

MODULE 2 - DOMSPAIN
Unit 2: How to engage your community (face-to-face and online processes)?

Total time: 3 workshops, 30 minutes

Workshop n°1: THE IMPORTANCE OF COMMUNITY ENGAGEMENT			
Learning hours: 130 mn			
Learning outcomes		At the end of the workshops, learners should be able to: <ul style="list-style-type: none"> - Use Mentimeter to engage with the classroom/workshop participants. - Create Mentimeter presentations - Be able to create meaningful questions related to specific topics - Practice teamwork in order to create presentations. 	
Duration	Material Needed	Activity/Tips to the tutor	Resource
<u>15mn</u>		Ice breaker: That's me! To prepare for the activity, everyone starts by sitting down / camera off. Next, one person stands up / turns the camera on and shares a statement about themselves out loud. For example: "I have a brother". Anyone else who has a brother stands up / turns the camera on and says: 'So do I!' Then everyone sits down / turns the camera on again and the next person makes another statement. Statements can be like: 'I don't like chocolate', 'I am a coffee addict', 'I like to do Crossfit', etc.	
<u>5mn</u>		Dedicate 5 minutes to ask people to briefly summarize the main points of the previous workshop: ask them to mention up to 3 new things they learnt.	
<u>5mn</u>	Screen to share the Worksheet 1	Explanation of the structure of the whole workshop	Worksheet 1 "Key concepts & Definitions"

		<p>Worksheet 1: “Key concepts & definitions.”</p> <p>Read the structure of the workshop and explain to the participants what they will learn, what they can expect from the workshop and what kind of activities they will do. Also take into account the duration, the material, the tools to be used, etc.</p>	
<u>20 mn</u>	Laptop & Internet connection	<p>Mentimeter activity.</p> <p>Before the class, watch the following video if the tutor has never used Menti.</p> <p>Mentimeter Tutorial - Create your first Mentimeter presentation</p> <p>After that, create a presentation like this.</p> <p>Then, use the Menti presentation to do brainstorming with the participants. The question/prompt will be: - ‘Why do you think “in-person engagement” is important?’</p> <p>Participants can participate by downloading the app “Menti” and introducing the code on top of the screen.</p> <p>After the contributions, the author of each one will expand on their comment a little bit, adding more information or examples.</p>	<p>Mentimeter video introduction: Mentimeter Tutorial - Create your first Mentimeter presentation</p> <p>Example of menti presentation for brainstorming Menti presentation to create before the workshop</p>
<u>30 min</u>	Laptop & Internet connection	<p>After getting to know Menti, separate the class into 3 different groups, or breakout rooms if teaching online.</p>	

		<p>Every group will create a 5-slide presentation using different types of features such as:</p> <ul style="list-style-type: none"> - Multiple-choice questions - Word cloud - Scales - Open-Ended - Quiz <p>Each group can choose their own topic but the teacher can suggest some of these.</p> <ul style="list-style-type: none"> - Boosting one's business with social media. - Paying taxes - The impact of entrepreneurship on the economy - Famous entrepreneurs <p>They can also create presentations on completely different topics.</p>	
<u>40 mn</u>	Laptop, internet connection & big screen to share results	<p>Each group will deliver its presentation to the rest of the participants who will participate through the <u>Menti code</u></p> <p>Give around 10 mins per group in order to finish the presentation.</p>	
<u>15 mn</u>	Big poster Stickers Markers	<p>Gallery walk</p> <p>Participants can put their own unique flair into a poster board with highlights from the concept that they learned. Posters can focus on a particular section of the concept (if it's sufficiently large) or demonstrate their understanding of the concept as a whole. Much like the trivia game, this activity allows learners to get</p>	

		<p>twice the benefit as they assemble their own posters and then participate in a gallery walk to view their peers' work.</p> <p>Allow students to ask their questions during the last 5 minutes of the session.</p>	
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TO GO FURTHER

[How To Create Your First Mentimeter Presentation - 7 Minute Crash Course Tutorial](#)

