

The background of the cover is a solid blue color with a repeating pattern of white line-art icons. The icons include: a circle with a checkmark, a circle with a refresh symbol, a circle with a target symbol, a circle with a network of three nodes, a circle with two right-pointing arrows, a circle with three upward-pointing arrows, a circle with a group of five dots, and a circle with a group of five dots and a dashed outer boundary. The text "Facilitator's Guide" is centered in a large, white, sans-serif font.

# Facilitator's Guide

## About the Facilitator's Guidance

The Facilitators Guidance provides guidance and tools for facilitators using the resources in the Adolescent Kit for Expression and Innovation (Adolescent Kit) in programmes and interventions in humanitarian situations. It explains how facilitators can use and adapt the resources in the Adolescent Kit to lead activities for adolescents that support their psychosocial wellbeing, learning and positive engagement with the world around them.

## Who is the Facilitator's Guidance for?

The Facilitator's Guidance is for anyone who works directly with adolescents, organizing and leading activities for them in safe spaces, schools, clubs, recreation programmes, or any other programme or intervention. Facilitators may have other titles, such as teachers, animators, or simply 'volunteers' (See: Glossary.) Facilitators should always be trained for their role, but the extent of their training may vary considerably from one context to the next. They may be professionals with advanced degrees in education or child protection, or volunteers who have participated in short training programmes as part of their preparation to work with adolescents through a programme or intervention.

Facilitators should always work with and be supported by programme coordinators who oversee and support the programmes or interventions. The Programme Coordinator's Guidance for the Adolescent Kit offers guidance and tools for programme coordinators to support facilitators.

**An important note:** The guidance and tools in the Facilitators' Guidance are intended for facilitators who are leading activities for adolescents to support their emotional and social wellbeing, learning and positive and positive engagement. This guidance is not designed for programme staff or volunteers who work in other types of roles, especially those requiring specific training, such as social workers, case workers or counsellors. The Facilitators Guidance is intended for facilitators working in a non-clinical capacity as they plan and lead activities with and for adolescents, especially by putting the Ten Key Approaches into action. The Ten Key Approaches reflect the standards and best practise for psychosocial support, education, and child participation among other areas. Facilitators should also have information and training to recognize when adolescents need specialized support and be prepared to connect them with available services. Connecting Adolescents with Support provides guidance and tools that programme coordinators can use to support facilitators in this key aspect of their roles.

## How to use the Facilitator's Guidance

The guidance and tools in the Facilitator's Guidance provide facilitators with resources to plan and lead relevant, appropriate, engaging activities for the adolescents with whom they work, using effective, human rights-based

facilitation methods. The guidance outlines basic steps that facilitators can take to plan and lead activities that support positive outcomes for the adolescents. It includes guidance on how to support adolescents in forming supportive 'circles' with their peers, how to plan sessions and activity phases for adolescents, and how to choose and adapt activities from the Activity Box.

Facilitators using this guidance should first review the Foundation Guidance, especially the Ten Key Competencies and Ten Key Approaches. In some cases, facilitators may also benefit from reviewing guidance and using tools included in the Programme Coordinators Guidance.

## Inside the Facilitator's Guidance

The Facilitator's Guidance is made up of guidance and tools that outline how to:

- ▶ Bring adolescents together in Adolescent Circles – teams or groups in which they get to know each other and work and play together;
- ▶ Plan activity sessions for adolescents that balance structure with space for creativity and expression;
- ▶ Choose and use activity guides and other resources from the Activity Box;
- ▶ Plan sequences for adolescents according four different activity phases – flexible modules that can be adapted to adolescents' circumstances, developmental capacities and interests; and
- ▶ Use facilitation methods that keep adolescents safe, active, learning and engaged, and give them opportunities to take the lead.

## Adapt the guidance & tools to your context

The purpose of the Facilitator's Guidance, (as well as the Activity Box), is to give facilitators different strategies they can use to make activities for adolescents more engaging, age appropriate, and relevant to adolescents' interests and priorities, especially so that they contribute to positive outcomes for the adolescents who participate. It is not necessary to use all of the resources offered in the Facilitators' Guidance. Facilitators should work with programme coordinators and adolescents to choose the strategies and ideas from this guidance that are most useful

in their own specific contexts, and select those that will help make programmes or interventions stronger and more effective for the adolescents who participate.

**Be flexible!** Adapt the tools and activities in the Adolescent Kit as you go, but review and consider all of the approaches and steps recommended throughout the kit here to build a successful intervention for adolescent girls and boys.

## Ten Key Competencies, Ten Key Approaches

The Facilitator's Guidance outlines how to plan and lead activities that address adolescents' development of the Ten Key Competencies and includes practical ways for facilitators to put in place the Ten Key Approaches as they plan activities and sessions and work with adolescents.

The goals, approaches and strategies included here can be integrated into ongoing programmes with adolescents in child protection, education, youth, HIV/AIDS, reproductive health, peacebuilding and other areas – or they can form the basis for stand alone initiatives with adolescent girls and boys in humanitarian situations.

## What are Adolescent Circles?

In order to learn and engage actively (inside and beyond their activity spaces), adolescents participating in any programme need to feel safe, included and valued. . The time they spend together should give them a chance to connect with their peers, and practice communication, teamwork and other skills as they work, play and have fun together. To foster these positive relationships, facilitators should support the adolescents who participate in their programmes in coming together and forming 'Adolescent Circles' ('Circles') – groups of 7-25 adolescents who regularly participate in activities to learn, have fun or take a break from stressful aspects of their lives, and to practice skills, express themselves, work together, and take action in their community.

- ▶ Facilitators can use another name for 'circle' if they prefer. Other names include 'team,' 'group,' and 'club.' Or, let adolescents create their own name for their circle.

## Why a 'Circle'?

Everyone fits in a Circle – no one is more or less important. Each member brings their ideas and skills to the Circle, and helps to strengthen it. By listening and supporting each other, members keep the Circle connected.

Circles work together to achieve group goals. This unites them. Ideally, members of a Circle develop a shared identity, even if their ethnic, religious, caste, or other identities differ. This shared identity needs to be fostered with care.

Circles are strong because they are flexible. If a new adolescent joins, the Circle can grow to include him or her as an equal member. If an adolescent needs to step out of the Circle—to help their family, work, or respond to other situations—the Circle shrinks but remains intact.

## Who should work together in a Circle?

### Size

Keep the Circle size small. Adolescent Circles can include between 7 – 25 adolescents. Circles of this size allow all participants to share their thoughts and opinions during sessions, and get to know each other. They also allow facilitators to get to know each participant, provide them with support, and recognize their strengths, interests and needs. If there are more than 25 in a Circle, participants may feel less sense of belonging, and facilitators may find

it challenging to manage activities and keep participants engaged.

### Age

Group adolescents by similar age. Circles usually function best if they include participants who are around the same age, so that activities and approaches can be created to fit their abilities and interests. When adolescents are with peers close to their own age, they may feel more comfortable raising and discussing certain topics.



### Gender

Same-gender Circles often work best. Same-gender Circles provide adolescent girls and boys with a safe space to discuss and learn about topics that are important to them, including topics that may be sensitive or specific to their roles or other aspects of their development. Forming same-gender Circles can be essential to ensure access to and safety in programme activities in contexts in which it is not acceptable for adolescent boys and girls to interact.

### Diversity

Form diverse circles. Beyond gender and age, circles should be diverse and should give adolescents a chance to connect with peers with different abilities, backgrounds and experiences. Circles should be inclusive, and should never reinforce discriminatory norms or attitudes. Facilitators (together with programme coordinators and others in the host community) should take care to ensure that the composition of Adolescent Circles does not prevent any adolescents from participating. However, when forming diverse Circles, they should also take care not to create conditions that adolescents are not prepared to handle safely. For example:

- ▶ **Remove social barriers to adolescents' participation— including those that are invisible.** In some contexts, adolescents may not be comfortable, or may not be supported or permitted by their families or communities, to participate in activities with adolescents of different ages, genders, roles or from other groups. For example, older adolescents may be embarrassed or uncomfortable joining Circles that appear to be for younger children. Adolescents who are married or are parents, and are seen as adults in their communities, may not be interested or permitted by their spouses to play with those who are unmarried and still 'children.' In these cases, forming separate Adolescent Circles for certain groups of adolescents may be a strategy to reduce or remove these barriers to their participation.

## Forming Adolescent Circles

- ▶ **Build peace, and be sensitive to conflict.** Learning with and from adolescents from different ethnicities, religions, or other backgrounds can create valuable opportunities for adolescents to develop empathy and respect, among other competencies. Forging positive relationships across these differences can also contribute to long-term possibilities for social cohesion and peace. However, in some conflict affected contexts, it may be challenging for adolescents from different backgrounds or experiences to come together. Work with the community to try to use Adolescent Circles as an opportunity for adolescents to get to know each other and enjoy the bonds that can grow from playing, learning and working together. Do not force adolescents from different groups together if this might exacerbate tensions or undermine the community's trust in your programme. (See [Investigate Adolescents' Situation](#) for guidance on questions to investigate when planning and implementing programmes for adolescents).
  
- ▶ **Support.** At least one, and ideally two facilitators should work together to support one Adolescent Circle.

## Getting Started

Any group of adolescents needs support in forming a Circle. This is true of adolescents who have newly arrived in a community or just joined a programme, and are meeting each other for the first time. It may also be true of a group of adolescents who have been participating in activities together for some time, but have not yet had a chance to get to know each other, build trust, or feel connected to each other as a team.

The Planning Activity Phases section of the Facilitators' Guidance outlines steps that you can take and activities that you can use to work with adolescents to forming a strong, supportive Circle according to a pace that works for them. One valuable step you should take is helping them to agree to and use **group rules**.

## Setting group rules

In addition to setting goals for what they will do and achieve together, adolescents should form group agreements for how they will participate in their circles and work together. Adolescents coming together as a Circle should have a chance to discuss and agree to their rules during one of their first sessions together. The Agreeing to group rules activity can be a useful tool.

Giving adolescents the chance to set their own rules helps them to feel ownership of their Circle, and to feel secure as they start their work together. Group rules are also helpful when adolescents encounter challenges in their work. They provide a reference point for discussion. If possible, the group rules should be written down and posted somewhere visible during each session.

To decide their group rules, each Circle should answer to question such as:

- ▶ What will we do (or not do) to make sure that everyone feels equally included?
- ▶ Are there words, ways of talking to each other, or other actions that we agree never to use in our Circles?
- ▶ Are there things we will always do or never do in our Circles?
- ▶ Are there things we will always bring or never bring to our Circles?
- ▶ What will we say or not say, if someone says something

that we disagree with?

- ▶ If someone arrives late, how will we make sure that he or she feels welcome? What should he or she do to keep from interrupting the activity that we are already doing?
- ▶ If someone shares ideas or something they have made (such as a drawing or collage), how will we make sure they feel encouraged and respected?
- ▶ How will we talk with others outside our Circle about what we do in our sessions? Are there things that we discuss in our Circle that we agree to keep private or confidential?

Give adolescents a chance to use their own ideas as they discuss and agree to their rules. However, make sure that the rules are consistent with human rights principles, especially inclusion and non-discrimination. The Group rules tool gives more examples of rules that could work well for Circles in different phases.

As Circles continue in any of the four phases, members should take time for the Reviewing group rules activity to discuss their progress in using their rules. Just as with setting and reviewing group goals, new Adolescent Circles (in the Starting our Circle or Knowing Ourselves phases) may find it helpful to include a brief review of rules as one step in a session. Circles that have been working together for some time (such as those in the Connecting or Take Action phases) may find it helpful to take an entire session to review and possibly revise their group rules.

Facilitators may also suggest that an Adolescent Circle review their group rules if they have faced difficulties or disagreements while participating in activities together, or if any member feels hurt or excluded. Adolescents in the Circle can refer to their own agreements, to recognize when they have and have not successfully used the rules and to discuss possible changes. They can clarify, change, add or even remove rules from their agreement. This also provides adolescents with an opportunity to review what they have learned and accomplished.

## Tool: Dos and don'ts for setting group rules

### Do

- ✓ Remind adolescents to develop rules that ensure that all adolescents have a chance to participate and benefit equally from activities; Remind them to consider identity issues such as ethnicity, gender, religion and language 
- ✓ Encourage adolescents to discuss how they will welcome new members to the Circle
- ✓ Prompt adolescents to consider how some actions or practices could make their Circles less welcoming to some adolescents than others
  - For example, opening a session with a prayer or recitation from one religious faith may make adolescents from other religions, or those who do not practice a religion, feel less welcome; and -playing a physical game without adaptation might make adolescents with a mobility-related disability feel less welcome 

### Don't

- ✗ Agree to a rule that will allow adolescents to insult, dominate or bully anyone, or exclude other adolescents (including members of the Circle and others who want to join)

### Sample rules for new Circles: Starting Our Circle or Knowing Ourselves

In our Circle we always:

- ▶ Try to come on time and stay for the whole session
- ▶ Try to pay attention and participate in activities
- ▶ Help anyone who arrives late to participate
- ▶ Speak one at a time, and listen actively when someone else is speaking
- ▶ Use body language and words to show kindness and respect, especially when someone is sharing ideas, a project, a performance, or anything else
- ▶ Encourage each other to try new things, especially things we aren't good at yet
- ▶ Talk and do activities with everyone in the Circle, even people we don't know or who are different from us
- ▶ Have the right not to speak or not to do something if we don't want to
- ▶ Talk with the Circle (if we feel comfortable) or the facilitator (if we need more support) if there is something that we don't like about our time in the Circle, and try to think of ways to make it better

In our Circle we never:

- ▶ Interrupt or distract each other from the activities
- ▶ Interrupt someone who is speaking, or keep others from speaking by talking too long
- ▶ Use body language or words that are insulting, disrespectful or mean, especially when someone is sharing ideas, something they made, or a performance
- ▶ Discourage each other from trying something new or practicing something they aren't good at yet
- ▶ Refuse to work with someone else in our Circle or act as if we don't want to work with them

### Sample rules for advanced Circles: Connecting or Taking Action

In our Circle we always:

- ▶ Come to every session if possible – When we can't come to a session we let others in the Circle know why we aren't there, and that they can still work on activities and projects without us. Try to pay attention and participate in activities
- ▶ Participate actively and positively in our activities and projects
- ▶ Share our ideas and opinions openly and respectfully
- ▶ Support and encourage others to share their ideas openly and respectfully
- ▶ Are willing to work on different kinds of projects and activities, including things that are not our own idea and/or tasks that we don't like – We take turns with different types of roles and tasks
- ▶ Speak and behave in ways that are kind, respectful and encouraging to everyone in the Circle
- ▶ Work together and try to find a solution if we disagree or have different ideas
- ▶ Speak with each other if something is bothering us, and try to find a solution – If we are not comfortable speaking with the whole group, we talk with the facilitator in private
- ▶ Keep private or personal things about other Circle members confidential, especially if they or the facilitator asks us to
- ▶ Plan, work together and choose project ideas in a fair and equal way that reflects and includes everyone's ideas

In our Circle we never:

- ▶ Speak or behave in a way that is unkind, disrespectful, discouraging or unwelcoming to anyone

- ▶ Share anything we learn or hear about another Circle member with other people outside the Circle if it is private or personal, especially if they or the facilitator asks us to respect their confidentiality
- ▶ Keep silent about our feelings if there is something happening in our Circle that we do not like or agree with

### Supporting Circles

Facilitators play a key role in shaping strong Circles. They help adolescents feel safe in their Circles, so that Circles become a space where adolescents recover from difficult experiences, take a break from stress, and feel welcome and valued by others. A strong Circle is a place where adolescents can express their thoughts and opinions, explore ideas, experiment, and try new things without feeling embarrassed. In a strong Circle, adolescents may turn disagreements and disappointments into positive relationships and learning.

