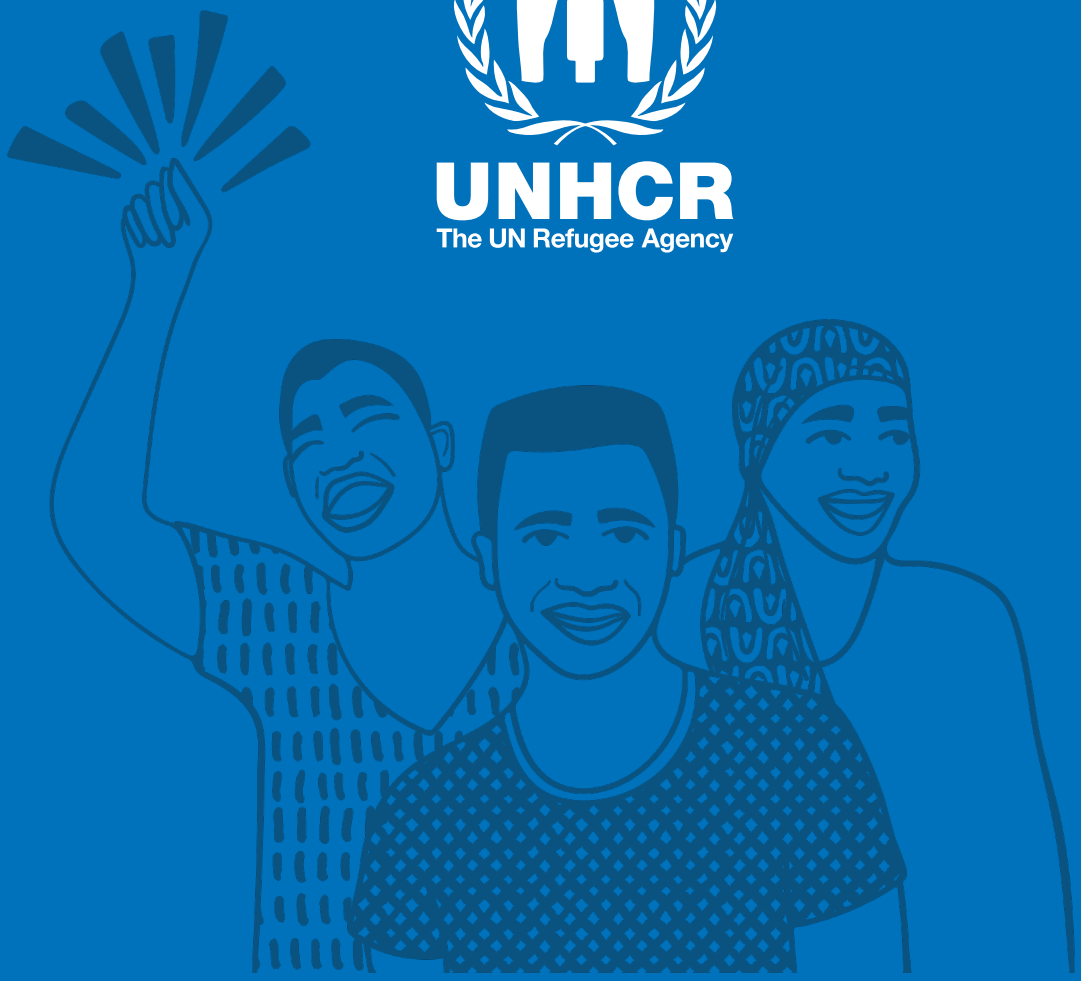
UNHCR
The UN Refugee Agency



YOUTH PEACEBUILDING TRAINING MANUAL

VERSION 1

Last updated March 2022

YOUTH PEACEBUILDING TRAINING MANUAL

TABLE OF CONTENTS

INTRODUCTION 5-7

Purpose of this Training Manual 5
How to Use this Manual 5
Youth Peacebuilding Toolkit 6
Pre- and Post Training Evaluation 6
Creating a Learning Environment Built on Respect and Growth 6
Tips and Considerations 7

MODULE 1: WELCOME & INTRODUCTIONS 9-15

Overview and Activity Plan 9
Welcome 10
Activity 1.1 | Pair Introductions & Expectations 11
Activity 1.2 | "Conflict in my Community" Participant Generated Skits 12
Activity 1.3 | Co-creating Definitions - Leader, Changemaker, Peacebuilder 13
Group Reflection 14
Key Concepts for Visual Learners 15

MODULE 2: WHO AM I? 16-27

Overview and Activity Plan 16
Welcome 18
Activity 2.1 | Managing Stress: Introduction to the WHO Illustrated Guide 19
Activity 2.2 | Understanding the Four Basic Human Needs 21
Activity 2.3 | Self-reflection Exercise: Mapping my Community 23
Group Reflection 25
Key Concepts for Visual Learners 27

MODULE 3: HOW DO I SEE THE WORLD? 28-37

Overview and Activity Plan 28
Welcome 30
Activity 3.1 | The Same Accident? 31
Activity 3.2 | The Role of Advocacy and Inquiry in Conflict Management 32
Activity 3.3 | Making the Three Shifts 34
Group Reflection 36
Key Concepts for Visual Learners 37

MODULE 4: EFFECTIVE COMMUNICATION FOR PEACEBUILDING 38-47

Overview and Activity Plan 38
Welcome 40
Activity 4.1 | The Telephone Exercise 41
Activity 4.2 | Different Forms of Listening 42
Activity 4.3 | Obstacles to Sharing Our Emotions: Our Internal Voice 43
Activity 4.4 | The Hot Buttons Exercise 44
Activity 4.5 | Understanding and Managing the 5 Core Concerns 45
Group Reflection 46
Key Concepts for Visual Learners 47

MODULE 5: ENGAGING IN PEACEBUILDING IN MY COMMUNITY 48-61

Overview and Activity Plan 48
Welcome 50
Activity 5.1 | The Arm Exercise 51
Activity 5.2 | A Framework for Negotiation "The Two Siblings & the Orange" Skit 52
Activity 5.3 | Generating Creative Solutions 54
Activity 5.4 | Choosing the Best Option: Using Objective Criteria 55
Activity 5.5 | Practicing Conflict Resolution in my Community 57
Group Reflection 59
Key Concepts for Visual Learners 61

MODULE 6: PROBLEM-SOLVING WITH OTHERS 62-75

Overview and Activity Plan 62
Welcome 64
Activity 6.1 | Reflecting & Revision of Key Skills & Tools Learned: Enriching Our Definitions of Peacebuilder, Changemaker, Leader 65
Activity 6.2 | Troubles for the Phoenix Cooperative Part 1 67
Activity 6.3 | Troubles for the Phoenix Cooperative Part 2 70
Activity 6.4 | A Model of Reconciliation 73
Group Reflection 74
Key Concepts for Visual Learners 75

MODULE 7: BEING AN EFFECTIVE PEER EDUCATOR 76-84

Overview and Activity Plan 76
Welcome 78
Activity 7.1 | Teach Me Something! 79
Activity 7.2 | Design a Lesson for my Peer Group 81
Activity 7.3 | Nurturing Self-reflection 82
Activity 7.4 | Wrap Up and Conclusion of Training 83
Key Concepts for Visual Learners 84

INTRODUCTION

Youth Can and Should Lead the Way Towards Peace

We believe that all young people - those displaced, those who have returned and those who have stayed - can pave the way for peacebuilding in their country and in countries of asylum. This training manual should be used as a key resource for bringing together diverse groups of young people and providing them with an inclusive, safe and conflict-sensitive space to gain skills in peacebuilding and conflict resolution.

YOUTH PEACEBUILDING TRAINING MANUAL

PURPOSE OF THIS TRAINING MANUAL

This training manual is a step-by-step guide for facilitators to equip refugee youth and host community youth with key skills in peacebuilding and conflict resolution.

This training manual will provide facilitators with:

1. A deeper understanding of key skills and concepts to effectively manage and peacefully transform conflict.
2. A step-by-step guide to support them in sharing these skills and concepts with youth.

This training manual will provide youth trainees with:

1. Essential skills in leadership, communication, peacebuilding and conflict management.
2. Opportunities to practice and apply their skills.
3. An opportunity to learn from their peers and form a network of young changemakers with shared values.

HOW TO USE THIS MANUAL

The training manual is made up of 7 modules and should ideally be run over the course of 7 days. Each module and the corresponding handouts (found in the Toolkit) are color coded. See color coding system below:

- 1 — Module 1 Lesson Plan and Handouts
- 2 — Module 2 Lesson Plan and Handouts
- 3 — Module 3 Lesson Plan and Handouts
- 4 — Module 4 Lesson Plan and Handouts
- 5 — Module 5 Lesson Plan and Handouts
- 6 — Module 6 Lesson Plan and Handouts
- 7 — Module 7 Lesson Plan and Handouts

Icons are also used throughout each activity to provide clarity on different facilitation methods. The following icons allow you to easily see when specific activities or preparations are needed.

Breathing exercise | Group and pair work | Flip chart | Group discussion | Short break

YOUTH PEACEBUILDING TOOLKIT

This training manual should be used alongside the Youth Peacebuilding Toolkit - a set of resources to be used by your youth trainees during and after this facilitation. Each toolkit is equipped with the key learnings and concepts learned in each module and handouts, along with activities they can engage in during and/or after the modules are complete. Encourage your youth trainees to use these pages as a reference throughout your facilitation.

For additional energizer ideas, you can also look at the UNICEF Adolescent Toolkit. The 'Inspiration Cards' of the Adolescent Toolkit contain many more ideas for activities and can be printed ahead of the sessions.

PRE- AND POST TRAINING EVALUATION

It is important to administer a pre-and post training survey to measure how well the concepts within the training have been understood and also to assess how well your facilitation skills were received. The survey can either be done on paper or using an online tool such as Kobo (https://kobo.humanitarianresponse.info/).

Please do contact your UNHCR Focal Point for support on developing the online tool. See pages 5-6 and pages 41-44 of the Toolkit for examples of the pre- and post-training survey.

CREATING A LEARNING ENVIRONMENT BUILT ON RESPECT AND GROWTH

Remember that, as a facilitator, you are also constantly learning. Recognize and celebrate the knowledge and experience of your trainees and allow them to help you grow in your own approach. Above all, be kind to yourself, be kind to your trainees and keep practicing.

YOUTH PEACEBUILDING TRAINING MANUAL

TIPS AND CONSIDERATIONS

Pre-training Preparation

Facilitators should read the entire manual before training others. Preparation guidelines are also provided for each module. Prepare all handouts, flip charts and other resources needed prior to the start of each module.

Interpretation

There may be instances where interpreters are needed. Once you have selected your training group, do an assessment of language needs and request UNHCR for support in case interpretation is required. Before training begins, facilitators should spend time going through the key objectives of this training and go through the entire guide with the interpreters.

Creating your training group

1. Try and keep your training group small by having 15-20 youth maximum.
2. Work with another Trainer so you are always training in a pair.
3. Think about ensuring comfort levels of having female-only groups, mixed groups or male-only groups.

Diversity of learners

Keep in mind the diversity of your trainees. Some may be able to read and write with ease, while others may have difficulty. Ensure that your facilitation includes multiple ways of learning, reflecting and sharing their insights with others. Consider the following methods throughout your facilitation:

1. Read everything out loud to your group - flip charts, handouts, presentations, etc.
2. Pay close attention when you pair learners for group work. On activities that involve reading and/or writing, pair individuals together that can help each other with these activities.
3. Allow trainees the option to draw or use other ways to creatively express themselves.

Building Trust and Managing Tensions

While the purposes of a peacebuilding training include (re)building relationships, fostering trust and building more resilient communities, there is always a risk that unresolved conflicts may erupt during the training itself. The following suggestions can help facilitators prepare for this risk:

1. Do a thorough conflict analysis and stakeholder mapping exercise to better understand the relationships within the communities you are working with.
2. Emphasize the values created in Module 1 on a daily basis. Consider facilitating more than one centering exercise throughout each module.
3. Make sure you are familiar with de-escalation techniques such as active listening, empathy, neutral tone and body language (see also Module 4) before the training. Ensure you are training in groups of two to help each other during difficult situations.
4. If possible, have stand-by psychological support (such as a MHPSS partner or a community counselor) available for participants during the training.

1 WELCOME & INTRODUCTIONS

Module 1 Overview

Participants will be introduced to the training programme and its main goals and expectations. The module is structured to provide participants with opportunities to build relationships with each other and with you, the facilitator.

The focus of this module is on creating a safe space for the participants to engage with the concepts, co-create definitions of peacebuilder, changemaker, and leader, and to contribute to the shared values that will guide the training going forward.

MODULE 1: ACTIVITY PLAN

Module goals

1. Introduce participants to the training programme, its goals, and the processes that guide this approach to peacebuilding.
2. Create a safe space for participants to engage with peacebuilding concepts, definitions and values that will guide the training going forward.

