESS?

- ◯ 1. Identify own interests
  2. Map stakeholders, their interests and power
  3. Characterise and map relationships
- ◯ 1. Map stakeholders, their interests and power
  2. Characterise and map relationships
  3. Identify own interests
- ◯ 1. Map stakeholders, their interests and power
  2. Plan stakeholder meetings
  3. Characterise and map relationships
- ◯ Don't know

4. WHAT ARE THE STEPS TO DESIGN A FACILITATING LEARNING PROCESS?

- ○ 1. Test knowledge
  2. Give presentation
  3. Build competence
- ○ 1. Raise awareness
  2. Deepen understanding
  3. Build competence
- ○ 1. Build competence
  2. Deepen understanding
  3. Raise awareness
- ○ 1. Give presentation
  2. Test knowledge
  3. Deepen understanding
- ○ Don't know

PLEASE RATE YOURSELF ON A SCALE OF 1 TO 5 (1 = NOT CONFIDENT AT ALL; 5 = VERY CONFIDENT) IN THE FOLLOWING AREAS:

	1	2	3	4	5
I know I can be a peacebuilder and changemaker in my community.	○	○	○	○	○
I have the knowledge and skills it takes to be a peacebuilder and changemaker.	○	○	○	○	○
I can communicate effectively to resolve conflict.	○	○	○	○	○
I know how to manage my stress quickly and effetively.	○	○	○	○	○
I am confident I can design an effective peacebuilding process in my community.	○	○	○	○	○
I have the skills it takes to train other youth in my community.	○	○	○	○	○
I am confident I can effectively train youth in my community in peacebuilding.	○	○	○	○	○

MODULE 1 REFLECTION

BASED ON WHAT WE HAVE LEARNED, WHICH OF THE FOLLOWING ROLES BEST DESCRIBES YOU: 'LEADER', 'CHANGEMAKER', 'PEACEBUILDER'. WHY?

WHAT ARE THE MAJOR TAKEAWAYS FROM THIS MODULE?

- ☐
- ☐
- ☐
- ☐
- ☐

DRAW A PORTRAIT OF HOW YOU SEE YOURSELF AS A LEADER NOW

2
WHO AM I?

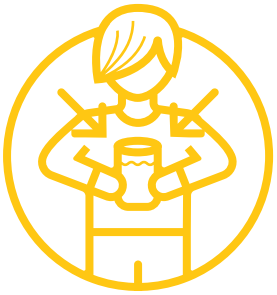
KEY LEARNING POINTS

By the end of the module, you will:

1. Understand self-help strategies and how to use them.
2. Understand the Four Basic Human Needs.
3. Better understand yourself and how your past experiences impact your identity and role in your community.
4. Map your community and determine 'where you exist' in the community.

KEY CONCEPTS

By the end of the module, you will understand the following key concepts:



Grounding

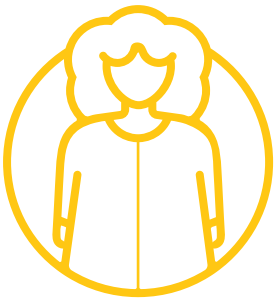
The act of focusing, engaging and paying attention better. Grounding yourself (giving your full attention) in simple activities can help you during stressful situations and emotional storms.

Unhooking

When we don't manage our stress, we get hooked by strong thoughts and feelings. Unhooking is a good stress management habit where we choose to disconnect ourselves from stressful thoughts.

Basic human needs

Things people need in order to reach fulfillment based on their culture and beliefs.



Identity

The need to feel unique and have our own sense of individuality.

Growth

The need to have opportunities to learn and grow.

Belonging

The need to feel that we belong to a larger group or community. This community helps us to understand our place in the world.

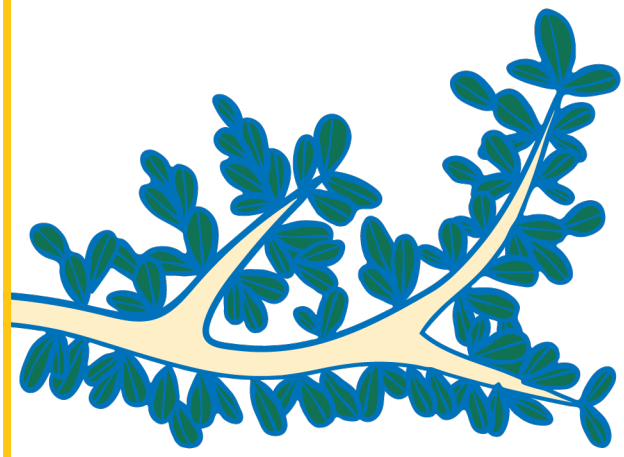
Security

The need to feel free of danger. The need to feel safe, physically, mentally and emotionally.

