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# Peace Designer Training Toolkit



## INNOV8PEACE

Design Thinking for Youth Peacebuilders

*Delivered under the Erasmus+ Programme | KA210-YOU Small*

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EN

# IMPRINT

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# Toolkit

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# Printing Instructions for the Toolkit

Printing and preparing the materials in this toolkit is an essential part of our interactive activities within the Peace Designer program. The following kit includes all the materials you'll need to print, cut, and prepare before your session begins.

Below, you'll find general tips for printing, as well as specific suggestions for each type of print-out to ensure everything is ready for a smooth and engaging experience.

## General Guidelines

For the best results, use A4 or Letter-sized paper for all materials unless otherwise specified. To maintain the clarity of diagrams, tables, and color-coded sections, we recommend printing in color whenever possible. When printing on A4 or A3, ensure that the "Fit to Page" or "Scale to Fit" option is enabled in your print settings to avoid cropping or misalignment. Some materials may require folding.

Before printing all copies, we recommend doing a test print of each material to check formatting and adjust settings if necessary. Use high-quality print settings for materials with detailed graphics or text to ensure clarity. If printing in black and white, make sure shading and patterns remain distinguishable.

Material	Page	Paper Type	Format	Printing Method
Print-out Bingo Friends	13	standard (80-100 gsm)	A4	one sided, black & white, cut in half
Print-out SDG QR Code (Fig. 1)	14	standard (80-100 gsm)	A4	one sided, colour or greyscale
Print-out Set of Photographs (Fig.2)	15-18	thick (120 - 300 gsm)	A4	both sided, colour
Print-out SDG cubes (Fig. 3)	19-21	thick (120 - 300 gsm)	A4	one sided, colour
Print-out Design Thinking Puzzle (Fig.4)	22-29	thick (120 - 300 gsm)	A4	both sided, colour (page 22-27) one sided, colour (page 28-29)
Design Thinking Puzzle Outline & Solution (Fig. 5)	30	standard (80-100 gsm)	A4	one sided, colour or greyscale
Print-out Peace Quotes (Fig.6)	31- 46	thick (120 - 300 gsm) or cardstock (200- 350 gsm)	A4	both sided, colour

# Onboarding

Starting a training with "**get to know**" activities is a critical step in creating a positive and engaging learning environment. These activities fulfill three goals:

- **Break the Ice:** They help participants feel more comfortable and reduce any initial awkwardness or anxiety
- **Build Trust and Connection:** By encouraging participants to share about themselves, these activities make it easier for everyone to engage openly throughout the training.
- **Encourage Active Participation:** When participants feel seen and heard from the start, they are more likely to contribute actively, ask questions, and take risks.

## Recommendations for a Good Start

In addition to facilitating get-to-know activities it is supportive to ...

- Establish **Ground Rules** collaboratively and create a set of ground rules with the group to guide interactions. These might include principles like respectful communication, active participation, confidentiality,...
  - *Helpful questions : What do you need from others to feel involved, comfortable or safe in learning? What do you need from trainers?*
- **Communicate** the training **objectives, agenda**, and desired outcomes at the beginning. Share logistical information such as **schedule** and **materials** upfront.
- Let participants **reflect** on their **motivation** and **expectations** towards their learning and development in the course.

Page 5 and 6 of the *Participant Workbook* includes a participant profile. Participants are invited to fill in their profile. This helps team members to get to know each other before collaborating on their projects. In addition it invites them to reflect on their personal motivations and learning outcomes.

**MY PROFILE** add an image or draw yourself!

1. Name: (What would you like to be called?)

2. Where I'm from: (City, country)

3. What are my hobbies or passions?

4. What movies, music, quotes, food, things do I like?

5. What do I not like?

**ME AND WORKING TOGETHER IN A TEAM**

6. My strengths in teamwork: (In a group are you more of a talker or listener? Do you like planning and organizing or are you at your best when doing tasks?)

7. How I like to work with others: (What is important for you when working together in a team?)

8. What I find hard in teamwork? (What makes teamwork difficult for you?)

9. How I like to communicate: (Instant messaging, email, voice messages? Do you like quick messages or detailed explanations?)

10. Something that my team needs to know about me?

**MOTIVATION & LEARNING**

11. My motivation for this course: (Why do you want to take this course? Why did you decide to take part in Peace Designer Training?)

12. What I want to learn: (What do you want to learn from the programme? What do you want to reach by the end of it?)

# Get to know - Activities

## Aliteration

Duration (min)	Number of participants	Materials	Objectives
10 to 20 (depending on number of participant)	-	-	Participants get to know how to refer to each other (name game)

### Instructions

1. All participants form a circle
2. One person start introducing themselves by saying how they would like to be called and an adjective, that starts with the same letter as their name (*e.g. musical maria*)
3. The next person repeats the previous name and introduces themselves with their name and adjective
4. This continues, each person repeats the names and adjectives of previously mentioned until everyone has a go

### Variations

- Supplement adjective with a movement (be mindful that these are movements portrayable by all participants)
- Only repeat the names and adjectives of the previous person, not all
- Supplement adjective with a noun such as animal (*e.g. Jaguar-Jacob*)

## Me? No. You!

Duration (min)	Number of participants	Materials	Objectives
15	odd number of participants	-	Participants get to practice names and energize themselves through movement (name game)

## Instructions

1. Form Pairs: Everyone pairs up and spreads out around the room or space
2. Choose a Name Caller: One person remains outside a pair and becomes the Name Caller
3. Call a Name: The Name Caller shouts the name of one person in a pair
4. The Runner: The partner of the person whose name was called must run toward the Name Caller
5. The Chaser: The person whose name was called tries to catch their partner (the Runner) before they reach the Name Caller

If the Runner reaches the Name Caller first: The person whose name was called becomes the new Name Caller. If the Chaser catches the Runner: The Name Caller stays the same and calls out a new name.

Make sure to do a round of introductions before playing this game, if this is the only name game you are including.

## Name Juggling

Duration (min)	Number of participants	Materials	Objectives
15	5 to 20	several smaller balls easily distinguishable (by color, shape, size,..)	Participants get to practice names and energize themselves through movement (name game)

## Instructions

1. Form a Circle: All players stand in a circle
2. Introduce the Ball: The referee introduces a ball (e.g., a blue one) to start the game
3. Throwing Rules: The ball is passed from player to player. Before throwing the ball, the thrower must say the name of the player they are throwing to. The ball continues to be passed until every player has received it once
4. Establish the Order: This sequence of passing creates a set order that everyone should remember
5. Repeat the Sequence: Start a new round where the ball is passed in the same order as before.

After a few rounds, another ball (say, the red one) is added. Just as the first ball, it is passed around in a constant ordering (but one different from the "blue" ordering). It can happen that one player gets to balls at the same time. He has to manage to catch both, and pass each of them in the correct direction. Of course, even more balls can be added. That can get quite confusing!

