

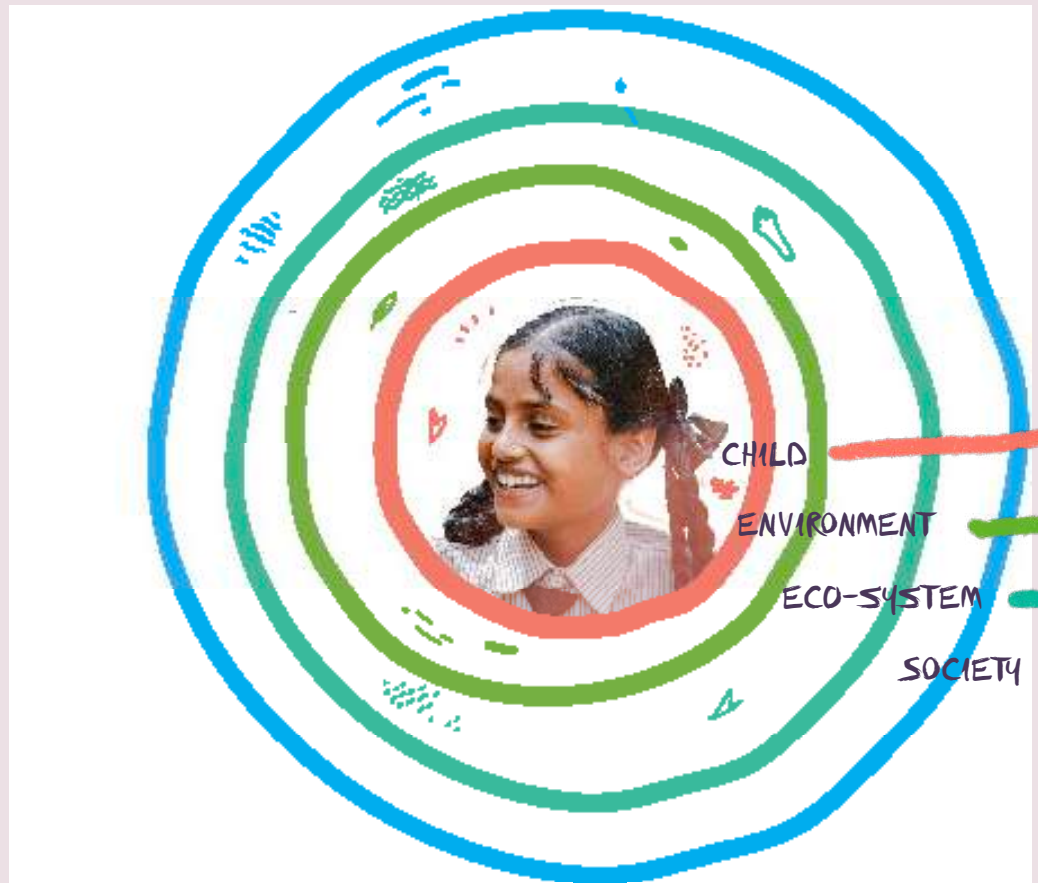
LIFE SKILLS THROUGH CREATIVE ARTS (STANDARD 9&10)



AFTER SCHOOL LIFE SKILLS PROGRAMME

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

OUR APPROACH

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

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

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

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

Society

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

Eco-System

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

Environment

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

Child

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

FOCUS ON SYSTEMS

FOCUS ON YOUNG PEOPLE



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

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

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

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STRUCTURED VS. UNSTRUCTURED SESSIONS

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

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

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

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

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

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

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

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

SESSION STRUCTURE

ACTIVITIES:

PRE-SESSION (15-30 minutes)

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

WARM UP (35 minutes)

1) Individual Check-in

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

2) Community Check-in

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

3) Revisit Team Agreement

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

4) Warm-up

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

LIFE SKILLS (45 minutes)

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

REFLECTION (10 minutes)

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

CLOSING (30 minutes)

- 1) Closing Activity
- 2) Check out

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

1) Major steps

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

Review

Key messages that participants should always remember.

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

Tips: Useful advice for you, the facilitator!

1) GOALS AND AGREEMENTS

LEARNING OUTCOMES:

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

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

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

Materials:

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

Schedule:

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

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

PRE-SESSION (15-30 Minutes)

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

WARM UP (35 Minutes)

Individual Check In: If the way you feel right now is an animal, what animal would it be?

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

Walk Into the Circle

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

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

MAIN ACTIVITY (45 Minutes)

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

- TO EXPAND OUR CREATIVITY
- TO LEARN FROM PEOPLE DIFFERENT THAN OURSELVES
- TO EXPLORE OUR INNER LIFE
- TO DISCOVER WAYS TO WORK ON WHAT WE CARE ABOUT IN OUR COMMUNITIES
- TO HAVE FUN!

Go through each goal with the group. Read out the sentences in Italics. The answers after the questions are for you to know. If the group gets stuck, you can suggest some of the points. Show lots of curiosity and positivity while you explain the goals of the program:

TO EXPAND OUR CREATIVITY

What does this mean? This means is we believe that each and every one of you is creative whether you think it's true or not. Many people think that only those can sing or paint like experts, are creative. The truth is that each of us has a powerful imagination and the more we bring it out, the more power we have. What can we do with expanding our imagination and creativity? We can make things happen in the world and change them for better. Here you will have lots of opportunities to see just how creative you are. There will be workshops in all kinds of creative mediums- dance, visual art, singing, theatre. So this is our first goal: to expand our creativity.

TO LEARN FROM PEOPLE DIFFERENT THAN OURSELVES

We live in society where there are different cultures, ideas and people, and that is a good thing because there is so much we can learn from each other. But what we hear from a lot of children is that in high schools, people rarely get to know each other. Even in this group, here are some differences we can see....and others that we can't see until we get to know each other better. There are people from all different kinds of families and life situations. Here we'll all have amazing great opportunity to learn from each other. We'll get to understand our differences and learn how to reach out to all kinds of people.

TO EXPLORE OUR INNER LIFE

We do believe that there is a whole world inside of each of us that is just as vast and important as the world outside of ourselves. That inner world is the world of our emotions, our imagination, our dreams, and our hopes. When you begin to pay attention to your inner life, we become clearer about what we believe and what we stand for, and we begin to discover an inner voice, a direction through which we can make decisions and live lives we're proud of.

TO DISCOVER WAYS TO WORK ON WHAT WE CARE ABOUT IN THE WORLD AND IN OUR COMMUNITIES

We believe that the active life is the happier life. What do we mean by this? I've noticed that the happiest people I know are people who care about the world and are actively involved in making it better. We think that our communities would be better places if young people were more involved and if your voices were heard. The world needs your thoughts, feelings and actions now and each one of you has something that only you can give. Here we will have an opportunity to discuss issues we care about and learn how to take action to create the world we want.

