

Adolescents form statements to describe problems or opportunities they would like to address.



Activity Overview

Purpose

Discuss problems or opportunities with others.

Objectives

Adolescents will be able to:

- ▶ Discuss problem/opportunity statements.
- ▶ Practice listening to others in small groups.

Competency domains

Critical thinking and decision making; Creativity and innovation.

Works well for

Circles where adolescents can sit together, reach decisions collectively, and work on activities in small groups.

Phase

Taking Action.

Before

Adolescents should have already chosen a challenge topic to work on together as a circle. The **Our challenges, our solutions**, and **Our environment** activities provides them with ways to explore different challenges, problems and opportunities. The **Choosing a challenge topic** activity (with the marketplace of ideas) helps adolescents to select one challenge topic from among many that might interest them.

After

Adolescents should develop and carry out plans to address the problem or opportunity they identified in their statement. The **Using interview skills** and **Brainstorming solutions, possibilities and project ideas** are good next steps to do this.

Preparation

None needed.



Forming problem and opportunity statements

1

Explain:

Participants will talk about problem/opportunity statements:

2

||| Facilitator says:

"We have been talking about (insert the name of the challenge topic in our recent sessions). This is a challenging problem/opportunity, but it is something we can work on together. Today our goal is to develop a problem/opportunity statement, which we can then use to form a plan to address this issue."

3

Write down the following key characteristics of a problem/opportunity statement on the marker board:

- ▶ It shouldn't be too focused, or too general.
- ▶ It should highlight an issue and suggest an approach to solving it.
- ▶ It should be one sentence long.

4

Split the circle into groups of three or four adolescents each.

5

Explain:

Each group will come up with several different problem/opportunity statements for one issue and then select their favourite one.

Share and Take Away

6

Explain:

Each team will share their statement with the circle. The adolescents can then provide constructive feedback to help each other revise their statements.

7

Keep the statements for developing project plans in future sessions.

Do & Don't

- ✓ Use a problem or opportunity that the adolescents themselves chose.
- ✓ Allow adolescents to consider challenges that may be difficult for them to address.
- ✓ Encourage adolescents to consider opportunities as well as problems.
- ✗ Force adolescents to focus on a specific topic that you chose for them.

Adaptation

Low literacy: Instead of writing, adolescents can use drawings to illustrate the problem or opportunities they want to address.

Environment

Indoor or outdoor space. Quiet.

Supplies

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

Improvise

Adolescents can use other forms of expression to describe their problem or opportunity topic -- For example, they can create drawings, photo essays, dramas or stories.

Adolescents can explore their problem or opportunity topic in more depth by interviewing each other or others in their community.

Continue

Adolescents should have the opportunity to explore their own solutions to their problem or opportunity in future sessions. This could include carrying out plans to address the challenge, or using the problem or opportunity as inspiration for creative storytelling.





Brainstorming solutions, possibilities and project ideas

Adolescents practice brainstorming to imagine possible solutions to a problem, or ways to take advantage of an opportunity.



4/5



1/5



4/5



45 min



Activity Overview

Purpose

Practice brainstorming and the different ways to use it creatively.

Objectives

Adolescents will be able to:

- ▶ Think critically through brainstorming.
- ▶ Think of solutions by problem solving.

Competency domains

Critical thinking and decision making; Creativity and innovation.

Works well for

Circles where adolescents can sit together, reach decisions collectively, and work on activities in small groups.

Note: This activity helps adolescents to come up with creative ideas for group initiatives, but it also can be adapted for adolescents who want to design individual projects.

Phase

Taking Action.

Before

Adolescents should have already explored problems, issues or opportunities that are important to them. The **Our challenges, Our Solutions, Our environment** and **Forming problem and opportunity statements** activities provide different ways to do this.

After

Adolescents should develop and carry out plans to address the problem or opportunity they identified. The **Forming problem and opportunity statements, Using interview skills,** and **Brainstorming solutions, possibilities and project ideas** activities are good next steps for this.

Preparation

None needed.



Brainstorming solutions, possibilities and project ideas

1

Organize the adolescents into groups of three to five. (If adolescents have already formed groups to work on a project together, they can stay in their groups.) Make sure that each group has a problem and opportunity statement from their earlier sessions together. If possible, get them to write down the problem statement and post it nearby (e.g. on a wall or tree).

2

Discuss:

- ▶ Has anyone here ever used brainstorming? What does it mean? How does it work?
- ▶ What words do you recognize in the word brainstorming? Make sure that adolescents recognize the words brain and storming.
- ▶ Why is brainstorming a good thing when we are trying to think of ideas?

3

Facilitator says:

- ▶ "You are now going to practice brainstorming. Brainstorming is a process that helps us to think of several ideas very freely and creatively."
- ▶ "Read the problem/opportunity statement carefully, and then write down as many ideas as you can think of for addressing this issue. Place each idea near the problem/opportunity statement."
- ▶ "Choose one person to keep time, and to encourage the group to come up with as many ideas or solutions as possible. This person should also remind people not to criticize or reject any ideas, or to spend too long discussing one idea."

4

Explain:

Review the guidelines for brainstorming:

- ▶ Don't judge each other's ideas. Brainstorming is an opportunity to come up with any idea that you can think of.

- ▶ Try to come up with as many different ideas as you can!
- ▶ Build on other ideas: If someone comes up with an idea that inspires you, try to come up with your own version.
- ▶ Draw your idea or solution if it makes it easier to understand!

5

Make sure each team is ready and understands the process. Give them 10 minutes to brainstorm. Walk around the room and watch and follow each group's discussion.

6

Give a signal for adolescents to end their brainstorming. Congratulate them on using the process well. Keep note of all of the ideas they discussed.

7

Discuss:

- ▶ Did brainstorming help you to think of good ideas?
- ▶ What worked well about this process for you?
- ▶ Was there anything about the process that didn't work well for you?
- ▶ When would you use brainstorming in other parts of your life?
- ▶ If you and your group use brainstorming again, what can you do to make the process more fun? What can you do to make it work better for you?

Facilitation tip: Participants might get off topic during a brainstorming session. When this happens, the facilitator should help groups to focus their ideas. Ask them to think of different types of solutions. For example, if the problem is: "How can the community get clean water?", ask the group to think of a product solution (get a water filter), a community solution (ask the water



Brainstorming solutions, possibilities and project ideas

company to provide filtered water).

Optional: If the adolescents want to continue to choose an idea for their group project ask them to:

- ▶ Organize similar ideas by posting or moving the cards/paper they are written on into groups.
- ▶ Give each group of ideas a name and then try rearranging the ideas into different groups.

▶ Vote on the idea they think would be the most interesting or enjoyable to work on as a group.

▶ Take note of the idea they have chosen for use in future sessions.

Do & Don't

- ✓ Encourage adolescents to practice brainstorming and to think creatively about ideas and solutions.
- ✓ Think of a few examples of ideas in advance, to help adolescents if they are having difficulty get started.
- ✗ Criticize their ideas or push them to only focus on practical solutions/ideas.
- ✗ Suggest examples if adolescents don't need help thinking of ideas, or suggest too many examples (this might limit their creativity).

Adaptation

Low literacy: Instead of writing their ideas, adolescents can draw them.

Adapt for less time, or simplify: This activity can be divided into two activities. Use the first set of steps to brainstorm, then the second set of steps to choose a project idea.

Translation: Instead of using the English word "brainstorming" use or create a comparable expression in the adolescents' own language. For example, the equivalent expression in Spanish, "llovía des ideas" literally translates as rain of ideas.

Environment

Indoor or outdoor space. Quiet.

Supplies

- ▶ At least one piece of paper or note card for each adolescent.
- ▶ At least one pen, pencil or marker for each adolescent.

Improvise

Instead of brainstorming ideas in groups, adolescents can do silent and/or visual brainstorming. For example, they can write their brainstorm ideas on small pieces of paper or index cards, or draw pictures of their ideas.

Continue

Give adolescents a chance to practice and use brainstorming in future sessions when they want to explore new project possibilities or come up with their own creative ideas.



Brainstorming solutions, possibilities and project ideas



In this activity, the adolescents choose a challenge topic, a problem or opportunity that they will work on together in future sessions.

 3/5

 1/5

 4/5

 30-45 min



Activity Overview

Purpose

Use creativity and critical thinking skills to solve community problems.

Objectives

Adolescents will be able to:

- ▶ Collaborate with others to solve problems.
- ▶ Critically think about and explain challenges in the community.

