

# Training trainers in mediation and restorative justice

Toolkit  
activity sheet  
collection



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# Training trainers in mediation and restorative justice

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**Toolkit**  
**activity sheet**  
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# 1. Introduction

The restorative justice movement has witnessed major growth in recent years. Research and practice demonstrated that restorative justice (RJ) works in different areas, from serious to petty crimes and from cases involving two people in conflict to wider communities. In line with this growth, European and international policy statements call for high quality RJ practice delivered by well prepared professional trainers.

For this reason, in recent years, Europe has seen the development of very different training proposals related to restorative justice. Training addresses the need for different types of professionals working in the criminal justice and other relevant fields (e.g., teachers, social workers) to receive a basic introduction to restorative justice in order to support referrals to RJ services. A more specific training also exists for RJ practitioners, focusing on basic and advanced RJ skills development. The field is still lacking specific training of trainers (ToTs) in restorative justice, who may be senior RJ facilitators willing to transfer their knowledge and skills to future RJ facilitators (or mediators).

The Erasmus+ project 'MEDIAREJ: Training in Mediation and Restorative Justice' (2020–2023)<sup>1</sup> carried out a study dedicated to the training of trainers in restorative justice programmes, took into account different international experiences and collected shared indications and guidelines in the Handbook *Training trainers in mediation and restorative justice*.<sup>1</sup>

This Toolkit is the second intellectual output delivered within the framework of the project 'MEDIAREJ.' It is a working tool developed to support the training of trainers in restorative justice processes. Training trainers is a different task from training mediators: it is a second level commitment, which is crucial in the phases when a certain practice starts to spread widely. Effective dissemination requires a good number of people capable of organising in-depth studies and conducting courses in a didactically effective and scientifically correct way.

The Toolkit addresses the didactic and methodological needs of a trainer of trainers and completes the Handbook. The two texts should be used together and it is important, before considering the Toolkit proposals, to have carefully studied the Handbook. In this way, it will also be easier to understand the 'spirit' of the activities that are proposed, that are developed according to the pedagogy that characterises RJ training programmes.<sup>2</sup>

In any case, there are some particular aspects that are useful to consider before using the Toolkit:

1. *Preliminary RJ and Humanistic Mediation knowledge.* The Toolkit is a tool for trainers of trainers. This means that the person who will use it should be experienced in the field of restorative justice practice and should have good scientific knowledge about it. The Handbook can also be helpful to check one's level of preparation and to pay attention to possible contents that need to be further developed. In any case, a trainer of trainers should have adequate knowledge about the history of restorative justice, its anthropological foundations, the dynamics of conflict, the forms of justice, the different practices that refer

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1 See European Forum for Restorative Justice (2021). *Training trainers in mediation and restorative justice: The Handbook of the Erasmus+ MEDIAREJ project*. Leuven: European Forum for Restorative Justice.

2 See *Training trainers in mediation and restorative justice: The Handbook*, Chap. 4: 'Restorative Justice Pedagogy,' pp. 16–18.

to the 'restorative paradigm' and, of course, the institutional documents, international and national, that offer definitions and establish working possibilities; furthermore, for the best use of this tool, special attention should be paid to 'humanistic mediation': many of the proposals in this Toolkit are inspired by the training paths proposed by Jacqueline Morineau,<sup>3</sup> although more generally the Handbook and the Toolkit have taken into account different perspectives on restorative justice practice. We therefore strongly recommend using this Toolkit having checked preliminary knowledge.

2. *Preliminary training experiences.* A trainer of trainers should also have some prior experience of leading or designing courses. It is not important that these experiences are structured: many times, especially at the beginning of the development of a practice, one is a 'pioneer' and proceeds by trial and error. What is important is that the person who supports the training of trainers has a good experience of the dynamics that are at work in practice as well as in training settings. Some of the activities of the Toolkit reproduce real situations that can be encountered in restorative justice processes: personal interviews with the parties, victim-offender mediations, group discussions, contacts with local stakeholders or with other professionals, among others. Having experienced these situations and having reflected on the underlying dynamics is important if you also intend to accompany other people in simulations and reflections on what was experienced during the training. Having dealt with real situations similar to those proposed in the training is therefore a fundamental prerequisite. For the trainer of trainers, delivering the different activities proposed by the Toolkit and reflecting on the situations and issues that arise in the training context will naturally be very useful in order to increase competence as a trainer.

## Purpose of the Toolkit

The Toolkit is conceived with one main purpose, which is to create opportunities for discussion and reflection arising from the participants' experiences. These experiences will come from the practice of the different skills on which a trainer of trainers should be competent:

- the management of a simulated interview,
- the organisation of a cultural awareness course,
- the interaction with the territory,
- the planning of a training itinerary for mediators and more.

The most important and constant aspect in all the proposed activities is precisely the debriefing: the moment in which the activity is verified with the participants and dynamics and challenges are discussed to learn together how better to manage them. The activities are therefore designed to show training possibilities but also to bring out new insights, to discover new training needs, to find 'gaps' and cooperatively to imagine how to cope with them. Therefore the Toolkit proposals should not be seen as activities to be carried out in all respects as designed, but as structured opportunities to stimulate quality discussions, rich in observations and new consciousness.

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<sup>3</sup> See J. Morineau (2016) *La médiation humaniste: un autre regard sur l'avenir* Toulouse: Éditions Érès 978-2-7492-5156-1

## The target audience of the Toolkit

The Toolkit is a tool for experienced trainers (supervisors) and trainees in training (candidates); the aim of the activities is to offer candidate trainers practical opportunities to experience the typical tasks of a trainer: organising pathways or individual activities, leading workshops, debriefing. It is useful to note that all activities are in themselves also opportunities for updating and exercising for all participants, but the main aim is to prepare future trainers.

The activities that are proposed may require the involvement of other professionals, who are not interested in becoming RJ trainers. It is usually better if most participants have a basic knowledge of restorative justice: this common basis will allow good debriefings to be developed, avoiding the need to clarify in the discussion what should already be known. In other words, the debriefing should never turn into a moment for the presentation of restorative justice, but focus on the analysis of the training dynamics. For this reason we suggest that, in a training of trainers context, the working group is composed mostly of people who already know restorative justice practice, even if perhaps not all participants will be interested in training as trainers. The presence of some people with less information or sometimes completely new can however be admitted and can sometimes be useful to examine some dynamics: in all training courses it is necessary to know how to handle the 'first time' of a participant.

The working group includes the following participants:

1. *A supervisor:* He/she is an experienced trainer, who has already organised and conducted training for trainers and mediators. His/her role is to accompany the candidate trainers in their training. The supervisor helps the candidate to use the Activity Sheets and to set up the activities; he/she supervises the conduct of the exercises and actively participates in the debriefing; the supervisor offers the candidates specific suggestions and feedback according to their role in the training setting.
2. *The candidate trainers:* There may be more than one in a team. In each activity one candidate organises and leads the training with the help of the supervisor; if there are other candidates, they participate as extras. In a training group it is useful to alternate roles. All candidate trainers actively participate in the debriefing.
3. *Participants.* These are the people who in an activity are not involved in leading. These are usually experienced mediators or other mediators who are carrying out refresher courses. Their role is to follow the instructions of the candidate leading the activity. Some activities require a significant number of participants (e.g. 12 to 16 people); it may be that the training group is smaller, in which case it will be necessary to involve other people. In any case, in these activities, it is not strictly necessary that all participants have an established experience in restorative justice, but a basic knowledge is recommended for all types of participants. The task of the participants is also important in the debriefing; their feedback will help the candidate trainer to refine his/her skills.

We strongly recommend that, if people participating in the activities are meeting for the first time, you precede the training with an icebreaker activity. Some of the proposals will require emotional involvement and it is therefore essential to create a relaxed environment in which people can feel comfortable and safe. Therefore, the supervisor and the candidate trainer

have to assess whether these conditions are in place in the group and, when necessary, to propose a short activity to get to know each other, possibly in a relaxed and fun way.

## The structure of the Activity Sheets

The Toolkit is organised into thematic modules. Each module offers a number of Activity Sheets related to the topic. This articulation makes it possible to organise different training paths, adapting them to the needs of the groups in training: the planning of a training itinerary is also part of the activity proposals.

Each Activity Sheet includes several sections:

- a) An informative section, in which there is the title of the activity, the total time foreseen to be able to carry it out, an indication of the possibility of carrying it out at a distance (online) or in a hybrid format (face-to-face + online at the same time), an indication of the possibility of involving participants without basic training in restorative justice.
- b) A planning section, reserved for supervisors and candidates who will conduct the activity. Here there are some indications concerning the preparation of possible materials, the setting up of the environments.
- c) A section to accompany the activity. Here are some suggestions about conducting the different sections of the training activity.
- d) A support section for the debriefing. Here there are some questions to consider or some points to discuss with the group after the activity has ended. It is important to remember that debriefing is part of the training activity and is the core of it: the critical review of the training is one of the best opportunities to improve one's skills in conducting the training.

Some activities also make use of additional tools, the Individual Activity Sheets.<sup>4</sup> These materials, where present, contain additional instructions for participants to carry out individual activities, and therefore are to be distributed to each. The Participant Sheets have different colours and are easily identifiable.












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<sup>4</sup> See Activities M2-01 and M2-02.



## Icons

Although all the Activity Sheets have the same conceptual structure (information, planning, conducting, debriefing), they can suggest different actions each time. To identify them immediately, the icons below have been used with some brief explanations.

