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ACTIVE  
VITORAZSKO

PROACTIVE  
GROUP  
GEORGIA

EDUCATIO

TOOLKIT ON  
COMMUNICATION  
AND CONFLICT  
MANAGEMENT



Created during  
Erasmus+ Training Course  
"Vitamin C booster:  
Constructive Communication for Combating Conflicts"

*Abovyan, Armenia, 3-11 September 2023*

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# INTRODUCTION.

*“Vitamin C booster” is the idea of series of trainings for youth/social workers, devoted to the most important and crucial skills (key competences) of the XXI century, which are Critical thinking, Creativity, Communication and Collaboration, and exploring their applicability in youth/social work and community development in general.*

*This time, we invite you to explore the topic of Communication, aiming to develop it, to improve our communication skills, to reveal the idea and principles of constructive communication, to link it with efficient conflict management and, in this way, to contribute to its awareness raise, community development and peace building.*

During this initiative's duration, participants were formally invited to engage in an in-depth examination of the subject of Communication, with the explicit objective of honing and enhancing their communication proficiencies. The primary aims of this endeavor included the elucidation of the principles underpinning constructive communication, the establishment of linkages with effective conflict management strategies, and, in this systematic fashion, the advancement of awareness, community development, and the fostering of peace.

During a 7-day intensive program, 36 youth workers underwent a profound exploration of the subject matter, immersing themselves in activities that encompassed play, inquiry, and the integration of our specialized methodologies tailored for both small and large groups. The central aim of this endeavor was to furnish participants with a profound comprehension of the paramount significance of constructive communication within the context of conflict management and peace-building processes.

The core focus revolved around the cultivation of participants' communication proficiencies, encompassing both verbal and non-verbal dimensions. Additionally, we embarked on a comprehensive exploration of efficient conflict management strategies and principles, with the ultimate objective of equipping individuals with pertinent methodologies and tools, including the collaborative creation of innovative approaches.

This pedagogical undertaking was characterized by a hands-on, experiential learning approach, featuring a multitude of interactive activities, notably centering on role-plays, simulations, performances, and various theatrical techniques. Furthermore, the program incorporated extensive debriefing sessions aimed at fostering an in-depth understanding of every facet of each methodology, thereby ensuring comprehensive knowledge acquisition for all participants. This initiative stands as a testament to our commitment to the development of essential skills and the promotion of peaceful community-building processes.



# COMMUNICATION. CONSTRUCTIVE COMMUNICATION.

*Communication* is the process of sharing information, thoughts, feelings, or messages between individuals. It involves various methods like speaking, writing, or using non-verbal cues to convey ideas and foster understanding.

*Constructive Communication:* Constructive communication is a form of interaction that focuses on positive and productive exchanges. It involves clear, respectful, and empathetic communication, active listening, problem-solving, and conflict resolution to build understanding and cooperation among individuals or groups.

# CONFLICT. CONFLICT MANAGEMENT.

*Conflict* is a clash of interests or opinions between individuals or groups.

*Conflict management* is the process of addressing conflicts effectively.

*Connection with Communication:* Effective communication is essential in recognizing, addressing, and resolving conflicts. It enables parties to express their perspectives, listen actively, negotiate, and find solutions. Good communication skills are crucial for successful conflict management and building positive relationships.



# SIMULATION 1. ECO-WIND: THE GREEN CHALLENGE.

**Aim:** The purpose of this simulation is to create a debate scene in a town hall where different political groups, associations and social agents will discuss an environmental dilemma. In this way, the young participants will have the opportunity to practice conflict resolution, mediation, negotiation, persuasion techniques, as well as public speaking skills, in a context in which they also broaden their knowledge about environmental conflicts and climate change.

**Number of participants:** 8-40 participants

**Duration:** 3 hours (two sessions of 1:30 min)

**Materials:** a classroom with chairs and tables that you can relocate in groups and the following templates

**Description:** The simulation takes place in the town hall of a small mining town, where the European Union has forced coal mines to close due to high pollution. This has brought negative consequences for the region, such as unemployment, inequality and lack of opportunities for young people. The proposed alternative at the moment is the construction of windmills, a renewable energy idea that aims to replace coal but which has divided local residents and associations because of the impact it could have.

The European Union is proposing the construction of a wind farm with 20 windmills, each 200 metres high, in an environmentally protected area close to one of the most touristic villages in the area. The windmills would produce energy for the whole region and provide more than 200 direct jobs, with a total investment of more than 200 million euros. If the proposal is rejected, these funds would be relocated to neighbouring Portugal.

There are many interests at stake: will the new windmills bring better opportunities for this region, what environmental and landscape impact will they have, will they be negative for rural tourism in the area? All these questions and many others are on the table and it is difficult to know who will win the debate.





## Instructions:

The simulation starts by dividing the space into specifically designed groups.

The debate is divided into three rounds: the first is the initial presentation of positions (2 min per group), the second is the debate, with questions from the neighbors and a natural dialogue, and the third round is the final speech of each group (1 min per group). At the end, every group has to vote YES or NO and each group has one vote, while each neighbor has an individual vote.

The role of the trainers is twofold: one of them will be the mayor, with the role of mediator and leader of the speaking turn, and the other trainer is the delegate of the European Union who brings the funds (a briefcase with money).

There are in total **6 groups** facing each other:

Conservative Party: undecided position and conflicting interests. They are concerned about the economic future of the region, but they also stand up for the families and farmers in the area, who reject windmills.

Populist party: their main objective is to get the applause of their neighbours, they are concerned about what the neighbours think so that they will vote for them. Its main political enemy is the conservative party.

Environmental and Heritage Defence Association: their position is to defend the landscape values, history and identity of the region. They are dedicated to tourism promotion and education for the recovery of landscapes, monuments, churches. They also manage the main museum of the city.

Local business association: its main objective is to attract job opportunities to the region and support new business initiatives. They are against the closure of coal mines and welcome any proposal that brings prosperity.

Committee for Sustainable Local Development: the European Union's delegated group is studying the possibility of bringing the windmill investment to this region, or on the contrary, to Portugal. Its aim is to negotiate and listen to all parties.

Neighbours: each neighbour has specific characteristics that can influence them.





# Conservative party

PROSPERITY AND TRADITION FOR OUR REGION

## WHO ARE YOU?

Conservative Party is one of the two big parties in the town who is trying to win next political elections.

## WHAT OR WHO DO YOU SUPPORT?

- TRADITIONAL VALUES
- FARMERS
- FAMILIES
- ECONOMY
- EUROSKEPTICAL

## IMPORTANT INFORMATION

They can never agree with the populist party in order to be seen as different and get voted in the next elections. They usually get along with the local business association but now they are getting along with the NGO for heritage landscape.





# Populist party

**MAKE OUR REGION GREAT AGAIN!**

## WHO ARE YOU?

Populist Party is one of the two big parties in the town who is trying to win next political elections.

## WHAT OR WHO DO YOU SUPPORT?

- HERITAGE
- FAMILIES
- NIEGHOUBORS
- EUROPEAN UNION

## IMPORTANT INFORMATION

They can never agree with the conservative party in order to be seen as different and get voted in the next elections. They usually get along with the the NGO for heritage landscape but now they are getting along with local business asociation.





# NGO Protection for Heritage and Landscapes

WITHOUT OUR IDENTITY THERE IS NO FUTURE

## WHO ARE YOU?

a NGO who struggles to protect the heritage and landscape of this region.

## WHAT OR WHO DO YOU SUPPORT?

- HERITAGE
- LANDSCAPE
- SUSTAINABLE TOURISM
- LOCAL PEOPLE

## IMPORTANT INFORMATION

They are against the wind-mills building because it would affect the landscape greatly and even get the unesco heritage tittle removed. It would affect tourism and the local community would lose their famous and traditional landscape.





# European Union Delegation for Sustainable Development

TAKE OUR MONEY OR WE'RE GOING TO PORTUGAL

## WHO ARE YOU?

A delegation from the EU ready to invest money in a huge project in the region.

## WHAT OR WHO DO YOU SUPPORT?

- RENEWABLE ENERGY
- JOB OPPORTUNITIES
- SUSTAINABILITY
- GLOBAL ECONOMY

## IMPORTANT INFORMATION

They want the project to be in this place, but also, if there is no agreement soon, they will move it to Portugal where they know the citizens are more interested. There is also pressure from Spanish government to get this project done in this region.





# Local Business Association

THE FIRST IS MONEY AND THE SECOND IS MONEY

## WHO ARE YOU?

A local association worried about the economy of the place. Mostly they have rural tourist business, but there's also a big interest in getting money from the EU.

