

Peace

Educational tools for peace

&

building

Outdoor

through outdoor activities

Based on the activities
of the Youth Exchange

Wide Open Windows

28/10 - 6/11/2014

Wide Open Windows



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Dear reader,

We are more than happy to welcome you to this manual! Thank you for choosing to read our method on peace building with outdoor activities.

With the on hands booklet we want to share our knowledge and our experiences for building peace by use of alternative methods, such as the outdoor activities. Our belief is that peace is understood differently by each one of us. Therefore, we are approaching the peace building process in a way that can be used from the wide public with a huge variety of points of view.

We would like to thank all the people that actively took part in this exchange and the ones that supported it. The exchange and this manual would not happen if you did not contribute to it by spirit and devotion.

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- 2.All the partner organizations for their cooperation and involvement throughout the project.
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Kind regards

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INTRODUCTION

Peace building and Outdoor

The vision of Olde Vechte: To create a world that works for everybody out of love, care and cooperation.

Peace building is a process supported around the world by people with good will and special interest in changing the world into a more peaceful place. There is a variety of organizations worldwide that are working with peace building and the sustainability of it. Most of them are working on the level of states and international relations, using politics and formal methods. Our belief is that the biggest changes are coming from the core of the society, which is the person. Therefore we choose to transfer peace building in the personal level of working with ourselves and with the people around us.

Olde Vechte Foundation is working mainly with non-formal education and with the method of learning by doing. Because of this, our belief is that peace building can better be understood and practiced in real-time situations and not in theory. For this, we wanted to bring our participants and ourselves under circumstances that demand high responsibility, fast reaction and good reflections. Not willing to create real war circumstances, we choose to connect our approach with another situation with the same characteristics, which are the Outdoor activities.

And that is how the idea of creating a project for young people involving those 2 areas was created. The project was meant to be called Wide Open Windows, symbolizing simultaneously the peace building in outdoor activities and the exit from the formal way of learning to a non-formal education.

What is WOW?

Wide Open Windows, or WOW, is our project for Peace Building though Outdoor Activities. The project consisted of a preparation meeting, a youth exchange and a follow up. All those parts had the same final aim of creating a collection of educational tools for peace building through outdoor activities.

The youth exchange took place from 28th of October until 6th of November 2014 in Olde Vechte Foundation, Ommen, the Netherlands. The project was funded by the European Commission, through the program Erasmus +. In the exchange participated 40 youngsters from 18 until 30 years old, coming from 8 different countries: Armenia, Georgia, Latvia, Macedonia, Netherlands,

Romania, Spain and Ukraine. We preferred to have a variety of backgrounds on the topic. Therefore, we had participants with experience in Peace Building and others with experience in Outdoor activities.

The aim of the project was that the participants would gain new understanding about peace building by using outdoor activities. Through this understanding they would create educational tools for building peace in nature. The given input was very little in comparison to the created one. The participants had the freedom to build upon each other's knowledge and experiences and to create new ones popping-up from the insights that they had from the activities.

The program was build on 4 main columns: introduction to the topic, experiment on the topic with the work of the participants, practice on the topic in an outdoor and closing. For the more specific structure of it, we choose to give a name to each of the 10 days of the youth exchange. Starting from the topic of Peace with one's self and leading to Sharing Peace with others, we created a schema that would offer to the participants the space to explore the topic in a safe and innovative setting.

The program was structured in that way in order to promote better the method of learning by doing. In the first part there was a small input related to the topic and the participants were invited to explore what is the meaning of it for each and every one of them. Then they had the chance to experiment with the given input, by creating their own activities and offering new learning to the rest of the participants. Afterwards, the learning was transferred into a real-time situation of a long outdoor activity and the experimentation was transformed into exploration. Finally, the participants were offered the time to reflect and conclude on the learning outcome of the exchange as a whole.

Throughout the exchange the organizing team and the youth leaders, representing each of the 8 countries, were responsible for offering to the participants a safe place to work proactively, participate fully and share experiences and knowledge freely.

Through those 10 days our future peace-builders had the chance to exchange personal experiences from their countries, to learn about their cultural differences, to negotiate about opinions, believes and understanding about peace and to create new friendships from all over Europe and not only. The greatest results that we had from the exchange were the mutual and various sharing of different points of view about peace and outdoor.

About this booklet

When experimenting and exploring was over, the time had come for the gained knowledge to be shared with others. This is the purpose that this manual is serving. With this, we collected all the educational tools and methods used and performed by the organizing team, the youth leaders and the participants throughout those days. Our aim is to offer them as a gift to whoever is interested in using them, for the purpose of peace-building in an alternative way and in connection to the nature.

This booklet was structured in a similar way to the youth exchange. There are 4 main columns, represented by each of the four chapters of the main body of the booklet.: 1. Inner Peace, where are cited activities for finding peace with one's own self, 2. Peace with Others, where you can find activities for cooperating in peace with other people, 3. Group Peace, where we collocate group activities tackling peace in a group and eventually 4. Peace in Nature, where we share the idea of practicing all the previous in real outdoor activities.

Each of the activities consist of 6 main parts, describing a)the place, b)materials needed, c)purpose, d)instructions, e)debriefing and f)remarks. There are 2 parts that we would like to draw your attention to. After each activity there is the need for reflection on the learning outcome. The questions offered in the part of debriefing serves exactly this purpose. The part of the remarks is where we cite special notes about what to take care while facilitating the activity, or some extra information about it. Next to some activities there is a small part giving some extra input about the main core of the activity and the reasons why this activity fits in the program.

The educational tools offered herein can be used from youth workers, non-formal educators or whoever is interested in using learning by doing in exploring peace with alternative ways. While using this booklet, keep in mind that some of the activities are totally innovative and used only during this project. The activities are not cited in the way that they actually happened in the program of the exchange, but according to the category that they were separated.

A) Inner Peace

Peace comes from within. Don't seek it without.
Buddha

A place with peace of mind

1h, 30'

Place	<i>Indoors</i>
Materials needed	<i>Papers, pens, markers, crayons and music</i>
Purpose	<i>To focus on a specific and demanding issue of peace. To search for inner peace. To make an anchor anchoring on the moment of peace, in order to be able to recall it later on.</i>
Instructions	<p><i>The facilitator invites the participants to sit in a comfortable way, to relax and to follow his/her voice.</i></p> <p><i>In the beginning they are asked to take a few deep breaths, close their eyes and follow their breathing. Slowly the instructor leads them to a moment when they were feeling complete peace of mind. They are asked to recall all the details of this moment (what was the sensation in their bodies, how was the environment around, what were the colors, the smells, the tastes that could remind them of this place). Then they are invited to make an imaginary picture about this place or something that could symbolize this place. Something very characteristic and strong.</i></p> <p><i>After a while, the facilitator asks the participants to open their eyes whenever they feel ready and to draw this image, symbol on the paper. During this part of the activity there is silence from the participants and music on the background. Whenever done with the drawing, they find another person who is also finished and they speak about this place and their drawing.</i></p>
Debriefing	<i>How did it feel to be in this place? Could you bring yourself back to this place whenever you need some inner peace? How did you feel when you were speaking with somebody else about this place? How was it to see the place of peace of mind of others?</i>
Remarks	<ul style="list-style-type: none"> <i>The place should have either no chairs, or chairs in a circle, and the facilitator either by moving around or being stable in a place should take care that his/her voice is heard by everybody.</i> <i>Law and calm voice from the facilitator can support the meditation to happen.</i> <i>After the activity is finished, the facilitator could introduce the participants to the art of anchoring and how it can be used.</i>

Anchoring is a coaching technique that supports somebody to stimulate a response to a moment or an emotion. The anchor can be a picture, a movement, the touch of a specific part of a body, a song or anything else that serves as strong point to a moment that was working for him/her. Once the "anchor" is established, the person is able to evoke a positive emotional response whenever emotions of anxiety or upset show up.