	<b>Preliminary instructions for trainee (leading person)</b>	These instructions are for the activity leader and supervisor only. They give a first overview of the activity and clarify any preparation or material needs.
	<b>Little group discussion or activity introduction</b>	Some activities include a preparation phase in which the whole group (if small) or a part of it participates. The icon also indicates the activity of presenting the work to be done together to the group..
	<b>Projecting</b>	Some Activity proposals include a planning phase in which the whole group is involved.
	<b>Tools and methods suggestions</b>	The Activity Sheets present methods, tools and suggestions for carrying out the activity. Candidate trainers can follow these suggestions freely and creatively. In case the supervisor and the activity leader choose to modify the activity we suggest to take note of the changes, so that they can be discussed and evaluated in the debriefing.
	<b>Circle activity</b>	It indicates an activity in which the setting will be that of a circle. This is always preferable when the discussion needs to take place without power asymmetries. It is important to prepare the environment in a suitable way.
	<b>Activity</b>	Two men sitting at a table indicate any other activity. The setting will be explained in the instructions.
	<b>Lesson</b>	Indicates an activity in which an expert is present or in which intellectual content is explained.
	<b>Individual work</b>	Indicates a phase of activity, within the course, in which each participant carries out a task individually.
	<b>Discussion</b>	Indicates a freer discussion activity.
	<b>Tips</b>	Indicates particular suggestions useful for carrying out the activity.
	<b>Revision</b>	It proposes some indications or hints from which to start in the final debriefing activity.

## Online resources

Some of the activities of the Toolkit recommend to the candidate trainers that they organise update or in-depth group meetings. This type of training action is twofold: there is organisational and leadership experience for the candidate trainer leading the activity, but there is also a real opportunity to deepen a topic offered to the whole training group. The topic can be identified by the supervisor and the trainee or by the group itself. For this type of activity the MEDIAREJ project has prepared a repository with a repertoire of resources (documents, articles, videos ...) that can be used and that address issues related to restorative justice and practice. In the Activity Sheets where the trainee is asked to identify themes and materials to stimulate a discussion, there is a link to the MEDIAREJ project platform where some proposals are available.

The Toolkit itself is also available in downloadable pdf format and is designed as a tool open to revisions and additions. This version represents the basic edition and brings together the set of activities that a trainer of trainers should be able to carry out independently after having completed the training course with the help of a supervisor. The Toolkit has a practical character and can be enriched by the experiences of the community.

## A final recommendation

The approach of the Toolkit is experiential and inspired by the principles of phenomenological pedagogy: the encounter with experience is the starting point and the words that theorise it are never everything. On the contrary, their task is to invite the exploration of the unspoken and of all that constitutes the real richness of reality. As Max van Manen wrote,

To read or write phenomenologically requires that we be sensitively attentive to the silence about the words by means of which we attempt to discern the deep meaning of our world.<sup>1</sup>

This is the attentiveness required to benefit from this Toolkit. To put it in an image: every training activity resembles the process that takes place in a craft workshop; experts and apprentices interact with each other, generating experiences that are unique each time. It involves knowledge and skills that are only given by practice, 'tricks' of the trade that are only learnt after many mistakes, but also special skills and personal sensitivities that allow you to capture very quickly the deeper meaning of what you are doing. The Toolkit is a tool which will help enhance all these ingredients, through words and silences. It does not aim to create rigid pathways but to make it easier to organise and set up pathways that can be enriching for all participants. Therefore, we encourage readers to be curious and creative while they are using it. Enjoy your training!

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<sup>1</sup> M. van Manen (1982) 'Phenomenological Pedagogy' Curriculum Inquiry, 12,(3) p. 299 Autumn

## 2. Modules Map







<b>M1</b>	<b>Lead and supervise training activities</b>	Communication, Listening, Circle training, VOM training, first contact with conflicting parts.
<b>M2</b>	<b>Organize in-depth thematic activities</b>	Anthropology and Ethics. Psychology, Sociology. Law, History and theory of justice...
<b>M3</b>	<b>Networking</b>	Building of territorial partnership, Building of experts network, Fundraising. Sensitization of the territory to restorative justice.
<b>M4</b>	<b>Design a training programme</b>	Design a training programme (use of Handbook and Toolkit).



## 3. Activity Sheets



Single Activity	
<b>M1.01</b>	Organize and lead an <b>empathic listening workshop</b>
<b>M1.02</b>	Organize an <b>experience of entrusting and trust building</b>
<b>M1.03</b>	Organize a <b>simulation of first contact</b> with a conflicting part
<b>M1.04</b>	Organize and conduct a <b>mediation simulation</b>
<b>M2.01</b>	Organize an <b>in-depth thematic meeting</b> with discussion (starting from expert's speech)
<b>M2.01</b>	Individual Activity Sheet (for participants)
<b>M2.02</b>	Organize an <b>in-depth thematic meeting</b> with discussion (starting from literature reading, video-lesson; also adaptable for case studying)
<b>M2.02</b>	Individual Activity Sheet (for participants)
<b>M3.01</b>	Design an initiative to <b>raise community awareness</b>
<b>M3.02</b>	Create a <b>map of the academic/theoretical resources</b> available in the area
<b>M3.03</b>	<b>Mapping practical experience</b> available on the territory
<b>M4.01</b>	<b>Designing and discussing a training programme</b> (Improving competences and resources of a leading group)







AS CODE M1.01	
Module	Activity Sheet Focus
<b>M1</b> Lead & Supervise	<b>AS01 - Organize and lead an empathic listening workshop</b>
<p>The ability to listen to people and recognise their feelings is important for a facilitator. A trainer is able to organise and conduct activities that help to reinforce this ability and create opportunities to reflect on the dynamics that empathic listening can activate. This activity proposes an empathic listening workshop that can then be critically reflected upon.</p>	

People	Total Est. Duration	Suggested Learning Modality		Typology of participants	
8-15	30 min + 3 h	 In-presence	 Experienced RJ facilitators		
		 Hybrid (In-presence / online)	 Facilitators in training		
		 Online	 Other		

Step 1 Preparation	 +/- 30 min
	<ul style="list-style-type: none"> <li>• Read all of the instructions on the sheet.</li> <li>• Identify the most suitable place to carry out the activity.</li> <li>• Identify 2 other people in the group with whom to carry out the planning (leading group); one person will assist you and another will observe the activity. With these two people you will carry out the activity “setting discussion” (point 2.1).</li> <li>• Get all the materials that will be useful to the group: some you will have to choose together, so plan the group activity on a different day than the preparation.</li> <li>• Write down the time spent on each step of the exercise.</li> </ul>

Step 2.1 Setting discussion	 +/- 1 h
	<ol style="list-style-type: none"> <li>1. Gather the leading group and first explain the purpose of the group work: to practice non-judgmental, non-directive, and “equiprossimus” listening as a fundamental tool (the mediator’s stone).</li> <li>2. Present the process of the activity (see 2.2 and 2.3), as you will present it to the participants.</li> <li>3. Ask the 2 people who are helping you if the presentation was clear. If necessary, discuss how to improve it: imagine that in the group there are also people doing the activity for the first time.</li> <li>4. Evaluate the most suitable setting: in particular, identify the room, evaluate the settings (can the chairs be arranged in a circle? How many are there?).</li> </ol>

	<ol style="list-style-type: none"> <li>5. Choose the material to be used: it can be objects, storybooks with many illustrations, playing cards (see suggestions below).</li> <li>6. Establish roles for the other two people: one will offer feedback with you, the other will observe the whole activity.</li> <li>7. The person who will offer feedback with you to the participants can, if needed, accompany and assist the participants if they need to leave the circle.</li> </ol>
	<ul style="list-style-type: none"> <li>• Choosing Objects. The activity is based on the evocative capacity of objects: when we observe them for a while they make us remember significant events, experiences and people. People will be invited to get in touch with these memories and tell them freely.</li> <li>• Many objects will be needed so that each person can choose one. It is best if there are more objects than participants.</li> <li>• They can be many different objects: postcards, small toys, stuffed animals, tools, photographs...</li> <li>• You can also use coordinated materials, for example: a collection of cards with pictures (for example, the "Dixit" series), or a collection of books of illustrated fairy tales (for example, those of the Brothers Grimm).</li> </ul>



<b>Step 2.2 Activity</b>	 <b>+/- 1 h</b>
	<ol style="list-style-type: none"> <li>1. Prepare the room with chairs arranged in a circle. Put the objects you have chosen for the activity (postcards, leaves, stones, shells) in the center and create an atmosphere of listening and silence.</li> <li>2. Gather the group together and first explain the purpose of the group work: to practice non-judgmental, non-directive and "equiprossimus" listening as a fundamental tool (the mediator stone).</li> </ol> <p>Introduce the two people who will be helping you to do this.</p> <ol style="list-style-type: none"> <li>3. Announce that you will explain the activity progressively and remember that the activity will be followed by a discussion (step 2.2) and by piloting review (step 3).</li> </ol> <p>After giving these directions begin the exercise:</p> <ol style="list-style-type: none"> <li>4. Invite people to come to the center of the room and look at the objects and choose one.</li> <li>5. Then invite people to take the object they have chosen, without hurry. If the object is taken first by another person it doesn't matter: they can choose another object that for some reason will still be attractive.</li> <li>6. Invite people to remain silent for a few moments and examine the object: memories, sensations, reflections will emerge... Announce that then each person will be invited to tell something about this encounter with the object and what it has evoked.</li> <li>7. Start the sharing activity and be the first to offer your story. Before doing so, explain how the interactions between the participants will take place:</li> </ol>



- One person, in turn and following the circle, tells what he/she wants to say about the object and about him/herself: what struck him/her, why did he/she choose it, what did he/she remember, what or to whom did it make him/her think...
  - The two people sitting in front of him/her will engage in empathic listening, trying to pay attention to the emotion the person is conveying rather than to the content (e.g. joy, tranquility, tension, affection for someone, fear, sadness...).
  - At this moment, identify the two people who are sitting in front of you and who will act as “mirrors” for you.
  - At the end of the narration, take turns the two “mirror” people; these will tell to the people who spoke what they felt. It is important to focus on the emotion and express it in one word. Recommend using the formula: “I felt...”.
  - The person who shared the story then tells each of the mirrors if they recognize themselves in that emotion; if they do not, they can explain why.
  - The two facilitators will then in turn give feedback to the person who proposed the story.
  - Then it will be the turn of the next person. The second person who spoke previously and the one next to her will act as mirrors, always proceeding clockwise.
  - Remember, at the end, that no one is obliged to speak and that you can also ask them not to.
8. Propose your story, which can take a couple of minutes.
  9. Invite the first person-mirror to speak.
  10. Invite the second person-mirror to speak.
  11. Return your feedback.
  12. Invite the person to your left to offer their story and remember who the two mirror persons will be for them.
  13. Always add your feedback and that of the facilitator helping you.
  14. Proceed until all participants have spoken.
  15. At the end, before debriefing, offer each person a chance to say how they are at that moment after the activity.









