

BASEL PEACE OFFICE

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World Future Council

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Seminar für Soziologie

Using sports and games to bridge conflicts and build peace

Workshop for youth trainers and presenters

Basel University, May 25-26



Descriptions of the games introduced in the workshop

Types of Games

Note: We refer to the participants as players, i.e. as players of the games. They could also be referred to as students, group members etc... depending on your situation.

1. Introduction/name games

These are games to learn other player's names and to learn about each other. They help to build connection between the players. Building such connection paves the way for conflict resolution. We learn to see each other more as friends, colleagues and people who we share some things with and differ on other things – thus breaking down a rigid us v them conflict framework.

2. Affirmation exercises

These are games to value the positive things about ourselves and the positive things about other players. Focusing on positive attributes helps build connection and peace, especially inner peace and inter-personal peace.

3. Conflict resolution exercises

These provide approaches and develop skills for resolving conflicts in mutually beneficial ways.

4. Communication games

These help us to communicate better, and to understand that conflicts sometimes arise from misunderstandings due to break-downs in communication.

5. Cooperation games – without equipment

Cooperation games reinforce the key conflict resolution approach of finding win/win (cooperative) solutions to conflict. They also help players to build skills of working together. These include, trust-building, communication, negotiation, creative thinking, understanding/knowing the other players etc... Cooperation games comprised the bulk of the games that we played in the workshop. We have this divided these into cooperation games without equipment, with balls, with parachute, with small earth-balls and with the big earth-ball.

6. Cooperation games with balls

These use small balls such as tennis balls or juggling balls

7. Cooperation games with parachute

These use a games parachute (see resources section at the end)

8. Cooperation games with small earth-balls

These use small inflatable earth-balls (see resources section at the end). Beach balls can also be used.

9. Cooperation games with the big earth-ball

These use a large inflatable earth-ball (see resources section at the end). Training is required for this to ensure adequate safety for players.

10. Other team-building games

These games are not necessarily cooperative. Some are competitive but with negative feedback loops (i.e. players are changing teams all the time) or have a small competitive element, but the team-building is much more prominent.

11. Simulation games

Players are put into unique simulated or role play exercises where they have to make choices. The scenarios provide learning experiences about conflict resolution that can then be applied to real-life situations.

12. Lateral thinking games

Conflicts are sometimes very difficult to solve, and require 'thinking outside the box'. Lateral thinking games teach such creative thinking skills by requiring a non-linear, creative solution. Some of them are actually quite simple to solve when one abandons pre-set assumptions.

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List of games introduced

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- 2. Affirmation exercises**
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 - b. Elevator
 - c. Into town on Friday – out again on Friday
 - d. Bus-stop
 - e. Going to the Moon
 - f. Nobel Peace Prize



1. Introduction/name games

a. Quality initial

Standing in a circle. First person says "I am [name] and I can be [a positive characteristic with the same initial as his/her name]". Everyone repeats "S/he is [name] and s/he can be []". Second person does the same, and so on around the circle.

b. Name ball

Standing in a circle: First person holds a small earthball (or football) and says "I am [name] and I pass the earth/ball to [name of someone else in the circle]" and passes/throws the earth/ball to that person. Second person does the same... and so on.

c. Climbing Mt Kilimanjaro/Mt Everest

Sitting in a circle

First person says "I am [name] and I going to climb Mt Kilimanjaro (or Mt Everest, or some local mountain) with a [name of an object which starts with the same initial as her/his name]"

Second person says "I am [name] and I going to climb Mt Kilimanjaro with a [name of an object which starts with the same initial as her/his name], and I am going to take [name of first person] and his/her [object first person chose]"

Third person says "I am [name] and I going to climb Mt Kilimanjaro with a

[name of an object which starts with the same initial as her/his name], and I am going to take [name of second person] and his/her [object second person chose] and [name of first person] and his/her [object first person chose]" ...And so on until you get all the way around the circle.

For example:

First person: I am Ryan and I am going to climb Mt Kilimanjaro with a rope.

