

# ADOLESCENT & YOUTH **Peacebuilders Manual**



# Adolescent & Youth Peacebuilders Manual

A manual of approaches and activities

*“for use by educators, programme managers, and others in  
Mindanao, Philippines working with adolescent and youth  
ages 14-24 in formal settings and nonformal programmes  
and contexts”*

UNICEF

Adolescent & Youth Peacebuilders in Mindanao:  
A manual of approaches and activities.

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# TABLE OF CONTENTS

Section 1: Purpose and overview .....	1
Section 2: Background and situation and rationale: Adolescents and youth, conflict and peacebuilding in Mindanao .....	9
Section 3: Peacebuilding competencies for adolescents and youth in Mindanao .....	17
Section 4: Making an Adolescent and Youth Peacebuilders programme work: Approaches for programme managers and facilitators .....	35
Section 5: Learning and action modules: A peacebuilding journey for adolescent and youth .....	79
Annex A: Glossary .....	185
Annex B: Helpful resources .....	187







## SECTION 1: PURPOSE AND OVERVIEW

**A**ll adolescents and youth in Mindanao, like all people everywhere, encounter conflict and peace in their lives.

They face conflict ways that are natural and fundamental to the experience of being human. They explore, discuss, and sometimes argue with friends, siblings, parents and other adults about day-to-day issues such as how they will spend time or money, chores and responsibilities. In their own homes and communities, through news and media channels, and through social and popular media, they encounter people with different opinions, experiences and perspectives from their own, and explore and wrestle to formulate their own beliefs. They disagree and struggle with others around them about more serious opinions and ideas about their own roles and responsibilities and those of others, moral and ethical concepts, and the different choices they make every day. They experience conflict internally as they form their own beliefs about what is right and wrong, face minor and significant decisions, and pursue their own paths into adulthood.

Adolescents and youth in Mindanao are also affected by conflict in ways that are difficult, and sometimes profoundly challenging. Many have experienced displacement or personal loss due to violent conflict between families, communities or armed groups. Some have been involved directly in violent conflict as part of fighting forces. Many, too, face other deprivations associated with the protracted conflict in the region, for example, lacking opportunities to continue schooling, or to support themselves and their families financially through safe, dignified work. Environmental hazards and crime, especially violent crime, present real risks to their safety and cause them worry and anxiety. All are aware, albeit to different degrees and through different channels, of the political, religious and economic controversies underway around them and the uncertainties they present for the region's future.

Adolescents in Mindanao also experience peace. Many, including those of Muslim, Christian and other faiths, feel a deep sense of peace through prayer and religious study. Many find comfort, security and support in their relationships with family members, and connection and unity with friends and other peers. Despite the complicated circumstances in which they are living and growing, their daily lives include peaceful moments of fun and relaxation when they are playing sports and other games or just chatting together with friends, or alone and feeling safe.<sup>1</sup>

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<sup>1</sup> These descriptions of adolescents' experiences of conflict and peace are based on findings from consultations with young people in Mindanao which were conducted in August 2016 as part of the development of this Manual. See "Adolescents in Mindanao share their own perspectives" in Section 2 for more details.



To cope with the challenges they encounter and build on the opportunities they face, adolescents and youth in Mindanao need to learn **competencies** – related areas of knowledge, attitudes and skills – that they can use to manage conflict and build peace at all levels of their lives. They need to be able to communicate and express themselves through a variety of channels, and to reflect on and understand others’ opinions and perspectives. They need to form new and creative ideas to imagine possibilities and solutions beyond what they have already experienced. They need to be able to analyze and interpret information from different sources, and form well-reasoned conclusions, plans and decisions. They need to feel secure, respected and confident to make choices that reflect their own values and goals. They also need to value others, curious about and interested in their perspectives and experiences, and invested in their wellbeing.

These competencies are essential for all adolescents and adults to develop to their full potential and engage positively with the world around them. They are especially important for adolescents and youth in Mindanao in light of the ways they are affected by both conflict and peace, and also because many have not had the chance to learn and practice these competencies in school or other safe and supportive contexts.

It is not enough for adolescents and youth in Mindanao to *develop* these competencies; they also need space and opportunities to use them. They can face and explore the conflicts they encounter, and find ways to resolve them positively. They can turn challenges, disagreements and arguments into positive opportunities to build stronger relationships with important people in their lives and learn about issues that they will confront as young people and adults. They can also contribute actively in small and large ways to making their communities safer, more inclusive, more supportive, and more enjoyable for people their own age, as well as younger children and adjust.

This Manual was developed to support Mindanao adolescents and youth in becoming **peacebuilders** by learning and using those competencies.

## Who is an “adolescent and youth peacebuilder”?

An adolescent and youth peacebuilder is a young person who....

- ✓ .... recognizes how conflict and peace affect their lives, including in their inner and spiritual life, their relationships with friends, families, peers and adults, and at the community regional, country and global levels.
- ✓ ... sees conflict and peace as natural and healthy part of life.
- ✓ ... recognizes and understands the causes of conflicts and peace, especially as it affects their own lives.
- ✓ ... is aware of their own perspectives and opinions in conflicts and peace, and takes an interest in understanding the different perspectives and opinions of others.

- ✓ ...can recognize and cope with some of the most challenging effects of conflicts in ways that are healthy and helpful to themselves and others.
- ✓ .... can form and hold their own views about how conflicts should be transformed or peace may, and feels confident to share and pursue their goals.
- ✓ ... takes active steps to positively transform conflicts that they encounter, whether in their inner lives, in their relationships with friends or families, or among other people in around them. They may also take active steps to transform conflicts at the community, social, national or global level, especially focusing on the issues that they feel are interesting, important and relevant in their own lives.

An **adolescent and youth peacebuilder** is any young person who has and uses their knowledge, skills and attitudes to recognize, understand and positively transform the conflicts they face, imagining and acting on possibilities to build peace. This can include facing, managing, and resolving internal and interpersonal conflicts in their daily lives. It can also include recognizing and taking steps to address conflicts that affect and concern them at the community, social, national or even global level.

An **adolescent and youth peacebuilder** is a young person who makes positive choices and takes positive action to make changes in ways that are *important to them* and possible for them. Some may choose to take leadership roles in addressing well-recognized and visible controversies or problems in their communities. Others may prefer to focus on conflicts or peace-related issues that affect their lives but are less apparent to others. Even small actions, such as showing kindness to a peer who feels excluded, avoiding involvement in a fight, are ways that adolescents and youth can be peacebuilders.

All adolescents and youth need to learn and competencies for peacebuilding, and all have the potential to contribute to peace. An **adolescent and youth peacebuilder** does not need to be someone who shows special interest or talents for peacebuilding. Especially because of the effects of protracted conflict in Mindanao or other challenging circumstances, some adolescents and youth – especially those who have been least reached by education and other services and support - may have more interest and potential as peacebuilder than meets the eye, or may not yet have had the chance to recognize their own to make positive change. They have the right to explore, discover and build their capacities as peacebuilders. When they are included in opportunities to do so, they, their families, peers and communities all stand to gain from the ideas and energy they contribute.

### What does this “Adolescent and Youth Peacebuilders” Manual offer?

At the heart of this Manual, in Section 6, is a set of guides for learning and action activities for groups of adolescents and youth to learn peacebuilding competencies, and take positive action together to positively transform conflict and build peace at all levels of their lives.

The Manual also includes other guidance to support people who use it in planning and organizing activities and working with adolescents and youth in ways that are most likely to be fun, interesting and engaging for them, and lead to positive changes in their learning and action. All sections of

the Manual include information, strategies other guidance and especially for programme managers, facilitators, and adolescent and youth participants who are leading, implementing or participating in Adolescent and Youth Peacebuilder programmes.

### **What is an “Adolescent and Youth Peacebuilder programme”?**

An “Adolescent and Youth Peacebuilder” programme is any programme or intervention in which adolescents and youth learn and use competencies as peacebuilders using some or all of the activities in this Manual. An “Adolescent and Youth Peacebuilder” might be referred to by another term, such as a class, course, club, or team. Its title may or may not include the term “peacebuilder” or any specific reference to conflict or peace.

### **Which adolescents and youth should benefit from this Manual?**

This Manual is intended for use with adolescents (ages 14-18) and youth (ages 15-24). The learning and action activities in Section 6 are designed to support young people of those ages to gain competencies - knowledge, skills and attitudes – that build on those they have already learned and acquired as younger children. They are intended to provide a balance of challenge, seriousness, ease and fun that adolescents and youth will find relevant, engaging and worthwhile. They focus on real possibilities for ways that adolescents and youth in Mindanao can take action immediately, through and beyond their programme activities, and make real changes in their lives and communities.

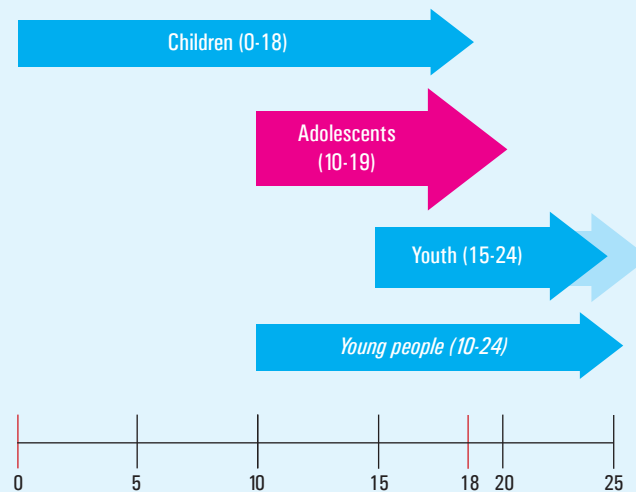
This Manual is designed for use with any and all adolescents and youth ages 14-24 in Mindanao. It can be used with adolescents and from or any gender, background, region, ethnicity, religion. It can be used with adolescents and youth in different circumstances, such as those in and out of school (and/or not accessing other learning programmes), in remote, rural or urban settings, those who are working, and those who have been released from fighting forces. The activities can and should be adapted for use with those of higher and lower literacy levels and educational attainment, as well as those with different talents and interests. In fact, an important overarching recommendation in this Manual is that, to the extent possible, programme managers and others implementing an Adolescent and Youth Peacebuilders programme should strive to reach all adolescents and youth, especially the least reached, and include them in a programme.

Programme managers and others who decide to support and implement an Adolescent and Youth Peacebuilders programme will also decide which adolescent and youth beneficiaries (and how many) they will aim to reach given the resources they have available. They may also decide to reach and include some younger or older adolescents and youth, depending on their contexts and other parameters of their programme and circumstances.

## Who are “adolescents and youth”?<sup>2</sup>

The United Nations defines adolescents as human beings in the second decade of life, ages 10-19. Adolescents ages 10-17 (to the moment they turn 18) are children, and as such are within UNICEF’s mandate as custodians of the Convention on the Rights of the Child. (People ages 18-19 are both adolescents and adults).

The following definitions of different age groups may be useful:



- Children are “human beings up to age 18” as defined by the Convention on the Rights of the child.
- United Nations agencies, including UNICEF and UNFPA, use a working definition of youth as human beings ages 15-24, but individual states utilize their own official definitions of ‘youth,’ which sometimes extend to higher age ranges.
- ‘Young people’ are defined by the United Nations as people ages 10-24.
- UNICEF defines adolescents as human beings ages 10-19.

This Adolescent and Youth Peacebuilders Manual was especially designed for use with adolescents and youth in Mindanao ages 14-18, and the term ‘adolescents’ throughout the Manual refers to people approximately in that age group. Programme managers, facilitators or others using this Manual in an Adolescent Peacebuilders programme may choose to use the term ‘adolescents,’ ‘youth,’ ‘children’ or any other to refer to programme beneficiaries and participants as they see fit.

<sup>2</sup> The United Nations Children’s Fund. The Adolescent Kit for Expression and Innovation: Foundation Guidance. UNICEF, 2016.



## Who can use this Manual?

This Manual can be used by any organization or agency in Mindanao with the interest and capacity to organize and lead activities with a group (or groups) of adolescents and youth on a regular basis over the period of at least a few weeks. These activities and approaches can be in formal schools, nonformal education programmes, or as part of arts, sport and recreation programmes, or in community or youth centres. It can be used by teachers, social workers or other professionals, or by coaches, animators or volunteers who have basic training in facilitating activities with groups of adolescents and youth.

The approaches and activities in this Manual are especially designed for two categories of users:

- Programme managers who are designing and overseeing education, recreation or other programmes for adolescents and youth. “Programme coordinators” can also be school principals, administrators, programme coordinators, or other organization leaders who are responsible for overseeing and supporting learning and action activities for adolescents and youth
- Facilitators who lead the learning and action activities for adolescents and youth. “Facilitators” may also be teachers, social workers, coaches, or volunteers.

Each section of this Manual indicates whether it is intended for programme managers, coordinators or both, and how they may use it.

## How was this Manual developed?

UNICEF developed this Manual with and for adolescents, youth, parents, educators, government agencies, nongovernmental organizations and civil society organizations throughout Mindanao. The Manual’s development included the following steps:

- A comprehensive desk review of the conflict and peace situation in Mindanao especially in relation to adolescents and youth, and peace education and peacebuilding initiatives and resources that have been developed and used in the region.
- Consultations with adolescents and youth, including those in and out of school, in different communities in Mindanao to learn about their perspectives and priorities with respect to how conflict and peace affect their lives.
- Consultations with parents, educators and other adults to learn from their perspective about how adolescents and youth re-affected by conflict and peace, and the education and support they need.
- Collaboration with educators and others working with and for adolescents, youth, education, protection and positive engagement in Mindanao to develop relevant, effective approaches and activities for the Manual.

### **A few final words to those who use this Manual as you get started....**

Remember that learning about and building peace should be positive, encouraging, rewarding experiences for everyone – especially adolescents - and including you.

Enjoy learning with and from adolescents and youth.

Enjoy your time together, and show them you care about them, appreciate them, and see their potential.

Let them surprise you.

Have fun!

We wish you success and peace.  
- UNICEF Philippines



## SECTION 2: BACKGROUND AND SITUATION AND RATIONALE: ADOLESCENTS, YOUTH, CONFLICT AND PEACEBUILDING IN MINDANAO

This section is for.. both **programme coordinators** and **facilitators**.

Use this section to...

- Understand why this Manual was developed to support Mindanao adolescents and youth in learning and using competencies as peacebuilders
- Reflect on the specific circumstances and experiences that the adolescents and youth with whom you work are facing, and how you can plan and adapt an Adolescent and Youth Peacebuilders programme that addresses their needs, interests and goals.

**A**dolescents and youth in Mindanao are living, growing and learning in a region rich in resources, and possibilities, but also one affected by what been described as “the second-longest conflict on earth,”<sup>3</sup> ongoing since the arrival of Spanish Christians on the island inhabited by indigenous Muslims and people of other faiths, governed under a Sultanate. The conflict, often framed as primarily a struggle between Moro Muslims and Filipino Christians over issues concerning religious and political authority and/or autonomy is, and has been for centuries, shaped by global, national, regional and local forces. Struggles between and among the government and political armed groups continue into the present, while the region is also affected by the violence of *ridos* or clan feuds, as well organized crime, and other forms of violent conflict.

<sup>3</sup> Schiavo-Campo, Salvatore and Mary Judd. The Mindanao Conflict in the Philippines: Roots, Costs, and Potential Peace Dividend. In Social Development Papers: Conflict prevention and reconstruction, Paper 24. Washington, DC: The World Bank, February 2014.



The modern era has been marked by some progress toward peace including two key milestones: a peace agreement signed in 1996 and a cease-fire in 2009 between the government and major political armed groups, although clashes have continued between those and other groups, while violence and instability persist driven by dynamics of underdevelopment and poverty, as well as global forces. Among other consequences, in total, the various conflicts in Mindanao have displaced millions of people since 1970. In 2008, when 600,000 people were forced from their homes, the Philippines ranked as the country with the highest number of newly displaced that year.<sup>4</sup>

### **Creating Connections: Life Skills for Adolescents and Youth** *A complementary curriculum and key resource*

To support adolescents and youth in Mindanao in learning, growing and developing to their full potential – including by coping with conflict and contributing to peace – UNICEF with other partner organizations developed the curriculum *Creating Connections: Life Skills for Adolescents and Youth* in 2010. The curriculum focuses on a range of essential topics that adolescents and youth need to know about and understand in order to care for themselves and those around them, remain healthy and safe, and build positive relationships with others. For example, it provides adolescents and youth with valuable information about puberty, reproductive health, alcohol and drugs, mental health, stress, positive and negative coping strategies. The curriculum is also designed to support adolescents and youth in understanding and using skills and strategies to protect themselves, make healthy and informed decisions about their health, and build positive relationships.

This Adolescent and Youth Peacebuilders Manual, also developed by UNICEF in collaboration with our local partners, is intended to complement the *Creating Connections* curriculum. It builds on the essential information and knowledge for adolescents and youth that curriculum is designed to address, offering more activities for adolescents and youth to specifically explore the concepts of conflict and peace. It also offers strategies for adolescents and youth to practice, strengthen and use the skills and attitudes they may begin to learn about and develop through that curriculum.

Programme managers, facilitators, adolescents and youth are encouraged to use *Creating Connections* as part of their Adolescent and Youth Peacebuilders programme, especially since it offers learning resources about these essential topics that were developed by and for education and youth organizations in Mindanao. The list of Recommended Resources at the end of this Manual also offers additional curricula, Manuals, and activity guides that can be also be used to make a programme for adolescents and youth as rich, relevant and rewarding as possible – especially by adapting their activities to their own interests and priorities.

<sup>4</sup> Philippines Mindanao conflict. Thomas Reuters Foundation News, January 2013. <<http://news.trust.org//spotlight/Philippines-Mindanao-conflict/?tab=briefing>>. Consulted 18 December 2016.

Adolescents and youth in Mindanao have been among those most affected by these conflicts. They have suffered from the death or injury of loved ones, separation from family members, destruction of homes and disruption of normal life, which has affected their physical, mental and spiritual well-being and precluded establishment of peaceful, productive communities. Many adolescents and youth have also been involved directly in violence through association in fighting forces, or involved in other ways. Poverty and economic underdevelopment have been both a driver and a consequence of conflict, and leave young people and their families with few possibilities for safe, dignified livelihoods. The chronic instability and underdevelopment of the region has especially mitigated children’s and adolescents and youth access to education, especially in those in the regions most affected by conflict.<sup>5</sup>



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The history and present of Mindanao have also been shaped by a variety of peacebuilding efforts, in which adolescents and youth have been both beneficiaries and actors. Chief among these have been a broad range of peace education initiatives, catalyzed in part by a global movement for peace education that began in 1999 with the initiation of the Global Campaign for Peace Education during the Hague Appeal for Peace, buttressed by the United Nations General Assembly’s declaration and programme of Action on Peace. Within the Philippines, a movement to build a national “Culture of Peace” began in 2003 led by the Center for Peace Education at Miriam College and other national organizations, and supported by the United Nations, UNESCO, UNICEF and other international actors.<sup>6</sup> The Government of the Philippines affirmed a national commitment peace education with the issuance of Executive Order 570: Institutionalizing Peace Education in Basic Education Curriculum and Teacher Education, issued by President Gloria Macapagal-Arroyo on September 26, 2006. That legislation established the foundation for a broad range of initiatives carried out by government education agencies, including the Department of Education of the Autonomous Region of Muslim Mindanao, in collaboration with United Nations and international aid agencies and nongovernmental associations, and civil society organizations.<sup>7</sup>

Since then, peace education initiatives in Mindanao have been implemented not only in schools, colleges and universities but also in the grassroots, through community peace-building efforts. Post-conflict human resources development programs of international aid organizations in Mindanao have integrated peace education in one form or another in their training designs. There are Mindanao-wide activities organized by the network of peace educators namely: the observance of the week

<sup>5</sup> The Crossroads of Child Protection and Education in Peacebuilding. United Nations Children’s Fund (UNICEF), December 2013.  
<sup>6</sup> Navaro-Castro, Loreta and Jasmin Nario-Galace, Peace Education: A Pathway to a Culture of Peace. Center for Peace Education, Miriam College, Quezon City, Philippines, 2010.  
<sup>7</sup> Peace Education in Mindanao Schools and Communities assisted by the Education and Livelihood Skill Alliance (ELSA) under the USAID/ EQuALLS2 Project. 2010.

of peace; inter-religious dialogues; solidarity activities during Ramadan for the Muslims and the Christmas season for Christians; peace concerts, peace essay contests and other advocacy and social mobilization activities.

With all of the progress achieved through initiatives, there remain opportunities to better reach and include adolescent and youth ages 14-18, especially those that have been least reached by all educational opportunities and other supportive programmes and services, in peace education and peacebuilding initiatives. Adolescents and youth, both those in school and those in alternative learning programmes are benefitting from teachers trained in peace education methods as well as peace-education curricula and others that address topics and skills related to conflict and peace. Many adolescent and youth, also those both in and out of school, have had benefitted from other peace-related activities and events, such as Sport for Peace and Art for Peace programmes, and/or have participated in training programmes too.

Nonetheless, there are opportunities to strengthen and expand opportunities for adolescent and youth to learn and participate in. Many of the peace education programmes and activities available to adolescent and youth are of short duration (such as training programmes, sport events or cultural activities that last for a few days). While these may give adolescent and youth a valuable introduction to important concepts and experiences, to adolescent and youth (and learners of all ages) require sustained opportunities to practice, reflect and develop the complex skills and attitudes needed to contribute to peace.

Above all as adolescent and youth in Mindanao learn about conflict and peace, too many lack supportive, safe opportunities put what they have learned to take action immediately in efforts to positively transform conflict and build peace in ways that are immediate and relevant to their own concerns and priorities.



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## Adolescents and youth in Mindanao share their own perspectives\*

To develop this Adolescent and Youth Peacebuilders Manual UNICEF carried out a series of participatory consultations with adolescents and youth ages 12-25 in three different regions of Mindanao to learn about their perspectives and priorities with respect to conflict and peace in their lives.

This Manual was designed based on findings from those consultations. It is especially intended to support adolescents and youth in developing competencies to manage and transform the types of conflicts that concern them the most, and in building on the positive experiences of peace that are important in their lives. The approaches and activities offered this Manual are also intended to support Mindanao adolescents and youth in examining their lives, safely and comfortably, to discover new issues in relation to conflict and peace that are part of their experience, and giving them space to learn about those issues and take action in ways that interest them.

A few key findings from those consultations that informed the development of this Manual are as follows:

- Young people in Mindanao place great value on their relationships with family and peers. Spending time with friends and family is a part of their daily lives that they enjoy most, contributing to their feelings of security and self-worth. Adolescents and youth expressed a wish to develop and use the skills they need to maintain strong relationships with peers and family members, and readiness to take on challenges to building stronger relationships.
- Young people in Mindanao witness interpersonal conflicts on a regular basis as part of their daily lives, including arguments and fighting. They have a healthy understanding of the causes of these arguments and skills that might be used to prevent them, but these are still a cause of stress and worry.
- Young people are personally and directly affected by risks and difficult circumstances presented by their natural environment and the physical management and infrastructure of their communities. These include natural disasters (especially flooding), pollution and improper waste disposal, and accidents (especially traffic-related accidents). Whether or not these are examples of “conflict,” they are issues that concern young people and are causes of stress and worry to them. Young people feel these risks re connected to and affect their day-to-day experiences and relationships with others. Many were ready with ideas for practical solutions, including those to which they could contribute themselves (e.g. through clean-up campaigns).

*\*Field-based assessment report: Consultations with young people and adults in Mindanao. United Nations Children’s Foundation (UNICEF) Philippines, 2016. Unpub.*



## Why an “Adolescent and Youth Peacebuilders” Manual for use in Mindanao?

UNICEF developed this Manual as part of its mandate to support families, communities and nations in fulfilling the human rights of all children, and contributing to peaceful societies that protect and uphold those rights. This Adolescent Peacebuilders Manual fills important gaps and builds on opportunities with respect to UNICEF’s mandate and the situation of adolescent and youth in Mindanao:

- Adolescents and youth ages 14-18 fall within the category of children as defined under the Convention of the Rights of the Child. As children, they have the right to an education, to be safe and protected, and to their views in matters that affect them. Opening opportunities for them to develop and use competencies for peacebuilding addresses all of these rights.
- All adolescent and youth have the right and capacity to learn and use peacebuilding competencies. All adolescent and youth have a right and a valuable role to play in peacebuilding. If only a few adolescent and youth are given opportunities to learn about conflict and peace or play a role, and others will be excluded or left behind, contributing to the inequalities that exacerbate conflict.
- Adolescents and youth, like all people, have different interests, priorities and talents, and expressing their differences should be part of peacebuilding.
- Some of the adolescent and youth in Mindanao who are least reached by education other supportive programmes and services are those most in need of opportunities to learn and use peacebuilding competencies.
- The Mindanao community has a strong commitment to peace education and peacebuilding programmes and efforts, and this Manual complements those resources with activities and approaches that fill a gap for adolescent and youth, especially those who have been least reached by those initiatives and opportunities. Many of the training resources and programmes that have been carried out or are underway focus on supporting adults and youth ages 18 and above as “peace leaders.” This Manual opens opportunities for a younger age group to engage in peacebuilding processes that are relevant and appropriate for their developmental level, preparing them for the roles they can take as adults.
- There are valuable conflict- and peace-related education resources already created and in use for adolescent and youth in Mindanao, focusing on topics such as health and healthy behavior, or using activities such as games, sport and arts to engage adolescent and youth in building peace. This Manual can be used together with those resources and approaches. It also offers opportunities for adolescent and youth to develop and practice skills, and explore topics in more depth over an extended period of time.

- To become peacebuilders, adolescent and youth need space and support to learn about and take action on issues related to conflict and peace that they find relevant and important in their own lives.
- To become peacebuilders, adolescent and youth need to recognize, develop and use their own perspectives and ideas, and put their own talents and interests to work.
- For adolescent and youth to learn and practice the complex skills that are part of peacebuilding competencies, explore and reflect on challenging issues that affect their lives, and imagine, experiment with and plan to take positive action, they need time and space.
- One of the greatest obstacles for many adolescent and youth in Mindanao in managing conflicts in their lives or engaging positively with peace is that they feel disconnected, lacking a sense of a positive role to take in their communities.
- Adolescents and youth – even those in poverty-affected communities and other challenging circumstances – already have the resources they need to be peacebuilders, and so do the schools, institutions agencies and organizations in their communities.



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## SECTION 3:

# PEACEBUILDING COMPETENCIES FOR ADOLESCENTS AND YOUTH IN MINDANAO

This section is for.. both **programme coordinators** and **facilitators**.

Use this section to...

- Build your shared understanding of the specific areas of knowledge, skills and attitudes that are all part of the competencies adolescents will learn and use through these activities
- Plan and adapt learning and action activities to make them effective in helping the for the adolescents with whom you work in learning and using these competencies
- Prepare to measure and assess the extent to which adolescents are learning and using these competencies through their participation in your Adolescent and Youth Peacebuilders programme.

**T**his *Adolescent and Youth Peacebuilders* Manual is designed for use with adolescents and youth ages 14-18 and up to 24 years old in some settings in Mindanao offering approaches and activities that help them to better cope with the challenges they face, transform them into opportunities when possible, and contribute to peace in their own lives, families and communities.

The approaches and activities in this Manual address **competencies** that all adolescents and youth, everywhere, need to develop to their full potential. It is based on a framework of **knowledge, skills and attitudes** that are especially important for young people in Mindanao who have been affected by conflict, focusing on what they *need to be able to do, and what they can do right now...*

- to cope with crisis and instability,
- to build, restore or strengthen supportive relationships with families, peers and others,

- to explore and express their own interest and priorities, and
- to take action in their communities in roles they value.

## What are competencies for peacebuilding?

**Competencies** are related areas of knowledge, skills and attitudes that people of any age may learn, practice, and put to use in different realms of their lives. **Competencies for peacebuilding** focus on the knowledge, skills and attitudes that adolescents and youth (or people of any age) need to cope with and transform conflict, and contribute actively to peace. They include:

### Knowledge of...

- concepts, such as definitions and dynamics of peace and conflict, and related issues such as justice and injustice, human rights, violence and nonviolence
- useful and relevant facts and information about events or issues having to do with peace and conflict, such as historical events, economic issues, ethnicity and culture, religious traditions and teaching, social and behavioural norms, or themes in literature and other arts

### Skills, such as...

- cognitive abilities, such as those needed to gather use information, communicate with others through different channels, make plans and predictions, understand causes and effects, predict different outcomes and possibilities, or imagine original possibilities
- socioemotional capacities, such as empathy, managing emotions, and the habits and abilities needed to interact positively and build healthy relationships with others

### Attitudes, such as...

- feelings of hope, interest, curiosity, concern, respect, and appreciation for one's self and the perspectives and wellbeing of others
- beliefs and values, such as in relation to diversity, equality, nondiscrimination, compassion, human rights, and dignity

## A Peacebuilding Competency Framework for Adolescents and Youth in Mindanao

Competencies for peacebuilding are complex and challenging to learn, and most people spend a lifetime striving to master them. This *Adolescent and Youth Peacebuilders* Manual offers approaches and activities to support adolescents and youth in developing key peacebuilding competencies at levels that are appropriate to their cognitive and emotional development, and using their competencies in and beyond the training process in ways that are consistent with their roles and responsibilities at their stage of life. It supports them in building a foundation for their future learning, engagement and action as students, family members, friends, workers, community members, and citizens enjoying and contributing to peace in all aspects of their lives.



All of the learning and action activities offered in Section 5 address a **framework of peacebuilding competencies**, outlined below, that was developed especially for adolescents and youth in Mindanao, with a focus on knowledge, skills and attitudes that...:

- many adolescents and youth in Mindanao are struggling to develop and use, especially due to the difficult circumstances and in some cases deprivations they may face.
- are especially relevant to the immediate, day-to-day challenges and opportunities young people in Mindanao face, especially those that adolescents and youth about which adolescents and youth have expressed interest and concern. *(See Section 2, p. 15, Adolescents and youth in Mindanao share their own perspectives)*
- adolescents and youth in Mindanao can put to work immediately to make positive changes in their lives and the world around them, through and beyond their activities that are part of their Adolescent and Youth Peacebuilders programme.
- are especially relevant to the protracted conflict and peace processes underway in Mindanao, and that will support them in facing real or possible risks related to that conflict, and contributing to peace now as young people and in their future roles as adults.

### How was this peacebuilding competency framework developed?

This peacebuilding competency framework was developed by a team of Mindanao-based educators, child protection experts, and other members of civil society organizations in collaboration with the UNICEF consultants who drafted this Manual at a writing workshop in Cotabato City in August 2016. That workshop included a review of findings from the training needs assessment conducted in Mindanao earlier that month, as well as the workshop participants' own expertise and insights into the psychosocial and learning needs of adolescents ages 14-18 throughout the region.

This framework also draws from frameworks of knowledge, skills, attitudes and other developmental outcomes that are offered in peace education and related curricula, including those from and for use in Mindanao and the Philippines, and global resources developed by UNICEF and other international organizations and agencies. The definitions and concepts in this framework are not meant to replace those in other resources. Instead they are written to emphasize the concepts and relationships between the different competencies as expressed and prioritized by all of the stakeholders in Mindanao who contributed to this Manual.

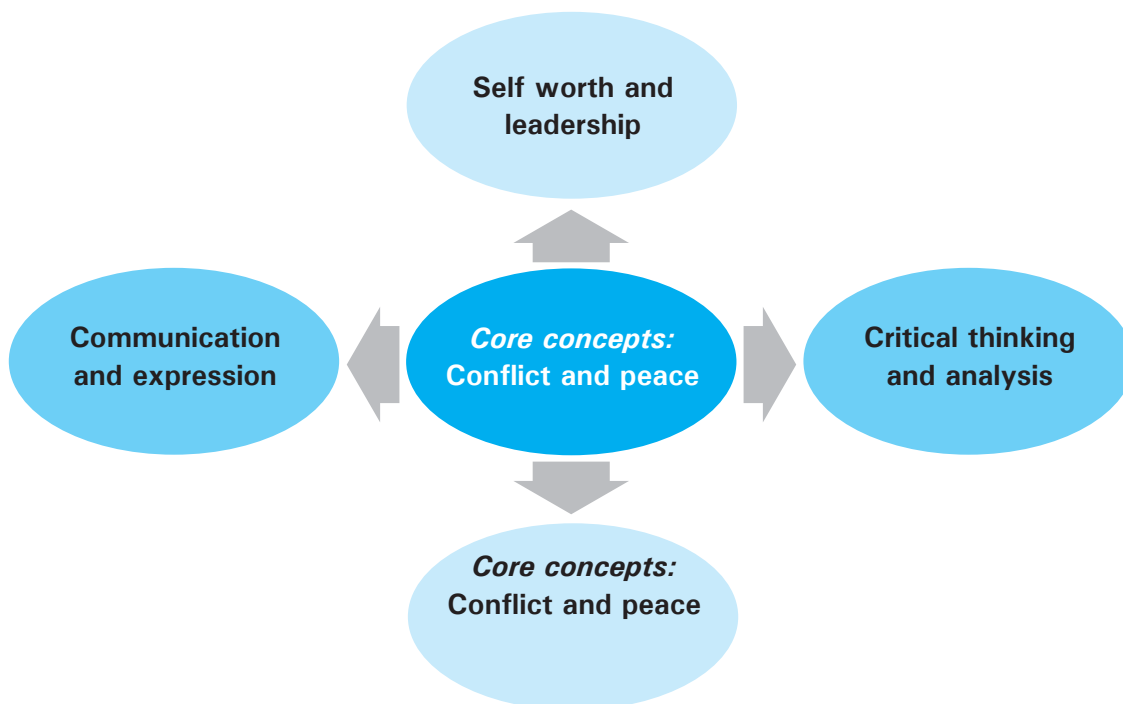
The framework was also developed for **practical use**. It focuses on outcomes for adolescents' learning and action to which an Adolescent Peacebuilders programme can contribute, one that can be feasibly implemented with the human, institutional and material resources that are readily available in Mindanao. It focuses on competencies that adolescents can learn and practice through the kinds of activities that are offered in this Manual. Some activities may introduce adolescents to new concepts of information they have not encountered before, whereas others will give them new ways to build on their knowledge, analyze on issues they have explored before, or practice and apply skills they already have begun to learn.

The framework is organized into **five core categories of competencies**.

These five core competencies, and the specific areas of knowledge skills and attitudes within each are **interconnected** and **interdependent**. As adolescents and youth develop one set of competencies they are often simultaneously developing, practicing or using another. In order to master and use any of these categories of competencies adolescents and youth must also possess strengths in the others. This equally also true if they are to use their competencies to transform conflicts and contribute to peace.

At the center of this framework is a set of key *understandings* of the concepts of conflict and peace. Surrounding this core competency area are four others, which encompass categories knowledge, attitudes and skills that adolescents and youth need in order to take action at any level of their lives, to putting their understanding of conflict and peace to work, making positive changes that reflect their own goals and hope with respect to conflict in their lives and the peace the imagine and to which they aspire.

Adolescents and youth need to develop and use all of these competencies – fully and richly - in order to become peacebuilders. They may wish to focus on different competency domains in different moments, depending which ones relate most to their interests or goals. This is especially true because the four surrounding competency areas create a balance that is inherent to peace.



## Core concepts: Conflict and peace

Adolescents and youth in Mindanao, like all people everywhere, are affected at every level of their lives by both conflict and peace. To prepare to explore and better understand the elements of conflict and peace, such as direct and indirect causes and effects, current and potential issues and dynamics, adolescents and youth need to develop a rich vocabulary that they can use to describe and analyze simple and complex issues. This is a first step to their relating these concepts to the forces that shape their lives.

Young people ages 14-18 are newly developing and expanding their capacities to explore, analyze and understand conflict and peace. By the time they reach age 14, most adolescents and youth will be well familiar with terms and basic concepts of “conflict” and “peace.” However, many have not yet had the opportunity to explore these concepts in their complexity, nor to appreciate how deeply both conflict and peace are natural and inherent to the human experience and to all relationships. Adolescents and youth may be learning about historical or current issues affecting their families and communities for the first time, especially if parents and other adults sheltered them from those topics when they were younger children. By default, adolescents and youth may have a narrow understanding of conflict and peace, for example, associating “conflict” with negative manifestations such as aggression, violence and war, and “peace” with the absence of those manifestations, or unattainable ideals.

As adolescents and youth build their knowledge of basic concepts in relation to conflict and peace they also gain language and insight they can use to explore their own experiences, and the issues and events affecting and surrounding them. With vocabulary to describe the different elements of conflict and peace adolescents and youth are better able to develop their own awareness of how they perceive, engage with and respond to others, and even to themselves. With an understanding of the different paths and patterns that conflicts can take, adolescents and youth build framework they can use to recognize and understand the dynamics of conflicts they see and experience, consider positive possibilities, and pursue those possibilities actively and with confidence.



### Core concepts: Peace and Conflict

**Knowledge:** Adolescents and youth know terms for and/or understand concepts related to...

- Conflict and peace, including the positive and negative manifestations of conflict and the difference between negative and positive peace.
- The different levels at which humans experience conflict and peace, including intrapersonal, interpersonal, community and society, and global levels.
- Dynamics and forces that drive or contribute to conflict and/or peace.
- Patterns and paths along which conflicts can persist, escalate, be resolved, or transform.

**Skills:** Adolescents and youth have the ability to....

- Apply and use their vocabulary and conceptual understanding of conflict and peace to their own lives.
- Recognize different types of conflicts, as well as experiences of peace, that are part of their lives at different levels of their experience.
- Predict and imagine different possibilities for the paths conflict and peace may take in different contexts or with respect to specific events or processes.

**Attitudes:** Adolescents and youth feel or believe that...

- Conflict and peace are natural and potentially healthy and positive parts of their lives and the human experience.
- Conflicts that affect them can be positively transformed in ways that reflect their hopes and priorities and that they can play an active role in contributing to those comes.

**Competencies in action:** Adolescents and youth are...

- Identifying experiences with conflict and peace that they feel are important.
- Articulating their hopes and priorities with respect to conflict and peaceful experiences that affect them, and taking action to pursue their goals.

## Competencies: Self-worth and leadership

In order for adolescents and youth to engage positively with the people around them they must have a positive sense of themselves, understanding that they are important and valuable to their families and communities, and equal in their worth and their human rights to all others. Adolescents and youths' essential sense of **self-worth** includes recognizing that their own, unique perspectives, ideas and capabilities are assets, for themselves and for others. This confidence creates a foundation for adolescents and youth to be motivated to express their ideas and pursue their goals.

For many young people around the world ages 14-18 are years when they are developing their sense of identity, and as part of that, their sense of their own value. As a natural part of the evolution of any family relationship, adolescents and youth may feel a struggle to prove to their parents that they are no longer children and that their own ideas, hopes and concerns are of importance. Yet many adolescents and youth are learning and growing in contexts or circumstances in which they lack opportunities to express their views in discussions with elders, or participate in decisions, including those concerning their own lives and futures. Especially in conflicts and humanitarian contexts young people may be treated as problems or threats by adults who are concerned about the ways in which they challenge traditions or existing systems, or see them as troublemakers.

Some adolescents and youth in Mindanao consulted in the development of this Manual also encounter other situations in their day-to-day lives that undermine their developing sense of self-worth. They experience discrimination or bullying, based on their ethnicity, gender, economic status (real or perceived). Young people who are unable to continue schooling, whether for financial or any other reasons, can feel a sense of embarrassment, failure, or concern that they will be unable to earn enough money to provide for themselves and their families in the future. Adolescents and youth who have been released from fighting forces – although this is a measure in keeping with their rights, and which may open positive opportunities for them - may nonetheless feel that they no longer seen as leaders, or that they are making a positive contribution to their families and communities.

A positive sense of self-worth creates a foundation for adolescents and youth to take the lead in making positive changes in their lives and the world around them. Leadership begins with adolescents and youth leading themselves, forming and having confidence in their own thoughts and opinions. Especially during a developmental stage when they are newly sensitive and aware of the perceptions of others, adolescents and youth benefit from the ability to think, speak and take action with some independence. This can simply mean mean having the courage to offer a new idea or suggestion, sharing an opinion that differs from those of others, or being the first to take the initiative on a new activity. Leading oneself also means persisting toward reaching a goal even in the face of obstacles or adversity.

For adolescents and youth ages 14-18, leadership can mean taking on a formal or recognized role as a peacebuilder – for example, heading a club or student group, or volunteering as a peer mediator. Including through the activities offered in this Manual, some may enjoy taking the lead in coordinating projects together with other adolescents and youth, motivating and encouraging each other, and taking practical steps to plan and help the group to organize for positive action.



However, adolescents and youth can also lead as peacebuilders by positively influencing others in informal ways through their day-to-day roles as friends, family members, students, workers or community members.

Adolescents and youths' leadership may even begin with the choice not to act, whether that means stepping out of a disagreement that is becoming heated, not joining peers who are bullying another, or not expressing support or agreement with someone who is promoting a violent act. More positively, adolescents and youths' important actions - and those that require the most courage - may be small but significant acts of courage, can take reach out and show kindness to a classmate who is being teased or excluded, de-escalating arguments that arise on the basketball court, offer support to a sibling who is struggling, or correct a misperception expressed by peers about those from another religion or ethnic group.

