**Goals for the Training of Trainers sponsored by KSCO**

**4 – 7 October 2012, Ganghwa (near Seoul) Korea**

**Training Goals**

* (network) Explore the interest, needs and next actions for developing a network of nonviolence trainers in Korea
* (understanding of NV training) Develop people's understanding & commitment to nv training as part of their activism
* (adapt materials) Support the group in adapting nonviolence materials specific for the South Korean context
* (nv action) explore the opportunities and challenges of NV action in Korea

**Day 1 Goals**

* bring the group together and start our work – Who is there? And why?
* Begin to develop as trainers, learn new methods, be open, curious and OK with discomfort

**Day 2 Goal**

* Look at violence and nonviolence and the role nonviolence training can play in activism

**Day 3 Goals**

* Look at conventional and participatory ways of working in groups and our roles in groups
* Thinking about different learning styles, elements of a training and sequencing activities in a training agenda and prepare an activity to facilitate in small groups

**Day 4 Goal**

* exploring the need, energy, interest and capacity for a trainers' network, wrap up the learning, and close the event

**day 1 Thursday 4/October – Starting with us, who are we, and why are we here?** page 1 of 3

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| **About how long** | **What we're doing …** | **We are doing this because …**  **we hope the group discovers/learns …** | **This connects with our goal about …** |
| 15.30 to 16.00 | Welcome from host team, housekeeping, announcements, explain interpreting/language support system.  Brief introduction training/facilitation (t/f) team, say a few words about who we are and why we're here | Settle in, clear up doubts, answer questions, begin the training | All of them |
| 16.00 to 16.15 | Diversity welcome | Demonstrate openness, inclusivity, help everyone feel all parts of their identity are welcome  Can bridge from diversity welcome to say the power of NV for bring about change is its all inclusive, everyone can contribute. Like others trying to bring change (positive and negative) it helps to have others with you (collective power), and to have training and to have a plan. | Understanding of NV training |

**day 1 Thursday 4/October – Starting with us, who are we, and why are we here?** page 2 of 3

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| **About how long** | **What we're doing …** | **We are doing this because …**  **we hope the group discovers/learns …** | **This connects with our goal about …** |
| 16.15 to 16.40 | Hot Seat – 1 minute self-introducation seated in front of the group | Invite people into their discomfort zone; trainers need the ability to be able to be uncomfortable but still perform confidently in front of a group | network |
| 16.40 to 17.05 | De-brief movement and music mingle  Q1. (2x) how am i feeling right now?  Q2. What do I want to get out of the training?  Q3. What do I bring to the training? | Release stress from hot seat, change group size to one-on-one, give people a chance to follow up on things mentioned in the self-introduction |  |
| 17.05 to 17.20 | Share goals, guidelines, agenda review and say a few words about our way of working | Raise awareness about the active nature of nv training and go a bit deeper into the training plan | All of them |

**Guidelines for the Ttraining**

* every moment is a learning moment. Be curious, use everything to your advantage. There's no 'right or wrong' answers, we're all learning together
* Everyone's contribution is different and we all make contributions in different ways
* take care of yourself so you can be there for others
* finish the training and apply it

**BREAK 15 MIUTES**

**day 1 Thursday 4/October – Starting with us, who are we, and why are we here?** page 3 of 3

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| **About how long** | **What we're doing …** | **We are doing this because …**  **We hope the group discovers/learns …** | **This connects with our goal about …** |
| 17.35 to 18.00 | Buddy Time – make pairs through favourite animal mingle, find same or similar animal and sit down together. Explain buddy system.  Timed sentence completion  1. you'll be glad I'm your buddy because …  2. Some ways you can support me are …  3. New activities I learned today were … | Someone to witness our learning helps support us, allowing us to go deeper and take risks, create an opportunity for people to reflect on their strengths, what they need to grow and to connect today's learning with their past learning |  |
| 18.00 to 19.00 | Today's facilitation Point (TfP) – Today''s goals were .. in small groups discuss and respond  Q1. What training tools have we used to move towards our goals?  Q2. How will you use or adapt any of today's tools?  Report back + slip of paper write, One thing from today that I didn't find useful was …  short game – Home Alone, look at feet, meet eyes, and shout 'aaahhhh!' if partner also picked you  Closing – go round one thing I learned today was … |  |  |

