to the possibility of a win-win solution and the conflict square, as well as to the need to look below the surface.

Attentiveness:
This activity is well placed in-between the Handshake Exercise and the "Iceberg Model".

Source:
This activity is widely used to explain the concept of win/win. The original source is unknown.

The Iceberg

Goal(s): Explore and analyze the background to conflict

Duration: 45 min

Age group: All ages

Materials needed: Sheet of paper with iceberg model drawn on it; large sheets of paper and wide-tipped pens

Description:

With an open conflict, some issues are visible while others remain hidden. The visible parts are the hard words exchanged, gestures, or even a physical struggle that takes place. However, there usually is much more to a conflict that is invisible: emotions, relationships, values, and structures for example. In order to deal with a conflict in a constructive way, these hidden issues must be explored. Dealing with the visible is, in the literal sense, simply scraping on the surface. A verbal fight might end by a forceful intervention but if the background to this fight is not explored, the fight is very likely to erupt again.

The characteristics of a conflict can be described using the so-called 'iceberg model.' Just like an iceberg, the visible parts of the conflict are much less than the hidden ones.

1)   Explain the iceberg model: Draw an iceberg on the flipchart, ask the group about the typical characteristic of an iceberg (10% above the surface of the water and 90% below) and then put the water surface accordingly. Tell them, that this is representative of a conflict: the visible and the invisible. Brainstorm with the group about the visible and invisible arts of a conflict and add them to the flipchart as seen in the model below.
2)   Divide the main group into smaller groups.
3)   Ask each group to think about a conflict.
4)   The groups should work out the background to the conflict together according to the categories given by the iceberg model, and note it down on a large sheet of paper for presentation.

Discussion points: Did the model help to explore the background to conflicts? Was it easier or more difficult than the "Onion"?
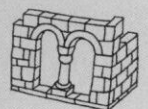
Variations: The story below may be used to apply the iceberg model (14 years and above).

Attentiveness: It usually helps to indicate the visible and invisible issues around a conflict to the participants.

Source: The Iceberg is widely used as a conflict transformation model. Original source unknown.

Kifaah and Aref

Once upon a time somewhere in Palestine, there were two young guys who were the best of friends. One of them, Kifaah, was living in the small village of Kfar Qawi together with his parents, sisters and brothers. He especially liked one of his sisters, Amal. She had just turned 16 and she became more and more beautiful with every day that passed. He was dedicated to finding her a good husband from the village.

Kifaah's best friend, Aref, lived happily with his family just down the road in the neighboring village of Beit Ilaaqa. Kifaah and Aref did many things together like riding horses, going swimming, playing soccer and exploring the countryside. Especially, they were interested in olive plantations. They had already made big plans for the future. Both of their fathers had olives groves on Jabal Hub, which lay between the two villages. As soon as they were old enough, they wanted to take over their fathers' farms, join them together, thereby being able to dominate the local oil market and become important and respected families.

One day, as Kifaah was busy helping his father on the farm, Aref went out alone on the hills surrounding their two villages. It was a lovely spring day and colored flowers covered the meadow on Jabal Hub. Aref strolled between the trees enjoying the first warm rays of sun. Suddenly, between the trees he saw a beautiful girl kneeing in the grass and picking flowers. She was humming a song, and he approached her carefully in order to find out which song it was. He did not want her to see him, but then he stepped on a dry branch. It cracked and the noise made her turn around. She gave him a shy smile and he blushed. Then he turned around and left quickly because he realized that it was Amal, his best friend's sister.

