

After
Adolescents should develop and carry out plans to address the problem or opportunity they identified. Suggested activity: **Forming problem and opportunity statements.**

Before
Adolescents should have already explored problems, issues or opportunities that are important to them.

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

Do's & Dont's

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



4/5 1/5 4/5 4/5 45 min

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



Brainstorming solutions, possibilities and project ideas

Activity Overview

Purpose: Practice brainstorming and the different ways to use it creatively.

Competency domains: Critical thinking and decision making; Creativity and innovation.

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

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

Phase: Taking Action.



Brainstorming solutions, possibilities and project ideas

1

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

2

Discuss:

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

3

||| Facilitator says:

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

4

Explain:

Review the guidelines for brainstorming:

- ▶ Don't judge each other's ideas. Brainstorming is an opportunity to

5

come up with any idea that you can think of.

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

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

6

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

Share and Take Away

7

Discuss:

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

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



Choosing a challenge topic

3/5 1/5 4/5 30-45 min



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

Activity Overview

Purpose: Use creativity and critical thinking skills to solve community problems.

Competency domains: Critical thinking and decision making; Creativity and innovation.

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

Phase: Taking Action.

Do's & Dont's

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



Adolescents should develop and carry out plans to address the problem or opportunity identified. Recommended activity: **Forming problem and opportunity statements.**

After

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

Before

- ▶ At least one large piece of chart paper for each group.
- ▶ At least one pen, pencil or marker for each adolescent.
- ▶ Stones (enough for each group to have three). Improvise.

Supplies



Choosing a challenge topic

1

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

2

Explain:

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

3

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

4

Explain:

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

5

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

6

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

7

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

8

Open the marketplace.

9

||| Facilitator says:

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

10

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

11

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

12

Share and Take Away

Review the exercise by asking the following questions:

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

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

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



Collaborative decision making



Activity Overview

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

Competency domains: Critical thinking and decision making.

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

Phase: Taking Action.

Do's & Dont's

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



Once the adolescents have agreed on project to explore/develop, they can use activities such as **Plan a project, Forming problem and opportunity statements.**

After

Adolescents should have identified an idea that they are interested in developing as a group project or learning more about. Suggested activity: **Our environment.**

Before

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

Supplies



Collaborative decision making

1

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

2

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

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

3

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

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

4

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

5

||| Facilitator says:

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

6

Explain:

When all of the adolescents have shared their ideas, ask a volunteer to group

7

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

||| Facilitator says:

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

8

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

9

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

10

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

Share and Take Away

Discuss:

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



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



Activity Overview

Purpose: Turn discussion topics into community dialogue sessions.

Competency domains: Empathy and respect; Communication and expression; Problem solving and managing conflict.

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

Phase: Taking Action.

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

After

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

Before

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

Supplies

Do's & Dont's

- ✓ Be sensitive to gender issues involving community dialogue in the community.
- ✓ Review the adolescents' plans for the community dialogue. Help them to develop plans that will promote a productive and interesting exchange of ideas.
- ✓ Encourage community members to participate and give meaningful feedback in the dialogue.
- ✗ Force adolescents to speak at the dialogue if they don't want to.
- ✗ Let adolescents choose a sensitive topic that may cause them (or community members) to become angry, make accusations or blame each other.
- ✗ Move forward with the community dialogue if it does not appear that adults or other community members will participate constructively.



Community dialogue

1

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

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

2

||| Facilitator says:

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

3

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

Dialogue questions and facilitation plan:

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

Invitations and community support:

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

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

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

Time, location and logistics:

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

Share and Take Away

4

Explain:

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

5

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

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

After

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

Before

- ▶ Flipchart paper.
- ▶ Markers.

Supplies

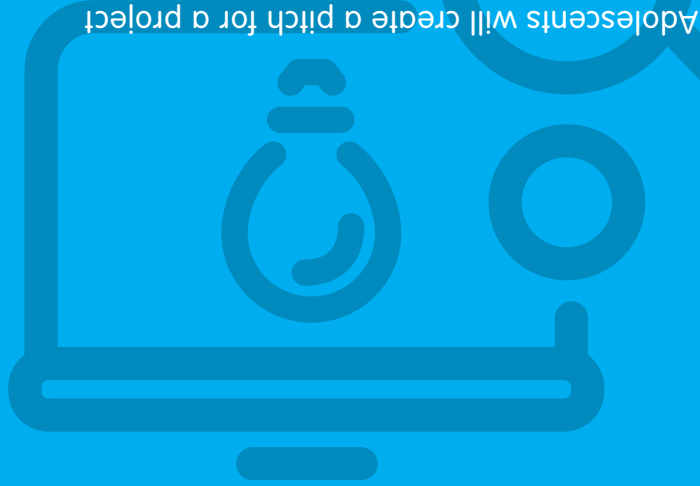
Do's & Dont's

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



3/5 4/5 4/5 30-45 min

Create a Pitch



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

Activity Overview

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

Competency domains: Communication and expression; Empathy and respect.