<b>Self-worth and leadership</b>
<p><b>Knowledge:</b> Adolescents and youth know terms for and/or understand concepts related to...</p> <ul style="list-style-type: none"> <li>• Emotions</li> <li>• Inner peace</li> <li>• Positive (and negative) coping strategies</li> <li>• Personal assets</li> <li>• Leadership</li> </ul>
<p><b>Skills:</b> Adolescents and youth have the ability to....</p> <ul style="list-style-type: none"> <li>• Develop strategies for managing and using emotions positively to resolve or transform conflicts that they experience, and contribute to peace.</li> <li>• Identify and appreciate their own strengths and personal assets, and those of others.</li> <li>• Recognize how their strengths and personal assets are relevant to conflict and build peace, especially in relation to the issues and experiences that affect them most.</li> <li>• Develop their own definition of a "leader" and compare their definition to that used by others.</li> <li>• Recognize and use their own leadership skills to lead themselves and positively influence others, especially in situations in which they have different opinions, goals or priorities from those around them.</li> </ul>

**Attitudes: Adolescents and youth feel or believe...**

- That their unique perspective, opinions, ideas and capabilities are important and valuable for themselves and for their own.
- That all emotions are a natural and healthy part of life, including both conflict and peace.
- Pride in and connection to core elements of their identity and experience, including their gender, sexual orientation, religion, and ethnicity.
- Confident in and entitled to their own ideas, opinions and aspirations, including those that are similar to and those that are different from others’.
- That they can positively influence others by sharing their ideas and opinions, and through their actions.

**Competencies in action: Adolescents and youth are...**

- Using the strategies they have defined to manage and use their emotions to positively transform conflicts and contribute to peace.
- Using the personal strengths they have identified and recognized within themselves to pursue their own goals and contribute positively to team initiatives.
- Sharing and contributing their own unique ideas, opinions and suggestions in discussions and project initiatives with others, including and especially those that are different from those of their peers or have not yet been offered.



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## Connection and collaboration

In order to be secure, active members of peaceful families, communities and societies, adolescents and youth need to feel connected to others. **Connection** begins with adolescents and youth recognizing and appreciating the value of others, taking an interest in what they can learn from their different perspectives and experiences, and feeling concerned for their wellbeing. Connection equally involves adolescents and youth building on their own sense of self worth, recognizing that they are valuable to others, and developing the confidence they need to form strong, loving bonds with families and close friends as well as social ties with others in their communities and societies.

Most adolescents and youth ages 14-18 are in a key moment of transition in the relationships that connect them to others. Peer relationships become more significant and influential for many young people of this age, as do romantic relationships, which may include “crushes” on others, dating, or forming short-term or lasting partnerships. As adolescents and youth take on increased responsibilities in and beyond the home, their relationships with family members are often in flux. While bonds to parents and siblings may be as important as ever, the way adolescents and youth relate to and communicate with others change, complicating their sense of connection. Most adolescents and youth begin to prepare for adult roles that will involve interacting with others in their own communities and beyond, often as students, and also as workers and citizens.

Adolescents and youth in Mindanao consulted for the development of this Manual expressed that the connections they feel with family and friends are a deeply important and positive part of their lives. The feeling of being loved and supported by family and friends contributes to their feelings of security and self-worth, and the time they spend with family and friends one of the elements of their daily lives that they enjoy most. These positive attitudes toward the value of connecting with others, which many already possess, create a strong foundation for adolescents and youth to continue to develop their capacities for connection and collaboration. As adolescents and youth in Mindanao have expressed, learning to love others and be unified will help them better cope with challenges and contribute to peace.

However, Mindanao adolescents and youth can also face difficulties in building or maintaining healthy connections with others. Experiences with bullying and discrimination by peers, or arguments with others were among the daily difficulties that adolescents and youth in Mindanao consulted for this Manual cited as key difficulties that affect their daily lives. Although they live in a region that is rich in diversity, many adolescents and youth may not yet have had an opportunity to learn with and from those from different backgrounds, whether due to limitations of movement, access to information or education opportunities resulting from violent conflict or economic deprivations, or simply because at their young age they have not yet had a chance to venture far from their own communities. Building connections with those from other religions, ethnic groups, communities from within Mindanao may be complicated in a region with a fraught history and complex present. These challenges may be compounded by adolescents and youths’ exposure to differing narratives about their own religion and culture and those of others, as well as regional, national and global history.

To maintain positive, healthy relationships and social ties, adolescents and youth need to **collaborate** with others. Collaboration can mean working with others as part of a team, each member bringing their own commitment and talents to their collective efforts, while also giving space and support to

teammates’ actions and contributions toward their shared goals. Collaboration also means taking on challenges that may include disagreements or arguments with others, and making decision and solving problems together, using different strategies to share their ideas and hear those of others.

Competencies for **connection and collaboration** can create a healthy balance with those for **self-worth and leadership**. While adolescents and youth need to value themselves and feel confident to lead with their own ideas and opinions, they also need to equally value others, and recognize moments when others’ ideas and opinions should be given weight, and may even be in their shared interest.

Adolescents and youth can develop and use competencies for connection and collaboration to contribute to peace at all levels of their lives. They can learn, practice and use approaches to strengthen and better enjoy their relationships with friends and family, including by using different strategies for transforming disagreements and conflicts, and finding ways both to give and to receive support with day-to-day tasks and challenges. They can practice working in groups and teams with peers on small, simple projects, and can also put their collaboration skills to work on longer-term, more complex projects. Strengthening their ties with others beyond their own community can begin with adolescents and youths’ learning from and about the perspectives, experiences, traditions and beliefs of young people and in Mindanao, the Philippines or around the world, and adolescents and youth may find ways to transform these into actual collaborations with those people, whether through communication technologies or opportunities to work together in person.



## Connection and Collaboration

**Knowledge:** Adolescents and youth know terms for and/or understand concepts related to...

- Empathy, tolerance, acceptance, diversity, inclusion, equality

**Skills:** Adolescents and youth have the ability to...

- Recognize the important relationships in their lives, and the different ways those relationships are supportive, challenging or both.
- Recognize and describe the different perspectives and emotions different people may face in a conflict (or other situation), especially those that are different from their own response.
- Understand and recognize different ways of handling conflict, and the potential benefits and disadvantages of approaches.
- Develop and use strategies to enjoy and benefit from the support they receive from others.
- Develop and use strategies to address and positively transform challenges in important relationships with family members, peers or others.
- Form new healthy, productive, supportive relationships, including with people of different ages, genders, religions, ethnicities, and other backgrounds.
- Understand, recognize and use different strategies for collaborating productively with others, especially by positively transforming conflicts when they arise.

**Attitudes:** Adolescents and youth feel or believe...

- That they can seek and receive support from family members and friends with whom they have important relationships.
- Respectful and caring toward others around them, including family members, friends and peers.
- Interested in and appreciative of the opportunity to form relationships with and learn from others.
- Curious and interested to learn from others, including with respect to their different opinions, ideas and perspectives, especially when disagreements and conflicts arise.
- Curiosity and positive interest in the other individuals and groups that comprise their community and region, including those of different religions, ethnicities, genders, sexual orientations, income levels and other identities and experiences.



<ul style="list-style-type: none"> <li>• Appreciative and respectful of the value of diversity, inclusion and equality.</li> </ul>
<p><b>Competencies in action: Adolescents and youth are...</b></p>
<ul style="list-style-type: none"> <li>• Forming and strengthening positive relationships with family members, friends and other peers.</li> <li>• Working productively and in healthy ways with others, in school, work, recreation, religious congregations and other settings.</li> </ul>

### Communication and expression

Competencies for **communication and expression** are essential for adolescents and youth to engage positively with themselves and the world around them. Communicating with and expressing themselves to others through different channels enable adolescents and youth to form, reflect on and understand their own feelings, perspectives and opinions. By communicating and expressing themselves adolescents and youth are also better able to recognize, understand and manage their own emotions, and thus grow positively even through experiences of stress, grief, anger and other difficult feelings, especially those that associated with conflict.

Communication and expression are key processes for adolescents and youth to develop connections with others as they share their own perspectives and ideas, and hear, consider and learn about others’ experiences. By possessing and using rich, diverse communication skills adolescents and youth are also able to find, reflect on and process information about the people and world around them and beyond, and to form their own beliefs and vision for a peace that reflects their hopes and priorities.

Adolescents and youth ages 14-18 are in a developmental stage in which they are continuing to master and expand vocabularies in the language or languages they speak. Those in school, as well as some out of school, may be developing their literacy and writing skills as they read more types of texts and practice and use writing skills, both in academic and social contexts. Adolescents and youth today are also in a historical moment in which they use a wide range of other arts and channels to communicate and express themselves. They continue to use age-old media such as drawing, painting, writing, dance or music, sometimes as a channel to connect with historical and cultural traditions, and sometimes exploring new format and genres. And as well, more and more, even those in remote or low-resource contexts, have access to the tools they need to create photographs, videos, and music, and to share them with those near and far through social media. As they express themselves in all of these ways, adolescents and youth are also part of the evolution of new forms genres, creating new media for communication themselves.

Many adolescents and youth in Mindanao access and use these diverse media for communication and expression, developing their capacities as they do so. However, some groups – especially those affected by poverty, those who are not in school, and those from marginalized minorities – may lack access to the communication technologies and tools that are increasingly considered basic and essential in many contexts, such as computers connected to the internet, and mobile

smart phones. As such they have also missed essential opportunities to learn and practice skills for communication using those channels, and equally important, to respond to information and ideas shared on those channels by others with a balance of receptiveness and critical reflection. Consultations with adolescents, youths, parents and other adults in Mindanao carried out for the development of this Manual indicated that adolescents and youth may have faced barriers or gaps in their opportunities to develop and use basic communication skills in their day-to-day interpersonal interactions, such as sharing their perspectives and feelings with parents, conveying their emotions or opinions in ways that are felt and understood by those listening, or themselves listening actively and empathetically to ideas shared by others. These missed opportunities may be due to cultural norms, self-censorship or worry that surrounds discussing issues associated with difficult experiences associated with conflict. They may also simply be because adolescents and youth, in Mindanao like children and young people in many contexts, lack opportunities to actively use and practice their communication and expression skills through or beyond their daily roles and responsibilities as students, workers and members of religious communities and families.

Skills for communication and expression also give adolescents and youth tools they can use to develop and share a vision for practical changes they would like to make in their lives and communities. Competencies for expression also connect to adolescents and youths’ natural creativity, giving them channels to think of new ways to solve old problems, tap into existing resources, and open possibilities that had not been imagined before.

<b>Communication and expression</b>
<p><b>Knowledge:</b> Adolescents and youth know terms for and/or understand concepts related to...</p>
<ul style="list-style-type: none"> <li>• Verbal and nonverbal communication, gestures and body language, Active and passive listening and passive listening, positive communication</li> </ul>
<p><b>Skills:</b> Adolescents and youth have the ability to....</p>
<ul style="list-style-type: none"> <li>• Use a range of communication strategies and channels to share and exchange ideas, feelings, opinions and perspectives through different channels, including spoken and language, body language, and various arts including visual arts, music, and performance.</li> <li>• Understand how nonverbal communication relays information, including by recognizing and understanding differences in meaning conveyed by body language and gestures in different cultures, and use nonverbal communication intentionally and effectively</li> <li>• Understand and use different strategies to communicate effectively in ways that help them to positively transform conflicts and contribute to peace in ways that reflect their goals and priorities.</li> </ul>
<p><b>Attitudes:</b> Adolescents and youth feel or believe...</p>
<ul style="list-style-type: none"> <li>• Confident, capable and interested in expressing their own ideas, opinions and feelings effectively through different types of communication and media.</li> </ul>

- Interested and curious to listen to, consider and explore the ideas, perspectives and possibilities that others share.
- Curious and confident to imagine possibilities beyond their own experience, including realistic possibilities and creative visions.

***Competencies in action:* Adolescents and youth are...**

- Engaging in dialogues and discussions with others around them, including family members, peers, and teammates.
- Seeking out and exploring the ideas and perspectives of others in their community and region, especially with respect to key issues related to conflict and peace.
- Sharing and expressing their views and opinions, including the creative possibilities they imagine, through public channels.

### Critical thinking and analysis

Competencies for critical thinking and analysis enable adolescents and youth to better manage the complex and sometimes overwhelming contexts in which they are living and growing. When adolescents and youth can question and analyze their own experiences and the world around them, they can consider and understand the causes of the conflicts in their lives, as well as the forces and dynamics that can and do contribute to stability, resolution, and peace. By developing the habit of making clear, well considered plans and decisions adolescents and youth are better able to pursue peace in their own lives, protecting themselves and pursuing positive, attainable goals. Learning how to think critically and to understand the consequences of their actions helps adolescents and youth to break down harmful stereotypes, analyze bias and prejudice. When adolescents and youth can reflect critically on their own behaviours they can also discern whether and how their actions are contributing to conflict in negative ways, and thus they are better able to identify alternative responses more likely to positively transform conflict or contribute to peaceful outcomes.

Needless to say, most adolescents and youth today, even those living in remote or low-resource contexts, are surrounded by a vast array of information about the world around them and beyond, including information they seek out themselves, and messages, images and other information that surrounds them. Indeed much of the information that reaches adolescents and youth is specifically targeted to them, designed and intended to influence their perception and understanding, as well as their actions – whether these be messages about health, safety, ethics, morality, sexuality, drugs and alcohol, commercial products, political issues, religious practice and teachings, disseminated to them through information campaigns, commercials, social media, mass media, or direct interactions with peers. For adolescents and youth in Mindanao, these can include different and even contradictory narratives and about history, religion (including their own and others), political issues, and others, reaching them through, religious leaders, political speeches. Evaluating the information that they take in intentionally and unintentionally, assessing the motivation of

those who disseminated it, understanding how information can be presented to influence their perceptions and opinions, and evaluating its accuracy becomes increasingly challenging for adolescents and youth who are inundated by more and more information, which is more and more carefully designed and tailored to reach and influence them.

Adolescents and youth in Mindanao, like adolescents and youth everywhere, also face a range of possible decisions and courses of action they may take in their daily life, with the potential for both immediate and long-term consequences. Whether deliberately or unwittingly, whether independently or swayed by others, adolescents and youth make choices in their interactions with peers and family members, studies (in and outside the school), recreational activities, that may jeopardize their immediate or future wellbeing, or instead may put them on a more likely course to achieving their goals. Adolescents and youth, despite their young age, may also face situations in which they could make choices that will engage them negatively and unsafely in dynamics related to the divisions and instability that are integral to conflict dynamics in the region. Conversely, they also face real opportunities to contribute directly or indirectly to peace in their relationships and immediate surroundings, as well as to social cohesion, equity and inclusion, and other dynamics that are essential for peace.

Competencies for critical thinking and analysis balance those for communication and especially expression. Whereas expression opens adolescents and youths' capacity to think openly and creatively, freely imagining possibilities that may be idealistic fantastical, critical thinking and analysis enable adolescents and youth to ground their visions in practicality and realism. Both are of equal importance. Adolescents and youth need to allow their imaginations to take them beyond their immediate circumstances, to take a break from the stress and limitations they face, consider possibilities that are not immediately apparent, and form their own visions for their hopes and goals. At the same time, they need to remain grounded in the real circumstances around them, ready to face and persist against the likely challenges they will encounter, and recognizing and seeking the resources and opportunities available to them.



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### Critical thinking and analysis

**Knowledge:** Adolescents and youth know terms for and/or understand concepts related to...

- Cause and effect, description, interpretation, and judgment, decision-making, bias and objectivity, stereotyping, prejudice and discrimination.

**Skills:** Adolescents and youth have the ability to....

- Recognize and use the concepts of cause and effect correctly, and apply them to situations they encounter and observe in their own lives.
- Consider and outline different courses of action that adolescents and youth such as themselves might take when facing typical challenges or scenarios, and identify the different likely outcomes of those outcomes.
- Develop and pursue feasible and logical strategies for achieving their own short-term and long term goals.
- Recognize whether a statement, or their own perception of event they observe is descriptive, interpretive or evaluative, and the difference between those three process of perceiving information and/or framing it to influence others.
- Understand the different potential value and risks, respectively, of using these processes to understand others and what we observe around us.
- Recognize stereotypes, prejudice and discrimination when they encounter these attitudes in different scenarios and contexts, including in their own perceptions of and attitudes towards others.
- Develop strategies to transform their own negative biases or those expressed by others.

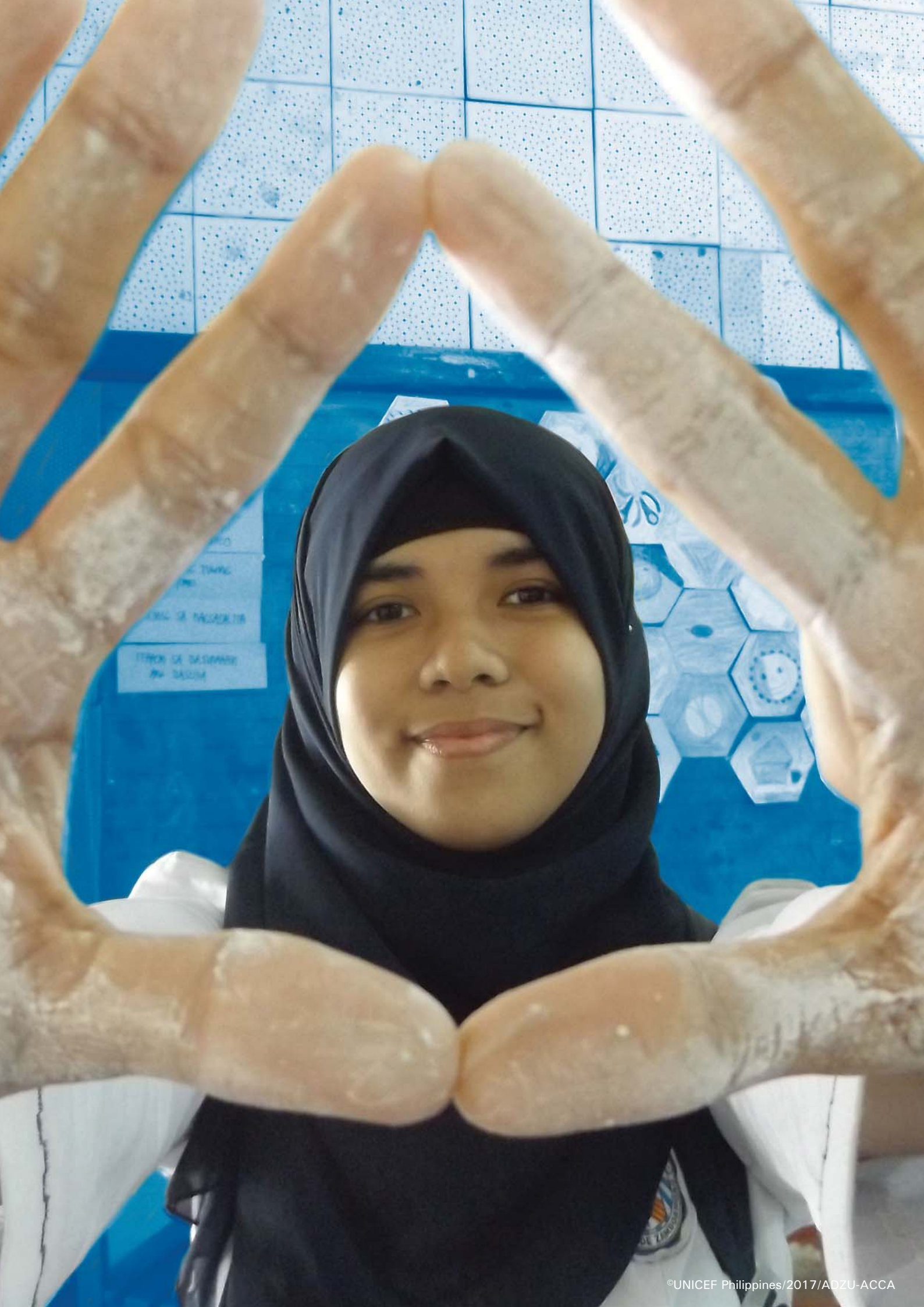
**Attitudes:** Adolescents and youth feel or believe...

- In the value of considering the people, events and issues they encounter objectively and analytically before formulating interpretations or judgments.
- [Valuing nonstereotypical and nondiscriminatory society]
- That they have agency to achieve their realistic but positive goals through the decisions and choices they make.

**Competencies in action:** Adolescents and youth are...

- Developing and using logical strategies and plans to achieve their goals.





## SECTION 4:

# MAKING AN ADOLESCENT AND YOUTH PEACEBUILDERS PROGRAMME WORK: APPROACHES FOR PROGRAMME COORDINATORS AND FACILITATORS

**T**he most important purpose of an Adolescent and Youth Peacebuilders programme to contribute to *positive change for adolescents and youth*.

As they participate in a peacebuilding programme, adolescents and youth should be **learning** - acquiring new competencies, and strengthening them through practice. Adolescents and youth should also be using those competencies, **taking action** in new ways to make positive changes in their own lives and in their communities. As a result, they should see and experience the benefits of those changes.

Using the activities and approaches offered in this Manual in a successful, effective Adolescent and Youth Peacebuilder programme will mean programme managers, facilitators and adolescents and youth working together *in ways that they know well*.

As adolescents and youth participate in these learning and action activities together, they will build on the knowledge and skills that they have already gained in school and in their lives beyond, through their relationships with and responsibilities to their families, peers, and communities. Using the approaches and activities in this Manual, programme managers and facilitators will draw from their own expertise, applying the methods they know well to support young people's development and wellbeing. Together, adolescents, youths, facilitators and programme managers will explore topics they know well, such as their own cultural and religious traditions, and the challenges and possibilities that young people, families, and their communities face.

Using the activities and approaches in this Manual successfully will also mean programme managers, facilitators and adolescents and youth working together in *new ways*.

Adolescents and youth, as they working with support from programme managers and facilitators, will connect the new concepts, skills and attitudes they learn through their Adolescent Peacebuilder programmes with issues that interest, affect and concern them. Through and beyond their learning and action activities they will take time for reflection and practice, and find new ways to transform conflicts that affect them and contribute to peace at different levels of their experience. This may involve adolescents and facilitators exploring and learning about topics that are new, unfamiliar or sometimes challenging to discuss. It may also mean adolescents and youth experimenting with new ways to take action or create positive change, including in ways that facilitators, programme managers or others in their community had not considered or imagined before.

This section of the Manual gives suggestions for key **approaches** that programme managers and facilitators can use to plan, implement, and support effective Adolescent and Youth Peacebuilder programmes, so that those programmes contribute to positive change for adolescents and youth.

**Programme managers** play an essential role in building a successful Adolescent and Youth Peacebuilders programme using the approaches and activities in this Manual. They can create programme plans, collaborate and communicate with community members, support facilitators, and help to find resources to create the conditions adolescents and youth need to develop, practice and use competencies for peacebuilding.

**Facilitators** play an equally essential role in building and especially implementing a successful Adolescent and Youth Peacebuilder programme. Working directly with adolescents and youth, they can create a space that is safe and welcoming, but also stimulating and challenging. By their own example they can demonstrate skills for collaboration as well as leadership, and show how to give others support and respect. Above all they can listen to adolescents and youth, adapting the Adolescent and Youth Programme to their interests and priorities, and providing them with different kinds of opportunities to take the lead when they are ready.

Above all, programme managers and facilitators can implement a programme with the best outcomes for adolescents and youth becoming peacebuilders if they collaborate and support each other, toward goals they share. That is why this section includes eight “approaches” that both programme managers and facilitators can use, in different ways, through their respective roles.

With each approach is:

- A checklist that programme managers and facilitators can use together to monitor and assess whether they are using the approach successfully.
- Suggestions for specific “actions and ideas” for programme managers and facilitators, respectively, to use put each approach into action.

**Approach 1: Open new kinds of opportunities for adolescents and youth to learn and take action.**

Participating in an Adolescent and Youth Peacebuilders programme of any kind should give adolescents and youth a chance to explore, learn and take action in **new ways**.

Adolescents and youth should have a chance to experience and achieve new things, building on what they are already learning and doing in school (or an alternative learning programme) and in their daily lives and other important roles. Their peacebuilding learning and action activities should open new spaces for them to feel a sense of belonging, and help them find connections between the new issues they are exploring with respect to conflict and peace and what they have already been learning and doing in school, clubs or other programmes.

**Programme managers should:**

- Know or learn about the education opportunities and other services and programmes available to adolescents and youth, and which adolescents and youth are participating and benefitting from them. These may include school, alternative learning programmes, arts, recreation or sports activities, clubs or youth organizations.
- Identify a good entry point for using the activities and approaches in this Manual. This could mean including and integrating new learning activities into school or an existing programme, or starting a new programme.
- Plan an Adolescent and Youth Peacebuilders programme that builds on what adolescents and youth have already experienced or achieved, to create new opportunities for them to learn and take action.

**Facilitators should:**

- Learn about adolescents and youths' existing knowledge and experience, including topics that they have already had a chance to explore in school or other programmes.
- Prepare to support adolescents and youth to think of new issues they want to learn about, new activities or projects they want to try, or new ideas for how to solve problems and take action together, building on what they have already learned or experienced.

**Check your progress together: If you are opening new learning and action opportunities for adolescents, you should see....**

- ✓ A new programme (formal or informal) for adolescents that offers them a chance to gather with peers, learn about conflict and peace, and take action together.
- ✓ Adolescents and youth talking about conflict and peace, learning and taking action together in new ways that are not part of their experience in school, learning programmes, or other experiences.



- ✓ Adolescents and youth discussing, exploring and/or taking action on new topics or issues that they have not addressed in other classes, clubs or activities.
- ✓ Adolescents and youth working together using new kinds of strategies as they collaborate toward shared goals.
- ✓ Adolescents and youth working on new kinds of projects or initiatives together, with concepts and approaches that other groups of adolescents (or youth) have not thought of or attempted before.

**Actions and ideas for programme managers: Finding an entry point for your adolescent peacebuilders programme.**

Find an entry point in your community, school, organization or programme to use the activities and approaches in this Manual. This may mean strengthening a class, a club, or an arts, sport or recreation programme by integrating new learning and action activities. Or, it may mean starting a new course, catalyzing an adolescents and youths' group, or beginning another of new kind of peacebuilding initiative for adolescents and youth. *Some possibilities are...*

**Organize a community-based adolescents and youths' club or group.** Use the activities and approaches to support young people in forming a club or a group, one in which they can be together with peers in a safe space as they learn and take action together. An adolescents' club or group can be based in and supported by a school, mosque, church, barangay council, or any other organization in a community. For example:

- A youth organization (led by or comprised of members ages 18 and older) can start a chapter for younger adolescents, using this Manual to engage new members with age-appropriate activities.
- Students can organize a school-based club, meeting outside lesson hours to explore topics beyond those addressed in the formal curriculum, practice skills they are learning inside and outside the classroom.
- Adolescents and youth released from fighting forces can form a community club or "corps," contributing to their communities through projects or other initiatives in ways that don't involve military action.

**Start or strengthen an arts or recreation programme.** Use the approaches and activities in this Manual with adolescents and youth who are participating in an arts, sports or recreation club or programme. *For example:*

- Adolescents and youth who are part of a sport team can use some of their practice and training time for these learning and action activities, as a chance to focus on, recognize and strengthen the competencies that they are also developing and

using as members of a sport team. They can also use these activities to discuss and find ways to use their competencies beyond their work with their team, especially those for “connection and collaboration,” to build positive relationships with family, friends and other people.

- Adolescents and youth who are participating in an arts programme, can use these learning and action activities to catalyze ideas for topics that they will explore through drawing, photography, creative writing, drama or any other arts.
- Adolescents and youth who are part of any kind of club, whether a sport team, an arts programme, or a school or community group can use these learning and action activities to think of ideas for and plan projects that they will carry out together, such as a sport tournament, art exhibit, or performance.

**Enrich a class that is part of students’ regular curriculum, or start a new course or elective.**

The competencies addressed by the approaches and activities in this Manual are aligned to the knowledge, skills and attitudes that are also part of the curricula of other classes, such as values, health and life skills. The themes of conflict and peace are also inherent to topics adolescents study in their courses, including history and literature. *For example:*

- Use any or all of the activities in Section 5 to add a module, or modules, on conflict and peace into a values, life skills or health and hygiene course.
- In a history, civics or current events course, adapt the activities to explore a specific example of a historical or current conflict in depth
- In a literature course, adapt the activities to explore themes of conflict and peace in a poem, short story, novel or play.
- Students in any of those classes can use the activities to develop a group project they will carry out together. They can research a real or fictional instance of conflict or peace, and write reports or articles together, design and carry out a public information campaign, or create and performance project together based on that topic.

**Add structured, supportive activities in a community or youth center.** Community and youth centers can offer an open, safe space for adolescents to study, participate in games, access the internet and other information resources. Use these approaches and activities to build opportunities for adolescents who access those centers to connect with peers, learn, and engage in projects that they find meaningful. *For example:*

- Announce and set aside time at your community or youth center for adolescents to participate in group activities.

**Actions and ideas for facilitators: Supporting adolescents and youth in trying something new.**

As you work with adolescents, remember that one of the most important opportunities an Adolescent and Youth Peacebuilder programme can give them is the chance to learn about new issues, and to imagine, explore and experiment with new ideas for how to transform conflicts and build peace. These are valuable ways for adolescents to practice and experience their peacebuilding competencies, especially those for “Creativity and expression.” To support adolescents and youth in being innovative:

- Read, use, and adapt the learning and action activities in Section 5. Because it is not easy for adolescents and youth or you to “think outside the box,” those activity guides are designed to a helpful, practical, comfortable process for adolescents and youth to identify and raise new topics that they would like to learn about, and to think of new ideas for actions they could take together.
- Challenge adolescents and youth. When, in their activity sessions, they raise topics that you know they have learned before, or when you hear them suggest strategies for solving problems that are familiar, encourage them to make different suggestions. Do not reject suggestions that they want to explore or experiment with (even those that are not innovative), but use brainstorming and other approaches to promote their new ideas.
- Challenge yourself to be open to adolescents and youths’ new ideas. Show them their ideas are welcome and worthwhile with your response by saying, “Let’s try it!” instead of “That won’t work.”



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**Approach 2: Include the adolescents and youth who are most in need of opportunities to learn and connect.**

**All adolescents and youth** have the potential to be peacebuilders. They have the right to learn and practice peacebuilding competencies as part of their human rights to education and to have a voice in shaping decisions that affect their lives. They are affected by the conflicts and peacebuilding efforts that shape their communities and societies, and a role to play in contributing to peace.

However, those adolescents and youth who may benefit most from an Adolescent and Youth Peacebuilders programme may be those who are hardest to reach. Some adolescents and youth may not voluntarily join programmes or activities because they face barriers, feel unwelcome, or simply may not have had access to information about the programme. Those who seem disinterested in issues such as managing conflict or contributing to peace may not have had an opportunity to explore topics that they find interesting or relevant to their lives. Many adolescents and youth, especially those living in the most challenging circumstances, have not have been encouraged to recognize their potential in making positive change.

An Adolescent and Youth Peacebuilders programme should especially reach and include those adolescents and youth who have had the fewest opportunities to develop, use, and benefit from peacebuilding competencies. When the programme creates **equitable** opportunities for all adolescents and youth to learn and engage positively with their communities – including those from less advantaged circumstances and those who have had more access to school and other programmes – it provides adolescents and youth from different backgrounds, circumstances and perspectives with an opportunity to build connections across differences and learn from each other.

**Programme managers should:**

- Work with their communities to identify adolescents and youth who are marginalized, living in challenging circumstances, and/or not being reached by other programmes.
- Learn about the barriers that adolescents and youth may face to participating in programmes, including practical factors as time, location, transportation, and social factors such as discrimination, and structure programmes that help to reduce these barriers.
- Work with facilitators to monitor adolescents and youths' enrollment and participation in the programme, to better understand which adolescents and youth are being reached and which are not.
- Coordinate schedules with adolescents, youths, and adults in their communities. Plan a time frame for activity sessions that does not keep adolescents and youth from other important things they need to do, nor from valuable opportunities. Talk with adolescents, youth, and with teachers, coaches, religious leaders, employers and other adults in the community to learn more about their schedules and responsibilities.



**Facilitators should:**

- Welcome all adolescents and youth who join a programme and encourage them to welcome each other.
- Monitor adolescents and youths' enrollment and participation in a programme, and follow up with any that come infrequently or stop coming to learn why that is the case.
- Engage adolescents and youth who do participate in reaching out to those have not joined a programme. Adolescents and youth often know better than adults where to find their peers, and how to encourage or convince them to benefit from new opportunities.
- Show patience and encouragement to adolescents and youth who seem unenthusiastic, disinterested, bored or just quiet. Remember that adolescents and youth who do not show enthusiasm may be building confidence or may be "testing the waters" to see if they if they are truly welcome.

**Check your progress: If you are using this approach you should see....**

- ✓ Some adolescent and youth participants who are not top scholars, top athletes or recognized peer leaders or mentors.
- ✓ Some adolescent and youth participants who are not already members of youth or peace organizations or peace activities.
- ✓ Some adolescent and youth participants who are not enrolled in school or benefitting from other types of programmes and services.
- ✓ Some adolescents and youth who may appear ambivalent or disengaged in the programme, especially when they first join (but show signs of interest and encouragement as they continue).
- ✓ Adolescents and youth, especially those from challenging circumstances, participating in activities regularly, arriving on time and staying for the entire session.

**Actions and ideas for programme managers: Identifying adolescents and youth to participate in an Adolescent and Youth Peacebuilders programme.**

The activities and approaches in this Manual were designed to work well for adolescents and youth from wide range of backgrounds and circumstances in Mindanao. It is especially intended for adolescents ages 14-18 and up to 24 years old on specific informal setting e.g. capacity, access and equity and deprivation issues, with the understanding that these activities and approaches will work best if they are adapted to their different needs, interests and situations. *Adolescents and youth who could participate in the learning and action activities in this Manual include...:*

**Students.** Adolescents who are in school can benefit from a programme that provides them with space in or outside the formal curriculum to develop their understanding of concepts and issues in relation to conflict and peace, build connections with and learn from peers, and be active and involved in issues that affect them. A peacebuilding training programme can enrich classes they are taking, or be part of an extracurricular programme that gives them new learning and action opportunities and a role in their communities.

**Out of school youth who are accessing alternative educational programmes.** Like students in formal school, adolescents and youth who are involved in nonformal learning programmes benefit from opportunities to learn and practice peacebuilding competencies, especially when they complement or address topics that are not part of the curricula of those programmes.

**Out of school youth who are *not* accessing school or alternative education programmes.** Many young people in Mindanao are unable to continue formal school due to lack of financial resources and other constraints, taking on responsibilities as workers and earners to support themselves and their families. An Adolescent Peacebuilders programme can provide them with an opportunity to continue to develop essential competencies that benefit them as family and community members, and in finding and building a career path that interests them. Participating in a programme gives them space outside their new roles and responsibilities as adults to be young and focus on their own interest and learning, and to enjoy some time for fun and making friends. Being involved in projects that benefit their communities – and being recognized by others in their communities for doing so - can help out-of-school youth in overcoming the stigma they report experiencing.

**Adolescents and youth who have recently been released from fighting forces.** An Adolescent and Youth Peacebuilders programme can support young people released from fighting forces in transferring the competencies they developed through military service into learning and action opportunities to contribute to peace, stability and prosperity in their communities. Leading and participating in initiatives to benefit their communities, especially in visible roles, can help to restore a positive sense of sense of identity that they may have felt in military service.

**Adolescent and Youth from all religious and cultural backgrounds, those of any gender, those with and without disabilities, and those from other circumstances and experiences.**

An Adolescent and Youth Peacebuilders programme can be a valuable opportunity for young people to build connections with and learn from peers of different genders, religions, ethnicities, and other backgrounds. Moreover, learning and working with peers who have different experiences and perspectives presents adolescents and youth with rich opportunities to learn and practice essential peacebuilding competencies.

**Actions and ideas for programme managers: Choosing a time (of day and week) for adolescents and youths' learning and action activities**

An Adolescent and Youth Peacebuilders programme can take place whenever adolescents and youth are available to participate in activities that don't conflict with their other responsibilities and priorities, or other good opportunities available to them. Their activities should be scheduled to give them enough time to explore, talk and work together, especially so that they can explore complex topics, make plans, and work on projects without feeling rushed or overwhelmed.

- As a first step, consult adolescents and youth and the adults who care for them – parents, teachers, religious leaders and others – to find out about how they spend their days, and when they have time they would enjoy and benefit from spending learning and participating in peacebuilding activities.

*Try to find times when they are...*

- Feeling bored, isolated, or idle
- Spending time in places they would rather avoid.

*Try not to plan activities for times when they are...*

- In school or an alternative learning programme, or at the madrassah
- Praying or participating in religious services or observance
- Doing homework or studying (outside lesson hours)
- Working
- Resting
- Doing household chores
- Participating in other positive programmes or activities, such as sport teams, arts clubs, youth organizations, or others.

- Once you better understand adolescents and youths' daily lives and tasks, chores, and other responsibilities, choose a times for learning and action activities when adolescents and youth can travel to and from activities safely and affordably. Just as the activity space needs to be in a safe location, activities need to take place at a time when adolescents and youth can participate without putting themselves at risk.

**Actions and ideas for facilitators: Keeping adolescents and youth participating and engaged.**

Facilitators who work directly with adolescents and youth have a valuable role to play in keeping all adolescents and youth participating in engaged. The first step in doing this is very simple: Monitor their attendance.

- Keep records of adolescents and youths' attendance at each session, though an enrolment log or other monitoring tool. You will see:
  - Which adolescents and youth are attending activities, and how regularly;
  - Whether there are too many or too few adolescents and youth attending overall;
  - Whether attendance is lower or higher among certain groups of adolescents and youth (For example: girls, boys, adolescents and youth from certain ethnic or religious backgrounds, or those with disabilities); and
  - Whether attendance has increased or dropped off since the Adolescent Programme began.
- Look for patterns in adolescents and youths' attendance, to see if **all participants, or specific groups of adolescents and youth, are not participating in activities (or are not participating regularly or consistently)**
- Consult adolescents and youth, as a group during programme activities, or individually and informally to learn why they are or are not attending. Work with your programme manager to consult and learn from parents, teachers and others in the community who know adolescents and youth and understand their perspectives and circumstances.

Gather suggestions from everyone you consult for improving the situation. Depending on what you learn and hear:

- Consider adapting learning and action activities to make them more challenging or easier and lighter, or to address new topics of interest to adolescents and youth
- Consider changing the time, location or nature of activities
- Consider rearranging the way you group girls and boys in so that they are more accessible or attractive to adolescents and youth.



- Raise more awareness about your programme and enlist the support of community members (parents, teachers, leaders) to bring new adolescents and youth on board.
- Look for ways that you and adolescents and youth who come regularly to activity sessions can better make participants feel welcome and encouraged to participate.



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**Approach 3: Build structure, stability and ownership**

To be ready to learn about complex topics related to conflict and peace, develop and practice new skills and work on projects in a group with other peers, adolescents and youth need to feel comfortable and safe. They need to trust each other and feel confident that they will treat each other with respect and support so that they can raise questions about topics that interest them, and share experiences and opinions.

With support from programme managers and the facilitator, a new group of adolescent and youth participants may begin to trust each other and enjoy their time together in the Adolescent and Youth Peacebuilders programme within just a few activity sessions. However, other experiences in their daily and weekly lives may make it hard for them to sustain feelings of belonging, or the self-confidence to explore challenging topics and collaborate with peers. Coming from other roles and tasks in their daily lives, such as their studies, work, or family responsibilities, they may find it hard to focus on their learning and action activities. Especially they take on more complex projects together it may be difficult for them to remember what they were learning about or doing from one session to the next.

Programme managers and facilitators can support adolescent and youth peacebuilders by creating a programme that gives them a feeling of structure and stability. Adolescents and youth should feel that they know what to expect when they come to activity sessions, so they do not feel confused or anxious. Their learning and action activities should give them a chance to be interested and challenged, but not overwhelmed or exhausted. They should have a chance to talk about sensitive or difficult topics if they are interested, but they should not feel pushed or required to talk about negative or difficult things – especially their own personal experiences. They should feel that their learning and action activities, and the activity space, belongs to them and that they have a voice and a choice in how they spend time there.

**Programme managers should:**

- Work with the community to find a space for adolescents and youths’ activities that feels (and is) safe and accessible for all adolescents, youth, and is conducive to their activities.
- Work with the community to find a time for adolescents and youths’ activities when all adolescents, youth, especially those with many other responsibilities, can participate.
- Engage the community’s support in keeping the activity space and time safe, accessible and conducive for adolescents and youth.

**Facilitators should:**

- Plan activity sessions with predictable steps, including rituals and routines (especially at the beginning and end), so adolescents and youth know what to expect and can orient themselves and feel comfortable.
- Give adolescents and youth opportunities to create their own rituals and routines, and to decorate or arrange their activity space so that they feel it belongs to them (even if just for the time they are borrowing it).

- Never push adolescents and youth to discuss topics that they do not raise themselves, especially those that involve negative or difficult experience.
- Never ask adolescents and youth to share personal experiences, especially with each other, as part of their participation in learning and action activities.

