

PEACEMAKERS OF TOMORROW

TOOLBOX

for peace and conflict education



IFM • SEI



Toolbox for peace and conflict education

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Dear members of IFM-SEI,

We introduce to you 'Peacemakers of Tomorrow' – a full day global event happening on a local level. What you are holding in your hands or watching online is a toolbox created for the implementation of this activity. It should guide and support you in the preparation, implementation and follow up process.

According to the IFM-SEI Strategy and Work Plan 2016-19: "Based on our understanding of peace and the widespread violence all over the world, it is important to us to continue our important work on the topic of peace by offering further educational opportunities for our members and standing in solidarity in order to achieve the work we want. IFM-SEI has a history of peace education and conflict resolution with children and young people and it's one of the key themes in IFM-SEI's work historically." We recognise that the focus of the topic of conflict and peace is usually directed towards adults, however there is a need to educate our children on peace education, developing a generation of peace makers and advocates. This is why we created a global activity on a local level for member organisations to implement to make it open and accessible for children and young people.

This activity will give children and young people the space to think about what peace means to them, how to analyse conflict situations and understand their role as an active peacemaker. We created one activity with two different sets of methods to use, depending on the experience and/or age of the group. The workshops marked as green are designed for groups with less experience on the topic and blue ones for groups with more experience. The green set of methods especially has been created particularly for children between the ages of seven and 11.

To bring a real international feeling to a local event, we have prepared some tasks for you where you can share your outputs and follow others online. Additionally, we would ask you to accomplish further tasks in order for us to be able to create a common output of the first global event happening on local level and create a great online visibility of the project.

Please be aware that you need to ask permission before taking and publishing photos/ videos of participants and in line with the policy of your national organisation.

Tasks

- Please use our **hashtags** for online posts about this activity to raise awareness of our actions.
#peacemakersoftomorrow
#IFMSEI
#educationforsocialchange
- Create a video of the 'orange game' method and share it with IFM-SEI team (if we are allowed to share it online)
- Take a horizontal photo of your group's peace definition and share it with IFM-SEI team (if we are allowed to share it online)
- Take horizontal photos with the evaluation speech bubble from your group members with their personal learning outcome and send them to the IFM-SEI team (if we are allowed to share it online)

WE WISH YOU GREAT FUN!



Timetables

Peacemakers of tomorrow – green group

| | |
|-------------|--|
| 9.30 | Arrivals |
| 10.00 | Welcome and getting to know each other |
| | 15min One getting to know each other game |
| | 15min Rainstorm |
| | 20min What I can see |
| | 10min Name round and how you got here |
| 11.00-13.00 | Workshop I (together) |
| | 30min Orange Game |
| | 90min Peascape |
| 13.00-14.30 | LUNCH BREAK |
| 14.30-16.00 | Workshop II (green) |
| | 60min Barriers to peace |
| | 30min When I am in a conflict situation |
| 16.00-16.30 | COFFEE BREAK |
| 16.30-18.00 | Workshop III (green) |
| | 60min The bunny and the rabbit |
| | 30min Evaluation with the green group |
| 18.00-18.30 | Getting together and collecting the output |
| 18.30-19.00 | Evaluation and goodbye |
| 19.00 | Cleaning together |

Peacemakers of tomorrow – blue group

| | |
|-------------|--|
| 9.30 | Arrivals |
| 10.00 | Welcome and getting to know each other |
| | 15min One getting to know each other game |
| | 15min Rainstorm |
| | 20min What I can see |
| | 10min Name round and how you got here |
| 11.00-13.00 | Workshop I (together) |
| | 30min Orange Game |
| | 90min Peascape |
| 13.00-14.30 | LUNCH BREAK |
| 14.30-16.00 | Workshop II (blue) |
| | 60min Chain reaction |
| | 15min Conflict tree |
| | 15min Debrief |
| 16.00-16.30 | COFFEE BREAK |
| 16.30-18.00 | Workshop III (blue) |
| | 75min Conflict onions |
| | 15min Debrief |
| 18.00-18.30 | Getting together and collecting the output |
| 18.30-19.00 | Evaluation and goodbye |
| 19.00 | Cleaning together |

Getting to know each other

These games can be used in the beginning of the Peace and Conflict 101 activity if the group doesn't know each other yet. You can choose one name game which you prefer to play with all participants.

