

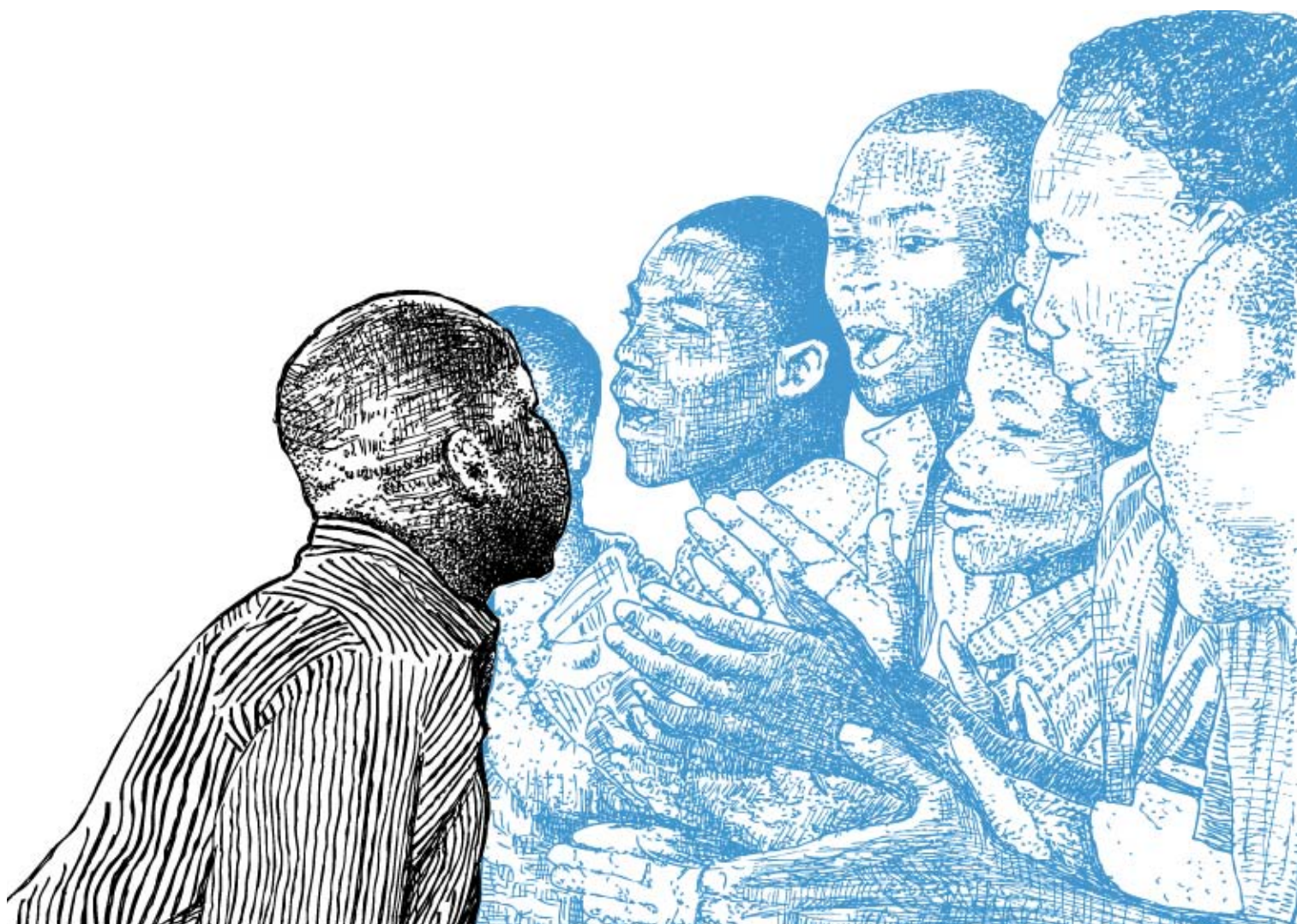


YOUNG IN PRISON

COPOSO TRAINING OF TRAINERS MANUAL

Contributing Positively to Society

Liberation through Creativity!



Introduction

Welcome to the Training of Trainers (ToT) manual of the Young in Prison (YiP) network. This manual consist of a 2 day training to be able to facilitate the COPOSO Life Skills Units programme for children and youth in conflict with the law either in- or outside of correctional institutions. Every current partner of the YIP Network has a main trainer who will train all new facilitators coming to existing YIP partners and facilitators of new YIP partners. Yearly this manual will be revised and all the facilitators need to be trained again.

Content

When providing new trainers with this training they should all have a copy of the YIP Units at hand during the whole training. This training uses four units throughout the 2 days. Every year when the manual is revised, all the lead trainers will together decide on which four units to work on in the training. An advice would be to choose units that balance the focus on the individual and on the individual in relation to others.