Some of the most important things facilitators do to support adolescents in building safe, strong Circles are to plan sessions and activity phases that create structure and routine for adolescents, while also giving them the opportunity to have fun, learn, and take action. Strategies and steps for those important aspects of a facilitator's role are included in the other sections of the Facilitator's Guidance. In all of their work with and for adolescents, facilitators should always:

- ▶ Use Ten Key Approaches to support adolescents' wellbeing, learning and positive engagement with each other and the world around them;
- ▶ Communicate regularly with their programme coordinator and ask for support when needed;
- ▶ Communicate regularly with adolescents adults in the community, with support from the programme coordinators (see Involve adolescents and the community);

## Tool: Talking about sensitive topics

- ▶ Fulfil the responsibilities outlined in the job description or terms of reference for a facilitator in their programme, and uphold the code of conduct for facilitators (See Sample Code of Conduct for Facilitators for ideas of what this might include);
- ▶ Ask programme coordinators and adolescents for feedback on their efforts as a facilitator, and look for opportunities to learn and grow in their role. (See Great Facilitator Checklist for ideas about what this might include.)

Facilitators should also be aware of some of the challenges and opportunities that may arise and when they can or should take specific steps to help adolescents keep their Circles strong and safe. The Talking about sensitive topics and Keeping circles safe tools provide some strategies to help facilitators navigate some of the challenges that can arise when working with adolescents, and to transform them into positive opportunities for adolescents whenever possible.

### Tool: Talking about sensitive topics

An Adolescent Circle is a space where adolescents can discuss and explore topics that interest them. These could include any topics, from sports and entertainment to current events to academic subjects. Adolescents may also raise topics that can be sensitive in some contexts, such as:

- ▶ Romantic relationships, dating and marriage;
- ▶ Gender roles, relations or identities;
- ▶ Sexuality, homosexuality, bisexuality and other sexual identities;
- ▶ Sexual and reproductive health, pregnancy, safe sexual activity, contraception, HIV/AIDS, and other sexually transmitted diseases;
- ▶ Personal experiences of violence, rape, sexual violence and violence associated with armed conflict;
- ▶ Political and social issues, including conflict dynamics and peacebuilding;
- ▶ Religion, ethnicity or other group identities.

It is important that adolescents have a chance to engage in constructive, open discussions about subjects that they wish to raise, even those that may be considered sensitive, inappropriate or uncomfortable in their context.

Programme coordinators should take the following steps to ensure that adolescents can talk about these topics safely and with the support that they need for a constructive, helpful, open discussion that supports their learning and development.

Recognize that adolescents have a right to information about matters that concern them, and ensure that facilitators, programme coordinators, and others in the community understand your shared responsibility to uphold these rights. Article 13 of the CRC states that: The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

Facilitators and programme coordinators should:

- ▶ Highlight children's right to expression with adolescents, steering committees representatives and other community members;
- ▶ Include sessions for adolescents on their right to expression and information, and share information regarding the CRC.

Agree on topics to discuss with adolescents. Work with adolescents, facilitators and steering committee representatives and other community members to agree on the topics that will be explored during sessions, and how they will be addressed.

- ▶ Establish a written agreement with the steering committee that outlines the session topics, and how they will be explored with adolescents
- ▶ Maintain open communication with programme stakeholders and program coordinators about topics discussed during sessions once they are underway (in line with privacy agreements and with adolescents' permission). Maintaining transparency can help to prevent any suspicion or misunderstanding.

## Tool: Talking about sensitive topics

- ▶ Organize a constructive conversation between adolescents and adults if they have different views about topics that should be discussed (and how they should be discussed). See the Community dialogue activity for guidance.

Programme coordinators and facilitators together should:

Establish clear guidelines and procedures regarding adolescents' privacy, confidentiality and mandated reporting. Communicate these with programme stakeholders and the wider community.

- ▶ Consider establishing a privacy agreement with adolescents that outlines how (if at all) information discussed during sessions is shared with others. Take into account:
  - Whether adolescents feel that privacy is important, relevant or helpful for their work and activities;
  - Whether adolescents will feel more comfortable raising issues, asking questions, sharing experiences, or exploring new topics if there is some type of privacy agreement;
  - How privacy can be integrated within the group rules that adolescents establish for working together respectfully and supportively; (See Agreeing to group rules for guidance.)
  - Adolescents' ability to understand and social maturity levels; For example, younger adolescents (e.g. those ages 10-14) may not be mature enough to maintain privacy agreements;
  - Cultural norms in relation to privacy.
- ▶ Make sure that confidentiality standards and mandated reporting procedures reflect inter-agency standards, particularly in the areas of child protection, HIV/AIDS and reproductive health, as well as local regulations and policies.

- ▶ Share guidelines, procedures and privacy agreements with adolescents, and make sure they know if, and how, anything they discuss during sessions is shared with others.

Facilitators should:

Be ready to respond if adolescents raise challenging topics. Promote constructive, open discussion of challenging topics that adolescents raise. Be ready to support them, and to discuss their feelings and responses.

Be ready to:

- ▶ Recognize and manage any discomfort;
- ▶ Avoid lecturing or preaching (as it is not conducive to discussion of sensitive topics);
- ▶ Take steps if adolescents' disclose that they have been affected by violence;
- ▶ Ask for support if you need help responding to particular issues.

Provide adolescents with access to accurate information about topics that interest them.

Identify where and how adolescents can connect with useful information.

- ▶ Do share accurate information and promote constructive discussion of challenging topics.
- ▶ Don't withhold information, spread wrong information or express views that do not promote equality for all adolescents.
- ▶ Always keep the 10 Key Approaches in mind.

## Tool: Keeping circles safe and strong

Watch and listen to ensure that adolescents interact in positive ways and try to identify problems early on, before they become difficult to resolve. Take action to transform these situations into positive opportunities.

**Keeping Circles safe** In any Circle, adolescents will occasionally disagree or argue. They may insult each other, speak insensitively, or treat each other unkindly. Adolescents need support to learn from these moments, so that they can resolve their conflicts and develop positive working relationships. Use the steps below to work with adolescents to solve their problems. However, remember that some challenges may require extra resources and support. Make sure to follow the last set of steps if problems continue or worsen.

If an adolescent isn't interacting with others:

- ▶ Encourage them to join the others.
- ▶ Introduce them to other adolescents with similar personalities or interests.
- ▶ Encourage other adolescents to actively welcome them into their activities.
- ▶ Speak with them privately. If there is a problem, try to resolve it so that they can participate confidently in the circle. If not, support their choice to participate quietly or passively, remembering that this may be part of their adjustment or recovery process.
- ▶ Recognize the warning signs of severe mental health issues or emotional distress, and follow guidelines for linking adolescents to the appropriate services.

If an adolescent insults or mistreats someone:

- ▶ Take action to stop their insults or unkind behaviour immediately, but try not to single them out or embarrass anyone involved. Do not react dramatically or escalate the situation.
- ▶ It may help to move the adolescents involved away from each other. Do this in a way that it doesn't seem like they are being punished or scolded

- ▶ Take time outside the Circle to talk privately with the adolescents involved. Try to find out what happened and what led to their behaviour. Ask each of them for their perspective.
- ▶ Work with them to brainstorm ways that they can change their behaviour and repair their relationship.
- ▶ Give them the opportunity to resolve the problem in their own way (if they want to).
- ▶ Encourage the Circle to be safe and include everyone, and ask the other members to share their own hopes for a safe Circle.
- ▶ Remember that if you don't respond to unkind behaviour within the Circle, the adolescents will understand this as support. Every session if possible – When we can't come to a session we let others in the Circle know why we aren't there, and that they can still work on activities and projects without us. Try to pay attention and participate in activities

If a group of adolescents has an argument or disagreement:

- ▶ Try to let them resolve the conflict themselves, using the skills they have developed.
- ▶ Get involved in a conflict if adolescents appear very angry or upset, seem stuck in their disagreement, and/or if it seems to be getting worse. Shouting, crying, insults or threats are clear signs that a conflict has become too difficult for the adolescents to handle, and that they need support.
- ▶ Give the adolescents involved in the argument a chance to calm down. It may be helpful to move them to different parts of the space so that they can take a break from each other. Ask one of them to help with a different task so that they can step away without embarrassment.
- ▶ Always inform the programme coordinator if there is a risk that the argument might turn into physical violence inside or outside the session.

## Tool: Keeping circles safe and strong

- ▶ Follow up later to support the adolescents in addressing their conflict. In most cases it is best to start with a private, supported discussion between the adolescents involved. However, stronger Circles and more mature adolescents may want to include all of the Circle members in the reconciliation process.
- ▶ Recognize that conflicts are part of any relationship, and are an opportunity to learn. Remind adolescents that they should be proud of their ability to learn from conflicts, and not see them as weakness or failure.

If adolescents continue to insult or mistreat each other:

- ▶ Keep an open line of communication with all of the individuals involved. Let them know that you are concerned.
- ▶ Consult them individually, outside the sessions if possible. Try to find out why they are behaving this way and ask all of them for their perspectives.
- ▶ Consider using the Reviewing group rules activity as a way to involve all of the adolescents in strengthening the Circle. Create new rules to help the Circle to work better together, and discuss how the members can support each other to follow the rules.

If conflicts continue, or escalate too quickly to take the above steps, ALWAYS:

- ▶ Make sure the programme coordinator is aware of the problem. Consult them before developing any major response to the issue.
- ▶ Follow programme guidelines for the adolescents' protection, if there are concerns about their health, safety or wellbeing.
- ▶ Consider informing parents and asking for their support.
- ▶ Try to keep adolescents informed if seeking support from their parents or other community members.
- ▶ Consider accessing outside services or support that might be helpful, such as counselling or

mediation.

- ▶ Encourage adolescents to practice activities that reduce stress.
- ▶ Encourage adolescents to feel positive about receiving outside help, and to see it as a way of being cared for and valued by others.
- ▶ Recognize that facilitating adolescents is challenging, and that requesting extra support does not mean you have failed in your role.

## Planning Sessions

Adolescents benefit from space for creativity and fun, balanced by structure and routine as they are learning, playing and working together. Knowing what to expect, and what will be expected of them, helps them to focus and engage in activities, interact positively with each other, and feel confident and ready to take on challenges such as sharing their ideas or trying new skills. To make adolescents' activity time supportive, safe and helpful, facilitators should plan it with a consistent sequence of steps, so that every session includes opportunities for adolescents to work independently, connect with others in their Circle and share their progress. These session steps should also include processes for facilitators to learn about each adolescent participant in a Circle, and to monitor and assess the entire Adolescent Circle's progress as the adolescents participate in programmes or interventions and pursue their goals together.



## What is a session?

A session is the period of time when an Adolescent Circle meets and participates in activities together. A session should follow a set of steps that is used routinely each time a Circle meets. In this guidance, eight steps are recommended. Sessions and steps should be adapted to each Circle's particular needs. The duration and structure of sessions and session steps may change as adolescents work on different activities and phases together.

appropriate; whereas adolescents in the 'Connecting' and 'Take Action' phases may want more time for the last few steps. Be flexible – follow the routine created by the steps, but do not stick to it rigidly, if doing so makes activities less interesting or more limiting for adolescents. If you will not be including all eight steps, consider how you can achieve the same goals with different processes.

## How long should a session last?

A session should usually last between one to two hours. For adolescents in the 'Starting our Circle' or 'Knowing Ourselves' phases – which may include younger adolescents, or adolescents adjusting to a new context or environment – shorter sessions may be more appropriate for their attention span. Adolescents in the 'Connecting' or 'Take Action' phase may prefer longer sessions that give them an opportunity to work together on activities that require more time or discussion. Session times may also be adjusted to accommodate adolescents' daily routines and responsibilities. For example, adolescents with other important responsibilities such as work, domestic chores, or studies may not have time to participate in long activity sessions. (See Investigate Adolescents Situations for strategies to understand and adjust programmes and interventions so that they are accessible for adolescents, especially those hardest to reach).

## Planning a Session: Eight session steps

Facilitators can use the following eight steps to plan a session for adolescents, adapting each step to your specific context and program. Eight steps may sound like a lot to include in one or two hours, but some steps take just a few minutes, while others – especially the Challenge step, which is the main activity of any session – take up most of the session time. Each of the steps serves an important purpose for the Adolescent Circle. As you start to plan sessions, understand how each step might work and how it might be helpful. Prepare to adapt the steps to adolescents' interests and contexts, especially with respect to timing. As noted above, for adolescents in the 'Starting our Circle' and 'Knowing Ourselves' phases, shorter steps may be more

## Step

## Time Frame

## Description

1



Opening circle

5 minutes

(more if the adolescents want a ritual that takes longer).

The Opening Circle is practiced at the beginning of each session and makes everyone feel welcome as they start their session together. It should be simple and easy, and give all adolescents in the Circle a chance to participate equally and actively. Opening Circles often involve physical activity to help adolescents feel alert and energized. Some Circles prefer to hold the same Opening Circle at the beginning of every session to provide a sense of ritual and predictability.

### Examples:

- a song, a chant, a dance, a name game, an exercise routine, anything else fun, simple, energizing and welcoming.

2



Remind & refresh

5-10 minutes

depending on whether a thorough review and update is necessary.

During the Remind and Refresh step, adolescents review what they learned in the previous session. This includes discussing what activities they did in the previous session.

### Examples:

- Adolescents share memories from the last session, including enjoyable moments, special achievements of adolescents in the Circle, or important things they learned.
- One adolescent can role-play the character of a 'reporter,' interviewing adolescents about what they remember or learned in the last session.
- Adolescent Circles working together on long-term projects (such the Taking Action cycle) review any progress they have made in their last sessions, and update Circle members who have missed sessions.

