about or even discuss issues that would hardly be discussed elsewhere: Palestine is a small society and inherently "secrets" tend to have a short lifetime. It is crucial not to abuse the trust that is created during a training course. That is true for the trainer (for example to use certain "information" elsewhere) as much as for the trainees (for example to make fun of someone or something that has happened during the workshop). Therefore, confidentiality holds the highest priority. It is the duty of the trainer to make this clear to the group from the very beginning.

2.3.5.2 Training methods and tools

Designing a workshop using a mixture of various methods and tools is a key: Just as a good cake is made up of various ingredients. One ingredient will never make a cake and simply a few will result in a dull taste. However, one should be cautious: a lot of randomly mixed ingredients result in just as bad a cake. Talking about the training that means the following: It is important to adapt the method and tools to the goal, the content, the target group and so on. The overall aim with these tools is to make it interactive, participatory and lively.

Lecture

It is important for trainers to restrict themselves to short lectures: as the capacity to listen is limited. Yet, lectures cannot always be bypassed: There is a need to explain models, give the background to certain activities etc. Never, though, lecture to the group about what they "need". The trainees should experience this themselves, and just preaching about it is of no use.

Additionally, it is still possible to make lectures livelier by once again relying upon the trainees' knowledge: The trainer(s) may ask questions! Certainly the group already has some knowledge. Use the existing knowledge and build on it.

Role-Play

Role-plays are simulations of real life situations. Through role plays the trainees can explore ways to act, react and behave in certain circumstances. Also, certain conflict transformation methods can be practiced such as mediation or nonviolent communication. A significant benefit is also the possibility to experience the "other side" by choosing to play his/her role in such an activity. Each role-play requires a specific description of the situation and the roles. The trainer has a significant function in facilitation.

Forum Theater

Forum Theater is an extended version of role-play. It opens the possibility of the audience to interfere during the course of the play. This is especially useful to try out various ways of resolving a difficult situation.

Statue Theater

Statue Theater is a way to express a situation, conflict or violence through body language. It opens the opportunity to explore body language and nonverbal communication more.

Role-Play, Forum and Statue Theater are alternative teaching methods. They are very active as well as innovative and usually are well liked by youth. The methods of Role Play, Forum and Statue Theater are explained in more details later on in the manual.

Brainstorming

Brainstorming is a technique to quickly collect a lot of ideas around a certain topic. The definition of a subject for brainstorming is followed by a collection of points and ideas. It is important to take down all of them on a board *without* selecting, judging, clustering them, etc. Theses rules must be clear for the participants from the beginning. Only after the brainstorming is finished the classification, selection or evaluation process may begin.

Small study groups

Small study groups ideally comprise three to five participants who work on a given task. The trainer may form the groups[4]. The formation of a group can also be determined by the participants: this integrates one educational issue – communication/cooperation – in a practical way into the training (*here and now!*).

Study groups are useful to work more effectively than as a large whole group on one or more topics. There is more opportunity for each one to participate. Especially for youth it is an alternative learning method that they usually do not know from their daily school life. Yet, it is effective and encourages skills like communication and cooperation. Also, there is a higher chance of finding a bigger diversity of ideas, insights, solution etc. once the groups report back to the whole group. For the purpose of reporting, it is advisable that each group decides on a representative to do this. There are a lot of possibilities for the tasks to give to groups and how to arrange them. The trainer should not feel limited in his/her creativity.

Shams (the sun)

One issue especially with youth is always a basic noise level but also adults often have a hard time to let others finish their sentence. *Shams* (Arabic for sun) is a stuffed animal that was used during the trainings throughout the project to manage this issue. For facilitation of the morning opening, the day's evaluation or very heated discussions Shams joined in: whoever holds the sun gets to talk. Shams is a very good method to replace coercive means in order to reestablish silence once "chaos" has broken out (or to prevent it from the beginning): only the person who has the sun talks. Shams even became a kind of mascot for the participants. "Where is Shams?" it was inquired. This is a nice example of group formation: Shams was accepted "as a friend" and especially as a tool to facilitate the group interaction. Of course any other stuffed animal or even just a pen or ball can serve this purpose.

