

Peacebuilding & conflict transformation

Methods & games

to facilitate training sessions



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by Katharina Schilling

with drawings by Julius Nzang

Youth Department of the
Presbyterian Church in Cameroon

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Editors' Foreword

When Katharina Schilling showed us the two compilations, resource book and methods book, she had painstakingly put together on the basis of her work experience and the challenges of working with many young people in Sierra Leone and Cameroon, we felt these tools should be made available to a larger public in Africa and beyond. An additional bonus is that the beautiful illustrations have been developed by her colleague Julius Nzang, a young Cameroonian journalist who participated in the facilitation of youth workshops.

In our work with Civil Peace Service Networks in several African countries, we have come to realise that working with youth on and in conflict is one of the most important tasks for building a better future. Katharina's colleagues and superiors in SLADEA (Sierra Leone Adult Education Association) and PCC (Presbyterian Church in Cameroon), as well as the many young people in the training sessions, have over the years supported and made this work possible and we can now all benefit from their insight and experience.

These books address peace issues and conflict transformation at the individual, group and community levels. Many of us work in situations of violent or latent conflict that throw whole regions or countries into war or warlike situations. The lines between the two levels of conflict are often blurred, for instance, as far as questions of identity, loyalty and trust are concerned. We believe that these books can help young people and their trainers better understand their own situation and learn to tolerate differences in approach, people, ethnic loyalties, religion and even values, as long as there is dialogue and interaction towards common goals. Analysing the context you live in, the conflicts in and around you, the interests and power plays helps you to become a stakeholder and not a victim in your own life.

These two books were finalised in Cameroon, a country experiencing a fragile peace. The analysis of the context by the CPS partners revealed a number of situations involving poor governance and showed numerous frustrations that could threaten this peace. Young people who are neglected and frustrated, undeveloped potential in terms of human and material resources, the status of women and young girls that is not respected, the electoral processes called into question, radicalism, fundamentalism and discrimination are so many problems in Cameroon society that could generate violent conflicts. These problems are also present in other countries the CPS works in.

This is why we also hope the books can help generate interaction between youth networks in different countries and regions, because every concept, every exercise, every definition has to be related to the concrete everyday realities people live in and made effective in different environments. Our suggestion is that you the readers and users improve and enrich the books and share that with others.

The future of Africa is not in the hands of the corrupt elites, the warlords, the dictators or the International Community and its “experts”; it is in the hands of the youth of Africa.

We believe that instead of being abused as child soldiers, rape victims and angry people with neither hope nor future, African youth can become a weapon of mass construction.

Christiane Kayser

Flaubert Djateng

CPS mobile team

Berlin/Bafoussam, December 2012

Foreword

We notice sometimes that workshops, courses and other training sessions look uninteresting to both participants and facilitators. This may not be because the facilitators failed to prepare in advance, nor were the participants uninterested in the workshop. Do you know why?

The answer could just be the lack of effective facilitation tools from the facilitators. This book on Methods and Games on facilitation will bail you out.

We live in a world in which human relationships have been broken and amputated by violent conflicts. Yet even in this brokenness something positive can emerge. This is dependent on how those who are called to transform conflict are trained in the art.

However, this book is not about conflict transformation. Rather it is a training tool for effective facilitation of workshops on conflict transformation and others.

It is expected that after every workshop, participants will go home with lasting impressions/memories about the training. What will make this happen is their

active involvement in making the workshop tick. This is what this book will help you to achieve.

Have you had a training session where participants resist leaving even after the session has closed? What motivates them to such action is the method used during the training.

You may prepare workshop presentations extremely well but the lack of delivery technique may make the workshop dull. This book will give you the secret of making your workshop lively and participatory.

We express our sincere accolades to Ms. Katharina Schilling, our Ecumenical Peace worker, an excellent facilitator who after long years as a trainer has used her wealth of practical experience to put this book together.

Mr. Julius Nzang designed the drawings and graphics, contributed to the layout to closely suit the purpose of clarity and put his eyes on every line of this work to clear it from unwanted errors, though no human effort can be perfect.

What could we have achieved without the experience of our secretary, Ms. Eyakwe Ruth Ule?

Our sincere thanks go to all our peace building and conflict transformation multipliers whose motivation in the writing of this piece of work is beyond measure.

A thousand thanks to our sponsors, the Evangelischer Entwicklungsdienst (EED), for being extremely kind and generous in funding our program as well as the publication of this book.

May every line you read in the pages that follow greatly contribute to making your workshop truly memorable!

*Rev. Francis Ituka Mekumba
National Youth Secretary
Presbyterian Church in Cameroon*

How to use this manual

This manual has been written for trained facilitators/multipliers. It is designed to reinforce concepts and methods learned through training in participatory group processes. What is offered is meant to serve as guidelines for interactive facilitation — follow the steps and feel free to amend as appropriate for you and your group.

When following the techniques and methodologies in this manual, it is obvious that the traditional teacher-pupil relationship is turned into an interactive process. Such sessions attempt to reach the intellectual and emotional side of participants. New knowledge is not only transmitted, but also jointly elaborated by the group under the guidance of a facilitator. Instead of presenting facts and answers to the group, the answers to many questions are worked out together in group discussions based on the personal experiences of everyone.

Interactive training also allows for the possibility of delivering a lecture or presentation in which the facilitator explains and the participants listen. But the basis is that everybody is a resource person who can contribute to the learning process of the whole group. In other words, it is not only the facilitator who transmits wisdom to the participants and furthermore, the specific knowledge and experience of every participant are central contributions to the learning process. When the emphasis is on learning and not on training, the trainee is at the centre, not the facilitator.

The wise teacher listens, challenges and refuses to give the right answer. Ideally, students remember what they have learned, not what the teacher told them. *(Chinese Hermit-Philosopher)*

Interactive learning implies that there are equal partners in group processes where participants and facilitator exchange perceptions. They must not necessarily accept, but understand the different viewpoints. This equality does prevent the overwhelming tendency of one or two main speakers to dominate the group processes, but allows the expression of individual knowledge and special skills. Understanding is one precondition for developing dialogue between people where sharing perceptions and new ideas can evolve and lead to joint action (in opposition to the top-down monologue).

In the case where participants do not know each other, it is the responsibility of the facilitator to build up a constructive, creative group in a short time. Using selected techniques from the beginning makes participants become involved already at the stages of getting to know each other and expressing their expectations. The design of the program should then follow or include the wishes raised during these sessions.

There are no fixed rules on when to use which technique. It is up to the facilitator to design the event and the most appropriate method for a particular group of participants. The collection offered here are various methods and techniques. Although they are grouped under 10 categories, some are useful and/or adaptable for different events and topics. As this manual is developed to support the facilitation of peacebuilding, you will find various methods designed to make specific aspects related to peacebuilding interesting for both facilitator and participants.

Facilitators have to consider the context of the event: duration, topic, the educational level and age of participants as well as the overall setting (e.g.: rural or urban area, environment). Group processes and daily moods have also to be taken into account in designing the event — if it is a workshop, a training course, a seminar or a single session.

The most important part of many of the methods offered is the discussion, feedback and evaluation after the exercises. The facilitator's task is to shape and structure this part by raising questions that aim to link the fun and experience during the exercise to the topic at hand. This can easily be done with questions like “Why do you think we carried out this activity?”, “What is the link to the topic?” or “What did you learn?”

Some Rules for using and choosing – exercises, games, methods

- ◆ Before application, familiarize yourself well with the instructions.
- ◆ Make sure that all the material you need is available.
- ◆ Choose activities carefully according to the overall topic, time available, group progress and mood at the time.
- ◆ Use activities to increase the attention, involvement, interest and enthusiasm of participants.
- ◆ Don't force people into a process which goes against their cultural values or personal views.

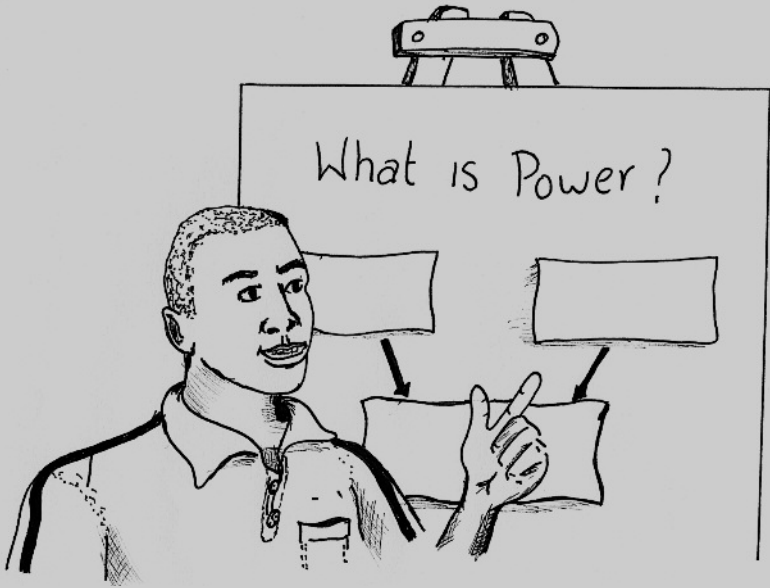
- ♦ Be aware of age, culture-specific perspectives and rules, physical conditions of participants and choose the activities accordingly.
- ♦ Change your menu of activities frequently.

Once more, this manual is like a tool box to build up your own plans and your capacity. Therefore practice, be creative, adapt or modify what is offered!

Said is not yet heard
Heard is not yet understood
Understood is not yet approved
Approved is not yet applied

Katharina Schilling
Ecumenical Peace Worker – EED/PCC
June 2012

Facilitation



1

1.1 The Qualities of a good facilitator

It takes time and experience to become a good facilitator and nothing promotes learning better than doing.

WHAT WE REMEMBER

10% of what we read

20% of what we hear

30% of what we see

50% of what we hear & see

70% of what we explain to others

90% of what we do ourselves and explain to others

There are certain qualities which enable someone to perform well; there are also conditions which make it difficult for someone to be a good facilitator. Some qualities are innate or learned through socialization; others can be improved through concerted practice. Some of the personal qualities found in a good facilitator are listed below:

- ♦ Trust in other people and their capacities
- ♦ Patience and good listening skills
- ♦ Self-awareness and openness to learn new skills
- ♦ Confidence without arrogance
- ♦ Respect for the opinion of others, not imposing ideas
- ♦ Practice in creative and innovative thinking
- ♦ Ability to create an atmosphere of confidence among participants
- ♦ Flexibility in changing methods and sequences, not always sticking to a preset sequence or technique
- ♦ Knowledge of group development including the ability to adjust the program according to the group's mood on the spot
- ♦ Good sense for the arrangements of space and materials in order to create an attractive working environment

The primary responsibility of a facilitator is to clear the way for participants/trainees to progress and learn. The following are some thoughts and rules which reinforce the learning process:

- ♦ At the beginning, briefly introduce the program visually.
- ♦ Discover with them and from them what they need.
- ♦ Be consistent throughout the event.
- ♦ Be well prepared for each session.
- ♦ Be conscious of the time factor, but not rigid (plan time buffers).

- ♦ Consciously guide the group.
- ♦ Do not dominate the proceedings.
- ♦ Ask precise questions at the right moment.
- ♦ Do not force participants to stay!
- ♦ Use your knowledge of the subject matter to raise relevant questions, do not teach opinion.
- ♦ Summarize discussions.
- ♦ Explain tasks and questions clearly, in detail and visualize them in writing.
- ♦ Do not react to questions or criticism by giving long explanations; turn questions back to the participants to answer.
- ♦ Do not justify yourself or the methods you are using, but you can offer alternatives.
- ♦ Convince the participants of the methods by application, not by preaching.
- ♦ Do not involve more than two facilitators at a time.

Sometimes it is advisable to work in a facilitating team. Participants might require more than one person to relate to during a training period (days to weeks) and facilitators require time for reflection, preparation of new sessions and to rest.

1.2 Managing the participants

Setting **ground rules** is one way to establish an appropriate code of behaviour for the group.

- ♦ If possible, let one of the participants facilitate this exercise and plan enough time for discussion.
- ♦ Support the process and assist if necessary.
- ♦ Contribute with rules that are important to you if they are not mentioned by participants.
- ♦ The final list of rules has to be written down and kept visible throughout the training sessions. Refer to it, when participants' behaviour becomes counterproductive to the training process.

The following guidelines to **manage participants' contribution** can be used to enhance full participation of all participants, to restrict individuals dominating and others not being heard.

- ♦ Give each person three pieces of paper (or some other object, such as beans or small stones) with the instruction that whenever someone talks, they have to put one piece in front of them. When all their pieces have been used, this person is not allowed to talk again in this session.
- ♦ One may negotiate for an additional piece from another participant who has not used her/his own pieces. Agree together (facilitator and participants) how to limit this request.

1.3 Visual aids

With visualization, all the important contents of a presentation or contributions made by facilitator or participants become visible to the group.

HOW WE LEARN

1% through taste

2% through touch

3% through smell

11% through hearing

83% through sight

Visualising does not simply aim to improve the memories of participants. The list below highlights some effects of visualization:

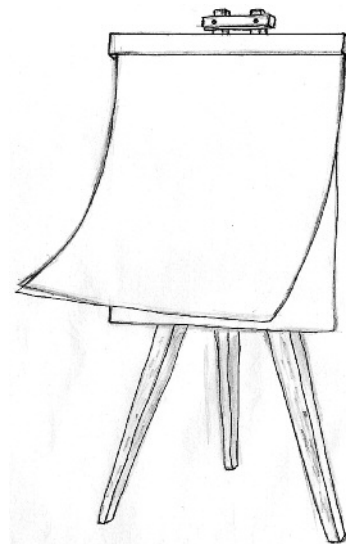
- ♦ creates a common centre of attention
- ♦ makes sure that no contribution gets lost
- ♦ makes sure that the input and interest of every person is appreciated
- ♦ helps to concentrate on essentials
- ♦ helps to translate individual comments into objective inputs
- ♦ illustrates an overview
- ♦ supports the identification of all in discussions and the decision making process
- ♦ ensures that everybody knows at all times what the discussion is about.

In the following, the three most commonly used types of visual aids are explained:

1.3.1 Flipchart

Flipcharts are big white sheets of paper (about 65 × 100 cm). There are many advantages in working with flipcharts compared to doing the visuals on a blackboard. They are a useful visual aid in training as they serve different purposes:

- ◆ Flipcharts can be prepared in advance
- ◆ Flipcharts support the person who prepares them (trainer, presenter or participant) in their preparation for the presentation.
- ◆ When flipcharts are well prepared and organised they can lead the trainer through the session.
- ◆ Inputs from participants are not lost when written down on a flipchart.
- ◆ Flipcharts can be used several times, e.g.: for other training sessions, to copy the content or for documentation.



Who prepares?

*Teacher/Trainer/
Facilitator*

Content

Plan/program for the training
Headlines for topics or information about methods
Essentials or summary of topics

*Participants/Trainees/
Students*

Topics/findings during workshop/group work
results

Rules for the preparation of a flipchart

Headline

every page has a name

Structure

the structure has to be obvious –
topic, subtopic, content

Graphic & diagram

use symbols and drawings, not only words

Colour

use different colours to get an overview

Optic

A flipchart has to be legible from a distance
of at least 5 meters.

- ◆ use markers and write with the edge instead of the point
- ◆ write 5 cm size letters with enough space in between the words

1.3.2 Cards & pinboards

The technique of working with cards & pinboards is referred to as the Metaplan technique. It would be ideal to have foamcore boards on stands. If these are not available, the cards can be pinned to a flipchart or packing paper or directly to the wall. Cards can be used whenever information from participants is requested. Use them to help facilitate a creative process.

It is useful to have cards with different shapes, sizes and colours in order to be able to point out differences in context and to creatively structure the presentation or the results of discussion, e.g.: rectangular cards for statements and contributions made during discussion, large oval cards for headings. Follow the colour code (size, shape) established for categories.

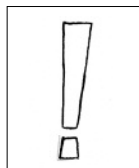
The writing on the cards should be legible even from a distance of 6-8 meters. Therefore large, bold-faced letters should be used. Do not write in all capital letters, as long words then become practically unreadable. It helps to write individual letters separately rather than using connected handwriting. Some more tips on using the technique:

- ◆ Write legibly — use the broadest side of the marker.
- ◆ Write at most three lines on each card and form blocks of words.
- ◆ Use key words instead of a full sentence, but use short sentences if a key-word cannot express the statement.
- ◆ Create a clear and purposeful arrangement — do not use too many colours and shapes or symbols. This would distract participants from the content.
- ◆ Group cards with identical content together under the respective heading — this is called “clustering”.
- ◆ Write only one idea or one statement per card — otherwise clustering is impossible. If thoughts don’t fit on one card, they should be separated.
- ◆ There should be enough space between the clusters to distinguish them clearly from each other.
- ◆ If cards are pinned on to packing paper — lines can be drawn directly on the packing paper to frame clusters after the final structuring.

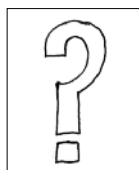
1.3.3 Traffic signs

Everyone receives one of the following cards and uses it in the situation described:

A yellow card with an exclamation mark is used for a situation when someone is dominating the proceedings (e.g. a long monologue, carrying on a debate which cannot be solved at the time). The speaker must stop talking when this card is raised.



This card, with a question mark on it, is raised when further clarification is required.



The lightning card with a flash of lightning indicates disagreement, conflict or controversy which cannot be resolved at the moment. It allows the conflict to be put on hold and ensures that the issue is dealt with at an appropriate time.



1.4 Collecting information

The following methods are useful for collecting contributions from participants. You can use these methods for topics related to the lives or experiences of participants and for topics the participants already know something about. Keep in mind that you should work with the participants' input in future sessions.

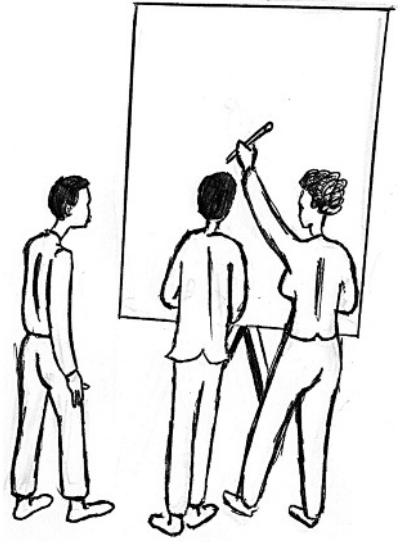
1.4.1 Brainstorming

This method is useful for quickly gathering ideas, comments, etc., because the participants stimulate each other with their ideas. Be aware that those who are fast in thinking can easily dominate the session and accordingly some people may not contribute.

MATERIAL *blackboard & chalk or flipchart & markers*

STEPS

- Ask participants to think about a question, or statement, or let them recall information given on a specific topic.
- Note all comments either on a blackboard, flipchart or other paper (for a quick recall or to check understanding you can do brainstorming without taking notes).
- Set a specific time to voice the ideas and explain the following rules:
 - ▷ All ideas are allowed
 - ▷ No side-comments while ideas are being gathered
 - ▷ Keep ideas short
 - ▷ All ideas have the same value
 - ▷ All ideas must be understandable to everybody
 - ▷ Everybody takes part
 - ▷ Do not check if the ideas are realistic
- When the collection process is finished, go through every idea, discuss, clarify and offer comments.



1.4.2 Flash light

This method can be used to find out what participants think about certain issues.

MATERIAL *A4 paper & pen, flipchart or cards & marker, blackboard & chalk*

STEPS

- Instruct participants that no discussion or side comments are allowed while a person is giving their opinion!
- Make a statement or raise a question.
- Ask participants to think about it for one minute, then one after the other express their ideas with one or two sentences.
- Note the ideas mentioned for further discussions and documentation.
- When no more ideas arise, discuss and clarify issues, then summarize the result.

1.4.3 Have your say

This method can be used to find out what participants think about certain issues. In the following, this is explained using the question: “What are your hopes & fears?”

MATERIAL A4 paper & pen, flipchart or cards & marker, blackboard & chalk

STEPS

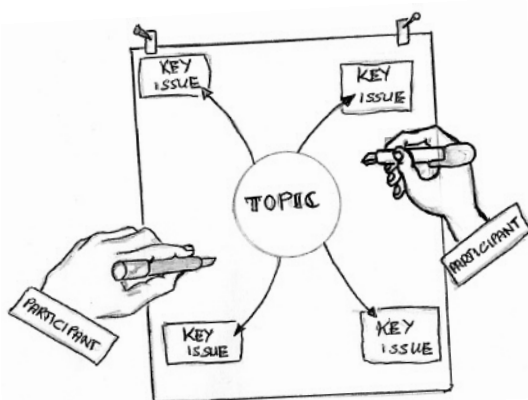
- Explain that it is good to hear the participants’ ideas, fears and hopes before starting to work together. Instruct participants that you want them to express one hope and one fear concerning the training.
- In the first turn everybody expresses a hope.
- In the second turn everybody expresses a fear (or what would be discouraging).
- Note down every statement. Do not comment or discuss.
- At the end give feedback, make comments, let participants discuss. Clarify issues when needed.

1.4.4 Mind-mapping

A mind-map offers an overview about a topic; it can give an idea about what the main issues are for participants and at the same time show where there are gaps. Be creative by using different images e.g. use different frames around the main topic and the sub-topics; use symbols, lines, arrows and colours; use the shape of a tree, a river...

Mind mapping is useful for:

- ◆ Brainstorming: to explore the ideas that are triggered by a key concept/issue
- ◆ Visualization: a new concept or topic while introducing it
- ◆ Note making technique: to document viewpoints of discussions
- ◆ Speaker guidelines: to outline a speech, a presentation or a lecture
- ◆ Monitoring/evaluation: to illustrate understanding



MATERIAL *one big sheet of paper, marker (different colour)*

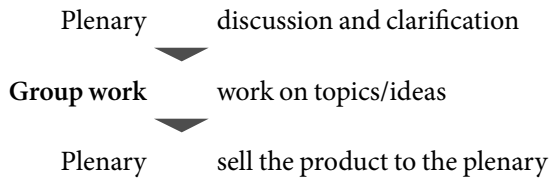
STEPS

- Write the topic or question in the middle of the big sheet of paper.
You can already draw some branches.
- Put the prepared paper on the ground, on a table or paste it on a wall.
- Explain the topic you have noted, so that everyone understands.
- Then explain that participants should write down their thoughts about the question you will raise on the papers.
- Instruct them on how to do this: Write the keywords on each branch for the main aspect and add details and aspects linked to the keyword on this branch. *E.g. if the Keyword is education — a detail or aspect could be: school, teachers, training, and material.* Let them understand that they can add as many branches as needed, but that everyone should check what the others have written down, before adding their own thoughts. The reason for this is to avoid repeating the same idea and secondly because an idea from someone can inspire further thoughts.
- Raise questions such as: what contributes to this? how does it happen? what influences it?, and let participants think about the various aspects for a minute.
- Let participants note their thoughts, comments and ideas as they emerge in their minds and according to the instructions given.
- When no one has anything to add, go through every issue and discuss, clarify and explain accordingly.



1.4.5 Group Work

The plenary is the centre of every event — it is the place where the training and the discussions start and where the final evaluation takes place. In the plenary the program is discussed and problems are elaborated. But plenary sessions get boring if they go on for hours and hours. Changing the area of learning and the methods will keep participants attentive and motivated to learn. Group work is one method of achieving this.



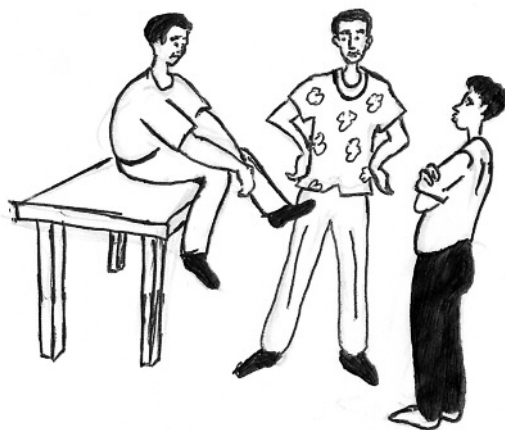
Group work can be compared with cutting a big cake into pieces: one topic is portioned into main sub-topics. It is a very useful method for productive and detailed work, as small groups (3–6 people) are generally more effective and faster than big groups (more than 6 people), when the following **criteria** are fulfilled:

- ♦ The group members are interested in the topic.
- ♦ Every group member is motivated to participate.
- ♦ Specific instructions, detailed objectives and methods are given to the group — otherwise it can develop into a gossip session that accomplishes little.
- ♦ The group members are willing to share different ideas.
- ♦ The group has enough time to accomplish the task.



STEPS

- Organize a suitable working place (sitting arrangements, working material) in advance.
- Introduce the topic in plenary, discuss and clarify issues as necessary — everybody has to understand exactly what to do.
- Explain the rules: time frame for group work, expected presentation of the findings in plenary, usage of visual aids, etc.
- Let the participants form the groups (see below some creative possibilities).
- Let the participants work in the groups on the respective topics.
- Supervise the groups while working.
- Let the groups come back to plenary and present their findings. Some guidelines might assist you in instructing the groups on how to present:
 - ▷ present as a team,
 - ▷ back up written work with creative presentations,
 - ▷ involve the plenary,
 - ▷ all important points should be read,
 - ▷ avoid long comments or repetitive explanations,
 - ▷ record the feedback
 - ▷ give time for reactions, clarification, discussion and recommendations in plenary.



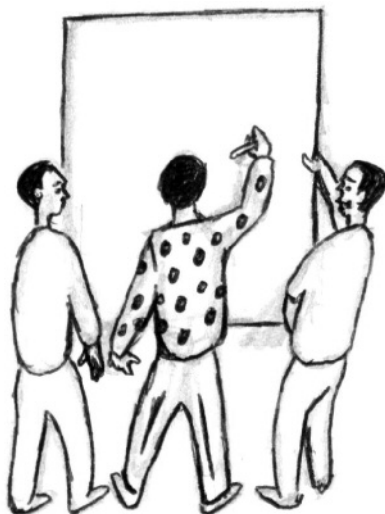
Forming Groups – finding your peers

There are various ways to form groups. Decide how you want to do it: select the method and prepare the materials accordingly. In every case you have to count the total number of participants, decide on the number of groups and the size of the groups you would like to form. For example:

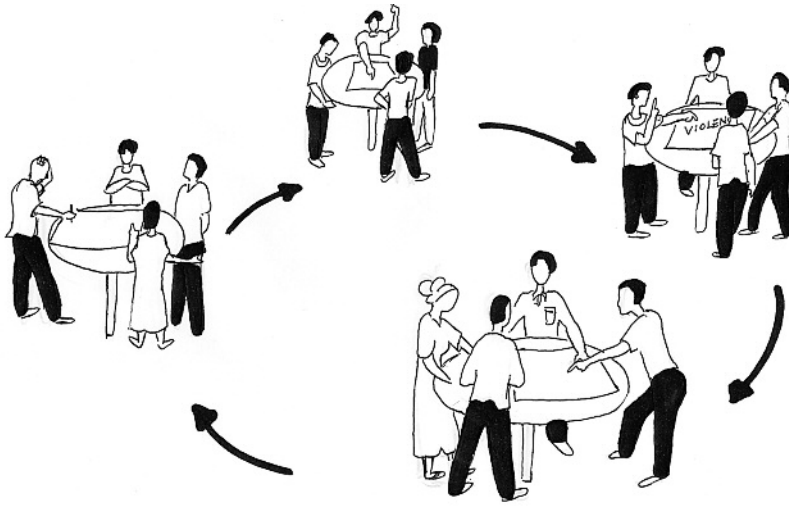
<i>Total number of participants</i>	24	25	30
<i>Number of groups</i>	4	5	6
<i>Size of each group</i>	6	5	5

You can then use one of the following ideas. Keep in mind that the amount of pieces must correspond to the size of the group!