- It is important to create an interior space that allows the trainer to be in contact with the group and with each member, so that he/she always remains centered on the group and not on the tasks.
- The facilitator’s feedback can be more extensive than that of the mirror people: it is important that it reinforces the acknowledgment and unconditional acceptance of the experience that the person has told. When people share tiring or sad stories, the facilitator can help with feedback to capture even less obvious vital and positive aspects: for example, the story of the memory of a grandfather who is no longer there may have conveyed sadness, but also affection, the ability to love, the beauty of an important example for life...
- It can happen that people talk for a long time. It may be useful to have a rattle or a musical triangle to signal after one or two minutes that you need to end your speech.



<b>Step 2.3</b> <b>Debriefing</b>	 <b>Min. 30 min</b>
	<p>The debriefing is to critically review the work you have done together. You can discuss different aspects, such as through these questions:</p> <ul style="list-style-type: none"> <li>• Giving emotional feedback how did it make you feel?</li> <li>• Receiving emotional feedback how did it make you feel?</li> <li>• Do you have any reflections on this type of listening that you would like to share?</li> <li>• Did you feel powerless?</li> <li>• Have you felt or seen an empowerment process take place?</li> <li>• Do you have any concerns or questions?</li> <li>• Overall, what awarenesses did we bring into focus as a result of the activity?</li> </ul> <p>Next, invite the person who observed the entire activity to offer his/her observations of the training setting. Then open a discussion starting with his or her observations. You can also help with these questions:</p> <ul style="list-style-type: none"> <li>• How important is the setting?</li> <li>• Was the choice of objects effective? How could it be done otherwise?</li> <li>• How can you accommodate and accompany the emotions that are expressed in the circle? How do you</li> <li>• How can one work on the inner setting?</li> </ul>







AS CODE M1.02	
Module	Activity Sheet Focus
<b>M1</b> Lead & Supervise	<b>AS02 - Organise an experience of entrusting and trust building</b>



People	Total Est. Duration	Suggested Learning Modality		Typology of participants	
8-16	30 min + 2h	 In-presence	 Experienced RJ facilitators		
		 Hybrid (In-presence / online)	 Facilitators in training		
		 Online	 Other		

Facilitators need to know how to deal with disorientation and uncertainty and, at the same time, to reinforce their willingness to trust others and to follow their suggestions. This exercise allows them to experience these situations and examine them critically.







<b>Step 1</b> <b>Preparation</b>	 <b>+/- 30 min</b>
	<ul style="list-style-type: none"> <li>• Read all of the instructions on the sheet.</li> <li>• Identify the most suitable place to carry out the activity.</li> <li>• Prepare materials: bandages and a whistle or bell.</li> </ul>

<b>Step 2.1</b> <b>Introduction and setting</b>	 <b>+/- 15 min</b>
	<p>The exercise is also called 'The guided blind' and is presented as a workshop to deal with uncertainty and disorientation. Everyone is invited to listen carefully to the emotions and feelings they will experience in the different phases of the exercise and to write down their emotions and thoughts on a sheet of paper each time.</p> <p>The group will be invited to stand in two parallel rows of the same number of people. The less couples know each other the better, so splitting husband and wife is recommended, as well as having a gender or age difference between the couples.</p>



<b>Step 2.2</b> <b>Activity</b>	 <b>+/- 45 min</b>
	<p><b>First phase (10')</b>  In each pair, one sighted participant guides the other who is blindfolded without being able to speak. Only through the contact of the fingertip of the index finger and its different pressure does he/she receive indications to follow the path that the guide will decide for him.</p> <p>The exercise must last at least five minutes. The facilitator must ensure that the people are blindfolded correctly and that the way of communication between the pairs is only through the fingertips. At the end each person (both guide and blind person) has another five minutes maximum to write down their emotions and thoughts.</p> <p><b>Second Phase (10')</b>  Same as the first one but with reversed parts.</p> <p><b>Third Phase (10')</b>  As the first phase but both blind. The pair can shift roles (of guide/guided) do five minutes each.</p> <p><b>Couple in sharing (15')</b>  Couples share their experiences and share their fears and moments of courage to bring back to the big group.</p>



<b>Step 2.3</b> <b>Debriefing</b>	 <b>Min. 60 min</b>
	<p>The activity of the guided blind person helps us to understand the meaning of not being able to see everything in advance and helps us to understand how to stay in the unexpected, how to welcome it, how not to lose compass and the person who is my compass.</p> <ul style="list-style-type: none"> <li>• Promote a discussion on these aspects, starting from sharing feelings and reflections.</li> <li>- How does this exercise make you feel?</li> <li>- Did you notice a change of feelings during each of the three phases, e.g., from fear to courage, trust and empowerment?</li> <li>- Do you have any reflections or concerns to share?</li> <li>- What did you learn from this activity?</li> </ul>


AS CODE M1.03	
Module	Activity Sheet Focus
<b>M1</b> Lead & Supervise	<b>AS05 - Organise a simulation of first contact with a conflicting party</b>


People	Total Est. Duration	Suggested Learning Modality		Typology of participants	
8-15	1h + 2½h	 In-presence	 Experienced RJ facilitators		
		 Hybrid (In-presence / online)	 Facilitators in training		
		 Online	 Other		



In Restorative Justice processes, the preliminary meeting with each of the conflicting parties is one of the most important and delicate steps. There are many aspects to be taken care of, so that people can have a good experience and understand the value of the proposal. This exercise offers organising a simulation and discussing the different aspects of it.



Step 1 Preparation	 +/- 1 h
	<ul style="list-style-type: none"> <li>• Read all the instructions on the sheet.</li> <li>• Find the most suitable place to carry out the activity.</li> <li>• Get all the materials the group will need: a table, a bottle of water, a glass... See also the suggestions in the descriptions below.</li> <li>• Write down the time taken for each phase of the exercise.</li> </ul>



Step 2.1 Starting discussion	 +/- 1 h
	<ol style="list-style-type: none"> <li>1. Gather the group and make sure that people know each other. Otherwise the presentation is also useful for the trainer to get to know the group: ask each person for a short and free presentation of themselves.</li> <li>2. Briefly present the whole activity.</li> <li>3. Emphasise the importance of the debriefing (step 2.3): the critical review of the activity together is the most important training step.</li> <li>4. Reassure people about tasks that may be perceived as complex and that relate to the explanation points 1 and 2.</li> <li>5. Once the points 1 and 2 have been tried out, if difficulties have been encountered, they will be analysed and critically re-read.</li> </ol>

	<p>After giving these instructions the exercise starts:</p> <ol style="list-style-type: none"> <li>6. Explain first the purpose of the group work, which is to allow people to have experience: if one is a Conflicting Party (CP), one can explore one's conflict; if one is a mediator, he/she can experience the capacity to stand in powerlessness and discover the extraordinary capacity to empower the conflicting parties; if one is an observer, he/she can develop the capacity of detachment and analysis.</li> </ol> <p>You can encourage a short preliminary discussion by following the suggestions below. Then continue with the following points.</p> <ol style="list-style-type: none"> <li>7. Ask if there is someone who can share a conflict he/she is experiencing or has experienced; identify together in the group another person (wingman) with whom he/she can start mediation. We will call them Conflicting Parties (CP).</li> <li>8. Identify the two pairs of mediators who will conduct the preliminary interview with each of the parties.</li> <li>9. Divide the observers into two groups and give directions on how to take their own notes about the mediation they will attend. (e.g., observers transcribe the words spoken by the mediators and CPs highlight the emotions or parts deemed crucial).</li> </ol>
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	<p>Here you find some points to discuss with the working group for a preliminary analysis.</p> <ul style="list-style-type: none"> <li>• How important is the setting?</li> <li>• Can all conflicts be brought into a training context?</li> <li>• What do I do if no one wants to bring a conflict?</li> <li>• How do I work on the inner setting? How can I prepare myself inwardly to be more attentive and capable of listening? Is there a preliminary relaxation exercise that can help me?</li> </ul> <p>Try to conclude the first discussion by fixing some indications:</p> <ul style="list-style-type: none"> <li>• The preliminary interview will be carried out in its entirety, for a maximum time of 1 and 1/2 hours.</li> <li>• It is strongly recommended that the pre-interviews are followed by mediation with the same people and the same story brought up in the interviews.</li> <li>• It is important to work on creating an inner space that allows the trainer to be in contact with the group and each member so that he/she remains focused on the group and not on the tasks.</li> </ul>
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	 <b>+/- 1 h</b>
	<ol style="list-style-type: none"> <li>1. Conflicting parties (CP) leave the room accompanied by one of the two trainers among the trainees (if you are at a late stage in the course, make a note of who is acting as a CP, so that everyone can progressively do so). The other participants stay in the room and choose two pairs of mediators among themselves.</li> </ol>