TO HAVE FUN

This final goal is at the bottom not because it is the least important, but because it is the foundation of what we're here for. Here, we have to have fun. We are going to be with each other in this program for this whole year. So if you find you're not having fun, something is off. The first thing you can do is ask yourself what is standing in the way of you having a good time and second you can ask for some help. Let's all have a great time together.

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, LISTEN WELL)

Explain each one, using questions and giving examples.

NO PUT DOWNS OF SELF OR OTHER

What does put down mean?

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

PARTICIPATE FULLY

Does this mean that you have to be talking all the time? It just means being as present as you can be at

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

BE WILLING TO TRY NEW THINGS

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

LISTEN WELL

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

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

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

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

REFLECTION CIRCLE (20 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)

Hold out your hand

Instructions:

1. One by one in a circle, each person will hold out their hand, and a gift will drop out of the sky for them.
2. They will tell us what it is, and then the next person will go, from right to left.

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) THREE MONKEYS

LEARNING OUTCOMES:

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

- Learn newer and creative ways to communicate with each other.
- Learn to work together to achieve a common goal.

Focus Areas: Communication Style, Working Together, Dealing with Frustration, Imagination, Concentration.

Materials:

A small soft toy

Schedule:

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

Individual Check In: 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: Find the Leader

Instructions:

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

THREE MONKEYS (45 Minutes)

In this activity, five participants are active. The rest of the group watches what happens.

1. Begin by blindfolding one participant.
2. Place an object somewhere in the room.
3. The object of the game is for the blindfolded participant to find the object with the help of the other four participants
4. The other four arrange themselves as follows. Three participants sit on chairs in a row with their backs facing the blindfolded player. These people are allowed to speak. Their fourth player sits facing the blindfolded person with the line of three sitting between her/him and the blindfolded person. This player is not allowed to speak.

5. All five players must work together to help the blindfolded person get the object.
6. The person who cannot speak will point to the people in the chairs who will attempt to talk about the gestures and direct the blindfolded person to get the object. The results are funny, frustrating and satisfying.

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)

- What did you notice or experience during this game?
- What kinds of dynamics that you saw?
- What were the strongest emotions?
- What was the communication like?
- What can we learn about communication?
- Where have you seen communication like this before?
- When we have trouble communicating what can we do?
- What are your strongest or weakest communication strategies?
- How will your communication strategies shift after this discussion?

CLOSING (20 Minutes)

This Is Not A...

1. Show the group a random 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 it out as 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!

Check Out:

If you could be anywhere in the world right now, where would it be and why?

POST SESSION (15-30 Minutes)

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

3) GROUP POEMS

LEARNING OUTCOMES:

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

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

Focus Areas: Working Together, Self-Expression, Creative Risk, Writing, Compromise.

Materials:

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

Schedule:

- Pre Session (15-30 minutes)
- Warm up (30 minutes)
- Main Activity (45 minutes)
- Reflection (20 minutes)
- Closing (25 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: Choose an animal for how you feel. Without telling us what it is, act out how you would behave if that animal was feeling like you right now.

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

Dream Warm Up: Yes, And

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

GROUP POEMS (45 Minutes)

Part 1

Think about and discuss words in two columns that represent a healthy and an unhealthy community.

3 words Freewrite

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

Partner Edit

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

Line Selection

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

Group Poem Creation

- Share all the lines in the group.
- Stand near someone who you think their line matches yours in any way.
- If they think their line matches someone else’s they can stand with that person on their other side.
- Line up as closely as possible connecting lines that go together.
- Read the lines out in the order you are standing. Shift around to shift the lines. Try reading again.

- Now try reversing the order. As a group discuss which seems like the first line, and which seems like the last. Which should be read loudest? Which softest?
- Read it again. Add actions if any lines seem to demand it. Give a round of applause for your group poem!

REFLECTION CIRCLE (20 MINS)

(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.)

- What was it like to write together?
- Was anything frustrating? Were you inspired?
- What kinds of thoughts did you have throughout the process?
- Where do we see dynamics like this?
- Have you ever worked on a project together in a group?
- Did any of the same kinds of communication happen?
- What will you try next time you are in a group situation?

CLOSING (30 Minutes)

Question and Answer:

- Each youth writes five questions and five answers.
- The questions and answers are not related in any way! They can be questions about anything, but questions that start with What or Why work best.
- Find a partner. Choose who is A and B. In front of the group share questions from partner A, and answers from partner B.
- Read them exactly in the order you wrote them, so partner A's answer 1 goes with partner B's part 2 etc. This is a fun game and young people will really enjoy this!

Check Out:

If your mood right now was a vehicle of any kind, what would it be?

POST SESSION (15-30 Minutes)

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

4) JUNK INSTRUMENTS

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 etc
- Also bring fasteners, like strong tape, paper clips etc.
- You will need somewhere that the youth can walk to in a group. A park is best, but even a terrace, a rooftop, or a safe and quiet street will do.
- You will also need a single sheet of paper for the warm up activity.
- Bring soap or hand cleaner since youth will be handling street garbage.

Schedule:

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

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 INSTRUMENTS (45 MINS)

1. Each youth can pick one item of junk that you have brought.
2. You will all go on a walk together.
3. You can add any other junk or garbage you find.
4. The idea is to make an instrument that has a unique/different sound.
5. Take fifteen minutes to make your instrument and come back to the circle.
6. You must go in pairs, and help each other watch out for traffic etc.

When they return, do a sound circle:

1. Begin by walking together on the beat.
2. The first person will add a repeating sound on the beat with their junk instrument.
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. Remind the youth to listen not only to their sound, but to the group as a whole.
5. The facilitator can step into the circle to work with the sound levels (soft or loud) using their hands, and finally use their hands and gestures to fade the song to nothing.

REFLECTION CIRCLE (10 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?
- Was it challenging? What kind of skills or strategies did you use to make them?
- When do we use these same skills and plans in the community?
- Who needs them most? Why?
- How can we use this understanding to support our community?
- Can you think of creative ways to use the same skills in the community?

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, and 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.

5) GROUP QUILT

LEARNING OUTCOMES:

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

- Identify and Express their opinions and take a stand for it.
- Identify a positive quality in themselves.
- Explore how to utilize their positive qualities for their community.

Focus Areas: Group building, Teamwork, Community Issues, Group Visioning, Creative Risk, Speaking Truth, Negotiation.

Materials:

- Tape,
- Sketch pen,
- Paper (of identical size and shape),
- Pastels,
- Crayons,
- Tape,
- Scissors

Schedule:

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

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

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

work on. Change agreements if necessary.

Dream Warm Up: Sociometry

This is a way for a group to voice individual opinions and talk through differences.

