



ESTONIAN TEAM PRESENTS

In this document you will be able to find the scenario of the workshops created during the long-term project in frames of KA2, Erasmus+programmes, called ' First ADR kit'.

First ADR Kit workshop scenario template

1. **Title:** Generating options and creating solutions
2. **Aim:** Show participants there is more than one way to solve a problem or approach a situation that requires a resolution. Make participants aware that by knowing the underlying need / interest of the other party involved you can find a solution that can satisfy both parties.
3. **Learning Outcomes:** By the end of the workshop, participants understand and have practiced:
 - That there is always more than one solution,
 - How to approach a situation from multiple angles,
 - How to identify the underlying need.
4. **Target group:** Everyone
5. **Group size:** ~ 20 pax
6. **Duration:** 90 min
7. **Resources :** venue - open space with movable chairs; materials - white and colored paper, markers, scissors; transportation - not needed; experts - not needed.
8. **Atmosphere** - awareness and power in conflict resolution.
9. **Roles:** preferably 2 facilitators and active participation from the group.
9. **Methods:** non-formal education methods, formal education at the theory part.
10. **Plan of the workshop:**
 1. **Introduction** (2 min)
Welcome part, get to know the facilitators and participants. Explanation of the workshop, the aim and brief agenda.



2. Exercises (steps)

STEP 1: “Only the one who...” (10 min)

Preparation: facilitators need an open area not necessarily big where participants can safely run. Close to the end of the area should be a line at the floor. Participants should have a possibility to run across this area. Facilitator stands between the participants and the line and catches people if they decide to run.

Description: Participants need to cross the marked area, guarded by the leader, by fulfilling leaders conditions. If participant decided that he/she cannot fulfill the condition, he/she can run across the marked area, but if the leader touches the participant while he/she is running to the other side, the participant is out. Point of the game - there are no rules about how to fulfill leader’s conditions, which can be absurd, unrealistic, imaginary. Participants need to use their imagination.

Examples of the tasks:

- Only the one who have blue color can pass
- Only the one who start acting like Jedi can pass
- You can pass only in group by 5 people
- Only cute kittens can pass
- Only the one who have 4 hands can pass

Result: Participants have an understanding that there are always solutions, apart from the obvious ones, if you can stop and think.

Roles: leader, timekeeper

Resources: Game boundaries made by tape at the floor

Signs with minutes left (1, 3, 5, 10, 15)

STEP 2: “Paper love battle” (15 min)

Preparation: open area in the middle and two “bases” for teams, opposite to each other, where participants are supposed to prepare the task.

Description: Participants are divided into 2 groups. Facilitator explains the task first, then shares the materials. Groups take turns to come up with a love message for another team using only a piece of paper and a marker. Each turn the way of love expression should be different. Teams cannot reuse opponents technics. Initial



preparation is 3 minutes. First turn is decided by rock/paper/scissors. Before each turn, team gets 1 minute to prepare. Game stops when: (1) time runs out, (2) one team does not have the next message, (3) one team runs out of paper. One piece of paper can be used in multiple turns.

Result: Participants understand that every situations has many solutions. And even the most obvious situation can be solved in many unexpected way. Even one, very trivial item like a piece of paper can turn into many love messages.

Resources: 6 papers. 2 pens, signs with minutes left (1, 3, 5, 10, 15)

STEP 3: Theory part “What is brainstorm”. Preparation for the main activity (10 min)

Description: The best way to start generating options and creating solutions is a brainstorm. As an introduction to the next part (STEP 4), give the participants basic rules for brainstorming. This will ensure that everyone actively participates and is brave to express his/her ideas. Ideas might be sometimes crazy and need to evaluated.

Coming up with a variety of options should lead to alternative solutions. We need to suppress judgement and engage in the process with an open mind.

Being involved in a conflict, it's sometimes hard to see a way out of it, so being able to brainstorm options, keeping in mind the actual needs and interests of people who are involved, can take them out of impasse and cooperation to come up with a solution.

Rules for a productive brainstorming:

1. No negativity. No analysis or criticism or comparing or editing of other people's ideas. Be positive about every contribution.
2. All ideas are valid at this stage. Think about what's good or bad later.
3. Everyone contributes. Non-contributors should leave, because otherwise they make the contributors self-conscious and can lower the energy level.
4. Have someone assigned to writing the ideas on a whiteboard. This person has no extra power in the brainstorming session and must contribute ideas too. You can switch up who's writing them down every 10 minutes or so if you want. Another approach is to give everybody post-its and as they come up with ideas they just post their own post-its on the wall.