You can refer to the exercise guide for other units, movies and exercises. This guide also is subject to continuous development. Every year it will be updated with new exercises, new best practices and new knowledge coming from new and existing partners.

Goal of the Training of Trainers manual

Every new facilitator who has been provided with this training is capable of facilitating the YIP Life Skills Units in the YIP way of working. More specifically the aims of this training are to:

- Enable facilitators to use creative solutions to achieve objectives.
- Provide the facilitators with the YIP feeling.
- Empower the facilitators with creative ways of thinking.
- Enable facilitators to pass the themes on to youth participants.
- Let facilitators experience the issues, they will be passing on to the youth, themselves.
- Enable facilitators to recognise behaviour and convert this into evidence for life skills.
- Set an international standard for our programme.
- Accredite facilitators to hand out certificates.

Conditions for the Training of Trainers

- The trainer who provides this training should have extensive experience in facilitating the YIP programme.
- The complete 2 day training is meant for facilitators who will be actual staff members of YIP.
- The number of participants should be between 4 and 12; as the trainees have to practice all kinds of exercises in a group setting the absolute minimum number of participants is 4.
- With every training given there should be an observer who already received this training and is thus familiar with this procedure, he or she will observe all the participants during the two day training and create two evidence examples which could be part of a personal portfolio.

Amount of time of the training

This training is made for two days assuming you will have about 8 participants in your training which you can divide up into 2 groups. If you have more than 10 people in your training it would be advisable to divide the group into 3 or 4 smaller groups and add half a day extra to the training to be able to execute all the workshops.

The programme

DAY 1

Time	Activity	Comment / Materials
09.00 – 09.30	Introduction <ul style="list-style-type: none"> - Observer - Programme 2 days - Movie creativity 	
09.30 – 10.00	Introduce each other <ul style="list-style-type: none"> - Exercise experience 	
10.00 – 10.10	Start with a movie about Young in Prison in your country.	Movie needs to be chosen by partner and incorporated in PowerPoint presentation. Reserve time for a discussion
10.10 – 10.20	Methodology <ul style="list-style-type: none"> - Child - Community - Policy makers 	
10.20 – 11.00	Vision & approach <ul style="list-style-type: none"> - Problem analysis - Core believes and values 	
11.00 – 11.15	<i>Tea break</i>	
11.15 – 12.00	Positive approach <ul style="list-style-type: none"> - Movie - Exercise 	
12.00 – 12.30	Coping with the target group	Introduce some issues, but reserve time for discussion.
12.30 – 13.30	<i>Lunch break</i>	
13.30 – 13.40	YiP Life skills introduction (14)	Introduce all the YiP Life Skills shortly.
13.40 – 13.50	Introduction four units to work on during this training	Focus a bit longer on the four units to work on in this training.
13.50 – 15.00	<i>Introduction 2 units</i> <ol style="list-style-type: none"> 1. self-esteem, self-confidence, self-development <ul style="list-style-type: none"> - Including musts 2. Stimulate creative and critical thinking <ul style="list-style-type: none"> - Including musts - Movie (x2) - Information (x2) - Exercise (x2) 	Record a movie when the group is executing the exercise. You will need this for day 2.
15.00 – 15.15	<i>Tea break</i>	
15.15 – 16.30	<i>Introduction 2 units</i> <ol style="list-style-type: none"> 1. Coping with conflicts <ul style="list-style-type: none"> - Including musts 2. Cooperate positively <ul style="list-style-type: none"> - Including musts - Movie (x2) - Information (x2) - Exercise (x2) 	Record a movie when the group is executing the exercise. You will need this for day 2.

DAY 2

Time	Activity	Comment / Materials
09.00 – 10.00	Introduction on certification system <ul style="list-style-type: none"> - All documents needed for monitoring participants in workshops - Describe units: emphasize the musts 	<ul style="list-style-type: none"> - Assignment brief - Short hand data - Observer record - Activity Witness Table - Evaluation Table
10.00 – 11.00	Observation exercise with movies.	Use one movie made in day 1. Apply an observation exercise for two different units, which you introduced in day 1. Use short hand data collection form.
11.00 – 11.15	<i>Tea break</i>	
11.15 – 12.15	Prepare the workshop with the four units from day 1, in smaller groups.	
12.15 – 13.00	Explain and practice Assignment Brief	Assignment brief Let trainer(s) walk around and help the groups individually with filling out the Assignment Brief.
13.00 – 14.00	<i>Lunch break</i>	
14.00 – 14.15	Explanation of observation	Appoint 1 observer to observe during other groups. Camera Observer record
14.15 – 14.45	Group 1 gives workshop (about 1 unit from day 1).	
14.45 – 15.00	Evaluation with entire group.	Sandwich method Focus on if the Life Skill unit is well addressed in this workshop
15.00 – 15.15	Feedback by observer on participants.	This serves as a practice on how to give feedback to the youth with reference to the observations made
15.15 – 15.30	<i>Tea break</i>	
15.30 – 16.00	Group 2 gives workshop (about 1 unit from day 1).	
16.00 – 16.15	Evaluation with entire group	Sandwich method. Focus on if the Life Skill unit is well addressed in this workshop.
16.15 – 16.30	Feedback by observer on participants	This serves as a practice on how to give feedback to the youth with reference to the observations made.
16.30 – 17.30	Explain creative ways to evaluate/reflect Think of evaluation/reflection methods Evaluate the three day training by two methods	This serves as a practice on evaluation methods that can be used with the youth.

