

Third Side Workshop Facilitator's Guidebook



**By
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Third Side Workshop

Facilitator's Guide

Foreword

The Third Side is a concept whose time has come. As the people of the world move into increasing contact a systematic mechanism is needed to handle conflicts from the local to the global community. The work of handling conflict cannot be left to professional negotiators and mediators – it is work that requires all people to become involved to solve some of the biggest problems that confront humanity.

This workshop is devised to help people who want to take the Third Side, but don't know how or have fears about doing so. The design is focused on some of the key ideas needed to take the Third Side as well as skills for gaining perspective, listening, and questioning. Before getting into the workshop content it is important that we explain some of our assumptions, give you an overview of some important things to keep in mind, and provide a list of tips for facilitation.

Any workshop manual such as this will have assumptions that went into its creation that are important for the user to understand. The first assumption we made is that the people who will use this manual have little or no background in conflict resolution. The second is that people will at least have had an introduction to the Third Side. The four most likely ways people could have been introduced to this concept are that they: 1. Read the book entitled [The Third Side: Why We Fight and How We Can Stop.](#), 2. Visited the Third Side Website (www.thirdside.org), 3. Heard William Ury discussing the concept (live, on the radio, or on audio available on the website), or 4. Read a transcription of William Ury introducing the Third Side (also available on the website for downloading).

If prospective workshop participants have not had an introduction they must do so before proceeding to take this training. For the facilitator, it is essential that you read the book [The Third Side](#) before you try to lead the workshop. The reason the introduction is so important is that it answers the questions “what is the Third Side” and “why is the Third Side important”. These questions act as a foundation for the workshop, which answers the question “how do I take the Third Side”.

The third and final assumption we made is that the participants will want to take some type of action as a result of this workshop. This may take the form of Third Side conversations or other short or long term projects.

The guidebook is structured around a one day training (there is an outline of the day below – total running time of the basic workshop is 8 hours and 55 minutes with breaks and lunch included). The participants will engage in three major activities over the course of the training: 1. Develop a Third Side **Perspective**, 2. Understand the Third Side **Possibility**, and 3. Create a Third Side **Plan**. We have tried to simplify this so the participants will not only come away with new knowledge and skills, but also with the desire to go out and become a valuable member of the Third Side. If you get a sense from the participants that there is still too much information for them to manage you may want to eliminate certain exercises.

As the facilitator you may feel as though leading this training is a particularly daunting challenge. (Note: We have created a number of tools to aid you in your efforts. These include: An Exercise Matrix in Appendix III to help you with implementing the different exercises throughout the training, a Detailed Day Plan in Appendix IV, and a Preparation Checklist of tasks to do before hand, materials to bring, and required research in Appendix V.) If so, we have support available to answer your questions and concerns. Please email us at info@thirdside.org and we will do our best to clarify any issues for you or help you with any elements of the training. One strong suggestion we make is that you ask the participants to go to the Third Side website prior to the workshop and ask



them to read the segment on the Third Side Roles (URL is <http://www.thirdside.org/roles.cfm>). Due to time constraints it will be very helpful if people are fluent in the terminology.

Before providing you with a condensed outline for the training with time allotments we thought it would be helpful to provide you with some basic facilitation tips. If you have experience facilitating groups you may want to skip this segment.



Basic facilitation tips and ideas

These tips are not designed as an extensive training approach to facilitation, but rather as a brief introduction to give the user an increased comfort level as they lead the training. You might want to take these tips and incorporate them into your own style of doing things. As the facilitator it is your job to see that the ideas in this guide are conveyed in a clear and concise manner. You also want to make transitions from one topic to the next flow so that participants can envision how the entire workshop fits together.

The facilitator:

- controls the flow and pacing of questions from the group,
- makes certain involvement is not dominated by one or a few people,
- sets the tone for discussions and creates a safe space to discuss controversial issues,
- helps the group stay focused on the important issues.

As the facilitator you will want to begin by introducing yourself and explaining what your role is. Next you will want to review the priorities of the workshop for the group and review the agenda. The facilitator's biggest challenge is to keep those who pick up the information quickly engaged, while helping those who are struggling to understand the different concepts.

It is best to think of a facilitator as a chauffeur for the process. You need to:

- know the group's destination,
- keep them focused,
- help pick the route,
- watch for hazards that could knock them off their chosen road.

It is also helpful for you to separate process from substance and be aware of the types of problems each could pose to the group in getting their work done. Overall, a good way to think about the role of the facilitator is that they help the group focus, but they are never the focus on the group.

In many ways you want to model for people what you would like them to do. In this situation, you will want to model the skills of listening and questioning. When listening, you want to be attentive to the speaker and give them your utmost attention. Try to make it known to them that you are really listening to what they have to say. Summarizing their ideas and the issues they raise is a good way of exhibiting that you are listening to them. Similarly, when asking questions you want to make sure to ask open ended questions when you need more information and close ended questions when you are really searching for a yes or no answer.

As the facilitator you should not feel like you need to have all the answers. If you do not know something throw it back to the group for their thoughts. This is a collaborative effort even though people will seek your opinion because you are guiding the workshop.

The following are a list of useful comments and questions for a facilitator:

- A. Can you tell me a little more so I make certain I understand?
- B. Can you state that in a different way – I am not sure I understand?
- C. Can you reframe that in different language for us?
- D. How does what your saying relate to the issue we are discussing?
- E. Can you give us an example so what your saying becomes clear?



F. How do other people feel about that?

G. I am not sure I know the answer to that question, does anyone want to tackle that?

Here is a checklist for you to review to make sure you are prepared to facilitate the workshop:

1. Is the purpose of the workshop clear?
2. Do I feel confident I know the purpose and concepts and can explain them to the participants if questioned?
3. Is the room set up in a way that is conducive to learning and creates an atmosphere of exploration (for example, the chairs are set up in a circle and the room has good lighting)?
4. Do I have all the materials I need to conduct this workshop?
5. Am I relaxed? If not, what is making me nervous and can I do anything about it?
6. Ask yourself if it would be helpful to have some ground rules (Suggestions: Only one person talking at a time, writing down questions as people bring up points instead of interrupting each other, respectful communication only, etc...)?
7. How will you handle people who are dominating the conversation and not letting others get involved? (Suggestions: Take them aside and ask them to tone it down a bit, confront them in the group in a respectful manner, decipher if they are trying to be helpful and ask them to do it in different ways, etc...)
8. How will you handle people who are being difficult? (Suggestion: Try to focus on the underlying interests beneath the troublesome behavior. If this gets to time consuming in the group do it during a break.)