1. Decide which of the methods you want to use and prepare the material.
You can mix various methods — just make sure that every participant gets one card.
 - ♦ Make a **puzzle** out of postcards, pictures or drawings. According to the size of the group, you have to cut the picture into the right number of pieces.
 - ♦ Write **sets of words** on pieces of paper or cards, like:
 - *Colours: white, yellow, green, blue, brown*
(group size: 5)
 - *Towns: Yaoundé, Kumba, Bamenda, Douala, Bertua, Maroua*
(group size: 6)
 - *Fruits: orange, apple, mango, banana*
(group size: 4)
 - *Nobel peace prize winners: Martin Luther King Jr., Willy Brandt, Mother Teresa, Desmond Tutu, Nelson Mandela, Wangari Maathai* (group size: 6)
 - *Family members: mother, father, child, aunt, uncle*
(group size: 5)
 - *Other groupings could be: flowers, birds, celebrities, football teams, countries, ethnic groups, hairstyles...*
 - ♦ Write down **actable words** on pieces of paper or cards, like:
flying, shy, aggressive, happy, crying, rowing, jumping
(participants act the movement named on their card).
2. Shuffle all the cards and spread them upside down on the floor or table or in a tray and invite participants to pull one or you distribute them.
3. Instruct the participants not to turn the card over until everybody has one.
4. Then let participants act and/or search for those who belong to the same category. This lets them form their groups in an amusing way.



1.4.6 World Café



The world café is a simple tool which can be used in different settings and is applicable to groups from 12 to 1,200 members. It can bring out collective knowledge from the group that is greater than the sum of its individual parts. The method connects and encourages ideas and people due to the fact that they meet, talk and thereby inspire each other. The world café can be a valuable tool to generate input, share knowledge, stimulate innovative thinking and explore possibilities for actions around real life issues.

The training room should present a safe and hospitable space and should therefore be set up in a way that makes participants feel welcome. If possible, the room can be arranged like a café with people sitting in groups of four at different tables (to work together in groups is a must). These arrangements enable the groups to have deeply participatory conversations. There must be writing materials on every table e.g. flipchart and marker.

Every table focuses on an aspect (a question, a problem, an issue) given by the trainer/facilitator. The group members concentrate on specific issues and contribute their individual thinking and experience. The arguments and contributions are noted down on the flipchart immediately.

The participants are guided to move from one to table to the next, except for one person per table, who remains as the host the whole time. This host informs the new group about key aspects that have been mentioned and discussed so far. The members listen to understand what has been found out so far, connect the various ideas and continue the discussion/dialogue from this level onwards until they are asked to move again. In this way, everyone can find deeper insights and develop new ideas or new questions.

The world café method is therefore a great tool to enable participants to think together, be inspired by others, create new understanding and develop ideas and solutions.

Guidelines for using this method

- ♦ Create a welcoming working space.
- ♦ Explore questions that matter; they need to have relevance to the participants so that they can contribute and value their own contributions. Good questions can be provoking and should stimulate creativity; these kinds of questions will make participants open up to a diverse range of thinking.
- ♦ Encourage each person's contribution.
- ♦ Come together — after some rounds the whole group should come together and share the status of discussion. This is helpful to explore together the ideas and questions that have arisen so far; to correct if necessary and to keep on track.

1.5 Fish bowl

This method can be used to practice clear communication; to express thoughts and feelings in a structured discussion. The advantages of this method are: 1) the concentration is focused on a specific space to talk (fishbowl) and a space to listen (circle), and 2) the speakers changing provides the possibility for various people to take part in the discussion. The method helps to avoid individuals taking over the discussion and provides space to voice and hear a variety of opinions.

STEPS

- Place 3 chairs in the middle of the room (= fishbowl) and the rest of the chairs in a circle around them (one seat for every person — there should be 2 to 4 people in the fishbowl).
- 3 participants are asked to take a seat in the fishbowl to discuss an issue.
- State one 'hot' topic (provocative issue, controversially discussed topic) such as: "Female circumcision is a human rights abuse and cruelty to all women. No part of the female body should be cut as God created the body as a perfect system with all its functions and means."
- Let one of the three in the fishbowl start to express their own thoughts, comment or make a statement about the topic. The next one continues, and so on.

- After a person has expressed their opinion they have to leave the fishbowl and one of the people seated in the circle takes over this seat.
- The ones seated in the circle are not allowed to talk or intervene — only when a person is in the fish bowl are they allowed to talk.



VARIATION

- 1 You can allow people to stay in the fishbowl (the three people continue discussing) until someone from the outer circle wants to come in. Only then does someone who has already spoken have to free the space in the fishbowl.
- 2 You can start with 2 chairs in the fishbowl.
 - If a person from the outer circle wants to intervene or add an argument, they take their chair into the fishbowl.
 - Whoever enters the fishbowl is not allowed to go back to the outer circle.
 - At the end, everybody will probably be in the fishbowl.

1.6 Demonstration

Demonstration can be very useful to open the minds of participants for a new topic and to show verbal and non-verbal behaviour at the same time. A demonstration has to be carried out in a very clear, extreme and obvious way. A demonstration done in a vague or uncertain way confuses the participants. After demonstrating, do not forget to ask participants what they observed — what they saw and heard — this is the most important learning effect.

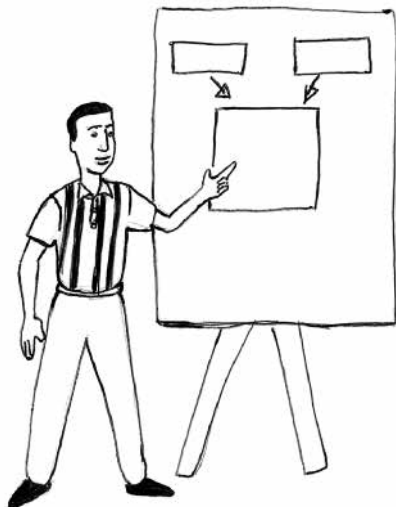
1.7 Presentation

Lectures or presentations are often seen as the final word on a subject. But they can also be the input that stimulates further discussion. If a presentation is well planned and properly prepared — verbal input and clear visual aids — it can hold the attention of participants, show the structure through progression and arrive at a logical result. Some guidelines below may help to prepare an interesting presentation.

Any kind of presentation should be like a good meal — tasty and easy to digest.

Tasty

- ◆ Present the information in such a way that the participants will like it.
- ◆ Use various sides of the topic that are easy to imagine.
- ◆ Show your own interest in the topic.
- ◆ Give a chance for interaction.
- ◆ Choose a presenting style that fits your personality and matches the group.
- ◆ Show correlations between topics.



Easy to digest

- ◆ Present the information in small portions with breaks in between — this is easier to digest than large, dry chunks.
- ◆ Take enough time for a topic. Give time to the group to exchange thoughts, experiences and habits. The participants will remain closer to the topic when they can relate the issues to their personal lives.
- ◆ Combine information with the actual experiences and the here-and-now of daily life; this makes it easier to understand and digest the information.
- ◆ Use pictures and symbols, especially when presenting to non-literate listeners.

Do not

- ◆ Show posters with too much information.
- ◆ Present too much information in too short a time.
- ◆ Talk about topics that make the listeners feel helpless.
- ◆ Talk about topics that have nothing to do with the group.

1.8 Role play

Role-plays are a good method to demonstrate issues and to exercise skills, when the following criteria are taken into consideration:

1. Role-plays should be done with *supervision*: explain the course, give a time limit, help with the seating arrangements, explain the roles, explain why you may intervene and explain the de-briefing.
2. Encourage participants to think of situations of their own choice that are relevant to the particular topic. Encourage them to be *creative*.
3. The *spontaneity of the performance* and the clarity for everyone of what is communicated between the actors (verbal and non verbal) is important. Role-plays support the learning process of participants by practicing skills. No one should concentrate too much on her/his performance — let it be spontaneous and do not try to act like a professional actor.
4. Give special observation *tasks* to the group members not acting, e.g.: observe this or that actor's specific expressions, or facial expression and gestures, or violent and non-violent communication....
5. A role-play should *not take too long* (maximum 5 minutes) — the shorter and simpler a role-play, the more effective the presentation of a situation.



6. Take *notes* about specific arguments, specific phrases, etc., used during the role play for discussion, de-briefing, analysis or evaluation.
7. The *discussions*, which follow a role play, are the most important part of the learning process.
8. Playing a role does not need literacy skills. Often non-literates lack confidence when they are mixed with literate people. *Encourage non-literates* actively to involve themselves throughout.

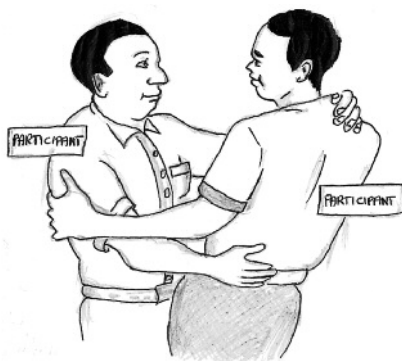
STEPS

- If you use a prepared role play: make it easy to understand, make it short and allow the players to add their own ideas.
- If you use a spontaneous role play: let the players find their own situation, but instruct them on how to do so.
- Let the participants choose roles and brief the actors according to their roles.
- Prepare name tags (individuals should not use their own names in role play) and tell the actors to call each other by these role-play names.
- Let the role-players act and the non-players observe.
- Intervene when a role-play goes off track.
- De-brief the actors and do an analysis/evaluation after every role-play.



Some rules and guidelines for de-briefing players & analysis of role-plays

- ◆ All actors stay in their role during de-briefing and analysis to avoid mixing their role and their individuality.
- ◆ The first question for all players is *“How do you feel at the moment in your role as...?”*
- ◆ Feedback has to be given to the person (the role player) who is talked about — NOT to the trainer or other observers. This is done by direct confrontation *“You did say...”, “You did react...”* (see also chapter 10 feedback – evaluation)
- ◆ Feedback for the role player should be constructive criticism, NOT a put down!
- ◆ Give space for the observers to share their findings with the plenary.
- ◆ When no more comments are raised, let the role players leave their roles, for example, by taking off the name-tag and saying *“I am no longer...”*.
- ◆ Do a general analysis with all participants about what they learned through the activity.



1.9 Case studies

Case studies describe real life situations and should be relevant to participants' experiences. A case study should have clear issues on situations for analysis and discussion. For example, when working on the topic of HIV, the case could describe the situation of a patient in their current life context: family situation, friendship, health care system.... When working on the topic of violence, the case could describe situations where a person acts violently and/or is subjected to violence. This already explains why the case has to be chosen carefully in order to serve as a useful method.

Additionally, the story has to be understood by all; it can be prepared by the facilitator, a participant or by small groups of participants. Integral parts of a case study are the questions concerning the story given to guide the thinking process, the analysis and the discussion in groups. A case study appropriate to the topic invites participants to come up with their own experiences, attitudes and ideas and will encourage them to share concerns with others.

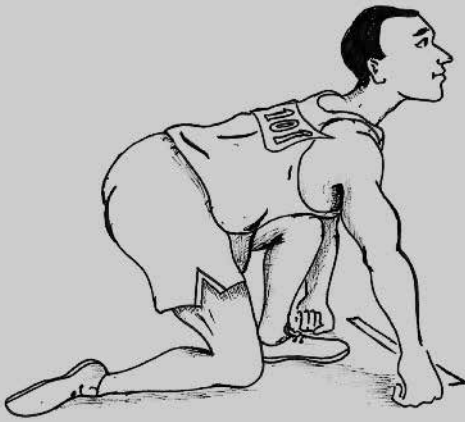
In addition to careful preparation, working on case studies requires team spirit and good time planning. The resource person must therefore limit the amount of information given. Some advantages of using the case study method:

- ◆ The approach is participatory.
- ◆ The analysis of a situation is done by the participants who draw their own conclusions.
- ◆ The case study allows collective sharing of perspectives, ideas and experiences.
- ◆ The story provides opportunities for learning, critical thinking and changes in behaviour and attitude.

STEPS

- Prepare the case and develop the tasks (questions i.e. to analyse the various actors, causes, solutions).
- Introduce the case to the participants.
- Give clear tasks/questions that have been carefully developed to guide the discussions in the groups and to lead the thinking processes.
- Divide the participants into small groups of 4–5 people and give a time frame. Make sure you provide enough time for the groups to discuss their ideas.
- Let participants work on their tasks (you might decide to give different tasks/questions to the different groups).
- Let participants report on their findings in plenary.
- Summarize the results.

Introduction, starting, warming up



2

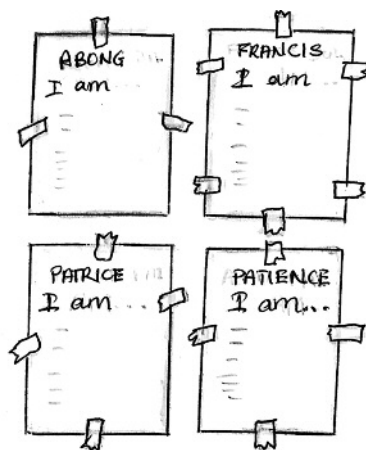
The main aim of the following methods is to learn the participants' names and obtain some more information about the group members in an entertaining way.

2.1 Introducing myself “I am...”

MATERIAL A4 paper, masking tape

STEPS

- Decide whether the participants should choose what they want to share about themselves; or if you want specific information from the participants, such as: *place of residence, date of birth, things you enjoy, skills you have, areas you are good in, strengths, weaknesses or hobbies*. If the latter is the case, prepare a flipchart with your proposed questions.
- Write “I am...” at the top of every A4 sheet & distribute one to each person.
- Ask them to write their names at the top and then provide information about themselves as requested (10 minutes).
- Let each participant introduce her/himself.
- Paste all the “I am...” sheets on the wall like a gallery.



2.2 Getting to know each other

MATERIAL A4 paper

STEPS

- Give each person a sheet of paper (or flipchart).
- Ask participants to choose another person to work with (twosome A & B)
- A tells 5 things about her/himself including one lie to B (and vice versa — each about 10 min).

- B then introduces A to the whole group and the group has to find out the lie.
- This continues until all the participants have been introduced.

VARIATION

- Let the participants interview each other using spontaneous questions — always working in pairs (10 minutes each).
- At the end of the interview, A is asked to draw a symbol for B (and vice versa).
- When presenting, both stand together, display the paper and share what they found out about each other.
- The presentation should not last longer than 3 minutes per person and include the reason why the special symbol was chosen.

2.3 Position yourself

STEPS

- Decide on the kind of information you want to gather from the participants (*e.g.: age, place of residence, gender, ethnic group, size of family, occupation, urban or rural area, etc.*)
- Ask participants to form groups according to your questions, for example: who is under 20 years of age, who is between 20 and 25 years old, who is older than 30?
- Let 2 people from each group introduce themselves before you state the next question and they form new groups.
- Continue until everyone has introduced her/himself.

2.4 A symbol for my feeling

STEPS

- Ask participants to close their eyes and concentrate on their current feelings.
- Let them search for an item that symbolizes things you enjoy, these feelings *e.g. like a tree — strong with a lot of ideas that grow,*

*like fog — no solution, everything hidden, like a snail — very slow,
like a rock — very solid...*

- When they have all found their symbol, let them open their eyes and everyone in turn informs the others about the personal symbol and its meaning.

2.5 A symbol for me

MATERIAL *cards or paper and marker*

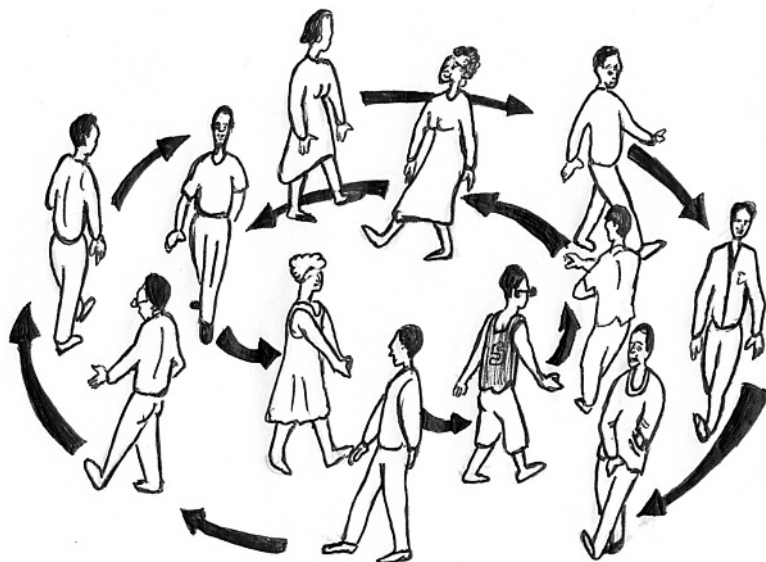
STEPS

- Distribute one card to each participant and ask them to draw a symbol of themselves, based on personal interests.
- Ask everyone to attach the card to their chest and move around in search of someone whose symbol has something in common with theirs (to form pairs).
- Each pair then walks around together in search of another pair, whose symbols seem to have something in common.
- Each group of four explains their individual symbol to each of their group members and together they develop a common group symbol.
- The group symbols are then presented to the plenary with a short explanation, followed by the introduction of the members of the group.



2.6 Exchange – double wheel

The following method can be used for various topics when you want participants to exchange their views, or if you want to stimulate an exchange of thoughts before collecting the ideas (e.g. perception of an issue, evaluation, etc.).



STEPS

- Divide participants into two equal sized groups.
- Help them to form an outer and an inner circle.
- Start some music and let the circles move in opposite directions.
- After a few seconds, stop the music.
- The people turn around and face a person from the other circle.
- Each one tells the other one about the task you have given them, e.g. your name and where you come from, or your job, or discuss the theme of the training, or express your expectations, etc.
- After a few seconds or minutes, the music starts again and the circles move again, until you stop the music and everyone faces another person to exchange (the time depends on the task you gave the participants — e.g. sharing the name takes only seconds, while discussing a theme might take 2 minutes).
- You can repeat the “stop and go” as many times as you like, depending on what you want to achieve.

VARIATION

- When the music stops for the second time, everybody rushes to the previous partner and both crouch down. The last pair to crouch down is selected to do something e.g.: introduce each other to the plenary.

Although the method is explained here with the use of music, you can use other ideas to make the participants move or stop e.g.: ring a bell, sing, clap your hands, etc.

2.7 Group mirror

MATERIAL *big sheet(s) of paper, cards, markers*

STEPS

- Prepare a big sheet of paper by writing down headings for the information you want to obtain at the top of the paper e.g.: name, job, membership, hobbies, reason for participating... (you can also prepare a sheet or a card for each topic that corresponds to the heading).
- Distribute cards to the participants (you can use a different colour for each topic).
- Ask each participant to write their information on the respective cards.
- When they have all finished, let them introduce themselves verbally while simultaneously pinning the cards to the prepared sheet.
- If necessary, assist them by pinning the cards for them.

2.8 Say who you are & show what you like

STEPS

- Ask the participants to stand in a circle.
- Let them introduce themselves by telling the group their name plus one thing they like to do, while simultaneously performing the act e.g.: "I am Marie ... and I like to jump" (*ride a bicycle, read, plough, prepare food, run, smile, play football, work on the computer, do gym, dance, hug others, etc.*).

- After the first round, the one to the left introduces the person on their right, e.g.: “this is Marie and she likes to jump” and everybody does the movement.

VARIATION

- You can do another round in a different manner: whoever remembers a name and the respective movement of a person, can introduce this person.
- You can change from “what I like to do” to “If I was an animal” and mime the behaviour of the respective animal e.g.: “if I was an animal I would be a mouse”.



2.9 A picture and your story

MATERIAL *pictures (from a magazine, postcard etc)*

STEPS

- Place the pictures on the floor.
- Let each participant chose a picture .
- Ask the participants to introduce themselves by stating their name, showing the picture and saying why they chose it.

Remark

This method can also be used to discuss a specific topic by choosing pictures linked to the topic (e.g. the topic of violence: pictures of destruction, beating, wounds or weapons, etc.). The participants then have to describe what they see and what they imagine is the link to the topic.

2.10 My luggage

STEPS

- Decide what kind of information you want to obtain from the participants and formulate the question e.g.: ‘*What did I leave at home?*’, ‘*What did I bring with me?*’ or ‘*What do I want to take home from here?*’
- Raise only one question at a time!
- Let everybody in turn speak and inform the others about their personal “luggage”.

VARIATION

- You can change by letting participants write down or draw the answers to your questions individually on an A4 sheet or flipchart.



2.11 Adjectival names

STEPS

- Ask participants to think about an adjective that suits their personality and starts with the same sound as their own name e.g. *handsome Hervé*, *perfect Peter*, *sunny Sebastian*, *friendly Flaubert*, *active Akere*. Let them also think about what the adjective stands for in their own lives.
- Begin the exercise by introducing yourself, e.g. ‘*I am creative Celia, I like to imagine possibilities to solve problems and change things for the better*’.
- Everybody introduces her/himself like this.

VARIATION

- You can do this exercise using animals with similar dispositions, gestures or characteristics to 'you'. E.g.: *"I am Otto and as I'm generally funny, always ready for a joke that makes the whole group laugh, and as I can chat a lot and prevent the others from concentrating on their work, I guess the animal that has these same characteristics is a monkey."*

Some more examples of animal characteristics:

- ◆ The donkey is a reliable friend, it follows the group rules, helps to carry responsibilities, can be very stubborn, not willing to change its views, etc.
- ◆ The lion is a strong and energetic leader, expects others to bring their best to the groups' activities, can also get into fights when others disagree or interfere with his own desire.
- ◆ Rabbits are always on the run, two steps ahead of the others, making them work a bit faster, and can also be the ones who run away as soon as an unpleasant job or a conflict arises and switch quickly to another topic.

WHEN MEETING EACH OTHER AGAIN

The following activities aim at refreshing our knowledge about others when meeting again.

2.12 Who is this?

MATERIAL Paper (or cards), marker

STEPS

- Write the name of every person (participant and facilitator) on a piece of paper, fold it and put it in a box.
- Write your guidelines for this exercise on a flipchart, for example: *occupation, anything that changed since you last met, long or short journey to come, one special thing that happened during the last course (or*

you choose other characteristics such as a person's height, style of clothes, married, has children).

- Let everybody pull out one 'name-paper' — this is the person to be introduced.
- Everybody reflects on her/his knowledge about the person whose name is on the paper according to your guidelines.
- Let one participant start to introduce their person without mentioning the name.
- The others guess who the person being introduced is.
- The one who finds out introduces the next participant.
- You can use the name-card as a name tag for the first training days.

2.13 Quick review – what has happened since... ?

STEPS

- Ask participants to recall either a positive, a negative or a difficult situation that has occurred in their lives since the last time you met (e.g. family situation, group event).
- Ask one person to start sharing their experiences.
- Let everybody in turn voice their thoughts and issues.

VARIATION

- You can use this method in different circumstances. Then you might have to change the time frame, e.g.: what has happened since we parted yesterday?, or since we last worked together?

2.14 Five questions

STEPS

- Ask one volunteer to leave the room and to think about five questions that enable him/her to identify a particular member of the group. They must be closed questions requiring a “yes” or “no” answer (e.g.: *Is the person male? Does the person live far away? Did the person attend the last training course in X?*).
- While the volunteer is outside, the group designates the person to be identified.
- The volunteer returns and asks the five questions, one after the other.
- The group responds with “yes” or “no” only.
- When all five questions have been asked and answered, the volunteer guesses who the selected person is. The volunteer has 3 guesses, if they fail, the designated person’s identity is revealed.
- A new round begins.

2.15 In line

STEPS

- Ask participants to form a circle and hold hands with their neighbour.
- Then instruct them to form a line by arranging themselves in alphabetical order of their initial (starting with A and ending with Z) without breaking their connection with the others: they must continue to hold at least one other person’s hand!
- Allow them the time to do this.

VARIATION

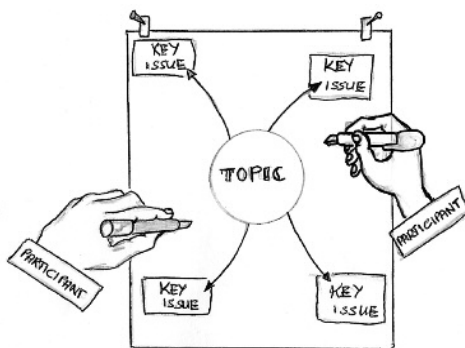
- You can use other criteria, such as date of birth, etc., instead of the name.
- You can ask participants to do the exercise verbally or nonverbally.

2.16 Expectations

There are different ways of finding out what the participants' expectations, hopes and fears are:

Mindmap

- ◆ Prepare sheets for every question you ask.

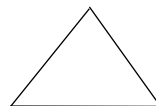


Group work

- ◆ Let the participants first note their individual ideas on the different questions you raise, then they discuss in groups and make a list with two columns: one column for similar expectations, and one for those that are individual issues. Every group presents their ideas and all the group's expectations can be combined at the end, if you wish.

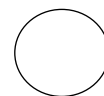
Cards

- ◆ Let participants work individually by writing down their personal statements on cards. Use different shapes or colours for the different questions you raise.
- ◆ Give every person one card and instruct them to write down their most pressing expectation. After 3 minutes, let them walk around and build groups with those who have similar expectations. Groups should share and clarify, before the discussion in plenary takes place.



Examples for questions:

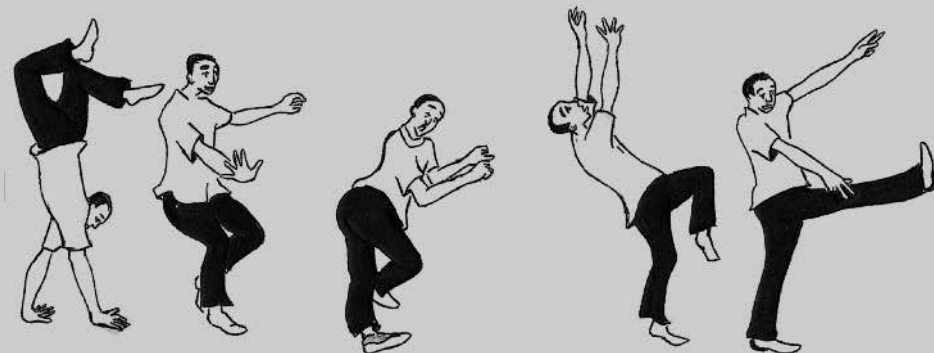
- ◆ What do I expect from this event?
- ◆ What can help me to achieve this?
- ◆ What do I want to take with me?
- ◆ What is my fear?
- ◆ What should not happen?



Examples for points of discussion after the presentation of expectations:

- ◆ How realistic are the expectations?
- ◆ Can all of the expectations be met during the workshop?

Energizers



3

Energizers have to be well prepared, instructions have to be given clearly and the exercise has to be executed quickly. Ideally there should be a link between the subject, the training content and the energizer. Use energizers if you want to achieve one of the following purposes or just to have fun in between a lot of thinking:

- ♦ Stimulate the participants (stir them up, renew concentration, move their bodies).
- ♦ Motivate participants for the next session(s).
- ♦ Change subjects.
- ♦ Reach a high level of concentration.
- ♦ Change from an intellectual activity to one involving several senses.

3.1 Be quick

MATERIAL *cards/pieces of paper*

STEPS

- Place cards on the floor. They should be at least one meter apart from each other. The number of cards must be one less than the number of participants. E.g. if you have 30 participants, you should have 29 cards.
- Play music or sing and let the participants move around. When the music stops, every participant has to quickly take a card.
- The one without a card is out of the game.
- Remove one card and let the participants distribute the remaining ones on the floor.
- Play the music again, stop and take a card, exclude one until there is only one card.