He could not help himself returning to Jabal Hub in an attempt to see her again. As time went by, they started to meet regularly and secretly between the olive trees where he had first seen her. They spend lovely hours together but were always afraid of being caught by someone.
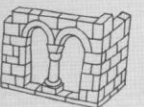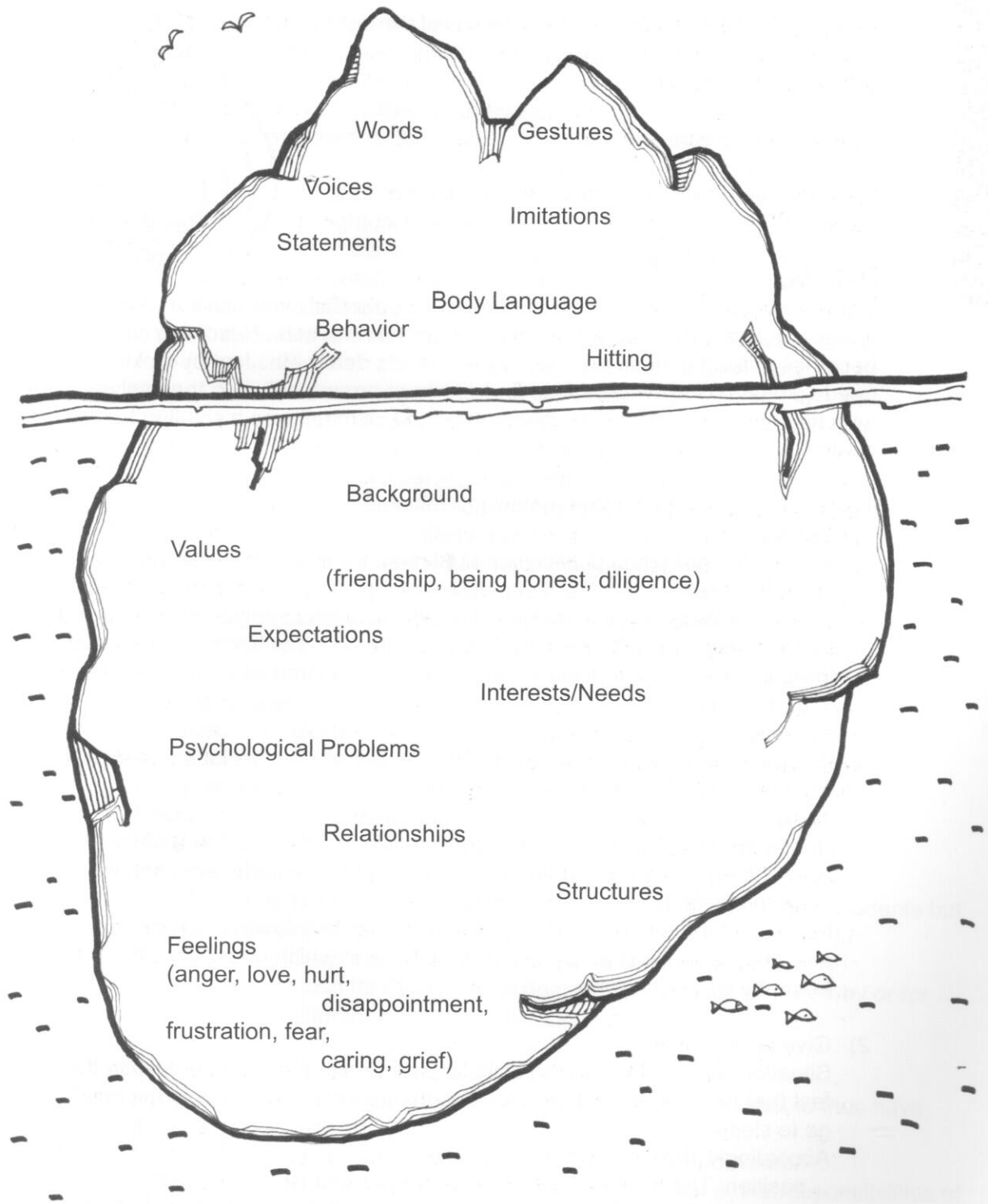
Finally, it happened! Kifaah, riding his favorite horse, suddenly appeared among the trees. He froze as he saw Amal and Aref together and his face turned to ice. Without saying a word, he turned around and galloped away. Amal turned pale and ran off.

Kifaah was furious. How could his best friend do this to him? He returned home and told his father. Kifaah asked him what to do. His father answered: "You are almost 18 now and after this summer, you will take over the farm. You are old enough to decide what to do."

For a long time Kifaah thought about what had happened. Early the following morning he got up. His sister's bed was empty! He took his horse out to the countryside and found Aref alone in the groves. "You have spoiled everything! I cannot believe you have done this! Forget about the two of us and our plans! I don't want to have anything to do with you any longer." Screaming this at his friend, he jumped off the horse and began beating Aref.

As the sun was slowly rising over the hilltop, he left Aref behind on the ground bleeding. Meanwhile Amal had been on Jabal Hub picking flowers. As she observed the scene, she let go of the bouquet of flowers and broke down crying.

The Iceberg Model

Words   Gestures

Voices

Imitations

Statements

Body Language

Behavior

Hitting

Background

Values

(friendship, being honest, diligence)

Expectations

Interests/Needs

Psychological Problems

Relationships

Structures

Feelings
(anger, love, hurt,
disappointment,
frustration, fear,
caring, grief)

The Onion

Goal(s): Explore background/motivations of different conflicts

Duration: 45 minutes

Age group: 9 years and above

Materials needed: Flipchart sheet for diagram; paper and pencils for activity
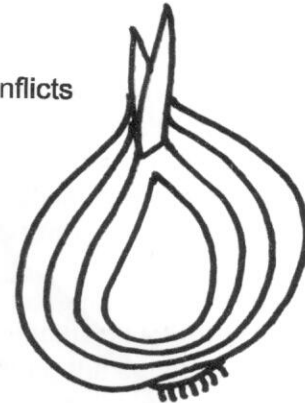
Description:

We do not usually reveal much of ourselves in our daily interactions. We tend to talk in terms of positions and only express our interests. Resolving conflicts becomes difficult if these are the only two levels dealt with. Just by looking at needs alone may allow groups to find common ground between themselves as a potential basis for further discussion, and ultimately, as a solution to the conflict.

1) Explain the onion diagram below (15 minutes):

   Positions:

   Statements are taken publicly for all to hear. Positions are what we *say* we want. It is the formal, official standpoint of a person or a group, which can also be considered as a demand. Usually, positions imply that responsibility for the conflict lies with the adversary and that it is her/his/their task to work for a change. Thus, a position can also be considered as a shield with which to go to battle.

