

## 2.3 Sample Workshop Structure

The following integrated security workshop structure formed the basis of the facilitators' workshop framework for the South Caucasus Integrated Security Workshop, held in November 2009.

### Day One

Time	Type	Title	Minutes	Description
9:00–09:15	Presentation	Opening	15	Opening by Eva Zillen, The Kvinna till Kvinna Foundation, with a few words on how the workshop came about.
09:15–10:15	Exercise	Introduction and expectations exercise	60	<p>Ask each participant to lay out one personal item and one work-related item, with items touching or overlapping in the middle of the circle formed by the group. Go around the circle twice and ask each participant to answer the following questions:</p> <p><i>First round:</i></p> <p>a) Introduction: name; where I am from; who I work for; and in what capacity.  b) Personal/professional items: tell us about the objects you laid down and what they mean to you.</p> <p><i>Second round:</i></p> <p>c) Expectations:</p> <ul style="list-style-type: none"> <li>• What do I bring to this group?</li> <li>• What do I want to take away?</li> </ul> <p><i>Notes:</i></p> <p>a) Reassure participants that the items will be returned.  a) If someone did not bring items, she/he can draw a representation on a blank card, or write down the word for it.</p> <p>In addition to introductions, this exercise allows facilitators to understand better participants' expectations and then to clarify the purpose of the workshop in the next session.</p> <p>Asking people to explain their personal/professional items is a good way of introducing themselves and will provide a good segue into our explanation of the linkages between the private and the public.</p>
10:15–10:45	Presentation	Workshop overview	30	<p>See text for examples</p> <ul style="list-style-type: none"> <li>• Introduce interpreter.</li> <li>• Stress confidentiality and anonymity.</li> </ul>

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Time	Type	Title	Minutes	Description
10:45–11:00	Exercise	Defining security for ourselves	15	<p><b>Brainstorm:</b> participants shout out one- or two-word answers to the following question: what does security mean to you?</p> <p>This is a fun exercise, once people get the hang of it and start shouting out... everything (which is the point). It is also meant to be empowering, because it is redefining security, breaking down the public/private barriers and taking security out of the usual restricted, patriarchal constructs.</p> <p>Someone besides the facilitator should be writing down answers on a flipchart. We will keep these up and refer to them afterwards. Depending on how much information is gathered, use 'stacking' or other methods to combine the ideas and incorporate them into the next session.</p> <p>This exercise sets the stage for the following, major presentation on integrated security, outlining the workshop's conceptual framework.</p>
11:00–11:15	Break		15	
11:15–11:45	Presentation	Integrated security (workshop framework)	30	<p>This is a strong presentation and sets the tone for the workshop as it introduces its conceptual framework. Participants' reactions may suggest that this is a lot of material to absorb, but it works. Key points include how well-being and safety are interlinked, and an introduction to the 'personal' side of security.</p> <p><i>NB: portions of this presentation must be adapted specifically to the participant's context – those sections are marked in the text – this information is drawn from pre-workshop interviews and research.</i></p>
11:45–12:45	Group discussion	Reactions/ reflection	60	<p>Ask for participants' reactions to the integrated security presentation. Did anything surprise them? Did anything resonate in particular with them?</p> <p>This 'reactions' session should raise a lot of issues for the participants.</p> <p>During this process, participants should begin to talk about their situations and share their stories.</p> <p>We have found in other workshops that each group needs this open space just to talk about their concerns without too much structure. Here, our role as facilitators is to listen and to hold the space.</p> <p>At the end of this session, facilitators will need to a) respond to specific reactions and b) include some key themes from participant stories in their closing comments and explain that we will discuss these and other stories more in the next session on threats and risks.</p> <p><i>Optional: Introduce and weave in elements of the following presentation on threats here, to keep the discussion flowing.</i></p>

