Youth4Peace

Part 4.

TRAINING TOOLKIT

UNOY
United Network of Young Peace Builders
PART 4:

IN PRACTICE:
PROGRAMMES AND SESSION OUTLINES

Welcome to part 4! In this part, we will provide you with examples and samples of programmes, related modules of the three main topics this toolkit is approaching (conflict transformation, peacebuilding and creation of peaceful narratives) and session outlines.
In part 1, you found all the necessary information on the basic concepts from the difference between conflict and violence to peace, conflict management, the role of identity and perceptions in creating narratives, strategies in transforming violent narratives and concrete tools such as peace journalism and NVC to UNSCR 2250.

In part 2, NFE was presented, with its principles, methodologies and methods and we brought all keys steps into developing a programme from its needs assessment to its flow, learning objectives, M&E to practical steps in planning and delivery.

Part 3 was the “how to”: how to be a trainer in peacebuilder as important principles and values have to be embraced and promoted further, how to manage conflict and group dynamics in your training room, how to be coherent with what you preach - how to walk the talk.

Here, part 4, it is time to put everything into practice! Real examples of programmes are provided, one of a one day workshop, and a 7-day long programme. We present the programmes and how they have been developed as they included all detailed session outlines. These programmes are ready to use, to be reproduced or adapted.

Kindly remember that even before going into your session outlines, the first step is to develop the overall aim and the objectives of your programme. Remember that in part 2 page 64, we more extensively explained the importance of clearly setting the overall aim and learning objectives of your programme? Do not forget that should always be your key first step, as only that will inform you on which themes need to be covered, through which activities and methods. The overall aim of the programme might actually have been developed by someone other than the trainer but it is eventually the responsibility of the trainer to adapt it and make it coherent and aligned with the objectives.

At the end you will also find a template of a session outline, ready to be filled in by yourself for each session of your programme.

Ready? Let’s go!

4.1. Session outlines

Session outline...
For most of us, it is quite a demanding step to develop session outlines but trust us, it is definitely the most useful and important tool contributing to the success of your programme. A session outline is a detailed plan of each session in your programme. It is basically your annotated version of the activity informing you as a trainer of each step within the activity (how to do it and for how long) but also on very crucial information on why we are doing this activity (which themes it addresses and the learning objectives it is intended to achieve).

Please keep in mind that these session outlines are just examples! You may want to take it as a reference and perhaps use some of them but as a trainer it is crucial that you develop your own session outlines and take full ownership and responsibility on it.

Session outline template:
You can also download the template as a word document and use it yourself.
Session x / x minutes

NAME YOUR SESSION

Objective of the session
What is the objective of your session? What do you try to achieve?

Themes addressed
Which are the main topics/concepts that the session will be covering?

Methods and Timing
Detailed explanation of the session with the timing for each step. This will help you in making a conscious decision of the method and activity and being realistic in its delivery.

5' Introduction:
Type here....

x' ...
Type here....

x' ...
Type here....

Room set-up
How does the room need to be arranged? In circle? With chairs? Tables?

Materials
Materials that you need to prepare beforehand, both for your participants and for you.

Tips
Things to keep in mind, alternatives.

Source and references
Where did you find this activity? Any further reference that can help if you need to further prepare or read about the topic.
4.2. Sample of a 1-day programme

You have just one day, and you are not too sure what to do... here is a sample of a one-day workshop that you can facilitate. Of course, do not forget that this supposed to just be an example, feel free to adapt, review, change and make it as relevant as possible for your group and context. There are millions of options and this is just one!

In this one-day workshop, called: “Dealing with Conflict: The Basics”, we suggest you explore the basic concepts with your group on conflict, violence and peace.

This workshop has been developed for:

participants: 20-30 max

DEALING WITH CONFLICT: THE BASICS

FORMAT (OFFLINE, RESIDENTIAL ETC)

On-site

PARTICIPANTS (AGE - PROFILE - LEVEL OF EXPERIENCE)

Around 18-30 years old

Participants do not need to have previous experience in peacebuilding but should be interested in learning the basics around conflict, violence and peace and eager to further promote it at community level.

Suggested profiles: youth who are volunteering in an organisation or are leaders/activists in their communities to be able to multiply and share their learnings.

OVERALL AIM

To empower youth to deal with conflicts at personal and community level

LEARNING OBJECTIVES

• To raise awareness among youth participants on their role in managing and transforming conflict.

• To strengthen the understanding of the different concepts around conflict, violence and peace

• To provide participants with tools for dealing with conflict
Here is a suggested agenda for the programme:

<table>
<thead>
<tr>
<th>Time</th>
<th>Day 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:00</td>
<td>ARRIVALS</td>
</tr>
</tbody>
</table>
| 9:00-10:30| Session 1  
Official Welcome, Programme and Methodology  
Getting to Know Each Other |
| 10:30-11:00| Tea/Coffee Break                                                    |
| 11:00-12:30| Session 2  
Peace, conflict, violence                                           |
| 12:30-13:30| Lunch                                                               |
| 13:30-15:00| Session 3  
Conflict escalation                                            |
| 15:00-15:30| Tea/Coffee Break                                                    |
| 15:30-17:00| Session 4  
Conflict management strategies                                 |
| 17:00-18:00| Session 5  
Moving forward and evaluation                                       |

**Competences breakdown:** If you read part 2 this might ring a bell, if not, this is to show that through NFE holistic methodology we encourage strengthening not only knowledge-based sessions (concepts) but also the development of skills and embracing certain attitudes.

**Knowledge**  
understanding/discovering concepts

**Skill**  
practicing

**Attitudes**  
living and being

**Flow:** As you can see, in this programme, we suggest to go from getting to know each other, activities that allow the creation of a safe space to then explore the basic concepts of conflict, violence and peace. Once those are well understood, in particular the differences between conflict and violence and the connection between the different forms of violence with a positive definition of peace, the session continues by exploring the dynamics of conflict, the different stages and how to deal with it. We end with a session on what will happen after the training workshop and evaluation.
All the session outlines for the one-day workshop:

Session 1 - 90 minutes
OFFICIAL WELCOME, PROGRAMME AND METHODOLOGY, GETTING TO KNOW EACH OTHER

OBJECTIVES

- To officially launch the one-day training
- To introduce the objectives, the programme and methodology
- To get to know each other and break the ice among participants
- To build trust among participants

THEMES ADDRESSED

Non-formal learning methodology, Trust, Getting to know each other and breaking the ice

METHODS AND TIMING

5’ Introduction and welcoming: organiser should make a welcome speech introducing the training, framework and objectives. Trainer(s) can also take the chance to quickly introduce themselves.

15’ Round of names (in circle): you can ask participants to say their names and make a specific gesture that characterise them (variation instead of the gesture: an adjective that starts with the same letter as their first name or their super power). You can ask the next participant to repeat the names of all participants who introduced themselves before them or the whole group to repeat after each participant. This should help in start reminding names and breaking the ice.

20’ Speed Dating: play some music and ask participants to find a pair every time the music stops. Once they are in pairs, provide guiding questions they can ask each other to start getting to know the person who is in front of them (examples: explain how you made it to the training, what is your bigger dream, who is your peace superhero, what is your biggest fear, …). Give them a few minutes before starting the music again and finding a new pair. In between pairs, and with the music on, ask them to just mingle around and dance if they feel like.

30’ Group contract - Tuk Tuk activity: ask participants if they know what a tuk-tuk is. If not, explain that is a means of transport quite common in Asia where usually very brave drivers sneak around cars and buses, sometimes in quite dangerous maneuvers...

Ask participants to pair up, with one who will act as the driver and the other one as the passenger. Ask the passenger to close his/her eyes and to put his/her hands on the shoulder of the driver as the driver will be driving them across the room emulating the tuk-tuk drivers. After a couple of minutes, ask to change roles. At the end, ask all participants to take a sit in circle and debrief.

Debriefing:

- How do you feel? (each participant replies one by one in circle with one word representing their feeling right now).
- What happened during the activity? What did you do? How did you react? Was it difficult to keep the eyes closed? Why?
- How do you interpret this with the key elements/values that we need for this one-day workshop?
Based on their answers, start writing key elements/principles needed for them to work as a group and achieve the objectives of the workshop (communication, trust, inclusion, nonviolence, respect, etc.). Once all written on the flipchart, ask if anybody has anything else to add and suggest that this becomes their group contract/community guidelines for the rest of the day.

**20’ Learning goals:** ask each participant to write in silence in their notebooks their learning goals for the rest of the day.

**ROOM SET-UP**

Only chairs, in circle. Chairs will be removed for the speed dating and tuk-tuk activity.

**MATERIALS**

Music (speakers, laptop), flipcharts, markers

**Tips:** If your group already knows each other, you might only do one quick getting to know each other: remember that while they might know each other, they might not know you or other people in the room.

If they do not know what a tuk-tuk is, make sure to explain or to take another common means of transport for that group.
**OBJECTIVES**

- To get a clear understanding of the basic concepts of conflict, violence and peace
- To be able to differentiate between conflict and violence, negative and positive peace

**THEMES ADDRESSED**

- Peace (positive and negative)
- Difference between conflict and violence
- Forms of violence (direct, cultural, structural)

**METHODS AND TIMING**

5’ Although this is still early in the programme, remember that you can have a quick energiser to keep breaking the ice and bring back some energy to the group if needed.

45’ **Silent Museum activity**: Divide the group in three sub-groups, each group will be assigned one of the three concepts (violence, conflict or peace) and is given 15 minutes to prepare a silent presentation of the given concept. Tell them that they will have 2-3 minutes to represent the concept without speaking with the objective of the other groups guess the concept that is being presented, like visiting a museum. The group will visit the three stations one after the other in silence and with no comments or debriefing in between. When the three stations are visited, bring back the group to the main training room.

30’ **Debriefing**: Ask the two groups that got the first visit experience (and without revealing yet which concept it was about):

  - What did you experience?
  - Which concept did you think was being represented?
  - Would you represent that concept differently?
  - Present the definition of the concept and pass to the next group until you cover the three concepts.

**ROOM SET-UP**

If you do the silent museum, you may want to explore the possibility of doing it outside.

**MATERIALS**

Any available material: flipcharts, post-its, newspapers, etc.