DAY 1

MORNING

ACTIVITY: Observer

The whole three day training there will be an observer who will collect evidence on learning objectives. The observer will be making pictures and notes on the participants of the training. At the end of the training this functions as an example on how to observe according to the monitoring system YIP works with.

ACTIVITY: Programme

Go through the agenda of the 2-day training and the programme of today.

ACTIVITY: Creativity as a mean

Show the group the movie clip about 'School kills creativity' by Sir Ken Robinson.

NOTE:

We highly believe in the fact that the best way of learning is if you understand that a situation or your situation has changed and not by being given information. People will rather learn something if they are surprised about their own behaviour, than to hear or read about surprising facts of people in general.

ACTIVITY: Who are we?

Time: 30 minutes

1. Hand out a paper and pen to every group member.
2. Ask everyone to write down an experience, which had a major impact on their life in one sentence.
3. Put all the papers in one pot, pan or box.
4. Ask someone to start and take a paper out of the box.
5. This person reads the sentence out loud and indicates who he or she thinks wrote down this experience.
6. The person who wrote down the experience introduces himself by means of elaborating on this experience.
7. Go round the clock until all experiences are told.

ACTIVITY: Introduction to Young in Prison methodology – Movie on Methodology

You can replace this movie by a movie of your organisation.

ACTIVITY: METHODOLOGY

Our methodology

We work with three target groups.

1. **The children and young people in prison – resilience and reintegration programmes**

This group involves juvenile offenders aged 12-25 years, sentenced offenders (male and female), awaiting trial youths or released individuals. The arts and sports activities are undertaken by all juvenile offenders residing in the institutes in which Young in Prison works. Almost all participants stem from the poverty-stricken high population density areas in the countries where Young in Prison works.

We target them with the development and implementation of qualitative and effective programmes during their time in prison and after their release in order to promote creativity, personal development and successful re-integration.

This is the target group that we will focus on in this training.

2. Social networks and the community – *create support for respect for child rights by the community*

This involves community members such as family members of juvenile offenders and people from neighbourhoods from which the juvenile offenders originate, school children, employers and potential employers, local and national media and community based organisations (CBO's). The community members are selected based on closeness to the juvenile offenders. Schools are selected based on location in areas where stigma is prevalent. The targeted media will be selected based on popularity in the townships and with other community members where stigma is omnipresent.

We target them by means of creative activities, like art exhibitions, to strive for necessary and sustainable change in order to eliminate the stigma placed upon young people in and out of prison.

3. Policymakers and the government – *programmes to prevent child rights violations in prison*

This involves local and national authorities like the local and national government, the judiciary, policy makers and prison staff. Locally, this involves directors of the institutes and municipal councillors that deal with social development of the townships. On a national level this involves among other things a campaign to make the public aware of the plight of juvenile offenders by involving (social) media, but also through sessions with members of parliament that sit in the relevant committees.

We target them by developing structures in which children can use their creativity to go into dialogue with them to strive for sustainable good policy with regards to children's rights. Youth inclusion and political participation through the recruitment, training and support of Siyakhana Ambassadors, is a part of this. Released juvenile offenders will hold interactive participatory sessions with policy makers that deal with laws that concern them.

ACTIVITY: Vision & Approach

Our vision

The worldwide problem – why we do this for?

Around the world, over one million children are locked up in correctional institutions under substandard conditions. They are subjected to overpopulated prisons, unsanitary living conditions and frequent violence. After release from prison, many of these children return to the same lifestyle prior to their incarceration, therefore perpetuating a cycle of negativity due to their lack of positive alternatives. This creates a downward spiral where the human potential of so many children is lost, and they are left powerless, lacking essential life skills and unable to contribute to a prosperous and safer society. These children are out of sight, forgotten, unwanted.