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Time	Type	Title	Minutes	Description
12:45–13:00	Presentation	Understanding threats	15	<p>This is a brief presentation that provides grounding for thinking about threats and sets the stage for the next exercise. We can link this to the threats outlined by the group.</p> <p>Participants may want to keep the space open to continue the discussion on integrated security and their personal experiences of security concerns – that is fine, the schedule can be amended if necessary.</p> <p>Alternately, if you are finding that the group is naturally entering into a discussion of threats, then you can go straight into the following exercise and integrate some of the threats text as commentary. This depends on the group – some need to spend more time with you to ground them in ‘theory’, others prefer less talking by you and more of a dynamic dialogue.</p>
13:00–14:00	Lunch		60	
14:00–14:15	Energiser	TBD	15	<p>Depending on the mood of the group and cultural appropriateness, select an energiser (or design one specifically for the group). Examples include:</p> <p>Calling out names – good if energy is low and/or negative, and does not involve any physical touch – this is good for a very quick, positive, light and fun ‘pick-up’.</p> <p>Alternately, offer guidance on a series of basic movements (stretches combined with breathing exercises).</p>
14:15–14:30	Group exercise explanation	Threats: what, who and why?	15	<p>Select a few key threats from the previous plenary discussion (as the ‘what’), and put these on a flipchart. Then, as an example of the following exercise, ask the group to analyse who are the sources of the threat, the reasons for the threat (the why) and what is behind the threat. This is the introduction to the next exercise.</p> <p>On occasion it takes some encouragement to get the group to list the ‘who’ and/or to be specific. As for the ‘why’ and ‘what’ is behind the threats, this is always an interesting discussion – and it reinforces our point in the text about uncovering what is behind the threats in order to combat them.</p>
14:30–14:45	Energiser	Group selection (for work on threats)	15	<p>Divide into four (or five) groups.</p> <ol style="list-style-type: none"> <li>Preselected groups: put post-its on the back of every participant with an animal or a shape representing one of the four groups. Everyone finds each other without saying the name of the animal or shape – that is, they have to make the moves and sounds of the animals or the shapes to each other in order to identify what is on their back.</li> <li>Randomly-chosen groups: offer an item that people can select, such as stones (four or five colours) or toy animals (four or five types), with each stone colour or animal type forming a group.</li> </ol> <p><i>Note: The facilitators should consider whether or not participants should choose their own groups randomly, or if facilitators should preselect them – this will depend on group dynamics (that is, if it is clear that some participants need to be supported to be more active or less dominating).</i></p>

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Time	Type	Title	Minutes	Description
14:45–15:30	Group exercise	Threats group work (break included within the group work)	30	In groups, each participant lists two important threats they are facing (one personal and one private), then based on a previous explanation, describes the vulnerabilities, capacities and the source (who) and the reasons (why) behind the threats. Next, participants consider the level of risk (based on the Front Line risk formula) and the ‘acceptability’ of this level of risk.
15:30–16:30	Presentation	Threats: report back	60	Around 10 minutes per group is allocated for presentations (four groups), so this will need to be facilitated carefully – should be 40 minutes. Set aside about 10 minutes for questions/clarifications. This will allow facilitators to group threats highlighted in the exercise and in earlier discussions into themes (for example: administrative/legal; physical; family, health; internal/movement; information and communications). See if it is possible for presenters to group similar threats, or to summarise some of them without going into too much detail – also tell the group that they will work with these threats again – we are not finished with them!
16:30–16:45	Exercise	Feedback	15	Go around in a circle and have participants answer the following question (in a few words): what am I taking away from today?  <i>Note:</i> This is an informal evaluation session. It will tell us what has been absorbed and help us to calibrate the next couple of days. <i>[Also, you can hand out the individual security framework exercise. Participants can consider it and fill it out for Day Two. But this depends on the group’s energy levels and what they may need – some groups may like the idea of ‘homework’.]</i>
16:45–17:00	Exercise	Closing	15	Facilitators also may want to have a simple closing ritual. This should be selected based on the mood of the group – it is very important that the energy surrounding closure is positive and uplifting. Possibilities include something fun and unexpected, such as: <ul style="list-style-type: none"> <li>• Playing some upbeat, dancing music.</li> <li>• Releasing coloured balloons.</li> <li>• Throwing a beanbag/ball to each other to get energy moving.</li> </ul>
Review				In the evening, facilitators review the day together, reworking and making adjustments to Day Two on the basis of the discussions.