FOUR BASIC HUMAN NEEDS

IDENTITY

We need to feel unique and have our own sense of individuality. This provides us with a basis to realize our dreams and prepares us to help others do the same.



GROWTH

We need to have opportunities to learn and grow. This provides us with a basis for not only ensuring we can realize our own dreams but prepares us to help others do the same.

BELONGING

We need to feel that we belong to a larger group or community. This community helps us to understand our place in the world. We need to feel that we are connected to others and part of something larger than ourselves.

SECURITY

We need to feel free of danger. We need to feel safe, physically, mentally and emotionally.

FOUR BASIC HUMAN NEEDS STORY

Meet Susan and her Baba. Susan's dream is to go to school, but her father wants her to stay home to help her mother with household responsibilities.

Fill out the Four Basic Human Needs boxes with Susan's and Baba's needs. Consider how they may differ from one another and how their differing needs cause conflict.

IDENTITY

Susan:

Baba:

GROWTH

Susan:

Baba:

BELONGING

Susan:

Baba:

SECURITY

Susan:

Baba:

MY COMMUNITY MAP

MODULE 2 REFLECTION

IN YOUR CURRENT POSITION (BASED ON HOW YOU SEE YOURSELF IN THE COMMUNITY) WHAT CAN YOU DO ABOUT CONFLICT?

WHAT ARE THE MAJOR TAKEAWAYS FROM THIS MODULE?

- [ ]
- [ ]
- [ ]
- [ ]
- [ ]

RECALL AN EXPERIENCE WHERE YOUR BASIC HUMAN NEEDS WERE AFFECTED BY CONFLICT. FILL OUT YOUR FOUR HUMAN NEEDS WITHIN THIS EXPERIENCE.

IDENTITY	GROWTH
BELONGING	SECURITY

3
HOW DO I SEE THE WORLD?

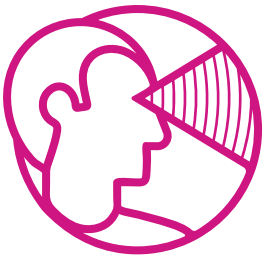
KEY LEARNING POINTS

By the end of the module, you will:

1. Understand the role of perceptions and how they have an impact on conflict.
2. Understanding the Three Shifts and their influence on your perceptions.

KEY CONCEPTS

By the end of the module, you will understand the following key concepts:

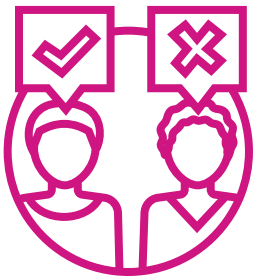


Confirmation bias

"If someone treated us badly in the past, we think they do it again."

Zero sum approach

Resources are limited. "If I win, you must lose."



Extremism

"If I'm right, you must be wrong."

Groupthink

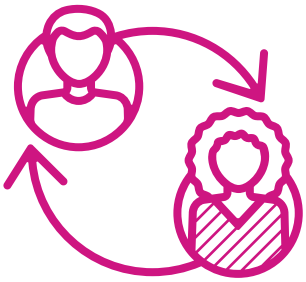
"If everyone else is doing it, it must be right."

Advocacy

The purpose of advocating for a cause is to persuade, bring change, defend rights, create awareness, educate, address a problem, and speak on behalf of others.

Inquiry

A helpful tool when we want to understand other people's perceptions and needs. Before advocating for your cause, it's important to inquire. The purpose of inquiring is to learn and understand the other's perspective and know their interests and needs.

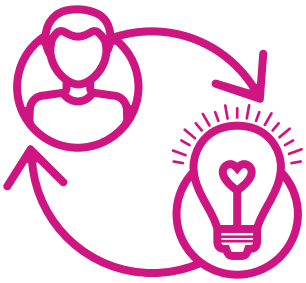


The Three Shifts

The Three Shifts can help us move from holding firm on our positions in a conflict to seeing the situation from the other's perspective. These shifts then help us to create an environment that helps us to communicate in a positive way.

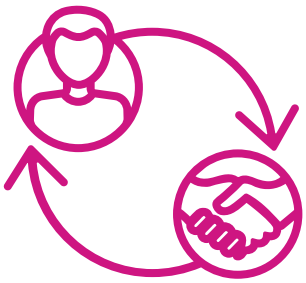
Certainty to Curiosity

Instead of being certain of our position, we should shift to being curious about the other's position.



