

# BATMo!

## Beautiful Action Trainer Modules

BATMo! is an innovative card deck-based toolkit with 12 modules for Nonviolent Action Trainers & Facilitators.

For more information, scan the QR code on any card, or visit <https://beautifultrouble.org/training/for-trainers>



### Printing Instructions:

- Use cardstock or heavy paper
- Print pages 1-19
- For double-sided cards print 19 copies of page 20 on the backs of your printed cards.
- Cut apart

Thanks to the trainers & activists at Beautiful Trouble and ActionAid Global Platforms. Available in Arabic, Bangla, English & Spanish.



### LEARNING FROM HISTORY: SHARING NONVIOLENT ACTION STORIES



Review nonviolent action history with a group to help them place their strategic choices within a broader history of social movements and powerfully ground the practice of nonviolent action.

#### TRAINING ACTIVITIES

**TIMELINE WALL** ACTIVITY

**DOCUMENTARY & DISCUSSION** ACTIVITY

**MUSEUM OF PEOPLE POWER** ACTIVITY

**DISOBEDIENT IMAGES** ACTIVITY

**IDEAL COMMUNITY** METHODOLOGY

### MODULE 1



## TIMELINE WALL



*A collaborative, knowledge-driven, written exercise for situating our present movements within the historical trajectory of nonviolent resistance.*

### Materials

Paper, pens, tape or sticky notes, historical reference materials (if needed.)

1. **Create a large timeline** on a wall.
2. **Write up and post** activities associated with nonviolent movements .
3. **Do a Gallery Walk** of the notes.
4. **Debrief:**
  - How does this historical view make you feel?
  - What stands out to you? What is missing?
  - Any insights or lessons to take forward as you work together?
  - Share where to get more info with the group.

### Options

Use as an opener or icebreaker. Do in pairs or groups. Provide background links or materials.

## ACTIVITY MODULE 1



## DOCUMENTARY & DISCUSSION



*Use these short video segments with actual footage of historic nonviolent resistance movements to spark discussions and learn lessons from past strategy, tactics and campaigns for current campaigns.*

### Materials

Projector, screen, documentary segments free to stream or download.

1. **Watch** the video(s).
2. **Discuss:**
  - How did this story make you feel?
  - Any specific tactics or tactical decisions stand out?
  - Any noticings about the strategy of the campaign?
  - What lessons could you apply to your campaigns going forward?
3. **Harvest** learnings with individual writing - note unanswered questions, and identify follow-up research needed.

### Options

Assign as prep work or follow up.

## ACTIVITY MODULE 1



## MUSEUM OF PEOPLE POWER



*An active and engaging way to collaboratively share knowledge about nonviolent action history & jumpstart a physical connection to people power.*

### Materials

None

1. **THINK** of an historic example of nonviolent action.
2. **MODEL** that idea as a stone sculpture.
3. **SAY** "Welcome to the Museum of People Power!"
4. **ASK** "What do you see?"
5. **QUESTION** the "sculptures":
  - What are you modeling? From what campaign? Why did you pick this?
  - How does it feel to embody people power?
6. **DEBRIEF:** What learnings are you taking away about history, strategy, tactics of NVA?

### Options

Do group sculptures instead of individual.

## ACTIVITY MODULE 1



## DISOBEDIENT IMAGES



*Use historical images to jumpstart discussion about how good things we take for granted in our lives today were actually the outcome of struggle and of disobedience campaigns.*

### Materials

Printed images related to victories won through people powered action.

1. **HAND OUT** the prepared pictures.
2. **FIND OTHERS** that have related images to form groups.
3. **DISCUSS:** "What's in common with our photos?"
4. **SHARE** answers when back in the whole group.
5. **DEBRIEF:** Discuss the legacy of past disobedience struggles.
6. **REVIEW:** NVA and the characteristics of successful campaigns. What lesson(s) can you take away from these historic images for the present?

### Options

Use digital or online images.

## ACTIVITY MODULE 1



# IDEAL COMMUNITY



*This exercise offers a shared physical experience of people power and provides a framework for the discussion of nonviolent action and conflict transformation.*

## Materials

Crayons or markers; large sheets of paper; name tags; optional props.

1. **DRAW** your Ideal Community.
2. **VISIT:** CEOs visit Communities:
  - Visit #1: Quick positive introduction.
  - Visit #2: Identify spot you will seize.
  - Visit #3: Escalate (repeat as needed.)
3. **END & DEBRIEF:** How did it feel? What happened? What tactics were used to stop CEOs? Were there identifiable phases? What lessons can you take away from this game? Strategic learnings?

## Options

Add a reflective writing closing. Run the exercise a second time to try out other tactics.

**METHODOLOGY**  
MODULE 1



# FINDING COMMON GROUND: SETTING VISION + PRINCIPLES



Tools to help nonviolent action groups set their campaign or organization's vision & values or principles to guide more effective planning and implementation of activities.

## TRAINING ACTIVITIES

**BREAKING NEWS**

METHODOLOGY

**IMAGINING + DESIGNING OUR DREAM VILLAGE**

ACTIVITY

**IDENTIFYING VALUES & PRINCIPLES**

METHODOLOGY

**ROUND ROBIN PURPOSE/MISSION WRITING**

ACTIVITY

**VISION CAFE**

METHODOLOGY

**MODULE 2**



# BREAKING NEWS



*A collaborative activity using a media frame to help participants look into the future & imagine what the movement wants to achieve.*

## Materials

Optional: newspaper, scissors, tapes, markers, flip charts.

1. **IMAGINE** future movement success that has made national/international news.
2. **PREPARE** a breaking news story: as a newspaper, online news, TV News, or radio broadcast.
3. **PRESENT** the news!
4. **DEBRIEF:** How did that feel? Any reflections on what is needed to achieve your campaigns, movements, etc. 10 years into the future? What information or learnings can you use to help guide your current work or planning?

**METHODOLOGY**  
MODULE 2



# IMAGINING + DESIGNING OUR DREAM VILLAGE



*A collective visioning activity with drawing, for groups in political struggles to develop compelling futures worth fighting for.*

## Materials

Tape, markers, flip charts, colored pens.