Second person: I am Stacy and I am going to climb Mt Kilimanjaro with some sunglasses, and I am going to take Ryan with his rope.

Third person: I am Abdul and I am going to climb Mt Kilimanjaro with an apple, and I will take Stacy with her sunglasses and Ryan with his rope.



d. The Rhine river flows past me and everyone else who...

Sitting on chairs in a circle with one person in the middle (without a chair). The person in the middle says "The Rhine river flows past me and everyone else who [and then says a characteristic about her/himself]"

Everyone who shares that characteristic has to rise off their chair and find another chair to sit on. The person in the middle also tries to find a chair to sit on. The person left without a chair is in the middle and then says "The Rhine river flows past me and everyone else who [and then says a characteristic about her/himself]" etc...

Examples of characteristics: Likes swimming. Speaks a second language. Plays an instrument. Has travelled to another country. Likes mathematics. Is concerned about the fate of the earth.



The Rhine flows past me and everyone else who has run a marathon – phew!

2. Affirmation exercises

a. Achievement and a gift

In pairs, first person describes to the other something that s/he has done well in the past week. The second person then thinks of a creative gift to give her/him as a recognition of her/his accomplishment. It will be an imaginary gift – it's the thought that counts. Then they swop roles. Example. Person A says that she did a lovely painting. Person b could give her a new paint set or easel or tickets to the new art exhibition in town.

b. Energizer lift-up

Energiser lift-up 1: Standing in a circle. Leader asks for those who started the day with excitement and joy and lots of energy to raise their hands. Then put the hands down. Leader then asks for those who started the day without lots of energy to raise their hands. Leader then says that all those who started the day with energy can share it with those who didn't. Thus those with lots of energy go to those without (usually the ones with energy outnumber the others by about 3-to-1) and together lift them high in the air to give them this energy.

Energizer lift-up 2: leader asks for a volunteer – a person who is not feeling very energetic. The



volunteer/subject sits in a chair in the centre of the room. Leader asks for three more volunteers to be lifters. The volunteers and the leader try to lift the subject with just their fore-fingers, placed under the arms and thighs. This is extremely hard as the subject is feeling heavy and 'down'. The leader says that we need more energy to lift the subject.

So the lifters place their

hands above the subject to channel good energy. The rest of the class is asked to send positive thoughts towards the subject. After 1 minute, the leader says, 'After count of three we will lift [name] with the energy now in our fingers... 1,2,3" and they lower their hands and lift the subject with their fingers. With all the positive energy this becomes easy and the person is lifted, feeling light and energized.



3. Conflict resolution exercises

a. Conflict brainstorm

Leader writes the word 'conflicts' in the centre of the blackboard/whiteboard or large piece of paper on flip chart. Participants are asked to give examples of conflicts at personal, family, work, community, national and international levels. Examples should be concrete examples, not generalisations, e.g. fight with neighbor over loud party at night (not annoying neighbours). If participants suggest generalisations, leader should ask for a concrete example of that general conflict.

Note: I usually play the *Win as much as you can* game after brainstorming conflicts in order to outline the win/lose, lose/lose and win/win types of outcomes. See simulation games below.



Courtesy David Austin

b. Examine both sides

Examine Both Sides is a technique to reach a win-win solution when the two sides appear to be directly opposed and only a compromise or win-lose solution is possible. Example: Greenpeace's desire to save Baby Harp seals versus the sealers desire to keep killing them.

On one side of the board write the perspective of one of the parties to the conflict, including all the reasons for their position. On the other side write the perspective of the other party, including all the reasons for their position. Finally brainstorm solutions focusing on the reasons for the position, not the position itself. Example; Sealers reasons for killing seals: Money, clothing, tradition, excitement, challenge. Greenpeace's reasons for saving seals: Impact on environment, seals have feelings and rights, good publicity for Greenpeace.

Brainstorm solutions: Create synthetic fur for clothes, create other exciting jobs for sealers including seal watch tours with the sealers as guides.

Divide class into groups and get each group to choose a conflict and do an EBS for it.

