



THE REPUBLIC OF UGANDA
MINISTRY OF EDUCATION AND
SPORTS

LIFE SKILLS Toolkit

**Module 6:
Our community**



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FOREWORD

Children and adolescents in Uganda today live in a world of challenges and opportunities, including new technologies, changing labor markets, migration, conflict, environmental and political changes. To succeed within the current and future environment, all children in Uganda need access to quality education and learning that develops skills, knowledge, attitudes and values that enables them to become successful lifelong learners who can learn, unlearn and relearn; find productive work, make wise decisions and actively engage in their communities.

Life Skills, also known as transferable skills, 21st century skills, soft skills or social emotional skills allow young people to become agile, adaptive learners and citizens equipped to navigate personal, academic, economic, social and environmental challenges.

The Life Skills toolkit is part of MoES's ongoing efforts to expand, re-think and transform education and the learning system in Uganda to provide children and adolescents especially the most marginalized with quality learning opportunities that include the skills they need to succeed in school, work and life.

The toolkit is aligned to the Government of Uganda's vision of transforming Uganda's society from a peasant to a modern and prosperous country, through preparing well educated, skilled and healthy human resources essential to facilitate development. More particularly, the toolkit is aligned to the Ministry of Education and Sports' goal of achieving equitable access to relevant and quality education and training for all.

The Toolkit is also aligned with the Sustainable Development Goals, especially (SDG 4) to ensure inclusive and equitable quality education and promote Lifelong learning opportunities for all. Concurrently, Life Skills development also contributes to the fulfillment of other SDGs relating to Promoting healthy lives(SDG 3), achieving gender equality and empowerment of all women and girls(SDG 5), Promotion of full and productive employment and descent work for all(SDG8), promoting innovation(SDG9) among others.

The Life skills Toolkit as a competency-based resource builds on MoES existing Life Skills education materials (including but not limited to Reporting, Tracking, Response and Referral(RTRR) Guidelines, PIASCY, Journeys Handbook, Menstrual Hygiene Management reader, Guidelines for the formation and management of school clubs), compressed into a single toolkit and enhanced with UNICEF's adolescent centered skills building material.

The toolkit is designed for teachers and facilitators who work with schools clubs to help learners learn and practice essential competencies-set of knowledge, skills, attitudes and values that they need to form and pursue positive goals, cope with challenges , form healthy relationships and contribute to peace in their lives and communities.

MoES will deliver the toolkit using a system strengthening approach through capacity building of pre-and in-service teachers with appropriate pedagogical practices, formative and summative assessment of learners to measure skills acquisition. Lastly, MoES accentuates that effective Life skills development requires learning environments where all learners can participate and feel physically, socially and emotionally safe and where skills can be reinforced through positive interactions with teachers and peers.

Realizing the vision set forth in this Life Skills toolkit will require resources, partnerships, coordination and continuous learning based on data and evidence. I therefore call upon all stakeholders; teacher training institutions, schools, private sector, academia, donors to advance in this rapidly evolving area of Life Skills development and to support the government of Uganda to ensure that children and adolescents are equipped with skills they need for success in school, work and life.

For God and my Country



Dr. John C Muyingo

Minister of State for Higher Education/ Holding the Portfolio for the Minister of Education and Sports

ACKNOWLEDGEMENTS

The Life Skills Toolkit is a Ministry of Education and Sports (MoES) Resource book for Teachers within formal and non-formal education institutions.

The Toolkit utilizes and builds upon existing MoES Life Skills education materials including but not limited to Reporting, Tracking, Response and Referral (RTRR) Guidelines, PIASCY, Journeys Handbook, Menstrual Hygiene Management reader, Guidelines for the formation and management of school clubs as well as UNICEF best practice 21st century content “Adolescent Kit for Expression and Innovation” and Aflatoun International content on child social and financial education.

The Life Skills Toolkit was developed under the Leadership of the MoES Gender Mainstreaming Unit, with technical oversight from the MoES Life Skills Taskforce. The Toolkit was written and curated by Juliet Young, UNICEF Consultant, and Gabriela Gutierrez from Aflatoun International.

Ministry of Education and Sports convey special thanks to our development partners UNICEF, Embassy of Ireland and Government of the Netherlands’ PROSPECTS partnership for the financial and technical support.

Module 6:

Our community

In Module 6, participants in a club practice skills they have learned in previous modules, and develop new skills, as they explore the people and places around them. They begin by creating diagrams and maps of their own relationships and their physical environment, developing awareness of the connections and resources around them.

In the middle of Module 6, participants learn strategies and skills for communicating with and learning from others, while empathizing with them and respecting their perspectives. Putting these skills into practice, they reach out to and interview others in their community. The interview approaches that participants learn and use in these sessions also prepare them for their future work on projects together.

In the final sessions of this module, participants create “interview portraits” of the people they interview, and plan and hold an exhibition to share those portraits with others in their community. Working together on this exhibition provides them with an opportunity to develop their capacities for cooperation and teamwork. By showing their interest and appreciation for others, and sharing their creativity and accomplishments, they strengthen their connections with each other and with their community.

Primary competency domains

Communication and expression; Empathy and respect

Sessions in this module

6.1	Relationship map
6.2	Our environment
6.3	Inclusion and me
6.4	Practicing interview skills
6.5	Humans of our community, part 1
6.6	Humans of our community, part 2
6.7	Organize an exhibition

Key information for facilitator

- Read the handout “Humans of Uganda” to imagine possibilities for the “interview portraits” that participants will create in this session. However, do not feel that participants must create interview portraits exactly like those in the handout. Use your own creativity, encourage adolescents’ innovation, and get inspired by the suggestions in the session guide to imagine an “interview portrait” format that will be feasible and enjoyable for adolescents.
- Be proactive in supporting participants in finding and meeting people in the community whom they may interview. Reach out to adults or children in the community, yourself, to find people who would enjoy contributing to this project by being interviewed.
- Give direct support to participants as they conduct their interviews if this will help them to feel comfortable or safe. The session guides give you suggestions for how to do this.
- As participants are creating their interview portraits, review their works in progress. For example, read their interview notes or talk with them about their interviews. Read and look at their drafts of their interview portraits. Make sure that they have represented the words and perspectives of the people they interviewed accurately and respectfully, so those people will enjoy seeing their own portraits at the exhibition.
- Work with participants to develop a plan for an exhibition that works for your participants. For a club carrying out a project together for the first time, it may work well to have a small, private exhibition that is only for the people interviewed, and perhaps for a few family members of the club members.

By the end of this module participants should ...

- Be able to name and describe important relationships in their lives.
- Be able to identify places in their immediate community that are important to them, describe their locations, and show where they are on a map they have helped to create.
- Know and be able to some specific strategies for interviewing others.
- Have practiced interview skills by conducting an interview with someone in their community.
- Have created an “interview portrait” that is part of a group exhibition.

6.1 Relationship map¹

Overview

Session: Relationship map											
Module: My community											
Competency Domain: Empathy and respect; Communication and expression; Identity and self-esteem											
Quick description	Participants draw a map to represent their positive and negative relationships with people.										
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1	2	3	4	5							
Simple and easy			Complex and challenging								
Time	45 minutes										
Learning Outcomes	<p>Knowledge outcomes: Participants will be able to..</p> <ul style="list-style-type: none"> Identify people with whom they have important relationships, including family members and others. <p>Competency outcomes: Participants will...</p> <ul style="list-style-type: none"> Reflect on and discuss their positive and negative relationships with others. 										
Preparation	None needed.										
Materials	<p>One piece of drawing paper per participant.</p> <p>Six small pieces of paper per participant.</p> <p>Markers, pencils or pens. (Participants may use their own).</p>										

Step by Step

Start with your *Opening Circle* ritual.

