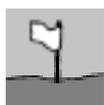


## SECTION 9



## SECTION 9

# TRAINING ACTIVITIES



This section contains structured learning activities designed to support training in managing conflict in community-based forestry. The activities have been developed to support the discussions presented in sections 1 to 6. The trainer should read the relevant sections before undertaking any of these activities.

Training activities are constructed and based on experiential learning approaches with a strong emphasis on:

- ◆ training participants to reflect on their personal experiences and work situations;
- ◆ active participation in learning activities; and
- ◆ interactive group work that supports shared learning of trainers, resource persons and other participants.

Many of these activities have been found to be successful in teaching participants about conflict. However, trainers are encouraged to adapt and develop the materials in all sections to fit the needs of their particular learning groups.

The activities include a number of “caselettes”, or brief case study examples, to help participants to analyse conflict situations and practise facilitation and negotiation skills. However, trainers may find it more effective to have participants develop their own caselettes and role plays based on their own experiences of working with communities in forest management. Trainers may also find it useful to replace the caselettes with the case studies included in Section 8.

Section 9 is composed of six subsections. Each subsection focuses on a different area of learning:

- ◆ Exploring conflict and collaboration
- ◆ Conflict analysis
- ◆ Exploring strategies and actions for managing conflict
- ◆ Developing skills in negotiation
- ◆ Building agreements
- ◆ Facilitation and communication

Each activity in this section is cross-referenced with the relevant subsection(s) from sections 1 to 6 in Volume I. Throughout sections 1 to 6, many of the *Trainer's notes* also refer to specific activities located in Section 9. Trainers may want to use additional activities to supplement the ones included here or adapt these activities for specific training needs.

Remember that these activities are designed for generic use and, depending on the situation, the trainer may have to adapt an activity for a specific social, cultural or economic context.

For each activity in this section, the authors have attempted to credit the original source and indicate whether it has been adapted. Some activities, however, may have no reference because they are so common that the original source has been lost – apologies to the original author, whoever you may be!

You should learn by doing and have fun, but remember that the activities are not a panacea. They will provide an opportunity for active discussion, but they are not intended to lead to instant solutions.

Have fun!

## 9.1 EXPLORING CONFLICT AND COLLABORATION

### 1 MOVING CHAIRS

**🎯 PURPOSE:**  
To demonstrate actively how conflict can be managed through cooperation. To use as a “warm-up” introducing conflict.

**✂️ MATERIALS:** About 20 chairs.

**🔧 PREPARATION:**

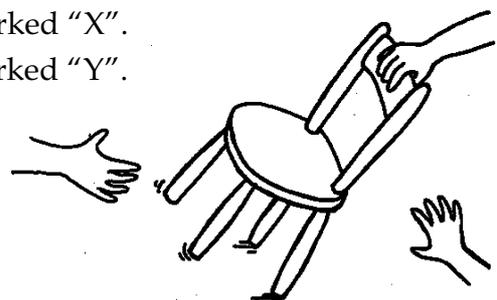
- Write three sets of instructions A, B and C (see Step 2 below) on individual pieces of paper. Make sure that there is one set for each third of the participants.
- Clear the room of all tables and all but about 20 chairs, which should be placed in the centre of the room.
- Choose two points, “x” and “y”, which are on opposite corners of the room and mark these prominently.

**🕒 TIME:** 30 minutes.

**📖 CROSS REFERENCE:** Section 1.3.

**👉 STEPS:**

- 1 Do not explain the purpose but tell participants that it will become apparent at the end of the activity.
- 2 Give each participant an instruction A, B or C:
  - A. Arrange all the chairs in a circle.
  - B. Put all the chairs near the point marked “X”.
  - C. Put all the chairs near the point marked “Y”.



Distribute equal numbers of each instruction randomly among the group. Tell participants that they should not read the instructions until they have been told to do so.

- 3** Explain to the participants that they will have five minutes to carry out the instructions given to them. Tell them that they should not show their slips to anyone else. (Note: Do not say anything about not talking to anyone else.)

Once the above instructions are clear to everyone, ask them to open their slips and carry out the tasks described in them.