***Check your progress: If you are using this approach you should see...***

- ✓ Adolescent and youth participants with and without disabilities, from all of the backgrounds and locations you planned to reach and engage traveling to and from the space - safely and affordably.
- ✓ Adolescents and youth talking with and listening each other easily, sometimes making noise, and sometimes enjoying quiet and silence.
- ✓ Adolescents and youth moving actively, freely and safely when playing games, and sitting comfortably on the ground while talking with each other, drawing or writing.
- ✓ Adolescents and youth sharing ideas or experimenting with new skills without feeling distracted or self-conscious.
- ✓ All participants appearing equally comfortable and welcome in the space.
- ✓ Adolescents and youth who show that they expect certain steps to take place in each activity session, and know how to participate in those steps. This may include adolescents...:
  - moving to stand or sit in the part of the activity space where a session step typically takes place (without explanation or even without your reminding or prompting them)
  - starting the steps themselves (without explanation or even without your reminding or prompting them)
  - reminding or prompting each other (or you!) what step should come next in a session

**Actions and ideas for programme managers: Finding a safe, accessible space for adolescents' learning and action activities**

The learning and action activities offered in this Manual can work in many kinds of spaces that are available in most communities in Mindanao. An Adolescent and Youth Peacebuilders programme does not have to take place in a permanent space or a space that was created just for the programme. Learning and action activities can take place indoors or outdoors, in any space that is safe, comfortable, accessible for adolescents.

For example, if the programme is based in a school, activities can take place in a classroom or gymnasium (indoors or outdoors). In a youth center, activities can take place indoors in a learning or multipurpose space, or outdoors in basketball court or sport pitch. Youth or community-based organizations who do not have a permanent meeting space that is available or suitable for activities may be able to cooperate with community leaders to borrow space in a barangay hall, mosque, church, or outdoor recreation area.

To find a permanent or borrowed, temporary space for activities:

- Review the routes and the forms of transportation adolescents and youth will be using to get to and from the activity space, especially before and after the times when activities are scheduled. Learn how adolescents and youth will be traveling to and from the space and whether any costs associated with transportation to the location could be a barrier. Be sure to consult adolescents with disabilities, taking into consideration their specific needs and circumstances in accessing and using the space.
- Find a space where adolescents and youth can talk, and sometimes even shout, when they are having fun or are excited, without disturbing (or being scolded by) others nearby. They should also be able to listen and hear each other even when speaking in low voices, and sit quietly when they are participating in restful or reflective activities.
- The space should be large enough for adolescents and youth to move around comfortably, free of obstacles or sharp objects they might bump into or sit on. Adolescents do not need to sit in chairs or at desks (in fact, sitting on the floor encourages group work!), but the floor should be clean and dry for their comfort and so they can write or draw without damage to their papers or notebooks.
- Adolescent and youth participants should be able to concentrate on their activities and their teammates without being distracted by people or activities that are occurring nearby. It is especially important that adolescents don't feel that others in the community (who are not part of the programmes) are scrutinizing what they say or do, nor that they are distracted by the possibility that others will interrupt or interfere with activities.



- Keep in mind that out-of-school adolescents and youth may feel embarrassed on a school campus, or that a mosque may not feel inviting to non-Muslim students. If these types of locations are the most promising places to hold an Adolescent and Youth Peacebuilders programme, consult with all adolescent and youth participants to discuss whether you can take steps together to make sure they feel equally welcome and included.

**Actions and ideas for facilitators: Create sessions with ritual and routine**

Strengthen adolescents and youths' sense of security and membership in the Adolescent and Youth Peacebuilders programme by creating structure and routine. Knowing what to expect and what to do, especially when they first arrive at their activity sessions, helps them to feel confident and relaxed as they prepare for the day's activities. Simple rituals or routines they carry out together at the beginning of a session remind them that their membership in the group is important. Rituals at the end of a session can give a sense of closure and an opportunity to show appreciation for each other's contributions and efforts.

Other helpful steps and routines can help adolescents to feel a sense of security when they know what to expect, and how to actively participate even when they are overwhelmed or distracted by other things happening in their lives.

**To use this strategy:**

- Plan activity sessions that include the same basic steps, with a predictable time frame.
- Begin and end every session with a simple activity that brings all participants together. Repeating the same activity as an opening or closing "ritual" – for example a cheer, a dance, or a song - is one way to build a sense of predictability, and even team identity among participants.
- Include steps that help adolescents remember what they did or discussed in previous sessions so they don't feel embarrassed or confused, and can better continue to explore or action on the same topics even if there has been an interval of a few days since their last
- Include an opportunity for adolescents and youth to summarize and reflect on what they learned or achieved at near end of a session, to help them better remember and be ready to start anew in their next session.

**Actions and ideas for facilitators: Make the activity space belong to adolescents and youth.**

Take steps with the adolescents and youth to create an environment that they feel is theirs. Whether they are meeting in a dedicated or borrowed space, adolescents can arrange and decorate a space so that it feels comfortable and welcoming to them, and reminds them of what they have learned and done together. *For example:*

- Post their completed work and work in progress, including their notes from discussions or project plans, on the walls. If you are in a borrowed space, during activity sessions you could put a clothesline up in the front of the activity space, and hang notes and drawing from it.
- Rearrange a space so it is more comfortable for adolescents and youths' activities – for example, by moving furniture out of the way so they can sit on the floor or in a circle. Bring mats or pillows for participants to sit on, or portable speakers for adolescents to listen to music they enjoy while they are working individually or in small groups.
- Involve adolescents and youth in setting up a space at the beginning of an activity (and putting things back at the end). They can move furniture, hang drawings and notes, and arrange materials and supplies so they are ready to use. These steps can become a ritual and a responsibility that adolescent and youth participants carry out themselves, building their sense of ownership.



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**Approach 4: Build inclusive, diverse teams of adolescent and youth peacebuilders**

An Adolescent and Youth Peacebuilders programme should give participants the chance to meet and get to know people they didn't know already. Adolescents and youth should have a chance to learn from each other's different perspectives and experiences, and practice working with people with different abilities, strengths and opinions. They should have the positive experience of feeling that they have peers that know and respect them, and to form new, supportive friendships.

Working as a team also gives adolescents and youth a valuable way to learn and practice their peacebuilding competencies, especially those for "connection and collaboration." When adolescents and youth trust their teammates and feel *valued* and *valuable*, this also helps them to feel the safety and confidence they need to experiment with new skills and tackle new challenges so they can build other competencies.

One of the most valuable benefits of an Adolescent and Youth Peacebuilders programme can be the option to learn from and build connections with peers of different religions, ethnicities, and from other different backgrounds and experiences. Adolescents and youth in other situations can work together, including those who are in and those who are out of school, those who have and have not been associated with fighting forces, and those with and without disabilities.

**Programme managers should:**

- Plan programmes that can support teams of adolescents and youth of an appropriate size, with a low ratio of adolescents and youth to facilitators.
- Work with the community, adolescents, youth, and facilitators to form teams composed of adolescents and youth who can work well together and learn from each other.
- Plan that give adolescents and youth time and support to develop a feeling that they are valuable members of a team. This includes planning a long-term programme that gives adolescents and youth time to get to know each other, trust each other, and practice and experience working together. It also includes supporting facilitators in having the time and flexibility to include teambuilding process h other learning and action activities.

**Facilitators should:**

- Begin a new programme with games and other teambuilding activities to help adolescents and youth to feel comfortable together and begin to trust each other.
- Give adolescents and youth opportunities to strengthen their work together as a team, by discussing their progress as a team and finding and using strategies to better work and enjoy their time together.
- *Make diversity an asset*, encouraging adolescents and youth to build connections, learn and take action together with those from different backgrounds, circumstances and perspectives.

- Support adolescents and youth in holding, sharing and discussing different views and opinions, recognizing that these are valuable elements of a team’s diversity. This includes giving adolescents and youth space to disagree and even argue as an opportunity to experience the positive potential of conflict and practice their peacebuilding competencies.

***Check your progress: If you are using this approach you should see....***

- ✓ Adolescents and youth with different abilities, and from different religious or ethnic groups participating in activities together in the same group.
- ✓ Adolescents and youth in groups that are big enough for them to meet new people and learn from new perspectives and experiences, but small enough for them to all know each other and feel a sense of group membership.

*Within the first few activity sessions...*

- ✓ Adolescents referring to each other by name.
- ✓ Adolescents showing other signs that they know a few basic things about each other.
- ✓ Adolescents who are ready to join games and other easy activities, and encouraging each other to do so as well.

*Once activity sessions have been underway for some time....*

- ✓ Adolescents expressing different opinions from each other about the topics and issues they discuss, and taking time to exchange, analyze and synthesize their different perspectives.
- ✓ Adolescents sometimes disagreeing and arguing with each other (respectfully and constructively).
- ✓ Adolescents expressing opinions and ideas with which teachers and facilitators (and other adults) disagree, and teachers or facilitators responding by providing them opportunities to discuss and explore their ideas rather than correcting, lecturing, or scolding them.

**Actions and ideas for programme managers: Organize and prepare to support well-balanced teams**

An Adolescent and Youth Peacebuilders programme should be as inclusive as possible, with programme managers working with the host community to reach and engage as many adolescents as they can. Take steps to reach all potential participants effectively with the resources you have, and gather and organize adolescents into teams that will work and learn well together. As you organize teams of adolescents and youth;

- **Find enough facilitators to support all of the adolescents who can benefit from your programme.** An ideal size for one group or team of adolescents is 7-25, with each team supported by at least one facilitator.

*If you don't have enough facilitators for to keep adolescent and youth groups at this size, consider recruiting youth volunteers from the community who can be trained as facilitators. Another possibility is to have groups of adolescents and youth meet in a rotation, so they meet less frequently but always have support from a facilitator.*

- **Consider organizing participants into girls-only and boys-only groups.** Organizing same-gender groups of adolescent and youth participants can have some important advantages. Girls and boys, respectively, may be more comfortable if they are in same-gender groups, especially if they want to raise and discuss topics such as those related to relationships, reproductive development and health, and sexuality. In some religious and cultural contexts, parents and adolescents feel more comfortable with gender-segregated activities, and this can make it easier for both girls and boys to access the programme.

*On the other hand, if girls and boys will be learning and working together in your Adolescent Peacebuilders and Youth programme, support them in using this as an opportunity to learn about and practice gender equity.* Include activities for adolescents and youth of all genders to exchange perspectives and experiences, and opportunities to practice collaborating and working together in different roles.

- **Consider same-age groups.** This Manual is designed for adolescents ages 14-18, a span that can include adolescents and youth from a wide range of situations and experiences, and at very different levels of physical, cognitive and social maturity. They may be at different stages of interest and readiness to discuss challenging topics in relation to conflict and peace, or to work on projects that require complex planning and other responsibilities. They may be embarrassed or uncomfortable to discuss sensitive topics such as those related to sexuality, relationships, religious or political issues with younger or older peers.

*On the other hand, if adolescents of a range of different ages will be working and learning together in your programmes, support them in enjoying the benefits of learning from and connecting with each other.* For example, older adolescents can have a strong positive influence as role models or mentors to younger peers, and the respect



of younger peers can build older adolescents' sense of positive self-worth. Adapt activities and the topics they explore, working for a balance that gives all participants equal time to learn and take action on the issues that they think are important.

➤ **Organize diverse, inclusive groups.**

*Support participants in building connections, recognizing that their differences are an asset to the entire team.* Encourage their curiosity about each other's experiences, but make sure that no participants feel pushed to share personal experiences for others' gain, or feel that their only role is to educate or inform others about a group they represent. Recognize that adolescents and youth who have faced challenges or adversity, and/or are from marginalized groups, may feel stigmatized, and foster opportunities for their unique skills and expertise to be recognized by others, and for them to serve equitably in leadership roles within their groups.

**Steps for facilitators: Start with teambuilding (before you start any learning and action activities)**

When you begin your programme, or when a new group of adolescents and youth are joining for the first time, work with them to build a basic foundation of comfort and trust with each other, and with you.

***Before beginning the learning and action activities in Module 5,*** in your first days with a new group of adolescent and youth participants, give them a chance to meet each other, and begin to get to know each other, and participate in easy, fun, relaxing games and other activities. Show them that part of the purpose of the Adolescent and Youth Peacebuilders programme is to give them a chance to make new, and to give them a space where they can take a break from other stresses in their lives and focus on their own goals.

**To use this strategy:**

- Start with energizers and games with instructions that are easy to follow, and that include everyone.
- Especially include name games and other easy activities that give participants a chance to know a few basic things about each other.
- Include a mix of different kinds of activities, including those that involve physical, athletic, artistic, verbal, and other abilities to give adolescents and youth with different types of activities and abilities a chance to
- Begin the learning and action activities from Section 6 when a group of adolescent and youth participants is ready to work together, and interested in taking on greater challenges. Determine this by watching for signs that adolescents know each other and are interested in more than – and by asking the adolescents and youth if they are ready to start something new.

**Actions and ideas for facilitators: Value diversity – including adolescents’ own perspectives and opinions**

Adolescents and youth have the right to form, share and discuss their own view points – and doing so, especially in a supportive and safe environment is rich opportunity for them to develop essential peacebuilding competencies (for example, in relation to critical thinking and collaboration).

**Let adolescents and youth hold and express different ideas and opinions – from each other, and from you.** When adolescents disagree, debate, and even argue about their different viewpoints they have the chance to experience the positive potential of conflict. These situations present an opportunity for them use their competencies for peacebuilding, by reflecting on their own ideas and those of others, looking for pathways that address each other’s hopes and goals, and synthesizing possibilities that incorporate the value of different ideas that have been offered.

- Recognize when adolescents have presented different perspectives or opinions about any topic that they are discussing or exploring, and help them to do the same. Highlight the different ideas that have been presented or shared so they can take a moment to consider each other’s views or positions. Use these moments as an opportunity for adolescents to hold a constructive discussion, using the skills and attitudes that are part of their peacebuilding competencies
- Be aware of your own opinions about topics that adolescents and youth are discussing, including (or especially) when you disagree with an idea that an adolescent participant has shared. Consider presenting your ideas for the adolescents’ consideration as part of their discussion, acknowledging that they are your opinion. However, do not present your opinion as the “right” one, or force or push adolescents to agree with you, directly or indirectly.
- Try not stop or resolve constructive disagreements arguments before they start, but do intervene and provide support if adolescents’ disagreement becomes too heated or seems overwhelming for any of the participants.

**Approach 5. Put adolescents and youths' priorities at the center, and plan and adapt your programme for them.**

Every group of adolescents and youth is different. They have different responsibilities, face different expectations from those around them, have different day-to-day experiences and have different resources available to them. Above all they have different interests, perspectives and priorities. With these different experiences, each adolescent and youth is an expert in the issues that affect them most, especially those related to peace and conflict. Their Adolescent and Youth Peacebuilders programme should give them an opportunity to express and explore those issues – especially since it may be one of the few spaces in which they can do so.

To better understand the needs, interests and priorities of the adolescents and youth with whom you are working, talk with them and listen to them. As you plan and prepare to implement an Adolescent and Youth Peacebuilders programme, talk with adolescents and youth who may participate to learn what interests them. As you start learning and action activities with a new group of adolescents and youth, support them in exploring and think of topics that interest or concerned them, and set their own goals for learning. As you learn more and more about your group of adolescents and youth, adapt activities for them, bringing in new topics that interest them, and giving them time to practice and strengthen the competencies they feel are important.

Be ready to support adolescents and youth in exploring issues and taking action in ways you didn't expect. As discussed under Approach 1, this may include giving them a chance to learn about topics that are new to you, or even those that are complex and sensitive. Especially as they prepare to work together on a group project, this may also mean giving them space to experiment with their own surprising and innovative ideas for how they might contribute to positive change together.

When your group of adolescents and youth are ready, collaborate with them to measure their progress. Based on what you learn, consider how you can adjust and make any helpful changes in the next phase of an Adolescent and Youth Peacebuilders programme so it better helps adolescents and youth to achieve their goals. Learn about whether and how participating in the Adolescent and Youth Peacebuilder programme has contributed to change for adolescents and youth, and find out which changes have been most important from their perspectives. Support adolescents and youth in recognizing their own achievements, and look for opportunities to acknowledge and celebrate their accomplishments together with others in your community.

**Programme managers should:**

- Consult with adolescents and youth before, during and after designing and implementing an Adolescent and Youth Peacebuilding programme to learn as much about their interests, situation, needs and goals as possible.
- Support facilitators in adapting learning and action activities to adolescents and youths' interests, including by helping them to find reliable sources of information on topics adolescents and youth choose.

- Inform parents and community members and engage their support for facilitators and adolescents and youth in exploring challenging and sensitive topics (when adolescents and youth wish to do so).
- Observe and support adolescents and youth and facilitators when they are setting goals for learning and action, and measuring their progress against those goals.

**Facilitators should:**

- Plan sequences of learning and action activities for adolescents, youth, and continually adapt activities based on adolescents and youths' priorities.
- With adolescents and youth, set goals for what they want to learn, what action they want to take together, and what change they hope to see. (*The **Setting goals and measuring progress** activity guides in Section 5 are especially designed to help you do this*).
- Observe adolescents and youth and talk with them informally to better understand their experiences, what they do and do not enjoy, and their evolving capacities, and use what you learn to continually adapt activities and plans.
- Support adolescents and youth in learning about topics that interest them. This includes being open and supportive when they raise challenging or sensitive topics. It also includes working with them to find and explore accurate information about the topics they choose, including those that may be new or unfamiliar to you. It may also include exploring and using learning and action activities you find in other resources.
- With adolescents and youth, measure their progress toward achieving their goals. Acknowledge and celebrate their accomplishments, and develop plans for activities in the next phase of an Adolescent and youth Peacebuilders programme based on what you learn.

**Check your progress: If you are using this approach you should see....**

- ✓ Facilitators using a written plan that you can see and explain for adolescents' upcoming activity sessions over the course of a few weeks or even months.
- ✓ Adolescents and youth participating in activities in a different sequence than the one indicated.
- ✓ Adolescents and youth participating in some activities that are not included in the Manual.
- ✓ Adolescents and youth suggesting topics that teachers or facilitators (or other educators) did not expect them to raise.
- ✓ Adolescents and youth discussing topics that teachers, facilitators or other adults had not previously thought of as related to conflict and peace, and/or raising issues of which teachers, facilitators and other adults had not been aware.

- ✓ Adolescents and youth drawing connections between those topics and concepts related to conflict and peace that they are learning about through the programme.
- ✓ Adolescents and youth sharing ideas for activities and even taking the lead in planning and facilitating new activities.

### **Actions and ideas for facilitators: Planning a sequence of activities for adolescents and youth.**

Planning a sequence of activities for your group of adolescents and youth is one of your most important responsibilities – and a chance to be creative! Use these steps as you get started in the planning process:

- Read through Section 5 before you get started. The three modules, with activity guides in the order presented, are meant to offer a logical sequence of activities, but they are also meant for you to adapt them. Read activities in order, and imagine facilitating them with your group of adolescents and youth. Think about whether adolescents and youth should carry out the activities in the order presented, or another order. Think about whether they will find activities easy, challenging, confusing or interesting. Consider carrying out activities in any order that you think will work well, or changing the activity questions or steps, or choosing different activities altogether.

*(Reminder: An important recommendation as part of Approach 4 is to start with teambuilding activities before any of the learning and action modules when you first begin working with any new group of adolescents and youth).*

- Plan a sequence of activities in advance. Think about how you will balance different kinds of activities so that adolescents and youth do not find them too repetitious and boring, and so that you include and engage adolescents and youth with different personal and learning styles, talents and interests. Think about how a sequence of activities can give adolescents and youth a chance to explore an issue in depth or focus on and practice a competency.
- Observe your group of adolescents and youth. Pay attention to what they seem interested in, what activities keep them engaged and absorbed, and which ones do not. Take note of the competencies they are developing and whether they are ready for more challenging activities. Notice when they seem overwhelmed, confused, or just ready to take a break after completing a challenging project, and give them activities that help them relax and have fun together.
- Adapt as you go along. Take extra time for adolescents and youth to focus, practice or explore if they are interested in a specific issue. Take extra time for adolescents and youth to work on a key step they need to complete in order to make progress on a group project. Consider moving on to something new if they seem bored, disinterested and frustrated.



- Research, reaching out, and find new guides and ideas. Participants will express interests in topics and activities that are not included in this Manual. Use the suggestions in and beyond this Manual to find and use other informational resources, guides and curricula.
- Add other games, tasks, assignments or projects during activities, or that participants work on between sessions as they practice skills or work on a project together.
- Design and use new original activities yourself, and/or give adolescents and youth a chance to plan and facilitate their own activities, if they are motivated to take the lead!

**Actions and ideas for programme managers: Prepare to explore sensitive topics safely and accurately.**

As adolescents and youth explore how conflict and peace affect their lives, they are likely to show curiosity, interest or concern about a range of topics that may be sensitive, including religion, culture, sexuality or sexual health, gender roles, political issues, violence, war or other social issues. For adolescents and youth to learn about these issues, develop and use competencies they need to be safe, supportive spaces in which they can talk openly, ask questions and to access accurate information on issues that may be considered sensitive (or even inappropriate) in other settings.

- Find an appropriate and helpful way to communicate with adults in your community about how you will discuss different sensitive topics that may arise. Encourage community members to support adolescents and youth' right and need to explore different potentially sensitive topics, and to receive accurate information about them through your programme if and when they show interest. Build trust and maintain adolescents and youth' safety to participate in your programme by ensuring that the community understands the purpose of your programme.
- Train facilitators to manage challenging conversations with adolescents and youth, providing participants with support to raise and discuss sensitive issues constructively and openly, and to share accurate information – even on sensitive issues – without preaching or lecturing.

**Approach 6: Build a role for adolescent and youth peacebuilders, with time for practice and action.**

The peacebuilding competencies addressed in this Manual are complex and challenging, and most people spend a lifetime learning to use them. It is not enough for adolescents and youth to learn *about* those competencies or learn what they are, or even learn to recognize when others are using them in real or fictional scenarios. Instead adolescents and youth, like people of all ages need to develop knowledge, attitudes and especially skills by using them.

Make time in your Adolescent and Youth Peacebuilder programme for participants to practice the new competencies they are developing. Remind them (and remember, yourself) that they are not only preparing to be peacebuilders in the future as adult family members, citizens, students and workers. They can also find ways to manage and transform the conflicts that affect them, and leverage and build on possibilities for peace right now. During their activity sessions they can take time to envision strategies for how they can put their competencies into action, and the different outcomes they might experience as a result. They could role play or rehearse possibilities for how they might use those competencies in real-life situations they encounter. They can also actually practice and use competencies as they work together and learn with and from each other especially through their group projects. Outside their activity sessions, adolescents can also practice using their competencies to transform conflict and build peace in their lives, using their learning and action activities to reflect on their progress.

As valuable as it is for an Adolescent and Youth Peacebuilder programme to open opportunities for adolescents and youth to practice and use peacebuilding competencies, it can do even more. Adolescents and youths' activity sessions can become a time they count on and look forward to every day, or every week, or even every month. A programme can create a safe, supportive space to which adolescents and youth bring the topics or experiences that interests or concerns that they encounter in their daily lives. Being a participant in a programme or a member of a team can become a role for adolescents and youth, one they value, and one that is recognized and respected by others in their community.

Having a role as a peacebuilder can contribute to adolescents and youths' positive sense of identity and self-worth. This may be especially valuable for adolescents and youth who feel they lack other positive roles or ways to contribute to their communities that are recognized and admired by the people around them. For example, this may be especially the case for those who are out of school, and/or not working. Having a role as a peacebuilder also gives adolescents and youth an opportunity to experience the challenges and rewards of working on projects that benefit themselves and their communities, including feeling valued and recognized by others for what they have achieved and contributed.

**Programme managers should:**

- Plan a long term programme, lasting a few weeks or months, with activity sessions that meet once, twice or three times a week.
- Support facilitators in developing and adapting plans for adolescents and youths' learning and action activities so that participants have time and support to practice competencies, and find ways to use them through and beyond the programme.

- Work with the community to promote positive awareness of the Adolescent and Youth Peacebuilder programme, and what adolescents and youth are learning, contributing and achieving through their participation.

**Facilitators should:**

- Support adolescents and youth in connecting the topics they discuss and the competencies they learn during activity sessions to issues and experiences in their lives and relationships beyond the Adolescent and Youth Peacebuilders programme.
- Encourage adolescents and youth to try to use their peacebuilding competencies to transform conflicts and contribute to peace in their lives and relationships, and include opportunities for them to reflect on their progress in doing so during their activity sessions.

**Check your progress: If you are using this approach you should see....**

- ✓ Adolescents and youth who continue to participate in activities over weeks or months.
- ✓ Adolescents and youth practicing the competencies they are learning (and learning about), during activities that are designed to help them use, reflect on and receive feedback specifically on those competencies.
- ✓ Adolescents and youth using the competencies they are learning (and learning about) through other programme activities, including and especially as they plan and carry out projects together.
- ✓ Adolescents and youth talking about and taking pride in what they have achieved together.
- ✓ Adults and other community members recognizing and appreciating adolescents progress in learning, and the positive impact or change they have made to the community through their projects.

**Actions and ideas for programme managers: Plan a long-term programme (weeks or months).**

Take the following steps to plan a programme with a time frame that includes the following:

- **Activity sessions that are approximately 1.5 hours long.** This gives adolescents and youth enough time in each session to adjust from whatever they were doing just before, settle in together, feel focused and absorbed in activities that interest them, and collaborate on complex tasks when they are ready to do so.
- **Activity sessions that meet at intervals, with at least a day or two in between each.** Holding activity sessions once, twice or three times a week will give participants time to reflect on what they have learned and experienced. During the time in between sessions they can also practice new skills and look for to apply new understandings and skills to their lives beyond the Adolescent Peacebuilders programme.
- **Activities that are sustained over a period of weeks or months.** Sustaining programme over a period of time creates an opportunity adolescents and youth to feel a deeper sense of membership and connection with each other, so they can practice and enjoy interpersonal skills for peacebuilding, and build the trust they need to take on challenges together. Sustained time gives adolescents and youth an opportunity to learn and practice complex skills, and to plan and carry out projects that they consider worthwhile and valuable, and show their capabilities.

**Actions and ideas for facilitators: Connect peacebuilding competencies to adolescents and youths' lives.**

Through the learning and action activities you plan for adolescents and youth...

- Support adolescents and youth in learning and using different terms to accurately describe the knowledge, skills and attitudes that are part of the peacebuilding competencies. Encourage them to use those terms when they describing or analyzing others' behavior or their own.
- Give adolescents and youth opportunities to look for and discuss different moments when they might use peacebuilding competencies in and beyond their activity sessions. Encourage them to reflect on their experiences and progress as they develop and use their new knowledge, skills and attitudes, and to discuss these during activity sessions if they feel comfortable doing so.
- Give adolescents and youth opportunities to role-play, write stories, or draw storyboards about scenarios involving peace, conflict, and the topics and issues they raise.

- Recognize that planning and carrying out projects together (through the steps in Module 3 of Section 5) give adolescents and youth a chance to practice all of the peacebuilding competencies outlined in Section 3, and help them to recognize this opportunity. Observe when adolescents and youth are using peacebuilding competencies in their interactions with each other, and their work together. Step back and give them space to try to put their new skills and attitudes into action. Step in with support when they seem overwhelmed, frustrated, hurt, or face disagreements they cannot resolve together.
- Recognize adolescents and youth' potential to take action now to make positive changes and build peace in their own lives, their families and communities. Find and use opportunities to actively encourage them to recognize their own potential, too.
- Support adolescents and youth in imagining and setting real goals for the change(s) they hope to see as a result of their individual actions or group projects. Do not underestimate them, but do support them in setting realistic expectations for the impact they might achieve.
- Help adolescents and youth in recognizing when they have contributed to positive change, individually or as a group. Help them to see any positive impact they have made, even if they did not achieve everything they had hoped or planned.



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**Approach 7: Connect adolescents and youth with support**

All adults who work with adolescents and youth have an essential responsibility and a valuable role to play in connecting adolescents and youth to the support they need to develop safely and in a healthy manner. This means connecting them to services and programmes they can benefit from, providing them with useful information, and taking steps when their health, wellbeing or safety is at risk.

During their learning and action activities as part of an Adolescent and Youth Peacebuilders programme, adolescents and youth will discuss their lives, including the difficulties they face and the ways they experience and are affected by conflicts. As they do so, some may speak about or show signs of being in situations for which they require special care, protection or support beyond what facilitators (or programme managers) can or should provide.

An Adolescent and Youth Peacebuilders programme can also provide all participants to connect with other beneficial information, services or beneficial. Seeking, finding and enjoying those opportunities are all excellent and appropriate ways for adolescents and youth to put peacebuilding competencies such as for connection collaboration, self worth and leadership, to work.

**Referrals**

Adolescents and youth who may need referrals for special services and support include girls and boys who:

- Show signs of, or report, violence, abuse, exploitation or neglect
- Need medical treatment for physical ailments or illnesses
- Require individual psychosocial support, counselling or mental health services
- Demonstrate learning difficulties and might benefit from educational support
- Are missing out on basic services such as access to food, health care or education.

**Programme managers should:**

- Gather information about health, mental health, protection, legal and other services available to adolescents and youth in the community.
- Support facilitators in having this information ready to use, especially in cases of emergency.
- Provide facilitators with training to know when adolescents and youth should be referred for health, mental health protection and other services, and support them in knowing how to follow protocols and procedures to connect adolescents and youth to those services when necessary.

**Facilitators should:**

- Keep information about health, mental health, protection and other services for adolescents and youth ready to use immediately if the need arises.
- Make the same information available to adolescents and youth.
- Follow referral procedures when adolescents and youth show signs that they need emergency and/or specialized health, mental health, protection or other services.

**Check your progress: If you are using this approach you should see....**

- ✓ Information about essential services and other opportunities for adolescents and youth posted in their activity space while they are participating in activities.
- ✓ Adolescents and adult care providers who are aware of where and how they can access essential services, such as health, mental health, protection, legal support or others.
- ✓ Programme managers and facilitators who can identify the signs that an adolescent and youth participant needs a referral for health care, mental health care, protection or other services.
- ✓ Programme managers and facilitators who can explain the protocols and steps that they will take, respectively, to connect an adolescent and youth participant with health care, protection or other services when the need arises.

**Actions and ideas for programme managers: Connecting adolescents and youth with support and services**

Prepare for all possibilities to connect adolescents and youth with support and opportunities beyond your programme. These may situations in which you need to respond and take action urgently for an adolescent who needs care or protection. They may also include discovering possibilities for adolescents and youth to enjoy programmes and other opportunities beyond your Adolescent programme programme that can benefit them.

- Learn what programmes, services and support are available for adolescents and youth in your community, and inform adolescents and youth. All adolescent girls and boys can benefit from essential services in education, health and child protection, and can enjoy programmes in youth clubs, recreation, sports and arts.
  - Update adolescents and youth about new or existing services and programmes at the beginning of sessions;
  - Post information about services for adolescents and youth in their activity spaces, including schedules, locations, staff contact details and any other useful information;
  - Involve adolescents and youth in raising awareness about available services and programmes by creating posters, putting on drama or music performances, or reaching out directly to other adolescent girls and boys.
  - Encourage facilitators to consult adolescents and youth (if appropriate) about their experiences using services and programmes and to share helpful information with each other.

- Support constructive dialogue between adolescents and youth and service providers to discuss how their support can be made more accessible or helpful to adolescent girls and boys.
- Prepare and support facilitators to take immediate action, safely and appropriately, to connect adolescents and youth to essential services if the need arises.
  - Establish clear guidelines regarding confidentiality and adolescents and youths' privacy (bearing in mind the need to balance confidentiality against the best interests of the adolescent).
  - Establish clear referral pathways and protocols that you will use together if adolescents and youth show signs that they need protection, health care, mental health care or any other service. This includes gathering information about services, and making sure that facilitators have that information ready if and when they need it.

**Actions and ideas for facilitators: Prepare to connect participants with support and opportunities beyond your Adolescent and Youth Peacebuilder programme:**

- Know what programmes, services and support are available for adolescents and youth in your community, and share this information with adolescents and youth. You can do this by:
  - Updating adolescents and youth about new or existing services and programmes at the beginning of sessions.
  - Posting information about services for adolescents and youth in their activity spaces, including schedules, locations, staff contact details and any other useful information.
- Involve adolescents and youth in raising awareness about available services and programmes by creating posters, putting on drama or music performances, or reaching out directly to other adolescent girls and boys.
- Consider consulting adolescents and youth (if appropriate) about their experiences using services and programmes and to share helpful information with each other.
- Be prepared to take immediate action, safely and appropriately, to connect adolescents and youth to essential services if the need arises. This includes:
  - Knowing the warning signs that adolescents and youth may be at risk or in crisis or distress.
  - With your programme manager, agreeing to clear guidelines regarding confidentiality and adolescents and youths' privacy (bearing in mind the need to balance confidentiality against the best interests of the adolescent).

- With your programme coordinator, knowing and be ready to follow clear referral pathways and protocols if adolescents and youth show signs that they need protection, health care, mental health care or any other service.
- With your programme coordinator, agreeing to how you will respond in the moment if adolescents and youth disclose or show signs that they are at risk or have experienced harm, whether this happens during an activity session. Consider practicing with a role play for what you will do or say to support them and prepare to connect them to the support they need while also managing their need for privacy, as well as the needs and activities of other adolescents and youth who may be present.



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### **Approach 8: Connect adolescents and youth with their community and their resources**

All adolescents and youth - even those who live in poverty-affected or remote communities have resources to support them as peacebuilders. They have valuable cultural traditions, the knowledge, support and concern of others in their families and communities, and above all their own abilities and energy. An Adolescent and Youth Peacebuilders programme should help adolescents and youth to recognize these resources and see them as part of their own potential to make positive changes in their lives and the world around them.

The most valuable resources for an Adolescent and Youth Peacebuilders programme are **people**, and an Adolescent and Youth Peacebuilder programme should help adolescents and youth to build positive connections with the people who comprise the community around them. Fostering these relationships is an essential way to support adolescents and youths' development of their peacebuilding competencies for connection, collaboration, leadership and self-worht, among others.

Involve parents, teachers, community and religious leaders, and members of other local organizations in your Adolescent and Youth Peacebuilders programme. You can begin as you plan your programme, working with them to ensure that everyone in the community understands the purpose of the programmes and is ready to provide support. They may provide essential help as you engage adolescents and youth in the programme, bringing their knowledge of and ideas for where and how reach the most vulnerable adolescent and youth girls and boys. Adults also have valuable perspectives to share about how adolescents and youth are affected by or experience conflict and peace, and other challenges and opportunities they face.

As your programme gets underway, community members can continue to play an essential role. Some may share expertise and knowledge on topics of interest to adolescents and youth. Others may be able to contribute in practical ways by sharing space or materials, or arranging adolescents and youths' safe transportation to and from activity sessions. Building adolescent and youth peacebuilders' connection with their community also involves helping adults to understand how to be supportive when adolescents and youth take the lead with their learning and action activities, especially when they see adolescents and youth exploring unexpected topics or experimenting with new and surprising project concepts. Adolescents and youth should also have the chance to show and share what they have achieved through their Adolescent and Youth Peacebuilders programme with others in the community, especially their parents, teachers and others who know them. For adults, these moments can be equally rewarding and inspiring, as they recognize the capabilities and contributions of the young people they know and care for.

Remember that adolescents and youth – those who are participants in your programme and those who are not – are also part of the community, and involve them too. Beyond their participation in learning and action activities, adolescents and youth can be part of the process of designing your Adolescent and Youth Peacebuilder programme, finding and engaging resources to use through it, implementing activities, and monitoring and assessing its impact. As you get started in planning your programme, adolescents and youth can participate in your conversations with adults in the community (or in separate focus groups if they feel more comfortable) to share their ideas and opinions on everything from what activities they would enjoy to when and where the activity sessions should take place. For those that show interest, especially older adolescents and youth



or those with experience from other clubs or programmes, support them in taking on roles as facilitators (or facilitators' assistants). Collaborate with adolescents and youth in monitoring and assessing the programme's impact (especially through the activities to set goals and monitor progress in Section 5), and include their insights in your reports and future plans – or invite them to share their own "reports" (especially through creative writing, drawing or other creative media they enjoy) if this interests them.

Supporting adolescents and youths' connection with their community also means helping them to recognize and gather the material resources that are available to them for their learning and action activities, especially as they prepare to design and carry out group projects together. This involves helping them to develop ideas and plans, that are feasible with the resources that are available to them. Support them in recognizing that their projects need not require money, expensive materials or equipment. Encourage their creativity in finding support and resources around them, rather than feeling dependent on or discouraged over what they do not have.

***Check your progress: If you are using this approach you should see....***

- ✓ Adults visiting and supporting adolescents and youths' learning and activity sessions.
- ✓ Adults providing active support for adolescent's learning and action in other ways, such as by responding to their invitations to be interviewed, to participate in community dialogues.
- ✓ Adults contributing (giving or loaning) time, effort, space, materials, equipment and perhaps even funding to support adolescents and youths' activities and projects.
- ✓ Adults, acknowledging, and taking pride in adolescents and youths' achievements and contributions, and showing their appreciation to adolescents and youth.
- ✓ Adolescents searching for, finding and gathering resources to use in their projects and activities.
- ✓ Adolescents moving forward with their activities and projects, rather than waiting or giving up because funds, materials or equipment are not available.
- ✓ Adolescents exploring topics and participating in activities that they suggested during their learning and action activities.
- ✓ Adolescents other young people and adults outside their learning and action activities, to find and encourage new participants, and ask the community's support as they learn and take action through the programme
- ✓ Adolescents collaborating with you and other adults to plan, implement and support the programme, by joining planning meetings, co-facilitating activities, monitoring and sharing feedback, or in other ways.

**Actions and ideas for programme managers: Gathering materials for an Adolescent and Youth Peacebuilders programme**

An Adolescent and Youth Peacebuilders programme not require expensive supplies or fancy equipment. The activities in this Manual can be carried out with a few basic materials that are inexpensive and available in most communities throughout Mindanao. If these materials are not available, in most cases they can easily be replaced with others.

Following is a checklist of some of the materials that adolescents and youth and youth (and facilitators) may find helpful in their learning and action activities:

- ✓ **Large pieces of white paper.** Participants can use these to write notes or draw on, working individually or in groups. Facilitators can use these to write key questions or instructions as they lead activities for adolescents and youth. Flip chart paper, rolls of butcher block paper, or large pieces of white paper can all work well for these purposes.
- ✓ **Index cards, post-it notes, or small pieces of paper.** Several activities call for participants to write or draw on index cards or post-it notes. If cards are not available or expensive, cut blank paper into small pieces.
- ✓ **Blackboard and chalk, or marker board and dry-erase markers.** Especially if flip chart paper is not available, it will help facilitators and adolescents and youth and youth to have a blackboard where they can write key questions or instructions for activities.
- ✓ **Pencils, pens, markers or crayons.** Most of the learning and action activities involve adolescents and youth and youth doing some writing or drawing. Make sure that there are enough writing or drawing implements for every participant to have and use one so they can stay engaged and involved throughout activities.
- ✓ **Notebook or composition books.** Keeping a “conflict and peace journal” is a strategy recommended in Section 6, for participants to reflect on and connect the issues they are exploring during learning activities to their lives beyond the programme. Having and keeping their own notebook this also gives participants a place to write notes and ideas during activities.
- ✓ **Floor mat or tarpaulin.** Especially if the Adolescent and Youth Peacebuilders programme will meet in an outdoor space, covering the ground with a floor mat or tarpaulin can make it more comfortable for participants to sit and move around, and possible to draw or write without damage to their notebooks or papers. In an indoor space, a floor mat or tarpaulin can make sitting on the ground more comfortable and create a feeling of shared space.

- ✓ **Masking tape, and/or clotheslines and clothespins.** For many of these activities it will be helpful if participants can temporarily hang notes or drawings where everyone can see them. Masking tape can work well to post paper on the walls. In a permanent or temporary space notes or drawings can also be hung from a clothesline with clothespins.
- ✓ **Discarded items.** Things people throw away – plastic water bottles, cardboard cartons, magazines, newspapers, plastic shopping bags – can be reused to create sculptures, dioramas, collages, costumes or props for a theater performance. Be sure that any items are clean and free of germs or other contaminants. Avoid or use caution if collecting and using items with sharp edges that could cause injury, such as metal cans or bottle caps.
- ✓ **Natural materials.** Especially in rural communities, adolescents and youth and youth and others may already hold rich knowledge for using locally available, natural materials such as palm leaves in practical, creative and/or culturally significant ways. If adolescents and youth and youth show interest, provide them opportunities to learn traditional crafts using these materials, as a way to strengthen their sense of identity and self-worth.

**Actions and ideas for programme managers: Engaging community members’ support for your Adolescent Peacebuilders programme**

There are many ways that parents, teachers and others in the community can actively support your Adolescent Peacebuilder programme. They can...

- **Share knowledge.** Adolescents and youth may discover that the adults around them are experts in key areas that interest them – or just have wonderful stories to share. For example, when adolescents and youth and youth express interest in learning local languages, exploring their own religion or others, understanding different cultures or learning about local history invite adults in the community to speak with the entire group.
- **Teach a special skill.** Traditional and contemporary arts, including drawing, painting, theater, dance, popular music, are all rich channels that adolescents and youth and youth can use to express and explore topics that interest them while developing valuable skills for communication and expression. Invite local artists and cultural experts to teach a session in a medium they know well, collaborating with teachers or facilitators to integrate it into adolescents and youth and youths’ learning and action activities.
- **Participate in activities and projects that adolescents and youth plan and carry out.** Many of the learning and action activities in Section 6 encourage adolescents and youth to reach out to and connect with adults and others in their communities. For example, adults and other young people can participate in...