Intention to Impact

When we are in conflict, we often lack information on what the other person's intentions are and assume they have negative intentions when in reality we don't know. Instead, we should shift to only talking about what we do know - our intentions and the impact of their actions on us.



Blame to Joint Contribution

In conflict, we often blame the other person. This blame looks backwards. Instead of blaming, we should shift to how we are all contributing to the conflict and look forward toward improving the situation.

THE ACCIDENT ROLE-PLAYING

BABA JOHN'S/MAMA JOHN'S STORY

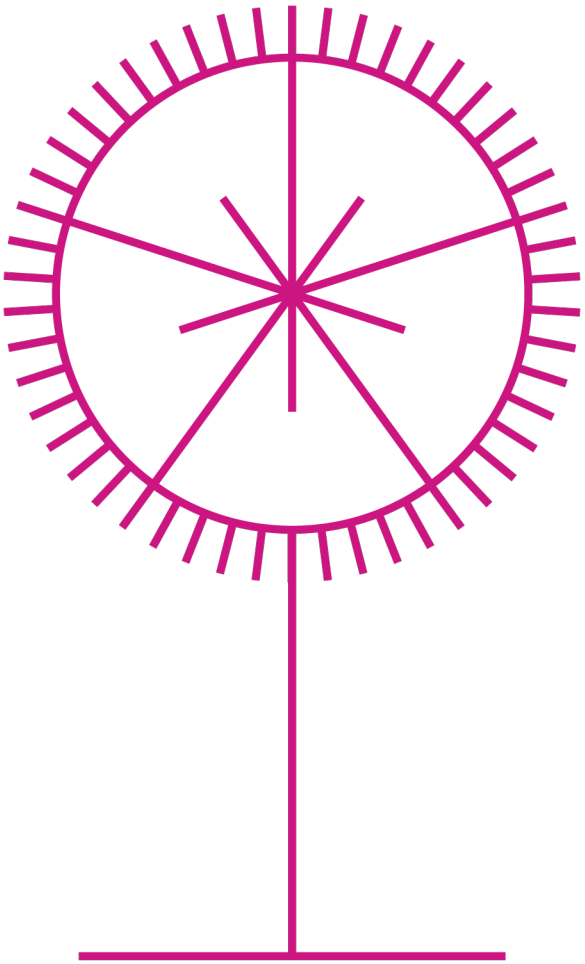
The boda boda was driving so quickly! John was riding his bike and almost ran into the boda. Then before I knew it, he was lying on the floor and his leg was bleeding and he had a broken ankle. It was terrible! He was so badly hurt that we needed to take him to the clinic immediately.

POLICE OFFICER'S STORY

The boda boda driver was going down the road. This was not in a school zone, so he was not expecting any children to be around. The child hurt his leg but seemed fine. I was sure we could wrap it with a bandage and stop the bleeding. There was no need for alarm.

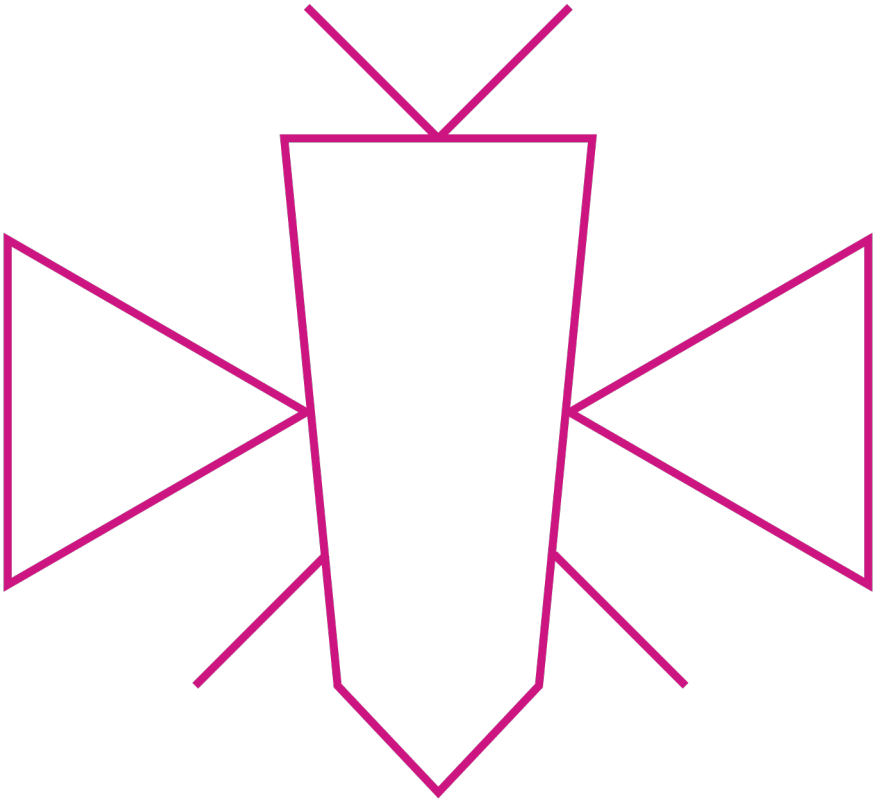
WHAT DO YOU SEE?

