

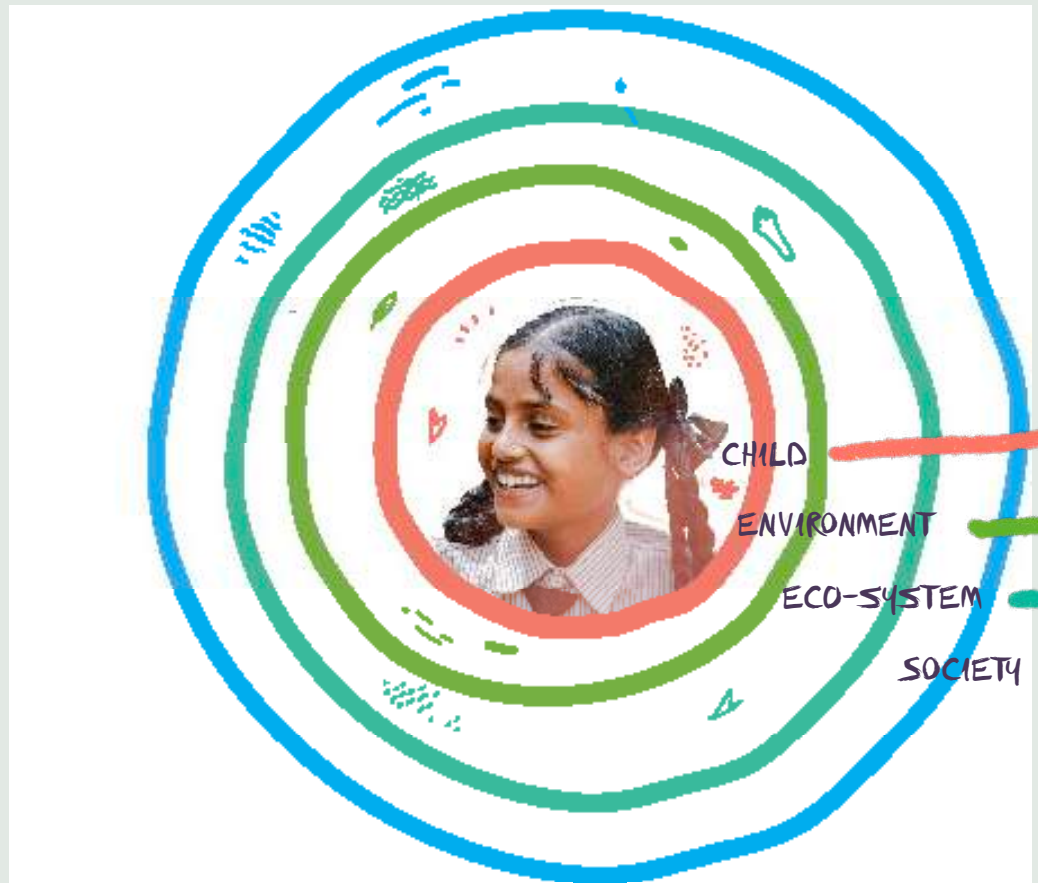
LIFE SKILLS THROUGH  
**CREATIVE ARTS**  
(STANDARD 6,7 & 8)



AFTER SCHOOL  
LIFE SKILLS  
PROGRAMME

Collected and compiled by  
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Dream a Dream is a registered, charitable trust empowering children and young people from vulnerable backgrounds to overcome adversity and flourish in the 21st century using a creative life skills approach.

# OUR APPROACH

At the centre of Dream a Dream's approach is the child. We believe that every child has the potential to overcome adversity and develop life skills.

Next, their closest influencers. A caring and compassionate adult. It could be a teacher, a parent, a facilitator, a mentor, or a volunteer.

Then, the ecosystem. This includes a supportive community of practitioners who are working towards education reform such as the government, policy-makers, administrators, and other such stakeholders.

And eventually, the society that the young person will inhabit.

## Society

We create framework changes in society by influencing policy, changing education paradigms, and by reimagining learning and redefining the purpose of education for young people to thrive in the 21st century.

## Eco-System

We invest in building evidence of the impact of our life skills programmes through quality research. The research helps us build a voice around the criticality and urgency to integrate life skills within learning outcomes. We also build a supportive community of practitioners, organisations, governments, and key stakeholders who help integrate life skills into education reform through strategic partnerships.

## Environment

We enable teachers, educators, school leaders, and youth workers to empower young people with life skills through our award-winning creative life skills approach.

## Child

We work directly with 10000 young people each year through our two innovation labs - After School Life Skills Programme and Career Connect Programme. In these innovation labs, new approaches to life skills development are introduced, demonstrated, documented and fed back into the larger framework to reimagine learning for young people in India.

FOCUS ON SYSTEMS

FOCUS ON YOUNG PEOPLE



Dream a Dream has been partnering with Partners for Youth Empowerment (PYE) for the last 4 years. PYE is an international organization that partners with communities around the world to activate the creative potential of young people and provide them with vital life skills to succeed in a rapidly changing world.

PYE provides training and support to program leaders and youth serving organizations globally, in using creativity and the arts to empower youth, based on a proven methodology called the “Creative Community Model”. The Model combines techniques with lasting impact drawn from the arts and motivational learning to develop creativity, personal power, cross-cultural competency, and skills for leading purposeful lives. External evaluations give the Creative Community Model high marks on key indicators of healthy youth development especially in increasing self-awareness and confidence, young people’s motivation to learn and engagement in their schools and communities.

The Teacher Development Programme derives its foundations from this methodology of the creative community model. PYE has also developed the Life Skills through Arts Curriculum for Dream a Dream. A lot of the work in this manual has been inspired and drawn from the work of PYE.

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# STRUCTURED VS. UNSTRUCTURED SESSIONS

## 1) What are “structured” and “unstructured” sessions in Life Skills through Creative Arts?

**Structured sessions:** The Facilitator’s Guide outlines structured sessions that focus on building specific life skills. Structured sessions include clear activity steps, discussion questions, personal story instructions, and reflection circle prompts.

**Unstructured sessions:** Unstructured sessions are arts sessions that do not focus on specific life skills. This Facilitator’s Guide does not outline the steps for unstructured activities, but you should use many of the same rituals as in your structured sessions. Begin each session with Warm Up activities, conclude with a Reflection circle and Check out, and make the most of your Caring Facilitator Time.

## 2) How should a facilitator balance structured and unstructured sessions?

Work with Life Skills through Creative Arts staff, volunteers, and participants to decide how you will integrate structured sessions into your schedule. You should complete all structured sessions at least once in a year.

## 3) How can a facilitator lead a Reflection circle in an unstructured session?

Praise at least one participant every Reflection circle and ask some of the following questions:

- How did today’s session make you feel?
- What did you learn in today’s session?
- What was your favourite or least favourite part of today’s session?
- Were there any conflicts in today’s session? How can the team resolve the conflict?
- Is there anything important going on in your life that you would like to share?

# SESSION STRUCTURE

## ACTIVITIES:

### PRE-SESSION (15-30 minutes)

Arrive early to the school before the session to organize for the session and informally interact with the participants.

### WARM UP (35 minutes)

#### 1. Individual Check-in

Instruct the participants to quickly check-in with themselves about their moods using several, fun questions.

#### 2. Community Check-in

Instruct the participants to quickly check-in about how their group is doing to create a safe environment for everyone to share.

#### 3. Revisit Team Agreement

Review the content of the Team Agreement and the team's progression. Ask facilitators, participants, and volunteers give input on where they are succeeding in the agreement and where they are falling short.

#### 4. Warm-up

Lead an activity which allows the participants to open up and sets the tone for the main activity.

### LIFE SKILLS (45 minutes)

- Facilitate scripted activities focused on developing healthy behaviours related to one targeted life skill.
- Note that each Life Skills activity includes activity steps, discussion questions, and a space for facilitators to prepare personal stories to share with the participants.

### REFLECTION (10 minutes)

- Lead a discussion on key messages. Ask the participants for feedback on what they learned during the session and how they can connect lessons to real life.
- Address any conflict that occurred during the session and how the group can resolve it.
- Praise a participant for at least one strength that he or she demonstrated during the session.

### CLOSING (30 minutes)

1. Closing Activity
2. Check out



2) Check out

**POST-SESSION** (15-30 minutes)

1. Snack
2. Attendance
3. Caring facilitator time

Informally interact with the participants to build personal connections.

# CARING FACILITATOR TIME

Life Skills through Creative Arts facilitators arrive at least 15-30 minutes before a session begins and stay for at least 15-30 minutes after the session ends. Facilitators have specific tasks to complete during this time, such as organizing materials, coordinating with volunteers, taking attendance, and distributing snacks.

Life Skills through Creative Arts facilitators also use this time as “Caring Facilitator Time.” Caring Facilitator Time provides valuable opportunities to build meaningful relationships with participants and to engage them in vital conversations.

**Here are some suggestions of ways to maximize the impact of your pre- and post-session time:**

- Engage participants in one-on-one conversations. Participants often feel uncomfortable sharing personal stories in the large group and will feel more comfortable in a one-on-one conversation.
- Provide one-on-one praise. You may not always have time to praise all your participants during the sessions. Use this time to give unrushed, meaningful praise. Identify strengths. Ask questions to get to know participants’ abilities, interests, and goals for the future. Discussion on simple things, such as a participant’s favourite colour or favourite subject in school can be very important to them when it comes from their facilitator.
- Support participants that display behavioural problems, appear vulnerable, or show a change in behaviour. Encourage them to talk to you about anything that is troubling them. Remember, you don’t have to fix their problems, but you can listen, provide advice, and link your participants to local services, if necessary.

Caring Facilitator Time will be the most meaningful part of the day for many participants.

**Tip:** Take this time seriously, but remember to have fun and enjoy spending time with your participants!

# USING THE FACILITATOR'S GUIDE

## Learning to use the guide

- Make sure to read through each practice twice, a day before, so that you are properly prepared.
- Use your guide while you work with young people and look out for the different pieces of the Facilitator's Guide explained below:

## Activities

### 1) Major steps

- Instructions you **READ** to yourself
- Things you **SAY** to the participants
- Responses you might **HEAR** from the participants

## Review

Key messages that participants should always remember.

Categories, Prompts, Statements – these are statements that you must read aloud for the children.

**Tips:** Useful advice for you, the facilitator!

# 1) GOALS AND AGREEMENTS

## LEARNING OUTCOMES:

By the end of the session the participants should be able to:

- Understand and name the goals of the Life Skills through Creative Arts program.
- Understand and name the team agreements.
- Understand the importance of goals and agreements.