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5. Every idea is welcome, even dumb or crazy ones. Especially dumb and crazy ones! Purposely trying to think of stupid ideas can break through your internal judgment, which otherwise holds you back.
6. Build on other people's ideas. You may combine ideas during the brainstorm, or save idea combinations for a second brainstorming session.
7. Come up with as many ideas as you can. Strive for quantity not quality.
8. Take turns talking. Listen when you're not talking. Suggestion to have a prop, like a pen or a ball. Only person holding it should talk. Too much talking by any one person can drain the group's energy.

STEP 4: Main activity "Save Romeo and Juliet" (40 min)

Description: The goal of the game is to prevent Romeo and Juliet from killing themselves by giving options for the couple, their families and other citizens how to stay together without suicide.

Participants of the activity are the inhabitants of beautiful Verona. Participants represent one solid team.

There is a scale with Romeo and Juliet at the blackboard or the wall. On the one side is "love", on the other side is "death". Participants generate options how to bring Romeo and Juliet closer to "love". Every option bring participants closer to one or another side of the scale. Participants can write their proposals at the sticky note and put at the blackboard/wall with a scale.

Every 5 minutes they receive a "News" card that should change their perspective on the situation and open up new possible solutions. Leader guides the team through the process. Facilitator generates "News" cards, depending on participants options, to steer them away from the direction they are going and force to explore alternatives.

Examples of "News":

- A black plague in city (the most active citizens can't speak for a 5 minutes. They are at the hospital)
- Montecchi and Capuleti at the war. Citizens can speak only with Romeo or Juliet
- Romeo and Juliet disappeared. Citizens can speak only with families.

Resources: scale with Romeo and Juliet for the game, sticky notes and signs with minutes left (1, 3, 5, 10, 15)



3. Debriefing (13 min)

Description: Circle feedback:

1. Generate tips how to generate options and create solutions based on what have you learned from the workshop (all the tips should be written at the sticky notes and put at the flipchart).
2. Give a summary of what the workshop was about.

Resources: flipchart, sticky notes, pens

11. Evaluation

This part can be done as well in a circle but you can make a small warm-up in order the participants can change their places.

Method: Flipcharts with prepared questions (What was useful? What will they develop? Feedback to facilitators?)

Structure:

- explain the task to participants, they need to answer the questions according the workshop on flipchart
- present the question
- give 5 minutes to manage the task
- group picture
- official end of the workshop + if there are question it's the time for them

Resources: Flipcharts with questions, music speaker with calm music, pens, markers



First ADR Kit workshop scenario template

1. **Title:** Asking the right questions

2. **Aim:** Teach participants to ask question to help understand the underlying needs and interests.

3. **Learning Outcomes:**

- Get to know what types of questions exist
- Get to know which questions to ask to understand the underlying needs / interests and feelings / emotions

4. **Target group:** Everyone

5. **Group size:** ~ 20 pax

6. **Duration:** ~ 90 min

7. **Resources** (venue, materials, transportation, experts)

Venue - you can adopt this workshop to any venue, it can be as inside as outside, the only restrictions are materials; materials - flipcharts, markers, pencils, participants, timekeepers, stickers; transportation - non; experts - no need, the facilitators have to adapt the information

8. **Atmosphere** - friendly atmosphere which create an interest to participate and motivate them to take an active part.

9. **Roles** - facilitators & active participants

9. **Methods** - mixed, more detailed description you will be able to find down below

10. **Plan of the workshop:**

1. Intro to the workshop (2 min)

Welcome part, get to know the facilitators and participants. Explanation of the workshop, the aim and brief agenda

2. Exercises (steps)



STEP 1: First activity “Black stories” (10-15 min)

Description

Divide into 2 teams - if less than 10 people, do not divide into teams. After that teams need to reveal the Black Story by asking the questions. And the story is “He parked his car near the hotel and loses all that he had in a one second”. Answer is - Monopoly.

Leader of this game can answer only YES or NO.

Follow the rules. Take turns. Gives hints if needed.

Materials

you don't need any special materials - create a space where to sit, divide team to different parts (visually with chairs or separate them a little), to summarize their answers you can write those on a flipchart, if there is a need give to participants paper and pencil.

Result

Participants have practiced asking questions that open up new perspectives.