Games

With games a number of short activities are referred to that can be found towards the end of chapter three. Usually, they are no longer than five to fifteen minutes. The main purpose is

- To ease up: to relax after difficult sessions
- To energize: to wake up the group if the energy level is low or following lunch in the afternoon
- To warm up: to open the session, possibly in the morning
- To wind down: to calm down the group after a very vivid discussion or if they are very distracted and noisy
- To relate to central topics: some games help to understand or introduce central topics such as cooperation, communication etc.

Discussion and Reflection

Theory and activity are different methods to gain an understanding. Discussion and reflection of

reactions contributes to the learning. It helps to avoid misunderstandings or misinterpretations and facilitates a deeper understanding. There should always be sufficient room for discussion. Discussion can also be a tool to empower youth. They learn to express themselves and feel that their opinions count for something.

Reflection takes a slightly different focus: it is more about discussing, understanding and reviewing a process: for example, the interaction between participants during an activity. This is more difficult to do than simply to discuss a topic as it demands a certain level of abstraction and self awareness. For youth that can be especially difficult. Yet it helps to learn more about oneself and group relations and should also be tried with youth.

Evaluation and Feedback

Evaluation and feedback should play an important role in each workshop. Evaluation and feedback by the group to the trainer helps especially him/her to check the effect of the training against the objective set before with SMART. There are different ways to evaluate: in a quick flashlight round or in a more elaborate manner with questionnaires.

Feedback is also an important tool between the participants. It is a supportive way to report to the counterparty about for example his/her performance in an exercise such as active listening.

More about evaluation and feedback is available in Part III of this manual in the chapter about communication.

2.4 The role of the trainer

The role of the trainer is an important issue in a workshop. Therefore, a separate paragraph is dedicated to this. First of all it is important that every trainer brings along a high self awareness. This does not mean that a trainer has to be perfect in conflict transformation. However, s/he should be aware of his/her strengths and weaknesses: "what can I do, what can I not do?" Certainly, this is preceded by the honest reflection if one is even able to be a trainer. It is advisable to discuss the question of aptitude with colleagues, friends and/or one's superiors.

A high self awareness should include a very clear idea about the role in the workshop. It is crucial that the trainer's role is in accordance with the above mentioned concept and the principles of constructive conflict transformation. That means no lecture nor a "teacher" centered workshop. The trainer should put an emphasis on participatory learning and arrange his/her teaching style accordingly (develop rules and regulations together, sit in a circle etc.). The trainer can be an example to the participants to a certain extent such as being transparent about the training, implying oneself in a constructive communication or being available if a group member faces difficulties and problems.

One aspect of the role of a trainer can be described as guidance and facilitation: s/he gives the overall framework, facilitates the activities and the overall flow of the workshop and – if it is appropriate – decides to continue for example a discussion which can be more important than going on with the schedule. In this case it is advisable to agree with the group upon this change of schedule. The trainer is also responsible for assuring that the training is in accordance with the needs of the trainees. Finally, the trainer needs to make sure that in discussions everyone gets the opportunity to talk. In the end s/he summarizes and concludes activities.

Despite a good amount of integration within the group, the role of empowerment, support and empathy, the trainer should never be part of the activities that s/he is facilitating or be a "buddy" of the trainees. Usually, it is hard to be very much personally involved in an activity and at the same time facilitate it (pay attention to the time boundaries, that everyone talks, that the focus of the discussion does not shift etc.). Also, if the trainer brings in him/herself it risks shifting the focus from the trainees who are supposed to be in the center of the workshop. It is important that the trainer is at all times clear about this towards the participants.

Considerations about one's role inside the training should be completed by a reflection on the way s/he is perceived at school. "What is the influence of this perceived role on giving a training course?", "How do the students see me?", "How do my colleagues see me?", "What about the directorate?" are relevant questions for a trainer who is a counselor or teacher at the same school. Questions about legitimacy might come up: "Why should a counselor give such training sessions?" It is certainly not possible nor necessary or advisable to change abruptly a role one already has at schools within a workshop. Awareness of one's role at school helps to handle it appropriately or even to work on it. In any case giving training not only requires discussing the issue with the immediate superior but also with other colleagues that might be affected.

