



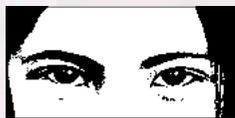
Move on & Engage

Youth Curriculum



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Terre des hommes (Tdh) is the leading Swiss organisation for children's aid. For over 55 years, Tdh has helped build a better future for deprived children and their communities, making an impact with innovative and sustainable solutions. Active in more than 45 countries, Tdh works with local and international partners to develop and implement field projects which improve the daily lives of over 3 million children and their relatives, in the domains of health, protection and emergency relief. This engagement is financed by individual and institutional support, of which 86% flows directly into our programmes.

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Queen Margaret University, Tdh field and HQ staff of Terre des hommes (Tdh) around the world.

It is the product of a long process which began in 2018 with an evaluation of Tdh Methodology "Movement Games and sport", seeking to identify ways to better adapt the methodology to Adolescents and Youth in migration and humanitarian contexts. This evaluation included field visits and consultation with key staff in Tdh field delegations and headquarters in Lausanne. We sincerely thank all those who contributed.

Particular acknowledgements are due to the Romania and Jordan delegations who welcomed and facilitated field visits and pilot interventions of MOVE ON ENGAGE methodology while it was being developed, as well as to the children and families we work with around the world.

MOVE ON & ENGAGE toolkit

The MOVE ON & ENGAGE methodology comprises of three documents;

- **A Methodology guidance** which provides essential information to support program staff on how to understand and use the Move On & Engage methodology.
- **A youth curriculum** comprising of 20 planned sessions for previously trained facilitators to implement the methodology with adolescents
- **A Facilitator Orientation Manual** which contains 8 modules. These modules will help facilitators to better understand the methodology used in the MOVE & ENGAGE curriculum, and will strengthen the key knowledge and skill areas needed to foster youth participation

and skill development.

Introduction

Background

Tdh has been implementing the “movement Game and Sport” methodology^[1] for more than 10 years, in order to Support children to reinforce their own **personal and social skills** through games and sport activities in humanitarian and development settings. The MGS programme has successfully engaged children by providing them with an opportunity to develop essential life skills, including personal and social skills, in safe and playful ways, and until now has mainly targeted children from 8 to 14 years of age. Today, in line with Tdh’s new vision and area of programming (humanitarian crisis, Migration and Access to justice programme) it has become necessary to develop a specific methodology that draws on the MGS approach, designed to engage adolescents and youth in strengthening their resilience.

The MGS methodology is very relevant for use in different settings which require “open” type activities where children come and go as they wish from one session to another, for example, in temporary safe spaces in humanitarian contexts and in after school activities in development settings. **The Move on & Engage Curriculum targets older children and Youth, in a structured way based on a curriculum of 20 sessions.** It focuses on a reduced number of skills related to protection and psychosocial issues in order **to build adolescent and youth adaptive and transformative capacities in order to strengthen their resilience and empowerment.** This new methodology has been developed after considerable research and a review^[2] of the previous MGS methodology. It draws on the finding that participants generally commit to similar structured programmes when they can focus on a reduced number of skills, and can relate the resulting skills to addressing challenges in their daily lives. This comprehensive approach to skill building is essential to enable skill mastery into the future.

The **Move on & Engage** curriculum draws the adolescent and youth’s attention to five important skills that will enable them to assess together common protection and psychosocial concerns and then generate and implement group-based initiatives (“Engage” collective actions) that address those concerns, with wider community support.

^[1] Movement, Game and Sport (MGS) guidance: Tdh (2007) *Laugh, Run and Move to Develop Together: Games with a psychosocial aim* – Tdh (2011) *Working with children and their Environment, manual of psychosocial skills* – (Tdh 2012) *Traditional Games for child protection*

^[2] Research Project- Movement, Games, and Sport: Adaptation and diffusion of Tdh MHPSS intervention flagship program for children and youth in both migration and humanitarian situations – final report”-(2019) Keven E. Bermudez, Alison Strang, Queen Margaret University

^[3] We refer here to the five pillars of well-being included in Tdh MHPSS framework: Feel Safe, Feel Connected, Feel Worthy, Feel Respected and Feel Hopeful. For more information refer to: Tdh *MHPSS operational guidance*

Presentation of the “ENGAGE” curriculum

The Engage Curriculum is a **two-part curriculum** comprising of 20 planned sessions for previously trained facilitators to implement over the course of 10 weeks, with 2 sessions per week.

In the first part, and after establishing ground rules for group behaviour and developing group trust, the curriculum provides a step-by-step guide on how facilitators can involve participants in different cooperative and participative activities through which they will be able **to experiment and learn a set of five key skills** to undertake community action. The identified key skills are: **Communication, Responsibility, Creative Thinking, Cooperation and Emotional management.** Although the suggested cooperative activities address all these skills and several others, facilitators will be able to focus participants’ attention on each skill separately during specific sessions. The overall goal is to enable participants to acquire and confidently use the key Engage skills, **through experiential approaches that allow them to draw practical experience from the theory they have explored.** In addition, these skills have been identified as crucial to support the meaningful participation of youth, and can contribute to the reinforcement of the 5 pillars of well-being^[3] identified in the Tdh MHPSS Framework.

In the **second part**, facilitators will help participants to relate their acquired skills to their ongoing life experiences through creating scenarios and role-play. These exercises will lead into broader group discussions on shared concerns, based on the group’s vision of well-being and also using the 5 pillars of well-being mentioned above. With this heightened awareness, participants will prioritise their common concerns and generate child/youth-led group responses to those concerns, which they will ultimately have an opportunity to implement with facilitators’ monitoring and supervision, and in partnership with other family and community supports. At the end of the process, facilitators will reassemble participants to review the implemented action and celebrate group achievements.

The Engage curriculum is designed to engage groups of 10-15 adolescents/youth between the ages of 12-14 and 18-20. Each session is planned for a maximum of 90 minutes, although this period can be extended to 2 hours depending on participants’ availability and their progression in each session.

Outline of the curriculum

Phase 1: Move on

	Title	Objectives	Time	Page
1	 Trust Building	To get to know each other, to build trust with each other and to establish group rules.	90-100 min	10
2	 Cooperation/Collaboration	To recognise and discuss the value of cooperation and the elements necessary for effective collaboration.	85-95 min	16
3	 Communication	To support participants in better expressing themselves in different situations in a clearer and more confident way, as well as improve their active listening skills.	100-110 min	20
4	 Self-awareness & Management of emotions	To enhance participants' understanding of their "self," to understand the importance of expressing emotions and to know better how to deal with these emotions.	90-100 min	26
5	 Problem solving & Creative thinking	To improve the ability of participants to solve problems using creative thinking.	90-95 min	34
6	 Responsibility	To recognise the importance of taking active roles and contributing when engaging in a group project.	85-90 min	37

Phase 2: ENGAGE

	Title	Objectives	Time	Page
	7 Exploring Well-being	To engage participants in identification and categorisation of the main elements that contribute to their own well-being and the characteristics of a community environment that can support it.	80-90 min	42
	8 5 pillars of well-being	To introduce participants to the five core psychosocial pillars and their contribution to well-being and learn about key supporting elements of psychosocial well-being that may undergo erosion in unstable contexts.	130 min	46
	9 Explore what we want to change	To engage participants in joint identification of concerns related to their well-being, and ranking the associated issues according to group-identified priorities prior to initiating action.	90 min	54
	10 Generate New ideas to engage!	To support participants in exploring further the identified challenge and subsequent collective action to be undertaken, and identify, the final goal for their idea.	100 min	61
	11 Get a plan to Engage	To support participants to develop an action plan for their ENGAGE Collective action taking into account the “grow impact” objective of the MOVE ON & ENGAGE approach.	120 min	65
	12 Grow impact to Engage 	To support participants to engage the community in order to “grow impact”	35 min	77
	13-14 Get a plan to Engage & Prepare to Act	To help participants to be well prepared to implement their actions, practice Engage skills & explore necessary “well-being pillar related knowledge and skills.” To support participants in engaging community.	2 x 90 min	79
	15-18 Act & implement	To accompany and support the youth in the implementation of their idea.	Undetermined + 3 x 30 min	83
	19 Evaluate and reflect on the journey	To reflect and evaluate what has been done.	100 min	89
	20 Grow impact & Celebrate 	To support participants to engage the community in celebrating.	Undetermined + 40 min	94

Graphic Chart

Well-being pillars



Feeling safe



Feeling connected



Feeling respected



Feeling hopeful



Feeling worthy

Key skills



Trust building



Cooperation/
collaboration



Communication



Self-awareness
& Management of emotions



Problem solving
& Creative thinking



Responsibility

Pictogrammes



Objectives



Instructions



Feedback



Elements to highlight



Advice for facilitators/
Recommendations



Debriefing

Part 1.

MOVE ON





Session 1: Trust building

Objectives

Overall objective

To get to know each other, to build trust with each other and to establish group rules.

This first session will serve to create a positive and safe environment for youth to be able to collaborate effectively with each other. The activities proposed will first support the creation of trust between the youth but will also ensure that group rules are established from the beginning.

What participants should learn

- To be able to work in a group, it is important to know and trust each other.
- Cooperation is necessary and makes us better able to address particular life challenges. It is therefore important to build trust with each other so that we can work together towards achieving a common objective.
- When we respect certain group rules, it helps us to create a safe and positive environment where we can trust each other and work well together.

Overview of the session

	Title & Short description	Materials/Resources	Duration (90-100 min)
1.1	Welcome and Warm up activity 'M&Ms Get to know each other'	M&M's or any types of candy in different colours	10 min
1.2	Presentation of the programme		5-10 min
1.3	TRUST activity 'The trust circle'		15-20 min
1.4	GROUP RULES activity 'Establishing ground rules for group behaviour'	A list of positive and negative qualities of a group	45-50 min
1.5	Cool down activity 'Magic rings'	1-2 Hula hoops	10 min
1.6	Wrap up		5 min

1.1 Warm up Activity: 'M&Ms Get to know each other' (10 min)

✓ Objectives

To get to know each other.

📖 Instructions

Each person (including the facilitator) takes some M&M's (or any type of candy which has different colours). Tell them not to eat them.

Assign a different meaning to each colour:

Blue = family | Green = school | Yellow = friends | Red = hobbies | Brown = music/movies

They have to share as many facts about themselves as the number of M&Ms they have in their hand. For example, if they have three blue, they will share three facts about their family.

Alternative activity: Truth and Lies

Instructions:

Sit everyone in a circle facing each other. Each person comes up with three facts about themselves and one lie. The lie should be realistic. Go around the circle and have each person state the three facts and a lie in a random order, without revealing which is the lie. Once someone has shared his three facts and lie, the others must guess which one is the lie.

1.2 Presentation of the programme (5-10 min)

✓ Objectives

To briefly explain the programme.

To underline the importance of young people's participation in activities.

📖 Instructions

Explain the overall objective of the programme to the group and why they have been invited to participate.

For example: *"You have been invited to this programme to participate, if you agree, in developing action together that will address an issue that concerns you. I will be with you all the time to help you to prepare and to support you. At first, we will identify and practice some important skills that will help us to address the issue you choose. Then you will decide on the issue you want to work on, you will develop a plan, and implement your idea. We will meet together 2 times a week for 10 weeks for 90 minutes."*

Ask the participants if they have any questions.

Explain to the group the importance of their participation in each session and ask them to confirm their willingness to participate and commitment to the programme.

For example: *"As the programme is designed to work in groups, it is important that we all make all the effort to attend all the sessions. We all have an important role to play during our time together, from preparation to implementation of our action. I want to check that you are willing to participate. If you are not sure, please come and speak to me at the end of the session today."*

1.3 Activity 'The Trust circle' (15-20 min)

✓ Objectives

To experience and discuss trust with each other.
To gain and build trust within the group.

📖 Instructions (5 min)

All the participants form a circle, standing shoulder to shoulder. One person stands in the middle. The participant who stands in the middle has to make their body stiff. Once everyone gives the signal that they are ready, the participant in the middle has to fall backwards. The other participants have to hold their friend gently and then push them back to an upright position again. The participant in the middle can try another time they wish.

You can repeat the game several times, with different participants in the middle.

🗣️ Feedback (5-10 min)

- *How did you feel about this game? Was it easy or difficult for you? Why?*
- *How was it to be in the middle? How did you feel when you fell backwards?*
- *How did it feel to catch the person who was falling? Is there anything you could have done differently (positive and negative)?*
- *What do you think is needed in this game from each other?*
- *How can we build trust?*

!! Elements to highlight

Through this activity, the participants should understand the importance of being able to trust each other in order to collaborate, and the main elements that encourage trust (for example: respect, communication, care, honesty, etc).

📖 Wrap up activity (5 min)

Following the discussion, you can propose the same activity but with a higher degree of difficulty. For example, the participant in the middle should close their eyes or the space between the participants in the circle can be slightly wider.



Alternative activity (if you feel the group is ready)

Instructions: One participant stands at a higher level than the other participants, on a stage at shoulder level, for example. The other participants must stand facing each other, strongly holding the arms of the person opposite. The person on the stage is invited to stand and turn their back on the participants. Staying firm and straight, they should let themselves fall backwards onto the arms of their friends. Before falling, they must ask the other participants: "Can I trust you?" and wait for the other participants to answer "Yes, you can" before falling backwardse.

i Advice for facilitators/recommendations

Before doing the activity, ensure that the participants will take care of the participant who will fall into their arms. Be sensitive to cultural issues, which may impact participation (girls and boys).

1.4 Activity 'Establishing ground rules for group behaviour' (45-50 min)

✓ Objectives

To understand the importance of group rules and to establish them from the outset.

📖 Instructions

Brainstorming (10-15 min)

Introduce this activity by asking the participants about groups they have enjoyed being part of in the past. What did they like about these groups? Focus on the way people treated each other, and highlight what makes a group feel welcoming, happy and safe to be part of.

Game (10-15 min)

Before the activity: make a list of positive and negative qualities of groups (people shouting at each other; everyone taking turns, people turning up late, people listening to each other, people leaving the venue without cleaning the room, people rejecting the ideas of others, people respecting each other, people on their cell phone during the workshop etc.).

Identify 2 spaces in the room that symbolise 2 different groups. Start by allocating a good quality to one imaginary group and a bad quality to the other. Tell the participants to run to join the group that they would like to be part of. Keep allocating the qualities, mixing them up so that the participants run between the two spaces.

Each time reflect on the good qualities they have chosen.

At the end, review all the good qualities that children chose and use them to create a list of group rules or, have a discussion with the participants.

Establishing group rules (30 min)

Ask the participants to agree on a set of norms that every group member agrees to follow when participating in group activities. Write these on a flip chart sheet and post the rules up on the wall in the space where the group meets.

Examples of possible group-generated rules:

- Honour your engagement by participating regularly.
- Arrive on time and stay until the end.
- Group meetings should begin and end on time.
- Listen carefully to whoever is speaking.
- When speaking, stick to the point and don't speak for too long.
- Do not talk or hold side conversations whilst others are talking.
- Be kind to each other.
- Be polite and courteous.
- Respect the other members of the group and their ideas.
- Work to achieve the goals and objectives of the group.

!! Elements to highlight

Through this activity, the group establishes ground rules they will agree to follow. It is important to help the participants understand that the rules are important to build trust in order to be able to work together effectively.

Alternative activity: Ground rules^[4]

Objective: To agree ground rules for the group

Instruction:

1. Tell the group: *There are differences between us in the group, but there are also many similarities. In this group, we would like to welcome different personalities and make sure everyone can engage in the activities and express their opinions. It is therefore important that everyone feels comfortable and safe in these workshops. To create a fun, safe and inclusive environment, I would like us, as a group, to agree on a set of ground rules.*
2. Ask the participants to take a minute to think individually about the most embarrassing thing that could happen to them or to others in the group during the upcoming workshops. Then ask the participants to reflect individually on what they would need from the group in order to be able to carry on, despite this embarrassing moment. Based on this, ask the participants to identify ground rules that they would like to highlight to the group as important.
For example: The worst thing that could happen is that a participant does not know what to say in front of the group and this participant would need help from the group, and not be laughed at, to be able to carry on. "Supporting each other" would then be chosen as a ground rule.
3. Place a piece of flip chart paper on a table or on the floor and ask each participant to draw his or her hand on the paper. The hands should create a circle by linking to other hands.
4. Ask participants to write their ground rule on the paper in their own hand. When the exercise is complete, there will be a circle of hands with a number of ground rules.
5. If some of the suggestions on the list below are NOT included, ask the group for permission to add them.
Do not use the whole list below – just highlight the ones that are not already included in the ground rules defined by the participants.
 - Be on time.
 - If you cannot come to the workshop, you should let someone know.
 - Respect the other group members, so no laughing if somebody says something you may find silly.
 - Everything a participant says in the group is confidential and not to be repeated outside the group.
 - There are no wrong answers – everyone is there to learn.
 - No one is forced to share if they do not want to.
 - No physical violence.
 - Treat other participants like you would like to be treated.
 - Use cell phones with respect for one another (ideally turn them off).
6. Review the ground rules and appropriate behaviour. Check back with the participants that they agree.

^[4] Save the Children. *The Youth Resilience Programme*, p 39-41

1.5 Cool down activity “Magic rings” (10 min)

✓ Objectives

To encourage bonding among participants.

📖 Instructions

As the participants are building trust between each other, this activity is a small game to continue to encourage positive relationships between the participants.

Players stand in a circle and hold hands (or if they can't hold hands for cultural reasons, give them something to hold between them, like a cloth). Start with one hula-hoop hanging over one pair of joined hands. People in the circle must pass the hoop over themselves and on to the next person without letting go of hands.

After a while, and to make it more challenging, pass two hoops in opposite directions at the same time.

1.6 Wrap up activity (5 min)

Ask the participants the main points they can recall from the session and how the group trust they have developed can help them in their daily lives.

If possible, ask them to see if they can use the principles in their normal lives in the time before the next session.



Session 2: Cooperation/Collaboration

Objectives

Overall objective

To recognise and discuss the value of cooperation and the elements necessary for effective collaboration.

In this session, participants will understand the importance of collaboration in reaching a common goal. They will identify the skills necessary to reinforce collaboration.

What participants should learn

- Working together is a strength rather than a competition. Through collaboration we can achieve much more.
- Different skills including communication, management of emotions, creative problem solving, responsibility, etc... are necessary to facilitate collaboration.

Overview of the session

	Title & Short description	Materials/Resources	Duration (85-95 min)
2.1	Warm up activity		10 min
2.2	'Unity is strength'	Balloons, toothpick	15-20 min
2.3	'The Electric Fenceh'	One rope	45 min
2.4	Cool down activity		10 min
2.5	Wrap up activity		5-10 min

2.1 Warm up activity (10 min)

✓ Objectives

To briefly recap what has been done in session 1.

📖 Instructions

Welcome the participants and ask a volunteer to recap what you did previously in the last session. Ask them if they used anything they learned in their daily lives.



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2.2 Activity 'Unity is strength' (15-20 min)

✓ Objectives

To highlight the importance and the power of working together.

📖 Instructions (10 min)

The facilitator gives one balloon to each participant to blow up and tie closed with a knot. The facilitator tells the participants that they will have to follow the instructions step by step.

The animator gives a toothpick to each participant and tells them to hold up the balloons in one hand and to hold up the toothpick in the other hand.

When everyone is ready, the animator explains that when he shouts "3,2,1 start!" the winner will be the person who has saved their balloon.

Note: The participants will start popping each other's balloon, let them do that for about 5-10 minutes or until most of the balloons are popped. Keep reminding them that the winner will be the one with their balloon intact.

🗣️ Feedback (5-10 min)

Ask the participants to stand in a circle.

Remind everyone of the instructions given before starting the game. "I said that the winner will be the person to keep their balloon until the end, but I did not say to pop one another's balloons".

Here is an opportunity for the facilitator to engage in a discussion, using the following questions as example, allowing space for answers and inputs between each one:

- *Did I say that in order to win you had to defeat the others?*
- *Why do you think you played the game like this?*

- *What happened once your balloon was popped?* (quite often what we observe is that even if their own balloon is popped, participants run to pop another balloon. Sometimes two or more people run to pop one person's balloon.)
- *As you thought this was a competition, and if you felt you were losing because your balloon was popped, part of you didn't want the others to win.*

As the discussion goes on, the facilitator can explain that "our instincts work like this. Our only thought is to win, and in order to win we assume that we have to defeat others."

Ask the participants if there is winner, and if they can think of a way where everyone can be a winner. Give time for participants to reply, if there are no answers, say "everyone could have been a winner if nobody had popped a balloon."

Ask the participants what we can learn from this exercise. How does this reflect things that might happen in our everyday life? How can this experience help us to ensure we can all win in achieving a common goal?

!! Elements to highlight

Through this activity, participants will understand the difference between the individual instinctive survival/self-protection reaction and collective action turned towards collective efficacy. "Collective efficacy" is defined as "a group's shared belief in its conjoint capability to organize and execute the courses of action required to produce given levels of attainment"^[5].

i Advice for facilitators/recommendations

For this activity, instructions at the beginning of the game are particularly important: you must **only say** what is written in the instructions- "the winner will be the person to save their balloon to the last minute". If you say too much the objective will not be the same and the feedback will be difficult.

^[5] Jenni Donohoo, John Hattie and Rachel Eells (March 2018) "The power of Collective Efficacy", *Leading the Energized School*, Volume 75, Number 6, Pages 40-44

2.3 Activity 'The Electric fence' (45 min)

✓ Objectives

To identify necessary skills to ensure effective collaboration in order to reach a common goal.

📖 Instructions (20-30 min)

Preparation: Between 2 trees (or 2 poles, or 2 chairs), stretch a rope (the electric fence) at the height of the participants.

Position all participants on one side of the "electric fence" (rope). The challenge is to move all the group to the other side of the fence without touching the fence. They can't cross below the rope, but only above.

