
A MENTORS' GUIDE

TO FACILITATING PEACE CLUB ACTIVITIES AMONG YOUNG PEOPLE

► **A Participatory Toolkit for Peace Building and
Prevention of Violent Extremism and
Radicalisation of Young People**



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PREFACE

Over 62% of Nigeria's population is below the age of 24. Young persons in Nigeria are still excluded from the mainstream of socio-economic and political activities. They are largely unemployed, out-of-school and excluded from participating even in community governance. They are increasingly being recruited as tools for violence. Breeding of gangs with extreme antisocial behaviour has led to high rate of robbery, kidnapping and violence in different parts of the nation.

There is high incidence of drug abuse. Youth are not just victims of conflict; they have also become vehicles for sustaining conflicts. They are active combatants and members of diverse violent groups. They are victims of structural injustices and inequalities and exploitation; and they respond to these dynamics oftentimes with rebellion and radical extremism. Without a thoughtful engagement with youths and youth groups, it will be difficult to achieve de-radicalisation and peace. It is in this light that ActionAid has leveraged on her experiences from the deployment of her Participatory Vulnerability Analysis (PVA) in Conflicts and Emergencies to enhance the capacity of youths for conflict analysis and response.

This toolkit is taking the lessons and the gains of PVA forward towards conflict prevention, peace building through the prevention of violent extremism and radicalisation of young people. Through the intermediaries of Mentors who will serve as facilitators of youth clubs at community level, this manual will empower young people to understand their vulnerability and enable them to be active agents in addressing and dealing with underlying causes of vulnerability to radicalization.

ActionAid and her partners, through the efforts of the Humanitarian and resilience unit, is glad to place into the public domain another participatory toolkit that will contribute to peace building and the creation of more enabling environment where young people can actively channel their energies into positive endeavours towards national development and peaceful co-existence.

Ene Obi
Country Director

Nigeria Demographics Profile 2018 (https://www.indexmundi.com/nigeria/demographics_profile.html)

ACKNOWLEDGEMENT

The task of delivering on this participatory toolkit for prevention of violent extremism and radicalisation of young people could not have been achieved without the combined efforts of our partners, stakeholders and the young people themselves. It would be difficult to single out everyone for appreciation, and this by no means neglects the valuable contributions that various individuals and institutions contributed towards the production of this manual.

However, I would like to extend our sincere appreciations to a few individuals who laboured extensively to the production, review and publication of this document. The tireless efforts of ActionAid colleagues - Anicetus Atakpu who anchored this manual development process and the administrative support of Rita Chukwu-Ike and Tope Omotosho are greatly commended.

Our immense thanks also go to the technical review team which put in a lot of time and effort towards the review the contents development of this manual among who were Gift Omoniwa of Participatory Initiative for Behavioural Change in Development, Kogi State, Adaba Anthony of the Nigeria Security and Civil Defence Corps, and Moses Abara – the Special Adviser to the Kogi State Governor on Education, Science and Technology. Lucia Torjir, thank you for painstakingly editing this document.

To Tasallah Chibok, the Director of Programmes, ActionAid Nigeria, who offered editorial support and the consultants – Eric Shu and Wynyfred Achu who provided technical support to this manual development process, I would like to say a big “Thank You”.

The quality inputs from our Peace Club Mentors who pretested and made valuable inputs into the draft manual and the contributions of the Peace Club Members who brought in the Youth perspective into this toolkit during the validation process cannot be left unappreciated. We are grateful for your participation and commitment to the process of making this manual user-friendly and context specific.

We thank our donor partners who made resources available for the development and printing of this toolkit, the participating schools in Kogi State which provided the enabling environment for the pilot roll-out of this toolkit among the Peace Clubs which their schools are hosting, as well as our implementing partners who are operationalizing the use of this manual at the field and community levels.

It is our belief that through your various individual and institutional support, we have together contributed immensely not only to the prevention of conflicts in our society, but to the reduction of violent extremism and radicalisation of the next generation, our Youth.

Ipoade Omilaju

Programme Manager, Humanitarian and Resilience Unit, ActionAid Nigeria



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INTRODUCTION

This manual was developed with support from the “System and Structure Strengthening Approach against Radicalisation to Violent Extremism” Programme of ActionAid Nigeria. The programme aimed at supporting communities to build resilience against violent extremism through enhanced capacity and structures to utilise available resources to prevent radicalisation, respond to, with stand and overcome the impact of adverse violent extremism should it occur.

This manual was piloted with in-school Peace Clubs targeting five communities (Ofuloko, Okpakpata, Osara, Aku/Osaragada and Fulani Community in Kogi State) across two Local Governments Areas including Adavi and Igalamela/Odolu LGAs.

About ActionAid

ActionAid Nigeria is a member of ActionAid global federation. We maintain a strong relationship of interdependence and mutual accountability within the international federation, ensuring a strong balance between self-rule and shared-rule. Although we started operation in Nigeria in 1999 as a country programme of ActionAid International, we have transformed into an autonomous national organization registered with the Nigerian Corporate Affairs Commission. We also have a partnership agreement with the Planning Commission of the Republic of Nigeria. We have a strong national governance structure – a Board and a General Assembly- consisting of reputable Nigerians providing strategic oversight.

ActionAid Nigeria (AAN) works with poor and excluded communities to promote the right of people living in poverty and take necessary action to end poverty. Because we work and engage multiple agents, at different times and situations, we act as enablers, advocates, facilitators and catalyst. We work to create space for voices and interest of people living in poverty and their agencies to be embedded in government policies and actions. We maintain strong solidarity with the poor and take sides with them, even against all adversity. These elements require us to be credible, non-domineering, continuously learning and evolving a knowledge-based, egalitarian, activist, self-reliant and international organization. Our core values drive our determination to innovate, take risks, promote women in leadership and advance sustainable alternatives.

About this Manual

The idea for establishing peace clubs in primary and secondary schools is not new to ActionAid Nigeria (AAN). AAN has for years been working on promoting peace in and through schools in Nigeria. However, this is the first manual developed by the organisation seeking to offer some directions on the peace club activities. It encourages teachers, students and school communities to see peace not only as relevant and urgent in our nation, but also tied education curriculum. This generally bothers on how we relate with each other home, at school, in our communities and the care for our mother, the earth, among other issues.

The goal for this manual can be summed up as to encourage and enable students to take responsibility for the profound impact, both negative and positive their actions and decisions, however small they might seem to be, can have in all of those places. This manual hopes to challenge teachers and students to link learning, responsibility and action as one whole, aimed at promoting peace.

It will acquaint students with the complexities involved in peace and peacemaking. Students will be challenged to explore issues of peace and conflict, and to expand their thinking about who they are in the midst of those issues, and how they can respond. Peace is not merely the absence of conflict. Peace is connected to social and political issues that plague our world: hunger, poverty, diseases, internal displacement and homelessness; the environment and identity (ethnicity, racism and sexism). This manual will introduce students to the tools which can be used to impact in positive ways the big and small conflict issues in their own worlds, and in the larger world. Values such as acceptance, listening, caring, forgiveness, tolerance and fairness have been portrayed. The strategies used to study these issues should include teamwork, simulation exercises and presentations, talking circles, discussions and story-telling. Whatever strategies used, create an atmosphere of trust and respect, ensure that students respect and take all opinions seriously, and encourage students to listen to and understand the perspectives of their peers.

It may sound unrealistic to say that the future of our nation, its health, our health, rests in the hands of our children, but it is a reality. It is through the youths that we see the future, and “If we are to have real peace in the world, we must begin with our children” (Mahatma Gandhi). The more tools that we can provide them with to create healthy relationships with each other and the earth, the better the chances are that the future is hopeful and full of promise. Our children and young people are important and vital participants in creating this future. We must build their capacities to become peace lovers and builders as members of the wide human race.

This is not an exhaustive peace manual, but rather a set of themes, ideas and activities designed to connect and promote peace-building in schools and outside. This curriculum is also in its piloting phase. Any and all constructive comments, suggestions, ideas, critiques are welcome and will be highly appreciated.

Why this Manual?

It is important to realize that this manual is not to teach students the exact names of the different problem solving techniques, or have them able to recite the curriculum word for word. Instead, it is about helping students to develop a new way of thinking about peace, conflict and violence, and helping them to develop skills that allow them to peacefully address and prevent conflict in their schools, homes and communities. Because of the constantly changing and contextually embedded nature of violence and conflict, to be peacebuilders, students need to learn how to be critical and creative thinkers so that they are equipped to face unexpected situations. In other words, they need to learn the skills of peacebuilding and conflict transformation in order to address the wide range of conflicts and violence that they will encounter during their lifetime.

Specifically, this manual is:

- To empower teachers and pupils with skills and knowledge of peace and conflict resolution. This will help them resolve their own conflicts amicably at school, homes and in the community.

- To carry out disputes and conflict prevention management in schools.

- To raise social, culture and legal consciousness amongst young people and others with the view of providing mechanisms for building a culture of peace in schools.

- To set up a forum where pupils and teachers can express their viewpoints on peace and conflict resolution.

- To promote the rights of the child and his or her responsibilities in the Nigerian context.

How to Use this Manual

This Manual uses a participatory and interactive methodology, which requires that teachers are actively involved. Exercises are drawn to take advantage of the skills, experiences and knowledge teachers bring with them. Most of the exercises are elective, meaning they were designed to elicit, draw out or even provoke responses and use teachers' knowledge as the basis for discussion and learning. Using this approach allows teachers and students to identify and focus their efforts on local needs and adapt the content to fit their cultural context, rather than the other way around.

Teaching activities such as role-plays, pairs and groups, brainstorming, whole class discussion, etc. are to be used to make it experiential. The teacher can also bring his or her own initiatives to adapt the teaching activities to the needs of the students and use local examples as resources. The adapted curriculum has been reduced to teachable level for the

teachers not to “PREACH” peace but to do it actively together with the students, learning by doing. The activities of the teachers as well as those of the students have been vividly specified.

The Responsibilities of the Peace Club Mentor:

A Mentor's main role is to promote learning and to assist the peace club members to experience intellectual, social and emotional development and growth through highly experiential methodologies. The Mentor is therefore responsible for creating an enabling environment for this type of learning to take place, where members feel valued and involved in their learning. Above all, the Mentor should be role model who demonstrate peace and promote positive relationships in their own day-to-day practices.

Facilitating a Peace Club:

The facilitator's job is to support everyone to do their best thinking. The facilitator creates an environment where everyone is encouraged to participate, understand one another's point of view and share responsibility. In doing so, a group facilitator helps members look for well-designed solutions and build sustainable agreements.

The facilitator leads discussions and helps participants learn from their own experiences and shared information.

A Facilitator:

- Plan meetings using an agenda
- Sets Objectives for engagement
- Set a productive climate and begins a discussion
- Gets the group to focus on defining and reaching outcomes
- Helps group communicate effectively
- Supports and encourages participation
- Promotes self-discovery of alternatives and solutions
- Helps the group make decisions
- Helps select a team leader
- Effectively handles disruptive participants/ participants excluded from the group

During peace club meetings, the following steps will be used:

Step 1: Set up the discussion by telling the participants the objective of the discussion, what they are going to talk about, and how the discussion will be conducted.

Step 2: Facilitate the discussion by asking open-ended questions and evaluating responses to build to a learning point in line with the topic in discourse. Help participants to summarize the main points of the discussion.

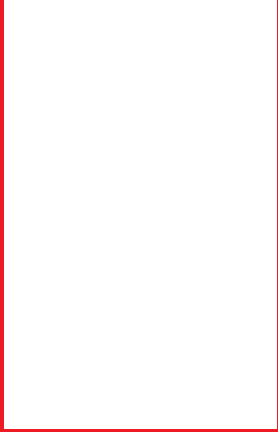
Step 3: Have participants share and interpret their reactions to what was discussed by answering facilitator questions about what happened to themselves and to others during the discussion.

Step 4: Ask participants to identify concepts from the discussion by answering facilitator questions crafted to elicit what was learned and the extent to which the meeting objectives were met.

Step 5: Ask participants to apply what was learned during the discussion by answering facilitator questions designed to help them use and apply the new information learned from the discussion to their own situations.

Membership of Peace Club:

Membership of the peace club will be based on merit, nomination of children based on community and selection based on house-hold; children likely to be radicalized within the school and community should also be considered for membership. Mentors should also ensure that members have interest in belonging to the peace club and that parents of minors are in approval of their wards' membership of the club. Mentors should also be gender sensitive in selection of members of their peace club by ensuring equal representations of boys and girls.



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Introductory Module:

GETTING STARTED



- UNIT 0.1** Welcome to the Club
 - UNIT 0.2** Why Are We Here?
 - UNIT 0.3** Who Will Lead Us?
 - UNIT 0.4** Social Engagement Activity “I Love My Club”
-

This Introductory Module sets the tone and lays the foundation for running effective Peace Club Meetings. It is intended to get the members of the club get familiar with each other, appreciate the purpose of the club, be clear about what is expected of each club member, and understand the functioning of the club. It introduces the Club Charter, enables club members choose their leaders and gets them acquainted with their Mentors.

The four (4) Units that make up this module have been designed to create an enabling environment where club members will be able to interact freely and build trust.

UNIT 0.1: WELCOME TO THE CLUB



60 minutes

Objectives

By the end of this unit, participants will be able to:

- ★ Get acquainted with each other
- ★ Share their expectations and fears about the Peace Club
- ★ Agree on the Club ground rules (Peace Club Charter)



Materials:

The materials needed for this unit include:

- ⦿ Flip Chart Papers
- ⦿ Bold Markers
- ⦿ Masking Tape
- ⦿ Crayons
- ⦿ Post-it Note pads
- ⦿ Paper box or tray
- ⦿ Chalk/Board
- ⦿ Erasers



Activities

- ✓ **Making Fruit Salad (30 Minutes)**
- ✓ **Visioning Exercise: My Dream Peace Club (20 Mins)**





30 minutes

Activity 1: Making Fruit Salad

This activity can be done in-door or out-door, and is meant to help club members to know each other. It is also a team building activity intended to create fun and make club members more relaxed and bond with one another more closely as a team.



Instructions:

1. Welcome the club members and have everyone comfortably seated in a circle
2. Write out the following phrases on two separate colour sets of post-it notes and wrap up the notes so that no one can see what is written on them, then place them in a tray or paper box (***This should be done in advance before meeting time:***)

- | | |
|---------|---------|
| ✓ Ban | ✓ ana |
| ✓ Ora | ✓ nge |
| ✓ Water | ✓ Melon |
| ✓ Cucu | ✓ mba |
| ✓ Pap | ✓ aya |
| ✓ Pine | ✓ apple |



3. Make sure that the two halves of any fruit are on the same colour of post-it Note: No set of two halves of the same fruit should be repeated on the same colour of paper. E.g. if Ban/ana is on green post-it note, the next Ban/ana should be on a separate colour of post-it note other than green.
4. If there's odd number of club members, the Mentor should include him/herself to make it even.
5. If there are 20 club members for example, divide this by two (colours) and you will get 10 post-it notes per colour. This means you will choose any 5 fruits from the list of fruits above, and write one half of each fruit on one post-it note and the other half on another post-it note of the same colour. Repeat this same process on the other colour of 10 post-it notes. Now you have two sets of 5 fruits, one set on one colour of post-it notes, and another set on a different colour of post-it notes.

6. Ask each person to come up front and pick a post-it note.
7. Tell them that the phrases on the post-it notes are part of the name of a fruit.
8. Let each person look for the other half of the fruit on the same colour of their note pad **without talking.**
9. When everyone has found their pair, each half of the fruits introduce themselves to the other half by telling them their:
 - ✓ Name
 - ✓ Class
 - ✓ Aspirations – what they want to become when they grow up
10. Their favourite food or sport or subject in school
11. Let all the club members with the same colour of cards come together into one group to form a bowl of fruit salad.
12. Let members introduce their other half-fruit to the rest of the salad bowl:
 - ✓ Name of their partner
 - ✓ Class
 - ✓ Aspirations
 - ✓ Favourite food or sport or subject in school

Conclude the Activity by forming the two groups into an “Orchestra” to sing the fruit salad song in the energizer below.

ENERGIZER: THE FRUIT SALAD ORCHESTRA (5 Minutes):



- * Let the two bowls of fruit salad form an Orchestra with different parts (tenor, alto, soprano, bass, etc.) and with the Mentor/facilitator as Orchestra conductor.
- * **Conductor:** wa-ter me-lon (2x)
- * **Bowl 1:** Papa-ya (2x)
- * **Bowl 2:** Banana Bana-na (2x)
- * All: Fruit sa-lad (2x)

Make it animating and creative as you regulate the voice tempo and volume of the music through your conducting process.



20 minutes

Activity 2: Visioning Exercise: My Dream Peace Club

This activity should be done in-door. It is meant to help participants to express their expectations of the kind of Peace Club they want to see, and what values should bind them together as a group.



Instructions:

1. Divide the participants into their fruit salad bowls as constituted in Activity 1 above. Give each group a sheet of flip chart paper and coloured markers.
2. Each group is to discuss the kind of Peace Club they want to see, and what benefits they hope to derive from the club as members.
3. After discussing their dream Club, let them present their dream club using drawings only. No written words or use of letters. Only diagrams. In one sentence below the flip chart, let them describe what the diagram represents. That's the club's vision.
4. Each group is then going to present the diagram of their dream club in plenary and explain the vision of the club they want to see and qualities or values they want to see in the club. Keep the flip charts with the drawings for next week's session.
5. Identify what is common in the dreams of the two groups, write them down on flip chart paper or chalk board, and probe further why they chose those qualities/values.
6. Ask the group members what they would not want to see happen in the club which can hinder their dreams about the club from being fulfilled and what they need to do to stop those negative things (dream killers) from happening.
7. Based on their dream club qualities (values) and the things they don't want to see happen in the club, which can hinder the achievement of their dreams for the club; let the Club in plenary agree on the club Rules –the DOs & DON'Ts of the club. Write them down on the flip chart board or chalk board.
8. Explain that these Rules will be known as the Club Charter, and every member of the club will come up and sign their signature below the flip chart or board to endorse them.

-
9. Write out these DOs and DON'Ts neatly on a flip chart and display them on the wall during every club meeting. See examples of a sample Club Charter in the Facilitator's Notes 0.1
 10. Let the Group sing the Fruit Salad song again, and close for the day, with the following Class and Take-home tasks:



APPLICATION:

CLASS TASK (10 Minutes) : In your Work Book, make a drawing showing the Peace Club of your Dream, and two things you expect to gain from the Club. Draw a picture of, and write down the name of one new friend you met at the Club meeting today.

TAKE-HOME TASK: Before the next Club meeting, write down three things you expect from other members of the club towards you, and three responsibilities you have towards other members of the club which will help the Club fulfill its dream of the Peace Club you want to see in future.



FACILITATOR'S NOTES 0.1

GETTING TO KNOW ONE ANOTHER:

- ✓ Getting to know each other creates trust within the group, and makes members feel free and relaxed with each other
- ✓ Create fun and let the fruit salad exercise be as interactive as possible.
- ✓ Get the materials you need for the fruit salad activity on time, and make sure everyone gets a piece of “fruit” paper
- ✓ Let the Orchestra sing in various parts...from alto, to soprano, etc. this will create a lot of energy within the room.

THE PEACE CLUB OF MY DREAM

- ✓ The visioning exercise is to enable club members develop a vision for the Peace Club. Find out what is common in the two “dream” diagrams.
- ✓ From the two diagrams, help them create a common vision for the club.
- ✓ Fine tune the vision together with the club members and let everyone recite it. E.g. “a club where everyone is a peace-keeper, committed to creating a peaceful society where there are no conflicts or violence”

THE CLUB CHARTER (DOs & DON'Ts):

- ✓ This visioning exercise is also expected to enable club members develop ground-rules for the Peace Club.
- ✓ Allow club members define their DOs & DON'T's. These could include the following:
 - ✓ Club members shall show respect for each other within and outside the Peace Club
 - ✓ No club member shall be involved in fighting or quarreling within or outside the club
 - ✓ Club member shall be punctual to all Peace Club meetings
 - ✓ Club members shall become “Peace Ambassadors” within the school and community, ensuring that they promote peace and non-violence
 - ✓ Peace Club members shall ensure that the rights of other children are respected within the school, both by teachers and others
 - ✓ Leaders shall be chosen through free and fair elections
 - ✓ All member must show respect for Club leaders and Mentors
 - ✓ All Club members must obey all school rules and regulations
 - ✓ All Club members shall actively participate in all club activities

UNIT 0.2: WHY ARE WE HERE?



60 minutes

Objectives

By the end of this unit, participants (Club Members) will be able to:

- ★ Understand the Purpose of the Peace Club
- ★ Identify the benefits of belonging to the Peace Club.
- ★ Discuss the roles and responsibilities of Club Members



Materials:

The materials needed for this unit include:

- | | |
|--------------------------|---------------------|
| ⦿ Flip Chart Paper | ⦿ Post-it Note pads |
| ⦿ Coloured Markers | ⦿ Paper box or tray |
| ⦿ Masking Tape | ⦿ Chalk Board |
| ⦿ My Dream Club drawings | ⦿ Chalk |



Activities

- ✓ **Visioning Exercise (30 Minutes)**





30 minutes

Activity 1: Visioning Exercise

This activity can be done in-door, and is meant to help participants to appreciate the purpose of the club and the need to belong to it. The activity draws from the activities of the previous week, and gives participants the opportunity to contribute in defining what the Peace Club should be doing.



Instructions:

1. Welcome the club members and have everyone comfortably seated
2. Review the session of last week and what they learnt. Ask some volunteers, maybe 5 or 6 persons, to share with the Club the **two things they expect to gain from the Club** as written in their class work during the last Club Meeting. Write their responses on the board or flip chart paper.
3. Explain to club members what they would gain by belonging to the Peace Club as summarized in **Facilitator's Note 0.2**.
4. Remind the club of its Charter, and that everyone is responsible for ensuring that the rules are obeyed. Present the **responsibilities of members** as in **Facilitator's Note 0.2**
5. Ask for 2 or 3 volunteers to read out their responses to the take-home task they worked on during the week as you write down their responses on flip chart or board.
6. Put up the flip charts with **“My Dream Club”** diagrams drawn in the last club meeting, and ask the group to recall what dreams or aspirations the diagrams signified.
7. Ask the club members to brainstorm on **what the club must be doing to achieve those dreams**. Write their answers on the board or flip chart paper.
8. Share with the group the Purpose of the Club as found in **Facilitator's Note 0.2**.
9. Round up by answering any questions, then present the **Class and Take-home tasks**:



APPLICATION:

CLASS TASK (10 Minutes): In your Work Book, write down two reasons why you want to belong to the Peace Club and two responsibilities you have towards the Peace Club and its members.