Competency domains

Critical thinking and decision making; Creativity and innovation.

Works well for

Circles where adolescents can sit together, reach decisions collectively, and work on activities in small groups.

Phase

Taking Action.

Before

Adolescents should have already explored problems, issues or opportunities that are important to them. Recommended: **Our challenges**, our solutions and **Our environment**.

After

Adolescents should develop and carry out plans to address the problem or opportunity identified. The **Forming problem and opportunity statements**, **Using interview skills**, and **Brainstorming solutions, possibilities and project ideas** activities are good next steps.

Preparation

Find stones in the area to use in the activity.



Choosing a challenge topic

1

Divide the circle into two groups. One will be the buyer group and the other will be the seller group.

2

Explain:

The seller group will go back to the creative presentations, maps, and drawings that they have developed during other sessions and identify the top five challenges, problems or opportunities facing adolescents.

3

Divide the sellers into five groups of equal size. Each group should choose one of the five challenges. The job of each group is to try to sell their challenge to the buyers.

4

Explain:

Each team of sellers will have two minutes to make a sales pitch (a short speech about the importance of this challenge) to all of the buyers. They will want to convince the buyers that this challenge is extremely important to their community.

5

Divide the buyers into five groups. Give each group three small stones or cards. These represent money or tokens they will use to buy a challenge. Each group of buyers can buy up to three challenge topics. Before they buy anything they should listen to all of the sales pitches.

6

Give all of the groups five minutes to prepare. The groups of sellers should create their sales pitch, and the buyers should discuss what criteria they will use to decide which challenge to buy.

7

Once the five minutes are up, each group of sellers should stand or sit in a different part of the space. That space will be their market stall or shop, from where they will give their sales pitch to the buyers who stop and visit them.

8

Open the marketplace.

9

Facilitator says:

"Tell the buyers that they have 20 minutes to visit all the sellers." (Optional: Arrange for the groups of sellers to rotate around to different buyers).

10

Once the 20 minutes are up, give the buyer groups three minutes to decide which of the three challenges they will buy. They can do this by placing their stones or cards beside a challenge.

11

Count the stones or cards to determine which challenge the circle has decided to buy. Make sure that everyone in the circle knows which challenge topic they have chosen, so that they can use it in future sessions to work on their projects together.

12

Share and Take Away

Review the exercise by asking the following questions:

- ▶ How did it feel to be a seller? What strategies did you use to try to sell your challenge?
- ▶ How did it feel to be a buyer? How did you decide which challenge to pick? What criteria were most important to you?

Use a matrix like this one to write their responses on the marker board:

Sellers: What arguments worked well to convince the buyers to buy your challenge?	Buyers: What criteria did you use to decide which challenge to buy?
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.



Choosing a challenge topic

Do & Don't

- ✓ Use a problem or opportunity that the adolescents discussed in a previous session.
- ✓ Allow adolescents to consider challenges, which may be difficult for them to address.
- ✓ Encourage adolescents to consider opportunities as well as problems.
- ✗ Force adolescents to focus on a specific topic that you chose for them.

Adaptation

Low literacy: Instead of writing, adolescents can use drawings to illustrate the problem or opportunities they want to address.

Environment

Indoor or outdoor space. Quiet.

Read and Use

Our challenges, Our solutions, Our environment, Forming problem and opportunity Statements, and Brainstorming solutions, possibilities and project ideas activities, for steps to take before and after this activity.

Supplies

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

Improvise

Adolescents can create drawings, photo essays, dramas or stories about this topic.

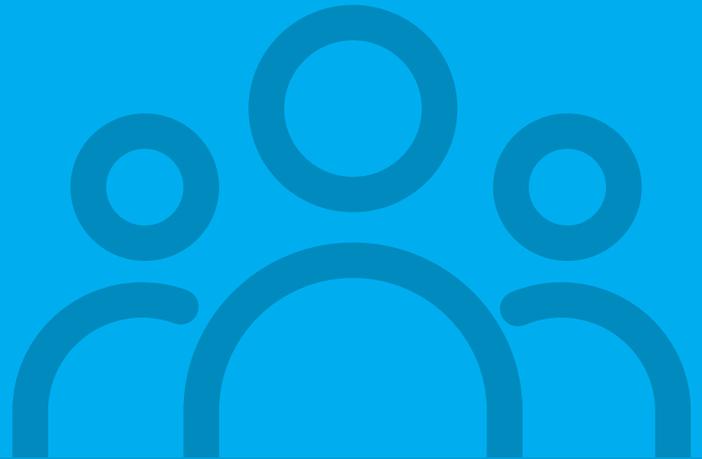
Adolescents can research and explore their problem or opportunity topic in more depth by interviewing each other, or others in their community.

Continue

Adolescents should have the opportunity to explore their own solutions to their challenge topic in future sessions. This could include carrying out plans to address the challenge or using the problem or opportunity as inspiration for creative storytelling.



Adolescents discuss ideas from previous sessions and choose one to explore further or to develop as a group project.



 3/5

 2/5

 4/5

 20-30 min



Activity Overview

Purpose

Decide collectively on ideas and topics to learn more about or create a group project.

Objectives

Adolescents will be able to:

- ▶ Rank ideas as a group.
- ▶ Make decisions about interests.

Competency domains

Critical thinking and decision making.

Works well for

Adolescents who are ready to talk about and listen to each other's ideas, to make decisions together and to explore an issue in more depth.

Phase

Taking Action.

Before

Adolescents should have identified an idea that they are interested in developing as a group project or learning more about. The **Our environment, Our days, Our challenges, Our solutions**, and **Brainstorming solutions, possibilities and project ideas** could all be first steps.

After

Once the adolescents have agreed on an idea to explore or develop as a project, they can follow-up with activities such as **Plan a project, Forming problem and opportunity statements, Prototyping, Organizing an exhibition**, and **Community dialogue**.

Preparation

None needed.



Collaborative decision making

1

Ask the adolescents to sit comfortably in a circle on the floor and put the marker board or a flip chart where they can all see it.

2

Write the idea that adolescents have chosen to discuss on the marker board. Examples could include:

- ▶ Our cultural and artistic traditions.
- ▶ Contributions adolescents make to peace in the community.
- ▶ Challenges adolescents face in their daily lives.
- ▶ How adults in the community view adolescents.

3

Write a simple question about the topic to stimulate an open discussion about adolescents' ideas, opinions, priorities or hopes. Examples could include:

- ▶ What cultural and artistic traditions would we like to learn more about?
- ▶ What contributions do adolescents make to peace in this community?
- ▶ What are the most significant challenges adolescents face in their daily lives?

4

Distribute one, two or three index cards and a marker to each adolescent. Each adolescent should write an answer to the discussion question on each of the index cards. Give the adolescents three to five minutes to think and write.

5

Facilitator says:

"Place your index cards on the floor in the middle of the circle and then explain your answer."

6

Explain:

When all of the adolescents have shared their ideas, ask a volunteer to group the index cards into similar themes. If the same idea card appears several times, just keep one of them and draw stars on it to show that the idea has come up often. If two or more ideas seem very closely related, discuss whether to consolidate them as one idea.

7

Facilitator says:

"Now let's put the cards in order of importance (or "in the order of your interest"). There is an imaginary line across the middle of the circle. At this end of the line is **VERY IMPORTANT**. At the other end of the line is **NOT IMPORTANT AT ALL**."

8

Ask a volunteer to place the index cards along the imaginary line according to how important he or she considers them, and to explain why they think so.

9

Ask another volunteer to give their feedback on the ranking and to make changes if they want to.

10

Continue the discussion with further volunteers until patterns of agreement emerge within the group. If necessary, continue the discussion in a follow-up session before agreeing on the group's most important or interesting ideas.

Share and Take Away

11

Discuss:

- ▶ Which ideas do we find the most interesting or important?
- ▶ Can we agree on one idea to explore further or to develop as a group project in our next sessions?

Do & Don't

- ✓ Allow adolescents to share their own ideas in response to the discussion question.
- ✓ Encourage adolescents to share their written ideas with each other individually, rather than reading them aloud, if that makes them more comfortable.
- ✗ Encourage adolescents to explore very difficult ideas or challenges that they may find overwhelming.

Adaptation

Different opinions and ideas: If adolescents are interested in more than one idea, they can divide into smaller groups to look at each of the ideas separately. They can also divide the ideas and discuss them at different sessions.