**Tips**: It is nicer to do this activity outside if you have the possibility or at least outside the main training room. Encourage the participants to be creative.
Session 3 - 90 minutes

CONFLICT ESCALATION

OBJECTIVES
• To understand how a conflict can quickly escalate and its phases
• To experience a conflict escalation situation

THEMES ADDRESSED
Conflict stages

METHODS AND TIMING

Chairs game Activity

10’ Instructions: Divide the group into 3 equal teams. Team A, B and C. Try to separate them to create a “climate of competition” from the very beginning. Ask them to think of a group name and a group cheer. Tell them that this is a nonverbal activity, and they will only use the sound/cheer to communicate. Tell everyone that each team has a task, and the goal for each team is to fulfil the task in 2 minutes. As them to identify a leader who will come and pick their task.

10’ Tasks: Green paper – all 6 chairs should be arranged in a circle; Pink paper – all 6 chairs should NOT be touching the ground; Blue paper – all 6 chairs should be OUTSIDE the square tape. As soon as each leader picks the task, tell them that they have 2 minutes with the rest of their group to strategise. After the 2 minutes for strategising, ask everyone to stand around the square tape. Remind them of the instructions again (Complete your tasks in 2 minutes, no talking). Prepare everyone and say 'Ready, set, GO!' After 2 minutes, stop the game.

30’ Debriefing: Ask participants to sit in a circle and start debriefing: 1. How do you feel? 2. What happened? Why did it happen? What was the aim of the activity? Did any group complete their task? If yes, how? If no, why not? Ask each team to share their tasks, then ask – could you have completed all 3 tasks together? 3. In real life, what prevents us from collaborating with others? Why do we compete? Why do we think that by having the same resources, our goals would be incompatible? How else can we relate this to real life? In the debriefing, you can focus on conflict escalation, and how often individuals assume that they are in front of a conflict (incompatible goals, which was not even the case of this activity) and/or the spontaneous use of violence to address the conflict.

30’ Show the following video: https://www.youtube.com/watch?v=P-o9dYwro_Q
And discuss with the group on the different stages of a conflict when it escalates and de-escalates. You can also debate the graph presented in part 1 of this toolkit.

ROOM SET-UP

For chairs activity: Using masking tape/white tape, make a square shape on the ground big enough to put the 6 chairs inside, randomly arranged.

For debriefing and video: in circle.

Materials: 6 chairs (preferably easy to move), masking tape, 3 ‘task cards’ in different colours with group tasks written on it.

Projector, laptop and video (connection to internet or downloaded video) - for the video presentation.
**Tips:** If they ask you if they can see other team’s tasks, say it’s up to them (try to pressure them not to talk to each other because of time constraints).

Since this is an activity that is physical, make sure that you tell participants and suggest that some can be observers during the activity if they do not feel comfortable with that aspect.

**SOURCES AND REFERENCES**

- [https://www.youtube.com/watch?v=P-o9dYwro_Q](https://www.youtube.com/watch?v=P-o9dYwro_Q)
OBJECTIVES

• To understand the different conflict management styles
• To discuss the most sustainable and durable style for peacebuilding

THEMES ADDRESSED

Conflict management strategies

METHODOLOGY AND TIMING

10’ Pull activity: Ask for 10 volunteers, 5 pairs. Ask each pair to position themselves standing opposite each other/ (facing each other), one feet away from the line (with the line in between them), (Make sure the line is long enough so that the 5 pairs are not cramped up and have space to move). Give them this instruction once: (1) Those not in the middle of the room, please observe the volunteers, take notes if you want. (2) To the 5 pairs, you have 2 minutes to accomplish your task. (3) Your task is ‘get the person in front of you (your partner) on your side of the line. After 2 minutes, stop the activity and ask participants to sit in a circle.

30’ Debriefing: First ask the observers to share what they have seen and then take each pair and ask them to share about their process: what did they do? Did they accomplish their task? Then, if not all the conflict management styles were explored, introduce them one by one and emphasise the win/win, win/lose aspects. While the volunteers are still in the middle of the room, introduce the five Conflict Management Strategies (Compromising – Competition – Collaboration – Avoidance – Accommodation). You may ask the volunteers to show (1 pair each) each of the Conflict management styles/strategies.

Advanced level: If you have a more advanced group, there is actually a sixth form of addressing this conflict which is removing the tape. If you feel your group is ready for it, you might want to introduce it (or perhaps one of your participants might suggest it) as removing the tape is an analogy of actually reflecting if there is actually a conflict or if the conflict might come from the structure itself. Sometimes we think there is a conflict only to realise it is being imposed by our own structures/society. You can also reflect on how manipulation and power is used in the activity, the trainer/facilitator giving instructions once (communication dynamics or lack of one) and imposing the line in the first place.

40’ You can ask participants to discuss in small groups about how they usually manage conflicts and the results it has had so far. Give them 10-15 minutes to discuss in small groups and then open the discussion with the whole group. Some key inputs and learnings to keep in mind:

• There are various ways to deal with conflict.
• Cooperation may not always be easy, but it should be the end goal to strive for it if we want transformation. Only the cooperation approach allows for a sustainable and peaceful transformation of the conflict.
• Cooperation may not always be an option, and sometimes you may use other strategies (such as avoiding or accommodating), depending on the priority of your need(s), time or relationship with the person/group you are encountering the conflict with.
• To enter into a cooperation style you will need to understand the needs of the other as well as your own.
• Thinking outside the box and look at whether the conflict is imposed by the structure/society and how to identify it through the analysis of the root causes of that conflict.
ROOM SET-UP

For Pull activity: make a long straight line in the middle of the room.

Debriefing and reflections: in circle

MATERIALS

Tape/string, flipchart or slide with the conflict management strategies.

Tips: It is crucial to keep the instructions, especially about the task - clear and to a minimum. The point of this activity is that you did not ask them to be on the same side nor keep their initial positions. The task is not incompatible and can be fulfilled by switching sides, or by one crossing the line to the other side, and then the other person does the same thing after. (Basically, there's more than one way to do the win-win!) For that, ask the participants that are not directly taking part in the exercise to be observers and note down the different styles they see in addressing the activity. As you discuss the cooperation strategy, you may refer participants to the onion tool in conflict analysis to differentiate between position, interest and need and be able to apply that strategy.
Session 5 - 90 minutes

MOVING FORWARD AND EVALUATION

OBJECTIVES

- To provide participants with a sense of responsibility to continue working on peace after the training
- To evaluate the programme and collect main feedback from the group

THEMES ADDRESSED

Evaluation, closing

METHODS AND TIMING

20’ Informal evaluation: Temperature evaluation: you explain to participants that one side of the room is very positive and the other negative. You ask them to stand in the middle of the room and as you mention some elements of the training they should place themselves according to their satisfaction. You can mention: the contents of the training, methodology, the trainers, logistics, the group dynamics and their own participation.

30’ formal evaluation: Participants are given time to complete the post-assessment (remind them as with the pre-assessment to be honest as this is not a test but a self-assessment of learning after the training) and formal evaluation forms.

Certificates 5-10’ Distribution of certificates: you can make it more fun and distribute randomly one certificate per participant with the face down (so that they cannot read the name). When all participants have a certificate, they turned it and go to give it to the participant whose certificate they got.

Commitments 20’ Last round of commitments: you can take a last round with participants one by one expressing their gratitude and commitment after the training.

5’ Closing: formal thanks and closure of the training.

ROOM SET-UP

In circle. Space needed for the informal evaluations.

MATERIALS

Post assessment forms, evaluation forms, certificates

Tips: The last round of commitments and gratitude can be quite long if everyone starts talking for long. Ask participants to be concise or just open the floor for those who would like to say something.
4.3. Sample of a 7-day full programme

At UNOY Peacebuilders, our experience shows that a programme of 7 days seems a good compromise to go in depth into content but also for participants to put into practice certain skills. Also, in terms of groups dynamics, a 7-day programme allows the participant to go through the whole process of forming-storming-norming-performing-adjourning (see part 2 page 67). This sample programme, called Transforming Conflicts and Narratives has been developed for:

participants: 20-24 max

TRANSFORMING CONFLICT AND NARRATIVES

FORMAT (OFFLINE, RESIDENTIAL ETC)

Onsite

PARTICIPANTS (AGE - PROFILE - LEVEL OF EXPERIENCE)

Around 18-30 years old

Participants do not need to have previous experience in peacebuilding but should have a strong interest (and minimum understanding of the key concepts) in learning the basics around conflict, violence and peace and transforming narratives and eager to further promote it at the community level.

Suggested profiles: youth who are volunteering in an organisation or are leaders/activists in their communities to be able to multiply and share their learnings.

OVERALL AIM

To empower youth to become peacebuilders by the positive transformation of conflicts and narratives

LEARNING OBJECTIVES

• To strengthen the understanding of the different concepts around conflict, violence and peace

• To provide participants with tools for dealing with conflict and narratives

• To enable participants to explore the role of their identity and perceptions in shaping narratives

