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Let's talk

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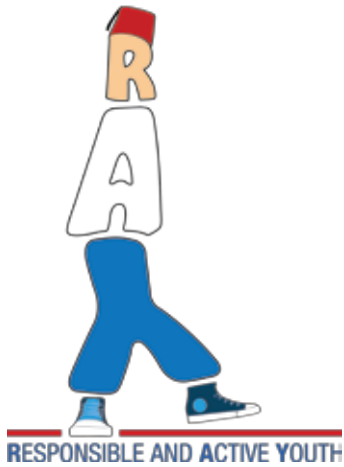
وليد

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يارا بتنسى كتير.

Yara often tends to forget things.



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A Game on Interpersonal Conflict
Transformation in Lebanon

Instructions Booklet

FOREWORD

Since its start in 1996, the Association Libanaise pour L'Education et la Formation (ALEF) (ALEF-act for human rights) has developed a solid expertise in working with youth in Lebanon on human rights related issues. ALEF has launched and implemented several successful youth-based initiatives. To name few: the “Youth Building Reconciliation” projects (YBR I&II), which focused on Reconciliation and Conflict Transformation and “3D- Droits, Devoirs, Democratie (Rights, Duties and Democracy)” which promoted human rights culture among youth in 8 selected Lebanese schools and universities.

ALEF presents a tested game on actively engaging youth in addressing interpersonal conflicts with practical ideas on how to empower youth to address conflicts both on the interpersonal and intra-communal levels.

This toolkit empowers youth with transformation skills to peacefully address their conflicts. The “Ta’o Nehke” (Let’s Talk) Board Game, presented here, has been prepared by ALEF’s youth volunteers.

Darine El Hage
Executive Director

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SPECIAL THANKS

The design and creation of this game has been made possible through the generous contribution of our funders and partners. ALEF would like to thank the Canadian International Development Agency (CIDA) through its Regional Human Rights and Peace building Fund (INSAN) along with the German International Cooperation Organization (GIZ) for their financial and technical support throughout this endeavor.

Also, ALEF would like to extend its gratitude to all the persons who contributed to the content of this instruction booklet, in particular, the Education and Outreach team at ALEF, Mr. Jean – Paul Chami (co-author), Mrs. Rania Fazah and to the design made by Mr. Clement Kanj.

This game would have never been possible without the dedication, hard work, and creativity of its core team of youth volunteers: Hussein Itani, Vanessa Bassil, Layla Bizri, Mira Daher, Ramzi Merhej, Heba Chendeb, Sabine Sarkis headed by Hassan Koussa (Senior Volunteer).

We would like to highlight the great contribution of the administrators, volunteers, and members of the three communities, which were engaged in testing this game: the Beirut Arab University, the Rawda High School and the Yammouneh Club in the Hermel area

Finally, a word of gratitude goes to the Naseej Program for Community Youth Development Initiative - Save the children - US, which contributed in concepts and practices of Community Youth Development in 2006.

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Background information

The ongoing tension and intolerance within the Lebanese society reveal a persistent trend of conflict. The lack of reconciliation and the current political fragmentation created an environment of mistrust and hatred. This situation has deeply affected youth in Lebanon. Violence and clashes between groups from different communities is reemerging as many incidents took place in universities and sensitive areas. Part of the solution lies in involving youth in diversity management, conflict management, peacebuilding and human rights. ALEF has started a series of projects, Youth Building Reconciliation (YBR) implemented from 2007 till 2009, with the aim of creating a dynamic of dialogue and mutual understanding amongst various Lebanese youth.

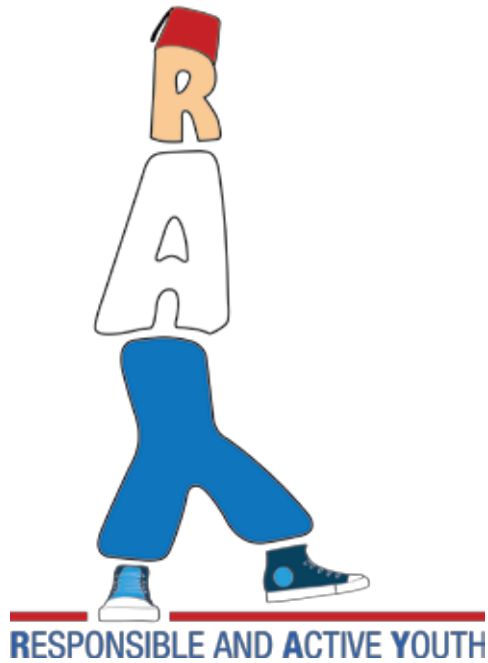
This current game was conceptualized, designed and developed by ALEF's core volunteers within the scope of the Responsible and Active Youth project (RAY). This project aimed at mobilizing, empowering and providing youth with opportunities to learn about themselves and the other and then to get involved in working with their own communities with a special focus on interpersonal conflicts. RAY equally aims at promoting a culture of peace building while respecting human rights among Lebanese youth through emphasizing constructive partnerships between them and their communities.

Youth is a resource, a limitless potential that needs to be unleashed & supported to attain full development by listening to them, providing them spaces & means to take decisions, experiment and lead.

This game provides organizations and professionals, working with youth, with a spectrum of good practice and strategies on how to work with youth as partners ensuring full and equal participation; it also serves as a training tool to empower youth on how to constructively deal with inter-personal conflicts.