	Billboard	time depends
<p>Media as an educational tool can be used for sharing gained experience or knowledge.</p>	<p>Place <i>Indoor, Outdoor</i></p>	
	<p>Materials needed <i>Camera, video-camera, microphone, mobile phone (not necessary)</i></p>	
	<p>Purpose <i>To examine the meaning of peace for each one personally. To explore the possibilities in the use of media as an educational tool.</i></p>	
	<p>Instructions <i>This activity can be repeated with different topics. Here we are providing a few of the examples of what we did and what can be done.</i></p> <p><i>The participants are separated into groups of 4-5. They are provided with questions or tasks that they have to complete with the use of media. They are offered to use many kinds of media to archive their tasks: video, photo, recorded sound, posters, etc.</i></p> <ul style="list-style-type: none"> <i>Interview different opinions about peace-building.</i> <i>Create a product that inspires others to participate in outdoor activities and take actions toward peace.</i> <i>Make a promotional video for activities about peace and outdoor.</i> <p><i>After the activity is completed the participants are invited to a showing night, where they are going to represent what they created in a way that seems like watching a billboard. In this part they are all watching the results together, giving feedback. In order for the feedback to be constructive and supportive for the learning process, the commentators are invited to follow those questions.:</i></p> <ol style="list-style-type: none"> <i>Is the message clear?</i> <i>What worked and what didn't work for you in this product?</i> <i>What would you do differently to make the message clearer?</i> 	
	<p>Debriefing <i>How did you feel for hearing the feedback of the others about your message? How can you make your message clearer? How can you promote your ideas about peace differently?</i></p>	
<p>Remarks <i>The questions are constructed in a way that the different opinions offer feedback and not judgment. In this way, we have experienced that the feedback is supporting the development of the use of the technique and is not used as criticism.</i></p>		

	Body awareness	3h
	<p>Place <i>Indoors, Outdoors</i></p>	
	<p>Materials needed <i>Sound System and Music</i></p>	
	<p>Purpose <i>To investigate the embodied peace process. To explore the possibilities of building connections with others in a non verbal way. To explore alternative ways of communication.</i></p>	
	<p>Instructions <i>The participants are asked to find a place where they can move freely. The area around them should be at least enough for them to open their hands wide and make a circle in this position. This activity consists of 7 parts</i></p> <p><i>Part 1. - Body Exploration:</i></p> <p><i>After they have found that space, they are asked to stay in standing position and to relax in it. Then they take a few deep breaths and they focus on their breathing. After they are asked to spend some time focusing on their own body and what the possibilities in it are. With their eyes closed they are asked to move their bodies in a way that feels comfortable to them and at the same time, make sure that they are moving ever and each of their body parts from the tip to the toe.</i></p> <p><i>Part 2. - Space exploration:</i></p> <p><i>They continue the exploration with no eye sight and this time, they are invited to explore the space around them. They are as well taking care that they are not moving in high speed so that they are not bombing upon each other. When a couple of minutes have passed and they have explored the whole area, they are asked to start having interactions with the others, maintaining their closed eyes. In that part, they are walking and at the same time touching each other in soft and proper ways, but not making bounds. They are only feeling what is happening to them when they feel the contact with another person.</i></p>	
		<p>Matching is a coaching technique for pair cooperation. According to it the 2 persons are acting in response to the actions of the other in a way that they are moving together, either by doing similar moves or oposite moves matching with each other.</p> <p>Our communication doesn't consist only of words. While we are communicating with words we are consciously or unconsciously sending messages out of the words. According to NLP and other researches the biggest part of our communication consists of Non-verbal or para-verbal expressions, while only a small part consists of verbal connection.</p>

Body awareness

3h

Instructions

Part 3. - Connections:

In this part they are invited to continue walking in the space and slowly open their eyes and maintain the same intention as before. In this part they are asked to create connection with the people around them. The ways that they can do this are the following: i) eye-contact, ii) handshake, iii) wave, iv) hug, v) kiss and vi) hello. They are slowly introduced to each one of those ways and they are invited to use each one of them separately every time that they meet one person. In the last stage of this part, they are free to use whichever one of them they wish with different people.

Part 4. - Matching:

Now they are asked to stop using the previous ways of contact and to keep walking in a normal tempo. After 10´ they are asked to form a couple with a person that is closer to them. They are dancing to 4-5 songs and every time a new song starts they are asked to form a new couple and to dance matching somebody else. They are also explained that matching doesn't mean copying. 2 people can match pretty well, even if they are doing opposite moves than each other.

Part 5. - Crystal Dance:

Before this part they can have 10´ break. When they come back they are invited to start walking in the space again in a normal tempo, paying attention to the way they move and the way that they are interacting with the people around them. Later they are asked to dance in the space following the music. At the same time they are invited to pay attention to the movement of the others. One of them can stop moving and then the rest are expected to reach him/her or somebody else that is touching them in a way that they are forming a Crystal. They are invited to stop whenever they want, if they do so.

Part 6. - Leading and following:

In this part they are asked to form couples with somebody that they feel comfortable. One member of the couple takes the name A and the other the name B. When they decide who is who, they are asked to stand in-front of each other and to look each other in the eyes creating eye contact. The Bs first are going to close their eyes and the As are going to lead them throughout the space. This process can last 10-15´. Then, the couples change roles and they repeat the process.

Body awareness

3h

Part 7. - Contact dance:

In this final part, the participants are asked to form again couples. When all of them have a partner, they are invited to create a body connection with each other, but not touching with the palms. Then they are invited to dance according to the music, but keeping having body connection with their couple, connecting whichever of their body parts feels good. This dance continues for about 5 songs and very time the couples are changing.

Debriefing

How difficult was it for you to create connection with the others? How was it when you established the eye contact? Can you draw parallels between the activity and the peace building process? How did you feel when you had to follow the actions of the others? How difficult was it for you to create a connecting crystal with the others? Which was easier for you: to lead or to follow? Was it hard to maintain connection and a good relation with your couple, while performing a demanding task? How was your peace during the whole activity?

Remarks

This activity is better performed in a big open or closed space, ex.: gym, open field.

This tool is demanding in means of body activity. Therefore it could be useful for the participants to be informed to get dressed in comfortable clothes that allow movement and to be prepared with good supplies that protect from dehydration, such as water and fruits.

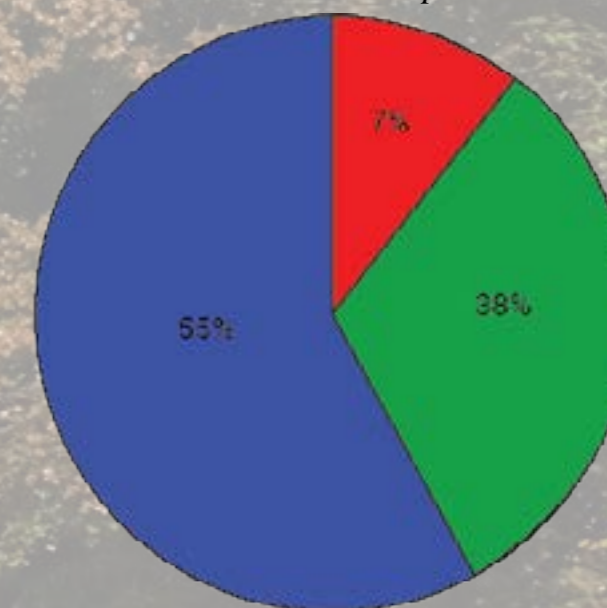
The length of each of the parts of this activity depends on the rhythm of the participants. When they are integrated in one part and they seem fully involved, the facilitator can lead them to the next part.

How we communicate

Verbal
Words- (What we say)

Vocal
Tone (How we say it)

Non-verbal
Our expressions and actions



With activities related to non-verbal communication, the participants can understand the bigger view of how they are communicating. Through this they can estimate how to use the other aspects of communication in their peace-building approach.

Facebook Challenge


time depends

The social media are widely used by many people all over the word. Their use can be changed accordingly to the needs. Their wide use can be a useful tool for promotion of ideas, thoughts or actions, such as the raise of awareness about peace.