🗣️ Feedback (10 min)

- *How did you feel the game went? What was easy or difficult for you? For what reason?*
- *What strategy did you use?*
- *At some point did you encounter any difficulty? What? How did you deal with it?*
- *Is there anything you would have done differently?*
- *After the debriefing, organise a brainstorm with the group to identify the elements necessary to succeed in this exercise and apply the answers to identify the elements necessary in effective collaboration.*

!! Elements to highlight

In this activity, the group will identify some elements/skills necessary to effectively collaborate to reach a common goal. Ensure that the following aspects are mentioned, as they will be the skills on which we will focus in subsequent sessions:

- **Communication skills:** speaking to one another, reassuring, motivating, exchanging ideas about what to do and how to do it.
- **Management of emotions:** fear of failure, self-awareness and the need to focus
- **Creative thinking skills:** think about innovative ways to manage the challenge and think "out of the box".
- **Responsibility:** even if we are a group, everyone must take responsibility in order to enable the group to succeed.

i Advice for facilitators/recommendations

As much as possible, let the group find a way to accomplish the challenge by themselves. However, give some tips if the group is completely blocked (for example: before starting to cross the fence, make a plan/strategy as a group. How can you help each other to cross? Beforehand, think of who should go first and last and how you will help the first and the last person to cross the fence. You may need to use your body as stairs, for example)

Be particularly aware of what happens during the challenge as you will use it during the feedback.

2.4 Cool down Activity (10 min)

✓ Objectives

To review key messages of the session.

📖 Instructions (20-30 min)

Ask the participants to stand up and form a big circle. Each participant will throw a ball to another participant and say one word describing what they think was important in today's session. Each participant takes their turn. The game ends when the last person gets the ball.

He or she says one word then throws the ball back to you.

2.5 Wrap up Activity (5-10 min)

Based on what was shared by the participants in the cool down and on the key skills for collective efficacy (collaboration, communication, management of emotion, responsibility, creative thinking), ask the participants to reflect on how the ideas and learning points from today's session can help them in their daily lives.

You can also finish the session by proposing to the participants that they continue to reflect on this question in the coming days and take note of how they have used the strategies they have learned.





Session 3: Communication

Objectives

Overall objective

To support participants in better expressing themselves in different situations in a clear and confident way and improve their active listening skills.

This session will help participants identify barriers and bridges to good communication and will practice “positive” communication skills in a group setting (expressing their ideas and listening “actively”).

What participants should learn

- The communication process includes several stages.
- Communication can be influenced by several factors, as it engages the whole person.
- Both sender and receiver need to use specific attitudes/strategies to ensure positive and constructive communication.

Overview of the session

	Title & Short description	Materials/Resources	Duration (100-110 min)
3.1	Warm up activity		10 min
3.2	‘Three ways to (not) communicate’		15-20 min
3.3	‘Describe and Draw’	Drawings to be described, paper, pencils	15-20 min
3.4	‘Barriers and bridges’	Flip chart and markers Role play scenarios <i>Resource sheet 3.1:</i> barriers and bridges to communication (not necessarily to be handed out) <i>Resource sheet 3.2</i> on Feedback rituals	55 min
3.5	Wrap up activity		5 min

3.1 Warm up activity (10 min)

✓ Objectives

To briefly recap what has been done in session 2.

📖 Instructions

Welcome the participants and ask a volunteer to recap what activities were done and what was learned in the last session.

Ask if anyone would like to share how they applied what was learned in the last few days.

Recall briefly, with the help of the participants, some key elements necessary for effective collaboration.

Introduce the session by saying that today’s session will focus on one of these key element/skills, namely **Communication**.



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3.2 Activity 'Three ways to (not) communicate' (15-20 min)

✓ Objectives

To understand the key elements of communication and the factors that influence effective communication.

📖 Instructions (10-15 min)

Ask the group to get into pairs, A facing B, in two lines facing each other. Ask them to think of a short story, anecdote, or dream, and invite them to recount it to their game partner.

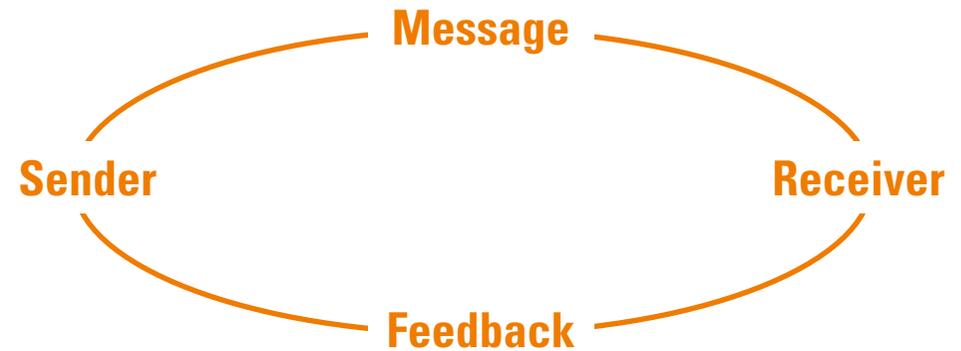
1. A and B tell their story at the same time (1 min).
Feedback: *how did you feel? How did you react?*
2. A tells their story and B does not listen, does something else, looks elsewhere (1 min). Change roles and repeat (1 min).
Feedback: *how did it feel for the speaker? And for the listener who did not listen?*
3. A tells her story and B listens actively (1 min).
Feedback: *how did it feel for the speaker? For the listener?*
4. A and B are back to back. A tells her story and B listens actively (1 min).
Feedback: *how did it feel for the speaker? For the listener?*

🗣️ Feedback (5-10 min)

- *What was the difference between the 4 different situations? Which situation represents effective communication? Why? What were the barriers to successful communication?*
- *What is involved in communication? Why do we communicate? How do we communicate?*

!! Elements to highlight

Present a simple model of communication below:



The communication process includes several stages:

1. The sender has a message in mind.
2. The message is sent through various channels.
3. The receiver receives and internally interprets the message.
4. Feedback is sent.

i Advice for facilitators/recommendations

Try to ensure that participants reflect on the communication challenges they identified during the game. What was happening when communication was difficult? What can be done in the future?

3.3 Activity 'Describe and draw' (15-20 min)

✓ Objectives

To identify what facilitates and hinders communication.

📖 Instructions (5-10 min)

Choose 2 volunteers and ask them to sit back to back.

One volunteer is given a drawing and describes it to the other volunteer who then draws it on a piece of paper. Other participants are asked to observe what is happening from both the sender and the receiver, and to identify barriers to communication.

🗣️ Feedback (10 min)

- To the sender: *How was your task? How do you think you performed? What could you have done differently?*
- To the receiver: *How was your task? How do you think you performed? What could you have done differently?*
- To the observers: *Share the original picture and the one that was drawn by the receiver. Who wants to share what they have observed? What helped or hindered the communication?*

📌 Advice for facilitators/recommendations

At this stage, don't take too much time to identify barriers and bridges, as this will be the aim of the next activity. Just try to get the participants to comment what happened so that they can use this for the next activity.

3.4 Activity 'Barriers and bridges' (55 min)

✓ Objectives

To help participants to listen carefully to others and to express themselves clearly and confidently.

📖 Instructions (10-15 min)

Part 1: Brainstorming (15 min)

In groups of 4, ask the participants to think of things that people say or do that prevents good communication and understanding based on the previous exercises and on their personal experience.

After a while, ask them to tell the group what they identified and list their responses on a flip chart (Barriers and Bridges).

Make sure that you mention some of the main aspects listed in the resource sheet 3.1

Part 2: Role play (3 x 5 min) + Preparation of feedback (10 min) + Feedback (3 x 5 min)

Based on the list of barriers and bridges, propose scenarios to participants, where they can apply principles of good communication and some other principles.

Idea 1: You talk to your teacher after class to express your frustration with the grade you just received.

Idea 2: You help a friend to deal with a bad situation.

Idea 3: Someone goes ahead of you in a queue (Shop etc.).

🗣️ Feedback (5-10 min)

- *Feedback is given after each role play. Before starting the role plays, give the participants a short orientation on how to give feedback. (See advice to facilitators and Resource sheet 3.2 "feedback rituals")*
- *How was the communication between the people? How did you feel as sender or receiver? Is there a new element that we can add to our list?*

!! Elements to highlight

At the end of the session, distribute the strategies of communication captured in *Resource sheet 3.1* to participants and compare them with the list identified by the participants.

i Advice for facilitators / recommendations

See resource sheet 3.2

Knowing how to give feedback is a particularly important skill as its purpose is to help the learner to adjust certain behaviours and attitudes thanks to helpful remarks. Getting children to give feedback is a challenge, as they have sometimes not been given the space and the tools to express themselves in a suitable way. It is therefore the adult's job to give them a clear framework and to encourage them to say what they think and feel, without fearing the reaction of the others. An atmosphere of confidence should be created in advance. Establishing a feedback ritual helps create a safe place and time when children know that their words will be heard and respected.

Alternative activity

If you want to propose an alternative activity that fits your group better, you can check on the following resource:

Objectives

To introduce the concepts of passive, aggressive and assertive behaviour (pp94-106); To explore body language and encourage reflection on the importance of body language (pp107-111); To practise non-judgmental communication by using "I" statements (pp112-113); To practise the steps in creating an assertive message & To enable the participants to formulate and deliver an assertive message (pp116-124). *The Youth Resilience Programme Save the Children, 2015, Communication, Theme 2 "Communication" (pp94-124).*

To learn what communication consists of; to understand how communication can affect feelings and relationships with family and friends and at school or at work, to identify bridges and barriers to good communication; to practice good communication skills; to define, give examples of, and practice assertive behaviour. *Life Planning Education: A Youth Development Program, Advocates for Youth, 1995, How well do I communicate with Others? (pp53-81)*

3.5 Wrap up activity (5 min)

Ask students to imagine that they have to tell a friend or a family member what they did and learned today. Ask some volunteers to share what they would tell them.

You can also finish the session by proposing that the participants try to be more aware of their communication skills in the coming days, and apply the elements learnt today. Take notes in order to share at the next session.

Resource Sheet 3.1

Barriers and bridges to communication

When I am the sender

Bridges

- I keep visual contact, I am silent, receptive, and I listen to the other person
- I am present, focused on the other, empathetic
- I trust the person, I respect them for who they are
- I acknowledge receipt of their message and emotions, I recognise them (*"I hear what you're saying, I see that you're sad"*)
- I reformulate if necessary (*"if I understand well, you are sad because of what she told you?"*)
- I ask open questions which encourage the person to speak. I avoid closed questions which ask only for a 'yes' or a 'no' answer, and I avoid inductive questions which don't give a choice (i.e. *"how did you feel?"* rather than *"did you feel bad?"* or *"didn't you feel bad when he said that?"*)
- I help the person to identify the hidden emotions if I think it can help the discussion (i.e. when there is frustration)

Barriers

- I interrupt the person, I show my impatience, I am focused on myself
- I over-reassure the person, I minimise what they have been through, I negate (*"it's not that bad, you'll see, it'll be fine, you know many others have it far worse than you"*, *"what you're telling me isn't possible, I don't believe it!"*)
- I analyse, I interpret, I compare (*"you know, the exact same thing happened to me and..."*, *"I see what you want to say; I felt the same way when..."* and you spend time discussing your own feelings and do not support communication)
- I explain, I give advice or solutions without the person asking me (*"if I were you, I'd do this instead"*)
- I get emotionally involved and I suffer alongside the other person (*"it's really terrible what he did to you. It makes me angry!"*)
- I ask indiscreet or intrusive questions
- I criticise, I judge (*"I don't think you should have reacted like that. It's not very nice for him"*)

When I am the receiver

Bridges

- Start from a common vision
- Use clear and precise words
- Ensure balanced communication between sender and recipient (it is not just the sender who speaks – the recipient must also speak). Each has 50% of the responsibility for the conversation
- Adapt communication strategies to the interlocutor by bringing the message in different methods if not understood
- Encourage each other, ask if everything is ok, understandable, etc.
- Listen attentively, focus
- Reformulate, clarify
- Find a common language

Barriers

- Close in on yourself, plan for failure
- Do not dare to ask questions or say when you have not understood in case you look silly
- Judge, criticize, be prejudiced about the abilities of the other (for example, in the drawing activity, if you can't be understood you assume that the person can't draw and it is not your communication that needs to be questioned)
- Cut the communication early thinking that you have understood, start interpreting and listening only partly to the information

Resource Sheet 3.2

Feedback rituals^[6]

Before beginning the feedback session after the role play, go through the following points quickly with the participants. You can have the strategies already prepared on a flip chart, so that the participants can see them while giving feedback.

1. Feedback rituals

The ritual of feedback takes place in four parts:

- The main actors (role play participants) say in turn how they feel and what they thought about their role play, what went well and what they would do differently another time (self-assessment).
- The members of the group who observed each prepare one positive point and one point for improvement, with suggestions on how to improve. The facilitator should keep the time and make sure people take turns. Too much feedback kills feedback!
- The facilitator finishes up with any points which may have been forgotten (without being exhaustive, choose what is essential!)
- The participants say the two most important points they recall from the feedback, and how they feel after hearing the feedback they received.

2. Feedback content

The Situation – Behaviour – Impact (SBI) Feedback tool (developed by The Center for Creative Leadership^[7]) can help the delivery of more effective feedback.

Situation: When giving feedback, first define the where and when of the situation you're referring to. This puts the feedback into context and gives the other person a specific setting as a reference.

Behaviour: Your next step is to describe the specific behaviours that you want to address. This is the most challenging part of the process, because you must communicate only the behaviours that you observed directly.

Impact: The last step is to use "I" statements to describe how the other person's action has affected you or others.

3. Feedback strategies

Success Strategies (helpful)

- The feedback is well-intentioned or benevolent
Only give feedback when the intention is to really help the person to be more effective.
- The feedback is formulated in 'I'-messages
Speak for yourself about what you have seen and experienced. Let others speak for themselves.
- The feedback describes behaviour
Describe a behaviour that was seen, and its effect. Speak about your own feelings and perceptions.
- The feedback is about behaviour which can be altered

- The feedback is specific and clear
Exact feedback is more likely to be understood.
- The feedback is given at the right moment and in small doses
It is important that the facts are still fresh in the person's memory. Refer to the situation here and now.
- The feedback is addressed to one person in particular, look at the person to whom you are giving special feedback

Failure Strategies (non-helpful)

- The feedback is hurtful or judgemental
Never give feedback to get revenge, punish or belittle someone.
- The feedback is formulated in 'we'messages
Including the rest of the group in a personal comment, in order to subconsciously off-load one's own responsibility.
- The feedback assesses, interprets
Do not try to imagine the reasons for any particular form of behaviour. Do not interpret the appearance or action of someone
- The feedback is about personal qualities which the person cannot control

^[6] Mainly extracted from: Tdh (2012) *Working with children and their environment*. Psychosocial Reference document

^[7] www.ccl.org/articles/leading-effectively-articles/3-tools-for-teams/



Session 4: Self-awareness & Management of emotions

Objectives

Overall objective

To enhance participants' understanding of their "self".

To understand the importance of expressing emotions and to know better how to deal with these emotions.

During this session participants will recognise and understand the role of emotions and explore some ways of dealing with strong emotions.

What participants should learn

- Self-awareness is about understanding your own needs, desires, failings, habits, and everything else that influences your thinking and behaviour. Self-awareness is important for teamwork.
- Each emotion is useful and is there for a reason. It is a healthy and helpful response if we take the time to listen to our emotions.
- A healthy process of managing an emotion takes place in three steps: accept – analyse – express

Overview of the session

	Title & Short description	Materials/Resources	Duration (90-100 min)
4.1	Warm up activity		10 min
4.2	'Self-awareness'	6 blank cards, tape, one dice, music on the phone	15-20 min
4.3	'100 different ways to say hello'		15-20 min
4.4	'Dealing with emotions'		40 min
4.5	Wrap up activity		10 min

4.1 Warm up activity (10 min)

✓ Objectives

To briefly recap what has been done in session 3.

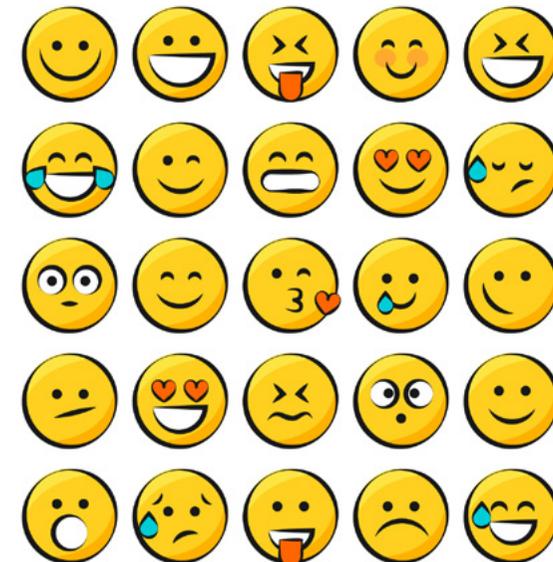
📖 Instructions

Welcome the participants and ask a volunteer to recap what activities were done and what was learned in the last session.

Ask if anyone would like to share how they applied this learning in the last few days.

Recall briefly with the participants some key elements of the previous session on communication for effective collaboration and introduce the session by saying that today's session will focus another key element/skill that will enhance collective efficacy:

Self-awareness and management of emotions.



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4.2 Activity 'Self-awareness' (15-20 min)

✓ Objectives

To enhance participants' understanding of their "self" and the understanding of what they can bring to the group and need from the group.

📖 Instructions (20-30 min)

Preparation: The animator/facilitator writes the following phrases on the blank paper/cards in large font, one statement per card:

I AM – I CAN – I BELIEVE THAT – I ENJOY – I AM LEARNING TO – I HOPE...

The facilitator places the six cards on the floor in a circle and places the numbers 1 to 6 in front of each card.

Ask the participants to stand at 1 step distance between the cards outside the circle of cards, facing inwards. Ask the participants to walk around the circle when the music starts and to stop when the music stops.

Stop the music randomly and roll the dice. If number 6 is found, for example, then participants that are close to number 6 need to complete the phrase corresponding (for example: I believe that ...ghosts exist or ... good things come to you when you work hard or ...a good friend shares toys).

For every unique thing shared, the participants get 1 point- participants will be encouraged not to repeat what others have already said.

The participant with the highest points wins the activity.

💡 Feedback (10 min)

- *How did you feel the activity went? What was easy or difficult for you? For what reason? Did you realise something new about yourself, about other participants?*
- *How does it feel to be different from each other and learn about our differences?*
- *Why do you think it is important to know oneself when we want to collaborate for change?*

!! Elements to highlight

It is important to highlight that there are no right or wrong answers. We all have our own identity, and this makes the group richer. It is important to be able to recognise who we are: our strengths (what we can bring to the group) and also some of our limits (where we can use the group to support us). Self-awareness means having an accurate view of one's skills, abilities, and shortcomings. When we know our selves, and we know our strengths, we build our self-confidence and increase our belief that we can make a difference (self and collective efficacy). Teams with high self-awareness make better decisions, interact better with each other, and manage tensions and conflicts more effectively.

i Advice for facilitators/recommendations

The facilitator must ensure that every participant has a chance of getting a card at least once. The cards and numbers can be written in any language the participants understand. It is important to do this activity in the participant's preferred language.

Alternative activity: 'Similarities'^[8]

Objectives

To heighten awareness of similarities between participants.

- To strengthen their self-awareness.
- To build group cohesion.

Instruction:

1. Let the participants walk around the available space. Explain to them that when you clap, they should form groups of 5 to 6 people as quickly as possible (make sure to choose a number so that no participant is left out, to safeguard the principle of inclusiveness)
2. When they are in the groups, they have a few seconds to find something they all have in common, for example, something they like; same school; same number of brothers; same favourite food or same hobby etc.
3. Ask the groups to raise their hands as soon as they have found a similarity they all share. Then they should wait for the other groups.
4. When all groups have their hands raised, let each group call out what they have in common.
5. Let the group members shake hands to say goodbye and then start walking around again. Repeat the process a few times – each time with a different group composition.
6. As a closing exercise, let the whole group come together and find something they all have in common.

Alternative activity: 'Who am I and what can I do?'^[9]

Objectives

To identify and display personal strength.

Instruction:

1. Explain that participants will design a T-shirt that illustrates individual strengths and skills.
2. Distribute copies of the handout with a T-shirt drawn on it and instruct participants to draw symbols, pictures or words that answer some of the following questions: (Display the questions you have prepared)
 - What or who do you value most in your life?
 - What are three things you do well?
 - What would you like most to be remembered for?
 - What is one important thing you have done in your life?
 - What do your friends really like about you?
3. Allow as much time as possible, reserving 10 minutes for discussion. Suggest that teens complete their T-Shirts at home if necessary, then return them for display.
4. Conclude the activity using the following discussion points:
 - What was it like to think of positive, important things about yourself and share them with others?
 - What is one thing you learned about yourself as you did this?
 - What is one thing you learned about someone in your group?

^[8] Save the Children (2015) *The Youth Resilience Programme*, "Theme 4 Identity", p159-162

^[9] Advocates for Youth (1995) *Life Planning Education: A Youth Development Program*, p14-19

4.3 Activity '100 different ways to say hello' (15-20 min) ^[10]

✓ Objectives

To introduce the concept of emotions to the participants.

📖 Instructions (5-10 min)

Participants stand in a circle, explain that you are going to warm up with a game.

Step forward with a particular sound and movement, for example, say "Helloooo" with a happy voice and gesture.

Ask the whole group to imitate exactly what you just did. Continue making different sounds and movements using different emotions that the group can imitate. You can say hello in 100 different ways, being angry, sad, proud, afraid, hopeful, with a loud voice, a small voice, etc. The more sounds and movements you make, the more you stimulate expression and imagination within the group.

Once the group understands, invite a few different participants to lead. Continue until you have expressed a variety of emotions.

? Feedback (10 min)

- *What did you enjoy about this game?*
- *Was it easy for you to imitate the leader?*
- *What was the leader trying to express?*
- *Which emotions did you recognise?*
- *What are emotions for?*
- *Most of the time, do we choose our emotions as we did in this activity?*

Write their answers on a flip chart.

!! Elements to highlight

Based on the activity, highlight the wide range of emotions that exist. Explain that during the activity, the leader chose the emotion themselves, whereas in life, even if sometimes we choose to express or hide our emotions, emotion is an internal physiological reaction which displays itself spontaneously and not always consciously in response to an external event. It is energy which needs to be released or else risks being transformed or displaced. In extreme cases it may lead to more or less long term and psychosomatic reactions, inappropriate behaviour or even illness.

Emotions are also at the core of our actions and of our decision-making processes: they are of the same etymological family as motivation and movement. Therefore, it is important for us to learn to recognise and understand our emotional reactions, their origins and their functions.