Finally, for a number of reasons it is better to hold training in a team rather than alone: Combined experience is always richer than a single one: group dynamics can be guided easier and more professionally. Further, they can take turns in leading session. Yet, taking turns in facilitating the workshop does not mean that the other will rest. S/he needs to support in observing the processes and reactions as well as contribute to the guidance.
Certainly, one's professional responsibilities and reality in schools seem to make it very difficult to engage two colleagues as trainers. Yet, there are possibilities. The other team member could possibly be a teacher colleague or even a counselor from another school. The teacher would need to put his/her free hours in order not to miss out on classes. Another counselor's school would be "compensated" by both counselors giving the training at this location.

2.5 The wider context: beyond training

Working alone on implementing a training course as well as conducting it is a very big task. It needs very careful preparation and a lot of arrangements before it can start. It is certainly a good idea not to do this alone. There is always the possibility to look for support and alliances in the school itself. Certainly, there are colleague(s) that are willing to help in presenting the idea to the school director, preparing and implementing the training. Additionally, for counselors there is once again the possibility to connect with their colleagues from other schools and give each other support and exchange insights into their experiences with.

One single person (counselor or teacher) will certainly not change the situation at schools. A person might be able to conduct the training and implement the principles in his/her daily interaction with the students. Yet, it needs the whole staff: teachers, counselors, directors; the common support of all. Especially, if considering how to implement and realize the principles of conflict transformation in daily life: the personal interaction between students and staff as part of a long term process or strategy is a start even if it is "just" small scale. Practically this means to apply the specific tools and skills around constructive conflict transformation: create

an atmosphere of good communication, cooperation, appreciation, a certain learning culture etc. And there are a lot of ways to do it. A teacher could show a different kind of appreciation for students: Not just educational performance counts but also the person. Another important point is to avoid black and white classifications into good and bad or stigmatization of students as "losers" or "bullies". That does not mean to give no limits to the youth: Rules and regulations are certainly compulsory and important. Yet, there is a difference between rigidly applying and enforcing rules by coercion and making the students understand the significance of boundaries. Being clear and open about the limits, through explanations and discussions with the students can be very helpful.

A large staff meeting of the entire school faculty can clarify and advance a lot of things: "How is it possible to start and conduct a training course?" and later on "How to integrate the idea of constructive conflict transformation into the daily school life?" The meeting could be held in the afternoon, in order not to affect the classes that the teachers need to give. Finally, for any counselor or teacher there is always the possibility to also start a private initiative of his/her own: why not invite the students to an afternoon session in the local community center or youth club to do workshop? This certainly has to be a private responsibility and cannot be part of the school. Yet, a successful outcome might help to have an easier start at the school later. Also, it creates a link to the places where the students might spend their afternoons. This is a way to affect the influential factors outside the school.

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[1] This concept has been inspired mainly by two books that again rely on each other for their concept: Sabina Koerner/Monika Engel: Zivile Konfliktkultur und Konfliktmanagement. Bönen 2001. p. 10 ff. and Detlef Beck: Auf dem Weg ins freundliche Klassenzimmer, Minden 1999, p. 10 ff.

[2] A helpful guide for the design of training courses was published by the PASSIA: Nabris, Khalid: Train the Trainer. Passia, Jerusalem 2003. It can be purchased at PASSIA (http://www.passia.org)

[3] Other reactions to a very violent context - especially direct and continuous confrontation with violence – may be a trauma. Trauma certainly cannot be dealt with in such a workshop and needs to be treated by experts.

[4] There are many ways to form groups. If for example three groups are needed, the trainer chooses three different fruits which are attributed to the participants. Each "fruit" then joins a group.