Here is a suggested agenda for the programme:
<table>
<thead>
<tr>
<th>Time</th>
<th>Day 1: Setting the ground</th>
<th>Day 2: The basics</th>
<th>Day 3: Understanding the narratives</th>
<th>Day 4: Power and Violence</th>
<th>Day 5: Transforming the narratives</th>
<th>Day 6: Applying</th>
<th>Day 7: Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>08:00 - 08:30</td>
<td>ARRIVALS</td>
<td>Breakfast</td>
<td>Breakfast</td>
<td>Breakfast</td>
<td>Breakfast</td>
<td>Breakfast</td>
<td>Breakfast</td>
</tr>
<tr>
<td>08:30 - 09:00</td>
<td>Session 1: Official Welcome &amp; Getting to Know Each Other</td>
<td>Inner Peace</td>
<td>Inner Peace</td>
<td>Inner Peace</td>
<td>Inner Peace</td>
<td>Inner Peace</td>
<td>Inner Peace</td>
</tr>
<tr>
<td>09:00 - 09:30</td>
<td>Session 1: Getting to Know Each Other</td>
<td>Inner Peace</td>
<td>Inner Peace</td>
<td>Inner Peace</td>
<td>Inner Peace</td>
<td>Inner Peace</td>
<td>Inner Peace</td>
</tr>
<tr>
<td>09:30 - 11:00</td>
<td>Breakfast</td>
<td>Inner Peace</td>
<td>Breakfast</td>
<td>Breakfast</td>
<td>Breakfast</td>
<td>Breakfast</td>
<td>Breakfast</td>
</tr>
<tr>
<td>11:00 - 11:30</td>
<td>Lunch</td>
<td>Inner Peace</td>
<td>Lunch</td>
<td>Inner Peace</td>
<td>Lunch</td>
<td>Inner Peace</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:30 - 13:00</td>
<td>Break</td>
<td>Inner Peace</td>
<td>Break</td>
<td>Inner Peace</td>
<td>Break</td>
<td>Inner Peace</td>
<td>Break</td>
</tr>
<tr>
<td>13:00 - 14:00</td>
<td>Lunch</td>
<td>Inner Peace</td>
<td>Lunch</td>
<td>Inner Peace</td>
<td>Lunch</td>
<td>Inner Peace</td>
<td>Lunch</td>
</tr>
<tr>
<td>14:00 - 15:30</td>
<td>Session 2: Programme Methodology</td>
<td>Inner Peace</td>
<td>Session 4: Conflict analysis</td>
<td>Inner Peace</td>
<td>Session 5: Forum theatre</td>
<td>Session 6: Toolbox</td>
<td>Dinner</td>
</tr>
<tr>
<td>15:30 - 16:00</td>
<td>Break</td>
<td>Inner Peace</td>
<td>Break</td>
<td>Inner Peace</td>
<td>Break</td>
<td>Inner Peace</td>
<td>Break</td>
</tr>
<tr>
<td>16:00 - 17:30</td>
<td>Session 3: Group contract and learning objectives</td>
<td>Inner Peace</td>
<td>Session 5: Stereotypes and discrimination</td>
<td>Inner Peace</td>
<td>Session 4: Reflections</td>
<td>Session 6: Reflections</td>
<td>Dinner</td>
</tr>
<tr>
<td>17:30 - 18:30</td>
<td>Dinner</td>
<td>Inner Peace</td>
<td>Dinner</td>
<td>Inner Peace</td>
<td>Dinner</td>
<td>Inner Peace</td>
<td>Dinner</td>
</tr>
<tr>
<td>19:00 - 20:30</td>
<td>Dinner</td>
<td>Inner Peace</td>
<td>Dinner</td>
<td>Inner Peace</td>
<td>Dinner</td>
<td>Inner Peace</td>
<td>Dinner</td>
</tr>
<tr>
<td>20:30</td>
<td>Free evening</td>
<td>Inner Peace</td>
<td>Free evening</td>
<td>Inner Peace</td>
<td>Free evening</td>
<td>Free evening</td>
<td>Free evening</td>
</tr>
</tbody>
</table>

Youth4Peace Training Toolkit - Part 4
Competences breakdown:

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Understanding/discovering concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill</td>
<td>Practicing</td>
</tr>
<tr>
<td>Attitudes</td>
<td>Living and being</td>
</tr>
</tbody>
</table>

Flow: On the first day, the sessions are dedicated to getting to know each other, agreeing on a group contract with the aim of creating a safe space for participants to be able to genuinely share their thoughts and be confronted with new ideas. The second day is a critical stage as it sets the ground for the group to explore and strengthen their understanding of the key concepts of conflict, violence and peace as well as going more in depth in conflict dynamics, stages and ways to deal with conflict. Day 3 concentrates on understanding the key elements that make up a narrative: from the role of perspectives and perceptions in shaping our realities and how our identity can influence this, including to a level of stereotyping and discrimination. On day 4 we continue digging into the concept of power and how, if misused, it can escalate into hate speech and how to manage this. Day 5 is presenting tools to transform those narratives through communication and through the theatre method. There is also a session to learn from each other and share best practices and lessons learned. Day 6 is dedicated to action plans and discussing concrete tools that participants could use in positively transforming conflicts and narratives. The last day supports the reflections on what will happen after the training and how participants can take commitments to multiply their learnings. We end with evaluation and certificates.

Tip: Kindly note that in this programme we have added a 30 minutes session every morning on inner peace. This session could cover aspects or activities related to mindfulness or meditation practice, yoga or some reflections on the values and principles of peace. We do not provide session outlines as we believe you might have a certain experience and expertise in this field. Not everyone can start guiding a session of mindfulness and it could even be harmful if you do not know how to address it properly. However, by still including those sessions every morning we hope to draw your attention on the importance to find spaces in your training to reflect and practice self-care as a peace practitioner.

Tip: While we have put arrivals in the morning, make sure that if you are delivering a programme with international participants you will have to consider the day prior to the start of the programme as the arrival day. In addition, if participants are arriving from far and from different time zones, also give the time to rest and get adjusted to their new time.

Tip: In a programme of 7 days we usually also have a free afternoon to give the chance to participants to take a little break, disconnect and visit the surroundings. This is particularly important if you have participants traveling from other regions, or from abroad, as this might be the only chance for them to discover the new environment. This can be changed depending on your context and group.

Tip: Bear in mind to add energisers before the sessions whenever is needed. You can find a lot of examples here.

Hereafter we present and detail all session outlines for the 7-days programme on Transforming Conflicts and Narratives.
Day 1

Session 1 - 90 minutes

Official Welcome and Getting to Know Each Other

Objectives

- To officially launch the 7-day training
- To get to know each other and break the ice among participants
- To build trust among participants

Themes Addressed

- Trust, getting to know each other and breaking the ice

Methods and Timing

10’ Introduction and welcoming: The organiser should hold a welcome speech introducing the training, framework and objectives. Trainer(s) can also take the chance to quickly introduce themselves.

15’ Round of names (in circle): You can ask participants to say their names and make a specific gesture that characterises them (variation instead of the gesture: an adjective that starts with the same letter as their first name or their super power). You can ask the next participant to repeat the names of all participants who introduced themselves before them or the whole group to repeat after each participant. This should help in start reminding names and breaking the ice.

10’ Greetings! An activity to break the ice and also make sure participants can greet each other is simply to ask participants to walk around the training room and give them some instructions on how they would greet each other:

- Handshake
- Tap on the shoulder
- High five
- Hugs

As trainer, you start shouting “handshake” and until you do not provide the next form of greeting, participants keep on greeting each other that way. You do not have to follow the order, you can just say “handshake”, then “high five” then “handshake” again, then “hugs” then “tap” then... but be aware that some greetings are more personal than others, so make sure you go gradually to make participants feel comfortable as they break the ice.

20’ Drawing the portraits: You ask participants to put chairs aside and to stand in a circle. Give them one A4 sheet and one pen. You ask them to write their name on the top of the sheet and to put it on the ground. Instructions: you tell them that when the music is on, they will walk in circle around the A4 sheets. When the music stops, they will stop in front of one paper that belongs to one of the participants. Give the instructions of which part of the face they will draw, for instance “right eye”, “lips”, “shape of the face”, “hair” etc. Give one instruction (one trait to draw) at a time, give them few minutes to draw that trait, then play again the music and it goes on, until participants have completed the portrait of their peers.

30’ Speed Dating: play some music and ask participants to make a pair every time the music...
stops. Once they are in pairs, orally provide some guiding questions for them to start getting to know the person who is in front of them (examples: explain how you made it to the training, what is your biggest dream, who is your peace superhero, what is your biggest fear...). Give them a few minutes before starting the music again and finding a new pair. In between pairs, and with the music on, ask them to just mingle around and dance if they feel like.

**ROOM SET-UP**

Only chairs, in circle. Chairs will be removed for the speed dating and tuk-tuk activity.

**MATERIAL**

Music (speakers, laptop), flipcharts, markers

**Tip:** If your participants already know each other, you might only do one quick round of introduction. Remember, however, that while they might know each other, they might not know you or other people in the room.

Be mindful that the greeting activity implies some touching (through hugs) so adapt as needed for your group if there is any cultural reticence.

Drawing activity: if participants get in front of the paper with their own name, ask them to change with someone. Be creative and ask them to draw for instance the right eye and then the left one, to bring more participants to draw on different portraits and make it more fun. You can end with asking them to draw anything characteristic to that person, such as a piercing, glasses, scarf, etc. You can end the activity with a group picture of participants holding their new portraits.
**OBJECTIVES**

- To present the objectives and programme
- To introduce the methodology of the training

**THEMES ADDRESSED**

- Non-formal learning methodology

**METHODS AND TIMING**

5’ Remind the participants of the main objectives of the training and the context (if the training is part of a larger programme, if there are different phases, etc.)

30’ Present the methodology of your training. Usually we would start explaining the difference between formal, informal and non-formal learning education stating the principles of NFE and the associated methodologies: holistic, competencies based, learning zones, diversity and inclusion. You could also explain that the training will be using different methods to respond to different learners’ needs. Refer to part 2 of this toolkit for detailed explanations. Ask if there are any questions or need for clarification.

20’ Distribute the printed programme to each participant and review it with your group. Explain what will happen and a brief explanation of each session. Usually, what we do is to have a big programme on the wall and invite participants to stand in front of the big programme while you go through it. You can also have the sessions colour-coded based on if it is skills, knowledge or attitude related. This should help participants to better understand the connection between the methodology, the methods, flow and sessions. This would also be the moment when you explain about informal sessions such as the farewell night (in case you want participants to prepare it so that they can start thinking of it), about external guests who might have been invited to deliver some sessions or any other logistical considerations for the group.

30’ Pre-assessment: As mentioned in part 2, we highly recommend that you have a pre- and post-assessment of the training so that you can assess the impact of your educational activity. Distribute the pre-assessment, check that they understand all the question, give them around 20 minutes (depending on how many questions you have) and then collect it.

**ROOM SET-UP**

You can have the programme of the training on the wall. Preferably make it big and in a place where it is visible for the rest of the days.

**MATERIALS**

- Printed programmes and pre-assessment forms for each participant

**Tip:** For the pre-assessment: make sure you explain to your group that this is not to test their knowledge, but it is a self-assessment. Request them to be honest on their pre-competences before starting the training.
Session 3 - 90 minutes

**GROUP CONTRACT AND LEARNING OBJECTIVES**

**OBJECTIVES**

- To build the team spirit
- To set the ground rules for the training
- To share expectations and contributions from the group to the training

**THEMES ADDRESSED**

- Trust, principles in teambuilding

**METHODS AND TIMING**

10’ Explain the instructions: as a group you will have to complete the following tasks. You can tell them that they can decide how to organise themselves but the whole group needs to participate and contribute to the challenge. Ask them to have proofs for each task. They have 20 minutes to complete their tasks. Put countdown and music of mission impossible.