## 2.3 Sample Workshop Structure

### Day Two

Time	Type	Title	Minutes	Description
09:00–09:30	Discussion or exercise	Introduction/ reflection	30	<p>Introduce the day and, depending on the outcome of Day One, and the group dynamics, open up with:</p> <p><b>An exercise to address group dynamics:</b> if it is time to move the group to a deeper level, and/or there are difficult group dynamics and a need to connect participants, use an exercise such as ‘speaking the unspoken’. Another challenging exercise is ‘archetypes: who I brought into this room’. A lighter exercise that addresses group dynamics is ‘what I want from ...’, ‘when was the last time I...?’; or</p> <p><b>An exercise to explore a particular issue or theme</b> – for example, our history of activism. Here you could use ‘why I became an activist?’, ‘stones and flowers’ or ‘what would I do with a day without worry/fear/a day when I felt completely safe?’, ‘time I felt safe?’; or</p> <p><b>An open discussion/reflection:</b> after an evening of rest, what are participants’ thoughts about the previous day? (This would be appropriate if it is obvious that participants need some more unstructured time to talk).</p>
09:30–10:00	Presentation	Strategies	30	<p>Refer to some key points from Day One. Then set the tone for Day Two by saying we are now going to focus on our strategies.</p> <p>This is an explanation/overview of different kinds of strategies. If ‘unspoken fears’ was used as the previous exercise, point out that this is an example of a strategy looking at our challenges – and dispelling them together. Strategies are integrated, often unspoken. They are integral to the way that you think about protecting others.</p> <p>Here we draw on some examples of strategies from around the world, and ones that we are hearing from the participants.</p> <p>Reinforce that there is no judgement of strategies, but that there are different sides to them. They have strengths and weaknesses. What works in one context does not in another; what does not work at one point in time may be still worth trying at another point.</p> <p>There is a set text on strategies, but it is important that we integrate here the strategies and examples that emerged naturally during Day One discussions (even though we do not specifically talk about strategies on Day One, they will crop up throughout the day. Our point here is that participants may not consider all the different things they have been doing as ‘strategies’).</p>
10:00–10:45	Group discussion	Reaction to strategies’ presentation/ shared strategies	45	<p>Open up to the group to allow it to respond to the presentation on strategies. Brainstorm on various strategies activists use to stay well and safe, because this is also an opportunity for them to share their own strategies. Keep emphasising the private side if it is not coming up enough. Summarise, then move to group work after the break.</p>

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### Day Two

Time	Type	Title	Minutes	Description
10:45–12:00	Group work	Developing strategies (includes break)	15	<p>Break into groups; each person returns to the two current threats they are dealing with: one private, one public. Then list current and potential strategies to deal with these problems; their capacities, allies and what they are missing.</p> <p>Note that while they will list different threats, the strategies (as well as the capacities, allies and what is missing) may apply to both threats.</p> <p>The important part of this exercise is the process of the group work – as they work through each other’s threats and strategies together, they will really support each other in thinking them through.</p>
12:00–13:00	Group presentation	Threats and Strategies	60	<p>Groups report back on their threats and strategies.</p> <p>There is not a lot of time here to go through all of the details – but participants should be happy because they have had a chance to work through the key issues that are bothering them in the group activity.</p> <p>If there is time, though, strategies also can be discussed with a particular eye on analysing their strengths and weaknesses, adding to the list of potential strategies.</p>
13:00–14:00	Lunch		60	
14:00–14:15	Energiser	Core Movement	15	<p>This is usually a time when participants need an upbeat and somewhat physical energiser. Depending on the cultural context and gender balance, some form of dance movement can work very well here. For example:</p> <p>‘Fuduwa’ is fun to get bodies moving and remind us of the importance of fun and pleasure. This could be adapted or completely replaced by a dance movement from a different region (that is, you could bring in Nepali arm movements, Arabic belly-dance movements, Latin American flamenco or salsa).</p> <p>For an outgoing group, it may be possible to ask each participant to demonstrate a favourite dance move or any movement or stretch.</p> <p>For a more reserved group, do a series of simple rotation and stretching exercises – moving from gently rotating the head, then the neck, shoulders, hips, knees and ankles. This should be done gently and with care.</p>
14:15–14:45	Exercise	Use of time	30	<p>Place the written exercise on everyone’s seat during lunch. After the energiser, ask participants to fill it out themselves silently (they can sit wherever they are comfortable).</p> <p>The written exercise is for participants to keep – it will not be handed in. Some participants can get a little stuck on the process of quantifying their time in this way (that is, it is hard for them to make exact calculations, they do not add up correctly, etc.) – just reassure them that the point of the exercise is to help them to look at their time differently; it does not have to be exact.</p>