Condensed Outline for the 1 Day Workshop

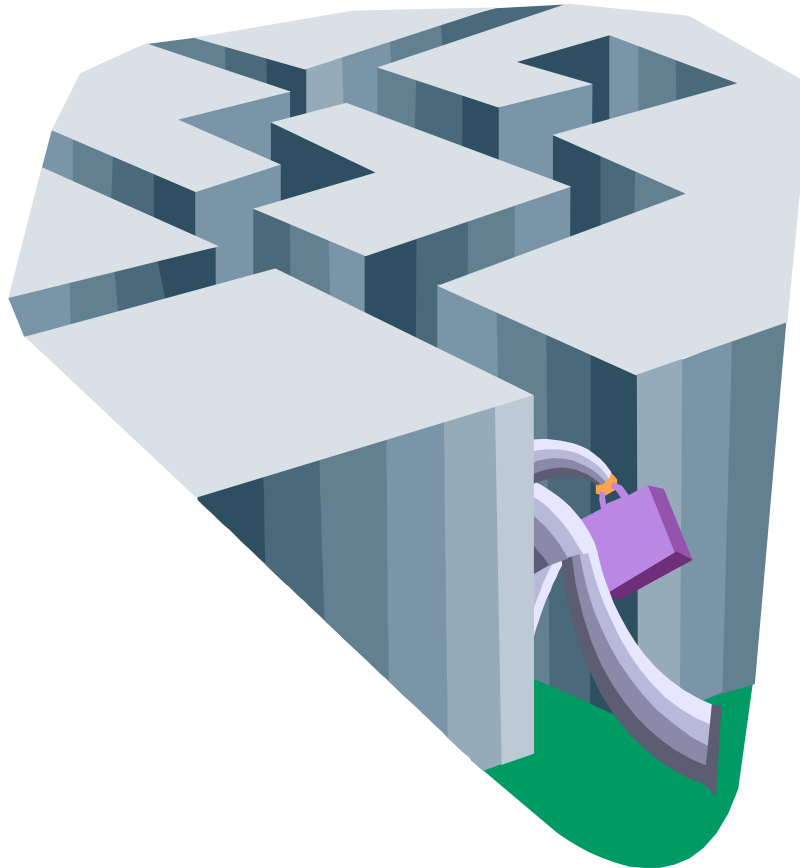
1. Introduction and setting the context	8:00-8:55
2. Developing a Balcony Perspective	
A. The Emotional Element	8:55-10:30
Break	10:30-10:40
B. The Rational Element	10:40-11:40
Break	11:40-11:50
C. The Creative Element	11:50-1:00
Lunch	1:00-2:00
3. Third Side Roles	2:00-3:40
Break	3:40-3:50
4. Conclusion	3:50-4:50
Adjourn	4:50



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Facilitator's Guide

1st Section: Introduction
Objective: To set the context for the training
Total Time: 55 minutes



OUTLINE	CONTENT
<p>Open the Session: (Time: 15 minutes)</p>	<p>Provide a welcome and introductions as necessary. Ice breaker if appropriate.</p> <p>Suggested Ice breaker: Introduction exercise: Tell people to pair up and spend 2 minutes getting to know each other. They will then be expected to introduce the other to the group so they must really listen to the other closely. Use the following questions:</p> <ol style="list-style-type: none"> 1. What is your name, where are you from, and what do you do for a living? 2. Why are you here at this workshop? 3. What is one thing nobody in here would know about you that would surprise them? <p>Other Possibilities: Arm Exercise Two Truths and a Lie</p>
<p>Introduce the subject (Time: 5 minutes)</p>	<p>Explain the purposes of the workshop, which are to:</p> <ol style="list-style-type: none"> 1. Develop a Third Side Perspective: Go to the Balcony. <p>The first segment focuses on going to the balcony. This involves three perspectives – the emotional, the rational and the creative – and associated skills. The participants will learn how to get onto the balcony and how to help others get there as well.</p> <p>The key skills are listening and questioning, which vary depending on the element one is addressing: A. Emotional: questioning and listening for emotional reactions, B. Rational: questioning and listening about underlying interests and needs, and C. Creative: questioning and listening about ideas and creative options.</p> <ol style="list-style-type: none"> 2. Understand the Third Side Possibilities: Third Side roles. <p>The second segment focuses on determining which roles and associated skills are most appropriate for each individual. The participants will also get a chance to practice and envision how the roles work in concert.</p> <ol style="list-style-type: none"> 3. Create a Third Side Plan: Taking Action <p>The third segment offers participants a chance to develop an action plan.</p> <p>(Pg. 4 in participant guidebook)</p>
<p>Hand out</p>	<p>Discuss 1 page sheet on Third Side and review (Pg. 5 in participant guidebook)</p>
<p>Constructive</p>	<p>Ask them to get in small groups and explain a situation where</p>



OUTLINE	CONTENT
Conflict Exercise (Time: 10 minutes)	they resolved a conflict constructively.
Explaining a General and Choosing a Personal Conflict (Time: 20 minutes)	<p>General Conflict: The facilitator should choose a general conflict the group can use as an example through out the training. The facilitator should have some knowledge of the conflict, research it in more detail, and have newspaper articles about it to use at different points in the training. It can be any public conflict ranging from a community to an international setting.</p> <p>Personal Conflict: Each participant should be given a few minutes to think of a personal conflict they would like to apply to the training and share with a partner.</p>
Agenda for rest of day (Time: 5 minutes)	<p>Spend a few minutes laying out the Agenda for the rest of the day.</p> <p>The plan for the day is:</p> <p>Segment 1 -- The Third Side Perspective: Go to the Balcony (with the following components): Emotional Element Rational Element Creative Element</p> <p>Segment 2 – Third Side Roles</p> <p>Segment 3 – Plan for Action</p>
Alternative Exercise Options	The exercises below are options if you find them interesting and useful and have the time to do them.
Staged Conflict Exercise (Time: 10 minutes)	The facilitator should stage a conflict with their co-facilitator (if applicable) or with a participant. This should be coordinated prior to the session. It does not matter what the conflict is over – the purpose is ultimately to get the participants the notice their own emotional reactions.



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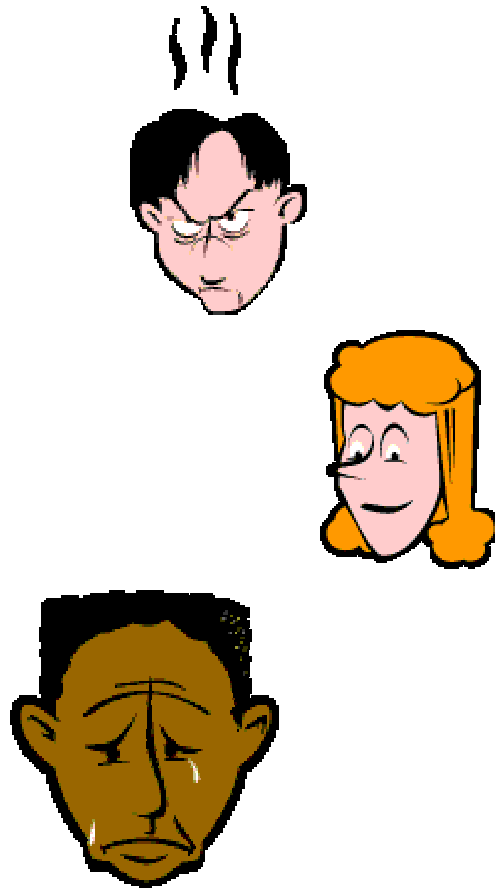
Facilitator's Guide

2nd Section: A. Develop a Third Side “Balcony” Perspective in yourself and others. Step One: The Emotional Element.

**Objectives: Be able to manage one’s own emotions.
Be able to defuse the emotions of others.**

Total Time: 95 minutes

START



OUTLINE	CONTENT
How overcome?	Facilitator asks: What can we do to develop a Third Side Perspective? We will now experience the answer. Please stand up and turn your chairs around with the back of the chair against the table. (If no table just have them stand up next to their chair.)
Go to the balcony	The answer is: GO TO THE BALCONY. Facilitator gets on chair at this time. PLEASE NOTE: We do not advocate you do this if you have folding chairs. Please find a safe alternative if this happens to be the case.
Invite to join – stand on chair	I invite you to join me on the Balcony.....stand up on your chair. (If people choose to opt out for safety reasons that is fine.)
Ask about metaphor (Total Time for steps including this: 10 minutes)	(Stay on the chairs and ask.) What do you think the Balcony metaphor means? (Possible answers—Detach yourself, rise above things, observe objectively) Carefully step down from the Balcony.
Overview for Facilitator: Learning to go to the balcony to view conflict	In order to take the Third Side you must be able to step back from the conflict in question and see everyone’s perspective. This vantage point helps you observe the conflict from a bird’s eye view and to monitor the emotions, logic and proposed solutions that arise. We will begin with YOU and your own ability to achieve a Balcony perspective.



