

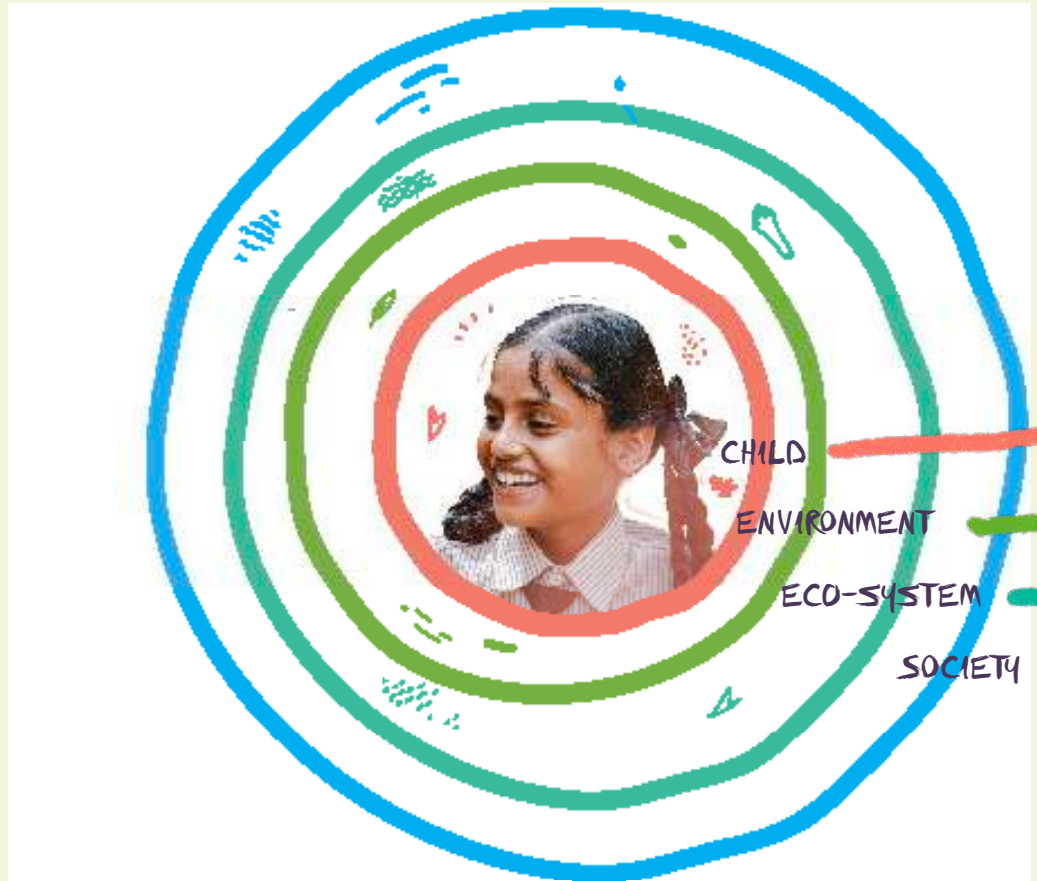
LIFE SKILLS THROUGH
CREATIVE ARTS
(STANDARD 4&5)



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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CONTENTS

2- DAY LIFE SKILLS FACILITATION AGENDA

- 1 STRUCTURED VS. UNSTRUCTURED SESSIONS
- 2 SESSION STRUCTURE
- 4 CARING FACILITATOR TIME
- 5 USING THE FACILITATOR'S RESOURCE GUIDE
- 6 TEAM WORK, GOAL SETTING, RESPONSIBILITY & BUILDING COMMUNITY
(GOALS AND AGREEMENTS, ALL MY FRIENDS)
- 10 PROBLEM SOLVING, UNDERSTANDING INSTRUCTIONS, INITIATIVE & NEGOTIATION. (YES GAME)
- 13 ACTIVE LISTENING, TAKING INITIATIVE & DEVELOPING LEADERSHIP (TRAINS)
- 15 RELATIONSHIP AND COMMUNICATION, TEAM WORK & SELFAWARENESS (FOLD UP MONSTER)
- 20 TEAM WORK, EXPRESSING EMOTIONS & RELATIONSHIP AND BELONGING (STATUE GARDEN)
- 23 LISTENING TO INSTRUCTIONS, TAKING INITIATIVE, SELF EXPRESSION & CREATIVE RISK
(JUNK MUSIC)
- 26 AWARENESS, OBSERVATION, LISTENING TO INSTRUCTIONS, INITIATIVE & SELF CONFIDENCE
(WATERCOLOUR MONSTERS)
- 30 ACTIVE LISTENING, COMMUNICATION, IMAGINATION AND CREATIVITY (STORYTELLING)
- 33 SELF-CONTROL & SELF-CONFIDENCE (LOVE & LAUGHTER)
- 36 CONNECTION, SAYING YES, WORKING TOGETHER, BODY LANGUAGE & IMAGINATION
(FREEZE TAG)
- 40 HYGIENE, PROBLEM SOLVING, TEAM WORK & CREATIVITY (GOOD HABITS)
- 43 LISTENING, RELATIONSHIP & COMMUNICATION, EMPATHY & IMAGINATION (WHAT BRINGS YOU JOY?)
- 46 LISTENING ACTIVELY & CREATIVITY AND TEAMWORK. (MUSIC OF THE WORLD)
- 49 MANAGING FEAR, DEVELOPING COURAGE & CREATING SAFETY. (DUCKLINGS)
- 52 BODY-IMAGE, SELF-EXPRESSION, SUPPORTING EACH OTHER & LISTENING (I TELL YOU DANCE)

- 54 SELF-ESTEEM, DEVELOPING CONFIDENCE & EMPATHY (SELF ESTEEM QUILT)
- 57 SELF-ESTEEM, APPRECIATING OTHERS & CONNECTING FROM THE HEART (BEAUTIFUL YOU)
- 62 MANAGING ANGER & EMOTIONS, EMPATHY, FOCUS ,SELF EXPRESSION & SELF-AWARENESS
(PAPER BAG PUPPETS)
- 65 RELATIONSHIP AND COMMUNICATION, UNDERSTANDING AND MANAGING EMOTIONS,
& LISTENING (PAPER BAG PUPPET SHOW)
- 68 REVIEW

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

POST-SESSION (15-30 min)

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

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 piece of chart paper that you can stick to the wall
- Markers/sketch pens.

Schedule:

- Pre Session (15-30 minutes)
- Warm up (35 minutes)
- Main Activity (45 minutes)
- Reflection (10 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 In: *If the way you feel right now is an animal, what animal would it be?*

Dream Warm Up - Walk Into the

This is a good game to start with because it decreases self-consciousness and generates a lot of laughter. Begin by warning people that there is a part of this activity that might seem very funny and stupid, but encourage them to get into it anyway. Model the activity by doing it yourself first. Be sure to use a walk that is creative but fairly easy to copy.

1. Form circles of 6-10 people.
2. The first person walks into the center of the circle doing a special walk he/she makes up. The walk can be simple or fancy. A simple example would be skipping into the center.
3. Once in the center, the person looks around the entire circle and says, "Hi, my name is (name)." She/he then returns to his/her place doing the special walk.
4. The rest of the group then walks together into the center of the circle copying the walk they just saw. Once in the center, they turn to the first participant, who is still standing at the edge of the circle, and together say: "Hi (person's name). You're special!" They then all return to the outside of the circle using the same walk.
5. Repeat this one at a time going around the circle to the left.
6. Remember, that everyone has to do a different walk and that the others have to copy the walk they see.

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:

- **BE KIND TO ALL**
- **SHARE**
- **JUST TRY IT**
- **TO HAVE FUN!**

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

Be Kind to All

*Sometimes we meet people who are very different from us. They may look differently, speak differently or have different ideas. To be kind to all means to accept someone just as they are without judging them and trying our best to support them. How will we know if we are being kind to all?
(Answer: If all feel welcome and happy)*

Share

You all know how important it is to share our things and make sure everyone has equally what they need. But what does it mean to share ourselves? It means that we are open hearted, we share our smiles, our stories and even our struggles. This group will be a place where you are welcome to share yourself and whatever is important to you. We will all be listening ears for each other.

Just Try It

If you want to learn something, anything, what is the first thing you should do? Just TRY it! So here in this group we will encourage you to try new things very often, so you can discover what you enjoy and care about. Sometimes trying new things can be difficult. We might be scared and hear a voice that says, you can't do it. Do you ever hear that voice? Sometimes it says, every one will laugh at you, or you are too stupid for this. Everyone hears that voice some days. That is the voice that stops us from trying new things.

Everyone raise one hand high in the air, now reach into the back of your head, like this. Now pluck out that voice! Together, we will throw it out the window! Okay, one, two, three throw! Now those voices will be outside. If you hear it, remember to throw it outside with the rest of the voices.

Have Fun

This is the most important goal! You should have lots of fun in this group. It's a place for you to enjoy yourself, learn new things and make friends. 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

- *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.*

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) YES GAME

LEARNING OUTCOMES:

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

Understand the importance of providing support and encouragement.

Focus Areas: Teamwork, Negotiation, Awareness, Initiative, Encouragement, Problem Solving, Understanding Instructions.

Materials:

Tape to make a line on the ground for Bear Fish Mosquito

Schedule:

- Pre Session (15-30 minutes)
- Warm up (35 minutes)
- Main Activity (45 minutes)
- Reflection (10 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 In: *If your day today was a kind of weather, what would it be?*

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: Bear Fish Mosquito

Instructions:

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 3 or 4 times. In 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.