## Common denominator

Duration (min)	Number of participants	Materials	Objectives
30	from 10 +	markers, papers, flipchart papers (optional)	Participants discover commonalities among each other, helping to build connection

### Instructions

1. Divide participants into groups of three to five people
2. Ask participants to find points that every member of the group has in common (e.g. TV series, food, etc.) Encourage members to find similarities that are not obvious (e.g. we are going to the same school, attending the course,...)
4. Invite participants to share their experiences

### Variations

- Ask groups to find 3 things that they have in common and one that is individual /different to each group member
- Invite participants to find one thing that all groups have in common
- Let participants note down their commonalities on a flipchart paper with a triangle

## Sorting Game

Duration (min)	Number of participants	Materials	Objectives
5 to 15	-	-	Participants get to know more about each other based on specific characteristics while moving around and mixing with the group

### Instructions

1. Create Space: Ensure the group has enough room to move around
2. Give a Sorting Prompt: The facilitator calls out a characteristic for participants to sort themselves by, such as:
  - Birth month (January to December).
  - First letter of their first name (A to Z)
  - Favorite color (group by color)
  - Number of countries they've visited (none to many).
  - How much they enjoy mornings (not at all to love them)
  - Favorite season (winter, spring, summer, fall).
  - Field of study or professional area (e.g., arts, sciences, engineering).
  - Number of languages they speak
  - The time they usually wake up (early risers to night owls)
  - How long they've been part of this group/project.
  - Number of pets they have.
  - Favorite food (group by cuisine: Italian, Indian, fast food, etc.).
  - The number of siblings they have.
3. Sort Themselves: Participants move and organize themselves based on the prompt, arranging in a line, circle, or cluster depending on the criteria
4. Reveal: The facilitator goes from group to group/participant to participant and they share their answer to the prompt
5. Repeat with New Prompt: Use multiple sorting criteria to keep the group active and learning about each other

As facilitator to make sure to give directions to help participants to sort such as telling them where are the ends of the line are, etc.

### Variations

- For some prompts it makes sense for the group to group themselves as compared to a line
- An option is to let people sort themselves without speaking and just communicate non-verbally.

## Never Have I Ever

Duration (min)	Number of participants	Materials	Objectives
20 to 30	12+	chairs	Participants learn about each other and foster connection through sharing experiences in a playful way

### Instructions

“Never Have I Ever” is a fun and engaging game that helps us learn more about each other in a lively and interactive way. This game encourages sharing personal experiences and discovering commonalities with others in the group. Whether you’ve traveled the world or have unique hobbies, this is a great way to break the ice and foster connections.

1. Arrange chairs in a large circle, ensuring there is one fewer chair than the number of participants. One person will start the game standing in the middle of the circle
2. The person standing in the middle begins by stating something they have never done, starting with the phrase “*Never have I ever...*” For example, “*Never have I ever gone bungee jumping..*”
3. Responding to the Statement: If any participant has done the activity mentioned, they must stand up and quickly find a new chair to sit in. They cannot sit back in their original chair or the chair directly next to it. The person in the middle also tries to find a chair. The person left without a chair then stands in the middle and shares their “*Never have I ever...*” statement. If no one stands up after the statement, the person in the middle must say another statement.
4. The game continues with different participants taking turns standing in the middle and sharing their statements. The objective is to learn more about each other and have fun

## Step in the Circle

Duration (min)	Number of participants	Materials	Objectives
20 to 30 (depending on number of statements)	12+	tape / piece of rug	Participants foster deeper connections, improve team cohesion and enhance their collaboration.

### Instructions

One way to build trust is to learn about people. When we learn about people's backgrounds, interests, and perspectives, we begin to understand who they are. This deeper understanding and willingness to share our histories creates a bond and connection. "Step in the Circle" is designed to encourage people to share their lives with each other. In about 10 minutes participants will learn things about their team that they never knew

1. Ask everyone to form a large circle and mark a small inner circle with tape
2. Read a series of statements and anyone who can answer "yes" takes a step into the inner circle
3. If many people step into the inner circle, ensure that everyone fits inside completely, without any legs outside the circle. Participants may need to help each other, hold arms, or adjust their positions to achieve this
4. After each question, each person steps back to the wider circle
5. Repeat steps 2 and 4, asking 10+ questions

Light-hearted personal statements:

- I have traveled out of the country.
- I plan to study after high school / I plan to continue studying after bachelors.
- I have a pet... two pets... three pets... etc.
- I play (a) musical instrument(s).
- I collect something.
- I talk in my sleep.
- I exercise at least three times a week.
- I have a book on my bedside table.

Deep (more personal) statements:

- I am an only child... I have one sibling... two siblings... three siblings, etc.
- I have felt rather positive / negative recently.
- I feel that I have found my purpose in life.
- I have a good / not so good relationship with my parents.
- I have achieved something in my life that I am proud of.
- There is at least one person in the group I'd like to know better.

PDT related statements:

- I often think about the impact I leave on our planet.
- I try to reduce, reuse, and recycle in my daily life.
- I have already participated in a community service project.
- I have a role model who inspires me to work towards a better world.
- I have ideas on how to make our school (or community) more eco-friendly.
- I am excited about the program in front of us.
- I am still trying to figure out what this training is about.

## Paper Airplane

Duration (min)	Number of participants	Materials	Objectives
20 to 30	from 10 +	1 paper and pen / participant	Participants share unique facts about themselves and connect with others playfully.

### Instructions

“Paper Airplane” combines creativity with discovery, allowing participants to share unique aspects of themselves and connect with others in a playful setting.

1. Hand out a piece of paper to each participant. Using multi-colored paper can add a fun and vibrant touch to the activity
2. Ask everyone to write an interesting fact about themselves on their piece of paper. It can be anything unique or surprising that others may not know
3. Once everyone has written their fact, instruct them to fold their paper into an airplane
4. On your signal, have everyone throw their paper airplane across the room
5. After the airplanes have landed, each person will pick up a random airplane from the floor
6. Participants will read the interesting fact written on the airplane they picked up. Their task is to find the person who wrote the fact. Encourage everyone to mingle, ask questions, and engage in conversations to identify the author

## Bingo Friends

Duration (min)	Number of participants	Materials	Objectives
20 to 30	12+	1 printed bingo sheet (template page 12) and pen / participant	Participants learn fun facts about peer and are encouraged to interact with each other.

### Instructions

1. Hand out one “Bingo” card to each participant. Make sure everyone has a pen or pencil to write with.
2. The goal of the game is to fill in as many squares as possible by finding someone in the group who matches the description in each square. Participants will move around the room and interact with each other to find individuals who meet the criteria in each bingo square. When they find someone who fits a description, they should write that person’s name in the corresponding square. Each square should have a different name.
3. The first person to complete a row (horizontally, vertically, or diagonally) shouts “Bingo!” and wins the game. After a winner is declared, continue playing to allow others to fill in more squares and interact with more participants.