## WHAT OR WHO DO YOU SUPPORT?

- BUSINESS
- RURAL TOURISM
- FOREIGN INVESTMENT
- LOCAL BUSINESS

## IMPORTANT INFORMATION

Some of you are interested in the building of the renewable energy, but the other part is worried it could affect the tourism business, you need to find a common ground or split and take part for and against the decision with other groups.





**RURAL HOUSE OWNER**

**UNEMPLOYED WOMAN**

**LITTLE SHOP OWNER**

**SINGLE MOTHER**

**PHOTOGRAPHER**

**FARMER**

**DOCTOR**

**FATHER OF THREE CHILDREN**





### **Tips for facilitators:**

- There's an option to randomly assign all the participants to the different groups, but if you have the knowledge and opportunity, you can also assign them according to their strengths and weaknesses, so you keep the game balanced in the most appropriate way possible.

### **Debriefing questions:**

- What was the most difficult thing you faced in this activity?
- Did you feel comfortable playing your assigned role?
- What kind of communication instrument did you use?
- What techniques worked best for the purpose of the activity?
- What could be improved from this simulation?
- Do you think some characters were easier to play than others?
- Did you improve your communication skills?



## SIMULATION 2.

# “LORD OF THE FLAGS: THE TWO TOWERS”

### **Aim:**

The "Human Knot" team-building activity is a dynamic and engaging exercise that promotes teamwork, communication, and problem-solving, making it a valuable addition to training sessions or team-building workshops. The aim of this team-building activity is to improve communication, problem-solving, and teamwork skills while learning conflict resolution techniques.

### **Number of participants:**

26-30

### **Duration:**

10-15 minutes

### **Materials:**

A large, open space (conference room, outdoor area, etc.)

salty sticks, Paper, Red Marker, Blue marker, insulating tape or duct tape.

### **Description:**

The Activity is a team-building activity designed to promote effective communication, problem-solving, and teamwork skills within a group of 26-30 participants. The activity involves participants forming a tight circle, interlocking their hands with those of two different people across from them, creating a "human knot." The primary challenge is for the group to untangle themselves without releasing their grips on each other's hands.

### **Aiming to achieve:**

- Enhanced communication and listening skills.
- Improved ability to resolve conflicts in a collaborative manner.
- Strengthened teamwork and trust among participants.
- Development of critical problem-solving skills.
- Insights into leadership dynamics within the group.



# INSTRUCTIONS.

## Step 1: Making two communities.

The 'Lord of the Knot: two towers' team-building activity involves a group of 26-30 participants whom we separate into 2 groups forming 2 circles. The whole activity consists of two stages, stage A and stage B, where stage B starts only after stage A is fully completed.

## Step 2: Roles within communities.

After 2 groups are formulated, participants within the group are separated into 2 roles: "1" and "2". This will be used in the second stage (stage B) of the activity and is obligatory to form beforehand. After knowing everyone's role we start the stage A.

## Step 3: Untangle your community.

In the stage "A" the participants hold hands with two others across their circle, creating a human knot. The challenge in this stage is for the group to work together to untangle themselves without letting go of each other's hands, emphasizing clear communication, patience, and creative problem-solving. As we have 2 groups, the group which untangles its circle first, moves to the second stage (stage B).

## Step 4: Roles formulate a team.

As soon as the stage "B" starts, in the middle of the circle participants will find a box of flags representing their circle. The aim of the second stage is to help the participant who has the role "2" to rise the flag above their head using only their mouth, but the catch is that only the participant who has the role "1" can take the flag from the box using only his mouth.

## Step 5: Community with the strongest roles.

The group which succeeds to raise 7 flags above their circle with no damage, wins.

## Step 6: Debrief and Discuss

- Once the group has successfully untangled the human knot (or if they are struggling, you can stop the activity after a certain time limit), gather them in a circle again.
- Facilitate a brief discussion with the group, focusing on the following points:
  - Encourage participants to reflect on the communication strategies they used during the activity.
  - Ask how they handled conflicts or disagreements that may have arisen.
  - Inquire if anyone emerged as a leader during the activity and discuss how that affected the group's success.
  - Prompt participants to share their insights about effective communication and problem-solving gained from the experience.

## Step 7: Share Insights

Invite participants to share their personal insights and takeaways from the activity. Encourage them to relate their experiences to real-life situations where effective communication and conflict resolution skills are crucial.



# SIMULATION 3.

## DOLPHINA'S CHOICE

**Aim:** to learn more about different type of communication ( assertive, passive-aggressive, aggressive, passive) and to compare what would be the most effective one for solving different types of conflicts.

**Number of participants:** 20 participants ( teenagers, approximately 15 years old)

**Duration:**

- the reading of “the opening background story” - 10 minutes;
- explanation of the aim and questions- 5 minutes;
- division of “the audience” in 4 different groups and handing out the templates - 5 minutes;
- preparation - 90 minutes;
- performances (simulations of the end of the story) - 40 minutes;
- debriefing - 45 minutes.

**Materials:** 4 different templates (Instructions - 1 for each group) + paper with the story + characteristics of the types of communication (3 papers in total for each group).

**Description:** The activity is aimed at teenagers (ap. 15 years old). The opening background story describes the enviroment the participants will be working in. (will be presented in the form of storytelling) The participants will form groups of 5 and each group will randomly select a template. According to the instructions on the template they will each create a different story ending dependant on the selected form. The aim is to resolve or evaluate each situation created by the groups. During the rebriefing we will compare their performances and then analyze what attitude would be the most effective one for the presented conflicts.

**Intructions:** The instructions for this simulation are included in the templates.

**Reflection in the learning community:** The reflection should be the most relevant part of the simulation, because it will lead the young participants to realize the significance of the human behaviour and communication skills facing different situations.

**Debriefing questions:**

- What are the potential conflicts that could or will appear during the story
- What would be the most effective way for solving mentioned conflicts. Why?
- Have you relized something during the simulation?
- Could you identify yoursefl with some of the characters or situations?
- Did you feel confident while using the assigned type of communication? Why? Why not?
- Would you prefer to use another type of communication during your performance?
- Was it complicated for you to solve the problematic situations applying the specific type of communication?

**Tips for facilitators:** Be aware of choosing the right participants for this simulation, the age should always gravitate towards the lower number (the participants' age should always float around 13 to 15). The participants will also unknowingly practise their communication skills and interaction with others.



# THE STORY

Once upon a time in a quiet little town, there lived a 15-year-old girl named Dolphina. She was a part of a group of innocent friends who were known for their pure hearts. They spent their days biking through the neighborhood, playing board games, and sharing secrets under the shade of the old oak tree.

Dolphina was a cheerful girl, always laughing and enjoying the simple pleasures of life with her friends. They often made fun of her for being the most responsible one in their group. But Dolphina had a secret, a secret that made her heart feel heavy whenever she thought about it.

You see, there was another group of friends in town, and in that group, there was a boy named Kyril. Dolphina couldn't help but feel something special whenever she saw Kyril. He had messy hair, was mysterious, and always carried a can of beer in his hand. Kyril was known for his addiction to alcohol, and his friends did the same.

One day, Dolphina found herself standing at a crossroads. Her innocent friends warned her about the dangers of alcohol and begged her not to get involved with Kyril and his group. They cared for her deeply and wanted to protect her from any harm. They said, "Dolphina, please don't go near those guys. You mean the world to us, and we don't want to see you hurt."

Dolphina felt torn between her loyal friends and her secret crush on Kyril. She knew her friends were right about the dangers of alcohol, but her heart longed to spend more time with him. Every time she saw Kyril, she couldn't help but smile, and his laughter made her heart skip a beat.

As the days passed, Dolphina found herself spending more time with Kyril's group. They would meet at the old train tracks, far away from the prying eyes of adults. They laughed, talked, and sometimes, Kyril would offer her a sip of his beer. She hesitated at first, but curiosity got the best of her, and she took a small sip. The taste was strange, bitter, and it made her feel funny, but she didn't want to admit it.

One evening, as Dolphina was with Kyril's group, her innocent friends spotted her from a distance. They rushed over and saw her with the beer can in her hand. Their eyes filled with disappointment and concern. They pleaded with her, "Dolphina, please come back with us. This isn't you."

Dolphina felt torn between her two worlds. She looked at her innocent friends who cared about her and then at Kyril, who had her heart in his hands. It was a tough decision, one that would shape her future.





# TYPES OF COMMUNICATION -CHARACTERISTICS-

## PASSIVE

You normally avoid communicating your own opinion and feelings. you allow the other persons to make decisions.