   Interests:

   Interests are what we *really* want. They lie below the positions and express what we really want to achieve from a particular situation.

   Needs:

   Needs are found at the core of a conflict. We require these to be fulfilled (*must* have). They are fundamental and essential requirements and as such *not negotiable*. However, knowing the needs is the basis for finding ways to respond to them and thus developing possible solutions. Usually, needs are only disclosed in an atmosphere of trust, in which understanding and empathy play a big role.

2) Give an example:

   Situation: A parent wants the child to go to bed in the evening despite the fact that the child is not tired yet. Still, the parent harshly orders the child to go to sleep.

   Accordingly, this can be the…

   …position: The parent tells the child: "Go to bed now and sleep!"

   …interest: Actually, the parent wants to watch TV (and not be disturbed).

   …need: The parent has had a long work day, is exhausted, and therefore needs to relax.

3) Activity (20 minutes):
   - Participants divide up into two groups (A and B)
   - A defends one of the positions below while B should try to find out the interest and the need behind it and write it down. A may help B in finding the solution (10 minutes).
   - A and B switch roles (10 minutes).
   - Each group writes the results down on the board.

Possible topics might include:
- A father wants to take his daughter out of school at the age of 15 to get married. What could his position, interest and need be?
- One of the teachers in your school keeps on hitting the students in order to discipline them. What could the position, interest and need be?
- At a dinner with friends, a discussion starts about the social roles of men and women. Someone states that women should stick to the kitchen and raising children, while the men should go out and earn the family's income. What could the position, interest and need be?
- You are the new counselor at school. One of your responsibilities is to resolve conflicts that arise. However, the headmaster does not appreciate this. What could his position, interest and need be?

The trainer should be clear about the three stages of each topic. The following suggestions could help the trainer in guiding the discussion:

Early marriage:
Position: Get the daughter married as soon as possible.
Interest: Fulfill his traditional social responsibility as father to get his daughter married.
Need: Ensure the daughter is taken care of.

Hitting in school:
Position: At some point, there is no other means to discipline students but by hitting them.
Interest: Keep the class quiet in order to be able to teach.
Need: Need for more time to deal with children in another way or for different methods to discipline them.

Women in kitchen, men at work:
Position: Women and men have different talents and should thus have different roles.
Interest: Stick to the conventional roles of men and women.
Need: Need for continuity and a clear definition of the responsibilities of women and men.

Conflict transformation at school:
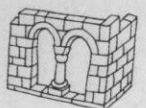
Position: Disagrees with someone else interfering with the headmaster's responsibilities.
Interest: Retain authority and control over things going on at school.
Need: Need to be sure and confident that someone else can resolve conflicts at the school without the risk of the school becoming a "place of anarchy".

Discussion points: Sufficient time should be allowed to discuss the different examples

Attentiveness:

Experience of workshops has shown that distinguishing between position and interest is difficult. In the case of difficulties, there is no absolute need to insist on this difference. However, it is important that the trainees distinguish between positions and needs. In any case, this difficult task requires a lot of practice.

This activity is useful in exploring the idea of "I-messages." Rosenberg insists that it is important to communicate the needs behind positions in order to have a constructive conversation.

This activity is similar to the "Iceberg activity". For youth, the Iceberg is usually easier to understand. As such, this activity can be left out is time is lacking.

Source: Widely used as a conflict transformation model. Original source unknown

Position - What we say we want
Interests - What we really want
Needs - What we must have
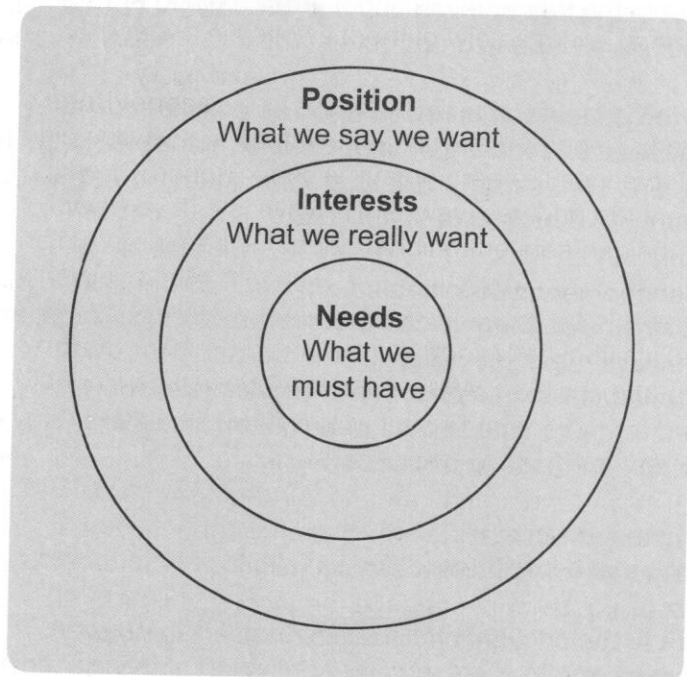
Conflict Triangle

Goal(s): Understand different aspects influencing a conflict (behavior, attitude, structure); visualize interdependence of these aspects through the activity