3



Warm up

10-15 minutes

The Warm-Up is a short activity at the start of the session. The warm-up activity should engage participants in either energetic or quiet activities. The warm-up should be simple and easy for participants to follow.

### Examples:

- Energizers – short, simple games - can be used in the warm-up step to bring participants together in a fun and engaging way. See the Energizers in the Activity Box for ideas!

## Step

## Time Frame

## Description

4



Explanation  
& discussion

5-10 minutes

The Explanation and Discussion step is a moment of transition between the Warm-Up and the Challenge steps. Adolescents discuss what they experienced and learned during the Warm-Up, and the facilitator explains what the adolescents will do during the Challenge step, which is the main activity of each session. The Explanation and Discussion step involves more talking than action. It should be adapted to adolescents' interests and attention spans. Do not push adolescents to sit, talk and listen for a long time, especially if this will stifle their energy after the Warm-Up activity. Give The Adolescent Kit for Expression and Innovation IV, Section 3. How to Plan a Session 5 adolescents enough time to understand what they will be doing during the Challenge step, and a chance to ask questions if they need more clarification.

### Examples:

- Summarize what was learned in the Warm-Up activity then provide instructions for the Challenge activity. (Most Activity Cards begin with these instructions).

5



Challenge

20-60 minutes  
or longer

The Challenge step is the main activity of each session. It usually takes up the majority of adolescents' time in any session. The Challenge step can be a simple activity that adolescents carry out and complete during one session. The Challenge step can be used to practice a skill they learned in a previous session, or to continue an individual or group project that they work on over the course of several sessions. For those that are in the 'Starting our Circle' and 'Knowing Ourselves' phases, the Challenge step might be different every day. Adolescents in the 'Knowing Ourselves' cycle might use the Challenge step to work on drawings, collages, or other individual projects they started in an earlier session. Adolescents working on group projects in the 'Taking Action cycle' can use the Challenge step to plan and work together.

### Examples:

- The Activity Box provides 50 activities that can be used for the Challenge step in sessions for adolescents in the four activity phases.
- For adolescents in the 'Starting our Circle' phase, the Energizer Cards also give ideas for simple, fun activities for this step.
- Facilitators and adolescents who are ready for a new kind of challenge can also use the Inspiration Cards for ideas for activities to try together.

## Step

## Time Frame

## Description

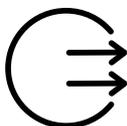
6



Sharing

10-20 minutes

or longer if needed for more in-depth sharing and feedback.



Take away

- Facilitators can also adapt or improvise new activities based on all of the guides and cards in the Activity Box, or use the Activity Template to create new ideas.

The Sharing and Take Away step is a time for adolescents to share what they have done during the Challenge step with others in their Circle and show, write or draw what they have taken away from their time together. This step provides facilitators with a valuable chance to assess adolescents' learning and progress toward their goals. It may be helpful to hold longer, more in-depth Sharing and Take Away discussions or learning assessments every few sessions instead of or in addition to at each session. The Sharing and Take Away step can be connected with the Review step, which can also be helpful for adolescents who have already been working together as a group.

### Examples:

- If adolescents are working on individual projects, they can look at each other's work and share feedback using the Gallery walk tool. If they have been doing activities in small groups, they can tell each other what they did and compare experiences.

7



Review

5 minutes

unless adolescents want more time.



During the Review step, adolescents share their feelings and opinions about the whole session. This is a chance for facilitators check whether adolescents are enjoying the sessions, and whether adolescents feel that the sessions are helping to make progress toward their goals.

As with the Sharing and Take Away step, some Circles may want to take extra time for a more in-depth review process every few sessions, instead of or in addition to including it as a step in each session. The Reviewing progress toward group goals activity can be useful for this. The Reviewing group rules activity also helps adolescents to discuss what they can do to make sessions more fun and rewarding.

### Examples:

- Ask adolescents to show how much did or did not enjoy a session by standing on a real or imaginary line that reaches from one end of the space to the other. One end of the line should represent '100% enjoyment' and the other should represent '0% enjoyment.'
- Ask adolescents to share a one word description of how a session made them feel, either verbally or in writing.

## Step

## Time Frame

## Description

8



Closing circle

5 minutes

- Adolescents can use the Emotion Cube to show how they feel at the end of the session.

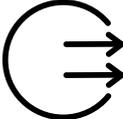
The Closing Circle is practiced at the end of every session. It brings adolescents together to close their time together. It reminds all of the adolescents that they are equal and important members of the Circle, and that their participation in the day's session was important. A closing ritual can be a song, a chant, a dance, a game, an exercise routine, or anything else fun, energizing and welcoming. It should be the same every day. Adolescents can invent their own closing circle ritual, and change it whenever they want. Some adolescents may prefer to have the same activity for both the Opening and Closing Circle.

**Example:** Adolescents create a closing circle song and sing it at the end of every session.

## Step-by-step: Planning sessions for different Activity Phases

The section provides step-by-step guides for facilitators to plan sessions for adolescents in each of the four Activity Phases. (See the Planning Activity Phases section of the guidance.) Use these guides to developing session plans that will work well for adolescents with different needs, capabilities and interests. Choose and use the guide that is appropriate for the Adolescent Circle with which you are working.

Step	Time Frame	Aim: Through this step adolescents will:	Description
<div style="text-align: center;">1</div>  <p>Opening circle</p>	5 minutes	<ul style="list-style-type: none"> <li>• Feel welcome to join the group</li> <li>• Understand that the Circle is beginning</li> <li>• Feel engaged and active, using their voices and movement.</li> </ul>	<p>Perform a special song, dance, handclap or other type of ceremony that will be used at the beginning of every session.</p> <p>Tip: Even in a newly formed Circle, adolescents can suggest or invent their own opening ritual.</p>
<div style="text-align: center;">2</div>  <p>Remind &amp; refresh</p>	10 minutes	<ul style="list-style-type: none"> <li>• Express how they are feeling at the moment</li> <li>• Share their Take Away from the previous session, including important ideas or experiences</li> <li>• Refresh their memories about what happened in the previous session</li> <li>• Receive an update on what happened previously if they missed a session</li> </ul>	<p>Ask the adolescents to volunteer their feelings, opinions and descriptions of the previous session.</p> <p>Tip: Use reporter games or other activities to make the review more fun.</p>
<div style="text-align: center;">3</div>  <p>Warm up</p>	10-15 minutes	<ul style="list-style-type: none"> <li>• Participate in a simple, short game or other fun activity that challenges them to try something new</li> <li>• Interact with one or two other adolescents in the Circle</li> </ul>	<p>Use a simple game in which adolescents interact with each other. This game can be a simplified version of the Challenge activity that they do later in the session.</p> <p>It is okay to repeat an activity that has been used before, as long as a wide range of activities are used.</p>

Step	Time Frame	Aim: Through this step adolescents will:	Description
<div data-bbox="153 360 236 443">4</div>  <p>Explanation &amp; discussion</p>	5 minutes	<ul style="list-style-type: none"> <li>Explore and explain what they learned or experienced through the activity</li> <li>Understand how this connects to other themes they will explore during the session</li> </ul>	<p>Bring the adolescents back into a circle. Ask them to share what they experienced in the Warm-Up, what they learned and how they felt.</p>
<div data-bbox="153 712 236 795">5</div>  <p>Challenge</p>	20-30 minutes	<ul style="list-style-type: none"> <li>Participate in a longer game or activity that challenges them to try something new</li> <li>Have time and freedom to focus, have fun and be involved in the moment during the activity</li> </ul>	<p>Adolescents play a game or work on activities individually (e.g. drawings), or in groups of any size. This can be a new game, or one the adolescents have played before.</p> <p>Use Activity Guides for Challenge (and Sharing and Take away) steps.</p>
<div data-bbox="153 1131 236 1214">6</div>  <p>Sharing</p>  <p>Take-away</p>	10-15 minutes	<ul style="list-style-type: none"> <li>Come back together as a group and quiet down</li> <li>Share what they have developed/produced during the Challenge (e.g. present a collage or a drawing)</li> <li>Acknowledge each other's efforts or achievements</li> <li>Discuss important things they learned or experienced</li> <li>Discuss how they will tell others in their community about the days' activities, and encourage other adolescents to get involved.</li> </ul>	<p>Bring the adolescents back together. Ask them to share or present what they did during the activity, and/or to share positive feedback about what they saw others in the group do or achieve.</p> <p>Keep the adolescents together in their group. Ask them to share important things they learned or experienced.</p> <p>Tip: The facilitator or the adolescents can make notes or drawings to highlight important points, and display them in future sessions.</p>

# Planning Sessions

7



Review

5 minutes

**Aim: Through this step adolescents will:**

Share their opinions about the session

**Description**

Give the adolescents a chance to share their opinions about the session, and their feelings or moods as the session ends.

Tip: This session can be combined with the Take Away to avoid making the discussion too long or slow.

8



Closing circle

20-30 minutes

- Understand that the session is ending
- Say goodbye to each other for the day
- Feel that their participation was important to the rest of the Circle

Perform a special song, dance, hand clap or other type of ceremony that will be used at the end of every session. This can be the same as or different from the ritual at the beginning of the session.

Tip: Even in a newly formed Circle, adolescents can suggest or invent their own closing ritual.

## Step

## Time Frame

## Aim: Through this step adolescents will:

## Description

1



Opening circle

5 minutes

- Feel welcome to join the group
- Understand that the Circle is beginning
- Feel engaged and active, using their voices and movement
- Feel a sense of continuity and reassurance from their work together in previous phases

Continue to use a special song, dance, handclap or other type of ceremony at the beginning of every session. The adolescents can continue to use a ritual they have used in a previous session, or start a new one.

2



Remind & refresh

10 minutes

- Express how they are feeling
- Share their Take Away from the previous session, including important ideas or experiences
- Refresh their memories about what happened in the previous session
- Receive an update on what happened previously if they missed a session

Ask the adolescents to volunteer their feelings about, opinions on and descriptions of the previous session.

3



Warm up

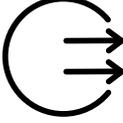
10 minutes

- Participate in a simple, short game or other fun activity that challenges them to try something new
- Interact with one or two other adolescents in the Circle

Use simple games where adolescents interact with each other in pairs or groups of three.

Tip: Use the Warm-Up to balance the Challenge activity. If there will be a high-energy Challenge, the Warm-Up can be quiet. If the Challenge will be an individual activity, the Warm-Up can be a group activity.

# Planning Sessions

Step	Time Frame	Aim: Through this step adolescents will:	Description	
4	 Explanation & discussion	5-10 minutes	<ul style="list-style-type: none"> <li>• Explore and explain what they learned or experienced through the activity</li> <li>• Understand how this connects to other themes they will explore during the session</li> </ul>	Bring the adolescents back into a Circle. Ask them to share what they experienced in the Warm-Up, what they learned and how they felt.
5	 Challenge	20-30 minutes	<ul style="list-style-type: none"> <li>• Participate in a longer game or activity that challenges them to try something new</li> <li>• Have time and freedom to focus, have fun and be involved in the moment during the activity</li> </ul>	Adolescents play a game or work on activities individually (e.g. drawings), or in groups of any size. This can be a new game, or one the adolescents have played before.  Tip: As this phase encourages adolescents to learn more about themselves, choose activities that allow them to explore and express their ideas in different ways.
6	 Sharing   Take-away	10-15 minutes	<ul style="list-style-type: none"> <li>• Come back together as a group and quiet down</li> <li>• Share what they have developed/produced during the Challenge (e.g. present a collage or a drawing)</li> <li>• Acknowledge each other's efforts or achievements</li> <li>• Discuss important things they learned or experienced</li> <li>• Discuss how they will tell others in their community about the days' activities, and encourage other adolescents to get involved</li> </ul>	Bring the adolescents back together. Ask them to share or present what they did during the activity, and/or to share positive feedback about what they saw others in the group do or achieve  Tip: If the adolescents made or wrote something, consider displaying it (with their permission). If it is something they are proud of, discuss how they can keep it safe for others to see.  Keep the adolescents together in their group. Ask them to share important things they learned or experienced.  Tip: The facilitator or the adolescents can make notes or drawings to highlight important points, and display them in other sessions.

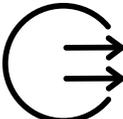
Step	Time Frame	Aim: Through this step adolescents will:	Description
7  Review	5 minutes	Share their opinions about the session	Give the adolescents a chance to share their opinions about the session, and their feelings or moods as the session ends.  Tip: This session can be combined with the Take Away to avoid making the discussion too long or slow.
8  Closing circle	5-10 minutes	<ul style="list-style-type: none"> <li>• Understand that the session is ending</li> <li>• Say goodbye to each other for the day</li> <li>• Feel that their participation was important to the rest of the Circle</li> </ul>	Perform a special song, dance, handclap or other type of ceremony that will be used at the end of every session. This can be the same as or different from the ritual at the beginning of the session.  Tip: Even in a newly formed Circle, adolescents can suggest or invent their own closing ritual.

# Planning Sessions

## Step-by-Step: Guide for Connecting phase

The guide below provides suggested activities for adolescents in the Connecting phase. Sessions should follow the same basic structure as other phases, but with more flexibility.

Step	Time Frame	Aim: Through this step adolescents will:	Description
1  Opening circle	5 minutes	<ul style="list-style-type: none"><li>• Feel welcome to join the group</li><li>• Understand that the Circle is beginning.</li><li>• Feel engaged and active, using their voices and movement</li><li>• Feel a sense of continuity and reassurance from their work together in previous phases</li></ul>	Continue to use a special song, dance, handclap or other type of ceremony at the beginning of every session. The adolescents can continue to use a ritual they have used in a previous session, or start a new one.
2  Remind & refresh	10 minutes	<ul style="list-style-type: none"><li>• Express how they are feeling</li><li>• Share their Take-Away from the previous session, including important ideas or experiences</li><li>• Refresh their memories about what happened in the previous session</li><li>• Receive an update on what happened previously if they missed a session</li></ul>	Ask the adolescents to volunteer their feelings, opinions and descriptions of the previous session.  Tip: If it looks like the adolescents want to continue working on an activity that they started in a previous session, this is a good time to ask them about it.
3  Warm up	10 minutes	<ul style="list-style-type: none"><li>• Participate in a simple, short game or other fun activity that challenges them to try something new</li><li>• Interact with one or two other adolescents in the Circle</li></ul>	Use simple games where adolescents interact with each other in pairs or groups of three.  Tip: Use the Warm-Up to balance the Challenge activity. If there will be a high-energy Challenge, the Warm-Up can be quiet. If the Challenge will be an individual activity, the Warm-Up can be a group activity.

