

Adolescents learn about and practice active listening.



## Activity Overview

### Purpose

Exploring complex topics related to active listening through role-playing.

### Objectives

Adolescents will be able to:

- ▶ Practice empathy through active listening

### Competency domains

Communication and expression; Empathy and respect.

### Works well for

Adolescents who are ready to explore the meaning of active listening in depth, and who feel comfortable performing role plays in front of each other.

### Phase

Connecting.

### Before

Recommended Peace and conflict. Use Role Play tool.

### After

Use active listening techniques through other activities, such as Practicing interview skills.

### Preparation

Prepare a demonstration role play in advance, using the scenario outlined below (see Step by Step), with the help of an adolescent volunteer. Use it to demonstrate helpful (active) and unhelpful listening techniques. Use role play tool.



## Active listening

1

Ask adolescents to sit comfortably on the floor and place the marker board where they can see it.

2

### ||| Facilitator says:

"What is the difference between hearing and listening?" Allow adolescents to discuss.

3

### Explain

- ▶ Hearing is something we do without thinking or trying. When we only hear something, we may or may not pay attention and remember it.
- ▶ Listening means paying attention and making an effort to remember and understand something.

4

### ||| Facilitator says:

- ▶ "Now [name of adolescent] and I are going to do a role play. Watch us and see how well you think I am listening."

Role play scenario: You (the facilitator) play the part of an older sibling. You are trying to study. The adolescent plays the part of a younger sibling. He or she is very excited to tell you about a move they saw during a football match on the playground that day. Act uninterested, as if you are trying to ignore your younger sibling and focus on your homework.

5

Complete the role play.

### ||| Facilitator says:

- ▶ "Was I listening to my younger sibling? How can you tell? What did I do to show that I was not listening?"

Ask adolescents to list examples that show someone is not listening. These may include: Not looking at the person nodding,

using other body language to show you are paying attention; and not using words that show you are interested and understand what the other person is saying.

6

Do the role play a second time, using the same scenario. This time behave as if you are interested in your younger sibling's story and listen carefully.

7

When the second round of the role play is completed,

### ||| Facilitator says:

- ▶ "Was I listening to my younger sibling this time? How can you tell? What did I do to show that I was listening?"

8

Ask adolescents to list examples that show that someone is listening and write them on the marker board. Try to include the following:

- ▶ **Show interest** through eyes and body language (Example: Nod and look at the speaker);
- ▶ **Ask questions** to show the speaker that you want to understand what they are talking about (Example: Have you ever seen him play football before?);
- ▶ **Summarize** what speaker says to show you understand (Example: It is amazing to score a goal from that far away!);
- ▶ **Don't interrupt** to start talking about something else; and
- ▶ **Reflect feelings** (Example: I can see why you were excited to see that team play so well!).

9

Divide the adolescents into groups of two and label one person A and one B.



# Active listening

## Explain:

They will interview each other and practice active listening techniques: The topic of the interview is: Who is a person you know and admire, and why do you admire them?

Give the adolescents two minutes to complete the first round of interviews, with As interviewing Bs. Then, without debriefing, ask them to stop and switch roles. Bs now interview As.

10

## Sharing and Take Away

Bring the adolescents back into a circle. Ask them to go around the circle and summarize what they learned from each other in their interviews.

## Discuss:

- ▶ Which active listening techniques did

11

## Explain:

- ▶ How does it feel when you are talking and someone uses active listening? Does it change the way you talk or tell your stories, or what you say?
- ▶ Do active listening techniques change anything for you as a listener?
- ▶ When someone listens actively we feel encouraged to say more, we can concentrate on what we are saying and we can express ourselves more clearly.
- ▶ When we use active listening techniques it is easier to feel interested in and remember what the other person says.

## Do & Don't

- ✓ Demonstrate both positive and negative examples of active listening.
- ✓ Discuss appropriate active listening behaviours in the local cultures and customs.
- ✗ Give adolescents an interview topic that requires them to talk about difficult experiences or memories.

## Adaptation

**Cultural context:** Use appropriate examples and descriptions of active listening for the local context. For example, in some local contexts making eye contact can be seen as disrespectful, and in others it is a sign of respect. In some cultures, making statements while the speaker is still talking can be a way to show encouragement and interest, while in others it may be seen as an impolite interruption.

## Environment

Indoor or outdoor space. Quiet.

## Improvise

- ▶ Let adolescents perform their own role-plays about active and non-active listening. Always end with a positive example of active listening.
- ▶ If adolescents are preparing to interview adolescents or adults outside their circle, help them to prepare by practicing their active listening skills.

## Continue

- ▶ Encourage adolescents to practice using active listening in their day-to-day conversations and to see if it changes or improves their interactions.
- ▶ Support adolescents in setting goals for using active listening in their own lives. If adolescents in the circle feel comfortable sharing personal stories with each other, take time during sessions to share their progress with each other.
- ▶ Explore how active listening can help adolescents to resolve or transform conflicts, and understand other people's perspectives and experiences, and to strengthen their empathy and tolerance.



## Active listening



Adolescents work in groups to create a model of a community they imagine.



 3/5

 1/5

 3/5

 30-45 min



## Activity Overview

### Purpose

Imagine and create a model of a community in which adolescents have all the opportunities and support they need to develop their competencies and pursue their goals.

### Objectives

Adolescents will be able to:

- ▶ Communicate ideas through drawing, building and modeling.
- ▶ Explore how physical and social environments can influence their development.
- ▶ Explore and set goals for how they can positively influence their communities.

### Competency domains

Hope for the future and goal setting; Creativity and innovation.

### Works well for

Circles in which adolescents can work well in small groups; Circles of adolescents who are discussing their goals for developing and using competencies.

### Phase

Connecting.

### Before

Adolescents should have had an opportunity to identify competencies that they want to develop and use, using the **Setting group goals** activities, or other activities such as **Our challenges, our solutions** and **Personal assets inventory**.

### After

If adolescents have made 'permanent' models of the community they envision (drawings or collages), keep them. If they have made temporary models (assembled out of found objects that are to be reused later for something else), keep them as long as possible, or summarize the key features of the community that adolescents identified as relevant for their competency goals. Use models or summary notes as a basis for further discussion and planning around the competencies they wish to develop, and their goals for using those competencies.

### Preparation

None needed.

**1**

Begin the activity with adolescents sitting together in a group or circle. Ask adolescents to recall the goals they set in previous sessions for competencies they wish to develop, and/or ways they would like to use those competencies to make positive changes in their own lives or communities. Write a few phrases or words that summarize their competency goals on the white board or a large piece of paper where everyone in the space can see it easily.

**2**

Divide adolescents into small groups. Give each group one large piece of paper.

**3****||| Facilitator says:**

"In this activity we are going to create a model of a community that you imagine. The community is a community in which adolescents like yourselves have all the opportunities and support they need to develop their competencies and pursue their goals."

**(Note:** Adolescents can focus on a specific set of competencies that are related to their group goals, or can explore all of the Ten Key Competencies in this activity, depending on the current focus of their activities.

In your imagined community...

- ▶ In what places do you learn competencies, and how do you learn them?
- ▶ In what places do you practice competencies, and how do you practice them?
- ▶ In what places do you explore competencies?
- ▶ Where are good places for reflection?
- ▶ In what places do you spend time with families? With friends? With other people?

**4****||| Facilitator says:**

You are going to use all of these materials to make your model. You can make a three-dimensional model in which you build models of the different places in your imaginary community, or make a flat model. (Note: Adolescents can create a 'permanent' model by taping or gluing items to their paper, or they can make a temporary model by resting items on their drawing and then discarding them later, after photographing the model and/or summarizing the most important community features that were represented on it.) Place the materials that adolescents will use to create their model in a location where all of the adolescents can access them, or distribute materials to each group.

**5**

Let adolescents draw and build their models for 20 minutes, or for as long as they seem interested and engaged, leaving time to debrief and share.

**6**

Ask the groups to finish their models. Hold a gallery walk in which all of the adolescents walk around the space to look at each other's models. If a camera is available, take photographs that you can use in adolescents' future discussions.

7

### Sharing and Takeaway:

Ask each adolescent group to present their model to the whole circle, and to explain the key features they included and why they are important for adolescents' development and use of competencies.

### Discuss:

What places in your imaginary community already exist in your own community?

- ▶ What are some other places that you imagined and that do not exist in your community, but that you imagined for this community?

- ▶ As you were doing this activity, what did you think or learn about how your environment can affect adolescents' development?
- ▶ What did you think or learn about how you (and adolescents like you) can or do shape your environment?
- ▶ What did you learn or think about how your environment can affect your ability to make positive changes?
- ▶ What did you learn or think about how your environment can help you?
- ▶ Is there anything in your imagined community that you could try to build in your own community?

### Do & Don't

- ✓ Let adolescents choose what features of their community to include or not include, even if they include or do not include places that a typical community might or might not have.
- ✓ Let adolescents represent key features of the community in their models in whatever way they wish.
- ✗ Tell adolescents what to include in their model, even if they leave out places you think are important.
- ✗ Rush to have a discussion about risks and dangers (e.g. safe evacuation routes, dangerous places to avoid) when adolescents are doing this activity for the first time. Instead, let them use this as an opportunity to explore their communities through their own eyes. However, you may wish to have a follow-up activity focusing on risks and safety if you think it is important for their protection.
- ✗ Push adolescents to share information about their own personal experiences if they don't want to. (Instead, ask them to describe a day in the life of a typical adolescent boy/girl or an adolescent boy/girl like them.)

- ✗ Ask adolescents to draw the community or place where they lived before a crisis that has affected them, or before being displaced (unless they suggest this themselves.)
- ✗ Don't include dangerous materials in the building project.

