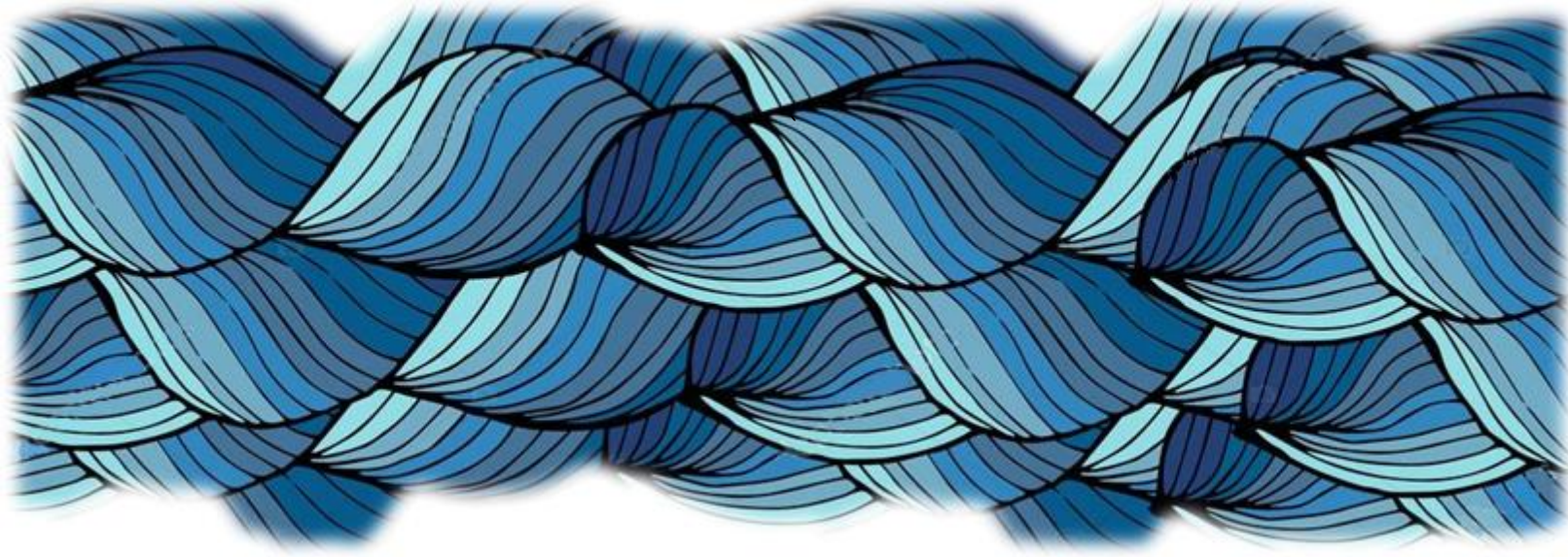


WE PLAY FOR PEACE TOOLKIT

Peace-building through Sports Activities with Youth: Yoga & Volleyball





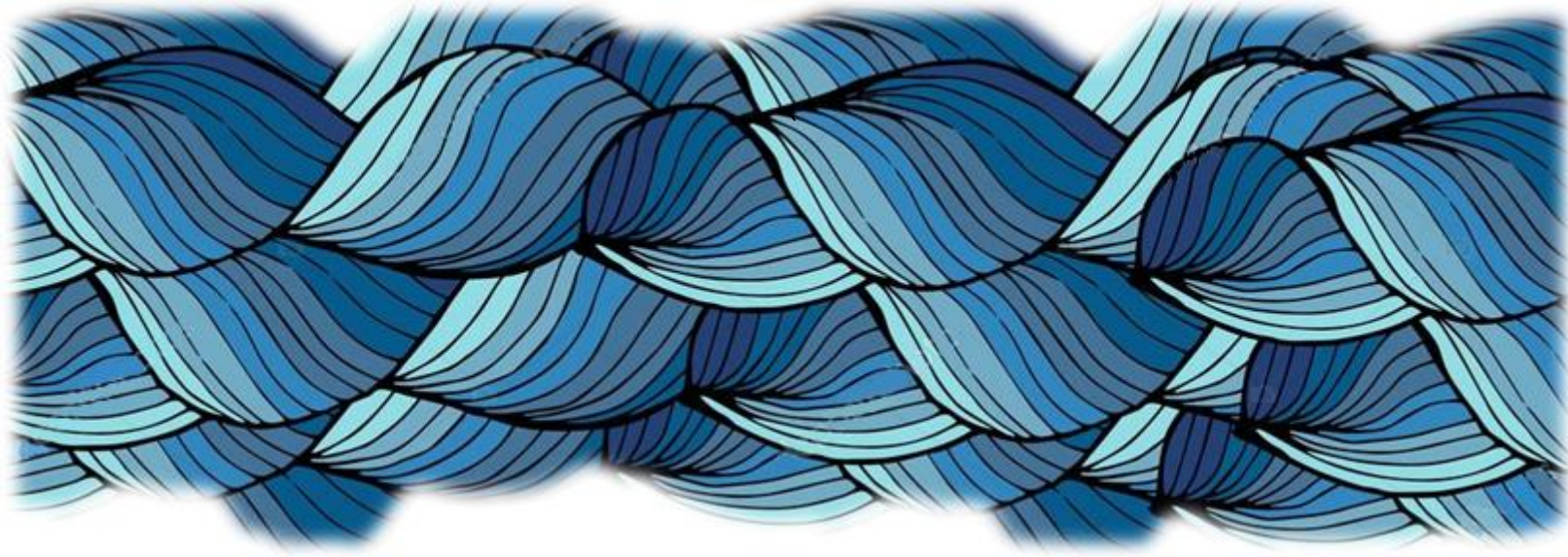
Peace of Art is a youth led organization building peace through arts, sports and other non-violent tools of communication and expression, as well as through soft skills training and social or civil awareness.



The United Nations Alliance of Civilizations (UNAOC) aims to bridge divides, and promote harmony among the nations, all with a view toward preventing conflict and promoting social cohesion.

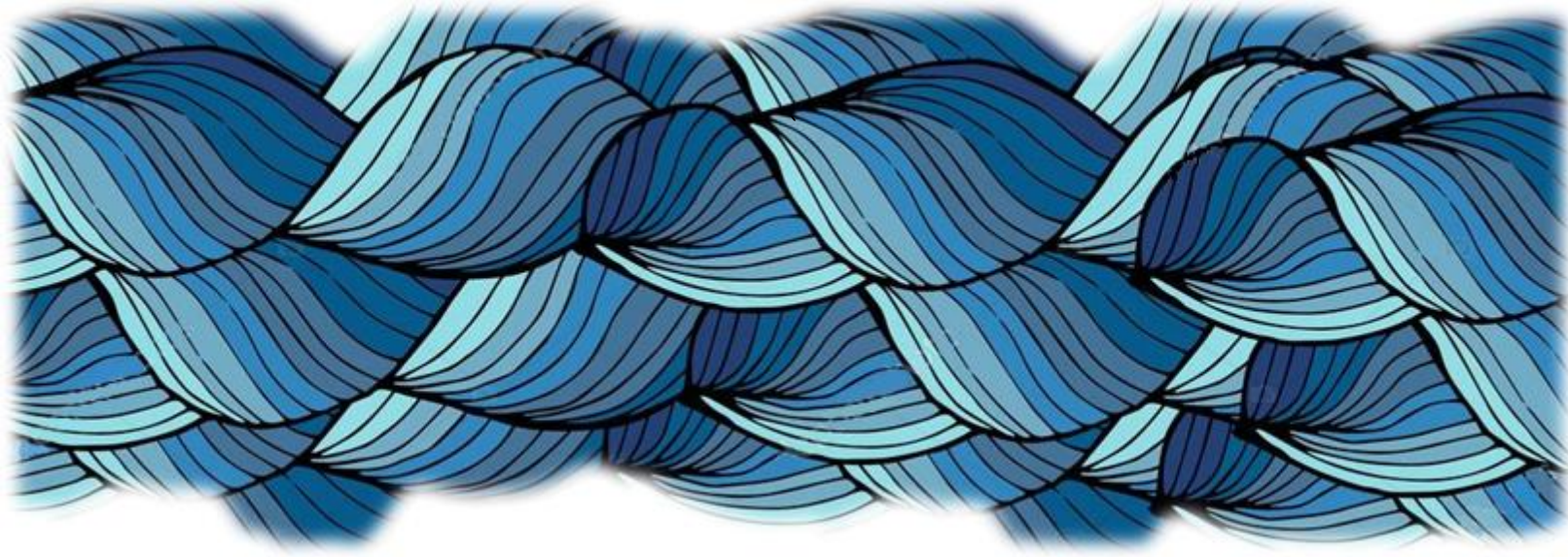
This Toolkit is produced in Lebanon – Baalbeck-Hermel

20 December 2020



Content

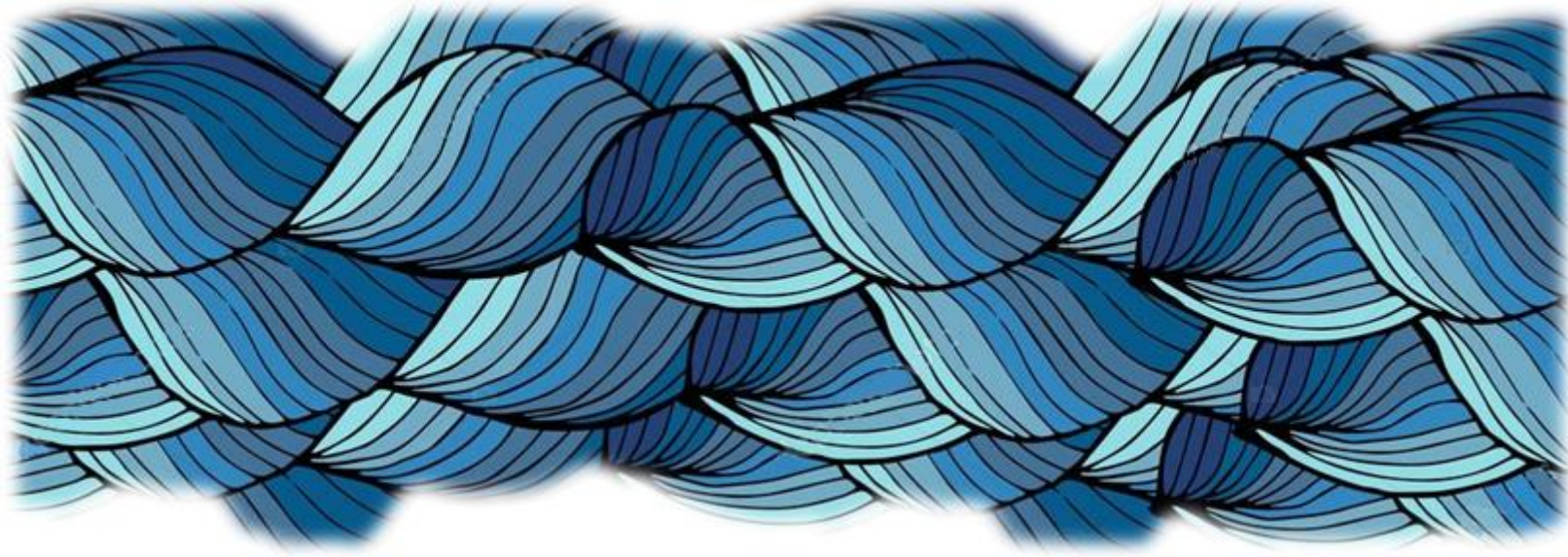
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Introduction

Established in 2016, **Peace of Art** is a grassroots youth-led organization that uses art and culture as tools to promote peace. Through these tools, the organization works towards an open and tolerant society where young voices engage with each other towards the democratic transformation of the North Bekaa region in Lebanon.

North Bekaa in Lebanon has been greatly affected by the Syrian crisis, including several attacks by ISIS which have furthered divisions in villages along religious, sectarian and political lines. In addition, the region is considered to be rural and marginalized, with little access to opportunities for government funding and community development. Youth are therefore in an environment where they do not have much contact with people of other cultural and religious beliefs, leaving them at risk of perpetuating stereotypes. In particular, the large population of Syrian refugees faces obstacles in integration due to discrimination from parts of the local Lebanese community.



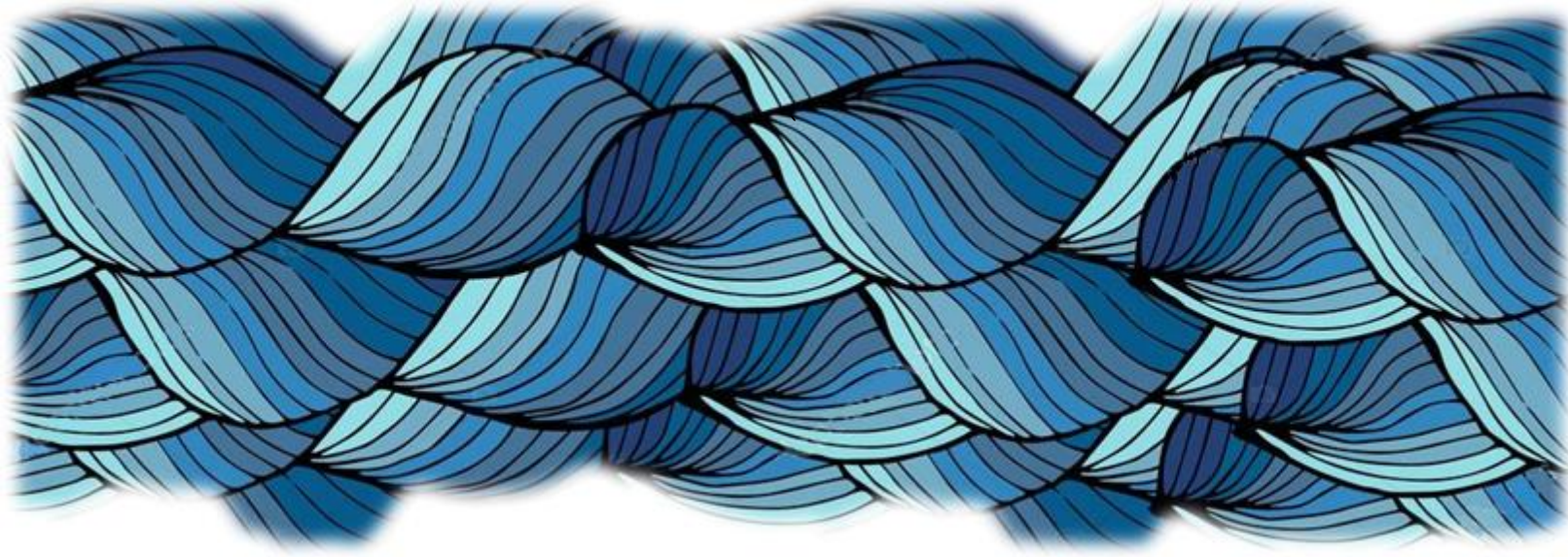
We Play for Peace! Is a project funded by United Nations Alliance for Civilizations (UNAOC) within the Youth Solidarity Fund program (YSF) in its 2019 version and implemented by Peace of Art organization in Lebanon.

Through '**We Play for Peace!**' project and with the support of UNOAC, **Peace of Art** uses sports, specifically through training community coaches, to build a culture of peace among Syrian Sunni and Lebanese Sunni, Shiite, and Christian youth in North Bekaa. These community coaches encouraged peer-group peace building by engaging youth in activities such as volleyball and yoga. The creation of this handbook has been made possible by the support of UNAOC through the Youth Solidarity Fund Program (YSF) 2019.