Young in Prison is an ambitious organization that contributes to safer societies worldwide by encouraging imprisoned youth to embrace their potential and make a positive change in their own lives, their communities and their country. At Young in Prison, we believe that every child has its own talent, and by developing and implementing effective programmes, we can aid young people in their successful return to society.

Our core believes and core values

We believe in...

The potential of every child – POSITIVITY & EQUALITY

In our work we focus on the existing strengths within individuals. Empowering children and providing them with positive feedback offers them best opportunities to develop personally.

Role models as the best way to reach the children we work with - INSPIRATION

Working with role models is an important aspect of YIP. Working with role models gives the participants an actual example of someone who they can identify with, that have had a same kind of background, have overcome something difficult and have reached something they dream of. This gives them the chance to see a positive future for themselves.

Creativity as a mean - CREATIVITY

Creative activities offer an alternative way of learning that is more in line with the children's learning capabilities. Creativity as a mean valuably contributes to the development of life skills at three levels:

1. Creativity is the best mean to engage children who are in prison
2. Creativity is a strong mean to work on the development of life skills with children in prison
3. Creativity is a great mean to learn to think creatively and find creative solutions, skills that employers appreciate a lot.

Our approach

How do our core beliefs and values translate into our approach when we work directly with children in conflict with the law?

First it is important to know the characteristics of our target group. Although our target group varies per country, there are some general features. Most children in conflict with the law are traumatized by their own criminal act or by they have experienced in prison. They have low self-esteem, which often leads to a lack of trust in themselves and in trusting others. Most of them do not have a safe home environment, either their families are amongst the poorest or they do not have any family at all. Many of them have not been able to follow any education, no good experiences with schooling and learning. This also causes that they often have a poor concentration. They have experienced many disappointments with social workers, which makes it important for you as a facilitator to invest time and effort in order to gain their trust.

During all the workshops we adopt the same approach; as a facilitators you...

- use creativity as a mean and not as an end in itself; through creativity we work on life skills learning objectives – we offer an alternative, playful way of learning
- have a positive attitude, provide the youth with positive feedback and rewards instead of punish – we are looking for evidence that shows their positive development.
- make sure that every participant should have its own role within the group; the extravert but also the introvert youth should feel they have a proper role – you encourage and engage every participant.
- set goals of the participants together with the participant and continuously provide feedback and discuss their personal development with the participant.
- are a role model or a brother to the youth. You make them feel there is an equal relationship between you; you are one of them. But simultaneously you set social rules within the workshops and display that you have respect for yourself and respect for them.
- show trust in the participants by creating a safe environment in which there are no taboos.
- are open minded, cultural sensitive and non labeling nor judgmental – we never judge their criminal act.

NOTE:

Type these sentences on one A4 paper each and hang them spread around the room in which the training takes place. This way you can address these issues more participative by for example asking the participants to read the our core beliefs about facilitators out loud.

TEA BREAK

MOVIE

Appreciative Inquiry – (min 3.50 - 6.15).

INFORMATION

Positive approach means that you approach the unpleasantness in a more positive and productive way. Positive thinking enhances a positive approach of life and it is important for young people who are in prison for a long time to keep stimulating their minds to think positively. However, they need to train themselves to think in a balanced manner. Balanced thinking also allows you to be able to deal with the things that are involved in the transition process. It frees you from the pretension and deception created by positive thinking's projection and façade-building processes. Balanced thinking enables you to live a substantive, rather than an illusionary life, which is the first step in knowing who you really are. It is the facilitators' responsibility to make sure that their participants heed to this.

Facilitators should understand that most young people inside detention centres lose hope about their future. They only see the situation of the day and this makes them get frustrated and stressed. As a facilitator you can stimulate your participants to perceive their future in a different way regardless of what situation they are in. It helps one to understand how their body reacts to things and how these reactions affect his thoughts and the future.

A positive perception and feeling about a situation makes one think positively, and hence perform positive actions. Facilitators should make it a point that our future world is affected by the present situation. Our participants should be able to understand that our bodies react to different things differently. Practicing positive attitude towards different situations starts with positive thinking. Positive thinking also comes with talking about the situation and being honest about it. Below is one of the exercises that help participants get relaxed and ready to talk about a situation they are in.

EXERCISE

Purpose: experiencing practical side of positive approach method.

1. Divide the group in couples.
2. Every couple receives a scenario (all receive the same).
3. Divide roles amongst couples: they act out the given scenario.
4. They get 5 minutes to act out the scenarios.
5. Choose one couple which will act out the scenario in front of the group, plenary.
6. Group discussion.

Scenario's

Scenario A

You're one of those participants who is not willing to cooperate with anything! You don't like the workshops, you don't like your peers and the facilitators that work in the programme. You're in a conversation with your facilitator. The task is to nag about everything that comes up, so be as creative as possible!