20’ Complete the tasks:

1. 10 most exciting holidays places to go
2. Invent a slogan for the group (with favourite words of the group)
3. If they would have another life to live it would be...
4. List of names of pets of all
5. List the biggest passions in the group
6. Saying “I am madly in love with you!” in as many languages as possible
7. Drawing group portrait
8. Passionate dance on...

Once the time is off, ask participants to present all the tasks they have completed. Then ask them to take a seat for the debriefing.

30’ Build the group contract through the following debriefing questions. 1. How do you feel? (one round where each participant replies with one word describing his/her feeling right now) 2. What happened during the activity? Did you manage to complete all the tasks? What helped you in completing it? What did you miss/what did you need to complete all your tasks more efficiently? 3. If this would become our group contract, what would you add? What do you need as a group to support each other in achieving the main objective of the training but also in supporting each other's learning objectives?

As participants will state some core values and principles, make sure they do not miss important ones such as respect, nonviolence, diversity, active listening, commitment, participation, etc. If nobody mentions it, feel free to suggest it.

As the group answers the questions, we encourage you to write them on a flipchart.

15’ Distribute to participants two post-its of two different colours and ask them to write on one their contributions to the training (what are they bringing in terms of experience/expertise) and on the other their expectations/learning objectives. Once ready, the can paste their post-its on the tree (contributions on the trunk and expectations on the branches).

15’ Ask them to take a moment to read (in silence) the post-its from the group and read few for...
the entire group (pick the ones that are most representative for the group - ideas that are repeated by few participants for instance).

**ROOM SET-UP**

Have the tree ready on a wall.

**MATERIALS**

- Provide the group flipcharts, pens, markers, music
- Prepare a big tree on three flipcharts, post-its in two colours

**Tip:** For the group contract activity: If you have participants with different abilities, this activity might work well as the tasks are quite diverse. You can have a countdown projected on the wall to build up the sense of challenge.

The group contract can remain open and participants can add more things in the upcoming days. Keep it visible on the wall as it might be very useful reminder in case conflicts arise among the group.

For the learning objectives: remind your group that while as a trainer you have prepared and are doing all that you can to have a successful programme, they are also responsible for their own learning and that of the group by creating an enabling environment and take every opportunity (also during breaks, after sessions, etc..)
OBJECTIVES

• To reflect individually and collectively on the learnings of the day, what went well and what could be improved
• To provide the trainer with an understanding on how the training is moving forward

THEMES ADDRESSED

Reflection, feedback

METHODS AND TIMING

20’ Divide your group into small groups of 4-5 persons and ask them to reflect on:

• What they learnt today
• Highlights of the day
• What can be improved for the next day

Ask the group to compile their answers in a sheet of paper and handover it to you before leaving the room.

ROOM SET-UP

Space for smaller group reflections.

MATERIALS

One A4 per group

Tip: Remind them to be honest and inclusive. While they might not all agree, it is important they reflect all opinions. No need to put their names on the paper. Make sure to read all feedback as you prepare for the next day to see if you can incorporate some or keep some of the elements that are appreciated by the majority of the group.
DAY 2

Session 1 - 30 minutes

RECAP AND PRESENTATION OF THE DAY

OBJECTIVES

- To present the feedback received on the day before
- To reflect on the suggestions received
- To present what will happen in that day

THEMES ADDRESSED

- Reflection, feedback

METHODS AND TIMING

5’ Energiser: It is also nice to start the day with a short but effective energiser. Since it is still the first days of the training and the group still is getting to know each other, you can opt for an ice-breaker (could be a game on names to see if they still remember each other for instance).

10’ Feedback of feedback: It is a good practice to start your day by reflecting on the feedback from the reflections of the participants received the day before. Simply state the most common answers received (positive and negative) and mention if you are addressing any concern or suggestions. Imagine that participants have asked for more energisers, then you can tell them that today you will try your best to incorporate some more for instance. Or if some concepts remain unclear, you may want to start with some clarification of knowledge from the day before and it would be for sure appreciated if you mention that this comes from a request that you are addressing.

10’ Presentation of the day: Run through the programme of the day, explain if there has been any change, if any logistics announcements have to be made, this is also the right time.

ROOM SET-UP

In circle

MATERIALS

- Your feedbacks of feedbacks prepared.

Tip: Be open during the feedback of feedback: say what you are addressing and what you are not. You can certainly not comply with all requests but you can at least explain to your group. In this moment, we suggest not to further open the floor for comments, except for very pressing ones from the group. It is more of a sharing moment from your side, so avoid dragging it out or being pulled into endless discussion on details.
OBJECTIVES

• To get a clear understanding of the basic concepts of conflict, violence and peace
• To be able to differentiate between conflict and violence, negative and positive peace

THEMES ADDRESSED

• Peace (positive and negative)
• Difference between conflict and violence
• Forms of violence (direct, cultural, structural)

METHODS AND TIMING

5’ Although this is still early in the programme, remember that you can have a quick energiser to keep breaking the ice and bring back some energy to the group if needed.

45’ Silent Museum activity: Divide the group in three sub-groups, each group is assigned with one of the three concepts (violence, conflict or peace) and is given 15 minutes to prepare a silent presentation of the given concept. Tell them that they have 2-3 minutes to represent the concept without speaking with the objective for the other groups to guess the concept that is being presented, like visiting a museum. The group will visit the three stations one after the other in silence and with no comments or debriefing in between. When the three stations are visited, bring back the group to the main training room.

30’ Debriefing: Ask the two groups that got the first visit experience (and without revealing yet which concept it was about): 1. What did you experience? 2. Which concept did you think was being represented? 3. Would you represent that concept differently? 4. Present the definition of the concept and pass to the next group until you cover the three concepts.

ROOM SET-UP

If you do the silent museum, you may want to explore the possibility of doing it outside.

MATERIALS

• Any available material: flipcharts, post-its, newspapers, etc.

Tip: It is nicer to do this activity outside if you have the possibility or at least outside the main training room. Encourage the participants to be creative.
Session 3 - 90 minutes

CONFLICT ANALYSIS

OBJECTIVES
- To understand the importance and the need to analyse conflicts
- To get an overview of the different tools needed to analyse a conflict
- To practice with one tool or more to analyse a conflict of their choice

THEMES ADDRESSED
- Tool for conflict analysis

METHODS AND TIMING

20’ You first need to explain what conflict analysis is, its objective and the different tools (how and when to use them). Again, depending on your group, you will be able to introduce a different number of tools. Beginners-intermediate: try to limit to 1 tool (maximum 2 depending on the time available) and rather choose the conflict tree, onion and conflict mapping as they are usually easier to relate to. For advanced group, you can introduce all the tools.

30’ Divide the group in smaller groups and ask them to analyse a conflict of their choice through one of the tool presented. It would always be better if they can choose a conflict they are familiar with (in their community, family, school...).

30’ Debriefing: At the end, ask some groups (be mindful of time) to share their analysis through short presentations (it can become quite overwhelming if each groups goes into details) and focus on sharing challenges they might have faced while using these tools, what they realised, how useful it was and any doubt they might have.

10’ Some key inputs that should come during the debriefing but that you can also highlight at the end of your sessions:
- Conflict analysis is a crucial tool to transform conflict and depending on the chosen tool it allows to have a deeper insight on actors involved, root cause, actual issues, phases of the conflict and triggers.
- Conflict analysis is also key when it comes to conflict sensitivity and be more aware of when and how to address or intervene in a conflict.
- Conflict analysis can be used as a pre-assessment tool before starting any project and be more conscious of the type of intervention to be implemented or even about our own biases towards that conflict.
- Conflict analysis emphasises that conflict is dynamic and that it changes very quickly. You might actually need to re-do your conflict analysis during different moments of your project.

ROOM SET-UP
Give space for participants to gather in smaller groups and work in their groups.

MATERIALS
- Flipcharts, markers.

Tip: It is important that you clearly explain the tools and provide participants with some examples. Unless the group is really advanced, do not bring very complex situations but try to simplify and give examples of conflict that they can relate to (conflict within the family, in the community, at university, etc.). Most important is that you are sensitive to your group, to their expertise, expectations and current context (please see part II for more details).
Session 4 - 90 minutes

CONFLICT ESCALATION

OBJECTIVES
- To understand how a conflict can quickly escalate and its phases
- To experience a conflict escalation situation

THEMES ADDRESSED
- Conflict stages

METHODS AND TIMING

10' Chairs game Activity Instructions:
Divide the group into 3 equal teams. Team A, B and C. Try to separate them to create a “climate of competition” from the very beginning. Ask them to think of a group name and a group cheer. Tell them that this is a nonverbal activity, and they will only use the sound/cheer to communicate. Tell everyone that each team would have a task, and the goal for each team is to fulfil the task in 2 minutes. Ask them to identify a leader who will come and pick their task.

10' Tasks:
- Green paper – all 6 chairs should be arranged in a circle;
- Pink paper – all 6 chairs should NOT be touching the ground;
- Blue paper – all 6 chairs should be OUTSIDE the square tape.

As soon as each leader picks the task, tell them that they have 2 minutes with the rest of their group to strategise. After the 2 minutes for strategising, ask everyone to stand around the square tape. Remind them of the instructions again (Complete your tasks in 2 minutes, no talking). Prepare everyone and say 'Ready, set, GO!'. After 2 minutes, stop the game.

30' Debriefing:
Ask participants to sit in a circle and start debriefing: 1. How do you feel? 2. What happened? Why did it happen? What was the aim of the activity? Did any group complete their task? If yes, how? If no, why not? Ask each team to share their tasks, then ask – could you have completed all 3 tasks together? 3. In real life, what prevents us from collaborating with others? Why do we compete? Why do we think that by having the same resources, our goals would be incompatible? How else can we relate this to real life? In the debriefing, you can focus on conflict escalation, and how often individuals assume that they are in front of a conflict (incompatible goals, which was not even the case of this activity) and/or the spontaneous use of violence to address the conflict.

30' Show the following video: https://www.youtube.com/watch?v=P-o9dYwro_Q
And discuss with the group the different stages of a conflict when it escalates and de-escalates. You can also debate the graph presented in part 1 of this toolkit.

