



**nonviolent community safety and  
peacekeeping**

**trainer's manual**

**June 2005**

**Nonviolent community safety and peacekeeping trainer's manual**

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## vision statement

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Pt'chang works toward the vision of a world free from fear and violence. We believe that everybody has a basic right to feel safe at all times and that everybody is, in their own way, responsible for creating safety within their lives and communities. Pt'chang sees safety as proactive - the creation of space where all people can experience and express their lives to the fullest - that it *is* possible to create safety powerfully and nonviolently. Pt'chang sees itself as a small part of a wider movement toward restorative justice systems, toward safe, peaceful and sustainable communities and toward social systems and structures that meet human needs.



## nonviolent community safety themes

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- we all have the right to feel safe all the time
- we are all responsible for creating safety within our lives and communities
- we can respond powerfully, effectively and nonviolently to violence within our community
- creating safety is a crucial part of building real and sustainable communities

## **introduction to pt'chang training**

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A particular strength of Pt'chang's community safety and peace -building work is its commitment to community education, training and skill -development. Pt'chang has designed it's training program as a way of enhancing the capacity of communities and grassroots organisations to create safety. Since 1996, Pt'chang has trained over 800 people in nonviolent community safety skills and concepts.

Pt'chang offer trainings and workshops in nonviolent community safety, nonviolent communication, consensus and group facilitation as well as different aspects of organising and mass direct action. Pt'chang's nonviolence workshops have included strategic planning, campaign building, effective action planning, tactics for actions, street health and safety, civil disobedience, directly democratic decision making, meeting facilitation, conflict resolution and training for trainers and organisers.

### **nonviolent community safety and peacekeeping training**

All Pt'chang volunteers receive an intensive 24 hours training in basic community safety and nonviolent peacekeeping skills. A follow-up 24 hours of training is available after the volunteer has gained some experience on Pt'chang projects. This initial training draws upon and explores protective behaviour skills, nonviolent intervention skills, and basic conflict resolution concepts. Components on stress management, group skills and assertive behaviour and communication, are seen as integral.

Pt'chang's Training Working Group also conduct a series of four to six specialised, skill-development training sessions for all volunteers. These skill -development training sessions included: responding to people with mental illness, suicide intervention, responding to sexual assault, police powers and legal issues, and critical incident stress debriefing.

Overall, with our annual training program, experienced Pt'chang volunteers can receive up to 90 hours of training each year.

### **eight-week nonviolent peacekeeping course**

One of the most exciting training developments of the past year has been the transformation of the intensive 2-day Peacekeeping One (PK1) workshop into a short course of eight three-hour sessions held on a weeknight over an eight-week period. It was run for the first time during September – November 2001. The course was attended by 17 people and was evaluated very favourably. Many stated that they found the fact that they were attending such a training focusing on nonviolence was somewhat comforting as the events of September 11 unfolded and in the ensuing aftermath. Many felt that their interest in peace and finding alternatives to violence helped them cope with the distressing world situation.

The training team also had the opportunity to share facilitation and to develop and improve the agenda throughout the course. For the first time we were able to have regular evaluations that allowed the facilitators to respond to the needs of the group and develop the program to help meet those needs on a week by week basis. Another factor that emerged was the ability of participants in the course to have a full week between sessions in which to reflect on the principles they were learning and to practice developing more skills in peacekeeping and community safety. This allowed them to really deepen in their understanding and awareness of the ideas and skills taught in the course. Another great initiative that was utilised formally for the first time was the use of learning outcomes tied to each topic taught, and competency in these skills and ideas being evaluated throughout the training. These were shared with participants so

they could also evaluate themselves in relation to these aims, with the goal of increasing their awareness of what they already knew, and what areas they felt they needed to develop more in their continued learning. The participants were presented with Certificates on the final night.

In conclusion the training in the new format appeared to have been a great success. The team should be acknowledged for their exceptional efforts throughout the course. The facilitators were Elvira Griffith and Vanessa Toy, and Carolyn Shurey, Anthony Kelly, and Melissa Noonan.

## **community education**

As part of its demonstrated commitment to continual learning and skill -development Pt'chang has regularly organised and co-ordinated a range of public forums, discussions, and seminars on community safety-related topics, often with experienced and inspiring keynote speakers.

Pt'chang volunteers themselves are involved in a diversity of community, public and governmental sectors, and utilise the skills and concepts learnt within Pt'chang within their work and communities. All Pt'chang training is available to both volunteers and the wider public. Much of the training provided by Pt'chang is totally unique. No other organisation provides training in ways to effectively intervene in a wide range of unsafe situations, nor brings together such a range of nonviolent intervention models, skills, and experience. The training is often applicable to a range of other work contexts, is transferable to many other roles, and generally provides extremely valuable life-skills.

## **training for other organisations**

Pt'chang also offers particular community safety or skills training to organisations upon request. Schools, local councils, environmental and peace groups, churches, welfare agencies and organisations such as St John's Ambulance, Uniting Care Outreach, Collins Street Baptist Church, and Youth Hostels Association (YHA) have requested and received training from Pt'chang.

Often organisations require their staff and volunteers to develop skills and strategies in responding to aggressive, violent or challenging situations at their place of work. Pt'chang has a team of experienced trainers able to provide three-hour, one-day or longer workshops upon request. Most workshops are tailored to meet particular needs and circumstances of the requesting organisation.

## pt'chang's training philosophy

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### popular education

Literally popular education means education by the people, with the people, and for the people. The term has gained currency in range of contexts. Here are two examples.

In the eighteenth century working class people in England did not have the right to formal education. Various working people's associations were established to campaign against what they perceived as an injustice. At that time, many educators and members of the aristocracy seriously argued that education would confuse and agitate working people. Some authorities conceded that education for working people may be useful so long as it was devoted only to basic skills development. Working people's associations struggling against these views developed their own forms of education - 'rag' magazines, study groups, and community activities.

In the early 1960s Paulo Freire in Brazil developed an innovative approach to literacy education. Freire believed that learning literacy should mean much more than simply learning how to read and write. He was working with landless peasants. Freire argued that educators should also help people to analyse their situation. Freire's students learned to read and write through discussion of basic problems they themselves were experiencing, such as no access to agricultural land. As the causes of their problems were considered, the students analysed and discussed what action could be taken to change their situation. Freire coined the term 'conscientization' to describe this type of education.

Today popular education has a similar poignancy to the examples above. Educators can and do make an important contribution to helping people take more control of their lives and struggle against injustices such as poverty, inequality, discrimination, and environmental destruction.

The following is from the International Popular Education Network

*Popular education is:*

- rooted in the real interests and struggles of ordinary people
- overtly political and critical of the status quo
- committed to progressive social and political change in the interests of a fairer and more egalitarian society.

*Popular education has the following characteristics:*

- its curriculum comes out of the concrete experience and material interests of people in communities of resistance and struggle
- its pedagogy is collective, focused primarily on group as distinct from individual learning and development
- it attempts to forge a direct connection between education and social change.

*From the UTS Centre for Popular Education website*

## empowered learning

Pt'chang call's our philosophy of training "empowered learning", which comes from Paolo Freire's work in popular education. Empowered learning embodies respect for all participants. We share what we know in a spirit of mutual exchange and equality and we expect to learn from the skills and life experiences of participants.

We believe that people learn not from being told what to think or do, but from reflecting on their experiences. We facilitate processes in which participants gain tools, skills, and confidence. And we realize that anything we share will be adapted by participants to fit their own culture, political philosophy, and needs. Our trainings are active, involving little lecturing and many exercises, role plays, and much discussion.

Although Pt'chang workshops are deeply rooted in the practice of strategic nonviolence, we have worked with groups practicing a wide diversity of tactics. Pt'chang trainers are skilled at bridging different political cultures and styles and in helping mediate between groups with diverse ideologies and needs, from radical autonomous networks, unions, activist organisations, church communities and welfare agencies.

## experiential education

Pt'chang Training follows the model of experiential education, which is linked to popular education as developed by Freire and others. Experiential education travels well across cultures because the first step is the actual experience (also called the activity, or exercise). Traditional education starts with ideas and concepts, which are bound up in language and often very culture-bound. Experiential education gets to the concepts and ideas later, after common ground has been shared by the participants through a common experience.

a. *Experience* (also called activity, exercise, or learning tool),

b. *Reflection*, in which participants think and feel about what they just went through,

c. *Generalization*, in which participants move from immediate thoughts and feelings up to the level of concepts and ideas. When participants generalize they go to a level of abstraction where they integrate their learning into their worldview, their cognitive map which shows where things are and how things work,

d. *Application*, in which participants try out their new learning through new behaviors.

The experiential education model is a circle, because the fourth step, application, becomes a new concrete experience which can then be followed by reflecting and generalizing, and applying something new. Freire kept saying that we never learn simply through action, or through reflection, but through the relationship of action and reflection. One reason why methods of traditional education don't work for training is that they usually get stuck on reflection and generalization and neglect the role of action in learning.

In the Pt'chang nonviolent and community safety training program we systematically use the experiential education model.



## **social justice**

The concepts and principles of social justice, gender equality, and participatory democracy are held strongly by Pt'chang. These principles are reflected within our trainings in a variety of ways. Everyone's contribution is valued and encouraged. Trainers have a responsibility to highlight issues of sexism, racism or other forms of oppression that relate to the training content. Trainers also have the responsibility to challenge sexist, or racism or other oppressive attitudes and behaviours demonstrated in the training group that arise.

## **voluntary**

All aspects of Pt'chang's training processes and exercises are voluntary and no participant should be or feel compelled or coerced into participating or contributing. Free and voluntary participation is fundamental to the learning process and a principle that is vital for maintaining safety and trust within the group.

Trainers should always state clearly at the beginning of all trainings that exercises are entirely voluntary and participation in any or all of the discussions and exercises is a matter of personal choice. Trainers also need to be aware of practicing an open-invitational approach to group exercises; inviting participation rather than demanding or subtly coercing participants to do something.

## **safety**

It is the responsibility of the trainer / facilitator to ensure safety. Safety is a vital aspect of empowered learning. This involves both physical health and safety and the emotional safety of everyone involved.

Basic health and safety concerns need to be addressed at each training. Safety of venue, equipments, adequate shade, heating or cooling, provision of food and water, for example.

People can get hurt during group exercises. Safety needs to be prime consideration during any games, exercises or role-plays. Any physical contact between participants should be carefully monitored and clear guidelines given. It is advisable to build trust and group experience by introducing simpler exercises initially before taking the group through an elaborate role-play of exercise with complex instructions. Clear instructions and 'stop-points' should be provided during role plays to ensure participants do not act unsafely with each other or themselves.

The trainer takes a great deal of responsibility during any exercises. Do not use games of physical group activities as time to consult notes or take a break. Constant monitoring and careful attention to the safety of the group is vital.

## **shared facilitation**

Shared facilitation has two parts. The first kind is between members of the trainer team, and it is a common way to run sessions. One person can be the principle leader of the discussion/exercise and the other can watch the group, help make room for people to speak, give feedback for their co-trainer, offer interventions as appropriate/necessary/agreed.

Ideally a third person (or the second trainer if needed) can take notes, too, so there is a record of what went on in the session to use for the evaluations and final training report.

The second type of shared facilitation is with the participants. We like to use "resources in the room" as much as possible. This means that if there is a participant who has special knowledge

on a subject (by profession, life experience, etc), we try and draw them out and let them share with the group as much as possible. This needs active facilitation so they don't take over and sidetrack the group! We may choose to prepare a section in advance of the training with someone who has special skills/knowledge.

As a routine, participants also:

- Act as scribes for brainstorm (clarify each time with the scribe/s if they should call on people or the trainer will);
- Facilitate the gatherings (give them a checklist, and clarify that they only have 15 minutes, as this can get out of control by the end of the week as they try and out -do each other),
- Be timekeepers (to gather the group; this is a big help to trainers when it works!),
- Plan closing activities (give them plenty of notice!)

## **managing training group processes**

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All training groups go through stages of development over time. They are very different in the middle from the beginning, in predictable ways. Though group development is rarely observed as a whole by participants, groups do move from stage to stage. Our design takes advantage of these natural dynamics.

One dynamic is that when groups begin, the participants usually want to make a good impression and so the training goes into a period in which participants are often polite and superficially cooperative. Learning can happen at this stage in group life, but tends to also be superficial and surface level.

After a container is built which provides safety, participants sometimes want a deeper connection with each other in which they can feel more freedom to be authentic and less constricted by mainstream norms. They often want the group to learn to accept differences rather than insist on a uniform set of rules for behavior and attitude. If a group subconsciously wishes to go to that deeper level where more diversity is truly accepted (not just tolerated), the group may throw itself into a period of chaos. Cultures vary on how dramatic this period is. In some cultures, this phase of group development looks like a storm and is very dramatic. In other cultures it is subtle and looks simply like a scatter of attention.

In either case, trainers need to pay attention to this process and support the group to be able to move through this stage and into a new stage, which is sometimes called community or a high performance group.

*Adapted from Nonviolent Peaceforce Training Curriculum – Training For Change.*

### **things for Pt'chang trainers to remember**

Assume that most of the group you are training already know most of the training and some may know more about some things than you.

It is more empowering to draw this out of the group in their own words than 'telling' them.

Notice and join with strengths you see exhibited within the group.

Be careful with the language you use. Define any terms or jargon used or use words that group members use themselves if appropriate.

It is advisable not to swear. It can be jarring and might offend some participants.