Duration: 45 minutes

Age group: 14 years and above

Materials: needed: Small pieces of paper;
at least six participants;
flip chart paper with triangle (see below)

Description:
1) Prepare folded slips of paper with the name of each participant on the outside. The names of two other participants are on the inside. Make sure that the name of each participant appears at least once.
2) Distribute the slips to the participants. Tell them to check the two names on the inside of the slip of paper. It is important that they do not let anyone else know which two names are on their slip.
3) All participants then stand up. The idea is to form an imaginary triangle with the two people written on the slip. However, none of the participant are allowed to give any signals, including talking and touching, to the other two people.
4) It will take a while until everyone has found the correct position in the room to form a triangle with the other two persons. Finally, everyone stands still.
5) In the end, ask everyone with whom s/he forms a triangle.

Discussion points:
Shortly before everyone stands still, it is clearly visible that the last people moving make others who already had found their position and were standing still, move again.
To emphasize this phenomenon, ask the participants questions like: What did you notice?
What happened if one person moved again?
Explain the triangle with its different corners (with the graphic below). Point out that conflict transformation at any one point will affect the other points of the triangle. If you work successfully on changing behavior for example, this will also eventually affect the structure.
Refer back to the activity after this theoretical explanation. If one person ("point") has moved, s/he will have affected others standing around (other "points") making them change their position as well.

Encourage the participants to reflect these different aspects by giving them a question like:
Can you identify a certain structure or attitude that promotes conflict or violence in your workplace or at school?
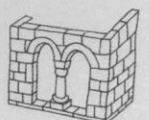
Source: Triangle activity from A. Ljubjana Wüstehube, inmedio Berlin/Germany

(Handout) Explanations:

If we are engaged in a conflict or observe violence, we often only perceive the actual behavior. However, there is much more to a conflict or outbreak of violence than this. Attitude and structure are also important here.

Conflict as behavior: Many of us think of a conflict or violence simply as a pattern of behavior. Often, we refer to it just by what we see: people arguing, fighting or screaming at each other, beating, torture or killing. This is the most obvious aspect as it is visible. Yet, there are other aspects less visible or invisible.

Conflict as structure: The roots of a conflict often lie in a certain structure, context or surrounding situation. In many cases, there is a clear line between children being violent and inadequate leisure activities available to them for example. On a larger scale, a conflict may also have its origin in discrimination against a certain group of people. Eventually, this suppression will break out into a visible conflict.

Conflict as attitude: A further aspect to a conflict is the attitude of the different parties involved. This relates to values, feelings people hold (fear, mistrust) or attitudes like racism or sexism for example.

These three aspects are interdependent and influence each other. Sometimes people perceive this as a vicious circle and do not know where to start when looking at the complexity of a conflict. This vicious circle can also turn into a "magic circle" however. This will eventually influence the whole system even when only dealing with one aspect.

THE ABC TRIANGLE

BEHAVIOR

visible

CONFLICT

Less visible

ATTITUDE   CONTEXT/CONTRADICTION
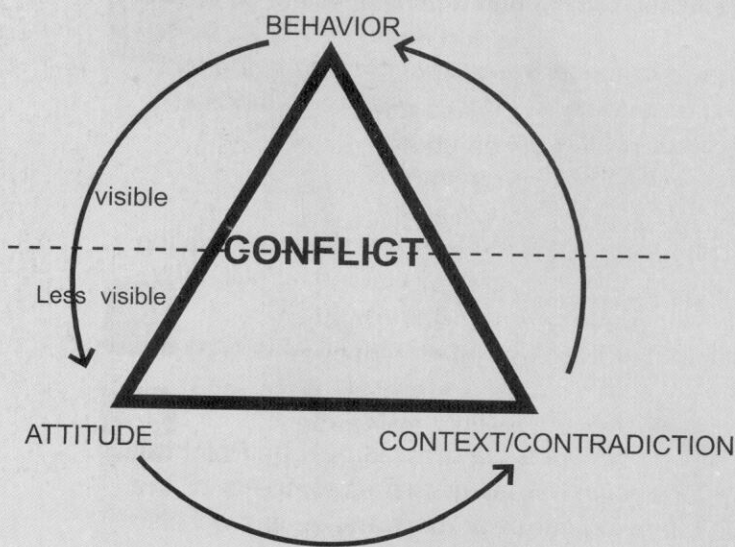
From Christopher R. Mitchell: The Structure of Internal Conflict. London 1981.