1. **SET UP** THEME CHARTS:
  - Relationships, bodies, and sexualities
  - Labour
  - Government and justice
  - Land and natural resources
2. **THINK** Individually
3. **SHARE** in small groups
4. **DRAW** together
5. **DISCUSS & DEBRIEF** in plenary: How did that feel personally, or as a group? What themes surfaced? How can this vision help guide your work & strategic planning?

**ACTIVITY**  
MODULE 2



## IDENTIFYING VALUES & PRINCIPLES



*These tools help participants express and refine their personal beliefs and then come up with shared values and operational principles that will help guide their group's work & planning.*

### Materials

Big paper, markers, pens, other paper.

1. **WRITE** (individually) 3-5 values.
2. Do a **CASCADE**, or, in small groups, share out + group all values.
3. **SELECT**: For each grouping of similar values, select a word or phrase as a label or heading.
4. **WRITE** (in small groups) draft principles to go along with those headings/ grouped values.
5. **SHARE + DISCUSS** in plenary.
6. **REFINE**: Assign drafts to a small team to refine.

## METHODOLOGY MODULE 2



## ROUND ROBIN PURPOSE/MISSION WRITING



*A round-robin writing exercise to quickly identify & state the core purpose or mission of a group.*

### Materials

Paper, pens, flip charts, markers if available.

1. **THINK + WRITE** Individually "What is our group's purpose?" Consider: WHY your group exists, WHO it will serve or support, & HOW ?
2. **PASS** to the next person -- and they WRITE.
3. **REPEAT**.
4. **SWITCH TO HIGHLIGHT**: Circle, underline or star the best!
5. **PASS** to the next person. **REPEAT** 1-3 times.
6. **HARVEST + SCRIBE** the best statements from the group.
7. **AGREE** on draft statement.
8. **ASSIGN** takeaway editing task for a small group if needed.
9. **POST** draft.

## ACTIVITY MODULE 2



## VISION CAFE



*Use the World Cafe model to harness the power of collaborative dialogue around important questions that matter in service to setting a vision & identifying values for a group.*

### Materials

Paper, pens, snacks, tables & chairs (setting the cafe.)

1. **SET UP** a cafe-like space with tables + chairs. Divide participants for each table.
2. Participants **IDENTIFY** one host per table. Everyone else are "guests".
3. **DISCUSS**: Each table discusses what they envision for the training, organization, movements, etc.
4. **MOVE + REPEAT**: When the time is up, have "guests" move to another table & discuss with a new host. Repeat as time permits.
5. **DEBRIEF**: Share reflections of guests + hosts.

### Options

- Integrate snacks or music to help create the cafe feel.
- Use a variety of activities at different tables.

## METHODOLOGY MODULE 2



## LAYING GROUNDWORK FOR STRATEGIC PLANNING: ASSESSMENT TOOLS FOR ANALYSIS



This module focuses on how to use assessment and analysis-- the process of gathering and then processing the information--as a bridge from developing your vision to developing campaign strategy scenarios.

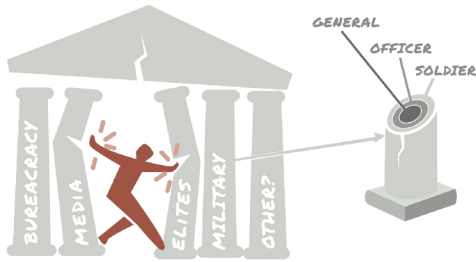
### TRAINING ACTIVITIES

<b>PILLARS OF POWER</b>	METHODOLOGY
<b>POWER MAPPING/ STAKEHOLDER MAPPING</b>	METHODOLOGY
<b>SPECTRUM OF ALLIES</b>	METHODOLOGY
<b>ANALYSIS TREE</b>	METHODOLOGY
<b>THE ONION</b>	METHODOLOGY
<b>HISTORIC TIMELINE</b>	METHODOLOGY
<b>CONNECTORS AND DIVIDERS</b>	METHODOLOGY

## MODULE 3



# PILLARS OF POWER



Identify the institutions that your target relies on for support so you can weaken or disrupt their power.

1. **Name** the problem ("Mobutu regime," "prison industrial complex") in the roof area of the diagram.
2. **Label** the institutional "pillars" (media, military, corporate, etc.) that prop up the problem.
3. **Analyze** the components of each pillar.
4. **Identify** the pillars most critical to holding up the system, and those you have the most ability to impact.
5. **Focus** on these pillars to win.

## METHODOLOGY MODULE 3



# POWER MAPPING/ STAKEHOLDER MAPPING



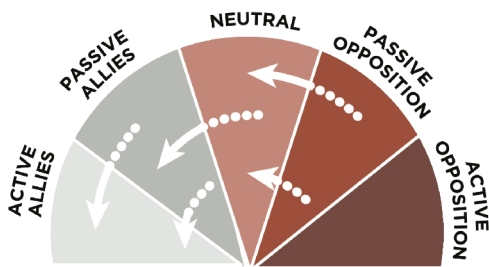
Map the power dynamics at play to identify your primary target and design a winning campaign strategy.

1. **Plot stakeholders** according to More or Less Influential, and Strong or Weak Agreement with your position.
2. **Identify your primary target.** Who has the power to give you what you want? And how can you wield power over them?
3. **Look deeper** into the power relationships around your primary target. Draw circles & arrows of relationship. If needed, branch out to include "secondary targets."

## METHODOLOGY MODULE 3



# SPECTRUM OF ALLIES



Locate allies and opponents along a spectrum from active opposition to active allies in order to increase your own support, as well as shift support out from under your opponent.

1. **List** which groups and individuals fall into each pie-slice of the diagram. Be as specific as possible.
2. **Do further research** to answer any unknowns.
3. **Identify** what it will take to turn Neutrals into Passive Allies, and Passive Allies into Active Allies.
4. **Remember**, social movements seldom win by overpowering their opposition; they win by shifting support out from under them.

## METHODOLOGY MODULE 3



# ANALYSIS TREE



Use this environmental scan to help identify, organize and prioritize the patterns & problems people face.

### Materials

Large sheets of paper, markers or pens.