Time commitment

4 hours

Materials

- Post-it notes
- Pens / markers
- Flip chart stands
- Flip chart paper
- Masking tape
- Name badges
- Notebooks (1 per participant)
- Handout: Pre TOT Evaluation Survey (1 per participant)

Preparation

1. Have the participant list available in advance, if possible, and prepare name badges before module begins.
2. Prepare flip charts for Activity 1 and Activity 2.
3. Make copies of handouts listed above.
4. Post-it notes with one of the following roles written on it: ‘leader’, ‘changemaker’, ‘peacebuilder’. Make sure there is one post-it note for each participant and an equal distribution of each word.

MODULE 1: LESSON PLAN

30 min.

WELCOME!

Have each participant take their name badge and a notebook (if provided). Start the day with a warm welcome and music of the participants' choice.

Breathing/Centering Exercise

The training will also include breathing/centering exercises which are taken from the WHO self-help manual (https://www.who.int/publications/i/item/9789240003927). These exercises help participants to let go of stress and be present in the room and the training. Do a breathing exercise to start each day.

Repeat the following script:

Plant your feet firmly on the floor. Feel the solid ground through your feet. If you are comfortable, close your eyes. Shrug your shoulders, let them relax. Take three deep breaths – in/out, in/out, in/out

Visualize a peaceful scene in your mind's eye, keep shoulders relaxed. Slowly open your eyes and rejoin the group.

Thank you and welcome.

Goals of the Programme

Briefly introduce yourself, the programme vision and aspirations. Share the following goals of the training programme:

1. Expand the capacity of refugee and host community youth to become peacebuilders and teach their learnings to others.
2. Foster collaboration by creating a diverse network of youth peacebuilders.
3. Introduce new approaches for addressing and resolving specific instances of conflict.
4. Inspire youth to become changemakers and contributors to peace in their community.

Module Learning Points

Share the following key learning points for today's module.

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'.

Co-create Session Values

Ask youth how they would like to work together. Prompts might include:

1. What would make you feel safe?
2. What can we do to create the best learning environment for everyone?
3. Think of a time when you really enjoyed learning. How was the workshop or group session organized? Tell us about the context, the seating, etc.

Write ideas on the flip chart and agree as a group on the final shared values. Post the values someplace where all can see.

Pre TOT Evaluation Survey

Pass out the Handout: Pre TOT Evaluation Survey. Give the group 10-15 minutes to complete the survey.

ACTIVITY 1.1

60 min.

PAIR INTRODUCTIONS & EXPECTATIONS

Group Work

Divide the group into pairs. Explain to the group that they each have 5 minutes per person to interview each other, for a total of 10 minutes.

Post the flip chart with the following instructions on the wall and read them to the group:

1. Name of your partner and why that name was given to them.
2. A fact (or a dream) that no one might know about them or know that they have (and they are willing to share).
3. At least 1 thing your partner hopes to learn in this programme.
4. At least 1 thing your partner hopes they can share with others in this programme.

After 10 minutes, have each pair introduce their partners to the rest of the group.

Trainer's note: *Depending on the number of participants, this exercise can take a long time if time constraints and ground rules are not placed on the exercise. Consider setting ground rules such as, 'You have 1 minute to present your partner and what you learned about them.'*

SHORT 5 MINUTE BREAK

ACTIVITY 1.2

75 min.

"CONFLICT IN MY COMMUNITY" PARTICIPANT GENERATED SKITS

Group Work

1. Divide participants into groups of 5-6.
2. Explain that each group will develop a short 5 minute skit that represents a typical conflict in their community and how it is generally resolved or not resolved.
3. Encourage groups to first break the ice by sharing their personal experiences with conflict in their communities.
4. Give groups 25 minutes to develop their skit.
5. After 25 minutes, ask each group to present their skit to the rest of the group.

Trainer's note: *As each group presents their skit, write down the conflict and which participants were in each group. These groups will work together in Module 5 and 6.*

Write the following questions on a flip chart and post it on the wall.

1. Why might the conflict be happening?
2. Could the situation have been avoided? How?
3. Is the situation being handled well or poorly?
4. What would you recommend?

Read the questions to the group. Encourage participants to keep these questions in mind as they watch each skit.

Debrief

Ask participants who observed the skit for their responses to the questions above and write their responses on the flip chart. As they are responding, highlight common themes that you're noticing and summarize themes to the group.
Examples of common themes are:

- Personal conflict can easily escalate to community conflict.
- Violence is the common solution rather than dialogue.
- Youth find it difficult to intervene, due to lack of credibility and legitimacy.
- Youth engagement in community is limited.
- Scarcity of resources can contribute to conflict.
- Mental health issues impact conflict.

SHORT 15 MINUTE BREAK

Use the short breaks to do one of the following:

A short energizer activity
Listen and dance to music
Stretching or breathing exercise

ACTIVITY 1.3

20 min.

CO-CREATING DEFINITIONS LEADER, CHANGEMAKER, PEACEBUILDER

Prepare Before Activity

Stick one of the leader, changemaker and peacebuilder post-its under each chair during the short break.

Group Work

Have participants look under their chair and form a group with participants that have the same role.

Write the following questions on a flip chart and post it on the wall.

1. Do you consider yourself a _____? Why or why not?
2. What is a _____?
3. How does a _____ contribute to their community?
4. What does it mean to be a _____?

1. Read the questions to the group.
2. Give each group 5 minutes to discuss the questions together.
3. Have them fill in the blanks with their role.
4. Have each group choose a speaker to share their responses.

Debrief

After each group has shared, develop definitions of each role as an entire group. Write the definitions on a flip chart and post it in the room. Have participants write the definitions of each term in their toolkit.

END OF MODULE 1 — 15 min.

GROUP REFLECTION

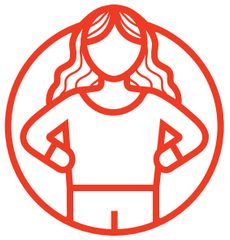
Ask the group the following reflection questions. Choose a few volunteers to share their responses.

1. What have you learned or achieved during this module?
2. Define ‘peacebuilder’, ‘changemaker’, and ‘leader’.
3. Based on what we have learned, which of the following roles best describes you: ‘leader’, ‘changemaker’, ‘peacebuilder’. Why?
4. What was the most interesting or challenging lesson you learned in this module?

MODULE 1: ACTIVITIES

KEY CONCEPTS FOR VISUAL LEARNERS

The following images can help you to further explain key concepts to the group. Copy the images on a flip chart and/or have participants refer to their Youth Peacebuilding Toolkit.



LEADER

CHANGEMAKER

PEACEBUILDER

2
WHO AM I?

Module 2 Overview

"Peace starts with peace of mind"[1]

A person's ability to contribute to their community and manage conflict is linked to their mental health and psychosocial well-being. Most, if not all, displaced persons have experienced difficult events including losses and violence which can have deep effects on their well-being. It is important that the emotional distress be acknowledged and properly addressed. This is important for effective peacebuilding.

To understand our responses to conflict, we must first become aware of who we are and the factors that influence our behavior. A framework for understanding our Four Basic Human Needs will be presented to participants and will be immediately applied in a series of exercises. Strategies from the WHO Illustrated Guide, 'Doing What Matters in Times of Stress' will be introduced, and participants will be given guidance on how to use the guide.

1 Marian Tankink, "Peace Starts with Peace of Mind", TPO Uganda Research Report, July 2019

MODULE 2: ACTIVITY PLAN

Module goals

1. Understand how mental health and psychosocial well-being impact one's behavior, especially our responses to conflict.
2. Practice stress management strategies from the WHO Illustrated Guide, 'Doing What Matters in Times of Stress'.
3. Raise awareness about our Four Basic Human Needs.
4. Raise awareness about ourselves and our role(s) in our community.

Time commitment

4.5 hours

Materials

- Post-it notes
- Pens / markers
- Flip chart stands
- Flip chart paper
- Masking tape
- Repost shared values
- Cup with water (1 per participant)
- Handout: Unhooking activity - page 60 of WHO Illustrated Guide (1 per participant)
- Handout: Four Basic Human Needs Matrix (1 per participant)
- Handout: Four Basic Human Needs Story (1 per participant)
- Handout: My Community Map (1 per participant)
- Community Map example
- Copies of the WHO Illustrated Guide, 'Doing What Matters in Times of Stress'
- Optional: Audio equipment to play WHO activities

Preparation

1. Prepare flip chart with key learning points.
2. Prepare flip charts from Activity 2, Activity 3.
3. Make copies of handouts listed above.
4. Prepare an example of a community map to share with the group.

MODULE 2: LESSON PLAN

30 min.

WELCOME BACK!

Breathing/Centering Exercise

Welcome back! Start the module with a short centering exercise.

Repeat the following script:

Plant your feet firmly on the floor. Feel the solid ground beneath your feet.
Shrug your shoulders, let them relax. Take three deep breaths - in/out; in/out; in/out.
If you are comfortable, close your eyes and continue to breathe deeply as you reflect on the following saying:

I am alive.
I am present.
I am safe.

Slowly open your eyes and rejoin the group.
Thank you and welcome to Module 2!

Module Learning Points

Write the following key learning points on a flip chart. Post it on the wall and share them with the group.

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.

Our Shared Values and Goals

Post the values flip chart from the previous module on the wall. Remind the group of their shared values and the overall goals of the programme.

ACTIVITY 2.1

90 min.

MANAGING STRESS: INTRODUCTION TO THE WHO ILLUSTRATED GUIDE

For effective peacebuilding, it is important that mental health and psychosocial well-being are acknowledged and properly addressed. Using the WHO Illustrated Guide, we are going to learn and practice self-help strategies, ensuring we understand how and when to apply these strategies in real-life situations.

Ask the group the following questions:

1. What does stress mean to you?
2. Have you been stressed before?
3. What did you feel when you were stressed?
4. How do you manage stress?

If you are experiencing stress, you are not alone. Everyone experiences stress at times. What is important is the ability to acknowledge your stress and take necessary steps to manage it. Very high stress can oftentimes affect our body and how we behave. You may find yourself getting sick – skin rashes, infections, illnesses, or bowel problems.

Today we're going to learn three strategies for managing stress:

1. Grounding ourselves
2. Unhooking from difficult thoughts
3. Being kind and acting on our values

Grounding

Trainer's Note:
All grounding exercises are found on pages 10-51 in the WHO Illustrated Guide.

Grounding is 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.

The first step to being grounded is practice. You can practice grounding when you simply have one or two minutes available, like when you are waiting for something, or before or after an activity you do every day, like washing, eating, cooking or sleeping. If you practice during these times it will be easier to use grounding later in more difficult situations.

Exercise 1: Simple Acts of Grounding

1. Facilitate the grounding exercise found on page 30-31 in the WHO Illustrated Guide.
2. After the group has practiced the Awareness of Drinking exercise, discuss other Grounding exercises they could do. Refer to page 32 for examples.

Exercise 2: Grounding During Emotional Storms

It's important to continue to ground yourself during emotional storms - intensely difficult thoughts and feelings. Ground yourself during stressful situations by:

- Noticing your thoughts and feelings.
- Slowing down and connecting with your body by slowly pushing your feet into the floor, stretching and breathing.
- Refocus and engage with the world around you.

1. Facilitate the grounding exercise found on page 38-40 in the WHO Illustrated Guide. If audio equipment is available, consider using the audio to guide the exercise, "Grounding Exercise 1" (link found on page 40).
2. Continue with the lessons and exercises on page 41-50.
3. Conclude Part 1 by encouraging the group to practice grounding regularly (page 51).

SHORT 5 MINUTE BREAK

Use the short breaks to do one of the following:

A participant-led energizer activity
Listen and dance to music
Stretching or breathing exercise

MODULE 2: ACTIVITIES

Unhooking

Trainer's note:
All unhooking exercises are found on pages 52-78.

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. How do we practice unhooking ourselves from difficult thoughts and feelings?

1. Go through the Unhooking lesson on page 53-59 in the WHO Illustrated Guide.
2. Facilitate an open discussion by asking participants to share their experiences.
3. Pass out the handout found on page 60.
4. Have participants fill it out either individually or in pairs.
5. Once participants have completed the exercise, go through pages 61-64.
6. Ask for feedback and ideas as you go through each page.
7. Do the exercise on page 64.
8. Continue facilitating through pages 65-74.
9. End the section with going through pages 75-78, encouraging participants to continue practicing unhooking regularly.

ACTIVITY 2.2

60 min.

UNDERSTANDING THE FOUR BASIC HUMAN NEEDS[2]

There is a difference between basic human needs and basic survival needs, such as food, shelter and water. Basic human needs are the things people need in order to reach fulfillment based on their culture and beliefs.

There are four categories of basic human needs: identity, growth, belonging, security. Pass out the Handout: Basic Human Needs Matrix and go over it with the group.

2 This Four Basic Human Needs Framework was developed by Robert Ricigliano and Dr. Theodore Johnson at Conflict Management Group (1996).

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.

Pass out Handout: Four Basic Human Needs Story. Go over Susan's story by having a volunteer participant read the story aloud to the rest of the group. Write the following questions on a flip chart and post it on a wall. Have the group keep these questions in mind while they are reading the story:

1. What's happening in the story?
2. Why might it be happening?
3. How do the Four Basic Human Needs contribute to or cause conflict?

Have the group answer the above questions and fill out the Four Basic Human Needs quadrants on the worksheet. Give the group the option to work in pairs when filling out the worksheet. Use the example below as a reference.

