



A2 ACTIVITIES TO REVEAL HIDDEN ISSUES

Do people feel safe?



Why use this activity?

This tool can help us to understand where and when people feel safe, and which places or situations they think are dangerous. It will also help to reveal whether there are any particular groups or organisations that people think of as dangerous or as a threat. Using this tool should help a group to answer the following questions:

- Are there places, groups or institutions that people think of as being safe and trustworthy?
Are there places, groups or institutions that people think of as dangerous?
- Do these places, groups or institutions depend on who you are - your gender, age, faith, social status or other quality that puts you into a certain group?
- Do these vary over time? For example, are they dependent on the time of day, period of the year or on a special event or occasion such as harvest or election time?
- What is it about these places or groups that people feel makes them either safe or dangerous?

This tool can be used with a group to help reveal and understand a conflict. It can also form part of a conflict analysis. See **Tool C2: Conflict analysis**.



A brief description

Women and men are separated into different groups. The groups look at a series of picture cards and decide whether they represent something that is safe, dangerous or neither. A discussion follows to further explore which people, places and institutions are considered safe or dangerous, by whom, when, and why this is.



You will need

- Large pieces of paper
- Copies of picture cards - ideally enough for one pack for each person who is taking part
- One male and one female facilitator



Timeline

1 hour



Awareness raising

Children & youth

Climate & environment

Conflict & peacebuilding

Corruption & governance

Disaster risk management

Discrimination & inclusion

Food & livelihoods

Gender & sexual violence

Health & HIV

Influencing decision-makers

Migration & trafficking

Water, sanitation & hygiene

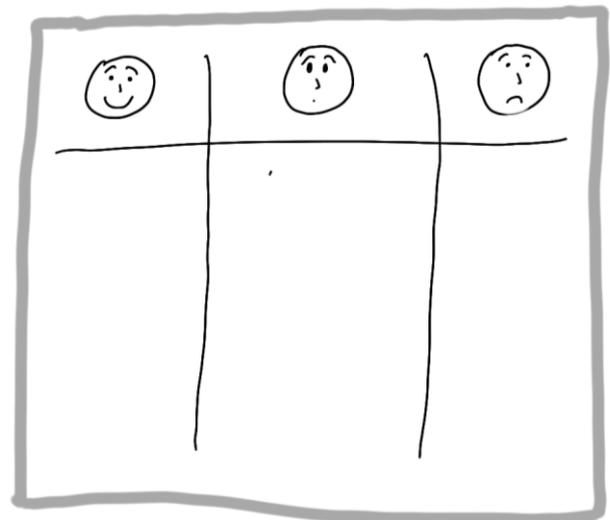
Please think carefully about this activity before carrying it out. It may be upsetting for people to think and talk about who or where they consider dangerous. For example, they or a loved one may have been harmed by that person or in that place. People will need to feel they can trust the people in the group they are sharing with, and not increase their vulnerability by sharing about their feelings. Any discussions need to be managed with wisdom and sensitivity. It is important that a man facilitates the men's group, and that a woman facilitates the women's group. The facilitators may also need to be of the same tribe, caste or culture (or of a trusted tribe, caste or culture) as the people involved in the exercise. We suggest that if the facilitators are from outside of the community, they should visit the community a number of times before carrying out this activity. The purpose of these visits would be to get to know the community leaders and others in the community.

The best facilitators are often those who have themselves been affected by the issue and have experienced change and forgiveness. Please see **Introductory tool: Facilitation skills** for more guidance on facilitation.



What to do

- Divide two large pieces of paper into three columns marking the first as "Safe", the second as "Neither" and the last one as "Risky" - alternatively you can draw happy, neutral and sad faces at the top of the columns.
- Divide the group into two smaller groups - one of men, one of women. The male facilitator will facilitate the activity with the group of men, and the female facilitator will do so with the group of women. Give each person a pack of picture cards face down and ask them to turn each card over and place it on the large piece of paper in whichever column they feel is most appropriate: "safe", "neither" or "risky". Don't tell them what each picture is, let them make up their own minds. Encourage them to use their immediate instinct and not to think too deeply about the process. Record which cards were placed in each column.



