



THE REPUBLIC OF UGANDA
MINISTRY OF EDUCATION AND
SPORTS

LIFE SKILLS Toolkit

**Module 1:
Knowing myself and others**



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Module 1 Knowing myself and others

September 2022

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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 Musingo

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

ACKNOWLEDGEMENT

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 1:

Knowing myself and others

“**Knowing myself and others**” is designed as an introductory module for a group of participants who will be joining an in school or out of school club, and learning and collaborating with each other as a club for the first time. The activities in the module give participants a chance to meet and get to know each other through fun, interactive games and arts-based activities. Participants also explore their own identities and emotions, as a first step toward building self-esteem and cooperation and teamwork competencies to take on greater challenges together in the future.

In this module, participants discuss and formulate their shared **goals** for what they hope to learn, feel and do within their clubs. As they progress in future modules, they will refer to these goals and reflect on their progress. With their facilitators they may also discuss how to adapt their activities and projects to the goals they have set for themselves.

They may also add new goals to build on those they accomplish, or to reflect their evolving interests.

Participants also begin their work together by discussing and agreeing to **rules** for how they will collaborate and support each other in learning, taking action and making progress toward their goals. In future sessions they may refer to these rules to help to address and transform disagreements or other challenges they face as a group, or to support new members in joining and being oriented to the group. They may also review and update their rules as they learn and practice new skills and strategies for collaborating, and strengthen their connections as a team.

Primary competency domains

Cooperation and teamwork; Identity and self-esteem

Sessions in this module

-
- 1.1 Introduction to the Toolkit and group formation

 - 1.2 Ourselves on the inside and out

 - 1.3 I am, I have, I can

 - 1.4 Setting Group Goals

 - 1.5 Setting Group Rules

Key information for facilitators

Key facilitation practices

- Remember that a key purpose of this module is to support participants feel comfortable and safe as they participate in activities and prepare to continue together in the future. Encourage participants to participate in each activity, but do not push them to do so if they are resistant or shy.
- Allow a participant to observe activities quietly, or to work on a separate activity independently, if this may help them to begin to feel comfortable and safe in the group setting.

Remember that participants' own group goals and group rules are essential for their development as a club.

- Encourage and support participants in using their own words as they express and agree to group goals or group rules, and/or including goals or rules that you had not expected.
- Use your judgment in helping them to avoid setting goals that are impractical or are beyond the parameters of your programme, and/or rules that may lead to conflict, discrimination or other inter-group difficulties.

By the end of this module participants should ...

- Be able to name describe some elements of their own identities
- Know the names and some elements of the identities of others in their club
- Know and be able to describe the club's goals
- Know the rules that their club has agreed to, and be able to explain the purpose for each one.

1.1 Introduction to the Toolkit and group formation¹

Overview

Session: Introduction to the Toolkit and group formation																															
Module: Knowing ourselves and each other																															
Competency Domain: Cooperation and teamwork																															
Quick description	Participants play a game in which they create a string web that represents a strong club. They discuss their hopes and goals for the club, and review an outline of the Toolkit to express and manage their expectations.																														
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Time	45 minutes																														
Learning Outcomes	<p>Knowledge outcomes: <i>Participants will be able to..</i></p> <ul style="list-style-type: none"> describe what they will learn and do in their school clubs based on the Toolkit Outline describe how their own learning and action goals will be addressed in the Toolkit Modules <p>Competency outcomes: <i>Participants will...</i></p> <p>Feel that their participation in clubs is important and that they are valuable to the group</p> <p>Practice skills for teamwork at an introductory level.</p>																														
Preparation	Review all sessions in Module 1, especially 1.4 Setting Group Goals and 1.5 Setting Group Rules.																														
Materials	<p>1 ball of string (long enough to create a web between many participants)</p> <p>2 small pieces of paper per participant (scrap paper with one blank side can work well)</p> <p>Markers or crayons; approximately 1 per participant, or enough for all participants to share. Participants who have their own pens or pencils may use them.</p> <p>Optional: Chart paper, masking tape</p>																														

Step by Step

Start with your Opening Circle ritual

START:

Ask the group to make a circle.

Explain: Participants will start with a ball of string. A participant will hold on to one end of the string, then throw the ball to another person in the circle. They can't throw it to the person on their left or right.

Facilitator says, 

"The person who catches the string should say their name, age, and one reason they joined this club." Once that person has responded, they should hold onto the string, and throw the ball of string to someone else in the circle. (Remember, they cannot throw it to the person on their right or left).