4. Communication games

a. Captain Video

Standing in a circle everyone facing outwards. One person in the middle. Person in the middle taps one person in the circle on the shoulder. That person turns around so that s/he is the only person able to see the person in the middle. Person in the middle does a short mime – e.g. making a cup of coffee and drinking it, or trying on a jacket at a clothes shop and then buying the jacket. The two people then swop places with the first person standing in the circle but facing inwards. Second person taps a third person on the shoulder. Third person turns around to look into the circle. 2nd person now repeats the mime and 3rd person watches. They then swop places. 3rd person then goes to tap a 4th person on the shoulder and so passing the mime from person to person. At the end, the final person does the mime which s/he thinks is correct. The 1st person then does the original mime to compare. (Note: This is a modified version of a popular game called Telephone Line or Whisper Story where 1st person whispers a short story into the ear of 2nd person, who then whispers it to 3rd person and so on until the end where the final story and the original story are compared.

5. Cooperation games – no equipment

a. Fall-in

Participants get into pairs. Partners face each other close together. Arms are bent. Palms facing forwards virtually touching each other. Each person leans in with back straight and supporting each other's weight through the palms of their hands. They stay there for a bit balancing each other and then push each other apart until standing upright again. Then each takes a small step back and repeats, i.e. falls in together supporting each other through the palms of their hands. This time they are leaning further and supporting each other more. They push each other apart and take another step back falling in to each other from a longer distance. They keep going to the maximum distance they can fall in and support each other's weight.



Fall-in and support each other

Pairs then join together with another pair to have four people in a circle/square, with arms bent palms facing slightly outwards in order to balance against the hands of the people to each side of them. Start off close again and then gradually move backwards to a greater fall-in distance.

b. Back-to-back standup

Participants get into pairs. Each pair stands back-to-back and links arms. They then sit down still with arms linked. They put their feet on the ground half way between them and fully stretched legs. Then keeping their feet in place they push against their feet and that will lift them up. Keeping their feet in the same position they lower themselves and then push themselves up again.

c. Trust fall

A trust fall is a trust-building game in which a person deliberately allows themselves to fall, relying on the other members of the group to catch the person. There are many variants of the trust fall. For instance, in one



Trust fall in a circle

type, the group stands in a circle, with one person in the middle with arms folded against his chest and falls in various directions, being pushed by the group back to a standing position before falling again. A group member yells "double up!" if his own strength proves insufficient and immediate backup is needed to prevent the person from falling.

In another variant, a person stands on an elevated position (such as a stage, stepping stool or tree stump) and relying on multiple people to catch the person. This variant is potentially more dangerous and therefore it is all the more crucial to have the rest of the group in position and ready to catch him before he steps onto the platform.



Trust fall.

Falling off a ledge into waiting arms.

d. People pass (or Many hands make light work)

Participants lie on their backs on the ground in a line with their heads close together in a zipper formation. They then put their hands up into the air. The person at the front of the line stands up. Two helpers assist the person lie on his/her back on the start of the line of hands in the air. S/he is then passed to the end of the line along the line of hands in the air. Helpers assist the person off the line. Note: This game is similar to Earth pass (see Earth-ball games.)

e. Sculpture

In pairs, one person is a ball of clay. The other is a sculptor. The sculptor can move different parts of the ball of clay into shapes and positions and the parts will stay where the sculptor moves them (as long as the sculptor does not try to defy the laws of gravity). When the sculptor has made a sculpture that s/he likes, s/he stands back and takes a photo (imaginary) and then the people swop roles.



People pass

f. Machines/appliances

Participants get into groups of 5-6. They then decide on a machine or appliance with moving parts, e.g. toaster, cuckoo clock, sewing machine, dish-washer, lawn mower, washing machine... The group creates that machine from their bodies, each person being a part of the machine. They can then add sounds. Once they have worked out how to depict the machine they demonstrate this to the rest of the class who have to guess what machine it is.

g. Negotiation knots

Sometimes conflicts get real knotty. Here is a game to practice untying knots. Participants stand in a tight circle (8-10 people per group) with eyes closed place hands in middle of circle and each hand holds another hand. They then open eyes and try to untie the knot formed by the held hands without letting go of the hands.



h. Blind walk

In pairs, one person closes his/her eyes. The other person holds him/her by the hand and leads him/her around the area to find/discover objects etc... Person leading the 'blind' person should make certain that s/he is comfortable, not being moved too fast, and builds confidence in exploring the world as a 'blind' person. After 5 minutes they swop.