**Focus Areas:** Working together, Building Community, Self-Expression, Goal Setting, Feeling Seen and Heard, Voice, Teamwork, Empathy, Taking Responsibility, Relationship and Communication.

## Materials:

A flip chart or a piece of chart paper that you can stick to the wall with your Goals and Agreements pre-written. Be sure that the agreements page has lots of room for participants to fill in their own agreements.

## Schedule:

- Pre Session (15-30 minutes)
- Warm up (35 minutes)
- Main Activity (45 minutes)
- Reflection Circle (20 minutes)
- Closing (30 minutes)
- Post Session (15-30 minutes)

**\*NOTE:** The parts in the curriculum which are in italics (different font and slant), are instructions which will be read out to the children directly. The rest of it (non-italics) is for the facilitators understanding and will not be read out to the children.

## PRE-SESSION (15-30 Minutes)

- Prepare
- Spend time with the participants individually or in smaller groups. Talk & Share

## WARM UP (35 Minutes)

**Individual Check In:** *If the way you feel right now was two animals and you combined them into one, what would they be and would you call it?*

## Dream Warm Up - Group Rhythm (You'll learn this in your training)

### Walk Into the Circle

- *The first person walks into the group doing a special walk that they made up and in a loud voice*

says Hi! My name is...

- Then they walk out of the circle the same way they walked in.
- The whole group walks into the centre of the circle with the same special walk and points to the person and says all together Hi .....You're Special!
- Go around the circle so each person gets a chance.

## **MAIN ACTIVITY** (45 Minutes)

Show the chart paper you have created (don't forget to decorate it a little! Make it attractive and fun) with the following goals:

- **TO EXPAND OUR CREATIVITY**
- **TO LEARN FROM PEOPLE DIFFERENT THAN OURSELVES**
- **TO DISCOVER OUR PASSIONS AND DREAMS**
- **TO HAVE FUN!**

Go through each goal with the group. Show lots of curiosity and positivity while you explain the goals of the program:

### **TO EXPAND OUR CREATIVITY**

*Does anyone know what the word creative means? Why would we want to expand it?*

*I would like all of us to believe that each one of us is creative and that we have a very powerful imagination. The more we bring it out, the more creative we can get, and the more things we can make happen.*

*There will be workshops in all kinds of creative mediums – dance, visual arts, singing, theatre etc.*

### **TO LEARN FROM PEOPLE DIFFERENT THAN OURSELVES**

*At Dream a Dream we believe that each person has a unique gift. We live in a society where there are different cultures, ideas, people. Does anyone know what this means? Some differences we can see and some we can't. Through this programme we will create opportunities to interact in a way where we can connect with each other deeply and know each other better. Why is it important to share our gifts, and to learn from each other?*

### **TO DISCOVER OUR PASSIONS AND DREAMS**

*How many of you have a dream for your life? Can we hear some of them? How many of you don't know what your dream or your passion is? That's okay, too. We'll have lots of time this year to explore and grow together to help you find those dreams.*

### **TO HAVE FUN**

*How do you know you're having fun? At Dream a Dream we believe that fun is a really important part of learning and connecting. So if you're not having fun, please tell me. I'll take it seriously! It's really important to me that you enjoy your time with this group as much as possible.*

Now, in order to achieve these goals together, we are going to need to agree on how we will work together as a group. I have a few suggestions that have worked for Dream a Dream groups in the past, and then I'm going to ask you what you need in order for us to achieve these goals together.

(Turn to another Chart paper where you have written these agreements:

NO PUT DOWNS OF SELF OR OTHER, PARTICIPATE FULLY, BE WILLING TO TRY NEW THINGS, and LISTEN WELL)

Explain each one, using questions and giving examples.

### **NO PUT DOWNS OF SELF OR OTHER**

What does put down mean?

- *We all know that it is important not to put each other down, and you are already doing a great job of that. We are going to help each other remember this agreement by gently reminding people who accidentally use put downs. It can be a hard habit to break, since we hear a lot of put downs in our lives.*
- *The other part of this agreement is not putting ourselves down. That can sometimes be even harder. What are some put downs of yourself that you might notice? (I'm too stupid, I can't do this...)*
- *Okay, now everyone put one hand in the air, and reach back behind your head (show them). Back here is where that little voice tells you that you're not good enough lives. Yank it out! Good!*
- *Now, on the count of three we're going to throw them all out of the window, okay? Then they can all hang out outside and have a really boring time together. One, Two, Three! Nice Job! They'll be waiting outside for you when you're done. But if you like being without them, try to keep it going even outside of this space.*

### **PARTICIPATE FULLY**

*Does this mean that you have to be talking all the time? It just means being as present as you can be at any time. It's okay to say no, and it's great to take care of you. What are some ways you can participate fully even when you don't want to be in the activity? (By being present, listening, witnessing and letting others know what's going on with you.)*

### **BE WILLING TO TRY NEW THINGS**

*Why is it important to try new things? (So we can learn, so we can know what we like and what we don't like, to gain courage, etc.)*

### **LISTEN WELL**

- *How do you know you are listening well? Take all their answers.*
- *Then say, You are listening well when the other person feels heard. How do you know when someone feels heard? List the behaviours that they might see.*

These are my suggestions for our community agreements. Thank you for listening so well! Now I'd like to know what you need in order to reach our goals. List everything that the youth say.

*If you need to change their words, ask for permission. When they are done, ask them to stand in a circle with one hand out and one hand up. Look carefully around the circle to see if anyone is not yet ready to agree.*

*Then, on the count of three, have everyone clap and yell YES as loud as they can to seal the deal!*

## **REFLECTION CIRCLE** (10 minutes)

Have a conversation with the group about what they might do if the agreements aren't working out and are broken. Steer them away from any punishments and towards ways of working together, supporting each other, and taking responsibility for themselves and each other.

## **CLOSING** (30 minutes)

**All My Friends Who:** This game lets participants see what they have in common, and also gets them to sit next to people they might not have been sitting with before.

Everyone sits in a circle of chairs. If you do not have chairs, give everyone a piece of tape to mark where they are sitting. There should be one less person than chairs, so don't take one for yourself. Stand in the middle of the group and give the following instructions

### **Instructions:**

- 1. The person in the middle will say their name, and one thing that is true about them that we can't tell by looking at them using the phrase "All my friends who".*
- 2. If the same thing is true for anyone else they must get out of their spot and switch with someone at least two spots away.*
- 3. Whoever is left standing goes in the middle of the circle. As the facilitator, whenever it is your turn, try to offer something personal about yourself that encourages the youth to go deeper into their own offering.*

As the facilitator, whenever it is your turn, try to offer something personal about yourself that encourages the youth to go deeper into their own offering.

- After they have played a few rounds, encourage the youth to go deeper, to really ask what they would like to know about each other.
- If they do begin to make deeper offerings, then change the game a little.
- Instead of racing to the next seat, when they stand up they are to stand together with the others who stood for a moment, and see each other and what they have in common, before they take their seats.
- The game will slow down a lot, and will become a practice of empathy and belonging.
- If someone makes an offer, and no one stands up, coach that person and the group towards empathy, not sympathy.

### **Check Out:**

*Remember the animal you named in the beginning. If you were that animal right now what would you be doing?*

## **POST SESSION** (15-30 Minutes)

- Snack
- Attendance
- Spend time with the participants individually or in smaller groups. Talk & Share.



## 2) FIND THE LEADER

### LEARNING OUTCOMES:

By the end of the session the participants should be able to:

- Improve their observation and awareness skills
- Take initiative to be a leader
- Learn about the importance of having a strategy.

**Focus Areas:** Listening, Awareness, Leadership, Negotiation, Concentration.

### Materials:

- A set of keys
- Blindfold
- Chair

### Schedule:

- Pre Session (15-30 minutes)
- Warm up (35 minutes)
- Main Activity (45 minutes)
- Reflection (20 minutes)
- Closing (20 minutes)
- Post Session (15-30 minutes)

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### PRE SESSION (15-30 Minutes)

- Prepare
- Spend time with the participants individually or in smaller groups. Talk & Share.

### WARM UP (35 Minutes)

**Individual Check In:** *Who did you smile at today and why?*

**Community Check In:** Ask the participants how they feel their group is doing at creating a safe, caring environment where everyone can share. Ask if they are doing well, and what areas they can work on. Change agreements if necessary.

## Dream Warm Up: Jedi Key Grab

### Instructions:

1. Make a circle, with a person wearing a blindfold sitting on a chair in the middle.
2. Place a set of keys under the chair.
3. You must try to steal the keys from under that chair. But if the person on the chair hears them and points at them, then they must return to the circle
4. To make the game harder, make the circle bigger.

## FIND THE LEADER (45 Minutes)

This game helps a group work together to reach a common goal by supporting and encouraging one participant. For that participant it's a chance to feel that support, and to do some creative thinking on the spot.

1. Make a circle and ask one player (A) to leave the room.
2. Decide on a leader who will make a simple pattern of claps, leg pats and finger clicks that everyone else will follow.
3. Invite (A) to return to the room by calling their name on the count of 3
4. When they return (A) will stand in the middle of the circle and try to point out who the leader is. The leader must change the pattern while (A) is in the middle. Everyone else should try to hide the leader by copying as closely as possible and not staring at the leader.
5. (A) has three tries to guess. Coach them gently if they are having trouble.
6. Play a couple of times with different volunteers. The leader can vary the movements as the game goes on.
7. Depending on what happens, you may want to mix the reflection circle into the game, and do a mini-reflection after each round. The experience of each leader and finder will be quite different, and there may be interesting learning from each.

## REFLECTION CIRCLE (20 Minutes)

- What was it like to be the leader?
- What was it like to find the leader?
- What kind of ideas/plans did you use?
- How could developing these strategies help you in your life?
- When in your life are you aware of your leadership?
- What does this game teach us about leadership?
- What would you be willing to try this week?
- Will you try developing one of these plans and report back to us?

## CLOSING (20 Minutes)

1. Split the group into two teams.
2. The rules are – “Bear eats Fish, Fish eats Mosquito, Mosquito eats Bear”. Show an action for each.
3. Each team needs to decide as a group which of the three animals they will be. They have 2 minutes. Make sure everyone knows.