Instructions:

1. Write on one piece of paper a sign that says AGREE, on the other a sign that says DISAGREE and stick it to the walls on either side of the room. Make sure there is enough cleared out space between them
2. Make a statement, and instruct the youth to place themselves in the room according to their response. If they really agree or disagree, they will go all the way to that wall. If they are unsure, or in the middle, they will stay near the centre. Encourage them to answer according to their own opinion/thought and not the opinions/thoughts of their friends.
3. Once they are in place, ask a few of them to tell the group why they placed themselves where they did. Make sure you ask someone from all three groups. Maybe four or five responses will be enough. The rest of the group can change their position based on what the people who answer, say.

Statements:

1. My community is fine the way it is. I wouldn't change a thing.
2. Everyone has the right to choose how they behave, at all times.
3. Young people have a responsibility to change their communities.

GROUP QUILT (45 Minutes)

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 come up with a positive quality they bring to their community. It could be friendliness, enthusiasm, etc.
3. Ask everyone to draw images that show the quality, and include the word for that quality in the drawing. 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 (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).

- What was it like to do the opening sociometry activity?
- Were you excited or nervous to share your opinion?

- What about making the quilt? What do you think of the quilt?
- How can these activities help us to think about our communities?
- Where do you hear the opinions of the people in your community?
- Where do people share their positive qualities?
- What can you do this week to help people in your community share their opinions and their positive qualities?

CLOSING (25 Minutes)

- A volunteer (A) will choose a quilt piece other than their own and make a gesture that expresses what they see.
- 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.

Check Out:

If the way you feel right now was a traffic road sign, which one would it be and why?

POST SESSION (15-30 Minutes)

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

6) TREE TALK

LEARNING OUTCOMES:

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

- Learn new ways of connecting with nature
- Use their imagination and sensitivity to empathize with things in nature.

Focus Areas: Connecting with Nature, Sharing Perspective, Imagination, Sensitivity.

Materials:

- An outdoor place with lots of trees.
- Blindfolds for half the group

Schedule:

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

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PRE SESSION (15-30 Minutes)

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

WARM UP (40 Minutes)

Individual Check: What was the best time of your day so far? Tell us the story using nonsense words.

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: Tree Talk Part 1

Trees have a language that they speak. Just like us their lives are written on their shape, if you look at their shape, you can see their stories. And, just like us, they use air to speak. Listen. Can you hear them? Trees speak softly. To hear them, we need to be still and listen.

1. In new partners, choose who is partner A and partner B.
2. Partner A is blindfolded. Partner B will spin them around Partner A very slowly 3 times, and then take him or her by a slightly difficult route and very carefully to a specific tree.
3. You will then count 30 seconds while your partner touches the tree and listens to it.
4. Then, return them to the place they came from. Take off the blindfold.
5. Partner A now listen with your heart and find your tree.
6. Now switch partners.

TREE TALK (45 Minutes)

Tree Talk Part 2

1. This time, return to your tree and put your ear against it.
2. If you had the same tree as someone else, find a different one.
3. Listen for five minutes.
4. Introduce yourself to the tree.
5. Listen carefully. Ask it a question. Listen as deeply as you can.
6. After 5 minutes thank your tree and return to the circle.

REFLECTION CIRCLE (20 Minutes)

One by one, tell us what you heard.

- What does this mean? What does it tell us about our communities?
- What will change in your life after this experience?

CLOSING (20 Minutes)

Draw Your Tree

Check Out: Show your drawing.

POST SESSION (15-30 Minutes)

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

7) PATTERN POEMS

LEARNING OUTCOMES:

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

- Use their creativity and imagination to write their own poetry
- Be able to express themselves about something they care about

Focus Areas: Creativity, Writing, Self-Expression, Collaboration, Active Listening, Imagination.

Materials:

- Chart papers
- Crayons

Schedule:

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

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

PRE SESSION (15-30 Minutes)

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

WARM UP (35 Minutes)

Individual Check: If someone painted a portrait of your day, what objects would they include to show your mood today?

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

Dream Warm Up

1. Get in to groups of five or six.
2. I will say the name of a place, and as a whole group you need to show that place as quickly as you can.

3. Look at what each other are doing, and as a whole group try to show/act the whole picture of that place.

(Places: the park, the office, a pond, a busy intersection, a farm)

PANTOUM (45 Minutes)

1. Choose a topic.
2. It can be anything at all, but it should be something that you care about, or feel strongly about.
3. Write it in the center of your page.
4. Around this draw six circles, one for each of the five senses, and one for memories.
5. Around it, write all the words you can think of that go with that topic that are connected with the senses, respectively.
6. Looking at those words, see if you can think of phrases or word groups that go with that topic, and write those on the outer circle. The words and phrases don't have to make sense to anyone else.

You will be writing a style of poetry called Pantoum. The Pantoum originated in Malaysia as a folk style of poetry in the fifteenth century. It is an interesting form because every part (stanza) has two lines that come from the section before. Every section is four lines long. Because of the repetition, the poems sound like they are full of echoes.

- Each stanza (part) is four lines long, which means it is called a quatrain.
- The lines may be any length
- The rhyme scheme is abab, which means that every second line rhymes.
- The second and fourth line of each quatrain becomes the first and third lines of the next quatrain.

The pattern of the lines is as follows:

- 1 2 3 4 - Lines in first quatrain.
- 2 5 4 6 - Lines in second quatrain.
- 5 7 6 8 - Lines in third quatrain.
- 7 9 8 10 - Lines in fourth quatrain.
- 9 3 10 1 - Lines in fifth and final quatrain.

REFLECTION CIRCLE (20 Minutes)

This is a sharing circle, more than a reflection circle. Be curious about the youth's Pantoum poems. Each one will tell you something about them. Ask them to talk about why that topic was important to them, and how they chose the shape they put it in. Listen closely if anyone had any insights about their creative process

CLOSING (30 Minutes)

One word Story:

1. In a large circle, each person adds 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.
3. As an extra challenge, see if the group can retell the story afterwards. As the facilitator, you can jump in when the story seems to have ended, and say Good Job, and then ask who wants to start the next one.

Check Out:

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

POST SESSION (15-30 Minutes)

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

8) BEAUTIFUL YOU

LEARNING OUTCOMES:

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

- Have an increased awareness of the messages they receive from the media.
- Accept and appreciate themselves for the way they are, without aspiring for perfection.
- Understand the impact that messages from the media can have in their communities.

Focus Areas: Observation, Creative Risk, Self-Esteem, Critical Thinking, Self-Expression, Media Literacy.

Materials:

- A roll of brown paper per participant, large enough for each youth to draw their whole body.
- Thick black sketch pens or crayons, plus other colours as well
- Fashion Magazines, Health Magazines- Have one for every three or four youth.
- Chart Paper

Schedule:

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

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PRE SESSION (15-30 Minutes)

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

WARM UP (35 Minutes)

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

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

Dream Warm Up: Milling with questions

“Notice the people they pass. What are the beautiful things you see about the people in this room. What characteristics, what qualities? Things you may know about them. Things you might just be able to notice by being in their presence.”