<p>The Challenge Three Elements (Time: 5 minutes)</p>	<p>In conflict there are three challenges to manage – the first is managing the <i>emotional element</i> of the problem, the second is managing the <i>rational element</i>, and the third is enhancing the <i>creative element</i> in order to pry the parties away from their rigid, narrow, positions. This first segment will begin by addressing your own emotional reactions and then shift toward defusing the emotional reactions of others.</p>
<p>Managing your Emotional Reactions: Use questions to get at emotions and feelings (Time: 5 minutes)</p>	<p>Ask: What are emotions? What do emotions tell us? What are some of the emotions YOU react with when in conflict or watching conflict? (Record on chart)</p>
<p>Triggers exercise Record for self Then discuss (Time: 10 minutes)</p>	<p>What triggers -- words, situations or conditions (verbally or physically) -- cause YOU to react with strong emotions or lose your cool? Why?</p> <p>Some questions: What are my hot button issues? Why do these bother me?</p> <p>Write these down to share with the larger group. ASK: What are some of the ones you came up with?</p>
<p>Physical clues? (Time: 5 minutes)</p>	<p>Ask large group: What physical clues does your body give you? [face red, heart beats rapidly, fists clench]</p> <p>Some questions: What am I feeling? What are my physical reactions? (listening to your own body)</p>



<p>Effective methods Groups of 4-5 (Time: 10 minutes)</p>	<p>At your tables, make a list of all the effective methods you use now to get up on the emotional balcony.</p>
<p>Tables share (Time: 10 minutes)</p>	<p>What did you list?</p> <p>Add facilitator's and Expert's ideas.</p> <p>Going to the balcony is a place to:</p> <p>Stop:</p> <ul style="list-style-type: none"> • Take time to prepare • Take a time out • Count to 10 • Take a deep breath <p>Look (inside yourself):</p> <ul style="list-style-type: none"> • Look at your natural reaction: take sides, ignore, escape • Name your emotions • <i>Have</i> your emotions (rather than <i>be</i> them) • Distinguish your emotions from their triggers <p>Listen:</p> <ul style="list-style-type: none"> • Hear out your feelings so you don't have to act them out • Listen to understand <p>Use a partner as your "balcony" Be aware of how your body responds to conflict. Notice physical changes.</p> <p>Know your "hot buttons" – words or situations that trigger your emotions.</p> <p>Reframe the situation internally, control the story you tell yourself.</p> <p>Focus on your ultimate goal and purpose for the conversation.</p> <p>Slow the process down. Buy time to think ... take a break.</p> <p>Don't try to guess the other person's intent. Tell yourself "a new story" about their intention</p>



<p>Help the other to the Emotional Balcony: Defuse their emotions</p>	<p>Now, you are on the balcony but where is the other person? They are still on the ground.</p>
<p>Your job is to calm them – to bring them to the balcony</p>	<p>So, in order to reach an eventual agreement your job is to help them calm down so they can think rationally. You must bring them to the balcony.</p>
<p>½ room stand on chairs & reach down to help other</p>	<p>Will you stand and turn your chairs again. 1/2 of the room stand on the chairs (every other person). Now reach down and help someone up on the chair next to you.</p>
<p>How did we accomplish that? (facilitator stays on chair) (Time: 5 minutes)</p>	<p>(Stay on the chairs and ask) How do we accomplish this task? (Rhetorical Question)</p>
<p>Doesn't come naturally (Time: 15 minutes)</p>	<p>Answer—we must use Unnatural Acts—Do what does NOT come easily.</p> <p>The key to helping the other to the emotional balcony is to step to their side by listening to their emotions and asking questions about how they are feeling.</p> <p>Facilitator gives specific examples:</p> <p>Empathize - step into their shoes. “I can appreciate why you feel like that – If I were you, I might feel like that also.”</p> <p>Show interest in how they feel. Encourage them to tell you about their emotions. I am curious in your statement – Please go on.</p> <p>Inquire further – “Tell me more about it.” “Anything else?” “How do you see it?”</p> <p>Summarize - Show that you understand their point of view— you are not stating that you agree with it. “Did I understand you?” “ Did you mean...?”</p> <p>Offer your best guess at how they might be feeling, if they are silent, and ask if it is accurate.</p> <p>Avoid the “Verbal Eraser” Say “Yes ... and ... ”, instead of “but”</p> <p>Make it safe for them to be honest by restating and summarizing how they feel.</p> <p>Agree when you can. Say “I can see how you might feel that</p>



<p>Balcony pairs practice (Time: 15 minutes)</p>	<ul style="list-style-type: none"> • Pair up with another person. Choose and act out a conflict. Pretend one of you is on the balcony while the other is not. The person on the balcony should try to bring the other up to the balcony. The people should not think their goal is to solve the problem, but rather practice the skills. • Debrief: What was hard about doing this? For the person trying to get the other up – What did you say or do that worked well to get them to the balcony? For the person hearing the message – What did they do that was or was not effective? Could have been done differently?
<p>Summary and Transition (Time: 5 Minutes)</p>	<p>The Facilitator should summarize what has been covered in this segment, engage the group in a brief overall discussion, and transition to the next topic</p>



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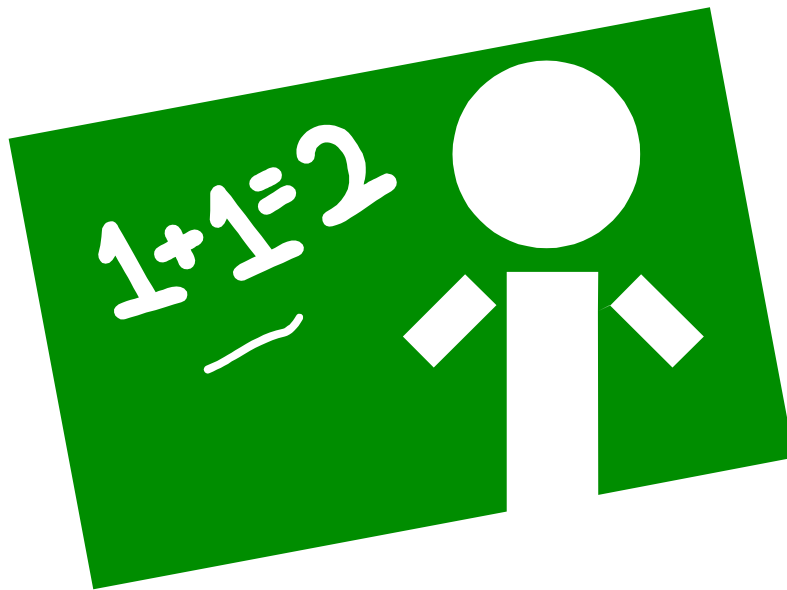
Facilitator's Guide

2nd Section: B. Develop a Third Side “Balcony” Perspective in yourself and others. Step Two: The Rational Balcony.

Objectives: Be able to uncover and understand the interests of all parties yourself.

Be able to help others discover and understand the interests of all parties.