3.2 Association

STEPS

- Someone says the name of a fellow participant and a word, whatever comes to mind (*Marcel and tree*).
- The next says the name of another participant and a word associated with

the word used by the previous speaker (*Akere and apple*) — the next one could be (*Lovette and apple cake*) and so on.

- If someone does not answer quickly or says a word that is not related to the previous, they are excluded.

3.3 Fruits & animals

STEPS

- Ask the group to form a circle
- After three claps, start with naming a fruit.
- After three more claps, the next person says the name of an animal.
- After three more claps, the next person says the name of a fruit and so on.

A person is out, if they:

- ♦ say the name of a fruit when an animal is required or vice versa,
- ♦ cannot think of a fruit or an animal quickly,
- ♦ repeat a fruit or animal that has already been said,
- ♦ continue until the last two participants compete and one wins.

3.4 Touch something

STEPS

- Ask everyone to get up from their seats and respond quickly by touching something you mention.
- Call out e.g. “touch something green” — everyone searches quickly for a green object and rushes to touch it.
- Note: this is generally more exciting when you mention the colour in combination with an object e.g.: red shirt, blue marker, grey hair.
- Then call the next object to touch e.g.: bald head, red shoe, the tree over there ... until everybody is alert.

3.5 Visual attention

STEPS

- Ask the participants to count all the e.g. 'black things' that are inside the seminar room.
- Then let the participants close their eyes and ask about anything different e.g.: what is green in here?
- Let some participants answer with their eyes still closed.

3.6 No okada without driver



STEPS

- Participants stand in a circle.
- Explain that you will start with stating a "No ... without..." phrase and then quickly throw the ball (any light object) to someone who has to catch the ball and respond quickly by answering with another "No ... without..." phrase.
- The game continues until everyone has added a statement.

3.7 Packing for a holiday

STEPS

- Demonstrate movements as if you are packing your suitcase while simultaneously narrating the story.
- All the participants listen and quickly act accordingly.

Example:

take the suitcase from the top of the cupboard, put in all kinds of clothes, search for the torch, for a book, for a mobile phone, passport and flight ticket, check if you have money with you, a phone call comes in, the taxi blows its horn ... you run out of the house, into the taxi, relax on the way to the airport.

3.8 Bang

STEPS

- Ask participants to sit or stand in a circle.
- Instruct them to count out loudly, beginning with “one”, continuing with the next person calling “two” and each next person saying the next number.
- Explain that every time a person arrives at a number which can be divided or contains for example “three”, the person has to say “bang” instead of the number (one must say bang instead of 3, 6, 9, 12 or 13...).
- If the person fails, they are excluded.

VARIATION

- The group counts one by one but in the first round, number 7 and all numbers which are divisible by 7 are “Bums”.
- Additionally in the next round the number 6 and all numbers divisible by 6 are “Bims” (don’t forget the 7 is still “Bums”)
- Additionally in the next round all number 5s and its multiples are “Bams” — the 7s are still “Bums”, the 6s are still “Bims” and the 5s are now “Bams”.

3.9 Piii & Puuu

STEPS

- Ask everyone to stand in a circle and explain that there are two birds — one called Piii, the other one Puuu.
- Instruct them when you call Piii — everyone has to stand on their toes and move their elbows up and down like a bird flying. If you call Puuu, nobody moves.
- Everyone who fails, is excluded.
- Proceed by calling out Piii and Puuu until only a few people are left.



3.10 Single & double knot handkerchief

MATERIAL *two handkerchiefs*

STEPS

- Ask everyone to stand in a circle and explain that there will be two handkerchiefs going round, and that they must not be with the same person (this person would be eliminated).
- The first one has to be tied around the neck with a double knot (and opened again) before giving it to the next person on the right.
- The second one has to be tied with a single knot (and opened again) before giving it to the next person on the right.
- Start with the first handkerchief and let it pass about $\frac{1}{3}$ of the way round, then let the second one start.
- The single knot handkerchief will catch up with the double knot and participants will be hurrying to avoid having both.

3.11 Clothes peg

MATERIAL *clothes pegs*

STEPS

- Every participant receives 3 clothes pegs and fixes them on their clothes.
- Task 1: try to get hold of as many as possible by taking pegs away from others.
- Task 2: try to get rid of as many as possible by fixing your pegs on somebody else.
- Let participants act one task after the other. This activity is appropriate as an energizer in sessions on conflict as you are creating conflicts.

3.12 Passing the ring

MATERIAL *straws and rings (or other materials such as a pencil instead of a straw, or a spoon with a piece of sugar, a bean, an egg or a ping-pong ball to pass around)*



STEPS

- Ask the participants to stand in two lines facing each other and give one straw to every person.
- Explain the task of passing the ring from one person to the next using the straw.

- If the ring falls, the group must start again with the first person in the row.
- Let the first person in each row start by putting the straw in their mouth and placing a ring on it. The ring has to be passed to the next person rapidly — and so on.
- The winning group is the first one to pass the ring to all the members.

3.13 Near & far away

STEPS

- Each person secretly selects one person out of the group as person A and another person as person B.
- No one else should know the choice!!
- Give the instruction: get as close as possible to the person you chose as A.
- Everyone moves towards their person A.
- Then ask them to get as far away as possible from their person B.
- The participants move again.

Remarks

- ◆ The group moves in two opposite ways: contracting and expanding
- ◆ Do not ask for the choices to be revealed as some people might feel left out

3.14 Youths, pastor and elder

STEPS

- Prepare a story involving the three roles. Create the story with many connections so that the participants have to think and move quickly.
- Assign one of the roles to each participant.
- Tell participants that you will narrate a story and every time your role is mentioned you have to rise from your chair quickly. You have to keep standing until another role is mentioned.

Youth, Elder and Pastor

In a certain PCC congregation, the **Youths** complained to their **Elder** about their total neglect by the **Pastor**. The **Elder** listened carefully and calmed down the **Youths**. The **Youths** asked the **Elder** to tell the **Pastor** they wanted to see him. The **Elder** conveyed the **Youth's** message to the **Pastor**.

The **Pastor** agreed to see the **Youths** and talk with both, the **Youths** and the **Elder**. After they had all met and exchanged their views, the **Youths**, the **Elder** and the **Pastor** went home satisfied.

Red, blue and black T-shirts

My father loves to wear T-shirts. His favourite colours are **red**, **blue** and **black**. When he wears **red** he feels like superman. He does all the house chores and keeps his children safe. **Blue** T-shirts are meant for office days he says. He would put away the **red** and iron the **blue** with care.

Men wear **red** to signify danger. Women wear **red** to signify love. But my father wears **blue** to signify peace and hard work. About **black**, he says, its best for good Fridays. Whether **red** or **blue** or **black**, my father loves T-shirts.

A Man, a woman and a child/children

A **Man** and a **woman** give birth to **children**. The **woman** carries the foetus for nine months then the **child** is finally born. The **man** usually foots the bills while the **woman** nurses their **children**. Both care for their **children's** needs as they grow up to become a **man** and a **woman**. For the **children** it's like playing but to the **woman** it's a duty. The **man** does his best to make sure the **woman** and the **children** are happy. Happy **children**, a working **man** and a committed **woman** make up a happy family.

3.15 Travelling power

STEPS

- Ask all the participants to stand in a circle except for one volunteer who is placed in the middle.
- Explain that there is power travelling through the group. Practically, this is done by squeezing with your right hand the left hand of the neighbour on your right. While squeezing with the right hand, the left hand relaxes. In this way, the power travels from one person's hand

to the next and goes round the circle. The person in the middle has the task of finding out where the power currently is.

- The person in the middle closes their eyes for about 10 seconds.
- One person starts by giving power to the person on their right by squeezing their hand. The power is then passed on to the next as instructed.
- After 10 seconds, let the person in the middle open their eyes and try to catch the power by grabbing the person's hand where they think the power is passing (seeing the squeezing of hands).
- When they guess correctly, they join the circle and become the power giver. The person who was caught takes the place in the middle.



3.16 Power cable

STEPS

- Ask one participant to volunteer and leave the room.
- The others form a circle symbolizing a power cable with a bare end. As there is no real bare end, they make one by agreeing on a certain number of people's heads being touched by the volunteer. When the volunteer touches this bare end, the whole group screams (e.g. the seventh head being touched).
- Call the volunteer inside and give them the task of discovering the bare end by touching the heads of people — instruct them to concentrate fully to find the end.
- The moment the volunteer touches for example the seventh head, the group screams and the volunteer gets a real shock.
- Make sure that the volunteer's heart condition is ok as they can get a real shock!

3.17 Auntie says...

STEPS

- Everyone stands in a circle.
- Explain that you will give instructions and you will demonstrate actions such as *e.g.: hold up your right hand or touch your belly with the left hand* and everyone has to do the same, but only if you state "auntie said" ... at the beginning. This means if you only give an instruction and perform an action, no one should follow.
- Those who do the action, are out of the game.
- The game continues until only a few are left and cannot be tricked any longer.

VARIATION

- You can adapt this game by verbally giving commands but doing another action and those who follow the physical action are excluded.

3.18 Mask



STEPS

- Let all the participants stand in a circle.
- One person (A) starts making a face into a mask and demonstrating this mask to their neighbour on the right (B).
- B imitates the mask, then develops another one and demonstrates this new mask to their neighbour on the right.
- This continues until the last person demonstrates their mask to the first person A and A imitates.

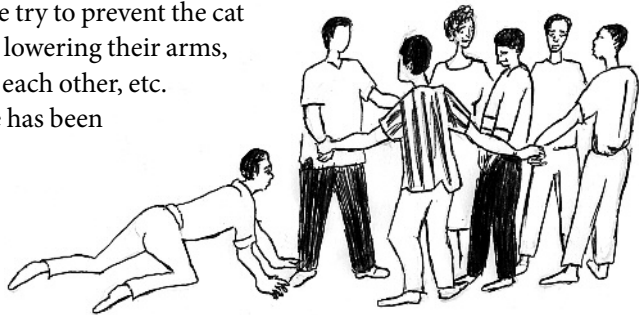
VARIATION

- You can extend the mask by including the whole body.

3.19 Catching the mouse

STEPS

- Participants stand in a circle and hold each other's hands.
- One volunteer will play the cat that stands outside, another volunteer plays the mouse standing inside the circle.
- While the cat is trying to get inside the circle to catch the mouse, the mouse tries to hide. The people forming the circle try to prevent the cat from entering by lowering their arms, moving closer to each other, etc.
- When the mouse has been caught, two new volunteers take over.



3.20 How are you?

STEPS

- Let all the participants stand in a circle except one person (A).
- Let A walk around behind the circle and tap one other person of their choice on the shoulder (B).
- A and B walk behind the circle in opposite directions. When they meet, they greet and hug each other and ask 'How are you?'.
- After greeting each other, A and B try to reach the space that B left empty while running in opposite directions.
- The one who arrives last is the new 'left over' who now starts the procedure again.
- Let this game continue until everybody has had their turn.

3.21 Ola

STEPS

- Explain to the group that they are on a spaceship exploring new planets. The planet they are visiting now is in absolute darkness and the creatures that live there cannot make any noise (sound). But they recognize you as a friend if you greet them with "Ola" and will reply with "Ola". Instruct them further that if they touch one of their group, the only reply they can give is "Ola". Therefore no other sounds will be made or no other words will be spoken.
- Instruct them further that there is someone among them who is OlaOne. If they find this person, s/he will not reply, but remain silent. The person who finds OlaOne holds on to the person and becomes mute as well. In this way, the chain of players who meet the OlaOne-chain gets bigger and one by one is falling silent, until everyone is silent.
- Secretly select one participant to be OlaOne.
- Let participants move around the room with their eyes closed. When they touch somebody, they greet with "Ola". If one meets the OlaOne — s/he will not answer. All the others will answer with "Ola".
- The game ends when all the participants are silent.

3.22 Cat & mouse in streets & avenues

STEPS

- Split the group into four or five groups + two volunteers who take the roles of cat and mouse.
- The cat's task is to catch the mouse and the others have to protect the mouse by not letting the cat find a way to catch the mouse.
- Let each group build a row by holding hands in one direction. This position is "street". Explain that if you call "avenue" they have to make a quarter turn and take the hands of the people who are now beside them (and vice versa to build a "street" again).
- Instruct everyone that the cat can only move in between rows, but cannot pass through a row when facing the people. The turning of the groups makes it impossible for the cat to pass.



The task of the facilitator (or another volunteer) is to try to keep the cat away from the mouse by giving instruction to the groups to form either streets or avenues.

- ◆ Let them play — the mouse tries to hide between rows, the cat tries to break through.
- ◆ Everyone has to react very quickly so that the mouse is rescued.

3.23 Fruit-salad

STEPS

- Let all the participants stand in a circle.
- Let them choose fruits e.g. orange, banana, mango or grape.
The number of fruits depends on the number of people. A convenient figure is 5 per fruit.
- Let everybody choose their fruit. Or for an equal distribution, you can start by choosing orange, your neighbour on the right is banana, the next mango, the next grape; the next starts with orange and so forth until everybody has their fruit.
- Let one person (A) go in the middle of the circle and remember to close the free space left behind by A.
- Let A call out one fruit e.g. mango. Now all mangoes have to leave their position and try to reach one of the newly vacated spaces as quickly as possible. At the same time, A also tries to reach a free space as well.
- One person is left over. They call out another fruit and the procedure repeats.

VARIATION

- You can adapt this game as follows:
- You can use chairs: you need as many chairs as there are group members minus one. The one in the middle can call fruit-salad instead of one fruit and all the participants have to change their seats. (Doing this without chairs, creates chaos as there are no fixed positions.)
- You can do this game with vegetables, cereals, animals, etc. instead of fruits.
- The person standing in the middle announces e.g. *"I have a letter for all those — who are wearing black shoes"* All the participants wearing black shoes have to change chairs. The person in the middle takes one of the empty chairs. The one who is left out now stands in the circle and announces another mail to deliver... e.g.: *to those who live in a town, come from..., are married, are studying, are working, have a leadership position, etc.*
- Doing the exercise in this way, the participants are forced to move around and to observe and discover things about fellow participants.

3.24 Life boat

This exercise allows people to move around quickly, to interact with each other and to make quick decisions.

STEPS

- Let the participants imagine that they are on a sinking ship like the Titanic. Inform them that there are life boats they have to get into, but the capacities of the life boats are limited. They can only take a certain number of people.
- Instruct them that the number of people per life boat will be called by you. They then have to form groups of this number in five seconds.
- Let them know that those who fail are out of the game. This means that groups which are bigger or smaller drown and will be eliminated.
- Call a number of people per life boat (e.g. 4) and participants have to form the respective groups in five seconds.
- Eliminate as described and continue until only one group is left.

VARIATION

- Use strong paper or cardboard of different sizes or mark squares on the floor with crayon or masking tape to symbolize life boats or safe islands.
- Continue by letting the boats sink one by one (or the islands be flooded) and participants have to search for another safe space.

3.25 Who's the assassin?

STEPS

- Form groups of up to 10 people who stand in a circle and instruct them as follows:
- Tell them that you will secretly tell one person per group to be an assassin, who murders their victims by winking. If someone in the group realizes they are being murdered (winked at), they immediately fall to the ground in the middle of the circle. The others have to find out who the assassin is, while the assassin continues to murder by winking.

- If a person is sure they have identified the assassin, they call out the name of the person.
- If someone accuses a person falsely of being the assassin, they are out of the game.
- If the accusation is correct, the game is over.

3.26 Avocado

STEPS

- Let all the participants stand in a circle.
- Demonstrate the exercise as follows:
The whole song goes: Avocado, avocado, papaya, papaya, chicki, chicki, chicka, chicki, chicki, chicka, fruit – sa – lad, fruit – sa – lad. While singing you move as follows:

Sing: A-vo-cado, A-vo-cado	Move: lift both arms straight up
Pa-pa-ya, Pa-pa-ya	both arms in front of your chest
Chicki, chicki, chicka	shake your waist
Fruit	jump to the right
Sa	jump to the back
Lad	jump to the front
- Demonstrate the song and the respective movements once, then let everyone join in.

3.27 Head, shoulder, knees & toes

STEPS

- Let all the participants stand in a circle and demonstrate the exercise as follows: The whole song goes: Head, shoulder, knees and toes, knees and toes, head, shoulder, knees and toes, knees and toes and eyes and ears and mouth and nose, head, shoulder, knees and toes, knees and toes.
- While singing you put your hands on the parts of your body mentioned, you bend your back while singing 'knees' and bend your knees while singing 'toes'.

- Demonstrate the song and the respective movements once, then let everyone join in.
- Repeat the exercise and gradually speed up.

3.28 Talent Song

I have a talent, to use it for the nation (*2 times*)
If I do not use it, I will surely lose it
I have a talent, to use it for the nation
(*Instead of “I”, use the “name” of a person or “we”*).

Self awareness



4

The following exercises are helpful for raising self-awareness by leading people to reflect on specific issues as requested in the various methods. These can be images one has about oneself, personal background, talents, strength or skills. Some exercises focus on the way we view ourselves, while other exercises request others to characterize or describe another person.

4.1 Self image

MATERIAL A4 paper, pens, flipchart, markers (see prepared sheet in the appendix)

STEPS

- Prepare A4 sheets (one for each participant) and a flipchart as follows: fold horizontally and vertically into quarters and draw the respective lines. Write in the respective sections:
 - ▷ upper left: name
 - ▷ upper right: self image
 - ▷ lower left: what I need (in this training)
 - ▷ lower right: what I can offer (during this training)
- Give each participant a prepared A4 sheet. Explain that you want them to fill in the corners and explain how, if necessary. For example, concerning self-image, let them note how they see themselves — what they like, their dreams and feelings, etc. Allow 5-10 minutes for filling in the sheets.
- Let them return to plenary and present, while one person (facilitator) simultaneously writes the issues mentioned on the flipchart.
- Summarize the images, needs and qualities at the end of the session. Advise participants to use each other's offers in order to meet what they need.

NAME	- PAUL	-humble -Intelligent -Persuasive	SELF IMAGE
WHAT I NEED	-Food & Drink -Knowledge -Skills	-Perform in a role Play -Teach a Song -Be the Time Keeper -Organize groups	WHAT I CAN OFFER

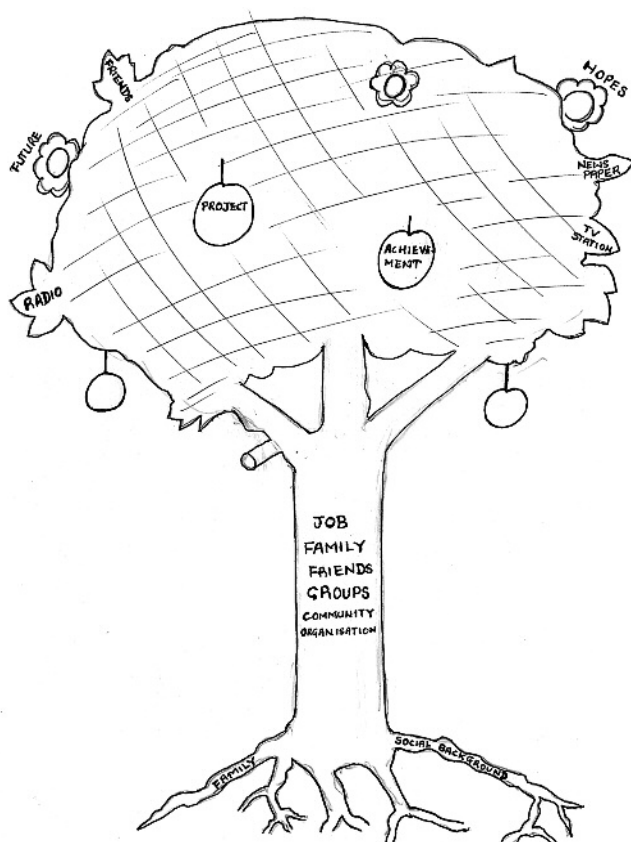
4.2 Tree of life

MATERIAL A4 paper, pens

STEPS

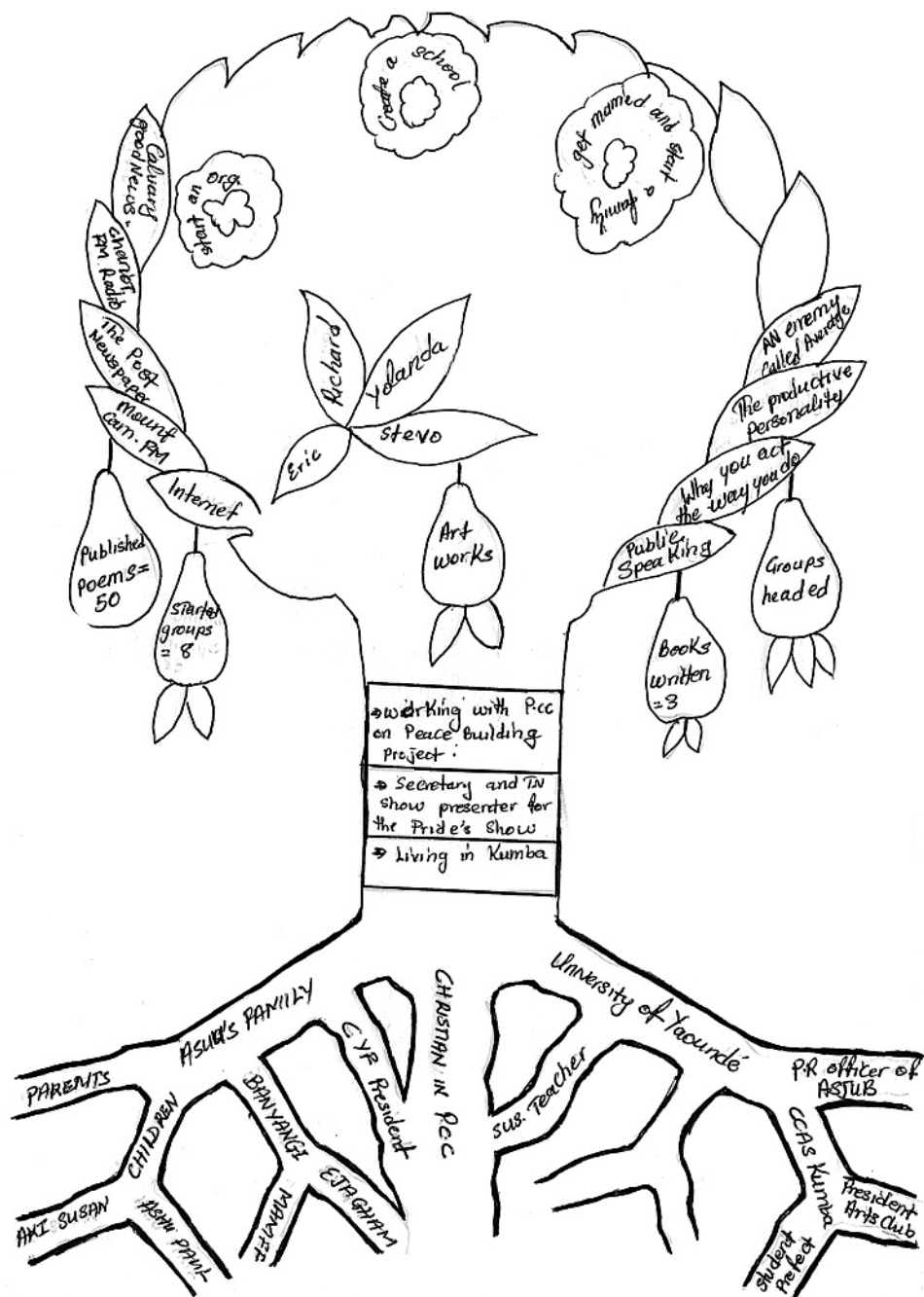
- Inform participants that the exercise is a method to reflect on one's own life in a structured way.
- Ask each person to draw her/his personal tree of life according to the instructions below:

- ▷ **Buds/blossom:** your hopes for the future
- ▷ **Fruits:** your achievements, projects you have organized, groups you have started, materials you have produced
- ▷ **Leaves:** your sources of information like friends, newspaper, radio, TV, internet, books and magazines
- ▷ **Trunk:** the structure of your current life — job, family, friends, community, organization or groups to which you belong
- ▷ **Roots:** family, social background — where you come from, any strong influences which have shaped you into who you are now



- Give participants about 20–30 minutes to complete.
- Let participants share their drawings in groups of five. Allow enough time

for sharing. It might be best to do this exercise as the last session in the evening without a fixed time frame. Here is an example:



4.3 My skills

MATERIAL *A4 paper, marker, masking tape*

STEPS

- Ask participants to think about their strengths (skills) and weaknesses.
- Let them individually list them all as they emerge, on a sheet of A4 paper, for about 10 minutes. Make two columns — one for strengths and one for weaknesses.
- Let them then reflect on *the one skill* they do best, highlight it and find a possibility of how to act out this skill.
- Let everybody act — one after the other — while the rest of the group guesses what the person's mime represents.
- Note down every skill presented and when everyone has performed, discuss the number and variety of skills and the composition of the whole group.
- Then let everybody check their list of weaknesses and detect one that they want to overcome.
- Let each participant state one weakness and see if they have an idea about how to improve on it. Let the others support and assist.
- Put the lists on the wall so that everyone can reflect on them.

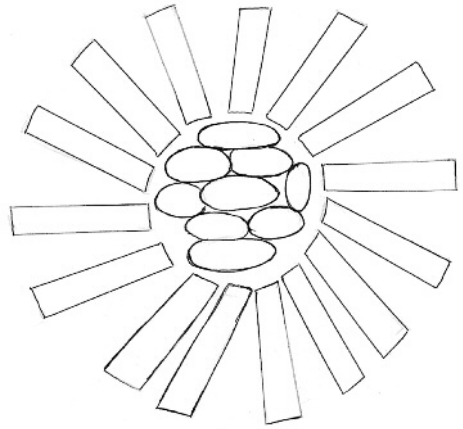
4.4 Empowerment

Mostly we are not conscious of our inner qualities and talents or skills (e.g.: good listener, good teacher, excellent farmer...). And more often we are not aware of our sources of energy (e.g.: the people we work with, nature, the sun, a good meal, music, doing sports, the family, children, reading, learning). Additionally, pride is widely perceived as a negative attitude; but being proud of things one can do very well doesn't mean becoming conceited. Being aware of our talents as a wonderful part of ourselves strengthens our self-awareness and is not similar to being arrogant. The empowerment exercise makes participants aware of talents/strengths and sources of energy.

MATERIAL *one flipchart sheet, pieces of paper in yellow and red, markers, glue*

STEPS

- Discuss the above mentioned issues with participants.
- Then let participants individually think about their **strengths**:
“What am I able to do very well?”
“What is my talent?” and their **sources of energy**: “What gives me energy to perform?”
- Distribute two different kinds of paper to every participant, e.g. *long, yellow pieces to write down strengths* — *round, red pieces to write down the sources of energy*.
- Everyone identify as many strengths and sources of energy as possible.
- Once everyone has finished this task, the written pieces of paper are pasted onto a big flipchart according to the following structure: paste the round energy papers in the middle and around this circle the long strength papers. The result looks like a sun.
- Exchange ideas about the findings and difficulties in doing this exercise.



4.5 The three musketeers

This exercise can be an entry point for further exercises.

MATERIAL *Prepared A4 working paper (a working paper includes the following headings: 3 things I like, 3 things I don't like, 3 things we like, 3 things we don't like, how do I differ from the others – and enough space for the participants to write their answers. See an example in the appendix.)*

STEPS

- Prepare the working paper and distribute one to each participant.
- Form groups of 3 people and instruct them as follows:
 - ▷ individual work (5 minutes) recall life issues: not trivialities like clothes, but issues like honesty, educating others ... and write them under the specific topic (the “I” headings)

- group work: exchange in the group and write the findings under the specific (we) headings (15 minutes)
- plenary: present and discuss your findings and the differences (10 more minutes)
- Back in plenary all the group's results are presented and discussion takes place. Questions raised to participants should relate to
 - The differences between how one perceives oneself and how the others see the person.
 - Whether these differences could feed conflicts/conflicts could arise due to the differences.