“Let's radiate the world with peaceful RAYs” Heba (Core Volunteer)

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The RAY logo was created by ALEF's Core Volunteers. The traditional Lebanese hat "Tarboush" represents the Lebanese heritage and culture. The modern looking blue (jeans) trousers and the Converse shoes resemble the spirit of today's Youth. This mascot comes to remind us of the conflicts that sometimes occur along generation lines. RAY is designed to portray the dynamism of youth.

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“Ta’o Nehke” as a training tool on inter-personal conflict transformation

“Although conflicts are normal life phenomena, we stay unable to address them well, often failing in preventing them from turning violent. The reason is very basic and simple: we lack the proper attitude, skills and tools to deal with them constructively” - Professor Johansen Jorgensen

In a world where youth can alternatively be primary victims and/or perpetrators of violence, it is important to prepare them to better understand and deal with conflicts before they become violent and thus destructive.

Training youth in conflict transformation practices helps them address their conflicts constructively and without resorting to violence. Consequently, this reflects positively on their communities as it decreases the chances for inter-personal conflicts to escalate into a complicated violent scenario, that could be fuelled further by external factors.

Driven by this need, the core volunteers of the RAY project, known as RAYians, developed together a tool dedicated for youth to address conflicts in a creative and entertaining way: the RAY board game. They called this game “Ta’o nehke” Let’s talk!

Conflict transformation: Rather being resolved, conflicts can be transformed. This means that conflicts can be changed into something positive, useful and good. When we properly respond to conflict, we come closer and enter into more profound and more meaningful relationships with fellow humans.

What is “Ta’o Nehke”?

“Ta’o Nehke” is an innovative board game that uses role-play and simulation exercise with several scenarios of interpersonal conflicts. Featured conflicts take place within 4 specific communities; a school, a university, a village and in a shared apartment. Ta’o Nehke is played by 2 to 4 players; depending on the roles in each scenario. The game is played in 4 rounds elaborated below.

In addition to the 4 built-in scenarios, Ta’o nehke can be expanded to include new scenarios through its scenario creation template (on page 24), a unique feature which allow the young players to develop and play their own scenarios based on real conflicts in their communities.

“Plato says: “you can discover more about a person in an hour of play than in a year of conversation...” In addition, through play, we do not only learn more about the other, but also about our own selves.”



What is “Ta’o Nehke”?

The main objective of this game is to empower youth to deal with interpersonal and intra-communal conflicts within their communities.

“Ta’o Nehke” aims at:

- Introducing youth to the skills of transforming conflicts in a fun and interactive way
- Promoting a culture of dialogue, constructive communication, common grounds for living together
- Promoting conflict facilitation skills among youth in addition to empathy, relationship building, active listening, nonviolence, and creativity

Main features

“Ta’o Nehke” is...

- Dynamic and interactive a dedicated negotiation space whereby each player gets a number of opportunities to negotiate with other players
- Written in Lebanese Arabic dialect to create more affiliation with the context as this brings the game closer to the players’ context
- Based on real life situations/scenarios are based on real conflict assessment conducted by the youth themselves in their respective communities
- Adaptable to different communities and groups

This game develops **Active and Focused Listening abilities**. It has been designed in such a way that the players have to listen to each other carefully and connect with each others’ needs and feelings. There is no room for interrupting or taking over the conversation as speaking can only take place for a limited time.

Learning objectives of “Ta’o Nehke”

“Ta’o Nehke” is designed to provide conflict-related knowledge, skills, attitudes and behaviors to those playing it

In Terms of Knowledge

- Understanding conflict transformation concepts and terminology
- Understanding the various personality traits and conflict styles
- Discovering what is conflict transformation and how it is done
- Identifying conflict styles, and different ways to handle conflicts
- Learning the difference between positions, interests and needs

In terms of Skills

- Acquiring skills to engage with people with different conflict personalities
- Learning how to mitigate interpersonal conflicts
- Developing an “evaluation-free-lens” which leads to having less assumptions while observing and understanding more
- Being aware of others’ feelings
- Being able to understand the person’s history, interest, needs and relation to the conflict
- Being able to see the bigger picture in a conflict and form the perspectives of the different parties
- Putting oneself in the shoes of the other
- Negotiating within limited timeframe Cooperating towards a common goal
- Practicing communication skills and ways to convince the other

“Thomas-Kilmann presumes that each one of us has a dominating pattern of thinking, reacting and behaving when facing conflict. There are 5 conflict styles or patterns of handling conflicts all of equal importance:

- Compromiser
- Avoider
- Harmonizer
- Competitor
- Cooperator

“Ta’o Nehke taught me the importance of not only caring and catering to my needs but also to other people’s needs as well.”
Nadine (Rawda High School)

“I learned that I should listen actively to others and be logical in my behavior in certain situations. The three days of the community actions were fun and I wish we could stay for two more weeks.”
Raneen (the Human Rights Center - Beirut Arab University)

In terms of Attitudes

- Fostering curiosity among participants to go back to their communities and to try out the newly acquired skills
- Raising interest in conflicts transformation in their daily lives.
- Acquiring readiness to reflect and understand other parties to a conflict before judging them
- Being more soft on people and increasingly tolerating their conditions/circumstances
- Becoming focused on the process more than results when dealing with conflict
- Aiming at always balancing between achieving one’s objectives and maintaining relationships
- Becoming more reasonable and more patient
- Overcoming stereotypes and prejudices

“Now that I played the board game, I am more considerate to other people’s views and opinions; whereas before, I did not really care about others’ opinion. Others assumptions made me think more on how to react and control my reactions.”
Mona (the Human Rights Center - Beirut Arab University)

In terms of behaviors Youth will be able to

- Map conflicts in their communities
- Develop scenarios related to the mapped conflicts with the assistance of the trainer/coach and introducing it to the game
- Adapt the stories as per their realities
- Practice the game with families/friends/schools/etc and engage other youth

“I learned that in a conflict, my contribution may be the key to solving the issue. I learned to be more responsible.”
Hassan (the Human Rights Center - Beirut Arab University)

How is “Ta’o Nehke” played?