### Adaptation

If materials for drawing are not available, or if adolescents want a more active experience: They can create a temporary model with found items, placing them on the ground or floor.

If there are blind or visually impaired adolescents in the group: Create tactile models with three-dimensional features that all adolescents can explore with touch. (This is an easy adaptation if adolescents are creating three-dimensional models with small models of the different places their models represent.)

## Environment

Indoor or outdoor space. Quiet.

## Supplies

- ▶ At least one large piece of chart paper for every group of adolescents (or something else for them to draw on).
- ▶ At least one pen, pencil or marker for each adolescent.
- ▶ Found or discarded materials (that are clean and can be handled safely) such as: scraps of drawing or paper, discarded magazines or newspaper, discarded water bottles, discarded plastic bags, rocks, branches, leaves, scraps of cardboard, bottle tops, can tabs, plastic straws, string, rubber pieces, used bags from chips or snacks, tooth picks, tinfoil. Note: Be sure not to use hazardous materials of any kind.
- ▶ Other materials for creating a model: glue, scissors, tape.

## Improvise

Create models of other ideal spaces, whether smaller or larger: a school, a home, a park, a market, a country.

## Continue

Adolescents can work on new drafts of their models, practice their drawing or other art skills, and exhibit their work.

Adolescents can create a story about the imaginary community, such as the imagined history of the community and how it came to exist, or stories of the people who live in the imaginary community, and challenges they might take on and resolve together.

Use the models to catalyse ideas for community projects that they can take on together. For example, adolescents could identify a specific place in their community (unused space, school, park, community centre, community kitchen) and plan a project to make that place more like the place they imagined in their community.



Role-play non-verbal communication.



4/5



1/5



2/5



20 min



## Activity Overview

### Purpose

Learn and understand the meaning of non-verbal communication; Practice expressing emotions using only non-verbal communication through role play.

### Objectives

Adolescents will be able to:

- ▶ Understand how ideas or emotions can be communicated through nonverbal communication.
- ▶ Use nonverbal communication to communicate some of their own ideas and emotions.

### Competency domains

Communication and expression.

### Works well for

Adolescents who know what a role play is.

### Phase

Connecting.

### Before

Use the **role play** tool.

### After

Adolescents can discuss how they use non-verbal communication. They may be communicating without knowing it.

### Preparation

None needed.



# Communicating Without Words

1

## **Explain:**

There are different types of communication other than talking.

2

## **||| Facilitator says:**

"Crossing my arms in-front of me might mean something to you. Rolling my eyes might mean something to you. These are examples of non-verbal communication."

3

## **||| Facilitator says:**

"What other types of non-verbal communication can you think of?"

4

Call on volunteers to demonstrate some examples of things that can be communicated through gestures or body language. Ask the other adolescents to explain in words what the gestures or body language is communicating. Some examples include:

- ▶ Placing hands on hips.
- ▶ Placing hands over mouth.
- ▶ Turning your back to someone .
- ▶ Scratching your head.
- ▶ Smiling.
- ▶ Frowning.

5

## **Explain:**

Participants will get into smalls groups and create a short, two to five minute role play.

6

## **Explain:**

Each group will roll the emotion cube (where only members of the small group can see it). Each group will then work together to create a story about the emotion they rolled. They will start by imagining a character who is experiencing this emotion. Imagine who he or she is and why he or she is feeling that emotion. Now imagine a person in his/her life who is experiencing a different

7

## **Explain:**

The role play should tell a story using the character created and only non-verbal communication (no speaking!).

8

Give time for small groups to practice and prepare their role plays.

9

## **Sharing and Take Away:**

Ask groups to perform their role plays for the group. The audience watching the role play should try to guess what happened. What emotions were the characters experiencing? What did they communicate to each other?

10

## **Discussion:**

After the groups have presented their role plays, ask participants:

- ▶ Do you always notice when you are communicating non-verbally.
- ▶ Do you think others always notice when they are communicating non-verbally?
- ▶ How can being aware of both our verbal and non-verbal communication help us?



# Communicating Without Words

## Do & Don't

- ✓ Let participants decide how they will organize their role play.
- ✗ Correct participants or get angry if they use verbal communication as well as non-verbal during their role play.

## Adaptation

**Cultural context:** Use gestures and non-verbal communication examples from your country and cultural understanding.

## Environment

Indoor or outdoor space.

## Supplies

- ▶ Emotion cube.

## Improvise

Adolescents can choose specific scenarios to role play. One group can role-play only verbal communication questions and one group can role-play only non-verbal communication responses. This can be a game.

## Continue

Encourage participants to be aware of both their verbal and non-verbal communication. Participants can also observe others and tell them what nonverbal communication they see.



## Communicating Without Words



Create a story about making an important decision and the consequences of following different options.



2/5



4/5



4/5



30 min



## Activity Overview

### Purpose

Adolescents will practice decision making skills through thinking of a problem scenario and three decision options.

### Objectives

Adolescents will be able to:

- ▶ Find creative solutions to problems.
- ▶ Practice effective decision making.

### Competency domains

Critical thinking and decision making.

### Works well for

Adolescents who are learning how to solve problems.

### Phase

Connecting.

### Before

Practice with storyboarding can be helpful.

### After

Participants should continue to think through decisions and their possible outcomes. This process can be used when developing projects.

### Preparation

None needed.



1

Begin the activity by brainstorming the following questions:

**||| Facilitator says:**

“What are some important decisions that young people in this community need to make for themselves?” Let adolescents share a few examples. Encourage them to give examples of decisions made by adolescent girls, boys or both.

**||| Facilitator says:**

“Let’s imagine a young person about to make one of those decisions.” (Choose one of the types of decisions the adolescents shared).

2

**||| Facilitator says:**

“Is our character a boy or a girl? Where is our character at the moment when he/she’s about to make the decision? What is she/he thinking about? Who is around her/him and what is happening?”

**Facilitator note:** If adolescents are having trouble thinking of a scenario, use a scenario from the ‘improvise’ section.

3

**||| Facilitator says:**

“Now let’s think about different ways he/she can make this decision. Working in groups, your task is to draw different storyboards that tell the stories about different ways he/she can make this decision, and what might happen next. Don’t worry about choosing the ‘best’ decision as you draw your story – the goal of this activity is for us to think about different decisions and different outcomes.”

4

Divide the participants into small groups. Each group should work together to draw the story of how the character makes the decision, and what happens next. Give time for them to complete their drawings.

**Sharing and Take Away:**

Each group shares their drawings in a gallery walk.

**Ask:**

- ▶ Which of these decisions had the best outcome? Which had the worst? Can we rank them in order of best and worst decisions?

**Facilitator note:** Let adolescents disagree about which decision was the best one. Use any disagreement as an opportunity for adolescents to discuss and compare their different opinions and ideas.

- ▶ What makes a decision a ‘good decision’?
- ▶ What strategies did your characters use to try to make their decisions? What strategies worked best?
- ▶ Which of strategies could you use that might help you to make good decisions?

## Do & Don't

- ✓ Allow adolescents to draw storyboards about 'good' or 'bad' decisions.
- ✗ Push adolescents to talk about decisions they have made, unless they raise examples from their own lives themselves.

## Adaptation

Participants can write words on their storyboards to help explain their stories.

## Environment

Indoor or outdoor space.

## Supplies

- ▶ Paper and markers for each participant.

## Improvise

Use the following scenarios to create different decisions:

- ▶ A girl wants to attend adolescent circles, but her family would rather she stay home.
- ▶ A boy gets in an argument with a friend of his over money.
- ▶ A girl wants to make new friends in her community but doesn't know where to begin.

## Continue

Encourage adolescents to think about different options they have when they are faced with challenges or problems in the future.



Adolescents learn about and practice different strategies for handling and resolving conflict.



 4/5

 1/5

 4/5

 30 min



## Activity Overview

### Purpose

Explore complex topics related to conflict. Use role playing.

### Objectives

Adolescents will be able to:

- ▶ Explore strategies for dealing with conflict.
- ▶ Practice problem solving skills.

### Competency domains

Problem solving and managing conflict.

### Works well for

Adolescents who are ready to explore the concept of conflict in depth.

### Phase

Connecting.

### Before

Adolescents should have already begun to explore the concepts of conflict and peace, through Peace and conflict and other activities. Use Role Play tool.

### After

Adolescents can follow up by trying to use the different strategies they have learned to resolve conflicts in their lives.

### Preparation

None needed.

1

Ask the adolescents to sit in six small groups and place the marker board where they can see it.

2

**||| Facilitator says:**

"In one of our previous sessions we talked about conflict, and how it is a natural part of life. What are some negative things that come from conflict? What are some positive things that come from conflict?"

Allow the adolescents to discuss.

3

**||| Facilitator says:**

"Today we are going to talk about different strategies for handling conflict, and the different results - positive and negative - they can lead to."

4

Write the following six strategies on the marker board and carefully explain each one:

- ▶ **Aggression** means trying to force or intimidate someone to do things a certain way. Examples: Physical fighting, yelling, insulting.
- ▶ **Compromising** means that both sides give up a little bit of what they want, to try to find a middle point and solution.
- ▶ **Giving in** means that one person lets the other person have things the way they prefer.
- ▶ **Avoiding or delaying** means pretending there is no problem.
- ▶ **Appealing to an authority** means asking someone in a higher position (such as a leader, a judge, a teacher or another adult) to settle the conflict.
- ▶ **Collaboration** means trying to find a solution together. Collaboration usually includes finding common goals and hopes, listening and understanding each other's point of view, and suggesting creative ways forward.