- difficult to mantain eye contact
- apologizes constantly
- doesn't say no

## P. AGGRESSIVE

You indirectly express negative feelings instead of openly adressing them using sarcasm, irony..

- spreads rumors
- silent treatment
- facial expressions that contradict their words

## AGGRESSIVE

You express your opinions strongly and agressively (shouting, yelling, demanding..)

- insisting their way is the right way, blaming
- uncomfrotable eye contact

## ASSERTIVE

You express your opinions clearly and direcetly without being agressive or passive.

- shows empathy
- relaxed gestures
- collaborating





# THE TEMPLATE 1

## Step 1:

Take your time and discuss the story with your group again. Then distribute the roles in your group based on how you sympathize with the characters - you can read the story again.

## Step 2:

Your main task will be to prepare a scene about the potential ending of the story applying the type of communication that is assigned (the red circle). Keep in mind the characteristics of the selected communication type. Read them carefully (you can also compare them with the other types mentioned so that it is easier for you to notice the differences).

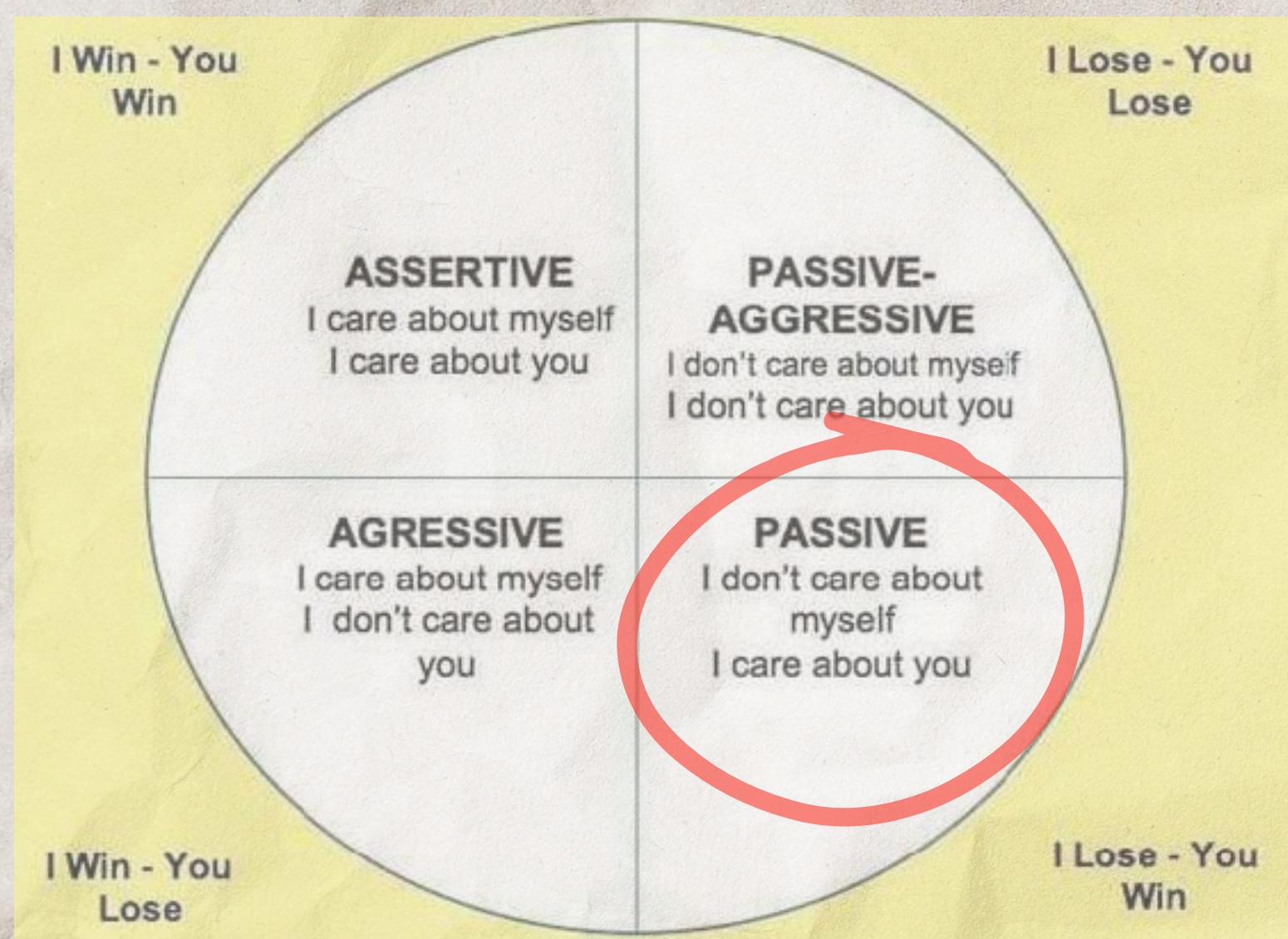
Your performance should be 7-10 minutes. Also try to think how your specific type of communication could affect the resolution of the story.

## Step 3:

Play the scene. After every performance you will discuss how each type of communication had affected the final resolution of the story. You can try to justify or analyze it further.

## Step 4:

### Debriefing...





# THE TEMPLATE 2

## Step 1:

Take your time and discuss the story with your group again. Then distribute the roles in your group based on how you sympathize with the characters - you can read the story again.

## Step 2:

Your main task will be to prepare a scene about the potential ending of the story applying the type of communication that is assigned (the red circle). Keep in mind the characteristics of the selected communication type. Read them carefully (you can also compare them with the other types mentioned so that it is easier for you to notice the differences).

Your performance should be 7-10 minutes. Also try to think how your specific type of communication could affect the resolution of the story.

## Step 3:

Play the scene. After every performance you will discuss how each type of communication had affected the final resolution of the story. You can try to justify or analyze it further.

## Step 4:

Debriefing...





# THE TEMPLATE 3

## Step 1:

Take your time and discuss the story with your group again. Then distribute the roles in your group based on how you sympathize with the characters - you can read the story again.

## Step 2:

Your main task will be to prepare a scene about the potential ending of the story applying the type of communication that is assigned (the red circle). Keep in mind the characteristics of the selected communication type. Read them carefully (you can also compare them with the other types mentioned so that it is easier for you to notice the differences).

Your performance should be 7-10 minutes. Also try to think how your specific type of communication could affect the resolution of the story.

## Step 3:

Play the scene. After every performance you will discuss how each type of communication had affected the final resolution of the story. You can try to justify or analyze it further.

## Step 4:

### Debriefing...





# THE TEMPLATE 4

## Step 1:

Take your time and discuss the story with your group again. Then distribute the roles in your group based on how you sympathize with the characters - you can read the story again.

## Step 2:

Your main task will be to prepare a scene about the potential ending of the story applying the type of communication that is assigned (the red circle). Keep in mind the characteristics of the selected communication type. Read them carefully (you can also compare them with the other types mentioned so that it is easier for you to notice the differences).