Project Coordinator: Mahdi Houssein Yahya

Contact information: info@peaceofartlb.com

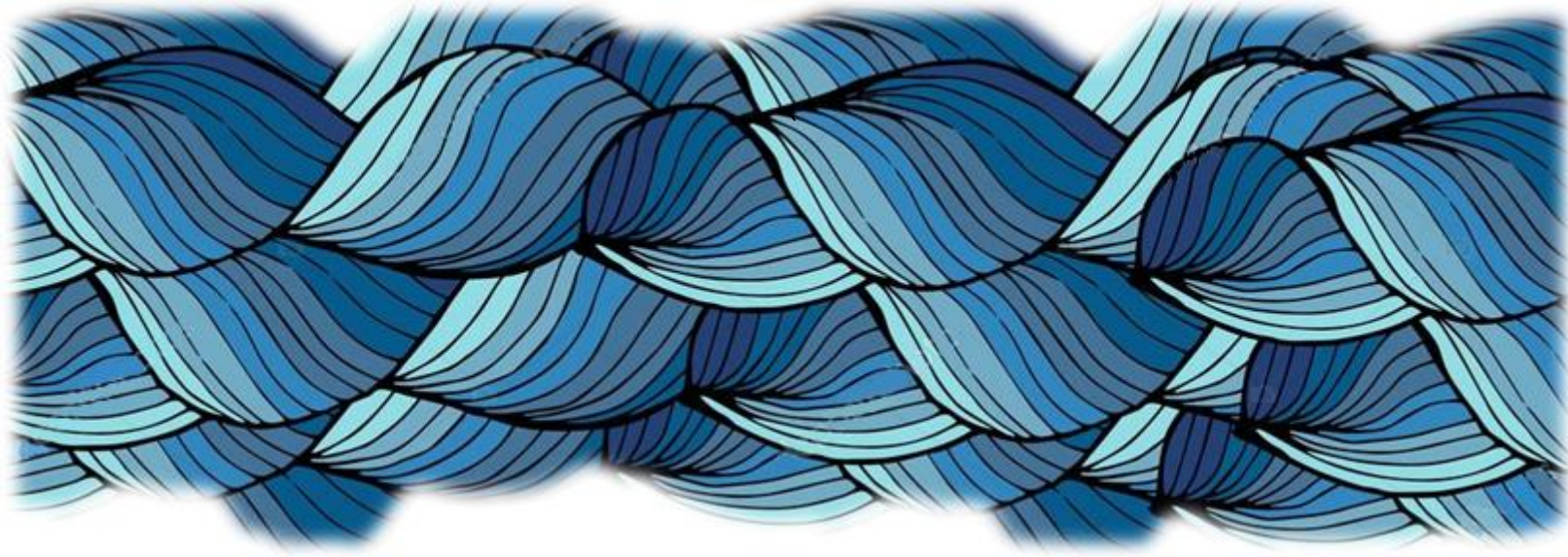
Website: www.peaceofartlb.com



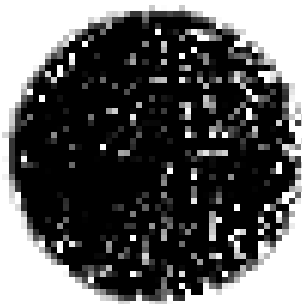
The **Youth Solidarity Fund (YSF)** supports youth-led organizations that foster peaceful and inclusive societies. Seed funding is given to projects, for and by young people that demonstrate innovative and effective approaches to intercultural or interfaith dialogue. UNAOC additionally offers capacity-building support to help youth-led organizations strengthen the implementation of their projects.

Established in 2008, YSF responded to calls for action made by youth-led organizations around the world on the importance of establishing funding mechanisms for youth. Today, YSF is more relevant than ever: As the global agenda increasingly speaks of youth's participation and contribution to peace, development and security, it is critical to support this participation and contribution through funding and partnership opportunities.

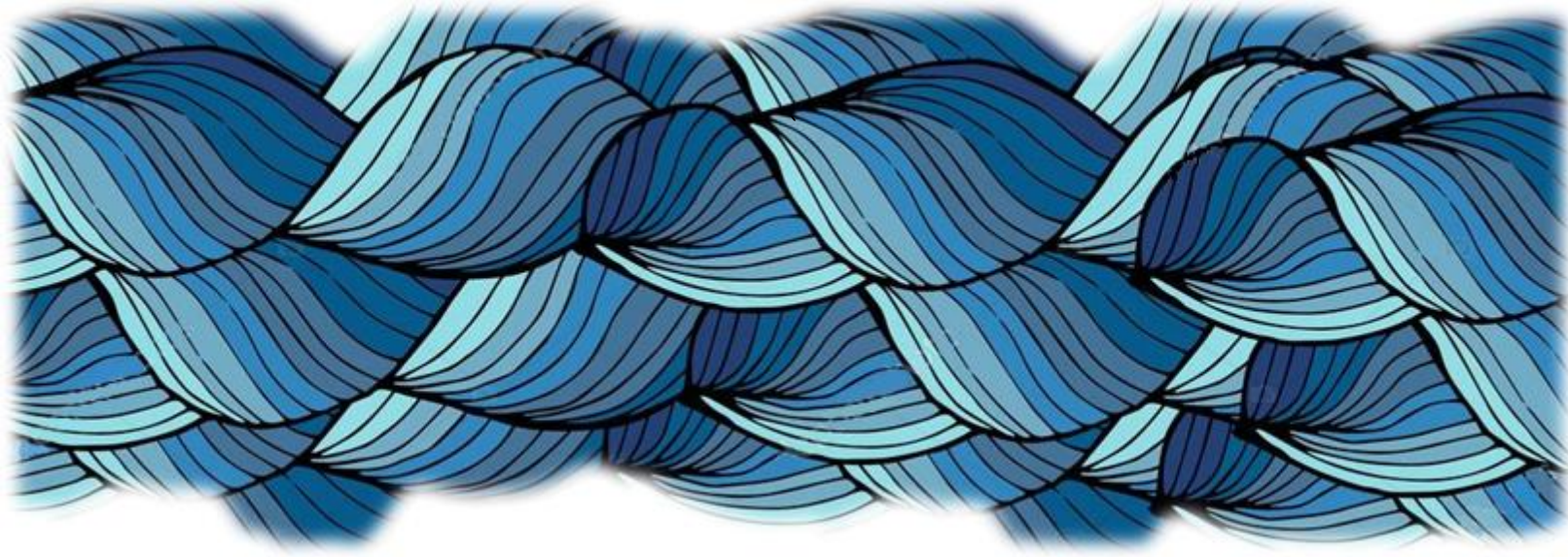
The funded projects are youth-led and youth-focused (18-35 years) but have an impact on entire communities, often involving religious or political leaders, policy-makers, and educational institutions and media organizations. YSF also links small scale and local work to larger movements for social and global change, for a broader and deeper impact.



WE PLAY FOR PEACE!



*This handbook is created by
Vera Hussein Al-Mawla
President, Peace of Art*



Advice for Trainers and Coaches

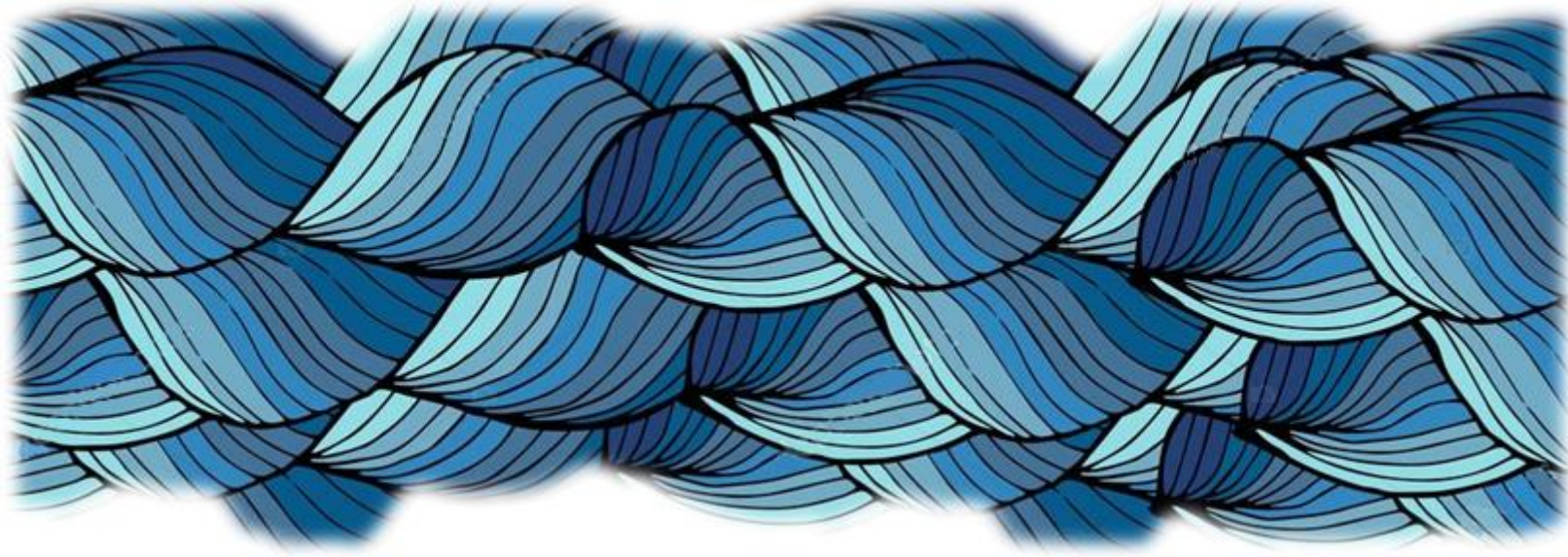
It is important within this handbook not only to teach youth how to play sports and develop them into fundamentally sound athletes but also how to become social leaders and agents of peace. Coaches and trainers play a huge role in building the leaders of tomorrow within their clubs, schools, NGOs...

The activities within the project “We Play for Peace!” were designed to teach youth life and social skills, how to handle diversity, how to deal with wins and losses, decision making, build esteem and how to reach team goals while identifying and dealing with possible conflict, knowing that youth in North Bekaa are from different religions, nationalities and backgrounds.

When working with youth from diverse backgrounds, the activities should bring opportunity for youth to feel safe and prepare to transition to accepting the other in a safe space that accepts and embraces all differences, regardless if they are based on religion, race, sectarian environment, nationality or social status...

It is important that the trainer or coach pays attention that teams are not divided to groups representing a specific background, but that each team includes youth representing the different targeted backgrounds, which will allow youth to start communicating and building the bridge.

Never stop learning or development your skill set as a trainer. Every context has its own specifications and characteristics, and so the trainer or coach must be able to identify these specifications to be able to break the ice with the youth and



among the youth themselves. You don't have to be a professional sports player or trainer to train the youth, but you should be able to explain your philosophy and approach to developing fundamentally sound athletes who will become also the leaders of peace.

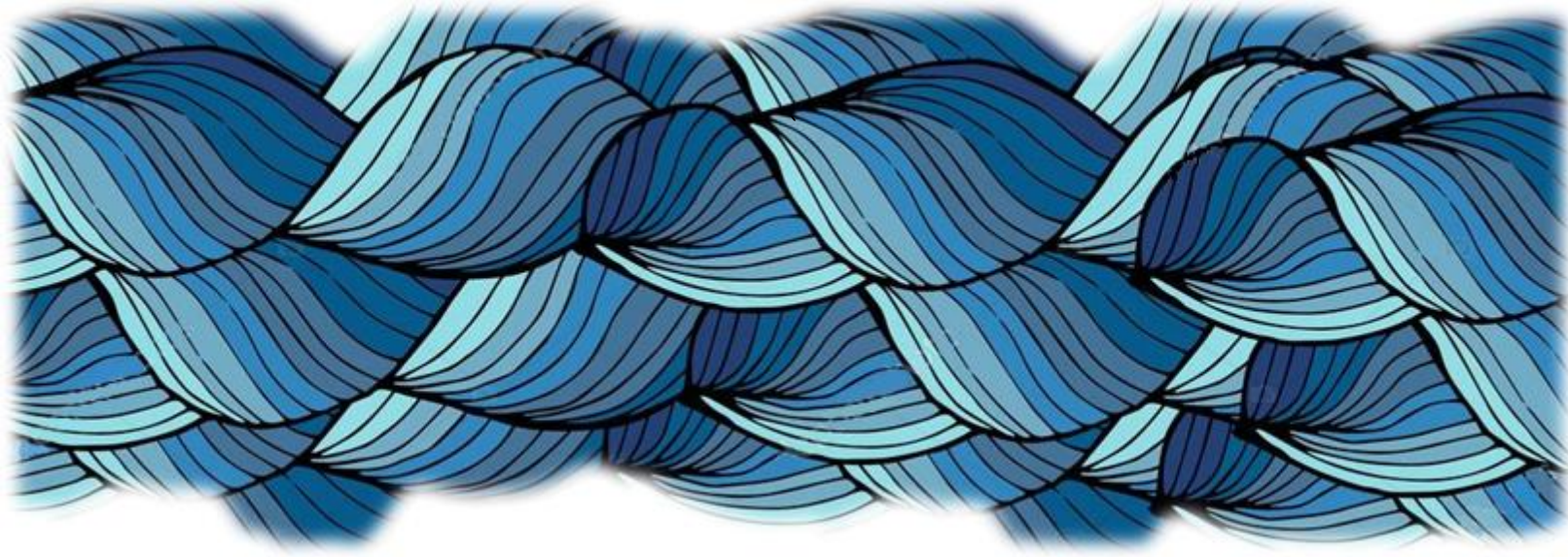
Prepare your own curriculum that demonstrates your ability to successfully implement the activities to measure impact visually and on paper. The youth's development and progress should be visible not only to coaches and trainers but also to their parents and their teammates, as well as the community.

Focus more on building a good communication and space among the youth, especially with the youth who are shy at the beginning and who do not engage quickly with the activities.

Don't be afraid to ask many questions, but make sure you are asking the right questions to determine if the activity is suitable for the youth.

Be mindful not to over exert the youth with too many activities to avoid the risk of burn out.

Be careful not to impose your expectations and aspirations onto the youth, as every youngster has his/her own personality and characteristics. You must help them accept themselves as they are and encourage them to be confident about themselves, while at the same time respecting the others and their differences.



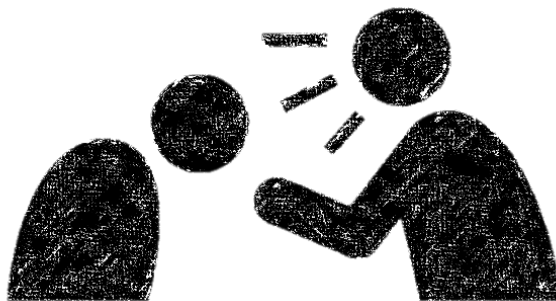
VIOLENCE DEFINITION

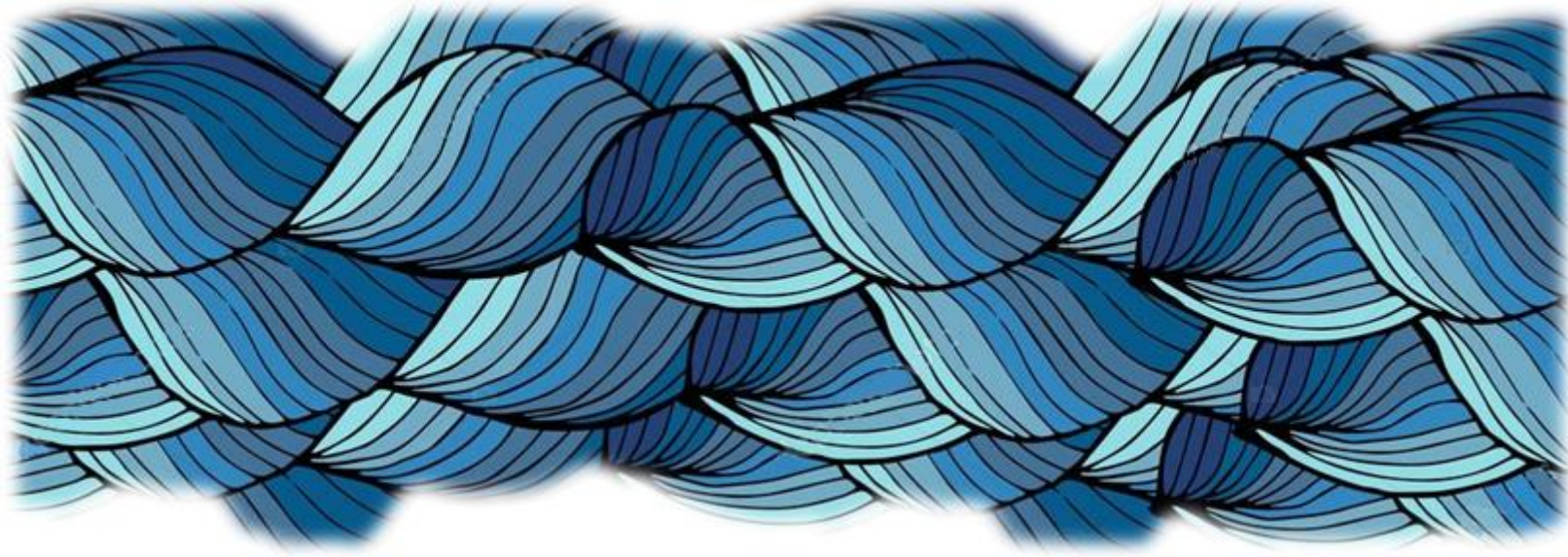
Violence is defined as the exertion of physical force on a specific target and causing harm to this target. This harm may be physical, psychological, or both.