Carefully watch the process in the different groups, as well as in the overall group, noting especially whether and how they start to cooperate and come to a solution. If they do not come to agreement and reach an impasse, stop the activity and start a discussion with the following questions:

- ◆ What did you experience during this activity? (Answers will probably range around conflicts, confusion, communication breakdown, etc.)
- ◆ How did you interpret the instructions? Did you follow them? Why or why not? (People often interpret the instructions as “competing” rather than “collaborating” – relate this to resource management situations.)
- ◆ When did you start to cooperate? (If they did not cooperate at all, ask them how they could have.)
- ◆ Were there any obvious mediators? What was their role?
- ◆ How did the different people relate with one another? Confront one another? (Individuals will often focus on their specific tasks without relating it to what others are doing or how they can work together to complete a task.)
- ◆ How is this activity related to a real situation in their experience? Bring out issues of conflict, collaboration, working in isolation, partnerships.
- ◆ What does this tell us about conflicts over limited resources? About compromises and trade-offs? (Point out that often a goal that seems impossible to achieve because of conflicting interests can be modified to accommodate different stakeholders so that everyone’s interests are at least partially met. This might sometimes be the only way to move forward.)
- ◆ What did you learn about collaboration?

*Adapted from: Pretty, J., Guijt, I., Thompson, J. & Scoones, I. 1995. Participatory learning and action: a trainer’s guide. IIED Participatory Methodology Series. London, IIED; Worah, S., Svendsen, S. & Ongleo, C. 1999. Integrated conservation and development: a trainer’s manual. Godalming, UK, WWF UK.*

## 2 THE MANY FACETS OF CONFLICT



### PURPOSE:

To clarify participants' understanding of the term "conflict".  
To increase understanding of some of the dynamics of conflict in community-based forest management.



### MATERIALS:

Flip chart.  
Coloured pens.  
A notepad and pen for each participant.



### PREPARATION:

Prepare a flip chart for: *Conflict: some definitions* (Attachment 2A).



**TIME:** One hour.



**CROSS REFERENCE:** Section 1.3.



### STEPS:

- 1 Explain the purpose of the activity. Explain that before participants investigate approaches to managing conflict, it is important to know how they define the term "conflict".
- 2 Ask each participant to think about the word "conflict" and his or her experiences of conflict (in personal life, at work, etc.). Ask the participants to list on their notepads the words that they use in their local language for conflict.  
Post the flip chart with *Conflict: some definitions*, and ask the participants how well it captures what they have identified as conflict. Record the ideas or other descriptions of conflict that the group presents. Pay particular attention to different cultural interpretations of the term "conflict". What do these terms tell us about local definitions or reactions to conflict?
- 3 Present a short lecture (approximately 15 minutes) about the different facets of conflict, discussing scale, levels, stages (latent, emerging and manifest) and some common reasons for conflict generation in community-based forest management (refer to Section 1).

- ④ Explain that participants are to pair up and spend 15 minutes discussing possible positive and negative outcomes of conflict. Encourage them to do this by first thinking about specific conflicts that they have experienced in working with communities.
- ⑤ Establish the pairs and ask them to begin.
- ⑥ After 15 minutes, reconvene the overall group. Record the positive and negative outcomes of conflict on a flip chart as they are presented. Initiate a discussion with the following questions:
  - ◆ Are there differences between conflicts within local communities and those that involve local communities and other outside organizations or stakeholder groups? What are these differences? (Point out some of the following differences, if the group does not mention them: need to continue relationships, past history, etc.)
  - ◆ Given the possible positive and negative outcomes of conflict, what do participants feel is the aim of managing conflict? (At this point, it may be useful to explain the difference between conflict resolution and conflict management.)

In conclusion, emphasize that conflict is a normal part of life and human society, and often a necessary part of the dynamics of change. Viewing any conflict itself as positive or negative is not particularly helpful. Conflict is not in itself positive or negative, but the outcomes can be, depending on how people respond to it. Understanding and working with people's reactions to conflict and the specific issues will more effectively influence and guide the outcome.



### 3 HOW MUCH ARE WE WORTH TOGETHER?

#### 🎯 PURPOSE:

To use as a warm-up or to energize the group.

To explore how collaboration in negotiations can change when incentives change.

✂️ **MATERIALS:** None.

🕒 **PREPARATION:** None.

🕒 **TIME:** 15 minutes.

📖 **CROSS REFERENCE:** Section 2.2.