Set up

Option 1: just like any board game, a round shaped table with 5 seats; 2-4 players and a facilitator is the most suitable setup to play the game.



Core volunteer playing "Ta'o Nehke" in ALEF

Option 2 (for trainers): when working with a group of youth, it is recommended to use the board game in an upright position along with the bigger format as it can help both players and the audience see the development on the board.

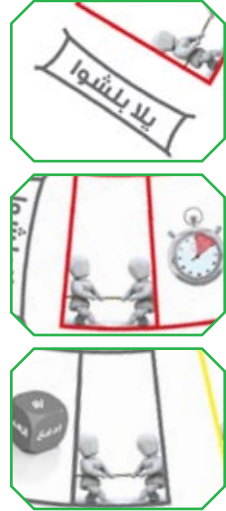


Playing "Ta'o Nehke" in BAU

1. First things first

- 1.1. The facilitator welcomes the players and audience
- 1.2. The facilitator ushers each player to his/her seat.
- 1.3. The facilitator makes sure to seat the audience of each player in their designated areas.
- 1.4. The facilitator explains the board game rule and its different squares and items as follows:
 - 1.4.1. The **“Starting Position”** - indicates the starting square at which all the players place their tokens right before the game starts.

1.4.2. The **“Let’s negotiate!”** Square - when reached, the player gains 10 seconds negotiation time with the other player occupying the square. If the player reaches his/her own negotiation square or one of the two grey negotiation squares, then he/she gets to choose the player with whom the negotiation will take place. There are **4** colored negotiation squares on the board. and **2** grey negotiation squares.



“Negotiation is vital to be able to transform the conflict into a positive situation. Before being involved in RAY project, I used to be an avoider whereas now I face the conflict and start negotiating”
Mohamad (Yammouneh Youth Club)

Negotiations and discussions are necessary for transforming conflicts”
Maya (Yammouneh Youth Club)

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1.4.3. **“Stopwatch”** square– when reached, the player receives **10 seconds** bonus time coin. Time can be used instantly or compiled to be used later when the player deems it necessary. There are **4 Stopwatch Squares** on the board.



1.4.4. The **“Play it or Pay it”** square – when reached the player will need either to pay one Time Coin or would need to share with other players a piece of information or a decision that will help in descalating the conflict or increasing the chances of positive conflict transformation. In the latter case, the player will be expected to start his/her sentence by saying: “I want to help our community in addressing the conflict and for this reason I will share with you the following information...” There are **4Play it or Pay it squares** on the board.



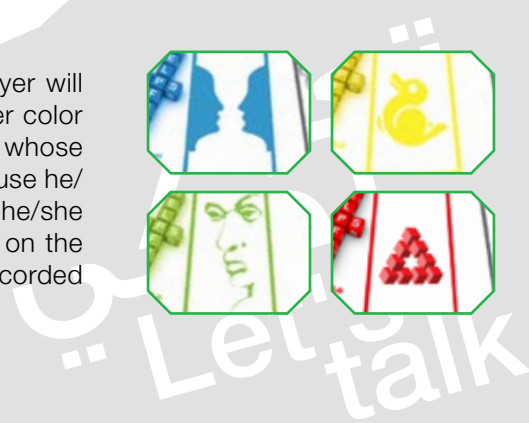
“What I liked most is being put in a situation where I am obliged to offer a positive contribution to solve the conflict. It provides a sense of responsibility in real life situations where all parties must get involved in the process of conflict transformation.”

Jad (Rawda Hight School)

1.4.5. The **“Helpful Tips”** square provides the player who reaches it with a card holding information relevant to the player to whom the Tips Square belongs. If a player reaches his/her own **Helpful Tips square**, then he/she is given the option to choose which player he/she would like to receive tips about. vvThe Tips could be useful for transforming the conflict as for the negotiation. In this case, the square will act as an empty square. There are **4HelpfulTips squares**. Tips could be about:

- Likes / dislikes of a player
- Triggers that a player has
- Additional history about the conflict.

1.4.6. The **“Perceptions”** square – when reached, the player will have to share his perception of the other relevant player (as per color code) by saying the following statement: “I think that (player whose square was reached) is a/an _____ (adjective) person because he/she _____”. If a player reaches his own **Perception**, then he/she does not share anything. There are **4 Perceptions squares** on the board. The unique feature about perceptions is that they are recorded by the facilitator on the scoreboard.



1.4.7. The **“Audience”** square – when reached, the facilitator opens the floor for the audience of the player and the player him/herself to interact for one minute. The audience is usually expected to give advice or ideas on how the player could move forward with the game. There are **3 Audience** squares on the board.

1.4.8. The **“Objective meter”** squares – indicate the degrees of achievement of the player’s set objective. There are 3 degrees:

- “Nothing” - player either doing big concessions or avoiding the conflict
- “50-50” - player has resorted to compromised, even if it’s a 20%-80% situation
- “Maximum” - player has achieved his/her set objective as per the role sheet

1.4.9. The **“Relationships meter”** – each player has **3** levels of relationships with the 3 other players. The level will be indicated by placing a token on the appropriate square related to the concerned player. The levels are:

- **Bad** relationship
- **Average** relationship
- **Good** relationship

1.4.10. The **“Finish line”** – indicates the end of a round.

1.4.11. The **“Nametag spaces”** – each player will position his nametag (as per the game role-sheet) on the designated nametag area. There are 4 nametag areas on the board game.