Workshop n°2: "SOCIAL MEDIA GURUS"			
Learning hours: 100 mn			
Learning outcomes		<p>At the end of the workshops, learners should be able to:</p> <ul style="list-style-type: none"> - <i>Learn how to create a powerful post on Instagram to engage and have better content for your enterprise.</i> - <i>Learn how to create carousels on Instagram</i> - <i>Apply AIDA (Attention, Interest, Desire & Action) to their social media content.</i> - <i>Get to know other enterprises' ideas to adopt them.</i> 	
Duration	Material Needed	Activity/Tips to the tutor	Resource
<u>10mn</u>		<p>Ice breaker: Zip, Zap, Zop. Invite students to stand in a circle. Ask the group to repeat the words "Zip, Zap, Zop" three or four times, altogether.</p> <p>Introduce the activity by asking the learners to imagine that the teacher has a bolt of energy in their hands. To start the game, the teacher sends the bolt of energy straight to someone else in the circle (using hands, body, eyes, and voice to make contact across the circle) and says, "Zip."</p> <p>Explain that the next person takes the energy and passes it immediately to someone else saying "Zap."</p> <p>That person passes it on to another participant with a "Zop."</p> <p>The game continues and the "Zip, Zap, Zop" sequence is repeated as the energy moves around the circle. Encourage all players to use their whole body to send energy and to make eye contact.</p>	
<u>10 mn</u>		Summary of the previous session (Menti)	

		<p>Ask the participants the following questions regarding a Mentimeter.</p> <ul style="list-style-type: none"> - Would you use the tool with children? Why? - Would you use the tool with adults? Why? <p>These two questions can open a small discussion, in which the teacher can talk about the characteristics of the platform and the opinions that the participants have after having used it.</p>	
<p><u>20 mn</u></p>	<p>Big screen Laptop & Internet connection Blank sheet Pen</p>	<p>INSTAGRAM: How to create engaging posts that perform well in your enterprise (Carousels)</p> <p>Watch the following video (Why Your Instagram Carousels Are Being Ignored— Use AIDA technique) with the students.</p> <p>Stop in the following timestamps to make sure they follow the video: <u>00:39</u>: Why should I care about the previous 3 slides? ATTENTION:</p> <ul style="list-style-type: none"> - How to get work - Managers vs. leaders - How to get stuff done <p><u>2:04</u>: Emphasis on the reader's DESIRE / DETAILS. It's a matter of satisfying their desire rather than showing how good we are. <u>02:27</u> ACTION It is very important that the reader takes action somehow. Depending on your learner's enterprise, the action can be subscribing to their newsletter, dropping a comment, sharing</p>	<p>Carousels Canva explanation (AIDA strategy) Why Your Instagram Carousels Are Being Ignored— Use AIDA technique</p>

		with a friend, purchasing a product, buying a service...	
40 mn	Laptop, Mobile phone and Instagram / Facebook account	<p>Create a carousel and post it on their own social media.</p> <p>Each enterprise uses one laptop. If there is only one enterprise member, he/she can do it alone as well.</p> <p>The goal is to create an Instagram carousel post for the enterprise. First, one can do it on a sheet of paper by drawing different squares and the content that will appear inside.</p> <p><u>Participants should focus on the AIDA formula</u> they have seen in the video.</p> <p>Show the students the Instagram account https://www.instagram.com/thechrisko/ so they can be inspired to adopt some posts to their enterprise.</p> <p>In the end, it can be transferred to digital via www.canva.com.</p> <p>To do so, watch the following video to learn how to create a carousel on Canva in order to explain to participants how to do so. The teacher can also share the video during the workshop https://www.youtube.com/watch?v=6FpiiCGHI0c</p> <p>After creating it, The teacher asks them to post it if they want, so the next day one can see how the post performs when compared with the 'normal' posts.</p>	<p>How to create Instagram Carousels on Canva.</p> <p>https://www.youtube.com/watch?v=6FpiiCGHI0c</p>