**day 2 Friday 5/October –**  – Violence and Nonviolence, Preparing to take action together page 1 of 6

**today's goal**

1. Look at violence and nonviolence and the role nonviolence training can play in activism

BREAKS AS NEEDED

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| **About how long** | **What we're doing …** | **We are doing this because …**  **we hope the group discovers/learns …** | **This connects with our goal about …** |
| 9.30 am  9.55 | Welcome to new people and announcements, housekeeping  Opening go round – weather report as a metaphor for how you are feeling  Trust game – closed-eye navigation of your partner through touch | Settling in, (re-)establishing the group |  |
| 9.55 to 10.10 | Daily Review – small groups, what did we do yesterday, questions, doubts that need clearing up.  Highlight the 'Field of Questions' for issues like Tom's that we couldn't deal with yesterday | reviewing what we did yesterday to get us fresh and ready for today's learning |  |
| 10.10 to 10.25 | Buddy time – 1. some ways I hope to challenge myself today are … 2. And to prepare myself for those challenges I need … | Mutual support for learning, stimulating the notion that you are in charge of your own learning, space to off load anything that may be bothering people | Understanding of NV training |

**day 2 Friday 5/October –**  – Violence and Nonviolence, Preparing to take action together page 2 of 6

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| **About how long** | **What we're doing …** | **We are doing this because …**  **we hope the group discovers/learns …** | **This connects with our goal about …** |
| 10.25 to 11.25 | NV spectrum – agree/disagree framework  Violence is a natural part of the human character.  Hunger Strike is a form of violence.  Women-only activism is a form of nonviolence.  Shouting at the police during a protest is nonviolent.  Position yourself on spectrum, chat with neighbour 1-2 min, invite few comments from whole group | Re-visit well known and useful tool for getting people to think about nonviolence, and also use it as a spring board for starting to think about writing nonviolence guidelines as part of an action  break down assumptions and gender stereotypes, think about all forms of violence | Network, understanding nv training, nv action |

BREAK 15 minutes

An additional 15 minutes was needed to finish typing up notes from NV spectrum onto bilingual slides for discussion, and group self-organised into massage circle while waiting

**day 2 Friday 5/October –**  – Violence and Nonviolence, Preparing to take action together page 3 of 6

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| **About how long** | **What we're doing …** | **We are doing this because …**  **We hope the group discovers/learns …** | **This connects with our goal about …** |
| 11.55 to 12.30 | Small group de-brief –  What does this activity tell us about how we perceive violence and nonviolence?  What are the strengths and weaknesses of this tool? | Continue chewing over issues raised in the spectrum in a smaller group, consider further applications of the tool, step us towards the nonviolence guidelines which are next |  |

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| 12.30 to 13.30 | Writing Nonviolence guidelines exercise -read the section in the WRI handbook about nonviolence guidelines and explain –  Imagine – in your groups you are preparing preparing to take direct action inside Samsung headquarters. The goal of the action is to mark the company as war profiteers. In your groups decide enough details of the action so you understand the level of risk and roles, and come up with some nonviolence guidelines everyone can agree on. We will share this in the whole group when are you done. | Introduce the idea of nonviolence guidelines and build on the nv spectrum discussion. Also the first time to use this scenario which will use as a thread throughout the rest of the training. | Understanding of nv training  and  nv action |