Tip: Make the life of your facilitator difficult!

Scenario B

You are a facilitator and you're having a one-on-one conversation with one of your participants. As you will see in the coming minutes the conversation won't be that sunny. Try to apply the positive approach method (the way you interpret it) as well as possible!

Tip: Stay calm & be positive!

ACTIVITY: Coping with the target group

Discussion on how to go about safety and security when working with our target group in prisons. Introduce some issues you have encountered, leaving enough space to have a discussion.

- Diversity (e.g. culture, ethnicity, religion)
- Concentration, motivational & learning issues
- Gender
- Age (puberty/ID forming)

LUNCH BREAK

ACTIVITY: YiP Life Skills introduction (13 units)

We start working on general *life skills* before working on employability and entrepreneurial skills.

Why do we believe these skills to be important?

1. Self-esteem, self-confidence, self-development

To be explained in next exercise.

2. Empathy

Empathy is the ability to see the world through another person's eyes, to share and understand their feelings, needs, concerns and emotions. It involves imagining what it might be like to 'walk in another person's shoes' and to genuinely relate to other people's feelings and motivations. Empathy enables us to learn more about people and our relationships with those people; it is a desirable skill beneficial to ourselves, others and society as a whole. It helps the participants develop the skills needed to relate to and move between cultures by getting into contact with different cultural and ethnic groups. By learning about different perspectives and world views, the participants think about familiar concepts in new ways, encouraging flexibility, adaptability and a willingness to experience cultures and values alien to their own. A strong sense of empathy also helps participants develop a sense of solidarity with others by thinking about their perspectives and experiences as if they were their own.

3. Communicate effectively

Positive results can only be yielded from our workshops when participants and facilitators all communicate effectively. Effective communication helps us better understand a person or situation and enables us to resolve differences, build trust and respect, and create an environment where problems can be solved more easily, and creativity can flourish. Facilitators should know how to effectively communicate with their participants during a workshop by thinking about their use of voice, correct language and body signs. The participants need to be made aware that effective communication also involves how your communication is perceived by others.

4. Managing social relationships

Our relationships with others play a major role in our lives, especially during our teenage years. However, not all relationships are healthy. Sometimes we willingly or unwillingly associate with people who may not have our best interests at heart. It's vital that we learn to discern a healthy relationship from a harmful one. In order to build and maintain a relationship, you need to make conscious choices about your relationships, determine for yourself what you expect from other people and have open communication with family and friends. In a healthy relationship between two people, each person is allowed to be an individual within the relationship. Both people are allowed to grow both individually and as a couple. This kind of healthy relationship involves freedom, encouragement and support of each other's efforts. It also involves boundaries, cooperation and compromise, and consideration. Communication, trust and respect form the basis of all other components of a healthy relationship. As a facilitator it is your task to show acceptance towards the youth, as we believe this to be the first step for them to be able to build relationships.

5. Cooperate positively

To be explained in next exercise.

6. Stimulate creative and critical thinking

To be explained in next exercise.

7. Coping with emotions

Prison is not a good place for young people to learn how to deal with their emotions. The workshops teach participants to be more aware of their own emotional range. As a facilitator you should create a safe space for participants to express their emotions, in order to get to know themselves. Participants need to learn to understand what triggers certain emotions within themselves and also how these emotions make them respond. This will require them to reflect on situations when they were very emotional and label the emotions that were present.

8. Reflect on yourself

Self-reflection is extremely valuable to the learning process. It enables us to learn from our mistakes and to build further on our achievements. Reflecting on things that are going on in our lives can help us understand these things better and give us new insights into ourselves and our surroundings. Reflection on one's own skills and abilities also increases awareness of one's own strengths and weaknesses. This awareness can help a person make the right decisions, avoid possible complications and improve one's self-esteem.

9. Manage stress and frustration

Many young people inside the prison walls live a very stressful and traumatised life. They face a lot of difficult challenges, such as being deprived from their freedom, lacking a loving and caring family, being forced to live under a strict regime, and many other things. It is extremely important for the positive development of the participants to be able to deal with such stress factors and risks, and to avoid and prevent certain situations from escalating because of pent up stress and frustration.

10. Cope with conflicts

To be explained in next exercise.

11. Independent action and decision making

Participants can be part of the Young in Prison programme for a long time. Once they are released, they are off on their own. The feeling of newly found freedom can bring relief, excitement and joy, but can also bring feelings of uneasiness and fear. The participants need to be able to look after themselves, deal with the challenges life throws at them, experiment with risks and develop their own ways of accomplishing their life goals. Independency involves good decision-making, taking responsibility for your own actions, setting targets for yourself, being able to make your own well founded decisions, and to find the information you need in order to make such decisions. This doesn't happen by accident; participants need to be given choices, be allowed to make the wrong ones and learn from the mistakes they make. Having a wider range of ideas and opportunities makes it easier to make your own decisions and take independent action based on your newly generated ideas. Therefore, it is beneficial for newly released participants to have worked in a group and shared ideas with their peers.