Step	Time Frame	Aim: Through this step adolescents will:	Description
<div data-bbox="153 360 236 443">4</div>  <p data-bbox="293 535 443 629">Explanation &amp; discussion</p>	5-10 minutes	<ul style="list-style-type: none"> <li>Explore and explain what they learned or experienced through the activity</li> <li>Understand how this connects to other themes they will explore during the session</li> </ul>	<p>Bring the adolescents back into a Circle. Ask them to share what they experienced in the Warm-Up, what they learned and how they felt.</p>
<div data-bbox="153 703 236 786">5</div>  <p data-bbox="293 898 424 927">Challenge</p>	20-60 minutes	<ul style="list-style-type: none"> <li>Participate in a longer game or activity that challenges them to practice new skills, interact with each other and explore beyond their activity space</li> <li>Have time and freedom to focus on and experience an activity in more depth</li> <li>Possibly move outside the space to explore and gather information</li> </ul>	<p>Adolescents play a game or work on activities in groups of any size. If they will be going outside their usual space, discuss where they will go and what they will do.</p> <p>This Challenge step might be part of a long-term activity or project. For example, if adolescents are mapping their community, they might gather information about their community in one session, and then draw their map in the next one.</p>
<div data-bbox="153 1272 236 1355">6</div>  <p data-bbox="293 1464 389 1494">Sharing</p>  <p data-bbox="293 1666 432 1697">Take-away</p>	10-15 minutes	<ul style="list-style-type: none"> <li>Come back together as a group and quiet down</li> <li>Share what they have developed/produced during the Challenge (e.g. present a collage or a drawing)</li> <li>Acknowledge each other's efforts or achievements</li> <li>Discuss important things they learned or experienced</li> <li>Brainstorm ideas of how they can build on their work in a following session, if they want to</li> <li>Discuss how they will tell others in their community about the days' activities, and encourage other adolescents to get involved</li> </ul>	<p>Bring the adolescents back together. Ask them to share or present what they did during the Challenge, highlighting what they find most important or interesting. Encourage warm feedback from the rest of the group for each other's work.</p> <p>Tip: If the adolescents are working on an ongoing project, help them to preserve their work for the next session.</p> <p>Keep the adolescents together in their group. Ask them to share important things they learned or experienced.</p> <p>Tip: The facilitator or the adolescents can make notes or drawings to highlight important points, and display them in other sessions.</p>

# Planning Sessions

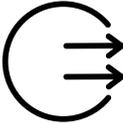
	Step	Time Frame	Aim: Through this step adolescents will:	Description
7	 Review	5 minutes	Share their opinions about the session	<p>Give the adolescents a chance to share their opinions about the session, and their feelings or mood as the session ends.</p> <p>Tip: This session can be combined with the Take-Away to avoid making the discussion too long or slow.</p>
8	 Closing circle	5-10 minutes	<ul style="list-style-type: none"><li>• Understand that the session is ending</li><li>• Say goodbye to each other for the day</li><li>• Feel that their participation for the day was important to the rest of the Circle</li></ul>	<p>Perform a special song, dance, handclap or other type of ceremony that will be used at the end of every session. This can be the same as or different from the ritual at the beginning of the session.</p> <p>Tip: Even in a newly formed Circle, adolescents can suggest or invent their own closing ritual.</p>

## Step-by-Step: Planning and facilitating a session in the Taking Action phase.

The guide below provides suggested activities for adolescents in the Taking Action phase. Sessions should follow the same basic structure as other phases, but with more flexibility. Adolescents may facilitate some or all the sessions.

Step	Time Frame	Aim: Through this step adolescents will:	Description
<div style="text-align: center;">1</div>  <p>Opening circle</p>	5 minutes	<ul style="list-style-type: none"> <li>• Feel welcome to join the group</li> <li>• Understand that the Circle is beginning</li> <li>• Feel engaged and active, using their voices and movement</li> <li>• Feel a sense of continuity and reassurance from their work together in previous phases</li> </ul>	Continue to use a special song, dance, handclap or other type of ceremony at the beginning of every session. The adolescents can continue to use a ritual they have used in a previous session, or start a new one.
<div style="text-align: center;">2</div>  <p>Remind &amp; refresh</p>	10 minutes	<ul style="list-style-type: none"> <li>• Express how they are feeling</li> <li>• Share their Take-Away from the previous session, including important ideas or experiences</li> <li>• Refresh their memories about what happened in the previous session</li> <li>• Receive an update on what happened previously if they missed a session</li> </ul>	<p>Ask the adolescents to volunteer their feelings about, opinions on and descriptions of the previous session.</p> <p>Ask the adolescents to check on their own progress against their project plans.</p> <p>Tip: It may be helpful for the adolescents to keep written steps and timelines for their projects on chart paper.</p>
<div style="text-align: center;">3</div>  <p>Warm up</p>	10 minutes	<ul style="list-style-type: none"> <li>• Participate in a simple, short game or other fun activity that challenges them to try something new</li> <li>• Interact with one or two other adolescents in the Circle</li> </ul>	<p>Use simple games where adolescents interact with each other in pairs or groups of three.</p> <p>Tip: Encourage the adolescents to take turns leading a Warm-Up activity. They can even experiment by designing their own Warm-Ups.</p>

# Planning Sessions

Step	Time Frame	Aim: Through this step adolescents will:	Description
4  Explanation & discussion	5-10 minutes	<ul style="list-style-type: none"> <li>Explore and explain what they learned or experienced through the activity</li> </ul>	Bring the adolescents back into a circle. Ask them to share what they experienced in the Warm-Up, what they learned and how they felt.
5  Challenge	20-60 minutes	<ul style="list-style-type: none"> <li>Work on different steps of a long-term project that they plan and carry out over the course of several sessions</li> </ul>	Give adolescents the opportunity to work on a project of their own design over the course of several sessions. This will include deciding their goal, agreeing to a project idea, planning steps and roles, and carrying out the project itself.
 Sharing	10-15 minutes	<ul style="list-style-type: none"> <li>Come back together as a group</li> <li>Share what they have learned or created during the Challenge step</li> <li>Acknowledge each other's efforts or achievements</li> <li>Reflect on progress on their project</li> </ul>	<p>Bring the adolescents back together. Ask them to share or present what they did during the Challenge step, highlighting what they find most important or interesting. Encourage warm feedback from the rest of the group for each other's work.</p> <p>Tip: If the adolescents are working on an ongoing project, help them to keep and preserve their work for the next session.</p> <p>Keep the adolescents together in their group. Ask them to share important things they learned and experienced while working on their projects.</p> <p>Tip: The facilitator or the adolescents can make notes or drawings to highlight important points, and display them in other sessions.</p>
6  Take-away			

Step	Time Frame	Aim: Through this step adolescents will:	Description	
7	 <p data-bbox="293 551 384 580">Review</p>	5 minutes	Share their opinions about the session	Give the adolescents a chance to share their opinions about the session, and their feelings or mood as the session ends.  Tip: This session can be combined with the Take-Away to avoid making the discussion too long or slow.
8	 <p data-bbox="293 902 389 965">Closing circle</p>	5-10 minutes	<ul style="list-style-type: none"> <li>• Understand that the session is ending</li> <li>• Say goodbye to each other for the day</li> <li>• Feel that their participation for the day was noticed by and important to the rest of the circle</li> </ul>	Perform a special song, dance, handclap or other type of ceremony that will be used at the end of every session. This can be the same as or different from the ritual at the beginning of the session.  Tip: Even in a newly formed Circle, adolescents can suggest or invent their own closing ritual.

## What are the Four Activity Phases?

Different adolescents have different needs, capacities, and interests. Some adolescents enjoy participating in simple, creative activities and games – perhaps because they are younger and not ready or interested to carry out complex tasks, or perhaps because they enjoy taking a break from challenging circumstances or heavy and adult responsibilities that take up most of their time. Other adolescents may be motivated and ready to plan and carry out projects together, even projects with ambitious and serious goals - because they are more mature and find such challenges more interesting, and because they feel ready to pursue their own goals and have a role in shaping their communities.

Adolescents' contexts and circumstances can also be important factors in how they enjoy participating in activities together. Adolescents who have newly- arrived to a community or are in a context that is changing or in flux may not know their peers and may not feel comfortable working together, or may not be able to participate in activities on a regular basis – even if they would like to do so. Those who have been in the same community for some time – even if they are in a protracted humanitarian context with uncertain prospects for long-term settlement or resettlement – may have formed strong working relationships with peers, and in some cases may have time and energy that they would like to put toward tasks that they find meaningful.

# What are the Four Activity Phases?

## Overview: What are the Four Phases?

This section of the Facilitators' Guidance outlines a process for facilitators to plan sequences of activity sessions with and for adolescents through four phases - flexible modules, with sequences of sessions and activities that facilitators and adolescents (when ready) plan together. Using phases instead of pre-planned modules enables facilitators to adapt activities and sessions to the developmental level and circumstances of each group of adolescents, and, more importantly, to adolescents' own goals for the time they spend together in sessions. The Four Phases range from simple sequences of sessions with varied fun and restful activities in each, to complex sequences that involve adolescents working together on tasks or projects that they carry out over the course of several sessions.

The Four Phases are designed so Adolescent Circles can move along at their own pace. An Adolescent Circle can stay in any phase for as long as the adolescents feel comfortable and interested. Adolescents can move on to a more complex phase if they are beginning to feel bored, or are ready for a new challenge. They can also move to a simpler phase if they would like to take a break from more ambitious tasks, build team relationships with new adolescents who have joined a circle, or take more time to practice new skills.

## The facilitator's role

The facilitator's role is to work with adolescents to choose an activity phase that will work best for them, and then to plan activities and sessions using the guidelines and recommendations for that phase. The facilitator will also aid adolescents in assessing their circles' progress, and help them decide if and when they are ready to move to a different phase. Facilitators can use the guidance and tools in this section to:

- ▶ understand which phases work best for different groups of adolescents, and choose a phase for their Adolescent Circle that is likely to work well;
- ▶ understand how adolescents may be developing, practicing and using competencies in each phase, so that they can choose and adapt activities according to appropriate emotional, social, learning and action goals;
- ▶ plan day-to-day sequences of activities for the phase they choose;

- ▶ run sessions with appropriate timing, processes and flow for each session; and
- ▶ assess whether and when adolescents may be ready to move on to a new phase.

Facilitators can use and adapt resources from the Activity Box as they plan phases with and for adolescents. The Activity Guides and Energizer Cards include specific recommendations for the phases within which they could be used. Facilitators can and should consider using and adapting activities from other different phases, based on their understanding of each Adolescent Circle's interests and goals. They can also use the Inspiration Cards to stimulate more ideas for adolescents' activities, or plan new activities themselves drawing from their own ideas.

See the introduction to the Activity Box for more explanation of how to choose, adapt and use the Activity Guides, Energizer Cards, Inspiration Cards, and Facilitator Tools.

## Understanding the Four Phases

The following provides a brief overview of the Four Phases:

1. **Starting Our Circle:** This phase helps a group of adolescents who are coming together for the first time to get to know each other and feel comfortable participating in activities together.
2. **Knowing Ourselves:** In this phase adolescents explore their identities and to learn more about themselves and each other.
3. **Connecting:** In this phase adolescents learn skills for building healthy relationships, working together and connecting with their communities.
4. **Taking Action:** In this phase adolescents learn how to work closely as a team and to take action in their families, schools and communities.

**The following sections give a more detailed overview of each of the Four Phases, and how adolescents may develop and use competencies in each.**

# What are the Four Activity Phases?

## Starting Our Circle

The Starting our Circle phase provides adolescents with ways to build a strong circle when they gather for the first time. It enables adolescents to establish rules for their sessions, to begin working as a team, and to prepare for future learning and challenges.

The Starting Our Circle phase can also help to create the feeling of a new start in circles where members already know each other. For example, this phase works well when adolescents need to welcome many new members to the circle, or in situations where adolescents only attend sessions sporadically.

In the Starting our Circle phase adolescents will:

- ▶ Gather for the first time
- ▶ Create a safe space
- ▶ Form rules for their sessions
- ▶ Get to know each other
- ▶ Become comfortable around other members of the circle
- ▶ Learn how to work as a team

## How are adolescents developing and using competencies in the Starting our Circle Phase?

In this phase, the emphasis is on creating a safe space where adolescents can escape from the stress of their daily lives and participate in activities at their own pace. As adolescents get to know each other and become more comfortable with other members of the circle, they learn how to express themselves through play, discussion, quiet reflection, drama, writing and art. This helps them to interact positively and creates a foundation for building stronger relationships and skills as they take on more complex challenges.

The overall goal of the Starting our Circle Phase is for adolescents to become comfortable being together and participating in activities together, as a first step toward feeling comfortable and safe enough to try new things and

take on new challenges together. In the Starting our Circle Phase, adolescents are developing, practicing and using competencies, but only at a very basic level. The following chart provides an overview of how adolescents may be developing and using competencies in the Starting our Circle Phase:

Competency domain	During this phase adolescents may:
Communication and expression	Learn and practice new ways to communicate and express themselves, for example, through drawing and physical movement
Identity and self-esteem	Learn ways to describe themselves in words and through other forms of expression
Leadership and influence	Take a break from the stress of their circumstances, as a first step toward exploring and pursuing their priorities
Problem solving and managing conflict	Take a break from the stress of their circumstances and get to know other adolescents, as a first step toward being comfortable with others in the circle and learning interpersonal skills
Coping with stress and managing emotions	Engage in both quiet and energetic activities for relief from the stress of their circumstances
Cooperation and teamwork	Engage in simple, interactive and collaborative activities with other adolescents, as a first step toward developing cooperation skills  Get to know other adolescents, as a first step toward developing a sense of team membership
Empathy and respect	Get to know other adolescents, as a first step toward developing tolerance and empathy
Hope for the future and goal setting	Engage in both quiet and energetic activities for relief from the stress of their circumstances, and as a first step toward feeling hopeful and setting goals

# What are the Four Activity Phases?

Competency domain	During this phase adolescents may:
Critical thinking and decision making	Take a break from the stress of their circumstances and get to know other adolescents, as a first step toward feeling comfortable, experimenting and taking on new challenges
Creativity and innovation	Learn and practice new ways to express themselves creatively, especially through the arts

## How are adolescents working together in their circles in the Starting our Circle Phase?

During this cycle, adolescents get to know each other and gradually become comfortable together by participating in simple, fun activities that allow them to learn more about each other, but don't require a strong sense of teamwork.

## B. Knowing Ourselves

The Knowing Ourselves phase gives adolescents a chance to learn more about who they are and what they feel. During this cycle adolescents explore their identities and learn new ways to express themselves, through different arts and forms of communication.

The Knowing Ourselves phase works well for adolescents in a circle who have had a chance to get to know each other, and are ready to explore new ideas and skills. The foundations that adolescents build during these sessions will help them to communicate with others, develop empathy and respect each other's similarities and differences.