3.0 Conflict Transformation Activities
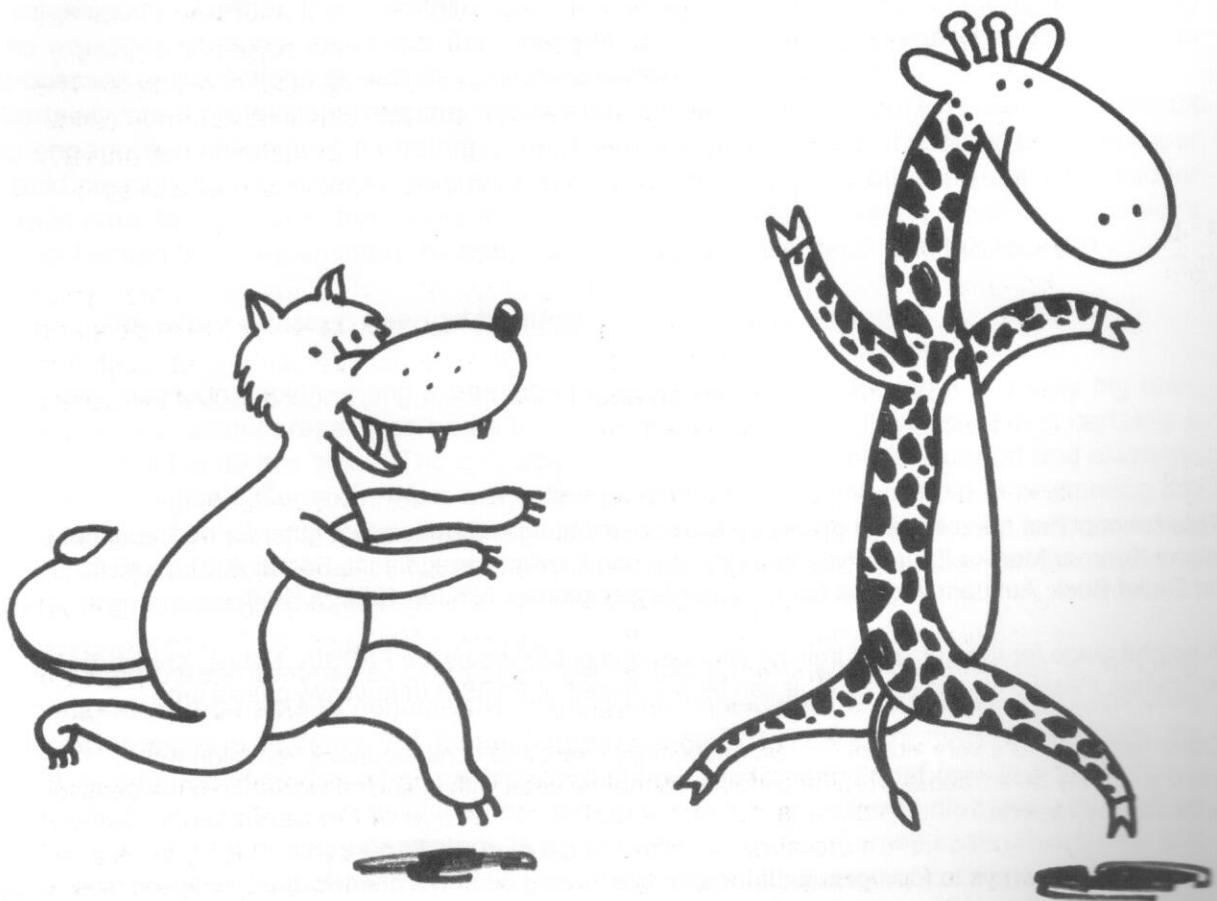
3.0 Conflict Transformation Activities

The following chapter contains four sections that correspond to the central concepts of this manual: self-awareness/affirmation, communication, conflict understanding and cooperation. There are additional sections on group building, mediation, and activities/games. The group building activities provide an important basis for the whole workshop as all training sessions involve group work. They also relate to other sections, particularly those of self-awareness and cooperation, and thus provide a useful overall introduction. The section on mediation is one example of a comprehensive conflict transformation method, while the activities/games support the overall design of the workshops. An introduction containing more detailed and specific explanations precedes each of the six sections.

All explanations of the activities follow a set pattern:

[Name of Activity]

Goal(s): *The goal or goals of the activity is/are specified*
It is very important that the trainer does not choose activities randomly or conduct them simply for the sake of it. Two questions are important here: Firstly, does the aim of the activity fit the needs of the group? The trainer can determine this by referring back to the group's needs and wishes which should have been identified at the beginning of a workshop, and based on his/her knowledge of the group. Secondly, what didactical outcome is expected? A very simple example: The trainer wants the participants to understand the difficulties of communication. Will they have clearer ideas about communication after completing the activity? Feedback is always good method of checking whether the goal was achieved.