5

Let the adolescents ask questions and help each other to grasp the concepts. Make sure they have a clear and accurate understanding of each strategy.

Assign one strategy to each group.  
Facilitator says:

**||| Facilitator says:**

"Each group is going to organize a role play focusing on one of these strategies. All of you will use the same conflict scenario, about two girls named Amina and Mary. Use your group's strategy to help Mary to resolve her conflict."

**Conflict scenario:** Amina and Mary both have younger brothers and sisters in primary school. Amina promises Mary that she will take Mary's younger brother home from school that afternoon when she goes to get her younger sister. This would give Mary time to meet with her study group to work on a school project. But when the afternoon comes, Amina tells Mary that she can't help her after all, because she has to go home early to do her homework.

6

Give all of the groups time to practice and prepare for their role plays. Encourage them to keep their role-plays short so that there is time for discussion afterwards.

7

Ask all of the groups to perform their role plays and then discuss which conflict strategies led to the best results.

8

**Sharing and Take Away:**

**Discuss:**

What were the advantages and disadvantages of each strategy?



9

### Explain:

There is no one right way to handle conflicts. However, some of the strategies can make conflicts better or worse. For example:

- ▶ **Aggression** can cause harm to people, their lives and their feelings.
- ▶ **Compromising** can result in an agreement that reduces anger and frustration (if both people think it is fair). However, a compromise may not last if neither person is happy with it.
- ▶ **Giving in** means that one person's voice is not heard. That person may remain frustrated and the conflict could arise again. Also, when one person gives in the other person does not have the chance to learn from their perspective – and may not even realize there was a conflict. Giving in can work well if one person decides that they actually agree with the other person's point of view (this is also a kind of collaboration).
- ▶ **Avoiding or delaying** also means the conflict is likely to come up again in the future, and may become more difficult over time. However, sometimes a short delay can give both people a chance to cool down and think about solutions.
- ▶ **Appealing to authority** does not give the two people involved in the conflict a chance to be part of the solution or

to rebuild their relationship. However, sometimes it can help to ask an authority to step into a conflict if both people are unable to find a solution that works, or if the conflict may lead to harm for either person.

- ▶ **Collaboration** can be a very good way to resolve a conflict because it can lead to a solution that works for both people. When two people collaborate, they can also rebuild trust and good feelings. It can be challenging to collaborate, especially if one person in the conflict doesn't want to, or if both people don't trust or feel good about each other.

10

Give the adolescents some Take-Away questions to think about after their session:

- ▶ Look at how the different people you see deal with conflict, and which strategies they use. See whether the strategies lead to positive or negative results for the people involved.
- ▶ Reflect on the strategies you use in the conflicts in your life. What results do you get?
- ▶ Think of a different strategy you would like to use the next time you are in a conflict. (If adolescents are interested, take time in follow-up sessions to reflect on how well they have used that strategy, and what may have changed as a result.)

## Do & Don't

- ✓ Make sure that the adolescents understand the six strategies for handling conflict, and the advantages and disadvantages of each.
- ✓ In follow-up sessions, discuss ways that adolescents can constructively explore a conflict that has affected them (if they want to do so).
- ✗ Ask adolescents to describe specific conflicts they have experienced if they don't want to do so.
- ✗ Allow adolescents to discuss conflicts they have witnessed that involve people that adolescents in the circle know --Community members may start to distrust adolescent circles if they feel that they are being talked or gossiped about. If adolescents are very concerned about conflicts they have witnessed, consider ways to engage them in a constructive dialogue with others in the community.
- ✗ Refer to complex conflicts, or conflicts that have deeply affected adolescents' lives or communities. Instead, use simple, neutral examples to build a basic understanding of the concepts.

## Adaptation

**Take more time.** If adolescents want or need more time to finish the activity, continue with the role plays in a follow-up session. Take time to explore each strategy in-depth as long as adolescents remain interested and engaged.

**Cultural context:** Discuss how conflicts between individuals or groups are resolved through adolescents' cultural traditions. Explore whether these traditional processes are related to any of the six strategies.

## Environment

Indoor or outdoor space with minimal distractions, where adolescents can rehearse and perform their role plays.

## Supplies

- ▶ A marker board or at least three pieces of flip chart paper.
- ▶ Markers.

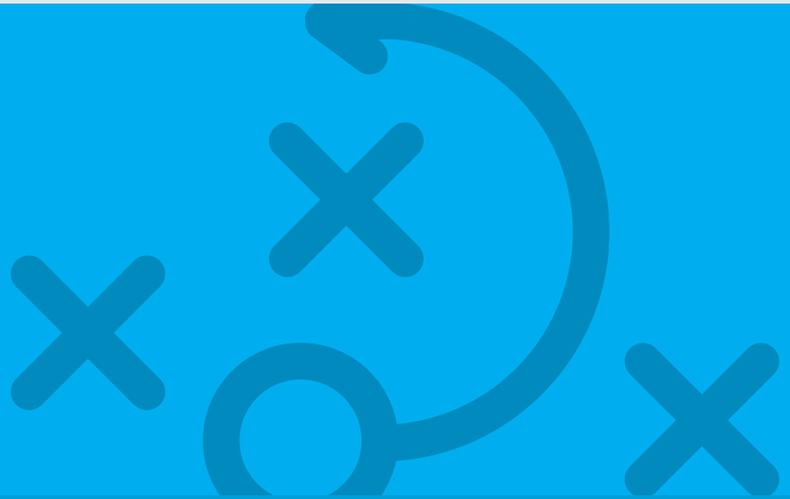
## Improvise

Adolescents can create a poster campaign to discourage their peers from using negative strategies to resolve conflicts, and to promote constructive strategies.

## Continue

- ▶ Encourage adolescents to think about how they and the people around them deal with conflicts, and support them to set goals for using the positive conflict management strategies in their lives. If adolescents in the circle feel comfortable sharing personal stories with each other, take time during sessions to share their progress with each other.
- ▶ Repeat the activity with different scenarios so that adolescents can continue to practice different strategies for handling conflict (if they are interested).
- ▶ Adolescents can transform their role play into a full-length drama. They could organize several skits to educate their peers about strategies for handling conflict and promote constructive behaviour. Alternatively, they could create a longer play based on a conflict that affects two or more characters.
- ▶ If adolescents want to understand a specific conflict that they have witnessed or that has affected their lives, plan activities that will help them to explore the conflict constructively and contribute to a positive solution.

Adolescents think of and use strategies to encourage more adolescents in their community to join their circles.



 4/5

 1/5

 4/5

 30-40 min



## Activity Overview

### Purpose

Use role playing and dialogue to encourage adolescents outside their circles to join in.

### Objectives

Adolescents will be able to:

- ▶ Empathize about others' situations.
- ▶ Express ideas through role play and dialogue.

### Competency domains

Communication and expression; Empathy and respect.

### Works well for

Adolescents who feel comfortable and ready to interact with others outside their circles; Adolescents who want to promote positive activities for their peers.

### Phase

Taking Action.

### Before

Recommended follow up to the **Our environment** or **Our challenges, Our solutions** activity, focusing on identifying adolescents in their communities who may face challenges to participating in activities.

### After

Adolescents should have an opportunity to reach out to others. They may also use related activities such as **Forming problem and opportunity statements**, **Practicing Interview Skills**, **Community Dialogue** and **Plan a project** to carry out initiatives to encourage their peers to participate in programmes or services, or to make programmes and services more accessible.

### Preparation

Have blank cards ready for each group.

1

**Facilitator says:**

“Who are some young people your age who are not participating in this programme, or other programmes or services in the community?”

**Facilitator Note:** They could focus on adolescents who have not joined their circle, or others who are not participating in services such as school or health care. Give the adolescents a minute to think of answers..

2

**Explain:**

Participants will be given a card. On one side of the card, give an example of a category of adolescents who are not participating in or accessing programmes or services. On the other side, give a challenge or a reason they might not be participating.

3

When adolescents are done they should place their cards in the middle of the circle

4

**Explain:**

As a group, adolescents should organize the cards into groups of related categories having to do with the groups of adolescents they have identified. Support adolescents in using positive terms to refer to those from different groups, and avoid insulting terms.

5

**Facilitator says:**

“Now we are going to choose 5-7 categories of adolescents who are not participating in or accessing programmes or services.”  
Adolescents should choose 5-7 categories.

6

Organize adolescents into small groups. Each group should prepare a role play in which they hold a dialogue between the adolescent from the circle and the adolescent who is not participating in or accessing programmes.

7

**Explain:**

In their role play they should discuss reasons why one does not participate in or access services, and how to improve the situation. The adolescent from the circle should try to convince the other to join programmes or use services.

8

**Sharing and Take away**

Each group of adolescents should perform their role play.

9

**Discuss:**

- ▶ What are some reasons why some adolescents don't participate in or access programmes or services?
- ▶ What could we do to support more adolescents in joining and using these programmes and services?

10

Agree to a possible action plan, and steps they will take in the next session.

## Do & Don't

- ✓ Encourage adolescents to think of one type of programme or services, including Adolescent Circles, to make the discussion more focused.
- ✓ Encourage adolescents to think about all types of adolescents their own age, including those who may be least visible, such as those with disabilities or those who are married.
- ✗ Allow adolescents to use insults or rude remarks when discussing adolescents whom they consider different.

## Adaptation

Organize adolescents into small groups with both girls and boys, or into pairs of older and younger adolescents, if this will help them to feel more secure and comfortable as they reach out to others in their community.

## Environment

Indoor or outdoor space. Quiet.

## Supplies

- ▶ Blank cards for groups.
- ▶ Pens, pencils, or markers (one for each adolescent).