Explain: As the ball of string is passed around, a web should form, linking all of the participants. When the last person has spoken, they should throw the ball of string back to the facilitator.

Participants should stay standing and holding the string in their web.

Facilitator says, 

"In this activity, we learned that many of us have the same reasons for joining this club. What are a few reasons many of us share in common?"

Invite participants to take turns sharing a reason for joining the club that they heard from another participant. After they have shared a reason, ask participants to pull gently on the web if they agree with that reason.

Facilitator says, 

"In this activity, we had a chance to feel how we can be connected as a club by our reasons for being here, together. We can always think of our reasons for joining the club as being like the web that pulls us gently together, but also lets each of us stay on our feet so we can make our own contribution."

ACT:

Ask participants to sit in a circle. (One or two participants may help to untangle their "web" and keep the string for use in a future project).

Give each participant two cards. Distribute one marker to each student, OR distribute a few markers and ask students to share them.

Explain: On one card each student should write, "In our club I want to learn...." They should finish the sentence however, if they wish.

On the second card, each student should write, "In our club, what I want to do is..." They should finish the sentence however they wish.

Invite participants to decorate their cards if they wish. They could draw pictures to illustrate what they want to learn or do, or decorate their cards in any other way.

Give participants 3-5 minutes to write and draw.

Invite participants to stand in a circle. First, they

should place their cards with the sentence "In our club I want to learn..." in the middle. They should take a minute or two to read each other's cards.

Ask participants to take turns organizing their cards, so that those with similar learning goals are near each other.

Optional: Take a photograph of the cards, or attach them to a piece of chart paper as participants have arranged them on the floor. Keep your photograph or the chart paper for future reference.

Repeat this activity with participants' cards, on which they wrote, "In our club what I want to do is..." If your activity space is large enough, ask them to place their cards on a new part of the floor (so those with the learning objectives are still visible as well).

Optional: Take a photograph of the cards, or attach them to a piece of chart paper.

REFLECT:

Share an outline of the Toolkit modules with participants (see handout below). Invite them to discuss:

- What are the things that you wanted to learn and do that are already written in our Toolkit curriculum?
- Is there anything you were hoping to learn and do that does not seem to be included in our Toolkit?

Facilitator says,

“In some modules you will design your own projects, so it may be possible to choose what you learn and do – including some of the things you wrote about today. We can’t promise each other that we will do those things, since we will decide on our projects as a group. However, we will keep your cards and look at them again so we can remember and discuss your ideas later.”

If participants have expressed any learning or action

goals that are very unlikely to be addressed, explain this now to manage their expectations. For example, if a participant expresses that she wants to learn how to build a car, and if it is unlikely that you will have the time or resources to do so in your club, explain this now.

Invite participants to ask any questions they may have about the Toolkit and their clubs. Respond to their questions.

Facilitator concludes: “Later in this module we will talk more about your hopes and goals for our time together as a club, and how we will work together to be a strong, well-connected club. For those, we will keep all of your cards so we remember our ideas. Meanwhile, in our next session we will spend more time introducing ourselves to each other and learning about each other.

End with your Closing Circle ritual.

Participants Handout




The Adolescent Toolkit for Uganda Clubs

The “Adolescent Toolkit for Uganda Clubs” is a series of activities for adolescents and youth in school clubs and out-of-school clubs to learn, create projects, and take action in their communities. The activities are designed to support you in having fun while you develop skills that will help you now and in the future, and explore and take action on issues that affect you.

The “Adolescent Toolkit for Uganda Clubs” is organized into seven modules. This outline describes what you will do, learn and create in each module.

Knowing myself and others	
My body, my health	
Let’s talk it out	
Staying safe and healthy	
My community	
My opportunities, my plans	
Our innovations	

Facilitator Information Card

	<ul style="list-style-type: none"> ■ Participate in the web activity with participants, and have fun! ■ Allow each participant to freely express their reasons for joining the club, their hopes for what they will learn and do, even one or more participant repeats a reason expressed by another participant. ■ Make sure participants gain a realistic understanding of which of their goals will be addressed in the Toolkit activities, which may be addressed (depending on their future projects), and which will not be addressed.
	<ul style="list-style-type: none"> ■ Do not take the step of asking participants to form their group goals or group rules yet, as those activities are part of Sessions 1.4 and 1.5. ■ Do not push or force any participant to express their reasons for joining the club if they do not wish to do so, but do encourage them.
	<p>For low-literacy participants: Participants can use drawings or symbols to create the list of their goals that they can refer to in the future.</p>
<p>Follow-up</p>	<p>Keep cards with participants' learning and action goals for future reference.</p> <p><i>Optional:</i> Attach them to a piece of chart paper and post them in your activity space for future reference and discussion. Have the cards ready for reference in Sessions 1.4 and 1.5.</p>
<p>Additional Reading</p>	<p><i>Guidelines on the formation, management and strengthening of school clubs.</i> Ministry of Education, the Republic of Uganda.</p>
<p>Additional Activities</p>	<p><i>None recommended</i></p>