AIM: Get to know the group that you are working with

Materials

- Large paper
- Pens
- A4 paper
- Ball of wool

Knowledge

Get to know new things about people in the group

Skills

New methods to use

Attitudes

Open mind

Character Bingo

Hand every participant a pen and a paper and ask them to draw a 4x4 table. Explain that they should write something about themselves in each square. It can be a hobby, their eye or hair colour, or something about their character.

As soon as everyone is finished, you ask them to walk around and to find people with whom they have something in common.

The aim is to find for each square at least one person who fits the description.

DEBRIEF: Gather the participants in a circle and ask if someone is still missing one of the boxes and try to fill them. If no one can be found assure them that they are unique in this sense and this is okay.

The connection

Sit together in a circle (around 10 people maximum) and hold a ball of wool.

Start by saying something you like, such as 'I like spaghetti', and look for someone in the circle who also likes spaghetti. Then throw the wool to this person. The next person continues by saying something about themselves (for example, where they have been or if they have any pets) and throw the wool to the next person. Each person should have a connection with someone else and in the end your circle results in having great connections made visible by the string.

DEBRIEF: While unravelling the ball of wool person-by-person you can talk about how everyone in the seminar is connected to each other, even in small things. Bring the topic of connecting with each other to a wider perspective (in your country, continent, world).

Warm Up + Energizer

AIM: Getting into the topic that everyone has different perspectives of a situation.

Objectives

- Starting slowly to reflect about oneself and one's perception
- Spreading calm energy and feeling comfortable within the group
- Getting to know the names and having simple associations to people

Materials

- Pens
- paper for everyone
- One simple object

Knowledge

Getting to know a new energiser and warm up methods

Getting know new perceptions and ways to look at things and situations

Skills

Learning to respond to one action as a group

Attitudes

Realising there are different perceptions of things and ways to look at something.

Relaxing and getting a feeling for the group

Three questions

Everyone writes three questions on three different post-it notes. These questions should be things which they would like to know about someone else but could also imagine answering themselves. The question can range from the super simple to the deeply philosophical. Participants walk around the room to find one person to exchange one question with.

When you find a partner choose a post-it randomly and then answer the question that is written on it. This continues until everyone has talked to one another.

DEBRIEF: Gather the participants in a circle and discuss following points:

- Which answers did you find especially interesting?
- Which questions are still in your mind?
- (For people who knew each other beforehand): Have you found out something new about a person you knew already?

Rainstorm

Everyone sits quietly in a circle, with their eyes closed, waiting for the facilitator's first movement. The facilitator rubs their palms together to create the sound of rain. The person to their right makes this sound, and then the next person until everyone in the group is making the same sound. Once everyone is rubbing palms, the facilitator makes the rain sound louder by snapping their fingers, and that sound in turn is passed around the circle. Then the facilitator claps both hands together, and that sound is passed around the circle to create a rainstorm. Then the facilitator slaps their thighs, and the group follows. When the facilitator and the group stomps their feet, the rain becomes a hurricane. To indicate the storm is stopping, the facilitator reverses the order, thigh slapping, then hand clapping, finger snapping, and palm rubbing, ending in silence.

What I can see

Select a simple object, such as an open book or a shoe. Give out paper and pencils and ask the participants to sketch the object from their perspective and to ask themselves: 'What can be seen from their perspective?'

Give them around five minutes time and then ask them to put all their drawings next to each other.

Give them time to realise that all of them are looking different though the sketched the same object.

Have a short reflection about:

- What is different?
- What is the same?
- What can't be seen from certain perspectives?

The debrief should come to the conclusion that people perceive situations differently.

Name round and how you got here

Participants tell their name and how they got here. How they got here can be anything from I came here by unicorn or tractor, for example. The group needs to answer this with making a sound according to the means of transport of the person.

Workshop I - together

AIM: Transforming conflict and discussing what peace means

Objectives

- To discuss the need for communication in conflict situation
- To reflect on strategies for conflict resolution

Materials

- One orange
- Big flipchart paper or roll of paper
- Different pens to draw
- Art materials
- Pictures (see appendix)

Preparation required

Activity two: copy the images and lay them out on the floor; fix a length of wallpaper to a wall.