LUNCH BREAK

**day 2 Friday 5/October –**  – Violence and Nonviolence, Preparing to take action together page 4 of 6

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| **About how long** | **What we're doing …** | **We are doing this because …**  **we hope the group discovers/learns …** | **This connects with our goal about …** |
| 14.30 to 14.55 | All my people who – game  de-brief (short) – the game was fun, but what other purpose does the game serve? What did we learn about the group? How else might you use it? Adapt it? | game using movement and to discern what sorts of action / campaigning experiences are present in the group | Network, adapt materials |
| 14.55 to 16.15 | Closed-eye process, drawing, sharing – imagine an action you were part of that didn't go as well as you would have hoped. Draw an picture of that and in small groups share the stories and draw out the lessons  Q1. What commonalities were there in your stories, and what was different?  Q2. How could a nonviolence training have impacted the action, or your group's way of organising or working together? | Use the visual learning channel, which we haven't stimualated that much, create a point of reference for cycling back to the nonviolence guidelines from this morning | Understanding of nv training  and  nv action |

BREAK 15 MINUTES

**day 2 Friday 5/October –**  – Violence and Nonviolence, Preparing to take action together page 5 of 6

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| **About how long** | **What we're doing …** | **We are doing this because …**  **we hope the group discovers/learns …** | **This connects with our goal about …** |
| 16.15 to 16.30 | Shout like a super star – participant offered game. Say one (ordinary) thing you've done today and the rest of the group responds with squeals and shouts like (some) people do when they see a super star/celebrity |  |  |
| 16.30 to 17.15 | Apply your nonviolence guidelines to the action story you shared –As we discussed this morning, nv guidelines need to be established and agreed by the group, you can't just 'photocopy' guidelines from one action toanother, but they can be a starting point.  Think back to the guidelines you made in your groups this morning. Would those guidelines have helped? Do your guidelines need improvement or sharpening?  Short de-brief of the whole exercise | Create an opportunity to use guidelines to a real situation of their own so they can assess the value or applicability of them |  |

**day 2 Friday 5/October –**  – Violence and Nonviolence, Preparing to take action together page 6 of 6

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| **About how long** | **What we're doing …** | **We are doing this because …**  **we hope the group discovers/learns …** | **This connects with our goal about …** |
| 17.15 to 17.30 | Buddy Time – check-in with your buddy. How are you doing meeting the challenge you set for yourself this morning? | Accountability to self, and presenting an opportunity for the buddies to continue growing their relationship |  |
| 17.30 to 18.30 | Today's facilitation Point is about facilitating learning in nonviolence trainings, particularly how we do process (the how) and content (the themes or what we do).  Q1. List the types of activities and list the group sizes we used today?  Q2. What do you notice about sequence of each session?  Q3. What makes a nonviolence training different from other learning contexts? | Continue our learning about faciliation skills and choices faciltiators make, assess how much they are absorbing of participatory, experiential ways of working |  |
| 18.30 to 18.40 | Closing – |  |  |

**Day 3 - Saturday 6/October – Preparing to facilitate collective action (me + you, what can we do together?)**  page 1 of 7

**today's goals**

1. looking at conventional and participatory ways of working in groups and our roles in groups
2. prepare an activity and practice facilitation in small groups

**BREAKS AS NEEDED**

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| **About how long** | **What we're doing …** | **We are doing this because …**  **we hope the group discovers/learns …** | **This connects with our goal about …** |
| 9.30 to 10.10 | Welcome to new people and announcements, housekeeping  Opening go round – good morning in the jungle, what animal do you feel like today and why?  Trust game **–** touch shoulders of person in front of you, then the next, then collectively sit on the knees of the person behind you | Settling in, re-establishing the group, bring nature into the group through use of metaphor, settle the group, check on how people are feeling |  |
| 10.10 to 10.30 | Daily Review – small groups  Q1. How have the activities of the past 2 days moved us towards the overall training goals? | reviewing what we did yesterday to get us fresh and ready for today's learning |  |

**Day 3 - Saturday 6/October – Preparing to facilitate collective action (me + you, what can we do together?)**  page 2 of 7