Duration: *The rough time needed for the activity*
The time indicated here applies to 10 participants. Of course, the time varies depending on the number of participants, how much time they need to understand the issue in question, and how much need there is for discussion. Although it is good to leave time for discussion and explanations, it is important that the trainer consistently exceed the set time limit.

Age group: *Information on which age groups the activity is suitable for*
The activities mainly address participants aged from 8-9 years, to adults. Participants are classified into the age groups of 9-13, 14-18, and over 18 years. Many activities also apply to children aged from 5-8. However, activities will need to be adapted, particularly for the latter age group. Younger children require very clear examples drawn from their immediate living context and according to their life experiences so far; avoid theoretical concepts, use simple models in favor of complex ones, and give more explanations. At the ages of 8-9 children have already started to understand more complex ideas and less adaptation is needed. However, adaptation is not just a matter of the age of the participants. Some 8 year-old children are already willing to carry out activities with older groups aged up to 14, while others are not. It is a question of maturity and experience. Some

older group members might find activities "childish". Sometimes it is appropriate to have a homogenous age group, while at other times, it is more beneficial to mix ages groups in order to allow for the exchange of experience. In conclusion, these issues lie at the trainer's discretion, based on his/her pedagogical skills, background at the school, and his/her knowledge of the group. The age indications given here are just recommendations.

Materials needed: *The material required to conduct this activity*
Most activities can be conducted without extra material. However, some activities require material, which is indicated on the activity sheet. The trainer should bear in mind that material is generally useful in facilitating better understanding.

Description: *Detailed step-by-step description*
It is very important that the trainer reads the description attentively and ensures that the trainees have fully understood the activity. It is preferable if trainers experience the activity themselves in order to be more effective in facilitating it in a group. A trainer should not undertake an activity before discussing it with (a) colleague(s) or without having first conducted a test run.

Discussion points: *Suggestions for discussion points and further explanations*
Room for discussion and explanations are important in promoting better understanding and exchanges within the group. This will facilitate the educational process. The trainer has the important role of monitoring discussions to ensure that everyone has a chance to speak, that no one is interrupted, and that a discussion does not exceed a reasonable time limit.

Variations: *Certain possibilities for variations are indicated here*
Most activities are possible to adapt. Once again, it is important for trainers to consider the intended didactical outcome: Does the activity meet the group's needs and expectations, and can it achieve the educational goal? If not, changes are necessary. Trainers should feel very free to be inventive and creative in adapting activities to their own context.

Attentiveness: *Remarks and issues that are important to consider*
"Attentiveness" is used here in a number of ways. The trainer sometimes needs to be careful and attentive when conducting an activity in case it touches upon an issue that is very sensitive for participants. Additionally, there are suggestions on conduct, and indications are given on how one activity may complement other activities.

Source: *The source is mentioned if known*
Activities around conflict transformation are widely applied in training and very often, it is difficult to name the person who holds the original ownership. Many of the activities were adapted and customized, while others are based only on a certain concept (like the various models). Wherever possible, the source is indicated.

The order of the activities within the subchapters indicates the manner in which they should be applied in a training course (usually from the easier and simple, to the more difficult and complex ones). The trainer needs to consider very well how activities fit together. Depending on the context and on group needs, it may or may not be necessary to conduct all activities from each section. The introduction of each subchapter indicates which activities are essential, which are optional and which are supplementary. Some activities also pursue the same didactical aim. Once again, it is important to consider the needs of the group here, and any feedback given.

Finally, it is always possible to go back and carry out more activities on a certain issue if more time is available, or in order to clarify participants' understanding of a certain topic.

3.1 Group Building

3.1 Group Building

"Why lose time with group building?" one might ask. If students are members of the same class and have known each other for years, is there really a need to work on this issue? Of course there is! Certain group relations and dynamics are sure to be present within the class: some always stick together as best friends; others are the "stars"; the "cool ones"; the "nerds"; "scapegoats"; "the ugly one"; the one who never quite fits in. Even in a class that generally functions well, there are always outsiders. Furthermore, seeing each other every day does not necessarily mean that we know each other well. The goal of the following activities therefore, is to establish a well functioning group.