Facilitator Resources

None

1.2 Ourselves on the Inside and Outside²

Overview

Session: Ourselves on the Inside and Outside											
Module: Knowing ourselves and each other											
Competency Domain: Identity and self-esteem											
Quick description	Participants introduce themselves and learn more about each other by drawing self-portraits.										
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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"> ■ Know and use the names of all other participants in the group. ■ Name and one or two of their own positive identity characteristics. ■ Describe one or two identity characteristics of other participants (based on what others share in their drawings). <p>Competency outcomes: Participants will...</p> <p>Practice recognizing their own identity characteristics that they see as valuable and important.</p>										
Preparation	<i>None needed.</i>										
Materials	At least one large piece of paper for each participant. Markers, crayons or other drawing implements (enough for all participants to share).										

Step by Step

Start with your Opening Circle ritual.

START:

Ask participants to sit somewhere where they are comfortable and have some space around them.

Give each of them a piece of paper, and make sure they have a pen, pencil or crayon.

Facilitator says, 

“Close your eyes for a minute and try to think of six different words that describe you. Don’t say them out loud, just think about them.” Give a few minutes to think quietly.

Facilitator says, 

“Now you are going to introduce (or reintroduce) yourselves to each other without actually using those words. Start by drawing a very big circle on your piece of paper. (Demonstrate this by drawing a circle on a piece of paper.) This circle represents you- your mind, your face, yourself.”

Facilitator says, 

“Remember the six words you thought of earlier to describe yourself. Maybe some of these words describe what you are like on the inside, and some describe what you are like on the outside.

Now draw yourselves and remember:

- You can use the space inside the circle to show what you are like on the inside, and the space outside the circle to show what you are like on the outside.
- If you want to make your drawing look like a face (using the circle you drew) you can do that, but feel free to take another approach.
- Try to draw, not write with words. Don’t worry if you don’t know how to draw well!

ACT:

Give the participants at least 20 minutes to work on their drawings. Observe their progress and encourage them.

Ask the participants to look at each other’s drawings.

Facilitator says, 

“Try to find one person who is similar to you in some way, and one person who is different from you in some way.”

Divide the participants into groups of two. Ask them

to look at and discuss each other’s drawings.

Explain: Each participant will introduce their partner. They will do this by showing their drawing to the group. Make sure you discuss your similarities and differences.

Optional: After each participant has been introduced and has shown their drawing to the group, hold a **gallery walk** so that all participants have the chance to see each of each other’s drawings. (See gallery walk tool)

REFLECT:

Conclude by discussing: What are some of the characteristics that everyone in the circle shares? What are some things that are different?

End with your Closing Circle ritual.

Participant Handout

[None]

Facilitator Information Card

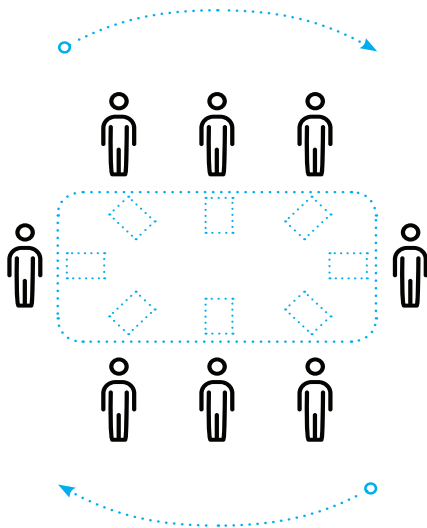
	<ul style="list-style-type: none"> ■ Encourage participants to use their group rules, and to share feedback about each other's work by being respectful and positive. ■ Encourage participants to have fun as they draw, and not to worry about being good or bad at drawing. ■ Make your own drawing, if you think it will encourage participants to see you try something challenging. ■ Give participants a chance to keep their drawings, and/or post them somewhere where others can see them (including inside the activity space, if it is indoors)
	<ul style="list-style-type: none"> ■ Criticize or correct the participants' drawings (including the circle they draw at the beginning), or push them to draw in a certain way.
	<p>If there are participants who are blind or visually impaired: Those participants, or all of the participants in the circle, can create collages (with shapes they can feel) or poems to describe themselves. Consider letting all of the participants explore each other's collages or sculptures with their eyes closed or with blindfolds on, to create similar experiences.</p>
<p>Follow-up</p>	<p>Keep participants' drawings and post them in the activity space. Encourage them to refer to their drawings when they discuss their strengths as a club in the future. Offer them opportunities to add to their drawings or to create new drafts of their drawings if they wish.</p>
<p>Additional Reading</p>	<p>Gallery walk tool</p>
<p>Additional Activities</p>	<p>In a future session, ask the participants to draw another picture of themselves, so that they can see how they've changed and grown.</p> <p>Create a group portrait that shows the similarities and differences between all the participants in the circle.</p> <p>Ask the participants to draw pictures of characteristics they hope to have at some point in the future.</p>