START:

Give each participant six small pieces of paper and one large piece of paper.

Facilitator says,

“All of us are affected by the people in our lives. Some people are helpful to us, and others are unhelpful. Think of three people in your life who help you, and three people in your life who you have a difficult relationship with.

- A helpful person can be anyone who gives you help with your basic needs, such as food, shelter or protection. They may also help you by making you feel encouraged or happy.
- A difficult relationship can be a relationship with

anyone who brings up complicated or difficult feelings for you. They may be someone who you argue or disagree with. Having a difficult relationship with someone does not mean that you do not care about that person. We may all have some “difficult relationships” even with people we care about or respect very much!

It’s ok if you choose the same person for both categories!”

Facilitator says,

“You do not have to say or write the names of the people you are thinking of, but if it will help you to remember, you can write them on one side of the small pieces of paper, and then turn them over.”

ACT:

Facilitator says,

“Think of a symbol that represents how each of these people is helpful or difficult. For example, my sister is someone I find helpful. She always makes me feel safe and comfortable when I am with her. So, I would draw her as a tree with lots of leaves, because the shade of the tree makes me feel cool and relaxed in the same way that she does. When you are ready, draw your symbols on the small pieces of paper.”

Give participants at least 20 minutes to work on their drawings. Walk around the room and support them as they draw.

Facilitator says,

“Now you are going to create a map that demonstrates the helpful and difficult relationships in your life. On your piece of paper, draw yourself. Then, put your small papers in places on the map that tell us more about these positive or difficult relationships.

For example, if I use my example about my sister, I would put the symbol I chose to represent her, (a tree), above me, because even when she is far away I

feel that she is protecting me.”

If available, distribute tape or glue sticks so that the participants can attach the index cards to their drawing. If you do not have tape or glue sticks, participants can arrange their index card on their drawing, or add their symbols for the people in their lives directly on the drawing.

Explain: When the participants have finished, ask them to stand or sit comfortably in a circle with their drawings. Invite them to put their drawings in the middle of the circle so others can see them, if they feel comfortable doing so. Do not require them to share their drawing if they do not wish to do so.

Optional: If many participants are interested in sharing their drawings, hold a gallery walk.

Each participant should describe and explain:

- One important positive or difficult relationship in their life.
- The symbol they chose to represent that relationship.
- Why they placed it on their maps as they did.

REFLECT:

Facilitator says,

"In our next sessions would you like to continue with more activities to explore the positive and difficult




relationships in your life?" Agree on the plan for the next session with the participants.

End with your Closing Circle ritual.

Participant Handout

None

Facilitator Information Card

	<ul style="list-style-type: none"> ■ Pay attention to how the participants describe the relationships in their lives. If you see signs that they may be victims of violence, separated from their families, or facing other risks, take appropriate steps to intervene and connect them with the support they need. Review <i>Part I: Introduction</i> of the Toolkit for guidance on when and how to respond when adolescents are in need of additional services, support or protection. ■ Give participants follow-up activities that can help them to reinforce their positive relationships and to strengthen their difficult relationships (if they want to).
	<ul style="list-style-type: none"> ■ Do not require participants to share their drawings if they do not wish to do so. ■ Do not ask participants to name the people they represent in their drawings. (However, if they choose to share those names, welcome them to do so.) ■ Do not push or require participants to represent specific types of relationships in their drawings (such as those with parents or siblings). Keep in mind that participants, especially those who have lived through crises, may not be living in traditional family settings. ■ Do not push participants to talk about their relationships (particularly difficult ones), or drawings if they don't want to do so.
	<p>Disability: If one or more of the participants in the circle is blind, use poetry or metaphors instead of drawing to explore relationships. (See <i>Improvise</i> below).</p> <p>Psychosocial wellbeing and recovery: If participants aren't ready or interested in talking about difficult relationships, focus on a map of positive relationships.</p>
<p>Follow-up</p>	<p>Participants can continue to work on their relationship maps if they want to practice their drawing skills. Give participants follow-up activities to explore ways to strengthen their positive relationships and improve difficult relationships. For example:</p> <ul style="list-style-type: none"> ■ They could write letters to the important people in their lives to express appreciation for the positive things they do, or to suggest ways that they could be more helpful. (They don't necessarily need to deliver the letters, but the writing exercise can help them to practice their interpersonal and communication skills). ■ Participants can use role plays to explore strategies for improving relationships in their lives.
<p>Additional Reading</p>	<p>None required</p>

Additional Activities	<p>If participants enjoyed the activity and/or are interested in exploring important relationships in their lives further...</p> <ul style="list-style-type: none">■ Invite them to draw a map of the ways they influence people around them positively and negatively. Follow-up with activities to promote participants' awareness of the contributions they make, and strategies to help them engage more positively with other important people in their lives.■ Instead of drawing, participants could use poetry or metaphors to describe the relationships in their lives. They can start with the phrase I have a... and complete it six times, each time representing a different relationship. For example:<ul style="list-style-type: none">o I have a tree. I feel safe and cool when I am near the tree, and it gives me comfort and shelter.o I have pair of shoes that are too small. They make me feel clumsy, and hurt my feet, which keeps me from walking and running as fast as I want to.
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Facilitator Resources

See Session 1.2, *Ourselves on the Inside and Outside*, Facilitator Resources: Gallery Walk Tool.

6.2 Our environment²

Overview

Session: Our environment						
Module: My community						
Competency Domain: Identity and self-esteem; Communication and expression; Empathy and respect.						
Quick description	Participants work in groups to create maps of the places around them.	1	2	3	4	5
		Quiet and restful			Energetic and active	
		1	2	3	4	5
		No literacy required			High literacy required	
		Simple and easy			Complex and challenging	
		1	2	3	4	5
Time	45 minutes					
Learning outcomes	<p>Knowledge Outcomes: <i>Participants will be able to..</i></p> <ul style="list-style-type: none"> Identify specific places in their communities where participants (including themselves) spend time, including those places that are helpful, enjoyable and safe, and those that are risky or dangerous. <p>Competency Outcomes: <i>Participants will...</i></p> <ul style="list-style-type: none"> Build awareness of their surroundings. Communicate ideas through drawing. 					
Key terms	None.					
Preparation	None needed.					
Materials	<p>Several large pieces of chart paper for every group of participants (or something else for them to draw on).</p> <p>At least one pen, pencil or marker for each participant.</p>					

Step by Step

Start with your Opening Circle ritual.

START:

Ask participants to sit in a circle.

Explain: Participants will draw a map of their community. Ask the following questions to encourage participants' thinking:

- What are the boundaries (limits) of this community? (In some communities, boundaries are officially marked by fences or walls. In others, boundaries may be understood by the people living there, or indicated by unofficial landmarks such as buildings or trees).
- If we want to create a good map of this community, what should we include?
- Where do people live or stay? Which people live or stay in these areas?
- Where do people get water?
- Where do people get food?
- Where do people get other things they need (such as firewood)?
- Where do children go to school? Where can people get medical help if they need it?
- Where do participants get together outside of school (for example, to play)? Which participants get together there (boys, girls, older or younger children, certain groups)? What do they do?
- Where do people pray or worship or conduct religious ceremonies?
- Where do adults get together? What do they do there?

ACT:

Organize participants into groups of 2-3, and give each group one large piece of paper. Invite each group to choose a location in their community that they have identified in their discussion. Each group should draw a map of that location.