4. Both teams line up on either side of an imaginary river. On the count of three, everyone from both teams have to do the action of the animal they have chosen together.
5. Depending on the animal they have chosen, they either get eaten i.e. chased by the other team or have to eat the other team i.e. chase them. For example, if one team chose Bear and the other team chose Fish, the team that chose Bear has to chase the team that chose Fish.
6. Anyone who is caught during the chase joins the opposite team.
7. Repeat the activity about 3 or 4 times. Every round, be sure that new people are choosing the animal. Everyone on the team must agree on the animal before they step up to the river.

### **Check Out:**

*Who did you smile at today and why?*

### **POST SESSION (15-30 Minutes)**

- Snack
- Attendance
- Spend time with the participants individually or in smaller groups. Talk & Share.

## 3) SENSITIVITY LINE

### LEARNING OUTCOMES:

By the end of the session the participants should be able to:

- Take initiative to speak in front of an audience
- Be able to use the creativity and imagination to build a story.
- Feel a connection to their peers will working as a team.

**Focus Areas:** Taking Initiative, Personal Story, Working Together, Awareness, Connection, Empathy, Concentration, Improvisation, Public Speaking.

### Schedule:

- Pre Session (15-30 minutes)
- Warm up (35 minutes)
- Main Activity (45 minutes)
- Reflection (20 minutes)
- Closing (20 minutes)
- Post Session (15-30 minutes)

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### PRE SESSION (15-30 Minutes)

- Prepare
- Spend time with the participants individually or in smaller groups. Talk & Share.

### WARM UP (35 Minutes)

**Individual Check In:** *If the way you feel right now was anything in the sky, what would it be and why?*

**Community Check In:** Ask the participants how they feel their group is doing at creating a safe, caring environment where everyone can share. Ask if they are doing well, and what areas they can work on. Change agreements if necessary.

### Dream Warm Up: Voice Ball Pass Advanced

1. Show the group that you have a magic invisible ball
2. Give it a shape and a weight. Then pass it to someone in the circle with a sound.
3. They must receive it with the same sound, weight and shape.
4. Then they can change the weight and shape and pass it to someone else with another sound.
5. Keep going like this. Add another ball. If possible, add a third ball.

## **SENSITIVITY LINE (45 Minutes)**

This game develops personal presence, focus, awareness, publicspeaking. It can be used in many ways for performance. It allows people to make presentation in a group without losing the focus on the individual. This activity will help even the shyest participants to speak in front of a group.

### **Instructions:**

1. Begin by asking the group to form an audience, and remind them what a good audience is.
2. Invite 5 or 6 volunteers to stand in a line with their backs to the audience. They should be standing with their shoulders barely touching.
3. When I say, "Go," one person in the line (person A), in silence, turns to face the audience. (A) Remains facing the audience until another person in the line turns to face the audience. (A) Must then turn back.
4. There must be only one person facing front at any time, and there must always be one person facing front at all times.
5. The players in the line continue to randomly face the audience.
6. When the group gets into a flow it will look like smoothly moving doors towards an away from the audience.
7. You may have to encourage them to pick up the speed of turning in order to get that flow.
8. Once they get this flow, ask for five or six different volunteers.
9. This time, ask each person in the line to think of a story. It can be a true story, a fantasy or a folk tale. It can be funny, sad or strange. Any story will do.
10. The players turn like in round one. They turn as if the other person isn't talking and interrupt them. Do not wait for them to finish their sentence, or even their word. That's what makes the flow! As soon as the interruption by (B) happens, (A) turns back.
11. When (A) turns back to the audience, they continue the story as if they were never interrupted.
12. With an adventurous group, two people can stand on either side of the line and act out the stories.
13. The next level (with a new line up of volunteers) is that the group has a theme. For example, "My ideal community is..." "If I really know I was creative I would." Give the players a few minutes to think before they begin. This time they allow each other to finish without interruption.

You can use this format for public performances, or other group processes. It's a great way for players to support each other on stage, or to create quick powerful performances.

## **REFLECTION CIRCLE (10 Minutes)**

- *What was it like to use the sensitivity line to tell your stories?*
- *How was it different than telling your story on your own?*
- *From these insights, what can we understand about our personal presence and public speaking in our communities and schools?*
- *What will you try to do differently the next time you have an opportunity to experiment with what we have talked about today?*

## **CLOSING** (30 Minutes)

### **Magic Finger**

- *Everyone please stand in a circle, with your right hands facing up, and your left index finger in the palm of the person beside you, to your left.*
- *Choose a “magic” word together.*
- *Now, tell a little story.*
- *Whenever you say the magic word, everyone has to grab the finger in their palm without letting the other finger getting caught!*
- *Encourage them to reset right away so the story can continue. After a few rounds, see if one of the youth wants to try telling the story.*

### **Check Out:**

*Think of a word that describes how you are feeling right now. Take a second to spell it backwards. Tell us the backwards word!*

## **POST SESSION** (15-30 Minutes)

- Snack
- Attendance
- Spend time with the participants individually or in smaller groups. Talk & Share.

## 4) NON-DOMINANT HAND DRAWING

### LEARNING OUTCOMES:

By the end of the session the participants should be able to:

- Understand and appreciate differences in the way they learn
- Improve their physical awareness of the objects around them

**Focus Areas:** Observation, Creative Risk, Creativity and Imagination, Trying New Things, Physical Awareness.

### Materials:

- Paper for all participants
- Coloured sketch pens

### Schedule:

- Pre Session (15-30 minutes)
- Warm up (35 minutes)
- Main Activity (45 minutes)
- Reflection (20 minutes)
- Closing (20 minutes)
- Post Session (15-30 minutes)

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### PRE SESSION (15-30 Minutes)

- Prepare
- Spend time with the participants individually or in smaller groups. Talk & Share.

### WARM UP (35 Minutes)

**Individual Check:** *If you could have any special power, what would you choose, and where would you use it?*

**Community Check In:** Ask the participants how they feel their group is doing at creating a safe, caring environment where everyone can share. Ask if they are doing well, and what areas they can work on. Change agreements if necessary.

### Dream Warm Up: Gesture Dance

## Instructions:

1. Each youth make a simple hand action and a sound, and have the whole group repeat it.
2. The next person gives a sound and a hand action, everyone repeats it, and then goes back to the first person, the second person, then the third person offers a simple sound and an action. The whole group repeats it, then goes back to do the sound and gesture of the first, second, third person.
3. Do this until the whole group has offered a sound and a hand action, and everyone knows them all. It's like a dance!
4. Now, have everyone change places and try to remember all the sounds and action.

**Tips:** Any movement, big or small, can be an action.

## NON-DOMINANT HAND DRAWING (45 Minutes)

### Part 1: Drawing

- Each youth will be given paper and a sketch pen.
- You will choose an object in the room and you have five minutes to draw it.

### Part 2: No Look Drawing

- Now you will draw it again without taking your eyes off the object (not looking at the paper) or lifting their pen from the page.
- You have two minutes.
- Once you draw one object you can choose another.
- Make sure you leave enough space or take a new paper, so that the drawings do not overlap with each other.

### Part 3: Non-Dominant Hand No Lift Drawing

- Repeat the same activity as above, but using your other hand.

### Part 4: Drawing Again

- Draw the same object. Take 5 minutes.

## REFLECTION CIRCLE (10 Minutes)

- What was it like to draw without looking?
- What about with the non-dominant hand? What do you think of the results?
- Is there something about them that you weren't expecting?
- What surprises you about them? How do you feel about them?
- What is the difference between your first and third drawing?
- What does this tell us about our lives?
- What does it tell us about ourselves and the way we learn?



Remember in this debrief many insights can come up. Also, everyone will have had a different experience, so you may want to directly ask specific youth questions in the section.

Then move to the next section which will be a time to help them apply their learning to their lives, and make commitments to try new things in their schools, families or communities.

- *What can we change or try to do differently from today's drawings?*

## **CLOSING** (30 Minutes)

You can tell the youth: *"This game was used by serious artists, and is a way of drawing with the heart and feelings, instead of with the mind."* Let them know that whatever they add to the drawings will be part of a bigger whole.

1. Give each participant a piece of paper.
2. Ask them to write a line on the top, then fold it over and pass the paper to the right.
3. The last line will be the title.
4. Share the poems.

### **Check Out:**

*Where could you read this poem to cause a reaction?*

## **POST SESSION** (15-30 Minutes)

- Snack
- Attendance
- Spend time with the participants individually or in smaller groups. Talk & Share.

# 5) SHAPE POEMS

## LEARNING OUTCOMES:

By the end of the session the participants should be able to:

- Learn to use their creativity to express themselves.
- Share their personal experiences with the group.

**Focus Areas:** Belonging, Creativity, Quick thinking, Collaboration, Self Expression, Concentration, Compromise, Active Listening.

## Materials:

- At least 2 sheets of Paper for each child
- Sketch pens and ink pens for all.

## Schedule:

- Pre Session (15-30 minutes)
- Warm up (35 minutes)
- Main Activity (25 minutes)
- Reflection (20 minutes)
- Closing (20 minutes)
- Post Session (15-30 minutes)

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## PRE SESSION (15-30 Minutes)

- Prepare
- Spend time with the participants individually or in smaller groups. Talk & Share.

## WARM UP (35 Minutes)

**Individual Check:** *If someone painted a picture of your day, what things would they include to show your mood?*

**Community Check In:** Ask the participants how they feel their group is doing at creating a safe, caring environment where everyone can share. Ask if they are doing well, and what areas they can work on. Change agreements if necessary.

## Dream Warm Up:

1. Get into groups of five or six.
2. I will call out an object, and you need to create the shape of that object as fast as you can without talking.

## SHAPE POEMS (45 Minutes)

1. **Choose a topic.** Write it in the center of your page.
2. Around it, write all the words you can think of that go with that topic.
3. Looking at those words, see if you can think of phrases or short sentences that work with that topic, and write those around the outside.
4. Use sense words, words that use all five senses.
5. Also, use words from your personal memories of the topic. They don't have to make sense to anyone else.
6. **Choose a shape.** Think of a shape that will either represent your topic, or bring out some aspect of your topic that you want everyone to notice.
7. It might even be something opposite or surprising.
8. Use the words on your first page to build your shape or image. Make your whole image out of letters and words.
9. Share your concrete poem with the group.

## REFLECTION CIRCLE (20 Minutes)

This is a sharing circle more than a reflection circle. Be curious about the youth's concrete poems. Each one will tell you something about them.

- Ask them to talk about why that topic was important to them, and how they chose the shape they put it in.
- Listen closely if anyone had any insights about their creative process.

You may be able to take them through the **WHAT-SO WHAT-NOW WHAT** cycle, but don't force it.