^[10] Adapted from: Save the Children (2015) *Youth Resilience Programme: Psychosocial support in and out of school*
War Child Holland (2009) *DEAL – Dealing with Emotions Module*

4.4 Activity 'Dealing with emotions' (40 min)

✓ Objectives

To better understand the role of the four basic emotions (fear, anger, sadness, joy) and how to deal with them.

📖 Instructions (5-10 min)

Divide the group into four, each of which should choose or be assigned one of the four emotions. They must imagine or remember a situation involving this emotion and make a short role play. The roleplay should represent a group situation where people react differently (positive reactions and negative reactions).

Each group shows the roleplay, while the others observe the behaviours and responses.

Provide short feedback after each roleplay.

? Feedback (10 min)

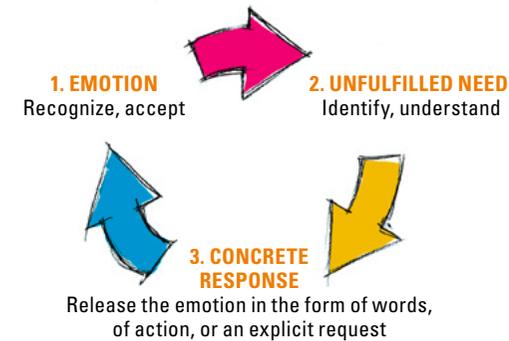
- *What was the emotion the group was working on? What caused this emotion?*
- *Could you identify the unhelpful reactions? What about the constructive reactions? What effect did the different reactions have on the others in the group?*

Based on the previous exercise, discuss the function of each emotion and the appropriate response to it.

!! Elements to highlight

(cf. Tdh, *Working with children and their environment*, p37-39)

A healthy process of managing an emotion can take place in three steps: accept – analyse – express. We need to remember that every uncomfortable emotion is linked to an unfulfilled need. First of all, **accept** the emotion without pushing it away, then **analyse** it and try to establish a relationship to an unfulfilled essential need (if I'm angry, is it because I haven't been respected and I've been ignored? Or is it because I can no longer stand this conflict situation and I would like it to change?), and finally **release** the emotional energy in order to satisfy the need, if necessary, through the expression of a request.



Emotion	For what purpose? How does it show?	How to manage it? For oneself, with children
Fear <i>Need to be reassured</i>	<ul style="list-style-type: none"> • Warning of a danger • Flight to avoid a threat • Protection 	<ul style="list-style-type: none"> • Find someone to be with, do not remain alone, ask for help • Confront the fear while taking precautions, or with the support of someone • Have confidence in a children's resources, ask them what they need
Anger <i>Need to be respected</i>	<ul style="list-style-type: none"> • Mobilization of energy when faced with a threat, a difficulty, a frustration • Necessity to change things, to act 	<ul style="list-style-type: none"> • Express physically, verbally, creatively, alone or with others (without injuring oneself, injuring others, causing fear or breaking something)
Sadness <i>Need to be comforted</i>	<ul style="list-style-type: none"> • Reaction when facing a loss • Retreat, solitude • Camouflage of a hidden anger 	<ul style="list-style-type: none"> • Dare to cry, dare to say that you are sad, without being ashamed • Look for physical comfort (hug) and psychological comfort (an attentive and empathetic ear) • Accept the things which cannot be changed
Joy <i>Need to be recognized</i>	<ul style="list-style-type: none"> • Sharing, creating links • Radiating happiness • Energy and trust in other projects and people 	<ul style="list-style-type: none"> • Accept and celebrate your achievements, be satisfied with your success and happiness • Dare to share without fear of envy • Reflect on the steps which brought joy • Tell the people who count that you love them

If you want to propose an alternative activity that suits your group better, you can check on the following resources:

Alternative activity: Emotion and reaction quiz (30 min) ^[11]

Objectives

To discuss emotional reactions

Instruction:

You will need the following materials: 3 cards with the letters A, B and C written on them. Each of the cards should be a different colour.

The aim of the quiz is to make children think. This is not an assessment to see how many children know the correct answer and must not be marked like a school exercise. Discuss with the children the emotional reactions given.

Another way of doing this quiz is to allow the children to work in small groups and discuss the answer before choosing one.

Make 3 'answering posts' with the coloured cards you prepared: A, B and C. These are places. You can do this for example by attaching the 3 cards to the wall at a distance from each other.

All the children stand in a line, about 10 meters away from the answering posts. Position yourself so all children can hear you.

Read the first quiz question aloud "Emotions and reaction Quiz" (see below)

Read the 3 possible answers aloud. Each answer is either A, B or C.

Ask the children to choose an answer that best shows what they would do in such a situation.

The children can then run to the post with the letter of the answer they have chosen.

Ask the group what they think the best answer is (i.e. the most positive and helpful reaction) and why.

Give the right answer and explain why. Explain why the other options are not right (i.e. not solving the problem could make the emotion grow instead of going away, which causes another negative emotion and will make the problem bigger etc.).

Go to the next question and follow the same steps.



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^[11] War Child Holland (2009) / DEAL – Dealing with Emotions Module

Alternative activity: Emotions and reactions quiz ^[12]

1. What do you do when a boy in class calls you a liar?
 - a. You kick him.
 - b. You ask him: "Why did you call me a liar?"
 - c. You start crying and run to your mother.
2. Your friend just won a football match. You also love to play football, but you were not chosen for the team. You are still angry about that. Your friend comes to tell you that he won the match. He is very excited and wants to talk about the match. What do you do?
 - a. You tell him to stop bothering you.
 - b. You pretend to listen, but you do not want to hear what he is saying.
 - c. You listen to him. It is not his fault that you are not on the team.
3. You had a very good mark for mathematics at school and you are very happy. What do you do?
 - a. You run home and start talking about your marks to the first person you meet.
 - b. You tell your best friend.
 - c. You do not tell anybody.
4. Your mom is angry at you, but you do not know why. What do you do?
 - a. You run away from home and go to your aunt's place.
 - b. You find out why she is angry.
 - c. You get angry too.
5. Your friend asks you to come with him, because he wants to tease a girl near the waterhole. What do you do?
 - a. You go with him.
 - b. You say that you are busy doing other things.
 - c. You tell him that teasing others is not a nice thing to do.
6. A friend accuses you of stealing his books. This is not true, but your friend is really angry. What do you do?
 - a. You fight.
 - b. You go home and decide this boy is no longer your friend.
 - c. You ask him why he thinks that you stole his books and explain that you did not.
7. You and your friends are at the waterhole. A man comes to you and starts pushing your friend, who is a girl. The man is bothering her. What do you do?
 - a. You run away and hide, leaving your friend behind.
 - b. You start shouting for help.
 - c. You report to your parents.
8. You didn't sleep well. You had a bad dream. What do you do?
 - a. You tell somebody you trust.
 - b. You run away from home, because you're afraid at home now.
 - c. You keep quiet.
9. You have been asked to perform at the school's music gala. You feel very pleased, but also scared to perform. What do you do?
 - a. On the day of the gala you say you are sick and run away.
 - b. You tell yourself: "I can do this!"
 - c. You tell your teacher: "Please ask somebody else!"

^[12] Adapted from: Save the Children (2015) *Youth Resilience Programme: Psychosocial support in and out of school*

4.5 Wrap up activity 'Snowstorm' (10 min)

✓ Objectives

To briefly recap what has been done in session 3.

📖 Instructions

Participants write down what they learned on a piece of paper and bunch it into a ball. At a given a signal, they throw their paper snowballs in the air. Each participant picks up a response and reads it aloud.

You can also finish the session by proposing to the participants to be more aware of their emotions and how they manage them in the coming days, and try to apply what we have learned today. Take notes in order to share at the next session



Session 5: Problem solving and creative thinking

Objectives

Overall objective

To improve the ability of participants to solve problems using creative thinking.

What participants should learn

- People who can think creatively are more able to deal with complexity, use problem-solving skills, and have a vision to build a world where youth and adults work together for positive change.
- The problem-solving process involves thought, discussion, action, and decision.
- Nobody can devise or execute a perfect plan by themselves, everyone brings something unique to the table. If the potential of the group is ignored, it may result in an inferior final plan.

Overview of the session

	Title & Short description	Materials/Resources	Duration (90-95 min)
4.1	Warm up activity		10 min
4.2	'9 dots challenge'	Paper and pencils	10 min
4.3	'Magic carpet'	Tarp or blanket or cloth sheet	20 min
4.4	'Save the egg'	Tape, glue, string, scissors, newspaper or cloth and lots of recycled materials, an egg (cardboard tubes, foam, plastic bags, sponges, straws, tissue paper, packing, anything you have around)	40-45 min
4.5	Wrap up activity		10 min

5.1 Warm up activity (10 min)

✓ Objectives

To briefly recap what has been done in session 4.

📖 Instructions

Welcome the participants and ask a volunteer to recap on the activities and learning from the last session.

Ask if someone wants to share how they applied this learning in the last few days.

Recall briefly with the help of the participants some key elements from the previous session on self-awareness and management of emotions for effective collaboration. Introduce the session by saying that today's session will focus on another key element/skill: **creative thinking and problem solving**.

5.2 Activity '9 dots challenge' (10 min)

✓ Objectives

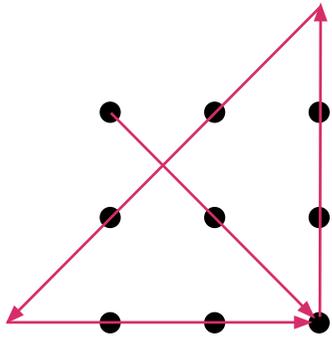
To understand the importance of thinking creatively, or "outside the box".

📖 Instructions (5 min)

Suggest a small challenge to the participants.

Challenge: draw the dots as per the model and then try to link all the 9 dots using four straight lines, without lifting the pen.

Solution: Think outside the box.



? Feedback (5 min)

- *Did you succeed? what made this possible? If not, why did you not succeed?*

!! Elements to highlight

To succeed in this challenge, you need to think outside of the box. People who can think creatively are more able to deal with complexity, use problem-solving skills and have a vision to build a world where youth and adults work together for positive change.

5.3 Activity 'Magic carpet' (20 min)^[13]

✓ Objectives

To experience group problem solving and identify strategies for success.

📖 Instructions (10 min)

Suggest another small challenge to the participants.

Challenge: Divide the participants into groups of 8. Ask each group to stand on a magic 2m*2m carpet (tarp or blanket). The entire group must be on the carpet completely.

Once everyone is settled, explain to the group that they are going on a magic carpet ride. Tell them that they have risen 100 feet in the air and are ready to go.

Unfortunately, the instructions on how to steer and land the carpet are on the other side of the carpet, so they must flip the carpet over while standing on it.

? Feedback (10 min)

- *How did you enjoy this challenge?*
- *Compared to the first challenge where you were alone, how was this experience of being challenged as a group?*
- *What can be the advantage of solving problems in groups? What would you need to overcome some difficulties?*

!! Elements to highlight

Working in a group brings a variety/richness of ideas that helps in the process of finding and developing solutions. Nobody can come up with or execute a perfect plan by themselves, everyone brings something unique to the table, and if you ignore this potential you could end up with an inferior plan or solution.

To solve a problem in groups you need to listen to the different members of the group and consider every idea before making a decision. The problem-solving process involves thought, discussion, action, and decisions.

^[13] Adapted from: Save the Children (2015) *Youth Resilience Programme: Psychosocial support in and out of school*

5.4 Activity 'Save the egg' (40-45 min)

✓ Objectives

To improve the ability of participants to solve problems using creative thinking.

📖 Instructions (20-25 min)

Preparation: Make sure you have gathered all necessary materials.

Divide the participants into teams of 3 or 4. When they are ready, hand each team an egg and the following suggested materials: Tape, glue, string, scissors, newspaper or cloth and lots of recycled materials (cardboard tubes, foam, plastic bags, sponges, straws, tissue paper, packing or anything you have around).

Tell them that the goal is to design and build a structure that will prevent their raw egg from breaking when dropped from a height (the height depends on your available space—the higher, the better). You can add some additional requirements such as structure being strong or beautiful. Show them the height from which you will drop the egg before they start the challenge.

The teams have about 15 minutes to make the structure.

Bring everyone back together at the end of the time. Ask each team to drop their egg using their own strategy/structure.

🗣️ Feedback (15-20 min)

- *Did you enjoy the challenge? Was it easy?*
- *What made your solution succeed or fail? Ask whether their designs changed or evolved over time.*
- *Can you explain what you did as a team to come up with the solution?*
- *What went well and what was not effective?*
- *Would you do anything differently next time?*

!! Elements to highlight

Solving problems is something we all have to do every day. The problems we have to solve may be as simple as figuring out how to get to school on time or finding the answer to a problem in class. They can also be much more intense. As our lives progress, it can seem as if the problems only get harder and harder to solve.

Problem solving as part of a group means using the strength of each member of the group in order to come up with creative solutions that we may not have come up with alone.^[14]

We will try on our journey together to ensure we keep an open mind, relying on each other's strengths and thinking outside the box to come up with creative solutions while trying to address some challenges together.

5.5 Wrap up Activity (5-10 min)

In a circle, tell the person next to you 2 (3,4, 5) things you have learned today. In turn, participants share something their neighbour told them.

You can also finish the session by proposing to the participants to be more aware of their problem-solving skills in the coming days and try to apply creative approaches to problem solving. Take notes in order to share in the next session.

^[14] www.competitionsscience.org/2018/03/12/teach-creativity-to-enhance-problem-solving-skills/



Session 6: Responsibility

Objectives

Overall objective

To recognise the importance of taking an active role and contributing when engaging in a group project.

What participants should learn

- Taking individual responsibility is essential to ensure successful teamwork in which each and every member has a role to play.
- A sense of group responsibility also ensures that members can support one another in managing their individual responsibilities.

Overview of the session

	Title & Short description	Materials/Resources	Duration (85-90 min)
6.1	Warm up activity		10min
6.2	'Pipeline'	4 ping pong balls and sections of pipe cut in half lengthways, one piece per participant	20min
6.3	'Blind triangle'	One (or two) ropes of 30 metres, folded over with the ends tied together, one blindfold per person, a watch or stopwatch.	45-50min
6.4	Wrap up activity		10min

5.1 Warm up activity (10 min)

✓ Objectives

To recap briefly what has been done previously.

📖 Instructions

Welcome the participants and ask a volunteer to recap what activities were done and what they learned in the last session.

Ask if anyone wants to share how they applied this learning in the last few days.

Recall briefly, with the help of participants, some of the key elements of the previous session on problem solving and creative thinking for effective collaboration, and introduce the session by saying that today's session will focus another key element/skill: **Responsibility**.

6.2 Activity 'Pipeline' (20 min)

✓ Objectives

To concretely experience "individual responsibility" and "collective responsibility" in a team game.

📖 Instructions (10 min)

Divide your group into teams of 4-5 people and give each person a small section of pipe (you can also use a piece of paper) that has been cut in half length-ways. Participants must sit in a circle and pass a Ping-Pong ball from one to the other without dropping or touching it. If the ball falls, they must go all the way back to the starting person. Each group should get the ball from one side of a field to another in the shortest amount of time.

The person with the ball can slow it down by tilting the pipe one way or the other before the next person takes the ball on their pipe, but this isn't easy, so it is important for the next person to put their pipe in place as quickly as possible.

? Feedback (10 min)

- *What was easy in this game? What was difficult?*
- *If the ball fell at any point, what was the reason?*

Discuss the importance of the responsibility of each member of the small group.

- *How did the group demonstrate the responsibility of all members of the team as they tried to pass the ball?*



!! Elements to highlight

Remind the team of the importance of playing their part as quickly as possible, as well as the importance of being accountable, rather than blaming someone else when the ball falls so they can achieve their goal as quickly as possible.

Mutual support from all team members is key in establishing good teamwork.



6.3 Activity 'Blind triangle' (45-50 min)

✓ Objectives

To demonstrate to the participants how enabling or disabling one's teammates can contribute to or hinder goal attainment, and highlight the importance of Cooperation, Support and trust and Communication.

📖 Instructions (20-25 min)

Find a large space, ideally outside. Divide the group into smaller groups of 8. Work with one group and ask the other group/s to observe the activity, each with a special task (e.g. timekeeping, penalties, leadership, etc.). Begin with one group and do a first debriefing. Then do the second group and the second debriefing and then the third group if there is one.

Once the group is standing in line, with the looped rope doubled and arranged on the ground, distribute a blindfold to each participant. After putting the doubled-over rope into the hands of each participant, and once they have put the blindfold on, guide them with the rope into a different space and have them spin around in order to lose their sense of direction.

Give the instructions only when everyone is blindfolded (if your group is not used to this, you can choose to give the instructions when their eyes are not blindfolded, the task is easier this way). Ask them to concentrate and listen. Read the following instructions loudly and clearly, and only once (eventually twice if needed but not more!):

The objective of this exercise is to form an equilateral triangle. That is, a triangle with three equal sides and three equal angles. One of the angles of the triangle must point towards north. All of the participants must keep contact with the rope at all times. You must use the full length of the rope. You must use the rope in a single length, not doubled. You must not undo the knot. If someone drops the rope, there will be a penalty of three minutes out of the group for that person. You can start once I have put the rope into your hand and placed you in a safe position.

The game is over once the whole group agrees that the goal has been achieved. They show this by raising their right hand. If the whole group does not raise their right hand together, do not accept the decision and send the group back until there is a common decision. If the group has not finished, the game ends after 15 minute.

🗣️ Feedback (2 x 10 min)

Give a score of 1 to 10 to define their level of frustration: 1, very low level of frustration-10, very high level of frustration. (It is important to discuss the gap between scores: the greater the gap, the more the discomfort level within the group and the difficulty in completing the task).

- *How did you feel during the activity? How were your emotions, such as your sense of frustration, enthusiasm, motivation, etc?*
Ask the two people with the most extreme scores to speak.
- *Was the objective of the exercise clear from the beginning? Did you have a common and clear vision before you began?*
- *Which behaviours helped to bring the group towards a solution?*
- *Which behaviours hindered, disorganised or made the group tense?*
- *Did you all have the same role? Which roles did you identify?*
- *What is needed to take responsibility in a group?*
- *How will **Responsibility** look in your team?*

!! Elements to highlight ^[15]

Be helpful: Understand and advance the group's positive goals.

Be conscientious: Be aware and careful of the choices you make.

Be accountable: Accept that your actions impact everyone around you.

Be persevering: Work through difficulty and discouragement in the pursuit of individual and team objectives.

Be reliable: Prove that others can depend on you.

i Advice for facilitators/recommendations

Do not answer any questions once you have given the instructions.

It is very important that you (and each of the observers, if there are any) observe and note the different phases, the different leadership behaviours, the roles people take, and the helpful and unhelpful behaviours. This requires absolute attention for a constructive debriefing. Take notes. Do not intervene to help the group in its confusion or chaos. Remain neutral.

^[15] www.championsofcharacter.org/files/27910/1NAIA/doc/NAIACHampionsofCharacter_GroupActivityResponsibility.pdf

6.4 Wrap up Activity (10 min)

Ask students to make a simple drawing that represents what they have learned today. Ask some volunteers to show and explain their drawing.

You can also finish the session by proposing to the participants that they try to be more aware of the different types of responsibility they have, the way they handle these responsibilities, and to think about ways they could be more engaged in taking collective responsibility. They can take notes in order to share at the next session.



Part 2.

ENGAGE



Session 7: Exploring Well-being

Objectives

Overall objective

To engage participants in the identification and categorisation of the main elements that contribute to their own well-being, and to identify the characteristics of a community environment that would support it.

What participants should learn

- Participants will explore what psychosocial well-being means for them, and the characteristics of a community environment that can support psychosocial well-being.
- Participants will learn that while they may share a similar definition of well-being, they may also have more “personal” opinions on what “feeling well” means to them.

Overview of the session

	Title & Short description	Materials/Resources	Duration (90 min)
7.1	Warm up activity and Intro to the Engage part of the curriculum		10-15 min
7.2	‘Well-being free listing’	Sticky notes, coloured markers, flip chart	30 min
7.3	‘Imagining our world’	Flip chart paper, paints, coloured markers, tape	40 min
7.4	Wrap up activity	Refer to Annex 2	5-10 min

7.1 Warm up activity (10-15 min)

✓ Objectives

To recap briefly what has been done previously and introduce the session.

📖 Instructions

Welcome the participants and facilitate a short warm up/energiser from the list of activities in *Annex 1*.

Ask a volunteer to recap what activities were done last time and what they learned and experienced in the last session. Ask if some participants want to share how they applied this learning in the last few days.

Explain to the participants that we have “achieved” together the first part our journey, which is to explore and strengthen some of the key skills that will help us work together to bring change. Ask the youth to recall the 5 key skills explored so far- cooperation/ collaboration, communication self-knowledge and management of emotions, problem-solving, creative thinking, and responsibility.

We will now embark on the second part of our journey, where we will identify what is important to us and how we can collectively act to make changes. To do this, we will apply the **5 Engage skills**.

Explain the overall objective of the second part of your collective journey to the participants: To practice and use the “Engage” skills in the development of concrete actions/ initiatives to address one of the challenges to their well-being. Over 7 sessions, we will build an action plan together to Engage and act on one of our well-being challenges. After that, we will be ready to implement our ENGAGE collective action in our environment.

7.2 Activity 'Well-being free listing' (30 min)

✓ Objectives

To explore the meaning of well-being and the elements that contribute to it.

📖 Instructions (20-25 min)

Explain to the participants that we will be discussing what wellness and well-being is. What does emotional, social, and physical health mean to them?

Begin with a 'free listing activity' by handing out 4-6 sticky notes to each young person. Ask them to think of a young person (themselves or a person they know) and ask them What do you think makes this person feel good, well, content? and ask them to answer by writing/colouring one word, phrase, or picture on each piece of paper. This explains their view of well-being. (5-10 min)

Invite participants who are willing to do so to share orally with the rest of the group what they have captured on their sticky notes.

Collect all the sticky notes.