In the Knowing Ourselves phase adolescents will:

- ▶ Participate in sessions on a more consistent basis
- ▶ Learn more about who they are and what they feel
- ▶ Explore and recognize aspects of their identities, including their own strengths, qualities and interests
- ▶ Begin to build stronger relationships with others in their circles, and practice working together
- ▶ Learn new ways to express themselves, through different arts and forms of communication
- ▶ Become more comfortable exploring new ideas and skills with other adolescents in their circle.

## How are adolescents developing and using competencies in the Knowing Ourselves Phase?

Adolescents in the Knowing Ourselves Phase are especially focusing on developing competencies at the intrapersonal level. They are learning to know and understand themselves, to build a strong foundation to develop positive relationships with others, and to feel confident to take on new challenges.

Competency domain	During this phase adolescents may:
Communication and expression	<ul style="list-style-type: none"> <li>• Learn about their own styles of communication and methods for personal expression, including through arts and physical movement</li> <li>• Practice techniques for effective listening and speaking</li> </ul>
Identity and self-esteem	<ul style="list-style-type: none"> <li>• Learn ways to describe themselves in words and other forms of expression, explore their identities, and recognize their strengths and value, as well as their weaknesses; Learn about what influences their own identity</li> <li>• Practice appreciating their positive qualities and caring for themselves</li> </ul>
Leadership and influence	<ul style="list-style-type: none"> <li>• Learn about their own styles of leadership and strategies for influencing others; Begin to explore their priorities and interests, as a next step toward actively pursuing them</li> </ul>

## What are the Four Activity Phases?

Competency domain	During this phase adolescents may:
Problem solving and managing conflict	<ul style="list-style-type: none"> <li>• Begin to build healthy relationships with other adolescents in their circles, as a step toward being ready to learn, practice and use challenging interpersonal skills</li> <li>• Learn techniques for gathering information, analyzing problems and presenting ideas</li> <li>• Learn strategies for negotiation, mediation and dialogue</li> </ul>
Coping with stress and managing emotions	<ul style="list-style-type: none"> <li>• Learn about their emotions and practice techniques for managing difficult emotions</li> <li>• Practice expressing feelings in a healthy way, also through artistic and creative methods</li> </ul>
Cooperation and teamwork	<ul style="list-style-type: none"> <li>• Learn more about other adolescents in their circles, as a next step toward feeling like a team and preparing to work together</li> <li>• Learn healthy habits for working in teams</li> <li>• Learn how to trust others and recognize the benefits of cooperation</li> </ul>
Empathy and respect	<ul style="list-style-type: none"> <li>• Learn more about other adolescents and themselves, as a next step toward developing tolerance and empathy</li> <li>• Learn about the challenges and struggles of diverse groups and individuals</li> <li>• Learn to imagine themselves in the situation of another person, to understand their feelings and needs</li> </ul>

Competency domain	During this phase adolescents may:
Hope for the future and goal setting	<ul style="list-style-type: none"> <li>• Begin to explore their priorities and interests, as a next step toward actively pursuing them</li> <li>• Learn about potential alternatives to the current situation, for a more positive future for themselves</li> <li>• Learn strategies for organization, time management and making an action plan</li> </ul>
Critical thinking and decision making	<ul style="list-style-type: none"> <li>• Learn more about themselves, as a first step toward exploring issues that interest them and making decisions that reflect their priorities</li> <li>• Learn basic concepts of stereotype, prejudice, discrimination and other related terms; Reflect on their own thoughts on stereotypes and causes of prejudice and discrimination</li> <li>• Practice doubting, questioning, analyzing, testing and making conclusions</li> </ul>
Creativity and innovation	<ul style="list-style-type: none"> <li>• Practice brainstorming and other techniques to generate creative ideas; Learn to take healthy risks</li> <li>• Practice patience, observation and attention to detail to enable them to perceive opportunities when they arise</li> </ul>

### How are adolescents working together in their circles in the Knowing Ourselves Phase?

During this cycle, the circle gets stronger and adolescents participate more regularly. As adolescents learn to express their strengths and value, the circle becomes stronger and mutual trust develops.

# What are the Four Activity Phases?

## C. Connecting

In this phase participants learn more about themselves and each other, and practice skills for working together. They also learn to connect with people and places beyond their circle. The curiosity, relationships and skills that adolescents develop in this cycle help prepare them for working on group projects in the Taking Action cycle.

This cycle is designed for adolescents who feel ready to interact with their peers and surroundings, and who are curious about the world around them and beyond. Adolescents who have been through difficult experiences, and who are still feeling overwhelmed or upset, may not be ready for this cycle. The activities in this cycle work best with a strong circle where adolescents know each other well, feel comfortable and safe working together, and are starting to recover from crisis.

- ▶ In the Connecting phase adolescents will:
- ▶ Learn more about themselves and each other
- ▶ Learn to connect with people and places beyond their circle
- ▶ Practice skills for working together
- ▶ Continue to develop a sense of safety and comfort with other Adolescent Circle members, building more trust with each other
- ▶ Work on activities individually and collaboratively, and become more comfortable expressing their interests and goals
- ▶ Work on activities with less support, including projects that they continue over the course of several sessions
- ▶ Develop stronger social and emotional skills that will help them to relate better to their families, peers and communities.

### How are adolescents developing and using competencies during the in the Connecting phase?

During this cycle, adolescents practice the skills that they have developed as they work together as a team and explore the world around them.

Competency domain	During this phase adolescents may:
Communication and expression	<ul style="list-style-type: none"> <li>• Practice and strengthen ways to communicate and express themselves, including through arts and physical movement</li> <li>• Reflect on communication in their family, with friends and peer groups</li> <li>• Practice ways to communicate effectively with family, friends and peers</li> </ul>
Identity and self-esteem	<ul style="list-style-type: none"> <li>• Further explore their identities, by connecting with their cultural traditions and communities</li> <li>• Improve their understanding of their strengths and value</li> <li>• Learn about the cultural heritage, history, customs and practices of their families, friends and peers, reflecting on similarities and differences within those groups</li> <li>• Practice expressing gratitude and appreciation to others; challenging bullying</li> </ul>
Leadership and influence	<ul style="list-style-type: none"> <li>• Begin to explore their priorities and interests, as a next step toward actively pursuing them</li> <li>• Reflect on factors that influence the opinions of family, friends and peers</li> <li>• Practice building trust and having a positive influence on their family, friends and peers</li> </ul>

## What are the Four Activity Phases?

Competency domain	During this phase adolescents may:
Problem solving and managing conflict	<ul style="list-style-type: none"> <li>• Learn and practice skills for conflict management, problem solving and negotiation, and apply these skills to building strong, healthy relationships with others in their circle and beyond</li> <li>• Reflect on issues and concerns of family, friends and peers; Identify causes of conflict in family, friend peer groups</li> <li>• Discuss ways to solve problems in family, friend and peer groups that are satisfactory to everyone; Practice conflict management skills in family, friend and peer groups</li> </ul>
Coping with stress and managing emotions	<ul style="list-style-type: none"> <li>• Learn and practice skills for managing stress and other difficult feelings</li> <li>• Learn and understand the emotions of family, friends and peers; Recognize the relationship between feelings and conflict in family, friend and peer groups</li> <li>• Practice techniques for managing emotions of family, friends and peers</li> </ul>

Competency domain	During this phase adolescents may:
Cooperation and teamwork	<ul style="list-style-type: none"> <li>• Learn more about others in their circle, and adolescents and adults in their communities, as a next step toward building respect for others</li> <li>• Practice cooperation and other teamwork skills through group activities and projects with others in their circle</li> <li>• Learn techniques for working effectively in teams and for cooperative problem solving</li> <li>• Practice building trust, fostering inclusion and healing pain in family, friend and peer groups</li> </ul>
Empathy and respect	<ul style="list-style-type: none"> <li>• Get to know and learn about other adolescents, children and adults in and beyond their communities, including those from different backgrounds</li> <li>• Learn about the challenges and struggles of family, friends and peers</li> <li>• Learn to take the perspective of another person: a family member, friend or peer</li> </ul>
Hope for the future and goal setting	<ul style="list-style-type: none"> <li>• Learn about potential alternatives to the current situation, for a more positive future for their family, friends and peers</li> <li>• Learn strategies to get family, friends and peers to work together to achieve a shared goal</li> </ul>

# What are the Four Activity Phases?

Competency domain	During this phase adolescents may:
Critical thinking and decision making	<ul style="list-style-type: none"> <li>• Explore and discuss their interests and priorities, including approaches to solving problems and taking advantage of opportunities</li> <li>• Apply all of these approaches to small-scale projects that they design and lead themselves</li> <li>• Identify and reflect upon stereotypes and bias in their family, friend and peer groups.</li> <li>• Recognize weaknesses in the reasoning, discourse and arguments of families, friends and peers</li> </ul>
Creativity and innovation	<ul style="list-style-type: none"> <li>• Learn and practice more ways to express themselves creatively, especially through the arts</li> <li>• Practice techniques for generating ideas in groups</li> <li>• Reflect on experiences in family, friend and peer groups to imagine innovative alternatives to problems</li> </ul>

## How are adolescents working together in their circles in the Connecting phase?

During this phase, the circle becomes stronger as adolescents begin to trust each other more and to participate more regularly. The circle's rituals, routines and group rules continue to provide the framework for working and communicating in respectful and assertive ways. Participants work on activities individually and collaboratively, and become more comfortable expressing their interests and goals. The social and emotional skills that adolescents build help them to work as a team.

## D. Taking Action

In the Taking Action phase, adolescents apply the skills they have developed in the previous three cycles to real-world projects that they plan and carry out themselves. The Taking Action cycle provides adolescents with steps to help them to identify their priorities, form ideas, make plans, and work together. They work as a team, using their skills for communication, exploration and decision making. Circles may choose to stay in the Taking Action phase indefinitely, repeating a process of planning and carrying out projects. This phase is designed to allow adolescents to continue and sustain their activities together for as long as they wish.

In the Take Action phase adolescents will:

- ▶ Identify their priorities, form ideas, make plans, and work together
- ▶ Put their creativity and problem solving skills to work on projects that are important to them
- ▶ Work as a team, using their skills for communication, exploration and decision making
- ▶ Learn how to develop project plans, and practice their competencies to set priorities and negotiate solutions to problems
- ▶ Develop and use social and emotional skills so they relate better with their families, peers and communities
- ▶ Improve and use communication and negotiation skills to help them set priorities, make plans for projects and explore opportunities for supporting their communities
- ▶ Engage and be active in their communities beyond their activity spaces
- ▶ Develop mutual trust and further friendships.

## How are adolescents developing and using competencies during the in the Taking Action phase?

Adolescents in this cycle should know each other well, and have experienced cooperating together in teams. The rituals, routines and group rules they created and reviewed together in earlier cycles provide them with a foundation for working together and communicating respectfully and assertively. Adolescents apply and strengthen the skills that they developed in previous cycles, as they interact positively and develop initiatives to carry out together in the community. During this cycle they learn how to devel-

## What are the Four Activity Phases?

op project plans, set priorities and negotiate solutions to problems.

Competency domain	During this phase adolescents may:
Communication and expression	<ul style="list-style-type: none"> <li>• Use many skills and forms of expression as they work together with others in their circles, communities and beyond</li> <li>• Reflect on communication patterns in their community</li> <li>• Practice ways to communicate effectively within their own community and across cultural groups</li> </ul>
Identity and self-esteem	<ul style="list-style-type: none"> <li>• Strengthen their sense of identity and self-esteem by taking positive action in ways that reflect their interest and priorities</li> <li>• Learn about diverse groups within the community, reflecting on strengths and challenges faced by different community members</li> <li>• Practice inclusion of marginalized groups and community building</li> </ul>
Leadership and influence	<ul style="list-style-type: none"> <li>• Apply their motivation, new leadership skills, and sense of agency to projects that they lead and design themselves</li> <li>• Learn about leaders and other people who have influenced the community</li> <li>• Practice building trust and having a positive influence on their community through community projects and activities</li> </ul>

Competency domain	During this phase adolescents may:
Problem solving and managing conflict	<ul style="list-style-type: none"> <li>• Apply conflict management, problem solving and negotiation skills as they work together with others in their circle and engage actively with children, adolescents and adults in their communities</li> <li>• Reflect on issues and concerns of community members; Identify causes of conflict in the community</li> <li>• Discuss ways to solve problems in the community; Practice conflict management skills in the community</li> </ul>
Coping with stress and managing emotions	<ul style="list-style-type: none"> <li>• Use stress management skills as they work together and take action</li> <li>• Learn and understand the emotions of community members and persons in conflict; Recognize the relationship between feelings and conflict in the community</li> <li>• Practice techniques for managing difficult emotions of community members and persons in conflict</li> </ul>
Cooperation and teamwork	<ul style="list-style-type: none"> <li>• Increase their respect for each other through group work that allows every member to contribute their unique skills and strengths</li> <li>• Practice cooperation and other teamwork skills through group activities and projects</li> <li>• Practice building trust with diverse community groups, and repairing damaged relationships</li> </ul>

## What are the Four Activity Phases?

Competency domain	During this phase adolescents may:
Empathy and respect	<ul style="list-style-type: none"> <li>• Strengthen their tolerance and empathy as they work together and engage positively with other children, adolescents and adults</li> <li>• Learn about the challenges and struggles of diverse community members</li> <li>• Learn to take the perspective of other persons in the community, particularly disadvantaged or marginalized groups</li> </ul>
Hope for the future and goal setting	<ul style="list-style-type: none"> <li>• Increase their self-esteem and hopes by taking action on issues that are important to them</li> <li>• Practice setting and pursuing goals as they take positive action</li> <li>• Learn about potential alternatives to the current situation, for a more positive future for the whole community</li> <li>• Learn strategies to get diverse community members and parties to work together to achieve a shared goal</li> </ul>
Critical thinking and decision making	<ul style="list-style-type: none"> <li>• Practice experimenting and learning from results as they apply their skills to small-scale projects that they design and lead themselves</li> <li>• Identify and reflect upon stereotypes, discrimination and prejudice in the community</li> <li>• Recognize weaknesses in commonly held beliefs in the community</li> </ul>

Competency domain	During this phase adolescents may:
Creativity and innovation	<ul style="list-style-type: none"> <li>• Continue to explore ways to express themselves and develop ideas for new solutions and opportunities through ongoing projects</li> <li>• Practice techniques for learning from community members to generate creative ideas for solving problems</li> </ul>

### How are adolescents working together in their circles in the Taking Action Phase?

In the Taking Action phase, adolescents grow to feel comfortable in their circle and can use their skills to work together positively in teams. Mutual trust and friendships between adolescents develop further, and adolescents also learn and practice skills for working positively and supportively even with those peers who do not become their close friends. Adolescents develop social and emotional skills through their activities, which help them to work as a team and to relate better with their families, peers and communities. Skills for communication, goal setting, critical thinking, problem solving, creativity and innovation help them to set priorities, make plans for projects and explore opportunities for supporting their communities.