1. **DRAW** a tree on large paper.
2. **IDENTIFY** key problems, root causes & symptoms or drivers of the core issue
3. **PLACE** them on the tree.
4. **DISCUSS** the different ways people analyse social problems. Which of the main problems (trunk) affects the most people's lives? How will this tool affect the strategy for nonviolent action & peacebuilding processes?
5. **DEBRIEF:** How can this assessment tool help to organize and prioritize social problems and set goals for strategic planning?

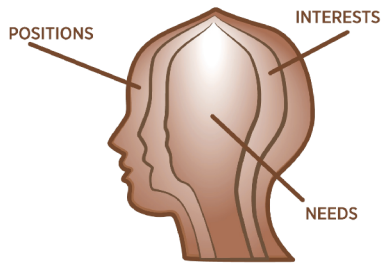
### Options

Use local materials to create the tree

## METHODOLOGY MODULE 3



# THE ONION



People and organizations are more complicated than their stated positions. By peeling back the onion on both friend & foe, we can discover potential allies and reveal power-holders' hidden conflicts of interest.

1. **Focus** on one specific stakeholder.
2. **Identify** what they say their *Positions* are, what they think their *Interests* are, and what they feel their *Needs* are.
3. **Use** this deeper understanding, to more effectively work with (or against) this stakeholder, and better focus your campaign message.

## METHODOLOGY MODULE 3



# HISTORIC TIMELINE



Developing a timeline of the history of the conflict enables stakeholders to identify potential "windows of vulnerability or opportunity" that could escalate or resolve conflict in the future.

### Materials

Sheets of paper, a rope or tape.

1. Stakeholders **WRITE** historic events on papers.
2. **ARRANGE** papers along a "Timeline" on the floor.
3. **WALK** the line silently.
4. **CREATE** small mixed groups. Share & discuss noticings about commonly perceived events versus differences in perceptions.
5. **DEBRIEF:** How can disparate memories create opportunities for transforming the current crisis? What is the relevance of the timeline for strategic planning? Are there windows of opportunity or vulnerability for a NV campaign or a peacebuilding process?

### Options

Repeat for a period of time looking into the future.

## METHODOLOGY MODULE 3



# CONNECTORS AND DIVIDERS



Examine connectors and dividers that exist within a society to anticipate how actions may create further divisions or build a greater sense of connection across the lines of conflict.

### Materials

Something to write with (paper/pen).

1. **DRAW** chart: Column 1: CONNECTORS; Column 2: POTENTIAL; Column 3: DIVIDERS
2. **FILL IN CHART:**
  - o List Ideas in Columns 1 + 3 first
  - o Brainstorm Column 2: ID potential peacebuilding processes, activities, or NV actions that could increase the connectors or increase the dividers.
  - o Add arrows to show if action would increase connectors or dividers.
3. **DISCUSS:** How does this assessment tool help to anticipate potential threats or opportunities in their strategic planning?

## METHODOLOGY MODULE 3



# CRAFTING A STRATEGIC PLAN: INTEGRATING ANALYSIS INTO CAMPAIGN DESIGN + PLANNING



This chapter bridges the journey from strategic assessment to implementation, with activities to help a group understand the wider picture and connect it to the concrete actions required to advance a campaign.

### TRAINING ACTIVITIES

**IDEAL COMMUNITY** METHODOLOGY

**SWOT** METHODOLOGY

**CAMPAIGN PATH OR  
FLOW CHART** METHODOLOGY

**THEORY OF CHANGE** METHODOLOGY

**SMART** METHODOLOGY

## MODULE 4



# IDEAL COMMUNITY



*This exercise offers a shared physical experience of people power and provides a framework for the discussion of nonviolent action and conflict transformation.*

## Materials

Crayons or markers; large sheets of paper; name tags; optional props.

1. **DRAW** your Ideal Community.
2. **VISIT:** CEOs visit Communities:
3. Visit #1: Quick positive introduction.
4. Visit #2: Identify spot you will seize.
5. Visit #3: Escalate (repeat as needed.)
6. **END & DEBRIEF:** How did it feel? What happened? What tactics were used to stop CEOs? Were there identifiable phases? What lessons can you take away from this game? Strategic learnings?

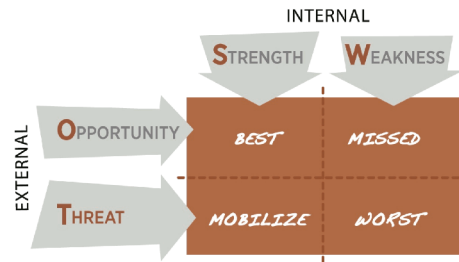
## Options

Add a reflective writing closing. Run the activity a second time to try out other tactics.



**METHODOLOGY**  
MODULE 4

# SWOT



*Cross-reference internal & external factors in order to identify potential campaign scenarios.*

1. **Fill out** the Strengths, Weaknesses, Opportunities & Threats boxes.
2. **Analyze** the intersections. Where Strengths and Opportunities intersect, those are BEST case scenarios. Strengths + Threats = MOBILIZATION scenarios; Weaknesses + Opportunities = MISSED opportunities; Weaknesses + Threats = WORST case scenarios.
3. **Identify** potential campaigns in light of these scenarios.



**METHODOLOGY**  
MODULE 4

# CAMPAIGN PATH OR FLOW CHART



*This exercise charts the roadmap of internal and external pathways for reaching your goal with specific and clear directions.*

## Materials

Crayons or markers, large sheets of paper; optional: masking tape, sticky notes.

1. **REVIEW** the steps of the Flow Chart.
2. **Work** on the INTERNAL & EXTERNAL FACTORS in small groups.
3. **POST** the work.
4. **SHARE + DISCUSS** in the whole group.
5. **DEBRIEF:** How was this process? Summarize the key points of the completed chart. What learnings are you taking away from this activity. What can be applied to your work now? What needs follow up?



**METHODOLOGY**  
MODULE 4

# THEORY OF CHANGE

**IF... WE TAKE THIS ACTION,**

**THEN... WE'LL ACHIEVE THIS GOAL,**

**BECAUSE... OF THESE REASONS.**



*Lay a solid foundation for a campaign by working backwards from long-term goals to identify the conditions that must be in place in order to achieve those goals, and why.*

Fill out the sentence above to help you identify what actions you believe will lead to the change you desire. For example: "IF... we mobilize enough people to make Members of Parliament aware of the flaws in the law, THEN... they would change the law, BECAUSE... they need our votes to be reelected." And then question these propositions.