ROOM SET-UP
For chairs activity: Using a masking tape/white tape, make a square shape on the ground big enough to put the 6 chairs inside, randomly arranged.

For debriefing and video: in circle.

MATERIALS
- 6 chairs (preferably easy to move), masking tape, 3 ‘task cards’ in different colours with group tasks written on it.
- Projector, laptop and video (connection to internet or downloaded video) - for the video presentation.
**Tip:** If they ask you if they can see other team's tasks, say it's up to them (try to pressure them not to talk to each other because of time constraints). Since this is an activity that is physical, make sure that you tell participants and suggest that some can be observers during the activity if they do not feel comfortable with that aspect.

**SOURCES AND REFERENCES**

- Video [https://www.youtube.com/watch?v=P-o9dYwro_Q](https://www.youtube.com/watch?v=P-o9dYwro_Q)
Session 5 - 90 minutes

CONFLICT MANAGEMENT

OBJECTIVES

- To understand the different conflict management styles
- To discuss the most sustainable and durable style for peacebuilding

THEMES ADDRESSED

- Conflict management strategies

METHODS AND TIMING

10’ Pull activity: Ask for 10 volunteers, 5 pairs. Ask each pair to position themselves standing opposite each other (facing each other), one feet away from the line (with the line in between them). Make sure the line is long enough so that the 5 pairs are not cramped up and have space to move. Give them this instruction once: (1) Those not in the middle of the room, please observe the volunteers, take notes if you want. (2) To the 5 pairs, you have 2 minutes to accomplish your task. (3) Your task is ‘get the person in front of you (your partner) on your side of the line. After 2 minutes, stop the activity and ask participants to sit in a circle.

30’ Debriefing: First ask the observers to share what they have seen and then take each pair and ask them to share about their process: what did they do? Did they accomplish their task? Then, if not all the conflict management styles were explored, introduce them one by one and emphasise on the win/win, win/lose aspects. While the volunteers are still in the middle of the room, introduce the five Conflict Management Strategies (Compromising – Competition – Collaboration/Cooperation – Avoidance – Accommodation). You may ask the volunteers to show (1 pair each) each of the Conflict management styles/strategies.

Advanced level: If you have a more advanced group, there is actually a sixth form of addressing this conflict which is removing the tape. If you feel your group is ready for it, you might want to introduce it (or perhaps one of your participants might suggest it) as removing the tape is an analogy of actually reflecting if there is actually a conflict or if the conflict might come from the structure itself. Sometimes we think there is a conflict only to realise it is being imposed by our own structures/society. You can also reflect on how manipulation and power is used in the activity, the trainer/facilitator giving instructions once (communication dynamics or lack thereof) and imposing the line in the first place.

40’ You can ask participants to discuss in small groups about how they usually manage conflicts and the results they have had so far. Give them 10-15 minutes to discuss in small groups and then open the discussion with the whole group. Some key inputs and learnings to keep in mind:

- There are various ways to deal with conflict.
- Cooperation may not always be easy, but it should be the end goal /we should strive for if we want transformation. Only the cooperation approach allows for a sustainable and peaceful transformation of the conflict.
- Cooperation may not always be an option, and sometimes you may use other strategies (such as avoiding or accommodating), depending on the priority of your need(s), time or relationship with the person/group you are encountering the conflict with.
- To enter into a cooperation style you will need to understand the needs of the other as well as yours.
- Thinking outside the box and look at whether the conflict is imposed by the structure/society and how to identify it through the analysis of the root causes of that conflict.
ROOM SET-UP

For Pull activity: make a long straight line in the middle of the room.
Debriefing and reflections: in a circle

MATERIALS

- Tape/string
- Flipchart or slide with the conflict management strategies.

Tip: It is crucial to keep the instructions, especially about the task - clear and to a minimum. The point of this activity is that you did not ask them to be on the same side nor keep their initial positions. The task is not incompatible and can be fulfilled by switching sides, or by one crossing the line to the other side, and then the other person does the same thing after. (Basically, there’s more than 1 way to do the win-win!) For that, ask the participants that are not directly taking part in the exercise to be observers and note down the different styles they see in addressing the activity. As you discuss on the cooperation strategy, you may refer participants to the onion tool in conflict analysis to differentiate between position, interest and need and be able to apply that strategy.

Session 6 - 30-60 minutes

REFLECTIONS

OBJECTIVES

- To reflect individually and collectively on the learnings of the day, what went well and what could be improved
- To provide the trainer with an understanding on how the training is moving forward

Kindly refer to day 1 for detailed session outline.
## Day 3

### Session 1 - 30 minutes

**RECAP AND PRESENTATION OF THE DAY**

**OBJECTIVES**

- To present the feedback received on the day before
- To reflect on the suggestions received
- To present what will happen in that day

*Kindly refer to day 1 for detailed session outline.*

### Session 2 - 90 minutes

**STRUCTURE AND CATEGORIES OF NARRATIVES**

**OBJECTIVES**

- To explore the concept of narratives and its categories
- To take a deeper look on forgotten stories
- To practice empathy
- To understand different points of view on a same story

**THEMES ADDRESSED**

- Narratives and its categories
- Empathy
- Perspective and perceptions

**METHODS AND TIMING**

10’ You divide your group in 4 smaller groups (randomly) and without any instruction you just ask them to listen very carefully to the story you will read to them. You start reading the story of Cinderella (or of any other popular stories that everyone would know and preferably one that is a “simple” story).

30’ You then tell each of groups that they have 30 min to rewrite the story from a different perspective. Before giving the character they will re-write the story on behalf of, you re-read the story one more time and then assign one character per group:

1. Older Sister
2. Prince
3. Stepmother
4. Neighbour
After 30 minutes, you invite the 4 groups to read their stories to the rest of the group and you debrief on first reactions from participants.

**30' Debriefing:** 1. How did you feel when re-writing the story? (few answers for each group). 2. How different is the new story? How difficult was it to create a new narrative? 3. How important is it to have invisible narratives? Did their perceptions change on the original version? How can they relate this to their life/own experiences? You may want to have the group reflecting on the concept of empathy and of different truths/versions in all stories.

**20' Input:** You can also introduce here the different categories of narratives/stories: see page 15 part 1 (dominant, forgotten, resistant and transformational stories).

**ROOM SET-UP**
- In circle for the instructions and debriefing.
- To prepare their stories, participants are in smaller groups in different parts of the training room.

**MATERIALS**
- Printed fairy tale story (summary version), we provide here the example of Cinderella. A4 sheets for each group.

**Tip:** Choose a story that is sensitive to the context in which you are implementing the activity. If needed, you could have more characters but then be mindful that it is going to take longer.

This activity works also well to connect with the concept of historical memory in particular in a context where there is or there has been recently an armed conflict.

**SOURCE/REFERENCES**
- Disney story, adapted for the Training "BE THE KEY: Empowering European Youth Workers through Conflict Management Skills" organised by- CULTURE GOES EUROPE (CGE), 5-13 May 2014, Sajan, Serbia
OBJECTIVES
• To experience the risk of stereotyping
• To be able to transform differences into commonalities

THEMES ADDRESSED
• Perceptions, perspectives, stereotypes, attitudes

METHODS AND TIMING

20’ Ask participants to group themselves by very visible physical characteristics that you have previously decided: gender (attention this can be sensitive in some context so you may want to choose another criteria), being short or tall, light or dark hair. According to these criteria they will be «inside the boxes», meaning in the squares on the floor – make sure you keep a space in the middle.

Statements you can use: You were the class clown, You are religious, You are afraid of spiders, You were born in the countryside, You love to dance, You never met one of your parents, You have been bullied, You bullied others, You believe in life after death, You are heart broken, You are madly in love.

40’ Debriefing: How do you feel? (one round with each participant replying with one word reflecting their emotion right now) Did you expect what happened in the room? What surprised you? Did you label some people and now have a different understanding of them? Why? How does this reflect in our daily lives? How can we transform those stories we make about others? Reflect with them on how we tend to create stories about “the other” based on the visible perceptions of the “other” while this person might have a lot in common with us beyond the physical appearance

20’ Introduce the perception process (please see detailed explanation on part 1 page 38 of this toolkit):

The perception process is a series of steps that starts with inputs coming from our immediate environment (for instance verbal information, or the community we see with their houses, religious icons, buildings, people and how they dress etc.) and in front of that multitude of information (visual, verbal) we select some parts of that information to create a story about that reality in front of us. This usually happens unconsciously, we might do this process without even being aware of it. Process: 1. Selection, 2. Organisation and 3. Interpretation,

It is important that you can make your group realise that in front of a million pieces of information in the situation/context we live, we only have the capacity to attend some of those and based on that selection we create a story on that reality and that the world as we see it and tell about it is just one story among many.

ROOM SET-UP
Prepare a big space in your room and divide it into 4 squares with a space in the middle.

MATERIALS
• Statements
Tip: Some statements can be sensitive, this can be an advantage to really build the group spirit and make your group understand about what bonds them rather than what separates them, but it can also be emotional so make sure you have a debriefing on feelings as well to address those. If you ask participant to group by gender it can be sensitive or controversial, so you may want to choose another criteria.

Be sensitive of your context and adapt the statements as needed.

SOURCES AND REFERENCES

- Video: https://www.youtube.com/watch?v=jDBjhVO1Tc
OBJECTIVES

• To explore the concept of identity and understand how this can change with time
• To foster empathy as we understand the change in identity
• To grasp the role of our identity in shaping narratives

THEMES ADDRESSED

• Identity

METHODS AND TIMING

10' Distribute an envelope per participant and ask them to write their name and decorate the envelope as per their personality. Ask them to take care of the envelope and be creative.

5' Instructions: Ask them to think (attention! they should not write it just to think about it) about three characteristics that define them. Once done you put on some music and when the music stops you ask them to pair up and give their envelope and say their three characteristics to the person in front of them. That person becomes her/him and in the next round will present himself/herself with the three elements of identity of the person of the envelope.

20' Rounds keep going with music. The last round you can ask the participants to find their original envelope and check with the person if she/he got the three elements right.

25' Debriefing (in plenary): 1. How do they feel? One round, one word per person describing their feeling right now, after the activity 2. What can we learn with this activity about our identity? 3. Do you think 3 years back or in three years you could have thought of the same elements? So if they can change, so can the people we do not like, including the so-called enemy. This is important to highlight to your group because it can be a quite an important breakthrough into realising that the person I do not appreciate can change into someone I actually like. The image we have of the “other” can change just as our own.