Split the participants into 2 or 3 groups and give each group an equal quantity of the sticky notes collected. Ask each group to read all the sticky notes and if they find similarities, to group them into different categories. After grouping them, they can try to put a label on each group. If there are sticky notes that do not fit under any of the categories, they can put them in an 'unknown' category. (5-10 min)

Bring the groups together and ask them to present the categories they found. List all the categories on a flip chart and again group the similarities to come up with a final categorisation of the different elements that contribute to well-being. Review the sticky notes in the 'unknown' category as a group and decide collaboratively if any new well-being pillars should be added. (5 min)

🗣️ Feedback (2 x 10 min)

- *What did it feel like to categorise elements that contribute to your well-being?*
- *Do these align with your previous thoughts on well-being? What was surprising for you from the outcome of this exercise?*
- *Are there any additional things you feel should be added? What? Why?*

!! Elements to highlight

It is important to ensure that everyone in the group feels satisfied with the categories chosen. Make sure that the categories make sense to them, and if they need to add a category that did not come from the exercise, make sure it is added.

i Advice for facilitators/recommendations

Your role as a facilitator is to assist and encourage the process of categorizing the elements collected. It is important that you let the participants decide the categories themselves. Be careful to not guide or influence their choices too much.

At the end of the session, keep the flip chart of the well-being categories as it will be used again in subsequent sessions.

7.3 Activity 'Imagining our world' (40 min)^[16]

✓ Objectives

To explore the group's vision on an environment for young people and their communities that supports their well-being.

📄 Instructions (20-25 min)

Invite participants to stand together in a circle.

Say to the participants: *"Now that we have talked about what well-being means for you, let's explore what an ideal positive environment would be for young people to support their well-being."*

Invite participants to close their eyes (if they feel comfortable doing so) and invite them to imagine they are just returning from a magic carpet ride. *"When you arrive, you are so excited by all you see and hear around you. The strengths/positive elements that were there before are still here, but you also see many improvements. You take time to wander through the community. What do you see? What do you hear? What are youth doing? What does it feel like?"* (5 min)

Invite the participants to open their eyes.

Ask them to sit down and in groups of 2-4 and talk about what they see as the most important elements of the community they have seen in their vision.

Give each group a piece of flipchart paper and paints and coloured markers.

Explain that each group will have 15 minutes to create a drawing of its vision for their ideal community. They can add text around their drawing to explain what is going on if they wish.

Write the following on a flip chart page or ask the questions aloud:

- *What does your community look like?*
- *How does it feel to be there?*
- *What are the youth doing? What are the adults doing?*

- *Where do the youth have opportunities to be involved/ participate in their community life?*
- *Who supports the youth and youth participation?*

After 15 minutes, ask the groups to draw a heart beside the areas where they feel this is already happening, stars (*) beside the spots where they feel this could improve, and X's where they feel this is not happening yet.

Invite a person from each group to post their drawing on the wall and explain their vision in one minute.

Invite everyone to add any additional ideas and/or ask questions.

Ask the groups to arrange the flip chart papers next to each other. Then, using paints or markers, ask for a volunteer to "connect" the visions together in five minutes by linking similar aspects of the visions on the charts.

🗣️ Feedback (2 x 10 min)

Lead a discussion using the below questions below as a guide.

- *What are the common elements in our visions?*
- *What are the differences?*
- *What is already happening that is positive in your community?*
- *What is not happening that you would like to see?*
- *How do you feel about that?*
- *Are there any links between this exercise and the previous one? What are they?*

!! Elements to highlight

Links between individual perceptions of well-being and an "ideal" community which supports the well-being of youth shows the correlation between the two. By working to improve community supports, we improve our own well-being.

The discussion on the similarities and differences identified in what is "well-being" (Activity 1.1) and what a positive environment means, what could change to improve their well-being, and what resources already exist is an important one. The discussion can help the youth to foster a sense of common vision and mission to act collectively to change things in their environment.

^[16] Adapted from: Right to play (2015)

7.4 Wrap up activity (5-10 min)

✓ Objectives

To summarise the session and close the session with a fun activity.

📖 Instructions

Explain to the participants that you have now reached the end of today's session and together you will briefly summarise what you have done.

Choose and adapt one activity from the Closure Activity list. (*Annex 2*)

Finally, close the session with a short game/energiser of your choice.



Session 8: 5 pillars of well-being

Objectives

Overall objective

To introduce participants to the five core psychosocial pillars and their contribution to well-being. To learn about the key supporting elements of psychosocial well-being and how they can be fragile in unstable contexts.

What participants should learn

- Through the presentation of the *Five pillars of well-being framework*, participants will acquire an increased awareness of the components of psychosocial well-being, which, based on research, have been shown to be affected in unstable contexts. This framework can help them understand aspects of their well-being that they did not think about in the previous session.
- Feeling safe, feeling connected, feeling worthy, feeling respected and feeling hopeful is important to strengthen resilience.



Overview of the session

	Title & Short description	Materials/Resources	Duration (130 min)
8.1	Warm up activity		10 min
8.2	Games to introduce the 5 pillars of well-being	Sticky notes, coloured markers, flip chart	90 min
8.2.1	'Crossing the abyss' – Feeling safe	Adhesive tape, 3-4 sheets of paper per group or hula-hoop	20 min
8.2.2	'Network game' – Feeling connected	A ball of yarn, 5-10 balloons of different dimensions	20 min
8.2.3	'Throwing the ball' – Feeling respected	Sheets of paper, A bin	15 min
8.2.4	'T-shirt challenge' – Feeling worthy	1 bag with one T-shirt inside per group, Some blindfolds, Chairs	20 min
8.2.5	'with or without hope' – Feeling Hopeful	one A3 sheet of paper per group, marker	15 min
8.3	Matching our well-being categories and description to the 5 pillar	Flip charts of <i>session 7</i> Flip charts and markers	20 min
8.4	Wrap up activity	Refer to <i>Annex 2</i>	10 min

8.1 Warm up activity (10 min)

✓ Objectives

To recap briefly what has been done previously and introduce the session.

📖 Instructions

Welcome the participants and propose a short warm up activity from the list in Annex 1.

Ask a volunteer to recap what activities were done and what they learned in the last session. Ask if someone wants to give any reflections on the discussion we had, on well-being in the last few days.

Recall, with the help of the participants, the main categories and components of well-being that were identified in the last session.

Explain that in order to strengthen their overall knowledge on well-being, today we will introduce an existing framework that will be used as a starting point for defining and implementing our collective action.

i Advice for facilitators/recommendations

During the following activities you will go through the 5 pillars of well-being with the participants. At the end of each activity, make sure you present in simple words which pillar you explored.



©Tdh/Didier Martenet - Bangladesh



©Tdh/Will Baxter - Burundi

8.2.1 Activity 'Crossing the abyss' – Feeling safe (20 min)

Objectives

To discuss on the sense of safety and resources to mitigate fear and stress.

Instructions

Preparation: Split the participants into groups of four.

Tie the left ankle of the first participant in every group to the right ankle of the next participant, then the left ankle of the second participant to the right leg of the third and so on so that everyone is tied together in a row.

Draw two parallel lines; one line of departure and one line of arrival (these are the two sides of the abyss). In between the lines, place three hula-hoops close to each other but not touching. The hula-hoops represent the "boulders" over which the participants must cross. If they miss the "boulder" they fall into the abyss.

As a group you have to "cross" an abyss, stepping only on the "boulders". Before you begin, you have two minutes to build your strategy in order to cross safely. If one of you touches the ground outside the circles, you will all fall into the abyss.

Debriefing

- *How did the challenge go for you? Did the action happen the way you planned?*
- *What was important for you during the preparation time? What were the risks?*
- *When did you feel at risk? How did it feel when you knew that there was a risk? When did you feel secure? What was the difference between being on one or other side of the abyss? What were some of the strategies you used to feel safe?*
- *What factors do you think can enhance or undermine safety?*

Elements to highlight

In the preparation time it is important to identify and be informed of the type of risks there are and how serious they are. For example, a risk is falling into the abyss and having 2 minutes to save yourself.

It is important to acknowledge your emotions and know how to manage them in order to use your resources to mitigate fear and stress and create a sense of calm.

Highlight the importance of where to go in case of risk, what to do (strategies).

If time allows, it is also important to discuss the fact that safety is possible only if you have your basic needs met.

Presentation of the well-being pillar: Feeling safe

When people feel safe, they do not anticipate any harm or hurt at physical or psychological levels and can therefore plan and live their lives without any type of impediment. They can also recover more easily from adverse circumstances. Conversely, not feeling safe triggers uncomfortable emotions like fear and anxiety that can interfere with personal development and recovery.

For children and youth, safety usually means having adequate housing, clothing, food supplies, access to health care, schooling, and protection from any form of threat and abuse. To achieve these things, children and youth depend on their parents. However, in chaotic conditions, responsible adults may not be able to fulfil this caring role satisfactorily. They may feel threatened themselves or otherwise be unable to generate necessary resources to keep children safe and protected. Children and youth who lose contact with their families in these adverse circumstances feel particularly unsafe. They are also exposed to increased safety risks, such as physical and sexual abuse, trafficking, and exploitation.

In these conditions, it is therefore important to encourage children and youth to identify, set up and lead joint initiatives that enhance their safety against common threats in their living environment, with particular attention on supporting the necessary measures to ensure the highest level of safety and protection for children and youth who lack family and other vital social supports.

8.2.2 Activity 'Network game' – Feeling connected (20 min)

Objectives

To understand the importance of social connections.

Instructions

Preparation: Form a circle with all the participants standing and ask them (again) how they managed to cross the abyss together in the previous exercise.

One of you will receive the end of a ball of yarn. Say the first word that comes to mind when you think of "together" or "team". Then you throw the ball to another participant who says the first word that comes to mind, and throws it to someone else, all the time keeping hold of the yarn. Participants have to remember the words they and their colleagues say and should not repeat words.

When all the participants have received the yarn, throw some balloons on the net of yarn and ask the participants to keep the balloons from falling. At some point, discreetly ask someone to let their piece of yarn go.

Debriefing

- *Did you feel connected during this exercise?*
- *What helped you to keep the balloon from falling? Did you feel it was important to you and for the group to keep the yarn firmly in your hands?*
- *How could we have been stronger? What happened when someone dropped the yarn?*
- *What factors can enhance or undermine social connections?*

Elements to highlight

- The importance of **building trust** and making new trustworthy connections.
- The importance of **acknowledging people/peers of support around us, as well as available support services**.
- The importance of **communication** (how to share, how to ask, knowing when to be open and when to withdraw).



Presentation of the well-being pillar: Feeling connected

A sense of attachment and belonging to a supportive network of relationships, including family, friends and other community members is vital to access a state of health and well-being at every stage of personal development. Young children are able to overcome anxiety through consistent relationships with responsible adults that meet their various physical and emotional needs. As they reach adolescence, their peer group becomes very important to them, and they need to feel accepted by their friends. A wider mix of community relationships helps them manage and resolve or avoid difficulties and also helps them to realise their hopes and ambitions. Children and youth living in challenging conditions often lack these vital supports, or their established networks may be weak and unable to address their multiple needs effectively. Because of this lack of support, they may experience discrimination and exclusion, which may lead to poor health outcomes, and raise the risk of social isolation and the resulting feelings of loneliness and uncertainty. Children and youth can be encouraged to identify, set up, and lead initiatives that nurture their integration into supportive family, peer, and community networks.

8.2.3 Activity 'Throwing the ball' – Feeling respected (15 min)

Objectives

To discuss the sense of justice and what can enhance everyone's sense of being respected equally.

Instructions

Ask 4 volunteers to stand at the front of the group. Ask them to stand in a line, and give each of them a sheet of paper on which is written a different statement from the following list:

- a person that cannot walk
- a person that cannot see
- a person that does not know the language of the country in which they live
- a person that cannot read

Then ask them to take a big step ahead if the character written on their sheet of paper can do the following activities, and to remain in the same place if not.

The statements are as follows:

1. Can you go by yourself to a different town to buy something that is only available there?
2. Can you compete in a race?
3. Can you work?
4. Can you get a diploma or a professional certificate that gives you the right to work?
5. Can you get in contact with a state institution to get an essential document?
6. Do you have friends?

When you have finished the questions, ask the participants to crumple the sheet of paper and throw it a bin placed in front of them a certain distance away. (This will be easier for some of them than others).

Debriefing

Discussion on equal chances/opportunities.

- *Why did some of them reach the bin and others not? What made the difference? What constitutes an advantage and what constitutes a disadvantage in this exercise? What is one word that comes to mind in this game?*

- *How could we do the game differently to give to everybody an equal chance? (If time allows, play the game again with the rules decided by the group).*

Final debriefing:

- *Which part of the game was better/easier? Why? What do you think this game shows us?*
- *If we now consider yourselves and your situation, what are the factors that enhance or undermine your sense of what is just and fair?*

Elements to highlight

- **Acknowledging and identifying inequalities.**
- **Knowing their rights** (right to survival, non-discrimination, for example).
- **Learn about strategies to address inequalities in a positive way** (and resources existing in the environment).
- The importance of **collective efficacy** (when all members agree on the same "rule change" and put strategies in place to make this change).



Presentation of the well-being pillar: Feeling respected

In situations of political instability, violent conflict or migration with limited means, people can often experience an abuse of their human rights with no redress. This can create a sense of injustice in victims which can be twofold. Firstly, the impact of the unjust act or situation itself they have experienced, and secondly, anger resulting from the fact that the injustice has gone unchallenged. People may feel frustrated and betrayed, and the effects can be worse when other people around them do not want to or are not able to talk about the cause of the injustice. The consequences of political instability/conflict migration may create an additional sense of injustice because of a lack of access to relief support, power dynamics, lack of access to structural justice, gender inequalities, social inclusion issues, and discrimination etc. Children and youth can be encouraged to devise, set up and lead initiatives that foster a wider group discussion on unresolved injustices they have experienced or observed in their lives. This can be a preliminary step for children and youth to tackle persistent injustices in their living environment in an age-appropriate manner.

★ 8.2.4 Activity 'T-shirt challenge' – Feeling Worthy (20 min)

✓ Objectives

To understand the importance of finding and expressing their own identity within the group, and to understand how important everyone's individual role can be.

📖 Instructions

Preparation: Split the group into teams of 4 and assign each participant one of the following characteristics:

1. You can't walk, you can't see, and **you can only use hand** (the participant should stay seated on a chair and blindfolded, one arm in their pocket).
2. You can't move at all, **but you can see** (the participant should stay seated and is not able to move their arms by themselves).
3. You can see, you can use only one hand and you can't walk (the participant should stay seated on a chair, one arm in their pocket).
4. You can't see, **you can walk**, and you can't use your hands (the participant is blindfolded, not able to move their arms by themselves)

Then, place a bag with a T-shirt inside, one bag for each group. The bag should be at an equal distance from each of the groups.

In your group, someone has to go and bring the bag back to the group. They then have to find the T-shirt inside the bag and put the T-shirt on one member of the group. Be careful to respect the characteristics that have been allocated to you. You can take the time you need to complete this challenge.

🔍 Debriefing

- *How do you feel after doing this activity? What did you like or dislike about the process?*
- *How did it feel to be limited in what you could do?*
- *What made possible it for the group to succeed? How did you decide who would do what?*
- *Did anyone decide to finally change the instructions and use both hands etc.?*
- *Even though you were limited, how did you feel when doing your task?*

- *What do you think this exercise tells us about well-being, what are the important components? (roles and identities)*
- *What factors enhance or undermine feeling worthy?*

!! Elements to highlight

- Importance of understanding our identity and the roles we can take and have, but also the role of others.
- Importance of Identifying what is meaningful in our role, our contribution (which helps in developing self-confidence, even if we have limits).
- Perceived role efficacy.
- Possibility to address the fact that we are not "closed" in a role, we might be assigned a role, but we can influence a change in our role, for example, changing the instructions "for this activity you are not allowed," to "use both hands and use your eyes" etc.
- Perceived autonomy and agency (what control do I have, and what can I do).



Presentation of the well-being pillar: Feeling Worthy

The capacity to shape one's personal identity by assuming new roles in life is another important factor in accessing a state of health and well-being. A positive identity builds self-confidence and a sense of self-worth, which, in turn, helps us to fit in and deal with adversity. Humanitarian crises, migration and other disruptive situations often impact children and youth's budding sense of personal identity, by depriving them of opportunities to exercise positive roles. As can be characteristic in these situations, it is damaging to completely depend on others over a prolonged period of time. Having no role whatsoever can leave affected children and youth feeling helpless, useless and without a purpose. All too frequently in these situations, children and youth are driven into roles that are inappropriate for their stage of development and which diminish their self-confidence and self-esteem. In situations of forced migration, poor reception in arrival destinations compound their difficulties by making them unsure of what their role is. Children and youth can be supported to devise, set up and lead initiatives that allow them to engage in constructive social roles, to find out more about themselves and clarify who they want to be in life.

8.2.5 Activity 'With or Without Hope' – Feeling Hopeful (15 min)

Objectives

To understand the importance of building hope for the future.

Instructions

Preparation: Divide the participants into groups of 4-5 people.

On a sheet of paper, draw 2 people: someone with hope and someone without, and list the characteristics of each. After the groups have discussed this for 5-10 minutes, ask each group to choose a representative to speak for them. The spokespersons should share briefly (in 1 or 2 sentences) what their group discussed.

Alternative activity: 'My ten-year class reunion'

(adapted from: Advocates for youth (1995 *Life planning education – a youth development program*))

For this activity, the participants will do a Role play.

Instruction:

Imagine you are participating in a reunion 10 years after our meeting today. You are meeting with each other, sharing what happened in your life during the past 10 years, 3 important things: school, job, family. You are allowed to dream!

Debriefing:

- How do you feel? What did you like about the process and what did you not like?
- Was it easy to dream? What was important for you to share with the others?
- Is dreaming of a different future a futile exercise? A waste of time? Why or why not? What do you think are your drivers (values, beliefs) that feed the way you wish your future life to be?
- What makes most dreams come true? What can you do now to make your dreams come true?
- What do you think that this exercise tells us about well-being, what is an important component? This activity is about HOPE.
- Based on what you know about HOPE, what role does HOPE play in the heart and mind of a person who is thinking about their future?

Debriefing

- While doing your exercise, which of the people did you identify with, the person with or without hope?
- What do you think that this exercise tells us about well-being, what is an important component of well-being? This activity is about HOPE
- Based on what you know about HOPE, what role does HOPE play in the heart and mind of a person when they think about their future?

Elements to highlight

- Important to have the capacity to dream, and to see what can feed your objectives and hope for the future. This pushes us to make things happen.
- **Important to be aware of your own values and the shared values** that drive us.
- **Important to know about opportunities and obstacles** when developing a realistic plan.

Presentation of the well-being pillar: Feeling Hopeful

Making sense of the world around you is important for everyone, because it helps us to feel secure in our place in the world and to have expectations about what can happen. We can build on these expectations to have hope in our lives. The disruption caused by humanitarian crises and migration can lead to experiences that challenge or even destroy people's understandings and beliefs. Even living in an unfamiliar place can expose people to new ideas and experiences that can be challenging in helpful or damaging ways.

Children and youth who experience major changes in their lives following disruptive life events can feel very vulnerable when they begin to question the validity of things they held to be true about the world. Children and youth can be encouraged to devise, set up and lead initiatives that help them explore their beliefs and adjust them appropriately to establish new hope for their future.

8.3 Matching our well-being categories and description to the 5 pillars (20 min)

✓ Objectives

To compare the categorisation of well-being realised in previous session with the 5 pillars.

📖 Instructions

Explain to the participants that during the last two sessions, you have been looking at what contributes to well-being from two different perspectives: their own perspective and the perspective developed by researchers. Tell them that during this final exercise, they will try to match or see the differences between the two perspectives.

Ask the participants to quickly recall the 5 well-being pillars and write down the titles on separate flip charts that you will hang in the room.

Form five groups and assign a different pillar to each group. Ask them to write down words that come to their mind concerning what it means to feel safe/connected/respected, etc. Give each group 2 minutes and then ask them to change flip charts, and to add to the list if necessary. Repeat this until they have gone through all the well-being pillars.

? Feedback

Bring the group back together. Explain that now, they will take a look back at what they did in the previous session.

Bring back the flip charts you kept from the last session and hang them up too.

Ask the participants to compare the 2 categorisations through the following questions:

- *Are there any similarities? Any differences?*
- *While looking at the categorisation you did in the previous session, would you like to add things in the “well-being pillars” flip chart?*

i Advice for facilitators/recommendations

Make sure that participants assimilate and take ownership of the well-being pillars while matching the pillars with their own categorization.

Keep the flip chart of each pillars and their related elements as it will be used again in *Session 9*.

8.4 Wrap up activity (10 min)

✓ Objectives

To summarise the session and close the session with a fun activity.

📖 Instructions

Explain to the participants that you have now reached the end of today’s session and together you will briefly summarise what you have done in this session.

Choose and adapt one activity from the Closure Activity list. (*see Annex 2*)

Finally, close the session with a short game/energiser of your choice. (*see Annex 1*)

Session 9: Explore what we want to change

Objectives

Overall objective

To engage participants in jointly identifying concerns related to their well-being, and to rank the related issues according to group-identified priorities before initiating action.

What participants will experience

Based on the activities carried out in the previous two sessions, participants will begin to identify specific concerns they have for their well-being, through a free-listing activity. They will also identify the strengths they can build on in order to select their main challenge for their collective action.

Overview of the session

	Title & Short description	Materials/Resources	Duration (90 min)
9.1	Warm up activity 'Explain ENGAGE steps'	<i>Resource sheet 9.1</i>	15 min
9.2	'Well-being thermometer'	Flip chart from <i>session 8</i> with well-being pillars, flip chart papers, sticky notes, pens, markers, <i>Resource sheet 9.2</i>	15 min
9.3	'Well-being pillar Selection'	Flip chart from <i>session 8</i> with well-being pillars, stickers	20 min
9.4	'Mapping and selecting challenges to address'	Flip chart papers, pens, markers	30 min
9.5	Wrap up activity	Refer to the list in <i>Annex 2</i>	10 min



9.1 Warm up activity 'Explain ENGAGE steps' (15 min)

✓ Objectives

To recap briefly what has been done previously and introduce the session.

📖 Instructions

Welcome the participants and propose a short warm up activity from the list in *Annex 1*. Ask a volunteer to recap what activities were done and what they learned in the last session. Ask if anyone wants to share their reflections on the discussion on the well-being pillars in the last few days.

Recall, with the help of the participants, the different well-being pillars.

Introduce the ENGAGE steps we will follow from this point forward in our sessions. (*see resource sheet 9.1*)

- E** ↑ **Explore challenges**
- N** **New ideas**
- G** **Get a plan and be prepared to act**
- A** **Act & implement**
- G** **Grow the impact**
- E** ↓ **Evaluate and reflect on the learning**

The facilitator points out that going through this process will require the ENGAGE skills the participants have been working on so far: Cooperation, Communication, Self-awareness/management of emotions, Problem solving and creative thinking, Responsibility.