4.6 Who am I?

MATERIAL *Flipchart papers and markers*

STEPS

- Let the participants form groups, so that they work together in groups of 6 people who have a trusting relationship.
- Each person's name is written on a flip-chart.
- Everyone writes down at least one characteristic of the respective person.
- Let them discuss each person's flipchart and focus on how they see themselves and what is different from the others' perspective.



4.7 Find me

Use this exercise only when participants are already familiar with each other

MATERIAL *Pieces of paper (3 per participant), flipchart, masking tape*

STEPS

- Distribute 3 pieces of paper to everyone.
- Ask participants to write down a personal characteristic or physical trait that identifies them on each of the pieces (do not include names).
- Collect the pieces in a container and shuffle.
- Ask everyone to draw three papers from the container and find the owners.
- When the respective person is found, use masking tape to stick the paper on them.
- When everyone has been identified, stick the 3 characteristics on the flipchart and write the respective names beside them.

VARIATION

- Instead of three characteristics, you can ask participants to write short descriptions on one paper, e.g.: someone who studies geography, likes to sing but not to dance, who wants to get married soon.

Creative problem solving



5

The following methods aim at finding solutions to given problems — some of them involve the participants' whole body, such as “a sinking ship” or “a sculpture of power and relationship”; others make use of the creativity of the imagination. They might be fun to the group and be accompanied with a lot of laughter.

5.1 Hands and feet

As participants have to use their body strength in this exercise, use it only with participants who are physically strong.

STEPS

- Divide the participants into smaller groups — every group has to have the same amount of group members (3–5 persons).
- Inform them that you will give them instructions and every group has the task of finding their own solution.
- Depending on the number of people per group, give tasks to place a certain number of hands and feet on the ground, i.e.: a group consisting of 5 people has all together 10 feet and 10 hands. You can ask to see 8 feet and 6 hands on the ground, in the next round 5 feet and 4 hands, in the next round 4 feet and 3 hands. Start with an easy task and make it more difficult from round to round.
- Give participants the first instruction and let them find a solution. The group members have to discuss how to manage this by lifting legs, bending down, hanging onto the back of someone...
- All the groups must have found a solution, before you give them the next instruction (all together 3 rounds).



5.2 A sinking ship

MATERIAL *either strong paper or cardboard of different sizes
(or crayon or masking tape) which symbolize boats*

STEPS

- Distribute the papers on the floor.
- Instruct participants on the situation you are creating together with them:
Let them imagine being on a sinking ship like the Titanic.
Inform them that there are life boats they have to get into, but their capacities are limited. Explain that the papers on the floor symbolize the life boats, which they have to rush to and where they are safe.
When they have all understood, start the activity:
- Let participants rush to the boats.
- When everyone has found a space, explain that the boats are old and have holes; therefore some might sink if there are too many people in them. Inform them that you will illustrate the sinking by taking away the paper they are standing on.
- Take away one paper and let the participants search for another safe space — or drown. Let them find their own solution.
- Continue by letting the boats sink one by one in every round.
- This continues until it is impossible to find a safe space.
- Return to plenary and discuss what happened.
Use guiding questions like:
 - ▷ How did you feel when your safe space was destroyed?
 - ▷ How did the others react? Did they welcome you?
 - ▷ How was the group dynamic? Was there a leader?
How was the decision making process?
 - ▷ Was there a time you wanted to give up?

VARIATION

- You can change the life boats to islands which will be submerged.

5.3 Recognizing the pattern

Do you recognize the pattern? Please continue

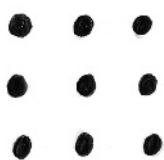
Pattern
1 - 3 - 5 - 7 - 9

Solution
→ 11 - 13 - 15 - 17 ...

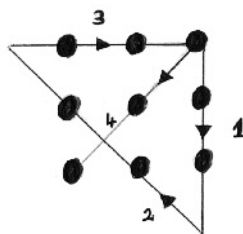
O - T - T - F - F

→ S (6=six) - S (7=seven) - E (8=eight)
O is the first letter of the number 1=one,
T is the first letter of the number 2=two ...

5.4 Out of the box



Can you connect the nine points with four straight lines?



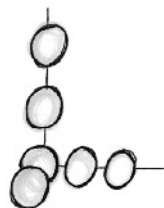
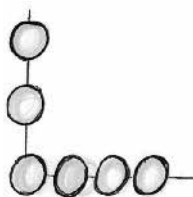
Solution:
The lines have to be extended outside of the given pattern

5.5 Change position

Can you arrange to have four coins in each line by changing the position of **one** coin?



Solution:
By doubling the corner coin

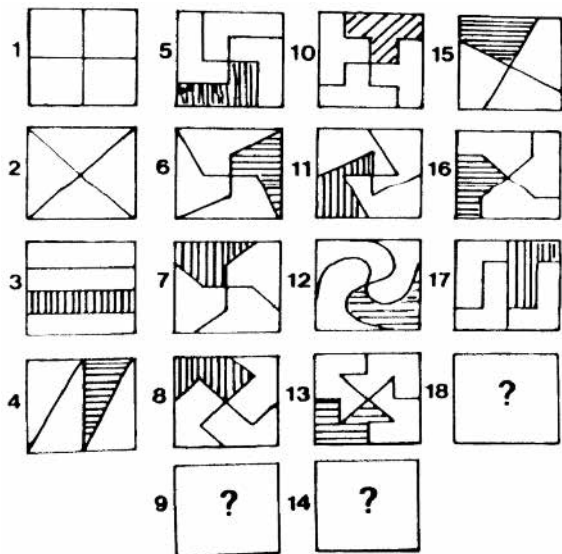


5.6 Alternative solution

Problem

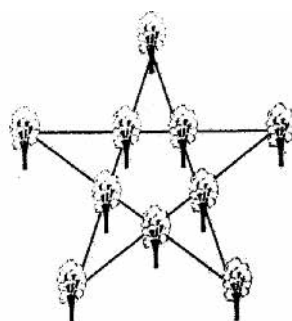
How many alternatives/ solutions are there to get four pieces — exactly the same size — of one square?

Solution:



5.7 Trees in a row

Problem: These ten trees have to be arranged in 5 rows with each row consisting of 4 trees.



Solution:

5.8 Crossing the Wouri

Problem: Two men want to cross the river Wouri. The boat, lying on the shore, can only take one person. Both can cross the river in this boat and continue their journey on the other side. How do they do it?



Solution:

The men (A and B) arrived at the opposite side of the river: A took the boat, got to the other side, continued his journey, man B took the boat, crossed over and continued his journey.

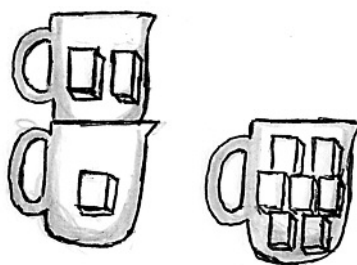
5.9 Cups & sugar

Problem: Put ten pieces of sugar into three cups. Each of the cups has to contain an odd number of sugar pieces.



Solution:

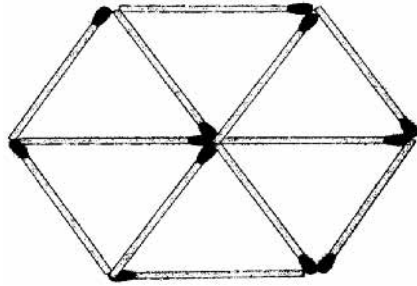
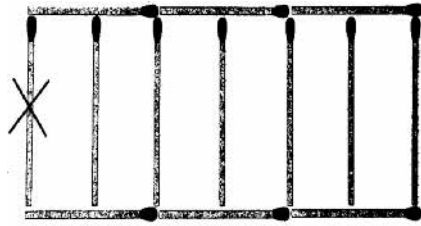
The idea that each of the three cups has to stand on its own makes it impossible. The only solution is to join two cups.



5.10 The fence

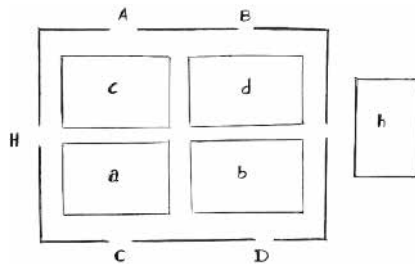
Problem: Farmer Kama built a fence for his cattle. He used 13 sticks to make 6 equal sized partitions. During a thunderstorm, one of the sticks was destroyed. Can he build 6 equal sized partitions with the remaining 12 sticks?

Solution:
you have to change the pattern



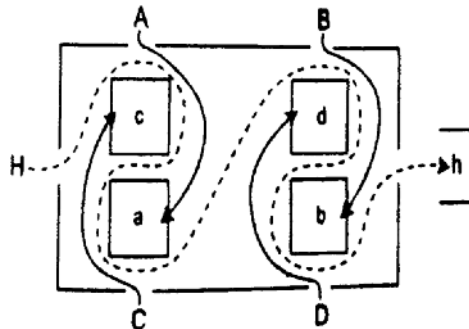
5.11 The track of the snake

Problem: A, B, C and D are four men who each live in houses *a*, *b*, *c* and *d* respectively in the compound. H is a snake who lives in house *h*, outside the compound. Each of the men and the snake want to go to their house by entering the compound, but without crossing the tracks of the snake or each other. How do they do it?



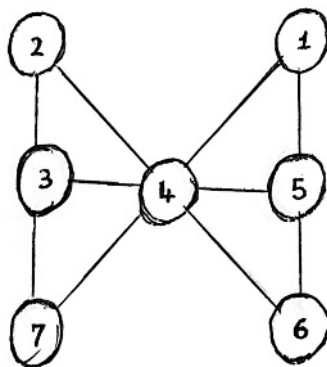
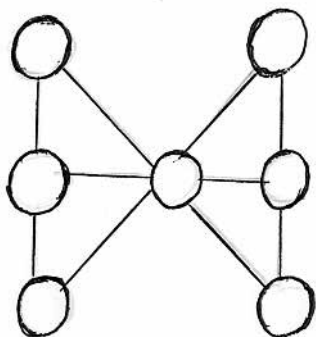
Solution

- ♦ make the snake's track first
- ♦ there is no rule that the snake has to travel in a straight line
- ♦ there is no rule that the men or the snake have to go to their houses by the most direct route
- ♦ one possible solution:



5.12 Numbers in the diagram

The numbers 1, 2, 3, 4, 5, 6 and 7 must be written in the circles of the diagram so that the circles joined by the lines each add up to 12.



One possible solution

5.13 This is my son

A man and his son went to visit a village some days travel away. In the first night the son fell down and broke his leg badly. The father managed to get a ride back to town in the back of a truck. This truck brought the injured son and father directly to the hospital. At the hospital the nurses checked the son and concluded that he needed an emergency operation. The nurses called the doctor who was on duty and the operation room was quickly prepared. The doctor came into the operation room, looked down at the boy lying on the bed and said: "I cannot operate this boy, he is my son." How do you explain that?

(Answer: surgeon is the mother)

5.14 Apples

One customer buys half of the apples in one shop plus half an apple. A second customer takes one half of the remaining apples plus half an apple. The third customer buys one half of the quantity left plus half an apple. The vendor is now completely sold out. None of the customers bought fractions of apples. All purchases were whole numbers. How many apples did the vendor originally have?

(Answer: 7)

5.15 Mine is the slowest

Two people each own a horse. Each insists that his horse is the slowest. They were going to have a race to settle the argument but neither person would trust the other to ride to the fullest without holding back the horse in the slightest. How can the slowest horse be definitely established?

(Answer: each person rides the other person's horse in the race)

5.16 Socks in the box

There are twelve white socks and forty-nine red socks all mixed up in a box. These are individual socks, not pairs. What is the minimum number of socks you must pull out of the drawer, with your eyes closed, to ensure you have one matching pair? All the socks are the same size and made of the same material so no distinction can be made by sense of touch.

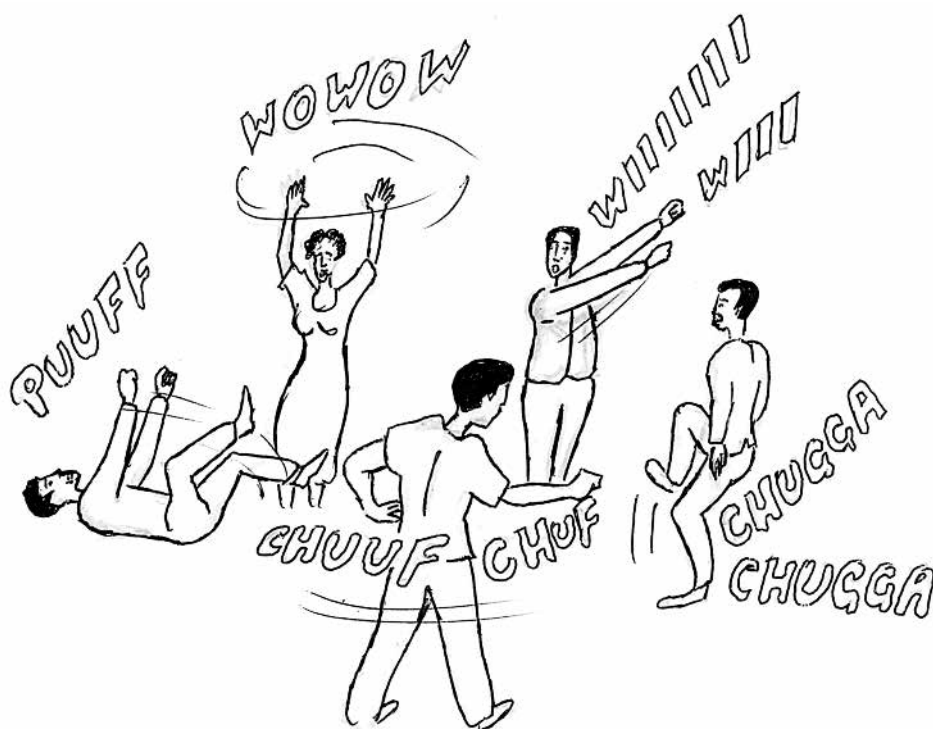
(Answer: you take 3 socks from the drawer, 2 of the 3 must match since there are only 2 colours)

Cooperation



6

The following exercises focus on the process of cooperation in groups. Therefore it is not important to reach the goal of the specific activity, but to observe and discuss the behaviour, attitude and feelings of the participants during the exercise. Except for the exercise “Building a machine”, which is only for fun, all the others should be ‘analyzed’ for proper understanding and a positive learning experience for everyone. You will therefore find some feedback guiding questions at the end of every activity.



6.1 Building a machine

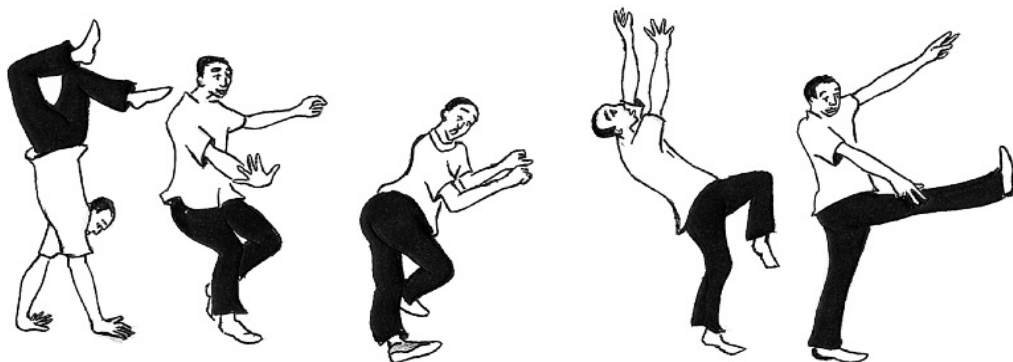
STEPS

- Let participants get up from their seats and form a circle.
- Ask one participant to begin with a motion that is machine-like, e.g.: moving arms up and down.
- Ask the next person to add another movement that adds to the machine e.g.: moving the leg, bending or rotating the arms, etc.
- Continue until everyone has added a movement that corresponds to the others and they build an imaginary machine.

- Let participants move by acting their movements and forming a line like a train.

VARIATION

- You can ask them to add sounds to the movements like e.g.:
www-www, chugga chugga, ahahah, woowoo, chuff-chuff, wiiiiiiiii ...
- Vary the speed of the movements and/or volume of sounds — act like a conductor of an orchestra.



6.2 Breakthrough

STEPS

- Split participants in two equal sized groups — A and B.
- Ask them to arrange their positions in two lines, facing one another.
- Tell them that from now on no one is allowed to speak.
- Instruct group A to break through group B and observe what happens.
- After a few minutes, let them arrange two lines again and give the instruction as follows: You now have 3 minutes to plan a strategy for the second round (breakthrough and defence).
- After 3 minutes, let them act.
- Back in plenary, let participants reflect on what happened.
Do the feedback according to the following:
 - ▷ ask participants how they could reach their goal (link it to real life),
 - ▷ discuss with them what helps them to cooperate with each other (communication),
 - ▷ let participants relate the activity to the importance of communication and cooperation.



- Usually the first round goes very easily and group A breaks through, but with preparation on both sides, the breakthroughs may become comparatively difficult.

6.3 Crossing the bridge

PART I STEPS

- Let participants form two lines facing each other. Check if the heights of the persons facing each other are similar and change the positions of people if necessary.
- Let participants imagine that in between the lines, there is a river flowing and that between each pair facing each other, there is a very narrow bridge, that can only take one person at a time.
- Now instruct participants that the aim is to prevent the



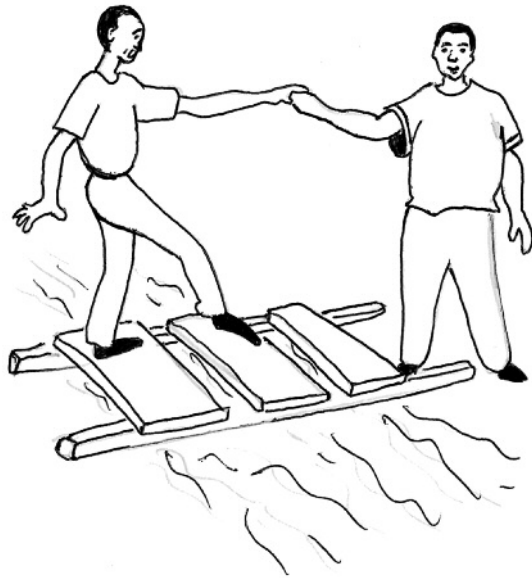
person on the other side from crossing the bridge. This should be done by pushing the hands against the one opposite with firm pressure (palms of the hands against the partner).

- After a few minutes, do a first round of discussion guided by the following questions:
 - ▷ How did you feel? Was it hard to push? What supported you?
 - How did it feel to resist? Was there a moment you stopped resisting?
 - ▷ Learning aim: The better you are grounded, the less the other can push you from your position. In other words, the more knowledge you acquire (and use), the more your self-confidence grows and the less you can be manipulated.

PART II

STEPS

- Let the participants imagine the same situation with a river and a bridge and let the same two people face each other.
- Give participants the task to try whatever they can both do to cross the bridge.
- Observe and let them come back to plenary after a while.
- Do the feedback as follows:
 - ▷ Let participants exchange their ways of finding a solution.
 - ▷ You might assist them with the following questions:
 - What did you do? What did you try? Did you both cross?
 - What was the solution? Was there a form of cooperation?



6.4 Square game

This exercise is useful for highlighting group dynamics and observing (and realizing) individual patterns to approach and manage conflicts.

MATERIAL Prepare one set of envelopes per group (= 5 envelopes) according to the following pattern:

Different pieces in the five envelopes (A–E):

A: i, h, e

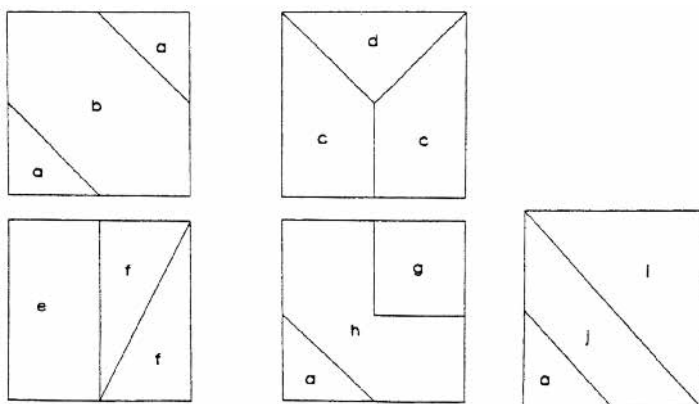
B: a, a, a, c

C: a, j

D: d, f

E: g, b, f, c

The five equal size squares



STEPS

- Form groups with five members each + one observer per group.
- Each group gets one set of envelopes, which contain different pieces of different shapes to form a square (you have to fill the envelopes according to the above scheme).
- Give the following instructions and a time frame (15–20 minutes):

Instruction to the groups

- ▷ Your individual task is to form one square.
- ▷ Your group task is to form 5 squares of the same size.

While doing the exercise, the group members have to follow these rules:

- ▷ Nobody is allowed to talk.
- ▷ Nobody is allowed to ask someone by giving signs that they need another piece.
- ▷ Everybody can put pieces in the middle of the table and take pieces away from there.
- ▷ No-one is allowed to intervene in the work of someone else.

Observer task

- ▷ Check that everyone follows the rules.
 - ▷ Observe and report later on how the exercise developed.
-
- ▷ After about 20 minutes let everyone come back to plenary and discuss:
 - ▷ What happened in the groups? Did they work together?
 - ▷ How did the members communicate (by eye signal, by showing openness...)?
 - ▷ How did the individuals behave (cooperate, compete, accommodate, try to reach individual goal...)?
 - ▷ Did the group reach the goal? If so — how? If not — why?

6.5 Steps over the river

This exercise focuses on cooperation among group members to reach a common goal. As the exercise progresses, one can observe how members behave and support each other to reach a common goal.

MATERIAL *pieces of strong paper (number depending on size of group),
masking tape or crayon*

STEPS

- ▷ Split participants into two groups and give the group pieces of strong paper (number of group members).
- ▷ Define a starting line and a finish line (10 meters apart) with masking tape or crayon.
- ▷ Instruct participants concerning their tasks:
 - ▷ Every group member must reach the finish line by only stepping on the papers

- ▷ Once they cross the starting line, the group members must maintain contact between each other.
- ▷ If somebody steps beside the paper, this paper is taken away!
- ▷ If there is no contact between paper and person (foot or hand on it), this paper is taken away!
- ▷ Let the participants start and observe them.



- ▷ After the groups reach the finish line (about 20 minutes), do the feedback by using the following questions:
 - ▷ What happened in the groups? Did they act together?
 - ▷ Did they discuss a strategy?
 - ▷ Was there a leader?
 - ▷ How did the individuals behave (show individual strength, support each other)?
 - ▷ Did the group reach the goal? If so — how? If not — why?

VARIATION

- ▷ You can make other rules (e.g. if someone steps beside a paper they have to sing a song to get it back).
- ▷ You can use wooden plates instead of paper/cardboard.

6.6 The cattle trader

The important aspect of this mental exercise is the process in the groups. This will be discussed and analyzed when back in plenary after the exercise. The focus in the feedback round should therefore be on the behavioural processes in the groups as people strive to reach a consensus. It is not important which answer is correct!

STEPS

- Introduce the task with the following information: A cattle trader buys a cow for 60,000 CFA francs. Then he sells it for 70,000, but he regrets it. So he buys the cow again and pays 80,000. Since he is a trader he sells it again. This time for 90,000 (no additional costs). What is the profit of the cattle trader? $60,000 - 70,000 - 80,000 - 90,000$ CFA francs?
- Ask participants to calculate it mentally (individually), write the answer on a piece of paper and wait in silence for the next instruction. Don't let them show their answer to anybody.
- When everyone is ready, divide the group into smaller groups of no more than 7 people.
- Give the instructions: Decide in your groups what profit the cattle trader made. Your goal is to reach a group consensus on the amount. Each member has to be 100% convinced that your common answer is correct, only then return to plenary.
- When all are back in plenary, do the feedback as follows:
 - ▷ Ask the group members to describe how the members behaved; ask them for their reasons for acting in one way or the other. Focus the discussion on the complexity of meaning, values, attitudes and behaviour involved in the communication process.
 - ▷ You can ask about people's verbal and nonverbal behaviour.
 - ▷ Visualize the evaluation of the processes by taking notes on what and how the discussion goes on. Share your findings with the group.

6.7 Creating your logo

This exercise focuses on constructive team-building. This means becoming aware of the process and the various roles the members play (there might be a leader, a planner, a shy person, an artist, etc.) when forming a group. The task given to the group must be clear for everyone and they must stick to the given time frame to make the groups work effectively.

STEPS

- Let participants imagine that they are part of an organization which is in the process of developing projects and therefore needs to be clear in its identity.
- Inform participants that they will work in groups of 5 members each and form the groups. Let them sit together.
- Inform participants that you will keep strict control of time and that they have to follow your instructions closely!
- Give them the following instructions (one by one after the previous one has been accomplished):
 - The first task of the groups is to select a group name (10 minutes).
 - The second task is to devise a logo (graphic, drawing — find a symbol e.g. stone for being solid, plant for being engaged in environmental issues) that will portray what and who they are (10 minutes).
 - The third task is to create a slogan with no more than 12 words, explaining the logo and creating an identity for the group (10 minutes).
- All the groups come back to plenary and each group presents their product (name, logo and slogan) to the plenary in no more than 2 minutes.
- Once all the groups have presented, the discussion should bring out the value of the exercise for constructive team-building. Useful questions might be:
 - How did you arrange your group?
 - Was everybody involved in the processes and tasks?
 - Did you perform different roles in your group?
 - Was there a leader? Did the others accept the leader?
 - Did you find special skills in individuals?
 - What helped the group to accomplish the goal? What hindered it?

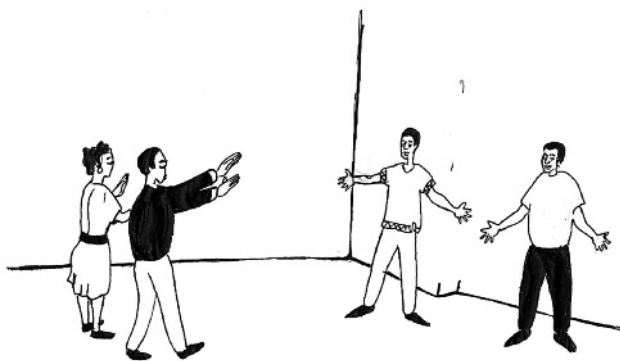


6.8 Don't let me crash

This exercise is useful for increasing the trust between participants and building team spirit. It also demonstrates how trust can be built up gradually.

STEPS

- Let participants form two equal lines facing each other — one line stands in front of the wall (B), the other group around 10 meters away (A).
- Let those in line A close their eyes and walk towards the wall (group B).
- Group B members catch those advancing towards the wall by the shoulders or arms before they hit the wall.
- After being caught and stopped the first time, the members of group A are asked to return to the end of their line. Then they are instructed to re-peat and increase their speed. Do this about 4 times and instruct them to increase their speed each time until they are running as fast as they can (eyes closed!).
- Then change the positions and tasks: let the members of group A be the ones to catch and the members of B walk-run with eyes closed 4 times.



