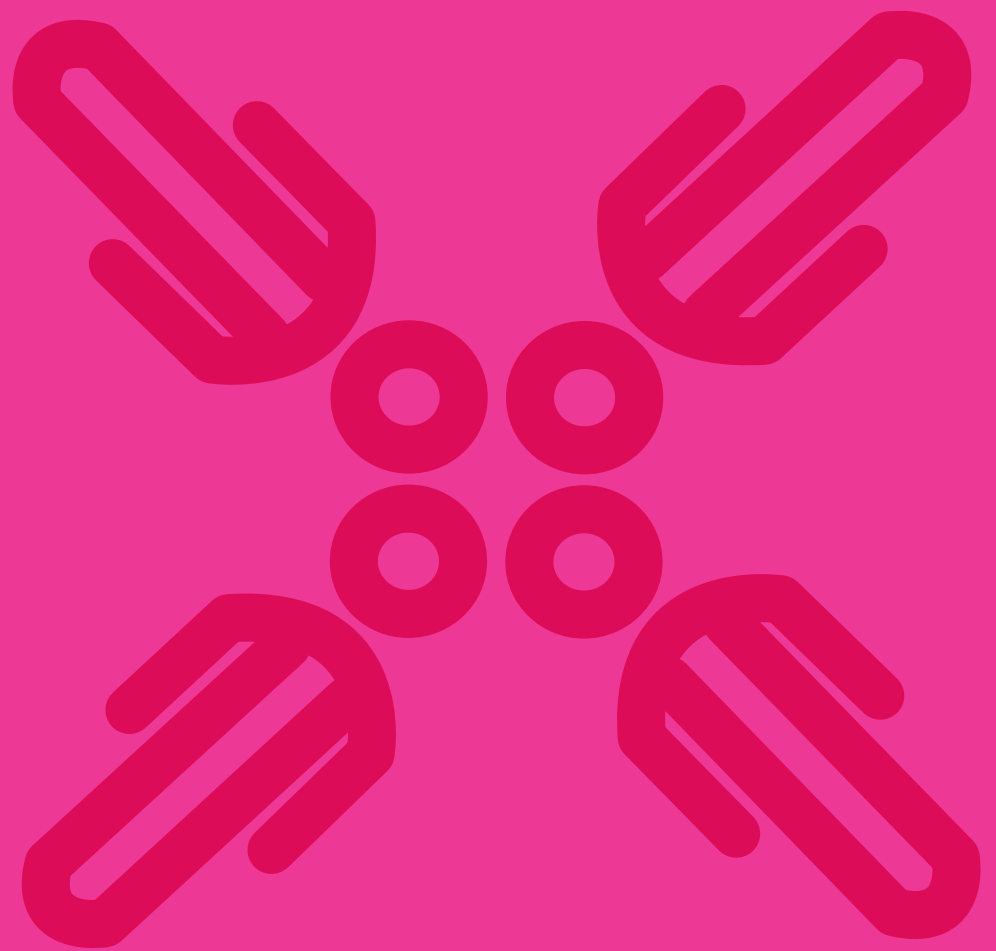


# Phase Sample Sequences



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

# Phase sample sequence: Starting our Circle

**Facilitator's name:** James Nzuki

**Date:** 21 September 2015

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

**Phase sample sequence:** 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.

<b>Session no.:</b> 1 <b>Time:</b> 45 min.	<b>Session no.:</b> 2 <b>Time:</b> 45 min.	<b>Session no.:</b> 3 <b>Time:</b> 45 min.	<b>Session no.:</b> 4 <b>Time:</b> 45 min.	<b>Session no.:</b> 5 <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
<b>Session no.:</b> 6 <b>Time:</b> 45 min.	<b>Session no.:</b> 7 <b>Time:</b> 45 min.	<b>Session no.:</b> 8 <b>Time:</b> 45 min.	<b>Session no.:</b> 9 <b>Time:</b> 45 min.	<b>Session no.:</b> 10 <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