Explain that in the next session, we will work together on the first "E" to identify one challenge related to one well-being pillar that we would like to tackle, and which will be the starting point for our first ENGAGE collective action.

9.2 Activity 'Well-being thermometer' (15 min)

✓ Objectives

To assess our group's sense of well-being within each 'well-being pillar'.

📄 Instructions

Hang the flip charts from session 8 on the wall with the name of the pillars.

Draw a thermometer on a flip chart with the number 1 (low) on the bottom and a number 10 (high) on the top. This is to help the participants to "measure" their well-being and visualise where they will situate themselves on the thermometer.

Place 5 boxes or buckets on the table and hand out 5 sticky notes to each person. Write each pillar on the box or on a sign beside it (one box for each pillar).

Explain to the participants that they will measure how they currently feel about each pillar. This will be private, and no one else will see their response.

Invite them to look at the thermometer and to consider the first well-being pillar (Feeling Safe). Invite each person to think quietly for a minute, and then write the number that corresponds to how they currently feel in relation to the objective (1 – low, 10 – high) on a sticky note. Once they have finished, they can add the sticky note to the box for the first pillar.

Repeat this with well-being pillars 2, 3, 4 & 5, briefly describe the well-being pillar, invite participants to consider how they currently feel, write a number and drop it in the box.

Explain to the participants that we will be doing this again at the end of the project in order to see that if, by working together, we were able to make improvements in our well-being.

Once all the papers are collected, the facilitator does a quick calculation for each pillar and discusses the results with the participants as per the "result for each well-being pillar" (see feedback questions below).

Fill out the *Resource sheet 9.2* (this sheet will be again used during session 19 at the end of the curriculum).

🗣️ Feedback

- Are you surprised at the result for each well-being pillar?
- Does it correspond to what you thought?
- Why do you think in general the pillar "x" or "y" is higher / lower than the others?

👤 Advice for facilitators/recommendations

Carry out the 'movement moment' human sculptures activity below to help participants to process any feelings arising from the activity.

Movement Moment: Sculpture

Invite participants to find a partner. Ask partners to be number 1 and number 2.

Invite participant number 1 to mould (move) participant number 2's body into how participant number 1 is feeling. For example, if sad, maybe you would have a frowning face and head down. Finally, invite all pairs to look around the room. Note: In some cultures and communities it is not okay to touch another person of the same or different gender. In this case, verbally ask your partner to move their body in the way that you feel.

Now switch roles! Next, invite participant number 2 to mould participant number 1 into how they are feeling. Invite all pairs to look around the room.

Close the activity by stating that sometimes these types of activities make us feel happy and relieved, and sometimes they make us feel bad and sad. It's ok to have these emotions, and we can reflect on how we feel.

Note: If anyone is feeling bad and sad and wants to talk, invite them to speak with you or a professional. (have phone numbers of counsellors and support ready).

9.3 Activity 'Well-being pillar Selection' (20 min)

✓ Objectives

For participants to agree on a well-being pillar they would like to strengthen first, taking into account the challenges and strengths they have as a group and within the community.

📄 Instructions

Hang the flip chart from session 8 on the wall

Explain to the participants that from this overview of the important elements of well-being for us individually and as a group, we will now select together the first well-being pillar we wish to strengthen.

Ask the participants to mention some of the criteria they will use to select the pillar. The participants can draw on the results of the previous exercise on the well-being pillar (average for each pillar), also the results of their "imagining our world" exercise 7.3, but this should not guide their choice exclusively.

Divide the participants into groups of 5 maximum and ask them to have a discussion for 10 minutes on the pillar and criteria they have chosen. To facilitate the discussion, ask them to proceed as follows:

- In turn, each person states their preferred choice at this point in time, with no reasons given or discussion.
- Then do a second round, asking each person to explain their choice.
- The discussion then continues until a consensus is reached on the choice of the well-being pillar.

Once each group has come to a consensus, they put a sticker on the correct "well-being Pillar flip chart" selected.

According to the results, the facilitator engages with the different groups to come to a joint decision. If necessary, the whole group can decide to focus on two well-being pillars.



9.4 Activity 'Mapping and selecting challenges to address' (30 min)

✓ Objectives

To select one or 2 challenges to be addressed by collective action.

📖 Instructions

Step 1: Mapping the concerns (10-15 min)

The facilitator asks each of the groups (the same groups as in the previous activity) to discuss and list what needs to be solved in relation to the selected well-being pillar, and to write their answers on a large sheet of paper. (The facilitator goes around the different tables to support the groups and to ensure that everyone's viewpoint is considered).

Step 2: Ranking concerns (5 min)

Once all the groups have listed their concerns, the facilitator ask the groups to rank the identified concerns according to jointly determined priorities.

Step 3: Agreeing on 3 priorities (5 min)

Bring the groups together and ask them to present 2-3 concerns they ranked as the highest priority, and the reasons why.

Once all the groups have presented, ask the whole group to agree on the 3 concerns that affect them all.

Step 4: Introduction of the 'Collective barometer' (10 min)

Finally, the facilitator asks participants to fill in the following collective barometer for each of the 3 priority concerns. Ask the participants the following question: "How confident are all group members that these situations can be improved?" You can proceed through a hand vote, or by asking participants to put a sign in the relevant cell on the following chart.

Concern 1	Concern 2	Concern 3
Very confident	Very confident	Very confident
Fairly confident	Fairly confident	Fairly confident
Maybe	Maybe	Maybe
Probably not	Probably not	Probably not
Definitely not	Definitely not	Definitely not

? Feedback

At the end of the activity, ask the participants if they feel comfortable with the result of the collective barometer.

i Advice for facilitators/recommendations

The facilitator points out that resolving these challenges will require the Engage skills participants have been working on so far, namely *Cooperation, Communication, Self-awareness and management of emotions, Problem solving and creative thinking, Responsibility*.

9.5 Wrap up activity (10 min)

✓ Objectives

To summarise the session and close the session with a fun activity.

📖 Instructions

Explain to the participants that you have now reached the end of today's session and together you will briefly summarise what you have done in this session.

Choose and adapt one activity from the Wrap up activity list. (See Annex 2)

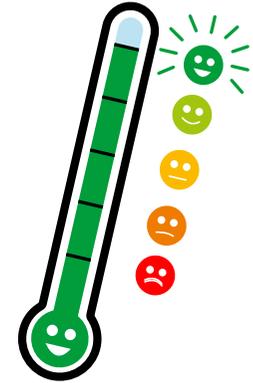
Finally, close the session with a short game/energiser of your choice.



Steps	What?	How?	When?
E	Explore what we want to change	 <p>Identification of the well-being pillar to work on Listing of challenges that can be tackled Agreeing on one challenge/concerns to be tackled</p>	Session 9
N	Generate N ew ideas to Engage	 <p>Exploration of the selected challenge Exploration of resources available Explore and choose ideas to explore the challenge Definition of the final goal for their idea</p>	Session 10
G	G et a plan to Engage and prepare to Act	 <p>Development of the collective action plan Practice the Engage skills to implement the action Exploration of knowledge and skills needed related to the selected well-being pillar Utilisation of a logbook to track implementation of their collective action</p>	Session 11-12-13-14
A	A ct & implement	 <p>Implementation of the Action Track the progress</p>	Session 14-15-17
G	G row the impact	 <p>Analyse community role and engagement Presentation of the activity to the community Review of the action plan following meeting the community Celebration with the community</p>	Session 11-11bis-12-18
E	E valuate and reflect on the journey	 <p>Reflection on the journey Evaluation of the results</p>	Session 18

Resource Sheet 9.2

Well-being thermometer follow up



Please fill in the table during **session 9 and then again in session 19 “Reflect and Share”**
 (Please compile the average based on the numbers in each well-being pillar box/bucket. For example, if you have 20 papers in Pillar 1 bucket, add the numbers up and divide by 20 to get your average.) Add your comments and notes about the well-being Pillars in the final column.

Activity	Ranking (1 – low, 10 – high)					Comments and Notes (Was there any interesting discussion about the Pillars? Did you notice any changes from session 9 to session 18?)
	Pillar 1: Safety	Pillar 2: Connected	Pillar 3: Worthy	Pillar 4: Respected	Pillar 5: Hopeful	
Session 9 (Project Start)						
Session 18 (End of Project)						

Session 10: Generate new ideas to engage!

Objectives

Overall objective

To support participants in exploring further the selected challenge in order to choose the collective action to undertake, and to finalise the goal for their idea.

What participants will experience

Participants will experience working together, explore the root causes and consequences of the identified concern, and will identify strengths and potential solutions to address the challenge.

Overview of the session

	Title & Short description	Materials/Resources	Duration (100 min)
10.1	Warm up activity		10 min
10.2	'Planning tree'	Flip chart paper and coloured markers Flip charts with Strengths and Challenges	60 min
10.3	'Imagining expected changes'	Flip chart paper and coloured markers Flip chart with questions	20 min
10.4	Wrap up activity		10 min



10.1 Warm up activity (10 min)

✓ Objectives

To recap briefly what has been done previously and introduce the session.

📖 Instructions

Welcome the participants and ask a volunteer to recap what activities were done and what they learned in the last session where they assessed and selected the challenges to act upon

Recall, with the help of the participants, the different steps of the ENGAGE model

Ask if anyone wants to share their reflections on the discussion we had on the challenge selected

Explain that in the coming session, we will work together to explore the challenges selected to generate ideas for first ENGAGE collective action.

E ↑ Explore challenges

N **New ideas**

G Get a plan and be prepared to act

A Act & implement

G Grow the impact

E ↓ Evaluate and reflect on the learning



10.2 Activity 'Planning tree' (60 min)

✓ Objectives

To collectively analyse the root causes of the identified issues and to look more deeply at the available strengths and resources they have, and begin to identify possible solutions to address these issues.

📄 Instructions

On a large flip chart paper, draw a large tree with roots, a trunk, dry branches, and draw the external conditions necessary for a tree to blossom. Explain that this is a "Planning Tree" and explain what each part represents as follows:

- Trunk (Challenge): the key challenge the group has chosen to work on
- Roots (Root Causes): the causes of the key challenge
- Dry branches (Consequences): the different consequences of the problem identified in the daily life of the participants
- Existing External conditions – water / light, etc (Strengths): strengths and resources the participants have identified previously
- Actions (additional actions which help the tree to grow and blossom, more light, fertilizer...) potential strategies to address the identified root causes (actions to make sure that light and sun can help the tree to be healthy)

Divide the group into small groups of 3-5 people. Hand out a big sheet of paper and coloured markers to each group.

Ask the groups to draw a similar tree on their paper. Write the challenges they have selected on the trunk of the tree (**5 min**). (Please note that all groups should focus on the same 'challenge'. This will generate and stimulate discussion when they share their planning tree with each other, as they can build on one another's ideas).

Participants discuss the root causes of the challenge within their small groups (the roots) (**10 min**). Prompt them with the question "why" to encourage them to look deeper into the challenges.

When they have identified some of the root causes of the challenge, write them down on the roots. If there are disagreements about the root causes, remind them that we are sharing ideas, and everyone has a right to their opinion. If they cannot reach agreement, all causes can be mentioned.

Ask the participants to discuss the different consequences associated with the problem in their daily lives and write down the consequences in the dry branches. (**10 min**) This discussion will help when clarifying the expected changes they want to see as a result of their action.

Ask the participants to reflect on the type of resources (strengths) they have to address the root causes. These should be drawn as the sun, the light, and the other conditions that can affect the tree's health.

Ask the groups to discuss how they can work together to address the root causes of the challenge they have identified, drawing on the Strengths they have identified (**15 min**). Ask the following questions: What are some ideas you can think of to address the challenge you have identified?

Ask them to write possible actions/ideas down beside the tree. Even if the idea does not seem possible to implement, tell them it is still ok to write the ideas down, but make sure that some of the solutions are possible to carry out.

Ask each group to present their problem tree. (**2 min/ group**) On a new flip chart write down all the ideas presented by the different groups.

Now that they have the ideas written down, ask the participants to review them together as a group and decide on 1 - 2 action ideas that would be feasible to carry out together. (Participants can vote by raising hands for their two favourite ideas) Circle or highlight these ideas for their ENGAGE collective Action. (**10 min**)

i Advice for facilitators/recommendations

If the participants decide on two challenges, you will need to do two separate trees. Finish one Planning Tree and then move on to the next.

Sometimes some of the root causes cannot be addressed by the youth themselves, and need other members of society (e.g. government, policy makers, family, etc.) to effect change. Sometimes you can invite these people to help you, and other times it may be too complex to address through this project. We can, however, try to find challenges we can address, or look at ways our actions can support people facing these challenges. For example, if youth feel unsafe in their community due to attacks or conflict, we cannot stop the attacks and conflict through our actions. We can however, support youth to have a space to go to where they feel safe and supported, reflect on what is happening in their community, and communicate their feelings to the public (if safe to do so).

Regarding the “dry branches” or consequences of the problem, if time allows, you can discuss the links between the actions the youth have identified and the potential impact they could have. For example, some actions will be effective quite quickly and easily, and some may need a more complex, long term approach.

The facilitator can also discuss with the participants how they can link their ideas with ongoing initiatives which may already be in place. Perhaps they could support ongoing actions with their new ideas and join existing groups.

10.3 Activity ‘Imagining expected changes’ (20 min)

Instructions

Step 1 (10 min)

On a flip chart, display the flip chart challenge and the ENGAGE collective action or the problem tree the participants have decided to focus on.

Ask the group to close their eyes and imagine that their action idea is playing out in their minds, all the way to a successful finished project. Imagine the process of developing their action, the different people and activities involved, imagine the action itself and who will be part of it. (You can refer to *Session 7*, where they envisioned their world to help with this).

Ask “*What changes do you expect to see as a result of the process and the ENGAGE collective action itself?*”

Write the following questions on a flip chart to help the participants to generate a statement:

- *What is the action you have planned?* (start by stating the action)
- *What are the expected changes at your level?* (the one “doing” the action)
- *What are the expected changes at the broader youth level?*
- *What are the expected changes at family level?*
- *What are the expected changes at community level?* (at institutional or people’s level)

What are the changes expected in the short term (immediately after action), in the middle term (maybe 3/6 months after the action) and the long term (more than 6 months)?

Take note on a flip chart of what the participants share.

Step 2 (10 min)

Explain to the participants that as a group you need to come up with a summary statement that captures the changes they expect from their action idea. For example: Our play will create a space for us to share our thoughts and feelings. Our families and communities will then better understand us. We will also use our play to create hope for other youth by sharing inspiration.

Divide the participants into groups of 4-5 and distribute a flip chart page to each group. Ask them to come up with a statement based on the answers they gave previously.

When all the groups have finished, show the flip charts and ask the group to come to a common understanding and a final statement.

10.4 Wrap up activity (10 min)

✓ Objectives

To summarise the session and close the session with a fun activity.

📖 Instructions

Explain to the participants that you have now reached the end of today's session and together you will briefly summarise what you have done in this session.

Ask the participants to make a plan between themselves on how they will share the decisions they have taken today and with whom. For example, peers, family or community members may have inputs or resources which could contribute to the success of the action.

Explain to participants that there will be a specific session, *session 12*, organised by them, where they will have the opportunity to formally present their final action plan to the community and receive feedback.

Finally, close the session with a short game/energiser of your choice. (See Annex 1)



Session 11: Get a plan to ENGAGE

Objectives

Overall objective

To support participants to develop an action plan for their ENGAGE Collective action taking into account the “grow impact” objective of the MOVE ON & ENGAGE approach.

What participants will experience

Participants will reflect on the role of the community within the ENGAGE collective action they have decided upon, and on key stakeholders they need to involve.

Participants will work together to develop a detailed action plan to implement their ENGAGE collective action and reflect on the knowledge and skills needs to implement their action (linked with 5 ENGAGE skills and other pillar-based knowledge and skills).

Participants will prepare the meeting to present their ENGAGE collective action to the community.

Overview of the session

	Title & Short description	Materials/Resources	Duration (120 min)
11.1	Warm up activity		10 min
11.2	‘Engaging community and key stakeholders’	Flip chart papers, tape, coloured markers, crayons, and paints <i>Resource sheets 11.1, 11.2 & 11.3</i>	20 min
11.3	‘Developing our ENGAGE collective action plan’	Flip chart papers, tape, coloured markers, crayons, and paints <i>Resource sheet 11.4</i>	55 min
11.4	‘Presentation of the idea to the community’	Flip chart paper and coloured markers. <i>Resource sheet 11.5</i>	25 min
11.5	Wrap up activity		10 min



11.1 Warm up activity (10 min)

✓ Objectives

To recap briefly what has been done previously and introduce the session.

📖 Instructions

Welcome the participants and ask a volunteer to recap what activities were done and any insights they have from the last session.

Recall, with the help of participants, the selected well-being pillar and challenge for their ENGAGE collective action, as well as the statement clarifying the expected changes.

Ask if someone wants to share any impression they have, from sharing their idea with their family, peers or family or community.

Explain that in this session, we will work together to reflect on the community’s role in our action in order to grow impact, develop a project action plan, and identify knowledge/ skills that will support us in our implementation of our first ENGAGE collective action.

E ↑ Explore challenges

N New ideas

G Get a plan and be prepared to act

A Act & implement

G Grow the impact

E ↓ Evaluate and reflect on the learning

11.2 Activity 'Engaging community and stakeholders' (20 min)

✓ Objectives

To support the youth in planning community participation and engagement in the ENGAGE collective initiative in order to grow the impact of its intended results.

📄 Instructions

Introduction (2 min)

Explain that now that they have selected 1. the challenge they want to address, 2. the type of action they want to develop to address it, 3. the changes they expect, and 4. the strengths and resource available, they need to look at how to grow the impact.

Facilitator asks, "What can we do to maximise our results in terms of the number of people reached and the sustainability of our results?"

Explain that one way is to involve the relevant people in the community, people who have the interest and power to change things. Involving the community will also increase the chances of making the changes last.

Part A: who is important in my community? (10 min)

Divide the participants into 3-4 groups.

Distribute a flip chart to each group with a blank outline of the ecological model. (Resource sheet 11.1)

Ask them to think carefully about the people who are important in their lives, who play a role in their lives or who have an influence over their lives. Ask them to place them in the outline according to their level of importance.

Based on the action chosen, they should identify (circle in colour in their drawing) people that could have an interest, a role or some influence in the implementation of the action. If the person of interest is not already in their circle, they can add them with a specific colour.

The following questions may be of some help:

- *What individuals or groups have an interest in the issue?*
- *Who makes or can influence decisions?*
- *Who is critical to the delivery of our action?*

- *Who will potentially be impacted by the outcomes?*
- *Who can slow or stop the project? Who is excluded or may not have been considered?*

Gather the whole group together and ask each group to share their drawings. Compare the drawings and see if some people have not been identified.

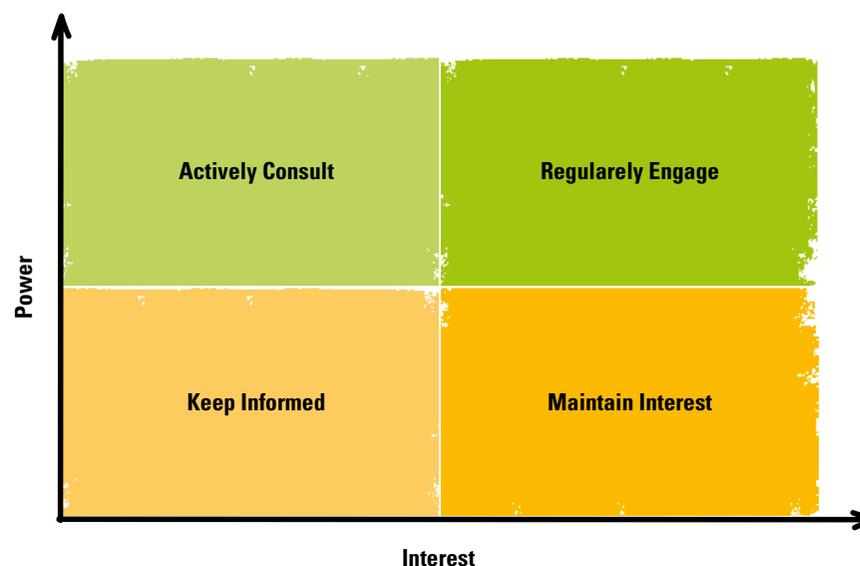
Part B: Stakeholder analysis (10 min)

To continue from the previous activity, explain the "stakeholder analysis grid" briefly to the participants (Resource sheet 11.2) and ask them to place the stakeholders identified previously in the grid according to power and interest. Explain briefly the notion of power and interest before beginning the exercise.

Once they have completed the analysis grid, explain that this exercise will help them to think about their strategy, and the people they need to involve when developing their detailed action plan.

Ask the group, "how can this analysis grid help you to choose who to approach within the community to support you in your action?" To help the participants, you can ask them the following questions: Who needs to be informed? Who needs to be consulted? Who needs to be engaged?

Present the following diagram to conclude:



11.3 Activity 'Developing our ENGAGE collective action plan' (55 min)

✓ Objectives

To develop the action plan with necessary information to ensure smooth implementation.

📖 Instructions

Explain to the participants that they will now begin together to develop their action plan in order to be well prepared for implementation.

On a flip chart present to them the ENGAGE COLLECTIVE ACTION PLAN (*Resource sheet 11.3*) with the main categories.

Facilitate a discussion on all the categories included in the action plan as follows:

Step 1: General information (5-10 min)

- a. **Name of Action:** Decide on a name for your ENGAGE collective action.
 - b. **Challenge(s):** *What challenge does this address?*
Write the challenge(s) you have identified to work on.
 - c. **Vision/Goal:** *What changes do you want to see?*
Write the goal you agreed on previously.
- For a), b) and c) use the work already done in session 10 (challenge identified, objective statement developed).
- d. **Start and Finish Dates:** *When do you want to start and finish your action?*
 - e. **Location:** *Where will the ENGAGE collective action be implemented?*

Step 2: Step by step plan (20-25 min)

What are the steps you need to take to implement your ENGAGE Collective Action?

First, ask the participants to propose a list of steps (preparation and activities) they will need to do in order to complete their action: *What are the different steps and activities involved in this Action plan?*

Facilitate the discussion and ensure that they also consider all the preparatory steps.