Remain aware of your power and authority as a facilitator / trainer. Everyone else will be.

People in the group are all different people, with different levels of knowledge, skills, experience and different learning styles.

People are 'multi-storied' and are capable of sitting with contradictions.

If you don't know something – ask the group.

## check list for a pt'chang training course

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- Copies of Peacekeeping Handbook;
- Folders for participants to store handouts in;
- Attendance list
- Evaluation sheets (blank)
- Sets of all Handouts
- Overheads
- Overhead Projector
- Newsprint/butchers's paper (2-3 tablets, or a big roll)
- Pt'chang Safety Themes charts
- Other Charts – Active Listening, Conflict Triangle etc.
- Scrap A4 paper
- Masking tape, scotch tape, push pins, paper clips, binder clips
- Blutac
- Textas / Markers (various colors, several of each)
- Whiteboard Markers
- Crayons, several boxes
- Rope or string
- Candles
- P'chang materials - flyers, resource books, Pt'chang Reports
- Three balls for name games and other exercises.
- Other games materials as required

### roleplay material

- Clothes for roleplays (assortment of hats,ties, jackets – several different baseball caps)
- Pt'chang vests
- Yellow bumbags
- Comms folder
- Incident Report folder
- Comms material
- Sheets of sticky labels for nametags

### venue preparation

- Arrive at venue one hour before start time
- Food – tea, coffee, milk and suger and snacks for when people arrive
- Session agenda written out
- Chairs and cushions for all participants
- Whiteboard
- Overhead Projector – test before session
- Safety Charts on wall
- Pt'chang resource and info table
- Someone designated to meet and welcome people when they arrive
- Someone designated to collect training fees

## **Competencies for nonviolent community safety and peacekeeping training**

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**at the end of the training the participant should be able to:**

1. Develop a definition of personal and community safety in terms of having choice and control;
2. Describe Pt'chang's core safety themes;
3. Define the concepts of Power-with and Power-over and describe how they are applied in a peacekeeping and community safety context;
4. Develop a personal understanding of the concept of nonviolence as a social change strategy a method of transforming conflict and a way of life;
5. Define and describe aspects of Peace-Building, Peace Making and Peace-Keeping approaches to conflict situations;
6. Describe the roles and responsibilities of nonviolent peacekeeping teams;
7. Apply assertive behaviour and nonviolent communication skills, including active listening in a range of peacekeeping contexts;
8. Apply basic nonviolent peacekeeping and intervention skills;
9. Apply protective behaviour strategies to ensure own safety;
10. Describe the role of an independent third-party;
11. Identify basic steps in a mediation process
12. Apply basic conflict resolution skills;
13. Identify and describe the potential emotional impacts of nonviolent peacekeeping;
14. Apply basic personal and group stress-prevention strategies including debriefing.
15. Demonstrate a basic understanding of Pt'chang philosophy, structure, agreements and decision making processes

## peacekeeping 1 - 24 hour course content

<b>Title:</b>	<b>Content</b>	<b>Competencies:</b>
<b>Session 1: defining safety, power and nonviolence</b>	Introductions / welcome Pt'chang philosophy Agreements Nonviolent Community Safety Themes Defining safety for ourselves Using Power Nonviolence	1 2 3 4
<b>Session 2: nonviolent communication and assertive behaviour</b>	Active listening Assertive communication skills Assertive behaviour roleplay	7
<b>Session 3: Body centred awareness and nonviolent interventions</b>	Body centred awareness – Protective behaviours Nonviolent Interventions (NVI) Principles of NVI	8 9
<b>Session 4: nonviolent peacekeeping</b>	Nonviolent Peacekeeping Theory Peacekeeping, Peacebuilding and Peacemaking Area coverage and Observation Exercise Peacekeeping Roleplays	4 5 8 9
<b>Session 5: introduction to conflict resolution</b>	What is conflict? Conflict clues Common approaches to conflict Principles of conflict resolution Conflict mapping	11. 12
<b>Session 6: Mediation negotiation</b>	Conflict triangle Role of a third party Model of mediation Mediation roleplays in triads	10. 11. 12
<b>Session 7: looking after ourselves</b>	Defining Stress Stress responses Concentric circles Debriefing Personal Support Networks	13 14
<b>Session 8: large roleplay training course review</b>	Large group roleplay and debrief Where to from here Tips and tricks Review and evaluation Celebration	7 8 9 12 14 15

## session 1: defining safety, power and nonviolence

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### 6.30 **Introduction:** Welcome

**Sharing- Round robin: In pairs:** With someone you don't know, share something about yourself. Then round robin of partners introducing each other to the group. (Good for facilitators to take part).

**Agenda review:** Include aims of this session. (20 min)

### 6.50 **About this training**

Aims (fun and learning, collaborative and interactive, recruitment, etc)

Assessment, facilitation 'roster', Housekeeping etc.

Invite to approach us if needing help with content, personal 'stuff', etc. (5 min)

### 6.55 **Hope and Fears Envelopes:** Participants write their main hope and main fear on a slip of paper and each seal it in an envelope. People can say them out loud as they write. Each write their name on it. Facilitator collects each envelope and says that these will be delivered to everyone in the last session of the course. (10 min)

### 7.05 **Agreements /Group Aims**

Co-create list of hopes/aims for how we'd like to be together as a group.

(Use this to model principles of collaboration, consensus, listening and valuing each other, etc) (15 min)

### 7.20 **Pt'chang Philosophy**

Brief intro, with visual input (poster, overhead etc) if possible. (5 min)

### 7.25 **Defining Safety**

See [exercise title: defining safety](#) (35 min)

### 8.00 **Game** – something physical and light, eg Big Wind Blows (10 min)

### 8.10 **Break** (15 min)

### 8.25 **Using Power**

Explain concept of power over, power with, power from within.

Brainstorm examples of each of these as played out in society.

Link empowerment with choice/control → increased safety. (15 min)

Small groups of 3-4: Choose a scenario of power over, and as a group create a snapshot (a freeze frame that represents that somehow). Take a moment to notice how you feel in your 'role', especially how safe you feel.

Now, one group at a time come out of your snap shot and look around the room for a moment at the other groups – notice expressions, body language, etc.

Repeat for power with and power from within.

(\* Emphasise that aim is simply to experience with our bodies the effects of power use/misuse, not to analyse any scenario.) (15 min)

Share learning's and observations within small group. Discuss and clarify the consequences of using Power-over or Power with (5 min)

### 9.00 **Introduction to Nonviolence**

Facilitators outlines Nonviolence as personal philosophy, as a method of resolving conflict and/or as a radical social change strategy. Has an ancient history and core tenets exist in all major religious perspectives, Buddhist, Hindu, Islam and Christian as well as Indigenous and pagan spiritual perspectives. People can utilise nonviolence from a spiritual perspective or as a practical tool for using power and responding to conflict. People come to use nonviolence from many perspectives.

Nonviolence Barometers Exercise –

Designated one end of training space as 'violent' and the other as 'nonviolent' – ask people to stand along the spectrum where they see fit and read out the following scenarios. Allow discussion in between.

- 1) Woman, walking home at night uses an aerosol can against an attacker.  
Violent or nonviolent?
- 2) Eating meat – Violent or Nonviolent?
- 3) An activist throws empty water bottle at police lines after a police baton charge – Violent – nonviolent?

Discussion/sharing – personal perspective on nonviolence.  
Why Pt'chang's work is nonviolent.

Nonviolence quotes cards – pass around and read

(20 min)

9.20 **Evaluation Round-robin:** What you've gotten out of tonight, any gems, feedback  
**Home work:** Think about a time you used nonviolence in your life – share at beginning of next session.

**Closure:** e.g pass a shape and sound around the group.

(10 min)



## **session 2: nonviolent communication and assertive behaviour**

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### **6.30 Welcome and introductions.**

Round robin: your name and how I'm feeling about being here tonight  
Discussion and reflection on last week's homework. " a time I've chosen to use nonviolence".  
Agenda review

(30 min)

### **7.00 Nonviolent Communication**

Introduce as communication is vital to peacekeeping. Inform group that focus will be on active listening and assertive behaviour and communication skills will be practised and covered throughout the rest of the course. Ask group why communication may be important in nonviolent peacekeeping?

(5 min)

### **7.05 Active Listening**

Bad listening roleplay – trainers roleplay listening blocks and poor listening.  
Group discusses common listening blocks.

Facilitator asks group what trainer could have done to listen well. Write up suggestions on white board as 'active listening skills'. Trainers to add others active listening components not covered by group.

Trainers then use suggestions from group to roleplay active listening using the same scenario. This creates the learning tool of the group providing 'advice' to the trainer.

Brief discussion on what was different and the aims of active listening.

(30 min)

### **7.35 Active Listening Roleplays**

Introduce concentric circle exercise.

Topics to speak on could include: "The way I feel about the terrorist attacks in September 11 last year".

"I time when I dealt with a difficult conflict well".

Give each person at least 4 minutes to speak and to listen. Encourage people to reflect back what they are hearing and to focus on listening skills. Facilitators to move around and observe participants' skills.

Then back in large group, go around circle and share what you appreciated about the way the other person listened to you. Name things that you noticed they did well.

(30min)

### **8.05 Break**

(20min)

### **8.25 Assertive Behaviour**

Chart or overhead on passive / aggressive and assertive behaviour. Go through key definitions and comparisons with group briefly then break into exercise. (5min)

### **8.30 Passive – aggressive – assertive exercise**

Milling or hassle lines. Ask participant to really get into the particular 'mode of being' in turn. Body movement, speed, gaze, voice tone and speed, and attitude are all important to explore in passive, aggressive and assertive mode. Allow time for self-discovery.

Can use the scenario of having to ask someone to move their car as it is blocking the driveway. Ask group to approach the other in each mode in turn. (20min)

#### 8.50 **Assertive Communications**

Fish bowl exercise:

Cards with blaming types or passive statements on them. Facilitator sits in centre of circle and each participants come forward and read statements then reframe them into assertive statements. (Could split into two groups)

Discuss what was effective and what worked well. What difficult about being assertive.

As homework ask participants to explore their use of assertive behaviour with other people during the week.

#### 9.20 **Evaluation and Closure**

Knots as a closure

(10min)

## session 3: body centred awareness and nonviolent interventions

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### 6.30 **Welcome:**

Round robin: your name and how I'm feeling about being here tonight  
Discussion and reflection on last week's homework. "what I noticed about being assertive in the past week".

Aims of this session and agenda review. (25 min)

### 6.55 **Body Centred Awareness - Protective behaviours**

#### Explain:

- What body alerts are ( phys sensations and feelings that alert us to perceived challenge/danger)
- When and why they are valuable (early warning → assist personal safety and increase sense of control; assist our body to respond to threat)
  - How we experience them (different alerts, possible blocks to awareness of them)
- How and why do they occur (SNS – fight/flight stress response, designed for physical danger)
- Note that violence 'out there' has a very real effect on us 'in here'.

#### **Exercise:**

Have a body-outline on paper on the floor. Ask people to stand around outline, in circle. Guided visualisation of "a time when you took a risk or felt in danger". Notice sensations that arise in body, then one at a time draw these body alerts on the outline, and name them. (Note that this exercise can be very challenging for some.) (40 min)

7.35 **Game:** Especially something body-centered, like Emu-rumbles. (10 min)

7.45 **Break** (20 min)

### 8.05 **Nonviolent Interventions**

**See:** [exercise title: nonviolent Interventions](#)

#### **Large group exercise:**

Use intervention spectrum on large paper on wall.

Debrief and summarise, explain in context of Pt'chang's work, etc.  
(Emphasise- having intervention skills is very empowering; NVI's are an alternative to not intervening).

(70 min)

9.15 **Evaluation Round Robin:** Feelings, thoughts and feedback about tonight's session.  
**Homework:** What does nonviolence mean to you personally?

**Closure:** Something uplifting, like music/sounds/harmonising. (15 min)

## session 4: nonviolent peacekeeping

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- 6.30 **Welcome:**  
Round robin sharing. "What does nonviolence mean to me personally".  
Aims of this session and agenda review. (25 min)
- 6.55 **Nonviolent Peacekeeping**  
Introduce with question: What comes to mind when you think of "Peace Keeping"?  
Explain/ define in sub-categories of Peace Building, Peace Keeping, Peace Making.  
Ask for examples of each. Discuss.  
Brainstorm: What are the qualities and skills that help peacekeeping? (Or what are the qualities that contribute to peace?). Summarise these and write on board for later.  
Summarise overall aims of peacekeeping - Roles of a Peacekeeping Team (write on board for later):  
-to increase everybody's sense of safety  
-to minimise harm, de-escalate crises, reduce the effects of trauma/violence  
    -to empower, including increasing relative power of those with lesser power  
    -to help create space and opportunities for people to meet their own needs, etc.  
Validate the peacekeeper in all of us –it's a role we all play at times (people can be alienated by the concept of an externally imposed 'peace-keeper').  
Discuss the authority of peacekeeping – (ie not rescueing) (20 min)
- 7.15 **Area Coverage and Observation Exercise**  
(see [exercise title: area coverage and observation](#)) (20 min)
- 7.35 **Break** (20 min)
- 7.55 **Peacekeeping Roleplays**  
Conduct two Hassle lines first.
- Fishbowl Roleplay or Triad Roleplays
- Explain the exercise and its aims. Summarise the skills we've already learned in this course, and invite people to put these into practice when playing the role of peacekeeper.
- For Triads - Split into groups of 3. Hand out a scenario card, each person selects a role – aggressor, peacekeeper, observer. Roles will rotate so everyone gets a go.  
Role-up each person:  
Observers – To remain quiet throughout, ready to feedback at the end.  
Aggressors- attitude, world-view, emotional state, needs, focus, behaviour, etc.  
Peace Keepers- Imagine you are working with Pt Chang (ignoring that you have no partner!). Given the situation, what will be your aims? What skills will you be calling on? What will you need to be wary of? etc.  
After each role-play, allow time to de-role and debrief.
- For Fishbowl – Have group sit in large circle

A scenario is played out in the centre. Faciliator asks pairs in turn to intervene. Group discussed after each.