Blind walk. Helping a 'blind' person discover the playground

i. Blind motorcar

Participants group themselves in pairs with one person choosing to be the car and the other person the driver. In this activity the person representing the car is blindfolded (or can close his/her eyes) with the driver standing directly behind them holding them by the shoulders. The person being the car holds up her/his hands in front to serve as bumpers. The driver drives the car-person with hands on shoulders moving him/her forwards, changing directions etc.. trying to avoid collisions with other cars. The driver should

check with the car-person regarding a comfortable speed, and only car can go as fast as the car-person feels comfortable. After one minute, have the car and the driver switch places.

j. Finding peace

Open space free from obstacles. Everyone has their eyes closed except for the game leader and three helpers. The object of the game is to find peace. Peace is very elusive. Game leader chooses one person to be peace. This person opens his/her eyes. Everyone else with eyes closed (the peace seekers) walk around trying to find peace. They call 'peace', 'peace'. When they meet or bump into someone they ask 'peace?' If the other person is not peace, s/he replies 'peace?' As they have not found peace, they move on. If a person/seeker bumps into the person chosen to be peace and asks the question 'peace?' the person who is peace does not reply. Thus the person with eyes closed (seeker) knows that s/he has found peace and can open his/her eyes to see clearly and hold hands with peace to become peace. The game continues until everyone finds peace. The job of the helpers is to make certain that people keep in the defined space. If someone is wandering too far in the wrong direction, the helper grabs her/him by the shoulders and turns him/her around (saying peace at the same time so that the seeker does not assume that s/he has found peace.

k. Zoom zoom

Players sit in a circle holding hands. Leader says that we are a road and that a motorcar is about to zoom around the road. The leader shows how the car travels. S/he looks to the person on his/her left and then moves his head quickly to the person on his/her right saying 'zoom' as s/he moves his/her head to



indicate the movement of the car. The person on his/her right then does the same (zoom from left to right) until the car has gone all the way around the circle. The leader sends the car around once more for practice. Then the leader stops the car and says that there is now a different vehicle on the road. This one is a tractor. It travels in the opposite direction and goes 'putt putt putt'. The tractor is thus sent around the circle from right to left going 'putt putt putt'. Now the leader says that it's a 2-way road. The car will go one direction and the tractor the other direction. When they meet, they will not crash, but just go past each other. This can be a little tricky for the person who receives the car and the tractor at the same time from different directions. But with a little practice one can get a car zooming round one way and the tractor putt putting around the other.

Variations. Cars do not always keep driving. Sometimes drivers stop to look at the view, take a leak, get some gas. Sometimes drivers realize that they have gone the wrong way and they need to stop and turn around. Thus, the leader says that anyone can stop the car if they wish – but they have to use breaks. To operate the breaks, a player puts out his/her foot and makes a breaking sound, e.g. 'eeeeeech'. The player can then send the car on the same way, or reverse the car.

Increased difficulty. Once players get good at the game, the leader can add a third or fourth vehicle (with different sounds of course).

l. Trains

This game is a little similar to zoom zoom. Players sit in a circle holding hands. Leader says that the circle is a train track and that a train will travel around the track. It's a modern fast and quiet train so we don't hear it. The train is passed by a squeeze of the hand. The leader sends a squeeze going from left to right with a practice run around the circle twice. Some people need practice as they involuntarily squeeze both hands once they receive the train (a squeeze). Once the train has succeeded in going around the circle twice or three times, the leader stops it and introduces a second train going the opposite direction. When the trains meet, they don't collide, but pass each other and keep on their way.