PART 1



WHAT DO YOU SEE?

PART 2



THE TWO BROTHERS: DEMBE'S STORY

A young man named Dembe is going to return to his village, after living in the city for three years. Dembe was enthusiastic about returning to his home. At the request of his uncle, he had left the village to earn a living in the city. A severe drought meant that the land left to him and his brother by their father could not produce enough to support them.

Living in the city was very difficult. Dembe made many sacrifices and was often exposed to danger. Despite all of that, he was able to earn some money. Now he would like to invest that money in improving their land.

Before coming back, he had heard that his brother wanted to sell the land, without consulting him! That made Dembe very angry: He said to himself; “After all of my years of sacrifice, to have my chance at a better life unjustly stolen away from me by my own brother! Never!! It is clear that my brother, Daniel, wants to steal my inheritance from me! He is jealous.” Dembe plans to resolve this situation immediately.

THE TWO BROTHERS: DANIEL'S STORY

A young man named Daniel awaits the return home of his younger brother Dembe. He is not very happy to see his brother again. Dembe has been in the city for several years, without any communication with his family. “He left when things were very difficult for us and he left me alone to cultivate the land our father left to us both. Now that things are better, he wants to return and get his portion of the land! I have spent my life tending this land; feeding our family. It was very difficult!”

Daniel’s daughter has now fallen very ill and he does not have the money to pay for her care. He tried to contact his brother to ask for help, but without success. So, he has decided to sell some of the land in order to make sure his daughter gets the care she needs. He does not want her to die!

Daniel knows that his brother is going to try and prevent him from selling the land. But he needs the money! Dembe has no heart! He has absolutely no concern for either his brother or his family!

MODULE 3 REFLECTION

WHAT WAS THE MOST INTERESTING OR CHALLENGING LESSON IN THIS MODULE?

WHAT ARE THE MAJOR TAKEAWAYS FROM THIS MODULE?

- [ ]
- [ ]
- [ ]
- [ ]
- [ ]

DESCRIBE AN EXPERIENCE WHERE YOUR PERCEPTION MAY HAVE BEEN DIFFERENT FROM OTHERS'. WHAT WERE THE DIFFERENCES? DID THIS CAUSE CONFLICT? WHAT COULD YOU DO DIFFERENTLY NEXT TIME?

4
EFFECTIVE COMMUNICATION FOR PEACEBUILDING

KEY LEARNING POINTS

By the end of the module, participants will:

1. Learn to communicate in a way that heals rather than harms.
2. Cultivate empathy.
3. Align the internal and external voices.
4. Learn to use active listening skills.
5. Understand the importance of balancing advocacy and inquiry.
6. Learn active speaking techniques.

KEY CONCEPTS

By the end of the module, you will understand the following key concepts:

Distracted listening

When you don't look at the person speaking, act distracted, don't acknowledge what they've said, ask questions you've already asked. This is not a useful communication style for a peacebuilder.

Directive listening

When you continue to interrupt the speaker and focus on yourself. This is not a useful communication style for a peacebuilder.

Active listening

Be attentive, respectful, ask follow-up questions and demonstrate understanding. Show genuine interest in what the person is saying. This is a useful communication style for a peacebuilder.

Avoidance bias

We have a problem with someone, but we avoid raising it due to lack of skill, there seems to be no benefit in bringing it up, or we fear that we can't handle the conflict well.

Internal voice

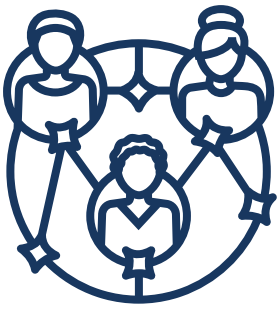
What we are thinking and feeling, but not necessarily saying.

5 Core Concerns

Key emotions that inform many of our interactions.

