

SESSION	12.REALITY CHECK I 13.30-17.00 (140 minutes minus the break)									
Date:	Day 3 session 12									
Objectives	<p>THIS SESSION STARTS BFORE LUNCH AND CONTINUES ALL AFTERNOON</p> <ul style="list-style-type: none">Identify the constraints and opportunities in meeting your FMU goals;Use facilitation skills with co-management partners in focus group discussions (FGDs);Understand how to manage conflict <p>Session note: This is mainly an interactive practice session; slides are only for backup. Use info from Module from Start Up B and People Toolkit-refer to discussions on Day 2.</p> <p>Aim of the session is to review concepts of co-management and stakeholder involvement from Day 2 and practise skills for these as part of implementation.</p>									
Description of Contents	Time		Expected Participation					Resources used		
			1	2	3	4	5			
Introduction	10	<p>Explain purpose of Reality Check: having covered Start up A and B, and done Steps 1 and 2, it is time to check whether we are on track. Two Reality Checks are in-built into the EAFM cycle to ensure we are realistic and manage all the planned elements. Show where it is on EAFM steps visual.</p> <p>Explain that for each goal identified in 2.3 (in previous session) there will be constraints and opportunities. Expand/ elicit examples on bullets slide 4.</p>	X					Slides 1-3 Module 12 Reality Check I		
Activity: constraints and opportunities to achieving FMU goals	5	FMU groupwork : instruction slide 5						Slides 4		
	10	1.Brainstorm the constraints and opportunities in meeting your FMU goals (as identified in step 2.3); write constraints on green cards and opportunities on yellow cards. Refer to outputs from session 5 if participants need ideas. 2. Record outputs in Workbooks					X	Flipchart, pens,pots-card size cards in yellow and green Workbook		
	5	Trainers ensure that outputs are stuck onto flipchart paper for use in Reality Check II						Challenges and opportunities outputs from day 2 session 5		

Activity: plot your FMU conflicts	15	<p>Have slide 6 up.</p> <p>Explain we will briefly spend time plotting FMU conflicts on participants' maps. Keep to 15 minutes maximum. This activity acts as an energiser straight after lunch and allows groups to start thinking about their FMU conflicts.</p> <p>The session content after break can then be contextualised; trainer to refer to actual plotted and identified conflicts while explaining slides of more general concepts.</p> <p>Leave the maps after 15 minutes and focus on FGD activity.</p>					X	<p>Slide 6</p> <p>Group FMU maps from session 10, pens, sticky dots, stickers</p>
FGDs Focus Group Discussions	5	<p>Explain that we will now practise the key skill of facilitation.</p> <p>Slides 7-8: Ensure participants are familiar with FGDs - explain briefly key elements of FGDs. Refer to Tool n 5. Also refer to good/bad facilitator drawings on wall from Day 2.</p>	X					<p>Slide 7-8</p> <p>Good+ bad facilitator drawings on Flipchart from day 2, Module 9.</p> <p>People Toolkit tool5</p>
Activity: FGD (1) 25 minutes total	<p>(25 total)</p> <p>10</p> <p>10</p> <p>5</p>	<p>Instructions slide 9. Explain activity. Get into different groups of 5/6.</p> <p>1.Groups select discussion topic from slide 10, one facilitator + one observer, others respondents. Plan for few minutes. (trainer supports facilitator and observer to plan (using tips from tool 5)</p> <p>2. FG discussions 10 minutes (trainer observes)</p> <p>3. Observer feedback</p> <p>Say we will have a break and then practise repeat using different roles</p>					X	<p>Slide 9-10</p> <p>People Toolkit tool 5</p>
BREAK								
Activity: FGD (2) 25 minutes total	<p>(20 total)</p> <p>10</p> <p>5</p> <p>5</p> <p>5</p>	<p>1. Repeat FG with different people</p> <p>2. Observer feedback</p> <p>3.Trainer draws out key learning points from exercise (refer to slides/ module for guidance)</p> <p>4.Summarise FDG: when to use FGDs in EAFM process? With whom? For what purpose? Stress this is a key tool</p>						