## CLOSING (30 Minutes)

### One Word Story

- In a large circle, each person adds one word at a time to make a story.
- It doesn't matter if the grammar is not correct, just say the word that comes to your mind, and try to work together to make a story that makes sense overall.
- As an extra challenge, see if the group can retell the story afterwards.
- As the facilitator, you can jump in when the story seems to have ended, and say 'Good Job', and then ask who wants to start the next one.

### Check Out:

*If something in this room could speak a message to you, what would it be and what would it say?*

## **POST SESSION** (15-30 Minutes)

- Snack
- Attendance
- Spend time with the participants individually or in smaller groups. Talk & Share.

## 6) BLIND DRAWING

### LEARNING OUTCOMES:

By the end of the session the participants should be able to:

- Identify how to communicate accurately or properly.
- Listen attentively while following instructions
- Give instructions clearly

**Focus Areas:** Communication, Listening, Different Learning Styles, Working Together, Taking and Giving Instructions.

### Materials:

- Paper
- Coloured sketch pens for all the youth.

### Schedule:

- Pre Session (15-30 minutes)
- Warm up (35 minutes)
- Main Activity (45 minutes)
- Reflection (20 minutes)
- Closing (20 minutes)
- Post Session (15-30 minutes)

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### PRE SESSION (15-30 Minutes)

- Prepare
- Spend time with the participants individually or in smaller groups. Talk & Share.

### WARM UP (40 Minutes)

**Individual Check:** *If you could have any super power, what would you choose, and why?*

**Community Check In:** Ask the participants how they feel their group is doing at creating a safe and caring environment where everyone can share and feel free. Ask if they want to change some agreements. Change agreements if necessary.

## Dream Warm Up: Pass the Sound and Face

1. *The first person makes an expression and a funny sound, and passes it to the person on their right.*
2. *That person must copy it exactly, and then pass on an expression and sound that is entirely different.*
3. *Pass around until it goes all the way around.*
4. *Please make up new and different faces and sounds every time.*

## BLIND DRAWING (45 Minutes)

This is a game that helps us realize how hard it is to communicate clearly, and to plan together on how to communicate more clearly.

### Instructions:

1. *Every one sits down and draws a very simple picture using basic shapes like triangles, squares and circles. It need not look like anything. It can be abstract.*
2. *Then, find a partner and sit back to back to back with them. Choose who will be partner A and partner B. Partner A will go first, guiding and giving instructions to partner B so that Partner B will make a drawing that looks exactly like Partner A's.*
3. *After 5 minutes, compare drawings (Partner B's first drawing with basic shapes must still stay a secret). Now, make a plan. How can you make your second try better? As a whole group, the pairs can share their ideas of how to be more successful with the second try.*
4. *Now, sit back to back again, and for five minutes Partner B will try to instruct Partner A to draw their drawing exactly. Give them a few minutes to compare the drawings, and come back to the circle for reflections.*

## REFLECTION CIRCLE (20 Minutes)

- *What happened in the groups?*
- *Were your drawings close or far from the original? Why? What was happening?*
- *What kinds of communication were you using? Where was the communication not working?*
- *What does this tell us about our lives? Where do we see these dynamics?*
- *If communication is never fixed or proper, what does that mean in our communities?*

This will be a time to help them apply their learning to their lives, and make commitments to try new things in their schools, families or communities.

- *What can we do to communicate more clearly, and to listen to understand?*

## CLOSING (20 Minutes)

This game comes from the French Surrealists. You can tell the youth that *"This game was use by serious artists, and is a way of drawing from their heart and feelings, instead of with the mind. Whatever you add to the drawings will be part of a bigger whole."*

- Give each participant a piece of paper.
- Show them how to draw just the top part of the head of a monster and write a few words about the monster, then fold over the paper, and make lines where their drawing will join with the next persons drawing.
- *Only these connecting lines should be visible.*
- *Pass the folded drawings to the right.*
- *The next person will start their drawing from the folding lines which they see, drawing the bottom half of the head or face of the monster, then folding over the paper, and drawing lines that go over the fold where the neck will begin.*
- *Continue like this until you get all the way down to the toes, or even the ground beneath the feet. Pass the papers one more time and then open them. The last person adds a title and reads the piece aloud.*

### Check Out:

*If your creature/monster could make a sound to say goodbye to the group, what sound would it make?*

### POST SESSION (15-30 Minutes)

- Snack
- Attendance
- Spend time with the participants individually or in smaller groups. Talk & Share.

# 7) SOUND CIRCLE

## LEARNING OUTCOMES:

By the end of the session the participants should be able to:

- Practice deep and active listening
- Work together in a group to achieve goals
- Learn how to take initiative to try new things

**Focus Areas:** Active Listening, Taking Initiative, Risk-Taking, Rhythm, Collaboration.

## Schedule:

- Pre Session (15-30 minutes)
- Warm up (35 minutes)
- Main Activity (45 minutes)
- Reflection (20 minutes)
- Closing (20 minutes)
- Post Session (15-30 minutes)

**\*NOTE:** This activity may take longer than one session so it is advisable to spread it over two sessions.

## PRE SESSION (15-30 Minutes)

- Prepare
- Spend time with the participants individually or in smaller groups. Talk & Share.

## WARM UP (35 Minutes)

**Individual Check:** *What is a song that you love, and where did you first hear it? How do you feel when you hear it or sing it?*

**Community Check In:** Ask the participants how they feel their group is doing at creating a safe, caring environment where everyone can share. Ask if they are doing well, and what areas they can work on. Change agreements if necessary.

## Dream Warm Up: Paper Drop

1. Show the youth a single sheet of paper.
2. *Please close your eyes, and lift your hand when you hear the paper touch the floor. Then look around to see who else heard it.*
3. Now tear the paper in half. Ask them to close their eyes again and lift their hand when it touches the floor. Look again to see who else heard it.



4. Tear the paper in half again.
5. Continue to do this until they can no longer hear the paper drop.
6. Explain that this is a different kind of listening, where instead of waiting for the sound to come to us, we go to the sound.
7. That is what we'll be doing today. We are going to make music together, and it will mean using our ears in this new way.

## **SOUND CIRCLE (45 Minutes)**

### **Sound Circle 1**

1. Begin by walking together on the beat.
2. The first person will add a repetitive sound on the beat.
3. Encourage the youth to make sounds that are spacious enough that everyone's sound will belong.
4. It can be anything, including a clap or a repeating word or phrase. Even an animal sound will work!
5. Once the last person has added a sound, the first person can change theirs or join onto someone else's, but not until everyone's first sound has been added.
6. Remind the youth to listen not only to their sound but to the group as a whole. The facilitator can step into the circle to work with the pitch and tone (soft or loud) using their hands, and finally use their hands to fade the song to nothing.

### **Sound Circle 2**

1. Begin by walking together on the beat.
2. The facilitator will pass a sound to the person on their right.
3. The next person will wait until they understand exactly what the sound is and then begin to repeat it.
4. After it has passed by a few people (maybe six or seven at first, so there is enough time for people to really hear the sounds) the facilitator will send a new sound along.
5. Keep sending new sounds and listen to the music you are creating!
6. When the song is over (you'll know...just by listening) ask if anyone else wants to try it.
7. The key to this exercise is staying on the rhythm, and send sounds that complement each other.
8. Use all the parts of the beat, and remember to vary the dynamics, the pitch and the kind of sound you are sending. Keeping the beat works better by walking than clapping.

## **REFLECTION CIRCLE (20 Minutes)**

- *What was it like to make music together? What did you notice? What did you feel?*
- *Does this remind you of anything in your life? When are we working together?*

This will be a time to help them apply their learning to their lives, and make commitments to try new things in their schools, families or communities.

## **CLOSING** (30 Minutes)

### **Sound Blast:**

1. *Everyone start bending with their hands down near the floor making a very low noise. Follow me as I make the sound higher and louder,*
2. *Then dip back down to the low sound.*
3. *Play with the high and low, making a joke out of it, and then finish with a high loud yell with everyone's hands over their heads*

### **Check Out:**

*If the way you feel right now was a sound what would make that sound?*

## **POST SESSION** (15-30 Minutes)

- Snack
- Attendance
- Spend time with the participants individually or in smaller groups. Talk& Share.

# 8) YES AND NO

## LEARNING OUTCOMES:

By the end of the session the participants should be able to:

- Understand the importance of personal space and boundaries.
- Learn about making choices and handling the consequences of the choices they make.

**Focus Areas:** Learning to make Boundaries, Risk-Taking, Decision Making, Poetry, Self-Expression, Awareness of Resources.

## Schedule:

- Pre Session (15-30 minutes)
- Warm up (35 minutes)
- Main Activity (45 minutes)
- Reflection (20 minutes)
- Closing (35 minutes)
- Post Session (15-30 minutes)

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## PRE SESSION (15-30 Minutes)

- Prepare
- Spend time with the participants individually or in smaller groups. Talk & Share.

## WARM UP (35 Minutes)

**Individual Check:** *Share one thing, big or small, that made you happy today. It could be anything: the sun rising, a row of ants, some good news in your family, or a smile from a stranger.*

**Community Check In:** Ask the participants how they feel their group is doing at creating a safe, caring environment where everyone can share. Ask if they are doing well, and what areas they can work on. Change agreements if necessary.

## Dream Warm Up: Stop Hand

This comes from Anita Roberts' gender-based violence prevention work, 'Safeteen'.

1. *Each one must find a partner for yourself.*
2. *One partner walks slowly towards the other.*
3. *When you feel your partner is getting too close, put up your stop hand (an open hand facing outwards).*
4. *Now, experiment with them taking one step or half a step closer or further. Where are you comfortable?*

## BLACK OUTS (45 Minutes)

Erasure poetry is a form that uses a source text, then blacks out or draws over existing words and framing what is left to create a poem.

1. Give each youth a random page from a magazine or newspaper.
2. Show them how to black out or draw over words in order to leave only the words they want.
3. If some youth finish early, give them more newspapers to black out. Show them how they can use the blacking out to make drawings and designs to add a visual effect to their poem.

## REFLECTION CIRCLE (20 Minutes)

- *What did you do?*
- *Did you enjoy the process, why or why not? Was there anything that was particularly difficult about the process? Anything that was particularly satisfying?*

Be curious about their process.

- *Is there anywhere in life that reminds you of this?*

There are a wide range of answers that can come from this question. Follow the youth where they want to go with it. They may want to talk about their own feelings of erasure, maybe at school or in the community. They may want to talk about when they need to say no or make boundaries. Where ever they go, stay supportive and curious.