Appreciation

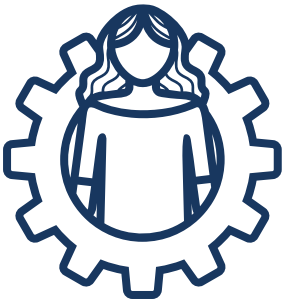
The desire to feel appreciated, understood and honestly valued.



Affiliation
The sense of connectedness with another group or person.

Status
Our rank or position in comparison to that of others.

Autonomy
Freedom to make decisions without the pressure or force from others.

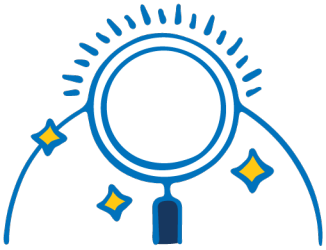


Role
The role we play in our community, family, institution, that reflects our needs and is meaningful for us.

PRINCIPLES OF ACTIVE LISTENING

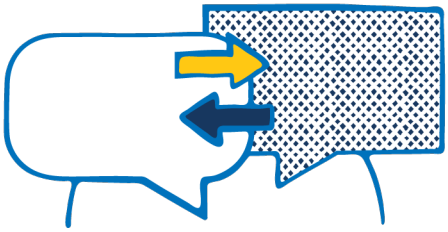
1. LISTEN USING YOUR WHOLE BODY (EARS, EYES, GESTURES).

2. LOWER THE VOLUME ON YOUR INTERNAL VOICE.



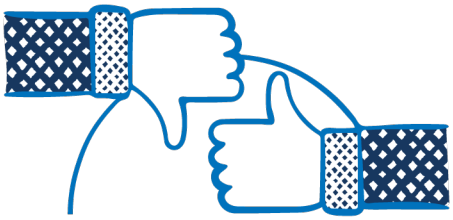
3. PAY ATTENTION TO WHAT IS NOT SAID (BODY LANGUAGE, TONE, ETC), AS WELL AS TO WHAT IS SPOKEN.

4. TAKE NOTES, IF NECESSARY AND APPROPRIATE.



5. PARAPHRASE WHAT YOU HAVE HEARD TO VALIDATE AND CONFIRM YOUR UNDERSTANDING.

6. ASK FOR VALIDATION OF YOUR UNDERSTANDING.



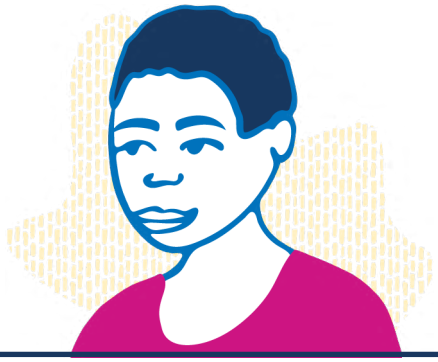
7. INVITE THE OTHER TO CORRECT ANY MISUNDERSTANDINGS YOU MIGHT HAVE.

8. ASK QUESTIONS OF CLARIFICATION.

OUR INTERNAL VOICE SKIT

Susan's Father
My beloved daughter, what are you talking about? Going to school?
You young people think you know everything, but you know nothing! It's not safe out there. Stay here and help your mother. She will teach you everything you need to learn to be successful. You don't need to go to school.

Susan
I trust you Papa; I'll stay here and help you and Mama.



Susan's Internal Voice
Of course I don't know everything, but I know what I want. My dream is to go to school and become an influential person like those I see on TV. I'm sure mum can't teach me that! I will run away if I get a chance.

MODULE 4 REFLECTION

WHAT WAS THE MOST INTERESTING OR CHALLENGING LESSON IN THIS MODULE?

WHAT ARE THE MAJOR TAKEAWAYS FROM THIS MODULE?

- [ ]
- [ ]
- [ ]
- [ ]
- [ ]

LIST THE TRAITS OF A DISTRACTED LISTENER.	LIST THE TRAITS OF A DIRECTIVE LISTENER.	LIST THE TRAITS OF AN ACTIVE LISTENER.

5
ENGAGING IN PEACEBUILDING IN MY COMMUNITY

KEY LEARNING POINTS

By the end of the module, participants will:

1. Learn how to use a framework for effectively engaging conflict.
2. Learn about the importance of stakeholder mapping and the impact of power and influence on our efforts to resolve conflict.

KEY CONCEPTS

By the end of the module, you will understand the following key concepts:

Position

What we hear the other person say they want. If we try to solve problems based on positions, this can lead to conflict.

Interest

Why they want it. If we ask questions to understand why the other person wants what they asked for, we may find a better solution.