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| **About how long** | **What we're doing …** | **We are doing this because …**  **we hope the group discovers/learns …** | **This connects with our goal about …** |
| 10.30 to 10.40 | Buddy time – Q 1. Is there anything worrying or distracting you from fully participating? Sharing it may help you clear your mind and focus on today's work.  Q2. Think about how you've worked in small groups over the past days. How have you worked together? Who talks? For how long, how often? How are quiet people treated? Talkative people? Which people are listened to when they talk? How can you tell?  Q3. What are some effective ways you've worked together? | Mutual support for learning, stimulating the notion that you are in charge of your own learning, space to off load anything that may be bothering people |  |
| 10.40 to 11.15 | Game - Do as I say, not as I do and de-brief with your neighbour, then whole group feedback  how does that game relate to what happens in real life? How does 'saying one thing, and doing another' feel (either when you do, or someone does it to you)? | Prepare for the role plays and open up the topic of how we work in groups, and contradictions in human nature |  |

**BREAK 15 minutes**

**Day 3 - Saturday 6/October – Preparing to facilitate collective action (me + you, what can we do together?)**  page 3 of 7

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| **About how long** | **What we're doing …** | **We are doing this because …**  **we hope the group discovers/learns …** | **This connects with our goal about …** |
| 11.30 to 13.10 | Parallel lines role play – 2 role players + observer  1. activist role + family member anxious about your Samsung actino  2. activist role + another group member, you have to tell her/him they can't join the action b/c they haven't come to the preparation meetings and training  3. activist role + cop at action  Star Fish count down relaxer/de-role player  de-brief – what kind of preparation do you need to run smooth role plays? How else might you use role play? Think about what you observed. How important is observation for faciliators/trainers? | Use of role play as a training tool, use of observer to prepare the group for the fish bowl exercise (n.b. Had to cut) |  |
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LUNCH BREAK UNTIL 14.30

**Day 3 - Saturday 6/October – Preparing to facilitate collective action (me + you, what can we do together?)**  page 4 of 7

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| **About how long** | **What we're doing …** | **We are doing this because …**  **we hope the group discovers/learns …** | **This connects with our goal about …** |
| 14.30 to 14.50 | Game – participant lead co-operative juggling,  De-brief – what just happened there? What connection can you see between co-operative juggling and facilitation skills? | Raise the energy after lunch. Create an opportunity to talk about process and content, the complexity of facilitation/group-working, keeping the 'workshop balls' in motion (and not dropping them) |  |
| 14.50 to 15.20 | List-making – in pairs or 3s, make a list of all the elements involved in a training. What does a facilitator/trainer think about when preparing a training agenda | Check out their thinking about what facilitator has to think about, make sure they are on the right track before putting them in their small groups for facilitation practice |  |

BREAK 10 minutes

**Day 3 - Saturday 6/October – Preparing to facilitate collective action (me + you, what can we do together?)**  page 5 of 7

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| **About how long** | **What we're doing …** | **We are doing this because …**  **we hope the group discovers/learns …** | **This connects with our goal about …** |
| 15.30 to 18.00 | Co-facilitation in small groups - Can your small group agree a possible training opportunity that you might encounter in the near future? Who is the group? What is the request? For example a pre-action training. Amongst you, can you identify 4 activities for this training. Think about the sequence of these activities.  Form co-facilitation pairs and each pair chooses an activity to do for practice.  with your co-facilitator, 30 minutes to prepare the activity and how you will work together.  FACILITATION framework  20 minute activity 20  10 minute feedback to the co-facilitators  Feedback framework  What went well was …  What I would do differently is …  Anything else? | Hands on experience doing facilitation, good experience for them to work together as a team, and to think about how to sequence activities (if they can agree a training opportunity) | Network, understanding of nv training, adapt materials |

BREAK + finishing up up all group work, gathered again at 18.15

**Day 3 - Saturday 6/October – Preparing to facilitate collective action (me + you, what can we do together?)**  page 6 of 7

|  |  |  |  |
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| **About how long** | **What we're doing …** | **We are doing this because …**  **we hope the group discovers/learns …** | **This connects with our goal about …** |
| 18.15 | Game – | to revive and celebrate the practice facilitation |  |
| 18.20 to 18.40 | Buddies + Today's Facilitation Point – learning styles  show slide with 8 learning styles 1. image & space, 2. other people's feelings, 3. self-awareness, 4. hands on experience & connecting with nature, 5. body movement  6. words and language 7. logic and numbers, 8. musicm, sound and rhythm  Q1. What's your preferred learning style?  Q2. Which styles with which activities have we used in this training?  De-brief learning styles and the facilitation practice. Focus in on how the co-faciltiators worked togehter, the importance of planning, talking about how you'll work together, and complementary styles in facilitation and learning | Draw from their recent experience to reflect on the learning process and the importance of trainings having a range of activities to stimulate a range of learning styles. Inclusivity and transformational power of nonviolence. | Network, understanding nv training, nv action |

