THE REPUBLIC OF UGANDA
MINISTRY OF EDUCATION AND
SPORTS

LIFE SKILLS
Toolkit

Module 7:
Our innovations

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September 2022

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Module 7

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 7:

Our innovations

In Module 7, participants reflect on both the challenges in their communities, and the possibilities for addressing those challenges. Building on those ideas, they create and carry out a project to contribute to positive change.

Participants begin Module 7 by using their imaginations to envision an ideal, peaceful community. Then, they reflect on their own, real community, identify the challenges they face, and experiment with different ideas for how to address or solve those challenges.

As they proceed in Module 7, participants agree to a specific "challenge topic" that will be the focus of a project they will work on together. They practice strategies for stimulating their creativity as they imagine new solutions to that challenge. Using the ideas they have generated together, they develop a concept for the project they will carry out. Participants then collaborate to plan their project, and continue in their meetings to carry out their project together.

Primary competency domains

Leadership and influence; creativity and innovation

Sessions in this module

7.1	Building peaceful communities
7.2	Our challenges, our solutions
7.3	Collaborative decision making
7.4	Brainstorming solutions, possibilities and project ideas
7.5	Prototyping
7.6	Practice and project time

Key information for facilitator

Module 7 calls on you to practice the true art of facilitation - finding the right balance between giving participants freedom to take the lead and imagine creative possibilities, and supporting them in developing project ideas that are feasible and can achieve realistic goals.

- As participants discuss challenges and opportunities of interest to them, encourage them to focus on immediate challenges or opportunities they, and others in their communities, face in their daily lives. Help them to avoid focusing on large-scale problems that may be overwhelming and difficult to address, but do encourage them to think about how such problems affect them at a local level. For example, instead of focusing on global climate change, participants could focus on maintaining a clean water source in their immediate community.

- Use the list of community projects to help you and the participants to imagine possibilities for their projects. However, encourage and allow them to think of and pursue ideas for projects that are not on the list. This is a great opportunity for participants to truly practice their skills for creativity and innovation!

- Do not push participants to do a specific kind of project that you have in mind - even if it is one that you think they will enjoy. However, do help participants to refine and adapt their own ideas for a project so that it will be feasible with the time and resources they have available.

By the end of this module participants should …

- Be able to describe their own vision for a "peaceful community"

- Be able to name a few problems and/or opportunities in their communities that they feel are important, and explain why

- Be able to use strategies including brainstorming, prototyping and planning for designing a project to solve a problem or address an opportunity

- Have contributed to planning and carrying out a project, collaborating with others in their club

7.1 Build a peaceful community[1]

Overview

Session: Build a peaceful community							
Module: Our innovations							
Competency Domain: Hope for the future and goal-setting; Creativity and innovation							

Quick description	Adolescents work in groups to create a model of a peaceful community they imagine.	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	***Competency Outcomes:*** *Participants will…* ■ Communicate ideas through drawing, building and modeling. ■ Explore how physical and social environments can influence their development. ■ Explore and set goals for how they can positively influence their communities.
Key terms	None.
Preparation	Before this activity, ask participants to gather and bring discarded materials to this session. (See "Materials and Supplies" in the Introduction section of this Toolkit for more suggestions.)"
Materials	Discarded materials (described above). Optional: Several large pieces of paper. Pens and pencils. (Adolescents may bring their own).

Step by Step

Start with your Opening Circle ritual.

START:

Begin the activity with adolescents sitting together in a group or circle.

Ask adolescents to recall the goals they set in previous sessions for what they hoped to learn and do as a club. Ask them how these goals connect with positive changes they would like to contribute to in their own lives or communities. Write a few phrases or words that summarize their goals on the white board or a large piece of paper where everyone in the space can see it easily.

ACT:

Divide adolescents into small groups.

Facilitator says: "In this activity we are going to create a model of a community that you imagine. The community is a community in which adolescents like yourselves have all the opportunities and support they need to learn and pursue their goals."

In your imagined community...

- In what places do you learn useful knowledge and skills, and how do you learn?

- In what places do you take action to make your community more peaceful and better? What do you do in those places?

- Where are good places for you to have quiet time to rest, think, read, or take time to yoursel?

- In what places do you spend time with families? With friends? With other people?

- Please think about the people in the community that can support you and other people your age in learning and taking action. (Be sure to consider adults as well as other young people and children). Where would you interact with those people? What kinds of places would help to build positive relationships between adolescents and those other community members?

Facilitator says,

You are going to use all of these materials to make your model. You can make a three-dimensional model of the different places in your imaginary community, or make a flat model.