1.4.12. **“Cards” and “Sheets”**

- The **“Tips”** cards – there is one set Tips cards related to each one of the players. The sets are sorted by color-coding according to each player’s color.
- **“Feelings and Needs”** sheet – there is one Feelings and Needs sheet per player. These sheets list feelings when needs are met (positive feelings) and when needs are not met (negative feelings). The sheet highlights some agreed upon human needs.



1.4.13. Other items of the game

• **Time coins** – small cards showing an amount of **10** seconds each and that are given to players when they reach the **Stopwatch square**. These are the currency in this game.

• Tokens– the game has the following tokens:

o **4 main tokens** (1 per player): each player receives 1 token with a distinct color (blue, red, yellow and green). This token is used by the player to indicate his/her position on the board's squares.

o **16 tokens** (4 per player): each player receives 4 tokens that he/she uses to indicate the level of his relationships with the 3 other players and the degree of achievement of his/her main objective.

o **Dice**–one at a turn, each player rolls a dice in order to determine the number of squares he/she will need to move his/her token.

o **Stopwatch** – to measure and monitor the negotiation time. The stopwatch on any mobile phone can also do the job.

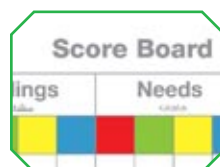
1.4.14. **Buzzer** (optional)– 1- to indicate the end of the negotiation time and to call the player's attention that they should stop communication. 2- to be used by the facilitator in case foul language or interruption was made by one or more player.

1.4.15. **Scoreboard** – used to capture such information as the feelings shared by players in addition to their perceptions and needs. Additionally, the scoreboard highlights the scores of each round.

1.5. Rules of the game

1.5.1. There are 4 rounds of the game. The facilitator explains that “No one player wins a round unless he/she achieves his/her objective while maintaining the relationship levels mentioned in his/her Individual Role Sheet”.

1.5.2. Accumulated points will determine the winner by the end of the game



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2. Before the start of the game

2.1. Each player is given an individual **Role Sheet** (IRS) by the facilitator

2.2. Players are given 10 minutes to individually read and fully understand their roles in the IRS.

2.3. When the 10 minutes are over, the facilitator meets each one of the player privately (to preserve the confidentiality of the shared information) and makes sure that the IRS has been fully grasped and that there are no misunderstanding or misinterpretation of the given information.

2.4. A **Nametag** will be given to each one of the participants and will be positioned on the board on a dedicated space for nametags. The nametag will have the name of the character played by the player according to the given scenario.

2.5. One **Negotiation Card** will be given to each player. When his/her turn comes, a player can use it for up to one full minute, anytime during the game. This card allows its owner to decide with whom the negotiation will take place. After the negotiation is done, the player throws the dice and continues playing normally. Note that the negotiation card is returned to the facilitator after using it.



3. At the start of the game

3.1. Each player is asked to present him/herself with one sentence without referring to the conflict at all. Example: "Hello, I am Eman, I'm Lebanese, 30 years old, and I currently share an apartment with Calina and Yara."

3.2. Each player positions his/her token (blue, red, green or yellow) on the **Starting Position**.

3.3. Each player positions his/her 4 remaining tokens on the **objective meter** and on the **relationships meter** according to the initial given in his/her IRS.

3.4. The player's colors determine who will start. The player with RED color always starts followed by GREEN, then YELLOW then BLUE.

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4. During the game

4.1. Each player rolls the dice and moves his token in the direction of the arrow the number of squares indicated by the dice.

4.2. Each round of the 4 rounds ends when all 4 players cross the finish line.

4.3. During the game, the facilitator notes down on the scoreboard the perceptions shared by the players about each other.

Round One

4.4. By the end of ROUND ONE the following takes place:

4.4.1. Each player is asked to share his/her own feeling and what he/she thought the feeling of other players is.

4.4.2. The Audience is asked about what they think/understand about the conflict. They are also asked to share their thoughts about the players' feeling at this stage.

4.4.3. The scoreboard is updated with the scores of the players and the feelings shared by each.

4.4.4. Players reposition their tokens on the Objective Meter and the Relationship Meter in a way that reflects the current status of their objectives and relationships.

4.4.5. A new event is shared with the players. The event will spice up the conflict as it will add some new developments to it. The event can be either shared by the facilitator or, if available, shown on a screen as a short movie for no more than one minute.

4.5. By the end of ROUND TWO the following takes place:

4.5.1. Each player is asked to share his/her own need and what he/she thought the feeling of each of the other players is.

4.5.2. The Audience is asked to share their thoughts about the conflict and the needs of the players at this stage.

4.5.3. The scoreboard is updated with the scores of the players and the feelings shared by each.

4.5.4. Players reposition their tokens on the Objective Meter and the Relationship Meter in a way that reflects the current status of their objectives and relationships.

4.5.5. A new event is shared with the players. The event will spice up the conflict, as it will add some new developments to it. The event can be either shared by the facilitator or, if available, shown on a screen as a short movie for no longer than one minute.