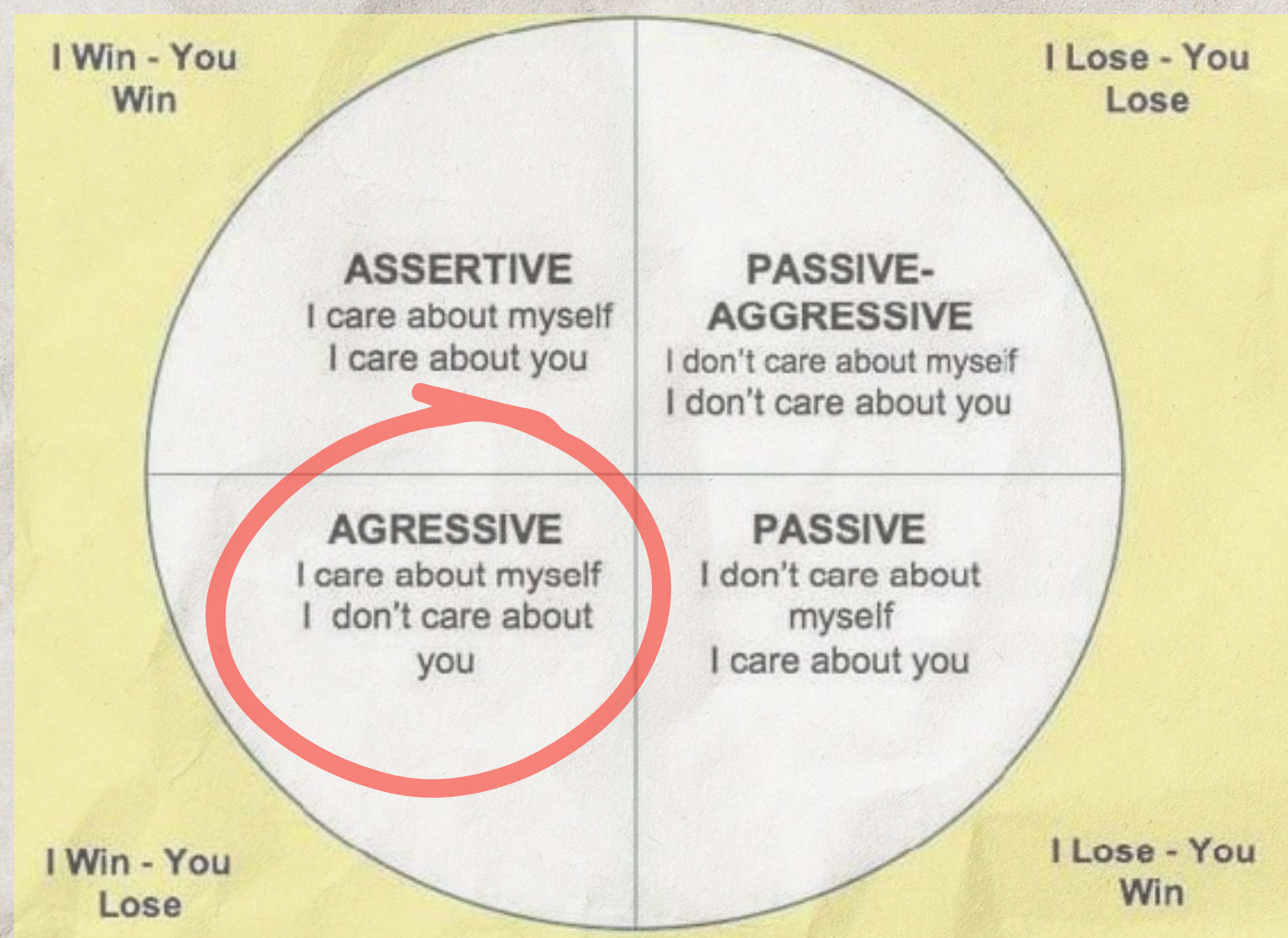
Your performance should be 7-10 minutes. Also try to think how your specific type of communication could affect the resolution of the story.

## Step 3:

Play the scene. After every performance you will discuss how each type of communication had affected the final resolution of the story. You can try to justify or analyze it further.

## Step 4:

## Debriefing...





# SIMULATION 4.

## FLIGHT DELAY. CUSTOMER SERVICE SIMULATION.

**Aim:** To enhance participants' conflict management skills.

**Number of participants:** 36 participants.

**Duration:** 15-30 minutes.

**Materials:** Papers and pens.

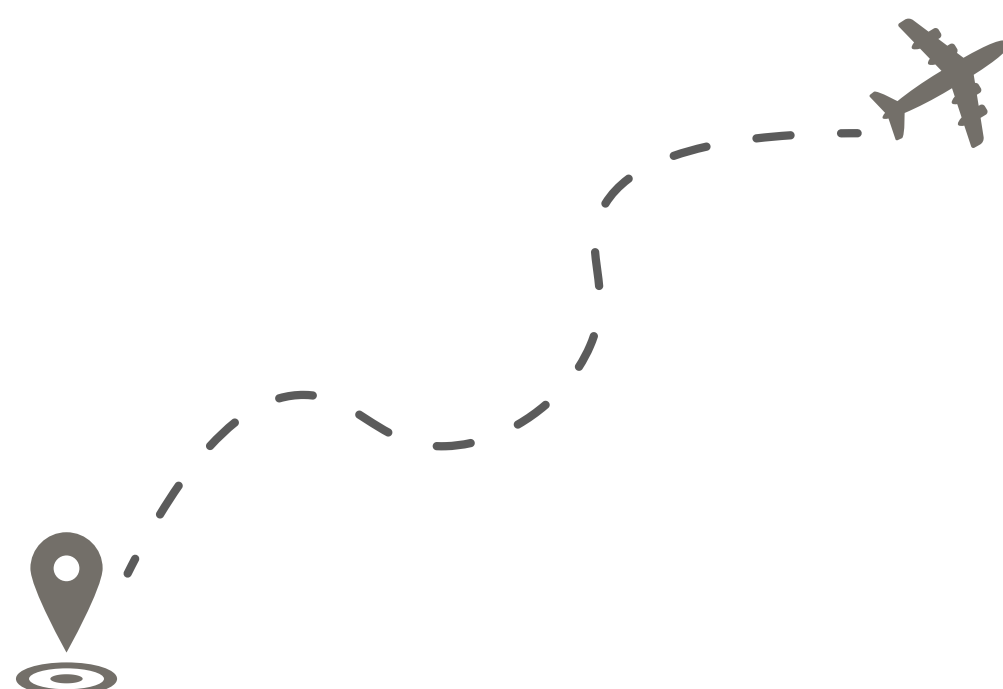
**Description:** You are a customer service staff at a major airport. A distraught passenger, Emily, has approached your desk to complain about her flight being delayed by several hours. She emphasizes that she has an extremely important international meeting she cannot miss the flight, and the next available flight is not until 24 hours later. Your task is to address her concerns, find a solution, and ensure she can reach her destination within a maximum of 12 hours.

- We will give the participants papers and pens;
- They will write the solutions on the paper;
- We will discuss the conflict management strategy they used during the activity.

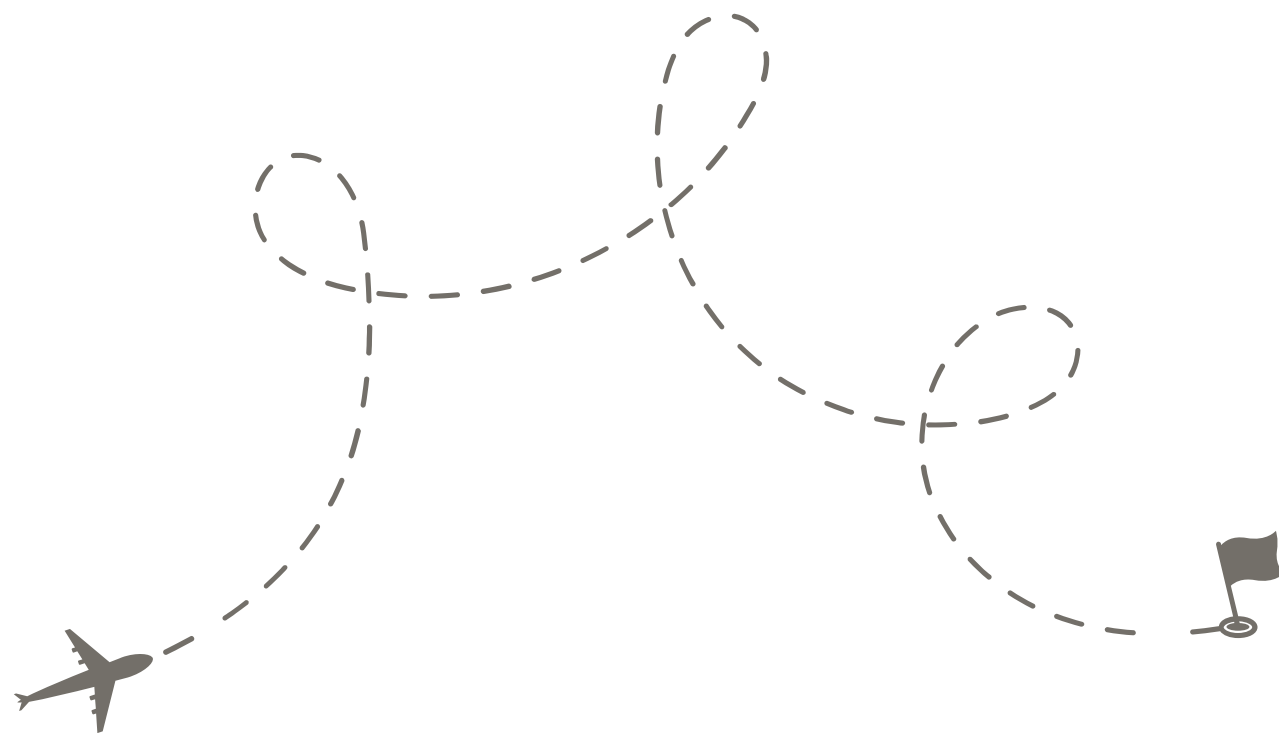
**Preparation** (5 minutes): Allow the participants to prepare for the interaction by reviewing available flight options, potential solutions, and compensation options. Encourage them to think creatively to resolve the issue within the 12-hour window.