Levels of Conflict

Goal(s): Understand the levels of escalation of conflict

Duration: 45 minutes

Age-group: 9 years and above

Materials needed: Flipchart with model of "Levels of Conflict" handout

Description:
1) Explain the levels of conflict using an example (see Part I); around 15 minutes.
2) Give the hand out blow to participants. They should relate the different levels of conflict to a conflict that they have had recently; around 10 to 15 minutes.
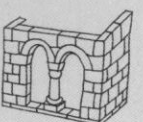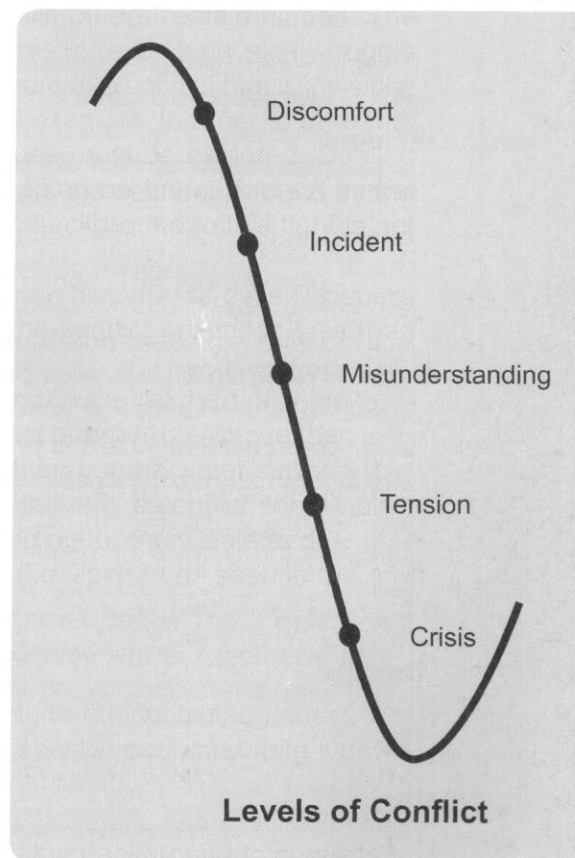
Discussion points:
The group discusses the results (some volunteers should present their recent conflict); around 15 minutes.

Source:
From The Conflict Resolution Network: Trainer's Manual. Chatswood/Australia, 2004. p. III.4 (http://www.crnhq.org).

Discomfort

Incident

Misunderstanding

Tension

Crisis

Levels of Conflict

Levels of Conflict Exercise

Choose a recent conflict that you were involved in. It could be anything from a minor discomfort to a huge crisis.

What was the conflict about? Summarize it in one sentence.

Discomfort

Are you uncomfortable with a situation because it does not feel quite right?
_____

What are your feelings/thoughts about it? _____

So far, have you said much about it?
_____

Incident

Can you point to one or several specific occasions on which you clashed on this subject?
_____

What was said that was upsetting?
_____

Misunderstanding

Do you believe the other person has misinterpreted your feelings, motives or responsibilities? How?
_____

Could you be misinterpreting the other person's feelings, motives, or responsibilities? How?
_____

Tension

Do you now have a negative attitude to this person?
_____

Does each new interaction confirm your poor opinion of him/her? In what ways?
_____

Crisis

Has a major explosion occurred?
_____

Were extreme measures threatened? What?
_____

Was the outcome constructive or destructive? In what ways?
_____

Conflict Landscape

Goal(s): Introduction to conflict transformation; discuss the term conflict

Duration: One hour

Age group: All ages

Materials needed:
- Three stacks of different colored cards
- Markers
- Large pieces of paper or pin board

Description:
1) Ask the participants to think of one personal conflict they have had.
2) Have them answer three questions.
   WHO…? (…did they have the conflict with? No names should be mentioned, only their role/"function" in the conflict, i.e. friend, father, teacher etc.)
   WHY…? (…did they have the conflict/what was it about?)
   HOW DID IT END?
   The participants write each answer on one different card.
3) Everyone puts the cards on the ground and talks about her/his conflicts. As each participant does so, the trainer(s) may ask questions to better understanding of the conflicts. The trainer(s) should also take notes and try to sort the cards according to similarities (for example conflict in the family, in school, with friends etc.)
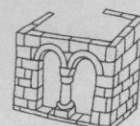
Discussion points:
In continuation of the brainstorming activity, "What is a Conflict" the "Conflict Landscape" develops the general discussion on conflict, which, together with some additional explanation by the trainer(s), furthers the understanding of the participants:
- The structure of a conflict: conflicting parties involved, the topic of the conflict and the solution.
- Conflicts are a natural part of our lives, and are always present.
- Conflicting parties and conflict issues reappear but in different forms, with different reactions and different solutions (even no solution can be some kind of "solution"). This shows how conflicts are similar and how they differ.

The most pressing matter is often how to deal with conflicts. Through this activity, participant will learn that there is an opportunity for exchange and support in order to find solutions to conflicts. The coming training sessions will try to teach more on different methods of how to solve conflicts (such as mediation).

Furthermore, the activity implicitly develops the following behaviors that are important for constructive conflict transformation:

Respect: A person should be taken seriously when talking about his/hr conflict,

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KURVE Wustrow
Bildungs- und Begegnungsstätte für gewaltfreie Aktion e.V.

and not ridiculed or laughed at

Trust: Personal issues raised in this context are not to be retold outside the group.

Listening: Listen to what others say and do not interrupt.

Cooperation: Exchange of experiences and giving support to each other.

Attentiveness: This activity is well placed between the "What is a conflict" and "The Iceberg" activities. When carrying out the Iceberg activity, the trainer can refer back to certain conflicts mentioned during the Conflict Landscape exercise for example, and ask about feelings or the background to conflicts ("Look below the Surface").