Identity
Susan feels like she only matters as a robot who can do chores, not as a person with hopes and dreams.

Growth
Her dream to go to school has been shattered.

Belonging
Susan loves her family, but she feels constrained by them.

Security
If she doesn't have her family, who will protect her? What is the trade-off between protection and her dreams?

Debrief
Ask participants to share their responses. Ask for final questions or comments. End the activity by emphasizing the Four Basic Human Needs and their role in causing and resolving conflict.

SHORT 15 MINUTE BREAK

Use the short breaks to do one of the following:

A participant-led energizer activity
Listen and dance to music
Stretching or breathing exercise

ACTIVITY 2.3

60 min.

SELF-REFLECTION EXERCISE: MAPPING MY COMMUNITY

The purpose of this exercise is to have participants draw a community map and determine where they see themselves in their community.

Pass out Handout: My Community Map to each participant. Write the following guidelines on a flip chart and post it on the wall. Go over the guidelines with the group.

1. Draw a map of your community. What does it look like to you? You can include streets, buildings or make it look abstract. There is no right way to do this. Be creative.
2. Include people, places and/or events that are important to you.
3. Place yourself on the map. Think about how this placement represents the role you want to have in your community.
4. Use different lines (straight, dotted, bold, etc.) to represent the kinds of relationships people or places on the map have with each other.

Share your example of a community map. Use the example maps on page 25-26 as you create your own map. Give the group 30 minute to complete their community map.

Group Work | Gallery Walk

1. Tape all community maps on the wall for the entire group to see.
2. Divide participants into groups of three and provide each group with several post-its.
3. Have each group appoint one participant to be the person writing on the post-its.
4. Give the groups 20 minutes to review the community maps.
5. Have them write their reflections/observations on the post-its and stick them to the corresponding map.

Reflections may include:

1. What do you like about this community map?
2. What observations do you have about where this person placed him/herself?
3. How does this map represent identity needs?
4. How does this map represent growth needs?
5. How does this map represent belonging needs?
6. How does this map represent security needs?
7. What questions do you have about this community map?

Debrief

As a group, discuss the following questions:

1. Look at where you situate yourself on the community map. Is there potential for conflict because of this?
2. Do the things on your map help you to meet your Four Basic Human Needs?
3. How can an understanding of the Four Basic Human Needs help us address conflict in our communities?

Write participant responses on a flip chart so that you can refer back to them in later modules. See example responses to the right.

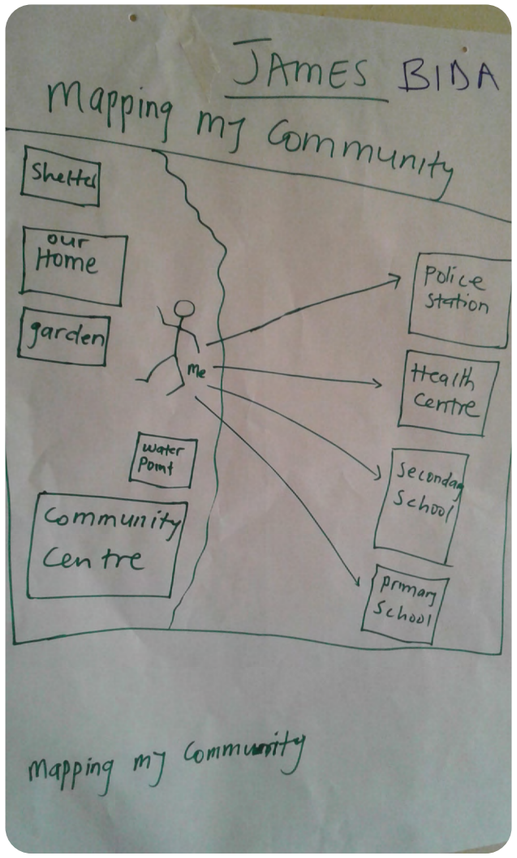
END OF MODULE 2

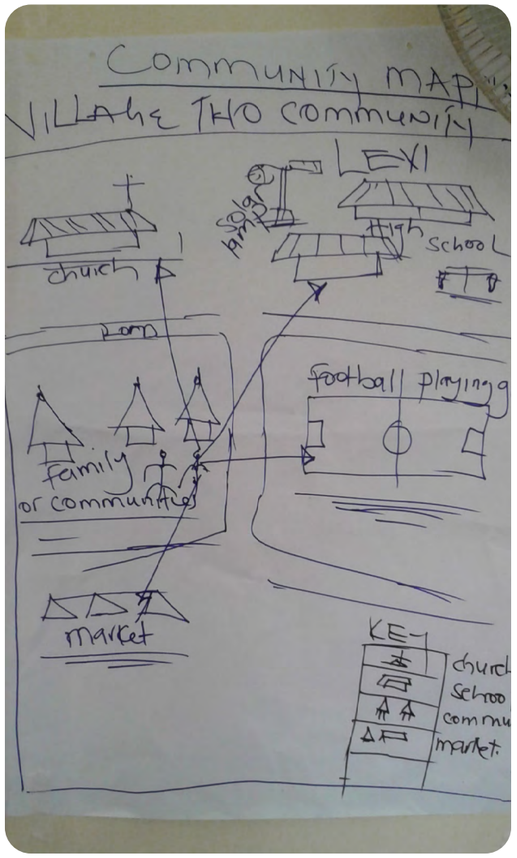
15 min.

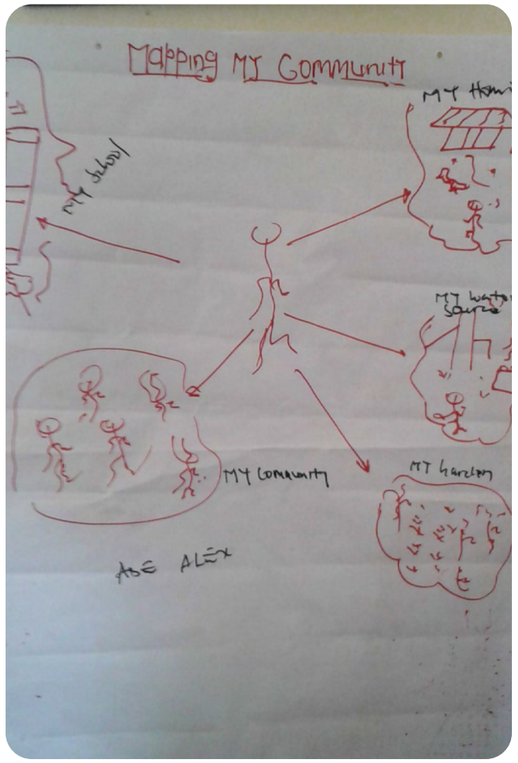
GROUP REFLECTION

Ask the group the following reflection questions:

1. What do you understand by the terms grounding, unhooking, and acting on your values?
2. In your current position (based on how you see yourself in the community), what can you do about conflict?
3. Describe a scenario where your basic human needs are affected by conflict.
4. What was the most interesting or challenging lesson in this module?







KEY CONCEPTS FOR VISUAL LEARNERS

The following images can help you to further explain key concepts to the group. Copy the images on a flip chart and/or have participants refer to their Youth Peacebuilding Toolkit.

GROUNDING

UNHOOKING

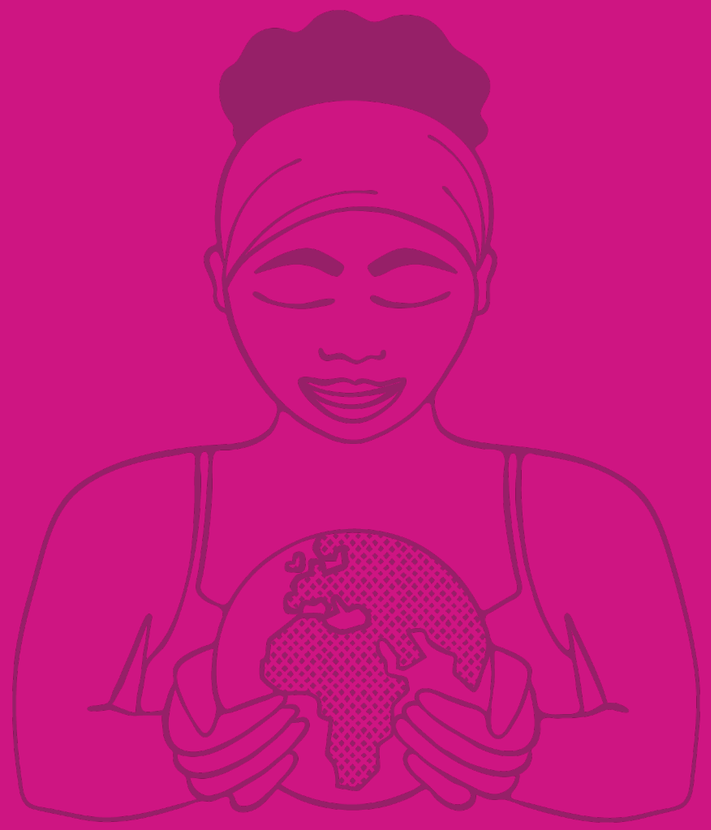
BASIC HUMAN NEEDS

IDENTITY

GROWTH

BELONGING

SECURITY



3
HOW DO I SEE THE WORLD?

Module 3 Overview

Working together to manage or resolve conflict requires a relationship with others. However, before we can engage with others, we must first understand ourselves and how our perceptions impact our engagement with others. (Mis)perceptions drive conflict and its management. Being aware of our perceptions is a critical step in creating the conditions necessary to work together. Once we understand the role that perceptions play, we can more effectively work together to manage conflict and promote collaboration.

MODULE 3: ACTIVITY PLAN

Module goals

1. Understand the origins of perceptions.
2. Raise our awareness about the role of perceptions in our lives.
3. Learn how to speak positively with others despite different perspectives and opinions.

Time commitment

4 hours

Materials

1. Pens / markers
2. Flip chart stands
3. Flip chart paper
4. Masking tape
5. Repost shared values
6. Handout: The Accident | Role-playing (2 copies)
7. Handout: What Do You See? Part 1 (at least 1 copy for every two participants)
8. Handout: What Do You See? Part 2 (at least 1 copy for every two participants)
9. Handout: The Two Brothers | Dembe's Story (1 copy)
10. Handout: The Two Brothers | Daniel's Story (1 copy)
11. Blank pieces of paper (at least one for every two participants)

Preparation

1. Select and prepare two participants who will participate in the Accident role-play in Activity 1.
2. Make copies of handouts listed above.
3. Prepare flip charts for Activity 1, Activity 2, Activity 3.

MODULE 2: LESSON PLAN

30 min.

WELCOME BACK!

Breathing/Centering Exercise

Welcome back! Start the module with a short centering exercise.

Repeat the following script:

This exercise is called "Five Senses" and provides guidelines on practicing mindfulness quickly in nearly any situation. All that is needed is to notice something you are experiencing with each of the five senses.

Notice five things that you can see. Look around you and bring your attention to five things that you can see. Pick something that you don't normally notice, like a shadow or a small crack in the concrete.

Notice four things that you can feel. Bring awareness to four things that you are currently feeling, like texture of your shirt, the feeling of the breeze on your skin, or the smooth surface of a table you are resting your hands on.

Notice three things you can hear. Take a moment to listen and note three things that you hear in the background. This can be the chirp of a bird or the faint sound of voices from other parts of the compound.

Notice two things you can smell. Bring your awareness to smells that you usually filter out, whether they're pleasant or unpleasant. Perhaps the breeze is carrying a whiff of smoke from outside or the smell of food cooking somewhere close by.

Notice one thing you can taste. Focus on one thing that you can taste right now, at this moment. A drink you just sipped, a candy or piece of gum, the current taste in your mouth, or even open your mouth to search the air for taste.

Welcome to Module 3!

Module Learning Points

Share the following key learning points for today's module.

By the end of the module, you will:

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

Our Shared Values and Goals

Remind the group of their shared values and the overall goals of the programme. Post the values flip chart from the first module on the wall.

ACTIVITY 3.1

30 min.

THE SAME ACCIDENT?

Prepare before activity

1. Choose one participant to play the role of the parent.
2. Choose one participant to play the role of the police officer.
3. Give each participant a copy of Handout: The Accident | Role-playing (see page 16 in the Toolkit).
4. Have participants review their two roles and create a short skit to perform in front of their colleagues.

This exercise is used to illustrate perceptions. Two participants will play the roles of a parent and a police officer, each describing what they saw during an accident. This introduces the concept of different perceptions, where they come from and how they can cause conflict.

The Accident Roleplay

Have two volunteer participants perform their skit. Ask the group the following questions after the skit is performed. Write participant responses on a flip chart.

1. The perceptions of Baba/Mama John and the police officer are different. Why?
2. Where do these perceptions come from?
3. How can these different perceptions create conflict or misunderstandings?

Possible responses may include religion, family history, education, community, upbringing, job, etc.

Perceptions and Conflict

Write the following terms on a flip chart and post it on a wall. Go over the terms for why perceptions can cause conflict.

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."

Debrief

Now that we know about differing perceptions, what can we do to manage them? Write participant responses on the flip chart. Examples of responses are to the right.