YES GAME (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. Ask a volunteer (A) to leave the room. You might send someone with them “to make sure they aren’t listening” but also to keep them company.
2. Then instruct the rest of the group that they will help (A) to do a simple task using only the word YES.
3. *If (A) does anything that is in the direction towards the task assigned, the group says yes. Otherwise, they say nothing.*
4. *Choose a task with the group, something very simple, like going and sitting on a chosen chair or writing something on the board.*
5. *The whole group call A’s name to invite them into the room.*

Tips:

- You might have to remind the group to only say yes, people often want to say no.
- Don’t give ‘A’ hints. You can encourage them to “try something different” or “try turning around in a circle” or “try different levels”, but don’t help.
- Even if they don’t get it (they almost always will, it’s amazing), there will be lots to reflect on.

REFLECTION CIRCLE (10 Minutes)

Ask the group, and then the individuals who volunteered to follow the group. There are many possible outcomes of this game so listen carefully to what they say. Listen for insight, and be curious about their experience.

Ask the whole group to think about ways that the insights from the volunteers might apply to their lives.

What have we learned from this game that we can try in our homes, schools and communities?

CLOSING SONG (30 Minutes)

Check Out:

Show one action demonstrating how you feel right now.

POST SESSION (15-30 MINUTES)

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

3) TRAINS

LEARNING OUTCOMES:

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

- Develop leadership skills to lead others in a particular direction while keeping them safe.
- Follow instructions
- Work creatively together

Focus Areas: Developing Leadership, Listening to Instructions, Creativity, Working Together.

Materials:

Bring any random object for the 'This is Not A' warm up game.

Schedule:

- Pre Session (15-30 minutes)
- Warm up (35 minutes)
- Main Activity (45 minutes)
- Reflection (10 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 In: *Who is a leader that you look up to or respect in your school, home or community, 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: This is Not A...

1. Show the group any object and ask, *"what is this?"*
2. When they answer (whatever they answer) say *"No! this is not a (what it really is) it is a (act that it is something else)."*

3. *Pass it to the next person, instructing them to use it as what you had made it into.*
4. *The person will use it for a moment, and then say Hey! This is not a (whatever you said it was). This is a (something new).*
5. *Pass the object around the circle, making it into a million things!*

TRAINS (45 Minutes)

1. *Find a partner.*
2. *One partner has their eyes closed. They have to cross their arms over their chest as a safety measure.*
3. *The person with eyes closed stands in front of their partner facing in a different direction.*
4. *The partner can guide the blind person by touching once on the right shoulder for turning right, once on the left shoulder for turn left, and tapping both shoulders for going forward.*
5. *Play for a while and then change roles.*
6. *After both partners have played, make teams of three. Now, the person in the end is the only one who can see. The person in the middle must pass the directions from the person at the back as well as move in the direction they were given.*
7. *Keep adding people, making groups of four, five...until the whole group is moving in a chain together (or until it erupts in chaos!).*

REFLECTION CIRCLE (10 Minutes)

- *What was it to follow?*
- *What was it to lead?*
- *What was hard or easy about it? .*
- *Does this kind of leadership remind you of anything in your life?*
- *How does it work?*
- *What do we lose or gain from this kind of leadership?*

This will help them apply their learning to their lives, and make commitments to try new things in their schools, families or communities. Will you be a different kind of leader in your community? How can you practice this?

CLOSING (30 Minutes)

Try playing pass the clap again, but this time add new rhythms if the group is successful. You can add leg pats, or high fives. Just make sure that they are doing the claps exactly at the same time as their partner as well as with the other claps being passed around the circle.

Check Out:

When are you a leader? It can be something big or small. Tell us in three or four words.

POST SESSION (15-30 Minutes)

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

4) FOLD UP MONSTER

LEARNING OUTCOMES:

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

- Understand how to build on each other's ideas.
- Accepting suggestions from others

Focus Areas: Collaborating, Relationship and Communication, Self Esteem, Self Awareness, Working together.

Materials:

- Paper for all participants
- Coloured sketch pens

Schedule:

- Pre Session (15-30 minutes)
- Warm up (35 minutes)
- Main Activity (45 minutes)
- Reflection (10 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: *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, 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: What Are You Doing?

This activity builds confidence and imagination by allowing participants to offer fun and innovative suggestions for each other to act out.

Instructions:

1. All participants stand in a circle.
2. One person starts by doing an action. The next person to their left asks them "(their name) what are you doing?"
3. The person can answer with any activity EXCEPT the one they are currently doing at that moment. They must answer while continuing to do the action. For e.g.: Ravi, What are you doing? Even if Ravi is doing the action of sweeping, he will say something different. He will say, "I am jogging!"
4. The person who asked begins to do the new action that was given.
5. Continue in a circle.
6. Remember, everytime you have to say new things and do new actions. No repeating.

FOLD UP MONSTER (45 Minutes)

This game comes from the French Surrealists in the 19th century. You can tell the youth that this game was used by artists, and is a way of drawing with the heart, instead of with the mind. Let them know that whatever they add to the drawings will be part of a bigger whole, a bigger picture.

Remember, that each participant has to add a part to something that has already been drawn before.

1. Give each participant a piece of paper. Show them how to draw just the top part of the head of a monster, and then fold over the paper.
2. Draw one part, fold the paper and the next person has to draw from the folded line onwards.
3. Make lines where their contribution will connect to the next persons drawing. Only the lines should be visible and not the previous drawing.
4. Have the participants pass their folded drawings to the right.
5. The next person will start their drawing from the folded lines, drawing the bottom half of the head or face of the monster. Then fold over the paper, and draw lines that go over the fold where the neck will begin.
6. Continue like this until you get all the way down to the toes, or even the ground under the feet.
7. Pass the papers one more time and then open them. Each participant can name their monster and tell a short story about it.

Note: Samples of this activity are given after the closing activity.

REFLECTION CIRCLE (10 Minutes)

- Were you surprised by the drawing?
- What was it like to draw just a section and then pass it on?
- Was it easy or hard to make up the stories?

Let the youth talk about their experience until you hear an insight of somekind. That can be something like, "it's hard to connect with what came before if you can't see it," or "It's exciting to make up stories if the drawing comes from so many people" or anything else that they notice in this game.

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

- *Where are we building on each other's work?*
- *When are we forced to work with whatever someone sent our way?*
- *When do we accept ideas from other people?*
- *What happens when we reject someone else's ideas?*

Do not lead them in this 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 (30 Minutes)

Pass the Face:

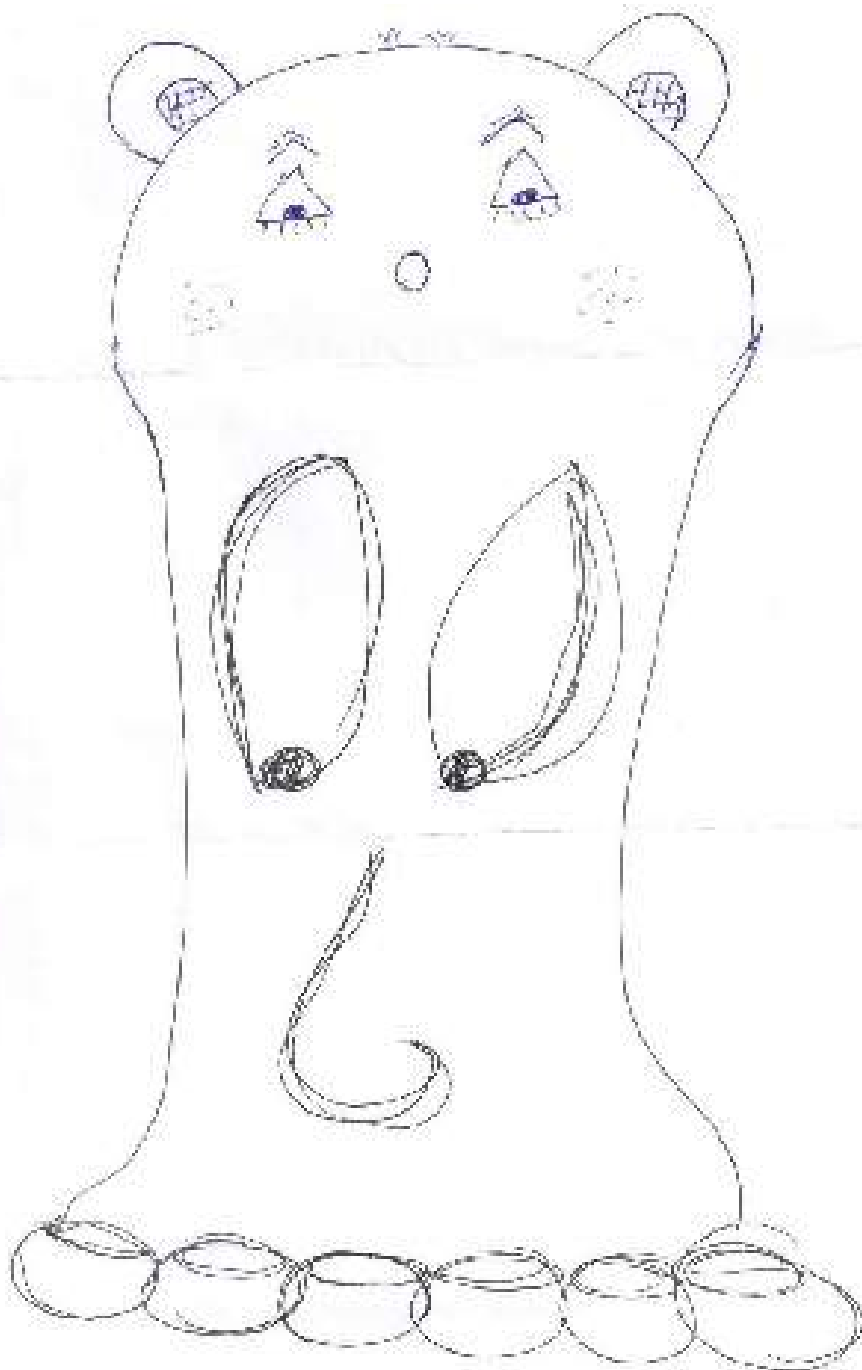
1. *Make a face like the creature on your paper.*
2. *Pass it to the right, have the person beside you copy you exactly.*
3. *Then the person on the right makes a face of their monster and passes it on.*
4. *Go on until everyone has had a chance to send their monster's face.*