Options

All of the ideas that we develop together to satisfy the greatest number of interests as possible, in order to resolve our conflict.

Brainstorm

When we brainstorm, we imagine as many possible options (ideas and solutions) to our problem as possible.

Objective criteria

The rules, procedures, cultural practices, laws, precedents, etc. that help us to both choose the best idea and to justify it to others.

Stakeholder mapping process

A mapping tool used in conflict analysis. This tool helps peacebuilders reimagine where and how they might have an impact on their community.

Spoiler

A stakeholder whose only interest is to sabotage the conflict resolution process.

TWO SIBLINGS AND THE ORANGE

Sibling A wants the orange to eat and Sibling B wants the orange in order to use the peel for a tea. Sibling A finds the orange on the table and takes it.

Sibling B: “No! You can’t have that! I want the orange to make tea.”

Sibling A: “No! I want the orange. I’m hungry. I found it first; its mine.”

They struggle over the orange until their parent intervenes.

Parent: “You should not be fighting! I will solve this problem.”

The parent cuts the orange in half and hands each sibling half of the orange.

Parent: “See, now you each have half of the orange. Isn’t that a fair solution?”

Each sibling takes their orange, looking unhappy. Sibling A peels the orange, throws the peel away and begins to eat the fruit. Sibling B angrily peels the orange, throws the fruit away, keeping the peel to make tea.

OBJECTIVE CRITERIA

Ideas	Criteria				

MY STAKEHOLDER MAP

MODULE 5 REFLECTION

WHAT WAS THE MOST INTERESTING OR CHALLENGING LESSON IN THIS MODULE?

WHAT ARE THE MAJOR TAKEAWAYS FROM THIS MODULE?

- [ ]
- [ ]
- [ ]
- [ ]
- [ ]

WHAT IS A STAKEHOLDER MAP AND WHY IS IT IMPORTANT IN THE PEACEBUILDING PROCESS?

6
PROBLEM SOLVING WITH OTHERS

KEY LEARNING POINTS

By the end of the module, participants will:

1. Have practice resolving own conflicts.
2. Understand and practice the role of a third-party intervener.
3. Explore reconciliation.

KEY CONCEPTS

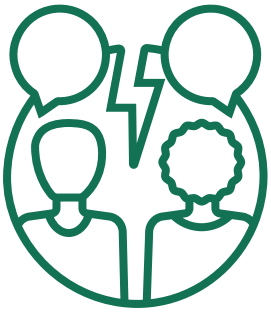
By the end of the module, you will understand the following key concepts:

Third party intervenor

The role of a peacebuilder when they are asked to help others resolve a conflict they are not involved in.

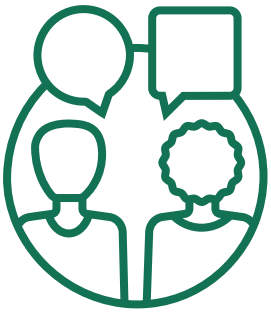
Common interests

Interests we have in common (interests we share).



Conflicting interests

Interests which are difficult to satisfy with one solution.



Differing interests

Interests that don't impact the other person involved. They concern different needs.

Reconciliation

Write down what you think this word means to you.

THE MEDIATION PROCESS

1 PREPARATION

1. Clarify issues and options.
2. Identify relevant stakeholders to involve.
3. Prepare both parties for the forthcoming dialogue.
4. Get a neutral venue.

2 SETTING THE SCENE

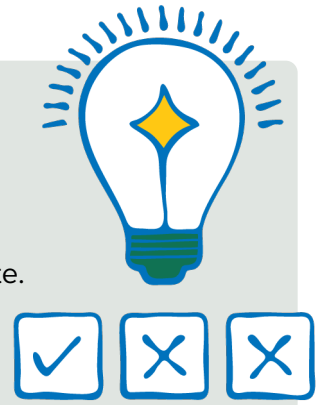
1. Make both parties feel welcome.
2. Strategically plan seating arrangements.
3. Set ground rules.

3 IN SESSION

1. Invite Party A to explain the conflict from their perspective.
2. Invite Party B to explain the conflict from their perspective.
3. Summarize, clarify and confirm your understanding of their points.
4. Explore issues focusing on interests.

4 AGREEMENTS

1. Explore all possible options.
2. Select the best option using Objective Criteria.
3. Make an agreement, written or oral. It should be clear and concrete.
4. Agree on a time-frame for action.
5. Parties and witnesses sign agreement.



