



Centre for Nonviolent Action



# Nonviolence!

Peacebuilding Training Handbook

Ivana Franović · Nenad Vukosavljević

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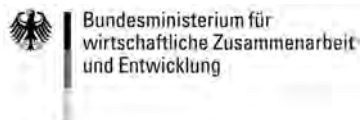
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# Introduction

This Handbook is intended, above all, for people living in countries with a legacy of violence, hatred and fear who want to transform their societies and communities with a view to making them more just and better for all. It was written from an insider's perspective, providing neither a bird's-eye view nor observations from the sidelines, but rather the perspective of peace activists whose struggle takes them across borders and into the spaces between communities in conflict. Its starting point is the perspective of those affected by violence who are seeking to prevent the spiralling of hatred and revenge.

The team of people at our organisation shares a sense of solidarity and dedication to peacebuilding. We are rooted in the region in which we live and work, connected to the people living here, whatever their differences and relations. Still, in reality we are reminded almost daily that many see us primarily as members of (non)friendly communities, and this experience has shaped our perspective and approach to peacebuilding. We believe this Handbook will be most useful to those who share a similar sense of local rootedness, but it will likely also be useful to those in the role of external actors intervening in violent conflicts to support efforts for their peaceful transformation. The experience we have acquired in exchange, cooperation, and even running training or dialogue workshops in other parts of the world (Manipur/India, South Africa, Colombia) tells us that, despite differences in context, there is great interest and a connecting thread that makes our experience understandable and applicable in other places as well. That is the reason why this Handbook is also being published in English translation.

We believe this Handbook will be most useful to people who have experience in adult education and the education of children and who are no strangers to interactive work. We do not recommend these methods for use by people without relevant experience or by those without the support of a team. We have no desire to support experimentation on people and if this as part of your motivation, we suggest that you reconsider.

Unfortunately, we are not able to cite a source for all the exercises in the Handbook. We created most of them, inspired by the people we were working with and the socio-political circumstances and relationships we lived in. Some we learnt from partners or in training we attended. We cite a source only where we can be sure of the origin of the exercise or its inspiration.

The Centre for Nonviolent Action (CNA) has been running training since 1997. In 2000, we published our first Handbook – *Nonviolence? Training Handbook for Conflict Transformation, Working*

*with Adults* – whose structure is similar to the Handbook you are now reading. Twelve years later we published *Reconciliation?! – Training Handbook for Dealing with the Past*, which was translated into English. It presents a collection of methods we used in our work on dealing with the past with different groups, as well as texts that explain our approach.

The Handbook you are reading contains a bit of both its predecessors, as well as numerous methods we discovered and/or created in the meantime and continue to apply in our work.

Written from the perspective of insiders/locals, this Handbook is primarily intended for those to whom running peacebuilding training is neither a job, a calling, nor an act of charity to others, but instead a response to the challenge of violence and injustice in their local community. My motivation was anger over an injustice: it was adversity that compelled me to do peacebuilding and not a quest to make myself feel useful.

When, some twenty years ago, I was learning how to run training in Germany, the role of the trainer usually entailed restraint, not showing emotion, and a pronounced caution in relation to expressing views, participating in discussions or relating personal experiences. From our perspective as locals, the approach to training we advocate at CNA is quite different.

The role of the trainer insider is specific and differs from the role of someone living their life in different, safer and calmer circumstances. We are not neutral, we are not and do not want to be mediators; we are actors within a violent conflict and we refuse imposed roles and categories. We are not the third side either, because we don't need sides; we do not run away from our identity markers, but we do give ourselves and others the freedom to independently determine their (un)importance. Being an insider, I am assumed to be biased; to the people I work with my name signals my belonging to a group that is clearly defined in people's minds with expectations of how members of the group usually behave. Just as with outside trainers, each of us must fight to gain trust, because the starting position is that there is no trust – and that is fine, because realistically that is how things are.

Our endeavour focuses on helping to dispel fear of the other (even of us as trainers who also feel some of that fear) in order to reveal possibilities that had previously seemed unimaginable and let the process of liberation from fear take its course. Fear of the other is just the start, a hairline crack in the dam that starts to give.

Learning to run peacebuilding training means learning to keep on learning and re-examining, primarily yourself, and then encouraging others to try the same.

We make this Handbook publicly available and free of charge in solidarity with people all over the world who take active roles in bringing about social change.

Never give up!

*Nenad Vukosavljević*

## Acknowledgements

We would like to thank all the training participants with whom we learned together, who inspired us and gave us hope. A big thank you to all our partners who ran training with us. Our gratitude also goes to our donors who had an ear for our assessment that training was necessary in the region, and especially to those who supported us even when their budgets did not provide for cross-border cooperation. A special thank you to those whose financial, administrative and moral support made the publication of this Handbook possible: the *Austrian Development Agency (ADA)*, the German *Federal Ministry for Economic Cooperation and Development (BMZ)*, *Diakonie Austria*, the *International Fellowship of Reconciliation (IFOR Austria)*, and the *KURVE Wustrow Centre for Training and Networking in Nonviolent Action*.

Thank you to the colleagues from the Centre for Nonviolent Action who made it possible for us to develop this Handbook.



# 1. Training as a Method

Nenad Vukosavljević / Ivana Franović





## 1.1 What is Training?

The word seminar comes from “seminary”, denoting a seedbed, and is commonly used to describe a form of teaching that combines instruction and discussion. Training is a seedbed, but it isn’t instruction. It is a seedbed of critical thinking, an exercise in understanding rather than mastering, of liberation not trepidation. Peacebuilding or nonviolent conflict transformation\* training is a meeting place for people from mutually hostile communities. Training is not learning which recipes to use in order to transform conflict or build peace; it does not offer knowledge gained elsewhere that participants (not trainees!) need to acquire; rather, it encourages them to re-examine what they already know, compelling them to deconstruct their own attitudes and those of others so as to understand them and reconstruct them while taking into account different experiences and perspectives. Training should involve struggle, with yourself and with others, not in order to come out victorious, but in order to understand, to clear away layers of prejudice, stereotypes, myths and the fear of getting hurt or rejected, and in order to gain a new awareness that will enable you to recognise the human in people belonging to the “enemy” group. New knowledge and awareness leads to self-transformation, allowing us to recognise the need to change our society and make it more just.

The training pivots on the assumption that almost everyone has a capacity to sense injustice. Thus, in any given situation, almost everyone will agree that starving a child is unjust, as is expelling a family from their own home and preventing their return. But in real life such injustices occur on a daily basis and far from causing anger or revolt, they often find support. This happens because the situation is contextualised, because our assessment of the situation is influenced by prejudice, stereotypes, previous experiences with a member of the group that we identify as either victims or perpetrators of violence, by unsupported assumptions, and often by our fear of standing up to our own community, i.e. the majority. The outcome is that injustice against members of the other (enemy) group is often perceived as deserved and justified, with a reference to “what they did to us”. This results from, on the one hand, collectivising guilt, assigning it to larger groups of people perceived as belonging to one community; and on the other, from collective self-victimisation where we consider our own group an innocent victim, which is the precondition for tolerating the violence committed in its name. The violence that arises from projections of righteousness and guilt is pervasive, most often

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\* In the early post-war years, when the threat of direct violence was high and pervasive, we used the term *nonviolent conflict transformation*. Peacebuilding, a broader term than conflict transformation, also includes fields of action that are not obviously related to conflict transformation.

taking the shape of *structural violence* (discrimination and violation of basic rights) that sometimes escalates to direct physical violence.

If our aim is to reduce violence and create a more just society, then awareness of that hidden portion of violence preceding its direct physical manifestation needs to reach a larger number of people in order to create potential for change.

This rationale is logical and easily understood by most people; however, when it comes to changing attitudes and, by extension, behaviours (the ways we put our attitudes into practice), personal experience constitutes an important foundational element of change. As a rule, people are most sensitive to the kinds of injustice they have themselves experienced; they are quickest to recognise the kind of injustice they have felt on their own skin, the kind that experientially hits closest to home. That is why, in addition to discussing rational views and theories of change, an important part of the training is devoted to acquiring personal experience that is emotional as well as rational.

Encountering people from the “enemy” group is in itself emotional, because the reality of dialogue with people from the other side is an uncommon event that usually entails both fear of getting hurt and fear of hurting someone else. Such a set-up creates tension, people feel constrained, hampered by a fear of conflict, unfamiliarity with points of disagreement, or they simply fear the response from the other side that is, in their own minds, likely beset by various prejudices. That is why it is important to create a safe space at the training, allowing people to freely express themselves if they feel hurt and encouraging them to do so constructively, without casting blame and instead making an effort to understand the views from the other side as well as their own feelings. Since it is very difficult to deal with your own feelings if you are beset by fear or anger, the use of decontextualised exercises is recommended. These provide an emotional experience and experiential learning, where participants enter a safe space to cooperate and communicate with others, including those from the enemy side, and have an opportunity to receive and give criticism in a non-threatening way in order to practice understanding themselves and others. As a rule, this part of the training results in a strong feeling of belonging to the group; people are thrilled to find that different belongings do not prevent them from understanding each other, they recognise similarities in behaviour and identify their own mistakes without anyone judging them for it.

The next step involves examining value-based differences and discussing sensitive social topics. This is a step back into reality. Having gone through an experience where we were able to understand and recognise each other as people, we return to the issues that divide us in real life. Divisions arise along different lines: ethnic divisions, men/women, attitude towards LGBT rights, interpretations of the past, conservative versus liberal outlooks, and so forth. The power of the previously created cohesion is now put to the test, and depending on the extent to which it is shaken, some time can be allotted to re-fostering it or to deepening interaction towards an analysis of current social problems related to cross-border cooperation (e.g. dealing with the past, national prejudices, etc.) in combination with those that are common to the whole region (patriarchy).

With the newly acquired insight into our own modes of behaviour and a better understanding of the view from the other side, we go back to looking at everything that divides us as societies and consider possibilities for overcoming these issues primarily by asking what doesn’t work in our own society, and how it leads to injustice, instead of resorting to the usual mechanism of blaming the other side. Instead of abstract and seemingly irreconcilable objectives, we set up sub-objectives, smaller steps that can contribute to a common aim; at the same time, recognising allies on the “enemy” side reveals a hidden strength we were not aware of before.

Encouraged by the experience of reflection, self-reflection, dialogue and cooperation with “enemies”, the participants are often left unaware that these newly acquired insights and knowledge will make them sensitive to injustice in their own communities where they will not have recourse to the circle of support they felt at the training. This is why it is necessary to bring the participants

out of the training in a way that will remind them of what is waiting for them at home, so that they can mentally prepare for that return and come up with things that they can do to make their action against injustices and for social change more realistic and sustainable.

To that end, the path to change that we usually traverse during the training is:

- The participants and trainers get to know each other in an atmosphere of cooperation and mutual learning. Voicing different opinions is encouraged over the pretence of harmony.
- We work together to identify decontextualised injustices (which is quick and easy and creates a feeling of togetherness and trust).
- Situations are contextualised in political reality, which leads to reservations, conflicts, fear and insecurity that consequently eats away at the previously created feeling of togetherness.
- Space is created to experience situations while taking on roles (empathy for different views and experiences), which encourages expressing emotions that enable a better understanding of one's own as well as others' mechanisms. Through this experience, people acquire new knowledge, because the basis of learning is not just rational argument but sometimes quite irrational, though no less real, feelings (of fear, closeness, etc.).
- Modes of behaviour in conflict are analysed based on personal experiences and compared with the social processes they resemble.
- Analysis and discussion are used to seek ways to bring about social change that would entail the involvement of the participants themselves and that focuses on concrete practical opportunities for change instead of abstract notions that depend on someone else.
- The participants prepare mentally for returning home and dealing with the discrepancy between their newly acquired sense of empowerment and motivation to fight for a more just society and the apathetic environment that awaits them at home.

*What the training will amount to also depends on the approach of the people running it. It may have results contrary to those presented here if the approach fundamentally departs from the principle of nonviolence.*

## The Principle of Nonviolence at the Heart of the Approach to Peacebuilding Training

The methods presented in this Handbook are neutral in terms of values. They do not contribute to peacebuilding in and of themselves, nor do they necessarily help people learn to address conflicts in a nonviolent manner. What is more, the same methods with a different approach and a different set of values directing the training process, if at odds with a dedication to nonviolence, can be very destructive and result in deepening prejudice, hurting the participants and dismantling trust. Peacebuilding and nonviolent conflict transformation are not aided by the methods used at the training, but rather by the system of values espoused by the training team. The role of the trainers in that respect is not to present the values of nonviolence, but to live them. Respecting the inherent dignity of all people, upholding equality, encouraging everyone to find their space and supporting them throughout this process are all ways to put into practice the values of nonviolence. Furthermore, members of the training team have the same rights as all other participants in the discussions, they wait their turn to express their opinion and have no right of precedence. The training team is

responsible for managing the process, but in terms of the actual activities, they participate just like anyone else, relating their experiences, thoughts and feelings on an equal footing; they do not assess the participants, but instead encourage a distribution of responsibility for the joint work being done and take care to manage the burden of authority that comes with their role so as not to encroach on the space and freedom of others. The training team should also make room for disagreement and understanding different viewpoints among members, not as a pre-arranged performance but as a real space that can serve as an example to others. This is because criticism and self-criticism are essential components of that readiness to re-examine which lies at the heart of nonviolent action.

Experiential exercises are set up so as to demand action from the participants in a way that simulates everyday life, and the exercises are then evaluated find out different actions are seen as constructive, useful or harmful – e.g. which disrupt the process of understanding and trustbuilding or even provoke violent feelings among some participants. Often this joint analysis of behaviours and interactions can at first cause a feeling of embarrassment, anger, hurt and/or a feeling of being manipulated by the trainers, because participants are brought to see their own behaviour as something they do not like. On the other hand, participants at the receiving end of such behaviours may come to see the evaluation as a righteous comeuppance, a moral victory on their part, thereby consciously or unconsciously inciting competition among the participants. In addition to defining “correct” and “incorrect” behaviour, such competition also entails moral censure and moral superiority. This introduces a whole new level that is no less important than the initial input provided by the experiential exercise. The training team must bear this in mind and manage it with just as much care as the experiential exercise. It is paramount (especially at the start of the training) to deal with issues of how we experience our own mistakes and those of others and what kinds of reactions they provoke in us. Participants should be reminded that seeing mistakes is the first step to self-improvement, the kind of improvement where we don’t aim to be better than others but instead better towards others and towards ourselves. If we manage to overcome the learned model of behaviour where life is just about competing with others and fighting for narrow personal interests, we will glimpse a different world, an opportunity to actively participate in building a more just society. This shift in thinking is by no means easy and is far from the path of least resistance, because it is likely to be met by a lack of understanding and discord within our own environments, but it will also provide opportunities for cooperation with people of similar convictions across conflict divides, for giving and receiving support and mutual inspiration, and for transforming conflict.

The aim of the training is, on the one hand, to give people the opportunity to become aware of injustices they were blind to before and then to encourage them to open up conflicts in situations where they see an injustice, but to do so constructively, nonviolently, without the intention to humiliate, defeat or destroy the other side. The principle of nonviolence that is fundamental to peacebuilding training asks that we respect the human dignity of our opponents and make it an integral part of any action against injustice. The aim is to remove injustice by trying to win over those opposing us, those who either knowingly or unknowingly support the injustice, and turn them into allies. Refusing to define those we come into conflict with as enemies is the basic premise of this approach.

A set up in which we see ourselves or our group as good and just and naturally inclined towards justice, in contrast to our unjust and evil enemies, replicates the very matrix that produces injustice and stands in opposition to the principle of nonviolence. Attitudes toward righteousness account for the main difference between an approach based on the principle of nonviolence and an approach that can sometimes be found in groups who deal with human rights issues, who usually employ narrow legal definitions of victims and perpetrators, who can often be found collectively condemning and labelling, and who tend to see their opponents as enemies and judge them from a moral high ground. Peace activism is incompatible with the role of the righteous man or woman working towards

a moral victory. The difference in approach to the shared aim of building a more just society can also be reduced to the presence or absence of a belief that most people are able to recognise injustice.

## Training Objectives

The objectives of the training are defined depending on the group, the available time and the given context, as well as what will happen after the training and how much support or follow-up is feasible. It goes without saying that the thematic focus will also influence how objectives are defined, but every training has its beginning and end, and its sequence of steps in order to lead to the desired outcome.

It is not uncommon, of course, to see training organised in a disorderly way, or a seminar organised over the weekend and called a training, but such actions are ill-conceived endeavours by inexperienced people. You cannot expect people to work closely together and expose themselves to difficulties while cooperating with the “enemies” unless they have gained sufficient experience of difficult dialogue that leads to trust and builds the foundations for cooperation. This kind of connectedness is an integral part of motivation and such changes cannot occur overnight or in two days. Also, everyone works through experiences at their own pace and different people will have different reactions, which means that both enthusiasm and the seemingly opposite reaction of hesitancy can result from the same experience, but still serve as the precondition for thorough and long-term change.

The training does not aim to change people but to provide them with an opportunity to re-examine their beliefs, their social role, attitudes and behaviours. The training creates the necessary conditions by becoming a safe space, not in the sense that feelings of fear, hurt or hatred will be glossed over, but, quite the opposite, a space where expressing feelings and views will be free and enabled, to encourage not competition but understanding. The training does not impose views because the aim is for people to learn to resist views that are imposed on them and instead to re-examine themselves and recognise what they take as given and how much truth they truly find in the views they have espoused.

The aim of the training is for people to learn to understand others as well as themselves and their own feelings, and to channel their (re)actions in a way that will not pose a threat either to themselves or to others. Communication, understanding and conflict transformation are essential to peacebuilding, while constructively addressing the legacy of a violent past means contextualising peacebuilding, situating it within its necessary field of action. The objective itself is defined as a commitment to a process rather than as a final outcome, which means learning that there is no end to learning and self-reflection, that your “righteous” solutions or views are worthless if your neighbour does not see them as such. And that even our jointly created state of affairs (that we are satisfied with) is worthless if it does not have room for someone else to challenge it or if we ourselves do not re-evaluate it when we notice that it is no longer fit for purpose. The objective is to remain vigilant about injustice and to work in solidarity to remove it. The training functions as an intensive process of self-reflection in which the participants are ultimately free to espouse views that are in line with their own sense of what is just, and to do so without inhibitions, free from the judgement and authority of the training team. There is, of course, the assumption and expectation that once people recognise the ways in which they support or tolerate injustice against others, they will change how they act. But they themselves must decide how, when – and even if – they will take that step.

## Scope and Limitations of Training

Training is a powerful tool for social change because it provides individuals with the opportunity to:

- undergo a process of self-reflection and re-examine their own views,
- acquire dialogue and cooperation experience with people from the “enemy” community,
- gain knowledge about their own social context from the point of view of others,
- acquire practical skills in communication, cooperation, conflict analysis and social change through activism,
- link into stronger cross-border communities based on common values re-examined during the process of communication and cooperation on the most difficult and most painful issues from their respective communities, and
- be encouraged to engage in activism for the purpose of constructively resolving social conflicts and building a more just society.

Not every peacebuilding training will be the same and it will not leave the same impression on every individual participant. That is why the issue of the scope and limitations is crucial when choosing the methodology to measure impact. The short-term effect is usually encouragement, even enthusiasm, because people experience something they had thought impossible – seeing so-called enemies work together and recognise in each other a commitment to equity. Another short-term effect is the suspicion of home environments, usually expressed as: “What did they do to you over there?”, diminished support in the local community, and the resulting heightened feeling of loneliness or hopelessness that often stretches into the medium term.

The precondition to social change is a process of personal change that can only take place when it stems from personal conviction. If in a professional capacity I advocate anti-discrimination attitudes, but do not uphold them in private, then my credibility is void and so is any chance of me being able to create space for personal change: the vast majority of people can ascertain credibility through the process of interaction at the training, and this is the basis for building trust, respect and possible cooperation.

That is why it is very important to clarify that in terms of professions (reporters or educators) people understand that they will not be participating as representatives of their profession but as complete individuals whose personal and professional integrity are inseparable. The fact that someone may use their profession to conceal their own convictions should not cause too much concern.

## 1.2 Training Participants

This section deals with the criteria we use to select training participants, how we form the training group, why it is important to include members of minority and marginalised groups, what the optimal size of the group is, how we inform potential participants about the training and who decides on the applications and how.

### Composition of the Group

For the interactive and participatory training and workshops that we run, the best option is a very *heterogeneous group*. A heterogeneous group has potential not only for conflict but also for exchange and learning owing to a wealth of diverse experience. For peacebuilding and dealing with the past training, it is crucial that the participants come from different parts of the target region and from sides that are “enemies”. It is important to include participants from smaller or neglected places so that the group is not made up of only people from economic, educational and political centres. We pay special attention to regions without active peace organisations from which we rarely receive applications for training.

Of course, we aim to have the same number of women and men. In patriarchal contexts, such as the Balkans, it is not recommendable to compose groups with more men than women, but a slight predominance of women usually does not cause difficulties.

It is also useful for the group to be diverse in terms of age, with participants from different generations. Although balancing different needs can be a challenge, it is worth making an effort because the value of intergenerational learning, broader views and mutual inspiration is immeasurable. CNA training is for adults over 21 years of age. The exception is training tailored specifically for young people (university or secondary school students).

Professional diversity (where there is potential to transfer knowledge) is another bonus for the group. Peace work would have to be done in different sectors, so this is another opportunity to create links between sectors and potentially facilitate cooperation. In our experience, professionally diverse groups are much more conducive and inspirational when it comes to working together. For us the priority groups are activists from non-governmental organisations and political parties, reporters, educators, people from local authorities, social workers and war veterans. In our assessment, they have the most opportunity to apply and/or transfer the knowledge and skills they gain so that the wider community may benefit from their participation.

Including members of minority and marginalised groups is not important only in terms of positive discrimination, but because they provide a unique opportunity to learn from their experience. Their participation can be crucial for developing sensitivity about existing prejudices, discrimination and

#### Criteria for forming the group:

- voluntary participation
- participants from different parts of the target region
- diverse ethnic/national belonging
- equal number of women and men
- different ages (over 21)
- different professions
- members of minority and marginalised groups



structural violence. Members of the majority group are often not fully aware of the inequality and discrimination present in their society, and this lack of awareness in turn often leads to denial. Within such a set-up, members of minority and marginalised groups can help shed light on the depths of the problem and offer ideas about possible changes.

An important criterion for CNA training is that the participants volunteer for the training, that they participate because they want to and not because their superiors delegated them. This is why we do not accept candidates on behalf of organisations, but only people who apply individually. The greater the personal motivation for participating in the training, the better and more effective the training will be, meaning that the energy and resources invested in the training will not be wasted, but will truly go towards building capacities for social change.

Candidates are required to fill out a questionnaire when applying for the training.

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Examples of questions from the application questionnaire:

1. First and last name
  2. Contact (address, phone, email)
  3. Date of birth
  4. Sex
  5. Are you active in an organisation? Which one?
  6. Profession
  7. Why are you interested in this training? What made you want to apply? What expectations do you have of the training?
  8. Describe in brief how you would like to be socially active. What social issues do you see yourself working on?
  9. Have you already participated in a peace education programme? Which one?
- 

## Group Size

The group should have no more than 20 participants. The regular Basic Training of the CNA brings together 20 participants, the trustbuilding training *Mir-Paqe-Mup* (done in three languages with consecutive interpretation) numbers 18 to 20 participants, and the war veterans training brings together about 16 participants. Since the training is participatory and interactive in nature, meaning that everyone is expected to participate actively, having more participants would considerably narrow the space for active exchange and equal participation. Care should be taken particularly when the training covers more difficult topics that give rise to strong emotions, which is always the case when the topic is peacebuilding and dealing with the past.

On a few occasions, we have been involved in education or dialogue *programmes* where the group size was over 25 and even up to 40 participants. The organisers wanted to make the most of the funds received or the training opportunity, so they sought to get as many participants as possible. However, increasing the size of the group means reducing the intensity of exchange and straining the attention span, and tends to involve over-long plenary sessions. Most topics would then be treated only superficially, at a theoretical level, and the training team, participants and organisers would

come out of the training frustrated by the lack of space for substantive group dynamics and processes to develop.

Larger groups also require more time to build trust, which is a precondition for tackling the more difficult topics. Furthermore, there should be sufficient time for difficult topics and potentially enough room for everyone present to give their feedback on the newly created situation, where necessary. Individual feedback in groups of 20 people can be especially useful and contribute to stronger trust between people, better understanding, mutual connection and to building a very strong group that can then tackle the most difficult topics and tasks. However, in larger groups, it can prove counterproductive because it requires a lot of time and patience. If the process takes too long, it tends to exhaust people and make them frustrated with the group dynamics and cooperation. In our experience, it is almost impossible to do meaningful interactive and participatory work in larger groups, which is why we do not recommend groups of more than 20 participants. The minimum number of participants depends on the type of training, target group and context, but we believe there should be at least 8–10 people in order to ensure a sufficient level of interaction.

## Finding Potential Participants

We publish the call for applications about three months before the training. It is posted on our website, and we also send it to a host of associations, media outlets, schools and political parties, as well as to the numerous individuals who subscribe to our training information mailing list. Quite a few people apply at the recommendation of someone who has already participated in our training. We receive between 80 and 250 applications for each training, which means that we are not required to search for potential participants.

The exception to this is the training for veterans, where we do not publish a call for applications but instead invite people directly, having met them before or based on recommendations. We are continuously looking for potential participants by visiting various veterans' associations, presenting our work with veterans and motivating them to participate in the training.

## Who Selects the Participants and How?

The training team that conducts the training organised by the CNA selects the participants. The selection is made about a month before the training. The first criterion is the motivation stated in the application questionnaire. Applications assessed as having a high level of motivation are shortlisted and we then proceed to balance the group in line with the criteria mentioned at the beginning of this section. A rather lengthy waiting list is also formed from all the applications that passed the selection stage. Cancellations are common; in our experience, at least a few of the waiting list applicants will be invited for the training.

Assessing motivation is no easy task. Some people are more eloquent and clearly articulate their thoughts and visions, while others find this more difficult and submit rather scant applications. However, it may turn out that the former are not as interested in becoming active in peacebuilding and want to come for the training out of mere curiosity or treat it as an opportunity to do some travelling. Similarly, someone who sends in a scant application may actually be highly motivated to dedicate themselves to peacebuilding. After a few rounds of selection, you may find you get more skilled at reading between the lines.

## 1.3 The Role of the Trainer

Approaches to training are wide-ranging and diverse. We do not intend to take all the different possibilities into account in analysing the approach to training, but instead aim to present our experience and explain how we understand the role of the trainer in the training that we organise.

Training organised by CNA is led by teams of four trainers, though sometimes, due to various circumstances, their number may be three or five. Members of the team are responsible for designing the training, preparing and conducting the workshops, selecting the participants, monitoring the work of the group and as well as their own, documenting the training, and taking care of various administrative tasks. We sometimes hire an additional person for some of the logistical and administrative tasks. The reason we point this out is that it seems this approach is not all that common. To our knowledge, other training organisations usually separate logistical, administrative and training tasks and assign them to different people.

The following is specific to our way of working: 1) the team has a horizontal structure, i.e. all decisions are made by consensus, and 2) there is always a team of trainers, never a single person in this role. Apart from the amount of work that would be overwhelming for a single person, the reason we always use a team is the diversity of experience this brings in terms of different personal approaches and styles of work, and most of all, the need to support each other through honest, constructive criticism.

### What is the Trainer's Job?

**Teamwork** should probably be the first item on the terms of reference for working as a trainer. A coordinated team and the atmosphere they build through their communication and cooperation greatly influences the harmony and work of the group as a whole. Harmony and coordination in this case is by no means intended to be uniformity or groupthink, but entails intensive and open communication, owning up to your strengths and weaknesses, pointing out problems in a timely manner, transparency in what you expect from colleagues, openness to mutual differences and potential disagreements, and much more besides. Essentially, it means caring about people. A poor working atmosphere among the team, when mutual support is lacking and conflicts are not approached constructively, is automatically transferred to the whole group and the joint work of the training. It is practically impossible to work on building trust and developing dialogue in such an atmosphere, which inevitably robs the training of meaningfulness.

The most obvious part of the job is **conducting exercises and workshops**. It requires the ability to give precise instructions for exercises in simple language, to facilitate discussions and moderate processes. This in turn entails a host of other tasks: keeping track of who wants to speak and respecting the order of participation in the discussion, monitoring the level of energy and engagement in the group, adapting the programme to the situation in the group and the team, making room for and subtly encouraging the more reserved participants to actively engage in the work, guiding the conversation to keep it on-topic, as well as opening space for issues that interest the group, not imposing your own opinions and making sure others don't either, tracking the communication flows and atmosphere in the group and the training team, supporting and encouraging participants who for whatever reason are struggling with the process, and subtly guiding the process of acquiring knowledge through questions and insights and by offering personal experiences. In brief, having an

overview of the processes in the group, the processes in the team, keeping track of what has been covered and what is still left to cover, and balancing all these aspects. The whole team is responsible for the course of the workshop. If the workshop consists of a series of exercises, one person will usually be responsible for conducting the exercise, so that the participants will know who to address when they want to contribute. This does not mean that the rest of the team can take a nap. If they have not been given a task beforehand, they should at least monitor the processes and participate actively.

In addition to the training team, the participants also bear responsibility for the course of the workshop and the processes under way. The team sets up the working framework, but the participants are the ones who fill it with meaningful content. The most successful training courses are the ones where the team manages to transfer as much responsibility to the participants as possible: so they open up questions, decide collectively on something that is important for the whole group, present their proposals and observations, react without prodding if they are bothered by something instead of waiting for the training team to react, come up with their own initiatives and organise them, so that they are active and absolutely present. The easiest approach to training may be to have the training team control everything, but it isn't clear how this approach can lead to meaningful training, because one of the main goals is to empower people to act, and this will be difficult unless they are given responsibility and an opportunity to practise.

Part of the work of the trainer that may be invisible but crucial is the **thorough preparation** of training and workshops. That is why we have devoted the whole of the next section to this topic.

The training team is also responsible for **taking notes** and collecting materials from the workshop. The notes, all the written materials from the workshops (wall newspapers, etc.) and workshop descriptions prepared beforehand are collated as training documentation. It is primarily useful to participants as a structured reminder; some even use it as a guide for initial attempts at creating and conducting workshops or dialogues, but it is also used internally by CNA. Even when the ultimate goal is not documentation, it is still important to take notes, and especially to write down important issues that remain unexplored, as well as personal questions, dilemmas and reminders. The training is far too rich in terms of content and process for us to be able to count on remembering all of it.

Another characteristic of our approach is that the training team actively participates in the workshops, on an equal footing with the other participants, and that they always participate in introduction exercises and in most discussions and exchanges of personal life experience. This bridges the gap between the training team and the participants, and goes towards creating one big team. But it is not the only reason we do it. We believe that with our insights and experience we can contribute to developing dialogue. The topics concern us personally, so it is important that we participate in dealing with them. Moreover, we are not cold professionals setting the group a task and then stepping back to watch the process unfold, instead we step into the fray ourselves in order to work together towards finding ways to deal with different problems in society, because we are part of that society too. We are part of the problem and part of the solution. However, it is very important that we take care not to dominate, not to take up more space than others, not to make our opinion out to be the most important. In the role of trainer, we must create space for other people's voices and for dialogue, so it is sometimes more important to keep quiet and let others use that space for expression. After all, we have more opportunities for that.

At the end of the day, after the workshops, the training team does an **evening evaluation**. Its purpose is for the team members to exchange observations, evaluate the workshop against predetermined objectives, discuss which important questions were opened up and which were not. And if they were not – was it due to discomfort or fear within the group or was it simply for lack of time, and which questions do we need to make sure we get back to? This is when we exchange

our observations about the group, about who perhaps needs more support, whether there are any specific issues or difficulties, we discuss the work of the team and other issues of importance, what was useful, what could have been done differently to be more effective, how we feel about the day, how satisfied we are with our mutual support, what kind of support we would need in the future, etc. In brief, we discuss four interconnected aspects: the content of the workshop (topic), the group of participants, cooperation within the training team and any personal difficulties.

After evaluating the day just gone, ***the team reviews the day ahead*** (or several days ahead). Even if the workshops for the next day have been prepared beforehand, it is still important to go through the plan and see how it fits the situation in the group and the team, how well it connects to what was done earlier, whether any adjustments are needed, whether any new priorities have cropped up that require setting up the workshop differently, if there are any issues that require special care.

No matter how tired the members of the team are, they should not skip the evening evaluation and planning the next day. On the other hand, even if you are feeling enthusiastic and quite up to it, it is important that the evaluations are time limited in order to preserve your own energy and that of your colleagues. Because it is almost certain that you will be tired the next evening. In case of particular difficulties or personal conflicts, they should be given priority on the evening evaluation agenda. You may have done the best possible planning for the workshop, but if the working atmosphere isn't right, all that careful planning will have been in vain.

At the end of the training, the training team should conduct, in addition to the evaluation conducted together with the participants, an internal ***training evaluation***. The set-up is similar but the internal evaluation takes into consideration the entire training and its objectives; major observations are exchanged, we discuss how satisfied we are with how we dealt with any difficulties, whether we could have acted differently, what was particularly useful, etc. An important part of the evaluation is noting lessons for the future.

When the training team finishes the evening evaluation and planning for the next day, the evening's socialising will probably be under way. Your job description does not require that you join in. However, even if you are very tired, it would be a shame to pass up an opportunity to talk to people in an informal setting, for your own sake and theirs, and for the sake of the training itself. Human contact is indispensable: it is where the best ideas, plans and joint actions originate.

Beginners may often feel that the role of trainer brings with it too much work and too much responsibility. But take it slowly, and don't impose expectations on yourself that are too high. As our colleague Goran Božičević once said (and as we keep repeating), no one will expect you to drive a tractor with a trailer full of children up a meandering mountain road in the snow. You are not alone: you have a team that will share all the ups and downs with you, and the participants may also prove to be a source of support. If the team lacks more experienced members, this may indeed present too much of a challenge and should be avoided. And if it cannot be avoided, then it is best to start with less demanding topics and workshops. And let me repeat: do not set your expectations of yourself too high.

There is no model for what a trainer is supposed to be like. People of diverse traits can be skilled trainers: quick, slower, milder, sharper, patient, impatient, witty, serious. And even skilled trainers are sometimes not to the liking of all the participants, because people have different affinities and sensibilities. This is another reason why it makes sense to have a team of trainers: when you have four different people, at least one will probably have a temperament to the liking of the sensitive participant.

It is very important that the members of the training team do not pretend to be something they are not. It is best to be as honest and as transparent as possible towards the participants, the team and with yourself. If you are doing an exercise for the first time and you are not sure how it will go, it

may be useful to tell the participants, or if you have stage fright, or if something has distressed you. Most people will not hold this against you, and you will gain invaluable trust. Conversely, the trainer should never manipulate the participants, set themselves above others people or the situation. We do not set up any exercise or workshop just to see how the participants will react, to ridicule their reaction or to offend. Training is not a place for experimenting with people, as tempting as that may sometimes seem. Such games are contrary to the ethics and values of nonviolence which should be the bedrock of working with people. Serious damage can be caused otherwise.

To start off with, until you master all the above skills, it seems most important that you love the job, have a feeling for working with people, have enough flexibility for teamwork, that you do not fear making a mistake and that you are open to criticism and constant self-examination. In addition, it is extremely useful to be familiar with the different contexts people come from, the dominant national narratives, existing prejudices and taboos. And to treat people with dignity.

## Composition of the Training Team

For our Balkan context, it is very important that the members of the training team are of *different nationalities*, i.e. that they belong to different ethnic groups. It is not important that they themselves fully subscribe to these identities or treat them as important. Most people will automatically categorise them into an ethnic group, at least initially, until they have a chance to hear them and get to know them. A mixed training team helps to build trust, which is one of the first objectives of the training.

It is equally important that the team is *gender balanced*, with an equal number of women and men. Since we live in a patriarchal context, a predominance of men can pose a difficulty. This can be off-set by having women take a more active role in order to serve as a model for or to offer support to the more withdrawn women in the group.

It is also important that the team members feel good in each other's company and that they are satisfied with their mutual communication. This does not mean that there has to be unconditional "loyalty" or that people should refrain from criticism, but simply that they trust each other enough for open and intensive cooperation. We have the privilege of choosing the people we work with and having them choose us. If you are unable to do this, it is crucial to have several days to plan the training and invest as much time as you can into getting to know each other's approaches and building trust within the team.

Our teams usually include at least one person with somewhat less training experience who is given space to acquire additional experience and build their confidence in conducting workshops.

## 1.4 Preparing the Training/Workshop

Thorough preparation of the training is crucially important. It mostly revolves around creating the training programme and detailed development of the workshops. However, before that can start, the members of the team should focus on each other and work on team building, especially if they have not worked together previously. Before developing the workshops, you need to have all the necessary information about the participants and the venue.

Preparations are usually done immediately before or up to a month before the training. The optimal preparation time for a ten-day training is three to five days, depending on how much the team has worked together before.

## Preliminary Steps in Training Preparation

During preparations, it is necessary to **discuss the training team**, especially if not all the members know each other from before: how we will work together (agreement on cooperation); the differences between our approaches; our approach towards the upcoming training; any prior frozen conflicts or awkwardness; the expectations we have of each other; our needs in terms of cooperation; what kind of support we each need; how we react to stress; what we consider our strengths and our weaknesses; what we are particularly good at; the topics we are less confident about; anything else in the work that may make us feel insecure or unmoored; which activities we prefer; whether the team count on our mental presence throughout the training or whether there any difficulties that may distract us and affect our concentration; our fears, etc.

Before preparing the workshops, the team should review the **training objectives**. If the objectives were set by the organiser, it is necessary to make sure that everyone on the team understands them clearly. It is important to assess how realistic they are and warn the organiser about any unrealistic expectations. It is also advisable to ask the organiser to point out their main expectations of the training team.

When creating the programme, it is best to start with what we want to achieve in the training and note down the priority topics and issues.

If the training team did not participate in selecting the training participants and if they have not received **information about the group** they will be working with beforehand, this is the latest moment by which they should have such information and get to know the specificities of the group as best they can. At a minimum, they should have the following information:

- How big will the group be?
- Which area are the people from?
- What are their professions?
- How many men, how many women?
- What is the age range?
- Does the group of participants include members of minority or marginalised groups?
- Why do they want to participate in the training?
- Who selected them and how?
- Were any of the participants delegated for the training?
- How was the training presented to them beforehand?
- Do (any of) the participants know each other already?
- Is it possible that someone may feel unsafe at the venue of the training?
- Are there are persons with disabilities? Do they need the help of a personal assistant? Does the person have a personal assistant? If not, has the organiser provided one? Will the personal assistant attend the workshops? Do they want to participate?
- What is their previous experience with similar training?
- Are there people who are not native speakers of the working language? What is their proficiency in the working language?
- Are there people from the same organisation but from different positions in the hierarchy?
- Any other specificities?



The preparations are also the last moment when the training team should receive information about the training venue. It is important to know the following: Will all the participants feel equally safe at the venue? Is the workspace suitable for training? Is it quiet enough that we will be able to hear each other? Is the space big enough so that we can set up chairs in a circle? Is there enough daylight? Will it be possible to work outdoors, weather permitting? Is there an additional workroom or space that we could use from time to time for small groups? Are there any difficulties with the venue? If a coffee/tea break is organised, will the coffee/tea be served in the working space or elsewhere? Does the space have technical facilities to show a film or brief presentation? What is the floor like, and can people sit on it? Can flipchart paper be attached to the walls? It is best to have as much information as possible beforehand in order to be able to anticipate potential difficulties and challenges, rather than being confronted with unexpected problems once the training is under way.

When choosing the training venue, apart from making sure that all the participants will be likely to feel safe there and that we have the necessary facilities, we also make sure that it is not in a large city with a lot going on, or a tourist destination at the height of the season, because we want the participants to be able to focus on the work. We also avoid places that are very remote. Experience tells us that apart from the training venue, we will also need access to other facilities such as shops, a pharmacy, somewhere to go for coffee or for a walk, etc. We use very remote places only if they have all the necessary facilities and if the participants know each other from before.

## Workshop Structure and Schedule

The usual daily schedule at training organised by the CNA is:

09.30 – 13.00 Morning workshop

13.00 – 16.30 Lunch Break

16.30 – 20.00 Afternoon workshop

This is the optimal schedule for longer courses of training (seven or more days), but for shorter courses the lunch break can be curtailed.

Midway through each workshop there will be a coffee/tea break of 20 to 30 minutes. Each workshop lasts about three and a half hours, including the break.

Morning workshops start with the morning circle. **The morning circle** is an important element of the training. It gives everyone an opportunity to say how they are and share important information. The training team use the morning circle to get a better sense of where people are at, what the level of energy for work is in the group, whether there are any difficulties or anything else that needs to be addressed. The morning circle is followed by a warm-up game to get everyone awake, laughing, whatever that moment calls for. We then move on to the exercises dealing with the workshop's topic. Each workshop includes two to five exercises,\* sometimes more if they are shorter exercises that do not require long evaluations.

Afternoon workshops usually begin with a game and end with an evaluation of the day. **It is important not to skip the evaluation of the day** and to leave enough time for it. The purpose is

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\* It may go without saying, but we will point out just in case: workshop "exercises" are significantly different from "games". Sometimes people call everything that is done as part of the workshop "games", but a clear distinction should be made. "Games" are used for warming up, waking up, creating an atmosphere or boosting concentration, while exercises are followed by an evaluation, they have a more complex structure and their purpose is to gain new knowledge or skills, even when they involve "role play".

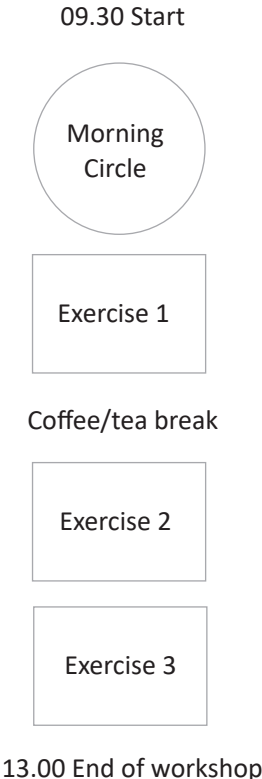


for the participants and training team to review the working day: how they feel at the end of the day, what left the deepest impression, any difficulties that need to be addressed, how satisfied they are with the methods, whether they want to share something with everyone, whether they have a message for the training team, etc. You don't have to go through all these questions every day, but everyone should have the opportunity to have a say about what they find most important. The evaluation of the day can also be used to discuss some of the following questions: What new thing did you learn today? What was difficult? What was the most interesting? What was useful? What will you continue thinking about?

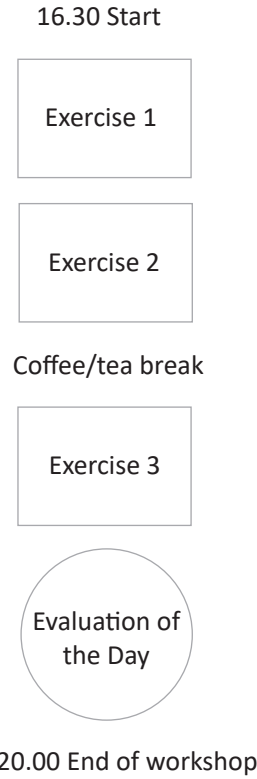
If the workshop runs over time and it seems to you that people are too exhausted to evaluate the day, you can do the evaluation the following day during morning circle. This should not be standard practice, though.

The lunch break is longer than is common at other training and seminars. However, the lunch break fills a variety of functions and is much more necessary than it may seem at the beginning. When the workshops are well under way and starting to get intensive, this down-time becomes very useful, both for the participants and the training team. And if rest is not sorely needed, the breaks can be used to get to know each other better, spending time in smaller groups, going for walks together, etc. The training team often use this break for additional consultations, especially when they need to change the prepared programme because more important issues and processes have come to light.

**Example Structure  
for the Morning Workshop**



**Example Structure  
for the Afternoon Workshop**



## Example of the Peacebuilding Training Concept

One of our customary peace education programmes is the *Basic Training in Peacebuilding*. Since the establishment of the CNA, we have organised over 40 such courses. Each training course was different, primarily because the group of participants was always different, as well as the composition of the training team, but also because the socio-political circumstances have changed over time. The choice and order of topics have differed significantly between the first few training courses and the most recent ones. The things that have remained the same are that the first session (workshop) is always concerned with getting to know each other, the first part of the training focuses on cooperation and teamwork, and the last session of the training is devoted to evaluation.

This programme has eight full working days and one free day right in the middle of the training. Training that lasts this long must have a free day. Even a day with no workshops is still fully used for the benefit of the training, because often the whole group will take a field trip together with the training team, or the day is used for rest and individual conversations with people. The training team will also use it to do a midpoint evaluation, reviewing what has been done and what still needs to be done and to plan the second part of the training.

Day 1 (Friday)	Day 2 (Saturday)	Day 3 (Sunday)	Day 4 (Monday)	Day 5 (Tuesday)
<i>Travel to venue</i>	Introduction and getting to know each other	Cooperation and Teamwork	Violence	Understanding Conflict
	Communication	Cooperation and Teamwork	Prejudice	Understanding Conflict

Day 6 (Wednesday)	Day 7 (Thursday)	Day 8 (Friday)	Day 9 (Saturday)	Day 10 (Sunday)
<i>Free Day</i>	Roles of Men and Women in Society	Dealing with the Past	Peacebuilding	Nonviolent Action and Peacebuilding
	Identity, National Identity	Dealing with the Past	Reconciliation	Evaluation

## Workshop Preparation

Once the training team has listed all the topics and major issues to be tackled at the workshops, it is useful to sequence them and define the time needed for each: will a certain topic require one or two sessions (workshops) or just half a session? Workshops are generally prepared in the order in which they will be conducted at the training.

When preparing a workshop, the focus should be on the defined workshop objectives and main issues to be tackled. Then, methods and exercises that can meet the defined objectives and open up the main issues are determined. It is not generally useful to first determine the exercise, no matter how exciting or impressive it may be, and only then go on to define the objectives and main issues of the workshop. This can lead to exercises defining the programme instead of the trainers, and it runs the risk of trainers losing sight of what the workshop was meant to achieve, especially if the exercise does not work out and fails to encourage the participants to deal with the issues.

When selecting methods and exercises, in addition to assessing whether they are suited to the given objectives and issues, it is also important to take into account the following: To what extent are the methods suited to the group, their previous experience, age range and other characteristics? Will the methods encourage the participants to explore different solutions or do they ask for just one “correct” solution? Are the methods diverse? Do the methods involve only verbal communication? Are the methods conducive to equal participation? Is the whole workshop set up as a plenary discussion, or will there be changes to the dynamics? Has enough small group work been planned? Is there a logical sequence to the issues that are opened up? What kind of response do we expect from the group? Do we expect emotional reactions from the participants? If so, have we planned enough time for the necessary processes and evaluation of the exercise? If we expect tension within the group, how will we deal with it? When should we plan a break? If the participants are supposed to work in small groups, how will they be split into the groups? Should we do games and when? Does the choice of methods fit into the given time frame? Should we prepare written materials for the workshop, theoretical summaries, readers, and which ones?

People with less training experience often fall into the trap of designing elaborate exercises, thinking this is expected of them. There is no need to get overly creative with the choice of methods. If the focus is placed on creativity, the content can easily get sidelined, and then it turns out that everyone had a really nice time at the workshop, but no one is quite clear about what they were doing or why. Having fun is not a good enough reason to organise a whole training and invest all that energy and resources, nor is a feeling of satisfaction (high spirits) on the part of the participants necessarily an indicator of how successful the workshop was.

Once the workshop is planned and set up, the training team should do some additional preparation: Who would like to run the workshop? Does anyone have any difficulty with the workshop/any of the exercises/specific issues or any other insecurities?

If it has not been done beforehand, the preparation should also be used to distribute the roles in the team: who will be leading, who will be providing support and how, who will be in charge of the protocol and putting together the documentation, who will be responsible for specific administrative tasks, etc.

The agreed programme must be printed out on paper. Also, don't forget to make a list of materials needed and agree on who will procure them.

We have a flexible approach where the training team prepares detailed plans of workshops for the first few days of the training and only a framework plan for the remaining days that consists of the objectives and main issues or ideas about what we would like to do. The first two or three days of the training are used to get to know the group better, their interests and affinities, to identify the

existing taboos and not which questions are easier to deal with and which are more difficult. After that, taking into account all these observations, the team prepares the remaining workshops on the spot, trying to keep up with the needs of the specific group as much as possible. For those who do not have a lot of training experience, this approach can be too demanding, because the workshops are mostly prepared in the evening for the next working day. However, after gaining some experience, skills and confidence, this approach is far more productive because the programme is tailored to the particular group of participants and not some notional average group (which doesn't exist, by the way – each group is unique).