	<ol style="list-style-type: none"> <li>2. Identify the team of mediators according to the mediation and the conflicting parties. (e.g., if CPs are mother and child it is good if there is at least one mother and one child on the mediator team).</li> <li>3. Within the team, identify who is responsible for representing mediator A (i.e., the person in charge of the case) and mediator B. Mediator A will present, at the beginning of the interview, the methodology of the mediation meeting and answer mainly technical questions. Mediator B will practice empathic listening (see Activity Sheet M1.01). Always remember to let everyone experience the different roles.</li> <li>4. The mediation team sets up the room by preparing the setting (see appendix).</li> <li>5. The remaining people are divided into two groups to follow the interviews as observers (i.e. fishbowl technique).</li> <li>6. While one trainer is following these preparations the other trainer who assists the two trainees (CP) should accompany them in their preparation: it is necessary to share the facts. The opponent who has decided to share his/her conflict should help the companion (whom we can call 'wingman') to understand the facts and the personality of his/her real counterpart, so that the wingman can identify him/herself in the simulation. It will be important to remind the 'wingman' that his task is not to try to conciliate but to defend the parts of the person he represents, so that any possible conciliatory outcome is not to the detriment of his/her 'character.'</li> <li>7. When the conflicting parties (CP) are ready, they will be received in two different rooms to start the two interviews.</li> <li>8. At the end of the two interviews there is a short break of 10–15 minutes and then sharing is resumed.</li> </ol>
	<ul style="list-style-type: none"> <li>• Mediators should be reminded that they are not alone and that the care of Conflicting Parties is the responsibility of the trainer, that their task is to try to listen to the parties and that they cannot in any way harm the people who will be speaking.</li> <li>• Recommend that facilitators/mediators work as a team, and do not overlap their interventions.</li> <li>• It is desirable to have two mediators, otherwise it is better to give priority to the interview of the party that shares their real conflict. The same applies if there is no adequate space to do the two interviews at the same time.</li> </ul>



<b>Step 2.3</b> <b>Debriefing</b>		<b>Min. 30 min</b>
	<p>The debriefing serves to critically review the work done together. You can discuss different aspects with all the main participants, for example:</p> <ul style="list-style-type: none"> <li>• How are you?</li> <li>• Giving emotional feedback, how did it make you feel?</li> <li>• Receiving emotional feedback, how did it make you feel?</li> <li>• Do you have any reflections on empathic listening that you would like to share?</li> <li>• Did you feel powerless? Has this created problems for you? Did you feel empowerment in the conflicting parties?</li> <li>• Did you feel or see a process of empowerment taking place?</li> <li>• Do you have any doubts or questions?</li> <li>• Overall, what awareness did we bring into focus through the activity?</li> </ul>	

AS CODE M1.04	
Module	Activity Sheet Focus
<b>M1</b> Lead & Supervise	<b>AS04 - Organise and conduct a humanistic mediation simulation</b>

People	Total Est. Duration	Suggested Learning Modality		Typology of participants	
8-15	1h + 2h		In-presence		Experienced RJ facilitators
			Hybrid (In-presence / online)		Facilitators in training
			Online		Other



Mediation between the parties is at the heart of Restorative Justice processes and is the moment of encounter that can lead to a major change in the situation. It is probably the most complex and involving activity, even though the setting is that of a simulation. This exercise offers a mediation between parties and allows participants to experience different roles and reflect together on the setting, the conduct and the dynamics that are activated.



Step 1 Preparation	 +/- 1 h
	<ul style="list-style-type: none"> <li>• Read all the instructions on the sheet.</li> <li>• Note the time taken for each phase of the exercise.</li> <li>• Identify the most suitable place to carry out the activity.</li> <li>• Get all the materials that may be useful to the group: a table, a bottle of water, two glasses. ... See also the tips you find in the descriptions below.</li> </ul>

Step 2.1 Starting discussion and presentation	 +/- 1 h
	<ol style="list-style-type: none"> <li>1. Get the group together and make sure people get to know each other; the introduction to each other (i.e. name, job title, organisation) is also useful for the trainer to get to know the group.</li> <li>2. Briefly present all the activities (the three phases of the exercise).</li> <li>3. Highlight the importance of the debriefing (step 2.3), that is the critical re-reading together about the activity carried out which is a very important training step.</li> <li>4. Reassure the participants with respect to the tasks that may be perceived as complex and concerning. Once the phases have been experienced, if difficulties are encountered, they will be subject to analysis and critical re-reading, so that any difficulty will be discussed at the end (step 2.4).</li> </ol>

	<p>After giving these indications, the exercise begins:</p> <ol style="list-style-type: none"> <li>5. Explain the purpose of activity: it is to allow people to experience the energy that comes from a conflict, its unpredictability. If one is experiencing a conflict they will be helped to explore their own conflicting sides. If one is a mediator, it will strengthen the ability to stay in powerlessness and, if one is an observer, to develop a capacity for analytical and phenomenological re-reading of the entire mediation process.</li> <li>6. Ask someone to share a conflict he/she is experiencing or has experienced. This person will be the first Conflicting Party (CP1). Then ask him/her to identify in the group a person (CP2), who could act as a conflict antagonist in the simulated mediation. These two people together will be called 'Conflicting Parties' (CPs).</li> <li>7. Identify the mediators (in training they can be either three or five: three is the classic number of humanistic mediation, five is used in training to give the opportunity for more people to experience the role of mediator).</li> <li>8. Provide guidance to observers on how to make their own notes regarding the mediation they will witness. (e.g., explain that observers transcribe the words spoken by the mediators and CPs highlighting the emotions or parts deemed crucial).</li> </ol>
	<p>Here are some points to discuss with the working group for a preliminary analysis.</p> <ul style="list-style-type: none"> <li>• How important is the setting?</li> <li>• Are all conflicts suitable to be brought into an educational context?</li> <li>• If no one wants to bring about a conflict how do you proceed?</li> <li>• How do you work on the inner setting?</li> </ul> <p>Try to conclude the first discussion by setting some indications:</p> <ul style="list-style-type: none"> <li>• The mediation will not be carried out in its entirety; in agreement with the conflicting parties it will last approximately 1½h.</li> <li>• The post-mediation part of the confrontation must be considered as a continuum with mediation and maintain the same attitudes of care and non-judgment as the mediation itself.</li> </ul>
	<p>It is important to work on creating an interior space (e.g., practising constant empathic listening to the group) that allows the trainer to be in contact with the group and each member in order always to remain centred on the group primarily and not only on the tasks.</p>



<b>Step 2.2 Preparation</b>		<b>+/- 20 min</b>
	<p>The construction phase includes the following steps:</p> <ol style="list-style-type: none"> <li>1. CP1 leaves the room accompanied by one of the two trainers (if we are at an advanced stage of the course it is necessary to keep a note of who is doing the conflict, so that everyone can experience the role) and the person who mediates their conflict explains to CP2 and to the trainer who accompanies them, the essential features of the dispute.</li> <li>2. The mediators are subsequently identified on the basis of mediation and conflicts (e.g., choose mediators with whom CPs can identify, by gender, age, culture, etc.).</li> <li>3. Within the team of selected mediators it is necessary to identify             <ol style="list-style-type: none"> <li>3.a who is in charge of welcoming the parties;</li> <li>3.b who, as soon as the exposition of the disputed facts by the two people in conflict has concluded, will do a brief summary, so that the two people understand that they have been listened to with care, and also to verify the correct understanding of the information given. This first summary concerns the end of the initial phase of actual mediation, which in the Morineau model is referred to as 'theoria.' It is important to remember that the roles covered by the trainees must be noted by the trainers to be sure that eventually all the different roles are experienced by each student.</li> </ol> </li> <li>4. The selected team arranges the room by preparing the setting (see attachment).</li> <li>5. The stages of mediation are briefly presented again and recalled, possibly referring to the model proposed by Jacqueline Morineau (Theory, crisis and catharsis).</li> </ol>	

<b>Step 2.3 Mediation</b>		<b>+/- 1 h</b>
	<ol style="list-style-type: none"> <li>1. <b>The phase of narrating the facts:</b> the CPs are invited to narrate the conflict. The floor is given first to one (CP1) then to the other (CP2). In this phase, there is the rule of listening to the other in respectful silence, so that each one explains his own point of view on the conflict. At the end of the respective narratives, one of the three/five mediators (following humanistic mediation based on the Morineau model of practice) previously appointed, offers a summary for each of the two stories and then lets the parties speak.</li> <li>2. Listening phase of experiences lived through empathic listening: if in the preparation phase the parties, one in the presence of the other, narrated the facts only to the trainers, now they begin to question themselves directly in front of the mediators. In this phase the conflict is made explicit in its cognitive and emotional components and can be re-assessed.</li> <li>3. The phase of values. Mediators can ask a simple question about a value that they have grasped in the sharing of both experiences — so a value they have in common and both mentioned. For example: 'What is freedom for you?.' Getting people to express themselves on common values allows them to recognise each other.</li> </ol>	



In this way people can give a new meaning to the event and gradually abandon the roles and entrenchments of positions they had previously. When this happens they gradually redefine the rules and methods of their communication. At this stage people can find an agreement, either to undo the harm or to find material compensation for the damage.

It is desirable for there to be in two trainers so that the preparation of mediators and the conflicting parties are carried out simultaneously

#### **RECOMMENDATIONS**

1. Mediators should be advised that they are not alone and that the care of people is the responsibility of the trainer; their task is to try to hear and to feel the parties and they must know that they cannot in any way harm the people who will talk about their conflict.
2. Mediators should be advised that they are doing teamwork, and so they cannot overlap their sentences while a colleague is already talking.
3. The trainers, during the mediation, exercise both supervision and accompanying the parties during the sharing of the fact, alongside the mediators, if and when necessary.
4. The person who plays the role of antagonist in the conflict (CP2) is technically called 'wingman.' The mediator in charge of hearing confidentially the terms of the conflict in the presence of both parties in dispute, prepares the 'wingman.' The mediator must explain that, at least at the beginning, he or she will have to help the party in conflict (CP1) to understand from a new point of view both the events that happened and some aspects of the personality of the other party, previously ignored. This will allow CP1 to listen in a new way and see another side of the situation. It will be important to remind the 'wingman' that her/his task is not to seek conciliation but to defend the character aspects of the person s/he is 'interpreting.' In this way the possible conciliatory result will not be to the detriment of the person who was interpreting (CP2). Simulation is not only a role-play but can also bring CP1 closer to the truth.
5. The two trainers, after having prepared the conflicting parties, the mediators and the observers, invite the mediators to welcome the parties and start the meeting.