The battle of the orange

also see IFM-SEI peace handbook

1. Divide the participants into two groups. Ask Group A to go outside and wait for you. Tell Group B that their goal is to get the orange because they need its juice to make orange juice.
2. Go outside and tell Group A that their goal in this activity is to get the orange because they need the peel of the orange to make an orange cake.
3. Bring both groups together and ask each group to sit in a line facing the other group.
4. Tell the groups that they have three minutes to get what they need. Emphasise that they should not use violence. Then place one orange between them and say go.
5. The way the groups deal with the situation will be a surprise. Sometimes groups will try to negotiate to divide the orange in half. At other times they will not negotiate at all. Sometimes the groups will communicate further and realise that they both need different parts of the orange. Do not interfere. After three minutes say stop.

Knowledge

Getting to know what peace is and learning about different definitions

Learning the importance of communication

Skills

Learning to work in a group

Combining definitions

Attitudes

Being open minded to work together

Being creative in one's expression



TIPS FOR FACILITATORS

After the three minutes, take the orange, or what is left of it, to avoid distraction during the debriefing.

During the three minutes, you should not try and influence the results but be careful to emphasise that they should not use violence in order to get what they want

DEBRIEFING

- Did your group get what it wanted before the three minutes were up?
- What was the outcome of the conflict over the orange?
- What did you do to achieve this outcome? What could you have done differently?
- Why is it important for people to communicate in order to resolve conflicts?
- Do people always communicate with each other when they are in a conflict? Why (not)?
- Do people always want the same thing in a conflict?
- Have you ever experienced similar situations? What was the outcome?



Peascapes

also see IFM-SEI
peace handbook

Ask the participants to look at the different image cards and choose one which best symbolises conflict for them personally. They do not need to take the picture, as several people might want to choose the same one.

When everyone has chosen a picture, ask them to present their photo and ask: How does the image make you feel?

Why did you choose this one? How does this symbolise conflict for you?

If you have more than 10 participants, then it might be easier to split into two or three groups so that everyone can share their ideas, without the activity becoming too long.

Then in the group discuss the following questions:

- Is conflict always negative or can it sometimes be a good thing?
- Can the pictures and your ideas help you to come up with a definition of conflict?

Brainstorm keywords that define conflict and write them on a piece of flipchart paper.

Put the conflict pictures to one side and begin to discuss how you might try to define peace. Is peace simply the opposite of conflict? What does peace mean for you? Take notes on flipchart paper.

Invite the participants to use the art materials to portray their ideas of peace on the piece of wallpaper to make a collaborative 'peascape'. They can contribute images, doodles, words, graffiti, cartoons, quotes and poems.

When everyone has finished inputting their contributions, have a look at the peascape together and debrief.

TIPS FOR FACILITATORS

You can adapt the activity and make it appropriate for different age groups by finding your own images of conflict.

Depending on the age group, you could also have a look at different definitions of peace that you can search online. You might think about whether peace is always to do with being calm and serene, or if it sometimes involves being active, perhaps protesting. Does it encompass other values like friendship, cooperation or equality?

The peascape, or parts of it, could be transformed into a banner for the group. This could involve using fabric paints on an old sheet or sewing and applique.

DEBRIEFING

- What do you think of our peascape? How does it make you feel?
- Which different images, quotes, etc. did people contribute to the peascape?
- Why do different people have different ideas of peace?
- Are there any similarities between your contributions to the peascape?
- Is there one part which best sums up peace for you? And why?
- What is the main difference between the peascape and the images of conflict you saw earlier?
- Is it possible to define peace without using the word war or seeing it as the opposite of conflict?
- What do we need to create peace?
- Is it possible for us, young people, to create peace? What can we do?





Workshops green

Workshop 2.1

AIM: Understanding conflict

Objectives

- Discuss the reason for building walls in conflict situations
- Reflect on the impact wall have on people

Materials

- Roll of wallpaper or big sheets of paper
- Markers
- Scissors
- Decoration material (for example wire, cardboard)

Preparation required

Set up two working spaces with a big piece of wallpaper, markers, scissors and decoration material.

Knowledge

What is conflict

Skills

How to work as a group and acknowledging their strengths

Attitudes

Critically observing that decisions are made by people in power

Critical thinking

Barriers to peace

1. Split the group into two and ask them to go to the two separate working spaces. Explain to each group separately that their task is to create a really good wall. Don't tell them what the wall is for, but encourage them to create a really good, strong wall that the other group cannot pass. They can use any materials they want.
2. After 20 minutes, the groups take it in turns to visit the other who will present their wall, standing behind it.
3. Ask the visiting group:
 - What do you think about the wall of the other group?
 - How does it make you feel to stand in front of it?
 - Do you think you could get to the other side of the wall?
 - Why would you like to get to the other side

DEBRIEFING:

- How was the activity?
- Why do you think you built the wall? Why do people build walls in general?
- What famous walls do you know or have you already heard about? You can show the group pictures of famous walls, for example between Mexico and the US.
- Are there any problems in being protected in this way? What would change in your life if you had a wall around you?
- We might feel safer while we are behind a wall. We might not get hurt and there might not be fighting. How does it make the people on the outside feel?
- Rather than build walls to feel safe, what can we do to build peace?