12. Goal setting and planning effectively

Employers tend to look for employees that have the ability to plan and organize their work effectively. Job advertisements will often ask for someone who can "plan and prioritize their time" or "organize resources effectively". It is vital that the Young in Prison programme works on these skills, as we want for our participants to find a job, work placement or internship once they are released.

13. Being a positive actor in society (post-release only)

Young in Prison's ultimate goal is to allow young prisoners to return to society as a positive actor and contributing member. In order for this to happen, they should feel confident about who they are and what they are capable of before they can believe that they can be a valuable member of their community.

The Young in Prison programme participants have to learn that they are responsible for their own future. This sense of responsibility is very important and goes hand in hand with freedom. The participants want nothing more than to be free, but there are times when they are terrified by the responsibilities this freedom will bring. Without a sense of accountability, they run the risk of bad actors taking their decisions for them. The participants need to be taught how to respect and protect their freedom and become more a responsible person towards themselves, towards their families, and their communities.

ACTIVITY: Introduction of four units to work on in this training

UNIT 1 SELF ESTEEM, SELF CONFIDENCE, SELF DEVELOPMENT

MOVIE

Everyone can do anything

INFORMATION

Young people can sometimes feel like they are not liked by their family or peers, or come to believe that their attempts to achieve a certain goal will come to naught, regardless of their efforts. This often leads to these people having poor self-esteem. Our self-esteem, or lack thereof, greatly affects our achievements in life. There is a lot you can tell about a person's overall mental health from their sense of self-worth. Therefore, it is extremely important that everyone, including children, and especially youth at risk, whether it be through a handicap, imprisonment, poverty or otherwise, gets a chance to improve their self-esteem.

The Young in Prison creative workshops in prisons help empower prisoners through self-expression in a safe environment. Through games and exercises we help children find their own personal abilities, and look for something they are good at. By involving them in sports and arts, we help these children express themselves and stimulate their sense of self-worth. The workshops are a brief moment of freedom for them inside the walls. We teach them to think of themselves as individuals, whose choices affect both themselves and their surroundings.

The Young in Prison post-release programme is also beneficial to the participants' self-confidence. By giving the participants the opportunity to showcase their newly found skills to their community, the community is made aware of these skills, thus decreasing the participant's sense of alienation. Through our post-release programme, participants gain the confidence to become useful and productive members of their communities.

You as a facilitator should be aware that you could be dealing with children who have an extremely low sense of self-worth, and are therefore unable or unwilling to put effort into the workshops. This is not a sign of bad character; many children in prison are isolated, traumatised or made out to be villains by their own community. Everyone deals with this in a different way. It is therefore the job of the facilitators to actively involve as many participants as possible in the workshops, and pay attention to each person individually.

EXERCISE 1

Gratitude and affirmation:

In a circle each person gets to say their name, once they have said their name, everyone else shouts their name followed by "you're amazing".

EXERCISE 2

Purpose: enhance self-confidence by trying to be the best salesman.

1. Divide the group into two groups: one group are the salesmen and the other group are potential buyers.
 2. Give each salesman the same object.
 3. Give them the instruction to sell this object as if it was a car.
 4. Let them try to convince the buyers to buy their product.
 5. Make clear that it is a competition between the different salesmen.
 6. Give them 5 minutes to sell their object.
 7. Group discussion.
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UNIT 2 STIMULATE CREATIVE AND CRITICAL THINKING

MOVIE

Cavemen invent the wheel

INFORMATION

Developing creative and critical thinking skills is vital for young people, as it enables them to make better decisions and come up with creative solutions to the problems that they face. Many young people that come into conflict with the law do so because of their inability to place their current situation in the proper context, and analyze it critically. They often see crime as their only option, as this is what they see around them in their communities.

In order to develop critical thinking skills, young people need to learn how to reflect on situations, look at things from different perspectives and think of various possible options. By regularly sharing thoughts and perceptions with one another, the participants become more aware of other points of view and learn that there are different ways of seeing things. Critical thinking can also be fostered by showing participants different perspectives on the same story, or providing them with information that may contradict ideas they already hold. Being open to ideas from others, but also challenging other people's ideas and opinions, will benefit social interaction; it will help to communicate in a positive way.

As a facilitator, your job is to focus on the development of creative processes and critical thought. For example, creative activities such as drawing, drama improvisations, completing puzzles and other activities that challenge participants' thinking also develop the participant's ability to think outside box and come up with creative solutions to problems. You should make sure that every participant is encouraged to voice his own opinion and share and discuss it with the group. Other group members should also be encouraged to formulate counter arguments and discussion points in a respectful way.