#### **Mediation**

6. During the mediation meeting the trainers will be able to intervene to facilitate some steps without ever interrupting the reception and non-judgmental space.
7. Trainers should note in a notebook the necessary details to be analysed in the final review. They must position themselves in such a way as to be able to see the faces of both the parties and the mediators, to grasp the non-verbal language and also the 'unspoken.'
8. The duration of the mediation can be 1h-1½h and the trainers will have to seize the most suitable moment to conclude it, allowing the parties to live an experience of care and hospitality.
9. Participants who do not have an active role in the role play of the mediation act as observers (fishbowl technique), noting down in a notebook all details to be further discussed.



Step 2.4  
Debriefing



**Min. 30 min**









The debriefing is used to critically review the work done together. You can discuss several aspects, for example:



1. At the end the trainers ask for a 15min break in which people can relax without talking about the mediation or why, after a role play, people need to de-role (go out of their role). In this mode the revision is more natural.
2. It is important to know that this review is in any case a continuation of mediation and that what the CPs tell must be accompanied by empathic listening. The review starts giving the floor to one of the two parties (preferably the one that proposed the conflict):
  - How are you?
  - Receive emotional feedback on how it made you feel? (for CPs)
  - Giving emotional feedback, how did it make you feel? (for Mediators)
  - Do you have any thoughts on the empathic listening that you want to share?
  - Did you feel helpless?
  - Have you heard or seen an empowerment process take place?
  - Do you have any doubts or questions?
  - Overall, what awareness have we focused on thanks to the activity?
  - Was the time sufficient?
3. It is important that, in evaluating the evolution of mediation, judgments are not expressed by the trainer or observers such as 'it was a good mediation, you were good, you were wrong, you were not in harmony, etc.' But that each observation has an observable phenomenological basis, such as: 'When you said this sentence, the conflicting person said he/she did not recognise himself' or 'You gave six 'mirrors' (emotional feedbacks) to one party and twelve to the other.'
4. At the end of the evaluation it is necessary to resume the points considered important with respect to learning the humanistic approach.









AS CODE M2.01	
Module	Activity Sheet Focus
<b>M2</b> In-depth thematic activities	<b>AS01 - Organise an in-depth thematic meeting with discussion (with external speaker/expert)</b>




People	Total Est. Duration	Suggested Learning Modality		Typology of participants	
10-18	1h + 3h		In-presence		Experienced RJ facilitators
			Hybrid (In-presence / online)		Facilitators in training
			Online		Other





An important part of any training is the scientific updating and deepening of specific topics. Also in these programmes it is possible to enhance typical elements of the restorative culture: the space for personal reflection, the possibility of finding the best words to express oneself, the care for the participation of all. This activity offers a way of organising thematic training that methodologically includes all these elements.



Step 1 Preparation	 +/- 1 h
	<ul style="list-style-type: none"> <li>• Read all of the instructions on the sheet.</li> <li>• Read all the instructions on the associated Individual Activity Sheet (M2-01- Individual).</li> <li>• Identify the most appropriate place to perform the activity. If possible, choose a place where people can move around and find a suitable place for personal work time (see below). Pay attention to the timing of the work: if you invite people to move around (highly recommended) the activity may take longer.</li> <li>• Get an Individual Activity Sheet for each participant (see below).</li> <li>• Get pens or pencils for all participants for taking notes.</li> <li>• Carefully prepare your brief presentation of the in-depth study topic (see step 2.1 + Tips).</li> <li>• Identify the speaker and make agreements with him/her to attend the meeting.</li> <li>• Note the amount of time you will spend on each step of the exercise.</li> </ul>



<b>Step 2.1</b> <b>Introducing and starting the activity</b>		<b>+/- 15 min</b>
	<ol style="list-style-type: none"> <li>1. Gather the group and introduce the speaker to the participants.</li> <li>2. First, explain the purpose of the group's work: to experiment with a method of in-depth thematic study that enhances personal reflection, the participation of all in the debate and the emergence of new understanding.</li> <li>3. Briefly present the whole activity: you don't need to explain the details, just announce that there will be several phases and that you will give instructions. Instructions will always be found on the Individual Activity Sheet for Participants.</li> <li>4. Emphasise the importance of debriefing (step 2.6): reflecting together on the activity is the most important training step.</li> <li>5. Recommend that they should not to worry if there are difficult or unclear tasks during the activity phase. Difficulties will be discussed at the end (step 2.6).</li> </ol> <p>After giving these directions begin the exercise:</p> <ol style="list-style-type: none"> <li>6. Introduce the in-depth topic, explaining why it is an important topic for people who are involved in restorative justice programmes.</li> </ol>	
	<ul style="list-style-type: none"> <li>• Your introduction to the topic is an important contribution, because it serves as a way for participants to get connected to the topic and begin to gather ideas to accomplish the initial self-centring. Prepare this introduction very carefully with these guidelines in mind:</li> <li>• The introduction should be about five to six minutes long</li> <li>• It should explain the theme and the focus of the study (anthropological, legal, ethical, psychological, sociological...)</li> <li>• It must indicate some open problems or some provocative situations that are difficult to handle that you might keep in mind.</li> </ul>	
<b>Step 2.2</b> <b>Self-centering</b>		<b>+/- 15 min</b>
	<ol style="list-style-type: none"> <li>1. Before listening to the speaker's talk, invite participants to reflect personally on the topic for some minutes, using the suggestions of the Individual Activity Sheet.</li> <li>2. Recommend that they make written notes where required.</li> <li>3. Allocate time for individual work (no less than 10–15 minutes) and advise that when it is used up you will call everyone back to reconvene.</li> </ol>	

	<ul style="list-style-type: none"> <li>• If the setting is suitable, you can invite people to move around and find a pleasant place and location to do the individual task. If you anticipate these moves, revise the work times accordingly, adding a few minutes for the moves.</li> <li>• If you do the task online, you can play background music during silent tasks. Time the song so that it ends when your allotted time is up.</li> </ul>
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	<p><b>Step 2.3</b> <b>Listening &amp; Learning</b></p>	 <p><b>+/- 45 min</b></p>
	<ol style="list-style-type: none"> <li>1. Call the group back from the self-centring exercise.</li> <li>2. Introduce the group to the speaker's work and possibly its connection to restorative justice.</li> <li>3. Remind participants to take notes during the talk, as they will be needed in the next steps.</li> <li>4. Pass the floor to the speaker and remind him/her of his/her time (approximately 40 min).</li> </ol>	



	<p><b>Step 2.4</b> <b>Questioning &amp; Discussing</b></p>	 <p><b>+/- 15 min + 30 min</b></p>
	<ol style="list-style-type: none"> <li>1. At the end of the talk, invite the participants to stop and reflect on the notes they have taken, always following the indications they find on the Participant Sheet.</li> <li>2. Always recommend taking written notes.</li> <li>3. Indicate the time to return to the meeting room (after about 15 minutes of personal work).</li> <li>4. After the time for personal work has elapsed, call participants back into the meeting room.</li> <li>5. Now invite each participant to read his or her own in-depth question. It is important that each person limits himself or herself to the reading, without adding anything else.</li> <li>6. At the end of the reading of the questions pass the floor to the speaker for answers.</li> <li>7. Always invite participants to continue taking written notes.</li> <li>8. After the speaker's answers, you can open up a more open discussion phase.</li> </ol>	
	<ul style="list-style-type: none"> <li>• To manage the turn to speak during the sharing of questions you can use a talking piece: participants can pass it to each other; only the one who holds it speaks.</li> </ul>	

<b>Step 2.5</b> <b>Focusing</b> <b>new awareness</b>		<b>+/- 10 min</b>
	<ol style="list-style-type: none"> <li>1. After the discussion, invite people back to work individually for a few minutes, following the next instructions on the Individual Activity Sheet.</li> <li>2. Remember that once the work has been completed, the participants will meet again to share their reflections on the acquired awareness and to evaluate the working method.</li> <li>3. When the time for personal work has elapsed, call the participants back to the meeting room.</li> </ol>	

<b>Step 2.6</b> <b>Debriefing</b>		<b>Min. 45 min</b>
	<p>The debriefing is to critically review the work you have done together. You may discuss several issues:</p> <ol style="list-style-type: none"> <li>1. About the content: <ul style="list-style-type: none"> <li>• Did new personal awareness emerge?</li> <li>• Was the debriefing and discussion helpful in deepening the initial question?</li> </ul> </li> <li>2. About the method: <ul style="list-style-type: none"> <li>• Did the times of personal recollection encourage concentration and listening to yourself?</li> <li>• What is the value of silence and preliminary personal analysis of a theme?</li> <li>• Did the use of writing to share questions encourage everyone's participation?</li> <li>• Were the programme and various instructions clear?</li> <li>• Was the Individual Activity Sheet effective? Can it be improved? In what ways?</li> <li>• Was the overall duration of the exercise as previously planned? How would you modify the timing?</li> </ul> </li> </ol> <p>If participants are part of a stable group (i.e. members of a Restorative Justice Centre) at the end of the debriefing, identify with the group two or three points of further in-depth content that could be addressed in future meetings.</p>	





AS CODE M2.01-Individual	
<b>Module</b>	<b>Individual Activity Sheet</b>
<b>M2</b> In-depth thematic activities	AS02 - Follow an in-depth thematic meeting with discussion (with external speaker/expert)
<b>Topic</b>	Enter the topic (ex: 'The different meanings of Justice')

<b>Self centering</b>	 <b>+/- 10 min</b>
	<ul style="list-style-type: none"> <li>You are about to start an in-depth meeting on the topic ... [enter the topic]. Before listening to the speaker it may be useful to take stock of your knowledge and skills and your expectations or questions.</li> <li>Make a note of these two aspects in the boxes below.</li> <li>You can do this exercise in pairs.</li> </ul>



<b>1A</b>	<b>What do I know about the topic?</b>									
	<i>Collect the basic concepts that come to mind.</i>									
	<i>Rate the level of your knowledge (1 = None; 5 = Very thorough)</i>									
	<table border="1"> <tr> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> <td><b>4</b></td> <td><b>5</b></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>				
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>						

<b>1B</b>	<b>What would I like to explore and what do I expect from the activity?</b>