**METHODOLOGY**  
MODULE 4

# SMART



*Strong campaigns are built on a series of short- and medium-term SMART objectives that function as intermediary steps towards a more ambitious campaign goal.*

1. **Get SMART.** Make campaign goals that are **Specific, Measurable, Achievable, Relevant** and **Time-Bound**.
2. **Be precise.** Add numbers and completion dates to your objectives so you can measure your progress.

**METHODOLOGY**  
MODULE 4



# DELIVERING ON A STRATEGIC PLAN: USING IMPLEMENTATION TOOLS



This module provides guidance for developing an implementation plan, including identifying specific tactics and the people & resources needed to achieve the goals of a campaign.

## TRAINING ACTIVITIES

<b>SMART</b>	METHODOLOGY
<b>CALENDARIZE</b>	METHODOLOGY
<b>POINTS OF INTERVENTION</b>	METHODOLOGY
<b>ACTION PLANNING STEPS GAME</b>	ACTIVITY
<b>ACTION STAR</b>	METHODOLOGY

**MODULE 5**



# SMART



*Strong campaigns are built on a series of short- and medium-term SMART objectives that function as intermediary steps towards a more ambitious campaign goal.*

1. **Get SMART.** Make campaign goals that are **Specific, Measurable, Achievable, Relevant** and **Time-Bound**.
2. **Be precise.** Add numbers and completion dates to your objectives so you can measure your progress.

**METHODOLOGY**  
MODULE 5



# CALENDARIZE



*Create a comprehensive timeline/calendar that aligns with and supports your overall strategy and SMART goals, to ensure that your planning becomes actionable & achievable.*

## Materials

Large sheets of paper, multicolor crayons or markers; optional: masking tape, sticky notes.

1. **REVIEW** timeline.
2. **WRITE** the key steps/ activities; by specific action, or for strategic planning overview by Internal, External Programmatic, Network/Community Building.
3. **POST** key steps on the timeline.
4. **ADD** other events, cultural holidays & vacations.
5. **VIEW + ASSESS.** Is this realistic? Are there moments where too much is planned? Can something be shifted? What is missing? Are there evaluation & assessment points included?
6. **ASSIGN FOLLOW UP.**

**METHODOLOGY**  
MODULE 5





# POINTS OF INTERVENTION



Identify pressure points where you can take action to interrupt business as usual, and press for change.

- Production** (factory, farm, school)
- Destruction** (pipeline, prison)
- Consumption** (market, gas station)
- Decision** (Parliament, boardroom, school board)
- Assumption** (a place to challenge social myths)
- Opportunity** (holiday, election, or other occasion)

1. **Brainstorm** specific locations for each Point.
2. **List** potential actions at each location.

## METHODOLOGY MODULE 5



# ACTION PLANNING STEPS GAME



Lively overview activity of action planning steps and the importance of planning overall.

### Materials

Action Planning Steps CARD SET; optional: tape, big paper or wall.

1. **GIVE** each small group their own set of Action Planning Steps cards.
2. **SET** the timer.
3. **ORDER** the cards.
4. **VIEW** the work -- via Gallery Walk or similar
5. **DISCUSS:** in the plenary group - What did you notice first? Similarities, differences? Anything missing?
6. **DEBRIEF:** Why do we do this? PLANNING IS IMPORTANT!!!

### Options

Analyze implementation plan(s) from a previous action.

## ACTIVITY MODULE 5



# ACTION STAR



A checklist of 8 key factors for planning & evaluating actions.

1. Who/what is the political **target**?
2. Who is the priority **audience** & what is your message to them?
3. Where is the **Point of Intervention**?
4. How does this action activate passive **allies** & isolate your opposition?
5. Is the conflict & **story** strategically framed?
6. Will it build the group's **capacity**?
7. **Action logic.** Does the action itself tell the story?
8. Does the action connect with people's **values** & appeal to common sense?

## METHODOLOGY MODULE 5



# GETTING CREATIVE: DESIGNING INNOVATIVE ACTION



This module supports the use of innovative action tactics as a noticeable characteristic of successful campaigns.

### TRAINING ACTIVITIES

**CARDSTORM!** ACTIVITY

**DESIGN AN ACTION** ACTIVITY

**POINTS OF INTERVENTION** METHODOLOGY

**BEST/WORST ACTION** METHODOLOGY

**BATTLE OF THE STORY** METHODOLOGY

**SIX THINKING HATS** METHODOLOGY

## MODULE 6



# CARDSTORM!



Quickly brainstorm creative action ideas by flipping over 3 cards at a time.

## MATERIALS

- 3 piles of cards: Tactics, Principles, Theories
- Pen & paper

1. **Pick** an issue you're facing — say, your town is threatened by a fracking pipeline & the CEO is coming to town.
2. **Flip** over one card from each pile.
3. **Brainstorm.** Generate action ideas. Consider how the cards might combine to make a great action.
4. **Record** the best ideas.

## OPTIONS

- Play in teams
- Keep one card constant
- Use a timer
- Include Stories &/or Methodologies

## ACTIVITY MODULE 6



# DESIGN AN ACTION



Build a creative action in mere minutes!

## MATERIALS

- 3 piles of cards: Tactics, Principles, Theories
- Pen & paper

1. **Name your issue** - say, immigration; climate
2. **Identify your goal** - say, declare a Sanctuary City; close the local coal-fired power plant.
3. **Team-up.** 2-6 people per team.
4. **Draw.** Each team draws 1 card from each pile.
5. **Devise an action.** Use the cards to spark an action idea that addresses your issue & goal. (10 min)
6. **Showtime!** Teams present action ideas in creative ways (skit, song, news report). Applaud & critique.
7. **Actually. Go. Do. It.**

## OPTIONS

- Draw 3 cards from each pile
- Swap out a card
- Use SCORE &/or Risk cards in step 6
- Prepare by going through Strategy Cards
- Use the Evaluate Your Action card to critically evaluate your action ideas

## ACTIVITY MODULE 6



# POINTS OF INTERVENTION



Identify pressure points where you can take action to interrupt business as usual, and press for change.