Check Out:

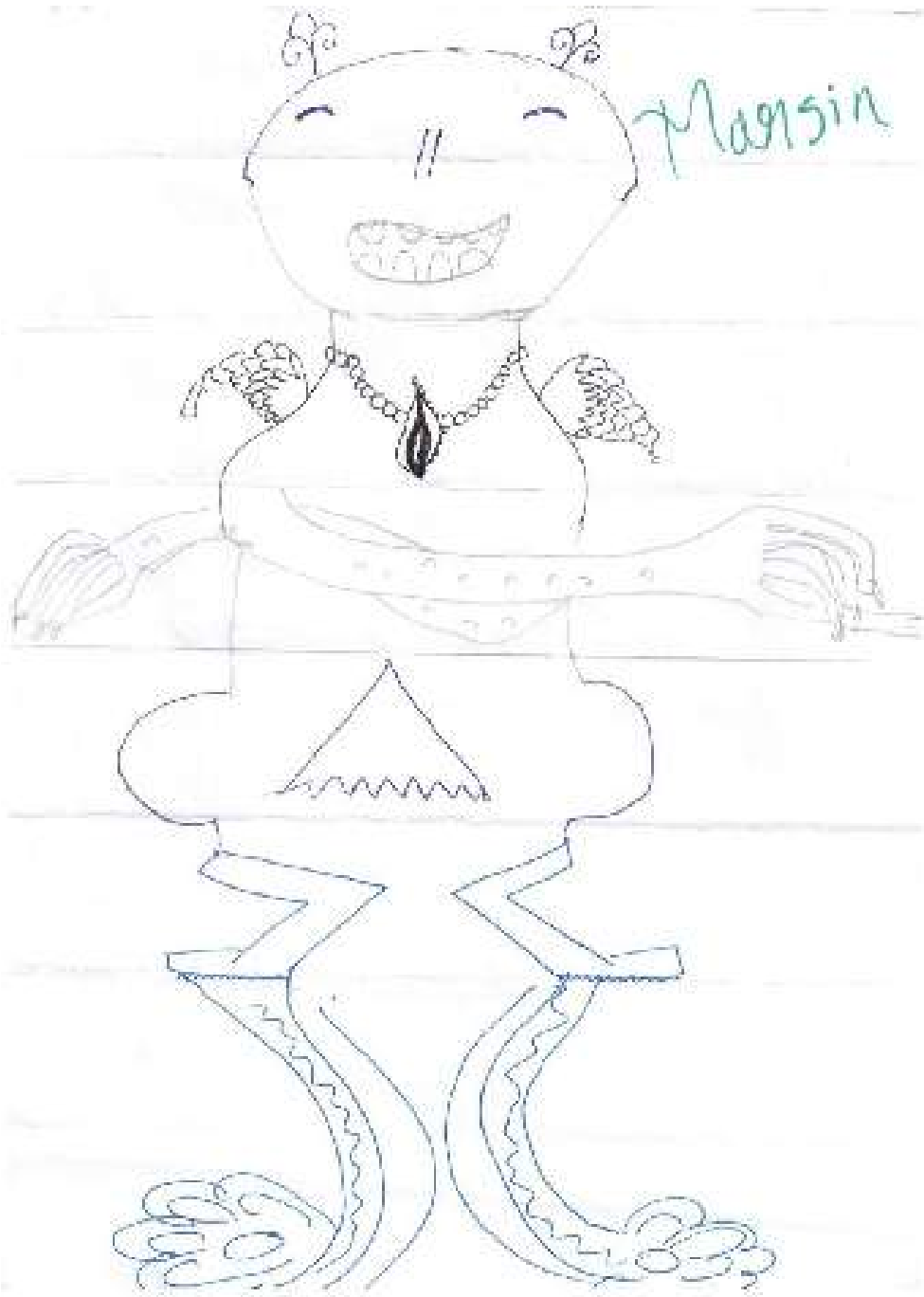
If your creature could make a sound to say goodbye to the group, what sound would it make?

POST SESSION (15-30 Minutes)

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



bearalot



5) STATUE GARDEN

LEARNING OUTCOMES:

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

- Understand the ways in which each of us are similar to each other.
- Have a sense of belonging to the group.

Focus Areas: Belonging, Working Together, Expressing Emotions, Imagination, Body Language, Observation

Materials:

- Write the words for Systems on little chits.

*No set up needed, but if you have speakers you can bring soft music for the closing activity. It is not necessary but it adds to the mood.

Schedule:

- Pre Session (15-30 minutes)
- Warm up (35 minutes)
- Main Activity (25 minutes)
- Reflection (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: *If you could swim in a huge pool of anything other than water, 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: Systems

1. Have the youth divide themselves into groups of five or six.
2. *Each group will get a secret machine. You will have five minutes to work together to use your bodies to make this a working machine. Then the rest of the group will guess what you are.*
3. *The challenge is that you must do this without talking!*
4. Go to each group and give them their chits. While they are working, gently remind them not to speak.
5. When they are presenting, give instructions that no one is to guess until you ask for guesses. This will allow each group to present their whole system before it is guessed.
6. Before they begin ask what makes a good audience.

STATUE GARDEN (45 Minutes)

Choose a volunteer to be your clay as you demonstrate the three ways to shape human clay:

- *Imitate me*
 - *Is it okay if I touch you, and then gently moving them*
 - *The magic string.*
1. *Ask the participants to get into pairs, and choose partner A and partner B. Partner B will be the clay first.*
 2. *Remember, clay cannot speak!*
 3. *Partner A, you will shape your clay into a Dancer.*
 4. *Give the potter a few minutes then ask them to leave their statues, and walk around the statue garden. Ask them to try to see if they can see what some of these statues have in common.*
 5. *Then return to the partners.*
 6. *Remind partner B to shake off the last pose.*
 7. *Now Partner A will be the potter. Shape Partner B into a Dog. Do the same as last time.*
 8. *Do two more rounds, shaping **Warrior and Doctor**. Every time you switch, remind the clay to shake off the last pose.*
 9. *You can now move the activity to another level by asking the partners to shape the clay into different emotions like 'happiness', 'sadness', 'anger' etc. The muscles can get sore, but more importantly it's a chance for you to shake off the emotions that are in the body language they are holding.*
 10. *At the end of the activity, let them do **ANYTHING** they want to, to allow them to think broadly.*

REFLECTION CIRCLE (10 Minutes)

- *What was it like to be shaped, or to shape? Go through the emotions - happiness, anger, sadness one by one.*
- *What similarities did they see in each?*
- *Do our body shapes and faces tell us how someone feels?*
- *How can we notice more of what someone is feeling?*

CLOSING (30 Minutes)

A Day in the Park: *Imagine this (indicate the general space in the room) is a park. One by one, in any order, add yourselves to the park until it is full of all the creatures, people and objects that would be there. Move as they would move, but do not speak.*

Check Out: Which is your favorite place to be yourself?

POST SESSION (15-30 Minutes)

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

6) JUNK MUSIC

LEARNING OUTCOMES:

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

- Use their imagination to create something new
- Practice active listening
- Learn how to work in a team to achieve goals

Focus Areas: Active Listening, discovering hidden resources, Collaboration, Innovation, Imagination, Creative Risk, Concentration.

Materials:

- Bring what you can in terms of empty bottles, string, rubber bands, tin cans, plates, cups etc.
- Also bring strong tape, paper clips, glue etc.
- You will also need a single sheet of paper for the warm up activity.

Schedule:

- Pre Session (15-30 minutes)
- Warm up (40 minutes)
- Main Activity (45 minutes)
- Reflection (20 minutes)
- Closing (25 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 (40 Minutes)

Individual Check: *What is a song that you love? 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 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: Paper Drop

Many of the youth will have done this activity when they were younger. Remind them that sharp listening is a practice and that this is a warm up for the kind of listening today's activity will require.

1. Show the youth a single sheet of paper.
2. Ask them to close their eyes, and lift their hand when they 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. Continue to do this until they can no longer hear the paper drop.

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. That is what we'll be doing today. We are going to take a journey with our ears, and come back with treasure to share with everyone.

JUNK MUSIC (45 Minutes)

1. Each youth can pick one item of junk (cups, plates, boxes, tins etc.) that you have brought.
2. *The idea is to make an instrument that has a unique/different sound.*
3. *Take twenty minutes to make your instrument and come back to the circle.*
4. Allow children to think of creative ways to make their instruments.