### **Instructions:**

- Get into character: Imagine that you are playing the role of an airline staff member;
- Understand the scenario: You are assisting a girl experiencing a flight delay and must reach an essential international meeting within the next 12 hours;
- Stay in character: When interacting with the girl, try to respond as an airline staff member would. Listen attentively, offer solutions, and provide relevant information.







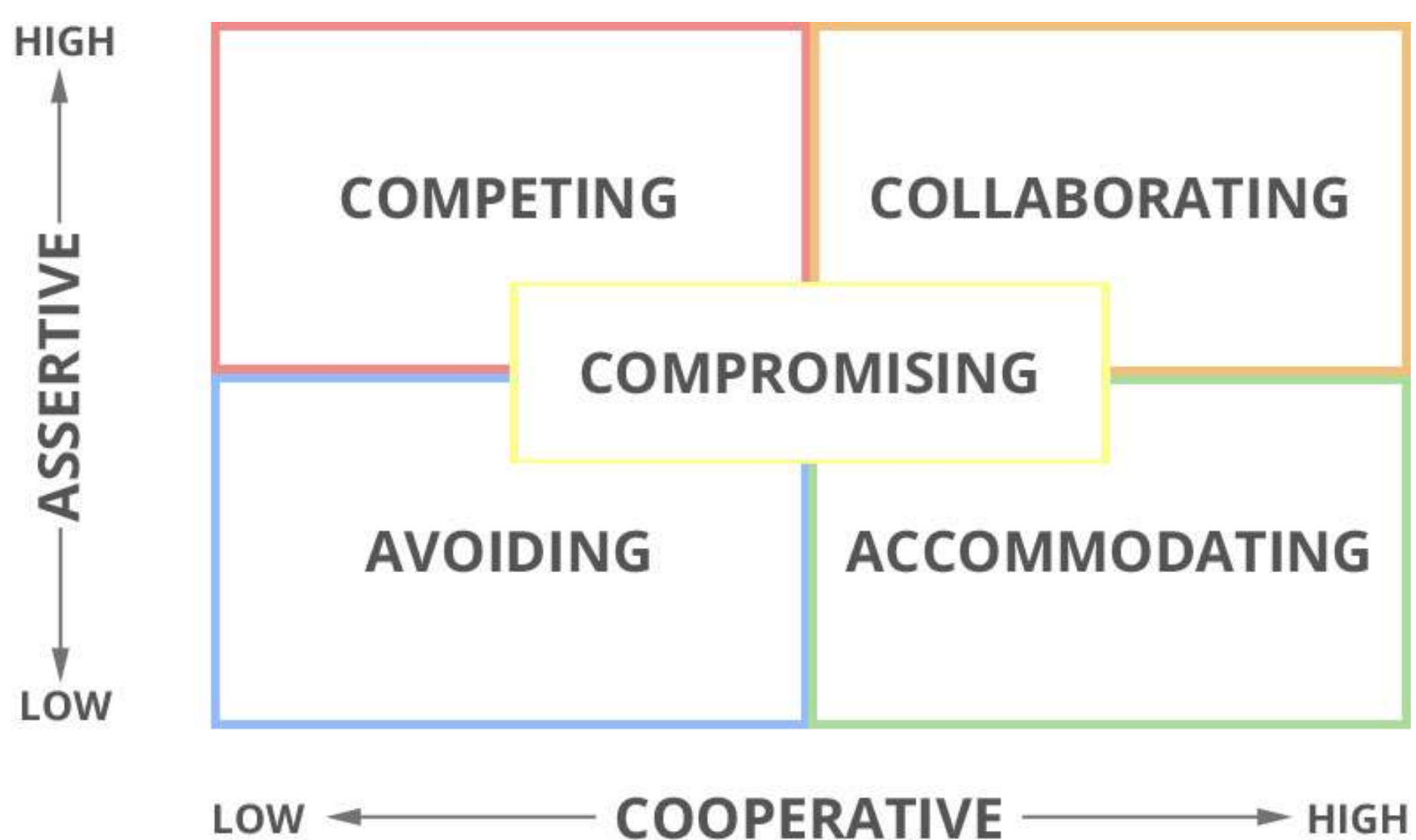
**Reflection in the learning community:**

- What have you learned during this activity?
- Was it complicated for you...? Why...?, etc.
- How Can You Apply What You Learned in Real-Life Situations?
- What Did You Learn About conflict management?

**Tips for participants:**

- Think out of the box;
- Try to reflect on the situation in your life;
- Feel free to add any solutions;
- Time management: keep in mind the time constraint of reaching the meeting within 12 hours. Efficiently explore options to ensure the girl can make it in time.

## WHAT CONFLICT MANAGEMENT STRATEGY DID YOU USE?





# SIMULATION 5.

## ELEANORA'S STORY.

### **Aim:**

- Feel and imagine yourself in someone else's place;
- Show participants how can we solve problem with constructive communication;
- Develop empathy, active listening, communication skills.

**Number of participants:** 30 participants (5 groups – 6 people in each group).

**Duration:** 180-210 minutes.

### **Materials:**

- White papers;
- Markers;
- 5 handouts (1 for each group).

**Description:** Describe your activity. What is it about? Give the basic canvas on the activity. What are the main aims and objectives of the activity? What can you reach out with this activity? Who can use it? Who are the target groups? Give the description of the whole activity.

### **Intructions:**

Stage1:

Turn on the music on the background. After the group gets to know the legend (15 minutes) and the instructions, they need to make a list who is the worst and who is the best character. Firstly, there will be small group with 3 people and each group has 7 minutes for discussions. Finally, each group join each other and have a common discussion.

Stage 2:

Divide the participants into 5 groups (each group will have 6 participants). Tell the participants that they are going to become someone else (characters) for next 2 hours. They are different characters (Eleanora, Chloe, Jack...) and they are able to make a simulation, sketch and put themself in other people's shoes.

Stage 3:

The participants in group practice their communication strategy to make a sketch. In each times participants should try to change characters behavior, see, which way/behavior would be more beneficial and constructive to solve the problem.



Stage 4:

Listen and watch to all the groups, all the communication process and actions. The activity brings a lot of things to discuss, so let the participants mix their places and de-role. They are able to make each characters behave after each sketch, after that you might start debriefing process.

**Debriefing questions :**

- How did you feel in your roles?
- What was the main problem in the story?
- How can you solve these problems?
- Was was complicated for you?
- What would you change in this simulation?

**Tips for facilitators:**

- Be positive;
- Listen carefully.





# ELEANORA'S STORY

Once upon a time there was a beautiful girl, who lived in a house with her mom and dad. Everyday she would walk across her town to see her boyfriend John, who lived far away from her house.

John was from the rich family and he had whatever he desired. Of course, John also thought Eleanora was cute and lovely. Sometimes he too would cross the town to go and see Eleanora. But frequently he used to go to the club to have a good time. He was spending a lot money on drinks, had intimate relations with other girls and lived carelessly.

Eleanora was troubled by doubts, she was suspicious, why John could not to see her more often: "He is from the rich family and literally he could meet me more easily!" Each time, when Eleanora asked him, John tried to avoid the answer and started talking about other issues. However, he treated Eleanora really well, giving her various gifts and making her happy.

But each day more and more doubts were overwhelming Eleanora. Eleanora had a friend Chloe, and each time they met, Chloe was gossiping about John's possible relations with the other girls, which was making Eleanora to feel more and more suspicious. One day she made decision to ask her mom for advice, what should she do in this situation.

Eleanora's mother was a busy woman, she had a lot of housework to do. At midnight, when she was watching TV, Eleanora set down with her mother and explained the whole story.

Eleanora's mother listened to her daughter's story. When Eleanora finished, she looked at her mother, waiting for her advice. "Well, - her mother started, - you need to check with whom and where John spends the whole day and if you see him with other girls, just kill him!" The next day, Eleanora went to the city to find John and suddenly on the other side of the street she saw that John was walking and kissing with the other girl. Eleanora did not know, how she had to behave, what to do and started crying.

Eleanora was walking home, when she bumped into Jack. Jack was the best friend of John. Jack asked Eleanora, why she was crying and listened carefully to her story. Then Jack went to John's house and punched John. After that Jack left with Eleanora.





# HANDOUTS.

## **First group:**

- mother (too emotional, irrational thinking);
- Chloe (liar);
- John (selfish, liar);
- Jack (brave, fair).

