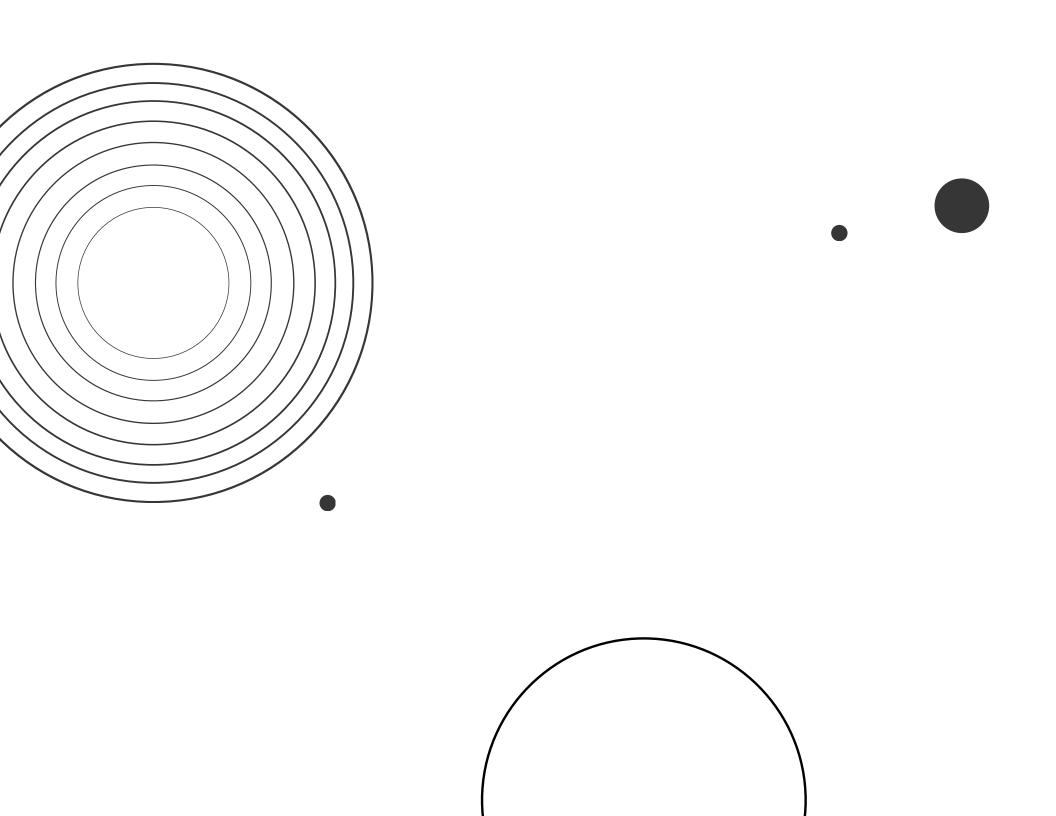*The Missing Peace*

Youth, Peace, and Reconciliation

EDUCATIONAL PACK

Innovative blend of learning modules, hands-on activities, and digital tools designed to empower youth workers and young people to drive peace and reconciliation in post-conflict and conflict-affected communities.

The Missing Peace

Youth, Peace, and Reconciliation

Co-funded by
the European Union

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The Missing Peace, 2024

FOREWORD

We still remember a warm July afternoon in Weimar, at the Europäische Jugendbildungs- und Begegnungsstätte (EJBW), when this publication first started to take shape.

We were gathered there for the Training Course+Lab activity – partners, trainers, and participants sharing one space, one courtyard, one intense week of learning. Between sessions, with notebooks and flipcharts still scattered around the room, a simple but powerful question emerged:
"How can this work live on after we go home?"

As we listened to each other, we realised we were already building something bigger than a single training course. Together, we had been testing methods that helped young people speak about conflict, explore identity, practise non-violent communication, and see themselves as active agents of change. We had practices that worked – and stories that proved it.

In that room in Weimar, surrounded by the energy and ideas of the training course participants, we decided that this shared practice should not stay only with us. It should become a resource that others could use, adapt, and expand in their own contexts. That decision is where this **Educational Pack** began.

What you now hold in your hands is the continuation of that moment: an invitation to create spaces where young people can think critically, connect across differences, and step into their role as peacebuilders.

We offer it to you with confidence in your creativity and agency – and with the belief that, together, we can keep building **peace piece by piece, place by place**.

THE MISSING PEACE CONSORTIUM

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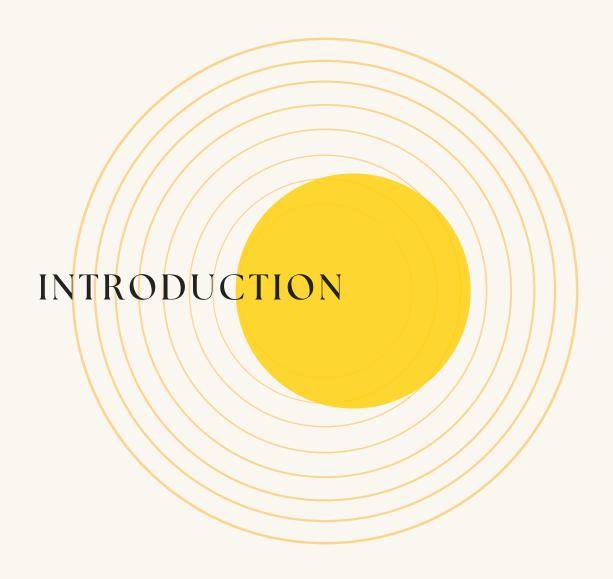
Online Learning Courses

Presentation of the three online modules hosted on our platform, exploring the conflicts and reconciliation processes in North Macedonia, Northern Ireland, and Cyprus, and offering a comparative view of their historical, social, and cultural dimensions.

Conclusion & Next Steps

Reflections on lessons learned, ideas for adapting the materials in different contexts, and suggestions on how to continue and expand peacebuilding work beyond this project.

INTRODUCTION

This publication is one of the core outcomes of our multi-year journey to strengthen the role of young people – especially young women – in peace and reconciliation processes. Our project set out to build the long-term capacity of youth workers and NGOs engaged in non-formal education, to improve how they involve young people in community life and decision-making, and to address the persistent underrepresentation of youth and women in peacebuilding efforts.

The Educational Pack you are holding (or exploring online) brings together that experience in a practical, accessible way. It offers an innovative blend of learning modules, hands-on activities, and digital tools designed to support youth workers, educators, community leaders, and youth leaders who are working in post-conflict and conflict-affected communities – or in any context where polarisation, discrimination, and violence are felt in everyday life.

Throughout the project, we have learned that peace education cannot remain abstract or distant. Young people need spaces where they can analyse real conflicts, practice dialogue, experiment with non-violent communication, and imagine alternatives together.

That is why this Pack combines:
- clear introductions to key concepts of peace, conflict, and reconciliation;
- interactive methods rooted in non-formal education;
- concrete session outlines and tools tested during our training courses and youth exchanges;
- online learning modules inspired by historical and contemporary peace processes across Europe.

The activities included here were co-created, piloted, and refined with young people and youth workers during the "Seeds of Reconciliation" long-term capacity-building programme. They reflect the creativity, critical questions, and honest conversations that emerged when participants from different backgrounds met, lived, and learned together.

Our **shared vision** is simple but ambitious:
- that youth workers feel more confident to address sensitive topics such as identity, memory, injustice, and structural violence;
- that young people gain the competences they need – critical thinking, empathy, active listening, civic engagement, and intercultural understanding – to become meaningful actors in their communities;
- and that local initiatives for peace and reconciliation become more visible, connected, and sustainable.

We do not see this Educational Pack as a finished product, but as a living resource. We invite you to adapt it to your context, translate it into your own language of practice, and enrich it with your stories, questions, and experiences. Peacebuilding is always unfinished work; each time you use, modify, or expand these methods with your group, you are helping to write the next chapter.

ABOUT "THE MISSING PEACE" PROJECT

"The Missing Peace" is designed to enhance the engagement of young people, particularly young women, in peace and reconciliation processes. This project seeks to build the long-term capacity of youth workers and NGOs focused on non-formal education and peace and reconciliation, to improve their strategies for involving youth in community activities and decision-making processes, and to rectify the underrepresentation of youth and women in peacebuilding efforts.

In addition, by providing educational resources, training programs, and opportunities for exchange, "The Missing Peace" equips young people and those working with them with the skills, knowledge, and confidence to actively contribute to conflict resolution and community building. The project fosters cross-cultural learning and collaboration by exploring historical and contemporary reconciliation efforts across Europe, offering practical insights into successful peacebuilding models.

Through a combination of study visits, youth exchanges, and the development of innovative tools — such as the Educational Pack — "The Missing Peace" empowers young leaders to take an active role in shaping more inclusive, peaceful societies. By addressing structural barriers and fostering dialogue, the project aims to create sustainable pathways for youth participation in peace processes, ensuring that their voices are heard and their contributions recognized.

KEY COMPETENCES FOR LIFELONG LEARNING IN PEACE AND RECONCILIATION

Key competences for lifelong learning play a crucial role in peace and reconciliation efforts, equipping individuals with the skills needed to foster dialogue, inclusion, and social cohesion.

The _European Commission_ highlights competences such as personal and social learning, citizenship, and cultural awareness as essential for active participation in democratic and peacebuilding processes. _Erasmus+_ supports initiatives that strengthen these competences by promoting civic engagement, conflict resolution, and intercultural understanding among young people.

Additionally, frameworks like _the Peace Education Competence Framework_ emphasise the professionalisation of peace education in youth work and non-formal education.

By developing these key competences, individuals and communities can contribute to sustainable peace and reconciliation efforts across Europe and beyond.

LEARNING PEACE BY PIECE

Why non-formal education (NfE) is especially suited for peace education and transformative learning

Non-formal education (NfE) has become a key pedagogical space for peace education, particularly in the field of youth work in Europe. The Council of Europe's youth sector describes NfE as a core methodology for its programmes and highlights its role in enabling young people to acquire skills for social inclusion, personal development, and democratic participation (Council of Europe, 2012). These aims mirror the central objectives of peace education: supporting learners to understand conflict, challenge violence, and participate actively in building more just and inclusive societies.

Learner-centred, dialogical, and participatory

NfE is characterised by voluntary participation, learner-centred approaches, and horizontal relationships between facilitators and participants (Council of Europe, 2012). This resonates strongly with critical and emancipatory traditions in education, particularly Paulo Freire's insistence on dialogue, problem-posing education, and learners as co-creators of knowledge rather than passive recipients (Freire, 2000).

In the context of peace education, such dialogical and participatory methods are not merely pedagogical preferences; they are ethical necessities. Addressing conflict, power asymmetries, and structural violence requires spaces in which young people can:

- question dominant narratives and official histories,
- bring their own experiences and emotions into the learning process,
- listen across difference, and
- collectively imagine alternative ways of living together.

Resources such as Compass: Manual for Human Rights Education with Young People operationalise these principles by offering experiential activities, structured reflection, and group discussion explicitly designed for non-formal settings (Council of Europe, 2020). In these spaces, the focus is not solely on cognitive knowledge about peace, but on practising cooperation, dialogue, and solidarity.

Because NfE is less constrained by standardised curricula, grades, or examinations, it can more readily address sensitive or contested topics that may be marginalised in formal education, for example, the legacies of armed conflict, discrimination, or historical injustices (Gittins, 2024).

Safe yet challenging spaces

Peace education frequently emphasises the creation of "safe but challenging" learning environments: settings that provide psychological safety and respect while also inviting participants to confront uncomfortable questions about identity, privilege, and responsibility (UNESCO, 2024).

Youth work traditions in NfE have developed concrete practices for this: collective agreements, rituals of check-in and check-out, shared norms, and facilitation attentive to group dynamics and emotional processes (Council of Europe, 2012). These practices are particularly significant when learners are invited to:

- explore internalised stereotypes or "enemy images",
- share experiences of exclusion or violence,
- encounter narratives that challenge their own community's self-image, and
- rehearse non-violent communication, mediation, or restorative approaches.

The Council of Europe's current work on a Recommendation on peace education in non-formal learning and youth work explicitly links such practices with conflict transformation and a culture of human rights, recognising youth work settings as important spaces for this kind of deep, relational learning (Gittins, 2024).

A fertile context for transformative learning

Transformative learning theory conceptualises learning as a process of revising "frames of reference" through critical reflection on previously taken-for-granted assumptions (Mezirow, 1997). This process is often triggered by disorienting dilemmas, followed by dialogue, reflection, and opportunities to act in line with newly formed understandings.

NfE is particularly well suited to enabling such transformation because it frequently employs:

- Experiential methods (e.g. simulations, role plays, outdoor tasks, community visits) that expose learners to complex, ambiguous situations;
- Structured reflection (e.g. debriefings, journaling, peer feedback) that encourages critical examination of beliefs, emotions, and power relations; and
- Action-oriented components (e.g. youth-led initiatives, local projects) that allow participants to translate insights into practice in their own communities (Council of Europe, 2012; UNESCO, 2024).