A basic assumption made at the beginning of this manual was that well functioning groups handle conflicts in a more constructive way. With regards to group building, this means working on the interactions and relationships between, and the behavior of students. Each one of us is an individual, and the differences between us can sometimes cause difficulties, leading to the exclusion of a fellow student for example, or to severe conflicts. It should not be the aim of trainers to create a totally harmonious group free of friction. This is not possible! It is necessary rather, to find ways to deal with each other respectfully; to become aware of differences; to develop capacities that allow to tolerate differences and to be able to understand them as a learning opportunity. Knowing and being aware of the dynamics, relationships, and differences is already a step along the path towards constructive conflict transformation!

A further reason for investing in group building is closely related to the above. Conflict transformation training sessions are likely to address topics that are personal, and therefore sensitive. Group building activities will create a secure space within the training in which participants will feel more comfortable to talk about certain things and share experiences that they normally would not want to share. This sense of confidentiality will reassure participants that topics discussed during the training will remain within the circle. In addition, it is also important with regards to another of the key competences: self awareness. Bonds of trust between group members will also lead to the grater sharing of experiences, increasing the potential of learning from one another, and from trainers. Successful group building from the beginning will allow trainers to take advantage of this potential.

Finally, group building activities help the trainers to learn more about the trainees: Where do the participants come from – locally, emotionally, educationally etc. This will enable them to adapt the following session to the training context.

The following section presents some activities for the group to get to know each other, to build relations between group member, and for the trainer(s) to identify participants' needs and fears. Group building should be pursued throughout the training with "icebreaking activities" between each of the training sessions. In addition, and as has been mentioned previously, it is not possible to strictly separate all "building blocks" from each other. Some of the activities introduced here will touch upon communication issues, dealt with in upcoming Subchapter 3, while group building reappears throughout the manual, particularly in the section on cooperation.

Essential activities in this chapter include "Wishes and Non-Wishes" (or "Fruit Tree") and "Group

Agreement". These activities should be carried out at the beginning of the workshop, preceded only by an exercise on learning each others' names (ball throwing game), and activities on getting to know each other (better).

Ball-Throwing Name Game

Goal(s):   1. Getting to know each other
2. Breaking the ice
3. Stress relief

Duration: Between 10 and 15 minutes

Age group: All ages

Materials needed: One ball (for variations: two or three balls)

Description:
1. Everyone stands in a circle.
2. One person starts by throwing the ball to someone in the circle, and by calling his/her name at the same time.
3. The person who receives the ball throws it to another person while also calling that person's name and so on until everyone has had the chance to catch/throw the ball.
4. The last person throws the ball back to the person who started the game.
5. The first person repeats the pattern by throwing it back to the same person he/she threw it to before.

Variations:

Variation 1:
Once the group has learned the original pattern as described above, the person who started the activity initiates a reverse pattern
Variation 2:
The person who starts the activity throws a second (third) ball after a short while, following the same pattern
Variation 3:
One ball is thrown in a forward pattern and one a the reverse pattern
Variation 4:
Two (three) people start the activity at the same time, creating two (three) variations of the pattern

Attentiveness: This activity is rather inapt if the participants are already part of a group (members of the same class) and therefore know each other's names. In this case it is possible to alter the activity by asking the participants to describe something about the person they through the ball to (favorite food, number of siblings etc.)

Source: Unknown

Who am I?

Goal(s): Getting to know each other, group building, affirmation, self-awareness

Duration: 45 minutes

Age group: All youth age groups

Materials needed: A number of colored cards (21x10 cm), wide markers, pins and a pin board

Description:

1) The trainer(s) present(s) the participants with a number of questions. The participants write the answers to each question on a card (20 minutes).

   Questions might include:
   - Name
   - Education
   - What do I understand as being my main task at school?
   - Work experience
   - Hobbies

   Questions should be slightly different for youth/children:
   - Favorite subject instead of education
   - Favorite singer
   - What do I want to be when I am grown up?
   - What am I best at doing?

   Alternative questions could include:
   - Name
   - Why am I doing this course?
   - What would I do if I wasn't here today?
   - Name three character traits, one of which should be false (later the group can try to find out which one is false)
   - What was the first thing that made me smile today?

2) Participants pin the answer cards on the pin board below the relevant question card and give a short explanation of their answers (25 minutes depending on number of participants)

Discussion points: Extra time should be set aside to discuss some of the answers if necessary, especially when working with youth.