Place the materials that adolescents will have to create their model in a location where all of the adolescents can access them, or distribute materials to each group. Support participants in sharing the materials equally among their groups. If large pieces of paper are available, share one with each group.

(**Note:** If paper is available, adolescents can create a 'permanent' model by taping or gluing items to their paper, or they can make a temporary model by resting items on their drawing and then discarding them later, after photographing the model and/or summarizing the most important community features that were represented on it.)

Let adolescents draw and build their models for 20 minutes, or for as long as they seem interested and engaged, leaving time to debrief and share.

Ask the groups to finish their models. Hold a gallery walk in which all of the adolescents walk around the space to look at each other's models. If a camera is available, take photographs that you can use in adolescents' future discussions.

Ask each adolescent group to present their model to the whole circle, and to explain the key features they included and why they are important for adolescents' development and use of competencies.

Discuss:

- What places in your imaginary community already exist in your own community?

- What are some other places that you imagined and that do not exist in your community, but that you imagined for this community?

- As you were doing this activity, what did you think or learn about how your environment can affect adolescents' development?

- What did you think or learn about how you (and adolescents like you) can or do shape your environment?

- What did you learn or think about how your environment can affect your ability to make positive changes?

- What did you learn or think about how your environment can help you?

- Is there anything in your imagined community that you could try to build in your own community?

End with your Closing Circle ritual.

Participant Handout

None

Facilitator Information Card

DO	■ Let adolescents choose what features of their community to include or not include, even if they include or do not include places that a typical community might or might not have. ■ Let adolescents represent key features of the community in their models in whatever way they wish.
DON'T	■ ***Do not*** tell adolescents what to include in their model, 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 adolescents are doing this activity for the first time. Instead, let them use this as an opportunity to explore their communities through their own eyes. However, you may wish to have a follow-up activity focusing on risks and safety if you think it is important for their protection. ■ ***Do not*** push adolescents to share information about their own personal experiences if they don't want to. (Instead, ask them to imagine a day in the life of a typical adolescent boy/girl or an adolescent boy/girl like them.) ■ ***Do not*** ask adolescents 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.) ■ ***Do not*** include dangerous materials in the building project.
ADAPTATION	**Limited supplies:** If materials for drawing are not available, or if adolescents want a more active experience: They can create a temporary model with found items, placing them on the ground or floor. **Adolescents with vision disabilities:** Create tactile models with three-dimensional features that all adolescents can explore with touch. (This is an easy adaptation if adolescents are creating three dimensional models with small models of the different places their models represent.)
Follow-up	In the next sessions in this module, adolescents will use the model the created to catalyse ideas for community projects that they can take on together. Keep their model, or a photograph, drawing or other record if it for reference in those future sessions.
Additional Reading	None
Additional Activities	Adolescents can work on new drafts of their models, practice their drawing or other art skills, and exhibit their work. Adolescents can create a story about the imaginary community, such as the imagined history of the community and how it came to exist, or stories of the people who live in the imaginary community, and challenges they might take on and resolve together.

Facilitator resources

None

7.2 Our challenges, our solutions[2]

Overview

<table>
<tr><td colspan="2">Session: Our challenges, our solutions</td></tr>
<tr><td colspan="2">Module: Our innovations</td></tr>
<tr><td colspan="2">Competency Domain: Hope for the future and goal-setting; Creativity and innovation</td></tr>
<tr>
<td>Quick description</td>
<td>
Adolescents identify challenges that they face and explore ways to cope with them through role plays.

<table>
<tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr>
<tr><td colspan="2">Quiet and restful</td><td></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="2">No literacy required</td><td></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="2">Simple and easy</td><td></td><td colspan="2">Complex and challenging</td></tr>
</table>
</td>
</tr>
<tr><td>Time</td><td>45 minutes</td></tr>
<tr>
<td>Learning Outcomes</td>
<td>
Competency Outcomes: Participants will…

- Explore problems that affect them.
- Consider and imagine solutions to those problems.
- Express feelings about the challenges they face.
</td>
</tr>
<tr><td>Key terms</td><td>None.</td></tr>
<tr><td>Preparation</td><td>Review the "Role play" guide "(See Session 3.4, Communicating without words, Facilitator Resources: Role Play).</td></tr>
<tr><td>Materials</td><td>Optional: Chalkboard and chalk
Bring and display the map adolescents created in Session 6.2 Our environment if possible.</td></tr>
</table>

Step by Step

Start with your Opening Circle ritual.

START:

Ask adolescents to sit together in pairs or groups of three.