TAKE-HOME TASK: Before the next Club meeting, discuss with your parents about the new Peace Club in your school and the reasons why you want to belong to the Club. Ask them what they think about your being a PEACE AMBASSADOR and write down their responses in your work book. Get ready to share this with the club members in the next meeting.



FACILITATOR'S NOTES 0.2

THE PURPOSE OF THE PEACE CLUB – MISSION STATEMENT

The purpose of the peace club is to:

- ✓ Empower youths to become change agents in their local communities by preventing and managing conflicts;
- ✓ Create a suitable atmosphere (an enabling environment) to reduce violent extremism and promote tolerance and peaceful co-existence
- ✓ Provide young people with life skills that increase their self-confidence and promote healthy behaviours that support non-violence

THE BENEFITS OF BELONGING TO THE PEACE CLUB

By belonging to the Peace Club, young people will benefit by:

- ✓ Becoming peace ambassadors who will bring about positive change in their communities and society
- ✓ Making new friends and learning how to support others
- ✓ Acquiring new knowledge that will help them become more aware of themselves and their environment
- ✓ Developing life skills that will help them respect and relate better with others
- ✓ Acquiring skills that will make them better managers of anger and conflicts in life

THE ROLES AND RESPONSIBILITIES OF MEMBERS OF PEACE CLUB

The roles and responsibilities of peace club members will include:

- ✓ To observe all rules in the Peace Club Charter
- ✓ Promote peace and tolerance in the school and community
- ✓ Show exemplary behaviour to others in the school and community
- ✓ Participate in all Peace Clubs activities in the school & community
- ✓ Promote the rights of young people in school and the community
- ✓ Uphold the values of non-violence and respect for diversity

UNIT 0.3: WHO WILL LEAD US?



60 minutes

Objectives

By the end of this unit, participants will be able to:

- ★ Identify and Elect Leaders/Officials of the Peace Club
- ★ Understand the roles and responsibilities of the Club Officials.



Materials:

The materials needed for this unit include:

- ⦿ Flip Chart Paper
- ⦿ Colour Markers
- ⦿ Masking Tape
- ⦿ Post-it Note pads
- ⦿ Paper Ballot Box
- ⦿ Chalk/Board



Activities

- ✓ **Vote Count Exercise (30 Minutes)**





30 minutes

Activity 1: Vote Count Exercise

This activity can be done in-door, and is meant to help club members to elect officials who will lead them for the next one year through a democratic process. The activity draws from the activities of the previous week, and gives club members the opportunity to decide who will lead them. It also gives the opportunity for elected leaders to gain legitimacy, understand their roles and to be accountable to the Club.



Instructions:

1. Welcome the club members and have everyone comfortably seated
2. Review the session of last week and what they learnt. Ask some volunteers, maybe 3 or 4 persons, to share with the Club what impression their parents or guardians had about their membership of the Peace Club. Write their responses on the board or flip chart.
3. Explain to club members today, they will be electing those who will lead the club for the next one year.
4. Remind the club of its Charter and the responsibilities of Peace Club members as in **Facilitator's Note 0.2**.
5. Tell Club members that today, they will select those that will lead them in the club for the next one year. Ask club members if they have ever witnessed an election. Explain to them the meaning and importance of an election as found in **Facilitator's Note 0.3**
6. Present the list of the Club's elective positions as found in **Facilitator's Note 0.3**.
7. Allow two or three nominations for each position, and give the nominees the opportunity to accept or decline the nominations.
8. Write the names of the names of the nominees for each position who accept the nominations on the board. When all positions have, and allow each person two minutes to tell the Club why they should be elected into the Office for which they have been nominated.

-
9. For each position, distribute post-it cards and let each club member write down the name of the person of their choice for that position, and drop it into the ballot box.
 10. After everyone has dropped their ballots, let the ballots be counted, and the winner with the highest votes be announced.
 11. Repeat steps 8 and 9 until all the elective positions have been filled.
 12. Present the elected officials to the Club, and conduct a swearing in ceremony.
 13. Explain the roles or functions of each official as in **Facilitators' Notes 0.3**
 14. Round up by Asking the Club President to give an acceptance speech on behalf of the entire executive, then present the **Class and Take-home tasks:**



APPLICATION:

CLASS TASK (10 Minutes): In your Work Book, write down the names of the Club Executive Officers and their positions.

TAKE-HOME TASK: Before the next Club meeting, discuss with your parents about the new Peace Club in your school and the reasons why you want to belong to the Club. Ask them what they think about your being a PEACE AMBASSADOR and write down their responses in your work book. Get ready to share this with the club members in the next meeting.



FACILITATOR'S NOTES 0.3

WHAT IS AN ELECTION?

- ✓ An election is a formal and organised way of choosing through voting of a person for a political office or other positions of leadership
- ✓ It is the act of choosing an official to represent a group through the casting of votes

THE IMPORTANCE OF ELECTIONS

- ✓ It gives the elected leaders the opportunity and the right to represent others in the group
- ✓ It gives the elected leaders a sense of responsibility and makes them answerable to those who have elected them
- ✓ It gives power to the people and enables them to choose their leaders who make decisions on their behalf
- ✓ Elections give people the chance to change their leaders when they no longer serve the interest of the people by not voting for them again in the next election
- ✓ The elected leaders guide the group and make sure that the groups rules are followed and its goals achieved

HOW ELECTIONS ARE CONDUCTED

Elections are carried out in various ways including the following:

- ✓ Sometimes the vote can be exercised by people showing or raising up of hand.
- ✓ Sometimes votes are counted by asking the people present to stand behind the different people they want to vote for and then by counting their heads. This method of voting is called “option A4”
- ✓ These methods are possible only in case of small elections. Larger elections are held by the method of 'secret voting' or 'voting by secret ballot'.
- ✓ In secret ballots, people write the name of the person they want to vote for and put it secretly without anyone knowing whom they have voted for.

THE ROLES AND RESPONSIBILITIES OF ELECTED CLUB OFFICIALS

Tenure of office for Cub Officials shall be one school year. This is because pupils normally change class or pass out of school after each school year.

- ✓ President: Coordinates group meetings. He/ she represents the Club or speaks on its behalf to school authorities and other meetings. He/she makes sure that group meetings hold regularly
- ✓ Vice President: Assists the president. He/she represents him/her when not around. Makes sure that group members are aware of all meetings.
- ✓ General Secretary: Keeps Group records. Takes attendance during club activities/ meeting. Documents proceedings during Peace Club meetings. Shares minutes of meeting with club members and other relevant partners (CSO). Send out notices and reminds Club members of meetings including date/day, venue & time.
- ✓ Chief Whip: Makes sure that everyone follows and obeys Club rules. Acts as time keeper of the group. Ensures that venue club meetings is ready before time.
- ✓ Public Relations Officer: Makes announcements on behalf of the group, welcomes new members and reports

UNIT 0.4: Social Engagement

activity 1. “I love My Club”



60 minutes

Objectives

By the end of this unit, participants will be able to:

- ★ To enlighten school Children on Peace and communicate benefit of Peace in school and community
- ★ To introduce Peace Club and Officials to School community



Materials:

The materials needed for this unit include:

- ⦿ Writing Pad
- ⦿ Pen
- ⦿ Chalk Board
- ⦿ Chalk



Activities

- ✓ **Visioning Exercise (10 Mins)**





10 minutes

Activity 1: Visioning Exercise

A short skit involving 2 children will be presented on the assembly ground. This activity is meant to introduce the concept of peace in school and to introduce Peace Club Officials to the school.



Instructions:

Prepare 2 children preferably a boy and a girl to present a 5 minutes role play which will be in form of a discussion on the assembly

Role Play: Sani and Ojochide meet on the walk way. Ojochide greets Sani and observes that she noticed in recent times that Sanni has changed and no longer gets easily provoked or fight as he used to; she also notes that she no longer sees him hang out with bad boys around the school. She confesses that she is impressed and seeks to know about what has brought about this change. Sanni Opens up and cheerfully enlightens Ojochide about the peace club. He introduces the club Officials, each club official walks past at the mention of his/her name while he (Sanni) also talks about one benefit of belonging to the club as captured in unit 2. He continues in this manner until all the EXCO members and club benefits are exhausted. He talks frankly about how change in individual behavior can bring about the desired peace in schools and translate into peaceful communities. He enjoins children to “join hands and embrace peace as together we can change our communities”.



A MENTORS'
GUIDE
TO FACILITATING
PEACE CLUB ACTIVITIES
AMONG YOUNG PEOPLE

act:onaid

Module One:

UNDERSTANDING & MANAGING ANGER



- UNIT 1.1** Defining Anger & Identifying its Causes
- UNIT 1.2** Types of Anger & Bad Ways of Expressing It
- UNIT 1.3** Social Engagement Activity 2: Out with my Team Mates
- UNIT 1.4** Unmasking Anger & the Emotions behind It
- UNIT 1.5** Dealing with Anger Positively
- UNIT 1.6** Review of Module One
- UNIT 1.7** Social Engagement Activity 3: “My Community, My Pride”
Keeping My Community Clean

This Module lays the foundation for understanding the emotions and feelings behind anger. It also seeks to show how these are expressed towards oneself and towards others. Anger lies at the root of most conflicts and violent behaviours. This Module will enable participants understand anger, its causes and the emotions behind it. It will also show how anger is expressed and how it can be managed either negatively or positively.

The Five (5) Units that make up this module have been arranged to transform the way young people perceive and manage anger, and also provides opportunities for practical applications of the lessons learnt.

UNIT 1.1: DEFINING ANGER & IDENTIFYING ITS CAUSES



60 minutes

Objectives

By the end of this unit, participants will be able to:

- ★ understand what anger means, and
- ★ Identify the causes of anger



Materials:

The materials needed for this unit include:

- ⦿ Flip Chart Paper
- ⦿ Markers
- ⦿ Post-it Note pads
- ⦿ Paper box or tray



Activities

- ✓ **Facial Emotions Exercise** (30 Minutes)





30 minutes

Activity 1: Facial Emotions Exercise

*This activity can be conducted in-doors. It is meant to stimulate discussions around different types of emotions with specific focus on “**anger**”. It helps to define the concept of anger, and identify circumstances that provoke anger or angry feelings.*



Instructions:

1. Write out the following words on post-it notes and wrap up the notes so that no one can see what is written on them, then place them in a tray or paper box:
 - ✓ Happy
 - ✓ Excited
 - ✓ Sad
 - ✓ Annoyed
 - ✓ Shy
 - ✓ Disappointed
 - ✓ Angry
 - ✓ Indifferent
 - ✓ Confused
 - ✓ Furious
2. Ask 10 volunteers to come up front and pick a post-it note pad each. Give each person a chance to come out and act out the emotion on their note pad using facial expressions and actions **without talking** to demonstrate the emotion he or she has picked.
3. Focus on the feeling of anger, and lead the participants in the following discussion:
 - ✓ Which of the faces expressed angry emotions? Let them read what was on their cards (**watch out for words like: annoyed, sad, angry, disappointed, furious**)
 - ✓ What is common about all these words or emotions? (**They are all expressions of negative emotions or feelings that show that something is wrong**)
 - ✓ What does “Anger” mean?
 - ✓ What are the things that make us angry?
 - ✓ What other words can we use to signify anger (e.g. **annoyance, being upset with someone**, etc.)

-
- ✓ How do different people express their anger? (What things do they do when they are angry? Note their responses (e.g. **cry, withdrawn, fight, verbally abuse others, destroy things, etc.**)
 - ✓ How can anger affect the angry person and others?
4. Explain to the participants that different people react or express their anger in different ways. Note that in the next meeting, you will discuss the various negative ways in which people express anger.
 5. Conclude the Unit by explaining the facts about anger provided in Facilitator's Notes 1.1 below.



APPLICATION:

CLASS TASK (15 Minutes): In your Work Book, make a drawing showing (a) something that makes you angry (b) something that makes you happy

TAKE-HOME TASK: Between now and the next Club meeting, take note of one thing that got you angry. Write it down in your work book. What caused it? How did you feel about it and what did you do as a result of that feeling?



FACILITATOR'S NOTES 1.1

DEFINITION: What is Anger?

- ✓ Anger is a natural feeling that comes when someone hurts us or hurts someone we care about. We feel angry when we don't get what we want or don't get to do the things we want to do.
- ✓
- ✓ We also get angry when other people do things that provoke us or irritate us.
- ✓
- ✓ Other names or words for anger include: Getting mad, furry, vexation, provocation, irritation, rage, frustration, wrath, hot temper, annoyance, agitation, etc.
- ✓
- ✓ (You can also add other words in your own native language).
- ✓
- ✓ Sometimes our anger is huge like a football, and sometimes it is small, like a tennis ball. There are some things that make us really mad. There are other little things that bother us or make us frustrated.
- ✓
- ✓ While some people have a lot of anger inside them and get really angry over little things; others are able to control themselves, even when real bad things happen, they don't show much or any anger at all, but it still may have anger inside them.

UNIT 1.2: TYPES OF ANGER & BAD WAYS OF EXPRESSING IT



90 minutes

Objectives

By the end of this unit, participants will be able to:

- ★ Identify the different types of Anger
- ★ List 4 negative ways of expressing anger



Materials:

The materials needed for this unit include:

- ⦿ Flip Chart Paper
- ⦿ Markers
- ⦿ Role Play Guides
- ⦿ Chalk/Board



Activities

- ✓ **“I Beg, No Vex” Exercise: Role Plays (75 Minutes)**





75 minutes

Activity 1: “I Beg, No Vex” Exercise: Role Plays

*This activity could be in-doors or out-doors, and is meant to stimulate discussions around different types of negative feelings that are expressed when people are angry. It focuses on the negative actions that characterise four different types of anger, including Aggressive, Offensive, Destructive and Passive Anger. **Make sure the 4 role play guides in this Unit are written out before the session begins.***



Instructions:

1. Welcome the club members and have everyone comfortably seated.
2. Review the session of last week and what they learnt. Ask some volunteers, maybe 3 or 4 persons, to share with the Club one thing that made them angry within the week, what caused it and how they reacted or expressed their anger.
3. Remind Club members that during the last lesson we learned that there are various ways of expressing anger, some negative, some positive. Today, we will be looking at 4 negative ways in which we should not express our anger.
4. Make copies of the four role plays (A – D) below and select 4 groups of volunteers to play the various roles in the 4 skits. Give each group a copy of one role play act. Do not disclose the contents of the role plays till they are acted.
5. Give each group 5 minutes to prepare for their role play and then 10 minutes each to present their skit in plenary. Let groups A and B present first, and lead the following discussions:
 - ✓ Ask the volunteers what it was like acting their different roles.
 - ✓ From role plays A and B, let the others who watched narrate what happened. What was common between the two role plays?
 - ✓ Who were those that were angry in the role plays and how did they express their anger negatively?
 - ✓ How did the expression of anger differ in role play A and role play B?
 - ✓ What were the consequences of their expression of anger on themselves and on others?

6. Explain that Role Play A was a demonstration of **aggressive anger**, and discuss its characteristics from **Facilitator's Notes 1.2**
7. From role play B, explain the meaning of **offensive anger**, and how it makes people attack others, not only verbally, but physically. (See **Facilitator's Notes** for more facts about **offensive anger**).
8. Allow groups C and D to present their own role plays as well, and lead the same discussion as in step (5) above. Probe further for the consequences of passive or bottled up anger, and explain why it is dangerous to bottle up the way we feel.
9. Explain that Role Play C was a demonstration of **destructive anger**, and discuss its characteristics from **Facilitator's Notes 1.2**
10. From Role Play D, explain the meaning of passive anger, and how it makes people bottle up their feelings, which could explode later. (See Facilitator's Notes for more facts about passive anger).
11. Explain to the Club members that apart from the negative ways in which people express anger as seen above; there are other positive ways of managing anger without being aggressive, offensive, destructive or passive. During our next meeting, we will discuss the various positive ways in which people can manage their anger without hurting themselves or others.
12. Conclude the session by appreciating the role play volunteers, and give the Club members the class and take-home tasks below:



APPLICATION:

CLASS TASK: In your Work Book, make a drawing showing two negative ways people express their anger.

TAKE-HOME TASK: Between now and the next Club meeting, take note of all the things that got you angry. Write them down in your work book. How did you manage the anger in ways that did not hurt yourself or others?



ROLE PLAY

ROLE PLAY GUIDE

A

Oyiza & Mariam's Book

Oyiza and Mariam are friends. Oyiza is sick and therefore misses classes for two days. This leaves her with lots of notes to copy. When she resumes school, she asks to take home Mariam's Maths notebook to help her copy notes and do her assignments. While at home, Aisha, Oyiza's younger sister mistakenly pours water on Mariam's notebook and the cover gets torn. Oyiza also soils the book with oil because she did not wash her hands after eating before using Mariam's notebook. The next day in school, Mariam gets really furious about her torn and dirty Maths book. As a result, she thoroughly abuses Oyiza, calling her all sorts of abusive names and for the next one week, she stops talking to Oyiza. When Hadiza, Oyiza's friend wants to calm down Mariam who is screaming at the top of her voice, Mariam leaves Oyiza and starts insulting Hadiza. This starts another cycle of quarrels that leads to a fight.

ROLE PLAY GUIDE

B

Oguche and Gimba on the Swing

Oguche and Gimba are playing on the swings. Nancy tells them that other people are waiting for a turn and that they needed to get off. Oguche doesn't like Nancy telling him what to do and he feels angry. He pushes her and she falls down, scraping her knee. Nancy reports to the teacher who beats both Gimba and Oguche, and asks them not to play at the swing again till the end of the term. Gimba comes home from school really furious. His best friend had made fun of him in front of the other students because the teacher had asked them to stay away from the swings for the rest of the term. On getting home, Salisu, Gimba's little brother, asks him if he wanted to go outside and play with him. Gimba, still fuming with anger, kicks him and tells him to go away.

ROLE PLAY GUIDE

C

Hajara's Revenge on Tope

Hajara and Tope have been friends since childhood. Hajara and Tope are on their way back from school, and Hajara tells Tope that she had taken her elder Sister Amina's bangles without her permission, and they were stolen in school. At home, Amina starts looking for her bangles, and Tope discloses that Hajara had taken them to school and they were stolen. Hajara falls out with Tope for reporting her. Hajara is beaten by her mother for taking Amina's bangles without her permission, and worse still, for losing them. Hajara plans a revenge on Tope, and the next day in school, in anger, Hajara destroys Tope's new toy that her aunty had given her as a birthday gift. Tope is very upset, breaks Hajara's new ruler, and tears her drawing book in anger. The teacher punishes both of them, but the quarrel is far from ending, as Hajara plans more revenge...

ROLE PLAY GUIDE

D

Sefiya Boils in Silence

Sefiya is a quiet girl who never gets into trouble. She tries hard to be respectful and kind to others. There are two boys in her class who bully and tease her because she wears glasses. Sometimes, during break, they would target her and seize her lunch or any snacks she brings from home or buys from school. Every time they see her, they would call her names and tell her she looks stupid. She feels very annoyed about this but is too scared to report to a teacher in fear of what the boys will do to her in revenge and so she keeps silent. Soon she stops going out to the playground at break, so that she would avoid being around these naughty boys, even though she loves to play games during break with her friends. She feels so angry and mad at these boys and feels frustrated and sad that she cannot have fun or eat at break but does not know what else to do.



FACILITATOR'S NOTES 1.2

NEGATIVE WAYS OF EXPRESSING ANGER

- While it is normal to feel angry and express emotions that show anger, it is not proper to hurt ourselves, other people or things when we are angry.
- There are both negative and positive ways in which we express anger. The negative expression of anger usually shows through “attacking behaviours”
- Anger is a FEELING. An “attacking behaviour” is an ACTION. Some ways in which we show attacking behaviour when angry include fighting, kicking, insults, yelling, destroying, revenge, pushing, , tantrums
- Here are some 4 examples “attacking behaviours” or negative ways of expressing anger:

A. AGGRESSIVE ANGER:

- ✓ It is not bad to feel angry. What gets us into trouble is what we DO with that feeling.
- ✓ When we act on that anger and we hurt someone or something else as a result, that is called aggression.
- ✓ Aggressive anger is usually expressed through verbal attacks where we use words as weapons against others.
- ✓ Some ways in which we can use words to hurt others when angry include:
 - ✓ Teasing – You are in love with so and so. Your hair looks dumb.
 - ✓ Abusing or calling names – Stupid, loser, Idiot, fool, etc.
 - ✓ Provoking or talking disrespectfully – Shut up! I hate you! You aren't my friend anymore! What can you do to me?
- ✓ When we are really angry, it is hard to control what we say. We yell and scream and say things to hurt other people because we are hurting inside.
- ✓ It may feel good to do this but it creates more problems because now someone else is hurt and angry.
- ✓ When people are angry and say mean things back, the anger doesn't go away but gets bigger and bigger. This can lead to a quarrel or conflict/fight.
- ✓ It is OK to feel angry because that is normal. It is NOT OK to attack others with our words when we are angry.
- ✓ Instead of trying to hurt others with our words, we can use our words to say how we are feeling. We can say we are angry and why we are angry.

B. OFFENSIVE ANGER:

1. When we are angry, sometimes we use our bodies to hurt others physically.
2. But sometimes we feel we just have to let our anger out and we hurt whoever is around us at the time.
3. Some ways in which we can physically hurt others when angry include fighting, hitting, kicking, pinching and biting others.
4. This can lead to injuries and get us into trouble for which we may regret later.



FACILITATOR'S NOTES 1.2

C. DESTRUCTIVE ANGER:

1. When we are angry, sometimes we react by destroying things or hurting others around us; we let out our frustrations or feelings on whoever or whatever is around us at the time.
2. Destructive anger is sometimes expressed through attacking behaviour like breaking toys, smashing things, ripping or tearing papers, punching holes in walls, drawing on walls or hurting an animal.
3. Attacking something and destroying it may feel good at the moment because the anger gets out. But it doesn't deal with the reason you were angry and the anger may come back. It can also lead to more trouble.
4. One may eventually regret his/her actions e.g. you may wish you still had that toy or paper instead of having it destroyed.
5. If the object belongs to someone else, like the school, one will get into trouble for spoiling or breaking it. It takes a lot of self-control not to break something when you are angry.
6. It is OK to feel angry because that is normal. It is NOT OK to attack by breaking or destroying objects.