## 1.5 Running the Training (Things to Keep in Mind)

Most of the important aspects of running a training have already been covered in the subsection on the Role of the Trainer. The exercises given in the next section are accompanied by additional notes that can be very important for running workshops and/or training. We also believe that the section on Difficulties will be useful, especially to those who do not have much training experience. Here, we would like to present some of the most important things to keep in mind.

From the very first workshop, you should take care to create space for all participants to be heard and slowly build trust towards the team and among the participants. It will often be necessary to subtly encourage the less talkative participants, but you should keep in mind that some people are naturally more introverted and will need more time to feel comfortable, and that it is not equally easy for everyone to speak in front of twenty or so people. You should therefore be careful not to put too much pressure on people. People should not be called on, but encouraged to participate and everyone should decide for themselves whether they wish to speak or not.

It is very useful for the training team to participate in all the exercises for getting to know each other better, and in all the group discussions. From the very beginning, you should create space for criticism of the work of the training team, the choice of methods, etc. Evaluations of the day are particularly suited for such processes, so it is useful to formulate questions that will open up space for receiving criticism.

One of the primary and most important tasks of the training team is to build the group and mutual trust. In such a working atmosphere, the unattainable becomes possible. Training is a space where we practise and develop dialogue, so false harmony should not be encouraged. Instead, we should seek to create space where conflicts – which will inevitably crop up – are dealt with constructively with mutual respect. It is not our goal to make sure everyone feels good. Given the topics we deal with, it is practically impossible to feel good all the time, and it is quite acceptable that we do not agree and that we have different views.

Special care should be taken if the group includes participants who are not native speakers of the working language. Be sure to check that everyone has understood, especially when conveying important information and instructions, and don't speak too fast. Even when everyone is proficient in the working language, it is important to keep in mind that maintaining concentration and participation in a foreign language is very demanding. This is another reason why it is advisable to use simple terms and language.

We do not often give theoretical input, preferring to leave more room for interaction and dialogue. It can, however, be useful if concise and directly related to the preceding discussion or exercise, or if it serves as an introduction to the next topic. And it remains important to leave room for critical evaluation by the participants of any presented theory.

Finally, special care should be taken regarding the role of observers at the training, be they organisers, donors, researchers, persons responsible for documenting the training or the participants and training team themselves. The training is a sandbox space for trying things out. It is important that it should be a safe space and it is safest when we are all put in a similar position. The presence of an observer can have significant impact on a safe space and can make people more withdrawn, make them stick to “well-trodden paths” and wary of opening up more challenging issues. If we have to have an “outsider” at the training for any reason, we try our best to make sure that they participate just like the others.

For the training team, participating in the workshop will be more difficult if you also have to take minutes.\* So, it is important to announce at the beginning of the workshop that you will be taking minutes in order for people to understand why you’re not actively participating.

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\* The minutes taken at a workshop are done in the form of a protocol, i.e. noting only what was said but not naming the speakers. Members of the training team take turns as minute takers.

# 2. Values Framework

*(Our understanding of terms and processes)*

Nenad Vukosavljević



Instead of repeating what others elsewhere have already said about defining terms relevant to peacebuilding and how different and contradictory the definitions seem to be, I would like to relate in brief how we at CNA understand these terms. Our understanding comes from our practical experience of peacebuilding in the Balkans and does not presume to be comprehensive, universal or globally applicable.

## 2.1 Conflict and Violence

Although the terms conflict and violence are often equated, they have clearly delineated meanings. Conflict may but need not necessarily involve violence. Violence always has consequences, both for those exposed to it, those perpetrating it and those supporting it. It influences how we view the world. It is socially widespread and can be direct (physical or visible, where the perpetrator is clearly identifiable) or structural (when it threatens basic human needs but we cannot easily or clearly define the culprit or perpetrator, such as with poverty, discrimination, sexism, etc.). Violence is essentially damaging to people because it deprives them of or narrows their access to their rights, and by imposing a model of behaviour on the perpetrators it also reduces the space for them to meet their human needs or causes them long-term damage. The damage for the perpetrators may take the form of them becoming victims of violence and injustice in the future, because violence begets violence (when considered a righteous response to previous injustice) and creates a spiral that is difficult to stop. It is not unusual for people who have suffered violence to become perpetrators themselves, as they consider such actions justified and necessary and do not think of the violence they commit as unjust but, on the contrary, as a way to dispense justice.

Conflict is not the same as violence. Conflict is a signal of dissatisfaction with the system of interpersonal relationships. Conflict may happen between just two actors or between whole collectives who believe their needs, interests or rights have been withheld, i.e. that they are in an unjust situation. Conflict is not harmful in and of itself; the ways to address conflict vary widely and analysing them can help establish the extent to which they contribute to constructive resolution or transformation of the conflict, as opposed to deepening feelings of dissatisfaction and contributing to an escalation into violence.

Conflict can be understood as an opportunity for change, for transforming existing dissatisfaction into a new situation that will satisfy everyone. That is why it is so important for conflict to be visible, and why confrontation and making the conflict visible, especially in situations of imbalance of power, can contribute to constructive conflict transformation. I use the term “transformation” to indicate the need for a process, while the term “resolution” is primarily focused on the outcome. The key



to sustainable solutions of complex social conflicts is to establish a new way of seeing yourself and others and show mutual respect and cooperation, recognising the common interest for everyone's needs to be met, needs that are often not obvious because they get overshadowed by demands being made by both sides. Such a fundamental change of relations requires time and development in stages, testing out possibilities of cooperation and thus building a relationship of trust. The process has its ups and downs, steps forward and steps backward, which is why it is important to have a space for trying out different solutions, something that cannot be achieved if the focus is on getting quick results while neglecting the importance of the process.

## 2.2 Nonviolence

Nonviolence is a commitment to not accept the state of injustice and to actively oppose it, but without resorting to violence. Nonviolence is the readiness to not commit violence against others and to not stand for violence committed against yourself or against others. Nonviolence is the precise opposite of its banal interpretation as "taking a beating". It means being prepared to stand up to injustice committed against yourself, as well as against others, but without turning into what you are fighting, i.e. without becoming someone who commits violence. This commitment also entails a readiness to re-examine yourself and your behaviour, which is why I find it strange to claim that I or others are nonviolent. Not only am I aware that I sometimes commit violence myself, indirectly or directly, which is something I'm not proud of, but I also want to hear from others about when my behaviour or position causes or supports violence. Violence is the effect you have on other people – and I cannot presume to be the supreme authority on what constitutes an unjust effect on other people. So when I hear from someone that I am supporting or committing violence, I must be prepared to think about it and consider changing my behaviour – not in order to appease others, but to live up to my own need as a social being to be as fair as I can be. This is something that requires constant alertness and self-examination. I don't believe we become nonviolent by simple choice, and even less that once nonviolent we automatically stay nonviolent.

Nonviolence means refusing to accept the violent model of behaviour as inevitable. Nonviolence is making room for criticism and self-criticism and for changing behaviours of the sides to a conflict, as well as refraining from self-righteousness, from giving myself the right to judge and label others. Nonviolence is when I refuse to humiliate those who threaten me, when I refuse to give in to the desire to hurt them back. If we keep claiming that someone is evil, they are unlikely to make the effort to show us that this is not (always) the case. If we use the same means as those who threaten us, we enter a spiral of violence where we keep alternating between the role of perpetrator and victim.

Nonviolence is a conviction. The experience of having witnessed violence can imbue this conviction with special power and credibility.

## 2.3 Nonviolent Conflict Transformation

Nonviolent conflict transformation is a concept in which conflict is viewed as a signal for changing existing relationships, and therefore an opportunity to improve relationships, while at the same time a commitment is made to not using violence. Conflict transformation entails a process of communication, expression of interests and the needs the underpin them, listening to the other side, making an effort to understand the perspective of others and explain your own. Step by step, conflict

transformation reveals important elements that are not apparent at the start and the relationship of the sides to the conflict is gradually transformed into one of dialogue and cooperation, which becomes a need in itself, because it creates the necessary feeling of trust and security. This process has its ups and downs, it can entail compromise, but it will always tend towards cooperation. There are no winners or losers in the conflict transformation process, because this is not what the sides to the conflict seek to achieve.

## 2.4 Reconciliation

In the context of peacebuilding, reconciliation is not about reconciling victims or their families with the perpetrators of the crime or those in command. Moreover, at this personal level, we believe everyone has the inalienable human right not to reconcile with those who did them harm.

In the context of peacebuilding, reconciliation stands for social reconciliation where the dominant (and therefore socially acceptable) way of communicating views and thoughts is free from hatred and fear. In contrast to the period immediately before and immediately after war, when it is quite common in public discourse to refer to other groups in an insulting, denigrating manner – and through stereotypes and prejudice defining whole groups as enemies – social reconciliation would mean distancing yourself from and condemning such actions. The process of reconciliation in the context of peacebuilding means on the one hand liberating public space by removing and condemning hatred and other forms of verbal violence, while on the other encouraging and establishing communication, trust and cooperation across the border defined by hostility. Reconciliation does not mean conceding to former enemies; it is a process of self-healing of a society with a deeper understanding of the need and significance of establishing constructive cooperation with former enemies that brings about a fundamental change in relations by creating a mutual sense of security. Reconciliation also means that a critical mass of people come to understand that spreading hate and fear is unacceptable and to recognise the damage this causes. Efforts must be made to create space for changing the attitudes of a large number of people who were once swept up in the hysteria of war. Instead of propping up hatred, they would have a chance to liberate themselves from its yoke and thus improve themselves, their lives and their society.

Many things can serve as preconditions for working on reconciliation. The preconditions most frequently invoked include bringing to light the fate and finding the remains of missing persons, as well as punishing those responsible for the crimes. It is quite clear that none of the above preconditions can be fully met, because part of the task is bound to remain impossible, even with the best will (which is often lacking). The truth is that the only precondition that must be met in order to start work on reconciliation is an individual will, a personal commitment. The absence of such will is a good reason not to work on reconciliation: everything else is just a more or less convincing excuse.

## 2.5 Building Peace and Dismantling Peace

Peacebuilding includes all the steps and individual actions that contribute to working across the border defined by hostility to build bridges of communication, cooperation, understanding, trust and thus contribute to a general and mutual sense of security and awareness of being mutually connected. The essence of this is perhaps best described by what Dževad Budimlić, a war veteran of the Croatian Army, said many years ago: “It can’t be good for me if it’s bad for my neighbour.”

Having the right intention cannot be the only criterion to assess whether an action contributes to peacebuilding, takes away from it, or perhaps contain aspects that dismantle peace instead of building it. Just as the social process of peacebuilding is not a linear process of constant progression, but has its ups and downs, the actions aiming to build peace may have effects that could be described as dismantling peace in the short term but building it in the long term. Examples of this include actions such as visits to unmarked sites of wartime atrocities that are often met by resistance in the local community (which is sometimes manifested through denunciation or threats of violence), but that in the long term contribute to the necessary opening of taboos about responsibility for injustice and benefit the whole of society.

Whoever has experienced war from up close knows that the dominant narrative on every side is that they were just defending themselves. They sometimes go so far as to claim that there was never any conflict with those with whom they went to war, but that they were simply attacked, without provocation. However, knowledge of the other side's narrative about self-defence (of the state, people, city, their own homes, families, social order, freedom, etc.) is usually accompanied by ridicule or outrage over the blatancy of such false claims. Because, for heaven's sake, it's clear that "only we were defending ourselves" and the others are just making false claims.

Peacebuilding entails transforming social consciousness *away* from a state of collective endangerment and inclination to (defensive) violence against those perceived as enemy groups and *towards* a state of respecting and protecting individual and collective human rights, condemning all forms of violence, fostering a culture of dialogue and a culture of memory that support peacebuilding efforts (instead of calling for hatred and revenge). Peacebuilding represents a tendency of a society that is alert, where free-thinking citizens from civil society organisations (the media, education sector, associations, artists, etc.) hold the government accountable for the mandate it has received from the citizens.

## 2.6 Constructive Dealing with the Past

Dealing with the past is a pervasive public process in post-war societies. Experiences of war – a time of horror, inhumanity, harm, pain and fear – have such a strong impact on the overall social climate, interpersonal relationships, views of other communities, fundamentals of communication and social organisation that they leave deep traces on the psyche of those affected. Post-war reality becomes firmly determined by wartime experiences. The truths established during the war persist, standing out against the absence of war. The war stops, the killing stops, but the mental war goes on. Feelings of pain linger on, fading very gradually over time.

How the war is interpreted becomes very important because of the need to find and assign some sort of meaning to the loss and suffering, which is where dominant war narratives, the so-called "truths", find their function. Encountering interpretations different to your own wartime narrative is a painful experience that elicits anger and insecurity, and fear of recurrence. This is why dominant war narratives directly contribute to dismantling peace, because their form is necessarily one-sided and exclusive and more often than not denies others the right to a different view of the conflict and the "truth".

Dominant narratives, official truths about the war, claim to be the only possible truth, the so-called "real truth", and seek to delegitimise different perspectives on the past, often using intimidation to pre-empt the development of different or alternative views.

The usual approach to the past of the dominant narrative is to relativise or deny any responsibility on one's own side while dehumanising the other side, the wartime opponents. This is how war

is perpetuated, no longer employing weapons but instead using opposing and mutually exclusive narratives to wage a “war of memories”.

The concept of dealing with the past constructively involves staging a corrective intervention in public space to create dialogue between people; an action that, while accepting indisputable facts, avoids the traps of collective self-victimisation, dehumanisation of others and glorification of violent events that have harmed others, distinguishing between personal culpability and social responsibility. Constructively dealing with the past means establishing cooperation between former enemies to find common ground around the principle of human decency, while accepting objectively established facts on human casualties, respecting all victims, engaging in dialogue about different interpretations of recent history, and ultimately changing the social climate so that hatred, fear and calls for vengeance subside. It means understanding and accepting personal responsibility (but not guilt) for the injustices committed in the name of your collective.

Reducing the process of dealing with the past to the legal determination of the facts (determination of the truth) and punishing the responsible individuals through international and domestic war crimes tribunals, expecting that this in itself will bring peace, as has been done in the twenty or so years since the war, has yielded poor results in terms of peacebuilding in the former Yugoslavia. Lack of recognition of the International Criminal Tribunal for the former Yugoslavia (ICTY) among the public in the countries it addressed, constant accusations of bias, and some very unusual first and second instance decisions of the tribunal did a lot of damage to the work of determining the factual truth about the loss of life, which was to a large extent conducted quite well. The work of preventing impunity for crimes was left far from complete.

Loss of life, loss of potential for a happy life, a life of perpetual fear, suffering, hatred – all are consequences of war that cannot be undone. As difficult as it may seem, we need to admit that the loss suffered in war is irreplaceable, both for individuals and for society, and try to learn to live on with the loss suffered. That endeavour to live on in relative freedom and security can certainly be helped by symbolic gestures of “repair” such as sites of memory, monetary “reparations” and benefits, but there is no real compensation for what was lost – the loss is permanent. Processes that build peace and trust among people mean to create conditions for life to go on. In that respect, it is important to bring to light the fact that some people remain trapped in the past, with feelings of hatred, anxiety, a desire for vengeance. It is very important to recognise and show respect for victims and their families, because in a sense, they represent their collectives – the victims became victims because they belonged to a certain collective. On the other hand, it is important not to let the fates of new generation be governed by those who are unable to overcome their own personal pain and trauma, those prevented by loss from imagining a future without fear or hatred, or those who manipulate past suffering to build their positions of power as self-proclaimed protectors of national interests. That is why it is important to open up this conflict – between those who are ready to reconcile and those who put hurdles in reconciliation’s path – to make it visible and to transform it constructively, without adding to the harm, by creating space for change, for finding a minimum common interest that society can rally around.



# 3. Difficulties and Challenges

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Difficulties and challenges are part and parcel of every training and workshop. When faced with difficulties, people with less training experience may find themselves at a loss, seeing the problems as more dramatic than they perhaps are. Experience tells us that it is very important to find ways to deal with difficulties. That is why we have made this section part of the Handbook. It is based on the difficulties we have faced in training and we dealt with them. Perhaps the methods described are not the best, but they have helped us overcome many challenges.

I have divided the difficulties into four categories:

- difficulties in preparing, organising and implementing training,
- difficulties with the group and in the group,
- difficulties in the training team, and
- personal difficulties.

### 3.1 Difficulties in Preparing, Organising and Implementing Training

- When the workshop goes over time or is over too soon

Not all groups are equally sensitive to deviations from the planned agenda, but what matters most is a sense of being included in the decision making. If, when conducting a workshop, I notice that it may run over, I usually let the group know that it was a possibility, and if more than 15 extra minutes is required, I ask for their approval for the extension, explaining why it is important to finish the workshop. In my experience approval is always given, but there were many cases of dissatisfaction with the workshop running late when the participants were not informed of this beforehand. When it comes to finishing earlier, this usually happens when the participants are not as actively engaged as the training team expected they would be. In these cases, I do not hesitate to add a short break during which the team can consult on what to do with the extra time, whether to finish early or to slot in another activity that we assess as meaningful. More important than using up the time is understanding the origin of the discrepancy between the expected and actual level of engagement, and what it indicates, so that the rest of the training could be adjusted to fit the need identified. Perhaps the participants stayed up together the night before until the early hours and were too tired to participate fully, or perhaps they felt daunted by the topic, or maybe there was something else that disrupted the working atmosphere – are the relations with the team members not as expected, is the methodology aligned with the energy in the room, etc?



- Additional organisational or other tasks

Additional organisational tasks are a burden and take away from concentration and energy, so it is best to have a person outside the training team who can be responsible for all organisational tasks. If this is not possible, detailed organisational arrangements should be made before the training, and a working plan drawn up for things that have to be done when the training is in progress. It is important to make sure that other tasks do not preoccupy us to such an extent that it detracts from our involvement in the exchanges happening at the training. So, we must limit our tasks during that period and also prioritise effectively.

- Poor working conditions (organisational problems)

Something that can help prevent organisational problems is for all logistical arrangements to be made in writing and in detail, because makes it more likely they will be honoured. Unforeseen situations are still possible though. Poor working conditions cause frustration among the group and the team. It is bound to bother everyone if it is too cold, too hot or too noisy in the workroom, but this need not necessarily be detrimental to the course of the training. Taking a bit of time to jointly complain and joke about circumstances that are beyond our control can, like any other common experience, be conducive to group cohesion. It comes down to how we deal with this external factor and whether we rally together to withstand it or not.

- Insufficient time to prepare the training content in detail

At CNA, we practise a flexible concept of ten-day training, which in practice means that of the eight working days, we prepare a detailed plan for the first three, and we set up the principles for the rest of the training, i.e. we collect topics and workshop concepts that we can use. We assess needs on the spot, the most important questions for the group we are working with at the time. This concept is very demanding because it entails planning workshops in the evenings when everyone is tired and when time is very limited. This can only work properly in a team where at least two members have a lot of experience, because it is very demanding for less experienced trainers. That is why it is important that those with less experience assess their capabilities beforehand and find time to prepare for the exercises they will be running, while communicating any apprehensions or uncertainties to the rest of the team. Time is always scarce during the training, which is why we recommend taking the time to prepare beforehand, bearing in mind that after preparations are complete you will also need a break so as not to start the training already exhausted.

- Instructions

For many of the exercises, precise instructions are vital: changing a single word can completely derail what was intended, creating either a new version of the exercise or completely ruining it. That is why it is so important that the whole team should follow the giving of instructions and react as needed to prevent misunderstandings. Another good way to avoid misunderstandings is to prepare and check the instructions with another member of the team. Writing down the main points or sentences from the instructions is a common way to insure ourselves against omissions. It is almost always better to read out prepared instructions and to have the exercise plan in front of you. If you notice a drop in your concentration and do not feel confident about running the exercise, it is better to hand it over to someone else on the team than to push yourself into a situation where you don't feel confident.

- Estimating time needed for exercises

Accurately estimating the time needed is practically impossible, but what you can and should do is follow the plan – keep abreast of how much time you planned, how much time you have left, whether you are running late or rushing ahead. You will also be busy moderating the discussion and monitoring the participants and your evaluation plan, i.e. checking whether you cover all the issues you planned, so this means concentrating simultaneously on three different levels: the *technical* (time, duration), *interactive* (monitoring the group and directing the communication process) and *substantive* (are evaluation issues opened as planned and is the group responding to them with the expected level of interest). It is quite natural that you cannot always be at the top of your game in terms of concentration and keeping everything under control. That is why you are not alone on the team. Deviations from the time schedule are quite normal when the process is set up to respond to the needs of the group. You can use the timing and tempo of additional questions to manage the sequencing and the flow of thoughts, wrap up issues and move on to concluding remarks. Steering a discussion means managing the process through interventions as opportunities arise. You cannot expect to exhaust your three evaluation questions by waiting until no one has anything more to say about the first in order to move on to the second, all the while expecting that the duration of the exercise will be exactly as planned.

- For multi-layered exercises, getting to the desired level during evaluation

Experiential exercises often have multiple layers that can be evaluated, or the exercise may take an unexpected turn that will redirect the evaluation away from what you had initially planned. This may be the case for exercises devoted to communication or cooperation when the task is quite controversial in terms of content or entails multifaceted ethical dilemmas (see for example, the exercise Voting on a Verdict on p. 98). The whole team should follow the situation and offer observations if possible, thereby supporting to the team member running the exercise. The sequence of steps in the evaluation is important, i.e. monitoring the primary need for emotional or substantive evaluation and the importance of wrapping up that segment of the evaluation before moving on to conclusions or the content-related part (this can be an analysis of the feelings that cropped up during the exercise).

### 3.2 Difficulties with and within the Group

- Failure to uphold common agreement on cooperation/rules

If you follow the recommendation to have the group come up with their own agreement on cooperation, this will make it easier to deal with any failure to uphold the agreement because they will have a feeling of ownership over it. If participants refrain from criticising others in order to avoid making anyone feel uncomfortable, I like to leave time for the frustration to grow so that the pressure to voice criticism becomes greater. You should also consider creating space for expressing criticism, either through introducing/collecting open issues or extra time for coming out of the workshop at the end of the day where you would ask about any difficulties related to teamwork. Additional encouragement can come from a comment/criticism by someone from the team about the disruption of not sticking to the agreement, while further pressure can be applied by proposing to do away with a rule, seeing as we have no intention of upholding it.

- Looking for the team “leader”

Participants will very often try to rank the members of the team for various reasons. We do not practise assigning titles in the team, so we do not have a team leader or deputy, but we also do not pretend to all have the same experience. You should not be upset that the participants are trying to evaluate you; this comes out of a natural tendency to find out more about someone they have just met, especially when this someone puts them in difficult and sometimes uncomfortable situations where they are observed or exposed to criticism. It is up to you to express your criticism and observations in a way that does not disparage anyone or play favourites, and above all to do it in a way that is understandable and clear to those to whom it is addressed.

- When individual group members or the whole group view the trainers as models of “nonviolent people”

As funny as it may be to be thought of as a model nonviolent person, it is also not really a laughing matter. Perhaps the best way to send the message that judging a person is problematic, even when it is meant as a compliment, namely that of being the “model of nonviolence”, is to use an opportunity presented by one of the exchange of experiences exercises to tell a (true) story about how you yourself were misguided and the change you experienced over time.

- Not listening to each other during plenary discussion

A good working atmosphere begins with the ability to listen to others. When participants are not listening to each other, you can choose to let this escalate so that the participants themselves react and try to change this, or you can intervene and remind them of their cooperation agreement. If the cooperation agreement does not contain a specific point you can refer to, you may suggest adding such a rule and ask the group for their opinion. A palpable lack of listening in the plenary discussion can also come about due to listening fatigue, especially in longer discussions or ones preceded by a series of plenary exercises and conversations. In that case, you should consider continuing work on the topic in smaller groups.

- Dominant individuals

If the same person keeps speaking up in open plenary discussions and/or speaks for long stretches, you can react by invoking the cooperation agreement or suggesting that a rule should be added to the agreement. The last round of discussion at the end of the workshop presents an opportunity to bring this up as a disruption. However, the best ways of off-setting dominance of the discussion are found in your working methods. You can use the circle discussion method, or the barometer, or you can split the participants up into small groups, etc. Not only this, but you should make room for more people to participate and use the options available to you to inspire or encourage them to speak.

- When a participant takes over moderating the discussion

When a participant starts asking questions of the group or team, expecting an answer before they continue, or when they start behaving like they are responsible for giving the floor to others, you should react right away. If you let it go on, you will lose control of the process, which is something you are responsible for. It is important that you explain the reasons for your intervention so that everyone understands them and so that you can secure the support of the group. Do so politely and calmly and do not get upset. Take into account the questions that the participant wanted to ask and assess their usefulness and suitability at the given moment. Someone attempting to take over moderation, as challenging as this may seem, is also a sign of their participatory engagement.

- Asking the trainers for the “point”

It is to be expected that some of the participants, especially at the beginning of the training, will view the trainers as teachers who will ultimately tell them what is correct and what isn't and what they need to take away from the workshop. However, since the point is that there is no dogma, no predetermined or ulterior motive, and that the point of the exercise lies in whatever each individual finds for themselves through the process of interaction – a process that is always unique because it reflects the relations within that particular group – it is important to communicate this to the group and provide examples. Try to identify the aspects unique to that group and that moment in time, and point them out as an example of learning from current experience instead of looking for confirmation of a point that is predetermined. When you sense that the group wants the trainer to give them ‘the point’, refrain from long speeches, focus on procedural guidance and questions instead of insights or conclusions. Indeed, if there is a ‘point’ then it is getting people accustomed to seeking out their own conclusions, checking their perception of events against those of others, and retaining their right to be different.

- When participants ignore instructions and requests from the training team

The reasons for this can be so very diverse that the only way to handle it is to try to find the root cause. If this happens during an experiential exercise, discuss why some people did not follow the instructions during the exercise evaluation. If it happens during a plenary discussion, with problems such as not respecting the moderator and speaking out of turn, then the matter is a bit more serious and probably involves some sort of upset/revolt that must be addressed. Identifying the right moment to talk about the root causes can be a delicate matter and it is good to consult with the team, and perhaps even with the whole group. For example, if you feel that it is not the right moment to talk about the causes, it is important to determine when they will be discussed, because it is a general rule that existing conflicts should take precedence over the pre-set agenda. (This rule is an expression of respect for equality within the group, because a conflict means that someone is bothered by something in the working process and this cannot be ignored.) Still, we must take into account the needs and energy of the entire group and manage the situation, which need not always mean that we jump into trying to resolve the problem on the spot.

- When participants find it difficult to distance themselves from evaluating their personal emotional experience of an exercise

Some people will need more time to “conclude” the process of emotional investment in an experiential exercise. Feeling unsettled is most often tied to being reminded of real life experiences, and this can completely prevent participants from moving to the rational level and appraising what actually happened. It is important to assess/check how many people feel this way. If it's only a few, then you can continue with the analysis; but if there are more, then this indicates a need for more time to emotionally come out of the experiential exercise. Working in small groups can be a good way to come out of the exercise, because it allows everyone to speak more freely than some people are able to do in plenary. It is important that the training team takes into account the processing of emotions in experiential exercises, both from the ethical point of view – in terms of giving people respect – and from the point of view of the trust that needs to be fostered between the group and the team.

- Passivity, silence, drop in energy level

Trainers with less experience are particularly afraid of silence during a workshop, but there is no

need for fear. If you do not understand why the group is silent, ask them, don't make presumptions. If everyone becomes quiet after a powerful experiential exercise, they are probably processing their emotions and you will need to choose the method best suited to continuing work and enabling people to become involved again. Sometimes the silence comes from a lack of motivation to deal with a topic, but this is rarely the case. Most often, it's a matter of matching the method to the energy level in the room. It is also worth noting that when individuals keep quiet during a workshop, that need not mean that they are passive; on the contrary, it may be a sign of internal turmoil.

- Participants preoccupied with themselves and the relationships within the group, excluding the training team is excluded to the detriment of the workshops

If the participants are more active in informal settings, for example during breaks, than during the workshop itself, this means that there is something wrong with how the training is set up. Review the methods you are using, the topics you open up, seek feedback from the group and try to collect open questions and comments from the participants. Ask them openly and devote time to this issue. Moving swiftly on and conducting another workshop in which participants are not fully active cannot take precedence over establishing a relationship of understanding and support between the team and the participants.

- Prejudice and distrust towards the trainers from the very start (due to their age, nationality, gender, etc.)

It would be strange if there weren't any reservations on the part of the participants, so if it seems to you that there aren't, it may be a good idea to discuss this very issue. The participants will not openly express their distrust – that is clear – but you will be able to feel it, and this is common in our work. As time goes by, your relationship towards individual participants will change, mature, undergo transformations, sometimes worsen, but in all likelihood, it will get significantly better than at the very start of the training. The participation of the training team in the exercises for getting to know each other and exchanging experiences is important precisely in order to give participants an opportunity to see and feel that the trainers bring their own dilemmas, backgrounds and fears to the workshop, which will bring everyone closer together.

- During verbal evaluation of the day/workshop at the training, a participant says “pass”

Given the rule of voluntary participation, this is simply the application of that rule in practice. Don't worry about every little hang-up: it is not your job to find time to devote individually to every single person. That would be too much to expect. But it is important to notice these things, and if they keep recurring, to think about perhaps speaking with the person informally outside the training activities in order to understand what the problem is and if there is any kind of support the training team can offer to help the person engage more actively.

- The participants are overly 'politically correct'

When people are afraid of hurting others, they might resort to 'political correctness'. There is nothing wrong with the intention, but if we are so restrained that we do not want to discuss the prejudices present in our communities for fear of speaking them out loud, then we have gone too far. Finding the right balance between speaking freely and openly and hurting others is a daily task, and the particular balance will be different for each group. The process of finding that balance is an exercise in dealing with reality.

- Part of the group does not speak up at the workshop

If it is always the same people who refrain from speaking whatever the method or topic, it is important to consider why they may do so and to compare this to their behaviour during informal periods. Whatever it may be, it is important not to try to guess the causes but instead try to encourage participation. If the issue persists, set aside some time to discuss it in plenary. People are often unaware that others may see their silence as judgemental. A plenary discussion may bring this to light and help remedy the situation.

- Fear that the training team is taking up too much time and space at the workshop

First check with the team to see what they think. If someone from the team has indeed taken up too much time, discussing it will help resolve the problem. What is important to mention here is that the group should see the training team as individuals sharing their own personal life experiences, just as the participants are expected to do. If the topic involves reflecting on difficult experiences, the trainers should participate as a rule.

- Great variation in energy levels among participants (one day they want more, the next they have no energy for any activity)

This is also quite normal. In the euphoria of a powerful interaction process, people easily lose sight of their own limits, which may result in exhaustion and prevent them physically from keeping up the same tempo. The training team should monitor and assess the workload they give the group and themselves, and adapt the methods and content to the anticipated level of energy.

- Competitiveness among the participants

Competitiveness is to be expected, but it is not useful for the learning process if it becomes the dominant and permanent mode of behaviour because it can undermine the necessary trust needed for dealing with emotionally difficult topics. Who would want to discuss something that pains them with someone who wants to compete with them? That is why it is good to devote some time at the start of the training, when working on communication, to decision making and teamwork workshops that are designed to deal with and analyse competitiveness as a mode of behaviour. It is also important to leave room for choice, because ultimately it is up to each of us individually. Training simply provides a safe space where we can observe the consequences of our choices, including the choice of competitiveness as a mode of behaviour.

- Subgroup(s) within the group

When some of the participants know each other from before or recognise that they have shared opinions, they may set up a subgroup of their own by always wanting to sit together in the workroom, always doing group work together, and spending all their free time together. Sometimes this closeness makes them avoid confrontation amongst each other or leads them to always take a joint stance supporting each other, which may disrupt the work of the training. You should not be too concerned over subgroups even when they are somewhat disruptive, but you should make sure that your methodology imposes group diversity, that you shuffle the seating arrangement, that small groups are selected randomly, etc. Bear in mind that the aim is not to prevent intensive communication within the subgroup, but simply to encourage a similar intensity of interaction with the rest of the group, or to transfer the mode of communication from their free time back into the workshop. It is natural that people within a group should feel different levels of closeness, and that in itself is not a

problem. You should calmly resist the paranoia that sometimes occurs with less experienced team members who may see these situations as premeditated acts of subversion.

### 3.3 Difficulties in the Training Team

- Team coordination

The training team has the right to not be coordinated! Spontaneous and disparate reactions from the team may sometimes seem awkward or disruptive, but you should keep in mind that they can also contribute to the credibility of *cooperation despite differences* that the training team seeks to demonstrate. And don't worry about how some of the participants will view the situation, whether they will find fault with some misstep you make. Everyone will have their own reasons for the personal judgement they espouse. I personally find it most important to be free, to not be tied down by "loyalties". There should be no pacts among the team about refraining from contradicting each other in front of the group. If I need to publicly express an opinion that contradicts a team member's, I will usually do so, unless I think it might have an undesirable effect on my team partner (e.g. making them lose self-confidence), in which case I will find an opportunity outside the workshop to express my opinion. The best team is one where everyone is free to be who they are, without holding back or feeling inhibited.

- A bad atmosphere

Whatever the reason behind it, a bad atmosphere in the team is unacceptable, because it drains precious energy, affects cooperation and is easily transferred to the group, so its cause must be discussed without delay. If these difficulties are already apparent during preparations for the training, they should be cleared up right away. Dealing with unarticulated grievances and frustrations during the training itself will be far more difficult.

- Summing up/offering commentary/assessing

If, near the end of the workshop, someone reviews the "lessons learned", assesses the participants or offers commentary on the process, this would contradict the style of working that I advocate – so I would be concerned if I received feedback that I was doing it myself. And if someone on my team did this, it would be important for me to share my perspective as soon as possible and discuss this issue so that everyone could understand both the individual attitude towards and experience of the situation. Participants often expect some sort of final verdict from the trainers, determining who was right. When trainers avoid taking a stance, this can be perceived as distancing themselves from the group, which may give rise to a feeling that the trainers are observing and judging. Of course, there's no reason why the trainers shouldn't express their thoughts and feelings in general: they just have to be careful not to let these interfere with the work or be prejudicial to it.

- Lack of initiative

If I think someone from the team is not taking the initiative as much as expected, it is always important to raise the issue at the team meeting, because the causes can be very different. It is important to explain that we do not all have to have the same level of initiative, and that this is not a problem in itself but it should be discussed. The issue may be caused by my excess of initiative, or it may be down to a personal matter – maybe someone is feeling a bit under the weather, or they



are distressed by something, etc. Communicating a personal state that limits us in our activity is very important for teamwork.

- Poor concentration

Concentration will vary throughout the day. It is important to be aware of this and to take it into account when looking at the tasks ahead. I need not necessarily give up on more difficult tasks if my concentration is poorer, but it is important that I communicate my state in order to ask for additional care and support from the team members. When I notice that someone on the training team has lapses in concentration, I will try to offer help and check both my perception and any possible causes. Everyone on the team has the right to say: "Although I was supposed to run this workshop, I don't really feel up to it right now, can someone replace me?"

- Quick reactions

Not having quick reactions can sometimes be problematic, but hasty decision making is equally problematic in its own right. In both cases, it is important to remember that I am not running the workshop alone and that I have a team around me who are able to give me signals that I can compare with my own perceptions and assessments when making decisions. I usually agree on a signal with the team when they need to tell me that there is an urgent need for a procedural intervention (not just a comment on the content of the workshop).

- Domination

If one person on the team is quite dominant, the question is whether this is a problem and why. I rarely feel I lack space on the team, but if I am the one taking up significantly more space, the question for the rest of the team is how they feel about it. The main thing is to respect equality in exchanges at the team level. This entails the readiness to recognise when a team member feels that they are not given enough space.

- Unspoken needs

I expect from the team members that they will each be able to express their needs about, for instance, the amount of responsibility they are prepared to take on or the amount of support they need. Although I am prepared to support those with less experience in expressing their needs, I am not ready to take on the responsibility of expressing and meeting their needs for them. After all, one of the prerequisites for working as a trainer is being able to take care of your own needs. In practice, an action intended to support someone may be perceived as such or it may create confusion or be perceived as competition. That is why it is important for everyone to articulate what they need in terms of support without putting the rest of the team in a position where they have to hazard a guess.

- Different understanding of the role of trainer – loyalty within the training team

I think it is important to bring up this issues during preparations for the training in order to clarify mutual expectations. I am not prepared to keep quiet, on account of "loyalty" to the team, about something I consider unjust or something I am explicitly against. For me, team loyalty primarily means being able to publicly express our disagreements without worrying about "how this will look to the group". It will look authentic. This authenticity – being who we really are, without pretence – is what builds trust, and the trust of the group is a precondition for working with them.



- A feeling of unequal distribution of responsibilities

In my experience, I have often been the one taking on more responsibilities when necessary, even though at times this meant a very uneven distribution of tasks within the team. For me, equality in the team means that we are all prepared to take on as much as we possibly can, and not that we distribute the responsibilities equally irrespective of how much each person can take. I like working with less experienced team members, letting them take on as much responsibility as they can, and I also like working with experienced trainers where I can afford to focus more on the content than the procedural and technical aspects of the training.

- Lack of support from colleagues on the team

Different people will see different things as support. This is why exchange during preparations for the training about what each team member sees and needs as support is a way to prevent anyone feeling they lack support. For me, an indicator of support is *being present* – when the team is following what I am doing and trying to support me with questions, advice, a timely hint or warning, etc. When I don't have that, my first question is why – what is preventing them from being present?

- “We” speech

When I hear someone speak in first person plural, it always makes me want to ask the person “And who exactly is this ‘we’?”. (I'll make an exception if I think that this would be a blow to the person's confidence that would prevent them from participating.)

- Different approaches, methodologies, preparation styles and tempos in the training team

Differences in approach always exist and it is important that we have time to discuss them and that we try to respect them during preparations and the training itself. The tempo of preparations can be a source of frustration for less experienced team members. The flexible training concept, where the team prepares in the evening for the next day, requires speed because of the scarcity of time and energy. It is very important that the team members do not get exhausted by evening meetings and have enough energy and enthusiasm for the next day's workshops. It may be difficult to adapt the tempo to the slowest team member, but it is important that everyone is involved. The balance between the two is what usually determines the speed.

- Disagreements about values within the training team

If there is a fundamental disagreement among team members in terms of the values they uphold, it would be good to make these differences apparent to the participants. This is particularly recommended if such differences are assumed to exist within the group of participants as well. You should also take care that this is not done in order to win approval for one point of view, but rather to make the training more conducive to constructive dialogue about these differences.

- When colleagues from the training team voice different opinions

Some people hesitate to express an opinion different from that of their team colleagues, because they worry how the group will take it. I stick by the rule that “you should always be allowed to say what you think”. Training is a place where we learn to be free to express ourselves and free to resolve conflicts that arise. That some of the participants may see differences opinion within the training team as a weakness should be of no concern to anyone.

- Unclear line between the roles of trainers and participants (i.e. confusion created by the trainers)

This dilemma does tend to come up. Most often it is when discussing current social problems and analysing their causes and consequences, because in such situations people are easily upset or angered. As a trainer, it is important to me to present my view and expose myself to an extent comparable to what is required of the participants, but for the role of the trainer it is important that I do not enter into competition around trying to prove who is right, because this could make someone feel personally hurt or attacked by the position that I present. If that happens, there will be a loss of trust which will affect the rest of the workshop or training.

It is important to discuss dilemmas within the team. It is also important that the training team substantively participates in the work and that they present their experiences and opinions, as long as this does not turn into a series of monologues and as long as others are not expected to accept these interventions as the conclusion or the truth. With experience, it becomes easier to balance the exchange with participants and the responsibilities you have as a trainer for the overall process.

- Fear of conflict within the training team

My fear of this type of conflict stems from a fear of having to spend energy building trust within the team rather than on the substantive work of the training – but it is not really a fear of the conflict itself. The training is not the best time to deal with conflicts within the team, but sometimes it is inevitable. My recommendation is to go through all the important points that may contribute to someone feeling hurt and reach an agreement about decision making in such situations. The daily evaluation should be the time and place where frustrations are aired and transformed so they wouldn't grow bigger.

- Lack of energy

Ten-day training courses are intensive, physically and emotionally demanding, so a drop in energy is a frequent difficulty we face. A drop in energy, and for people with less experience a lack of ability to distribute their energies throughout the training, often results in irritability and dissatisfaction that is then transferred to the rest of the training team. Experience builds confidence as you learn from your mistakes and those of others and acquire the skill to correctly assess priorities: when you can preserve your energies and when you should give it your all. Be advised to always have at least one experienced member on your team.

- Expecting too much from more experienced trainers

This is a problem if people with more experience feel a lack of support. Sometimes the more experienced members are expected to provide support, but it is unclear what kind of support is expected from them, so the need is not communicated because expressing uncertainty or insecurity is seen as a weakness, which leaves no room for articulation. If someone informs me about their poor concentration due to fatigue, I will take this into account and their reduced presence will probably not be a problem for me. The main thing is to communicate and not hide from the rest of the team any shortcomings or weaknesses on your part that you are aware of.

- When the trainer takes up too much space

If someone from the training team is always the first to speak up in a discussion and speaks for much longer than others, this can result in the participants being less active and more withdrawn. When I sense that this is happening, I react by discreetly pointing out that discussion interventions

should be shorter, and if this is not possible, I speak up and voice my concern and need. I would, of course, consult with the other team members beforehand, discreetly (without causing disturbance), to see whether they get the same sense and I would not interrupt unless at least one of them agreed with me.

- Lack of free time (for informal socialising with the group, self-reflection, etc.)

You should do your best to make sure you spend at least some time socialising informally with the group. After the team's evening work is done, I set aside at least 10 minutes to see the participants and talk to some of them in order to let them know that I am not trying to set myself apart from them. The conspicuous absence of the training team from free time socialising can leave the impression of snobbery or lack of personal interest, so it is important to manage the time spent in evening meetings and balance the need to socialise with the group with the need for proper evaluation and preparation of the training. The need to relax and socialise outside the workshop is always present. If the accommodation does not make it easy for people to socialise during their free time, I believe it is up to the training team to at least try to create the right conditions and to participate in social activities outside the workshops as much as they can. It is also very important to explain to the participants on the first day that the training team will have a lot of work to do after the workshops, because this is when evaluations are done and the next day's workshops are prepared, so they won't be able to participate in the free evenings as much as everyone else.

### 3.4 Personal Difficulties

- Fear of too much responsibility

Communicate your fears with the team. Do this during preparations and during the training itself, if necessary. Responsibility for the training is shared by the whole training team. If you feel like the responsibility is too great, you are probably expecting too much from yourself.

- Fear of mistakes and oversights

A responsible attitude is important, i.e. that a mistake or oversight is not the result of neglectfulness. Therefore, if there is fear, it is a concern that comes out of a sense of responsibility. You can't turn it off – it would probably not be good if it was completely absent – but you also shouldn't be too hard on yourself even if you make a mistake, because we are all part of the learning process, even when we are the ones running the training. A safe space within the team to openly discuss difficulties, as well as transparency towards the group about the difficulties that arise, can go a long way to helping build and maintain self-confidence, i.e. deconstructing fear.

- Fear of making participants re-live traumatic experiences

This is partly fear of hurting another, and partly a fear of taking on responsibility for something we have no control over (previous trauma), even though it is something we should be concerned with and take into account. It is important to me to make sure I inform people about any exercise that may provoke a powerful emotional experience or remind people of the pain they had suffered, and to remind them of the rule that participation is strictly voluntary. This is important in order to avoid putting people in unexpected or difficult situations. On the other hand, it is up to each participant to decide whether they will engage with something they find difficult.

- Fear of participants being overly motivated

Sometimes the group is so enthusiastic and energetic that they keep demanding more and more powerful experiential exercises. This should not be your main indicator when deciding how to continue the programme, because I know from experience that energy goes through cycles of waxing and waning and that intensive interaction should be followed by self-reflection or a rational analysis of what was learned, in order to incorporate new knowledge and skills. Distributing focus between content, interaction and self-reflection is a good guide for a balanced training that will offer not only a set of powerful experiences, but also a space for listening, expression, learning, thinking and personal growth.

- Fear of psychological harm and self-harm

If you fear you may harm the participants or yourself, this is again an issue to be discussed within the team. It may be down to a fear of your own emotional reaction, or it may concern uncertainty about the suitability of the chosen methods of work. If the fear is related to the methods, the training team should re-examine them and make a decision everyone feels comfortable with. Creating and running difficult experiential exercises is justified when it aims to provide an opportunity for insights to help us overcome or cope with such difficulties. The aim is not to make everyone feel good during the training, but that by the end of the training everyone will feel that the effort invested in dealing with difficult topics was meaningful.

- Fear of expressing intense feelings of frustration (anger, impatience, disappointment, etc.)

Frustrations of this kind are linked to unfulfilled personal expectations. Remember that what may seem like a small and trivial step forward to you could be a tectonic shift for someone else. Remember that change is slow and not always visible from the outside. Besides, when trainers express emotions, participants may see this as an aspect of shared humanity that will bring you closer together.

- Stage fright when speaking to the participants as the trainer

I would suggest saying not just what you think, but also what you feel, as both dimensions are needed for human understanding. Honesty and transparency, even when you feel unsure of yourself, can only contribute to building trust between the team and the participants. If by some chance, a participant from the group ridicules your expression of insecurity and thereby tries to undermine the credibility of the training team, simply allow the group of participants to be the judge.

- Loss of concentration/overexertion

The desire to contribute to the success of the training can sometimes make us go beyond the level of engagement that is good for us, making us work when we are exhausted or overestimate our current capacity. All of this is fairly common. Experience helps us calmly accept our limitations and understand that when we give it our all – that is quite good enough. If we are overexerting ourselves to the point of causing ourselves harm, then this is the ultimate alarm bell that we should stop and change tack.

- Addressing feelings of like or dislike for individual participants

I sometimes do not have the energy to try to understand people who inflict or advocate injustice against others and I get angry with them, I feel irritated. As a trainer, I do not have to understand everyone and everything, but I should at least try to understand where the behaviour that annoys

me so much comes from. If I cannot understand, I can at least ask myself how I would like being in their place.

When it comes to liking, disliking and partiality, I must try to be fair towards everyone and not allow myself privilege some and discriminate against others. The simple fact that I wouldn't mind going for coffee with one person, while I quickly run out of conversation topics with another, is quite understandable.

- Lack of experience

Beating myself up about my lack of experience will not actually help me gain any, nor will it help me understand and accept experience in a way that is best suited to my personal development, so all I can do is to accept things as they are. I cannot be experienced at everything, and the experience I particularly want to have is something I can gain.

- Fear of silence at the workshop

Silence is a wonderful thing and can have many different meanings. If the silence confuses me because I don't know its cause, I can find out by asking the group about what is going on. Fatigue, emotional distress, the need for self-reflection, confusion over the issue or expectations may be some of the reasons behind fewer people speaking up, which is what I term "silence". Whatever the cause, there are other working methods that may be better suited to the moment. Communicate with the group and you will find a solution.

- Dissatisfaction with the content, expecting too much of yourself as the trainer

This is again a matter of failing to meet your own personal expectations, which is something you need to deal with individually.

- Tears

If you really cannot bring yourself to cry in front of others, then don't cry in front of others: follow your internal compass. But if you are afraid how others will see you, then ask yourself exactly how you would like them to see you – and why you have such a precise image of other people's perceptions.

- Fear of admitting your mistake

A good part of the training comes down to people re-examining their actions and attitudes in a safe environment, liberating themselves of the fear of making a mistake and giving themselves an opportunity to find the strength for change. If you really do not have it in you to admit your own mistake, you will have a very difficult time being a trainer. This fear is your own and no one can take it away, but try to understand where it comes from.

- How to constructively respond to criticism by a participant about the content of the training

One example would be when a participant says, "I need more theory, there are too many games here." There is no way to meet the needs of all the people participating in the training. And these needs change over the course of the training. What they feel today may turn into something else tomorrow, and this is quite legitimate: there is no inherent malice in it or a desire to undermine the training team. I like to be open about my attitude that the expressed needs of the group are not my major point of reference for setting up the training priorities. My major point of reference is the

needs that I observe and that aren't necessarily explicit. An example of this would be a conflict of opinion over some topic. Although people are unlikely to ask for this topic to be discussed, in my opinion the turning points of the training are precisely these kinds of conflicts. In my understanding, the point of the training isn't to make everyone feel good, but to make sure everyone comes out of it enriched, empowered, with broadened horizons, and the way to get there is through various breaking points and grievances that allow for new insights.

- When I'm running an exercise, I'm not sure how far I can "push" the participant to get more out of them without them thinking that I'm pushing them in some particular direction

When I ask additional questions of one participant during an evaluation, these are also questions for those who will speak afterwards. If I have five people who have put their hands up to speak, and I expect that the second speaker will provide valuable insight, I will ask the question of the first person, letting the second have some time to think about it, and then I would repeat the question to them. You will assess each individual situation to decide how many additional questions and how much insistence is necessary, and you should rely on support. Glance over to see what the others think, perhaps they can chime in with an additional question so that you don't feel like you are the one pushing too hard. Don't forget to work together.