- Production** (factory, farm, school)
- Destruction** (pipeline, prison)
- Consumption** (market, gas station)
- Decision** (Parliament, boardroom, school board)
- Assumption** (a place to challenge social myths)
- Opportunity** (holiday, election, or other occasion)

1. **Brainstorm** specific locations for each Point.
2. **List** potential actions at each location.

## METHODOLOGY MODULE 6



# BEST/WORST ACTION



Harvest the collective experience & wisdom already in the room about what makes actions effective-- or not! and derive useful lessons for designing one's own actions.

## Materials

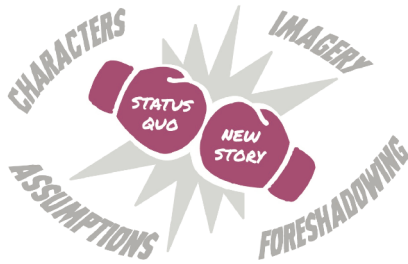
Nothing, or whatever you've got access to: art supplies, costumes, etc.

1. **SHARE** an action story: either a "best action" (very creative and effective) or a "worst action" (ineffective, or even harmful).
2. **PICK & PERFORM** ONE story per small group to share with the whole group in a creative way.
3. **DISCUSS:**
  - **What maximizes effectiveness in an action?**
  - **What minimizes effectiveness in an action?**
4. **NAME** the principles we can glean from these actions to design more effectively in the future.

## METHODOLOGY MODULE 6



# BATTLE OF THE STORY



*Harness the strength of stories to expose oppressive beliefs, and show how another reality is possible.*

Analyze both the status-quo's story and your new story via 5 lenses:

1. **Conflict:** How is the problem being framed? Who is the conflict between?
2. **Characters:** Who are the villains & heroes?
3. **Imagery:** How does the story show us (rather than tell us) what's important?
4. **Foreshadowing:** How does the story show us the future?
5. **Assumptions:** What must one believe to accept the story as true?

## METHODOLOGY MODULE 6



# SIX THINKING HATS



*De Bono's six thinking hats are often used as a brainstorming tool that encourages parallel thinking on a specific issue.*

### Materials

Charts with the six thinking hats, markers.

1. **INTRODUCE** the six thinking hats. & the topic of discussion:
  - WHITE (facts)
  - RED (emotions)
  - BLACK (logical negative)
  - YELLOW (logical positive)
  - GREEN (creativity)
  - BLUE (process).
2. **DIVIDE** the participants into groups.
3. **DISCUSS + THINK** In groups as if wearing each thinking hat. All groups address the same thinking hat at a time.
4. **SHARE** the key points in plenary.
5. **COMPILE** ideas from the discussion to come up with recommendations & follow up.

## METHODOLOGY MODULE 6



# HANDLING CONFLICT CREATIVELY: EXPLORING RESPONSES WITHIN + BEYOND THE GROUP



Preparing and practicing your options for communicating clearly and handling conflict skillfully will help you build capacity to be more effective facilitators, organizers & activists.

### TRAINING ACTIVITIES

<b>HASSLE LINES</b>	ACTIVITY
<b>ACTIVE LISTENING</b>	ACTIVITY
<b>ACTION ROLE PLAY</b>	ACTIVITY
<b>EARLY WARNING, EARLY RESPONSE</b>	ACTIVITY
<b>DOCUMENTARY &amp; DISCUSSION</b>	ACTIVITY

## MODULE 7



# HASSLE LINES



*A hassle line is a short roleplay done in a line with participants facing each other, useful for quick intense exploration of conflict behavior & intervention.*

### Materials

None

1. **LINE UP:** Participants gather shoulder to shoulder in 2 lines facing each other.
2. **SHARE** a short scenario; **ASSIGN** a role to each line.
3. **ACTION:** Start when facilitator says **"GO"**. Run for 60-90 seconds.
4. **FREEZE:** Stop the role play & note position.
5. **SHAKE OUT & DEBRIEF:** How did that feel? What happened-- what did you or your partner try? What worked or failed? What lessons can we take forward from this exercise?

### Options

Use concentric circles. Use Observers.

## ACTIVITY MODULE 7



## ACTIVE LISTENING



*Explore Active listening as a critical tool for activists and organizers.*

### Materials

None

1. **FORM** pairs: introduce the question.
2. **SPEAK:** First person speaks uninterrupted for 2 minutes, then listener reflects back for 1 minute.
3. **REVERSE** roles & repeat.
4. **DEBRIEF:** How did that feel? Why? Identify the power of active listening What happened? Any active listening tools used? Any barriers?
5. **REVIEW** Takeaways: Active listening = first line of defense; Listening is essential in building relationships; Everyone can do this!

### Options

Use as an opener or closing.

ACTIVITY  
MODULE 7



## ACTION ROLE PLAY



*Action role plays are a direct & powerful way to support group learning as well as practice or rehearse for more effective actions.*

### Materials

None; optional: costumes, props, name tags.

1. **IDENTIFY** the scenario, location and list + group all the roles.
2. **PREP** in role groups.
3. **RUN** the action.
4. **SHAKE OUT + DEBRIEF:** How did that feel? What came up for folks? Any new information? Ask about 'facts' (what happened)?
5. **ADDRESS** all questions/issues.
6. **SUMMARIZE** key learnings + takeaways.
7. **NOTE** any follow-up steps.

### Options

Provide a script.

ACTIVITY  
MODULE 7



## EARLY WARNING, EARLY RESPONSE



*In-depth guided process that supports preparation & response to upcoming potential conflict scenarios with UCP (Unarmed Civilian Peacekeeping), most effective when paired with practice role plays.*

### Materials

Something to take notes with.

1. **SHARE** the EWER chart.
2. **BRAINSTORM** potential threats.
3. **IDENTIFY** potential responses.
4. **REFLECT** on strategies for addressing threats:
  - Preparation
  - Assessing Indicators (early warning) + Responses (early response)
  - Mapping Safe Routes + Meeting Points
  - Communication Structures + Network of Relations
5. **RUN ROLE PLAYS. ADJUST** response scenarios.
6. **DEBRIEF:** How does this feel? Identify next steps & ToDos for preparation. Assign Roles, etc.