SHORT 5 MINUTE BREAK

Use the short breaks to do one of the following:

A participant-led energizer activity
Listen and dance to music
Stretching or breathing exercise

ACTIVITY 3.2

45 min.

THE ROLE OF ADVOCACY & INQUIRY IN CONFLICT MANAGEMENT

Advocacy and inquiry are very helpful tools when we want to understand other people's perceptions and needs. The goal is not to force people to reach an agreement. Instead, we want to put ourselves in the shoes of others to better understand the world from their perspective.

Inquiry Before Advocacy

Write the following purposes for advocacy and inquiry on a flip chart. Post it on the wall and go over the differences between advocacy and inquiry with the group.

Purposes of Advocacy

- Persuade
- Bring change
- Defend rights
- Create awareness
- Educate
- Address a problem
- Speak on behalf of others

Purposes of Inquiry

- Learn and understand the other's perspective
- Know their interests, needs

Peacebuilders focus on asking questions (inquiry) before advocating for solutions. You can't advocate for your cause without understanding the wants and needs of the other person. Understanding their perspective will change the way we persuade, defend rights, educate, etc.

It's important to be aware that the fact that we can sometimes mask our advocacy by simply putting a question mark at the end of a statement. For example, we might say "But you don't really think that, do you?!" This is not a question designed to learn something from the other person. Instead, it is a statement judging the other person and their perspective.

Group Work | What do you see?

Let's now practice inquiry. Split the group into pairs. Give the following instructions for the exercise:

1. Have each pair choose one person to be the Inquirer.
2. Give the Inquirer a blank piece of paper.
3. Give the other partner the Handout: What Do You See? Part 1. Explain that they cannot show this image to their partner.
4. The Inquirer must now ask their partner questions and they must draw what is being described to them. Their goal is to get their image as *exact* as possible to the image their partner is describing (in size, placement on paper, etc.)
5. Give each pair 10 minutes to complete the exercise.
6. After 10 minutes, have each pair compare their drawing with the image.
7. Have partners switch roles. Give the person describing the image Handout: What Do You See? Part 2. Go through Steps 4-6 again.

Debrief

Ask the group the following questions:

1. Which pairs think the handout and the image drawn by their partner look similar to each other?
2. What kind of questions did you ask?
3. For pairs that had a more challenging time getting accurate images, what kind of questions did you ask? What kind of questions could you have asked?

Conclude the activity by emphasizing the importance of asking open-ended and follow-up questions in order to understand what another person is seeing (their perspective).

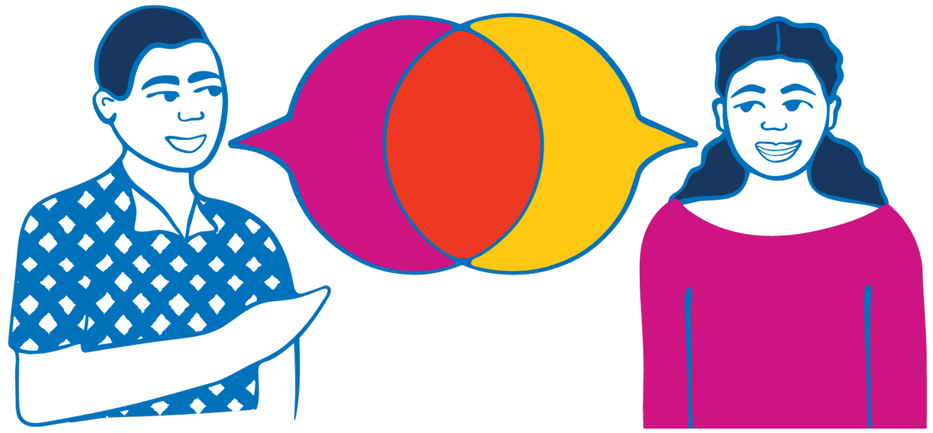
SHORT 5 MINUTE BREAK

Use the short breaks to do one of the following:

A participant-led energizer activity
Listen and dance to music
Stretching or breathing exercise

ACTIVITY 3.3

60 min.



MAKING THE THREE SHIFTS[3]

Conflict is often started because we feel misunderstood or are accused of misunderstanding the other person. When this happens, the goal then becomes proving that you are right and they are wrong, rather than working together to solve a problem.

During times like these, seeing the world from the other's perspective can be difficult. The Three Shifts can help us move from holding firm to 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.

Applying the Three Shifts is like changing gears when riding or driving a vehicle. Depending on the road, if one gear is not going as smooth, you shift to another gear.

3 The Three Shifts were developed by Sheila Heen and Doug Stone in their work at Triad Consulting and are based on themes explored in their book, Difficult Conversations: How to Discuss What Matters Most. Stone, Patton, and Heen (Viking, 1999).

Write the following shifts on a flip chart and post it on a wall. Explain each shift to the group:

1. **Certainty to Curiosity**
Instead of being certain of our position, we should shift to being curious about their position.

2. **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.

3. **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.

Group Work | The Two Brother's Exercise

Let us now apply the Three Shifts.

1. Divide the group into two groups. Separate them so they are not able to hear each other talking.
2. Give one group Handout: The Two Brothers | Dembe's Story and the second group Handout: The Two Brothers | Daniel's Story.
3. Have a volunteer participant from each group read the story aloud.
4. Have another participant in the same group volunteer to role-play the brother in the story.
5. Have the volunteers from the two groups role-play a conversation as the two brothers in front of the group.
6. Ask the rest of the group the following questions:
    1. What did you hear?
    2. What prevented the two brothers from resolving the problem?
    3. Did perceptions play a role in this conflict? How?
7. Have the group return to their two groups. Using the Three Shifts, have each group brainstorm/prepare advice for the brothers to improve the conflict between them.
8. Have the same participants role-play a new conversation using the advice their group gave them.

Debrief

1. What did each brother do differently?
2. Why did these strategies make a difference?
3. What suggestions can you make to improve the dialogue even more?
4. Can you think of an example in your own life where you might use these tools? Can you share it with us?

END OF MODULE 3

15 min.

GROUP REFLECTION

Ask the group the following reflection questions.

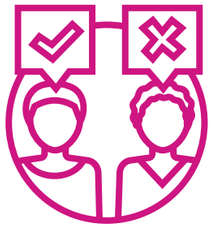
1. What are perceptions? Where do they come from?
2. What role do they play in conflict?
3. What does it mean to balance advocacy with inquiry? Why would we do that?
4. What are the Three Shifts? How can they help us to better manage conflict?
5. What was the most interesting or challenging lesson in this module.

KEY CONCEPTS FOR VISUAL LEARNERS

The following images can help you to further explain key concepts to the group. Copy the images on a flip chart and/or have participants refer to their Youth Peacebuilding Toolkit.

CONFIRMATION BIAS

ZERO SUM APPROACH

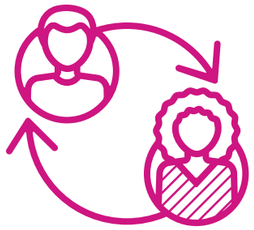


EXTREMISM

GROUPTHINK

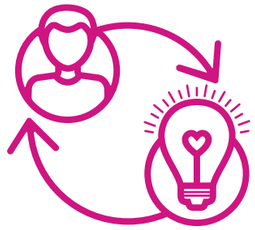
ADVOCACY

INQUIRY

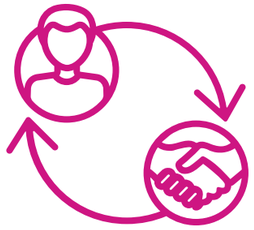


THE THREE SHIFTS

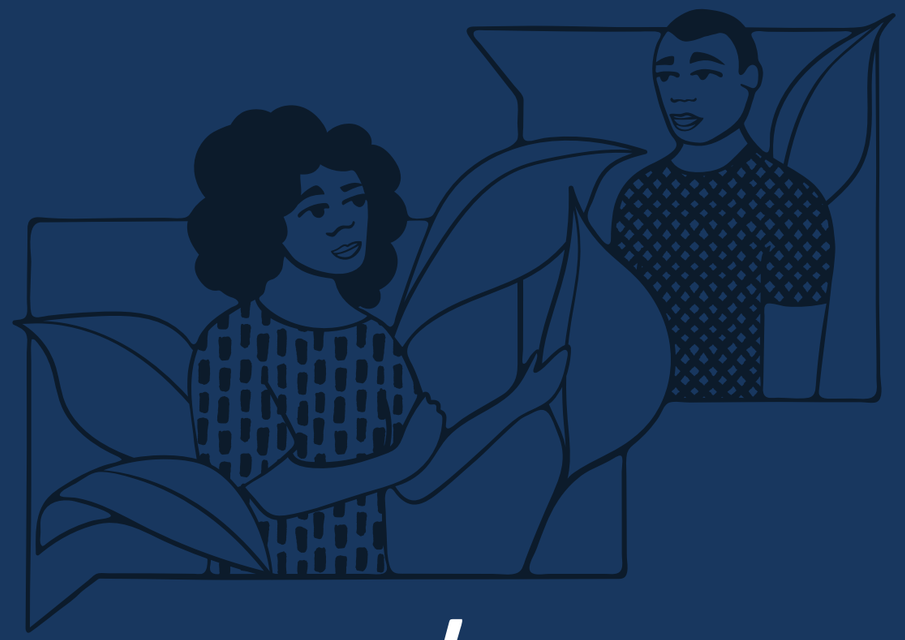
CERTAINTY TO CURIOSITY



INTENTION TO IMPACT



BLAME TO JOINT CONTRIBUTION



4

EFFECTIVE COMMUNICATION FOR PEACEBUILDING

Module 4 Overview

Communication is critical to managing conflict and dealing with those who see the world differently than we do. Communication is the way in which we build and nurture relationships, better understand each other, and develop solutions together.

Effective communication is even more important when confronted with conflict. In a conflict, we have a choice: we can use communication to worsen the conflict, or we can use it to engage in effective peacebuilding. There is an African proverb that states, “that which emanates from dialogue has a greater chance of success”. This module offers tools to help us to use dialogue to build collaborative relationships and address conflict.

MODULE 4: ACTIVITY PLAN

Module goals

1. Understand the importance of emotions in communication and their role in our ability to engage in dialogue.
2. Develop more effective communication skills.
3. Learn specific tools to improve our communication.

Time commitment

4 hours

Materials

- Pens / markers
- Flip chart stands
- Flip chart paper
- Masking tape
- Repost shared values
- Handout: Principles of Active Listening (1 per participant)
- Handout: Our Internal Voice Skit (3 copies)

Preparation

1. Prepare a 2-3 sentence story for Activity 1: Telephone Exercise.
2. Prepare flip charts for Activity 2.
3. Makes copies of all handouts listed above.
4. Prepare 3 participants in advance to engage in the role-play for Activity 3.

MODULE 4: LESSON PLAN

30 min.

WELCOME BACK!

Breathing/Centering Exercise

Welcome back! Start the module with a short centering exercise.

Repeat the following script:

As is our practice, I'd like to make sure that everyone has "arrived".
Plant your feet firmly on the floor. Feel the solid ground through your feet.
If you are uncomfortable, close your eyes. Shrug your shoulders, let them relax.
Take three deep breaths - in/out; in/out; in/out.

I'm going to read a short poem[4]:

"In the mirror, I see only
A reflection of the you in me.
I return the mirror,
To share the gift
Of the me in you.
Now, when I look where the mirror was,
I see our children,
Fruit of our single dream."

Slowly open your eyes and join the group.
Thank you! Welcome to Module 4!

Module Learning Points

Share the following key learning points for today's module.

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. Learn active speaking techniques.

Our Shared Values and Goals

Remind the group of their shared values and the overall goals of the programme. Post the values flip chart from the first module on the wall.

4 This poem is from the Louise Diamond book, The Courage for Peace (2000). The facilitator should feel free to choose another poem or proverb that is more contextually appropriate.

MODULE 4: ACTIVITIES

ACTIVITY 4.1

30 min.

THE TELEPHONE EXERCISE

Group Work

1. Line participants up into two lines. Use only one line if there are fewer than 10 participants.
2. Whisper a short 2-3 sentence story into the ear of the first participant in each line. You must communicate the same story to each participant.
3. They are not allowed to ask questions nor are you allowed to repeat the story.
4. Next, have each participant whisper the story to the next person in line.
5. Have them continue going down the line, each person whispering what they hear to the next person in line until they get to the end.
6. Tell each group that no one is allowed to ask questions or say the story more than one time.
7. When the statement reaches the last participant in each line, ask them to share what they heard with the group.
8. Compare those two stories with the original and ask:
    1. What happened?
    2. Why wasn't the story communicated effectively?
    3. What can we do to improve our communication?

Participant responses should reveal the elements of effective communication. For example, we should be able to ask questions if we don't understand.

Debrief

Discuss the key component of an effective dialogue - active listening. Active listening consists of:

- Asking questions of clarification
- Demonstrating our understanding by paraphrasing back or reframing the contributions of the other person
- Using body language to illustrate our interest in the other person and what they are saying.

ACTIVITY 4.2

30 min.