Conflict energiser	5	<p>Have energiser after discussion on FGDs related to conflict. Have flipchart sheets up 'What is conflict?' and get individuals to post their ideas on this. [OR trainer does another more appropriate energiser].</p> <p>This is to get a culturally appropriate understanding of what conflict means for participants (and therefore trainers can relate this to EAFM process)</p> <p>Ask participants to sit in different groups (not their FMU groups) (possibly with people whom they have not got on well with/ have disagreed with during the course?)</p>					X	<p>Post its, card, pens , flipchart</p> <p>Possibly have visuals of conflict as triggers (cartoons printed out and posted around room) (or colours representing conflict in different world regions...)</p>
Conflict management-introduction	3	Trainer asks: Why do we need to talk about conflict management on this EAFM course? Elicit responses. Elicit real examples from participants experience-trainer groups into possible categorises (types of conflict). Show slides2-3.	X					<p>Refer to EAF- net consultation tools website</p> <p>People Toolkit , tools 6-8</p>
Conflict in EAFM	3	<p>Run through slides, discussing points together</p> <p>Slide 11: discuss five EAFM step-process: when is conflict likely to occur? Is conflict always bad?</p> <p>Optional: quick pair discussion: negative and positive effects of conflict.</p> <p>Slide 12: explain conflict as a process of change, can be positive; you need to capitalise on process.</p> <p>What is conflict management/resolution? (Refer to Module 12, section 3). Make sure participants understand what we mean; some of them may be doing this already? Elicit examples.</p> <p>Discuss these skills- how important? Refer to listening/ communication activity in earlier session. Remind participants about all facilitation skills we have covered. Refer to strategies and techniques in Module section 3, and tips in Tool 8.</p>	X		X			<p>Slide 11-13</p> <p>Module 12, section 3</p>
Negotiating	4	<p>Slide 14: negotiating strategy; for Win-Win outcomes see Module 12 for ideas.</p> <p>Slide15: powerful questioning</p> <p>Explain that we will watch a short video on negotiation (key element in managing conflicts) and then do a roleplay to practise various skills, including negotiation.</p> <p>Slide 16: watch 4 minute Youtube clip on negotiation</p>	X				X	<p>Slides 14-16</p> <p>Slide 16 with video clip link</p>

Activity: Roleplay- Practice conflict management and mediation skills	40 total	Slide 17: key messages Slide 18- instructions							Slide 17 Slide 18
	5	<p>Role play practise achieving win-win solutions with four possible EAFM scenarios. Groups can do different scenarios, or all do same scenario (trainer to decide which is more suitable, depending on participant profiles).</p> <p>1. Divide participants into different groups, distribute different role play scenarios to each group (all scenarios are potential EAFM conflicts)</p> <p>2. Each group needs: one conflict mediator, one observer, enough of all stakeholder categories listed. So need at least six people per group. Each participant gets a scenario card with THEIR role listed. They know other roles in their group but do not know their motivations. Refer groups to People Toolkit for more on relevant skills to use.</p> <p>3. Possibly ask all participants to study win-win solution form in Workbook before the role play- so all are familiar with process (but you would need extra time for this)</p>						X	<p>X Trainer resource guide, section 9 resources and appendix to SP 12). Make enough copies for each participant to have one specific role card. It is easier to print each scenario in a different colour, so all members of same group have same coloured cards.</p>
	35	<p>4. All prepare for five minutes. Trainer to support all the conflict</p> <p>5. Carry out role plays. Trainers observes and take notes.</p> <p>6. After the activity, have a debrief/ feedback using tips in the Module and Toolkit. For debrief, follow this sequence: 1st mediator feeds back, then observer, then others in group.</p> <p>Trainer must draw out key elements: the scenarios are stereotypical; reality is not so black and white. Unlikely you will resolve conflict; what you want to aim for is mediation and negotiating next steps/ next actions (even as simple as agreeing to next meeting). A mediator is usually someone who is trusted by both parties and has to remain neutral. You need to be able to acknowledge others' anger and negative feelings, while at same time seeking a way forward.</p> <p>Option 2: have two mediators (one of whom is charged with filling in Win-Win form). This provides a more structured framework for the role play. Trainer helps mediators prepare by explaining how to follow win-win solution process and fill in form (headings summarised below):</p> <ol style="list-style-type: none"> Set the scene: "Let's find a way to solve this that works for everyone" Define problem in terms of Needs/Outcomes. Define original problem and individual needs, as well as expected outcomes. Identify the shared (relationship) needs. Brainstorm possible solutions Evaluate the solutions Choose solutions Plan what action will be taken Evaluate results 				X	<p>People Toolkit tool 8</p> <p>Win-Win resolution form in Workbooks</p>		

summary	5	Summarise all techniques/tools we have practised in this session (facilitation, negotiation, mediation). Summary of whole Day 3 – refer to outputs	X						Slide 17
Action planning.	15	Individual action plans completed – facilitators to support if required.						X	Action plans
Daily monitoring and review of day (16.45-17.00)	15 total	Daily monitoring: do group feedback as per Day 1 (mood meter optional). Remind groups that one group of volunteers is presenting the review of this day tomorrow morning as agreed on Day 1 (refer to list on wall).						X	Daily monitoring sheets (+ fish cards) Mood meter + dots
Notes for trainers: For the conflict role play: not using the Win-Win sheets in Workbooks means that the role play is freer, but less structured. If there are no language issues, it is a good idea for mediators to try and work with the Win-Win framework. Or you could have one group use the framework only, and then compare results.									
<u>Trainer Feedback</u>									