Give participants at least 20 minutes to draw their maps.

When they have finished, ask them to create one large map by placing the small maps in relation to each other as they are in the actual community. *Optional:* Tape the small maps together to preserve them as one large map.

After the temporary map has been created, ask the participants to think about how they live and carry out their daily activities in the locations they have drawn that are part of their community.

Discuss:

- Where are the places girls spend the most time? What about boys?
- Where are the most enjoyable places for adolescents and young people to spend time, and why?
- Where are the places you feel safe?
- Are there places you consider dangerous? Where are they, and what are the risks there?
- Are there places that are not being used?

Optional: Distribute 2-3 small pieces of paper to each participant. As you discuss the questions above, invite them to create illustrations or symbols that represent their responses to the questions, and place them on the location on their map that they are discussing. For example:

- A plus sign (+) or smile emoji could represent places participants enjoy.
- A drawing of a plate of food could represent places where they eat.
- A drawing of a football could represent places where they play sports.

REFLECT:

Facilitator says,

"You have shown how much knowledge you have of your environment. Summarize this knowledge."

Discuss:

- What are some of the things you know all well about your environment? In what ways are you experts on your environment?

- What are some of the things you know that could be helpful to other young people? How can you share your knowledge with others?
- What are some other things you would like to know about your environment. that could be helpful to you?

End with your Closing Circle ritual.

Participant Handout

None

Facilitator Information Card

	<ul style="list-style-type: none"> ■ Let participants choose the places they will include on their map, even if they choose places that do not seem important. ■ Take the right steps if you learn that participants may be encountering risks (This may include talking to participants one-on-one to learn if they are describing their own behaviour or someone else's). ■ Keep participants' map for future use, if possible.
	<ul style="list-style-type: none"> ■ Do not tell participants what to include in their map, even if they leave out places you think are important. ■ Do not rush to have a discussion about risks and dangers (e.g. safe evacuation routes, dangerous places to avoid) when participants are doing this activity for the first time – Instead, let them use this as an opportunity to explore their communities through their own eyes. You may wish to have a follow-up activity focusing on risks and safety if you think it is important for the participants' protection. ■ Do not push participants to share information about their own personal experiences or daily activities if they don't want to. (Instead, ask them to describe and discuss places in their community where a typical adolescent boy/girl or an adolescent boy/girl like them might spend time, and where they might spend time). ■ Do not ask participants to draw the community or place where they lived before a crisis that has affected them, or before being displaced (unless they suggest this themselves).
	<p>If materials for drawing are not available, or if participants want a more active experience: They can create a temporary map in their space by using props that represent different locations, and/or by representing those different locations themselves, standing in different locations of the space. their own. (However, do try to keep the map, or a photograph or another record of it, for use in future activities).</p>
<p>Follow-up</p>	<p>Be sure to keep the map participants create in this session (or a photograph or other record, if they made a temporary map).</p> <p>In future activities in Module 5, participants can refer to their maps and consider where they may find and meet people to interview for their "Humans of our community" project (see Session 5.5)</p> <p>In Module 5 participants can also use their map as they brainstorm and explore possible community action projects. For example, referring to and building on their map they can explore:</p> <ul style="list-style-type: none"> ■ How much they know about places that offer them resources and services, and how to access those resources ■ What they feel is positive and negative about their community ■ Places they would like to explore or learn more about ■ Places they would like to improve- For example: unused spaces that they could use as recreation spaces; areas where they encounter conflict that they could try to transform; areas where they encounter hazards and need protective support. <p>In future sessions, participants can also work on new drafts of their maps, practice their drawing or other art skills, and exhibit their work.</p>

<p>Additional Reading</p>	<p>None needed.</p>
<p>Additional Activities</p>	<p>If participants enjoyed the activity and/or are interested in creating new maps or adding to this map..</p> <ul style="list-style-type: none"> ■ Instead of drawing, they may use a collage or any other visual materials to create the maps. Participants can make additional maps of their communities and surroundings, create detailed maps of smaller areas within their community (such as their home or school), or include the wider surroundings. ■ They can create a map of an imaginary place, either a place imagined by the participants or a fictional place described in a story. ■ They can create a map that shows changes or improvements that participants would like to make in their community. ■ They can create a map to give adults a tour of the community through the experiences and perspectives of participants. ■ They can create a map to orient new participants to the community, showing important places that they should know about.

Facilitator Resources

See Session 1.2, Ourselves on the Inside and Outside, Facilitator Resources: Gallery Walk Tool.

6.3 Inclusion and me

Overview

Session: Inclusion and me																															
Module: My community																															
Competency Domain: Identity and self-esteem; Communication and expression; Empathy and respect.																															
Quick description	<p>Participants discuss the communities they are part of, and the value or difference and diversity. They play a game to learn about the concept of inclusion.</p>																														
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1	2	3	4	5																											
Simple and easy			Complex and challenging																												
Time	45 minutes																														
Learning outcomes	<p>Knowledge Outcomes: <i>Participants will be able to..</i></p> <ul style="list-style-type: none"> Define and explain the words “community,” “inclusion” and “diversity.” <p>Competency Outcomes: <i>Participants will...</i></p> <ul style="list-style-type: none"> Recognize and understand that they are each members of several different communities. Communicate ideas through drawing. 																														
Key terms	<p>Community: a group of people who live together in the same place, or are connected with each other through relationships or shared aspects of their identities.</p> <p>Inclusion: giving equal value, respect and access to resources for all people in a group or community, including and especially those who are different from each other.</p> <p>Diversity: having many different elements, or people with many differences.</p>																														
Preparation	None needed.																														
Materials	<p>Blackboard and chalk</p> <p>A small stick (or another item that can be used as a “talking stick,” such as a ball or an empty water bottle).</p>																														

Step by Step

Start with your Opening Circle ritual.

START:

Ask participants to sit together in a circle. Hold your “talking stick” (or whatever item you are using as a talking stick).

Facilitator says,

What does the word ‘community’ mean?

Invite a few participants to share their answers.

Explain: Now we are going to play a game in which we all think of the many communities we are all part of. Our goal is to think of as many communities as possible.

The only person who can speak is the one holding this “talking stick.” When you are done talking, you can pass it to the person on your right.

I will start by sharing an example of a community that we are all part of. Then, I’ll pass it to the next person. Their job is to think of another kind of community that many or all of us are also part of. It is ok if we think of categories, but some of us are members of different communities within that category. For example, if I say “language,” some of us may speak different languages- but we all speak at least one language.

Start with an example of a community that you and all participants are part of. Pass the “talking stick” to a participant for them to continue.

If any participant has trouble thinking of a new type of community that has not been suggested, encourage them to take a minute to think, or to repeat an example that has already been shared by someone else.

Continue the exercise until everyone in the circle has spoken at least once.

Discuss:

- Did anyone suggest a kind of community that you had not thought of before?
- Did we think of more kinds of communities than you expected?
- Of all of the different kinds of communities, what is one that is especially important to you? (You do not have to choose the most important community- just one that is important to you).

Invite participants to answer the questions. Do not push participants to speak if they do not wish to do so.

ACT:

Explain: Now we are going to play a game called “insiders and outsiders.”

Ask for a volunteer to leave the activity space. They should wait in a place that is safe, and where they won’t be able to hear the group. Give the volunteer a moment to find a place to wait.

Explain: The rest of the participants should divide themselves into groups according to some agreed criterion – for example, hairstyle, shirt or blouse color, or height.