<p><u>20mn</u></p>		<p>Summary and wrapping-up</p> <p>3–2–1</p> <p>1. Three After the lesson, have each participant write three things he or she learned from the lesson.</p> <p>2. Two Next, have participants write two things that they found interesting and that they would like to learn more about.</p> <p>3. One Then, ask participants to write one question they still have about the material.</p> <p>4. Review Finally, the most important step. Review the learners’ responses and answer their questions. These questions can be answered by the trainer or other participants.</p>	
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TO GO FURTHER

[Why Your Instagram Carousels Are Being Ignored— Use AIDA technique](#)

Workshop n°3: ORGANISE ENTERPRISE WITH NOTION			
Learning hours: 120 mn			
Learning outcomes		<p>At the end of the workshops, learners should be able to:</p> <ul style="list-style-type: none"> - <i>Learn the basics of Notion to be able to use it in the future.</i> - <i>Organize their personal & professional tasks and notes.</i> - <i>Collaborate with their colleagues in a Notion workspace.</i> - <i>Find and use a template that suits their enterprise.</i> 	
Duration	Material Needed	Activity/Tips to the tutor	Resource
<u>10 mn</u>		<p>Ice breaker: “Make up a question.”</p> <p>One participant will say a word completely at random and then point to or name another participant.</p> <p>The other participant has to make up a question, the answer to which is the word said by the other person.</p> <ul style="list-style-type: none"> - For example, if a participant says: chocolate - Marc. Marc can make up the question: What is your favourite ice cream flavour? <p>They can be as creative as they feel at that moment.</p>	
<u>10 mn</u>	Blank sheet Pen	<p>Summary of the previous session</p> <p>Brief Summary: Ask your students to write a concise, 20-word summary of the previous lesson.</p> <p>For framing further, ask students to include specific words in their statement.</p> <p>These extra words can be: people, engage, cooperate, tasks,</p>	

		<p>understand, colleagues, AIDA, template, carousel, enterprise...</p> <p><i>In the last couple of minutes, see how the Instagram post has performed</i></p>	
25 mn	Laptop & Internet connection	<p>What is Notion? Create account & Workspace</p> <p>Notion is an online collaborative platform. Show the following video to the participants (https://www.youtube.com/watch?v=oTahLEX3NXo) as it can be very helpful for them to collaborate efficiently.</p> <p>After the video, ask them if they already knew the platform or if it is completely new for them.</p> <p>The next step will be signing up to Notion. (Enterprise members can work together creating only 1 account per enterprise). Ask them to follow the steps on the following video: https://www.youtube.com/results?search_query=how+to+create+notion+account</p> <p>The last step before starting the activity will be creating a workspace.</p> <p>To do so, follow the steps in this article: https://www.alphr.com/notion-add-workspace/</p>	<p>What is Notion? https://www.youtube.com/watch?v=oTahLEX3NXo</p> <p>Create Notion account: https://www.youtube.com/results?search_query=how+to+create+notion+account</p> <p>Create Notion Workspace: https://www.alphr.com/notion-add-workspace/</p>

		If the activity is online, create breakout rooms in order to work in groups.	
<u>40 mn</u>	Laptop & Internet connection	<p>Before starting the activity, ask the participants if there's any question regarding the usage of Notion.</p> <p>Filling up a template</p> <p>Ask participants to keep working together with their enterprise colleagues to start using Notion templates to see if they can be useful in their day-to-day work.</p> <p>The aim of the session is to choose one or two templates that they feel they can use and fill them in.</p> <p>This way, they can see how Notion works, how they can add text, position the text in different ways, create sections, pages, etc.</p> <p>To do so, watch the following video to learn how to begin with templates.</p> <p>https://www.notion.so/guides/start-with-a-template</p>	<p>How to start with a Template:</p> <p>https://www.notion.so/guides/start-with-a-template</p>
<u>20 mn</u>	Big screen	<p>Sharing results</p> <p>Each enterprise will show the template they have used to the other participants.</p> <p>After that, they will share the following:</p> <ul style="list-style-type: none"> - what we liked the most 	

		<ul style="list-style-type: none"> - what we think could be improved / it's been difficult for us - what do we see as its potential for everyday use? 	
15 mn	Blank sheet Pen	<p>Summary and wrapping-up</p> <p>Snowstorm: Students write down what they learned on a piece of scrap paper, then crunch it, like a 'snowball'. When given a signal, they throw their paper 'snowballs' in the air. Then each learner picks up a nearby response and reads it aloud.</p>	