- Interviews with adolescents and youth, as they research issues that interest them
  - Intergenerational or community dialogues that adolescents and youth organize
  - Adolescents' performances or exhibitions of their work, especially by attending as engaged, supportive audience members
- **Co-facilitate or assist.** Volunteering as a co-facilitator or assistant can be an excellent opportunity for a young person to gain experience and develop skills as a teacher or facilitator, and to learn about conflict transformation and peacebuilding themselves. Adults of any ages, including older people, may also enjoy learning with and from adolescents and youth while actively supporting their participation in the programme. Support volunteers in developing a basic understanding of essential facilitation standards and methods so they contribute positively, keeping adolescents and youth safe, supported, and taking the lead in their own learning and action.
- **Help adolescents and youth with other responsibilities so they have time to participate.** Many adolescents and youth, especially those in the most challenging circumstances, bear a heavy burden of daily tasks and chores, and these can be a barrier to their participation in an Adolescent Peacebuilders programme. Adults or other young people in the community may be able to lend a hand so that adolescents and youth can take a break from their responsibilities and have time for the programme. For example, if participants are responsible for caring for younger siblings, adults can organize child care (or even a children's recreation programme) that meets at the same time as the activity sessions.
- **Support participants' access and safety, and a conducive learning and action space.** Community members can...
- Offer transportation or accompany adolescents and youth walking to and from activities.
  - Stand as community liaisons or guards near the activity spaces, to remind onlookers not to interfere and/or to keep noise to a minimum during activity sessions.
  - Offer a secure place for participants to keep materials and work in progress (or help them to carry supplies to and from activities) especially if the programme meets in a borrowed space.

**Actions and ideas for facilitators: Putting adolescents and youth in the lead to support their own programme.**

Adolescents can contribute to every step of designing, implementing, supporting, monitoring and assessing their own Adolescent Peacebuilder programme. Reach out the adolescents and youth with whom you work, and ask if they are interested in supporting the programme even beyond their role as participants. Work with your programme coordinator to involve them. As just a few examples, adolescents and youth can:

- Find and reach out to other young people in their community, and support them in joining the Adolescent Peacebuilders programme.
- Share their recommendations for practical issues, such as when and where activities can take place at times and in places they find safe, accessible and conducive to learning and action.
- Share their ideas for the kinds of learning and action activities they would find interesting and relevant.
- Share their ideas for the topics they wish to explore in their learning and action activities. The activity guides in Section 6 give many suggestions for how to do this in ways that are comfortable for adolescents and youth. Work with facilitators to make sure that you use and address their ideas through their learning and action activities. Find opportunities to talk with adolescents and youth beyond their learning and action activities to hear more of their ideas.
- Gather resources they need and can use in their learning and action activities.
- Reach out to other adults and young people in the community to support their learning and action activities, as cultural experts, participants in dialogues or exhibitions, or in any other way.
- Monitor and share constructive feedback about what is working well about their Adolescent Peacebuilders programme and how to make it more effective.
- Create their own reports of the final impact and outcomes of their Adolescent Peacebuilders programme, expressing and documenting whether and how they have achieved their learning and action goals in ways they enjoy. For example, they can write personal stories or narratives, create posters, storyboards or murals, organize a final performance or exhibition, or produce a photo or video story to capture and share their experiences.



**Approach 9: Prepare adolescents and youth to continue to learn and take action as peacebuilder (after a programme ends)**

Adolescent and Youth Peacebuilder can last forever, but the end of a programme does not need to be a disappointment for adolescents and youth. More importantly, a programme can – and should – build a foundation for adolescents and youth to continue to use their competencies to continue to transform conflicts and build peace, even after it has closed.

Your plans for how your programme will end should be part of your programme design from the beginning. In many cases, your programme entry point will be a key factor in the duration of your programme. For example, if your Adolescent and Youth Peacebuilders programme is part of class, or is an extracurricular activity based in a school, it may last as long as the semester or school year. Your programme’s timeline may also be harmonized with adolescents and youths’ other responsibilities, based on factors such as their availability during holidays from school or work. Funds, the availability of facilitators, and other factors will also have bearing.

As you prepare for the end of your programme, focus on the adolescents and youth who participated in the programme, and consider, too, those that did not have the chance to benefit from it. These may include adolescents and youth whom you were not able to reach, and also younger children ages 13 and under who will soon be adolescents and youth, themselves. In some cases, it may be possible to sustain the programme by carrying it out again in a new phase. In others, adolescent and youth peacebuilding activities could continue in a format or new context, implemented in part by the adolescents who participated in the first phase. In some cases, too, a programme may close.

Talk with community members and especially adolescents and youth about how the programme will end, or transition into a new phase. Invite everyone to share ideas for how to continue the programme, and/or to continue to build on the positive opportunities and outcomes that have come from it. As you make plans for what will happen next, make sure community members and adolescents and youth are aware of new opportunities.

Make sure that adolescents and youth are prepared for the programme to close. Support them in thinking about how they will continue to use the competencies they have developed together. Above all, celebrate their accomplishments!

**Programme managers should:**

- Make plans for how the Adolescent and Youth Peacebuilder programmes to close or transition as part of their comprehensive plans for the design and time frame of programme activities.
- Collaborate with adults and adolescents and youth to prepare them to carry out the programme in a new phase if that is part of the long-term plan for your Adolescent and Youth Peacebuilders programme.
- Engage the community’s support - and participate, yourself! - in celebrations that mark the end of a programme (or programme phase).

**Facilitators should:**

- Ensure that adolescent and youth participants know the timeline and duration of a programme and when their activities will end.
- Support adolescents in preparing to use their peacebuilding competencies after the programme ends.
- Acknowledge and congratulate adolescents on their achievements, and plan activities and events for adolescents and youths' to celebrate together and enjoy appreciation and recognition from parents, teachers and other adults in the community.
- Prepare adolescents to take the lead in continuing their work as Adolescent and Youth Peacebuilders as a team if they are planning to do so.

**Check your progress: If you are using this approach you should see....**

- ✓ Adolescents and adults who know when the Adolescent Peacebuilders programme will close.
- ✓ Adolescents and adults who know about any new Adolescent Peacebuilding activities that will begin or continue after the programme closes, and how they can support or participate.
- ✓ Adolescent and youth participants who can share their own strategies for how they plan to use their peacebuilding competencies after the programme ends.
- ✓ A public celebration or event marking the end of a programme, with adolescents, youth, and community members attending and participating.
- ✓ Adolescents and youth who take pride in what they have learned and achieved through their participation in the Adolescent and Youth Peacebuilders programme, and adults who recognize and appreciate those achievements.

**Actions and ideas for programme managers: Engaging community members’ support for your Adolescent and Youth Peacebuilders programme**

As you plan ahead for what may happen after your Adolescent and Youth Peacebuilders programme ends, consider different possibilities for how a similar programme with peacebuilding learning and action activities for adolescents could continue, with or without direct support from your organization or institution. Following are possibilities to consider:

- If you have been implementing the programme at a school, teachers, parent committee members or other community volunteers can implement peacebuilding learning and action activities for adolescents in a future phase. For example, learning and action activities may become a standard module of a life skills, health or values class for adolescents, or an Adolescent and Youth Peacebuilders club could become a regular extra-curriculum programme at the school.
- If you have been implementing the programme with support from a community-based institution or organization, staff or volunteers from that group can lead an Adolescent and Youth Peacebuilding programme in a future phase.
- Some or all of the adolescent and youth groups could continue to work independently on their activities and projects as a club or youth organization they lead themselves (with or without support from youth or adult volunteers). Adolescents and youth may also feel ready to lead learning and action activities with new groups of young people from their community to support them in becoming peacebuilders, too.

**Actions and ideas for facilitators: Preparing adolescents for programmes to close or transition into a new phase.**

Take steps to prepare adolescents for the close of the Adolescent and Youth Peacebuilders programme so that they can continue to enjoy and use the competencies they have gained. Especially in the last few activity sessions, be sure to do the following:

- Include activities for adolescents to reflect on what they have learned through the programme, and form their own plans and strategies for how they will use their peacebuilding competencies after the programme ends. This discussion could be part of their activities to measure their progress toward their learning or action goals.
- Take time for the team to sit together as a group, with each adolescent having a moment to acknowledge each other’s achievements, and their own.
- Organize a final, public celebration to showcase and share their achievements with others in their community.
- If adolescents and youth are planning to continue to work on peacebuilding activities as a group after the programme ends, give them time to prepare plans for how they will do this.



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# SECTION 5: LEARNING AND ACTION MODULES: A PEACEBUILDING JOURNEY FOR ADOLESCENTS AND YOUTH

*This section is for..*

- Facilitators

*Use this section to...*

- Plan activities for adolescents and youth and youth that help them to learn and use the peacebuilding competencies outlined in Section 3.

*Programme managers can also read this section to support facilitators in planning and choosing activities for adolescents and youth.*

**T**his section of the Manual offers three modules of **learning and action activities** for adolescents and youth and youth participating in an Adolescent and Youth Peacebuilder programme.

These modules are like a map of different pathways adolescents and youth can take on a peacebuilding “journey.” Like any other journey, every person and every group could take a different pathway, having different experiences along the way. They may start at different points, visit different places and arrive at different destinations. Some may take short trips while others take longer trips. Along the way they may go back to locations they have already visited, staying in those and at the place where they arrive for different lengths of time.

Each person and each group sees, does and achieves different things from their journey, and takes away different experiences and memories.

**Module 1** is a good place to start the journey. Through the learning and action activities in this **Module 1**, are introduced to concepts related to conflict and peace. They gain a richer vocabulary that they can use to discuss and explore those concepts. They connect their evolving understanding of conflict and peace back to real experiences and issues in their own lives.

**Module 1** especially focuses on the knowledge, skills and attitudes in the central area of the peacebuilding competency framework, **Core concepts: Conflict and peace**. The learning and



action activities in Module 1 help adolescents and youth to see examples of conflict and peace around them in a new way. This prepares them to think more about the knowledge, attitudes and they want to learn as they continue on their peacebuilding journey, so they can better meet the challenges and opportunities related to conflict and peace that they encounter. Adolescents also begin to think about how they might play a role in transforming conflicts positively and building peace in their lives and communities.

As the starting point for their journey, Module 1 gives adolescents and youth an experience that is similar to looking at a map of the world around them. They see the places near and around them in a new way, so they can consider where they may wish to go and the places they may stop along the way.

**Module 2** offers adolescents and youth a few pathways they can take as they move forward in their journey. Module 2 includes four sub-modules for adolescents and youth to learn and practice using a range of the types of knowledge, skills and attitudes that comprise peacebuilding competencies.

Each sub-module focuses on one of the four areas in the peacebuilding competency framework that surround the *core concepts of conflict and peace*, namely: **self-value and leadership, connection and collaboration, critical thinking and analysis**, and **communication and expression**. Adolescents and youth can, with your support, choose to follow these four pathways in any order they wish. As you decide together, you may consider which competencies will be most relevant and helpful for them to transform conflict and build peace, especially with respect to the most important challenges and opportunities they face.

Each of the four submodules includes three learning and action activities. You are encouraged to find or create new activities for those sub-modules if adolescents and youth want to spend more time learning and practice those competencies in more depth. (The activity guides give you some suggestions for activity possibilities, and the list of helpful resources includes other activity guides and curricula that you can use to gather more ideas.)

**Module 3** is the destination adolescents and youth may aim for on their peacebuilding journey. The sequence of activities in Module 3 guides adolescents and youth a process to design a project that they will carry out to contribute to peace in their lives and communities. Module 3 begins with activities for adolescents and youth to explore and reflect on issues that they feel are interesting and important and choose a “focus topic.” Moving forward, they develop a concept for making positive change with respect to that focus topic, and then plan and carry out a group project to put their concept into action.

As they work on a project together in Module 3, adolescents and youth practice and use **all of the peacebuilding competencies** they have been learning and developing in Modules 1 and 2. Module 3 is designed so that adolescents and youth can repeat it as many times as they wish as their Adolescent and Youth Peacebuilders programme continues. Some groups of adolescents and youth may even feel ready to continue to carry out projects together as a newly-formed club or team even after the Adolescent and Youth Peacebuilder programme has ended.

As adolescents and youth repeat Module 3 they can continue or build on the projects they have already carried out, or begin projects that allow them to take action on new issues that they find

important. Like any destination, Module 3 can mark the end of adolescents and youths' journey as peacebuilders, or it can be a place they stay as they continue to spend time experiencing and engaging with a new place.

### Planning a peacebuilding journey through the three modules

The three modules, in the order they are presented in this section, are meant to offer a logical sequence or pathway that adolescents and youth can take on their peacebuilding journey. However, adolescents and youths' journey will be even more meaningful and helpful if you select and adapt the modules and activities with and for your group of adolescents and youth, based on what you learn about their circumstances, capacities, experiences, and above all their interests.

- A suggestion for almost any Adolescent and Youth Peacebuilder programme is to begin with **Module 1**, so that adolescents and youth begin with a basic vocabulary to discuss and understand the concepts of peace and conflict in a deeper way. *After that, you may choose to...*
- Use the four submodules in **Module 2** in a different order. Begin with the submodule that addresses the peacebuilding competencies that adolescents and youth especially want to develop and practice.
- Extend or repeat submodules in **Module 2**, adding in more activities to help them to learn and practice knowledge, skills or attitudes that are part of the peacebuilding competency domains those submodules address.
- Jump to **Module 3** (skipping Module 2) if you are working with a group of adolescents and youth that is excited to take action and ready to work together as a team.
- Repeat **Module 3** as many times as adolescents and youth wish (and as your time for an Adolescent Peacebuilder programme allows), giving the group more chances to build on what they have achieved working on a project together, or to work on a new project.
- After finishing **Module 2** or **Module 3**, go back to an earlier module to give adolescents and youth more opportunities to strengthen and practice competencies that will help them with challenges and opportunities they are facing in their lives, or that will help them to work better as a team.
- Take a break anytime for games, especially if adolescents and youth are feeling overwhelmed, tired or stressed, or just to make the programme fun.
- Celebrate together at the end of a module, so adolescents and youth know their achievements are recognized and appreciated!

Remember to start with games and teambuilding activities before you begin Module 1 or any other activities with a new group of adolescents, so they can get to know each other and feel comfortable and safe together.  
(See Section 4 for more planning tips)

## About the modules and activity guides

Each **module** includes:

- An **overview** of adolescents and youths' journey through the activities
- A description of its **purpose**
- An **outline of the activity guides** in the module that are "steps on the peacebuilding journey" offered by that module. This outline also highlights the activities you can use to set goals and assess progress with adolescents and youth.
- Suggestions for how to "**plan your journey**" through that module, by choosing and adapt activities for your group of adolescents and youth

Each **activity guide** includes:

- **Learning and action objectives** addressed by the activities
- **Instructions** for how to lead the activity with a group of adolescents and youth
- **Key approaches** ("dos and don'ts") that you should use to make the activity successful
- **Alternative and enrichment activities**, with ideas for other activities you can use to address the same learning and action goals as well as others that are related to the same topic
- **Reflection and connection** strategies that individual adolescents and youth can use to consider whether and how they are developing and using peacebuilding competencies in their lives beyond the Adolescent Peacebuilders training programme. Many of these reflection and connection strategies are based on approach adolescents and youths' keeping a journal in which they can write privately and freely about their own thoughts and experiences.

Activity guides in **Modules 1 and 2** also include...

- **Group project ideas**, with concepts for how teams of adolescents and youth can use the activity to generate ideas for a group project that they will carry out in Module 3
- **Research topics** that adolescents and youth can explore to connect concepts from this activity to real issues in their lives that affect and interest them

*(Activity guides in **Module 3** do not include these categories, because the entire activity sequence offers a process in which adolescents and youth to choose a project idea and suggestions for how they may research it as they prepare to carry out their project)*

## Setting goals and measuring progress

All three of these modules include activities for adolescent adolescents and youth, with your support, to formulate and agree to the **goals** they hope to achieve through their Adolescent Peacebuilders programme, and then **measure their progress** towards those goals.

Adolescents explore topics, discuss and set goals, and measure their progress, in different ways in each of these modules.

**Module 1** is an exploratory and foundation-building module. As adolescents and youth begin to reflect on their own experiences and the world around them through the lens of conflict and peace, they discover issues and topics that interest them and that affect their lives and reflect on their lives and experiences in a new way.

### Setting goals and measuring progress

Adolescents do not actually set goals for learning and action during this module, since they are just beginning to explore and feel comfortable with new concepts. Instead, in the final activity of this module, **Activity 1.5**, they create a **list of issues and topics** related to conflict and peace they may choose to learn about – and possibly take action on - as they move forward in their peacebuilding journey. They, with you, can refer to this list together as you adapt their learning and action activities to their interests throughout the Adolescent Peacebuilders programme.

In Module 2, adolescents and youth learn and practice key competencies in relation to conflict and peace.

### Setting goals and measuring progress

Adolescents begin the module with **Activity 2.1** which gives them a process to **set learning goals**, based on the competencies that they feel will help them to transform conflict or build peace in ways that are important to them.

**Activity 2.14** gives adolescents and youth a way to **measure and to assess the competencies they have learned**, how they have used those competencies, and what more they hope to learn in and beyond the Adolescent Peacebuilders programme.

In **Module 3** adolescents and youth follow a different path in setting goals and measuring their progress – one that includes more steps along the way. Among other things, the process they follow in Module 3 is designed give them an experience that prepares them to set and measuring progress toward goals through a process they may use in their lives beyond the Adolescent Peacebuilders project on any kind of initiative.

### Setting goals and measuring progress

Through **Activities 3.1-3.4** adolescents and youth work together to identify a **“focus topic”** related to conflict and peace that presents challenges or opportunities in their lives and the lives of others around them, on which they hope to take action through a group project they design and carry out together.

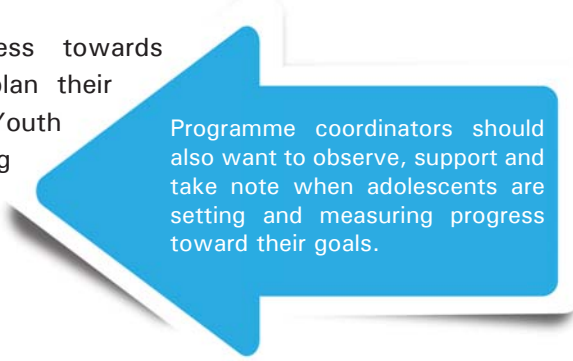
In **Activities 3.5-3.6**, they set goals for the **actions** will take, together as a team. They imagine the **positive change** they hope to see as a result of their action.

Concluding Module 3 and their work together on the project, adolescents and youth use **Activity 3.8 assess the extent to which they have achieved their goals**. They look together at whether and how taken the actions they planned, and to assess to the positive changes they hoped to achieve. They can use their assessment to consider projects they may plan and carry out in the future related to the same topic or a new one.

### Use what you learn together to create a more rewarding peacebuilding journey.

Pay special attention to these important activities, using what you learn with and from adolescents and youth as you develop and adapt plans for their Adolescent and Youth Peacebuilders programme. For example:

- As you learn and understand more about adolescents and youths' interests, adapt and focus their learning and action activities on topics and issues that they find relevant and important
- As you learn more about adolescents and youths' learning and action goals, choose activities and plan sequences of activities that address those goals those goals.
- Support adolescents and youth in setting goals that are *challenging* but *attainable*.
- Assess adolescents and youths' progress towards their learning and action goals as you plan their next activities in their Adolescent and Youth Peacebuilder programmes. Consider repeating or extending modules to give them more time and opportunities to achieve their goals, or choosing a different module that is aligned to their new goals.
- Assess adolescents and youths' progress toward their learning and action goals as you measure impact of the Adolescent and Youth Peacebuilders programme, and the extent to which it has contributed to real and positive outcomes for adolescents and youths' learning and action.



Programme coordinators should also want to observe, support and take note when adolescents are setting and measuring progress toward their goals.



## Module 1:

# Exploring conflict and peace

**Overview:** **Module 1** supports adolescents and youth in developing a basic understanding of concepts in relation to conflict and peace. It helps them to gain a richer vocabulary that they can use to discuss and explore those concepts, and gives them opportunities to reflect on and prepare to analyse to issues and experiences in their own lives.

Activities in **Module 1** especially address the central area of the Peacebuilding Competency Framework, **Core concepts: Conflict and peace.**

### Steps on the journey through Module 2:

#### Module focus: Core concepts, Conflict and Peace

##### 1.1 What is peace?

Adolescents explore the concept and different definitions of peace.

##### 1.2 What is conflict?

Adolescents explore the concept and different definitions of conflict.

##### 1.3 Imagining pathways: How can a conflict be transformed into a positive opportunity (or even into peace)?

Adolescents will explore and imagine different possibilities for pathways that conflicts can take, with a focus on understanding the concept of positive conflict transformation.

##### 1.4 Imagining pathways: What does it mean to build peace?

Adolescents will explore and imagine different possibilities for pathways to building peace, starting with opportunities or positive circumstances that already exist

#### Setting goals and measuring progress

##### 1.5 Imagining possibilities: How could we contribute to transforming conflict and building peace?

Adolescents learn about the different pathways that conflict and peace can take, and imagine different possibilities for their experiences of conflict and peace, and how they might shape and influence those possibilities.

**Planning a peacebuilding journey through Module 1:**

- Use **Activities 1.1 – 1.5** in the order they are given.
- Take extra time for any of the activities if you and the adolescents and youth feel that would be helpful, or if you just need more time to finish. You can do this by:
  - extending an activity over two or more sessions.
  - using any the “alternative and enrichment” strategies at the end of each activity guide.
  - referring to the activity guides and curricula in the “helpful resources to find new activities that help adolescents and youth to learn about the concepts of conflict and peace.
- When adolescents and youth have finished Activity 1.4...
  - move on to **Module 2** if they and you think it will help them to learn and practice competencies that help them to transform conflicts and build peace.
  - jump to **Module 3** if they are more interested in getting started on designing and working on group projects together, and if you feel they are a strong team that is ready to do so.
- Keep the list of conflict- and peace-related topics that adolescents and youth developed in Activity 1.4 as you continue with learning and action activities in any module. *Refer to that list as...*
  - they explore how they can use peacebuilding competencies that they are learning and practicing to address issues in their own lives in **Module 2**.
  - they consider conflict- or peace-related issues on which they want to take action through a group project in **Module 3**.

## 1.1 What is peace?

### Learning and action objectives:

- Adolescents and youth will explore and deepen their understanding of the concept of **peace**.
- Adolescents and youth will be able to describe examples of peace they experience or witness in their daily lives and beyond.
- Adolescents and youth will understand the difference between negative and positive peace.

### Instructions:

1. Ask adolescents and youth to sit in a circle. Ask, **What are some words that come to your mind when you think of the word “peace”?** Give them a few minutes to share words. Write them on the blackboard or a piece of chart paper as they do so.
2. Explain to adolescents and youth that you are going to ask a question for them to think about, but that they do not need to answer out loud. Ask, **Is peace ever part of your life?** Give them a moment of silence to think about the question.
3. Ask adolescents and youth to divide and sit together in pairs. Ask, **Can you think of a moment or moments when you have felt or experienced peace? It can be something that happens every day, or an experience you have only had once or on a few occasions.** After thinking for a few minutes, adolescents and youth should share a few examples with their partners.
4. Gather adolescents and youth into a circle or group, sitting next to their partners. Ask a few volunteers to share their partners’ examples of peaceful moments they witnessed or experienced.
5. Distribute 2-3 index cards to each pair. Ask them to write one word on each card that describes the kind of peace from their examples, or an important element of the peace the experience. Some words they might use include: *Love, prayer, sleep, agreement, faith, calm, quiet, fun, unity*.
6. Write the word **“Peace”** on a large piece of chart paper. Gather adolescents and youth into a circle and place the chart paper on the floor in the middle of the circle. Create a word web with adolescents and youth by asking them to place their cards around the circle. Ask adolescents and youth to take turns arranging the cards so that concepts are related to each other are grouped together. When adolescents and youth feel that the cards are grouped well, attach the cards to the chart paper in their position with tape or glue.

Ask:

- **What feelings do we associate with peace?**
- **What kinds of communication styles and actions do we associate with peace?**
- **Do notice any patterns or themes in the way we've talked about conflict?**

*Discuss these patterns if they arise:*

- Peaceful moments may be short lived and associated with loved ones, religious faith and practice, or having basic needs met. *Discuss whether peace can be associated with other interpersonal relationships, or part of community or social dynamics.*
- True peace is sometimes considered impossible or unrealistic as a goal. *Discuss whether some elements of peace may be attainable.*
- Peace can have negative connotations in some situations. The word "peace" can be associated with specific goals or outcomes in the context of a political or military negotiation. Peace can also be associated with weakness or with capitulation. *Discuss whether and how goals for peace can be consistent with other outcomes or qualities adolescents and youth value, such as strength, mutual respect, or self-determination.*

7. Divide adolescents and youth into groups of four. Give each group one large piece of paper.

Ask: **Is it possible for a group of people to live in true peace? What would this include?**

Ask them to write on their piece of paper. **If a group of people are living together in true peace....**

Ask adolescents and youth to write answers to complete the sentence. They can write several endings to the sentence in a bullet point or checklist format.

For example, they might write:

- ....no one ever argues.
- ... no one gets hurt in a fight.
- ... everyone has enough to eat.

8. Ask adolescents and youth to come together as a group and present their definitions of peace to each other. Together, make a note of similarities between their responses.

Ask, **Have we fully described all of the elements that "true peace" would include? Do any of our descriptions of a peaceful group of people still leave open the possibility that there is some conflict?**

At the top of a piece of chart paper or the blackboard, write “**Negative Peace**” and “**Positive peace.**”

Explain:

- **Negative peace** means the absence of open or visible conflict between people, such as fighting or argument. However, even when people are fighting, people may be experiencing other types of fighting, such as being deprived of basic needs, being treated unequally, or feeling or being unable to express their opinion or ideas even when they disagree.
- **Positive peace** means that all people are experiencing peace at all levels, including internally and in their relationships with others.

Ask adolescents and youth to choose statements from the checklist they made in step 5, and place them under “negative peace” or positive peace. Note that some statements could fit well under both.

9. **Conclude** with by asking all adolescents and youth to quietly think or write their own answers to these questions:
  - **What are some moments when you experience peace in your own lives?**
  - **What are some places you associate with peace?**
  - **What are some examples of peace or peaceful moments you have observed among other people around you?**

Give adolescents and youth a chance to think or write about examples quietly before opening the discussion for everyone to participate. Invite adolescents and youth to share examples if they wish. Keep a list of the examples they have shared for reference and discussion in future activities.

#### Key approaches:

- Do allow each adolescent to share their own opinion about whether peace could have negative aspects, and/or whether conflict can be positive. (Do not force all adolescents and youth to agree to one conclusion about these questions).

#### Alternative and enrichment strategies

- Read, listen to or watch stories from fiction or real life and discuss examples of peace that can be found within them. These could include: traditional fables or stories, fictional short stories, news articles, scenes from television shows or movies.

#### Reflection and connection:

- In their conflict and peace journals, adolescents and youth describe moments in which they have experienced or encountered that they considered peaceful, or feel had elements of peace.



**Group project ideas:**

- Adolescents and youth imagine and draw, write stories of, or build a model of a peaceful community. Their vision should be based on their own aspirations for their own community, or a fictitious community.

**Research topics:**

- Adolescents and youth research the different terms used for peace, and related concepts, in the different languages spoken throughout Mindanao. Learn about the different connotations that different terms evoke, and consider how meanings may be distorted or misinterpreted when translated into other languages.

**1.2 What is conflict?<sup>8</sup>**

**Learning and action objectives:**

- Adolescents and youth will explore and deepen their understanding of the emotions, communication styles, actions and consequences associated with facing and engaging in conflict.
- Adolescents and youth will be able to describe when and how conflicts and their consequences can be negative.
- Adolescents and youth will understand that conflict can have positive elements and lead to positive outcomes

**Instructions:**

1. Ask adolescents and youth to sit in pairs. Explain, **In our last session we discussed peace. Today we are going to discuss conflict. Is conflict the opposite of peace?** Let adolescents and youth answer freely based on their own opinions and perspectives.
2. Ask adolescents and youth to think of a few example of a conflict they have seen or experienced. It could be a conflict that they saw in person or experienced directly, or one that they saw in news media. Give them a few moments of silence to think or write about the different examples.
3. Ask adolescents and youth to choose one of the examples they thought about, and tell their partners about it. Take turns so that each partner in the pair has a chance to share their example of conflict with the other.
4. Gather adolescents and youth into a circle or group, sitting next to their partners. Ask a few volunteers to share their partners' examples of conflicts they witnessed.
5. Distribute 2-3 index cards to each pair. Ask them to write one word on each card

<sup>8</sup> Adapted from Kreidler, William J., Conflict Resolution in the Middle School. Cambridge: Educators for social responsibility, 1997. Pp 29-31.

that describes the kind of conflict from their examples, or an important element of the conflict. Some words they might use include: *Fighting, arguing, anger, misunderstanding, disagreement, hitting, yelling, crying, violence, war, killing, losing, no, yes, scolding, fear, bullying, silence.*

6. Write the word “**Conflict**” on a large piece of chart paper. Gather adolescents and youth into a circle and place the chart paper on the floor in the middle of the circle. Create a word web with adolescents and youth by asking them to place their cards around the circle. Ask adolescents and youth to take turns arranging the cards so that concepts related to each other are grouped together. When adolescents and youth feel that the cards are grouped well, attach the cards to the chart paper in their position with tape or glue.
7. Continue to sit in a circle. Ask:
  - **What feelings do we associate with conflict?**
  - **What kinds of communication styles and actions do we associate with conflict?**
  - **What are some of the consequences of conflict?**
  - **Do notice any patterns or themes in the way we’ve talked about conflict?**

*(Note: In most cases people associate conflict with negative things. Help adolescents and youth to recognize this pattern in their own responses by highlighting which examples of conflicts are negative, and which, if any, are positive).*

8. Organize adolescents and youth to sit in groups of approximately four people. (For example, two pairs from the earlier step of the activity can join to become one small group). Distribute four index cards to each group. Ask each group to brainstorm words for positive emotions, communication styles and actions, and consequences that can come from conflict.
9. Write the word “**Conflict**” on a new piece of chart paper. Bring adolescents and youth together in a circle, and place the paper on the floor in the middle of their circle. Ask them to work together to create a new word web showing the positive things about conflict.
10. **Conclude** with a group discussion of these questions:
  - **When or how is conflict a bad thing?**
  - **Can conflict be positive?**
  - **In our last session we discussed peace, and today we have discussed conflict. How would you describe the relationship between the two?**

Let adolescents and youth respond to these questions however they wish. Allow them to answer in different ways and hold different opinions.

**Key approaches:**

- **Do** ask adolescents and youth not to share examples of conflicts that directly involve others in the group or others well known to other adolescents and youth, so as not to cause embarrassment.
- **Do not** ask adolescents and youth to share their own personal experiences with conflict, but allow them to do so if they wish. Give them the alternative of talking about adolescents and youth or young people “like themselves.”

**Alternative and enrichment strategies**

- Use short stories, videos, or visual images as specific examples of types of conflict and peace.

**Reflection and connection:**

- In their conflict and peace journals, adolescents and youth describe an interaction they experienced or witnessed and explore whether it was an example of conflict or peace, negative or positive.

**Group project ideas:**

- Adolescents create concept maps to show the different emotions and related issues young people associate with different types of concepts.
- Adolescents create a “conflict dictionary” with definitions of conflict, peace and related concepts, so that they use those terms with a shared understanding of their meaning.

**Research topics:**

- Adolescents research the different terms used for conflict and related concepts in the different languages spoken throughout Mindanao. Learn about the different connotations that different terms evoke, and consider how meanings may be distorted or misinterpreted when translated into other languages.

**1.3 Imagining pathways: How can a conflict be transformed into a positive opportunity (or even into peace)?**

**Learning and action objectives:**

- Adolescents and youth will explore and imagine different possibilities for pathways that conflicts can take, looking at a range of positive and negative outcomes
- Adolescents and youth will understand the concept of **positively transforming** a conflict.

**Instructions:**

1. Ask adolescents and youth to sit together in a group. Remind them of the question discussed at the end of Activity 1.2, Can conflict ever be a good thing? Ask them to share their thoughts, including what they said during that discussion and any new thoughts they have on the subject.

Explain, in this session they will consider whether different kinds of conflict can be transformed into positive opportunities. They will consider two imaginary scenarios, one which is a conflict between two individuals, and one which is a conflict between two groups of people.

Explain that the first scenario concerns a conflict between two people. Read or explain the following scenario:

**Catherine and Amina** are sisters who share a bedroom.

Catherine has had a terrible day. She thinks she heard her best friend Mariam saying mean thing about her to another girl at lunch time. She gave the wrong answer to a question in class even though she knew the right one, and her teacher scolded her. It is the end of the day and she have some quiet time to herself and try to go to sleep so the day will be over..

Amina has had a busy day. She is involved in the Music and Dance club at school, and they have a performance coming up in just a few days. She doesn't feel prepared for her part in the dance scene and is worried about letting the rest of the club down She wants to practice so she is ready for tomorrow's big rehearsal. She needs to play music and keep the lights on in the room together.

Catherine is lying down in the dark room when Amina comes in. Amina turns on the light and some music and begins to practice her dance routine. .. and so their argument begins!

2. Divide adolescents and youth into groups of four. Each group's assignment to think of three different paths the conflict could take, based on choices that either or both characters could make.
3. Give each group time to think of and write down three possible "paths" for the conflict to take.
4. On the blackboard or a piece of chart paper, write:

<b>Winner and loser:</b> Only one sister gets what she wants.	<b>Temporary truce:</b> The argument is resolved but both sisters are still frustrated with each other.	<b>Conflict transformation:</b> Something positive comes for everyone as they solve the problem together.

Explain that these are three possible examples of paths a conflict can take. Ask adolescents and youth to discuss which of their examples fall into any category. Some *possibilities could be*:

**Winner and loser:**

- Catherine convinces Amina not to practice her dance routine and they both just go to sleep.
- Amina convinces Catherine to let her practice and Catherine stays awake while she does it.

**Temporary truce:**

- Amina finds another room to practice her dance routine. Catherine goes to sleep.
- Amina and Catherine agree for a short time period that Amina will have to practice her routine. Then they both go to sleep.

**Conflict transformation:**

- Catherine explains how she is feeling and why she wants quiet time, and Amina explains why she wants to practice her dance routine. Amina agrees to practice while Catherine watches quietly as a way to relax and take her mind off of her bad day.
- OR Amina agrees to practice while Catherine gives her helpful feedback, so that she can feel that she did something helpful at the end of her otherwise discouraging day.

On the blackboard or flip chart paper, make notes of the different outcome examples each group of adolescents and youth has shared under the correct category.

5. Explain that now they are going to consider a new conflict scenario. Read or describe the following:

**Nolar and Liop** are two towns on either side of a river. There is a delta (island) in the middle of the river that people on both side feel is part of their town. However, they have managed to “agree to disagree” about this for many years, and share the island without any problems.

There is a borehole on the delta, and people from both Nolar and Liop collect water from the well, traveling back and forth in boats and transporting jerry cans with water. For as long as anyone can remember the two towns have shared the well.

One day the people of Liop wake up to discover that the people of Nolar have built a pipeline that carries water directly from the well to their side of the river. They are furious and worried that there will not be enough water for their people. The people of Nolar feel that it’s only fair that they use as much water as they wish from the pipeline, since they were clever and hard-working enough to build it. A bad argument begins...



6. Ask adolescents and youth to sit together with the same groups. This time each group should think of a “pathway” the conflict could take using each of the possibilities discussed in step 5: “Winner and Loser,” “Temporary Truce,” and “Positive transformation.”
7. Ask each group to share examples. Discuss whether their examples correctly fit the definitions of “Winner and Loser,” “Temporary Truce,” and “Positive transformation.”
8. **Conclude** by discussing:
  - **Was it easier to think of some kinds of paths these conflicts can take than others?**
  - **What does this say about how we typically think of conflict? (For example, do we typically think of “winners and losers”? Do we always imagine positive possibilities that might come for everyone that is affected by a conflict?)**
  - **We have been talking about whether conflict can be a positive thing. Do you have any new thoughts about that question?**

#### Key approaches:

- **Do** adapt the two conflict examples to be more relevant for adolescents and youth in your community, and/or ask adolescents and youth to suggest conflict scenarios. However, **do not** use examples which are the same as (or very similar to) real conflicts that the adolescents and youth face, or those affecting your community.
- **Do** encourage adolescents and youth to think of different possibilities for pathways each conflict scenario could take beyond the examples given in the activity guide, and those you have thought of yourself.
- **Do** try to ensure that adolescents and youth have an accurate understanding of the three different types of conflict resolution presented, so they can use and apply them when analysing conflicts and imagining possible pathways and outcomes in future activities.

#### Alternative and enrichment strategies:

- Adolescents and youth suggest additional types of conflict scenarios for discussion in the activity. (However, be sure they are not using real examples conflicts that they encounter individually or that affect their community).
- Adolescents and youth role play the different conflict scenarios to explore the different types of pathways they might take.

#### Reflection and connection:

- Adolescents and youth write journal entries in which they focus on an example of a conflict that affects them, or that they have witnessed. They write out possibilities for three pathways that conflict could take, reflecting the different conflict resolution possibilities discussed in the activity.

**Group project ideas:**

- Keep the diagrams and pathways to possibilities adolescent created and continue to refer to them in future activities. Especially in **Module 3** these diagrams may be helpful as they choose and plan projects together.

**Research topics:**

- Research how similar types of conflicts between communities have unfolded (or been resolved).

## 1.4 Imagining pathways: What does it mean to build peace?

**Learning and action objectives:**

- Adolescents and youth will explore and imagine different possibilities for pathways to building peace, starting with opportunities or positive circumstances that already exist
- Adolescents and youth will understand the concept of **building peace**.

**Instructions:**

1. Ask adolescents and youth to sit together in a group. Remind them that in their last session they have discussed the concept of “positively transforming conflict.” Ask,
  - **Is positively transforming conflict the same as building peace?**
  - **Does building peace always mean starting with a conflict or a problem?**

Let adolescents and youth share different answers to these questions. Help them to understand these key concepts:

- *“Positively transforming conflict” is indeed one way to build peace.*
  - *Building peace can start with a problem, but it can also start with a **positive situation or opportunity**.*
2. Explain, in this session they will explore different pathways for building peace that begin with a positive situation or possibility. They will consider two scenarios, one which is a conflict between two individuals, and one which is a conflict between two groups of people.

Explain that the first scenario concerns a positive opportunity between two people. Read or explain the following scenario:

**Omar and Tyrone** are friends.

Omar has had a difficult day. He spent the day working in his family’s tea shop and faced some unfriendly customers. When they got angry at him his father took their side. He is happy that the day is over, and looking forward to playing basketball with Tyrone. It puts him in a good mood to be outdoors and playing the game he enjoys. He and Tyrone don’t talk much about anything but basketball while they play. They sometimes argue about the game, but their arguments are just part of the fun and never get heated. They usually have about 30 minutes to hang out and play basketball together, and for both of them it’s one of the best parts of the day.

3. Divide adolescents and youth into groups of four. Each group’s assignment to think of three different ways that Omar and Tyrone could build on the peaceful moment that they enjoy when they play basketball together, based on choices that either or both characters could make.
4. Give each group time to think of and write down three possible “paths” for building peace.
5. On the blackboard or a piece of chart paper, write:

<p><b>Extending peace:</b> Finding ways to enjoy this experience of peace for longer amounts of time.</p>	<p><b>Extending peace:</b> Finding ways to enjoy this experience of peace for longer amounts of time. <b>Sharing peace:</b> Giving other people ways to enjoy this experience</p>	<p><b>Expanding peace:</b> Bringing this kind of peaceful experience into new contexts and sharing with new kinds of people.</p>

Extending peace: Finding ways to enjoy this experience of peace for longer amounts of time. Sharing peace: Giving other people ways to enjoy this experience. Expanding peace: Bringing this kind of peaceful experience into new contexts and sharing with new kinds of people.

Explain that these are three possible examples of paths that peacebuilding can take. Ask adolescents and youth to discuss which of their examples fall into any category. *Some possibilities could be:*

**Extending this peace:**

- Tyrone and Omar find more opportunities to spend time together and support each other. For example, Tyrone sits and studies in Omar’s family’s tea shop. This helps Omar to feel like someone is on his side while he’s working and sometimes dealing with different customers.
- Omar decides to tell Tyrone about his difficult day. This makes their friendship even better, and helps Omar to calm down and feel less frustrated about what happened.

**Sharing the peace with others:**

- Tyrone and Omar invite other friends to join them to play basketball in the evenings.

**Expanding peace:**

- Omar and Tyrone organize a community basketball hour where adolescents and youth and adults play together. They invite friends and adults, including their parents and customers from the tea shop. This gives them a chance to make new friends, and also to get to know adults in a new way so their interactions are more enjoyable when they see each other at the tea shop.

On the blackboard or flip chart paper, make notes of the different outcome examples each group of adolescents and youth has shared under the correct category.

6. Explain that now they are going to consider a new conflict scenario. Read or describe the following:

**Greenhills and Bluewater** are two towns next to each other. The majority of people in Greenhills are Muslim, while those in Bluewater are mostly Catholic.

During Ramadan, the people of both towns have some special traditions for celebrating together. Throughout the month, while the people of Greenhills are fasting, people of Bluewater enjoy preparing special snacks. They come to Greenhills in the afternoon and just as sundown arrives they hand out snacks for people to share at Iftar.

7. Ask adolescents and youth to sit together with the same groups. This time each group should think of a “pathway” the conflict could take using each of the possibilities discussed in step 5: “Extending peace,” “Sharing peace” and “Expanding peace.”
8. Ask each group to share examples. Discuss whether their examples correctly fit the definitions of “Extending peace,” “Sharing peace” and “Expanding peace.”
9. Conclude by discussing:
  - a. **Are any of these ways to build peace better than any of the others?**
  - b. **Did you find it easier to think about building peace by solving a conflict or by building on peace that already exists?**

Allow adolescents and youth to share different ideas and hold different opinions as they respond to these questions. Encourage them to recognize that different ways to improve peace are all valuable, even if they don’t lead to the achievement of “pure” or “true” peace.