Low literacy: Instead of writing on the index cards, adolescents can draw a symbol that represents their ideas.

Environment

Indoor or outdoor space. Quiet.

Read and Use

Our challenges, Our solutions, Our environment, Forming problem and opportunity Statements, and Brainstorming solutions, possibilities and project ideas activities, for steps to take before and after this activity.

Supplies

- ▶ one marker board.
- ▶ one, two or three index cards per adolescent.
- ▶ one marker per adolescent.

Improvise

Adolescents can take more time to explore different ideas before choosing one to focus on. For example, they could create drawings or stories about each idea as part of an exhibition in the community.

Continue

If adolescents find this process helpful, they can use it whenever they need to reach a group decision collaboratively.





Adolescents prepare for a discussion with other people in their community about something that interests them.



4/5

3/5

4/5

30-45 min



Activity Overview

Purpose

Turn discussion topics into community dialogue sessions.

Objectives

Adolescents will be able to:

- ▶ Collaborate and make decisions.
- ▶ Communicate ideas and opinions.

Competency domains

Empathy and respect; Communication and expression; Problem solving and managing conflict.

Works well for

Adolescents who have developed advocacy and communication skills, and are interested in exchanging ideas about an issue with other young people or adults in their community.

Phase

Taking Action.

Before

Adolescents should have already chosen a topic for their dialogue through participation in activities such as **Our environment, Our challenges, Our solutions, Forming problem and opportunity statements** or **Collaborative decision making**.

After

After the dialogue, adolescents should take time to debrief, discuss their feelings, review what they have learned, and plan any follow-up activities (inside or outside of sessions).

Preparation

Bring any notes or materials from recommended previous activities that may be useful for the session.



1

At the top of the marker board or flip chart paper, write the topic that adolescents have chosen for their dialogue and the following questions:

- ▶ Who would we like to discuss this topic with?
- ▶ What would we like to share with them about this topic?
- ▶ What would we like to learn from them about this topic?

2

Facilitator says:

“Discuss the questions and to agree on basic goals for the dialogue.”

3

Write the following questions on the marker board, or on different pieces of flip chart paper. Ask the adolescents to develop plans for each step – either as a group, or by dividing into three committees.

Dialogue questions and facilitation plan:

- ▶ What questions will we discuss in the dialogue?
- ▶ How will we structure the dialogue?
- ▶ Will this be an open dialogue where any adolescent and adult can speak? Or will there be a panel with adolescent and adult representatives who take turns speaking?
- ▶ Will there be a moderator (or a pair of moderators, one adolescent and one adult) to make sure that each speaker stays on topic? If so, who will it be?
- ▶ What will be our final questions for the dialogue? How will we close the dialogue in a way that is positive, and opens up opportunities for follow-up discussions or actions?

Invitations and community support:

- ▶ Which adults (individuals or organizations) can help us to prepare for a positive dialogue? Working in partnership with a supportive

community group or community leaders may help to create a constructive dialogue.

- ▶ Who will we invite? How will we invite them? Sending formal invitations may help adults to take the dialogue seriously and to see it as an important opportunity.
- ▶ What steps should we take to promote adults’ interest in this dialogue and to ensure that they participate constructively? It can be helpful to meet adults in advance to gain their support.

Time, location and logistics:

- ▶ Where can we hold the dialogue? Consider a location where both adolescents and adults feel comfortable and welcome.
- ▶ When will we hold it? Choose a time and date when community members can attend, and that gives the adolescents sufficient time to prepare.
- ▶ What do we need to do to set up the space for the dialogue? Make sure that the space is big enough to include everyone who is invited, and that everyone will be able to hear the dialogue.

Share and Take Away

4

Explain:

Review the exercise by asking the following Adolescents should present their ideas, including the questions for the dialogue. Encourage them to agree on a realistic plan that includes all of the necessary steps for a successful event.

5

Agree on the next steps, and discuss whether the following sessions will include time for preparations for the dialogue. Make sure that the adolescents take at least one session to rehearse their dialogue through role-play.



Community dialogue

Do & Don't

- ✓ Be sensitive to gender issues involving community dialogue in the community.
- ✓ Review the adolescents' plans for the community dialogue. Help them to develop plans that will promote a productive and interesting exchange of ideas.
- ✓ Identify areas in the plan where the adolescents need support from others.
- ✓ Encourage community members to participate and give meaningful feedback in the dialogue. It is important to meet with community members in advance (with or without the adolescents), to explain the purpose of the dialogue, gain their support and ensure that they take the adolescents' views seriously.
- ✗ Force adolescents to speak at the dialogue if they don't want to.
- ✗ Let adolescents choose a sensitive topic that may cause them (or community members) to become angry, make accusations or blame each other.
- ✗ Move forward with the community dialogue if it does not appear that adults or other community members will participate constructively. This could set the adolescents up for disappointment and exacerbate bad feelings with community members. Organize a different type of event or activity instead.

Adaptation

Work with adolescents to adapt the community dialogue to the people they specifically want to engage and share views with. For example, they may want to hold a dialogue with their parents, teachers or peers.

Support the adolescents to organize an event that meets their hopes and goals. This could be an exhibition or performance, rather than a community dialogue.

Environment

Indoor or outdoor space, large area for bigger groups.

Supplies

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

Improvise

Adolescents could hold the dialogue as a follow-up discussion to an exhibition or performance they organize.

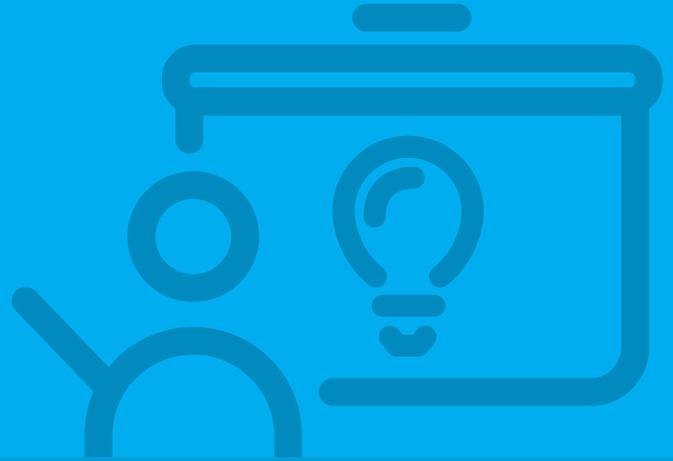
Continue

Support the adolescents and community members to identify follow-up steps to the dialogue, based on their shared interests and goals. This could include holding further dialogues on other topics, or working together on projects or activities.





Adolescents will create a pitch for a project idea and learn how to present it to different audiences.



3/5



4/5



4/5



30-45 min



Activity Overview

Purpose

Develop “pitch statements” to convince others to support and participate in their project.

Objectives

Adolescents will be able to:

- ▶ Think critically about different aspects of a project, and its relevance and value to others.
- ▶ Describe the project and explain its value to others.

Competency domains

Communication and expression; Empathy and respect.

Works well for

Adolescents who have chosen a challenge topic and are ready for the next steps in building their project ideas.

Phase

Taking Action.

Before

The Adolescent Circle should have agreed to a project or challenge topic that they will work on together. Choose a challenge topic is one activity they can use to do this.

After

Adolescents can use the “pitches” they developed to plan follow-up activities to engage supporters and convince beneficiaries to participate in their projects.

Preparation

Prepare flipchart with the table below before the activity begins.



1

Explain:

A 'pitch' is a message about your project that you share to convince people to support and/or benefit from the project. It is called a "pitch" because, like pitching a ball to a player in baseball, football or cricket, you are throwing an idea to someone, and you hope he or she will connect with your idea.

2

Write 'Supporters' and 'Beneficiaries' at the top of the marker board, as the headings of two columns.

Facilitator says:

"Who are some of the people who might support your project? Who are some of the people who might benefit from your project - if it is a performance or event, who might attend? If it is a product, who might buy it?" List adolescents' responses.

3

Explain:

A pitch can be used to present your idea, and convince different types of people about your project idea. Creating and using a pitch will also help you clarify the key elements of your idea and refine how you talk about it.

The pitch should:

- ▶ Include a clear, simple explanation of your project or idea - Try to describe it in two sentences, in less than 30 seconds.
- ▶ Convincing reasons why your project or idea is valuable or relevant, and why supporters should support it and/or how beneficiaries can benefit from it.
- ▶ Be adjusted for different audiences - When speaking to potential supporters you may use different messages to convince them than you would use with beneficiaries or customers.
- ▶ Be interesting or exciting.