30' Reflections and inputs: You can end the session about Johari's window on identity.

The main idea is that our identity is composed by 4 windows: some are known to ourselves and others, some to ourselves but not to others, some by others but not ourselves and finally some parts are unknown by both parties.

Points for discussion:

• Identity might have some visible elements but most importantly it entails a whole range of invisible characteristics.
• One does not have a single identity, we are not only this or that. We have multiple identities and affiliations at the same time.
• Identity is ultimately an individual and personal decision on who you are, but it is definitely influenced by the society, culture, religion, family, education, etc.

ROOM SET-UP

Put chairs aside, and make sure to have space for participants to mingle around for the envelope activity,
**MATERIALS**

- Envelope, markers, colour pens
- Johari window in a flipchart

**Tip:** Make sure that this activity is taken seriously (insist to participants that they write the three important elements, give them time to think about it) and that you can do a good debriefing.

**SOURCES AND REFERENCES**

- UNOY ToT 2018, Transforming narratives
- The Johari Window originated in a 1955 paper by Joseph Luft and Harrington Ingham, "The Johari window, a graphic model of interpersonal awareness"
Session 5 - 90 minutes

STEREOTYPES AND DISCRIMINATION

OBJECTIVES

• To explore the concept of discrimination as a tool of oppression

THEMES ADDRESSED

• Stereotype, discrimination

METHODS AND TIMING

10' Dot activity 1. Ask all participants to stand in a circle with their eyes closed. Tell them that they are not allowed to talk through the whole duration of the game. 2. Stick one dot on the forehead of each participant. Make sure that only ONE participant has a white dot. 3. When you are finished sticking the dots, ask the participants to open their eyes. 4. Say this phrase loudly and repeat only 3x. “Group yourselves according to what you have on your forehead. You have 3 minutes to do this.” **You will notice that people will start grouping themselves according to the colour of the dots on their forehead. **Observe the person with the white dot – how he or she is treated, thrown away from a group, or unwanted. 5. After 3 minutes, ask the groups to sit down, and start the discussion.

35’ Debriefing 1. In 1 round, everyone shares. How do you feel? 2. What happened? How did you group yourselves? Did you use a strategy? How did you feel not knowing what you have on your forehead? Ask the person with the white dot: What happened during the whole game and how did you feel? At this point, ask them to take the stickers from their forehead to reveal what they have. 3. Ask participants to link this game with reality. Tell them that the instruction was simple, that they group themselves according to what they had on their forehead, but you did not say if it is according to shape or colour. Tell them that they could have all formed one group, because they all had a DOT on their foreheads – regardless of its colour. Encourage participants to give real life examples that can be related with the game. Ask participants to also reflect on the stereotypes that exist between people of different cultures, races and gender. What does this mean to the group? Finally, you can also link this activity with the concepts of inclusion and diversity.

40’ Input and reflections: Ask them in small groups to brainstorm on how stereotypes can escalate and the different stages it could look like. Ask them to discuss this for 20 min and come up with some concrete examples. Then bring the discussion with the whole group and you can touch upon the following elements and introduce the following graph:

- Just as with conflict escalation, our behaviours can be triggered by stories about others, for example, the narratives in our societies about certain groups of people. Stories can then contribute to fostering

HATE CRIME is an unlawful act against a group or individual based on a prejudice about their perceived identity.

HATE SPEECH is a negative expression - about an individual or group - often based on prejudice, spreading, inciting, promoting or justifying racial hatred and intolerance. Specific instances may or may not be a crime depending on the laws of the country and the context of the speech.

DISCRIMINATION is unfair treatment resulting from any prejudice, including non-racial prejudice.

RACISM is a prejudice based on the idea of ‘race’ or ethnicity or any other characteristic connected to these, often leading to someone being treated unfairly.

A PREJUDICE is a generalisation containing a judgment which is usually negative about other people or social groups.

STEREOTYPES are generalisations about other groups of people, which may or may not contain judgments.
violence when we are not conscious of it and do not take the necessary preventive measures to avoid the escalation.

- Stereotypes are not necessarily bad. They are our way of simplifying how we see the world in more generalised terms. It is important to be aware of our own stereotypes, especially when these stereotypes start containing judgments, and eventually becomes prejudice and acts of discrimination.

ROOM SET-UP

Dot activity: chairs aside, give space to the participants to move around.

For debriefing and inputs: whole group in circle.

MATERIALS

- Dot stickers in different colours, and 1 white dot sticker
- Graph printed or in a flipchart.

Tip: You can have some participants who could observe the activity. Note that this activity can be sensitive if the participant with the white dot has been discriminated against in the past. Make sure you do a good debriefing and address feelings that arose during the activity. This is not an activity to be done at an early stage of a training, it should come when the group is comfortable and has created a safe space.

SOURCES AND REFERENCES

- Peace bag

Session 6 - 30 -60 minutes

OBJECTIVES

- To reflect individually and collectively on the learnings of the day, what went well and what could be improved
- To provide the trainer with an understanding on how the training is moving forward

**Tip:** Kindly refer to day 1 for a detailed session outline
Day 4

Session 1 - 30 minutes

RECAP AND PRESENTATION OF THE DAY

OBJECTIVES

• To present the feedback received on the day before
• To reflect on the suggestions received
• To present what will happen in that day

Kindly refer to day 1 for detailed session outline.

METHODS AND TIMING

5’ Energiser

10’ feedback of feedback: It is a good practice to start your day by reflecting on the feedback from the reflections of the participants received the day before. Simply state the most common answers received (positive and negative) and mention if you are addressing any concern or suggestions. If you have asked participants for ideas for more energisers, you can tell them that today you will try your best to incorporate some more. Or if some concepts remain unclear, you may want to start by some clarification of knowledge from the day before and it would be for sure appreciated if you mention that this comes from a request that you are addressing.

10’ Presentation of the day: Run through the programme of the day, explain if there has been any change, if any logistics announcements have to be made, this is also the right time.

ROOM SET-UP

In circle

MATERIALS

Your feedbacks of feedbacks prepared.

Tip: Be open during the feedback of feedback: say what you are addressing and what you are not. You can certainly not comply with all requests but you can at least explain to your group. In this moment, we suggest not to further open the floor for comments, except for very pressing ones from the group. It is more of a sharing moment from your side, so avoid dragging it out or being pulled into endless discussion on details.
OBJECTIVES
To learn to recognise how power and privilege are embedded in narratives

THEMES ADDRESSED
Power and privilege

METHODS AND TIMING
5’ Have participants form a straight line across the room about an arm’s length apart, leaving space in front and behind.

5’ Give each of the participants a piece of paper with a character written on it. Ask them to keep the character to themselves and not show it to anyone. Give them a couple of minutes to get into their character, to imagine perhaps the name of the character, how their lives look; to become the character.

20’ Give an instruction to participants to take one step forward if the statement applies to his/her given character. Read the following statements:

- If I was hungry, I could buy food
- I went to secondary school
- I can decide whom to marry
- If I got into a fight, people would ask for my side of the story
- Your family has health insurance
- You have ever felt unsafe walking alone at night
- You have never been the victim of physical violence based on your gender, ethnicity, age or sexual orientation
- If I am arrested, I get legal representation
- If I was arrested, I could afford bail
- If I am arrested, I would not be treated violently or roughly
- You feel good about how your identified culture is portrayed by the media
- You can influence decisions made by District Council or Government

20’ After reading the statements ask those who have come forward and discuss why they are at the front, what those who remained at the back feel about those who moved forward. Explain that these are people who normally meet in a community. Also ask people at the back who they are and why they did not take steps. Explain that these are people who deserve attention.
Go back to your training room and follow with a debriefing:

1. One round, one word. Everyone answers: How do you feel right now? How did the people at the back feel when the others were stepping forward? How did the people at the front feel when they moved ahead of the others? Why are some people at the back, and others are at the front? Can the participants who take none or only take a few steps have their voices heard by those at the front? How could they be heard?

2. Why are some people at the back, and others at the front? Can the participants who take none or only take a few steps have their voices heard by those at the front? How could they be heard?

3. What is the role of narratives in providing powers to some people in society and not to others? What makes the dominant narrative and what makes invisible ones? The distance between participants symbolises lots of real distances or inequities in communities. What are they? (Socio-economic, cultural, rural/urban, status, etc.) How can narratives support structures of discrimination?

You can give a reminder of the categories of narratives and how they are connected to power. If times allow, you can present the different forms of power (power over, with, within, to) in part 1 page 28-29.

**Characters:**

- Country Representative of NGO, Christian female, 42, living in the capital, university-educated
- Business CEO, Muslim male, living in the capital, aged 38
- Army General, Muslim male, aged 52
- MP, male aged 40, from rural area, did not complete secondary school
- District Health/Medical Officer, male, aged 45
- Child soldier, boy, aged 12, kidnapped by rebel group
- Internally displaced orphan girl, aged 12, living in IDP (Internally Displaced Person) camp
- Poor HIV positive rural woman
- Ethnically-discriminated woman, aged 34, married, has several children, husband has several wives, experiencing food insecurity and conflict
- Ethnically-discriminated male, aged 40, lost a leg in an ambush, 3 wives, 10 children, no income
- Young Christian woman, aged 22, living in refugee camp
- Poor male subsistence farmer, aged 34, with disability
- Village Leader, male aged 39, no secondary education
- Young unmarried mother of 2, aged 19, living in the capital
- Unemployed youth, aged 20, living in a rural area
- Soldier in army, aged 29, 10-year veteran
- Visually impaired young man living in a rural area
- Female sex worker aged 19, living in city, no secondary education
- Grandmother taking care of 4 orphans in rural area, no income, no assets.

**ROOM SET-UP**

Space large enough for participants to form a straight line with an arm's length between them and the person on their left; there should be space in front of the line to move forward 10 steps or behind to be able to move back 10 steps.

We would usually suggest to do this activity outside if possible.

**MATERIALS**

- Characters and statements.
Tip: Be sensitive to your context: adapt the characters and statements so that it is relevant to your context.

This can be a “high risk” activity that requires trust built among the group. As you can notice this comes in day 4 of our training, we would not recommend this activity too early when participants have not yet created a safe space or feel safe amongst each other as it can create resentment and hurt that can inhibit further sharing and openness.