Place	<i>Indoor, Outdoor</i>
Materials needed	<i>Camera, video-camera, microphone, mobile phone (not necessary)</i>
Purpose	<i>To explore the different understandings about peace. To explore the possibilities in the use of social media as a tool to create awareness about peace. For team building.</i>
Instructions	<p><i>This activity can be repeated with different topics. Here we are providing a few examples.</i></p> <p><i>The participants are provided with questions about themselves, about peace-building and about outdoor. The questions address to their personal opinions on the topics or their experiences. Then they are asked to use any kind of media to commemorate their point of view: video, photo, sound recorded, posters, flayers etc.</i></p> <ul style="list-style-type: none"> <i>Tell a story about yourself and outdoor.</i> <i>What is peace for you?</i> <i>What is your personal vision of the peace?</i> <p><i>Finally, they are asked to post their materials on Facebook, so that they will create impact on other people. Then they are asked to follow the impact that they created to the others. In a common meeting, all together are showing their Facebook challenges comment on the materials of the others with answering to the following 3 questions:</i></p> <ol style="list-style-type: none"> <i>If you would see it on Facebook, would you like it?</i> <i>Would you post it?</i> <i>Would you share it with your friends?</i>
Debriefing	<i>Do you believe in the power of social media? How did you feel for the feedback of the others? How can you promote peace and outdoor by other uses of media? What is the result of your post about peace?</i>
Remarks	<p><i>This activity can be part of the preparation that is taking part prior to the exchange. The participants can be asked to share their creations on Facebook and to comment on each others posts.</i></p> <ul style="list-style-type: none"> <i>The questions are constructed in a way that the participants can develop in the use of this tool.</i>

Awareness of the surroundings

1h

Place	<i>Outdoor, Indoor</i>
Materials needed	<i>Papers, pens and markers</i>
Purpose	<i>To search inner peace. To create awareness on surroundings. To reflect on the way the way of learning. To boost observation. To re-orientate and to develop alternative problem solving.</i>
Instructions	<p><i>The participants come inside the room, while relaxing music is playing on the background. The facilitator is making a small introduction about the learning styles (VAK=visual, auditory and kinesthetic).</i></p> <p><i>They are asked to relax to the music for 5-10 minutes and then, with their own tempo to find a place where they feel comfortable. The place can be inside or outside. It can be anywhere, as long as they are relaxed and comfortable in it and in some distance from each other. In that place they are staying for approximately 30´. They are asked to pay attention to every little detail in that place and to pay attention to all of them.</i></p> <p><i>After the 30´ have passed, they are asked to come back to the room, where they present everything they noticed: what did they see, what did they hear, what did they feel (both literally and figuratively speaking) etc.</i></p>
Debriefing	<i>How was it? What did it bring to you? Which of your senses did you use for the observation? How do they define your learning style? What do you think that is your learning style? Can you recall other people with different learning styles?</i>
Remarks	<ul style="list-style-type: none"> <i>During the time given for the observation, it is the time for the participants to explore openly their senses and to observe, without any interaction with the facilitator.</i>
	

According to NLP (neuron-linguistic programming) there are 3 main learning styles: Visual= people who learn easier by seeing Auditory= people who learn easier by hearing Kinesthetic= people who learn easier by doing or moving

100% dance

2h, 30'

The shape of circle is widely used by educators and group therapist. The purpose that it serves is that all the members have a feeling of equality. They have the same distance and position as all the other.

Place	<i>Indoors, Outdoors</i>
Materials needed	<i>Sound System and Music</i>
Purpose	<i>To express freely with body movement. To explore the possibilities of maintaining our personal opinion, in front of big groups and under stressful situations.</i>
Instructions	<i>The participants are asked to form a circle. Everybody is positioned close to each other and standing on the circle until they listen their names. The facilitator of the activity is calling the participants on by one with their names. When they hear their names, they are expected to get in the center of the circle and dance to the song that is dedicated to them. There is a song for each one of them. They can dance and move however they want, they can include others or do whatever they want. The only rule applying in this activity is that they stay in the middle of the circle. The rest of the participants can feel free to join them, or to dance, just staying on the circle. For closing of this activity, all the participants are invited to dance however they want to a couple of songs, dedicated to the whole group.</i>
Debriefing	<i>How did you feel to be the center of the attention? How peaceful were you when you had all the people looking at you? How can this activity be integrated in your peace-building processes?</i>
Remarks	<i>This activity fits perfectly with the ending of the exchange, when the participants felt more comfortable with each other and therefore are more open to express in front of them. In addition, it can be used as a closing for the activities, as a form of goodbye.</i>



Google Knows

20'/each

Self education is the process when somebody is learning without the support of others, especially without institutional support. Google can be really helpful in this learning approach.

Place	<i>Indoors, Outdoors</i>
Materials needed	<i>Markers, flipchart and other papers</i>
Purpose	<i>To get some parts of formal education on the topic</i>
Instructions	<i>The activity is happening in 2 parts that can be repeated many times in different days. Question session: In the first part the questions are given to the participants. The questions must be related to the topic of Peace-building and/or Outdoor activities and to be easily accessible by Google search. That is why the name Google knows. The questions can be either yes or no answers, definitions or short answer questions. The participants can search for the answers individually or in groups. Answer session: In the second part the participants are asked to give the proper answers to the questions. The participants are asked in a form of classroom asking, to give answers to the questions set in the previous session. The ones that are giving the write answers are taking points that are gathered until the end of the activity. In the end of each Google knows answer session the participants that had the most of the points are getting a gift (ex: chocolates). In the end of the whole exchange there can be a big winner of the Google knows. This person is receiving a bigger gift (ex: a big chocolate).</i>
Debriefing	<i>Non</i>
Remarks	<i>The answers can be given in the evening and to be asked to give the answers in the morning or the opposite. It is better if there is enough time in between to search on Google for the answers. If the show is prepared in an impressive way, it loses the feeling of exercise.</i>

Freedom of speech is a fundamental political right to communicate one's opinions and ideas freely. The protection of this right is considered crucial for the establishment of peace.

Cin-Cin-Cao

2h

Place	<i>Indoors, Outdoors</i>
Materials needed	<i>non</i>
Purpose	<i>To express personal opinion about another person. To express gratitude, acceptance or dislike.</i>
Instructions	<p><i>The participants are asked to form 2 circles. One inside the other. The inner circle looks to the outer one and the opposite.</i></p> <p><i>When the 2 circles are in position, the facilitator invites them to follow his/her instructions. According to the instructions the participants are going to express their personal opinion about the person that they have in front of them with one of the following ways.</i></p> <ol style="list-style-type: none"> <i>1. Handshake: If they choose this, they can offer a handshake to the person in front of them.</i> <i>2. Eye Contact: If they choose this, they can maintain eye-contact with the person in front of them.</i> <i>3. Comment: If they choose this, they can offer a comment to the person in front of them, expressing their opinion about them.</i> <i>4. Hug: If they choose this, they can offer a hug to the person in front of them.</i> <i>5. Turn the back: If they choose this, they can turn their back to the person in front of them.</i> <p><i>The instructor is speaking out the commands, directing how the activity is going to happen. The outer circle is the one that is moving according to the directions of the facilitator every 1 minute. Then the facilitator says: 'Look at the person you have in front of you and choose your movement. When I say Cin-Cin-Cao you have to show with your fingers what is the movement you choose.' It can be that the inner and outer circle will choose different reactions of the person in front of them. Then, the facilitator invites the inner circle to do his/her movement and after the same for the outer circle.</i></p> <p><i>In the end, whoever hasn't expressed his/her opinion about one person and want to, can reach him/her out of the circle for some minutes.</i></p>
Debriefing	<i>Non</i>
Remarks	<i>This activity serves well as a closing and as expression of gratitude towards one another.</i>

B) Peace with others

You can never sustain peace in the outer world unless we make peace with ourselves.