The Spider Web Analysis takes a similar approach in terms of understanding the structure of conflicts and what lies behind them.

Source:

Inspired by a similar activity in Kurt Faller, Wilfried Kerntke, Maria Wackmann: Konflikte selber lösen. Mülheim, 1996, p. 43, and by Bert Schilden, trainer for non-violence and conflict transformation, Berlin/Germany.

Spider Web Analysis

Goal(s): Understand the structure of conflicts; analyze conflict

Duration: 60 to 75 minutes

Age group: 9 years and above

Materials needed: Flipchart papers, colored board markers

Description:

1) Explain the activity using an example (story plus drawing): Farid has forgotten his homework but before lessons start, Amani provides him with her exercise book to copy quickly what he was supposed to do at home. Jawad sees this, feels sorry for Amani, and reports Farid to the teacher. During the break, Farid and Jawad get in a fight. Amani watches. The trainer creates a spider web analysis according to the three main aspects of a conflict:
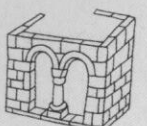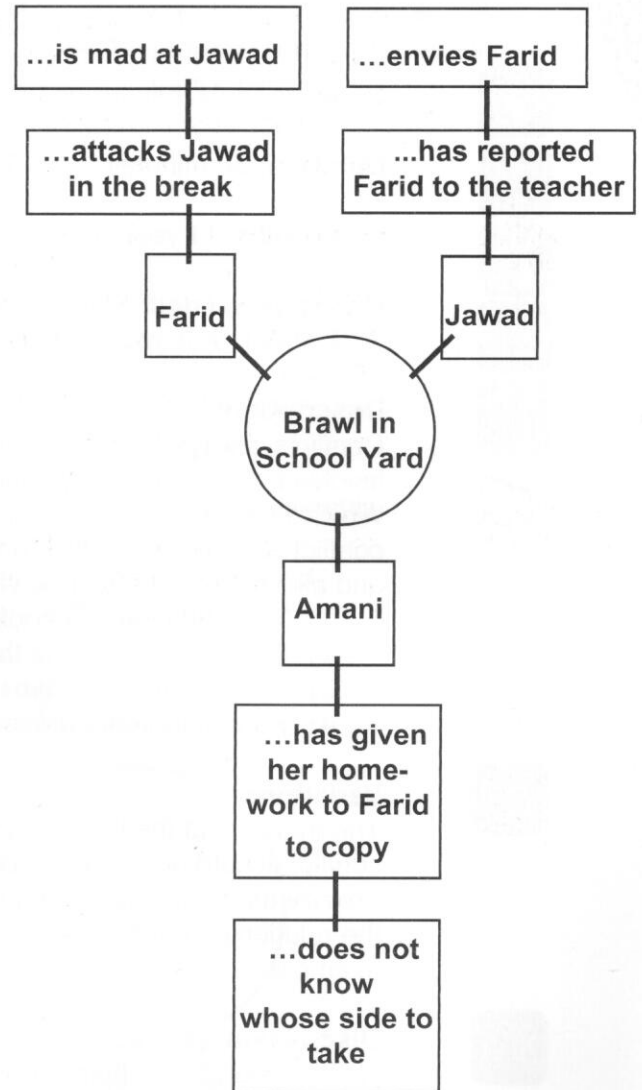A) Who…? …are the actors (person or groups) in the conflict?
B) What...? …have the actors been doing?
C) Why…? …might they have been doing this? What is their motivation? (15 minutes)

2) Divide the participants into two groups. Each group brainstorms conflicts they have had in the past. They should decide to put one conflict in a spider web diagram (use a different color for each aspect); 30 minutes.

3) Each group presents its diagram to the participants (15 minutes).

Discussion points:

1) Was it difficult to define the three main aspects of the conflict in a very brief summary?

2) Did the spider web analysis help to find out about the main aspects of the conflict?

3) Do you think this would have been helpful to solve the conflict?

Source: Faller, Kurt; Kerntke, Wilfried; Wackmann, Maria: Konflikte selber lösen, Mülheim an der Ruhr/Germany, 1996, p. 46.

...is mad at Jawad
...envies Farid
...attacks Jawad in the break
...has reported Farid to the teacher
Farid
Jawad
Brawl in School Yard
Amani
...has given her homework to Farid to copy
...does not know whose side to take

Conflict Mapping

Goal(s): Analyze different relationships in a conflict

Duration: 60 minutes

Age-group: 14 years and above

Materials needed: Markers, flipchart papers, work sheets with explanations of symbols

Description:

Conflicts always involve at least two parties. If there are more than two parties involved, the relationships between all of them become particularly important. Which kind of relationship do the parties have? What is their relevance to the conflict? Conflict mapping is a method that encourages the analysis of relationships and allows the results to be visualized.

1) The participants choose a recent conflict to be mapped.
2) The trainer explains the various symbols in order to map the conflict.
3) Each participant takes 20 minutes to map the conflict.
4) Four volunteers present the results of the mapping.

Variations:

The trainer and the trainees can invent new symbols that help to visualize a conflict according to their needs.