Facilitator resources

Gallery Walk Tool²

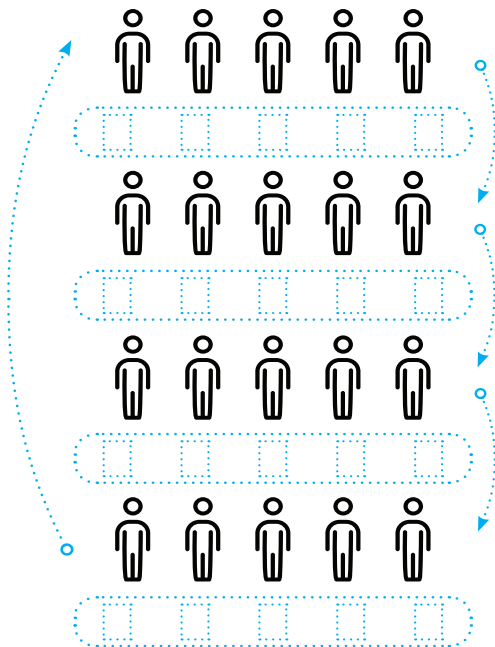
Option 1: In a less crowded space:

- 1 Ask the adolescents to spread a ground cover over the middle of the space and then to stand around it in a circle. They should place their artwork or projects in front of them.
- 2 Give a signal for the adolescents to walk around the groundsheet and to stop in front of someone else's piece of art or project.
- 3 The adolescents should look carefully at the artwork and make notes for friendly feedback.
- 4 Give the adolescents another signal to rotate to the next artwork or project.



Option 2: In a more crowded space:

- 1 Ask the adolescents to stand in four or five rows facing the front of the space. If there is enough room, they should stand at least one arm length apart from the participants in front of them and on either side.
- 2 The adolescents should spread ground covers out between the rows, and place their artwork in front of them.
- 3 Give a signal for the adolescents to walk through the rows and to stop in front of someone else's piece of art or project.
- 4 The adolescents should look carefully at the artwork and make notes for friendly feedback.
- 5 Give the adolescents another signal to rotate to the next artwork or project.



1.3 I am, I have, I can⁴

Overview

Session: I am, I have, I can																															
Module: Knowing ourselves and each other																															
Competency Domain: Identity and self-esteem																															
Quick description	Participants explore their strengths and resources through drawing.																														
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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"> Name at least one of their own identity characteristics, abilities, and resources. ("Resources" can include helpful or important people, personal strengths, or other assets). <p>Competency outcomes: Participants will...</p> <ul style="list-style-type: none"> Strengthen their sense of identity and self-esteem as they recognize their own strengths and the social and other resources they have. 																														
Preparation	Draw a large circle on a piece of flip chart paper.																														
Materials	At least one large piece of paper for each participant. Markers, crayons or other drawing implements (enough for all participants to share).																														

Step by Step

Start with your *Opening Circle* ritual.

START:

Show the flipchart paper with the circle on it. Point to the circle.

Facilitator says, 

"In a minute I am going to ask you to draw a big circle like this on your paper. The large circle represents you, and who you are." Write I AM...inside the circle.

Facilitator says, 

"All of us can finish this sentence in many ways. What are some ways to finish this sentence?" (Ask the participants to volunteer their answers.)

Write I HAVE... to the left or right side of the circle.

Facilitator says, 

"All of us have things that we are able to do, not just in the future but right now. I have written this at

the top of the marker board because what we can do represents our hopes and our potential. What are some ways to finish this sentence?" (Participants should volunteer their answers.)