Violence is a negative act by its nature and a relatively common behavior among humans and is not specified to a specific age.

It is any form of aggression exerted by one person or a group against another person or group, and it can have different shapes and not limited to physical violence as most people see it.

Violence may be exerted by an individual, a group of individuals or even structures. It is noteworthy to say that violence and conflict do not represent the same thing, as violence is just one of the forms of reacting to a conflict.





Violence can have different forms:

PHYSICAL VIOLENCE

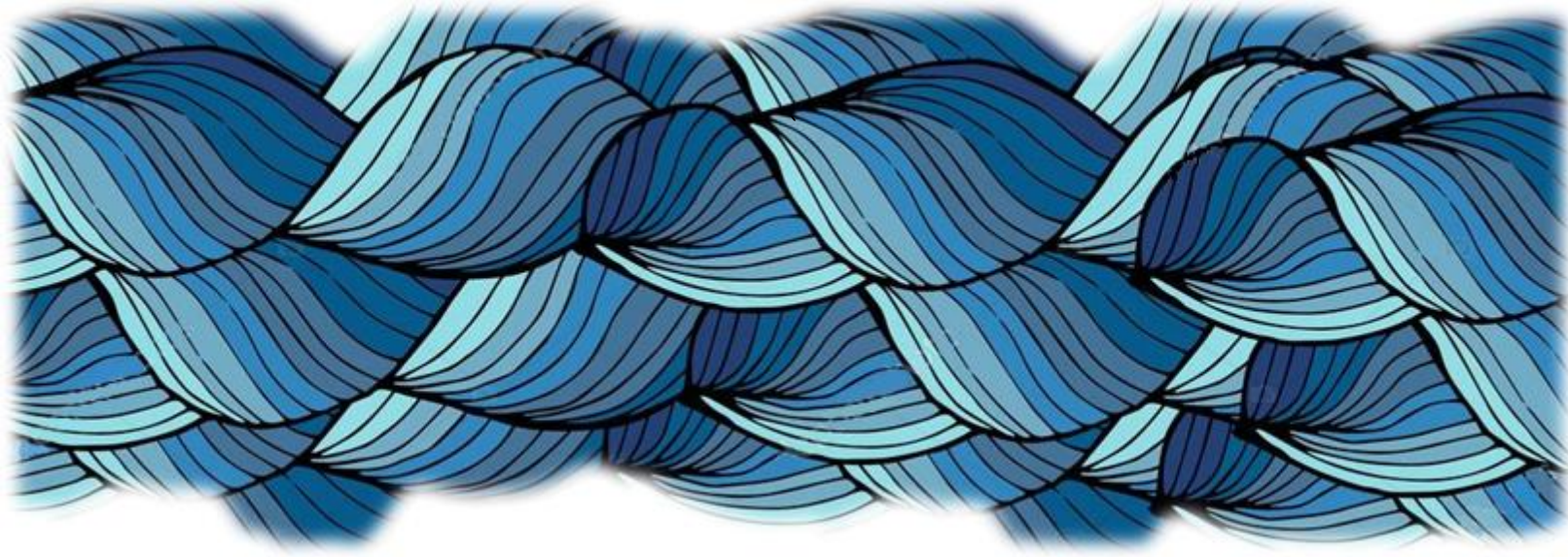
Physical violence is one form of aggression by a violent person, and it can take several forms itself including hitting, punching, kicking, and hair pulling, arm twisting, restricting an individual, or throwing things at the person...

PSYCHOLOGICAL VIOLENCE

Psychological or emotional violence includes insulting or humiliating an individual, attacking someone's traits or personality, threatening to post private photos or details, stalking and harassment, underestimating a person's value or achievements...

SEXUAL VIOLENCE

Sexual violence includes rape, non-consensual sexual acts, sexual harassment, sexual trafficking, or cyber harassment and threatening to post sensitive and private photos, information or videos...

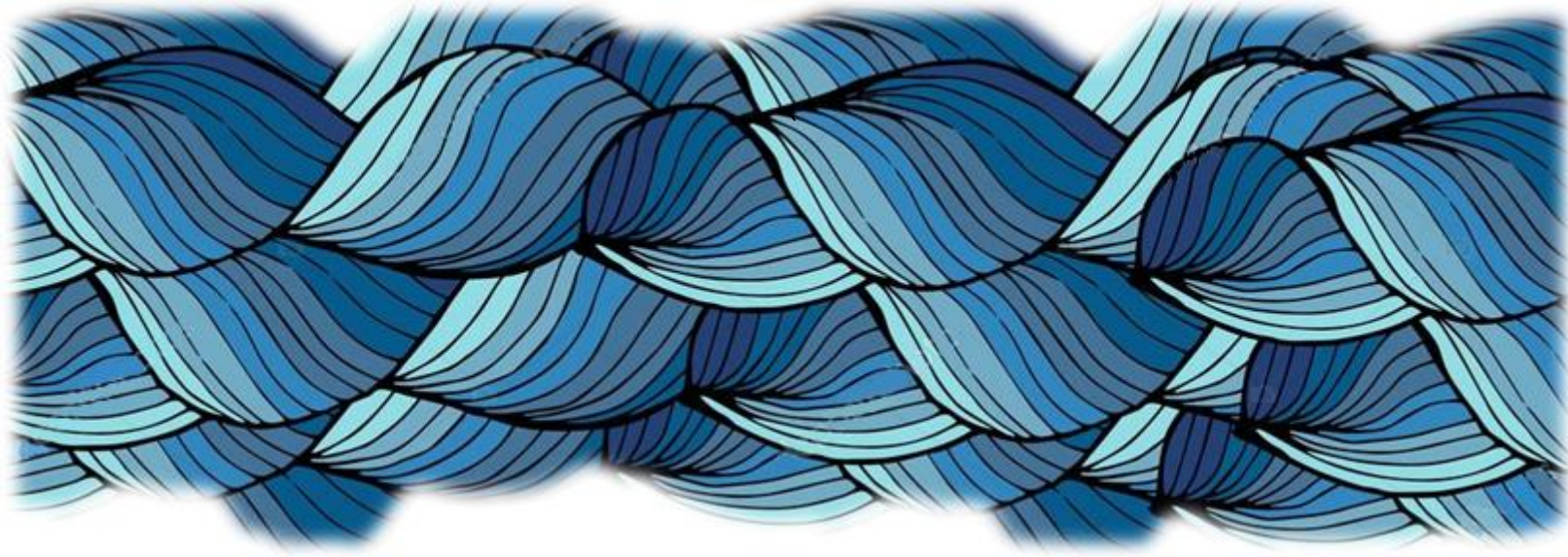


EXPLOITATION

Another type of violence is exploitation which can be in the form of slavery, human trafficking, forced marriages, labor exploitation, and withholding salaries...

NEGLECT

Neglect is a form of violence that can be seen as abandonment, working in dangerous or harmful conditions, neglect of infants, children and adolescents by parents, caregivers and other authority figures...



CONFLICT DEFINITION

Unlike violence, conflict is not necessarily negative. Conflict is when two individuals, groups or any two parties disagree. The way we manage a conflict situation is what makes it either positive or negative.

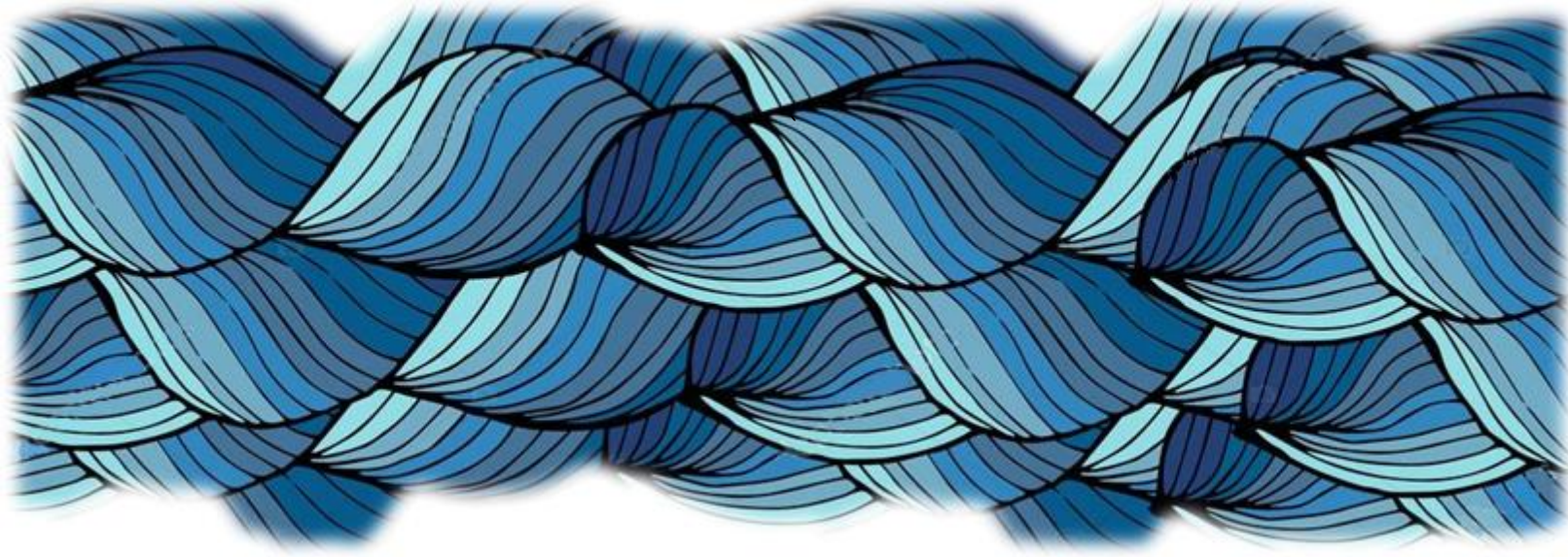
Conflict is very natural and it happens in any context, among family members, in school, among teams, in companies and organizations.... If conflict was managed correctly it can lead to positive change and results, otherwise it can lead to violence.

Generally, there are three approaches to dealing with conflict:

Managing Conflict: This approach is focused on making the efforts to manage a conflict and to make the conflicting sides part of the process.

Conflict Resolution: Targeting to roots of conflict and identifying solutions which aim to resolve a conflict.

Conflict Transformation: This approach targets awareness, behaviors, interests, needs, relationships and social contexts by transforming them to create peace.



PEACE DEFINITION

To introduce Peace, it is a state of reaching a community where all types and forms of violence are absent within an inclusive society built on the acceptance of diversity and tolerance. Here youth play the biggest role in creating the optimal space and environment for a peaceful community by breaking the barriers and building bridges everyone from their own context and skill set.

The process of creating peace comes with three main approaches:

Peace Keeping

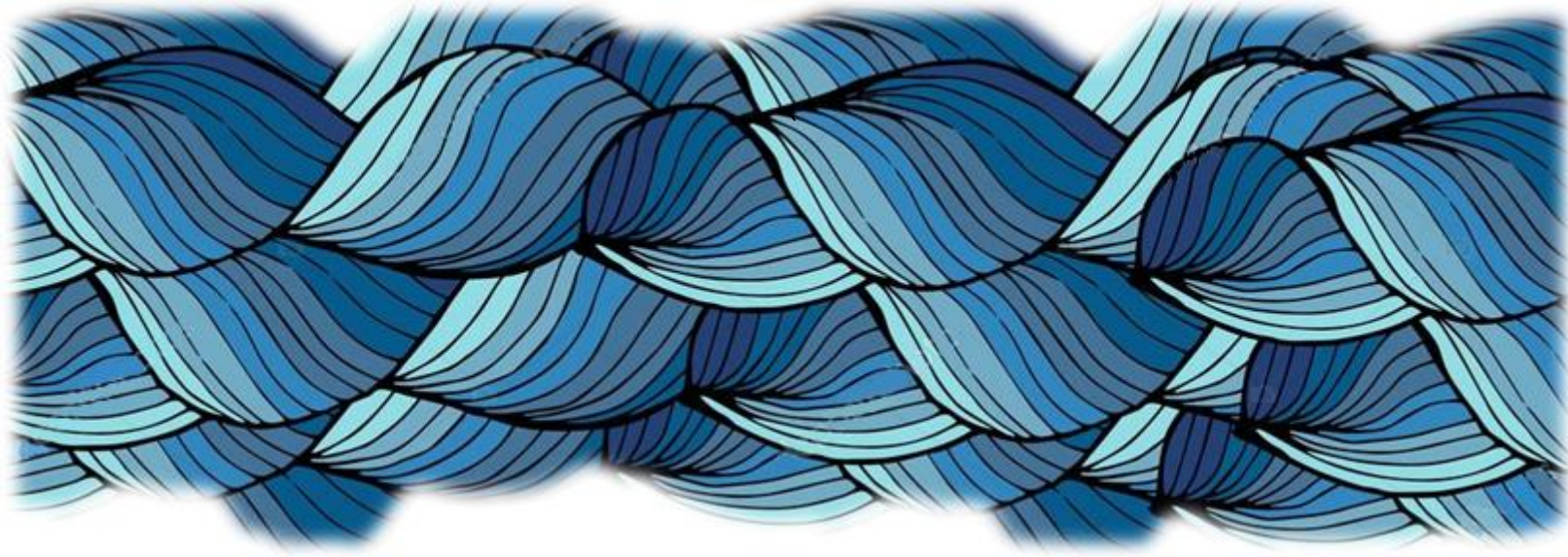
Peace keeping is the process of stopping physical violence like wars. For example, UN's peacekeeping troops interfere on borders between countries in war times.

Peace Making

Peace making includes mediation, creating round tables and opening a space for dialogue and negotiations.

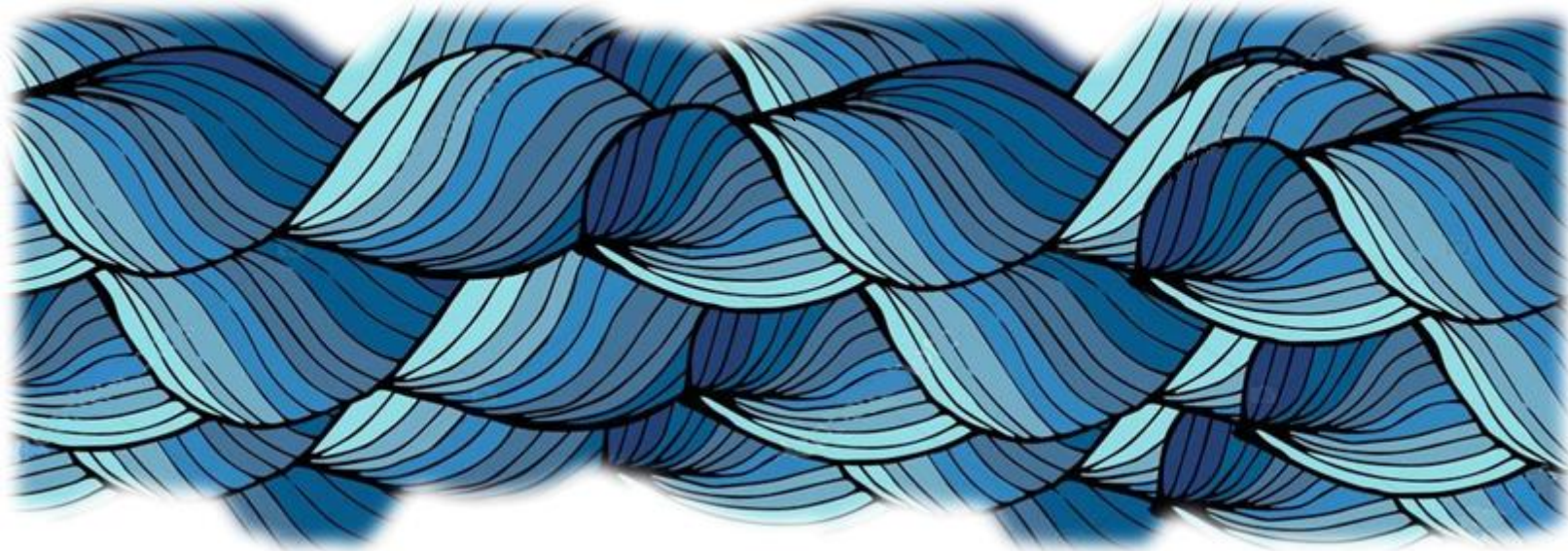
Peace Building

It's the process of targeting the root causes of conflict on the political, social or economic fields towards a structural peace transformation.