## Improvise

Instead of conducting role plays, adolescents can use the **Preparing interview questions** activity to prepare for outreach interviews to other adolescents.

## Continue

Support adolescents in carrying out their initiative to support more adolescents in participating in and accessing programmes and services. They could:

- ▶ Organize an advocacy campaign to encourage more adolescents to join their programmes
- ▶ Work with community members such as coordinators, managers and local leaders to develop adaptations programmes and services for adolescents so that they are more accessible





Adolescents gather stories by interviewing adults in their communities.



3/5



1/5



4/5



45 min



### Activity Overview

#### Purpose

Interview community members and learn about their personal stories.

#### Objectives

Adolescents will be able to:

- ▶ Empathize with others.
- ▶ Communicate and listen effectively.

#### Competency domains

Identity and self-esteem; Communication and expression; Empathy and respect.

#### Works well for

Circles where adolescents can sit together and work on activities as a large group, whether they are just getting to know each other, or already know each other well.

#### Phase

Connecting.

#### Before

Adolescents should have identified an adult in the community and asked them to think of a story to share. Facilitators and adolescents can begin this as part of the Take-Away step at the end of a session.

#### After

Keep adolescents' notes, drawings or other records of the stories they gathered, and use them for future arts or innovation projects.

#### Preparation

Adolescents may wish to use the **Practicing interview skills** activity to prepare.



## Gathering stories

1

### Explain:

Participants sit in pairs, with enough space around them to be comfortable. They should have a piece of paper and something to write with.

2

### Facilitator says:

"Please close your eyes for a minute and think of a time that an older person told you a story. Maybe it was a true story about something that happened to them, like something that they remembered from own childhood. Or maybe it was a traditional story from their culture."

3

Give the adolescents a few moments of silence to think and reflect. If children like to write or draw, they can write down the story in their journal (if they have one).

4

Ask for volunteers to stand and share their stories, and encourage the other participants to be active and supportive listeners. Allow as many adolescents as possible to share their stories, leaving 10 minutes at the end of your time for discussion.

### Sharing and Take away

Each group of adolescents should perform their role play.

5

### Discuss:

- ▶ Why do adults like to tell stories to children and young people?
- ▶ Why do you think you remembered these stories?
- ▶ What do we gain by listening to stories?
- ▶ What makes stories helpful or interesting?

6

### Explain:

- ▶ Adults often tell stories to young people to teach them important lessons.
- ▶ Adults may want to make sure that young people remember important things about their tradition or history.
- ▶ Sharing stories can be a fun way for adults and young people to connect and enjoy time together.

7

Divide adolescents into groups of two and ask them to write interview questions.

8

### Facilitator says:

"You are going to gather a story from an adult (or another person) in your community. It can be a true story and/or a traditional story. Think of an adult in your community whom you respect or like. It can be someone you know well, or someone you don't know well. Your task is to conduct an interview with them and ask them to tell you a story. Your challenge now is to develop questions you can ask to help that person to tell you a good story."

9

Bring the adolescents back into a circle. Ask the adolescents to share the interview questions they wrote.

### Possible discussion points:

- ▶ An interview with someone who tells you a story may be different from other kinds of interviews. You may not need to ask many questions – just give them space and time to talk.
- ▶ You may find it helpful to ask follow-up questions during or after an interview. This may help people to share more details and information so that their story is easier to understand.
- ▶ Be sure to listen actively during the story. Show the storyteller that you are interested so that they feel encouraged.



## Gathering stories

10

Working in the same pairs, ask the adolescents to write a plan for how they will interview an adult in the community. This should include how they will invite the adult for an interview, and what questions they will ask.

Discuss tips for writing their plans:

- ▶ Invite the adult to tell their story. Explain why you are asking them to tell a story, and show your interest and respect. Make sure the adult knows how you will use their story and that they give their permission for you to do so.
- ▶ Choose a time and place that is convenient and comfortable for you and the adult. Make sure you have plenty of time.
- ▶ Help the adult to think of a story in advance. Give a suggestion if you have a story in mind, and/or brainstorm together about ideas for a story.

11

- ▶ Don't push the adult to remember or tell stories about difficult experiences if they don't want to. If you think the adult wants to tell a difficult story, make sure you are comfortable hearing it.

12

Give adolescents the time they need to complete their interview questions and plans. Check in with all the pairs to make sure they have a plan, and be ready to give additional support if they need it to carry out their interviews.

Motivate participants by telling them that they will hold successful interviews and gather good stories!

### Do & Don't

- ✓ Review adolescents' interview questions and plans together, to make sure they are prepared and that their plans are realistic.
- ✓ Offer to join and watch adolescents' interviews if they want you to.
- ✓ Check whether adults and adolescents are exploring personal, sensitive or difficult memories together. Make sure that they don't feel pushed to talk or hear about difficult topics. Step in and offer alternative topics if necessary.
- ✓ Make sure that the adolescents have time to arrange and conduct interviews.
- ✓ Talk with the adults who have agreed to share their stories. Make sure that they understand the purpose of the activity, and that they give their permission for adolescents to use and share their stories afterwards.
- ✗ Recommend that adolescents ask adults to share a difficult memory or any story that is very personal or private - If adults and adolescents have lived through crises, adolescents should not ask them to talk about that experience.



## Adaptation

**Low literacy:** Instead of writing their questions, adolescents can memorize them or use drawings as reminders. They can also use drawings to make notes during the interview itself.

**Simplify:** For younger adolescents, planning and carrying out interviews outside of the session may be too complex. Work with the adolescents to identify adults who may be good storytellers. Invite those adults to a circle session, and ask them to tell their stories to the entire group.

## Environment

Indoor or Outdoor space.

## Supplies

- ▶ At least one large piece of chart paper for every group of adolescents (or something else for them to write or draw on).
- ▶ At least one pen, pencil or marker for each adolescent. If adolescents are preparing to interview adolescents or adults outside their circle, help them to prepare by practicing their active listening skills.

## Improvise

Adolescents can focus their story gathering exercises on specific kinds of stories, such as:

- ▶ Traditional stories, lessons, or fables from their local cultures.
- ▶ Memories from childhood (if not too personal, difficult or sensitive).

Adolescents can gather and share their own stories, based on their recent experiences or memories. For example, they can focus on stories that they would like to tell to even younger children.

Adolescents can also gather and share stories from younger children, based on their experiences, memories and imaginations.

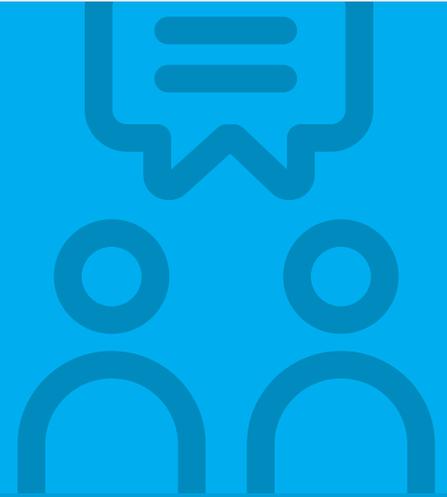
## Continue

After adolescents have gathered stories they can use them to:

- ▶ Create cartoon strips or picture books.
- ▶ Create and perform oral stories or poems.
- ▶ Create plays or dramas.
- ▶ Create a fable, by changing the main characters into animals or imaginary people, or changing the setting.



Adolescents conduct an interview with someone in their community and write a short report or story.



4/5



3/5



3/5



1-2 hours



## Activity Overview

### Purpose

Interview adults in the community.

### Objectives

Adolescents will be able to:

- ▶ Communicate and express ideas through writing.
- ▶ Listen and communicate to others.

### Competency domains

Empathy and respect.

### Works well for

Adolescents who can move safely outside the activity space, and who feel comfortable interacting with new people in their community; Adolescents who have learned and practiced skills related to interviewing, active listening and understanding different perspectives.

### Phase

Connecting.

### Before

Practicing interviewing skills.

### After

Adolescents can follow-up by writing about the people they meet, or creating drawings or paintings to describe them.

### Preparation

The facilitator should assess whether it is safe for adolescents to move outside of their activity space and to interact with new people.



1

## Facilitator says:

"Today you are going to practice interviewing skills by conducting a short interview with someone you don't know well. This is an experiment and a challenge. You may learn something interesting or important from a new person, or you may just have a short conversation."

2

## Explain:

Participants will prepare a few short interview questions: Tell them to try to think of interview questions that will encourage someone to share a story or idea that is important to them, but don't ask anything too personal or difficult. Share some examples:

- ▶ Who is the most important person in your life right now?
- ▶ What is the most important lesson you ever learned?
- ▶ What makes you happy?

3

Ask the adolescents to prepare what they will say before and after the interview and give them the following tips:

- ▶ Introduce yourself and explain that you are doing a project.
- ▶ Ask permission to conduct an interview, and respect their decision if they refuse.
- ▶ Answer any questions they may have.
- ▶ Go ahead with your interview questions when they are ready.
- ▶ Take notes while you are listening.
- ▶ Use active listening techniques to pay attention and show your interest.
- ▶ Thank them when the interview is finished. If you enjoyed your interview or learned something important, say so.

4

▶ Ask the person for permission to use their name and to share what you have learned from them with others in a creative writing piece or an artwork. If they say no, respect their decision.

▶ Give the person you interviewed another chance to ask questions.

▶ Thank them again for their time.

4 Divide the adolescents into groups of two and ask them to rehearse their interviews, beginning from the moment they approach their interviewee.

5

5 When the adolescents are ready, they should leave the activity space to look for adults or other young people to interview, staying in pairs. Go with them and support them. Be available to explain the purpose of the activity to others if necessary.