# BINGO FRIENDS

Plays a team sport	Likes cooking	Has a food allergy	Loves singing
Has a cat	Can touch their toes	Has met a celebrity	Has a dog
Doesn't have a TikTok account	Is an only child	Has traveled outside the country	Has never seen a Star Wars film before
Can speak at least 3 languages	Is left-handed	Dislikes chocolate	Can play an instrument



# BINGO FRIENDS

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# SUSTAINABLE DEVELOPMENT GOALS



<https://www.globalgoals.org/>





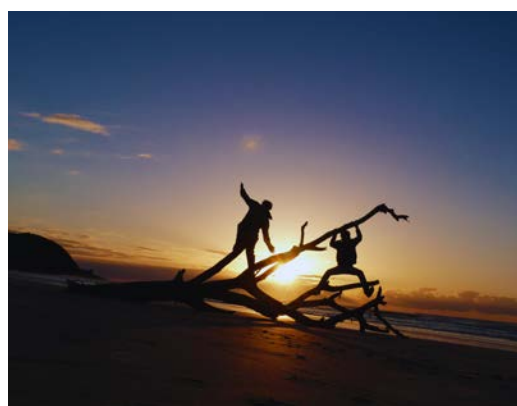




Fig.3

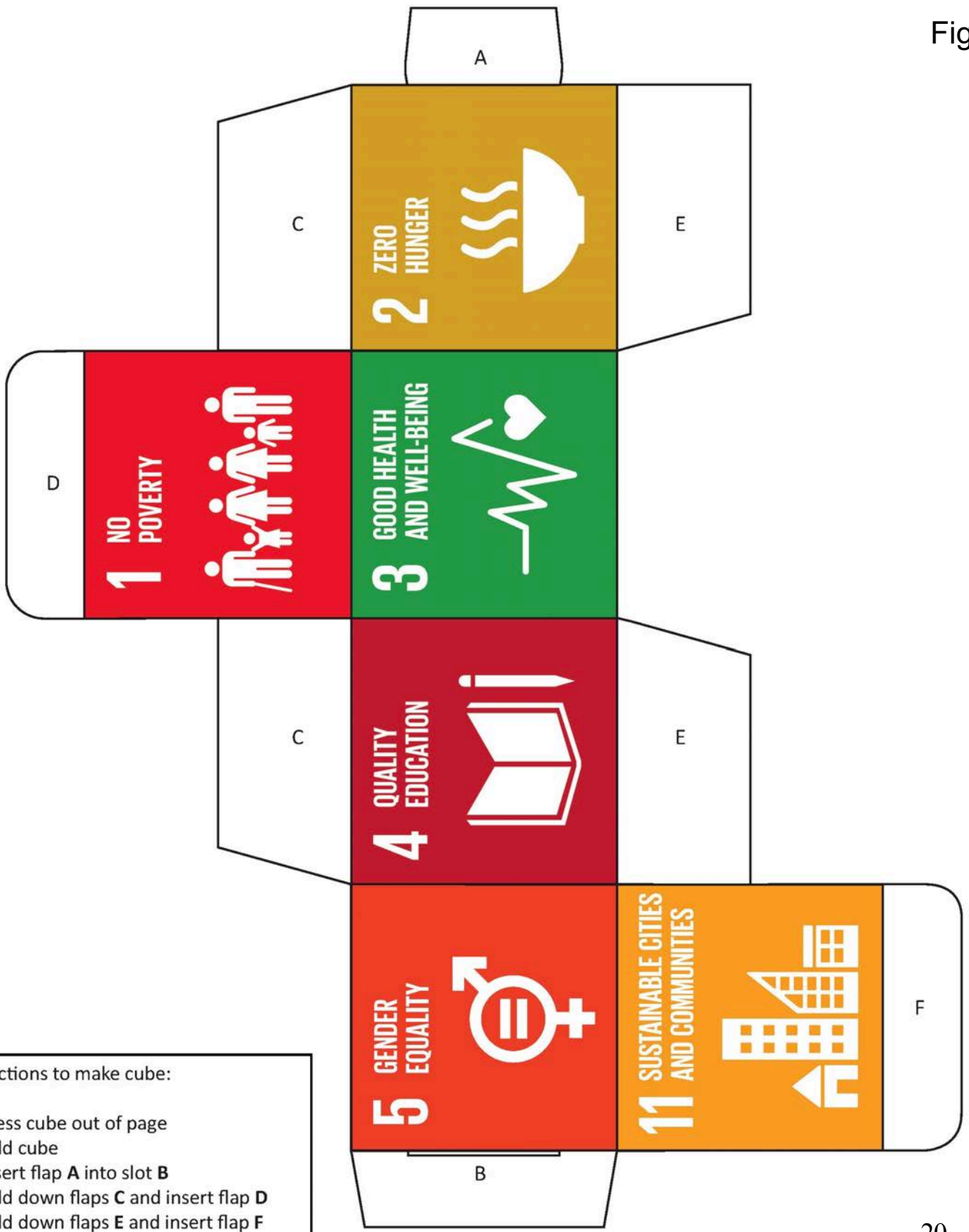
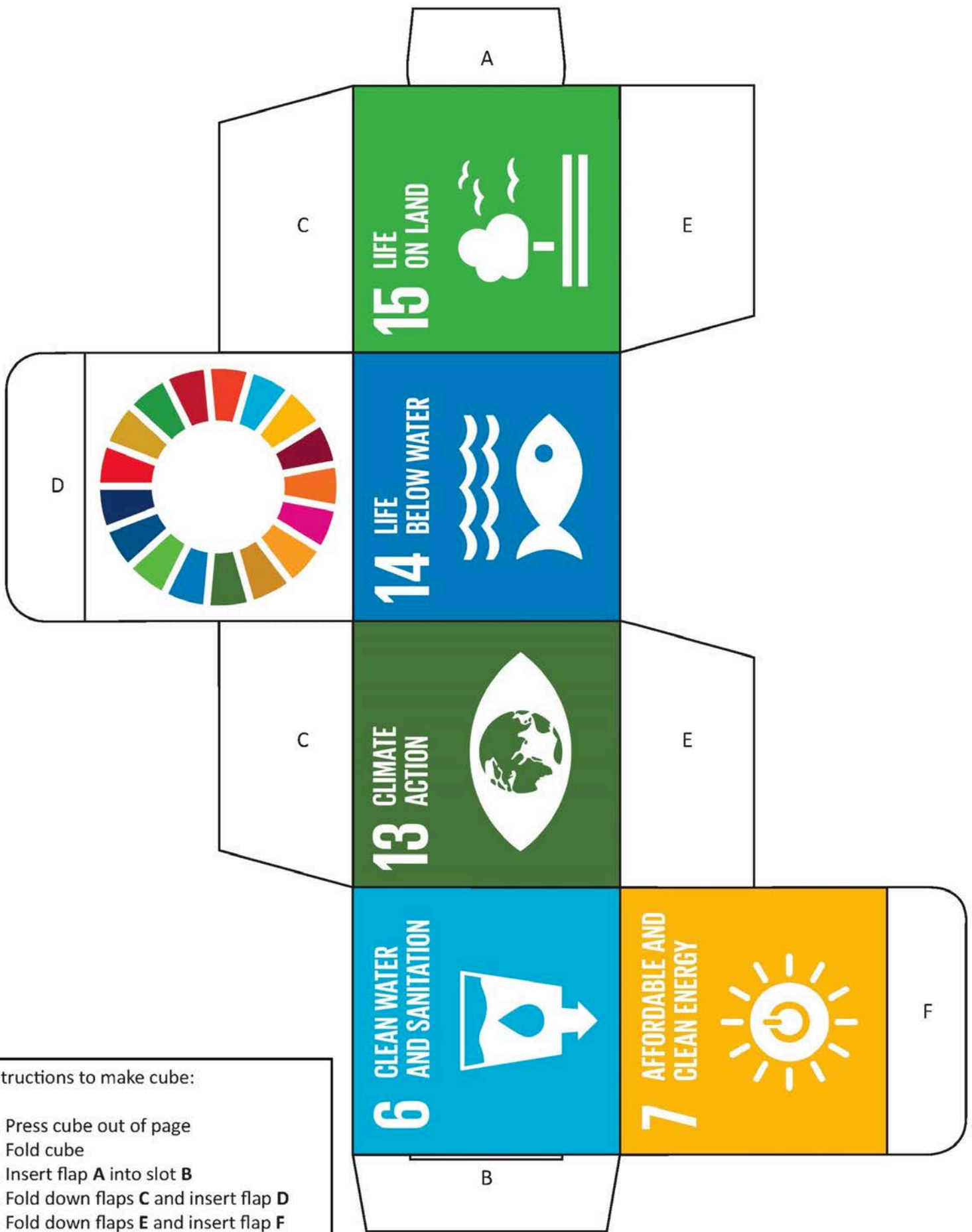
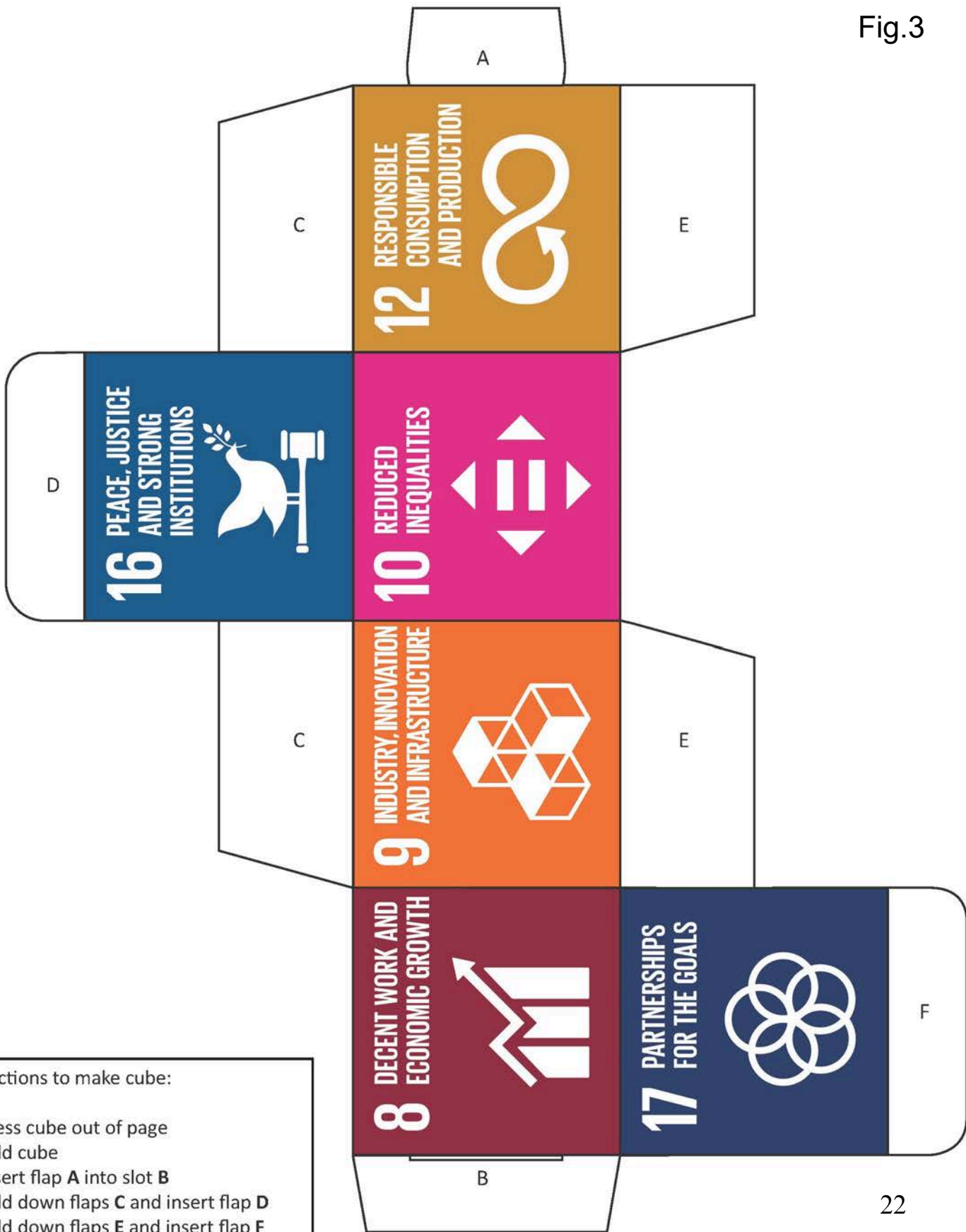