Stations: Leader stops the trains and asks for two-three volunteers to be stations. The stations each have a unique noise/announcement to indicate that the train has arrived at their station. It could be 'toot toot' or 'chooga chooga' or 'All aboard'. The leader sends trains in opposite directions. After a couple of rounds the leader thanks the 'stations' and asks for three different people to be stations. This time, the stations not only make the noise to indicate the train has arrived, but they can also change the direction of the train if they want.

m. Spiral

Group holds hands in a circle then makes one break in the circle. The person on one side of the break remains still. The person on the other side of the break leads everyone around and around until everyone is wrapped in a tight spiral around the first person. A little time is spent absorbing the group energy, and then the spiral is unraveled from the inside, i.e. the person who remained still crouches down and leads everyone out from between people under their arms, to be facing the outside world (ie to take the energy of the group out into the world).

n. Group star

Standing in a circle, participants number off 1,2,1,2,1,2,1,2,1,2,1,2 all around the circle (an even number of people is required). Participants hold hands (sailor grip is best, i.e. each hand holds the wrist of the person on each side). Leader says that after counting to 3, the number 1s should all lean inwards (keeping their bodies straight) and the number 2s lean outwards. They will counter-balance each other and form a star shape. Then after count of 3, they pull each other back to standing upright.

Then after next count of 3, all the number 2s lean inwards and the number 1s outward. And after count of three they pull each other to standing upright again.



Group star

o. Lap sit

Players form a tight circle. Then all players turn to their left to form a single file circle. Players need to be close to the person in front of them. They put their hands on the waist of the person in front.



When the signal is given the players slowly bend their knees to be able to sit comfortably on the person's lap behind them without falling, while guiding the person in front onto their lap. Once everyone is sitting on the lap of the person behind, they can let go of the waist of the person in front and raise their hands in the air. It's also possible to try to walk by having one person count to three and tell everyone which foot to move at once. The players need to move one foot and the other in a synchronized motion.

6. Cooperation games – with balls

a. Group juggling

Group juggling (alternate description). Peace work often involves juggling many different factors, conflicts etc... In this game we help each other to juggle many balls, representing these many factors. In a circle (of about 8-12 players), pass a ball around so that each person receives it once and passes it one other person. The final person to receive the ball passes it back to the first person. The ball is thrown around the circle again in the same order. The third time the ball is thrown around the circle a second ball is added after the ball has gone half way around the circle. Next time a third ball is added, and so on until the group is passing many balls around the circle at the same time, i.e. group juggling.

b. Minefield

Scatter tennis balls, shoes, juggling balls or other items about a specific area. Players will work with a partner for this activity. One partner will be blindfolded (or with eyes closed), and the other will be sighted. The blindfolded partner will start at one end of the minefield, and the sighted partner will be on the sidelines. The object of the game is for the sighted partner to talk his blindfolded partner through the minefield, without standing on any of the mines. A variation is for the blindfolded person to be a de-miner. The partner must guide the de-miner to the mines to pick them up and bring them back to the edge.

7. Cooperation games - with parachute

a. Merry-go-round

Players stand around the parachute holding it and stretching it. They then all walk to the right. Stop. Reverse and walk to the left. Stop. Then spin the parachute while remaining still by passing it to the right. Stop. And then passing it to the left.

b. Climbing the mountain

Creating the mountain. Players are standing holding the parachute. Bend down so the edges of the parachute are nearly on the ground. Then lift up high and let the middle of the parachute rise high before putting the edge back down on the ground and standing on it. The centre of the parachute will remain elevated like a mountain.

Climbing the mountain. Number of 1,2,1,2,1,2 around the circle. Repeat the step above to create the mountain.



Creating the mountain



Inside the mountain

Once it is created all number 1s stand on the edge while number 2s move into the middle 'climbing the mountain.' Repeat with number 2s standing on the edge and number 1s climbing the mountain.

c. Inside the mountain

Players are standing holding the parachute. Bend down so the edges of the parachute are nearly on the ground. Then lift up high and let the middle of the parachute rise high. Players take a step in

while holding the parachute above their heads. Players pull down the parachute behind their heads and back and then sit on the edge so that the parachute is above them and everyone is sitting 'inside the mountain'.

d. Ball dance

Players stretch out the parachute. Leader tosses some balls onto the parachute. Players make the balls dance by lifting and lowering the parachute.