# Choosing a cycle for your adolescent circle

## Choosing a cycle for your adolescent circle

Facilitators, working with programme coordinators and adolescents, should use different strategies and processes to assess which phase is best for their Adolescent Circle. They can use the tools and activity guides offered in the Adolescent Kit to assess how ready adolescents in a circle are to work together and take the lead in carrying out their own initiatives. Facilitators choosing a phase for the first time, may want to review the Circle self-assessment tool, the overview of each Phase provided in the Understanding the Four Phases section above, or the summary guide in the box on this page.

Once facilitators have been working with adolescents in a phase for some time, they can also use the Circle self-assessment tool to guide adolescents in assessing their own development as a circle. They can also use the Competency assessment questionnaire tools to assess adolescents' individual development of knowledge, skills and attitudes in relation to the Ten Key competencies.

Facilitators can and should use their own impressions and judgment in choosing a phase for adolescents. They should consult directly with adolescents as they do so, and base their plans on adolescents' own suggestions and preferences (when working with adolescents who are ready to express opinions). Remember there is no one 'right' or 'wrong' way to choose a phase for your Adolescent Circle. Remember, too, that if a phase does not seem to be working well for adolescents, you can always adapt and move to a more or less advanced phase.

The most important purpose of the phases is to allow adolescents the flexibility they need to work at their own pace, so that they can take as long as they want and need to practice skills at a level that works for them, and move forward to new challenges as soon as they are ready. Facilitators should always keep this important concept in mind as they choose phases for adolescents, and determine whether adolescents should stay in their current phase or move to a new one.

### Starting Our Circle and Knowing Ourselves

- ▶ Adolescents of any age who are tired or distressed, and for younger adolescents (ages 10-14).



- ▶ Simpler activities
- ▶ Individual sessions that do not require a lot of planning or group interactions

### Connecting and Taking Action

- ▶ More challenging activities
- ▶ Adolescents work together on activities and projects that involve complex thinking
- ▶ Take place over several days or longer
- ▶ May be rewarding for more confident adolescents of any age, who are calmer and more connected with each other
- ▶ May be good for older adolescents (ages 15-17) with better developed critical thinking and organizational skills

## Getting started

When facilitators first bring adolescents together as a circle, they should strongly consider beginning with the Starting Our Circle Phase. This phase gives adolescents a chance to introduce themselves and to develop some basic trust and comfort being with each other. Even for a circle in which adolescents already know each other but have never worked together as a group, the Starting Our Circle phase gives them a fresh start. It provides an opportunity to begin interacting and working together in a new way, creating a solid foundation for new activities that require trust, cooperation and collaboration.

From Starting Our Circle, adolescents can follow their own path to the Knowing Ourselves phase, the Connecting phase, and the Taking Action phase. Each phase is designed to build on the one before it, supporting adolescents to recover, develop their skills and engage more actively as they progress from one cycle to the next. Depending on the maturity and interests of adolescents in a circle, and the extent to which they already know each other and have previous experiences working together, they may also 'skip' over some phases and move directly to the more advanced phases.

## Moving through the phases

After adolescents have been working together in one phase for some time, they may be ready for a change. They develop new competencies through their activities and in their lives beyond, and become more experienced in working together as a circle. In many cases an Adolescent Circle may become ready to take on greater challenges, advancing to phases that allow them to work together with more independence from the facilitator. Adolescents in the two more advanced phases (Connecting and Taking Action) may want to take a break and move to a phase that includes simpler, fun, easy activities – even if only for a few sessions.

Other circumstances may have a bearing on which phase is best for Adolescent Circles. If new adolescents are joining a circle, or if those who are part of a circle are leaving for any reason, it may be helpful to move back to the more basic phases to give the circle a fresh start. If adolescents in a circle have very different interests or are at different levels of developing competencies it may work well to divide them into different circles, then choose and plan different phases that are appropriate for each.

Adolescent Circles do not need to move from one phase to the next in any particular order or timeframe. Adolescents should decide when they are ready to move on, and, with support from the facilitator, which phase will work best for them. They may decide to repeat a phase that they have done in the past. This can be a good way to strengthen their skills, and to improve how they work together.

Alternatively, if adolescents find a phase helpful and fun, they can continue it for as long as they want. This may be a good way to feel safe doing things that are familiar and comfortable. If adolescents are ready for a new challenge, they can move on to a phase they haven't tried.

It is important to understand that each of the phases can be helpful and enjoyable. Each phase involves activities that can be fun for any age group, and each focuses on skills that adolescents can practice throughout their lives. Do not pressure the adolescents to move to a more 'advanced' phase, taking on more serious and/or complex topics before they are ready or interested in doing so. Remember that some adolescents have not developed the cognitive or social capacities to work together on complex tasks. Remember, too, that adolescents' activities should address their goals – and that having fun and taking a break from stress is a valid goal for adolescents, especially for those living in challenging circumstances.

To determine whether an Adolescent Circle should move to another phase or continue in the same one, facilitators should...

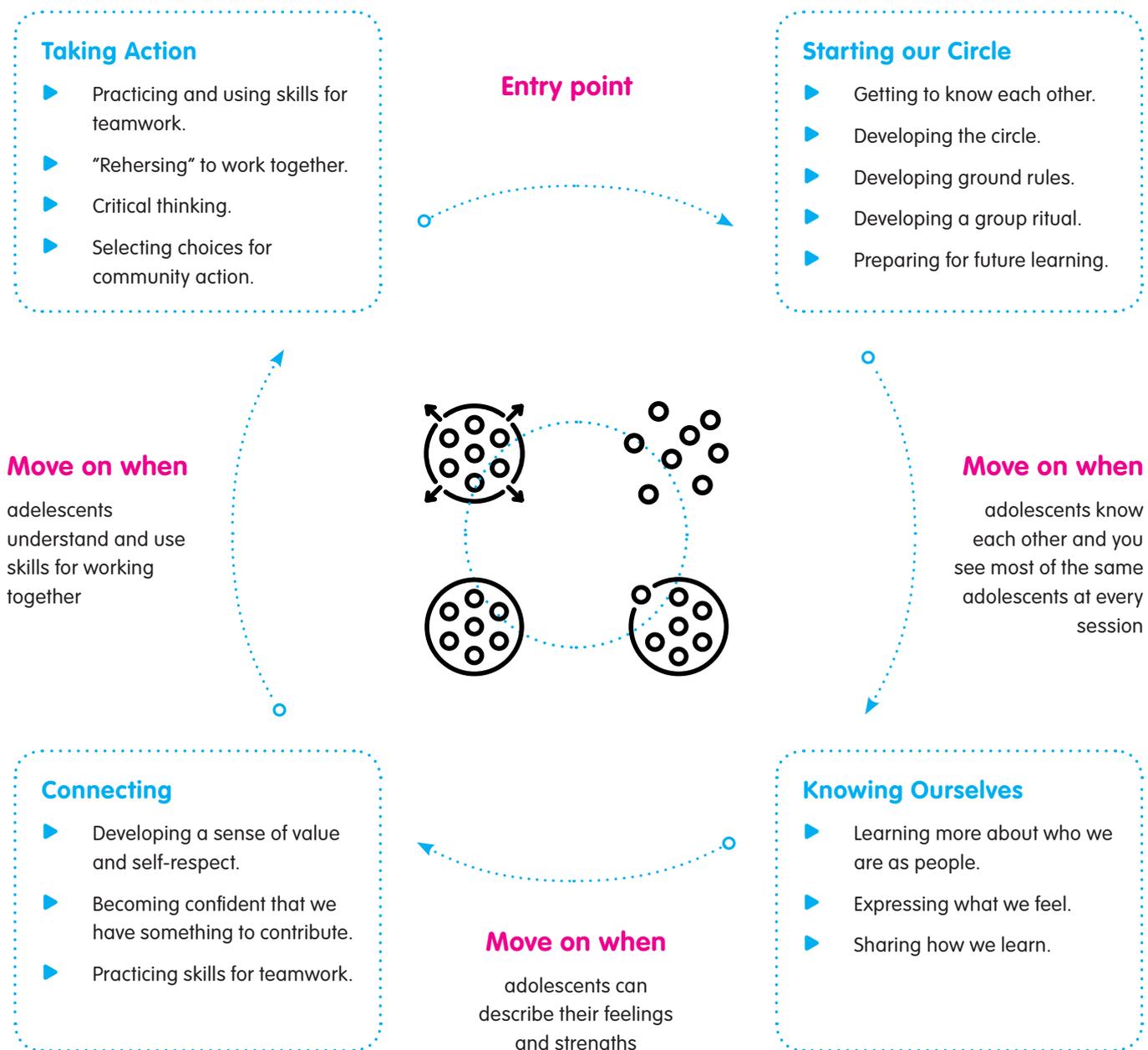
**Complete 5-10 sessions in a phase** before considering whether to move to a new phase. This gives the circle time to participate in a few activities so that they and the facilitator have a sense of whether they are in the best phase. Within a sequence of at least five sessions adolescents also have time to go through the process of setting their own goals, and deciding when they have achieved them.

**Observe the adolescents.** If many seem restless, bored or disengaged, they may be ready for something more challenging. If they seem overwhelmed or confused, a less advanced phase may help them to develop the competencies and strength as a circle at a more appropriate level. Disagreements and conflicts between adolescents may also be a sign that activities are too challenging for them, or are requiring them to work together in ways for which they are not yet ready.

**Consult adolescents.** Ask adolescents if they would like to take on greater challenges, or if they just want to have more fun and relaxing time together. The Setting group goals activity is one process for hearing more from adolescents about what they want from their time together.



# Choosing a cycle for your adolescent circle



# Choosing a cycle for your adolescent circle

## Planning activity phases

Once facilitators have chosen the phase that is likely to work best for their Adolescent Circle, they need to plan the phase. This means outlining a sequence of activities for adolescents' sessions.

The Activity Box of the Adolescent Kit offers a wide range of activities from which facilitators (with adolescents, when ready) can choose. Those guides indicate which activities can work best in each phase. Facilitators are encouraged to review all of the guides in the activity box, not just the ones that are indicated for their adolescents' current activity phase. Adapt other activities to work well for your Adolescent Circle. Be creative and design your own activity!



Use the Phase Planning Tool to plan a sequence of activities with an appropriate balance and flow. For the Starting our Circle and Knowing Ourselves phases, this means including a variety of different activities that balance simple fun and games with opportunities to learn and try new things, and high-intensity activities with those that are restful and quiet. For the Connecting and Take Action Phases this means creating a logical flow of activities that enable adolescents to work together on a topic or project from one session to the next. For all phases, planning means looking for the right moment for adolescents to agree to and review their group rules (see 'Planning Sessions'), and to set and review progress toward their group goals.

### Working together toward group goals

Giving adolescents an opportunity to reflect on and share their own goals for their time together in the Adolescent Circle is a key step for planning. When facilitators (and programme coordinators, and other adults supporting adolescents) know what adolescents want from their activities – including what they enjoy, and what they hope to achieve – they are better able to plan activities that adolescents find relevant and interesting, and that keep them engaged.

Facilitators can use adolescents' group goals to determine which activities to choose. If adolescents are interested in developing a certain set of competencies, or just have a kind of activity they enjoy (such as drawing, dancing, writing, building models, or carrying out interviews) facilitators can choose activities from the Activity Box accordingly. Facilitators can also adapt activities to adolescents' goals. For example, if adolescents in the Connecting or Take Action phases are especially interested in community service, facilitators can plan a sequence of activities that guides adolescents through the process of planning and carrying out a project with a focus on community service.

Adolescents starting a new phase should have a chance to discuss and agree to their goals during one of the earliest sessions in that phase. The Setting group goals activity can be a helpful tool to do so.

Adolescents' goals may be related to their emotional wellbeing or learning, or to activities they want to do inside and beyond their circle. For circles that are just starting out together (for example in the Starting Our Circle phase), the goals can be simple, such as:

- ▶ Have fun,
- ▶ Meet new people,
- ▶ Spend time with peers, or
- ▶ Take a break from other responsibilities.

Adolescents also may have goals to learn competencies that they can use to address challenges they face; or to work toward their broader goals and aspirations in their lives. For example, adolescents may want to:

- ▶ Learn and practice new ways to express their ideas, including through the arts, music or writing;
- ▶ Learn new ways to communicate or negotiate with family members; or
- ▶ Know and practice ways to cope with difficult emotions, including stress.

Adolescents' goals also may be linked to positive changes that they want to see in their lives, or in their families, communities or societies. For example, adolescents may want to:



- ▶ Learn about cultural traditions;
- ▶ Develop skills to build stronger relationships with family and friends;
- ▶ Organize an event or project that is helpful to the community.

In the more basic phases, adolescents' goals may be related only to how they want to spend time together in their circles. As they progress to more advanced phases, they may be ready to explore and express possibilities for how their activities will help them to feel well emotionally, learn, and form and enjoy relationships with others. Adolescents in the Connecting and Taking Action Phase may have more ambitious goals for changes in their lives, or for contributions they want to make to their communities.



Whatever phase they may be in, encourage adolescents to set realistic goals that can be achieved with the time and resources available. Adolescents should set goals within

# Choosing a cycle for your adolescent circle

the first three sessions of any new phase, and display them in the meeting space. All of the members of Adolescent Circle should have a chance to participate in sharing their ideas and agreeing to their goals.

Once they have had a chance to participate in activities together for a few days or weeks, Adolescent Circles should review their progress toward goals on a regular basis. The **Reviewing progress toward group goals** activity is a useful tool to do so. Adolescents just starting to work together, such as those in the Starting Our Circle or the Knowing Ourselves phases, may find it helpful have a short review of their progress every time they meet (for example, during the Review step of their session) to share feedback about their experiences with new activities. Adolescent Circles who have been working together for some time, such as those in the Connecting and Taking Action phases, may want more time to assess their progress, and may want to take an entire session for a this discussion.

## Planning and facilitating sessions in each phase

Specific guidance for facilitators in planning and facilitating sessions for each of the four Phases follows.

### Planning the Starting our Circle phase

- ▶ To plan a sequence of activities for the Starting Our Circle phase:
- ▶ Focus on keeping things simple and fun for adolescents coming together for the first time.
- ▶ Choose activities that can be completed in one session as opposed to longer-term projects, as some adolescents may not be able to participate in every session, and new adolescents may be joining the group.
- ▶ Choose activities that are simple and easy to understand, since adolescents in a new situation may find it difficult to concentrate, and in some cases there may be language barriers.
- ▶ Include a mix of high energy and quiet activities to support adolescents' natural process of recovery after a difficult experience
- ▶ Include activities that allow adolescents to decide on a name for their circle, design their opening and closing rituals, and agree to their group rules – these activities give adolescents a chance to create structure and routine, which gives them comfort, certainty and a sense that the circle is a special place.
- ▶ Repeat activities that the adolescents enjoy. This gives

adolescents a chance to practice and feel comfortable with something familiar -- However, it is important to vary activities so that they are fun for adolescents with different interests and abilities.