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

Phase: Taking Action.



Create a Pitch

1

Explain:

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

2

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

||| Facilitator says:

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

3

Explain:

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

The pitch should:

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

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

4

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

Note: If adolescents think of different categories of supporters or beneficiaries, encourage them to consider developing different pitches for those different audiences take notes and anything else that will help you to explain to your 'expert' why you are interested in interviewing him or her, and how you will use the stories and information he or she shares.

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

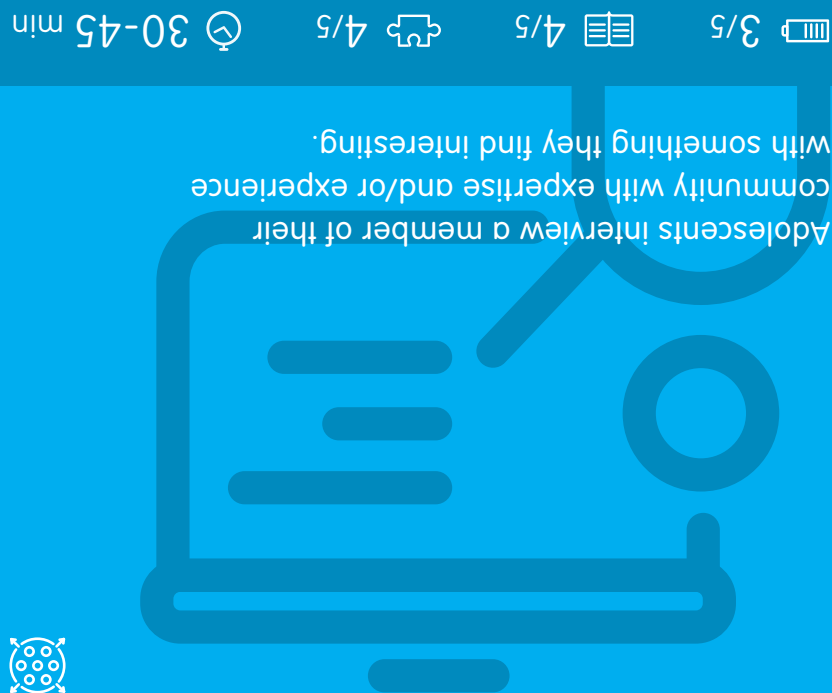
5

Sharing and Take Away

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



Expert Interview



Activity Overview

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

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

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

Phase: Taking Action.

Do's & Dont's

- ✓ Encourage adolescents to take the time they need to prepare for their interviews; support adolescents in planning and preparation.
- ✓ Encourage adolescents to carry out their interviews working in pairs/small groups if they will feel more comfortable and confident working together.
- ✓ Inform adults in the community about adolescents' plans to carry out interviews, so they understand its purpose and support their goals.
- ✓ Ensure that the experts who are interviewed understand and agree to how adolescents will use the experiences and information they share.
- ✗ Push or force adolescents to carry out their interviews unless and until they feel comfortable doing so.
- ✗ Let adolescents approach adults for interviews in ways that might leave them vulnerable to risks - For example, it may be more comfortable and appropriate for them to carry out interviews in public spaces.



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

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

After

Before

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

Supplies



Expert Interview

1

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

2

||| Facilitator says:

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

3

Organize adolescents into small groups to brainstorm. If they are already working on a project topics in small groups they can brainstorm together in that group. If they are working individually on projects of interest, they can sit together in groups of three or four and help each other to think of 'experts' who know about their topics. Optional: If adolescents are having trouble thinking of experts, help them to think of possibilities. Remind them that they can think of someone with expertise in an area that is related to their area of interest even if it isn't the same.

4

||| Facilitator says:

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

- ▶ Who will you interview? Write the name of the person you chose.
- ▶ What would you like to learn about from them? Write a few

sentences about how this person could help you to learn more about your topic.

- ▶ How will you invite him or her to be interviewed? Write some notes for when and where you will contact your expert, and what you will say or write when you interview him or her.
- ▶ What questions will you ask during the interview? Write your questions down. Remember to include open-ended questions that allow the expert to tell stories from his or her experience, and follow-up questions.

Facilitator reminds adolescents:

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

5

Sharing and Take Away

Bring the circle back together once they have finished brainstorming.

6

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

7

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



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



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

After

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

Before

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

Supplies

Activity Overview

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

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

Works well for: Adolescents who are ready to reflect on their environment and to work on projects together.

Phase: Taking Action.

Do's & Dont's

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



Finding challenges and opportunities

1

Distribute three index cards to each adolescent.