Write I CAN...above the circle, toward the top of the marker board.

Facilitator says, 

"All of us have things that we are able to do, not just in the future, but right now. I have written this at the top of the marker board because what we can do represents our hopes and our potential. What are some ways to finish this sentence?"

(Participants should volunteer their answers.)

ACT:

Facilitator says, 

"Now try to think of three things about who you are, what you have, and what you can do. When you are ready, draw your ideas inside, around and above your circle."

Give participants at least 20 minutes (or as long as they want) to work on their drawings.

After the participants have completed their drawings, explain, "In a minute we will look at each other's drawings. Our goal is to learn about each other, and especially to learn about each other's strengths. So, as you look at each other's drawings, prepare to share something you learned about another person from their drawing. Try to notice and remember the name of the person in the drawing."

Organize a **gallery walk**. (See session 1.2, *Ourselves on the Inside and Outside*, *Facilitator Resources: Gallery Walk Tool*.) When participants have finished the gallery walk, ask them to remain in a circle around their drawings.

Facilitator says, 

"Your drawings represent your strengths. When we look at each drawing, we see the strengths of each person in our group. When we look at them together, we see the strengths of our entire circle."

REFLECT:

Discussion:

- Who are we? Ask the participants to give some examples of who others in their clubs are, based on what they learned from their drawings. (For example, they could say, “Patrick is an older brother,” or “Joyce is a singer,” or “Anna can do football.”)
- What do we have? Ask the participants to give some examples.
- What can we do? Ask the participants to give some examples.

Facilitator says,

“Remember that strengths are just like muscles. We need to keep exercising them to keep them strong. As we work together as a club, let’s focus on recognizing our strengths, exercising them to make them stronger, and using them to pursue goals.




Take a moment now to look at our club as we stand together in a circle. As you look around at each other, think about a strength that each person will bring to the circle. Then, think of an important strength that you will bring to this circle.”

End with your Closing Circle ritual.

Participant Handout

None.

Facilitator Information Card

	<ul style="list-style-type: none"> ■ Allow participants to respond to questions about their identity in any way they want to, including by drawing or writing. ■ Encourage participants to focus on their own strengths and resources, and to notice each other's strengths.
	<ul style="list-style-type: none"> ■ Criticize or correct the way participants describe themselves in writing or drawing. ■ Scold or correct participants if they express ideas about who they are, what they have and what they can do that seem unrealistic or inaccurate.
	<p>If there are participants who are blind or visually impaired: Those participants, or all of the participants in the club, can create collages (with shapes they can feel) or poems to describe themselves. Consider letting all of the participants explore each other's collages or sculptures with their eyes closed or with blindfolds on, to create similar experiences.</p>
<p>Follow-up</p>	<p>Keep participants' drawings and post them in the activity space. Encourage them to refer to their drawings when they discuss their strengths as a club in the future. Offer them opportunities to add to their drawings or to create new drafts of their drawings if they wish.</p>
<p>Additional Reading</p>	<p>None required.</p>
<p>Additional Activities</p>	<p>In a future activity, participants can explore and express who they are, what they have, and what they can do through other media, including collage, creative writing or poetry.</p> <p>Participants can also work on follow-up activities or projects that help them to develop their strengths or pursue their goals in line with the "I can" possibilities they have identified.</p>

Facilitator resources

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

1.4 Setting club goals⁵

Overview

Session: Setting club goals											
Module: Knowing ourselves and each other											
Competency Domain: Identity and self-esteem											
Quick description	Participants set goals for their club.										
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	1	2	3	4	5						
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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"> Describe their own, individual goals for what they hope to learn, feel and do in their clubs. Describe the goals they have agreed as a circle for what they hope to learn, feel and do in their clubs. <p>Competency outcomes: Participants will...</p> <ul style="list-style-type: none"> Practice competencies for collaboration and teamwork as they express their own goals, listen to each other, and agree to a list of group goals. 										
Preparation	Bring participants' cards from Session 1.1, in which they wrote about what they wanted to learn and/or do as a club. Consider posting their cards on the walls of your activity space so participants can see and refer to them during this session.										
Materials	<p>Marker board or flip chart paper.</p> <p>Marker.</p> <p>Note cards (two for each participant).</p> <p>Paper or notebook for writing personal ideas and thoughts (optional).</p> <p>Flip chart paper or poster board for writing down the final list of group goals.</p>										

Step by Step

Start with your Opening Circle ritual.