- ▶ Plan and adapt activities that all adolescents can and will participate in, since the first sessions send an implicit message to the entire community – including those adolescents who may not join on the first day – about who they are intended for; It is especially important to include activities that are accessible and inclusive. For example, if adolescents with disabilities do not participate at first, the activities they see or hear about will influence their impressions about whether or not they are welcome. Including activities that have been typically considered appropriate for both adolescent boys and girls in adolescents' cultural context sends a message that the programme is for both boys and girls. Keep in mind that both boys and girls should be supported in exploring any activities that interest them, and Adolescent Circles should create spaces for them to challenge or even transform limiting or harmful gender norms. Encourage adolescents to play games that they know already, especially during the Challenge step of the session. Traditional games can be a way for adolescents to connect with their cultural roots, and playing something familiar can remind them of their abilities.



- ▶ Introduce some new activities and games (such as those in Energizer Cards). This allows everybody to try something new, and helps adolescents with different abilities to participate on an equal level with others.
- ▶ Focus on activities that allow the adolescents to get to know each other during this cycle. Games and activities where the adolescents work in groups and pairs can work well.
- ▶ Support adolescents in setting group goals that are simple and attainable in relation to how they will spend their time together in their circles (such as 'having fun' or 'making friends.'). Use the ideas they share to help you understand what they want; avoid pushing adolescents to take on challenges when they are just getting started.



### Tips for facilitating sessions in the Starting our Circle phase

**Use the same steps recommended in the 'Planning Sessions' section of the Adolescent Kit**, but move smoothly from one step to another, spending no more than 10-20 minutes on each.

**Follow the same session structure consistently**, and include some of the same activities from one day to the

# Choosing a cycle for your adolescent circle

next. This is particularly helpful for adolescents who may be adjusting to new circumstances or coping with difficult experiences, and for participants who can't come to every session.

**Include discussions, but keep the amount of time talking and listening brief.** During this phase, adolescents should spend more time playing and doing than talking. 

**Include name games and activities where the adolescents work in pairs or small groups** for short periods of time, to help them to get to know each other. Encourage adolescents to work in different groups and pairs every session, so that all members of the circle get to know each other.

**Encourage adolescents who are sitting quietly to participate more actively,** but allow them to sit back and observe quietly if they prefer.

**Welcome adolescents** even if they arrive late, leave early, have trouble remembering names, misunderstand directions or make other mistakes.

**Allow adolescents to decide on a name for their circle, contribute ideas for an opening and closing ritual, and agree to their group rules.** These activities give adolescents a chance to create structure and routine, which gives them comfort, and a sense that the circle is a special place that belongs to them.

## Planning the Knowing Ourselves phase

When planning and running sessions for adolescents in the Knowing Ourselves phase facilitators should...

- ▶ **Include many activities for adolescents to describe and express themselves.** Adolescents can experiment with different arts, games and physical movements to learn about themselves and interact with others.
- ▶ **Include activities that give adolescents an opportunity to work individually on activities** during this cycle. This can be an opportunity for adolescents to have quiet time away from hectic households or responsibilities, and to focus on mastering new skills. Consider giving them individual activities such as drawing, building or making crafts during the Challenge step. During the Challenge step, adolescents may want to work on a project over the course of several days. 
- ▶ **Include activities that introduce adolescents to new words to describe characteristics, feelings, and other aspects of their identity.** If they speak different languages or are learning a new language, help them

to learn a few vocabulary words.

- ▶ **Include activities that give adolescents a chance to learn about each other, and to exchange information and ideas about themselves.** Help adolescents to recognize their similarities and differences.
- ▶ **Use the Agreeing to group rules and Reviewing group rules activities** to help adolescents agree to how they will share feedback in a way that makes everyone feel encouraged and free to experiment. Adolescents will be sharing information about themselves with each other, so it is important that they feel safe, supported and respected.
- ▶ **Encourage adolescents to consider new possibilities for their group goals.** Introduce them to new terms and concepts, such as those related to the Ten Key Competencies, that can help them to articulate new possibilities for what they want to do, learn or achieve. However, do not push them to take on challenges if they prefer to focus on more basic goals such as enjoying their time together, trying new kinds of activities, or taking a break from stress.

## Tips for facilitating sessions in the Knowing Ourselves phase

- ▶ Continue to vary sessions so that there are both high intensity and quiet activities. If the Challenge step involves quiet, independent work, use a Warm-Up that gives adolescents a chance to move around and interact with each other.
- ▶ Use the Discussion, Review and Take Away steps as opportunities for adolescents to share information, give each other positive feedback and encouragement, and learn more about each other.
- ▶ Follow adolescents' lead in taking more or less time for these steps, depending on their level of interest and comfort. 
- ▶ Ask for feedback from the participants during the closing review step of each session, and discuss any questions they have. If necessary, repeat the same topic again during another session.

## Planning the Connecting phase

Adolescents in this cycle can work on activities with less support, including projects that they continue over the course of several sessions. When planning and running sessions for adolescents in the Connecting phase facilitators should...

# Choosing a cycle for your adolescent circle

- ▶ Plan a sequence of activities on a related topic that adolescents can work together on over the course of several sessions.
- ▶ Include activities that give adolescents a chance to practice skills for communicating and relating. They can use drama, games, and other arts to simulate real-world situations, and learn from each other in different ways. Adolescents in this phase should have a chance to form friendships and supportive, respectful working relationships with each other.
- ▶ Include activities that give adolescents a chance to explore and connect with the world around them. They may venture outside the space where their circle usually meets to look at their physical environment, find locally available materials to use in their activities, and map their community in different ways. They can discover cultural traditions or new art forms that they want to try for themselves. They can meet with and learn from adults in the community, formally or informally, individually or in groups. 
- ▶ Give adolescents opportunities to start to plan and carry out projects together during this cycle -- but they should not feel pushed to do so. Use the activities in this cycle to allow adolescents to explore and express what they feel and see in different ways. This cycle should give them time to focus on their own priorities, discover new possibilities and continue to practice new skills for communication and expression. 
- ▶ Include plenty of opportunities for adolescents to discuss and reflect on their process for working together as a circle. Use the Reviewing group rules activity to do so. As teamwork skills are an important focus of this cycle, adolescents should take time to reflect on their progress in working together.
- ▶ Encourage adolescents to challenge themselves as they set group goals. Acknowledge their potential and foster their confidence. Help them set goals at an attainable scale in relation to things that they can do, learn and achieve with the resources available.

## Tips for facilitating sessions in the Connecting phase

When planning and running sessions for adolescents in the Connecting phase facilitators should...

**Give adolescents an opportunity to facilitate steps of the session**, or even plan and facilitate entire sessions if they are interested and feel ready.

**Check with adolescents to see if they want more time to**

**work on the same activity from one session to the next**, especially if they have not finished something that they are enjoying working on, or need to complete in order to be prepared for the next session. The Review and Take-away steps of a session are good opportunities to do this.

**If adolescents venture outside their activity space during this cycle, make sure that community members are aware and supportive of their activities.** Accompany them if necessary.

**Give adolescents the opportunity to try to overcome challenges and resolve disagreements they face in working together** before you intervene to support them. 

## Planning the Taking Action phase

Adolescents in the Taking Action phase should have the skills and experience to take the lead in some (or perhaps all) of the facilitation and planning of sessions. They should feel enthusiastic about working independently, and ready to experiment with different strategies. They should have the skills, relationships and emotional strength to cope when things don't go as planned, and to resolve differences when they emerge. Adolescents in this cycle can work together with very little support from the facilitator. The facilitator should work with the adolescents to choose and plan activities that guide adolescents through a set of activities that enable them to explore their own interests and priorities, decide on a specific topic of interest, and plan and carry out a project together over several sessions.

When planning sessions for adolescents in the Taking Action phase facilitators should...

- ▶ **Consult and collaborate closely with adolescents about activity plans, and let them take the lead** in deciding how they want to use each upcoming session to help them work on their projects or initiatives together. One good way to do this is to develop an outline of activities, and then consult with adolescents regularly to change and adapt plans based on how their projects are progressing.
- ▶ **Plan sessions that include flexible time** for adolescents to create their own structure and process for working together, for example by using the **Practice and project time activity**.
- ▶ **Continue to include sessions for adolescents to assess how they are working together as a circle** (for example, using or adapting the **Reviewing group rules** activity). Even adolescents that are experienced and comfortable working together as a team will benefit from this process.
- ▶ **Suggest that adolescents take a break from their**

# Choosing a cycle for your adolescent circle

**work on projects from time to time**, and plan occasional fun or relaxing sessions for them to do so. However, do not force them to stop their work together if they do not want to do so.

- ▶ **Include sessions for adolescents to reflect on their progress in achieving their group goals.** (Use **Reviewing progress toward group goals**). A good time to do this is after the adolescents have completed work on a project together and are ready to start on the next.
- ▶ **When adolescents have completed work together on one project over the course of several sessions, support them in starting again when they are ready.** Consider using the same sequence of activities that you used before to guide them through planning and carrying out a project together, since they may be able to take even more leadership in managing a process with which they are already familiar. Alternatively, to give them a sense of variety and help to stimulate new ideas for the types of initiatives they might work on together, you may wish to consider choosing or creating different activities that help guide them through a project planning process..
- ▶ **Encourage adolescents to challenge themselves as they set group goals.** Acknowledge their potential and recognize what they have already accomplished together as a circle. Recognize that especially in this phase adolescents may become more ambitious, so **continue to help them set goals at an attainable scale in relation to things that they can do, learn and achieve in their context and with the resources available.** In some cases adolescents can learn positive things even when they don't fully achieve the goals they set for themselves, but in others, experiences of disappointment may compound other feelings of discouragement they face in difficult circumstances.

agreements among themselves, and trying new strategies their when steps in their projects don't go as planned.

**Step in and offer support** if adolescents seem very angry, hurt, upset or disappointed. Remember that adolescents are still growing to adulthood, and many have been through difficult experiences. Use the **Reviewing group rules activity** to help with these interventions.

**Facilitate discussions between adolescents and adults in the community about their plans and ideas.** Encourage adults to support the adolescents. Make sure adults and the community are aware of adolescents' projects, which builds trust.



## Tips for facilitating the Connecting phase

**Encourage adolescents to explore a wide range of possibilities for their projects and initiatives**, including those that are helpful or practical for themselves and their communities, and others that are fun and inspiring.

**Let adolescents come up with their own ideas for projects.** Try not to make suggestions before adolescents have had some time to think of ideas themselves, and avoid allowing other adults in the community to impose their priorities on the circle. **This includes allowing adolescents to take on projects that may not turn out exactly as they hope, as long as they won't be overwhelmed or disappointed by the outcome.** Be prepared to step in and help with alternative strategies or adaptations to their plans.

**Allow adolescents to try to solve problems for themselves** when these come up, including by resolving disa-

## Phase Sample Sequences

The following are sample sequences to help facilitators new to the Adolescent Kit.

# Phase Sample Sequences

**Facilitator's name:** James Nzuki

**Date:** 21 September 2015

**Name of Adolescent Circle:** The Windy Boys

**Phase:** Starting our Circle

**This Adolescent Circle's goals are...** to have fun, and to get to know people their own age as they adjust to a new environment.

Session no.: 1	Session no.: 2	Session no.: 3	Session no.: 4	Session no.: 5
<b>Time:</b> 45 min.	<b>Time:</b> 45 min.	<b>Time:</b> 45 min.	<b>Time:</b> 45 min.	<b>Time:</b> 45 min.
<b>Warm-up Activity:</b> Name dance	<b>Warm-up Activity:</b> Volleyballoon	<b>Warm-up Activity:</b> Name dance	<b>Warm-up Activity:</b> Group statues	<b>Warm-up Activity:</b> Name dance
<b>Challenge activity 1:</b> Circle of twins	<b>Challenge activity 1:</b> Setting group goals	<b>Challenge activity 1:</b> Contour drawing	<b>Challenge activity 1:</b> Setting group rules	<b>Challenge activity 1:</b> Relaxation response
<b>Challenge activity 2:</b> Memorize my moves	<b>Challenge activity 2:</b> Group statues	<b>Challenge activity 2:</b> Weaving our web	<b>Challenge activity 2:</b> Memorize my moves	<b>Challenge activity 2:</b> Circle of twins

Session no.: 6	Session no.: 7	Session no.: 8	Session no.: 9	Session no.: 10
<b>Time:</b> 45 min.	<b>Time:</b> 45 min.	<b>Time:</b> 45 min.	<b>Time:</b> 45 min.	<b>Time:</b> 45 min.
<b>Warm-up Activity:</b> Volleyballoon	<b>Warm-up Activity:</b> Zip zap zop	<b>Warm-up Activity:</b> Who is the leader?	<b>Warm-up Activity:</b> Weaving our web	<b>Warm-up Activity:</b> Guess who I am
<b>Challenge activity 1:</b> Strange animals	<b>Challenge activity 1:</b> The Dao of Drawing	<b>Challenge activity 1:</b> Reviewing group rules	<b>Challenge activity 1:</b> Relaxation response	<b>Challenge activity 1:</b> Reviewing progress toward group goals
<b>Challenge activity 2:</b> Memorize my moves	<b>Challenge activity 2:</b> Memorize my moves	<b>Challenge activity 2:</b> Dancing on paper	<b>Challenge activity 2:</b> Memorize my moves	<b>Challenge activity 2:</b> Name dance

**Facilitator's name:** Zahra Ahmad

# Phase Sample Sequences

**Date:** 14 January 2016

**Name of Adolescent Circle:** Spirit team

**Phase:** Knowing ourselves

**This Adolescent Circle's goals are....** To develop their competencies for identity and self esteem; to practice drawing (agreed in Session 2).