6

6 When adolescents have completed their interviews they should return to the activity space. They can write a short report or story about the answers to their interview questions, using their interviewees' words.

7

## Sharing and Take Away:

### Discuss:

- ▶ How did it feel to interview strangers? What was enjoyable about your experience? What was difficult?
- ▶ How did people react when you asked to interview them? Do you think they enjoyed being interviewed? Why or why not?
- ▶ Did you learn anything new about the people in this community? Did this change the way you feel about the community?



# Humans of our community

## Do & Don't

- ✓ Check adolescents' interview questions and make sure they are appropriate - Suggest questions if they are have trouble thinking of good ones.
- ✓ Listen and observe adolescents when they are rehearsing in pairs - Make sure they are ready to conduct interviews with new people before they leave the activity space.
- ✓ Actively support adolescents when they conduct their interviews.
- Let adolescents discuss both their positive and negative experiences with interviewing
- ✗ Push adolescents to conduct interviews if they don't feel ready or safe interacting with new people outside their activity space.
- ✗ Intervene in interviews unless the adolescents need support.

## Adaptation

Adolescents can prepare for their interviews during a session, then conduct their interviews at a different time.

## Environment

Indoor or outdoor space to prepare for the interviews, then move outside and find people to interview.

## Supplies

- ▶ Writing paper or a notebook.
- ▶ Pen or pencil for each adolescent.

## Improvise

Adolescents can describe their interviews in different ways. They can:

- ▶ Photograph the people they interview (if digital cameras are available);
- ▶ Draw or paint portraits of the people they interview;
- ▶ Create storyboards about the interviews.

Adolescents can focus their interviews on a challenge or an opportunity that people in the community face. Use these interviews as a first step toward designing new ways to address that problem or opportunity, using problem statements, brainstorming, prototyping and other innovation-related activities.

## Continue

- ▶ Adolescents can create an exhibition about the people they have interviewed and what they learned from them. If they have focused their interviews around one issue, this can be the theme of the exhibition.
- ▶ Adolescents can organize a community dialogue based on the theme of their interviews (and exhibition). See the **Community dialogue** activity.



## Humans of our community





Create a story about an important leader using storyboarding or writing.



🔋 2/5

📄 4/5

🔗 3/5

🕒 30 min



## Activity Overview

### Purpose

Discuss and learn about leadership qualities; Create stories about leadership moments and acts.

### Objectives

Adolescents will be able to:

- ▶ Describe some characteristics of a leader.

### Competency domains

Creativity and innovation; Leadership and influence.

### Works well for

Adolescents who can write well and have practice creating storyboards.

### Phase

Connecting.

### Before

Prepare material for storyboards and/or writing stories.

### After

Discuss leadership and developing leadership skills.



# Leadership Story Telling

1

## Facilitator says:

"Think of a person you know who is a leader even though they aren't in an official leadership role."

Give time for adolescents to think of an example write it down on a piece of paper or in their notebooks.

2

On the marker board write: This person is a leader because...

## Facilitator says:

"What makes them a leader? What qualities do they have?"

Ask adolescents to finish the sentence on their paper or notebook.

3

## Explain:

Participants will create a story about this leader either by writing or by creating a storyboard. The story should involve a moment or situation when the person showed leadership.

4

Give participants time to draw their stories.

5

## Sharing and Take Away:

After participants have finished creating their stories, invite volunteers to share using a gallery walk, or by presenting and telling their stories.

6

## Discuss:

- ▶ Why did you choose this person as a 'leader'?
- ▶ What qualities do all of these leaders have in common? Examples (positive, friendly, patient, kind, hard-working).
- ▶ Which of these leadership qualities would you like to develop?

Ask participants to write a personal goal statement in their notebook that begins,

"I would like to be more of a leader by..."

They can keep their goal statement for future reference.

## Do & Don't

- ✓ Let participants choose a leader.
- ✓ Let participants choose if they want to write their story or create a storyboard.
- ✗ Choose the leaders for participants.
- ✗ Let participants choose political leaders or official leaders, since the goal of the activity is to think of leadership qualities that people in non-traditional leadership positions have.
- ✗ Require adolescents to share their personal goal statements.

## Adaptation

**Low-literacy:** Let participants draw pictures of their chosen leader and/or use pictures to create a story about that chosen leader.

## Environment

Indoor or outdoor space.

## Supplies

- ▶ Paper for each participant.
- ▶ Pencils for each participant.
- ▶ Coloured pencils for participants who are drawing.

## Improvise

Adolescents can act out the stories they create in a role play.

## Continue

Ask participants to continue to think about leadership skills they would like to have and develop. Explain to participants that leadership skills can be practiced and developed over time.



Adolescents identify challenges that they face and explore ways to cope with them through role plays.



## Activity Overview

### Purpose

Identify and brainstorm challenges, then role-play the challenges and discuss ways to cope.

### Objectives

Adolescents will be able to:

- ▶ Explore ways to solve problems.
- ▶ Express feelings about personal challenges.

### Competency domains

Problem solving and managing conflict; Critical thinking and decision making; Leadership and influence.

### Works well for

Circles where adolescents are ready to work together and can hold a basic group discussion; adolescents of any age.

### Phase

Connecting.

### Before

Setting group rules in advance will help adolescents to listen to each other's ideas supportively and respectfully. **Role Play** tool.

### After

In the Take Away step of the session, adolescents can summarize strategies they think might work for facing challenges and how they might try to use them in their own lives. Keep the list of challenges identified by the adolescents for future discussion. Adolescents may find it helpful to explore the challenges they identified in this activity by exploring each of them in separate sessions, and/or taking more time to improve their role plays.

### Preparation

None needed.



## Our challenges, our solutions

1

Ask adolescents to sit together in pairs or groups of three.

2

**Facilitator says:**

“What are some of the challenges girls and boys your age experience in this community?”

3

Ask them to write or think of specific examples. Who is the most important person in your life right now?

4

At the top of the marker board write: BOYS BOTH BOYS AND GIRLS GIRLS (or draw pictures to represent those).

5

Ask the adolescents to share their ideas. Write their answers on the marker board (or draw pictures to show the challenges)

6

**Explain:**

Participants will choose one challenge that they would like to explore during the day's session. Ask three or four adolescents to volunteer to do a role play about the challenge. **(Alternative:** If adolescents are already familiar with role plays, organize all of them into groups of four or five, and each group can do a role play about a different challenge).

7

Ask one of the adolescents in the role play group to act the part of a boy/girl character facing the challenge they have chosen. Choose some characteristics for the character, including a name, an age and

anything else. (Do not use the real name of that boy or girl). Ask everyone else to suggest other characters in the role play. Ask questions such as: What other people might be involved in creating this challenge for this boy or girl? What other people might be part of this character's life? How should the drama start? Where should the main character be? What should he/she be doing?

8

Give a cue to the adolescents to start improvising their role play. Use the Role Play tool for ideas.

9

Repeat the role play two or three times, or more if the adolescents are still engaged. Suggest that the adolescents improvise with different characters, scenarios and strategies for facing the same challenge.

10

**Sharing and Take Away**

**Discussion:**

For the role plays:

- ▶ What were some of the strategies that these characters used to face their challenges?
- ▶ What resources and strengths did these characters have to face these challenges?
- ▶ Would these strategies work in real life? How can we adapt these strategies so that we can actually use them?



## Our challenges, our solutions

### Do & Don't

- ✓ Encourage adolescents to focus on basic challenges that young people like them face in their navigating their daily lives, not on broader political or economic problems that are difficult to resolve.
- ✓ Acknowledge and discuss the positive strategies that adolescents demonstrated during their role plays, and encourage adolescents to connect these to positive ways that they can face challenges in real life.
- ✓ Take immediate action if adolescents discuss serious threats to their safety or wellbeing.
- ✗ Encourage adolescents to discuss major challenges that are overwhelming or discouraging. This strong recommendation comes from facilitators who have tested this activity with adolescents affected by protracted conflict.
- ✗ Ask adolescents to discuss or reveal challenges they face in their own lives, or base the role plays on members of the circle or other real people in their community.
- ✗ Lecture or correct adolescents by telling them which strategies are right or wrong for addressing the identified challenge. Instead, base the discussion on the strategies they suggest or demonstrate through their role plays.

### Adaptation

**If adolescents already have experience creating role plays:** They may not need very much guidance, so just give them basic instructions and let them go ahead on their own.

### Environment

Indoor or outdoor space.

### Supplies

No supplies are needed for this activity, but adolescents may enjoy gathering materials to use as props in their role plays.

### Improvise

Adolescents can explore the challenges they face, and ways to address them through:

- ▶ Drawing, singing, storytelling, dancing or any other type of creative expression.
- ▶ Holding dialogue and discussions with adults to share their concerns and look for solutions together.

### Continue

Adolescents can use their learning about challenges to:

- ▶ Develop plans for group projects (especially during the Taking Action cycle).
- ▶ Design or imagine tools or inventions that can help them.
- ▶ Develop their role plays into longer plays, or other types of performances.
- ▶ Create drawings, posters or displays.



## Our challenges, our solutions





Adolescents work in groups to create drawings that describe their environment.



## Activity Overview

### Purpose

Create drawings that describe the environment by working in groups; Map the community.

### Objectives

Adolescents will be able to:

- ▶ Build awareness of their surroundings.
- ▶ Communicate ideas through drawing.

### Competency domains

Identity and self-esteem; Communication and expression; Empathy and respect.

### Works well for

Circles where adolescents can sit together and work on activities as a large group, whether they are just getting to know each other, or already know each other well.