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### Day Two

Time	Type	Title	Minutes	Description
14:45–15:00	Reactions	Reflections/ reactions	15	<p>Group reacts to how they felt about the exercise (for the ‘use of time’ exercise, you are not asking for details of their answers, but rather how it felt to look at these questions in a structured way).</p> <p>This is usually an interesting session, as most participants find the exercise both challenging and intriguing. Many have said that they were shocked to look in depth at how they were using their time and how little they had for themselves.</p> <p>This session introduces the next discussion on integrated wellness strategies.</p>
15:00–15:30	Group work	Individual integrated wellness strategies	30	<p>Ask each participant to write down six strategies they use to deal with stress, to keep well and safe.</p> <p>These are written down on coloured pieces of paper and then put into bowls as soon as they are completed.</p> <p>Facilitators take the answers and group them into themes (this can take a little time, so it is best to do it as answers come in, then finish it during the break). Note that sometimes, participants resist and say that they do not have that many strategies – you have to point out to them that they do, and that ‘coping’ strategies (such as eating chocolate, smoking and drinking) are also strategies. Highlight too that there is no judgement.</p>
15:30–16:00	Break		15	Facilitators use this time to organise strategies into themes and prepare to read them out.
16:00–16:30	Presentation	Summary of integrated wellness strategies	30	<p>Have the participants go to the workshop’s ‘second space’ and get very comfortable – ideally they lie down and close their eyes. Then the facilitator reads out the themes, with examples, elaborating a little on each one, and asks the participants to feel the possibility of each strategy – how it feels in their body, the thought that they could take time for that?</p> <p>This is a really nice exercise: it shows the group how much is already there among them, and that most strategies entail no cost, so are all possible, it is just a matter of taking the time/prioritising – which connects back as well to the ‘use of resources’ exercise.</p>
16:30–17:00	Group discussion	Reactions	30	<p>Ask the group to react to the exercise, adding comments and/or additions.</p> <p>This is a point at which there should be a spontaneous discussion of the strategies. Participants will add more strategies – debate why some may or may not work for them. This is also a good point for facilitators to reflect (that is, to reinforce great strategies that came up, look at themes, and add other strategies or themes that were missing).</p>
17:00–17:15	Exercise	Closing	15	<p>Still in the ‘second space’ where you got comfortable, go round in a circle and highlight one thing that you will take away from the day.</p> <p>Then move to the ‘first space’, and do a closing exercise, such as:</p> <p><b>Feelings:</b> ask each participant to go into the middle of the circle and ‘mime’ how they feel (that is, demonstrate without words, just movements). This is a helpful ‘informal evaluation’ process, allowing us to check in with participants on how they are ending the day.</p> <p>Alternately, facilitators could play some music here and engage in some gentle movement as well.</p>
Review				In the evening, facilitators review the day together, reworking and making adjustments to Day Three on the basis of the discussions.

## 2.3 Sample Workshop Structure

### Day Two

Time	Type	Title	Minutes	Description
Alternative	Exercise	Integrated wellness strategies	45	<p>The 'river exercise' (as an <i>alternate exercise – if time is short or the group will not respond to a longer process</i>): each participant sits for a few minutes with six pieces of paper on which she/he writes down the strategies that they employ to keep themselves well. Each piece of paper represents stones, which are set out in the shape of an imaginary flowing river. The task then is for the participants to enter the river and step on the stones that they connect with. For some, it will be their own stones, whereas for others it will be the ones that they connect with/that resonate with them. When you stop, tell us why the stone is important to you; tell us why you stopped there. Everyone goes into the river, remembering and sharing these strategies. While one person is speaking, it is important that we listen. Comments are for later.</p> <p>After the session, have a brief discussion on how the process went (how it felt, not details of the strategies). You could post strategies on the wall so that people are surrounded by them.</p> <p><b>For facilitators:</b> ask people for silence. The most important part of the exercise is your explanation; bring participants to a clam space, be very focused and composed when you speak (this sets the tone). This exercise needs to occur in a peaceful place. Participants may ask: which way does the river flow? It does not matter. Should we step only on our stones? Step on what you see regardless of whether or not it is your stone.</p>
Alternative	Plenary	Closing	15	<p>Go round in a circle and say one thing that you take away from the day.</p> <p>In addition, you could ask each participant to go into the middle of the circle and 'mime' how they feel (that is, demonstrate without words, just movements). This is a helpful 'informal evaluation' process, allowing us to check in with participants on how they are ending the day.</p> <p>Alternately, facilitators could play some music here and engage in some gentle movement as well.</p>