In the field of peace education, this aligns with calls for learning that does not stop at awareness, but supports young people in developing the competences: knowledge, skills, attitudes, and values needed to act as agents of non-violent change (UNESCO, 2024).

Policy recognition and strategic relevance

International and regional policy frameworks increasingly frame NfE as a strategic space for peace, human rights, and democratic citizenship education. The Council of Europe identifies non-formal youth work as a core methodology for promoting democracy, intercultural learning, and human rights among young people (Council of Europe, 2012, 2020).

Building on this, the ongoing feasibility study for a Recommendation on peace education in non-formal learning and youth work positions NfE as a key field for consolidating and scaling up peacebuilding practices with and by young people (Gittins, 2024).

UNESCO's recent report on peace education similarly underscores that education systems alone cannot carry the full burden of building peaceful societies; instead, a "whole-of-society" approach is needed in which non-formal and community-based learning spaces play a central role (UNESCO, 2024).

Within this landscape, non-formal youth work is recognised not as a peripheral activity, but as a critical site where young people experiment with democratic practices, intercultural encounters, and conflict transformation on an everyday basis.

Implications for The Missing Peace Educational Pack

Positioning The Missing Peace Educational Pack within a non-formal education framework therefore aligns it with a robust theoretical and policy tradition. By using participatory, experiential, and dialogical methods, the Pack is designed to:
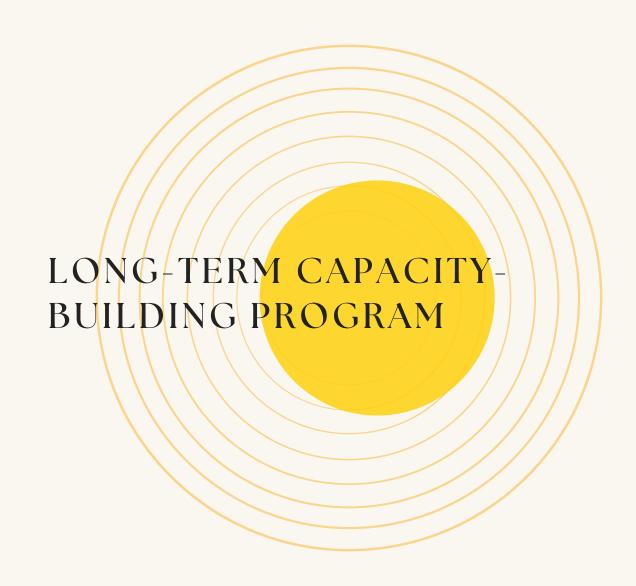
- support young people in critically examining conflict and violence in their own contexts;
- foster the development of competences for peaceful, democratic engagement; and
- create opportunities for transformative experiences that can translate into sustained action.

In this sense, the Pack does not simply use NfE as a convenient methodology; it intentionally situates peace education where it can be most transformative, within the lived, shared, and co-created learning spaces that define non-formal education and youth work.

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LONG-TERM CAPACITY-BUILDING PROGRAM

Youth Exchange

The *"Missing Peace"* youth exchange has empowered young people to engage in peacebuilding and reconciliation through interactive learning and cultural exchange. Bringing together participants from diverse backgrounds, it has fostered dialogue, collaboration, and practical skills in conflict resolution. Through workshops, peer learning, and creative activities, the exchange has equiped young people with the tools to promote inclusion and social cohesion. By connecting and inspiring future peacebuilders, it has also strengthened youth participation in shaping more peaceful and inclusive societies.

YOUTH EXCHANGE PROGRAMME

	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Session 1 90 min	Getting to know each other	What is a conflict, when, how, where and why?	What is a community and its relation to the culture	Privileges and Power	Global context of peacebuilding and youth participation	Testing of the created workshops
Session 2 90 min	Introduction to the project	Needs and Wants	Preparing the case studies for the living library	Debates (fish-bowl) on Youth Participation	The sound of peace	Youth Strategy for Future Action
Session 3 90 min	Team building activities - getting to know the venue	Peace building with lego	Event in Merkine	Open space to share the workshops	Creation of and presenting the pieces to promote peace	Space for planing follow up activities
Session 4 90 min		Active Listening				Closure and evaluation
Reflection 30 min	Reflection groups					

ARRIVAL & WELCOME

Approach
- Participants arrived during the afternoon/evening and were welcomed individually by the team.
- The space was set up with refreshments and flexible seating to encourage informal mingling.
- Short welcome words introduced the aim of the youth exchange, key practicalities (rooms, meals, schedule, contact persons), and basic ground rules (respect, care, confidentiality).
- No formal programme was run; instead, facilitators invited light "getting-to-know-you" conversations and small-group chit-chat.

Purpose
- To provide a soft landing after travel and reduce anxiety before structured sessions.
- To begin building trust and a sense of belonging through low-pressure social interaction.
- To signal that the exchange is participant-centred, caring, and co-created from the very start.

GETTING TO KNOW EACH OTHER

Activity description

Series of getting-to-know and ice-breaking activities.

Overview

These interactive team-building activities are designed to help participants connect with one another in a fun and engaging way. Through a series of lighthearted and thought-provoking exercises, participants discover commonalities, share personal insights, and build rapport.

Objectives

- To facilitate participant connections.
- To promote personal sharing and discover common interests within the group.
- To create a positive group dynamic.

Material

- Prompt cards with instructions for the activity and a few examples
- A timer
- Markers and pens

Duration

90 min

GETTING TO KNOW EACH OTHER

Activity description

Activity 1: Crosstown Connections *(30 min)*

- Participants are randomely paired with a partner.
- Each pair greets one another with a fun, interactive gesture, such as a high-five, fist bump, or elbow touch.
- After the greeting, the facilitator shares a prompt or question for the pairs to answer together (e.g., "What's your favorite hobby?" or "What's one thing you're excited to learn today?").
- After a set amount of time, participants move on to the next pair, greet them with the same fun gesture, and answer a new prompt or question.
- After completing the activity, the group is gathered to briefly reflect on the connections made, shared experiences, and any commonalities discovered during the exchanges.

The dynamic and fast-paced nature of the activity keeps participants moving, interacting, and engaged.

GETTING TO KNOW EACH OTHER

📋 **Activity description**

A*ctivity 2: Two Truths and One Lie* (30 min)
- The facilitator explains the rules of the game and provides an example of how it works.
- Each participant thinks of three statements about themselves: two truths and one lie.
- One participant at a time shares their three statements with the group.The rest of the group asks the participant follow-up questions about their statements to gather clues and determine which one is false.
- After questioning, the group votes on which statement they believe is the lie.
- The participant reveals which statement was false and shares a short explanation or story behind their truths.

The activity prompts participants to engage with one another in a relaxed and structured way, breaking initial awkwardness. Participants practice expressing themselves, listening to others, and asking questions, improving their confidence in group discussions.

GETTING TO KNOW EACH OTHER

✏️ **Activity description**

A*ctivity 3: This or That* *(30 min)*

- The facilitator explains the activity and gives an example of a "this or that" choice (e.g., "Would you rather have the ability to fly or be invisible?").
- The facilitator reads out a series of "this or that" questions, each offering two contrasting scenarios.
- Participants individually choose one option based on their preference.
- After each choice, the facilitator encourages participants to share why they made their selection.
- The group reflects on any surprising answers or shared preferences, strengthening connections and mutual understanding.

The activity helps create a welcoming atmosphere where individuals feel more open to sharing and participating.

INTRODUCTION TO THE PROJECT

Activity description

Presentation of the project, aims, and objectives.

Overview

This session provides a comprehensive introduction to YouthPass and Erasmus+ opportunities, ensuring participants understand the benefits, learning potential, and future possibilities within these programs. Additionally, the session includes the creation of a Group Contract, setting the foundation for a respectful, inclusive, and productive learning environment.Through interactive discussions and Q&A, participants will gain practical knowledge on how to make the most of these opportunities and integrate them into their future goals.

TEAM BUILDING ACTIVITIES - GETTING TO KNOW THE VENUE

Activity description

This activity involves creating a list of items or clues that participants need to find around the room or building.

Overview

The **Scavenger Hunt** is a fun, interactive activity designed to encourage teamwork, problem-solving, and quick thinking. Participants are given a list of items or clues that they must locate within a set time limit, either individually or in small groups. The goal is to find as many items as possible before time runs out.

Objectives

- To encourage interaction & teamwork.
- To enhance observation & awareness.
- To develop time management & strategic thinking.

Material

- List of items or clues
- A timer
- Markers and pens

Duration

90 min

TEAM BUILDING ACTIVITIES - GETTING TO KNOW THE VENUE

Activity description

Scavenger Hunt *(90 min)*

- The facilitator prepares a list of items or clues for participants to find, setting a clear boundary for the search area (e.g., one room, the whole building, or an outdoor space) and establishing a time limit for completing the hunt.
- The facilitator distributes the scavenger hunt list to each participant or team.
- The facilitator sets the timer and allows participants to begin searching for the items on their list.
- When the time is up, all participants return to the starting point.
- The facilitator reviews their findings and determines the winner(s) based on the number of items correctly found.

The activity helps participants engage with one another, fostering teamwork and communication. It can also energize participants by incorporating movement into the activity, making it both fun and dynamic.

WHAT IS A CONFLICT, WHEN, HOW, WHERE AND WHY?

Activity description

This interactive session introduces participants to the concept of conflict, encouraging them to explore its definition, causes, and different forms.

Overview

Through discussions, analysis, and group activities, participants gain a deeper understanding of when, how, where, and why conflicts arise in various settings, from personal relationships to global issues.

A key focus of the session is to challenge the perception of conflict as purely negative. Participants examine different types of conflicts —whether interpersonal, societal, or political—and reflect on how they can be both destructive and constructive. By analyzing real-life or hypothetical scenarios, the session encourages critical thinking on how conflicts can lead to growth, change, and resolution when handled effectively.

This session lays the foundation for further learning on conflict resolution and peacebuilding, equipping participants with the tools to navigate and respond to conflicts in a constructive way.

NEEDS AND WANTS

Activity description

These activities help participants explore the role of needs and wants in conflicts and how different perspectives shape conflict resolution.

Overview

This session engages participants in interactive exercises designed to help them understand the role of needs and wants in conflicts and how different perspectives shape conflict resolution. Through practical activities, discussions, and reflections, participants explore how unmet needs can escalate tensions, while recognizing and addressing these needs can lead to resolution and compromise.

Objectives

- To understand how needs and wants influence conflict.
- To enhance negotiation and compromise skills.
- To promote collaboration and communication.

Material

- Pre-prepared item lists
- Printed cards
- Markers, pens, notebooks/paper

Duration

90 min

NEEDS AND WANTS

Activity description

A*ctivity 1: The Essential vs. Desirable Game* (30 min)
- The facilitator writes various items on cards (e.g., food, shelter, education, Wi-Fi, luxury car, social media, clean water, vacation).
- Participants work in small groups and categorize the items into "Needs" and "Wants."
- Groups present their reasoning, and the facilitator guides a discussion on how different backgrounds, cultures, or situations affect perceptions of needs and wants.

The activity helps participants differentiate between needs (essential for survival/well-being) and wants (preferences or desires).

A*ctivity 2: The Survival Scenario* (30 min)
- Participants are given a stranded island scenario where they must choose five essential items to survive from a list of ten (e.g., water, blanket, map, fishing net, book, lighter, rope).
- They discuss their choices in small groups and try to agree on a final list.

The activity shows how different priorities in needs and wants can create disagreements and require negotiation.

NEEDS AND WANTS

Activity description

***A**ctivity 3: Role-Playing Different Perspectives (30 min)*
- The facilitator assigns participants different roles (e.g., a student wanting better education, a business owner prioritizing profit, a government official managing budgets, a parent struggling with finances).
- The facilitator presents a scenario: A town must decide whether to build a new school, improve roads, or invest in businesses.
- Each participant argues from their assigned perspective, negotiating to find a resolution.

The activity helps participants understand how differing needs and wants create conflicts and affect resolutions.

PEACE BUILDING WITH LEGO

Activity description

This hands-on workshop uses LEGO as a creative tool to help participants visualize conflict scenarios and explore innovative solutions.

Overview

This session encourages critical thinking and creative expression by using LEGO as a medium for visual storytelling. By constructing models representing different conflict stages and possible solutions, participants can deepen their understanding of peacebuilding strategies in a fun and engaging way.

Objectives

- To encourage symbolic and abstract thinking.
- To enhance understanding of conflict and peacebuilding.
- To promote creative problem-solving.

Material

- LEGO sets
- Flip chart or whiteboard & markers

Duration

90 min

PEACE BUILDING WITH LEGO

📋 **Activity description**

***Peace building with LEGO** (90 min)*

- The facilitator introduces the activity, explaining how LEGO can be used as a creative tool to represent conflict and peacebuilding.
- Participants work individually or in small groups to build a LEGO model representing a conflict. They should use LEGO pieces symbolically (e.g., a wall representing division, different-colored pieces representing different perspectives).
- Each group briefly presents their conflict model.
- Afterwards participants modify their LEGO models to represent a resolution or peaceful solution.
- Each group presents their transformed model.