D. PASSIVE ANGER:

1. When we are angry, sometimes we react by bottling up the anger within us for a long time without expressing it. This is also called bottled-up anger. This can be dangerous.
2. Do you know what happens if you take a can of soda and shake it really hard then open it up? It explodes and soda will spill all over. The same thing happens when we bottle up our anger like a can of shaken soda. The anger builds up and then eventually explodes, and you can end up attacking someone or something.
3. Other people who keep their anger inside might turn against themselves. They may blame themselves, making them feel even worse.
4. People who keep their anger bottled up may also become withdrawn and stop playing with their friends. While trying to suppress the anger, they may be so worried that it will explode, as a result they avoid people and things they used to enjoy.
5. When anger is bottled up inside, it can lead to physical problems. Angry people might get headaches or stomachaches. They may feel tired all the time or their jaws might hurt from tightening it up for long.
6. Bottled up anger may protect other people from that anger but end up making the individual suffer.
7. Keeping our anger bottled up inside isn't a good option. Neither is letting it out in aggressive ways or attacking others.
8. So now we know what NOT to do. Next week we will focus on understanding what feelings or emotions are behind anger so that we will know better how to express our anger in healthy ways.

UNIT 1.3: SOCIAL ENGAGEMENT

ACTIVITY 2: OUT WITH MY TEAM MATES



60 minutes

Objectives

By the end of this unit, participants will be able to:

- ★ To engage Peace Club Members in the game of foot ball
- ★ To promote healthy social interaction and competition among children
- ★ To promote peaceful coexistence between communities



Materials:

The materials needed for this unit include:

- ⦿ Football
- ⦿ Whistle



Activities

- ✓ Visioning Exercise (60 Minutes)





60 minutes

Activity 1: Visioning Exercise

Get two football teams consisting of 11 people each. One of the team should be made up of boys and the other made up of girls



Instructions:

1. Each team should have a coach
2. Appoint a referee to officiate the match
3. Get a whistle to aid officiating
4. Note that the game of football is played for 60 minutes with 2 halves of 45 minutes respectively
5. If possible, get a first aid box in case of injury and drinking water in case of dehydration of team Members
6. Carryout warm up exercises before the match
7. Play the match
8. Commend both sides; this will promote healthy competition devoid of violence

UNIT 1.4: UNMASKING ANGER & UNVEILING ITS EMOTIONS



60 minutes

Objectives

By the end of this unit, participants will be able to:

- ★ Understand the covered-up feelings behind anger
- ★ Discuss how to address these feelings experienced in anger



Materials:

The materials needed for this unit include:

- ⊙ Flip Chart Paper
- ⊙ Markers
- ⊙ 3 Veils or wrappers
- ⊙ Post-it Note pads
- ⊙ Paper box or tray
- ⊙ 3 Case Study Slips



Activities

- ✓ “The Face behind the Veil” Exercise (45 Minutes)
- ✓ “Guess the Feelings” Exercise: Case Studies (15 Minutes)





45 minutes

Activity 1: “The Face behind the Veil” Exercise

This is an in-door and/or out-door activity that is meant to stimulate discussions around different types of emotions hidden behind “anger”. It helps club members to identify these hidden feelings that make us angry unknowingly. behind the Veil” Exercise



Instructions:

- 1) Welcome the club members and have everyone comfortably seated.
- 2) Review the session of last week and what they learnt. Ask some volunteers, maybe 3 or 4 persons, to share with the Club one thing that made them angry within the week, what caused it and how they managed not express it in a bad or negative way.
- 3) Remind Club members that during the last lesson we learned that there are various negative ways of expressing anger. Ask them to recall some of these negative ways of expressing anger (**aggressive, offensive, destructive & passive**).
- 4) Today, we will be looking at the different feelings hiding behind our anger.
- 5) Divide participants into three groups. On pieces of post-it paper, write numbers 1, 2 and 3. Write only one number per post-it paper. If there are 21 members in the club, write 1 on a set of 7 pieces of post-it, 2 on another set of 7 pieces and 3 on another set of 7 pieces. Fold them and put them in a paper tray/basket/carton.
- 6) Pass the basket around and let each club member pick a piece of post-it only without looking or checking out the number on it.
- 7) Let all those who picked (1) form a group, those who picked (2) form a second group, and those who picked (3) form a third group. Now you have groups 1, 2 and 3.
- 8) Let each group find a convenient location outdoor, choose one volunteer and disguise him or her as much as possible, then cover his/her face with a veil or piece of cloth.

-
- 9) Each group is then to present their veiled volunteer to the rest of the other two groups to identify by name. Let the group whose volunteer cannot be identified win.
 - 10) Ask the groups that identified the other groups' volunteers correctly how they were able to do so, and those who couldn't identify the volunteer of the other group successfully what the difficulty was.
 - 11) Explain to the club members that anger is a disguised face we see that is totally different from the feeling that is behind the veil.
 - 12) Unmaking the feeling behind the veil of anger is important if we have to learn how to deal with anger in a positive way.
 - 13) Explain that in the next activity, we will learn how to identify the hidden feelings behind various anger situations.



15 minutes

Activity 2: “Guess the Feelings” Exercise: Case Studies



Instructions:

1. Make copies of the three Case studies at the end of this Unit ahead of time.
2. Let Club members go back into the three (3) previous groups formed earlier above
3. Give to each group a copy of a case study and give them 5 minutes to discuss the feelings underneath the anger expressed in that story.
4. Explain the feelings of Fear, Frustration and Sadness as hidden emotions behind anger (see Facilitator's Note 1.3)
5. Then revisit the case studies again and explain that:
 - a. *In Case Study 1: Onche is sad because his father yelled at him, and afraid that he will be punished or beaten in school for coming late, so he expresses these feelings as anger.*
 - b. *In Case Study 2: Hajara is sad that she wasn't included in the game, and afraid that they might never include her again.*
 - c. *In Case Study 3: Atabo is frustrated that the drawing wasn't meeting his expectations, and also afraid that he would fail in his class assignment.*
6. Explain to the Club members that different people react to, or express different emotions behind anger. Identifying these emotions and dealing with these emotions is necessary if we have to manage anger in a positive way.
7. Conclude the Unit by explaining the facts about the emotions of **fear, sadness** and **frustrations** as provided in **Facilitator's Notes 1.3**.



APPLICATION:

CLASS TASK: In your Work Book, make a drawing showing ONE TYPE OF FEELING that makes people express or let out anger.

TAKE-HOME TASK: Between now and the next Club meeting, take note of all the things that got you angry. Write them down in your work book. How did you feel and what did you do as a result of that “angry” feeling?

CASE STUDY

CASE STUDY

1

Oche Goes Late to School

Oche had watched television late into the night on Sunday, and slept late. He got up late on Monday morning, and therefore was running late getting ready for school. His father yelled at him, and blamed him for going to bed late last night, and for waking up late to prepare for school. Oche's sister had gone and left him at home because she did not want to go late and be beaten by her teacher. Oche felt angry that morning, and when he went to school, he refused talking to his sister all day because she did not wake him up and for leaving him behind at home.

- ✓ **How did Oche express his anger?**
- ✓ **What other emotions or feelings were behind Oche's anger?**

CASE STUDY

2

Hajara Goes to Play Skipping Rope

Hajara likes playing skipping rope with her friends. Last Friday, during break time, she went to join her friends at the playground and asked if she could play skipping rope with the other girls. They told her that there were too many players already and that she couldn't join them. Hajara got angry and said they weren't her friends anymore. She started frowning and went back to class.

- ✓ **How did Hajara express her anger?**
- ✓ **What other emotions or feelings were behind Hajara's anger?**

CASE STUDY

3

Atabo's Art Work Project

Atabo loved drawing and colouring. Art was his favourite subject in school. One day he and his class mates were working on an art (drawing) project as part of their school assignment. Atabo's art work it wasn't turning out the way he wanted. He became angry and ripped the paper to bits.

- ✓ **How did Atabo express her anger?**
- ✓ **What other emotions or feelings were behind Atabo's anger?**



FACILITATOR'S NOTES 1.3

EMOTIONS AND HIDDEN FEELINGS BEHIND ANGER

- ✓ Understanding the feelings behind our anger is the first step to handling them in a positive way.
- ✓
- ✓ There are many unseen feeling that fuel anger, but we will examine only three most important of these hidden emotions.

A. The Hidden Feeling of SADNESS:

- ✓ Sadness is an emotional pain associated with, or characterized by, feelings of disadvantage, loss, despair, grief, hopelessness, helplessness, disappointment and sorrow.
- ✓ Sadness can be caused by many types of loss such as: rejection by a friend or sibling; a loss of self-esteem from failure to pass a test or achieve a goal in school; the loss of admiration or praise from a parent or teacher; the loss of health due to sickness; the loss of some body through an accident or illness; and, for some, the loss of a treasured object such as a toy or book.
- ✓ There are many ways to describe sad feelings: worried, disappointed, dejected, depressed, discouraged, desperate or hopeless, grieved, helpless, unhappy and sorrowful.
- ✓ Sadness is sometimes expressed through crying or self-withdrawal to be alone. When prolonged, sadness can lead to depression and if not handled well, can lead to suicide in extreme cases.
- ✓ A sad and grieving person may have moments of anger at life; at God; at the person or thing that caused the loss; at a friend who caused him to loss the admiration of a parent or teacher.
- ✓ Anger resulting from sadness may also be directed inward towards oneself for not having done something, for not having expressed some important sentiment, for not preventing the death or bad occurrence, etc. This can lead to self-blame or guilt.
- ✓ Sadness lasts longer than many other negative emotions because we spend a lot of time thinking about it.

B. The Hidden Feeling of FEAR:

- ✓ Fear describes an emotional reaction to threatening or pending danger, with a strong desire to escape the situation.
- ✓ It is normal to have fears. Everyone experiences fear sometimes. Fear can actually help keep you safe by alerting you to possible dangerous situations.
- ✓ You may experience fear when you ride a bike for the first time or when you face an audience to speak or perform a role (e.g. dance or act a drama). However, when fears begin to take over your life and affect the way you think and function, they become a problem (e.g. when you start feeling anxiety or panic).



FACILITATOR'S NOTES 1.3

- ✓ Fear could result from several reasons such as lack of previous experience, not knowing what could happen next, not sure what people will say or how they will react, threat to life, not wanting to fail or feeling helpless.
- ✓ Some signs that you are afraid include racing heartbeat, feeling dizzy, sweating in your palms, feeling anxious, scared, feeling pressured, having goose bumps on your body, hair standing on edge, “butterflies in the stomach” (discomfort, not feeling at ease), etc.
- ✓ Some responses to the feeling of fear could include hiding, escaping, avoiding, freezing or fighting (back).
- ✓ Fear and anxiety occur as the result of threats that appear to be uncontrollable or unavoidable. Anger becomes a response through which we try to regain control over that situation e.g. some people become angry as a fearful reaction to uncertainty, to fear of losing something or someone important, or to fear of failing
- ✓ Fear can be contagious e.g. one may start running as you see others fleeing even without knowing or asking why they are running or what they are fleeing from.

C. The Hidden Feeling of FRUSTRATION:

- ✓ Everyone is familiar with feelings of frustration, a common emotional response to opposition and disappointment.
- ✓ Frustration arises from the perceived resistance to the fulfillment of an individual's will or goal and is likely to increase when one's will or goal is denied or blocked.
- ✓ A feeling of Frustration also comes from your efforts falling short of achieving a set of goals or someone else's efforts failing to meet your expectations or needs. The more important the goal, the greater the frustration and resultant anger or loss of confidence.
- ✓ Due to feelings of frustration you may become angry at whoever you think is blocking your efforts or hindering your ability to succeed.
- ✓ Feeling of frustration make you blame others for what has happened, even though it may not be their fault. This is called displaced anger.
- ✓ Out of frustration, you may also get angry with others whom you think have the power but failed to control or prevent the situation from happening - such as God, your teacher or even parents.
- ✓ Some common consequences of frustration include anger directed at the perceived source of frustration, giving up on a goal, loss of confidence, stress, depression and addiction to drugs, alcohol or over-eating.

UNIT 1.5: DEALING WITH ANGER POSITIVELY



60 minutes

Objectives

By the end of this unit, participants will be able to:

- ★ Identify the covered-up feelings behind anger
- ★ Discuss how to address these feelings in a positive way



Materials:

The materials needed for this unit include:

- ⊙ Flip Chart Paper
- ⊙ Post-it Note pads
- ⊙ Markers
- ⊙ Paper box or tray
- ⊙ Masking Tape
- ⊙ 3 Case Study



Activities

- ✓ **“A Friendly Advise” Exercise: Case Study (45 Minutes)**





45 minutes

Activity 1: “A Friendly Advise” Exercise: Case Study

This could be an in or out-door activity that is meant to stimulate discussions around how to manage anger positively based on the different types of emotions hidden behind “anger”. It intends to help club members to identify these hidden feelings and manage them in ways that do not hurt themselves or others.

NOTE: Make copies of the three Case studies at the end of this Unit ahead of time



Instructions:

1. Welcome the club members and have everyone comfortably seated.
2. Review the session of last week and what they learnt. Ask some volunteers, maybe 3 or 4 persons, to share with the Club one thing that made them angry within the week, what caused it and how they express it – whether positively or negatively.
3. Remind Club members that during the last lesson we learned that there are various hidden feelings that are let out through anger. Ask them to recall some of these hidden feelings behind anger and what cause them (**frustration, fear, sadness**).
4. Today, we will be looking at how to deal with these different feelings hiding behind anger in a positive way that will avoid hurting others or ourselves.
5. Splits participants into three groups. On each pieces of post-it paper, write either letters A, B, or C. Write only one letter per post-it paper. (If there are 21 members in the club, write A on a set of 7 pieces of post-it, B on another set of 7 pieces and C on another set of 7 pieces). Fold them and put them in a paper tray/basket/carton.
6. Pass the basket around and let each club member pick a piece of post-it only without looking or checking out the number on it.
7. Let all those who picked (A) form a group, those who picked (B) form a second group, and those who picked (3) form a third group. Now you have three groups namely A, B and C.

-
8. Give to each group a copy of a case study and give them 10 minutes to discuss the feelings underneath the anger expressed in that story, and come up with an advice to those who expressed those feelings through anger.
 9. Allow each group 10 minutes to present their advice to the group in plenary
 10. Then revisit the case studies again and explain that:
 - a. *In Case Study 1: Onche was sad because his father yelled at him, and afraid that he would be punished or beaten in school for coming late, so he expressed these feelings as anger.*
 - b. *In Case Study 2: Hajara was sad that she wasn't included in the game, and afraid that they might never include her again.*
 - c. *In Case Study 3: Atabo was frustrated that the drawing wasn't meeting his expectations, and also afraid that he would fail in his class assignment.*
 11. Explain to club members that identifying the emotions behind anger is necessary if we have to manage anger in a positive way.
 12. Conclude the Unit by explaining how to deal with the feelings of **fear, sadness** and **frustrations** as provided in **Facilitator's Notes 1.4**.



APPLICATION:

CLASS TASK (15 Minutes): In your Work Book, make a drawing showing ONE THING YOU CAN DO to deal with a negative FEELING that is expressed through anger.

TAKE-HOME TASK: Between now and the next Club meeting, take note of something that got you angry at home or in school. Write them down in your work book and what you did in order NOT to let out your “angry” feeling negatively.

CASE STUDY

CASE STUDY

A

Oche Goes Late to School

Oche had watched television late into the night on Sunday, and slept late. He got up late on Monday morning, and therefore was running late getting ready for school. His father yelled at him, and blamed him for going to bed late last night, and for waking up late to prepare for school. Oche's sister had gone and left him at home because she did not want to go late and be beaten by her teacher. Oche felt angry that morning, and when he went to school, he refused talking to his sister all day because she did not wake him up and for leaving him behind at home.

- ✓ **What hidden emotions or feelings were behind Oche's anger?**
- ✓ **How would you advise him to help him deal with these emotions positively next time?**

CASE STUDY

B

Hajara Goes to Play Skipping Rope

Hajara likes playing **skipping rope** with her friends. Last Friday, during break time, she went to join her friends at the playground and asked if she could play skipping rope with the other girls. They told her that there were too many players already and that she couldn't join them. Hajara got angry and said they weren't her friends anymore. She started frowning and went back to class crying.

- ✓ **What hidden emotions or feelings were behind Hajara's anger?**
- ✓ **How would you advise her to help her deal with these emotions positively next time?**

CASE STUDY

C

Atabo's Art Work Project

Atabo loved drawing and colouring. Art was his favourite subject in school. One day he and his class mates were working on an art (drawing) project as part of their school assignment. Atabo's art work it wasn't turning out the way he wanted. He became angry and ripped the paper to bits.

- ✓ **How did Atabo express her anger?**
- ✓ **What other emotions or feelings were behind Atabo's anger?**



FACILITATOR'S NOTES 1.4

MANAGING ANGER IN A POSITIVE WAY

- ✓ From the last session, we learnt that, understanding the feelings behind our anger is the first step to handling them in a positive way.
 - ✓
 - ✓ We may not decide how we feel or what makes us angry, but we can decide how we react to anger and the emotions behind it.
 - ✓
 - ✓ When we are angry, there are 3 things we need to do to let out the energy that builds up and wants to be let out. Positive ways of letting out that energy is to:
 - ✓
1. **Face it:** Don't avoid the red warning lights of anger out of fear. The most important thing is to first face the fact that we all struggle with anger. As humans, we naturally react emotionally to distressing situations.
 2. **Find it:** Next, after facing it, we must find the root cause of the anger that is lodged deep within us. Common roots of anger include fear, sadness and frustration. For example, some people become angry as a fearful reaction to uncertainty, to fear of losing a relationship, or to fear of failure. Others become angry when they are hurt in relationships or are caused pain by close friends. Others get angry due to all the little frustrations that build up within them.
 3. **Figure it out:** Once we've found the root cause or the hidden emotion behind our anger, we will be able to figure out how to deal with it in a positive and healthier way. No matter the specific feeling behind the anger, you can do the following:
 - a. You can **talk it out:** find someone who cares, like a parent, teacher, or friend and talk about how you are feeling with them
 - b. You can **write it out:** you can keep a notebook or diary and write about your feelings there.
 - c. You can **draw it out:** If you don't like writing, you can draw pictures or paint in order to let your anger out.
 - d. You can walk it out: just taking a walk, doing some exercise or playing with friends can calm down your anger and make you relaxed.



FACILITATOR'S NOTES 1.4

HOW TO DEAL WITH THE HIDDEN FEELINGS WHEN YOU ARE ANGRY:

- ✓ If the hidden feeling behind the Anger is SADNESS:

Here are some ways to deal with it:

- ✓ **Cry:** crying is a useful coping mechanism because it communicates pain to others. It may also encourage others to show support, and helps you feel relieved from emotional stress
 - ✓ **Exercise:** This helps your body to release chemicals that fight sadness and make you feel relaxed. Exercises also helps to distract you from focusing on sadness and give you time to focus on other important goals
 - ✓ **Smile:** Smiling, even when you are sad, can help you feel better and more positive.
 - ✓ **Listen to Music:** Listening to good and comforting music can relief the mood of sadness and help you recover from unpleasant emotions.
 - ✓ **Shower or bathe with warm water:** Bathing with warm water gives you a comforting feeling and helps relax your mood and relief the sad feelings.
- ✓ If the hidden feeling behind the Anger is FEAR:

Here are some ways to deal with it:

- ✓ **Take a deep breathe:** taking many deep slow breaths and counting from 1 – 10 or 10 – 1 brings down your anxiety and puts fear emotions under control
- ✓ **Prepare ahead of time:** This helps you deal with fear of failure and unnecessary anxiety. E.g. when facing fear during an upcoming exam, reading and preparing well builds confidence and takes away the hidden fear and anger that goes with it.
- ✓ **Control your imagination:** fear and anxiety come when we imagine the worst case that could happen in a situation e.g. failing an exam or someone dying from an illness. Rehearse the positive outcomes of the situation and expect the best. Think positively & avoid negative thought.
- ✓ **Identify wrong beliefs:** Many fears are rooted in false beliefs or negative thinking based on what we've heard from friends or been told while growing up. Get more facts and information about the situation, and remember that many worst case situations are not always likely to occur.
- ✓ **Admit and face your fears:** Accepting that you are afraid and speaking out your fear has incredible power to help you overcome fears and control your negative emotions.



FACILITATOR'S NOTES 1.4

Talk to yourself; think through what is causing the fear, what it is that you are afraid of, and take action to conquer it.

- ✓ If the hidden feeling behind the Anger is FRUSTRATION:

Here are some tips on dealing with frustration:

- ✓ Focus on what is working well rather than what is not working: Look for something positive in the bad situation and improve it. Focus on what you want to see happen. Avoid asking questions like “but why me”, as this will keep you dwelling in the past and hinder you from moving forward.
- ✓ Do not expect too much from others: Note that people have limitations or weaknesses and nobody is perfect so give room for mistakes and disappointments from people
- ✓ View frustration as "delayed success" rather than "failure": How you see your situation will change your reaction and emotions. If you see your situation as a temporary setback that you'll get over, you are more likely to overcome the frustration than when you see it as a final failure.
- ✓ Spend time with supportive people. Find friends you can talk to about your frustrations, who will listen and won't judge you. If you do not have close friends you feel comfortable doing this with, find someone who can provide good company during frustrating tasks or talk to a club mentor who can give you some counselling.
- ✓ Give yourself a treat: Simply taking a bath, going for a walk, eating your favourite meal, going out with a friend, watching a good or funny movie or reading a nice story book is better than fuming and blowing up on someone. These slow, calming activities can help change the way you feel about a frustrating situation and therefore help you manage the resulting anger.

UNIT 1.6: REVIEW OF MODULE 1



90 minutes

Objectives

By the end of this unit, participants will be able to:

- ★ Recall what anger is and what its causes are
- ★ Identify the types of anger and some bad ways in which people express anger
- ★ Remember the hidden feelings behind anger and some positive ways of dealing with them



Materials:

The materials needed for this unit include:

- ⊙ Flip Chart Paper
- ⊙ Markers
- ⊙ Discussion Guides
- ⊙ Chalk/Board



Activities

- ✓ **“Fish Bowl” Exercise: Discussions** (75 Minutes)





45 minutes

Activity 1: “Fish Bowl” Exercise: Discussions

This activity could be in-doors or out-doors, and is meant to stimulate discussions around different topics that have been learnt in Module 1. This is a review session, and intends to help club members remember the things they have learnt and enhance their ability to communicate their learning to others.