8. Cooperation games with small earth-balls

a. Infinite volleyball

The aim is to keep the earth-balls in the air. Start with one earth-ball. Players hit it upwards to keep it in the air. Once one ball is in the air, leader throws another into the air and the players thus have to try to keep 2 balls in the air. Later a third ball can be added.



Small earth-balls and happy players

9. Cooperation with big earth-ball

a. Earth in the air

The aim is to keep the earth-ball in the air. Players use the palms of their hands. Leader needs to check for any hazards in the area to make certain that the players and the earth-ball are safe.

b. Line pass

Players form two lines side-by-side. Shorter people at the front. Taller people at the back. Players should have one arms' length between the person in front of them in the line and the person behind them. The distance between the two lines is about two arms lengths. Players put their arms in the air. The leader and a volunteer lift the earth-ball up in front of the lines and the players,

standing still, pass the ball behind them slowly until it reaches the back of the line. They then pass it forward to the front of the line. This is repeated a few times increasing the speed each time.

Line pass infinity. Same as above except that after the players have passed the ball behind them, they leave the front of the line and run around to the back in order to keep the line going. The aim is to keep the ball travelling along a line all the way to the end of the field/gym.



Line pass

c. Earth pass

Players lie on their backs in a zip formation (same as for *People Pass 5* (d) above). Leader and volunteer lift the earth-ball onto the hands at one end and the players pass it down to the other end slowly. The leader and volunteer walk along the outside of the line to keep the ball from falling off to the sides. The players then pass it up and down the line increasing the speed. To help keep the ball on the line of hands, there should be two more volunteers – one at each end of the line (with a little space between them and the end of the line) to push the ball back on as it reaches the end.



Earth pass



Earth kick

d. Earth kick

Players divide into two teams. One team lies on the floor in a circle, knees bent, feet pointing inwards. They then lie on their backs with their feet in the air. Other team stands in a circle around the team on the floor. The earth-ball is placed on the feet of the team on the floor. The aim is for them to try to kick it over the heads of the other team. If they can do this, the teams swap places.

e. Orbit

Players stand in a circle about arms' length from each other. Leader and the earth-ball are in the middle of the circle. The aim is to get the ball spinning around the circle fast enough so that the centrifugal force will hold the earth-ball against the players hands. Too slow and the earth falls into the centre and gets burned up by the sun. Too fast and it spins over the heads of the players and off into outer space. With practice the players can keep the earth spinning many times in orbit. The leader helps to get it going. The earth should spin just above head height of the players. The leader helps by spinning around the inside of the circle to try to hold the ball up against the hands as it moves if it slows too much for the centrifugal force to work.



Orbit

10. Other team-building games

a. Silent chess

Organization: 2 groups of any size

Two groups stand in lines at opposite ends of the hall, facing the other group. The teams move alternately. One person per team makes one move per turn. A move means that one player can jump once. He has to land on both feet, no second step or balancing step is permitted. If he stumbles or takes two steps, the player is out. Any forward direction is allowed. Straight, or diagonal. Backward steps are not allowed. If the player finds himself in a position after his jump, in which he can touch an opponent player, that player is out and must leave the field.

During the game, players must be silent, they have to communicate with their group members in absolute silence. Verbal communication disqualifies the speaker and he has to leave the field. Completely non-verbal communication takes place, i.e. the group whose turn it is has to decide which player moves and where to non-verbally. If a player reaches the opposing wall or all players of one group are eliminated, the game is over.

b. Steal the treasure

One person (the guard) sits on the ground with his/her eyes closed and legs stretched out in front. S/he is guarding a treasure (an object) between her/his legs. The other players are in a circle around the person. The radius of the circle should be at least 5 metres. One at a time, players try to steal the treasure from the guard. They creep up on the guard. The guard is listening and if s/he hears the player, s/he points to him/her. If her pointing is correct, the player has to return to the circle. Once a player is successful, s/he replaces the guard.