When steps are organised in chronological order, ask the participants to define the following for each step:

- **The timeline** (*when the action should be completed*)
- **The person(s) responsible** (*who will be the person responsible to lead/conduct this activity? Will there be other people supporting?*)
- **The resources needed:** *What resources will you need?* Think through all the elements (e.g. people, funds, materials) you will need to do this activity.
- **The outcome:** *What are the results expected from this step?*

Step 3: Identifying Knowledge and skills needed (25 min)

Once the action plan has been completed, **look at the last column, "Knowledge and skills needed"**.

The objective is for the youth to collectively reflect on the specific type of skills and knowledge they will need to strengthen the well-being pillar, which will help them carry out their collective action. Begin by asking participants to reflect back on the **5 ENGAGE skills** and establish when each of these skills will be specifically needed:

1. When will **communication** play a crucial role in achieving our goal? What type of learning will help? (*Passing messages, negotiation, motivation*) What could potentially be challenging?
2. When will **cooperation** be important to achieve our goal? What type of learning will be needed? (*Collective efficacy vs self-efficacy*) What could potentially be challenging?
3. When will **self-awareness and management of your emotions** be important? What type of learning can help? (*Group support, knowing your strengths, management of emotions*) What could potentially be challenging?
4. When will **problem-solving and critical thinking** be important? What type of learning might we need? (*Problem solving skills, using the group, etc.*) What could potentially be challenging?
5. When will **feeling responsible/being accountable** be important? What type of learning would be helpful? (*Importance of teamwork, trust, perseverance, etc.*) What could potentially be challenging?

Make sure the difference between knowledge (cognitive knowledge) and skills (capacity to do something) is clear for everyone. (You might know what community engagement is in theory, but maybe you don't have the skills to do it in practice).

Ask the participants: *"What other knowledge do we need to make appropriate decisions to conduct each step/activity in our action plan?"*

"What other skills will you need to conduct each step/ activity in your action plan?"

Ask participants to think of the **knowledge and skills specific to their challenge and proposed solution that they may need, related to the selected well-being pillar.**

Ask the participants to reflect on the pillar related to the challenge. Select the question related to the well-being pillar chosen.

- **Feeling safe:** what can be important to know/do to feel secure and safe? To support others to feel safe?
- **Feeling connected:** what can be important to know/ do to feel connected to others? to support others to feel connected?

- **Feeling worthy:** what can be important to know/ do to feel worthy? To support others in feeling worthy?
- **Feeling respected:** what can be important to know/ do to feel respected? To support others in feeling respected?
- **Feeling hopeful:** what can be important to know/do to feel hopeful? To support others in feeling hopeful?

Facilitators can use the list in *Resource sheet 11.4* which gives examples of the knowledge and skills linked to each well-being pillar.

Once the list of "challenge-related knowledge and skills" has been generated by the participants, three key knowledge / skills need to be selected.

Explain to participants that activities for these selected topics will take place in the following two sessions: 12 and 13.



11.4 Activity 'Presenting the idea to the community' (25 min)

✓ Objectives

To support the youth to prepare the presentation of the action to the community.

📖 Instructions

Remind the participants of the stakeholder analysis they did at the beginning of the session. Remind them of the importance of engaging members of the community as much as possible in order to increase the impact of their action. Repeat the importance of informing and consulting the community from the start, and explain that you will support them in preparing for this step.

Discuss in plenary the following steps using the following questions, and together with the group, complete *Resource sheet 11.5*.

Prior to Community Meeting

- **Decide on the objective and purpose of the meeting**
 - *What are your main intentions for this meeting and who are the participants?*
Sharing Information / Collecting information / Consultation on your action plan / Generating ideas / Mobilise resources / Generate interest on the topic
 - *What is your main objective?*
 - *What decisions need to be made?*
- **Identify and Notify the target participants of the upcoming meeting - ensure that you provide enough notice in advance**
 - *Who should be present?*
 - *Do you want to have broad community representation?*
Community meetings should be as inclusive as possible.
 - *How will these people be contacted, and who will contact them?*
What format? (Orally, in writing etc.)

- **Develop an Agenda/Roadmap**
 - *What are the key messages you need to convey?* Key question you want to ask.
 - *What are the introductory, main parts and closing remarks of the meeting?*
Ensure you include the appropriate opening/closing protocols.
 - *How will you present information/ ideas to the community?*
 - *How long will the meeting last?*
 - *Who will facilitate the meeting? Who will the speakers be?*
 - *How many people will facilitate the meeting and what are the roles and responsibilities of each of you?*
- **Location and venue**
 - Choose the meeting venue. Make sure that people can easily attend and that it is easily accessible.
 - Identify the supplies you will need (e.g. chalk, paper, resource books, pens, markers.) *Where can you get these supplies, and who is responsible for getting them?*

Prior to the initial meeting

- Review/rehearse presentation(s)
- Follow up on the invitations to the attendees.

Community Meeting Day

- Set up equipment, tables and chairs, pens etc.

After the Meeting day

- Ensure that any promised follow-up is done.

11.5 Wrap up activity (10 min)

✓ Objectives

To summarise the session and close the session with a fun activity.

📖 Instructions

Explain to the participants that you have now reached the end of today's session and together you will briefly summarise what you have done in this session.

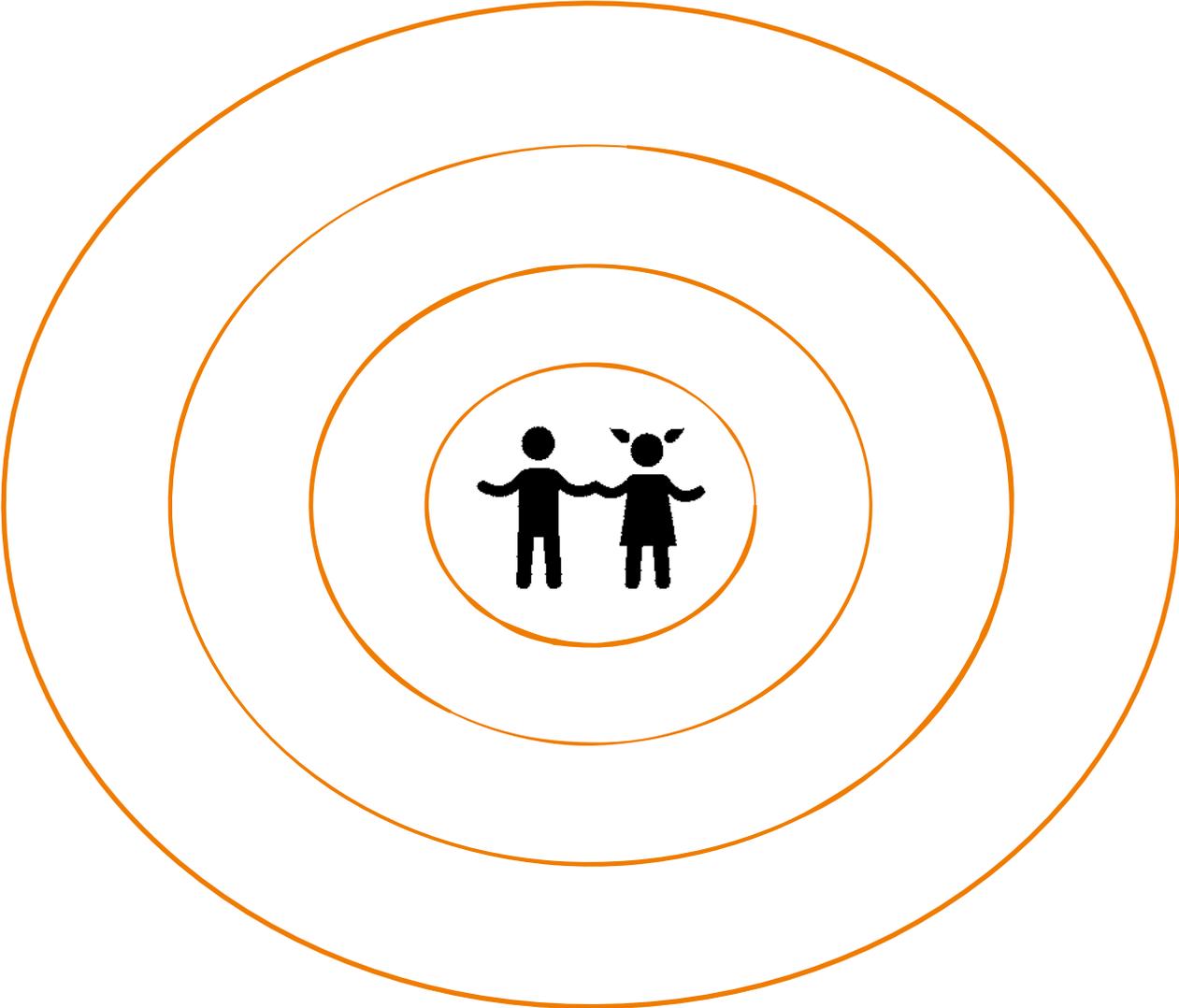
Choose and adapt one activity from the Wrap-up Activity list. (*Annex 2*)

Finally, close the session with a short game/energiser of your choice.

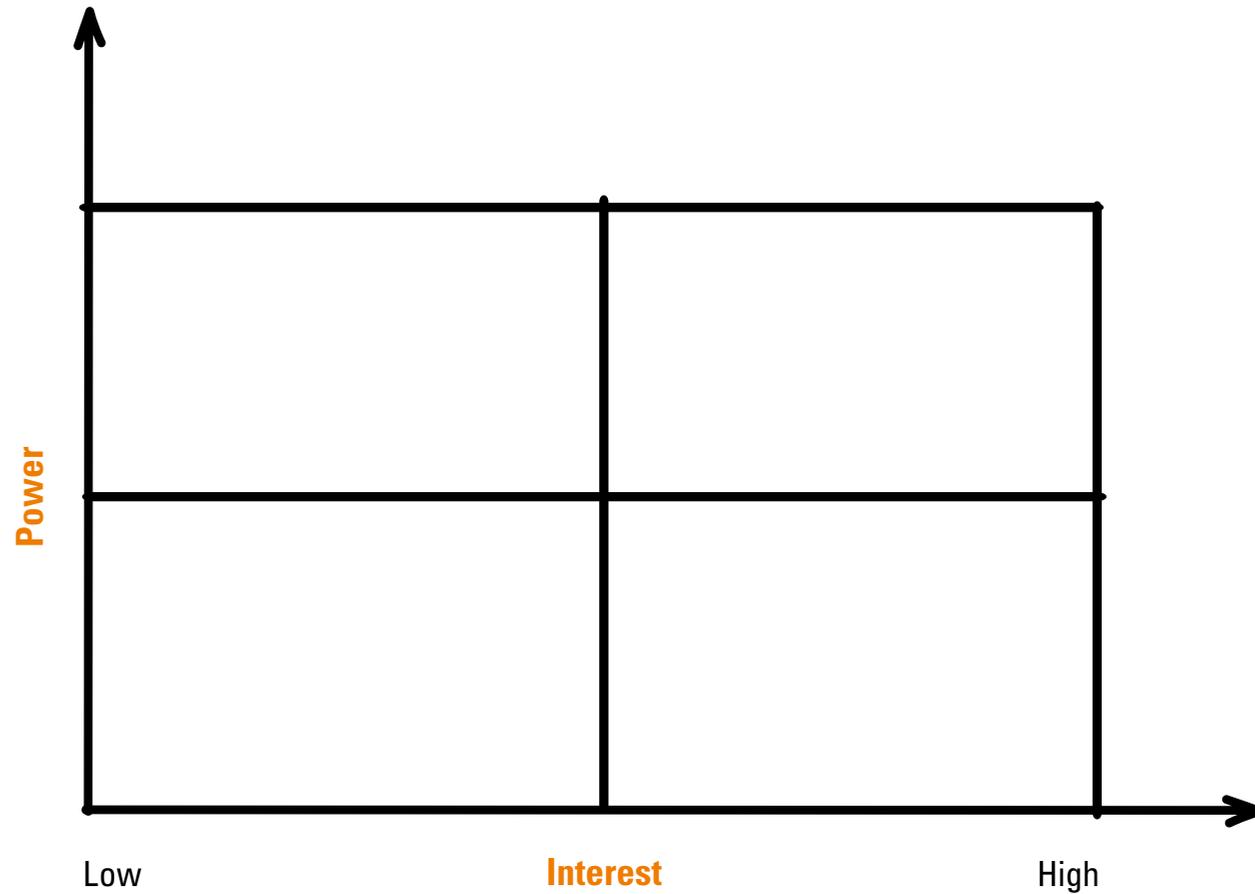


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Me and my community



Stakeholder analysis



Influence/Power: Which stakeholder can influence the project for better or for worse?

Importance/interest: which stakeholder is deeply invested in the outcome of the project?

Use this format to support participants to develop their **ENGAGE Collective Action plan** when they have completed and shared their Mind Maps. They can continue to add to this and build on it as they move through the planning of their ENGAGE collective action.

ENGAGE Collective Action Map

a **Name of ENGAGE Collective Action**

b **Challenge(s): What is the challenge(s) you want to address?**

c **Vision/Goal: What changes do you want to see?**

d **Location: Where will the ENGAGE Collective Action be implemented**

e **When will it start? (date)**

f **When will it finish? (date)**

g **Step-by-Step Plan: What are the steps you need to take to implement your ENGAGE Collective Action?**

See next sheet for capturing steps in details

Resource Sheet 11.3

ENGAGE collective action plan

Action step descriptions	Person responsible	Start date	End date	Resources required (staff, tech, etc.)	Desired outcome	Mobilisation of engage skills	Additional knowledge and skills	
							Knowledge	Skills
1								
2								
3								
4								
5								
6								
7								

Resource Sheet 11.4

Examples of knowledge and skills for each well-being pillar

This list is non exhaustive and can be adapted to the specific context of the intervention.

Pillar of well-being	Knowledge	Skills
 Safety and Security Feeling safe	Identifying risks and resources Reporting systems specific types of abuses and risk factors, Sexual abuse, grooming, digital abuse, intimate (dating) violence, alcohol and drugs use	Stress management & self-calming strategies (from anxiety and strong emotions) Conflict management
 Social connection Feeling connected	Mapping of networks (family, friends, community) Available support services	Interpersonal relationships with adults and peers Gender relationships Communication Expressing needs
 Roles and Identities Feeling worthy	Role within Family, friendship Identifying personal strengths, competencies Role models Values	Self-awareness and self-esteem Leadership Decision making & Problem solving
 Justice Feeling respected	Rights and responsibilities Power relations Justice system Discrimination Gender norms Bullying	Conflict management & Peace building Assertiveness Advocacy & Public speaking Problem solving
 Hopes and Meaning Feeling hopeful	Existing opportunities: schooling and work Values	Making plans Decision making

Resource Sheet 11.5

Community meeting preparation

The template should be adapted as needed to the context, but the overall components are included.

ENGAGE Collective action: _____

Organisers (facilitator/youth helpers): _____

Meeting from _____ to _____

Objective and purpose for the meeting: _____

Targeted participants: _____

Location and venue: _____

Necessary supplies: _____

Role of the youth (facilitators, note takers etc.): _____

Agenda/roadmap

Intro _____

Main part _____

Closing (length for each topic and who facilitates) _____

Key messages _____

Key questions _____

Follow up:

Session 12: Grow impact to ENGAGE

Objectives

Overall objective

To support participants to engage the community in order to “grow impact” through consultation with the community on the chosen challenge and action plan for collective action. To identify potential “supporters” and “contributors” for the implementation of their action.

What participants will experience

Participants will prepare and implement the meeting for presenting their ENGAGE collective action to the community.

Overview of the session

	Title & Short description	Materials/Resources	Duration (35 min)
12.1	Last minute preparations		15min
12.2	‘Implementing the community meeting’		undetermined
12.3	‘Review action plan after community meeting’	Action plan, flip chart and markers	15min
12.4	Wrap up activity		5min



12.1 Last minute preparations (15 min)

✓ Objectives

To recap briefly what has been done previously and introduce the session.

📖 Instructions

The youth review briefly the agenda of the meeting with the materials and roles assigned. With the support of the facilitator, they begin the final preparations.

- E ↑ Explore challenges
- N New ideas
- G Get a plan and be prepared to act
- A Act & implement
- G Grow the impact
- E ↓ Evaluate and reflect on the learning

12.2 Activity 'Implementation of the meeting' (undetermined)

The youth implement their planned activity.

12.3 Activity 'Review the action plan based on community meeting' (15 min)

✓ Objectives

To debrief following the community meeting and make appropriate changes following the inputs given.

📖 Instructions

Explain to the group that following the community meeting, you will try to learn lessons on the implementation of the meeting and the action plan you discussed.

The community meeting.

Base the discussion on the preparation plan, the objectives, roles and participants. *What went well? What went wrong or could have been done better? What did the youth learn through this experience? Are there some other skills they need to improve or some knowledge they need?*

The planned action.

How was the planned action received by the community? Did you identify potential partners or people who could support you in the action? From the feedback you were given, do you think you need to change any elements of the planned action?

Take note of the main elements that come out of the discussion. When you feel that the youth have shared what was important to them, try to make the necessary changes to the action plan together. The changes should be both in terms of the action steps, and also the knowledge and skills needed, to move forward

12.4 Wrap up activity (10 min)

✓ Objectives

To summarise the session and close the session with a fun activity.

📖 Instructions

Explain to the participants that you have now reached the end of today's session and together you will briefly summarise what you have done in this session.

Choose and adapt one activity from the Wrap-up Activity list. (*Annex 2*)

Finally, close the session with a short game/energiser of your choice.

Session 13 & 14: Get a plan to ENGAGE & Prepare to Act

Objectives

Overall objective

To prepare the participants to implement their action plan by practicing ENGAGE and other necessary skills related to the planned action.

What participants will experience

Participants will experience working together to prepare for their assigned roles in the ENGAGE collective action. Participants will practice ENGAGE skills linked with their action plan and gain deeper knowledge and skills linked to their specific related challenge related to the selected well-being pillar.

Overview of the session

	Title & Short description	Materials/Resources	Duration (90 min)
13.1	Warm up activity		10 min
13.2	'Practice the 5 ENGAGE skills'	Resource sheet 3.1 (in session 3) Resource sheet 13.1 (in this session)	35 min
13.3	'Additional Knowledge and skills needed linked with the selected well-being pillar'		35 min
13.4	Wrap up activity		10 min

13.1 Warm up activity (10 min)

✓ Objectives

To recap briefly what has been done previously and introduce the session.

📖 Instructions

Welcome the participants and ask a volunteer to recap on the activities done and any insights they may have from the last session.

Recall, with the help of the participants, the selected well-being pillar and challenge for their ENGAGE collective action, as well as the statement clarifying the changes expected.

Explain "in this session, we will begin by making the necessary modifications to the action based on the presentation we did in the community. We will then practice together the key skills and explore the knowledge we need linked to our selected well-being pillar. This will help us to better implement our action."

- E ↑ Explore challenges
- N New ideas
- G **Get a plan and be prepared to act**
- A Act & implement
- G Grow the impact
- E ↓ Evaluate and reflect on the learning

13.2 Activity 'Practice the 5 ENGAGE skills' (35 min)

✓ Objectives

Participants will prepare for their assigned role in the ENGAGE collective action through rehearsing potential scenarios that could occur during implementation of the action. Participants will also practice ENGAGE and other relevant skills they have identified.

📖 Instructions

Based on the detailed action plan developed during *session 11*, when the youth identified activities where ENGAGED skills will be solicited, ask the group to decide which skills they want to practice first in the framework of their action.

Ask participants to develop scenarios they may be likely to encounter while implementing their joint action. (5-10 min)

Role play the scenarios. (Some examples of role plays are provided in *Resource sheet 13.1*)

Once the participants are ready to perform the role play, it is crucial for the facilitator to give clear guidance for "feedback" to take place after each role play, as per *session 3*. (*Resource sheet 3.1*)

i Advice for facilitators/recommendations

Feedback from participants after each role play should be well managed. To help you manage the feedback well, print out *Resource sheet 3.1*.

critical-thinking
collaboration
self thinking
emotion
management
awariness
communication
responsability
critical

13.3 Activity 'Additional Knowledge and skills needed linked with the selected pillar' (35 min)

✓ Objectives

To gain deeper knowledge and skills linked with the specific pillar related challenge.

📖 Instructions

For the second part of the session, you will work on the selected well-being pillar, in order to further explore it in terms of the required knowledge and skills. In *Annex 3*, you can find a number of activities selected and organised relating to pillars of well-being. Based on the challenge that you will address, you can decide to do 1-2 activities. You will see that some activities are marked with * symbol. These activities are particularly important for the relevant pillar.

i Advice for facilitators/recommendations

Make sure that you choose activities that will prepare the youth in terms of both knowledge and skills.

The list provided is not exhaustive, so you can also choose activities from other sources or devise your own, based on the principles of experiential learning.

13.4 Wrap up activity (10 min)

✓ Objectives

To summarise the session and close the session with a fun activity.

📖 Instructions

Explain to the participants that you have now reached the end of today's session and together you will briefly summarise what you have done in this session.

Choose and adapt one activity from the Wrap-up Activity list. (*Annex 2*)

Finally, close the session with a short game/energiser of your choice.



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The following role plays can be modified to suit your context to be more relevant for the planned action.



Cooperation/Collaboration

Idea 1

In your group, someone always wants to be the one to speak in front of the others and wants to take credit for everything.

Idea 2

You notice that in your group there is someone who never expresses their ideas or opinions.



Communication

Idea 1

You need to meet with someone from the social services to present your idea. You would like to ask them to come and give a presentation on dating violence to your classmates/group of friends.

Idea 2

Someone from the community is sharing with you some concerns they have regarding your action.



Self-awareness & Management of emotions

Idea 1

When discussing the challenge you have chosen for your collective action as a group, you realise that the problem is huge, and that many of the contributing factors can't be tackled by you. You feel frustrated and depressed.

Idea 2

Your family and friends mock your idea when you present it to them.

Idea 3

During the action, one of the themes you are discussing in the group is very sensitive, and makes you feel very bad or sad.



Problem solving & Creative thinking

Idea 1

The activity you had planned is not working out.

Idea 2

No one comes to the meeting you planned.



Responsibility

Idea 1

In your group, someone has not completed a task they were allocated.

Idea 2

You have a specific task to do on a given day, but you do not feel well

Session 15: Prepare to Act

Objectives

Overall objective

To introduce the “project logbook” to the participants to support the follow up and roll out of their action plan and increase the chances of a successful outcome of their ENGAGE collective action.