Examples of another Black Stories

1. “You don't get the gold, - he said. After he turns, and did 5 shots”
Answer is - Biathlon
2. A man comes into the bar and asks for a glass of water, the barman suddenly pulls out a gun and sends it to the man. The man says thank you and leaves. What happened?
Answer - The man was tormented by hiccups and went into the nearest bar to drink water. The barman understood what his problem was and fright the hiccup person. The way worked and the man thanked him.
3. One person went on vacation and asked a friend to look after the cat. A week later, 8 adult cats were running in the apartment. Where did they come from?



Answer

The next day the cat ran away, and the man had to advertise about the loss. Since he himself did not know the cat very well, he had to keep all the similar cats that he had been brought to him. And wait for the arrival of a friend who was supposed to identify his pet.

STEP 2: Second activity - Theory part (15 min)

Intro

Asking the right questions at the right time is one of the most powerful tools to resolve conflicts. Questions help us understand what really matters, gain perspective, evaluate our position and come up with solutions. It is important to understand what type of questions exist and which type will give you what you need within its answer. Why do we ask questions? Questions do not exist solely to gain information from another person, but also to help that person understand themselves better. So it is important to know, why are you about to ask a question.

Remember that questions are important, but they don't always have a straight answer and sometimes value lies not in the information (facts) you received, but in the process itself, in the conversation.

Types of questions

- Does this make you feel angry?
- Would X be a good result?

Open questions

- What is important to you here?
- What have you already tried to resolve this?
- How do you feel about this?
- What would a good solution look like for you?
- Is there anything else?

Closed questions

- Do you want X?
- Have you tried talking directly?

Questions to understand what matters - Probing and Systemic Questions

- Who is involved? Who else?
- Who makes the decisions?
- Who is responsible?
- Who is affected by any decisions?
- What has been done so far, and by whom?



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Questions to understand what matters - **Provocative Questions**

- Could there be something completely different going on here?
- Is this really about what it is about?

Creative questions to gain perspective

- Can you put yourself in the other party's shoes? How do they feel?
- What would a third – uninvolved – party say about this situation? A child? Another boss? Your partner in love? An independent expert? A judge? A priest?
- Imagine you are on holiday, miles away, on the beach with your friends. What does this the problem look like from there?
- Can you put this all into perspective? How important is it in relation to other things in your life or your business?
- What do you think this is going to look like two weeks / a month / a year / five years from now?

Paradoxical Questions to gain perspective

- How could everything just get a lot worse?



- Are your expectations unrealistic?
- What have you done to cause this problem?
- What are you doing to make sure that everything stays as it is?
- What would you have to do to make things worse?
- Imagine the worst possible outcome? Is it really so bad?

Creative question to facilitate evaluation

- Asking about alternatives
 - You have a choice between A and B. Which is better? Why?
- Evaluating with a scale
 - On a scale from 0 to 10, with 0 standing for “not at all important” and 10 for “essential”, how would you rate your different interests / options here?

Solutions and Resource Focused Questions

- Think of everything you can do to resolve this satisfactorily?
- How have you managed to deal with this so well so far?



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- What will your first step be?
- What resources do you personally have – in yourself – to help resolve this?



- What resources are there elsewhere – other people, institutions, etc. – that can help resolve this?
- Imagine you have solved this problem – what happens then?

Tips about giving theory

1. Brainstorming with the participants on different types of questions and why do we ask them.
2. Give participants time to think.
3. Write on the flipchart their suggestions
4. Connect theory with real life by telling a story that shows an importance of asking the right question.

Materials

Flipchart, markers, better print or prepare an example or questions before the session

STEP 3: Main activity “Guess WHO” (30 min)

Description

The activity need extra preparation. The group consists of the main facilitator, actor of Mystery person, timekeeper/helper and participants

The main facilitator task -

1. Intro about the simulation game, briefly explain the idea of the game. Example - summarize the previous parts of the workshop and conclude it with main part, this activity. Tell the participants about the existence of the Mystery person, our goal is to understand his problem and if we can guess the fiction character. In order to succeed in the task we need to follow the rules..