1. Talk about a beautiful experience you have had. What made it beautiful?
2. What is a place or space you find beautiful? What makes it beautiful?
3. Who is a beautiful person in your life?
4. Tell this person one thing you think is beautiful about yourself. And one thing you think is beautiful about them.

BEAUTIFUL YOU (45 Minutes)

This is an opportunity for the youth to start thinking about the messages they get from media like televisions, ads, newspapers etc., about their bodies and their beauty.

Instructions:

1. Take three or four minutes to look at the pictures and ads in the magazines. Don't read the articles, just look at the pictures, especially the ads.
2. On a chart paper make two columns. One says Perfect Man, the other Perfect Woman
3. Fill in the columns based on the images you see in the magazines. Not based on their real life heroes and role models. What do the perfect man and woman look like? What do they have? What do they dream of? How much money do they have? What are their relationships like? Where do they work?
4. Ask, “Do you know real people who are like this? What is the result or benefit of trying to reach their level of perfection? Is it worth it?”
5. Let each person choose a page or two from the magazines and tear it out. Take a pen and create a new picture that tells a positive message by removing or changing certain words and images.
6. Give your work piece a title.

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)

- What was it like to change the magazine images?
- What did you think of the messages from the magazine and your images
- What do they have in common, how are they different.
- How can these messages in the magazines harm our communities?
- What can you do to help people understand media images that they receive and their effect on self esteem?

CLOSING (25 Minutes)

That's So True

Instructions:

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

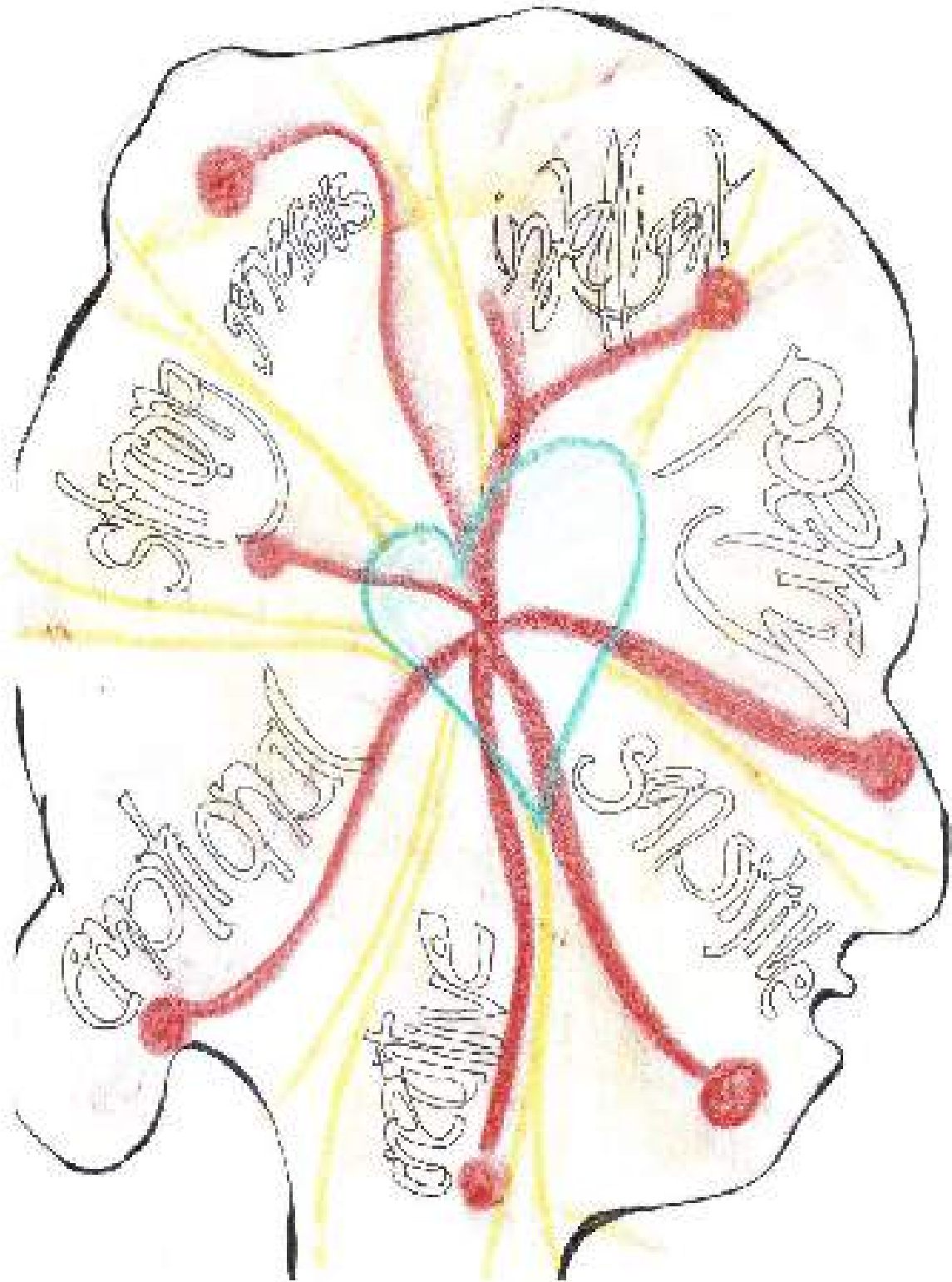
We are always very quick to hold onto the negative things people say about us, so this is time to practice believing the positive things, too. Then they will say their own compliment for themselves, and pass one to the person beside them.

Check Out:

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

POST SESSION (15-30 Minutes)

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





9) PORTRAITURE

LEARNING OUTCOMES:

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

- Understand their inner self better
- Understand how they portray themselves to the rest of the world.

Focus Areas: Self-Awareness, Active Listening, Observation, Self-Esteem, Creative Risk, Self-Reflection, Witnessing, Risk Taking, Releasing Control.

Materials:

- Paper,
- crayons and pastels,
- sketch pens

Schedule:

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

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PRE SESSION (15-30 Minutes)

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

WARM UP (35 Minutes)

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

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

Dream Warm Up: Niki Tiki Tavi

This is a silly game that everyone seems to love

Instructions:

1. Everyone find a partner
2. Facilitator will call out two body parts, for example Head and Shoulder
3. Partners have to touch those two parts as quickly as possible. One partner's head touches the other partner's shoulder.
4. Whoever is the last pair to touch is now part of the "watchers" watching to see who was last.
5. Play until there's only one pair left. They win!

PORTRAITURE (45 Minutes)

Instructions:

1. The facilitator introduces the activity by demonstrating drawing a portrait of a participant on the flip chart.
2. Do the drawing without looking at the page or lifting the pen off the page. Be sure to tell them that it doesn't matter what the drawing looks like. It doesn't need to look like the person at all. You cannot control it because you are not looking at the page!
3. It is good to introduce the activity by saying that the idea is to really see the person you are drawing as closely as you can. Look with the heart as well as the eyes.
4. Now demonstrate how you can use a portrait as a visual metaphor to introduce yourself. For example, you might say about the portrait done of you, "The eyes are much larger than the mouth, which shows how much more time I spend watching than speaking," or you might say, "The mouth is outside of the face, which shows that I speak sometimes before I think." DO NOT say: "The drawing is messy which shows how messy my mind is."
5. Remind "ALL the drawings will be imperfect, and that we are all imperfect in some way, so the challenge is to find something else about yourself that you see reflected in the drawing."