NOTE: Before starting the session, please make sure the discussion guides in this Unit are written out and at least three copies for each group.



Instructions:

1. Welcome the club members and have everyone comfortably seated.
2. Review the session of last week and what they learnt. Ask some volunteers, maybe 3 or 4 persons, to share with the Club one thing that made them angry within the week, what hidden feelings were behind it and how they positively managed those hidden feelings behind their anger.
3. Remind club members that today, we will be reviewing the whole of Module 1 on “Understanding and Managing Anger” using the “Fish bow exercise”.
4. Make copies of the three Discussion Guides (A – D) below. Form participants into three (3) groups A, B & C. Give each group a copy of one Discussion Guide.
5. Give each group 10 minutes to read the story and prepare for their discussion points for the fish bow exercise where each group, starting from group A, will take turns to read their story to the whole club in plenary and discuss their answers to the questions in their discussion guides.
6. Once they are done preparing and reviewing, let each group come forward, arrange their chairs in a (fish bowl) semi-circle in front of the club, and discuss their answers. One person will speak after the other, and their group members chip in any additional points. Each group has 10 minutes to discuss their questions in the discussion guide. Let someone in the club volunteer to keep the time and make sure that everyone stays within their time allocation (10 minutes).

-
7. After each group's presentation, review their answers and re-affirm their points by sharing the highlights for each Discussion Guide in Facilitator's Note 1.5.
 8. Explain to the Club members that there are many things in life that can make us angry almost every day! Now they know what they shouldn't do when angry: do not attack someone or keep it bottled up inside. Now, they have options to handle your anger in positive ways: understanding it, managing the hidden feelings behind it by getting active, getting relaxed, or expressing it positively.
 9. Remind them that it isn't easy to make good choices when they are angry but it will make their lives much better if they practice what they have learnt!
 10. Conclude the session by appreciating everyone's participation, and give the Club members the class and take-home tasks below:



APPLICATION:

CLASS TASK: In your Work Book, make a drawing showing one major point you have learned about Managing Anger from your group's discussion today.

TAKE-HOME TASK: Between now and the next Club meeting, take note of a class mate or a younger one at home who expresses anger negatively. Discuss with them how they could manage such situation more positively in future.

DISCUSSION GUIDE

DISCUSSION GUIDE

A

Adamu Scores a Great Goal

Adamu was playing football with his friends. He scored a great equalizing goal but the other team refused the goal, saying that there was a handball and Adamu was off site of play. Adamu and his team mates felt very angry, because it didn't feel fair to them. They argued bitterly with the other team members and the referee, but the goal was still not allowed. Adamu's team lost the match by one (1) goal to zero (0).

Discussion: From the above story,

- a. *What is anger? What other words can we use to describe anger? What was the reason for Adamu's anger? What are some of the reasons why people get angry?*
- b. *What could happen next in the above story as a result of anger by Adamu and his team mates? What could be the negative consequences of uncontrolled anger?*

DISCUSSION GUIDE

B

John's Favourite TV Show

John has been waiting for weeks to watch a new episode of his favorite TV show. He has been talking about it at home and at school. The day finally arrived. John came home from school, did his homework and turned on the TV. Just as he sat down on the long chair in the sitting room and the show began, his mom came in and said, "Turn off the TV. I need you to look after your brother and sister while I go to the store." John became very angry, yelled at his mother, threw the remote away; it got broken and stopped working. He pushed his sister to the ground, went into his room, slammed the door and stayed indoors refusing to talk to anyone till next morning.

Discussion: From the above story:

- a. *What type(s) of anger did John express? What other types of anger do people express?*
- b. *In what negative way(s) did John express his anger? What are some of the bad ways in which people express anger?*

DISCUSSION GUIDE

C

Amina and Sola Go to a Birthday Party

Amina and Sola have been friends since childhood. Amina came and invited Sola to accompany her to their classmate's birthday party. Sola went telling her parents. When it was getting late, Sola wanted Amina and herself to go back home early enough, since the distance was far, the village was not safe at night and they had a test the next day for which Sola had not prepared. Besides, the house chores her mother left for her were still undone. Amina wanted to stay till the party was over. Sola got angry with Amina and went home crying, leaving her at the party. The next day in school, she refused talking to Amina, because of the punishment her mother gave her. Amina too got angry with Sola for leaving her at the party. The whole of that term, their friendship was no longer the same.

Discussion: From the above story,

- a. *What hidden feelings were behind Sola and Amina's anger? What other types of hidden emotions behind anger do people feel?*
- b. *In what positive way(s) could Sola and Amina have expressed their feelings and anger?*



FACILITATOR'S NOTES 1.5

I. DISCUSSION GUIDE (B): ADAMU SCORES A GREAT GOAL

- 1) Explain that anger is a normal feeling that comes naturally when someone hurts us or hurts someone we care about. We feel angry when we don't get what we want or don't get to achieve the things we want to. We also get angry when others provoke us or when we lose something or someone we love. We can also get angry when we do not meet the expectations that we or others have about ourselves. Other words that describe anger include rage, fury, mad at, vexed, etc. Adamu was angry because his goal was unjustly refused, and because his team lost the match as a result. He felt they were cheated, and the prestige or pride that goes with winning was lost to others.
- 2) As a result of anger, Adamu and his team mates could fight with the other team, hurt the referee, destroy the ball in anger or become enemies with the other team members for a long time, or want to revenge at some other time. Uncontrolled anger can make us attack or hurt others and things, abuse people, become sad, become withdrawn and depressed, or want to revenge. (See Facilitator's Notes 1.2 for more details on what anger is and what causes it).

II. DISCUSSION GUIDE (B): JOHN'S FAVOURITE TV SHOW

- 1) Explain that John expressed aggressive anger by yelling at his mother, offensive anger by pushing down his sister, destructive anger by throwing away the remote and slamming the door, and passive anger by staying in the room and refusing to talk to anyone.
- 2) John expressed his anger negatively by hurting others, destroying things and isolating himself till the next day. John might have later regretted breaking the remote and may be unable to watch the TV again till a new one is bought. Expressing anger negatively could hurt other and us. (See Facilitator's Notes 1.2 for more details on bad ways of expressing anger).



FACILITATOR'S NOTES 1.5

III. DISCUSSION GUIDE (C): AMINA & SOLA GO TO A BIRTHDAY PARTY

- 1) Explain that there were several hidden feelings behind Sola and Amina's Anger. Sola had hidden feelings of FEAR that she may be attacked on the way home, and that her mother might beat her for not doing her chores. She also had hidden feelings of frustration that she was not prepared for her test the next day, and afraid that she might fail. Amina was sad because she lost her relationship with Sola, and guilty that she made Sola to be beaten. (See Facilitator's Notes 1.3 for more details on hidden feelings).
- 2) Both of them could have managed their feelings positively by facing those feelings, finding out their root causes and figuring a positive way out such as talking it over with another friend or a trusted adult, and taking actions to get relaxed by taking a warm bath, listening to music or get active with drawing or taking a walk to burn out the anger in them. (See Facilitator's Notes 1.4 for more details on to manager the hidden feelings behind our anger).

UNIT 1.7: SOCIAL ENGAGEMENT

ACTIVITY 3: “MY COMMUNITY, MY PRIDE” KEEPING MY COMMUNITY CLEAN



60 minutes

Objectives

By the end of this unit, participants will be able to:

- ★ To promote values of social commitment among children
- ★ To clean school or community environment



Materials:

The materials needed for this unit include:

- ⊙ Hand Gloves
- ⊙ Boots
- ⊙ Rakes
- ⊙ Waste Basket
- ⊙ Dusting Pan
- ⊙ Brooms
- ⊙ Writing Pad
- ⊙ Pen



Activities

- ✓ **Visioning Exercise** (60 Minutes)





60 minutes

Activity 1: Visioning Exercise

Community Sanitation: Cleaning of the community.



Instructions:

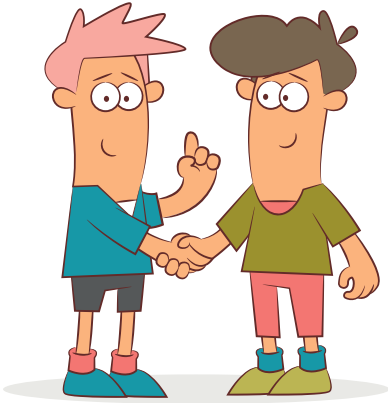
- ✓ Agree on an area to clean within the community
- ✓ Notify school management and community leaders of intention in writing
- ✓ Assemble materials needed for cleaning ahead of time
- ✓ Plan for the activity ahead of time, agree and assign roles
- ✓ Arrive area designated for cleaning on time
- ✓ Carry out cleaning within stipulated time
- ✓ Dispose waste in designated waste disposal area within the community
- ✓ Waste could be burnt



act:onaid

Module Two:

UNDERSTANDING & RESOLVING CONFLICTS



- UNIT 2.1** Defining Conflict & Identifying its Causes
- UNIT 2.2** Types & Effects of Conflicts
- UNIT 2.3** Social Engagement Activity 4: Out with my Team Mates 2
- UNIT 2.4** Approaches to Resolving Conflicts
- UNIT 2.5** Peace-Building & Problem Solving Skills
- UNIT 2.6** Review of Module Two

This Module builds on the previous Module and lays the foundation for inculcating in young people a culture of peace building by helping them understand conflict – what it is, what causes conflict, the consequences and how to resolve conflict without violence.

The Five (5) Units that make up this Module have been arranged to transform the way young people perceive and manage conflicts, identify the various approaches to resolving conflicts with the strengths and weaknesses of each approach, and also provide skills-building activities that equip them with knowledge, interpersonal skills and techniques for solving problems.

Participatory approaches have been adopted in delivering the sessions in this Module, and opportunities for practical application of the lessons learnt provided.

UNIT 2.1: DEFINING CONFLICT & IDENTIFYING ITS CAUSES



90 minutes

Objectives

By the end of this unit, participants will be able to:

- ★ understand what conflict means
- ★ Identify the causes of conflicts
- ★ Differentiate between conflict & violence



Materials:

The materials needed for this unit include:

- ⊙ Flip Chart Paper
- ⊙ Bold Markers
- ⊙ Copies of Perspectives Cards
- ⊙ Post-it Note pads
- ⊙ Crayons/Colour Pencils
- ⊙ Copies of Case Studies



Activities

- ✓ **The “Conflict Web” Exercise** (25 Minutes)
- ✓ **Perspectives: The “Way I See it” Exercise** (25 Minutes)
- ✓ **Conflict Diagnosis: Case Studies** (25 Minutes)





25 minutes

Activity 1: The “Conflict Web” Exercise

*This activity is in-door, and is meant to stimulate discussions around the meaning and different types of conflicts with specific focus on “**inter-personal conflicts**”. It helps them to define the concept of conflict, identify circumstances that provoke conflicts or cause disagreements and differentiate between **Conflict** and **Violence**.*



Instructions:

1. Welcome club members to the session, and create a relaxed atmosphere with the “Arome Says...” Energizer at end of this unit (5 minutes).
2. Review what the club members learnt in the last module on “Anger”, and review the effects or consequences of “Anger” on oneself and others.
3. Let two or three volunteers share their experiences about the take-home task in the last meeting, and how they helped someone to deal with their anger positively.
4. Write the word CONFLICT in the centre of the board or flip chart paper and ask club members to write words that relate to or mean the same thing as conflict on post-it cards. Give each person three post-it notes. Only one word can be written on each note. Give them 3 minutes.
5. Give each person the opportunity to stick their post-it note near the word CONFLICT.

flip over to see more steps

This Energizer is adapted from: “100 ways to energize groups: Games to use in workshops, meetings and the community” (International HIV/AIDS Alliance:2003).

-
6. Once a word has been stuck anyone who has the same word should stick it over the previous one. Connect all these words with marker lines to the word CONFLICT to form a web that looks like this:



7. Ask participants what is common among all the words that signify CONFLICT? Which of them are positive and which of them are negative? Which of them lead to conflict and which of them are the results of conflict? Use arrows to show which word leads to which one as shown in the web diagram above.
8. From the web diagram like the one above, ask club members to explain or define what they understand by the word CONFLICT. Share with the club the definitions of conflict as in Facilitator's Note 2.1
9. Ask club members to share experiences or give examples of conflict situations they have experienced or know about, and describe what happened during these conflicts.
10. Explain that while some conflicts can be small like a misunderstanding between two friends, some can be as serious as clashes between two communities or war between one country and another. Ask if they can give some examples.



25 minutes

Activity 2: Perspectives: The “Way I See it” Exercise

This activity is aimed at enabling club members appreciate the differences in the way we see things, and how this can lead to conflicts.



Instructions:

1. Make copies of perspectives Cards (A–F) ahead of this activity.
2. Divide participants into three groups, and let them sit in a circle. Let each group get two Perspective Cards covered face down as follows:
 - a. Group 1: Perspective Cards A and B
 - b. Group 2: Perspective Cards C and D
 - c. Group 3: Perspective Cards E and F
3. In their groups, **without talking**, let each group member silently take a quick look at their two Perspective Cards and write down what they've seen after just one minute, still without talking.
4. After a minute, let the cards be turned downwards again and let group members describe within the group what they each saw in the cards.
5. Then let the groups come back into the larger group and discuss what they saw in plenary. Lead a discussion around the exercise as follows:
 - a. What did the group members observe (see) in their Perspective Cards?
 - b. Were there any differences in the way group members saw the same card?
 - c. What were these differences and what were the reasons for these differences?
 - d. How did these differences lead to disagreements within the group?
 - e. What did we learn from this exercise?
 - f. How can differences in the way we see things lead to conflicts?
6. Explain that we can all look at the same picture and see different things. This is called **“Perspective.”** Perspective is a way of looking at the same thing or situation from different angles or points of view.

-
7. Further clarify that when it comes to conflict, there are different ways of looking at the problem from different perspectives. Sometimes we want to believe that our way of seeing things is the right way or the only way, and then we try to convince the other person that they are wrong.
 8. Emphasise that if we only saw the young lady in the picture, we may argue that those who saw an old lady are wrong. A better way would be to try to understand the other person's point of view.
 9. Add that It is easy to think in terms of right and wrong (and usually we believe we are the ones who are right!) but it is possible that there is no right or wrong point of view but simply different perspectives.
 10. Conclude this activity by **noting** that different perspectives can be a reason for conflicts, but there are other causes of conflicts which we will see in the next activity.



25 minutes

Activity 3: Conflict Diagnosis: Case Studies

This activity is aimed at enabling club members to identify other causes of conflicts other than just differences in perspectives, and to appreciate the wide range of reasons why people disagree with one another. While this may not go into the details of analysing the root causes of conflicts, it will help club members to better appreciate the fact that there are different reasons or causes for different conflict situations. It will also enable them differentiate between CONFLICT & VIOLENCE.



Instructions:

1. Make copies of Case Studies A – C ahead of this activity.
2. Divide participants into four (4) groups, and let them sit in a circle. Let each group get a copy of case study sheets as follows:
 - a. Group 1: Case Study A
 - b. Group 2: Case Study B
 - c. Group 3: Case Study C
 - d. Group 4: Case Study D
3. Give each group 10 minutes to read their case study and identify:
 - a. Who are the parties involved in the conflict?
 - b. What are the possible causes of the conflict? Is there any incidence of violence?
4. Then let the groups come back into the larger group and present what they have discussed in their group. Give each group 3 minutes to present.
5. Share with the group the causes of conflicts as explained in Facilitator's Notes 2.1
6. Write the equation **CONFLICT = VIOLENCE** on the Board. Ask them to explain what it means, and if they agree or disagree. Let each side give their reasons.
7. Then cross the equal sign so that the equation now reads **CONFLICT ≠ VIOLENCE.**
8. Explain the differences between CONFLICT & VIOLENCE as in Facilitator's Note 2.1 clarify that while conflicts are a normal part of human interaction and can sometimes have positive consequences, violence is an unacceptable social behaviour that results from negative ways of perceiving and handling conflicts and can have a lot of negative and regrettable consequences

9. Review with them what they have learnt for the day by asking the following questions:
- What do we understand by conflicts?*
 - What are some of the causes of conflicts? (take like 5 answers)*
 - How are CONFLICTS different from VIOLENCE? (take like 5 answers)*
10. Round up the day with the following Classroom and take-home tasks:



APPLICATION:

CLASS TASK (15 Minutes): In your Work Book, make a drawing of one of the “Perspective Cards” from your group's discussion today. Colour it with crayons and explain how our differences in the way we see things can lead to conflicts.

TAKE-HOME TASK: Between now and the next Club meeting, take note of various types of conflict around you, and write down their causes. Identify which of them ended up in violence and why.

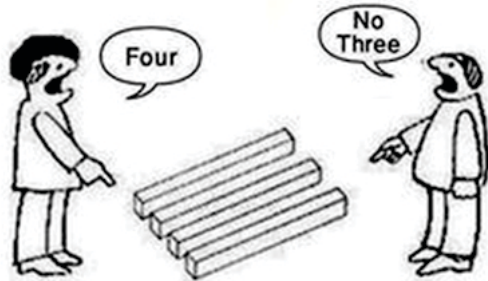
ENERGIZER: “Arome Says” (5 Minutes)



The facilitator tells the group that they should follow instructions when the facilitator starts the instruction by saying “Arome says...” If the facilitator does not begin the instructions with the words “Arome says”, then the group should not follow the instructions! The facilitator begins by saying something like “Simon says clap your hands” while clapping their hands. The participants follow. The facilitator speeds up the actions, always saying “Arome says” first. After a short while, the “Arome says” is omitted. Those participants who still do follow the instructions anyway are 'out' of the game. The game can be continued for as long as it remains fun and the winner(s) celebrated with a special clap.

A

It is really confusing!!!



HOW MANY PIECES OF PLANK ARE ON GROUND?

B

3

WHAT DO YOU SEE – 3, E, Z OR M?

C



WHAT DO YOU SEE?

D



**INVERT THIS PICTURE: WHAT DO YOU SEE?
COMPARE IT WITH WHAT YOU SAW BEFORE!!**

E

HOW MANY LEGS DO YOU SEE?

F



WHAT DO YOU SEE?



CASE STUDY

CASE STUDY

A The Missing Pencil

Your classmate mistakenly picks up your pencil that dropped on the floor thinking it is hers since they look similar, and starts using it. You ask for it and she refuses giving it back to you, claiming it is hers and an argument ensues. You are sure it is yours but you cannot prove it. Both of you start dragging the pencil but the teacher steps in and collects the pencil. He asks both of you to search your school bags and your friend finds her own pencil in her bag. The teacher returns yours to you, and your friend admits she made a mistake, and apologies.

CASE STUDY

B Hajara Drag over First Aid Box

Hajara likes to help other people. So when Sarah was asked to take the first aid box to the school nurse during break time, Hajara went along. When they reached the clinic, Hajara took the box from Sarah and gave it to the nurse, explaining that their teacher sent them. Sarah did not like it and they started dragging on the box, until the nurse intervened and calmed the situation. But Sarah got really upset with Hajara. The nurse asked what the matter was. Sarah said the teacher had asked HER to bring the box but Hajara was pushy and bossy and took over. Hajara thought she was helping Sarah with the box, but Sarah did not see it that way.

CASE STUDY

C House Rents or School Fees?

You have just returned from school and upon entering the house, you hear your mother and father yelling in the next room. Your father wants to use the money available to pay the house rent while your mother wants to use the money to pay the children's school fees. The landlord is threatening to throw out the family from the house because the rents have been long overdue. The headmistress is threatening that the children will not write exams because their school fees have not been paid since last term. The argument continues, and not long your mother starts shouting and screaming because a fight has started and your father is beating her.

CASE STUDY

C Hauwa and Sola Run Away

Hauwa is Lola's friend. Hauwa falls in love with Sola, Lola's brother and they are both planning to get married because they love each other. Hauwa's family is Muslim and Sola's family is Christian. Hauwa's father gets to know about the relationship, and goes to warn Sola's mother to tell her son to stay away from his daughter or else she will regret the consequences. But Hauwa and Sola are not ready to listen to their parents, and decide to run away to the city. Hauwa's father is very upset because he says his daughter cannot marry a Christian and besides, there is a rich Alhaji friend of his who wants to marry Hauwa but Hauwa does not like him because he is too old for her. Hauwa's father has banned Lola from entering his compound, beaten and gotten Sola's mother arrested and locked up in the police station, asking that she produces his daughter (Hauwa) or discloses the whereabouts of her son (Sola). The matter has been reported to the village Council by Sola's family and is awaiting the Chief's intervention.



FACILITATOR'S NOTES 0.1

WHAT IS CONFLICT:

- ✓ A conflict is a situation in which people disagree with, resist or oppose a given point of view leading to confusion, quarrels, misunderstanding and tensions.
- ✓ Conflict is a process in which individuals react when they experience clashes in interests, goals or beliefs different from theirs.

CAUSES OF CONFLICTS:

Conflicts arise due to a number of reasons including but not limited to the following:

- ✓ Differences in ideas, opinion or way of doing things between individuals
- ✓ Provocation and un-cooperative behaviour within a group.
- ✓ Poor ability to relate well with others due to lack of interpersonal skills
- ✓ Selfishness and unwillingness to see things differently
- ✓ Resistance to change or not wanting to do things differently
- ✓ Varying goals, interests or needs
- ✓ Feeling of superiority or inferiority due to a sense of pride or insecurity
- ✓ Competition over scarce resources and unwillingness to compromise
- ✓ Differences in values, beliefs, cultures and the ways we are brought up
- ✓ Inability to control our feelings and outbursts of anger and other violent behaviours directed at others
- ✓ Lack of clear communication therefore making people to understand the same thing differently
- ✓ Differences in our personal characteristics, personalities and attitudes
- ✓ Undermining, disrespecting or taking other people for granted
- ✓ When people cross their boundaries and interfere in other people's affairs.