<b>Questioning</b>	 <b>+/- 10 min</b>
	<ul style="list-style-type: none"> <li>You have listened to the lesson, now first review your starting points (box 1A and box 1B). Then review the notes you made during the report. Do you feel that your expectations have been met? Do you feel that you learned something new overall? Write it down in box 2A.</li> <li>Reflect on these points and then write in box 2B a question for the speaker.</li> </ul>

<b>2A</b>	<b>Some new knowledge or ideas I got from the lesson</b>				
	<i>After the in-depth study, how would you re-evaluate the entry level of your knowledge (1 = None; 5 = Very thorough)</i>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

<b>2B</b>	<b>A question for the lecturer to elaborate on an idea or problem</b>

<b>Focusing new awareness</b>		<b>+/- 10 min</b>
	<ul style="list-style-type: none"> <li>You have participated in the discussion and listened to the group's questions and the speaker's answers. Now review again your initial expectations (box 1A), review your notes and try to identify any new knowledge and/or awareness that the activity brought up.</li> <li>Also find an aspect of the topic that you think it would be useful for everyone to learn more about.</li> <li>At the end, evaluate the working method: did the times of silence and individual work help you to go deeper into the topic?</li> </ul>	

<b>3A</b>	<b>New knowledge and/or awareness</b>

**3B**

**An aspect to be further explored**







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**3C**



**Did the times of silence and individual work help you to go deeper into the topic? (1 = Not at all; 5 = Very much)**




<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>



AS CODE M2.02	
Module	Activity Sheet Focus
<b>M2</b> In-depth thematic activities	<b>AS02 - Organise an in-depth thematic meeting with discussion (reading or video-lesson)</b>


People	Total Est. Duration	Suggested Learning Modality		Typology of participants	
10-18	4h	 In-presence	 Experienced RJ facilitators		
		 Hybrid (In-presence / online)	 Facilitators in training		
		 Online	 Other		



An important part of any training is the scientific updating and deepening of specific topics. Also in these programmes it is possible to enhance typical elements of the restorative culture: the space for personal reflection, the possibility of finding the best words to express oneself, the care for the participation of all. This activity offers a way of organising thematic training that methodologically includes all these elements.




Step 1 Preparation	 +/- 1 h
	<ul style="list-style-type: none"> <li>• Read all the instructions on the sheet.</li> <li>• Read all the instructions on the associated Individual Activity Sheet (M2-02- Individual).</li> <li>• Find the most suitable place to carry out the activity. If possible choose a place where people can move around and find a suitable place for personal work (see below). Pay attention to the working time: if you invite people to move around (very recommended) the activity might last longer.</li> <li>• Get an Individual Activity Sheet for each participant (see below).</li> <li>• Get pens or pencils for all participants for taking notes.</li> <li>• Prepare your own short presentation of the topic carefully (see step 2.1 + Tips).</li> <li>• Find the study text or video-lesson.</li> <li>• Write down the time you will spend on each step of the exercise.</li> </ul>


<b>Step 2.1</b> <b>Introducing and starting the activity</b>		<b>+/- 15 min</b>
	<ol style="list-style-type: none"> <li>1. Gather the group and introduce the text or video-lesson to the participants.</li> <li>2. First of all, explain the purpose of the group work: to experiment with a method of in-depth thematic study that enhances personal reflection, the participation of everyone in the debate and the emergence of new awareness.</li> <li>3. Introduce the whole activity briefly: there is no need to explain the details, just announce that there will be several stages and that you will gradually give instructions. Some instructions will also be found on the Individual Activity Sheet.</li> <li>4. Emphasise the importance of debriefing (step 2.6): reflecting together on the activity is the most important training step.</li> <li>5. Recommend that they should not to worry if there are difficult or unclear tasks during the activity phase. Difficulties will be discussed at the end (step 2.6).</li> </ol> <p>After giving these instructions the exercise starts:</p> <ol style="list-style-type: none"> <li>6. Introduce the topic of the exercise.</li> </ol>	
	<ul style="list-style-type: none"> <li>• Your introduction to the topic is an important contribution, because it serves as a way for participants to get connected to the topic and begin to gather ideas to accomplish the initial self-centring. Prepare this introduction very carefully with these guidelines in mind:</li> <li>• The introduction should be about five to six minutes long</li> <li>• It should explain the theme and the focus of the study (anthropological, legal, ethical, psychological, sociological...)</li> <li>• It must indicate some open problems or some provocative situations that are difficult to deal with and that could be taken into account.</li> </ul>	



<b>Step 2.2</b> <b>Self-centering</b>		<b>+/- 15 min</b>
	<ol style="list-style-type: none"> <li>1. Before beginning the reading of the text (or the viewing of the video), invite participants to reflect personally on the topic for about ten minutes, using the suggestions of the Individual Activity Sheet.</li> <li>2. Recommend that they take written notes where required.</li> <li>3. Allocate time for the work (not less than 10–15 minutes) and warn that when it has been used up you will call everyone to reconvene.</li> </ol>	



	<ul style="list-style-type: none"> <li>• If the setting is suitable, you can invite people to move around and find a pleasant place and location to do the individual task. If you foresee these possibilities, revise the working time accordingly, adding a few minutes for the moves.</li> <li>• If you do the activity online you can play background music during silent activities. Calculate the time of the song so that it ends when the allotted time is used up.</li> </ul>
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		<b>+/- 45 min</b>
<p><b>Step 2.3 Listening &amp; Learning</b></p> <ol style="list-style-type: none"> <li>1. Recall the group from the self-centring exercise. If you propose a short video-lesson (20–25 minutes):</li> <li>2. Ask people to share now, if they wish, what they have written in box 1B of Participant Card M2.02P. They can do it in a circle, simply by reading the contents of the box.</li> <li>3. Remind participants to take notes during the screening as they will be needed in the next steps.</li> <li>4. Start the video lecture.</li> </ol> <p>If you propose reading a text or a document (no more than two or three pages):</p> <ol style="list-style-type: none"> <li>5. Distribute the text to each participant.</li> <li>6. Immediately offer the indications for personal analysis work that you find below in point 2.4 (Questioning), points 1, 2 and 3. Consider carefully the time to be allocated for reading and analysis using the Individual Activity Sheet.</li> </ol>		

  		<b>+/- 15 min + 30 min</b>
<p><b>Step 2.4 Questioning &amp; Discussing</b></p> <ol style="list-style-type: none"> <li>1. At the end of the projection of the video-lesson, invite participants to stop and reflect on the notes they have taken, following the indications on the Individual Activity Sheet.</li> <li>2. Always recommend that the participants make notes.</li> <li>3. Indicate the time when they should return to the meeting room (after about 15 minutes of personal work). From here, work resumes, including analysis of a text or video-lesson contents:</li> <li>4. After the time for personal work has elapsed, call the participants back to the meeting room.</li> <li>5. Now invite each participant to read out their proposal or doubt (box 2B of the Individual Activity Sheet). It is important to limit oneself to reading only, without adding anything else in passing.</li> <li>6. At the end of the reading of the questions open a free discussion, inviting people first of all to interact with each other with the questions and doubts that have been proposed.</li> <li>7. Always invite people to continue taking written notes.</li> </ol>		



	<ul style="list-style-type: none"> <li>To manage the turn to speak during the sharing of questions you can use a talking piece: participants can pass it to each other; only the person holding it speaks.</li> </ul>
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	<p><b>Step 2.5</b> <b>Focusing new awareness</b></p>	 <p><b>+/- 10 min</b></p>
	<ol style="list-style-type: none"> <li>After the discussion, invite people to work individually again for a few minutes, following the instructions on the Individual Activity Sheet.</li> <li>Remind them that, once they have completed their work, they will meet again to share their reflections on the knowledge they have gained and to evaluate the working method.</li> <li>When the time for personal work has elapsed, call the participants back to the meeting room.</li> </ol>	

	<p><b>Step 2.6</b> <b>Debriefing</b></p>	 <p><b>Min. 45 min</b></p>
	<p>The debriefing serves to critically review the work done together. You can discuss different aspects:</p> <ol style="list-style-type: none"> <li>About the content: <ul style="list-style-type: none"> <li>Did new personal understanding emerge?</li> <li>Was reading the text/watching the video-lesson and the discussion useful to deepen the initial question?</li> </ul> </li> <li>About the method: <ul style="list-style-type: none"> <li>Did the time of personal recollection favour concentration and listening to oneself?</li> <li>What is the value of silence and preliminary personal analysis of a theme?</li> <li>Did the use of writing to share the questions encourage everyone's participation?</li> <li>Were the programme and the various instructions clear?</li> <li>Was the Individual Activity Sheet effective? Can it be improved? How could it be improved?</li> </ul> </li> </ol> <p>If participants are part of a stable group (i.e. members of a Restorative Justice Center) at the end of the debriefing, identify with the group two or three points of further in-depth content that could be addressed in future meetings.</p>	





AS CODE M2.02-Individual	
<b>Module</b>	<b>Individual Activity Sheet</b>
<b>M2</b> In-depth thematic activities	AS02 - Follow an in-depth thematic meeting with discussion (reading or video-lesson)
<b>Topic</b>	Enter the topic (ex: 'The different meanings of Justice')

<b>Self centering</b>	 <b>+/- 10 min</b>
	<ul style="list-style-type: none"> <li>You are about to start an in-depth meeting on the topic ... [enter the topic]. Before reading the text (or following the video lesson) it may be useful to take stock of your knowledge and skills and your expectations or questions.</li> <li>Make a note of these two aspects in the boxes below.</li> </ul>



<b>1A</b>	<b>What do I know about the topic?</b>				
	<i>Collect the basic concepts that come to mind.</i>				
	<i>Rate the level of your knowledge (1 = None; 5 = Very thorough)</i>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

<b>1B</b>	<b>What would I like to explore and what do I expect from the activity?</b>

<b>Questioning</b>	 <b>+/- 10 min</b>
	<ul style="list-style-type: none"> <li>You have gone through the text (or watched the video-lesson); now review first your starting points (box 1A and box 1B). Then review the notes you made during the reading/watching. Do you feel that your expectations have been met? Do you feel that you learnt something new overall? Write it down in box 2A.</li> <li>Reflect on these points and then write down an issue or doubt to propose for discussion in box 2B.</li> </ul>