- *What would you be willing to try in order to have the “no’s” become something they can work with, like they did in the erasures?*
- *Is there a place in your lives where you could define what you want and what you don’t want? What might be the risks of those choices? What might be the benefits?*

## CLOSING (20 Minutes)

### Egg Chicken Dinosaur Superhero:

1. Give actions for all four (chicken wings for chicken, arms in a circle overhead for egg, arms like big jaws for dinosaur, arms like Superman flying for superhero).
2. Now teach everyone to play “rock paper scissors.”
3. Holding the hand in a fist, you count to three then say GO! On go, both people show either a fist (for rock) a flat hand (for paper) or two fingers (for scissors). Rock breaks scissors, scissors cut paper, paper covers rock.
4. Players mix around their group, introducing themselves as an Egg only to other Eggs (At first they will all be Eggs). (Hi, my name’s Nadia, and I’m and Egg). Then they play rock paper scissors. Whoever wins the game graduates to the next level. Play for ten minutes.







# 9) ANCHORS

## LEARNING OUTCOMES:

By the end of the session the participants should be able to:

- Identify what gives each one of us strength and power within ourselves.
- Express the feeling of power within.

**Focus Areas:** Listening, Awareness, Leadership, Self-Care, Exploring Inner World, Managing Strong Emotions.

## Materials:

- Sticks for each youth about the size you might like to hold in your hand,
- Glue,
- Ribbon,
- Acrylic paint,
- Glitter or feathers (if possible)

## Schedule:

- Pre Session (15-30 minutes)
- Warm up (35 minutes)
- Main Activity (45 minutes)
- Reflection (20 minutes)
- Closing (20 minutes)
- Post Session (15-30 minutes)

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## PRE SESSION (15-30 Minutes)

- Prepare
- Spend time with the participants individually or in smaller groups. Talk & Share.

## WARM UP (35 Minutes)

**Individual Check:** *Act and show the worst and best parts of your day today.*

**Community Check In:** Ask the participants how they feel their group is doing at creating a safe, caring environment where everyone can share. Ask if they are doing well, and what areas they can work on. Change agreements if necessary.

## Dream Warm Up: Anchors

### Instructions:

This is a way for participants to feel powerful and gain strength from a time when they felt strong whenever they need it. Take a look at the notes on leading visualizations in your manual before you facilitate this activity.

1. *Find a comfortable place in the room to stand.*
2. *Close your eyes and take a deep breath.*
3. *Remember a time you felt strong and powerful, not just physically, but mentally.*
4. *Let your body fill up with that feeling, all the way to your toes and fingertips.*
5. *With your eyes still closed, move your body into a pose that represents this feeling.*
6. *Now, relax your body and make a small hand gesture/sign and/or sound that remind you of that feeling.*
7. *Take a deep breath and open your eyes.*
8. *Come back to the big circle. Share your gesture and/or your word.*
9. *Tell the group these gestures and words are called anchors, like the anchor on a ship that keeps it from floating away when there are big waves. The big waves are like strong emotions, and the anchors keep us grounded when they come up.*

## POWER STICKS (45 Minutes)

### Instructions:

Participants love to make these sticks for themselves as a celebration of their own power and their ability to support themselves.

1. *Put all the sticks in a central place. Allow participants to come up slowly and choose theirs. Remind them not to rush for all the sticks.*
2. *Try to remember the times when you felt most powerful as you decorate your sticks. The sticks should remind you of their power. Everyone's stick will be completely different. Take your space and do this on your own without talking to your friends or asking too many questions.*
3. *After cleaning up, make a circle and have each participant show their power stick and tell the group a little bit about it.*

## REFLECTION CIRCLE (10 Minutes)

- *What was this activity like for you?*
- *How do you feel now?*
- *Was anything hard about this activity?*
- *When do we need to be reminded of our own power?*
- *What other things remind you of your power?*
- *Will you try using your anchor this week? Where will you keep your power stick?*



## **CLOSING** (20 Minutes)

SONG

**Check Out:**

**Gratitude Circle** - Go around the circle and share one thing that you love about yourself.

## **POST SESSION** (15-30 Minutes)

- Snack
- Attendance
- Spend time with the participants individually or in smaller groups. Talk & Share.

# 10) PUPPET MAKING

## LEARNING OUTCOMES:

By the end of the session the participants should be able to:

- Identify strong negative emotions.
- Understand the effect such negative emotions have on you.
- Learn to express them in a calm manner.

**Focus Areas:** Managing Strong Emotions, Expressing Emotions, Creativity, Risk Taking.

## Materials:

- Large clean socks.
- Pieces of scrap fabric,
- Ribbon,
- Buttons.
- Needles and thread.
- Strong glue.
- Wire or pipe cleaners.
- OR alternatively use paper bag supplies

## Schedule:

- Pre Session (15-30 minutes)
- Warm up (35 minutes)
- Main Activity (45 minutes)
- Reflection (20 minutes)
- Closing (20 minutes)
- Post Session (15-30 minutes)

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## PRE SESSION (15-30 Minutes)

- Prepare
- Spend time with the participants individually or in smaller groups. Talk & Share.

## WARM UP (35 Minutes)

**Individual Check:** *Make a nonsense word that tells us how you feel today. After a few people guess, tell us the definition of your new word.*

**Community Check In:** Ask the participants how they feel their group is doing at creating a safe, caring environment where everyone can share. Ask if they are doing well, and what areas they can work on. Change agreements if necessary.

## **Dream Warm Up: Different Walks**

This activity encourages confidence as participants offer suggestions for the whole group to follow.

Everyone will walk across the room in a different way. Make sure you do something very different than the person before you!

## **PUPPET MAKING (45 MINS)**

1. *Think of the last time you had a strong negative emotion.*
2. *Tell the story in three minutes or less to a partner.*
3. *Take a few minutes to tell each other any images, colours, sounds, or other impressions you got when listening to the story.*
4. *Now, make a puppet that shows that feeling you were having in your story. It is NOT a puppet of you. It is a puppet of that feeling.*
5. *Give the puppet a name and tell a story to the group about where it was born and one important event that happened to it in its life.*

## **REFLECTION CIRCLE (20 Minutes)**

This is part one of this activity, so you do not need to have a full reflection circle, just take the time to let each person share their puppet and its story. Be sure you collect all the monsters so they can be used in the play next session. After next session they can take their puppets home.

## **CLOSING (20 Minutes)**

### **That's So True**

#### **Instructions:**

- *In a circle, the first person will say something they love about themselves, and then turn to the person beside them and tell them something they admire or love about them.*
- *That person will fully receive that compliment by saying openly, "Thank you, that's So True", even if you don't believe what they person said.*
- *We are always very quick to hold onto the negative things people say about us, so this is a time to practice believing the positive thing, too. Then they will say their own compliment for themselves, and pass one to the person beside them.*

#### **Check Out:**

Who is the last person you complimented before today's session? If you don't remember, who do you plan to compliment after today?

## **POST SESSION** (15-30 Minutes)

- Snack
- Attendance
- Spend time with the participants individually or in smaller groups. Talk & Share.

# 11) PUPPET SHOW

## LEARNING OUTCOMES:

By the end of the session the participants should be able to:

- Identify emotions in themselves and other
- Express and identify what they need to do to be able to handle their emotions.
- Listen with empathy

**Focus Areas:** Managing Strong Emotions, Empathy, Theatre, Communication.

## Materials:

- Bring all the children's puppets,
- Bed sheet,
- Some string to tie it up with.
- Cards with words for emotions on them,
- Some blank cards
- A sketch pen to write with.

## Schedule:

- Pre Session (15-30 minutes)
- Warm up (35 minutes)
- Main Activity (45 minutes)
- Reflection (20 minutes)
- Closing (20 minutes)
- Post Session (15-30 minutes)

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## PRE SESSION (15-30 Minutes)

- Prepare
- Spend time with the participants individually or in smaller groups. Talk & Share.

## WARM UP (35 Minutes)

**Individual Check:** *If how you feel today was a kind of food, what kind of food would you be and why?*

**Community Check In:** Ask the participants how they feel their group is doing at creating a safe, caring environment where everyone can share. Ask if they are doing well, and what areas they can work on. Change agreements if necessary.

## Dream Warm Up: Drawing on the Back

1. Divide the group into line of five or six people.
2. The people on the front and back get a pen and paper.
3. *The person in the back draws a simple drawing on the paper, and then draws the same thing with their finger on the back of the person in front of them.*
4. *This is passed on from back to back, until the first person draws what they have felt on their back on the piece of paper.*
5. *Discuss with your team how you might do better next time.*
6. *Try one more time with a different person in the back and front.*

## PUPPET PLAY (45 Minutes)

1. Set up the sheet so that the actors can hide behind it and only their puppets are showing.
2. You can tie it to two chairs if necessary, and the youth can sit behind it.
3. Have the players get into partners (not the same partner as last time).
4. *Each partner will share a story of a time they felt the emotion that their puppet shows.*

Now gather the group together and ask for a volunteer puppet to tell their story.

1. Make a set of cards with the names of different emotions written on them.
2. Spread the emotions cards out in front of the audience.
3. *The audience is listening and after the puppet is done, one person in the audience will choose a card and offer it to the puppet, saying I imagine you feel (emotion) and you need (an action).*
4. *The puppet can either thank the person, or say no that is not what I'm feeling.*
5. Keep the cards that are accepted, in a separate area.
6. Continue this until there is four or five cards that the puppet accepts.
7. Now move onto another storytelling puppet.
8. You will probably have time for three or four stories.

## REFLECTION CIRCLE (20 Minutes)

- *What was it like to be the storytelling puppet?*
- *How did it feel to have people offer you the cards?*
- *What was it like to be the audience, and to offer cards?*

Make sure everyone who wants to, has a chance to share. Listen carefully for insights.

- *Where could this be helpful in our lives? ?*
- *How does it feel to talk about your feelings?*
- *How does it feel when someone understands your feelings?*
- *When are you listening in this way? How does it feel to listen to someone's story?*

Be sure that you use the youth's own words and do not assume what they are feeling, or what insights they are having.

- *What kinds of things might we do differently at home or at school after this activity?*
- *What would you be willing to try?*

## **CLOSING** (30 Minutes)

SONG

### **Check Out:**

Who is one person or where is one place that makes you feel understood and safe?

## **POST SESSION** (15-30 Minutes)

- Snack
- Attendance
- Spend time with the participants individually or in smaller groups. Talk & Share.