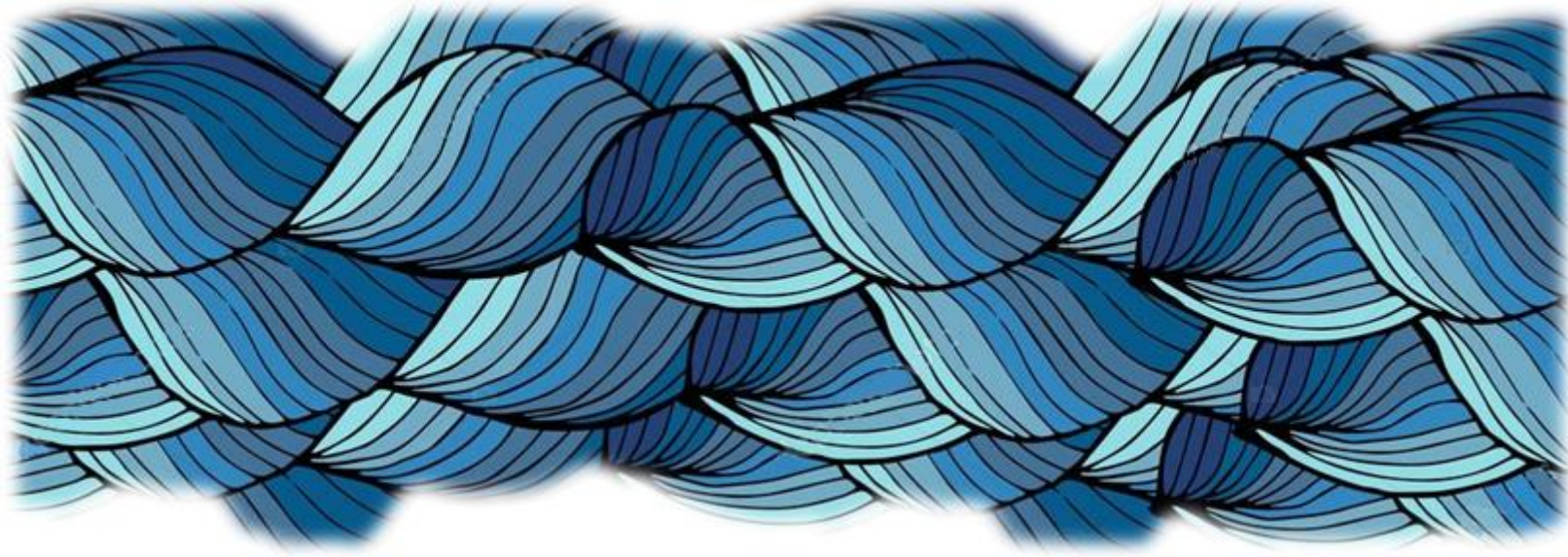
Why is it important to engage youth in sports?

- Building Strong Relationships and Tolerance
- Building Reconciliation and Acceptance
- Bridging Between Communities
- Providing Safe Grounds in Situations of Conflict
- Reducing Tensions and Therefore Violence
- Empowering Youth with Communications Tools and Space
- Creating a Space for Interaction and Dialogue
- Connecting Youth to Their Communities
- Building Peace and Coherence
- Preventing Youth from Engaging in Crimes and Armed Activities
- Strengthening Team Spirit
- Integrating Marginalized Youth
- Strengthening Marginalized Cultures



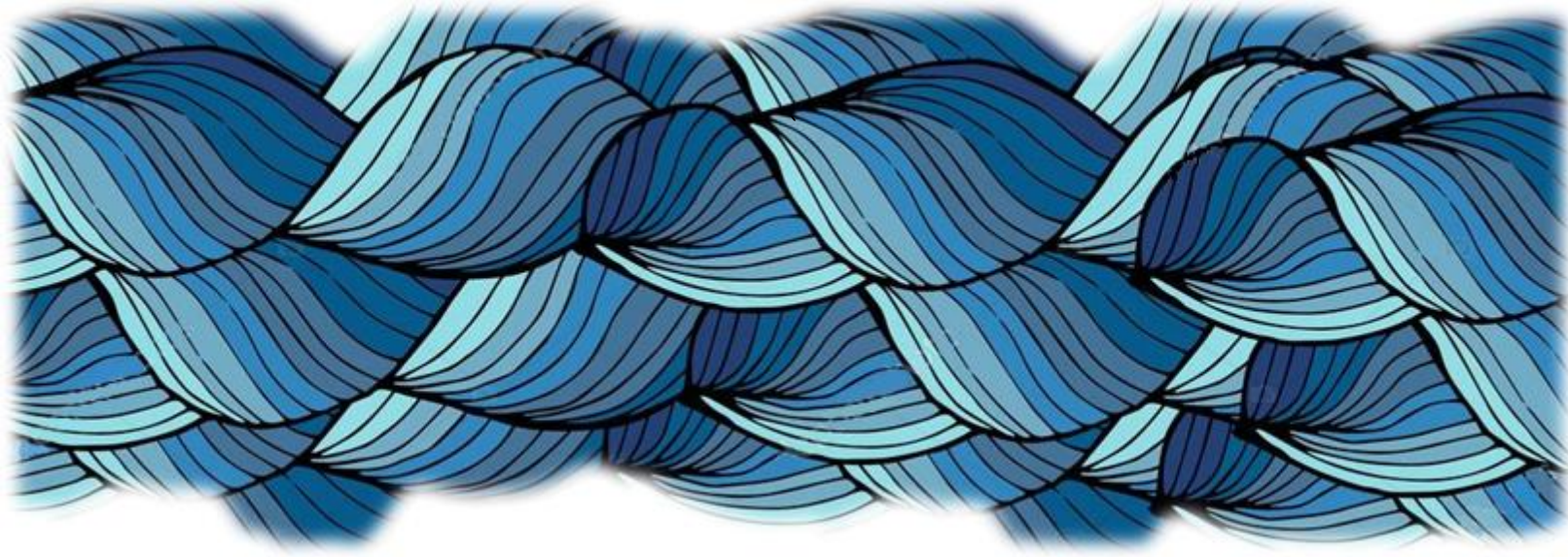
Activities





The following activities are integrated with the sports training sessions (And can be integrated with any sports) to help build a common ground between the youth and to encourage them to communicate and to get to know each other. Some activities are built to help youth deal with conflict within their teams and to accept each other's differences as well as develop active listening skills that will help them throughout their community later on.

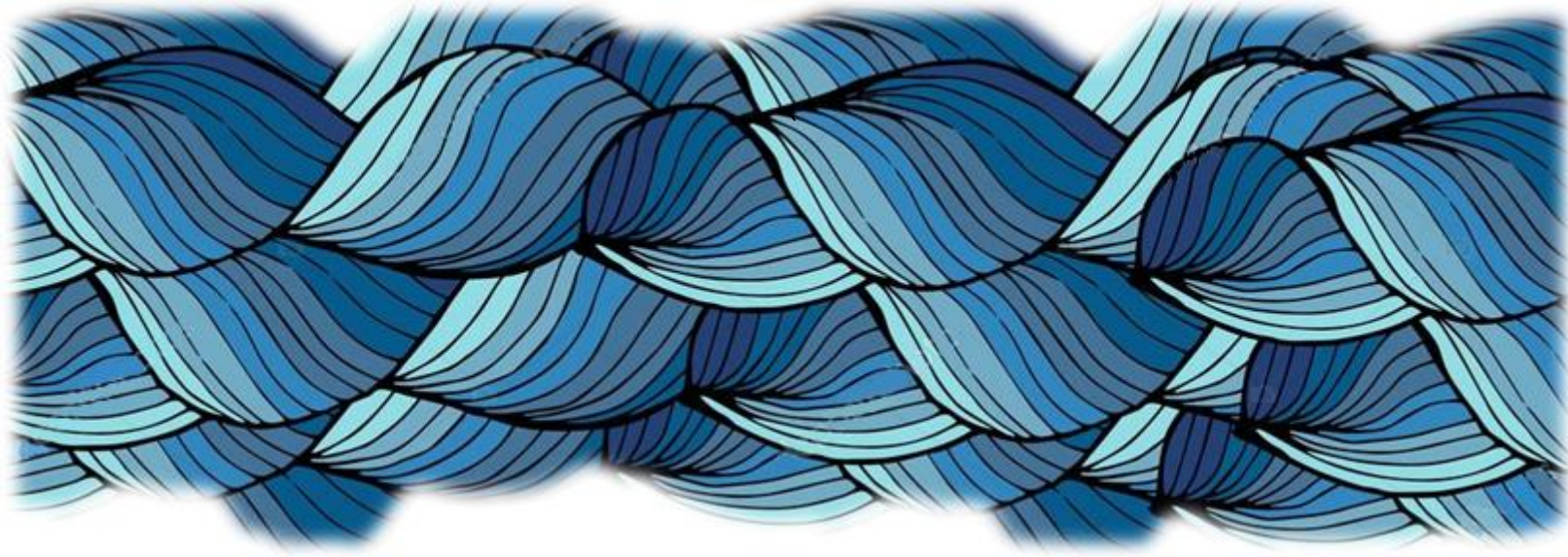
It is very important to build the trust among the team members and to help them build stronger relations that will allow them to embrace the diversity and to build acceptance and tolerance, not only among themselves, but that can also be reflected in their community, which is the main objective of "We Play for Peace!" project and of this handbook.



BUILDING ACTIVE LISTENING

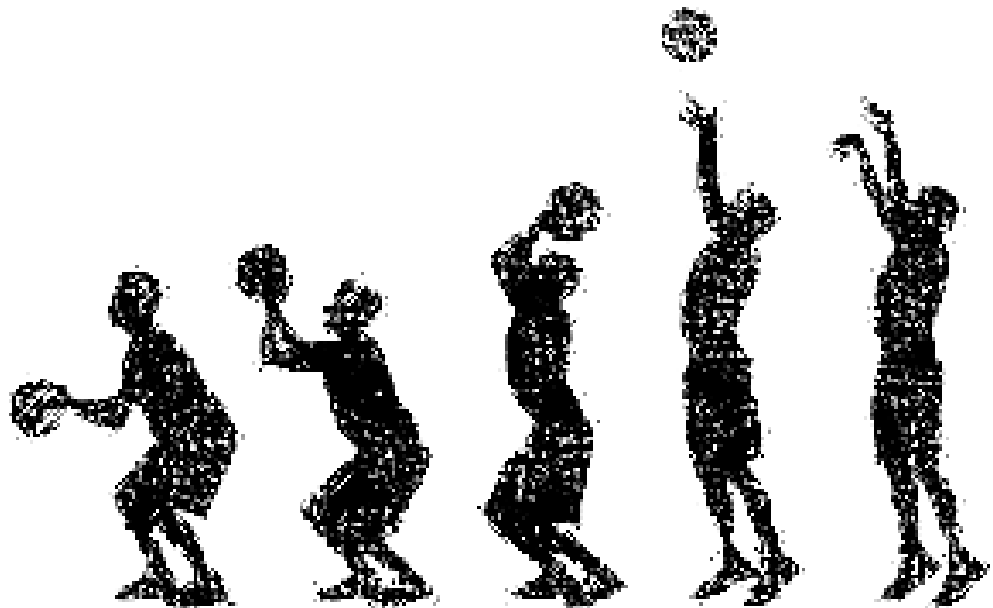
Activity 15-20 minutes

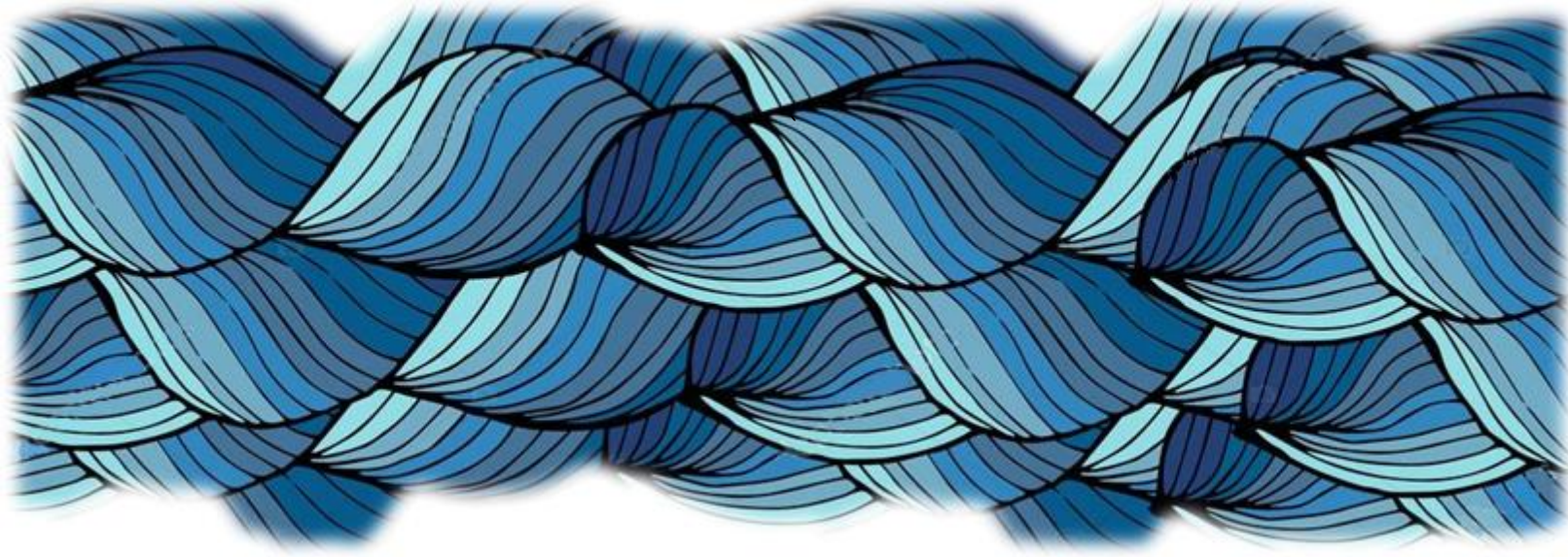
Instructions The coach or trainer puts every two participants in a group and instructs them to ask each other open questions. Open questions are questions that need further clarification, and that start with who, when, where, what, why, how. Each person must build on the other person's questions, and stay on the same topic. The trainer gives the youth about 4-5 minutes to ask each other the questions, and challenges them to see how long will the discussion stay. Some examples of the first question can be: Which destination would you choose for a vacation? What is your favorite food? So the challenge is to keep the conversation going as long as possible, with the aim to build youth's listening skills.



Discussion

This activity focuses on the active listening skills and developing questioning and communication among the youth. To follow-up on this activity, the coach or trainer can ask the youth: What did you learn from this activity? How did you find it? Could this help during a conflict situation? What did you feel was most important to you when asking questions? Was the person in front of you listening to you?

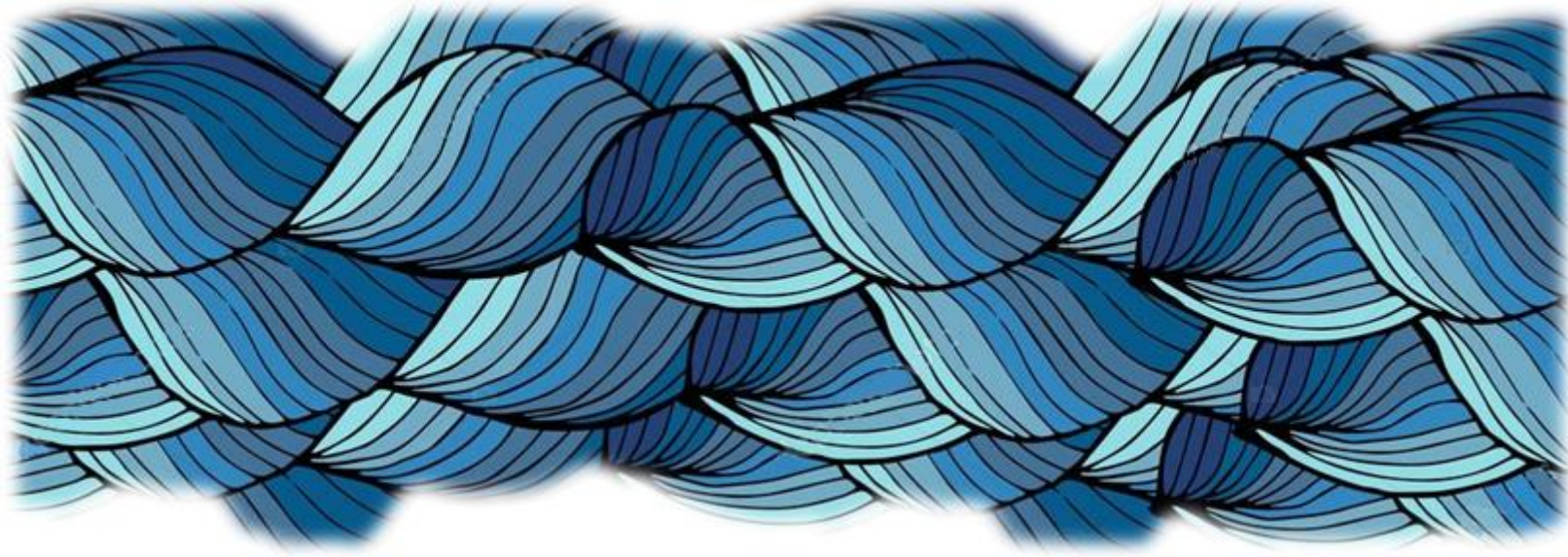




THE OPPOSING VIEWS

Activity: 20 minutes.