Optional: If the volunteer may be able to hear the group’s conversation at this stage, you could instruct them to make a choice quietly. In this case you could

ask for a new volunteer to give a nonverbal sign to choose and indicate their criterion. For example, the volunteer could point to his or her shirt to indicate that they will organize themselves by shirt color.

Give them three minutes to divide themselves into these groups.

Once the participants have formed into their new groups, call the “outsider” back into the room.

Instruct the outsider to choose the group they think they belong to, and walk to join that group.

Ask them to explain *why* they believe that group is their group. If the reason is wrong, they may not join, even when they have picked the correct group. give

them a chance to guess again. Continue until the outsider has guessed correctly, or end the game after a few minutes.

Repeat the game with a new volunteer. With the rest of the group, choose a new volunteer to choose a new criterion. Continue to repeat the game as many times as you wish or until the participants seem ready to move on to a new step.

Bring the participants back together.

Discuss:

How do we behave when we belong to a group? How does it feel to belong and/or not belong?

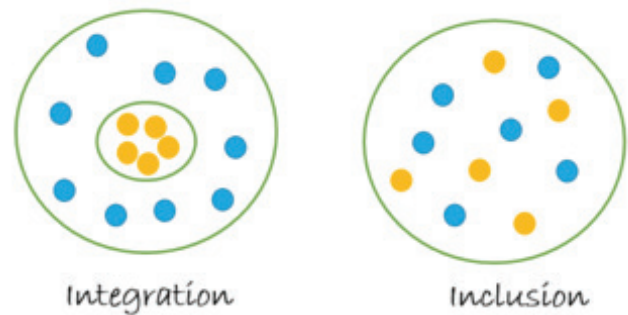
Is it easy to reject outsiders? How do you think it would feel to be rejected?

Do we empathise with the outsider?

Write the word "inclusion" on the chalkboard. Ask if any of the participants know what inclusion means.

After hearing from the participants, explain that inclusion means that all people, regardless of their abilities, disabilities, religions, language or gender have the right to be respected and appreciated as valuable members of their communities.

Explain that in some types of communities, outsiders are expected to integrate. This means that they live alongside the host community members. Inclusion is a step further. An inclusive society is one where all groups merge together, and respect each other equally, and see their differences as valuable.



REFLECT:

Explain: When a community has many different kinds of people within it, that is called "diversity." How can diversity be helpful or valuable for a community?

Give participants a chance to respond.

Ask: Think of someone who you care about, admire or respect who is different from you. What communities do you share with that person? How is that person helpful or good for your community?

Invite participants to share answers if they wish.

Explain: Each of us is also valuable to our communities, including to the other people in our communities who

are different from us. Take a moment to think about how your different qualities make you valuable to other people in your community.




In the next part of this module we are going to find and talk with people in our community who are different from each of us, and think and learn more about how our differences make us stronger as a community.

End with your Closing Circle ritual.

Participant Handout

None

Facilitator Information Card

	<ul style="list-style-type: none"> ■ Encourage participants to recognize that each of them is a member of many different communities. ■ Encourage participants to have fun as they play the “outsider” game. ■ Allow participants to group themselves by identity groups such as language, ethnicity or religion during the “outsider” game, if they can do so without this leading to teasing or divisive words. Follow up with a constructive conversation about the value of these differences during the “reflect” stage.
	<ul style="list-style-type: none"> ■ Do not push participants to share personal examples or reflections if they do not wish to do so.
	<p>If materials for drawing are not available, or if participants want a more active experience: If you are working in a crowded environment, consider conducting this session outside. If this is not an option, focus on the discussion part of the ‘Act’ section. Show participants the diagram (without showing the titles: integration and inclusion) and discuss for a few minutes what they see. Then help them link the diagrams with the ‘Start’ activity and the theme of inclusion.</p>
<p>Follow-up</p>	<p>In future activities in Module 6, encourage participants to think about the different categories of community and difference they discussed in this one. They may wish to identify a person to interview within one of their own communities whom they don’t well, but who is also different from them in some way.</p>
<p>Additional Reading</p>	<p>None needed</p>
<p>Additional Activities</p>	<p>If participants are interested in exploring the concept of community further:</p> <ul style="list-style-type: none"> ■ Invite them to create a new map or diagram of another community that they are part of. They may do this individually or as a group.

Facilitator Resources

None

6.4 Practicing and using interview skills⁴

Overview

Session: Practicing and using interview skills																															
Module: My community																															
Competency Domain: Communication and expression; Empathy and respect.																															
Quick description	Participants practice writing and using interview questions.																														
	<table border="0"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td colspan="3">Quiet and restful</td> <td colspan="2">Energetic and active</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td colspan="3">No literacy required</td> <td colspan="2">High literacy required</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td colspan="3">Simple and easy</td> <td colspan="2">Complex and challenging</td> </tr> </table>	1	2	3	4	5	Quiet and restful			Energetic and active		1	2	3	4	5	No literacy required			High literacy required		1	2	3	4	5	Simple and easy			Complex and challenging	
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1	2	3	4	5																											
No literacy required			High literacy required																												
1	2	3	4	5																											
Simple and easy			Complex and challenging																												
Time	45 minutes																														
Learning Outcomes	<p>Knowledge Outcomes: <i>Participants will be able to..</i></p> <ul style="list-style-type: none"> ■ Explain the difference between an “interview” and other types of conversations. ■ Explain why preparing interview questions in advance can be a helpful step to take in preparing for an interview. <p>Competency Outcomes: <i>Participants will...</i></p> <ul style="list-style-type: none"> ■ Build skills for communicating with others. ■ Develop understanding and empathy for others’ perspectives and experiences. 																														
Key terms	Interview: an interview is a dialogue between two people (or groups of people) in which one asks questions to gather ideas or information, and the other responds to those questions.																														
Preparation	None needed.																														
Materials	<p>Several large pieces of chart paper for every group of participants (or something else for them to draw on).</p> <p>At least one pen, pencil or marker for each participant.</p>																														

Step by Step

Start with your Opening Circle ritual.

START:

Divide the participants into groups of two and introduce the topic of interviews.

Facilitator says,

“Today we are going to practice skills for interviewing people. What is an interview? Is it the same as other types of conversations?”

Key points to cover include:

- An interview is a conversation that is also a form of research, in which one person asks another person questions in order to learn from their experience or perspective.
- An interview is like other kinds of conversations, in some ways. However, unlike a regular conversation in which two people exchange questions and answers, in an interview, one person (the interviewer) asks questions to learn about the ideas, experiences or expertise of the other person.

Explain that the participants will be practicing interview skills. A first step interviewers can take is to prepare for an interview by thinking of what questions they will ask.

Discuss:

- When you interview someone it can help to ask them several questions so that you learn as much about their perspectives and experiences as possible.
- You may ask your questions one at a time, taking plenty of time for the person you interview to respond before you ask your next question.
- You may think of or write questions in a logical order, but then during your interview you may ask them in a different order, or add follow-up questions during your interview.
- Interviewers often write down some questions before they conduct the interview. That way they are more likely to get all of the information, ideas or stories that they need.

ACT:

Facilitator says,

“Later in this module we are going to do a project in which we interview people around us to learn more about the positive things in our community from their perspectives. Our goal is to create a very short “interview portrait” of that person, using just a few of their sentences to understand where and how they see some positive things in our communities.

If we wanted to learn more about the positive things that someone else sees in our community, what could we ask them?”