Tanzin Qyotso, the 14th Dalai Lama



Active listening

45'

Place	<i>Outdoor, Indoor</i>
Materials needed	<i>Flipchart and markers</i>
Purpose	<i>To practice communication skills and active listening skills</i>
Instructions	<p><i>The activity is divided in 3 rounds of 5 minutes each. For every round there is a topic discussed. The participants are asked to find a pair and to decide with each other who is the listener and who the talker in each round. The talker is talking about the specific topic that is given in every round for the whole group.</i></p> <p><i>In the first round the listener is not paying attention to the one who is talking, not looking at the other person and not listening. The topic in this round shouldn't be a personal topic, ex: talk about your city.</i></p> <p><i>In the second round the listener is partly listening but is disturbing, distracting the talker and asks irrelevant questions. The topic could be personal, but not private, ex: talk about your hobby.</i></p> <p><i>In the third round the listener is listening actively: eye contact, nodding, asking questions, showing interest. The question can be a personal one, ex: talk about your childhood.</i></p>
Debriefing	<i>How did you feel in each of the rounds in the position of both the listener and the talker? How was being in the listener's position, and in the talker's position? In which position and round was it more difficult for you? Have you found yourself in real life in similar situation? How can you connect this to peace building?</i>
Remarks	<ul style="list-style-type: none"><i>Demonstration before each round from the facilitator(s) could support the participants interprets well the asked task.</i><i>Short presentation about the active listening after the second round.</i><i>An alternative of the activity is to have several couples that are changing in each round.</i><i>The couples can either be the same during the whole activity or change in every round.</i>

Peace Groups

30'-1h

Place	<i>Indoors, Outdoors</i>
Materials needed	<i>Nothing or everything</i>
Purpose	<i>To reflect upon the learning of the whole experience. To ensure the quality of the learning. To encounter any problems that might come up.</i>
Instructions	<p><i>This activity can happen multiple times and can be changed respectively according to the needs of the program.</i></p> <p>Peace Group Creation: <i>The participants stand randomly in the room. The facilitator invites the assistant or/and youth leaders to stand in a place where they can be heard and they represent themselves, the reason why they participate in the project and their experience with it. After each one of them has expressed him/herself, the facilitator asks the participants to choose to which group they want to belong, explaining at the same time that this is going to be their support system for the whole program.</i></p> <p>Peace Group Meetings <i>Every night, by the end of every working day, the peace groups are meeting to whichever place they want, and with whatever tools and methods the youth leaders or the assistants choose. In this meetings they are sharing how their day was, if there was something that they would like it to be different and they are reflecting on their learning points. They actually work as a support system lasting all the days of the program.</i></p>
Debriefing	<i>Non</i>
Remarks	<ul style="list-style-type: none"><i>This activity can be used as debriefing and reflection for every day. Therefore, it is better if it happens in the end of each day.</i><i>This activity is better to start the first day and finish the last. In this way the whole program can be covered and if a problem comes up at any moment, it can be arranged or corrected.</i><i>We believe that to have a peace group meeting for every day.</i><i>It is preferred that the groups have similar or same number of members, so that everybody has some time to express.</i><i>This support system can happen parallel to the other 2 (general sharing and buddy). They all are working in different levels and all together ensure that the participants can find the proper for them way to express.</i>

A support group is a group that offers the comfort of the team and the effectiveness of a system. In this the participants can understand the importance of the freedom of expression.

Holly Herma

2h

Place Outdoor

Materials needed Straps and ropes

Purpose To build trust on each other. To explore the power of relay on others. To express peace through non verbal connection.

Instructions The participants are invited to create pairs. In the woods there are 3 trees that are used for the purpose of the activity. On those trees there are hanged straps. Those straps are set in a way that they form a triangle.

The participants are invited to balance on the straps on the trees. Slowly, when they feel that they have gained trust in each other and they are balanced they start moving on the straps together, by keeping contact. They are invited to try more than one times, while before they spend a bit of time reflecting on how they cooperated the first time. The activity is over when all the pairs have performed the activity at least once.

Debriefing How did you feel to be up there with another person? How was your connection with the other person? How did this activity boost your understanding of peace? How was your balance? When did you feel more balanced during the process?

Remarks The straps on the trees need to be set firmly and not too far from the ground, in a way that they ensure safety for the participants.

Another name for the activity is Wild Vilma



People have different ways to communicate and connect with each other. According to the DISC analysis, there are 4 communication styles. Belonging to one style is not absolute. Many people are combining consciously or unconsciously those communication styles.

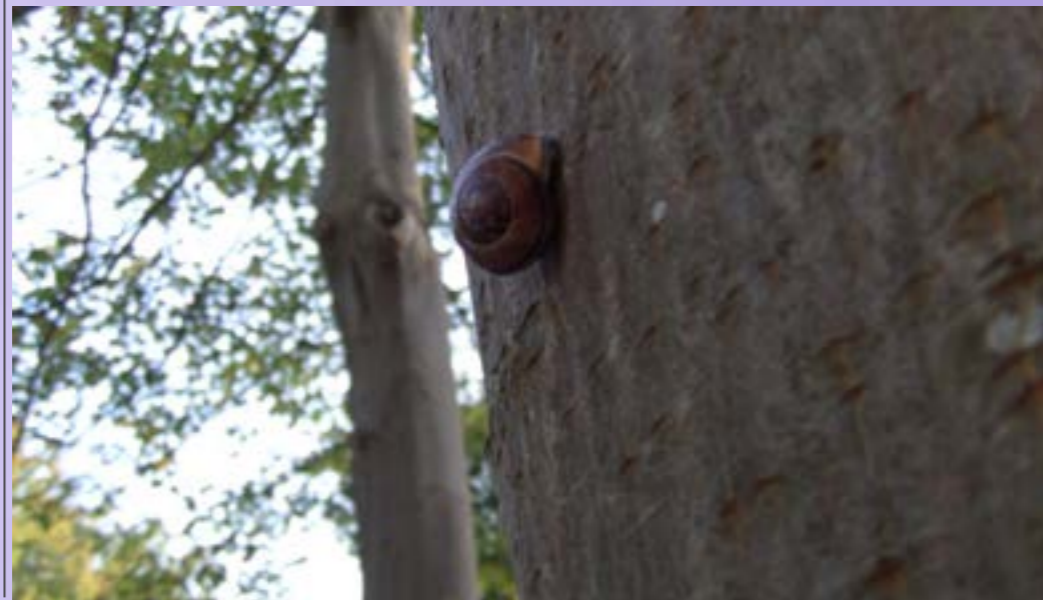


General Sharing

depends

General sharing serves as a tool for all the members of a big group to get the whole picture of the events happening and to ensure that they are all pacing in the same level.

Place	<i>Indoors, Outdoors</i>
Materials needed	<i>Nothing</i>
Purpose	<i>To encounter any problems or misunderstandings that might occur. To ensure the quality of the learning. To express personal opinion about the progress of the program. To express additional needs.</i>
Instructions	<i>This activity can happen multiple times and can be changed respectively according to the needs of the program.</i> <i>The participants, the youth leaders and the facilitators are all together standing in a semicircle in rows, facing towards an empty chair. Whoever feels like, can stand up, sit on the empty chair and share any issue that he/she want to express. There they can speak about anything that crosses their minds about the program and that they would like to share with the others (from the happiness to be part of the team, to a problem with the roommates and from insights and thought about peace and outdoor or ideas for future projects to the lack of specific input that was expected).</i>
Debriefing	<i>Non</i>
Remarks	<i>This activity is highly recommended after specially demanding parts of the program, or activities where the participants were acting all together. This way, they can feel included in a big group facing the same issues. This support system can happen parallel to the other 2 (buddy and peace group). They all are working in different levels and all together ensure that the participants can find the proper for them way to express.</i>



The kingdom of Dordia

2h

Storytelling is a technique that can be used to bring the participants in a possible imaginary situation in order for them to explore and evaluate their reactions in it.