The activity encourages creativity, teamwork, and problem-solving, allowing participants to express abstract ideas in a tangible way.

ACTIVE LISTENING

Activity description

This session introduces participants to the concept of active listening as a crucial skill in empathy, communication, and conflict resolution.

Overview

In many conflicts, the root of the problem is not just disagreement but a lack of understanding. This session provides participants with practical tools to enhance their listening skills, enabling them to navigate conflicts with greater awareness and empathy.

The session emphasizes the importance of understanding others' perspectives, reducing misunderstandings, and building trust in conflict situations.

Participants practice techniques such as paraphrasing, nonverbal cues, and open-ended questioning to improve their listening skills. By the end of the session, they have a stronger foundation for resolving conflicts effectively and fostering meaningful dialogue in both personal and professional settings.

WHAT IS A COMMUNITY AND ITS RELATION TO THE CULTURE

Activity description

This session explores the deep connection between community and culture, highlighting how cultural influences shape identity, values, and interactions within a group.

Overview

Culture is a fundamental element of community, influencing how people connect, communicate, and resolve conflicts. This session provides an interactive exploration of cultural identity, encouraging participants to analyze their own cultural backgrounds and understand how culture influences the values and norms of different communities.

Through guided discussions, participants reflect on the role of cultural diversity in shaping communities and explore how inclusion and mutual understanding contribute to peacebuilding efforts. By recognizing the richness of different cultural perspectives, participants gain a broader understanding of how communities evolve, how conflicts arise due to cultural misunderstandings, and how embracing diversity can foster stronger, more inclusive societies.

PREPARING THE CASE STUDIES FOR THE LIVING LIBRARY

Activity description

This session introduces participants to the Living Library method, an interactive storytelling approach that fosters empathy, understanding, and dialogue.

Overview

The **Living Library** is a unique method that transforms people into "living books", allowing them to share real-life stories that challenge stereotypes, encourage understanding, and inspire change. Participants explore how personal and community-based stories can be powerful tools for addressing conflict, reconciliation, and transformation.

Objectives

- To develop effective storytelling techniques.
- To enhance empathy and active listening.
- To practice public speaking and presentation.

Material

- Flipcharts/whiteboards & markers
- Sticky notes/index cards
- Timer

Duration

90 min

PREPARING THE CASE STUDIES FOR THE LIVING LIBRARY

Activity description

Activity 1: Story Mapping Exercise *(30 min)*
- The facilitator gives each participant a story development worksheet or story mapping template with sections for key elements: Conflict, Resolution, Emotions, and Key Learnings.
- The facilitator asks them to choose a conflict, reconciliation, or transformation story and fill out each section on the worksheet.
- After completing the worksheet, participants pair up and share their stories with each other, offering feedback and discussing potential ways to improve the narrative.

The activity helps participants identify and structure their personal or community-based stories.

Activity 2: Storytelling Circle *(30 min)*
- Participants form a circle and take turns sharing their stories (based on the maps they created in the previous exercise) in 2-3 minute segments.
- After each participant shares, the group offers constructive feedback on aspects such as clarity, engagement, and emotional resonance.

The activity helps develop storytelling skills and receive constructive feedback.

PREPARING THE CASE STUDIES FOR THE LIVING LIBRARY

📋 Activity description

Activity 3: Reframing the Story *(30 min)*

- After participants have developed their stories, the facilitator asks them to reframe the story from a different point of view. For example, they might retell the story from the perspective of someone who was previously an antagonist, or from the viewpoint of an observer outside the conflict.
- Participants then share their reframed stories with the group and reflect on how different perspectives change the way the story is received.
- After doing it, there is a discussion on how the reframing process can help identify new insights and encourage empathy for all parties involved in conflict.

The activity helps practice altering the perspective or focus of the story to highlight key messages and emotions.

EVENT IN MERKINE

Activity description

The event is a hands-on, public engagement activity where participants host a dynamic event designed to promote peace and reconciliation within the local community.

Overview

The session offers participants an opportunity to engage with the local community in a meaningful and impactful way, creating a platform for dialogue and reconciliation. The event serves as both a learning experience and an opportunity for active contribution to a peaceful community environment.

Objectives

- To foster community engagement.
- To practice conflict resolution strategies.
- To promote peace and reconciliation.

Material

- Flipcharts/whiteboards & markers
- Printed flyers/programs
- Nametags
- Art materials

Duration

90 min

EVENT IN MERKINE

Activity description

Activity 1: Peace Wall *(30 min)*

- The facilitator sets up a large wall or a blank canvas in a public space. Provide art materials like markers, paints, and paper for participants to draw, write, or paint their thoughts on peace, reconciliation, or hopes for the future.
- The facilitator encourages the use of symbols, quotes, or visual representations that capture what peace means to each individual.
- After a set period of time, participants are invited to step back and reflect on the completed wall, recognizing the diversity of voices and ideas about peace.

The activity allows participants and locals to visually express their visions of peace and hope through collaborative art.

Activity 2: Conflict Transformation Role-Play *(30 min)*

- Participants are divided into pairs or small groups and provide them with role-play scenarios (e.g., family conflict, community dispute, work-related conflict). Each group has to act out the scenario, focusing on listening, empathy, and finding solutions.
- After the role-play, groups discuss their strategies, what worked, what didn't, and how the situation might be improved with better communication.

The activity helps practice conflict resolution skills by role-playing real-life scenarios.

EVENT IN MERKINE

Activity description

A*ctivity 3: Community Dialogue Circles* (30 min)

- The facilitator forms small groups of 6-8 participants (mixing locals with youth exchange participants) and create a circle for dialogue.
- Each group should have a facilitator to ensure everyone has the opportunity to speak.
- The facilitator can introduce a question or topic such as, "What does peace mean to you?" or "Can conflict lead to positive change?"
- Participants take turns responding, focusing on active listening and empathy. A talking stick (or another object) can be used to ensure only one person speaks at a time.
- After the discussion, each group shares key insights or conclusions with the larger group.

The activity helps facilitate open, respectful conversations that encourage the sharing of perspectives on peace and reconciliation.

PRIVILEGES AND POWER

Activity description

The session encourages participants to engage in a deep exploration of the complex dynamics of privilege and power within society.

Overview

The **Privileges and Power** session aims to help participants recognize the subtle and overt power dynamics that exist in societies around the world. It provides space for participants to discuss and reflect on how power is distributed across different groups based on race, gender, class, ability, sexual orientation, and other factors.

Objectives

- To raise awareness of power dynamics.
- To foster empathy and self-awareness.
- To provide tools for conflict resolution.

Material

- Flipcharts/whiteboards & markers
- Printed worksheets
- Sticky notes

Duration

90 min

PRIVILEGES AND POWER

Activity description

Activity 1: Privilege Walk (30 min)
- Participants are asked to stand in a straight line, shoulder to shoulder.
- The facilitator reads out statements related to privilege (e.g., "If you grew up in a two-parent household, take one step forward," or "If you identify as a man, take one step forward").
- Participants move forward or backward based on whether the statement applies to them. The facilitator should ensure that participants remain silent throughout.
- At the end of the exercise, the facilitator asks participants to observe the disparity in the group's positioning and leads a discussion on how privilege affects different people's life experiences and opportunities.

The activity helps visually demonstrate how privilege plays a role in shaping individuals' experiences in society.

PRIVILEGES AND POWER

Activity description

Activity 2: Power and Privilege Reflection Journaling (30 min)
- Participants are provided with journals or worksheets containing reflection questions.
- Afterward, they are invited to share voluntarily in small groups or as a whole, ensuring the space remains safe and supportive.

The activity helps participants reflect on their own privileges and power in a private, introspective setting.

Activity 3: The Power of Words: Examining Language and Privilege (30 min)
- The facilitator presents a list of common phrases or words that may reflect privilege or power dynamics.
- Participants work in small groups to analyze these phrases, discuss how they relate to privilege, and brainstorm alternative language or actions that could be more inclusive and empowering.
- Each group shares their insights with the larger group at the end.

The activity helps examine how language can perpetuate or challenge systems of power and privilege.

DEBATES (FISH-BOWL) ON YOUTH PARTICIPATION

Activity description

In this session, participants engage in a structured fish-bowl debate on the topic of youth participation in decision-making processes.

Overview

The **Debates (Fish-Bowl) on Youth Participation** session is designed to stimulate deep, structured discussions on the crucial role that young people play in decision-making processes across various levels of society. The fish-bowl format allows for an engaging and inclusive debate, where both active participation and active listening are integral parts of the experience.

Objectives

- To encourage critical thinking.
- To develop debate and argumentation skills.
- To strengthen communication skills.

Material

- Chairs
- Timer
- Note cards and pens

Duration

90 min

DEBATES (FISH-BOWL) ON YOUTH PARTICIPATION

Activity description

Activity 1: Youth Voices Debate *(45 min)*

- Participants are divided into two groups: one supporting youth participation and the other arguing against it.
- Each group has a few minutes to prepare their arguments, identifying key points on why youth should or shouldn't be involved in decision-making processes.
- Participants in the inner circle take turns presenting their arguments while those in the outer circle observe and listen.
- After each round, the inner circle can rotate, allowing members from the outer circle to step in and contribute to the debate.
- After the debate, everyone is allowed to reflect on the insights shared and discuss how youth involvement can create positive or negative impacts in society.

The activity helps facilitate a structured debate on the role of youth in shaping public policy and social change.

DEBATES (FISH-BOWL) ON YOUTH PARTICIPATION

Activity description

Activity 2: The Power of Youth – Fact vs. Opinion *(45 min)*
- The facilitator presents a statement related to youth participation (e.g., "Youth participation in decision-making leads to more inclusive and effective policies").
- Participants in the inner circle debate whether the statement is a fact or opinion, using evidence and reasoning to support their position.
- Outer circle members can listen and reflect on the validity of each argument before they rotate into the inner circle to share their perspective.
- The facilitator concludes the activity by summarizing the key points made and distinguishing between facts (backed by evidence) and opinions (personal beliefs or preferences).

The activity helps differentiate between factual evidence and personal opinions in discussions about youth participation.

OPEN SPACE TO SHARE THE WORKSHOPS

Activity description

In this participant-driven space, individuals or small groups are encouraged to present topics, experiences, or ideas that have made a significant impact on their learning during the event.

Overview

The **Open Space to Share the Workshops** session provides a dynamic, informal environment where participants have the opportunity to reflect on and share key insights and takeaways from the workshops they've attended.

With no fixed agenda, this open space allows for spontaneous sharing and interaction, helping to break down barriers between participants and facilitators. It serves as a bridge for reflection and collaboration, where participants can connect with each other, build on shared experiences, and form new ideas for action. This session supports community building and fosters a sense of collective learning, helping individuals feel supported as they share their insights and look forward to applying them in their own contexts. It emphasizes the value of peer-to-peer learning, where each participant has an equal opportunity to contribute to the conversation.

GLOBAL CONTEXT OF PEACEBUILDING AND YOUTH PARTICIPATION

Activity description

This session delves into the global landscape of peacebuilding, highlighting the crucial role of youth in promoting and sustaining peace within their communities and beyond.

Overview

The **Global Context of Peacebuilding and Youth Participation** session provides participants with a comprehensive understanding of the international frameworks and grassroots efforts that shape peacebuilding today. By examining case studies of youth engagement in conflict resolution, dialogue facilitation, and social activism, participants see firsthand how young leaders play a transformative role in fostering peace. The session also addresses global challenges such as political instability, inequality, and social divisions, helping participants recognize the barriers to peace and the opportunities for youth involvement.

Through group discussions and collaborative reflection, participants can exchange perspectives on how different cultural, social, and political factors influence peace efforts worldwide. The session ultimately inspires and equips young people with the knowledge and motivation to become active contributors to peacebuilding in their own communities and beyond.

Day 6 // Session 1

THE SOUND OF PEACE

Activity description

This interactive and creative session invites participants to explore the concept of peace through sound and music.

Overview

"The Sound of Peace" is an artistic and experiential approach to peacebuilding. By examining how different cultures and traditions use sound as a tool for healing, communication, and unity, participants engage in a deep, reflective process that goes beyond verbal discussions. Through listening exercises, music creation, and group collaboration, they discover how sound, rhythm, and even silence can play a role in bridging divides and fostering understanding.

Objectives

- To understand the role of sound and music in peacebuilding across different cultures.
- To promote deep listening and reflection.
- To encourage creative expression.

Material

- Musical instruments
- Speakers or headphones for listening exercises
- Audio recordings of diverse cultural peace-related sounds/music

Duration

90 min

THE SOUND OF PEACE

Activity description

A*ctivity 1: Sound Meditation & Deep Listening* (30 min)
- The facilitator plays a series of different sounds (e.g., nature sounds, cultural music, city noises, silence).
- Participants close their eyes and focus on how each sound makes them feel.
- After listening, participants share their reflections on which sounds felt peaceful and why.