<b>2A</b>	<b>Some new knowledge or ideas I gained from reading (or from the video lesson)</b>				
	<i>After the in-depth study, how would you re-evaluate the entry level of your knowledge (1 = None; 5 = Very thorough)</i>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>







<b>2B</b>	<b>An issue or a doubt for the debate</b>

<b>Focusing new awareness</b>		<b>+/- 10 min</b>
	<ul style="list-style-type: none"> <li>• You have participated in the discussion and listened to the group's questions and answers. Now review again your initial expectations (box 1A), review your notes and try to fix a new knowledge and/or awareness that the activity has brought up.</li> <li>• Also find an aspect of the topic that you think it would be useful for everyone to explore further.</li> <li>• At the end, evaluate the working method: did the times of silence and individual work help you to go deeper into the topic?</li> </ul>	



<b>3A</b>	<b>New knowledge and/or awareness</b>



<b>3B</b>	<b>An aspect to be further explored</b>				
<b>3C</b>	<b>Did the times of silence and individual work help you to go deeper into the topic? (1 = Not at all; 5 = Very much)</b>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

AS CODE M3.01	
Module	Activity Sheet Focus
<b>M3</b> Networking	<b>AS01 - Design an initiative to raise community awareness</b>

People	Total Est. Duration	Suggested Learning Modality		Typology of participants	
<b>3-6</b>	<b>3 e ½ h</b>		In-presence		Experienced RJ facilitators
			Hybrid (In-presence / online)		Facilitators in training
			Online		Other

Restorative justice services need trainers and facilitators, but also a supportive and aware cultural context. It is part of the skills of a trainer of trainers to help in developing a capacity to analyse the territory in order to design appropriate awareness-raising initiatives. This activity offers a workshop to stimulate trainer candidates to focus on tools and methods of analysis of a territorial context in order to put forward coherent actions.

Step 1 Preparation	 +/- 1 h
	<ul style="list-style-type: none"> <li>• Read all of the instructions on the sheet.</li> <li>• Find the best place to do the activity.</li> <li>• Get any materials that will be useful to the group: note cards, pens or pencils, post-it notes...</li> <li>• Write down the time you will take for each step of the exercise.</li> <li>• Note: this activity is specifically designed for raising awareness on restorative justice in a local territory and it involves a core team of local professionals or activists in the field.</li> </ul>

Step 2.1 Starting discussion	 +/- 1 h
	<ol style="list-style-type: none"> <li>1. Gather the group and make sure people know each other. If not, ask each person for a brief introduction (i.e. name, job title, working place).</li> <li>2. Briefly present the whole activity (the three phases of the exercise).</li> <li>3. Emphasise the importance of debriefing (step 2.3): reflecting together on the activity is the most important training step.</li> <li>4. Recommend not to worry if there will be difficult or unclear tasks during the activity steps (steps 2.1 and 2.2). Difficulties will be discussed at the end (step 2.3).</li> </ol>



After giving these directions the exercise begins:

5. First explain the purpose of the group work: to design a short series of meetings to raise awareness of restorative justice in the area.
6. Emphasise that the first part of the work is dedicated to a discussion that aims to reflect on some important points for the planning of the activity: first it will be about analysing the context and resources, then there will be actual planning and the preparation of the first materials.



Here are some points to discuss with the working group for a preliminary analysis.




- What is the level of knowledge of restorative justice in the area (zero, low, high...)?
- Have there been recent cases of justice in the local or national news that have been discussed and from which we could start to propose meetings?
- Are there witnesses who have been involved in restorative justice that could be involved? Are they near or far?
- Are there people involved as volunteers in restorative justice processes that could be involved? Are they close or distant?
- Are there figures known to the public who have spoken about restorative justice that could be invited?
- Are there any associations in the area that deal with related issues that could be involved?
- Are there institutions (universities, public services, etc.) that could be involved or invited?
- An awareness-raising initiative must include at least three steps: a testimony, a general presentation, and a workshop-experience. In what order is it best to carry out these steps? In how many meetings? How long could each step last?
- How many people do we imagine we can involve (note: a workshops can be done with 10–15 people; if we envisage larger numbers the workshops will have to be more than one or we will have to find different ways to promote the participation in the discussion of all the people involved).



Try to conclude the first discussion by setting some guidelines:

- How many meetings to propose and in what order (the three steps)?
- Which people/guests to involve for each meeting/stage?
- Which other associations/institutions to try to involve?









You can prepare a discussion outline for each participant in the activity: copy the questions for the preliminary analysis work onto a sheet of paper and share it with the workgroup.

Step 2.2 Planning		+/- 1 h
		<p>Move on to the design phase, trying to accomplish the following steps:</p> <ol style="list-style-type: none"> <li>1. Identify a feasible schedule (what days and times are best?).</li> <li>2. Prepare a description of the initiative to involve each guest (speaker, witness, trainer), with a specific request for each, to be sent by email.</li> <li>3. Prepare a description of the initiative to involve associations or bodies.</li> <li>4. Estimate a budget, at least for each of these items: communication, hospitality, travel, expert's fee, venue, welcome coffee, other expenses.</li> <li>5. Devise a communication strategy to make the initiative known to the public.</li> <li>6. Plan a follow-up: how to keep in touch with people? You can organise a collection of addresses, with which to ask about interest in the theme and other follow-ups (note: all the forms and the consents to store data must be prepared in advance).</li> </ol>
		<p>You can divide the tasks among the people participating in the exercise and assign 20 minutes of personal work. Then get together and discuss the prepared materials.</p> <ul style="list-style-type: none"> <li>• Ask one person to prepare invitation texts for speakers (or witnesses or trainers to be involved).</li> <li>• Ask one person to prepare the invitation text for organisations or associations.</li> <li>• Ask one person to identify the budget headings and estimate them (don't give the list from point 4 above right away).</li> <li>• Ask one person to envision the communication strategy and tools for follow-up.</li> </ul> <p>At the end of the 20 minutes bring the group together, discuss and refine the materials.</p>



<b>Step 2.3</b> <b>Debriefing</b>	 <b>Min. 30 min</b>
	<p>The debrief serves to critically review the work you have done together. You can discuss different issues, for example:</p> <ul style="list-style-type: none"> <li>• Without the prompts for the preliminary discussion, would we have addressed all the points? Are there important aspects that emerged that were not proposed by this Activity Sheet?</li> <li>• How do we feel about our knowledge of the territory? Did we think of many people, associations or institutions that we could involve or few? What could we do to identify more contacts?</li> <li>• How did the exercise of preparing the first materials go? How was it to write the short invitation texts? Are we satisfied with the work or do we need to modify the descriptions and the way of presenting the proposal?</li> <li>• Did we easily identify budget items? Was it easy or difficult to estimate them correctly?</li> <li>• Overall, what awareness did we bring into focus as a result of the activity?</li> </ul>





AS CODE M3.02	
Module	Activity Sheet Focus
<b>M3</b> Networking	<b>AS02 - Create a map of the academic/theoretical resources available in the area</b>



People	Total Est. Duration	Suggested Learning Modality		Typology of participants	
<b>3-6</b>	<b>1h + 3 h</b>	 In-presence	 Experienced RJ facilitators		
		 Hybrid (In-presence / online)	 Facilitators in training		
		 Online	 Other		


The training of trainers often needs help from experts, with regard to both theoretical and practical aspects. A trainer is able to identify professionals to ask for help, especially in the area where the Restorative Justice Service they are caring for operates. This activity offers to test the skills of mapping the competences present in the territory and to reflect on the strategies and tools envisaged.



Step 1 Preparation	 +/- 1 h
	<ul style="list-style-type: none"> <li>• Read all of the instructions on the sheet.</li> <li>• Find the best place to do the activity.</li> <li>• Obtain any materials that will be useful to the group: note cards, pens or pencils, post-it notes... See also the suggestions in the descriptions below: you can prepare some materials for the participants' individual work.</li> <li>• Make sure that all participants have the opportunity to do some research on the web.</li> <li>• If possible, advise them to bring a laptop or tablet with them.</li> <li>• Check to see if there is Wi-Fi available at the training site and obtain login credentials.</li> <li>• Determine the size of the 'territory' (this can be the city, region, country, or even an international area within a set number of km). This exercise is meant for people working in a local territory, maybe even within the same RJ centre, to identify professionals that can support them in growing in knowledge and skills.</li> <li>• Write down the time it will take for each step of the exercise.</li> </ul>

<p><b>Step 2.1</b> <b>Introducing and starting the activity</b></p>		<p><b>+/- 1 h</b></p>
	<ol style="list-style-type: none"> <li>1. Gather the group and make sure people know each other. If not, ask each person for a brief introduction (i.e. name, job title, working place).</li> <li>2. Briefly present the whole activity (the two phases of the exercise).</li> <li>3. Emphasise the importance of debriefing (step 2.3): reflecting together on the activity is the most important training step.</li> <li>4. Recommend that they should not to worry if there will be difficult or unclear tasks during the activity phase (steps 2.1 and 2.2). Difficulties will be discussed at the end (step 2.3).</li> </ol> <p>After giving these directions the exercise begins:</p> <ol style="list-style-type: none"> <li>5. First explain the purpose of the group work: to map the theoretical skills related to restorative justice that can be found in the selected territory.</li> <li>6. Remember that the first part of the work is dedicated to a discussion that aims to clarify the skills to be traced and the tools to do so.</li> <li>7. Begin the discussion with the help of the tools below.</li> </ol>	
	<p>Find some points here to support the initial discussion.</p> <ul style="list-style-type: none"> <li>• What theoretical/scientific expertise can be used to frame restorative justice? Let's try to make a list of topics and competences.</li> <li>• What are the contexts (Associations, Institutions, Training Institutions) in which we could find people competent in the disciplines that interest us?</li> <li>• What can we do to understand who has the competences that can help us to organise in-depth studies at a high technical level?</li> <li>• How could we understand if the people we have identified are also suitable to interact with a more general public?</li> <li>• How might we implement the search for these people?</li> </ul> <p>Try to conclude the first discussion by fixing at least these elements:</p> <ul style="list-style-type: none"> <li>• A list of scientific topics/competencies;</li> <li>• A list of contexts;</li> <li>• A list of communication skills;</li> <li>• A list of tools for tracking competencies, contexts, and skills (i.e. literature, online academic information...).</li> </ul>	