- Confusion

"Sorry, can you take over running the workshop, my concentration went bust and I feel a bit lost at the moment." Or: "Could we take a short break, I feel a bit exhausted and I need to consult with the team." These are just two of the many ways you can share responsibility with your team. The worst thing to do would be to try to hide your confusion or mistake. Don't forget that by using your right to make a mistake, you are setting a valuable example for the participants.



# Examples of Workshops and Exercises

Edited by Ivana Franović





This section contains descriptions and instructions for over 200 workshop exercises, as well as descriptions of over 80 games. At the very beginning, the subsection on “Methods” gives detailed descriptions of the methods we use as most of them will keep appearing throughout this handbook.

The following 20 subsections are organised by workshop topic:

- Introduction and Getting to Know Each Other
- Nonviolent Communication
- Cooperation and Teamwork
- Perception
- Leadership
- Violence
- Prejudice and Discrimination
- Identities and Diversity
- Understanding and Analysing Conflict
- Creative Conflict Transformation
- Gender
- Dealing with the Past
- Peacebuilding
- Reconciliation
- Addressing Fear
- Power
- Trustbuilding
- Nonviolence
- Peace Activism and Nonviolent Action
- Evaluation

These subsections mostly contain a brief overview of the workshop objectives concerning a specific topic, an example of the workshop, as well as additional examples of exercises.

Alongside the exercises, the handbook features detailed descriptions and supporting information – type of exercise, average duration and materials needed.

The “type of exercise” determines how an exercise is performed and what its dynamics are, such as independent work, plenary work, work in small groups, role play, experiential exercise, etc.

The average duration of the exercise is not completely precise. Exercises can generally be completed within the specified timeframe, but the time needed will also depend on the composition of the group and how active and talkative its members are. Some groups will need more time.

Many of the exercises are also accompanied by notes based on our experiences in implementing them. The exercises differ in terms of complexity. It is strongly recommended that you implement those exercises that you have prior experience with, at least as a participant. However, for some of

the more demanding exercises, it would be important to have them led by someone who has had experience with them, or who generally has rich training experience. We have identified the more demanding and complex exercises in the notes accompanying them.

For exercises that require special handouts or other printed materials, the documents have been made available in electronic format in the link provided and are ready for printing in A4 format.

The section concludes with examples of games for warming up, waking up, improving the working atmosphere, as well as for remembering names, dividing into small groups, or as an introduction to the *theatre of the oppressed*.

It probably goes without saying, but just in case, let us point out that this handbook is not a collection of recipes to try out and should by no means be used as such. Training work means working with living people in possession of dignity and feelings, and the least we can do is to approach them with respect and not treat them as test subjects.



# Methods

This subsection gives an overview of some of the methods we use in our workshops so that we do not repeat their descriptions throughout the text. These methods can be used for various topics by adapting the contents and main questions.

## Barometer

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Prepare statements beforehand based on the topic. Determine two “poles” (end positions) in the room: for instance, one wall can stand for one pole (strong agreement with a statement) and the opposite wall for the opposite pole (strong disagreement with the statement). You can also put up flipchart papers on opposite ends of the room with *Agree* written on one and *Disagree* on the other.

Between these two poles is a progression of positions. The trainer reads the first statement and the participants arrange themselves along the barometer to reflect their attitude, i.e. degree of agreement or disagreement with the statement. A number of participants then explain why they took their particular position. The explanations are given from one end of the barometer to the other, but the direction of movement (from *Agree* to *Disagree* and the other way around) may be switched from statement to statement. Then the next statement is read out.

It is important not to comment on what others have said, but instead to try and articulate our own opinion, without expressing agreement or disagreement with other people along the barometer. The trainer leading the exercise should not ask questions or engage the participants in dialogue. The aim of the barometer method is not to find the right solution, but to exchange opinions and come to understand that seemingly proximate positions can be based on completely different considerations, just as seemingly diverse attitudes can be based on similar starting points, and that endeavouring to understand others is key to identifying similarities and differences.

Duration:

20–40 minutes

## Note

*As a rule, the Barometer is not moderated and those speaking are not asked additional questions. However, if a participant in the Barometer starts expressing agreement or disagreement with something another participant said, they should be reminded to only express their own opinion. Otherwise, a discussion is likely to develop, but the set-up of the Barometer is not conducive to discussion because participants cannot all see each other (which is the basic prerequisite for communication).*

*It is optimal to have three to five prepared statements for the Barometer. The Barometer should not last for more than 30–40 minutes, because people will get tired standing on their feet and this will lead to a drop in attention when listening to others.*

## Large Barometer

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The Large Barometer uses a larger number of statements (20–40) – at least as many as there are participants and up to twice as many. It is important that the prepared statements are relevant to the group and that they cover key controversial issues. Examples of statements for the Large Barometer on the topic of violence are given on page 124. The statements should be printed on individual pieces of paper, A5 format for example, in larger letters to aid easy reading.

Pieces of paper with the statements should be arranged so that everyone can come up and see them, for example in a line on the floor or along a larger conference table. Each participant picks up at least one statement (or at most two if you have twice as many statements as participants) and places it on the barometer between the opposite poles of, for example, *Violence* and *Not violence* or *Builds peace* and *Degrades peace*, based on his or her understanding of the statement and opinion on whether it constitutes violence or not. After the statements have been arranged along the barometer, invite the participants to look them over and make a note of those with whose position they agree.

This is followed by a discussion: Would anyone change the position of any of the statements in the barometer? Why? What do others think?

Each statement proposed for discussion is considered in turn for at least 15 minutes.

Additional discussion rules:

- You may only explain why you would change the position of a statement on the barometer, but you may not physically move the statement/paper placed by someone else.
- The aim is not to reach group agreement about what position would be ideal for a given statement, but to exchange opinions.

Of course, not all statements can be discussed, only a selection.

Duration:

90–120 minutes

## Note

*As opposed to the classic barometer exercise, the Large Barometer requires active moderation to guide the process and ensure the participants follow the discussion rules.*

## Brainstorming

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This method is widely used. However, what follows is our understanding and use of brainstorming. Participants respond to a given question or topic in random order with their associations/answers/ideas and the trainer notes these down for everyone to see (on a flipchart or large paper fixed to the wall), taking care not to rephrase what was said, but to write it down as heard. The notes are then read out loud.

Duration:

5–10 minutes

## Wall Newspaper

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The Wall Newspaper exercise functions similarly to Brainstorming except that the trainer is not the one noting down ideas. Instead, the trainer moderates the process in which participants propose ideas to be noted down and asks questions for the purpose of clarification, thereby partially filtering what will be noted down.

Duration:

10–15 min.

## Fishbowl

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The Fishbowl is a method for discussing a topic or making a decision. The participants sit in a circle with four to six chairs placed in the middle of the circle to represent the “fishbowl”. During the exercise, only the people sitting in the fishbowl may speak. When someone wants to speak, they should approach the middle of the circle and touch the shoulder of the person they want to replace in the fishbowl. The person in the fishbowl may finish their sentence, but must then stand up and give their spot to the new speaker. A person who did not get a chance to speak in the “fishbowl” should not be replaced. The training team does not facilitate this process, except to warn the participants that time is running out.

Additional rules may be introduced as needed:

- One of the seats in the fishbowl may be reserved for someone the other participants of the fishbowl conversation invite to contribute to the discussion or answer a question. They may invite a particular individual or someone with certain characteristics: “Could a woman join us and tell us...”, or: “Could someone from Kosovo come and clarify...”. If the conversation participants do not invite anyone, that seat remains empty.
- If the fishbowl is used for decision-making among groups, then representatives of the groups should sit in it. In that case, seats should be “reserved” for particular group representatives, for e.g. two chairs for representatives of group 1, two for representatives of group 2 and another two for representatives of group 3. Other group members may replace their representatives in

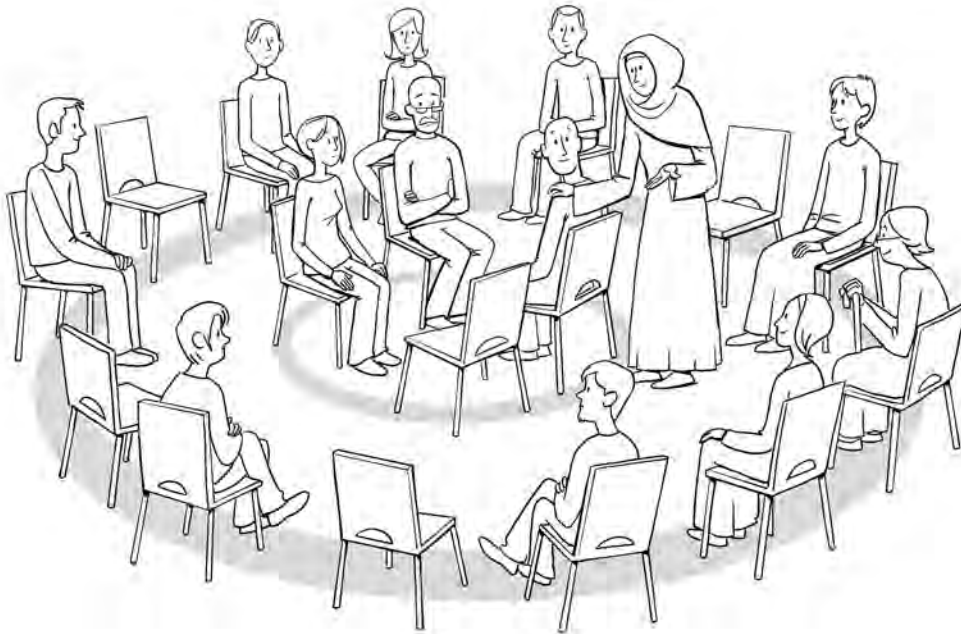
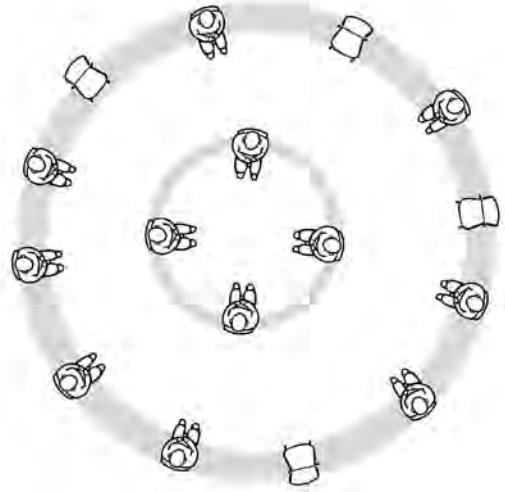
the fishbowl by touching them on the shoulder to signal that they would like to take the seat.

Duration:

30–60 minutes

Note

*The fishbowl method is good for encouraging open discussions confronting different points of view. If the training team finds that there are many opposing views in the group that are not sufficiently clearly articulated, the fishbowl can also be very useful in articulating various positions within the group. It should be noted that some groups will not respond to this method and that it will not be suited to every moment in the training. For example, if you have a situation where some of the participants never volunteer to participate in discussions, then the fishbowl is not the best method at that moment.*



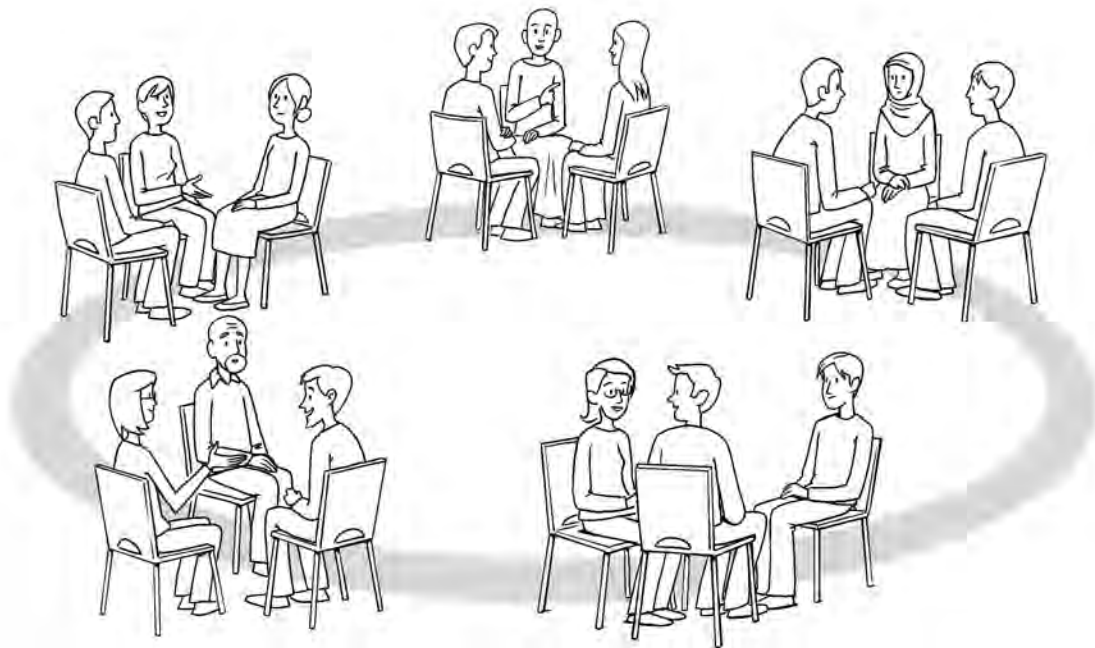
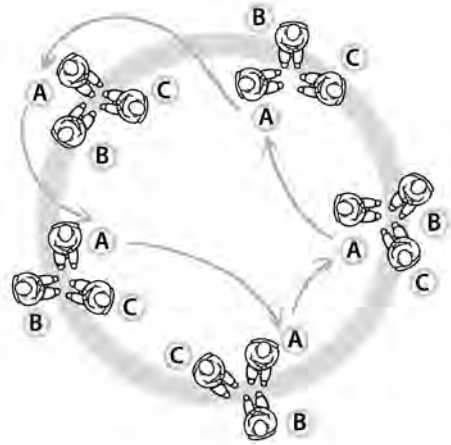
## Rotating Threes

Groups of three chairs are set up to make a circle (see illustration). Participants that make up the group of three are divided into person A, person B and person C. The chairs may be marked as A, B and C. The groups of three discuss a given issue. After the time is up, they switch places: persons A

move one place clockwise and persons B one place in the opposite direction, thereby forming new discussion groups of three. They rotate for each new discussion question.

Duration:

30–40 minutes



## Hot Seats

The chairs are arranged into a horseshoe. Three chairs are set apart as “hot seats” so that everyone sitting in the horseshoe can see them well (see illustration).

The only chair from which you can speak is the “hot seat” in the middle. A volunteer takes up the middle chair and calls on two other persons from the group to come and provide support by sitting on the hot seats to his/her left and right. Their role is simply to sit next to the person who is speaking and provide moral support with their presence. When the volunteer finishes talking about a given topic, they return to their seat and the middle seat is taken by one of the supporters. Before they begin their story, the new person invites someone else from the group to come and be a supporter by taking the vacated spot among the “hot seats”. This is repeated until everyone (including the training team) has an opportunity to share their story with the others.



At the beginning, when all the chairs have been set up for the exercise and the exercise is explained, the participants should be given a few minutes to think about the given topic before they start the exercise.

Duration:

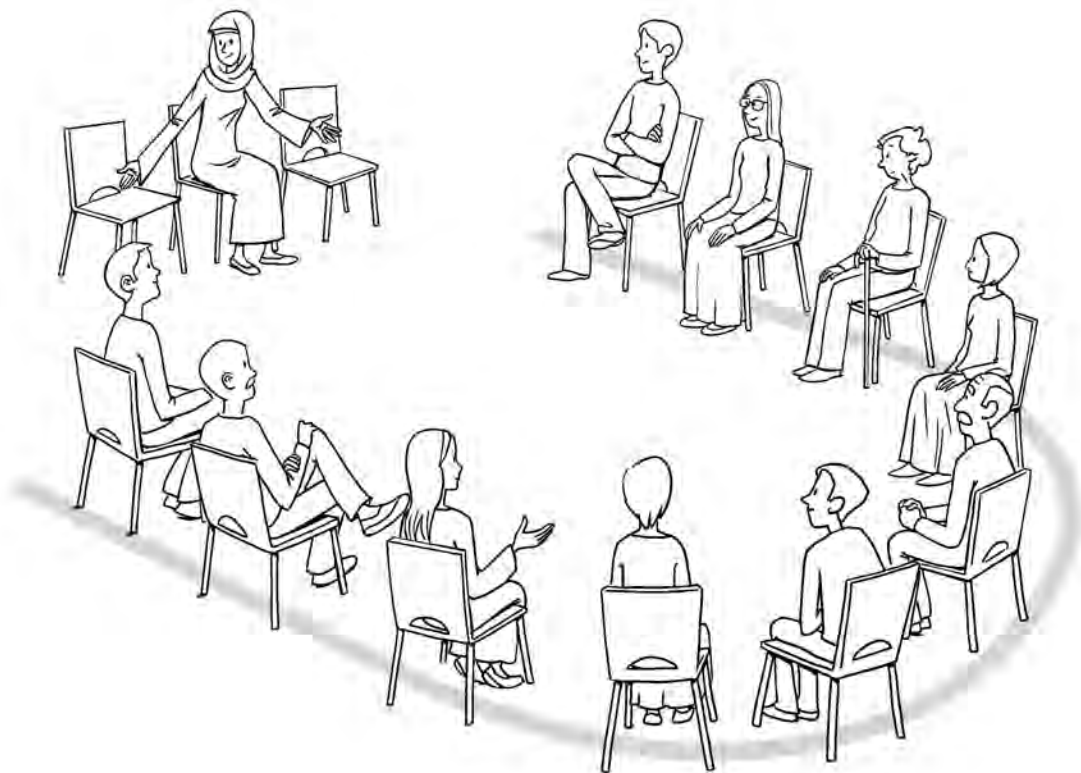
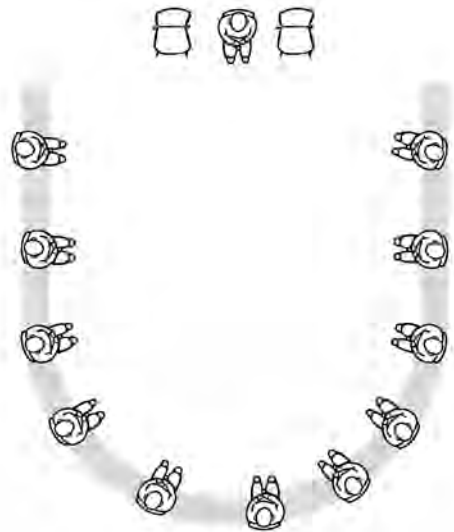
90–120 minutes

Evaluation

As a rule, this exercise is not evaluated. However, if the participants come out of the exercise distressed by a story or there is a powerful outpouring of emotion, an emotional evaluation should be considered. Even in that case, however, it is best not to do the evaluation immediately following the exercise, because people will need time to reflect on what they heard, what happened and how it affected them.

Note

*This is a good method for difficult topics that most participants may respond to very emotionally, because it provides space to listen attentively. We use it when we want to tackle “big topics” from a very personal angle, so the topics can include, for example “When did my national identity affect my life?”*



*“The war and me”, “I am sorry for...”*

*Sharing one’s own story and listening to the stories of others both require a lot of energy and patience. It is, therefore, very important to pick the right moment during the training for this exercise, and it is good to introduce people to it and encourage them to tell their stories.*

*It can help if the first person to tell their story is someone from the training team or someone with previous experience of this kind of exercise. In some cases, the exercise may take up more time than planned, but as a rule, it creates an atmosphere of mutual care and empathy where time is not a dominant factor. Ideally, the exercise is not moderated and participants going over their allotted time respond to discreet signals from the trainer, because if they do not respond, there is a danger that the group will become impatient and stop paying attention, which will require the trainer to intervene.*

*“Hot seats” are usually great at connecting, fostering better mutual understanding and developing empathy among people.*

## **Open Space**

---

This exercise enables the participants to create the content of the workshop. During the previous day, tell the participants to think about a topic or issue they want to discuss, how they would approach it and have them make some notes if necessary. Also, point out that not everyone has to come up with an idea. It is useful to tell people how much time they will have beforehand so they don’t show up with ideas that are too ambitious and cannot be completed in the given time. The duration of the exercise should be no less than 60 minutes.

At the start of the exercise, invite all those with an idea for discussion to briefly present what their group would discuss. Each topic or memorable keyword should be written on a separate sheet of paper. These should be put up on the wall. Then do a quick survey to see how many participants are interested in each topic. Write the number of participants on each paper, but note that each person should only select three or four topics.

Those who initiated and presented the ideas are the “topic leaders” and are responsible for organising the discussion as they had planned it (other participants may help in facilitating and implementing the exercise in general). They cannot leave the group until the discussion is completed or the time runs out. The other participants can decide to participate in the work of one working group from beginning to end or to go and see what is being done in other groups whenever they choose.

If there is enough time to do two consecutive rounds, it should be announced that there will be two rounds with each lasting 60 minutes. The first round will start as soon as the groups are set up and the second after the first finishes and a short break is taken. Divide up the topics so that one set is done in the first round and the other in the second round. It is best to split the two topics for which there is most interest into the two rounds. Once the topics are divided among the first and second round, invite the participants to write their names on the papers of the discussions they want to participate in. Once people have selected the topics, check whether it might be a good idea to swap places for some topics (from the first to the second round or vice versa). Topics that no one selects need not be implemented and their leaders can join any of the other groups.

It would be useful to have two separate rooms or a larger room so that the groups can work without disturbing each other.

Duration:

150 minutes

## World Café

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This is an exercise where discussions and exchanges are structured to take place around more tables – for instance, 3 to 5 tables for a group of 20 participants. Every table has a “host” or “hostess” who remains at that table, while the others switch tables when given the sign to do so. Each table may also have a “tablecloth” made of paper on which participants can write notes or keywords from the discussion. At the trainer’s sign, the participants switch tables, meet the new “hostess” or “host” and are briefly introduced to what was being discussed at the table. The participants may also read the notes from the “tablecloth” and then they continue the discussion where the previous group left off or they discuss another issue related to the previous discussion. Organise at least three rounds so that all participants go to at least three tables, i.e. three different discussions. At the end, the “hostesses” and “hosts” should briefly report back about the discussion at their table.

Duration:

90–120 minutes





# Introduction and Getting to Know Each Other

This is the first workshop of the training. It should give everyone a chance to briefly introduce themselves. Then the agenda and working method should be presented, along with basic information on the training, and expectations should be elicited from the participants. The next important aim of this workshop is to start building up a group and trust among the participants. That is why it is very important to carefully prepare the workshop, taking into account the basic information about the participants. The training team should actively participate in the exercises as equals with the other participants. This can be crucial for building trust.

## Workshop Example

- ★ Welcome
- ★ *Brief tour de table*
- ★ Introduction of the programme and method of work

### Participants' Expectations

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#### Exercise description

Hand out the different coloured post-its. Give the participants a few minutes to write down their answers to the following questions:

- What do I expect from this training?
- What do I expect from myself in this training?
- What do I expect from others in this training?

Place three flipchart papers on the wall or the floor. The participants approach the sheets of paper one by one, each read out loud their answers and stick their post-its to the appropriate flipchart paper.

Type of exercise:  
Individual work, plenary

Duration:  
25 minutes

Materials:  
Different coloured post-its, flipchart paper

## Note

*If possible, leave these flipchart papers with the post-its in the training room to be available later. They can be of particular use at the end of the training, before evaluation, as a reminder of what the expectations were coming into the training, and to help assess what has been achieved.*

Alternative version of the exercise:

The questions can be formulated differently. For example:

- What would I like to see happen in this training?
- What would I not like to see happen in this training?

## Venn Diagrams (Sets)

---

### Exercise description

Everyone receives a handout with as many Venn diagrams (three ellipses that intersect, see picture) as there are participants. Write the name of one person for each Venn diagram and, in each of its sets, write down a question eliciting piece of information about that person. For example:

1. Where do you live?
2. What do you enjoy doing?
3. If you were president, what would be the first thing you would do?

Participants have to leave their seats and approach each person in the group and write down their answers to the given questions.

The Venn diagram handouts printable on A4 paper are available for download on our site [handbook.nenasilje.org/en](http://handbook.nenasilje.org/en).

## Note

*This activity helps the participants remember each other's names more easily. It is good for the start of the seminar/training because it enables everyone to talk to (break the ice with) everyone else. It is also good to have people move around the room as this helps create a much more relaxed atmosphere. Of course, everyone gets to keep their handout (participants will often use them to remind themselves of someone's name).*

*We seldom formulate the third question but ask the participants to come up with a question that can be posed to everyone. This variation of the exercise is more fun because the questions can be very diverse and even funny (e.g. "Do you love your president?" or "Tell me joke"). Keep in mind that the exercise could run over the planned time if people are having fun, so it can be useful to limit the time allotted for this exercise.*

★ Break

Type of exercise:

Work in pairs (that quickly switch)

Duration:

30 minutes

Materials:

Papers with Venn diagrams (sets)

## My Path Up to Here

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### Exercise description

On a blank sheet of paper, everyone draws an arrow that illustrates the course of their life, “my path up to here”, and marks important events on this timeline. Time for drawing is up to five minutes. Then, in the plenary session, each person presents their “arrow”, not in any particular order, but as people feel ready.

Type of exercise:  
Individual work, plenary

Duration:  
90 minutes

Materials:  
Paper and pencils

### Note

*It is very important to do this exercise in silence, without whispering and chatting in the group, and without external distracting noises. The person presenting should be given undivided attention. The exercise encourages trustbuilding in the group, although it may be too demanding for some participants at the very start of the training. It is important for the training team to participate in the exercise and get involved in the process of getting to know each other. It is best for someone from the training team to present their journey first in order to set an example for others. The exercise enables people to get to know each other better and encourages empathy, listening to and respecting each other. Often this exercise will go over the time allotted, which can be tiring on the first day of the training, especially if people are not used to listening carefully to twenty other people presenting (which is often the case), because this is demanding and people tend to get tired after a while. It is, therefore, very important that this exercise be skilfully moderated, with sensitivity for people and their stories (without interrupting, but discreetly letting the speaker know his or her time has run out). The moderation is also important in terms of time and the pace of the workshop. At the start of the exercise, the participants should be made aware of the time per person and the total time available for the exercise and they should be informed about the (discreet) signal the moderator will give them when their time is running out.*

## Exercise Examples

### My Name Means

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#### Exercise description

Each person in the circle says their name and what it means.

Type of exercise:  
Plenary exchange

Duration:  
10 minutes

## My Name

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### Exercise description

Each person in the circle says their name and tells a story about it: what it means, how it was given to them, who gave it to them etc.

Type of exercise:  
Plenary exchange

Duration:  
15 minutes

## Exploring Expectations: Travel Bag

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### Exercise description

The participants draw a travel bag on the paper. They divide it into two equal parts. In one part they list *What I brought to this training* and in the other *What I would like to take with me*. They present their bags to the plenary (from their seats).

Type of exercise:  
Individual work, plenary

Duration:  
20 minutes

Materials:  
Paper and pencils

## Exploring Expectations: Tree of Expectations

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### Exercise description

Distribute the post-its. Give the participants a few minutes to write down their answers to the following questions:

- What would I like to see happen in this training? (on post-its of one colour, e.g. green)
- What would I not like to see happen in this training? (on post-its of another colour, e.g. white)

Hang the large poster or flipchart paper with the tree drawing on the wall. Each person walks up to the tree, reads what they have written and puts the post-it on the poster: for example, green post-its on the tree branches and white ones on the trunk.

Type of exercise:  
Individual work, plenary presentation

Duration:  
20 minutes

Materials:  
Post-it notes in two colours, large tree drawing on flipchart paper



## Training Motivation

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### Exercise description

Going around in a circle, each person answers the questions: Why did you decide to attend this training? What attracted you and motivated you?

Type of exercise:  
Plenary exchange

Duration:  
20–40 minutes

## Concentric Circles of Introduction

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### Exercise description

The chairs are set up in two concentric circles, so that each chair in one circle faces a chair in the other (see illustration). The number of chairs is equal to the number of participants. The participants take their seats. The people sitting facing each other are pairs. The trainer introduces a topic. The pairs discuss. After three to five minutes of discussion, participants from the *inner* circle move one spot *to the left* so that everyone now has a new pair, and the trainer introduces another topic. After another three to five minutes of discussion, the participants from the *outer* circle rotate one spot *to the right*.

Type of exercise:  
Working in pairs

Duration:  
20–60 minutes (depending on the number of participants and desired pace of exchange)

Materials:  
Chairs

Some of the possible questions/topics for discussion:

- What do I do?
- Where do I live?
- My family...
- The event in my life that affected me the most.
- What person has strongly influenced me?
- How did I get here?
- What life is like where I come from.
- How do politics affect my life?
- What would I like to change?
- Visible and “invisible” effects of the war in the place where I live? (What are the effects of the war in my community?)
- What it was like meeting someone from the other side for the first time after the war.
- Some of the things I care about.
- A place I’d like to visit again.
- What do I need to achieve?
- What provides encouragement to me?
- What do I really enjoy?
- I am very frustrated when...
- I want to ask you...







### Note

*This exercise will not allow everyone to talk with everyone else, but it's a good choice for people who find it easier at the very beginning of the training to talk with just one person about a given topic, instead of having to share their thoughts in front of the whole group. It is important bear in mind that the selection of questions for discussion needs to be adapted to the profile of people in the group. Clear instructions should be given about the time frame so that both people in the pair get a chance to speak in each round.*

## Introductions in Pairs

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### Exercise description

Everyone stands in a circle. The trainer tells the participants to find a partner with whom they believe they have the most in common and then sets a topic for discussion in pairs. For each new topic, the participants find a new partner following different instructions: a person most different from themselves, a person they perceive as the most mysterious, etc.

Some of the possible topics:

- How did I get here?
- What do I want to achieve in life?
- An event in my life that impacted me strongly
- What I really enjoy?
- What hurts me (bothers me) in my community?

Type of exercise:

Working in pairs

Duration:

25–30 minutes

## Plenary Presentations with Started Sentences

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### Exercise description

Everyone sits in a circle. The started sentences are displayed so everyone can see them. One by one, each person introduces themselves in plenary and completes the started sentences:

- My name is...
- As a child I wanted to become a..., but I actually became a...
- My nickname is..., and I am...
- I don't like it when...
- One place I'd like to see again is...

Type of exercise:  
Plenary exchange

Duration:  
30–50 minutes

Materials:  
Flipchart paper with started sentences

## Places that are Important to Me (The Map)

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### Exercise description

A map of the former Yugoslavia, Europe or the world (it can be a geographic map, road map or just contours drawn on flipchart paper) is put up on the wall. Participants approach the map one by one and use a marker to mark places important to them, connected to memories or experiences. They briefly explain their relationships to these places to others in the group.

Type of exercise:  
Presentations in plenary

Duration:  
60 minutes

Materials:  
Geographic map of the former Yugoslavia, Europe or the world

### Note

*In the context of CNA training that brings together people from different parts of the former Yugoslavia, this exercise can be particularly powerful. It helps foster understanding of different life experiences among the group, different notions of the former common state and today's region criss-crossed with borders of newly established states, but it also indicates mutual connections and proximity. It works equally well when done with newly formed groups and with groups of people who already know each other. It can be done at the beginning or at any other point during the training. It is useful for when people need to reconnect with personal experiences and personal connections or when mutual understanding needs to be enhanced.*

### Alternative version of the exercise

On the geographic map, mark the places the participants are from beforehand. The task of the participants is to go to the map and mark all the places they are connected with, explaining the connections (so that all "their" places are connected with a dotted line).

## Where I Come From

---

### Exercise description

Everyone has a few minutes to think about the place they come from (however they understand it – city/country/region) and the things they like about it. Then, sitting in a circle, everyone takes turns saying the place they come from and naming three things they like about it.

Type of exercise:  
Plenary exchange

Duration:  
20–25 minutes

Materials:  
/

## Where I Live

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### Exercise description

Make a large “carpet” by connecting the flipchart papers with masking tape (so they don’t move around). It should be large enough so that the participants can gather round it with everyone having enough space. The task is for everyone to draw something they particularly dislike about living in their place of residence (city, region, country). They can just draw a symbol if they like. When the drawings are done, everyone explains their drawing to the whole group.

Put a second large “carpet” on the floor. Now the participants should draw something they particularly like about living in their city, country, region. This is followed by presentations to the plenary.

Type of exercise:  
Individual work, plenary presentation

Duration:  
60 minutes

Materials:  
Flipchart paper, markers, crayons

### Note

*If the group is made up of people from different places, this exercise can also serve to introduce the different contexts the participants come from. It is also useful for getting to know each other and discussing what we find important in the society we live in. It can be used as an introduction when you need to make a transition from the individual to the social level, allowing the participants to reflect on the society they live in. It also provides the training team with a lot of important information for the course of the training: what is it that individuals or the whole group focus on? What do they consider particularly important? How do they interpret certain social phenomena? What has been left out of the discussion, shrouded in silence?*

## This Picture Speaks about Me

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### Exercise description

The collection of postcards and photographs is placed in the centre of the circle. Everyone has a few minutes to look through them and pick one that speaks about them in some way. When everyone is back in their seats in the circle, the task is to show everyone else the photograph they chose and explain what it says about them.

Type of exercise:  
Presentations in plenary

Duration:  
25 minutes

Materials:  
A collection of postcards and photographs

## Let Me Introduce You

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### Exercise description

The participants split into pairs. Everyone tells their partner some information about themselves. The other person listens carefully and tries to commit this information to memory. They then switch roles. The pairs are told at the beginning how much time they have (10 minutes at most).

Everyone goes back in the circle for the plenary and each person introduces their partner to the rest of the group.

Type of exercise:  
Working in pairs, presentations in plenary

Duration:  
30 minutes

### Note

*If the group is made up of people who mostly don't know each other, and/or if the atmosphere is tense, people may find this exercise demanding. It is helpful to inform the group beforehand, before they talk in pairs, that their task will be to introduce each other to the rest of the group. In any case, this exercise should not be done at the very beginning of the introductory workshop. If some of the people in the group already know each other, this can turn into a fun exercise.*

## Let Me Introduce Myself

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### Exercise description

Everyone takes a sheet of paper. They write their name in the middle. Then they write:

- in the upper left corner: how I feel at the moment

Type of exercise:  
Individual work, plenary presentation

Duration:  
25–30 minutes

Materials:  
Paper, pencils, crepe or sticky tape

- in the upper right corner: two things I like to do
- in the bottom left corner: a book I read recently or a film I watched recently
- in the bottom right corner: where I'd most like to be at this moment

After they have written their answers, they attach the paper to their chest and walk around the room, reading what others have written and chatting.

#### Note

*This exercise is particularly good for working with groups of young people as it sets the tempo in the opening workshops and helps elicit laughter and a relaxed atmosphere.*

## Questions and Dilemmas I Am Trying to Solve

---

### Exercise description

Flipchart papers are placed on the floor. The participants write their questions and/or dilemmas on them (relevant to the topic of the training). After ten minutes or so, someone from the training team reads what they have written out loud or the participants are asked to read from the sheets of paper themselves.

Type of exercise:

Independent work in plenary

Duration:

20 minutes

Materials:

Flipchart paper, felt-tip pens or markers

#### Note

*This exercise is useful for quickly scanning the group, surveying the participants' interest and getting them to name the things that bother them.*

#### Alternative version of the exercise

Instead of writing on large sheets of paper on the floor, post-its can be distributed to the participants to write down their questions/dilemmas. Then, one by one, the participants read what they have written and attach the post-its to a designated spot (wall or floor newspaper).

## Three Events that Affected My Engagement

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### Exercise description

A timeline is drawn on the board or flipchart representing three periods: before the war; during the war; after the war. For each of the three periods, each participant writes an event on a post-it that affected his/her current engagement with peacebuilding. Then,

Type of exercise:

Work in plenary

Duration:

45–60 minutes

Materials:

Flipchart paper, markers/pens

one by one, each participant walks up and attaches his/her post-its to the timeline, briefly explaining what they have written.

### Note

*This exercise is suitable for groups where at least some of the participants have experience in peace/social activism. It can be used for introductions, but also for workshops on Peacebuilding and Peace Activism and Nonviolent Action when you need to focus on self-awareness and discussion of what led us to peace work.*

## Left and Right Hand Signatures

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### Exercise description

Paper and pencils are distributed to the participants and they are asked to sign their name. Then they are supposed to use one word to describe how it felt while someone from the training team writes the words on the board/flipchart. Then, the participants are asked to sign their name with the hand they don't normally write with. Again, they are asked to describe how it felt and their answers are written on the board.

These two different experiences can be used to illustrate the methodology used in the training. The habitual "school" method of learning can be compared to the habitual way you sign your name, while the methodology used in the training is like signing your name with the hand you don't normally use to write.

Type of exercise:

Experiential exercise

Duration:

10–15 minutes

Materials:

Paper, pencils, flipchart paper or board, marker



# Nonviolent Communication

The main aims of the workshop on *Nonviolent Communication* are: identifying what people in the group like and what bothers them in communication with others; drawing up an agreement about working together that will be used as the basis for mutual cooperation and communication; becoming familiar with the principles and techniques of nonviolent communication; and starting work on developing and practising nonviolent communication skills.

## Workshop Example

### ★ Game

#### Note

*This is usually the second workshop of the training and people have probably not memorised each other's names, so an introductory game to help remember names might be useful. See the section on Games.*

## What I (Don't) Like in Communication with Others

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### Exercise description

On the wall or flipchart stand, put up a large paper with the title *What I don't like in communication with others*. The participants volunteer answers and the trainer writes them down on the paper. When there are no more answers, or after ten minutes, go on to the paper with the title *What I like in communication with others*. At the end, read what has been written on the sheets of paper.

Type of exercise:  
Wall newspaper in plenary

Duration:  
15–20 minutes

Materials:  
Flipchart paper, markers

## Note

*This exercise is a good introduction to the topic and it can be very useful to do it right before moving on to the Cooperation Agreement.*

## Cooperation Agreement

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### Exercise description

Participants give suggestions for terms of the Cooperation Agreement. Someone from the training team writes these down so everyone can see them. If the exercise *What I (Don't) Like in Communication with Others* has already been done before the Cooperation Agreement, participants may be invited to include elements from the previous exercise.

After a suggestion is written down, the whole group is asked to comment on it. If there is disagreement about a suggestion, the person writing down the suggestions marks it (with an asterisk or in a different colour). Members of the training team participate in this exercise as equals, giving their own suggestions (about how to conduct a discussion, what to do about mobile phones, etc.). An indispensable point in the Agreement is that it is subject to change and that everyone has the right to initiate adding new or deleting existing terms. When there are no more suggestions, those that were not contested should be read out. The suggestions that were not unanimously accepted should also be read out, because it is important to take into account everything that was suggested, as well as reasons for contesting some points. This also introduces the principle of respect for the needs of others, including when that need is not universally shared.

Type of exercise:

Wall newspaper in plenary

Duration:

15–20 minutes

Materials:

Flipchart paper, markers

## Note

*The Cooperation Agreement exercise can also be done as part of the introductory workshop. In any case, it should be a requisite part of every training. Although a lot of time is set aside for the Cooperation Agreement, it is never wasted because, apart from the visible work on communication and cooperation, it fosters a sense of ownership of the Agreement, introduces the basic set-up for cooperation and provides participants with a way to influence the process and take responsibility for it.*



## Controlled Dialogue\*

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### Exercise description

Using the barometer set-up with the poles of *Strongly Agree* and *Strongly Disagree*, find pairs with different opinions and an observer for each pair.

*Barometer method:* Determine two poles in the room: for instance, one wall can stand for one pole – strong agreement with a statement – and the opposite wall for strong disagreement with the statement. When the trainer reads a statement, the participants stand along the barometer, their places reflecting their agreement or disagreement (all positions between the two poles may be taken up).

Suggested statements for the barometer:

- Every people has the right to secede.
- The Serbs started the war.
- If it had been up to the people, there would never have been a war.
- Homosexuals should be allowed to adopt children.
- The end justifies the means.
- Feminism harms the family.

Once the participants split into pairs, each pair is assigned an observer and tasked to discuss the topic of the barometer for ten minutes, using controlled dialogue. *Controlled dialogue* is when person A expresses their position and then person B paraphrases person A's position until person A confirms the paraphrase. Then, person B expresses their position and person A paraphrases it.

Observers are instructed to monitor the course of the discussion: Were there interruptions? Was someone cut off? What was the body language like? How much listening was done? How much respecting others? Were questions asked to clarify? Did the two people have equal time to speak? etc.

### Evaluation

Suggested questions to evaluate the exercise:

How difficult was it to stick to the instructions? Was it easy to listen to your partner without interrupting? While your partner was speaking, were you trying to understand as best you could or were you thinking about your own arguments? Did you get the impression that your partner understood you and listened? Did you both have equal time to speak?

What did the observers notice? Was it difficult for them to only observe without participating in the conversation?

### Alternative version of the exercise

Individual participants in the discussions can be given different instructions. Instead of telling them to use controlled dialogue, they could be told:

- Do as you see fit.

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\* Inspired by an exercise from: Dieter Lünse et al. "Zivilcourage: Anleitung zum kreativen Umgang mit Konflikten und Gewalt" in: *Agenda Zeitlupe 9* (Hamburg: Arbeitsgemeinschaft freier Jugendverbände e.V., 1995), p. 96.

Type of exercise:

Interactive, experiential exercise

Duration:

45–60 minutes

- Win the debate.
- Convince your partner that your opinion is right.

In that case, the evaluation of the exercise can compare the course of the discussion in pairs using controlled dialogue and those with special instructions.

## Wall Newspaper: What Is Nonviolent Communication?

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Duration:  
10 minutes

## Theoretical Summary: Principles of Nonviolent Communication

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### Exercise description

The trainer briefly introduces the principles of nonviolent communication and various techniques (I-speech, active listening, open-ended questions). After the presentation, a handout should be distributed to the participants with a text prepared beforehand. Examples of the text can be found at the end of this subsection.

Type of exercise:  
Short presentation

Duration:  
10–15 minutes

Materials:  
Flipchart

## Exercise Examples

### Practising “I-speech” through Role Play

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#### Exercise description

Participants are divided into four groups (of four or five participants). They have 10 minutes to come up with a short conflict role play. It would be best to do something from personal experience – a situation where they were bothered by the manner of communication.

Step 1 – Everyone goes back to the plenary and the first group does their role play.

Step 2 – Brief discussion in the plenary: What did you not like in the role play?

Type of exercise:  
Forum theatre

Duration:  
110 minutes

**Step 3 – Switch-around.** Invite the people who watched the role play to think about whose role they could take on and try to use a new way of communicating to change the role play. If only one or two roles communicate in an unpleasant or conflictual way, do not change those roles in the beginning.

**Step 4 – Evaluation of switch-around:** What changed in the attitude of the persons involved? What did the observers notice? How did a change in behaviour affect the person whose communication was unpleasant? What was it like for the others in the role play?

Then the next group does their role play and steps 1 through 4 are repeated until all groups have had their turn.

### Note

*Each role play can be changed a number of times, depending on the time available and the effectiveness of the modifications. The recommended duration of the exercise foresees about 25 minutes for each role play group.*

*If a theoretical introduction to “I-speech” was not done before this exercise, it can be done now if you think the switch-arounds are not going well, or it can be at the end of the exercise.*

## Practising “I-speech” in Pairs

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### Exercise description

Split into pairs. Instructions: Think about a situation that made you angry, explain the circumstances to your partner and role play your initial reaction. Your partner should respond spontaneously. Then try to formulate your anger as an “I-message”.

Type of exercise:

Working in pairs

Duration:

10–15 minutes

### Note

*Feedback in plenary is not required after this exercise. However, if this is the only communication exercise, time should be set aside to discuss any difficulties the pairs had in reformulating their messages and suggestions for changes.*

## Commendations

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### Exercise description

The participants write a commendation for a person they know on a piece of paper. All the papers are collected into a “hat”. The trainer pulls out one commendation and reads it out loud. Question for the

Type of exercise:

Work in small groups

Duration:

25 minutes

Materials:

Paper and pencils

group: “Is this message formulated in I-speech?” If not, how would you reformulate it? Go through three to four messages.

Then split into small groups. Each group is given a few of the remaining commendations from the hat. The small groups have the same task: Is this message formulated in I-speech? If not, how could you reformulate it?

## Active Listening Exercise

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### Exercise description

Split the group into pairs. Person A takes five minutes to tell their partner, person B, about something that angered them recently or was difficult for them. Person B checks their understanding of person A by asking questions and repeating what they have heard. The participants go back to plenary to evaluate the exercise. Following evaluation, wall newspapers are made in plenary on the topic of: What is necessary for active listening?

Type of exercise:  
Working in pairs, wall newspaper

Duration:  
40 minutes

Materials:  
Flipchart paper, marker

### Evaluation

Suggested questions to evaluate the exercise:

How well were you listened to and understood? How often do you have the feeling that others are listening to you?

How difficult is it for you to hear others out? How can you tell that someone is listening to you? How can you tell that someone is not listening to you and not trying to understand?

## Small Groups Discussion about Communication

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### Exercise description

Split into small groups (of 4, for example).  
Discussion topics:

- How do I react when I'm bothered by someone's way of communicating (use concrete examples)?
- A good reaction in my opinion.
- I think people act this way because...

Type of exercise:  
Work in small groups

Duration:  
25–30 minutes

## Better Understanding

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### Exercise description

Split into four groups. Group discussions about: “What contributes to better understanding and constructive dialogue? Which modes of communication shut down dialogue and do not contribute to better understanding?” Groups are also tasked with making a wall newspaper. Feedback in plenary.

Type of exercise:

Work in small groups, presentations in plenary

Duration:

45 minutes

Materials:

Flipchart paper, markers

## Wall Newspaper: What I’m Trying to Achieve with Nonviolent Communication

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Duration:

10 minutes

## First Round

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### Exercise description

The chairs are set up in two concentric circles, so that each chair in the inner circle faces a chair in the outer circle (see illustration, pp. 75-76). The number of chairs is equal to the number of participants. The participants take their seats. The people sitting facing each other are pairs.

Persons sitting in the outer circle take a card from the “hat”. The cards have statements about the rights of social groups and individuals. The same statement can be used on more than one card in the hat. Example statements:

- Women should have the right to give birth at home if they want to.
- Parents should have the right to hit their child if he/she behaves badly.
- Smokers should be allowed to smoke in a closed room if it doesn’t bother anyone.
- People should not have the right to cut down trees on their property because it is bad for the environment.
- Education should be a basic human right and should be free.
- People should be allowed to display any flag they want on their homes.
- National minorities should be privileged when it comes to employment.
- If the majority of people from a region want the region to become a separate state, this should be allowed.
- Gays and lesbians should be allowed to adopt children.

Type of exercise:

Working in pairs and plenary

Duration:

50–65 minutes

Materials:

Chairs

The person taking the card from the hat acts as an advocate of the statement and is supposed to convince their partner, while the other person is tasked with opposing the statement, formulating reasons why the right should be prohibited.

After 3 minutes the discussion is stopped and the people sitting in the outer circle move one place to the right. They now have a new partner and the exercise is repeated with a new card from the hat. The exercise can be repeated a few times.

Then the participants from the inner circle take new statements from the hat and advocate those statements (those rights) in order to convince their partners to support the statement. The people sitting in the outer circle are supposed to oppose the statement. (This is repeated a few more times with the inner circle moving one place to the left.)

## Evaluation

Suggested questions to evaluate the exercise:

What was it like?

Which statements did you find difficult to defend or to oppose? Why?

Were you listened to? Did you listen to others?

Did people oppose you in different ways? How?

What kind of opposition made you re-examine your position?

## Feedback in Pairs

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### Exercise description

Before the exercise, briefly introduce the notion of feedback, its rules and purpose.

This is an opportunity to give each other feedback and to receive it. We approach a person we want to give feedback to or receive feedback from. The person does not have to listen to our feedback or give feedback to us. When we are done, we go to the next person we want to give feedback to or receive feedback from. The exercise can be conducted in the working room or somewhere outside, but participants should be instructed to stay within each other's field of vision to facilitate finding the person you need.

Type of exercise:

Working in pairs

Duration:

60–90 minutes

### Note

*This exercise should be done at the half-way point of a ten-day training or near the end. In situations when there are conflicts within the group, this exercise can help encourage their transformation. Near the end of the training (but not at the very end, because it may call for additional discussions that time should be set aside for) feedback can be used to support next steps. The training team should also participate in these feedback rounds.*

## What I Liked/What Bothered Me in Our Communication

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### Exercise description

Everyone is given a few post-its. More post-its are kept on hand in case someone needs them. The participants are tasked with thinking about and writing down their answers to the questions: “What did I like in communication with others in this group?” and “What bothered me in communication with others in this group?” When they finish writing, everyone reads what they have written and attaches the post-its to the flipchart paper or wall newspaper.