The activity helps participants tune into the sounds around them and reflect on how sound influences emotions and perceptions of peace.

A*ctivity 2: Cultural Sound Exploration* (30 min)
- The facilitator introduces musical traditions from various cultures (e.g., Tibetan singing bowls, Indigenous drumming, gospel choirs, African djembe rhythms).
- Small groups each research or listen to a specific tradition and present its role in peacebuilding.
- The group discusses common themes across cultures and reflects on the universality of sound as a unifier.

The activity helps discover how different cultures use sound for peace, healing, and connection.

THE SOUND OF PEACE

Activity description

Activity 3: The Rhythm of Unity (30 min)
- The facilitator starts a simple rhythmic beat (e.g., clapping, tapping, drumming).
- Participants join in by adding their own sounds, gradually building a collective rhythm.
- The group experiments with different tempos and dynamics, noticing how the shared rhythm brings them together.
- The activity ends with a reflection on how cooperation in music mirrors the collaboration needed for peace.

The activity helps experience how synchronized sound-making fosters cooperation and connection.

CREATION OF AND PRESENTING THE PIECES TO PROMOTE PEACE

Activity description

This hands-on session empowers participants to express their visions for peace through creative mediums such as art, music, writing, or performance.

Overview

This session highlights the intersection of creativity and activism, allowing participants to use artistic expression as a means of promoting peace. Through the process of creation and presentation, individuals explore different ways to communicate messages of unity, understanding, and transformation. The session also strengthens solidarity and collaboration, as participants witness and reflect on the diverse perspectives and experiences shared through artistic works.

Objectives

- To explore the impact of art, music, and storytelling.
- To promote confidence and empowerment.
- To encourage creative self-expression.

Material

- Musical instruments
- Art supplies
- Writing materials

Duration

90 min

CREATION OF AND PRESENTING THE PIECES TO PROMOTE PEACE

Activity description

A*ctivity 1: Peace Symbolism Collage* *(45 min)*
- Participants receive a variety of materials (magazines, newspapers, paint, colored paper, etc.).
- They create a collage that visually represents their interpretation of peace.
- Once completed, each participant presents their piece and explains the symbols and meanings behind their work.

The activity helps explore visual representations of peace through collective and individual artwork.

A*ctivity 2: Sound of Peace: Music & Rhythm Creation* *(45 min)*
- Participants work in small groups to create a short musical composition that represents peace.
- They can use instruments, body percussion, or even everyday objects to create sound.
- After rehearsing, each group presents their piece and explains how the sounds reflect their vision of peace.

The activity helps explore the role of sound and music in peacebuilding.

TESTING OF THE CREATED WORKSHOPS

Activity description

This session provides participants with a hands-on opportunity to test and refine the workshops they have developed during the exchange. Each participant or group takes turns facilitating their designed session, allowing them to practice delivery, engage their peers, and assess the effectiveness of their content.

Overview

The **Testing of the Created Workshops** session is a culmination of learning, creativity, and collaboration. It provides participants with a structured yet flexible environment to practice facilitation, troubleshoot challenges, and refine their approach based on real-time feedback.

This session emphasizes peer learning and mutual support, encouraging participants to offer constructive feedback and exchange ideas. The process fosters a spirit of collaboration and shared growth, ensuring that each workshop is practical, impactful, and ready for implementation in diverse community or professional settings.

Through structured feedback and group reflection, participants gain insights into their strengths and areas for growth, enhancing both their content and facilitation techniques. This session not only helps refine individual workshops but also strengthens the participants' confidence, adaptability, and leadership skills as they prepare to implement their workshops in real-world settings.

Day 7 // Session 1

YOUTH STRATEGY FOR FUTURE ACTION

Activity description

This session is dedicated to empowering young people to take action by collaboratively designing a youth-led strategy for social change.

Overview

The **Youth Strategy for Future Action** session provides a structured and collaborative space for participants to transition from learning and discussion to practical implementation. The session emphasizes youth leadership, ownership, and long-term impact, equipping participants with the skills and confidence to become active agents of change. By the end, they have a concrete roadmap to turn their ideas into reality.

Objectives

- To create a sustainability plan to ensure long-term impact.
- To build connections and partnerships for future projects.
- To develop a clear and actionable strategy for community engagement and activism.

Material

- Flipcharts & markers
- Sticky notes
- Pens & notebooks

Duration

90 min

YOUTH STRATEGY FOR FUTURE ACTION

Activity description

A*ctivity 1: Vision Mapping: Envisioning a Better Future* *(30 min)*
- Participants take 5 minutes to write or sketch their vision for a peaceful, inclusive, and empowered community.
- Small Group Sharing: They discuss their visions in small groups and identify common themes.
- Group Vision Board: Each group creates a collective vision map using drawings, words, or symbols.
- Presentation: Groups share their vision boards, and a facilitator identifies key themes that will inform strategy development.

The activity helps participants to visualize their ideal community and the role of youth in shaping it.

A*ctivity 2: Strategy Sprint: Developing Action Plans* *(30 min)*
- Participants work in teams based on shared interests or challenges.
- Using an Action Plan Template, they define: a)the issue they want to address; b)goals & objectives; c)key activities & timeline; d)resources needed; e)stakeholders & potential partnerships; f)indicators of success.
- Each team pitches their plan in 2-3 minutes to the group for feedback.

The activity helps participants to transform ideas into concrete action steps.

YOUTH STRATEGY FOR FUTURE ACTION

Activity description

Activity 3: Identifying Challenges & Opportunities (SWOT Analysis) *(30 min)*

- The participants are divided into small groups. Each group picks a theme (e.g., education, climate, human rights, community building).
- SWOT Analysis: a)Strengths: what youth already have (skills, networks, motivation); b)Weaknesses: barriers youth face (lack of resources, awareness, support); c)Opportunities: existing support systems and potential partners; d)Threats: external factors that may hinder youth participation.
- Groups present their findings, and the larger group discusses key takeaways.

The activity helps assess the strengths, weaknesses, opportunities, and threats related to youth participation in social change.

SPACE FOR PLANING FOLLOW UP ACTIVITIES

Activity description

This open space session provides participants with the opportunity to collaborate and strategize for future actions following the event. It encourages participants to reflect on the momentum built during the exchange and transform their ideas into tangible, sustainable actions.

Overview

The **Space for Planning Follow-Up Activities** session is designed to ensure that the impact of the exchange extends far beyond the event itself. It encourages participants to reflect on the momentum built during the exchange and transform their ideas into tangible, sustainable actions. Whether continuing the workshops, organizing community events, or deepening their advocacy efforts, participants will have the space to create concrete follow-up plans and establish actionable steps for long-term impact. The session fosters a spirit of cooperation and ownership, ensuring that the energy and learning from the event continue to inspire meaningful change.

By the end of this session, participants should have a clear roadmap for sustaining the momentum and ensuring their efforts contribute to positive, lasting change in their communities.

CLOSURE AND EVALUATION

Activity description

This session offers participants a structured opportunity to reflect on the entire exchange, evaluate its impact, and share feedback.

Overview

The **Closure and Evaluation** session provides a platform for reflection and feedback, ensuring that both the participants and organizers can learn from the exchange and continuously improve future programs. This session is focused on gathering insights and reflections from the participants regarding their experiences, what they've learned, and how they plan to apply their new skills and knowledge.

Objectives

- To reflect on their learning experiences.
- To provide valuable feedback on the strengths and areas for improvement of the program.
- To identify key takeaways from the youth exchange.

Material

- Flipcharts/whiteboards
- Sticky notes
- Pens & notebooks

Duration

90 min

CLOSURE AND EVALUATION

📋 Activity description

A*ctivity 1: Reflective Journaling: My Journey* (30 min)
- The participants are provided with notebooks.
- They are asked to spend 10-15 minutes writing about their personal journey during the exchange, reflecting on: a)What did I learn about myself?; b)How have my views or perspectives changed?; c)What new skills or knowledge have I gained?; d)How do I plan to apply this in the future?
- After the journaling time, participants share highlights from their reflections in small groups.

The activity allows participants to individually reflect on their experience and assess how the exchange has impacted their personal and professional growth.

A*ctivity 2: "Rose, Thorn, Bud" Reflection Activity* (30 min)
- The participants are asked to think about their experience and share one: a)Rose: A highlight or something they enjoyed; b)Thorn: A challenge or something they didn't enjoy; c)Bud: A new opportunity, skill, or idea they are excited to explore moving forward.
- After everyone has shared, the facilitator can draw connections between the responses, emphasizing the diverse experiences and takeaways.

The activity helps encourage participants to think critically about the positives, challenges, and opportunities for future growth.

CLOSURE AND EVALUATION
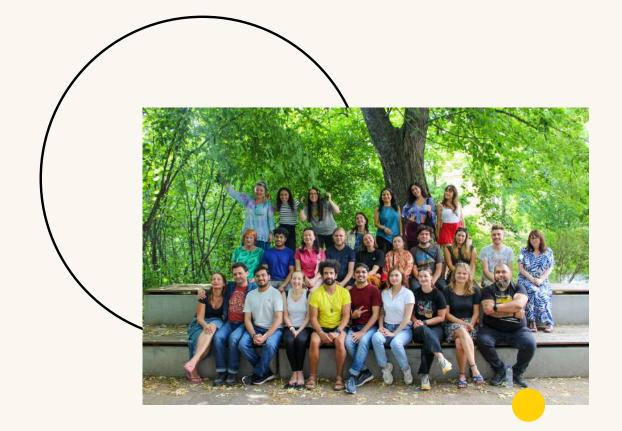
Activity description

A*ctivity 3: "Future Vision" Commitment Circle* (30 min)
- The facilitator forms a circle with all participants.
- The participants are asked to share one commitment they are willing to make based on their learning during the event. This could be a personal goal or a collective action they plan to take.
- After everyone shares, the facilitator collects the commitments and promises to check in on them in the future.
- At the end a "commitment wall", where participants write their commitments on post-it notes, which can be reviewed at a follow-up event, is created.
- The whole program finishes with a closing ritual (a group photo, and singing a song) to mark the end of the exchange.

The activity helps participants solidify their plans and commitments based on what they've learned. It also fosters a sense of accomplishment and community, leaving participants feeling motivated and appreciated.

Training Course

The *"Seeds of Reconciliation: Cross-Pollinating Methods for Youth Workers and Peacebuilding Professionals"* training course + lab has equiped youth workers, educators, and community leaders with the knowledge and skills to engage young people in peace and reconciliation efforts. Through interactive sessions, practical tools, and non-formal education methods, participants have learned effective strategies for fostering dialogue and inclusion. This course has strengthened the capacity of youth organizations by providing insights into conflict resolution, community engagement, and best practices in peacebuilding. By empowering those who work with young people, it has created lasting impact in communities striving for reconciliation and social cohesion.

TRAINING COURSE PROGRAMME

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Session 1 90 min	Introduction of the project and Getting to know each other	Role-Play Simulation activity "Volcano Eruption"	Forum Theatre Introduction	Practice kick-off Creating workshop	Practice workshop Group 3	Practice workshop Group 7
Session 2 90 min	Group work, Getting to know and local integration activity	Deconstruction the experience Types of Conflict	Forum Theatre Preparation	Practice phase prep	Practice workshop Group 4	Workshop Results Evaluation
Session 3 90 min	Team building activity	Conflict analysis methods	Forum Theatre Performance	Practice workshop Group 1	Practice workshop Group 5	Peace Café: Talks with Experts
Session 4 90 min	In to the Programme. Programme, expectations & contributions	Conflict resolution Workshop	Forum Theatre evaluation	Practice workshop Group 2	Practice workshop Group 6	Future Framework Training Course Reflection and Closing Circle
Reflection 30 min	Reflection groups					

GET TO KNOW EACH OTHER

Overview

This session encourages participants to connect through interactive team-building activities. Each activity promotes personal sharing and discovery of commonalities and builds rapport, creating a strong foundation for collaboration

◎ Objectives

- To create a comfortable and welcoming space for introductions.
- To promote personal sharing and discover common interests within the group.
- To establish a sense of community and openness among participants.

💼 Material

- Paper and markers for designing shields
- Prepared question slips for the question exchange activity

🕐 Duration

90 min

GET TO KNOW EACH OTHER

📋 **Activity description**

*A**ctivity 1:*** My Name and My Shoe** *(15 min)*
- Participants sit in a circle
- Each person introduces themselves by saying their name and sharing a brief story about their shoe (e.g., where they wore it last, how long they've had it, etc.).

This activity allows participants to open up and share something small yet personal, helping break the ice.

Activity 2: **Turkish Bazaar—Name Trading** *(15 min)*
- Have participants circle and give each person a name tag or piece of paper with tape. Instruct them to write dashes on their name tag, each dash representing a letter in their name (e.g., four dashes for "John").
- Introduce the Turkish Bazaar as a marketplace where participants "trade" letters with each other to complete their names. The objective is to collect each letter of their name from different participants, filling in each dash on their name tag.
- Participants stand up and move around the room, introducing themselves to others. They can ask other participants for specific letters to get the letters they need, but they can only "trade" letters that match their names. For example, if a participant needs an "O," they'll ask others if they have it. If someone has an "O," they trade it, filling in the dash for that letter on their name tag.