	<p>Let people focus on the lists themselves as much as possible, only give a few suggestions if you see a need. Keep these hints mostly for debriefing, to figure out what was missed and reflect on why they (eventually) didn't come up.</p> <ul style="list-style-type: none"> <li>• Some scientific/theoretical topics/competencies: Anthropology and Ethics, Psychology, Sociology, Law, History and theory of justice, Criminology, Victimology...</li> <li>• Some contexts: Universities; Cultural or volunteer associations; Scientific committees of peer-reviewed journals; Professional Associations; Trade Associations; Social Services or other Public Services.</li> <li>• Understanding personal competencies: presence of scientific publications; participation in national or international conferences; participation in research groups (particularly if on issues of restorative justice); participation in dissemination meetings or debates with a general audience, participation in practice.</li> <li>• Some 'channels' to trace people: university websites (list of courses and topics covered); sites dedicated to restorative justice; online catalogues of books for sale; social media (LinkedIn); video recordings (youtube), personal networks.</li> </ul>
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	 <b>+/- 1 h</b>
	<p>Move on to the mapping phase; the work will first be done individually and then there will be a presentation of the results. Afterwards there will be a debriefing.</p> <ol style="list-style-type: none"> <li>1. Explain how the work will be done: <ul style="list-style-type: none"> <li>• Each person will be assigned a research 'channel': university sites; sites dedicated to restorative justice; book catalogues (Amazon or others), social media; YouTube.</li> <li>• Each person will have to identify on the assigned 'channel' at least three significant profiles/people (within the framework of useful skills), collecting as much information as possible: place where the person works, email or other contact address, possible age and habit of travelling; languages spoken; after having identified the people on the assigned 'channel' you can also look for information on other 'channels.'</li> <li>• Each person should then briefly present the people he/she has tracked down, explaining why he/she selected them, when the most recent information found dates back to the contact details found.</li> <li>• Each person should select a person from those found and prepare a short email text inviting him/her to get in touch (If appropriate, you can add some information about the Restorative Justice Centre/Service on whose behalf you are writing).</li> </ul> </li> <li>2. Assign work time to the group: approximately 30 minutes for individual research and then another 30 minutes for presentations of findings.</li> <li>3. After the time has elapsed, invite people to come back together as a group: collect the list of people identified with the information available.</li> </ol>



	<ul style="list-style-type: none"> <li>• To help the participants you can prepare an outline with the indications for individual work that you find in point 1 of the tools for mapping and distribute it to each person.</li> <li>• To summarise the work done you can prepare a poster in which you can summarise the data; you can use these columns: scientific competence   person   context   skills   contact details   date of the most recent information found.</li> </ul>
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	 <b>+/- 1 h</b>
	<p>The debriefing is intended to critically review the work you have done together. You can discuss several issues, comparing to the lists suggested in section 2.1, for example:</p> <ul style="list-style-type: none"> <li>• The comprehensiveness of the topics/competencies identified;</li> <li>• The breadth of the contexts identified;</li> <li>• The variety of search channels identified;</li> <li>• The ease/difficulty in finding people's contact information;</li> <li>• The ease/difficulty in focusing on their communication skills;</li> <li>• The balance of the different texts developed to introduce themselves and make contact: do they have all the information they need to introduce the Group involved in the network building activity (or the RJ Centre/Service)? Do they explain why the Group/Centre/Service felt it was important to make contact? Is the style appropriate?</li> </ul> <p>At the end of the debriefing, identify with the group two or three awarenesses that should not be forgotten in the search for skills that the Restorative Justice Center could use.</p>




AS CODE M4.01	
Module	Activity Sheet Focus
<b>M4</b> Design	AS01 - Designing and discussing a training programme





People	Total Est. Duration	Suggested Learning Modality		Typology of participants	
3-4	1h + 2h ½		In-presence		Experienced RJ facilitators
			Hybrid (In-presence / online)		Facilitators in training
			Online		Other

A trainer of trainers is able to implement a programme of activities adapted to the needs of the group of learners and to take into account the available time and resources. This activity offers to stimulate the trainer candidates to elaborate a proposal for a general programme (also using the Toolkit resources) and to stimulate their choices.

Step 1 Preparation	 +/- 1 h
	<ul style="list-style-type: none"> <li>• This activity assumes that you are familiar with the main international and national institutional documents on restorative justice: in particular you have to check whether there are standards to be met (duration, partnership...) in order to guarantee formal recognition of the training for participants.</li> <li>• You may find the Handbook produced by the MEDIAREJ Project very useful.</li> <li>• The complete Toolkit with all the Activity Sheets can also be very useful: study them all in order to have an overview of the activities that can be proposed.</li> <li>• Read all the instructions in the worksheet.</li> <li>• Get all the materials that will be useful to the group: note sheets, pens or pencils, post-it notes... See also the suggestions in the descriptions below: you can prepare materials as Individual Activity Sheets for the work of the participants.</li> <li>• Write down the time it will take for each step of the exercise.</li> </ul>

<b>Step 2.1 Preliminary discussion</b>		<b>+/- 45 min</b>
	<ol style="list-style-type: none"> <li>1. Gather the group and briefly present the whole activity. First of all, explain the purpose of the group work: check the possibility of starting a programme and set up an outline training programme for a group of 16 candidate facilitators.</li> <li>2. Remember that the activity foresees a final debriefing and underlines the importance of this phase: reflecting together on the activity is the most important training step.</li> <li>3. After giving these instructions the exercise starts.</li> <li>4. Announce that the first part of the exercise is dedicated to a discussion, which aims at clarifying the competences and resources to be provided.</li> <li>5. Start the discussion with the help of the tools below.</li> </ol>	
	<p>Here are some points to support the initial discussion.</p> <ul style="list-style-type: none"> <li>• Did we carry out any preliminary awareness-raising activities? If yes, how did they go? Did we find an interest in the territory? (&gt; AS M3.01)</li> <li>• Did we collect a list of people interested in training? Do we have their contact details? Have they already received any information on the type and duration of a possible training course?</li> <li>• Do we have an overview of the stakeholders who might be involved in the initiative?</li> <li>• Do we have an overview of the scientific expertise we could call upon for some parts of the theoretical training? (&gt; AS M3.02)</li> <li>• Do we have adequate knowledge of relevant international and national institutional documents?</li> </ul>	
	<ul style="list-style-type: none"> <li>• Try to understand beforehand if the leading group being formed is already in a position to proceed with the design activity or if it is better to develop this before some preliminary activity (i.e. AS M3.01 or AS M3.02).</li> </ul>	

<p><b>Step 2.2</b> <b>In-depth activity</b> <b>and resources</b> <b>scouting pre-</b> <b>design</b></p>		<p><b>+/- 15 min</b></p>
	<p>The objective of the activity is to design a series of in-depth studies starting from the analysis made in the preliminary discussion.</p> <ol style="list-style-type: none"> <li>1. Assign each member of the group these two tasks; then compare the different proposals and discuss them: <ul style="list-style-type: none"> <li>• Identify the preliminary activities proposed by the Toolkit that can be carried out by the leading group before resuming the design of the training course.</li> <li>• Suggest a work schedule (consider whether it is better to concentrate the activities at once (e.g. over a weekend) or in a series of meetings (e.g. on different days/evenings)).</li> </ul> </li> <li>2. Invite everyone to work individually for about 15 minutes on the two points you have indicated. At the end of this time, even if the work is not completed, bring the group together and start the discussion.</li> </ol>	
	<ul style="list-style-type: none"> <li>• How long does it take to collect ideas and elaborate a proposal? Most probably 15 minutes is a short time. You can discuss this later in the debriefing.</li> <li>• You can decide whether to do the activity yourself or to let only other people elaborate proposals. This may change the course of the exercise: reflect and choose what to do.</li> <li>• To work on the study of institutional documents, on more specific programmes (gender violence or community justice), on the Handbook or with video lectures you can use the format of AS M2.02. (organise an in-depth discussion). See later if the other participants noticed this possibility.</li> <li>• To facilitate the work, prepare a printed sheet with the two tasks above for each person.</li> <li>• Prepare also an outline of the activities that people can find in the Toolkit.</li> <li>• Keep a complete printout of the Toolkit sheets available as a tool.</li> </ul>	

<b>Step 2.3</b> <b>Discussion</b> <b>&amp; Design</b>		<b>+/- 1 h</b>
	<p>Now start the presentation of proposals and discussion. You can do it this way:</p> <ol style="list-style-type: none"> <li>1. Invite each participant to present their proposal and advocate his/her choices.</li> <li>2. Ask the other participants to take notes and, after the presentation, to imagine a follow-up or a clarifying question and to write it down on a piece of paper. After each presentation leave a couple of minutes for each person to write down their question.</li> <li>3. Do this for each presentation.</li> <li>4. At the end each person reads out their questions to the others and the discussion starts with the answers.</li> </ol> <p>Through discussion try to agree on a training programme of further study to be carried out together.</p>	
<b>Step 2.4</b> <b>Debriefing</b>		<b>+/- 30 min</b>
	<p>The debriefing serves to critically review the work done together. You can discuss different aspects, for example:</p> <ul style="list-style-type: none"> <li>• Did we initially have a clear picture of the skills and resources we needed to have in order to plan a training course?</li> <li>• Was the personal study activity useful to support the discussion?</li> <li>• Was it helpful to open the discussion with a series of questions?</li> <li>• Did we make the best use of all the resources in the Toolkit? In particular, did we think we could use AS M2.02 (organising an in-depth discussion) to expand on parts of the Handbook or other literature sources?</li> <li>• Does the programme we have envisaged seem feasible?</li> </ul>	







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