## Phase sample sequence: Knowing ourselves

**Facilitator's name:** Zahra Ahmad

**Date:** 14 January 2016

**Name of Adolescent Circle:** Spirit team

**Phase sample sequence:** 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 Time: 60 min.	Session no.: 2 Time: 60 min.	Session no.: 3 Time: 60 min.	Session no.: 4 Time: 60 min.	Session no.: 5 Time: 60 min.
<p><b>Warm-up Activity:</b> Circle of twins</p> <p><b>Challenge activity:</b> Silhouettes</p>	<p><b>Warm-up Activity:</b> Contour drawing</p> <p><b>Challenge activity:</b> Setting group goals</p>	<p><b>Warm-up Activity:</b> Relaxation response</p> <p><b>Challenge activity:</b> Ourselves on the inside and outside</p>	<p><b>Warm-up Activity:</b> The Dao of Drawing</p> <p><b>Challenge activity:</b> Setting group rules</p>	<p><b>Warm-up Activity:</b> Weaving our web</p> <p><b>Challenge activity:</b> Practice and project time</p>
<p><b>At the end of this session adolescents will have ...</b> drawn a self portrait.</p>	<p><b>At the end of this session adolescents will have ...</b> agreed to goals that they want to achieve through their time together.</p>	<p><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.</p>	<p><b>At the end of this session adolescents will have ...</b> agreed to rules for how they will work together as a group.</p>	<p><b>At the end of this session adolescents will have ...</b> finished a self-portrait, and taken more time to practice drawing.</p>
<p><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.</p>	<p><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.</p>	<p><b>Facilitator notes:</b> End with a 'gallery walk' for adolescents to see each other's self-portraits.</p>	<p><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.</p>	<p><b>Facilitator notes:</b> End with a 'gallery walk' for adolescents to see each other's self-portraits.</p>

## Phase sample sequence: Knowing ourselves

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

**Facilitator's name:** Julio Baez

**Date:** 21 May 2015

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

**Phase sample sequence:** 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.

Session no.: 1	Session no.: 2	Session no.: 3	Session no.: 4	Session no.: 5
<b>Time:</b> Monday, 5:00PM- 6:30PM	<b>Time:</b> Wednesday, 5:00PM- 6:30PM	<b>Time:</b> Monday, 5:00PM- 6:30PM	<b>Time:</b> Wednesday, 5:00PM- 6:30PM	<b>Time:</b> Monday, 5:00PM- 6:30PM
<b>Warm-up Activity:</b> Zip zap zop	<b>Warm-up Activity:</b> Follow my lead	<b>Warm-up Activity:</b> Weaving our web	<b>Warm-up Activity:</b> Relaxation response	<b>Warm-up Activity:</b> Dao of Drawing
<b>Challenge activity:</b> Setting group goals	<b>Challenge activity:</b> Personal self-assessment	<b>Challenge activity:</b> Agreeing to group rules	<b>Challenge activity:</b> Our environment	<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.

## Phase Sample Sequence: Connecting

Session no.: 6	Session no.: 7	Session no.: 8	Session no.: 9	Session no.: 10
<b>Time:</b> Wednesday, 5:00PM- 6:30PM	<b>Time:</b> Monday, 5:00PM- 6:30PM	<b>Time:</b> Wednesday, 5:00PM- 6:30PM	<b>Time:</b> Monday, 5:00PM- 6:30PM	<b>Time:</b> Wednesday, 5:00PM- 6:30PM
<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 Sequence: Taking Action

**Facilitator's name:** Elizabeth Thompson

**Date:** 12 June 2015

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

**Phase sample sequence:** Taking action

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

Session no.: 1	Session no.: 2	Session no.: 3	Session no.: 4	Session no.: 5
<b>Time:</b> Monday, 5:00PM- 6:30PM	<b>Time:</b> Wednesday, 5:00PM- 6:30PM	<b>Time:</b> Monday, 5:00PM- 6:30PM	<b>Time:</b> Wednesday, 5:00PM- 6:30PM	<b>Time:</b> Monday, 5:00PM- 6:30PM
<p><b>Warm-up Activity:</b> Zip zap zop</p> <p><b>Challenge activity:</b> Setting group goals</p>	<p><b>Warm-up Activity:</b> Follow my lead</p> <p><b>Challenge activity:</b> Personal self-assessment</p>	<p><b>Warm-up Activity:</b> Weaving our web</p> <p><b>Challenge activity:</b> Agreeing to group rules</p>	<p><b>Warm-up Activity:</b> Relaxation response</p> <p><b>Challenge activity:</b> Our environment</p>	<p><b>Warm-up Activity:</b> Dao of Drawing</p> <p><b>Challenge activity:</b> Our environment</p>
<p><b>At the end of this session adolescents will have ...</b> set their goals for what they want to learn and achieve together.</p>	<p><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.</p>	<p><b>At the end of this session adolescents will have ...</b> agreed to their group rules.</p>	<p><b>At the end of this session adolescents will have ...</b> begun to draw a map of the community in which they are living.</p>	<p><b>At the end of this session adolescents will have ...</b> completed a map of the community in which they are living.</p>
<p><b>Facilitator notes:</b> Choose and adapt activities based on adolescents' goals and interests.</p>	<p><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.</p>	<p><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.</p>	<p><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.</p>	<p><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.</p>

## Phase Sample Sequence: Taking Action

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