Place	<i>Outdoors</i>
Materials needed	<i>Props for the roles, stones and woods to separate the areas on the ground</i>
Purpose	<i>To practice real peace-building. To explore the issues arising when peace is in danger.</i>
Instructions	<i>This is a story telling activity. You will find the story of it in the next page. On the ground there are prepositioned 5 places: 1. the river, 2. the other side of the river, 3. the area where the aborigines live, 4. the area of the hippies and 5. The area of the aristocrats.</i> <i>The participants are asked to choose a paper with closed eyes. On this paper is written the team in which they belong, but they don't see at it until they are told. The facilitator tells the story of Dordia (i) Storyline) and enplanes the positions. Then he/she asks from the participants to open their papers and see in which team they belong and to place themselves accordingly. They are all getting, as well, some papers on the way that they should be acting according to their team. Finally, the participants are getting the instructions that, they have 20 min to prepare their common meeting with the other inhabitants.</i> <i>After they have had a meeting with the other inhabitants, they have around 1h to reach their goal. If not, they will get lost.</i>
Debriefing	<i>How was it to belong in one team? How did it feel that your extinction was depended on others? Were you close to have a war?</i>
Remarks	<i>The better the story is prepared, the deeper emotions and understanding the participants will get from it.</i>

Kingdom of Dordia- the Story

i) Storyline

The storm is coming in Dordia. In order to survive you need to cooperate with the other inhabitants of this place. You need to build a bridge in order to get to the opposite bank of the river and settle down in a safe place. The Kingdom of Dordia consists of Aristocrats, Hippies and Aborigines. Aristocrats live the furthest of the river and they know how to build a bridge. They must build a bridge to survive. Hippies live in middle of the kingdom and they own the resource to build the bridge. For them it's not crucial to build it but it's important. Aborigines are the closest to the river. They don't care about storm and they are easy adaptable to any kind of conditions and they can survive storm, flood or whatever.

ii) Characteristics

Aristocrats

You are civilized and educated population;

For you, education is highly developed and rate of intelligence is high;

You meet people with simple hand shake, keeping distance and treat others with arrogance;

Your dress up in suits and costumes, your hobbies is to have nice talks while drinking wine and eating expensive foods, You like dancing waltz

Hippies

You live in between of Aristocrats and Aborigines;

You have a free spirit, free soul, you dress in whatever you feel comfortable;

You don't care much whether it rains or it's sun you are happy people in live;

You communicate with touching each other gently, kissing softly 3 times and hugging tightly.

Aborigines

You live the closest to the river, you are adapted to all type of weather conditions, you can easily survive in the flood, storm and etc.

You are wild and hyperactive, living outside, having face and body art; You dress what nature gives you: leaves, trees, whatever you can find outside;

You have your traditional dance which consists of weird movements and sounds, looks like something HAKA;

For your eye-contact is crucial and you establish connection though eyes, if anybody touches you or hugs you without eye contact you start screaming and jumping;

You have a patriarchal system and you have a male leader;

You eat meat and you are religious people

You need to build a bridge to survive.

Only you know how to build a bridge but you don't have resources and you don't have access to the place

You have to negotiate with the rest of the inhabitants and cooperate upon that.

If you don't reach the consensus you will be depopulated;

You have to use your body language first before you start talking, Hand shake is considered rude and disrespectful

You are vegans and vegetarians;

You don't believe in God, you believe in Love, Peace and Energy;

You have Gender Equality and you don't have leader, only spiritual Guru;

You own the resources to build a bridge but you don't use them because it's disrespectful towards nature.

You need a bridge but you might survive without bridge

You are Pagans and you worship the nature, in every 5 min you pray and make your rituals together;

You have matriarchal system, so the leader is a woman;

You eat everything that nature gives you;

You don't need the bridge and you are very territorial and not allow easily others to approach you .

You are tolerant with hippies but you don't like much aristocrats;

Though building the bridge will allow you to conquer more territories, to cultivate and to spread around;

Peer cooperation is a support system consisting of 2 people, helping each other by advices or actions. A buddy is like a friend, somebody that one feels comfortable with and therefore can express freely.

Buddy

15'-30'

Place	<i>Indoors, Outdoors</i>
Materials needed	<i>non</i>
Purpose	<i>To encounter any problems that might come up. To create a small team. To reflect upon the learning of the whole experience. To ensure the quality of the learning.</i>
Instructions	<i>This activity can happen multiple times and can be changed respectively according to the needs of the program.</i> <i>Buddy Creation:</i> <i>The participants stand in a circle in the room. They are invited to take some moments and look around at the other participants and find one that they feel more comfortable with. If there are more than one people that wanted to have the same buddy, then the applies the rule 'first come, first served'. The ones that don't have the buddy of their choice, can reach another person. All of the participants should have one buddy.</i> <i>Buddy Meetings</i> <i>The buddies are meeting, whenever they want it and if they feel so, excpt from some times, after very demanding activities that they are asked to spend some time together. Given the fact that the buddy is somebody that one feels comfortable with, they are invited to spend time together and to share experiences and ideas as often as they want.</i>
Debriefing Remarks	<i>non</i> <ul style="list-style-type: none"> <i>This activity can be used as debriefing and reflection after demanding activites.</i> <i>This activity is better to start the first day and finish the last. In this way the whole program can be covered and if a problem comes up at any moment, it can be arranged or corrected.</i> <i>We believe that to have a peace group meeting for every day.</i> <i>It is preferred that the groups have similar or same number of members, so that everybody has some time to express.</i> <i>This support system can happen parallel to the other 2 (general sharing and peace group). They all are working in different levels and all together ensure that the participants can find the proper for them way to express.</i>

Massage

45'

Place	<i>Indoors</i>
Materials needed	<i>Candles, music system and blankets</i>
Purpose	<i>To explore the meaning of inner peace and peace with each other, through body connection and non-verbal communication.</i>
Instructions	<i>There is quiet and relaxing music playing in the background. The participants are asked to form groups of 5 and spread with their groups in the room, in a way that each group has enough space.</i> <i>Each member of the group is going to lay on the ground and have 10' minutes time of massage by the other members of the group. The other 4 sit around the person and massage his/her arms, limbs and head respectively. If the person on the floor doesn't feel comfortable, or has a pain in any part of the body, should openly express it and it should be respected by the others. The time is evenly distributed for everyone to be massaged once and massage others.</i>
Debriefing	<i>How did you feel during the activity? How was it for you to have 4 people taking care of you? How was your inner peace during the activity? Could this activity be useful for peace building?</i>
Remarks	<i>Relaxing music is supporting the relaxation during the process of massage.</i> <i>For supporting the time keeping, the facilitator can inform when 10 minutes have passed.</i>



C) Group Peace

Peace begins with a smile.

Mother Teresa

Consensus game

45'

Place	<i>Outdoor, Indoor</i>
Materials needed	<i>Papers and pens</i>
Purpose	<i>Common understanding and decision making, unanimous decision-making, team work, prioritizing skills The participants are divided in groups of 5-8 people.</i>
Instructions	<i>The participants are asked to imagine a plane crash scenario. In it they don't know where they are and there is a list of 19 things of which they have to choose the 7 most important. First each one of them is asked to make a personal list in 5 minutes. Then the group has 15 minutes to make one common list. The activity finishes when the group has made an unanimous decision about what to take and have placed the objects in descending order from most important to the least one.</i>
Debriefing	<i>When every group is ready and has reached a final list with the materials needed for the plane crash, the groups are free to choose which way they are going to present their lists to each other group. How was it for you to work in a team? Was it difficult in your group to reach a common consensus? What was the most difficult part? Where did you meet difficulties? Can you draw parallels between the activity and peace building processes?</i>
Remarks	<i>The facilitator could make a short introduction for the plane crash. This way he/she could support the participants to have a full image of the plane crash and to be really involved in that imaginary scenario.</i>



Leading the blind

45'

Place	<i>Outdoor, Indoor</i>
Materials needed	<i>Blindolds</i>
Purpose	<i>To reflect on the way that relations are build. To explore the possibilities of the participants to rely and guide others under uncommon situation in a peaceful way.</i>
Instructions	<p><i>The participants are asked to form couples. Every couple is taking one blindfold and they are instructed to choose who is going to wear it first.</i></p> <p><i>Then the facilitator instructs each couple to spend a few minutes in establishing a relationship with the person in front of them, without speaking. After that they are asked to wear their blindfolds and the person with the open eyes to guide the other on in the forest for 10 minutes. The only way of communication between the couple should be the physical connection. The process happens in silence. The person who can see, takes care of the physical</i></p> <p><i>When the 10 minutes have passed, the couple is changing roles. Then, they spend a few minutes in creating a non-verbal connection between them. The other person is wearing the blindfold and all the instructions implied in the first part, are applicable in the second, as well.</i></p>
Debriefing	<i>How was it for you to totally rely on another person to guide your walking? How was it to be responsible for another person´s wellbeing? How did the few minutes for connection contributed, to your connection? How could you relate this to peace building?</i>
Remarks	<ul style="list-style-type: none"><i>The facilitator of the activity could invite the couples to create eye contact. He could explain that by establishing a relationship before, it is easier to keep contact during the whole activity.</i>