4

- ▶ Be presented in a way that is accessible and interesting for the audiences - For example, you might approach people directly and share your pitch verbally, or you might create posters, flyers, or a radio or video advertisement for your project or idea.

Ask adolescents to write the following chart on a piece of paper and fill in their answers. Explain to adolescents that they should be prepared to share their pitch verbally, even if they are also considering presenting it through other kinds of materials such as brochures or advertisements.

Note: If adolescents think of different categories of supporters or beneficiaries, encourage them to consider developing different pitches for those different audiences.

Supporters	Beneficiaries/ Customers
Why should they support your project?	How will they benefit from your project?
Write your pitch (2-3 sentences):	Write your pitch (2-3 sentences):
Write three more reasons to convince supporters:	Write three more reasons to convince beneficiaries/ customers:
How will you present your pitch? Describe your materials or approach for pitching to supporters.	How will you present your pitch? Describe your materials or approach for pitching to beneficiaries or customers.



5

Sharing and Take Away

Invite participants to take turns sharing their pitch statements verbally with the group. They should practice trying to speak in a convincing and engaging way.

Discuss:

- ▶ Which pitches that you just heard were most convincing? What made them convincing?
- ▶ Did developing your pitch idea help you to think about your project or idea in a new way?
- ▶ How can we use your pitch ideas as you move forward with your projects?

Do & Don't

- ✓ Give adolescents time to practice their pitches.
- ✓ Support adolescents in planning how they will use their pitch ideas in constructive ways as they carry out their projects.
- ✗ Push adolescents to pitch their ideas to adults in the community if doing so will put them at risk or create confusion about the purpose of their projects.

Adaptation

Low-literacy adaptation: Have participants try to memorize a short 10-20 second pitch instead of writing it down.

Environment

Indoor or outdoor space.

Supplies

- ▶ Flipchart paper.
- ▶ Markers.

Improvise

Adolescents can each role play their pitch to a certain type of audience, then do it again for a different type of audience. Adolescents in the audience can pretend to be the different types of audiences (for example, youth, adults, leaders).

Continue

Adolescents can use the 'pitches' they developed to plan follow-up activities to engage supporters and convince beneficiaries to participate in their projects.



Create a Pitch





Adolescents interview a member of their community with expertise and/or experience with something they find interesting.



3/5



4/5



4/5



30-45 min



Activity Overview

Purpose

Learn from a community member with important expertise and/or experiences to share.

Objectives

Adolescents will be able to:

- ▶ Collaborate in groups to map out project plan and timeline.
- ▶ Set future goals for the project.

Competency domains

Cooperation and teamwork; Hope for the future and goal setting; Empathy and respect for others.

Works well for

Adolescents who are comfortable moving outside their activity space to interview another community member, working individually or in small groups.

Phase

Taking Action.

Before

Adolescents should have had a chance to identify a topic that interests them. This could be a topic they will explore or take action on together as a group, or another topic reflecting their personal interests and goals.

After

Adolescents should have a chance to reflect on what they have learned from their expert interview, and use the story or information from their interview in an ongoing project.

Preparation

Remind adolescents to bring their idea for a project topic or an idea for another topic of interest that they want to learn more about. Use the **Tips for a successful interview** tool to help.



Expert Interview

1

Facilitator asks adolescents to briefly share their project topics, or other topics of interest, with the rest of the circle. These can be project topics that they plan to work on in small groups, or topics of interest to them individually that they hope to learn more about.

2

||| Facilitator says:

"Now we are going to brainstorm and think of people here in our community that have expertise or experience that is related to your topic. Try to brainstorm at least four people in the community who have some expertise and/or some experience related to the topic that interests you. Remember that there are lots of different kinds of people who might be 'experts.' They might have studied your topic or work in a profession that is related to your topic. Or, they may have important life experience related to your topic. Be creative and open minded as you brainstorm, because there are lots of kinds of people you might learn from, including older adults, and also your own peers.

3

Organize adolescents into small groups to brainstorm. If they are already working on a project topics in small groups they can brainstorm together in that group. If they are working individually on projects of interest, they can sit together in groups of three or four and help each other to think of 'experts' who know about their topics.

Optional: If adolescents are having trouble thinking of experts, help them to think of possibilities. Remind them that they can think of someone with expertise in an area that is related to their area of interest even if it isn't the same.

4

||| Facilitator says:

"Now we are going to prepare to interview experts in our community to learn more about them." Explain: As you prepare your plans, include the following:

- ▶ Who will you interview? Write the name of the person you chose.

- ▶ What would you like to learn about from them? Write a few sentences about how this person could help you to learn more about your topic.
- ▶ How will you invite him or her to be interviewed? Write some notes for when and where you will contact your expert, and what you will say or write when you interview him or her.
- ▶ What questions will you ask during the interview? Write your questions down. Remember to include open-ended questions that allow the expert to tell stories from his or her experience, and follow-up questions.

Facilitator reminds adolescents: "Be prepared when you carry out your interview. Bring a pen and paper to take notes and anything else that will help you to explain to your 'expert' why you are interested in interviewing him or her, and how you will use the stories and information he or she shares.

5

Bring the circle back together once they have finished brainstorming.

6

Invite adolescents to share their plans for how they will invite the experts they have identified to be interviewed. Optional: Adolescents can practice inviting experts to be interviewed through role playing.

7

Ask adolescents to share their interview questions. Write their questions on a marker board. Encourage them to add questions to their own interview plans based on ideas shared by others in the circle.

Discuss:

- ▶ What strategies will you use to convince your experts to participate in your interviews? What are your back-up plans if they are not interested or willing to participate?
- ▶ Which interview questions shared in our circle are especially good?



Expert Interview

Why? (Remind adolescents that there are no perfect interview questions, but they can use this opportunity to recognize questions that are likely to elicit interesting responses from their interviewees.

- ▶ When will you carry out your interview? Optional: Adolescents can use their next session times to carry out their interviews. They can invite the experts to come to their activity space, or move outside their activity space, depending on what is convenient or feasible for the experts they interview.

Do & Don't

- ✓ Encourage adolescents to take the time they need to prepare for their interviews.
- ✓ Encourage adolescents to carry out their interviews working in pairs or small groups if they will feel more comfortable and confident working together.
- ✓ Support adolescents in planning and preparing for their interviews thoroughly - Give them additional time in future sessions if that will help them.
- ✓ Inform adults in the community about adolescents' plans to carry out interviews, so they understand the purpose of the interviews and support their goals - Talking with your steering committee about this plan may be one way to do this
- ✓ Ensure that the experts who are interviewed understand and agree to how adolescents will use the experiences and information they share - Make sure that adolescents understand and respect their interviewees' wishes.
- ✗ Push or force adolescents to carry out their interviews unless and until they feel comfortable doing so.
- ✗ Let adolescents approach adults for interviews in ways that might leave them vulnerable to risks - For example, it may be more comfortable and appropriate for them to carry out interviews in public spaces, accompanied by a peer or another adult.

Adaptation

Low literacy: If adolescents have limited literacy, encourage them to prepare and plan for their interviews verbally. They may use drawings or symbols to remind them of the questions they will ask during their interviews, and to remind them of responses during the interviews.

Environment

Indoor or outdoor space.

Supplies

- ▶ Flipchart or marker board.
- ▶ Notebook or writing paper for each adolescent.
- ▶ Pen or pencil for each adolescent

Improvise

Instead of interviewing a real person, adolescents can write or role-play an interview with a famous or historical person they admire.

Adolescents can interview young children who, like adolescents and adults, have important knowledge and stories to share.

Continue

There are many ways that adolescents can use the stories and information from their interviews, including:

- ▶ Write or create a profile of the experts for a newspaper, magazine or radio programme (including one that the adolescents create themselves).
- ▶ Create a drama based on an interview
- ▶ Create a storyboard, road map or graphic novel to tell a story that the expert shared
- ▶ Create a photo essay about the expert, and/or draw portraits and other illustrations.
- ▶ Create an exhibition that celebrates the expertise of others in the community, and invite others in the community to attend.





Finding challenges and opportunities

Adolescents identify places in the community that present them with challenges or opportunities.



4/5



2/5



4/5



30 min



Activity Overview

Purpose

Use group planning and decision making to discuss good, bad and opportunity places in the community.