ACTIVITY  
MODULE 7



## DOCUMENTARY & DISCUSSION



*Use these short video segments with actual footage of historic nonviolent resistance movements to spark discussions and learn lessons from past strategy, tactics and campaigns for current campaigns.*

### Materials

Projector, screen, documentary segments free to stream or download.

1. **Watch** the video(s).
2. **Discuss:**
  - How did this story make you feel?
  - Any specific tactics or tactical decisions stand out?
  - Any noticings about the strategy of the campaign?
  - What lessons could you apply to your campaigns going forward?
3. **Harvest** learnings with individual writing - note unanswered questions, and identify follow-up research needed.

### Options

Assign as prep work or follow up.

ACTIVITY  
MODULE 7



## AWESOME FACILITATION: IDEAS + ENCOURAGEMENT FOR NVA TRAINERS

8

### GUIDING PRINCIPLES FOR TRAINERS:

- **Political Empowerment:** Analyze and change power structures
- **Participatory Methods:** Learning together
- **Learning by Doing:** Act, reflect, learn, apply
- **Public Action Learning:** Society is our classroom
- **Dreaming Big:** Be creative, seek alternatives
- **Feminist Lens:** Challenge patriarchy & inequality

### Options

Use Checklists to keep track of tasks.

## MODULE 8



## GROUP ENERGIZERS, OPENERS + CLOSINGS

9

Great energizer activities are useful at different points in a training – to help a group get to know one another, reenergize if they have lost momentum, or spark people to think in new ways if stuck.

### TRAINING ACTIVITIES

<b>OPENING THE SPACE</b>	ACTIVITY
<b>NAME GAMES</b>	ACTIVITY
<b>GROUP AGREEMENTS</b>	ACTIVITY
<b>GET TO KNOW EACH OTHER</b>	ACTIVITY
<b>ENERGIZERS</b>	ACTIVITY
<b>CLOSING THE SPACE</b>	ACTIVITY

## MODULE 9



## OPENING THE SPACE



Various ways to open a space & create a 'container' for our best work through land acknowledgements, grounding, or inclusive welcome activities.

### Materials

None, but with advance notice, bring personal item of significance for a community altar.

### Select or combine:

- READ, PRAY or SING
- LAND or LINEAGE ACKNOWLEDGMENT
- GROUNDING
- BUILD A RITUAL SPACE
- TIME for ALL

### Options

Invite someone from the local indigenous or religious community to offer a welcome or speak first at the event.

## ACTIVITY MODULE 9



## NAME GAMES



Activities to bring a group together while learning each other's names.

### Materials

None; optional name tags.

1. Circle up!
2. Pick your activity, introduce it & then model:
  - Sound & Motion Name Game
  - Story of your name
  - Lovely Lulu
  - Amatoso
3. Round of applause!

## ACTIVITY MODULE 9



## GROUP AGREEMENTS



*Group agreements are a useful tool for getting your event off on the right start & keeping it on track.*

### Materials

None; Helpful: things to write with, flip charts.

### Sample Group Agreements

- Make Space for everyone to contribute.
- Only one person speaks at a time.
- Respect each others' opinions even / especially if you don't agree with them.
- Participate!
- What's learned here can leave here, what's said here stays here (confidentiality.)
- Be conscious of time - help stick to it, or negotiate for more.
- Mobile phones off to minimise disruptions.
- Take regular breaks.

ACTIVITY  
MODULE 9



## GET TO KNOW EACH OTHER



*Engaging activities for groups to get to know each other & build cohesion.*

### Materials

Various: none, or things to write with, big paper, chairs.

- **DRAW A SHIELD:** Home (where you come from), Heart (your loves), Head (what you are thinking about), Hands (your skills)
- **WRITE POETRY: "I am from..."**
  - I am from the smell of .....
  - I am from the sound of .....
  - I am from the taste of .....
  - I am from the touch of .....
- **MOVE + MINGLE**
- **HURRICANE!** (A big wind blows for....)

ACTIVITY  
MODULE 9



## ENERGIZERS



*Participatory activities that are fun, engaging, break down barriers, bring up the energy level and help to refocus participants.*

### Materials

None required; open space is helpful!

- **DANCE Break**
- **Activist Yoga** (Reach for Goals, Tend the Grassroots, Feel Winds of Change, Self Care)
- **Five Shake** ( arms/legs.. 5..4..3..2..1!)
- **MOUSE, SNAKE, LION** (EEEK! GASP!! GROAN!!)
- **LIFEBOATS** ( The boat is sinking, find.....!)
- **CHANT or SONG** Break

ACTIVITY  
MODULE 9



## CLOSING THE SPACE



*Various ways to close a space & support participants in honoring the work done.*

### Materials

None; optional: yarn or string.

- **ONE-WORD POPCORN TAKE AWAY**
- **GIVE "GIFTS"** (Give to your left, receive from your right)
- **READ, PRAY, CHANT or SING**
- **CLOSE the RITUAL SPACE**
- **WEB of CONNECTION** (need string or yarn)
- **WRITE YOURSELF A LETTER**

ACTIVITY  
MODULE 9



# DECISION MAKING TOOLS



*Strong groups benefit from good decision-making processes that help each person bring their own experience, understanding & level of motivation into their group dynamic constructively.*

## TRAINING ACTIVITIES

<b>QUICK DECISION TOOLS</b>	ACTIVITY
<b>DOTOCRACY</b>	ACTIVITY
<b>CASCADE</b>	ACTIVITY
<b>STATE YOUR POSITION</b>	ACTIVITY
<b>CONSENSUS DECISION MAKING</b>	ACTIVITY

## MODULE 10



# QUICK DECISION TOOLS



*Several quick and flexible ways to support group decisions in a democratic way.*

## Materials

None

- Verbal **one word** go-rounds
- Visual **hand signals**
- **Fist to 5** (visual scale)
- **Straw polls**

## Options

Online: use polls, reaction emojis, or turn your video off/on.

## ACTIVITY MODULE 10



# DOTOCRACY



*A fun and flexible way to prioritize choices democratically, with colorful dots or markers.*

## Materials

Dot stickers or sticky notes, chart paper or white board + markers.