#### 👣 STEPS:

- 1 Ask everyone to stand up. Explain that, in this next activity, each woman represents \$1.00 and each man represents \$0.50. You will call out a sum and everyone is to cluster into groups that correspond to that amount. For instance, when you say \$4.50, four women and one man, or three women and three men must cluster together.
- 2 Begin the activity by calling out \$3.50, then \$2.00, then \$1.50.
- 3 Stop the activity and announce a change in the rules. From now on, each time you call out an amount, anyone who is not in a group that adds up to that amount is out of the game.
- 4 Call out a series of new amounts that will always exclude at least one person. Continue until there are just a few people left.
- 5 Initiate a discussion with the following questions:
  - ◆ How did the group's behaviour change when the rules changed? What does this tell us about collaboration when there is an incentive to win?
  - ◆ How collaborative are people when there are fewer opportunities to win?

**4 PAPER TOWERS**

-  **PURPOSE:**  
To explore how people organize themselves and plan to achieve their goals.
-  **MATERIALS:**  
25 to 30 coloured index cards for each group.  
One roll of tape per group.
-  **PREPARATION:**  
Make one copy of *Observer's guidelines* (Attachment 4A) for each group.
-  **TIME:** One hour.
-  **CROSS REFERENCE:** Section 2.2.

 **STEPS:**

- ① Explain that participants will be working together on an activity related to planning. Explain that the purpose of the activity will be discussed afterwards.
- ② Divide the participants into groups of five or six and select a volunteer from each group to be an observer.
- ③ Meet briefly with the observers and explain the *Observer's guidelines* sheet that they will fill out during the activity. Explain that, during the activity, the observers must not talk to or discuss anything with the groups.
- ④ Give each group a set of coloured index cards and a roll of tape. Explain that each group is to build the most beautiful and tallest free-standing tower with their cards and tape. They are not to speak to one another during this activity. They have 15 minutes.
- ⑤ Move the groups to different parts of the room, or even into different rooms if available, and instruct them to begin.
- ⑥ Make sure that the observers understand their task and how to fill out the forms.

- 7 At the end of five minutes, inform the groups that they can now talk to one another. At the end of 15 minutes, ask the groups to stop and examine the towers.
- 8 Ask the observers to share their observations with the overall group and bring out the following key points related to planning:
  - ◆ How did you begin to work together? Did the group members consciously plan what they were going to do before they started building their tower?
  - ◆ What were the different team roles and how did they evolve? Did someone take the leadership role?
  - ◆ How did you make decisions about how to make your tower the most beautiful and tallest?
  - ◆ In what ways did you communicate to resolve obstacles when you could not speak?
  - ◆ How did planning change once you could speak?
  - ◆ What was the level of participation and how did this change?
  - ◆ How does this activity relate to working together in a process of managing conflict?



**4****PAPER TOWERS****ATTACHMENT 4A****OBSERVER'S GUIDELINES**

- Carefully observe the members of your group to determine the following:
- How did they get started?
- Did they plan? How?
- How did they develop a common goal or vision?
- How did the stakeholders relate to each other when they could not talk?
- Did relationships change when they could talk?
- Were there definite leaders? How did they emerge?
- What problems or difficulties did they have?
- What went particularly well? Why?

## 5 COOPERATIVE SQUARES

### PURPOSE:

To learn about cooperation, communication and ourselves.



### MATERIALS:

Scissors.

Envelopes.

Paper.

One copy of the *Observer's guidelines* (Attachment 5B) per group.



### PREPARATION:

For each group, cut five squares into pieces. Cut them exactly as in the diagram (Attachment 5A). All cuts are to corners or to the middle of sides.

Mix up the pieces and put a few into each of five envelopes. (Option: put only one piece in one of the envelopes.) These five envelopes are a set for a group of six people (five participants plus one observer-facilitator). Repeat this process until there are enough sets for all the groups of six.



**TIME:** At least one hour.



**CROSS REFERENCE:** Section 2.2.



### STEPS:

- ① Form groups of six people, each with five participants and one observer.
- ② Brief all as follows:
  - ◆ Each group member (apart from the observer) will be given an envelope containing pieces. The group task is to form five squares of equal size from the pieces; each group member should make one square.
  - ◆ No one may speak or communicate in any way, or help others to make their squares.
  - ◆ No one may take a piece, but pieces can be given away.
  - ◆ The task is finished when each group member has completed a square.
  - ◆ There are 10 to 20 minutes to complete the task.