When they return, do a sound circle:

1. Begin by walking together on a 1-2-3-4 beat.
2. The first person will add a repeating sound on the beat with their instrument. Let the person get comfortable with their sound and the group beat. Only then the next person should add the next sound. Move towards the right.
3. 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.
4. After the first round with the sound of the instruments is done, encourage the participants to now use sounds only from their mouth.
5. The first person makes a sound from the mouth on a repeating rhythm
6. Then the next person adds on his/her sound. Encourage everyone to make different sounds and try something new.
7. Encourage them to put their sounds on different parts of the rhythm, at different levels (loud or soft) or in different pitches (high or low sound).
8. At the final level, challenge the group to use a combination of the sounds from the instruments and the mouth to create music.
9. Ask them to listen not only to their own sound, but to the whole group at once. That's where the music is!
10. The facilitator can step into the circle to work with the sound level (soft or loud) using their hands, and finally use their hands and gestures to fade the sounds to nothing. Have a round of applause when you are done!

REFLECTION CIRCLE (20 Minutes)

(Remember, these questions are just guidelines. Do NOT ask them as they are written here. Listen to what the youth share, and follow their lead in this conversation. Make sure your SO WHAT and NOW WHAT sections connect to what they have shared about their experience in the activity.)

- *What was it like to make junk instruments and play them?*
- *Did you have fun?*
- *What was it like to make music with the junk instruments and then add sounds to them?*
- *Who found it easy or hard? Why?*
- *What was it like to combine them with other people's sounds?*
- *Does this remind you of anything in your life? When are we working together?*
- *What is something else you might try to invent or practice that will not cost money, but will bring you lots of joy and fun?*

CLOSING (25 Minutes)

Sound Blast:

- *Everyone start crouching with their hands down near the floor making a very low noise.*
- *Follow me as I make the sound higher and louder, then dip back down to the low sound.*
- *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 was one thing that you can see around you, what would it be and why?

POST SESSION (15-30 Minutes)

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

7) WATERCOLOUR TREASURE HUNT

LEARNING OUTCOMES:

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

- Increase their awareness in noticing things they might have missed before.
- Explore their thought process and express it.

Focus Areas: Noticing and Awareness, Imagination, Initiative, Self-Confidence.

Materials:

- For Drawing on the Back you need white paper and black sketch pens.
- For Watercolour Monsters you need watercolour paints and watercolour paper (paper that will allow the colour to run).
- fat brushes
- Lots of water.
- Black or blue ink pens.
- Make sure it's a sunny day! (Or a hair dryer with you just in case!)

Schedule:

- Pre Session (15-30 minutes)
- Warm up (35 minutes)
- Main Activity (45 minutes)
- Reflection (10 minutes)
- Closing (30 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.

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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: Ask each participant to imagine that the way they feel is something in the river. Give an example. You might say I feel strong, so I am a tree on the riverbank. Or you might say, I feel angry, so I am the rushing water.

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. Everyone has a brush and a little cup of watery paint of all different colours.
2. Each person has a painting in front of them, and they are all standing in a circle.
3. *Sing Row, row, row your boat and shift around the circle of papers in everyone's hand as you all sing.*
4. *Whenever the line ends (i.e., Row row row your BOAT, gently down the STREAM, merrily merrily merrily MERRILY, life is but a DREAM) quickly mark the paper in front of you in any way you like.*
5. *Keep going until all the papers have an abstract painting with colours running into each other.*

WATERCOLOUR TREASURE (45 Minutes)

- Let the painting dry in the sun while you spend a little more time with **The Riverbank**.
- Ask them about the different jobs they see around them, and if they have a dream of a job they want.
- Once the paintings are dry they go on a treasure hunt!
- *Take a pen and draw out shapes of objects or faces or even trees and animals that you see in the colours on the painting. Draw out any object you see.*
- *Show them an example of your own.*
- *Share the mysterious treasure you've found in your paintings and tell stories about them.*

Spend some time reading this poem, understanding it and acting it out while the paintings dry.

THE FURTHER BANK

Rabindranath Tagore

I long to go over there to the further bank of the river,

Where those boats are tied to the bamboo poles in a line;

Where men cross over in their boats in the morning with ploughs on their shoulders to till their far-away fields;

Where the cowherds make their lowing cattle swim across to the riverside pasture;

Whence they all come back home in the evening, leaving the jackals to howl in the island overgrown with weeds,

Mother, if you don't mind, I should like to become the boatman of the ferry when I am grown up.

They say there are strange pools hidden behind that high bank,

Where flocks of wild ducks come when the rains are over, and thick reeds grow round the margins where waterbirds lay their eggs;

Where snipes with their dancing tails stamp their tiny footprints upon the clean soft mud;

Where in the evening the tall grasses crested with white flowers invite the moonbeam to float upon their waves.

Mother, if you don't mind, I should like to become the boatman of the ferryboat when I am grown up.

I shall cross and cross back from bank to bank, and all the boys and girls of the village will wonder at me while they are bathing.

When the sun climbs the mid sky and morning wears on to noon, I shall come running to you, saying, "Mother, I am hungry!"

When the day is done and the shadows cower under the trees, I shall come back in the dusk.

I shall never go away from you into the town to work like father.

Mother, if you don't mind, I should like to become the boatman of the ferryboat when I am grown up.

REFLECTION CIRCLE (10 Minutes)

- *Did you enjoy singing and painting?*
- *Did you find treasures easily? Which is your favorite?*
- *Where did the creatures come from?*
- *Were they there before you drew them?*
- *Where do you see something someone else might not have seen?*
- *When do you see something differently when you look again?*

The world you see is your own. If you look hard enough you might find something surprising anywhere. There is beauty in everything. If we work together we can find surprising results. Sometimes if you do not look closely you can miss something special. A friend is someone who waits for your true beauty to show through.

Don't lead them to any of these answers. Just listen to their wisdom and help to guide them to articulate it. Once they have said what they want to ask them

- *Will anyone in the group change any way that they act from the learnings they have had today?*

CLOSING (30 Minutes)

1. *Sing Row, row, row your boat in a round.*
2. *Divide the group into four parts.*
3. *As the first section finishes singing the first line, have the next section begin, when they have finished the first line, have the next section begin, and so on until all four sections are singing different lines.*

4. *To end, after they have sung through the song four times, have them repeat “life is but a dream,” until all groups are singing it.*

Check Out:

One place in your community you could look more closely for something you haven't seen before.

POST SESSION (15-30 Minutes)

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

8) STORYTELLING

LEARNING OUTCOMES:

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

- Learn to work together as a team
- Learn to use their imagination and creativity to create something new together.

Focus Areas: Working Together, Active Listening, Compromise, Communication, Imagination and Creativity.

Schedule:

- Pre Session (15-30 minutes)
- Warm up (35 minutes)
- Main Activity (45 minutes)
- Reflection (10 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: *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: Tom and Jerry

Before You Start:

- *All of you find one partner*
- *Partners should link arms at the elbows and have both hands on their hips.*
- Ask for two volunteers and assign one of them to be Tom and the other to be Jerry.
- Demonstrate safe tagging: Light touch, like a butterfly wings, on the back or shoulder.
- Unsafe tags: hard contact that might cause the person being tagged to fall.

Have the students practice how to detach, who becomes the runner and who stays linked at the elbow.

Instructions:

1. *One person volunteers to be the cat, and another to be the mouse.*
2. *Everyone else finds a partner and links arms with that person so that both partners face different ways. Each pair stands somewhere random in the space.*
3. *The cat must catch the mouse. If the mouse links arms with someone, then that person's partner is the new mouse.*
4. *If the cat catches the mouse, they switch roles immediately.*

STORYTELLING (45 Minutes)

Yes, And

In small groups of six or seven, the youth will tell a story together.

1. *One person tells the beginning of the story, then the next person adds on by saying 'Yes and', and then continues the story.*
2. *Remind them: "Whatever the person before them has said they are to use in the story, even if it's something they weren't expecting."*
3. *Most importantly, each person must accept and include what the person before them said.*

Also, challenge them to tell stories without any violence or putdowns in them. After ten minutes have one person in each group attempt to retell the story!

One Word Story

1. *In a large circle, have each person add one word at a time to make a story.*
2. *It doesn't matter if the grammar doesn't make perfect sense, just say the word that comes to 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.

REFLECTION CIRCLE (10 Minutes)

- *What was it like to make up a story together?*
- *What did you have to do to make it work? (Listen, compromise, work together, be flexible, be generous, speak loudly etc...)*
- *Was it ever frustrating? Did you find it hard to let everyone control the stories together?*

You can ask the whole group, or you can directly ask one youth who had a particular comment about the game. Focus on helping them to connect what happened in the game 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 this direction, but listen carefully for the direction they want to go.*

This section 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)

Magic Finger:

- *Everyone in a circle put your right hands facing up and your left index finger in the palm of the person to your left.*
- *Choose a “magic” word together.*
- *Now, tell a little story. Whenever you say the magic word, everyone has to try and 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 is the most magical word you know and why?

As the facilitator you can start with a powerful word like Love or Courage, so they understand that it doesn’t need to be a word like Abracadabra.

POST SESSION (15-30 Minutes)

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

9) LOVE AND LAUGHTER

LEARNING OUTCOMES:

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

- Stand in front of a group and act with confidence
- Understand self-control and practice it
- Understand how emotions influence body language

Focus Areas: Confidence, Presence, Self-Awareness, Bodily Awareness, Body Language, Defining Boundaries, Emotional Awareness, Self-Control, Creativity.

Materials:

- A bed sheet or curtain or anything that a participant can hide behind.
- A fake nose or another small mask that will cover the nose, but not the mouth or eye Participants can make these themselves when they come in, using a small piece of a paper and some elastic string, or the facilitator can bring one for each participant. (*You may not want them to share, because they may pass cold or flu germs to each other through the contact with the nose.*) You can also use face paint to colour the nose.