- Let everyone come back to plenary and try to analyse the participants' feelings after the exercise. Useful questions might be:
 - ▷ How did you feel in the first round? Did this change?
 - ▷ Were you confident you wouldn't hurt yourself?
What made you confident?
 - ▷ When you increased speed, did your feelings change?
 - ▷ How can you relate the exercise to team spirit? (*One outcome should be in line with the following: increasing speed increases the danger of impact (harm), but also the confidence that they will be caught on time.*)

6.9 Circle of trust

The aim of this exercise is to demonstrate how it feels to be supported by a group and to build trust among participants.

STEPS

- Form groups of eight participants each.
- Ask the members to stand in a circle, with one person in the middle.
- The ones forming the circle stand shoulder to shoulder; they should bend their arms and hold their hands up with their palms facing the person in the middle.
- The person in the middle closes their eyes and crosses their arms over their chest.
- Ask the person in the middle to imagine their feet are fastened to the floor, the knees and the whole body as stiff as a board. Then let the person fall backwards towards the circle, whose members support them and gently pass the person around the circle twice.



- Let everybody in each group have the opportunity to be the 'middle person' who is supported by the group.
- Let everyone come back to plenary and discuss the following questions:
 - How did you feel being in the middle?
 - How was it to give up so much control and balance?
 - Did your feelings change in the process?
 - How was it to catch the person in the middle?
 - How does the activity relate to your work in your group/organization?

6.10 Sitting on your knees

STEPS

- Let participants form two lines and stand one behind the other.
- Let all the participants bend their knees: so that everyone is 'sitting' on the knees of the person behind them.
- Let the participants try to lift their left foot, then their right foot.
- Then let the participants try to move together.



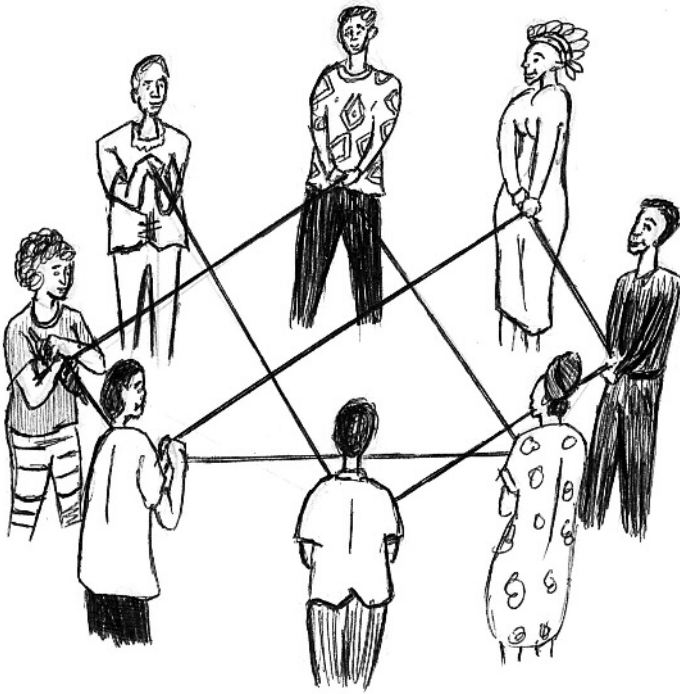
6.11 Spider's web

The creation of a spider's web connecting all the participants are to one another builds team spirit and triggers many interpretations by participants.

MATERIAL *A ball of string*

STEPS

- Let all the participants stand in a circle.
- Hold one end of a ball of string.
- Call one person's name and throw the ball to this person.
- The recipient holds the string in a way that it makes a taut line between you and then throws the ball to another person after calling her/his name.
- Let this continue until everybody is holding on tightly to a piece of string.
- Ask the participants what they learned while weaving the web.
- Ask the participants how the procedure and the outcome could be related to our real lives (groups, organizations, community...).



Feedback could be

- ▷ The string connects all the members of the group like a spider's web. Every member depends on the others to keep this web firm and supportive. If anyone takes their hand away from the web, it will collapse.
- ▷ The more people in a group do not perform, the bigger the damage to the group.
- ▷ Each member of a group is an important part of the group and everyone depends on everyone else.
- ▷ The web is a illustration of a conflict with various sources and people involved.
- ▷ The various connections and relations among group members have to be considered in conflicting situations.

Communication



7

The various games, activities and exercises in this chapter aim at improving communication skills. This might be through raising awareness of how difficult communication can be, by realizing how misunderstandings develop, by exploring different methods of communication or by demonstrating the use of verbal and non-verbal communication techniques. Although all of the following 33 activities are related to communication, they are structured according to their most prominent objective or subtopic — starting with some amusing activities and ending with exercises to practice listening skills.

AMUSING ACTIVITIES

7.1 I'm packing for a journey

This exercise develops attentive listening by concentrating on what others are saying — with fun and laughter.

STEPS

- Ask the group to stand (or sit) in a circle.
- Start by saying e.g. *"I am going on a journey and I am taking a handshake with me"*. Then give the next person on your right a handshake.
- This next person says e.g. *"I am going on a journey and I am taking a handshake and a book with me"*. They give a handshake and a book to the next person.
- The next person continues by repeating all the previous statements and adding one more item/idea with the respective action to take along (you don't need all the material items but let the participants mime or point to the things they will take e.g.: towel, dress, suitcase, thoughts about the children).
- Continue, until everybody has had a go. Encourage the others to help a person who forgets a sequence.

7.2 A person of principles

This activity encourages active listening and triggers the participants' creativity.

STEPS

- Ask the participants to sit or stand in a circle and place yourself in the middle.
- Select a letter of the alphabet (in the example below it is the letter C) and tell the participants they have to listen to your story, and as you point at them, they have to say a word starting with this letter that fits into the story.
- Decide (or discuss) which of the following rules you will apply:
 - ▷ If a participant does not respond correctly or quickly enough you will either:
 - just continue, or
 - exclude the participant and continue until only a few are still actively in the game, or
 - this participant has to go into the middle and continue with your story, or
 - this participant has to create another story by changing the letter.
 - ▷ Make up a story about a person of principles. During the story, pause and point to a participant who then has to say a word beginning with the selected letter. *Example "C": I have an uncle named Carl who is a man of principles. He insists that everything important in his life must begin with the letter C. Every day he goes with his C (anoo) to the sea and catches C (aptain) fishes that he sells to members of the C (ommunity). He loves to eat C (oco Yams) and to drink C (oca Cola). When he goes to the C (hurch) with his wife called C (hantalle) he will not forget to call his best friend C (aleb) later to tell him the latest gossip...*
 - ▷ Continue for a few minutes or until one of the rules applies.

7.3 3-word exercise

This exercise illustrates the creativity and imagination of the participants.

STEPS

- Prepare many cards by writing one noun on each of them (3 per participant).
- Let every participant pull three cards and instruct them to quickly create a short story around these nouns (3 minutes).
- After three minutes the participants narrate the story one by one.
- All the others try to find out the three nouns (words) stated on the cards.

LISTEN AND DO

We often think we state something clearly only to discover later that what was said was understood quite differently by the listener. The following exercises will illustrate this issue.

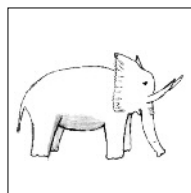
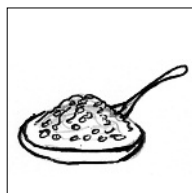
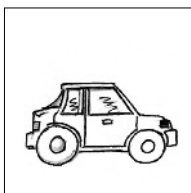
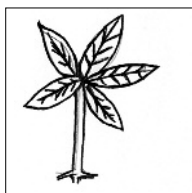
7.4 Listen & draw

This exercise demonstrates how even simple instructions can mean very different things to different people.

MATERIAL Flipchart, markers, one picture or drawing

STEPS

- Ask one person (X) from the group to leave the room.
- Show a drawing or picture to the rest of the group and decide who out of



the group will be the instructor (I) for X (The drawing should be something that you can easily reproduce and explain to others).

- Invite X to come back.
- (I) instructs X to draw the picture. Repeating a command is not allowed.
- When finished compare the original drawing with the reproduced one and discuss in plenary how the changes developed.
- Let the actors express their feelings and difficulties.
- Let the group express their observations.

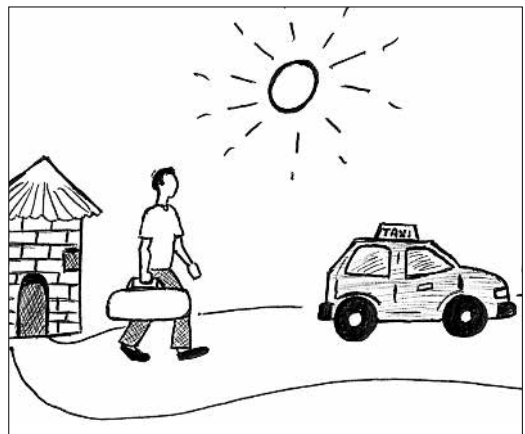
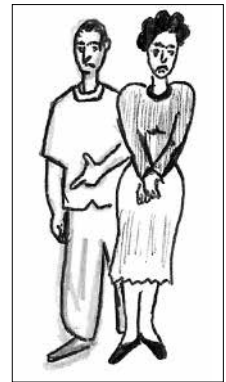
7.5 What do you see?

This exercise focuses on realizing the difference between observation and interpretation.

MATERIAL *poster or drawing (or projector and computer)*

STEPS

- Paste the drawing on the wall.
- Let participants look at it for 2 minutes.
- Ask one person to describe (observation) what they are seeing; let others help if something is missing.
- Then ask another person to interpret what they see and let others add if something is missing.
- Discuss with the whole group about the difference in describing/observing and interpretation.



7.6 Pass the picture

This exercise demonstrates different methods of communication and the difficulties of common understanding.

MATERIAL *flipchart and marker, a simple picture drawn on a paper that is large enough for the whole group to see*

STEPS

- Ask four volunteers to leave the room and show the picture to the remaining group.
- Call one of the volunteers inside and show them the picture and then cover it up.
- Call the second volunteer inside and let the first volunteer describe the picture to them.
- Call the third volunteer in and let the second one describe the picture to them.
- Call the fourth volunteer in and let the third volunteer describe the picture to them. Ask the fourth volunteer to now draw the picture based on the description.
- When finished, show both pictures to the group and analyse together what happened in the process and why.

7.7 One & two-way communication

This exercise shows how giving the same instructions can result in a variety of results.

MATERIAL *prepare two different drawings (e.g.: House, Car), A4 paper and pencils*

STEPS

- Ask one person to volunteer (A) and explain to the remaining group to listen carefully and follow the instructions of the volunteer (A) — no questions are allowed.
- Show one of the drawings to the volunteer (A). This person has the task of giving instructions to the group to individually produce

a copy of the drawing — not mentioning that it is a house for example. They may only use verbal communication with their back to the group so that no eye contact is possible.

- When the exercise is completed, show the original drawing and ask participants to compare it with their own drawings.
- Select another volunteer (B) and repeat the exercise using another drawing. This time, questions by the group are allowed, but no visual contact (volunteer sits with their back to the group).
- Discuss the process and the results of the two exercises. The following questions can guide you:
 - ▷ Were you confused when you were listening?
 - ▷ Which one was more difficult — one-way or two-way communication?
 - ▷ Did two-way communication ensure complete understanding?
 - ▷ How can we make communication more effective?

7.8 Folding paper

This exercise shows that people interpret the same words differently, which results in different outcomes.

MATERIAL *4 sheets of paper*



STEPS

- Ask four participants to volunteer to come and stand in front of the group.
- Hand every volunteer a piece of paper (the same size) and tell them that you will give them instructions. Add that they have to keep their eyes closed until you allow them to open them again, and that no questions are allowed.
- Let them close their eyes or put a blindfold on their eyes.
Give the following instructions:
 - ▷ Fold the paper in half.
 - ▷ Tear off the bottom right hand corner of the paper.
 - ▷ Fold the paper in half again.
 - ▷ Tear off the lower left hand corner.
- Let the four people open their eyes, unfold the pieces of paper and display the results to the others. It is highly unlikely that all four sheets of paper will have been torn in the same way.
- In plenary let everyone discuss together what happened that made the results different. The participants should realize that although everyone followed the same instructions, they can mean very different things to different people — different interpretations, resulting in different outcomes.

7.9 Hurdle race

The exercise demonstrates how clear instructions can lead to reaching a goal.

MATERIAL *lots of items useful as hurdles such as books, plastic bottles, boxes, chairs, bags...*

STEPS

- Place a lot of hurdles (hindrances, obstacles) in the room, define a start and finish line (e.g. from one wall to the other).
- The participants form pairs to do this activity together (A & B).
- One of the pair is blind (A) and moves according to the instructions of the other one (B) along the line without touching or falling over any of the hurdles.

- When the finish line is reached the pairs change their roles — A is now giving instructions while B is moving — and the finish line is the start line.

VARIATION

- Make a race: all the A's are moving at the same time and the first one to reach the finish line, without touching an item or another A, wins. This puts additional stress on the participants due to the time factor and the number of voices.

7.10 Hunting a lion

The aim of this exercise is to sharpen verbal and non-verbal listening skills in an entertaining way.

STEPS

Create an imaginary hunting story like the example below. All the participants try to move around, make the appropriate gestures and noises according to your instructions.

- ◆ Imagine you are just waking up early in the morning in your tent that is located in the bush. You prepare yourself to go hunting for a lion.
- ◆ You open the tent, stretch yourself, take a deep morning breath, wash your face and look out over the environment.
- ◆ You put your gun on your shoulder and your binoculars around your neck and start walking — through the bush, you cross a bridge, you go through swamp, forest and savannah — hearing natural and strange noises, stopping in between, moving some steps backwards, going fast, going slow, searching through the binoculars and aiming the gun from time to time, always listening carefully.
- ◆ You see the lion, are afraid and rush back to your tent: You rush with speed through all the areas, close your tent and take a deep, deep breath.

7.11 Sunshine

The aim of this activity is to listen carefully to what you receive from others and enjoy being touched gently.

STEPS

- Let the participants form pairs (A and B) — A stands behind B.
- The person in front (B) closes their eyes and concentrates on what they receive from (A).
- The person at the back (A) starts massaging B's back according to the following instruction (you as the leader speak out the words of the story and let everyone carrying out the massage see what you are doing):
 - The morning starts: *gently stroke the person's back*
 - the sun is slowly rising: *gently stroke the back in circles*
 - but then clouds come up, covering the bright sunlight: *press your hands firmly from shoulders downwards*
 - a storm arises: *your hands circle haphazardly over the back with varying intensity*
 - the first raindrops are falling: *you drum with your fingers, first gently and slow, then increasing in intensity*
 - the wind increases: *let your fingers and hands circle across the back in different directions and varying intensity*
 - the rain becomes heavier, and there is thunder and lightning: *intensity increases, your fingers drum hard on the back*
 - after a while the storm decreases: *decrease the intensity*
 - and slowly the sun comes out again with its warmth and brightness: *stroke the back downwards to the shoulders in gentle circles.*
- When the sun is shining bright again, the partners change their roles and A receives the same wonderful sunshine massage from B.

NONVERBAL SIGNS

The following exercises demonstrate the use of a variety of nonverbal signs and show the difficulties in interpreting nonverbal signs and symbols.

7.12 Help me brother, help me sister

In this exercise, the participants develop awareness about body language in a way that is fun.

STEPS

- All the participants stand in a circle.
- One person starts to count as number one, the next is number two — up to four, the next one is number one, then two...
- The 'number ones' observe what the number one on the left side does and repeat all the gestures and movements. The 'number twos' observe and repeat all the gestures and movements of the number two on the left side and so forth.
- No further instructions are given, it develops by itself — you will see!

7.13 Guess the expression

This funny exercise illustrates that words might not be the most important element in a message, but nonverbal signs are important communication tools. It also shows that non-verbal signs can be interpreted in a variety of ways.

MATERIAL *pieces of paper*





STEPS

- Write phrases on paper, describing thoughts e.g.: *nobody listens to me/this solution is unique/you (or they) will not be able to smash or break us/we will not apply violence/I need your attention.*
- Ask volunteers to come, read the description and act accordingly with exaggerated body language.
- Let the rest of the group guess what the actor is expressing.

VARIATION

- Let volunteers portray feelings, gestures ...

STEPS

- Form groups of 4–5 people.
- One of the group members portrays human behaviour using only non-verbal communication. *For example: being very happy, sad, ill ... or the gestures of a politician or people in public or work-performance like posture and the gesture for digging...*
- The group guesses, the actor confirms whether the interpretation is correct or not.
- Each member of the group does one portrayal.

7.14 Mirror

This exercise practices listening to body movements in an amusing way — it is more fun when accompanied with music.

STEPS

- Participants form pairs, facing each other.
- One of the pair moves his body and the other one copies these movements like in the mirror.
- No talking allowed!
- After 3 minutes the people change their roles (actor/mirror).

7.15 Blinking

This exercise demonstrates communication by only using one sense — the eyes.

MATERIAL *chairs*

STEPS

- Arrange a circle with chairs. The number of chairs is half the number of participants plus one (when you have 20 participants you arrange 11 chairs in a circle).
- Instruct participants to either take a seat or stand behind a chair.
- One chair has to be empty with a person standing behind it!
- When they have all taken their positions, explain the task: the person standing behind an empty chair (X), has to make a seated person come over and sit on the empty chair. The only way to make the person move is to give an eye signal — by blinking.
- X communicates with the seated people by blinking (no speaking allowed). The one who receives the eye signal (Y) tries to quickly leave their chair and reach the empty one while the person behind them tries to keep this person seated by holding their shoulders.
- If the seated person escapes, they run to the empty chair and the new — X — has to find someone to join the new empty seat.
- Change the seated and standing persons after a while, so that everyone has the experience of wanting to escape and trying to hold.



7.16 Blindfold

This exercise illustrates that we can use various ways of communicating apart from talking.

MATERIAL *pieces of paper, pen or marker*

STEPS

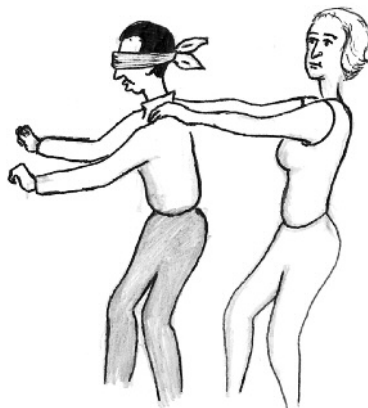
- Write numbers down on little pieces of paper corresponding to the number of participants (e.g.: one number per paper from 1 to 25 if there are 25 participants).
- Let everyone take one piece of paper and instruct them not to share their number with anyone, but to remember which number they have.
- Let the participants hold each other's hand, close their eyes (or put on a blindfold) and walk them around in the room.
- Then ask them to let go of the hands — keeping their eyes closed!
- Instruct them to form a line (starting with 1) according to their numbers without talking and without opening their eyes. All other means of communication are allowed.
- Allow at most ten minutes for the line to be formed. Only then allow the participants to open their eyes.
- If there are more than 15 people, ask volunteers to help observe the exercise.
- Let everybody take their seat in plenary and discuss the following questions:
 - What happened during the activity?
 - What were your feelings?
 - What alternative ways to communicate did you use?
 - What can this activity tell us about communication and team work?
 - How does it relate to your work environment?

7.17 Car & driver

This exercise illustrates that nonverbal communication can be very clear if the signs are understood by everyone.

STEPS

- Let participants form pairs. Try to find partners with similar height.
- One of the pair performs as 'driver' the other one as 'car'.
- Give the following instructions:
 - ▷ The car stands in front of the driver and closes their eyes.
 - ▷ No talking allowed!
 - ▷ The driver puts his hands on the car's shoulders and directs the car as follows:
 - ◆ pressing the left hand: go to the left
 - ◆ pressing the right hand: go to the right
 - ◆ both hands pushing forwards: increase the speed
 - ◆ both hands pushing backwards: move backwards
 - ◆ both hands pressing on shoulders: parking/stopping.
- Let the drivers move around with their cars for about 2 minutes. Then let them stop while the cars keep their eyes closed.
- Now ask the drivers to change their cars in silence — the cars keep their eyes closed during this change!
- Perform the same as described above for some minutes.
- Now let the cars open their eyes.
- Change the roles of cars and drivers and let them perform as described above: the new cars close their eyes, the drivers direct them and after 2 minutes, the drivers change in silence.
- Back in plenary, discuss what the participants experienced. The following thoughts might be helpful:
 - ▷ How was it to be the car? What was easy, what was difficult?
Was there a difference between driver one and two? If so, what was it?
 - ▷ How was it to be the driver? What was easy, what was difficult?
Was there a difference driving different cars? If so, what was it?
 - ▷ Let the participants relate their experience to daily life and to their experience in communication.
 - ▷ Ask them if leading someone implies taking over responsibility.
 - ▷ Try to find out what they think about the statement "caring for someone means at the same time having an overview of the other's movements" — and if they can relate it to the exercise.
 - ▷ Let them think about the statement "non-verbal signs lead to correct reactions when the signs are clear and their meaning is known."



NONVERBAL VERSUS VERBAL

7.18 Mime the lie

This exercise shows in a funny and obvious way that what people say they are doing is not necessarily what they are really doing (discrepancy between verbal and non-verbal communication).

STEPS

- Let all the participants stand in a circle.
- Let one person start by miming an action (actor). The person on their right asks 'What are you doing?' and the actor answers something different from what they are actually doing. *E.g. The actor is miming brushing teeth and gives an answer like "I am digging a hole".*
- The person who asked then has to mime (act) what the previous person was doing, "digging a hole" but saying e.g.: "I am getting dressed" (or e.g.: "I am sleeping" "I am reading" ...).
- This continues until everybody has had their turn.

7.19 Word & action

The exercise demonstrates that verbal and non-verbal communication do not always complement each other, sometimes they can even be contradictory.

STEPS

- Two people (the trainers) act that they are having a conversation. One (or both) of the players shows the opposite signs of what they are saying. *For example: smiling when angry, laughing when sad, getting up and searching for something while confirming that one is listening, yawning while asserting you're full of energy, speaking words with a contradictory intension, volume, tone, for example, saying 'I am always there for you whenever you need me' with a tone that suggests 'stop and never ever talk to me again!!' — or saying 'yes' when meaning 'no'.*
- Let the other participants observe and give their comments after acting.

7.20 Two souls in one heart

This exercise illustrates that words and actions can be contradictory — that the different aspects of a message can even be contradictory (incongruent).

STEPS

- Let the participants work together in twosomes sitting opposite each other (A & B).

1. Let A make a verbal comment or statement and at the same time act to the contrary (e.g.: *I have a strong desire to do this training — make a face like you hate it*); person B observes A.

- Let both people in each pair act while the other one observes.

2. Then ask A to make a request to B. Instruct B to answer with “Yes”

while meaning and acting “No” (tone of voice that clearly signifies “no”). For example, A asks “would you like to go to the dance tonight” and B answers “yes, we can do that”, but in a tone of voice that clearly means “no”.

- Let both people in each pair act as A and B.

3. Discuss in plenary what makes someone say something when they mean something else and let them find out the effects it has on communication. The following questions might be helpful:

- Which of your messages was the one you really meant (verbal or nonverbal)?
- When do you send such incongruent messages in real life (let them recall a situation they experienced)?
- What did you observe?
- What do you feel when receiving incongruent messages?
- What kind of effect does it have on understanding?



LISTEN AND GUESS THE ANSWER

7.21 Taxi driver

This quick and energizing illustration shows that active listening is not as simple as it might seem. It demonstrates how easy it is to become submerged by details and miss the critical issues.

STEPS

- Read the following text aloud
 - “You are a taxi driver. At the first stop, 3 people get on.
 - At the next stop, 2 people get off and 3 people get on.
 - At the third stop, 1 person gets off and 4 people get on.
 - At the next stop, 5 people get off and 1 gets on.
 - At the last stop 3 people get off and 4 people get on.
 - What is taxi driver’s name?”
- Let some participants answer. (*The correct answer is your own name*)
- Reflect on the responses of the participants, reflect on what happened — the following questions might help:
 - ▷ Why do people not know the answer? E.g.: missed the beginning, attracted by surroundings, assumptions about the figures...
 - ▷ What is the difference between hearing and listening?



7.22 The sick manager

This quick exercise highlights the discrepancy between hearing a message and imagining the meaning (own fantasy).

STEPS

- Read the following text:
“The sales manager did not appear in her office today. Her colleague said that she was already feeling sick yesterday. On her desk is the photograph of a young man called ‘George’ with a heart drawn around the name.”
- Ask participants “what is the correct answer to the following statements?”
 - The sales manager is sick *don’t know true false*
 - The name of the sales manager’s boyfriend is ‘George’ *don’t know true false?*
In both cases the correct answer is: don’t know
- Discuss with the participants the reasons for their answers.
- Let them realize that we often think we have understood the correct message when in fact we have added different meanings to the original message being sent.

7.23 Robbery report

This exercise makes participants aware about their listening skills.

MATERIAL *Flipchart and markers in two different colours*

STEPS

- Inform the participants that you will read a story about a robbery.
- Instruct them to listen carefully as they have to transmit the report to the police. Tell them that they are not allowed to take notes.
Read the story:
“I was walking into the shop and a man came running out. He knocked me over and kept running. He was carrying a red bag in his left hand and it looked like he had a gun in his other hand. He was wearing a black jacket that was torn at

the shoulder, a green and white striped shirt and blue jeans. He had quite skinny legs and a big belly. He had dark sunglasses and black shoes. He had black hair and a moustache. He was about 1 meter 70 tall and probably in his mid forties.”

- Now let the participants note down what they remembered on the flipchart — all with the same coloured marker.
- When they have finished, read the story again
- Let the participants add or correct the information on the flipchart with a different coloured marker.
- Discuss in plenary what made it difficult to listen, to remember information or details or why they added wrong information.

VARIATION

- Ask 3 participants to volunteer to leave the room.
- Instruct all the others to note down anything the person narrates which is missing, adding or changing from the previous report.
- Call No 1 to come in and listen to the story you read — read the story.
- Then call No 2 to come in and let No 1 narrate what they remember.
- Then call No 3 to come in and let No 2 narrate what they remember.
- Structure the discussion that follows the exercise in plenary according to the following:
 - ▷ ask No 1, 2 and 3 to explain their difficulties,
 - ▷ ask the group what they observed (missing information, changing the story...),
 - ▷ let everyone discuss what caused the changes.

VERBAL EXPRESSIONS

7.24 Oh Padi

This exercise shows different ways people communicate to express feelings, as words can be expressed in a range of different ways: loud or quiet voice, sound, confident or unconfident voices, intonation, etc. that can totally change the meaning of the message.



STEPS

- Let all the participants stand in a circle
- Ask each person in turn to say “Oh Padi” (take a common name) using the same name each time and indicating a different feeling: with anger, with fear, with sexiness, with laughter ... (you can instruct the individuals to express a special feeling).
- Do at least two rounds — every participant says “Oh Padi” once per round.
- Ask participants what they learned from this game.

7.25 Pro & contra

The aim of this exercise is to use language to state your own standpoint and to convince others.

MATERIAL *paper and pen to take notes*

STEPS

- Divide the group into two (group A and B)
- Make a statement, a point of discussion; it must be conflictual, otherwise it will not be interactive.
- One group is asked to be the pro group = in line with the statement, the other the contra group = against the statement.
- The groups discuss their arguments separately and note them on cards (5 minutes).
- Then the groups come together (facing each other) and express their contradictory views. Simultaneously they pin their notes on boards as the discussion continues (15 minutes).
- Each group has to respond to the arguments presented by the other group.
- At the end there should be a plenary discussion about the results of the arguments. The following issues should be discussed:
 - ▷ How did the individuals act to communicate their arguments (tone of voice, special wordings, gestures, nonverbal signs...)?
 - ▷ Ask if the individual position on a particular issue has shifted during discussion. If so, why (what made you change — the content of the argument, the way it was communicated, the whole attitude)?