- 3 Brief the observers. Their task is to watch, take notes and then facilitate group discussion at the end. In facilitating, they should feed back their observations as tactfully as possible. They should focus on the positive aspects before the negative, and encourage people to discuss their own behaviour. Laughter helps (the exercise is fun as well as serious).
- 4 Give each of the observers a copy of the *Observer's guidelines*. (You may want to draw up your own guidelines. Attachment 5B is simply an example.) Make sure that they understand how to facilitate the group discussion.
- 5 Start the exercise.
- 6 Observers debrief and facilitate discussion, which is allowed to go on for as long as needed.



**7** Share and discuss in plenary.

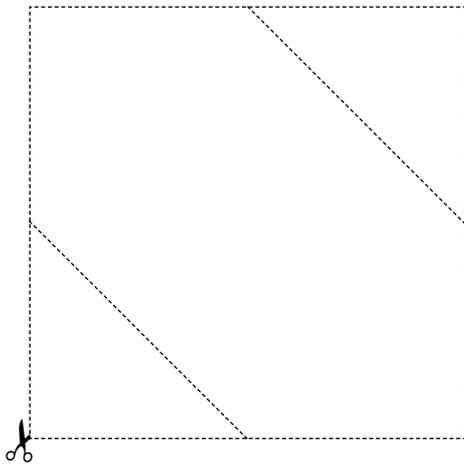
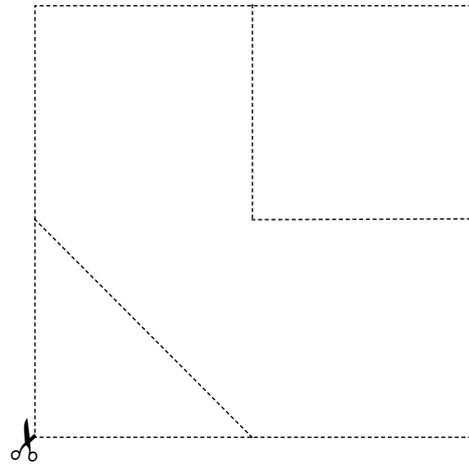
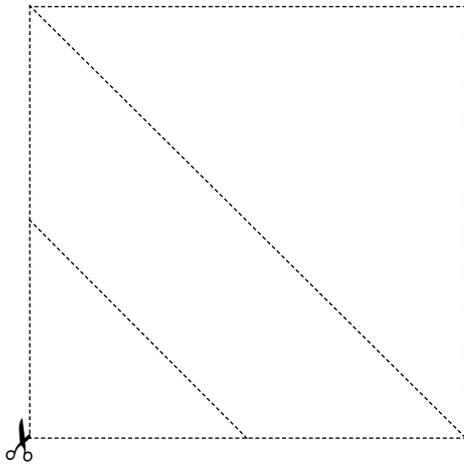
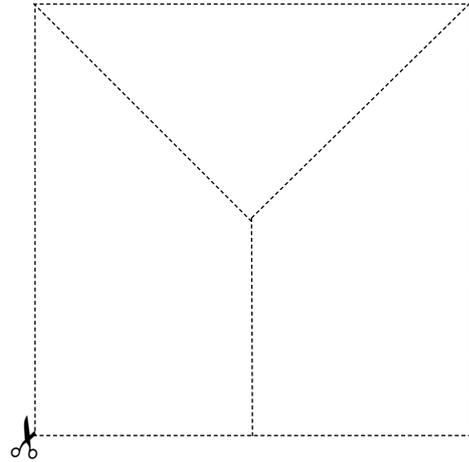
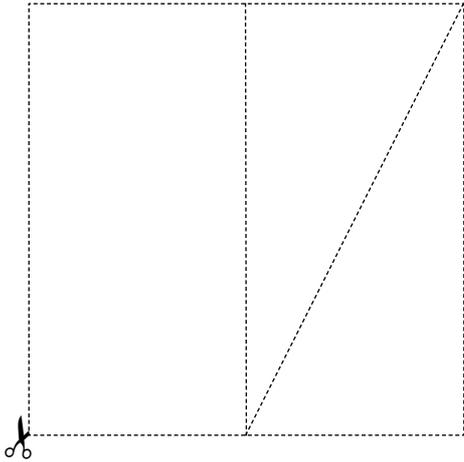
Tips and options:

- ◆ Do not expose or criticize individuals. Individual behaviour is best discussed at the group debriefing, not in the plenary, unless the people concerned raise it themselves (which they may well do).
- ◆ Reports to plenary can be made on flip charts or be verbal.
- ◆ The plenary discussion can provide good opportunities for reflection and learning. Do not rush it. Issues that come up may include:
  - how we behave in groups;
  - non-verbal communication;
  - power and possessiveness: how unselfishness and personal disempowerment can lead to all gaining;
  - our deep feelings about participation.
- ◆ At the end, take two to three minutes for silent personal reflection, with each person noting what he or she has experienced and learned.