DIFFERENT FORMS OF LISTENING

Let's practice what it means to listen actively. Ask for three volunteers. One at a time, have each volunteer come up to the front of the group and tell you about their weekend. While you're listening to each participant, demonstrate one of the following types of listening.

1

Distracted Listening
Don't look at the person speaking, act distracted, don't acknowledge what they've said, ask questions you've already asked.

2

Directive Listening
Continue to interrupt the speaker and focus on yourself. Ask questions that aren't related to their weekend.

3

Active Listening
Be attentive, respectful, ask follow-up questions and demonstrate understanding. Show genuine interest in what the person is saying.

After all 3 volunteers have shared their weekend, ask them the following questions:

1. Did you feel listened to?
2. Why or why not?

Write the above types of listening on a flip chart and post it on a wall. Go over each form of listening and ask the group if they have any other advice for active listening. Pass out the Handout: Principles of Active Listening. Go over the handout with the group.

Trainer's note:
Adapting listening strategies to your cultural context is critical. For example, if it is not culturally appropriate to look someone in the eye when listening, making eye contact would not be an active listening technique.

SHORT 5 MINUTE BREAK

Use the short breaks to do one of the following:

A participant-led energizer activity
Listen and dance to music
Stretching or breathing exercise

MODULE 4: ACTIVITIES

ACTIVITY 4.3

15 min.

OBSTACLES TO SHARING OUR EMOTIONS: OUR INTERNAL VOICE

Prepare Before Activity

Prepare three volunteer participants to act out the skit in Handout: Our Internal Voice Skit, assigning each person the role of either the 'father', 'Susan', or 'Susan's internal voice'. Give each participant a copy of the handout to review and practice.

Begin the activity by introducing 'avoidance bias'. All humans face it at one time or another. Avoidance bias is when:

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

Avoiding a problem often makes it worse. In difficult interactions, there is often a gap between what we are thinking and feeling versus what we are saying and doing. These can often be different, however it is what a person is thinking and feeling - their internal voice - that is driving their behavior. Understanding a person's internal voice - what we are thinking and feeling (but not saying) - can help to reduce conflict.

Skit Review | Effective Dialogue

Have the three volunteer participants act out the Our Internal Voice Skit to the rest of the group. After the skit is performed, ask the group the following questions:

1. How did that go?
2. What went wrong?
3. What did you notice about the internal voice?
4. What would have happened if they said what they were thinking?

Debrief

An effective communicator tries to pick up on and address the other person's internal voice through active listening and communicating. If you can sense a gap between what someone is saying and their internal voice (their body language or expression on their face), ask how they are feeling. Clarify and narrow the gap.

SHORT 15 MINUTE BREAK

Use the short breaks to do one of the following:

A participant-led energizer activity
Listen and dance to music
Stretching or breathing exercise

ACTIVITY 4.4

60 min.

THE HOT BUTTONS EXERCISE

This exercise is designed to give participants the opportunity to put their listening skills into practice. The exercise is targeted at the "listener" (not the speaker). This is not meant to be a dialogue but rather is structured to ensure that the listener practices the principles of active listening and practices asking effective questions.

Group Work

1. Divide the group into groups of 3.
2. Have each person in the group think of a topic that is important to them, such as all girls have the right to attend school.
3. Have each person in the group choose one of the below roles. Everyone will play each role so it does not matter who begins.

The Listener

The Speaker

The Coach

4. Starting with the Listener, have each participant do the following:
    1. **The Listener:** Explains their topic of interest to the Speaker and their position around the topic. The listener should take no more than 2 minutes to explain the topic.
    2. **The Speaker:** Will take the opposite point of view to the Listener and share all the arguments they can think of which support the opposite of what the Listener believes. The Speaker and Listener should engage in a dialogue at this time - the Listener taking the time to ask questions and practice active listening skills.
    3. **The Coach:** Focuses on the Listener, calling a timeout when the Listener is not engaging in effective, active listening. The Coach should help the Listener by giving suggestions for active listening and effective communication.
5. After 7 minutes, have each group rotate roles. Continue this until all participants have played each role.

Debrief

Come together as a group and reflect on the following questions:

1. Tell me about your experience as the Listener. Was it difficult? Why or why not?
2. What role did your internal voice play in helping or hindering your active listening?
3. When you were the Speakers and the Coaches, what did you see as the most effective listening strategies? Why were they effective?
4. What tools did you use most as Listeners?
5. What strategies did you use to manage your internal voice?

ACTIVITY 4.5

45 min.

UNDERSTANDING & MANAGING THE 5 CORE CONCERNS[5]

The final activity in this module offers the participants a way to understand and use the 5 Core Concerns - key emotions that inform many of our interactions. When these five emotions are violated or threatened, it can cause us to react poorly.

Write the following 5 Core Concerns on a flip chart and walk through the concepts with the group:

1. **Appreciation:** The desire to feel appreciated, understood and honestly valued.
2. **Affiliation:** The sense of connectedness with another group or person.
3. **Status:** Our rank or position in comparison to that of others.
4. **Autonomy:** Freedom to make decisions without the pressure or force from others.
5. **Role:** The role we play in our community, family, institution, that reflects our needs and is meaningful for us.

Group Work

1. Divide the group into pairs.
2. Refer back to the Internal Voice dialogue between Susan and her father.

5 The Five Core Concerns were developed by Fisher and Shapiro and are explored in their book Beyond Reason: Using Emotions as You Negotiate (Viking, 2005).

3. Have each pair discuss which 5 Core Concerns are being violated or threatened.
4. Have them come up with a new conversation between Susan and her father that acknowledges these emotions.
5. Walk around the room while each pair is practicing.
6. Choose at least two pairs to share their skit with the rest of the group.
7. After the volunteers have performed their skit, ask the group the following questions:
    1. What were some of the Core Concerns being threatened in the original scenario?
    2. How was the new dialogue better?
    3. Were there any Core Concerns that could have been acknowledged further?

Debrief

A violation of your 5 Core Concerns can impact our ability to communicate well and to live together peacefully. When managing conflict, use the following communication strategies:

- Pause and turn down volume on internal voice.
- Be proactive, not reactive.
- Reframe your words by integrating the five core concerns.

END OF MODULE 4 — **15 min.**

GROUP REFLECTION

Ask the group the following reflection questions:

1. What is the importance of understanding the existence and impact of our internal voice?
2. Describe good active listening skills.
3. What are the 5 Core Concerns and why are they important in addressing conflict?
4. What was the most interesting or challenging lesson in this module?

MODULE 4: ACTIVITIES

KEY CONCEPTS FOR VISUAL LEARNERS

The following images can help you to further explain key concepts to the group. Copy the images on a flip chart and/or have participants refer to their Youth Peacebuilding Toolkit.

DISTRACTED LISTENING

DIRECTIVE LISTENING

ACTIVE LISTENING

AVOIDANCE BIAS

INTERNAL VOICE

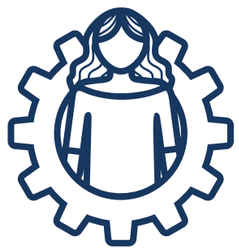
5 CORE CONCERNS

APPRECIATION

AFFILIATION

STATUS

AUTONOMY


ROLE

5
ENGAGING IN PEACEBUILDING IN MY COMMUNITY

Module 5 Overview

Now that we have established a relationship with others, built some trust, and learned to communicate more effectively, we are able to engage in the peacebuilding process in our communities.

Some conflicts are seemingly small, like disagreements with friends over how to play a game, while others, such as fights about scarce resources or historic grievances, appear quite large. But even the smallest conflicts can escalate, becoming major sources of disruption in our communities if they are not handled well.

No matter what the situation, we can improve our ability to analyze and address conflict. This analysis begins by understanding our own approach to conflict and then using that understanding to craft a process that opens dialogue and allows for effective conflict management. This module offers a set of frameworks, tools, and skills that we can learn and apply in order to contribute to peacebuilding in our communities.

MODULE 5: ACTIVITY PLAN

Module goals

1. Raise awareness about different peacebuilding approaches that are available.
2. Share conceptual frameworks and practical tools that will allow us to both understand and address conflict in our community.
3. Improve our conflict management skills through practice.

Time commitment

4 hours

Materials

- Post-it notes
- Pens / markers
- Flip chart stands
- Flip chart paper
- Masking tape
- Orange or fruit of choice
- Knife to cut orange or fruit
- Handout: Two Siblings and the Orange (2 copies)
- Handout: Objective Criteria (1 per participant)
- Sample of Stakeholder Map
- Repost shared values

Preparation

1. Prepare two participants in advance to engage in the role-play for Activity 2.
2. Prepare flip charts for Activity 3, Activity 5.
3. Prepare an example of a Stakeholder Map.
4. Make copies of all handouts listed above.

MODULE 5: LESSON PLAN

30 min.

WELCOME BACK!

Breathing/Centering Exercise

Welcome back! Start the module with a short centering exercise.

Repeat the following script:

As is our practice, I'd like to make sure that everyone has "arrived".
Plant your feet firmly on the floor. Feel the solid ground through your feet.
If you are uncomfortable, close your eyes. Shrug your shoulders, let them relax.
Take three deep breaths - in/out; in/out; in/out.

I'm going to read a short blessing. Focus on a blessing in your life as you listen to me read these words:

I wish you health; may you be healthy
I wish you safety; may you be safe
I wish you freedom; may you be free
I wish you adventure; may you be adventurous
I wish you peace; may you be peaceful
I wish you love; may you be loving
I wish you success; may you be successful
I wish you happiness; may you be happy
I wish you hope; may you be hopeful
I wish you beauty; may you be beautiful
I wish you ease; may you be full of ease

Slowly open your eyes and join the group.
Thank you! Welcome to Module 5!

Module Learning Points

Share the following key learning points for today's module.

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.

Our Shared Values and Goals

Remind the group of their shared values and the overall goals of the programme. Post the values flip chart from the first module on the wall.

MODULE 5: ACTIVITIES

ACTIVITY 5.1

30 min.

THE ARM EXERCISE

Group Work

1. Have the group get into pairs. Encourage the group to work with a partner they haven't worked with before.
2. Explain to the group that this exercise must be done in silence - no speaking.
3. The only objective is to gain as many points for yourself as possible.
4. With a volunteer, demonstrate how each person can gain points. Link your hands together with the volunteer (see example to the right). Explain to the group that if the back of your hand touches the table, the other person gets a point. If the back of their hand touches the table, you get a point. Do not refer to this as 'arm wrestling'.

5. Remind the group that the only objective is to gain as many points for yourself as you can without hurting your partner.
6. Remember to keep track of your points.
7. Give each pair 10 seconds to complete the exercise.
8. At the end of the exercise, write down the results on a flip chart (e.g. 0/0, 0/1, 7/0, 10/11). Ask the pair that got 0 points to demonstrate (without speaking) what they did.
9. After their demonstration, ask the group why they think this pair got 0 points. Write their responses on the flip chart.
10. Continue to ask different pairs to demonstrate their strategy and have the group analyze the results.
11. End the discussion and demonstration with a pair that has a lot of points.
12. Ask the group why their strategy worked so well. Record their responses on the flip chart. See below for an example of the flip chart with possible responses.

LOSE-LOSE (0/0)

1. This is a struggle; a test of wills.
2. This is just a game.
3. I know the rules of this game already.
4. I need to prove myself.

WIN-LOSE (2/0)

1. I might as well give up; they are stronger than I am.
2. I need to beat them.

WIN-WIN (10/10)

1. We should see how to collaborate.
2. Communication can help us to collaborate (even non-verbal).
3. We can each 'win'.

Debrief

Emphasize that while none of the approaches are wrong, one approach - the most collaborative - is oftentimes more effective when problem solving and trying to resolve conflict.

SHORT 15 MINUTE BREAK

Use the short breaks to do one of the following:

A participant-led energizer activity
Listen and dance to music
Stretching or breathing exercise

ACTIVITY 5.2

30 min.

A FRAMEWORK FOR NEGOTIATION "THE TWO SIBLINGS & THE ORANGE" SKIT

Prepare Before Activity

Choose and prepare two participants to assist you in a skit. Explain to the participants that they will play siblings - Sibling A and B. You will be their parent. Give each participant Handout: The Two Siblings and the Orange. Have them review and prepare for the skit.

In our previous exercises and modules, we focused on the need to test our assumptions about competition and collaboration. The next activity focuses on the importance of understanding the interests and needs of others.

Introduce the activity by providing an overview of why it is important to understand the needs of others when managing conflict. Just as it is important to understand ourselves, we equally want to learn about the interests of others so we can suggest solutions that will work for them. Without understanding our own and other people's interests, we risk wasting resources and may miss opportunities where our interests may overlap.

When we better understand both ourselves and others, we:

1. Create more opportunities for finding solutions to our problems
2. Create a better relationship
3. Create a solution that is more sustainable

Let's see what this might look like in practice. Introduce the skit by explaining that the two participants are siblings and they both want the only orange on the table. Perform the skit along with the two participants.

At the end of the skit, ask the group the following questions:

1. What did you think of the parent's solution? Was it fair? Why?
2. Was there a better solution to the siblings' problem? What was it?
3. What should the parent have done differently?

Use their responses to explain the difference between 'positions' and 'interests'.