Facilitator says:

2

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

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

3

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

4

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

5

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

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

6

Divide the adolescents into three groups (or six groups, if smaller group discussions will encourage more people to participate). Each group should focus on either bad, good or opportunity places. Adolescents can change groups if they want to focus on one in particular.

7

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

Bad places	Good places	Opportunity places
What can adolescents do to manage or cope with the difficult things in this place?	What can adolescents do to use or enjoy the good things in this place?	What are the opportunities for adolescents in this place?
What can adolescents do to make this place better?	What can adolescents do to make this place better, or available to more adolescents?	What can adolescents do so that this place fulfils its potential?
Who else in the community could help to make this place better for adolescents?	Who else in the community could help to make this place better, or available to more adolescents?	Who else in the community could help this place to fulfil its potential as a good place for adolescents?

8

Share and Take Away

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

9

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



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

Activity Overview

Purpose: Discuss problems or opportunities with others.

Competency domains: Critical thinking and decision making; Creativity and innovation.

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

Phase: Taking Action.

Do's & Dont's

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

Adolescents should develop and carry out plans to address the problem or opportunity they identified in their statement. Suggested activity: **Using**

After

Adolescents should have already chosen a challenge topic to work on together as a circle. If not, consider the following activity: **Our challenges, our solutions.**

Before

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

Supplies



Forming problem and opportunity statements

1

Explain:

Participants will talk about problem/ opportunity statements:

2

||| Facilitator says:

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

3

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

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

4

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

5

Explain:

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

Share and Take Away

6

Explain:

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

7

Keep the statements for developing project plans in future sessions.



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

Activity Overview

Purpose: Further develop project ideas through the creation of statements.

Competency domains: Communication and Expression; Critical thinking and decision making.

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

Phase: Taking Action.

Do's & Dont's

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

No activities required after this one.

After

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

Before

- ▶ Flipchart paper.
- ▶ Markers.

Supplies



Insight statements

1

Explain:

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

2

Explain:

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

3

Explain:

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

4

Explain:

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

5

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

Challenge Topic:

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

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

- 1.
- 2.
- 3.

6

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

Share and Take Away

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

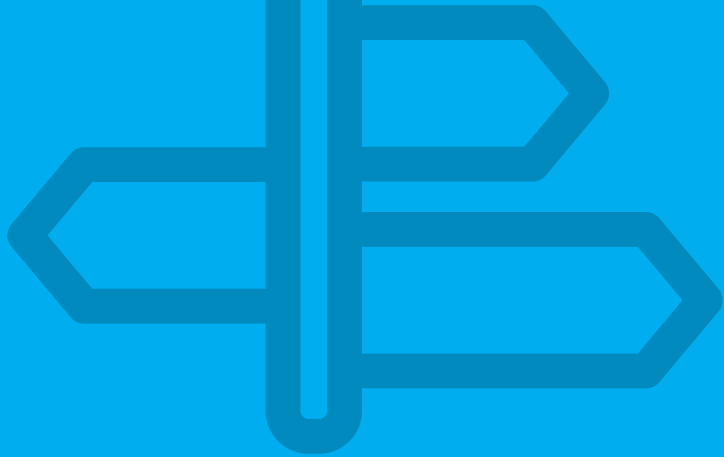
Discuss:

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



My Journey Map

2/5 3/5 4/5 30-40 min



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

Activity Overview

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

Competency domains: Critical thinking and decision making; Empathy and respect.

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

Phase: Taking Action.



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

After

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

Before

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

Supplies

Do's & Dont's

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



My Journey Map

1

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

2

Explain:

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

3

Explain:

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

4

Explain:

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

5

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

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

6

Explain:

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

7

Facilitator says:

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



8

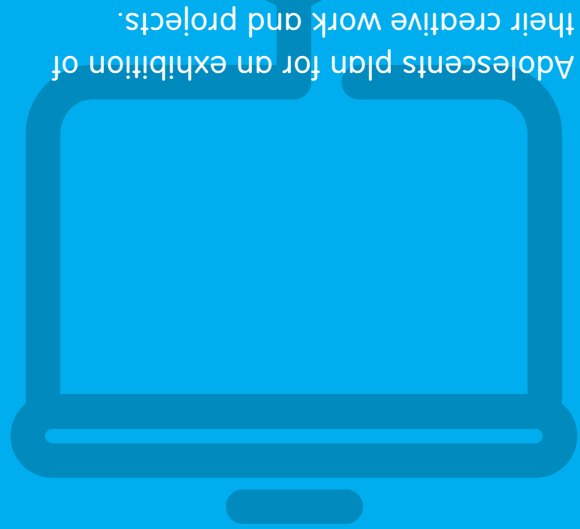
Sharing and Take Away:

Invite participants to discuss what they liked about this activity.