Make sure you do not take out too many characters from one group (e.g. all the powerful ones, or all the vulnerable ones), it should be balanced.

Make sure to have done the session on understanding narratives to make the link with the power dynamics.

SOURCES AND REFERENCES

- UNICEF
- https://www.albany.edu/ssw/ecf/pdf/Module%205_1_Privilege%20Walk%20Activity.pdf
Session 3 - 90 minutes

HATE SPEECH

OBJECTIVES
• To understand and identify online hate speech

THEMES ADDRESSED
• Hate speech

METHODS AND TIMING

15’ Instructions: 1. Ask participants what they understand by hate speech online. Ask whether anyone has ever seen hate speech online, either directed towards an individual or towards representatives of particular groups (for example, gays, blacks, Muslims, Jews, women, etc.) What do participants feel when they come across it? How do they think the victims must feel?

15’ Explain that the term ‘hate speech’ is used to cover a wide range of content:
Firstly, it covers more than ‘speech’ in the common sense and can be used in relation to other forms of communication such as videos, images, music, and so on.
Secondly, the term can be used to describe very abusive and even threatening behaviour, as well as comments which are ‘merely’ offensive.

5’. Explain to participants that they will analyse some real examples of hate speech online, looking particularly at the impact on the victims themselves and on society

5’. Divide participants into groups and give each group one example of hate speech online (from the case studies, in the Bookmarks pages 127-130).

15’ Ask them to discuss their case and answer the questions. Tell them they have 15 minutes for the task.

30’ Debriefing: Go through each of the examples asking for the groups’ responses. Make a note of responses to the questions on a flipchart. If groups give similar answers, indicate this by underlining the first instance, or put a number next to it to indicate that more than one group arrived at the same answer. After all the groups have presented their results, review the two flipchart sheets, and use the following questions to reflect on the activity with the whole group:

What did you think about the activity? What were your feelings about the example you analysed?
What were the most common ‘consequences’ of hate speech listed by groups?
Did the groups targeted by hate speech in the examples have anything in common? Were there any similarities in the consequences, regardless of the target group of hate speech?
What could be some of the consequences if this behaviour spreads online, and no-one does anything to address the problem?
What tools or methods can you think of for addressing hate speech online?
What can we do if we come across examples like these online?

ROOM SET-UP
Space for smaller groups discussions and plenary.
MATERIALS

- Photocopies of the examples of hate speech, papers and pens, flipcharts

Tip: Be mindful that if some people have experienced hate speech this activity could be sensitive.

SOURCES AND REFERENCES

- bookmarks https://rm.coe.int/168065dac7

Session 4 - 30 -60 minutes

REFLECTIONS

OBJECTIVES

- To reflect individually and collectively on the learnings of the day, what went well and what could be improved
- To provide the trainer with an understanding on how the training is moving forward

Kindly refer to day 1 for detailed session outline.
Day 5

Session 1 - 30 minutes
RECAP AND PRESENTATION OF THE DAY

OBJECTIVES
• To present the feedback received on the day before
• To reflect on the suggestions received
• To present what will happen in that day

Kindly refer to day 1 for detailed session outline.
OBJECTIVES

- To practice the 4 steps of NVC
- To explore active listening

THEMES ADDRESSED

- Nonviolent communication, (self) empathy, active listening, assertiveness

METHODS AND TIMING

30' Introduce the concept of NVC and its 4 steps (please see part 1 page 41-42). Create a flipchart with information to support visual learners participants.

90' Tell participants that for the next hour they will be visiting 4 stations where they will practice the 4 steps of NVC (one step per station). Ask participants to divide themselves evenly and go to one station. It does not matter in which station they start as they will be visiting all stations. They have 15 minutes in each station before they move to the next one; tell them that some exercises are to be done individually, other in groups.

Station 1: SELF-EMPATHY and SHARING FEELINGS

Individual exercise

Step 1. Think about a situation or conflict in your life that you are not happy with. Note: It is best if it is a problem that is happening in your life now. Step 2. Create one sentence that describes that situation and your feeling related to it. For example, if the conflict is with a partner: “You never listen to me and it makes me feel sad”. Step 3. Sit down and close your eyes and repeat this sentence to yourself 10 times. Note: It can be in your mind (not out loud!) if you like. While you are doing this, notice what is happening in your body and how you are feeling, what changes if anything. Short feedback with yourself: What did you notice happening in your body? Were you relaxed or tense? Were you breathing normally, breathing shorter, or faster or slower? Step 4. Change your sentence so it reflects the positive version of the situation that you want to see. For example, “I love it when my you listen to me”. Step 5. Close your eyes and repeat this sentence to yourself 10 times and notice what happens in your body. Short feedback with yourself: What did you notice? What is happening? What happened to your breathing? Group feedback discussion: Do you see the difference? If there is a difference, why do you think it is?

Station 2: ACKNOWLEDGING NEEDS

Group exercise Step 1. Select the statements where the speaker is acknowledging responsibility for their feelings and needs. Step 2. Share and discuss your opinions on the statements.

Statements: 1. “You annoy me when you leave my computer on the floor” 2. “I feel angry when you say that, because I want respect and I hear your words as an insult” 3. “I feel frustrated when you come late” 4. “I’m sad that you won’t be coming for dinner because I was hoping we could spend the evening together” 5. “I feel disappointed because you said you would do it and you didn’t” 6. “I feel happy that you received that award” 7. “I feel scared when your voice gets louder” 8. “I am grateful that you offered me a ride because I needed to get home before my children”
Station 3: OBSERVATION or EVALUATION?

Group Exercise

Step 1. Play the Video from the start https://www.youtube.com/watch?v=XPyPM25boh0 Step 2. Stop the Video at 00:54 seconds Step 3. First - make an Evaluation. What do you think is happening? Step 4. Now; make your Observations - without the Evaluation! Do your best to describe what you see without making any judgements or assumption. Step 5. Discuss in the group if you think what was said was Observation or Evaluation. Step 6. Now continue the video and watch until the end Step 7. Discuss the outcome and compare the results of Evaluation and Observation in the case of this video.

Station 4 EXPRESSING REQUESTS

Group Exercise: Of the 10 sentences below, only the first 2 that are in bold are considered to clearly express the person’s request. The other ones do not clearly express the person’s request.

Step 1. Take turns to say the sentences to each other - as if you were the person asking. Step 2. When the first 2 sentences are read to you, notice: a) How do you feel? b) Do you understand exactly what the person is asking? Step 3. When the others are read to you, notice: a) How do you feel? b) Do you understand exactly what the person is asking? Step 4. As a group, discuss why you think the first 2 sentences in bold clearly express the person’s request. Step 5. As a group; discuss why you think the other sentences do not clearly express the person’s request. Step 6. If you have time; re-write the other sentences so they clearly express the person’s requests

Sentences: 1) “I would like you to tell me one more thing I did that you appreciate” 2) “I would like you to drive below the speed limit” 3) “I want you to understand me” 4) “I would like you to feel more confidence in yourself” 5) “I want you to stop drinking” 6) “I would like you to be honest with me about yesterday’s meeting” 7) “I would like to get to know you better” 8) “I would like you to show respect for my privacy” 9) “I would like you to prepare dinner more often” 10)

30’ Ask the group to come back together in plenary and to share their main findings, reflections. Do it station by station. You can end by discussing with the group the main challenges and added-value of using NVC and how it supports a change in narratives,

ROOM SET-UP

Prepare 4 stations: mainly a table with instructions for each station and the name of the corresponding steps.

MATERIALS

- Flipchart of NVC steps
- Laptop or computer for showing Video link for Exercise 4 https://www.youtube.com/watch?v=XPyPM25boh0
- Flipchart, pens and paper (if needed by participants)

Tip: While participants are in the station, walk around, make sure all is understood in every station and keep an eye on time, to inform them when they are about to move to the next station.

Since these are in fact two sessions, you can break at some point for tea/coffee.

SOURCES AND REFERENCES

SESSION 3 - 120 minutes

FORUM THEATRE

OBJECTIVES

• To explore forum theatre as a tool for conflict transformation
• To understand different points of views

THEMES ADDRESSED

• creative conflict transformation
• nonviolent communication

METHODS AND TIMING

10' Present and explain Forum Theatre: “A technique pioneered by Brazilian radical Augusto Boal. A play or scene, usually indicating some kind of oppression, is shown twice. During the replay, any member of the audience (‘spect-actor’) is allowed to shout ‘Stop!’, step forward and take the place of one of the oppressed characters, showing how they could change the situation to enable a different outcome. Several alternatives may be explored by different spect-actors. The other actors remain in character, improvising their responses. A facilitator (Joker) is necessary to enable communication between the players and the audience.

The strategy breaks through the barrier between performers and audience, putting them on an equal footing. It enables participants to try out courses of action which could be applicable to their everyday lives. The technique was originally developed by Boal as a political tool for change (part of the Theatre of the Oppressed), but has been widely adapted for use in educational contexts.

30' Divide participants in groups of 6-8 and ask them to select a conflict situation (or you may want to assign them one based on their context and background). Ask them to prepare the play as realistic as possible.

50' Each group performs once and then a second and third time where the audience can stop and change the course of the scene. The trainer becomes the joker to facilitate this process.

20' Debriefing: What did you learn? How does this say something on transforming narratives?

ROOM SET-UP

Prepare the room in theatre style.

MATERIALS

• Curtains, stage (if available) to reproduce the feeling of being in a theatre.

Tip: Forum Theatre is a very strong tool but you also need a good debriefing/reflection at the end to highlight the key learnings you want your group to leave with. Some groups take it lightly because it is a performance and seems more as a relaxing time. Make sure you pass the message on the key learnings behind your session learning outcomes.

SOURCES AND REFERENCES

• Reference: https://dramaresource.com/forum-theatre/
OBJECTIVES

- To reflect individually and collectively on the learnings of the day, what went well and what could be improved
- To provide the trainer with an understanding on how the training is moving forward

Kindly refer to day 1 for detailed session outline.
Day 6

Session 1 - 30 minutes
RECAP AND PRESENTATION OF THE DAY

OBJECTIVES
- To present the feedback received on the day before
- To reflect on the suggestions received
- To present what will happen in that day

Kindly refer to day 1 for detailed session outline.