Facilitator says,

"What are some of the challenges girls and boys your age experience in this community?"

Optional: Remind participants to consider challenges they discussed while creating the map of their community in Session 5.2 Our Environment. They may also consider challenges they discussed during Session 7.1 Build a peaceful community.

Ask them to write or think of specific examples. At the top of the marker board write:

BOYS   BOTH BOYS AND GIRLS   GIRLS

Ask the participants to share their ideas. Write their answers on the marker board (or draw pictures to show the challenges.

ACT:

Explain: Participants will choose one challenge that they would like to explore during the day's session. Ask three or four adolescents to volunteer to do a role play about the challenge. (Alternative: If adolescents are already familiar with role plays, organize all of them into groups of four or five, and each group can do a role play about a different challenge).

Ask one of the adolescents in the role play group to act the part of a boy/girl character facing the challenge they have chosen. Choose some characteristics for the character, including a name, an age, and other aspects of their situation.

(Do not use the real name of a participant in your club).

Ask everyone else to suggest other characters in the role play. Ask questions such as: What other people might be involved in creating this challenge for this boy or girl? What other people might be part of this character's life? How should the drama start? Where should the main character be? What should he/she be doing?

Give a cue to the adolescents to start improvising their role play. (Use the Role Play tool for ideas)

Repeat the activity, inviting another group of adolescents to be the actors. Suggest that the adolescents improvise with different characters, scenarios and strategies for facing the same challenge.

If time allows, invite participants to choose a different challenge from the list they created at the beginning of the session. Repeat the activity, with participants improvising new role plays about different challenges and strategies for addressing them.

REFLECT:

- Discuss: For the role plays:
- What were some of the strategies that these characters used to face their challenges?
- What resources and strengths did these characters have to face these challenges?
- What happened in our role plays as a result of the strategies that these characters used?

- Would these strategies work in real life? How can we adapt these strategies so that we can actually use them?

End with your Closing Circle ritual.

Participant Handout

None

Facilitator Information Card

DO	■ Encourage adolescents to focus on basic challenges that young people like them face in their navigating their daily lives, not on broader political or economic problems that are difficult to resolve. ■ Acknowledge and discuss the positive strategies that adolescents demonstrated during their role plays, and encourage adolescents to connect these to positive ways that they can face challenges in real life. ■ Step in and follow up with an appropriate response if adolescents discuss personal experiences of violence, and/or immediate or personal threats to their safety or wellbeing. Refer to the Sensitive Topics Guide for specific guidance on this..
DON'T	■ ***Do not*** encourage adolescents to choose major challenges that are overwhelming, large in scale, and/or protracted for this activity. This strong recommendation comes from facilitators who have tested this activity with adolescents affected by long term, violent political conflicts. For example, adolescents affected by war or displacement may find it overwhelming and discouraging to discuss those problems and their causes. Instead, for this activity, encourage them to focus on immediate challenges that affect their daily lives. ■ ***Do not*** ask adolescents to discuss or reveal individual or personal challenges they face in their own lives, or base the role plays on members of the circle or other real people in their community. ■ ***Do not*** lecture or correct adolescents by telling them which strategies are right or wrong for addressing the identified challenge. Instead, base the discussion on the strategies they suggest or demonstrate through their role plays.
ADAPTATION	**Limited supplies:** If materials for drawing are not available, or if adolescents want a more active experience: They can create a temporary model with found items, placing them on the ground or floor. **Adolescents with vision disabilities:** Create tactile models with three-dimensional features that all adolescents can explore with touch. (This is an easy adaptation if adolescents are creating three dimensional models with small models of the different places their models represent.)
Follow-up	In the next sessions in Module 7, participants will choose a specific challenge in their community, and imagine creative projects to address or solve it. They <u>may</u> use the challenges they explored in this session, or they may decide to choose another challenge that interests them. ■ Keep the list of challenges they created at the beginning of the activity (or a record of it) so they can consider focusing their project on other topics of interest to them. ■ Ask participants if they want to repeat this activity to explore other challenges that interest them, before they move on to the next stages of designing a project. Repeat the activity as many times as they wish.

Additional Reading	None.
Additional Activities	Adolescents can explore the challenges they face, and ways to address them through: ■ Drawing, singing, storytelling, dancing or any other type of creative expression. ■ Holding dialogue and discussions with adults to share their concerns and look for solutions together.