A2 DO PEOPLE FEEL SAFE?

- Once all the cards have been placed in a column, both facilitators can ask their group to explain what they thought that the picture on the card referred to, and why they put it in a particular column. As you do this it will begin to become clear where people feel safe and where they feel afraid. Use probing questions to explore who or what it is about these situations that causes people to be afraid. Press further to explore what might be motivating individuals or institutions to pose these threats. What might be their underlying interests, fears or concerns?



- During the discussion explore whether people's responses would vary with the time of the day or the time of year. Also ask whether there are any events or special occasions when they feel safer or more vulnerable.
- Bring the men and women back together to form one big group. Elect a spokesperson from each group to share a summary of the discussion with the other group.
- **What have we learnt?**
Ask the following questions:
 - What have we learnt about where and when different people feel safe and at risk?
 - Are there places where everyone feels safe? Why is this?
 - Are there places where everyone feels at risk? Why is this?
 - Are there places or people that only some people feel are safe or risky? Why?
 - What can be done to make our community a safer place?
- Ask the group for ideas of how the community can be made safer. This may include steps such as warning signs, arranging to go places with others rather than alone, or carrying whistles or other things that can make a loud noise.

Moving forward

- Draw the activity to a close, explaining any next steps. The next steps will depend on your context, as well as what the discussion has revealed. The group may want to take forward some of the practical ideas they came up with that would make the community a safer place. Or you may want to carry out more *Reveal* activities (see below for a list of related tools).

Awareness raising

Children & youth

Climate & environment

Conflict & peacebuilding

Corruption & governance

Disaster risk management

Discrimination & inclusion

Food & livelihoods

Gender & sexual violence

Health & HIV

Influencing decision-makers

Migration & trafficking

Water, sanitation & hygiene



Finding out more

- Tearfund (2013) Footsteps 92 – *Conflict and peace*
http://tilz.tearfund.org/en/resources/publications/footsteps/footsteps_91-100/footsteps_92/
- Tearfund (2003) Roots 4 – *Peacebuilding within our communities*
http://tilz.tearfund.org/en/resources/publications/roots/peace-building_within_our_communities/
- World Vision International (2006) A Shared Future: Local Capacities for Peace in Community Development - <http://reliefweb.int/report/world/shared-future-local-capacities-peace-community-development>
- Other resources from World Vision International, such as 'Making sense of turbulent contexts' and 'Do no harm' can be found at <http://www.wvi.org/peacebuilding>