### Phase

Connecting.

### Before

No advance activities are required.

### After

Keep adolescents' drawings or descriptions of their community. Use them as the basis for further activities that can help adolescents to express their experiences through their own eyes, and to explore positive opportunities in their lives.





1

Divide adolescents into small groups. Give each group one large piece of paper.

2

## **Explain:**

Participants will draw a map of the community.

3

Use the following questions to encourage adolescents' thinking, but don't slow them down if they are ready to start drawing:

- ▶ What are the boundaries (limits) of this community? (In some communities, boundaries are officially marked by fences or walls. In others, boundaries may be understood by the people living there, or indicated by unofficial landmarks such as buildings or trees).
- ▶ If we want to create a good map of this community, what should we include?
- ▶ Where do people live or stay? Which people live or stay in these areas?
- ▶ Where do people get water?
- ▶ Where do people get food?
- ▶ Where do people get other things they need (such as firewood)?
- ▶ Where do children go to school? Where can people get medical help if they need it?
- ▶ Where do adolescents get together outside of school (for example, to play)? Which adolescents get together there (boys, girls, older or younger children, certain groups)? What do they do?
- ▶ Where do people pray or worship or conduct religious ceremonies?
- ▶ Where do adults get together? What do they do there?

4

After the temporary map has been created, ask the adolescents to demonstrate how they live and carry out their daily activities in the space.

5

Select a group of adolescents and ask them to silently act out their daily routines, beginning with where they are and what they do first thing in the morning. Prompt them with cues to indicate the passing hours of the day, and ask them to change their location based on where they would go and what they would do at those hours.

6

## **Sharing and Take Away**

### **Discussion:**

- ▶ Where are the places girls spend the most time? What about boys?
- ▶ Where are the most enjoyable places for adolescents and young people to spend time, and why?
- ▶ Where are the places you feel safe?
- ▶ Are there places you consider dangerous? Where are they, and what are the risks there?
- ▶ Are there places that are not being used? them?

7

### **Facilitator says:**

"You have shown how much knowledge you have of your environment. Summarize this knowledge."

8

### **Discuss:**

- ▶ What are some of the things you know all well about your environment? In what ways are you experts on your environment?
- ▶ What are some of the things you know that could be helpful to other young people? How can you share your knowledge with others?
- ▶ What are some other things you would like to know about your environment, that could be helpful to you?



## Do & Don't

- ✓ Let adolescents use drawing or whatever way they choose to describe their day.
- ✓ Take the right steps if you learn that adolescents may be encountering risks (This may include talking to adolescents one-on-one to learn if they are describing their own behaviour or someone else's).
- ✗ Tell adolescents what to include in their map, even if they leave out places you think are important.
- ✗ Rush to have a discussion about risks and dangers (e.g. safe evacuation routes, dangerous places to avoid) when adolescents are doing this activity for the first time -- Instead, let them use this as an opportunity to explore their communities through their own eyes. **You may wish to have a follow-up activity focusing on risks and safety if you think it is important for the adolescents' protection.**
- ✗ Push adolescents to share information about their own personal experiences if they don't want to (Instead, ask them to describe a day in the life of a typical adolescent boy/girl or an adolescent boy/girl like them).
- ✗ Ask adolescents to draw the community or place where they lived before a crisis that has affected them, or before being displaced (unless they suggest this themselves).

## Adaptation

**If materials for drawing are not available, or if adolescents want a more active experience:** They can create a temporary map in their space by using props that represent different locations, and/or by representing those different locations themselves, standing in different locations of the space.their own.

## Environment

Indoor or outdoor space. Quiet.

## Supplies

- ▶ At least one large piece of chart paper for every group of adolescents (or something else for them to draw on).
- ▶ At least one pen, pencil or marker for each adolescent.

## Improvise

Instead of drawing, use a collage or any other visual materials to create the maps.

Adolescents can make additional maps of their communities and surroundings, create detailed maps of smaller areas within their community (such as their home or school), or include the wider surroundings.

Create a map of an imaginary place, either a place imagined by the adolescents or a fictional place described in a story.

Create a map that shows changes or improvements that adolescents would like to make in their community.

Create a map to give adults a tour of the community through the experiences and perspectives of adolescents.

Create a map to orient new adolescents to the community, showing important places that they should know about.

## Continue

Adolescents can work on new drafts of their maps, practice their drawing or other art skills, and exhibit their work. Adolescents can refer to their maps and explore:

- ▶ How much they know about places that offer them resources and services, and how to access those resources
- ▶ What they feel is positive and negative about their community
- ▶ Places they would like to explore or learn more about
- ▶ Places they would like to improve - For example: unused spaces that they could use as recreation spaces; areas where they encounter conflict that they could try to transform; areas where they encounter hazards and need protective support.

If working with the same circle of adolescents for a long period of time, repeat the activity after a few weeks or months. Explore any changes in their communities, including those linked to changes in their circumstances.





# Personal Interests Self-Assessment

Adolescents will assess and discover their personal interests and skills.



2/5

4/5

4/5

30-45 min



## Activity Overview

### Purpose

Adolescents will assess their personal interests and skills through a self-assessment test.

### Objectives

Adolescents will be able to:

- ▶ Identify their own interests.
- ▶ Recognize their skills and abilities.
- ▶ Explore how their interests, skills and abilities may help them to pursue their priorities and goals.

### Competency domains

Identity and self-esteem; Hope for the future and goal setting.

### Works well for

Adolescents who are ready to learn more about their skills and interests and want to turn them into actions through research, projects, work and community involvement.

### Phase

Connecting.

### Before

No advance activities are required.

### After

Adolescents discuss how they want to use their skills to work together on a project, or when setting or reviewing group goals.

### Preparation

Prepare a flipchart with the self-assessment chart (below) drawn on it.



# Personal Interests Self-Assessment

1

## ||| Facilitator says:

"Have you ever thought about your personal interests and skills? Have you ever thought about where these interests and skills might lead you in life? In work?"

2

## ||| Facilitator says:

"Today we are going to take a self-assessment test." Explain: The facilitator will read a question out loud to the group and adolescents will write down their answer on their assessment sheet.

3

**Read the following instructions and allow adolescents to write their responses after each instruction.** Repeat sections if a participant is unclear or confused. If participants do not know an answer, move on to the next question.

- ▶ Please list all the activities that you do on a daily/weekly basis.
- ▶ Next to each activity that you listed, write down if you do it alone or with others.
- ▶ For each activity that you listed, write down if you like it - indicate if you like it very much, somewhat, or if you somewhat dislike or very much dislike it. Do this for each activity you listed.
- ▶ For each activity you listed, write down if you consider the activity very easy, somewhat easy, somewhat hard or very hard.
- ▶ Give a few minutes for adolescents to reflect on their answers. Encourage adolescents to think about all of the activities they do, including chores, recreation time, socializing with others, studying, and anything else they do.
- ▶ Facilitator says: "Now of the activities you listed, mark your three favourite ones."

4

## Sharing and Take Away

Invite adolescents to share their answers if they want to.

5

## Discussion:

- ▶ What did you notice or learn as you did this activity?
- ▶ Which of the knowledge and skills that you have gained will be helpful to you in the future?
- ▶ How are the knowledge and skills that you have gained related to your own goals? Did you recognize any skills you would like to develop more, or things you would like to learn more about?





# Personal Interests Self-Assessment





## Practicing interview skills

Adolescents practice writing and using interview questions.



3/5



3/5



3/5



30-45 min



### Activity Overview

#### Purpose

Write interview questions then practice interviewing another adolescent.

#### Objectives

Adolescents will be able to:

- ▶ Practice active listening skills.
- ▶ Write creatively.

#### Competency domains

Communication and expression; Empathy and respect.

#### Works well for

Circles where adolescents can talk with each other, listen, write, and ask questions.

Adolescents who are exploring a topic that interests them over the course of several sessions, and/or are preparing to work on a project together.

Especially designed for adolescents who are exploring a challenge, issue or opportunity that is relevant to their lives or communities. For example:

- ▶ Challenges: Chronic flooding in the community; Preparing food in a kitchen shared with other families.
- ▶ Opportunities: Using vacant space that is not being used; learning traditional stories from elders.

#### Phase

Connecting.

#### Before

The adolescents should have chosen a topic to explore, and/or a topic for a project. This will be the focus of the interview that they conduct with each other or members of their community. Use **Interview Skills**.

#### After

Adolescents should use their new skills in actual interviews with each other or members of their communities, as part of their work to explore a topic or develop a project.

#### Preparation

None needed.



# Practicing interview skills

1

Divide the adolescents into groups of two and introduce the topic of interviews. Facilitator says: "Today we are going to practice skills for interviewing people. What is an interview? Is it the same as other types of conversations?" Key points to cover include:

- ▶ An interview is a conversation that is also a form of research, in which one person asks another person questions in order to learn from their experience or perspective.
- ▶ An interview is like other kinds of conversations, but it is more focused on one person trying to learn something from the other about a specific topic.

2

Explain that the adolescents will be practicing interview questions and discuss:

- ▶ When you interview someone it can help to ask them several questions so that you learn as much about their perspectives and experiences as possible.
- ▶ Interviewers should always try to write down some questions before they conduct the interview. That way they are more likely to get all of the information that they need.

Provide the adolescents with a guide to writing interview questions:

<b>See</b>	What is their perspective on this challenge or opportunity?	What do you see when...?
<b>Think</b>	What is their opinion on the topic?	What do you think about...?
<b>Feel</b>	How do they feel about the topic?	What kind of feelings do you have about...?
<b>Do</b>	Do they do anything about it? Does the topic make them do something different than normal?	What do you do when...?