Objectives

Adolescents will be able to:

- ▶ Plan and make decisions with others.
- ▶ Think critically about their surroundings.

Competency domains

Hope for the future and goal setting; Critical thinking and decision making.

Works well for

Adolescents who are ready to reflect on their environment and to work on projects together.

Phase

Taking Action.

Before

Adolescents should have explored and created a map of their environment through an activity such as **Our environment**. Make sure that they have their maps ready to look at together during this activity.

After

Adolescents can develop action plans based on the challenges or opportunities they identify in their environment during this activity.

Preparation

Post the map that the adolescents created in the **Our environment** session in the front of the activity space. If adolescents created more than one map, post all of them or lay them out for a gallery walk (but don't start it yet).





Finding challenges and opportunities

1

Distribute three index cards to each adolescent.

2

Facilitator says:

"Today we are going to look again at the maps you have created. We will look at:

- ▶ Places that aren't good for adolescents - places that are difficult or dangerous;
- ▶ Places that are good for adolescents - places you like to go to or where you can get something you need; and
- ▶ Places that have opportunities or potential for you as adolescents - places that have resources or could be used in a positive way." (For example an unused classroom or an empty lot.)

3

Explain:

Participants will agree to symbols that represent good places, bad places, and opportunity places and ask the adolescents to draw them on their index cards.

4

Explain:

Ask participants to attach the cards to the maps near the bad, good and opportunity places they have identified. (If they have laid out their maps for a gallery walk, the adolescents can start the gallery walk now).

5

When they have finished, review the maps together. Discuss:

- ▶ Where are the bad places? What makes them difficult or dangerous?
- ▶ Where are the good places? What makes them positive for adolescents?
- ▶ What are the opportunity places? What potential do they have for adolescents and how could they be used in a positive way?

6

Divide the adolescents into three groups (or six groups, if smaller group discussions will encourage more people to participate). Each group should focus

7

on either bad, good or opportunity places. Adolescents can change groups if they want to focus on one in particular.

Explain:

Each group should choose one of the places identified in the exercise, and discuss the following questions:

Bad places

What can adolescents do to manage or cope with the difficult things in this place?

What can adolescents do to make this place better?

Who else in the community could help to make this place better for adolescents?

Good places

What can adolescents do to use or enjoy the good things in this place?

What can adolescents do to make this place better, or available to more adolescents?

Who else in the community could help to make this place better, or available to more adolescents?

Opportunity places

What are the opportunities for adolescents in this place?

What can adolescents do so that this place fulfils its potential?

Who else in the community could help this place to fulfil its potential as a good place for adolescents?

8

Share and Take Away

Bring the circle together and ask each group to present their answers.

9

Support the adolescents to discuss whether they want to plan a project together based on their ideas for improving a bad place, making a good place more accessible, or transforming an opportunity place into somewhere positive for adolescents.



Finding challenges and opportunities

Do & Don't

- ✓ Let the adolescents identify the bad, good, and opportunity places themselves, even if they choose unexpected places, or don't identify ones that seem relevant.
- ✓ Pay attention when adolescents describe risks or negative experiences, especially as they discuss bad places - Be prepared to take appropriate steps to connect them with support if necessary (for example, if they have been victims of violence) - Inform and work with the appropriate agencies if you learn of risks to adolescents' rights, such as trafficking, recruitment into armed forces, or exploitation and abuse.
- ✗ Push adolescents to talk about risks and dangerous places if they don't want to - Focusing on negative experiences may be harmful to their psychosocial welfare.

Adaptation

Simplify:

- ▶ If adolescents find it too complicated to focus on all three topics (bad, good and opportunity places), just focus on one of them. Start with good places, so that adolescents focus on something positive.
- ▶ If adolescents find the concept of opportunity places too confusing, limit the discussion to good and bad spaces.

Different starting point: If adolescents haven't created a map of their communities, they can explore issues they have identified in other activities such as Our days or Our challenges, our solutions.

Environment

Indoor or outdoor space.

Supplies

- ▶ At least three index cards per adolescent.
- ▶ Markers.
- ▶ Adolescents' maps or work from similar activities.

Improvise

Instead of developing action plans, adolescents could create artworks or performances to describe their experiences in different places in the community.

Continue

Adolescents can develop action plans to improve places in the community based on their discussions. For example, they could:

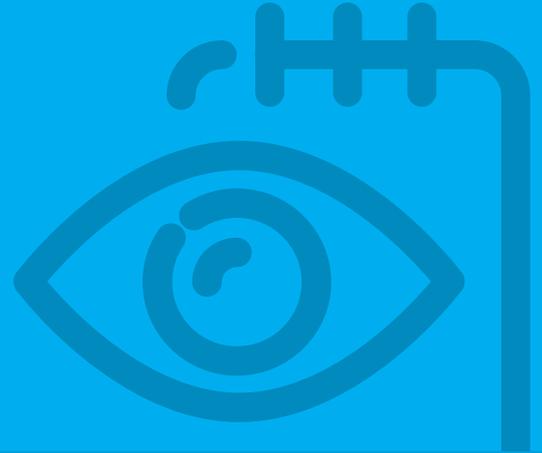
- ▶ Organize a campaign to raise awareness about the risks and dangers of certain places in the community (and how to manage them), for other children and adolescents.
- ▶ Organize a project to turn an opportunity place into somewhere positive for adolescents --For example, an empty lot or an unused space could be cleaned up and transformed into a recreation area or a community garden, or a classroom in a school could also be used as a reading room or an after-hours homework space.



Finding challenges and opportunities



Adolescents will explore a challenge topic they have chosen by creating 'insight statements' that summarize important concepts related to that topic.



 3/5

 4/5

 5/5

 30-45 min



Activity Overview

Purpose

Further develop project ideas through the creation of statements.

Objectives

Adolescents will be able to:

- ▶ Think creatively about the challenge topic and how to pull out insight statements.
- ▶ Communicate and express ideas within teams.

Competency domains

Communication and Expression; Critical thinking and decision making.

Works well for

Adolescents who have ideas for projects and are looking to the next steps to develop their ideas.

Phase

Taking Action.

Before

Adolescents should have chosen a topic or concept that they will explore, or focus on as they design and carry out a project together. The **Choosing a Challenge Topic** can work well.

After

No activities required after this one.

Preparation

Draw the table shown below on a flipchart before the activity begins.



1

Explain:

Adolescents will be exploring challenge topics they have already identified in their earlier activities. If they are working together on one challenge topic they should sit together as a large group. If they are working on different challenge topics in small groups, they should sit with those groups.

2

Explain:

Adolescents should try to find different themes related to their challenge topic. "Themes" can be expressed in just one or two words. A good way to think of themes is to start with the phrase, "When we thought of challenges and opportunities to explore in our challenge topic, some important topics were..." and then finish the sentence. (Examples might be: "Community cleanliness," "People who need support," "Opportunities for fun.")

3

Explain:

Now, using the themes we are going to think make insight statements for each theme. Insight statements are statements of what you have learning about your values, interests or priorities as you developed your "Challenge Statement." They will help you to think more deeply about the challenge you have decided to take on, and how you can be sure that your project will fully reflect your goals. A good "insight statement," is a complete sentence, and it could begin, "If we succeed in working on this challenge topic, a positive change will be..." Or "We want to take action on this challenge topic because..."

4

Explain:

Remind adolescents they are not yet looking for a solution to the problem or the challenge. Instead they are taking more time to explore their goals so that their project plans are more For example, Ffor the challenge "Keep the community clean" the insight statement could be "cleanliness in

5

the community keeps people from getting sick."

Show adolescents the flipchart and ask the groups to copy it down on their own flipchart paper.

Challenge Topic:

Theme: What does this challenge topic tell us about things that are working well or not working well in our community, or things that are important to us?

Insight Statements: "If we succeed in working on this challenge topic, a positive change will be..." Or "We want to take action on this challenge topic because..."

- 1.
- 2.
- 3.

6

Ask adolescents to fill in the 3 insight statements about their chosen theme. Explain that it could take a few times before they get it right. Insight statements can be difficult to come up with!

Share and Take Away

Invite adolescents to share their insight statements with others and get feedback.

Discuss:

- ▶ What new things do you learn or understand about your challenge topic now that you have done this activity?
- ▶ How will you use your insight statements as you move forward to work on a project based on your challenge activities?