Facilitator resources

See Session 3.4, Communicating without words, Facilitator Resources: Role Play

7.3 Collaborative decision making[3]

Overview

Session: Collaborative decision making							
Module: Our innovations							
Competency Domain: Hope for the future and goal-setting; Creativity and innovation							

Quick description	Adolescents discuss ideas from previous sessions and choose one to explore further or to develop as a group project.	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	***Competency Outcomes:*** *Participants will…* ■ Practice expressing and explaining their ideas and opinions. ■ Listen to and consider each others' ideas and opinions. ■ Practice skills for teamwork by agreeing to one decision that best reflects the ideas and opinions of many or all others in their club.
Key terms	None.
Preparation	Review and bring maps, drawings, and notes that you and the participants created in Sessions 7.1 and 7.2 to refresh your group's memory of challenges and possibilities you have discussed in those sessions.
Materials	Several blank index cards or small pieces of paper for each participant. Pens or pencils. (Participants may bring their own).

Step by Step

Start with your Opening Circle ritual.

START:

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

On the marker board or flip chart, write a few examples of challenges that participants have discussed or mentioned in sessions 7.1 or 7.2. Be sure to focus on challenges

Ask, Which <u>two</u> of these challenges seem most interesting or important to you?

Distribute two index cards to each participant. Explain that they should write a word or phrase to describe the challenge they chose, writing one challenge on each card or paper.

Give the adolescents three to five minutes to think and write.

ACT:

Facilitator says,

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

Explain: When all of the adolescents have shared their ideas, ask a volunteer to group the index cards into similar themes. If the same idea card appears several times, just keep one of them and draw stars on it to show that the idea has come up often. If two or more ideas seem very closely related, discuss whether to consolidate them as one idea.

Facilitator says,

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

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

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

Continue the discussion with further volunteers until patterns of agreement emerge within the group.

REFLECT:

Discuss:

- Which ideas do we find the most interesting or important?

- Can we agree on two or three ideas to explore further or to develop as a group project in our next sessions?

If necessary, continue the discussion in a follow-up session before agreeing on the group's most important or interesting ideas.

End with your Closing Circle ritual.

Participant Handout

None

Facilitator Information Card

DO	▪ Encourage adolescents to focus on basic challenges that young people like them face in navigating their daily lives, not on broader political or economic problems that are difficult to resolve. ▪ Allow adolescents to share their own ideas in response to the discussion question. ▪ Encourage adolescents to share their written ideas with each other individually, rather than reading them aloud, if that makes them more comfortable. ▪ Encourage participants to choose a challenge that affects many young people in the community, including both boys and girls, rather than a topic that only affects a few young people.
DON'T	▪ ***Do not*** encourage adolescents to choose major challenges that are overwhelming, large in scale, and/or protracted for this activity. This strong recommendation comes from facilitators who have tested this activity with adolescents affected by long term, violent political conflicts. For example, adolescents affected by war or displacement may find it overwhelming and discouraging to discuss those problems and their causes. Instead, for this activity, encourage them to focus on immediate challenges that affect their daily lives.
ADAPTATION	**Low literacy:** Instead of writing on the index cards, adolescents can draw a symbol that represents their ideas.
Follow-up	In the following sessions, participants will develop a project idea to address the challenge topic they chose in this session. Be sure they have agreed to a challenge topic before proceeding to Session 7.4. Take more time in future sessions to discuss and agree to a challenge topic that all participants like and accept, if this will help your club to reach a decision and feel in agreement about their choice. If adolescents are interested in more than one idea for a challenge topic consider the following possibilities. Take into account the number of club members you have, the time you have available for your club, and your own judgment about what is feasible as you consider these options: ▪ Club members could organize into two or more smaller groups and focus on different challenge topics. ▪ The club could agree to move forward with the challenge topic they have chosen in this session as they design and carry out a project together. Then, they can use another challenge topic as the focus of a future project they work on together.
Additional Reading	None.
Additional Activities	Adolescents can use other strategies to explore different challenge topics if they are still making a decision. For example, they could create drawings or stories about each idea as part of an exhibition in the community.