Fig.3



- Intructions to make cube:
1. Press cube out of page
  2. Fold cube
  3. Insert flap A into slot B
  4. Fold down flaps C and insert flap D
  5. Fold down flaps E and insert flap F

Fig.3



- Instructions to make cube:
1. Press cube out of page
  2. Fold cube
  3. Insert flap **A** into slot **B**
  4. Fold down flaps **C** and insert flap **D**
  5. Fold down flaps **E** and insert flap **F**

Fig. 4

1



We diverge through implementing and adapting, we gain insights and experiences through the process.

4

2



We converge through pinpointing the problem and potential causes.

5

3



We converge through taking these experiences, evaluating, refining adjustments and reflecting lessons learned.

6



We converge through selecting and detailing the solution and planning the execution.



We diverge through gathering broad insights.



We diverge through generating and brainstorming ideas for solutions.

Fig. 4

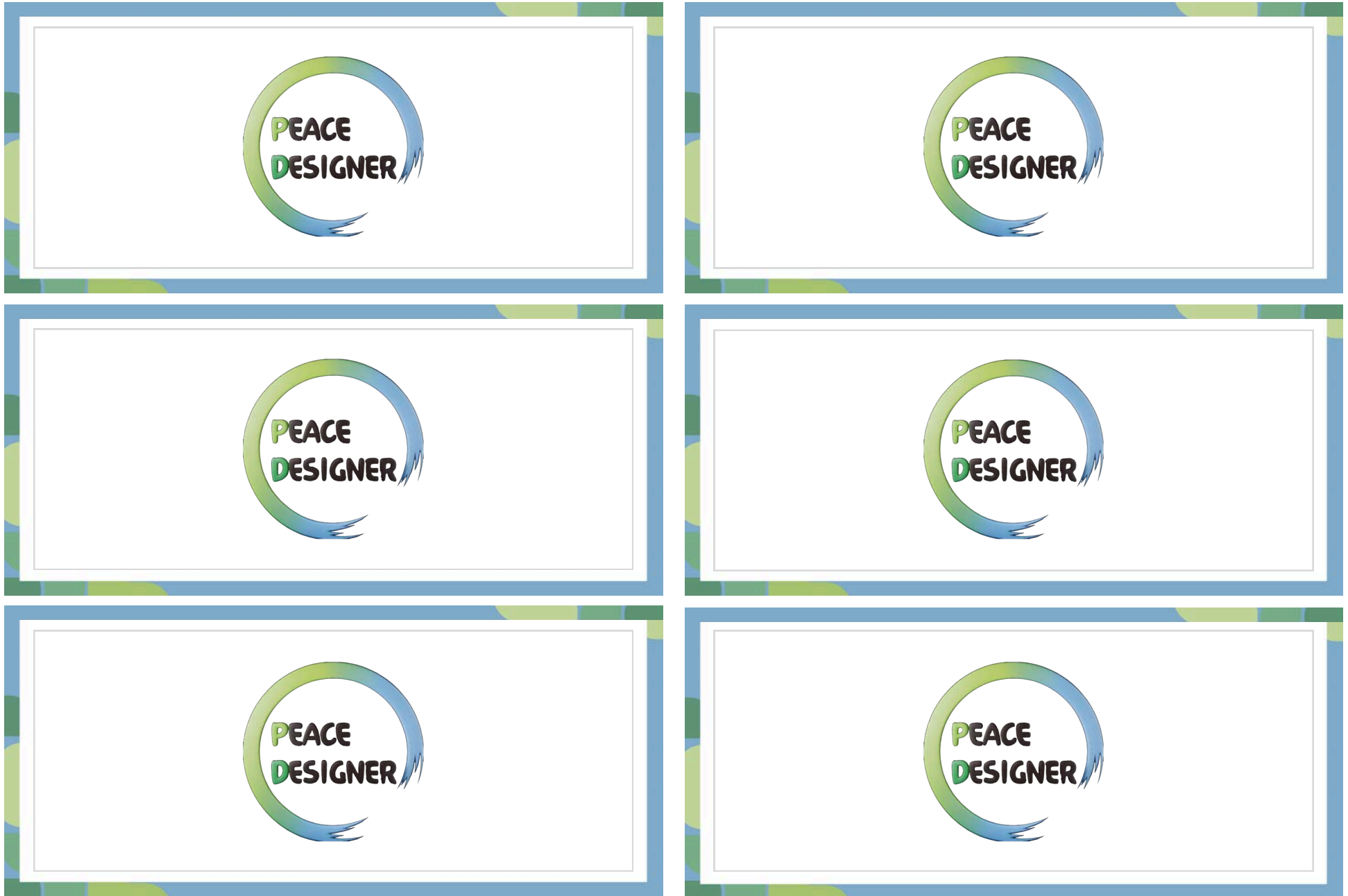


Fig. 4

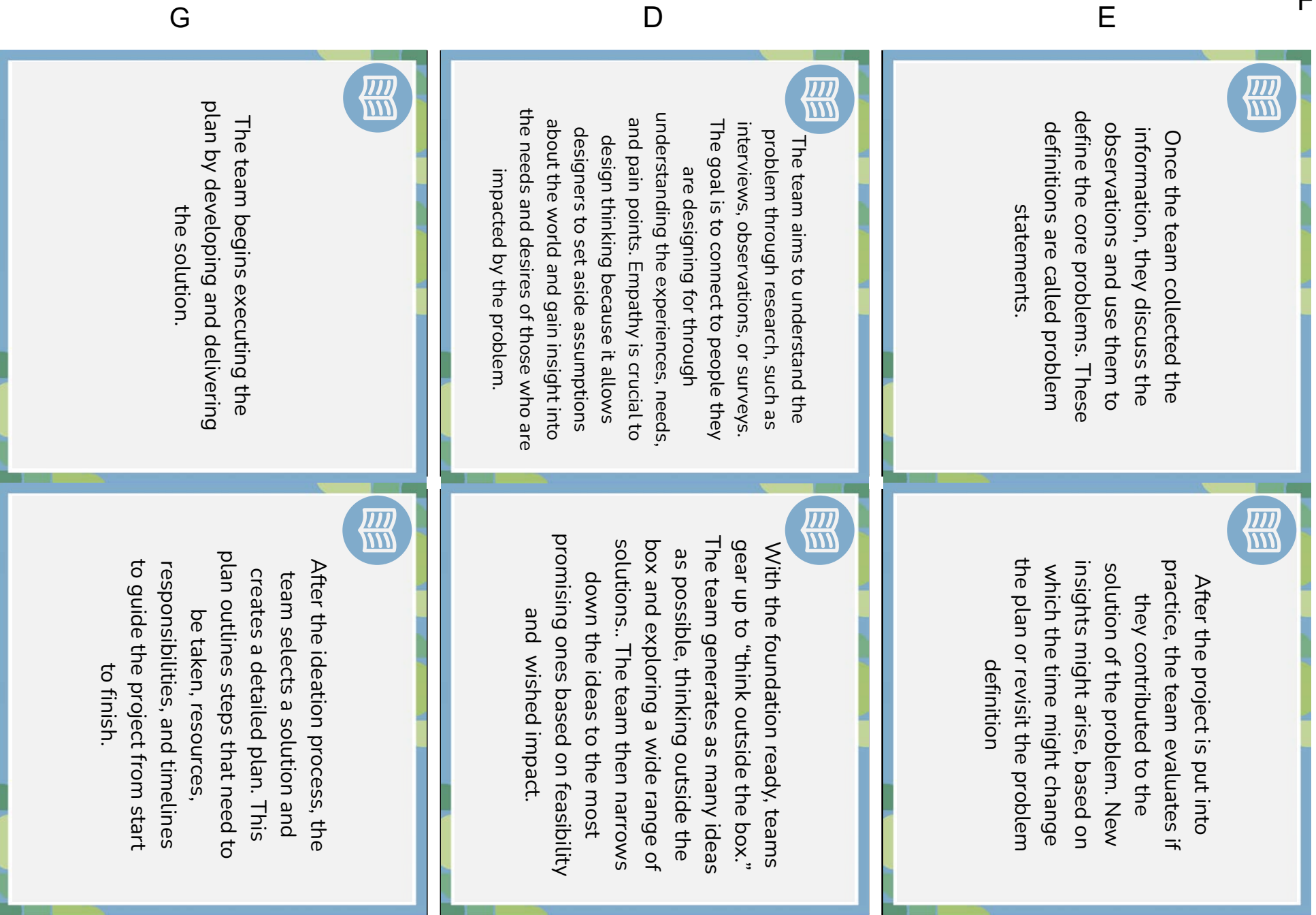


Fig. 4



Fig. 4

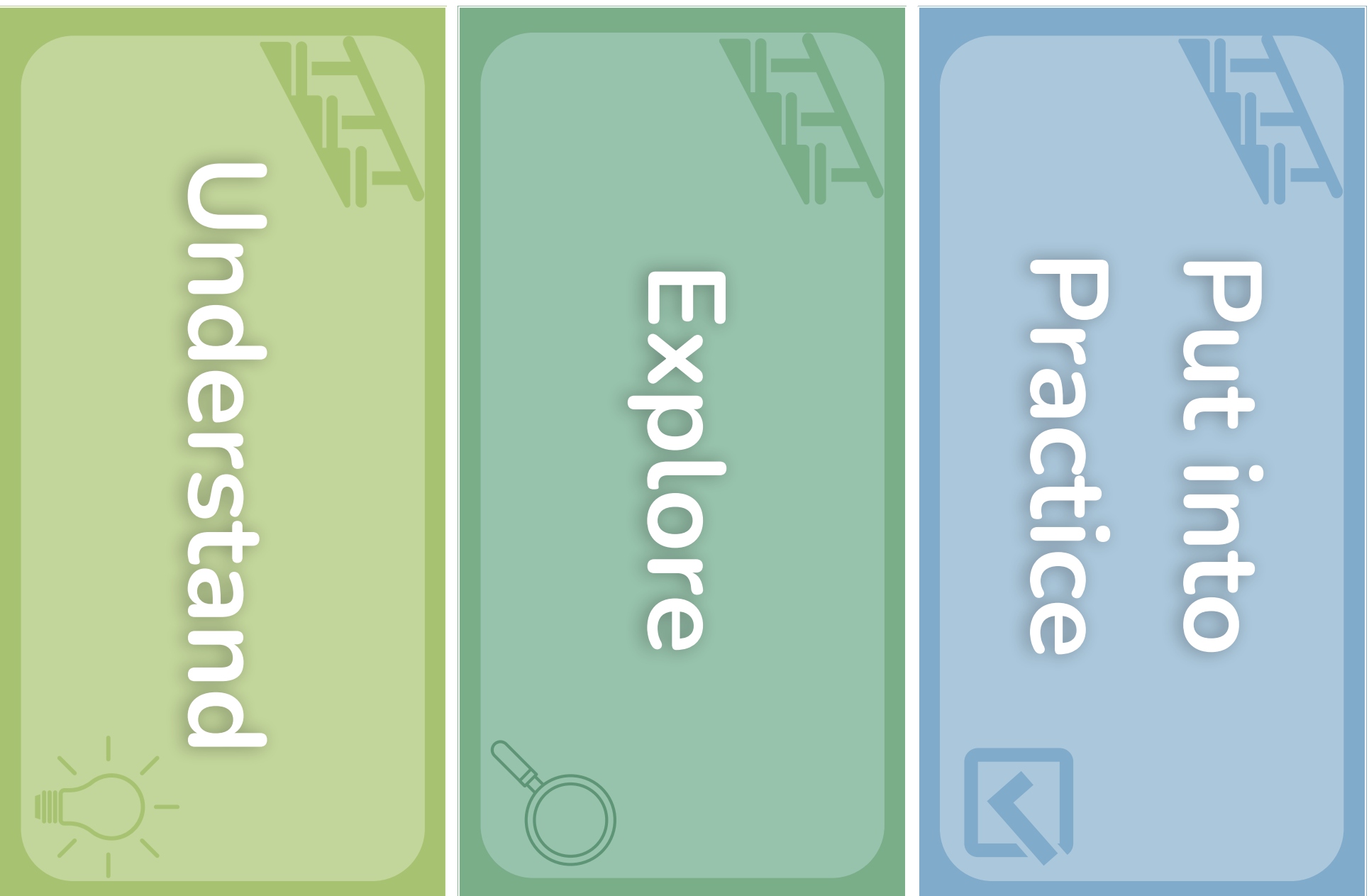


Fig. 4



Fig. 4

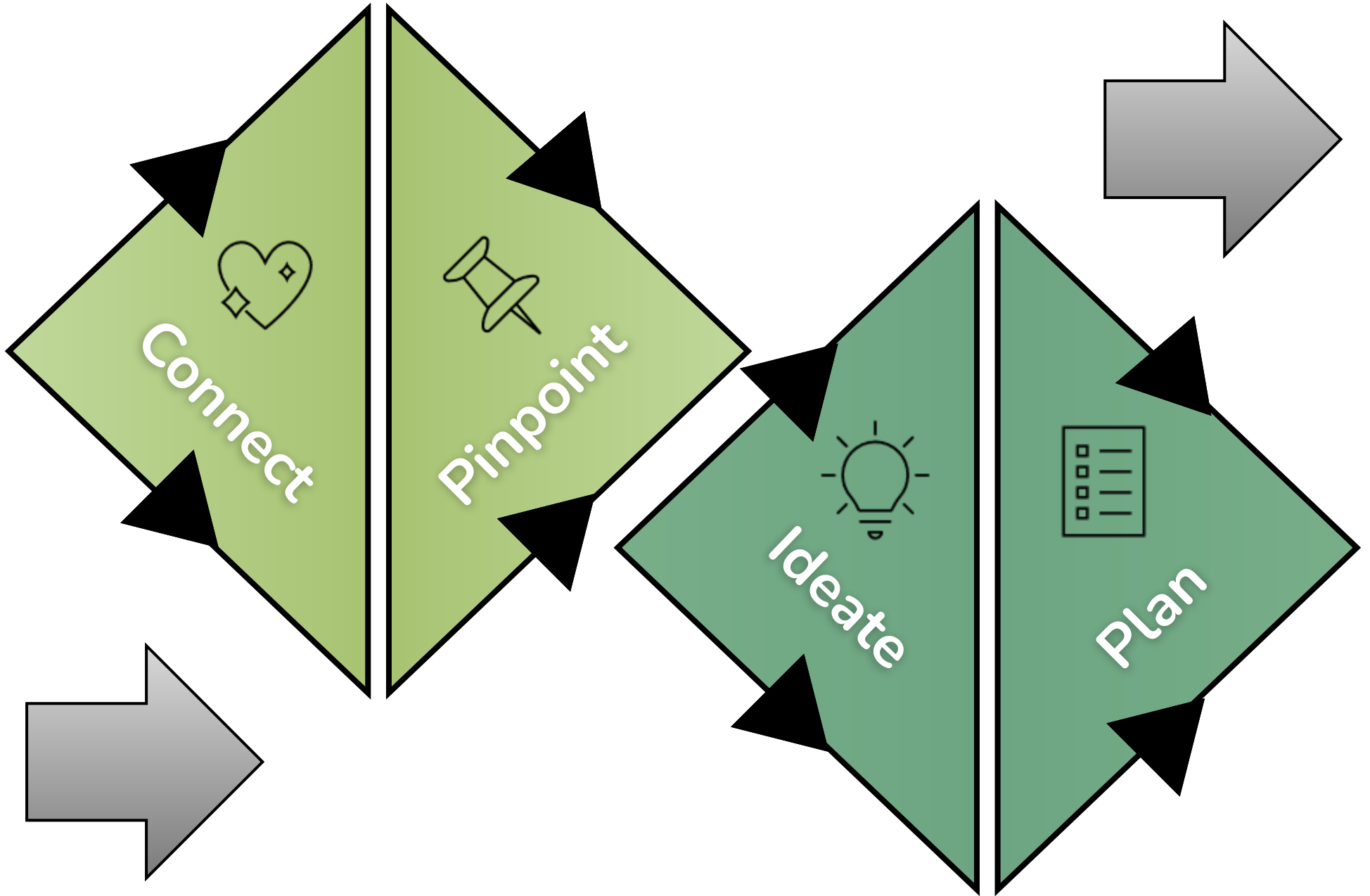
