



Practice and project time

Adolescents take time to work on an ongoing project or to practice a skill.



2/5

1/5

3/5

Participants decide the time.



Activity Overview

Purpose

Work and progress on individual projects, group projects or activities.

Objectives

Adolescents will be able to:

- ▶ Practice planning skills.

Competency domains

Hope for the future and goal setting.

Works well for

Adolescents who want to continue work on individual/group projects or to practice activities that they have started in previous sessions.

Phase

Starting Our Circle.

Before

Adolescents should have been introduced to a new type of skill/activity in a previous session, or should have started work on an individual or group project (such as a drawing, a creative writing project or a prototype).

Setting group goals and **Reviewing progress toward group goals** to help adolescents to reflect on how their individual/group project goals are linked to their longer-term goals.

After

Adolescents may continue work on their project or skill in a follow-up session, or move on to a new activity. They should agree on plans for the next session as a group.

Preparation

This may be different for each project or activity.



Practice and project time

1

||| Facilitator says:

"In our last session we agreed to take more time to work on your projects. Does everyone remember this? Is this all right with everyone?"

If any adolescent is confused or does not agree, explain to them that you will talk with them further once the session has started.

2

||| Facilitator says:

"What are your goals for today? What do you hope to do during the session? What do you hope to finish by the end of the session?"

Adolescents should take turns to briefly explain their goals for the session. If they are working in groups they can refer to their group work plans.

3

||| Facilitator says:

"Do you have what you need to work on your projects?"

Check that everyone has the materials they need. This could include: How well do you know and understand the topic we discussed in our session today?

- ▶ Ongoing projects, such as drafts, drawings or writings; and
- ▶ Art supplies, such as paper, pencils, and markers.

4

Let the adolescents start working on their projects. If any of the adolescents or groups don't have the items they need, help them to figure out a way to enjoy the session. For example, they could work on a new draft of the same project, or could find an alternative game or activity.

5

Give adolescents the time they need to work on their projects. Encourage them and support them when necessary.

6

Sharing and Take away:

Discuss:

- ▶ What did you work on today?
- ▶ Did you reach the goals you set for today? Discuss adolescents' answers. Give them a chance to reflect on their progress, to discuss whether their goals were realistic, and to outline the steps they took to reach their goals. Help them to identify how they could plan and prepare better next time.
- ▶ Do you want to take more time to continue working on your project or activity in our next session? Agree on the plan for the next session with the adolescents.



Practice and project time

Do & Don't

- ✓ Have alternative ideas for activities ready - that way adolescents who don't want to continue working on projects, don't have the materials they need, or were not present for earlier sessions, have something interesting to do and still feel included.
- ✓ Encourage adolescents to reflect on their goals and identify the strategies they used to reach them.
- ✗ Discourage or reprimand adolescents if they don't achieve their goals for the session - Instead, focus on what they have learned about setting realistic goals, as well as planning and preparation.
- ✗ Scold adolescents if they don't come prepared for the session - Instead, identify ways that they could prepare better in the future, and discuss how other adolescents could support them (For example, if adolescents don't feel they have a safe place to store their ongoing projects, discuss possible places they could keep their drafts or notes.)

Adaptation

If new adolescents join the circle and have not already started projects that they can work on, help them to start a new project or join a group.

Environment

Depends on the nature of adolescents' projects: In most cases, an indoor or outdoor space with minimal distractions, where adolescents can sit comfortably, write and draw.

Supplies

Depends on the type of projects adolescents work on.

Continue

Use practice and project time whenever adolescents want to work on their projects. If adolescents want several sessions in a row for practice and project time, suggest that they take a break with an easy, energetic activity every three or four sessions.