#### Key approaches:

- **Do** adapt the two peace scenarios to be more relevant for adolescents and youth in your community, and/or ask adolescents and youth to suggest their own peace scenarios. However, **do not** use examples which are the same as (or very similar to) real examples of that the adolescents and youth face, or those affecting your community.
- **Do** encourage adolescents and youth to think of different possibilities for pathways each peace scenario could take beyond the examples given in the activity guide, and those you have thought of yourself.
- **Do** try to ensure that adolescents and youth have an accurate understanding of the three different types of “building peace” that are presented, so they can use and apply them when analysing peaceful experiences or situations, and imagining possible pathways and outcomes in future activities.

#### Alternative and enrichment strategies:

- Adolescents and youth suggest additional types of peace scenarios for discussion in the activity. *(However, be sure they are not using real examples of peace that they encounter individually or that affect their community).*
- Adolescents and youth role play the different peace scenarios to explore the different types of pathways they might take.

#### Reflection and connection:

- Adolescents and youth write journal entries in which they focus peaceful moments or situations that they encounter or experience, or that they have witnessed. They write out possibilities for three pathways to building on those examples of peace, reflecting the different peacebuilding pathways discussed in the activity.



**Group project ideas:**

- Keep the diagrams and pathways to possibilities for peace that adolescent created and continue to refer to them in future activities. Especially in Module 3 these diagrams may be helpful as they choose and plan projects together.

**Research topics:**

- Research how similar situations of peace between communities have come into existence.

## 1.5 How do conflict and peace affect our lives?

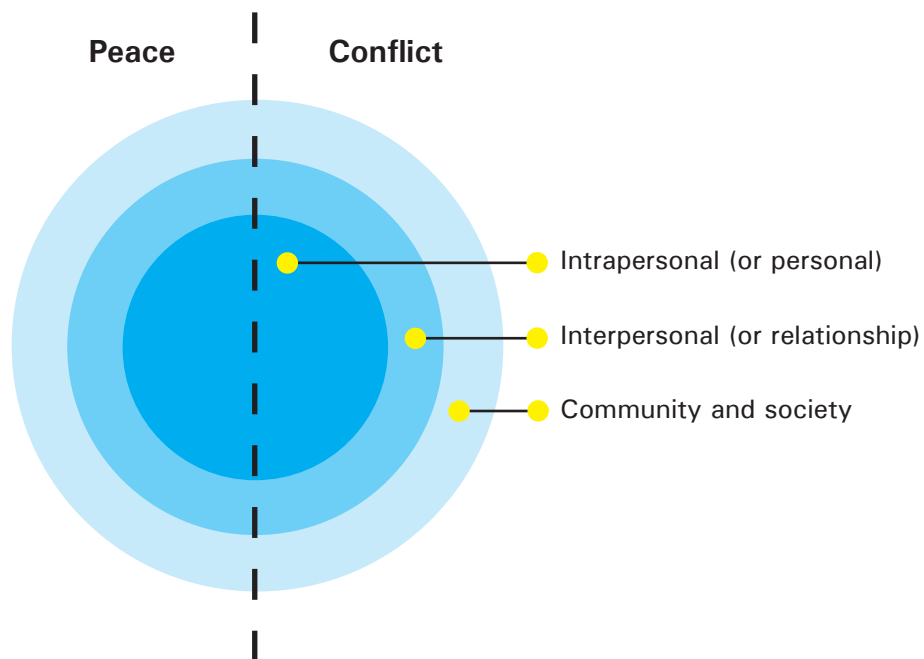
**Learning and action objectives:**

- Adolescents and youth will understand the concepts of *intrapersonal, interpersonal and community/social* levels of an individual’s identity and experience.
- Adolescents and youth will identify and reflect on important ways that peace and conflict affect their lives at those different levels.
- Adolescents and youth will choose topics related to conflict-related and peaceful experience that affect their lives which they will focus on as they continue to learn and take action through the rest of the Adolescent Peacebuilders programme.

**Instructions:**

1. Ask adolescents and youth to sit somewhere where they are comfortable and have some space around them. Give each adolescent a piece of paper, and make sure they have a pen, pencil or crayon.
2. Explain, **Now we are going to draw “self-maps.” Self-maps are like self-portraits, but instead of only drawing the way we look we are going to draw a map that shows how we feel and experience conflict and peace at different levels of our lives.**
3. On a piece of chart paper draw a circle. Explain, **In the middle of your paper you are going to draw a circle like this. This circle represents yourself on the inside – how you think and feel. We will call this the intrapersonal or personal level of our lives or experiences.**
4. Draw a second circle around the first. Explain, **This second circle represents the people you know well who are important in your life. For example, it includes people in your family, your friends, and other people you see and spend time with regularly, such as your teachers, co-workers, religious leaders, or others. We will call this the interpersonal or relationship level.**
5. Draw a third circle around the first two. Explain, **This circle represents other people in your community or even beyond in other parts of Mindanao, the country or the world. It includes people that you don’t know personally, but are still part of your life. We will call this the community and society level.**

6. Draw a dotted line vertically down the middle of the chart paper. Write **Peace** on the left side, and **Conflict** on the right side. Explain, **Now we are going to draw about your peace and conflict experiences at each of these levels. Draw pictures or images to show the kinds of peace and conflict you experience:**
- **inside (at the intrapersonal level),**
  - **in your relationships with others (at the interpersonal level)**
  - **in your experiences with or feelings about your community and society.**



Explain to adolescents and youth that they can make their drawings into self portraits by using the circle they drew, or to take another approach. Encourage them to draw, not write with words, to show your experience. Let them to use a few words to label their drawings if they wish.

Give the adolescents and youth time to work on their drawings. Observe their progress and encourage them.

7. Ask adolescents and youth to look at their own drawings and choose two examples of peace and two examples of conflict from (at any level) their self-map that they feel are important. They can consider examples that are especially important for either positive or negative reasons in their lives, or examples of kinds of peace and conflict that affect many young people like them.

Draw the following template on a piece of chart paper and post it in the front of the room. As they share examples, ask them to write or draw words on the sample self-map on the chart paper. (This will become a self-map that represents the experiences of peace and conflict of the group.) Encourage adolescents and youth to share examples of both peace and conflict at each of the three levels.

**Optional:** If adolescents and youth wish they can show their self-maps to each other, but do not push them to do so if they have written about issues that they feel are personal or private.

<p><b>Conflict issues that affect them at the <u>intrapersonal</u> level</b></p>	<p><b>Peaceful experiences they have at the <u>intrapersonal</u> level</b></p>
<p><b>Conflict issues that affect them at the <u>interpersonal</u> level</b></p>	<p><b>Peaceful experiences they have at the <u>interpersonal</u> level</b></p>
<p><b>Conflict issues that affect them at the <u>community</u> level</b></p>	<p><b>Peaceful experiences they have at the <u>community</u> level</b></p>

8. Discuss:
  - Was it easier to think of examples of peace or of conflict?
  - Was it easier or more difficult to think of examples of either peace or conflict at any of these three levels?
  - Which of these kinds of conflict do you think are especially important for young people like you in this community? Which kinds of peace are especially important for young people like you?
  
9. **Conclude** by supporting adolescents and youth in choosing 4-6 key issues that they think are most important, with an equal balance of issues related to conflict and issues related to peace, which they will focus on in the upcoming activities of the *Adolescent and Youth Peacebuilders* training programme.

**Key approaches:**

- **Do** allow and encourage adolescents and youth to share their drawings with each other if the group has a strong sense of trust and will feel comfortable doing so. Facilitating a gallery walk after step 7 is one way to enable all adolescents and youth to see each other's work.

**Alternative and enrichment strategies:**

- Adolescents and youth draw maps of their communities to identify types of peace and conflict that affect their lives.
- Adolescents and youth draw pictures illustrating a typical day in their lives, with images of where they are and what they are doing at different times of the day, to identify types of peace and conflict that affect their lives.

**Reflection and connection:**

- Adolescents and youth keep their self-map and add to it or create new drafts.
- Adolescents and youth write journal entries about the different examples of conflict and peace they identified in the exercise, or new examples they think of or experience.

**Group project ideas:**

- Keep the self-map of the group self-map posted in the space where adolescents and youth hold activities. Adolescents and youth can add to it whenever they think of new examples of peace and conflict that affect themselves or others that they want to consider or explore.
- Adolescents and youth create a group mural representing of an adolescent and youth, showing examples of typical or important experiences at the intrapersonal, interpersonal and community level.

**Research topics:**

- Adolescents and youth research, read or ask about concepts of intrapersonal, interpersonal or group conflict and peace from their own religious teachings or cultural traditions, or other religions and cultures around the world.

## Module 2:

# Learning and practicing competencies for peacebuilding

**Overview:** Module 2 supports adolescents and youth in learning and practicing some of the key competencies they need to cope with the effects of conflict, transform conflicts into positive opportunities, and contribute to peace.

Module 2 is organized into four sub-sections, each of which focus on learning outcomes within one of the four “outer/supporting” competency domains outlined in the Peacebuilding Competency Framework for Mindanao Adolescents and Youth (presented in Section 3).

### Steps on the journey of learning and practicing competencies for peacebuilding

#### Setting goals and measuring progress

##### 2.1 Setting learning goals: What would we like to learn so that we can transform the conflicts we experience, and build on the peace in our lives?

Adolescents and youth set goals for the peacebuilding competencies they would like to learn and practice throughout the rest of the module.

#### Submodule focus on: Self-worth and leadership

##### 2.2 What are my strengths?

Adolescents and youth recognize their own strengths as they build a sense of self-worth.

##### 2.3 Building inner peace: What are some strategies for managing conflict and feeling peaceful within myself?

Adolescents and youth recognize that emotions are natural and healthy, and develop strategies for managing challenging emotions that are part of conflict and peace in their lives.

##### 2.4 Leading ourselves

Adolescents and youth develop their own definition of leadership, and set goals for how they can develop and use leadership skills to pursue their own goals.

#### Submodule focus on: Connection and Collaboration

##### 2.5 Who are some of the important people in my life and how do we support each other?

Adolescents and youth identify people with whom they have important relationships, and understand how conflict and peace are part of the dynamics of these relationships.



**2.6 How can empathy help us to strengthen our relationships with important people in our lives?**

Adolescents and youth learn the concept of empathy and develop their capacity to empathize by imagining how one event can be understood and experienced differently by two different individuals.

**2.7 What are different strategies for resolving conflict with others in our lives?**

Adolescents and youth learn about different styles of handling conflict, and set goals for which style of handling conflict they would like to better learn and use in different conflicts they face.

**Submodule focus on: Creativity and expression**

**2.8 Communicating without words through body language**

Adolescents and youth learn about the concept of “body language” as a form of communication, and consider how they can use body language to better communicate in ways that help them to transform conflicts and contribute to peace.

**2.9 Active listening**

Adolescents and youth learn about the concept of “active listening” and the behaviours it includes, and set their own goals for using active listening to manage conflicts and build peace in their lives.

**2.10 Positive communication**

Adolescents and youth learn about “I” and “you” statements, and set goals to use “I” statements to communicate positively and constructively about their feelings and perspectives.

**Submodule: Critical thinking and analysis**

**2.11 Analysing information: Describe, Interpret, Judge**

Adolescents and youth understand and can use skills for description, interpretation and judgment, and understand the different potential value and risks, respectively, of using these processes to understand others and what they observe around them.

**2.12 Understanding stereotypes, prejudice and discrimination**

Adolescents and youth understand the concepts of stereotyping, prejudice and discrimination and how they can contribute to conflict, and identify strategies for addressing stereotypes, prejudice and discrimination when they encounter these attitudes in different scenarios.

### 2.13 Decision-making

Adolescents and youth can describe the logical outcomes of different courses of action that they might take when facing typical challenges or scenarios, and think of feasible and logical strategies for making decisions that will help them to achieve short-term and long term goals.

### Setting goals and measuring progress

### 2.14 Measuring progress toward learning goals

Adolescents and youth measure their progress toward the learning goals they had set for the peacebuilding competencies they hoped to learn and practice in Module 2, and/or any of the submodules.

## Planning a peacebuilding journey through Module 2

- Start with Activity 2.1 for adolescents and youth to set their learning goals for Module 2. Use adolescents and youth' learning goals to choose which submodule(s) to use, and whether to extend some modules to give adolescents and youth more chance to develop and practice knowledge, skills and attitudes in those peacebuilding competency areas.
- Use the submodules in any order that you believe will work well for the adolescents and youth in your group.
- Add activities to any submodule that give adolescents and youth more opportunities to practice their peacebuilding competencies, or to address additional knowledge, attitudes or skills that are part of the same peacebuilding competency area.
  - Use the "alternative and enrichment" strategies in every activity to find ideas.
  - Refer to the activity guides and curricula in the "helpful resources" annex to find new learning and action activities that you could use or adapt.
- Pause to use Activity 2.14, Measuring progress toward learning goals at the end of any submodule or whenever you think it is a good moment for adolescents and youth to take stock of what they have learned and achieved.
- Move on to **Module 3** if you and the adolescents and youth feel that they are ready to practice and use their competencies as they take action by designing and working together on a group project.
- Move back to **Module 1** if it would be helpful for adolescents and youth to review and reflect more on core concepts of conflict and peace as they develop their competencies.

**Setting goals and measuring progress**

**2.1 Setting learning goals: What would we like to learn so that we can transform the conflicts we experience, and build on the peace in our lives?**

**Learning and action objectives:**

- Adolescents identify and agree to shared goals for knowledge, skills and attitudes they want to learn and practice to better manage conflicts and build on peaceful experiences that they consider important.

**Instructions:**

1. Organize adolescents and youth into small groups. They may work with the same groups as they did in Activity 1.4, or in new groups. Assign each group to focus on one of their priority conflict or peace topics (from the list they developed in Activity 1.3 and further explored in Activity 1.4).

Post the “pathways to possibilities” drawings that adolescents and youth created in Activity 1.4 in the front of the activity space. Next to each, leave space to post a new piece of chart paper (which adolescents and youth will do in step 3).

Explain, **Now, we are going to think about what you can learn and practice through our time together in the *Adolescent and Youth Peacebuilders* training that would help you to actively be part of some of the positive possibilities you imagined yesterday.**

Give one large piece of chart paper and several post-it notes (or VIIP cards or small pieces of paper) to each group.

Explain that each group should copy the following template on their chart paper, and post it next to the “pathways to possibilities” diagram that corresponds with their topic:

<b>Conflict or peace topic:</b>
<b>To transform this kind of conflict into something positive OR to build on this kind of peaceful experience, we need to...</b>
<b>Know or understand....</b>
<b>Be able to....</b>
<b>Feel or believe....</b>

Working in their groups, adolescents and youth should then write words or phrases to finish each of the three sentences on post it notes. Give them approximately 5-10 minutes for this. When they are done they should post their responses under on the chart paper.

2. After they have finished, ask all groups to rotate to a new piece of chart paper and repeat the exercise. Continue until all groups have had a chance to suggest knowledge, skill and attitude learning objectives for all topics. Encourage them to repeat ideas that others have already posted, as this may be a sign that certain categories of knowledge, skills or attitudes are especially important.

Ask all adolescents and youth to walk around the activity space and review each other's answers. Invite them to add ideas or comments.

3. **Conclude** by bringing the group together to form a consolidated list of key learning outcomes that adolescents and youth want to explore with respect to their knowledge ("know or understand"), skills ("be able to...") or feelings and attitudes ("feel or belief"). Use these discussion questions to develop your list:
  - **Are there any learning areas that we saw repeated many times in relation to all of these examples of conflict and peace?**
  - **Are there some that you think are especially important or valuable?**
  - **Are there any others that you think we should add?**

#### Key approaches:

- **Do** keep the group's consolidated list of learning and action goals. Post it in the activity space where adolescents and youth can see it. Refer to it in future activities in Modules 2 and 3, and adapt activities to address the goals that adolescents and youth prioritized.

#### Alternative and enrichment strategies:

- Support adolescents and youth in holding brief discussions to measure their progress in achieving their goals throughout the module. (Activity 2.13 gives a process for adolescents and youth to measure their achievements at the end of the module, but it can also be helpful for them to have these discussions at interim points.)

#### Reflection and connection:

- Adolescents write journal entries in which they document and explore their progress in learning, and keep notes of their progress in using what they have learned in their lives.

#### Group project ideas:

- Adolescents make a poster of their list of goals, adding drawings or other creative elements so that it expresses their goals more fully and inspires them.
- Keep the list of learning outcomes that the group develops and give adolescents and youth opportunities to check in and share whether they are developing and using those competencies (See Activity 2.13).

**Research topics:**

- Research how similar types of conflict or peace affect young people in other parts of the world, and how they have managed or transformed their situations.

**Self-worth and leadership**

**2.2 What are my strengths?<sup>9</sup>**

**Learning and action objectives:**

- Adolescents and youth will be able to identify key strengths they already have and can use to address challenges and/or pursue goals that are important to them.
- Adolescents and youth will recognize how their strengths are relevant assets they can use to transform conflict and build peace, especially in relation to the issues and experiences that affect them most.

**Instructions:**

1. Post a piece of flip chart paper in the front of the learning space. Draw a large circle in the center.
2. Explain, **In a minute I am going to ask you to draw a big circle like this on your paper. The large circle represents you, and who you are. (If you remember our earlier activity 1.3, the circle represents your intrapersonal life – your inner thoughts, feelings and experiences).**
3. Write **“I AM...”** inside the circle.  
Explain, **All of us can finish this sentence in many ways. What are some ways to finish this sentence?** Ask the adolescents and youth to volunteer a few answers.
4. Write **I HAVE...”** to the left or right side of the circle.  
Explain, **All of us have people and things that can help us. I have written this next to the circle because what we have right now is within our reach. What are some ways to finish this sentence?** Ask the adolescents and youth to volunteer a few answers.
5. Write **I CAN...** above the circle.  
Explain, **All of us have things that we are able to do, not just in the future but right now. I have written this at the top of the marker board because what we can do represents our hopes and our potential. What are some ways to finish this sentence?** Ask the adolescents and youth to volunteer a few answers.

<sup>9</sup> Adapted from the UNICEF, the Adolescent Kit for Expression and Innovation. New York, UNICEF, 2016.

6. Give each adolescent a piece of paper and make sure they have a pen, marker, pencil or something else to draw with. Explain, **Now, try to think of three things about who you are, what you have, and what you can do. When you are ready, draw your ideas inside, around and above your circle.**

Give adolescents and youth at least 20 minutes (or as long as they want) to work on their drawings.

7. After the adolescents and youth have completed their drawings, organize a gallery walk.
8. Explain, **Your drawings represent your strengths. When we look at each drawing, we see the strengths of each person in our group. When we look at them together, we see the strengths of our entire group.**
9. **Conclude** by summarizing and discussing:
  - **Who are we?** Ask the adolescents and youth to give some examples of who they are, and who is represented in their circle.
  - **What do we have?** Ask the adolescents and youth to give some examples.
  - **What can we do?** Ask the adolescents and youth to give some examples.
  - **Think back to the conflicts and peaceful experiences we have been discussing. Are any of these strengths that you can use to manage or transform those conflicts, or build on the peaceful experiences?** Take time to discuss specific connections and examples that the adolescents and youth share.

Remind adolescents and youth that strengths are just like muscles. We need to keep exercising them to keep them strong. Encourage them to focus on recognizing their strengths, exercising them to make them stronger, and using them to pursue goals.

**Key approaches:**

- **Do** allow adolescents and youth to consider and imagine future possibilities, but encourage them to focus on their immediate assets, including things they are, can do, and have now in the present moment.

**Alternative and enrichment strategies:**

- Once adolescents and youth have had a chance to get to know each other better and develop more trust as a team, they can write or draw about each others' strengths to encourage and support each other.

**Reflection and connection:**

- Adolescents and youth reflect on and write in their journals about additional assets they have, including elements of their identities, resources, and strengths.



**Group project ideas:**

- Adolescents and youth create drawings or a mural of their shared assets as a team.

**Research topics:**

- Research how similar types of conflict or peace affect young people in other parts of the world, and how they have managed or transformed their situations.

**2.3 Building inner peace: What are some strategies for managing conflict and feeling peaceful within myself?<sup>10</sup>**

**Learning and action objectives:**

- Adolescents and youth build their understanding that all emotions are a natural and healthy part of life, and are part of both conflict and peace.
- Adolescents and youth develop strategies for managing and using emotions positively to resolve or transform conflicts that they experience, and contribute to peace.

**Instructions:**

1. Gather adolescents and youth in a group or circle. Ask them to brainstorm words for all kinds of emotions. As they share different words for emotions write them on the blackboard or a piece of chart paper.
2. Ask and discuss:
  - **Which of these emotions do you associate with conflict? Why?** Let adolescents and youth volunteer to share answers.
  - **Which of these emotions do you associate with peace? Why?** Let adolescents and youth volunteer to share answers.
  - Highlight that there is no right or wrong answer to either question. Encourage adolescents and youth to think about how emotions that might typically be considered part of conflict can also be related to peace, and vice versa.
  - Encourage adolescents and youth to recognize that their different perspectives on which emotions are associated with conflict or peace also reflect their personal diversity. Different people have different ways of experiencing, using and managing their own emotions.

<sup>10</sup> Adapted from the UNICEF, the Adolescent Kit for Expression and Innovation. New York, UNICEF, 2016.

3. Ask adolescents and youth to choose an emotion that is important to them. Draw a large rectangle on blackboard or a piece of chart paper, and divide it into four boxes.
4. Explain, **Each of you is going to make four drawings to explore the emotion you chose.**
  - **In the first box, draw a picture of something that makes you feel this emotion.**
  - **In the second box, draw a picture of yourself when experiencing this emotion. You can draw a self-portrait, or represent yourself in another way – for example as an animal that represents**
  - **In the third box, draw a picture of how the emotion helps you.**
  - **In the fourth box, draw a picture of how the emotion can be difficult for you.**

<b>I feel ... when I...:</b>	<b>To me, feeling ... looks like this:</b>
<b>Feeling ... helps me when...:</b>	<b>Feeling ... is difficult for me when...:</b>

5. Give the adolescents and youth at least 10 minutes to draw and let them have more time if they ask for it. Observe their drawings as they work. Check if any of the adolescents and youth' drawings refer to difficult experiences, as they may need additional support.
6. Gather adolescents and youth in a circle. Invite them to volunteer to share their and explain their drawings. Discuss:
  - **In what ways are these emotions helpful for us? Can difficult emotions like sadness or anger ever be helpful?**
  - **When are emotions difficult for us? Can positive emotions like happiness or excitement ever be difficult?**
  - **In what ways is expressing emotion helpful in a conflict? In a peaceful moment?**
  - **Can expressing emotions ever be unhelpful in a conflict? In a peaceful moment?**

7. Explain that *managing emotions positively* is an important way to resolve and transform conflicts, and build peace. Managing emotions positively means:
  - Using internal (or intrapersonal) strategies recognize when we are feeling emotions and to try to keep them in balance.
  - Expressing our emotions in ways that are helpful to ourselves and those around us.
8. Divide adolescents and youth into groups of three or four, and give each a piece of paper and something to write or draw with. Each group will focus on one of the emotions discussed in the earlier steps. Their task is to create a poster with instructions for themselves and other young people for how to manage that emotion positively, both by using internal (or intrapersonal) strategies and by expressing it in a helpful way. They can use these prompt statements to get started, writing them on their piece of paper:

**Instructions for how to use [emotion] to help you....**

**Inside, you should....**

**Outside, you should....**

Encourage them include as many different inner and external expression strategies as they can think of. Encourage them to use their creativity as they write and/or draw their posters. For example, they can write a list of instructions, and/or use images to explain and promote their ideas.

9. When adolescents and youth are done with their posters, gather them together to share their drawings. Hold a gallery walk, or invite each group to present their posters to each other.
10. **Conclude** by...:
  - Asking adolescents and youth to share any final reflections or thoughts.
  - Reminding adolescents and youth that there is not one right or wrong way to manage emotions, and that each person needs to find their own way to use emotions positively.
  - Suggesting that adolescents and youth think of an emotion that they find difficult, and set their own goals for how they will use inner and expressive strategies to better positively manage it in their lives.

**Key approaches:**

- **Do** encourage adolescents and youth consider the examples of conflict and peace they've discussed in earlier activities (such as 1.3) as they explore strategies for managing emotions positively.

**Alternative and enrichment strategies:**

- Once adolescents and youth have had a chance to get to know each other better and develop more trust as a team, they can write or draw about each others' strengths to encourage and support each other.

**Reflection and connection:**

- Adolescents can focus on one emotion that they want to better and write journal entries in which they document and explore their progress in learning, and keep notes of their progress in using what they have learned in their lives.

**Group project ideas:**

- Keep the posters that adolescents and youth created and post them in the activity space.
- Reflect back on the posters in a future activity. Give adolescents and youth an opportunity to update their posters by adding new strategies they have discovered and/or
- Give adolescents and youth a chance to create new drafts of their posters and display them publicly in a space in their community where other young people and adults will see them.

**Research topics:**

- Research words for emotions in Filipino, indigenous languages, and other languages spoke in and beyond the Philippines. Explore the different meanings and connotations for these different words.
- Research and discuss different cultural norms with respect to expressing emotions.

## 2.4 Leading ourselves<sup>11</sup>

**Learning and action objectives:**

- Adolescents and youth develop their own definitions of leadership, focusing on leadership characteristics they admire and value in relation to resolving and transforming conflicts and building peace.
- Adolescents and youth set goals for how they can develop and use leadership skills to pursue their own goals.

**Instructions:**

1. Gather adolescents and youth together in a group. Ask them to brainstorm examples of leaders in conflict resolution and peacebuilding, including people living today and people from history. Write examples on a piece of chart paper or the blackboard as they share them.

<sup>11</sup> Adapted from the UNICEF, the Adolescent Kit for Expression and Innovation. New York, UNICEF, 2016.

2. Highlight examples of leaders they have shared who are not political, military or religious leaders, or, if adolescents and youth have not shared any examples in these categories, encourage them to do so. Encourage them to consider examples of people who are not leaders in an official capacity, including people they know personally or who are members of the community.
3. Ask, **What makes someone them a leader in conflict transformation or peacebuilding? What qualities do they have? On the blackboard or a piece of chart paper, write A “peace leader” is....** Ask adolescents and youth to share answers to the questions and write a list summarizing key words and concepts of their responses on the blackboard or chart paper as they do so.
4. Explain that for the rest of the activity adolescents and youth will focus on leaders who are not political, military or religious leaders. Ask adolescents and youth to choose five or six examples of those leaders.
5. Divide adolescents and youth into groups of three or four, each of which will focus on one leader. Ask them to work together to create a story about that person demonstrated leadership qualities. Explain that they should:
  - Think of or imagine a moment when that person took the role of being a “peace leader” and/or showed leadership qualities. It can be a real moment or a fictional moment they imagine.
  - Create a storyboard to illustrate their story. To do this, they will draw a picture that illustrates the moment in the center panel of a storyboard. Then in the panel to the left they will draw an illustration of what happened before that moment. In the panel to the right they will illustrate what happened next as a result of the leader’s choices or actions.

Draw this template on the blackboard or a piece of chart paper:

<i><b>Before</b></i>	<i><b>“Leadership moment”</b></i>	<i><b>After</b></i>
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*(Note: Adolescents can add additional panels if they wish, but be sure that the leadership moment is represented somewhere in the middle, so that they can illustrate events before and after).*

6. Give adolescents and youth time to work in groups draw their stories.
7. After adolescents and youth have finished creating their stories, invite volunteers to share using a gallery walk, or by presenting and telling their stories.
8. **Conclude** by discussing:
  - Are there qualities do all of these leaders have in common?
  - Are these qualities helpful for managing conflict or contributing to building peace?
  - Which of these leadership qualities would you like to develop so that you can better resolve or transform conflicts or contribute to building peace?

**Key approaches:**

- **Do** encourage adolescents and youth to choose leaders they admire, and to share examples of people they may consider leaders who are not known or well-known to the rest of the group.
- **Do** encourage adolescents and youth to choose examples of people to consider who are not traditionally thought of as “leaders”.
- **Do** not focus the discussion on leaders that have expressed negative or discriminatory attitudes towards people of any gender or sexual orientation, ethnicity, religion, or other groups. If adolescents and youth share these examples, relate them back to the concepts of conflict and peace, and discuss how discrimination and negative division interfere with and contradict peace.

**Alternative and enrichment strategies:**

- Adolescents and youth explore other examples of leaders, including those who are and are not traditionally considered to be leaders, and examine how they have used their capabilities to contribute to conflict or peace.

**Reflection and connection:**

- Adolescents and youth reflect on and write about leadership qualities they already have which they would like to strengthen and use to address conflicts or build on peaceful experiences that are important to them.
- Adolescents and youth can choose specific leadership qualities they would like to develop and explore how they are practicing and using those qualities in their daily lives.

**Group project ideas:**

- Keep adolescents and youths’ storyboard, and reflect back on them in a future activity. Adolescents can elaborate on these stories by creating graphic novels, written stories, poems, or scripts about those leaders.
- Give adolescents and youth opportunities to write and explore stories about other leaders, including real people, or fictional characters they imagine.



**Research topics:**

- Research leaders from the Mindanao region and/or around the world who have contributed to peace in different ways. Include an exploration of well-known leaders and those who are lesser known. Learn about their qualities and the impact and of their actions.
- Identify and interview people in your community whom you consider to be leaders, and discuss what you learned about them with other adolescents and youth in the Adolescent and Youth Peacebuilders programme.

**Connection and collaboration**

**2.5 Who are some of the important people in my life and how do we support each other?<sup>12</sup>**

**Learning and action objectives:**

- Adolescents and youth identify people in their lives with whom they have important relationships.
- Adolescents and youth analyse and understand how conflict and peace are part of the dynamics of these important relationships.
- Adolescents and youth develop strategies to strengthen these important relationships.

**Instructions:**

1. Gather adolescents and youth into a group. Give each adolescent six index cards and a piece of drawing paper. (*Optional: Adolescents and youth can bring the self-maps they created in Activity 1.3.*)
2. Explain, **All of us are affected by the people in our lives. Some people are part of conflicts we experience, and others are part of our peaceful experiences. Many are part of both.**

Ask adolescents and youth to think of three people in their lives who are part of the conflicts they experience, and three people in their lives who help them to experience peace. Explain that they can choose the same person for both categories.

3. Ask adolescents and youth to think of a symbol that represents how each of these people is helpful or difficult. (*Optional: For example, my sister is someone who helps me to feel peaceful. She always makes me feel safe and comfortable when I am with her. So, I would draw her as a tree with lots of leaves, because the shade of the tree makes me feel cool and relaxed in the same way that she does, and that helps me to feel peaceful.*)

<sup>12</sup> Adapted from the UNICEF, the Adolescent Kit for Expression and Innovation. New York, UNICEF, 2016.

**When you are ready, draw your symbols on the index cards.** Explain that adolescents and youth do not have to say or write the names of the people they are thinking of, but if it will help them to remember their choices, they can write them on one side of the index cards and then turn them over.

4. Give adolescent and youth at least 20 minutes to work on their drawings. Walk around the room and support them as they draw.
5. Explain, **Now you are going to create a map that demonstrates how the important relationships in your life contribute to conflict and peace. On your piece of paper, draw yourself. Then, put your index cards in places on the map that tell us more about these positive or difficult relationships.** (*Optional: For example, if I use my example about my sister, I would put the symbol I chose to represent her, (a tree), above me, because even when she is far away I feel that she is protecting me.*)

**(Alternative:** If adolescents and youth are using their self-portraits from a previous activity, they can place the index cards on their self-portrait.)

**Now, just like on street map, draw a road, pathway or another symbol that shows something about your connection with this person, and how it relates to conflict or peace.**

6. Distribute tape or glue sticks so that the adolescents and youth can attach the index cards to their drawing, and make sure they have other drawing implements. Give them time to write or draw their maps.
7. When the adolescents and youth have finished, ask them to stand or sit comfortably in a circle with their drawings. Ask them to volunteer to share their drawing and explain:
  - One important positive or difficult relationship in their life
  - The symbol they chose to represent that relationship
  - Why they placed it on their maps as they did
8. **Conclude** by discussing...
  - **How can we use some of the strengths and leadership qualities you have identified in earlier activities (2.1, 2.3) to strengthen these relationships, either by transforming the conflicts, or enjoying more of the peaceful experiences they bring to you (or to the other person)?**
  - **How could you use these or other strengths and qualities to strengthen other relationships that are important to you?**

**Key approaches:**

- **Do** encourage adolescents and youth to think about how they can strengthen relationships in a way that resolves conflict and builds peace in their own lives, and not only their obligations to others.

- **Do** encourage adolescents and youth to share their individual drawings on a voluntary basis. Do not push or force any adolescent to share their drawing if they do not wish to do so.

**Alternative and enrichment activities:**

- Adolescents and youth explore their important relationships using “point of view” writing, by writing a description an important interaction they had with someone in their lives from their own point of view, and from the point of view of the other person. (This activity also relates to building competencies for empathy, and is similar to the following activity 2.5)

**Reflection and connection:**

- Adolescents reflect on and write about how they are using their strengths and leadership qualities to improve their relationship with an important person in their lives.
- Adolescents add to their maps, including more of the important people in their lives, including others who are significant to them but not necessarily their closest friends.

**Group project ideas**

- Create a team map of all of the adolescents and youth in the Adolescent Peacebuilders training group, focusing on the strengths and leadership qualities each individual can bring and use to make the team strong.

**Research and learning:**

- Use fictional and nonfiction stories from literature, oral traditions, religious texts, news, and other media to explore conflict and peace in relationships. Explore these by drawing maps, using a similar approach to the one taken in this activity.

**2.6 How can empathy help us to strengthen our relationships with important people in our lives?**<sup>13</sup>

**Learning and action objectives:**

- Adolescents and youth understand the definition and concept of empathy.
- Adolescents and youth develop their ability to imagine how one event can be understood and experienced differently by two different individuals.

**Instructions:**

1. Ask the adolescents and youth to sit comfortably on the floor and give each of them a piece of paper and a pencil or pen.

<sup>13</sup> Adapted from the UNICEF, the Adolescent Kit for Expression and Innovation. New York, UNICEF, 2016.

2. Ask for two volunteers to perform a role play based on the following scenario:

**Role play scenario:** Two adolescents and youth have just arrived in the community and don't know each other yet.

One is very enthusiastic and friendly, and is excited to make friends. She likes to talk, and likes it when new people want to talk with her. When people are quiet around her she takes it as a sign that they don't find her interesting.

The other adolescent is very quiet and respectful. She wants to make friends and to meet new people, but she doesn't want to intrude or push people who might not feel like talking with her. It makes her feel comfortable when people are quiet and not too talkative, so she tries to be the same way. If someone is too talkative she thinks it's because they find her boring.

Now, let's imagine they are meeting each other for the first time.

3. Give a cue for the adolescents and youth to start the role play. (Choose a location for the scenario where adolescents and youth might meet and gather in their community.)

Let them improvise for a few minutes. Let the volunteers take the role play in whatever direction they wish, but encourage them to show and follow the very different personal styles of the two characters and allow them to be confused or uncomfortable with each other rather than becoming friendly too quickly.

After a few moments, give a cue to freeze the role play.

4. Let the two volunteers sit and rejoin the group. Divide the entire group in half. Explain that they will all be writing letters from the point of view of one of the characters in the role play. Half the group will be writing from the point of view of the talkative girl, as if she were writing a letter to one of her friends from the community where she lived before. Explain that they could begin the letter, *"Dear Zarah, Today I met another girl..."*

The other half of the adolescents and youth will be writing from the point of view of the quiet girl. They could begin, *Dear Amina, Today I met another girl..."* Give the adolescents and youth a few minutes to write their letters.

5. When the adolescents and youth have finished writing, ask for a few volunteers to read their letters from the talkative girl. Discuss:
  - **How did the talkative girl see the other girl?**
  - **How did she feel about the interaction?**

- **What did she remember?**
  - **What was most important for her about the interaction?**
6. Then, ask for volunteers to read the letters they wrote from the quiet girl. Discuss the same questions from her point of view. (For example: How did the quiet girl see the other girl?)
  7. Ask, Is there any way for these two girls to become friends, or just to enjoy talking with each other, the next time they meet?
    - **What strategies could the talkative girl use?**
    - **What strategies could the quiet girl use?**
  8. Choose two new volunteers to carry out a new role play using the same two characters. Give them the option of starting over with the first meeting, or imagining a scenario where they meet for the second time. This time they will use some of the strategies they have suggested.

Pause or end the role play at an appropriate moment.

9. **Conclude** by hold a debriefing discussion. Begin by explaining, **Empathy is the ability to imagine what another person is thinking and feeling so deeply that it feels as if you are having those thoughts and feelings yourself.**
  - **Were these two characters able to empathize with each other? What made it easier or more difficult for them to do so?**
  - **How did empathizing with each other help them?**

#### Key approaches:

- **Do** let adolescents and youth repeat the role play a few times if they want to do so.
- **Do not** use the names or identities of real people as characters in this role play, or in any other role plays about conflict that are part of follow-up activities.

#### Alternative and enrichment activities:

- Use **Empathy Poker** to support adolescents and youth in developing and practicing their empathy skills.
- Adolescents and youth explore other examples of conflict that involved two people with different personalities, communication styles, and perspectives about an issue or situation. These may include those they have witnessed or those they have read or learned about from other sources. These may be conflicts of any degree – whether a small disagreement or a more serious argument or fight. Adolescents then create stories by writing fictional journal entries about the conflict, one from the point of view of each of the two people involved, describing what happened.

**Reflection and connection:**

- Adolescents and youth can also use the “double entry” journal to explore moments when they were involved in a conflict (again, of any degree) with someone else. They should write one journal entry about the conflict from their own point of view, and another journal entry from the point of the person with whom they were in conflict
- Use to explore the concept of different perspectives and points of view. For example, adolescents and youth can actually photograph places in their community from the different actual viewpoints of different individuals (e.g. a classroom from the point of view of a teacher in front of the classroom, a farm from the point of view of a very small child). Adolescents and youth could also create a series or exhibition of photographs about different places in their communities that more deeply represent the thoughts, feelings and opinions different people may have about those places.

**Group project ideas:**

- Adolescents and youth can continue to use the empathy role play and point of view letter-writing activities, exploring different scenarios in which two characters have different personality and communication styles. Use the different types of conflicts they are interested in exploring as the basis of new scenarios for role plays.

**Research and learning:**

- Use fictional and nonfiction stories from literature, oral traditions, religious texts, news, and other media to explore how different people (real or fictional) may have different perspectives about an event or experience. Use point of view writing to imagine and explore their different thoughts, feelings and understandings of those events or experiences.
- Research a current or historical event from another part of the world that is remembered or understood differently by different groups of people. If adolescents and youth are ready or interested to discuss a more immediate or controversial example without this leading to disharmony in the group or difficult feelings, they could also explore a historical event in Mindanao.

**2.7 What are different strategies for resolving conflict with others in our lives?<sup>14</sup>**

**Learning and action objectives:**

- Adolescents and youth will learn about six different ways of handling conflict, exploring the benefits and disadvantages of each.
- Adolescents and youth will reflect on which style of handling conflict they typically use themselves, and set goals for the style of handling conflict they would like to better learn and use in different contexts in their lives.

<sup>14</sup> Adapted from Kreidler, William J., Conflict Resolution in the Middle School. Cambridge: Educators for social responsibility, 1997. Pp 113-114.



**Instructions:**

1. Gather adolescents and youth in a group. On the blackboard or piece of chart paper write the statement:

**Whenever two people are in a conflict, in the end, one person wins and the other person loses.**

Ask adolescents and youth to discuss the statement. Is it true? Important points to discuss are:

- It is often true that in a conflict one person wins and the other loses.
- However, in many cases both people may lose or suffer due to the choices they made about how to handle the conflict (or for other reasons).
- There can also be conflicts that are managed or transformed in a way that both people have a positive outcome.

2. Explain that the approaches people use to deal with conflicts often fall into six different categories. Explain each as you write these notes on the blackboard or chart paper:

<b>Six approaches to handling conflict</b>	
<b>Using aggression</b>	Fighting or attacking Yelling Insulting the other person
<b>Giving in</b>	Doing what the other person wants when you disagree. Pretending you don't have an opinion when you do
<b>Avoiding or delaying</b>	Avoiding the person or situation so you don't have to do what they want Hiding from the person or situation Waiting until the other person is finished,so you can do what you want without them
<b>Compromising</b>	Everyone gets some of what they want, but no one is completely satisfied.
<b>Appealing to authority</b>	Asking an authority to settle the disagreement and decide how it should be resolved.
<b>Collaborating</b>	Discussing the problem together and finding a solution that works well for both people.