Schedule:

- Pre Session (15-30 minutes)
- Warm up (35 minutes)
- Main Activity (45 minutes)
- Reflection (10 minutes)
- Closing (30 minutes)
- Post Session (15-30 minutes)

***NOTE:** *In this workshop, the Warm Up and Main Activity go together, and there is no Closing Activity.*

***NOTE 2:** *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 the one way you can tell that someone is very confident? Can you show what it looks like when someone is very confident?*

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 challenges in their group

Dream Warm Up: Funny Walks

1. *Start with the students just walking around the room.*
2. *Instruct the students to walk in different ways: As though they have a heavy head, a light head, heavy feet, light feet. Heavy knees, light knees. Repeat this with any part of the body.*
3. *You can also try funny walks using emotions: Express the emotions through different parts of the body.*
4. *Have the students make their own funny way of walking.*
5. *Divide the class in half. One half forms an audience. One half lines up in a single line to start the walks one by one.*
6. *One at a time, each student 'enters' with their silly walk to show their classmates. Add silly faces to make everything just a bit sillier.*

Short Reflection:

1. *How many people found that easy?*
2. *How many people found it hard? Why was it hard?*
3. *Where did you get the ideas for funny walks that you thought of?*

Leave the reflection there unless there is discussion which is very interesting. Otherwise, you can refer back to this game and compare it to the other two in your big reflection circle after the next activity.

I'M NOT LAUGHING! (45 Minutes)

The facilitator should demonstrate this to show the participants how it's done. You may want to practice with some friends first to be sure you can do it without laughing!

1. *One participant volunteers to hide behind the sheet.*
2. *The others are gathered as an audience about ten or twelve steps away.*
3. *The volunteer behind the sheet wears the small nose mask or alternatively has the face paint on.*
4. *They must find a creative and funny way to come out from behind the sheet.*
5. *Each person must do this in a different way. They then walk to the audience and stand still but they cannot laugh. Then they say the words: I'm not laughing.*
6. *The audience can laugh, but the person standing must try to keep a straight face as long as they can.*
7. *Everyone is invited to try the activity. It's okay if they can't help but laugh, what is important is that they try.*

REFLECTION CIRCLE (10 Minutes)

- *What was it like to do this activity?*
- *How was it different than the first activity?*
- *What was challenging? Which one was more challenging?*
- *Is it hard not to laugh? Do you find it hard not to laugh sometimes? When?*

- *What does this activity teach us?*
- *What did you learn about yourself when you did this activity?*
- *What did you learn about being seen in front of a group?*
- *When do you laugh and find it hard to control?*
- *Do you only laugh when things are funny, or are there other times?*
- *Do you ever laugh when you are nervous? What happens?*
- *Why might it be important to learn to control our laughter?*
- *What can you do if you are feeling shy?*
- *What can you do if you want to laugh but it is not the right time? What can you do to be strong and calm when you need to be?*

(Remember this is a question about what they learned about themselves, not about the specific choices they made in the game).

Check Out:

Pass the Face:

1. *Make a face that shows how you feel right now, but expresses it in a bigger way.*
2. *Pass it to the left, the person beside will imitate it, and then change the face to show how they are feeling before passing it on.*

POST SESSION (15-30 Minutes)

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

10) FREEZE TAG

LEARNING OUTCOMES:

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

- Learn about accepting and building on their team members' suggestion and ideas.
- Learn to act spontaneously without putting down self/others.
- Learn to use their imagination to work as a team.

Focus Areas: Connection, Saying Yes, Working Together, Body Language, Imagination, Confidence, Speaking in Front of a Group, Spatial Awareness.

Schedule:

- Pre Session (15-30 minutes)
- Warm up (35 minutes)
- Main Activity (45 minutes)
- Reflection (10 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: *Tell us about one time you smiled since the last time we met.*

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, Let's

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

Instructions:

1. *Someone will suggest an action, anything at all, and we will all shout together "Yes, Let's!" and then silently copy that action and do it, until someone else suggests another action.*
2. *Then we will shout again, "Yes, Let's!" and continue.*
3. *Be sure to follow the community agreements when making suggestions.*
4. *When it's time to stop, call out "last one!" Encourage the group to let someone who hasn't suggested an action take the last chance.*

FREEZE TAG (45 Minutes)

Non-Verbal Freeze Tag

Instructions:

This game enhances the imagination while demonstrating the power of non-verbal communication. This is a good warm up for moving into improvisation scenes with dialogue. Ask your group to form a circle or sit in an audience facing a playing area.

1. *Participant #1 steps into the playing area and takes a shape and freezes.*
2. *Participant #2 steps into the playing area and takes a shape in relationship to person #1 that tells a story.*
3. *Participant #3 comes in and taps out either #1 or #2. The untapped person remains frozen in his shape. #3 then takes a new shape in relationship to the person left in the playing area to tell a completely different story.*
4. *Participants continue to come into the playing area, tap out one of the players and take a shape in relationship to the remaining player that implies a new story.*

Tips: Encourage participants to hold their shapes with an unmovable freeze. Ask participants to fully appreciate each new shape before jumping in and tapping someone out.

Tapping means touching the person softly on the shoulder. Make sure no one gets hurt.

Verbal Freeze Tag

Instructions:

This activity is an all-around creativity stretcher. Once participants let go of self-judgment, it is lots of fun and makes great entertainment. Ask your group to form an audience with a specified playing area.

1. *Participant #1 steps into the playing area and takes a shape, anyshape, and freezes*
2. *Participant #2 steps onto the playing area, takes a shape in relationship to person #1, and starts a verbal scene, a dialogue. In their opening dialogue they give person #1 some information to work with by letting them know things like who they are (mom, dad, friend, teacher), how old they are, and what they are doing. They simply work this into the dialogue. For example, "Mom, I'm sorry I stayed out so late without telling you." Or "Hey Alisha, you want to race?"*

3. *Participant #1 joins in the scene using both dialogue and movement. The pair continues their scene until the facilitator yells out "Freeze." They then freeze in the moment and wait for the audience member to come in and tap one of them out.*
4. *The participant, who is not tapped out, remains frozen on the stage. Participant #3 then takes the exact same pose as the person she tapped out. From that pose she now starts a completely new scene. Her partner responds and they make a scene together until another audience member yells, "Freeze."*
5. *Person #4 then comes in, taps out one of the players, takes the exact shape of that player and starts a whole new scene.*

TIPS:

- Be sure participants let the scenarios go long enough to have some meaning.
- Look for interesting moments to call "Freeze."
- Remind them to take the exact pose of the person they tap out.
- Let people know that they don't have to have an idea before they call "freeze" and tap a player out. They can simply get into the position of the person they tap out and see what idea comes to them in the moment.

REFLECTION CIRCLE (10 Minutes)

- *What was it like to create scenes together?*
- *When do you have a chance to change what is happening in your life?*

They can also talk about what happened in the scenes. Be curious and ask about the different dynamics in the scenes. There may be one specific scene the group wants to discuss, or they may want to talk about the process more generally.

- *What does this tell us about how we interact with people in our communities?*
- *Does it show us anything about the dynamics in our lives?*
- *What have we learned from this game that we can try in our homes, schools and communities?*

CLOSING (30 Minutes)

Scream and Die

This game is dramatic and fun.

Instructions:

1. *Everyone stand in a circle. Look down at the ground and choose someone in the circle, in your mind. Don't say out loud that person's name.*
2. *When I say LOOK you look up at that ONE single person in the circle, whose name you thought of. You cannot look at anyone else.*
3. *If you and that person happen to be looking at each other, then scream and die (fall down as if you are dying) dramatically. As dramatically as you can.*
4. *Then stay on the floor, and watch to see whose eyes meet.*

Check Out:

Who is one person you feel you can talk to when you just need to connect, and why? Say this in one sentence.

POST SESSION (15-30 Minutes)

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

11) GOOD HABITS

LEARNING OUTCOMES:

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

- Understand the importance of hygiene.
- Identify the benefits of washing and self-care.
- Name a few behaviours which promote good hygiene.

Focus Areas: Community Issues, Innovation, Creativity, Working Together, Problem Solving, Self-Care, Active Listening.

Schedule:

- Pre Session (15-30 minutes)
- Warm up (35 minutes)
- Main Activity (45 minutes)
- Reflection (10 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: If the way you feel today was something in the sea, what 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:

We are going to play a game to learn about hygiene. Strong hygiene means keeping your body clean to maintain health and prevent disease. You will run in place at all times. I will call out the things you need to do when washing your hands and you will act them out.

Play with washing hands only:

- When I say “soap”, raise your hands above your head and make a “ppppt” sound, like you are squeezing a bottle of soap.
- When I say “wash”, rub your hands together and run in place while singing “Happy Birthday”.
- When I say “dry”, do 5 jumping-jacks.

We are going to play again, but now we are going to act out the times in our lives when we need to wash our hands. You will have to perform special actions when I say certain words:

“Toilet!” – Find a partner and grab their wrists. Squat for 2 seconds.

“Cooking!” – Hands together and move them in a motion.

“Sneezing!” – Wave hands above head and say Heeee-chewww! Pretend to sneeze into your arm.

“Eating!” – Dance with hands going to your mouth for 2 seconds.

MAIN ACTIVITY (45 Minutes)

This activity comes from Augusto Boal’s work called The Theatre of the Oppressed. Boal was a theatre director and politician in Brazil. Part of his inspiration was to break down the divide between participants and performers. The Theatre of the Oppressed is a form of radical empowerment work that helps communities find solutions to their own problems.