1. **Position:** What we hear the other person say they want ("I want the orange!")
2. **Interest:** Why they want it ("I'm hungry.")

If we try to solve problems based on positions, this can lead to conflict. In our example, we only have one orange and each sibling wants it. However, if we ask questions to understand why the other person wants what they asked for (their interests), we may find a better solution.

Debrief

Ask the group the following questions:

1. What would the parent have learned if they had asked why each sibling wanted the orange?
2. Would the solution be different?
3. What other real life scenarios can you share that showcases negotiation skills?

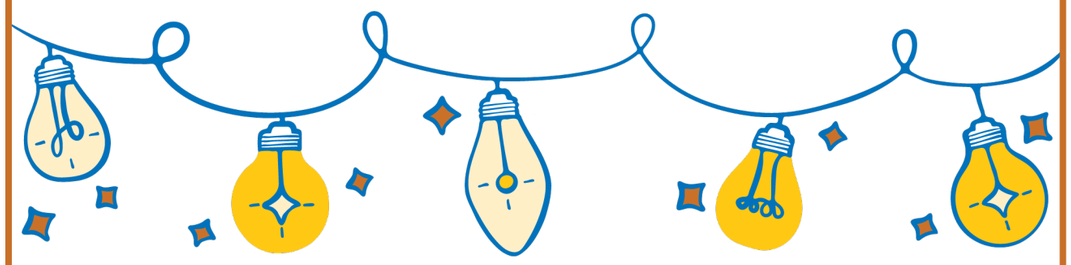
SHORT 5 MINUTE BREAK

Use the short breaks to do one of the following:

A participant-led energizer activity
Listen and dance to music
Stretching or breathing exercise

ACTIVITY 5.3

30 min.



GENERATING CREATIVE SOLUTIONS

We now understand the difference between positions and interests, and more importantly, why we want to focus our problem-solving efforts on interests. In the next activity we will practice generating possible solutions to a problem.

First, we're going to brainstorm 'options' – all of the ideas that we develop together to satisfy the greatest number of interests as possible, in order to resolve our conflict. Options must satisfy at least some of the interests of all involved. But how can we do this effectively? How can we share and generate ideas without the fear of criticism or judgment?

We do this with 'brainstorming'. When we brainstorm, we imagine as many possible ideas and solutions to our problem as possible.

Write the following guidelines on a flip chart and post on the wall. Go over the brainstorming guidelines with the group:

1. Write down every idea - earlier ideas spark later creativity.
2. Do not criticize or judge the ideas.
3. When you disagree, offer additional ideas.
4. No ownership of ideas.
5. No commitments - at this point, we don't need to decide which idea is best.
6. Wild ideas are welcome!

Read the following scenario out loud and, as a group, brainstorm ideas of how they can contact their friends:

Imagine that you are at a football match at Nairobi Kasarani Stadium. You get separated from the rest of your group just after entering. You left your mobile phone and your ticket in your friend's backpack. You don't know where your seats are and you can't message your friends. How will you get in contact with your friends?

Group Work

Next, divide the group into pairs and read the following scenario:

David, a 15-year old boy, took a bike from his neighbour's house without asking as he had an important task to complete. When the neighbour comes home, he accuses David of stealing the bike and an argument ensues. What are the options for resolving that situation without causing danger or conflict?

1. Explain to the group that they have 2 minutes to brainstorm ideas with their partner.
2. Encourage creativity and remind them of the brainstorming guidelines above.
3. Have the pairs share their ideas to the rest of the group.

Debrief

Ask the group the following questions:

1. Do the options (ideas) you brainstormed help you find your friends (your interest)?
2. What were the advantages and challenges of brainstorming?
3. How can you see yourself using brainstorming when resolving conflict?

ACTIVITY 5.4

30 min.

CHOOSING THE BEST OPTION: USING OBJECTIVE CRITERIA

In the previous exercise, we focused on generating options that satisfy the interests of everyone involved. Where do we go from here? In this part of the exercise, we will learn how to now choose the best idea.

To do this, we need standards to help us determine which ideas are the most fair, practical, and workable within the situation we are in. We call this 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.

Explore the following scenario with your group: Imagine that you want to buy fruit at the market.

Ask the group the following questions:

1. Will you pay any price the vendor asks for?
2. How will you know that it is a fair price?

Possible responses:

1. I will compare it to what other sellers are asking.
2. I will compare it to what I paid last week.

Use participant responses to showcase the creation of objective criteria or standards.

Group Work

1. Give each participant the Handout: Objective Criteria.
2. Have the group return to their pairs from the previous activity.
3. Have each pair revisit their ideas for solving David's conflict and come up with objective criteria that could be used to help them choose the best one.
4. Have them fill out the handout.
5. Give each pair 5 minutes. Provide example criteria if necessary (see below).

Ideas	Possible Criteria				
	Cost	Culture	Religion	Law / Human Rights	Principles
Pay fine	✗	✓	✗	✗	✓
Clean neighbor's house	✓	✓	✗	✗	✓
Report to police	✗	✗	✓	✓	✓

MODULE 5: ACTIVITIES

Debrief

After 5 minutes, ask the group the following questions:

1. What objective criteria did you come up with to get to your best idea?
2. Which idea was the best one?
3. Which interests does it satisfy?

SHORT 15 MINUTE BREAK

Use the short breaks to do one of the following:

A participant-led energizer activity
Listen and dance to music
Stretching or breathing exercise

ACTIVITY 5.5

75 min.

PRACTICING CONFLICT RESOLUTION IN MY COMMUNITY

This activity is designed to give the participants an opportunity to learn a tool of conflict analysis: the Stakeholder Mapping process. This tool will help peacebuilders reimagine where and how they might have an impact on their community.

Stakeholder Mapping Process

Explain to the group that in order to manage conflict in a community, it is helpful to understand the context and create a stakeholder map. Write the following questions on a flip chart and post it on the wall. Explain to the group that the stakeholder map will help to answer these questions:

1. Who are the stakeholders – both those directly involved in the conflict and those affected by it?
2. What are the relationships between the stakeholders? Positive? Negative?
3. How powerful is each stakeholder?

Understanding these stakeholders will help peacebuilders to:

- Build effective relationships.
- Understand their interests.
- Brainstorm options based on these interests.
- Choose the option that benefits all stakeholders.

Explain to the group that creating a stakeholder map is a 4-step process. Go over the 4-step process, showing an example of the map after each step. See page 60 for an example of a stakeholder map.

1. **Identify your interests.**
   Interests include needs, concerns, desires or fears that motivate a stakeholder's position. Clarify and prioritize your own interests and identify tensions that may exist.
2. **Map all relevant stakeholders and identify their interests.**
   Make a list of all relevant stakeholders - decision-makers, decision-breakers, and all who are impacted by the conflict resolution process. Evaluate the interests and priorities of each stakeholder. How can they advance or disrupt your efforts?
3. **Characterize and map relationships among stakeholders.**
   Analyze the relationships between the stakeholders. Look at political structures, family connections, friendships, etc. Characterize and label key relationships (including you). Identify similar or compatible interests and those that are in conflict.
4. **Plan and implement meetings.**
   Plan individual meetings with the stakeholders that have the most impact on your resolution, both in advancement and disruption. Consider the order in which you want to engage with each stakeholder to ensure the best results.

Group Work

1. Have participants return to their skit groups from Module 1, Activity 2: Conflict in My Community. Give each group a few minutes to remind each other of their skit and the conflict.
2. Explain to the groups that they will now create their own stakeholder map using the conflict they presented in Module 1.
3. Give each group a flip chart and 30 minutes to work on their map.
4. Have each group post their map on the wall and do a gallery walk with post-it notes.
5. Have each group comment on the following:
   1. What do you like about this stakeholder map?
   2. What observations do you have?
   3. Have they included all relevant stakeholders? If no, make suggestions on stakeholders they should consider.
   4. What questions do you have about this stakeholder map?
   5. Do you have any additional suggestions?

Debrief

Explain the concept of a 'spoiler' - a stakeholder whose only interest is to 'spoil' the conflict resolution process. Have the group think about potential spoilers. Discuss possible strategies for managing these types of stakeholders.

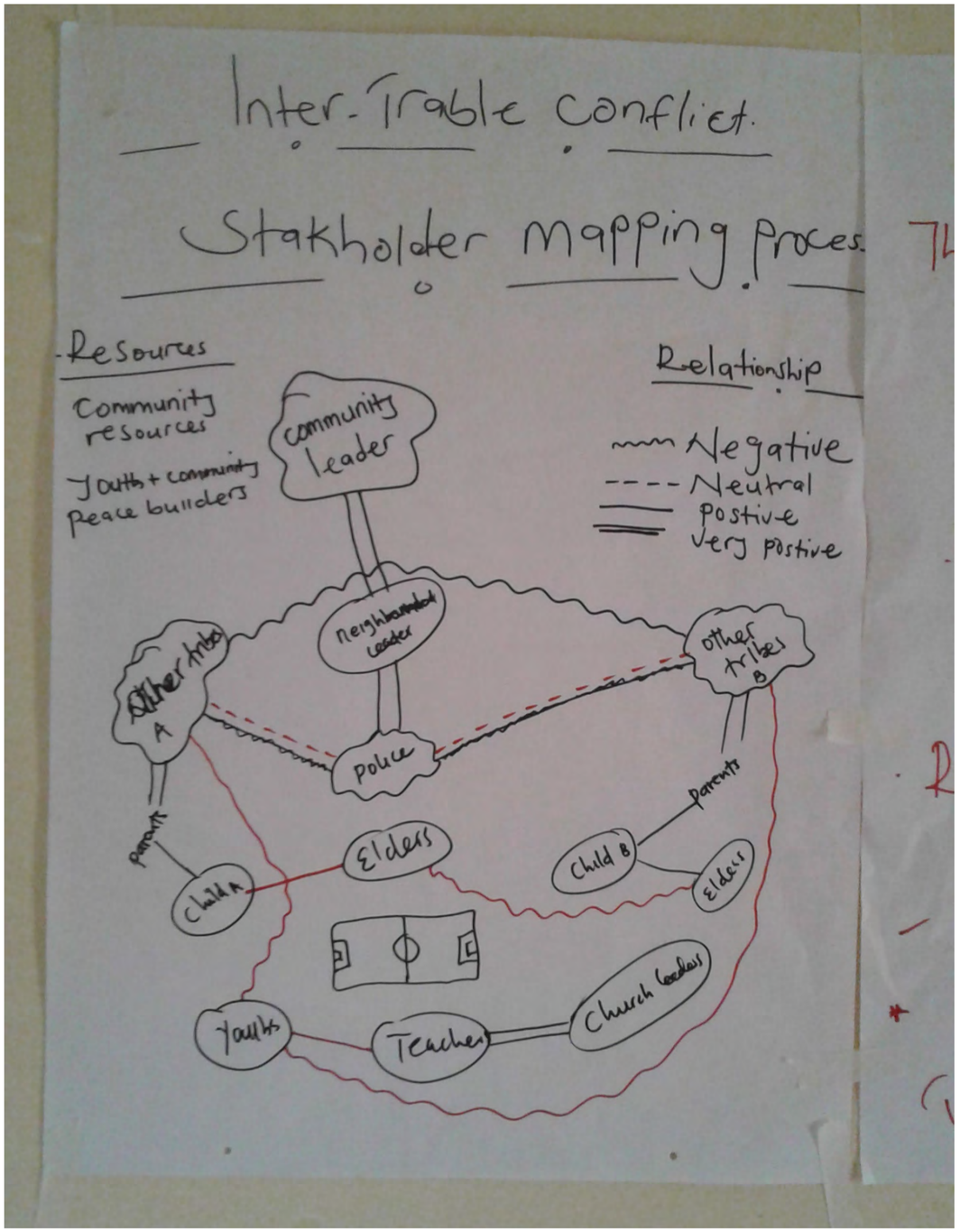
End the discussion by emphasizing the importance of 'managing' spoilers rather than isolating them. Have the group consider how other stakeholders can support you in managing spoilers.

END OF MODULE 5 — 15 min.

GROUP REFLECTION

Ask the group the following reflection questions:

1. What is the difference between a position and an interest?
2. What did you learn about the brainstorming and objective criteria process?
3. What is a stakeholder map and why is it an important part of the peacebuilding process?
4. What are the 4-steps in the stakeholder mapping process?
5. What did you find most impactful about the mapping process?
6. What was the most interesting or challenging lesson in this module.



KEY CONCEPTS FOR VISUAL LEARNERS

The following images can help you to further explain key concepts to the group. Copy the images on a flip chart and/or have participants refer to their Youth Peacebuilding Toolkit.