Give time for participants to suggest interview questions. Write their suggested questions on the blackboard or marker board. A few sample questions participants might consider are:

- What is your favorite place to spend time in our community?
- What is the best part of living here, in your experience?
- What is the most beautiful part of our community, in your opinion?
- Who is a person in our community whom you admire? Why?
- What is a place in our community where you spend time with other people you care about and enjoy?
- Who is a person in our community that you enjoy spending time with, but who is not part of your family?

Explain: Remember that you can always ask follow-up questions to encourage someone to say more. Asking a follow-up question can also show the person you are interviewing that you are interested in what they have to say, and this may encourage them to talk more.

List these follow-up questions:

- “Can you tell me more about that?”
- “Imagine I had never seen the place or person you are telling me about. Can you describe it/ them in your own words?”
- “Can you tell me about the first time you were ever in that place?”
- “Can you tell me more about how you met that person?”
- “Can you tell me about a special memory you have of that place or that person?”

Explain, Today we are going to practice interviewing each other.

Organize participants into pairs. Explain that they will take turns interviewing each other. Assign each

participant to be “Person A” or “Person B.”

For the first round of interviews, Person A in each pair will interview Person B. Give 10 minutes for the first round. Remind Person A to write down Person B’s responses to their questions.

For the second round of interviews, Person B will interview Person A. Give 10 minutes for this second round.

Bring the participants back together to share what they heard in their interviews. Invite each participant to share a few quotations from the other person in their interviews. Remind and encourage participants to practice using the exact words of the person they interviewed as they shared their quotations, rather than summarizing or paraphrasing. For example, they might say,

“My favorite place is this football pitch at 5pm, where I get together with my friends and play football together as the weather gets cooler at the end of the day” (instead of “He likes to be at the football pitch in the evening.”)

REFLECT:

Ask:

- What interesting, surprising or helpful things did you learn?
- Which questions led to those interesting, surprising or helpful answers?

Participants should write examples of successful questions and post them where everyone can see them.

- In Module 3 we discussed **active listening**.
 - What are some examples of active listening that you, or the person who interviewed you, used during your interview?
 - How did using these techniques make your interview more productive?

Discuss:



- What is similar about these questions? Why do you think they led to helpful answers?
- Think about your experience as interviewers for a minute. What did you do during your interview that helped you to get useful information?
- Think about your experience as interviewees. What did the interviewers do to help you to give interesting answers?
- Based on today’s experience, how will you prepare for the interviews that you will do in the next few days?

End with your Closing Circle ritual.

Participant Handout

None

Facilitator Information Card

	<ul style="list-style-type: none"> ■ Encourage participants to be proactive and flexible when they practice their interview techniques, and recognize that many different styles and approaches can work. ■ Encourage participants to practice and try the roles of both interviewer and note taker.
	<ul style="list-style-type: none"> ■ Let participants ask each other questions during their interviews that you think are too personal, or push each other to answer questions if they don't want to.
	<p>Low literacy: If participants will find it challenging to write their questions, support participants in working in pairs to create and remember interview questions. They can then work together as a pair to interview the person they chose, helping each other to remember the questions they thought of during this session.</p>
<p>Follow-up</p>	<p>In Session 5.5 Participants will use their new knowledge and skills to conduct interviews with other people in their communities. Keep any notes you or they have created, such as sample interview questions you have written on chart paper, for use in Session 5.5.</p> <p>Participants may also revisit or repeat notes and discussion points from this activity after they have done real-life interviews, to reflect on what they have learned and to improve their skills.</p> <p>In future modules participants may also use interviewing as a way to explore and learn about their communities. To prepare, participants can practice their interview questions as many times as they want after this session.</p>
<p>Additional Reading</p>	<p>None needed</p>
<p>Additional Activities</p>	<ul style="list-style-type: none"> ■ Participants can use this activity to learn about issues in their community from the point of view of different community members, including other participants, younger children and adults. Choose and adapt topics for the practice interview that are related to the topics they will explore. ■ Let participants practice their interviews while playing the roles of real or imaginary characters. Create a drama in which participants describe what they have learned about their topic by acting out an imaginary interview. ■ Participants can create instructional posters or skits to demonstrate the interview techniques they have learned.

Facilitator Resources

None

6.5 Humans of Our Community, Part 1⁴

Overview

Session: Humans of our community, Part 1																															
Module: My community																															
Competency Domain: Communication and expression; Empathy and respect.																															
Quick description	<table border="0"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td colspan="3">Quiet and restful</td> <td colspan="2">Energetic and active</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td colspan="3">No literacy required</td> <td colspan="2">High literacy required</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td colspan="3">Simple and easy</td> <td colspan="2">Complex and challenging</td> </tr> </table>	1	2	3	4	5	Quiet and restful			Energetic and active		1	2	3	4	5	No literacy required			High literacy required		1	2	3	4	5	Simple and easy			Complex and challenging	
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No literacy required			High literacy required																												
1	2	3	4	5																											
Simple and easy			Complex and challenging																												
Time	45-minutes																														
	<p>Knowledge Outcomes: <i>Participants will be able to...</i></p> <ul style="list-style-type: none"> ■ Introduce a person in their community whom they had not previously known well and describe a few of that person's positive attributes. <p>Competency Outcomes: <i>Participants will...</i></p> <ul style="list-style-type: none"> ■ Communicate and express ideas through writing. ■ Listen and communicate to others. 																														
Key terms	None.																														
Preparation	<p>Arrange or display the map that participants created in Session 6.2 Our environment. If possible, it may work well to place the map on the floor in the center of your activity space.</p> <p>Post or display notes and sample questions from Session 6.4 Practicing and using interview skills.</p>																														
Materials	<p>Several large pieces of flipchart paper for every group of participants (or something else for them to draw on).</p> <p>At least one pen, pencil or marker for each participant.</p> <p><i>Handout:</i> Interview Tips (1 copy for each participant).</p>																														

Step by Step

Start with your Opening Circle ritual.

START:

Ask participants to sit in a circle somewhere where they can see the map they created in **Session 6.2 Our environment**. If their map can be placed on the floor, they may sit in a circle around it.

Facilitator says,

“Today we are going to prepare to conduct a short interview with someone you don’t know well. This is an experiment and a challenge. We may learn something interesting or important from a new person, or just get to know someone a bit better.”

Distribute 2-3 small pieces of paper to each participant.

Explain: Participants should look at the map of their community, and think of people they have met, encountered or seen in their community whom they don’t know well, but who seem friendly, kind or interesting. Ask them to write the name or description of the person they thought of on one piece of, and place it on the map in the location where they often see that person.

Encourage participants to think of:

- Younger and older people
- People they encounter as they are working, such as shopkeepers or teachers
- Parents or other family members of their friends
- People their own age whom they do not know well, and/or who have recently arrived in their community
- People of a different background from their own, such as those who came to the community from a different place, are of a different ethnicity, speak a different language or practice a different religion

Encourage each participant to make a note of at least two people in their community, placing those notes on the map.

ACT:

Facilitator says,

“As I mentioned in our last sessions, we are going to work together on a project in which we interview people around us to learn more about the positive things in our community from their perspectives. Our goal is to create a very short “interview portrait” of that person, using just a few of their sentences to understand where and how they see some positive things in our communities.

To help you feel more comfortable, you will work in pairs. Each person in the pair will conduct one interview. The other person in your pair will help you to prepare interview questions. You should also accompany each other when you reach out to invite the people you hope to interview, and when you conduct your interview, so you can feel more comfortable and have the support of a friend from our club.”