Then the group moves on to the second part of the exercise. Now they write their answers to the questions: “What did I like about my own communication with others?” and “What bothered me about my own communication with others?” The answers are again read out in plenary.

### Note

*In situations when there is a lack of trust in the group, conflicts or animosity, it can be helpful to open up space for discussing these difficulties. This exercise can create an excellent atmosphere for working on feedback.*

Type of exercise:

Individual work, plenary presentation

Duration:

40 minutes

Materials:

Post-its, pencils, flipchart paper

# Annexes for the Workshop

## I-speech

I-speech is a nonviolent communication technique that enables the expression of needs and wishes and aims to improve understanding of the other and of oneself. It is concrete and focuses on a specific problem. I-speech clearly speaks about behaviour and the emotions caused by it, without judging the person.

I-speech does not lead to avoiding conflict but to opening communication about the causes of the conflict. It opens up communication and shows our readiness to talk and to seek a mutually acceptable resolution. It helps us focus on ourselves, our real needs, wishes, rights.

In conflicts, we often exhaust ourselves and each other with accusations, anger, insults, sulking, all of which leads to escalations and moves us away from what actually upset us, what really bothers us, what we need and what we really want.

I-speech takes us back to the beginning of the conflict, to what we really need, what we really want, or to what actually bothers us, but without causing a defensive reaction from the other side.

I-speech criticises the behaviour and not the person.

### **Structure of I-speech:**

“When I see that...”

(we talk about an action of the other person in a way that does not involve a value judgement)

“... I feel ...” or “... I wish that ...”

(we speak about our emotional reaction without self-accusation or justification)

“I would wish to...” or “I would like to...”

(we speak about a personal need and desired outcome without giving orders or using blackmail)

Examples:

*When you tell me to shut up, I feel hurt and as if you don't care at all about me and my opinion. I would like for us to be able to talk and for you to tell me what it is that's really bothering you.*

*When I return from work tired like this and find the sink full of unwashed dishes, I feel bad, and I would like us to share chores.*



## Additional Clarifications

### I-messages: taking issue with the behaviour and not the person

System:

- The behaviour that bothers me...
- This makes me feel...
- Because...
- I would like to... (My wish is...)

#### Example of YOU-speech:

The trainer addresses a participant who keeps whispering while the trainer is talking, and says, "Alright, Milan, would you stop chatting, you're really disrespectful!"

*Note: This statement directly attacks and judges a person. The reaction it would likely provoke is humiliation, retreat or counter-attack.*

#### Example of WE-speech:

"We all know how disrespectful Milan is and that he never listens while others are speaking!"

*Note: This statement presupposes that everyone agrees with it, which takes away room for different opinions, and also claims that Milan always acts the same way. WE speech is often encountered in discussions of political issues where presumptions are made that everyone shares the same majority opinion, resulting in lack of respect towards those who think differently and limiting their ability to express that other opinion. At the same time, WE-speech depersonalises individual opinion and tends towards removing individual responsibility for one's own attitude and behaviour. The widely held attitude that every action supported by the majority of the group is justifiable because it is "democratic" reflects the view that democracy is a dictatorship of the majority where the disenfranchised minority is supposed to share in the responsibility for actions.*

#### Example of I-speech:

"Milan, it bothers me when you interrupt me. I get the sense that you don't care about my opinion, that you don't respect me, and I would like for you to hear me out, because I would appreciate your thoughts on what I am saying."

## Some Nonviolent Communication Techniques

### Active Listening

Characteristics of active listening:

- Not interrupting the speaker with: "And why did you...", "You could have...", "You should have...", or bringing in your own experiences: "I also..."
- Facing the speaker
- Not interrupting suddenly or "ambushing"

- Listening with interest and patience
- Allowing for silences and pauses for the speaker to collect his/her thoughts
- Reflecting back what is heard
- Trying to understand the speaker's position and empathising with it
- Not imposing your own advice
- Encouraging the speaker with gestures and body language
- Being supportive by being present, such as: "I heard you..."

### **Paraphrasing**

Paraphrasing or repeating in your own words the key points or emotions heard from the speaker. This helps us check whether we had perhaps drifted off and gives the speaker an opportunity to look at the issue once again.

We usually start a paraphrase with: "If I understood correctly, you said..." or "As far as I can tell, you are saying..."

### **Open-ended Questions**

Open-ended questions are formulated so that they cannot be answered with a simple "yes" or "no". Instead, they enable freedom of expression outside the narrow focus of the question.

If we ask questions beginning with "Do you...?" or "Did you...?", they contain an inherent presumption of a very limited scope for an answer. If we formulate a question with "How...?" or "What...?", they can be answered from the point of view of the speaker.

Examples of closed questions:

*Was this exercise difficult or easy for you?*

*Was the communication in the group good or bad?*

Examples of open-ended questions:

*How did you find this exercise? What was difficult and what was easy, and why?*

*What was the communication between people like?*

## **Some Rules of Feedback\***

The following rules and methods enable and encourage:

- giving feedback
- receiving feedback
- developing a desire to give and receive feedback

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\* Borrowed from Diana Francis, 1993.

## **Giving feedback**

1. Focus on what you think the person is doing, and not on what you think the person is like. Describe how their actions affect you.
2. Talk about what you see or hear, not about what you think was the cause of events.
3. Give criticism immediately (as much as possible) after a behaviour that bothered you. Give criticism when your interlocutor is able to receive it.
4. Give feedback in order to express your ideas and feelings, not in order to give advice.
5. Give as much information as your interlocutor can receive (giving more than that is primarily aimed at satisfying yourself, not helping your interlocutor).
6. Use clear and new (fresh) examples.
7. Think about the value of your criticism for your interlocutor, not about the release it may bring you. Ask yourself: "Do I want to inform or 'give as good as I get'?"
8. Feedback may be transmitted through speech and/or gestures, eye contact, body language.
9. Make sure what you say is not judging or threatening others, either by your tone or choice of words.
10. Criticise only what your interlocutor can change.
11. Your criticism will be better when elicited by the other person than when you impose it yourself.
12. Give feedback with genuine feeling and warmth whenever appropriate.

## **Receiving feedback**

1. Try to listen with an open mind – to convey the message of listening, not defensiveness. Don't think you have to accept everything. Accept and do what seems appropriate at the time.
2. Keep in mind that feedback is only the opinion of the person giving it. Ask for feedback from others in order to check whether it coincides with the initial feedback you received.



# Cooperation and Teamwork

The Cooperation and Teamwork workshop usually takes up two whole blocks, meaning one full day at the ten-day Basic Training in Peacebuilding organised by CNA. That is why the workshop example below consists of two parts and takes a total of some seven hours to implement.

The aims of workshops on this topic mainly concern trying out decision-making by consensus, analysing and practising communication, better understanding of teamwork and its implications, mapping elements of quality teamwork, re-examining one's own behaviour when working and when working in a team, creating space for receiving and giving feedback, as well as getting to know each other and developing the group.

## Workshop Example (Part One)

- ★ Good morning
- ★ Game

### **Brainstorming: What Is Teamwork?**

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Duration:  
10 minutes

## Jigsaw Puzzle\*

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### Exercise description

The participants split into groups of five (the remaining participants can be observers). Everyone stays in the same room, but the groups sit in separate circles. It would be best if they can sit on the floor. A set of five envelopes marked with numbers 1 through 5 is prepared for each group. The envelopes contain pieces to make up a square. Each member of the group receives an envelope. The instructions say that they are not to open the envelopes before they are told to do so.

Slowly read the instructions at least twice, making sure everyone has heard them.

### Instructions:

“Each person has received an envelope with pieces that form a square. At my signal, the group should start the task of putting together five squares of equal size. The task is complete when every member of the group has a completed square in front of them.”

Make sure everyone understands the task. Then read the rules given below. It would be best to have the rules written out in large letters and displayed prominently.

### Rules:

“No talking or communicating of any kind is allowed during the exercise.

You may not take pieces from other members of the group.

Pieces may only be given to the person to your right or placed in the middle of the circle.

You may take pieces placed in the middle of the circle.”

Evaluation of the exercise is conducted after all groups have completed the task.

### Exercise evaluation

Suggested questions to evaluate the exercise:

What was it like?

Did you follow the rules? What did you do?

Some of you had only one piece of the puzzle. Did anyone notice this?

How did such people feel?

What was it like and what did you do when someone was keeping part of the puzzle and not seeing the solution?

How did you feel when you put together your square only to realise you had to take it apart in order to give away a piece?

What did the observers notice?

What was it like cooperating without verbal communication?

Type of exercise:

Interactive, experiential exercise

Duration:

30–40 minutes

Materials:

3–4 sets of envelopes containing pieces of the jigsaw puzzle (see instructions on the next page)

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\* Karl Heinz Bittl-Drempetic. *Gewaltfrei Handeln: Ein Handbuch für die Trainingsarbeit* (Nürnberg: City Verlag, 1996), pp. 329–331.

## Note

*There is only one way to put together all five squares. It is possible to put together one square, but this makes it impossible to put together the remaining four. It often happens that one person quickly manages to put together their square and then waits for the rest of the group to finish, only to realise after a while, usually due to the frustration of the other group members, that they must take apart their square because it contains a piece needed to put together another square. The task is difficult, but not too difficult. Sometimes all it takes is time for the group members to realise they must cooperate in order to complete the task. We haven't yet had a situation where a group was unable to complete their squares. The exercise may cause frustration, impatience, neglecting others, competition within the group, and especially competition with other groups (over who will be the first to complete the task), as well as complete disregard for the rules of the exercise, all of which provides very useful material for analysing teamwork and cooperation. When behaviour during cooperation is criticised, care should be taken that the criticism isn't judgemental or personal, and participants should be reminded that the aim was not to compete but to learn about cooperation. This type of intervention is important to prevent someone retreating under criticism or feeling like they're being "punished for their mistakes", especially because self-criticism and criticism are indispensable for in-depth work during the training and due attention should be given from the very beginning to practising a culture of critique.*

## Materials for the Jigsaw Puzzle exercise

For one set of envelopes you will need five square-shaped pieces of paper of the same size (you can cut an A4 paper to get squares of 21 x 21 cm). Cut each square into parts as shown on the diagram below to get the pieces of the jigsaw puzzle. The pieces of the puzzle are assigned letters.

Then put the pieces into separate envelopes as follows:

Into *Envelope 1* pack one piece marked with each of the letters A, C, H and I;

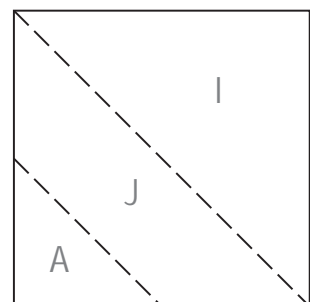
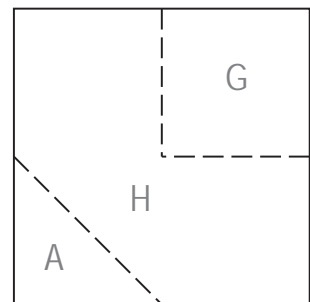
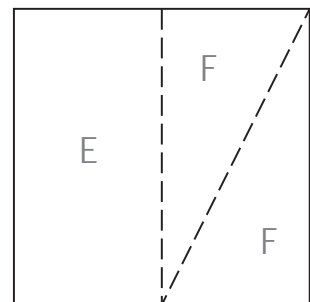
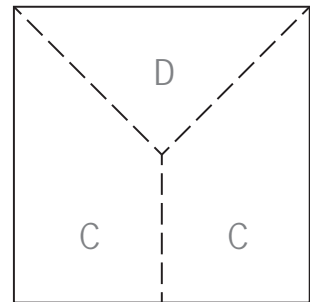
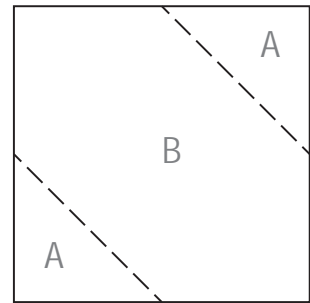
*Envelope 2* – A, A, A and E;

*Envelope 3* – J;

*Envelope 4* – D and F;

*Envelope 5* – B, C, F and G.

Repeat these steps three more times to make four more sets of envelopes. It is recommended to make each set with different coloured paper. This helps avoid mixing the pieces between the groups and makes it easier to collect the pieces after the exercise to be used again.



## Voting on a Verdict

### Exercise description

The participants are split into two groups of seven people and they work in separate spaces. Two or three people are observers in each group (depending on the total number of participants). Slowly and clearly read the story about the context for the exercise, at least twice.

#### Story:

“You are two rival humanitarian organisations working with children. Both your organisations currently work on multiple important projects planned for the upcoming two years (one of the main projects is procurement of aids for children with disabilities). One officer from each of the two organisations has been arrested for using the privileges given to humanitarian organisations for personal gain (evasion of customs taxes). Importing technical equipment was at issue. All the other employees (all of you) knew about this but turned a blind eye. The public prosecutor suspects that the two officers cooperated in these illegal activities.

You are faced with the question: Is your organisation guilty as a whole?

The group votes by secret ballot and the decision is made by simple majority vote.”

The two groups then go work in separate spaces. It is important that they are in different room so that they cannot overhear each other.

It is explained to each group that the outcome of the vote on whether they are guilty as an organisation will have different consequences and each group is given a copy of the chart that illustrates the different outcomes:

- If both organisations admit their guilt, they will be banned from working for 7 months.
- If both organisations deny their guilt, they will be banned from working for two months.
- If one organisation admits to being guilty, but the other does not, the organisation that admitted its guilt will be banned from working for one month, and the organisation that did not will be banned from working for 10 months.

You can download the voting outcomes chart suitable for printing on A4 paper on the website [handbook.nenasilje.org/en](http://handbook.nenasilje.org/en).

#### Voting plan:

1st round: Everyone receives a ballot paper to enter their vote (“Guilty” or “Not Guilty”). Everyone votes individually, without consultations within the group. The trainer delivers the verdict based on the results of the vote on both groups (to each group) and the corresponding punishment, as well as specifically how the other group voted. She writes this on the chart on the flipchart paper.

Type of exercise:

Role play

Duration:

60–90 minutes

Materials:

Two charts of voting outcomes (see annex), a lot of small notes of equal size to serve as ballots, two flipchart papers to record the voting results

	YES	NO
YES	7 / 7	10 / 1
NO	1 / 10	2 / 2

Example chart for recording the votes:

Group A		Group B	
Voting outcome	No. of months the organisation is banned from working	Voting outcome	No. of months the organisation is banned from working
<i>yes</i>	<i>1</i>	<i>no</i>	<i>10</i>
<i>yes</i>	<i>7</i>	<i>yes</i>	<i>7</i>
<i>yes</i>	<i>7</i>	<i>yes</i>	<i>7</i>
<i>yes</i>	<i>7</i>	<i>yes</i>	<i>7</i>
<i>no</i>	<i>2</i>	<i>no</i>	<i>2</i>

Each group receives a copy of the chart.

2nd round: Voting takes place again without prior consultation and the results are given to both groups. Only then does each group get five minutes to confer and nominate a negotiator to go negotiate with the other group. After negotiations, they again have a short time (two minutes or so) to confer within the group and then they vote. The trainer again delivers the verdict based on the results of the vote of both groups (to each group) and the corresponding punishment, as well as specifically how the other group voted. If from this point the voting results remain the same three times in a row and the same sanction is pronounced, whatever the ration of votes, the exercise ends.

If the exercise does not end by the fifth round of voting, the trainer announces that the next round will be the last. The negotiators should have a chance to meet again, and a short time to confer within the groups, followed by the final round of voting and the end of the exercise.

Some people may decline to vote during the exercise, which can lead to the vote being tied. If the results of the vote within the group are tied, the following rule is applied: the result will be determined in relation to the previous vote by making the tied vote opposite to the previous vote (if the results of the previous vote were “Not Guilty” then the result of the tied vote will be “Guilty” and vice versa).

### Exercise evaluation

Suggested questions to evaluate the exercise:

How did you vote? How satisfied are you with the result?

How satisfied are you with the process?

What did the observers notice?



## Note

*Implementing this exercise may be complicated due to the sequencing of steps. It is recommended that you lead the exercise only after you've had the opportunity to assist a trainer with experience in implementing this exercise. Those who do decide to use this exercise usually find that it becomes indispensable for discussing teamwork, cooperation, leadership and communication because of the material it offers. The participants find it fairly easy to take on their roles, because the story is close enough to real life and not unfamiliar. Because moral dilemmas appear at various levels, it is almost impossible for the process and for consultations within the groups, and especially negotiations with the other group to go smoothly. This also provides ample material for analysing teamwork and communication. However, often the moral dilemmas are sidelined and competition with the other group takes centre stage. In a brief time, this exercise gives us a snapshot of how peer pressure functions, how we communicate with others when we have polarised opinions, how easily we overlook people on our team, how we take the path of least resistance or how we are defiant, the image we create of the other group, etc. The exercise can elicit strong emotional reactions, primarily of frustration, so the evaluation should be conducted carefully and skilfully in order for people to emerge from it with a feeling that it was worth getting upset because they learned so much. It is very important that the evaluation does not leave the impression that one group was morally superior to the other and that insights into displayed weaknesses leave enough room to hearing out, understanding and accepting criticism.*

## Cutting Paper

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### Exercise description

Call for volunteers who want to participate in the exercise, a total of seven people. Their task is to first think of a paper shape they would each like to make for themselves. Then they receive a large paper, one pair of scissors and the following instructions:

“Everyone is supposed to cut out a piece of paper in the size and shape they imagined, but without leaving any leftover paper in the end.”

The rest of the group observes the process. Communication is allowed. Time: 20 minutes.

### Evaluation

Suggested questions to evaluate the exercise:

How satisfied are you with the result (the paper shape you cut out)? Did you cut out the shape you initially envisaged?

How satisfied are you with the process? Were there different roles in the process and what were they like? How did you agree on how you would complete the task? How did you decide about who would begin and who would finish the cutting?

What did the observers notice?

How do the elements of this exercise relate to your daily lives?

Type of exercise:

Interactive, experiential exercise

Duration:

45 minutes

Materials:

Large paper and scissors

## Note

*The number of volunteers for this exercise may vary and need not be exactly 7 (it may be 5 or 11). It is important that the number is not easily divisible so that people are not tempted to take the path of least resistance and simply divide the paper into equal rectangles, which is what the group will often decide to do once they hear what the task is.*

*The exercise may sound very simple, but it can simulate various phases in teamwork: agreement on joint work, the way that the group will reach agreement and make a decision, the process of decision-making about how to cut up the paper, and the final implementation of their decision. Most often the first stage, which can be decisive for teamwork, is completely skipped over and the group goes straight to suggestions about how to divide the paper or even straight to implementation without any prior agreement. This leads to neglecting the process and the focus shifts to completing the task any which way, with any kind of result. However, just like in real life, dissatisfaction with the result is directly correlated to dissatisfaction with the process and with having no influence over the outcome. We may blame others for this – e.g. those who took on a more proactive role – or we may end up blaming ourselves for not expressing our dissatisfaction on time and constructively influencing the cooperation process.*

*If the group is already exhausted from interaction and challenges (if the previous exercises were fraught), it may be best to leave this exercise for another time. It would be a shame to “waste” it in a situation of low energy and motivation, when people are susceptible to taking the path of least resistance, because in that case we would not receive the kind of material for analysis that this exercise can offer. In that case it is better to have the participants work in small groups, discussing their observations about teamwork.*

## Workshop Example (Part Two)

★ Game

### Planet

#### Exercise description

Check that everyone has a paper and pencil and then slowly and clearly read the background story at least twice.

Story:

“A new planet has been discovered with excellent conditions to sustain life. It needs to be populated. You are members of the commission tasked with populating the planet. Your task is to identify three characteristics and three skills that the people who will populate the new planet should have. You have five minutes to think about it and write down the characteristics and skills.”

Type of exercise:

Role play

Duration:

90–100 minutes

Materials:

Paper, pencils

Process:

Step 1 – Everyone works individually identifying three skills and three characteristics: five minutes

Step 2 – The participants work in pairs and groups of three where they discuss and agree on the three skills and three characteristics for people who will populate the planet: 7 minutes

Step 3 – By combining the pairs and groups of three people, form groups of four or five people. The task is to determine a list of three characteristics and three skills: 12 minutes

Step 4 – By combining the groups, form two large groups (of nine or ten people): 15 minutes

Step 5 – Reconvene in plenary. The task is to determine a list of three characteristics and three skills: 20 minutes

## Evaluation

Suggested questions to evaluate the exercise:

Did you reach an outcome? What is it?

What was it like? What happened? How satisfied are you with the outcome?

How satisfied are you with the process? Was the decision reached by consensus? Was it easier to reach a decision in pairs or in one of the subsequent steps or in the plenary? How and why?

What was difficult?

## Note

*This exercise most often elicits strong emotions due to conflicts in the decision making, so even during evaluation participants will feel the need to continue the discussion about who was right and which decision and/or skills are better. Different scenarios are possible with this exercise: the group may manage to reach agreement on only a few points; they may not be able to reach agreement at all; they may have a vote to expedite the task; a few people may take over the process and agree on the outcome while others watch – some are relieved to do so because they feel they've been let off the hook, while others will be frustrated at not being able to join in; the process may turn out to be so chaotic that some participants will be convinced they had all agreed on one thing, while others are convinced the agreement was something else. That is why it is recommended that you ask the participants as soon as they are done whether they have reached an agreement and what the outcome is.*

*At the start of evaluation, it is important to make room for people to express their feelings and articulate their frustrations if they wish. Skilful moderation may be needed to avoid people going over every step in detail, describing who said what.*

*This is an excellent exercise for analysing teamwork, communication and decision making in a team.*

## Reflection and Analysis of Teamwork

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### Exercise description

Step 1 – Everyone thinks individually about the following:

- How satisfied am I with my behaviour in teamwork?
- How satisfied am I with the behaviour of others?

Step 2 – Divide into small groups of four and discuss the above questions (15–20 minutes).

Step 3 – The small groups are then tasked with preparing wall newspapers about:

- Why teamwork? What is the benefit of teamwork?
- Why a leader? When is it necessary to have a leader?

Make an “exhibition” of wall newspapers so that everyone can read them.

Step 4 – Brief discussion in plenary.

Type of exercise:  
Work in small groups

Duration:  
50 minutes

Materials:  
Flipchart paper, markers

### Note

*The Teamwork Workshop is usually very emotional, so it is beneficial to set aside some time at the end for working in small groups and reflecting on the experience in order to give people an opportunity to think about what they got out of the day in a safe space.*

## Wall Newspaper: How Satisfied Are We with Teamwork?

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Duration:  
10 minutes

- ★ Evaluation of the day

# Exercise Examples

## Fishbowl: Agreement on Working Together

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### Exercise description

**Step 1** – Split into three groups. Each group prepares a proposal for an agreement on working together. Each group chooses two representatives.

**Step 2** – There are six chairs in the fishbowl for the representatives of each group. The task for the fishbowl is to agree on the final version of the agreement on working together. For more on the “fishbowl” method, see the beginning of the section, p. 65.

Type of exercise:

Working in small groups, fishbowl

Duration:

60 minutes

Materials:

Flipchart paper, markers

### Evaluation

Suggested questions to evaluate the exercise:

How satisfied are you with the result? How satisfied are you with the process?

### Note

*We used this version of the Agreement on Working Together exercise only with groups that had prior experience of training and were familiar with the methodology, i.e. groups at advanced training or training for trainers.*

## Tower

---

### Exercise description

The participants split into groups of four or five people. All the groups stay in the same room but work separately. Each group receives a pair of scissors, sticky tape and old newspapers. Slowly and clearly read the task.

Task: “When I say ‘Go!’, your task is to use the materials you have to make a tower as tall as possible. You have three minutes to agree on your strategy and then five minutes to put it into practice.”

Type of exercise:

Interactive, experiential exercise

Duration:

30 minutes

Materials:

A few pairs of scissors and sticky tape, old newspapers or used flipchart paper

### Evaluation

Suggested questions to evaluate the exercise:

What was it like doing this exercise? How important was it for you to see what the other groups were doing? Why?

## Hotels

---

### Exercise description

Task: “You are in the role of participants in peacebuilding training. Your task is to decide where the next stage of the training will be held. The training team will not facilitate the process.”

The training team offers three concrete (existing) places/hotels and introduces the participants to the specificities of each of them. There is some difficulty associated with each location, e.g. inter-ethnic tensions with sporadic physical violence, or there is some bad previous experience with the locals due to the mixed composition of the participants, or the hotel served as a detention camp during the war, but is not marked as such today, etc. Select the locations so that they are in different parts of the former Yugoslavia and that there is at least one person in the group from one of the location regions.

Time to decide: one hour. This is followed by evaluation and discussion in plenary (facilitated by the training team).

### Evaluation

Suggested questions to evaluate the exercise:

What was it like? What did you decide? How satisfied are you with the outcome of working together? How satisfied are you with the process?

### Note

*This exercise was designed for training that consists of at least two phases, when it is certain that the same group will be meeting again. That makes the whole situation more real, providing added weight to the exercise, because the participants are aware that it is not “just an exercise” and that their decision will have consequences, so they are less likely to opt for the tactic of avoiding conflict by staying away from difficult subjects. The exercise is demanding and emotions in the group can run high, because it often makes people face their fears and feel a responsibility towards the others to explain why they do not want to go to a particular place.*

*We have mostly done this exercise as part of Teamwork and Cooperation at more advanced training with a view to opening up questions relevant to dealing with the past soon after the start of training. However, it can also be implemented with the aim of getting to know the context we live in and as part of Peacebuilding and Dealing with the Past, but in that case the evaluation of the exercise would not focus so much on the decision-making process. In any case, it is important to facilitate an emotional evaluation after the exercise, giving people an opportunity to talk about what it was like for them, what resonated with them, or what was distressing. The evaluation discussion should take place right after the exercise, even if only for a short time, without giving in to the sometimes expressed need for a break (especially by the smokers).*

Type of exercise:

Interactive, experiential exercise

Duration:

90–105 minutes

### Alternative version of the exercise

Before evaluating the exercise, a short barometer without comments can be done in order to focus and inform the evaluation. The barometer without comments is like the classic barometer (see beginning of section, p. 63), except that participants simply take up their positions without commenting on them. Statements:

- The views of others made me change my opinion.
- I noted down important information for the decision.
- I tracked how much time had passed.
- I made sure to let other people have their say.
- I understand the causes of my frustration.

## Wall Newspaper: What Makes Decision Making More Difficult? What Can Help?

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Duration:  
10–15 minutes

## Wall Newspaper: What Makes Teamwork Successful?

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Duration:  
10 minutes

## To My Wall

---

### Exercise description

Split into two groups. The groups line up facing each other so that each person from one group has a pair from the other. The pairs stand with their arms stretched out in front of them, but without touching palms, leaving a bit of space in between. Instructions: “This is a non-verbal exercise. Your task is to get to your wall (your wall is the one you are currently facing), but you have to make sure the distance between your palms and your partner’s is always the same. You have 10 minutes.”

Type of exercise:  
Interactive, experiential exercise

Duration:  
30 minutes

### Evaluation

What happened? Did you communicate? How did you agree on what to do?

### Note

*This exercise usually plays out with the following three scenarios: some pairs remain in the*

*middle, almost without moving; some pairs reach one wall and stop there; and some pairs first go to one wall and then the other. Sometimes, those that get stuck take a cue from the others and start moving. This simple exercise is illustrative of our behaviour in conflicts and how with a bit of effort everyone can come out happy.*

## Centipede\*

---

### Exercise description

The participants split into two groups. Each group forms a “centipede”: They stand in a column, eyes closed, with their hands on the shoulders of the person in front. The first person in the line stretches their arms out in front. The last person in the line is the only one with eyes open. That person directs the centipede by pressing down on the left shoulder of the person in front to turn left and down on the right shoulder to turn right, and down with both hands to stop (if they are moving) or to move (if they are standing). As soon as a participant feels the shoulder signal, he or she passes it on to the person in front. The centipede thus begins moving and tries to avoid running into the other centipede moving at the same time, or into the other obstacles in the room (walls, chairs, etc.). The role of the person directing the centipede is rotated so that every one or two minutes, the person directing moves to the head of the line and the left last person in the back takes up directing. When everyone has had a chance to try out the directing role, the exercise is complete.

Type of exercise:

Interactive, experiential exercise

Duration:

35 minutes

Materials:

Chairs or other items to serve as obstacles

### Evaluation

What was it like? What role was the hardest for you?

### Note

*This exercise can also be used to explore the topic of leadership.*

## Swamp

---

### Exercise description

A grid of squares is drawn on the floor, 6 x 8 squares, for example. It can be made by using masking tape. Each square should be big enough to allow a person to stand in it. This grid is a “swamp”. Only some squares are safe to stand on and “won’t sink”. Only the trainer has the blueprint of safe squares (see

Type of exercise:

Interactive, experiential exercise

Duration:

65–90 minutes

Materials:

Masking tape



illustration). All the participants stand on one side of the “swamp”. The following instructions are read out to them:

“Your task is to get the whole group over to the other side of the swamp. Only some of these squares – “rocks” – are safe to stand on and won’t sink. You move in single steps and can only step on the square that is touching the one you are already standing on, including those positioned diagonally. There is only one safe path through the swamp. When you step onto the wrong square you will hear a “splash!”, which means that you are sinking and have to start over. Those who manage to go through the swamp remain on the other side of the it throughout the exercise. Only one person at a time can go through the swamp.

You have 10 minutes to work out a strategy. After that, all communication must stop and the group will have 20 minutes to get through the swamp.”

Evaluation

Suggested questions to evaluate the exercise:

How do you feel after this exercise? What was it like?

How did you agree on a strategy? Did you agree?

How much care did you take of others? Did you

try to find a way to get everyone through the swamp?

What was it like for those who were left last?

Group’s position

x					
	x	x	x		
				x	
			x		
	x	x			
x				x	
	x	x	x		x
					x

Trainer’s position



## Strengths and Weaknesses in Ways of Decision Making

---

### Exercise description

Split into four small groups. Each group is assigned one way of decision making: compromise, consensus, voting and “follow the leader”. The task is to analyse the assigned way of decision making and write its strengths and weaknesses on the wall newspaper.

Type of exercise:

Work in small groups, presentations in plenary

Duration:

40–50 minutes

Materials:

Flipchart paper, markers

## Things I (Don't) Like About Myself / About Others in Teamwork...

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### Exercise description

Everyone is given a few post-its. Each person writes down their answers to the following questions:

- What have I noticed about myself in the past two days of teamwork that I like/don't like?
- What have I noticed about others in the past two days of teamwork that I like/don't like?

When done writing, the participants attach their post-its to the flipchart paper or wall newspapers and the trainer reads out what was written.

Type of exercise:

Individual work

Duration:

20 minutes

Materials:

Post-its, flipchart paper

## Four Colours, Drawing Exercise

---

### Exercise description

Split into small groups of four. The participants pick a colour (crayons, felt-tip pens, colouring pencils). Each small group has the task of making a joint drawing, but without verbal communication.

When time is up for the drawing, each participant fills out the questionnaire independently, in silence.

Type of exercise:

Interactive, experiential exercise and individual work

Duration:

50–60 minutes

Materials:

4 flipchart papers; felt-tip pens, colouring pencils or crayons; questionnaire printout for each participant

### Questionnaire for the exercise

1. What feelings have I noticed in myself at the end of this exercise?
2. What desires or needs do I recognise behind my feelings?
3. What occupied my thoughts during the exercise?

4. When I look at the finished drawing, I ask myself:
  - How strong is my colour on the drawing?
  - What does it look like compared to the other colours?
  - How does my drawing differ from others in terms of shape and size?
5. When I think about the course of the drawing exercise (start, directions, tempo, choice of colours, emphasis, conspicuous reactions, cooperation, disruption or following, imitation, atmosphere, etc.), I ask myself:
  - How did I experience the process?
  - What role did I have?
6. What reactions did I notice in myself during the exercise?
  - What made me happy and what made me angry?
  - What did I feel, and what did I think?
  - What could have helped me?
  - What do I wish I had done then?
7. To what extent was my behaviour during the exercise typical of me? Do I recognise it from other situations?
8. Are there any questions I would like to clarify with someone from the group?

The questionnaire for printing on A4 paper, prepared for being filled out, is available for downloading from the website [handbook.nenasilje.org/en](http://handbook.nenasilje.org/en).

Before the evaluation, hang the drawings on the wall so that everyone can see them.

### Evaluation

Invite the participants to pick a question from the questionnaire they would like to comment on.

What kind of insights about cooperation did you get? Did you find out something new about cooperation?

## Smarties

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### Exercise description

The whole group sits in a semicircle and everyone takes a small dish. Before the start of the exercise, the trainer reads the instructions clearly and slowly: "I have a whole bunch of sweets. I will give 20 sweets to the person at the beginning of this semicircle. That person can keep as many sweets as they like (they can keep all of them or none) and give the rest to the next person in the semicircle. The next person can also keep as many sweets as they like and pass the rest on. The last person in the semicircle also decides how many sweets to keep and gives the rest of the sweets (if there are any left) to me. If any of the sweets get back to me, the exercise continues and the first person in the semicircle will receive twice as many sweets as were returned to me. Communication is allowed during the exercise, but the order of seating and the order to passing on the sweets may not be changed."

Type of exercise:

Interactive, experiential exercise

Duration:

40 minutes

Materials:

A few hundred Smarties (or similar sweets) and small dishes for all the participants

## Evaluation

Suggested questions to evaluate the exercise:

How satisfied are you with the process, what bothered you and why?

How do those with the least sweets feel, and how do those with the most feel?

## Delegating Exercise

---

### Exercise description

Split into three groups: “Drama”, “Music” and “Computers/English”.

Story: “The youth centre in a small Bosnian town has just one all-purpose room that is alternately used twice a week by three groups: Drama, Music and Computers/English. All three groups also need to use this room on Saturdays, which is the only remaining available day.”

In addition, each group receives a card with the following information:

- The Drama Group thinks that the musicians are rude and rough. They have already announced a performance for next Saturday and they want to rehearse during the day before they put on the play that night.
- The Computers/English group think that the Drama Group are messy and silly, but agree with them about the Music group. They want to use the room on Saturday afternoon.
- The Music Group think that the Drama Group is stuck-up, but they don't have a negative attitude about the Computer Group. They have already put up posters announcing concerts for the next three Saturdays and they need Saturday afternoons to practice and evenings for the concerts.

The groups have 10 minutes to choose their representatives and to work out a negotiating strategy.

Negotiations:

- Group representatives have 10 minutes to negotiate with each other.
- For the next five minutes, the representatives consult with their groups.
- Five minutes for negotiations between representatives.
- Five minutes for the representatives consult with their groups again.
- 10 minutes for final negotiations.

### Evaluation

Suggested questions to evaluate the exercise:

What happened? Did you reach an agreement with the other groups?

How did you choose your representative? How satisfied are with how you were represented?

How did the representatives feel in their role?

How satisfied are you with the process?

Type of exercise:

Role play

Duration:

80–90 minutes

Materials:

Prepared index cards with more information for the groups

## Note

*This exercise is suited to younger groups.*

## Decision Making Model

---

### Exercise description

Split into two groups. In both groups one to two people have the role of observers of the decision-making process (volunteers). The groups are given the task of making a decision about some issue. It is best to choose a concrete open question that cropped up during the training, or something relevant to them, such as deciding about what topic they want to discuss the next morning, or deciding what they want to do during their free time.

One group is simply told that they have 30 minutes to make a decision. The other group is given a model to structure the process:

- (1) 1 minute: choose a discussion facilitator and someone to keep time;
- (2) 7 minutes: group members each express their view;
- (3) 4 minutes: collect proposals for a solution;
- (4) 2 minutes: quick round to find out what people think about the proposed solutions;
- (5) 14 minutes: discussion of proposed solutions;
- (6) 1 minute: final check to see if a solution acceptable to all has been found.

### Evaluation

Both groups present their outcomes in plenary and discuss how satisfied they are with the result and the process of decision making. Then the observers present their observations. Finally, write on the wall newspaper what facilitates and improves the decision-making process.

Type of exercise:

Interactive, experiential exercise

Duration:

60–75 minutes



# Perception

One of the aims of the *Perception* workshop is drawing attention to how much our perceptions differ and how common that is, then accepting different perceptions and views, and better understanding the factors that impact perceptions.

Perception exercises are particularly suited to working with young people encountering topics such as conflict for the first time. They are not demanding, but easy and even fun, and are a good option to do after more difficult workshops that result in tensions or where emotions run high.

## Exercise Examples

### 5 Minutes of Silence

---

#### Exercise description

Everyone sits in a circle in silence. Their task is to listen to the sounds in the room and coming in from outside. After five minutes, the participants list the sounds they heard.

Type of exercise:

Experiential exercise, work in plenary

Duration:

10–15 minutes

## What Do You See in the Drawing?

---

### Exercise description

Prepare one or more drawings with different images beforehand. Hand out copies of the drawing to the participants. Then ask them what they see.

A sample drawing for this exercise for printing on A4 paper is available for downloading at the website [handbook.nenasilje.org/en](http://handbook.nenasilje.org/en).

Type of exercise:

Work in plenary

Duration:

5 minutes

Materials:

A copy of the drawing for each participant

## “Little Red Riding Hood” Story

---

### Exercise description

In the plenary, read this version of “Little Red Riding Hood”, which is different from the classic fairy tale because it is told from the wolf’s perspective.

Type of exercise:

Work in plenary

Duration:

30 minutes

Materials:

“Little Red Riding Hood” from the wolf’s perspective

### Story of the Little Red Riding Hood from the Wolf’s Perspective

I lived in the woods. It was my home and I did my best to keep it clean and tidy.

One sunny day, as I was picking up bits of food left behind by people, I heard footsteps. Looking behind a tree, I saw a girl with a basket coming down the path. She seemed suspicious to me right away – she was dressed so strangely, all in red, with a hood on her head, as if she wanted to disguise herself.

Although I know that you shouldn’t judge people by their appearance, she was in my woods and it seemed right that I should try to find out more about her. I asked her who she was, where she came from, and so on. First she rudely told me she did not talk to strangers. I, a stranger? I, who live in these woods with my whole family, a stranger?! Then she calmed down a bit and told me about her grandma. The grandma was ill and she was bringing her lunch. Actually, the girl seemed like an honest person to me and I thought it would be good to set her straight and teach her that it’s not nice to skulk around other people’s woods dressed so suspiciously.

I let her go on her way, but I hurried down a shortcut to her grandma’s house. When I got to grandma’s I explained the whole situation to her and she agreed with me that it would be good for her granddaughter to learn to be more polite to others. We agreed that she should hide under the bed until I called her.

When the girl arrived, I called from the bedroom where I was lying in bed dressed in her grandma's clothes. Her cheeks ruddy, she came into the room and right away said something insulting about my ears. I was no stranger to being insulted, so I tried not to make a big deal out of it and simply said that I needed big ears to hear her better. What I wanted to say was that I found her likeable, but she should take more care about how she talks. But then she started making fun of my eyes. Surely you understand that my feelings about the little girl quickly shifted and from someone likeable, to me she suddenly seemed like a very unpleasant creature. But, as I was experienced in controlling my anger, I simply said that I needed my big eyes to see her better.

With her next insult, however, she really crossed the line. I've had some dental issues in the past and that girl really couldn't come up with anything better to say than to remind me of my oversized teeth. I know I shouldn't have reacted so impulsively, but I jumped from the bed and growled at her that my big teeth would come in handy when I ate her!

Let me be clear that no wolf would ever dream of eating a little girl. Everyone knows that. But to my surprise, the silly girl started running through the house screaming. I ran after her to try to calm her down. I took off grandma's clothes. But suddenly I heard a pounding at the door and the forester came in, a man seven feet tall with an axe in his hands. When I saw him, I knew I was in big trouble. Quickly, I jumped out the window and ran away.

If only that were the end of the tale, but grandma never told anyone my side of the story. Soon rumours spread that I was a horrid creature and not to be trusted. I don't know what happened to the girl afterwards, but I can tell you that the rest of my life was ruined.

## Evaluation

Suggested questions to evaluate the exercise:

What do you think about this story? What does it tell you?

## Note

*Before reading the story, check whether the participants know the original version of "Little Red Riding Hood", because if most don't, the story will not have the desired effect.*

## Drawing by Instruction

### Exercise description

Everyone gets a sheet of paper and pencil. The trainer gives instructions for drawing geometric shapes that will make up a concrete drawing. A house, for

Type of exercise:

Individual work, plenary presentation

Duration:

15 minutes

Materials:

Paper and pencils



example. She does not mention a house to the participants, but gives the following instructions:

“(1) Draw a large square in the middle of the paper, (2) then two smaller squares inside the large one, (3) then a rectangle at the bottom of the large square, (4) and a triangle on top of the large square.”

A small exhibition is put up at the end to show all the drawings.

---

## Drawing on Your Neighbour’s Back

### Exercise description

Everyone stands in a circle and turns sideways so that they are looking at the back of the person next to them. One person draws something with their finger on the back of the person next to them (they choose what to draw and don’t tell anyone), then the person receiving the drawing draws the same thing on the back of the next person and so on. When the drawing comes full circle back to the person who started the round, everyone takes a paper and pencil and draws what they drew on the back of their neighbour. Everyone puts their drawing in front of them for a small exhibition.

Type of exercise:

Experiential exercise, work in plenary

Duration:

20 minutes

Materials:

Paper and pencils

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## Let Me Tell You a Picture

### Exercise description

The participants split into three groups. A volunteer from each group leaves the room. The trainer shows the volunteers a picture with a lot of details and then they describe the picture to the next person from their group. It’s important that the rest of the group don’t hear this description. The second person describes it to the third, the third to the fourth and so on. The three last persons from the three groups to hear the description go on to describe the picture in the plenary. Then the picture is shown to everyone so they can see what they have been describing to each other.

Type of exercise:

Experiential exercise, work in plenary

Duration:

20–35 minutes

Materials:

A picture with a lot of details

### Evaluation

Suggested questions to evaluate the exercise:

What happened?

## “Husband, Wife, Compote” Story

---

### Exercise description

The participants split into two or three groups. A volunteer from each group is taken aside and the story below is read out to them. Then they tell the story to another person from their group (without the rest hearing it), the second person tells it to a third person, and so on. The last person to hear the story is supposed to write it down and read it in plenary. When all three groups have read out the final versions of the story as they heard it, the original version is read to everyone.

Type of exercise:  
Individual work, work in pairs

Duration:  
35 minutes

Materials:  
Paper and pencils

### *Husband, Wife, Compote*

You won't believe what I heard yesterday. These people, a husband and wife, acquaintances of my parent's godparents, they were eating apple compote after lunch. A piece of the apple got stuck in the husband's throat. The wife slapped his back. The husband thought she wanted to fight. A neighbour walked in without knocking. She left the door open. A Roma woman walked in after her. At that point, a report about the earthquake in Izmir started on TV. The Roma woman tried to hold back the wife and the neighbour took hold of the husband. The husband dropped his wallet on the floor. After the tussle, the neighbour went back to her apartment and the Roma woman followed. The TV said more than 3000 people lost their homes and that a shipment of flour had arrived in the Izmir harbour, but no one knows how long it will have to stay there because the customs provisions have not been fully regulated. The postman showed up. The husband went to take out his wallet to pay the TV bill. The wallet was gone. They all went down to the police station. They stayed there for a long time because the Roma woman read their palms.

### Evaluation

Suggested questions to evaluate the exercise:  
What happened?

## Wall Newspaper: What Determines Perception?

---

Duration:  
10 minutes

### Who Is This?

---

#### Exercise description

The small pieces of paper with the names of the participants are put into a “hat”. Everyone takes out a paper. If they take out their own name, they put it back and take another. Their task is to draw the first thing that comes to their mind when they think of the person whose name they picked out of the “hat”. When they are finished, they can look at what everyone else has drawn. If the drawing reminds them of someone, they can write that person’s name next to it.

Type of exercise:  
Individual work, work in pairs

Duration:  
20 minutes

Materials:  
Small pieces of paper with the names of all participants, “hat”, paper and pencils/felt-tip pens



# Leadership

The objectives of the Leadership workshop include: analysing the role of leader and expectations of leaders, analysing the link between the group and the leader, analysing the division of responsibility into collective and personal in systems with a leader, and analysing the impact of a system.

## Workshop Example

★ Game

### Choosing the King/Queen of the Group

---

#### Exercise description

Instructions: You have unlimited time to pick one of you to be the king/queen of the group, but without talking.

#### Evaluation

Suggested questions to evaluate the exercise:

Did you choose a king or queen? Who did you choose?

Who decided?

What was your process?

Is the leader the one who made the proposal or the one who was chosen?

Type of exercise:

Interactive, experiential exercise

Duration:

25–40 minutes

## What Is It Like Being King/Queen?

---

### Exercise description

Find a volunteer to be the king/queen of the group. They sit in a chair in the middle of the room while the rest write on post-its what they are supposed to be like (expectations of a leader) and attach the post-its to the king/queen. Each post-it should contain just one expectation.

When the process is done, the trainer reads out all the expectations on the king/queen. Then the king/queen is asked: “What is it like for a king/queen with these expectations?”

Then the group is asked to think about which expectations are too much, and which are the responsibility of the group, and they are supposed to divide the post-its into three categories:

- excessive expectations,
- responsibility of the group, and
- realistic expectations of the king/queen.

### Evaluation

What are your impressions after this exercise? What did this exercise remind you of?

Type of exercise:  
Interactive exercise

Duration:  
40–60 minutes

Materials:  
Post-its, pencils, chair

## Twenty Minutes of Blindness

---

### Exercise description

Slowly and clearly read the instructions: “The whole group will spend 20 minutes doing as they please. You can go wherever you want (on your own or together), you can talk, etc., but everyone apart from one person will be blindfolded during those 20 minutes. You must first select the person who will not be blindfolded and you can take as much time as you want. After that, you put on blindfolds and the 20 minutes starts running.”

### Evaluation

Suggested questions to evaluate the exercise:

What was it like? What happened? How satisfied are you with the decision-making process?

### Note

*Deciding who will not be blindfolded can be a long and frustrating process, and this should be a focus of evaluation. On the other hand, where a decision is made quickly but without instructions or*

Type of exercise:  
Interactive, experiential exercise

Duration:  
60–75 minutes

Materials:  
Blindfolds for all participants  
(scarves, kerchiefs)

*discussion of what will happen over the twenty minutes, people may end up dissatisfied with how the exercise progressed.*

## Exercise Examples

### Brainstorming: Associations Related to the Word Leader

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Duration:  
10 minutes

### Presidential Elections

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#### Exercise description

The participants split into two groups: the “candidates” (five or six persons) and the “voters”. The candidates have two to three minutes to come up with their presentations – how they will campaign in the presidential elections to get the most people to vote for them. Then they have up to two minutes for their presentation. This is followed by a “press conference” where the candidates respond to questions from the voters (10-15 minutes). Next comes voting by secret ballot. If more candidates have the same (highest) number of votes, a second round of voting is carried out.

At the end, the elected president must sing a song together with his/her supporters.

#### Evaluation

Suggested questions to evaluate the exercise:

For the candidates: What was your guiding idea when you were coming up with a strategy? How did you feel?

For the voters: How did you decide who to vote for?

For everyone: Do you see any parallels with national presidential elections?

Type of exercise:  
Interactive, experiential exercise

Duration:  
60–70 minutes

Materials:  
Paper and pencils

## Leadership Barometer

---

Duration:  
30 minutes

### Exercise description

The barometer method is described in detail at the beginning of this section on p. 63. Go through three to five statements.

Suggested statements for the barometer:

- A leader must be a figure of authority.
- Any complex task requires a leader.
- A leader has more responsibility than the rest of the group.
- The purpose of the leader is to heap all the responsibility on one person.
- A team works better if it has a leader.
- Anyone can be a leader.

## Auction

---

### Exercise description

The participants split into three groups. Each group is given the task of buying as many paintings at the auction as they can. The bidding for each painting starts at 20 points, and there are a total of 10 paintings. Each group has 200 points to spend. The groups choose their representatives for the auction.

After each painting is sold, the groups have one minute to consult with their representatives on strategy, or to change their representative. The group with the most paintings wins. If two groups have the same (highest) number of paintings, the winner is the group with the most points left over.

Additionally, one participant can be given secret instructions before the workshop to impose him or herself as a leader and to work against the interest of the group, making wilful decisions.

Type of exercise:  
Interactive, experiential exercise

Duration:  
60 minutes

Materials:  
"Paintings", "Points"

### Evaluation

Suggested questions to evaluate the exercise:

How satisfied are you with the result?

How did you choose your representative? How satisfied are with how you were represented?

Did you change representatives? Why?

What happened in the group where the leader was given secret instructions?

## **Centipede**

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See the description of the exercise in the subsection on Cooperation and Teamwork.

## **Come and Go**

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See the description of the exercise in the subsection on Power.

## **Elephant Walk**

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See the description of the exercise in the subsection on Trustbuilding.

## **Delegating Exercise**

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See the description of the exercise in the subsection on Cooperation and Teamwork.