Score Board	
Feelings	Needs
■ ■ ■ ■ ■	■ ■ ■ ■ ■

Feelings when needs are	
قوية / قوي Strong	ثيرة

Round 2
<ul style="list-style-type: none">• Date: 27th of Feb, in the eve• Calina and Eman are having• Yara comes in and says hi,• Calina and Eman look at h• Yara looks perplexed and f

تعاطف Empathy Compassion	حماية معنوية Emotional safety
ثقة Trust	استقلالية Independence autonomy

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- 4.6. By the end of ROUND Three the following takes place:
- 4.6.1. Each player is asked to share his/her own feeling and what he/she thought the feeling of other players is.
 - 4.6.2. The Audience is asked about what they think/understand about the conflict. They are also asked to share their thoughts about the players' feeling at this stage.
 - 4.6.3. The scoreboard is updated with the scores of the players and the feelings shared by each.
 - 4.6.4. Players reposition their tokens on the Objective Meter and the Relationship Meter in a way that reflects the current status of their objectives and relationships.
 - 4.6.5. A new event is shared with the players. The event will spice up the conflict as it will add some new developments to it. The event can be either shared by the facilitator or, if available, shown on a screen as a short movie for no more than one minute.

- 4.7. By the end of ROUND Four the following takes place:
- 4.7.1. Each player is asked to share his/her own need and what he/she thought the feeling of each of the other players is.
 - 4.7.2. The Audience is asked to share their thoughts about the conflict and the needs of the players at this stage.
 - 4.7.3. The scoreboard is updated with the scores of the players and the feelings shared by each.
 - 4.7.4. Players reposition their tokens on the Objective Meter and the Relationship Meter in a way that reflects the current status of their objectives and relationships.
 - 4.7.5. A new event is shared with the players. The event will spice up the conflict, as it will add some new developments to it. The event can be either shared by the facilitator or, if available, shown on a screen as a short movie for no longer than one minute.

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5. After the game

5.1. Debriefing time! The game is followed by at least half an hour debriefing during which the players are guided by facilitator through a reflection phase. the facilitator asks players and audience

5.1.1. Intrapersonal related questions

5.1.1.1. Did you like the game? Why? Why not

5.1.1.2. Were you able to empathize with the other?

5.1.1.3. How did you experience communication with the other players?

5.1.2. Relationships related questions

5.1.2.1. Do you think asking Yara out of the house is a viable solution?

5.1.2.2. If yes, what happens if she leaves and another Yara-like person joins in?

5.1.2.3. Wouldn't that presupposes that same issues will keep coming back to haunt Calina and Eman?

5.1.3. Structural related questions

5.1.3.1. What do you think is missing in the small community (here the house) in order to have:

- o Better conflict transformation mechanisms
- o Efficient conflict prevention mechanisms.

Board game related questions

- Did you feel that this game simulated real life conflict situations? How? And/or, why not?
- Do you think that this game can open up channels of communication between parties who are in actual conflicts? Why?
- How much did you feel that your personality played a role during the game?

General questions

- Did this activity remind you of a similar conflict that you have witnessed in real life?
- Were you able to relate your behavior in this scenario to how you usually act/react in real life?
- Did your position change after knowing more about the other party? (tips, positions, feelings...)
- Did you learn anything new? Specify in terms of knowledge, skills, attitudes.



“Ta’o Nehke” promotes personal reflections through its debriefing exercise. Players will reflect on their personal styles in handling conflicts when exercising their approach to address the conflict and via role playing

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What is unique about this game?

THE RELATIONSHIPS PART

This game emphasizes the importance of relationships and relationship building. In Ta'o Nehke, players cannot achieve their objectives and win unless they make sure that they have built good relationships with other players.

Players cannot win unless they have established good relationships with other players.

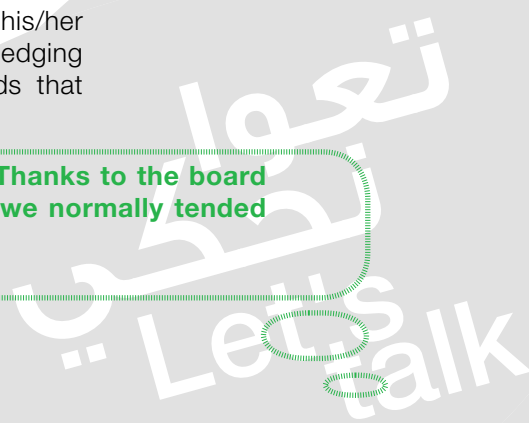
“It’s not about solving the problem; it’s about an opportunity for better understanding and relationship vs. objectives.”
Lida (Yammounh Youth Club)

“In conflicts, there’s no absolute assertiveness or guarantee that there will be a solution, but at least we can look deeper into our needs, interests, feelings, objectives, and relationships with others to change our perspectives and vice versa, that’s what I learned from the “Ta’o Nehke”
Ghida (the Human Rights Center - Beirut Arab University)

FEELINGS COUNT

Who has ever played a game in which the villain is asked about his/her feelings and needs? This game brings the element of acknowledging that all players/characters have feelings and legitimate needs that should be heard and eventually met.

“Sharing our feelings is the most difficult part. Thanks to the board game, we learned how important it is whereas we normally tended to ignore them.”
Ramzi (Core Volunteer)



COOPERATION

This game presents an opportunity for cooperation and building mutual & common grounds with other parties involved in the conflict.

“STEP INTO MY SHOES”:

In a world of growing apathy, this game takes us in a journey of empathy and caring about “the other”. Players step into other players’ shoes as they try to gauge their feelings and needs.

By the end of each round, not only are players asked to share their feelings with the audience and other players, but also they are asked to try and identify what are the feelings & needs of other players as well.