Attentiveness: It is a good idea to alter this activity if the participants already know each other. Instead, working in pairs, participants can answer the questions for his/her partner. Afterwards, each one presents his/her partner to the whole group. The partner will say if the questions have been answered correctly.

Source: Unknown

Wishes and Non-Wishes

Goal(s):
For the group: Be clear about what the group wants and does not want
Preparation for activity "Group Agreement"
For the trainer(s):
Find out about group expectations

Duration: 30 minutes

Age group: All ages

Materials needed: A number of cards in two colors (one color for wishes and one for non wishes)

Description:
1) Ask each participant to write down their wishes and non-wishes, each on cards of a different color
2) The cards should be pinned to the wall

Attentiveness: This activity is useful in finding out about participants' expectations (needs and fears). It is advisable to conduct this activity before the "Group Agreement" activity. It is helpful for a group to be clear about their wishes and non-wishes (needs) in order to develop a common agreement.

Source: unknown

Fruit Tree

Goal(s):
For the group: Preparation for activity "Group Agreement"
For the trainer: Find out about group expectations

Duration: 45 minutes

Age group All ages

Materials needed: Large sheet of paper showing a tree with four big branches

Description:
1) Introduce the Fruit Tree to the group
2) Read out the four questions next to each branch
   - Attentiveness: What should I look out for during the training?
   - Motivation: Why am I here?
   - Expectations, Wishes, Needs
   - Ideas, Suggestions, and Proposals: What can I contribute? How can I integrate?
3) Ask each the participants to write an answer to each one of the four questions on a card
4) Pin the answer cards next to the relevant branch

Attentiveness: This activity is useful in finding out about participants' expectations (needs and fears). It is advisable to conduct this activity before the "Group Agreement" exercise, as the results of this activity facilitate the development of a unanimous agreement by the participants.

Source: Based on the idea of Andreas Peters, Graswurzelwerkstatt Cologne/ Germany

Motivation
Why am I here?

Expectations
Wishes
Needs

Ideas
Suggestions
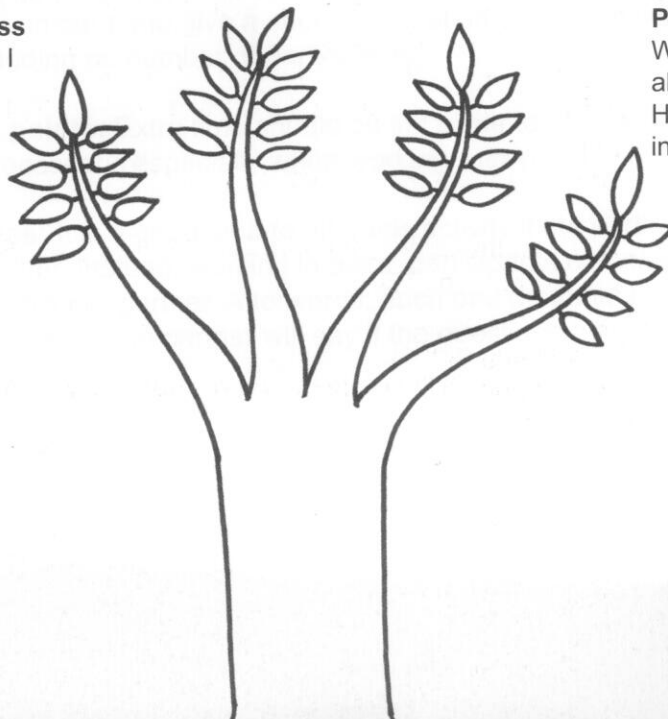**Proposals**
What do I bring along?
How do I integrate?

Attentiveness
What should I look out for?

Agreement

Goal(s):
Have the group reach a unanimous agreement on the coming training sessions
Hand over responsibility to the group (they decide rules on their own and are responsible for ensuring that these rules are kept)
Learn about and practice a democratic process of consensus building

Duration: 45 minutes (depending on number of participants)

Age group: All ages (with certain adaptations)

Materials needed: Papers and pencils, flipchart board

Description:
1) Divide participants into groups of three or more people. There should be at least four groups (or a larger but even number of groups)
2) Have each group identify ten points that should be part of an agreement (15 minutes)
3) (In the case of four original groups) Two groups each build a bigger group (making two large groups in total). Each group should combine their ten rules and draft a joint list of ten - commonly agreed upon - rules (15 minutes).
4) (In the case of four original groups) Each group presents its list of ten rules, which are then discussed in the plenum to identify a common and binding list of ten regulations that all workshop participants agree on. The trainer(s) note(s) down these points on a flip chart sheet, so that they can be hung on the wall and used as a reference throughout the training (15 minutes).