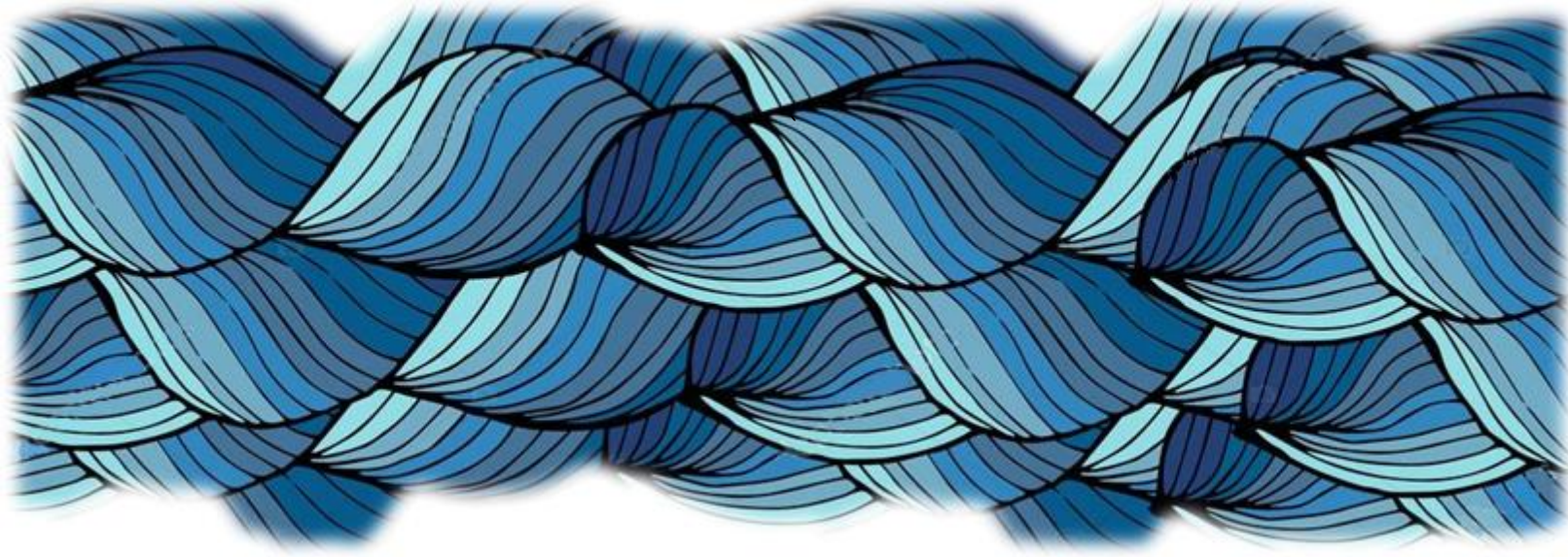
Instructions Invite the youth to divide in groups of two. Ask each two to stand facing each other and count to three. Once they have said the word three, each participant must say the name of an object that he can think of (Any object: Pen, bottle, table...). Now ask participants to argue with one another on which object is better than the other. Give them about 3 minutes to discuss this. After that, stop the youth and instruct them to ask each other questions about their subjects, listening to the answers and giving them about 5 minutes to come to an agreement. At the end of the exercise, start a discussion with the entire group. Explain that this is an attempt to prove that your position is better than the other person's. The aim is to win the other person by finding flaws in the other person's arguments.



Discussion

Was this activity challenging? How did you feel when you were in different positions? How did you react to each case? What would you do in a real life conflict? What changed when you exchanged roles? Is it difficult to listen when somebody disagrees with you? Did you reach an agreement?

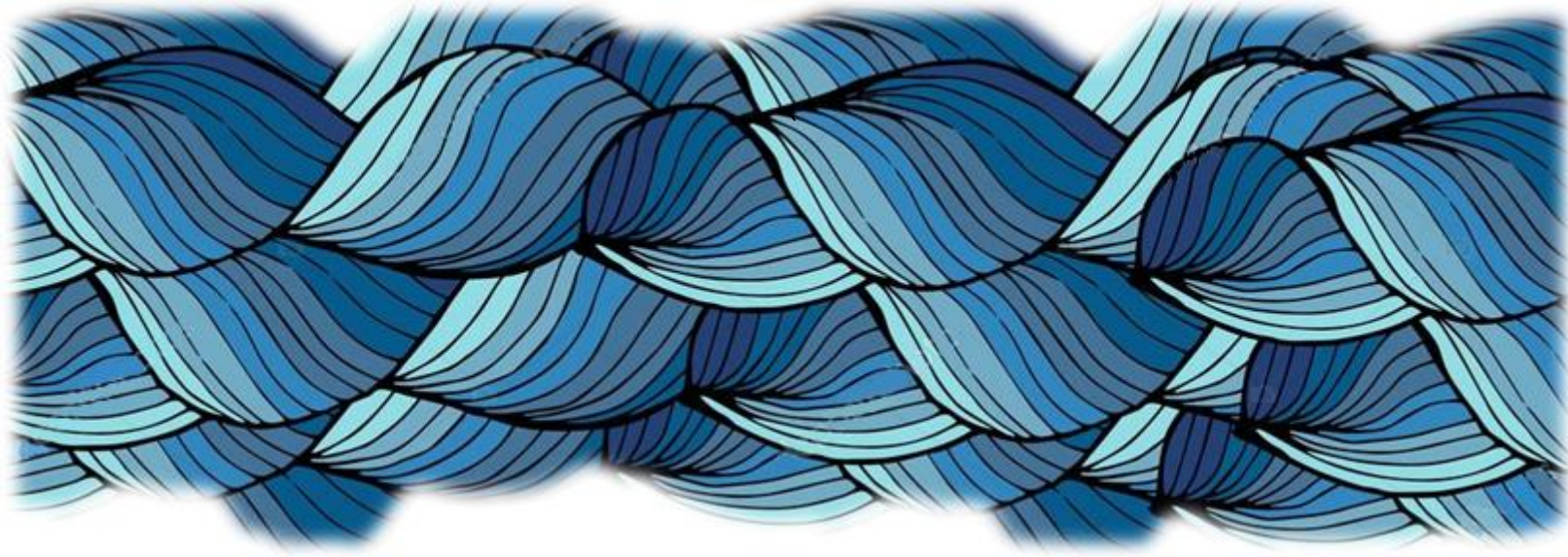




TUNE-IN

Activity 15 mins

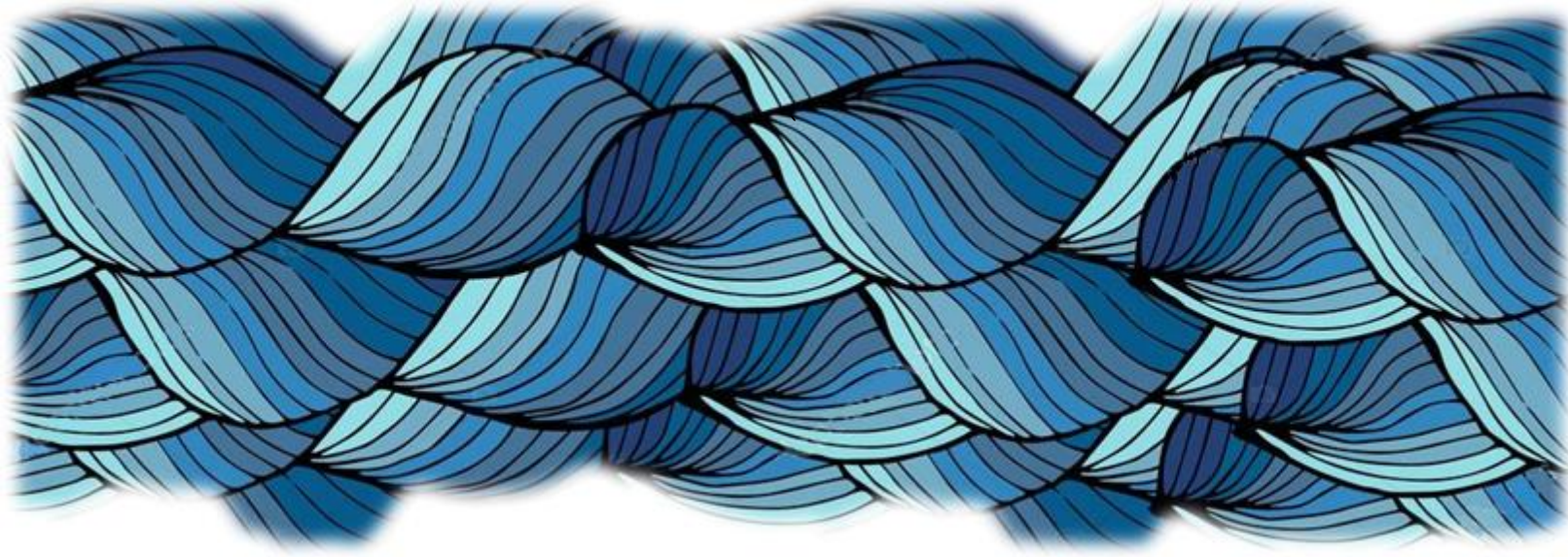
Instructions Through this activity, the coach asks youth to choose a comfortable place to sit. The trainer then requests that the youth relax and close their eyes while imagining that they can hear on different levels, like a radio. The trainer can start with asking youth to listen to the farthest sounds they can hear, and gives them enough time to focus on that. Then the trainer asks them to listen on a different level, focusing on their bodies and listening to their breath then heartbeat. The trainer should speak in a very calm manner and allow the youth to focus on each part on its own. The focus can be shifted afterwards to another level, into the room or the space where the youth are sitting... Ask the youth to open their eyes once you feel the youth are ready.



Discussion

How do you feel after this activity? What did you feel when you were concentrating? What was the best and what was the hardest part of the exercise? Do you often listen to the sounds around you? Why is it important to listen? Do you think you would do this activity often, and why?

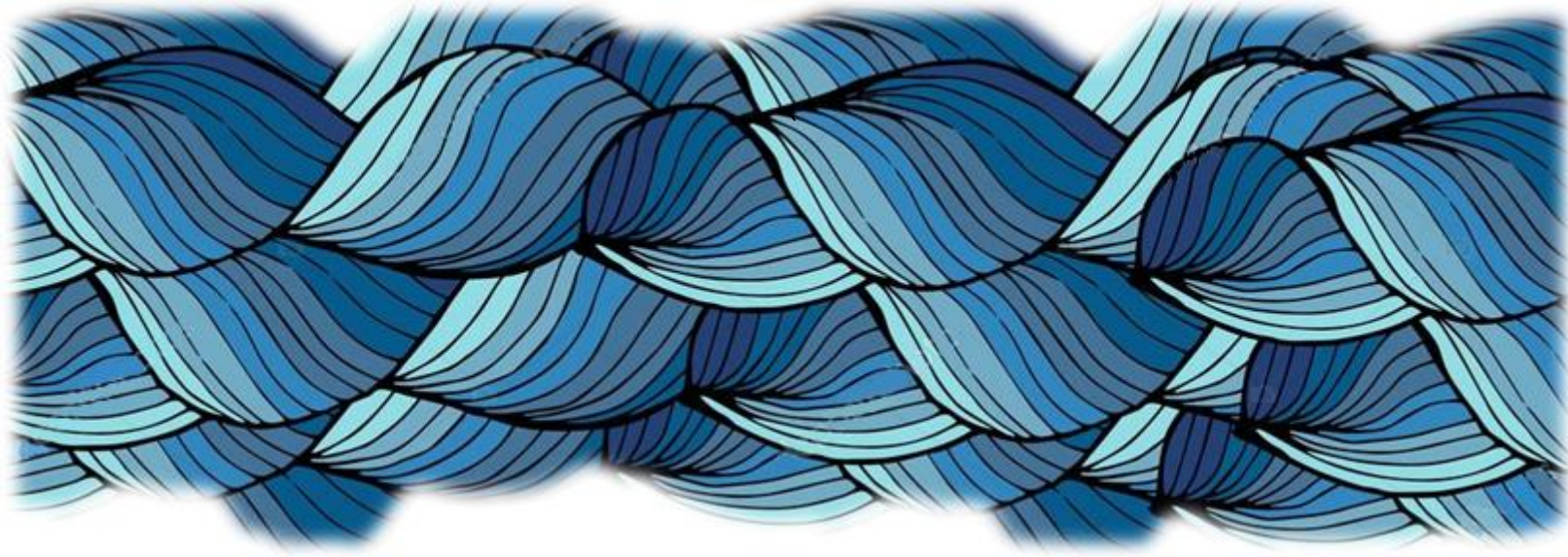




STEP INTO THE CIRCLE

Activity 35-40 minutes

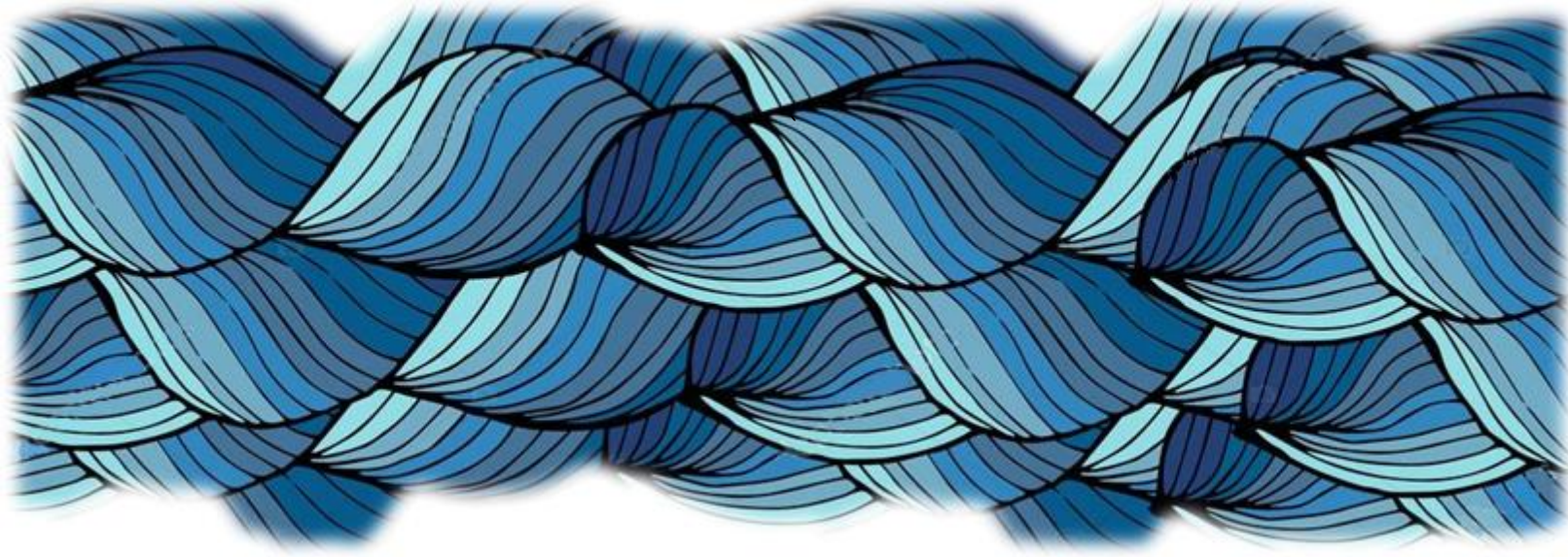
Instructions The trainer asks the youth to form a circle, and begins reading statements from a previously prepared sheet. When someone relates to any of these statements, this person steps into the inside of the circle. The trainer gives the youth a moment to look around and see who stepped in. A discussion must follow this activity to reflect on what the youth felt and how they perceived the results. The exercise will allow youth to find the connections among them.