1. **COLLECT OPTIONS** from participants & categorize them
2. **DETERMINE** + Share the key to the dot colors.
3. **DISTRIBUTE** the dot stickers to participants.
4. **PLACE** the stickers on preferred option.
5. **REVIEW** the distribution of stickers.
6. **DISCUSS** the outcome.
7. **MAKE** changes if needed.
8. **ANNOUNCE** outcomes: the options with more dots wins!

## Options

- Online use a Whiteboard, Jamboard or other group feature

## ACTIVITY MODULE 10



# CASCADE



*An engaging way to discern & prioritize choices democratically.*

## Materials

None, but pen and paper helpful.

1. **IDENTIFY** question to address+ limits ( ex: list top three priorities.)
2. **ANSWER** individually.
3. **FORM PAIRS & REPEAT**-- with the same limits.
4. **FORM QUADS** (2 pairs join up) & REPEAT.
5. **REPEAT** doubling size until only 2 large groups remain.
6. **PRESENT** work to each other.
7. **DISCUSS & DEBRIEF.**

## Options

See DOTOCRACY for an alternative.

## ACTIVITY MODULE 10



# STATE YOUR POSITION



Participants take a physical position in a space based on their opinion of that topic.

## Materials

Open space, rope or chalk.

1. **ANNOUNCE** the questions or statements to be reflected on.
2. **SEGMENT** the space (i.e. one side is agree; another disagree; another neutral.)
3. **MOVE** to the space aligned with their opinion.
4. **CONDUCT INTERVIEWS.**
5. **OFFER** time to shift.
6. **DISCUSS & DEBRIEF.**

## Options

Use Spectrum as alternative.

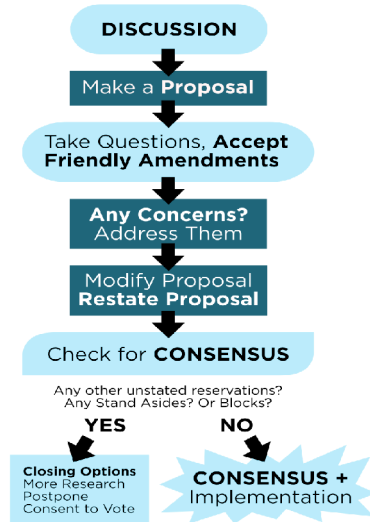
ACTIVITY  
MODULE 10



# CONSENSUS DECISION MAKING



A creative and dynamic way of reaching agreement between all members of a group.



ACTIVITY  
MODULE 10



# DEBRIEF + EVALUATION TOOLS



Debriefing and evaluation are a key step to help trainers & participants reflect, learn, share and consolidate their learning.

## TRAINING ACTIVITIES

**CIRCLE GROUP ASSESSMENT**

ACTIVITY

**SPECTRUMS**

ACTIVITY

**GALLERY WALK**

ACTIVITY

**GRAPHIC EVALUATION**

ACTIVITY

**DEBRIEF**

ACTIVITY

**EVALUATE AN ACTION (CARD GAME)**

ACTIVITY

**BARAZA**

METHODOLOGY

MODULE 11



# CIRCLE GROUP ASSESSMENT



Fun and meaningful ways to get to know each other's experience and build vulnerability & trust in the group. Good for broad visual assessments of participants.

## Materials

None; or places to sit, pen + paper.

- **CIRCLE ASSESSMENT** (with movement in +out, or hands up/down)
- **BIG WIND BLOWS** (high-energy variation moving from seat to seat)
- **PAPER SNOWBALLS** (anonymous in-person writing + movement)

## Options

Movement Accessibility alternative: use pieces of paper or small flags for Circle activity.

ACTIVITY  
MODULE 11





# SPECTRUMS



*An activity that helps individuals reflect on their own positions & recognize diversity within a group by literally putting their bodies on a line (as you might in a direct action.)*

## Materials

None; optional big paper, markers + tape for signs.

1. **DESCRIBE** the ends of one physical line, or spectrum.
2. **MOVE** to the spot on the line that represents your view.
3. **INTERVIEW** people in different locations.
4. **DESCRIBE + ADD** second, intersecting line.
5. **MOVE** to a new location.
6. **NEW INTERVIEWS.**
7. **DEBRIEF:** How did that feel to 'put your body on the line'? Key learnings or takeaways for our work?

## Options

Use a Fishbowl or State Your Position as an alternative .

**ACTIVITY**  
MODULE 11



# GALLERY WALK



*Use movement to help a group collect or share information, encourage group analysis, & also engage the room.*

## Materials

White boards or big paper, markers, tape, possibly sticky notes.

1. **DIVIDE** into small groups.
2. **GATHER** at work stations around the space.
3. **WRITE** at the different stations.
4. When time is up, **MOVE** from station to station as they review the posted work.
5. **DEBRIEF.**

## Options

- Use 'timed gallery passes' or hold a "Gallery Run."
- Online: post content to a google presentation /Jamboard/etc.

**ACTIVITY**  
MODULE 11



# GRAPHIC EVALUATION



*Use graphic evaluation tools to provide direct feedback on training objectives, & support more insightful and useful processes and takeaways for participants & facilitators alike.*

## Materials

Pens/markers, possibly sticky notes; Prepared drawings for Roses, Buds + Thorns, the Charts, or Head, Heart, Hands & Heels.

1. **INTRODUCE** the framework for the evaluation.  
Options:
  - **Roses** (positives), **Thorns** (challenges), **Buds** (in formation)
  - **DAKI:** Drop, Add, Keep, Improve
  - **Highs + Lows**
  - **Head, Heart, Hands + Heel**
2. **REFLECT + WRITE** individually; then post.
3. **VIEW + DISCUSS** with a Gallery Walk.
4. **DEBRIEF:** Any surprises, learnings or take-aways from what others shared?

**ACTIVITY**  
MODULE 11



# DEBRIEF



*An engaging debrief creates opportunities for deeper understanding & lasting learning, improving comprehension, drawing out insights or lessons, and helping participants integrate what they've learned.*

## Materials

None; optional: chart paper, markers, chairs inside a larger circle.