DIFFERRECE BETWEEN CONFLICT AND VIOLENCE:

S/N	CONFLICT	VIOLENCE
1	Usually unintentional and not necessarily harmful	Intended and premeditated act aimed at hurting others
2	Results from differences in opinion or perceptions	Results from differences or imbalances in power– when one party is stronger than the other
3	Can easily be resolved by agreement and forgiveness	Lasts longer and leads to cycles of revenge and unforgiveness
4	Both parties take equal responsibility for what happens in the conflict and feel guilty	Abusers hardly admit any wrongdoing and believe that the victim is guilty and their violent behaviour was as a result of that.
5	Can have positive results	Always harmful in nature

UNIT 2.2: TYPES & EFFECTS OF CONFLICTS



90 minutes

Objectives

By the end of this unit, participants will be able to:

- ★ Recognize the different types of conflict
- ★ Identify the different stages of conflict, &
- ★ Appreciate both the positive & negative consequences of conflicts



Materials:

The materials needed for this unit include:

- Flip Chart Paper
- Bold Markers
- Tug-of-war ropes/twines
- Copies of hungry donkey cards
- Whistle
- Copies of Stork & Frog story/cards
- Copies of Case Studies



Activities

- ✓ **The “Tug-of-War” Exercise (20 Minutes)**
- ✓ **The “Hungry Donkey” Exercise (20 Minutes)**
- ✓ **The Story of the “Stork and the Frog” (20 Minutes)**





20 minutes

Activity 1: The “Tug-of-War” Exercise

This activity is outdoor-door, and is meant to facilitate discussions around the levels and different types of conflicts with specific focus on inter-personal, intra-group, inter-group and communal conflicts. It is intended to help participants better understand the nature and characteristics of each type of conflict.

Note: Identify a suitable (level, safe, and spacious) outdoor location for the tug-of-war exercise



Instructions:

1. Welcome club members to the session, and give them time to settle down.
2. Review what the club members learnt in the last Unit on “definitions” and “causes” of conflict, and the differences between Conflict and Violence.
3. Let two or three volunteers share their experiences about the take-home task in the last unit, on the different conflict situations they encountered within the week and what caused them.
4. Explain that today, we will be discussing the different types of conflict and how they happen.
5. Ask who has ever seen or participated in a tug-of-war. Let those who have, explain what it is all about to those who have not.
6. Let club members pick numbers from 1 – 4. When everyone has taken a number, let everyone fall into one of 4 groups according to their numbers.
7. Take everyone outside, to a safe place prepared in advance and then given these instructions:
 - ✓ Teams 1 and 3 (partner teams) will play against teams 2 & 4 (partner teams)
 - ✓ Teams 1 and 2 will start on opposing sides of the start line
 - ✓ A twine or rope is laid across the line approximately of equal length on both sides
 - ✓ Only two members of team 1 and two from team 2 will start the tug-of-war contest
 - ✓ The aim is to make all members of the weaker side cross the mid-line to the side that is stronger

- ✓ Any team that is losing (with first person on the rope crossing over to the other side) can call for help from the same team by the first person holding the rope in front whistling. Only two helpers (team mates) can come in and join the tug-of-war at a time.
- ✓ If the initial team mates (teams 1 and 2) have all joined the tug-of-war line, they can call on the partner teams (3 & 4) to help by bringing in 2 persons at a time.
- ✓ The group that brings the other side entirely across the line wins, and the game stops once the Mentor blows the winning whistle.



8. Allow team members to recover from the exercise and take everyone back into the class. Get everyone seated and lead a discussion around the exercise as follows:
 - ✓ How did it feel like, winning or losing the exercise? (Let both winners and losers express their feelings)
 - ✓ How can we relate this exercise to a conflict situation?
 - ✓ What are the types of conflicts you know?
 - ✓ What could be the negative effects of conflicts?
 - ✓ Do conflicts have positive consequences? How?
9. Conclude this activity by explaining that conflicts can be within us without any other individuals involved, or can be between two people, within the same group or between different groups as in the tug of war. Share the four types of conflict as described in the **Facilitator's Notes 2.2.**
10. Explain that whether conflicts are within individuals, between two individuals, within a group or between two or more groups, they all go through the same stages. The next activity will help us understand these stages of conflict.



20 minutes

Activity 2: The “Hungry Donkey” Exercise

This group activity is in-door, and is meant to explore the various stages through which all conflicts progress. It is intended to help the club members to better understand the nature and cycle of conflicts.



Instructions:



1. Make enough copies of the Hungry Donkey Cards provided at the end of this unit.
2. Let participants go back into their previous for groups formed during the previous tug of war exercise above (as in Activity 1).
3. Explain that the next activity will help us discuss the various stages through which conflicts progress.
4. Ask who has ever seen a donkey? What are they used for? What do they eat?.
5. Share the Hungry Donkey Cards to the four groups, with the following instructions:
 - ✓ Observe and explain what you see in the cards from steps A to F
 - ✓ Write them down and relate each of these steps to a real conflict situation.
 - ✓ What do you think is the causes of the conflict between the donkeys?
 - ✓ What names will you give to each stage of the conflict shown in the hungry donkey card?
 - ✓ At what stage does the conflict become violent and what happens at this stage?
 - ✓ How did the donkeys resolve the conflict?
6. Explain the various stages of conflict using the hungry donkey cards as explained in the Facilitator's Notes 2.2
7. Conclude the activity by explaining that conflicts can be resolved without the conflict reaching a stalemate or violent stage where it becomes like a volcano and erupts.



20 minutes

Activity 3: The Story of the “Stork and the Frog”

This activity is in-door, and is meant to explore the various effects of conflicts. It is intended to help club members to better understand the positive and negative consequences of conflicts.



Instructions:

1. Explain that all conflicts have consequences, some positive, some negative.
2. Ask the club members again to go into their 4 groups and listen to an interesting story about the stork and the frog.
3. Share to each of the groups a photo sheet of the stork and the frog.
4. Let each group formulate a story about “**The Stork and the Frog**” that explains what is happening in the picture.
5. Each story should describe:
 - a. The two parties in the conflict
 - b. The causes of the conflict
 - c. The nature and stage of the conflict (and why they think so)
 - d. The negative and likely positive effects of the conflict; and
 - e. How the conflict can be resolved.
6. Give each group 10-15 minutes to formulate their story, and when they are done, give each group 5 minutes to narrate their story to the rest of the club in plenary
7. When everyone has read their story, commend everyone for their brilliant and creative stories, and let the groups clap for themselves.

-
8. Round up the activity by explaining that conflicts are a normal aspect of life, and that there is a positive side to every conflict, and that not all conflicts have to be violent.
 9. Share the facts about the effects of conflicts as explained in **Facilitator's Note 2.2**
 10. Review the Unit with club members by asking them to:
 - a. Mention the 4 types of conflict they know (**intra-personal, interpersonal, intra group and inter-group**)
 - b. Explain the 5 stages of a conflict they have learnt
 - c. List 5 negative effects and 5 positive effects of conflict
 11. Bring the day to a close by giving the class task and take home task below:



APPLICATION:

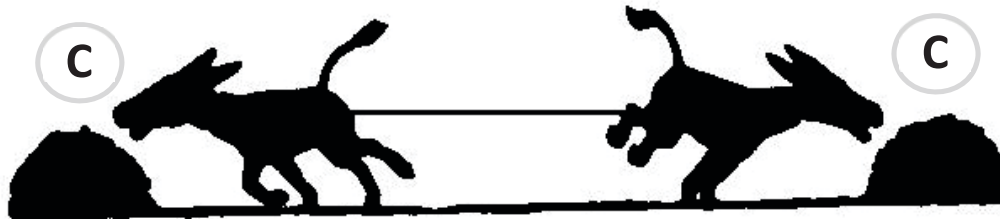
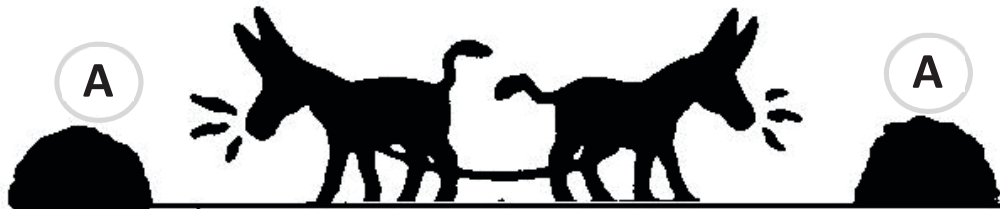
CLASS TASK (15 Minutes): In your Work Book, make a drawing of one of the “types of conflict” you learnt today.

TAKE-HOME TASK: Between now and the next Club meeting, take note of various types of conflict around you, and write down their causes. Identify what stage the conflict is, and two effects or consequences that resulted from the conflict.

THE STORY THE STORK AND THE FROG



THE HUNGRY DONKEY CARD





FACILITATOR'S NOTES 0.1

I. TYPES OF CONFLICT:

From the last Unit (2.1), we understood that conflict refers to the opposing ideas and actions of different parties, thus resulting in misunderstanding or clashes. Conflict is an unavoidable part of life. Each of us possesses our own opinions, ideas and sets of beliefs. We have our own ways of looking at things and we act according to what we think is proper. We therefore find ourselves in conflict in different situations. Conflicts may involve other individuals, groups of people, or a struggle within our own selves.

Conflict can therefore be classified into the following four types:

- 1. Intrapersonal conflict:** This occurs within an individual. The experience takes place in the person's mind. It is a type of conflict that is emotional involving the individual's thoughts, values, beliefs, principles and feelings. Interpersonal conflict may come in different ways, from the simpler ordinary ones like deciding whether or not to wear a particular dress for an occasion to ones that can affect major decisions such as choosing a career path or whom to marry. Furthermore, this type of conflict can be quite difficult to handle if you find it hard to interpret your inner struggles. It happens when one is made to act against one's beliefs or values e.g. religious beliefs or moral principles.
- 2. Interpersonal conflict:** This refers to a conflict between two individuals. This occurs typically due to how people are different from one another. We all have different characters which usually results in disagreements related to our choices and opinions. This seems to be something that is natural and which can eventually help in improving our relationships with others. In addition, coming up with adjustments in our own choices or opinion is necessary for managing this type of conflict. It can happen between two friends, classmates, team mates, couples or family members.
- 3. Intragroup conflict:** This is a type of conflict that happens among several individuals within the same group or team, family or community. The individual differences and misunderstandings among group members can lead to an intragroup conflict. It arises from interpersonal disagreements (e.g. group members have different behaviors which may lead to tension) or differences in views and ideas (e.g. in a presentation, members of the group might find the ideas presented by the one leading the group to be erroneous due to their differences in opinion). Within a group, conflict can be helpful in coming up with decisions which will eventually allow them to reach their objectives as a team.
- 4. Intergroup conflict:** This takes place when a misunderstanding arises among different groups within an organization, a community or country. For example, Christians in a community can come in conflict with the Muslims. This may be due to the differences in religious beliefs. It can also be a conflict between two groups or communities resulting from differences in goals and interests. In addition, competition, jealousy, quest for



FACILITATOR'S NOTES 0.1

control/superiority or conflicting interests may also cause intergroup conflicts. E.g. Wars between two villages or countries that want to control some mineral resources at their boarder.

II. EFFECTS OF CONFLICTS.

Whether intended or not, conflicts have consequences – be it intra-personal, interpersonal, intra group or inter-group conflicts. While most of these consequences are undesirable, there can be some positive outcomes or results of conflicts too.

TYPES OF CONFLICTS	NEGATIVE EFFECTS	POSITIVE EFFECTS
INTRA-PERSONAL CONFLICT	<ul style="list-style-type: none"> • Restlessness and anxiety that can lead to depression • Confusion and inability to make decisions quickly 	<ul style="list-style-type: none"> • Increases self-awareness • Leads to personal change, growth and improvement • Make one to become more matured
INTER-PERSONAL CONFLICT	<ul style="list-style-type: none"> • Broken relationships • Marital divorce • Violence and injuries • Emotional stress 	<ul style="list-style-type: none"> • Encourages open-mindedness • Improves communication and future relationships • Increases understanding of each other
INTRA-GROUP CONFLICT	<ul style="list-style-type: none"> • Creates tension and division • Slows down group effectiveness • People leaving the group • Loss of reputation & respect • Violence among group members • People are defensive and 	<ul style="list-style-type: none"> • Better cooperation within the group • Better enforcement of group rules and codes of conduct • Improves the quality of decisions that satisfy most members of the group



FACILITATOR'S NOTES 0.1

TYPES OF CONFLICTS	NEGATIVE EFFECTS	POSITIVE EFFECTS
INTRA-PERSONAL CONFLICT	<ul style="list-style-type: none">not willing to accept responsibility for wrong doing or mistakesWaste of time & resourcesInability to achieve group goals	<ul style="list-style-type: none">Better understanding of one another within the group
INTER-GROUP CONFLICT	<ul style="list-style-type: none">Sabotage and destructionLoss of livesLong-term enmityWar	<ul style="list-style-type: none">Can bring about lasting peace when resolvedMakes groups more careful not to provoke one another

III. THE 5 STAGES OF A CONFLICT:

Conflicts don't just happen. They follow a process and progress from one step to the other. The Five (5) major stages of conflict identified can be likened to the stages (A to E) of the Hungry Donkey Exercise and include:

- A. The Underlying Conflict Stage: At this stage, there is the possibility or likelihood for conflict, but it is yet to fully develop. Underlying conflict can exist for a long period of time before any conflict arises. Certain conditions and factors can contribute to underlying conflict. Some of these conditions include: different communication styles, differing interests, competing needs, or diverse goals. Oftentimes, one side or both sides of the underlying conflict do not realize there is an issue until a “triggering event” occurs which can lead to an actual conflict. If underlying conflicts are discussed and communicated when first identified, they can often be resolved before the conflict worsens.
- B. The Conflict Development or Escalation Stage: This is when the underlying conflict emerges as an actual conflict. This stage is usually activated by an event or emotion that causes a conflict to arise, from which conflict can continue to increase and develop over time. In this stage, conflict can become opposing and other people are



FACILITATOR'S NOTES 0.1

often drawn into the conflict and start taking different sides (like in the tug of war exercise in activity 1). One major change that occurs when conflict worsens is that the approach used by the two sides move from being persuasive and trying to find ways to convince or please the other side to being forceful, divisive and contentious, and can result in “power struggles” which make the conflict both more heated and more difficult to resolve.

- C. The Conflict Stalemate or Stand-still Stage: This occurs when the conflict has increased to a point where no one can win, but none of the parties wants to back down. At stalemate, none of the parties is willing to move from their position and a resolution can seem impossible. Moving on from this point is difficult for a lot of people. They don't want it to seem as if they are giving in or losing face. Also, if the worsening conflict affected the relationship of the two parties, it can be more difficult to reconcile.
- D. Conflict Resolution or De-escalation Stage: This is where the conflict eventually moves out of the stalemate stage and both sides are able to come to an agreement to resolve or settle the conflict. It may be either side that sees the need to compromise and both sides start to negotiate or resolve the conflict. This can be achieved through various methods and tools. It is important to note that the conflict can be settled without it being resolved. Resolving conflict takes into account the root of the conflict and the underlying causes with the intention to avoid this conflict in the future.
- E. The Reconciliation or Transformation Stage: This is when both sides work to repair the relationship between the two parties and reconcile their differences. At this stage, the settlement or resolution is implemented and both sides try to work together to move on from the conflict. If relationships have been affected or damaged because of the conflict, it can be a long road to reconciliation.

UNIT 2.3: SOCIAL ENGAGEMENT

ACTIVITY 4: OUT WITH MY TEAM MATES 2



60 minutes

Objectives

By the end of this unit, participants will be able to:

- ★ To engage Peace Club Members in the game of foot ball
- ★ To promote healthy social interaction and competition among children
- ★ To promote peaceful coexistence between communities



Materials:

The materials needed for this unit include:

- ⊙ Football
- ⊙ Whistle



Activities

- ✓ **Visioning Exercise (60 Minutes)**

Football match between Boys and Girls in Peace Club





30 minutes

Activity 1: Visioning Exercise

Get two football teams consisting of 11 people each. One of the team should be made up of boys and the other made up of girls



Instructions:

1. Each team should have a coach
2. Appoint a referee to officiate the match
3. Get a whistle to aid officiating
4. Note that the game of football is played for 60 minutes with 2 halves of 45 minutes respectively
5. If possible, get a first aid box in case of injury and drinking water in case of dehydration of team Members
6. Play the match
7. Commend both sides; this will promote healthy competition devoid of violence



UNIT 2.4: APPROACHES TO RESOLVING CONFLICTS



60 minutes

Objectives

By the end of this unit, participants will be able to:

- ★ Identify the 5 approaches to conflicts
- ★ Explain when to use and when not to use each approach



Materials:

The materials needed for this unit include:

- ⊙ Flip Chart Paper
- ⊙ Bold Markers
- ⊙ Animal Kingdom Drawings
- ⊙ Animal Kingdom Conflict Chart
- ⊙ Conflict Situation Statements
- ⊙ Crayons/Colour Pencils



Activities

- ✓ **The “Animal Kingdom” Exercise** (35 Minutes)
- ✓ **Choose Your Style** (25 Minutes)





35 minutes

Activity 1: The “Animal Kingdom” Exercise

This activity is in-door, and is meant to stimulate discussions around the meaning and different types of conflicts with specific focus on “inter-personal conflicts”. It helps them to define the concept of conflict, identify circumstances that provoke conflicts or cause disagreements and differentiate between Conflict and Violence.



Instructions:

1. Welcome club members to the session, and let club members take turns to remind each other of the key rules in the Club Charter. Find out if there are any issues in the club that needs to be resolved or violations of the Charter so far.
2. Using the Talking Ball Energizer (see at end of this unit), review what the club members learnt in the last Unit on “Types & Effects of Conflicts”
3. Let two or three volunteers share their experiences about the take-home task in the last meeting, and which conflict situations they identified and at what stages they were.
4. Explain to the Club members that today, we are going to find out the different ways in which we respond to conflicts.
5. Write down the names of five animals on separate but the same colour of post-it notes: TURTLE, SHARK, FOX, TEDDY BEAR and OWL; one animal per post-it note. Write as many notes as there are number of club members in attendance. E.g. if there are 20 club members, write out 4 copies of each animal's name.
6. Make sure that the animals are equal or almost equal in number, and fold the post-it notes and put in a container and pass it round. Let each person pick just a piece each.
7. Ask everyone to go round and locate their animal likeness (same type) without talking and without showing them their post-it notes. They can only make animal sounds or gestures to signify the kind of animal they are.
8. They are to find all their animal likeness partners and the first group to constitute itself wins. Now ask each group to write down and present to the bigger group of club members at least 2-3 characteristics of the animal they chose which differentiate them from other animals. Let them brainstorm; if these animals had a quarrel with other

animals or among themselves, what will be their style of resolving the conflict?

9. Explain that these animals represent five different styles or Approaches to resolving conflicts depending on the importance of the issues and the value they place on the relationships with those involved in the conflict.
10. Share the five different approaches to conflict and their corresponding animal typologies from the animal typology conflict styles chart at the end of this Unit
11. Explain that no style is better than the other, but each style is more suitable under certain conflict situations than others.
12. Share with them the most appropriate situation in which to apply each style, and when not to apply them.
13. Let each person identify which style is their natural style when they face conflicts...e.g.
 - a. Do they want to run away from it (Avoid)?
 - b. Do they want to win while the other person loses (Compete)?
 - c. Do they want to find the common ground that everyone agrees and feels satisfied with so that both sides win (Collaborate)?
 - e. Do they want to make peace at all cost even at their own expense (Compromise)?
 - f. Do they usually give-in and let the other side win?
14. Explain by knowing your own default approach or style, you are improving your self-awareness. Once you are aware of your own approach, you can pay attention to whether they are working for you and you can explore alternatives when they are not working.
15. Round up this activity by emphasizing depending on the situation, you can choose more effective conflict management styles that are most suitable or are the best fit for you under that situation.



25 minutes

Activity 2: Choose Your Style

This activity aims at enabling club members put into practice the various approaches that they can use to resolve conflicts based on the importance of the issues and relationships involved in the conflicts.



Instructions:

1. Make copies of the conflict scenario cards and choose your style cards (see at end of this Unit) well ahead of this activity.
2. Ask Club members to go back into their original five “animal likeness” groups, and let them sit in a circle.
3. Give each group only one conflict scenario without the corresponding style of responding to the conflict situation.
4. Give to each group all five “choose your style cards” (A–E) each
5. Let each group look at their conflict situation, and determine which chosen style they think would be most appropriate in approaching the conflict, and why! Clarify that the most appropriate style is not necessarily their group animal likeness style, and that some other animal style could be the best fit for their given situation.
6. After 15 minutes, let the groups come back into the larger group and discuss what approach they chose for their conflict scenario and WHY?
7. Explain the suggested “best options” as indicated in the “most appropriate approach” column of the Conflict Scenario Cards.

8. Review with club members what they have learnt for the day by asking the following questions:
 - a. What are the 5 approaches to conflict? (Avoid, Accommodate, Compete, Collaborate, Compromise)
 - b. What are these approaches based on? (importance of issue and value of relationship)
 - c. Under what circumstances is each approach most appropriate or inappropriate?
9. Round up the day with the following Classroom and take-home tasks:



APPLICATION:

CLASS TASK (15 Minutes): In your Work Book, make a drawing of one of the five “Animals” that represents your favourite style or approach to conflict situations.


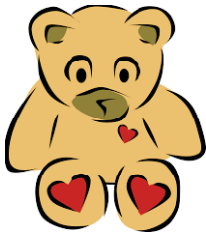
TAKE-HOME TASK: Between now and the next Club meeting, take note of the various types of conflicts you are involved in, and write down the styles you adopted in resolving them and why.

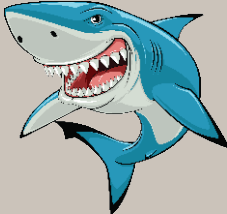

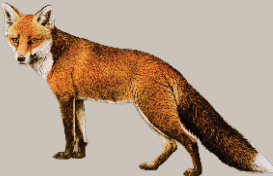
ENERGIZER: The Talking Ball” (5 Minutes)



Facilitator makes a paper ball made by squeezing a sheet of flip chart paper into a ball and holding it firmly in shape with masking tape. Start by explaining that last time we talked about the different types and effects of conflicts. Facilitator should start by naming one type of conflict (e.g. intra-personal conflict and describe its characteristics) and then throw the ball to any club member. Whoever picks the ball says one thing they remember about types of conflict or the positive and negative effects of Conflicts on oneself and others. No one talks until they have the talking ball.