7.26 Yes & no

In this exercise various means of communication are used to express a range of emotions.

STEPS

- Let the participants split into two groups.
- Each group stands in a line, facing the other group in a line.
- Let participants talk (play an argument) by only using the words 'yes' and 'no': one group uses only the word 'yes', the other group only the word 'no'.
- Each group tries to convince the other group of the truth of its statement, by only using either the word 'yes' or 'no'.
- After a minute, let the groups change their roles (yes is now saying no).
- After another minute, stop the activity.
- Back in plenary, ask the participants:
 - ▷ How did you act to convince the other group (including body language, attacking or avoiding stances, laughter...)?
 - ▷ How did you feel doing this exercise (every participant might have gone through a range of different emotions, let them try to name them)?
- Answers might be along the following lines:
 - ▷ There are so many different ways of using the words 'yes' and 'no'. Each way has its different effect on others.
 - ▷ Laughter is an important means of expression: there are times when laughter can be a good equalizer, other times when it can be harmful.

7.27 Whispering

In this exercise many problems of one-way communication are demonstrated. It highlights that the transmission of a message can only be done correctly when clear communication and active listening takes place.

STEPS

- Develop a statement or a short story and write it down, e.g.
"Yesterday I met an old friend of mine in the market. We didn't expect to see each other and expressed our happiness with a big hug."

For more than an hour we could not stop telling each other everything that has happened to us and our families and friends. We separated, promising not to wait for such a long time to meet again.”

- Let the participants sit in a circle.
- Whisper your story word by word to the first person on your right and after that to the first person on your left.
- The ‘first’ person’ whispers the story to the next person until the last ones who received the message meet.
- Let the ‘last’ and ‘first’ receivers tell the group what story they heard.
- Read the original story.
- Use the following questions for the discussion:
 - ▷ What happened between the first sender and the last receiver (e.g. changed details, information left out, the whole story changed...)?
 - ▷ Why did these changes happen?
 - ▷ What can be done to avoid these changes, so that the information arrives as it was sent?

PRACTICING LISTENING SKILLS

7.28 Blocking communication

This exercise illustrates how the attitude and behaviour of a listener can hinder the speaker talking.

STEPS

- Ask participants to individually create a story about which they can talk for 2–3 min.
- When everybody has a story in mind, instruct them to work in pairs (A & B) as follows
 - ▷ One person (A) starts to narrate their story.
 - ▷ The other one (B) interrupts, asks probing questions, assesses and evaluates the issues while A is still talking.
 - ▷ After 2–3 minutes the roles change: now B tells their story while A interrupts.

- Back in plenary the discussion should focus on the question “what did the participants realize?” The following questions might be helpful:
 - ▷ Did you like the way the questioner acted?
 - ▷ Were you eager to tell more?
 - ▷ Was anything the questioner did helpful or clarifying?
 - ▷ Was there the feeling of mistrust and anger?

7.29 Talk to your back

This exercise demonstrates that communication might be difficult or unsatisfactory when the senses cannot all be used.

STEPS

- Ask participants to form pairs (A & B) and let them sit one behind the other.
- Instruct them, that the one in front is not allowed to turn around at any time and that the one behind is not allowed to move to the front.
- Let them have a conversation for two minutes (let them create their own story to talk about).
- After two minutes, let them change their positions and have another conversation for 2 minutes.
- Then come back to plenary and discuss the feelings the two people had during the activity. The following questions might help:
 - ▷ Front: how did you feel not seeing your partner?, What was strange/difficult?
 - ▷ Back: how was it to talk to their back?, What was strange/difficult?
 - ▷ Which of your means of communication could you apply, which ones could you not?



7.30 Statements

This exercise aims at practicing summarizing as a main tool for effective communication.

STEPS

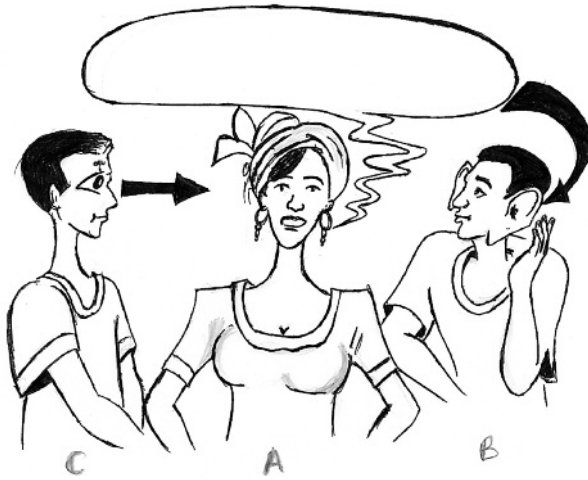
- Let the participants form pairs (A & B).
- Inform participants that they should discuss in pairs a controversial topic e.g.: *“women should not receive education”* or *“development is never possible in our community”* by applying the following rules:
 - ▷ A starts talking for 1 minute. B then summarizes A’s statement. When A is satisfied with B’s summary, B is allowed to voice her/his own view. Continue the discussion with this change of direction for talking for about 5 minutes.
 - ▷ If possible, one of them should support, the other one oppose the statement.
- Let the pairs discuss for five minutes.
- Then stop their discussions and form groups of 5. Let the group members recall the new ideas they got from the exercise (10–15 minutes).
- Then let everyone come back to plenary and share what they learned from this exercise.
- End the activity by stating “The golden rule in practicing active listening is: every speaker summarizes their predecessor’s statement before continuing.”

7.31 Topical issue

This exercise is for practicing listening with an observer to listen carefully and to make corrections in addition to the speaker and the listener.

STEPS

- Form groups of three participants (A, B & C) and instruct them as follows:
 - ▷ A talks about a current topic, B listens, C observes (2 minutes).
 - ▷ B summarizes/reframes what A was talking about.
 - ▷ C observes and explains their findings to A and B (e.g. what was correctly summarized, what was missing, the nonverbal reaction of speaker A to B’s summary...).



- When this first round is finished, let the group members change the “roles” so that by the end of the exercise everyone has been speaker, listener and observer.
- When all groups are through, let them come together in plenary and exchange their findings (what was difficult, why...).

VARIATION

- You can use postcards, pictures or other items and the participants create a story around it, e.g.: *the picture on the postcard reminds me of...*, followed by the description of the picture, reason for liking the picture etc.

7.32 Controlled dialogue

This exercise makes people listen carefully to other people’s arguments, as only when these are correctly understood is one allowed to bring one’s own thoughts into a discussion.

STEPS

- Let the participants think about actual controversial topics they could discuss (e.g.: violent movies should be forbidden, one should always tell the truth, mobile phones should be switched off in meetings).
- Then divide participants into groups of four (A, B, C, D) and instruct them:

- Two (A & B) agree to discuss a controversial topic, but before bringing in their own arguments, each one has to summarize the argument of the other one to their satisfaction first.
- Let the discussion go on for some minutes.
- Then the observers (C & D) give their feedback (What went well?, Where to improve?, What were the difficulties?, Did the listener understand what the message was about? Did the listeners repeat and summarize correctly? Did the listeners interpret?)
- Then the roles change, so that everyone may take on every role once.
- When all the groups have finished, let the participants come back to plenary and express what they have learned. Guide the discussion with questions as stated above in the observer's feedback.



VARIATION

- The “Fishbowl” method can be adapted to do this exercise. Let two people sit in the fishbowl. Whenever one has summarized and given their statement they have to leave and another one from the outer circle takes the space.



7.33 Three ways to listen

The aim of this exercise is to foster sensitivity to open and hidden comments that are included, but buried, in messages.

STEPS

- Ask four participants to sit in a circle (A, B, C, D), while the others are seated around (fish-bowl). Give the following tasks:
 - A narrates an event (or incident, or a situation).
 - B paraphrases the content of what A narrated.
 - C mirrors the feelings (feelings expressed or/and included in A's story).
 - D states wishes and needs (that were included in A's story but maybe not spoken out loud).
- All the other participants listen carefully and may take notes on what they observe and understand.



- When those in the fishbowl have finished, ask the others to raise their comments in a structured way. Let them first comment on
 - ▷ The paraphrasing of B,
 - ▷ Then on how C mirrored the feelings of A,
 - ▷ Then on D's statements about the needs and wishes of A,
 - ▷ Lastly, let A talk to confirm, deny or add.

VARIATION

- All the participants work at the same time in groups of four and change the roles after one sequence is finished.

Conflict



8

The methods described in this chapter are useful for demonstrating various aspects of conflict. Some of the methods can be used as the starting point of discussions or as an introduction, while some highlight or are related to theoretical issues in daily life.

8.1 Creating a conflict

This activity can be used before introducing the “conflict styles” topic.

MATERIAL *Pieces of paper with the instructions below.
Try to have an equal number of people for each instruction,
e.g.: 30 participants, where 10 people are given the same instruction.*

STEPS

- Prepare the instructions below on pieces of paper...
 - ▷ put all the chairs in a circle, you have 10 minutes to do so
 - ▷ put all the chairs near the door, you have 10 minutes to do so
 - ▷ put all the chairs near the window, you have 10 minutes to do so
- Distribute one instruction paper to every participant. Let them not show it to anybody!
- When everyone has received the instruction, ask them to start the exercise and observe the process.
- Let it go on for about 5–10 minutes.
- Then discuss the following questions in plenary:
 - ▷ Did you follow the instruction?
 - ▷ How did you relate and behave to people who wanted to do something different from you — confront, cooperate, argue, persuade, give in?

VARIATION

- Instead of chairs you can use other objects e.g.: balloons, clothes pegs...

8.2 Conflict barometer

Barometer exercises stimulate discussions on different issues, most useful when using controversial statements.



0%



50%



100%

STEPS

- Prepare conflicting/provoking statements such as:
 - 1 *Children should only be accepted in school when they have a proper uniform, and all books and writing tools in a school bag.*
 - 2 *Corporal punishment should be allowed in schools.*
 - 3 *Your faith is not the right one.*
 - 4 *Your best friend and your blood brother are competing in elections, but you can only vote for one person.*
- Take two sheets of A4 paper. Write 100% on the one and 0% on the other and paste them on opposite sides of the room as if there were an imaginary line running through the room.
- Let the participants get up from their seats and explain that they should listen to your statement and then move to their position of agreement (100% — to me, the statement describes a conflict — 0% to me, the statement is not a conflict).
- Instruct them not to discuss or comment on the statement, but move in silence.
- Read the first statement.
- Participants position themselves according to the degree of their individual agreement along the scale between 0-100%.
- Let some participants argue to justify their choice of position. Do not allow the ones who talk to explain the statement but the reasons why they chose their position.
- Present at least three statements.
- Discuss in plenary what participants learned — e.g. there are different ideas about what a conflict is; or what is a conflict to me might not be a conflict for someone else.

8.3 Starting sentences

This exercise makes participants aware of their own concepts, thoughts and attitudes towards conflicts. It can be used as an introduction to the “conflict” topic.

MATERIAL: *Blackboard or flipchart, paper and pen*

STEPS

- On a board or flipchart, write down the following start of sentences:
 - ▷ ‘A conflict is...’
 - ▷ ‘When I observe a conflict, I...’
 - ▷ ‘When I’m involved in a conflict, I...’
- Ask participants to complete each of the sentences individually (10 min).
- Let participants assemble in groups of 3–5 people to share thoughts and note common issues, questions, interesting findings that emerge in the group (20 min).
- Let everyone come back to plenary where each group reports on their main observations and findings.
- Allow discussion after each report.
- Take notes and give a short summary of findings at the end.

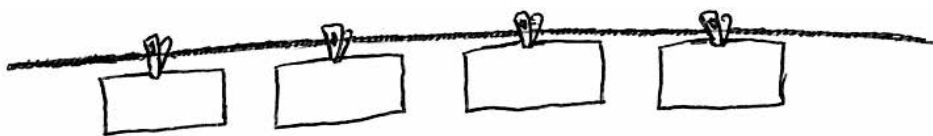
8.4 Washing line

This exercise makes participants dig out their individual thoughts about conflicts and might help to develop a group-definition on conflict.

MATERIAL *washing line, pegs, prepared cards*

STEPS

- Prepare cards with different perceptions about conflict written on them. The number of cards have to be at least the number of participants (you can use one description on more than one card).
- Hang up a washing line in the room and attach the cards (or put the cards in a tray and every participant draws one).
- Let everyone take a card, read it and think about it individually for one minute.



- Continue using one of the following methods for exchanges and discussion: the fish-bowl or group work or the plenary. The following description uses the 'group work' method.

Group Work

- Let the participants form groups of 5 people.
- Everyone reads the statement on her/his card aloud, explains how they understand it and adds their own thoughts. The person might agree or disagree with the description, add something or hold a totally contradictory view of conflicts.
- Let the group members exchange and discuss the statements they have at hand.
- When everyone has had a go, let them try to develop a group-definition about conflict together.
- Let all the groups come back to plenary and report about their main points of discussion and present the group definition of conflict.
- When all the groups have presented, ask the plenary to put all the group definitions together and formulate a single "definition of conflict".

8.5 Reflecting on conflict

This exercise makes participants think about their own understanding of and reactions to conflicts. The descriptions and thoughts mentioned by participants can be used as a starting point for various sub-topics throughout the sessions on conflict.

MATERIAL *Prepared working paper with the beginning of sentences such as, for example:*

- ◆ To me conflict is...
- ◆ Conflicts should be handled without violence, because...
- ◆ This makes me outraged...
- ◆ This is how I can calm down...
- ◆ Conflicts trigger fear in me, because...
- ◆ A conflict that currently touches me is...
- ◆ To me, the most important conflict in our society is...
- ◆ To me, the most important global political conflict is...

STEPS

- Distribute the working paper — one per participant.
- Give enough time for everybody to reflect on their thoughts and note them on the paper.
- Let participants share the main points in plenary and use their thoughts (what they noted) as input for the various subtopics accordingly.

8.6 Fish bowl

You can use the fishbowl method depending on the content of the session.
See 1.5. For the detailed description of the procedure.

Inputs or statements that could be used to start the discussion on conflict:

- ◆ No one escapes conflict! It can take place anywhere....
(It happens on the street, behind closed doors, in the corridors of power....)
- ◆ Conflict begins with matters of values....
- ◆ Conflict is a dynamic process, it is often destructive...
- ◆ One major factor of how a conflict develops lies within me, how was my upbringing, my experience while growing older, my sense of individuality, my pride, my strengths, my thoughts....
- ◆ ... is the kind of conflict which upsets me more than others.



8.7 My conflicting situation

This exercise is most useful when the participants have already acquired some knowledge on conflict (definitions, causes). Individually, they learn to link their theoretical knowledge to their own personal issues.

STEPS

- Form groups of 6 people.
- Let participants discuss conflict situations in their lives: every person in the group explains one situation briefly (10–15 minutes).
- Let the groups discuss the danger and the opportunity of these conflicts (20 minutes).

For example: 'I had a big conflict with a friend about punctuality'

Danger: we quarrelled unconstructively until the friendship broke down

Opportunity: I got to know the reasons why keeping time is very important to my friend and I have deeper respect for him than before.

- Let the groups then try to combine their findings and develop an objective but detailed phrase on danger and opportunities in conflict (15 minutes).
- Let them assemble in plenary and report on their findings.
- Discuss the opportunities and dangers of conflicts with the whole group.
- Add your own ideas (and those stated in the resource book).

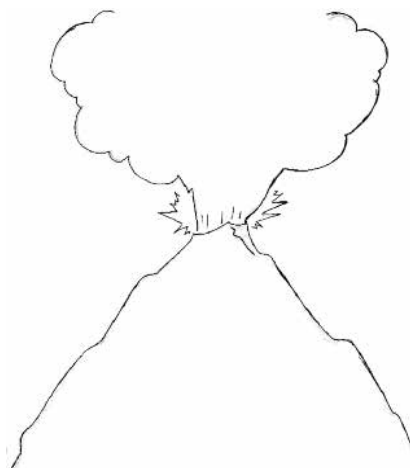
8.8 My own volcano

Use this exercise after introducing and discussing the topic “causes of conflict”. Participants may experience difficulties digging out the root causes in their personal conflicts. They might appreciate the support of others who are not personally involved to identify the invisible reasons.

MATERIAL *A4 paper, you can prepare working papers with the sketch of a volcano.*

STEPS

- Ask participants to recall a personal conflict with another person, which has happened recently.
- Distribute one volcano-sheet to every participant and let them note the visible conflict on the top of the volcano (2–5 minutes).
- When everyone has finished, ask them to identify the invisible reasons and note them inside the belly of the volcano (10 minutes).
- Then let them form groups of 5 where they exchange and discuss their individual findings (20–30 minutes).
- Back in plenary, one out of each group may present her/his volcano and summarize the group discussion. The following questions might be helpful:
 - ▷ What kind of questions has been asked by the other group members?
 - ▷ What did the group members remark?
 - ▷ Was it difficult to dig out the invisible reasons?
 - ▷ Were the other group members able to cope with identifying the root causes?



FEELINGS

The following two activities focus on using body language to describe feelings. Ask for volunteers from among the participants who are open to acting with exaggerated body movements.

8.9 Guess how I feel

MATERIAL: Five cards, each with a feeling written down e.g.: *aggressive, angry, threatened, violent, cool, expectant, fearful, afraid, servile, bored, soft, hard, open, closed, indecisive, assertive, attentive, tense, weary, tired, willing to compromise, uncompromising, clear...*

STEPS

- Ask five participants to volunteer.
- Explain that each of them will receive one card with a feeling written on it. The task of the volunteers is to express the feeling without using words but only body language. The task of the group is to identify the feeling demonstrated.
- Let the first volunteer act and the group simultaneously guess.
- When the group has identified the correct feeling, the next person volunteers.
- This continues until all the volunteers have acted and the group has identified the feeling.
- Ask the group what they have learned or realized. The following questions might help:
 - ▷ Questions to the volunteers: was it easy/difficult to act? If so, why? If not, why?
 - ▷ Question to the group: was it easy/difficult to understand the feeling expressed? If so, why? If not, why?
 - ▷ What made it easy/difficult to identify the feeling (*the answer might be that nonverbal body language is not clearly defined*)?

8.10 My mood sculpture



MATERIAL Cards with a mood written on them (*moods are another word for feeling and can be e.g. angry, in love, tired, broken-hearted, excited, depressed, happy, bored, afraid, aggressive...*)

STEPS

- Ask 6 participants to volunteer and to form pairs (3 pairs).
- Instruct and explain as follows:
 - ▷ each pair receives a card with a mood written on it
 - ▷ they have to keep this information secret
 - ▷ each pair is given time to act according to the following:
One person (A) is the clay, the other (B) models the clay: this means to

arrange legs, hands and face to illustrate the mood which is written on their card.

- Distribute one card to each pair
- While B is arranging the sculpture, the group continuously guesses aloud the mood portrayed by the pair.
- After the group has identified the correct mood, the next pair acts.
- This continues until all three pairs have performed and the moods have been correctly identified by the group.
- Discuss the learning effects with everyone
(see helpful questions in 8.9.)

8.11 Feelings & needs

This exercise is useful once sessions on feelings and needs have already taken place. It links theoretical information with practical experience and clearly shows the connection between feelings and needs.

MATERIAL *Cards with terms of feelings (positive and negative) — the number should exceed the number of participants as some feelings might not be known to everyone and it should be possible to select another one.*

STEPS

- Distribute the cards — one card per participant. If the feeling mentioned on the card is not known to the person, they can change the card.
- Let the participants recall a real, personal situation when they felt this emotion.
- Now let the participants find at least one need that has either been met or not in exactly this situation.
- One by one, the participants present the feeling (read aloud what is written on their card and what it means), the situation in which this emotion was felt and the fulfilled or unfulfilled need behind it.

Some examples:

- I felt *discouraged* when nobody at the meeting wanted to listen to my arguments, because my needs for respect and acceptance were not met.
- I was *excited* when my friends came to visit after a long time; when they arrived many of my needs like belonging, closeness, love and celebration were fulfilled.

- When everyone has presented their experience, summarize and focus on the connection between needs and feelings.

8.12 Beneath the anger

This is an exercise about what lies beneath anger. It is a way of discovering some of the hurt, needs and fears underlying a personal experience of extreme anger and aims at encouraging participants to consider and express these issues. The exercise is useful after discussing the issue of anger e.g. during the nonviolent communication topic.

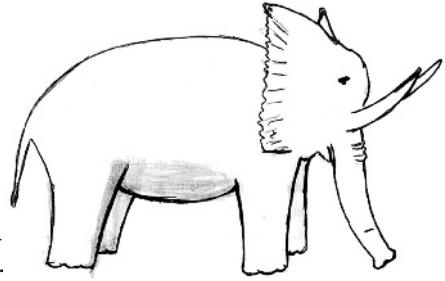
STEPS

- Ask participants to consider that anger and hurt are often two sides of the same coin. It is an important step in facing the anger of others to know what lies beneath our own anger. If we can identify the fears that lie at the roots of anger (either our own or someone else's), we can begin addressing those fears rather than remaining caught up in our emotions.
- Ask everyone to write down (in one sentence) a situation at work where they felt really angry. For example: 'I felt angry when my contribution in a meeting was ignored'. (2 min)
- Explain that a layer of hurt very often underlies anger. Ask everyone to write a sentence about the hurt behind their anger in the instance they have thought of. For example: 'I felt hurt because it seemed that nobody valued my opinion.' (2 min)
- The reason for the hurt is often an unmet need. Ask everyone to write a sentence covering their needs in the same instance. For example: 'I need to be accepted and valued by my colleagues.' (2 min)
- Alongside the needs are often fears. Ask participants to think about what fears might lie behind their anger and write a sentence about them. For example: 'I fear that I won't be able to win my colleagues' respect.' (2 min)
- Participants turn to a partner and share their sentences with them. If anyone has had difficulty with the exercise, their partner can help them unravel their feelings. (2 min)
- Feedback and discussion could use the following questions: What is the value of understanding the underlying causes of anger? In what ways could it help you in your work? (6 min)

PERCEPTION

The following exercises may enhance awareness about the fact that every individual and especially people from different cultures perceives similar situations differently.

8.13 The parable of the elephant



The parable demonstrates that people perceive the things around them from their own personal perspective. It also illustrates that the individual's view is only one way of looking at the whole situation and everything (context, situation, conflict or any other event) can be looked at from a variety of different viewpoints and angles. The parable therefore provides a useful lesson towards fixed positions and unshakeable points of view. Using the parable might also help foster an understanding that one should try to look at things from an individual perspective and simultaneously imagine the whole situation.

STEPS

- Tell the story:
A group of five blind individuals approach an elephant. The first person holds onto the leg and claims “an elephant is a tree trunk, it is big, round and rough”. The second hits the belly and says “A tree, no way! An elephant is like a wall, high, solid and wide”. The third grabs the trunk and states “The elephant is like a snake, long and flexible”. The fourth person finds the tail and replies “No, the elephant is like a rope with a wire brush at the end.” The fifth blind person catches hold of the ears and comments “the elephant feels like a banana tree leaf”.
- Discuss in plenary according to the following questions:
 - Who is right?
(The correct answer is: they are all right and they are all wrong!)
 - How can this happen?
 - How can you relate this to your life?

8.14 Change interpretation

MATERIAL *Prepare a list with negative adjectives (e.g.: aggressive, greedy, narrow minded, wasteful, impatient, impertinent, jealous, envious...)*

STEPS

- Distribute one list to every participant.
- Explain that the task is to change the negative characteristics into a positive context and give an example for better understanding:
e.g.: *lazy — a lazy person enjoys life, is relaxed and calm; they can let go and allow things to develop without influencing them.*
- Let the participants work on this task either in pairs or in groups of no more than 4 people.
- When all the groups have changed 1–3 characteristics, start the presentation in plenary.
- The discussion that accompanies the presentation of the sentences should be broadened out to the understanding and effects of negative perceptions and pre-assumptions that are related to various words.
- Questions that might help: What makes us attach negative meanings to words? Why is it difficult to find positive aspects in words that are stamped negative?

8.15 Old & young woman

This exercise makes participants aware of differences in perception and might enhance the communication and empathy within the group.

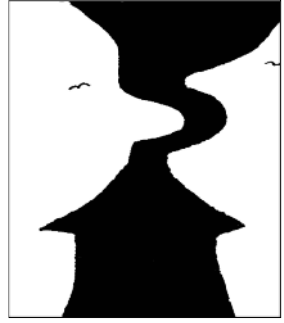
MATERIAL *Enlarge and photocopy the illustrations.*

STEPS

- Show the photocopy of the women to participants
- Let them explain what they see.
- Do not suggest to participants what they might see as most people will see only one image.
- After a minute, check again what they see.

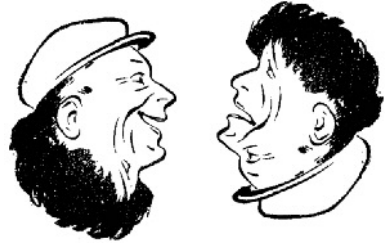


- If there is a participant who sees both images, let this person explain to the rest of the group. If all of them see only one image, explain yourself.
- Encourage the discussion by focusing on the following issues:
 - ▷ Can perceptions be different from one person to the other?
 - ▷ Is it easy to explain to others what is obvious to you, but not to them?
 - ▷ Is it easy to perceive exactly the same as others see, despite the efforts to be empathetic?



VARIATION *Sad & happy guy.*

- Show the photocopy of the sad guy and let participants explain what they see.
- Then turn around the photocopy so that the happy guy is visible.
- Let participants explain what they see.
- Let them share their thoughts.
- You can use the same questions as above to encourage the discussion.



VALUES

The exercises below aim at expanding and deepening the understanding of personal values.

Examples of Values: Peace, Wisdom, Respect, Happiness, Wealth, Freedom, Love, Justice, Equality, Family Progress, Tradition, Health, Power, Tolerance, Honesty, Generosity, Compassion, Responsibility, Imagination, Care, Self discipline, Dedication, Education, Spirituality, Money, Friendship, Order, Solidarity

8.16 Bargaining values

MATERIAL *Prepare value cards (the number of cards depends on the number of participants. As each person receives 5 cards and a group consists of 5 members, you have to have at least 25 different values. If you want each value to appear only once you have to prepare a total number of cards that is five times the number of participants; if you want a value to appear twice or more often, you need to calculate.)*

STEPS

- Explain the steps of the exercise:
 1. forming of groups,
 2. receiving value cards,
 3. checking them and bargaining with your group members if you want to change,
 4. groups change three times, that means you have 3 possibilities to change,
 5. discuss in plenary.
- Form groups of 5 people and distribute 5 value cards to every person.
- Let everyone check her/his cards and those of the others.
- If one or more of the cards in your hand is of less value to you than any cards in another member's hand, you try to exchange by bargaining (e.g.: one can give up unimportant cards in order to receive only one or two cards that are important to this person).
- When the bargaining in all the groups is over (3–5 min), change the groups in order to have a new mix of group members and re-start checking and bargaining (3 changes).
- Come back to plenary and structure the discussion along the following questions:
 - Were there any value cards you did not give up at all? Which one/s?
 - Which of the values you received are of real value to you — which are not?
 - Which values would you have liked to get?
 - How did you feel when you had to give up a number of value-cards to obtain only one value-card that you really wanted?
 - Does the single, really important value card balance the ones you gave up?
 - Can you identify some values that are of importance to all of you?
 - Transferring the exercise to real life: Should one try to have

as many 'things' as possible or is it better to have a smaller number of 'things' that are of real value to you?

VARIATION

- As a last step before the plenary discussion you can either make a table and note the priority of the cards everyone has at hand, or you only note those that are of value to participants.