1. **SET UP** the Fishbowl: 4 chairs in the middle of a large circle and label each one with one sign: Facts, Feelings, Findings, Futures
2. **REFLECT:** Four Participants sit in the chairs, starting the reflection on the activity using the F's as a guide.
3. **SWITCH + Repeat.**
4. **DISCUSS** & collect learnings.

## Options

- Use only 3 F's. Feelings, Facts, Future or Appreciative Inquiry (AI) through: Discover, Dream, Design, Destiny (or Delivery).

**ACTIVITY**  
MODULE 11



# EVALUATE AN ACTION (CARD GAME)



Debrief after an action. Analyse an historic action. Test-flight an action that's still in the works.

## MATERIALS

- 2 piles of cards: Principles, Theories
- Pen & paper

1. **Choose** an action to evaluate.
2. **Draw** a Principle or Theory card. Read it out loud.
3. **Evaluate:** Did this Principle/Theory play a role in your action? If so, how? If not, did its absence impact what happened? How?
4. **Imagine** your action happening again. What could you do differently to achieve a different or better outcome?
5. **Curate** a list of 3-5 Principles/Theories that you can use to guide future action planning.

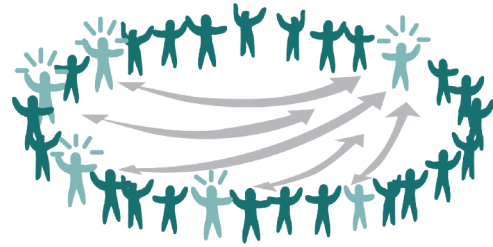
## OPTIONS

- Include Methodologies &/or Debates

## ACTIVITY MODULE 11



# BARAZA



A large community gathering to discuss important matters, share information, & hold leaders to account.

People everywhere have organized baraza-like gatherings under various names: "town halls" in New England, "indignados" in Madrid, "diwaniyat" in much of the Arab world. It is fundamental to the human way of being, filling a need to come together, belong, & work toward a better community. What is the baraza of your culture? How can you harness it to improve things?

## METHODOLOGY MODULE 11



# BUILDING RESILIENCE: CARE FOR THE LONG HAUL



This module provides facilitators & organizers with accessible self-care and community care practices that support building effective, sustained movements for social change.

## TRAINING ACTIVITIES

**EMBODIED PRACTICE: SELF CARE & REGULATION** ACTIVITY

**EMBODIED PRACTICE: COMMUNITY CARE & CO-REGULATION** ACTIVITY

**MENTAL/EMOTIONAL HEALTH FIRST AID** ACTIVITY

**BUILDING RESILIENT GROUPS** ACTIVITY

**SELF & COMMUNITY CARE IN ACTION** ACTIVITY

## MODULE 12



# EMBODIED PRACTICE: SELF CARE & REGULATION



Embodied practice harnesses body awareness through breathing and movement to support individuals & groups in responding to stress and triggering events in real-time.

## Materials

None

Try a simplified practice:

1. **SET** your intention.
2. **FOCUS** on breathing (slow, pattern or box.)
3. **CHOOSE:**
  - **Grounding** (Resourcing or Touch)
  - **Body Scan** (What feels best?)
  - **Intentional Movement** (Sweep or Tap)
4. **RETURN** to breathing.
5. **PRACTICE** gratitude.
6. **NOTE** any change (in feeling, attitude, etc.)

## ACTIVITY MODULE 12



## EMBODIED PRACTICE: COMMUNITY CARE & CO- REGULATION



*Through situational and bodily awareness, Embodied Practice employs breathing, movement, arts, and culture to support individuals & communities in regulating stress and responding adaptively to triggering events.*

### Materials

Soft music, singing bowls (if possible), cushions.

### 1. USE one or more practices in a group setting:

- Group Box/Square Breathing
- Group Dance Movement Therapy
- Collective Affirmations
- Community Sound Circle
- Emotional co-regulation (in pairs)
- Not Now, Come Tomorrow Morning Pair Practice

### 2. CLOSE with debriefing and identifying next steps.

## ACTIVITY MODULE 12



## MENTAL/EMOTIONAL HEALTH FIRST AID



*A brief overview for activists, organizers, and/or facilitators on how to approach & handle mental and emotional health challenges in a group or at an action.*

### Materials

Flipcharts, sticky notes, markers, & tape.

1. **BRAINSTORM** emotional + mental health stressors.
2. **DISCUSS** the five components of psychological first aid (Safety, Calming, Self-efficacy, Connection, & Hope).
3. **DEVELOP** a list of potential responses to the list from Step #1.
4. **IDENTIFY** the most likely stressors and responses.
5. **ROLE PLAY** the selected responses.
6. **DEBRIEF** any learnings and any plans for future work.

### Options

Have trained individuals available for support during sessions if distress is anticipated.

## ACTIVITY MODULE 12



## BUILDING RESILIENT GROUPS



*Because social change work takes time and energy, it is important to invest in building strong structures & healthy processes to increase our chances of being successful groups for the long haul.*

### Materials

Small colored cards, markers/pens, tape, sticky notes.

1. **GROUND** through breathing, body scan, movement, meditation, etc.
2. **REFLECT** individually to identify needs to be fully present.
3. **SHARE** in small groups and create a list of the group's needs.
4. **BRAINSTORM** best practices of healthy groups to meet those needs.
5. **DEBRIEF + SYNTHESIZE** in whole group: what resonated most? What can be done?
6. **AGREE** on next steps.

## ACTIVITY MODULE 12



## SELF & COMMUNITY CARE IN ACTION



*While care should be woven into the fabric of our work, we need to be particularly cognizant of incorporating self & community care when it's action time.*

### Materials

Scenarios, flipcharts, markers, tape, some extra materials you may want to use for the role plays.

1. **SET UP** an action scenario with "spikes" or challenges to be addressed by the group.
2. **RUN ACTION ROLE PLAY** with as realistic a scenario as possible.
3. **REFLECT** on what support was offered/missing? Consider pre, during, and post-action support.
4. **DEBRIEF.** How did that feel? What happened? What can we take forward? What support is needed to take care of ourselves? Our organizations? Our communities?
5. **COMMIT** to embedding long-term care strategies as part of our work, especially in action.

### Options

Run a second role play incorporating the support plan discussed to end on a successful note.

## ACTIVITY MODULE 12