5 CLOSURE AND FOLLOW-UP

1. Appreciate everyone.
2. Make arrangement for follow-up session.

THIRD PARTY INTERVENOR QUESTIONS

Q1	WHO ARE THE STAKEHOLDERS? DO THEY HAVE THE AUTHORITY TO REPRESENT THEIR COMMUNITY IN THIS CONFLICT RESOLUTION PROCESS?
Q2	WHAT DOES THE STAKEHOLDER MAP LOOK LIKE?
Q3	WHAT IS THE RELATIONSHIP BETWEEN THE PARTIES? DO YOU FIRST HAVE TO IMPROVE THE RELATIONSHIP BEFORE YOU CAN WORK TOGETHER WITH THEM TO FIND CONCRETE SOLUTIONS TO THE CONFLICT? HOW CAN YOU HELP THEM COMMUNICATE BETTER?
Q4	WHAT CREDIBILITY DO YOU HAVE AS THE MEDIATOR? HOW WILL YOU BUILD THEIR TRUST?
Q5	WHAT ARE YOUR GOALS FOR THIS MEETING?
Q6	WHAT IS YOUR PROCESS FOR INTERVENTION? IS THIS ONE MEETING OR SEVERAL MEETINGS?
Q7	HOW WILL YOU STRUCTURE THE MEETING TO MAKE SURE THAT YOU ACCOMPLISH YOUR IMMEDIATE GOALS AND CONTRIBUTE TO YOUR LONG-TERM GOALS OF RESOLVING THE CONFLICT?
Q8	WHAT DO YOU THINK THE POSITIONS OF THE PARTIES ARE?
Q9	WHAT ARE THE INTERESTS OF EACH PARTY?

MODULE 6 REFLECTION

WHAT WAS THE MOST INTERESTING OR CHALLENGING LESSON IN THIS MODULE?

WHAT ARE THE MAJOR TAKEAWAYS FROM THIS MODULE?

- ☐
- ☐
- ☐
- ☐
- ☐

WHAT DOES JUSTICE, PEACE, TRUTH, AND MERCY MEAN TO YOU? HOW DO THESE ELEMENTS CONTRIBUTE TO THE RECONCILIATION PROCESS?

REFLECTION NOTES

7
BEING AN EFFECTIVE PEER EDUCATOR

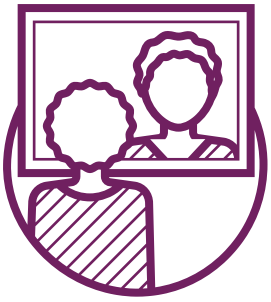
KEY LEARNING POINTS

By the end of the module, participants will:

1. Acquire key preparation and facilitation skills of an effective peer educator.
2. Compare and contrast different facilitation methods.
3. Revisit the self-help strategies.
4. Nurture a reflective practice to ensure growth as a peacebuilder.

KEY CONCEPTS

By the end of the module, you will understand the following key concepts:



Reflective practitioner

Effective peacebuilders develop a practice of reflecting on their work. A reflective practitioner takes the time to reflect on what they have learned from their experiences and how they can take these lessons forward and improve their practices.

POST-TOT EVALUATION SURVEY

ARE YOU: ◯ Female ◯ Male

UNIQUE ID:

YOUR AGE: ◯ 18-19 ◯ 20-24 ◯ 25-29 ◯ 30-35

1. WHAT ARE THE FOUR BASIC HUMAN NEEDS?

- ◯ Identity, growth, security, belonging
- ◯ Identity, family, security, belonging
- ◯ Family, security, food, shelter
- ◯ Don't know

2. WHAT IS AN EXAMPLE OF ACTIVE LISTENING? (MULTIPLE RESPONSES POSSIBLE)

- ◯ Listening using your whole body (ears, eyes, gestures)
- ◯ Asking questions for clarification
- ◯ Taking notes
- ◯ Lowering the volume of your internal voice
- ◯ Don't know

3. WHAT ARE THE KEY STEPS IN A STAKEHOLDER MAPPING PROCESS?

- ◯ 1. Identify own interests
  2. Map stakeholders, their interests and power
  3. Characterise and map relationships
- ◯ 1. Map stakeholders, their interests and power
  2. Characterise and map relationships
  3. Identify own interests
- ◯ 1. Map stakeholders, their interests and power
  2. Plan stakeholder meetings
  3. Characterise and map relationships
- ◯ Don't know

4. WHAT ARE THE STEPS TO DESIGN A FACILITATING LEARNING PROCESS?

- ○ 1. Test knowledge
  2. Give presentation
  3. Build competence
- ○ 1. Raise awareness
  2. Deepen understanding
  3. Build competence
- ○ 1. Build competence
  2. Deepen understanding
  3. Raise awareness
- ○ 1. Give presentation
  2. Test knowledge
  3. Deepen understanding
- ○ Don't know