# 12) GROUP POEMS

## LEARNING OUTCOMES:

By the end of the session the participants should be able to:

- Gain an understanding of working with different ideas in a team.
- Use their imagination and creativity to create something new.

**Focus Areas:** Working Together, Imagination, Risk Taking, Compromise, Focus.

## Materials:

- Paper
- Pens
- Chart paper
- A watch or timer

## Schedule:

- Pre Session (15-30 minutes)
- Warm up (35 minutes)
- Main Activity (45 minutes)
- Reflection (20 minutes)
- Closing (30 minutes)
- Post Session (15-30 minutes)

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## PRE SESSION (15-30 Minutes)

- Prepare
- Spend time with the participants individually or in smaller groups. Talk & Share.

## WARM UP (35 Minutes)

**Individual Check:** *Choose an animal for how you feel. Without telling us what it is, act out how you would behave if that animal was feeling like you right now.*

**Community Check In:** Ask the participants how they feel their group is doing at creating a safe, caring environment where everyone can share. Ask if they are doing well, and what areas they can work on. Change agreements if necessary.



## Dream Warm Up: Yes, And

- *In the large group you all will tell a story together.*
- *One person tells the beginning of the story, then the next person adds on by saying “Yes, and”, and then continuing. Move from left to right.*
- *Remember, whatever the person before you has said you are to use it in the story, even if it’s something that you weren’t expecting.*
- *Also, challenge them to tell stories without any violence or putdowns in them. Go all the way around the group. Challenge the group on the second round to make a story with a beginning, middle and end.*

## GROUP POEMS (45 Minutes)

### Part 1:

*Think and discuss about three words that represent or tell about dreams and passion*

### 3 words Freewrite

- *As a group, choose three words from the discussion you just had.*
- *Freewrite (see manual for rules of freewriting) for exactly 3 minutes, using all three words.*
- *Stop.*
- *Choose three more words.*
- *Write for 3 minutes using all three words.*
- *Repeat one more time.*
- *Read your work again and underline your favorite 3 lines.*

### Partner Edit

- *Share your writing with a partner by reading it to them (you can skip any parts that are too personal. But don't skip a part because you don't like it. Just because you don't like it, doesn't mean they won't!)*
- *Your partner will tell you the parts they like best.*
- *Underline those.*

### Line Selection

- *Take some time to choose the lines you like the best.*

### Group Poem Creation

- *Share all the lines in the group.*
- *Stand near someone who you think their line matches yours in anyway.*
- *If they think their line matches someone else's they can stand with that person on their other side.*
- *Line up as closely as possible connecting lines that go together.*
- *Read the lines out in the order you are standing. Shift around to shift the lines. Try reading again.*
- *Now try reversing the order. As a group discuss which seems like the first line, and which seems like the last. Which should be read loudest? Which softest?*

- *like the last. Which should be read loudest? Which softest?*
- *Read it again. Add actions if any lines seem to demand it. Give a round of applause for your group poem!*

## REFLECTION CIRCLE (20 Minutes)

- *What was this process like for you?*
- *What did you think was going to happen versus what actually happened?*
- *How were you talking to yourself in your mind during this activity?*

You can ask the whole group, or you can directly ask one youth who had a particular comment about the activity. Focus on helping them to connect what happened in the process to a dynamic that occurs in their lives.

- *When do you use these same skills in your own life?*
- *When do you see others using them?*
- *Do not lead them in any direction, but listen carefully for the direction they want to go.*

This will be a time to help them apply their learning to their lives, and make commitments to try new things in their schools, families or communities.

## CLOSING (20 Minutes)

### Magic Finger:

- *Everyone stand in the circle, with their right hands facing up, and their left index finger in the palm of the person beside them.*
- *Choose a "magic" word together.*
- *Now, tell a little story. Whenever you say the magic word, everyone has to hold the finger in their palm without the other finger getting caught!*
- *Encourage them to reset right away so the story can continue. After a few rounds, see if one of the youth wants to try telling the story. If not, that's okay, just ask for a new magic word and keep playing.*

### Check Out:

*What colour is your mood right now?*

## POST SESSION (15-30 Minutes)

- Snack
- Attendance
- Spend time with the participants individually or in smaller groups. Talk & Share.

# 13) BODY TRACING

## LEARNING OUTCOMES:

By the end of the session the participants should be able to:

- Identify their positive qualities
- Learn to appreciate the positive qualities in others

**Focus Areas:** Observation, Creative Risk, Self-esteem, Expressing Emotions, Empathy.

## Materials:

- A roll of brown paper or wrapping paper large enough for each youth to trace their whole body.
- Thick black sketch pens or crayons and thick crayons of various other colours.
- Bring an example of your own body tracing with your Inner Beauty to show them. Make it as colorful as you can.
- You will also need some small soft toys or balls (even clean rolled up socks will do) for the warm up activity.

## Schedule:

- Pre Session (15-30 minutes)
- Warm up (35 minutes)
- Main Activity (45 minutes)
- Reflection (20 minutes)
- Closing (30 minutes)
- Post Session (15-30 minutes)

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## PRE SESSION (15-30 Minutes)

- Prepare
- Spend time with the participants individually or in smaller groups. Talk & Share.

## WARM UP (35 Minutes)

**Individual Check:** *What is one thing about yourself that you are proud of?*

**Community Check In:** Ask the participants how they feel their group is doing at creating a safe, caring environment where everyone can share. Ask if they are doing well, and what areas they can work on. Change agreements if necessary.

## **Dream Warm Up: Patterned Ball Toss**

1. *In a big circle, one ball is thrown from one person to the other, using eye contact with each throw.*
2. *Do not throw the ball unless you have eye contact.*
3. *The ball will always travel along this route or the exact same sequence. So remember who threw the ball to whom.*
4. *Now, we'll add another ball.*
5. *Throw it in a different pattern/sequence.*
6. *Again, make sure you have eye contact before you throw. You must remember both patterns/sequence.*

If the group is struggling, stop the game, and discuss how you might do it better. If the group succeeds, add another ball with another pattern, and another and another until the group's capacity is saturated.

## **BODY TRACING (45 Minutes)**

### **Instructions:**

1. *Divide the entire group into pairs and give one brown paper and crayons per youth.*
2. *In pairs, trace each other's body onto the brown paper. Tracing means drawing the outline of your partner's entire body on the brown paper. This can be done by one person lying down on the brown paper and their partner drawing the body's outline clearly.*
3. *Now fill in the tracing of your own body with all the aspects of your inner beauty, what lies within you – Your positive qualities, your interests, passions, talents and hobbies. Draw what is best in you.*
4. *Everyone has hidden inner beauty. So, you might think about a special way to draw each part. What is special about the way you see the world? Draw your eyes to reflect that. If you are a very good artist, draw your hands on a special way.*
5. *You might write words or draw pictures that show your talents, passions and thoughts. Try to fill as much of the space as you can.*

After 25 minutes, ask the participants to stop drawing

## **REFLECTION CIRCLE (10 Minutes)**

The reflection circle of this activity would be more around sharing about each one's drawings, rather than asking questions. Ask the youth to talk about their drawings. Whoever is comfortable sharing; give them 1-2 min each. 5 or 6 students can share. After that you can ask the following questions for the entire group.

- *How did it feel to draw yourself and share your drawings?*
- *If you noticed any insights as the youth were sharing, you can ask them to elaborate now.*

This can be a really intimate time for people to talk about their bodies and their inner lives.

## **CLOSING** (20 Minutes)

### **That's So True**

This activity comes from Anita Robert's gender-based violence prevention work called 'Safeteen'.

#### **Instructions:**

- *In a circle. The first person will say something they love about themselves, and then turn to the person to their left and tell them something they admire or love about that person.*
- *That person will fully receive that compliment by saying openly, "Thank you, that's So True", even if you don't believe what the person said.*
- *Then they will say their own compliment for themselves, and pass one to the person beside them.*

Demonstrate once how this will happen.

#### **Check Out:**

If you could send a message to everyone in the world that would enter each person's heart and grow there like a tree, what would you say?

## **POST SESSION** (15-30 Minutes)

- Snack
- Attendance
- Spend time with the participants individually or in smaller groups. Talk & Share.

# 14) COLLAGE

## LEARNING OUTCOMES:

By the end of the session the participants should be able to:

- Identify and express their interests and what they want to pursue in future.
- Imagine their future and set goals for achieving.
- Take initiative and responsibility for their goals.

**Focus Areas:** Visioning, Self-Expression, Community Building, Responsibility.

## Materials:

- Bring as many magazines as you can - the more colourful, the better.(You might get these donated from office waiting rooms)
- Scissors for all
- Glue
- Tape
- A piece of chart paper for each youth.

## Schedule:

- Pre Session (15-30 minutes)
- Warm up (35 minutes)
- Main Activity (45 minutes)
- Reflection (20 minutes)
- Closing (20 minutes)
- Post Session (15-30 minutes)

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## PRE SESSION (15-30 Minutes)

- Prepare
- Spend time with the participants individually or in smaller groups. Talk & Share.

## WARM UP (35 Minutes)

**Individual Check:** *If your day today was a landscape in nature, what would it look like?*

**Community Check In:** Ask the participants how they feel their group is doing at creating a safe, caring environment where everyone can share. Ask if they are doing well, and what areas they can work on. Change agreements if necessary.

## Dream Warm Up: Visualization

Set up the visualization according to the guidelines in your facilitator's manual.

- *"Imagine yourself waking up. The morning light is just coming in through the window. Imagine yourself getting out of the bed, and stepping out of the door.*
- *You are in a world that looks familiar in some ways but is very different in others. The first person you meet greets you with a smile, and says, welcome to the World You Wish To Live In.*
- *They guide you first to your school. Look around your school. What is different? Are the people different? Do they have different attitudes? Does the building itself look different?*
- *Let it change even as you are looking around.*
- *What are people doing? What does it sound like? Look like?*
- *Now your guide takes you to the community you live in. What is different there?*
- *Use all your senses to experience the difference. Thank your guide with a hug."*

In the group share some of the things you have seen or heard. Take some notes if you like so you don't forget any details.

## COLLAGE (45 Minutes)

1. *Using the magazines here, create a chart paper collage that shows the feeling of 'The World You Want To Live In'.*
2. *It doesn't need to look like what you saw, but it should feel like it. You can use words and images.*
3. *Or, you cut images apart and rearrange them/ put them together in the same way.*
4. *You could find matching colours, and cut them into strips and put them together in a pattern to create colour patches or backgrounds. You can also consider crushing or folding the paper.*

Give each youth time to share their poster. This may take some of your reflection time, which is fine.

