People at the heart of conflict resolution

Length:	2 days
Venue:	Your premises
Calendar:	TBA
Group size:	From 5 to 10 persons
Target audience:	Anyone interested in resolving conflictual and violent situations
Educators :	Marine Pansu/ Laurence Moss
Language :	**English only**

During a lifetime, human beings are confronted with complex situations involving power relationships, manipulation and physical, sexual or mental violence. Identifying these behaviors is the first step towards finding a way out. The second step is to break the silence. This leads to the third step: taking constructive action. Yes, but how?

This training course provides food for thought with Care to Tell? ©, a collaborative role-playing board game designed to help break the silence on sexual and gender-based violence (and other situations) and learn to deal with them collectively.

The game was created as part of the GiveLab project, funded by Erasmus+. GiveLab aimed to provide youth professionals, learners and young people with tools on the theme of gender, sexist and sexual violence.

Care to Tell?© is the result of two years' work with a consortium of ten partner associations from France, Belgium, Spain, Italy, Turkey, Austria and Latvia.

Visit https://www.solidaritesjeunesses.org/projetstransversaux/givelab for information on the project and to upload the game together with instructions.

Overall pedagogical objective

To assert oneself in complex situations and in the face of conflictual behaviour by choosing posture and mode of action.

Specific pedagogical objectives

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- Identify and name the problems encountered (harassment, manipulation, violence, discrimination...)
- Unblock speech
- Test methods for resolving complex problems and managing conflict
- Know how to mobilize the relevant internal resources and services to deal with and resolve a conflict.

Teaching method

- Care to Tell ?© board game [Download game here](#)
- Transdisciplinary theoretical framework: elements of psychology, sociology, law, cognitive science, history, communication, public policy, management
- Needs analysis to answer specific problems met by the group
- Adaptability
- Active listening and caring environment
- Collective intelligence facilitation

Programme

1. CARE TO TELL? ©Time for sharing experiences and listening

- Using the game to learn how to express problems and manage emotions
- Putting one's difficulties into words and using active listening to hear those of others
- Devising a practical course of action
- Mobilize existing resources

2. COLLECTIVE ASSESSMENT OF GAME RESULTS

- Analysis and synthesis of results
- Contextualization of the situations highlighted
- Prioritization of the ideas put forward during the game for dealing with and resolving problems and conflicts.

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- The rest of the training is adapted to the results of the debriefing, to identify and analyze the issues raised in the game (see examples below).

3. IDENTIFICATION AND ANALYSIS OF COMMON PROBLEMS

- Self-affirmation
- Communication
- Harassment
- Discrimination (including sex, gender and origin)
- Violence
- Traditional sexism
- Sexual and gender-based violence

4. TESTING COMPLEX PROBLEM-SOLVING AND CONFLICT RESOLUTION TECHNIQUES

This part is carried out according to need. The educator helps participants put into practice the solutions proposed in the game and identified as priorities.

She then adds tools and methods that the participants are unfamiliar with, but which could help them solve their problems. For example :

- Co-development
- Osborn Creative Problem Solving (CPS)
- Problem Tree
- The Why Detective
- Non-violent communication principles and tools
- Practical advice and testing of stress management and assertiveness tools
- Legal input (legislation, rights, resources...)
- Mobilization and appropriate choice of internal and external university resources and services
- Role-playing to practice handling difficult situations

This section enables practical tests to be carried out on realistic actions that are possible for trainees beyond the training room. They assert themselves and develop their individual and collective power to act.