Workshop 2.2

AIM: Recognise our own behaviour and the ways we deal with conflict

Objectives

- Reflect on one's behaviour when in a conflict situation
- Become aware of one's feelings when facing conflict
- Explore one's own ways of dealing with conflicts

Knowledge

Different behaviours of people responding to conflict situations

Skills

Understand other people's behaviour

Attitudes

creating sensitivity to the different backgrounds of people

Materials

- dice

When I'm in a conflict situation

1. Explain that you are going to play a game to reflect on the way we react to and deal with conflicts. Here you can give some information about how to deal with the topic and offer space to talk about possible triggers after the session.
2. Each round, participants take it in turns to roll a dice. Different numbers indicate a different method in the round:
 - 1, 3 or 4 - Round of talk: Participants get into pairs. You read out a statement from the attached list. The participants should answer the statement and share it with their pair.
 - 2 or 5 - Round of mime: You read out a statement. The participants have to think about a gesture or mime to show how they would complete the sentence. On your signal, everyone shows their mime at the same time.
 - 6 - Round of sound: You read out a statement. The participants have to think of a sound to show how they would complete the sentence. On your signal everyone makes their sound. If it is too chaotic to all do it at once, you can have a quick round where everyone does their sound individually.
3. After every round ask two or three participants to explain their discussion, gesture or sound.

DEBRIEFING:

- Were you surprised by some of your own answers or other people's answers?
- Were you aware of your way of dealing with conflict? Why?
- How do people deal with conflicts?
- Do you deal with conflict differently when it is with someone you know and are close to, or someone you do not know? If so, how?
- What do you think are good ways to deal with conflicts?
- How does your own behaviour influence the environment?
- Remind participants of the possible triggers in terms of emotional.

Suggested Statements

I get angry when...

When I get angry, I...

When someone hurts me, I...

To calm down, I...

When I see people fighting, I ...

Now I feel ...

I like an argument, when...

When I am arguing with a good friend, I...

When I make up after an argument with a good friend, I...

When someone disagrees with me about something important, I usually...

When someone criticises me, I...

The worst thing about arguing is...

I try to avoid a conflict when...

When things are not going well, I want to...

For me, the best way to end an argument is...

I will sometimes avoid unpleasant situations by...

When someone shouts at me, I...

Workshop 3

AIM: Making peace

Objectives

- Introduce how prejudices work
- Think about how to overcome prejudices

Materials

- Story about the bunny and the rabbit (see attached)
- Paper
- Pens

Knowledge

How to overcome prejudices

Skills

Use storytelling to understand others

Attitudes

Open mindedness

The bunny and the rabbit

1. Tell the story of the bunny and the rabbit to the group (appendix).
2. Then form small groups and ask them to invent an ending for the story. Ask:
 - What do the bunny and the rabbit think now? How do they feel?
 - If they meet again, what will it be like? How will they feel?
 - What do you think they will do the next day? How do you think their families will react to this?
 - How could the story end?
3. The small groups should decide on how they tell their ending to the story. They can assign one storyteller, act it out, draw it or tell it together. Though, in some groups, it might be easier if you tell them how they should present it.
4. Come back together to share the stories.

DEBRIEFING

- Which of the other groups' endings did you like the most? Why?
- Were there more positive or negative endings to the story?
- Why did you choose a positive or a negative ending for your story?
- Do you think they are realistic?
- Have you ever been in situations where other people commented on your friends? How did you react?
- Why do you think they have these prejudices over your friends?
- What can you do to show the others that your friends are not as they think they are?
- How can we overcome our own prejudices?

THE BUNNY AND THE RABBIT

Many years ago, a family of rabbits lived in a green and distant forest. One morning the youngest son, Navi, went out to the woods for a walk, far from where his family lived. He always looked for the most fresh and tasty leaves to eat.