## REFLECTION CIRCLE (20 Minutes)

This is mostly a sharing activity. In the reflection circle ask if there are any common themes they saw in the posters. What can we do to work towards these dreams?

## CLOSING (20 Minutes)

Song

**Check Out:**

*Describe the world you want to live in in one word.*

## POST SESSION (15-30 Minutes)

- Snack
- Attendance
- Spend time with the participants individually or in smaller groups. Talk & Share.

# 15) MY MORNING MIRROR

## LEARNING OUTCOMES:

By the end of the session the participants should be able to:

- Identify behaviours in people we want to imitate/copy.
- Understand the effect of copying people blindly.
- Explore situations where we copy.

**Focus Areas:** Collaboration, Leadership, Group dynamics.

## Materials:

- Paper
- Crayons or pastels

## Schedule:

- Pre Session (15-30 minutes)
- Warm up (35 minutes)
- Main Activity (45 minutes)
- Reflection (20 minutes)
- Closing (20 minutes)
- Post Session (15-30 minutes)

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## PRE SESSION (15-30 Minutes)

- Prepare
- Spend time with the participants individually or in smaller groups. Talk & Share.

## WARM UP (35 Minutes)

**Individual Check:** *If you were looking in a mirror right now and your image could talk, what would it say?*

**Community Check In:** Ask the participants how they feel their group is doing at creating a safe, caring environment where everyone can share. Ask if they are doing well, and what areas they can work on. Change agreements if necessary.



## Dream Warm Up: My morning mirror

1. Find partners and choose Partner A and Partner B.
2. Partner A will be the mirror for Partner B.
3. Partner A will wake up and look in the mirror. What will you do in the mirror first thing in the morning? Your mirror will copy you exactly.
4. But only as much as a real bathroom mirror (ie, just the face and shoulders)

## MIRROR CIRCLE (45 MINS)

1. The full group will stand in a circle.
2. Count and choose a person five people away from you. Stand in straight and comfortable position, to be able to watch that person.
3. If the person you are watching does anything at all, copy it.
4. At the facilitator's instruction, any slight movement they make, you make it bigger.
5. Now bigger, now make it huge. Now go smaller, smaller and back to tiny.
6. Now, count four people away and choose a person. Do the same.
7. Now, try doing the opposite of what they do. Make the actions bigger, then get smaller, then go back to normal.

## REFLECTION CIRCLE (10 Minutes)

- What happened in this game?
- What was it like to imitate, to be imitated?
- Does this remind you of anything in your life?
- When are we imitating each other? This part of the conversation can be quite long with this game. It might be about trends, or peer pressure, or expectations from role models or family.
- What can we do about the mirrors in our communities?
- Should we encourage copying or try to stop it? How can we tell when?
- What will you try to do differently in your community this week to experiment with what we have talked about today?

## CLOSING (30 Minutes)

### Two Truths and A Lie

- Have everyone sit in a circle.
- Each person prepares three statements, two of which are true and one of which is a lie.
- In any order, the person shares the three statements to the entire group. The object of the game is to figure out which statement a lie.
- The rest of the group votes on each statement, and the person reveals which one is the lie.

**Variation:** As a variation to the above activity, you may also play a version called Two Truths and a Dream Wish. Instead of sharing a lie, a person says something that is not true – yet something that they wish to be true.

For example, someone that has never been to Kashmir might say: "I have visited Kashmir when I was young." This is often interesting to watch as people share their wishes.

**Check Out:**

If given a chance, who would you like to be for a day? Or who would you like to exchange roles with?

**POST SESSION (15-30 Minutes)**

- Snack
- Attendance
- Spend time with the participants individually or in smaller groups. Talk & Share.

# 16) FROZEN SKIT

## LEARNING OUTCOMES:

By the end of the session the participants should be able to:

- Learn some new ways of dealing with bullying and teasing
- Try and constructively deal with conflict

**Focus Areas:** Connection, Empathy, Self Expression, Managing Strong Emotions, Concentration.

## Schedule:

- Pre Session (15-30 minutes)
- Warm up (35 minutes)
- Main Activity (45 minutes)
- Reflection (20 minutes)
- Closing (20 minutes)
- Post Session (15-30 minutes)

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## PRE SESSION (15-30 Minutes)

- Prepare
- Spend time with the participants individually or in smaller groups. Talk & Share.

## WARM UP (35 Minutes)

**Individual Check:** *Imagine you are a person from another planet. Describe your style of dress to us.*

**Community Check In:** Ask the participants how they feel their group is doing at creating a safe, caring environment where everyone can share. Ask if they are doing well, and what areas they can work on. Help them to make changes/modifications to the agreements, or to identify or to identify challenges in their group

## Dream Warm Up: Colombia Hypnosis

This comes from Augusto Boal's body of work called The **Theatre of the Oppressed**.

- *Everyone find a partner and get into pairs.*
- *One player holds her open hand, fingers upward, about 2-3 inches from her partner's face. She then starts moving her hand about slowly, while her partner tries to keep his face at exactly the same distance from her hand, like her hand is pulling or pushing his face.*
- *The person whose face is in front of the hand just has to follow the hand everywhere.*

- *Make sure everyone is safe during this exercise.*
- *Switch sides and partners after a couple of minutes.*

The game is an exercise for both partners to try and work together. It's not a contest to see IF the hypnotized can follow.

## **FROZEN SKIT (45 Minutes)**

This comes from Augusto Boal's body of work called '**The Theatre of the Oppressed**'.

- *Dealing with bullying and teasing can be hard. Today we will work together to think of solutions using a kind of theatre game called tableau. Does anyone have a story about bullying or teasing that we can work with?*
- *Listen to a few stories, and choose one that seems to have the most relevance and emotion in it.*
- *Choose some actors from the group and place them in the positions you would if the story was just beginning. Tell us the story. Now you can sit down and watch.*
- *I'm going to go around to the people on stage and have them fill in these phrases when I tap them. 1) I need 2) I want 3) I feel. (tap three different people). Now, when I clap, each time I clap you move into a new position that is one step closer to a resolution. Now I will tap you again.*
- *Now let me ask the whole group, what did we see here? Does anyone want to replace one of the actors so we can see it a different way. (If yes, play it again. If no, do it again with a different story.)*

Remember that when the frozen actors sit down, they should "shake it off."

## **REFLECTION CIRCLE (20 Minutes)**

- *What did we see in these scenes? Were they realistic?*
- *What did you think of the solutions?*
- *What would it be like to try to use some of these solutions in real life?*
- *Where might it be difficult for you?*
- *Who is willing to make a commitment to some of this learning? Will you report back to us next time?*

## **CLOSING (20 Minutes)**

### **Niki Tiki Tavi:**

This is a silly game that everyone seems to love.

### **Instructions:**

- *Everyone get into pairs.*
- *I will call out two body parts. i.e, Head and Shoulder*
- *Partners have to touch those two parts as quickly as possible. One partner's head touches the other partner's shoulder.*
- *Whoever is the last pair to touch is now part of the "watchers" watching to see who was last.*
- *Play until there's only one pair left. They win!*

### Check Out:

*What is one way that you have a big heart?*

### **POST SESSION** (15-30 Minutes)

- Snack
- Attendance
- Spend time with the participants individually or in smaller groups. Talk & Share.

# 17) ALIEN CONFERENCE

## LEARNING OUTCOMES:

By the end of the session the participants should be able to:

- Learn to empathize with people across different cultures and languages.
- Communicate/Interact with people who are different from them in many ways.

**Focus Areas:** Listening Empathically, Communicating across Difference, Risk Taking, Self-Control, Expressing Emotions, Body Language.

## Schedule:

- Pre Session (15-30 minutes)
- Warm up (35 minutes)
- Main Activity (45 minutes)
- Reflection (20 minutes)
- Closing (20 minutes)
- Post Session (15-30 minutes)

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## PRE SESSION (15-30 Minutes)

- Prepare
- Spend time with the participants individually or in smaller groups. Talk & Share.

## WARM UP (35 Minutes)

**Individual Check:** *Imagine you are from another planet - One that no one has ever heard of. Tell us three things about it.*

**Community Check In:** Ask the participants how they feel their group is doing at creating a safe, caring environment where everyone can share. Ask if they are doing well, and what areas they can work on. Change agreements if necessary.

## Dream Warm Up: Face Race

- *In pairs, line up on one side of the room.*
- *One person walks forward, the other walks backward, very slowly.*
- *The person walking forward is making funny faces, but they are continuously changing their expression, very slowly.*
- *The person walking backwards has to copy the other person's expression and make it bigger and more than what they see. The challenge is not to laugh!*

- *If one of the partners laughs, they both go back to the beginning and start again.*
- *As pairs start to walk across the room, have others encourage them by silent cheering- those who cheer can jump, dance or do anything, BUT SILENTLY.*

## ALIEN CONFERENCE (45 Minutes)

**\*Aliens are creatures from another world who do not belong to earth and are not like humans**

This is a funny game, with important implication about belonging, language and communication. It's important to remind people to stick to the community agreements in this improvisational game.

### Instructions:

1. Ask for 5 volunteers: 2 aliens, 2 translators (who will explain what the aliens are saying), and one host (someone who will conduct the show)
2. Introduce the game by saying: *"We are all at a conference and one alien guest has arrived to talk to us. What is the theme of the conference?"* (get suggestions from audience)
3. *Both aliens can only speak their own different alien languages - a language none of us can understand*
4. *They cannot understand each other*
5. *We've provided the aliens with translators so that they can communicate and so we can understand what they are saying.*
6. *The translator's goal is to figure out what the alien is saying to them and translate for the audience and the other alien (in a stage whisper to the translator: If you don't know, make stuff up and keep it relevant to the topic)*
7. *The host will take questions from the audience and ask the aliens, as well as help in dealing with any cultural differences that may come up.*

## REFLECTION CIRCLE (20 Minutes)

- *What was it like being an alien or translator?*
- *What was working about this game? What didn't work?*
- *Where were the complications?*
- *What kind of dynamics came up?*
- *Where do we see things like this happen in the world?*
- *Have you ever been part of an experience where people could not understand each other?*
- *Is language the only reason we don't understand each other?*
- *What can we do to work through these communications in our communities?*
- *Is there anything you will do differently after this conversation?*

## CLOSING (20 Minutes)

### Group Sculpture:

- *One person goes into the circle and takes any shape that shows how they are feeling.*
- *One by one, everyone goes in, taking poses that are linked to each other and that show the way they themselves feel.*

- When everyone is in, the last person goes out, and then the second last and so on, until only the first person is left.
- Remind people to remember who went into the circle before and after them.