EXERCISE 1

Relaxation and visualisation with their eyes closed:

Ask everyone to close their eyes and relax all their muscles. You as the trainer can now call out names of different colors and ask the group to visualize these colors. You can do this for about 5 minutes. The aim is to get people into a creative mindset.

EXERCISE 2

Purpose: to stimulate thinking out of the box

1. Ask everyone to find an object in the room with which they can make music/noises
2. Let them have 2 minutes to find these objects
3. Come together and let every participant show what they found and what sounds they can make with it.
4. Start making a rhythm or music together using all the found 'instruments'
5. The purpose is that creativity lies within the smallest things: everyone can be creative with the simplest of means.
6. Group discussion.

TEA BREAK

UNIT 3 COPING WITH CONFLICTS

MOVIE

Classroom example

INFORMATION

Being able to cope with conflict is a very important skill to learn for young people, and especially for young people in prison; they are often in conflict in many different ways, for instance with other incarcerated youths, or with people in a position of authority. Conflicts are a normal part of relationships. After all, different people have different views and ideas and these do not always match. Being able to deal with conflict, rather than avoiding it, is crucial. When conflict is mismanaged, it can cause great harm to a relationship, but when handled in a respectful, positive way, conflict provides an opportunity to strengthen oneself and one's relationships. By learning such conflict resolution skills, you can keep your personal and professional relationships strong and growing.

Conflict arises from differences, both large and small. It occurs whenever people disagree over their values, motivations, perceptions, ideas, or desires. Sometimes these differences appear trivial, but when a conflict triggers very powerful reactions, a deep personal need is often at the core of the problem. Everyone needs to feel understood, nurtured, and supported, but the ways in which these needs are met vary widely. Differing needs for feeling comfortable and safe create some of the most severe challenges in our personal and professional relationships. In personal relationships, a lack of understanding about differing needs can result in distance, arguments, and break-ups. In workplace conflicts, differing needs are often at the heart of bitter disputes, sometimes resulting in broken deals, and loss of profits or jobs. Understanding people's different needs opens up pathways to creative problem solving, team building, and improved relationships.

You as a facilitator should not make the mistake of always trying to avoid conflict within the group. As long as the conflict doesn't get out of hand, it can be a useful tool to show the participants how to handle a situation in a mature and respectful way. If two of your participants can resolve their differences in a manner that is entirely different from what they are used to, you show them a new way of dealing with negativity and conflict. This is an extremely important asset for a young person to have, both inside and outside the prison walls.

EXERCISE 1

Fight, flight or engage

Exercise to illustrate conflict and the possible ways of dealing with it. Divide the group into pairs. Each pair then starts pushing each other. Once they have done so for a few minutes we look at the possible outcomes; letting them push you over, pushing someone else over and showing them a new approach.

that results in a dance.

EXERCISE 2

Move the Chairs¹

Purpose: to understand the causes and dynamics of conflicts

1. Put enough chairs (or other objects like balls or cones) in a certain area. There should be about the same number of objects as there are active participants.
 2. Give each participant a paper with one of these 4 instructions (A, B, C or D):
A: Put all the objects in a circle.
B: Put all the objects close to the door (or other point in your working space).
C: Put all the object close to the window (or other point in your working space).
D: Observer. Stand on the side and watch what happens.
 3. The participants can read the instruction but shouldn't show it to anyone else.
 4. Give the group 5 minutes to carry out their instruction.
They are not allowed to reveal their instructions to others.
 5. Group discussion.
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UNIT 4 COOPERATE POSITIVELY

MOVIE

Guitar players

INFORMATION

Cooperation means working together to accomplish shared goals. Within cooperative activities individuals seek outcomes that are beneficial to themselves and beneficial to all other group members. Positive cooperation involves contributing to a group's efforts and take notice of other people's contributions within the group. These contributions may consist of sharing thoughts, giving input on topics or assignments, or committing to and completing assigned tasks. The participants also need to be able to find a way to work together if ideas of other people do not match with theirs. This means listening to other people's input, combining different inputs and working on tasks together with someone who has opposite ideas. Besides positive cooperation in a group, participants need to be able to share resources and materials.

The Young in Prison programme is largely a collective process, which requires good collaboration and mutual acceptance between participants. During the Young in Prison workshops, youngsters work together towards a final product. Joint performances at the end of a cycle of workshops contribute to team building. Moreover, working together on a final product with each having his own responsibility adds to the participants' social responsibility; participants are stimulated to respect each other's input and compromise when there appear to be opposite ideas.