Age line

10'

Place	<i>Outdoor, Indoor</i>
Materials needed	<i>Non</i>
Purpose	<i>To learn how to make a consensus. To become aware and improve the nonverbal communication. To explore the possibilities in the team work.</i>
Instructions	<i>The participants are spread in space. The facilitator is giving them the assignment to make a line according to their age. The rules and regulations or the way that this is going to be arranged is up to the participants. The only rule given by the facilitator is that they should not use verbal communication until the line is complete.</i>
Debriefing	<i>How did you feel for communicating with non verbal communication only? How was the cooperation with others while not being able to speak? How was your inner peace during this activity?</i>
Remarks	<ul style="list-style-type: none"><i>Keeping the communication in the non-verbal level strictly, gives space to the participants for exploring the different ways of connection.</i>



Consensus making is the process in which all the members of a group are develop together and agree on following a decision or a plan. The agreement on common consensus among a team plays important role in finding peace in a group.


Ball Factory

1h

Place	Outdoor
Materials needed	Something to make a square of approximately 4x4 meter (f.e. rope, bamboo) 1 empty bucket, 25 balls of all different sizes, weights and shapes (f.e. footballs, tennis balls, big dices, fluffy stuff)
Purpose	To practice negotiation and communication skills. To explore the possibilities of cooperative work. To estimate the amount of influence the external parameters have to team-work. To explore the importance of the intention in an activity.
Instructions	<p>On the ground there is a square created by rope or bamboo. On one corner of the square there is a big box full with 25 balls of all kinds and on the corner right opposite to this one there is a small bucket. Map of the shape</p>  <p>The participants are standing around the square, not stepping on it or getting inside it. The goal of the activity is to get as many points as possible within 2 minutes. Every ball that gets in the small bucket is one point. For the points to be valid there is a list of rules that need to be followed.:</p> <ul style="list-style-type: none"> • Everybody has to stand outside the square • Everybody has to catch the ball at least once • When the ball hits the ground it has to stay there • You can't give the ball to somebody; you have to throw it • It's not allowed to throw the ball to someone on the same line • It's not allowed to throw the ball to your neighbor • When the bucket is full, 1 person is allowed to empty the bucket into the box <p>Outside those rules, the participants are free to create their own system of collecting points. After every attempt of 2' there is given 1' time to improve their system.</p> <p>After every round the facilitator makes comments on the performance of the participants and pushes them to try harder or to do it faster. In the last 10'-15' of the activity, the facilitator gives positive feedback to them.</p>
Debriefing	How was it for you to work under pressure? How did you feel for the negotiations with the other participants? How did you improve effectively your working system? How were the comments of the facilitator influencing your performance and your cooperation with the others? How was your performance influenced when the facilitator was giving positive feedback to the group? Where was your focus (to the task or to the team-work)?
Remarks	As the participants are going closer to reach their goals, the facilitator can decrease the time offered (ex.: from 2' to 1', 50'') If there are more than one groups created there can be multiple groups you can add a competition element.

Electric Wire

45'

Place	Outdoor
Materials needed	Ropes
Purpose	To create trust in ones self and in others. To discover ones behavior under stressful situations. To explore the non-verbal communication. To think outside of the box (creatively).
Instructions	The participants are separate in groups of up to 10 people. Each group takes a role and puts it stable between 2 trees (or columns). This is an "electric wire" and if they touch it, they go back to the beginning. The aim of the activity is that the participants transfer themselves on the other side of the wire, without touching the rope. During the process it is not allowed to speak between them. It is up to the team how they are going to make it and what method they will follow.
Debriefing	What Happened? How did you feel? Did you find difficulties to maintain peace during the activity? What would you do differently? How would you feel if you had a possibility to talk?
Remarks	Non
	

Non-violent communication is a communication method focusing on 3 aspects: self-empathy, empathy and self-expression. NVC is driven by the notion that people are using violence only when they don't recognize any other effective strategy for their needs.

Building a map

1h, 30'

Place	<i>Outdoor</i>
Materials needed	<i>Paper, marker, parts of a map (map with different objects drawn on to it, like a house, a dog, mountains, a bike etc.) and 2 flags and 1 flashlight per group</i>
Purpose	<i>To practice positive communication and active listening. To manage negotiations. To explore the work in a team.</i>
Instructions	<p><i>The participants are divided into groups of 4-5 people. Every group gets a part of a map, 2 flags and 1 flashlight and one assistant for the overview of the group. The maps of every group have different objects on them. The goal is to complete the map, with cooperation of all the groups together. However, the groups can only communicate with each other by making use of the flags or the flashlight. Talking, showing or sending letters is not allowed.</i></p> <p><i>Every team member has a different responsibility:</i></p> <ol style="list-style-type: none"> <i>Leader: leader of the group. With the other leaders he/she will talk about how to communicate and coordinate actions</i> <i>Map-holder: is the only one of the group who can look at the map. He/She has to hold the map tight with two hands all the time</i> <i>Signer: he/she is in charge of sending information by flags</i> <i>Receiver: he/she is in charge of getting the information</i> <i>Drawer: he/she will get information from the receiver and try to complete the map. He will get a white paper and a pen</i> <p><i>If a group doesn't follow these responsibilities (f.e. somebody else is looking at the map, or somebody else is signing), the drawing will be taken away by the assistant of the facilitator and they will have to start over again.</i></p> <p><i>The groups are in distance with each other, approximately 100m. In the beginning they have to decide who is the leader. The leaders come to the center, where the facilitator shows them the example of a map with all different objects (a total map of all the different parts of the maps that the groups have). They get 10 minutes to discuss how they are going to communicate between groups. During this time the rest of the group divides the rest of the roles.</i></p>

Building a map

1h, 30'

Instructions	<p><i>When the leaders go back to their group the map-holders can come to the facilitator and get their part of the map. As said, they're the only ones who are allowed to look at the map.</i></p> <p><i>After a few minutes the sign to start is given. As mentioned; the only way allowed to communicate with the other groups is by using the flags. Within one group it's allowed to talk softly (as long as the other groups don't hear it).</i></p> <p><i>At the moment the map is considered to be complete, meaning every object is on exactly the right place, the facilitator can be asked to come and check it. He/she will check it. If it's correct: If it is correct then they are congratulated and wait for the other groups to finish! If not, they get a new white paper and start over again.</i></p> <p><i>Intervention: After 30 minutes of attempts, the time can stop and the leaders can decide to go back to the center again to talk about the process (they're not allowed to talk about the objects). In this part the facilitator is having the overview of the conversation.</i></p> <p><i>The activity is complete only when all the groups have found where all the items are on the map (when they have revealed the total map).</i></p>
Debriefing	<i>What worked, what didn't work? How was your communication within the group and between groups? Can you relate this to a moment in your daily life? Can you draw parallels to this activity with the negotiations for peace building?</i>
Remarks	<i>The more clear the objects on the map, the more easy it is for the participants to find the solution. The purpose is not to complete a difficult task, but to reflect on the communication and solution searching approach/process.</i>

Labyrinth

45'

Place	<i>Outdoor, Indoor</i>
Materials needed	<i>Ropes, blindfolds</i>
Purpose	<i>To find out types of supportive behaviors and team culture. To explore how team work supports the individual initiative.</i>
Instructions	<p><i>On the floor there are labyrinths created by rope. There is one labyrinth per group and all of them are separated and in distance.</i></p> <p><i>The participants are separated into groups of up to 5 people. Every person by turns is going to try getting out of the labyrinth with closed eyes. He/She can have the support of the other team members. But, the others have limited possibilities:</i></p> <ul style="list-style-type: none"><i>-One of them can speak, but cannot see.</i><i>-One can see, but cannot speak.</i><i>-And one can neither, speak nor see, but is the only one that can communicate, by touch, with the player in the labyrinth, but without going in it. Every time that the player inside touches the role, the team loses one point.</i> <p><i>The winning team is the one that finishes first and with the most points.</i></p>
Debriefing	<i>Are you satisfied with the result? If you could handle the whole situation by yourself, with all your senses, what would you do differently? How does it feel to need the support of other in order to complete one activity?</i>
Remarks	<ul style="list-style-type: none"><i>The labyrinths should be complicated, but no lines of it are falling upon each other. Otherwise the player cannot get out.</i>

