



A DAY IN OUR LIFE

GROUP ANALYSIS AND COMMUNITY RESEARCH

In this activity young people identify what the community could do to improve the lives of its young people.

MATERIALS: LARGE PAPER AND MARKERS

DIRECTIONS:

1. In preparation for the workshop all the participants are asked to take three pretend photos from their homes – one in the morning, one during the day and one in the evening. What do they see? What is going on?
2. In the workshop, the group creates a collage of this information using a combination of words and drawings. These can be grouped under headings of morning, noon and night, around a map of the community or as a random design.
3. When the collage is completed, the group reviews it to see if it gives an accurate impression of their daily life. If not, what is missing? These extra things can be added along the margins of the collage.
4. Group Discussion: What needs to be changed in our community? What are the good things that we can strengthen? What should be the program priorities to support young people? What can young people do? What can adults or programmers provide?



DEVELOPMENT CHARTS

GROUP ANALYSIS AND COMMUNITY RESEARCH

In this technique young people are asked to identify the needs of different age groups.

MATERIALS: LARGE PAPER (NEWSPRINT) AND MARKERS

DIRECTIONS:

1. The workshop leader explains that the group will be conducting research on the needs of young people in their community.
2. Divide the group into teams of 4 –6 people. Assign each group an age group. Suggested categories: a) 6 – 8 years; b) 8 – 12 years; c) 12 – 14 years; d) 14 – 16 years and 16 – 18 years.
3. Each group is asked to identify the biggest issues for young people in their age group. Their task is to answer the following questions:
 - a) What are the main interests and concerns for young people in your age group? What is most important to them?
 - b) What do you think needs to be done to improve the lives of the young people in your age group?They find answers to these questions through discussion amongst themselves, interviews with other young people in the community and through consultations with teachers, parents, religious and civic leaders in the community.
4. Each group should be given about a week to conduct their research. They report their findings to the whole group. Following the presentations, the group identifies what they think should be the priorities to assist young people in their community.



DIFFERENT REALITIES

GROUP ANALYSIS AND COMMUNITY RESEARCH

In this activity the group is asked to identify the programs needed to support girls and boys in conflict situations.

MATERIALS: **LARGE PAPER AND MARKERS**

DIRECTIONS:

1. The group makes a list of children's rights and needs. The leader can use the *Convention on the Rights of the Child* as a reference point for this discussion.
2. Participants are divided into boy/girl only groups. Each group makes an outline of a girl/boy and writes down the good and difficult aspects of girls' or boys' lives.
3. Group Presentations: Each group presents their findings. As they do this, the leader compares their ideas with the list of children's rights and needs.
4. Group Discussion: Which rights are being met? Which ones are being ignored? What is similar, what is different between boys' and girls' experiences?
5. Community Research: Each group interviews other boys and girls in their community to confirm or adjust their views. (Allow one week for this.)
6. Group Discussions: Following the presentations, the group identifies the main program priorities to uphold the rights of both sexes in their community.



DREAMS & EXPECTATIONS

GROUP ANALYSIS AND COMMUNITY RESEARCH

This exercise is a useful way to introduce ideas of joint work to promote peace. It also reinforces the idea that everyone has something to give as well as to receive in peacebuilding work.

MATERIALS: **A MURAL SIZED DRAING OF A TREE PAPER CUT IN THE SHAPE OF LEAVES**

DESCRIPTION:

1. Preparation: Participants with artistic abilities are asked to prepare a large outline of a tree. Enough leaf shapes are cut for everyone in the group.
2. The leader introduces this activity by talking about peace: its meaning and what is needed to make peace a reality. She emphasizes that peace can only be achieved through the conscious efforts of everyone, including young people. Everyone contributes according to their abilities and situations. Our definitions and actions for peace must be tangible; they need to be more than just the absence of war.
3. Each participant is given a leaf. On one side they are asked to write a definition of peace; on the other their “needs and offers”: the support they can give, the support they need.
4. When the writing is completed, each participant is asked to read his ideas and then attach the leaf to the peace tree.