*Adapted from: IIED. 1995. Trainers' guide, p. 171-172, citing Hope, Timmel and Hodzi 1984 (originally from J.W. Pfeiffer and J.E. Jones, Structured experiences for human relations training, volume 1); Mary Underwood, personal communication.*

<b>5</b>	<b>COOPERATIVE SQUARES</b>	<b>ATTACHMENT 5A</b>
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**DIAGRAM OF FIVE SQUARES**



**5 COOPERATIVE SQUARES****ATTACHMENT 5B****OBSERVER'S GUIDELINES**

Make notes on the points below, and anything else significant about the group's behaviour. Watch hands and eyes, what people are feeling, and how they express their feelings. Look out for the following:

- How do degrees of willingness to share differ, and how are these differences expressed?
- When does the group start to cooperate, and what makes this happen?
- If one person started with an envelope containing only one piece, does that person behave differently?
- Does anyone hide their pieces from the others?
- Does anyone keep lots of pieces all the time?
- Does anyone give away all the pieces? What happens then?
- Does anyone complete a square and sit back uninterested in the others?
- Does anyone keep his or her completed square, while others see that he or she is preventing completion of the task? How do people behave when this happens?
- If someone's square has to be broken so that all can finish, how does that person react?

When the exercise is finished, lead a discussion in your group based on these questions and other observations.

**6 COLLABORATION: WHAT, WHY AND HOW?**

-  **PURPOSE:**  
To clarify what collaboration is and the important factors that support it.
-  **MATERIALS:**  
Flip chart.  
Coloured pens.
-  **PREPARATION:**  
Prepare a flip chart for *Collaboration is...* (Attachment 6A).
-  **TIME:** One hour.
-  **CROSS REFERENCE:** Section 2.2.

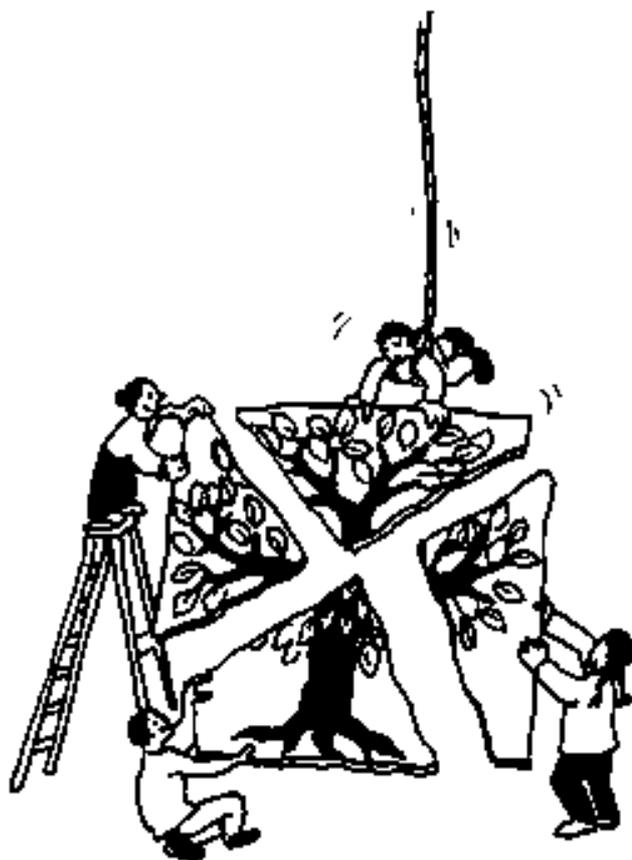
 **STEPS:**

- 1 Explain the purpose of the activity. Explain that collaboration among different groups is an essential part of all community-based forest management initiatives.
- 2 Ask participants what they understand by the term “collaboration”. Record their answers on a flip chart as they present them. Post *Collaboration is...*, point out that this is one view of collaboration and discuss how the group feels about it. How does this definition compare with the other definitions presented?
- 3 Explain to participants that they will be divided into groups of four or five and have 30 minutes to undertake the following activity:
  - ◆ Each group is to discuss three questions:
    1. Why should people collaborate in community-based forest management? (What are the benefits?)
    2. What are the necessary preconditions for collaboration?
    3. When is collaboration not possible?
  - ◆ They are to record their answers on a flip chart.