Explain that participants should start by choosing the people they want to interview. Invite participants to look together at the map with the names on it. Let participants suggest whom they want to interview. If participants are having trouble deciding whom they want to interview, invite the group to help with suggestions, or by offering to introduce someone whom others don’t know well.

Note: Use your judgment, and respect participants’ judgment, as you support them in choosing a person to interview. Encourage participants to overcome their shyness in speaking with a new person, as part of the purpose of the activity is to get to know and appreciate new people. However, do not push participants to speak with someone if they will feel uncomfortable, unsafe, or if it will be socially or culturally inappropriate.

Once each participant has identified a person they

will interview, organize participants into pairs. Support participants in finding a helpful partner for this activity. For example, if a shopkeeper is one participant's uncle, that participant could introduce him to his partner, who will interview him.

Ask the participants to prepare the interview questions they will ask. Remind them that they can ask the same questions you discussed in Session 5.4, or they could adapt new questions. A few sample questions were:

- "What is your favorite place to spend time in our community?"
- "What is the best part of living here, in your experience?"
- "What is the most beautiful part of our community, in your opinion?"
- "Who is a person in our community whom you admire? Why?"
- "What is a place in our community where you spend time with other people you care about and enjoy?"
- "Who is a person in our community that you enjoy spending time with, but who is not part of your family?"

A few sample follow-up questions were:

- "Can you tell me more about that?"

- "Imagine I had never seen the place or person you are telling me about. Can you describe it/ them in your own words?"
- "Can you tell me about the first time you were ever in that place?"
- "Can you tell me more about how you met that person?"
- "Can you tell me about a special memory you have of that place or that person?"

Distribute the handout "InterviewTips" to participants, or ask participants to review their handout given to them in the last session. Explain to participants that, working with their partners they should make other preparation plans for their interviews. They should write answers to the following questions:

- Who will you invite for an interview?
- When and how will you introduce yourself to this person, and invite them for an interview?
- Where and when will you suggest to hold your interview?
- What will you bring with you to your interview?
- How will your partner support you during your interview?

REFLECT:

Invite participants to take turns sharing their plans for their interviews.

Invite them to share helpful feedback on each other's plans.

Conclude by agreeing with participants that they will bring notes and memories from their interviews to

your next club meeting, so they can work together on the next steps of their 'interview portrait' projects together.

End with your Closing Circle ritual.

Participant Handout

Interview tips⁵

Before an interview

Introduce yourself and explain that you are doing a project.

Invite the person for an interview. Depending on your context, you may do this by speaking with them in person, or writing.

Explain the purpose of your interview, and how you will use their interview in the future. For example, if you will be creating an “interview portrait,”

- Explain that the purpose of your interview is to create “interview portraits” of people in our community. Explain that the purpose of the project is to learn about our community from the perspective of the interesting people who live in it.
- Explain that you will be asking them about their perspective, but you will not be asking personal or private questions. Explain that you could skip any question they do not prefer to discuss or answer.
- Explain that and others in your club you would like to share your “interview portrait” with others

in your community. Be sure they understand and agree to where and how you may share your interview portrait.

Answer any questions they may have about your interview.

Ask permission to hold your interview.

- If the person you have invited does not wish to be interviewed (even after you have discussed their questions), respect their wishes. Thank them for considering your invitation.
- If the person you have invited agrees to be interviewed, make a plan for when and where you may interview them.

Agree to a time frame for your interview that will work for both of you.

For example, you may agree that you can only speak for an hour if you and/or the person you interview will have other responsibilities to take care of after that time.

Plan your interview

Write the interview questions you will ask.

Choose a place and time...

- where you, the person you interview, and your partner will be able to talk, listen, hear each other speak and concentrate, without too many distractions.
- where you will all feel safe and comfortable to enjoy your interview. For example, if you are in a very crowded place, you may be distracted if others want to join or listen to your conversation.

With your partner, decide how they will support you during the interview. For example, discuss whether your partner might jump into the conversation with their own follow-up questions, or whether they should try to remain silent and support as a listener.

Decide what materials you will bring with you to your interview.

In most cases it will be helpful to bring your interview questions, and a pen or pencil and paper to write notes on as you listen.

During your interview

Use your interview questions to help you to get started. Then, as the “expert interviewer” you may ask questions as you wish.

You may wish to ask all of the interview questions you wrote, in the order you wrote them.

OR, you may wish to ask them in a different order, ask follow-up questions, or ask new questions you think of during your discussion. This is fine!

Do not worry if you do not have time to ask all of your questions.

Use your active listening skills!

Give the person you interview enough time to answer each question thoroughly before you ask a follow-up question or a new question.

Show interest in their answer through your body language.

Encourage the person you are interviewing. Tell them that what they are sharing with you is helpful, and that you appreciate the chance to hear their perspective.

Keep an eye on time. As you reach the end of your time for your interview:prepare to give the person you interviewed time to ask questions, or give yourself time to ask your concluding questions.

At the end of your interview time:

If you and the person you interview feel you have more to talk about and would like to continue your conversation, make a plan together for a follow-up interview.

Ask the person you interview if they have any questions for you, or anything else they wish to discuss. Take time to talk about their questions.

Thank them for their time and for what they have shared with you. Tell them when you will be back in touch to share an update on your interview portrait project.




After your interview

Read and review the notes you have taken. Add anything you remember from your interview to your notes before you forget it.

Follow up with the person you interviewed as you had agreed.

- Share the “interview portrait” or anything else you have created from your interview.
- If you hold a community exhibition to share your interview portrait, be sure to invite the person you interviewed.

Facilitator Information Card

	<ul style="list-style-type: none"> ■ Support participants in identifying appropriate people in their community to interview. <ul style="list-style-type: none"> ■ Help them to find people who will enjoy being interviewed, and who will interact with participants supportively and safely. ■ For example, a participant could interview the friend or family member of another club member. ■ Take any steps you feel you should to prepare adults or children in the community to be interviewed. For example, you may want to reach out to community members in advance to inform them about your club’s projects and plans. ■ Check participants’ interview questions and make sure they are appropriate. Suggest questions if they are have trouble thinking of good ones. ■ Listen and observe participants when they are rehearsing in pairs- Make sure they are ready to conduct interviews with new people before they leave the activity space. ■ Make sure that participants will have the support they need to conduct interviews safely and supportively. Observe and
	<ul style="list-style-type: none"> ■ Do not push participants to interview someone if they do not wish to do so. Take special care to understand if they have concerns about safety or the possibilities for conflict or misunderstanding from their interview. Discuss their concerns, and support them in finding an alternative person who they will enjoy interviewing.
	<p>Low literacy: Instead of writing their questions, participants can develop them verbally. They can then memorize the questions and/or draw symbols to remember them during their practice interviews.</p> <p>Alternate interview format: Club members could invite the individuals they hope to interview to their next club meeting, and interview them during the meeting, if this will be more convenient, enjoyable or appropriate in your context. As a facilitator, you will be able to provide any support they may need during their interviews.</p>
<p>Follow-up</p>	<p>Support participants in taking the time they need to carry out their interviews. In your next club meeting, check on their progress.</p> <p>Prepare to be flexible! If some participants have not yet completed their interviews, take time to discuss the obstacles they have faced, and strategies to overcome them. This may include simply needing more time, or it may involve finding an alternative person to interview. Invite participants who have completed their interviews to share what they have learned and to support their peers who are still working on their interviews.</p> <p>In Session 5.6 participants will use what they have learned from their interviews to create an “interview portrait,” for a community exhibition. Make sure that all participants will be ready with notes and ideas from their interviews so they will be ready to participate and contribute to this project.</p>
<p>Additional Reading</p>	<p>None</p>
<p>Additional Activities</p>	<p>In future activities, participants can focus their interviews on other topics. For example, they may focus on challenge or an opportunity that people in the community face. Interviews on this topic as a first step toward designing new ways to address that problem or opportunity, using problem statements, brainstorming, prototyping and other innovation-related activities.</p>