START:

Give participants two note cards and/or make sure they have a notebook or paper to write on.

Post a marker board and a piece of flip chart paper where everyone can see it.

Facilitator says, 

“Today we are going to set some goals what we want to learn and do while we are together as a club. Let’s start by thinking about the following questions:

- What is something you are already doing well to help our club?
- What is something that you would like to feel, know, learn or do by being part of this club?

You can think about new things (for example, new things you want to learn), or things that we already do in the circle (for example, things you enjoy doing that you would like to do more).”

ACT:

Write: Feel, Know, Learn and Do on the marker board or a piece of flip chart paper, with a lot of room under each word.


Ask the participants to sit quietly while they think or write about their answers to the questions. Once they have had a few minutes to think, ask the participants to share answers one at a time.

Write notes on the marker board or the flip chart as they answer.

Facilitator says, 

“Now we are going to try to agree to a few goals that we share as a circle. Are there any goals that several people mentioned? Are there any goals that you heard that you like a lot?” Give participants a chance to respond.

Try to narrow the list to ten goals. Give time for discussion. Draw a star or another sign beside the rules discussed.

Facilitator says,  “Now let’s try to agree to five really good goals that we all like.”

Discuss:

- Do we have a good balance of different kinds of goals? Let’s try to include some from the four categories (Feel, Know, Learn, Do), or at least not all five from the same category.
- Can we achieve these goals together in the time that we have in our sessions? Should we make them more ambitious, or more realistic?

Once the circle has agreed to their goals, write the final list of five on a piece of chart paper or something else that can be posted and seen by the circle in the next sessions.

Explain: Participants should talk about these goals in their sessions, and discuss whether they are making progress toward achieving them.

REFLECT:




Conclude by reading the goals aloud together. Ask the participants to demonstrate their commitment to the goals by signing them.

End with your Closing Circle ritual.

Participant Handout

[None]

Facilitator Information Card

	<ul style="list-style-type: none"> ■ Review the guidelines for Strong Circles and use the tips in that section to form goals and review their progress. ■ Use the Setting competency goals tool for participants who are ready to set detailed goals for the knowledge, skills, attitudes and motivational goals they want to work toward. ■ Encourage (but don't force) participants to agree to a list of five goals that includes at least two learning goals. ■ Encourage participants to agree to goals that they can realistically achieve, given their ability to work together as a circle and the time and resources they have available. Encourage participants to aim for something more achievable if they initially set very hard to reach goals. ■ Allow participants to challenge themselves, as long as they are not setting themselves up for failure. ■ Encourage older participants and stronger circles to take on greater challenges if they wish to do so. ■ Keep the final list of five goals and post it in the activity space every time you meet.
	<ul style="list-style-type: none"> ■ Encourage participants to focus on goals that are unattainable or may result in frustration. ■ Allow one or a few participants to dominate the decisions about which goals the circle chooses.
	<p>For younger participants, or participants who are discussing goal-setting for the first time: Encourage them to agree to goals that are simple, specific and easy to understand.</p> <p>For low-literacy participants: Participants can use drawings or symbols to create the list of their goals that they can refer to in the future.</p>
<p>Follow-up</p>	<p>Review participants' progress toward their group goals at regular intervals. Discuss what you and they could do to make more progress toward their goals. For example, you may discuss taking more time for some activities, or working together on new kinds of activities.</p> <p>Acknowledge and celebrate when they have achieved any of their group goals together. Provide time for them to set new goals when they are interested and ready.</p>
<p>Additional Reading</p>	<p>None required</p>
<p>Additional Activities</p>	<p>None recommended</p>

Facilitator Resources

None.

1.5 Agreeing to club rules⁶

Overview

Session: Agreeing to club rules																															
Module: Knowing ourselves and each other																															
Competency Domain: Identity and self-esteem																															
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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, describe and explain specific actions <u>they can take, themselves</u> to collaborate and cooperate with others in their club. Identify, describe and explain specific actions <u>others can take</u> to help them contribute to their club. <p>Competency outcomes: Participants will...</p> <ul style="list-style-type: none"> Practice competencies for cooperation and teamwork by discussing and agreeing to the rules they will follow in their work together as a club. 																														
Preparation	<p>Bring participants' cards from Session 1.1, in which they wrote about what they wanted to learn and/or do as a club. Consider posting their cards on the walls of your activity space so participants can see and refer to them during this session.</p> <p>Bring participants' list of group goals, and post them on the wall of your activity space, so participants can see and refer to them during the session. (Participants may find it helpful to reflect on their group goals as they discuss how their club rules will help them to achieve those goals together).</p>																														
Materials	<p>Marker board or flip chart papers</p> <p>Marker</p> <p>Small piece of paper or blank card (two for each participant).</p> <p>Paper or notebook for writing personal ideas and thoughts (optional).</p> <p>Flip chart paper or poster board, to write down the final list of group rules.</p>																														

Step by Step

Start with your Opening Circle ritual.