Do & Don't

- ✓ Help adolescents to focus on insight statements that are related to their "Challenge topics," including the topics they have learned and explored in earlier sessions.
- ✗ Correct adolescents if they use different ways to express themes and insight statements.
- ✗ Give suggestions for insight statements until adolescents have had a chance to try to come up with some of their own answers.

Adaptation

Low literacy: Instead of using flipcharts and markers to write down insight statements adolescents can draw pictures to represent insight statements or they can discuss out loud and verbally agree on statements without writing them down.

Environment

Indoor or outdoor space.

Supplies

- ▶ Flipchart paper.
- ▶ Markers.

Improvise

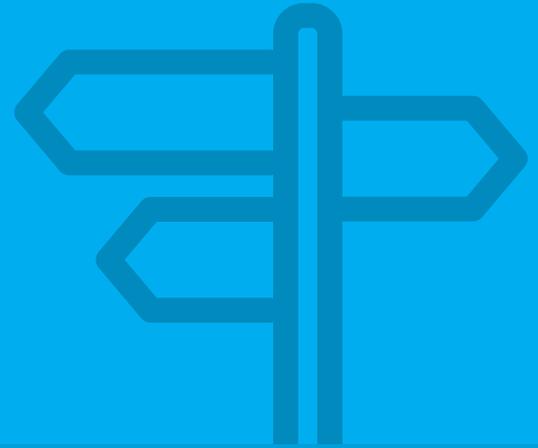
Adolescents can turn insight statements into a brainstorm session to find ideas, solutions, and challenges to the challenge topic.

Continue

Adolescents should use their insight statements as they continue to plan their projects together. Consider keeping the insight statements for adolescents to use in future discussions, including if they will be starting new projects after they have finished the ones they are currently working on.



Make a journey map for a project idea that shows different experiences over time.



 2/5

 3/5

 4/5

 30-40 min



Activity Overview

Purpose

Learn how to think through a project creatively; Use a journey map to work on group and individual projects.

Objectives

Adolescents will be able to:

- ▶ Consider their project concept from the point of view of others.
- ▶ Develop practical plans for a project to support their work together.

Competency domains

Critical thinking and decision making; Empathy and respect.

Works well for

Adolescents who have a project idea, especially one involving others in the community; Adolescents who are ready to carry out their project together.

Phase

Taking Action.

Before

Adolescents should have agreed to project idea. Adolescents should have an understanding of who will be involved in their project. The **Plan a project** activity can work well as an activity to carry out before this one.

After

Adolescents should use their journey maps to continue their project plans. Important pieces of information may come up during this activity that can be used in further planning for their project.

Preparation

None needed.

1

Ask participants to get in their project groups, or gather everyone together if it is a large group project.

2

Explain:

Participants will brainstorm to identify a person or a group of people that could benefit from their project.

3

Explain:

Participants will draw a journey map of the person or groups and the different experiences they will have throughout the project.

4

Explain:

The map can be drawn as a physical map or a timeline.

5

Explain the concept of a journey map by giving an example of a project that is a community theatre performance. The adolescents can focus on the 'journey' the audience will take, and answer the questions:

- ▶ Who is the audience?
- ▶ What does the audience feel like before they know about the performance?
- ▶ If we drew them, what would they look like?
- ▶ How do they feel when they first see the flyer about the performance? What would that drawing look like?
- ▶ What will they look like during the performance?
- ▶ What would they look like after the performance?

6

Explain:

Participants can choose which points on the journey they will draw, focusing on whatever moments they think are important.

7

||| Facilitator says:

"Use your creativity. You can make your map look like a timeline or you can make it look more like a physical map."



8

Sharing and Take Away:

Invite participants to discuss what they liked about this activity.

9

||| Facilitator says:

"Did this help you to think differently about your project or see another side of it? How? What else could you use a journey map for?"

Do & Don't

- ✓ Encourage participants to work together.
- ✓ Draw an example of a journey map if they are confused or need more explanation.
- ✗ Tell participants they can only draw their journey map one way.
- ✗ Criticize how they make their journey map.

Adaptation

The journey map can be used for a personal journey as well. It can be used to illustrate emotions or personal events in an adolescent's life.

Environment

Indoor or outdoor space.

Supplies

- ▶ Flipchart paper for groups or individuals.
- ▶ Markers and coloured pencils for each participant.

Improvise

Adolescents could use this activity along with storyboarding. Adolescents could also use this activity to express a story from their present of how they recently learned an important lesson or are currently learning an important lesson. Adolescents can use symbols such as roads and turns to represent different parts of the story.

Continue

Ask adolescents to review or re-draw their journey maps once they have begun their work on their project, and/or to use them when preparing for a new project they take on in the future.





Adolescents plan for an exhibition of their creative work and projects.



 4/5

 1/5

 4/5

 45 min - 1 hour



Activity Overview

Purpose

Practice group planning and decision making to perform a gallery walk.

Objectives

Adolescents will be able to:

- ▶ Plan and set goals.
- ▶ Work and collaborate in a team.

Competency domains

Communication and expression; Hope for the future and goal setting; Cooperation and teamwork.

Works well for

Adolescents who want to share their work and interact with other people in the community.

Phase

Taking Action.

Before

Adolescents should have already developed projects that they can look at together during this activity. These could include artwork, creative writing or drama performances.

Practice and project time, **Community dialogue** and **Gallery walk**.

After

Arrange additional sessions so that adolescents have time to carry out the plans they outline during this activity. The **Practice and project time** and **Community dialogue** could work well as follow-up sessions.

Preparation

Prepare material and projects from previous sessions for a gallery walk.



Organizing an exhibition

1

Explain:

Participants will first organize a gallery walk to look together at the projects or work they have created in previous sessions. Give them five to ten minutes to complete the gallery walk.

2

Discuss:

- ▶ Do all of our projects have something in common?
- ▶ What do we hope that other people in the community will learn, feel and understand when they look at our work?

3

When they have finished the gallery walk, ask the adolescents to sit together in a circle, where they can see the marker board or flip chart. Encourage them to share their answers to the two questions above, as a warm up to further planning discussions.

4

Facilitator says:

"Now we will agree to a common theme and title for the exhibition."

5

Write the following questions on the marker board or write each question on a different piece of flip chart paper:

Invitations:

- ▶ Who do we want to invite to the exhibition?
- ▶ How will we invite people?
- ▶ How will we publicize our exhibition?

Time and location:

- ▶ Where could we hold the exhibition?
- ▶ When will we hold it? Think of a date and time when community members will be able to attend, and that allows enough time for adolescents to plan the exhibition.

Organization and presentation:

- ▶ How will we arrange the exhibition?
- ▶ How will we introduce and present the exhibition? (Discuss whether adolescents should give introductory or closing speeches to welcome participants, or if it would be more appropriate for other community members, such as local leaders, to do this.)
- ▶ Will we post written explanations for each project or artwork, or explain them ourselves? (For example, adolescents could stand next to individual projects and provide explanations to those viewing them.)

6

Divide the adolescents into three committees to discuss each of these topics and to develop work plans using the following chart.

What will we do?	
Who will do this?	
When will we do it?	
What resources or support do we need to do it?	

7

Explain:

Each committee should present their ideas. Encourage all of the adolescents in the circle to agree on a realistic plan that includes the necessary steps for a successful event.

8

Agree on the next steps, and discuss whether the next session will include time for carrying out the plan.



Organizing an exhibition

Do & Don't

- ✓ Support adolescents to develop an exhibition that allows everyone to share what they have done or achieved.
- ✓ Encourage adolescents to be proud of their work and open to sharing it.
- ✓ Review adolescents' plans for organizing their exhibition - Help them to develop a realistic plan that is in line with their time and resources, and identify areas where they may need support from others.
- ✓ Encourage community members to engage positively with adolescents at their exhibition - In some cases, it may be helpful to meet community members in advance (including parents, local leaders, or civil society organizations) to gain their support and to address any questions or expectations they may have.
- ✗ Force any adolescents to show their work if they don't want to.
- ✗ Leave adolescents to prepare for the exhibition without reviewing their plans and providing support.

Adaptation

○ Work with adolescents to adapt the exhibition to the people they want to share their work with (For example, they may wish to hold an exhibition specifically for their parents or peers.)

Environment

Indoor or outdoor space; Large area for gallery walk.

Supplies

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

Improvise

Adolescents could adapt this activity to prepare for other types of public presentations, depending on their projects. For example, they could organize a performance, innovation fair, debate or dialogue.