Session 2 - 90 minutes
LOCALISING UNSCR 2250 YOUTH, PEACE AND SECURITY

OBJECTIVES
- To have an understanding of the background, content and localisation of UNSCR 2250

THEMES ADDRESSED
- United Nations Security Council Resolution 2250
- Youth as Peacebuilders

METHODS AND TIMING
20’ Present UNSCR 2250: background and content. Kindly refer to part 1 page 46. You can use this presentation, or make also present this video till minute 2:28.

30’ Divide your group in small groups of 4-5 participants and ask them to reflect on 1. challenges of youth participation in peacebuilding, 2. opportunities for youth engagement in peacebuilding (you can even ask them to reflect based on the 5 pillars of the resolution) 3. how UNSCR 2250 can help them in the work they are doing (or how the activities/work they do in their communities/organisations is related to 2250)

20’ Debrief: sharing in plenary and draw the main learning from Section 1.

15’ Input and reflections: you can bring into the input the following points:
- While it is a UN Security Council Resolution, it is mainly a resolution that was advocated by a youth movement: 2250 is not an end in itself but rather a tool.
- It supports a new narrative: having a framework such as 2250 is a shift in mentalities that is crucial to provide impulsec to a vision where young people are key agents for peace.
- It provides recognition and legitimacy for youth and youth led organisations into working for
the peace and security agenda, as well as it brings visibility of the positive role of youth in peace and security.

- Localising 2250 must be rooted in local realities: 2250 can be seen as a global agenda that is far away from the reality of your group. Youth need to take ownership of the resolution and put it into action in their own reality.
- 2250 is not a tool for putting youth in competition with other groups, it should rather look into partnership rather than dividing groups.

**ROOM SET-UP**
Plenary and sub-groups.

**MATERIALS**
- Flipcharts and markers
- Prepare a flipchart with the guiding questions to support visual learners' participants.

**Tip:** Check part 1 of this toolkit for other ideas on how to facilitate this session depending on the level of understanding of your group on UNSCR 2250.

**SOURCES AND REFERENCES**
OBJECTIVES

- To empower youth participants to take action towards peacebuilding
- To encourage the group to develop ideas into action

THEMES ADDRESSED

- Project development

METHODS AND TIMING

15’ Ask participants to write in silence on a flashcard what they would like to do after this training (raise awareness, campaign, workshop, video on a certain topic, etc.). Ask them to write one idea per flashcard. They can have as many flashcards as they want.

10’ Ask participants to stand up and put their flashcards in the middle of the training room, on the floor. As participants add their cards to the middle, you can cluster the similar ideas for actions.

50’ Ask them to decide on an idea they would like to “transform into action” and join a group with similar ideas. This will be their peer support group to develop an action plan.

Tell them they have 50’ to develop their action plan that should include: objectives (what is their main goal?), activities (which concrete activities do they want and can implement? Ask them to be realistic!), expected results, time (for how long is their plan of action?), target (who are their beneficiaries), partners (with whom are they going to work?), budget (do they need any resources for the implementation?), monitoring and evaluation (how they will assess if their plan is successful and support the achievement of the goals, ask them to have few indicators).

15’ Gather participants and give them space to share their ideas of action plans.

ROOM SET-UP

Plenary

MATERIALS

- Flipchart with all elements they need to have in their action plans
- A4 sheets and pens to write their action plan. If they have joint action plans they can use flipcharts.

Tip: Before asking participants to write on their flashcards their ideas or even to distribute the flashcards, you can ask them to take some minutes to reflect on what they would like to do after the training based on all their learnings. It will help some participants in processing their ideas.

Make sure you explain clearly the elements of the action plans as participants might not be clear on all the concepts. In addition, tell them they can think of a small but still impactful plan. They should not overwhelm themselves by thinking they need to implement a big programme.

Take note of their action plans if you want to monitor their implementation. It could be a way of assessing the impact of your training.
Session 4 - 90 minutes

PEER TO PEER LEARNING

OBJECTIVES

- To learn from each other on other initiatives implemented by youth in promoting peace, transforming conflict and narratives
- To get inspired by the potential of youth to be peacebuilders

THEMES ADDRESSED

- Peer-to-peer learning, inspiration, best practices and lessons learned

METHODS AND TIMING

**Suggested method: open space technology.**

10’ Tell participants that in this session they will be able to learn from each other on their work, tools, methodologies, ideas related to the topics of the training: peacebuilding, conflict transformation and creating peaceful narratives. They will do it by using the open space technology method. Present the principles of open space technology: 4 principles: 1. Whoever comes are the right people, 2. Whatever happens is the only thing that could have happened, 3. Whenever it starts is the right time, 4. When it is over, it is over. In addition, there is the Law of Mobility: tell participants that if at any time they are in a place where they feel they are neither contributing nor learning, they alone have the responsibility to remove yourself from that place and find a place where they CAN contribute and learn.

20’ After introducing these rules, ask participants to say which themes they are interested in learning and which other they can contribute (share their experience). List them on the flipchart and create initial groups where there is at least one participant who can share his/her experience and other who are interested to learn.

40’ Participants go to whichever group they want to join and the discussion start in groups. Each initiator of a workshop is invited to insure that a record of the group discussion be prepared. The reporter may not be the initiator of the group, but someone else. Remind participants that they can move to any group whenever they feel like, including the initiator of the discussion who can be replaced by a participant who can continue the discussion by sharing his/her experience on a certain theme.

20’ Wrap up and summarise main reflections with the support of the rapporteurs.

ROOM SET-UP

Try to have a space similar to a market place, with different stations where participants can easily move around.

MATERIALS

- Flipcharts for rapporteurs

Tip: The rules and principles are very important for this method. Make sure you explain it well and that it is clear to participants. Do not hesitate in repeating it if needed.

SOURCES AND REFERENCES

- [https://www.salto-youth.net/tools/toolbox/tool/open-space-technology.130/](https://www.salto-youth.net/tools/toolbox/tool/open-space-technology.130/)
Session 5 - 90 minutes

TOOLBOX

OBJECTIVES
• To empower participants by reflecting on concrete actions they can take for peace and transforming narratives
• To create a useful toolbox that they can replicate/share in their communities/organisations

THEMES ADDRESSED
• Tools for transforming conflict and narratives

METHODS AND TIMING
15’ Divide participants in small groups of 4-5 participants and ask them to create a box (provide them some materials). They are given 10 minutes to create original cardboards.
20’ They are given 20’ to think on tools they could use to transform narratives and promote peace (ask them to reflect on competences: skills, knowledge and attitudes and to be creative). They use the paper to write their tools and introduce them in the box.
30’ Ask each group to present in 5 minutes their tools. Tell them that they cannot repeat tools that have already been presented. By summarising on a flipchart, you create a joint toolbox with all the suggestions.
10’ Sum-up the key tools and close the session.

ROOM SET-UP
Space for working in sub-groups. Debriefing and presentation in plenary setting.

MATERIALS
• Cardboards to create boxes,
• A4 sheets
• markers

Tip: Sometimes participants might rather present activities (not exactly tools) and that can also serve the purpose so it is fine.

Session 6 - 30-60 minutes

REFLECTIONS

OBJECTIVES
• To reflect individually and collectively on the learnings of the day, what went well and what could be improved
• To provide the trainer with an understanding on how the training is moving forward

Kindly refer to day 1 for detailed session outline.
Day 7

Session 1 - 30 minutes
RECAP AND PRESENTATION OF THE DAY

OBJECTIVES

- To present the feedback received on the day before
- To reflect on the suggestions received
- To present what will happen in that day

Kindly refer to day 1 for detailed session outline.
OBJECTIVES
To provide participants with a sense of responsibility to continue working on peace after the training

THEMES ADDRESSED
Multiplying, follow-up

METHODS AND TIMING
10’ Share with your group the expectations from the training/coordination team and the project. If this training implies another phase or if they need to submit any document on their action plans this would be the right moment to inform your group.
40’ Provide some additional time for your participants to review the action plan they had started developing the day before and further complete it.
10’ Wrap up: provide final guidance.

ROOM SET-UP
Space to work comfortably on their action plans.

MATERIALS
Make sure they have their notes/flipcharts on the action plan developed the day before.

Tip: While they review, complete their action plans, make sure you go around and provide support and feedback as needed.
OBJECTIVES
• To evaluate the programme and collect main feedback from the group

THEMES ADDRESSED
Evaluation, closing

METHODS AND TIMING
20’ Informal evaluation: divide your group into the number of days of your training, in this case 7 and ask participants to prepare a silent play of the day they are assigned. Example: they need to reproduce in 3 minutes what happened during day 4 of the training. Give them 10 minutes to prepare and then day by day participants will simulate what happened and how they lived the training.

Alternative:
20’ Informal evaluation: Temperature evaluation: you explain to participants that one side of the room is very positive and the other negative. You ask them to stand in the middle of the room and as you mention some elements of the training they should place themselves according to their satisfaction. You can mention: the contents of the training, methodology, the trainers, logistics, the group dynamics and their own participation.

30’ Participants are given time to complete the post-assessment (remind them as the pre-assessment to be honest as this is not a test but a self-assessment of learning after the training) and formal evaluation forms.

5-10’ Distribution of certificates: you can make it more fun and distribute randomly one certificate per participant with the face down (so that they cannot read the name). When all participants have a certificate, they turn it and go to give it to the participant they got the certificate.

20’ Last round of commitments: you can take a last round with participants one by one expressing their gratitude and commitment after the training.

5’ Closing: formal thanks and closure of the training.

ROOM SETUP
• In circle. Space needed for the informal evaluations.

MATERIALS
Post assessment forms, evaluation forms, certificates

Tip: The last round of commitments and gratitude can be quite long if everyone starts talking for long. Ask participants to be concise or just open the floor for those who would like to say something.
Impressive! You finished part 4 and with this reached the end of the toolkit. It has been quite a journey, either by starting from this part or going through the entire toolkit, we sincerely hope that it has met your expectations, that it has been both informative and practical, giving you concrete tools and ideas on transforming conflict and narratives, and most importantly that it has inspired you to start or continue training in the field of youth, peace and security. We are delighted that you took this ride with us! Do not hesitate to contact UNOY Peacebuilders for anything needed. From the bottom of our heart: Thanks!
This toolkit is supported by a grant from the European Youth Foundation of the Council of Europe. We would like to take this opportunity to thank them for their support.

Use the toolkit, share it, copy it!


This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.