Time: 60 minutes



OUTLINE	CONTENT		
<p>Phase 2: Managing your Logical Reaction (Time: 5 minutes)</p>	<p>Now that you have spent time considering emotional reactions, it is important that we shift to the rational elements of going to the balcony.</p> <p>Some beginning questions: What is going through your mind when you are in a conflict? What reasoning do you use when you are in a conflict? What reasoning do you use to justify not getting involved in a conflict? (This last question is designed to get people thinking about their interests – this is a transition to the next exercise.)</p>		
<p>Story: 2 men in library (Time: 5 minutes)</p>	<p>Illustrate with a story – Two men in a library Read from <u>Getting to Yes</u> Page 40. Highlight the notion of interests vs. positions.</p>		
<p>Tree with roots Exercise (facilitator draws tree) (Time: 15 minutes)</p>	<p>(Display a drawing of a tree with roots and a soil line just above the roots.) Use this diagram to explain the difference between interests and positions. Have the participants take their own conflict and write down their positions and then their interests. (Tree for them to use -- Pg. 11 in participant guidebook)</p> <p>This chart will help you (the facilitator) explain this to the participants (Pg. 12 in participant guidebook):</p> <table border="0" data-bbox="430 1108 1339 1635"> <tr> <td data-bbox="430 1108 868 1635"> <p>Positions: What you say you want</p> <ul style="list-style-type: none"> • The “only” solution • Often concrete and tangible • A stubborn, strongly held view • The “bottom line” • A demand </td> <td data-bbox="868 1108 1339 1635"> <p>Interests: The reason behind your position</p> <ul style="list-style-type: none"> • The reason(s) for a position • Tend to be intangible • The answer(s) to the question “WHY?” • The source of the other's motivation • Your key to developing a creative solution </td> </tr> </table>	<p>Positions: What you say you want</p> <ul style="list-style-type: none"> • The “only” solution • Often concrete and tangible • A stubborn, strongly held view • The “bottom line” • A demand 	<p>Interests: The reason behind your position</p> <ul style="list-style-type: none"> • The reason(s) for a position • Tend to be intangible • The answer(s) to the question “WHY?” • The source of the other's motivation • Your key to developing a creative solution
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Questions to help you get on the Rational Balcony (Time: 5 minutes)	<p>Participants should ask themselves the following questions about their own conflict example and write down the answers:</p> <p>What are my underlying interests, needs, hopes, fears, and concerns?</p> <p>What are my biases?</p>
Managing Their Logical Reaction	<p>Now that we have had time to work on our own logical reactions we now can turn to managing the others logical reaction.</p>
Rational Stakeholder Analysis (Time: 15 minutes)	<p>Using their conflict situation participants diagram the underlying interests of all the parties involved. (I.E. If you are involved it would be your interests, the other parties interests, and the interests of the larger community. If you are not involved it would be the interests of party one and party two and the interests of the larger community.)</p>
Questions that help the other to do a Rational Analysis (Time: 5 minutes)	<p>The following statements and questions will help uncover underlying interests. Have participants consider how these questions apply to their own personal situation (Pg. 13 of participant manual):</p> <ul style="list-style-type: none"> • What will it achieve for you if we...? • As I understand your interests, they are ... • Have I misunderstood your interests? What am I missing? • What are your key concerns? • Help me understand why this is really important to you ... • You say ... Tell me more about that. • Could you walk me through this step by step?
Questions that help the parties understand the interest of the whole surrounding community (Time: 5 minutes)	<p>The following questions will help uncover the interest of the surrounding community. Have participants consider how these questions apply to their own personal situation:</p> <p>Could you walk me through everyone's perspective? How do you think others are looking at this situation? What is important to the whole community?</p>
Summary and Transition (Time: 5 Minutes)	<p>The Facilitator should summarize what has been covered in this segment and transition to the next topic.</p>



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2nd Section: C. Develop a Third Side “Balcony” Perspective in yourself and others. Step Three: The Creative Balcony.

Objectives: Be able to create and help others create options for the good of each party and the whole.

Time: 70 minutes



OUTLINE	CONTENT
The Creative Balcony	The Third and final component of a balcony perspective is using creativity to explore many ideas and options. The job of the Third Side is to stimulate and encourage creative ways to deal with conflict. It is using the imagination to open up new possibilities and previously unseen solutions.
Creativity skills exercise (Time: 5 minutes)	Brainstorming exercise. Get them used to creating a lot of options without judging. Ask the participants to think of all the uses for a Pencil. (Or pick something else.) All the participants offer ideas – the wilder the better.
Creative Story (Time: 5 minutes)	The facilitator will want to use a story of a conflict that was solved through a creative solution. These can be found in <u>The Third Side</u> or newspaper articles.
Getting on your Creative Balcony (Time: 15 minutes)	<p>The following questions will help you get on your creative balcony (Pg. 15 in participant guidebook):</p> <p>What are all the options to solve this problem no matter how wild or outlandish they may seem? What have I seen succeed in similar situations?</p> <p>Have participants apply these questions to their own situation and create a list of possible solutions to their conflict. They should keep this as a resource for their Third Side Conversation.</p>
Helping others get on the Creative Balcony (Time: 5 minutes)	<p>Types of questions to get people thinking creatively (Pg. 15 in participant guidebook):</p> <ul style="list-style-type: none"> • What are all the possibilities? • What else might we try? • What are some ways we could deal with this problem? • Let's get all of the options on the table. • What if we...? • Do you have any ideas on that? • If we work together, how might we make this better for all?
Exercise on chairs & reach down to help others (Time: 10 minutes)	<p>Make a Third Side circle and ask for two volunteers to simulate the parties to the general conflict the facilitator chose at the beginning of the training. The Third Siders should stand on their chairs simulating the different roles being played (at this point the parties remain seated). Once the Third Siders are standing they should ask questions of the parties (see above) to help get the parties up on the creative balcony.</p> <p>When different Third Siders are satisfied that a party has come up with a creative solution, therefore grasping the concept, they should stretch one of their hands up in the air. (Left hand for party A, Right hand for party B – facilitator will designate these). The facilitator should end the exercise after 10 minutes or so regardless of how many hands are up or down. The hands are simply a way of signifying an understanding of the idea.</p>



<p>Debrief: How did we accomplish that? (facilitator stays on chair or records answers) (Time: 5 minutes)</p>	<p>(Stay on the chairs and ask) What signs told you a party was ready to come to the creative balcony? What questions seemed to work best? For the parties who answered the questions, what was hard about this exercise?</p>
<p>Case Study exercise (Time: 20 minutes)</p>	<p>Facilitator should pre select a case study from the popular media and organize the participants into groups. Their task is to take a third side perspective and decipher underlying interests. After having done that they will then be asked to think of creative ways to solve the problem that meets the parties and surrounding community's interests. Smaller groups will report back to larger group.</p>
<p>Summary and Transition (Time: 5 Minutes)</p>	<p>The Facilitator should summarize what has been covered in this segment and transition to the next topic.</p>



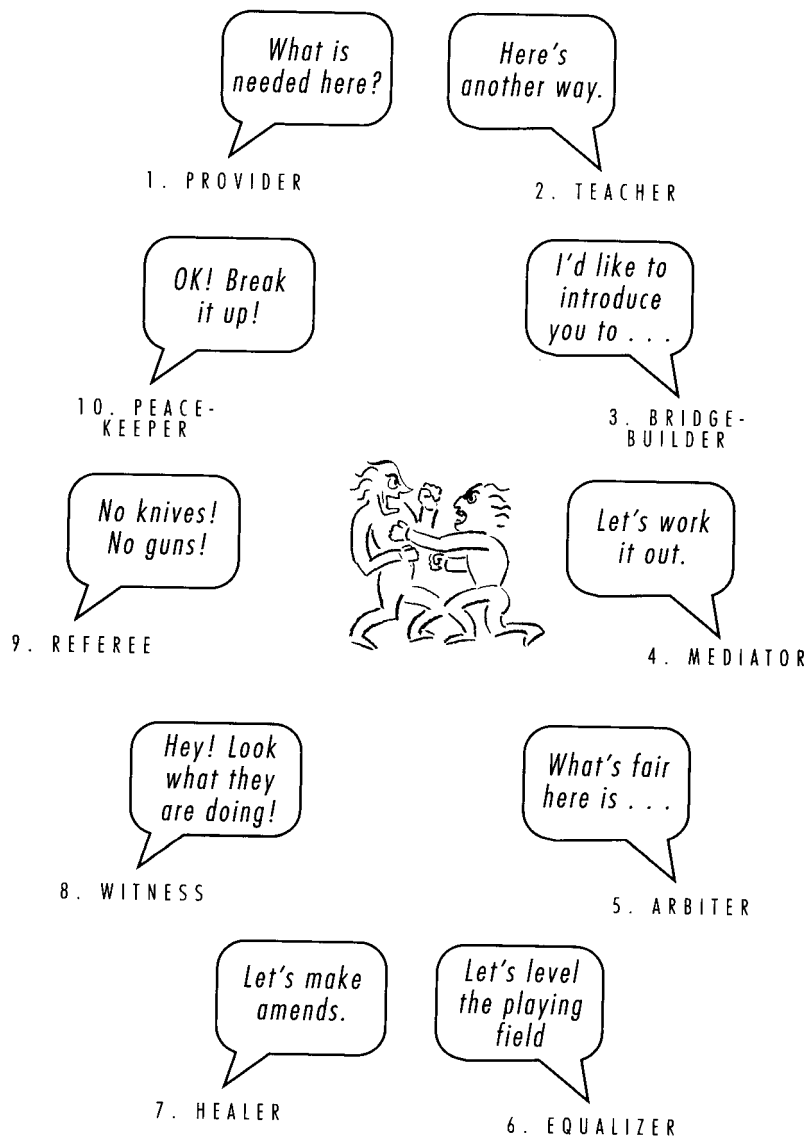
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3rd Section: Third Side Roles Discussion

Objective: Be able to: understand the possible Third Side Roles, apply listening and questioning skills to each role, and chose a personal role or roles.