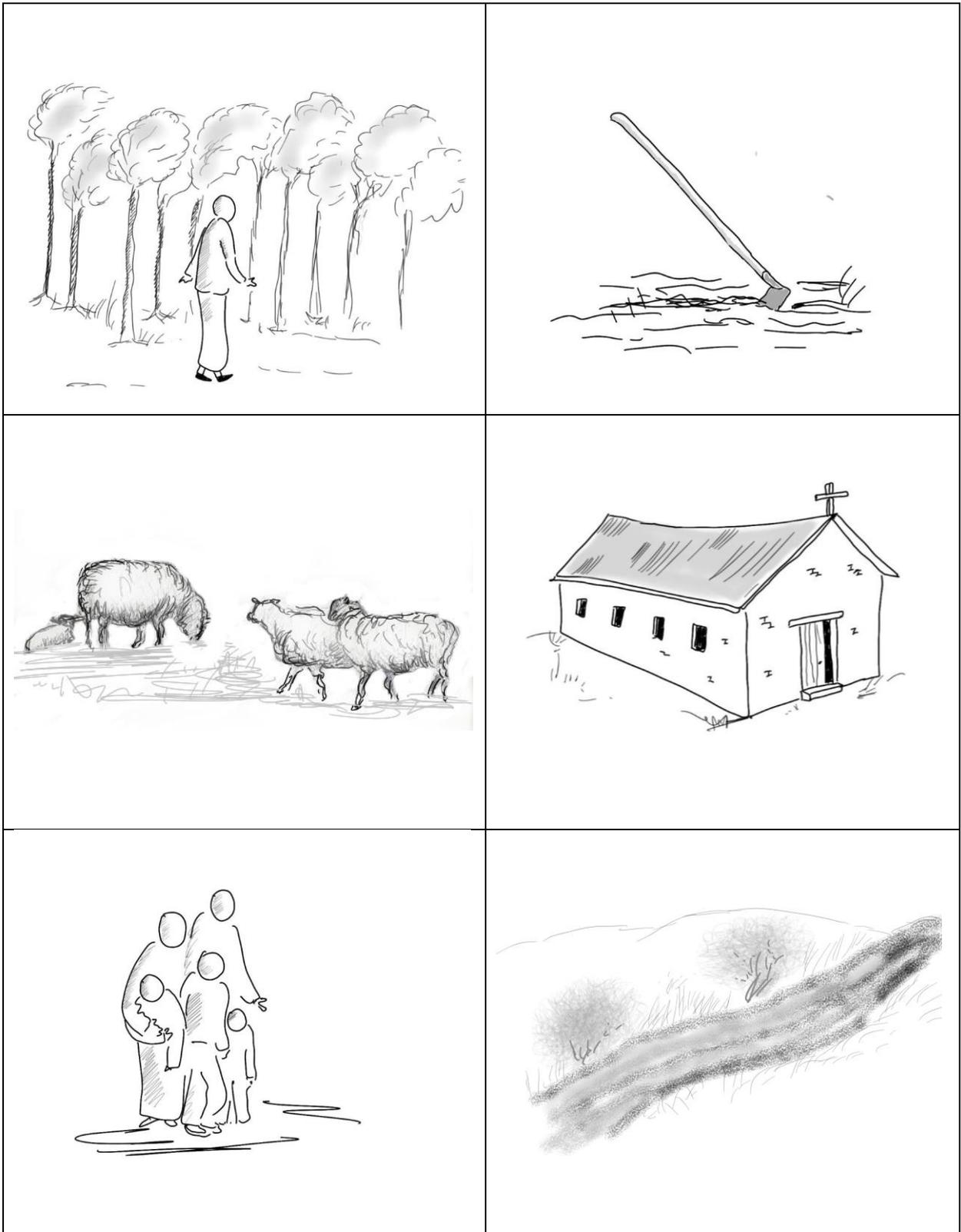
Related tools:

- A1 – Revealing conflict: information for facilitators [*A1: Conflict & peacebuilding-1*]
- A2 – Conflict timeline: revealing how conflict has changed over time [*A2: Conflict & peacebuilding-2*]
- A2 – Stakeholder matrix - understanding the people affected by conflict and the relationships between them - [*A2: Conflict & peacebuilding-3*]
- A2 – Understanding conflict attitudes, behaviours and context (ABC triangle) [*A2: Conflict & peacebuilding-4*]
- A2 – Conflict map [*A2: Conflict & peacebuilding-5*]
- B – Christ triumphs over conflict [*B: Conflict & peacebuilding-1*]
- B – Love your enemies (Bible study) [*B: Conflict & peacebuilding-2*]
- B – Unity in Christ (Bible study) [*B: Conflict & peacebuilding-3*]
- C2 – Conflict analysis [*C2: Conflict & peacebuilding-1*]
- C2 – Conflict sensitivity assessment [*C2: Conflict & peacebuilding-2*]
- C2 – Planning projects and actions – a conflict sensitivity checklist [*C2: Conflict & peacebuilding-3*]