This method can also be applied to explore one's biographical background: the relationship between oneself and the various members of the family for example.
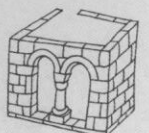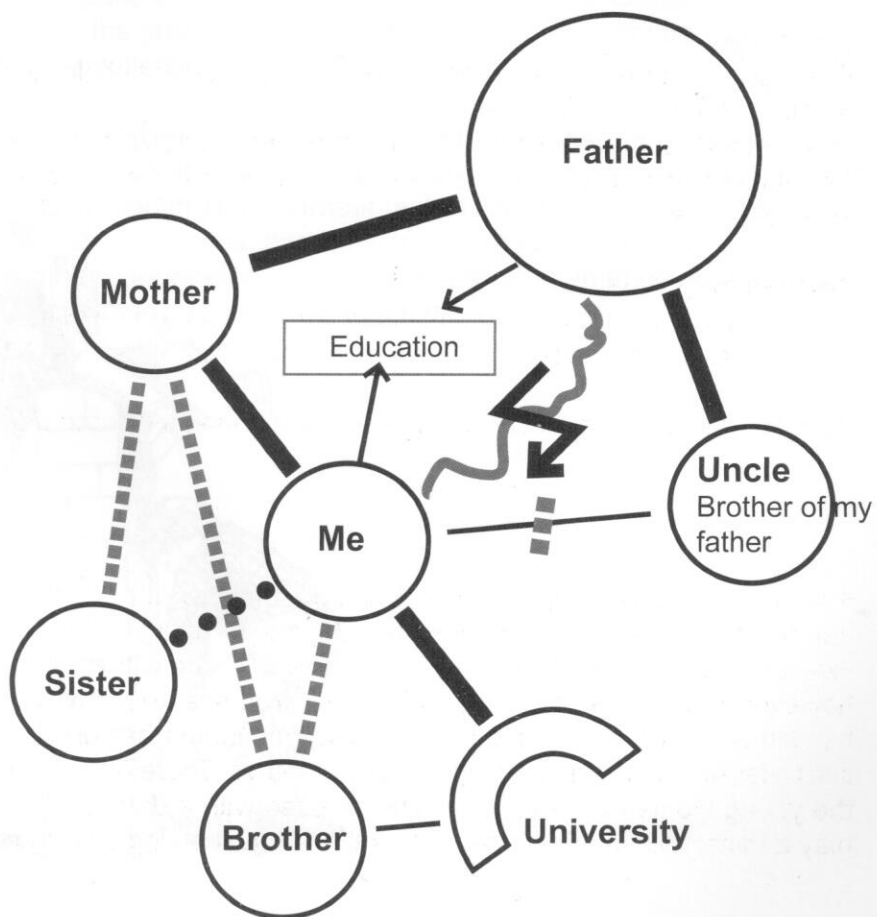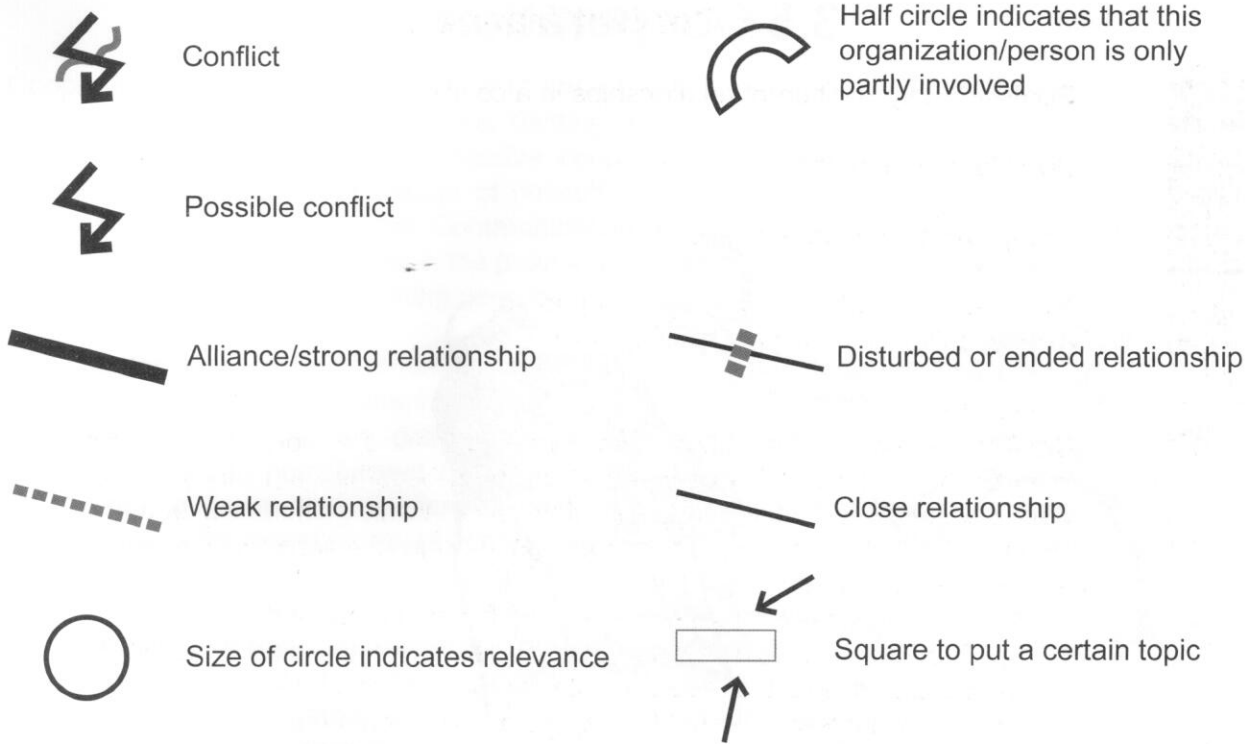
Discussion points:

A discussion on mapping using the examples presented by some of the participants usually helps to understand this tool better.