Discussion

What do you think after this activity? How did you feel to find out others have things in common with you? How did you feel when you were alone in the circle? Were there times you should have joined but did not and why? Why did we do this exercise? Were you surprised when any of your friends joined in at any question, why? This exercise can help youth break the stereotypes and learn to accept the different opinions others may have.

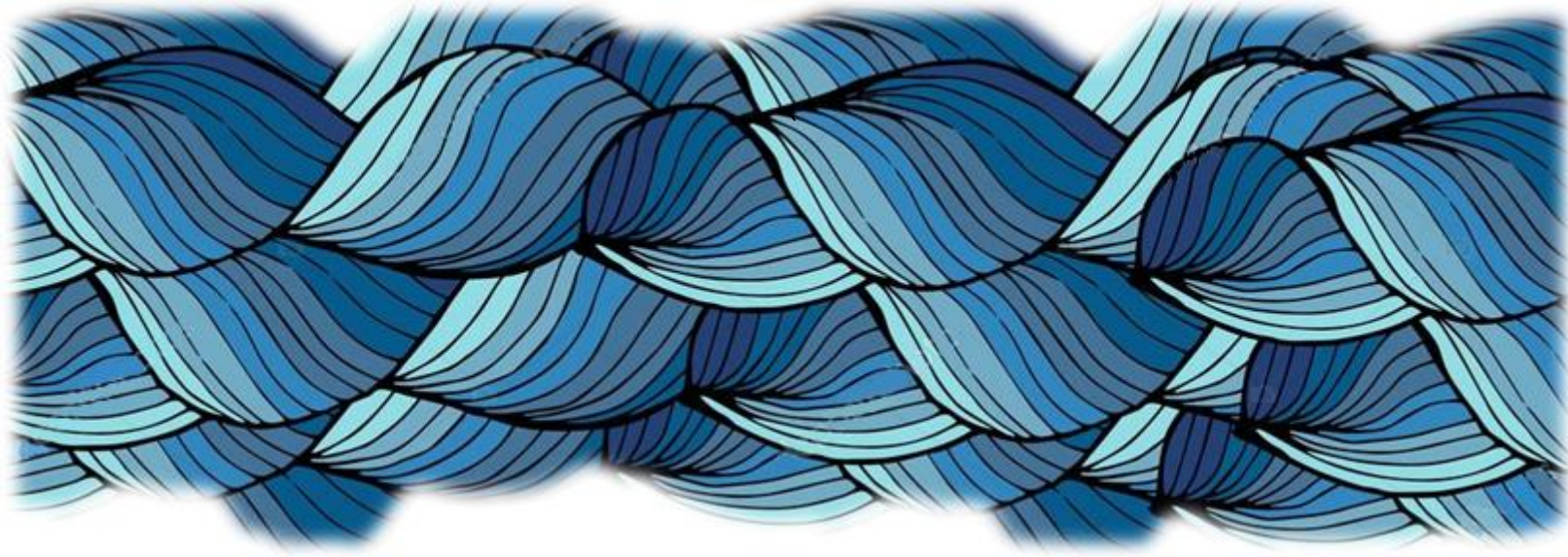




Quick Activities for Team-Work, Problem Solving & Communication

The Expanding Circle While standing in a small circle, youth throw the ball to another person in the circle. If the ball does not fall, the whole group steps back one step to expand the circle, and continue tossing. It gets more and more challenging as the circle grows bigger.

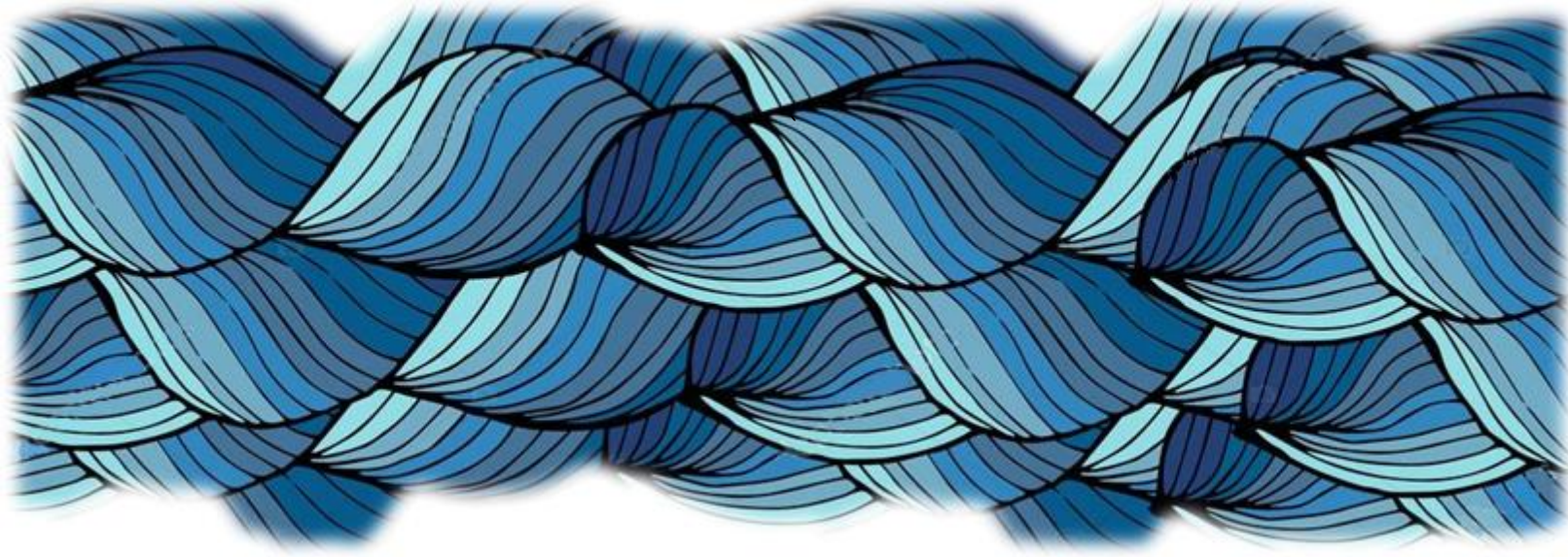
The Continuous Line The point of this activity is to get youth to form a random knot by holding another person's hand across from them in a circle, and not releasing. This may end up in a messy knot as the youth try to connect the line without releasing a hand.



Two Truths and One Lie the trainer asks the each of the youth to share two true facts about themselves, and one lie. The facts can be something like “I’m afraid of heights” or “I like chocolate ice cream”. Throughout the next sessions, youth will try to figure out which statement was a lie with each other.

Map The aim of this activity is to build a bond between youth. Ask youth to create a map by localizing themselves in such a way that represents the place where they come from in the playground or in the room. Everyone of the youth will share a memory they like from that place or an interesting feature of it. Youth can also share short stories or talk about the customs of the place.

Find the Common Divide youth to small groups and ask them to find out what they have in common, and what is unique to every person in the group. This activity builds solidarity and cohesion among youth as they find out that they have more things in common. It will also help them view their differences as a strength and an added value.

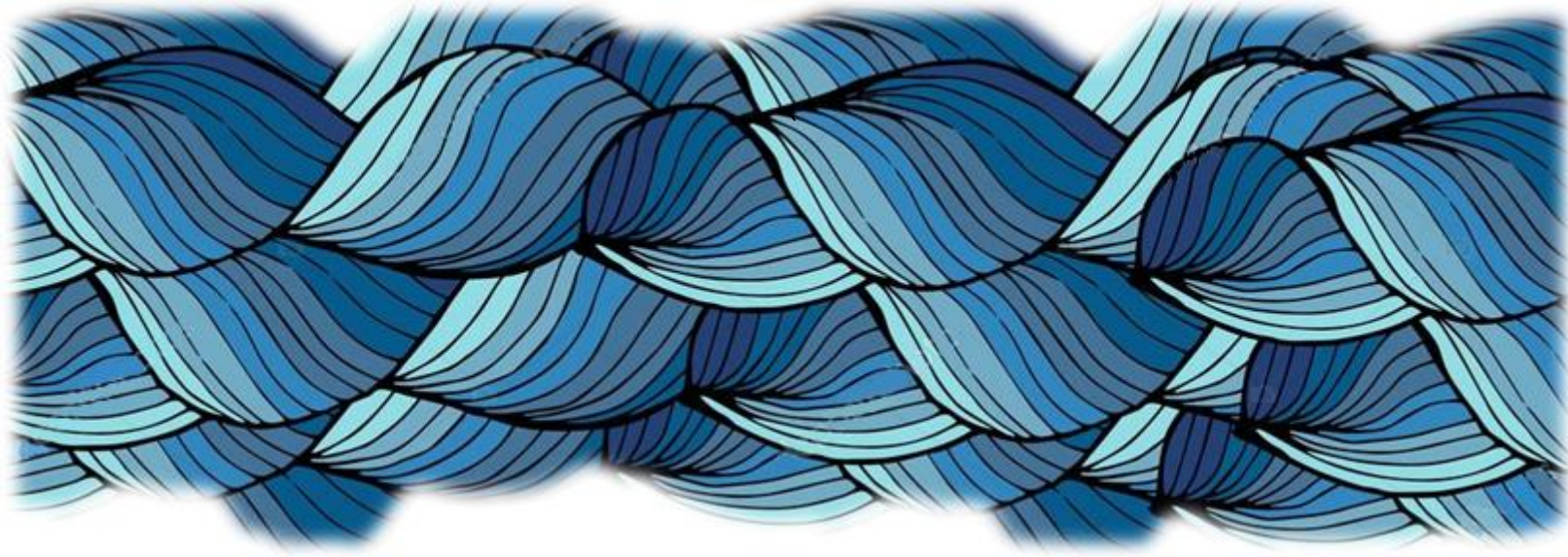


Collective Story The trainer starts with a sentence for the story, and asks the participants standing on the right to continue the sentence with another sentence of their own. The same thing continues with the rest of the participants. The story ends when all participants add their sentences. The final result can be funny and very engaging.

Silent Lining up Without using a word, have youth form a line in order of age, length, number of family members, foot size,... Have a discussion afterwards on non-verbal communication and the importance of cooperation.

Team Player Characteristics This activity is more like a discussion. The coach asks the youth to discuss 10 signs that show a person is a good team player. Youth will start sharing their thoughts.

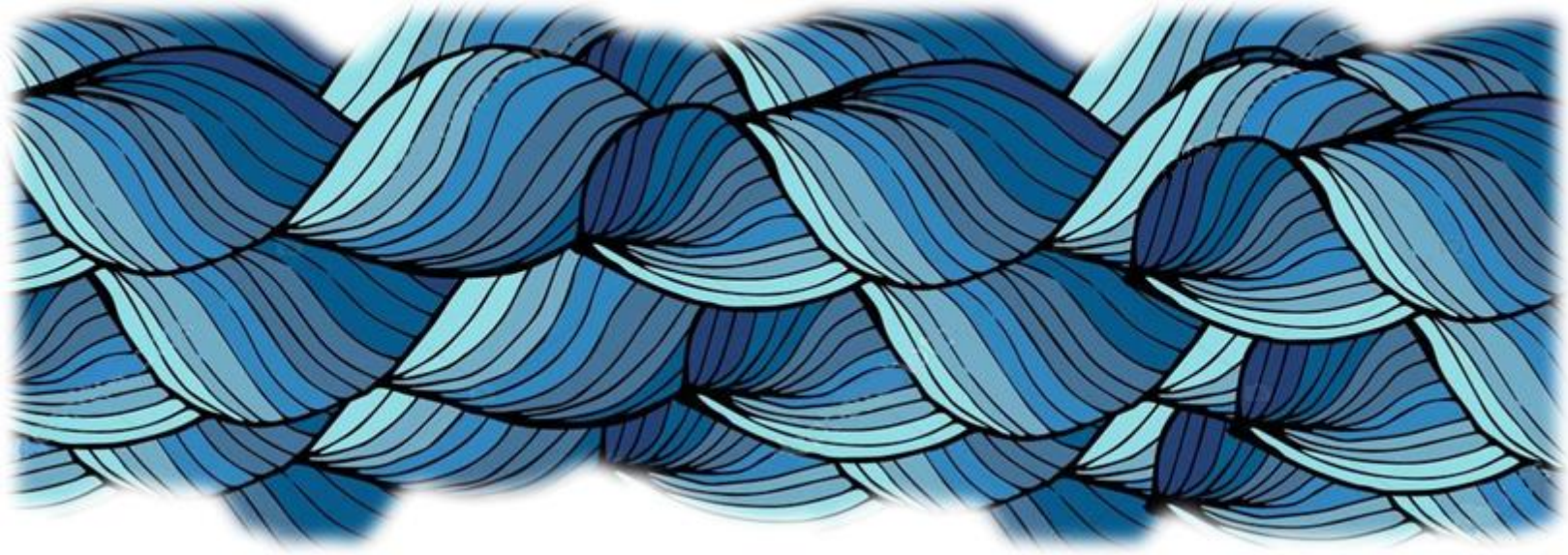
Random Number Using sticky labels add numbers to a ball and ask youth to throw the ball to a person who did not receive the ball yet. The person who receives the ball has to check the number under the right hand index finger, and answer the question corresponding to this number on the questions sheet with the trainer. The questions can be similar to "What is your favorite color?" or "Which country do you want to visit?"



Team Hunt: Give youth a list of topics to confirm with other youth so they can become acquainted with their peers. You have to set a limited time for them and have them discover individuals with similar favorite color as them, individuals who like dogs over cats, individuals who have similar T-shirt colors as them, and so on.

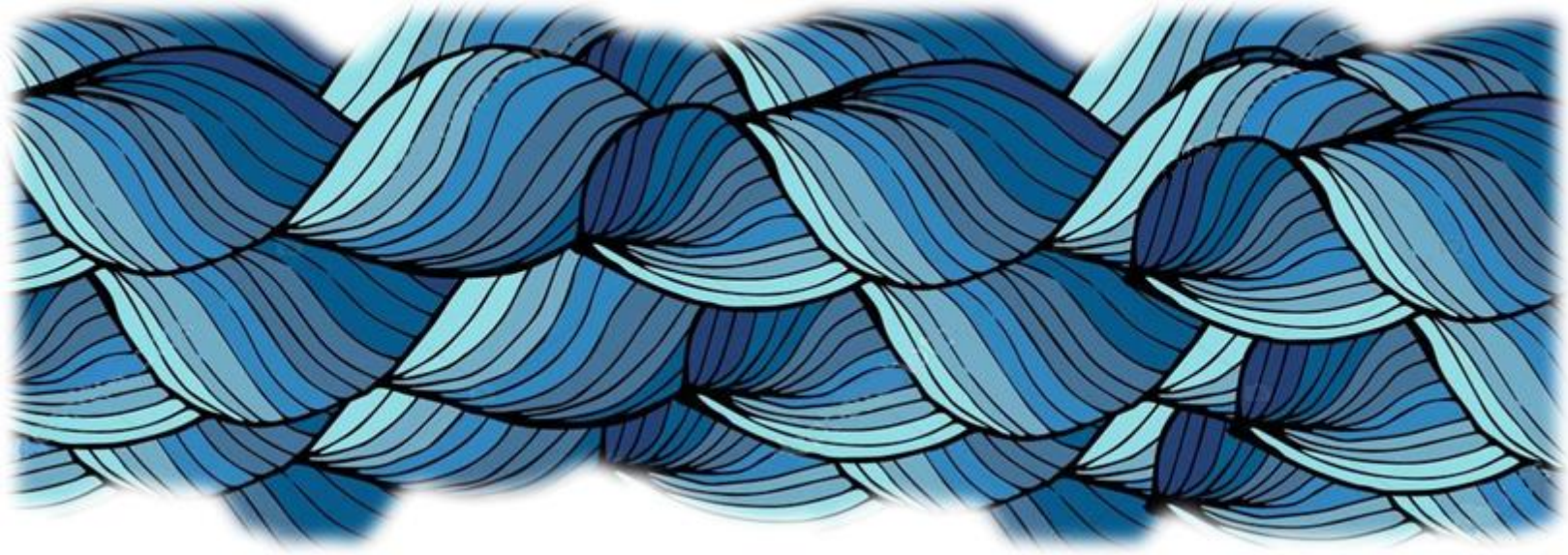
No Hands Ball Divide the youth to two teams. While each team forms a line lying on their backs, youth have to pass a ball to their team members using only their feet, competing to deliver the ball before the other team.