Session no.: 1	Session no.: 2	Session no.: 3	Session no.: 4	Session no.: 5
<b>Time:</b> 60 min.	<b>Time:</b> 60 min.	<b>Time:</b> 60 min.	<b>Time:</b> 60 min.	<b>Time:</b> 60 min.
<b>Warm-up Activity:</b> Circle of twins	<b>Warm-up Activity:</b> Contour drawing	<b>Warm-up Activity:</b> Relaxation response	<b>Warm-up Activity:</b> The Dao of Drawing	<b>Warm-up Activity:</b> Weaving our web
<b>Challenge activity:</b> Silhouettes	<b>Challenge activity:</b> Setting group goals	<b>Challenge activity:</b> Ourselves on the inside and outside	<b>Challenge activity:</b> Setting group rules	<b>Challenge activity:</b> Practice and project time
<b>At the end of this session adolescents will have ...</b> drawn a self portrait.	<b>At the end of this session adolescents will have ...</b> agreed to goals that they want to achieve through their time together.	<b>At the end of this session adolescents will have ...</b> drawn a new self portrait, or added to the self-portrait they began in session 1.	<b>At the end of this session adolescents will have ...</b> agreed to rules for how they will work together as a group.	<b>At the end of this session adolescents will have ...</b> finished a self-portrait, and taken more time to practice drawing.
<b>Facilitator notes:</b> Bring the adolescents' self portraits to the next sessions. They can add detail to those drawings as part of their work on future activities, or start new drawings.	<b>Facilitator notes:</b> Find out if adolescents are interested in continuing to practice drawing skills or if they would like to try new kinds of activities.	<b>Facilitator notes:</b> End with a 'gallery walk' for adolescents to see each other's self-portraits.	<b>Facilitator notes:</b> Be sure that adolescents set rules for how they will give feedback about each other's drawings in a supportive and respectful way.	<b>Facilitator notes:</b> End with a 'gallery walk' for adolescents to see each other's self-portraits.

Session no.: 6	Session no.: 7	Session no.: 8	Session no.: 9	Session no.: 10
<b>Time:</b> 60 min.	<b>Time:</b> 60 min.	<b>Time:</b> 60 min.	<b>Time:</b> 60 min.	<b>Time:</b> 60 min.
<b>Warm-up Activity:</b> Who is the leader	<b>Warm-up Activity:</b> Group Statues	<b>Warm-up Activity:</b> Weaving our web	<b>Warm-up Activity:</b> Follow my lead	<b>Warm-up Activity:</b> Juggling ball game
<b>Challenge activity:</b> Musical band (Silence and Sounds)	<b>Challenge activity:</b> Relationship map	<b>Challenge activity:</b> Reviewing group rules (Practice and project time)	<b>Challenge activity:</b> What we do	<b>Challenge activity:</b> Review progress toward group goals

<p><b>At the end of this session adolescents will have ...</b>tried a group activity involving making music together.</p>	<p><b>At the end of this session adolescents will have ...</b> created a map of important relationships in their lives</p>	<p><b>At the end of this session adolescents will have ...</b> revised their rules for working together, if they want to do so, and added to their map of important relationships.</p>	<p><b>At the end of this session adolescents will have ...</b> created drawings or poems about positive things they do for people around them.</p>	<p><b>At the end of this session adolescents will have ...</b> decided if they have achieved their goals, and if they want to finish this phase with a project together (such as an exhibition), or move on to a new phase</p>
<p><b>Facilitator notes:</b> Try this activity to take a break from drawing, and give adolescents a chance to try participating in an activity as a group.</p> <p>Keep the 'Silence and Sounds' activity guide ready in case we finish 'Musical band' together.</p>	<p><b>Facilitator notes:</b> Bring self portraits from week 1 in case adolescents want to refer to them or even add to them as they draw their maps.</p> <p>In the summary step, remember to discuss how positive relationships connect to adolescents' identities and strengths.</p>	<p><b>Facilitator notes:</b> Now that adolescents are sharing their drawings with each other, it might be helpful for them to review their rules for sharing positive feedback. If the 'reviewing group rules' activity goes quickly, use the rest of the session for practice and project time.</p>	<p><b>Facilitator notes:</b> drawings from this session around the space as a reminder of the positive things they do for themselves and each other.</p> <p>Adolescents in this Circle seem shy and might not be ready to work together, so they can do this individually as a drawing or a poem. For those who want to try writing a poem instead of drawing, start with the phrase 'To help myself and the people in my life I...' and have adolescents finish the sentence in as many ways as they can. Their answers become the poem.</p>	<p><b>Facilitator notes:</b> This Circle might be ready to move on to a new phase, but they may also want more time to practice drawing and/or to share their work with other people in the community before they do so.</p>

# Phase Sample Sequences

**Facilitator's name:** Julio Baez

**Date:** 21 May 2015

**Name of Adolescent Circle:** "Next-net"

**Phase:** Connecting

**This Adolescent Circle's goals are....** to develop their competencies for hope for the future and goal-setting, and find and develop positive relationships with other people in the community who can help them to learn new skills.

<b>Session no.:</b> 1 <b>Time:</b> Monday, 5:00PM- 6:30PM	<b>Session no.:</b> 2 <b>Time:</b> Wednesday, 5:00PM- 6:30PM	<b>Session no.:</b> 3 <b>Time:</b> Monday, 5:00PM- 6:30PM	<b>Session no.:</b> 4 <b>Time:</b> Wednesday, 5:00PM- 6:30PM	<b>Session no.:</b> 5 <b>Time:</b> Monday, 5:00PM- 6:30PM
<b>Warm-up Activity:</b> Zip zap zop  <b>Challenge activity:</b> Setting group goals	<b>Warm-up Activity:</b> Follow my lead  <b>Challenge activity:</b> Personal self-assessment	<b>Warm-up Activity:</b> Weaving our web  <b>Challenge activity:</b> Agreeing to group rules	<b>Warm-up Activity:</b> Relaxation response  <b>Challenge activity:</b> Our environment	<b>Warm-up Activity:</b> Dao of Drawing  <b>Challenge activity:</b> Our environment
<b>At the end of this session adolescents will have ...</b> set their goals for what they want to learn and achieve together.	<b>At the end of this session adolescents will have ...</b> developed a list of their skills, including those that they would like to learn and practice more.	<b>At the end of this session adolescents will have ...</b> agreed to their group rules.	<b>At the end of this session adolescents will have ...</b> begun to draw a map of the community in which they are living.	<b>At the end of this session adolescents will have ...</b> completed a map of the community in which they are living.
<b>Facilitator notes:</b> Choose and adapt activities based on adolescents' goals and interests.	<b>Facilitator notes:</b> Give each adolescent a chance to focus on one or two skills that they want to develop, whether it is a new skill or one they have already had a chance to learn and practice.	<b>Facilitator notes:</b> This Adolescent Circle has worked together in earlier phases, so it should not take them too long to create new rules for how they will work together in this phase.	<b>Facilitator notes:</b> Since adolescents are interested in connecting with people who can help them to learn specific skills, encourage adolescents to think about where they might find people in the community who have and use those skills.	<b>Facilitator notes:</b> In the summary step identify specific places and specific people who could be resources for adolescents to learn or develop skills. Use the list of people and places (and the maps) in the next session.

<b>Session no.:</b> 6 <b>Time:</b> Wednesday, 5:00PM- 6:30PM	<b>Session no.:</b> 7 <b>Time:</b> Monday, 5:00PM- 6:30PM	<b>Session no.:</b> 8 <b>Time:</b> Wednesday, 5:00PM- 6:30PM	<b>Session no.:</b> 9 <b>Time:</b> Monday, 5:00PM- 6:30PM	<b>Session no.:</b> 10 <b>Time:</b> Wednesday, 5:00PM- 6:30PM
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## Phase Sample Sequences

<p><b>Warm-up Activity:</b> Who is the leader</p> <p><b>Challenge activity:</b> Practicing interview skills</p>	<p><b>Warm-up Activity:</b> Zip zap zop</p> <p><b>Challenge activity:</b> Gathering stories</p>	<p><b>Warm-up Activity:</b> WSilence and sounds (from Knowing Ourselves)</p> <p><b>Challenge activity:</b> Using interview skills</p>	<p><b>Warm-up Activity:</b> Relaxation response</p> <p><b>Challenge activity:</b> Practice and project time</p>	<p><b>Warm-up Activity:</b> JWeaving our web</p> <p><b>Challenge activity:</b> Reviewing progress toward group goals.</p>
<p><b>At the end of this session adolescents will have ...</b>identified someone in the community that they want to interview, and begun to write interview questions.</p>	<p><b>At the end of this session adolescents will have ...</b> revised and added to their interview questions to prepare for their interviews with a community member.</p>	<p><b>At the end of this session adolescents will have ...</b> completed an interview with someone in the community focusing on a story of learning from that person's life.</p>	<p><b>At the end of this session adolescents will have ...</b> written a (true) story based on their notes from the interview.</p>	<p><b>At the end of this session adolescents will have ...</b> decided if they want to take more steps in this phase, or if they have achieved their goals and want move on to a new phase.</p>
<p><b>Facilitator notes:</b> Start to reach out to the various people adolescents want to interview to explain the goals of our project and see if they are interested in participating. Make sure they are comfortable with our using their responses to interview questions.</p>	<p><b>Facilitator notes:</b> Adapt the Gathering Stories activity to focus on gathering stories about how the interviewees learned and developed the skill or ability that is of interest to the adolescents.</p>	<p><b>Facilitator notes:</b> Use this time for adolescents to go into the community and conduct their interviews. Some adolescents may be conducting their interviews at other times, so they can either observe others' interviews or use the time to write up notes.</p>	<p><b>Facilitator notes:</b> For the sharing and take-away step, adolescents can read their stories aloud (final versions or drafts in progress). Discuss whether there are patterns in the stories of how the interviewees learned their skills, and how adolescents can present the stories in an exhibition or newsletter.</p>	<p><b>Facilitator notes:</b> Discuss whether adolescents want to take steps to exhibit or share the stories they created before moving onto a new phase.</p>

# Phase Sample Sequences

**Facilitator's name:** Elizabeth Thompson

**Date:** 12 June 2015

**Name of Adolescent Circle:** "Change Force"

**Phase:** Taking action

**This Adolescent Circle's goals are....** to develop their competencies in creativity and innovation, and make a positive contribution to their community.

<b>Session no.:</b> 1 <b>Time:</b> Monday, 5:00PM- 6:30PM	<b>Session no.:</b> 2 <b>Time:</b> Wednesday, 5:00PM- 6:30PM	<b>Session no.:</b> 3 <b>Time:</b> Monday, 5:00PM- 6:30PM	<b>Session no.:</b> 4 <b>Time:</b> Wednesday, 5:00PM- 6:30PM	<b>Session no.:</b> 5 <b>Time:</b> Monday, 5:00PM- 6:30PM
<b>Warm-up Activity:</b> Zip zap zop  <b>Challenge activity:</b> Setting group goals	<b>Warm-up Activity:</b> Follow my lead  <b>Challenge activity:</b> Personal self-assessment	<b>Warm-up Activity:</b> Weaving our web  <b>Challenge activity:</b> Agreeing to group rules	<b>Warm-up Activity:</b> Relaxation response  <b>Challenge activity:</b> Our environment	<b>Warm-up Activity:</b> Dao of Drawing  <b>Challenge activity:</b> Our environment
<b>At the end of this session adolescents will have ...</b> set their goals for what they want to learn and achieve together.	<b>At the end of this session adolescents will have ...</b> developed a list of their skills, including those that they would like to learn and practice more.	<b>At the end of this session adolescents will have ...</b> agreed to their group rules.	<b>At the end of this session adolescents will have ...</b> begun to draw a map of the community in which they are living.	<b>At the end of this session adolescents will have ...</b> completed a map of the community in which they are living.
<b>Facilitator notes:</b> Choose and adapt activities based on adolescents' goals and interests.	<b>Facilitator notes:</b> Give each adolescent a chance to focus on one or two skills that they want to develop, whether it is a new skill or one they have already had a chance to learn and practice.	<b>Facilitator notes:</b> This Adolescent Circle has worked together in earlier phases, so it should not take them too long to create new rules for how they will work together in this phase.	<b>Facilitator notes:</b> Since adolescents are interested in connecting with people who can help them to learn specific skills, encourage adolescents to think about where they might find people in the community who have and use those skills.	<b>Facilitator notes:</b> In the summary step identify specific places and specific people who could be resources for adolescents to learn or develop skills. Use the list of people and places (and the maps) in the next session.

<b>Session no.:</b> 6 <b>Time:</b> Wednesday, 5:00PM- 6:30PM	<b>Session no.:</b> 7 <b>Time:</b> Monday, 5:00PM- 6:30PM	<b>Session no.:</b> 8 <b>Time:</b> Wednesday, 5:00PM- 6:30PM	<b>Session no.:</b> 9 <b>Time:</b> Monday, 5:00PM- 6:30PM	<b>Session no.:</b> 10 <b>Time:</b> Wednesday, 5:00PM- 6:30PM
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## Phase Sample Sequences

<p><b>Warm-up Activity:</b> Who is the leader</p> <p><b>Challenge activity:</b> Practicing interview skills</p>	<p><b>Warm-up Activity:</b> Zip zap zop</p> <p><b>Challenge activity:</b> Gathering stories</p>	<p><b>Warm-up Activity:</b> W Silence and sounds (from Knowing Ourselves)</p> <p><b>Challenge activity:</b> Using interview skills</p>	<p><b>Warm-up Activity:</b> Relaxation response</p> <p><b>Challenge activity:</b> Practice and project time</p>	<p><b>Warm-up Activity:</b> J Weaving our web</p> <p><b>Challenge activity:</b> Reviewing progress toward group goals.</p>
<p><b>At the end of this session adolescents will have ...</b> identified someone in the community that they want to interview, and begun to write interview questions.</p>	<p><b>At the end of this session adolescents will have ...</b> revised and added to their interview questions to prepare for their interviews with a community member.</p>	<p><b>At the end of this session adolescents will have ...</b> completed an interview with someone in the community focusing on a story of learning from that person's life.</p>	<p><b>At the end of this session adolescents will have ...</b> written a (true) story based on their notes from the interview.</p>	<p><b>At the end of this session adolescents will have ...</b> decided if they want to take more steps in this phase, or if they have achieved their goals and want move on to a new phase.</p>
<p><b>Facilitator notes:</b> Start to reach out to the various people adolescents want to interview to explain the goals of our project and see if they are interested in participating. Make sure they are comfortable with our using their responses to interview questions.</p>	<p><b>Facilitator notes:</b> Adapt the Gathering Stories activity to focus on gathering stories about how the interviewees learned and developed the skill or ability that is of interest to the adolescents.</p>	<p><b>Facilitator notes:</b> Use this time for adolescents to go into the community and conduct their interviews. Some adolescents may be conducting their interviews at other times, so they can either observe others' interviews or use the time to write up notes.</p>	<p><b>Facilitator notes:</b> For the sharing and take-away step, adolescents can read their stories aloud (final versions or drafts in progress). Discuss whether there are patterns in the stories of how the interviewees learned their skills, and how adolescents can present the stories in an exhibition or newsletter.</p>	<p><b>Facilitator notes:</b> Discuss whether adolescents want to take steps to exhibit or share the stories they created before moving onto a new phase.</p>