By an old oak tree he found the most wonderful field of grass, and immediately started nibbling, enjoying the sun and the smell of post-rain blossom. Suddenly, he heard a rustle from behind one of the bushes. Navi stretched his long ears, afraid it might be a dangerous animal. Surprisingly, from behind the bush came a white and small creature that looked quite similar to him, though her ears were shorter and her tail smaller.

"Hello" said Navi. "Who are you?"

"I'm Fani the bunny", answered the creature.

"A bunny?" asked Navi.

"Yes, a bunny!" said Fani. "And what are you?"

"I'm a rabbit".

The two played along for many hours, telling each other stories, finding that they were pretty much alike. Their languages were quite similar and they both liked the same snacks - especially fresh green leaves!

Happy and joyful, Navi came back to his little burrow, telling his brothers about his new friend. "A bunny?" his brothers were shocked to hear. "What do you - a respectable rabbit, an offspring of a glorious dynasty, have to do with a pitiful bunny? They are lazy, gluttonous, and destroy every piece of land they set their foot on!"

"But Fani is a very nice bunny" said Navi.

"Hoho, you are so innocent, don't let them fool you. It's only a mask.

As soon as she can she will eat all your food. We hope she didn't follow you here. That's exactly what we need - a plague of bunnies!"

In Fani's home the temper was also rising. "A rabbit? The filthiest and most deceiving animal in the whole forest. Some friend you found there! How can a bunny like you, well-educated and ordered, be seen with the forest's fool?" said her father furiously.

"But Navi is such a kind animal and not even a bit dirty!"

"Don't you dare meet him again! He most likely has ticks on him!"

Workshops blue

Workshop 2

AIM: Understanding the development of conflict situations

OBJECTIVES:

- Reflect on how people's emotions 'escalate' during conflicts
- Create a list of person de-escalation methods

Materials

- Squares of card or paper (enough for about five each) and pencils
- Time
- Flipchart paper
- Tree of Conflict (see attached)

Knowledge

Getting to know a new method

Getting to know the tree of conflict model

Skills

visualizing your reaction on paper

Imagining an abstract conflict situation

Analysing conflict situations

Attitudes

Conflicts can be neutralized at a certain point

How easily conflicts can escalate

Chain reaction

*also see IFM-SEI
peace handbook*

1. Invite the participants to sit in pairs and decide between them who will start. Each pair should be given a pile of at least 10 cards.
2. Ask the first person to think individually about an action of another person that would make them angry. Then, they have 60 seconds to draw a fictional person doing this action towards an invisible other person (who should not be drawn yet). They should draw it on one card and lay it face-up on the ground or table so their partner can see it. The second person in the pair should not speak whilst the first is drawing.
3. The second participant should think about how they themselves would realistically react to the action shown on the first card. They should pick up a new card and draw a second person who is reacting to the action of the first. They also have just 60 seconds to draw and put the card next to the first.
4. Continuing the same process, the first participant then draws a new reaction to the other's reaction and puts this card on top of their first one (still only taking 60 seconds to draw). This reaction should be a bit stronger than the first reaction.
5. This process is again repeated and the other draws once again. After ten rounds of drawing, stop the game. Ask the pairs to have a look at their chain reactions; they can spread out the piles of cards one after the other in a chain to see the full story of how the actions and reactions progressed.
6. Ask the pairs to decide together where the turning point in their chain is; where things escalated. Escalation means an increase in the intensity or seriousness of something. Comparing the very first card with the very last reaction they can also consider whether or not the last reaction would be a fair reaction to the first action.
7. Now all come back together and let the pairs explain what happens in their chain reaction stories.

DEBRIEF

- How did you like the activity?
- Was it easy or difficult to come up with reactions to what the other person drew?
- Do you think what you have drawn is realistic?
- Have you ever encountered or experienced such a chain of reactions before? What influenced how you and the other person reacted? How did the situation end?
- Were all the reactions in the chains negative ones? Were there any reactions that you found surprising? Why?

Input on tree of conflict

Write on a flip chart sheet: AVOIDANCE, DIFFUSION, CONFRONTATION. Ask the participants what they understand these words to mean. Clarify the definitions using the following:

Avoidance:

acting as though a conflict does not exist; e.g., when a friend stains a shirt you have lent her, and, rather than verbalizing your annoyance, you stay silent yet feel resentful.