Facilitator Resources

None

6.6 Humans of Our Community, Part 2⁶

Overview

Session: Humans of Our Community, Part 2																															
Module: My community																															
Competency Domain: Communication and expression; Empathy and respect																															
Quick description	Adolescents create “interview portraits” based on the interviews they conducted after Session 6.5.																														
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Simple and easy			Complex and challenging																												
Time	45 minutes																														
Learning Outcomes	<p>Competency Outcomes: <i>Participants will...</i></p> <ul style="list-style-type: none"> ■ Develop their skills for empathy by focusing on the experience and perspective of another person as they create an “interview portrait.” ■ Practice skills for collaboration and teamwork by organizing an exhibition together. 																														
Key terms	None.																														
Preparation	Support all participants in completing the interviews they planned in Session 5.5, and bringing notes and ideas from their interviews.																														
Materials	<p>Several pieces of paper for each adolescent</p> <p>At least one pen, pencil or marker for each adolescent.</p>																														

Step by Step

Start with your *Opening Circle* ritual.

START:

Ask participants to sit in a circle. Invite them to share what they heard and learned in their interviews with each other. They can take turns sharing:

- Who did you interview?
- How did your interview go?
- What is the most interesting, surprising, funny, enjoyable or lovely thing the person you interviewed shared with you?

- Can you share a quotation from your interview with that person that you especially find memorable?

Give time for each participant to share their answers to these questions. Encourage the other participants to listen, share encouraging feedback, and congratulate each other on their successful interviews.

ACT:

Remind participants of your plans (discussed in Sessions 6.4 and 6.5) to create “interview portraits” to show “our community” from the perspectives of the people they interviewed.

Explain, We can decide together how each of you will create and present your interview portraits. You could create:

- A short or long quotation from the person you interviewed.
- A poem, using quotations and words from your interview.
- An illustration of a moment the person they described (with a quotation from the interview as a caption)
- A storyboard, with three to four pictures that illustrate scenes from a story they told (with quotations they interviewed as captions)
- A drawing or collage of the person you interviewed (with a quotation from the interview as a caption)
- A drawing or collage to illustrate a place in the community they described, and what it looked

like in their perspective (with a quotation from the interview as a caption)

Optional: On a blackboard or chart paper, write the words and phrases to describe these possibilities, so participants can reflect on their options.

Facilitator says,

“Do you have other creative ideas for how we could create ‘interview portraits’ using what you learned and heard about our community during your interviews?” Give time for participants to share any ideas.

Explain, Each participant can decide how he or she will create their interview portrait. Encourage them to include at least one or two quotations from their interviews in their portrait. For example, if they create a drawing of the person they interviewed, they may.

Give participants a chance to decide how they will create their interview portraits. Invite each participant to share and explain their choice and plans for how they will create their portraits.

Give participants time to work on creating their portraits.

REFLECT:

Explain that adolescents will share their work in progress. Ask adolescents to place their portrait drafts in the middle of the activity space. Hold a gallery walk so that each participant can see the draft portraits in progress.

Discuss

- How would you like to add to or revise your portrait, so that you will feel it is ready to share with others?
- What is something you admired or enjoyed about someone else's portrait draft?
- Based on the drafts you see, how do you think the people you interviewed will feel when they

see their portraits? How do you think others in our community will feel when they see these portraits together?

- How will we work together to complete our portraits so they are ready to share with others? For example, should we spend another club meeting time working on your portraits?

Reach an agreement together for what you will do next as all participants finish their portraits. Make sure you form a plan that will help participants work toward an exhibition that will make them, the people they interviewed, and others who view it feel proud of themselves and their community.

End with your Closing Circle ritual.

Participant Handout

Optional: Make copies of some or all of the Humans of New York Interview Portraits in the Facilitator Resources of this session for participants to use as examples for their own interview portraits.

Facilitator Information Card

	<ul style="list-style-type: none"> ■ Support participants in deciding on a way to create their interview portraits that is feasible given the materials and time available. ■ Review participants' interview portrait drafts in progress. Work with participants to make sure that their portraits will feel respectful to the person they interviewed, and to others in the community who may view it. ■ Check with each participant to make sure that they are making progress in creating their interview portrait, so they will be included in the community exhibition. Allow participants to collaborate on their portraits if this will help them to finish in good time (without rushing) and enjoy the process of creating it.
	<ul style="list-style-type: none"> ■ Do not rush participants to finish their portrait.
	<p>Low literacy OR limited supplies: Instead of drawing pictures and writing quotations, participants could create spoken-word poems or skits based on their interviews.</p>
<p>Follow-up</p>	<p>Support participants in taking the time they need to complete their interview portraits. Prepare to be flexible! Take one or more additional club meeting times for participants to continue and complete their portraits. In each meeting, give them opportunities to review each other's work in progress, and share encouraging feedback. Monitor their progress and step in with support if any participant is having trouble completing their portrait.</p> <p>In Session 5.7 participants will organize a community exhibition. Make sure that all adolescents will be ready with their completed interview portraits, so they will be ready to participate and contribute to the exhibition.</p>
<p>Additional Reading</p>	<p>None.</p>
<p>Additional Activities</p>	<p>In future activities, adolescents can focus their interviews on other topics. For example, they may focus on challenge or an opportunity that people in the community face. Interviews on this topic as a first step toward designing new ways to address that problem or opportunity, using problem statements, brainstorming, prototyping and other innovation-related activities.</p>

Facilitator resources

Review the following “interview portraits” created by American photographer and author Brandon Stanton for his website and book series Humans of New York during his visit to Uganda. Use these as examples and inspirations for how participants can create “interview portraits” through their own photography and interviews. If you are interested, you can find more of Stanton's work at www.humansofnewyork.com. Please note that some of these stories refer to violence, sexuality and other sensitive topics.

Interview Portraits⁶

Stanton, Brandon, "Uganda." Humans of New York. <https://www.humansofnewyork.com/tagged/uganda>. Accessed August 11, 2022.



"I want to be an engineer."

"What advice would you give other engineers?"

"If you build a house that collapses, you're going to get arrested. So you need to keep using the pendulum to make sure that everything is straight. Also, your cement mix has to be strong. You also need to be careful with the builders that you hire, or they will steal the cement from you."

"What sort of building would you build?"

"A factory that makes new books, so that everyone can have new books for school. All on my books are old and have writing in them."

Parenthesis Entebbe, Uganda



"What's the most important thing your mother has taught you?"

"If you buy food, you should always eat it with someone else."

(Kampala, Uganda)



"Who's the better player?"

"I am. He's too scared to sacrifice his pieces. He hasn't learned that sometimes you need to lose two to gain three."

(Kampala, Uganda)



“I want to be a nurse.” (Jinja Uganda)



“I’ve sold in the market for the last thirty years, because I never had the chance to go to university. Recently my daughter graduated from Makerere, which is one of the best. Schools in the country. When I walked through the gates to attend her graduation, I felt so happy, because I never thought I’d see the inside of a university.”

(Kampala, Uganda)



“My brother and I got in a fight, and now he can’t get a job. So he’s actually convinced I put a voodoo spell on him.”

(Kampala, Uganda)



“What’s your greatest struggle as a teacher?”