1. Have the group sit in a group, facing a space that will be the stage. Tell them “you will be making little plays today about how important hygiene is for a community.”
2. Ask them “why it is important to wash hands, take baths, clean clothes, clean the house, etc.” If they don’t know, be very gentle, and do not shame them in any way. Be careful that they do not shame each other either.
3. Ask “if anyone in the group has a story of a time when it was important to use good hygiene.” They will not tell the story; they will just sculpt some human clay into the beginning of the story.
4. That person can choose actors from the group and sculpt them into the relevant positions of the beginning of their story using the 3 ways to sculpt human clay. Then, that person can sit down.
5. As the facilitator, go around to each person who is on stage and ask them to fill in the phrase “I need” when you tap them. Then ask them to fill in the phrase “I want” Next tell them to move 3 steps closer to whatever they think is the solution to the problem in the scene by changing their pose and position each time you clap. Clap three times with enough time in between claps for the audience to notice the changes.
6. Thank the actors and the storyteller, and ask the group what happened in the scene.
7. Ask if anyone else has a story about the importance of hygiene that they can share. You will likely have time for three or four rounds.

REFLECTION CIRCLE (10 Minutes)

- What was it like to create scenes together?
-

They can also talk about what happened in the scenes. Be curious and ask about the different dynamics in the scenes. This is a great direction for the reflection to take.

- *What does this tell us about how hygiene in our communities?*
- *Why is important for everyone in a community to take responsibility for good hygiene?*
- *What have we learned from this game that we can try in our homes, schools and communities?*
- *How can we be role models in keeping good hygiene in our communities?*

CLOSING (30 Minutes)

1. *One of the participants should be chosen to become the wolf and rest of the participants have to line up holding each other's shoulders.*
2. *The person at the beginning of the line would be the Mamma. The rest of the participants behind the Mamma are her babies and the one at the end is the tail, forming an entire body.*
3. *The aim of this game is that the Mamma wolf should protect the tail from getting attacked by the wolf. If the wolf manages to touch the tail, then the entire body dies.*
4. *But if the Mamma manages to touch the wolf then the wolf dies.*
5. *The only condition is that none of the participants forming the body should leave each other's shoulders. They have to be in contact at all times.*

Check Out:

What is the one thing you love about the place you live and the one thing you would like to change?

POST SESSION (15-30 Minutes)

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

12) WHAT BRINGS YOU JOY

LEARNING OUTCOMES:

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

- Explore what brings them happiness.
- Express their joy.
- Know the importance of listening to someone sharing such emotions.

Focus Areas: Working Together, Imagination and Creativity, Empathy, Relationship and Communication, Active Listening, Collaboration.

Materials:

- Paper
- Crayons or pastels for all the children.

Schedule:

- Pre Session (15-30 minutes)
- Warm up (35 minutes)
- Main Activity (45 minutes)
- Reflection (10 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 the happiest thing in nature? Why do you think so? Don't repeat the answer of someone before you.*

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:

This activity comes from Ruth Zaporah's dance improvisation work called Action Theatre.

Face Race

1. *In pairs, line up on one side of the room.*
2. *One person walks forward, the other walks backward, very slowly.*
3. *The person walking forward has to make funny expressions, but they have to be continuously changing their face, very slowly.*
4. *The person walking backwards has to copy that expression and make it bigger. The challenge is not to laugh!*
5. *If one of the partners laughs, they both go back to starting again.*

WHAT BRINGS YOU JOY (45 Minutes)

1. *Find a new partner and sit together anywhere in the room. Choose who is partner A and partner B.*
2. *Partner A will speak for five minutes without stopping about something that brings them joy. It is okay to repeat, but they should try to keep talking and really feel the joy when they are doing so.*
3. *Partner B will listen as closely as they can, not only with their ears but also with their eyes and their heart. They have to be present.*
4. *Then they will switch.*
5. *After both partners have shared their feelings, they will take a paper and some colours and draw the feelings that they have heard and what they felt while they were listening. It's not a drawing of the activity that their partner was describing but a drawing of the feelings that they understood.*
6. *Once they are done, have each pair share the drawing with the group.*

REFLECTION CIRCLE (10 Minutes)

- *What was it like to listen?*
- *What was it like to tell your story?*
- *What happens when you listen in this way?*
- *What happens when you share what brings you joy?*
- *What can it bring to our communities when we share joy?*

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 and/or communities.

CLOSING (30 Minutes)

Sound Machines

Instructions:

1. *In the large circle have one person go to the middle of the circle and make a repeating sound and action.*
2. *Then someone else will enter the circle and add another sound and action that connects to the first one, as if they were part of the same sound.*

3. *Make sure that the sounds are repeating!*
4. *Keep going until everyone in the group is part of the machine. Now have the first person leave the circle, and then the second, until the last person who joined the machine is in the circle.*
5. *Cheer for everyone!*

Check Out:

If the way you feel right now was any machine, what would it be, and why?

POST SESSION (15-30 Minutes)

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

13) MUSIC OF THE WORLD

LEARNING OUTCOMES:

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

- Explore and understand the advantages of deep and careful listening.
- Learn that all resources around us can be put to use effectively.
- Appreciate the impact of team work by making music together.

Focus Areas: Active Listening, Connecting with Nature, Creativity, Self-Confidence, Working Together.

Materials:

- The activity should be conducted in an open space where the group can move around easily. A park is best, but even a terrace, a rooftop, or a safe alley or quiet street will do.
- A single sheet of paper for the warm up activity.

Schedule:

- Pre Session (15-30 minutes)
- Warm up (35 minutes)
- Main Activity (45 minutes)
- Reflection (10 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 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

This is a way to quiet the group and have them tune in deeply to the sounds around them.

Instructions:

1. Show the youth a single sheet of paper.
2. Tell them, “close your eyes, and lift your hand when you hear the paper touch the floor”.
3. Then look around to see who else heard it.
4. Now tear the paper in half.
5. Tell them, “close your eyes again and lift your hand when the paper touches the floor. Look again to see who else heard it.”
6. Tear the paper in half again.
7. Continue to do this until they can no longer hear the paper drop.
8. Explain: “This is a different kind of listening, where instead of waiting for the sound to come to us, we go to the sound. That is what we’ll be doing today. We are going to take a journey with our ears, and come back with treasure to share with everyone.”

MUSIC OF THE WORLD (45 Minutes)

Instructions:

1. Make sure that the young people are clear on how to stay safe wherever you are taking them.
2. Have them sit still for five minutes and listen as carefully as they can. Ask them “choose a sound that you hear and repeat it in your minds, trying to memorize it as closely as you can.”
3. After five minutes, they can all practice making that sound.
4. Ask them to make a circle and share the sound that they found. The group will repeat the sound back to them.
5. Now, sit again and this time listen for a sound that you can repeat on a rhythm. Give them another few minutes to sit quietly and listen, then ask them to practice their sound quietly before coming back to the circle.
6. Ask someone to begin making their sound on a repeating rhythm.
7. Then ask the next person to begin.
8. Encourage them to put their sounds on different parts of the rhythm, at different levels (loud or soft) or in different pitches (high or low sound).
9. When it gets back to the first person, they may keep the same sound, imitate someone else’s sound or make a new sound. Ask them to listen not only to their own sound, but to the whole group at once. That’s where the music is!
10. You can act as a director, using your hands to make them all be quiet, or loud, or to make certain sounds get quiet in order to highlight others. Have a round of applause when you are done!

REFLECTION CIRCLE (10 Minutes)

- What was it like to “hunt” for sounds in the landscape?
- What was it like to combine them with other people’s sounds?
- Was there a time when you loved the music you were making together?
- 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)

This is a great quick closing, one that you can use again anytime and have a youth volunteer lead it, as well.

Sound Blast:

Everyone start crouching with their hands down near the floor making a very low noise, Follow me as I make the sound higher and louder, then dip back down to the low sound.

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 was one thing that you can see around you, what would it be and why?

POST SESSION (15-30 Minutes)

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

14) MUSIC OF THE WORLD

LEARNING OUTCOMES:

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

- Understand how important and difficult it is to build trust.
- Learn about creating safety for themselves and for others.

Focus Areas: Self-Care, Managing Fear, Creating safety, Developing Courage, Healthy boundaries, Building Trust

Materials:

- Paper
- Crayons or pastels for the closing activity.

Schedule:

- Pre Session (15-30 minutes)
- Warm up (35 minutes)
- Main Activity (45 minutes)
- Reflection (10 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 was the high point of your day so far? Tell us the story using gibberish words.*

Gibberish *is talking that sounds like speech but has no actual meaning. It does not involve using any actual language. You can use any kind of sound, emotions, random words from any language, as long as it does not make any sense.*

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: Magic Clay

Make a gift of magic Clay and give it to the person on your left. They can turn it into a gift for the next person, until everyone has received a gift. Remember, each gift has to be different.

DUCKLINGS (45 Minutes)

Ducklings is a trust exercise. It gives youth an opportunity to lead and depend on each other.

Ducklings 1

1. Find a partner.
2. With that Partner invent a secret sound
3. Choose who is Partner A and Partner B
4. Partner A will close their eyes, and Partner B will lead Partner around, only by the sound. Remember to stretch your arms out in front of you to keep yourself safe and not bump into anything.
5. Do this for 3 mins and then switch Partners to do the same exercise.
6. Talk briefly with your partner about how that experience was.