After this is done,

1. Break into partners and sit facing each other.
2. Take one minute to draw each other at the same time. Both partners draw simultaneously, in silence.
3. The drawing is a gift, and when they give it to their partner, to remember to not put themselves down. Once the drawings are complete ask the partners to give them to one another.
4. Ask everyone to find a new partner and repeat the process, this time drawing on the back side of the first portrait, so that each person will end up with two drawings of themselves, one on each side of the page.
5. Once both portraits are complete, take a moment to decide which side represents their inner self and which represents their outer self. You can also call it your public and private self. Identify a visual metaphor in each portrait and use that to introduce your two selves to a small group.

REFLECTION CIRCLE (10 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)

- What was it like to draw without looking?
- What was it like to be drawn?
- What was it like to decide which drawing was your inner self and which was your outer self?
- What were the common qualities of them in the group?
- When do you look so carefully at something?
- When do you show your inner self?
- What will you try this week based on this discussion?

CLOSING (25 Minutes)

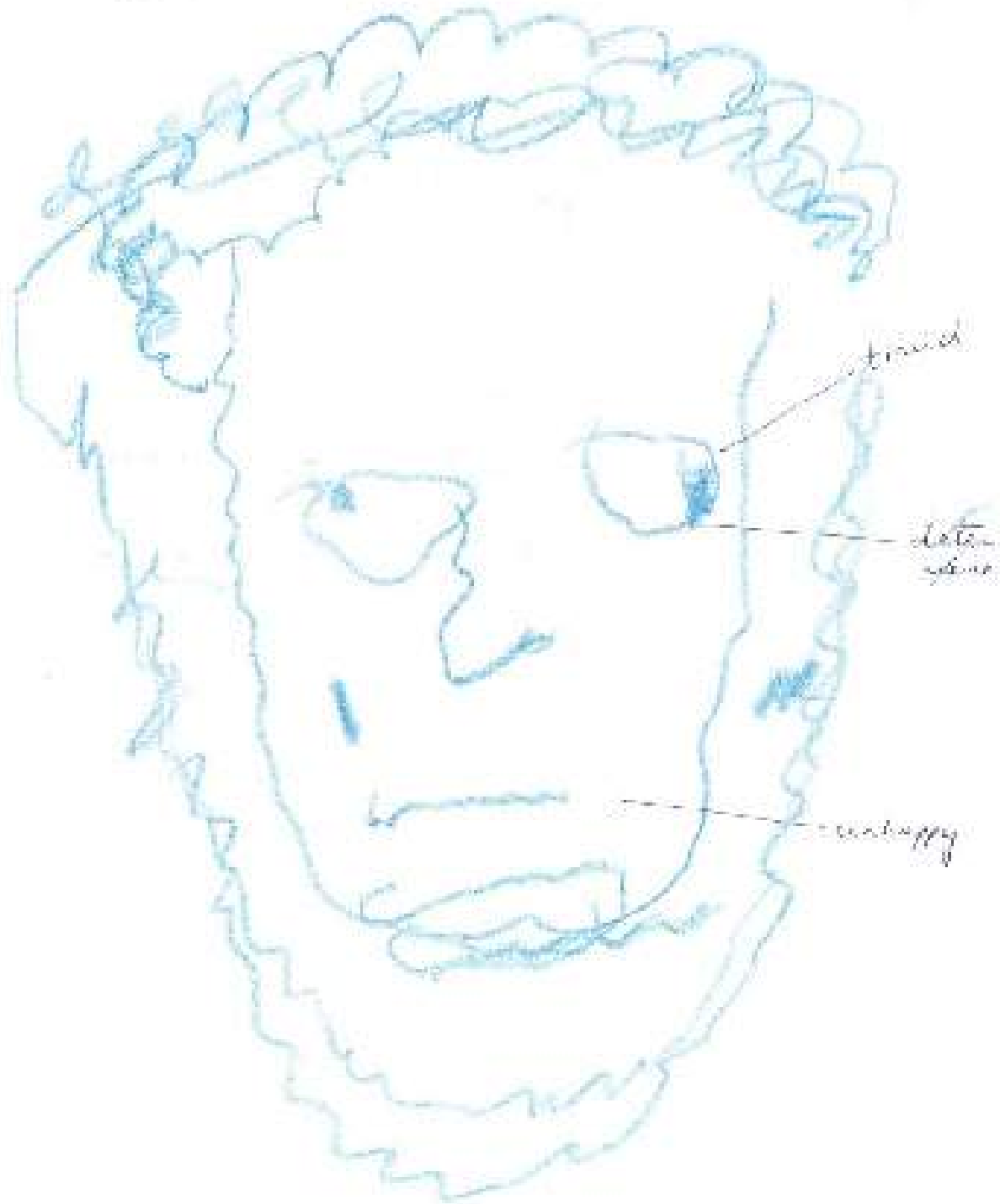
SONG

Check Out:

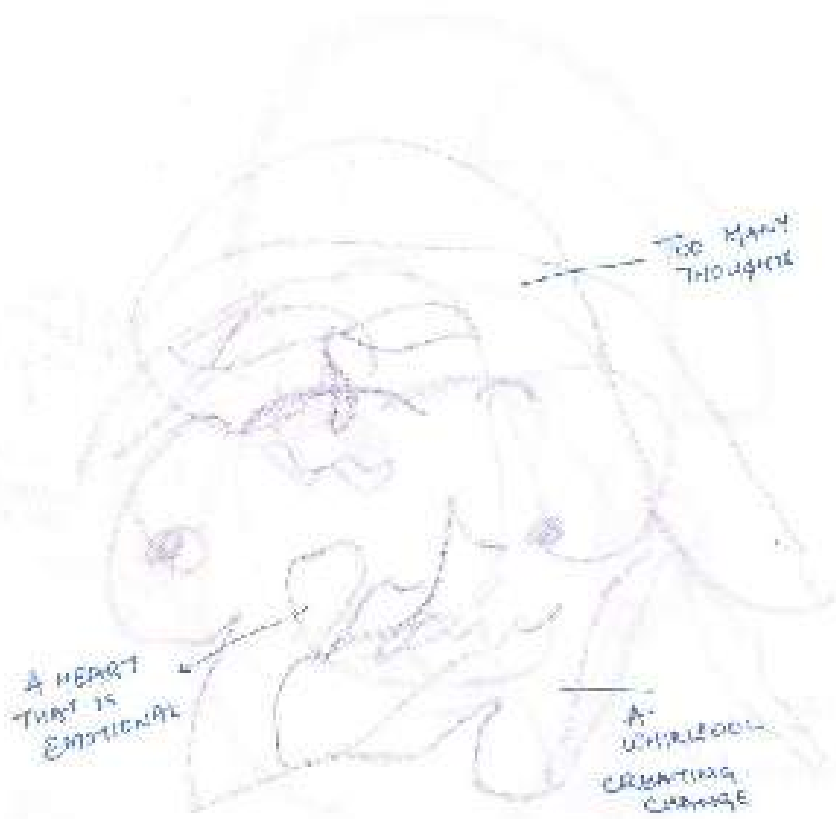
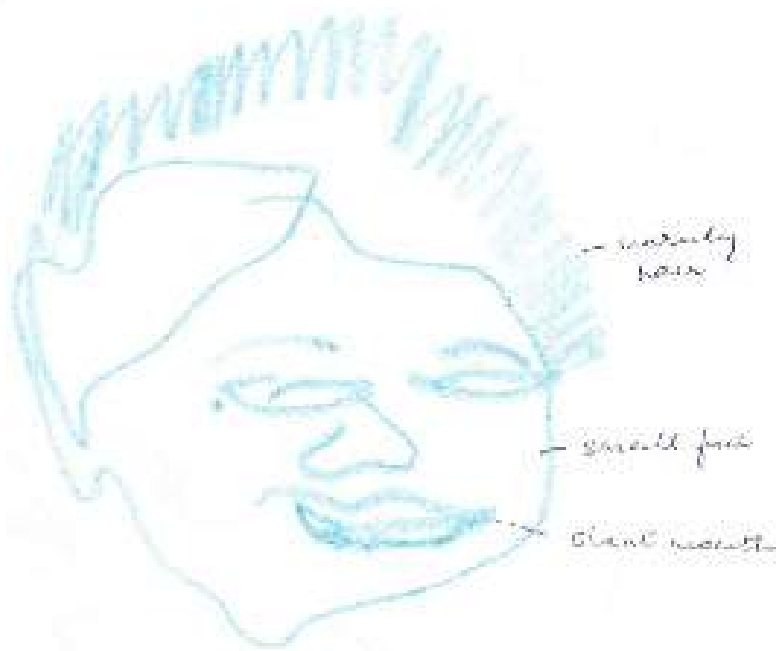
Gratitude Circle - Go around the circle and share one thing that you love about yourself.

POST SESSION (15-30 Minutes)

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



STEP 2





10) RIDESHARE

LEARNING OUTCOMES:

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

- Empathize with others' emotions
- Express strong emotions
- Understand how others' emotions affect us

Focus Areas: Managing Strong Emotions, Empathy, Connection, Asking for Help, Following and Leading.

Materials:

- 4 chairs
- pens
- paper

Schedule:

- Pre Session (15-30 minutes)
- Warm up (35 minutes)
- Main Activity (45 minutes)
- Reflection (20 minutes)
- Closing (25 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 right now was a piece of clothing, what would it be, and what condition would it be in?

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. Everyone please find a partner.
2. Choose 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 who is A and B and repeat the previous experience.
5. Now try to move together without knowing who the leader is at any time. Sometimes A will lead sometimes B will lead without saying who is who.

RIDESHARE (45 Minutes)

1. Set up four chairs as if they are the seats in a car.
2. Have 3 volunteers sit in three chairs. (A) is the driver, (B) is in the passenger seat, and (C) is in one of the back seats. They will be ready to act that they are going to a road trip together when the game begins.
3. A third volunteer (D) is a traveller. That person will bring a strong emotion into the car. A, B, and C will pick up and absorb that emotion, and continue their conversation expressing that emotion.
4. After a while, they stop the car, and A gets out. A new volunteer, E is travelling, and will bring a different emotion into the car.
5. Have several volunteers ready to be the travellers.
6. Play until the youth cannot think of any different emotions.
7. When you set up this game, remind the youth that even when we are acting we still work within our community agreements.

REFLECTION CIRCLE (20 Minutes)

- What was happening in the car?
- What was easy or hard about this game?
- Did you enjoy it? What did you enjoy most?

During this part of the reflection, ask particular youth what happened for them, based on what you observed during the game. For instance, if someone seemed to get really carried away by a certain emotion, or if someone got really nervous, ask them what their experience was like.

- So does this happen in life? Do we pick up each other's emotions?
- Connect this section to people's specific experiences in the game.
- Is there anything that this game inspires us to try in our homes, schools and communities?

CLOSING (20 Minutes)

1. Think of the last time you had a really strong emotion.
2. Choose a mentor or someone you look up to and write a letter to yourself from that person.
3. What would they tell you? How would they support you?

Check Out:

The last time you had a really strong emotion, positive or negative, what colour was it?

POST SESSION (15-30 Minutes)

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

11) WALK AND TALK

LEARNING OUTCOMES:

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

- Learn new ways of connecting with nature.
- To use their imagination and articulate their thoughts.
- Empathize

Focus Areas: Empathy, Teamwork, Imagination, Connecting with Nature.

Materials:

Any large space, preferably an outdoor open area where the youth can take a walk and just observe their surroundings.

Schedule:

- Pre Session (15-30 minutes)
- Warm up (35 minutes)
- Main Activity (45 minutes)
- Reflection (20 minutes)
- Closing (25 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 are a cloud, what shape and quality would you have? Why? Please tell us in one sentence.

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

1. Ask participants to stand in a circle. You can play this in small circles of 8-10 or in larger circles.
2. The leader stands outside of the circle and gives the instructions/
3. The leader passes 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 cricket ball."
4. After the ball has gone one 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 a big balloon....keep passing it around. "
5. 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.
6. Help each other pass this rock-heavy ball around... And now it's the size of a football. Keep passing it around...It's getting sticky. It's very sticky...and it smells bad! Keep passing it...
7. Now it is very hot...
8. Now it is a very precious little thing..."
9. After calling out several changes you can give the group the power to transform the object by saying that anyone in the group can not call out a new quality when the ball comes to him or her.
10. Remind them to let the ball go around for a bit with its new quality before someone transforms.
11. Finally the leader calls an end to the game. A fun way to end the game is to say, "Now the ball has turned into a piece of chocolate."