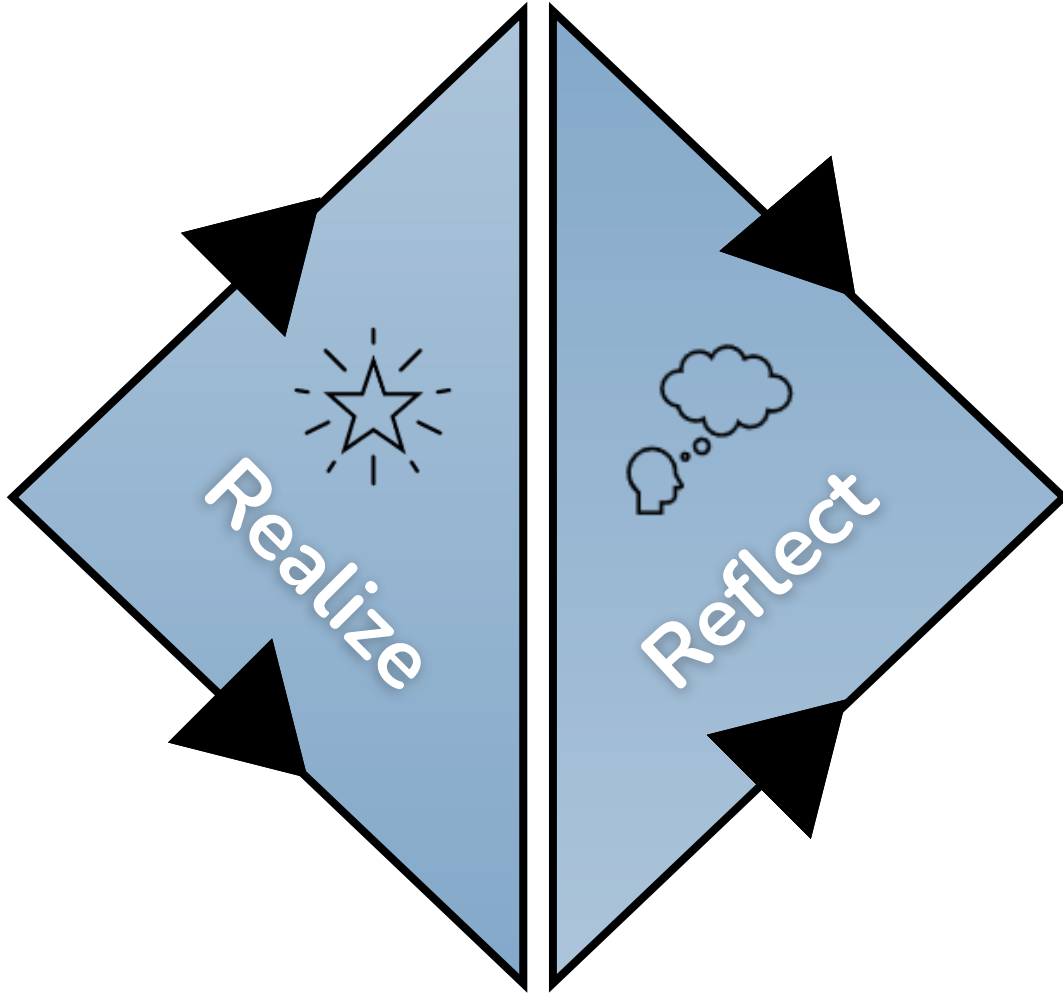


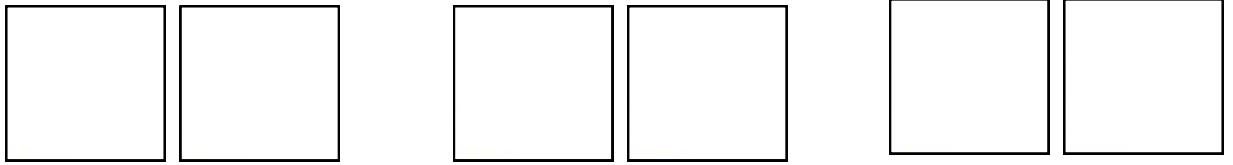
Fig. 4



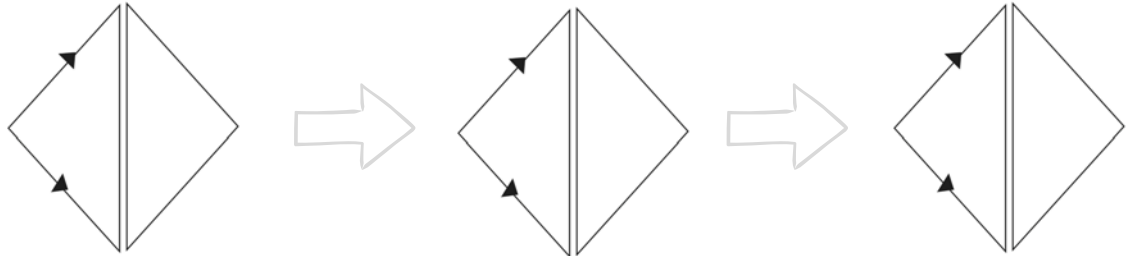
# DESIGN THINKING PUZZLE - Outline

Fig. 5

“WHAT A TEAM IS DOING”



STEPS



DEFINITION



PHASES



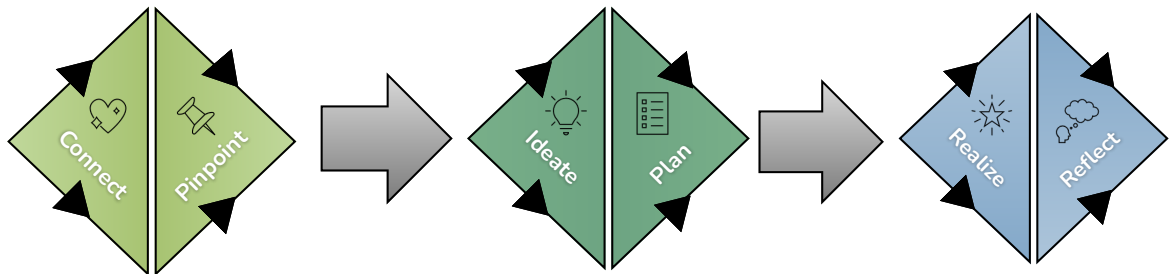
# DESIGN THINKING PUZZLE - Solution

Fig. 5

“WHAT A TEAM IS DOING”



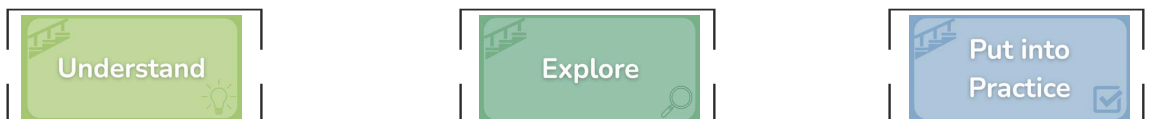
STEPS




DEFINITION




PHASES







“Many people think excitement is happiness... But when you are excited, you are not peaceful. True happiness is based on peace.”