Ducklings 2

1. All Partner A's will now make a circle around all the Partner B's.
2. All partner B's will close their eyes.
3. Partner A's will quietly shift places in the circle so that Partner B's do not know where the partner A's are.
4. Partner A will use the secret sound to call partner B to them. Remember to use your arms outstretched as bumpers.
5. Do this for 3 mins and then switch partners.

REFLECTION CIRCLE (10 Minutes)

Let the youth share their stories of what happened to their pairs.

- *How many of you felt safe all the time?*
- *How many people did not? Why or why not?*
- *What did you do to make sure your partner was safe? What else could you have done?*
- *When do you feel safe in your home, school or community? Why or why not?*
- *What can this game teach us about developing safety for ourselves and each other?*
- *What have we learned from this game that we can try in our homes, schools and communities?*

CLOSING (30 Minutes)

SONG

Check Out:

Share one thing you have done that took courage.

POST SESSION (15-30 Minutes)

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

15) I TELL YOU DANCE

LEARNING OUTCOMES:

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

- Understand themselves as a leader.
- Understand the relationship between a leader and a follower.

Focus Areas: Active Listening, Self Expression, Collaboration, Self Expression, Body Image, Encouraging each other.

Materials:

- Paper
- Crayons or pastels for the closing activity.

Schedule:

- Pre Session (15-30 minutes)
- Warm up (35 minutes)
- Main Activity (45 minutes)
- Reflection (10 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 colour was your day 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: AB Mirrors

1. Get into pairs.
2. Choose who is partner A and Partner B
3. Partner A will move slowly and partner B will imitate exactly as if they are looking into a mirror.
4. Now switch leaders.
5. Now try to move together without knowing who the leader is at any time. Sometimes A will lead sometimes B will lead without communicating which is which.

I TELL YOU DANCE (45 Minutes)

1. In partners, one person will tell a story that they are making up.
2. Make sure the story has different emotions, different characters, and is set in a certain place. The partner will dance to whatever they hear.
3. Be supportive of each other.
4. Sometime the dancer leads the story; sometimes the story leads the dancer.
5. Sometimes the dance can be very small, just facial expressions or hand gestures. Sometimes it can involve the whole body, or even the whole room.

REFLECTION CIRCLE (10 Minutes)

- What was it like to lead each other?
- What was it like when the leader disappeared?
- Was it easy or hard to dance with the story?
- What does this teach us about leadership in our communities?
- What about your own leadership style, did you learn anything about yourself as a leader or as a follower today?
- What have we learned from this game that we can try in our homes, schools and communities?

CLOSING (30 Minutes)

Take some time to draw the dancing that you saw and participated in during this workshop. You can draw the dancers themselves, or you can draw the feelings that they gave you. Share the drawings.

Check Out:

Name something in nature that dances. Try not to repeat the answers before you.

POST SESSION (15-30 Minutes)

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

16) SELF ESTEEM QUILT

LEARNING OUTCOMES:

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

- Identify qualities in themselves which they like.
- Understand the importance of loving one's own self.
- Understand the concept of self esteem
- Explore how to build one's self esteem

Focus Areas: Brainstorming, Self Confidence/Self Esteem, Empathy, Working Together

Materials:

- Paper,
- Crayons or Pastels,
- Tape
- Flip Chart and
- Marker

Schedule:

- Pre Session (15-30 minutes)
- Warm up (35 minutes)
- Main Activity (45 minutes)
- Reflection (10 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's one kind and nice thing/behaviour you did or saw someone else do this week?*

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: Group Mind Map

1. First draw a circle in the middle of a big piece of paper. Inside the circle write the words "I Love Me!"
2. Ask the group, *why is it important to love yourself?*
3. Write the answers in circles around the middle circle. They might give any answer, like: To feel proud, to have energy, to make friends, to do well in school.
4. If they don't understand why it's important to love yourself, help them think as a group by asking questions.
5. Then, ask the group, *where does love for yourself come from?* Write these answers in different s on the paper, and ask them to help you connect the s to the ones from the previous round. They might give answers like parents, friends, nature, pets, teachers, hobbies.

Write everything down.

GROUP QUILT (45 Minutes)

Instructions:

1. Ask each participant to position their paper horizontally. It is very important that everyone's paper is placed the same way.
2. Ask everyone to think of one message that they have received that helps them to love who they are. This might be: *You are Smart, You are Friendly...etc.* If they can't think of anything, help them individually as they are drawing.
3. Ask everyone to draw images that show that message. In order for the piece to work in the end, each individual needs to fill the whole page, and use lots of bold bright colour.
4. Count the number of students to decide how big your quilt will be. If you have 30 students, you might have 6 rows of 5 pictures. If so, make 6 groups of 5 and have them share their pieces.
5. Have each group decide how to tape their pictures into a strip, keeping the tape on the back only.
6. Tape all the strips together, keeping the tape on the back, only.
7. Display the quilt where everyone can see it!

REFLECTION CIRCLE (10 Minutes)

- *What was it like to draw your self-love?*
- *Do you think that everyone in your community has self-love?*
- *How would the community be different if they did?*
- *What can you do to create more self-love for yourself and the people in your community?*

CLOSING (30 Minutes)

Gesture Dance

- *Make a large circle.*
- *Have each person make a gesture that represents the message that they drew.*
- *Person (A) will show the gesture for their message and the group will repeat that gesture.*
- *Then the next person in the circle (B) will do the same. The group will repeat, then go back to A's gesture, then B's and then the next person (C) will do the same.*
- *It will turn into a group dance!*

Check Out:

Think of a person in your life that you would like to give a compliment. What would that compliment be?

POST SESSION (15-30 Minutes)

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

17) BEAUTIFUL YOU

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: Self-esteem, Appreciating Others, Connecting from the Heart.

Materials:

- One roll of brown paper per child, large enough to trace their whole body.
- Thick black crayons
- As facilitators, bring an example of your own body tracing with your positive qualities, talents, passions etc. to show them. Make it as colorful as you can.

Schedule:

- Pre Session (15-30 minutes)
- Warm up (35 minutes)
- Main Activity (45 minutes)
- Reflection (10 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: *If you could change one thing about the world right now, just by clicking your fingers what would it be?*

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.

BEAUTIFUL YOU! (45 Minutes)

This activity is an opportunity for young people to reflect on their positive qualities and develop self-esteem.

Instructions:

1. *Divide the entire group into pairs and give one brown paper and crayons per child.*
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.*
6. *After 25 minutes, ask the participants to stop drawing.*

Note: A sample of a Beautiful You activity is given after the closing.

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 (30 Minutes)

That's So True: This activity asks participants to really accept the compliment they receive in the circle, and to think of positive reflections for others.

Instructions:

1. *In a circle, the first person will say something that they love about themselves and then turn to the person to their left and tell them something they admire or love about that person.*
2. *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.*
3. *Then they will say their own compliment for themselves, and pass one to the person beside them.*

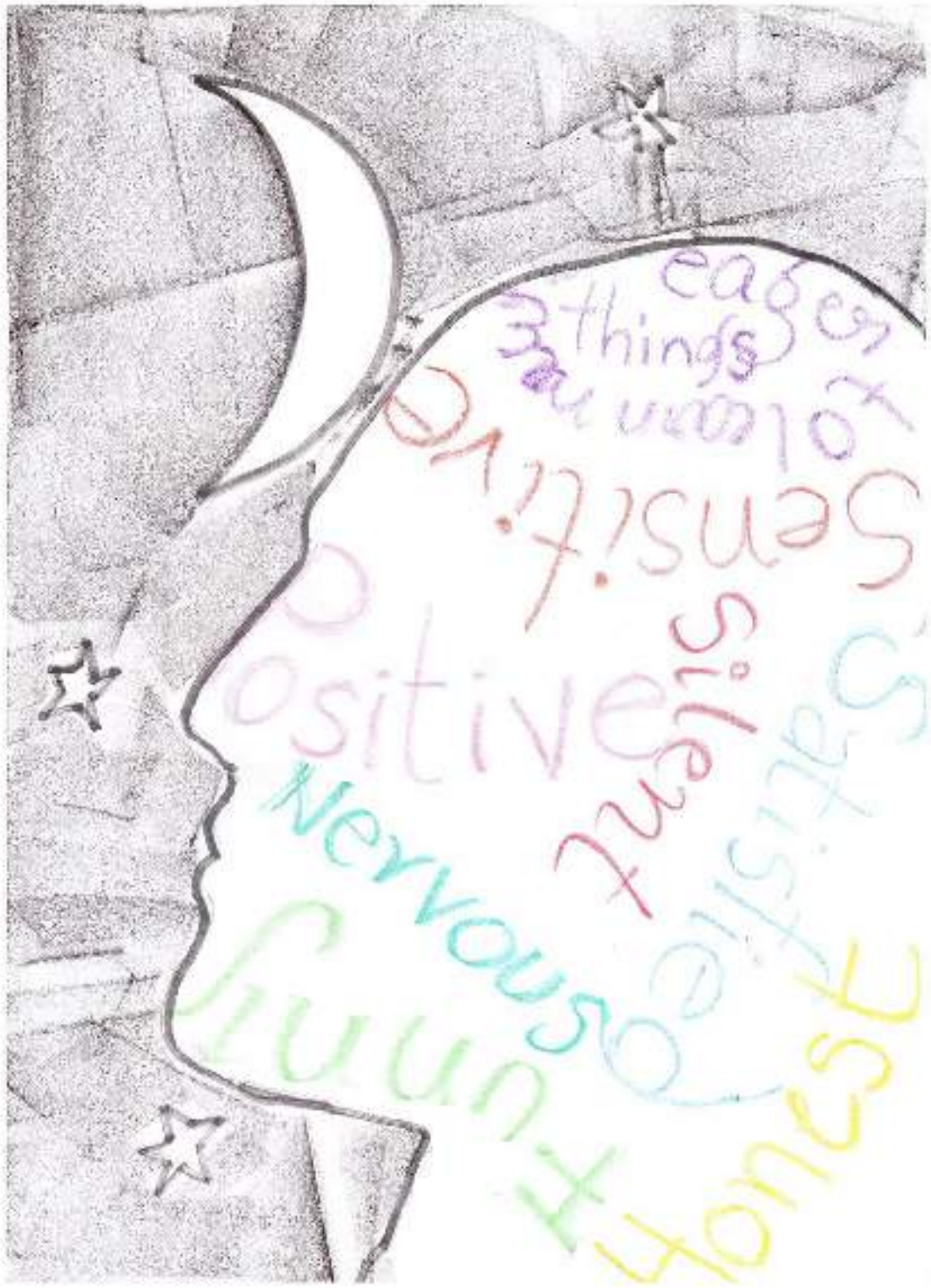
Demonstrate once how this will happen.