What participants will experience

Participants will experience preparing for the implementation and follow up of their action plan through the use of the logbook tool.

Overview of the session

	Title & Short description	Materials/Resources	Duration (90 min)
15.1	Warm up activity		10 min
15.2	‘Logbook introduction’	Resource sheet 15.1 Logbook form	30 min
15.3	‘Additional Knowledge and skills needed linked with well-being pillar selected’	tbd	20 min
15.4	‘Last preparation before implementation’	tbd	20 min
15.5	Wrap up activity	Refer to Annex 2	10 min

15.1 Warm up activity (10 min)

✓ Objectives

To recap briefly what has been done previously and introduce the session.

📖 Instructions

Welcome the participants and explain that in this session, we will look at a tool to help us to be well prepared for implementation and follow up of our action plan.

This tool is **the logbook**.

- E ↑ Explore challenges
- N New ideas
- G Get a plan and be prepared to act
- A Act & implement
- G Grow the impact
- E ↓ Evaluate and reflect on the learning

15.2 Activity 'Logbook introduction' (30 min)

✓ Objectives

To present the logbook template to monitor the progress of the action.

📖 Instructions

Facilitator gives each participant the logbook template (Resource sheet 15.1) and explains that this is a tool that they will use after each step of their action plan to record what has happened, and what were the successes and the challenges.

Inform participants that it is important to complete the logbook on a regular basis once the action begins, and to keep filling it until the action has concluded. This will allow the group to review the action after completion of the process. Explain to the participants that the logbook is personal to each participant, and that together as a group they will regularly do debriefing sessions, using their individual logbook as a starting point.

Explain the purpose of each column to the group. Begin to complete the logbook together, using the community meeting as an example. Everyone fills their own logbook.

Ask the participants to gather in groups of 3 and compare their logbooks.

🗣️ Feedback

Ask the group the following questions:

- *Did you encounter any difficulties when filling the form? Which part was challenging for you?*
- *In your group of 3, what differences did you notice between you?*

📌 Advice for facilitators/recommendations

It is really important that participants fully understand each category of the logbook and what needs to be completed. It is also important to emphasise the importance of completing the form regularly. Highlight the importance of filling the form individually, but they can share some of the content if they wish, as a way for them to learn individually and as a group.

15.3 Activity 'Additional knowledge and skills needed linked with the selected well-being pillar' (30 min)

✓ Objectives

To gain deeper knowledge and skills linked with the specific well-being pillar related challenge.

📖 Instructions

Ask the participants if they still need to work on some needed knowledge or skills before beginning to implement the action. If necessary, you can propose an activity to address their needs, or time for questions and answers.

15.4 Activity 'Last preparation before implementation' (30 min)

✓ Objectives

To review the action plan and complete the final preparation for the next step.

📖 Instructions

Together with the participants, review the action plan. Discuss the next steps with the participants which need to be done before the next session.

Clarify their various roles and responsibilities and ensure they know what is expected of them.

Ask them what kind of preparation they need to do beforehand, and how they can ensure the preparation goes smoothly. If necessary, give them time to prepare during the session.

15.5 Wrap up activity (10 min)

✓ Objectives

To summarise the session and close the session with a fun activity.

📖 Instructions

Explain to the participants that you have now reached the end of today's session and together you will briefly summarise what you have done in this session.

Choose and adapt one activity from the Wrap-up Activity list. (*Annex 2*)

Finally, close the session with a short game/energiser of your choice.



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Title of the action

Date	Action step	What did I do today?	What went well?	What were the challenges I encountered?	Skills used	Learning points
------	-------------	----------------------	-----------------	---	-------------	-----------------

Session 16, 17 & 18: Act & Implement

Objectives

Overall objective

To support the youth in the implementation of their idea.

What participants will experience

Participants will implement their action, and have the opportunity to debrief following implementation.

Overview of the session

	Title & Short description	Materials/Resources	Duration (30 min)
13.1	'Logbook debriefing'	Logbook (resource sheet 15.1)	20min
13.2	'Final preparation before implementation'	Action plan	10min

Implementation of the ENGAGE collective action

Together, the participants implement their proposed action in the community over the course of 3 sessions/weeks, or in between sessions. If necessary and/or possible, the project is implemented in partnership with identified stakeholders. The facilitator oversees the action, lending support where necessary.

In order to maintain regular contact with the youth, it is proposed that the participants and facilitator continue to meet regularly for short period of time, for example for a minimum of 3 times to debrief and ensure appropriate support can be accessed.



16.1 Activity 'Logbook debriefing' (20 min)

✓ Objectives

To fill the logbook and debrief on progress. (Resource sheet 15.1)

📖 Instructions

Ask each participant to take some time to fill their own logbook.

Ask the participants to form groups of three and to compare their logbooks.

- E ↑ Explore challenges
N New ideas
G Get a plan and be prepared to act
A Act & implement
G Grow the impact
E ↓ Evaluate and reflect on the learning

? Feedback

Ask the group the following questions:

- In your group of three, what differences did you notice between you?
- What things do you think we could improve, and how can we do this?

16.2 Activity 'Final preparation before implementation' (20 min)

✓ Objectives

To review the action plan and do the final preparation for the next steps.

📖 Instructions

Together with the participants, look at the action plan. Discuss the planned next steps with the participants and establish whether this will be before or during the next session.

Ensure that the roles and responsibilities for each participant is clear.

Clarify what kind of preparation they need to do beforehand and ask if they know how they will prepare. If necessary, give them time to do the preparation during the session.

ENGAGE
engage

Session 19: Evaluate & Reflect

Objectives

Overall objective

To reflect and evaluate what has been done.

What participants will experience

Participants will reflect on the journey they have taken and see the results of their action in terms of an improvement in their well-being.

Overview of the session

	Title & Short description	Materials/Resources	Duration (100 min)
19.1	Warm up activity		5 min
19.2	'Reflection on the well-being thermometer'	Well-being barometer from <i>Session 9</i> 5 Flip charts with barometer, sticky notes	40 min
19.3	'Celebrating and sharing your successes'	Flip chart paper and markers, share <i>Resource sheet 19.1</i> (sharing form)	45 min
19.4	Wrap up activity		10 min



19.1 Warm up activity (5 min)

✓ Objectives

To recap briefly what has been done previously and introduce the session.

📖 Instructions

Welcome the participants, congratulate them on the implementation of the action and explain that in this coming session, we will mainly look at evaluating what has been achieved through the action. We will also plan how to celebrate with the community.

- E ↑ Explore challenges
- N New ideas
- G Get a plan and be prepared to act
- A Act & implement
- G Grow the impact
- E ↓ Evaluate and reflect on the learning

19.2 Activity 'Reflections on the well-being thermometer' (30 min)

✓ Objectives

To review and reflect on any significant changes in the group's sense of well-being which may have taken place over their journey.

📖 Instructions

As a group, first do a short reflection activity on the group's sense of well-being. Ask the group to close their eyes and remember the first time they met as a group. Ask the group to think about the following questions, but not to share their answers yet. *"How did you feel? Did you know anyone? What thoughts were going through your mind? Were you hopeful about what was to come? Were you nervous about engaging in art activities? Were you nervous about meeting new people?"*

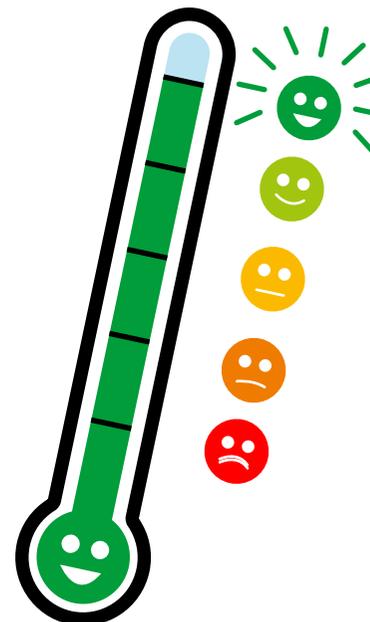
Now ask the group to open their eyes and say: *"Here you are now, your Action project is complete. Thinking about your well-being and the well-being of the group, what are the most obvious changes that have taken place?"* Allow a few minutes for sharing and group discussion.

? Feedback

Ask the following questions:

- *What changes regarding the 'pillars of well-being' stand out to you most strongly (positive and negative)? Why?*
- *What well-being pillar had the most significant improvement? How and why do you think this was accomplished?*
- *How do you feel further progress could have been made?*

Summarise the discussion for the group and thank them for their participation.



19.3 Activity 'Celebrating and sharing your successes' (30 min)

✓ Objectives

To help the participants to reflect on the journey they have taken together for the past 10/20 weeks and identify successes, challenges, opportunities to learn and what they have learned. To plan a "sharing session" with the people they feel should be included in order to celebrate their success.

📌 Instructions

Part A WHAT: Summarise your successes, challenges and learning/opportunities into a few key messages (15 min)

1. Explain to the group that they will explore three categories through the metaphor of a rose – successes (roses), challenges (thorns), and key learnings (buds). The activity is described below as a drawing activity, but you can also do this through drama, song, poetry or another art form of your choice.
2. Take some flip chart paper and draw a rose bush – just a few branches coming up from the ground. As a group, you will add roses (successes), thorns (challenges), and buds (learning which can bring opportunities), with a brief written description of each theme.
3. The following questions can guide the completion of each category:
 - a. **ROSES** – Success: *What went well? From all that your group has accomplished, what are you most proud of?* Remember to also look at your progress markers from your 'Journey Map' to remind you of the important successes that may not be apparent, for example: social connections you may have made, an increase in your self-esteem etc.
 - b. **THORNS** – Challenges: *What challenges did you face along the way? Did any of you experience these challenges more than others? For example, all young people, girls, boys or others. What did you do to try to address these challenges?*
 - c. **BUDS** – Learning on opportunities for community or individual growth: *What did you learn from this project? What would you do differently next time? How could you plan for and deal with the challenges next time? What opportunities have come up through the project? What possibilities have arisen which need growth and nurturing?*
4. Once you have brainstormed all of your roses, thorns, and buds, summarise these into some key messages.

Part B WHO: Decide who needs to hear the key messages. (10 min)

5. Ask the participants the following questions:
 - a. *Is there anyone who participated in any of the steps of this project who should hear the key messages?*
 - b. *Who would benefit from learning about this?*
 - c. *Who needs this information for future decision-making?*
 - d. *How can you get feedback from the community?*

Part C HOW / WHERE / WHEN: Develop the most creative method to share these key messages, including a forum for discussing the next steps. (20 min)

6. Use the following questions to think through your SHARE plan. Write the answers in your SHARE Worksheet.
 - a. *What is the best format for sharing the key messages, for example, in writing, in person, or through creative means? What is the best way to receive feedback from the community?*
 - b. *What creative methods could we use to share and ask for this information - a method that could IN ITSELF show the impact of the project (i.e. public drama, mural, photography exhibit, community garden, open house, etc.)*
 - c. *Are there any existing community meetings or forums where we could request to present what we have achieved?*
 - d. *Are there online communities that would be interested in learning about our work?*
 - e. *Look at your various audiences and ask, 'will we need to develop some different sharing methods to reach each specific audience in an effective way?'*
 - f. *What is our timeline for developing the SHARE plan? Who will lead each step in the process?*
 - g. *When and where should we SHARE to best reach the people who need to hear about it and help us to plan the next steps?*
7. Complete the Share form with the participants (*Resource sheet 19.1*) to help to prepare the celebration.

19.4 Wrap up activity (10 min)

✓ Objectives

To summarise the session and close the session with a fun activity.

📖 Instructions

Explain to the participants that you have now reached the end of today's session and together you will briefly summarise what you have done in this session.

Choose and adapt one activity from the Wrap-up Activity list. (*Annex 2*)

Finally, close the session with a short game/energiser of your choice.



Session 20: Grow impact & Celebrate

Objectives

Overall objective

To support participants to engage the community in a celebration.

What participants will experience

Participants will prepare and implement a meeting to present their ENGAGE collective Action to the community, followed by an opportunity to debrief.

Overview of the session

	Title & Short description	Materials/Resources	Duration (40 min + ?)
20.1	Last minute preparation		15min
20.2	'Implementing the community meeting'		undetermined
20.3	'Reviewing action plan after community meeting'	Action plan, flip chart and markers	15min
20.4	Wrap up activity		10min

20.1 Last minute preparation (15 min)

✓ Objectives

To prepare the community meeting.

📖 Instructions

The youth meet together and review briefly the agenda of the meeting, along with the materials and roles assigned. With the support of the facilitator, they begin the last-minute preparations.

20.2 Activity 'Implementation of the meeting'

The youth implement their planned activity.

Celebrate

20.3 Activity 'Looking back on the community engagement' (15 min)

✓ Objectives

To debrief on the community meeting.

📖 Instructions

Explain to the group that before definitively closing this chapter, you will revisit the community meeting that just happened.

When discussing the meeting, try to base the discussion on the preparation plan, including the objectives, roles, and the participants etc. *What went well? What went wrong or could have been done better? What did you enjoy about this experience?*

How was the ENGAGE collective action itself received by the community? Did the community identify some elements to celebrate or improve that you had not thought of during our last session?

Regarding the engagement of the community, how was the participation compared to the last meeting? What are your thoughts regarding the role of the community in your action? Has it been helpful?

20.4 Wrap up activity (15 min)

✓ Objectives

To close the session properly and give the participants something to take away.

📖 Instructions

Explain to the participants that this is the last session they will have together, unless you are planning to continue and work on another pillar of well-being.

Invite participants to sit in a circle. Ask them: *"What will you leave here with?" "What will you take forward?"* Give them a minute to reflect on the questions.

Give a rock to one participant and ask them to start by sharing their answers to the questions. When they have finished, they should pass the rock to the next person. After everyone has shared, thank all the young people for their participation.

Annexes



Annex 1: Energiser ideas

The following energisers can be used at any point during the sessions in order to help participants re-focus or give them time to assimilate difficult emotions.^[17]

A + B

Material: none

Players: 6-50

Time: 5-10 minutes

How to play:

Everybody chooses a person who is going to be their A, and one who will be their B. You want to get as close to A as possible, and as far from B as possible. On the count of 3 everybody starts running after their A and escaping their B. The game finishes after some time of running around, or you can do the opposite – getting as close to B and as far away from A as possible.

Counting game

Material: none

Players: 10-15

Time: 5 minutes

How to play:

The whole group has to count to 10 (depending on how many participants there are) without talking to each other. They have to communicate nonverbally. When two people say the same number at the same time the game starts from the beginning again. They stand in a circle and they are not allowed to count in line. Everyone has to say a number until the game is finished. Variation: The whole group has to say the entire alphabet without talking to each other, and with their eyes closed. When two people say the same letter at the same time the game must start from the beginning.

^[17] Extracted from: www.ruralyoutheurope.com/wp-content/uploads/2018/03/Learning_Platform_ENERGIZERS.pdf
You can find other ideas on the following link: careerintern.ydinstitute.org/cin/resources/cin/2010-04-13-file:en-us.pdf

Atomic game

Material: none

Players: 10-100

Time: 10 minutes

How to play:

The facilitator of the game says asks for atoms (groups of people) to be created. Atoms consist of x amount of people according to the facilitator. If there are 11 participants and the facilitator decides that atoms should have four people, the three remaining people who have not joined a group have lost the game and are “out”. 8 participants are left. The facilitator then says that atoms of three people must be formed, so there will be two people who lose. The winners are the last two people to stay in the game. Variation: If there’s a big group, they can be split in to smaller equal sized groups, and everyone can stay in the game even if there are not enough participants to form a group with the number the facilitator asks for.

Electric shock

Material: a scarf/a flower or something that can be picked up

Players: 8-50

Time: 5-10 minutes

How to play:

The group is split up in two (or more) teams, with the members of each team holding hands. They stand in two lines next to each other. 5 metres in front of them is an item. One person squishes the last person of each team’s hand, and they squeeze the next persons hand and so on, so it starts an electric wave. When the last person in each row feels the squeeze, they run to get the item. The team who gets the item wins.

Caterpillar

Material: none, however a lot of space is needed

Players: 10-30

Time: 5 minutes

How to play:

Participants are split into two teams. They stand in a row, one behind the other, with their hands on the shoulders of the person in front of them. Both teams have to catch the other caterpillar's tail. When they catch it, the team who caught the other team's tail will gain a person. The winning team is the team who ends up with all the people. Variation: The participants start out solo, playing "rock, paper, scissors". The one that loses has to go behind the winner and put their hands on their shoulders. The winner continues competing against the other, while the rest of the "caterpillar" (the previous losers) cheer for the winner. In the end there will be two long "caterpillars" competing against each other.

Circle and knees

Material: none

Players: 10-100

Time: 10 minutes

How to play:

Everybody stands in a circle, shoulder to shoulder. Then you turn 90° so that everyone is looking at the back of somebody's head. Everyone takes one step into the circle. On the count of three everyone sits down on the knees of the person behind them.

Coconut

Material: none

Players: as many as you like

Time: 2 minutes

How to play:

The players say: "my head feels like a coconut". Then they get up and spell COCONUT with their arms/body – just like the activity YMCA! If introduced early in the sessions, participants can yell "coconut" throughout the week if they feel like they need a short break.

Ski race

Material: none

Players: 10-30

Time: 5 minutes

How to play:

The participants form a circle. The facilitator explains that this is a ski race and explains the different moves. First everyone has to put their ski gear on: suit, shoes and a helmet. The skiers have to stand in a downhill ski position, and when the facilitator says "large/small jump" everyone has to jump, when the facilitator says "left/right turn" the participants have to lean to either side. The race goes faster and faster with jumps and turns coming closer and closer and ends with a photo finish (where the participants have to turn their heads to the camera, smiling).

Annex 2: Wrap up ideas ^[18]

Snowstorm

Students write down what they learned on a piece of paper and bunch it up. At a given signal, they throw their paper snowballs in the air. Then each participant picks up a nearby snowball and reads it aloud.

High-Five Hustle

Ask the participants to stand up, raise their hands and high-five a peer - their short-term hustle buddy. When there are no hands left, ask a question for them to discuss. Solicit answers. Then play “Do the Hustle” as a signal for students to raise their hands and high-five a different partner for the next question. (Source: Gretchen Bridgers)

Paper Slide

On paper, small groups sketch and write what they have learned. Then team representatives line up and, one at a time, slide their work under a video camera while quickly summarising what was learned. The camera records until each representative has completed their summary.

DJ Summary

Participants write what they learned in the form of a favourite song. Offer extra praise if they sing.

Gallery Walk

On chart paper, small groups of participants write and draw what they have learned. After the completed papers are attached to the walls, other participants affix sticky notes to the posters to further extend the ideas, add questions, or offer praise.

Cover It

Have kids sketch a book cover. The title is the class topic. The author is the student. A short celebrity endorsement or blurb should summarise and articulate the lesson’s benefits.

So What?

Ask the participants the following question: *What takeaways from the lesson will be important to know three years from now? Why?*

Dramatise It

Have students dramatise a real-life application of a skill.

Beat the Clock

Ask a question. Give participants 10 seconds to confer with peers before you call on a random student to answer. Repeat.

Students I Learned From the Most

Participants write notes to peers describing what they learned from them during discussions.

Key Words

Select five key words used in the session. Ask the participants to try to identify these words and write them down individually. Compare your key words to the participants’ key words to see if they were able to identify the key ideas/concepts of the session.

3-2-1

3 things they learned, 2 things they have a question about, 1 thing they want the instructor to know — post-its, index cards etc.

Fishbowl

Participant writes one question they have about the topic of the current session. This can be something which they know the answer already, or for which they want an answer. Form an inner and outer circle. Share the question with the person in front of you to see if they know the answer, switch who is asking the question, if there is time, rotate to a new partner.

^[18] Activities extracted from www.edutopia.org/blog/22-powerful-closure-activities-todd-finley

Annex 3: Well-being Pillar based activities

Pillar of well-being	Knowledge	Page	Skills	Page
 Safety and Security Feeling safe	Feelings of safety	101	Identifying risks and resources	101
	Sexual violence, grooming, digital abuse, intimate violence	101	Stress management & capacity to self-calm	102
			Conflict management	102
 Social connection Feeling connected	Mapping of networks	103	Interpersonal skills	104
	Network	103	Empathetic skills	104
	Close relationships (family, friendship)	103	Communication	104
	Community	104		
	Available support services	104		
 Roles and Identities Feeling worthy	Roles and responsibilities meaning	105	Self-awareness and self-esteem	106
	Role within Family, and friends	105	Leadership skills	106
	Role models	105	Decision making & Problem solving	106
	Values	105		
 Justice Feeling respected	Rights and responsibilities	107	Peace building	107
	Discrimination	107	Assertiveness	108
	Gender norms	107	Advocacy & Public speaking	108
			Problem solving	108
 Hopes and Meaning Feeling hopeful	Existing opportunities: schooling and work	109	Making plans	109
	Values	109	Decision making	110

Feeling Safe – Safety & Security pillar

Knowledge

Feelings of safety

Plan (2013) *Sticks and stones*

plan-international.org/publications/sticks-and-stones

- Feeling map (pp 149-150)
Objectives: To help children to begin to get used to talking about feelings, To help children recognise physical signs of feelings, especially fear and worry, as early warning signs

Tdh Greece delegation (2019) *Child Safeguarding/Protection Activities for children and adolescents*

- Feeling safe or unsafe (p44) *
Objective; to be able to express the feeling of 'safe' and 'unsafe'

Sexual violence, grooming, digital abuse, intimate violence

Save the Children (2015) *The Youth Resilience Programme: Psychosocial support in and out of school*

resourcecentre.savethechildren.net/node/9923/pdf/facilitators_handbook_oco_life_skills_workshop_for_youth_web.pdf

- Good touches, bad touches (pp 281-286)
Objectives: To raise awareness of body boundaries, child/youth protection and what constitutes good and bad touches
- Protecting ourselves from abuse (pp 287-293)
Objectives: To raise awareness of body and body boundaries, To raise awareness of sexual abuse; To learn self-protection
- Grooming (pp 294-299)
Objectives: To raise awareness of the process of grooming and of actions for protection

Advocates for Youth (1995) *Life Planning Education: A Youth Development Program* *

www.advocatesforyouth.org/wp-content/uploads/storage/advfy/documents/lpe.pdf

- Sexual violence (pp 67-71)
Objectives: To increase understanding of sexual violence, To introduce a definition of sexual violence, To challenge myths, misconceptions and 'victim blaming', To think 'critically' about their own beliefs and opinions in regard to sexual violence
- Consent (pp 72-78)
Objectives: To increase understanding of consent, To introduce a definition of consent, To debate and think critically about their own beliefs and opinions in regard to consent

Action Alliance, *Addressing sexual harassment with teens*

www.loveisrespect.org

Skills

Identifying risks and resources

Plan (2013) *Sticks and stones*

plan-international.org/publications/sticks-and-stones

- My journey (pp 154-155)
Objectives: To help children identify common hazards and places of danger, as a starting point for talking about protection; To map the community in terms of safe/unsafe places and risks and hazards
- Mapping my community (pp 164-165)
Objectives: To identify protection risks within the community, and to develop a map of risks and safe spaces
- Staying safe online (pp 167-168)
Objectives: To explore in general terms how children can protect themselves when using social media/the Internet or other forms of communication technology
- Mapping my protective network (pp 173-174)
Objectives: To help children identify sources of support

Activities with an * are exercises which are particularly recommended to support initiative in the different well-being pillars.