Variations: It is also possible to brainstorm possible rules. The group can then decide as a whole, on the ten that they all agree on.

Discussion points:
1) The process of consensus building could serve as a point of discussion. Possible questions might include:
   - Was it easy or difficult to find common rules?
   - Did someone take on the leadership role? Was each voice heard equally?
   - How do you think this method could help you in making important at work?
2) To finish off the activity it might be helpful to give out the "ground rules" for consensus building:
Stick to:
   - Respecting others
   - Self responsibility (only bring up what you yourself will be able to adhere to)

    - Active listening (try to understand the speaker first and do not interrupt)
    - "I-language" (talk in the first person, avoiding "one" or "we")
    - "Time by number" rule (divide available time by participants to give
      each one the same opportunity and space to talk)
  - Take breaks (during a long process of consensus building)
    Appoint:
    - The time keeper
    - The minute taker
    - The discussion facilitator
(The trainer(s) should do this with youth under 14)
    Methods used:
  - Plenum (discussing something with the whole group)
  - Flashlight (short statement/comment)
  - Brainstorming (every idea/thought expressed on a given topic is written
    down WITHOUT judgment)
  - Divide large numbers of people into small groups

Attentiveness:
The trainer must emphasize that the agreement developed is a type of contract between participants themselves, and between participants and the trainer. The goal is to have the group take responsibility for ensuring that the rules are kept. These are not pre-established rules, but an agreement on how to deal with each other

Suggestion for a possible group agreement
Following below there is a list of possible rules for an agreement. Usually, the group comes up with all the important rules during such an activity. It is the priority (and aim), that the group comes up with their rules and the trainer(s) do(es) not impose any on the group. However, they should make sure that certain important rules are added if not identified by the group. The concept of confidentiality is particularly important to note.

Talk for yourself
Only talk for yourself and what you find acceptable. Do not talk for someone else and avoid using "we" or "one"

Keep confidentiality
Everything said in the training room must be kept within the group. A sense of confidentiality allows participants to push the boundaries and talk about sensitive topics that they might not have addressed in another context. At the same time, the agreement commits everyone to absolute confidentiality

Respect each other
Give respect to each other, and to different opinions. Diversity should be understood as an enriching factor and an opportunity for mutual learning

Assume best intentions

Some things said will probably not please everyone and might also hurt some feelings. However, the group should assume that everything said and done with the best intentions

Do not interrupt
Do not interrupt others when they are talking and grant everyone the same amount of time for talking and making comments

You may pass
In general, everyone should actively participate in the training in order to get the most out of it. However, if someone has problems with participating in an activity s/he may pass without giving a reason

Irritations have priority
Strong emotions, objections, feelings of hurt and unforeseen incidents should be given priority during the course of the training. The trainer(s) decide(s) to interfere and the participants should give the space needed to work on the issue.

Keep to time schedule
Participants should keep to the given or agreed time schedule (arrive on time for the training and do not leave early). That also applies to the trainers, who should grant regular breaks and not overrun the set time.

No smoking/cellular phones (partly for adults)
Cellular phones should be turned off and smoking limited to the breaks

Source: Unknown

Clock Interview

Goal(s): Group building; getting to know each other; affirmation

Duration: 30 minutes

Age-group: All ages

Materials needed: None

Description:
1) The participants stand facing each other in two concentric circles; each circle has the same number of participants.
2) The trainer(s) present(s) a question that the participants facing each other should answer. After this, the inner circle turns and everyone faces another participant.
3) The questions and answers end once all participants have interacted with each other.

Possible questions might include:
   - Do you have any brothers and sisters and if so, how many?
   - What is your favorite dish?
   - What is your favorite book?
   - What has been the most meaningful present that to you have ever received?
   - What has been the most meaningful day for you?
   - What is your favorite song and why?

Source: Unknown