# Violence

The main objectives of the Violence workshop are developing sensitivity for various forms of violence in society, mapping social phenomena and processes relevant to peacebuilding and raising awareness about structural and cultural forms of violence. One of the important cross-cutting objectives is to practise dialogue in the case of disagreement.

## Workshop Example

☺ Game

### Brainstorming: Violence

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Duration:  
5–10 minutes

### Large Barometer: Violence

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#### Exercise description

The large barometer method is described in detail at the beginning of this section on p. 64.

Some statements for the barometer:

1. Balkan countries are racist.
2. The diaspora shouldn't be allowed to vote.
3. The state should help cure homosexuality.

Type of exercise:  
Large barometer

Duration:  
90–120 minutes

Materials:  
Pieces of paper prepared with statements (see exercise description)

4. Citizens are against Roma moving into their neighbourhood because they don't want to see it turned into a dumpsite.
5. HIV-positive children should not attend school with other children.
6. Christianity is the most peace-loving religion.
7. Refugees from Muslim countries spread fundamentalism in Europe.
8. Minority languages should be mandatory school subjects.
9. If you don't like the country you live in, you can leave.
10. People should be allowed to display any flag they want on their homes.
11. Macedonia is the country of all Macedonians.
12. Minorities should fight for their rights themselves.
13. National minorities and persons with disabilities should have priority when it comes to employment.
14. The international community is establishing democracy in Libya.
15. It would be best to build a special residential area completely adapted to the needs of persons with disabilities.
16. It's easiest to find employment if you're a member of a ruling party.
17. NATO countries bombed Yugoslavia to prevent a humanitarian disaster.
18. Let revenge become justice.
19. The German people started the Second World War.
20. Unemployed refugees are getting their power shut off because they did not pay the bill.
21. Operation "Storm".
22. He is a loyal citizen of this country.
23. A third entity should be established in BiH for Croat national interests.
24. Laundry is women's work.
25. Those who came first have the right to the land.
26. War criminals have the right to repentance.
27. Republika Srpska should be abolished.
28. The Roma are a carefree people.
29. A call to prayer can be heard from the only mosque in a majority Christian town.
30. Sexual orientation is a private matter to be kept within your own four walls.
31. Serbia is a country of the Serb people and all the citizens that live in it.
32. Serbia is a Christian Orthodox country.
33. Everyone should learn the official language of the country they live in.
34. All the Chinese should learn our language.
35. All those who served in the army during the war were in favour of the war.
36. We should help Africa become civilised.
37. At the Hague Tribunal they decide how guilty we are.
38. All sides are always to blame in a war.
39. The army makes a man out of you.
40. If people can't live together, it's best to separate them.
41. Great Albania
42. Great Britain
43. Great Serbia
44. Religious instruction ennobles the spirit.
45. Women are more peace-loving than men.

#### Note

*The large barometer method is one of our favourites because it can be useful in many ways. It is excellent for developing sensitivity towards violence and bringing to light less visible forms of violence*

– structural and cultural. Listening to others explain why they experience something as violence adds nuance to our own perceptions and creates room for empathy, or at least makes us think before we start justifying a behaviour or policy. It is also useful for sharing information about the social contexts we come from and better understanding of those contexts.

At the very beginning participants may be reluctant for fear of conflict, because the suggested statements are closely linked to social conflicts as well as our emotions and identities. However, when they see that opposing views can be discussed constructively, they will be encouraged to continue the dialogue. And that dialogue is what we sorely need. Dialogue about difficult topics can bring us closer together and build trust.

This is an exercise that is difficult to stop and it can go on until everyone is completely exhausted. You should bear in mind that it can be very demanding for participants who are not used to listening to and following what some twenty people are saying, because it requires a high degree of concentration over a long time period. If possible, this exercise should be done in the morning session, because concentration tends to decrease in the afternoon. You should also take a break after 90 minutes. Depending on the energy of the participants, the exercise can be continued in smaller groups (but not too small) that can discuss the statements from the barometer they care about the most, because working in small groups is not as demanding and can be helpful for people who do not feel comfortable speaking in larger groups. If you are not sure whether to continue in smaller groups or in the plenary, ask the participants. Sometimes, despite being tired, they want to continue working in the plenary.

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## Wall Newspaper: Type of Violence

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Duration:  
10–15 minutes

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## Violence According to Galtung, Structural and Cultural Violence

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Type of exercise:  
Short presentation

Duration:  
10–15 minutes



## Exercise Examples

### Violence Barometer

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#### Exercise description

The barometer method is described in detail at the beginning of this section on p. 63.

Suggested statements for the barometer:

- If I felt under threat, I would use violence in such circumstances.
- Better violence than cowardice.
- A victim can be the perpetrator of violence.
- Violence is the opposite of nonviolence.

Duration:  
30 minutes

## Definition of Violence

---

### Exercise description

Split into pairs or threes. Each pair or group of three is to come up with their definition of violence. The definitions are read out in the plenary. Then they are discussed.

Type of exercise:

Work in pairs or threes, discussion in the plenary

Duration:

30 minutes

Materials:

Paper and pencils

## Mapping the Patriarchy and Militarism

---

### Exercise description

Split into two groups. One group is to map the patriarchy and the other is to map militarism in our societies. They should also prepare a wall newspaper. They should gather as many examples as possible about where and how these phenomena appear in society, who supports them, what forms they take, etc. This is followed by brief presentations with the possibility of questions for clarification.

Type of exercise:

Work in small groups, presentations in plenary

Duration:

60 minutes

Materials:

Flipchart paper, markers

### Discussion in the Plenary

Suggested questions for the discussion:

What are the similarities between the patriarchy and militarism? Where do they overlap?



# Prejudice and Discrimination

The objectives of the workshop include dealing with prejudices in society, our own prejudices and the prejudices of others in relation to us. It aims to encourage the deconstruction of prejudices and the image of the enemy in society, and to develop empathy and solidarity among those belonging to different social groups.

## Workshop Example

★ Game

### Associations

#### Exercise description

For this exercise, you need to prepare a dozen terms denoting different social groups. For example: religious persons, soldiers, feminists, fundamentalists, female politicians, homosexuals, atheists, Americans, Germans, NGOs.

All participants are given a dozen or so post-its. They are told that the trainer will give them a term and their task is to write on one of their post-its the first thing that comes to their mind when they hear it. They only have a short time, maybe 15 or 20 seconds. After each round the training team collects all the post-its and attaches them to a flipchart paper where the terms have been written as a heading. Then the trainer says the next term and the participants write their association on a new post-it.

When the exercise is complete and all the post-its have been attached under the corresponding terms, the flipchart papers are displayed around the room so that everyone can read the various associations.

Type of exercise:

Independent work, discussion in the plenary

Duration:

35–45 minutes

Materials:

Post-its, Flipchart paper, pencils



## Discussion in the Plenary

### Suggested questions:

How much did you censor yourself? How surprised were you by what you wrote? Where do these associations come from? How are these associations related to prejudices?

### Note

*It is useful to have some of the terms denote social groups that some of the participants belong to. Some participants may be hurt by some of what they read, and those who wrote it may feel guilty or act defensively. If the point does not arise clearly in the discussion, point out that the instructions were not for people to write their personal opinion, but just the first thing that popped into their head. All the notes illustrate the images and prejudices present in our environment that we are often bombarded with. We can deny that prejudice exists and censor ourselves, but that will probably not do anyone any good. On the other hand, we can discuss prejudices openly with other people and try to find ways to change things together.*

## Prejudice about Ethnic/National Groups

---

### Exercise description

**Step One (prejudice about your own group):** The participants split into groups according to ethnicity. Each group should write on the wall newspaper what they have heard about their ethnic group in their environment (to be clear, it does not have to be what they themselves believe), or answer the question: What are [Serbs, Croats, Bosniaks, Albanians, Macedonians, Montenegrins, etc.] like?

**Step Two (prejudice about other groups):** Participants pick an ethnic group they do not belong to (from among the ethnic groups that at least one of the other participants belongs to). It is important that each group has roughly the same number of participants. They write on the wall newspaper what they have heard that ethnic group is like.

The wall newspapers from Step One are presented, then from Step Two, followed by a discussion in the plenary.

### Type of exercise:

Work in small groups, presentations and discussion in plenary

### Duration:

90 minutes

### Materials:

Flipchart paper, markers

## Discussion in the plenary

**Suggested questions:** What do you think about this? How does it make you feel? How often do you encounter these prejudices in everyday life? What can be done about them?

### Note

*It is very important to carefully introduce this exercise and give precise instructions. The task is to write down opinions you know exist, not your personal opinion. There will often be participants who do not want to define themselves in terms of ethnic belonging and will therefore not want to participate in an exercise that puts them in such a position. This is another reason why it is important*

to clarify the purpose of this exercise. In our contexts, often nobody asks us what ethnic (or other) group we belong to, they simply classify us whether we like it or not, without regard for how we feel about it. You can suggest to those who do not want to identify themselves in terms of ethnic belonging that they pick the group they are most often categorised as by others. Some may decide to form a new group in protest and call it “extraterrestrials” or “cosmopolitans”, which should be allowed, although it does deviate from the topic.

There may also be self-censorship, because “it’s not nice to write such things about someone”. It should be clarified that the purpose is to map existing prejudices (that may not necessarily be ones we subscribe to ourselves, but are something we heard said around us), and then think about how to deal with them. One approach is denying their existence, but that is unlikely to do much to dispel them. Bear in mind that this exercise is often difficult for people because it is the first time they are put into a situation where they have to tell those “others” what kind of prejudice exists about them. However, if the exercise is conducted carefully it can actually lead to building mutual trust.

## Prejudice Barometer

---

### Exercise description

Duration:  
30 minutes

The barometer method is described in detail at the beginning of this section on p. 63.

Suggested statements for the barometer:

- I have prejudice.
- I have the right to my prejudice.
- Prejudice leads to discrimination.

## Brainstorming: Where Do Prejudices Come From?

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Duration:  
10–15 minutes



# Exercise Examples

## A Step Forward

### Exercise description

Prepare as many cards with roles as there are participants. Randomly hand out the cards to the participants. They are not to tell anyone which role they were assigned. They are asked to try to identify with the role they were assigned as best as they can, to think about the way of life and daily responsibilities and problems the person faces.

Then they line up next to each other (as if on a starting line).

The trainer reads a list of situations and events, one after the other. Whenever a participant can agree with the statement, they make a step forward. At the end, when all the statements have been read out, ask the participants to look around at where everyone is in the room. Then they are to tell everyone what role they were assigned while still standing in the spot where they ended up at the end of the exercise. The participants then go back to plenary to evaluate the exercise.

Type of exercise:

Role play

Duration:

45–60 minutes

Materials:

Cards with descriptions of roles



Examples of role cards:

1. You are an unemployed single mother.
2. You are the daughter of the local bank director.
3. You are a Muslim girl living with very religious parents.
4. You are a middle-aged Serb woman living in Prishtina.
5. You are a young man bound to a wheelchair.
6. You are a 17-year-old Roma girl who never completed primary school.
7. You are an HIV-positive woman.
8. You are the president of an association of families of victims.
9. You are the president of an influential NGO in a small town.
10. You are a disabled war veteran living on social assistance.
11. You are the president of the youth wing of a ruling political party.
12. You are an illegal immigrant.
13. You are the daughter of the American ambassador in the country where you currently live.
14. You are a female student from a small town living in the student dorm.
15. You are an old-age pensioner.
16. You are a 22-year-old gay man.
17. You are a female show host on the most watched TV station.
18. You are homeless.
19. You are a Macedonian woman who has lived in a reception centre for 14 years.
20. You are a 55-year-old worker who lost his job.

Example statements:

- You do not have any serious financial difficulties.
- You have a decent home with a phone line and a TV set.
- You feel that your language, religion and culture are respected in your society.
- You feel that your opinion on social and political issues is important and that your views are heard out.
- Other people consult with you about various issues.
- You are not afraid of being stopped by the police.
- You know who to go to for advice and help should you need it.
- You have never felt discriminated against because of your origin.
- You have adequate social and health protection for your needs.
- You can afford a vacation once a year.
- You can invite friends to your home for dinner.
- You have an interesting life and a positive outlook about your future.
- You can go to university and freely choose your future profession.
- You do not fear that you will be harassed or attacked in the street or in the media.
- You can vote in national or local elections.
- You can celebrate major religious holidays with your family and friends.
- You can attend an international seminar abroad.
- You can afford to go to the cinema or the theatre at least once a week.
- You do not fear for the future of your children.
- You can buy new clothes at least once every three months.
- You can fall in love with whomever you choose.
- You feel that your abilities are appreciated and respected in the society in which you live.
- You have your own car.

## Evaluation

Suggested questions to evaluate the exercise:

What was it like? How difficult was it to identify with the role you were assigned? Any parallels with everyday life?

## Note

*This exercise provides a very good starting point for thinking about social inequalities, differences in opportunities and the effects this can have on the lives of people belonging to a minority and/or vulnerable group. (You should take care that the role cards have a predominance of vulnerable and unprivileged groups.) It aptly illustrates the terms of structural and cultural violence and allows participants to “walk in someone else’s shoes”. It is useful for illuminating unequal starting positions for different people in society and how difficult it is to overcome an unfavourable starting position.*

## Enemy images

---

### Exercise description

Split into groups according to the participant’s home country/region.

Step 1. The participants are instructed to list the groups their environment presented as enemies on the wall newspaper (during their childhood, schooling, through the media, at work, etc.).

Step 2. Then they pick one of the listed groups and describe the images of the group they were exposed to. (What are they like? Why should we fear them or be cautious around them?)

This is followed by presentations in plenary and a discussion: How strong is the presence of these images in society? What is their purpose? Who constructs them, how and why?

### Alternative version of the exercise

Split into three smaller groups: The participants discuss: Who are the enemies in our societies, who are the “others”? What are images of the enemy used for? Who constructs these images, how and why? Their task is to prepare a wall newspaper about their discussion. The wall newspapers are presented in plenary, followed by comments and discussion.

Type of exercise:

Work in small groups, presentations in plenary

Duration:

60–75 minutes

Materials:

Flipchart paper, markers

## Musical Chairs

---

### Exercise description

A few days beforehand, the participants are split into four groups. The training team makes a list of who is in what group. Each group is assigned a colour (e.g. blue, purple, green, red). The training team determines instructions beforehand that will discriminate two groups: the *blues* to lose, and the *purples* to win.

When the exercise begins, all members of the group must be marked as belonging to that group (e.g. they can attach a paper in the colour of their group to their chest).

Two rows of chairs are set up back to back. There is one chair fewer than the number of participants.

Instructions to participants: “You move around the chairs while the music is playing. When the music stops, everyone is supposed to try to grab a seat. If you manage to sit in a chair, you win a point for your group. The group with the most points wins.”

Each group is also given additional secret instructions.

The *green* group: to help the purple group win;

The *red* group: to try to make sure the blue group loses and to try to get as many points as they can;

The *blue* group: to check that no one is cheating;

The *purple* group: to be careful they don't get hurt.

As the exercise progresses, there are fewer and fewer chairs (the training team takes away one, two or more chairs each round). The people who do not manage to get to a chair continue participating in the exercise but cannot win a point for their group.

Examples of instructions prepared by the training team beforehand, knowing who is in which group:

- Persons whose names begin with A, D or N will stand in front of a chair while the rest move around.
- Those born in 1975 should count to five before sitting on a chair.
- You will stand in two circles around the chairs: an outer and an inner circle. All those born between May and August will be in the inner circle.

The trainer reads one of the prepared instructions and lets the music play. The participants move around the chairs, sometimes dancing, until the music stops.

If two or more people sit on the same chair when the music stops, the training team act as referees and say who's out, and if it happens to involve someone from the *blue* group (in this case), then they are definitely out. The training team should conspicuously discriminate against the *blue* group, always taking away their chair, accusing them of cheating, writing on the board that they have fewer points.

The game of musical chairs should last 15 minutes or so.

Type of exercise:

Interactive, experiential exercise

Duration:

60 minutes

Materials:

Chairs, a music-playing device, flipchart paper, marker, multicoloured paper

## Evaluation

Each group, one by one, is asked the following questions (starting with the winning group):

What instructions did you receive?

How did you feel in your group?

Did you notice any discrimination?

*Then they are told about the secret instructions.*

How do you feel now?

Did you notice anything?

What could have been done to prevent/stop it?

How does this experience relate to real life?

---

## Squares, Dots

### Exercise description

Every participant gets a sticker on his/her forehead without seeing what the sticker is. For example, seven get a red square, five blue, two green, two yellow, one person gets black and one white. In addition, some people may get a combination of colours, for example, one person may get a red and blue square, and another a yellow and red square.

Instructions: Get into groups without verbal communication.

### Evaluation

Suggested questions to evaluate the exercise: What happened?

### Note

*This exercise simulates the imposition of identities and division into groups according to an imposed criterion, which is frequently seen in our societies with ethnic, gender and other forms of discrimination. The participants often go for the first logical way of solving the task and form groups only based on the colour of the dots/squares they were given. Becoming aware of the mechanism they are subject to can be painful when people realise they are cast in the role of the discriminated or the discriminators.*

Type of exercise:

Interactive, experiential exercise

Duration:

45–60 minutes

Materials:

Coloured stickers of different colours (squares, dots, etc.)

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## Wall Newspaper: Examples of Discrimination in Our Societies

Duration:

10–15 minutes

## Wall Newspaper: Groups of People Discriminated in Our Societies

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Duration:  
10–15 minutes

### Multicoloured Eyes

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This exercise is described in the subsection on Identity and Diversity.

### Insider/Outsider\*

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#### Exercise description

The participants split into two groups of roughly the same size. One group should be asked to leave the room until they are invited back inside. The trainer does a fun exercise (telling stories, jokes, etc.) with the group that stays in the room. After 20 minutes, the participants who stayed in the room are asked not to tell the first group what they did and then the first group is invited to come back inside.

When they return, the workshop continues with the next topic of the training/seminar which is of interest for all participants.

After 20 minutes, interrupt the discussion to ask the participants who were outside the room: How do you feel now? Do you feel you are fully participating in the group or do you feel offended? How did you feel when you were excluded (or sent outside)? What did you do while you were outside? What did you feel towards the group that stayed when you returned? What did you think, why were you excluded? What does this situation remind you of?

Type of exercise:  
Interactive, experiential exercise

Duration:  
70 minutes

### Prejudice against Me and My Prejudice

---

#### Exercise description

Divide the participants into small groups to discuss two topics.

1. *Prejudice against me*: Each of the participants describes to their group an experience when someone treated them with prejudice. Each person has five minutes to tell their story.

Type of exercise:  
Work in small groups, discussion in plenary

Duration:  
60 minutes

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\* Mari Fitzduff. *Community Conflict Skills: A Handbook for Group Work in Northern Ireland*. 3rd ed. (1997), p. 45.

2. *My prejudice*: Each of the participants describes to their group a situation when they acted with prejudice against another person.

Discussion in the plenary

Which of the stories was more difficult to tell and which was more difficult to experience? Why?

## My Foreign Friend

---

### Exercise description

Determine categories beforehand and write them out as titles on flipchart papers/wall newspapers. Examples of categories: my friend from another region, my foreign friend, my friend of a different race, my friend of a different sexual orientation. The participants are tasked with going up to the flipchart papers and writing down the names of their friends under the relevant category. Then invite people to come up and read what was written on the flipchart papers.

Type of exercise:

Work in small groups, presentations in plenary

Duration:

30 minutes

Materials:

Flipchart paper, markers, felt-tip pens

### Evaluation

Suggested questions to evaluate the exercise:

What was it like doing this exercise? How did you feel putting your friends into categories? How did it feel to see your name on the flipchart paper? What does this remind you of?

A black and white photograph of a person's hands holding a spiral notebook. The notebook is open to a page titled 'MY THREE IDENTITIES'. The page has a grid at the top and several sections for writing. A small piece of paper with the initials 'SW' is tucked into the notebook. The background is dark and out of focus, showing the person's face and hair.

# Identities and Diversity

The objectives of the Identity and Diversity workshop are empowering participants to withstand the pressure to adapt their identities to a dominant social model, dealing with diversity, a better understanding of others and developing solidarity and empathy among the participants.

## Workshop Example

★ Game

### My Three Identities

---

#### Exercise description

Everyone writes down a few of their identities and then chooses three to read out loud. Then one person stands up and reads their identities one by one. When an identity is read out, the reader pauses, and everyone who ascribes to the same identity also stands up briefly. Then the next person in the circle stands up to read their identities, etc.

#### Note

*It is recommended that the training team also participate in this exercise.*

#### Type of exercise:

Individual work, presentations in plenary

#### Duration:

20 minutes

#### Materials:

Paper and pencils



## Multicoloured Eyes

---

### Exercise description

A few sets of papers are prepared beforehand, each with a statement/sentence. The papers should be of different colours if possible. When the first set of papers is laid out on the floor, the participants decide which paper to approach. A few of the participants from each group are asked to comment on why they have approached that particular statement. Then the next set of papers is laid out...

Type of exercise:

Multicoloured barometer

Duration:

40 minutes

Materials:

Coloured paper, papers with statements prepared beforehand

Sets of statements:

1. "I have a brother and a sister", "I have a brother", "I have a sister", "Other".
2. "I have sad eyes", "I have green eyes", "I have blue eyes", "I have smiling eyes", "I have multicoloured eyes", "Other".
3. "I like to read", "I like art", "I like sports", "I like burek", "I don't like the army", "Other".
4. "I have lived in different places", "I have lived in just one country", "I have lived in socialism", "I was a refugee", "Other".
5. "We are from the former Yugoslavia", "I am from the former Yugoslavia", "I am from Europe", "I am from the Balkans", "We are from Bosnia", "I am from Tetovo", "Other".
6. "Јас зборувам македонски" [I speak Macedonian], "Unë flas shqip" [I speak Albanian], "Govorim hrvatski" [I speak Croatian], "Govorim crnogorski" [I speak Montenegrin], "Govorim hrvatskosrpski" [I speak Croato-Serb], "Говорим српскохрватски" [I speak Serbo-Croat], "Govorim naš jezik" [I speak our language], "Other".
7. Seven blank pieces of paper of different colours (without statements).

### Evaluation

Suggested questions to evaluate the exercise:

What was it like? How easy was it to make a choice? Did you feel like you had a choice? What does this remind you of?

### Note

*The statements should be formulated so as to give some limited choice. Make sure not to include all the identities and languages represented among the participants, i.e. leave some out deliberately.*

## Identity Barometer

---

### Exercise description

Duration:  
30 minutes

The barometer method is described in detail at the beginning of this section on p. 63. Go through three to five statements.

Suggested statements for the barometer:

- I am a patriot.
- I have a better understanding with people of my religion.
- Conflicts are inevitable among people of different identities.
- Insisting on your own identity undermines multiculturalism in society.
- I have a better understanding with people who speak my language.
- I accept diversity easily.
- People from mixed marriages have an identity problem.
- I would give my life for my country.
- There are identities that are imposed.
- National identity is imposed.
- National identity is important to me.
- I feel the need to defend my national identity when it comes under attack.
- You must know who you are.

## When My National Identity Affected My Life

---

### Exercise description

The hot seats method is described in detail at the beginning of this section on p. 67. The person sitting in the hot seat in the middle discusses the topic: When my national identity affected my life.

Type of exercise:  
Hot seats

Duration:  
90 minutes

Materials:  
Chairs

Trajanje:  
10–15 min.

# Exercise Examples

## Brainstorming: What Are the Factors that Influence the Construction of Identity?

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Duration:  
10–15 minutes

## Wall Newspaper: What Needs Are Met by National Identity?

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Duration:  
10–15 minutes

## A River of Identities

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### Exercise description

Everyone gets five pieces of A4 paper. Task: On each one write in large letters one thing that means a lot to you.

All papers are gathered and laid out in the middle of the room in the shape of a wide river where the papers represent stepping stones. One by one the participants cross the river, going from stone to stone, explaining each time why they stepped on that particular stone (which may be a paper someone else wrote on, but that the person can identify with).

### Note

*It is very important that you take your time with this exercise (i.e. without rushing across the stones) because that will best achieve the effect of empowerment and mutual respect. You should also set a calm and easy tone when introducing the exercise, and a member of the training team may be the first to cross the river and set the tempo. If the exercise takes longer than planned, don't cut it short, because everyone should get an opportunity to cross the river. Someone may not want to cross the river, because it is too emotional for them. It is recommended that the training team also participate in this exercise.*

Type of exercise:  
Individual work, experiential exercise

Duration:  
45 minutes

Materials:  
A stack of A4 paper

## Places that Are Important to Me (The Map)

---

A detailed description of the exercise is given in the subsection on Introduction and Getting to Know Each Other.

## Who Am I? From Where Do I Draw the Strength to Be Who I Am?

---

### Exercise description

Instructions: Use the available materials to make a collage about “Who am I? From where do I draw the strength to be who I am?” Time for working: 40 minutes

The collages are presented in plenary.

### Note

*It is recommended to have music playing while people are working on their collages.*

### Type of exercise:

Individual work, presentations in plenary

### Duration:

80 minutes

### Materials:

Magazines, newspapers, collage paper, flipchart papers, crayons, felt-tip pens, glue, scissors, music

## National Identity and Other Identities

---

### Exercise description

Everyone gets a paper with a circle drawn on it. The task is to make an identity “pie-chart”. In addition to national identity, choose five more significant identities to include in the pie-chart. Colour in the pie-chart slices so that different colours represent different identities and write what each colour means next to the diagram. Time for work: about 10 minutes.

When the time is up, everyone briefly presents their diagram in plenary.

### Type of exercise:

Individual work, presentations in plenary

### Duration:

30 minutes

### Materials:

Papers with a circle drawn on them, felt-tip pens

## National Identity Questionnaire

---

### Exercise description

All participants are given a copy of the questionnaire. The trainer asks the participants to think back and answer the questions with concrete examples whenever possible (time: 15 minutes).

The following questions are included in the questionnaire.

1. When was the first time you discovered that what nationality you are makes a difference in the former Yugoslavia?
2. Were there times when you felt superior or inferior because of your nationality?
3. Did you ever wish you were of a different nationality from the former Yugoslavia?
4. Were you ever jealous of another nationality from the former Yugoslavia?
5. Did you ever feel shame or guilt because of your nationality?
6. Were you ever angry with your own side because of the way they spoke about people of a different nationality?
7. How do you feel now about what you are?

The participants are told right away that they will be discussing their answers in pairs and that what they say in pairs will not be discussed in the plenary.

When the questionnaires have been filled out, the participants split into pairs and exchange their experiences and thoughts (time: 20 minutes).

The questionnaire for printing on A4 paper, prepared for being filled out, is available for downloading from the website [handbook.nenasilje.org/en](http://handbook.nenasilje.org/en).

### Evaluation

Suggested questions to evaluate the exercise:

How did you feel during this exercise?

What kinds of questions cropped up?

What similarities and differences did you find while working in pairs?

Type of exercise:

Independent work, work in pairs, discussion in the plenary

Duration:

45 minutes

Materials:

Printout of the questionnaire for all the participants.

## Similarities and Differences

---

### Exercise description

The participants fill out the worksheet (15 minutes) with the following questions:

1. Three things that I have in common with the rest of the group;

Type of exercise:

Independent work, work in pairs, discussion in the plenary

Duration:

40 minutes

Materials:

Worksheets for the participants

2. Three things that I have in common with some of the group, but not with others;
3. Three things that make me different from the rest of the group.

The participants are told right away that they will be discussing their answers in pairs and that what they say in pairs will not be discussed in the plenary.

When the questionnaires have been filled out, the participants split into pairs for discussion (time: 10 minutes).

The worksheet for printing on A4 paper is available for downloading from the website handbook. [nenasilje.org/en](http://nenasilje.org/en).

### Evaluation

Suggested questions to evaluate the exercise:

What was it like?

What was easy, difficult, interesting?

---

## Similarities and Differences 2\*

### Exercise description

The participants are given copies of the worksheet with the following questions:

- Three things I like
- Three things I don't like
- Three things we like
- Three things we don't like
- What makes me different from the rest of the small group?

The participants work individually for the first 5 to 10 minutes, in silence, answering the first two questions.

Then they get into groups of three. First they discuss in their small groups what they wrote during individual work, and then they answer the remaining questions together.

The worksheet for printing on A4 paper is available for downloading from the website handbook. [nenasilje.org/en](http://nenasilje.org/en).

### Evaluation

Suggested questions to evaluate the exercise:

How easy was this task? What was most difficult? Why?

Type of exercise:

Individual work, work in small groups, presentations in plenary

Duration:

45 minutes

Materials:

Worksheets, pencils

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\* Katharina Schilling. *Peacebuilding & Conflict Transformation: Methods & games to facilitate training sessions* (Berlin: Brot für die Welt, 2012), pp. 72–73.

## How We're Mutually Connected

---

### Exercise description

One person stands in the middle of the room and invites someone from the group to briefly explain what connects them. Both persons now remain in the middle of the room, but now the second person invites the next and briefly explains what connects the two of them. The third person invites the fourth and so on until everyone is linked in a chain of connection in the middle of the room. The whole process can be repeated a few times if necessary. Every new chain reveals unexpected links even between people who only just met for the first time. Encourage people to seek out links that are not readily apparent.

Type of exercise:  
Individual work, work in pairs

Duration:  
20–30 minutes

## Assigning Identity

---

### Exercise description

Everyone writes down five of their identity markers on a piece of paper so others can't see. Then the participants split into three groups. Each group is given a bunch of post-its. In each group, one person stands up with their back to the rest of the group. The task for the group is to write identity markers on the post-its that they believe apply to the person standing up and to attach the post-its to their back (so that the person can't see them). Then the next person stands up and post-its with identity markers are attached to their back. This goes on until all the group members have had a turn. Only then do they read the identity markers they have been assigned and discuss them in their group.

Type of exercise:  
Work in small groups, discussion in plenary

Duration:  
40 minutes

Materials:  
Paper, post-its, pencils

### Evaluation

Suggested questions to evaluate the exercise:

How many identities did you find that apply to you?

## 3 + 2 Identities

---

### Exercise description

The participants sit in a circle. Everyone gets three papers (notes) of one colour and two of another colour.

1. They are told to write three of their identities on the three note papers. (I am...)
2. On the fourth paper they write the identity of the person sitting to their right. (S/he is...)
3. On the fifth paper they write the identity of the person sitting to their left. (S/he is...)
4. Then they read out what they have written, with the first person reading out the identities they noted down as applying to themselves. Then the participants sitting to either side pass her/him their notes with the identities they assigned him/her and s/he reads them aloud ("And I am also..."). When everyone has had a turn, a discussion is conducted in the plenary.

Type of exercise:

Work in plenary

Duration:

30–60 minutes

Materials:

Small papers of different colours,  
pencils

### Discussion in the plenary

Suggested questions to evaluate the exercise:

How did you feel when you were choosing your identities and how did you feel when you read the identities assigned to you? Are your chosen and your assigned identities equally important for you?

### Alternative version of the exercise

Additional steps may be added to this exercise:

- The trainer asks the participants to discard one of the five identities. Then the questions are posed for discussion in plenary: "How did it feel to discard an identity? How did you choose which one to discard?"
- The trainer then asks the participants to discard two of the remaining four identities. Question for the plenary discussion: "How difficult was it? Which identities were easier to discard and why? Do you recognise a social mechanism that forces people to give up their identities, discarding or hiding them?"

## What Bothers Me About Us Is...

---

The description of this exercise is given in the subsection on Gender.





# Understanding and Analysing Conflict

The main objectives of the Understanding and Analysing Conflict workshop include making a clear distinction between conflict and violence, analysing your own behaviour and that of others in conflict situations, helping to develop an understanding of conflict as an opportunity for change and, by extension, empowering participants to constructively deal with conflicts. Additional objectives include a better understanding of the emotions that accompany conflicts, understanding the factors that influence conflict transformation, analysing the causes of conflict, encouraging personal change, etc.

## Workshop Example

★ Game

### Life on an Island

---

#### Exercise description

The participants split into small groups (of 5 to 7 people). They are told that they find themselves on a desert island – each small group on its own island – and that there is no way to leave. To organise life on the island, they have to agree on and establish a common system of rules. They have 10 minutes to agree on their rules, and then they present them in the plenary.

In the next step, get one volunteer from each group. Volunteers are taken out of the room and told that they will be going back to a different “island”. Their task is to defy the rules agreed on by the group on their new island and to try to change the rules or to boycott them.

After 10 minutes of the volunteers being on their new islands, the exercise is stopped and followed by evaluation.

Type of exercise:

Role play

Duration:

70–90 minutes

Materials:

Flipchart paper, markers

## Evaluation

Suggested questions to evaluate the exercise:

Ask each group: What happened? Then tell them about the instructions given to the new islanders.

How did the newcomers feel about their role as rule-breakers, and how did the islanders feel about their system being disrespected?

Who was the victim and who was the aggressor?

How does this experience relate to real life?

## Note

*If some of the participants are familiar with this exercise from before, you can ask them to be observers and contribute valuable insights to the evaluation.*

---

## Conflict Barometer

### Exercise description

Duration:  
30 minutes

The barometer method is described in detail at the beginning of this section on p. 63.

Suggested statements for the barometer:

- Every conflict is bad.
- Conflict is the same as violence.
- You should show your emotions in a conflict.
- The victim also bears responsibility for the conflict.
- I am responsible for the conflicts in my society.
- If there are opposing interests, the conflict cannot be resolved.
- Power determines how the conflict will be resolved.

---

## Wall Newspaper: Conflicts Arise Because of...

Duration:  
5–10 minutes

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## Wall Newspaper: Types of Behaviour in Conflicts

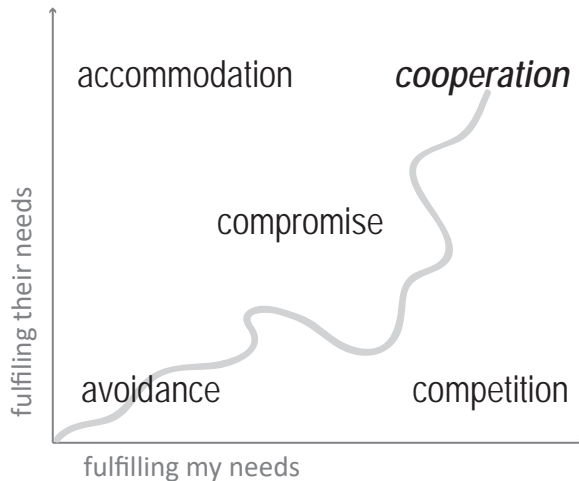
Duration:  
5–10 minutes

## Presenting a Model of Behaviour in Conflicts

---

Type of exercise:  
Short presentation

Duration:  
10–15 minutes



## Discussion of Behaviours in Conflict Situations in Small Groups

---

### Exercise description

Split into small groups (of four, for example).

Discussion topics:

- What do I find hardest in conflicts?
- What dilemmas do I have?
- In which situations do I find myself at a loss about how to respond?
- What can help?

### Alternative version of the exercise

Discussion topics:

- Behaviours in communication with others (among the group, during the training) that I liked.
- Behaviours that I perceived as creating fertile ground for conflict.
- Behaviours that do not contribute to conflict transformation.

Or:

Everyone remembers a conflict that has been transformed or that is still ongoing and writes down:

- a description of the conflict,
- their own behaviours in the conflict,
- their own feelings in relation to the conflict.

Type of exercise:  
Work in small groups

Duration:  
25–30 minutes

Then they discuss in small groups, without feedback in the plenary.

#### Note

*This alternative version of the exercise is especially useful if there are animosities in the group or simmering conflicts, as a space for reflection and to encourage communication about such difficulties.*

## Exercise Examples

### Brainstorming: Conflict (associations)

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Duration:  
5–10 minutes

### Iceberg

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#### Exercise description

The trainer introduces the meaning of the term “iceberg”. The iceberg is a symbolic representation of what we show and what we conceal in conflicts – what we show is above the surface of the water, and what we conceal is underneath. And just like real icebergs, the bulk is submerged underwater and thus invisible.

The participants split into three small groups. Their task is to sketch an iceberg and write down what is visible in conflict and what is concealed.

When they are done, the small groups present their icebergs. This is followed by feedback and comments.

#### Alternative version of the exercise

Alternatively, the exercise can have an additional step after the groups present their icebergs. The participants then go back to their small groups and discuss the following topics:

- How do I access the submerged (concealed) part of my own iceberg?
- How do I access it in others?
- What can help improve communication in conflict?

Type of exercise:  
Work in small groups, presentations in plenary

Duration:  
60 minutes

Materials:  
Flipchart paper, felt-tip pens, markers

## I Compete When...

---

### Exercise description

Split into three groups. Each group is tasked with preparing a wall newspaper about one of the following topics:

- I compete when...
- I run away when...
- I try to understand when...

This is followed by a presentation in plenary.

Type of exercise:

Work in small groups, presentations in plenary

Duration:

30 minutes

Materials:

Flipchart paper, pens

## Fortress\*

---

### Exercise description

The participants split into two groups. One group will be in the “fortress” and the other will be outside trying to get in. Both groups have 15 minutes to prepare a strategy in separate rooms.

Additional instructions for the groups

*For the fortress group:* “You decide where your fortress is and what it looks like. Your aim is not to let the other group into the fortress in the first three minutes. After that time, the other group can enter the fortress if they meet the requirements that you set down.”

*For the outside group:* “You are in an emergency and you desperately need to get into the fortress. You have ten minutes to achieve this.”

### Evaluation

Suggested questions to evaluate the exercise:

How do you feel after this exercise?

What happened? How did you perceive the other side, and how did you perceive your own side?

Who made the decisions? How did you agree on what to do?

How did others influence you?

Were there any reactions that surprised you (your own and those of others)?

What was most difficult?

What does this experience remind you of? How does it relate to real life?

### Note

*This exercise is very complex and demanding because it pits people directly against each other under a time constraint. The confrontation may even escalate into a physical tussle if it is not stopped*

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\* Bittl-Drempetic. *Gewaltfrei Handeln*, p. 390.

*in time. Because of the course of events, at least some of the participants will come out of the exercise frustrated, which is why emotional evaluation should follow immediately after the exercise. There will be a lot of material for analysis. The exercise mostly demonstrates how resorting to violence is one of the first ideas that crop up in a situation of feeling threatened and how it can quickly lead to distrust and animosity towards the other group. Sometimes a conflict arises within one of the groups due to lack of cooperation and agreement on the strategy. During the evaluation, it is important to guide the discussion away from who started with the violence towards reflection about one's own triggers that prepare us for violence and about how we react when someone from our group commits violence.*

---

## Drawing Battle

### Exercise description

Everyone splits up into pairs of person A and person B. The participants are asked not to talk during the exercise. All the A persons are taken aside (if possible outside the room) and told that their task is to draw a cityscape at sunset. All the B persons are told to draw a beach with bathers.

Then the pairs sit together and are given one paper and one pencil (per pair) with the instruction to draw the picture while holding the pencil together. The time for the exercise should be limited to 5–10 minutes.

### Evaluation

While the participants are replying to the evaluation questions, it would be useful for them to show everyone else their drawing. Suggested questions to evaluate the exercise:

- What was it like doing the drawing? What did you feel? What did you think about?
- How did you behave when it became clear that your tasks were at odds with each other?

Type of exercise:

Interactive, experiential exercise

Duration:

40 minutes

Materials:

Paper and pencils

---

## Second Glance

### Exercise description

Step 1: View of the conflict from the perspective of group A – others speaking

Place two chairs in front of the others and invite two people who are *not* of nationality A, but belong to the “opposing” ethnic group B or are neither A nor B, to sit in them. Their task is to put themselves in the shoes of someone who is of nationality A and try to answer the following questions:

- What problems and difficulties do you face (because of your nationality)?
- What fears do you have?

Type of exercise:

Work in small groups, presentations in plenary

Duration:

60–150 minutes

- What injustices pain you?
- What are your needs?
- What do you hope for?

The key terms for the exercise – fears, injustices, needs, hopes – are written on four pieces of paper as a reminder.

Step 2: View of the conflict from the perspective of group A – group A speaking

Then persons who are of nationality A get a turn to add to what was said, but they are asked not to correct what was already said and to focus only on adding.

Step 3: View of the conflict from the perspective of group B – others speaking

The exercise is repeated, but now the two chairs are meant for persons that do not belong to ethnic group B (if possible, it would be best if they were from the opposing ethnic group A). Their task is to try to put themselves in the shoes of people of nationality B and try to answer the same questions.

Step 4: View of the conflict from the perspective of group B – group B speaking

Then persons who are of nationality B can add to what was said.

## Evaluation

If needed, the above steps can be followed by feedback about the exercise in plenary: What was it like? What struck you?

## Note

*If you think this exercise would be hard going, you can break the ice by checking a day earlier with the most motivated participants (and most given to dialogue) whether they would be interested in participating in the exercise, so that they have the evening to think about it and prepare. It is important to have two persons from each of the opposing ethnic groups who are prepared to take on this task. It is very important, when introducing the exercise, to be transparent and tell everyone that individual participants were consulted beforehand and asked to take on the roles, but that anyone else who wants to try it is also welcome.*

*In groups of people from multiple countries of the former Yugoslavia (in groups where there were at least five or six ethnic groups), we decided to focus on the relationship between two, so the exercise would revolve around, for example, Albanians and Serbs from Kosovo. However, in groups where there are three ethnic groups, such as for example Bosniaks, Croats and Serbs, we would focus on all three.*

*You should bear in mind that this exercise lasts a long time and should not be accelerated. For example, the version with three ethnic groups can last for more than two hours.*

*This exercise is emotionally very trying, because people put themselves in a position they have probably never been in and it is often the first time they are trying to think in this way. The very fact that they know so little and how difficult it is to come up with something meaningful to say about others exposes part of the problem they live in.*

*The exercise is also demanding for the trainer because it requires an atmosphere of calm and listening to each other, as well as a certain degree of mutual familiarity and level of communication within the group. Inserting short breaks between the steps is a good way to let everyone “take a breath”.*

## Uncomfortable Chairs\*

---

### Exercise description

All the participants receive a card with one of the following instructions:

- “Put all the chairs in a circle. You have 10 minutes to complete the task.”
- “Put all the chairs by the door. You have 10 minutes to complete the task.”
- “Put all the chairs as far from the door as possible. You have 10 minutes to complete the task.”

You should have roughly the same number of each of the instructions. Ask the participants not to show or tell others what their instruction card says. The exercise starts at your signal and you should let it proceed for 5–10 minutes.

### Evaluation

Suggested questions to evaluate the exercise:

What happened? Did you follow the instructions you were given? (Inform the group about the types of instructions that were available.) How did you behave? Did you get into confrontations, try to persuade others, try to snatch chairs, retreat, try to cooperate? What was your perception of the others?

Type of exercise:

Interactive, experiential exercise

Duration:

40–50 minutes

Materials:

Chairs (or balls, balloons or other items), cards with instructions

## Documentary from the Series on *Simulated Dialogue*

---

### Exercise description

The documentary series *Simulated Dialogue*\*\* establishes indirect dialogue between people from the Balkans. Each of the films deals with the relationships between people from two ethnic groups: Bosniaks and Serbs, Serbs and Croats, Croats and Bosniaks, Albanians and Macedonians.

The screening of the documentary is followed by a discussion in the plenary.

Type of exercise:

Watching the film, discussion in plenary

Duration:

90 minutes

Materials:

Equipment to show and watch the film

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\* Inspired by the exercise in Schilling. *Peacebuilding & Conflict Transformation: Methods & games to facilitate training sessions*, p. 130.

\*\* The series *Simulated Dialogue* produced by the CNA includes four films: “It Cannot Last Forever” (2006), “All Wish to Cast a Stone” (2006), “Not a Bird to Be Heard” (2007), “Intermittent Line” (2009)



## Analysing Behaviour in Conflict Using a Chart

---

### Exercise description

The participants fill out the chart in small groups. They give presentations in the plenary, followed by a discussion.

Type of exercise:

Work in small groups, presentations and discussion in plenary

Duration:

45–60 minutes

Materials:

Flipchart paper, markers, prepared conflict behaviour analysis charts

Conflict behaviour analysis chart:

	How do I recognise it?	When do I use it?	Shortcomings	Description of relations	Feelings that crop up
Avoidance					
Accommodation					
Competition					
Compromise					
Cooperation					

## My Conflicts

---

### Exercise description

Everyone should think of a conflict they were involved in, specifically:

- a conflict that isn't yours, but you're implicated in it;
- a conflict you like;
- a conflict you find tiresome;
- a conflict that taught you something important.

Type of exercise:

Individual work, exchange in small groups

Duration:

40–60 minutes

Materials:

Paper and pencils

Thinking of the conflict, the participants may make notes to use as reminders. Then they split into small groups (of three or four people) and discuss, without feedback in plenary.

## Using a Chart to Analyse Conflict

### Exercise description

The participants are handed out copies of the conflict analysis chart. Their task is to think of a conflict they were involved in or that they witnessed and fill out the chart.

After 10–15 minutes, the participants discuss in small groups (of three to four people).

The chart for printing on A4 paper, prepared for being filled out, is available for downloading from the website [handbook.nenasilje.org/en](http://handbook.nenasilje.org/en).

Type of exercise:

Individual work, work in small groups

Duration:

50–60 minutes

Materials:

Printed out charts for all participants

Name and type of conflict	
Main issue	

Who are the actors?		
Emotions present		
Interests of the actors		
Needs of the actors		
System of values of the actors		
Expectations from the other side		
Path to transformation		

## Enemy Images

---

The description of this exercise is given in the subsection on Prejudice and Discrimination.

## Definitions of Conflict

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### Exercise description

The participants take one or more cards and legibly write out their answer to the question: “What is conflict?” They write one answer per card. Then all the cards are laid out on the floor or put up on the wall. Everyone comes up to read them. Then everyone takes a card (but not one of their own) and goes back to their seat in the circle. A few participants are called on to read from the card they took and say whether they agree with it and whether they would change anything.

### Type of exercise:

Independent work, discussion in the plenary

### Duration:

20–25 minutes

### Materials:

Paper/card, multiple sheets for each participant

## Conflict and Modelling Clay

---

### Exercise description

The participants use modelling clay and plasticine to make a sculpture about conflict. An exhibition of sculptures is set up where everyone presents their work.

### Note

*This exercise is suited to groups of young people. The exhibition may be followed by a discussion in plenary about, for instance, the difference between conflict and violence.*

### Type of exercise:

Individual work, presentations in plenary

### Duration:

40–60 minutes

### Materials:

Modelling clay

## My Attitude to Conflict

---

### Exercise description

Ask the participants to write down three associations about conflict, one per piece of paper. Then the papers are laid out on the floor in the middle of the room. Ask the participants to take a stand in relation to that circle (that conflict) by setting themselves up as a statue. If anyone wants to, they can explain their position.

Type of exercise:

Work in plenary, statues

Duration:

30 minutes

Materials:

Paper, felt-tip pens



# Creative Conflict Transformation

The topic of Creative Conflict Transformation is tackled using the *theatre of the oppressed* method, also known as *forum theatre* or *statues theatre*. The main aim of this workshop is to strengthen constructive and creative transformation and try out techniques and principles learned earlier.

*Forum theatre* and *statues theatre* require a lot of time and usually take up the whole working day (both the morning and afternoon workshop sessions). Here we present examples of two workshops where these methods were used. Before starting work on the scenes, it is important to take some time to prepare the participants and do preparatory exercises that awaken the senses and creativity in participants and raise their level of concentration. Examples of these exercises are given in the section on Introductory Exercises for the Theatre of the Oppressed on p. 260.

*“Theatre of the Oppressed is the Game of Dialogue: we play and learn together. All kinds of games must have discipline – clear rules that we must follow. At the same time, games have absolute need of creativity and freedom. TO is the perfect synthesis between the antithetic discipline and freedom. Without discipline, there is no social life; without freedom, there is no life.*

*The discipline of our game is our belief that we must re-establish the right of everyone to exist in dignity. We believe that all of us are more, and much better than what we think we are. We believe in solidarity.*

*We believe in peace, not in passivity!”\**

---

\* These words are attributed to Augusto Boal, the creator of the Theatre of the Oppressed. Borrowed from: <http://old.toplab.org/methodology.html>.

# Workshop Example: Forum Theatre

- ★ Good Morning

## Set of Introductory Exercises for the Theatre of the Oppressed

---

Duration:  
35 minutes

- Driver
- Leading by the Palm
- Leading by Sound
- Magical Object
- Linking Statues

Descriptions of the exercises are given in the section on Introductory Exercises for the Theatre of the Oppressed on p. 260.

## Setting the Play

---

Duration:  
60 minutes

Split into three groups. (You can use one of the creative division methods: see the section on Creative Division into Small Groups or Pairs on p. 259.)

Each group is tasked with preparing a role play depicting structural violence that will be further developed. The recommendation is to first brainstorm ideas for the role play, discuss them and only then decide which idea to develop.