Tdh Greece delegation (2019) *Child Safeguarding/Protection Activities for children and adolescents*

https://tdhch.sharepoint.com/:f:/r/sites/KCCP/Shared%20Documents/Tdh_Final%20Self%20protection%20package?csf=1&web=1&e=rV6MDP

- Mapping risks that can affect my safety in my community (p 44) *
Objective; to identify potential risks in the personal environment
- My safety resources and plan(p47) *
Objectives: To identify a personal safety network and safety plan

Tdh Irak delegation (2018) *MHPSS activities for children and Adolescents – based on the 5 well-being pillars*

https://tdhch.sharepoint.com/:b:/r/sites/KCCP/MHPSS%20operational%20framework/Zooming%20in%2017%20_%20MHPSS%20methodologies/Tdh_MHPSS%20activity%20manual_Irak-2019.PDF?csf=1&web=1&e=QiQ4UL

- Safety Role-play (p 102)
Objective ; This activity support discussion on difficult situations and helps children find solutions together.

Stress management & capacity to self-calm

Save the Children (2015) *The Youth Resilience Programme: Psychosocial support in and out of school*

resourcecentre.savethechildren.net/node/9923/pdf/facilitators_handbook_oco_life_skills_workshop_for_youth_web.pdf

- Coping with stress (pp 145-157) *
Objectives: To help participants learn about stress and symptoms of stress, To help participants deal with stress more effectively, To acquire techniques to cope with stress

IRC (2016) *My safety, my well-being*

www.rescue.org/sites/default/files/document/4169/ircmysafetymywell-beingcurriculumforadolescentgirls.pdf

- Stress and feeling sad (pp 120-124) *
Objectives: To identify symptoms of stress and learn techniques on how to manage this, To experience ways of releasing tension and stress

Conflict management

Save the Children (2015) *The Youth Resilience Programme: Psychosocial support in and out of school*

resourcecentre.savethechildren.net/node/9923/pdf/facilitators_handbook_oco_life_skills_workshop_for_youth_web.pdf

- Understanding conflict (pp 235-244)
Objectives: To enhance participants' understanding of conflict; To enable participants to reflect on their own reactions to conflicts, To enable participants to reflect on how different responses to a conflict affect how it evolves
- Practising dialogue (pp 245-254)
Objectives: To understand the concept of dialogue; To reflect upon motivations, needs and values behind different views, To practise seeing things from a different perspective
- Managing conflict (pp 255-262)
Objectives: To increase understanding of conflict; To analyse a conflict and generate positive solutions, To practise conflict management

War Child Holland (2009) *Ideal, Conflict and peace*

www.sportanddev.org/en/article/publication/i-deal-introduction-war-childs-i-deal-and-big-deal-interventions

- How to deal with conflict (pp 20-23)
Objectives: The children have learnt peaceful ways to deal with conflict in their lives

Feeling connected – Social Connection pillar

Knowledge

Mapping of networks

(family, friends, community)

Network

Save the Children (2015) *The Youth Resilience Programme: Psychosocial support in and out of school*

resourcecentre.savethechildren.net/node/9923/pdf/facilitators_handbook_oco_life_skills_workshop_for_youth_web.pdf

- Who matters in my life? (pp 48-49) *
Objectives: To raise awareness of and respect for social support systems; To strengthen understanding of life skills, To identify skills that are important to the youth to guide the selection of thematic workshops
- Spider's web & My relationships (pp 185-187)
Objectives: To learn about other's thoughts about their social relationships; To build social cohesion; To energise participants

Close relationships (family, friendship)

IRC (2016) *My safety, my well-being*

www.rescue.org/sites/default/files/document/4169/ircmysafetymywell-beingcurriculumforadolescentgirls.pdf

- Making and keeping friends (pp 23-26)
Objectives: Identifying positive qualities girls should look for in a friend, to learn how to communicate when facing a problem with a friend
- Relationships with parents/caregivers (pp 31-33)
Objectives: to understand how to communicate better with parents and other adults, to learn how to handle disagreements and to develop convincing skills to be able to use when communicating with parents

Advocates for Youth (1995) *Life Planning Education: A Youth Development Program*
www.advocatesforyouth.org/wp-content/uploads/storage/advfy/documents/lpe.pdf

- Introduction to relationships (pp 89-90)
Objectives: to understand what enhances or damages a relationship
- Diagramming my family (pp 94-95)
Objectives: to clarify the definition of family and determine the nature of relationships in families
- Who makes a good friend? (p 102)
Objectives: to identify the qualities of a good friend
- Making friends (pp 105-106)
Objectives: to identify how to get to know new people and make friends
- What would you do for your friends? (pp 109-110)
Objectives: to explore the limits of friendship

War Child Holland (2009) *Ideal, Relationships with adults*

www.sportanddev.org/en/article/publication/i-deal-introduction-war-childs-i-deal-and-big-deal-interventions

- Cover the space (pp 8-9) *
Objectives: The children have explored the various relationships they have with the adults in their lives

War Child Holland (2009) *Ideal, Peer Relations*

www.sportanddev.org/en/article/publication/i-deal-introduction-war-childs-i-deal-and-big-deal-interventions

- Cover the space - peer version (pp 8-9)
Objectives: The children have explored the various relationships they have with other young people in their lives
- Back to back (pp 24-25)
Objectives: The children have learnt to cooperate and understand why it is important. They have practised trust building

Activities with an * are exercises which are particularly recommended to support initiative in the different well-being pillars.

Community

Advocates for Youth (1995) *Life Planning Education: A Youth Development Program*
www.advocatesforyouth.org/wp-content/uploads/storage/advfy/documents/lpe.pdf

- What does community mean to me? (pp 167-198)
Objectives: to define community and identify people that make up one's community (p 173-176), to recognise how communities change and how people view those changes (p 187-188), to consider why people do or do not help others (p 189)

Available support services

Risk and resource mapping

Skills

Interpersonal skills

Save the Children (2015) *The Youth Resilience Programme: Psychosocial support in and out of school*
resourcecentre.savethechildren.net/node/9923/pdf/facilitators_handbook_oco_life_skills_workshop_for_youth_web.pdf

- Managing relationships (pp 192-193) *
Objectives: To practise interpersonal skills
- Trusting each other (pp 203-204)
Objectives: To explore what trust means and the role of trust in relationships

War Child Holland (2009) *Ideal, Relationships with adults*
www.sportanddev.org/en/article/publication/i-deal-introduction-war-childs-i-deal-and-big-deal-interventions

- Dealing with adults – the play (pp 16-17) *
Objectives: The children have learnt to express the problems they have in relationships with adults and found some solutions to those problems

War Child Holland (2009) *Ideal, Peer Relations*
www.sportanddev.org/en/article/publication/i-deal-introduction-war-childs-i-deal-and-big-deal-interventions

- Flower of friendship (p 28)
Objectives: The children have defined different elements of friendship

Empathetic skills

Save the Children (2015) *The Youth Resilience Programme: Psychosocial support in and out of school*
resourcecentre.savethechildren.net/node/9923/pdf/facilitators_handbook_oco_life_skills_workshop_for_youth_web.pdf

- The emotion relay (pp 195-196)
Objectives: To introduce the concept of empathy
- Practising empathy: role plays (pp 198-199)
Objectives: To practise empathy by seeing things from another person's perspective

Communication

IRC (2016) *My safety, my well-being*
www.rescue.org/sites/default/files/document/4169/ircmysafetymywell-beingcurriculumforadolescentgirls.pdf

- How to communicate with parents (p 32)
Objectives: to understand how to communicate better with parents and other adults, to learn how to handle disagreements and to develop convincing skills to be able to use when communicating with parents

LEAP (2018) *Life-skills, Leadership and Limitless Potential (LLLP) 12-session programme*
childhub.org/en/system/tdf/library/attachments/_lllp_12-session_programme.pdf?file=1&type=node&id=28905

- Basic principles of presenting (pp 141-149)
Objectives: To introduce the basic elements of presenting, To practice delivering simple presentation

★ Feeling worthy – Roles & Identities Pillar

Knowledge

Roles and responsibilities meaning

Advocates for Youth (1995) *Life Planning Education: A Youth Development Program* *
www.advocatesforyouth.org/wp-content/uploads/storage/advfy/documents/lpe.pdf

- Privileges and responsibilities (pp 96-97)
Objectives: to identify the privileges and responsibilities of family membership

Tdh Irak delegation (2018) *MHPSS activities for children and Adolescents – based on the 5 well-being pillars*

- The power walk (pp 105-107) *
Objectives: This activity helps children experience the concept of justice while using empathy
- Collective mosaic, (pp 92-93)
Objectives: This activity creates a comfortable and reflective moment allowing children to reflect on their role and identity among the group

Role within Family, and friends

See also Feeling connected

Role models

IRC (2016) *My safety, my well-being*
www.rescue.org/sites/default/files/document/4169/ircmysafetymywell-beingcurriculumforadolescentgirls.pdf

- Positive female role model (pp 171-174)
Objectives: Identify some of the qualities of a positive female role model within themselves, identifying individuals from their community that they can look up to as positive role models in their lives

Save the Children (2015) *The Youth Resilience Programme: Psychosocial support in and out of school*
resourcecentre.savethechildren.net/node/9923/pdf/facilitators_handbook_oco_life_skills_workshop_for_youth_web.pdf

- Role models and qualities we admire (p 162)
Objectives: To reflect on characteristics and qualities that participants admire

Values

Advocates for Youth (1995) *Life Planning Education: A Youth Development Program*
www.advocatesforyouth.org/wp-content/uploads/storage/advfy/documents/lpe.pdf

- Introduction to values (p 29-31) *
Objectives: to introduce and define the concept of values
- Family messages (p 32)
Objectives: to identify values learned from families
- What do you value (pp 33-34)
Objectives: to articulate things that matter and why

Money Youth (2018) *Your goals and your values*
moneyandyouth.com/wp-content/uploads/2018/10/Money-and-Youth-2019-Module-1.pdf

- Exploring your values (pp 11-14)
Objectives: to explore values and discuss peer pressure

Activities with an * are exercises which are particularly recommended to support initiative in the different well-being pillars.

Skills

Self-awareness and self-esteem

Save the Children (2015) *The Youth Resilience Programme: Psychosocial support in and out of school*

resourcecentre.savethechildren.net/node/9923/pdf/facilitators_handbook_oco_life_skills_workshop_for_youth_web.pdf

- Who am I (pp 160)
Objectives: To enhance participants' understanding of their "self" and encourage reflection about who they are
- Self-esteem (pp 165-170) *
Objectives: To introduce the concept of self-esteem and consider what it means to have good
- Self-awareness & self-esteem (pp 171-175) *
Objectives: To enhance self-awareness and strengthen self-esteem, To encourage participants to focus on positive aspects of themselves

Tdh Irak delegation (2018) *MHPSS activities for children and Adolescents – based on the 5 well-being pillars*

- Standing in order (p91)
Objectives; This activity is ideal to create a nice and reflective moment allowing children to reflect on their role and identity among the group

Leadership skills

Save the Children (2015) *The Youth Resilience Programme: Psychosocial support in and out of school*

resourcecentre.savethechildren.net/node/9923/pdf/facilitators_handbook_oco_life_skills_workshop_for_youth_web.pdf

- Leadership (pp 205-212)
Objectives: To understand what leadership is and what qualities characterise a positive leader; To identify and discuss different types/styles of leadership, To empower youth in becoming positive leaders for other young people

War Child Holland (2009) *Ideal, Leadership skills*

www.sportanddev.org/en/article/publication/i-deal-introduction-war-childs-i-deal-and-big-deal-interventions

- Objectives: Participants have gained understanding about different leadership styles and the skills to put them into practice in different situations

Decision making & Problem solving

Save the Children (2015) *The Youth Resilience Programme: Psychosocial support in and out of school*

resourcecentre.savethechildren.net/node/9923/pdf/facilitators_handbook_oco_life_skills_workshop_for_youth_web.pdf

- Central steps in decision-making (pp 71-77)
Objectives: To introduce decision-making skills; To identify central steps in making a decision, To describe factors to consider in decision-making
- Practising decision making (pp 78-82)
Objectives: To practise decision-making skills, To identify important issues to consider when making a decision; To explore the link between values and decision-making

IRC (2016) *My safety, my well-being*

www.rescue.org/sites/default/files/document/4169/ircmysafetymywell-beingcurriculumforadolescentgirls.pdf

- Decision making (pp 46-49)
Objectives: List the three 'Good Decision-Making Steps'; Describe some of the important factors to consider in decision making, Learn how to negotiate with parents when they take decisions for you
- Problem solving (pp 54-56)
Objectives: Learn how to solve problems and generate options for solutions

Advocates for Youth (1995) *Life Planning Education: A Youth Development Program*

www.advocatesforyouth.org/wp-content/uploads/storage/advfy/documents/lpe.pdf

- How can I make good decisions (pp 231-257)
Objectives: to introduce decision making (pp 235-239); To practice applying decision making model (pp 240-243), to predict the consequences of certain decisions and how they might affect future plans (pp 244-245), to practice resisting influences and following through with decisions (pp 250-255)

Feeling respected – Justice pillar

Knowledge

Rights and responsibilities

War Child Holland (2009) *Ideal, Rights and responsibilities* *

www.sportanddev.org/en/article/publication/i-deal-introduction-war-childs-i-deal-and-big-deal-interventions

- Objectives: Participants understand the concepts of rights and responsibilities. They take active steps to realize their rights and fulfil their responsibilities in their daily lives

Plan (2010) *Bamboo shoots*

plan-international.org/publications/bamboo-shoots

- Exploring rights (pp38-45)
Objectives: Define rights, human, and child rights; Share examples of rights; Provide a definition of what is meant by a 'child'; Discuss the need for specific child rights even when there are human rights
- Children's rights as human rights (p 78-85)
Objectives: Explore further understanding of children's rights; Explain the four essential child rights and principles; Describe how child rights can be applied in day-to-day life

Discrimination

Save the Children (2015) *The Youth Resilience Programme: Psychosocial support in and out of school*

resourcecentre.savethechildren.net/node/9923/pdf/facilitators_handbook_oco_life_skills_workshop_for_youth_web.pdf

- Preventing discrimination (pp 217-222)
Objectives: To encourage discussion on issues and experiences of discrimination; To stimulate tolerance of differences; To encourage thoughts and ideas on what participants can do to help prevent discrimination in their community.

Gender norms

Save the Children (2015) *The Youth Resilience Programme: Psychosocial support in and out of school*

resourcecentre.savethechildren.net/node/9923/pdf/facilitators_handbook_oco_life_skills_workshop_for_youth_web.pdf

- Gender norms (pp 223-229)
Objectives: To raise awareness about gender and the social roles ascribed to boys and girls; To encourage reflection about gender roles; To reflect on equal opportunities, To raise awareness about the role of young people in promoting an environment where everyone feels accepted as they are.

Skills

Peace building

Save the Children (2015) *The Youth Resilience Programme: Psychosocial support in and out of school*

resourcecentre.savethechildren.net/node/9923/pdf/facilitators_handbook_oco_life_skills_workshop_for_youth_web.pdf

- Promoting peaceful relationships (pp 263-267)
Objectives: To reflect on what peace is and how peaceful relationships can be promoted, To recognise that in peace-building work everyone has something to give as well as to receive, To consider how participants can contribute to peace
- Practising dialogue (pp 245-252)
Objectives: To understand the concept of dialogue, To reflect upon motivations, needs and values behind different views, To practise seeing things from a different perspective.

War Child Holland (2009) *Ideal, Conflict and peace*

www.sportanddev.org/en/article/publication/i-deal-introduction-war-childs-i-deal-and-big-deal-interventions

- Promoting a culture of peace (pp 25-27) *
Objectives: The children have gained ideas and insights about how to foster a culture of peace

Activities with an * are exercises which are particularly recommended to support initiative in the different well-being pillars.

Assertiveness

Save the Children (2015) *The Youth Resilience Programme: Psychosocial support in and out of school*

resourcecentre.savethechildren.net/node/9923/pdf/facilitators_handbook_oco_life_skills_workshop_for_youth_web.pdf

- Passive, aggressive and assertive communication (pp95-106)
Objectives: To introduce the concepts of passive, aggressive and assertive behaviour
- Assertive messages (pp 116-124)
Objectives: To practise the steps in creating an assertive message, To enable the participants to formulate and deliver an assertive message.

LEAP (2018) *Life-skills, Leadership and Limitless Potential (LLLP) 12-session programme*

childhub.org/en/system/tdf/library/attachments/_lllp_12-session_programme.pdf?file=1&type=node&id=28905

- Assertiveness (pp 110-115)
Objectives: To increase understanding of passive, assertive and aggressive behaviours, To introduce the idea of 'personal rights' and how assertiveness can protect these, To reflect on personal strategies in regard to assertiveness, To practice assertiveness techniques

Advocacy & Public speaking

LEAP (2018) *Life-skills, Leadership and Limitless Potential (LLLP) 12-session programme*

childhub.org/en/system/tdf/library/attachments/_lllp_12-session_programme.pdf?file=1&type=node&id=28905

- Uppers and lowers (pp 105-109) *
Objectives: To understand the concept of power, To think critically about power and how it features in sexual violence and in participation, To understand that sexual violence involves the act of taking someone's power away, whereas participation involves people taking back power for themselves and others
- Basic principles of presenting (pp 141-149)
Objectives: To introduce the basic elements of presenting, To practice delivering simple presentation
- Debating and presenting (pp 149-157)
Objectives: To understand and practice providing a counter argument (rebuttal), To practice debating

Youth friendly resources that you can use to discuss advocacy with youth:

downloads.unicef.org.uk/wp-content/uploads/2019/03/Youth-Advocacy-Toolkit.pdf

www.ippf.org/sites/default/files/web_young_people_as_advocates.pdf

www.gcedclearinghouse.org/sites/default/files/resources/180124eng.pdf

Problem solving

See also activities for roles and identities pillar

Tdh Irak delegation (2018) *MHPSS activities for children and Adolescents – based on the 5 well-being pillars*

- Forum theatre (pp 89-90)
Objective This activity allows children to explore difficult situations through scenes where they can reflect and find solutions.

Knowledge

Existing opportunities: schooling and work

Advocates for Youth (1995) *Life Planning Education: A Youth Development Program*
www.advocatesforyouth.org/wp-content/uploads/storage/advfy/documents/lpe.pdf

- How do I prepare for the World of work? (pp 485-526)
Objectives: to visualise a future in the world of the work (pp 485-487), to assess personal interests and identify jobs that correspond to those interests (p 488-491), to identify places and resources for job hunting (pp 505-508)

Values

Advocates for Youth (1995) *Life Planning Education: A Youth Development Program*
www.advocatesforyouth.org/wp-content/uploads/storage/advfy/documents/lpe.pdf

- What do you value (pp 33-34)
Objectives: to articulate things that matter and why
- What's most important? (pp 35-38)
Objectives: to become aware of values and priorities
- Values and behaviour (pp 45-47)
Objectives: to examine the relationship between values and behaviour
- Values and decisions (pp 48-49)
Objectives: to practice relating decisions to personal values
- Your goals and your values, 2018, Youth and money
- Exploring your values (pp 11-14)
Objectives: to explore values and discuss peer pressure

Skills

Making plans

Advocates for Youth (1995) *Life Planning Education: A Youth Development Program*
www.advocatesforyouth.org/wp-content/uploads/storage/advfy/documents/lpe.pdf

- Setting short terms goals (pp 210-212)
Objectives: to practice setting short-term goals
- Looking at my life: past and future (pp 216-218)
Objectives: to identify accomplished goals and set long-term goals
- A dream come true (pp 224-227)
Objectives: to learn step by step process for setting and achieving goals

Save the Children (2015) *The Youth Resilience Programme: Psychosocial support in and out of school*

resourcecentre.savethechildren.net/node/9923/pdf/facilitators_handbook_oco_life_skills_workshop_for_youth_web.pdf

- Imagining the future (pp 83-90)
Objectives: To encourage participants to think about their dreams for the future and reflect on
- My future (pp 304-307) *
Objectives: To enable participants to think about what they want to do with their lives in the future

War Child Holland (2009) *Ideal, Future*

www.sportanddev.org/en/article/publication/i-deal-introduction-war-childs-i-deal-and-big-deal-interventions

- Looking forward (pp 13-15)
Objectives: The children have made plans for their future and they have practised decision making

Activities with an * are exercises which are particularly recommended to support initiative in the different well-being pillars.

Decision making

Advocates for Youth (1995) *Life Planning Education: A Youth Development Program*
www.advocatesforyouth.org/wp-content/uploads/storage/advfy/documents/lpe.pdf

- Three Cs to Good Decision making (pp 237-243)*
Objectives: to learn a model for effective decision-making
- Fighting influences/Following through (pp 250-255)
Objectives: to practice resisting influences and following through with decisions

Save the Children (2015) *The Youth Resilience Programme: Psychosocial support in and out of school*
resourcecentre.savethechildren.net/node/9923/pdf/facilitators_handbook_oco_life_skills_workshop_for_youth_web.pdf

- Central steps in Decision-making (pp 71-77)*
Objectives: To introduce decision-making skills; To identify central steps in making a decision, To describe factors to consider in decision-making
- Practising decision-making (pp 78-82)
Objectives: To practise decision-making skills, To identify important issues to consider when making a decision; To explore the link between values and decision-making

Impressum

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**Every child in the world has the right
to a childhood. It's that simple.**



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