START:

Ask participants to sit in a circle.

Optional: Give each participant two pieces of paper, and make sure they each have something to write with.

Facilitator says, 

“Today we are going to agree to rules for working as a circle in a way that helps us all to enjoy our time together, get along, and do our work well. Let’s start by thinking about the following questions:

What helps us to work well with other people?

Write on the marker board: I work well with others when...and I have trouble working well with others when... ”

Facilitator says, 

“Sit quietly while you think about or write your answers to the questions. Once you have had a few minutes to think, ask them to share a few answers.”

ACT:

Facilitator says, 

“Now write down your ideas for rules that will help us to work well together. Think about things that everyone in the circle should always do, or never do, or anything else.”

Give participants a few minutes to write down their ideas on their cards.

Explain: Participants should place their pieces of paper in the middle of the circle, and explain their rules. As each participant shares a new paper, they can arrange it with the others, putting rules from related categories together.

Ask everyone to sit quietly and listen while each person shares. Don’t say anything out loud to agree or disagree.

Facilitator says, 

“Do we all agree to these rules? Are there any that we will find difficult to carry out? Are there other important rules we should include to make sure that we all work together well, feel included and enjoy our time together?” Discuss their answers.

Discussion:

- How will we make sure that everyone feels included and welcome?
- Is there anyone who might not feel included and welcome, based on the rules already suggested? (Make sure to include different groups of participants who are already part of the circle, or should be welcome to join, including boys, girls, participants with disabilities, those from different religions or ethnicities, and any other category.)
- How will we make sure that everyone has a chance to share their ideas and try new things?
- What can we do to make sure that everyone feels comfortable sharing their ideas or trying something new?
- How will we share our opinions in a way that is honest but does not make anyone feel bad or disrespected?

Write a final list of rules, including any new rules or changes to those suggested.

Be sure to write the rules on a piece of paper or something else that can be posted and seen by the circle in the following sessions.

REFLECT:

Conclude with a small ceremony to acknowledge the new rules. Participants can demonstrate their shared commitment to upholding the rules by reading them aloud, and/or signing the paper or board that displays them.




Encourage them to applaud their own success in creating their club rules, and completing Module 1 successfully!

End with your Closing Circle ritual.

Participant Handout

None

Facilitator Information Card

	<ul style="list-style-type: none"> ■ Review the guidelines for Strong Circles and use the tips for forming rules and agreements. ■ Encourage the adolescents to frame their rules in terms of concrete things they will or will not do. ■ At the beginning of the activity, let adolescents suggest their own rules, rather than suggesting rules yourself. Add your own questions or share suggestions for additional rules, to make sure that the club will be fun for everyone. ■ Encourage adolescents to include rules that will allow participants with different personalities, interests, abilities and strengths to participate equally. ■ Let participants experiment with rules that may be difficult to follow, as long as they won't cause harm. (Experimenting with rules is part of their learning experience). ■ Keep the final list of rules and post it in the space each time the club meets.
	<ul style="list-style-type: none"> ■ Agree to rules that allow adolescents to insult, bully or exclude each other (including members of the circle or those who might join)
	<p>For younger adolescents: Encourage them to agree to rules that are simple, specific and easy to understand, rather than complex rules that are difficult to explain or follow.</p> <p>For low-literacy participants: Adolescents can use drawings or symbols to create a list of group rules that they can refer to in the future.</p>
<p>Follow-up</p>	<p>Encourage participants to use, review and update their rules on a regular basis. Use the activity guide “Reviewing group rules” to guide participants through the process of reviewing their group rules.</p>
<p>Additional Reading</p>	<p>None required</p>
<p>Additional Activities</p>	<p>None recommended</p>

Facilitator Resources

Tool: Dos and don'ts for setting group rules, and sample rules ⁷

Do



Include all adolescents

- ✓ Remind adolescents to develop rules that ensure that all adolescents have a chance to participate and benefit equally from activities; Remind them to consider identity issues such as ethnicity, gender, religion and language

- ✓ Encourage adolescents to discuss how they will welcome new members to the Circle