POSITION

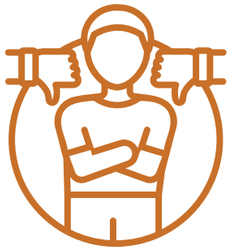
INTEREST

OPTIONS

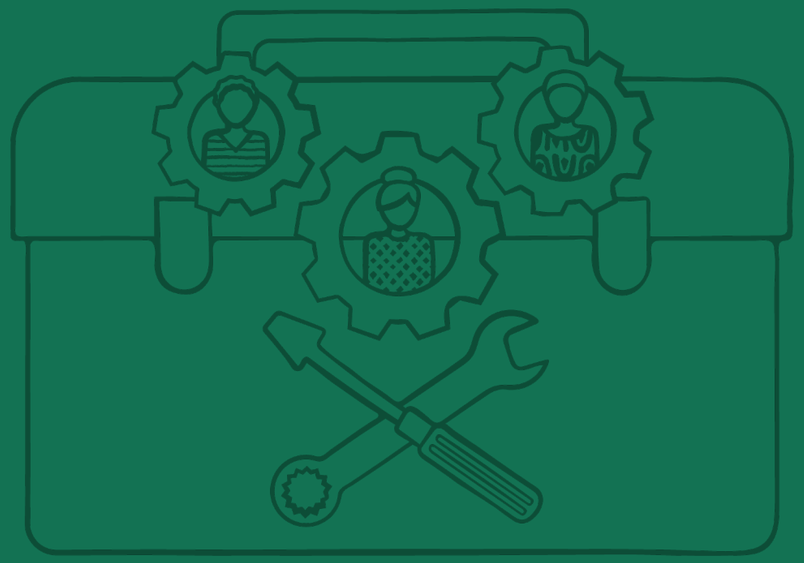
BRAINSTORM

OBJECTIVE CRITERIA

STAKEHOLDER MAPPING PROCESS



SPOILER



6
PROBLEM-SOLVING WITH OTHERS

Module 6 Overview

Once we have discovered our own relationship to conflict, enhanced our skillset, and developed more effective strategies to work with others, we can engage in the process of problem-solving. We might work with another person to solve a problem or we may be asked to facilitate a conflict between a group of people. Understanding the tools and strategies available to us and then putting those into practice will contribute to our abilities as a peacebuilder in our communities.

MODULE 6: ACTIVITY PLAN

Module goals

1. Practice conflict resolution skills.
2. Learn specific third-party problem-solving approaches.
3. Gain confidence as peacebuilders and changemakers.
4. Reinforce the changes in our behavior.

Time commitment

5.5 hours

Materials

- Pens / markers
- Flip chart stands
- Flip chart paper
- Masking tape
- Handout: The Mediation Process
- Handout: Third Party Intervenors Questions
- Repost shared values

Preparation

1. Prepare flip charts for Activity 1, Activity 2, Activity 4.
2. Prepare a list of questions to test the participants' understanding of the key concepts learned so far (refer to the Youth Peacebuilding Toolkit: Key Learning Points and Concepts).
3. Have the flip chart and definitions of 'Peacebuilder', 'Changemaker' and 'Leader' from Module 1 available.
4. Make copies of all handouts listed above.
5. Prepare 4 sheets of paper for Activity 4. Each sheet should have one of the following words written in large letters: Truth, Justice, Mercy, Peace.

MODULE 6: LESSON PLAN

30 min.

WELCOME

Breathing/Centering Exercise

Welcome back! Start the module with a short centering exercise.

Repeat the following script:

As is our practice, I'd like to make sure that everyone has "arrived".
Plant your feet firmly on the floor. Feel the solid ground through your feet.
Shrug your shoulders, let them relax.
Take three deep breaths - in/out; in/out; in/out, while contemplating the following phrase:

"Breathing Peace, I change the world."

Close your eyes if you like, as you breathe in and out.
After three deep breaths, slowly open your eyes and join the group.

Welcome to Module 6!

Module Learning Points

Share the following key learning points for today's module.

By the end of the module, participants will:

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

Our Shared Values and Goals

Remind the group of their shared values and the overall goals of the programme. Post the values flip chart from the first module on the wall.

MODULE 6: ACTIVITIES

ACTIVITY 6.1

90 min.

REFLECTING & REVISION OF KEY SKILLS & TOOLS LEARNED: ENRICHING OUR DEFINITIONS OF PEACEBUILDER, CHANGEMAKER, LEADER

The purpose of this activity is to revisit the tools and strategies we learned in the previous modules. We will also refine and enrich the definitions of peacebuilder, changemaker, and leader that we developed on our very first day.

Keys Skills and Tools Learned

Revisit the keys skills and tools learned so far. Write the following skills and tools on a flip chart and post it on the wall.

- Managing stress and its impact on you
- Differing perceptions: How they cause conflict
- Managing perceptions using active listening
- Balancing advocacy with inquiry
- Making the Three Shifts
- Lowering your internal voice using the 5 Core Concerns
- Approaches to conflict resolution: Competition vs. Collaboration
- Distinguishing between positions and interests
- Brainstorming and generating creative options
- Using objective criteria to choose an idea
- Understanding and using a stakeholder map

Develop a set of questions to test participants' understanding of the skills and tools. Consider reusing or modifying the 'End of Module Group Reflection' questions. Here are additional sample questions:

1. What are some strategies for managing stress?
2. What are the four basic human needs?
3. What are perceptions? Where do they come from?
4. What are the Three Shifts?
5. Describe the three different types of listening.
6. Is the following an example of an effective question, 'You don't really think that, do you?' Why or why not?"
7. Can you give me an example of a position and an interest?
8. When we brainstorm options, should we criticize each idea? Why or why not?
9. What are other brainstorming guidelines?
10. What is a stakeholder map and what is it used for?

Trainer notes

Consider a fun, engaging way to test participants (i.e. Bingo, Jeopardy).

Enriching Our Definitions

Post the definitions 'leader,' 'changemaker' and 'peacebuilder' that were developed during Module 1 on the wall. Ask for volunteers to remind the group of each definition.

Group Work

1. Divide the group into small groups (3-5 people per group).
2. Give each group one of the three words to redefine, ensuring an even split of each word.
3. Tell the group to reflect on the skills they've learned. Look at the original definition of the word your group has and discuss if it has changed.
4. Give each group 5 minutes to refine their definition and assign a group member to present their new definition to the rest of the group.

Debrief

Have each group share their new definition. As a group, discuss the new definitions shared and jointly come up with a group definition for each word. Write the new definitions on a flip chart and post it on the wall.

SHORT 5 MINUTE BREAK

Use the short breaks to do one of the following:

A participant-led energizer activity
Listen and dance to music
Stretching or breathing exercise

ACTIVITY 6.2

60 min.

TROUBLES FOR THE PHOENIX COOPERATIVE PART 1

In our next activity, you will be putting the skills and tools that we've learned so far into practice. As we do so, we will appreciate that conflicts are a normal part of life, however the way in which we approach and manage conflict impacts the results.

Group Work

1. Explain to the group that they will now participate in a role-play. In this role-play, you will be asked to negotiate a solution to a conflict that has troubled a small group of youth who have formed a cooperative together - The Phoenix Cooperative.
2. Remind the group that there is no one right answer or one right conflict resolution process. Your main goal is to satisfy your interests, the interests of others and work together with other stakeholders to solve the problem.

3. Read the following scenario to the group:

Troubles for the Phoenix Cooperative

The Phoenix Cooperative is located in the Moyo District in Uganda. The co-op brings together refugee and host community youth. The youth gave the co-op its name; they wanted to express a sense of rebirth after violence had taken over their community. The co-op focuses on the cultivation of rice and they are trying to build a reputation for supplying high-quality rice at a reasonable price to the surrounding communities. Eventually, they would like to reach the market in Arua. Phoenix Cooperative has existed for three years and over the past 18 months, things have gone very well. It was challenging at first, but now the youth are learning how to work together to produce a quality product. More importantly, the co-op is meant to build bridges among the two groups of youth – refugee and host community – deepening relationships of trust and collaboration.

Things were going well until just last week, when a conflict emerged between the president of the co-op (a host community youth) and the bookkeeper (a refugee youth). Money has gone missing and rumors are flying around that the president has been embezzling funds. Last week, the two were seen shouting at each other about who was responsible for the missing funds. The two would have started a fight if the other members of the co-op had not separated them. The members of the co-op are beginning to take sides and the conflict now risks involving the whole community, with some threatening violence if the money is not returned.

To deal with the problem, the two have agreed to meet with one another, to see if they can resolve the conflict before it has a larger impact on the co-op and community.

4. Divide the group into two groups.
5. One group will play the role of the president. The other group will play the role of the bookkeeper.
6. Assign each person in each group a number, starting with 1 in both groups. Ask participants to remember their number.
7. Give each group 20 minutes to brainstorm and prepare their conversation with their counterpart.
8. Explain to the group that they can prepare as a group, but they will be having individual conversations with their counterpart.
9. Write the below questions on a flip chart and post it on a wall. Have each group consider the following questions as they prepare:
    1. What are your interests? What are you concerned about?
    2. What do you think the other party is concerned about? What are their interests?
    3. What questions can you ask the other party when you meet with them?
    4. What information do you want to share with the other person when you meet?
    5. What ideas do you have for resolving the problem?

10. After preparation, have each participant find their counterpart using the number they were assigned. For example, Number 1 president will pair with Number 1 bookkeeper. If there is an extra person in one of the groups, have them partner with you.
11. Give each pair 20 minutes to have a conversation with the goal of resolving their conflict.
12. After they have had 20 minutes to resolve their conflict, ask pairs who successfully resolved their conflict to raise their hands. Call on one of the pairs raising their hands and ask how they resolved the conflict and what their agreement was.
13. Ask a pair that did not raise their hands what might have prevented them from finding a solution.

Debrief

Ask the group the following questions:

1. What worked well during your conversations?
2. What was challenging?

As the facilitator, ask follow-up questions to encourage participants to use language they learned so far. For example, a participant may say, “My partner was nice.” Follow-up their response by asking, “Why is being nice important?”

SHORT 15 MINUTE BREAK

Use the short breaks to do one of the following:

A participant-led energizer activity
Listen and dance to music
Stretching or breathing exercise

ACTIVITY 6.3

75 min.

TROUBLES FOR THE PHOENIX COOPERATIVE PART 2

This activity is designed to help participants distinguish between their roles as peacebuilders in conflicts they are involved in from those in which they are asked to help others resolve a conflict they are not involved in. We'll refer to this type of peacebuilder as third party intervenors.

We will now practice how to become third-party intervenors to solve other people's conflicts. Ask the group:

1. Why is it different when we are solving a conflict we are not directly involved in?

Possible responses may include:

- A third party is neutral.
- It's easier to help others because you are not emotionally involved.
- It is more difficult to help others because they don't trust you.
- It is more difficult because it is easier to solve my own problems.

Categories of Interest

Our role as third party intervenors is to help others have an attitude of collaboration. One of the first steps to achieving this is understanding the interests of those we are trying to help and highlighting those interests. There are three types of interests that are important to us as third-party intervenors. Go over each interest with the group.

1

Common interests:
Interests we have in common.

2

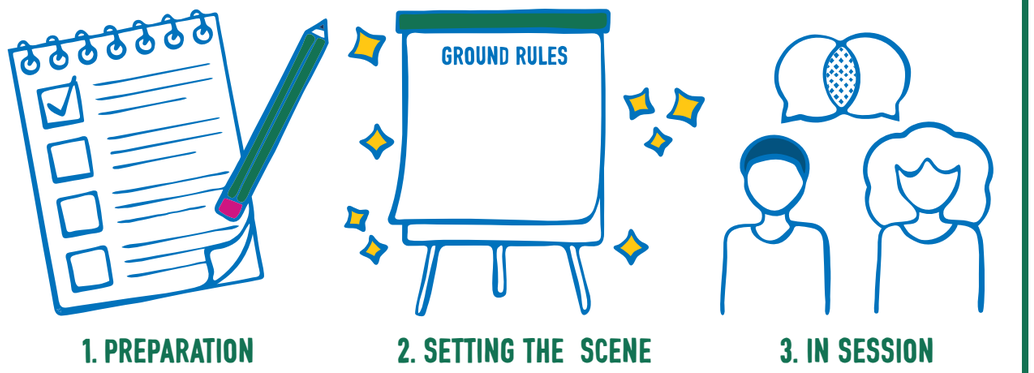
Conflicting interests:
Interests which are difficult to satisfy with one solution.

3

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

Have the group provide examples of the three types of interest using Susan and her father's scenario. Possible interests include:

1. **Common interests:** Susan and her father both love their family.
2. **Conflicting interests:** Susan and her father have conflicting dreams. Susan wants to go to school and thinks she needs it to be successful. Her father wants her to stay home and doesn't think getting an education is important.
3. **Differing interests:** Susan wants to become an influential person. Susan's father wants to keep his family safe.



The Mediation Process

As a third party intervenor, your role is to facilitate the mediation process. Give each participant Handout: The Mediation Process. Go through the process as a group. Provide opportunities for the group to ask questions after each step in the process, provide their insight, and share their experiences.

Group Work | Role-playing

1 Using the Phoenix Cooperative scenario, present a new scenario in which the conflict between the bookkeeper and the president is not resolved. The members of the cooperative are furious and a youth representative (third party intervenor) becomes involved.

2 Divide the participants into three groups. As you did in the last role-play activity, assign a number to each person. Give each group one of the roles:

   1. the bookkeeper
   2. the president
   3. the youth third party intervenor

3 Give each group 20 minutes to brainstorm all the possible interests of each role. The participants should come up with at least 10-12 possible interests that fall into the 3 categories of interest.