TO GO FURTHER

<https://nira.com/how-to-use-notion/>

Unit 3: *How to solve conflict in a community enterprise?*

Total time: 3 workshops, 335 minutes

Workshop n°1: PERCEPTION, COMMUNICATION AND CONFLICT			
Learning hours: 105 minutes			
Learning outcomes	<p>At the end of the workshops, learners should be able to:</p> <ul style="list-style-type: none"> • Demonstrate the importance of perception in what we see and how we interpret situations or figures. • Knowing how to open up to the perspectives of others and go beyond them wisely. • To enable participants to examine the attitudes and feelings they associate with the conflict. • Encourage participants to reflect on how stereotypes affect conflict; provide them with an opportunity to think about the different groups they belong to, listen to what others think about the groups they belong to, and challenge stereotypes. 		
Duration	Material Needed	Activity/Tips to the tutor	Resource
5 to 10 mn	Transparencies or optical illusions drawings, which includes Worksheet M2.U3.1 drawings Old Lady / Young Lady, and Face / Vase.	<p>Ice breaker: Old Lady/Young Lady</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1) Show the slides of the Old Lady / Young Lady 2) Ask the participants what they see. Some will see an old lady, others will see a young lady, others may not see either. 3) Ask one of the participants to show the others the parts of the two ladies in the drawing. 4) Repeat the same process with the Face / Vase design. <p>Discussion: Remark that everyone is looking at the same thing, but that someone can see something different from others. For some it will be easy to identify both, but for many it is possible to see the other only after receiving precise indications from other people.</p> <p>Notes to the trainer: If you don't have an overhead projector, you can make multiple copies of the paper for each participant or show the</p>	Worksheet M2.U3.1

		<p>image on a large sheet. During the training, only one or both images may be presented.</p>	
<p>10min</p>		<p>Summary of previous session</p> <p>Ask participants to fold a piece of paper in half and write “Give One” on one side and “Get One” on the other side.</p> <p>“Give One” side: write 2 insights from the last session.</p> <p>Have participants stand up and find a partner. Each participant shares one idea from the “Give One” side of the paper and writes down one idea on the “Get One” side of the paper.</p> <p>Have participants continue finding new partners to fill their “Get One” side of the paper with new ideas.</p>	<p><i>Link to the relevant video, document, PPT or any relevant source to support the activity</i></p>