## **Second group:**

- mother (careless, irresponsible);
- Chloe (lover of truth);
- Jack (brave, fair).

## **Third group:**

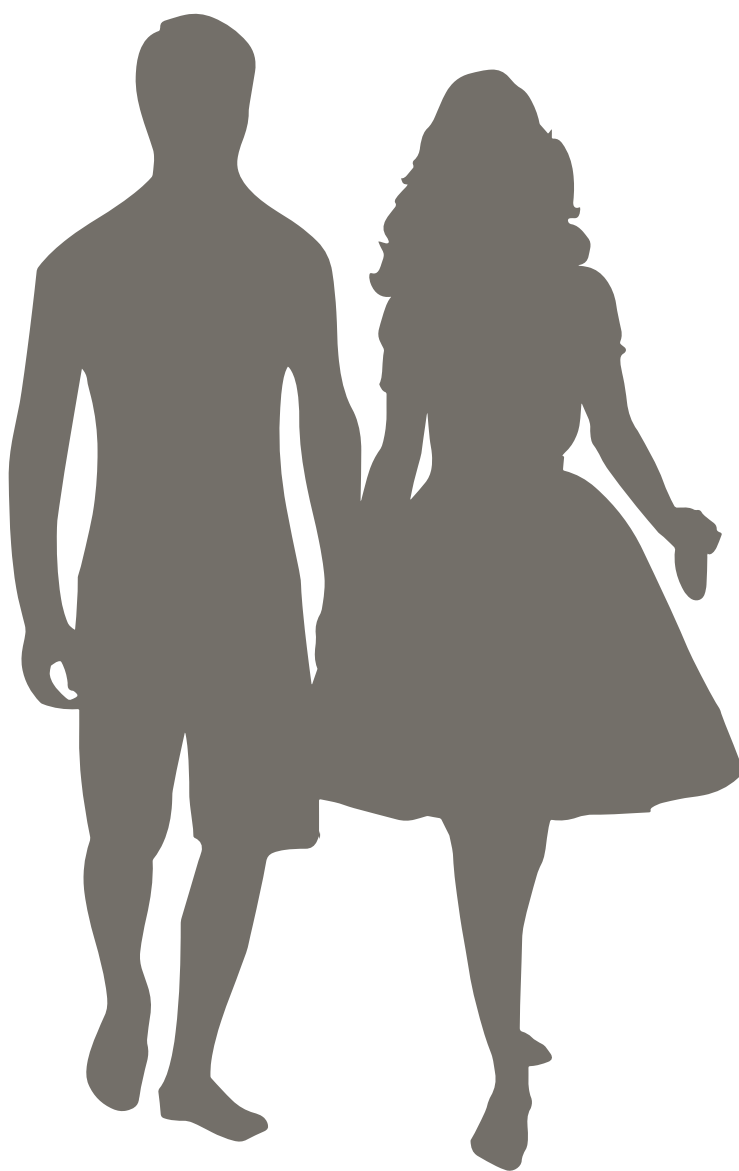
- mother (too emotional, irrational thinking);
- Chloe (liar);
- John (selfish, liar);
- Jack (brave, fair).

## **Fourth group:**

- mother (careless, irresponsible);
- Chloe (lover of truth);
- Jack (brave, fair).

## **Fifth group:**

- mom (talkative, unemotional);
- father (careless, lazy);
- Chloe (evil, envious).





# SIMULATION 6.

## CHANGE BY CHOICE.

**Aim:** To discuss culturally\* different views and perspectives on gender and empower people experiencing sexism, at the same time exploring different conflict management styles and how those can affect the situation.

\*Cultural is understood in its broader sense, not limited by geographical and religious stereotypes.

**Number of participants:** ideal: 6 participants x 5 groups, can be adjusted to group sizes of 3 participants and fewer number of groups.

**Duration:** Designed for a whole-day workshop from warm-up to debriefing.

### **Materials:**

- Role-playing cards;
- General stationary, loudspeaker;
- Enough space for the performances and separate rooms/areas for the preparation of the performances.

### **Description:**

Objectives:

- Raise awareness about different aspects of gender roles and sexism;
- Discuss the cultural differences around gender roles and sexism;
- Understand main conflict resolution techniques;
- Explore how different conflict resolution techniques work in different scenarios;
- Empower participants to react to cases of sexual harassment assertively;

**Main users:** youth workers, trainers, educators.

**Target group:** youth (age 18-30 y.o.).

### **Timeline:**

- 60 minutes: Warm-up & intro to the topic and exercise;
- 60 minutes: Groups work on their performances;
- Break;
- 90 minutes: Group performances with Theatre of Oppressed;
- Break;
- 60 minutes: Discussion.



## Instructions to facilitator(s):

1. Warm-up exercise: "I am a tree". The players stand on the stage/around the room. Player A goes to the middle, strikes a pose and says who or what they represent. For example, he lifts his arms over his head and says "I am a tree." A second player arrives, adds to the picture, and also says who or what he is. A third player enters the scene and completes the suggestions from A and B. Now that the scene is finished, player A leaves the stage taking one of the other players with them. The other player stays on the stage and repeats their sentence (without changing their pose). As a result, he offers a suggestion for a new scene.
2. Trigger warning: This exercise contains discussions and scenarios related to gender roles and sexual harassment. Participants may encounter sensitive content that could evoke strong emotional responses or distress. Please, practice self-care, and feel free to step out or seek support if needed during or after the exercise. Your well-being is our priority.
3. The group is divided into smaller groups. Min 3 people per group, min 3 groups. The group division is up to the discretion of the facilitator.
4. The exercise is introduced (see simulation instruction). The groups draw from two sets: the scenarios and the conflict resolution style description of the main character.
5. The groups have up to an hour to develop their scenarios. The facilitator(s) walk around for questions.
6. Groups perform their scenarios one by one. 5+10 min per group, plus discussion as needed.
  - a. The groups reveal the scenario title but not the conflict resolution style.
  - b. Firstly, the group performs their understanding of the scenario.
  - c. Then Theatre of Oppressed method is introduced.
  - d. The same group starts performing again. If anyone from the whole group claps, they can replace the main character and change the course of events. And carry on with the scene as long as meaningful.
  - e. Upon a second enactment, anyone can clap any time and substitute any actor on stage to change the course of events. Then the scenario is continued as long as meaningful.
  - f. Facilitators can allow for a couple new versions of the scenario.
  - g. Throughout the performances, facilitators take notes of the arising questions and topics to reflect on later.
7. Discussion and reflection is lead by the facilitator(s).





## Reflection in the learning community and debriefing questions :

- Where did you experience conflict?
- What role did the gender of the main character play?
- To what extent was collaboration possible? What was necessary for a collaborative solution to result?
- How did your participation in the Theatre of the Oppressed exercise make you feel about the topic of gender roles and sexism?
- What emotions did you experience while watching or participating in the scenarios depicting gender-related issues?
- Did any of the scenarios or characters remind you of real-life situations you've encountered or witnessed? If so, could you share your thoughts on those experiences?
- In the exercises, were there any moments when you felt empowered or disempowered? What factors influenced these feelings?
- Reflect on the concept of "spect-actors" in Theatre of the Oppressed. How did it feel to be an active participant in changing the outcome of a scene?
- What insights did you gain about the impact of gender roles and sexism on individuals and society as a whole through the Theatre of the Oppressed exercises?
- Consider the bystander effect. Were there moments when characters or participants hesitated to intervene in a sexist situation? Why do you think this happened, and how can we overcome such hesitations in real life?
- Discuss any changes in perspective or empathy that you experienced as a result of engaging in these exercises. Did your understanding of gender roles and sexism evolve?
- In what ways can the insights gained from this exercise contribute to promoting gender equality and combating sexism in your community or workplace?
- What are some actionable steps you can take to challenge gender stereotypes and promote a more inclusive and equitable society, based on what you've learned from the Theatre of the Oppressed exercise?

## Tips for facilitators:

- Be cool. And open-minded.
- Research the background of the countries where participants come from.
- Be careful about generalisation and stereotyping.
- Note: Three scenarios are gender-neutral.
- Feel free to change the names according to context.





# INSTRUCTIONS FOR PARTICIPANTS.

You received an open-ended scenario. How will the situation continue? Resolved or escalated?

Discuss, how the main character will react based on the conflict resolution style you drew. Some characters are given, you can pick further ones. You can decide together how these people influence the situation.

Your performance should take approx. 5 minutes. Feel free to use any props (objects, music, costume) to create a realistic scenario.

If you have any questions, turn to your facilitators.