GET TO KNOW EACH OTHER

📋 Activity description

- As participants gather the needed letters, they replace the dashes on their name tags until their full name is spelt out.
- Once participants have completed their names, they return to the circle.

This playful activity encourages creativity and interaction, helping participants engage with one another in a fun and memorable way as they work to "complete" their names.

Activity 3: **Make Your Shield** *(30 min)*

- Provide each participant with paper and markers. Ask them to design a "shield" that represents them, divided into sections to highlight their values, what they love, and what "protects" them (e.g., supportive people, personal strengths, or practices they rely on).
- Once complete, each participant presents their shield to the group, explaining their chosen values, loves, and protective elements.
- This exercise allows participants to express what's most important to them, helping others better understand their personalities and priorities.

GET TO KNOW EACH OTHER

Activity description

Activity 4: **Question Exchange** *(20 min)*

- Distribute slips of paper with different get-to-know-you questions, such as "What's a skill you'd like to learn?" or "What's one thing you're proud of?" Also, instead of providing participants with questions, ask them to write their questions on the slips of paper.
- Participants pair up, exchange questions, and answer them. After a short discussion, they switch questions and partners.
- This activity fosters one-on-one connections, allowing participants to learn more about each other in a comfortable, structured format.

Action Bound – Exploring Weimar

Overview

This interactive session utilises the Action Bound application to guide participants on an exploratory tour of Weimar. Through a series of tasks, questions, and challenges within the app, participants engage with the city's cultural and historical landmarks, encouraging teamwork, discovery, and reflection on the significance of each location.

◎ Objectives

- To promote active learning about Weimar's cultural and historical sites.
- To encourage teamwork and collaboration through interactive tasks and challenges.
- To foster an appreciation of Weimar's historical significance and inspire further exploration.

💼 Material

- Smartphones or tablets with the Action Bound app installed
- Internet connection (Wi-Fi or mobile data)
- Optional: Notebooks and pens for additional note-taking

🕐 Duration

60-120min, depending on the route and number of tasks.

Action Bound – Exploring Weimar

Activity description

Step 1: Introduction and App Setup (10 minutes)

- Begin with a brief overview of the session, explaining that they will explore Weimar through interactive tasks on the Action Bound app.
- Ensure everyone has the Action Bound app installed. Share the Bound code or link for the Weimar exploration session, allowing participants to access the tasks and questions within the app.

Step 2: Forming Teams and Starting the Bound *(5 minutes)*

- Organize participants into small teams (4-6 people each) to encourage collaboration. Each team will use one device to access and complete the Bound tasks together.
- Once teams are ready, prompt them to begin the Bound. The app will guide them to different locations in Weimar, where they'll encounter various tasks, questions, and challenges related to the city's history, culture, and notable landmarks

Step 3: Completing Tasks and Challenges (45-60 minutes)

- As teams move from one location to another, they'll complete a variety of tasks, such as:

Answering trivia questions about Weimar's historical sites.

Taking photos or videos at landmarks.

Solving riddles or puzzles related to the city's culture and famous figures.

Action Bound – Exploring Weimar

Activity description

- Teams work together to solve each task, discussing answers and strategising to complete the Bound efficiently.
- Some questions may encourage participants to reflect on sites' historical and cultural significance, helping them engage with Weimar's legacy on a deeper level.

Step 4: Regroup and Debrief (10-15 minutes)

- Once teams complete the Bound, they return to the designated meeting point.
- Gather as a group to discuss the experience. Ask teams to share:

Highlights of the exploration.

Insights gained about Weimar's cultural and historical impact.

Challenges they faced and how they overcame them.

- Encourage participants to provide feedback on the app experience and how it contributed to their understanding of Weimar.

The Calculator

Overview

Activity is an engaging exercise to develop team communication, strategic planning, and collaborative problem-solving. Participants work together to sequentially activate 'buttons' on a simulated calculator to improve their performance through effective teamwork.

Objectives

- Foster clear and efficient communication among team members.
- Develop strategic planning and execution skills.
- Enhance collaborative problem-solving abilities.

Material

- 20 pieces of paper, each numbered from 1 to 20.
- Rope or masking tape to outline the calculator grid (approximately 7 meters in length).
- A timer to track performance.

Duration

30 min

The Calculator

Activity description

Step 1: Briefing and setup. (10 minutes)
- Create a large rectangle (approximately 1.5m by 2m) using rope or masking tape to represent the calculator.
- Place the numbered papers within the rectangle randomly to increase the challenge.
- Mark a starting line about 5 meters away from the calculator.
- Explain that the team's objective is to touch each number on the calculator sequentially, from 1 to 20.
- Provide the team with 5 minutes to plan their approach before each attempt.
- Inform them that they will have two attempts to complete the task, to improve their time on the second attempt.

Rules:
- *All team members must start and finish behind the starting line.*
- *Each member must touch at least one number, and only one person can touch each number.*
- *Team members must remain outside the calculator area, except when touching a number.*
- *Numbers must be touched in the correct sequence; any deviation requires restarting from number 1.*

The Calculator

Activity description

Step 2: Activity. (10 minutes)
- After the planning phase, the team attempts to complete the sequence as quickly as possible.
- The facilitator records the time taken for each attempt.
- After the first attempt, the team reviews their strategy and makes necessary adjustments for the second attempt.

Step 3: Debriefing (10 minutes)
- Discuss the effectiveness of the team's communication and planning.
- Identify challenges faced and how they were addressed.
- Reflect on the improvements made between attempts and the strategies that led to success.

Project intro and Sharing Peacebuilding Practices

Overview

This session introduces participants to the training course's programme, gathers their expectations and potential contributions, and culminates in an interactive showcase of peacebuilding practices. Participants connect their expertise and expectations with the course objectives through a mix of presentation, discussion, and visual sharing, fostering collaboration and mutual learning.

Objectives

- To provide participants with an overview of the training programme.
- To collect participants' expectations and contributions for the course.
- To share and explore good practices in peacebuilding, facilitating an exchange of ideas and strategies.

Material

- Flipchart paper
- Markers
- Visualised programme of the training course

Duration

90 min

Project intro and Sharing Peacebuilding Practices

Activity description

Activity 1: Programme Presentation (15-20 minutes)

- Begin by welcoming participants and introducing the objectives of the training course.
- Present the course programme, outlining the key themes, activities, and goals.
- Open the floor for questions to clarify the course structure, helping participants understand the flow and objectives of the training.

Activity 2: Expectations and Contributions *(30 minutes)*

- Invite participants to share their expectations for the course, prompting them to think about what they hope to gain and learn.
- Ask participants to consider ways to contribute to the course, whether by leading a workshop, sharing specific knowledge, or organising an evening activity.
- Record expectations and contributions on a shared flipchart or whiteboard, visually representing participant involvement and goals.

Project intro and Sharing Peacebuilding Practices

Activity description

Activity 3: Sharing Good Practices in Peacebuilding (35 minutes)

- Each participant or group visually represents a promising practice or approach their organisation uses in peacebuilding. These can be illustrated on flipcharts using drawings, keywords, and symbols.
- Display each flipchart around the room, creating a "Walking Gallery."
- Participants walk around to view each presentation, discussing each good practice with the presenter. Conclude with a short reflection on common themes and takeaways from the shared practices.

Role-Play Simulation activity "Volcano Eruption"

Overview

The Volcano Eruption role-play simulation is an immersive activity that explores negotiation, conflict resolution, and the dynamics of group interaction. Participants take on roles within three distinct groups on a volcanic island and must collaborate or compete to achieve their objectives before the volcano erupts. This simulation highlights the challenges of balancing individual and group needs, the complexities of intercultural communication, and the importance of non-violent conflict resolution.

◎ Objectives

- To provide hands-on experience in managing conflict and negotiation.
- To develop participants' communication and problem-solving skills.
- To promote an understanding of intercultural dynamics and the impact of assumptions in communication.

💼 Material

- Role cards and group-tags for each participant
- Resource cards (e.g., food rations, tools)
- General description cards for each group
- Masking tape and envelopes
- Background sounds to enhance immersion
- Link to resources & handouts:
  https://www.salto-youth.net/tools/toolbox/tool/role-play-educational-game-volcano-eruption-2-0.2921/

Role-Play Simulation activity "Volcano Eruption"

🕐 **Duration**

90min (60 minutes for the role-play simulation, 30 minutes for debrief)

📋 **Activity description**

Step 1: Introduction and Role Assignment (10-15 minutes)
- Divide participants into three groups: Tribe "LODI," Survivors, and Expeditioners, ensuring a balanced number of participants.
- Assign each group their initial location, separated from the others.
- Provide each participant with a role card that outlines their character's specific goals and motivations. In sealed envelopes, distribute group tags for identification and any initial resources (food rations, tools, etc.).
- Explain Basic Rules:

Participants should not show their role cards to others but can verbally share selective information.

Participants may act within their character's interests, but physical violence or real threats are prohibited.

Only the Shaman from Tribe "LODI" will receive time updates as the "spirits" inform them of the volcano's imminent eruption.

Role-Play Simulation activity
"Volcano Eruption"

Activity description

Step 2: Role-Play Simulation (45-60 minutes)

- Encourage participants to immerse themselves in their roles while discussing survival strategies within their groups.
- Groups may stay isolated or negotiate with other groups. They can meet on neutral ground or seek out specific groups based on their needs (e.g., food, boat access).
- Only the Shaman receives warnings at 30, 20, 10, 5, and 1 minute before the volcano's eruption. Groups must decide on strategies quickly, balancing negotiation and conflict as time passes.
- If the groups reach a collective decision for survival before time runs out, announce the end of the simulation. If they cannot agree or part of the group fails to escape, declare the volcano eruption and end the activity.

Step 3: De-Rolling and Debrief (5-10 minutes)

- Have participants stand in a circle, remove their group tags, and state, "I am not [Role], I am [Name]." This helps them detach from their roles.
- If needed, lead a brief grounding activity, such as "shaking off" the role or a short visualisation.

Role-Play Simulation activity
"Volcano Eruption"

Activity description

Step 4: Debrief and Reflection (30 minutes)
- Ask how participants felt in their roles and during the simulation.
- Role Analysis:

Did participants achieve their roles' goals?

What strategies did they use, and were they effective?

What challenges or conflicts arose during interactions with other groups?

Group Dynamics and Communication:

What types of conflicts occurred, and how were they managed?

How did assumptions and stereotypes impact interactions between groups?

- Discuss how these experiences relate to real-life conflicts and communication styles. Encourage participants to reflect on how they might handle similar challenges in real situations.

Types of Conflicts

Overview

This session explores different types of conflicts that can arise in various settings, such as personal, professional, and organizational environments. It aims to provide participants with an understanding of the nature of conflicts and how to identify them.

◎ Objectives

- To help participants identify different types of conflicts.
- To raise awareness of how conflicts can affect relationships and work environments.
- To provide tools for recognizing and managing conflicts effectively.

💼 Material

- Flipchart and markers
- Handouts summarizing types of conflicts
- Visualised types of conflicts

🕐 Duration

90 min

Types of Conflicts

Activity description

Step 1: Introduction (15 minutes)
- Begin with an icebreaker where participants are asked to define conflict in their own words. Discuss different definitions and examples.

Step 2: Types of Conflicts *(25 minutes)*
- Using a flipchart, explain the main types of conflicts:

Interpersonal Conflict
This occurs between two or more individuals. It typically arises from differences in personality, communication styles, values, or interests. Interpersonal conflicts can manifest in both personal relationships (e.g., between family members or friends) and professional environments (e.g., between coworkers, supervisors, and employees).

Intrapersonal Conflict
This is a conflict that happens within an individual. It involves internal struggles with personal beliefs, emotions, values, or decisions. Intrapersonal conflict can lead to stress, anxiety, or indecisiveness when one is torn between competing desires or responsibilities.

Types of Conflicts

Activity description

Intergroup Conflict
This type of conflict occurs between different groups, teams, or departments. It often arises from competition, different goals, misunderstandings, or lack of resources. Intergroup conflicts can happen in workplaces, between organizations, or even in social or political groups.

Intragroup Conflict
Intragroup conflict takes place within a group or team. It usually stems from differences in opinions, approaches, or leadership styles among group members. While some level of conflict can stimulate healthy debate and innovation, unresolved intragroup conflict can negatively impact teamwork and productivity

Types of Conflicts

Activity description

Step 3: Activity (35 minutes):

- Divide participants into small groups. Each group will receive a specific type of conflict. The task for each group is to create a short skit to act out their assigned type of conflict. The other groups will then guess which type of conflict is being represented.

Step 4: Debrief and Conclusion (20 minutes):

Recap the types of conflicts covered, ask participants to reflect on conflicts they've experienced, and share key takeaways. End the session by discussing ways to approach conflict resolution.