THE ANIMAL LIKENESS CONFLICT APPROACH CHART

APPROACH	ITS ANIMAL LIKENESS	WHEN TO APPLY IT	WHEN NOT TO APPLY IT
<p>AVOIDING</p> <ul style="list-style-type: none"> Does not care about the issue nor value the relationship. “I leave. I’d rather not deal with it now.” 	<div style="text-align: center;">  <p>THE TURTLE APPROACH</p> </div>	<ul style="list-style-type: none"> You don’t care that much about the issue. You (or someone else) are very angry and need time to cool off first. You are in a dangerous situation. 	<ul style="list-style-type: none"> You rarely want to deal with the conflicts in your life. You care about an issue but are afraid to speak up. You keep being bothered by a disagreement with someone you care about.
<p>ACCOMMODATING</p> <ul style="list-style-type: none"> Values or cares about the relationship more than the issue. “I give in. I don’t care; have it your way”. 	<div style="text-align: center;">  <p>THE TEDDY BEAR APPROACH</p> </div>	<ul style="list-style-type: none"> You are, or were, wrong about something. You care more about the other person than you do about the issue The other party is the expert or has a better solution than you do preserving future relations with the other party 	<ul style="list-style-type: none"> It happens a lot and you wish you could speak up more often.

APPROACH	ANIMAL LIKENESS	WHEN TO APPLY IT	WHEN NOT TO APPLY IT
<p>COMPETING</p> <ul style="list-style-type: none"> • The issue is more important than the relationship. • “I take charge. Might makes right”. • Win-Lose style 	 <p>THE SHARK APPROACH</p>	<ul style="list-style-type: none"> • You need to do something quickly. • Your conscience tells you to do or not to do something that displeases others. • You know you are right and it is important to you that the others recognize that. 	<ul style="list-style-type: none"> • You use it often with people you care about or will need to spend time with in the future. • You want people to feel they can discuss and disagree with you openly.
<p>COLLABORATING</p> <ul style="list-style-type: none"> • Values or cares about both the relationship and the Issue equally. • “We both win. Two heads are better than one.” 	 <p>THE OWL APPROACH</p>	<ul style="list-style-type: none"> • You have the time and want to work something out that satisfies all sides. • You care about the other person(s) and also feel strongly about the issue. • You want to get thoughts and feelings out on the table and deal with them, so they don't cause problems later. 	<ul style="list-style-type: none"> • You don't care that much about the issue. • You need to do something quickly. • “Fire! Everybody out!”
<p>COMPROMISING</p> <ul style="list-style-type: none"> • Values or cares about the relationship and also about the Issue but none of them is a do-or-die affair. • “We meet half-way. Let's split the difference.” • Lose-Lose approach 	 <p>THE FOX APPROACH</p>	<ul style="list-style-type: none"> • Where you need a temporary solution, • Where the issue is equally important to both sides. • You need a quick solution and can both give up something. • You both want exactly same thing and it can be divided up or shared. • You are willing to let chance decide it (flip a coin...). • You have tried to satisfy each one completely and it isn't possible (or would take too long). 	<ul style="list-style-type: none"> • When seen as an easy way out of conflict • When collaborating would produce a better solution than compromising • You might work a little longer and find a solution that pleases each one better.

CONFLICT SCENARIO CARDS

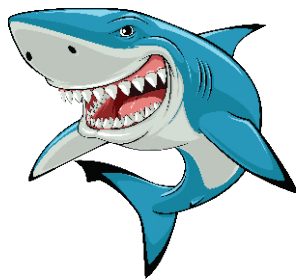
CONFLICT SITUATION	MOST APPROPRIATE APPROACH
A film show and a football match are happening in your community on the same day and at about the same time. Your friend wants to watch the football match but you don't really care about the match or the film show as much as they do.	<u>TEDDY BEAR</u> – the relationship is more important than the issue (ACCOMMODATE)
Your friends are trying to convince you steal some sweets from the nearby store close to your home and you know this is very wrong. But they are putting pressure on you and even threatening that you will not play their ball if you don't steal the sweets for all of you to share.	<u>SHARK</u> – the issue – doing the right thing – is more important than the relationship (COMPETE)
You are waiting in a line with your friend and other classmates to register for holiday classes and someone is trying to sell to you a pair of very dark sun-shade glasses that you are not really interested in and don't want to buy but your friend wants the same eye glasses and so drags them from your hand saying he saw them before you.	<u>TURTLE</u> – the issue and the relationship both are not important (AVOID)
You are playing football over the weekend and you and your friend belong to the same team, and both of you want to be the goal keeper, but only one person can be at the Goal post.	<u>FOX</u> – you can come up with a fair solution by taking turns (COMPROMISE)
Your sister borrowed your favorite T-shirt for a school sporting event and accidentally, she spilled Zobo on it and now the stain won't come out. You are quite angry but all the same you love your sister very much and this happens to be your best T-shirt.	<u>OWL</u> – the issue is important and so is the relationship (COLLABORATE)



A

TEDDY BEAR – the relationship is more important to me than the issue. I Let go...Let the other side win...I don't mind losing.

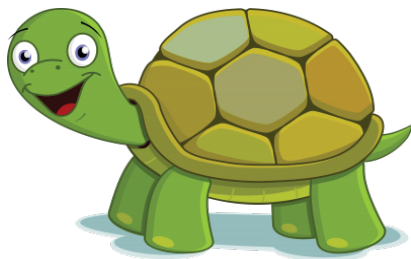
I WILL ACCOMMODATE



B

SHARK – the issue – doing the right thing (morality) – is more important than the relationship.

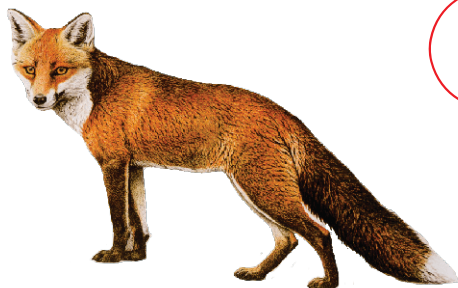
I WILL COMPETE. It's a Win-Lose Situation. I must win.



C

TURTLE – the issue and the relationship are BOTH **not important** to me.

I WILL AVOID IT. It is not worth fighting for. I prefer not to be involved now!



D

FOX – I can come up with a fair solution that partially satisfies both of us ...some middle ground position.

I WILL COMPROMISE. It's a give and take situation.



E

OWL – The issue is important and so is the relationship.

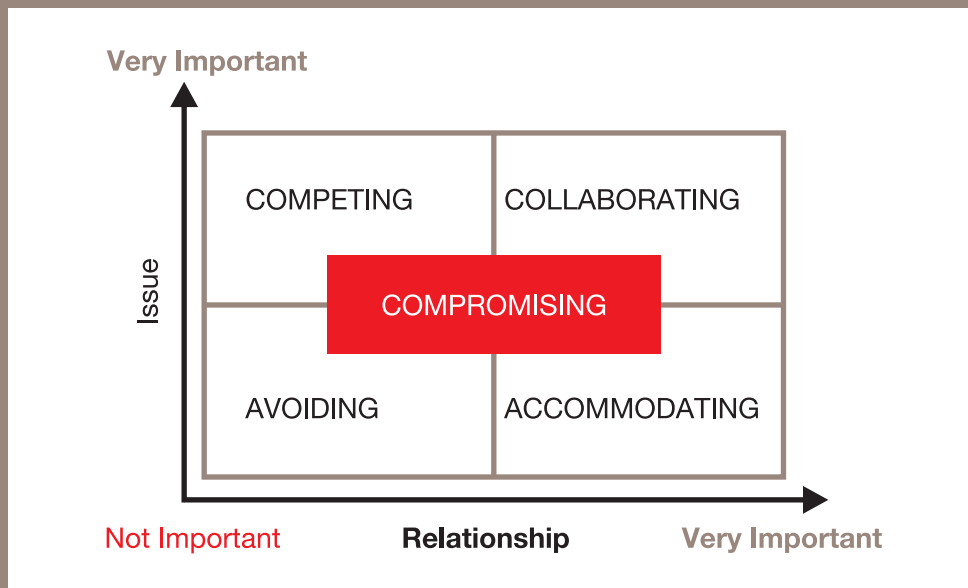
I COLLABORATE. I choose a win-win solution. No point putting up a fight. I can't change the situation now.



FACILITATOR'S NOTES 2.3

THE 5 APPROACHES TO CONFLICT SITUATIONS

Here are the five conflict management styles according to the value one places on the issues and the relationships involved in the conflict.



1. **Accommodating** – This is when you cooperate to a high-degree; it may be at your own expense, and actually works against your own goals, objectives, and desired outcomes. This approach is effective when the other party is the expert or has a better solution. It can also be effective for preserving future relations with the other party.
2. **Avoiding** – This is when you simply avoid the issue. You aren't helping the other party reach their goals, and you aren't assertively pursuing your own. This works when the issue is trivial or when you have no chance of winning. It can also be effective when the issue would be very costly. It's also very effective when the atmosphere is emotionally charged and you need to create some space.
3. **Collaborating** – This is where you partner or pair up with the other party to achieve both of your goals. This is how you break free of the “win-lose” paradigm and seek the “win-win.” This can be effective for complex scenarios where you need to find a novel solution. This can also mean re-framing the challenge to create a bigger space and room for everybody's ideas. The downside is that it requires high-degree of trust; reaching a consensus can require a lot of time and effort to get everybody on board and to synthesize all the ideas.



FACILITATOR'S NOTES 2.3

4. **Competing** – This is the “win-lose” approach. You act in a very assertive way to achieve your goals, without seeking to cooperate with the other party, and it may be at the expense of the other party. This approach may be appropriate for emergencies when time is of the essence, or when you need quick, decisive action, and people are aware of and support the approach.
5. **Compromising** – This is the “lose-lose” scenario where neither party really achieves what they want. This requires a moderate level of assertiveness and cooperation. It may be appropriate for scenarios where you need a temporary solution, or where both sides have equally important goals. The trap is to fall into compromising as an easy way out, when collaborating would produce a better solution.

By knowing your own default patterns you improve your self-awareness. Once you are aware of your own patterns, you can pay attention to whether they are working for you and you can explore alternatives.

By using a case-by-case or situation-based approach, you can choose more effective conflict management styles that are most suitable or are the best fit for you under that situation.

UNIT 2.5: CONFLICT RESOLUTION & PROBLEM SOLVING SKILLS



90 minutes

Objectives

By the end of this unit, participants will be able to:

- ★ Deepen their ability to analyse conflict situations
- ★ Demonstrate vital skills for solving problems and resolving conflicts



Materials:

The materials needed for this unit include:

- ⊙ Flip Chart Paper
- ⊙ Bold Markers
- ⊙ Roll of String & Tin/cans
- ⊙ Copy of the Orange Conflict Story
- ⊙ Copies of Case Studies
- ⊙ 4 Copies of Conflict Tree “A”



Activities

- ✓ **The “Conflict Tree” Exercise (20 Minutes)**
- ✓ **The “Whispering Phone” Exercise (20 Minutes)**
- ✓ **Role Play: The “Listening” Exercise (20 Minutes)**
- ✓ **Role Play: The “Peace-maker” Exercise (20 Minutes)**





20 minutes

Activity 1: The “Conflict Tree” Exercise

This activity can be an indoor or outdoor-door, and is meant to facilitate discussions around digging into the root causes of conflicts and finding ways of resolving them.

Note: If outdoor, then identify a suitable (level, safe, and spacious) outdoor location for the Conflict Tree exercise



Instructions:

1. Welcome club members to the session, and give them time to settle down.
2. Review what the club members learnt in the last Unit on “Approaches to Conflict” and the 5 Animal Likeness Styles to conflict situations.
3. Let two or three volunteers share their experiences about the take-home task in the last unit, on the different conflict situations they encountered within the week and what approaches they adopted towards them and why.
4. Explain that today, we will be discussing ways of digging deep into the root or underlying causes of conflicts in order to help us resolve them.
5. Read out the story of The Orange Conflict. Then ask the club members that, based on the story:
 - a. What were the underlying causes of the orange conflict?
 - b. What would have aunty Aminatu done to be able to better resolve the conflict in a way that would satisfy everyone?
 - c. What better alternative to compromise could be used in solving the problem?
6. Explain the importance of understanding the needs or interests underlying a conflict before resolving it as explained in the Facilitator's Note 2.4 under the Orange Conflict.
7. Tell the club members that we are going to learn how to know the root causes of a conflict situation using the problem tree. Ask a volunteer to come out and draw a big tree on a sheet of flip chart paper.
8. Explain to the club members that the trunk of the tree represents the conflict issue and roots of the tree represent the causes of the conflict situation, while the branches and

fruits represent the consequences or effects of the conflict.

9. Divide the class into four groups. Explain to them that each group should draw a problem tree (similar to example provided in Conflict Tree “A” at end of this Unit) and identify the causes and consequences of a conflict situation where:
 - ✓ During long break, a group of school children playing ball at the school field suddenly start a quarrel, then a fight breaks out.
 - ✓ What are the possible underlying & immediate causes of the fight?
 - ✓ What could be the consequences?
 - ✓ Show these on a Conflict Tree
 - ✓ How would you go about resolving or settling this ball conflict?
 - ✓ Explain what you will do to bring peace and solve the problem.
10. Give every group 15 minutes to conclude their conflict tree and present to the entire club.
11. Compare these with the example of Conflict Tree “B” at the end of this Unit.
12. Conclude this activity by explaining that analysing the causes of a conflict situation can help us find solutions that are more lasting and agreeable to all the parties involved in the conflict (See Facilitator's Notes 2.4).
13. Explain that whether conflicts are within individuals, between two individuals, within a group or between two or more groups, they can be resolved. Resolving conflicts require us to have certain problem-solving skills including effective communication, use of “I” statements, negotiation and mediation skills.





20 minutes

Activity 2: The “Whispering Phone” Exercise

This group activity is in-door, and is meant to explore the importance of effective communication skills in problem solving and conflict resolution. It examines the characteristics of and the barriers to effective communication, as well as how to understand non-verbal communication (body language) and practice good listening skills.

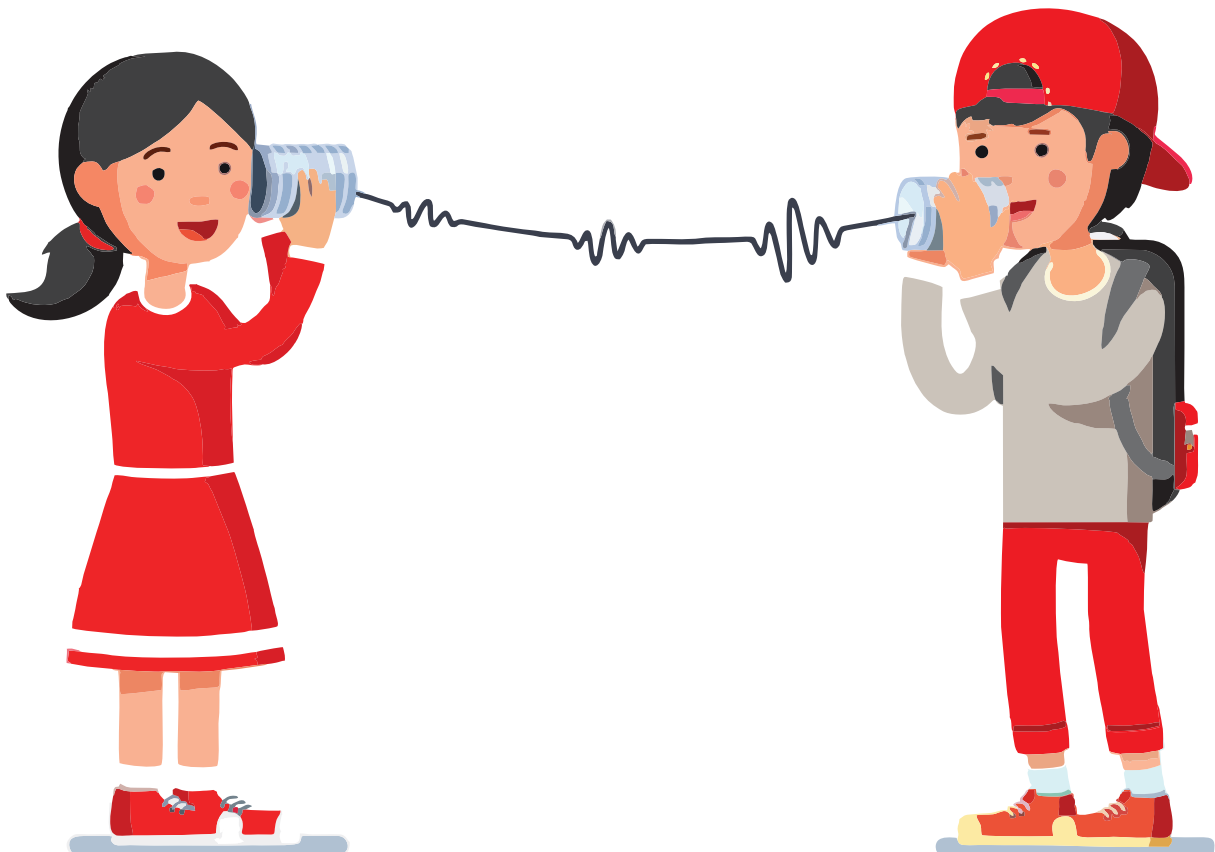


Instructions:

1. Provide club members with 2 empty tins and a rope or thread so that they make a two-way wired radio for messaging...otherwise called the whispering phone.
2. Call out 5 volunteers to the front and line them up so that the same message is passed from one person to the other, starting from the first person to the last person make sure every person receives the message through the whispering phone.
3. Explain that the message has to be whispered by the volunteer on the “sending” end so that no one else in the room hears except the person at the “receiving” end of the “whispering phone”. The message can only be narrated once and no clarifications can be asked for, or made once the sender finishes giving the message.
4. The receiver then becomes the new sender until the last person has heard.
5. The written copy of the message to be wired through the “whispering phone” is this:

“Juliet is sick and hospitalized. Her mother asked me to tell you to inform her teacher that she is down with malaria and will not be coming to school for the rest of the week”.
6. Ask the last person (at the end of the line) to tell the class what he heard, then compare the last message heard with the original message sent.

-
7. Read out the original message and then ask the following questions:
 - a. Was the final message the same as the original message?
 - b. If not, what was the difference in the two messages?
 - c. What factors do you think were responsible for these differences?
 - d. From this exercise what do we understand by communication?
 - e. What are the barriers to or things that prevent us from practicing effective communication? Why is good communication important in resolving conflicts?
 8. Share with them the meaning of communication, characteristics of and barriers to effective communication as in Facilitator's Note 2.4.
 9. Conclude the activity by explaining that effective communication skills are very important both in preventing and resolving conflicts and solving problems. Some of the skills we will learn in the next activity will include how to “Listen actively” with our ears when people are speaking and how to listen with our eyes when people are not talking but silently communicating with their bodies.





20 minutes

Activity 3: Role Play: The “Listening” Exercise

This activity is in-door, and is aimed at sharpening the listening skills of club members and improves their ability to read “body language” during non-verbal communication. Active listening and understanding “body language” are core skills in resolving conflicts, and are important in helping us improve our interpersonal communication and relationship skills.



Instructions:

1. Divide the club into four groups (1 – 4). Give each group the following tasks:
 - a. Group 1: Act role play base on script A (Listening to Christy)
 - b. Group 2: Act role play based on Script B (Listening to Salamatu)
 - c. Group 3: Act role play based on Script C (Mime negative Body language)
 - d. Group 4: Act role play based on Script D (Mime positive Body language)
2. Give the groups 10 minutes to prepare/rehearse their scripts and give each group 5 minutes to present their group role play.
3. From the role plays lead discussion around:
 - a. What are the good and poor listening skills identified in role plays A & B?
 - b. What are the various body languages observed in role plays C & D?
4. Explain the qualities of good listening and share more ideas on positive and negative body language as discussed in Facilitator's Note 2.4.
5. Review the day's work by asking the club members to mention the importance of identifying underlying needs of and root causes of conflicts, the importance of effective communication in resolving conflicts and list some positive and negative non-verbal body languages that can help us understand the emotions or underlying feelings of others.
6. Bring the day to a close by giving the class task and take home task below:



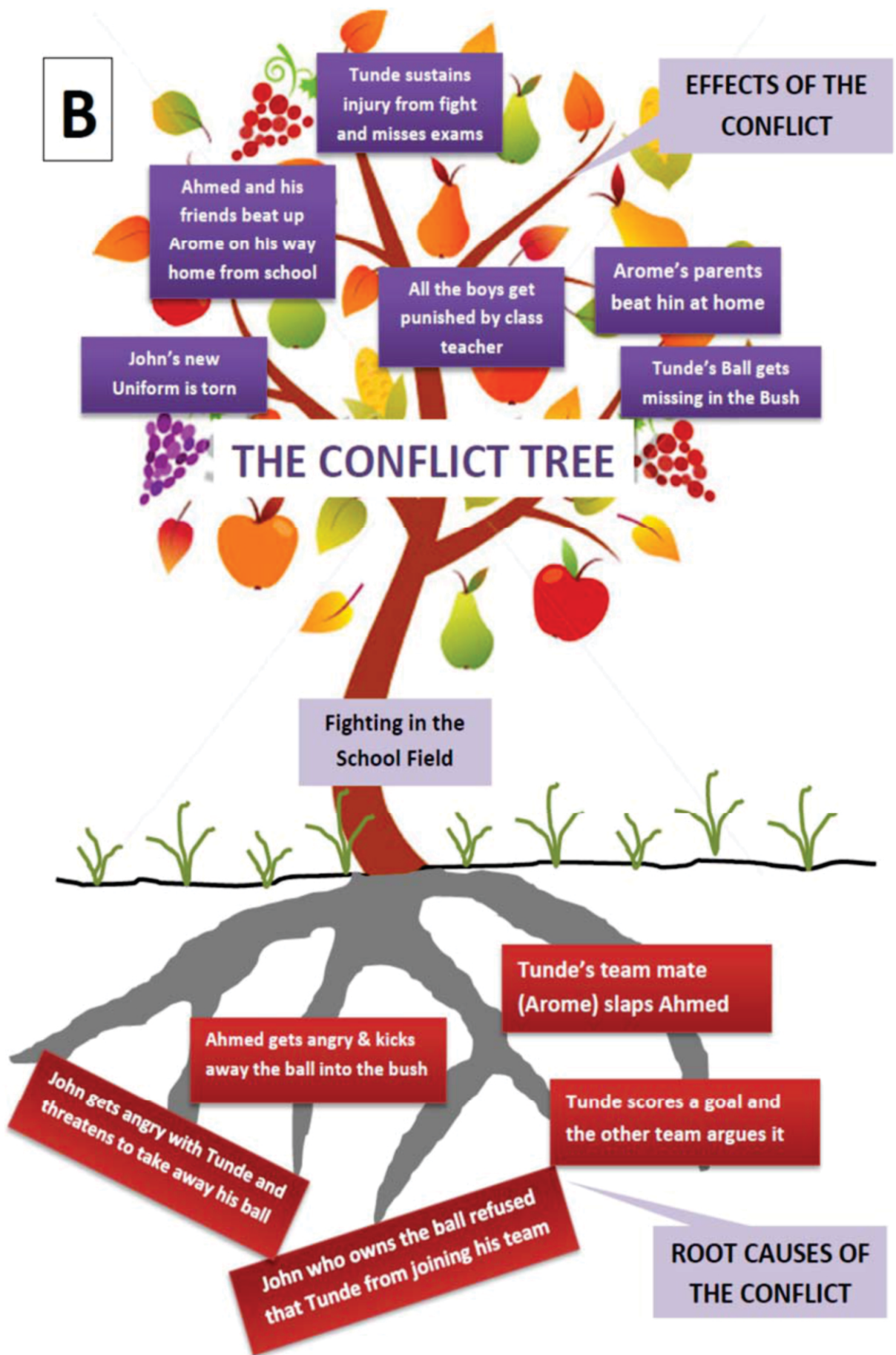
APPLICATION:

CLASS TASK (15 Minutes): In your Work Book, make a drawing of one of the “body language” you have learnt today and explain what it means.