**Competing:** This method reflects high assertiveness and low cooperativeness. It involves pursuing personal goals at the expense of others' needs, often resulting in a win-lose outcome.

**Collaborating:** High on both assertiveness and cooperativeness, collaborating seeks mutually beneficial solutions. It involves open communication, active listening, and creative problem-solving to achieve a win-win resolution.

**Compromising:** This method balances moderate assertiveness and cooperativeness. It aims for a middle-ground solution where both parties make concessions to reach an agreement.

**Avoiding:** Low on both assertiveness and cooperativeness, avoiding is about sidestepping conflicts or postponing resolution. It's useful when the issue is minor or when emotions need time to cool.

**Accommodating:** Accommodating prioritizes cooperativeness over assertiveness. It involves yielding to others' needs and desires, often resulting in a lose-win situation.



# SCENARIOS.

Charlie just started to work as a barkeeper - And today is a very busy day at the Irish Bar Murphy's! Guests crowd around the bar counter, enjoy cold beers and some live rock music. While Charlie is walking around to serve some food, a hand is touching Charlie's butt. Turning around, Charlie faces a very drunk men grinning and grabbing Charlie's shoulders....

Characters:

- Charlie (genderneutral)
- Drunk men
- Owner of the bar

Other characters could be other guests, waiters/waitresses, barkeeper...

It's the 70th birthday of Andy's grandmother, and there is a big family celebration full with good food and laughter. Everybody is having a good time, just Andy is feeling uncomfortable. Uncle Sam is there, sipping a beer and staring at Andy's direction. He has been hugging Andy very tightly and complemented Andy's looks. Andy would prefer not to be hugged by uncle Sam, but Andy's mother insists on being nice and polite to family members...

Characters:

- Andy (genderneutral)
- Andy's mother
- Uncle Sam

Other characters could be Andy's grandmother, other family member....

Sarah loves working at „SmartTech“, a start up developing new technical devices for schools. At an important meeting with some investors, Sarah presents an idea she was working on for some time. The investors seem interested, but her male colleague Tom brushes her idea off as unrealistic and naive. Shortly after, he repeated a similar proposal, paraphrasing Sarah's idea. A male investors showed interested in Tom's proposal exited and suggested financing it.

Characters:

- Jamie
- Tom
- Investors

Other characters could be Jamie's boss, other investors, other co-workers ...



# SCENARIOS.

Alex has a favorite professor, who makes even math lectures fun. Prof Smith is young and good-looking, so the attention of the students is guaranteed. After the final exams, Prof Smith invited the class to have some beers in a bar close to the university. Everyone is enjoying the evening, and Alex really excited because Prof Smith is showing interest in the young student, even asking personal questions. As the night progresses, Prof Smith is moving closer and closer to Alex, even touching legs. Alex excitement slowing turns into discomfort...

Characters:

- Alex (genderneutral)
- Prof Smith (genderneutral)

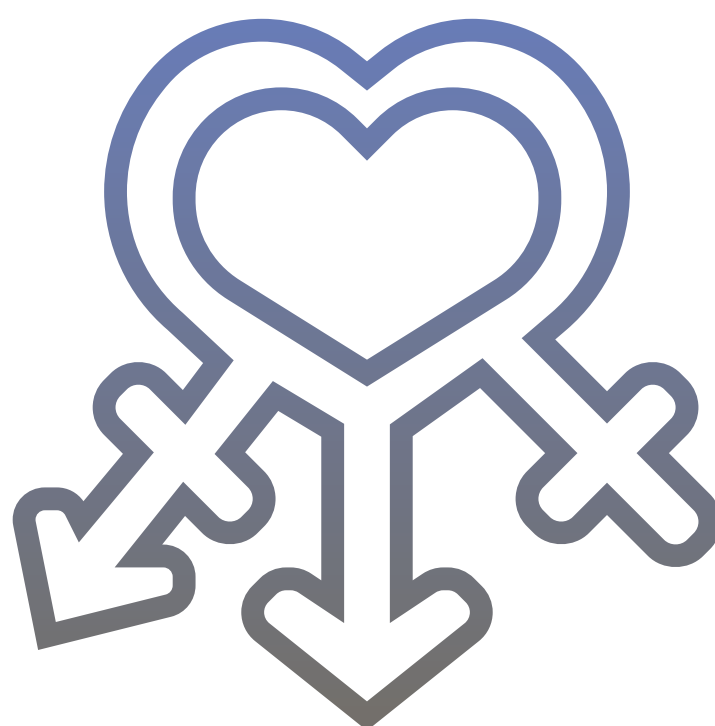
Other characters could be other students, Alex friends, a barkeeper...

Chris and Hannah are dating since some weeks. Even though they are still getting to know each other, they are madly in love and are planning a big holiday together. One rainy afternoon, Chris meets Hannah in a café, looking absolutely devastated. He just got fired from his job, and he is feeling very anxious about his career and finances. Hannah starts to ask about the upcoming trip - How is he going to pay for it now? Chris is getting emotional, telling her that they might have to cancel their holiday. This makes Hannah really angry, she tells Chris she needs a real man who can provide for his girlfriend and is not such a cry-baby, especially in public...

Characters:

- Chris
- Hannah

Other characters could be Chris or Hannah's friends, their family members, other guests in the café...





# SIMULATION 7.

## PLAY WITH FEEDBACK.

**Aim:** Introduce participants to the AID feedback method (Action, Impact, Desired Behaviors) to create constructive communication and avoid conflicts. Participants will engage in role-play scenarios, receive, and give feedback using the AID method, and apply that feedback to improve the outcomes of the scenarios they were given.

**Number of Participants:** 15-30 participants.

**Duration:** 1 hour and 15 minutes.

**Materials:**

- Scenario cards with conflict situations (prepared in advance)
- Costumes/props (optional)
- Whiteboard and markers (optional)
- Information papers (prepared in advance)

**Description:**

**1 - Introduction to AID Feedback (15 minutes):**

- Explain the AID feedback method (Action, Impact, Desired Behavior) and its importance in effective communication, with the help of visuals.
- Provide examples to illustrate the concept.

**2 - Conflict Situations (45 minutes):**

- Prepare in advance 5 different places with cards describing the scenarios with conflict, divide participants into groups of 5 or 6 people, and send each group to one of the positions. The participants will be rotating from each one of the places until they cross all the different scenarios (approximately 10 minutes in each scenario)
- In each station, there are two scenario cards with conflicts.
- Two participants should perform an improvisational scene based on the scenario card each of them received, keeping the conflict at the center of their interaction.
- Observers should be attentive during each performance.
- After each scene, observers provide feedback using the AID method.
- After receiving feedback the participants should replay the situation taking into consideration the feedback given while keeping the conflict at the center.
- The participants should replay and give feedback as many times as they need to solve the conflict. When solved, give a positive feedback.
- After they are finished or when the facilitator tells all the groups to rotate, they should proceed to the next station.



### **3 - Debrief and Discussion (15 minutes):**

- Gather all participants for a group discussion.
- Discuss how the AID method influenced the performances and whether it improved communication and conflict resolution.
- Conclude the activity by summarizing the importance of constructive feedback and effective communication.
- Encourage participants to reflect on how they can apply the AID method in real-life situations.

### **Tips for Facilitators:**

- Ensure a safe and non-judgmental environment to encourage open participation.
- Emphasize the importance of constructive and specific feedback.
- Keep the energy high and maintain a positive atmosphere throughout the activity.
- Adapt scenarios to suit the age and interests of your participants.
- Encourage creativity and exploration of different approaches.
- By combining improv and forum theater with the AID feedback method, this interactive activity promotes effective communication and conflict resolution skills in an engaging and memorable way. Participants will leave with a practical understanding of how to provide feedback that leads to positive outcomes.





# SITUATIONS.

## 1 - The project.

**Goal:** Deliver the project in 1 hour.

**Subject 1:** Has been working on the project for the past month and gets irritated when people don't help him.

**Subject 2:** Agreed on finishing the last part of the project but has a family emergency and cannot help writing the final draft of the project.

## 2 - The Baby.

**Goal:** Make the baby stop crying.

**Subject 1:** Is really irritated, is late for work, and doesn't have the time to put him to sleep properly.

**Subject 2:** Is very tired from work and is very anxious about holding the baby.

## 3 - The Car Crash.

**Goal:** Go to their destinations.

**Subject 1:** The driver is scared and crying, was going to the beach to meet his family, was on the phone looking at the map, and didn't see the car in front.

**Subject 2:** Is very aggressive and wants to get money for the damages as fast as possible, feels like he is not responsible for the crash, he was going to the school to pick up his kids.