Source: Widely used as conflict analysis tool. Original source unknown.

A young female is mapping a conflict: She is in bad terms with her father about her determination to study at university (symbolized by double line to university). Her father disagrees with her going to university (line with the bold). The mother, however, tries to support her (double line). Yet, she keeps reserved because of her strong ties to her husband who also dominates her opinion (other double line). Her uncle also has strong ties to her father. Therefore, the relationship with the young woman is interrupted (line crossed with a double score). The siblings play a minor role in this conflict. Thus there is just a single or dotted line.

Conflict Mapping:
Sample Conflict and Explanations of Symbols

Conflict

Possible conflict

Alliance/strong relationship

Weak relationship

Size of circle indicates relevance

Half circle indicates that this organization/person is only partly involved

Disturbed or ended relationship

Close relationship

Square to put a certain topic

Father

Mother

Education

Me

Uncle
Brother of my father

Sister

Brother

University

3.5 Cooperation

5.0 Cooperation

Cooperation is in many ways a result of good group building. As such, the following section continues with group building activities. Getting to know each other better does not immediately lead to improved cooperation. Effective cooperation requires certain competences, such as self-awareness and knowledge of oneself. This helps to know how to complement the competences of others in a team. Communication skills are also important for verbal interaction. Having worked on these issues in the previous sections, this chapter will provide trainees with a valuable insight into establishing good cooperation within a team.

The chapter about self-awareness included the issue of differences and accepting the other. Once again, this topic becomes important here: people perceive differences as a threat or an obstacle. On the contrary, differences can prove very useful for cooperation, and different characteristics can complement one another. In taking advantage of their complementary differences, a group that cooperates well and that brings together a range of different characteristics for example, might achieve much more than a group with similar qualities.

One of the basic, yet most important ideas conveyed in this manual is that students should be responsible for their own conflicts. They need to solve their conflicts themselves, and not have someone else do it for them. One key point here is that they can only manage this by working on this task together; in other words, by cooperating. At the same time, a strong group that cooperates well means that there are no outsiders present. Outsiders are very often are a source of conflict. Only the group itself by the choice of its members can successfully integrate outsiders. This again is reflective of good cooperation.

Establishing good cooperation is a hidden agenda throughout the workshops however, such as for example within the small study groups that are applied as a didactic tool in many of the activities. In this chapter, the "three musketeer" activity is very important in discussing the issue of similarities as well as differences, and how this contributes to cooperation. Additionally, the "Spider Web" and other cooperation activities are important in encouraging students to work together in order to achieve the given task together.
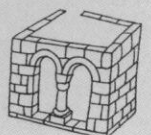
The Three Musketeers

Goal(s): Group building; getting to know each other; acknowledging similarities and differences

Duration: 45 minutes

Age group: 9 years and above

Materials needed: None

Description:
1) Participants divide into groups of three.
2) Three things they all have in common
   - Three things that they do not have in common
   - Three things that differentiate one from the other
3) Each group writes the results on a flipchart paper.
4) The groups present the result within the plenum and discuss them.

Discussion points: The trainer(s) should ask the participants about their experiences in the study groups.
A general discussion on the relevance of similarities and differences in society (compare with the "wool thread" activity in the "Group Building" section) should follow. To what extent are differences and similarities helpful?

Source: Jamie Walker: Gewaltfreier Umgang mit Konflikten. Frankfurt 1995, p. 60.

The Small Camel

Goal(s): Group building; cooperation

Duration: 10 minutes

Age group: All ages

Materials needed: None

Description:
There is a group of camels with one small camel among them. As the meat of young camels is very tender and tasty, a butcher tries to catch the small camel.
1) A volunteer leaves the room to be the "butcher".
2) The rest of the group makes up the herd of camels. The small camel is marked with a ribbon. The ribbon should be attached in a way that the butcher cannot see it immediately (at the back of the belt for example).
3) The butcher enters and tries to find out who the small camel is and attempts to catch it.
4) The others should protect the small camel by standing in the way of the butcher for example. However, they are not allowed to physically resist and must give way if the butcher pushes them aside.
5) The game is over when the butcher has caught the small camel.

Discussion points:
How did the group behave towards the small camel? Why did the other "camels" behave like this? Did the outside enemy (the butcher) make them stick together, or did they cooperate because they cared for the small camel?

Source: Adapted from a training with Georg Rössler, trainer for de-escalation, Jerusalem