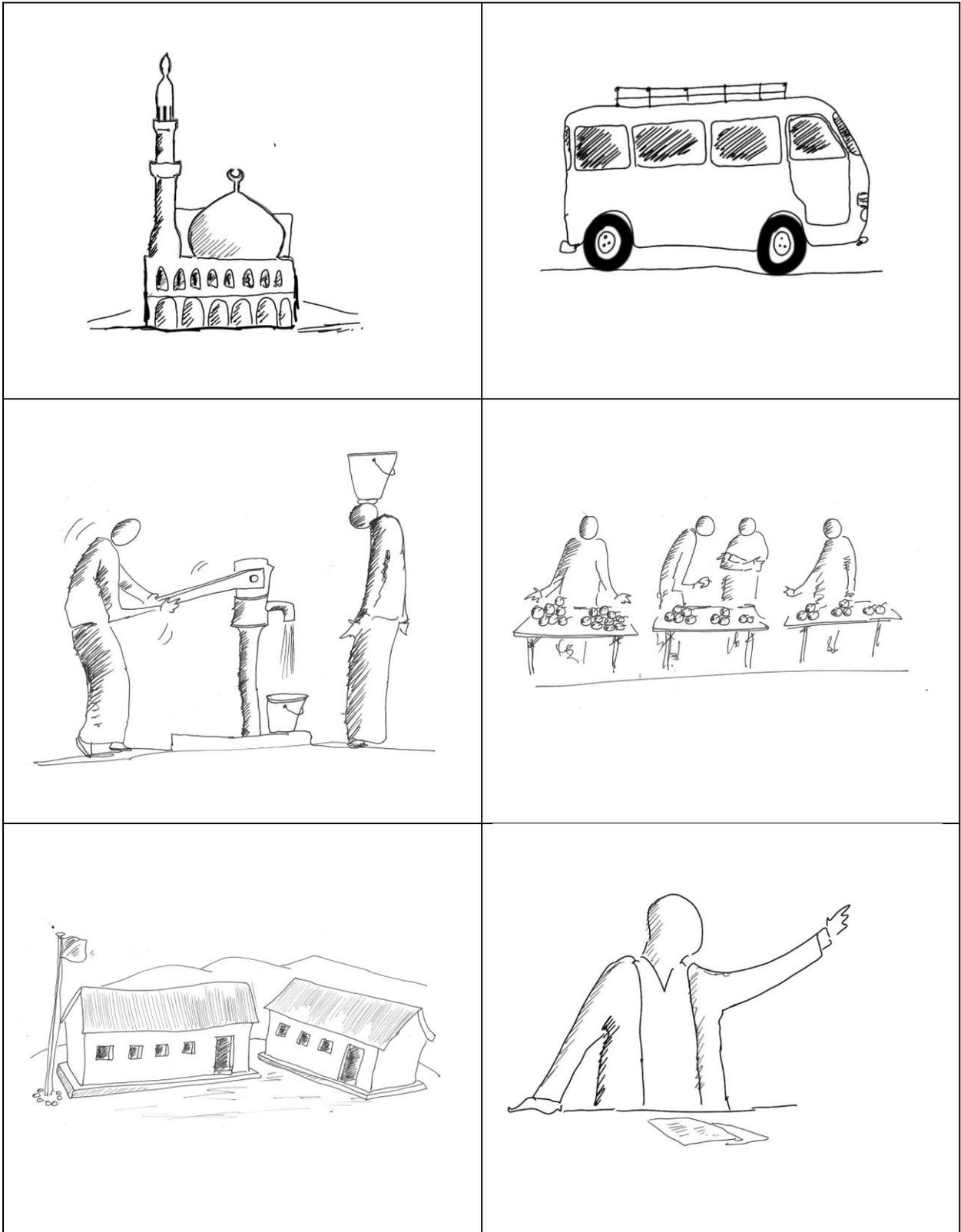
Awareness raising
Children & youth
Climate & environment
Conflict & peacebuilding
Corruption & governance
Disaster risk management
Discrimination & inclusion
Food & livelihoods
Gender & sexual violence
Health & HIV
Influencing decision-makers
Migration & trafficking
Water, sanitation & hygiene

A2 DO PEOPLE FEEL SAFE?