Continue

If they are going to continue working together as a circle for some time, the adolescents can hold exhibitions on regular basis (monthly, quarterly or annually) to raise awareness about their work and to engage with the community.



Organizing an exhibition



Adolescents develop plans for their group projects.



Activity Overview

Purpose

Work in groups to develop ideas and plans for projects.

Objectives

Adolescents will be able to:

- ▶ Form plans.
- ▶ Make decisions collaboratively.

Competency domains

Critical thinking and decision making; Hope for the future and goal setting.

Works well for

Adolescents who are ready to work together on group projects over several sessions, and can work on them independently.

Phase

Taking Action.

Before

Adolescents should have already agreed on an idea for a group project. Read and use **Collaborative Decision making**.

After

Help the adolescents to keep their project plans in a place where they can access them in follow-up sessions. For example, they could store their notes in a secure place in the activity space, or in the Supply Kit.

Adolescents should have time during (and possibly outside) of sessions to work on the project steps they have outlined, and to review progress on their plans.

Preparation

None needed.

1

Ask the adolescents to sit together in a circle and post the marker board or flip chart paper where they can see it. If they are working on different projects in small groups, ask them to sit with their groups and distribute a few pieces of paper to each group.

2

Write the project idea that the adolescents have chosen on the marker board or flip chart paper. Then write the following questions:

What do we want to do with our project?

Examples could include:

- ▶ We want to hold a traditional music performance for the community.
- ▶ We want to have a poster campaign with positive messages about adolescents.
- ▶ We want to have a reading room that we can use during evenings and weekends.

What do we want the result or effect of our project to be (on ourselves or others)?

Examples could include:

- ▶ We want to know how to play and sing traditional songs.
- ▶ We want adults to recognize the good things that adolescents do.
- ▶ We want to be able to read and study in a safe place.

Who can help us?

Who do we need to work with?

What materials and resources do we need?

What steps do we need to take to do this?

3

Give the adolescents time to brainstorm answers to these questions. When they are ready, ask them to create a work plan using the template below (draw this on the marker board or flip chart paper).

Our project will be (what we will make, do or create):				
The effect of our project will be:				
What steps will we take?	Who will do this?	When will they do this?	What do they need?	What will happen as a result?

4

Share and Take Away

Ask the adolescents to present their project plans and encourage them to include all of the necessary steps to succeed. Discuss which steps (if any) they will take before the next session.

5

Agree on the next steps, and discuss whether the next session will include time for carrying out their plans.

Do & Don't

- ✓ Help adolescents to set achievable goals for their projects.
- ✓ Review adolescents' plans and make sure that they are feasible, safe, appropriate, and that tasks that are fairly distributed among group members.
- ✓ Let adolescents experiment or try things that might not work - as long as they aren't at risk, and are ready to manage the consequences.
- ✗ Let adolescents make plans that are likely to fail if they won't be able to handle the disappointment or embarrassment.

Adaptation

Different goals: Adapt the plans to focus on learning goals if adolescents are more interested in exploring a specific topic than working on a project.

Environment

Indoor or outdoor space with minimal distractions.

Supplies

A marker board, flip chart paper, notepaper (at least a few pieces for each group), markers and pens.

Improvise

If adolescents have access to social media, they can share their project plans online and post updates on their progress.

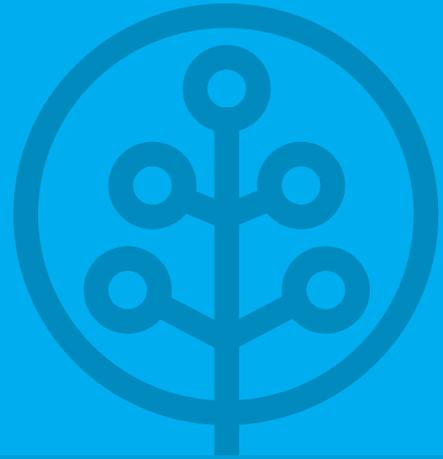
Continue

Adolescents can use this planning process for other projects or collaborative activities.





Draw a timeline tree for a group project and draw in the branches, events and people involved.



3/5

3/5

4/5

45 min



Activity Overview

Purpose

Plan and organize project steps by creating a timeline of events, people and dates on a tree timeline.

Objectives

Adolescents will be able to:

- ▶ Develop and plan steps for goals.
- ▶ Express ideas through group collaboration.

Competency domains

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

Works well for

Participants working on a longer project, such as a project in the community involving many people with different roles.

Phase

Taking Action.

Before

Participants should have a project idea. **Plan a project. Choosing** a challenge topic. **Review the Tree Timeline Tool.**

After

Adolescents can use their project tree timeline as a guide as they continue to plan and carry out their project. Keep their project tree timeline and display it where they are working together to remind them of their great work and their plans.

Preparation

Draw a sample project tree on a flipchart. Do not fill in the steps before the session, because you will demonstrate how to do this as part of the activity.





Project Timeline Tree

1

Explain:

Participants will use a project they are working on and draw a detailed tree timeline of events and people involved.

2

Facilitator will draw a large sketch of a tree on the marker board or a piece of flip chart paper. The tree should be tall with many branches. There should be space around the branches for the facilitator to add writing or drawings to represent project steps. Use the **Tree Timeline Toolas** an example.

3

||| Facilitator says:

"This is a tree timeline. As a large group, we will first draw a big tree. Then we will fill in branches from the bottom to the top of the tree."

4

||| Facilitator says:

"The bottom of the tree represents 'now' and the top of the tree represents the end of the project. The branches in between represent the steps we need to take to finish our project. We will draw in pictures, names, dates and events on the branches, in order, moving up the tree until the top, which represents the end of the project."

5

Explain:

Groups should first write/or draw their end goal at the top of the tree. Next they should brainstorm the steps they need to take to reach that goal. They can write or draw those steps on the branches, in order, from the bottom of their tree to the top. These steps can include events and people. Ask adolescents for some examples of steps needed to carry out their project, and demonstrate how to write them onto the tree timeline. They can write or draw to represent different steps.

6

Organize participants into small groups to develop their tree timeline, and help them to begin to work on their project tree timelines together.

Explain:

Participants can use several flipchart papers and tape them together to make a very tall tree.

7

After participants are finished and are happy with their timeline, help them to read through it from the bottom (now) to top (the end goal).

Share and Take Away

8

Discuss:

How will you use your project timeline tree to help you get work on your project together?

9

Did you learn anything new about your project and the steps you will need to carry it out?



Project Timeline Tree

Do & Don't

- ✓ Give plenty of space for participants to draw their timeline.
- ✓ Help adolescents create a plan and learn about the planning process, not draw or copy a "perfect" tree.
- ✓ Encourage flexibility and creativity in the drawing.
- ✓ Take time during the exercise to review adolescent's project timeline plans and help them to consider any additional steps that might be needed.
- ✗ Recommend steps that adolescents should include in their project tree timelines until they have had a chance to think of and write or draw steps themselves.
- ✗ Be judgemental of drawings.

Adaptation

Adolescents can pick something other than a tree to draw for their timeline.

Environment

Indoor or outdoor space with plenty of room to draw on flipchart paper.

Supplies

- ▶ Flipchart paper - enough for the size of the tree.
- ▶ Markers and coloured pencils for each participant.

Improvise

Adolescents can use the tree timeline for personal goals and can draw pictures on the branches of how they will reach their goals and who will help them.

Continue

Participants should revisit this timeline as they make progress on their project. They can mark or track their progress on the tree. Participants also can use this activity when brainstorming a new project idea.



Project Timeline Tree





In this activity adolescents practice making a prototype: a model of a new invention or product that can help to solve a problem or take advantage of an opportunity.



Activity Overview

Purpose

Create prototypes for inventions.

Objectives

Adolescents will be able to:

- ▶ Think creatively to build and make models.

Competency domains

Critical thinking and decision making; Creativity and innovation.

Works well for

Circles where adolescents can sit together, reach decisions collectively, and work on activities in small groups.

Note: This activity helps adolescents to create prototypes of products or inventions that they may try to build in real life. Prototyping can also be used as a method for stimulating creative ideas for other kinds of projects.

Phase

Taking Action.

Before

Adolescents should already be organized into teams that have agreed on a project idea to develop. The **Brainstorming solutions, possibilities and project ideas** activity gives adolescents a way to think of project ideas. See **Our challenges, Our solutions, Our environment, Forming problem and opportunity statements** for steps to take before and after this activity.