Hassle line and Roleplay scenarios to use:

- One person who has been rejected from a bar – cannot get home – and is aggressive.
- Person who is owed money by a friend.
- Person arriving at a soup kitchen but no food is left.
- Person who has had wallet stolen and cannot get home.
- In a pair, one person is owed money by the other.
- Bike rider hit by a car door.
- Person car is parked across another's driveway.
- Activist arguing with irate counter-demonstrator (65 min)

9.00 **Group debrief.** Include round robin sharing of how people are doing. Validate and affirm that role-plays can be challenging and confronting. (20 min)

9.20 **Closure.**  
**Homework:** Think about how you usually deal with conflict in your life (10min)

## session 5: introduction to conflict resolution

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6.30 **Welcome:** Intro facilitators- aim of this session. To explore and develop basic conflict resolution skills. Homework topic will be discussed later in session.

**Introduction round:** Choose a hat that represents how you are feeling right now.  
**Agenda review**

**Handshake Game** (30 min)

7.00 **What is conflict and how do you react to it?**

Round Robin: "What do you feel or think of when you hear the word conflict?"

Show Chart or overhead: Conflict dues

Explain that these feelings and initial reactions are good conflict clues. Conflict often goes in cycles of escalation – de-escalation. Ask group when the best time to intervene in a conflict might be? - suggest the earliest possible moment.

Diagram: Levels of Conflict (30 min)

7.30 **Approaches to Transforming Conflict**

Briefly introduce concept of differing approaches to conflict. Different cultures, classes and communities have unique approaches and approaches can be unique according to type of conflict. This exercise is to help us here in this room develop our own unique framework for transforming conflict.

Small groups (15 min) : Divide into small groups of three people, Each group is given set of 5-6 blank cards. And instructed to each share a time that they had resolved a conflict well – Discuss What worked? What helped you to resolve the conflict? What specific things did you do that helped transform the conflict? When you come up with something write it in one to three words on the blank card.

After each group has at least two things written bring whole groups together and begin to lay out cards on floor slowly in a chronological order from when you might first notice a conflict clue.

Allow plenty of discussion and changing the cards to developed a huge *Conflict Transformation map* on the floor.

(30 min)

8.00 **Break**

(20 min)

8.20 **Principles of Cooperative/ Nonviolent conflict resolution.**

Brainstorm principles first then present Overhead and handouts (30 min)

8.50 **Conflict Mapping**

[Exercise title: Conflict Mapping](#)

(30 min)

9.20 **Evaluation**

**Homework:** How do you stay impartial in a conflict?

**Closure**

(10 min)

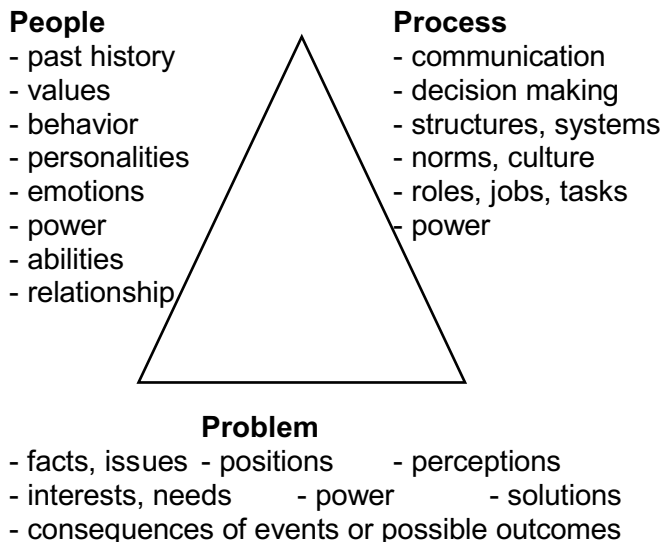
## session 6: mediation /negotiation

- 6.30 **Welcome:** Music to bring group together.  
Intro facilitators- aim of this session. To further develop basic conflict resolution skills, particularly those relevant to mediation.  
**Sharing round robin:** Tell us about one thing that stands out in your mind about last week's session?  
**Agenda review**

**Game:** [bomb and shield \(or Sun and Ozone Layer\)](#) (20 min)

### 6.50 Conflict triangle

Conflicts have 3 main elements: People, Process, and Problem.



For each sub-point, an example was given. Every conflict has its own dynamic so it will change over time and will look different from other conflicts but it will still have the main elements. Though elements do not have to be equally represented. Each conflict might have only one or some of the sub-points.

This is a framework for understanding conflict – an analytical tool. A building is just a building, a framework, until we worship in it and then it becomes a church. A framework gives us a foundation for understand conflicts but we need to build on that to transform conflicts.

(10 min)

### 7.05 Role of a Third Party.

**Aim:** identify the importance of impartiality and neutrality and when it is not appropriate to be a third party. Ask about thinking for homework.

**Use:** Alligator River Story (book from Canada)

Introduce characters, Who is the most honourable?, How would you present yourself as neutral and stay neutral throughout the mediation?



- (20 min)
- 7.25 **Break** (20 min)
- 7.55 **Model for Mediation**  
Go through the process modelling using a role-play (stop & start)  
Housemate not doing the dishes, as the conflict.  
Refer to Mediation Model Chart. Points on whiteboard.  
(20 min)
- 8.15 **Small Group Practice/role-plays**  
Groups of three role-play parts of the mediation process swapping mediators at the  
end of each section. When necessary, stop the process and go back to the circle:  
What do you need here? Allow them time to try again with the new info. (9.05 pm  
start wrapping up)  
(60 min)
- 9.15 **Activity/ game**  
Passing through the hoola hoops (5 min)
- 9.20 **Evaluation and Homework:** How do you normally deal with stress in your life?  
**closure** (10 min)

## session 7: looking after ourselves

- 6.30 **Welcome:** Music to bring group together.  
Intro facilitators- aim of this session. To recognise how stressful this type of work can be an develop personal strategies and understandings to minimise and cope with stress.
- Sharing round robin:** Stretch and sharing.
- Agenda review** (25 min)
- 6.55 **What is stress?**  
Show chart or overhead : 'What is stress?'
- |           |                  |                  |   |
|-----------|------------------|------------------|---|
| Stressors | Internal factors | Stress Responses | Physical                                  |
|           | External factors |                  | Emotional<br>Mental<br>Social/Behavioural |
- Stress levels diagram. Simple diagram and discussion on what stress is. (10 min)
- 7.05 **Brainstorm: Three Types of Stress Responses**  
Physical, Behavioural, Emotional (15 min)
- 7.20 **Concentric Circles:** Form the group into two facing circles on chairs or cushions. Ask people in the outside circle to complete the following statement:  
*"When I am stressed I commonly....."*  
Give 30 sec think time, 2-4 min talking and 1 min for the partner to reflect back what they heard. Then swap to the other person finishing the sentence. Ask the outer circle to move one place to their right and finish the sentence:  
*"Fears that I have about peacekeeping are....."*  
As about, next question:  
*"Ways that I could look after myself doing peacekeeping work are...."*  
Discussion (35 min)
- 7.55 **Break** (15 min)
- 8.10 **Personal Stress Management Techniques**  
Discuss positive and negative types of stress management.  
Brainstorm positive types of stress management techniques using three categories: stress proofing (food, time management skills, sleep, etc.), stress minimizing (breaks, baths, massage, etc.) and tertiary management (CISD, holiday, counselling etc). Discuss pt'chang debriefing process after patrols. (20 min)
- 8.30 **Centring Activity** (10 min)
- 8.40 **Support Networks:** Adapted from protective behaviours program.  
Aim: to help people develop their own 'support plan' for use when doing Pt'chang work.

Participants trace hands on coloured card and identify five support allies, one for each finger, use **CHART** re role of support allies.

(40 min)

9.20 **Brief discussion re: next weeks roleplay content**

(5 min)

9.25 **Evaluation and Homework:** Distribute *Protocol and Procedures Manual* and homework is to read manual for next week's roleplay.

**Closure**

(10 min)

## session 8: large roleplay - review training

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6.30 **Welcome:** Acknowledge it's the final night of the training. Tell about drinks and celebration after workshop. Acknowledge presence of all facilitators from throughout the workshop are present.

**Sharing round robin:** *"How are you feeling on this last night of the Training?"* Invite people to place item they may have brought into centrepiece.

(20 mins)

6.50 **Introduce rules for Large roleplay:**

- You are a Pt'chang Safety Team at a large outdoor community event.
- The roleplay will begin with a team planning meeting at the Comms base on site. You will have 15 min to decide on pairs, roster, liaison tasks and a strategy for the team.
- People without hats will be 'observers' and be invisible like ghosts.
- People with hats will be playing a particular role and you can interact with them.
- Roleplay will continue until trainer says 'end of roleplay' (10 mins)

7.00 **Large Role Play:**

**Preparation:**

Need 4-6 people to play roles.

Set up 'Comms' in venue – roster, task list, radio log, incident reports, vests and bumbags etc.

Designate areas such as First Aid, Site office, front gate etc by using large signs.

Range of hats and costumes available to play roles below. Props such as tin of fuel, syringes, etc.

**Scenario:** A Large community event – can be a dance party or festival.

Begins with a Pt'chang team meeting at 'Comms' - assess for consensus skills.

Series of incidents occur during next hour.

- First aid incident,
- Sexual harassment reported
- Lost person –cannot find car – depressed
- Drug overdose – person slumped against wall.
- Sharps found on floor
- Organisers requesting team members to 'move chairs'
- Stall holder / organiser conflicts – fridge running out of fuel – organiser hasn't bought enough fuel.
- A van carrying frozen food is stopped at the gate by a volunteer at a large event. The van is not permitted to drive past the gate. The van driver becomes aggressive.

**Debrief:**

Emotions dump on paper - participants to hurriedly write uppermost emotions on paper on floor.

While still in role ask all characters to share what was effective and what wasn't as effective throughout the role play.

(35 mins for role play, 15mins for de-roleing & debriefing)

(50 mins)

7.50 **Break**

(20 mins)

8.10 **Tips and Tricks: What has worked?**

Open up discussion of things that have worked relating to peacekeeping, or conflict resolution etc.

**Brainstorm** these. Also share anecdotes and inspiring stories. Indicate handouts of case-studies.

(20 mins)

8.30 **Where to from here ?** Options for further Pt'chang involvement and reflections on how Pt'chang's work can be applied after the training. Distribute Volunteers Handbook. (20 mins)

8.50 **Evaluation** Explain the importance of thorough and honest evaluation of each training – how Pt'chang utilises results to improve the course and content. Evaluation also allows a sense of closure for participants. Participants can also evaluate each other and how group stuck to agreements etc.

Hand out the *Hopes and Fears* envelopes made at the beginning of the training. Ask everyone to read and comments about hopes and fears that came true or were not realised and why. (brief comments only)

Distribute written evaluation forms and provide 5-10 minutes to fill out. Collect each before departure. (20 mins)

9.10 **Closing: (Option 1)** Hand out Pt'chang Certificates to each participant with applause and cheering.

**Closure: (Option 2)** Invite everyone to take a candle and light it. Go around the group and ask all to share something that special they have discovered from the training. When each has shared, invite them to place their candle into the bowl of sand in the centre. When everyone has shared, invite the group to hold hands and stretch right out, then to come from the outside of the circle slowly into the centre and for all to blow out the candles together. Upon completion all can take a candle and keep it as a remembrance of the training.

**Closing: (Option 3)** Stand in circle – Facilitator begins by stating: *"I am one person, living and working for a world free from violence."* With the person next to facilitator, together say *"We are two people...."*, then with the third person in the line say *"We are three people...."* And so on around the circle till all participants have joined in.

(20 mins)

9.30 **Go out to CELEBRATE!!!!**

## weekend format agenda

### Friday evening / session 1: defining safety, power and nonviolence

#### 6.31 **Introduction:** Welcome

**Sharing- Round robin: In pairs:** With someone you don't know, share something about yourself. Then round robin of partners introducing each other to the group. (Good for facilitators to take part).

**Agenda review:** Include aims of this session. (20 min)

#### 6.50 **About this training**

Aims (fun and learning, collaborative and interactive, recruitment, etc)  
Assessment, facilitation 'roster', Housekeeping etc.