Total Time: 100 minutes



OUTLINE	CONTENT
Exercise: Personalizing the Third Side (Time: 20 Minutes)	Have them take the TSI tool to determine where their natural tendencies are toward the different roles of the third side. After having taken the tool they should score it and determine which roles they gravitate toward (Pgs. 17-21 in participants guidebook) The TSI is in Appendix I. We strongly urge you to take it with the others or prior to the session.
Third Side Roles Overview (Time: 15 Minutes)	<p>Conduct an overview of the roles and key skills associated with each role. This should not lead to a full blown discussion of the roles but rather to review and highlight the skills necessary. (Pgs. 21-40 in participants guidebook for detailed information on the roles)</p> <p>The Provider:</p> <ul style="list-style-type: none"> • Shares resources, shares knowledge • Gives others a sense of security • Offers respect • Empowers others <p>The Teacher:</p> <ul style="list-style-type: none"> • Delegitimizes violence • Teaches tolerance • Teaches joint problem-solving <p>The Bridge Builder:</p> <ul style="list-style-type: none"> • Creates cross-cutting ties • Develops joint projects • Fosters genuine dialogue <p>The Mediator:</p> <ul style="list-style-type: none"> • Brings the parties to the table • Facilitates communication • Helps people search for a solution <p>The Arbitrator:</p> <ul style="list-style-type: none"> • Replaces destructive conflict • Promotes justice • Encourages negotiation <p>The Healer:</p> <ul style="list-style-type: none"> • Creates the right climate • Listens and acknowledges • Encourages apology <p>The Witness:</p>



OUTLINE	CONTENT
	<ul style="list-style-type: none"> • Watches out for early warning signals • Goes on patrol • Speaks out • Gets help fast <p>The Referee:</p> <ul style="list-style-type: none"> • Establishes rules for fair fighting • Removes offensive arms • Strengthens defenses - nonoffensively <p>The Peacekeeper:</p> <ul style="list-style-type: none"> • Interposes themselves between parties • Enforces the peace • Preempts violence before it starts
<p>Meta Exercise Part A: Diagram the Third Side Roles (Time: 15 Minutes)</p>	<p>Have participants use the general conflict to create a diagram of what roles are most needed in that particular situation and why. The participants should use the Third Side Mapping tool available at www.thirdside.org to make sure they have an accurate view from the balcony.</p>
<p>Meta Exercise Part B: Same Role Work (Time: 15 Minutes)</p>	<p>After the general conflict roles have been determined from the previous exercise the participants should get together in like roles (i.e. choose a role that the TSI showed you were predisposed for and that was determined to be most needed in this conflict) to discuss the following:</p> <p>From your role (as a provider, bridge-builder, etc...), what types of questions would you ask the participants to help them reach an agreement that meets the interests of the parties and larger community?</p> <p>Note: It is implied that the listening is part of the question generation process.</p>
<p>Meta Exercise Part C: Listening and Questioning in the Large group (Time: 30 Minutes)</p>	<p>Third Side Circle – Two people who represent the conflicting parties should be in the middle. The Third Side roles identified from the previous exercises should be situated around the parties in a circle. The job of the person playing a specific Third Side role is to ask appropriate questions. The facilitator may use Third Side hats (or place cards) to label which person is representing what role. The goal is to ask the parties questions that help move them toward a solution that meets the needs of all involved including the surrounding community.</p> <p>Debrief:</p>



OUTLINE	CONTENT
	What questions really helped you reflect on the situation? What questions were not so effective? In retrospect, what other questions might you have asked?
Summary and Transition (Time: 5 Minutes)	The Facilitator should summarize what has been covered in this segment and transition to the next topic.



Third Side Workshop

Facilitator's Guide

4th Section: A Third Side Plan

Objective: Be able to organize and conduct a Third Side Conversation

Total Time: 60 minutes



OUTLINE	CONTENT
Conclusion	<p>This is the place to summarize what has been covered with an eye toward discussing next steps for the participants.</p> <p>Introduce the idea of planning a Third Side conversation.</p>
Planning Sheet for Third Side Conversation (Time: 20 minutes)	<p>The participants should be given a planning sheet that will help them prepare for their third side conversation. You, as the facilitator, may want to walk them through the sheet initially and then have them take time individually to fill in the sheet (Appendix II and Pgs. 42-45 on Participants Guidebook)</p>
Third Side Conversation Role Play (Time: 20 minutes)	<p>Participants should pair up. They should decide who will go first and then explain their situation to their partner. Next they should use their planning sheet as an aid and role play their Third Side Conversation for 10 minutes or so. When they are finished their partner should give them feedback on what worked well and what needs improvement. Then they should switch and give the other person a chance to go through the same process.</p>
Next Steps for the Group (Time: 10 minutes)	<p>The facilitators will want to do a brief summary and then discuss next steps for their group.</p> <p>Note: It is strongly recommended that people begin their Third Side activities by engaging in a Third Side Conversation with another person(s). After practice and skill development people might consider other activities.</p> <p>Here is a list of potential activities for future use:</p> <p>Short Term:</p> <ol style="list-style-type: none"> 1. Hold a third side conversation with someone. 2. Hold a series of third side conversations with the group serving as a support network 3. Form a study club to analyze the Third Side text in detail. <p>Longer Term</p> <ol style="list-style-type: none"> 1. Create a permanent third side group and form a study circle around the concept to practice Third Side approaches to dealing with conflict. 2. Create a permanent third side group and develop a project to educate others about the Third Side 3. Create a permanent third side group and take the Third Side as a group in a specific conflict 4. Create a permanent third side group that supports the emergence and growth of the third side in a conflict around the world.



Video (Time: 10 minutes)	Show snippets from <i>Not in Our Town video</i> . Set up is: Let's conclude the training by watching how an ordinary town took the Third Side. The video shows how the Third Side is possible in the world around us. Look for third side roles people in community played. Show video and end – no debrief
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Appendix I

Third Side Inventory (TSI)¹

What Third Side Role(s) are you Best Suited to Play?

This test is designed to help prospective Third Siders determine where their natural tendencies are toward certain Third Side roles and where their skills sets lie that might best aid a Third Side effort. This is done, not to exclude someone from playing any particular role, but rather to help answer the question of “Which role is best and most comfortable for me to play?”