4. Remind the group of the difference between interests and positions. For example: “I need proper accountability for the group's money,” is a position. The interest might be, “I need to keep my job or maintain my reputation.”
5. Make sure that each group also considers some of the possible interests of the other people in the conflict. Examples of interests are below:

President

- Security
- Maintain a good reputation
- Continue to serve and help members achieve the desired goals in her position as president
- Avoid necessary conflict

Bookkeeper

- Security
- Make an income
- Avoid conflict
- Continue to serve and help members to keep the records of the group in his position as bookkeeper

Youth Representative

- Perform job well
- Maintain a good reputation in community
- Help the cooperative members continue to coexist
- Offer creative solutions to their problem

6. Explain to the third party intervenor group that they will need to do additional planning. Provide them with Handout: Third Party Intervenors Questions. Have the group consider the questions on the handout.
7. After the brainstorming session, have each group find their number partners in the other groups.
8. Give each 3-person group 20 minutes to have a meeting facilitated by the third party intervenor.
9. Remind the third party intervenors to also refer to Handout: Active Listening Principles and Handout: The Mediation Process as they are role-playing the meeting.

Debrief

After 20 minutes, ask the entire the group following reflection questions:

1. What happened? What were your biggest challenges?
2. What effective tools and strategies did the third party intervenor use throughout the meeting? Ask follow-up questions as well.

SHORT 5 MINUTE BREAK

Use the short breaks to do one of the following:

A participant-led energizer activity
Listen and dance to music
Stretching or breathing exercise

ACTIVITY 6.4

45 min.

A MODEL OF RECONCILIATION[5]

Prepare Before Activity

On each corner of the room, tape a paper with one of the four words written on them on the wall - JUSTICE, PEACE, TRUTH, MERCY.

This activity is designed to help participants think through what “reconciliation” means to them and to give them a chance to have a deep discussion about the contradiction that reconciliation can present.

Write the following quote on a flip chart and read it aloud to the group. “Reconciliation is the place where justice and peace meet, and where truth and mercy kiss.” Have the group take a few minutes to think about this quote. Have some volunteers share what they think this quote means.

Group Work

1. Explain to the group that we are now going to ‘personify’ four elements - justice, peace, truth, mercy - and discuss what each might contribute to the reconciliation process.
2. Ask each participant to choose one of the four terms - the one they feel most strongly about when they think about reconciliation.
3. Ask participants to go to the corner of the room that has the word they chose. Make sure there are at least two people in each group.
4. Give each group 15 minutes to discuss what this word means to them when they think about reconciliation. Have them discuss the following questions:
    1. What does _____ mean to you?
    2. Which of the other three elements do you most fear? Why?
    3. Which of the other three would you most like to work with? How?
    4. What is the relationship between the four elements?
    5. Why are there many different versions of “Truth”?
    6. What can each of these elements contribute to the reconciliation process?
5. Have each group choose a group spokesperson and have that person come to the front of the group. Ask this group of four the same questions above and engage in an open conversation.

Debrief

Conclude the activity by emphasizing the challenges and opportunities that these four elements present, and it is when all four elements come together that reconciliation is achieved. Have participants write their definition of reconciliation in their toolkit.

5 This exercise is adapted from Neufeldt et al, Peacebuilding: A Caritas Training Manual (Caritas, 2002).

END OF MODULE 6

15 min.

GROUP REFLECTION

Ask the group the following reflection questions:

1. What lesson, skill or tool did you find to be the most interesting and impactful? What was the most challenging? Why?
2. What is the difference between intervening in your own conflict versus intervening as a third party?
3. How did the final activity change your understanding of reconciliation?

MODULE 6: ACTIVITIES

KEY CONCEPTS FOR VISUAL LEARNERS

The following images can help you to further explain key concepts to the group. Copy the images on a flip chart and/or have participants refer to their Youth Peacebuilding Toolkit.

THIRD PARTY INTERVENOR

COMMON INTERESTS

CONFLICTING INTERESTS

DIFFERING INTERESTS

RECONCILIATION

7
BEING AN EFFECTIVE PEER EDUCATOR

Module 7 Overview

Every youth can be a peacebuilder! This module will offer the skills and tools to allow us to begin to master the facilitation skills for becoming well-respected peer educators and peacebuilders in our communities. In addition, we will learn how to engage in a continuous learning process, reflecting on our goals as peer educators, changemakers, and peacebuilders and developing a practice to constantly improve.

MODULE 7: ACTIVITY PLAN

Module goals

1. Share the skills of an effective peer educator and changemaker.
2. Empower peer educators through knowledge and practice.
3. Build a peer educator network.
4. Build a habit of a 'reflective practice'.

Time commitment

6 hours

Materials

- Post-it notes
- Pens / markers
- Flip chart stands
- Flip chart paper
- Notebook - 1 per participant
- Masking tape
- Handout: Lesson Plan template
- Handout: Self-reflection
- Handout: Post TOT Evaluation Survey (1 per participant)
- Certificate of Participation (1 per participant)
- Repost shared values

Preparation

1. During this module, groups will be creating a lesson around one tool they learned. Choose the 5 key concepts/tools that you want them to present. Try to think of 5 concepts that resonated most with the group.
2. Prepare materials that the groups can use to design and present their lessons (i.e. flip chart paper, markers, blank paper).
3. Prepare flip charts for Activity 2.
4. Print out and fill in Certificates of Participation with participant names and dates.

MODULE 7: LESSON PLAN

30 min.

WELCOME

Breathing\Centering Exercise

Welcome back! Start the module with a short centering exercise.

Repeat the following script:

As is our practice, I'd like to make sure that everyone has "arrived".
Plant your feet firmly on the floor. Feel the solid ground through your feet.
Shrug your shoulders, let them relax.

Contemplate the following phrase:

"My actions are my only true belongings. I cannot escape the consequences of my actions. My actions are the ground upon which I stand. - Thich Nhat Hanh

Close your eyes and take three deep breaths - in/out; in/out; in/out
After three deep breaths, slowly open your eyes and join the group.

Welcome to Module 7!

Module Learning Points

Share the following key learning points for today's module.

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.

Our Shared Values and Goals

Remind the group of their shared values and the overall goals of the programme. Post the values flip chart from the first module on the wall.

MODULE 7: ACTIVITIES

ACTIVITY 7.1

90 min.

TEACH ME SOMETHING!

Group Activity

1. The purpose of this activity is to help the participants learn some key facilitation skills.
2. The activity offers groups the chance to plan a short lesson about any topic they choose – it does not have to do with the peacebuilding training. They can teach a skill (how to tie your shoes; how to do a traditional dance); they can teach vocabulary from a second language; they can teach the group how to solve a math problem. Anything they want.
3. The lesson should be no more than 5 minutes long.
4. Divide the group into five groups.
5. Have each group decide on a topic and develop a 5-minute lesson to present to the rest of the group.
6. Give each group 30 minutes to prepare.
7. After preparation, have each group present their 5-minute lesson.
8. Encourage participants to keep in mind the following questions while listening to the lesson:
    1. How did the group attract my attention?
    2. Is the lesson clear?
    3. Did they make good use of time?
    4. How participatory was the lesson?
    5. After each lesson, ask the group one or two of the above questions.
9. After all groups have presented, ask the group, "Which lesson was the most effective? Why?"

Building an Effective Lesson

Using the group responses as a reference, introduce the three key ideas that make an effective lesson:

1. Raise awareness of your topic.
2. Deepen understanding of your topic.
3. Build competence in your topic.

As you plan a lesson, it's important to think about what kind of exercise will help you achieve the above elements. Let's use an example.

Imagine that your goal is to help participants learn the importance of dance in your culture. First, you want to raise awareness. You might introduce the lesson with a presentation about the importance of dance in traditional celebrations. Second, you want

to deepen the understanding of dance in your culture. You could engage participants in a dialogue about how music and dance play a similar role in their own cultures. You could ask them how and why it is so important. Lastly, you want to build competence. You could do this by teaching the participants one of the traditional dance moves - learning by doing.

The Learning Model[6]

How we facilitate is just as important as what we facilitate. The facilitative learning model - combining different methods to sculpt your lesson - is recommended over the teaching model in peacebuilding. Here are some of the methods that we can use to make our lessons more effective.

1 **Listening:** Presentations, explanations of concepts

2 **Seeing:** Offer a demonstration; video analysis

3 **Doing:** Providing opportunities to practice what you are learning

4 **Feeling:** Activities that focus on understanding the impact of your topic

5 **Reflection:** Offering time for reflection, feedback, open dialogue

Debrief

End the activity by giving each participant Handout: Lesson Plan Template. Briefly go over the handout.

6 Adapted from 'A Facilitation Guide for Conducting Conflict Management Training' by Rob Ricigliano, (CMG, 1995).

SHORT 15 MINUTE BREAK

Use the short breaks to do one of the following:

A participant-led energizer activity
Listen and dance to music
Stretching or breathing exercise

ACTIVITY 7.2

2 hours

DESIGN A LESSON FOR MY PEER GROUP

The purpose of this activity is to give participants experience designing a lesson using the concepts learned throughout this training.

Group Work

1. Divide the group into five groups. Assign each group one of the pre-planned concepts that they will create a lesson around. Encourage the group to use the Lesson Plan Template as a guide.

Trainer's note

Use the key concepts found in the Toolkit to help you choose the five topics for lessons.

2. Have each group also choose a target audience - who they are crafting the lesson for (i.e. female youth, all youth, women).
3. Give each group 30 minutes to design a lesson for their chosen audience.
4. Each lesson should be no more than 10 minutes.
5. After preparation, have each group say who their target audience is and present their 10-minute lesson to the rest of the group.
6. Write the below questions on a flip chart and post it on the wall. Have participants keep these questions in mind as they watch each lesson:
   1. How well would this lesson connect with their target audience?
   2. What made this lesson effective?
   3. What could have made it more effective?
   4. Did they use a facilitative learning model? How?
7. Ask the above questions after each lesson is presented.
8. Write responses on a flip chart and post it on a wall.
9. Based on the discussion, ask the participants to identify the key principles of an effective lesson. Highlight those principles on the flip chart.

SHORT 15 MINUTE BREAK

Use the short breaks to do one of the following:

A participant-led energizer activity
Listen and dance to music
Stretching or breathing exercise

ACTIVITY 7.3 — 45 min.

NURTURING SELF-REFLECTION

Effective peacebuilders develop a practice of reflecting on their work. The purpose of this activity is to begin the practice of reflection and introduce a structure that will encourage reflection as a lifelong habit.

Explain to the group the importance of reflection and becoming 'reflective practitioners'. Giving peacebuilders and changemakers the time to reflect on what they have learned from their experiences means they will be more likely to take those lessons forward and improve their practices.

Self-reflection Activity

1. Pass out Handout: Self-reflection. Go over the handout as a group.
2. Ask participants to take the next 30 minutes to reflect on the questions in the handout.
3. They can reference all the materials, lessons learned, activities they did throughout the past several days, as well as reflect upon their own life experiences.
4. They do not need to answer all the questions or they can expand upon the questions. These are meant to inspire reflective thinking.
5. Emphasize that there are no right ways to document their reflections. Participants can write, draw, collage, anything that feels right to them and allows them to express their insights.
6. Use the last 15 minutes to ask for volunteer participants to share their reflections.

MODULE 7: ACTIVITIES

ACTIVITY 7.4 — 45 min.

WRAP UP & CONCLUSION OF TRAINING

Wrap up the training by reviewing what was accomplished together during the modules and offering ideas for next steps in their journey as peacebuilders.

Reviewing What We've Learned

Pass out the Handout: Post TOT Evaluation Survey. Give the group 10-15 minutes to complete the survey.

Remind participants of the learning journey they took together. Encourage the group to use their Youth Toolkit to review each module and the key learning points. As you make your way through each stage of the journey, ask participants for their questions and reflections. Feel free to ask individuals to explain key concepts or offer examples of how they have applied the skills and tools since the training began.

Building a Strong Support Network

Discuss and brainstorm as a group how participants can continue to communicate with each other and provide ongoing support for one another. Give the group a few minutes to fill out the Notes of Appreciation page and Contact page (page 28-30) in their Youth Peacebuilding Toolkit.

Celebrating How Far We've Come

End the discussion by asking the group if they want to ask questions, make any final comments/reflections and/or give appreciation to their peers.

If appropriate, end the training with a presentation of Certifications of Participation.

KEY CONCEPTS FOR VISUAL LEARNERS

The following images can help you to further explain key concepts to the group. Copy the images on a flip chart and/or have participants refer to their Youth Peacebuilding Toolkit.

REFLECTIVE
PRACTITIONER

ACKNOWLEDGMENTS

A big thank you to refugee and host community youth in Uganda and Kenya who helped develop and test this manual and the exercises in it. May it continue to inspire and instruct you and other youth across the region to become peacebuilders and changemakers wherever you are.

The manual was developed by the UNHCR Regional Bureau for the East, Horn of Africa and Great Lakes under the auspices of the Regional Youth Peacebuilding Programme, with the support of the Bridgeway Group, consultant and field staff who tested the tool across Kenya, Sudan and Uganda. Design and layout by Talking Story. Made possible by the support of the Dutch Ministry of Foreign Affairs/Prospects.

UNHCR
The UN Refugee Agency