9

Facilitator says:

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



Activity Overview

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

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

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

Phase: Taking Action.

Do's & Dont's

- ✓ Support adolescents to develop an exhibition that allows everyone to share what they have done or achieved.
- ✓ Encourage adolescents to be proud of their work and open to sharing it.
- ✓ Review adolescents' plans for organizing their exhibition - Help them to develop a realistic with respect to time and resources.
- ✓ Encourage community members to engage positively with adolescents at their exhibition - it may be helpful to meet community members in advance.
- ✗ Force any adolescents to show their work if they don't want to.
- ✗ Leave adolescents to prepare for the exhibition without reviewing their plans and providing support

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

After

Gallery walk. Adolescents should have already developed projects that they can look at together during this activity. These could include artwork, creative writing or drama performances. **Practice and project time, Community dialogue and**

Before

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

Supplies



Organizing an exhibition

1

Explain:

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

2

Discuss:

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

3

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

4

Facilitator says:

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

5

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

Invitations:

- Who do we want to invite to the exhibition?
- How will we invite people?
- How will we publicize our exhibition? Time and location:
- Where could we hold the exhibition?
- When will we hold it? Think of a date and time when community members will be able to attend, and that allows enough time for adolescents to plan the exhibition.

Organization and presentation:

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

6

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

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

Sharing and Take Away:

7

Explain:

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

8

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

Help the adolescents to keep their project plans in a place where they can access them in follow-up sessions; possibly outside of sessions.

After

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

Before

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

Supplies

Do's & Dont's

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

Plan a project



Adolescents develop plans for their group projects.

Activity Overview

Purpose: Work in groups to develop ideas and plans for projects.

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

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

Phase: Taking Action.



Plan a project

1

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

2

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

What do we want to do with our project?

Examples could include:

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

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

Examples could include:

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

Who can help us?

Who do we need to work with?

What materials and resources do we need?

What steps do we need to take to do this?

3

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

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

4

Share and Take Away

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

5

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



Project Timeline Tree



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



Activity Overview

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

Competency domains: Creativity and innovation; Hope for the future and goal setting.

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

Phase: Taking Action.

Do's & Dont's

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

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

After

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

Before

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

Supplies



Project Timeline Tree

1

Explain:

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

2

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

3

||| Facilitator says:

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

4

||| Facilitator says:

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

5

Explain:

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

6

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

Explain:

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

7

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

Share and Take Away

8

Discuss:

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

9

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



Prototyping



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

Activity Overview

Purpose: Create prototypes for inventions.

Competency domains: Critical thinking and decision making; Creativity and innovation.

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

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

Phase: Taking Action.



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

After

Adolescents should be organized into teams that have agreed on a project idea. If not, refer to the Brainstorming solutions, possibilities and project ideas activity.

Before

▶ **For video:** Mobile phones, other video recording devices, a computer or video screen with speakers.

▶ **For skits:** Materials to make models and props.

▶ **For storyboard prototypes:** One large piece of chart paper.

Supplies

Do's & Don't's

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



Prototyping

1

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

2

Explain:

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

3

||| Facilitator says:

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

4

Explain:

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

Arts and crafts models

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

Storyboard

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

5

Skit

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

6

Give the project teams time to create their prototypes.

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

Share and Take Away

7

||| Facilitator says:

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

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

8

||| Facilitator says:

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

9

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

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



3/5 4/5 4/5 30-45 min

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



Road Map

Activity Overview

Purpose: Adolescents plan a project using a visual map.

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

Works well for: Adolescents who are planning a project.

Phase: Taking Action.

Do's & Dont's

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



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

After

Adolescents should have agreed to a project topic. If not, consider using the following activities: **Choose a challenge topic , Recognizing resources.**

Before

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

Supplies



Road Map

1

||| Facilitator says:

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

2

Explain:

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

3

Explain:

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

4

Explain:

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

5

Explain:

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

6

Explain:

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

7

Explain:

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

8

Explain:

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

9

Share and Take Away

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

Discuss:

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



Each one reach one



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

4/5 1/5 4/5 30-40 min

Activity Overview

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

Competency domains: Communication and expression; Empathy and respect.

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

Phase: Taking Action.

Do's & Dont's

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

Supplies

▶ Blank cards for groups.

▶ Pens, pencils, or markers (one for each adolescent).

Before

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

After

Adolescents should have an opportunity to reach out to others. Suggested activities: **Forming problem and opportunity statements, Practicing Interview Skills and Community Dialogue.**





Each one reach one

1

||| Facilitator says:

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

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

2

Explain:

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

3

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

4

Explain:

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

5

||| Facilitator says:

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

6

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

7

Explain:

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

8

Sharing and Take away

Each group of adolescents should perform their role play.

9

Discuss:

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

10

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