### **Check Out:**

If you were an alien from another planet, what is one thing on earth that you would find very strange?

### **POST SESSION (15-30 Minutes)**

- Snack
- Attendance
- Spend time with the participants individually or in smaller groups. Talk & Share.



# 18) GENDER CIRCLES

## LEARNING OUTCOMES:

By the end of the session the participants should be able to:

- Listen empathetically to someone from the opposite gender
- Be able to speak truly about their opinions of the opposite gender.
- Identify with the point of view of the opposite gender.

**Focus Areas:** Empathy, Listening, Speaking your truth, Patience, Connecting, Leading and Following, Breaking Stereotypes, Learning from Difference.

## Materials:

- Chart paper,
- Paper
- Pens
- Large black sketch pens.

## Schedule:

- Pre Session (15-30 minutes)
- Warm up (35 minutes)
- Main Activity (45 minutes)
- Reflection (20 minutes)
- Closing (20 minutes)
- Post Session (15-30 minutes)

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## PRE SESSION (15-30 Minutes)

- Prepare
- Spend time with the participants individually or in smaller groups. Talk & Share.

## WARM UP (35 Minutes)

**Individual Check:** *What's one thing you are grateful for today? It could be anything, something big or small. Even the good weather, a good night's sleep, a good meal, a smile from a stranger...*

**Community Check In:** Ask the participants how they feel their group is doing at creating a safe, caring environment where everyone can share. Ask if they are doing well, and what areas they can work on. Change agreements if necessary.

## Dream Warm Up: Count to Ten Together

This game can be frustrating, but when it works there is an amazing sense of connection. If it isn't working, stop and congratulate the group on how far they got. Remind them to let their intuition and physical body tell them when it's their turn to speak.

### Instructions:

1. *We will try to count to ten together.*
2. *Anyone can say a number, a different person will say each number, and the number must be said in order.*
3. *And if two people say the number at the same time we go back to the beginning.*
4. *Let's see how far we can get just by listening and trying to feel when it is our turn to speak.*

## GENDER CIRCLE (45 Minutes)

1. Have the males and females separate into two groups. If there are gay youth in the group, they can choose which gender they identify with.
2. *Each group can come up with 5 questions for the other gender, and a statement.*
3. *The statement from the females is about what you want the men to know about the female point of view. The statement from the males is about what you want the women to know about the male point of view.*
4. *Write the statement in large letters on a piece of chart paper. Write the questions down on a piece of paper and give these to the facilitator.*
5. *Begin with the young women sitting in the center of the circle, and the young men on the outside of the circle. The facilitator asks the questions one by one. The young men are not allowed to speak, only to listen. When the young women are done answering the 5 questions, they will all read the statement from the chart paper together.*
6. Now, for the next round change places, so that the young women will be sitting in the outer circle and listen to the young men. Repeat the above process of questions.

## REFLECTION CIRCLE (20 Minutes)

- *What was it like to listen to the other gender?*
- *What surprised you?*
- *Why is it important to listen to the other gender?*
- *What change might happen in our communities if we listened more to the other gender?*
- *What are you willing to try to do differently after having this experience?*

## CLOSING (20 Minutes)

### Colombian Hypnosis in Mixed Gender Pairs.

This game, designed by Augusto Boal gives participants the experience of leading and following.

### Instructions:

1. Invite participants to break into pairs.
2. *In the pairs, decide which person will be A and who will be B.*
3. *Tell A's they will be the leaders first and B's will be the followers.*
4. *A holds up one hand palm open about six inches in front of B.*
5. *When you say "go" A begins to slowly move around the room. B must follow as if A is the hypnotist. B should keep his or her face six inches from A's open palm at all times. Tell A's that it's their job to give B an interesting and enjoyable experience. A can walk around the room, move up and down, side to side, crawl on the floor, whatever occurs to them.*
6. After a few minutes ask everyone to "freeze" and then switch with B leading A.

### **Check Out:**

*Give two words for how you are feeling right now: a colour and an object. They do not need to be related to each other.*

### **POST SESSION (15-30 Minutes)**

- Snack
- Attendance
- Spend time with the participants individually or in smaller groups. Talk & Share.

# 19) NEWSPAPER FASHION SHOW

## LEARNING OUTCOMES:

By the end of the session the participants should be able to:

- Learn about using available resources as creatively as possible.
- Work together in a team to negotiate.
- Identify various role-models and understand what inspires them about their role-models.

**Focus Areas:** Creativity, Personal Presence, Working together, Understanding Resources.

## Materials:

- Lots of Newspaper
- Tape
- String
- Glue
- Music and a music player with speakers for the fashion show.

## Schedule:

- Pre Session (15-30 minutes)
- Warm up (35 minutes)
- Main Activity (25 minutes)
- Reflection (20 minutes)
- Closing (20 minutes)
- Post Session (15-30 minutes)

**\*NOTE:** The parts in the curriculum which are in italics (different font and slant), are instructions which will be read out to the children directly. The rest of it (non-italics) is for the facilitators understanding and will not be read out to the children.

## PRE SESSION (15-30 Minutes)

- Prepare
- Spend time with the participants individually or in smaller groups. Talk & Share.

## WARM UP (35 Minutes)

**Individual Check:** *What is one thing you are interested in but are afraid to try?*

**Community Check In:** Ask the participants how they feel their group is doing at creating a safe, caring environment where everyone can share. Ask if they are doing well, and what areas they can work on. Change agreements if necessary.

## **Dream Warm Up:** Shabooyah Roll Call

*This is a chanting game. Everyone says together:*

Shabooyah! Shabooyah! Shabooyah roll call!

Shabooyah! Shabooyah! Shabooyah roll call!

*Then one person begins by calling another person's name:*

Hey Gita!

*She responds:*

Hey what?

*Again:*

Hey Gita!

*Response:*

Hey What?

*All together:*

Show us how to get down!

*Response;*

No Way!

*All together:*

Show us how to get down!!

*Response:*

Okay! (Does a little dance move)

Everyone copies the dance move.

Cheer! Then Everyone together sings:

Shabooyah! Shabooyah! Shabooyah roll call!

Shabooyah! Shabooyah! Shabooyah roll call!

And now it's the Gita's turn to call on someone else.

## **NEWSPAPER FASHION SHOW** (45 Minutes)

This activity surprises participants with their own creativity and resourcefulness!

### **Instructions:**

1. *Everyone gets into groups of 4.*
2. *Each group will be given a stack of newspapers, tape, glue and string.*
3. *Discuss in the group and agree upon one role model.*
4. *There will be a fashion show in half an hour. You have to make an outfit for one member of the group, based on the role model you have chosen.*
5. *Every bit of clothing or accessory has to be made out of paper.*
6. *Each outfit should have a title and a little phrase to describe it.*

## **REFLECTION CIRCLE** (20 Minutes)

- *What was it like to make your own fashions out of newspaper?*
- *Did anything surprise you?*
- *Did you have any difficulties? Did anything funny happen?*
- *Which were your favorite outfits and why?*
- *Have you ever done anything like this before?*
- *Did it remind you of anything from your life?*
- *What can we learn from making an amazing show out of a stack of old newspapers?*
- *What does it teach us about our community resources?*
- *Is there anything you are inspired to try in your community?*

## **CLOSING** (20 Minutes)

Play fun music and have a fashion show!

### **Check Out:**

Three Claps and a Slap

- *Everyone together, clap three times and slap your legs.*

## **POST SESSION** (15-30 Minutes)

- Snack
- Attendance
- Spend time with the participants individually or in smaller groups. Talk & Share.

# 20) REVIEW

## LEARNING OUTCOMES:

By the end of the session the participants should be able to:

- Explain 1 way Life Skills through Creative Arts has impacted their lives.
- Describe the most important information they have learned in Life Skills through Creative Arts.
- Name 1 relationship they have made because of Life Skills through Creative Arts.

## PRE SESSION (15-30 Minutes)

- Prepare
- Spend time with the participants individually or in smaller groups. Talk & Share.

## CHECK IN (5 Minutes)

Facilitators and participants have to check in with themselves and the entire team about how they feel, their moods, etc., in different fun filled formats.

## STORY OF THE YEAR (45 Minutes)

Explain to participants that they have learned a lot and grown as individuals. This is their time to share what they have learned and how it has impacted their lives.

- As your final session of the year, you will be meeting in small groups to reflect on the impact Life Skills through Creative Arts has had on your lives in the last year.
- Allow each member of your group to share a personal story about the impact Dream Programs has had on your life.
- You can share a story about a friend you have made on your team, your favourite activity, a change in school or at home, or anything else that is meaningful to you.
- After everyone in your group has shared a story, select one story you would like to share with the entire team.
- Everyone on your team must participate in sharing the story with the team. You can share the story in a lesson, a drama, or any other format you feel comfortable with.
- Your presentation should last no longer than 2 minutes.  
**Tip:** Praise one of your participants in front of the entire team as an example of positive change you have seen this year.

Participants discuss their stories in small groups

- Separate the team into smaller groups of 5 to 7 participants.
- At around 5 minutes, instruct groups to select one story they would like to share with the group.
- Visit each group to review any activities that are a part of their story.  
**Tip:** It's okay if participants want to combine stories to make one presentation. Encourage them to make their presentation fun and engaging.

Small groups present

- Allow each group to present their story. After each story, ask some of the following questions:
- How did Life Skills through Creative Arts impact you?
- What does your story tell us about how you have grown?
- How will you teach others what you have learned in Life Skills through Creative Arts?

### **Personalize**

Share a personal story about how your team has impacted you in the last year. Give some examples and let your participants know how special they are to you.

### **Review**

- All members of the team have grown this year and have made positive changes.
- Use your knowledge from Life Skills through Creative Arts to teach others.
- Even if you are moving on from Dream Programs, your relationships with teammates, coaches, and volunteers will continue.

### **REFLECTION CIRCLE (30 Minutes)**

1. *What is the most important thing you have learned in Life Skills through Creative Arts?*
2. *How have you grown as a person?*
3. *What is the most important relationship you have developed in Dream Programs?*
4. *What are you looking forward to in the next year?*

### **CLOSING AND POST SESSION (20 Minutes)**

Dream Cheer/Praise two children for doing something good during the session, Kilo, Snack, Attendance.





Interested in exploring the Career Connect Programme?

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