Check Out:

Pass out magic clay to everyone, and have them make a gift for themselves. *What's the gift you would most like to have? Go around the circle and show off the gifts!*

POST SESSION (15-30 Minutes)

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



18) PAPER BAG PUPPETS

LEARNING OUTCOMES:

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

- Identify and be aware of strong negative emotions like anger, frustration, hurt, disappointment etc.
- Understand the underlying needs that generate the emotions.

Focus Areas: Managing Anger, Self Awareness, Expressing Emotions, Creativity, Empathy, Focus, Concentration, Connection.

Materials:

- Paper lunch bags.
- Coloured paper that you have precut into simple shapes like s, triangles, squares and rectangles.
- Sketch pens.
- Glue and tape.
- You might also add things like pipe cleaners, coloured feathers, ribbon, or other craft supplies that you can find.

Schedule:

- Pre Session (15-30 minutes)
- Warm up (35 minutes)
- Main Activity (45 minutes)
- Reflection (10 minutes)
- Closing (30 minutes)
- Post Session (15-30 minutes)

***NOTE:** Be sure you keep all the puppets. Don't let any of the youth take them home until after the next session. If they get forgotten at home, it will be difficult to continue with Part 2.

***NOTE 2:** 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: *Show how you feel today by making up a nonsense word that sounds how you feel. Now tell us the definition of your 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: Pass the Ball

Instructions:

Ask participants to stand in a circle. You can play this in small circles of 8-10 or in larger circles. The leader stands outside of the circle(s) and calls out the directions.

1. The leader hands an imaginary ball to one person in each circle and then says, *“Please pass this imaginary ball around the circle. It’s about the size of a tennis ball.”*
2. After the ball has gone a ways around the circle, the leader calls out changes in the quality of the ball by saying, *“The ball is slowly getting lighter...now it’s getting lighter and bigger....now it’s a very large and light like beach ball....keep passing it around.”*
3. The leader continues to change the quality of the ball: *“And now it’s slowly getting heavier....and heavier....and heavier...until it’s very heavy. Help each other pass this rock-heavy ball around...”*
4. *And now it’s the size of a football. Keep passing it around...It’s getting sticky. It’s very sticky...and it STINKS! Keep passing it...*
5. *Now it is very hot...*
6. *Now it is a very special little thing...”*
7. After calling out several changes you can give the group the power to transform the object by saying that *“anyone in the group can now call out a new quality when the ball comes to him or her.”* Remind them to let the ball go around for a bit with its new quality before someone transforms.
8. Eventually the leader calls a halt to the game. A fun way to end the game is to say, *“Now the ball has turned into a fine piece of chocolate.”*

Tips: Watch the groups carefully as you call out new qualities for the ball. Be sure to give time for them to get into each quality.

PAPER BAG PUPPETS (45 Minutes)

This is an activity for identifying and expressing emotions visually.

Instructions:

1. Give everyone a paper bag, and ask them to hold the bag while they listen and imagine the next activity.
2. *Everyone feels angry sometimes. Most of us have a hard time knowing what to do when we get angry. Sometimes we yell, sometimes we fight...what else do we do when we’re angry? Whenever we’re angry it means that we’re not getting something that we need. Today and next day we’re going to practice understanding what happens when we get angry, and making little skits that practice understanding what the need is that is not being met.*
3. *Think of a story of a time when you were angry. Make a puppet that looks the way you felt at that time. This is not a puppet of you! It’s a puppet of the way that you feel.*

4. *Think about the story. What colour did you feel? Red? Black? Blue? Did your eyes feel big, or wet, or hot? Was your mouth open or closed? Whatever you were feeling make it bigger. Make your puppet look really angry.*
Tips: As the facilitator, go around and help the youth translate their stories into puppets by asking questions about how they felt, and helping them translate those feelings into shapes and colours.
5. Put up a list of feeling words, like angry, hurt, sad, disappointed, frustrated, lonely etc. Make sure they know what each one means.
6. When they are done, ask if anyone can share their story (you may have to share yours, first. Be sure that you do not share a story that will frighten the young people, and tell a story that they can relate to) using their puppet's voice.
7. Listen to the volunteer's story and then reflect back to them, Do you feel hurt (or sad, or lonely, or whatever the feeling is that you hear in the story) and do you need some space (or a hug, or someone to listen, or whatever you hear in the story). If that is what they are feeling, they can say Yes, in their puppet's voice, I am hurt and I need some space, or they can say, No. I'm not hurt. I'm angry, and I need to run away. It doesn't matter what they say at this stage, just help them to identify the feelings and the needs.
8. Thank the volunteer for their courage in telling their story, and tell the others that *"we will be using these puppets to make plays next day."*

REFLECTION CIRCLE (10 Minutes)

First ask WHAT happened. What was it like to remember your story and make a puppet out of it? Ask the youth volunteer, what was it like to tell your story to the group, and have your feelings reflected. Listen carefully as they are sharing. Don't push the SO WHAT section, since you might want to wait until the next session. Just let them share about the experience of making the puppets.

CLOSING (30 Minutes)

Rainstorm: This is a music activity that will make a sound like a refreshing rain storm.

Instructions:

1. *Tell the youth to either tap their palm with two fingers when you point at them, move quickly around the circle, pointing at each of them.*
2. *Then, without stopping the tapping, have them switch to clapping, then patting their laps, then making a shushing sound with their mouths, then move back to clapping, then to tapping. It should sound like a storm just passed over!*

Check Out:

If you were a kind of weather right now, what would you be?

POST SESSION (15-30 Minutes)

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

19) PAPER BAG PUPPETS

LEARNING OUTCOMES:

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

- Express their feelings/negative emotions in a non-violent, nonaggressive way.
- Learn the importance of listening to someone who is expressing such feelings
- Empathize with each other.

Focus Areas: Managing Anger, Empathy, Non-Violent Communication, Creativity, Imagination, Storytelling, Singing

Materials:

- Bring all the youth's puppets,
- Bed sheet
- Some strings to tie it up with.

Schedule:

- Pre Session (15-30 minutes)
- Warm up (35 minutes)
- Main Activity (25 minutes)
- Reflection (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: *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: Clap Together

This activity helps the group to tune into each other through eye contact, rhythm and focus.

Instructions:

1. *In a circle, one person (A) begins by turning to the person to their left (B) and clapping at the exact same time.*
2. *That person turns (B) to the next person (C) and claps at the exact same time. Let the youth try to pass that clap all the way around the circle by making eye contact and clapping.*
3. *Then ask them "How can you clap together with each other even better?" Encourage them to make eye contact with the person, take a breath together and then clap.*
4. *Pass claps around the circle one more time.*
5. *Now, tell them "I will be adding more claps, and that you need to clap at the same time not only as your partner but as the other claps in the as well"*
6. *Ask them "What might help you to do this". They can listen carefully, and use a rhythm in order to expect when to clap.*
7. *After this game, tell the young people that you will be using these same skills to have a wonderful time making music today.*

PAPER BAG PUPPET PLAY (45 Minutes)

This is a way of practicing how to express strong emotions and to develop empathy.

Instructions:

1. *Set up the sheet so that the actors can hide behind it and only their puppets are showing. You can tie it to two chairs if necessary, and the youth can crouch behind it.*
2. *Have the players get into partners. The facilitator's puppet will be a third person in the play, at least for the first few rounds. They will decide who will be the storytelling puppet and who will be the listening puppet for each round.*
3. *Make sure the list of feelings from last round is placed where the listening actor can see it. If they come up with feelings that are not on the list, add them after each round.*
4. *The storytelling puppet will tell a story about a time when they were angry. The listening puppet will then respond with: Are you feeling.....(hurt, frustrated, lonely etc.) and do you need (a hug, some time to talk, a friend). If necessary, the facilitator's puppet can help either one of the participants, but make sure you stay in character!*
5. *After each round, make sure the audience applauds! If there is time, the storytelling puppets and listening puppets can switch roles.*

REFLECTION CIRCLE (10 Minutes)

- *What was it like to be the storytelling puppet?*
- *What was it like to be the listening puppet? Make sure everyone who wants to, has a chance to share. Listen carefully for insights.*
- *Where could this be helpful in our lives?*
- *When are you the storytelling puppet?*
- *How does it feel to talk about your feelings?*

- *When are you the listening puppet? How does it feel to listen to someone's story?*
- *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:

Tell us a nice thing that you will do just for yourself this week.

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 Lifeskills through Creative Arts sessions.
- Name 1 relationship they have made because of the Life Skills through Creative Arts session.

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.



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