8.17 My values

MATERIAL *Flipchart & marker*

STEPS

- Let the participants brainstorm on the question "What are your values?"
- Note all the terms mentioned on a flipchart.
- When no more ideas are mentioned, allow about 3–5 minutes time to reflect on them. Then ask them to make an individual list of their personal top ten values.
- If, in this stage, someone recalls a value important to them, allow it to be added.
- When they have all developed their individual top-10 list, transfer their choices to the flipchart.
- Discuss the results together and let participants find arguments for their choices.
- You can use/amend the questions from 8.18. for the discussion.

8.18 Top ten values

MATERIAL *Cards/pieces of paper with terms of values (the number should be 2 times the number of participants)*

STEPS

- Prepare the value-cards.
- Let every participant take 2 cards.
- Let them reflect on the importance of these values to them for a minute.

- Then form groups of 5 people.
- Let the group members in each group share their values and agree on a common list of priorities (10 minutes).
- Let all the groups come back to plenary and present their top 5 values; pin the cards accordingly to the flipchart.
- When all the groups have presented, let the whole group discuss and agree on a common top ten list. There must be a final top ten list!
- Let them find arguments for the importance of the value they prefer in case there are different suggestions. The discussion should focus on:
 - ▷ What makes a value something important to you?
 - ▷ How can something of value to you be of no value to someone else?
 - ▷ What is your feeling and reaction if your value is not taken into account?

8.19 The five most precious values

MATERIAL *Flipchart & marker*

STEPS

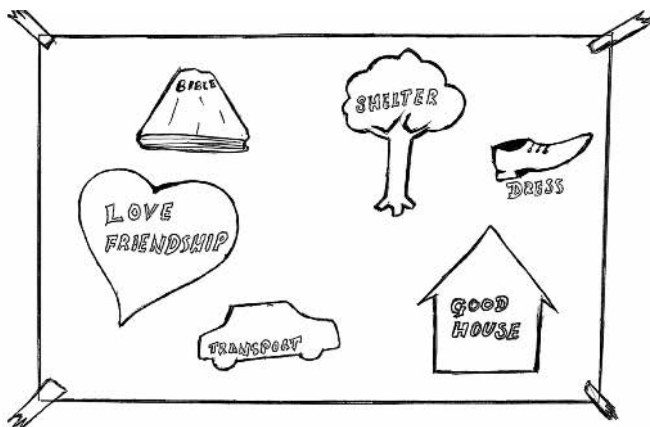
- Let every participant reflect on the 5 most important values in her/his life and list them on a paper.
- Form groups of 5 people and let them share their values.
- Let them then discuss and agree on the 5 most important ones and list them.
- Ask all the groups to come back to plenary and present their ranking list. Note them down on a flipchart.
- When all the groups have presented, let the whole group discuss and agree on the common top five.
- Use the questions raised in 8.18. for the discussion.

8.20 Our values wall paper

MATERIAL *big sheet of paper/wall paper and maybe items as listed below*

STEPS

- Split the group into small groups of 5 participants each.
- Let every group brainstorm and discuss their 10 most important values.
- Let each group note them and find a symbol (visualize) for each value — they can do that in various ways, e.g.:
 - ▷ Participants draw their own symbols.
 - ▷ Participants may check magazines or newspapers and cut out what symbolizes their values.
 - ▷ Participants search for symbols in their surroundings.
- Finally ask the participants to create wall paper with their values, they might add written terms, articles, physical items, drawings, cartoons...



8.21 Value exercise for teams

MATERIAL *prepared value sheets, flipchart, marker*

STEPS

- Distribute one value sheet to every participant
- Ask everybody to fill in the value sheets as described below:
 - ▷ let each person choose their own top 5 values (5min)
 - ▷ work in pairs (5 min) — agree on the top 5 values
 - ▷ work in quartets (5 min) — agree on the top 5 values
 - ▷ work in groups of eight (5 min) — agree on top 5 values

- When the groups have finished, let them all come back to plenary and present the 5 core values of the last groups in your own way (they could list them on a flipchart simultaneously to their explanation, or they may have written them down in advance, or they could describe a symbol for each of the values and let the group guess which value it is...).
- A discussion may follow
 - ▷ on the process,
 - ▷ on the values by which we are making decisions,
 - ▷ on the values that influence how we operate,
 - ▷ on the reasons for the differences in the importance of values for different people.

8.22 Value barometer

STEPS

- Ask the participants to position themselves according to “I agree, I disagree, I am not sure” towards the statements below — or find your own examples. Do about 3-4 statements. See the detailed description of the procedure of the barometer in 8.2.
 - ◆ It should not be sex, but skills that count when it comes to getting a job.
 - ◆ Birth control is women’s responsibility.
 - ◆ Women should not get jobs that men have always had.
 - ◆ There is no such thing as rape in marriage.
 - ◆ It is ok for a man to cry.
 - ◆ Men should take over household work when both partners work outside.
- Let the participants take their position and voice out the value that is — from their perspective — hidden in the respective statements.



0%



50%



100%

8.23 A sculpture of power & relationship

This exercise aims to encourage participants to think about power dynamics in relationships.

STEPS

- Ask for 3 volunteers and indicate their task to perform as part of a human sculpture.
- Ask No 1 to lay down on the floor on their back.
- Ask No 2 to stand beside No 1 and place one foot on No 1's stomach.
- Ask No 3 to stand on a chair behind No 2 and put their hands on No 2's shoulder

Questions to the group:

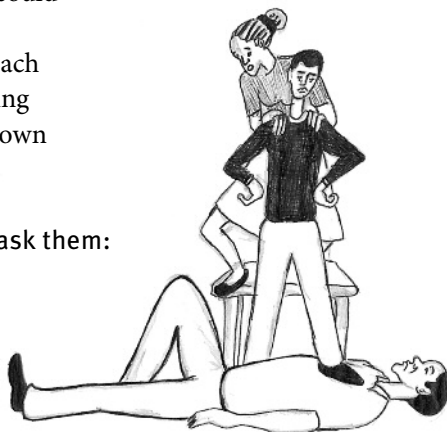
- What does this sculpture represent? What is it about (e.g.: power relations, social classes, positions in community or group)?
- Who is who in the sculpture?
- How would you arrange the sculpture to represent what you want it to look like?
- How would you change the sculpture to portray a more just distribution of power? (Where would you start: at the bottom, middle, top?)

Possible changes to the sculpture:

- Ask the No 1–3 to change while the group is watching.
- Ask the group to instruct the No 1–3 to change.
- Add people to the sculpture with the question: what would you add?
- Ask everyone to construct a vision of what they would like to see — how would it look? How could we get there?
- Make groups of 5 people and ask each group to pick out one peace building issue and incorporate it into their own moving/changing sculpture.

Debriefing of No 1–3 in the sculpture — ask them:

- How did you feel?
- Did you like the position you were in at the beginning?
- Did you like the changed position?



CONFLICT DYNAMICS

8.24 Tropical thunderstorm

This activity illustrates the dynamic of the sounds of a thunderstorm and at the same time symbolizes the dynamic of a conflict: begin quietly and gather force and energy as the storm builds up. One can hear and see it coming, the sounds sweep in and over one. At the peak, attention is focused on the storm and the destruction it may bring. Finally, it slowly recedes into the distance and one is left in silence.

STEPS

- Let all the participants stand in a circle.
- Ask the participants to copy the action of only the person on their left — regardless of what the facilitator is doing.
- Facilitator: begin by rubbing your hands together and ensure that the person on the left follows your action, followed by the next person until everybody is rubbing their hands together.
- Move from rubbing hands to clicking your fingers until everybody is clicking their fingers (always wait until your action is almost all the way round the circle before you change it).
- Then progress to clapping your hands, followed by slapping your thighs and finally stamping your feet.
- To end the storm, follow the same pattern in reverse:

- Stamping feet.
- Slapping thighs.
- Clapping hands.
- Clicking fingers.
- Rubbing hands.
- The last round ends in silence.



CONFLICT SOLVING STRATEGIES

8.25 “One seat is free”

MATERIAL 2 chairs
(for each group of 3 persons)



STEPS

- Explain that participants will perform in groups of three people wherein 1 person performs as the driver of an okada, and 2 passengers fight for the 1 free seat. Tell a story to get the participants to understand you, like *the okada is travelling from Kumba to Mamfe. Both passengers have to go urgently and arrive in Mamfe as soon as possible, but there is only one seat free.*
- Use two chairs — one is the driver's seat, the other one the free one.
- Let participants form groups of three people and give them the following instructions: Let the two passengers “fight” for the one seat, first non-verbally (2 min), then verbally (2 min).
- Let participants change the position of passenger and driver, so that every participant experiences their own conflict-solving-patterns in different roles.
- When every participant has performed every role (driver and passenger), start the feedback round while participants stay in their groups to exchange their experiences (actions and reactions).
- Let participants come back to plenary and let them find answers to the following questions:
 - ▷ How did I act and react?
 - ▷ Did I learn “new” personal behaviour,
 - ▷ Did I feel powerless in the first round because I could not communicate verbally?
 - ▷ Was my behaviour I experienced a general pattern of my individual conflict behaviour?
 - ▷ How did I approach the conflict?
 - ▷ Let each participant find a symbol for their personal behaviour (how I acted as passenger), e.g. *like a dove, a dog, a lion ...* and share this with the group.

8.26 Knot

The knot may illustrate a conflict that develops and might be resolved later. It can also represent the fact that the active participation and willingness of all is needed for the disentangling, for the transformation of the conflict. The exercise can also illustrate that there are tight relations among each and every group member, and directly or indirectly everyone is connected with everyone.

STEPS

1. Let the group members form a tight circle.
2. Let everybody close their eyes and stretch out their arms. Direct them to go slowly further step-by-step until their hands touch another hand.
3. Let every hand find another hand (only one hand holds another one) and keep this hand hold (assist when needed).
4. When every hand holds another one, let everybody open their eyes and see how all members are somehow connected with each other.
5. Let them try to disentangle the knot without letting go of the hand in possession. One may need to step over other arms, move under arms, turn around etc., observe if they can disentangle themselves without help from outside.



VARIATION

- Group members try to disentangle themselves with help.
- Let the group form a tight circle except for two members.

- Let everybody close their eyes and stretch out their arms. Direct them to go slowly further step-by-step until every hand touches another hand.
- Let every hand find another hand (only one hand holds another one) and keep this hand hold (the two 'left over' members help when needed).
- When every hand is holding another one, let everybody open their eyes and see how all the members are somehow connected with each other.
- The two 'left over' members help the group by giving directions to disentangle the knot *without letting go of the hand in possession*.

Feedback could be:

Relating to conflict means that if one of the group members experiences a conflict, all the others are somehow part of it. Everyone can harden or soften, can exaggerate or be a source towards a positive transformation.

Sometimes it seems that finding a solution is impossible without support from others (outsiders might have an overview).

8.27 My conflict approach pattern

This exercise makes participants aware of their personal attitudes and general patterns in dealing with conflicts. It may also stimulate thinking about advantages and disadvantages of the usual way of dealing with conflicts and thereby move from sub-conscious patterns to conscious strategies.

MATERIAL *Flipchart and marker*

STEPS

- Develop a conflict story according to the background of the participants (socio-cultural context, experience), *i.e.: conflicts between villagers about farming land, conflict concerning positions in groups*.
- Write the story and the 4 possible reactions on a flipchart.
- Ask participants to listen carefully to your story and to put themselves in the situation described in it. Example:
 "You were invited to attend a one week leadership course. You and some others have been complaining about inadequate accommodation and a too tight schedule several times before. The organizers promised that this time there will be a total change. As you arrive, there are not enough bed sheets and beds. You also do not like the food you get. The sessions

are boring to you and yesterday 3 resource people did not appear.
The third morning one colleague of yours raised these issues.”

- After reading the story, ask participants “How do you react?” and let them choose one of the reactions below that is closest to their personal reaction.
 - A** You remain silent and let this person speak on your behalf.
You would rather not confront the organizers.
 - B** You jump in and tell the organizers that you too think the same way and that you will leave if things do not change immediately.
 - C** You say that it might be true, but that the organizers did their best and we should not make it an issue.
 - D** You say that you agree with the arguments. But you also realize the difficulties which the organizers had. You propose to discuss the issues in a committee and to find suitable solutions to satisfy the needs of everybody.
- Let participants then form groups according to their pattern of reaction (from A–D).
- The four groups sit together and explore the following questions:
 - ◆ What are the advantages of my reaction?
 - ◆ What are the disadvantages of my reaction?
 - ◆ How do I assess the other patterns?
- After about 10 minutes, the groups report their findings in plenary.
- Explain that everybody uses all the patterns (and this is valid) depending on the situation. Then do the session on approaches to conflicts, containing detailed information on the four patterns:
 - ◆ (A) avoidance,
 - ◆ (B) confrontation,
 - ◆ (C) accommodation, and
 - ◆ (D) cooperation.

Another example story for the exercise:

As a member of a certain CYF group you are presently attending a meeting to complete the preparations for a rally, which will take place in 3 days time. You are informed that although every member has contributed, there is no money at hand to make any arrangements. A group member named Levis suspects that the money was used by the president and a few executives to buy an okada for the president. Levis raises this issue and the group president confirms that it is true. Levis responds that it is impossible to use the group money without consulting all the members especially at a time when a big occasion is ahead.

How would you react?

- A** You remain silent and let Levis talk on your behalf. You would rather not confront the president.
- B** You jump in and tell the president, you too think the same way as Levis and that you will leave the group if the president does not refund the group money immediately.
- C** You say that it was not correct to use the group money without consulting the members, but that you are sure the president will refund the money.
- D** You say that you understand the situation at hand but that it will be of no help that members leave the group. You propose for all members present to discuss immediately ways to find money to complete the preparations for the rally and to form a committee to find a solution on how to refund the money.

Violence



9

The following exercises are useful for starting the discussion on the topic of “violence” — they aim at triggering the thinking process of participants and make them aware of various levels on which violence is applied.

The methods 9.1.–9.3. can be used before introducing the topic of ‘violence’. It makes participants recall their own thinking about violence and triggers the discussion. At the end of the activities, participants might be aware that various forms of violence exist and individuals have different classifications.

9.1 Stare in silence

STEPS

- Ask one of the participants to volunteer and let this person leave the room.
- While the volunteer is out, instruct the group as follows:
when the volunteer is asked to come in, everyone stares at them without saying anything.
- Call the volunteer in and all the others should stare at them in silence.
- Keep staring in silence for 2 minutes.
- Observe the behaviour, the reaction of the volunteer (and of the group).
- Then ask the volunteer:
 - ▷ How do you feel?
 - ▷ Was it nice to be stared at by everyone?
 - ▷ What do you think about the behaviour of the group?
- Then ask the whole group:
 - ▷ What do you think about the exercise?
 - ▷ How can you describe your behaviour?
 - ▷ Is what you did a form of violence?
- Discuss the questions and take notes, they can be useful examples for further sessions on violence.

9.2 Welcome!

STEPS

- You (the facilitator) leave the room.
- When re-entering, you greet everyone with handshake or/and some friendly words, except one or two person(s).
- When you are through, ask the one(s) you did not greet:
 - ▷ How are you feeling?
 - ▷ What do you think about me?
 - ▷ What do you think made me greet everyone, except you?
- Then ask the whole group:
 - ▷ What did you observe?
 - ▷ What happened?
 - ▷ Do you classify the behaviour of the facilitator as violence?
- Discuss the questions and take notes, they can be useful examples for further sessions on violence.

9.3 Violence barometer

STEPS

- Take two pieces of paper. Write 100% on one and 0% on the other. Paste them on opposite sides of the room as if an imaginary line runs through the room.
- Use 3–4 examples from the following list (the list below should stimulate your mind; try to find examples appropriate to your own context.).



0%



50%



100%

- ◆ Doctor, cutting one's leg with a knife
 - ◆ Poor person who steals bread — To take away somebody's property
 - ◆ Hungry child
 - ◆ Poor people living in dilapidated house
 - ◆ Teacher shouting at a child
 - ◆ Adult beating a child with a stick
 - ◆ Mother refusing to talk with the child
 - ◆ Absent parents
 - ◆ To misuse or harm somebody's feelings
 - ◆ No water coming out of the tap over many weeks
 - ◆ Leaving roads inaccessible although means to repair are available
 - ◆ To take away somebody's base for existence (e.g. workplace)
 - ◆ Your neighbour hiding refugees
 - ◆ Bride price
 - ◆ Female genital mutilation
 - ◆ Friends yelling at each other
 - ◆ To divide relationships between people (friendship, marriage, groups)
 - ◆ To insult or offend somebody with words or gestures
 - ◆ Rape
 - ◆ Using force to defend oneself
 - ◆ Pressing 10 people + luggage in a taxi that is meant for 5 people
 - ◆ To force somebody to practice indecent acts
 - ◆ Armed robbery
 - ◆ To harm or kill somebody with a weapon such as a knife, machete or gun
 - ◆ Non-compliance with traffic rules
 - ◆ A group of boys watching a girl taking a bath
(she doesn't know they're watching her)
- Explain that you will read some statements and every participant has to physically move according to the degree of their individual agreement along the scale between (this is not violence to me) 0%–100% (this is violence to me).
 - Instruct them not to discuss or comment on the statement, but move in silence.
 - Read the first statement and let participants position themselves according to the degree of their individual agreement along the 0%–100% scale.
 - Let some participants argue to justify their choice of position. Do not allow the speakers to explain the statement but the reasons why they chose their position.

- Then read the next statement and let participants move to their positions again.

VARIATION

STEPS

- Chose some statements and write the same statement on four to five pieces of paper (the total number of pieces must be equal to the number of participants).
- Fold the individual pieces and shuffle them.
- Instruct the participants as follows: you have to draw one paper. Read it and think about the statement in silence. Then decide if the statement describes violence to you and move to the position according to your own thoughts (it is violence: one moves to 100%, it is not violence: one moves to 0%). Additionally tell them that there should be no discussion, no comments allowed!!!
- Distribute the papers and let participants move as described above.
- If participants who have the same statement positioned themselves differently, let all of them give their reasons. If they stand on the same position, let's hear the different reasons that led to their choice of position.

9.4 Pass the line

This exercise can be used as a starting point to discuss the various definitions, perceptions and contents of violence. The following list should stimulate your mind — try to find examples appropriate to your own context. Do not use more than 5 examples and allow some participants to express their experience.

STEPS

- Formulate five statements on violence, like, for example:

I have been ...

- ◆ insulted by someone
- ◆ lied to
- ◆ humiliated by someone
- ◆ beaten
- ◆ threatened by someone
- ◆ teased because of my looks

- ◆ forced to do things I didn't want to do
- ◆ sexually assaulted or abused (raped)
- ◆ ignored over a certain period of time
- ◆ bullied
- ◆ robbed of something by force

I have

- ◆ threatened someone
- ◆ beaten someone else
- ◆ bullied someone

- Divide the room into two by marking it with a crayon or masking tape.
- Ask all the participants to stand on one half of the line. Instruct them to pass the line only if they can answer the statement/question you will read with "Yes".
- Read the first statement of your choice aloud. Those who can answer "yes" should cross the line.
- Whoever is willing can explain how they were affected. Let participants express their feelings and thoughts while doing the exercise.
- After every statement and explanation the participants go back to the original half.
- After all the statements have been read, ask if all the statements show violence to them — if so, why? — if not, which ones do (or don't) and why?

9.5 I see violence

This exercise focuses on building awareness about different forms of violence. It is most appropriate after general information on violence has already been discussed. One can use the issues emerging from this exercise as an entry point for the session on the 'triangle of violence'.

MATERIAL *Photos/pictures visualizing different kinds of violence
(from newspapers, magazines, cards etc.)*

STEPS

- Place the photos/pictures on the floor.
- Ask the participants to have a look at them and choose one (according to their own experience, interest, curiosity...).
- Let each participant explain the violence they see in the picture.
Let them try to describe the form of violence they see in it e.g.: physical, psychological, verbal, nonverbal, personal, structural, cultural...

To deepen the discussion on violence you can use the following questions:

- How is violence different from conflict?
Answers might be: conflict is not necessarily violence but can result in violence, conflict can be the reason for violent behaviour
- What are the visible and invisible effects of conflict?
Answers might be: destruction, killing, increase in violence, establishment of means of protection, psychological effects like isolation, trauma, hate, fear, insecurity, loss of trust, and avoidance of others
- Is violence ever justified?
*Answers may be: No, as violence breeds more violence/or
Yes: Self-defence, force towards an agreement, a just war, highlight a particular issue, use of moral values, self-determination, hinder increase of existing violence, put pressure, revenge, hopelessness, action-reaction, no other perspective, maintaining security*
- Why do parties resort to violence?
Answers may be: lack of trust, to show and use power, preserve interests, lack of information and understanding, feeling of having no other means
- How do conflicting parties justify violence?
Answers may be: No other option, too emotional, frustration, breakdown of communication, weapons proliferation, confrontation, and deadlock
- At what stage in a conflict is violence most likely to occur?
Answers might be: when there are no other options to find a solution, when too much anger and frustration has accumulated, when one feels hopeless
- How does violence escalate a conflict? In whose interests?
Answers might be: focussing on destruction of the other's aims, harming the other, losing focus on the issues of conflict

- What are some violent structures/attitudes in your community, country?
- How do these structures prevent movements towards positive peace?
- What are the alternatives?

9.6 Continue the phrase

The aim of this exercise is awareness building and/or the recalling of the participants' experiences of violence.

MATERIAL *Flipchart, marker or prepared A4 paper*

STEPS

- Chose some of the phrases below to discuss with the participants:
 Violence to me means...
 I recognize violence by...
 Human beings use violence because...
 Human beings are victims of violence because...
 Violence has many facets, such as...
 Violence to the victim means...
 Violence to the perpetrator means...
 My symbol for violence is...
- Prepare a flipchart for every phrase and let the participants move around and add their thoughts to the respective phrases.
- When they have all finished, let them come back to plenary. Read and discuss one after the other together. Make sure that the participants tolerate the views of the others.
- Note: If there are no flipcharts or blackboards available you can do brainstorming on the phrases you have chosen — one by one — and note all the comments.

VARIATION *individual work – group work – plenary*

- Prepare A4 sheets with phrases you want to discuss (see above) as the heading.
- Distribute one prepared A4 sheet to every participant.
- Let them individually continue the phrases and note them on their paper (15 min).

- Form groups of 4–5 persons in which the members discuss their thoughts and try to agree on a symbol for violence per group (15–30 min).
- Then let all the groups come back to plenary, report and discuss their findings and share their symbol.
- Let the groups express the main points of differences and discussion in their respective groups. Use the questions: What was difficult? What were the points of disagreement?
- Note the main points raised and make sure that participants tolerate the views of the others.

9.7 Defining violence by reduction

This exercise encourages participants to exchange their ideas and thoughts about violence. They need to bring out convincing arguments to defend and on the other hand to convince others of their ideas. Hopefully, the participants will become aware of how powerful specific words can be.

Note to the facilitator: if possible, organise the groups before starting the process, be time conscious and make sure they all come back to plenary after the given time.

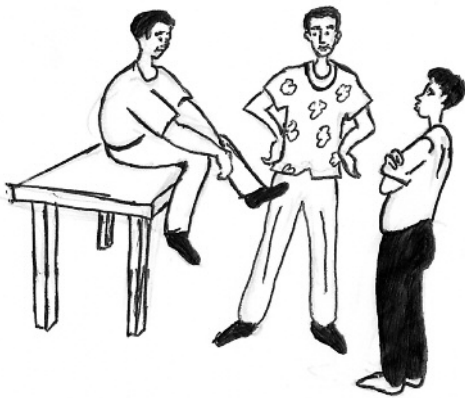
STEPS

- Inform the participants that their task is to develop a definition of violence that must be between five words and three sentences long.
- Let them know that the structure of discussions and group work has to be followed strictly and explain the course of the exercise: in the process of finding a consensus to describe violence, the participants work together as follows:
 - ◆ 3 minutes in pairs;
 - ◆ 4 minutes with 4 persons;
 - ◆ 5 minutes with 8 persons;
- Let participants start to develop the definition as described above and make sure that they all change their grouping when you instruct them to.
- After the fixed time, let them all come back to plenary where the groups present their group definitions (groups of 8).
- Take note of everything that is presented.
- Discuss the following questions after each group presentation
 - ▷ if explanation, arguments, terms are sharp or blurred;

- ▷ if the definition describes violence or a result of violence or a violent act;
- ▷ if the meaning of the terms is only understandable (and used) in connection with violence;
- ▷ if a context is needed for understanding...
- After the discussion session with all the groups, each participant chooses one or two terms which are the most applicable description to her/him and they all develop together a final definition of 'violence'.

9.8 Share with me – I share with you

Participants share their experience of violence in small groups and this introduces the topic of violence. Discuss these personal issues in plenary only if there is trust among the group members!



STEPS

- Form groups of 3 persons.
- Ask participants to recall a violent memory from childhood and allow them to remain in the memory for some minutes.
- In their groups they share their memories. Each person has 2–3 minutes to talk. Without commenting on each other's story, they move on to the next person's story.
- When all the group members have told their stories, let them discuss what they have learned from each other. Let them try to summarize their experiences.
- Let the groups come back to plenary and share the main issues they discussed in the smaller groups.
- Depending on the findings, comment on them and use the information acquired for further sessions on violence.



9.9 Accepting violence?!

This method raises the participants' awareness about their individual level of acceptance concerning violence. Firstly they test their individual acceptance or non-acceptance of violence, then they share their justification with the group.

STEPS

- Use the following list (prepare one list for every participant or write on a flipchart for the participants to copy themselves).
- Explain that this is an exercise to test oneself on the questions:
“Is violence ok for you? Is violence unacceptable for you?”
- Instruct participants to mark
 - 1 if you do not agree —,
 - 2 if you agree a little —,
 - 3 if you agree more than you disagree — and
 - 4 if you fully agree with the statement.

- When they have all finished, calculate the numbers for each statement and discuss the reasons for the participants' choices.

		1	2	3	4
1	Some violence is a must to have some fun.				
2	I think it is good when people themselves engage violently to provide or maintain law and order without the help of the police.				
3	One has to use violence to be esteemed by others.				
4	If someone attacks me, I will beat back.				
5	Violence never brought any solutions to any problems.				
6	The strongest must assert themselves, otherwise there is no development.				
7	When I have to show what I am able to do, I would also use violence.				
8	It would be much more boring without violence.				
9	If someone provokes me, I am quick to react violently.				
10	To find a peaceful agreement is the best way for sustainable living together.				
11	Through violence, youth develops clear conditions and relationships, adults just only ramble around issues.				
12	It is absolutely normal when men want to prove their manhood through physical fights.				
13	An eye for an eye, a tooth for a tooth — that's how life is.				

9.10 Violent interaction

This exercise is a variation of the ‘world café’ method. It is most useful after general issues on violence have already been discussed, as one delves deeper into various areas concerning violence.