Invite to approach us if needing help with content, personal 'stuff', etc. (5 min)

#### 6.55 **Hope and Fears Envelopes:** Participants write their main hope and main fear on a slip of paper and each seal it in a envelope. People can say them out loud as they write. Each write their name on it. Facilitator collects each envelope and says that these will be delivered to everyone in the last session of the course. (10 min)

#### 7.05 **Agreements /Group Aims**

Co-create list of hopes/aims for how we'd like to be together as a group.  
(Use this to model principles of collaboration, consensus, listening and valuing each other, etc) (15 min)

#### 7.20 **Pt'chang Philosophy**

Brief intro, with visual input (poster, overhead etc) if possible. (5 min)

#### 7.26 **Defining Safety**

See [exercise title: defining safety](#) (35 min)

#### 8.00 **Game** – something physical and light, eg Big Wind Blows (10 min)

#### 8.10 **Break** (15 min)

#### 8.25 **Using Power**

Explain concept of power over, power with, power from within.  
Brainstorm examples of each of these as played out in society.  
Link empowerment with choice/control → increased safety. (15 min)

Small groups of 3-4: Choose a scenario of power over, and as a group create a snapshot (a freeze frame that represents that somehow). Take a moment to notice how you feel in your 'role', especially how safe you feel.  
Now, one group at a time come out of your snap shot and look around the room for a moment at the other groups – notice expressions, body language, etc.  
Repeat for power with and power from within.  
(\* Emphasise that aim is simply to experience with our bodies the effects of power use/misuse, not to analyse any scenario.) (15 min)

Share learning's and observations within small group. Discuss and clarify the consequences of using Power-over or Power with (5 min)

### 9.00 **Introduction to Nonviolence**

Facilitators outlines Nonviolence as personal philosophy, as a method of resolving conflict and/or as a radical social change strategy. Has an ancient history and core tenets exist in all major religious perspectives, Buddhist, Hindu, Islam and Christian as well as Indigenous and pagan spiritual perspectives. People can utilise nonviolence from a spiritual perspective or as a practical tool for using power and responding to conflict. People come to use nonviolence from many perspectives.

Nonviolence Barometers Exercise –

Designated one end of training space as 'violent' and the other as 'nonviolent' – ask people to stand along the spectrum where they see fit and read out the following scenarios. Allow discussion in between.

- 4) Woman, walking home at night uses an aerosol can against an attacker.  
Violent or nonviolent?
- 5) Eating meat – Violent or Nonviolent?
- 6) An activist throws empty water bottle at police lines after a police baton charge – Violent – nonviolent?

Discussion/sharing – personal perspective on nonviolence.  
Why Pt'chang's work is nonviolent.

Nonviolence quotes cards – pass around and read (20 min)

9.21 **Evaluation Round-robin:** What you've gotten out of tonight, any gems, feedback  
**Home work:** Think about a time you used nonviolence in your life – share at beginning of next session.

**Closure:** e.g pass a shape and sound around the group. (10 min)

## **Saturday morning / session 2: nonviolent communication and assertive behaviour**

### **10.00 Welcome and check in.**

Morning stretch: Standing in a circle; each participant in turn says their name again and how their feeling about being here this morning they then demonstrate a simple stretch that everyone can copy.

Agenda review

(30 min)

### **10.30 Nonviolent Communication**

Introduce as communication is vital to peacekeeping. Inform group that focus will be on active listening and assertive behaviour and communication skills will be practised and covered throughout the rest of the course. Ask group why communication may be important in nonviolent peacekeeping? (5 min)

### **10.35 Active Listening**

Bad listening roleplay – trainers roleplay listening blocks and poor listening. Group discusses common listening blocks.

Facilitator asks group what trainer could have done to listen well. Write up suggestions on white board as 'active listening skills'. Trainers to add others active listening components not covered by group.

Trainers then use suggestions from group to roleplay active listening using the same scenario. This creates the learning tool of the group providing 'advice' to the trainer.

Brief discussion on what was different and the aims of active listening.

(30 min)

### **11.05 Active Listening Roleplays**

Introduce concentric circle exercise.

Topics to speak on could include: *"The way I feel about the terrorist attacks in September 11"* – *"How I felt about the Gulf War"*

*"I time when I dealt with a difficult conflict well"*.

Give each person at least 4 minutes to speak and to listen. Encourage people to reflect back what they are hearing and to focus on listening skills. Facilitators to move around and observe participants' skills.

Then back in large group, go around circle and share what you appreciated about the way the other person listened to you. Name things that you noticed they did well.

(30min)

### **11.35 Break**

(20min)

### **11.55 Assertive Behaviour**

Chart or overhead on passive / aggressive and assertive behaviour. Go through key definitions and comparisons with group briefly then break into exercise. (5min)

### **12.00 Passive – aggressive – assertive exercise**

Milling or hassle lines. Ask participants to really get into the particular 'mode of being' in turn. Body movement, speed, gaze, voice tone and speed, and attitude are all



important to explore in passive, aggressive and assertive mode. Allow time for self-discovery.

Can use the scenario of having to ask someone to move their car as it is blocking the driveway. Ask group to approach the other in each mode in turn. (20min)

#### 12.20 **Assertive Communications**

Fish bowl exercise:

Cards with blaming types or passive statements on them. One facilitator sits in centre of circle and each participant come forward in turn and read statements then reframe them into assertive statements. (Could split into two groups)

Discuss what was effective and what worked well. What difficult about being assertive. (40min)

1.00 **Lunch break** (60min)

## Saturday afternoon / session 3: body centred awareness and nonviolent interventions

### 2.00 **Body Centred Awareness - Protective behaviours**

#### **Exercise:**

Have a body-outline on large paper on the floor. Ask people to stand around outline, in circle. Ask participants to think of *“a time when you took a risk , it may have been riding a bike very fast downhill, or skiing, or seeing a scary movie”*. They can close their eyes if they want to but allow a minute or two for people to recollect an experience. Provide other examples. Ask participants to notice and identify sensations that arise in the body,, where they are, what they feel like. Then, when everyone has indicated tht they have identifies at leats one sensation, get participants to one at a time draw these body alerts on the outline, and name them as they are doing so.

(Note that this exercise can be very challenging for some.) Encourage all to at least name one physical sensation – even if a little bit difficult.

#### Explain after:

- What body alerts are ( physical sensations and feelings that alert us to perceived challenge/danger)
- When and why they are valuable (early warning to assist us take steps to ensure our personal safety and increase sense of control; to assist our body to respond to threat)
- How we experience them (different alerts, possible blocks to awareness of them)
- How and why do they occur (SNS – fight/flight/connect stress response, designed for physical danger)
- Note that violence ‘out there’ has a very real effect on us ‘in here’. (40 min)

2.40 **Game:** Especially something body-centered, like Emu-rumbles. (10 min)

2.50 **Break** (20 min)

### 3.10 **Nonviolent Interventions**

See [Exercise title: nonviolent interventions](#)

Debrief and summarise, explain in context of Pt'chang's work, etc.  
(Emphasise- having intervention skills is very empowering; NVI's are an alternative to not intervening).

(70 min)

4.20 **Break** (20 min)

## session 4: nonviolent peacekeeping

### 4.40 **Nonviolent Peacekeeping**

Introduce with question: What comes to mind when you think of “Peace Keeping”? Explain/ define in sub-categories of Peace Building, Peace Keeping, Peace Making.

Ask for examples of each. Discuss.

Brainstorm: What are the qualities and skills that help peacekeeping? (Or what are the qualities that contribute to peace?). Summarise these and write on board for later.

Summarise overall aims of peacekeeping - Roles of a Peacekeeping Team (write on board for later):

-to increase everybody's sense of safety

-to minimise harm, de-escalate crises, reduce the effects of trauma/violence

-to empower, including increasing relative power of those with lesser power

-to help create space and opportunities for people to meet their own needs, etc.

Validate the peacekeeper in all of us –it's a role we all play at times (people can be alienated by the concept of an externally imposed 'peace-keeper').

Discuss the authority of peacekeeping – (ie not rescuing)

(20 min)

### 5.00 **Area Coverage and Observation Exercise**

(see [exercise title: area coverage and observation](#))

(20 min)

### 5.20 **Peacekeeping Roleplays**

Conduct two Hassle lines first.

#### Fishbowl Roleplay or Triad Roleplays

Explain the exercise and its aims. Summarise the skills we've already learned in this course, and invite people to put these into practice when playing the role of peacekeeper.

For Triads - Split into groups of 3. Hand out a scenario card, each person selects a role – aggressor, peacekeeper, observer. Roles will rotate so everyone gets a go.

Role-up each person:

Observers – To remain quiet throughout, ready to feedback at the end.

Aggressors- attitude, world-view, emotional state, needs, focus, behaviour, etc.

Peace Keepers- Imagine you are working with Pt Chang (ignoring that you have no partner!). Given the situation, what will be your aims? What skills will you be calling on? What will you need to be wary of? etc.

After each role-play, allow time to de-role and debrief.

For Fishbowl – Have group sit in large circle

A scenario is played out in the centre. Faciliator asks pairs in turn to intervene. Group discussed after each.

Hassle line and Roleplay scenarios to use:

- One person who has been rejected from a bar – cannot get home – and is aggressive.
- Person who is owed money by a friend.
- Person arriving at a soup kitchen but no food is left.
- Person who has had wallet stolen and cannot get home.

- In a pair, one person is owed money by the other.
- Bike rider hit by a car door.
- Person car is parked across another's driveway.
- Activist arguing with irate counter-demonstrator

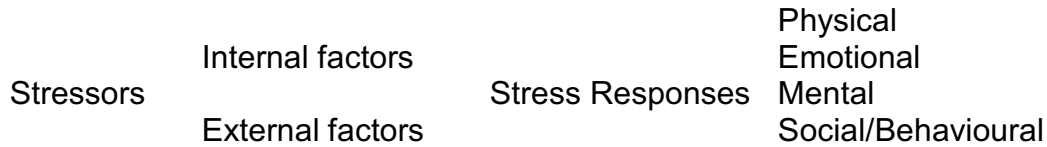
**Group debrief.** Include round robin sharing of how people are doing. Validate and affirm that role-plays can be challenging and confronting. (65 min)

6.25 **Dinner Break** (60min)

## Saturday evening / session 5: looking after ourselves

### 7.25 What is stress?

Provide a brief introduction to stress and stress management. Show chart or overhead : 'What is stress?'



Stress levels diagram. Simple diagram and discussion on what stress is.

(10 min)

### 7.35 Brainstorm: Three Types of Stress Responses

Physical, Behavioural, Emotional

(15 min)

### 7.50 Concentric Circles: Form the group into two facing circles on chairs or cushions. Ask people in the outside circle to complete the following statement:

*"When I am stressed I commonly....."*

Give 30 sec think time, 2-4 min talking and 1 min for the partner to reflect back what they heard. Then swap to the other person finishing the sentence. Ask the outer circle to move one place to their right and finish the sentence:

*"Fears that I have about peacekeeping are....."*

As about, next question:

*"Ways that I could look after myself doing peacekeeping work are...."*

Discussion

(35 min)

### 8.25 Personal Stress Management Techniques

Discuss positive and negative types of stress management.

Brainstorm positive types of stress management techniques using three categories: stress proofing (food, time management skills, sleep, etc.), stress minimizing (breaks, baths, massage, etc.) and tertiary management (CISD, holiday, counselling etc). Discuss pt'chang debriefing process after patrols.

(20 min)

### 8.45 Support Networks: Adapted from protective behaviours program.

Aim: to help people develop their own 'support plan' for use when doing Pt'chang work.

Participants trace hands on coloured card and identify five support allies, one for each finger, use **CHART** re role of support allies.

(15 min)

### 9.00 Closure for evening – reminders about tomorrow's sessions

(5min)

## Sunday morning / session 6: introduction to conflict resolution

- 10.00 **Welcome and catch up:** Choose a hat that represents how you are feeling right now.  
**Agenda review**  
**Handshake Game** (30 min)
- 10.30 **What is conflict and how do you react to it?**  
Round Robin: "What do you feel or think of when you hear the word conflict?"  
  
Show Chart or overhead: Conflict clues  
Explain that these feelings and initial reactions are good conflict clues. Conflict often goes in cycles of escalation – de-escalation. Ask group when the best time to intervene in a conflict might be? - suggest the earliest possible moment.  
Diagram: Levels of Conflict (30 min)
- 11.00 **Approaches to Conflict**  
Briefly introduce the five approaches to conflict.  
Small groups: Divide into 5 small groups, give **handout**, each group is given one of the approaches to conflict to come up with two or three examples of when this type of approach is used in society and present a body sculpture that represents that approach.  
  
Presentation and brief discussion of each approach, 5 min each. (30 min)
- 11.30 **Break** (20 min)
- 11.50 **Principles of Cooperative/ Nonviolent conflict resolution.**  
Brainstorm principles first then present Overhead and handouts (30 min)
- 12.20 **Conflict Mapping** (30 min)
- 12.50 **Lunch Break** (60 min)

## **Sunday afternoon / session 7: mediation and negotiation**

### **1.50 Conflict triangle**

Chart or overhead: Conflict Triangle

Give attention to needs, interests and positions (10 min)

### **2.00 Role of a Third Party.**

Aim: identify the importance of impartiality and neutrality and when it is not appropriate to be a third party. Ask about thinking for homework.

Use: Alligator River Story (book from Canada)

Introduce characters, Who is the most honourable?, How would you present yourself as neutral and stay neutral throughout the mediation?

(20 min)

### **2.20 Model for Mediation**

Go through the process modelling using a role-play (stop & start)

Housemate not doing the dishes, as the conflict.

Refer to Mediation Model Chart. Points on whiteboard.

(20 min)

### **2.40 Small Group Practice/role-plays**

Groups of three role-play parts of the mediation process swapping mediators at the end of each section. When necessary, stop the process and go back to the circle: What do you need here? Allow them time to try again with the new info.