Conflict analysis

Overview

This session allows participants to explore various tools used for analyzing conflicts, such as the Conflict Wheel, Conflict Tree, Conflict Mapping, and the Onion Model. Each tool offers a unique approach to understanding conflicts by examining causes, dynamics, stakeholders, and underlying needs. Participants work in groups to learn one tool in-depth and later share insights with a new group to broaden understanding collectively.

◎ Objectives

- To familiarize participants with key conflict analysis tools.
- To develop skills in analyzing conflicts from different perspectives.
- To encourage collaborative learning through team discussions and presentations.

💼 Material

- Handouts describing each conflict analysis tool
  https://drive.google.com/drive/folders/19aABUu3epNghQpcgNk4ep5clfNcN3MKd?usp=sharing
- Flipcharts and markers for group discussions and presentations.

🕐 Duration

90 min

Conflict analysis

Activity description

Step 1: Introduction (15 minutes)
- Start with a brief overview of conflict analysis, highlighting the importance of different perspectives in understanding and resolving conflicts.

Step 2: Group Assignment (20 minutes):
- Divide participants into small groups. Each group is assigned one conflict analysis tool, such as:

Conflict wheel. Provides a meta-analysis by examining dynamics, actors, causation, structures, issues, and options

Conflict tree. Visualizes structural causes (roots), main issues (trunk), and effects (branches)

Conflict mapping. Focuses on relationships and power dynamics among actors involved

Onion model. Analyzes layers of conflict, from visible positions to deeper needs and interests

Conflict analysis

Activity description

- Each group learns about their assigned tool, discussing its application and potential insights.

Step 3: Mixed Group Discussions (25 minutes):

- Participants are re-grouped so each new group includes at least one representative from each initial group. Each participant presents the tool they explored, explaining its purpose, strengths, and how it can be applied to conflict situations. Group members ask questions and share insights.

Step 4: Consolidation and Discussion (20 minutes):

- Reconvene in a large group to discuss the insights gained from each tool. Highlight differences in approach and how these tools can be applied in various conflict scenarios.

Step 5: Debrief and Conclusion (10 minutes):

- Summarize key points and encourage participants to reflect on which tool(s) they found most useful and why. Discuss possible applications in real-world conflicts.

Forum Theatre - Warm Up

Overview

This session uses exercises from Augusto Boal's Theatre of the Oppressed methodology to prepare participants for creative exploration, collaboration, and performance. Through interactive and engaging activities, participants build focus, physical awareness, and group connection. The exercises encourage trust, creativity, and spontaneity, setting a strong foundation for the day's activities.

◎ Objectives

- To foster group cohesion and trust through interactive exercises.
- To activate participants' creativity and imagination.
- To develop physical awareness and non-verbal communication skills.
- To prepare participants mentally and emotionally for deeper engagement in Forum Theatre.

💼 Material

- Open space for movement
- A simple object (e.g., ball, stick, or other small item) for the Diego exercise

🕐 Duration

60 minutes

Forum Theatre - Warm Up

Activity description

Activity 1: Master and Clay (20 minutes)

- Divide participants into two circles: an inner circle (Clay) and an outer circle (Master).
- Each person in the outer circle is paired with a corresponding person in the inner circle.
- The Master gently molds their Clay partner into a specific pose using non-verbal guidance.
- Once all Masters have created a pose, the outer circle moves to the next Clay in a clockwise direction. The new Master then adds a movement to the existing pose.
- The circle rotates again, and the next Master adds a sound to the movement. The process continues until each Clay has a complete pose, movement, and sound.
- Once the exercise is complete, the Masters walk around the inner circle to observe the "sculptures" they helped create, appreciating the unique results.
- Switch the roles: the outer circle becomes the Clay, and the inner circle becomes the Master. Repeat the same process, allowing each participant to experience both roles.
- Facilitate a group discussion:

How did it feel to be the master, guiding and adding to the creation?
How did it feel to be the Clay, being shaped and transformed?
Highlight themes of trust, collaboration, and creativity that emerged during the activity.

Forum Theatre - Warm Up

Activity description

Activity 2: Three People Sketches (20 minutes)

- Divide participants into groups of three.
- In each group, one person acts as the "subject," while the other two work together as a "frame" to shape and move the subject into different sketches.
- The "frame" participants create poses or movements for the subject, symbolizing a specific theme, emotion, or story agreed upon by the group.
- Groups share their final poses or movements with the larger group. Other participants can guess the theme or emotion being represented.
- Discuss how collaboration and interpretation played a role in creating and understanding the sketches.

Forum Theatre - Warm Up

Activity description

Activity 3: Diego Exercise (10 minutes)

- Gather participants in a circle and introduce a small object (e.g., a ball or stick).
- Pass the object around the circle, introducing it as precious and expensive. Participants must handle it with care and seriousness, expressing this through body language.
- Pass the object again as if it's a secret item, requiring discretion and mystery.
- Finally, pass the object as if it's scary or dangerous, evoking tension and fear in their actions.
- Each time the object is passed, participants repeat the lines:

"This is Diego."

"Who?"

"Diego."

Forum Theatre - Warm Up

Activity description

Closing and Reflection (10 minutes)

- Ask participants how they felt during the exercises and what they observed about their own creativity and connection with others.
- Conclude by linking the warm-up session to the day's activities, emphasizing how the exercises prepare them for deeper engagement in Forum Theatre.
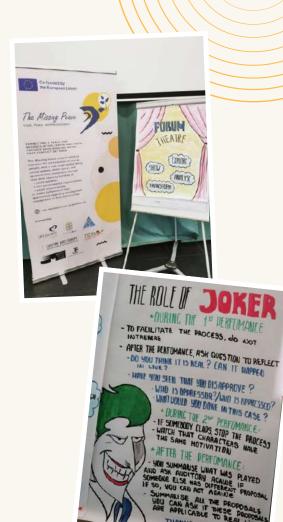
Forum Theatre

Forum Theatre, developed by Augusto Boal, is an interactive theatre technique where participants create and perform sketches based on real-life conflicts or challenges. The audience can intervene and explore solutions by changing the characters' actions. This session spans four sessions, each 90 minutes long, and introduces participants to Forum Theatre as a powerful tool for social reflection, empathy, and problem-solving.

Objectives

- To introduce participants to Forum Theatre and its principles.
- To develop participants' ability to analyze and address social conflicts through role-play and interaction.
- To encourage empathy, active participation, and creative problem-solving.

Material

- Open space for performance and movement.
- Comfortable seating for group discussions and audience involvement.
- Flipchart and markers for planning and discussion notes.
- Costumes or simple props (optional, for sketches).

Forum Theatre

🕐 Duration

Four sessions of **90 minutes** each. Note that the method may require additional time based on the number and length of sketches, as well as the depth of discussion

📋 Activity description

Session 1: Introduction and Preparation (60 min)

- *Presentation of Forum Theatre (30 minutes):*

Explain the principles of Forum Theatre, highlighting how it serves as a tool for social reflection and interaction. Emphasize Boal's idea of "spect-"actors"—audience members who can change the scene and explore different outcomes.

- *Discussion (30 minutes):*

Open the floor for participants to discuss potential topics for their sketches based on actual or observed challenges, conflicts, or social issues. Divide participants into small groups and let them choose the topic.

Forum Theatre

Activity description

Session 2: Preparation of Sketches (90 min)

- *Group Work and Sketch Development (60 minutes):*

Each group works on creating a short sketch that portrays a specific conflict or problem. Encourage participants to think about the motivations of each character and the social issues represented in their scenario.

- *Rehearsal and Feedback (30 minutes):*

Groups rehearse their sketches and receive feedback from facilitators. The sketches should be short and highlight a clear conflict, with a potential for audience intervention.

Session 3: Acting and Audience Intervention (90 min)

- *Performances (45 minutes):*

Each group performs their sketch for the rest of the participants (now the audience). After each performance, invite the "spect-actors" to step in and change the actions of characters, exploring different responses and outcomes.

- Discussion and Reflection (45 minutes):

After each intervention, discuss the alternative actions, why they were chosen, and their effects on the scene. Encourage participants to explore the different perspectives presented, reflecting on the real-life implications of these choices.

Forum Theatre

Activity description

Session 4: Evaluation and Reflection (90 min)

- *Reflection on Experiences (45 minutes):*

Begin with an open discussion where participants share their experiences from the performances, focusing on what they learned about the characters, conflicts, and possible solutions.

- *Evaluation of Method (45 minutes):*

Encourage feedback on Forum Theatre as a learning tool, asking participants how it influenced their understanding of conflict and empathy. Discuss potential applications of this method in their personal or professional lives.

Lab Kick-Off: Designing Peacebuilding Sessions

Overview

This interactive session serves as the kickoff for a collaborative practice lab, where participants will create and implement their own peacebuilding sessions. Through brainstorming, idea-sharing, and group formation, participants will explore relevant topics, identify areas of interest, and begin developing their unique sessions focused on peacebuilding.

◎ Objectives

- To introduce participants to the lab practice format, where they will design and lead their peacebuilding sessions.
- Gather ideas and interests from participants as a foundation for session creation.
- To form groups based on shared topics and facilitate brainstorming for initial session concepts.

💼 Material

- Flipchart or whiteboard
- Markers
- Sticky notes
- Paper and pens

🕐 Duration

60 min

Lab Kick-Off: Designing Peacebuilding Sessions

Activity description

Step 1: Present Lab Kick-Off and Goals (10 minutes)
- Start by explaining the purpose of the lab practice and how participants will create their peacebuilding sessions.
- Describe the lab's objectives, emphasizing that participants will develop and implement sessions for each other, fostering collaborative learning and practical peacebuilding skills.

.**Step 2: Gather Ideas, Topics, and Interests** (10 minutes)
- Distribute sticky notes and ask participants to write down ideas, topics, or themes they are passionate about within peacebuilding (e.g., conflict resolution, cultural understanding, communication skills).
- Invite participants to stick their notes on a flipchart or wall and briefly explain their ideas to the group. Group similar themes together to visualize common interests and potential topics.

Lab Kick-Off: Designing Peacebuilding Sessions

Activity description

Step 4: Brainstorm Session Ideas Within Groups (20 minutes)
- Within their groups, participants brainstorm initial ideas for their peacebuilding session.
- Guide them to think about:

The specific objectives of their session.

Interactive elements (e.g., role-plays, discussions, activities) could be included.

How will their session engage other participants in peacebuilding concepts?

- Each group uses paper and markers to outline their ideas, capturing the core elements of their session.

.**Step 5: Brief Group Sharing and Wrap-Up** (5 minutes)
- Invite each group to briefly present their chosen topic and initial ideas to the larger group.
- Conclude by encouraging groups to continue refining their sessions, reminding them of the importance of hands-on learning and creativity in peacebuilding.

Practice Lab: Participant-Led Peacebuilding Sessions

Overview

The Practice Lab allows participants to design and implement their peacebuilding sessions. In this flexible, hands-on practice stage, each group takes turns facilitating a session for the rest of the participants, who act as their audience. Each session allows facilitators to apply peacebuilding concepts and explore creative ways to engage participants. Sessions are followed by structured feedback rounds, allowing facilitators to reflect on their work and gain constructive input from peers and trainers.

Objectives

- To give participants practical experience in designing and delivering peacebuilding sessions.
- To foster reflective learning through multiple rounds of feedback.
- To provide a space for participants to develop and refine facilitation skills with peer support.

Material

- Any materials required for each session (specific to the group's planned activities)
- Flipchart, markers, and sticky notes for feedback rounds

Duration

Total Time: 6 sessions, up to **90 minutes**, plus a final evaluation session. Each session may vary according to participants' planning, with a maximum of 90 minutes per session.

Practice Lab: Participant-Led Peacebuilding Sessions

Activity description

Step 1: Session Implementation (up to 90 minutes)

- Each group takes turns facilitating their peacebuilding session, engaging the rest of the participants as their "audience."
- Sessions last as long as each group has planned, up to 90 minutes.
- All participants are encouraged to fully engage in each session to create a realistic environment and provide meaningful feedback afterwards.

.**Step 2: Feedback Rounds** (30-45 minutes)

- *Round 1 Facilitator self-reflection.* The facilitators provide initial feedback on their experience after completing their session. They share reflections on their group work, challenges, and overall impressions of the facilitation process.
- *Round 2 Participant feedback.* The session participants provide input to the facilitators, focusing on aspects such as session engagement, clarity of objectives, and effectiveness of activities. Participants share constructive suggestions for improvement and highlight what worked well.
- *Round 3 Trainer feedback.* Trainers and facilitators of the training course offer professional feedback, providing insights into session design, facilitation techniques, and alignment with peacebuilding principles. Trainers may also suggest specific strategies for improvement based on observed growth areas.

Practice Lab: Participant-Led Peacebuilding Sessions

Activity description

Step 3: Overall Practice Lab Evaluation (60 minutes after all sessions are completed)

- After implementing all practice sessions, comprehensively evaluate the entire Practice Lab experience.
- Participants reflect on:

Their learning and growth through session facilitation.

Key takeaways from the feedback rounds.

How their understanding of peacebuilding concepts evolved during the process.