TAKE-HOME TASK: Between now and the next Club meeting, take note of one key conversation you have had with a friend or family member. Listen attentively and note at least 5 active listening skills you used and how that helped the discussion.

A







ROLE PLAY

STORY TELLING - THE ORANGE CONFLICT

Hanatu and Tonia are cousins living together with their aunty Aminatu. One evening, a quarrel started in the kitchen between Hanatu and Tonia. There was only one orange left in the fridge and both of them wanted it. Hanatu said she brought out the orange first, and therefore has the right to have it; while Tonia claimed she was senior to Hanatu, and therefore deserved some respect and should have the orange. When their auntie came in, she wanted to resolve the conflict, so she taught compromise was the solution, so she divided the orange into halves and gave each of them a half. Tonia took her half of the orange and squeezed herself a small quantity of orange juice to drink, while Hanatu, with some difficulty, began to grate the peels of the orange to flavour her cake which was part of her food and nutrition home work.

ROLE PLAY GUIDE

A

Listening to Christy

Christy and Salamatu are friends. They are having a misunderstanding because Salamatu accused her falsely. She has been so worried and has decided to talk to her friend Rita about the situation. Rita is a good listener and is able to demonstrate good listening skills. **Rehearse and present a role play that shows examples of Rita's good listening skills.**

ROLE PLAY GUIDE

B

Listening to Salamatu

Christy and Salamatu are friends. They are having a misunderstanding because Salamatu accused Christy falsely. Salamatu has been so worried lately about their unfriendly relationship and has decided to talk to her friend Amina about the situation. Amina is a poor listener and is unable to demonstrate good listening skills. **Rehearse and present a role play that shows examples of Amina's poor listening skills.**

ROLE PLAY GUIDE

C

Negative Body Language

Without talking but using only facial expressions, postures and other gestures, let different group members express some NEGATIVE FEELINGS such as anxiety, anger, dishonesty, disapproval (you don't agree to something) unhappiness, surprise, shy, afraid, bossy or dominating, not interested, hungry, in a hurry to go. Remember, no talking; just miming!

ROLE PLAY GUIDE

D

Positive Body Language

Without talking but using only facial expressions, postures and other gestures, let different group members express some POSITIVE FEELINGS such as relaxed, bold, happy, confident, attracted to the opposite sex, excitement, fun. Remember, no talking; just miming!



FACILITATOR'S NOTES 2.4

PROBLEM SOLVING & CONFLICT RESOLUTION SKILLS

Conflict resolution and problem solving skills include people's abilities to understand conflict situations, to communicate, to negotiate and to mediate during conflict.

A. ANALYSING A CONFLICT SITUATION:

Before a conflict can be resolved, you need to analyse the situation to understand what is causing the disagreement, and why the parties are disagreeing. We had earlier identified the causes of conflicts including clashes in opinions, ideas and values or beliefs, as well as differences in goals, needs or interests. Analysing a conflict situation will help find solutions that are more lasting and agreeable to all the parties involved in the conflict.

Analysing a conflict means finding out who are involved? At what stage is the conflict – is it increasing (escalating) or dying down (de-escalating)? What are the immediate (surface) and (deeper) root causes? What are the underlying needs and interests of the conflicting parties? How is the conflict affecting those involved and others in general?

Analysing the underlying interest of the Orange Conflict (See Story Telling – Activity 2.1.1):

Both Hanatu and Tonia wanted the orange. To find out what they really needed, Auntie Aminatu should have asked each of them: “Why do you want the orange?” One person would have said she needed the outside of the orange for cake flavour and the other person would have said she wanted the inside for orange juice. Once she knows the underlying needs, she could then come up with a creative win-win (collaborative) solution that would have made everyone happy – by allowing Hanatu to grate the back for flavouring her cake and then giving the inside to Tonia to squeeze for her juice.

B. COMMUNICATION SKILLS:

Communication occurs whenever one person, in some way or another, transmits a message of some sort by some means and someone else picks it up, interprets it and gives feedback (or reply). This means that for communication to occur there has to be an interaction of some kind between at least two people. It also suggests that the interaction is two-way; that the person sending the message receives some sort of feedback, even if it is non-verbal or even silence.

Most conflicts arise from ineffective communication e.g. when someone misunderstands what another person has said, or what is said is not clear or has more than one meaning. Good



FACILITATOR'S NOTES 2.4

communication is therefore one of the important skills for preventing and resolving conflicts or solving problems.

Effective communication relies a great deal on the skills of the message sender and the ability of the receiver to interpret what is being communicated. These aspects of communication represent the interpersonal skills of a good communicator. Effective communication therefore requires that the communicator has both information-presenting abilities and good listening skills.

Characteristics of Effective Communication (The 5-Cs):

Communicating effectively requires that one meets the following criteria:

1. **Be Clear:** make sure people understand exactly what you mean or are saying – be simple;
2. **Be Consistent:** say the same thing every time without contradicting yourself –be regular ;
3. **Be Concise:** be brief and do not say what is not necessary – get straight to the point;
4. **Be Compelling:** be convincing and persuasive about what you are saying – catch attention ;
5. **Be Correct:** always say the truth and get your facts right - don't exaggerate

Note: The Facilitator can use the 5-Finger Tool to explain these Characteristics. See session on Negotiation or Mediation

Some Barriers to effective communication include:

- ✓ Fear of offending someone with what you will say
- ✓ Feeling uncomfortable about expressing your emotions
- ✓ Messages being misinterpreted by listener
- ✓ Lack of knowledge about the subject/topic being discussed
- ✓ Not taking note of the other person's nonverbal behaviour
- ✓ Cultural differences with the other person
- ✓ Emotional state or feelings of the other person

⇒ Active Listening Skills

When we listen to other people, we can show that we are paying attention with our bodies. But there is another way that we can listen. We use the term “Active Listening” to show that listening is not just about hearing what the other person is saying. We also need to understand and be able to communicate that back to the person speaking.



FACILITATOR'S NOTES 2.4

Many conflicts are resolved simply by active listening because the parties realize the conflict is simply a misunderstanding. Even when a true disagreement exists, individuals who are given an opportunity to have their perspective heard are much more likely to work at a solution where everyone wins.

Active listening requires a set of skills including the following:

1. **Paying attention:** look at the speaker directly (eye contact) and put aside distracting thoughts (active listening) as well as carefully observe the speaker's body language
2. **Showing that you're listening:** nod occasionally, smile and use other facial expressions
3. **Providing feedback:** show that you understand what is being said through reflecting on and re-stating or paraphrasing what has been said in your own words (e.g. "what I'm hearing is..." or "it sounds like you're saying..." and then summarizing the speaker's comments periodically. This helps you stay focused
4. **Deferring judgment:** allow the speaker to finish each point before asking questions and don't interrupt with counter arguments.
5. **Responding appropriately:** active listening is a way of showing respect and understanding. Be open and honest in your response, and express your opinions boldly and respectfully
6. **Reflecting and summarising:** When you reflect, you are summarizing both feelings and facts. You are listening to what the main emotion is and linking it with what happened that made them feel that way.
 - Feeling: You felt . . .
 - Fact: Because . . .

Examples of Reflecting and Summarising in Active Listening:

- ✓ You felt bored over the weekend because your friend couldn't come to play.
- ✓ It sounds like you were angry because your mom said you couldn't visit your friend.
- ✓ It seems that you felt sad when your aunt decided not to visit.
- ✓ You were scared when you almost got in a traffic accident.
- ✓ You felt hurt because your best friend said something unkind to you.
- ✓ When we paraphrase what we have heard to the speaker, it shows that we are listening and understanding. It also gives the speaker an opportunity to clarify and make corrections if you didn't get them correctly in the first place. Keep repeating this until the speaker feels understood.



FACILITATOR'S NOTES 2.4

Some Barriers to Active Listening

- ✓ Jumping to conclusions
- ✓ Thoughts easily wander
- ✓ Filter out unimportant parts of a conversation
- ✓ Prematurely having a response before the person is done speaking
- ✓ Arguing and debating

⇒ **Body Language**

Body language refers to the nonverbal signals that you use to communicate your feelings and intentions. It includes posture, facial expressions, and hand gestures.

The ability to understand and to interpret body language can help you to pick up on unspoken issues, problems or negative feelings that other people might have. It can help us to better understand the complete message of what someone is trying to say to us, and to enhance our awareness of people's reactions to what we **say** and **do**.

Reading body language can be challenging sometimes because it varies with culture, the context or circumstance and personality differences. Matching body language with what the person is saying verbally sometimes could also be challenging.

Negative body language:

Being aware of negative body language in others can allow you to pick up on unspoken issues or bad feelings such as feelings of nervousness, stress, defensiveness, or even anger. Though we may try to hide our negative feelings, these emotions often show through in our body language. For example, if someone is exhibiting one or more of the following non-verbal behaviours, he or she will likely be disengaged (distracted), anxious, surprised, afraid, shy, dishonest, disinterested or unhappy:

- ✓ Tense facial expression – e.g. frowning, etc. (angry, unhappy, anxious)
- ✓ Body turned away from you (angry, not attentive, and not interested).
- ✓ Poor eye contact (shy, not paying attention, not saying the truth).
- ✓ Crying or glassy eyes (angry, frustrated, disappointed)
- ✓ Jittery legs (afraid, anxious)
- ✓ Sweaty palms (anxious, afraid)
- ✓ Fidgeting with fingers or chewing finger nails (shy, anxious)
- ✓ Arms folded in front (angry, withdrawn, closed up)
- ✓ Postures such as firmly crossed legs (closed up, dominant)
- ✓ Widened eyes or dilated pupils (afraid, surprised)
- ✓ Sighing/looking at the time (in a hurry, want to go, hungry)
- ✓ Yawning, stretching (tired)



FACILITATOR'S NOTES 2.4

Positive body language:

We can also use body language in a positive way to add strength to our verbal messages. We can therefore use it to adjust our own body language so that we appear more positive, engaging and approachable. Some examples of positive body language include:

- ✓ Open body position (arms unfolded) (relaxed, open and receptive).
- ✓ Upright posture (confident).
- ✓ Relaxed and open facial expression – e.g. smiling (happy).
- ✓ Arms hanging relaxed by the sides (confident, relaxed).
- ✓ Regular eye contact (attentive, affectionate).
- ✓ Winking and touching (emotional attraction)
- ✓ Firm handshake (confidence/assertiveness, dominance)
- ✓ Widened eyes or dilated pupils (Excitement - if accompanied with smiles, etc)

The “I statements” technique:

In interpersonal communication, an “I-message” or “I-statement” is an expression of the feelings, beliefs, values etc. of the person speaking, generally stated as a sentence beginning with the word "I", and is contrasted with a "you-message" or "you-statement". This often begins with the word "you" and focuses on the person spoken to.

In constructing an “I statement” we follow a four part approach that states

1. **The FEELINGS**
2. The **unacceptable BEHAVIOUR** that is causing that feeling
3. The **EFFECT** or consequences of that behaviour on you
4. The desired **BEHAVIOUR** you want to see adopted

For Example:

1. I feel... (Insert feeling word such as "sad", "angry", etc.)
2. When... (tell what unacceptable behaviour caused the feeling without blaming the person).
3. Because ... (tell the effects of the behaviour on you)

I feel anxious and frustrated sometimes when my pencil is taken without my permission because I spend a lot of time searching for it and miss paying attention to the lesson going on. Please, I like being told when someone wants to use my things.

The “I-message” is an appeal for help from the other person, and other person is more likely to respond positively when the message is presented in that way. To use an I-message successfully, there should be a match between the words one is using and one's tone of voice,



FACILITATOR'S NOTES 2.4

facial expression and body language. The three parts of an “I Message” include:

1. Non-blameful description of the listener's behavior
2. The effect of that behavior on the speaker
3. The speaker's feelings about that effect

“I statements” are important for:

- ✓ Clarifying one's position or feelings about an issue or situation,
- ✓ Helping one to become more honest and open about one's own feelings
- ✓ Turning blame into personal responsibility
- ✓ Establishing a healthy relationship and an appropriate level of intimacy with others.
- ✓ Giving constructive feedback or criticism without blaming or judging the other person
- ✓ Making opening statements during dispute resolution that indicate how one sees things and what one would like to see as an alternative without using provocative language
- ✓ Making the other person see things from your point of view without being defensive



20 minutes

Activity 4: Role Play: The “Peace-maker” Exercise

This activity is an in-door activity. It is aimed at improving the negotiation and mediation skills of club members and improve their ability to resolve conflicts and solve problems through negotiation and mediation. It will help club members also know the difference between negotiation and mediation.



Instructions:

1. Welcome club members into the session and give them time to settle down.
2. Review the last meeting's learning on communication skills. Allow two or three volunteers to share their experiences on the take home task of last week.
3. Divide the club into three groups (A, B, C). Give each group the following tasks:
 - a. Group 1: Act role play base on script A (Halima Negotiates)
 - b. Group 2: Act role play based on Script B (Tosin Negotiates)
 - c. Group 3: Act role play based on Script C (Yakubu Mediates)
4. Give the groups 10 minutes to prepare/rehearse their scripts and give each group 5 minutes to present their group role play.
5. From the role plays A & B lead discussion around:
 - a. What do we understand by negotiation and why is it important?
 - b. How did the negotiation approach of Halima (A) differ from that of Tosin (B)?
 - c. What negotiation skills were portrayed in the two role plays?
 - d. What steps did the negotiation process take?
6. Explain the meaning, importance, the approaches (win-win and win-lose) and 5-step process of negotiation (including 5-finger tools) as discussed in Facilitator's Note 2.4.

-
7. From the role play C lead discussion around:
 - a. What do we understand by mediation and how is it different from negotiation?
 - b. What qualities of a good mediator did Yakubu portray? Which qualities did he lack?
 - c. What skills do mediators need in order to resolve conflicts effectively?
 - d. What steps did the mediation process led by Yakubu take?
 8. Explain the meaning, principles, skills and the 5-step process of mediation (including the 5 finger tools) as discussed in Facilitator's Note 2.4.
 9. Review the day's work by asking the club members to mention the meaning and importance of negotiation; mention the 2 approaches to negotiation. The key things to consider during mediation are the 5-steps to negotiation and mediation processes .
 10. Bring the day to a close by giving the class task and take home task below:



APPLICATION:

CLASS TASK (15 Minutes): In your Work Book, make a drawing of the negotiation process and explain what it means.

TAKE-HOME TASK: Between now and the next Club meeting, take note of one conflict situation and try to negotiate or mediate to bring peace and reconciliation. Note what worked and what did not work, and share in the next club meeting



ROLE PLAY

ROLE PLAY GUIDE

A

Halima Negotiates

COMPETITIVE NEGOTIATION – A WIN-LOSE APPROACH

Halima is the senior sister to Tosin and they have a misunderstanding that has lasted two weeks. It is a disagreement about who should own the old used phone their mummy is no longer using since she has bought a new phone for herself. Unfortunately, Halima was using the phone and it got spoilt mistakenly. So, who should own the phone once it is repaired? Halima seeks a negotiation with Tosin.

Act a role play in which while negotiating for the phone, Halima adopts a competitive (Win-lose) Approach. She gets the phone but her relationship with Tosin as a result.

ROLE PLAY GUIDE

B

Tosin Negotiates

COLLABORATIVE NEGOTIATION – A WIN-WIN APPROACH

Halima is the senior sister to Tosin and they have a misunderstanding that has lasted two weeks. It is a disagreement about who should own the old used phone their mummy is no longer using since she has bought a new phone for herself. Unfortunately, Halima was using the phone and it got spoilt mistakenly. So, who should own the phone once it is repaired? Tosin seeks a negotiation with Halima.

Act a role play in which while negotiating for the phone, Tosin adopts a collaborative (Win-win) Approach where both are satisfied and their relationship is sustained.

ROLE PLAY GUIDE

C

Yakubu Mediates

COLLABORATIVE NEGOTIATION – A WIN-WIN APPROACH

Halima is the senior sister to Tosin and they have a misunderstanding that has lasted two weeks. It is a disagreement about who should own the old used phone their mummy is no longer using since she has bought a new phone for herself. Unfortunately, Halima was using the phone and it got spoilt mistakenly. So, who should own the phone once it is repaired? Yakubu, a cousin, is invited to mediate between Halima and Tosin.

Act a role play in which Yakubu mediates and both Halima and Tosin arrive at a solution where both are satisfied and their relationship is sustained.



FACILITATOR'S NOTES 2.4

D NEGOTIATION SKILLS:

- ✓ Negotiation is a fact of life. It is the basic means of getting what you want from others. It is a two-way communication process designed to reach an agreement when the two sides have some interests' that are shared and others that are opposed. When we look around ourselves we find that almost everything needs to be negotiated - whether in business, friendship or family relationships.
- ✓ Negotiation can be defined as a process for resolving conflict between two or more parties where both or all modify their demands to achieve a mutually acceptable solution.
- ✓ You may note from this definition some of the following important points:
 - ✓ Negotiation is a process of resolving conflicts and if there are no conflicts, there is no need to negotiate.
 - ✓ There is a need to resolve conflicts, more so with our friends and family and if we don't resolve these conflicts, we may even lose those relationships.
 - ✓ Negotiation does not mean persuading the other side to accept our offer. Rather it is about listening to others, and understanding what they really want (their demands, needs or propositions).
 - ✓ During negotiation we are trying to modify our stand and suggesting or guiding the other side to also modify their demands.
 - ✓ Through negotiations we try to reach at a mutually acceptable compromise to solve a problem.

a. Why Negotiation Skills are important

- ✓ **Negotiation skills will make you a better problem solver** by learning how to find your way through arguments and disagreements with ease.
- ✓ **Negotiation skills make you to improve relationships** with parents, teachers and especially with your peers by helping you to better understand the needs and interests of others.
- ✓ **Negotiation skills help you to resolve conflicts more smoothly** as you learn to communicate and listen well. This increases your usefulness as a member of the community.



FACILITATOR'S NOTES 2.4

- ✓ **zNegotiation skills increase your ability to persuade others** as it becomes easier to convince people to see things through your own point of view. This increases your level of influence and makes you a better leader in your school and community.
- ✓ Negotiation skills help you to gain a better business sense (to negotiate prices) whether in buying or in selling things, which allows you to make or save more money than those who lack this ability to negotiate.

b. **Some Negotiation Skills and Techniques:**

When faced with a situation which requires you to negotiate, get others to agree with you or take your side with you on an issue; you need to apply some good negotiation skills or use a number of techniques including the following:

- ✓ **Create Trust:** Make the other side to believes in you without questioning your truthfulness. Avoid fighting back or being suspicious of the other person. Show willingness to give information even if it exposes your weaknesses (vulnerability).
- ✓ **Gain the other side's commitment:** Express your feelings, fears, concerns or reasons why you disagree and ask the other person for his or her advice on how to address these fears.
- ✓ **Deal with opposition from the other side:** First of all, know the reason for the disagreement and then provide winning choices or options that will take care of those needs, fears or concerns without judging or blaming.
- ✓ **Seek a winning Compromise (Bargaining):** Seeking a win-win bargain is adopting a give-and-take way of resolving an issue. Here, you give-up something less important to you for the purpose of gaining something more important to you. Before the negotiation, think of what limits you are not ready to sacrifice and what you are willing to let go. This is also called bargaining.
- ✓ **Be friendly -** Don't be discouraged if the other person feels dissatisfied or uncooperative. Make the person see you as a friend and not just an opponent;
- ✓ **Be positive and assertive –** Let the other person know that you are serious, and what you are asking for is of great importance to you. Good negotiation involves offering your viewpoint in an assertive manner, rather than having an aggressive attitude, or passively listening to different views from the other side. By being assertive you will help to ensure that the needs of all concerned are met.
- ✓ **Adopt collaborative behaviour:** Avoid being seen as a competitor by adopting

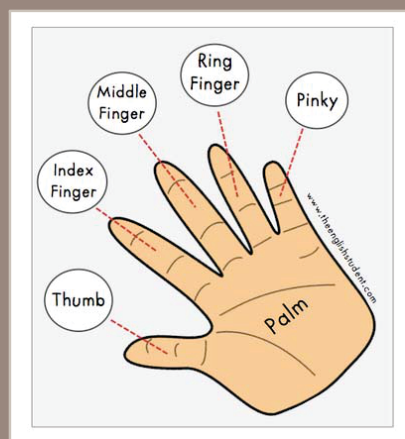


FACILITATOR'S NOTES 2.4

collaborative behaviour. Show that the relationship is as important to you as the issue under negotiation. Competitive behaviour only makes the other side resistant and creates room for violence instead of making peace.