### Note

*The ideal number of participants per group is five to seven. The groups should be separated or spaced out so that they can develop and try out their role plays more freely. One person from the training team should accompany each group and help develop the role play with questions and advice, but the focus of the role play is up to the participants.*

## Display, Analysis and Changes to the Role Plays

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Duration:  
180–225 minutes (60–75 minutes per role play)

Step 1. Show one of the prepared role plays. The rest of the participants are the audience.

Step 2. Participants from the audience talk about what they have seen and where they see structural violence, which of the roles are the source of the structural violence.

Step 3. The performers clarify what they wanted to show, everyone clarifies their role and how they felt playing it.

Step 4. The audience is asked to think about possible changes that could contribute to reducing violence and to try to replace one of the roles – to come onto the stage and replace a performer. Do not replace the roles that are the source of the structural violence.

Step 5. Perform the role play again. One person from the audience comes on stage to replace one of the performers and tries to change the role play. The other performers respond to the change and play along.

Step 6. All those on stage are asked: “How did you feel? What happened?” (Start from the person whose role was most affected by the change.)

Step 7. Question for the audience: “What did you notice?”

Step 8. Next replacement. Repeat steps 5 to 7.

Do a few replacements. At the end call for a big round of applause for all those who participated in the role play. Make sure to have a break before you move on to the next role play.

### Note

*Moderating the forum theatre requires preparation and a high degree of concentration, as well as thinking on your feet. It is worth noting that some people may experience this exercise very emotionally.*

*Some participants may find it difficult to step out of their role, so it could be a good idea to make an exit from the roles at the end of the exercise. The simplest way to do this is for everyone to say their name, where they come from, what date it is and where they are now: “My name is Lamija Cerić, I am from ... Today is... I am in Ulcinj at the peacebuilding training.”*

- ★ Game
- ★ Evaluation of the Day

## Workshop Example: Statues Theatre

The main difference between *forum theatre* and *statue theatre* is that statue theatre involves setting up human bodies as statues (immobile scenes without sound), while forum theatre is about role play (with movement and sound). Also, forum theatre requires more time and is more demanding. However, statue theatre may be more difficult to start off with because participants need more creativity and inspiration to create a statue (without movement or sound) about a set topic.

Structural violence is usually set as the topic for both these forms of theatre of the oppressed.

As for the time needed, 45–60 minutes is optimal to prepare the statue, and the same amount of time is needed to display, analyse and change each of the statues.

Here we present an example of statue theatre about “Perpetrator, Bully and Observer” that we use less often.

## Set of Introductory Exercises for the Theatre of the Oppressed

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Descriptions of the exercises are given in the section on Introductory Exercises for the Theatre of the Oppressed on p. 260.

Duration:  
20 minutes

## Perpetrator, Victim, Observer

---

Split into three groups. (You can use one of the creative division methods: see the section on Creative Division into Small Groups or Pairs on p. 259.) Each group is given one of the topics: perpetrator, victim, or observer. The groups are tasked with analysing these roles and preparing wall newspapers around the following questions:

- What does the perpetrator/victim/observer look like? (each group deals only with the role they were assigned)
- What are their characteristics?
- How do they make me feel?
- What are the strengths of this role?

Type of exercise:  
Work in small groups

Duration:  
25 minutes

Materials:  
Flipchart paper, markers

## Setting the Statues

---

The participants remain in the same groups as for the wall newspaper. Each group is tasked with setting up a statue of the victim, perpetrator or observer (the same role they analysed previously).

Duration:  
30–45 minutes

## Display, Analysis and Changes to the Statues

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Step 1. Display the statue of the perpetrator. The rest of the participants are the audience.

Duration:  
225 minutes



Step 2. The participants from the audience are asked: “What did you see?”

Step 3. The performers clarify what they wanted to show and answer the question: “What was it like playing that role?”

Step 4. The performers present the wall newspaper they prepared in the first part of the workshop. (You will need about 40 minutes for steps 1 to 4)

Step 5. Then the next statue is presented, first the one of the victim, and then of the observer, and steps 2 to 4 are repeated.

Step 6. When all the statues have been presented and analysed, possible changes are considered. The perpetrator statue is displayed again.

Step 7. The audience is asked to think about possible changes that could contribute to reducing violence and to try to replace one of the roles. (Do not replace the roles that are the source of the violence.) The other performers respond to the change and form a statue to accommodate the change and show their response.

Step 8. All those on stage are asked: “How did you feel? What happened?” (start from the person whose role was most affected by the change)

Step 9. Question for the audience: “What did you notice?”

Step 10. If there are more ideas, do a few more changes. For each change, repeat steps 8 and 9.

Step 11. A round of applause for all who participated in the original statue and its changes. Make sure to have a break before you move on to the next statue.

Step 12. Move on to making changes to the other statues – first that of the victim and then the observer. For each statue, go through steps 7 to 11.

## Note

*This exercise can cause powerful emotions. It is important to give the participants an opportunity to come out of their roles. At the very end it can be helpful to do a trust-building exercise or game or a relaxing game. Make sure to check with the participants whether they feel like doing one.*

## Evaluation

Suggested questions for the evaluation:

What was it like? What new questions opened up for you? What did you get out of this exercise?



# Gender

A workshop on this topic is a staple of Basic Training organised by the CNA. Wherever we go, we run up against the patriarchy, the position of women in society, as well as the position of sexual and other minorities and marginalised groups. When we manage to improve their positions, then as a society we will be making a leap towards lasting peace.

The objectives of this workshop include raising awareness about existing discrimination based on gender identity and the interconnectedness between the discrimination of women and men, re-examining socially prescribed roles, recognising your own responsibility in maintaining prescribed roles, empowerment for action for change, etc.

## Workshop Example

☺ Game

### Tram

#### Exercise description

Set up five chairs next to each other (like seats on a tram) so that the whole group can see them. The second and fourth chair are reserved for women and the other three for men. Ask three men (volunteers) to imagine they are on public transport (a tram) and to sit on the chairs (the first, third and fifth) in typical male poses. Then ask two women to join the scene and sit down in typical female poses. Ask the observers to keep quiet and note down their observations if they need to. Let the scene go on long enough for the actors to become uncomfortable and start interacting, and then let the interaction develop for a bit (two or three minutes).

Type of exercise:

Role play

Duration:

30–45 minutes

Materials:

Five chairs

Ask one of the three male volunteers to return to the plenary and ask for another female volunteer from the group. The actors are not tasked with taking on the role of the opposite gender. Ask them to sit in the chairs so that the women first take up typical male poses and the men take up typical female poses. Let the scene last a few minutes for interaction to develop. Ask the observers to comment on what they noticed and compare the scene now with the one before. Ask the actors what it was like taking on the roles.

## Discrimination against Women and Discrimination against Men

---

### Exercise description

The participants split into four groups: two of just men and two of just women. One men's and one women's group (independently) write out examples of discrimination of women in society on their flipchart paper; and the other women's and men's group write out examples of discrimination against men (about 15 minutes). Then each group presents their work and is asked questions for clarification.

Type of exercise:

Work in small groups, presentations in plenary

Duration:

65–75 minutes

Materials:

Flipchart paper, markers

### Discussion in the plenary

Suggested questions for the discussion: “How does this seem to you? How do you usually react in situations when you are discriminated against? Or when you witness the discrimination of someone else?”

### Note

*In this case, the order of the groups presenting could be significant. Women often approach this task very seriously, while giggling can be heard from both male groups, and especially the one working on discrimination against men. Therefore, starting with the female group that worked on discrimination against women can help lend seriousness to the topic. Next, the male group working on the same topic presents its work. Then the male group working on discrimination against men presents, followed by the female group working on the same topic.*

## What Can We Do?

---

### Exercise description

Work in four mixed groups of about five participants each. The task is to discuss what they could do to reduce discrimination against women and against men and to note down major points that they will later present to the others. The time for group work is about 20 minutes. Then each group presents their work and is asked questions for clarification. The presentations are followed by a discussion in the plenary.

### Type of exercise:

Work in small groups, presentations in plenary

### Duration:

70 minutes

### Materials:

Flipchart paper, markers

### Discussion in the plenary

Suggested questions for the discussion:

Whose responsibility is this? Who should be dealing with this?

What does this topic have to do with peacebuilding?

## Exercise Examples

### Associations: Women, Men

---

### Exercise description

The participants split into two groups: women and men. All the participants in both groups get two post-its each. They have 30 seconds to write down the first things that come to their mind about the given topic. The first topic is: "What are men like?" Then the post-its are gathered and attached to the "male" and "female" wall newspapers. Then the next topic is read out: "What are women like?" When all the post-its have been attached to the wall newspaper, the trainer reads out the answers. The participants are given the opportunity to add more associations if they wish.

### Type of exercise:

Individual work, work in pairs

### Duration:

30–40 minutes

### Materials:

Post-its, pencils, Flipchart paper

### Evaluation

Suggested questions to evaluate the exercise:

How do you feel about these notes? Where do they come from?

## Statue Theatre: Women, Men

---

### Exercise description

The participants split into two female and two male groups. Each group should prepare a statue, but the topic for one female and one male group is *Women*, while the topic for the other female and male group is *Men*. The groups should be separated spatially so that they can work independently (for about 30 minutes).

Displaying the *Women* statue (45 minutes): First the male group sets up the statue they prepared, and then the female group, so that the rest can see both statues at the same time. Then the “male” statue is removed so that its participants can see the “female” statue.

Ask the audience: “What did you see? What did the actors of the statues want to show? What are the differences/similarities between the statue set up by men and the one set up by women?”

Then ask the actors of the statues: “What did you want to show? What was it like playing the roles?”

Short discussion in the plenary: insights, comments.

Displaying the *Men* statue (45 minutes): First the female group sets up the statue they prepared, and then the male group, so that the rest can see both statues at the same time. Then the “female” statue is removed so that its participants can see the “male” statue. Just as before, the audience is asked questions, and then the actors of the statue.

### Note

*Keep in mind that this exercise can easily run overtime. The exercise should be carefully moderated because it almost inevitably elicits strong emotions and reactions. It is confrontational and conducive to conflict. It is recommended to not leave it as the last exercise of the workshop, but to allow time for dialogue and thinking about what could be done to change the situation.*

## What Type of Man Do I Like? What Type of Woman Do I Like?

---

### Exercise description

The participants split into four groups: two of just men and two of just women. One male and one female group (separately) write on their Flipchart paper what type of man they like; the other female and male group write what type of woman they like. They don’t have to agree on what they will write – they just brainstorm. Time is limited to about 15 minutes. Then each group presents their work and is asked questions for clarification.

Type of exercise:  
Theatre of the Oppressed

Duration:  
120 minutes

Type of exercise:  
Work in small groups, presentations  
and discussion in plenary

Duration:  
65–75 minutes

Materials:  
Flipchart paper, markers

Discussion in the plenary

What was this like? Do you have any comments?

## Magazine Analysis

---

### Exercise description

Split into three groups: one “female”, one “male” and one “mixed”.

Work in groups. Instructions for the working groups: “Your task is to look through the newspapers and magazines to find articles/photos/ads and whatever else you connect to the topic of the workshop. Once everyone has found at least two or three things, discuss them in your group and decide which ones you will present in the plenary for 10 minutes. Also, select a person from the group to do the presentation. You have 45 minutes.”

Presentations. One person from each group presents the main points of the group discussion – maximum 10 minutes. The presentations follow each other, with any clarification questions asked on the spot.

Discussion in the plenary. Only after all three presentations are done, open the discussion in plenary for comments and questions (up to 30 minutes).

Type of exercise:

Work in small groups, presentations and discussion in plenary

Duration:

105 minutes

Materials:

Daily newspapers, weeklies, magazines

## How I Became a Man/Woman

---

### Exercise description

The participants split into smaller groups of four or five. Their task is to discuss in their small groups: “How I became a man/woman. What influenced me?” Let them know that there will be no presentations in the plenary about what they discuss in their groups.

Type of exercise:

Work in small groups

Duration:

25–30 minutes

Materials:

Copies of the questionnaire

Additional questions for the small groups (print a copy for each group):

- Who and what did I play with when I was a child?
- What kind of clothes did I wear?
- What did I want to be when I grew up?
- Who were my idols?
- What were my parents like?
- What were the expectations of my environment of me as a boy/girl and later on?

The questionnaire with additional questions for printing on A4 paper is available for downloading from the website [handbook.nenasilje.org/en](http://handbook.nenasilje.org/en).

## Box

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### Exercise description

The participants split into men and women. Each group gets a flipchart paper with a rectangle drawn in the middle symbolising the “box” into which our environments try to put us. The male group should write into the box the kinds of messages they received growing up to the effect of “Be a real man (Be a man!)”. The female group should write into the box the kinds of messages they received growing up to the effect of “Be a real woman (Be a woman!)”.

Also, to the left of the box they write messages they received when they tried to get out of the box, and to the right of the box they write the names they were called.

The groups then present their work in the plenary.

### Evaluation

Suggested questions to evaluate the exercise:

What was it like to remember these messages? Who sends us these messages, where do they come from? What are the similarities and what are the differences between these two boxes, messages and names?

Type of exercise:

Work in small groups, presentations and discussion in plenary

Duration:

60–70 minutes

Materials:

Flipchart paper, markers

## What Bothers Me About Us Is...

---

### Exercise description

The participants split into same-gender pairs. The topic is “What bothers me about us women/men is...” First one person speaks (for about two minutes) and the other just listens. Then the roles reverse.

### Discussion in the plenary

Suggested questions for the discussion:

Who felt uncomfortable doing this exercise? Why?

What did you not like about it?

How did you feel about what your partner was saying?

How would you feel about sharing the details of the conversation with a member of the other group?

Type of exercise:

Work in pairs, discussion in the plenary

Duration:

35–45 minutes

Materials:

/

## Note

*The exercise can be done in small groups instead of pairs. It can also be used in the workshop on national identity, with the participants pairing up according to nationality.*

## An extension of the exercise

After the exchange in pairs, the participants find a partner of the opposite gender and repeat the exercise. Additional questions for discussion in the plenary: “Was it easier to talk with a member of your own group or of the other group? In the second part of the exercise, talking to a member of the other group, did you change what you said in the first part of the exercise?”

---

## What is the Role of Women/Men in Society?

### Exercise description

Distribute the post-its so that women and men get different colours, e.g. green for women and yellow for men. The task is to write the first thing that comes to your mind when asked the question:

1. What is the role of women in society?
2. What is the role of men in society?

Ask one question, then after 20-30 seconds collect the post-its and ask the second question. On a wall newspaper, where these questions are headlines, attach the post-its of one colour on the left and those of the other colour on the right. Then invite the participants to come look at the notes.

### Discussion in the plenary

Suggested questions for the discussion:

What do you find important or interesting in the notes?

Do you see any interdependence or links between gender roles in society?

Type of exercise:

Individual work, discussion in the plenary

Duration:

25–40 minutes

Materials:

Post-its in two colours

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## Wall Newspaper: Who/What Determines the Roles of Women and Men in Society?

Duration:

10 minutes



## My Questions About Gender Roles in Society/Gender Equality

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### Exercise description

Everyone writes down their questions about the topic of the workshop. Then three small groups are formed:

1. “female” – for women who want to talk with women
2. “male” – for men who want to talk with men, and
3. “mixed”.

If one of the groups turns out to be too big, it can be split into two.

The small groups discuss the questions noted down. The time for discussion is at least 30 minutes.

Type of exercise:

Individual work, work in small groups

Duration:

35–60 minutes

Materials:

Paper and pencils

## I Wish Women/Men Were...

---

### Exercise description

The participants consider the topic “I wish women/men were...” (the question relates to the opposite sex) individually and write down their thoughts (10 minutes).

Split into four small mixed groups. Sharing insights about the previous task, the groups discuss (for 25 minutes): “What I think needs to happen for this to be possible”

The small groups then report on their discussion in the plenary if they wish to do so (15 minutes).

Type of exercise:

Individual work, work in small groups

Duration:

50 minutes

Materials:

/



# Dealing with the Past

The quality of the workshop on Dealing with the Past depends to a large extent on previous knowledge and awareness about its major topics: violence, understanding and analysing conflicts, prejudice and discrimination, identity and diversity. But it mostly depends on the motivation of the participants to engage in this topic – the greater the motivation, the deeper it is possible to delve into the topic. Another precondition for this topic is a formed group, that is, an atmosphere of basic mutual trust. There should also be confidence in the training team that they are capable of leading a process revolving around difficult topics. The greater this confidence, the easier it will be for participants to speak openly about issues on which opinions tend to differ drastically.

The objectives of the workshop may include: analysing the mechanisms for dealing with the past used in our societies; shedding light on what is denied in our societies and what is valued in relation to the wartime past; establishing constructive dialogue among people from different communities and thinking about approaches and activities that would lead to more constructive changes in society. A carefully prepared and managed workshop on this topic, in a group that has established basic mutual trust, invariably leads to awakening empathy and solidarity across borders and building trust among neighbours from different communities. People feel empowered when they manage to establish an atmosphere of respect and talk about topics they usually refrain from broaching for fear of offence, disrespect, pain, denial, rejection, humiliation and helplessness. From that perspective, social change appears much closer and more accessible.

Sometimes, you can devote two or three workshops at the training to dealing with the past. These are workshops with a lot of discussion and listening, because the exercises are mainly set up that way. You should bear in mind that it can be very tiring to carefully listen to some twenty people and participate in discussions all day. A change of tempo every now and then is very important for maintaining concentration and avoiding exhaustion. That is why this workshop, as well as those on Peacebuilding and Understanding and Analysing Conflict, often features a documentary film screening relevant to the topic of the workshop,\* after which discussions and listening to others continue.

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\* This is usually a documentary from our production, specifically from the series *Simulated Dialogue*.

# Workshop Example

★ Game

## Wall Newspaper: When I Hear “Dealing with the Past”, I Think of...

Duration:  
10 minutes

## Multicoloured Barometer about Dealing with the Past

### Exercise description

A few sets of papers are prepared beforehand, each with a statement/sentence. The papers should be of different colours if possible. When the first set of papers is laid out on the floor, the participants decide which paper to approach. A few of the participants are asked to comment on why they have approached that particular statement. First those standing by one statement are called on, before moving on to the next statement. When the last statement in the set has been commented on, the next set of statements is laid out.

Type of exercise:  
Multicoloured barometer

Duration:  
45–60 minutes

Materials:  
Coloured paper, papers with statements prepared beforehand

### Sets of statements:

1. “I lived in the midst of the war”; “The war only touched me incidentally”; “The war did not directly affect my life”; “I watched the war on TV”.
2. “Dealing with the past should be a priority in our societies”; “Dealing with the past is something I don’t understand”; “Dealing with the past is important, but there are many more important things”; “Dealing with the past is a concept imposed by the West”; “Other”.
3. “Dealing with the past is the responsibility of non-governmental organisations”; “Dealing with the past is the responsibility of the state”; “Dealing with the past is not my responsibility”; “Dealing with the past is the responsibility of the victims”.
4. “The most important thing is to convict the criminals”; “The most important thing is to establish the truth”; “The most important thing is satisfaction for the victims”; “The most important thing is for my side to admit it committed crimes”.
5. “My society has progressed far in dealing with the past”; “My society has not even started this process”; “My society has made small steps”; “My society deals with the past every day”.

### Note

*This exercise is useful to start working on the topic because it is a relatively quick and easy way*

to come to the exchange, by providing a better picture of the different experiences in the group, and it also provides information about the extent to which we have already taken a stand in relation to the topic. This kind of exchange contributes to better mutual understanding, which is of crucial importance for a constructive approach to the more demanding questions in this area. If a sound level of exchange has not yet been established in the group (or if the exercise is being done already on the first or second day of the training), it should be noted that it can be demanding for some people because it requires taking a clear stand on difficult issues.

## The Heroes

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### Exercise description

The participants split into small groups based on nationality: Albanians, Serbs, Croats, Bosniaks, Macedonians, etc. Each group should make a list of the national heroes of their community (irrespective of whether they personally see them as heroes or not). After they are done, each group reads out “their” heroes. Do not allow discussion to start before all the groups have presented their lists of heroes. Clarifications should only be allowed for lesser-known names. This is followed by discussion in the plenary.

Type of exercise:

Work in small groups, discussion in plenary

Duration:

45–60 minutes

Materials:

Flipchart paper, markers

### Discussion in the plenary

Suggested questions for the discussion:

What observations do you have on your own list and those of the other groups?

How do you feel about the listed names? To what extent are they also your personal “heroes”?

Is there a pattern for how people become national heroes in our region?

How are these heroes related to the way our societies relate to the past?

Why are there so few women on these lists?

### Note

*This exercise provides an insight into what our societies value. This exercise can also be used for the topic National Identity.*

### Alternative version of the exercise

1. Personal heroes. Participants work individually and write down who their heroes were during childhood and who they are now.
2. They split into small groups (made up of people from different regions). They discuss the heroes they wrote down.
3. A small group writes a list of those considered heroes in our societies on a large paper (wall newspaper).
4. Discussion in the plenary, impressions, comments.

## What Our Societies Deny

---

### Exercise description

The participants split into groups based on nationality. Their task is to discuss and prepare a presentation about *What our society denies (in relation to dealing with the past)*. The presentations should include concrete examples. The time for working in groups is about 25 minutes. Then each group presents its conclusions, with possible questions for clarification.

Type of exercise:

Work in small groups, discussion in plenary

Duration:

60 minutes

Materials:

Flipchart paper, markers

### Note

*It can be useful to give some brief theoretical input before this exercise to get the participants thinking about less obvious forms of denial. For example, Cohen's "states of denial" in relation to what is being denied.\**

## Workshop Example 2

★ Game

### Wall Newspaper: What is Missing in War Stories?

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Duration:

10 minutes

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\* Stanley Cohen. *Stanje poricanja: Znati za zlodela i patnje [States of Denial: Knowing about Atrocities and Suffering]* (Belgrade: Samizdat B92, 2003), pp. 30–33. In addition to literal denial – claiming that something did not happen – Cohen defines another two types. One is interpretive denial, when we accept the facts but assign them a different meaning. The other is implicatory denial, when we accept the facts about what happened and even their interpretation, but refuse to concede that it has anything to do with us.

## A Fair Attitude to the Past?

---

### Exercise description

Step 1. Split into smaller groups based on nationality, ethnicity or religion. Each group is tasked with making a wall newspaper on: “What would need to change where my people are the majority in order to have a fair attitude to the past and take a step towards reconciliation?” The time for group work is 20 minutes.

Step 2. The groups present their wall newspapers, with possible questions for clarification.

Step 3. After that all the wall newspapers are put up where everyone can see them. The task for all the participants is to look at the wall newspapers their group did not make and add what they think is missing: “What else would need to get sorted in these communities in your opinion?” They write on the same paper but use a different coloured pen. They have 20 minutes.

Step 4. They read the additions and discuss the key issues that crop up in the plenary.

### Discussion in the plenary

Suggested questions for the discussion:

What was it like writing about yourselves, and about others? How do you feel about what everyone else added to your newspaper? How much opportunity do you get to discuss this in real life and what is the attitude towards the “additions”, the tasks that people outside your group put before you?

### Note

*Keep in mind that some people may feel uncomfortable writing on wall newspapers made by others, so they will need to be encouraged or you will need to clarify the purpose of the exercise and how helpful feedback from others can be.*

### Alternative version of the exercise

In step 3, instead of all the participants adding to all the other wall newspapers, you can form smaller groups and task them with adding to specific wall newspapers. The smaller groups should be made up of people that did not participate in making the wall newspaper they are adding to. This way people would not walk around the room and go up to all the wall newspapers, but would stay in one place and focus on adding to just one wall newspaper.

Type of exercise:

Work in small groups, presentations and discussion in plenary

Duration:

60–90 minutes

Materials:

Flipchart paper, markers

## I'm Sorry...

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### Exercise description

The hot seats method is described in detail at the beginning of this section on p. 67. The person sitting in the hot seat in the middle tells their story about “I’m sorry that...” which is related to the past wars and the current situation in society when it comes to dealing with the past.

Type of exercise:

Hot seats

Duration:

90 minutes

Materials:

Chairs

## Exercise Examples

### Large Barometer: What Does (Not) Contribute to Dealing with the Past?

---

### Exercise description

The large barometer method is described in detail at the beginning of this section on p. 64. The poles for the barometer are: “Contributes to dealing with the past” and “Does not contribute to dealing with the past”.

Type of exercise:

Large barometer

Duration:

90–120 minutes

Materials:

Prepared papers with statements  
(see exercise description)

Some statements and social phenomena for the barometer:

1. Economic cooperation in the region.
2. Memorial plaques at sites of atrocities and camps.
3. Monuments to fallen fighters.
4. Marking the anniversary of Operation Storm.
5. De-victimisation.
6. Influence of religious communities.
7. The Hague Tribunal.
8. Apologies by statesmen.
9. War crimes trials before domestic courts.
10. War documentaries.
11. Work on trauma.
12. Inter-ethnic youth summer camps.
13. Judgement of the International Court of Justice at The Hague.
14. Collective responsibility.
15. Individualisation of guilt.

16. Abolishing nationalist political parties.
17. Amnesty in exchange for guilty pleas.
18. Prohibiting segregation in schools.
19. Joint football league.
20. Centre for Nonviolent Communication in Srebrenica.
21. Pressure by the international community.
22. Determining the precise number of victims.

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## Brainstorming: Daily Situations When I Encounter the Wartime Past

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Duration:  
15 minutes

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## Hotels

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See the description of the exercise in the subsection on Cooperation and Teamwork.

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## The War and I

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### Exercise description

The hot seats method is described in detail at the beginning of this section on p. 67. The person sitting in the hot seat in the middle has the task to tell their story about “The War and I”.

Type of exercise:  
Hot seats  
Duration:  
90–120 minutes  
Materials:  
Chairs

### Alternative version of the exercise

Before arriving for the training, ask everyone to bring along an item that connects them to or makes them think about a wartime experience.

Use the hot seats method. The task is to use the item they have selected and brought along to tell their story about “How the war marked my life.”



## Wall Newspaper: What is Constructive Dealing with the Past? What Is Destructive Dealing with the Past?

---

Duration:  
15 minutes

## What Bothers Me About War Stories? What Is Missing?

---

### Exercise description

In small groups, the participants discuss what bothers them in war stories and what they think is missing. Discussions in the small groups are followed by a discussion in the plenary.

Type of exercise:  
Work in small groups, discussion in plenary

Duration:  
45 minutes

Materials:  
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## Dealing with the Past Barometer

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### Exercise description

The barometer method is described in detail at the beginning of this section on p. 63.

Duration:  
30 minutes

Suggested statements for the barometer:

- There is no such thing as collective responsibility.
- It would be best for international tribunals to prosecute war crimes.
- We must not forget our victims.
- We should forgive.
- There is only one truth.
- If it had been up to the people, there would never have been a war.

## Dealing with the Past Fishbowl

---

### Exercise description

The fishbowl method is described in detail at the beginning of this section on p. 65.

There are four chairs in the fishbowl: three are taken up by people who want to discuss the topic, while the fourth chair is reserved for people that one of the three invite into the fishbowl. Topics are discussed for 10 to 15 minutes.

Duration:  
60 minutes

Some topics for the fishbowl:

- The truth is more important than reconciliation.
- You should deal with the past in your own back yard first.
- I feel responsible for what was done in the name of my people.
- Reconciliation is a personal choice.
- National identities are an obstacle to reconciliation.
- The most important task of dealing with the past is to convict war criminals.
- National identity determines your attitude to the past.
- If it had been up to the people, there would never have been a war.
- Everyone should only criticise their own side.
- Who is to blame for the war?
- I feel more pain for the victims that belonged to my people.
- In war, all sides are equally to blame.
- War crimes should only be prosecuted by domestic courts.

---

## Collective Narratives About the 1990s Wars

### Exercise description

The participants split into smaller groups based on the countries they come from. Their task is to make a wall newspaper with the basic elements of the dominant collective narratives about the wars of the 1990s in their societies.

They then present their work in the plenary, with possible questions for clarification.

### Note

*Before this exercise, explain the meaning of collective/historical narratives and their link to dealing with the past. This exercise can also be a good way to get to know different contexts, as well as how our national collectives treat and describe themselves in relation to the enemy “others”.*

Type of exercise:

Work in small groups, presentations in plenary

Duration:

60 minutes

Materials:

Flipchart paper, markers

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## Family Narratives

### Exercise description

Everyone has ten minutes to think about and note down an outline of narratives they heard in their family about the Second World War and the wars of the 1990s. Additional questions: “What were the stories told in your family about the Second World War and

Type of exercise:

Individual work, work in small groups, discussion in plenary

Duration:

60 minutes

Materials:

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the recent wars? Who did you hear these stories from? Were there any differences between the narratives and what were they? What side was 'ours' and who were the 'others'? What were the images of the other?"

Then they discuss in small groups (of four or five people).

### Evaluation

The discussion in the plenary that follows starts with an emotional evaluation and then goes on to link the dominant collective narratives and family narratives. Questions for the discussion: "Is there a link between narratives from the Second World War and those from the recent wars? What is the relationship between family narratives and the dominant narrative in society?"

### Note

*Just like with the previous exercise, some theoretical knowledge about the meaning and role of collective narratives is needed. Both exercises can be done one after the other, or separately, as needed.*

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## Shame and Pride in the Narratives of My Society

### Exercise description

Split into small groups based on ethnicity. The task is to prepare wall newspapers about: "Shame in the Narratives of My Society" and "Pride in the Narratives of My Society". This is followed by presentations in the plenary and a discussion.

Type of exercise:

Work in small groups, presentations in plenary

Duration:

45–60 minutes

Materials:

Flipchart paper, markers

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## Wall Newspaper: Who Do Dominant Narratives About the Wars Serve and What Is Their Purpose?

Duration:

15 minutes

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## The Attitude of Our Societies to the Past

### Exercise description

Discussion in small groups of four or five people (mixed in terms of region, nationality and age) about: "How does your community deal with a painful past?"

Type of exercise:

Work in small groups

Duration:

45–60 minutes

What from the past is being talked about/whispered about/silenced? How do people react to stories about the past? How do you feel about all of it? What bothers you/is missing/is painful in stories about the war?"

### Note

*This exercise is suitable for introducing the topic of dealing with the past. Through it, participants get an opportunity to reflect on the situation in their societies and get introduced to the dominant mechanisms in other communities when it comes to their attitude to the past.*

## Denial, Justification, Truth Seeking

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### Exercise description

The participants split into three smaller groups, each of which is to work on a wall newspaper addressing one of the following types of behaviour in dealing with the past: denial, justification, and truth seeking. During group work, the participants should try to answer the following questions: "Who are the drivers of this process? Why do they resort to this approach? What are the social consequences of this approach?"

After they are finished working in small groups, they present the wall newspapers for all three types of behaviour and have a plenary discussion.

Type of exercise:

Work in small groups, presentations and discussion in plenary

Duration:

45–60 minutes

Materials:

Flipchart paper, markers

## When is War Justified?

---

### Exercise description

Everyone sits in a circle with a paper and pencil. They have a few minutes to note down their answer to the question "When is war justified?" without consulting each other. Then, one by one, they go up to the flipchart paper, read out what they have written and attach their paper to the wall newspaper.

This is followed by a discussion in the plenary.

Type of exercise:

Individual work, discussion in the plenary

Duration:

45 minutes

Materials:

Paper, pencils, flipchart paper

## What Should We Remember as a Society?

---

### Exercise description

Split into smaller groups.

**Step 1:** Prepare a wall newspaper about “What do we remember (from the recent past) as a society?”

**Step 2:** Prepare wall newspapers about “What should we remember as a society?”

This is followed by presentations and a discussion in the plenary.

Type of exercise:

Work in small groups, presentations and discussion in plenary

Duration:

60–75 minutes

Materials:

Flipchart paper, markers

## Taboos

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### Exercise description

The whole group works together to produce a wall newspaper about: “What taboos are present in our society about the violent past?”

This is followed by a discussion in the plenary about the following questions: “Why are we silent about these things? Why are they difficult to talk about? Who or what makes them into taboos?”

Alternative version: This exercise can also be done in small mixed groups; this can also be preceded by individual work, where everyone is first asked to think for themselves and note down their answers on a post-it, and then to split into small groups.

Type of exercise:

Wall newspaper, discussion in plenary

Duration:

45 minutes

Materials:

Flipchart paper, marker

## Documentary from the Series on *Simulated Dialogue*

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See the description of the exercise in the subsection on Understanding and Analysing Conflict.

## Memorialisation: Monuments

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See the description of the exercise in the subsection on Reconciliation.

## “Enemies” at Official Commemorations

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### Exercise description

The day before, ask individuals from the group to take on roles for this exercise so that they can prepare. Their task will be to participate in displaying a commemoration for fallen fighters of, for instance, the Army of BiH, killed in battle. The roles are:

1. Host from the veterans’ association organising the event who addresses the gathering
2. “Enemy” visitors – veterans from enemy armies
3. “Peace workers” visitors - organising the visit of the “enemies” to the commemoration
4. Families of victims
5. Imam (or other religious figure, depending on the context)
6. Local government representatives
7. Local veterans’ association
8. Other citizens

Set the stage and analyse the set up through these four steps:

Step 1. All the participants in the role play introduce themselves (their roles).

Step 2. Everyone explains why they have come to the gathering.

Step 3. Ask the participants in the role play: How do you feel now? What do you want to say to whom? – They should speak directly to each other. After the interaction, pause the role play and ask those involved: How do you feel? What are you thinking about? What changed during communication and interaction?

Step 4. The gathering is over... What thoughts and feelings are you going away with?

Step 5. Coming out of the roles: all the participants on stage say their real name and get a round of applause.

### Discussion in the plenary

Suggested questions to evaluate the exercise:

How important are visits by the “enemy” to sites of atrocities and commemorations? What message do they send? What conflicts arise? What are the risks? Why aren’t there more such actions?

### Note

*If more people in the group have not had an opportunity to attend a commemoration for those killed in the war, it could be useful to show some photographs from such events and talk about what they look like and what is characteristic about them.*

*During Step 3, it is important to guide the chain of reactions, and this should be done by the trainer who is in a position to say who should be next to say how they feel. The role play does not progress independently like a sketch, but in response to questions from the trainer. When people get into a role, they can find it difficult to say how they feel in the role, because they get confused by their own real feelings (that should be expressed) and what they think their role feels like in real life. That is why it is important to guide patiently and clarify the purpose of the questions if needed.*

Type of exercise:

Role play

Duration:

90–120 minutes

Materials:

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*At the end, make sure to give enough room to those who performed the roles to express how they felt. Do not skip over this part of emotional evaluation, because there may be great need for it.*

## Dealing with the Past in My Society

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### Exercise description

The participants split into groups based on the countries they come from. Their task is to prepare a presentation on the state of dealing with the past (DwP) in their society by answering the following questions where relevant:

Type of exercise:

Work in small groups, presentations in plenary

Duration:

90–120 minutes

Materials:

Flipchart paper, markers

Additional questions:

- Summarise the dominant narrative about the recent war(s) in five sentences.
- What is your attitude towards the dominant narrative?
- What is the purpose of dealing with the past in your society?
- What are the outcomes of that process?
- Who “drives” the process (who takes the initiative)?
- Who opposes the process? Why?
- What are the major DwP mechanisms and significant developments?
- What was painful for society in the process?
- Is there a link between DwP and reconciliation? (Who should reconcile with whom?)
- In your opinion, what is missing in DwP?
- What could others learn from how your society deals with the past?

This is followed by presentations in the plenary and questions for clarification.

## Questions I’m Not Supposed to Ask

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### Exercise description

Split into groups according to the participants’ home countries. The task is to prepare a wall newspaper about “Questions I’m not supposed to ask because they deconstruct dominant narratives”. This is followed by presentations of the wall newspapers and a discussion in the plenary.

Type of exercise:

Work in small groups, presentations in plenary

Duration:

60 minutes

Materials:

Flipchart paper, markers

## Culture of Memory Before and After the 1990s

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### Exercise description

Plenary discussion about characteristics of the culture of memory before the 1990s and after the wars. One member of the training team writes down key words on the board/wall newspaper. This is followed by a discussion in the plenary about what was written down.

Type of exercise:

Work in plenary

Duration:

30 minutes

Materials:

Flipchart paper, marker

## The Media Image of the Past

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### Exercise description

Split into three groups. Each group gets a few different dailies and political magazines from the countries of the region. Their task is to find headlines, articles and photos in any way related to the wartime past. Additional questions: “What topics are related to the past and how are they talked about (ICTY, war crimes, commemorations, etc.)? What attitudes are expressed? What kind of image of the ‘other’ is created?”

After working in small groups, they present their collages and have a plenary discussion about the media image of the past in the former Yugoslavia.

Type of exercise:

Work in small groups, presentations and discussion in plenary

Duration:

60–90 minutes

Materials:

Different daily newspapers and political magazines from the region, Flipchart paper, scissors, glue

## Telling It\*

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### Exercise description

The trainer asks the participants to sit in a circle. When everyone is seated comfortably, the exercise procedures are set up as are the rules of the discussion. The trainer then reads the first question (see below) and gives his/her response in two minutes at the most. Then the next person responds to the question and it goes around the circle. Everyone has the right to “pass” on answering the question.

Type of exercise:

Individual work, work in pairs

Duration:

90 minutes

Materials:

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\* Based on the “Telling it” exercise in Fitzduff. *Community Conflict Skills*, p. 20.



Basic rules:

- a) Base your answers on your own feelings and experience, not on theory or attitudes.
- b) The question is answered going around the circle, not by putting your hand up.
- c) The decision to pass on a question is fully respected.
- d) There is no discussion of answers – only listening.
- e) Everything that is said is confidential.

Possible questions (in most cases three or four questions will be enough for one session, depending on the number of participants, the composition of the group, etc.):

1. When did you first become aware that there were differences between the peoples living in the former Yugoslavia?
2. What did you parents tell you to explain these issues?
3. How did you feel when the Socialist Federal Republic of Yugoslavia broke up?
4. When did you become aware that the war had started?
5. Were you ever discriminated against because of your religious or national identity?
6. Did you ever feel ashamed or guilty because of your national/religious identity?

### Evaluation

Suggested questions to evaluate the exercise:

How did you feel during the exercise?

How difficult was it to just listen without being able to interrupt or respond?

Did any statements anger or confuse you?

How difficult was it for you to be honest in your responses? Why?

### Note

*The aim is to provide the participants with a safe space to share some of their feelings and experiences of living in the territory of the former Yugoslavia. It is very important to keep track of time during this exercise, making sure to give everyone enough space to express themselves, but avoid having the exercise go over time.*

### Alternative version of the exercise

This exercise can also be done in pairs (the participants are handed out a list of the questions and they answer them in pairs for about 10 minutes). Then new pairs are made up and they talk in their new pairs for the next 10 minutes. The participants can also propose a completely different list of questions for group dialogue.

## Actors in Dealing with the Past

---

### Exercise description

With the help of the training team, the participants identify all the social groups relevant in public and political life (politicians, reporters, young people,

Type of exercise:

Individual work, work in pairs

Duration:

45–60 minutes

Materials:

Paper, felt-tip pens, masking tape

NGOs, religious communities, war veterans, educators, etc.). Identify as many groups as possible, so that every one or two participants can represent one of the groups. The participants then choose which group to represent during the exercise and wear a name tag denoting the group they are representing.

One spot in the workroom is taken to represent the centre of dealing with the past in our societies. The participants should take up a position in relation to that centre, depending on the extent to which they believe the group they represent participates in and contributes to dealing with the past.

Everyone briefly explains why they have taken their particular position, and then discussion is opened about the different roles each group has (or should have) in the process of dealing with the past.



# Peacebuilding

A certain level of sensitivity to different forms of violence is a precondition for working on the topic of Peacebuilding. If the participants have not done the workshop aimed at sensitising them to violence, then that should be the first step.

There can be different objectives for the Peacebuilding workshop, but some of the main ones are: better understanding about what constitutes peacebuilding, better understanding of values and principles, developing a culture of criticism and self-criticism, creating space for better understanding of others and promoting nonviolence.

## Workshop Example

★ Game

### **What Tells Us That We Are (Not) Living in Peace? What Could Lead to a New War?**

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#### Exercise description

Split into three groups. Each group is tasked with preparing a wall newspaper about one of the following topics:

- What tells us that we are living in peace?
- What tells us that we are not living in peace?
- What could lead to a new war?

They have 20 minutes. Then they present their work in the plenary.

Type of exercise:

Work in small groups, presentations in plenary

Duration:

40 minutes

Materials:

Flipchart paper, markers

## Alternative version of the exercise

Instead of splitting up into small groups, wall newspapers can be prepared collectively for each of the three topics.

## Large barometer: Peacebuilding

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### Exercise description

The large barometer method is described in detail at the beginning of this section on p. 64. The poles of the barometer are “Is peacebuilding” and “Is not peacebuilding”.

Some statements and social phenomena for the barometer:

1. The return of refugees
2. Religious institutions
3. Emphasising your national identity
4. Capital punishment
5. NATO bombing of Serbia and Montenegro
6. ICTY
7. KFOR
8. Feminism
9. Alternative civilian service
10. Trying war criminals in their own countries
11. Abortion
12. Legalising soft drugs
13. Censorship of the media
14. Better to deal with KFOR tanks than Serb policemen
15. Gay/lesbian marriages
16. Gay/lesbian couples adopting children
17. Peace activism
18. 51% women in politics
19. Arming for defence
20. International community
21. Patriotism
22. Humanitarian aid
23. Dayton Agreement
24. Privatisation – a step towards Europe
25. Female pilot, female psychologist, female judge, female president, female miner, female minister, female locksmith, female mayor...
26. Introducing religious instruction in schools
27. Rebuilding the Ferhadija Mosque in Banja Luka

Type of exercise:

Large barometer

Duration:

60–90 minutes

Materials:

Prepared pieces of paper with statements (see exercise description)

28. National flag on a church steeple
29. Better living standard
30. Positive discrimination (affirmative action)
31. Non-governmental organisations – NGOs
32. Globalisation
33. Tradition
34. The Chinese
35. The Americans
36. Equality of women in the military
37. Revision of Second World War history
38. “White Armbands” action in Prijedor
39. Peace activists at a commemoration for military casualties

### Note

*We usually pick 10 statements for a group of 20 participants. Each statement is printed twice so that everyone has an opportunity to put at least one statement on the barometer. Often the same statement ends up in different positions on the barometer.*

## My Definition of Peace

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### Exercise description

Everyone in the group writes their definition of peace on a different coloured piece of paper. Then a “colourful sea” of paper is made on the floor and everyone reads.

Type of exercise:

Individual work, presentations in plenary

Duration:

30 minutes

Materials:

Different coloured paper, felt-tip pens

## Wall Newspaper: Why is Peacebuilding Needed in My Society?

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Duration:

15–20 minutes

# Exercise Examples

## Wall Newspaper: What Is Peacebuilding?

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Duration:  
10 minutes

## How I See Peacebuilding

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### Exercise description

Split into smaller groups. Questions for discussion and preparing a presentation:

- What is peacebuilding for me?
- Values we connect to peacebuilding.
- Reasons why peacebuilding is relevant/needed in my community.
- Who are the actors/allies?

Presentations in plenary.

Type of exercise:  
Work in small groups, presentations in plenary

Duration:  
45 minutes

Materials:  
Flipchart paper, markers, felt-tip pens

## What Contributes to Peacebuilding?

---

### Exercise description

The participants are given three pieces of paper and asked to write in large legible letters three things they recognise in their societies as contributing to peacebuilding. All the pieces of paper are spread out on the floor and then they have a plenary discussion about: "How do you feel about what was written down? What are the priorities and what are things that in your opinion do not contribute to peacebuilding at all?"

### Note

*The pieces of paper with the keywords can also be used for the exercise "Large barometer: Peacebuilding" (see description in Workshop Example).*

Type of exercise:  
Individual work, discussion in the plenary

Duration:  
45–70 minutes

Materials:  
A4 or A5 paper, felt-tip pens

## Peacebuilding Priorities in Different Countries

---

### Exercise description

The participants split based on the countries they come from. Their task is to define the priorities of peacebuilding in their countries. They give presentations in the plenary and a brief discussion follows.

Type of exercise:

Work in small groups, presentations in plenary

Duration:

45 minutes

Materials:

Flipchart paper, markers

## What are the Greatest Challenges in Peacebuilding?

---

### Exercise description

Split into small groups. Discuss and prepare a presentation about: “What are the greatest challenges in peacebuilding?” This is followed by presentations and discussion in the plenary.

Type of exercise:

Work in small groups, presentations in plenary

Duration:

45–60 minutes

Materials:

Flipchart paper, markers

## Alternatives

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### Exercise description

Step 1. Brainstorming in the plenary: “How would you describe the situation in your societies?” Then we mark the notes that describe what we are not satisfied with in our societies.

Step 2. Discussion in plenary: “What is the alternative (to what we are not satisfied with in our societies)? What do peace activists offer as an alternative?” The trainer writes down the alternatives on the board/wall newspaper, asking questions for clarification. The aim is to try to find as many alternatives as possible.

Type of exercise:

Work in plenary

Duration:

30 minutes

Materials:

Flipchart paper, markers

## Peacebuilding and Me

---

### Exercise description

Everyone thinks about the following questions on their own: “Things that confuse and annoy me the most about peacebuilding. What don’t I understand about this process? What is most important for me when it comes to peacebuilding? What fears and dilemmas do I have about it?” On Flipchart paper on the floor, the participants write down their thoughts in response to the following topics (in the context of peacebuilding):

- “I get annoyed with...”
- “I am confused by...”
- “It’s a challenge for me...”
- “How long have I been involved in peacebuilding?”
- “My fears...”
- “Most important for me...”

After everyone has written down their answers on the papers on the floor, they discuss: “What is most memorable among these notes, what would we like to discuss in the plenary?”

Type of exercise:

Work in plenary

Duration:

40–50 minutes

Materials:

Flipchart paper, markers, felt-tip pens

## Documentary from the Series on *Simulated Dialogue*

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See the description of the exercise in the subsection on Understanding and Analysing Conflict.

## Large Barometer: What Is/Is Not Ethical?

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### Exercise description

The large barometer method is described in detail at the beginning of this section on p. 64. The poles of the barometer are “Is ethical” and “Is not ethical”.

Some situations and approaches for the barometer:

1. Creating a programme under instructions from the donor.
2. Leaving out difficulties and problems from activity reports.
3. Making a living doing peacebuilding.

Type of exercise:

Large barometer

Duration:

60–90 minutes

Materials:

Prepared papers with statements  
(see exercise description)



4. Cooperating with folk music celebrities to promote your ideas.
5. Publicly criticising another NGO.
6. Cooperation with war veterans' associations.
7. Paying per diem allowances to participants in peacebuilding training.
8. Organising a youth seminar at the most expensive hotel in the country.
9. Copyrighting peacebuilding.
10. Peace work is part of the market economy.
11. CNA proclaims the ethical standards of peace work.
12. Peace activists should be loyal to each other.

## Exercise with Tasks\*

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### Exercise description

The participants are given envelopes containing descriptions of tasks. The tasks are different and there is one for each participant. They are supposed to complete their tasks within the given time (around an hour). This is followed by an evaluation of the exercise.

Type of exercise:

Interactive, experiential exercise

Duration:

90 minutes

Materials:

Prepared envelopes with tasks,  
Paper, pencils, Flipchart paper,  
markers, other

### Tasks:

1. Find the person who has been instructed to find the book by J. P. Lederach. Complete the task together.
2. Find who has the book about peacebuilding by J. P. Lederach. Your task is in the book. If you don't know English, exchange tasks with someone who does.
3. You are the only person who knows that there is no task in the book by J. P. Lederach. You know where the task is: it's with the person born on 22 June. You have to tell the other team members. (Use the birthday of one of the participants, or, even better, someone from the training team.)
4. Find the chapter where J. P. Lederach discusses the timing aspect of peacebuilding. Prepare a brief presentation of key points from that chapter. Show at least one diagram.
5. Do a survey of at least five people from the group to find out what they think about the relationship between nonviolence and peacebuilding. Present a summary of the findings from your mini-survey in large legible letters. What do they agree on the most? Where do they disagree in their statements? You have a maximum of five minutes for your presentation. Make it interesting. Try to get the most representative sample.
6. Do a survey of at least five people from the group to find out what they think about the relationship between humanitarian work and peacebuilding. Present a summary of the findings from your mini-survey in large legible letters. What do they agree on the most? Where do they disagree in their statements? You have a maximum of five minutes for your presentation. Make it interesting. Try to get the most representative sample.

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\* This exercise was designed by Goran Božičević for the CNA *Advanced Training in Peacebuilding*, more precisely, its first phase held from 8 to 18 August 2008, where he was the guest-trainer for the Peacebuilding Workshop.