(40 min)

### **3.00 Break**

(20min)

## Sunday Afternoon / session 8: large roleplay - review training

### 3.20 Introduce rules for Large roleplay:

- You are a Pt'chang Safety Team at a large outdoor community event.
- The roleplay will begin with a team planning meeting at the Comms base on site. You will have 15 min to decide on pairs, roster, liaison tasks and a strategy for the team.
- People without hats will be 'observers' and be invisible like ghosts.
- People with hats will be playing a particular role and you can interact with them.
- Roleplay will continue until trainer says 'end of roleplay' (10 mins)

### 3.30 Large Role Play:

#### Preparation:

Need 4-6 people to play various roles.

Set up 'Comms' in the training venue – roster, task list, radio log, incident reports, vests and bum bags etc.

Designate areas such as First Aid, Site office, front gate etc by using large signs.

Range of hats and costumes available to play roles below. Props such as tin of fuel, syringes, etc.

**Scenario:** A Large community event – can be a dance party or festival.

Begins with a Pt'chang team meeting at 'Comms' - assess for consensus skills.

Series of incidents occur during the roleplay period.

- First aid incident,
- Sexual harassment reported
- Lost person –cannot find car – depressed
- Drug overdose – person slumped against wall.
- Sharps found on floor
- Organisers requesting team members to 'move chairs' or other seemingly irrelevant activity
- Stall holder / organiser conflicts – fridge running out of fuel – organiser hasn't bought enough fuel.
- A van carrying frozen food is stopped at the gate by a volunteer. The van is not permitted to drive past the gate. The van driver becomes aggressive.

#### Debrief:

Emotions dump on butcher's paper - participants to hurriedly write uppermost emotions on paper on floor.

While participants are still in role ask all characters to share what was effective and what wasn't as effective throughout the role play.

#### Tips and Tricks: What has worked?

Open up discussion of things that have worked relating to peacekeeping, or conflict resolution etc.

**Brainstorm** these. Also share anecdotes and inspiring stories. Indicate handouts of case-studies.

(25 mins for role play, 15mins for de-roleing & debriefing, 10 min for tips and tricks)  
(60 mins)



4.30 **Where to from here?** Options for further Pt'chang involvement or reflections on how these skills can be applied after the training. Distribute written evaluations and Volunteers Handbook.

4.50 **Evaluation** Explain the importance of thorough and honest evaluation of each training – how Pt'chang utilises results to improve the course and content. Evaluation also allows a sense of closure for participants. Participants can also evaluate each other and how group stuck to agreements etc.

Hand out the *Hopes and Fears* envelopes made at the beginning of the training. Ask everyone to read and comments about hopes and fears that came true or were not realised and why. (brief comments only)

Distribute written evaluation forms and provide 5-10 minutes to fill out. Collect each before departure. (20 mins)

5.10 **Closing: (Option 1)** Hand out Pt'chang Certificates to each participant with applause.

**Closure: (Option 2)** Invite everyone to take a candle and light it. Go around the group and ask all to share something that special they have discovered from the training. When each has shared, invite them to place their candle into the bowl of sand in the centre. When everyone has shared, invite the group to hold hands and stretch right out, then to come from the outside of the circle slowly into the centre and for all to blow out the candles together. Upon completion all can take a candle and keep it as a remembrance of the training.

**Closing: (Option 3)** Stand in circle – Facilitator begins by stating: *“I am one person, living and working for a world free from violence”*. With the person next to facilitator, together say *“We are two people....”*, then with the third person in the line say *“We are three people....”* And so on around the circle till all participants have joined in.

(20 mins)

5.30 **Go out to CELEBRATE!!!!**

## three hour format: introduction to nonviolent interventions

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### 6.32 Introduction: Welcome –

**Sharing- Round robin: In pairs:** With someone you don't know, share something about yourself. Then round robin of partners introducing each other to the group. (Good for facilitators to take part).

This can be a short expectations round if participant know each other.

**Agenda review:** Include aims of this session. (20 min)

### 6.50 About this training

Aims (fun and learning, collaborative and interactive, recruitment, etc)

Assessment, facilitation 'roster', Housekeeping etc.

Invite to approach us if needing help with content, personal 'stuff', etc. (5 min)

### 6.55 Pt'chang Philosophy

Brief intro, with visual input (poster, overhead etc) if possible. (5 min)

### 7.00 Defining Safety (keep short)

See [exercise title: defining safety](#) (25 min)

### 7.25 Assertive Behaviour

Chart or overhead on passive / aggressive and assertive behaviour. Go through key definitions and comparisons with group briefly then break into exercise.

(5min)

### 7.30 Passive – aggressive – assertive exercise

Milling or hassle lines. Ask participants to really get into the particular 'mode of being' in turn. Body movement, speed, gaze, voice tone and speed, and attitude are all important to explore in passive, aggressive and assertive mode. Allow time for self-discovery.

Can use the scenario of having to ask someone to move their car as it is blocking the driveway. Ask group to approach the other in each mode in turn. (20min)

### 7.50 Break

(20min)

### 8.10 Body Centred Awareness - Protective behaviours

Explain:

- What body alerts are ( phys sensations and feelings that alert us to perceived challenge/danger)

- When and why they are valuable (early warning → assist personal safety and increase sense of control; assist our body to respond to threat)

- How we experience them (different alerts, possible blocks to awareness of them)

- How and why do they occur (SNS – fight/flight stress response, designed for physical danger)

- Note that violence 'out there' has a very real effect on us 'in here'.

**Exercise:**

Have a body-outline on paper on the floor. Ask people to stand around outline, in circle. Guided visualisation of "a time when you took a risk or felt in danger". Notice sensations that arise in body, then one at a time draw these body alerts on the outline, and name them. (Note that this exercise can be very challenging for some.) (25 min)

**8.35 Nonviolent Interventions**

[Exercise detail](#)

**Large group exercise:**

Use intervention spectrum on large paper on wall.

2 people create a freeze-frame of moment of violence/threatening situation, etc. Role the volunteers up in terms of their mind-set only (no fleshing out of characters – leave as basic as possible).

Invite everyone to take turns trying interventions, letting them play without analysis. Allow plenty of time, space and silence. Encourage creativity and experimentation. Record each idea on Intervention Spectrum on wall.

After a while can start inviting volunteers to feedback the impact of interventions, etc. Rotate the volunteers frequently, as it can be very intense for them. De-role.

Discuss: What did you notice, what seemed to work more/less, etc.  
Re-emphasise non-heroism and choice – you don't ever have to intervene!

Debrief and summarise, respect, active listening, personal safety and protective behaviours, etc.

(Emphasise- having intervention skills is very empowering; NVI's are an alternative to not intervening).

(40 min)

**9.15 Evaluation and closure**

Allow round robin of feedback and check out – thanks group for courage and creativity. Thanks organisers. Emphasise self care after workshop. Inform about future Pt'chang trainings.

**Alternative:**

Instead of Nonviolent Intervention Circle, hassle lines or roleplay scenarios can be used based on particular context of training group. Some possible scenarios below: (Principles of Nonviolent interventions are the same)

- One person who has been rejected from a bar – cannot get home – and is aggressive.

- Person who is owed money by a friend.
- Person arriving at a soup kitchen but no food is left.
- Person who has had wallet stolen and cannot get home.
- In a pair, one person is owed money by the other.
- Bike rider hit by a car door.
- Person car is parked across another's driveway.
- Activist arguing with irate counter-demonstrator

**Group debrief.** Include round robin sharing of how people are doing. Validate and affirm that role-plays can be challenging and confronting. (45 min)

## a guide to the exercise format

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The basic format for the Pt'chang Training Manual is the same for all of the training exercises. A guide to this format is presented below. It explains the purpose of each section and what trainers can expect to find in it.

**Exercise Title:** Simple and clear title for the session – It should make sense to the trainers and participants

**Exercise Objectives:** This section briefly states what you are trying to accomplish by doing this session

**Learning Outcomes:** key learning outcomes required for this session

**Content Overview:** Each set of notes contains a content overview, generally a list of the sub - titles to the section. It may also consist of a brief examination of the key concept/s covered in that exercise, background information for the trainer, things the trainer should know about or be aware of when introducing this exercise or points the trainer should make to Trainees at the beginning of the session.

**Time Needed:** This section indicates approximately how many minutes / hours you may need to do this session.

**Materials Needed:** This explains what you will need in the room to deliver the Exercise. Trainees should bring their Manual and journal to most sessions.

**Trainers Needed:** This note will reflect recommendations on who should present the section. At least one trainer should be present in every session, even if led by a guest lecturer, to take notes and for evaluation. If it is important or essential to have the entire trainer team present, a resource person, guest speaker, that will be noted in this space.

**Preparation:** If the trainer must prepare anything in advance of the exercise, such as a flipchart or a handout, that will be noted here. (Of course, trainers should read the session notes in advance and think about how they are going to do the session, but that is not what is meant by preparation.)

**Delivery:** This usually states “see below” and refers to the outline of how this section was developed in each of the Pt'chang trainings to date. This would most likely be the preferred method. Evaluatory comments from trainers and participants are included in *italics* to help inform your selection of the methodology to employ .

**Assessment:** Describes the assessment tool or methodology used to assess the learning outcomes.

**Potential Issues:** This section warns trainers about possible potential problems or pitfalls with the exercise. The common complaints from participants will be described here , along with how you can handle them.

**Alternative Delivery—** In cases where there is a preferred method, an alternative way of covering the content of the exercise may be offered.

*(Adopted from the Trainer's Guide to the US Peace Corps's Culture Matters) with additions from Anthony Kelly.*

## exercise title: defining safety

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**Exercise Objectives:** To enable participants to define what the word 'safety' means to them. To open discussion and exploration on how society defines safety and what it means to different people. To explore and discuss issues of choice and control in Nonviolent Community Safety.

**Learning Outcomes:**

1. Understanding of the importance of people and communities defining safety for themselves;
2. That women and men, and different communities, experience and define safety differently;
3. Safety is both real and perceived (fear) and both are important in our definitions of safety;
4. Safety is largely about having choice and control.

**Content Overview:** Trainer introduction, then a small group discussion, a large group brainstorm and then a facilitated discussion.

**Time Needed:** 30-40 minutes

**Materials/handouts Needed:** Whiteboard and markers, large sheet of blank paper, textas and handouts.

**Trainers Needed:** One trainer adequate. Two ideal.

**Preparation:** A very large sheet of blank paper, large enough for the group to write up a large brainstorm. Across top write: "Things that help or allow me to feel safe...". In the centre of the paper write the words "I feel safe when..."

**Delivery:** Introduce exercise briefly by stating that the concept of 'safety' is difficult to define, and is often defined for us by media, police, security companies etc and by politically fuelled 'crime- scares'. The ability of people and communities of people to be able to 'define' safety for themselves is an important first step in that communities ability to create genuine safety for themselves. This session will give us a chance to more fully explore what safety means to us a group.

Request that group break up into small groups of 3 or 4, for 15minutes. find a space in the room and discuss the topics; "Where and when do I feel unsafe?", "What do I mean when I say Safety?". Request that people go around group so that all get a chance to speak and be heard. Remind people about confidentiality agreements and let them know that what is discussed will not be shared in the large group.

Prepare large sheet of paper whilst groups discussing. On floor or on whiteboard/wall.

Ask groups to come back to the large group and then introduce a brainstorm on "Things that help or allow me to feel safe..." Ask for a participant or two to scribe. Allow 10 minutes of brainstorming.

At end of brainstorm, facilitate a focused discussion on the results. Ask "what did you notice about the things that came up?", Draw attention to how most things mentioned are about basic needs being met, the relationships between people, support networks or about us having a degree of choice and control over what is happening to us. Usually very little is mentioned about isolating, lock-down or violence ways of creating safety. Discuss this and its implications for communities trying to create safety. Write 'Safety =choice + Control' on whiteboard and discuss. Inform group that we will be exploring safety further throughout the training. Distribute or indicate handouts, or refer to Peacekeeping Handbook.

**Assessment:** Trainee participation in discussions and brainstorm. Trainer to ensure all participants respond and answer questions.

**Potential Issues:** In the brainstorm, articles like *guns*, *security doors*, *locks* etc can come up. Often *police*, and *security guards* also get mentioned. Discuss these as normal and not 'wrong'. It provides an opportunity to discuss the tension between making it 'safe' for some by security systems, gated communities etc and nonviolent community safety for whole communities. Refer to Safety Themes which were discussed earlier and ask whether 'security' doors fit into safety themes.

**Alternative Delivery:** If more time is available then discussions and brainstorm can be extended. It would be valuable to combine with a discussion of violence and fear and 'unsafety'.

## exercise title: area coverage and observation

---

**Exercise Objectives:** To allow participants to actively discover how to cover a large area as a team and to teach importance of observation skills whilst peacekeeping or Observer at actions or events.

**Learning Outcomes:**

1. Understanding of the importance of adequate coverage of a site by the Peacekeeping/Observation team;
2. The use of eye contact and team co-operation when covering an area;
3. An understanding of the role of observation, including spatial observation;
4. What to observe whilst on patrol – including .
5. Can also include hand signals and working in pairs instructions.

**Content Overview:** Trainer introduction, beginning with a group 'milling' which expands to an actual area-coverage and observation scenario, session complete with a facilitated discussion on observation skills.