You as a facilitators should take notice of the way participants are cooperating, and promote a sense of shared responsibility and accountability. Young people can often collaborate very well, even despite their differences, if they can focus on a shared goal.

EXERCISE 1

Circle of knots

Everyone stands in a circle with their arms outstretched in front of them. Then each person takes one hand in each hand, creating a big knot then as group they have to unravel the knot, creating a circle.

¹ War Child

EXERCISE 2

Purpose: experience the different energies and feelings involved with working on a shared goal

1. Divide the group into 3 or 4 groups
 2. Every group receives paper, glue and tape
 3. Ask the groups to make the highest tower possible with the materials they received
 4. The first 10 minutes they are not allowed to talk, the last 5 minutes they can talk
 5. Analyse what happened in the group, did everyone give input, how did people react on input from other group members, how were the roles in the group divided, which leadership skills were shown.
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DAY 2

ACTIVITY: Introduce Pearson/BTEC monitoring system

Introducing the Pearson/BTEC monitoring system, step by step using the different monitoring sheets. Pearson/BTEC system is based on the principle of collecting evidence of workshop participants that indicates that they have achieved certain learning outcomes. Evidence can come in a variety of things, like drawings, audio recordings, written observation records of participant behaviour, creative end products, pictures, etc. For years we have been looking for a system that proves the impact of the YIP programme. This Pearson/BTEC system may pose the solution.

- Observer record
- Assignment briefing
- Activity Witness Table
- Short hand data
- Mid-Term Evaluation Table
- Final Evaluation Table

ACTIVITY: Observation exercise.

- a. Work with the same four units
- b. Introduce the **Short Hand Data Collection Form** concerning the four units.
During the workshops with the youth participants, the (student) observer can use this form to easily keep track of the progress the participants make regarding the assessment criteria. On this form they can list the different participants and indicate what behaviour they demonstrate that indicates they have achieved the certain assignment. We will now practice the use of this using one or two movie clips.
- c. Show one or two short movie clips of the exercises from training day 1 and ask the group members to each observe the assessment criteria from **two different units** for 2 participants.
- d. Let them fill out their observations on the Short Hand Data collection form during the movies. After the movies, ask them to fill out the observation record based upon the Short Hand Data collection form
- e. Have a group discussion and reflection on the observations

TEA BREAK

ACTIVITY: Practice planning with Assignment Brief

Divide the group in smaller groups of preferably 2 people and maximum 4 people. Ask them to plan and prepare a workshop cycle with one of the Life Skills units. They should do this using the Assignment Brief.

The best way to do this is to walk by all the smaller groups and assist them per group on how the Assignment Briefing is supposed to be filled out.

ACTIVITY: Practice Activity Witness Table and Short Hand Data collection form

Appoint who will observe which workshop. Give a short explanation/refresher on how to execute the observation. Instruct them to use the Short Hand Data Collection form and the Activity Witness Table.

ACTIVITY: Group 1 and 2 give workshop

Execute two workshops with the whole group. The group that prepared the workshop leads the workshop and monitors the progress of the learning objectives and collects the evidence. The other smaller groups will take up the role of the workshop participants.

ACTIVITY: Practice Mid Term and Final Evaluation Table

The group will provide the workshop facilitators with feedback on what went well and what can be improved keeping in mind that the life skill is well addressed in the workshop.

ACTIVITY: Feedback by observer on workshops

Discuss and practice how to evaluate according to the Mid Term and Final Evaluation Table. After every workshop the observers who collected the evidence will provide the workshop participants with feedback. Giving feedback is a very important aspect within the Pearson/BTEC system. Facilitators should always provide youth participants with positive feedback on their results and on their behaviour. This gives the participants hope and makes them believe they really can change.

Therefore it is really important to practice this during this training with the facilitators. Stimulate them to practice giving positive feedback and constructive feedback. The giving of feedback will thereafter be evaluated within the group in order to see if the receivers of feedback have actually experienced the feedback as positive or constructive. And also to exchange advice on how to, if necessary, improve the feedback and the way it is given.

ACTIVITY: Finding (creative) ways to evaluate

The Evaluation Star is an existing evaluation method you can use for the participants to evaluate themselves or peers after the workshops. Use one of these as an example to evaluate the 2 day training.

- *Evaluation star*
 - Paper: draw a big star on a flip over. Write down a point of evaluation on every point of the star. Give all the participants a different coloured marker. Ask all the participants to come up to the star and put a dot to rate the 2 day training.
- *Self-evaluation star*
 - Spatial: draw an imaginary star on the ground and make each point of the star one learning outcome. The heart of the star is the highest score of development and the end points of the star are the lowest score of development. Ask everyone to stand on the score they would give themselves on the different learning objectives.