- Participants discuss how they can apply these skills in their professional or personal peacebuilding efforts, supporting sustained impact beyond the training.

Human Connection as a Form of Peacebuilding

Overview

This workshop provides a framework to foster awareness of human connection across four levels: personal, relational, community, and global. By exploring these interconnected levels, participants gain insight into how human connection can serve as a foundational tool for peacebuilding.

Objectives

- To cultivate human connection at the personal, relational, community, and global levels.
- To help participants experience a sense of connection during the workshop.
- To establish a foundation of human connection as a basis for peacebuilding.

Material

- Pencils and post-it notes
- Percussion instruments (e.g., shakers, kazoos)
- Poster illustrating the connection framework
  https://drive.google.com/drive/folders/1A881oARtEvCBpwP7ZKMz5Te8vIxCfKvU?usp=drive_link
- Music (selected songs) and a speaker

Duration

Minimum **90 minutes.** The workshop can be extended by deepening activities within each level and allowing more time for introspective and collective reflection.

Human Connection as a Form of Peacebuilding

Activity description

Step 1: Introduction (2 minutes)
- Present the idea of human connection as a peacebuilding tool.
- Show the framework (personal, relational, community, global) illustrated by concentric circles.

.**Step 2: Personal Connection** (10 minutes)
- Guide participants through a meditation focusing on breathing, grounding, and a body scan. Music suggestion: https://youtu.be/DGQwd1_dpuc.
- ·Invite participants to contemplate the meaning of "connection" and write thoughts on post-it notes for a collective reflection wall.

Step 3: Relational Connection (30minutes)
- Without speaking, participants line up by eye color (lightest to darkest). This silent activity encourages eye contact, fostering a sense of openness and vulnerability.
- Participants partner up to discuss:

What does human connection mean to you?

How does it feel to experience or lack connection?

- ·In pairs, participants engage in a walking challenge, holding a pencil between their upper arms while moving in sync. This activity symbolizes physical and emotional support in relationships.
- Reflect on the importance of both physical and emotional support, connecting the activity to relational support in real life.

Day 4-5 // Practice Lab

Human Connection as a Form of Peacebuilding

Activity description

Step 4: Community Connection (15 minutes)
- Divide participants into two groups. Each group creates a short song (2-4 lines) about human connection or peacebuilding, using simple melodies (e.g., "The Wheels on the Bus").
- Groups perform their songs in a "battle of the bands" format.
- Discuss the dynamics of working as a group, the role of collaboration, and how each member contributes to building a connected community.

.**Step 5: Global Connection** (5 minutes)
- Lead participants in a "Crystal Dance," a freeze-frame activity where one person freezes in a pose symbolizing connection. Others join, creating a larger "picture" of connectedness. Music suggestion: "Baba Yetu" by Christopher Tin https://youtu.be/IJiHDmyhE1A.
- After the freeze-frame, participants reflect on global connections and the broader impact of human connection.
- Additional reflection option: for the global section, encourage participants to consider ways to connect with people they do not know or who live far away, exploring solidarity and empathy beyond physical proximity.

Human Connection as a Form of Peacebuilding

Activity description

Step 6: Closing (5 minutes)
- Recap the journey through personal, relational, community, and global connections.
- Encourage participants to share moments where they felt a meaningful human connection.
- Reinforce that the activities are flexible, and their true purpose is to create space for connection and reflection.

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Changing Perceptions in Young People

Overview

This workshop engages young people, ages 10-14, in activities to explore and reflect on similarities and differences among themselves in a diverse school setting. Through interactive activities and group discussions, participants will develop empathy and understanding for others, promoting a shift in perceptions.

◎ Objectives

- To foster an inclusive mindset by helping young people recognize and respect differences and similarities.
- To build awareness of how certain group behaviors can create exclusion and inclusion.
- To encourage reflection on personal experiences related to belonging and acceptance.

💼 Material

- A4 paper (one for each participant)
- Pens (one for each participant)
- Post-it notes
- String
- Colored paper

🕐 Duration

60 min

Changing Perceptions in Young People

Activity description

Activity 1: Good Team/Bad Team (20 minutes)
- Start by lining participants up in a straight line. The facilitator assigns participants to the "good team" or "bad team" based on visible attributes like eye color, shoe color, or gender.
- Inform the "good team" members that they receive positive reinforcement, such as high-fives and breaks, while "bad team" members perform small penalties like push-ups or sit-ups.
- After a few rounds, facilitate a discussion with questions like:

How did you feel being part of the 'good team' or 'bad team'?
Why do you think you were divided this way?
How does this reflect real-life experiences of exclusion?

- Conclude by discussing how behaviors rooted in external differences can lead to feelings of isolation or superiority, highlighting the impact of discrimination based on attributes.

Activity 2: Get into a Group (10 minutes)
- This activity builds on societal categorizations. Participants are placed into groups based on various factors, highlighting how social labels influence group inclusion.

Changing Perceptions in Young People

Activity description

Activity 3: Drawing Snake (10 minutes)

- In this non-verbal communication activity, participants follow differing instructions that create unique outcomes. This underscores how varied communication and understanding can lead to differences, yet none are inherently harmful.

Activity 4: Complete the Star (10 minutes)

- Participants attempt to complete a simple drawing but with unique methods, illustrating how differing approaches can lead to misunderstandings, emphasizing that individual paths to solutions should be respected.

Activity 5: Session Debrief (10 minutes)

1. Discuss how judgments based on appearance or assumptions can influence interactions, as seen in Activity 1.
2. Reflect on how social labels, like community or family background, shape identity and belonging, as demonstrated in Activity 2.
3. Emphasize how non-verbal cues and differing viewpoints can enrich understanding, as explored in Activities 3 and 4.
4. Reinforce that similarities make us stronger, but differences should be celebrated as they make us unique. Remind participants to see each other's humanity first, fostering an inclusive community.

Communication Train

Overview

The Communication Train activity is designed to enhance participants' awareness of communication challenges and the impact of miscommunication. In this exercise, participants attempt to replicate a simple drawing by passing on only what they sense from the person behind them. This activity highlights how poor communication can lead to misunderstandings and helps participants explore ways to improve communication clarity.

Objectives

- To increase awareness of the importance of effective communication.
- To demonstrate how miscommunication can lead to errors and misunderstandings.
- To encourage participants to think about ways to improve their communication skills.

Material

- Paper (one for each participant)
- Sticky tape
- Markers

Duration

10-15 minutes, depending on the number of participants.

Communication Train

Activity description

Step 1: Setup
- Attach a sheet of paper to each participant's back and arrange participants in a line, each facing forward.

Step 2: Drawing Shapes
- The facilitator stands behind the first participant and draws a simple shape (e.g., square, circle, triangle) on the paper attached to their back. Based only on what they feel, this participant tries to replicate the shape on the paper of the person in front of them.

Step 3: Passing the Drawing
- This continues until the last participant in line has drawn what they felt from the person behind them.

Step 4: Repeat
- Draw additional shapes, one at a time, and let participants pass each drawing along the line.

Communication Train

Activity description

Step 5: Comparison

- At the end, compare the facilitator's original drawing with the final drawing from the last participant in line.

Step 6: Debrif

How did they feel during the activity?

What challenges did they encounter in trying to communicate accurately?

What ideas do they have for improving communication based on this experience?

What do they think about the differences between the original and final drawings?

Escape Room

Overview

This interactive activity uses an escape-room format to explore conflict management, listening skills, and the value of open-mindedness. Participants engage in group exercises that challenge them to think from different perspectives, work together, and appreciate the importance of understanding and unity across diverse backgrounds.

Objectives

- To highlight the importance of open-mindedness, listening, and understanding as critical conflict management and prevention skills.
- To demonstrate that, despite differing views or group affiliations, all participants share a common humanity and can work together effectively.
- To foster an environment where participants can experience diverse ways of thinking and communicating.

Material

- Paper
- Pens

Duration

60 min for the activity (planning may take several days).

Escape Room

Activity description

Step 1: Spectrum Game and Storytelling (30 minutes)

- Present participants with statements related to topics such as conflict management, the role of education, disinformation, harmony, honesty, and social media's impact on conflicts.
- Participants place themselves along a spectrum, indicating whether they fully agree, partially agree, disagree, or are neutral.
- Encourage open discussions where participants can explain their viewpoints, fostering an environment of respectful listening and sharing diverse perspectives.
- Share a personal or historical story that highlights conflict management and progress.
- In this activity, the facilitator shares the story of North Macedonia, including its history of conflict resolution, the significance of the Prespa Agreement, and the power of education to prevent conflicts.
- Participants are encouraged to reflect on the importance of focusing on the future, appreciating diverse backgrounds, and fostering unity.

Escape Room

Activity description

Step 2: Group Drawing Exercise (30 minutes)

- Assign participants to small groups, each with a unique number and letter combination (e.g., 1a, 1b, 2a, 2b).
- Whisper the same word to each participant, asking them to draw it without using text or discussing it with others.
- Once everyone has completed their drawings, have participants share their drawings with others with the same letter but with different group numbers. They then try to guess the word based on the drawing.
- Facilitate a group discussion on how, despite being given the same word, each participant interpreted and illustrated it differently. Emphasize that while we may come from different groups or perspectives, we are all united in our shared humanity.

Fighting for Equality

Overview

This workshop addresses the topic of sexism, exploring related issues such as gender identity, family reconciliation, cultural traditions, and human rights. Through discussions, real-life stories, and interactive activities, participants gain insights into the effects of discrimination, the impact of cultural practices like female genital mutilation (FGM), and the challenges faced by individuals due to their gender identity.
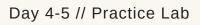
◎ Objectives

- To help participants understand the impact of discrimination on individuals.
- To educate participants about FGM and how cultural practices can affect the lives of women.
- To explore the intersections of gender identity, cultural norms, and human rights.

💼 Material

- Computer
- Presentation slides
  https://prezi.com/view/GvLsZl9MMni6oaO39xdW/
- Flipchart or whiteboard for brainstorming
- Projector
- "Life Choices" Game Rules & Storyline

🕐 Duration

105 minutes

Fighting for Equality

Step 1: Introduction and Brainstorming (15 minutes)

- Begin with participants seated in a circle to foster open communication.
- Ask participants what comes to mind when they hear the word "sexism." Record ideas on a flipchart or whiteboard.
- Present the Oxford dictionary definition of sexism and share the session's lesson plan, outlining topics like gender identity and FGM.

Step 2: Exploring Gender Identity and FGM (20 minutes each)

- Explain the concept of gender and how it differs from biological sex.
- Ask participants in what areas of life transgender people might face discrimination. Allow time for a brief brainstorming session.
- Show a short video explaining FGM, discussing its cultural roots and impact on women's lives.
- Ask participants to reflect on how culture influences personal rights and how certain traditions may infringe on human rights.

Fighting for Equality

📋 **Activity description**

Step 3: Real Stories Activity (20 minutes)

- Divide participants into two groups. One group will start with the FGM story and the other with the gender identity story.

Group 1 (FGM Story): Show a video about Fatmata Turay, a woman who tragically passed away following an FGM procedure. Facilitate a discussion on participants' reactions to the story and the impact of such practices.

Group 2 (Gender Identity Story—"Life Choices" Game): Introduce Eden Knight's story, a transgender woman who faced discrimination. Tell the first part of her story, then present participants with three choices to determine how her story progresses. Each choice leads to one of five possible fates, four fictional, while one reflects Eden's true story. Groups discuss and vote on their choices.

- After 15 minutes, the groups switch topics and complete the second story activity.

Fighting for Equality

Step 4: Final Discussion (20 minutes)

- Disclose Eden Knight's actual fate and share her final message to the world. Highlight her family's lack of acceptance by showing her funeral invitation, where she is referred to as their "son."
- Discussion Prompt:

How can we reconcile families divided by differences?
Encourage participants to discuss potential ways of fostering family acceptance and support.

- Reflect on Fatmata Turay's story and ask, "When does a cultural tradition become generally unacceptable?"
- Facilitate a discussion on the common theme between both stories: the role of surgery in each character's life. One person needed surgery to align with her true identity but was denied; the other was subjected to surgery against her will, leading to fatal consequences. Encourage participants to share their thoughts on this connection.

Fighting for Equality

Overview

This activity engages participants in understanding and applying the principles of peace and conflict resolution by examining real-world conflicts and exploring solutions based on the Declaration of Peace and Cessation of War (DPCW) by HWPL. Through theoretical frameworks and collaborative analysis, participants gain insight into promoting a culture of peace within society.

◎ Objectives

- To teach participants how to apply the DPCW principles for sustainable peace.
- To use theoretical frameworks for conflict analysis.
- To encourage participants to recognize causes of conflict in their contexts and develop solutions that draw attention to peace culture.

💼 Material

- Computer (for meditation music, presentation, and video)
- Flipchart
- Markers
- Paper

🕐 Duration

60 min

Fighting for Equality

Activity description

Step 1: Grounding Meditation (5 minutes)
- Begin with a guided meditation session to help participants ground themselves. This activity promotes relaxation and prepares participants for the session.