**Time Needed:** 30 minutes

**Materials/handouts Needed:** no materials required. *Area Coverage and Observation Skills* Handout as below.

**Trainers Needed:** One trainer adequate.

**Preparation:** A large, but definable area is required, depending on the size of the group. Enough space for the group to expand with room to walk around but stay within hearing distance of the trainer. Can be done outside if practicable. Some preparation can include placing objects in space to test observation or participants.

**Delivery:** Introduce exercise briefly by saying that this exercise will explore how we cover a large area as a team and observation skills. Begin by 'milling' randomly around the space as group. As the trainer, you can also walk around the space as you provide the following instructions. The exercise follows a set pattern and covers topics in a particular order.

*Eye contact:* Instruct the group: 'Firstly, begin by acknowledging other people as you pass them. Make eye contact with other team members as you pass them by. Become aware of where they are in relation to you.' Ask one participant where another is at certain times to reinforce this awareness.

*Spatial Coverage:* Ask group to become aware of the space between yourself and other people. 'Try and walk in a way that makes the space between each person equal.'

For the purpose of the exercise, define the 'space' in the available area, indicate boundaries by pointing out bushes, side of buildings etc. and ask the group to walk around in such a way that they are now covering the entire space equally as a group. (keep defined area small enough so that you can be heard by all the participants with a raised voice).

Introduce 'hand clap' as way of freezing the group and checking if it is being covered adequately. Point out any gaps or areas not covered.

*Observation:* Ask group to notice where their eyes are looking. Try to cover entire space with their eyes as well as body. Try to cover all space beyond the immediate area. Remind people of maintaining eye contact with others and the awareness of where they are.



Clap hands for a freeze and ask participants to point to where their gaze was directed. Then people can move their heads and check out where every body was looking. Highlight areas not covered by anybodies gaze. Continue area coverage milling and freeze and check once more with 'hand clap' freeze'. Continue.

Provide scenario of peacekeeping team on patrol at large demo or political event. Then ask every body to shout out the things that they may be noticing or observing whilst they are doing this area coverage. (agitated people, other people scanning crowd, changes in crowd movement, pace, noise level, snipers and police/military positions, police/military numbers and unit information, people on rooftops, highpoints, road blockages, bottlenecks, entrances and exits, escape routes, dangerous things in area. etc.)

Hand signals: The use of hand signals can be introduced in this exercise by asking one participants at random to place the palm of their right hand on the top of their head. Ask rest of group to guess what this might mean. If no one guesses correctly then inform group that this is a 'come to me' signal indicating that the nearest people should come to the assistance of that person. This can be practised a few times by asking various participants to make the hand signal and allow group to respond accordingly.

*Facilitated Discussion:* Do this as participants are still walking around. Stop and gather group in circle. Summarize by categorizing observations to people stuff, crowd changes in pace, size and patterns of movement, environmental factors, Explain the difference between observing the immediate area first (within 10 meter radius), then middle distance (radius of quick walk or run) and then far distance, (what you see around immediate area). Scan each area in turn, Immediate area first for safety.

Ask participants why observation and area coverage is important. "To provide earliest possible warning of unsafe or dangerous situation, in order to take steps to protect self, team mates and people, to provide chronological and accurate reporting of any incident afterwards. Facilitate a discussion around observation relevant to peacekeeping and Legal Observation scenarios. Distribute *Area Coverage and Observation Skills* Handout.

**Assessment:** Assessment is by trainee participation in exercise and discussion. Trainer to ensure all participants respond and answer questions.

**Potential Issues:** Trainer will need to raise voice significantly in a large area to be heard. Sometimes the 'milling' can become tedious for the participants if going on too long so continue move exercise along reasonable quickly and introduce new concepts regularly.

**Alternative Delivery:** Objects could be 'placed' in the area prior to exercise to test observation skills of participants. If more time is available then discussions and brainstorm can be extended after the milling exercise. A written brainstorm could be useful at the end to reinforce learning's.

## exercise title: nonviolent interventions

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**Session Objectives:** To enable participants to physically practise and explore ways to intervene nonviolently in aggressive situations. To assist participants overcome fears of intervening and to draw out creative intervention possibilities from within the group. To teach personal safety techniques and processes.

**Learning Outcomes:**

6. That it is possible to safely, effectively and nonviolently intervene in aggressive and violent situations;
7. To utilise methods of observation, noticing, interrupting, distracting, and physical intervention;
8. To recognise potential of creative and spontaneous nonviolent interventions in a wide range of circumstances;
9. To recognise personal safety techniques including gaining info first, safe distance, going for help, gathering support and when not to intervene.

**Content Overview:** Trainer introduction, then a whole group exercise involving a large circle with a static aggressive situation in the centre which allows participants to practise interventions. Discussion with wall chart at end of exercise.

**Time Needed:** 40 - 60 minutes

**Materials/handouts Needed:** Large space depending on size of group, Whiteboard and markers, *Guidelines for Nonviolent Interventions* chart and/or handout.

**Trainers Needed:** One trainer adequate. Three ideal with two trainers taking the part of aggressive 'pose' in centre of circle..

**Preparation:** have *Guidelines for NVI* wallchart ready for display. Ensure space is adequate for group to make a reasonable large circle.

**Delivery:** Ask group to form large circle. Call for two volunteers to stand in the middle of the circle and strike a mock aggressive pose. This becomes your example of an aggressive or abusive incident that can be used to experiment with during the exercise. Do not locate or describe this 'incident' too much if at all. Role the volunteers up in terms of their mind -set only (no fleshing out of characters – leave as basic as possible). It is best to make it a neutral incident that could be anywhere. At this stage we do not know what is going on – who is doing what to whom – it is just an aggressive incident that could be anywhere.

To begin: Ask everyone in circle to turn his or her backs to the 'incident'. Then ask the group what is the first thing that must happen in order for anyone to nonviolent intervene in this incident. Eventually some one say "noticing it" so on that mark ask everyone to turn around and notice it.

Ensure that the basic safety steps are taken prior to any suggestions of direct or physical interventions are suggested by the group. These need to be: "checking out what is going on" and "checking the physical environment", "Checking you own body alerts", "asking other around for information and support". These are vital safety issues and need to be clearly gone through prior to moving on.

Then encourage a continuous role -played brainstorm of safe, effective and nonviolent interventions into this imaginary 'incident'. Ask people to think of ways that they could intervene without moving forward or without putting the mselves in any danger.

Invite everyone to take turns trying interventions, letting them play without analysis. Allow plenty of time, space and silence. Encourage creativity and experimentation.

Ask people to bring out ideas from their own experiences and suggest others from past Pt'chang interventions. Encourage people to actually physically role-play their ideas and ask everybody to copy and build on others ideas. It should be a dynamic and exciting process.

After a while can start inviting volunteers in the middle to feedback the impact of interventions.

Try to scale the interventions from non-physical interventions initially: noticing – getting help - being seen to notice – distracting (many types) – asking into – asking direct questions – close interventions – walking through - direct physical interventions (many types).

Discuss: What did you notice, what seemed to work more/less, etc.

Re-emphasise non-heroism and choice – you don't ever have to intervene!

Continually highlight and remind people of safety, assessing personal risk and intervening so that they are not escalating the overall level of violence. Remember that nonviolent interventions are: *safe, non-heroic and entirely voluntarily actions by ordinary people in order to make themselves feel safe again.*

Emphasise that having intervention skills is very empowering; NVI's are an alternative to not intervening.

**Assessment:** Trainee participation in discussions and brainstorm. Trainer to ensure all participants respond and answer questions.

**Potential Issues:** Safety and risk to participants if role-play becomes too physical. Some participants become too frightened to role-play or it may bring up past experiences of violence.

Two people in pose in middle become tired and bored so don't forget to swap them over before too long.

Make sure you 'capture' and highlight all ideas so it is a clear learning exercise. Any suggestions of violent or potentially dangerous interventions can be discussed by the group and are good learning points. For example, if someone suggests "hosing them down" then discuss what that could mean in certain contexts. Is it nonviolent?

**Alternative Delivery:** It is also good to write down each idea for a nonviolent intervention on a whiteboard along a spectrum as they are provided by participants.

## exercise title: dealing with fear

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**Exercise Objectives:** To allow participants to explore their own response to fear, and to allow thinking about how individually they may be able to respond to experiences of short-term and immediate fear. To provide a series of simple fear management tools and techniques.

**Learning Outcomes:**

1. Fear is a natural human response and an important survival response;
2. Fear is part of our human 'flight, fight, connect' response;
3. Fear can be managed in the same way we 'manage' stress;
4. There is a series of useful and effective fear management techniques we can use at any time.

**Content Overview:** a short physical exercise and then a discussion standing up in a circle.

**Time Needed:** 30 minutes (but can be done in 10 without initial exercise)

**Materials/handouts Needed:** 'Dealing with Fear' Handout

**Trainers Needed:** One trainer adequate.

**Preparation:** Should be done after the group had done Body Centred Awareness but not crucial. Initial exercise requires large space or can be done outside.

**Delivery:** Introduce exercise briefly by stating that fear is an extremely useful survival tool and is necessary emotion to experience. It could be described as part of our physiological 'flight / fight or connect' response to threat. Under certain circumstances it is important for us to know ways of managing fear responses in the same way we need to manage stress responses. All our experiences of fear and the circumstances are very different so this exercise is to draw out some ideas that people have found useful in the past.

*Part one:* Ask all but one of the group to line up along one wall of space and face out. Ask one person to stand at other end of space facing the line – (5 –10 meters away ideal). Blindfold person then ask them to run, as fast as they can, toward people at other side of room. "The people lined up will help to ensure that you are not hurt and will try to protect you as you run. You can stop running when you think you should."

Give all participants a try at exercise. Ask people what they experienced when blindfolded and attempting to run at line of people. Ask people particularly what they felt in their bodies, ie body alerts.

*Part two:* After exercise above – ask participants to form a tight standing circle and ask people to contribute ways they have found useful to manage fears - a facilitated spoken 'brainstorm' of things that we can do to help us deal with sudden, immediate fear. Lists includes: focus on breathing, slowing down breathing, eye contact with others, talking about feelings with partner, clasping hands, clasping own hands, holding an object, crucifix, stone, precious object, grounding, wash face, shake, vigorous exercise, laughter, humour. Closing eyes and visualization, having image of 'safe place', singing a song softly, sharing the fact you're scared with others, etc etc. Usually new ideas or variations come up each time.

Affirm participants that these are good, useful ideas and all can be utilised at any time we experience fear. Distribute 'Dealing with Fear' Handout

**Assessment:** Trainee participation in discussions and brainstorm. Trainer to ensure all participants respond and answer questions.

**Potential Issues:** Part one is a difficult trust exercise and requires a level of group trust and respect. Do not attempt too early in training. Ensure that people are focused and able to protect others from harm. Ensure adequate debriefing afterwards.

**Alternative Delivery:** If more time is available then the brainstorm can be extended and written down. It would be valuable to combine with a further discussion of violence and fear and 'unsafety'.

# Dealing with Fear

- Fear is a natural and very important human survival response;
- Fear is part of our human 'flight, fight, connect' response – our bodies can feel like running, hiding, fighting, or being close with others or sometimes all at once;
- Fear can be managed in the same we 'manage' stress;
- There is a huge range of useful and effective fear management techniques we can use at any time.

**Breathing:** focus on breathing, slowing down breathing, counting breaths, count slowly to 10 with each breath.

**Communication:** eye contact with others, talking about feelings with partner, sharing the fact you're scared with others, reassuring others, self-talk, telling yourself you'll be okay, laughter, humour.

**Touch:** clasping your partner's hands, clasping your own hands, holding an object, a crucifix, prayer beads, a small stone or precious object in your pocket.

**Grounding:** touching the ground or earth, holding onto a tree, a leaf, something alive or natural.

**Body:** washing your face, quick body shake, vigorous exercise, a quick run, jumping up and down, stretching, touching toes.

**Visualisation:** Closing eyes and visualizing an image of a 'safe place',

**Voice:** humming or singing a song softly.

**Meditation:** meditation, calming and centring techniques. Many spiritual, martial arts and meditation practises have techniques for managing fears.

## Exercise title: Conflict Mapping

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**Aims.** To get a deeper and clearer understanding of a conflict. To see different perspectives and gain new insights so that we are able to come up with creative solutions.

**Description.** *Lecture, individual and pair work.* Materials: paper and pens, large paper and marker.

**Time.** 50 minutes.

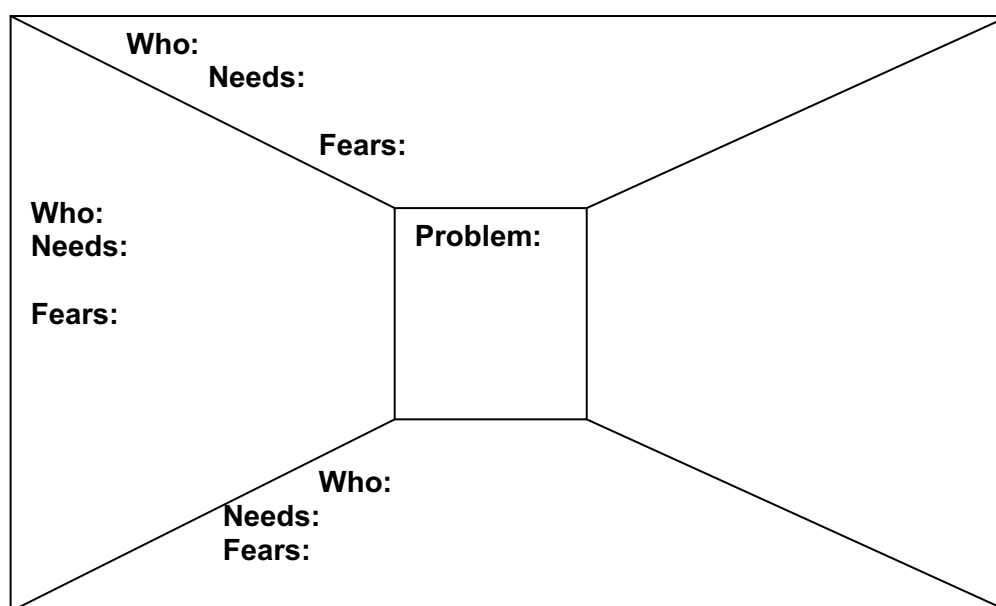
### Directions.