7. Do a survey of at least five people from the group to find out what they think about the role of non-governmental organisations in peacebuilding. Present a summary of the findings from your mini-survey in large legible letters. Where do they agree the most? Where do they disagree in their statements? You have a maximum of five minutes for your presentation. Make it interesting. Try to get the most representative sample.
8. Do a survey of at least 10 people from the group to find out what they think about the relationship between civil (citizens') initiatives and peacebuilding. Present a summary of the findings from your mini-survey in large legible letters. Where do they agree the most? Where do they disagree in their statements? You have a maximum of five minutes for your presentation. Make it interesting. Try to get the most representative sample.
9. Survey the female members of the training team and another five people of your choosing to find out what they think about the relationship between peace work and peacebuilding. Present a summary of the findings from your mini-survey in large legible letters. Where do they agree the most? Where do they disagree in their statements? You have a maximum of five minutes for your presentation. Make it interesting.
10. Find the person with task No. 4. Complete the task together.
11. Find the person with task No. 5. Complete the task together.
12. Find the person with task No. 6. Complete the task together.
13. Find the person with task No. 7. Complete the task together.
14. Find the person with task No. 8. Complete the task together.
15. Unobtrusively follow the work of the group. Find a way to help those who run into difficulties. Support them in the best way possible.
16. Make sure that those tasked with preparing presentations make them interesting. Be unobtrusive in your efforts. The aim is to make as many presentations truly interesting, clear and to the point. Try not to reveal your task to them.
17. Find as many people at the hotel who are not participating in this training (at least five) and do a survey on how they see life in BiH 10 years from now. What needs to be done to bring that life closer to their (loveliest) dreams? Who should do it? Prepare a short presentation about: What it was like doing the survey? What are the findings? Before interviewing people, be prepared: How will you approach them?
18. Find the person with task No. 17 and help them do a good job.
19. Find as many people at the hotel who are not participating in this training (at least five) and do a survey on what they think should be done to prevent war in the future. What would help them/what would they need in order to work on these or similar issues? Prepare a short presentation about: What it was like doing the survey? What are the findings? Before interviewing people, be prepared: How will you approach them?
20. Find the person with task No. 19 and help them do a good job.
21. Follow the course of this exercise. You are an observer. What did you notice? What do you like about how your colleagues have been doing this exercise? What do you not like? Prepare recommendations about how to improve the exercise the next time around. Be unobtrusive.
22. Follow the course of this exercise. You are an observer. What did you notice? What do you like about how your colleagues have been doing this exercise? What do you not like? Prepare recommendations about how to improve the exercise the next time around. Be unobtrusive.
23. Follow the course of this exercise. You are an observer. What did you notice? What do you like about how your colleagues have been doing this exercise? What do you not like? Prepare recommendations about how to improve the exercise the next time around. Be unobtrusive.

## Exercise with Tasks (2)

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### Exercise description

There are 18 tasks in the workroom, one for each participant. The participants should find their tasks and complete them. They have 50 (or 60) minutes.

Return to plenary for a brief evaluation: What was it like?

This is followed by the presentations they prepared.

Type of exercise:

Interactive, experiential exercise

Duration:

90 minutes

Materials:

Prepared envelopes with tasks,  
Paper, pencils, Flipchart paper,  
markers, other

### Tasks:

1. Find the text “Open Letter to Peacebuilders”. Your task is to prepare a brief presentation explaining the transformative and technical approach to peacebuilding described in the book, as well as the chapter on “Creating Political Change”. You have a maximum of five minutes for your presentation. Make it interesting.
2. Find the person born on 6 July and complete their task together.
3. Find at least two short videos online with examples of a nonviolent action or a campaign you liked. The videos should not be longer than five minutes.
4. Find the person who (insert personal characteristic/detail) and do their task together.
5. Come up with or find a game for the end of the morning session.
6. Find the person who... and do their task together.
7. Survey at least five people outside the training about “What is reconciliation?”. Present a summary of your findings in large legible letters. Where do they agree the most? Where do they disagree in their statements? You have a maximum of five minutes for your presentation. Make it interesting.
8. Find the person whose task is to do a survey about “What is reconciliation?” and do the task together.
9. Survey at least five people from the training about the “Basic ethical principles in peacebuilding”. Present a summary of your findings in large legible letters. Where do they agree the most? Where do they disagree in their statements? You have a maximum of five minutes for your presentation. Make it interesting.
10. Find the person whose task is to do a survey about “Basic ethical principles in peacebuilding” and complete the task together.
11. Find at least three examples of civil disobedience and nonviolent action online. You have a maximum of five minutes for your presentation. Make it interesting.
12. Find the person who... and do their task together.
13. Unobtrusively follow the work of the group. Find a way to help those who run into difficulties. Support them in the best way possible.
14. Make sure that those tasked with preparing presentations make them interesting. Be as unobtrusive as possible in your efforts. The aim is to make as many presentations truly interesting, clear and to the point.
15. Select three books and three films that inspired you to social action. Prepare a presentation about all of them that will be no longer than five minutes in total.
16. Find the person who... and do the task they received together.

17. Find and present at least three activities aiming to bring together divided ethnic communities in Macedonia. Your presentation should not be longer than five minutes.
18. Do the task together with the person who...

## Past, Future

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### Exercise description

Task: Pair up. 1) Think of at least three to five important moments in your relationship to peacebuilding so far. Write each on a separate piece of paper. 2) Set yourself at least three goals you want to achieve in the next few years (personally). Write each on a separate piece of paper.

Discuss/exchange in small groups. After returning to the plenary, the papers are placed on the floor in the appropriate area: “past” (moments) and “future” (goals). Briefly discuss what was written.

Type of exercise:

Work in small groups, presentations in plenary

Duration:

45–60 minutes

Materials:

Paper, felt-tip pens



# Reconciliation

Since reconciliation is often equated with forgiveness, the main objective of this workshop is to achieve a better understanding of reconciliation and distinguish its meaning at the level of society and at the level of the individual.

## Workshop Example

😊 Game

### Why Reconciliation?

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#### Exercise description

The participants should imagine themselves having to explain to someone why we need reconciliation and find arguments in support of it. One person from the training team takes a sceptical position regarding reconciliation and asks that every argument is explained until it is completely clear and acceptable. The arguments are written on a wall newspaper/board.

Type of exercise:

Wall newspaper, role play

Duration:

20–25 minutes

Materials:

Flipchart paper, markers

## My Contribution to Reconciliation

---

### Exercise description

The task is for each participant to say what they see as their contribution to reconciliation, taking turns around the circle. Before they start, they should be given some time to think about what they will say.

### Note

*This exercise can also be used for the Peacebuilding topic. In that case, everyone talks about their contribution to peacebuilding.*

Type of exercise:  
Individual work, presentations in plenary

Duration:  
45–50 minutes

Materials:  
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## Reconciliation Barometer

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### Exercise description

The barometer method is described in detail at the beginning of this section on p. 63.

Duration:  
40 minutes

Suggested statements for the barometer:

- Nation building is part of the reconciliation process.
- Recognising that an injustice has been committed and apologising are preconditions for reconciliation.
- Prosecuting war crimes is a precondition for reconciliation.
- Truth is a precondition for reconciliation.
- Dialogue with the enemy is a precondition for reconciliation.
- People who are impartial should work on reconciliation.
- There can be no reconciliation without justice for all victims.
- Everyone has the right to reject reconciliation.

## Reconciliation and Me

---

### Exercise description

Flipchart papers are laid out on the floor, each with one of the following questions:

- What is my biggest challenge in reconciliation?
- With whom and with what am I supposed to reconcile/build relationships?

Type of exercise:  
Individual work

Duration:  
30 minutes

Materials:  
Flipchart paper, markers

- Who is supposed to reconcile with whom?
- Who can I, who should I, and who do I want to forgive for what?
- Who do I want and need forgiveness from?

Everyone walks up to write their answer or read what is written. Give people some time to look over what was written.

#### Note

*This exercise is particularly useful when we need to go back to ourselves and our role in society, and especially if the group is motivated to discuss socio-political processes but not to reflect on their own roles and responsibilities in them. These issues can also be discussed in the plenary or in small groups, of course, but sometimes it can be useful to close the discussion space and open up space for self-reflection.*

## Reconciliation Has Arrived!

---

#### Exercise description

Everyone gets a few multicoloured post-its (have extra post-its on hand if needed). The task is to imagine that reconciliation has arrived and think about what else becomes possible that was impossible before and write it down on a post-it. One example per post-it. Set aside two or three minutes for thinking and writing. Then everyone is supposed to read what they've written and attach their post-its to the wall newspaper so that all the newly opened possibilities are gathered in one place.

#### Type of exercise:

Individual work, presentations in plenary

#### Duration:

30 minutes

#### Materials:

Multicoloured post-its, pencils, Flipchart paper

#### Note

*It can be useful for someone from the training team to start off the presentations with a few creative examples to set the tone and open up a space for the imagination. Since mutual inspiration is inevitable, let people take extra post-its and volunteer for another turn to read their ideas.*

# Exercise Examples

## Who is Supposed to Reconcile with Whom/What?

---

### Exercise description

Flipchart papers are laid out on the floor (enough of them so that a number of participants can write on them at the same time). The participants write down their answers to the question “Who should reconcile with whom/what?” without conferring with each other. When they are done, we have an opportunity to look over everything that was written down. This is followed by a discussion in the plenary.

Type of exercise:

Independent work in plenary

Duration:

30–45 minutes

Materials:

Flipchart paper, markers, felt-tip pens

## Reconciliation Fishbowl

---

### Exercise description

The fishbowl method is described in detail at the beginning of this section on p. 65.

There are four chairs in the fishbowl. They are taken by people who want to discuss the given topic. When someone else wants to join the discussion, they should walk up and tap the shoulder of the participant whose place they want to take.

Some topics for the fishbowl:

- I feel responsible for what was done in the name of my people.
- Reconciliation is a personal choice.
- National identities are an obstacle to reconciliation.

Duration:

45–60 minutes

## Wall Newspaper: My Dilemmas about Reconciliation

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Duration:

15 minutes



## Memorialisation: Monuments

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### Exercise description

Step 1. Prepare wall newspapers in the plenary about: “What are monuments for? What is their purpose? Who do we make them for?”

Step 2. Photographs of monuments from the recent wars are put up so that everyone can have a look at them.

Step 3. Discussion in plenary: “How do you see these monuments and others that you know of? What kind of message do they send? What kind of symbols do they contain? How do they contribute to remembering victims? How much do they (not) contribute to reconciliation?”

### Alternative version of the exercise

Step 1. In smaller groups, start a discussion about the function of existing forms of memorialisation. Prepare a wall newspaper about: “What needs do they satisfy? Whose needs? (‘ours’, ‘theirs’, of veterans, families of victims, etc.) What message do they send?” Present and discuss in the plenary.

Step 2. Photographs of monuments from the recent wars are put up so that everyone can have a look at them.

Step 3. Discuss and prepare wall newspapers in the plenary about: “The difficulties we have with existing forms of memorialisation. Why?” Then: “What do you like about existing monuments? Why?”

Type of exercise:

Work in plenary

Duration:

60 minutes

Materials:

Photographs of monuments, flipchart paper, marker

## News from the Future

---

### Exercise description

Read out the following three pieces of “news from the future”:

1. The Association of BiH Army Veterans welcomed the BiH Court Judgement convicting a commander of the BiH Army for war crimes. At the same time, the Association condemns the statement of the Croat Member of the BiH Presidency who commented on the Judgement saying, “This Judgement punishes the victims and rewards the aggressors.”

2. Today, a delegation of VRS and Serbia’s UBR veterans laid wreaths in Belgrade at the monument to the victims of genocide in Srebrenica and Prijedor and called on government representatives to support cross-border youth exchange programmes and peace camps organised by the Veterans’ Organisation, the Human Rights Organisation and the United Historians of the Western Balkans. The

Type of exercise:

Work in plenary

Duration:

30–45 minutes

Materials:

“News from the Future” prepared in advance

call was joined by numerous celebrities from culture and sports, including \_\_\_\_\_ (list a few names of celebrities and people from the group and/or the training team).

3. The HVIDR (Croatian disabled war veterans) Association from Mostar released a statement saying that together with the Mostar Prison Camp Survivors' Association they have successfully completed a fund raising campaign for a memorial room commemorating victims at the Heliodrom prison camp.

### Discussion in the plenary

After reading the news, start a discussion in the plenary: "What is your reaction to these news items? How do they sound and why?"

### Note

*The news items should be composed so that they are relevant to the group of participants. (This example was prepared for a very specific group of war veterans.) The aim is to think about what prevents some very human actions that could greatly contribute to advancing the reconciliation and peacebuilding process in the region, and to try to get a sense of what we could do to make such news items more likely.*

## What Can We Do to Take a Step towards Reconciliation?

---

### Exercise description

Step 1. Split into groups based on home countries and prepare wall newspapers about: "What can we do to take a step towards reconciliation?"

Step 2. Presentations of wall newspapers from small groups.

Step 3. The wall newspapers from all the groups are put up where everyone can see them. People from other groups go up to the newspapers they did not work on and add points with a different coloured pen. Specifically, their task is to add to the wall newspapers what they think would also need to be done in those communities.

Step 4. Presentation of the additions, comments and remarks.

### Note

*This is a variation of the exercise "A Fair Relationship towards the Past" (see Dealing with the Past).*

Type of exercise:

Work in small groups, presentations in plenary

Duration:

60–90 minutes

Materials:

Flipchart paper, markers

## What Can Others Do?

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### Exercise description

Split into four mixed small groups. The small groups discuss: “What would I like to hear from others and what would make it a step towards reconciliation for me?” Feedback in the plenary.

Type of exercise:

Work in small groups, presentations in plenary

Duration:

40 minutes

Materials:

Flipchart paper, markers

## Justice, Forgiveness, Truth, Reconciliation\*

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### Exercise description

The participants split into four small groups: justice, forgiveness, truth, and reconciliation. The groups discuss and prepare a presentation about: “Why are you as justice/truth/forgiveness/reconciliation most important for dealing with the past?” Then the groups take turns presenting their reasons and arguments in the plenary, while the other groups can ask questions about the presentation.

Type of exercise:

Work in small groups, presentations in plenary

Duration:

60 minutes

Materials:

Flipchart paper, markers

### Evaluation

After this exercise, it can be useful to have a plenary discussion about each of these terms and their relation to our social contexts.

## Justice, Forgiveness, Truth, Peace

---

### Exercise description

Pairs of participants are tasked with advocating (i.e. speaking in favour of) one of the following terms: justice, forgiveness (or mercy), truth, or peace. These are the four elements of the reconciliation process, according to Lederach. They have ten minutes to prepare arguments for why their concept (justice, forgiveness, truth, or peace) is the most important for reconciliation.

Type of exercise:

Role play

Duration:

60 minutes

Materials:

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\* We learnt this exercise from Amela and Randy Puljek-Shank.

Then a volunteer from the group lines up the representatives of these concepts in the middle of the room in their order of importance (according to her own assessment of the priorities, she starts with the concept she sees as the most important, then next in importance, and so on). When she lines them up, she explains to everyone why she decided on that particular order. Then the representatives of the concepts are given an opportunity to say how they see their position, how they think they should be ranked and why.

If there is enough time, it can be interesting to have another volunteer rank the elements, i.e. to repeat the process with a new volunteer.

### Evaluation

At the end, have a brief plenary discussion about our different contexts (how far along are these processes in our communities, what is missing, what is being treated as crucial, etc.).

### Note

*This exercise can contribute to a better understanding of these concepts, their meanings and importance, which is particularly useful in our contexts where these concepts are often confused or equated or seen as opposites. Since during the exercise the discussion is mainly abstract and conceptual, it is useful to leave time for a plenary discussion that will take into account our particular context, because contextualising these concepts will contribute to understanding them better.*

*It is recommended that two people are assigned to work together on representing one concept, because it will be easier for them if they can have an exchange to help them prepare (in some groups, the task may be too difficult for people to do on their own). A theoretical framework can also be useful (e.g. brief input about Lederach's understanding of these concepts and his interpretation of their role in social processes), especially if there is confusion among the group about these concepts.*



# Addressing Fear

The objectives of the Addressing Fear workshop may include: understanding your own emotions and behaviours in stressful situations, trying out different approaches when we feel fear, giving encouragement for overcoming fear and for empowerment.

## Exercise Examples

### Circle of Trust

---

#### Exercise description

Everyone stands in a circle with one person in the middle (make sure to start off with someone from the training team). The person in the middle stands with eyes closed, their body upright, their ankles relaxed and their arms by their side. The others hold out their arms and their task is to carefully pass this person around, swaying them about and returning them to the centre of the circle, making sure they do not fall down. After two or three minutes, someone else takes a turn in the middle of the circle.

The circle should not be too wide. (For 20 participants, set up two circles.)

#### Note

*This exercise develops a feeling of security in the group and can also be included in the Trust-Building workshop. It is, therefore, recommended that the training team participate in it. It would be good for everyone to take a turn being passed around, but don't pressure anyone who does not want to.*

*It is important to have a few participants who are already familiar with this exercise to show the others how to "sway" the person in the middle and pass them around. If this is not possible, the training team should participate in the exercise. When the person in the middle feels safe and relaxed*

Type of exercise:  
Experiential exercise

Duration:  
30 minutes

Materials:  
/

enough, the circle can be widened a bit by making some room between those standing in the circle. The exercise can also be evaluated if needed.

## Falling

---

### Exercise description

A volunteer stands on a table or chair. They stand with their body upright and their arms by their side. Then they fall backwards (with their back towards the floor), while the rest catch them by standing in two rows in pairs facing each other, with their arms interlaced into a net to catch the person falling.

### Note

*This exercise can also be done as part of the Trust-Building workshop.*

*It is very important that the person falling keeps their body rigid so as to avoid injury. The participants with their arms interlaced into a net should take particular care to make sure the person falling does not hurt their neck. This exercise should only be done if there are at least a few people familiar with it from before.*

Type of exercise:

Experiential exercise

Duration:

20 minutes

Materials:

Table or chair

## Situations When We Were Afraid

---

### Exercise description

Split into small groups of three or four. In small groups, discuss the topic: "A situation when I felt fear". Back in plenary, prepare a wall newspaper about: "What emotions arose during the discussion?", and then about: "While I was listening, I felt..."

Type of exercise:

Work in small groups, wall newspapers

Duration:

30 minutes

Materials:

Flipchart paper, markers

## Fear Statues

---

### Exercise description

Split into three groups. The groups are separated into different rooms or spaces and given the task to prepare a statue about fear, paying particular attention to how the body responds to fear.

Back in plenary, the first group display their statue. The rest are the audience and they say what they saw. Then the statue performers clarify what they wanted to show. There can be a brief discussion if needed. Then the next group display their statue, and so on.

For more about the Statues Theatre method see the chapter on Creative Conflict Transformation.

Type of exercise:

Statues Theatre

Duration:

70 minutes

Materials:

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## Where Do My Fears Come From?

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### Exercise description

Everyone works independently, thinking about “My fears” and “Where do they come from?” and noting down their thoughts. They have 20 minutes. Then collect their notes and put them up on the wall newspaper so that everyone can see them.

Type of exercise:

Individual work, wall newspapers

Duration:

25 minutes

Materials:

Paper, pencils, flipchart paper, sticky tape

## My Safe Space

---

### Exercise description

Everyone works independently on a drawing or a collage about “My Safe Space”. The collages are presented in the plenary.

Type of exercise:

Individual work, presentations in plenary

Duration:

60–75 minutes

Materials:

Paper, coloured Paper, felt-tip pens, crayons, magazines, glue, scissors, etc.



# Power

Some of the goals of the Power workshop are mapping sources of power in a society and encouraging participants to recognise their power. Power is often understood as an exclusively negative attribute, so one of the goals should be understanding how power can be used constructively.

## Workshop Example

★ Game

### Chair Statues About Power

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#### Exercise description

Instructions: The task is to use six or seven chairs to construct a statue that symbolises power. After the first person constructs a statue, participants can say what they see/notice and then the “artist” can explain their statue. At least five or six people should construct a statue.

Type of exercise:  
Independent work, plenary  
discussion

Duration:  
30 minutes

Materials:  
6–7 chairs

### Brainstorming: Power

---

Duration:  
5–10 minutes



## Airplane

### Exercise description

Prepare lifesavers in advance by cutting them out of a large piece of paper (see photograph). Write out the names of different social groups on them:

- youth
- the army
- multinational corporations (e.g. McDonalds, Coca-Cola, etc.)
- peace workers
- senior citizens
- people with disabilities
- black people
- the media
- the government
- women

Type of exercise:

Role play

Duration:

90 minutes

Materials:

“Lifesavers” made of paper (prepared in advance), large piece of paper, markers



Each social group appears on two lifesavers. An alternative to the lifesavers is to write the names of social groups in big letters on an A4 piece of paper (that participants can tape to their chests using masking tape, sticky tape or a clothes pin).

Step 1: Select groups. Participants have to select one of the social groups and take the corresponding lifesaver.

Step 2: Describe the task. Describe the task slowly and clearly:

“Participants who represent the same group are a pair. Each pair has one vote. Pairs cannot be separated.

You are all travelling by plane to a conference. The topic of the conference is conflict and violence in the world and possible responses. At the conference you will be representing the group you have selected.

Suddenly, the pilot informs you that due to technical difficulties, everyone has to evacuate the plane within the hour. However, there aren't enough parachutes for all the passengers. Three pairs will be left without parachutes. The pilot has their own personal parachute and isn't willing to give it to anyone else.

Each pair has the task of writing out the reasons why they should be given a parachute, thus ensuring that they will continue their journey to the conference and their work on dealing with conflict and violence in the world. Decide which one of you two will be the spokesperson. You have five minutes for this task.”

Step 3: Presentations. Spokespeople present the reasons why they (their group) should be saved. They have three minutes for their presentation.

Step 4: Voting in pairs. Pairs have five minutes to discuss who should be given a parachute and to choose five groups to cast their votes for (they cannot vote for themselves). Voting is done in secret: pairs write out a list of five groups on a piece of paper.

Step 5: Voting. A list of all the groups that are on the airplanes is on the large piece of paper. Trainers tally the votes next to each group's name. Three pairs who have the fewest votes are not given parachutes and they have to take off their lifesavers. If there is a draw, the pilot declares that she will not wait around for a decision and that they have five minutes to make up their minds or else she will catapult herself out of the plane to save her own life and leave everyone else to their fate. Therefore, they have to vote again.

## Evaluation

Suggested questions for evaluating the exercise:

How did you select which group to represent? How satisfied were you with your choice?

How difficult was it to justify your survival?

How did you feel when deciding who to cast a vote for? How did you decide who to cast a vote for?

How do the groups that weren't chosen feel?

What did you get out of/learn from this exercise?

## Powerful Chair

---

### Exercise description

One chair is turned to face the whole group. One by one participants take this seat and call out several sentences that start with: "I have the power to...". Take your time!

Type of exercise:

Hot seat

Duration:

20 minutes

Materials:

Chair

### Note

*This exercise has an empowering effect on participants.*

## Examples of Exercises

### Come and Go

---

#### Exercise description

Participants are divided into two groups – group A and group B. The groups line up to face each other with a few metres between the lines so that each person in one group has a corresponding pair in the other group. Instructions: "People in group A should give their corresponding pair a non-verbal instruction about the direction (forward or backwards) that they should move in. The corresponding pair should follow the instructions. After two minutes, everyone goes back to their starting positions and people in group B move one place to the left so that they have a new person issuing them instructions. After five or six rounds, the roles change so that B issues instructions and A follows. After another five rounds the exercise is finished.

Type of exercise:

Interactive, experiential exercise

Duration:

40 minutes

Materials:

/

#### Evaluation

Suggested questions for evaluating the exercise:

How did you feel in each role and why? Did you introduce new rules? To what extent did you maintain eye contact (with the person you are "controlling" or with person "controlling" you)?

## “Power” Barometer

---

### Exercise description

Barometer method (described in detail at the beginning of the chapter on p. 63).

Suggestions of issues:

- Power is a negative attribute.
- Everyone wants power.
- I am powerful.
- Power can always be abused

Duration:  
30 minutes

## Opening the Fist\*

---

### Exercise description

Divide participants into pairs. Person A in the pair has a clenched fist and person B has the task of opening the other person’s fist. Then the roles reverse.

### Evaluation

Suggested questions for evaluating the exercise:

How did you feel in each of these roles? Which strategy did you use to complete your task?

Type of exercise:  
Interactive, experiential exercise

Duration:  
30–40 minutes

Materials:  
/

## Situations When I Had Power

---

### Exercise description

Divide into small groups. Topics for discussion:

- A situation when you had power and how you felt about it.
- A situation when you didn’t have power and how you felt about it.

One person in each group makes note of the feelings mentioned. Return to plenary and write down all the feelings on the wall newspaper, noting which feelings correspond to situations with and situations without power.

Type of exercise:  
Work in small groups, wall newspaper

Duration:  
30–40 minutes

Materials:  
Large piece of paper, markers

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\* Bittl-Drempetic. *Gewaltfrei Handeln*, p. 372.

## Five Minutes of Power Over You

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For a description of the exercise, see chapter on Nonviolence.

## Social Groups, Power and Privilege

---

### Exercise description

**Step 1.** In plenary put together a wall newspaper on the topic of “Which social groups have more power in our societies?”

**Step 2.** Write down the name of one group that has more power and privilege (from the wall newspaper or you can add others) on each large piece of paper, for example: white people, members of an ethnic majority, men, people without disabilities, heterosexuals, etc. Have four to six such groups. Ask participants to choose one of these groups (that they don’t actually belong to).

Discussion in these groups: “Why did you choose this group? What kinds of privileges does this group enjoy in society?” An additional task is to list these privileges on the paper with the name of their group.

**Step 3.** Make a small exhibition so that everyone can walk around the room and see what has been written down. Using a felt-tip of a different colour to that used on the paper, they can add privileges that have not been listed but which they consider important.

Type of exercise:

Wall newspaper, small group work, plenary discussion

Duration:

70–80 minutes

Materials:

Large pieces of paper, felt-tips

### Evaluation

Suggested questions for evaluating the exercise:

What did you notice?

Did you see a privilege that you enjoy?

What did you learn about privilege? What is the connection between privilege and power?



# Trustbuilding

At CNA we no longer dedicate workshops specifically to trustbuilding. Instead, it is an ever-present goal that we work on from the very beginning, with introductions and getting to know each other exercises, and on through all the other topics and workshops. Below we note some of the exercises that focus on trustbuilding.

## Examples of Exercises

### Wall Newspaper: How Is Trust Lost?

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Duration:  
10 minutes

### Wall Newspaper: What Contributes to a Feeling of Mutual Trust?

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Duration:  
10 minutes

## Blind Following\*

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### Exercise description

Before the workshop, ask participants to bring something to the workshop that they can use as a blindfold (a scarf, kerchief, T-shirt, etc.). The group is divided into pairs. Each pair consists of Person A and Person B. Person A leads and Person B follows wearing a blindfold. The exercise lasts for 15 minutes and during this time the pair can do whatever they want but with the following restrictions: a) the exercise is non-verbal so no talking is allowed, and b) Person B cannot take off the blindfold. After 15 minutes, the roles are reversed.

Type of exercise:

Interactive, experiential exercise

Duration:

60–80 minutes

Materials:

Blindfolds (scarves, kerchiefs, etc.)

### Evaluation

Suggested questions for evaluating the exercise:

What was this experience like? Which role was more difficult? Why?

How did you lead?

How were you led?

## Labyrinth

---

### Exercise description

Divide into small groups of six or seven people. In each group, one person wears a blindfold. Using chairs, the others make a small labyrinth that isn't too difficult to find your way out of. They put one chair inside the labyrinth for the person with the blindfold to sit on. They stand around the labyrinth and, one by one, they give the person with the blindfold precise instructions that will lead them to the assigned chair (e.g., "take two steps forward", or "turn left", or "take half a step back"). The person with the blindfold cannot use their hands and should keep them next to their sides. When they manage to sit down on the chair, they have navigated the labyrinth; they can take off the blindfold and rejoin the others. A new person is blindfolded and taken through the labyrinth until everyone has had a turn.

Type of exercise:

Small group work, presentations in plenary

Duration:

60–80 minutes

Materials:

Blindfolds, chairs

### Evaluation

Suggested questions for evaluating the exercise:

How did you feel issuing instructions? How did you feel making your way through the labyrinth? Which role was more difficult? What did you notice?

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\* Inspired by an exercise from: Lünse, Dieter et al. *Zivilcourage*. 1995. p. 66.



## Elephant Walk

---

### Exercise description

Before the workshop, ask participants to bring something to the workshop that they can use as a blindfold (a scarf, kerchief, T-shirt, etc.).

1. Take the participants out of the room where the “labyrinth” will be. Give them the following instructions: “The goal of this exercise is to make your way through a labyrinth. You will all be blindfolded except for one person who will be the Eyes. You will have 12 minutes to agree on a strategy and to elect someone to be the Eyes. While making your way through the labyrinth, the Eyes is not allowed to touch other members of the group or to talk to them. You can do one test run in the labyrinth. This will be your chance to try out your strategy and to see if the signals and signs you agreed on are working.”

2. While the group is strategising, construct a labyrinth in the workshop room: use chairs, tables and other props. Think about the path that the group has to travel, for example jumping over a chair, going under a table, getting past a hanging textile, etc., but make sure it is not too difficult.

3. When the 12 minutes are up, the trainer brings the Eyes into the room to show and explain the path to them. It’s best to take the Eyes through the labyrinth once. The Eyes then go back for everyone else and take them through the labyrinth using the signals they agreed on.

Type of exercise:

Interactive, experiential exercise

Duration:

90 minutes

Materials:

Blindfolds, tables, chairs, textiles,  
other props



4. After their test run, the group has five minutes to improve on their system of signs for communicating. Let them know that new obstacles will be added to the labyrinth.

5. While the group is strategising, make a new path that is somewhat more complicated than the previous one. Again, bring the Eyes in and take them through the labyrinth.

6. While the group is making their way through the labyrinth, the trainers should get in their way. Start with small distractions and build up to more difficult ones: make noises, give false signals imitating the signs that the group makes, throw “bombs”, throw balloons at them, tickle them with a feather, etc. The opportunities are endless. The point of the distractions is to make the task more difficult and to increase stress levels, up to a reasonable point. Make sure that you don’t go too far and also that the task isn’t too easy.

### Evaluation

Suggested questions for evaluating the exercise:

What was this experience like?

How did you elect the Eyes? How did you agree on the signals? How did you make this decision?

How did the Eyes feel? Were there other special roles?

## Circle of Trust

---

For a description of the exercise, see chapter on Addressing Fear.

## Falling

---

For a description of the exercise, see chapter on Addressing Fear.



The goals of the Nonviolence workshop are to better understand the concept and principles of nonviolence and to promote nonviolence. We usually address this topic at advanced workshops where participants have some existing knowledge on violence, identity, teamwork and other basic topics.

## Workshop Example

★ Game

### Five Minutes of Power Over You\*

#### Exercise description

Divide the group up into pairs. The instructions are: “Decide which one of you will have power over the other person for the next five minutes. If everyone is willing, one person gives the other person power over themselves for five minutes. Before the exercise begins, everyone should write down on a piece of paper or in a notebook the thoughts and feelings they have going into this exercise.”

After five minutes, the roles are reversed and the exercise is repeated.

#### Evaluation

Suggested questions for evaluating the exercise:

Which role was more difficult for you? How did you use your power? How did you feel about it?

Type of exercise:

Role play

Duration:

60 minutes

Materials:

Paper and pencils

\* Bittl-Drempetic. *Gewaltfrei Handeln*, pp. 386-387.

Did you feel resistance from the other person and how did you deal with that? How did you feel in the role when someone else had power over you? Did you resist? How?

## Chair Statues About “The Power of Nonviolence”

---

### Exercise description

Instructions: The task is to use six or seven chairs to construct a statue that symbolises the power of nonviolence. After the first person constructs a statue, other people can say what they see/notice and then the “artist” can explain their statue. At least five or six people should construct a statue.

Type of exercise:

Independent work, plenary discussion

Duration:

40 minutes

Materials:

6–7 chairs

## Change!\*

---

### Exercise description

If it is a large group, divide it into two smaller groups.

The group stands in a circle. One person is the “initiator”. The initiator steps into the centre of the circle and their task is to stand in front of each participant and to address them with the words: “Change!”. The person being addressed should react spontaneously depending on how they were addressed, and they can even say something briefly (this is not a non-verbal exercise). Proceed in a circle, slowly and without any hurry. When the initiator has done a full circle, they go back to their place and the next person in the group takes on the role of initiator. Everyone should have a turn in this role.

Type of exercise:

Interactive, experiential exercise

Duration:

60 minutes

Materials:

/

### Evaluation

Suggested questions for evaluating the exercise:

How did you feel instructing others? How did you deliver your message?

How did you feel being instructed? Why? How was the message delivered? How did the person who demanded change act?

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\* Bittl-Drempetic. *Gewaltfrei Handeln*, pp. 391–392.

## Wall Newspaper: What Nonviolence Means to Me

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Duration:  
15 minutes

### Examples of Exercises

#### Marching\*

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##### Exercise description

Choose a piece of music beforehand that all the participants might like and make sure you have the means to play it.

Ask for a volunteer (someone who can challenge the group) and ask them to leave the room. Others will be given the task of preparing a dance with a repeating choreography that matches the music that has been chosen. The group is told that they should come up with steps and practise them so that everyone feels good working together in a supportive and trusting group environment, and so that they don't want to make any changes to the choreography. Their task is to dance in the agreed-upon rhythm and they are told that the exercise will be over if they stop dancing for 30 seconds.

The volunteer is told that their task is to change the formation of the group or find a way to influence them without using physical violence or standing in their way. They have 10 minutes for their task.

Invite the volunteer back into the room and play the music. For the next 10 minutes, while the group is dancing, the volunteer tries to distract them. After 10 minutes, the exercise is over.

Secret instructions: Before the workshop, choose one person who will be given a secret task beforehand. Their task is to be part of the group but to try and influence the group to change what they are doing and to change their formation. They shouldn't be too obvious about it and should start their task only once the volunteer is back in the room and the exercise has begun. To be precise, their task is to remain part of the group and to not distance themselves from it but to create change.

##### Evaluation

Suggested questions for evaluating the exercise:

How did you feel playing your roles? (question for the group and the volunteer)

What changed once the distractions started?

(Ask the person with the secret role to reveal what their task was.)

Which strategies of influence were successful and which weren't?

Type of exercise:  
Independent work, pair work

Duration:  
60–90 minutes

Materials:  
Music

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\* Bittl-Drempetic. *Gewaltfrei Handeln*, p. 393.

## Come and Go

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For a description of this exercise, see chapter on Power.

## Life on an Island

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For a description of this exercise, see the chapter on Understanding and Analysing Conflict.

## Third Time\*

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### Exercise description

Introductory directions: “Find a pair for this experiential exercise, which is challenging and might be difficult. Take a piece of paper and a pencil and group yourselves into pairs.”

Each pair is given a stack of newspapers or masking tape and their task is to make a stick. The pairs will agree on who will be Person A and who will be Person B.

Step 1. Person A should beat Person B for 30 seconds. Person B is supposed to run away from Person A. Before beginning, they should write down on a piece of paper the thoughts/feelings/questions they have going into the exercise. After the exercise, each person should briefly describe their experience in writing.

Step 2. Person A should beat Person B for 30 seconds. Person B should defend themselves so that as few blows as possible land. Before they begin, they should write down the thoughts/feelings/questions they have going into this exercise. After the exercise, each person should briefly describe their experience in writing.

Step 3. Person A should beat Person B for 30 seconds. Person B should use a new strategy that wasn't used in the first two steps but without using violence. Before they begin, they should write down the thoughts/feelings/questions they have going into this exercise. After the exercise, each person should briefly describe their experience in writing.

Person A and Person B exchange roles and the steps are repeated.

### Evaluation

Suggested questions for evaluating the exercise:

Type of exercise:

Interactive, experiential exercise

Duration:

80–120 minutes

Materials:

A lot of newspapers, 10 rolls of sticky tape or masking tape, paper, pencils

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\* Bittl-Drempetic. *Gewaltfrei Handeln*, p. 378.

How do you feel now?  
How did other people's reactions influence you?  
What did you write down?  
What does this experience remind you of?

#### Note

*This exercise can be very demanding and difficult. We recommend doing this exercise only if someone on the training team knows it well and has previous experience leading it. Also, this exercise is not done in basic training but only in advanced groups. The exercise should be carefully evaluated because strong emotions will inevitably be present. You should pay special attention to the people who are surprised by their violent behaviour and are feeling guilty about it.*

## “Nonviolence” Barometer

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### Exercise description

The barometer method is described in detail at the beginning of the chapter on p. 63.

#### Suggestions of issues:

- You should approach your adversary with trust.
- Nonviolence does not take advantage of the adversary's weaknesses.
- Nonviolence yields results only if the government is not authoritarian and if there is a culture of democracy.
- Cowards use violence.
- Cowards use nonviolence.
- Nonviolence makes sense only in situations where the powers are evenly matched.

Duration:  
30 minutes

## One of My Needs

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### Exercise description

Everyone stands in a circle and everyone has the opportunity to express one of the needs that they have in terms of the group.

#### Note

*The goal of this exercise is to affirm the practice of expressing your needs, which is one of the foundations of nonviolence.*

Type of exercise:  
Plenary work  
Duration:  
20–25 minutes  
Materials:  
/



# Peace Activism and Nonviolent Action

One of the main goals of this workshop is to encourage an active role in peacebuilding, from sparking motivation for peace activism, through providing inspiration for simple or more complex activities, to workshopping ideas about peace activism.

## Workshop Example

★ Game

### Quick Situations

#### Exercise description

Read out a scenario (that simply demands a response) and ask the question: “What do you do?” The participants share their ideas about possible reactions. The goal isn’t to determine the most appropriate or the best response, but to collect a range of possible reactions that can inform participants’ behaviour in certain situations.

Some ideas for the situations:

1. You’ve come back from a seminar attended by people from the former Yugoslavia. You meet with acquaintances who ask you how it went. One of them comments, “You were hanging out with *Shiptars*\* again?!” What do you do?
2. You are at a monoethnic family gathering. There is one person present who is of a different ethnicity. One family member is provoking that person by telling inappropriate jokes (for e.g.

Type of exercise:  
Discussion in plenary

Duration:  
35–60 minutes

\* A derogatory term for Albanians.

- “What’s up, Šokica?”). You notice that the person is having a difficult time. What do you do?
3. At a family celebration, your cousin declares, “All the Serbs left Kosovo voluntarily”. What do you do?
  4. Graffiti has appeared on a neighbouring building that says “Croats to the reservation!” (or: “Serbs should be hanged!” or “Bosnians belong in chains!”). What do you do?
  5. At work, a colleague complains, “Look at these Albanians: all the rights we gave them and this is the thanks we get!” What do you do?
  6. You are at a peace conference. A representative of an association of missing persons’ families says that only victims have the right to engage in peacebuilding. What do you do?
  7. You are in a taxi. When the taxi driver learns that you are from Bosnia, he asks, “How are you dealing with all the Muslims?!” What do you do?
  8. Your friend is fired from work because of their sexual orientation. What do you do?
  9. Your neighbourhood is planning a construction of housing for the Roma community. A neighbour asks you to sign a petition against the construction project. What do you do?

### Note

*This is a good introductory exercise for the peacebuilding and peace activism topic because it serves as a reminder that all of us can and should engage in peace activism on a daily basis, even when we do not have the ideal circumstances and when we don’t have material support in the form of resources and donations. It is important to choose or create scenarios that feel familiar and realistic to the participants. At least 4–5 scenarios should be discussed. The first few take about 10–15 minutes per scenario, and the others generally go a bit faster. It is recommended to keep the entire exercise under 60 minutes because people become tired of just listening and sitting in one place.*

## Wall Newspaper: Examples of Nonviolent Action

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Duration:  
25 minutes

## Developing Ideas About Peace/Nonviolent Activism

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### Exercise description

Divide the participants into smaller groups. Each group should talk through ideas for peace activism, across borders or in a single community, choose one and develop it so that they can answer the following questions:

- Short description of the activity.
- Who would be your allies and who would be your adversaries?
- What would you need to realise this idea?

Type of exercise:  
Small group work, plenary presentations and discussion

Duration:  
90 minutes

Materials:  
A few copies of the questionnaire, a large piece of paper, markers

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\* A derogatory term for Croats.



- What are the risks involved?
- Which preconditions need to be fulfilled?
- What are the necessary steps that need to be taken? What obstacles need to be overcome?

After 40 minutes of small group work, there are presentations. After each presentation you should leave some time for questions from the rest of the group and the team of trainers.

### Variation

Participants develop the idea and plan how to implement peace activities using a catalogue of questions as a basis. Then they present their idea for activities in front of the others and have the chance to receive feedback.

#### Questionnaire:

##### Developing the idea

1. Type of activity:
2. Activity duration:
3. Target group:
4. Goal:
5. Team, place, time (if they are known):
6. Short description of the idea that includes answers to the following questions:
  - How can you contribute to fulfilling the goal?
  - What do you want to achieve? What are the expected results? Short-term and long-term?
  - Why did you choose the target group?
  - What kind of legitimacy do you have in terms of them?
  - Are there aspects of this activity that contribute to peace-building?
  - What kinds of dilemmas do I have? Fears?

##### Planning the implementation

- Resources that I have and that I still need? (strengths and weaknesses)
- What kind of support do you need? Expected support from CNA (kind and amount)?
- Do I see others from this group being involved? How?
- Describe the implementation process (in steps/bullet points)
- Following steps? Make a timeline.
- Make a table with responsibilities and deadlines!

Catalogue of questions that can be printed on an A4 piece of paper and can be downloaded at [handbook.nenasilje.org/en](http://handbook.nenasilje.org/en).

# Workshop Example 2

★ Game

## Planning Work on Peacebuilding in the Local Community

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### Exercise description

Step 1. Three participants from different communities are given a task beforehand (a few days) to prepare a presentation in order to make other participants more familiar with the issues in their communities (those relevant to the work of peacebuilding). They present what they have prepared and others have the opportunity to ask questions and get clarification.

Step 2. Participants choose one of the presented communities. Three working groups are formed according to chosen local communities (it would be good to have a more or less equal number of participants in each group). They should imagine that they live in the chosen community. Their task is to choose one specific issue relevant to the work of peacebuilding and to develop an approach relating to the issue. Each group receives a handout outlining the task and a series of questions that can help in the course of the work:

“Your task is to choose an issue you will focus on and to develop an approach relevant to this issue.”

Handout with guiding questions:

1. How do you decide on what is the issue? (Why this specifically?)
2. What are your goals?
3. Define the principles of your actions.
4. What are your strengths/weaknesses? Which capacities are you missing?
5. What resources do you use in order to get to know the environment?
6. With whom is it important to establish cooperation? In what way are you doing that? (Who are your potential allies?)
7. How do you want the community to see you? (What kind of image do you want to project?)
8. What are the possible negative side-effects?
9. What concrete steps are you able to carry out? Why these?
10. Three issues that matter to you and are not on the list.

The handout for printing on A4 format is available for downloading at [handbook.nenasilje.org/en](http://handbook.nenasilje.org/en).

Step 3. After completing the work, groups take their place in the hot seat one by one, and present what they did, while the rest of the group asks questions and provides feedback.

Type of exercise:

Small group work, plenary presentations and discussion

Duration:

2–3 work blocks (360–540 minutes)

Materials:

A few copies of the handout, a large piece of paper, markers

Step 4. Everyone has the opportunity to reflect and write down on post-its: What was difficult for you in this task? What dilemmas do you have? Questions that are left unanswered? A brief discussion in plenary follows.

Step 5. Wall newspaper: What insights did you gain about the work in the local community? The wall newspaper is made in the plenary.

## Examples of Exercises

### Rotating Triplets of Peace Activism

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#### Exercise description

The rotating triplets method is described in detail at the beginning of the chapter on pp. 66-67.

#### Possible questions:

- How would you describe the work in your organisation to your neighbour (someone who knows nothing about it)?
- What is the motivation behind what I do?
- In what way does my work inform social change?

Type of exercise:  
Rotating triplets

Duration:  
30 minutes

Materials:  
/

### Action Pillars\*

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#### Exercise description

The participants are divided into three groups. The groups are given the task of choosing a specific social issues, something that they consider a social injustice and something that they could work on in the context of peacebuilding.

Beforehand, present the action pillars model (see image). The social issue that is being analysed is written down in the central triangle. The lines/pillars that hold the triangle up represent everything that supports and makes possible this injustice: organisations,

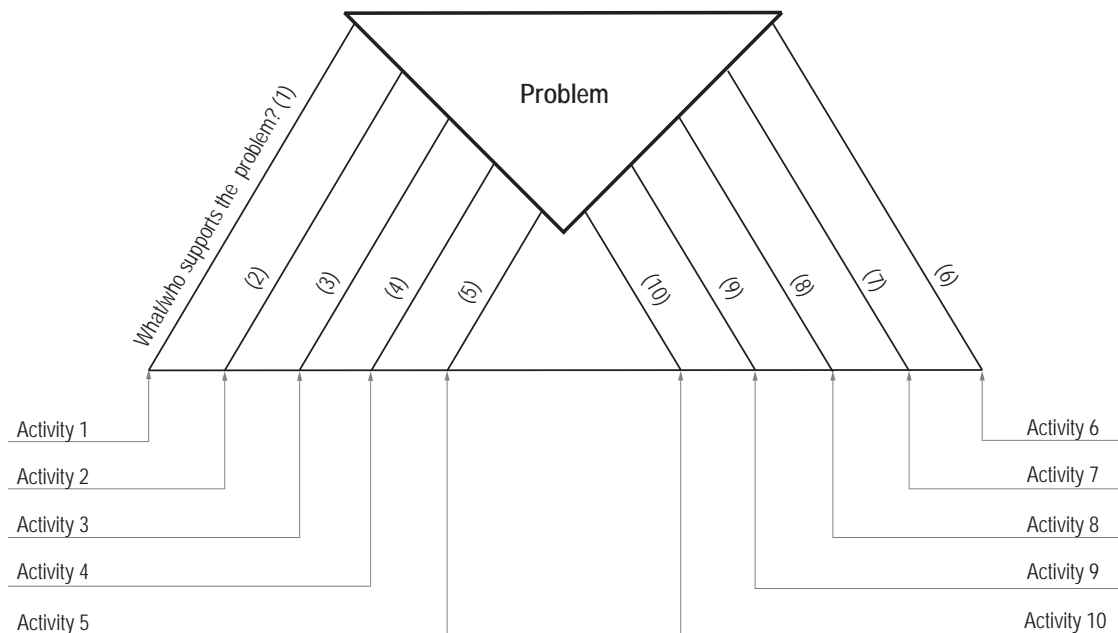
Type of exercise:  
Work in small groups, presentations and discussion in plenary

Duration:  
90 minutes

Materials:  
Large pieces of paper, markers,  
"action pillars" model

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\* Jean Goss & Hildegard Goss-Mayr, in: Karl Heinz Bittl-Drempeit. *Gewaltfrei Handeln*, p. 288.



institutions, phenomena, etc. These should be written down on the lines. The horizontal lines that lead to the pillars represent all the activities that could be undertaken to influence these pillars in order to solve the issue.

The task of each group is to use the action pillars to analyse their chosen issue, and to outline this model on a large piece of paper and fill in the analysis they have done.

Recommendation: Print out the action pillars model for each group. A copy for printing on A4 paper can be found for downloading at [handbook.nenasilje.org/en](http://handbook.nenasilje.org/en).

There is a presentation in the plenary and a short discussion after each presentation.

## Criteria for Activists (“Dub” Island)

### Exercise description

**Step 1.** Divide into three groups. The task is for the participants to determine which criteria people involved with peacebuilding should meet, and what abilities/qualities they should have, and to write them down on a large piece of paper. A short presentation in the plenary follows.

**Step 2.** After this, one volunteer (A) leaves the first group, two volunteers (B, B) leave the third group and three volunteers (C, C, C) leave the third group. The group that was left by three volunteers is joined by three new people (A, B and B) with the special task of attempting to change some of the criteria and the group that was left by one person receives a new person (C) with the same task. The second group is joined by two people (C, C), one of whom is “against” and the other “for” the established criteria.

Type of exercise:

Independent work, pair work

Duration:

60–90 minutes

Materials:

Large pieces of paper, markers

## Evaluation

Suggested questions for evaluating the exercise:

What went on during the exercise? (focus on the process, the content is to be discussed in the next exercise)

## Note

*This exercise is useful when you need to home in on teamwork and conflict and at the same time examine peacebuilding work itself.*

*Evaluation group by group enables more focused work. During evaluation, we generally start with the group that was joined by one person. First, members of the group are asked to tell everyone what happened, and then the “new person” has the opportunity to explain what went on and how they experienced it. At that point they are asked to say what their role was and what was the special task given to them. An important question, of course, is how many criteria they managed to change. Following evaluation of that group, we can proceed with the evaluation of the group that was joined by three new people. Is there a difference in the dynamics between the first group and this group? Why is this so? Lastly, we evaluate the group that was joined by two new people, but with different tasks. Were they perceived and treated differently by other members in the group? Why? If it has not already been underlined during the course of evaluation, make a reference to similarities with everyday life at the end.*

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## Expectations From Peace Activists

### Exercise description

This exercise may be carried out together with the exercise Criteria for Activists (“Dub” Island), or independently from it.