1. You are someone who shares resources and knowledge freely
Yes ___ No ___
2. When you see violence being espoused you suggest to others a different way to handle their problems
Yes ___ No ___
3. You are always on the lookout for trouble and when you see it take action or call the appropriate people
Yes ___ No ___
4. When a fight breaks out you are likely to take measures to calm the situation
Yes ___ No ___
5. In a conflict situation you try to establish ground rules on how you will disagree
Yes ___ No ___
6. When you see a situation beginning and escalating do you take some action to try to deescalate the problem
Yes ___ No ___
7. As part of your daily life do you generally find yourself looking around for early signs of problems
Yes ___ No ___
8. Do you enjoy helping people see new ways to perceive a problem
Yes ___ No ___

¹ The TSI was developed by Joshua N. Weiss. If you have comments or suggestions on the tool please email them to Joshua at jweiss@law.harvard.edu



9. Do you often seek out and reach out to people who are different than you
Yes ___ No ___
10. Do you help bring people together from different communities that you think would be interested in getting to know each other or working with each other
Yes ___ No ___
11. When people are fearful do you try to help them feel more secure
Yes ___ No ___
12. In your daily life do you seek to empower others as a part of your modus operandi
Yes ___ No ___
13. When people are in a conflict do you show them how to work together on a problem
Yes ___ No ___
14. If someone from another group approaches you to enter into a dialogue that could be difficult for you do you engage
Yes ___ No ___
15. When two people are engaged in a conflict do you offer to get involved to help them think through the problem
Yes ___ No ___
16. Do you have a good sense of right and wrong and are not afraid to convey that to others
Yes ___ No ___
17. Do you encourage opening the line of communication and engaging in negotiation when people are in conflict but are not talking
Yes ___ No ___
18. Are you more likely to give someone an answer to their problem rather than helping them find it for themselves
Yes ___ No ___
19. Are you a natural listener
Yes ___ No ___
20. When you are involved in a conflict and the climate or atmosphere does not feel right do you try to improve it before getting on with the substantive issues
Yes ___ No ___
21. When you see destructive conflict happening do you try to persuade the parties to use other means
Yes ___ No ___
22. If you see a party that is clearly less powerful in a conflict do you help them or provide them with strategies for leveling the playing field
Yes ___ No ___



23. Have you ever partaken in a nonviolent action to address an injustice or in response to a conflict
Yes ___ No ___
24. Do you see the world in terms of rights and believe someone is usually right or wrong in a conflict
Yes ___ No ___
25. Are you the kind of person whom others come to for help in dealing with their problems
Yes ___ No ___
26. Do you think apologies are necessary, or at a minimum helpful, in enabling people to move past problems in their lives
Yes ___ No ___
27. If you see a potential weapon lying around when people are engaged in a destructive conflict do you remove it
Yes ___ No ___
28. In your neighborhood or community do you keep a close watch on what is going on
Yes ___ No ___
29. If you see a disagreement happening on the street in front of you are you likely to speak out and counsel the parties to settle their problems peaceably
Yes ___ No ___
30. If someone physically or verbally threatens you are you likely to take a defensive position and resist instead of attacking back
Yes ___ No ___



Only once you have finished should you go to next page for the answer key and to calculate your score.

TSI Answer Key

Answer Key:

If you answered yes to a certain question see what role corresponded to that answer below and add a mark next to the role on the chart provided on the next page. The two roles with the most checks next to them are the roles you have a tendency towards and you are best suited to play. So, for example if you answered yes to the first question the corresponding roles are provider and teacher. In the chart on the following page you would put one mark in the provider box and one in the teacher box.

Here is the answer key for all the questions:

<u>Question</u>	<u>Answer (Corresponding Roles if answered Yes)</u>
1.	provider, teacher
2.	provider, teacher, referee
3.	witness, peacekeeper
4.	peacekeeper, referee
5.	referee, mediator
6.	peacekeeper, witness
7.	witness
8.	provider, teacher, bridge-builder
9.	bridge-builder, healer
10.	bridge-builder, teacher
11.	provider, healer
12.	provider, healer, teacher
13.	teacher, bridge-builder
14.	bridge-builder, healer
15.	mediator
16.	arbiter
17.	bridge-builder, mediator, healer
18.	arbiter
19.	healer, provider
20.	referee, healer
21.	referee, peacekeeper, mediator
22.	equalizer, teacher
23.	equalizer
24.	arbiter
25.	mediator, arbiter, healer
26.	healer, provider
27.	referee, peacekeeper
28.	witness
29.	witness, referee, peacekeeper
30.	referee, teacher

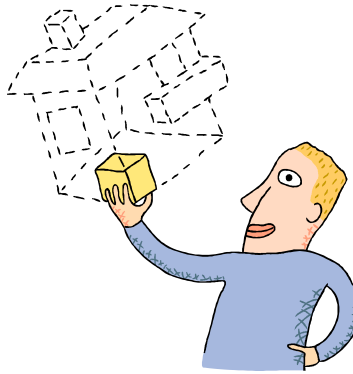


Role	Place a Check in the box next to the role that corresponded with your answer
Provider	
Teacher	
Bridge-BUILDER	
Mediator	
Arbiter	
Equalizer	
Healer	
Witness	
Referee	
Peacekeeper	



Appendix II

Third Side Conversation Planning Sheet



Balcony perspective

Emotional Balcony

How will I manage my emotions?

- The questions I might ask myself are:

How will I defuse their emotions?

- The questions I might ask the others are:

Rational Balcony

What are my interests?

What are the other party's interests?

What are the interests of the surrounding community?

Creative Balcony

What are the options for mutual gain for all parties, including the surrounding community?

How will I encourage others to think creatively?

Third Side Roles

What third side roles need to be played in this situation?



What third side roles will I play?

- What specific actions will I take in that/those role(s)?

Who else can play one of the third side roles needed in this conflict?

Next steps

How will I introduce the topic? How will I get started?

What will I listen for?

What questions will I ask?



Appendix III

Exercise Matrix

Note: The exercises listed below are in order of suggested use.

Name of Exercise	Purpose	Instructions	Materials Needed
Introductory exercise (Pg. 8)	To introduce the participants to each other and to exhibit how most people do not listen well.	Facilitator says: 1. People should pair up with the person to their left and spend 2 minutes getting to know each other. 2. When they are done tell them there is no more talking until called upon. 3. The ask one person to introduce the other to the group (this is not something you told them to do at the outset – you purposefully hold back that information to highlight how people don't really listen to each other well). <i>Total time allotted -- 10 minutes.</i>	No written materials.
Constructive Conflict Exercise (Pg. 8)	Build confidence in people's ability to act from the Third Side. Show them they have already done this work in the past.	Facilitator says: 1. Think for a moment about a time in the past where you felt good about your ability to influence a conflict constructively. 2. Get in small groups of 3-4 people and each person should briefly tell their story. <i>Total time allotted -- 10 minutes.</i>	No written materials. Clock to monitor the time.
Choosing a General and Personal Conflict (Pg. 9)	General Conflict: The facilitator will select a general conflict – local,	Facilitator says: General: 1. We will be using the following conflict	General: Brief background materials from research (facilitator can



	<p>national, international – that they are knowledgeable (or become knowledgeable) about. This will provide the group with a common frame of reference in which to learn and analyze the tools and skills.</p> <p>Personal Conflict: Each individual participant picks a personal conflict that each can use to apply the tools and skills presented throughout the day. This helps to make abstract ideas become concrete.</p> <p>Note: The facilitator has the discretion to using only one of the two mentioned above or s/he can alternate back and forth between the personal and general. We think the latter is more effective.</p>	<p>through out the training.</p> <p>2. Handout materials to help the participants learn about the conflict. <i>Total time allotted -- 15 minutes.</i></p> <p>Personal:</p> <p>1. Think of a present or past conflict you have had that you would be interested and willing to apply the tools and skills discussed throughout the day.</p> <p>2. Pair up with someone you want to work with for the day – your coach – and briefly explain the situation. <i>Total time allotted -- 15 minutes.</i></p>	<p>write) or articles from the mainstream media.</p>
<p>Stage a conflict (Option) (Pg. 9)</p>	<p>Have individuals notice their own emotional and rational reactions to conflict.</p>	<p>Facilitator:</p> <p>1. Meets with their co-facilitator or a willing participant to plan out the conflict they will engage in.</p> <p>2. When staging the conflict act as natural as possible.</p> <p>3. Let the conflict go on for between 30 and 60 seconds before stopping it. This will give the participants enough time to really feel their emotional reactions and notice</p>	<p>No materials needed.</p>