3. Ask adolescents and youth to think of a typical type of conflict that young people like them in their community face on a regular or daily basis. Focus on a typical type of disagreement that they feel is important but not one that is very violent or that they feel is overwhelming. (Examples could include: disagreements on the basketball court, disagreements between parents and young people, disagreements between young people and others with whom they work.)
4. Ask adolescents and youth to imagine a scenario for a role play about that type of conflict. They should create two (fictional) characters, and imagine how and where their disagreement might start.
5. Ask two adolescent volunteers to improvise the role play, acting the part of the two characters in the scenario they have created. In the first scenario, one character should use **aggression** to try to resolve the conflict. (Be sure that the volunteers understand the concept of aggression and show relevant examples through their role play. If they do not, pause the role play for clarification, and ask the adolescents and youth in the audience to provide them with suggestions that better exemplify aggression).
6. Pause the role play at an appropriate moment. Ask the adolescents and youth to discuss:
  - a. How did the character use aggression? (What did he or she actually do?)
  - b. What happened to that character as a result? What happened to the other character?
  - c. Was the conflict resolved by the end of this role play?
  - d. Which character won? Which lost? (Be sure to consider the possibility that both characters could have lost or won in different ways.)
7. Repeat the role play five times, using the same scenario, but with the character using each of the other five styles of handling conflict: **giving in, avoiding or delaying, compromising, appealing to authority, collaborating**.

After each role play, hold a debriefing discussion using the same questions as in step 6.

8. Hold a summary discussion in which you analyse the advantages and disadvantages of all six approaches to handle conflict. Discuss:
  - **Are there any of these six approaches that always make the outcome of conflicts worse?**
  - **Are there any approaches that always work?**

Be sure to let adolescents and youth share their own opinions and discuss these questions with complexity. An important key understanding is that collaborating may sometimes be the best approach to use toward a conflict outcome in which both parties “win.” However, all strategies have their different advantages and disadvantages in different situations.

9. **Conclude** by asking adolescents and youth to reflect on which approach to handling conflict they use most often. Ask them to consider and set a personal goal for trying a new approach that will more likely lead to a positive outcome for both themselves and other person in the conflict, using it in a type of conflict that they are encountering in their lives.

**Key approaches:**

- **Do** let adolescents and youth discuss different opinions about what approach to handling conflict is best, but make sure they understand the risks and negative consequences of each. With respect to aggression, an important possibility to be discussed are the likelihood that that approach might lead to violence.
- **Do** help adolescents and youth to choose a topic for their role play that represents a real-life conflict that is also manageable and not overwhelming.
- **Do not** use the names or identities of real people as characters in any of these role plays, or in any other role plays about conflict that are part of follow-up activities.

**Alternative activities and enrichment:**

- Adolescents and youth think of other conflicts they have encountered or learned about from real life. These may include examples of conflicts from current or historical events, or moments when they have witnessed a conflict (of any degree – whether a small disagreement or a more serious argument or fight) that involved two people with different personalities, communication styles, and perspectives about an issue or situation. They write about the different possible outcomes that might come from either party using one of the six approaches for dealing with conflict, and analyze which might have led to the best results for everyone involved.

**Reflection and connection:**

- Adolescents and youth write in their journals to continue to reflect on their progress developing and using new approaches to resolve or transform they face.

**Group project ideas:**

- Adolescents and youth continue to use the role play activities, exploring different scenarios in which two characters use different approaches to handling conflict. Use other types of conflicts they are interested in exploring as the basis of new scenarios for role plays.
- Adolescents and youth write scripts for plays and/or organize performances using real-life or imaginary conflicts, and different scenarios.
- Adolescents and youth create a list of instructions for themselves and their peers for when to use each of the different approaches for dealing with conflict, when not to use them, and strategies for using them for a successful outcome. (This could include the possibility that there are some approaches that should **never** be used, some that should **always** be tried, and some that may **sometimes** be helpful.)

**Research and learning:**

- Use fictional and nonfiction stories from literature, oral traditions, religious texts, news, and other media to explore how people (real or fictional) have used each of the different conflict strategies, and what happened as a result. They can imagine and consider different outcomes that might have come from any of the parties' use of a different approach.

**Communication and expression**

**2.8 Communicating without words through body language<sup>15</sup>**

**Learning and action objectives:**

- Adolescents and youth understand the concept of "body language," and how gestures and other nonverbal communication can relay meaning.
- Adolescents and youth understand how body language can complement or complicate the meaning relayed through verbal communication.
- Adolescents and youth consider how they can use body language intentionally and effectively to communicate the messages they want to relay in different situations, especially when managing conflicts or contributing to peace.

**Instructions:**

1. Gather adolescents and youth together in a group. Write the word Communication in the middle of the blackboard or on a piece of chart paper. Ask, **What are the different ways people communicate with each other?** As adolescents and youth share answers, use their responses to create a word web, grouping similar concepts together. Encourage adolescents and youth to share examples that include written and spoken language, visual arts, music, and dance. Prompt them to mention "**body language**" or "nonverbal communication" if they do not to do, as that concept is the focus of this lesson.
2. Circle or emphasize the phrase "**body language**" and/or "**nonverbal communication.**" Ask if adolescents and youth can give a definition of body language. If they have trouble doing so, demonstrate an example by crossing your arms in-front of you or covering your eyes with your hand, and asking what meaning those gestures have.
3. Ask volunteers to demonstrate some examples of things that can be communicated through gestures or body language. Ask the other adolescents and youth to explain in words what the gestures or body language is communicating. Some examples include:
  - Placing hands on hips
  - Placing hands over mouth
  - Turning your back to someone

<sup>15</sup> Adapted from the UNICEF, the Adolescent Kit for Expression and Innovation. New York, UNICEF, 2016.

- Scratching your head
  - Smiling
  - Frowning
4. Divide adolescents and youth into small groups. Explain that each group will create a short, two to five-minute role play using only body language.
  5. To create their role play, each group should consider an example of a conflict or a peaceful experience that young people experience. They should then imagine a story involving two or more characters who are part of that conflict or peaceful experience. They will role play their story with all characters using only body languages (no speaking!)
  6. Give time for the small groups to practice and prepare their role plays.
  7. Ask the groups to perform their role plays for the group. After each, ask the group watching the role play to try to guess what happened.

What was the conflict or peaceful experience?

- What did the adolescents and youth communicate to each other?
- What emotions were the characters experiencing?

Discuss adolescents and youth' answers to both questions, especially noting whether they all had the same understanding of the role play and/or whether there were any discrepancies.

8. **Conclude** by discussing...
  - Do you always notice when you are communicating with body language? Do you think others always notice when they are communicating their thoughts or feelings with body language?
  - Can someone's body language ever convey a different message from what they are saying using spoken language? What happens to the message they are communicating when this occurs?
  - How can being aware of our body language communication help us in a conflict? In a peaceful situation?

**Key approaches:**

- Do let adolescents and youth hold different opinions about the meanings conveyed by different gestures. Discuss these differences when they arise.

**Follow-up and enrichment activities:**

- Adolescents and youth continue to use the role play activities to explore verbal communication and body language. As a variation, they could create a monologue or dialogue in which one or both of the actors uses body language to express very different meanings from the words they speak.

**Reflection and connection:**

- Adolescents and youth observe conversations between others, then write journal entries in which they make notes of the body language that others used and the meanings they believe it relays.
- Adolescents and youth write down important messages they want to try to communicate when they are trying to resolve or transform a conflict and/or build on peaceful experiences. They can write down and practice using body language that helps them to convey those messages.

**Group project ideas:**

- Adolescents and youth create a “translation tool” for understanding different gestures
- Adolescents and youth design original emojis based on the type of body language or gestures they and their peers use to express emotions and ideas.

**Research and learning:**

- Adolescents research and explore the meanings that can be ascribed or interpreted different gestures in different cultures, especially the various ethnic and cultural groups in Mindanao, as well as others around the world.

## 2.9 Active listening<sup>16</sup>

**Learning and action objectives:**

- Adolescents and youth understand the concept of active listening, and how active listening is different from hearing.
- Adolescents and youth can describe and use specific behaviours that are part of active listening techniques, including by choosing and adapting behaviours that are appropriate and helpful in different contexts and types of interactions with others.
- Adolescents and youth reflect on and set their own goals for using active listening to help them to better manage conflicts and contribute to peace in their own lives.

<sup>16</sup> Adapted from the UNICEF, the Adolescent Kit for Expression and Innovation. New York, UNICEF, 2016.



**Instructions:**

1. Gather the adolescents and youth in a group. At the top the blackboard or a piece of chart paper, write the words:

2.

Hearing

Listening

Ask adolescents and youth to discuss the difference between the two terms. Write a list summarizing the key points they raise below the words.

Summarize by highlighting that:

**Hearing is something we do without thinking or trying. It is something our ears and brain do for us. When we only hear something, we may or may not remember it or take any meaning or understanding from it.**

**Listening means paying attention and making an effort to remember and understand something.**

3. Explain that you are going to give a demonstration role-play. Ask for a adolescent volunteer to do the role play with you. Step away from the rest of the group (so that they can't hear you), and explain the role-play scenario to the adolescent. The scenario is as follows:

You (the facilitator) play the part of an older sibling. You are trying to read messages on your phone that are important to you. The adolescent will play the part of a younger sibling, who is very excited to tell you about an argument that they witnessed between two older boys on the basketball court today. Act uninterested, as if you are trying to ignore your younger sibling and focus on your homework.

4. Complete the role play. Ask, **Was I listening to my younger sibling? How can you tell? What did I do to show that I was not listening?**

Ask adolescents and youth to list examples of behaviours that show someone is not actively listening. These may include: Not looking at the person and/or keeping your face and body turned away from them; not nodding; continuing to look at or do something else while they are talking; not using words that show you are interested and understand what they are saying.

5. **Do** the role play a second time, using the same scenario. This time behave as if you are interested in your younger sibling's story and understand it.

6. When the second round of the role play is completed, ask
  - **Was I listening to my younger sibling this time? How can you tell?**
  - **What did I do to show that I was listening?**
  
7. Ask adolescents and youth to list examples that show that someone is listening and write them on the marker board. Try to include the following:
  - **Show interest** through eyes and body language (Example: Nod and look at the speaker);
  - **Ask questions** to show the speaker that you want to understand what they are talking about (Example: *Have you ever seen him play football before?*);
  - **Summarize** what speaker says to show you understand (Example: *It is amazing to score a goal from that far away!*);
  - **Don't interrupt** to start talking about something else; and
  - **Reflect feelings** (Example: *I can see why you were excited to see that team play so well!*)
  
8. Divide the adolescents and youth into groups of two and label one person A and one B. Explain that they will interview each other and practice active listening techniques: *The topic of the interview is:*

**Who is a person you know and admire, and why do you admire them?**

Give the adolescents and youth two minutes to complete the first round of interviews, with As interviewing Bs. Then, without debriefing, ask them to stop and switch roles. Bs now interview As.
  
9. Bring the adolescents and youth back into a circle. Ask them to go around the circle and summarize what they learned from each other in their interviews. Begin by asking,
  - **Which active listening techniques did your partners use when they were interviewing you?**
  - **How does it feel when you are talking and someone uses active listening? Does it change the way you talk or tell your stories, or what you say?**
  - **Did using active listening change anything for you as a listener?**
  
10. **Conclude** by discussing:
  - **Are there different ways to show that you are listening actively and respectfully depending on who you are speaking with, and where your conversation is taking place?**

- **Are there times in your daily life when you think you are already using active listening in your conversations with others?**
- **Are there times when you could use active listening more? How do you think this might be helpful to you?**

**Key approaches:**

- **Do** adapt your discussion of active listening behaviours to your cultural context. For example, in some cultures it is considered polite for a listener to look at the eyes of the speaker, whereas in others it is considered rude to look directly at the speaker, especially if he/she is an older person or an authority.

**Follow-up and enrichment activities:**

- Adolescents and youth learn about and practice more competencies related to active listening and positive communication by preparing for and carrying out interviews.

**Reflection and connection:**

- Adolescents and youth observe conversations between others. In their journals they describe examples they witnessed of how the individuals conversing did or did not use active listening.
- Adolescents and youth write about conversations they have had as part of their daily interactions, and reflect on times that they did or did not use active listening, and how that affected the conversation. They can also write about whether those they were speaking with used active listening techniques, and how this affected what they shared and how, and their feelings about the conversation.

**Group project ideas:**

- Adolescents and youth practice different active listening techniques through role plays involving different scenarios, which could include conversations with people of different ages and genders and in other roles, and
- Adolescents and youth can practice specific techniques that are part of active listening and can help them to better understand and analyse information and ideas shared through conversation as well as other media, such as visual arts, literature, lectures, performances, and news sources. Those can include: *paraphrasing, asking clarifying or probing questions, and other questioning techniques.*

**Research and learning:**

- Adolescents and youth research cultural norms for conversation and listening, focusing especially on the different ethnic and cultural groups of Mindanao, and also exploring other cultures around the world.

## 2.10 Positive communication<sup>17</sup>

### Learning and action objectives:

- Adolescents and youth understand the differences between “you” and “I” statements, and can construct statements using both approaches that represent others’ perspectives, and their own, in different types of scenarios.
- Adolescents and youth understand how “you” statements can contribute to the escalation of conflict, and conversely, how using “I” statements are more likely contribute to positive resolution or transformation of conflicts (with outcomes that are satisfactory for all parties).
- Adolescents and youth reflect on and set their own goals for using “I” statements to communicate positively and constructively about their feelings and perspectives in different types of conflicts or disagreements that are part of their lives.

### Instructions:

1. Gather adolescents and youth in a large group. Ask two to volunteer to act out a. (Change the names and genders of the friends if that will be helpful). Start by explaining the background of the scene: Ibrahim and Malik are brothers who go to a tea shop together some afternoons after school. Ibrahim is older and will be graduating this year. Malik is younger and just started secondary school.

**Ibrahim:** Every time we come here you only want to talk and talk about your friends and things that happened in class and on the playground. You never let me just sit here and study when I need to.

**Malik:** It’s so boring to come here with you. All you want to do is study and eat snacks and ignore me.

**Ibrahim:** You talk so much, if I listen to you all the time I’ll never get anything done. And why do you even come here to bother me.

**Malik:** No wonder you don’t have any other friends to come here with you when you’re so boring.

**Ibrahim:** Maybe if you think I’m so boring you should leave me alone and not come to the tea shop with me.

**Malik:** Since you don’t want me at the tea shop we don’t need to play basketball together later either.

<sup>17</sup> Adapted from the UNICEF, the Adolescent Kit for Expression and Innovation. New York, UNICEF, 2016.

2. Discuss:

- How do you think Ibrahim felt toward Malik in this skit? What did he want from Malik?
- How did Malik feel toward Ibrahim? What did he want from Ibrahim?
- Do you think Ibrahim communicated his thoughts and feelings well?
- Do you think that Malik communicated his thoughts and feelings well?
- What do you think will happen next? Is this outcome what either of the brothers wanted?

3. Explain that the first skit contained “You” messages. Each brother only made statements to talk about what the other one was doing.

**“You” messages can often attack, accuse or blame another person. They can often escalate conflicts, pushing them toward a situation in which only one person will “win” or maybe both will lose. When we hear “you” messages in an argument we often feel defensive and want to attack, accuse the other person back.**

**An alternative is “I” messages. When a person starts by sharing his own feelings and thoughts and explains the problem to be solved, this can be a better start to resolving or transforming a conflict.**

**“I” messages usually start with:**

**I feel \_\_\_\_\_ when \_\_\_\_\_ because \_\_\_\_\_.**

4. Divide adolescents and youth into pairs. Ask them to rewrite the script about Ibrahim and Malik, using “I” messages (following the format you have given). Give adolescents and youth a few minutes to write the scripts together.

Ask two or three pairs of adolescents and youth to act out and share their role plays. After each one, discuss and debrief:

- **What were some of the “I” statements you heard?** (Review whether they followed the format you suggested correctly. Not every good “I” statement follows the format exactly, but it is good for adolescents and youth to try to use it and understand it as they begin to explore this concept.)
- **Did you hear any “you” statements?** (Be sure that adolescents and youth recognize them and understand how they are different from “I” statements.)
- **How was this dialogue between Ibrahim and Malik different from the first one? What do you think the likely outcome of this version might be? Are either or both Ibrahim and Malik more likely to be happy with the outcome?**

5. Divide adolescents and youth into groups of three or four. Ask each to imagine a different scenario, with two new characters, using an example of a type of conflict that often affects young people such as themselves. Their task is to write two scripts about the conflict:
  - In one, the two characters should only or mostly use “you” statements, and
  - In the other, they only use “I” statements.

***Note:** Suggest that adolescents and youth try to improvise a role play around the conflict they chose as they work on create their scripts, as this can be a good way to get started and think about how they conversation might flow between the two characters.*

6. Ask a few groups of adolescents and youth to act out their role plays.
7. **Conclude** by asking adolescents and youth to write a short letter to someone in their lives about a topic about which they disagree or have a misunderstanding. Explain that they will not have to show you or anyone else the letter unless they want to do so.

Encourage adolescents and youth to consider sharing the letter with the person to whom they wrote, or using the “I” messages they used in the letter in a conversation with that person.

**Key approaches:**

- **Do** make sure that adolescents and youth understand the concepts of “You” and “I” statements and can use both correctly (especially with respect to “I” statements).
- **Do not** require adolescents and youth to speak about conflicts that affect them personally in any step of the activity.

**Follow-up and enrichment activities:**

- Adolescents and youth learn about and practice more competencies related to positive communication by preparing for and carrying out interviews.

**Reflection and connection:**

- Adolescents and youth observe conversations between others, noting examples of people using “You” or “I” statements. They write about the outcome of those conversations, noting whether they see conflicts get worse, or see conversations lead toward outcomes that are positive for either or both party.
- Adolescents and youth think of a person with whom they would like to communicate more positively. They set goals for using “I” statements with that person, write out practice “I” statements, and write about their experience and progress using “I” statements in real interactions with that person.



**Group project ideas:**

- Adolescents and youth write scripts for, and perform “parallel plays” about conflicts that affect young people like themselves. “Parallel plays” tell the story of the same conflict in two ways, showing two different possible outcome that could come from different communication styles used by the characters. In addition to using “You” and “I” statements in their two plays, respectively, they can also apply other conflict resolution and transformation strategies they have explored.

**Research and learning:**

- Adolescents and youth read, listen to, or observe monologues or speeches, or dialogues between two people or two groups in conflict, from literature, television or film, or other media, including real-life examples from the news. They analyze the speaker’s (or speakers’) use of “I” and “You” statements, and consider different likely possibilities for how the dialogue (or conflict) will progress. To further explore these issues, they can rewrite those speeches, monologues or dialogues using more positive communication styles, and/or write scripts for the next step of the dialogue.

**Critical thinking and analysis**

**2.11 Analysing information: Describe, Interpret, Judge**

**Learning and action objectives:**

- Adolescents and youth understand what it means to describe, interpret or judge a person or event they observe, and the difference between those three thinking processes.
- Adolescents and youth can create descriptive, interpretive and judgmental statements, applying the concepts of each correctly.
- Adolescents and youth reflect on and understand the different potential value and risks, respectively, of using these processes to understand others and what we observe around us.

**Instructions:**

1. Gather adolescents and youth together in a group. Explain, **This activity will be about different ways that all people, including ourselves take in information, analyze and draw conclusions about everything that happens around us, especially with respect to how we think about and try to understand other people.**

**We all use these thinking processes, often without being conscious of which ones we use and when.**

**The three thinking processes we are going to focus on today are description, interpretation and judgment. We can also think of these as ways that we communicate to ourselves or to others about how we understand the people and world around us.**

2. On the blackboard or a piece of chart paper, write the following definitions. Explain them as you do so.

**Description:** A statement of what you observe, which could include what you see, hear, or even smell or taste. It could include what you feel physically (e.g. hot), but not how something feels emotionally.

**“Juan was wearing a clean, white, ironed shirt.”**

**Interpretation:** A statement of why you think something happened, or why someone behaved as they did.

**“Juan is dressed up for a special occasion.”**

**Judgment:** A value-based statement of whether something or someone you observed, or their behaviour, is good or bad, or a reference to the emotion it caused you to feel. Judgments are also wide generalizations about a person or their character.

3. Explain that you are going to act out a short scene. Make sure adolescents and youth have a notebook or piece of paper and something to write with. Explain that their task is to write down a **description** of what you do. They should try to only describe, not interpret or judge.

*Act out a silent scene as follows:* Start from the door or entrance to your activity space. Walk toward the front of the room where you usually stand. As you walk, behave as if you are very tired, discouraged and sad. For example: *Sit down heavily on a chair (or the floor). Slump forward and put your face in your hands. Sigh deeply.* Continue for a few seconds with any other actions that would show that you are tired, discouraged and sad.

End the scene. Give adolescents and youth a few minutes to write their description. (Repeat the instructions if that would help them to remember what to do).

Ask a adolescent to volunteer to read their description aloud. As they do so, ask the other adolescents and youth to listen and make a note of which statements correctly fit the definition of a description. Some correct descriptions could include:

- [You] walked to the front of the room.
- [You] sat down.
- [You] leaned forward
- [You] put your head in your hands.
- [You] sighed.

Ask the adolescents and youth if they heard any examples of an **interpretation** in this statement. Examples of interpretations could include:

- [You] are tired.
- [You] are sad about something.
- [You] don't want to be in the classroom today.

Ask the adolescents and youth if they heard any examples of a **judgment** in this statement. Examples of interpretations could include:

- [You] are lazy.
- [You] aren't a good facilitator because you don't like your job.
- You are working too hard and deserve a break.

**Note:** *Be sure that adolescents and youth correctly understand the difference between description, interpretation and judgment. This will involve correcting them when they show a misunderstanding. Provide feedback constructively and encourage the other adolescents and youth to do so, too.*

*For example, in many cases adolescents and youth will include some interpretations, or in some cases only interpretations, in their statements the first time they try this exercise. Explain that this is normal because most of us start to try to understand what we observe without even realizing that we do so, and one of the purposes of the exercise is to help us recognize when we are doing so.*

*Adolescents and youth may or may not include some judgments in their statements the first time they try this exercise. If they do not, take the opportunity to ask them to think of judgments someone might make (i.e. of you in character based on your role-play). Use the examples above if needed.*

4. Explain that you are going to do a second role-play so that adolescents and youth can practice **describing** what you do again.

Act out a silent scene as follows: Start from the door of your classroom or activity space. Pretend you are looking for something you have lost, are in a hurry, and are upset that you can't find it. For example: Open and close drawers in a desk, reach into your pockets, lift things up and look underneath them. Conclude by sitting down abruptly and shaking your head.

End the scene. Give adolescents and youth a few minutes to write their description. (Repeat the instructions if that would help them to remember what to do).

Again, ask a adolescent to volunteer to read their description aloud. As they do so, ask the other adolescents and youth to listen and make a note of which statements correctly fit the definition of a **description**. Some correct descriptions could include:

- [You] walked to the front of the room.
- [You] opened desk drawers and looked inside them.
- [You] reached your hands into your pockets.
- [You] picked things up and looked under them.
- [You] sat down quickly.

Ask the other adolescents and youth if they heard any examples of an **interpretation** in this statement. Examples of interpretations could include:

- [You] have lost something.
- [You] are upset or worried.
- [You] are in a hurry.

Ask the adolescents and youth if they heard any examples of a **judgment** in this statement. Examples of interpretations could include:

- [You] are disorganized.
- [You] aren't a good facilitator because you can't keep track of important things.
- [You] are working too hard and deserve a break.

5. Discuss the following:

- Was it easy or hard to only describe what I was doing without interpreting or evaluating what you saw?
- In this activity we only practiced description. How could developing skills and habits for describing something before interpreting it or evaluating it be helpful to you? List a few examples of adolescents and youth answers. A few key concepts are:
  - By describing (and observing) things in more detail we avoid jumping to conclusions that may not be correct.
  - By describing (and observing) things in more detail we have more opportunity to empathize and consider what we see from different people's perspectives.

- How is interpreting helpful to us? Are there times that interpreting what we see is not helpful? Possible answers include:
  - Interpreting is essential because it helps us to understand the world around us and learn from what we see. Interpreting is a fundamental part of how we think.
  - However, interpreting what we see is not *helpful* if we jump to conclusions, or become convinced that our interpretation is correct without considering other possibilities. (It may be helpful to discuss interpretations the role play examples. Are there other possible explanations for your character’s behavior in the two role plays? How would it be unhelpful if observers were convinced
- When and how is judging helpful to us? Are there times that judging is not helpful? Possible answers include:
  - It is natural to form some judgments about what we see around us. All of us have things we like and don’t like, such as different music, jokes, food or clothing.
  - Forming judgments also helps us to develop our own values and sense of what is right or wrong.
  - Judgment can be unhelpful when we make assumptions about others, especially negative ones, that keep us from understanding or respecting them.
  - Judgment can also be unhelpful when we make generalizations about a person’s character based on a small amount of information, or a generalization about a group of people based on one individual.

6. **Conclude** by discussing:

- How might any of these thinking processes contribute to conflict?
- How could they be part of preventing or transforming conflict, or contributing to peace?

**Key approaches:**

- **Do** make sure that adolescents and youth understand the concepts of description, interpretation and evaluation.
- **Do** correct adolescents and youth if they do not understand these concepts at first, and allow them to respectfully and helpfully correct each other.

**Alternative activities and enrichment:**

- Adolescents and youth take an excursion to a place in or near their community together, and practice writing about what they observe. Then, they review each other's writing, and identify which statements are descriptions, which are observations and which are judgments.

**Reflection and connection**

- Adolescents and youth practice observing people around them in different moments of their lives and writing about what they see, with an equal balance of description, interpretation and judgment statements.

**Group project ideas:**

- Improvise, write a script for, and perform a play about a fictitious or real news event. Two characters should be observers (or reporters) who report on the event, interpreting the events differently, and judging the individuals and outcome differently based on their interpretations.

**Research and learning:**

- Adolescents and youth read or listen to, and review, novels, news articles, media reports or other stories from sources about a fictional or real event. They identify descriptions, interpretations or judgment statements.

## 2.12 Understanding stereotypes, prejudice and discrimination<sup>18</sup>

**Learning and action objectives:**

- Adolescents and youth understand the definitions of stereotyping, prejudice and discrimination
- Adolescents and youth describe how each of these can contribute to conflict (in negative ways).
- Adolescents and youth identify strategies for addressing stereotypes, prejudice and discrimination when they encounter these attitudes in different scenarios.
- Adolescents and youth reflect on stereotypes they hold and develop strategies to change their belief systems.

<sup>18</sup> Adapted from Kreidler, William J., Conflict Resolution in the Middle School. Cambridge: Educators for social responsibility, 1997. Pp 263-268



**Instructions:**

1. Gather adolescents and youth in a group. Explain that this activity will focus on **prejudice** and **stereotypes**.
2. Write on the blackboard or a piece of chart paper the phrase, **“Young people in Mindanao...”**

Ask them to share different ways to complete the sentence by describing the different attitudes and opinions about young people that they have heard expressed by others.

**Note:** *This might include opinions expressed by adults, or even by other young people – let the adolescents and youth decide whether they want to brainstorm about either or both.*

List their responses on the **left** side of the paper or board as they do so. (Leave space on the right side for step 6 of the activity).

3. Discuss:
  - **Who do you hear express these different opinions about young people, and how?** (For example, are these things adults say directly to young people? In what context or what kinds of situations?)
  - *Optional if adolescents and youth have done activity 2.10: Which of these statements are descriptions? Interpretations? Judgments?*
  - **Which are positive? Which are negative?** Mark each with a sign to indicate whether they are positive or negative.
  - **Which (if any) are true of all young people?**
  - **Which (if any) are true of some young people?**
  - **Are these stereotypes? Why (or why not)?** Let adolescents and youth share some ideas and opinions.
4. Discuss:
  - **What makes a statement a stereotype? Based on our discussion, can we develop a definition of the word stereotype?**

Ask adolescents and youth to share ideas for a definition of the word stereotype. A useful definition is as follows:

**Stereotype:** A description or image of an entire group of people that does not take into account individual differences. A stereotype usually includes an implicit or explicit value judgment, often negative but sometimes positive about that group.

Write the definition on a piece of chart paper. **Note:** *It will be useful to write this on a piece of paper that you can keep and post in the activity space for future reference.*

5. Divide adolescents and youth into pairs or groups of three. Assign each pair or group to work with a few of the statements about young people listed on the blackboard (dividing the number of statements as equally as possible among the pairs or groups). Ask them to revise each statement so that it is an accurate, non-stereotypical description of young people. Write their new versions on the right side of the blackboard or chart paper. Useful revised statements should be value neutral (or less judgmental), and should include some balance to reflect the differences among young people. For example:

<b>Stereotypes about young people</b>	<b>Non-stereotypical statements about young people</b>
Young people only care about superficial things like playing video games and basketball, and don't want to work or study.	A lot of young people enjoy playing video games and basketball to rest and relax. They care about working and studying but also enjoy having fun and taking a break.
Young people don't care about the conflict in Mindanao and what their parents have gone through.	A lot of young people care about the conflict in Mindanao, and they also have other interests and concerns. Some young people find it overwhelming or confusing to learn about the conflict so they don't like to talk about it a lot.
Young people are troublemakers and don't respect adults' authority.	Young people often have different opinions from adults.

6. Discuss:
- **How does it affect you when you hear the stereotypical attitudes about young people expressed by adults (or even other young people)?**
    - **Does hearing these attitudes affect your thinking or behavior or both?**
    - **How do you see other young people responding when they hear these ideas about young people expressed by others?**
    - **Some of the stereotypes are negative, but some are positive. Are the positive ones ever unhelpful, or harmful?**
7. Ask adolescents and youth to imagine that they hear an adult (or another young people) express one or more of the statements (using the original, stereotypical statements from the left side of the blackboard or chart paper). Write a letter in response, correcting any misunderstandings. The letter should be as descriptive and accurate as possible.

8. **Conclude** by asking adolescents and youth to volunteer to read their letters aloud. Discuss:
- Which of these letters includes the most accurate description of young people? (Are any of these replacing one set of stereotypes with another?)
  - What would change in your lives if more people held an accurate and balanced view of young people, and perceived you with fewer stereotypes?

**Key approaches:**

- **Do** make sure that adolescents and youth reflect on where, through what channels, and from whom they hear different ideas and opinions about young people.
- **Do** make sure that adolescents and youth' own description of young people (in the letters they write in step 7) are balanced and accurate.

**Alternative activities and enrichment:**

- Adolescents and youth consider stereotypes about different groups of people in their communities and beyond. They develop accurate, descriptive statements about those groups that counter those stereotypes. (*Use **Groups of people and biases against them in Navarro-Castro, Loreta and Jasmin Nario-Galace, Peace Education: A pathway to a culture of peace. Quezon City, Center for Peace Education, 2010, pp84-85***).

**Reflection and connection**

- Adolescents and youth reflect on moments when they have been (or felt) stereotyped and/or experienced prejudice or discrimination. In their journal entries, they write about the experience, and/or write letters to the people who expressed those attitudes, correcting their misperceptions.

**Group project ideas:**

- Develop and carry out a public information campaign to reduce stereotypes and disseminate accurate, nonbiased perceptions about young people or another group in your community facing prejudice. This could be carried out through a poster campaign, video skits, public performances, or letters to the editor of a local newspaper.

**Research and learning:**

- Explore stereotypes about different groups of people in Mindanao, including those of different ages, genders, sub-regions, ethnicities, or religions, and gather accurate information to better understand those groups (for example, having to do with their histories and traditions).
- Research historical or current instances of stereotyping, discrimination and prejudice in other parts of the world. Analyse the dynamics of those situations, and compare them those to an issue involving tensions between groups, discrimination, or stereotyping in Mindanao.

## 2.13 Decision-making<sup>19</sup>

### Learning and action objectives:

- Adolescents and youth can describe the logical outcomes of different courses of action that adolescents and youth such as themselves might take when facing typical challenges or scenarios.
- Adolescents and youth can describe feasible and logical strategies for achieving short-term and long term goals.

### Instructions:

1. Gather the adolescents and youth in a group. Ask adolescents and youth, **What are some important decisions that young people in this community need to make for themselves?** Let adolescents and youth share a few examples and list them on the blackboard or a piece of chart paper as they do so.
2. Ask adolescents and youth to choose one type of decision that they feel is especially interesting or important. Explain that in the next part of the activity they will create a “decision tree” telling the stories of different possible paths that a young person making that decision might take. They will work in small groups to do this. *(Note: The later steps of this activity will work best work well if all of the small groups start by drawing decision trees of a character making the same type of decision. However, the character and other details of the character’s situation do not have to be the same).*

Explain that they should start by imagining the main character in their story. They should consider:

- Whether the character is a boy or girl and other characteristics of their identity (ethnicity, religion, sexual orientation)
  - Where they might be when making the decision
  - What they might be thinking about
  - Who else might be nearby at that moment, especially with respect to other people who might be part of or influencing their decision
3. Divide the adolescents and youth into small groups of 3-4 people each. Give each group a piece of chart paper and pens, markers, or other drawing implements. Explain that they should start by drawing a large rectangle (approximately the size of a piece of A5 paper, or a bit larger) at the left side of the paper. Demonstrate by drawing a template following the diagram below as you continue to give directions.

Explain that in the first rectangle they should draw a scene showing the character at the moment they will make their decision. The scene should show what is happening, and how the character is feeling.

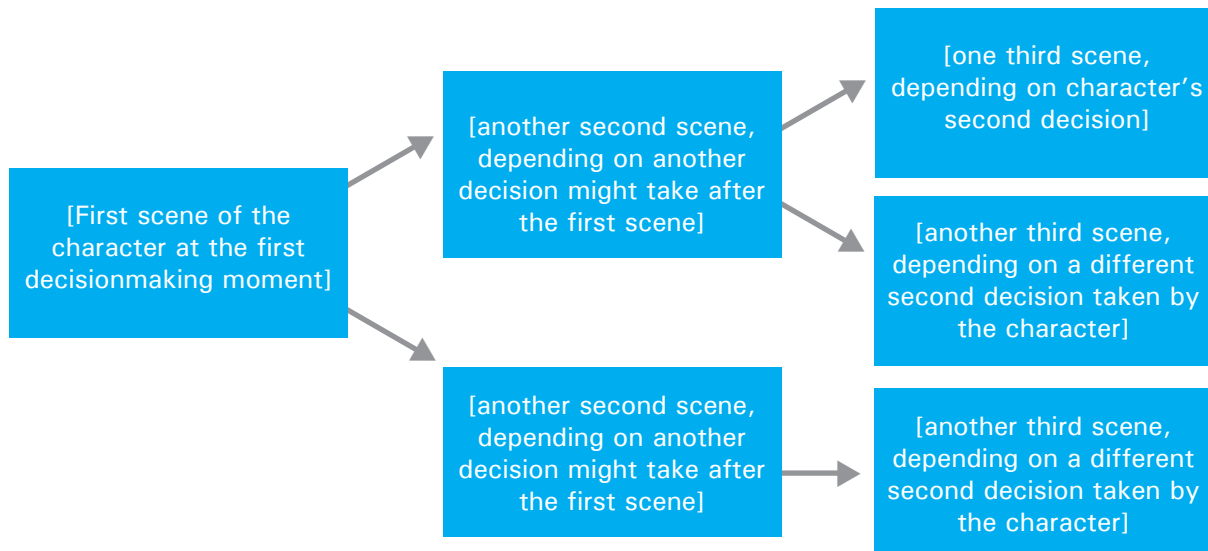
<sup>19</sup> Adapted from UNICEF, The Adolescent Kit for Expression and Innovation. New York, UNICEF, 2016.

Then, they should draw an arrow from the first scene. Along the side of the arrow they will write (or draw) about one possible decision the character could make. Explain, **Don't worry about choosing the 'best' decision as you draw your story – the goal of this activity is for us to think about different decisions and different outcomes.**

After that, they will draw a new rectangle at the end of the arrow, illustrating a scene of what will happen next to the young person.

Then they will draw a second arrow from the first scene, and write about another possible decision the character could take at that moment. They will connect that arrow to another rectangle, and draw a scene of what happens to to the character as a result of that second possible decision.

Adolescents can continue to draw their decision-making tree along as many paths as they wish, illustrating one, two, three or more possible decisions after each scene. If they wish to continue they can attach another piece of chart paper to the first one along the vertical edge to the right.



Give adolescents and youth time to work on drawing their decision trees.

4. Bring the adolescents and youth back together in a group. Organize a gallery walk so that all adolescents and youth can look at each other's decision trees. Then, ask each group to present their decision trees, describing their character and their situation, and explaining the different paths that their character takes with each decision they make.
5. **Discuss**
  - **What were the different decisions your groups imagined a young person in this situation might take? Did you always imagine the same outcome from the same type of decision?**

- **Of all of the decisions taken by your character facing this situation, which decisions had the best outcome? Which had the worst?** *Note: Let adolescents and youth disagree about which decision was the best one. Use any disagreement as an opportunity for adolescents and youth to discuss and compare their different opinions and ideas.*
  - **Can we rank them in order of best and worst decisions?** *(Optional: Ask adolescents and youth to list the different decisions taken by characters on individual index cards. Then, as a group, they can try to rank them in order of best to worst decisions, explaining their choices as they do so).*
6. **Conclude** by discussing:
- **What makes a decision a ‘good decision’?**
  - **What strategies did your characters use to try to make their decisions? What strategies worked best?**
  - **Which of strategies could you use that might help you to make good decisions?**

**Key approaches:**

- **Do** make sure that adolescents and youth are using and exploring realistic examples that show a clear relationship between a decision and its likely outcome.
- **Do** allow adolescents and youth to reflect on and forces that may affect what happens to their characters (or themselves) other than the decisions they make. However, encourage adolescents and youth to focus on decisions that their character might make and the consequences of those decisions.

**Follow-up and enrichment activities:**

- Explore underlying causes and immediate causes, especially with respect to issues related to conflict and peace that are relevant and interesting to adolescents and youth.

**Reflection and connection:**

- Adolescents and youth reflect on key decisions they have made in their daily or weekly lives, including by identifying decisions that may not have seemed important at the time but may be part of a path toward important outcomes (whether positive or negative).
- Adolescents and youth consider important goals they have and draw maps of the decisions that would help them to achieve those goals.

**Group project ideas:**

- Adolescents and youth create graphic novels, short stories, or plays about characters making important decisions, especially focusing on the types of issues facing young people like themselves
- Adolescents and youth create “backward planning” decision maps, beginning with a goal that they, or a character they invent, would like to reach in the future. They begin the map by drawing a scene representing themselves at a moment when they have achieved that goal, and then work backward to write about and draw scenes of the decisions that led to their achievement of that goal.



**Research and learning:**

- Adolescents and youth research a specific conflict from history or current events. This could include a conflict that has been resolved or transformed positively, one that has resulted in violence or other negative consequences, and/or one that is ongoing. They identify the key decisions that different individuals or groups have made which affected the path that conflict took at different moments, and its outcome.

**Setting goals and measuring progress**

**2.14 Measuring progress toward learning goals**

**Overview:** After adolescents and youth have completed Module 2 they should take time to reflect on what they have learned individually and together. Their “reflecting” activity gives them a chance to celebrate and acknowledge their own achievements and each others’. They can assess what they have learned and how they are using what they have learned. The reflection activity can also be an opportunity for adolescents and youth to prepare to start work together project, applying and building on what they have learned so far in the Adolescent Peacebuilders programme.

**Learning and action goals:**

- Adolescents assess what they have learned, reflecting on the goals they set in Module 1. They acknowledge and celebrate their progress, and develop plans for how they will continue to learn, and use their new competencies through a project they carry out together in Module 3, and their lives beyond their Adolescent Peacebuilders programme.

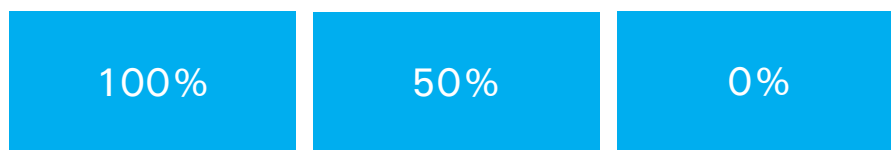
**Instructions:**

1. Gather adolescents and youth together in a group. In the front of the activity space, post the piece of chart paper outlining the learning and action goals that they developed and agreed to in Activity 1.5, using this template:

<b>To transform this kind of conflict into something positive OR to build on this kind of peaceful experience, we need to...</b>
<b>Know or understand....</b>
<b>Be able to....</b>
<b>Feel or believe....</b>

Explain that in this activity they will assess their progress in reaching the goals they had set.

2. On three pieces of paper (A4 or A5 size) write:



Place the card with the number **100%** on the floor near the front of the activity space, if possible under the chart paper that outlines adolescents and youth' learning goals. Place the card with **0%** on the floor at the opposite end of the activity space. Place the card with **50%** in the centre of the activity space, directly between **100%** and **0%**.

3. Explain that adolescents and youth should express their opinion about the extent to which the group has achieved each of their by choosing where to stand in the activity space. They can imagine a line that goes straight from the **100%** card, through the **50%** card to the **0%** card. If you stand close to the **100%** card, it means that they think the circle has fully achieved that learning goal. If they stand all the way on the other end of the line, it means that they don't think that the circle has achieved the goal at all – **0%**.
4. Start with the **Knowledge** ("Know or understand...") goals. Ask adolescents and youth to choose a spot on the imaginary line and give them time to move to the spot they have chosen.

Once they have chosen their spot, encourage them to notice any patterns in their choices, such as whether they have all agreed to approximately the same percentage or whether they have very different opinions or perspectives.

While adolescents and youth are still standing in the spots they have chosen, ask a few volunteers to explain their choices. Ask them to share specific examples that show what they and other adolescents and youth have learned, and specific examples of remaining gaps in their learning.