“ Apathy = lack of feeling or emotion or interest especially towards other people or towards issues of social concern. (Webster’s Online Dictionary) ”

“ Empathy = the action of understanding, being aware of, being sensitive to, and experiencing the feelings, thoughts, and experience of another. (Webster’s Online Dictionary) ”

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Playing Ta'o Nehke in communities

Trainers and youth workers can adapt the game to communities they work in; to ensure communal outreach as well as more relevance. The context in which people live influences their perceptions, attitudes, and behaviors. ALEF has learned from past experiences that in order to optimize a program's impact, the program need to allow target groups to interact and develop skills and attitudes within their relevant contexts.

“As you cannot train a fish outside water”...

Additional scenarios can be created by the youth and then played by them or by others. This can be done with the scenario creation template provide by the game and the help of a qualified trainer/coach who assists in conflict assessment based on criteria such as: Relevance to the community, recurrence of the conflict, role and involvement of youth in the conflict situation.



The community members in action during a community action

Step 1: mobilizing & selecting youth volunteers in a certain community

The initial step in this process is to identify interested youth in the target community. One main criterion to consider is interest and commitment

The game will be played by individuals within a community and aims at empowering individuals and groups by providing them with knowledge, skills, attitudes and behaviors they need to affect change in their lives as well in the community.

A number of youth are selected from the target community in order to:

- Receive a training on conflict transformation
- Map several conflicts in their communities
- Identify one conflict which will be developed as their community's scenario in Ta'o Nehke.
- Prepare the scenarios to be adapted in Tao Nehke
- Hold sessions to play the game & involve the community in these sessions
- Build upon the dynamic created after playing the game to prepare 3-day community action (optional)
- Keep records of process e.g. taking minutes of meeting, photos, videos, etc.
- Participate in the evaluation of the game

This core group will be identified based on the following criteria:

- Diversity backgrounds (e.g. religious, political, social, cultural)
- Gender balance
- Availability, willingness, motivation and interest



The core volunteers should be between 4 & 8 volunteers.

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Step 2: Capacity building for the core volunteers

2 days capacity building to build the group dynamics and introduce conflict transformation related definitions and practices through Ta'o Nehke. Exercises should revolve around:

- Good communication skills
- Differentiating positions, interests and needs
- Empathy practice
- Mapping conflicts
- How to use the community conflict assessment template

Step 3: Identifying and mapping interpersonal or relational conflicts by the core volunteers

The core volunteers relook at their communities and map out interpersonal & relational conflicts by:

- 1) Identifying 1- 3 conflicts of interpersonal or relational nature taking into consideration the role and involvement of youth in the conflict situation and their possibility to affect it.
- 2) Making sure that the conflict cannot have more than 4 main characters/protagonists because this is the maximum number of players in "Ta'o Nehke".
- 3) Making sure that the conflict needs to be an interpersonal or a relational one and not structural.

The following conflict assessment template will help you create the scenario:

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Conflict selection template

Interpersonal conflict selection template				
Describe the conflict: <i>Type of conflict, history of the conflict, parties involved, current situation of the conflict</i>	Relevance and importance to the community	Frequency of recurrence of this type of conflict	Role and involvement of youth in the conflict situation	Result
Conflict # 1	[grade] over 5	[grade] over 5	[grade] over 5	[grade] over 15
Conflict # 2	[grade] over 5	[grade] over 5	[grade] over 5	[grade] over 15
Conflict # 3	[grade] over 5	[grade] over 5	[grade] over 5	[grade] over 15

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Conflict analysis template

Description of the conflict	
History of the conflict: main stages of conflict development	
Main parties involved	
Current situation of the conflict	
Main issue(s) of the conflict	
External events affecting the conflict	
Impact of the conflict on each of the parties/community	
Reasons for conflict escalation (if any)	
Objectives of each party	<ol style="list-style-type: none"> 1. 2. 3.
Needs of each party	<ol style="list-style-type: none"> 1. 2. 3.
Fears of each party	<ol style="list-style-type: none"> 1. 2. 3. 4.

Tips on each party (background)	1. 2. 3. 4.
Common interests between parties?	- -

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Step 4: Preparation of the role sheets

In this step, the core volunteers draft the role sheets of each party in their selected conflict along the following model:

ROLE SHEET

- Who are you in this scenario?
- Who are other people in this same scenario?
- History of the conflict according to the party concerned
 - When and how it started?
 - What did you try to do?
 - How it has affected you and others?
 - What is the status today?
- The nature and different levels of your relationship with the other parties
- Your objectives in this game
- Additional notes

Step 5: Planning the Game

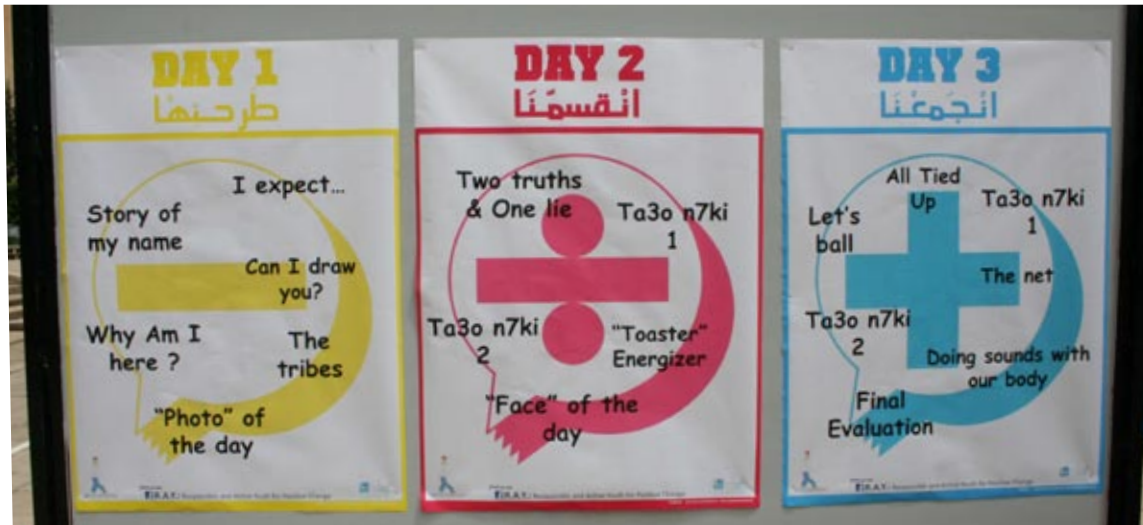
Some of what needs to be planned is the following:

- Setting the space for the game; preferably in a public space or community center, school...
- Promoting the game in the community
- Preparing the application forms for potential participants
- Division of tasks among the volunteers

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A teaser campaign is an interesting way to introduce the community to the game and get their attention and interest. Here is what was developed by ALEF's volunteers in one of the communities.



Giving a different name for each of the game phases brings a nice flavor and serves to better market the project. Here's for example what ALEF's volunteers opted for:

Phase 1 : (-) Tarahneha (in Arabic it means both to present an idea or to subtract as in maths) This day was dedicated to building a good group dynamic among the participants and to introduce concepts related to conflict.

Phase 2 : (/) Assamneha (in Arabic it means to divide something. It is also used in maths for the division sign). During this day, the participants work more on developing skills related to conflicts such as communication, listening and empathy. They were also introduced to Ta'o Nehke.

Phase 3 : (+) Jamaaneha (in Arabic it means bring things together or it can refer to the mathematical sign of addition) During this day, the participants learned about the power of dialogue in terms of bringing the different conflict parties together to discuss the issues at hand and to devise jointly solutions.

Step 6: Engaging community members

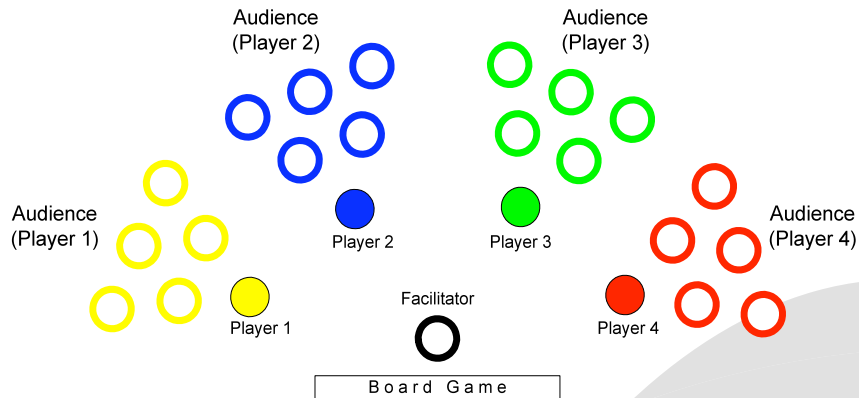
In each targeted community, members (youth) are engaged in the game during the assessment of the conflicts; later they act as the audience. It is recommended to have no more than 30 youth participants as audience in order to provide them with necessary attention and space to learn, interact and speak.

Step 7: Implementing the game

This is when everything that has been prepared comes to life. The game is played by 4 youth, other participating youth are engaged as an audience interacting with the main players.



In each community a space needs to be set up in advance in order to host the different activities to be performed with and by youth. The following model helps make efficient use of the space provided:



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Step 8: Evaluation

It is necessary to involve the core volunteers in reflections and evaluations to identify successes, challenges, and ways to overcome such challenges in the future.

Step 9: Celebrating

Playing “Ta’o Nehke” is always a good reason to celebrate; and not necessary at the very end of the journey, but can be done at different stages to highlight progress, development, creative ideas, inspiration and most importantly, working together.



Playing Let's Ball
in a community action

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How can you acquire a copy of the board game?

For trainers to receive a free copy of the board game, they should undergo a training on the Toolkit and board game delivered by ALEF.

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Tips for working with youth on interpersonal conflict transformation

1. The H-H-H-F approach

Conflict related training aims at providing youth with the theoretical framework, , along with skills & practice to prepare them to handle conflict in a holistic approach of four components: (as per Professor Diane Hendricks)

- The Head or Knowledge building

Providing knowledge through facts, information and concepts is needed to enhance better understanding of what conflicts are, their causes, and consequences, models of tackling them, etc.

“During this project, I learned conflict transformation principles & benefited from other member’s input. I felt a great potential and a tremendous possibility for the participants to impact their communities.”

Vanessa (Core volunteer)

- The Hands or Skills

After the “what”, comes the “How”. Developing skills that will prepare youth to deal with conflicts constructively such as nonviolent communication, mediation, facilitation, moderation, deep listening, critical thinking, collective problem solving...Both components (knowledge and skills) constitute the foundations for the third & fourth components

“I have learned to tolerate people more, to listen to others, to show empathy all while having fun. I even learned about myself during this experience; I can deal positively with conflicts. I learned from them how to be more patient... Learn from others, learn for yourself and stay positive.”