		<p>what they were thinking. Debrief questions should get at these two points. <i>Total time allotted – 5-7 minutes.</i></p>	
<p>Stand on a chair (#1) (Pg. 11)</p>	<p>To illustrate and experience the metaphor of being on the balcony. To really feel that emotional perspective.</p>	<p>Facilitator: 1. Be certain the chairs are sturdy and they are safe to stand on. 2. When you invite people up on the chairs tell them if they do not feel comfortable getting up on the chairs they can just stand up. 3. Invite them up on the chair as a way to experience the metaphor of being on the chair. 4. Ask them what they think the balcony metaphor means and how it relates to conflict? <i>Total time allotted – 5-10 minutes.</i></p>	<p>Sturdy chairs for all the participants.</p>
<p>Triggers Exercise (Pg. 12)</p>	<p>Become more self aware of emotional reactions. Participants come to know their own vulnerabilities, which show them the need to go to the balcony.</p>	<p>Facilitator says: 1. Take three minutes to write down the types of words, situations, or physical actions that others do or say that upset you or cause you to react emotionally. 2. Ask some of the participants to share their examples. <i>Total time allotted -- 15 minutes.</i></p>	<p>A place to write their triggers down. This could be done in their participant guidebook on the balcony page.</p>
<p>Effective Methods (Pg. 13)</p>	<ul style="list-style-type: none"> • For participants to become more confident in the methods they currently employ. • Learn new methods for managing emotions from their 	<p>Facilitator says: 1. At your tables (or get into small groups) make a list together of methods they find useful to go to the balcony themselves. Note: make certain</p>	<p>Flip chart, paper, markers, and tape.</p>



	<p>peers.</p> <ul style="list-style-type: none"> Consider whether the methods they use now are effective. 	<p>they know this is for them and not on how to calm the other person.</p> <p>2. Ask each group for one or two ideas and list them on a flip chart to post and refer to throughout the day.</p> <p><i>Total time allotted -- 15 minutes.</i></p>	
<p>Stand on chair (#2) (Pg. 13)</p>	<ul style="list-style-type: none"> Encourage their kinesthetic memory of the balcony perspective. Help people practice trying to persuade the other up to the emotional balcony. 	<p>Facilitator says:</p> <ol style="list-style-type: none"> Turn your chairs around and stand next to your chair. Count off in 1s and 2s. All the 1s get up on their chair. The 1s reach down to the 2s and help them up on their chair (to the balcony). Once everyone is up on the chairs ask for some ideas or methods one can use to get others up to the balcony. After that explain those not mentioned. <p><i>Total time allotted -- 10 minutes.</i></p>	<p>Chairs for everyone.</p>
<p>Balcony Pairs (Pg. 15)</p>	<p>To practice using the questions and skills needed to get someone on the balcony.</p>	<p>Facilitator says:</p> <ol style="list-style-type: none"> Pick a partner, select a conflict, and have the partners determine who will be the person trying to get the other to the balcony. Take a few minutes to explain the conflict to each other. Using the skills and questions try to get the other to the emotional balcony. For the person needing persuasion please be somewhat reasonable in your actions. 	<p>No materials needed</p>



		<i>Total time allotted -- 15 minutes.</i>	
Positions and Interests Tree/Roots (Pg. 17)	Use a visual aid to assist people in distinguishing positions from interests	Facilitator Says: 1. Open your participant guide to page 11. There you will see a tree with positions and interests. 2. Use the tree to help write out your position in your personal conflict and then your interest. 3. This exercise is intended to make certain you know and can articulate the difference between the two because it is fundamental to getting on the rational balcony. <i>Total time allotted -- 15 minutes.</i>	Positions/Interest Tree Diagram, pen or pencil
Listening for Interests (Pg. 18)	This exercise is designed to demonstrate how difficult it is to listen in general (listening to another or more than one as well as your internal voice), to specifically listen for interests, and how hard it is to listen from the Third Side when both sides in the conflict have legitimate concerns.	Facilitator says: 1. I want to demonstrate some. I will need three volunteers. 2. The first person should sit facing forward. The next two people should sit on either side of the person about a foot away. These two people should get together for a moment and decide on a conflict they both know about to talk about. Each person should talk about the conflict for 30 seconds straight and say anything they want to related to it. They will talk simultaneously. 3. The person in the middle should try to listen to each person and decipher the	Three volunteers and three chairs.



		<p>interests they mention.</p> <p>4. Give them the start signal and stop them after 30 seconds. Then ask the person in the middle what they heard and what was difficult about this exercise.</p> <p>5. From a debriefing perspective here are things to highlight:</p> <p>A. It is hard to really listen genuinely to others</p> <p>B. In conflicts you will be listening to the other and for their interests but also your inner voice, which will be talking (if you let it) while the other is talking.</p> <p>C. Did you hear the interests of the parties mentioned?</p> <p>D. Having done this exercise what makes listening difficult for a third sider?</p> <p><i>Total time allotted -- 10 minutes</i></p>	
<p>Rational Stakeholder Analysis (Pg. 18)</p>	<p>To practice getting at interests using a situation they are involved in. It is one thing to talk about positions and interests – it is another thing to apply it to a personal situation and have to try to understand the others interests as well.</p>	<p>Facilitator Says:</p> <p>1. We are now going to take our personal situations and analyze all the different actors interests.</p> <p>2. Please take out a pen or pencil and write them out.</p> <p>3. Then pair up with another person and make certain you have the positions and interests separated correctly.</p> <p><i>Total time allotted -- 15 minutes</i></p>	<p>Paper, pen or pencil.</p>
<p>Creativity Skills Exercise</p>	<p>This exercise is designed to get the</p>	<p>Facilitator says:</p> <p>1. I hold in my hand an</p>	<p>Pencil, glasses, etc... Anything with multiple</p>



(Pg. 21)	participants in a creative mood in order to investigate the creative balcony.	object. Let's brainstorm all the uses for this object without critiquing any of them ideas. <i>Total time allotted -- 5 minutes</i>	uses.
Getting on your Creative Balcony (Pg. 21)	Help participants in the reflective process of getting on the creative balcony.	Facilitator Says: 1. Pair up with another person. 2. Lets use the following questions to help us get on the creative balcony with regard to our personal situations: A. What are all the options to solve this problem no matter how wild or outlandish they may seem? B. What have I seen succeed in similar situations? Work with your partner on these two questions. <i>Total time allotted -- 15 minutes</i>	No materials.
Stand on chair (# 3) (Pg. 21)	To give people practice getting others up to the creative balcony through skills use and questioning.	Facilitator Says: 1. Make a Third Side circle and ask for two volunteers to simulate the parties to the general conflict the facilitator chose at the beginning of the training. The Third Siders should stand on their chairs simulating the different roles being played (at this point the parties remain seated). 2. Once the Third Siders are standing they should ask questions of the parties (see above) to help get the parties up on the	All the participants and their chairs.