WALK AND TALK (45 Minutes)

Instructions:

1. Ask the youth to just start walking around the space and observe everything around them keenly. Ask them to take notice of things which they like- trees, grass, pebbles, swings, books, anything. If they do not like anything, ask them to think about why they don't like it. If something attracts them, ask them to think about how they feel about that object. The key is to observe everything around them as much as they can. Give them 10 mins for this.
2. At the end of 10 mins, gather the youth in one place and ask them to think of ONE object they saw, which they liked most. After 1-2 mins let them say the name of that object aloud.
3. Ask the youth to think of the qualities of the object they have chosen the texture, the smell, the feel, the use of the object.
4. Now instruct them to close their eyes and imagine themselves as that object, be as their chosen object is and feel like that object.
5. Once they are done, invite them to share an introduction of themselves as the thing they have chosen. For example, "I am a big rock. I have been lying here under this tree for 30 years. No one had ever moved me from here". Each person introduces themselves this way in one or two sentences.
6. Once the introduction round is done, ask the youth to add another one sentence to their story now. Example, "Since I am a big rock, sometimes little kids come and sometimes little kids come and play around me, take rest when they are tired. This gives me company at times."
7. After this, ask the youth to start working towards building ONE story by adding elements of their stories to others stories. (Till now they were only talking about their stories individually). Now what they will do is add to the others stories so that everyone's ideas and sentences make the story look like one story and that everyone is a part of the same story, as characters.

8. Continue this way till the story seems to be reaching a conclusion or till time permits.

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)

- Did you enjoy the activity?
- How many of you liked the story telling part?
- Was it easy or difficult to imagine the quality of the ball that we were passing in the warm up activity?
- Was it easy to tell you stories alone or as a group?
- How was it to imagine yourself as the object?
- How did you feel telling the story of the object you chose?
- Why was it easy/difficult to tell you stories as a group?
- What do we learn from this?
- What we learnt today, how can we use it in our daily live? (Teamwork, Empathy, Power of imagination)
- Does this activity tell us anything about using/exploiting resources? If yes, what can we do about it?

CLOSING (25 Minutes)

1. All of you find a partner and get into pairs.
2. Talk to each other for about 2 mins and find out how each other's mood is and how you are feeling right now.
3. Discuss and decide on a pose that shows how you both feel at this point in time. You have to work together and decide on a posture.
4. When I say 'GO', you both have to take the shape of your mood, as you decided. Remember you have to be in a pair.
5. It is okay if you both feel differently. Just take a shape together which brings this out.

Check Out:

Name one quality you like MOST, of the object you chose in the storytelling activity.

POST SESSION (15-30 Minutes)

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

12) TWO UP TWO DOWN

LEARNING OUTCOMES:

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

- Support and encourage each other
- Lead a group

Focus Areas: Listening, Awareness, Leadership, Self-Confidence, Imagination, Rhythm, Mirroring, Leading, Celebrating Together, Encouraging Each Other.

Materials:

- Two chairs,
- Music which you can dance to
- speakers

Schedule:

- Pre Session (15-30 minutes)
- Warm up (35 minutes)
- Main Activity (45 minutes)
- Reflection (20 minutes)
- Closing (25 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: Who did you smile at today and why?

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

Dream Warm Up: 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.

TWO UP TWO DOWN (45 Minutes)

This activity from Ruth Zaporah's Action Theatre is an opportunity for participants to take a big creative risk. Be gentle and encouraging as they try it.

Instructions:

1. Make an audience. Ask for four volunteers.
2. Two people sit in the chairs facing the audience, and two other people stand up behind them. The two in front will offer the words/sounds, and the two behind will repeat it as echo.
3. One seated person says a short phrase. The other three repeat it, with the same tone and intention as it was given, but they can change the timing and delivery to make music.
4. Another line is then offered by one of the other seated people. The lines offered should be as different as possible, in tone, voice, intention, speed and content.
5. The people standing can only repeat and echo. The people sitting can echo lines from each other repeat their own line and add new lines.
6. Together, you will make a sound group by listening carefully to each other and playing with the sounds. It is great if the lines start to overlap and the participants begin to speak at the same time.
7. After a minute or two, ask the participants to find an ending to their piece, and then, after a round of applause, ask for more volunteers.

REFLECTION CIRCLE (20 Minutes)

- What was it like to be the leader?
- What was it like to find the leader?
- What kind of plan did you use?
- How could developing these strategies help you in your life?
- What would you be willing to try this week?
- Will you try developing one of these strategies and report back to us?

CLOSING (20 Minutes)

Dance Circle:

This game uncovers the hidden dance talents of some participants, gives other a chance to increase their comfort with dance, and gives everyone the opportunity to take the lead.

Instructions:

1. Form one big circle.
2. Tell the group you will put on some dance music, and you'd like a volunteer to be the first leader (A).
3. Once the music gets going, A will lead a repetitive dance move for 10-15 seconds. Everyone will join in on that dance move.
4. The person directly to the left of A will offer the next dance move.
5. This goes on until everyone has a chance to lead.
6. If people are uncomfortable with offering a dance move, let them know that even the smallest movement like waving from left to right can be a dance step.
7. Make sure to applaud for everyone's efforts. This should feel like a celebration!

Check Out:

One action word and one describing word for how you feel right now.

POST SESSION (15-30 Minutes)

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

13) LYRICAL FREESTYLING

LEARNING OUTCOMES:

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

- Understanding on how to work together as a team
- Listen carefully and follow instructions

Focus Areas: Self Expression, Innovation, Self-esteem, Courage, Imagination, Collaboration.

Materials:

- Just your body and a spirit of creativity!

Schedule:

- Pre Session (15-30 minutes)
- Warm up (35 minutes)
- Main Activity (45 minutes)
- Reflection (20 minutes)
- Closing (25 minutes)
- Post Session (15-30 minutes)

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PRE SESSION (15-30 Minutes)

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

WARM UP (35 Minutes)

Individual Check: Make a funny sound with some part of your face or body to show us how you're feeling today.

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

Dream Warm Up: Hot Seat

This activity will get youth thinking quickly and warm up their voices

Instructions:

1. Get into groups of five or six.
2. Choose one person to be in the hot seat (A)
3. Play one word story, but instead of going around the circle, every second word is given by person A in the hot seat.
4. Play and switch until everyone has had a chance to be in the hot seat.

FREESTYLING (45 Minutes)

Beatboxing is a kind of vocal rhythm that comes from Hip Hop music. Hip hop is now a big global industry, but it started as a local music made by poor teenagers in the South Bronx in New York City. They did not have money for the music that was being sold in the US, so they reached into their traditional roots (it was a mixed immigrant culture of mostly African and Hispanic descent) and invented beatboxing! Today, only forty years later, their music has spread around the world.

Instructions:

1. Sit in a circle. Describe to the young people the three main elements of a drum kit: the bass drum, the snare drum, and the hihat.
2. Show them how to make the sound of the bass drum by making the sound “Bee” and then removing the “ee” so it sounds like a very short “Buh.” That’s the bass drum sound. Do it on four beats, like Buh, Buh, Buh, Buh.
3. The next sound is the Hihat, it sounds like a very short T sound.
4. Then the third sound is the snare drum, which is a very short K.
5. None of these sounds should have a vowel sound attached, it’s just the percussion sound with the lips.
6. Now, you can combine all these on a four beat pattern B-T-K-T, repeat this and you will hear a very basic hip hop rhythm! There’s a video on youtube here that will show you exactly this:

<http://www.youtube.com/watch?v=jx7vhjwjJlk>

Once the young people are having fun with this, and are able to hold the beat a little, you can introduce them to Freestyling. Freestyling is a way of making up rhyming music lyrics on the spot. It is also an important part of hip hop culture. It takes time to learn how to freestyle, but you can introduce the young people to the basics.