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### Day Three

Time	Type	Title	Minutes	Description
09:00-09:15	Exercise	Opening/ ice-breaker	15	Use a simple greeting exercise (where everyone moves around the room and greets the others as they wish – this can be energetic or it can be more relaxed; it will depend on the group). The choice of opening on Day Three will depend on progress made over the past two days and the energy of the group at this point, so it is good to be flexible.
09:15-11:00	Exercise	Additional Module	105	You could discuss a specific theme here such as ‘families’ or whatever has come up (it could also centre on power, or internal movement challenges). You could also ask: ‘what does our analysis of threats and strategies mean for the movement?’ (This is an example question; exercise to be determined during the workshop.)
11:00-11:15	Break		15	
11:15-12:00	Group work	What support do we need to stay safe?	45	<ul style="list-style-type: none"> <li>• What is needed to stay safe and well a) internally (within ourselves, communities) and b) externally (within international community)?</li> <li>• What is missing?</li> </ul>
12:00-12:30	Discussion	Protection presentation	30	Where do we find protection support in a time of crisis? Who and where are our allies? <ul style="list-style-type: none"> <li>• Internally (your own capacities, colleagues, family, community, regional).</li> <li>• Externally – within the international community: a) protection funding (emergency funds and general donors); and b) human rights defender protection mechanisms.</li> </ul> Other participants have an opportunity to speak here.
12:30-13:00	Plenary discussion/ brainstorm	Next steps	30	<ul style="list-style-type: none"> <li>• Recommendations on specific next steps.</li> </ul>
13:00-14:00	Lunch		60	
14:00-14:15	Energiser	TBD	15	Possible energiser choices include: <ul style="list-style-type: none"> <li>• ‘reciprocity web’ (supportive, good for closure);</li> <li>• ‘I have the power’ (very serious, powerful); and</li> <li>• ‘human knot’ (energetic, light, fun).</li> </ul>

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### Day Three

Time	Type	Title	Minutes	Description
14:15–14:45	Presentation	Workshop summary/key issues	30	<p>This pulls together the three days, reviewing what we did each day (Day One = Understanding integrated security, analysing threats, developing strategies; Day Two = Developing strategies to be safe and well; Day Three = Looking deeper at strategies/power relationships). We have offered tools in the form of handouts, group work and ways to analyse threats and develop strategies, but most important, we have introduced a new concept: the integrated nature of security, and our strategies. The way to develop strategies is through this process: a) by creating a truly safe space; b) recognising the enormous power and strength inherent in the strategies that are within you; and c) by sharing and deepening our strategies together.</p> <p>This presentation should be prepared the night before and on the morning of the third day. It will also reflect spontaneously the outcome/process of the workshop.</p>
14:45–15:15	Plenary discussion	Reaction to key issues presentation	30	<p>The group has an opportunity to respond to the presentation, to add their comments and to elaborate. This is time set aside for reactions, but the group may need to discuss something that we are missing or something that needs more work.</p>
15:15–15:30	Break		15	
15:15–16:00	Group discussion	Evaluation and feedback/what next?	45	<p>Ask participants to answer the following questions:</p> <ul style="list-style-type: none"> <li>a) How did you view safety and well-being before, and how you see it now? Is there a difference?</li> <li>b) What three things are you taking with you from the workshop?</li> <li>c) Was there anything that surprised you, moved you, anything that could be done differently?</li> </ul>
16:00–16:15	Closing exercise	Celebrating success/proudest moments	15	<p>Standing in a circle, each person lights a candle from the middle candle, then shares a success/achievement they are proud of (it can be anything – ‘personal’ or ‘professional’). This is also to remind us what gives us energy, and how important it is to take time to feel and celebrate that success individually and collectively.</p> <p>This exercise is important, because it balances out the energy associated with some of the difficult and draining aspects of the workshop and helps participants to remember their own strengths and what is possible. It is also a great example of an important strategy for staying safe and well: sharing and celebrating our tremendous successes.</p>