Reach out to adolescents

- ✓ Prompt adolescents to consider how some actions or practices could make their Circles less welcoming to some adolescents than others – For example, opening a session with a prayer or recitation from one religious faith may make adolescents from other religions, or those who do not practice a religion, feel less welcome; and -playing a physical game without adaptation might make adolescents with a mobility-related disability feel less welcome

Don't

- ✗ Agree to a rule that will allow adolescents to insult, dominate or bully anyone, or exclude other adolescents (including members of the Circle and

Sample rules for new Circles: Starting Our Circle or Knowing Ourselves

In our Circle we always:

- ▶ Try to come on time and stay for the whole session
- ▶ Try to pay attention and participate in activities
- ▶ Help anyone who arrives late to participate
- ▶ Speak one at a time, and listen actively when someone else is speaking
- ▶ Use body language and words to show kindness and respect, especially when someone is sharing ideas, a project, a performance, or anything else
- ▶ Encourage each other to try new things, especially things we aren't good at yet
- ▶ Talk and do activities with everyone in the Circle, even people we don't know or who are different from us
- ▶ Have the right not to speak or not to do something if we don't want to
- ▶ Talk with the Circle (if we feel comfortable) or the facilitator (if we need more support) if there is something that we don't like about our time in the Circle, and try to think of ways to make it better

In our Circle we never:

- ▶ Interrupt or distract each other from the activities
- ▶ Interrupt someone who is speaking, or keep others from speaking by talking too long
- ▶ Use body language or words that are insulting, disrespectful or mean, especially when someone is sharing ideas, something they made, or a performance
- ▶ Discourage each other from trying something new or practicing something they aren't good at yet
- ▶ Refuse to work with someone else in our Circle or act as if we don't want to work with them

Tool: Dos and don'ts for setting group rules, and sample rules

Sample rules for advanced Circles: Connecting or Taking Action

In our Circle we always:

- ▶ Come to every session if possible – When we can't come to a session we let others in the Circle know why we aren't there, and that they can still work on activities and projects without us. Try to pay attention and participate in activities
- ▶ Participate actively and positively in our activities and projects
- ▶ Share our ideas and opinions openly and respectfully
- ▶ Support and encourage others to share their ideas openly and respectfully
- ▶ Are willing to work on different kinds of projects and activities, including things that are not our own idea and/or tasks that we don't like – We take turns with different types of roles and tasks
- ▶ Speak and behave in ways that are kind, respectful and encouraging to everyone in the Circle
- ▶ Work together and try to find a solution if we disagree or have different ideas

- ▶ Speak with each other if something is bothering us, and try to find a solution – If we are not comfortable speaking with the whole group, we talk with the facilitator in private

- ▶ Keep private or personal things about other Circle members confidential, especially if they or the facilitator asks us to

- ▶ Plan, work together and choose project ideas in a fair and equal way that reflects and includes everyone's ideas

In our Circle we never:

- ▶ Speak or behave in a way that is unkind, disrespectful, discouraging or unwelcoming to anyone
- ▶ Share anything we learn or hear about another Circle member with other people outside the Circle if it is private or personal, especially if they or the facilitator asks us to respect their confidentiality
- ▶ Keep silent about our feelings if there is something happening in our Circle that we do not like or agree with

Notes to Module 1

1. Adapted from: The United Nations Children’s Fund, *The Adolescent Kit for Expression and Innovation: Weaving our web*, UNICEF, New York, 2016.
2. Adapted from: The United Nations Children’s Fund, *The Adolescent Kit for Expression and Innovation: Ourselves on the Inside and Outside*, UNICEF, New York, 2016.
3. Adapted from: The United Nations Children’s Fund, *The Adolescent Kit for Expression and Innovation: Agreeing to group rules*, UNICEF, New York, 2016.
4. Excerpted from: The United Nations Children’s Fund, *The Adolescent Kit for Expression and Innovation: Gallery Walk*, UNICEF, New York, 2016.
5. Adapted from: The United Nations Children’s Fund, *The Adolescent Kit for Expression and Innovation: Gallery Walk*, UNICEF, New York, 2016.
6. Adapted from: The United Nations Children’s Fund, *The Adolescent Kit for Expression and Innovation: Setting group goals*, UNICEF, New York, 2016.
7. Excerpted from: The United Nations Children’s Fund, *The Adolescent Kit for Expression and Innovation: Dos and don’ts for setting group rules, and sample rules*, UNICEF, New York, 2016.