## 4 - The slice of pizza.

**Goal:** Decide who gets the last slice of pizza.

**Subject 1:** Is very hungry, doesn't eat for 18 hours, is almost fainting.

**Subject 2:** Paid for the pizza and it's his favorite pizza since childhood, he drove 2 hours to come have dinner specifically here.

## 5 - The broken fridge.

**Goal:** Agree on the terms of returning a product.

**Subject 1:** Bought a very expensive fridge and broke it when he was opening it for the first time, wants all the money back.

**Subject 2:** Wants to keep the money the customer paid, feels it's unfair to complain about some damage that was made by the customer.





# SIMULATION 8.

## GENDERING.

**Aim:** To help participants to understand and apply the Thomas-Kilmann Conflict Mode Model to solve different types of gender-related conflicts, based on avoidance, competing, collaboration, accommodation and compromise.

**Number of participants:** 3 participants in one group (up to 10 groups).

**Duration:** 90 minutes.

**Materials:** Handouts explaining the Thomas-Kilmann Conflict Mode Model.  
Scenario descriptions for the participants.  
Flipchart or whiteboard and markers.  
A timer.

**Description:** The activity has the main objective to make participants understand, how we can use Thomas-Kilmann conflict management scenario, using simulation of conflict familiar to all, which is a gender conflict. Moreover, the simulation will sketch diverse ways to manage conflicts, having positive or negative outcomes.

### **Intructions:**

#### **1. Introduction (15 minutes):**

- Welcome participants and explain the purpose of the simulation.
- Provide a brief overview of the Thomas-Kilmann Conflict Mode Model, explaining the five conflict-handling modes (Competing, Collaborating, Compromising, Avoiding, and Accommodating).
- Emphasize that the goal is to practice using these modes effectively in the context of a gender-related conflict.

#### **2. Scenario Setup (10 minutes):**

- Divide participants into small groups (3-5 members each).
- Assign each group a gender-related conflict scenario. These scenarios could involve workplace issues, family matters, or social challenges, all related to gender.

#### **3. Scenario Discussion (20 minutes):**

- The audience has the ability to comment on the 5 scenarios and present contrasting ideas, such as: how they see different the scenario.

#### **4. Conflict Mode Selection (15 minutes):**

- In their groups, participants decide which Thomas-Kilmann conflict mode they believe would be most appropriate to solve the scenario.
- They should justify their choices based on the specific characteristics of the conflict.



### 5. Role Play (30 minutes):

- Each group presents their chosen conflict mode and role-plays a resolution attempt for their assigned scenario.
- Encourage them to incorporate the concepts of assertiveness and cooperativeness inherent in the TKI model.

### 6. Group Discussion (20 minutes):

- After each role play, open the floor to group discussion. Ask the other groups to provide feedback on the effectiveness of the chosen conflict mode and the proposed resolution.
- Facilitate a discussion on the pros and cons of each approach.

### 7. Debrief and Reflection (15 minutes):

- Bring the entire group back together and lead a debriefing session.
- Ask participants to reflect on what they've learned about using different conflict modes, particularly in the context of gender-related conflicts.
- Discuss the potential applications of this learning in real-life situations.

### 8. Conclusion (10 minutes):

- Summarize the key takeaways from the simulation.
- Provide resources for further reading or training on conflict resolution.

### 9. Evaluation and Feedback (5 minutes):

- Collect feedback from participants about their experience in the simulation and what they learned.
- This simulation will help participants apply the Thomas-Kilmann Conflict Mode Model in a practical context and gain insights into resolving gender-related conflicts more effectively.





# SIMULATION 9. TELL ME WHAT DO YOU SEE?

**Aim:** Show, how information can be understood in different ways and distorted through chain of communication. Objectives are to understand the importance of objectivity and critical thinking. Moreover, to learn how to use them in everyday communication and understanding information which is given to us.

**Number of participants:** 14 participants.

**Duration:** Whole duration of the activity is estimated to 90 minutes.

At the beginning the activity will start with practical part - 40 minutes.

After the practical part, the results will be presented - 15-20 minutes.

In the last part, examples from everyday life will be presented and an evaluation of the activity will be held, to understand if the teaching goal was met - 30 minutes.

**Materials:** The activity should be held inside in a quiet place, for the last part the projector is needed, for the first part we need two same printed photos.

**Description:** The group is divided in half, each one has 7 participants. One participant from each team privately observes the printed picture and tries to memorise it as much as possible. After that the two participants have to individually, verbally pass on what they saw in the picture to the next participant from their group and so on to the next and next participant till the 7th participant receives the description. After that the last participant from both teams have to present the description that they received, then we display the picture on the projector after that the theoretical part is following where we will present some everyday examples from personal communication and communication through media, how information can be distorted and sometimes manipulated. The last part is evaluation where facilitators will ask questions about the activity and participants will share their thoughts about it.

## **Instructions:**

- Step 1 - Forming 2 groups of 7 participants;
- Step 2 - First 2 participants from each group enter the room, the rest of the participants wait outside;
- Step 3 - Two participants who are in the room observe the printed/projected picture with instructions to understand what is happening on the picture. They have 1 minute for that. After that we take the picture away or disconnect the projector and give them next instructions about sharing the story from the picture to the next participant;
- Step 4 - Printed/projected photo is not shown to anyone else until the end of the practical part of the activity. One participant who saw the photo should be on one side of the room and the other on the other side, they should not be disturbed by the volume of normal talk from each other;



- Step 5 - Participants from each group are now one by one, waiting for approval entering the room. First participant has to explain to the next participant what was on the picture in form of what is happening (kind of storytelling) not literally what is on the picture. The 2nd participant tells the story to the 3rd, the 3rd to the 4th and so on until the 7th participant;
- Step 6 - When one participant is passing the story about the picture to the other there must be silence in the room;
- Step 7 - When the 7th participant receives the story about the picture the presentation to whole group of 14 participants follows. First the presentation of one story then the other, the presentations are held by the 7th participant of each group. After both presentations we project the picture so it can be seen by everyone and we tell the real background story;
- Step 8 - After the practical simulation we proceed to theoretical part where we show some examples of communication and information distortion;
- Step 9 - At the end we make an evaluation in form of group talk, to see what are the outcomes of the activity and thoughts of participants.

### **Reflection in the learning community:**

- What have you learned during this activity?
- What do you think was the purpose of this activity?
- Was it complicated for you?
- What were the most complicated moments during the activity?
- How did you manage to overcome the difficulties?
- Would you change something in the activity?

### **Tips for facilitators:**

- Carefully follow the order of revealing the information, first they have to observe the picture, after the picture is taken away they can find out the task which they have to do;
- Keep the distance between the two groups;
- Make sure that there is complete silence in the room and that only one participant from each group is explaining the story to the next person.





# EXAMPLES OF PICTURES



Have you heard of the Aquazanies? Think of them as the Harlem Globetrotters of city pools.

The performance troupe combined swimming and diving with comedy, theater and other fanfare — like music, props and zebra-striped costumes — to offer New Yorkers poolside entertainment beginning in the 1940s.



Two Romanian inmates from the Jilava Penitentiary competed against a professional arm wrestling champion, Ion Oncescu, left, during an exhibition match during a contest organized for prisoners near Bucharest..



Thousands of Iranians made their way to the hometown of Mahsa Amini to commemorate the 40th day of mourning for her, observed under Islamic tradition. The day was marred by violence as security forces attacked and shot at demonstrators in parts of the country.



Chen Kecai, left and Jin Songhao, wearing shorts and sanding in containers filled with ice on Tianmen Mountain in Zhangjiajie, China, competed for the record in enduring the cold. Mr. Jin, with 120 minutes, outscored Mr. Chen's 118 minutes. On March 14, 2010 Mr. Chen set the record for the longest time spent in direct full body contact with ice: 1 hour 48 minutes 21 seconds.

## **Attachment to 8th step:**

[Example 1 \(video\).](#)

[Example 2 \(video\).](#)

In 2016, the media and social networks began to multiply videos involving animals and not only. Only a lazy person at least once did not watch a video about a white shark attack, about a bear chasing a snowboarding enthusiast, about the revenge of the king of beasts on a hunter. Later it turned out that the videos were edited by Woolshed Company from Australia. In the Network even appeared the video, where the authors confess everything. They said that in no way intended to cause shame to the media, who believed the footage shown. They were simply determining the algorithms of viral video distribution on the Internet.



TOOLKIT ON

# COMMUNICATION AND CONFLICT MANAGEMENT



Created during  
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"Vitamin C booster:  
Constructive Communication for Combating Conflicts"

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