<p>20 min</p>	<p>Billboard and markers or blackboard and chinks.</p>	<p>The network of conflict</p> <p>Procedure:</p> <p>1) Draw a circle in the centre of one of the sheets and write the word "conflict" in the middle. Ask the participants to say, without thinking too much, those words or phrases they associate with the word "conflict". They could be descriptions of situations, elements of the conflict, feelings, various types of conflict, sources or effects. Accept all the answers without opening a discussion or making a judgment and write them on the paper, each at the end of a line that starts from the word "conflict" and goes outside the circle.</p> <p>2) As soon as there are quite a few suggested answers, try to group them (for example, by connecting the various feelings about the conflict, or all the words associated with the types of conflict). Some answers could give rise to associations that become other branches of the Net.</p> <p>3) Keep asking for answers for about 10 minutes or until the group stops giving them.</p> <p>Discussion: When the network is complete, ask the group to look at the drawing and describe what they think it represents. Often most of the responses are negative or violent. If this is the case, point that out to the group, especially if you see that there are many responses that emphasise feelings, or types of conflict.</p> <p>Questions to ask can be:</p> <ul style="list-style-type: none"> ● Does anyone have a positive association with the word conflict? ● Why are our associations with conflict so negative? 	
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<p>45 min</p>	<p>White cards or small pieces of paper, scotch tape</p>	<p>Three questions</p> <p>Procedure:</p> <p>1) Ask participants to think individually about the cultural group or groups they belong to. Each person could belong to multiple groups. Encourage them to think not only about ethnic or racial based groups, but also about groups based on religion, gender, social class, languages, personal passions, sports, etc.</p> <p>2) Have the participants write the names of the groups they associate with on the cards. The trainer collects all the cards and places them on a wall of the room to create a sort of 'living description' of the diversity of the group.</p> <p>3) Divide the participants into groups of four. All of the participants, personally, should think of a group with which they feel strongly associated or from which they feel a strong formative influence. Ask them to think about the following three questions:</p> <ul style="list-style-type: none"> - What drew you to identify with being part of the chosen group? - What element of your group would you like to change? - What is the thing you never want to hear about your group? <p>4) Ask the participants to share in small groups their answers to these questions, speaking, each person, no more than 5 minutes. Remind them that if they want to, they have the right to 'pass' or not to speak.</p> <p>5) Gather for a large group discussion.</p> <p>Discussion:</p> <p>Questions to ask:</p> <ul style="list-style-type: none"> - How did you react to this activity? Did you feel comfortable or not? 	
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		<ul style="list-style-type: none">- Did you learn anything from this activity? If so, what have you learned?- Have you learned anything new or surprising about members of various cultural groups? Can you share this information with the learning group here without revealing anything confidential?-What are some of the common stereotypes about various cultural groups that others have held?- how might some of the stereotypes you highlighted contribute to the conflict? How does conflict affect stereotypes? <p>Notes for the trainer: This exercise works well after developing a good dose of trust among the participants that allows them to also be able to talk about potential topics related to emotions. This exercise is most effective when used in groups representing various parties to a conflict, although it is likely to provoke heated discussions.</p>	
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15min	The story of the “Six Blind Men and the Elephant” printed in a paper and divided between the readers Or, in alternative, a projector to show the video	Summary and wrapping-up: “Six Blind Men and the Elephant”	Worksheet M2.U3.2 https://www.youtube.com/watch?v=bJVBQefNXIw
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TO GO FURTHER
<p><i>Add here any source that seems relevant to you according to the topic of your workshop. This could be video, TedX talk, articles etc.</i></p>

Workshop n°2: The CONFLICT MANAGEMENT			
Learning hours: 95 min			
Learning outcomes	At the end of the workshops, learners should be able to: <ul style="list-style-type: none"> ● Develop creative thinking skills that can be used in problem solving. ● Have participants explore their own responses when they are in a conflict and recognise that there are many ways to cope with it. 		
Duration	Material Needed	Activity/Tips to the tutor	Resource

<p>10 mn</p>	<p>Copies of the Nine-dot puzzle (<i>Worksheet M2.U3.3</i>) for each participant, or a Nine-dot transparency, or a whiteboard on which to draw the nine points as formed for the puzzle.</p> <p>Pencils or pens.</p> <p><i>Worksheet M2.U3.3_9points_Solution</i> for the trainer</p>	<p>Ice breaker: The Nine-dot Puzzle</p> <p>Procedure:</p> <p>1) Explain that problem solvers are generally people who are capable of thinking creatively and who constantly push the boundaries of their thinking.</p> <p>2) Give everyone the Nine-dot Puzzle. Explain that their job is to join the nine points using only four straight lines, without removing the pencil from the paper and without tracing over previous lines. If any participants know the exercise, they must remain silent while waiting for the debriefing.</p> <p>3) After a few minutes, ask if anyone has found the solution. If so, have the person draw the solution on the whiteboard or poster. If no one has found the solution, explain the solution.</p> <p>Discussion: Further discussion questions follow:</p> <ul style="list-style-type: none"> - What made solving this problem so difficult? - What were the assumptions from which you started to try to solve the problem? - Why don't most people happen to draw outside the boundaries dictated by the points? - Do you remember a problem you had to face that was solved in a creative, alternative ('outside of the box') way? 	<p>Worksheet M2.U3.3</p> <p>Worksheet M2.U3.3_9points_Solution</p>
<p>10m n</p>		<p>Summary of previous session</p> <p>After a very brief summary of the previous session made by the Trainer, ask participants to try to give their own definition of Conflict.</p>	