Facilitator resources

None

7.4 Brainstorming solutions and project ideas[4]

Overview

Session: Brainstorming solutions and project ideas							
Module: Our innovations							
Competency Domain: Hope for the future and goal-setting; Creativity and innovation							

Quick description	Adolescents practice brainstorming to imagine possible solutions to their "challenge topic" to create ideas for their project.	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	***Competency Outcomes:*** *Participants will…* ■ Practice skills for <u>creativity</u> by imagining outrageous, imaginary solutions to real-life problems that affect them and others in their community. ■ Practice skills for <u>problem solving</u> by imagining practical, feasible solutions to real-life problems that affect them and others in their communities.
Key terms	**Brainstorming**: Brainstorming is a technique meant to stimulate and encourage a person or a group of people in imagining and sharing creative ideas. In "brainstorming," the person or group of people quickly thinks of and shares as many ideas as possible about a given question or topic, without reflecting on or discussing which ideas are "good" or possible. The word brainstorming comes from the words "brain" and "storm," and it can be helpful to think of brainstorming as a "storm of ideas" that a person or group creates.
Preparation	Review and bring maps, drawings, and notes that you and adolescents created in Sessions 7.1 and 7.2 to refresh your group's memory of challenges and possibilities you have discussed in those sessions.
Materials	Several blank index cards or small pieces of paper for each participant. Pens or pencils. (Participants may bring their own).

Step by Step

Start with your Opening Circle ritual.

START:

Organize the adolescents into groups of three to five. (If adolescents have already formed groups to work on a project together, they can stay in their groups.)

Remind participants of the "challenge topic" they agreed to focus on together in Session 7.3.

Facilitator says: Now we are going to create a "challenge statement," based on the "challenge topic" you chose together in Session 7.3, and today. A "challenge statement" is a simple sentence in which we explain what the challenge is, and why it is a challenge for young people or others in our community. Our challenge statement might also help to give more information about which people in our community are affected by this challenge.

For example, if our challenge topic was "getting homework done," we would need to put this into a sentence. The sentence might be, "Many adolescents have trouble getting their homework done because there is not enough light in the evening to read or write." (Use a different example of a challenge topic if this was the topic your club chose!).

Invite participants to take turns suggesting a challenge statement. Agree to one challenge statement that is clear, brief, and gives a useful explanation of what the challenge is and how it affects young people or others in the community.

ACT:

Facilitator says: Has anyone here ever used brainstorming? What does it mean? How does it work? What words do you recognize in the word brainstorming?" Make sure that adolescents recognize the words **brain** and **storming**. Explain that brainstorming means imagining and sharing many new ideas very quickly, as if they were a "storm" of ideas coming from your brain.

Ask, "Why is brainstorming a good thing when we are trying to think of ideas to solve challenges or problems?"

Facilitator says, 📢

"You are now going to practice brainstorming. Brainstorming is a process that helps us to think of several ideas very freely and creatively.

You will start by reading the challenge statement carefully, and then say and write down as many ideas as you can think of for addressing this challenge. Your goal is to come up with as many ideas as possible, even if some or all of the ideas seem too wild or creative to be useful.

The rules of brainstorming are:

- Your group's goal is to have <u>as many different ideas</u> written down as you can, not just one or two "good ideas." Think of this as a competition with the other groups - the group that wins is the one with the <u>most</u> ideas, not the "best" ideas.

- Everyone gets to speak. You do not have to wait or take turns, as long as everyone in the group feels they have a chance to speak freely and share as many ideas as they wish.

- Everyone should share any idea they think of, <u>including</u> ideas that could never work. Part of your goal is to have several outrageous and impossible ideas! (For example, if someone said, "We can build a robot that does everyone's homework for them," your group should go ahead and write this idea down without pausing to question whether this is possible.)

- Don't pause to discuss or give feedback on anyone's ideas. Do not say "no" or ask critical questions about anyone's idea - including your own!. Quickly write down every idea that everyone suggests.

- Build on other ideas: If someone comes up with an idea that inspires you, try to come up with your own version. It is fine to have many related ideas, if that helps your group to keep going.
- Draw your idea or solution if it makes it easier to understand.

Explain that each group should choose one person to keep time, and to encourage the group to come up with as many ideas or solutions as possible. This person should also remind people not to criticize or reject any ideas, or to spend too long discussing one idea.

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

If participants have trouble brainstorming the first time they try it, let them try again. Reorganize the groups if that will help them to feel reenergized and stimulate their creativity. (Keep notes of all ideas from both brainstorming sessions).

Give a signal for adolescents to end their brainstorming. Congratulate them on using the process well.

REFLECT:

Discuss:

- Which group came up with the most ideas? (Congratulate and applaud that group).
- How many ideas did you think of?
- What were the most outrageous and impossible ideas?
- What were the most original ideas?
- What were some practical ideas?
- The goal of brainstorming is to give ourselves some extra energy and inspiration to think of creative ideas that we might not think of if we limited ourselves only to sharing and talking about practical ideas. What worked well about this process for us? Was there anything about the process that didn't work well for us?