3

Ask the adolescents to work in pairs to write interview questions.

4

When they are ready, ask each pair to work with another pair to practice using their interview questions. Each pair will take turns interviewing the other pair. Give each pair at least ten minutes to conduct their interview.

- ▶ Pair 1: Interviewer (asks questions) and note taker.
- ▶ Pair 2: Interviewee (answers questions) and note taker.

5

## Sharing and Take Away

Bring the adolescents back together and discuss what they have learned (this should take about 15 minutes). Ask:

- ▶ What interesting, surprising or helpful things did you learn?
- ▶ Which questions led to those interesting, surprising or helpful answers? Adolescents should write examples of successful questions and post them where everyone can see them.
- ▶ What is similar about these questions? Why do you think they led to helpful answers?
- ▶ Think about your experience as interviewers for a minute. What did you do during your interview that helped you to get useful information?
- ▶ Think about your experience as interviewees. What did the interviewers do to help you to give interesting answers?
- ▶ Based on today's experience, how will you prepare for the interviews that you will do in the next few days?
- ▶ Discussion point: The successful interview techniques that you have used are examples of active listening. This includes showing interest in what the interviewees say through your body language (smiling, nodding), and asking follow-up questions.



## Practicing interview skills

If adolescents will be interviewing other community members or adolescents in the upcoming sessions, prepare them to invite those people for their interviews. They should set a feasible time and location for the interview, and make sure that those people understand the purpose and topic of the interview. If interviewing children younger than age 18, follow child protection procedures to make sure those children and their parents/guardians give informed consent for the interviews.

### Do & Don't

- ✓ Encourage adolescents to be proactive and flexible when they practice their interview techniques, and recognize that many different styles and approaches can work.
- ✓ Encourage adolescents to practice and try the roles of both interviewer and note taker.
- ✗ Let adolescents ask each other personal questions during their interviews, or to push each other to answer questions if they don't want to.

### Adaptation

**Low literacy:** Instead of writing their questions, adolescents can develop them verbally. They can then memorize the questions and/or draw symbols to remember them during their practice interviews.

### Environment

Indoor or outdoor space, where adolescents can sit comfortably, hear each other and write with minimal distractions.

### Supplies

- ▶ Marker board and markers.
- ▶ Notebooks or paper for adolescents to write their questions.
- ▶ At least one pen or pencil for each adolescent.

### Improvise

Adolescents can use this activity to learn about issues in their community from the point of view of different community members, including other adolescents, younger children and adults. Choose and adapt topics for the practice interview that are related to the topics they will explore.

Let adolescents practice their interviews while playing the roles of real or imaginary characters.

Create a drama in which adolescents describe what they have learned about their topic by acting out an imaginary interview.

Adolescents can create instructional posters or skits to demonstrate the interview techniques they have learned.

### Continue

Adolescents can practice their interview questions as many times as they want, and use them to research any topic that interests them. They can revisit this activity after they have done real-life interviews, to reflect on what they have learned and to improve their skills.



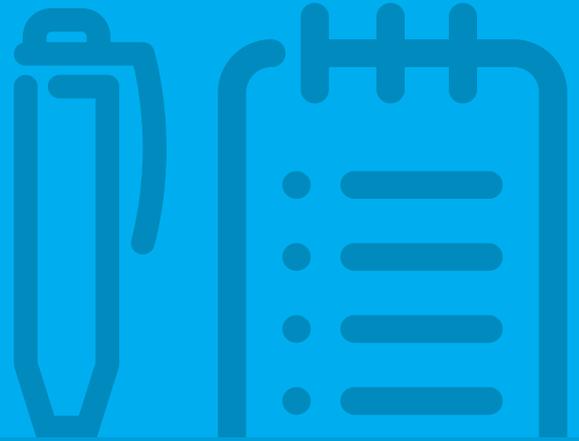
## Practicing interview skills





## Recognizing resources

In this activity adolescents identify different types of resources that are available to them that they can use to pursue their goals.



4/5



3/5



3/5



Participants decide the time



### Activity Overview

#### Purpose

Find and recognize resources that are available.

#### Objectives

Adolescents will be able to:

- ▶ Identify resources in their community that are available to them, including different types of resources such as materials, space, information, support from others (including cultural knowledge), and their own capacities.

#### Competency domains

Critical thinking and problem solving; Hope for the future and goal setting.

#### Works well for

Adolescents who have had a chance to discuss their goals and priorities in previous sessions, and/or are preparing to work on a project; Adolescents who can comfortably and safely move outside their activity space to explore the area around them, and/or to interview adults and others in their communities.

#### Phase

Connecting.

#### Before

The adolescents should have had a chance to discuss and identify some of their own goals or priorities, and/or choose a topic for a project using the Choosing a **Challenge Topic** activity or a similar activity.

If adolescents will be moving outside the activity space during the session itself, make sure it is a safe time for them to do so.

#### After

Adolescents should have a chance to:

- ▶ Discuss how they might gather or use the resources they identified to support them in pursuing their goals. This can include discussing how to approach adults or others in the community who are resources that could support them.
- ▶ Carry out their plans to gather and use the resources toward their goals.

#### Preparation

None needed.



## Recognizing resources

1

### Explain:

Participants will be exploring and identifying the resources they have. Write down some of the goals that adolescents have discussed in their previous sessions and ask them to choose one that they would like to focus on during this activity, OR, if adolescents already have a project or challenge topic, explain that they will be focusing on that topic.

2

Divide adolescents into small groups. If adolescents are already working in small groups, ask them to sit with those groups. If not, divide them into groups.

3

### Facilitator says:

"Today we are going to identify some resources that you already have, or can find and use easily, to help you pursue your goals. What are resources? What are some different types or categories of resources?"

Possible answers to discuss: Resources are anything that can be used to make or do something. There are different ways to think of categories of resources but some of the categories of resources might include: materials, space, and 'invisible' categories such as time, knowledge, ability, energy and positive attitude.

4

Write the following table on the board (see the next page).

### Facilitator says:

"Now you are going to think about the resources that are already available to you to help you achieve your goals or work on your project. Focus on resources that are available to you – not on things that are not available here, or that are expensive or difficult to access."

5

Explain to adolescents that they should copy the matrix on a piece of paper. If adolescents would benefit from more clarity, explain:

6

- ▶ The category our own **energy, knowledge, ability** and will refers to their own capacity - which is the most important resource they have.
- ▶ **Space and time** refers to the space and time they can find to work toward their goal. They should be specific and discuss where and when they can work on their goal, thinking realistically about what spaces are available and their other daily and weekly responsibilities and activities.
- ▶ **Materials and supplies** may include things they can find and access freely in their community. These might include discarded materials, supplies that they already have and/or that others in the community are willing to donate. They can also consider purchasing affordable supplies, but encourage adolescents to find affordable, minimal cost solutions rather than investing their own money in purchasing things for activities.
- ▶ **Experts and supporters** can include anyone else in the community with energy, knowledge, ability and will to support them. Encourage adolescents to think about adults who might have knowledge, expertise, or interest in supporting them, as this can be an important way for them to build connections with older people.
- ▶ **Information** can include anything they need to know in order to pursue their goal.

Give adolescents time to complete the matrix. While they adolescents are working on the activity in their small groups, support them in thinking of at least one resource for each category, and allow them to think of as many as they can.



## Recognizing resources

7

### Sharing and Takeaway:

Bring adolescents together in a large group. Ask each group to present their matrix of resources.

8

### Discuss:

- ▶ Do you have more resources or fewer than you thought you did before you started the activity?
- ▶ Now that you have heard from other groups, do you see any additional resources that you didn't realize you had?

9

- ▶ When and how can you begin to gather or use these resources to work toward your goal?

Agree to a plan for how adolescents will begin to gather and use these resources toward their goal, and how they will follow up and review their progress in an upcoming session.

	Our own energy, knowledge, ability and will	Space and time	Materials and supplies	Experts and supporters	Information
We have...					
We can use this resource to pursue our goals by...					
To gather and use this resource we will need to					



## Recognizing resources

### Do & Don't

- ✓ Encourage adolescents to focus on resources they have, rather than resources they want (but that are not easily accessible in their context).
- ✓ Support adolescents in adjusting their plans to pursue their goals based on the resources they have, instead of resources they wish they had, but which are expensive or inaccessible.
- ✓ Support adolescents in developing appropriate, helpful strategies for gathering and using the resources they have identified - For example, help them plan strategies for reaching out to adults in the community who can help them with their goals or projects.
- ✗ Suggest ideas for resources until adolescents have had a chance to think of some ideas and possibilities themselves.
- ✗ Push adolescents to use resources that they don't find interesting or useful.

### Adaptation

**Low literacy:** Instead of words, adolescents using images and symbols to make notes of the resources they identify.

### Environment

Indoor or outdoor space.

### Supplies

- ▶ Marker board and markers.
- ▶ Notebooks or paper for adolescents to write down their resources.
- ▶ At least one pen or pencil for each adolescent.

### Improvise

Adolescents can use this activity to learn about and explore issues in their community from the point of view of different people, including other adolescents, younger children and adults.

### Continue

Adolescents can use their list of resources as they develop and carry out plans to pursue their goals or work together on their projects. They can use their list as a checklist to keep track of what they have gathered and the other preparatory steps they have taken, and add to or change their list as they continue their work together.



Adolescents explore other people's perspectives through writing.



4/5



1/5



4/5



30 min



## Activity Overview

### Purpose

Role-play and write a letter to gain understanding of other people's perspectives.

### Objectives

Adolescents will be able to:

- ▶ Explore other people's perspectives.