- 4 After 30 minutes, reconvene the overall group and ask one person from each smaller group to post and explain its chart.

Initiate a group discussion around the following questions:

- ◆ What are some of the common benefits listed by the groups? Do stakeholders often recognize the benefits?
- ◆ What were some of the common preconditions? Note that collaboration is often initiated only when other options are closed or of greater risk, and when there are perceived benefits. Collaboration requires agreement by others and a capacity to collaborate.
- ◆ How similar are the preconditions to collaborate and the reasons that people come together to resolve conflict?
- ◆ Are these preconditions consistently present in participants' work with communities? If not, what actions are taken to put these conditions in place?
- ◆ What actions can be taken if collaboration does not seem to be a possibility?





## 7 STEP BY STEP



### PURPOSE:

To consider the steps and sequence of actions that contribute to an effective process to manage conflict.



### MATERIALS:

Flip chart.  
Coloured pens.  
Envelopes.



### PREPARATION:

Make one copy of the *Possible actions in a conflict management process* (Attachment 7A) for each small group. Make sure to enlarge each action so that it can be seen clearly when posted on the wall. Cut each group's copy into individual actions and mix the pieces up. Include blank strips of paper for additional ideas. Put each set of actions into an envelope.



**TIME:** One hour.



**CROSS REFERENCE:** Section 2.2.



### STEPS:

- ① Explain the purpose of the activity.
- ② Explain the following small group process:
 

Participants will be divided into groups of four or five. Each group will be asked to think of a particular conflict with which its members have experience.

  - ◆ Each group will be given an envelope with slips of paper. On each piece of paper is an action or step in a process of conflict management. The pieces of paper are in random order.
  - ◆ Participants are to read through all of the actions and then order them as steps in a process of conflict management. (Acknowledge that the process outlined may seem ideal.)

- ◆ As they are organizing the steps, participants are free to discard any action that they feel is unnecessary. They may also add actions by writing on the blank paper provided and inserting these into the process.
  - ◆ When the participants are satisfied with the sequence of the process, they are to glue each slip of paper on to the flip chart in the order that they have agreed.
  - ◆ After the group has its process in place, it should discuss some of the factors that might change or alter that process along the way. These possibilities should be noted in small writing alongside the steps. Discuss possible responses if these factors do arise.
  - ◆ Participants have 30 minutes to complete the activity.
- ③ Divide the participants into groups, distribute a flip chart, an envelope and glue sticks to each and ask them to begin the activity.
- ④ When all the groups have completed their processes, reconvene them into the overall group and ask one person from each group to post and explain its chart.

Start a discussion with the following questions:

- ◆ What differences or similarities are there among the groups' processes? Why?
- ◆ Did any group delete or add any steps? What were they? Why?
- ◆ What were some of the possible factors that could arise and change the direction of the process? How could we respond to these factors in a way that encourages continued progress?

## 7

## STEP BY STEP

## ATTACHMENT 7A

**POSSIBLE ACTIONS IN A CONFLICT MANAGEMENT PROCESS**


---

Stakeholders compile all the important information related to the conflict and verify the facts.

---

All parties agree to a time and a place for the meeting.

---

The meeting is organized.

---

Each party explains its interests clearly (what it wants and why).

---

All parties identify and discuss areas of agreement or similar interests.

---

Areas of disagreement or conflicting interests are identified and discussed by all parties.

---

Common goals for the negotiations are established.

---

Options are expanded: the parties compile a list of possible solutions for meeting the established objectives.

---

Criteria to assess options are developed by the parties.

---

The options are assessed against mutually agreed criteria.

---

An agreement is confirmed that maximizes mutual satisfaction among parties.

---

An action plan is developed with time frames and responsibilities for implementing the agreement.

---

A plan for monitoring and evaluating the agreement is confirmed.

---

The agreement is written up.

---

The agreement is made public.

---

The meeting agenda is agreed by the interest parties.

---

Information gaps are identified and decisions made on how missing information is to be obtained.

---

Decisions are made on how unresolved disagreements are to be handled.

---

All stakeholders agree to participate in negotiations.

---

A BATNA is prepared.

---

Stakeholders analyse the conflict.

---

Primary stakeholders in the conflict are identified.

---