*(Note: In this discussion, encourage adolescents and youth to express diverse opinions with their choice. They should express their honest opinion about the extent to which they feel their group has achieved their learning goals. Remind them to focus on this self-evaluation question - not only on their positive feelings about their teammates or experience, which will also discuss later. For those standing near 100% encourage them to reflect on whether they still have more to learn about their chosen topic; for those standing near 0% encourage them to recognize that they have made some learning progress even if not as much as they had hoped.)*

5. Repeat the process, focusing on adolescents and youth' **Skill** ("Be able to...") goals.
6. Repeat the process again, focusing on adolescents and youths' **Attitude** ("Feel or believe...") goals.
7. Organize adolescents and youth into three groups. Assign each group to work on the Knowledge, Skill or Attitude goals, respectively.

Give each group one piece of chart paper and several VIIP cards. Ask them to copy this template, writing the appropriate heading and their group’s original goals (from the chart paper used in step 1):

<b>Our knowledge/skill/attitude learning goals:</b>		
Something I now know or understand, can do, or feel based on what I have learned is...		
A time I used this new knowledge/skill/attitude was...	A time I saw another adolescent use this new knowledge/skill/attitude or attitude was...	A time I saw us use use this new knowledge/skill/attitude together as a team was...
An aspect of this area of knowledge/skill/attitude that we would benefit from learning, practicing and using more is...		

Give adolescents and youth 5-10 minutes to write examples to write responses to each prompt on their VIIP cards or post it notes. They may write more than one example in response to each if they wish. They should post their VIIP cards or post-it notes on the chart paper in the appropriate place.

8. Ask the groups of adolescents and youth to rotate to stand or sit with another chart paper focused on a different set of knowledge, skill or attitude goals. They should repeat step 7, writing responses to each prompt on VIIP cards or post-it notes and adding those to the template on the chart paper.

Repeat the rotations until every group has written and added responses with respect to every category of learning goals.

9. Gather the adolescents and youth together in a group. Facilitate a discussion of the entire groups' responses to each of their goals. *(Note: Remind adolescents and youth that as they measure their progress toward their learning goals they are not judging or giving themselves grades. They should feel proud of what they learned, but not embarrassed if they still have more to learn – since there is always more to learn with respect to these essential areas of knowledge, skills and attitudes. The purpose of this exercise is to help them think about further goals, and how to achieve them.)*
10. Create a visual or written record summarizing adolescents and youth' progress against each learning goal by writing a few bullet points. If time permits, adolescents and youth can create their own
11. **Conclude** by asking adolescents and youth to share "follow-up goals" with respect to
  - a. New knowledge, skills and attitudes they want to learn that are related to or build on what they have learned through these modules.
  - b. New action goals they want to pursue through or beyond their future activities in the Adolescent Peacebuilders program.

#### Key approaches:

- Do support adolescents and youth in recognizing their progress, individually and collectively. Even (and especially) if they have not achieved the goals they had hoped, help them to recognize what they have achieved, and adapt plans and strategies so they continue to move forward in ways that make them feel successful.

#### Alternative activities and enrichment:

- If adolescents and youth will continue in the Adolescent Peacebuilders programme, use the ideas they share in step 11 as they repeat Activity 1.4, developing a new set of learning and action goals for a new cycle of projects and activities.

#### Individual reflection and connection:

- Adolescents and youth reflect on what they have learned and achieved through the Adolescent Peacebuilders programme thus far, and write about their thoughts and feelings in their journals. They may also write about how they will try to use their new knowledge, skills and attitudes to resolve conflicts, build peace, or otherwise achieve their goals other parts of their lives.

## Module 3:

# Taking action

**Overview:** In this module, adolescents and youth practice the competencies they are developing as peacebuilders, and put them to use immediately to explore, **take action**, and work to **make positive change** in their families and communities.

This module provides eight steps that adolescents and youth can use to explore and focus on specific issues related to conflict and peace that they feel are important and relevant in their lives, then plan and carry out a project (or projects) related to those issues. Depending on their interests, the time they have available to work together, their strength as a team, and other factors, adolescents and youth may choose to work on more simple short-term projects or more ambitious projects that require weeks or months to complete. In the same regard, each of the six steps may be carried out over one or two sessions, or may require several sessions. Part of the facilitator’s job is to choose and adapt activities plans to give adolescents and youth the time they need for each step, and support adolescents and youth in developing project concepts that do challenge them but do not overwhelm them.

## Steps

**Module focus: Using peacebuilding competencies to take action and make positive change**

### 3.1 Exploring challenges and opportunities

Adolescents and youth explore the challenges and opportunities they face, especially those that are related to conflict and peace in their lives. To do this, they draw maps of the places in their community where they spend time and reflecting on their experiences in those places.

#### Setting goals and measuring progress:

Adolescents and youth choose the conflict- or peace-related issue that will be the focus of their topic at the end of this activity.\*

### 3.2 Learning more from different perspectives

Adolescents and youth research the challenges and opportunities they explored in Activity 3.1 focusing on how those issues affect them and others in their communities. They do this through field research techniques such as interviews and observation.

### 3.3 Finding patterns and themes

Adolescents and youth prepare to think about effective ways to address a challenge or opportunity they face by analysing what they have learned from their research. They look for patterns and themes in the “data” they have gathered from their interviews and observations.

**Setting goals and measuring progress:**

Adolescents and youth describe a few effects of the conflict- or peace-related “focus topic” on different stakeholders which they will address through their project.\*

**3.4 Brainstorming opportunities and solutions**

Adolescents and youth imagine several possible ways they might address the challenges or opportunities they face through their group project. They use “brainstorming” to try to think of as many ideas as possible, so they can consider a project that is innovative (new and original), effective (likely to lead to real and positive change), and realistic (makes some change) even if it does not completely solve a problem or create an ideal opportunity.

**Setting goals and measuring progress:**

Adolescents and youth choose a concept for how they will create positive change with respect to their focus topic through their group project.\*

**3.5 Visualizing and prototyping a concept**

Adolescents explore whether and how their project concept will work to make change by building a model drawing a storyboard, or role playing.

**Setting goals and measuring progress:**

Adolescents and youth list a few steps they will take to put their project concept into action.\*

**3.6 Planning and organizing**

Adolescents and youth develop a plan for how they will work together on their projects, looking at steps they will take and resources they will gather and use.

**Setting goals and measuring progress:**

Adolescents and youth list a few examples of specific types of positive change they hope to see as a result of their project.\*

**3.7 Take action!**

Adolescents and youth work together on their project for as long as they need (and as programme time allows).

\* Use the Team Project Goal-setting template on page 154 to document the goals that adolescents set together in activities 3.3-3.6 to help them in this process and so that they can reflect back on these goals in Activity 3.8.



**Setting goals and measuring progress**

**3.8 Measuring progress toward action and positive change goals**

Adolescents and youth measure their progress in achieving the goals for action and positive change that they have set together while planning and carrying out a project through Activities 3.1-3.7. They may also reflect on how they are developing and using peacebuilding competencies. This may also be an opportunity for them to plan new steps on the projects they have carried out, or to consider new projects they hope to work on together through a new Adolescent Peacebuilders programme phase, or even after the programme ends.

**Planning a peacebuilding journey through Module 3**

- Review and understand all of the steps for adolescents and youth to design and carry out a group project together in Activities 3.1-3.7.
- Carry out the activities in the order they are written, and/or consider finding or creating new activities that will help adolescents and youth to complete the same steps in different ways.
  - Use the “alternative and enrichment” strategies in every activity to find ideas.
  - Refer to the activity guides and curricula in the “helpful resources” annex to find new learning and action activities that you could use or adapt.
- Give adolescents and youth enough time to complete each step before moving to the next one. Encourage and support them to take time outside their Adolescent Peacebuilder activity sessions if they are interested and have time to do so.



### 3.1 Exploring challenges and opportunities<sup>20</sup>

**Overview:** As a first step in developing the concept for a group project they will carry out together, adolescents and youth should have an opportunity to explore different issues that affect them and other young people like them, focusing on experiences that are part of their lives, and that they find interesting and relevant.

This first activity should create an open space for adolescents and youth in which they can reflect on their own experiences in relation to conflict and peace - or even other types of positive and negative experiences – without feeling pressured or overwhelmed. They should feel free to consider issues that adults may consider serious, or others that may be considered, and should not be burdened at this stage by the task of thinking of solutions. Most important of all, this first activity should give adolescents and youth space to raise and consider issues that they feel are interesting, not those that adults (including the facilitator) thinks are important.

#### Learning and action objectives:

- Adolescents and youth explore challenges and/or opportunities that young people like themselves face, especially those relating to conflict (at any level) or peace.
- Adolescents and youth identify one key issue (either a challenge or opportunity) on which they will focus for an upcoming group project they will work on together.

#### Instructions:

1. Gather adolescents and youth in a group. Explain that in this activity they will be looking at their own community, especially the places they and other people spend time every day, from a new perspective, to think about where and when they experience conflict and peace.

Ask adolescents and youth to brainstorm a few places in their community that are important for young people. These can be places where young people spend a lot of time, or just some time, whether every day or just once in awhile. They can be “important” to young people for any reason – including good and bad reasons. For example, they can be places adolescents and youth love to spend time, or wish they could spend more time, or places that adolescents and youth really don’t like or feel comfortable.

As adolescents and youth share suggestions for important places, make a list on the blackboard or a piece of chart paper. Be sure that adolescents and youth include some examples of places where they spend time every day, including home, school (for those who are in school) and work place (for those who work).

2. Divide adolescents and youth into groups of 3-4 people each. From your list of important places, choose a few to prioritize, with the number corresponding to the number of groups.

Assign one of those important places to each group. Provide each group with a large piece of paper (flip chart paper is an ideal size) and markers.

<sup>20</sup> Adapted from UNICEF, The Adolescent Kit for Expression and Innovation. New York, UNICEF, 2016.

Explain: **Your job is to draw a map of that place in your community. Be sure to show the places inside, such as the rooms, etc. that are important for adolescents and youth – for example, inside a house you will probably include the kitchen, a bedroom, and maybe a garden or yard outside around the house. *Note:*** Help adolescents and youth to follow the directions to draw a map (from an aerial view) rather than drawing their “important place” from a side or exterior view. They can include church, school, playground, health center and others.

Give adolescents and youth at least 15 minutes or to finish their drawings.

3. Organize a gallery walk so that all adolescents and youth can see each other drawings.
4. Explain to adolescents and youth that their next task is to organize their maps of individual places into one large map of the community. Begin by asking adolescents and youth what marks the center of their community. Choose a specific place – such as a specific building, or intersection of roads.

Ask each group to place your drawings on the ground in a place that represents where they are located in the community, and support them in doing so. As they create their large map, suggest that they include any land marks or well known places in the community (mosque, school, community space, etc.). Together they can add drawings or labels to mark other places in the community, such as roads, other buildings or landmarks, etc.

5. Explain, **Your next job is to show the places where adolescents and youth experience conflict and experience peace in your community. *Note:*** *Encourage adolescents and youth to use broad definitions of the words conflict and peace, including by using other related that they have identified in step 1.x, and to consider experiences of conflict and peace at all levels, including intrapersonal, interpersonal and community levels.*

Ask all adolescents and youth to start thinking of ideas, but not to say them out loud. Explain that they can focus on the places they drew maps of, as well as other places represented in the entire the community map (e.g. road intersections).

Distribute six cards to each adolescent. Explain that they should write a smile face 😊 or another symbol for peace in the corner of three of the cards. They will place those cards on places where young people like themselves experience **peace**. On each card they should write a word or phrase to describe the cause or kind of peaceful experience. They can use a drawing to show the idea if they prefer.

Draw an x with a circle around it (x) on the other three cards or another symbol for conflict. They will place those cards on places where young people like themselves experience **conflict** things. Again, use a word or drawing to describe the cause or kind of conflict.

Give adolescents and youth 5-10 minutes to write on their cards and place them on the map in the location that they associate with that type of conflict or peace experience.

(Note: explain to adolescents and youth that it is fine if they repeat ideas that other people have used, and/or place several cards in the same location – this just helps to indicate that some kinds of peaceful or conflict experiences are a big part of young people’s lives.)

**While you are putting your cards down, take a look around at others’ answers.**

6. Explain that now they will take a tour of positive and difficult experiences for adolescents and youth in their community. Re-divide adolescents and youth into six new small groups. Assign each group to a place in the community. Ask for volunteers to read out from cards and explain positive and difficult experiences, in key locations represented in the drawings.
7. Gather adolescents and youth in a group. Discuss:
  - **Which kinds of experiences of conflict do you think are especially important for young people like yourselves in this community?** Open the discussion for young people to explain their choices, including the different reasons they may find some to be “important.”
  - **Which kind of experiences of peace do you think are especially important for young people like yourselves in this community?** Again, open the discussion for young people to explain their choices, including the different reasons they may find some to be “important.” Support the group in choosing two or three examples that they think are especially important.
8. **Conclude** supporting the group in choosing three or four examples of conflict and/or peaceful experiences that they think are especially important for young people like themselves. They can choose by voting or in another participatory way that gives everyone a chance to share their views. (Do not push them to follow your own opinions!)

At the end of this activity, adolescents and youth should have a final list of 3-4 key issues that they would like to focus on as the basis for a project that they will carry out together.

**Key approaches:**

- **Do** make sure that adolescents and youth focus on typical and everyday places and situations that young people like themselves encounter.
- **Do** allow adolescents and youth to share any examples of conflict and peace that interest them, including those that may not seem significant and/or those that may seem very serious or worrisome.
- **Do not** allow the discussion to focus or dwell for too long on one specific situation related to conflict (or peace).
- **Do not** ask adolescents and youth to share examples of specific conflicts (or positive experiences) from their own lives. However, if they raise some personal examples voluntarily allow them to do so (without delving into deep or extended discussions of those examples).

**Alternative activities and enrichment:**

- Revisit adolescents and youth' list of conflict and peace issues from Activity 1.4 to identify conflict and peace-related issues that are important to them. Or, combine Activity 1.4 with this activity, carrying the two out in either order as you see fit, to carry out a deeper exploration of conflict and peace issues.
- Adolescents and youth draw pictures illustrating a typical day in their lives, with images of where they are and what they are doing at different times of the day, to identify types of peace and conflict that affect their lives.
- Revisit key points adolescents and youth have raised with respect to the ways conflict and peaceful experiences affect their lives in Module 2. Include these points, too, in discussions to identify a key issue that they will explore and take action on in Module 3.

**Reflection and connection:**

- Adolescents and youth reflect on the conflict and peace-related issues they have discussed in the course of this activity. In their journals they write about one or two issues that are especially important to them. These may include issues that the group has decided to focus on moving forward (in step 8) or others.

### 3.2 Learning more<sup>21</sup>

**Overview:** As a second step, adolescents and youth should develop questions and strategies to research their selected topic in more depth. They should consider the different people who are involved in the issue they have identified, the different perspectives and experiences they have. They can also consider background information that might help them to better understand the issue, which might lead them to other forms of research, investigating history, legal issues, cultural traditions, religious teachings or other topics.

This activity focuses on developing research questions and strategies that emphasize consulting and interviewing other individuals in the community to learn from their own knowledge, perspectives and experience. Adapt or use a different activity if adolescents and youth will explore the issue through other methods.

**Learning and action objectives:**

- Adolescents and youth develop overarching research questions that they will explore to learn more about the focus topic they identified in step 3.1.
- Adolescents and youth specific research questions they will seek to answer, and will plan and prepare to carry out interviews with different people in their community who are involved with or affected by the same issue (i.e. stakeholders).

<sup>21</sup> Adapted from UNICEF, The Adolescent Kit for Expression and Innovation. New York, UNICEF, 2016.



**Instructions:**

1. Gather adolescents and youth in a large group. Write the focus topic they agreed to in Activity 3.1 on a piece of chart paper in the front of the room. (*Note: Use chart paper instead of the blackboard as it will be useful to keep the list of questions adolescents and youth create in this step.*)

Ask, **To learn more about your focus topic, what are some additional question we should explore?** To prompt adolescents and youth' responses, write the following on the board or paper:

**Who.....?**

**What.....?**

**When.....?**

**Where.... ?**

**How.... ?**

**Why....?**

Divide adolescents and youth into small groups of 3-4 people each, and encourage them to write several questions beginning with each prompt. Ask each group to take turns sharing their questions list them chart paper. Keep the chart paper posted in the activity space.

2. Ask adolescents and youth, to sit in a circle. Ask, **Who are some of the other people in your community who know about, are involved with, or are affected by the issue you are exploring for your focus topic?** Distribute two or three VIIP cards to each adolescent. Explain to adolescents and youth that they should write names or other descriptors to identify general groups or specific people who fit into these categories (e.g. "mothers," "the shop-owner living next door to the mosque.").

Explain that all of these people are "**stakeholders**," meaning that they have a stake in the issue. Ask adolescents and youth to place the VIIP cards on the floor in the middle of the circle. Ask volunteers to work together to organize the cards into different categories of stakeholders. They should continue to consider:

- People with useful knowledge who can help them to better understand the issue.
- People with different perspectives on the issue, including people who may be involved or affected in different ways.

Support adolescents and youth in agreeing to a few individuals or groups who are especially important stakeholders in this issue. Be sure to encourage adolescents and youth to include young people such as themselves as a key category of stakeholders – as they should have chosen a focus topic should be an issue that they feel is relevant and important to their own lives and experiences.

3. Divide adolescents and youth into small groups again (or let them return to their small groups from step 1 if they wish). Explain that they will be working together as research groups. Assign each group a different category of “Stakeholders” identified in step 2. **Note:** Discuss with the adolescents and youth and use your judgment if you feel that some groups of stakeholders are very important and others are less important. It may work well to have more than one research group focus on the same category of stakeholders, so that all are will be carrying out research that is valuable to the overall task.
4. Explain to adolescents and youth that they will work together prepare plans to interview one or more individuals from their stakeholder category. They will begin by preparing interview questions they may ask.

Ask, “What is an interview? Is it the same as other types of conversations?” Key points to cover include:

- An interview is a conversation that is also a form of research, in which one person asks another person questions to learn from their experience or perspective.
- An interview is like other kinds of conversations, but it is more focused on one person trying to learn something from the other about a specific topic.
- When you interview someone, it can help to ask them several questions so that you learn as much about their perspectives and experiences as possible.
- Interviewers should always try to write down some questions before they conduct the interview. That way they are more likely to get all of the information that they need.

Ask the adolescents and youth to work in groups to write interview questions, reminding them to use the “**Who...? What...? When...? Where...? Why...: How...?**” Prompts. They may include more questions if they wish.

**Optional:** Ask adolescents and youth to divide into pairs, each of which will work with another pair to practice using their interview questions. Each pair will take turns interviewing the other pair. Give each pair at least ten minutes to conduct their interview.

5. Explain to adolescents and youth that their next step will be to develop additional plans for when, where, and with whom they will carry out the interviews. For example, they should consider:
  - Whom will they interview? (It may be useful to have more than one person in mind in case their first choice is not available or interested in being interviewed.)
  - How will they invite their respondent to participate in the interview?
    - Will they contact the person in person or in writing or by some other method?
    - Will they try to arrange the interview in advance, or at a moment that it might be convenient to hold the interview immediately?

- What will they say to their respondent about the purpose of the interview? It is important that the respondent understands the context of the interview, and has an opportunity to give permission for their responses to be shared with others.
- Where and when will they suggest holding the interview?

**Note:** Encourage groups to include plans how they work together on their interviews. A good approach can be for the entire group to participate in the interview, with members in different roles or taking turns asking question and taking notes of the responses.

6. Gather all adolescents and youth together in one group. Each group should take turns presenting their interview plans to each other, beginning with their interview questions. All adolescents and youth should provide feedback and suggestions to each group's interview questions and plans, including by focusing on the following questions:
  - Do you have any suggestions for how to revise or edit any of the interview questions so that stake holders will feel more comfortable replying, and/or will share more helpful responses?
  - Are there any other interview questions you suggest that the group adds to their questionnaire? (Remember that each research group is gathering useful information to contribute to the entire group's project).
  - Do you have any other suggestions for each group with respect to their plans, to support them in having a thorough and successful interview?
7. Conclude by asking all groups to agree to a timeline when they carry out their interviews, taking into consideration the times.

**Key approaches:**

- **Do** support adolescents and youth in planning and carrying out interviews by taking any appropriate steps to inform parents, teachers, or other adults in the community about their activity and its purpose.
- **Do** review adolescents and youth' interview questions and provide them with helpful feedback.
- **Do** encourage adolescents and youth to adapt their questions when they actually carry out their interviews. However,
- **Do** review adolescents and youth' interview plans, and make sure they will be carrying them out in situations in which they will be safe and treated supportively by respondents (or others). Consider accompanying them, or arranging for other supportive adults to do so, if that would be feasible and helpful, but do not intervene or take over their interviews (unless for their safety).

**Alternative activities and enrichment:**

- Include activities to for adolescents and youth to learn about the following concepts and practice related competencies: Formulating open ended and closed ended questions, Asking follow-up questions, Recognizing reliable sources on the internet Citing sources.
- Give adolescents and youth more time to practice interview techniques. (*Use Practicing interview techniques activity from the Adolescent Kit for Expression and Innovation, or interview activities from Field Guide to Human-Centred Design*)

**Reflection and connection:**

- Adolescents and youth practice interviews with friends or family members. They can role-play the interviews they will carry out with stakeholders using the interview questions they developed in this activity, or they can interview friends or family members about other topics. In their journals they write about their experiences carrying out interviews, what they learned from the interviews themselves, and reflect on hwo they are developing and using new interview skills.

### 3.3 Finding patterns and themes

**Overview:** Having explored and researched a focus topic that adolescents and youth feel is interesting and important, their third step is to reflect on and analyze what they have learned. In this step the adolescents and youth share with each other what they have learned through interviews or any other research and exploration activities they carried out. They look for patterns and themes that can be the building blocks to forming concepts for positive action they can take in the next steps of formulating their project ideas.

**Learning and action objectives:**

- Adolescents and youth review data and findings from each other’s research about their focus topic.
- Adolescents and youth explore and analyse their data and identify important patterns and themes in relation to their focus topic, including:
  - Causes of problems or or missed opportunities in relation to their focus topic
  - Important ways that the problem or opportunity that is their focus topic affects young people and other stakeholders
  - Shared or divergent experiences of different stakeholders in relation to that topic.

**Instructions:**

1. Ask adolescents and youth to sit together with their research groups. They should have notes from their research activities from step 3.2 with them. Provide each group with several VIIP cards and pens, pencils, markers or drawing implements. Explain that their task is to create “data documents” – writing or drawing important pieces of information they learned from their research that are related to their focus topic. These could include:
  - A quotation (or paraphrased statement) from one of their respondents

- Something they saw (or a scene described by a respondent)
- An important fact
- An emotion their respondent expressed, or an emotion they felt themselves

Explain that each VIIP card should include **one** important piece of data – for example, one quotation, one emotion, or one scene. However, they may write or draw as many “data documents” as they wish. (Provide them with additional materials if they wish to do so). Encourage adolescents and youth to be creative in how they write or draw each “data document.”

Give adolescents and youth at least 20 minutes to carry out this activity.

2. Ask each group to find a spot on the floor of the activity space, where they should arrange their data documents in a way that shows what they have learned from their research. *(Note: This activity will work well if adolescents and youth do not create a collage of their data documents by attaching them to piece of chart paper, as they will be rearranging and reorganizing all of their data documents as a group in step 4.)*
3. Organize a gallery walk, ideally in a circle around all of the data documents in the center of the activity space, that all adolescents and youth see the data documents presented by all research groups.
4. Gather adolescents and youth to sit together in a group or a large circle with all data documents in the middle. Discuss:
  - **Do you see any common patterns or themes in the data you have gathered?** These could include experiences, opinions, or emotions.
  - **Do you see any important differences shown the data you have gathered?** These could include different perspectives or opinions that different respondents shared.
  - **Do you see any other interesting relationships in the data you have gathered?** These could include cause and effect or “before and after.”

As adolescents and youth discuss these patterns they should take turns rearranging their data documents to show these themes and relationships. Together they should create one large diagram with all of their data documents. When they have created a diagram that they feel is satisfactory they should attach it to one very large piece of chart paper (or several pieces attached to each other), which they will keep for future reference and use.

5. **Conclude** by asking adolescents and youth to summarize the five most important patterns and themes that they have found by reflecting on and analyzing their research findings. Use these prompt statements:
  - **An important pattern or theme from our data is...**
  - **Something I understand better about our focus topic from looking at our data is...**
  - **Something I see differently from looking at our data is...**

**Key approaches:**

- Do encourage adolescents and youth to consider continuing to research their topics further after this activity.

**Alternative activities and enrichment:**

- Instead of using data documents, adolescents and youth tell “inspiring stories” from their interviews and field research.
- **Problem tree analysis:** Adolescents and youth put their data documents together in a “problem tree,” showing underlying causes, immediate causes, and effects in relation to their focus topic.
- Adolescents and youth use this activity to remaining identify gaps in their knowledge and understanding of their focus issue. They develop research questions and strategies and carry those out.
- Adolescents and youth use their interviews to create written stories or the script for a performance about their communities. These may be nonfiction stories, such as feature stories or oral histories drawing directly from the interviews, or fictional stories inspired by plot points, characters, imagery or other elements of their interviews.
- Include additional learning activities for adolescents and youth to learn about the related concepts of: **Cause and effect, co-causality and correlation.**

**Individual reflection and connection:**

- Adolescents and youth reflect on their own important insights, moments and feelings of inspiration, or key learnings from looking at the data the group has shared, and write about these in their journals.

### 3.4 Brainstorming opportunities and solutions<sup>22</sup>

**Overview:** Having identified key patterns and themes with respect to their focus topic, adolescents and youth’ fourth step is to imagine creative ideas for a positive action they can take to addresses problems or opportunities in relation to that topic. If they have been exploring a conflict that affects them, they can begin to imagine possibilities to transform that conflict. If they have been exploring a peaceful experience that is part of their lives, they can consider how to build on or expand the positive elements of that experience.

**Learning and action objectives:**

- Adolescents and youth practice creativity and active listening competencies through a brainstorming activity.
- Adolescents and youth develop and agree to a concept statement for the project they will carry out as a group. (Or, they develop and agree to concept statements for several projects that they will carry out in small groups).

<sup>22</sup> Adapted from Ideo.org, The Field Guide to Human-Centered Design. 2015.



**Instructions:**

1. Gather adolescents and youth to sit together in a group. Write their focus topic on a piece of chart paper (or repost chart paper used in previous sessions).

Explain, **We have been talking about [insert the name of the focus topic]. Today our goal is to develop a problem or opportunity statement, which we can then use to form a plan to take action this issue.**

On the chart paper, write:

**A problem or opportunity statement:**

- Should suggest a general possibility to improve a problem or build on an opportunity
  - Does not have to completely solve a problem or create a miracle from an opportunity, but does suggest an important positive change
  - Should show a relationship between the effects of the issue, at least one cause, and the proposed positive action
  - Should be only one sentence long.
2. Ask adolescents and youth to sit with their research group (or ask them to sit in new groups so they have a chance to work with new people if they prefer). Post their data document maps and their pattern and theme statements (created in step 3.3) in the activity space where everyone can see them.
  3. Explain that each group will come up with several different problem or opportunity statements by creating sentences using these prompts:

***An important way [stakeholders] are affected by [focus topic] is....  
 ...in part because .....  
 ... so what could make this better is if ...***

Give groups time to write at least four problem statements. Once they have created at least four, ask them to choose the problem statement that they feel is best.

4. Bring adolescents and youth together as a group. Ask each small group to present their problem statement. (**Note:** *If adolescents and youth will be working together as an entire group on one project they should take this opportunity to agree to one problem statement. If each small group will be carrying out a different project they may each continue to use the problem statement they agreed to in step 3).*

Write the problem statement(s) on a piece of chart paper. Adolescents will continue to refer to this statement in future sessions.

5. Ask adolescents and youth to sit in small groups where they can see the problem statement. Explain that now they will use “brainstorming” to imagine creative actions they could take to address the problem or opportunity following the ideas expressed in statement Discuss:
  - Have they used “brainstorming” in group work before? What does the term mean? How does it work?
  - What words do they recognize in the word **brainstorming**? (*Note: Make sure that adolescents and youth recognize the words brain and storming and how they create an image of a “storm” of many ideas*)
  - How can brainstorming be helpful when we are trying to think of ideas? (Key idea: Brainstorming is a process that helps us to think of several ideas very freely and creatively.)

Distribute at least 20 index cards or post-it notes to each group. Explain the guidelines for their brainstorming process:

Each person should read the problem/opportunity statement carefully. Their task is a group is to think of as many ideas as they can for addressing this issue.

- Assign a time keeper to keep time. They should be sure that no one person takes more than 15 seconds to explain his or her idea, and that after 15 seconds a new group member speaks.
  - Assign another person to be the “encourager.” They should encourage the group to come up with as many ideas or solutions as possible by saying, “**That’s a great idea, what’s another?**” This person should also remind people not to criticize or reject any ideas, or to spend too long discussing one idea.”
  - Each group member should take turns sharing one idea at a time (not necessarily in order). As they do so they, and write a key word or picture about their idea on a VIIP card and post it on a piece of chart paper.
  - No one should judge each other’s ideas, even if they seem impossible or just not very good.
  - Don’t take too long to explain your idea.
  - The goal is to come up with as many different ideas as possible
  - Do build on ideas you hear from each other. If someone comes up with an idea that inspires you, try to come up with your own version.
  - Draw your idea or solution if it makes it easier to understand!
6. Ask groups to start. Give them ten minutes for brainstorming, following the guidelines you have given them.

7. After ten minutes give a signal for adolescents and youth to end their brainstorming. Explain that the next step will be to “**bundle**” their ideas together. This is similar to what they did when they organized their data document maps in step 3.3. They should find similar and related concepts from their brainstorm ideas and move the post-it notes or VIIP cards together on the chart paper into related groups.

Each group should formulate two ideas from their brainstorming session that they like. Either or both of these ideas could be a combination of different possibilities that were shared, or a stand-alone suggestion. Their two ideas could be related or completely different. They should write their two ideas on their chart paper, and place their chart papers in the middle of the activity space.

8. Gather adolescents and youth together in a group. Explain that their next step they will give feedback on each other’s ideas. They will do a gallery walk looking at the different ideas suggested by each group. Each adolescent will write:
  - a. An exclamation point (!) next to the two ideas that they think sound most inspiring or creative.
  - b. A check mark (✓) next to the two ideas that they feel are most feasible or practical given the time and resources they have.
  - c. A plus sign (+) next to the two idea that seem to be most likely to lead to positive change.
9. Gather adolescents and youth together again. Ask volunteers to explain their feedback. As they do so they should focus on the positive elements of the ideas shared.
9. Ask adolescents and youth to agree together to one concept for their group project to take action in to address their focus topic. Encourage them to think about which ones are inspiring, feasible, and likely to lead to positive change. They may choose to prioritize all three of these elements, or focus on one.
10. **Conclude** with adolescents and youth using a system of decision-making that works well for their team to make a final agreement on their project concepts. Some groups may prefer to take a vote, while others may wish to try to reach consensus. They may also consider keeping notes of their second and third choice concepts and working on those in a future group project.

**Key approaches:**

- **Do** support adolescents and youth in following the guidelines of the brainstorming process by sharing many ideas rapidly and without judging each other.
- **Do** not share your own ideas during this process.

**Alternative learning and action activities:**

- Small groups use the brainstorming process to develop a few concepts for projects. Then, the group divides into “idea sellers” and “idea buyers.” The “idea sellers” try to sell their concepts to the “idea buyers” by creating advertising slogans, or “itches” and other convincing arguments. The buyers reflect on which messages and strategies are most persuasive. (*Use the **Marketplace of ideas** activity in the Adolescent Kit for Expression and Innovation*).
- Adolescents use their interviews to create written stories or the script for a performance about their communities. These may be nonfiction stories, such as feature stories or oral histories drawing directly from the interviews, or fictional stories inspired by plot points, characters, imagery or other elements of their interviews.

**Individual reflection and connection:**

- Adolescents and youth reflect individually on the ideas shared in this brainstorming activity. They can write about ideas (including their own, or others’) that they found surprising, interesting, creative, promising, unrealistic, or confusing, and can write about additional ideas that occurred to them later. They write about these in their journals.

### 3.5 Visualizing and prototyping a concept<sup>23</sup>

**Overview:** Developing the project concept (to which they agreed as a group in step 3.5), adolescents and youth imagine specific possibilities for the shape or form their project will take, how they will work on it together using time and resources available to them, and the positive impact it will have.

**Learning and action objectives:**

- Adolescents and youth practice critical thinking skills and skills for communication and expression by creating models, drawings or skits that show what their project will look like, and how it will contribute to positive change.
- Adolescents and youth develop their concept ideas, adding detail to the shape it will take, and make practical changes so that it will be more likely to be feasible and effective given the time and resources available to them.

**Instructions:**

1. Post a piece of chart paper in the front of the activity space with adolescents and youth’ project concept written on it. Ask adolescents and youth to sit with their project teams. Give each member of the team should have VIIP cards or post-it notes, and a pencil, pen or marker.

<sup>23</sup> Adapted from UNICEF, The Adolescent Kit for Expression and Innovation. New York, UNICEF, 2016.

2. Explain that adolescents and youth will work on a process called **prototyping**. Prototyping is a process designers use when they are making a new product or developing a new project.

Prototypes are models or diagrams which show what their ideas might look like in real life, to help them test whether they will work. They are usually incomplete models that don't include all of the details of their ideas. However, they include enough that other people can imagine what the project or product will look like, share their feedback, or even test it out.

Designers often make several prototypes of a new product in the process of designing it, as they don't expect the first prototype to work perfectly!

3. Explain that there are kinds of prototypes. (Note: It may work to choose one of these types of prototypes in advance, which all groups will use, rather than giving them the option of choosing from these three). Write the following template on a piece of chart paper as you explain each category of prototypes:

<p><b>Arts and crafts models</b></p>	<p>Use arts and craft materials such as cardboard, discarded water bottles, glue, paper, paint, string, or other materials, to build a model of your idea. It can be a full size model or a small model. Remember:</p> <ul style="list-style-type: none"> <li>• The model doesn't have to be perfect. It is like the first draft of something you write - you know that you will change it and improve it to make a better prototype.</li> <li>• Sometimes you can't include all of the details of your project ideas in your prototype. Think about creating a smaller version, or just the outside to show what it will look like.</li> <li>• Be creative! Don't be afraid to have fun and try something even if you are not sure if it will work.</li> </ul>
<p><b>Storyboard</b></p>	<p>A storyboard is a short comic or a series of pictures that shows how your idea would work. You can do this on a piece of paper with six boxes, or on six pieces of paper. The first pictures can show the problem or opportunity and how it affects people, and the next pictures can show what action you will take, and what will happen as a result. Remember:</p> <ul style="list-style-type: none"> <li>• Use your storyboard to demonstrate your project idea and how it will work. You can include things like how people feel and react to the project.</li> <li>• You can include other ideas that would make your project work well in real life.</li> </ul>

	<ul style="list-style-type: none"> <li>• Focus on a single user so that you can work out how someone would interact with/use the project idea, and include this in your storyboard drawing.</li> </ul>
<p>Skit</p>	<p>Create a skit that shows the problem (or opportunity), and how people could use your project idea to solve or address it. Just as with the storyboard, include scenes to show how people are affected by the problem, what action they will take, and what will happen as a result.</p> <p><b>Optional:</b> If someone has a smart phone or another video recording device, they can also create a short video of their skit.</p>

Support each team in choosing the type of prototyping they will use. Give the project teams materials needed and time to create their prototypes.

4. Gather adolescents and youth together. Ask each group to present their prototypes to the entire group.
5. Ask the entire group to share “warm feedback,” focusing on the positive elements of the prototypes presented. Discuss:
  - What were some of the most creative and original ideas?
  - What were some practical ideas that could work easily with the time and other resources you have available?
  - What were some ideas that could work, even if they would require a lot of work and time?
6. Ask, **How can you bring together your different visions for your project concept?**
  - Do you have any new ideas for your project concept based on the other prototypes you saw?
  - Do you want to make any changes or additions to your project based on the feedback you have heard and shared?
  - How could you include some of the best ideas into one project that you will carry out together?

Give adolescents and youth time to discuss and agree to any changes to their project concept.

- If they are working in small groups on several small projects, each group can sit together to discuss revisions and changes to their prototypes.



- If they are working together, support them in developing one comprehensive project that integrates as many of their different concepts as they wish.
7. **Conclude** by agreeing to next steps. Depending on the adolescents and youth' preferences goals this could include:
- Moving forward with developing project plans based on the prototype they have developed together.
  - Holding another prototyping process (repeating and adapting step 3.5) for the entire group, or small groups to continue developing their project idea(s).

**Key approaches:**

- **Do** provide adolescents and youth with plenty of time to develop their prototypes models and share them with each other.

**Alternative activities and enrichment:**

- Allow adolescents and youth to repeat this activity, using different types of prototype models for their project concepts to explore and develop
- Include activities adolescents and youth to conduct more research after developing their first prototypes. These research processes can include more interviews, more observation, and/or gathering information about similar types of projects
- Support adolescents and youth in testing their prototype concepts. *(Use prototyping and testing activities from the Ideation chapter of Ideo.org, The Field Guide to Human-Centred Design, 2015, pages 75-118)*

**Individual reflection and connection:**

- In their journals, adolescents and youth write predictions for whether and how their prototype project concepts will work in real life, including challenges and opportunities they will face in implementing their ideas, and possible outcomes and effects.

### 3.6 Planning and organizing<sup>24</sup>

**Overview:** Developing the project concept (to which they agreed as a group in step 3.5), adolescents and youth imagine specific possibilities for the shape or form their project will take, how they will work on it together using time and resources available to them, and the positive impact it will have.

<sup>24</sup> Adapted from UNICEF, The Adolescent Kit for Expression and Innovation. New York, UNICEF, 2016.

### Learning and action objectives:

- Adolescents and youth practice critical thinking and connecting and collaboration competencies by reflecting on and identifying different types of resources already available to them that they can use to work on their group project.
- Adolescents and youth create resource lists and an action plan for their group project.

### Instructions:

1. Gather adolescents and youth together in a group. Write or post their project concept on a piece of chart paper in front of the room. Post materials from their other planning steps, including their data document maps, prototypes, and any others.

Explain that in this activity adolescents and youth will develop plans for how they will carry out their project together. They will begin by exploring and identifying the resources they need. Divide adolescents and youth into small groups. If adolescents and youth are already working in small groups, ask them to sit with those groups. If not, divide them into groups

Ask, **What are resources? What are some different types or categories of resources?**

Highlight or raise these key points:

- Resources are anything that can be used to make or do something. Some of the categories of resources might include: materials, space.
  - They and the people around them have 'invisible' resources, such as time, knowledge, skills, energy and their positive attitude.
2. Draw the following table on a piece of chart paper. Explain that adolescents and youth' task is to think about the resources that are already available to them to help them to work on their project. They should focus on resources that are available to them. If they think of things that are not available, or are expensive or difficult to access, they should try to think of alternatives they can use instead. However, they can also consider whether people in the community might share key resources with them if they understand and support their project (or just their efforts to take positive action).

	<b>Our own energy, knowledge, ability and will</b>	<b>Space and time</b>	<b>Materials and supplies</b>	<b>Experts and supporters</b>	<b>Information</b>
<b>We have...</b>					
<b>We can use this resource to pursue our goals by....</b>					
<b>To gather and use this resource we will need to...</b>					

- The category **Our own energy, knowledge, ability and will** refers to their own capacity – which is the most important resource they have.
- **Space and time refers** to the space and time they can find to work toward their goal. They should be specific and discuss where and when they can work on their goal, thinking realistically about what spaces are available and their other daily and weekly responsibilities and activities.

- **Materials and supplies** may include things they can find and access freely in their community. These might include discarded materials, supplies that they already have and/or that others in the community are willing to donate. They can also consider purchasing affordable supplies, but encourage adolescents and youth to find affordable, minimal cost solutions rather than investing their own money in purchasing things for activities.
  - Experts and supporters can include anyone else in the community with energy, knowledge, ability and will to support them. Encourage adolescents and youth to think about adults who might have knowledge, expertise, or interest in supporting them, as this can be an important way for them to build connections with older people.
  - Information can include anything they need to know in order to pursue their goal.
3. Divide adolescents and youth into groups, and make sure that each one has a piece of paper and pens or pencils. Assign each group to focus on one category of resources, completing the prompt statements in the horizontal rows.
  4. Bring all adolescents and youth together in a group. Ask each group to present their ideas from step 3 to the rest of the group, filling in the large matrix on the chart paper as they do so.

Once all groups have shared their ideas, ask the group to review their resource matrix together. Discuss:

- **Are there any other resources we need and/or should use in any of these categories?**

Keep the resource matrix as a key project planning material that adolescents and youth will continue to use as they work on their project together.

5. Explain that now the group will develop plans and timelines for how they will carry out their project together, using the idea of a road map to visualize the steps they will take together.
6. Post two or three chart papers in the front of the activity space (in “landscape” alignment) end to end. Discuss with adolescents and youth the amount of time that they will need to carry out their group project. (Support them in developing realistic parameters and/or working within any external parameters, such as the time frame of the Adolescent Peacebuilders training program). Draw a timeline along the bottom edge of the chart papers, dividing it into the number of days, weeks or months available.

7. Give all adolescents and youth several VIP cards or post it notes and pencils or pens.

Ask all adolescents and youth to brainstorm milestones they will need to reach along the way in order to complete their projects. Milestones are small achievements that mark their progress toward their main goal. They can include the moment(s) when they are carrying out their project and moments after when they are seeing the positive impact of their project among their milestones.

Give adolescents and youth time to draw (and/or describe in writing) their milestones.