c. Cat and mouse: one without the ball

All players have a ball (e.g. tennis ball) except for two players, the cat and the mouse. The cat is trying to catch the mouse. The rest of the players are trying to protect the mouse. The cat can only catch the mouse if the mouse is not holding a ball. The players can throw a ball to the mouse to protect him/her. Once a player throws a ball and no longer has one, s/he becomes a/the mouse. When the cat catches a mouse, the mouse then becomes the cat. Note: Only one person can hold a ball at a time.

11. Simulation games

a. Win as much as you can

Students pair off and hold one hand of their partner. The object is to get the hand of your partner onto your hip as many times in 10 seconds as possible. Some pairs fought against each other and only managed to get their partner's hand on their hips a few times. Others co-operated and could get each partner's hands onto hips many times in the time limit. This demonstrates the difference between win/lose, lose/lose and win/win outcomes to conflicts.



Win as much as you can

b. Red/Blue

This is a simulation game which takes a session to play and discuss.

(i) The game

The class is divided into two groups. A third observation group can also be established. Each group is asked to form a name for themselves. Group A is given \$15 (equivalent in yen would be 1500). Group B is given \$30. The groups are then asked to choose a colour – either red or blue. Each group is then either given money or had money taken from them according to the following formula:

Group A	Group B	Result
Red	Blue	Win/lose. Group A wins \$2. Group B loses \$2
Red	Red	Lose/Lose. Both groups lose \$1
Blue	Blue	Win/Win. Both groups gain \$1

The groups are then asked to choose again and again. A record of the groups' decisions and running tally of the amount of money they have is kept on the board. Once they work out the formula the groups must then strategize how they will play the game... Will they choose to cooperate with the other team even though they can never reach the exact same amount? Or will they try to "beat" the other team, in which case both tend to lose.

The game is continued until a resolution to the above is worked out and implemented by the two groups. This could be in the form of a negotiated agreement between the groups (which could

possibly include goodwill gifts from the richer group), a merger of the two groups into one entity, or alternately a continuation of a lose/lose strategy until one group is bankrupt.

(ii) Discussion

A number of issues relevant to conflict analysis and resolution arise in the game. These are discussed at the end of the game, with reference to real life examples. If an observation group is used, they would be given these to consider at the beginning of the game. They include:

- What winning means. Does it mean gaining more than you have at the beginning, or does it mean having more than some other group?
- How inequality affects the power dynamics. The richer group often has more power and so does not feel the need or desire to cooperate. They can, if they wish, make the other group go bankrupt and still survive. A real life example is the arms race between the USSR and USA which made the USSR go bankrupt and also cost the US dearly (nuclear weapons alone cost the US over \$5 trillion and has led to radiation induced illness or death for over a million US citizens).
- Power of powerful is not absolute. There is often a realisation that the powerful group need the less powerful group to play the game, otherwise they could not win themselves. This can bring up the notion of non-violence and non-cooperation as a useful tool in opposing domination.
- Difficulties of representation and negotiation are often highlighted. How do the groups negotiate with each other and can anyone speak for the whole group.
- Gender issues. Who gets to speak the most in groups.
- Identity. From groups which were randomly formed, ie having no historical identity or conflicts, an us/them dynamic can develop very quickly including differences in identity, values and operational styles. In real life, such identity becomes a very powerful block to conflict resolution.
- Operational styles. Vote or consensus? Facilitation or chairmanship?
- Privilege. What type of privilege do people on Peace Boat have and how does that affect the dynamics of Peace Boat visits to less privileged communities?.

12. Lateral thinking exercises (answers below)

These lateral thinking games are either collective puzzles (i.e. where the group works together to solve the puzzle) or individual puzzles (i.e. where each individual has to solve the puzzle for themselves).

For collective puzzles, anyone can ask the leader a question to which the answer is yes or no (or uncertain or irrelevant). The leader does not offer additional information unasked, unless the group is totally stuck in which case the leader can give a clue.