It is useful to write an example on a large paper. Write just the box and fill in the details as you explain (usually, the more that is written the less people listen because they are busy writing). If you do not have such supplies then write it on a normal paper and pass it around.

Explain that maps give us a clear picture of how things relate to each other. "Needs Maps" help us get a deeper and clearer understanding of a conflict. It aims to discover root causes. It helps us see different perspectives and insights so that we are able to come up with creative solutions.

Inform them of the different parts of a needs map:

- **Problem** is briefly defined and without judgment, for example, land dispute or family crisis.
- **Who** are the main actors or groups of actors if they share common needs and fears. In the case of fighting in the classroom, the actors could be: student A; student B, students who observe the fights, teacher A, parents of student A, and mother of student B.
- **Needs** are the basic requirements that shape the way we function. They are our wants, values, interests, motivations, and things we care about. If a need applies to more than one group, write it down because common needs may be a good starting point for transforming the conflict.
- **Fears** include concerns, anxieties, and worries. They can be real or perceived to be real by a given person. For example, the husband in the family crisis will not be buried alive or choked to death by all the pressures, but he feels that way and it is motivating him.



When making a "Needs Map" there are a few things to keep in mind:

- Do not start looking for solutions before the map is finished – the more you know, the more you are able to develop many options to transform the conflict.
- If the other actors are not present when making a map, then it is important to be fair to their needs and fears. Step into their shoes and see the world from their viewpoint (empathy).
- Also the shape of the diagram is not important – the process is important.

Ask them to think of a problem that affects them right now and do a “Needs Map.”

After working on their “Needs Map,” people should make *pairs* – two heads are better than one and we can benefit from seeing a situation from another person’s perspective. We all have different perspectives because of the lenses that we wear. Our lenses are shaped by our different histories, families, values (you can use a short demonstration of getting one person to put on someone else’s eyeglasses, ask if they see clearly, if they say no then you can re-enforce the point about each of us seeing the world differently which we can use to our advantage). While in their *pairs*, each person briefly explains their map while the other person helps them to challenge assumptions and to find creative solutions. Each *pair* should focus on the question “What are possible solutions?”

**Discussion.** What insights have you gained? What are possible solutions? What will be your next step and when? What general lessons can be learned from each other?

**Skills.** Analysis. Applying model to real life. Sharing. Empathy.  
(based on Cornelius & Faire, 1999:117-125)



## **quick energizers / focusing /gathering activities**

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**Passing a Shape and sound around:**

**Hoola hoop pass around:**

### **Line Up**

Tell the participants that they have all lost their voices, and they have no writing equipment, etc. (no sign-language, etc.) They have to line up by: (Choose...)  
Age. Height. Date of Birth (in Year) Alphabetically, Alphabetically by middle name, Add blind folds to these too

### **Psychic Handshake**

"This activity requires a more meditative frame of mind. Everyone in the group picks a number in their head--one, two, or three--that feels right for them at the moment. Without breaking the mood, we mingle and start shaking hands with one another. If my number is one, I shake your hand just once; if it's two, I shake twice; and I shake your hands three times if it's three. If we have different numbers, there is an unmistakable moment of tension as one of us tries to stop the shake while the other continues. But if we have the same number, we stop at the same time and we know we're in the same group. Those of us with the same number stick together and continue our search. Amazingly, more often than not, we will divide ourselves up into three equal groups!"

Hats sharing:

Passing a stretch around:

Emu rumble

Keeping a balloon in the air:

Touching an object:

Thunderstorm:

If you can hear my voice, clap once. If you can hear my clap, clap twice. (If necessary, if you can hear my claps, clap three times...)

Ha, ha, ha (could be chuckle-belly or around the group)

Counting in turn: "Let's count to ten, ok start." If anyone speaks at the same time, you have to start over.

Observation Game, 2 lines. Turn your backs. Change 3 things on yourself. Others find the changes.

Busking trick of everybody who has gathered already to laugh and clap so that latecomers think that they have missed something.

## the pt'chang games list:

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The **Golden Rule** with most of these games is to stop long before the people playing are fed up with them - 15 minutes is an absolute maximum, usually reckon to change every 4 or 5 minutes.

Speed is the essence, don't mess around with long descriptions or chat - go straight in and let them pick it up by a demonstration. Don't be put off because some seem foolish or simple: some of the most silly are magic.

Play safely particularly with games of cooperation: this is a summary so there are no prescriptions about how to play safely. Always allow people to opt off if they feel like it and don't pressure people to join in. Read the books or use lots of commonsense e.g. take off shoes if necessary, be careful with furniture or things projecting from walls with energetic games etc. Above all, everyone should be able to join in - you have the right to have fun to.

### **bomb and shield (or Sun and Ozone Layer)**

People start milling around, not touching each other, just walking hither and yon, or yon and hither, whichever comes first. The instruction is: "go to the biggest empty space you can find" - which, of course, changes as soon as someone "fills" it.

Next, people are asked to select someone to be their personal "bomb." Don't tell that person. Don't even look at that person. But keep as far away as possible. This tends to increase speed and a general sense of humorous mayhem.

Then people are asked to select someone else to be their personal "shield" - moving about the area so as to keep the shield between them and their chosen bomb. This tends to make people move even faster.

Finally, people are told that the bombs will explode in ten seconds. We count backwards from ten, and mill madly in imaginary desperation.

### **cat and mouse (also called elbow tag)**

This works best with a large group. You will need an even number of people (If you have an extra person, s/he can be the Leader/Referee who say "go" and keep track of the action). It can be played indoors if there is a little room to run.

Each player picks a partner and links arms (one person's right arm through the other person's left arm, the opposite arms free). These couples space themselves out in the playing area. Split one couple. One person is the Cat (who will chase the mouse), and the other is the mouse (who runs from the cat). The object of the game is for the Cat to catch the Mouse.

When the leader says "Go", the Cat chases the Mouse. If the Mouse is about to be caught, she can link arms with the nearest couple (making a threesome). Since a group can only have 2 people, the person whose arm is not linked with the Mouse must let go and this person becomes the new Mouse. The new Mouse runs away from the Cat and can link arms with a couple when about to be caught; again, the person in the couple whose arm is not linked with the mouse lets go and becomes the new mouse.

When the Cat finally tags the Mouse, they trade places (Mouse becomes Cat, Cat becomes Mouse) and immediately the Cat tries to catch the Mouse.

The game usually continues until everyone loses track of who's who!! (Not hard to do!)

*Suggestion:*

The first time you play, have the cat and mouse *walk* as you demonstrate how to play. Once everyone is sure of the rules, speed things up. Game play can be very fast!!

## Octopus Tag

Set up a rectangular area that provides room to run. Pick one player to be the octopus. The octopus stands in the middle of the area. The other players are fish. The fish form a line at one of the short ends of the rectangle. The Octopus says, "Little fish, little fish, swimming in the sea; who thinks they can swim past me?" When the octopus finishes the rhyme, the fish run to the opposite side of the playing area, trying not to be tagged by the octopus (they must stay within the boundaries, and they stop when they get to the end of the playing field). The octopus tries to tag the fish as they move past, but CANNOT move her feet (she CAN stretch and reach).

The fish that are tagged join hands with the octopus and become tentacles. Again, the octopus recites the rhyme. The fish run toward the opposite side. If the octopus has no tentacles, the octopus continues to try to tag the fish. When the octopus has one tentacle, both the octopus and the tentacle use their free hand to try to tag fish. When there are 2 or more tentacles, only the tentacles on the ends can tag. The octopus still keeps her feet in place, but the tentacles can move their feet. Fish cannot "swim" through or under the joined hands of the octopus and tentacles. Play until only 1 fish is left. This person becomes the octopus for the next round.

*Variation:*

Instead of forming a line, the tagged fish freeze in the place where they were tagged. Octopus and all tentacles can use both hands to tag, but cannot move their feet.

## Sheep and Hyena

Pick one person to be the sheep and another to be the hyena. The rest of the group joins hands to form a circle around the sheep, facing outward (the sheep is in the middle of the circle, and the players have their backs to the sheep so they can watch the hyena.)

The hyena attempts to break through or under the joined hands to get to the sheep. The members of the circle do their best to protect the sheep.

## Corner Tag

Pick four corners or spots in the room (if outdoors, pick for nearby spots). Give each spot a name (Apple, Orange, Banana, Grape; Squirrel, Frog, Bird, Snake; or just 1, 2, 3, 4). Hang a sign in each corner with a picture of the name you have chosen.

Gather everyone together and point out the four corners and their names. Choose a person to be "It". "It" stands in the middle of the area or room, covers her eyes, and counts to 20 while the other players run to the corners. Keeping her eyes closed, "It" calls out the name of a corner. Everyone in that corner is out. "It" closes her eyes and counts again. Game continues until only one person is left. This person becomes "It" for the next round.

*Strategy:*

"It" may have her eyes covered, but she can still hear! This becomes a cooperative game when the players realize that they need to work together and move to the corners QUIETLY so that "It" has fewer clues about what corner everyone is in!

## Five Foot Banana Peel

**EQUIPMENT:** Garbage bags, Bananas, Towels.

**OBJECTIVE:** Peel a banana with your group using one foot.

**DESCRIPTION:** On the command "GO" your team of five tries to peel a banana with their feet. First team to finish wins.

## Bench Switcheroo

**EQUIPMENT:** Bench big enough for the whole group.

**OBJECTIVE:** To have the group work as a team.

**DESCRIPTION:** The whole group stands on the bench. (Make sure that there is no danger of the bench tipping) They must walk past each other to reverse their order. If someone touches the ground, they must share a personal detail with the group.

## Dr. Jeckle and Mr. Hide

Lights are turned off. One person is selected to be Mr. Hide who kills by squeezing someone's hand and one person as Dr. Jeckle who brings people back to life with a touch. Everyone wonders around the playing area. When you bump someone, you shake their hand.

## Zombie

Each player randomly finds a spot and lays down on their back like in a grave. One person is selected as the zombie. The zombie tries to make each person laugh without tickling them. Once the person in the grave laughs or begins to, they become a zombie as well and try to wake up others. You try to be the last laying down.

## Sock Wars

Define an area the size of a volleyball court and make two teams. Everyone must wear their socks below the heel so it just covers the balls of their feet. Players are out if they lose both socks or move out of the boundary. With a smaller group, everyone can be against each other. Simply define an appropriate area.

## Everybody is It

**TYPE:** Active, Icebreaker **PARTICIPANTS:** 3 or more

**EQUIPMENT:** None

**OBJECTIVE:** This game is designed as an active icebreaker game. The goal is to get to know your teammates to be active and to be the last person standing

**DESCRIPTION:** Like the title says, everybody is "it." If you get touched you must sit down. If you touch someone, they must sit down. If both of you touch each other at the same time, you must introduce yourselves then continue with the game (instead of arguing who was touched first). The last person standing is the winner. Usually, the game is played till a few are left. The leader then calls "Everybody is it!" and the game starts over.

## Balloon Train/ Chase the Dragon

Have the participants stand in a line like you would for the bunny hop. Each person has a balloon and the balloon is placed between your chest and the person in front of yours back. Object is to have the train move around the room without the balloons falling and without use of arms and hands. If a balloon falls they must get the ball back up trying not to let any more fall. As you can see this will take team work.

Can be played as a version of "Chase the Dragon" – with the head chasing the tail.

## Hula Hoop Relay

Take a hula hoop (2 is better ... you can have two teams who compete) Have the participants pass the hula hoop over their bodies while their hands remained linked.

Pass two around a linked circle in opposite directions.

## Bandaid Tag

Each person has two bandaids (her 2 hands). When tagged by another player she covers the tagged spot with a bandaid. If she is tagged and has no more bandaids, she sits down. Set the game boundaries for the group. In this game all players with a free hand (available bandaid) are IT. When game starts, all players try to tag the others. The objective is to be the last standing player. You can introduce other variations (ways to administer 'first aid' to those sitting so they can re-enter the game, such as tapping on head, perhaps also saying the person's name).

## Giants, Wizards, Elves

This game is very similar to the ever-popular "Paper, Scissors, Rock", but much more active! The game is best played in a gym or other similar room. Divide the participants into two teams. The teams gather at opposite ends of the space and decide which creature they want to be for the first round: either Giants, Wizards or Elves. The whole team must be the same creature. When both teams have decided, they line up, facing the other team, in the middle of the gym. Everyone together yells whatever creature their team has decided to be. For example, a team who is Giants would yell: "GIANTS!"