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2. Divide the participants to 3 teams - the perfect amount is 3-7 people per group (if you have more people create more teams)
3. Clarify the task - teams need to find out as much as they can from a mysterious person and what is his/hers story (the problem he is facing), using only their type questions; present their info to the other teams (summarize it on flipchart)
4. Divide the questions for each team, they can ask only one type of questions:
 - Closed (Yes / No answers)
 - **Provocative Questions**
 - Questions that shift perspective

2 examples:

- Every team has their category until the end
- Every team get to try all of the categories, one-by-one

5. There are 3 rounds in total.

The role of facilitator/s to help the participants to come up with the right questions in order to reach the goal. If there is a need give example and navigate the participants. ***P.S think about dividing teams by types of information they can find out. Facts / feelings / solutions.***

Participants task -

During the game every team has a chance to brainstorm about the questions they can ask, ask the questions to the Mystery person, write the answers them down, summarize their results on flipchart and present it to others.

The actor task - 'Mystery person: Robinson Crusoe'

The main task of the actor to present the character of Robin Crusoe, to be a fictional character. The actor will be in another room, somehow hidden from the participants. Relying on the story and your imagination will be able to answer to the questions of the teams, check if the teams are asking the their questions and keep on one variant. In total 3 rounds for every team. After the interview come up to the participants and tell your story.

As additional, the actor can dress up as the character.



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Story of Mystery person - the person left as the only human on an island. The island is somewhere in the middle of the sea, the amount of the food is pretty low. He is isolated from the society and left only with his one friend Wilson, the volleyball.

The timekeeper/helper task -

Help to prepare the space for the teams and actor, to be a timekeeper during the rounds, check the participants. Rounds order - 1st round 3 min per team, 2nd round 2 min per team, 3rd round 1 min per team.

Structure of simulation:

The main actor (Mystery person) is sitting in another room where participants wouldn't be able to recognize him. After diving teams and their type of question, every team has time to have a first round to brainstorm, 5 min for the preparation. Then the 1st team with their specific questions are having time to have a conversation with Mystery person for 3 minutes, while the first team is interviewing the Mystery person other two teams have to time to write down more questions which they will ask later.

<u>1 round</u>	1st team asking 3 min - 2&3 team brainstorming	2nd team asking 3 min - 1&3 team brainstorming	3rd team asking 3 min - 1&2 team brainstorming
<u>2 round</u>	1st team asking 3 min - 2&3 team brainstorming	2nd team asking 3 min - 1&3 team brainstorming	3rd team asking 3 min - 1&2 team brainstorming
<u>3 round</u>	1st team asking 3 min - 2&3 team brainstorming	2nd team asking 3 min - 1&3 team brainstorming	3rd team asking 3 min - 1&2 team brainstorming



FINAL PART!

- Give to participants 3 last minutes to finish the summary on flipchart.
- Teams are presenting their flipcharts, explaining their question, the process and their results
- All the teams are gathering together and are trying to combine their variations
- The reveal of Mystery person, participants get to meet him and presenting their variation
- The Mystery person is providing and clarifying his story

Result

Participants know what kind of questions give you what kind of answers. Is it easier to ask closed or open questions? Team will see that information and picture you get will be different depending on the types of questions we ask.

Roles

Main facilitator

The actor of "Robinson Crusoe"

Timekeeper

Participants

Time

Max 30 min

Materials

Flipcharts, A4 paper, 3 pens, several markers or pencils (this is not compulsory but it's better for visualisation) Additional - costume for the Mystery person (Wilson ball, wooden sticks, blanket to hide a person, face paint)



Debriefing

The main part here to analyze the done work via exercises.

Spacing

Create a cosy atmosphere, if there is a possibility to sit down on the cushions - use it.

Structure

- A warm up round about the exercise, using one word that describes participants feelings now
- Summarize each activity generally, using the help from participants. Revision the agenda, what was important, ask them about how is it all connected as one workshop, if there is the connection?
- Manage the conclusion of revealing the objectives of the workshop
- What is our next time?
- Each participants had to say what they will bring them after the workshop based on knowledge

Time

Approximately 10-15 minutes

Materials

no extra need, only chairs or cushions

11. Evaluation

This part can be done as well in a circle but you can make a small warm-up in order the participants can change their places.

Method

Flipcharts with prepared questions

- What was useful? What will they develop? Feedback to facilitators? and so on.

Structure

- explain the task to participants, they need to answer the questions according



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the workshop on flipchart

- present the question
- give 5 minutes to manage the task
- group picture
- official end of the workshop + if there are question it's the time for them

Materials

Flipcharts with questions, music speaker with calm music, pens, pencils, markers

Time

10 min max