Nadine (the Human Rights Center - Beirut Arab University)

- **The Heart or Attitudes**

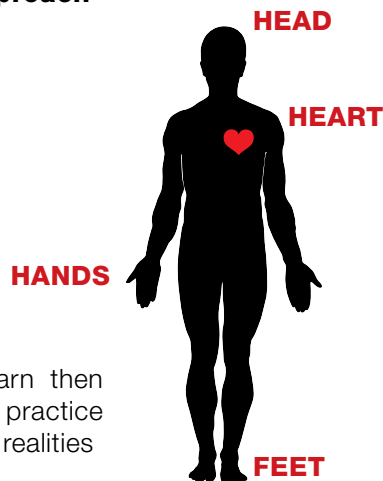
Youth need to understand how their attitudes affect their life choices, and their behavior. It is, hence, important to build with them positive attitudes conducive to successful relationships and more open and positive perceptions on things. It has been said that when one smiles, the whole world will be smiling too as we are the mirror of the world we decide to live in. Some of the attitudes that need to be developed in youth are empathy, positivity, thinking outside the box, etc.

“Efficient education has to give “equal importance to the head, the heart and the hand”. (A.G. Rud)

- **The Feet or behaviors**

Practice and behavior come as an integral part in the cycle of development; after acquiring the needed knowledge, skills and developing the right attitude, youth translate what they learned into behavior practiced in their communities. Here, it is very important to sensitize them on looking for possibilities and options for contributions in their communities be it at school, at home, in clubs, or within the neighborhood. At the same time, it is much needed to have enabling environments where youth are provided with opportunities and spaces for experimenting and practicing. Proper support and follow up and providing feedback and participatory evaluation is necessary to their learning; along with acknowledging their efforts and contributions.

The H-H-H-F approach



Youth need to learn then interact & test then practice then apply to their realities

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2. Reflections

“We do not learn from experiences... We learn by reflecting on experiences” says John Dewey. By the end of each activity it is imperative to create a space during which the participating youth share experiences and reflections related to the activity they experienced to emphasize learning objectives, self-consciousness and critical thinking.

“I had at first some reservations vis-à-vis the Yammouneh Youth Club from “Baalbeck” because of what I hear about them from people. However, after this workshop, I changed my mind and decided not to listen to prejudice but discover the truth myself. I discovered that the Yammouneh Club community is kind-hearted and it was really good interacting with them. The game revealed new perspectives.”

Nourhan (Rawda High School)

Good practice: Use a Reflection Book as a diary where youth note their observations, learnings, highlights and experiences during a project, an activity, a meeting, a community action, etc. The diary creates a common memory for the project done by youth themselves.

3. Building trust

Building trust and personal connections with youth is crucial as it helps the youth take ownership of the project and assume leadership roles within it. The key is ensuring direct and safe ways of communication and exchange, to ensure youth are heard and respected despite their differences.

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“Hanging out” and spending time on different occasions with youth is of high importance for this activity helps in creating the needed trust. It also gets the person involved to better understand and relate to the youth’s environment and daily lives.

**“I opened up and became more sociable because I loved the spirit and the trust that has been created throughout the project”
Salar (the Human Rights Center - Beirut Arab University)**

4. Coaching versus training

Experience has shown that training, when not followed with mentoring and coaching falls short in achieving the set objectives in terms of building capacities and changing attitudes youth will then become able to put into practice in real life situations what they have learned. Mentoring and coaching also allow youth to develop a higher sense of trust and continuity.

5. Flexibility

Working with youth requires flexibility and the ability to cope with busy and often conflicting schedules; which entitles the need to spend late hours, or meet in unconventional times and places to move forward the activity.

6. Process versus result orientation

The complete participation of youth will allow them to set the agenda of the training, to decide the training topics, to identify their needs and ways to respond to them and to put their issues on the table. Hence, adequate training comes to match youth experiences, and link them with the topic. This applies well when it comes to conflict transformation as it is always a good opportunity to work on existing conflicts or tensions in the community or within the youth group itself and build on real life situations.

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“Our development and capacity building is more important than the outcome because we are process-oriented and we believe that just like problems are initiated because of individuals, the solution to these problems lies in the individuals themselves; hence, we must first change ourselves from within.”
Layla (Core volunteer)

7. Fun, Fun... and more Fun

Indeed, experience shows that people learn the most when they are enjoying the process. In some cultures in the Middle East, there is a misinterpretation of the word “fun” for “wasting time”, or “doing things that are unproductive”. From a development perspective fun means satisfaction while achieving more. Fun helps in learning, where people take ownership of the process, and achieving personal learning objectives.

“ When the fun goes out of play, often, so does the learning (Joanne E. Oppenheim) **”**

“This is the first time I have fun and learn at the same time. Usually it’s “either” “or”.”
Sirine (the Human Rights Center - Beirut Arab University)

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Acronyms

ALEF - Association Libanaise pour l'Education et la Formation

YBR - Youth Building Reconciliation

RAY - Responsible and Active Youth

NGO - Non-Governmental Organization

INGO - International Non-Governmental Organization

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- Interviews
 - With Ms. Justine Abi Saad, Program Manager of education and outreach, ALEF
 - With Mr. Hassan Koussa, project officer of RAY project, ALEF
 - Core volunteers and community members
 - Administration and responsible of the communities
- Minutes of meetings of the RAY project
- Internal project reports
- Weekly reflection book
- Community actions reports
- Success stories from the community members

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- Prof. Diane Hendricks, Course on Peace Pedagogies, European Peace University, Summer 2008
- Seminar by Professor Marshal Rosenberg at the European Peace University (Spring 2007)
- Naseej / Save the children - US
- Dialogue for peaceful change, Pattaya, Thailand 2010

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