For individual puzzles, there are no questions asked of the leader nor any suggestions of the solution to the puzzle. Once a player has worked out the puzzle, they give an example that conforms to the rule. The leader will confirm whether or not they are correct, but not why.

a. Romeo and Juliet

Collective puzzle. Romeo and Juliet are dead on the floor. There is water on the floor and broken glass. A window is open and a heavy curtain is blowing in the wind. How did Romeo and Juliet die?

b. Elevator

Collective puzzle. A woman lives on the eighteenth floor of a building. Every week day she takes the elevator to go down to the ground floor to go to work. When she returns on fine days she takes the elevator to the eighth floor and walks up the stairs to reach her apartment. On wet days she takes the elevator all the way to the eighteenth floor. Why?

c. Into town on Friday – out again on Friday

Collective puzzle. It's the Wild West of 19th Century USA. A woman rides into town on Friday. She stays three days and then rides out of town on Friday. How did she do this?

d. Bus-stop

Collective puzzle. You are driving down the road in your car on a wild, stormy night, when you pass by a bus stop and you see three people waiting for the bus:

1. An old lady who looks as if she is about to die.
2. An old friend who once saved your life.
3. The perfect partner you have been dreaming about.

Knowing that there can only be one passenger in your car, whom would you choose?

e. Going to the Moon

Individual puzzle. Sitting in a circle. Leader says "I am going to the moon and I can take ... but I cannot take..." and gives examples of what s/he can take. For example, "I am going to the moon and I can take a spoon but not a fork" or "I am going to the moon and I can take a balloon but no air to put in it." Players take turns going around the circle to say what they can or cannot take. The leader says whether they are correct or not.

f. Nobel Peace Prize

Individual puzzle. Leader announces that it is time to award the Nobel Peace Prize, but only the Nobel Committee knows who will get the award. Can anyone guess? The leader says "Who is going to receive the Nobel Peace Prize?" Players attempt to guess who has won the award.

Answers to puzzles:

- a. Romeo and Juliet are goldfish. A strong wind had blown the heavy curtain against the goldfish bowl which knocked it off the cabinet and onto the hard floor. It smashed leaving Romeo and Juliet to 'drown'.
- b. The woman is a dwarf. She can only reach as high as the 8th floor button in the elevator. On wet days she carries an umbrella which she uses to reach up to the 18th floor.
- c. The woman rides into town and out again on a horse called Friday.
- d. Best solution is to give the friend the car keys and ask him/her to take the old woman to the hospital and you stay at the bus shelter with the person to whom you are attracted.
- e. You can take to the moon anything with double letters, e.g. vacuum, spoon, cabbage, floor, puzzle.
- f. The first person to speak after the leader says "Who is going to receive the Nobel Peace Prize?" is the one who receives it.

Resources:

New Games: Cooperative games including Earth-ball and Parachute Games. They also sell the big earth-balls and parachutes. <http://inewgames.com/>

Everyone wins: Cooperative games for all ages. www.newsociety.com/Books/E/Everyone-Wins

Play parachutes: Parachute games and a variety of parachutes for sale.

www.playparachutes.com/pagaac.html

Rational game: Resources and training for using simulation games. www.rationalgames.org/

Lateral thinking puzzles: www.allpuzzles.net/wordpuzzles/lateralthinking/ and

www.folj.com/lateral/

Small earth-balls: Orbis earth-balls. They also stock large inflatable earth-balls, not as robust as the ones for the cooperative games we played, but good for displays and events www.earthball.com/

Conflicts a better way to resolve them, by Edward de Bono, 'father of lateral thinking'.

www.edwdebono.com/debono/conf.htm

Thank you for playing



We can do anything – trust fall

Credits:

Games compiled by Alyn Ware

Workshop photos by Jonas Rohloff

**Using sports and games to bridge conflicts and build peace
was a joint workshop for youth trainers and presenters
organised by**



www.baselpeaceoffice.org

www.youthfutureproject.org

<http://bang-europe.org>