**Day 3 - Saturday 6/October – Preparing to facilitate collective action (me + you, what can we do together?)**  page 7 of 7

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| --- | --- | --- | --- |
| **About how long** | **What we're doing …** | **We are doing this because …**  **we hope the group discovers/learns …** | **This connects with our goal about …** |
| 18.40 to 18.50 | Closing – |  |  |

Dinner about 7pm, informal sharing + taking the points raised in the field of questions 9.45 to 11pm

**day 4 Sunday 7 /October –**   **Taking it from here, what's next?** page 1 of 1

**today's goal**

1. exploring the need, energy, interest and capacity for a trainers' network, wrap up the learning, and close the event

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| **About how long** | **What we're doing …** | **We are doing this because …**  **We hope the group discovers/learns …** | **This connects with our goal about …** |
| 9.15 to 11.00 | Group facilitated – opening go round checking in, announcements, explain the day's work, various sessions to explore and decide if there's need, energy, interest and capacity for a trainers' network |  |  |

BREAK 10 minutes

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| **About how long** | **What we're doing …** | **We are doing this because …**  **we hope the group discovers/learns …** | **This connects with our goal about …** |
| 11.10 to 11.20 | Buddy Time – Good bye buddy!  Q1. Thank you buddy. With your help I could …  Q2. One hope I have for you is … | Honour the buddy time, and say good bye |  |
| 11.20 to 11.30 | Closing – make rain to help the seeds in the 'field of questions' grow :o) | Closing by coming full circle with the field of questions and the emerging trainers network |  |

Some things to watch out for when working with other cultures (based on tips in Facilitating learning, by George Lakey)

* Diagnosing the group can be all that much more difficult when you're working outside of your own culture. Get as much information as you can about the group ahead of time, and set aside your assumptions and replace them with honour and curiosity.
* When with the group, listen to their jokes for diagnostic clues.
* Take part in outside of sessions cultural activities (if you are invited, don't push yourself in, the group may want some time without you!).
* Identify a 'bridge person' who will honestly tell you about the mistakes you are making.
* When the group emotionally resists something you are trying to do, back off and find out from your bridge person (or someone else) what might be going on for the group.
* When English is the stated language of the workshop, constantly check and check that everyone is following what is going on. Really. And double check this too if working through an interpreter
* If working with interpreters include them in the training preparation and de-brief, they are not just language tools
* approach each workshop in a different culture (even if it's your 10th time working there) with freshness and curiosity, rather than assuming it will be the last ones ..
* accept that you're going to make cultural mistakes, be humble, acknowledge your mistakes, forgive yourself and get on with it …

Build rapport with the group, they'll be interested in you, but also be careful not to be too much of a big mouth

* at some point early on with the group, tell a bit of your story, what has happened in your life to motivate you to do this work
* share what you do 'back home' – what contributions do you make in your neighbourhood or community to work for social justice
* be sensitive to the danger/security issues this work may pose for local participants, don't ask or push too much about it. Listen rather than mouthing off about your opinions about political hot topics.
* Show respect for the local culture, in GL's case this has even meant keeping quiet about being a gay man if that was helpful for the group.

**Some things for us to remember about the way we hope to work**

* share goals and intentions along the way (very clear sign-posting)
* in addition to 'are there any questions?' ask specificly something like 'who can tell me what the point was?' Who can tell me what you understood through that exercise?'
* use small groups for initial feedback, eg, pose a question to the whole group, invite chat with a neighbour, then ask for responses