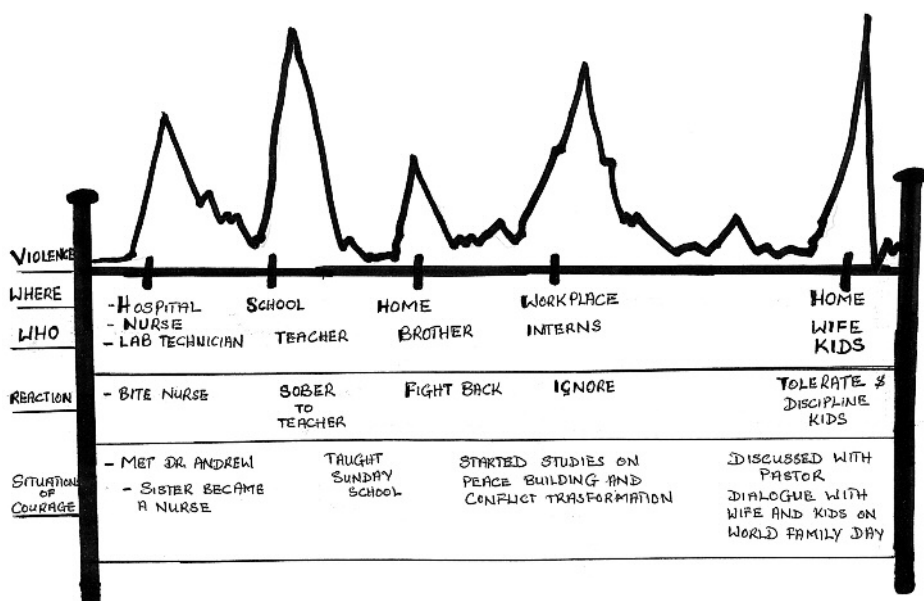
MATERIAL *flipchart papers and markers*

STEPS

- Organise the place in a way that 7 groups of 4 can rotate (if there are fewer participants, limit the number of questions).
- Note the questions below on flipcharts (one question per flipchart)
 - ◆ Who uses violence?
 - ◆ What happens when violence is used?
 - ◆ How is violence applied?
 - ◆ Who is violence addressed to?
 - ◆ Why is violence used?
 - ◆ What is violence used for?
 - ◆ What are the reasons for applying violence?
- Form seven groups and instruct them on the method: every group is assigned to one place (question), the group members discuss the question and write their answers directly on the paper. The answers must not be mutual, but all answers should be noted. After 5–10 minutes, participants are requested to leave their place and move on to the next question. Everybody has to move!!
- The groups read what has already been produced by the previous group(s) and add their own ideas. This rotation continues, until all the groups have discussed and noted their thoughts and answers on every question-paper.
- Keep observing the groups and adjust the time accordingly!
- Back in plenary, go through the papers together and add or comment if required and discuss the issues with the participants.
- Use this input from participants for sessions on the respective topics on violence!

- Ask the participants to recall their experiences with violence

4. Let them share their experiences in groups of four (20 minutes).
Let them choose the group members themselves if possible, otherwise assist them.
5. Back to plenary, let those who wish to share their sources of optimism and confidence express them and note what is offered.



Discuss the issues that have been shared with everyone, state if they mentioned similar experiences and share your own observations.

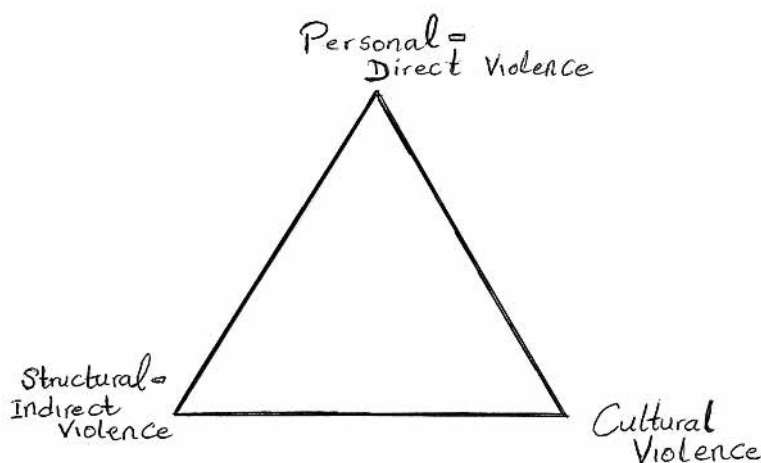
9.12 Triangle of violence

This method is only useful after the explanation of the 'triangle of violence' and aims at deepening the participants' understanding of it by connecting it to their own life and context.

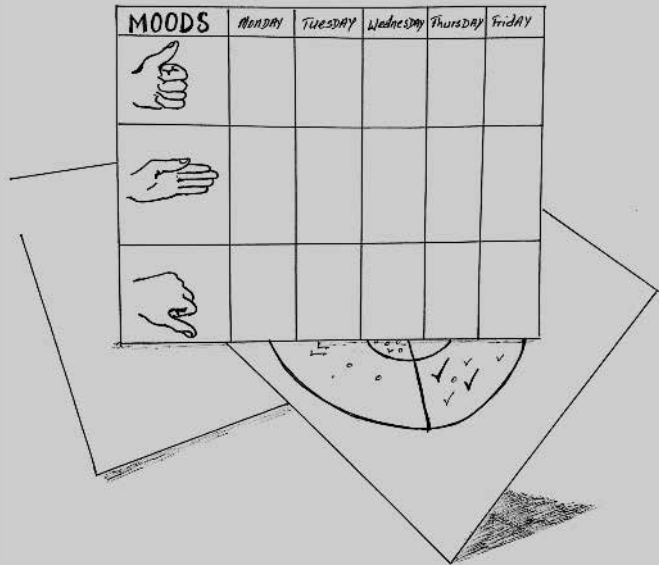
MATERIAL Flipchart, markers

STEPS

- Instruct the participants to work in groups of four to five persons.
- Let the group members first share their understanding of the triangle of violence.
- Let them then identify at least two examples for every category and note them in short and precise descriptions (key words).
- Let the groups come back to plenary after 20 minutes.
- Let the groups report their findings in plenary and discuss with all the participants after each group's presentation. Focus on the questions if the chosen category is the correct one and how the different kinds of violence influence each other.
- Note the examples given for further discussions.



Feedback – evaluation



10

The methods mentioned in this last chapter are ideas to encourage the participants to voice their feedback. They are organized in two categories: ‘While training is ongoing’ and ‘After training’. You will find some methods useful for other parts of the training — be free to adapt them! Choose the most appropriate for the group you are working with, explain the method in detail and make sure all the participants understand.

General information

Verbal feedback should be phrased in the following way and include:

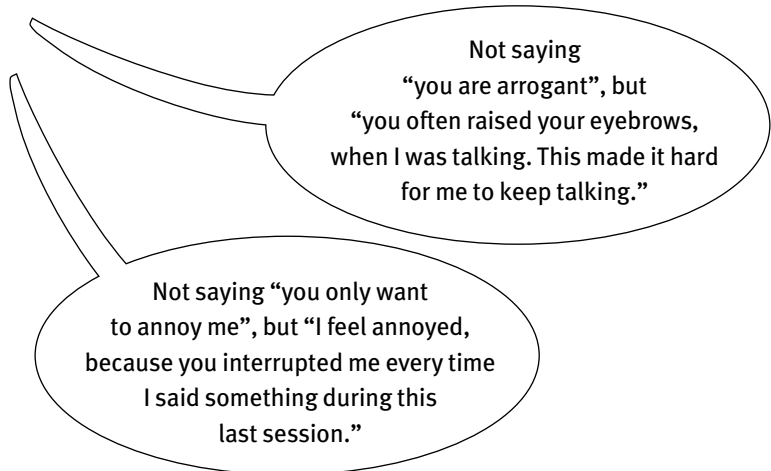
When ... I ... because...

When (mention the specific behaviour of the person you evaluate)

I (describing your feeling)

Because (informs about the effect of behaviour on you)

Examples:



Generally, feedback in training should focus on

- What was most useful about the training you just received?
- What was new, learned, interesting, difficult...?
- What was not useful, boring, not interesting...?
- What effect has the training had on you?

WHILE TRAINING IS ONGOING

The following methods can be used for quick feedback at the end of a training day.

10.1 Have your say

- Let everybody in turn say one sentence/make one statement about the day.
- You can leave the question of feedback totally open or give guidance or ask an evaluative question like:
Tell us one idea (thought, method, topic...) that
 - ▷ was new for you today?
 - ▷ was difficult for you today?
 - ▷ was most interesting for you today?

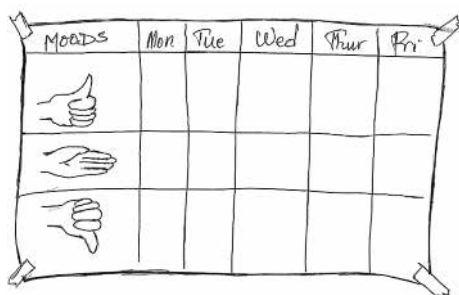
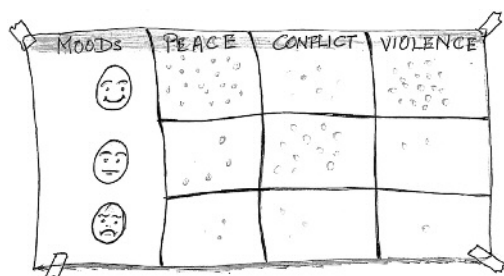
10.2 Mood meter

The mood meter is an instrument for daily, subjective measurement of the mood and atmosphere in the group. It must not be directly related to the contents of the training or workshop. You can prepare a mood meter for each day or combine all the training days in one paper. Make sure that the method and the symbols you use are clearly understood by all.

MATERIAL *Flipchart and marker*

STEPS

- Prepare a big sheet of paper with the sessions of the day written in a horizontal line. The vertical column contains at least 3 different and visualized mood symbols (e.g. happy ☺, indifferent ☹, frustrated ☹ — or use weather symbols like sunshine for happy, some clouds and sun for indifferent, rain and storm for frustrated).
Some examples:



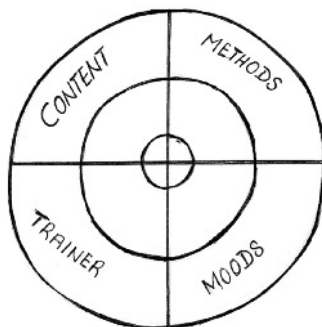
- Each participant marks their individual mood with a marker in accordance with their emotions at the end of the day.
- When they have all done this, the facilitator draws a line through the middle of the dots for each day. In this way, there is a visible record of the group's feelings every day, which may serve as a topic of reflection and discussion about the ups and downs in the group.

10.3 Hit

MATERIAL *flipchart and marker*

STEPS

- Draw a dart-disc/board on a flipchart.
- Subdivide it into 3 or 4 circles and the number of areas you want to evaluate, e.g.: content, method, atmosphere, trainer-leader, participants.
- Place either figures or symbols for satisfaction on the circles (e.g. very good, ok, not satisfied — see also 10.2.).
- Decide how you want the dart-disc to be structured. For example
 - ▷ The closer to the centre the more impressed or satisfied.
 - ▷ You can structure it vice versa — the further away from the disc's centre, the more the person is satisfied.
- Explain the chart and its structure to participants and how you want them to do their evaluation rating: Ask participants to mark with a dot (or place a sticker) according to their individual satisfaction.
- Let participants do their rating by putting the marks in the respective areas.



10.4 Poster exhibition

MATERIAL *flipcharts and markers*

STEPS

- Write the aspects you would like to have feedback on at the top of different flipcharts, e.g.:
 - content of the day
 - methods and exercises
 - overall atmosphere
 - performance of trainer/participants...
- Paste the flipcharts on the wall and explain that you want participants to write down their feedback about the day.
- Instruct them to first read what is written down already to avoid writing down the same issue several times. If a statement has already been mentioned, let them draw a line behind this issue, for example like this: "I liked the group work on conflict very much" IIII (means 4 people think or feel the same).
- Let participants move from poster to poster and write their feedback.
- You can do this at the end of every day (don't forget to identify the different days) or only once at the final end of the event.

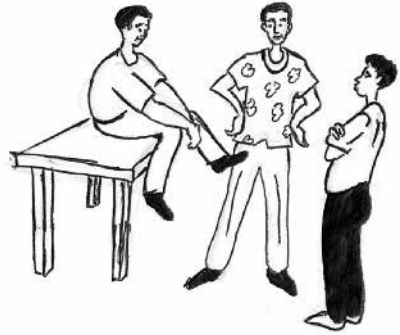
10.5 Daily feedback teams

This method describes how a group of 3 participants takes care of the evaluation of a specific day on behalf of the whole group. It describes a structured way of giving feedback that is most useful in large groups (more than 20 participants) as it might take a lot of time when everyone gives personal feedback.

STEPS

- Ask the group to volunteer and form different groups of 3 for each training day. (An alternative might be that the 'old team' selects the new feedback team members after they have done their feedback report.) To change the team every day has the advantages that everybody gets the chance to practice; and to spread the task across many shoulders.

- Instruct the evaluation teams about their responsibilities:
 - ▷ being alert to how the participants feel and behave
 - ▷ choose the feedback method (give a written summary, present a quick role-play, develop a song...)
 - ▷ collect feedback from the other participants: what was good, what was inadequate, what should be changed in the future, what was helpful — why? what was most useful, interesting, difficult?...
 - ▷ analyse the feedbacks you have collected and add your own evaluation, then prepare a summary
 - ▷ present the feedback summary at the beginning of the next day
- Before starting the session the following day, the feedback team presents their findings to the whole group.



10.6 SEG – Support & Evaluation Group

This method is a useful way of having a structured exchange among participants. It is a method for recalling the day's work, clarifying issues and supporting each other (someone might not have understood an area and others are able to explain). It is most appropriate for long lasting training (more than 3 days).

STEPS

- Form groups of 4–5 persons.
- At the end of every day, participants assemble in their groups for an exchange. Instruct them to follow the guidelines below. The questions will help them to have a fruitful and structured discussion.



- ◆ What was NEW for you TODAY (information, skills, activities, methods)?
- ◆ What was the HIGHLIGHT of the day for you?
- ◆ What was DIFFICULT for you today?
- ◆ I want to KNOW MORE about...
- ◆ What did you NOT like today?

- The SEG should not take long (10–15 minutes), but can go on for much longer if participants wish.
- A summary of the SEG can be given the next day, before continuing the training, as there might be issues to be clarified or insights from one group that are supportive to the understanding of everyone.

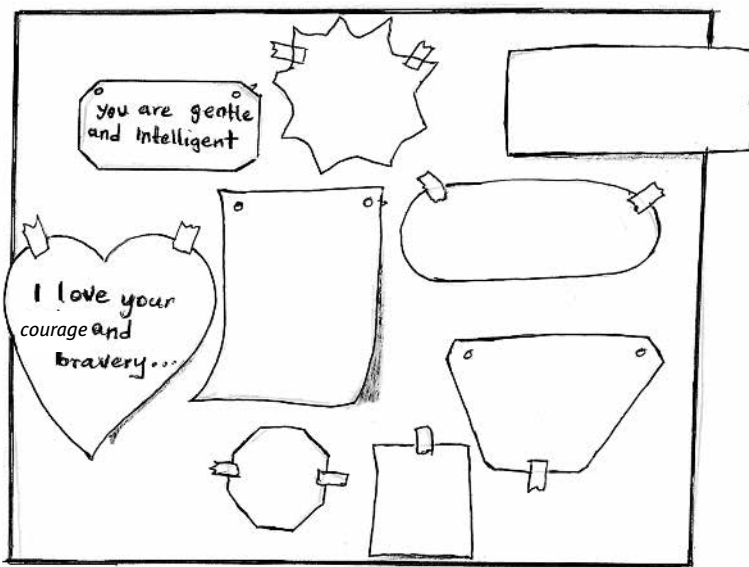
10.7 Secret admirer

This method may encourage participants' attentiveness towards each other as they are asked to focus on positive behaviours and admiring the personal characteristics of one person. This might support the development of an atmosphere for personal growth throughout the training. Participants may additionally get to know new things about each other and there could even be a competition about who is able to send the most creative message?!

MATERIAL *one board or flipchart or big sheet of paper*

STEPS

- Write down the names of each of the participants on a single piece of paper, fold them and put them in a container.
- Create a "Message board for secret admirers" where the messages are posted.
- Let the group know that everyone will soon have an admirer who will secretly post messages for the person on the message board.
- Inform participants that they will pull one piece of paper and that every paper contains the name of one of the participants. The person pulling (A) is the secret admirer of the person whose name is written (B).
- Before letting participants pull the name-paper, inform the group about the rules as follows:



- Check the name immediately but keep the name secret. If someone draws their own name they have to change the paper.
- You are asked to send written supportive messages to the person without revealing your own name. This means that the secret admirer does not write or say who they are.
- Let participants know that these messages will be secretly posted on a special “Message board for secret admirers”.
(Find the most appropriate way to do this!)
- Throughout the training, new messages will secretly appear on the board.
- On the final day, set aside some time for the participants to acknowledge their secret admirer together. You may all move to the board and read the messages together or you let each participant who wants to make a statement do it. If they wish, they can guess who their admirers were.

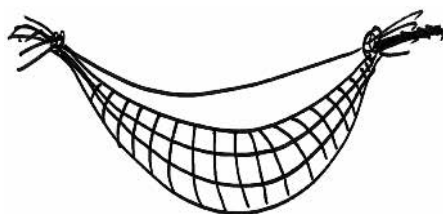
END OF THE TRAINING

10.8 Fishing net & pond

MATERIAL *Flipchart and markers*

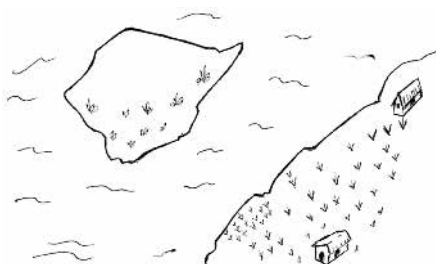
STEPS

- Draw a fishing net that floats in a pond. Explain your drawing to the participants and how you want it to be filled. For example:
 - Inside the fishing net: what did we conclude, reach, achieve (one item per box)
 - Pond: what did we not achieve
- Let them reflect on the training for a while, then get up and fill in their thoughts in the respective areas.



VARIATION

- Instead of a fishing net you can draw other objects and request other feedback such as, e.g.:
 - *island* with the sections: solid or indisputable facts,
 - *alluvial land*: new knowledge not really secured yet,
 - *sea*: impressions that are not usable yet.



10.9 Evaluation iceberg

MATERIAL *Flipchart and markers*

STEPS

- Draw a big Iceberg on a flipchart or another big sheet of paper with the following sections:
 - Tip of the iceberg: insight and results that have to be implemented in any case
 - Below the surface: issues with relatively big personal relevance
 - At the bottom: Insights and newly acquired knowledge that can wait for implementation
- Explain the drawing to participants, let them reflect on the training and fill in their thoughts in the respective areas.



10.10 Metaphor

STEPS

- Ask the group to reflect on the training. You might quickly go through the topics discussed and activities carried out along the plan of the event.
- Explain that you want participants to choose an object (thing, plant, meal, condition, metaphor, word or phrase) that describes what they think about the training (their evaluation of the event).
- Let the first participant mention the object chosen and describe their evaluation.

E.g.: “I feel like a watering can that is filled up to the top, eager to sprinkle the water on the plants”.
“I feel like an okada — wanting to carry many passengers to various places very quickly.”
“I feel like a young plant, starting to root and at the same time growing and blossoming but fearing that I will not receive sufficient nurturing.”
- Let them one by one find a symbol or a metaphor and formulate a sentence that describes their individual thinking and feeling.

10.11 Complete the sentence...

MATERIAL Flipcharts and markers

STEPS

- Prepare the flipcharts according to the aspects of the training you want to be evaluated; write one at the top of each flipchart (or use a mindmap)
e.g.:
 - ◆ I find the training effective because...
 - ◆ The training could be improved by...
 - ◆ The facilitator(s) could be more effective if...
 - ◆ I didn't like it when...
 - ◆ I liked it when...
 - ◆ The most useful part of this training for me was...
 - ◆ The most interesting part of this training for me was...
- Display your open-ended sentences on the floor, tables or walls.
- Explain that you want participants to go from one chart to the next and write down their individual thoughts/feedback towards the respective sentence.
- Let participants move from one sheet to the next and note their thoughts by completing the sentence. E.g.
Already written on the sheet is: "I find the training effective, because..."
... I learned many things about my own attitudes
... I received handouts with a lot of information that will help me to understand better
... I could exchange my ideas in the group

10.12 Fishbowl

This method can be used for a quick daily evaluation as well.

STEPS

- Prepare the room with 3 or 4 chairs placed in the middle of a circle of chairs.
- Explain that only the people sitting on the chairs in the middle are allowed to talk. Further instruct that when someone has finished talk-

ing they move to a chair in the outer circle and make way for a new speaker to come in.

- Ask an evaluative question about the training e.g. “What was the most interesting topic to you?” or “What was difficult for you?”
- Let one participant in the inner circle give their feedback and move to the outer circle. The next one talks, and so on, until everyone has voiced their concern.
- In this way, everyone has the chance to talk, is listened to by the others and the participants move around.



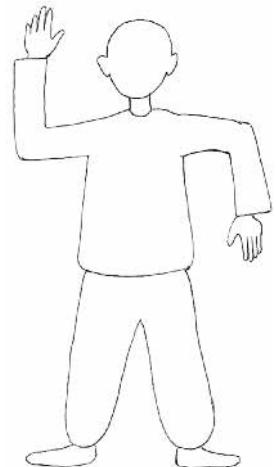
10.13 Draw & write

You can use this method for the ‘Expectation’ session as well.

MATERIAL *Flipchart and markers*

STEPS

- Draw the outlines of a human being on a flipchart.
- Instruct the participants to write on the different parts of the body what they gained for the respective parts during the training, i.e.:
 - ▷ *Brain: knowledge about conflict content, new methods*
 - ▷ *Legs: activities that include the whole body, information to spread*
 - ▷ *Stomach: nutritious food*



VARIATION

- Make two drawings, one for what they gained, one for what they did not get.

10.14 Move close to me

STEPS

- Let participants stand in a circle and explain that they have to move according to the following instructions: One person stands in the middle of the circle and expresses an evaluation of the training. Depending on the degree of each participant's agreement with this statement, everybody moves towards the speaker.
- Demonstrate what you have explained. Stand in the middle of the circle and formulate an evaluative phrase e.g. "The methods used are inspiring to me." Participants move towards you (the one who made the statement); the more one agrees with the statement, the closer one moves to the statement-maker.
- Let all the participants express an evaluation and all the others move and take their position.

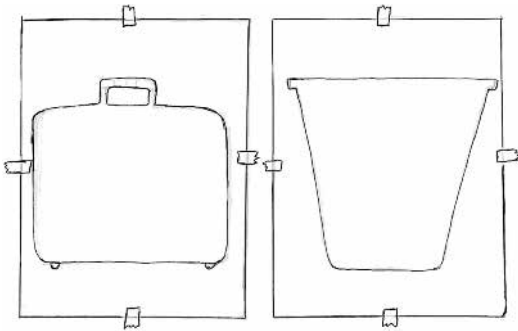


10.15 Suitcase & waste bin

MATERIAL *Flipchart and marker*

STEPS

- Draw the outlines of a large suitcase on one flipchart and the outline of a waste container on another one.
- Display the charts and explain as follows: everything you gained and want to take with you, write it in the suitcase. Everything you want to forget about the training, write inside the waste container.
- Let the participants fill the suitcase and the waste container.



10.16 Fill the form

MATERIAL *Evaluation sheets*

STEPS

- Prepare an evaluation sheet containing all the important aspects of the training, e.g.: topics, methods, accommodation ... and distribute one to each participant to fill it in individually .
- You might go through the form and explain how participants should fill in the various sections.
- Let the participants fill in the forms and collect all the filled forms.

Appendix



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Primer for the Metaplan Technique – How to moderate group discussion using the Metaplan technique

The three musketeers – working paper

What **I** like

1

2

3

What **I** do not like

1

2

3

What **we** like

1

2

3

What **we** do not like

1

2

3

How do I differ from the others

Value exercise for teams

Look over the list of values below. Circle values that “jump out” because of their importance to you. Then write your top 5 values below the list. Feel free to add values if needed.

- | | | |
|--|--|--|
| <input type="checkbox"/> caring | <input type="checkbox"/> hard working | <input type="checkbox"/> careful |
| <input type="checkbox"/> result oriented | <input type="checkbox"/> quality | <input type="checkbox"/> dependability |
| <input type="checkbox"/> creative | <input type="checkbox"/> responsiveness | <input type="checkbox"/> service oriented |
| <input type="checkbox"/> consistency | <input type="checkbox"/> justice | <input type="checkbox"/> cooperation |
| <input type="checkbox"/> purposeful | <input type="checkbox"/> order | <input type="checkbox"/> balanced |
| <input type="checkbox"/> challenging | <input type="checkbox"/> success | <input type="checkbox"/> confidence |
| <input type="checkbox"/> learning | <input type="checkbox"/> responsible | <input type="checkbox"/> together |
| <input type="checkbox"/> gender sensitive | <input type="checkbox"/> security | <input type="checkbox"/> conflict resolution |
| <input type="checkbox"/> culture sensitive | <input type="checkbox"/> ethical | <input type="checkbox"/> supportive |
| <input type="checkbox"/> sharing | <input type="checkbox"/> practical | <input type="checkbox"/> common goal |
| <input type="checkbox"/> stimulating | <input type="checkbox"/> clarity | <input type="checkbox"/> processes |
| <input type="checkbox"/> motivating | <input type="checkbox"/> control | <input type="checkbox"/> consensus |
| <input type="checkbox"/> innovative | <input type="checkbox"/> initiative | <input type="checkbox"/> |
| <input type="checkbox"/> commitment | <input type="checkbox"/> enthusiastic | <input type="checkbox"/> |
| <input type="checkbox"/> truth | <input type="checkbox"/> straightforward | <input type="checkbox"/> |
| <input type="checkbox"/> integrity | <input type="checkbox"/> transparency | <input type="checkbox"/> |
| <input type="checkbox"/> fairness | <input type="checkbox"/> flexible | Top Five: |
| <input type="checkbox"/> listening | <input type="checkbox"/> nuanced | 1. _____ |
| <input type="checkbox"/> courageous | <input type="checkbox"/> competition | 2. _____ |
| <input type="checkbox"/> honesty | <input type="checkbox"/> enlightening | 3. _____ |
| <input type="checkbox"/> originality | <input type="checkbox"/> boosting | 4. _____ |
| <input type="checkbox"/> efficiency | <input type="checkbox"/> vulnerable | 5. _____ |
| <input type="checkbox"/> effectiveness | <input type="checkbox"/> solidarity | |
| <input type="checkbox"/> relevance | <input type="checkbox"/> open | |
| <input type="checkbox"/> equal | <input type="checkbox"/> inspiring | |

Violence exercise

Violence to me means ...

I recognize violence by ...

Human beings use violence because ...

Human beings are victims of violence because ...

Violence has many facets, like ...

Violence to the victim means ...

Violence to the perpetrator means ...

My symbol for violence is ...

Katharina Schilling is a medical nurse and social economist. From 2002–2007 she worked in war-torn Sierra Leone with SLADEA, a non-governmental organisation focusing on literacy and adult education. There she trained and supervised mainly young people to work as facilitators in mediation and nonviolent conflict resolution. In this context, she developed some initial materials, that are still being used by Sierra Leonean facilitators. Since 2010 she has been working with the youths of the PCC on peacebuilding, constructive conflict transformation and violence prevention. Although a variety of books on these topics is available on the international market, it seemed convenient to develop specific working materials, adapted to the context and appropriate to the actual needs, prior knowledge and experience of the youths. This is why and how the resource book – a comprehensive volume of information on topics elaborated and worked on in trainings; and the method book – a compilation of practical instructions on designing and running training sessions in an interesting way, are designed to approach difficult topics in a light-hearted way. The two books complete each other, belong together and will hopefully be useful instruments for all those interested or working in the area of peacebuilding.

Julius Nzang is a young Cameroonian professional Journalist. As a member and group president of the CYF (Christian Youth Fellowship) movement in Kumba, he was selected to attend training on peacebuilding and conflict transformation organized by PCC – CPS. Due to his active participation, talent for drawing and his passion for peace work, he was selected and given the opportunity to assist in the work of the peace project. His illustrations in the resource book and method book show his creativity and drawing skills. With the perception of a young Cameroonian, he cross-checked the relevance and phrasing of the contents of the two documents. He also shares his knowledge and experience of peace work by co-facilitating training sessions.

**Peacebuilding
& conflict transformation**
A resource book



zfd



Brot
für die Welt