Explain: In our next session we will look together at all of the different ideas you brainstormed today. We will work together to choose or create an idea for our project. Our goal is to think of a project idea that is possible, but also shows our creativity. Until our next session, keep thinking creatively about what our project might be!

End with your Closing Circle ritual.

Participant Handout

None

Facilitator Information Card

DO	▪ Encourage adolescents to think creatively about ideas and solutions. Be sure to set an example of how to encourage and accept all ideas anyone shares in the brainstorming process, especially the most and impossible outrageous ones! ▪ Organize a demonstration role play of a brainstorming process with one or two participants. Demonstrate: ▪ how to share all ideas (including impossible, outrageous ones) ▪ how to avoid pausing for critical feedback, and ▪ how to generate as many ideas as possible in a short period of time. ▪ Think of a few examples of ideas in advance, to help adolescents if they are having difficulty get started, OR if adolescents are having trouble thinking of new, creative or outrageous ideas. ▪ For example if the problem is: "How can the community get clean water?", ask the group to think of a <u>product</u> solution (invent a water filter), a <u>community solution</u> (organize a club to pump and deliver water to different neighborhoods on different days) or a <u>leadership</u> solution (ask the town council to require the water company to provide filtered water).
DON'T	▪ ***Do not*** criticize their ideas or push them to only focus on practical solutions/ideas. ▪ ***Do not*** suggest examples if adolescents don't need help thinking of ideas, or suggest too many examples (this might limit their creativity).
ADAPTATION	**Low literacy:** Instead of writing their ideas, adolescents can draw them.
Follow-up	In the following session, participants will use the ideas they brainstorm to choose or create <u>one</u> concept for the project they will work on together. Be sure to have notes or records from this session ready to use in the next one.
Additional Reading	None.
Additional Activities	Instead of brainstorming ideas in groups, adolescents can do silent and/or visual brainstorming. For example, they can write their brainstorm ideas on small pieces of paper or index cards, or draw pictures of their ideas.

7.5 Developing and prototyping a project concept[5]

Overview

Session: Developing and prototyping a project concept							
Module: Our innovations							
Competency Domain: Hope for the future and goal-setting; Creativity and innovation							

Quick description	Participants agree to a "project concept" that they will work on together. They then practice making a prototype: a model of a new invention or product that can help to solve a problem or take advantage of an opportunity.	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	***Competency Outcomes:*** *Participants will…* ■ Express their creative ideas through storyboards, role plays or models of their project concepts.
Preparation	Review and bring notes of the ideas participants brainstormed in Session 7.4. Ask participants to bring clean, discarded materials to the session. Review the **role play** guide (See Session 3.4, Communicating without words, Facilitator Resources: Role Play) and gallery walk guide (See Session 1.2, Ourselves on the Inside and Outside, Facilitator Resources: Gallery Walk Tool.)
Materials	Additional small pieces of paper for each participant. Clean, discarded materials. Pens or pencils. (Participants may bring their own).

Step by Step

Start with your Opening Circle ritual.

START:

Facilitator says: In our last session you imagined so many possibilities for a project to address the challenge topic we are working on as a club. (Repeat the club's challenge topic as a reminder.)

In today's session we are going to agree to our project concept - the actual project we will work on together. So, our first goal is to <u>develop</u> our project concept:

- We will discuss and use your creative ideas from the last session.

- We may choose one of those ideas. But we can also take time to develop an idea. For example, we may combine one or two ideas into one project. Or, we may find that an "outrageous"

project idea could be changed a bit to be practical.

- We should focus on a project that will improve the challenges we are focusing on. However, we do not have to completely solve the challenge - just think of a way to make it a bit better or easier for ourselves or others in the community.

Place participants' notes from the brainstorming (Session 7.4) in the middle of the activity space. Invite all participants to read and look at them together. Optional: Hold a gallery walk to give all participants a chance to review all of the ideas from Session 7.4).

ACT:

Organize participants into small groups of 2-3. Explain that their next step should be to look at their notes and consider which ideas are similar or might be combined. They can:

- Organize similar ideas by posting or moving the cards/paper they are written on into groups.

- On a new piece of paper, write a word or phrase to name a group of ideas they have placed together. For example, if several groups have suggested different ideas that relate to creating a quiet space for adolescents to do homework in the evenings, they could write "homework space" as the name of this idea group.

Allow all groups to work at the same time, arranging and rearranging their idea notes, if they can do so cooperatively. Alternatively, give groups a chance to take turns moving or grouping ideas together. Give participants 7-10 minutes to arrange and rearrange their idea groups.

Discuss:

- What are some similar project ideas that many of us suggested?