Now here's the catch: Giants step on Wizards (ie Giants beat wizards), Elves tickle Giants in their soft spot, and Wizards zap Elves. In each round, whichever team "beats" the other team must chase the losers back towards their side of the space. (For example: If one team yells "Giants!" and the other yells "Elves!", the Elves have won (remember Elves beat Giants). So the Elves chase the Giants back to their side of the space.) Anyone on the losing team to be tagged before they can touch their wall of the space now belongs to the other team. In rounds where both teams end up being the same creature, consider it a tie and start over. Play the game until most of the players are on one team.

In addition, there are actions to do for each of the creatures during the yell that starts off each round. Giants: raise arms high overhead; Wizards: arms in front of body as if throwing a magic spell; Elves squat down and act like their squeezing the balls of the Giants.

## PRUI (PRONOUNCED PROO-Ee)

The Prui is a gentle, friendly creature that grows. All player mill about with their eyes closed. When you bump into someone, ask "Pru?" If the other player answers "Pru?" you have not found the Prui. The referee whispers Prui to one of the players. Since the Prui can see but cannot talk, the player opens her eyes. When someone bumps into her and asks "Pru?" There is no answer; you have found the Prui. That person opens her eyes and becomes part of the Prui. The line of players will become long and it may take some time for the last players to find the end and become part of the Prui.

## Spot The Lion

*Materials:* A small piece of masking tape or post-it notes

*How to play:* Teams of five to eight player are formed. Each team is given its own corner or 'cave' where they can be safe from marauding lions. On the signal, the players scatter & stand with their eyes shut. The facilitator runs around tapping each player lightly on the back; at that time she puts the piece of tape (or yellow post-it note) on the back of one of the players who, unknown to herself, becomes the lion. When everyone has been tapped, the game leader shouts, "The lion is loose!" All players then run around trying to spot the lion. When a person does so, she hurries to her team 'cave' without arousing the lion's suspicion. If a person suspects that she is the lion (no one is allowed to touch her own back to see if she is the lion), she goes to the center of the room & roars loudly. When this happens, all players must freeze. To continue the game the 'lion can then ask everybody to shut their eyes and goes around tapping everybody left on the back and chooses a new 'lion' and then shout – "the Lion is loose!" and the games continues.

## Zero Gravity

Select one player to be the earthbound mortal who cannot fly into space. This person is considered IT. Other players, with their magic zero gravity shoes, are safe as long as they can balance on a stone, hug a tree, stand on a log, anything to stay off the ground. The earthbound IT may guard closely any player who is losing her grip or balance and is soon to fall back to earth. Anyone tagged while on the ground loses her magic shoes and becomes the new IT.

## Chasing The Dragon

Variations of the game are played all over the world, but with different rules, scoring, and names. 1,2,3 Dragon originated in China and is played by small children, usually to celebrate the New Year. During the Chinese New Year they have dancing dragons., games and food. Dragons are important because they mean good luck.

Ten or more people form a line with each player holding the shoulders of the person in front of them. The person in the front is the "Head." The person at the back of the line is the "Tail." The tail shouts "1,2,3 dragon." The head leads the line and tries to catch the tail. The line must stay together the whole time. If the dragon breaks, the dragon dies. The head moves to the end of the line and becomes the tail. If the head catches the tail play stops and the head goes to the end of the line. The second person in line now becomes the head. The object is to tag the tail as many times as you can while you are the head.

## Kameshi Ne Mpuku (Alleys and Lanes)

Kameshi Ne Mpuku has been attributed to the Luba tribe in the Congo, but many tribes in Africa play different versions of it. Rows of people switching from being alleys to lanes.

## Numbers.

We used to play it, with some rather bizarre variations, at the **New Games Foundation**. Everybody sits in a circle, and counts off, beginning, naturally, with me. I'm Number One.

As Number One, I get to start the round. All I do is call another number. And the only thing the person who has that number does is call another number. And that's how you play the game. Simple?

Well, almost.

## Thumper, too

There's an oddly similar game, called "Thumper." Very much like Numbers, actually. Frequently employed as a drinking game, in fact.

Instead of numbers, each player has a unique gesture. Go around the circle and give every one the opportunity to create a gesture (a physical gesture, like batting the eyes, sticking out the tongue, shrugging the shoulders, pointing the finger). Have everybody repeat that player's gesture in a genuine, but futile attempt to memorize each.

The game proceeds as in Numbers. Player Number One starts by making someone else's gesture. That player is then obliged, in the minimal reasonable time, to make some other player's gesture. And on, and on.

Once people seem to understand this game, you can play both games, Numbers and Thumper at the same time.

## **Overheads and handouts:**

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Using power

Strategies for Peace



## using power

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We all use power in some way. In our daily lives we use power to get things done, to achieve things to make things happen. What is important, from a nonviolent perspective, is *how* we use that power.

### power-over

Power-over is a term used to describe the ways of using power that dominate or control. It stems from a value set that sees one person is better than another and therefore can use power-over them. Power-over is often characterised by threats and intimidation. It aims to subordinate, control or dominate. It is often backed in some way by violence or threat of violence. In other ways power-over can be used in deceptive, manipulative, secretive, distorting, ways. In many of our daily interactions we use power-over in subtle and not so subtle ways. When we utilise our privilege as white people, or tertiary educated people, or as men etc we are using power-over, often in a subtle or unconscious way. Police, security personnel and others in authority positions will commonly use power-over techniques as the way in which to do their jobs.

In many ways we are extremely familiar with how power-over is used because it is so common in our society from the family, school to our social institutions. Its' consequences can be mistrust, defensiveness, fear and the breakdown of relationships. Power-over is the pre-dominate way of using power in our society today.

### power-with

Power-with is another way in which we use power that doesn't seek to dominate or control, in fact the opposite. Power-with is the co-operative use of power. It sees power as something that happens in the interaction between people. When we work together with other people to achieve a goal we are using power-with. The use of power-with can be seen all around us all the time. People working together. People carrying a large piano up a stairs are using power-with. Musicians in a band or orchestra are using power extremely co-operatively. People join a trade-union to utilise power together co-operatively to achieve an end. We are constantly working with other people in complex and co-operative ways and using power together all the time. Power-with tends to build trust, interdependence and mutual respect.

Throughout history, nonviolent struggle has emphasised power-with as a better and more effective way of using power to achieve social change.

Peacekeeping is about using power, but in a way that seeks to work with rather than against other people. Nonviolent Peacekeeping is based on co-operative and open 'power-with' principles rather than the forceful, coercing, discriminating and often violent 'power-over' approaches.

This use of power-with is important and something that allows us to create safety, resolve conflict and respond to aggressive situations in ways that do not exclude, alienate or repress the needs of others.

## nonviolent communication

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1. Observing – “I’ve noticed that...”
2. Feeling – “What I’m feeling is...”
3. Needs – “What I need is...”
4. Request – “I’d like to ask that...”

From Marshall Rosenberg

### seven criteria for useful feedback:

1. Useful feedback is **descriptive** rather than evaluative. It merely describes what is seen or heard, thus the receiver is left free to use it or not. By avoiding evaluative language, it reduces the need for the receiver to respond defensively.
2. It is **specific** rather than general. "You weren't listening", is not as helpful as "Just when Sam started talking about his mother, your eyes looked elsewhere and it looked as though you were not listening to what he was saying".
3. It takes into account the **needs of both the receiver and the giver** of feedback. Feedback can be destructive when it serves only the giver's needs and fails to consider the needs of the receiver.
4. It is **directed toward behaviour that the receiver can change**. Frustration is only increased when one is reminded of a shortcoming over which there is little control.
5. It is **solicited** rather than imposed. Feedback is most useful when it is asked for.
6. It is **well timed**. In general, feedback is most useful when given as soon as possible after the observed behaviour (depending of course, on the person's readiness to hear it, and on the support available from others if the receiver is acutely vulnerable, etc.).
7. It is **checked** with the receiver. When people receive feedback they are likely to be anxious and consequently they may hear a different message than what was intended. It is therefore important to check that the person has correctly heard the feedback.

# strategies for peace:

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## peacekeeping

### (preserving the peace)

peacekeeping is often the most urgent and immediate of all peace strategies as the primary aim is to intervene in actual violence and prevent further violence occurring.

## peacemaking

### (resolving issues peacefully)

Peacemaking is primarily concerned with the search for a negotiated settlement between the parties. Peacemaking activities include bringing the parties together in dialogue about a possible resolution to the conflict. Typical peacemaking activities include mediation, conflict resolution workshops and dialog meetings at various levels.

## peacebuilding

### (changing conditions and creating alternatives)

Peacebuilding is seen as a strategy aimed at changing the underlying conditions which allowed or caused the conflict or violence to occur in the first place. It focuses on longer -term change at the attitudinal –social level and changing the structural cause of the violence.

On a social/economic level, peacebuilding works towards the meeting of basic needs by establishing just and equitable economic and political systems.

1. Johan Galtung, Peace researcher and nonviolence scholar first described these approaches in 1982

## what right do I have to intervene?

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where does our 'authority' to peacekeep come from?

**Everybody's basic right to feel safe and be free from harassment and coercion**

**Our relationship with each other; for example, the sort of relationship you have with another person will affect how they react to you. Includes:**

*level of trust and respect;*

*empathy;*

*power relationship (gender/race/class etc)*

**Our sense of personal 'truth'. "Where am I coming from right now?", "How 'right' do I feel." "How centred am I?"**

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# roles and functions of a peacekeeping team:

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## **setting the tone for a safe environment**

Preplanning and safety mapping are important tools to help create a safe environment. Consultation and negotiations with all parties about safety issues also aids preplanning and developing united responses. Building positive relationships from the outset and maintaining communication channels assists in creating a safer environment. A nonviolent safety and peacekeeping team help to establish a positive and safe atmosphere by being warm and helpful to participants and by providing needed information to the group as a whole. 'Safe place' signs, posters or leaflets can socialise safety messages. The focus is on anticipation and prevention.

## **acting as a communication network**

Peacekeepers act as an important face-to-face and radio communication link between the coordinators of the action and the participants as well as the internal communication system. Peacekeepers are often well informed of what is going on and so can provide accurate information to the activists. This in itself can help reduce fear and prevent the spread of rumours. Large actions could have a dedicated radio, mobile phone pushbike communication teams, in which case the peacekeeping team maintains communication with this wider network. The focus in this role is to empower participants with information in order to reduce the risk of over reaction or rumour.

## **providing emergency medical and legal aid**

Peacekeepers are frequently the first people on the spot when a medical or legal emergency arises. They can play an important initial supportive role for the person who needs assistance. Large actions should have separate Medical and Legal Teams who can work with a Peacekeeping team.

## **maintaining safety and intervening in aggressive situations**

Peacekeepers primary focus is on safety of all participants. Peacekeepers are prepared to nonviolently intervene in aggressive situations and to mediate conflicts amongst activists, or between activists and police, counter-demonstrators, or other parties.

Like marshals, peacekeepers can also facilitate the movement and action of large groups of people by directing traffic, encouraging people to walk and not run and co-ordinating the pace and direction of a march. Large actions should have a separate Marshalling team to focus on people movement issues and allow peacekeepers to focus on safety.

## **acting as go-betweens between authorities and activists or the community**

It may be important to have people as buffers between law enforcement officials, security personnel, workers, and the activists. Peacekeepers can act as mediators in confrontations between authorities and protesters. Peacekeepers have primary responsibility to the participants in the action, but they should be prepared to protect legal authorities, workers, and non-participants from demonstrators if necessary.

Peacekeepers primary focus is on safety of all participants. Peacekeepers are prepared to nonviolently intervene in aggressive situations and to mediate conflicts amongst activists, or between activists and police, counter -demonstrators, or other parties.

### **acting as lookouts for external threats**

A peacekeeping team should always be looking out away from the action or event in order to observe any possible threats coming towards the area. Patrol areas should include the boundaries of an area with an aim to provide earliest possible warning of any external threats.

## principles of co-operative conflict resolution

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### separate people from the problem.

Look at the problem as being separate from the person themselves. If a person feels they are being personally attacked, they are more likely to be defensive, and less open to listening to your issues. If the problem is the person's behaviour, name it as a behaviour, rather than a personal characteristic. Eg: "I've never seen you do the dishes", as opposed to "You're lazy".

Separating the person from the problem allows both people to confront the problem together, if they wish.

#### Useful Tools

- "I" statements
- Refer to 'the problem' rather than 'you'

### focus on interests, not positions.

An interest is a want, need, fear or concern that you have. A position is what you want, or your proposed solution. By stating your own interests, the other person has an opportunity to understand *why* you want what you do. By focusing on your own, and the other person's interests, you open space for finding other solutions that may meet your needs better. Another way of framing this is to focus on problems, not solutions.

#### Useful tools:

- Can you tell me a bit about what's going on for you?
- I feel passionately about this because . . . .
- I'm not sure I understand where you're coming from. Can you tell me about why this is important for you?
- The problem I'm having with this situation is . . . .

### invent options for mutual gain.

Focus on identifying options for resolving the conflict without the pressure of reaching a decision. A brainstorming process can be useful to invent a wide range of options that advance shared interests and creatively reconcile differing interests. The key ground rule to brainstorming is to postpone criticism and evaluation of the ideas being generated. To broaden the options, think about the problem in different ways and build upon the ideas presented.

#### Useful Tools

- How else could we do this?
- What haven't we considered yet?
- What about . . . . ?

### use objective criteria.

Using objective criteria ensures that the agreement reflects some fair standard instead of the arbitrary will of either side. Objective criteria might include quotes from repairers, legal advice, or information from other experts.

These principles are taken from Fisher & Ury (1981) - *Getting to Yes*