Confrontation:

a direct response to conflict which can be violent or nonviolent; e.g., telling a friend you're angry because he/she lost your notebook is a nonviolent confrontation; yelling or physical fighting in response to the same situation is a violent confrontation.

Diffusion:

delaying dealing with a conflict; e.g., being angry with someone but waiting until you cool off to express your anger.

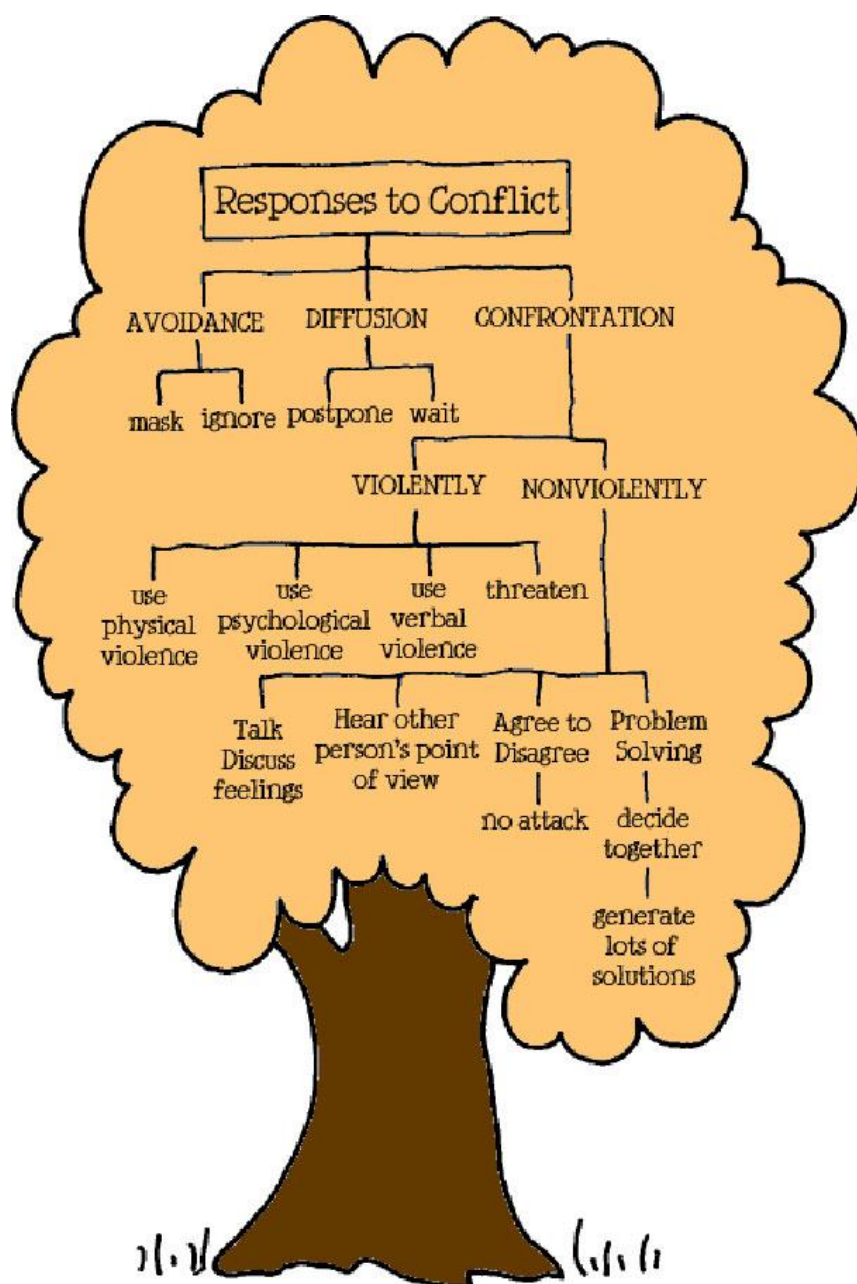
Explain the consequences and adaptability of each approach. Clearly, a nonviolent confrontation, and some forms of avoidance and diffusion are deliberate acts of peace.

Give out copies of the RESPONSES TO CONFLICT TREE and have a look at them together.

Can they categorise their reactions within the tree somewhere?

Tell them they can use the tree to analyse the reaction within conflicts.