- What are some idea groups you created just now?

- Do you see any possibilities to combine several ideas into one project concept?

- What are the ideas you like best, including those that you suggested in our last session, or new, combined projects you suggested just now?

As a club, agree to 3-4 project concepts to vote on. Place the notes with those project ideas in the middle of your space (writing a note with any new ideas if necessary). Remove the others. Hold a vote to decide on which project concept to proceed with.

Optional: If participants are very divided in their opinions about which project concept to choose, consider whether it is possible to further combine concepts, OR to allow small groups of participants to work on different projects simultaneously.

Organize participants into project teams of 3-4 members each, OR allow them to continue to work in the same group they worked with in the previous step of the activity.

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

Facilitator says,

"There are different ways to make prototypes, and you are going to try one or two of them today."

Explain: Write the following three titles on the marker board, and share the explanations verbally:

Arts and crafts models Use the recycled materials you gathered, to build a model of your idea. It can be a full size model or a small model. *Remember*:

- The model doesn't have to be perfect. It is like the first draft of something you write - you know that you will change it and improve it to make a better prototype.

- Sometimes you can't include all of the details of your project ideas in your prototype. Think about creating a smaller version, or just the outside to show what it will look like.

- Be creative! Don't be afraid to have fun and try something even if you are not sure if it will work.

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

- Use your storyboard to demonstrate your project idea and how people will interact with it. You can include things like how people feel and react to the project.

- You can include other ideas that would make your project work well in real life.

- Focus on a single user so that you can work out how someone would interact with/use the project idea, and include this in your storyboard drawing.

Role play: Create a role play that shows the problem (or opportunity), and how people could use your project idea to solve or address it.

Give the project teams at least 20 minutes to work on their prototypes. If, after 20 minutes, participants seem to need more time to be ready to share them with each other, consider continuing the prototyping process in the next session.

When participants are ready, bring them together in a circle to share their prototypes.

- Participants who made arts and crafts models or storyboards can share these with others in a gallery walk.

- Participants who created role play can take turns performing their role plays.

Give each team a chance to explain what they have presented, and answer questions from other participants.

REFLECT:

Facilitator says,

"First let's share some warm feedback about each other's prototypes. What were some of the great ideas you saw today? What was great about them? (Discuss: Creative and original ideas, practical ideas that could work easily with simple resources, ideas that could work but would require a lot of work and time).

Facilitator says,

"Now let's talk about your own prototypes.

- What did you learn about our project concept by working on these prototypes?

- Did you learn anything about whether your idea would work in real life?

- What would we need to do to make our project work as well as possible? What details or new ideas should we add to our project concept? What changes should we make, if any?

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

- Discussing your project concept in more detail to decide how to make it work.

- Planning another prototyping session for teams to continue developing their project ideas.

- Proceeding with planning their project together.

End with your Closing Circle ritual.

Participant Handout

None

Facilitator Information Card

DO	■ Encourage adolescents to have fun with the prototyping process, and to use their creativity. ■ Help adolescents to keep their prototypes, along with any notes or plans they have made.
DON'T	■ *Do not* push adolescents to make perfect prototypes. ■ *Do not* discourage or prevent adolescents from trying a project idea, even if you don't think it will work well (Instead, let them have fun and learn by trying).
ADAPTATION	**Adapt for less time, or simplify:** This activity calls for adolescents to make three kinds of prototypes. It can be simplified by just focusing on one type. If adolescents do not have time to make prototypes and share them in the same session, divide this activity into two sessions.
Follow-up	This activity is intended as one step in a process. Adolescents think of a creative idea beforehand, and take time to explore and experiment with their concept afterward, working toward a final product or project. The prototyping process can be repeated several times until adolescents are satisfied with a final product or project, and can use their sessions as workshops to plan, develop and test those prototypes.
Additional Reading	None
Additional Activities	Use the prototyping process to explore project ideas that are not based on creating a product or invention. For example, if adolescents have an idea for how they can work together on a community action initiative, such as creating a community garden or organizing an intergenerational dialogue, they can use these three prototyping processes to come up with ideas. The prototyping process can also be used to explore and develop ideas for creative arts projects. For example, adolescents could imagine inventions, future science fiction or fantasy communities, or characters with special qualities or powers - all of which solve problems that concern them or address opportunities that interest them. They can use the prototyping process to create drawings, paintings, collages, photo essays, stories, songs or dramas to elaborate and exhibit their ideas.