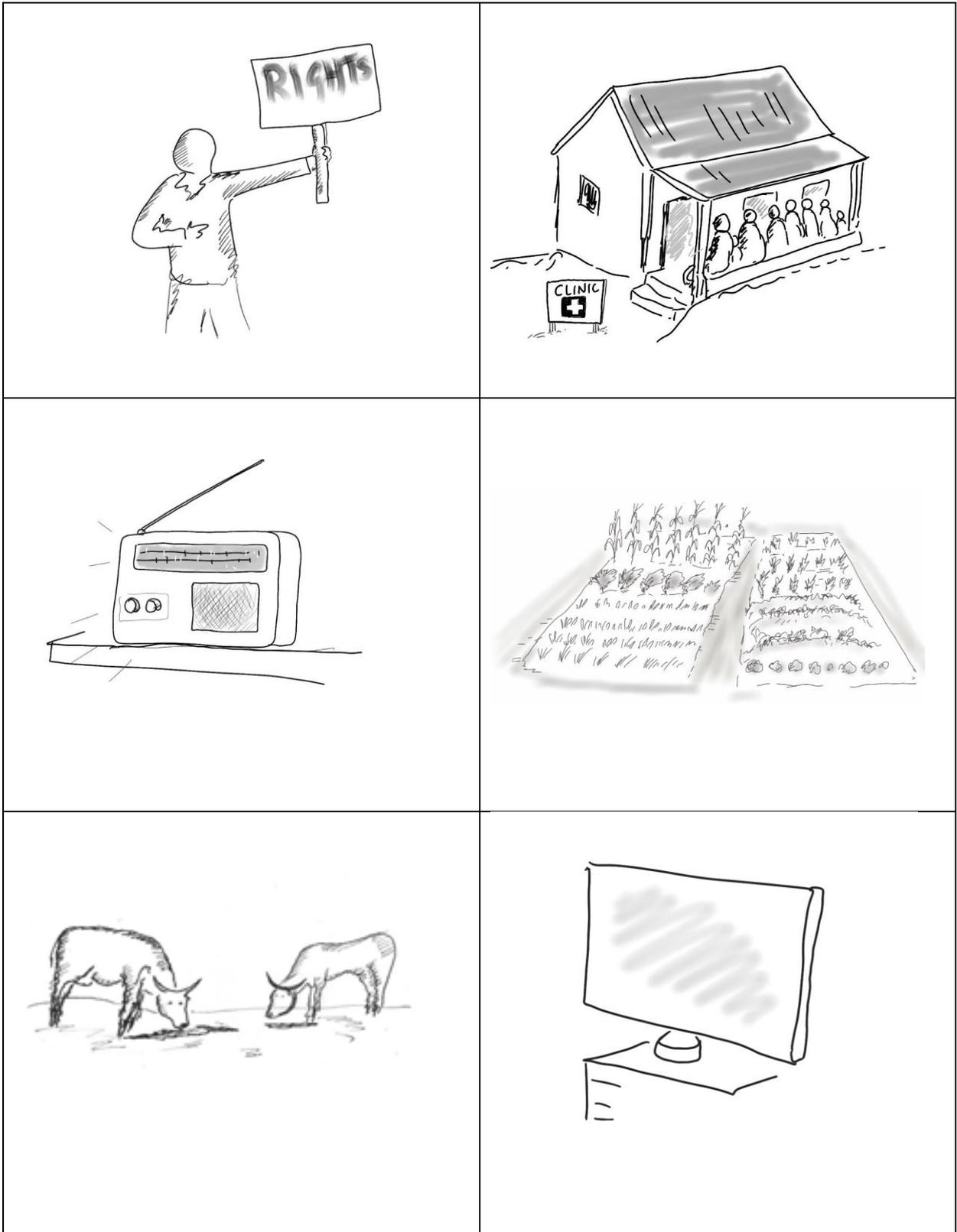
Print or copy these pictures and cut them out to create a pack of picture cards. There are blank boxes at the end to draw extra pictures that are appropriate for your context.



A2 DO PEOPLE FEEL SAFE?



A2 DO PEOPLE FEEL SAFE?



A2 DO PEOPLE FEEL SAFE?