STEPS TO NEGOTIATION – THE FIVE (5) FINGER TOOL:

1. **(Thumb) - Be Ready:** Make sure you are ready to negotiate. If you are still angry, allow it to cool down first. Show by your words, tone and body language that you are willing to listen and that you are ready to work things out. What are you willing to give up and what is the minimum take you will agree to? What value do you place on the relationship and what will you lose if you do not get what you want? What is at stake?
2. **(Index finger/Pointer) – Understand the Problem:** What is the real issue being disputed? Who are involved? What are the causes and what does each person really need (interests)? Ask the other side what they really want out of the negotiations. Find out the feelings of the other side and how they see the problem. Where do you both agree and what do you both not agree on? Ask probing non-judgmental questions.
3. **(Middle Finger) - Bargaining:** Brainstorm on possible options and solutions; select what is workable and cross out what is not; work on shifting positions on both sides - place on the table what you are ready to let go, and let the other side also make a good compromise; Be creative, fair and flexible.
4. **(Ring Finger) - Reach Agreement:** Agree on a win-win solution that fairly meets the needs of both sides to a large extent. Build consensus and get both sides to agree on a clear way forward. Get the commitment of the other side to the agreed solution and then close the deal.
5. **(Little Finger/Pinky) - Implement the Agreement:** After an agreement is reached, each side has the responsibility to stick to the agreement. This is the stage of reconciliation. Forgive and restore broken relationships where necessary, and move on.





FACILITATOR'S NOTES 2.4

APPROACHES TO NEGOTIATION:

Competitive (Win-Lose) Approach	Collaborative (Win-Win) Approach
<ul style="list-style-type: none">• One party considers the relationship with the other group/person as unimportant.• The power relations between them is unequal, the older sister is seeking the compliance of the younger.• The communication between the two sides is closed and unreliable.• One side's attitude towards the other is suspicious or hostile.• One side's goal is to win and for the other to lose.• Either verbally or mentally, one side may emphasize the differences between each other (e.g. age, values, beliefs, etc.),• One side assumes that any misjudgments on the other's part are committed intentionally and with bad will.• Tactically, one side uses threats, deception, force or power plays to win the other.	<ul style="list-style-type: none">• One side considers the current and future relationship with the other as important.• There is a power imbalance between the two sides, but both consider it unimportant because both are looking for "buy-in" from the other, not compliance.• One side keeps to her communication with the other open and honest.• One side tries to maintain a trusting and friendly attitude towards the other side.• One is looking for a "win-win" type of solution.• One emphasizes their shared values and beliefs rather than the differences.• One gives the other the benefit of the doubt with misjudgments, and assumes that they are committed unintentionally and with good will.• Tactically, one demonstrates concern for the other, as well as, oneself and search for common ground and mutually acceptable solutions.



FACILITATOR'S NOTES 2.4

MEDIATION SKILLS:

- ✓ Mediation is the involvement of an impartial third party to support and help those involved in a conflict to find a resolution.
- ✓
- ✓ The key difference between negotiation and mediation is that in negotiation, the parties involved work out their own agreement. In mediation, they have the support of the third party, the mediator, to help them come to an agreement.
- ✓
- ✓ Mediation is fundamentally a problem solving process, and the mediator's essential role is to get the parties involved to work together in solving it.
- ✓
- ✓ A key purpose of mediation, and indeed what some consider as its primary goal, is to encourage better understanding between the parties; knowing where each one is coming from, they are capable of, and responsible for, finding the solution.
- ✓
- ✓ A key aspect of mediation is that the mediator does not 'sort things out' or make any decisions on behalf of or for the parties involved. Instead, he or she helps the parties involved work together to develop their own agreement.
- ✓
- ✓ **Mediation involves:**
 1. Voluntary participation
 2. Face-to-face discussions between the parties in conflict
 3. An unbiased mediator without any decision-making power who helps those involved to understand each other's point of view and come to an agreement
 4. Equal opportunities for all participants to speak and explain their perspective
 5. All relevant information being shared
 6. A shared agreement between the parties

THE MEDIATION PROCESS:

- ✓ From the start to the end, the mediator must behave in a manner that reflects the core principles of mediation which include:
- ✓
- ✓ That is about building a trusting relationship with the parties;
- ✓ Being truly impartial;
- ✓ Ensuring confidential treatment of the process and each party's information;
- ✓ Ensuring the parties have a sense of “ownership” over the process; and
- ✓ Maintaining a respectful attitude throughout.
- ✓ Although every conflict and every mediation process will be slightly different, there are a number of steps which you will need to consider in every case, and points to take into account:



FACILITATOR'S NOTES 2.4

- ✓ Preparation - You will need to lay out the 'ground rules' for the mediation process. Usually some basic rules of communication and confidentiality will be essential. You should also consider whether you should have separate meetings with each party to develop a better understanding of the issues before mediating a joint meeting.
- ✓ Understanding & Analysing the Conflict: at this stage, listen to the participants' stories, whether together or separately, and clarify what they want to achieve from the process. Agree upon, and propose an agenda for the discussion. Identify the emotions that participants are feeling, and show that they have been recognised and understood.
- ✓ Defining Points of Agreement and Dispute: during this stage, your role is to help the participants to move towards a position where they start to understand each other's point of view, and can then begin to resolve a shared problem.
- ✓ Creating Options for Agreement: a useful starting point for this stage is to identify the simplest area, or the one on which there is most agreement, and suggest resolving that first, to give a 'quick win'. A useful technique for developing options is brainstorming, but make sure that you are reflecting their ideas and not yours, then guide them to a single solution that suits all parties.
- ✓ Developing an Agreement: Like objectives, an agreement should be SMART - that is: Specific, Measurable, Attainable, Realistic and Time-bound e.g. by asking the participants to agree concrete behavioural changes with deadlines for achievement. Offer your continued support as a mediator if required, and ensure that both parties accept and commit to (or sign) the agreement then and there, and close the meeting once agreement is reached.



FACILITATOR'S NOTES 2.4

SKILLS THAT MEDIATORS NEED:

✓ A mediator needs a range of skills, including:

1. **Active listening skills** to better understand the issues and interests in the conflict
2. **Questioning and clarifying skills** to grasp both the facts and the areas of disagreement;
3. **Emotional intelligence** to understand the underlying or hidden feelings behind the conflict situation
4. **Summarising skills** to set out the main points of misunderstanding, and underlying emotions, and also to help the participants to look at or state the issue in a less provocative way.
5. **Empathy** to help each party to stand in each other's shoes and understand each other's point of view.

Perhaps most importantly, a mediator must not take sides, or be seen to be acting unfairly. You will therefore need to acknowledge points made by both parties, and spend equal time with each person or on their issues. It's never going to help to point out that someone is being unreasonable, but you can help them take a 'reality check' by asking what they would consider a reasonable outcome, and then asking whether they think the other party would agree.

UNIT 2.6: REVIEW OF MODULE 2



90 minutes

Objectives

By the end of this unit, participants will be able to:

- ★ Recall what Conflict is and what its causes are
- ★ Identify the 4 types of conflict and their effects
- ★ Remember the 4 approaches to Conflict
- ★ Describe some communication and conflict resolution skills



Materials:

The materials needed for this unit include:

- ⊙ Flip Chart Paper
- ⊙ Markers
- ⊙ Discussion Guides
- ⊙ Chalk/Board



Activities

- ✓ **Crossword Puzzle” Exercise**(45 Minutes)
- ✓ **“Conflict Resolution” Role Play**(45 Minutes)





45 minutes

Activity 1: Crossword Puzzle” Exercise

This activity is an in-door exercise, and is meant to stimulate discussions around different topics that have been learnt in Module 2. This is a review session, and intends to help club members recall the things they have learnt and enhance their ability to communicate their learning to others.

NOTE: Before starting the session, please make sure enough copies of the Crossword puzzle made for each group.



Instructions:

1. Welcome the club members and have everyone comfortably seated.
2. Ask some volunteers, maybe 3 or 4 persons, to share with the Club how they practiced negotiation or mediation skills within the week, and what worked well and what did not work well.
3. Remind club members that today, we will be reviewing the whole of Module 2 on “**Understanding Conflicts and How to Resolve them**” using the “Crossword Puzzle” exercise.
4. Divide the club into three groups (A, B and C) and give each group a copy of their corresponding crossword puzzle.
5. Give each group 15 minutes to go through their Crossword puzzle to identify and circle **10 key words** related to CONFLICTS and explain what they mean and how they are applicable to this Module on CONFLICT.
6. Explain that some words are horizontal, some are vertical and some, diagonal.
7. Once they are done, give each group has 10 minutes to present their list of 10 words on flip chart paper, explain their meanings and discuss how they relate to CONFLICTS as learnt in the various Units of Module 2.
8. After each group's presentation, review their answers and re-affirm their points by sharing the highlights for each Crossword puzzle as in Facilitator's Note 2.5.
9. Round up this activity by reviewing the 5-finger Negotiation Tool and let the groups know that in the next activity, they will practice how to use these tools to negotiate in a conflict situation.

CONFLICT CROSSWORD PUZZLES (GROUP WORK)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
A	C	Z	N	V	R	T	U	M	H	I	O	N	M	K	L
B	W	O	V	B	H	O	I	V	O	P	N	M	A	I	A
C	P	L	N	I	C	I	A	A	M	V	O	I	R	E	M
D	G	I	W	F	A	L	Q	L	E	E	N	W	K	J	P
E	I	N	E	C	L	P	F	U	M	U	B	R	E	A	K
F	O	G	P	O	M	I	O	E	S	M	E	O	L	R	R
G	P	Y	L	I	O	L	C	S	O	G	L	U	P	I	E
H	L	I	O	N	L	N	R	T	N	P	I	M	I	Y	S
I	E	T	J	O	E	B	I	A	T	H	E	H	O	H	I
J	R	U	H	L	C	U	C	M	R	I	F	T	Y	U	S
K	Y	H	O	E	O	V	A	K	U	M	S	Q	U	I	T
L	O	I	R	P	L	B	J	G	E	I	O	R	W	E	A
M	V	N	J	O	E	F	E	E	L	I	N	G	S	T	N
N	O	Y	O	P	T	N	O	I	T	D	Y	U	T	O	C
O	J	U	P	E	R	S	P	E	C	T	I	V	E	S	E
P	R	O	Y	U	I	K	T	Z	N	I	B	A	Y	H	O
Q	O	J	P	R	O	V	O	C	A	T	I	O	N	I	N
R	H	Y	L	D	H	I	J	U	M	N	U	Y	H	G	I
S	I	B	W	O	M	D	I	F	F	E	R	E	N	C	E
T	Y	O	L	Q	P	R	T	O	U	R	Y	L	O	E	T

CONFLICT CROSSWORD PUZZLE (A)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
A	E	Z	N	V	R	T	U	M	H	I	O	N	O	K	X
B	L	S	V	B	H	O	I	H	O	P	N	M	Y	I	C
C	I	L	C	I	C	I	A	A	M	V	O	I	I	E	O
D	P	I	W	A	A	L	Q	V	E	N	Z	W	N	J	M
E	J	N	E	C	L	P	F	O	O	U	O	R	T	A	P
F	T	G	P	O	M	A	O	I	S	E	W	O	R	R	E
G	R	Y	L	I	O	L	T	D	V	Q	L	U	A	I	T
H	A	I	O	N	L	N	R	I	X	P	R	M	P	Y	I
I	N	T	J	O	S	B	T	N	O	H	T	H	E	H	N
J	S	U	H	N	C	I	C	G	R	N	H	T	R	U	G
K	F	H	A	E	S	V	A	K	U	M	P	Q	S	I	Y
L	O	R	R	O	L	B	J	G	E	I	O	R	O	E	H
M	R	N	P	O	E	W	F	O	X	W	E	F	N	T	I
N	M	Y	O	P	T	N	O	I	T	D	Y	U	A	O	P
O	A	C	C	O	M	O	D	A	T	I	N	G	L	M	Q
P	T	O	Y	U	I	K	T	Z	N	I	B	A	X	H	O
Q	I	J	I	N	T	E	R	P	E	R	S	O	N	A	L
R	O	Y	L	D	H	I	J	U	M	N	U	Y	H	G	I
S	N	B	W	R	E	L	A	T	I	O	N	S	H	I	P
T		O	L	Q	P	R	T	O	U	R	Y	L	O	E	T

CONFLICT CROSSWORD PUZZLE (B)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
A	C	Z	N	V	R	T	C	M	H	I	O	N	S	K	L
B	W	O	V	B	H	O	B	K	O	P	N	M	O	I	A
C	P	L	M	I	C	I	A	U	M	V	O	I	L	E	M
D	G	A	W	M	A	L	R	L	E	E	S	W	U	J	P
E	I	S	E	C	U	P	G	M	N	U	M	P	T	A	K
F	O	S	P	O	M	N	A	O	S	T	B	O	I	R	E
G	P	E	L	I	O	L	I	Y	O	R	P	U	O	I	M
H	L	R	O	N	L	T	N	C	Y	U	H	M	N	Y	P
I	E	T	J	O	A	B	I	X	A	S	A	H	S	H	A
J	R	I	H	I	C	U	N	I	R	T	V	T	C	U	R
K	Y	V	D	E	O	V	G	K	U	M	I	Q	H	I	T
L	O	E	R	P	L	B	J	G	E	I	O	O	Y	E	H
M	M	N	J	O	E	A	G	R	E	E	M	E	N	T	Y
N	O	E	O	P	T	N	O	I	T	D	Y	U	T	O	C
O	J	S	P	E	N	E	G	O	T	I	A	T	I	O	N
P	R	S	Y	U	I	K	T	Z	N	I	B	A	Y	H	O
Q	O	J	I	M	P	A	R	T	I	A	L	I	T	Y	N
R	H	Y	L	D	H	I	J	U	M	N	U	Y	H	G	I
S	I	X	A	T	W	R	E	S	P	E	C	T	F	U	L
T	Y	O	L	Q	P	R	T	O	U	R	Y	L	O	E	T

CONFLICT CROSSWORD PUZZLE (C)



90 minutes

Activity 1: “Conflict Resolution” Role Play

This activity is an out-door exercise. It is meant to enable club members deepen their conflict resolution skills using the 5-step negotiation process (5-finger tool) in real life situations.

NOTE: Before starting the session, please make sure the discussion guides for this activity are written out and at least three copies made for each group.



Instructions:

1. Get three volunteers to play the roles of mediators to support two disputing “classes” which are clashing over the use of the school field at the same time.
2. Divide the rest of the class into two groups representing the two disputing classes.
3. Let the volunteers review with the “two classes” the 5-finger negotiation tool before the role play starts.
4. Give each group 10 minutes to prepare for their negotiation and then come back and try to convince the other group to allow them use the field.
5. Let the volunteers lead the process and when the time is up, bring the group back together for plenary to evaluate the process as follows:
 - ✓ How did it go?
 - ✓ What went well and what did not go well?
 - ✓ What negotiation skills were used by each of the groups?
 - ✓ How did the volunteers steer the process? What were the challenges in mediating the process?
 - ✓ What were the underlying needs and interests of the groups?
 - ✓ What solutions worked or did not work?
6. Round up the process with the following take home task:



45 minutes



APPLICATION:

CLASS TASK: In your Work Book, make a drawing showing one major point you have learned about Resolving Conflicts from your group's discussion today.

TAKE-HOME TASK: Between now and the next Club meeting, take note of how you have used your problem solving skills to resolve a conflict at home or in school. Share your experience with the club in next meeting.

GROUP DISCUSSION GUIDE: NEGOTIATING FOR USE OF THE FIELD

Two classes arrive at the football field at the same time. Both had plans to use it right then. At first, both classes argued that they should get to use it and felt frustrated and angry at the other class for wanting the same space. But then, they realized they weren't getting anywhere. Having discussed conflict resolution skills and processes, they decided to try to solve the conflict peacefully and creatively using the 5-finger negotiation tool, with the help of mediators.

In preparation for the negotiation process, brainstorm the following questions in your group, and use them to negotiate with the other group about the use of the field:

- ✓ What are you going to use the field for? (Science experiment, picnic, game, etc.)
- ✓ How long do you need it? (5 minutes, 2 hours, etc)
- ✓ How much of the field do you need? (Half of it, just a small portion)
- ✓ Does it have to be done then or could it be done another time?
- ✓ What other factors need to be considered to have your needs met?



FACILITATOR'S NOTES 2.5

SOLUTION TO CROSSWORD PUZZLE EXERCISE

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
A	C	Z	N	V	R	T	U	M	H	I	O	N	M	K	L
B	W	O	V	B	H	O	I	V	O	P	N	M	A	I	A
C	P	L	N	I	C	I	A	A	M	V	O	I	R	E	M
D	G	I	W	F	A	L	Q	L	E	E	N	W	K	J	P
E	J	N	E	C	L	P	F	U	M	U	B	R	E	A	K
F	O	G	P	O	M	I	O	S	M	E	O	L	R	R	
G	P	Y	L	I	O	L	C	S	O	G	L	U	P	I	E
H	L	I	O	N	L	N	R	T	N	P	I	M	I	Y	S
I	E	T	J	O	E	B	I	A	T	H	E	H	O	H	I
J	R	U	H	L	C	U	C	M	R	I	F	T	Y	U	S
K	Y	H	O	E	O	V	A	K	U	M	S	Q	U	I	T
L	O	R	P	L	B	J	G	E	I	O	R	W	E	A	
M	V	N	J	O	E	F	E	E	L	I	N	G	S	T	N
N	O	Y	O	P	T	N	O	I	T	D	Y	U	T	O	C
O	J	U	P	E	R	S	P	E	C	T	I	V	E	S	E
P	R	O	Y	U	I	K	T	Z	N	I	B	A	Y	H	O
Q	O	J	P	R	O	V	O	C	A	T	I	O	N	I	N
R	H	Y	L	D	H	I	J	U	M	N	U	Y	H	G	I
S	I	B	W	O	D	I	F	F	E	R	E	N	C	E	S
T	Y	O	L	Q	P	R	T	O	U	R	Y	L	O	E	T

SOLUTION TO CROSSWORD PUZZLE (A)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
A	E	Z	N	V	R	T	U	M	H	I	O	N	O	K	X
B	L	S	V	B	H	O	I	H	O	P	N	M	Y	I	C
C	I	L	C	I	C	I	A	A	M	V	O	I	I	E	O
D	P	I	W	A	A	L	Q	V	E	N	Z	W	N	J	M
E	J	N	E	C	L	P	F	O	O	U	O	R	T	A	P
F	T	G	P	O	M	A	O	I	S	E	W	O	R	R	E
G	R	Y	L	I	O	L	T	D	V	Q	L	U	A	I	T
H	A	I	O	N	L	N	R	I	X	P	R	M	P	Y	I
I	N	T	J	O	S	B	T	N	O	H	T	H	E	H	N
J	S	U	H	N	C	I	C	G	R	N	H	T	R	U	G
K	F	H	A	E	S	V	A	K	U	M	P	Q	S	I	Y
L	O	R	R	O	L	B	J	G	E	I	O	R	O	E	H
M	R	N	P	O	E	W	F	O	X	W	E	F	N	T	I
N	M	Y	O	P	T	N	O	I	T	D	Y	U	A	O	P
O	A	C	C	O	M	O	D	A	T	I	N	G	L	M	Q
P	T	O	Y	U	I	K	T	Z	N	I	B	A	X	H	O
Q	I	J	I	N	T	E	R	P	E	R	S	O	N	A	L
R	O	Y	L	D	H	I	J	U	M	N	U	Y	H	G	I
S	N	B	W	R	E	L	A	T	I	O	N	S	H	I	P
T		O	L	Q	P	R	T	O	U	R	Y	L	O	E	T

SOLUTION TO CROSSWORD PUZZLE (B)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
A	C	Z	N	V	R	T	C	M	H	I	O	N	S	K	L
B	W	O	V	B	H	O	B	K	O	P	N	M	O	I	A
C	P	L	M	I	C	I	A	U	M	V	O	I	L	E	M
D	G	A	W	M	A	L	R	L	E	E	S	W	U	J	P
E	I	S	E	C	U	P	G	M	N	U	M	P	T	A	K
F	O	S	P	O	M	N	A	O	S	T	B	O	I	R	E
G	P	E	L	I	O	L	I	Y	O	R	P	U	O	I	M
H	L	R	O	N	L	T	N	C	Y	U	H	M	N	Y	P
I	E	T	J	O	A	B	I	X	A	S	A	H	S	H	A
J	R	I	H	I	C	U	N	I	R	T	V	T	C	U	R
K	Y	V	D	E	O	V	G	K	U	M	I	Q	H	I	T
L	O	E	R	P	L	B	J	G	E	I	O	O	Y	E	H
M	M	N	J	O	E	A	G	R	E	E	M	E	N	T	Y
N	O	E	O	P	T	N	O	I	T	D	Y	U	T	O	C
O	J	S	P	E	N	E	G	O	T	I	A	T	I	O	N
P	R	S	Y	U	I	K	T	Z	N	I	B	A	Y	H	O
Q	O	J	I	M	P	A	R	T	I	A	L	I	T	Y	N
R	H	Y	L	D	H	I	J	U	M	N	U	Y	H	G	I
S	I	X	A	T	W	R	E	S	P	E	C	T	F	U	L
T	Y	O	L	Q	P	R	T	O	U	R	Y	L	O	E	T

SOLUTION TO CROSSWORD PUZZLE (C)

ActionAid is a global movement of people working together to further human rights for all and defeat poverty. We prioritise works with the poor and excluded, promoting values and commitment in civil society, institutions and governments with the aim of achieving structural changes to eradicate injustices and poverty in the world.

ActionAid Nigeria is a member of ActionAid global federation. Our strategic objectives include: enhancing people's power in democratic and inclusive governance, working to protect women and girls from violence by creating opportunities for economic independence and decision making, enhancing women's leadership in accountable humanitarian and resilience system, and strengthening systems and increasing resource diversification for quality programme delivery.

Central to our programmes is the full enjoyment by female and male citizens of their rights; reducing inequality; promoting gender responsive public services; and providing alternatives to the status quo in solving complex development challenges. Our programme areas include: Education, Food and Agriculture, Human Security in Conflict and Emergencies, Health, Just and Democratic Governance, and Women's Rights.

ActionAid Nigeria is powered by the belief that a Nigeria without poverty and injustice is possible.

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