Facilitator resources

See Session 3.4, Communicating without words, Facilitator Resources: Role Play, and Session 1.2, Ourselves on the Inside and Outside, Facilitator Resources: Gallery Walk

7.6 Planning and collaborating on a project[6]

Overview

Session: Planning and collaborating on a project						
Module: Our innovations						
Competency Domain: Hope for the future and goal-setting; Creativity and innovation						

Quick description	Participants agree to a "project concept" that they will work on together. They then practice making a prototype: a model of a new invention or product that can help to solve a problem or take advantage of an opportunity.	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	*Competency outcomes: Participants will…* ▪ Practice creating plans, based on the time and resources available to them. ▪ Practice making decisions collaboratively.
Preparation	Be ready to remind participants of the project concept they agreed to in Session 7.5. Bring any drawings, models or notes from their prototypes.
Materials	Paper for each participant. Pens or pencils. (Participants may bring their own).

Step by Step

Start with your Opening Circle ritual.

START:

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

Write the project idea that the adolescents have chosen on the marker board or flip chart paper. Ask participants to spend a few minutes thinking about the prototypes they created in Session 7.5.

Discuss: Our project prototypes helped us to imagine scenarios for what would happen if we carried out that project in real life.

- Which of our project prototypes included ideas we could actually include in our own project?

- In our imaginary scenarios, which prototypes helped to solve the <u>challenge</u> that we are focusing on?

- In our imaginary scenarios, what other positive effects did our project prototype have on young people like us? Or on people in our community?

- Based on what we have imagined and learned, what is the final project concept that we want to work on together?

ACT:

Help participants to reach a final decision on the project they will work on together as a club. Their project concept should build on the ideas and concepts they have discussed and agreed to in Sessions 7.4 and 7.5. They may make a final decision by voting, or by consensus. When they have reached a decision, write their concept somewhere where they can all see and read it together.

Facilitator says,

"Now that we have a project concept, we are going to begin to work on our project plans."

Organize adolescents into small groups of 2-3 participants, OR ask them to work in the groups they had worked with in Session 7.5. Assign each group a different question, and ask them to brainstorm answers to their question:

- Who can help us?
- Who do we need to work with?
- What materials and resources do we need?
- What steps do we need to take to do this?
- Who can help us?
- Who do we need to work with?
- What materials and resources do we need?
- What steps do we need to take to do this?

Give the adolescents 5-7 minutes to brainstorm answers to these questions, using the brainstorm approaches they used in Session 7.4. Ask each group to share their answers with the group.

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

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

REFLECT:

Ask the adolescents to present their project plans and encourage them to include all of the necessary steps to succeed.

Discuss which steps (if any) they will take before the next session. Agree on the next steps, and discuss whether the next session will include time for carrying out their plans.

End with your Closing Circle ritual.

Participant Handout

None

Facilitator Information Card

DO	■ Help adolescents to set achievable goals for their projects. ■ Review adolescents' plans and make sure that they are feasible, safe, appropriate, and that tasks that are fairly distributed among group members. ■ Let participants experiment or try things that might not work perfectly- as long as they aren't at risk, and are ready to manage the consequences.
DON'T	■ *Do not* let adolescents make plans that are likely to cause them significant stress or challenges, or that may make them feel too disappointed or embarrassed if they do not work exactly as planned.
ADAPTATION	None recommended.
Follow-up	In their next club meetings, participants can use the time they have together to develop and work on their project plans. Support them in developing a realistic timeline for preparing their project, working with the steps they outlined at the end of this session. Provide time in future club meetings for participants to meet and discuss their progress, adapt plans, and discuss how they can support each other to reach their goals. Complete and present the project together when they are ready!
Additional Reading	None recommended.
Additional Activities	Adolescents can use this planning process for other projects or collaborative activities.

Facilitator Resources

None

Notes to Module 7

1. Adapted from: The United Nations Children's Fund, *The Adolescent Kit for Expression and Innovation: Building peaceful communities,* UNICEF, New York, 2016.

2. Adapted from: The United Nations Children's Fund, *The Adolescent Kit for Expression and Innovation: Our challenges, our solutions,* UNICEF, New York, 2016.

3. Adapted from: The United Nations Children's Fund, *The Adolescent Kit for Expression and Innovation: Collaborative decision making,* UNICEF, New York, 2016.

4. Adapted from: The United Nations Children's Fund, *The Adolescent Kit for Expression and Innovation: Brainstorming solutions, possibilities and project ideas,* UNICEF, New York, 2016.

5. Adapted from: The United Nations Children's Fund, *The Adolescent Kit for Expression and Innovation: Prototyping,* UNICEF, New York, 2016.