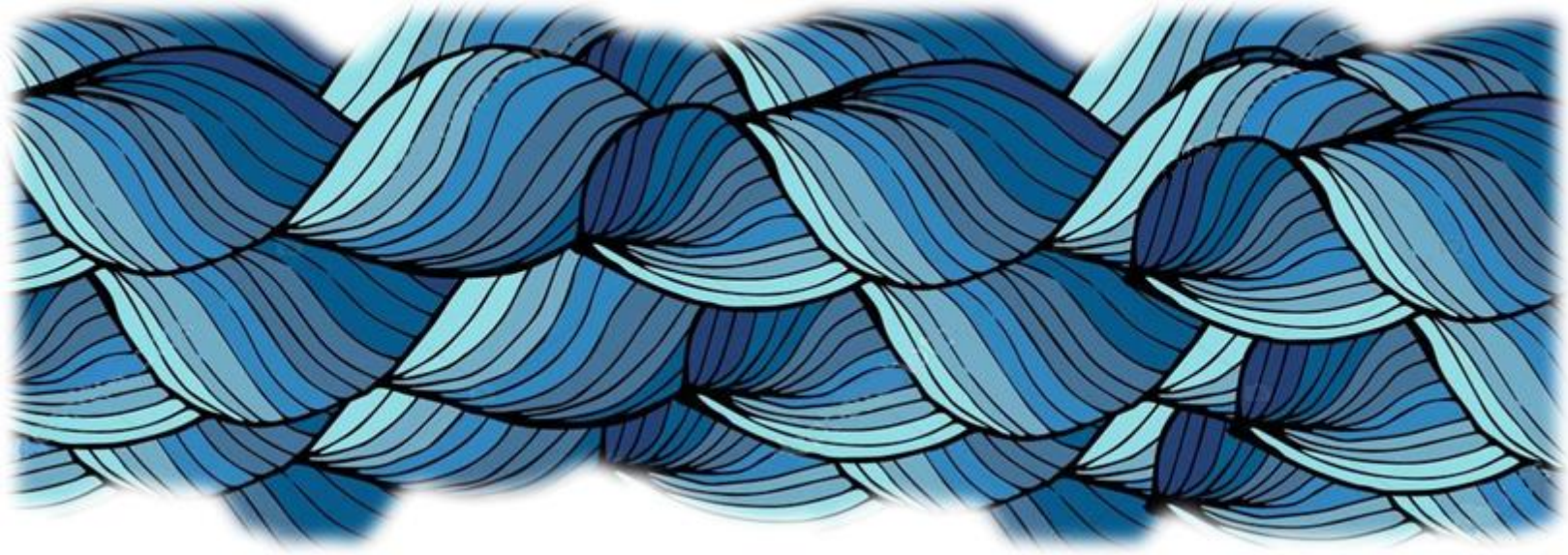
Pass the Hoop Divide the youth to two teams, and give each team a hoop. Each team has to pass the hoop from the first member to the last while holding their hands in a line.

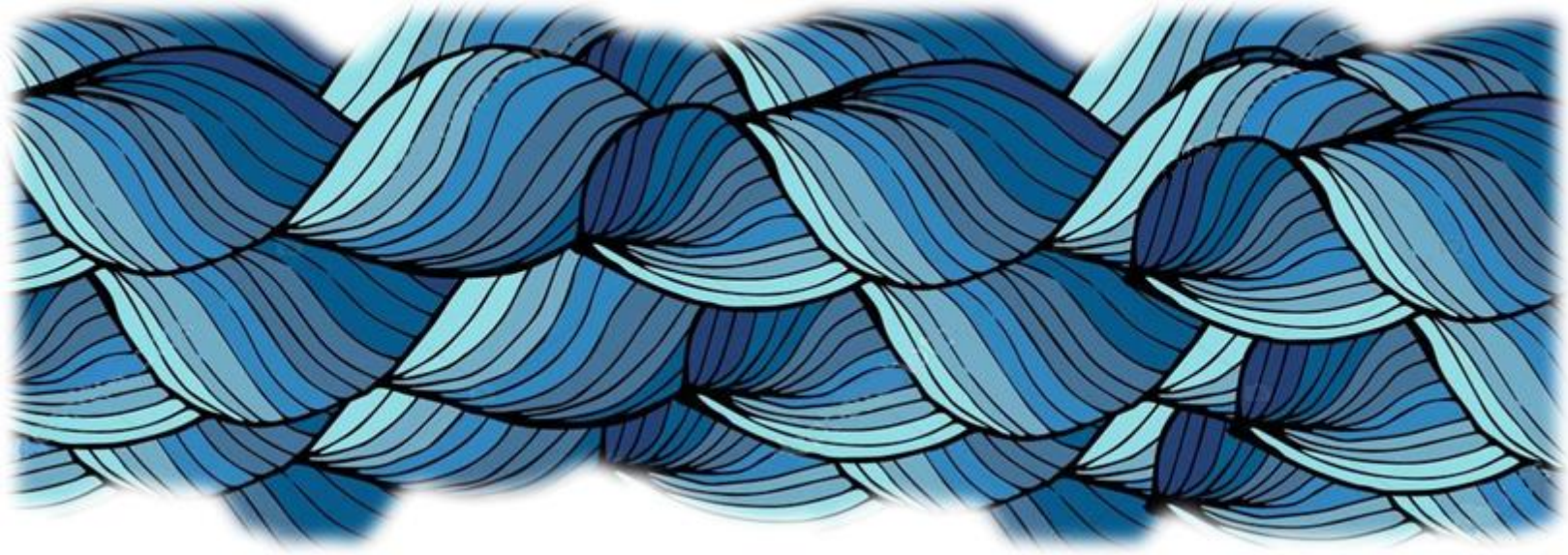


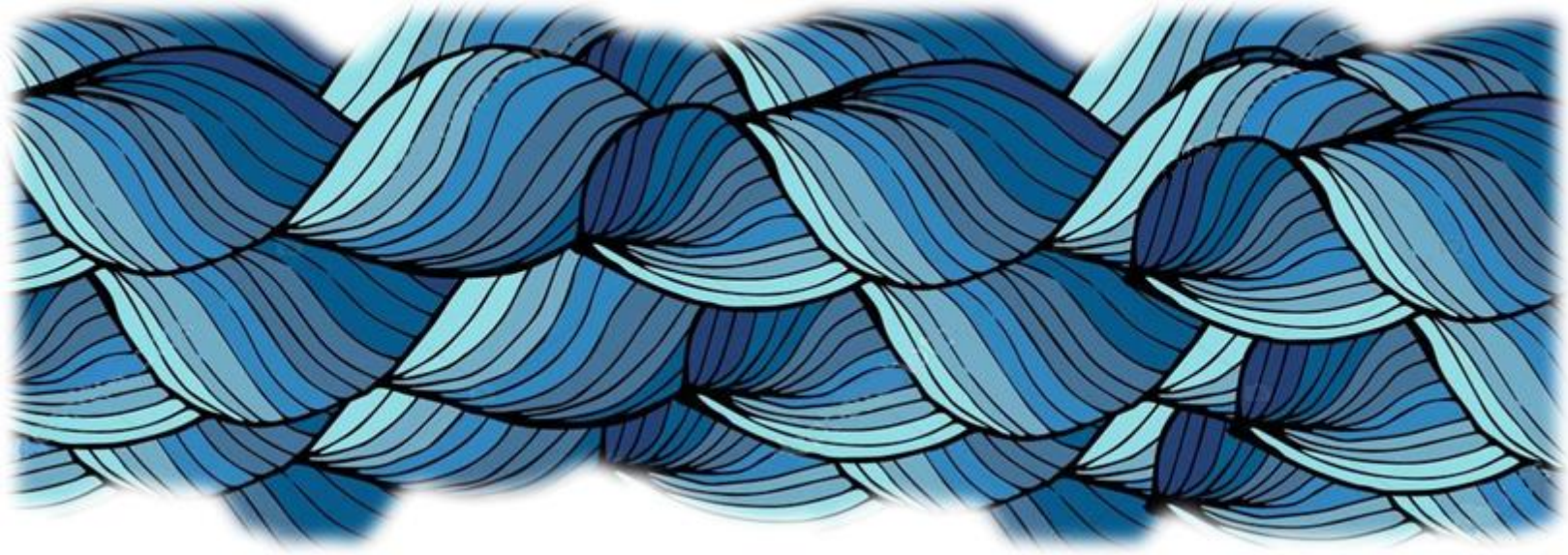
Meet the youth of “We Play for Peace!” Project:

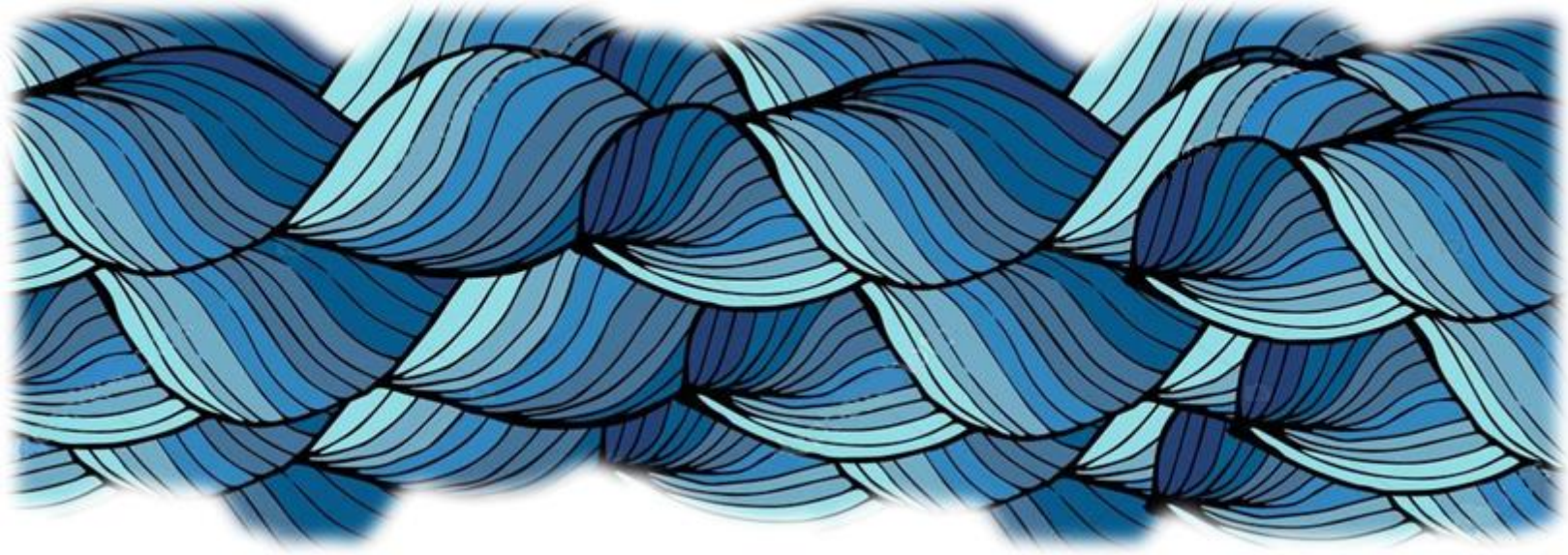


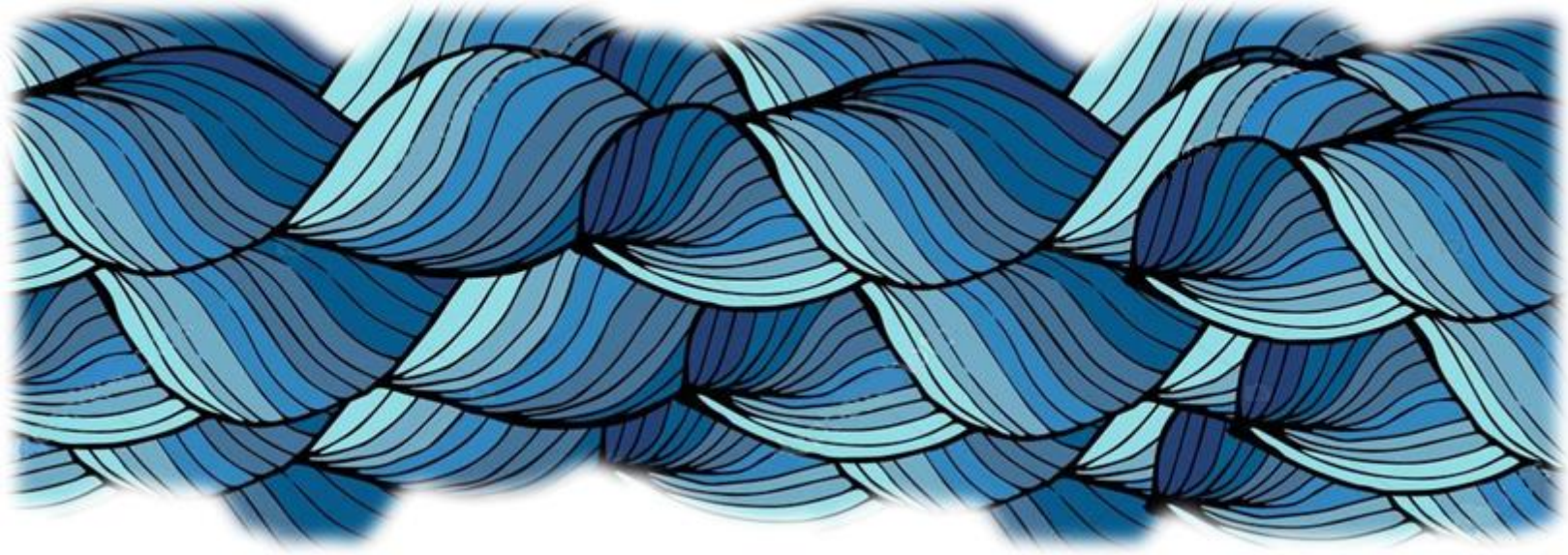


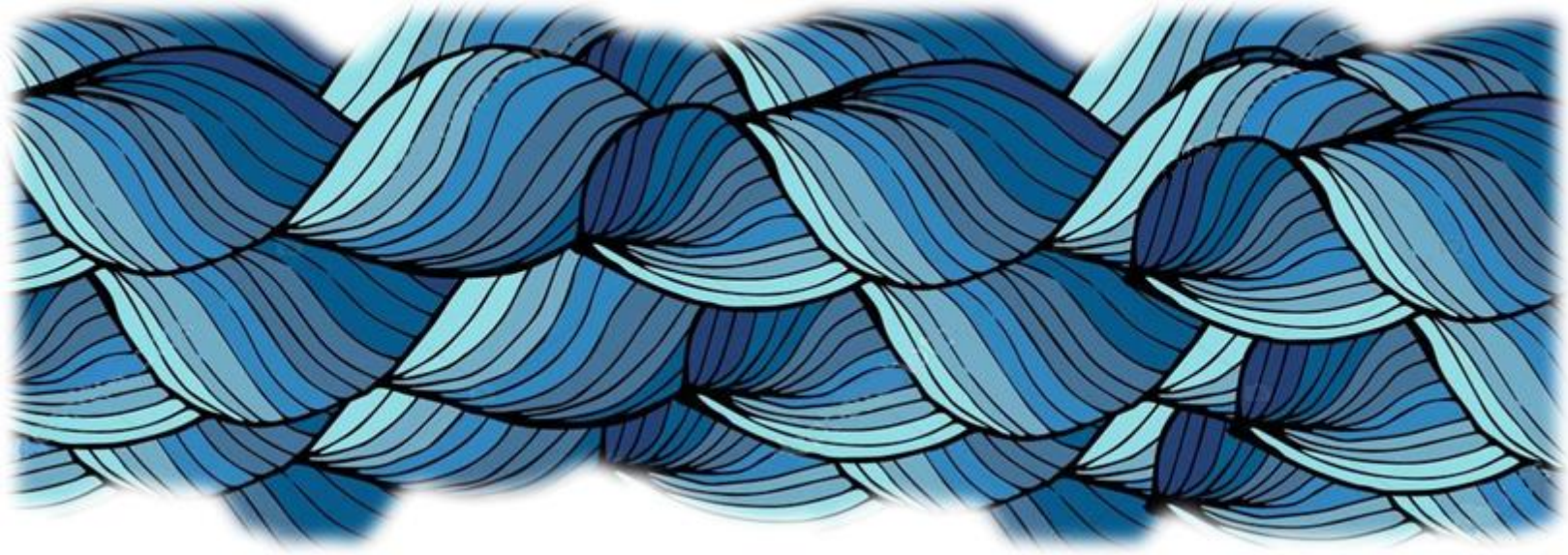


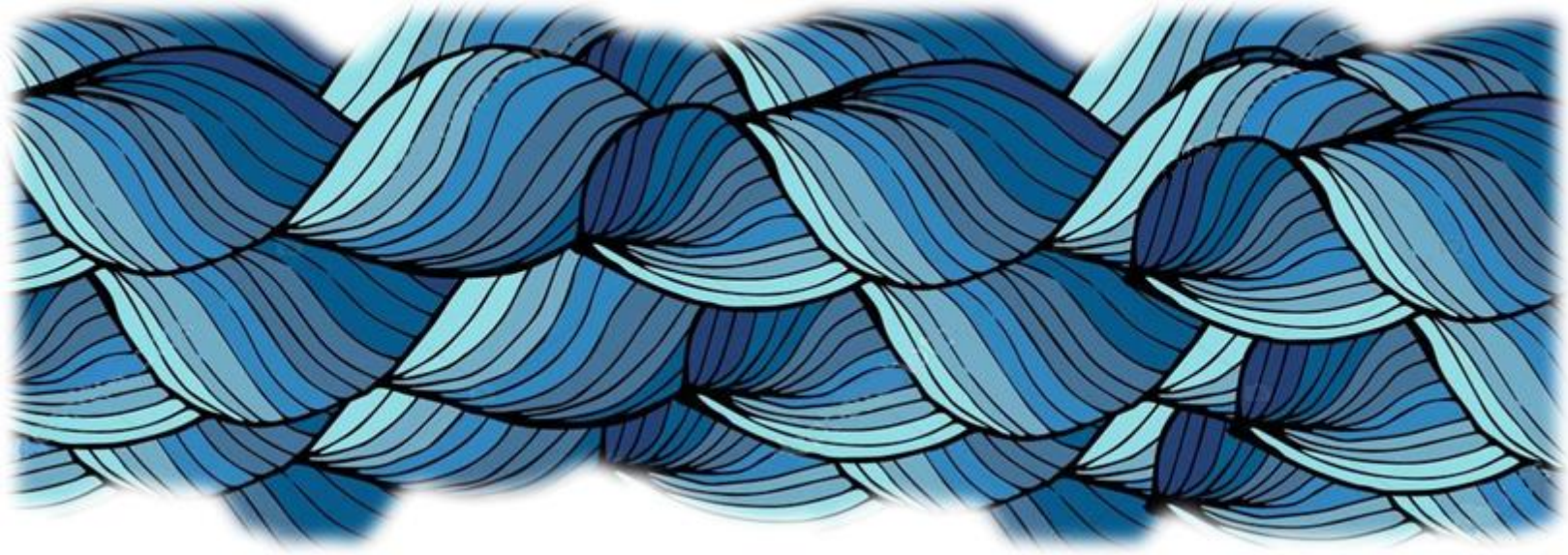


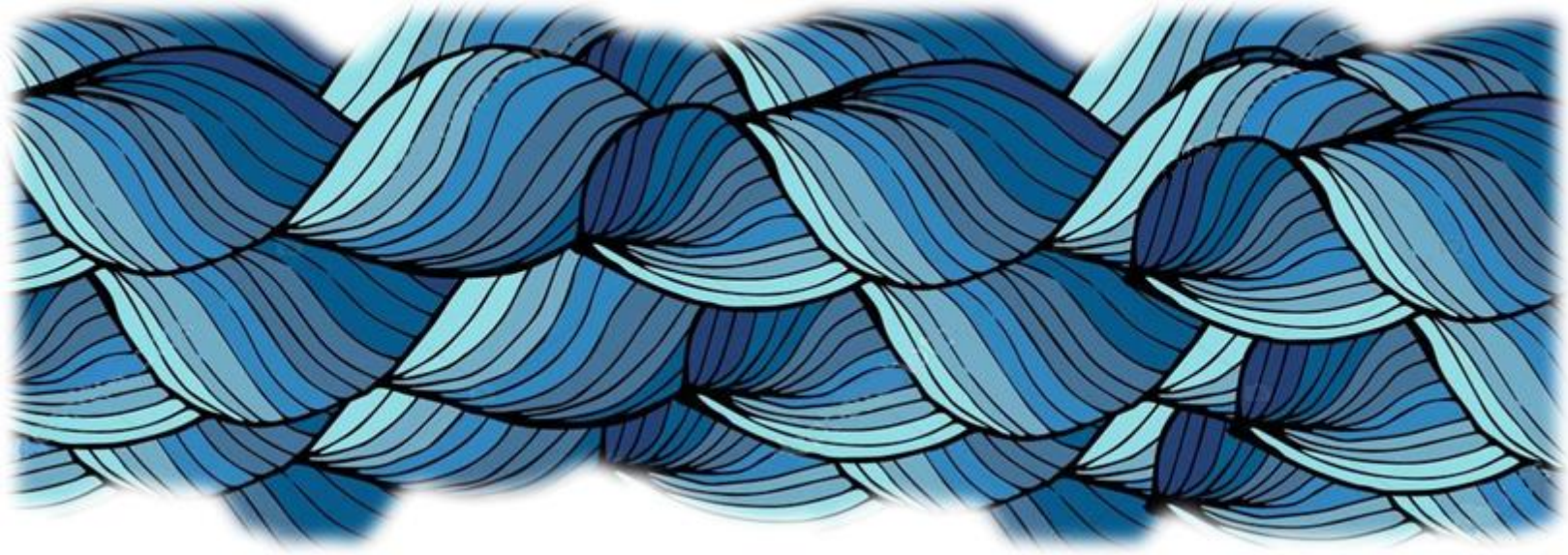


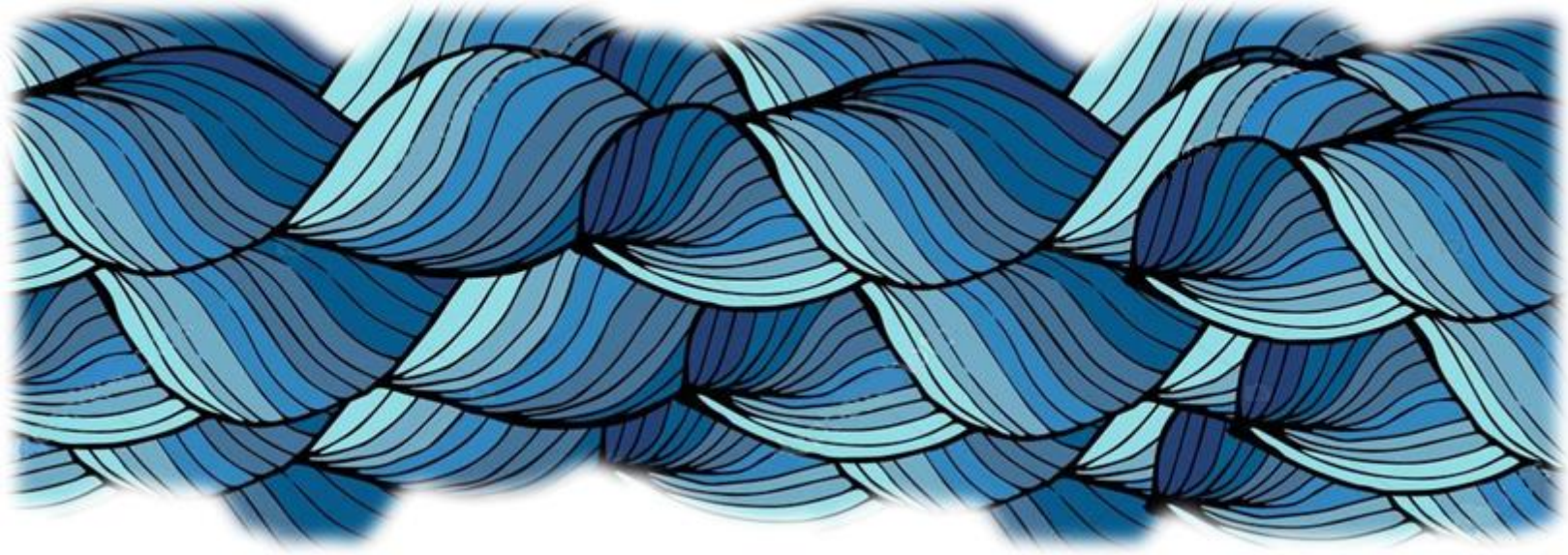


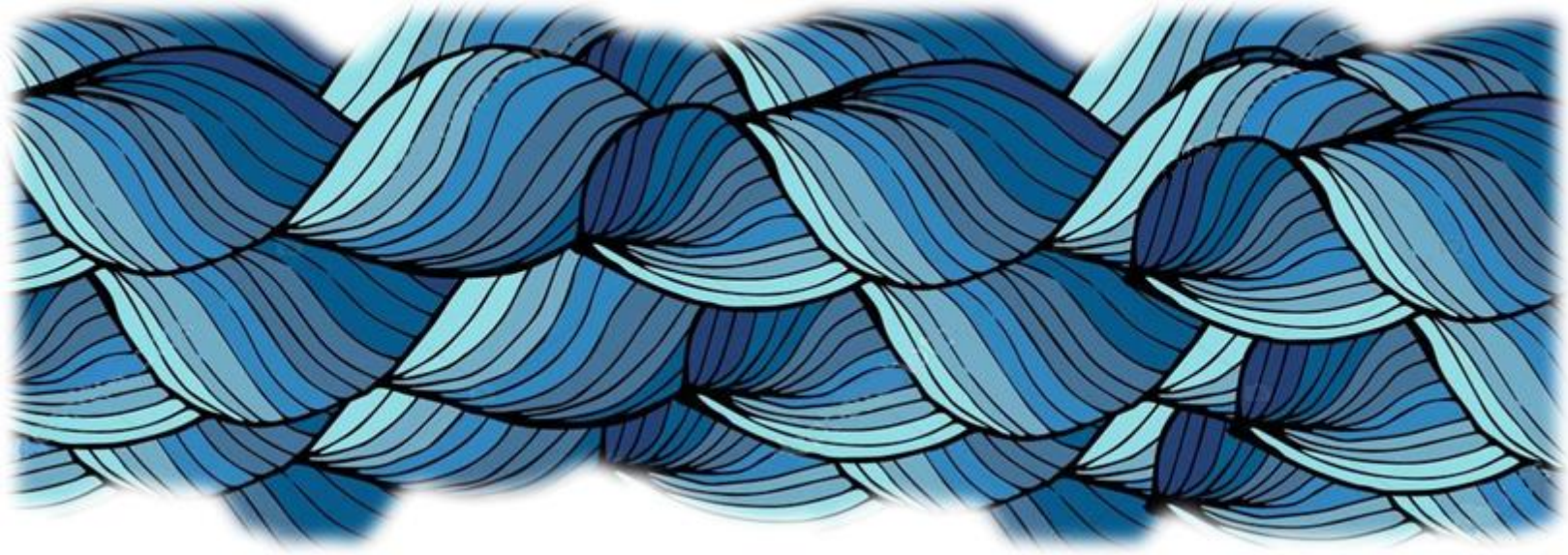


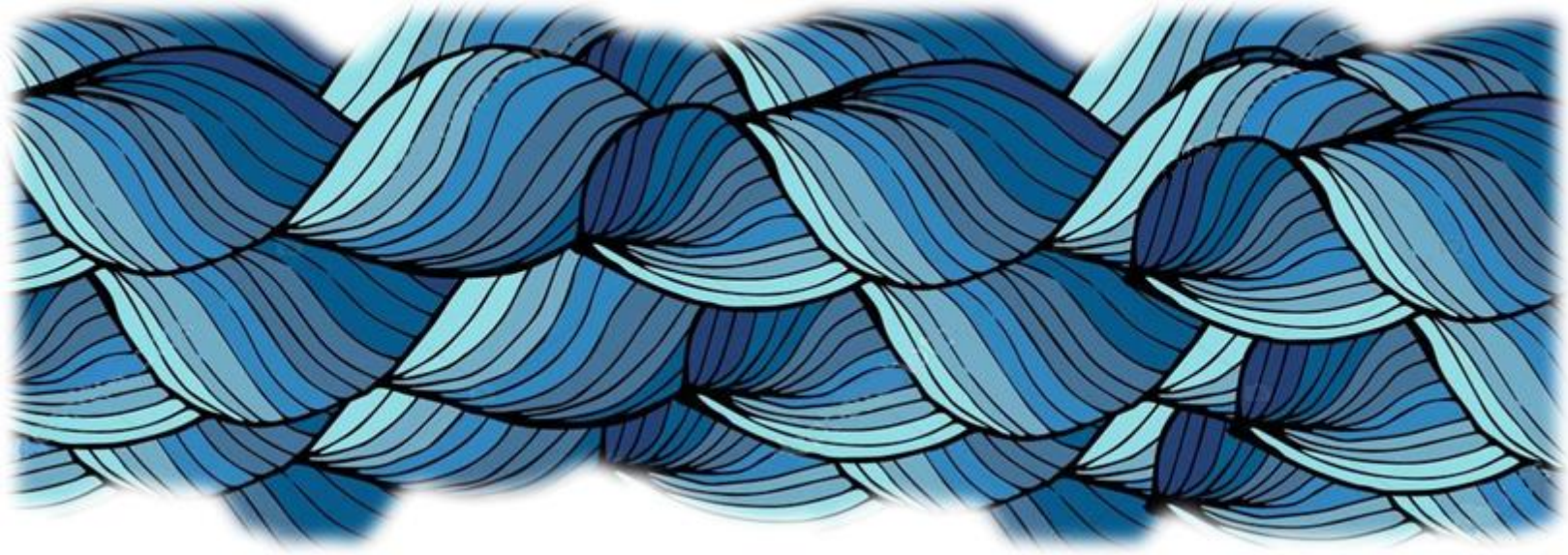


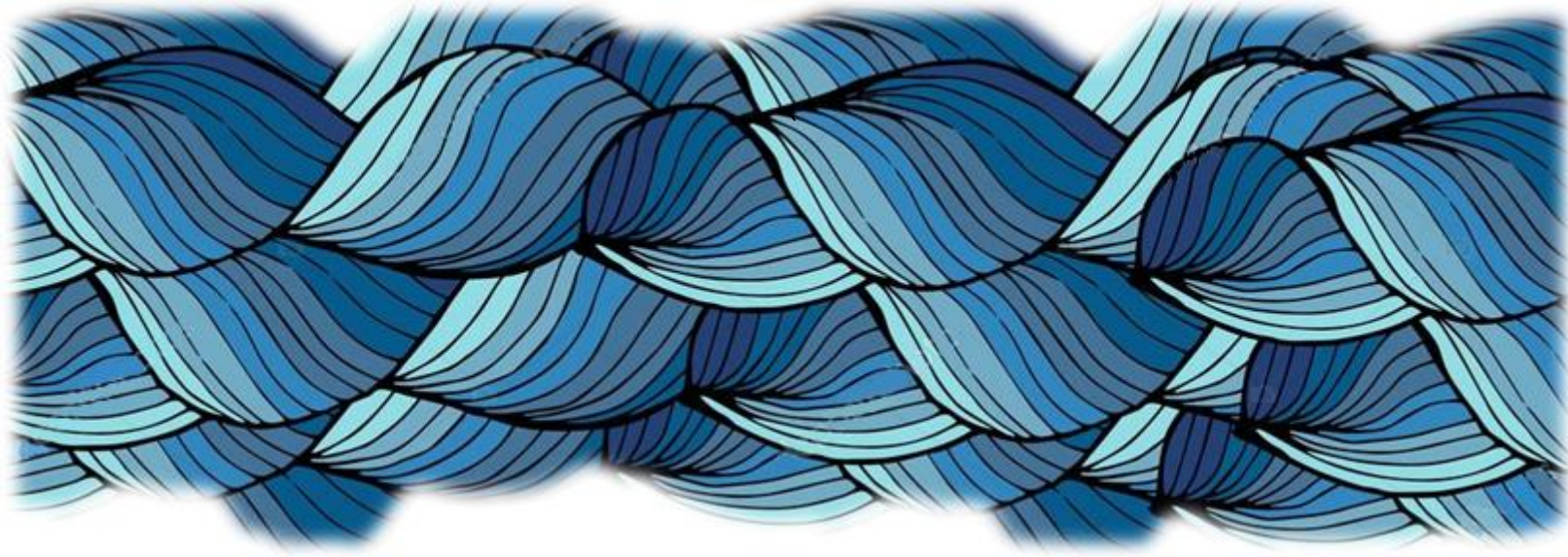












Conclusion from “We Play for Peace!”

Youth have an unlimited source of energy and creativity, and they only need the chance and the right space to build on this creativity and use their energies to build a better community as future leaders. Today, we have a young generation of Peace builders who were able to build a bridge between dismembered communities in North Bekaa through sports, and start friendships with others whose differences are actually strength for the whole team.

It is very important to get youth involved in sports and to orient them on using sports and other means to break transform and resolve conflict and to build a network and a space to communicate and to open new dialogues and with it new opportunities among youth and children, and as a result within a whole future community.

This Booklet and all its contents were prepared by Peace of Art’s team.