<p>60 min</p>	<p><i>Worksheet M2.U3.4 (page 1, 2 + page 3 separately) - one for each participant</i></p> <p><i>A blackboard and a chalk, or a poster and some markers</i></p> <p><i>Pens</i></p>	<p>How do I respond to conflict?</p> <p>Procedure:</p> <p>1) Distribute copies of the <i>Worksheet Conflict Management Styles Assessment</i> (page 1 and 2) to each participant.</p> <p>2) Inform participants that there are various ways of responding to conflict and this tool is designed to identify how they respond to it as soon as it appears or early in any continuance. Also mention that it is important for people to deal with conflict transformations and Peacebuilding to understand how they personally react to conflict so that they can deal with it in a healthy and constructive way when it emerges.</p> <p>3) Have the participants read the questionnaire (page 1) and make sure they follow the instructions listed.</p> <p>4) After the participants have answered the questionnaire, perform the scoring procedure (page 2) if the participants are having difficulty.</p> <p>5) Analyse the questionnaire underlining the different types of conflict and identifying the strengths and weaknesses of each style (page 3). State that it is not necessary to share their favourite conflict styles with the group and that each style has strengths and weaknesses that make them better in some situations than in others. Ask participants to find the strengths and weaknesses of each style. Write their answers on the chalkboard or poster.</p>	<p>Worksheet M2.U3.4</p>
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15min		<p>Summary and wrapping-up:</p> <p>Ask some of the questions below regarding the previous activity in discussion:</p> <p>Ask participants to reflect on the cultural adequacy of the Test, and how their responses to the conflict are culturally influenced.</p> <p>It might be helpful to use the following questions to deepen reflection in discussion:</p> <p>- Under what circumstances are each of the five questions appropriate?</p> <ul style="list-style-type: none"> ● In your own cultural context, what values do you give to each style? <p>Notes to the trainer: Some participants may feel embarrassed to share their ideas, but others may want to share. Generally, individuals will discuss their findings with their neighbours in small groups.</p>	
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TO GO FURTHER	
<p>https://nobeexplorers.com/conflict-management/</p> <p>https://slideplayer.com/slide/3435079/</p>	

Workshop n°3: POWER, MEDIATION AND NEGOTIATION	
Learning hours: 130 min	
Learning outcomes	<p>At the end of the workshops, learners should be able to:</p> <ul style="list-style-type: none"> ● Encourage participants to reflect on the dynamics and / or relationships of power; animate the discussion and the mediation using 'living sculptures'. ● Create an opportunity to put negotiation into practice.

Duration	Material Needed	Activity/Tips to the tutor	Resource
5 to 10 mn	Good music with rhythm	<p>Ice breaker: The Flock Dance</p> <p>Procedure:</p> <p>This is a physical warm-up. The group forms a pyramid: one player becomes the top, 2 players behind that player, 3 players on a third line, and so on.</p> <p>The top player starts moving about the room (perhaps use music to guide the players). The second line follows the first player, and mimics the player's movements, and the third line follows the second line. The top player can change movement according to choice (and can be guided by, for example, a change in the music).</p> <p>The top player can even turn around, and face the second line, bringing complete confusion. Other variations can happen when the top player bumps into the last line, and takes over their movements</p>	<p><i>Music suggestions:</i></p> <ol style="list-style-type: none"> 1. Moliendo café 2. La vida es un carnaval 3. Black or white