8. Ask adolescents and youth to volunteer to share milestones, placing them on the chart paper above an appropriate point in the timeline. Work with adolescents and youth to decide on appropriate time frames to achieve each milestone. Use a “road map” format to illustrate how one milestone might lead to another, and the different paths of milestones that the adolescent group may work on simultaneously toward their end goal. Add milestones to indicate additional key steps that will be part of the project. Refer to the resource matrix developed in steps 1-4 and include milestones to illustrate how adolescents and youth will gather the resources they need.
9. **Conclude** by supporting adolescents and youth in discussing and agreeing to each group members’ goals in carrying out the steps indicated in their road map. Encourage adolescents and youth to consider organizing themselves into small groups or teams that focus on specific categories of tasks. Give each small group, or each adolescent, time to write a checklist of their own action points, especially focusing on those they will achieve before the next time the group meets.

#### Key approaches:

- **Do** support adolescents and youth in developing action plans that are realistic and feasible given their time and other resources available. Support them in adapting their plans if necessary, including by adapting elements of their project concepts if necessary.
- **Do** support adolescents and youth in developing action plans that create a fair and even balance of responsibilities on each individual and group.

#### Alternative activities and enrichment:

- Include activities for individual adolescents and youth to reflect on the assets they bring to the team, especially with respect to their own unique capabilities.

#### Individual reflection and connection:

- In their journals, adolescents and youth develop individual action plans with checklists of steps they will take to carry out their agreed tasks for entire group’s action plan. As they move forward in implementing their projects, they make notes of their progress in achieving those tasks, as well as challenges they encounter and alternative strategies they use to fulfill their responsibilities.

### 3.7 Take action!

**Overview:** Once adolescents and youth have developed concepts and plans for their group project it is time for them to take action!

Adolescents and youth may use their Adolescent and Youth Peacebuilders activity time to work on some of the steps in their group project action plans, and there may be steps they need to work on at other times. Adolescents and youth may also use their activity time to sit together as a team, review their progress in their action plan, share any challenges they are facing in carrying out their agreed tasks, and discuss how they can support each other. They may also discuss how well they are working as a team, and what they can do – for themselves and each other – to work more effectively and more enjoyably together.

These activity instructions focus on a process for adolescents and youth to review their group’s progress, focusing both on their action plan and their teamwork. Adapt adolescents and youths’ activities when they are at this stage in their group project, including time for these group process steps, and also flexible time for adolescents and youth to carry out other important steps that are part of their project.

#### Learning and action objectives:

- Adolescents and youth practice self-value leadership and connecting and collaboration competencies by reflecting on the contributions they have made to the team.
- Adolescents and youth update their action plans and identify strategies for addressing challenges they are facing as they carry out their project together.
- Adolescents and youth develop and/or update rules for working together that will enable them to do their best work as a team.

#### Instructions:

1. Gather adolescents and youth together in a group. Post their resource list and action plan road maps in the front of the activity space where all adolescents and youth can see both well. If adolescents and youth are working in small teams, ask them to sit with their teams. Explain that they will start by reviewing their progress toward their action plans.
2. Explain that adolescents and youth should practice using “I statements” as they share updates on their progress with their teammates. Support adolescents and youth in remembering what “I statements” are (Activity 2.9) if that would be helpful. Ask them to provide examples.

3. Ask each adolescent and youth (or a adolescent and youth representing each group) to report on their progress in achieving their assigned milestones in the action plan using the following prompts as relevant...

**The milestone(s) we have completed since our last activity session is/are....**

**Something that went well in our work on that milestone is....**

**A milestone we have not yet completed is....**

**A challenge we are facing in completing that milestone is...**

**To achieve our next milestones we plan to....**

**To achieve our next milestones it will help us if our teammates could....**

4. Support adolescents and youth in discussing developing and adapting their action plan based on these updates from their teammates. They should:
  - Acknowledge and applaud their teammates' successful achievements of any milestones.
  - Propose strategies their teammates can use to overcome any challenges they have faced, and/or
  - Propose ways they may help their teammates overcome those challenges, and/or
  - Revise their action plan with new timelines and/or different milestones so that their overall project plans are more feasible and achievable.

*(Note: Listen carefully as adolescents and youth share updates on their progress, especially focusing on challenges they may face. Whenever possible, encourage adolescents and youth to address challenges themselves, including by thinking of alternative plans and strategies, and by finding ways they can work together. However, in some cases they may need additional support or intervention from the facilitator or other adults, whether to solve practical problems or develop feasible alternative strategies to carry out their plans.*

*It is also normal for adolescents and youth to have disagreements and arguments as they work together on their projects. Use these as opportunities for adolescents and youth to practice and use their competencies for resolving and transforming conflicts themselves, but step in if conflicts escalate and become overwhelming for adolescents and youth).*

Adolescents and youth should document their updated plans, either by making changes to their road map or writing up action points that they will review at their next session.

5. Gather adolescents and youth together in a circle. Explain that for the next part of their activity adolescents and youth will discuss how well they are working together as a team. Every adolescent should have a piece of paper or a notebook if they want to write their thoughts.



6. Write the following three questions on a marker board and ask adolescents and youth to think about them and write answers to them in their notebook.
  - a. **What am I doing well as a member of this team?**
  - b. **What could I do better to be a more helpful member of this team?**
  - c. **What could other people in this team do to help me improve?**

Encourage adolescents and youth to think of specific and action-oriented answers to each question. Encourage them to challenge themselves and their teammates with real actions they can take to improve their work together, but not to overwhelm themselves by being too ambitious or expecting themselves to be perfect. Give them time to write their answers, or quiet time to form their thoughts.

7. Ask each adolescent to take turns sharing their answers to the three questions. Encourage the other adolescents and youth to listen actively without sharing feedback.
8. **Conclude** by asking adolescents and youth to develop a “great teamwork” plan, summarizing five key actions every members of the group will strive take so that they work together well as a team. Their five key actions should summarize or address the ideas they have each shared with respect to what they can do to be better team members and/or more productive, and how they can actively support each other.

#### Key approaches:

- **Do** support adolescents and youth in recognizing their progress, individually and collectively. Even (and especially) if they have not achieved the goals they had hoped, help them to recognize what they have achieved, and adapt plans and strategies so they continue to move forward in ways that make them feel successful.
- **Do** support adolescents and youth in speaking positively and supportively about themselves and others. Encourage them to use the skills they have learned and practiced to communicate positively and resolve or transform any conflicts in a way that is healthy and productive for the entire team. Step in if disagreements or conflicts emerge that seem overwhelming or too difficult for adolescents and youth to resolve themselves.

#### Alternative activities and enrichment:

- Adolescents and youth can revisit their “Great teamwork” plan in future sessions, reviewing their progress updating their goals for working actively and well together as a team.
- If adolescents and youth have written a set of Team Rules they can use this activity to reflect on and update their rules, incorporating these new action areas.

#### Individual reflection and connection:

- Adolescents and youth reflect on their own style of interacting with their teams and write about their experience in their journals. They may especially write about any important ways they see themselves trying out new approaches to work with others, and developing and using new skills for working with their team.

Setting goals and measuring progress

### 3.8 Measuring progress toward action and positive change goals

**Overview:** After adolescents and youth have completed their work on a project through Module 3 they should take time to reflect on what they achieved, individually and more importantly, together. Their “reflecting” activity gives them a chance to celebrate and acknowledge their own accomplishments and each others’. They can assess what they have learned and how they are using what they have learned, and whether and how they taken the actions they had planned, and the extent to which they see positive change in themselves and their communities as a result. The reflection activity can also be an opportunity for adolescents and youth to discuss how they have strengthened and used the competencies they worked on in Modules 1 and 2. They may also use their discussion to begin to brainstorm ideas for a new project they will carry out together, one in which they continue to build on their achievements through this one, or one in which they address a new issue related to conflict or peace.

**Learning and action goals:**

- Adolescents and youth assess what they have achieved with respect to their goals for action and positive change. They acknowledge and celebrate their achievements, and develop plans for how they will reach any unattained goals in the future, through or beyond their Adolescent Peacebuilders programme.

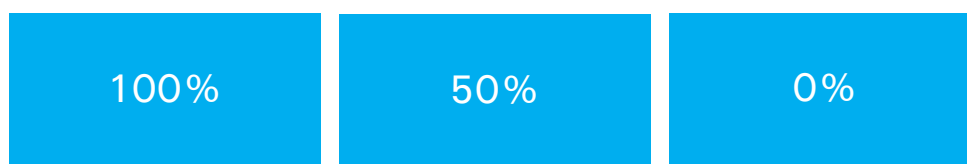
**Instructions:**

1. Gather adolescents and youth together in a group. In the front of the activity space, post the piece of chart paper outlining the action and positive goals that they developed and agreed to over the course of Activities 3.2 –3.6 using this template:

<p><b>Our focus topic is:</b></p> <p>An important way [stakeholders] are affected by [focus topic] is... in part because ... so what could make this better is if ....</p>
<p><b>The actions we will take together to make change are...</b></p> <p>5. ....</p> <p>6. ....</p> <p>7. ....</p> <p>8. ....</p>
<p><b>We will know we have contributed to some positive change if we see....</b></p> <p>5. ....</p> <p>6. ....</p> <p>7. ....</p> <p>8. ....</p>

Explain that in this activity they will assess their progress in reaching the goals they had set.

2. On three pieces of paper (A4 or A5 size) write:



Place the card with the number **100%** on the floor near the front of the activity space, if possible under the chart paper that outlines adolescents and youth' learning goals. Place the card with **0%** on the floor at the opposite end of the activity space. Place the card with **50%** in the centre of the activity space, directly between **100%** and **0%**.

3. Explain that adolescents and youth should express their opinion about the extent to which the group has achieved each of their action and positive change goals by choosing where to stand in the activity space. They can imagine a line that goes straight from the **100%** card, through the **50%** card to the **0%** card. If you stand close to the **100%** card, it means that they think the circle has fully achieved that learning goal. If they stand all the way on the other end of the line, it means that they don't think that the circle has achieved the goal at all – **0%**.
4. Start with the **action** goals, listed in the third row. (Use your judgment and/or ask adolescents and youth to decide whether they should measure their progress against each of the individual goals listed, or all of them collectively).

Ask adolescents and youth to choose a spot on the imaginary line and give them time to move to the spot they have chosen.

Once they have chosen their spot, encourage them to notice any patterns in their choices, such as whether they have all agreed to approximately the same percentage or whether they have very different opinions or perspectives.

While adolescents and youth are still standing in the spots they have chosen, ask a few volunteers to explain their choices. Ask them to share specific examples that show what they and other adolescents and youth have learned, and specific examples of remaining gaps in their learning.

*(Note: In this discussion, encourage adolescents and youth to express diverse opinions with their choice. They should express their honest opinion about the extent to which they feel their group has achieved their action goals. Remind them to focus on this self-evaluation question - not only on their positive feelings about their teammates or experience, which will also discuss later. For those standing near **100%** encourage them to reflect on whether there is more they could have done toward their action or positive change goals; for those standing near **0%** encourage them to recognize that they have taken some action and contributed to positive change even if not as much as they had hoped.)*

5. Repeat the process, focusing on adolescents and youths' **positive change** goals.

6. Organize adolescents and youth into three groups. Assign each group to work on the **action** or **positive change** goals, respectively.

Give each group one piece of chart paper and several VIIP cards. Ask them to copy one of these two templates, writing the appropriate heading and their group’s original goals (from the chart paper used in step 1):

<b>Action goal(s):</b>		
A time I took or contributed to this action was...	A time I saw another adolescent taking or contributing to this action was...	A time I saw us use use this new knowledge/skill/attitude together as a team was...
A time we struggled or faced challenges in taking this action was...		
A time I/we used the knowledge, skills or attitudes we learned and practiced in Module 2 was...		
To continue to take action on this topic, what would help us is...		
<b>Positive change goals:</b>		
An example of a time when I saw this positive change was....	An example of a time when I/we did not see the change we had hoped for was....	
An unexpected positive change we also saw (but had not specifically planned) was...	Some challenges we faced in achieving this type of change were...	

Give adolescents and youth 5-10 minutes to write examples to write responses to each prompt on their VIIP cards or post it notes. They may write more than one example in response to each if they wish. They should post their VIIP cards or post-it notes on the chart paper in the appropriate place.

7. Ask the groups of adolescents and youth to rotate to stand or sit with another chart paper focused on a different set of knowledge, skill or attitude goals. They should repeat step 6, writing responses to each prompt on VIIP cards or post-it notes and adding those to the template on the chart paper.

Repeat the rotations until every group has written and added responses with respect to every category of **action** and **positive change** goals.

8. Gather the adolescents and youth together in a group. Facilitate a discussion of the entire groups' responses to each of their goals. (*Note: Remind adolescents and youth that as they measure their progress toward their action and positive change goals they are not judging or giving themselves grades. They should feel proud of what they have achieved, but not embarrassed if they did not achieve everything they had hoped. The purpose of this exercise is to help them think about further goals, and how to achieve them.*)
9. Create a visual or written record summarizing adolescents and youth' progress against each action and positive change goal by writing a few bullet points.
10. Conclude by asking adolescents and youth to share "follow-up goals" with respect to...:
  - a. New ways they can take action, individually or together, to address the same issue that they have been working on through their project.
  - b. New issues with respect to conflict or peace that they want to pursue through a future project they work on together **and/or**

New issues in their lives beyond in the Adolescent and Youth Peacebuilders program.

**Key approaches:**

- **Do** support adolescents and youth in recognizing their progress, individually and collectively. Even (and especially) if they have not achieved the goals they had hoped, help them to recognize what they have achieved, and adapt plans and strategies so they continue to move forward in ways that make them feel successful.

**Alternative activities and enrichment:**

- If adolescents and youth will continue in the Adolescent Peacebuilders programme, use the ideas they share in step 11 as they repeat Activity 1.4, developing a new set of learning and action goals for a new cycle of projects and activities.

**Individual reflection and connection:**

- Adolescents and youth reflect on what they have learned and achieved through the Adolescent and Youth Peacebuilders programme thus far, and write about their thoughts and feelings in their journals. They may also write about how they will try to use their new knowledge, skills and attitudes to resolve conflicts, build peace, or otherwise achieve their goals other parts of their lives.







# GLOSSARY

**T**his glossary provides definitions of terms used in this Adolescent and Youth Peacebuilder Manual. Programme managers, facilitators and others can adapt or replace these terms to make them more appropriate for the programmes and contexts in which they are using the activities and approaches offered in this Manual.

**Activity session:** The period of time that adolescents and youth spend working together on individual or group activities, usually with support from a facilitator; generally lasts between one to two hours.

**Adolescent:** An adolescent is a child between the ages of 10 and 18 years. Early adolescence often refers to children between 10 and 14 years, and late adolescence to 15 and 18 years.

Throughout this Manual the term “adolescent” is often used to refer specifically to a young person participating in an Adolescent and Youth Peacebuilders programme. An assumption is that an adolescent participant would be approximately 14-18 years old.

**Adolescent and Youth Peacebuilders programme:** An Adolescent and Youth Peacebuilders programme is any course, club, or other activity or intervention in which adolescents are participating in learning and action activities that support their development and use of peacebuilding competencies.

**Adolescents and youth with disabilities:** This Manual refers to adolescents and youth with disabilities as those who have impairment which are physical (e.g. wheelchair users), mental (e.g. clinical depression), intellectual/learning, or sensory (e.g. deaf, blind).

**Community:** A group of people with a common identity related to factors such as: geography, language, values or interests.

In this Manual, community often refers to the area in which an Adolescent and Youth Peacebuilding programme is being implemented, and the adolescents other people living there. It could be a barangay, neighbourhood, village, town or city.

**Competencies:** Knowledge, attitudes, and skills that are essential for the wellbeing and healthy development of adolescents, particularly those who have been affected by crisis and conflict

<b>Conflict transformation:</b>	A process by which a conflict is transformed into a situation or outcome that is perceived and experienced as positive for all parties interested and involved.
<b>Facilitator:</b>	A trained professional or volunteer who works directly with a group of adolescents to facilitate activities and run sessions; related terms: teachers, coaches or animators
<b>Gender:</b>	Refers to the social roles and identities of adolescent and youth, girls and boys; gender roles vary in different cultures, change over time and shape routine aspects of daily living.
<b>Gender equality:</b>	Means that adolescent and youth, girls and boys enjoy the same rights, resources, opportunities and protections.
<b>Inclusion:</b>	The fair and equitable participation of all adolescents in all spheres of their life, school, community, programmes and services, regardless of their age, gender, ethnicity, family, culture, geographical location, language, religion, ability, or financial situation.
<b>Life skills:</b>	Abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life; can be general (for example, communicating effectively and making decisions) or relate to specific topics such as HIV prevention, peacebuilding, health promotion or child protection.
<b>Participation:</b>	In this Manual, participation refers to adolescents' informed and willing involvement in matters that concern them, both directly and indirectly. This involves giving adolescents opportunities to express their views, influence decision making and achieve change. Children's right to participation is encoded in the Convention on the Rights of the Child.
<b>Peacebuilding:</b>	Involves a range of measures to reduce the risk of a lapse or relapse into conflict by addressing both the causes and consequences of conflict.
<b>Programme manager:</b>	A general term to describe a person, usually a staff member of an organization or institution, who has a key role in designing, managing or running an Adolescent and Youth Peacebuilder programme using the activities and approaches offered in this Manual; includes programme coordinators, programme officers, teachers, administrators, coaches, technical specialists, or other staff.

# HELPFUL RESOURCES FOR PROGRAMME MANAGERS AND FACILITATORS

**T**he following resources may be helpful to programme coordinators and facilitators as they plan, implement, support, monitor and evaluate Adolescent and Youth Peacebuilder programmes.

## 1. Learning and action activities for adolescents and youth and youth

Facilitators are encouraged to find or create new learning and action activities for adolescents and youth and youth in addition to those offered in Section 5 of this Manual based on adolescents and youth and youth and youth interests and priorities as they learn and use peacebuilding competencies. The following are modules, curricula and other guides that include lessons, games or learning activities that facilitators can use and/or adapt to for use in their Adolescent and Youth Peacebuilders programmes.

### **Creating connections: Life Skills for Adolescents. UNICEF-Philippines.**

This life skills education Manual was first developed for use with adolescents and youth and youth adapted by UNICEF Philippines for roll-out in the Visayas following Typhoon Yolanda. It has since been rolled out in Mindanao from early 2015, which includes some activities addressing competencies relevant to violence prevention. It includes modules on areas that are essential for adolescents and youth and youths' learning and wellbeing, such as reproductive health, healthy relationships, and prevention of drug and alcohol abuse.

Facilitators are strongly encouraged to review and consider using this curriculum with adolescents and youth and youth. This Adolescent Peacebuilders Manual was developed in part to build on this this module by including activities that enable adolescents and youth and youth to practice skills and deepen their understanding and exploration of issues that are presented in this curriculum.

### **Grassroots Peace Learning Course (GLPC). Understanding self, module 1. Series 5. Catholic Relief Services Mindanao Field Office Peace and Reconciliation Programmes, 2010.**

This learning module, used in Mindanao, prepares youth and adults to take a lead role as peacebuilders and peace advocates in their communities. It includes a strong focus on interfaith understanding, with resources that could be adapted especially as supplementary

knowledge resources on religion (Islam, Christianity, and indigenous religions) and ethnicity in Mindanao, especially if adolescents and youth and youth express interest in learning about those topics in their Adolescent Peacebuilder programme.

**Life Skills Training on Peacebuilding and Conflict, Understanding Peace and Conflict (Module 1) of life skills training programme. GIZ, 2015.**

This module, developed and used by GIZ focuses on understanding peace and conflict, using activities that are appropriate for adult participants or mature adolescents and youth and youth. Some activities are very similar to in Section 5 of this Manual, but this module also includes other new activities and strategies that could give facilitators and adolescents and youth and youth new opportunities to practice life skills.

**Module subject: Conflict Management. GIZ. 2013, Manila.**

This training module developed by GIZ for use in Mindanao is designed for adults to support their understanding and use of conflict-sensitive approaches to planning and overall goal of sustainable resource management. While aimed at mature adults in a community leadership role, some strategies and activities could be adapted for use with adolescents and youth and youth.

**The Adolescent Kit for Expression and Innovation. New York: UNICEF, 2016. [www.adolescentkit.org](http://www.adolescentkit.org)**

UNICEF developed this package of resources for adaptation and use globally to support UN agencies, government agencies and NGOs in developing programmes to support adolescents and youth and youth as peacebuilders.

The kit includes 50 Activity Guides as well as 20 Energizer Cards which facilitators can choose from and adapt for use in their Adolescent Peacebuilders programme. The Facilitator's Guide includes suggestions for planning and facilitating learning and action activities that may be helpful. The Foundation Guidance is intended for both facilitators and programme managers to support them in working together on an Adolescent Peacebuilders programme with well-harmonized approaches and goals. A Programme Coordinators guide

**Promoting a culture of nonviolence and peace through youth as agents of behavioural change: YABC toolkit. The International Federation of Red Cross and Red Crescent Societies, 2013.**

This comprehensive toolkit includes a wide range of activities developed for use with use to support their learning and using competencies for peacebuilding. The knowledge, skills and attitudes addressed in the learning and action activities are closely aligned with the peacebuilding competency framework of this Manual, and include modules on active listening, empathy, critical thinking, nonviolent communication, and inner peace among other themes.

**Ideo.org, The Field Guide to Human-Centered Design. 2015.**

This Manual developed by the design firm Ideo.org includes modules and activities to support young people in learning the steps and processes used by human-centred designers to develop new inventions, apps and other solutions to challenges and opportunities they encounter. These activities may be especially for adolescents and youth and youth as they develop and carry out group projects together using Section 5, Module 3 of this Manual, which is based in part on the process outlined in this “field guide.”

**Kreidler, William J., Conflict Resolution in the Middle School. Cambridge: Educators for social responsibility, 1997.**

This conflict-resolution curriculum Manual developed for American adolescents and youth and youth approximately ages 11-14 includes learning and action activities that address a wide range of topics and competencies related to peacebuilding. Activities can be adapted for adolescents and youth and youth in Mindanao ages 14-18.

**The Journey of Life Training Manual for Myanmar. UNICEF-Myanmar, 2006.**

This Manual developed for use in Myanmar outlines steps to plan and facilitate a “Journey of Life” workshop for parents and community members become more aware of the needs and problems of children who live in difficult circumstances.” Activities and strategies could be adapted for adolescents and youth and youth in Mindanao to develop a better understanding of how they are affected by and cope with stress, and to learn and use strategies to support peers.

**I Painted Peace. Handbook. Save the Children, 2008.**

This handbook was designed and developed by Save the Children together with children and young people for children and young people to support, promote, build and sustain peace in their local communities, schools, districts, and nations. It provides suggestions for using the arts, especially visual arts such as painting and drawing.

**Program H|M|D: A Toolkit for Action - Engaging Youth to Achieve Gender Equity. Promundo, 2013.**

This toolkit offers activities and approaches that adolescents and youth and youth can use to work toward gender equity. In general it may be used as a guiding resource to integrate gender equitable approaches throughout the new training Manual, and it may also offer specific activities for adolescents and youth and youth that can be adapted and incorporated into the Manual especially for those adolescents and youth and youth who agree that proactively contributing to gender equity is an initiative that interests them.<sup>25</sup>

<sup>25</sup> All UNICEF initiatives should reflect the principles of gender equity, and the training for adolescents should offer them an opportunity to explore gender issues in their own lives, rooted in an understanding that gender equity is inherent to peace. However, care must be taken throughout the Manual to ensure that programme managers, facilitators, or for that matter UNICEF does not impose priorities on adolescents for their own initiatives or projects, both because this contradicts their right to express and pursue their own priorities, and because “preaching” to them undermines their opportunities to develop skills for critical thinking and expression among others.

## 2. Peace and peacebuilding education programme guidance

Following are different types of Manuals and guidance that programme managers may use as they plan, implement, support, monitor and evaluate an Adolescent Peacebuilders programme. This list includes resources for programme managers to learn about the history and context of peace and peacebuilding programmes in Mindanao and in the Philippines, as well as key institutions and organizations with whom they may wish to collaborate or coordinate initiatives.

### **Navaro-Castro, Loreta and Jasmin Nario-Galace, *Peace Education: A Pathway to a Culture of Peace*. Center for Peace Education, Miriam College, Quezon City, Philippines, 2010.**

This comprehensive guide to peace education was developed by and for educators in the Philippines at the country's lead institution for peace education. The Manual includes a "Philippine framework toward a culture of peace" for peace education in the Philippines which should be reflected in the training Manual, likely as a foundation for a more specific and targeted framework for adolescents and youth and youth as peacebuilders. The guide also includes some background on the history of Mindanao and context for peacebuilding and peace education which should be referenced in the first sections of the training Manual.

### **2015 Annual Peacebuilding Training Report. Mindanao Peacebuilding Institute Foundation, Inc., Davao City, 2015.**

This report outlines activities and achievements of the Mindanao Peacebuilding Institute in Davao City, which provides trainings in various areas related to peacebuilding for members/professionals from international and national organizations. The education offerings are for advanced learners specializing in areas related to peace and peace-building.

### **Peace Education in Mindanao Schools and Communities assisted by the Education and Livelihood Skill Alliance (ELSA) under the USAID/EQuALLS2 Project. 2010.**

This report provides a comprehensive overview of peace education policies and initiatives in the Philippines, with a focus on peace education initiatives carried out by the Education and Livelihood Skill alliance, a partnership supported by USAID. The report includes useful descriptions of various training programmes for youth as "peace facilitators" carried out under this partnership as well as other peace education initiatives. Among other key information in relation to peace education in the Philippines, the report includes a comprehensive and useful background section on peace education in the Philippines, including Executive Order 570: Institutionalizing Peace Education in Basic Education Curriculum and Teacher Education which was declared in 2006.

### **Walking the path of peace: A resource kit. Practicing the culture of Peace and Peace and Conflict Impact Assessment. Philippines-Canada Local Government Support Program, 2003.**

This resource kit includes training modules for the "Culture of Peace" training which has been used with community leaders throughout Mindanao, including some UNICEF-Philippines partners. It also provides a training module for carrying out a Peace and Conflict Impact Assessment to plan and implement a peacebuilding capacity programme.



The resources in this kit are designed for use with adult participants, but also offer possibilities adaptable for both learning activities and assessment tools for the new training Manual.

**Sinclair, Margaret. Learning to live together: Building skills, values and attitudes and for the twenty-first century. Geneva: United Nations Education, Scientific and Cultural Organization (UNESCO) International Bureau of Education, 2004.**

This detailed guide for educators focuses on peace education programmes that support children and young people in learning knowledge, attitudes and skills for peace, including those that are incorporated in the peacebuilding competency framework in this Manual. The guide includes methods for educators supporting learners' acquisition of those competencies, and also includes a review of experiences from peace education programmes that have been implemented around the world.

**Practitioners' Guide: Sports for Peace. Sport for Peace in Mindanao, Philippines. GTZ-Poverty Reduction and Conflict Transformation Team, PRCT-Philippines.**

This guide outlines a method for carrying out a "sport for peace" event working with and through schools in Mindanao. Some strategies could be adapted for use with arts or other types of learning activities for adolescents and youth and youth in the new training Manual.

**Education in Emergencies and Peacebuilding. East Asia and the Pacific. UNICEF-EAPRO.**

This briefing note provides an overview of UNICEF's key activities in relation to education in emergencies and peacebuilding, highlighting activities carried out as part of the Peacebuilding, Education and Advocacy Programme. It includes diagrammatic summary of "Back to Learning" campaign in response to Typhoon Haiyan in Philippines as well as initiatives in other EAPRO countries. (It includes some general information of interest but not much that is directly applicable to the new training Manual).

**Peacebuilding Knowledge, Attitudes and Skills: Desk review and recommendations. UNICEF, 2013.**

UNICEF carried out this desk study in 2012 as a first step in preparation to develop a Peacebuilding Competency Framework, a new resource currently in progress. The desk review offers useful information on other peace education and related curricula as well as additional background on the development of the Peacebuilding Competency Framework.

**Engaging adolescents and youth in conflict analysis: A guidance note. UNICEF, 2013.**

UNICEF prepared this guidance note, which outlines various strategies for how to engage adolescents and youth in a conflict analysis through consultative strategies that are age-appropriate and enable them to share their views. It also includes case studies of strategies used in three countries to engage adolescents and youth in a conflict analysis carried out in the first stage of UNICEF's implementation of education for peacebuilding programmes.

Programme managers are encouraged to engage adolescents and youth in any assessments they conduct in preparation to design and implement an Adolescent Peacebuilders programme, and in doing so may find this guidance helpful. Facilitators may also use and adapt strategies from this guidance note as activities for adolescents and youth to explore and identify issues in relation to conflict and peace that affect their lives and experiences.

**Herrington, R. *Emerging Practices in Design, Monitoring, and Evaluation for Education for Peacebuilding Programming*. 1st ed. Washington DC: Search for Common Ground. 2015.**

This comprehensive and recent Manual developed by Search for Common Ground for UNICEF includes conceptual frameworks on Education for Peacebuilding as well as guidance and tools for designing evaluable education peacebuilding programmes.

In addition to guidance and tools that programme coordinators may find useful, it includes background and explanation of global developments in concepts and approaches to peace education and education for peacebuilding, which may be of interest to any agencies or organizations supporting adolescents and youth' learning and action as peacebuilders.

**Lederach, John Paul, Reina Neufeldt, Hal Culbertson. *Reflective peacebuilding A planning, monitoring and learning toolkit*. Mindanao: The Joan B. Kroc Institute for International Peace Studies, University of Notre Dame and Catholic Relief Services Southeast, East Asia Regional Office, 2007.**

This comprehensive toolkit is designed for use in developing and implementing community-based peacebuilding programmes. The approaches and tools offered in this resource can be adapted for use in an Adolescent Peacebuilding programme.

**Lederach, John Paul. *The little book of conflict transformation*. Intercourse, PA: Good Books, 2003.**

For those interested in exploring the concepts of peace and conflict in more depth, this book offers a discussion of the concept and different definitions of "conflict transformation."

**Conflict Sensitive Education Pack Inter-Agency Network on Education in Emergencies (INEE), 2013.**

This resource developed by the Inter-Agency Network on Education in Emergencies offers guidance and tools for integrating conflict sensitivity into education programmes in fragile and conflict-affected settings. Conflict sensitivity is foundational to any peacebuilding initiative, such as an Adolescent Peacebuilders programme. This Manual was designed to reflect these essential principles, and programme managers are also encouraged to review and apply approaches from this Education Pack to ensure that their Adolescent Peacebuilders programmes are conflict sensitive.

**Guiding Principles on Young People’s Participation in Peacebuilding. UN Inter Agency on Youth Development, 2014.**

This document, recently developed collaboratively by UN agencies and other organizations who are members of the United Nations Inter-Agency on Youth Development, offers guidance for governing agencies and humanitarian actors at all levels on meaningful youth engagement and participation, especially in conflict or transition settings. This Manual was developed to reflect these principles, and programme managers are encouraged to read it to deepen their understanding of the principles (and how and why they were developed at a global level) and consider how to put them into practice in their Adolescent Peacebuilder programmes.

**[Learningforpeace.unicef.org](http://learningforpeace.unicef.org)**

The official website of UNICEF’s Peacebuilding, Education and Advocacy programme implemented from 2012-2016 includes an annotated and hyperlinked list of all publications that were produced at the global (HQ), regional and country level for this programme. These in turn include research studies, programme evaluations and other reports, toolkits and other guidance materials, many of which can offer useful conceptual information, findings from experience, and other strategies that could be used in the development of the new training Manual.

Several of the resources listed in this outline were found using that website, and it offers many more, especially from country-level experiences that can be explored for additional ideas and guidance.

**Learning to Live Together: Design, Monitoring and Evaluation of Education for Life Skills, Citizenship, Peace and Human Rights. Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) and UNESCO, 2008.**

This comprehensive guide for policy-makers, curriculum planners and NGO programme managers to strengthen the curricula for education for life skills, citizenship, peace and human rights, provides monitoring and evaluation guidance and tools that may be useful for an Adolescent Peacebuilder programme.

### **3. Other useful and relevant programme guidance:**

An effective Adolescent Peacebuilder programme addresses adolescents and youth’ right to education, as they develop knowledge, skills and attitudes that help them to understand the world around them and pursue their goals. Successfully engaging adolescents and youth as peacebuilders involves supporting their protection and wellbeing in other essential ways, including by upholding their rights to freedom from discrimination or exclusion, to psychosocial and mental health and to have a voice in matters that affect them (often referred to as their right to participation).

Following are resources that programme coordinators and facilitators can use to strengthen their understanding of these issues and ensure that Adolescent Peacebuilder programmes are designed to address and uphold these human rights.

**INEE Minimum Standards Toolkit: Adolescents and Youth Inter-Agency Network for Education in Emergencies (INEE).**

This resource list prepared by the INEE list tools and resources for ensuring adolescents and youth' access to learning activities and education in humanitarian contexts, and includes various other resources.

**Children with Disabilities: Ending discrimination and promoting participation, development and inclusion. UNICEF, 2007.**

This UNICEF global guidance document provides recommendations for upholding the rights of children with disabilities in programmes in humanitarian settings. Programme coordinators and facilitators will find these strategies helpful as the work to fully and equitably include adolescents and youth with disabilities in all activities.

**IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings: What should protection programme managers know? Inter-Agency Standing Committee, 2010.**

These guidelines provide an overview for protection actors in humanitarian contexts of mental health and psychosocial support issues and approaches for use in humanitarian emergencies. Programme coordinators should ensure that they and especially facilitators, as well as other programme staff or volunteers, have a strong understanding of mental health and psychosocial support practices as they work directly with adolescents and youth.

**Psychosocial Support for Youth in Post-Conflict Situations: A trainer's handbook. Danish Red Cross Youth and International Federation of Red Cross and Red Crescent Societies Reference Centre for Psychosocial Support, 2014.**

This handbook outlines a training programme on community-based psychosocial support for youth in post-conflict situations. It may also be a useful resource for programme coordinators to train facilitators and other staff and volunteers in psychosocial support methods.

**The Psychosocial Care and Protection of Children in Emergencies: Teacher training Manual. UNICEF, 2009.**

This Manual offers guidance for teachers on methods to provide psychosocial support within education programmes in emergencies. training Manual.

**Inter-Agency Guide to the Evaluation of Psychosocial Programming in Humanitarian Crises. UNICEF, 2011.**

This guide provides practical guidance for the evaluation of psychosocial programmes in crisis settings. Positive psychosocial outcomes, broadly and in specific categories – such as identity and hope for the future - are integral to the learning and other outcomes associated with peacebuilding competencies.

**Every Child's Right to be Heard. UNICEF and Save the Children, 2011.**

This resource guide includes guidelines for upholding children's right to participation in conflict and humanitarian settings such as those in Mindanao.

**ARC Foundation Module 4: Participation and Inclusion. Action for the Rights of Children, 2009.**

This module provides practical guidance and tools for supporting children's participation and inclusion in humanitarian situations, which can be integrated into the new training Manual.

**Putting Children at the Centre: A practical guide to children's participation. Save the Children, 2010.**

This guide provides guidance for humanitarian actors and others to support children's meaningful participation in governance, planning, implementation, monitoring and evaluation across humanitarian and other programmes.

**Action research: Participatory PM&E tools 'I DEAL' intervention. War Child Holland, 2012.**

This toolkit outlines War Child Holland's participatory tools to engage young people in monitoring and evaluating life skills and psychosocial interventions.

#### **4. Mindanao: Young people, conflict and peacebuilding from history to present**

Programme coordinators and facilitators may find it useful and interesting to learn more about historical and current developments in relation to conflict and peacebuilding in Mindanao, and how young people have experienced and been affected by those and other dynamics and events.

**Listening to the Feelings, Thoughts and Dreams of Displaced Children in Maguindanao. Makati City: Save the Children Philippines, May 2016.**

This participatory appraisal carried out with children in Makati City gives helpful insights into their experiences and perspectives.

**Rudy, John and Myla Leguro, The diverse terrain of peacebuilding in Mindanao. CDA Collaborative Learning Projects, Cambridge, MA, 2010.**

This extensive study provides an analysis of the conflict in Mindanao from pre-colonial era to present.

## 5. Learning from experiences in other countries

Peace education and peacebuilding initiatives with adolescents and youth have been carried out all over the world. Programme coordinators and facilitators may be interested to learn from reports from those approaches and experiences.

### **Peacebuilding and Young People. Summary report. War Child Holland, 2007.**

This management summary of War Child Holland provides an overview of main understandings and findings from the State of the Art Paper on Peacebuilding and Young People. The text suggests how these findings relate to War Child policy and practice. It ends with a list of recommendations. The Annexes provide additional detail on two models used and relevant principles and competencies for working with young people on peace. It serves as a basis for discussion and decision making on future 'peacebuilding' directions by War Child management.

### **Broadcasting Peace: A case study on Education for Peace, participation and skills development through radio and community dialogue**

This case study summarizes findings from a programme carried out with young people in Uganda to "promote awareness about conflict drivers, strengthen peacebuilding competencies and the capacity of youth and communities to mitigate and manage conflicts in and around education. The intervention was informed by a 2014-15 conflict analysis of the education sector and has utilized a Communication for Development approach comprising media-based, school-based and community dialogue activities."

### **Young People as Peacebuilders: Consultations with Adolescents, Youth and Adults in Northern Uganda. UNICEF, 2012. \***

This report summarizes findings from a participatory appraisal process carried out with adolescents and youth and youth facilitators in northern Uganda in 2012, which were carried out by the Adolescent Development and Participation Section for the development of both the Peacebuilding Competency Framework and the Adolescent Kit for Expression and Innovation (referenced above and below, respectively, both as activities of the PBEA programme). The report was prepared specifically for the young people who participated in those consultations so that they would be aware of the findings that were taken and how they would be used to develop future programmes and interventions for young people in circumstances similar to theirs.

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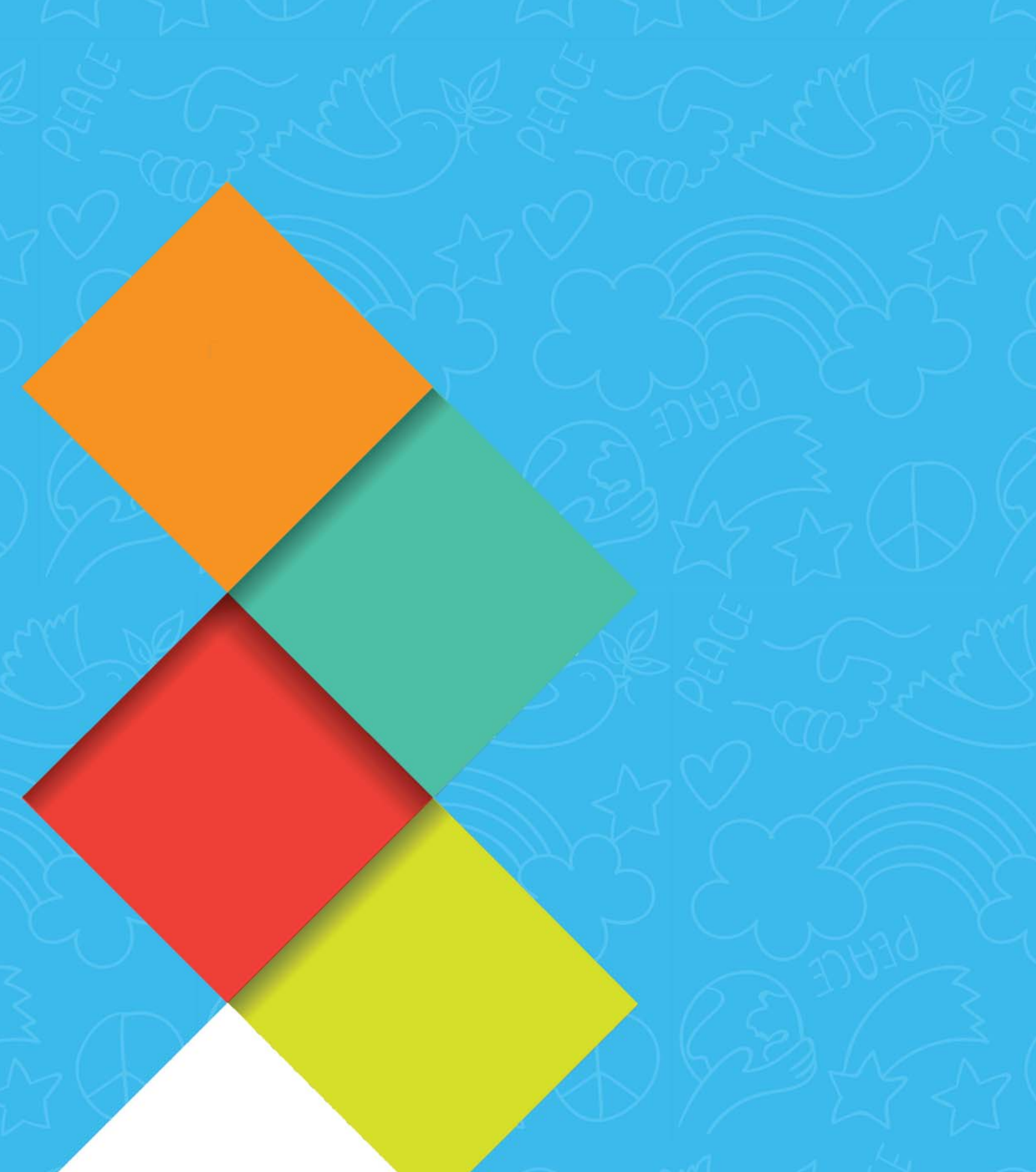
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