### Competency domains

Empathy and respect; Problem solving and managing conflict.

### Works well for

Adolescents who are ready to explore different people's perspectives.

### Phase

Connecting.

### Before

Adolescents should have already begun to explore the concepts of conflict and peace, through **Peace and conflict** and other activities. Use **Role Play** tool.

### After

Adolescents can follow-up with activities that explore the concepts of conflict and conflict resolution. They can use their skills for seeing and thinking from different perspectives to explore how challenges and opportunities affect people in their communities, and as inspiration for arts and creative expression.

### Preparation

None needed.



## Seeing from different perspectives

1

Ask the adolescents to sit comfortably on the floor and give each of them a piece of paper and a pencil or pen.

2

Ask for two adolescent volunteers to perform a role play based on the following scenario:

**Role play scenario:** Two adolescents have just arrived in the community and don't know each other yet. One is very enthusiastic and friendly, and is excited to make friends. She likes to talk, and likes it when new people want to talk with her. When people are quiet around her she takes it as a sign that they don't find her interesting. The other adolescent is very quiet and respectful. She wants to make friends and to meet new people. It makes her feel comfortable when people are quiet and not too talkative, so she tries to be the same way. If someone is too talkative she thinks it's because they find her boring.

3

Give a cue for the adolescents to start the role play. They should start when the two adolescents meet for the first time. (Choose a location for the scenario where adolescents might meet and gather in their community.) Let them improvise for a few minutes and then give a cue to freeze the role play.

4

### ||| Facilitator says:

"Now, you are going to write a short letter from the perspectives of both of the girls in the role-play. Take your piece of paper and fold it down the middle lengthwise. On the left side, write a short letter from the point of view of the talkative girl about her interaction. Imagine that she is writing a letter to a friend from home. Your letter can start: Dear Zarah, Today I met another girl..." Give the adolescents a few minutes to write their letters.

5

### ||| Facilitator says:

"On the other side of the paper, you are going to write from the point of view of the quiet girl. Your letter can start: Dear Amina, Today I met another girl..." Give the adolescents a few minutes to write their letters.

6

When the adolescents have finished writing, ask for volunteers to read the letters from the talkative girl.

7

### Discuss:

- ▶ How did the talkative girl see the other girl?
- ▶ How did she feel about the interaction?
- ▶ What did she remember?
- ▶ What was most important for her about the interaction?

8

### Sharing and Take away

Ask for volunteers to read the letters they wrote from the quiet girl. Discuss the same questions from her point of view. (For example: **How did the quiet girl see the other girl?**)

9

Ask adolescents to write a letter from the point of view of someone else in their life.

10

### ||| Facilitator says:

"Trying to imagine what the world looks like from someone else's perspective can be challenging, but it is important for resolving conflicts. It is also a great skill to use when you are creating stories, drama or art."

"To practice, try to think of a recent moment when you and someone else had different perspectives about something. You can choose a time when you disagreed or argued with someone, or simply had a different opinion or experience. It could be a conversation you had with a parent, someone working in a shop, a friend, or anyone else."



# Seeing from different perspectives

11

### Explain:

When participants are ready, have them try to write a letter from the point of view of that other person and describe the situation. Give adolescents 10-20 minutes to write their letters

Ask for volunteers to read their letters out loud.

12

### Discuss:

- ▶ Was it easy or hard to imagine the conversation from the point of view of the other person?
- ▶ Did writing about the conversation or interaction change the way you feel about it or remember it?

## Do & Don't



Allow the adolescents to answer the questions honestly. Some may find it easier than others to imagine or remember a conversation from another person's point of view. Some adolescents may find it changes their feelings about that conversation.



Ask adolescents' permission to read their letters as they write them. Respect their preferences.



Give adolescents a chance to show what they have written to you or others individually, if they want to share their work but don't want to read it aloud.



Encourage adolescents to explore very difficult arguments or disagreements (unless they want to).

## Adaptation

**Low literacy:** Instead of writing letters from the point of view of characters in this scenario, adolescents can prepare short monologues in which they say what they think each character might have thought during or after this dialogue.

## Environment

Indoor or outdoor space.

## Supplies

- ▶ At least one piece of writing paper.
- ▶ Pen or pencil for each adolescent.

## Improvise

Adolescents can experiment with seeing the world from different perspectives in many ways. They can:

- ▶ Draw pictures from the point of view of different people or characters.
- ▶ Create stories by writing journal entries or letters from the point of view of different characters they invent or real people (such as historical figures).

## Continue

Encourage adolescents to practice seeing the world from different perspectives. Repeat the activity with different scenarios so that adolescents can practice imagining more people's perspectives (if they want to).



## Seeing from different perspectives





In this activity adolescents conduct interviews with other children, adolescents and/or adults in their communities.



## Activity Overview

### Time

This activity can take place over one session or many sessions. Facilitator and participants decide the time together.

### Purpose

Conduct interviews with other adolescents or adults in the community.

### Objectives

Adolescents will be able to:

- ▶ Build communication skills with others.
- ▶ Develop empathy for others.

### Competency domains

Communication and expression; Empathy and respect.

### Works well for

Adolescents who have learned and practiced some interview skills, and are ready to try interviewing people; adolescents who are exploring an issue that interests them over the course of several sessions, and/or are preparing to work on a project.

### Phase

Connecting.

### Before

The adolescents should have already chosen an issue to explore, and/or a topic for a project. This will be the focus of the interview that they conduct with each other or members of their community.

Adolescents should have already practiced interview skills and prepared interview questions, using the **Practicing interview skills** activity or a similar activity.

If adolescents plan to conduct their interviews during the session, make sure their interviewees are available. If not, adolescents can conduct their interview at another time (as a Take-Away).

### After

Adolescents should have a chance to:

- ▶ Review what they learned and discuss how to improve their skills as interviewers.
- ▶ Conduct additional interviews, in order to learn more about a particular issue.
- ▶ Use what they have learned from their interviews to further explore a topic or develop a project.

### Preparation

None needed.



## Using interview skills

1

### **Explain:**

Participants will be conducting their interviews with the other person in their pair (or small group) who they prepared their interview questions with previously. Optional: Write down the topics that the adolescents are exploring in their circle on the marker board.

2

### **||| Facilitator says:**

"Today we are going use the interview skills that you learned and the questions you prepared. You are about to go out and conduct your actual interviews. What do you need to do before you go?"

3

### **||| Facilitator says:**

- ▶ "You should be prepared for your interviews. You should have your questions written down, and should have paper and pen ready to record the responses of your interviews."
- ▶ "You should plan in advance who will ask questions and who will take notes. You can take turns."

4

Set a time for the adolescents to return or to finish their interviews and then allow them to go meet their interviewees.

5

While the adolescents are conducting their interviews, monitor them quietly and observe their progress.

6

When the adolescents have completed their interviews, bring them back together. (Note: If adolescents conducted their interviews before the session, you can start with this step.)

7

### **Sharing and Take away**

Ask each pair/group to share what they learned from their interview. They can write down the key points they learned about their topics on large pieces of paper if

8

available, and/or one adolescent can serve as the group note taker. Keep these notes for future use if the adolescents will be exploring these issues further or developing projects based on their topic.

### **Optional: Ask:**

"How can you summarize the important points you have learned? How can you make sure that you have this information available the next time you need it to work on this topic?" Give adolescents a chance to think of creative or useful ways that they can preserve and/or summarize what they have learned.

9

### **Discuss:**

- ▶ How do you feel about the interview you just conducted?
- ▶ What went well? Why? Did you notice your partners doing something that worked well?
- ▶ What didn't go well? Did you encounter any challenges? How did you handle them?
- ▶ What will you do for your next interview to learn from this experience?
- ▶ Should we add or revise anything on the list of good interview techniques based on your experience today?



## Using interview skills

### Do & Don't

- ✓ Help the adolescents to confirm that the people they want to interview are available, and to find alternative ways to conduct their interviews if plans or circumstances change.
- ✓ Review adolescents' questions with them in advance - Suggest changes, but only if you think they are important and necessary for successful, positive interviews.
- ✓ If adolescents plan to interview adults, speak with those adults yourself to encourage their support.
- ✓ If adolescents plan to interview younger children or other adolescents (under age 18), take the appropriate steps to follow child protection guidelines, such as obtaining their informed consent and the consent of their parents or guardians.
- ✓ Monitor and support adolescents during the activity - Your presence can also be encouraging to the adults they interview.
- ✓ Encourage adolescents to try the roles of both interviewer and note taker.
- ✗ Interrupt or step in while the adolescents are conducting their interviews (unless they ask you to do so).

### Adaptation

**Low literacy:** Instead of writing their questions, adolescents can develop them verbally, and draw symbols to remember them during their practice interviews.

### Environment

Adolescents can move outside their usual activity space to conduct their interviews, or the interviewees can be invited into the space.

### Supplies

- ▶ Marker board and markers.
- ▶ Notebooks or paper for adolescents to write their questions.
- ▶ At least one pen or pencil for each adolescent.

### Improvise

Adolescents can use this activity to learn about and explore issues in their community from the point of view of different people, including other adolescents, younger children and adults.

### Continue

Adolescents can practice their interview questions as many times as they want, and use them to research any issue that interests them. They can revisit this activity, to reflect on what they have learned and to improve their skills.

Adolescents can present what they have learned from their interviews in creative ways such as:

- ▶ Performing a drama or role play.
- ▶ Writing or performing a monologue or a story.
- ▶ Drawing a picture, a comic strip or a picture book.
- ▶ Drawing a map to demonstrate how the issue affects different places in their communities.

Adolescents can use what they have learned to help them with their group projects.



## Using interview skills