Train of Trust

45'

Place	<i>Outdoor</i>
Materials needed	<i>Blindfolds, 3 objects</i>
Purpose	<i>To develop trust among each other.</i>
Instructions	<p><i>In the forest or the open space, where the activity takes part, there are placed in different spots 3 hidden objects.</i></p> <p><i>The participants are separated in teams of up to 5. All of them except one in every team is blindfolded. The person that is not blindfolded, can be placed in whichever position the team decides. The teams have 10' to see where the objects are and to negotiate how they are going to reach them.</i></p> <p><i>After that time, the facilitator gives the signal to start and from that time the teams have 15' to search for the objects. During that parts the participants should remain in silence.</i></p>
Debriefing	<i>What happened? Did you loose the trust in your team when you got blindfolded? How was the negotiation process? What did you have to face in reality in comparison to the plans that you made in advance? Are you satisfied with the team work? What could you improve?</i>
Remarks	<ul style="list-style-type: none"><i>For more suspense, this activity can happen without the teams looking in advance where the objects are or with all of them having closed eyes.</i>



Labyrinth 2

45'

Place	<i>Outdoor, Indoor</i>
Materials needed	<i>Ropes, blindfolds</i>
Purpose	
Instructions	<p><i>On the floor there are labyrinths created by rope. There is one labyrinth per group and all of them are separated and in distance.</i></p> <p><i>The participants are separated into groups of up to 5 people. Every person by turns is going to stand in front of the labyrinth blindfolded. He/She has the support of the other team members. But, the others have one limitation. They can say one word by turn. Every time that it is their turn to speak, they can express only one word, whichever that is. Then the next team member the same and the next the same.</i></p> <p><i>All of the team members have to get in the labyrinth by turns. The winning team is the one that all its members have been in the labyrinth and finished first.</i></p>
Debriefing	<p><i>Are you satisfied with the result? Was the help from your team member supportive? If you could say more than one word, what would you say? How does it feel to need the support of other in order to complete one activity? What is the meaning of loosing or winning in this activity?</i></p>
Remarks	<ul style="list-style-type: none"><i>The labyrinths should be complicated, but no lines of it are falling upon each other. Otherwise the player cannot get out.</i>



Chocolate factory

45'

Place	<i>Outdoor</i>
Materials needed	<i>Two long ropes, squares of cartoons (apr. the number of the participants), timer</i>
Purpose	<p><i>To build trust on each other. To explore the power of the team work. To explore the possibility of building peace in an artificial dangerous situation.</i></p>
Instructions	<p><i>The field is separated into 3 parts. One big empty space in the middle and 2 smaller areas on the sides of the big space. The 2 areas are defined by the 2 long ropes and the distance between them is 10-20m.</i></p> <p><i>The participants are separated into 2 groups. All the members of each groups takes position on side of the ropes (ex.: group A goes to the left side, and group B to the right). Their goal is to change sides. So team A will have to be on the side of team B, and the opposite.</i></p> <p><i>On the sides there is ground and it can be considered as their safe place. In the middle part, there is the chocolate river. No matter how tempting it might seem, inside the river there are chocolate crocodiles. Therefore nobody can swim in it. The only way to get from one side to the other is by walking on the biscuits (square carton). If any of the biscuits is left alone, it will be eaten by the crocodiles, therefore the teams will have to make it to the other side with less biscuits. In addition, if any of the participants touches the river (with feet, hands or any part of their body) the whole group has to restart the route from the beginning. In case they can not make it, they can always ask to restart the rout. If they do so, they can get their lost biscuits back.</i></p>
Debriefing	<p><i>Are you satisfied with the result? What went well? What was the most difficult part for you? How did you contribute to the team? How could you do it better? What makes a good team? Was the team like this? Why? What do you think would be the best attitude towards these kind of situations?</i></p>
Remarks	<p><i>Being strict on the rules, can bring a new understanding of the situation and to give new learning insights.</i></p>

Mind map

45'

Place	<i>Indoor</i>
Materials needed	<i>Flipchart, colorful papers, colorful pens markers and pencils</i>
Purpose	<i>To exchange opinions and to develop thou on the specific topic. To build a team spirit among the members of the team.</i>
Instructions	<p><i>The participants are separated in groups of up to 4 people and each group is getting a set of a flipchart, some colorful papers, colorful pens markers and pencils.</i></p> <p><i>After having formed the groups, they are invited to create a mind-map upon the topic of peace. Then they are asked to share their thought upon the topic and to let it develop, by building upon each others ideas. In support of this they can use the materials given to develop their ideas visually. The ideas are developed according to each group´s opinion and they might differ a lot from group to group. After 20´ have passed and all the groups have finished their mind-maps, they come all together and they present their mind-maps. Each group is free to explain and give more information on the way that they are have developed their ideas.</i></p> <p><i>See picture</i></p>
Debriefing	<i>How did you choose which ideas should be in the center and which should develop? How was it for you to create a common concept on peace with the other team members? How peaceful was it to while creating this map? Do you find this tool useful for expressing and developing ideas?</i>
Remarks	<ul style="list-style-type: none"><i>Definition: Graphical technique for visualizing connections between several ideas or pieces of information. Each idea or fact is written down and then linked by lines or curves to its major or minor (or following or previous) idea or fact, thus creating a web of relationships. The technique was developed by the UK researcher Tony Buzan in his book 'Use Your Head, 1972 http://www.businessdictionary.com/definition/mind-mapping.html#ixzz3dD80Pw6x</i><i>More details on the building of the map: The thoughts begin from the center of the map where the core of the idea is. From the main idea, branches with expansions on it can be created. Including sketches and pictures is supportive for expressing concepts and cite symbols.</i>

Create your island

45'

Place	<i>Outdoors</i>
Materials needed	<i>Blindfolds, cups, ropes</i>
Purpose	<i>To build trust. To create a team spirit. To test the results of one team in different activities.</i>
Instructions	<p><i>This activity is divided into 2 parts. The participants are split in groups of 6. Each group stays the same in both rounds. On the ground there is a rope, symbolizing where the working area is. If somebody gets out of the working area, he/she has to start over again. Spread inside the working area there are also cups in the number of the members of each group. In the second part there are ropes on the ground constructing one pathway per team.</i></p> <p><i>Part one:</i></p> <p><i>One member of each team is blindfolded. The rest that can see are there to drive him by words to one cup. After the blindfolded has the cup, he/she takes it to the island, which is on the other edge of the working area. After the cup is put on the island, then the person can take off the blindfold and bring it back to his/her team. Now it is the turn of somebody else. The game is over when each team has build a pyramid of cups.</i></p> <p><i>Part two.</i></p> <p><i>In this part the the same teams go through a pathway, all blindfolded, except the last one. This activity has to happen in silence. The only way of communication among the members of each team is by touch.</i></p>
Debriefing	<i>How did you feel to be blindfolded? How did you feel as a group? Which activity was easier with the same group? How did you feel in the environment? Did you take time pressure easily or got stressed? How was your peace during those activities?</i>
Remarks	<i>Non</i>