Step 2: Facilitator Presentation (5 minutes)
- Facilitators introduce the workshop's purpose, focusing on peacebuilding and the importance of conflict analysis in achieving sustainable peace.

Step 3: Brainstorming on Peace (10 minutes)
- Ask participants, "What does peace mean to you?" Record their responses on a flipchart, capturing diverse perspectives on peace.

Step 4: Presentation and Video (10 minutes)
- Present key principles from the Declaration of Peace and Cessation of War (DPCW) by HWPL.
- Show a video that illustrates these principles in action and the impact of peace efforts globally.

https://drive.google.com/file/d/15GrW0hwfvMvOezfsYzpCO_8a76_16ixS/view?usp=sharing

Fighting for Equality

Activity description

Step 5: Group Activity – Conflict Analysis and Solutions
(20 minutes)

- Assign each group a country currently facing conflict. Provide them with paper and markers.
- Each group draws the flag of their assigned country and uses one of the following conflict analysis frameworks by:

Conflict tree:

Identifying root causes, core issues, and effects of the conflict.

ABC conflict triangle:

Analyzing Attitude, Behavior, and Contradiction within the conflict.

Iceberg model or conflict pyramid (Lederach's Model):

Examining visible and underlying aspects of the conflict.

- Based on their analysis, each group selects one or more of the DPCW's 10 articles to propose as a solution to the conflict. They note the article numbers on paper.
- Groups attach their paper with the selected article numbers around the DPCW flipchart, highlighting their chosen solutions.

Fighting for Equality

Activity description

Step 6: Reflection and Discussion (10 minutes)

- Facilitate a group discussion where participants reflect on their experience with the activity. Encourage them to consider how these principles could be applied within their own communities or in personal contexts.

Migration and Human Rights

Overview

This session explores the intersection of migration and human rights, covering topics such as asylum-seeking, the impact of policies on migration, and the role of inequality in driving migration. Through presentations and interactive activities, participants gain an understanding of human rights in migration contexts and the challenges faced by refugees and migrants.

◎ Objectives

- To educate participants on the human rights aspects related to seeking asylum.
- To discuss the role of policies, such as the 2017 U.S. immigration policy, and their impact on migration.
- To highlight inequality and other drivers of migration.

💼 Material

- Game materials (the "Take a Step Forward" activity from the Council of Europe's Compass guide.)
- Optional handouts with key migration and human rights information

🕐 Duration

60 min

Migration and Human Rights

Step 1: Presentation (30 minutes)

- Begin with an overview of refugee and migrant profiles, migration routes, and major migration trends.
- Discuss how inequality influences migration, touching on economic, social, and political disparities that push people to migrate.
- Present the 2017 U.S. immigration policy changes under the Trump administration. Cover key aspects such as:

Path to citizenship limitations

Ending family reunion visas

Visa lottery termination for specific countries

Border security measures

- Explain fundamental human rights, emphasizing UN guidelines on the rights of migrants and asylum seekers.

Migration and Human Rights

Step 2: Interactive Game (20 minutes)
- Engage participants with the "Take a Step Forward" activity from the Council of Europe's Compass guide. This game encourages empathy by placing participants in the roles of individuals with different migration backgrounds, allowing them to experience the challenges faced by refugees and migrants.

Step 3: Group Discussion and Q&A (10 minutes)
- Encourage participants to ask questions and discuss their insights from the presentation and game. Prompt discussions on how policy and inequality shape migration experiences, as well as ways to advocate for human rights in migration.

Practice Evaluation

Overview

This reflective session allows participants to evaluate their practice experience in small groups, focusing on personal takeaways, valuable feedback, and future applications. Through structured discussions, participants assess their growth, identify key lessons, and consider how they can apply feedback and insights to future projects.

Objectives

- To expose participants to diverse perspectives and expertise in peacebuilding.
- To foster a supportive environment where participants can ask questions and discuss real-life peacebuilding challenges.
- To inspire participants by learning about innovative practices and approaches to conflict resolution and peace initiatives.

Material

- Flipchart paper
- Markers
- Optional: Sticky notes for individual reflection before group discussion

Duration

40 min

Practice Evaluation

Activity description

Step 1: Division into Small Groups (5 minutes)
- Group Formation: Organize participants into small groups of 5-6 people to facilitate focused and supportive discussions.
- Introduction to Reflection: Briefly explain the purpose of the session, highlighting that this is an opportunity to reflect on key experiences from the practice stage and identify personal and collective growth.

Step 2: Group Reflection on Practice Experience (30 minutes)
- Reflection Questions:

Ask participants to consider, "What would you take from the practice experience?" Prompt them to share insights from both leading their own sessions and participating in others' sessions. Encourage them to think about valuable moments and specific learning experiences.

Encourage participants to discuss, "What feedback do you find useful and will consider for the future?" Participants should reflect on any constructive feedback received and consider areas for development in their approach, skills, or session design.

- Allow time for everyone to share their thoughts within each group, guiding participants to actively listen and support one another's reflections.

Practice Evaluation

Activity description

Step 3: Documenting Insights (5 minutes)

- Each group documents their main insights, takeaways, and valuable feedback on flipchart paper. These notes may include specific feedback points, collective themes, or quotes that capture the essence of the discussion.
- If time allows, invite each group to briefly share their key reflections with the larger group, fostering a collective understanding of the practice stage's impact.

Peace Café: Talks with Experts

Overview

The Peace Café is an informal yet impactful session where participants dialogue with peacebuilding experts. For 3 hours, participants gain insights into various peace-related topics, learn from real-world experiences, and have the opportunity to ask questions. This session aims to deepen participants' understanding of peacebuilding practices, challenges, and successes, creating a relaxed, café-like environment that encourages open conversation and knowledge-sharing.

◎ Objectives

- To expose participants to diverse perspectives and expertise in peacebuilding.
- To foster a supportive environment where participants can ask questions and discuss real-life peacebuilding challenges.
- To inspire participants by learning about innovative practices and approaches to conflict resolution and peace initiatives.

💼 Material

- Tables arranged café-style to facilitate small group discussions
- Notebooks and pens for participants to take notes
- Optional: Refreshments for a true café atmosphere

🕐 Duration

180 min

Peace Café: Talks with Experts

Activity description

Step 1: Introduction to Peace Café and Expert Introductions (15 minutes)

- Begin by welcoming participants to the Peace Café, setting the tone for an open, conversational session where they can engage freely with peacebuilding experts.
- Briefly introduce each expert, highlighting their background, area of expertise, and the unique insights they bring to the Peace Café.

Step 2: Expert Talks and Rotations (2,5 hours)

- First Round of Discussions (30 minutes): Participants gather around each expert who introduces their specific peacebuilding focus. Experts share insights on their work, challenges faced, key achievements, and innovative practices in the field.
- Participant Questions and Interaction (15 minutes per round): Participants are encouraged to ask questions and discuss relevant topics after each expert talk. They may share their experiences or seek advice on issues they're curious about.
- Table Rotations: After each round, participants rotate to a new expert (or the experts rotate to different tables), allowing everyone to engage with multiple perspectives throughout the session. This format is repeated to ensure a rich knowledge exchange across various topics.

Peace Café: Talks with Experts

Activity description

Step 3: Group Reflection and Closing (15 minutes)

- Gather as a group for a brief reflection. Participants share insights or particularly impactful moments from the discussions.
- Thank the experts and participants for reinforcing the value of diverse perspectives in peacebuilding and the importance of continued dialogue and collaboration.

Future Framework

Overview

This session is designed to help participants reflect on their practice experiences, envision future engagement in the project, and consider the valuable feedback they've received. Through group presentations, small-group discussions, and reflective exercises, participants identify key takeaways, assess their growth, and contribute ideas for sustaining the project's impact

◎ Objectives

- To outline the future framework of the project and clarify participants' roles.
- To encourage participants to share their intended involvement in ongoing project activities.
- To reflect on personal and group experiences from the practice stage, including valuable feedback and lessons for future projects.

💼 Material

- Flipchart paper and markers
- Notepads and pens for individual notes
- Optional: Handouts or summary documents detailing the project's future framework

🕐 Duration

40 minutes

Future Framework

Activity description

Step 1: Future Framework of the Project (20 minutes)
- Begin with an overview of the project's future framework, detailing the next steps, timeline, and areas where participants can contribute.
- Highlight ways participants can continue their involvement, such as organizing workshops, promoting peacebuilding initiatives, or supporting project dissemination.

Step 2: Presenting Group Involvement in Project Implementation (30 minutes)
- Invite participants to present their ideas for continued involvement in the project. Each group or individual shares how they plan to contribute, whether through specific tasks, roles, or follow-up activities.
- Emphasize collaborative opportunities, encouraging participants to identify areas where they can work together to maximize impact.

Training Course Reflection and Closing Circle

Overview

This closing session allows participants to reflect on their experiences throughout the training course, using interactive tools and visual cards for meaningful expression. Participants use Mentimeter to capture and share final thoughts, followed by a Dixit card activity where each person selects a card representing their feelings and experiences. The session concludes with a closing circle, allowing everyone to reflect on their journey, connections, and lessons learned

◎ Objectives

- To facilitate personal reflection on the training experience and highlight key takeaways.
- To create a shared, meaningful closing experience where participants connect over their reflections.
- To gather feedback and insights to inform future training courses.

💼 Material

- Mentimeter (projector and device access)
- Dixit cards (or any set of visual cards)
- Optional: Flipchart or notepad for capturing notable reflections shared during the session

🕐 Duration

50 minutes

Training Course Reflection and Closing Circle

Activity description

Step 1: Mentimeter Reflection (20 minutes)

- Explain that participants will use Mentimeter to provide feedback on the course, sharing highlights, suggestions, and thoughts on their learning journey.
- Ask questions such as:

"What was your biggest takeaway from the training?"
"Describe your experience in one word."
"What would you like to see in future sessions?"

- Display responses in real-time via a projector to create a shared reflection, allowing participants to see each other's thoughts and gain a collective perspective on the course experience.

Step 2: Closing Circle with Dixit Cards (30 minutes)

- Invite participants to select a Dixit card from a deck, choosing one that resonates with their experience or feelings about the training.
- Form a closing circle and, one by one, invite each participant to show their card and explain why they chose it, sharing any final reflections or emotions they associate with the image.
- The Dixit cards provide a visual and symbolic way for participants to connect with and express their journey. Encourage a sense of openness and mutual respect, allowing participants to share as much or as little as they wish.

ONLINE LEARNING COURSES

At the heart of The Missing Peace Educational Pack are three online learning modules hosted on our e-learning platform. Each course focuses on a specific context – North Macedonia, Northern Ireland, and Cyprus – and introduces learners to the historical background, key actors, and peace and reconciliation processes in each setting.

The modules combine short texts, videos, reflective questions, and case-based activities to help learners critically examine how conflicts emerge, how they are sustained, and how different societies work towards reconciliation. Taken together, they offer a comparative lens on the historical, social, and cultural dimensions of conflict in Europe, inviting users to draw connections, notice patterns, and reflect on what these experiences mean for peacebuilding in their own contexts.

Understanding North Macedonia

Lessons from Northern Ireland's Conflict and Reconciliation

The Cyprus Problem: Unlearning histories

CONCLUSION & NEXT STEPS

This Educational Pack brings together the core methods, insights, and learning pathways developed within The Missing Peace project. It is intended as a living resource: something you can adapt, translate, and re-shape according to your context and the realities of the young people you work with.

As next steps, **we invite you** to:
- Test the activities with your groups and document what works, what needs adjustment, and what emerges.
- Adapt and localise the methods to your own histories, conflicts, and community dynamics.
- Share your experiences with colleagues, partners, and local stakeholders to widen the impact.

To deepen your work, visit our website to access the full set of online learning modules, additional tools, and materials — and to stay connected with a wider community committed to building peace, piece by piece.

VISIT THE E-LEARNING SPACE AT:

HTTPS://THE-MISSING-
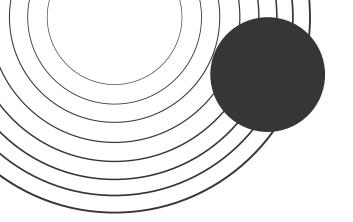PEACE.4LEARNING.EU/EDUPACK

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EDUCATIONAL PACK

The Missing Peace

EDUCATIONAL PACK

The Missing Peace Educational Pack – is a compendium of methods and exercises developed for, used during, and refined after the project's Youth Exchange and blended Training Course + Lab. It offers ready-to-use non-formal education activities on conflict, identity, reconciliation and peacebuilding, grounded in real practice and participant feedback.

The pack is supported by three stand-alone online courses hosted on The Missing Peace online portal, each delving into pivotal European conflicts and the reconciliation efforts that followed in North Macedonia, Northern Ireland and Cyprus.

Together, the publication and online courses provide an in-depth yet accessible exploration of historical, social and cultural dimensions of conflict, giving youth workers and educators comparative perspectives, step-by-step session outlines and adaptable tools to strengthen meaningful, inclusive youth engagement in peacebuilding.

PROJECT CONSORTIUM:

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