-Thich Nhat Hanh




“World peace must develop from inner peace. Peace is not just mere absence of violence. Peace is, I think, the manifestation of human compassion.”

-Dalai Lama XIV



“If we have no peace, it is because we have forgotten that we belong to each other.”

-Mother Teresa




“The practice of forgiveness is our most important contribution to the healing of the world.”

-Marianne Williamson











“Thousands of candles can be lighted from a single candle, and the life of the candle will not be shortened.”

-Buddha




“How wonderful it is that nobody need wait a single moment before starting to improve the world.”

-Anne Frank




“Peace is not something you wish for; it's something you make, something you do, something you are, and something you give away.”

-John Lennon




“It isn't enough to talk about peace. One must believe in it. And it isn't enough to believe in it. One must work at it.”

-Eleanor Roosevelt










“Peace equals ability to handle conflict,  
with empathy, nonviolence and  
creativity.”

-Johan Galtung





“If you think you are too small to make  
a difference, try sleeping in a closed  
room with a mosquito.”

-African proverb



“Like life, peace begins with women.  
They are the first to forge lines of  
alliance and collaboration across the  
conflict divides.”

-Zainab Salbi




“Peace cannot be kept by force; it  
can only be achieved by  
understanding.”

-Albert Einstein











“Peace is a human right, as well as a science, a technique and an art. To build it efficiently it shall be studied and practiced.”

-*Author unknown*





“Peace is not merely a distant goal that we seek, but a means by which we arrive at that goal.”

-*Martin Luther King, Jr.*



“Peace is not the absence of conflict but the presence of creative alternatives for responding to conflict.”

-*Dorothy Thompson*




“ Unless we teach children peace, someone else will teach them violence.”

-*Colman McCarthy*









“Never be in a hurry; do everything quietly and in a calm spirit. Do not lose your inner peace for anything whatsoever, even if your whole world seems upset.”

-*Saint Francis de Sales*




“You will find peace not by trying to escape your problems, but by confronting them courageously. You will find peace not in denial, but in victory.”

-*J. Donald Walters*



“You cannot shake hands with a clenched fist.”

-*Indira Gandhi*




“Do your little bit of good where you are; it's those little bits of good put together that overwhelm the world.”

-*Desmond Tutu*











“Never doubt that a small group of thoughtful, committed, citizens can change the world. Indeed, it is the only thing that ever has.”

-Margaret Mead





“Everyone thinks of changing the world, but no one thinks of changing himself.”

-Leo Tolstoy



“Individual choices matter: We must transform our lives and values to save this burning planet”

-Susanna Rustin




“Progress is impossible without change, and those who cannot change their minds cannot change anything.”

-George Bernard Shaw










“Many small people, in small places,  
doing small things can change the  
world.”

-Eduardo Galeano





“The greatest discovery of all time is  
that a person can change his future by  
merely changing his attitude.”

-Oprah Winfrey



“Individual choices matter: We must  
transform our lives and values to save  
this burning planet.”

-Susanna Rustin

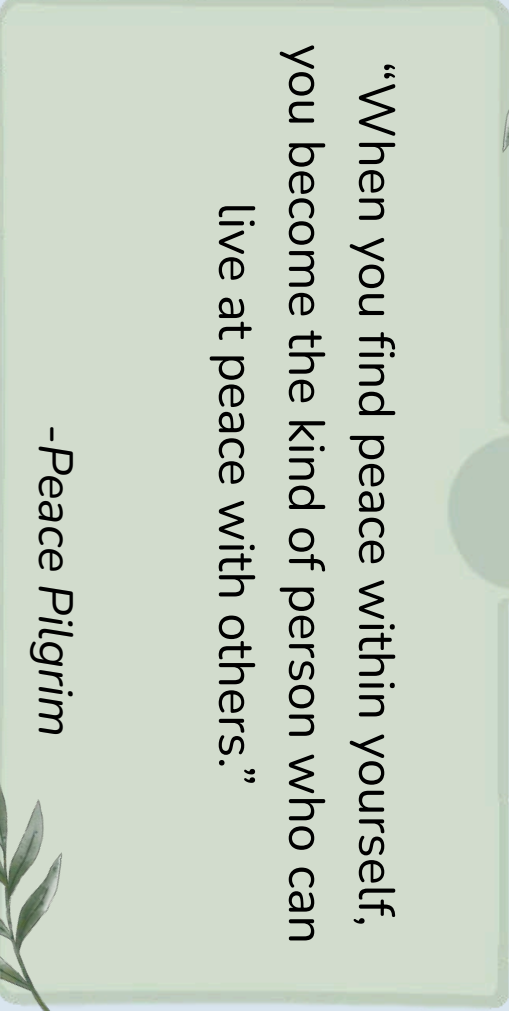



“As the man said, for every complex  
problem there's a simple solution, and  
it's wrong.”

-Umberto Eco

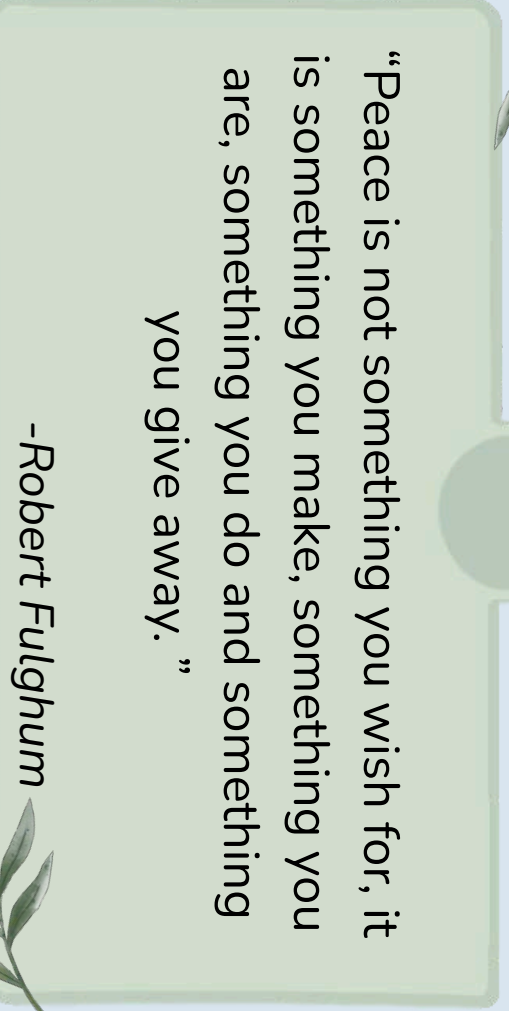







“When you find peace within yourself,  
you become the kind of person who can  
live at peace with others.”

-Peace Pilgrim



“Peace is not something you wish for, it  
is something you make, something you  
are, something you do and something  
you give away. ”

-Robert Fulghum