Version 1: A piece of paper with the criteria for peace activists from the previous exercise is placed where it can be seen everyone. Discussion in the plenary follows: What is realistic to expect from people committed to peacebuilding? What applies to you personally? Which criteria do you personally meet? Which ones can you admit to not having and/or to not wanting to have?

Version 2: After the exercise Criteria for Activists (“Dub” Island), the brainstormed criteria are put on paper (one criterion per sheet of paper). Trainers can add a few that they consider important for the discussion. Participants take one or several papers/concepts, and place them in a barometer with the poles: *Excessive expectations* and *Realistic expectations*. These are followed by a discussion: Would somebody change the position of a particular concept in the barometer? Why? (For more information on the large barometer method see p. 64.)

Version 3: This is done independently of the exercise Criteria for Activists (“Dub” Island). The task is for each participant is to write down criteria that peace activists would have to comply with,

Type of exercise:

Discussion in plenary/Large barometer

Duration:

40–70 minutes

Materials:

Paper, pencils

on several sheets of paper (one criterion per sheet of paper). After that, the exercise unfolds as in version No 2.

### Note

*Very often, expectations and preconceptions of what peace activists are like are quite excessive – they are perfect, faultless super-humans! – such that no one else would actually engage in peacebuilding because they feel they would certainly fail to make the grade. It is important to empower people and give these peace workers a human face, with flaws and shortcomings, and create a picture in which all individuals can work on peacebuilding if they want to.*

## Obstacles in Work: Situations

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### Exercise description

Divide into three groups. Each small group is given two situation scenarios (of the three described below), which they need to examine. They then respond to the questions: How to react and position yourself in this situation? What questions and dilemmas do you have?

After this, groups present the kind of approach they opted for, and a brief discussion follows.

*Situation 1:* You get an invitation for a guest appearance on a neighbouring country's national television. The theme of the programme is the process of reconciliation in the region of former Yugoslavia. You accept the invitation and then receive a suggestion from the editors of the show asking you to focus solely on the criticism of your own country during the TV appearance.

*Situation 2:* You are local CNA partners in organising public presentations of peace work with ex-combatants. You prepare a public forum in your town. A few days before the forum you receive a request from an association of war victims, explicitly demanding that you list them as the speakers in the forum.

*Situation 3:* Long-term partners from abroad invite you to be part of a large international project (with organisations from Germany, Palestine, Macedonia, Serbia and Bosnia and Herzegovina). The project is especially important to them because of the money and the future survival of the organisation. You have doubts about the feasibility of the project but accept in order to support the partner organisation. After a year, you are the only ones completing your part of the work. The project is now long over and the main joint product of your work (a manual) was never received, nor is it printed, to the best of your knowledge.

### Alternative version

Other examples of situations:

1. You are organising a cross-border action with war veterans in a Bosnian town. Your partner from the local veterans' association suggests a meeting with the president of the Municipal Assembly

Type of exercise:  
Independent work, pair work

Duration:  
60 minutes

Materials:  
Handouts with situations

and he expects them to support the action. You know that this man has been convicted of war crimes before the Hague Tribunal and that he has served his time. What do you do?

2. You are preparing a screening of a documentary film that promotes peaceful dialogue. You receive an offer from a controversial folk music star whose family members have ties to organised crime to support your activity by showing up at the press conference. What do you do?

3. A foundation that you sent one of your project proposals to writes to you requesting that you clarify your participation in another project that was authored by a long-term partner of yours. You know nothing about this other project and were not consulted in its creation. It turns out that the contents of the other project mostly entails an evaluation of your work and requires skills and experience that only your organisation has. The foundation generally does not give multiple project grants to the same organisations. What do you do?

4. You have been invited to a talk show to present your peacebuilding group. There are two other guests and both are extreme nationalists – an MP from the ruling party who is a former detainee and a handicapped war veteran. The topic is “War and Peace”. The hosts tells you beforehand that she would like to discuss who finances NGO activism. Your pay is twice the average in your country. What do you do?

5. While implementing a project financed by an important donor who is financing some of your activities for the first time there are serious difficulties that prevent you from achieving the goals you have set. In particular, during the training an argument takes place in a workshop and one of the participants leaves the training and eight other people follow them. The training itself is made shorter by three days. While writing out the narrative report you have to decide how transparent you will be in describing the situation. What do you do?

6. During a public appearance in the media you are asked your opinion on another project from your field that you know a lot about because you participated in it and have a very critical opinion of it. The public has a very negative perception of the person leading the project because of their work on documenting war crimes committed by their own side. You know that this person is very aggressive towards employees and treats them badly and is sometimes authoritarian towards partners. When the host asks your opinion about this other project and the person leading it, what do you do?

7. You arrive at a meeting with your colleague, a veteran of the Army of Republika Srpska, in the HVO\* association and you see photographs of convicted war criminals on the wall. What do you do?

## Quick Situations (A version for war veterans)

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### Exercise description

This exercise unfolds the same way as the Quick Situations exercise (see p. 226) but this one is specifically tailored to groups of war veterans.

1. You get a call from an association of veterans of the Army of Bosnia and Herzegovina to come to the annual commemoration in Srebrenica, with the other members of this group. What do you do?

Type of exercise:  
Plenary discussion

Duration:  
35–60 minutes

Materials:  
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\* Croatian Defence Council.

2. The association of families of those killed in the *Tuzla Colon* is inviting you to the commemoration of events that took place in Brčanska Malta. What do you do?

3. A joint visit is planned to battle sites in Eastern Slavonia. The host association of veterans receives threats from other veterans' associations and informs you of this the day before the trip. What do you do?

4. You are planning a gathering of veterans from the region at the hotel Vilina Vlas in Višegrad. Everything is confirmed, but a few days before the gathering is scheduled to begin, you receive credible information from an NGO that during the war the hotel was the site of an organised camp for imprisoning women and that many women were raped there. What do you do?

5. A political party takes credit for your work and states that this is yet another confirmation of their political programme with the following: "This is proof that the entities should be abolished!" What do you do?

6. A representative of the families of victim's association asks for your permission to address veterans who fought for the other side, and who are coming to visit. What do you do?

7. You are planning a gathering and a press conference. You just learned that one of the guests in your group has just been indicted for war crimes. What do you do?

8. Together you (veterans from all three sides) visit the memorial site of the HVO and, among other things, see pictures of Tudjman and Pavelic exhibited. What do you do?

9. During the visit to an atrocity site in a small town, a meeting is planned with local authorities. A guest appearance of the deputy mayor, who just returned from serving a several months long sentence for war crimes, is announced. What do you do?

10. The association HVIDR from Županja wishes to join the action you are planning, provided that the association of veterans from Serbia excludes the word 'liberating' from their name. What do you do?

A review of these situations follows in the plenary.

## Pros and Cons

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### Exercise description

Division into small three groups.

Step 1. Question: What would those who are against these kinds of meetings say to us? List and wrote on large pieces of paper, without any discussion.

Step 2. Each group receives one topic and writes down pros and cons relating to it. The topics are:

- Forgive but never forget.
- The people are to blame for the war.
- Those who fought in the war are today working on reconciliation.

A presentation of the wall newspapers created in step 1 follows and then of the wall newspapers created in step two of the exercise. These presentations inform the discussion in plenary.

Type of exercise:

Work in small groups, presentations and discussions in plenary

Duration:

120 minutes

Materials:

Large pieces of paper, markers



## Note

*This exercise was designed during a training for war veterans, who find the question “What would people who are against these kinds of meetings say to us?” very relevant. The reason behind this is that these meetings are often not viewed favourably. At the end of the training it is useful and inspiring to ask the question: What would you say to those who are against these kinds of meetings?*

## What Can I Do?

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### Exercise description

Several large pieces of paper are placed on the floor and each of them has one of the following questions/titles:

- What can I do to contribute to dealing with the past?
- What dilemmas do I have? What fears do I have?
- Who are my adversaries?
- Who are my allies?

Everyone walks up at the same time and writes their answers down or reads what has been written silently. Some time is set aside so that everyone who wants to can take a look at what has been written.

Type of exercise:  
Independent work

Duration:  
30 minutes

Materials:  
Large pieces of paper, markers/felt-tips



# Evaluation

## Workshop Example

★ Game

### I Will... / I Need...

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#### Exercise description

Distribute several post-its in various colours to participants. Participants should think about what they have gained from the training, what they have learned, and what they can do when they return home as an (additional) contribution to peacebuilding. Their task is to write these thoughts down but to begin each sentence with “I will...” or “I need...” (one sentence per post-it). Afterwards, participants go up to the wall newspaper one by one to read what they have written down and stick their post-its up.

#### Type of exercise:

Independent work, presentations in plenary

#### Duration:

30 minutes

#### Materials:

Different coloured post-its, pencils

## A Pebble for a Present

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### Exercise description

The morning or evening before the exercise, ask participants to go for a short walk, alone or with company, and to each find one pebble that they can bring to the final workshop. At the beginning of the exercise you should check that everyone (including the training team) has a pebble.

Everyone sits in a circle. The task is for everyone to give their pebble to another person in the group with words of support. Each person receives a single pebble and puts it on the floor in front of them as a sign to others that they have already received a pebble.

### Variation

Alternatively, if looking for pebbles proves to be too difficult, the training team can make sure a pile of pebbles is available in the centre of the room so that people can take a pebble and give it to someone.

Also, the object doesn't have to be a pebble. It can be a flower, a leaf, an abandoned snail shell or some other natural object.

Type of exercise:

Plenary work

Duration:

20 minutes

Materials:

Pebbles

## Creating a Certificate

---

### Exercise description

Write the names of everyone present beforehand on small pieces of paper (one name per paper). Everyone draws one of these from the "hat"; if they draw their own name, they put it back and take another. Their task is to think up and write out a diploma on a piece of coloured paper for the person whose name they drew. Then there is a diploma ceremony: one by one the participants get up to explain to whom and for what they are awarding a diploma.

Type of exercise:

Plenary work

Duration:

40 minutes

Materials:

Coloured paper, pencils, small pieces of paper with the names of everyone written on them, "hat"

## Targets

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### Exercise description

Draw targets on the big pieces of paper beforehand (see image). Above each target is one of the following topics:

- My work
- The group's work
- The training team's work
- Methods used at the training

Participants should express their satisfaction with what they have been offered by marking the targets with felt-tip pens or small stickers. The more satisfied they are, the closer they should place their mark to the centre of the target; the less satisfied they are, the further away it will be.

Type of exercise:

Plenary work

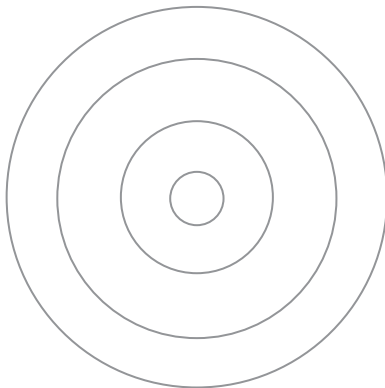
Duration:

10 minutes

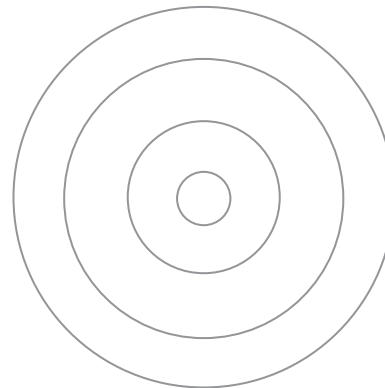
Materials:

A big paper with targets drawn on it, felt-tips or small stickers

My work



The training team's work



### Note

*At our training, the training team usually leaves the room while the participants are doing this task.*

## One Word

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### Exercise description

A large piece of paper is placed on the floor. Participants have to think of a single word that would describe the training and to write it down on the paper. The paper should be large enough for multiple people to write at the same time. This can be done at the same time as the Targets exercise.

Type of exercise:

Plenary work

Duration:

10 minutes

Materials:

Big paper, felt-tips

## Oral Evaluation of the Training

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### Exercise description

In the plenary, sitting in a circle, people take turns giving their evaluation of the training. For directions, write out guiding questions.

#### Suggested questions:

What did you receive from this training?

What did you like and what didn't you like?

General impressions of the training

How satisfied are you with your work? The group's work? The work of the training team?

Which event from the training was the most significant for you?

What will you be thinking about when you go back home?

What kind of changes in yourself did you notice?

What will this training be useful for?

Why should we organise a training of this kind again? What should we change?

Type of exercise:

Plenary work

Duration:

45–60 minutes

Materials:

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## Examples of Exercises

### I Will Remember

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#### Exercise description

Use several large flipchart papers to make a “path” long enough so that several people can approach it at once and write on it. The task is for everyone to write or draw what they will remember from this training.

Type of exercise:

Plenary work

Duration:

20–30 minutes

Materials:

Several large pieces of paper, felt-tip pens

## How Do I See the Next Five Years of My Life?

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### Exercise description

Everyone should think for themselves about where they see themselves in the next five years and then make a graphic representation (using a pie chart) of what will take up how much time. They present their work in plenary.

Type of exercise:

Independent work, presentations in plenary

Duration:

40 minutes

Materials:

Paper, felt-tip pens, colouring pencils

## Fulfilled and Unfulfilled Expectations

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### Exercise description

This exercise can be done if at the beginning of the training the participants wrote down their expectations for the training. Draw a big circle on the paper. Ask participants to go up to the wall newspaper where their expectations for the training were placed and put them on this poster so that within the circle are the expectations that have been fulfilled and outside it are the ones that haven't. They should also circle the expectations that they feel still need to be fulfilled.

Type of exercise:

Plenary work

Duration:

20 minutes

Materials:

Big paper, felt-tips

## Suggestions for the Next Training

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### Exercise description

Write the words "less", "more" or "the same" on three separate sheets of paper. Participants have the task of writing down on these pieces of paper what they wish there was less of (e.g. theoretical input, interruptions, etc.), what they wish there was more of (e.g. walks together in an informal setting, working on a topic, games) and what they wouldn't change / would like the same amount of.

Type of exercise:

Plenary work

Duration:

15–20 minutes

Materials:

Big paper, felt-tips

## Finishing Sentences

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### Exercise description

Big pieces of paper are everywhere on the ground and there is a sentence that has been started on each of them. Participants go up to them and finish the sentences themselves. Everyone works at the same time.

Type of exercise:  
Small group work, plenary presentations

Duration:  
20–30 minutes

Materials:  
Big paper, felt-tips

Examples of started sentences:

- My most significant experience from the training was...
- The training was useful because...
- I did not like it when...
- The training can be improved if...
- The most useful part of the training for me was...
- In my work I can use...
- I missed...
- I won't forget...
- Comment:

## Example of an Evaluation Questionnaire

1. What was the most significant experience for you at the training?
2. What do you think you got with this training that you can put to use in the community you live in?
3. Which workshops/topic did you enjoy in particular and why?
4. Which workshops/topic did you not enjoy and why?
5. How satisfied are you...
  - a) with your participation at the training?
  - b) with the group's work?
  - c) with the work of the training team?
6. What else, according to you, would be important to do at the training?
7. Additional comments, question, suggestions...



# Other Methods and Techniques

## Parting Envelopes

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Every member of the group, including the trainers, receives an empty envelope. Everyone writes their name on their envelope and displays it somewhere that has been previously determined (for example, on one of the tables in the workshop room). The instructions are to write a message to anyone you want that you can then place into the envelope with that person's name on it. Important instructions:

Materials:  
Envelopes, paper, pencils

- Participants should not write criticisms that require discussion (this should be done in person), but instead write nice things, offer support or list the things that they liked about that person.
- You should take the envelope with your name and seal it. You should not open the envelope before arriving home. You should open the envelope once you are back home and have enough time to read the messages in peace.

### Note

*The envelopes should be introduced a day or two before the end of the training so that participants have time to write messages to everyone they want to. The messages are very well received. We know of people who have kept their envelope ten years after their primary training. 😊*

## Reflection Groups

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The Reflection Groups are conceived of as a space for reflection and exchange among participants without the presence of the trainers. They are formed during the first or second day of the training and their composition does not change during the training. They meet once a day for 20 to 30 minutes (it is not recommended that they last more than 60 minutes). You can set aside time for them at the end of the workshops or the groups can meet in their own free time when it best suits them – before



the morning workshop, after lunch or after dinner. The conversations from a Reflection Group stay in the group. A time can be set aside every morning during the morning circle for the groups to report back on their meetings, if necessary, or to ask questions or raise issues that they came across in their meetings.

### Note

*In our experience, some Reflection Groups work diligently into the night, analysing the situations that arise in the workshops or providing support for each other in other ways; others do not meet at all because they have no need to do so.*

### Variation

The reflection groups can be given concrete questions that they can address during their meeting:

- What was new for you today?
- What was the most difficult for you?
- What did you not like?
- What was the most significant experience for you today?
- List the questions that occurred to you while working that you would like to see addressed before the end of the training.

## Journal

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The journal is a notebook that is always in the workshop room. Participants and trainers can write their thoughts in the notebook, as well as messages that they want to share with the group during the training. The journal is read out each morning before work begins.

Materials:  
Notebook, pencil

## Open Nights

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The Open Nights are conceived of as an additional opportunity for team work outside of the planned thematic part of the training. Open Nights have become a significant segment of the Training for Trainers because they are organised in response to participants' initiatives to dedicate additional time to a certain topic, conflict or situation. The training team does not, as a rule, structure the open nights but instead participates just like everyone else.

## Open Team

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The Open Team are evaluation meetings by the training team after each work day that two or three participants can join. The Open Team gives the team an opportunity to hear suggestions and questions that arose during the day/training and to talk to individuals about them so that the programme can be adapted as necessary. Participants can also be present for the training team's evaluation day.

### Note

*We used the Open Team at the Training for Trainers, where there was a significant interest in it. It served the function of familiarising the participants with the nature of the evening evaluations which are a necessary part of the trainers' work. It is very important to limit the duration of the Open Team so that participants and trainers are not exhausted. After the Open Team, the training team still has to prepare workshops for the next day.*



# Games

## ★ A Ball of Yarn

Everyone stands in a circle. The first person takes a ball of yarn and throws it to someone while holding on to a thread. The person who catches the ball keeps the thread and passes it on to the next person while the person who threw the ball starts imitating the person who they are throwing it to, copying each of their movements. The ball keeps being thrown until it reaches the person who began the circle. A ball can be used for this game but the wool is useful for visually representing the ties in the group, suggesting group cohesion and the feeling that we are doing something together.

## ★ A Bear and the Villagers

One person is the bear; the others are the villagers. When the bear appears and roars, all the villagers have to play dead while the bear examines them. Anyone who moves, laughs or says something to indicate that they aren't dead becomes the bear.

## ★ Animal Orchestra

Divide the participants into four groups. Every participant draws from a hat/bag a piece of paper on which is written the name of an animal (e.g. dog, cat, chicken, cow, sheep, frog, etc.): in each group's hat/bag the animal names appear only once and one paper will say "conductor". The groups have five minutes to decide on a song they will perform and to practise it, but they can only use the sounds of the animals that they have drawn. After that the concert begins and the groups perform one by one.

## ★ Blanket Game

Two people hold up a blanket like a curtain. The participants are divided into two groups who are hidden from each other by this curtain (they are squatting, sitting, kneeling). The participants exchange places so that one person from each group is squatting close to the blanket. (It's important that they can't see each other from the blanket!) The blanket suddenly comes down and the people who are squatting right next to the blanket have to say the name of the person on the other side as quickly as possible. The first person to say the name is the winner and they take the other person over into their team.



### ★ **Blind Bottles**

Everyone closes their eyes and slowly and silently moves through the room, holding their arms by their bodies so they don't hit anyone. Whenever they touch someone, they "ricochet" trying to avoid contact. After three or four minutes, a new command is issued so that when two people touch they stay in contact "shoulder to shoulder" and keep moving together (two, three or more people) if that contact is acceptable for them (they can move away after some time if they want to). No one should try to retain contact if the other person obviously doesn't want to.

### ★ **Blind Hand Search\***

Participants are divided into pairs and they close their eyes. Each pair shakes hands; after shaking hands they should let go of their partner's hand and walk around the room. At the signal, each participant has to find and recognise their pair and shake hands again. When the pairs find each other, they can open their eyes. It is important to note that the game is played in silence.

### ★ **Bomb and Shield\*\***

Everyone chooses two people – one to represent a bomb and one to represent a shield – without revealing who they chose. At the signal, everyone runs away from their bomb and hides behind their

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\* Variation of a game from: Augusto Boal. *Games for Actors and Non-actors*. Translated by Adrian Jackson (London: Routledge, 1998), p. 114.

\*\* Variation of a game from: Boal. *Games for Actors and Non-actors*, p. 132.

shield, but without revealing who is their bomb and who is their shield. The game is best played outside because you will need a lot of space.

### ★ Bridge

The participants sit in a circle, on the floor, with their knees raised. Two objects (for example, shoes, socks, pencils, etc.) are passed around under the “bridge” made by the knees, in either direction. One person is in the middle of the circle and they try to catch the objects. The person who loses the object has to be in the centre of the circle.

### ★ Carwash

The participants stand in two lines facing each other so that they form a “tunnel”. One person from the end of the lines goes through the tunnel so that the others are “washing” them. The next one goes through until everyone has been washed.

### ★ Catch

First the “path” of the ball is determined. We throw the ball so that each person in the group catches it once. If someone has already held the ball after throwing it to someone else, they should put their hands behind their backs as a sign that they should not be passed the ball again. Everyone should remember who they received the ball from and who they threw it to. Once the path of the ball has been determined, from the first to the last person in the group, the ball has to follow the same path for the second time. This time there are no hands behind backs. More than one ball can be used at a time and some can even go “backwards”.

### ★ Celebrities

The trainer sticks a piece of paper with the name of a celebrity on every participant back. Each person has to guess who their celebrity is by asking any of the participants questions that can only be answered with YES and NO. When someone guesses, they stick the paper on their chest and go on helping others. The game finishes when everyone guesses the name that was on their backs.

### ★ Cip-cep-boing

This game uses only three commands: “Cip!”, “Cep!” and “Boing!” Everyone stands in a circle. One person begins by issuing one of the commands. If they say:

Cip: the person to their left gives the next command;

Cep: the person to their right gives the next command;

Boing: they have to indicate a person who is across from them and that person issues the next command.

The game is played fast and this brings in confusion and by extension laughter. If you make a mistake, you’re out.

### ★ Clothes-pins\*

Everyone receives three clothes-pins that they pin to their clothes.

First task: You should have as many clothes-pins on your clothes as possible and you get them by taking them from others.

After a few minutes, the second task: You should have as few clothes-pins on yourself and you should pin them to others.

### ★ Cluck-Cluck

All the participants walk around the room with their eyes closed and making a clucking sound. The trainer touches one person and this person becomes the “chicken” and stops clucking. The other participants have to find the chicken and when they do they also become a chicken and stop clucking. The goal is for all participants to find the chicken.

### ★ Counting

Everyone gets into a comfortable position and closes their eyes. Participants are not allowed to communicate. The goal is to count from one to the number of people that there are in the group but to do it so that every person says only one number. If someone makes a mistake (someone says the wrong number, several people say the same number at the same time, etc.) the counting begins again from the beginning.

### ★ Crabs

The participants are divided into groups of three. The task of the group is to follow the commands of the trainer. The trainer gives the commands: “Your group represents a crab that has to walk and has 12 legs. Now the crab has nine legs, now 7, now...” (the number goes down to three).

### ★ Dear, Do You Love Me?

One participant asks the person on their right, “Dear, do you love me?” and that person answers, “Yes, dear, I love you but I can’t smile for you.” The second person is not allowed to smile or laugh and if they do, they’re out. If that person does not smile, they ask the person on their right and if they are out, the person who posed the question poses it again.

### ★ Dragon\*\*

Everyone gets into a line and holds the person in front of them by the waist, forming a “dragon”. The first person in line is the “head,” and the last person is the “tail”. At the signal, the head has the task of catching the tail while the others help the head or the tail.

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\* Schilling. *Peacebuilding & Conflict Transformation: Methods & games to facilitate training sessions*, p. 55.

\*\* Bittl-Drempeit. *Gewaltfrei Handeln*, p. 217.

### ★ Earthquake

Participants are divided into groups of three, except for one person who is the “leader”. In each group two participants make a house (they face each other and hold their partner’s left hand in their right hand and their partner’s right hand in their left hand, forming a closed space). The third participant is the person living in the house (they are in the closed space of “the house”). The leader issues one of three commands: “Houses move” (which means that the people stay in place and the houses look for new people), “People move” (which means that the houses stay in place and the people look for new houses) or “Earthquake” (all the formations fall apart and create new ones). At each command the leader participates in the game, trying to become a person or a house, so that someone else is left as leader and must issue the next command.

### ★ Fast fruit

Everyone sits in a circle. First, everyone takes turns saying a fruit or a vegetable which will be their name during the game. The “names” cannot be repeated. One person is the “attacker.” They attack by saying someone’s name three times, for e.g. “Cabbage, cabbage, cabbage!” The person whose name is called out has to defend themselves by saying their name only once (“Cabbage!”) before the attacker has finished attacking (before they have said “Cabbage!” three times). If the attacker has been successful and the person who has been attacked does not manage to defend themselves, they become the new attacker.

### ★ Fish

One person stands in front of the rest of the group, using their arms to imitate a fish and the water. One arm moves to represent the waves. The other hand is the fish that is swimming under the





water. The task is for everyone to clap when the fish jumps out of the water. The person who makes a mistake (doesn't clap or claps too soon or too fast) takes on the role of imitator.

### ★ Five Pieces of Sticky Tape

Everyone receives five pieces of sticky tape and their task is to stick it to themselves, wherever they want. At a given signal, everyone is supposed to free themselves of the tape by sticking it on someone else.

### ★ Fox

One of the participants is a fox with a tail made out of a towel, scarf, or some similar object. The fox tries to catch the participants and "freeze" them by touching them. The participants are supposed to catch the fox's tail and if they succeed, they become the fox.

### ★ Fruit and Animals\*

Everyone stands in a circle. One person begins by clapping their hands and saying the name of a fruit, the person next to them claps their hands and says the name of an animal, and this continues around the circle with people naming fruit and animals alternately. If you make a mistake – (1) say a fruit when it should be an animal and vice versa, (2) cannot think of a fruit/animal quickly enough, or (3) says the name of a fruit or animal that has already been said – you're out.

### ★ Fruit Salad\*\*

1. The group is divided into, for example, apples, raspberries, grapes and peaches. This can be done by counting off or by having the participants choose their favourite fruit, but there should be a similar number of people in each group.
2. Everyone sits in a circle on their chairs except for the "cook" who stands in the middle of the circle. It's important to have no free chairs in the circle (the cook's chair is removed).
3. The cook calls out a fruit, for example "Peaches!" (regardless of which group the cook belongs to). All the peaches have to get up and find a new seat and the cook also looks for a seat. The person left without a chair stands in the centre of the circle and becomes the new cook.
4. The cook can also say, "Fruit salad!" Then everyone has to get up and find a new chair.
5. The process is repeated a few times.

### ★ Glass Cobra\*\*\*

Everyone sits in a circle so that their shoulders are touching. Then everyone turns right so they are looking at the back of someone's head. With their eyes closed, they use their hands to investigate the back of the head, the neck and the shoulders of the person in front of them. The circle is broken and each person sets off around the room for two or three minutes, still keeping their eyes closed,

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\* Schilling. *Peacebuilding & Conflict Transformation: Methods & games to facilitate training sessions*, p. 51.

\*\* Ibid, p. 63.

\*\*\* Boal. *Games for Actors and Non-actors*, p. 108.



until the trainer gives the signal for everyone to find “their” person (the person who was in front of them). Eyes are kept closed the whole time and the game finishes when everyone has found their person (i.e. when the circle closes again).

### ★ **Good morning, neighbour!**

The first person begins by addressing the person to their left: “Good morning, neighbour! Is your cigarette holder damp?”, and the other person answers, “No, but I’ll ask my neighbour!” and then asks the same question to the person on their left, who gives the same response, and so on in a circle. But...while asking and answering, you can’t show your teeth. 😊

### ★ **Gordian Knot\***

All the participants stand in a circle. At the signal, they close their eyes, put their arms in front of them and start to slowly move towards the centre of the circle. When they come across someone’s hand, they grab it with their own. Everyone should grab a hand with both their left and right hands while keeping their eyes closed. When all the hands have a pair there is a knot. The knot has to be undone, without the hands letting go.

### ★ **Guess Who?**

One volunteer has to leave the room and think up five questions that will help them identify one of the people from the group. The questions have to begin with “Is this person...?” or “Does this person...”, i.e. they have to be formulated so that they can get a “Yes” or “No” answer. For example: “Is this person female?”, “Is this person often late to the workshop?”, “Does this person tell funny jokes?”, “Does this person sleep during the workshops?” etc. While the volunteer is outside the room, the group decides who the mystery person will be. The volunteer then returns to the group and asks the questions they have come up with and the entire group responds. The volunteer can guess three times who the person is and if they cannot guess, the group reveals the mystery person. A new game begins then with a new volunteer.

### ★ **Handshake**

At the trainer’s signal, the participants have to shake the hands of every person in the room (including the trainers) in 30 seconds.

### ★ **Handshake and Hugs**

The participants sit in a circle. One sends a hug to the right by saying, “This is a hug”. The next person is supposed to ask, “What is this?” and when they receive the reply, “A hug”, they can send the hug to the person next to them. The whole circle has a turn. At the same time a handshake is in play with the same procedure (“This is a handshake”).

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\* Bittl-Drempetic. *Gewaltfrei Handeln*, p. 210.

### ★ Hey Friend!

The participants stand in a circle. One of the participants walks around the circle and touches someone on the shoulder. This person then has to leave the circle and start going in the opposite direction (which leaves an empty space). When the two meet, they have to shake hands and greet each other, for example: “Hey Friend!”, and continue on to the empty space in the circle. The person who gets there first becomes part of the circle and the other person keeps moving and continues the game.

### ★ Ho-Ho!

The first person lies on their back, the second person lies down so that their head is resting on the stomach of the first person, the third person lies down so that their head is on the stomach of the second person, etc. The first person says: “Ho!”, the second person says, “Ho-Ho!”, the third person says, “Ho-Ho-Ho!”, etc. If someone cannot say their “Ho-Ho!” without laughing, they repeat it until they can. The game finishes when everyone has said their “Ho-Ho!” without laughing.

### ★ Hunter, Granny, Lion

The lion is scared of the hunter (the hunter shoots from a gun); the granny is scared of the lion (the lion shows his “front paws” and roars); and the hunter is scared of the granny (the granny wags her finger). Participants are divided into two groups. Each group agrees on which of the three roles they will play and everyone in the group plays that same role (hunter, granny, lion). The groups stand in lines facing each other and when the trainer gives the signal they “play” their chosen role. The group that wins (“scares” the other group) gets a point. The game is played in three rounds.

#### *Variation:*

The game is played out in the open and two “safe” zones about 10 metres behind the lines of participants are determined. When the groups play their parts, the team that loses (their character is scared by the character from the other group) run backwards so that they can reach the safe zones before the other group can catch them. Those who don’t manage to save themselves become part of the group that caught them.

This game can last for a very, very long time so that it finishes with one group becoming part of another group. Or it can be stopped after some time.

### ★ I Say A, I Do B

The participants stand in a circle and one person begins by saying that they are doing something, for e.g. “I am brushing my hair,” while doing something else at the same time, for example pretending to skip rope. After that, the person to their left has to do what the previous person said (pretend to be brushing their hair) while saying that they are doing something else, for e.g. “I am taking a shower.” The game continues in a circle. Confusion is inevitable.

### ★ Ice Man

One person is the “Ice Man.” When the Ice Man touches someone, they freeze (they can’t move).

Participants who are not frozen can “thaw” those who are by touching them. The task of the Ice Man is to freeze all the participants.

### ★ Imaginary Ball

Everyone stands in a circle. They pass around an imaginary ball while jumping up and saying “Ha!”

### ★ Imitating the People in the Group

Everyone stands in a circle. A volunteer steps into the circle and imitates someone from the group using mime or a single sentence while the others have to guess who that person is. That person then becomes the imitator.

### ★ Lucky Bucket\*

You will need a plastic bucket with a handle. Everyone sits in a circle close to each other with their legs spread out. One person hangs a plastic bucket on their foot. The task is to pass the bucket for a full circle so that participants hand it to the next person. The bucket must always be on a foot and it cannot fall to the floor.

### ★ Making a Line while Holding Hands\*\*

Everyone stands in a circle holding hands. They are given the task of sorting themselves alphabetically by name but at any given point everyone has to be holding at least one person’s hand.

Variation: They can also sort themselves according to other criteria such as birthday, oldest to youngest, biggest to smallest distance from their hometown to the place where the training is taking place, etc.

### ★ Massage

The participants are divided into groups of three. Two members of the group massage the third who leans over with their hands towards the floor, as relaxed as possible. Then they exchange places.

### ★ Open, Closed

Everyone sits in a circle. The trainer gives a pencil to the person sitting to their right according to a rule that only they know and says: “I take open/closed, I give open/closed.” Each of the participants has to pass on the pencil while saying the rule and the trainer says whether what has been said is right or wrong. The game finishes when most or all of the participants have understood the “real” rule. (The “real” rule: If your legs are crossed while accepting the pencil, you will say “I take closed,” and if they are not, “I take open.” The same is true for “I give closed” or “I give open.”

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\* Emma Feenstra and Nikki de Zwaan. *Gender, Peace and Conflict Training Manual* (Hague, CARE: 2015), p. 16.

\*\* Schilling. *Peacebuilding & Conflict Transformation: Methods & games to facilitate training sessions*, p. 47.

### ★ Passing a Balloon

The participants stand in two concentric circles. The participants in the outer circle and the participants in the inner circle turn to face each other. One person from the outer circle and one person from the inner circle are a pair. One of the pairs receives a balloon and their task is to hold it using their foreheads and then pass it on to the next pair. You cannot use your hands for this game. The balloon has to travel the entire circle.

### ★ Passing a Bean

Participants are divided into two equal groups. The groups should stand in lines facing each other. Everyone gets a spoon to hold. A single bean is placed into the spoons of the people standing at the beginning of each line. The goal is to pass the bean down the line so that it goes from spoon to spoon. The group that is the first to get the bean to the last person in their line is the winner. (You can use a sugar cube, small ball, button or something similar instead of a bean.)

### ★ Passing a Ring\*

Participants are divided into two equal groups. The groups should stand in lines facing each other. Everyone receives a straw that they should hold in their mouths. The person at the beginning of the line puts a ring on the straw on their mouth. The task is to pass the ring on to the next person using only the straw that they are holding with their mouth. The winners are the group that get the ring to the last person in the line.

### ★ Pussycat

Everyone sits in a circle and one person goes into the centre of the circle and puts on a blindfold. They are the pussycat. Someone spins them around so that they can't remember who is sitting where. The pussycat has to approach someone from the circle, touch them and then that person has to say, "A small pussycat" while disguising their voice. The pussycat has to guess who that person is. If they guess right, that person becomes the pussycat and the previous pussycat takes their place in the circle.

### ★ Rain

Everyone sits on a chair in a circle and the trainer makes a noise that everyone has to repeat one by one so that it grows louder or quieter. Possibilities include rubbing your fingers, snapping your fingers, slapping your thighs with one hand and then both hands, stomping your feet... Participants should take turns so that the tension builds and then falls as the rain stops.

### ★ Shoe Game

Participants put on a blindfold. They are told to take off their shoes. One of the trainers mixes up the shoes and the participants have to find their own shoes and put them on. (They can't take off the blindfold until they have put on their shoes.)

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\* Schilling. *Peacebuilding & Conflict Transformation: Methods & Games to Facilitate Training Sessions*, p. 55.

### ★ Small Space

The group is divided into two or three smaller groups. The task of each group is to take up as little space as possible. The winners are the group that takes up the least space.

### ★ Sorting Ourselves\*

A fast game for moving and getting to know each other. The group is given the task of sorting themselves into a line as quickly as they can according to:

- height
- birthdays (January to December)
- alphabetically by name
- hair length
- the distance to the place where they live (from the furthest from the place where the training is happening to the closest)
- how much they love their president 😊

It's important to play this game fast. Make at least two or three different lines in a short time.

### ★ The Blind Car\*\*

Participants work in pairs. One person who is the “driver” stands behind another, who is the “car” and has their eyes closed. The driver guides the movements of the car with the following commands: squeezing the right shoulder – turn right; squeezing the left shoulder – turn left; pressing a finger in the middle of the back – go straight; no touching (stop). The trainer gives the signal for the cars to start driving around the room. After some time, the participants exchange roles: the drivers become the cars and the cars become the drivers.

### ★ The Hidden Composer

One volunteer leaves the room and the others decide who will be the “hidden composer”. The hidden composer makes movements while the group imitates them, repeating every movement. The task of the volunteer is to guess who the composer is.

### ★ The Pelican and the Penguins

At the beginning of the game there is one pelican who moves in big steps with their arms held out, constantly flapping them, and trying to touch the penguins. The penguins move with small steps with their arms held close, running away from the pelican. When the pelican touches a penguin, the penguin becomes the pelican and continues to run after the penguins. The game lasts until everyone becomes a penguin.

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\* Based on a game from: Mildred Mashedier. *Let's play together: Over 300 co-operative games for children and adults*. Woodbridge, Green Print: 1997, p. 10.

\*\* Variation of a game from: Boal. *Games for Actors and Non-actors*, p. 111.

### ★ Three Sentences About Me

Everyone has to write three sentences about themselves – but one sentence has to be a lie. Everyone reads what they have written and the others guess which sentence is a lie.

### ★ Toaster

At the beginning of the game you show what some of the figures/statues that will be used look like (for example, a toaster, a microwave, a kangaroo, an elephant, a dove of peace, a trash can, a washing machine). Three people participate in each figure: the person who is called out plus the person on either side of them.

The “indicator” stands in the centre. They indicate one person in the circle and say the name of one of the previously explained figures. The person who has been indicated has to act out that figure together with the people to their left and right. If someone makes a mistake, they become the indicator. Otherwise, the old indicator continues to call people out.

### ★ Touch a Colour\*

Everyone walks around the room. Their task is to react to the commands as quickly as they can. The commands tell them what to touch: for example, “touch a white wall”, “a blue shirt”, “a yellow shoe”, “a colourful chair”, etc. After the command has been issued, everyone quickly looks for the object that was described and touches it.

### ★ Tracks

Everyone lies down on the floor next to each other (with no space in between them). They lie down on their stomachs with their arms next to their bodies so that they form “tracks”. The person at the end of the tracks rolls over all the others until they get to the beginning where they stop and become part of the tracks. The next person then rolls. Make sure to keep your hands next to your body so that no one is elbowed.

*Note: A useful game after emotionally exhausting exercises.*

### ★ Traveling to Jerusalem in Pairs

The participants are divided into pairs. They can only act as a pair, not individually. There are two chairs less than there are participants. At the signal (music stops, whistle, etc.), everyone has to change seats.

### ★ Vampire

Everyone closes their eyes and moves around the room. The trainer touches one person, who becomes a “vampire”. The vampire walks around with their arms out and when they feel someone’s neck they let out a creepy laugh. The person who has been “caught” by the neck screams and also becomes a vampire. The game ends when everyone “becomes a vampire”.

The goal of the game is to de-stress and relax.

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\* Variation of a game from: Boal. *Games for Actors and Non-actors*, p. 114.

### ★ Voice

One person stands in the middle of a circle with a blindfold on while everyone else moves around them. Intermittently, someone addresses the person with the blindfold with a word, sound or exclamation while trying to disguise their voice. When the person in the middle guesses whose voice they just heard the two of them exchange places and the game continues.

### ★ Willows from Vojvodina

All the participants are willows from Vojvodina that bend in the wind, shake, wave, and rustle their leaves – all the things that a willow from Vojvodina does on an early December morning.

### ★ Wind Blows

Chairs numbering one less than the number of participants are arranged in a circle. Everyone sits on the chairs, except for one person who stands in the centre. This person says: “The wind blows away everyone who...” (for example, “...lives in the Balkans”) and everyone who fulfils this condition should exchange places, i.e. find a new chair. The person who is left without a chair stands in the centre of the circle and issues a new condition.

## Games for Remembering Names

### ★ Let’s Go to Kilimanjaro

Everyone receives a sheet of paper. Their task is to write their name on the top of the page, in the centre, and to put the paper down in front of themselves. We are going to Kilimanjaro and we need to pack. Everyone’s task is to get up, go from paper to paper and write down what that person should pack for their trip to Kilimanjaro. There is only one rule: all the things that are being packed have to begin with the same letter as the person’s name. At the end, everyone takes turns reading out loud what is on their paper.

### ★ Name and Gesture

Everyone sits or stands in a circle. One person says their name and while saying it makes a gesture. The next person repeats that name and gesture and then says their own name and makes a new gesture. Each next person has to repeat all the previous names and gestures before saying their own name and making a new gesture.

### ★ Names and Adjectives

The first person says their name and an adjective that begins with the same letter as their name. The next person repeats the name and the adjective from the previous person and says their name and an adjective that begins with the same letter. The next person repeats all the names and

adjectives that came before and then says their name and adjective. Another version is to have each person repeat the names and adjectives of the five previous people.

### ★ Names and Associations

Everyone sits or stands in a circle. One person says the name of the person to their left and a word that occurs to them (for example, “Alma and raspberry”). The next person says the name of the previous person and a word that is their first association to the word said by the previous person (for example, “Leon and jam”). The associations continue in a circle (for example, “Nermin and breakfast”, “Dara and morning”)

Variation: If the group isn’t too large and they already know each other’s names, you can play competitively so that the person who doesn’t say the name quickly enough or says a word that isn’t related to the previous word is out.

### ★ Names and Balls

This is a version of the game “Passing the Ball” that has been adapted to help people learn each other’s names. Everyone stands in a circle. One person throws the ball to another and says their name. The second person throws the ball to a third person and says their name, and so on. The ball is supposed to reach each person in the group once. If someone has already had the ball they should put their hands behind their backs after throwing it as a sign that they should not be passed the ball again. Everyone should remember who threw the ball to them and who they threw it to. The passing continues in the same order, always calling out the person the ball is being passed to. But, more and more balls are thrown into the game...

## Creative Ways of Dividing into Small Groups or Pairs

### ★ Animal Farm

All the participants draw a paper on which is written the name of an animal (each animal is on two pieces of paper). Participants have to imitate the animal on the paper and find their pair in that way.

The same game can be used to divide the group into smaller groups by just adjusting the number of animals and how often they are written on the notes.

### ★ Clap!

Everyone in the group thinks of a number from 1 to 3. Depending on the number they have thought of they will greet the others in the following way:

Number 1: Clap your hands with the other person once.

Number 2: Clap your hands with the other person and offer them to clap back.



Number 3: Clap your hands with the other person and offer them to clap back and hold your arms out for a high five.

Everyone moves around the room without talking. At the signal, they start to greet the people they come across according to the aforementioned rules. Those who greet each other in the same way form a group. (If it is important to have groups that are of the same size and to avoid having most people think of the same number, you can write the numbers from 1 to 3 out on pieces of paper – based on how many participants each group should have – and offer them to participants to draw.)

### ★ **Dividing into Pairs with the Help of a String**

Prepare strings that are about 20 cm long. The number of strings should be half as many as the number of participants. The trainer holds the strings in their hand so that both ends are poking out. The participants have the task of holding on to one end of the string. The participants who are holding the ends of the same string form a pair.

### ★ **Dividing into Small Groups with the Help of Balloons**

Participants play with balloons. (The balloons are of three different colours and there are as many balloons as participants.) At the signal (clapping, music stops or something else), everyone catches one balloon. Participants holding balloons of the same colour form a small group.

### ★ **Imitating an Action**

Write down actions on a piece of paper, for example: “fixing your hair”, “jumping”, “being angry”, “swimming”, “walking on heels”, “eating flowers”. Write a single action on each piece of paper. There should be as many pieces of paper as there are participants and as many different actions as there are to be groups. All the pieces of paper should be folded over so that you cannot read what is written on them. Participants take a piece of paper and silently read what is written on it so that the others cannot see it. Their task is to perform the action so that they can find the other members of their small group.

## Introductory Exercises for the Theatre of the Oppressed

### An Emotion Expressed with a Number

The participants pair up. Participants have the task of telling an emotion to their partner that was given to them by the trainer (for e.g. “You are sad now” or “You are angry now”) but they can only say numbers.

### ★ As If I...

Everyone walks around the room. When the trainer gives the signal, everyone acts as if what the trainer just said had actually happened:

- You heard some great news.
- You are very tired.
- It suddenly started to rain.
- A fly is bothering you.
- You've met a friend you haven't seen in a while.
- You just heard a very loud and awful sound.
- You walked by someone that you fancy.
- You've just stepped in dog poo.
- You're in a big hurry to get to an important meeting and you have to go faster and faster.

### ★ Driver

The participants pair up. Person A is in front and has their eyes closed. Person B is the driver who drives by giving the following signals: squeezing the left shoulder means turn left, squeezing the right shoulder means turn right, a gentle touch in the middle of the back means go straight. All the pairs move around the room at the same time. After two to three minutes, the roles reverse.

### ★ Grimace Circle

The participants stand in a circle. One person begins by turning to the person on their right and making a grimace (and/or a movement). That person now has to repeat this grimace before turning to the person on their right and making a new grimace. This continues around the circle.

### ★ I Am Telling You a Story

An exercise for waking up the imagination. Prepare cards (papers) so that each has one word written on it (nouns). The number of cards is three times bigger than the number of participants. Everyone picks three cards and in the next three minutes they have to think up a short story based on those three words. Then they form groups of three and everyone has the task of telling their story to the rest of the group.

### ★ Leading by Sound

The participants pair up. The pairs choose a sound (for example, onomatopoeia, an exclamation) that they will use to recognise each other. Person A in each group has the task of leading Person B using only that sound. Person B has their eyes closed. All the pairs move through the room at the same time. After three minutes they exchange roles.

### ★ Leading with the Palm

The group is divided into pairs. In each pair, one participant leads by holding their palm at a certain distance (5–10 cm) from their partner's face. The distance from the face to the palm has to

be a constant. The person being led has to follow the palm with their face. All the pairs move through the room at the same time. After a few minutes they exchange roles.

### ★ Linking Statues

Everyone stands in a wide circle. One person makes a statue in the centre of the circle and the first person who has an idea about making a joint statue with the one that they see comes into the circle and makes their statue. After about ten seconds (long enough for everyone to see the image that these two people have made), the first person leaves the statue. Each next person who goes into the circle has to make a statue that links to the statue of the previous person.

### ★ Magic Box

One by one, people draw an “invisible object” (i.e. an imaginary one) from the “magic box” (which can be a box, a hat or something similar). They use mime to reveal what it is to the others, who must guess what the object is.

### ★ Magical Object

Everyone stands in a circle. The trainer says that they have a magical object that transforms as soon as it changes hands: it changes its shape, size, weight, smell, turns into a different object. They then mime what kind of object they are holding and they pass it on to the person next to them. This person mimes what the magic object has turned into and they pass it on to the next person. This goes on in a circle.

### ★ One - Two - Three

Step 1. Participants pair up. In their pairs they count together: they take turns to count to three and then they start again from one. (A: “One”, B: “Two”, A: “Three”, B: “One”, A: “Two”...) This lasts about one minute.

Step 2. Each pair agrees on a gesture that they will use. They continue to count but instead of pronouncing the number 2 they have to make the gesture they have agreed on (approximately one minute).

Step 3. Each pair should agree on a sound to use. It can be onomatopoeia or an exclamation or whatever the pair chooses. Then they count again: instead of pronouncing the number 2 they should make their gesture and instead of pronouncing the number 3 they should use the sound.

Step 4. Then instead of saying the number 2 they make the agreed-upon gesture and instead of saying the number 3 they make the agreed-upon exclamation and instead of pronouncing the number 1, the agreed-upon gesture and sound at the same time.

### ★ Small and Big Animals

Everyone should silently think of their favourite animal (or any animal). The task is for everyone to line up from smallest to biggest animal without talking and only by imitating the animal they have imagined. When the line is formed, everyone says the animals that they have just imagined.

### ★ Structures\*

Divide into groups of four or five. Each group should “build” the given structure by linking themselves up. The structures can be: a bridge, a tree, a school, a plane, a bus, a ship, a tower, a temple, a flower, a butterfly, an elephant, etc.

Variation: Groups can build their structures one by one so that others can see what they came up with.

### ★ What Is Green?

Everyone sits in a circle. Their task is to silently count the number of green things in the room. After one minute, several people say how many things they have counted. Then everyone closes their eyes and they are asked to remember what is yellow in the room. After a short time, let a few people answer without opening their eyes.

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\* Donna Brandes and Howard Phillips. *Gamesters Handbook: 140 Games for Teachers and Group Leaders* (Cheltenham: Stanley Thornes Ltd, 1990), p. 21.

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