After

Adolescents should have an opportunity to test their prototypes if they are intended for real-life solutions.

Preparation

None needed.



Prototyping

1

Ask adolescents to sit with their project teams. Each team should already have a project idea that they have developed together in an earlier session. Each member of the team should have paper or post-its, and a pencil, pen or marker.

2

Explain:

Participants will work on a process called prototyping. Prototyping is a process designers use when they are making a new product. Prototypes are models of their ideas, which other people can test. They are usually incomplete models that don't include all of the details of their ideas, but they include enough that other people can use them and share their feedback. Designers often make several prototypes of a new product in the process of designing it, as they don't expect the first prototype to work perfectly!

3

Facilitator says:

"There are different ways to make prototypes, and you are going to try a few of them today."

4

Explain:

Write the following three titles on the marker board along with a brief explanation that you also give verbally:

Arts and crafts models

Use the arts and craft materials, including materials you find locally, to build a model of your idea. It can be a full size model or a small model.

Remember:

- ▶ The model doesn't have to be perfect. It is like the first draft of something you write - you know that you will change it and improve it to make a better prototype.
- ▶ Sometimes you can't include all of the

details of your project ideas in your prototype. Think about creating a smaller version, or just the outside to show what it will look like.

- ▶ Be creative! Don't be afraid to have fun and try something even if you are not sure if it will work.

Storyboard

A storyboard is a short comic or a series of pictures that shows how your idea would work. You can do this on a piece of paper with six boxes, or on six pieces of paper. The first pictures can show the problem or opportunity, and the next pictures can show how you will address it.

Remember:

- ▶ Use your storyboard to demonstrate your project idea and how people will interact with it. You can include things like how people feel and react to the project.
- ▶ You can include other ideas that would make your project work well in real life.
- ▶ Focus on a single user so that you can work out how someone would interact with/use the project idea, and include this in your storyboard drawing.

Skit

Create a skit that shows the problem (or opportunity), and how people could use your project idea to solve or address it. Optional: If someone has a smart phone or another video recording device, create a short video of your skit.

5

Give the project teams time to create their prototypes.

6

After the allotted time, bring the circle together. Each team should present their prototypes, including arts and crafts models, storyboards and skits. (If technical resources are available they also can show their video skits).



Share and Take Away

7

||| Facilitator says:

"First let's share some warm feedback about each other's prototypes. What were some of the great ideas you saw today? What was great about them?"

(Discuss: Creative and original ideas, practical ideas that could work easily with simple resources, ideas that could work but would require a lot of work and time).

8

||| Facilitator says:

"Now let's talk about your own prototypes. What did you learn about your project idea by working on these prototypes? Did you learn anything about whether your idea would work in real life? What would you need to do to make a final version that actually worked? What changes would you make in the next version?"

9

Agree to next steps. Depending on the circle's goals this could include:

- ▶ Choosing one project idea that the entire circle can prototype and design together in the next session.
- ▶ Planning another prototyping session for teams to continue developing their project ideas.



Prototyping

Do & Don't

- ✓ Encourage adolescents to have fun with the prototyping process, and to use their creativity.
- ✓ Help adolescents to keep their prototypes, along with any notes or plans they have made.
- ✗ Push adolescents to make perfect prototypes.
- ✗ Discourage or prevent adolescents from trying a project idea, even if you don't think it will work well (Instead, let them have fun and learn by trying).

Adaptation

Adapt for less time, or simplify: This activity calls for adolescents to make three kinds of prototypes. It can be simplified by just focusing on one type. If adolescents do not have time to make prototypes and share them in the same session, divide this activity into two sessions.

Environment

Indoor or outdoor space For arts and crafts model prototypes, a space that is protected from rain and excessive wind, with a clean, dry, covered floor.

Supplies

- ▶ **For arts and crafts model prototypes:** Materials to make models - This could include new or discarded cardboard, markers or crayons, tape, glue, any discarded items that are clean and safe to use.
- ▶ **For storyboard prototypes:** Paper to draw drafts and a final version of the storyboard - This can be done on one large piece of chart paper with six boxes, or on six pieces of paper.

- ▶ **For skits:** Materials to make models and other props.
- ▶ **If resources are available for video:** Mobile phones, other video recording devices, and a computer or video screen with speakers so that adolescents can show their videos.

Improvise

Use the prototyping process to explore project ideas that are not based on creating a product or invention. For example, if adolescents have an idea for how they can work together on a community action initiative, such as creating a community garden or organizing an intergenerational dialogue, they can use these three prototyping processes to come up with ideas.

The prototyping process can also be used to explore and develop ideas for creative arts projects. For example, adolescents could imagine inventions, future science fiction or fantasy communities, or characters with special qualities or powers - all of which solve problems that concern them or address opportunities that interest them. They can use the prototyping process to create drawings, paintings, collages, photo essays, stories, songs or dramas to elaborate and exhibit their ideas.

Continue

This activity is intended as one step in a process. Adolescents think of a creative idea beforehand, and take time to explore and experiment with their concept afterward, working toward a final product or project. The prototyping process can be repeated several times until adolescents are satisfied with a final product or project, and can use their sessions as workshops to plan, develop and test those prototypes.



Adolescents use a visual map to plan the steps of a project they will design and carry out together.



3/5



4/5



4/5



30-45 min



Activity Overview

Purpose

Adolescents plan a project using a visual map.

Objectives

Adolescents will be able to:

- ▶ Collaborate in groups to map out project plan and timeline.
- ▶ Set future goals for the project.

Competency domains

Cooperation and teamwork; Hope for the future and goal setting; Empathy and respect for others.

Works well for

Adolescents who are planning a project stimulating creative ideas for other kinds of projects.

Phase

Taking Action.

Before

Adolescents should have agreed to a project topic.

Choose a challenge topic is one activity they can use to do this. They may also have taken other steps to get ready to carry out their project, by mapping resources (using **Recognizing resources**) and doing other research in their community to prepare for their work together.

After

Adolescents should continue to work together on their project, using the **Practice and project time** activity and others.

Preparation

Prepare a sample road map before the activity begins.



Road Map

1

Facilitator says:

"Now that you have a project idea, what are your next steps? Who is involved? What is your timeline? What are your achievements?"

2

Explain:

A road map can help adolescents organize their thoughts and the tasks of a project.

3

Explain:

Adolescents should get into their project groups. Give each group 3 flipchart papers.

4

Explain:

Use 1 large flipchart paper to represent the next month. Use 2 more flipchart papers to represent the following 2 months.

5

Explain:

Adolescents should discuss in groups what needs to happen in the first month, then the second month, then the third month. Using small pieces of paper or post-it notes, adolescents write those dates and ideas down on the three charts.

6

Explain:

Next, using a different colour of post-it notes or small notes, tape the different dates and describe the biggest milestones that need to happen during the project within these three months.

7

Explain:

If the project will take longer than three months, use more flipchart paper to represent each additional month needed for the project.

8

Explain:

Once the group is comfortable with the information on the flipcharts, ask the group to assign individuals to the tasks represented on each note. Everyone should agree on the assignments and nobody should be left out.

9

Share and Take Away

Bring the full group back together and invite everyone to share their road maps.

Discuss:

- ▶ How will you use this road map as you move forward to carry out your project?
- ▶ What else can you add to this roadmap to help you implement your project?
- ▶ What will you do next to carry out your project?



Do & Don't

- ✓ Encourage adolescents to include everyone's ideas and opinions.
- ✓ Encourage each person to contribute to the roadmap.
- ✗ Show adolescents what their map should look like.
- ✗ Assign tasks for adolescents.

Adaptation

Low-literacy: Assign one person who can write to each group to be the group recorder, and let the other adolescents discuss freely and share ideas while the recorder writes it all down on the flipchart.

Environment

Indoors or outdoors.

Supplies

- ▶ Flipchart paper.
- ▶ Markers.
- ▶ Small paper and tape.
- ▶ Different colours of paper or post-it notes.

Improvise

Combine this activity with the Tree Timeline activity. First make the road map then add all of the steps, tasks and assigned people to the tree.

Instead of using the roadmap activity to plan roles and steps in a project, adolescents can use it to plan the plot of a story or drama that they create as a group or individually.

Continue

Adolescents can continue to use their map as a planning tool, revising what they have written if they need to adapt their plans or keeping track of their progress by marking off milestones they have achieved.



Road Map