“I have to be strict to help them improve. But if I’m strict, they think I’m against them.”

(Kampala, Uganda)



“The landlord doesn’t care how much furniture you’ve sold this month.”

(Kampala, Uganda)

6.7 Organize an exhibition⁸

Overview

Session: Organize an exhibition																															
Module: My community																															
Competency Domain: Communication and expression; Empathy and respect																															
Quick description	Participants plan for an exhibition of the interview portraits they created in Sessions 6.5 and 6.6.																														
	<table border="0"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td colspan="3">Quiet and restful</td> <td colspan="2">Energetic and active</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td colspan="3">No literacy required</td> <td colspan="2">High literacy required</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td colspan="3">Simple and easy</td> <td colspan="2">Complex and challenging</td> </tr> </table>	1	2	3	4	5	Quiet and restful			Energetic and active		1	2	3	4	5	No literacy required			High literacy required		1	2	3	4	5	Simple and easy			Complex and challenging	
	1	2	3	4	5																										
	Quiet and restful			Energetic and active																											
1	2	3	4	5																											
No literacy required			High literacy required																												
1	2	3	4	5																											
Simple and easy			Complex and challenging																												
Time	45 minutes																														
Learning Outcomes	<p>Knowledge Outcomes: <i>Participants will be able to...</i></p> <ul style="list-style-type: none"> Describe and explain how their exhibition reflects their circle’s shared accomplishments. <p>Competency Outcomes: <i>Participants will...</i></p> <ul style="list-style-type: none"> Practice skills for collaboration and teamwork by organizing an exhibition together. Practice skills for planning and communication by inviting others to their exhibition. 																														
Preparation	Be sure that all participants have completed their interview portraits and have them ready to share with others. Consider supporting participants in their preparations for the exhibition by storing their portraits in a safe space until the exhibition.																														
Materials	<p>Participants’ interview portraits</p> <p>A blackboard, marker board or chart paper and a marker</p> <p>Paper, pens and pencils for planning</p>																														

Step by Step

Start with your Opening Circle ritual.

START:

Explain: Participants will first organize a **gallery walk** to look together at the interview portraits they have created in previous sessions.

Give them five to ten minutes to complete the gallery walk.

Discuss:

- What do all of our projects have in common?
- Who are some people you know who might enjoy seeing these portraits? (Encourage participants to consider the people they interviewed, and also others, such as their own family members).
- What do we hope that other people in the community will learn, feel and understand when they look at our work?

ACT:

When they have finished the gallery walk, ask the participants 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.

Facilitator says,

“Let’s prepare to invite a few people to a small exhibition of the portraits we have created. We should focus on inviting people who will enjoy or learn something from our portraits. Let’s start by finding to a common theme and thinking of a title for the exhibition.”

Write the following topics on the blackboard marker board: **Invitations; Time and Location; Preparing the presentation**

Discuss

Invitations:

- Who do we want to invite to the exhibition? (Participants should start by inviting small group of interested guests. Remember to invite the people who were interviewed, and perhaps one or two others who know them, such as their friends and families. Participants may also wish to invite one or two family members or friends. Consider how many people in total will be able to enjoy the exhibition, and will be able to fit comfortably in your exhibition space.)
- How will we invite people?

Time and location:

- Where could we hold the exhibition? (Participants may wish to hold the exhibition in their activity space, or choose another space).

- When will we hold the exhibition? (Think of a date and time when the invited guests will be able to attend, and that allows enough time for participants to plan the exhibition. It may work well for participants to have the exhibition during one of their regular club meeting times.)

Preparing the presentation:

- How will we arrange the exhibition? (For example, will portraits be displayed on the walls of a space)?
- How will we introduce and present the exhibition? (Discuss whether participants should give introductory or closing speeches to welcome participants.)

- Will we post other written explanations for each project or artwork, or explain them ourselves? (For example, participants could stand next to individual projects and provide explanations to those viewing them.)

Divide the participants 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?

REFLECT:

Invite each committee to present their plans.

Encourage all of the participants to agree on a realistic plan that includes the necessary steps for a successful event. Agree on the next steps, and discuss whether

the next session will include time for carrying out the plans as they have agreed.

End with your Closing Circle ritual.

Participant Handout

None

Facilitator Information Card

	<ul style="list-style-type: none"> ■ Support participants to develop an exhibition that allows everyone to share what they have done or achieved. ■ Encourage participants to be proud of their work and open to sharing it. ■ Review participants' plans for organizing their exhibition. Help them to develop a realistic plan that is in line with their time and resources, and identify areas where they may need support from others. Take time in future sessions to support participants in finishing and carrying out their preparations and plans if that will help them to create a successful and rewarding exhibition. ■ Keep plans for your exhibition at a small scale, so participants and guests will have time to interact. Based on your experience with a small-scale exhibition you may wish to consider organizing a larger-scale, more public community presentation in the future.
	<ul style="list-style-type: none"> ■ Do not force any participants to share their portrait if they don't want to. ■ Do not leave participants to prepare for the exhibition without reviewing their plans and providing support.
	<p>Low literacy OR limited supplies: If participants have created spoken-word poems or skits based on their interviews, they may wish to organize a performance instead of an exhibition. Use club session times for participants to rehearse their performance as many times as they need in order to feel ready.</p>
<p>Follow-up</p>	<p>After your community exhibition, celebrate and debrief together as a club. Be sure to share your own positive feedback for everything the club has achieved together. Discuss positive lessons they learned that they may use in their future work together as a club.</p> <p>Consider and discuss what participants will do next with their interview portraits. They could consider having a larger exhibition for the community, displaying the portraits in a secure public setting, keeping them and displaying them in their own homes, and/or giving them as gifts to the person they interviewed.</p>
<p>Additional Reading</p>	<p>None.</p>
<p>Additional Activities</p>	<p>Consider holding a larger scale community exhibition based on lessons and experiences from this small-scale event.</p> <p>Participants could adapt this activity to prepare for other types of public presentations, depending on their future projects. For example, they could organize a performance, innovation fair, debate or dialogue.</p>

Facilitator resources

None

Notes to Module 6

1. Adapted from: The United Nations Children’s Fund, *The Adolescent Kit for Expression and Innovation: Relationship map*, UNICEF, New York, 2016.
2. Adapted from: The United Nations Children’s Fund, *The Adolescent Kit for Expression and Innovation: Our environment*, UNICEF, New York, 2016.
3. Adapted from: UNICEF Ethiopia & World Vision Ethiopia, *Life Skills Building for Children and Adolescents in forced displacement context: Curriculum for Children Aged 7 to 10 Years: Session Eleven: Social Inclusion*, UNICEF Ethiopia 2020.
4. Adapted from: The United Nations Children’s Fund, *The Adolescent Kit for Expression and Innovation: Practicing interview skills and Using interview skills*, UNICEF, New York, 2016.
5. Adapted from: The United Nations Children’s Fund, *The Adolescent Kit for Expression and Innovation: Humans of Our Community*, UNICEF, New York, 2016.
6. Adapted from: The United Nations Children’s Fund, *The Adolescent Kit for Expression and Innovation: Tips for a great interview*, UNICEF, New York, 2016.
7. Adapted from: The United Nations Children’s Fund, *The Adolescent Kit for Expression and Innovation: Organize an exhibition*, UNICEF, New York, 2016.
8. Excerpted from: Stanton, Brandon, Humans of New York: *Uganda*. <https://www.humansofnewyork.com/tagged/uganda>. Accessed August 11, 2022.