PLEASE RATE YOURSELF ON A SCALE OF 1 TO 5 (1 = NOT CONFIDENT AT ALL; 5 = VERY CONFIDENT) IN THE FOLLOWING AREAS:

	1	2	3	4	5
I know I can be a peacebuilder and changemaker in my community.	○	○	○	○	○
I have the knowledge and skills it takes to be a peacebuilder and changemaker.	○	○	○	○	○
I can communicate effectively to resolve conflict.	○	○	○	○	○
I know how to manage my stress quickly and effetively.	○	○	○	○	○
I am confident I can design an effective peacebuilding process in my community.	○	○	○	○	○
I have the skills it takes to train other youth in my community.	○	○	○	○	○
I am confident I can effectively train youth in my community in peacebuilding.	○	○	○	○	○

PLEASE RATE YOURSELF ON A SCALE OF 1 TO 5 (1 = LOWEST / NEGATIVE; 5 = HIGHEST / POSITIVE) IN THE FOLLOWING AREAS:

	1	2	3	4	5
The training met my expectations.	○	○	○	○	○
The training was a valuable use of my time.	○	○	○	○	○
I learned new things about peacebuilding.	○	○	○	○	○
I learned new things about facilitating trainings.	○	○	○	○	○
I would recommend this training to others.	○	○	○	○	○
I am excited about continuing to work as a peacebuilder in my community.	○	○	○	○	○

PLEASE RATE YOUR SATISFACTION WITH FACILITATION AND ORGANISATION ON A SCALE FROM 1 TO 5 (1 = LOWEST / NEGATIVE; 5 = HIGHEST / POSITIVE)

	1	2	3	4	5
How satisfied were you with the facilitator of the morning session?	○	○	○	○	○
How satisfied were you with the facilitator of the afternoon session?	○	○	○	○	○
How satisfied were you with the organisation of the training.	○	○	○	○	○

PLEASE SHARE ANY COMMENTS OR ADVICE FOR YOUR FACILITATOR(S).

Facilitator name:

Facilitator name:

PLEASE SHARE ANY COMMENTS OR ADVICE FOR THE ORGANISERS.

THE BEST PART OF TRAINING WAS:

THE WORST PART OF TRAINING WAS:

LESSON PLAN TEMPLATE

LESSON TOPIC:

LESSON OBJECTIVES

- ★
- ★

PREPARATION

- ☐
- ☐
- ☐
- ☐

MATERIALS NEEDED

- ☐
- ☐
- ☐
- ☐

ACTIVITIES

LESSON EVALUATION

SELF REFLECTION

WRITE 4 WORDS THAT DESCRIBE THE KIND OF LEADER YOU WANT TO BE.

_____ _____

_____ _____

BASED ON WHAT YOU HAVE LEARNED, WHAT ARE SOME IMPORTANT TIPS FOR YOURSELF THAT YOU WANT TO REMEMBER ABOUT BEING A PEACEBUILDER?

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

DRAW A PORTRAIT OF HOW YOU SEE YOURSELF AS A LEADER NOW

REFLECTION NOTES

MY GOALS AS A PEACEBUILDER

GOAL

WHAT RESOURCES DO I HAVE?

1
2
3
4

WHAT OBSTACLES MAY I FACE?

1
2
3
4

ACTION STEPS

☐	Due date:
☐	Due date:
☐	Due date:
☐	Due date:
☐	Due date:
☐	Due date:
☐	Due date:
☐	Due date:
☐	Due date:
☐	Due date:

MONTHLY REFLECTION

MY TOP 3 ACCOMPLISHMENTS

- ★
- ★
- ★

WHAT DID I DO WELL?

1
2
3

WHAT DO I NEED TO WORK ON?

1
2
3

WHAT DID I LEARN?

MY WORD OF THE MONTH

JAR OF GOODNESS

Use this jar to store all the things you are grateful for, all the things you learn, and any moments of inspiration that come your way.

MY COMMUNITY OF PEACEBUILDERS

NAME:	CONTACT:
NAME:	CONTACT:
NAME:	CONTACT:
NAME:	CONTACT:
NAME:	CONTACT:
NAME:	CONTACT:
NAME:	CONTACT:
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NAME:	CONTACT:

NOTES OF APPRECIATION

Sometimes we need a little reminder about the connections we've made along the way. Have your colleagues write notes of appreciation to you in the spaces below.

MY COMMUNITY OF PEACEBUILDERS

UNHCR

The UN Refugee Agency