Blind Squares

2h

VICTIM - ACCOUNTABLE CHART

Place	<i>Outdoor</i>
Materials needed	<i>ropes, blindfolds and a bucket</i>
Purpose	<i>To build peace while working on a demanding activity. To practice communicating with other people and cooperating on solving a problem.</i>
Instructions	<p><i>The participants are separated in groups of 4. On the ground there are buckets with 1 long rope (approx. 5 meters) and 4 blindfolds. The buckets are spread on the ground in a way that there is enough space between them, so that when the participants are moving they are not bumping upon each other.</i></p> <p><i>The participants are invited to go with their groups close to one bucket. While they are there they get instructed on the way that the activity is going to be performed. The aim of this activity is that each group creates one square with equal sides with the bucket in the exact middle of the square. After the instructions are explained, the participants are invited to wear their blindfolds. Only after they have them on they can touch the rest of the materials.</i></p> <p><i>As long as they are making attempts for building the square they can call the facilitator and to ask him clear questions about the process. They blindfolds should be on during the whole activity. They can only get them out, when the facilitator has told them that they have completed the processes.</i></p>
Debriefing	<i>How was to be blindfolded? How was the cooperation with the other participants? What worked the most? What supported the most into finding a solution?</i>
Remarks	<i>A more advanced version of this activity can include the rule of clear questions for clear answers. According to this, the facilitator is not offering an answer to the teams if they don't state a clear question. For example: Is it ok? That is not a clear question. Another example: Are the sides equal to each other? That is a clear question. If this rule is included, it is important that it is stated in the instructions.</i>

ACCOUNTABLE

IMPLEMENT SOLUTION

FIND SOLUTIONS

ACCEPT OWNERSHIP

ACKNOWLEDGE REALITY

WAIT AND HOPE

EXCUSES

BLAME

AUTOMATIC THOUGHTS

VICTIM


Working in a team gives similar responsibilities to every member. This tool can support in the reflection of accountability.

Heitje voor een karweitje

3h

This activity can be related to fund-raising for peace issues.


Place	<i>Outdoor</i>
Materials needed	<i>Non</i>
Purpose	<i>To find peace in another culture. To explore the possibilities of building peace within a group facing real-time situations.</i>
Instructions	<p><i>The participants are separated into teams of 4-5 people.</i></p> <p><i>Each team has approximately 30' to get prepared and make a plan on how to make it. Then they will go out to the town/village and they ask for money. In exchange they can offer work, entertainment, just a smile etc. There is a special phrase for this: Heitje voor een karweitje. In order to achieve their goal they can use techniques learned previously, like: non-verbal communication, cooperation and trust building, communication styles, etc.</i></p> <p><i>The team that will come back with the biggest amount of money will be the winning team.</i></p>
Debriefing	<p><i>What happened? What worked? What didn't work? What could be the Dos and Don'ts of the dutch culture?</i></p>
Remarks	<ul style="list-style-type: none"><i>Heitje voor een karweitje is a dutch phrase meaning: A little job for a little money. This phrase works for the Netherlands. Be creative adapting this activity to other cultures.</i><i>The money gained can be used for the Outdoor activity or for any activity that the team that collected them can imagine.</i>



Chair Candle Cooperation

45'

Place	<i>Indoors, Outdoors</i>
Materials needed	<i>Chairs, music system and music</i>
Purpose	<i>To boost cooperation. To explore the limits of the possibilities of a team.</i>
Instructions	<p><i>Before the activity starts there is prepared a circle with chairs. The number of them is equal to the number of the participants, around 8-15.</i></p> <p><i>The participants are invited to listen to the music and dance around the chairs. When the music stops, they have to sit on the chairs without leaving anybody standing. Every time that the music stops, one chair is taken away. The participants still have to find a way to be sited all together. And in the next round there are even less chairs, and less and less. Until there is only one chair, or none.</i></p> <p><i>In the middle of the activity, when the chairs are half of the number of the participants, the game stops. There is an invitation for all to reflect on: What works? What doesn't? What should be done differently?</i></p>
Debriefing	<p><i>The same process is repeated at the end of the game, when there is only 1 chair: Do you believe that you can do it without chairs?</i></p>
Remarks	<p><i>In this activity there is plenty of space for creativity from the side of the participants. It will be supportive for them to have some minutes in between for reflection and corrections. This time though shouldn't be too long. Time pressure can also be a creativity boosting factor.</i></p>



D. Outdoor: what it is? What it offers? What is our approach to it?

Peace is a journey of a thousand miles and it must be taken one step at a time.

Lyndon B. Johnson



Outdoor

48h

Place	<i>Outdoor</i>
Materials needed	<i>Depends on the participants.</i>
Purpose	<i>To explore the possibilities of building peace within a group facing real-time situations. To put in practice all the gained learning of the previous activities.</i>
Instructions	<p><i>The participants are separated in teams of 4-5 people. They are instructed to create teams in a way that everybody is feeling comfortable and in peace with the people that they are in the same team. It is important to pay much attention to this point, because this team is going to spend the next 48 hours together.</i></p> <p><i>Then they are instructed to be prepared for the Outdoor. For this they have 2 hours to get ready. In their preparation, they can take with them anything they want except money, a mobile phone, or supplies (food and water). Before they leave for the outdoor they are checked, whether they followed the rules or not. Any forbidden materials are taken away.</i></p> <p><i>For safety, while in the outdoor, they are provided with 1 mobile phone with a specific amount of credit on it. This phone they can use in case of emergency or whenever they want to contact back to the organizing team.</i></p> <p><i>Finally, they are provided with a list of assignments on what to do in the Outdoor. In this list there can be different kind of tasks included, some of them more serious and others for fun. Serious task example: Share with your team the story of your life. Fun task example: Kiss a cow. The tasks can vary a lot. There are only 2 task that remain the same: to stay away from the hosting place of the project for the next 46 hours. To stay together as a team for those 46 hours.</i></p>
Debriefing	<i>General Sharing</i>
Remarks	<ul style="list-style-type: none"> <i>This is a very demanding process. It needs that everything will be well organized in beforehand. So that the participants will be well prepared to get in the outdoor. Plus, the better preparation from the team will bring more fun and enjoyment to the participants.</i> <i>Safety measures can vary according to the country and the time of the year.</i> <i>The tasks in the Outdoor are optional, but highly proposed for team spirit and peace exploration.</i>

CIRLCE OF CREATIVITY



If you find yourself lost in the woods... This tool can be used as creativity boost.

CLOSING PART

Epilogue

This was how we build our peace together and in connection with nature. Wide Open Windows was a project that helped all of us learn many things about ourselves, peace, outdoor, non-violent communication and much more. Each and every one of us has gained different learning outcomes and has build his/her own personal peace building perspective.

As one of the facilitator of this exchange said: 'Peace is the state where you accept reality for what it is.' WOW was our informal 'school' for learning to accept our reality, the reality of the others and the nature's reality as it is. The processes and experiences we have been through have definitely left their sign in our history. It is up to us how we are going to use them in the future.

In the same way, it is up to you how you are going to build your peace and how you are going to use this booklet for your project. You can take a small idea, use it entirely or not use it at all. However you will do, just enjoy and allow to the learning come naturally. Because non-formal education is passing through learning by doing! And always feel free to contact us. Maybe we can build our peace together!

We wish you keep your Windows Wide Open and ask yourself:

How is my peace today?

About Erasmus +

Erasmus+ is the new program by the European Union, supported by the European Commission, for education, trainings, youth and sports. The program is funded by the European Commission and is aiming to support the young people from all over Europe and the partner countries in their education, work experience and in their efforts to build a better future for themselves and Europe.

The program is running from 2014 until 2020 with a budget of 14,7 million Euros. The main directives of the program are: a. Learning Mobility of Individuals, b. Cooperation for Innovation and Good Practices, c. Support for Policy Reform. Erasmus+ has a long history in support of young people. The program was created as it is in 2013, but is the result of the previous work of other programs that existed for many years before it. Nowadays under the big umbrella of the Erasmus+ program are working programs like Youth in Action, Mundus, Commenius, Leonardo da Vinci, Jean Monet, Erasmus and more.

For more information about the program you can read the Guide here:

http://ec.europa.eu/programmes/erasmus-plus/documents/erasmus-plus-programme-guide_en.pdf

Useful links

Erasmus +: http://ec.europa.eu/programmes/erasmus-plus/index_el.htm

European Youth Portal: <https://europa.eu/youth/en>

Olde Vechte Foundation: www.synergytrainingsnl.com

Partner organizations:

Armenia Loesje:



Georgia Youth Association DRONI:



Latvia IMKA Latvija:



Macedonia Youth Association YMCA Bitola:



Romania Outward Bound Romania:



Spain OportunidadEuropa:



Ukrain NGO "Ukrainian Youth Centre":