		<p>creative balcony.</p> <p>3. When different Third Siders are satisfied that a party has come up with a creative solution, therefore grasping the concept, they should stretch one of their hands up in the air. (Left hand for party A, Right hand for party B – facilitator will designate these).</p> <p>4. The facilitator should end the exercise after 10 minutes or so regardless of how many hands are up or down. The hands are simply a way of signifying an understanding of the idea.</p> <p>5. Debrief questions: What signs told you a party was ready to come to the creative balcony? What questions seemed to work best? For the parties who answered the questions, what was hard about this exercise?</p> <p><i>Total time allotted -- 15 minutes</i></p>	
<p>Case Study Exercise (Pg. 22)</p>	<p>To analyze a case using the Third Side skills and perspectives developed thus far.</p>	<p>Facilitator Says:</p> <p>1. We are now going to analyze a case from the news from a Third Side perspective. Please get in small groups of 4.</p> <p>2. The purpose is to take a third side perspective and decipher the underlying interests of all the parties and the Third Side.</p>	<p>A newspaper article with enough information for the participants to determine the situation and interests of the parties and Third Side. Preferably a conflict people are familiar with.</p>



		<p>3. After having done that they will then be asked to think of creative ways to solve the problem that meets the parties and surrounding community's interests.</p> <p><i>Total time allotted -- 20 minutes.</i></p>	
TSI (Pg. 24)	<p>The TSI is designed to give the participants an opportunity to think through (in a calculated manner) which Third Side roles they are best suited for and why.</p>	<p>Facilitator Says:</p> <ol style="list-style-type: none"> 1. Turn to page X in your participant guide and take the Third Side Indicator. This Indicator will highlight which roles you have a natural tendency toward. 2. When you have finished the test please wait until everyone is done before scoring the Indicator. <p><i>Total time allotted -- 20 minutes.</i></p>	<p>TSI in the participant guidebook. Scoring sheet also in the guidebook.</p>
Meta Exercise Part A (Pg. 25)	<p>To give participants a chance to practice analyzing and determining which Third Side roles are most needed in a particular conflict.</p>	<p>Facilitator Says:</p> <ol style="list-style-type: none"> 1. This is part one of a three part exercise. 2. We are going to use our general conflict to create a diagram of what roles are most needed in this situation and why. 3. Hand out Third Side Mapping Tool. <p><i>Total time allotted -- 15 minutes.</i></p>	<p>The Third Side Mapping tool available at www.thirdside.org. These should be printed out prior to the workshop for distribution. If the group has access to a computer they can fill out the tool online.</p>
Meta Exercise Part B (Pg. 25)	<p>To give participants an opportunity to get into a Third Side Role and develop questions from that perspective to ask the parties. To practice the skills of listening and questioning.</p>	<p>Facilitator Says:</p> <ol style="list-style-type: none"> 1. This is part two of the three part exercise. 2. After the general conflict roles have been determined from the previous exercise the participants should get together in like roles (i.e. choose a role that the TSI showed 	<p>Pen or pencil, flip chart, markers, filled in diagnostic tool</p>



		<p>you were predisposed for and that was determined to be most needed in this conflict) to discuss the following:</p> <p>From your role (as a provider, bridge-builder, etc...), what types of questions would you ask the participants to help them reach an agreement that meets the interests of the parties and larger community? <i>Total time allotted -- 15 minutes.</i></p>	
<p>Meta Exercise Part C (Pg. 25)</p>	<p>To give participants practice asking the parties questions that help move them toward a solution that meets the needs of all involved including the surrounding community.</p>	<p>Facilitator Says:</p> <ol style="list-style-type: none"> 1. Third Side Circle – I need two volunteers who represent the conflicting parties in the middle. 2. The Third Side roles identified from the previous exercises should be situated around the parties in a circle. 3. The job of the person playing a specific Third Side role is to ask appropriate questions from that role. <p>NOTE: The facilitator may use Third Side hats (or place cards) to label which person is representing what role.</p>	<p>The participants in a Third Side circle with two participants playing the parties situated in the middle of the circle.</p>
<p>Third Side Conversation Planning Sheets (Pg. 28)</p>	<p>To give the participants an opportunity to plan out how they intend to have their Third Side conversation.</p>	<p>Facilitator Says:</p> <ol style="list-style-type: none"> 1. In order to take what we have done today and plan for real world action we are going to fill out a Third 	<p>Third Side Planning sheet found in the Participant Guidebook, pen or pencil.</p>



		<p>Side Conversation Planning Sheet.</p> <p>2. This sheet will enable you to map out what you are going to say to get the conversation started and other key ideas you may want to bring forth.</p> <p><i>Total time allotted -- 30 minutes.</i></p>	
<p>Third Side Conversation Role Play (Pg. 28)</p>	<p>To give participants an opportunity to practice their Third Side conversation before actually having it. To get feedback from their partner on what was effective and what requires change.</p>	<p>Facilitator Says:</p> <ol style="list-style-type: none"> 1. Participants should pair up. 2. You should decide who will go first and then explain your situation to your partner. 3. Next you should use your planning sheet as an aid and role play your Third Side Conversation for 10 minutes or so. 4. When you are finished your partner should give you feedback on what worked well and what needs improvement. 5. Then the pairs should switch, giving the other person a chance to go through the same process. <p><i>Total time allotted -- 30 minutes.</i></p>	<p>Filled out Third Side Conversation Planning sheet.</p>



Appendix IV

Detailed Day Plan for Facilitator

8:00 – 8:55	Introduction	55
8:00 – 8:15	Open the Session	15
8:15 - 8:20	Introduce the Subject	5
8:20 - 8:30	Constructive Conflict Exercise	5
8:30 - 8:50	Choose a General & Personal Conflict	20
8:50 - 8:55	Agenda for Rest of Day	5
8:55 – 10:30	The Emotional Balcony	95
8:55 – 9:05	Intro – Get up on Chair	10
9:05 – 9:10	Overview & The Challenge – 3 Elements	5
9:10 – 9:15	Managing Emotional Reactions	5
9:15 – 9:25	Triggers Exercise	10
9:25 – 9:30	Physical Clues	5
9:30 – 9:40	Effective Methods	10
9:40 – 9:50	Tables Share	10
9:50 – 9:55	How did we Accomplish that	5
9:55 – 10:10	Doesn't come naturally	15
10:10 – 10:25	Balcony pairs	15
10:25 – 10:30	Summary & Transition	5
10:30 – 10:40	Break	
10:40 – 11:45	The Rational Balcony	60
10:40 – 10:45	Managing your Logical Reaction	5
10:45 – 10:50	Story: 2 Men	5



10:50 – 11:05	Tree with Roots Exercise	15
11:05 – 11:10	Questions to help you get on the Rational Balcony	5
11:10 – 11:25	Rational Stakeholder Analysis	15
11:25 – 11:30	Questions that Help	5
11:30 – 11:35	Questions: Surrounding Community	5
11:35– 11:40	Summary & Transition	5
11:45 – 1:00	The Creative Balcony	70
11:45– 11:50	Creativity Skills Exercise	5
11:50– 11:55	Creative Story	5
11:55– 12:10	Getting on Your Creative Balcony	15
12:10– 12:15	Helping Others	5
12:15– 12:25	Exercise on Chairs	10
12:25– 12:30	How did we Accomplish This?	5
12:30– 12:50	Case Study Exercise	20
12:50– 12:55	Summary & Transtion	5
1:05 – 2:00	Lunch	
2:00 – 3:40	Third Side Roles	98
2:00 – 2:20	Personalizing the Third Side Exercise	20
2:20 – 2:35	Overview of Roles	15
2:35 – 2:50	Meta Exercise – Part A – Diagram Roles	15
2:50 – 3:05	Meta Exercise – Part B – Same Role Work	15
3:05 – 3:35	Meta Exercise – Part C – Listening & Questioning in Large Group	30
3:35 – 3:40	Summary & Transition	5
3:40 – 3:50	Break	



3:50 – 4:50	A Third Side Plan	60
3:50 – 4:10	Planning Sheet	20
4:10 – 4:30	Third Side Conversation Role Play	20
4:30 – 4:40	Next Steps for the Group	10
4:40 – 4:50	Video	10



Appendix V

Facilitator Preparation Checklist

- _____ Copy of the Third Side for reference (select some stories to share – particularly for creative balcony on page 20 of this guide)
- _____ Copy of Getting to Yes for reference and story of library and the window
- _____ Flip charts stand, pads (preferably “Post It” type), and markers
- _____ Overhead projector and transparencies or LCD projector
- _____ Research on general conflict to be used – with easy to read articles to be passed out
- _____ If you choose to do the staged conflict, plan this put and seek partners in order to make this seamless during the introduction
- _____ Pre select a case study of a conflict from the popular media to use during the creative balcony segment
- _____ Tent cards of all the Third Side roles for people to hold or place in front of themselves based on the role they play
- _____ Develop sample questions for each of the roles that you can hand out to people for the meta exercise