Figure 1: source: woodcraft Folk pioneer handbook



Workshop 3

AIM: to be able to analyse conflicts

OBJECTIVES:

- Get to know a conflict analysis model
- Understand how to use the model in analysing conflict
- Understand the difference between positions, interests and needs in a conflict

Materials

- Conflict cards (see attached)
- Maybe additional conflict cards if you want to add different conflict situations according to the level of your group.
- Paper and pens
- Flipchart paper and marker pens
- Images of fruit and vegetable (see attached)

Preparation required

- Prepare a poster with two onions on it, clearly showing three different layers by drawing a small circle, a bigger one around it, and a bigger one around this.
- Copy and cut out the conflict cards and the images. You can copy the images twice to have enough. You can also come up with other examples of conflict situations that better fit your context.
- Read the explanation of the onion model so that you are ready to explain it to the group.

Conflict onions

also see IFM-SEI
peace handbook

1. Spread the fruit and vegetable pictures on the floor around the room. Ask participants to walk around, and when you say stop, stand next to the fruit or vegetable they like most. Do another round with the vegetable they like least. Then do a third round, where they should stand next to the vegetable that best symbolises conflict to them.
2. Ask them to explain why they chose that vegetable - the explanation can be as creative, ridiculous or funny as they want.
3. Now show them the poster of two onions, and explain that today you will focus on 'conflict onions'. Ask how onions could represent a conflict. Then explain the onion model for conflict analysis, using the onion images you prepared earlier (see description below).
4. Divide the participants into 2-4 small groups and give each group one conflict card.

Knowledge

Get to know the conflict onion model

Skills

Analysing an abstract conflict situation

Attitudes

seeing conflicts from a different perspective,
having people's behavior and better overview
about their existence

To understand people's behavior and needs in
a conflict situation



TIPS FOR FACILITATORS

Have a look at the online peace handbook of IFM-SEI webpage for a closer look on different models (also available in different languages).

5. In their groups, ask the participants to think about the history of the conflict on their card. What might have caused it? Where are both sides coming from? What might be the reasons for the conflict? But also: They need to think about the onion for each of the parties: what are their positions, interests and needs? Ask them to draw two onions and write their ideas into the different layers of the onion.

6. They should write these down on a piece of paper.

After 20 minutes, come back together and share the groups' results. During the process, you can go around and clarify the model with each group.

DEBRIEF

- How did you find this exercise? Was it difficult?
- What do you think about this onion model? How can it help when it comes to real conflicts?
- Are the positions, interests and needs of one person often different from others?
- What happens if you don't know the interests and needs of the others in a conflict?
- What can you do to find out about the layers of the onions in a conflict?
- Can you try to think of an example from your life about a conflict and use the onion model to analyse it?

THE CONFLICT ONION

The onion model is based upon the idea that the layers of a conflict are much like that of an onion. It allows a better understanding of the conflicting parties' positions, and their real interests and needs.

In peaceful situations people relate and act on the basis of their actual needs. In conflict situations, the lack of access to basic needs, together with the mistrust that often characterises relationships in conflict, alters the basis on which people relate to one another.

The outer layer of the onion represents the positions we allow everyone to see and hear (what we say we want). Underlying these are our interests (what we want), which represent what we wish to achieve in a conflict situation. At the core of the onion are our needs (what we must have), which must be fulfilled in order for the conflicting parties to be truly satisfied with the outcome. While interests can often be negotiated, needs are non-negotiable. Although it may be difficult to set other dynamics aside, it is critical that conflicting parties understand their own and each other's core needs, so that constructive and satisfying outcomes can be achieved.

The onion model can be used as part of an analysis to understand the dynamics of a conflict situation, but also in preparation for facilitating dialogue between groups in a conflict, or as part of a negotiation or mediation process itself – even during the post-conflict reconstruction process.



Text from: PeaceBag for EuroMed Youth (<http://peacebag.org/articles/toolkit-p4-conflictanaly.html#onion>)

Evaluation

AIM: Close the seminar without mixed feelings and reflect on what the learning outcomes are.

- Materials**
- Two different coloured cards/post it notes
 - Pens for everyone
 - A paper bin

What to take with me and what to leave

Participants have two post-it notes of different colours. Participants write down on one post-it note what they want to take out from the session. On the other one they write what they want to leave here. Give them around five to ten minutes for the task. As soon as everyone is finished participants share their post its (if they feel comfortable).

For example, they could say: 'I am taking with me the new conflict analysis models and I will leave my pride in conflict situations here' The participants then stand up tear the one they will leave here and toss it to the bin. The positive one they can keep for themselves.