10mn	Worksheet M2.U3.5 Scotch tape	<p>Summary of previous session</p> <ol style="list-style-type: none"> 1. Arrange the pictures of the animals on the ground by arranging them according to the diagram on page 1 of the Worksheet. 2. Briefly remind the participants of the ways of responding to the conflict represented by animals. 3. Tell the participants to listen to the sentences you will read (Worksheet - page 2) and to stand near the animal that most represents the way they would react. 4. Remind them that there is no right or wrong choice and that they can be placed more or less close to the animal depending on the intensity of their response mode. 5. Close the activity by pointing out the meaning of the different axes in the diagram and invite a minute of personal self-criticism beyond the question: How, and what, could I improve? 	<p>Worksheet M2.U3.5</p>
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<p>30 min</p>	<p>A floor with a carpet or mat, chairs</p>	<p>Model relationships</p> <p>Procedure:</p> <p>1) Ask for three volunteers. Specify that a volunteer will be asked to sculpt an image on which others will be asked to comment.</p> <p>2) Ask the first person to lie on the floor in a supine position (see the image). Ask the second person to place their foot on the first person's stomach. Ask the third person to step into a chair and place their hands on the second person's shoulders.</p> <p>3) Ask the group: <i>What does this sculpture represent? To what is it referring?</i> A further investigative question may be: <i>So who is who in the sculpture?</i></p> <p>Discussion:</p> <p>Some of the frequent answers to the first question are about family, school, church, government or local organizations.</p> <p>With the 'investigative' question, different opinions on the position of the various characters could emerge from the group and a series of levels of power and relationships could be identified.</p> <p>Additional questions for reflection and discussion can be:</p> <ul style="list-style-type: none"> - <i>How would you adapt the sculpture to represent what you want it to look like?</i> - <i>How would you modify the sculpture to represent a more equal distribution of power?</i> - <i>Would you start from the bottom? From above? From the middle?</i> <p>There are several ways to make changes to the sculpture:</p> <ul style="list-style-type: none"> -Ask the three volunteers to change the scene while the group is looking at the sculpture. -Ask the larger group to tell the volunteers how to change the sculpture. -Divide the group into small groups and ask each group to think of a process that depicts change 	
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		<p>aimed at building peace and to incorporate it into their own sculpture.</p> <ul style="list-style-type: none">-Insert people in the sculpture with the question: To represent the situation more precisely, what would you like to add?- Ask the participants to compose an image of what they would like to see and then ask: How do we get there?	
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<p>60 min</p>	<p>Worksheet M2.U3.6</p> <p>Worksheet M2.U3.7</p>	<p>Role play on negotiation</p> <p>Procedure:</p> <p>This case represents a situation in which two people negotiate over a shipment of exotic oranges. The roles for Roland and Jones state that one of them requires the oranges for the rind while the other requires them for the juice. The key is to see whether – and how – pairs of negotiators for the oranges discover that they can share the shipment and have no conflict.</p> <ol style="list-style-type: none"> 1. Introduce negotiation, including the four principles of negotiation. You can distribute the <i>Worksheet M2.U3.6</i> to the participants 2. Have one third of the class receive the role for Roland, one third receive the role for Jones, and one third prepare to take the role of observer/recorder of the interaction between Jones and Roland. (Distribute the correspondent page of the <i>Worksheet M2.U3.7</i> to the groups) <p>After students have read their roles, form the class into groups of three (one Jones, one Roland, and one Observer) and let the discussion begin and run 10 or more minutes or until most pairs have reached some kind of a resolution.</p> <p>Proceed to record the solutions and group the different types of solution. Have the reporters and role players describe the behaviours that led to the outcome. Discuss the implications of such behaviours in terms of questions, such as the following:</p> <ol style="list-style-type: none"> 1. What conflict styles did the parties use? 2. What were the effects of such styles? 3. Were there some critical turning points in the discussion? 4. What techniques from Principled Negotiation or Integrative Decision Making are useful here? 5. Would a third party be useful in this case? 	<p>Worksheet M2.U3.6</p> <p>Worksheet M2.U3.7</p>
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20 mn		<p>Summary and wrapping-up:</p> <p>What happens next? Close the workshop, then let people build their unforgettable story:</p> <p>One player in the middle, the other participants sit around the player in a circle. Any participant can give the middle player a task, which the player performs, then asking: `What happens next`? Any player may suggest what could happen next if there is a long pause, but the idea is for the participants to construct their story so that it is coherent.</p> <p>Notes The player in the middle should strictly do only the tasks as they are given; it is up to the participants in the circle to construct the story.</p> <p>Close the workshop by thanking all participants, wishing them good luck and a big round of applause.</p>	
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TO GO FURTHER
<p><i>Add here any source that seems relevant to you according to the topic of your workshop. This could be video, TedX talk, articles etc.</i></p>