1. Have them practice saying one, two, three, and then any word on the beat that is being produced by the rest of the circle.
2. The next person in the circle (move towards left) will say one, two, three and then either a word that rhymes with the first word, or any other word. Keep passing this along until most people are able to say a word on the fourth beat. It doesn’t matter at all what language they use, or even if it actually rhymes. What matters is that the voice sound is on the rhythm.
3. If they can do this well, have them try saying a phrase, any phrase (it does NOT have to make any sense) on the four beat space. Pass this around and let everyone try.
4. As a final exercise, have them try to speak on the beat for as long as they want, trying to rhyme if they can. It’s more important that they speak on the beat than that they rhyme or make sense. Congratulate everyone for trying before you move to the reflection circle!

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.)

- What was it like to make your own music with your voice?
- Who found it easy or hard? Why? Did you find it funny?
- When else in our lives do we do what those teenagers in New York did, make “something” out of “nothing?” Do you have any examples of this in your lives?
- What does it mean to us when we can do this?
- What is something else you might try to practice that will not cost money, but will bring you lots of joy and fun?
- Will anyone here try practicing beatboxing or freestyling this week?

CLOSING (20 Minutes)

Object Race:

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

Check Out:

Hold up five fingers to show how much fun you had today, with five being EXCELLENT FUN and one being TERRIBLY BORED. Go around the circle and give one word that explains why you chose that number.

POST SESSION (15-30 Minutes)

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

14) WHERE I'M FROM

LEARNING OUTCOMES:

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

- Understanding how each person's history and background shapes who they are.
- Accept and appreciate one and all
- Revisit one's past and understand it better

Focus Areas: Empathy and Connection

Materials:

- Paper
- Pens for each youth to write with
- As a facilitator, carry your 'Where I'm From' poem as an example.

Schedule:

- Pre Session (15-30 minutes)
- Warm up (35 minutes)
- Main Activity (45 minutes)
- Reflection (20 minutes)
- Closing (25 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)

Invocation:

Let the youth take a comfortable position and listen. Remind them to be open to the sounds and feelings they experience, and not to worry if they don't understand everything. Ask them afterwards what images or feelings they noticed.

Where I'm From ~ By George Ella Lyon

I am from clothespins,
from Clorox and carbon-tetrachloride.
I am from the dirt under the back porch.
(Black, glistening,
it tasted like beets.)
I am from the forsythia bush
the Dutch elm
whose long-gone limbs I remember
as if they were my own.

I'm from fudge and eyeglasses,
from Imogene and Alafair.
I'm from the know-it-alls
and the pass-it-ons,
from Perk up! and Pipe down!
I'm from He restoreth my soul
with a cottonball lamb
and ten verses I can say myself.

I'm from Artemus and Billie's Branch,
fried corn and strong coffee.
From the finger my grandfather lost
to the auger,
the eye my father shut to keep his sight.

Under my bed was a dress box
spilling old pictures,
a sift of lost faces
to drift beneath my dreams.
I am from those moments--
snapped before I budded --
leaf-fall from the family tree.

Individual Check In:

1. Ask the group to share one place that they are from that is NOT the place they were born.
2. Challenge them to give a different answer than the person before them. (i.e., they could be from an ancestor, a school, a hobby they have, a food they love, an experience that has happened to them or their family...etc.)
3. If you are having trouble answering, try thinking what it is that makes you who you are, and explain how that is an aspect of where you are from.

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: Nikki Tikki Tavi

1. Please line up in two lines, with each person facing a partner.
2. I will call out two body parts (i.e., Nose and Elbow, Toe and Knee, etc)
3. Each pair has to find a way to touch those parts together on each other, as fast as they can.
4. Whichever pair is last becomes part of the “watchers”, watching to see which pair is last.
5. The last pair wins! Give praise to everyone for trying their best, and for watching carefully.

WHERE I'M FROM (45 Minutes)

1. Read the poem below- Where I'm From, By George Ella Lyon

I am from clothespins,
from Clorox and carbon-tetrachloride.
I am from the dirt under the back porch.
(Black, glistening,
it tasted like beets.)
I am from the forsythia bush
the Dutch elm
whose long-gone limbs I remember
as if they were my own.

I'm from fudge and eyeglasses,
from Imogene and Alafair.
I'm from the know-it-alls
and the pass-it-ons,
from Perk up! and Pipe down!
I'm from He restoreth my soul
with a cottonball lamb
and ten verses I can say myself.

I'm from Artemus and Billie's Branch,
fried corn and strong coffee.
From the finger my grandfather lost
to the auger,
the eye my father shut to keep his sight.

Under my bed was a dress box
spilling old pictures,
a sift of lost faces
to drift beneath my dreams.
I am from those moments--
snapped before I budded --
leaf-fall from the family tree.

1. Explain any words that they don't understand.
2. Have each youth write a poem using the same form, with each line beginning with the words “I'm From”.

4. Share your own example and maybe share an example from a youth at <http://www.georgeellalyon.com/where.html>.
5. Make sure to save enough time (maybe 10 minutes) for each youth to share their poem.

REFLECTION CIRCLE (20 Minutes)

- What was it like to write this poem? Was it easy or hard? Why?
- What was it like to use your own memories to work with this form of poetry?
- When do you share your memories and experiences with others? Is it important to do so? Why or why not?
- Is anyone willing to share when they might use the insights they gained from writing this poem?
- Is anyone planning to share their poem with a friend or family member outside of this circle?
- How can this activity help us to be more empathetic with other people in our communities?

CLOSING (25 Minutes)

If You Really Knew Me:

1. Have the youth find groups of four or five and sit in a circle.
2. Each person will share for one minute continuously beginning with the phrase “If you really knew me...” and share something about themselves that the group probably doesn’t know. You can share anything big or small.
3. Give an example from your own life to show them how to do it. For example they might say, “If you really knew me you would know that I love reading comic books. If you really knew me you would know that I have an older sister in America. If you really knew me you would know that my grandfather died last year. If you really knew me you would know that I hate eating oranges because the smell stays on my hands...”

Check Out:

Ask each youth to share one person in their community that they are curious about.

POST SESSION (15-30 Minutes)

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

15) MY MORNING MIRROR

LEARNING OUTCOMES:

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

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

Focus Areas: Collaboration, Leadership, Group dynamics.

Materials:

- Paper
- Crayons or pastels

Schedule:

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

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PRE SESSION (15-30 Minutes)

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

WARM UP (35 Minutes)

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

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

Dream Warm Up: My morning mirror

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

MIRROR CIRCLE (45 Minutes)

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

REFLECTION CIRCLE (10 Minutes)

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

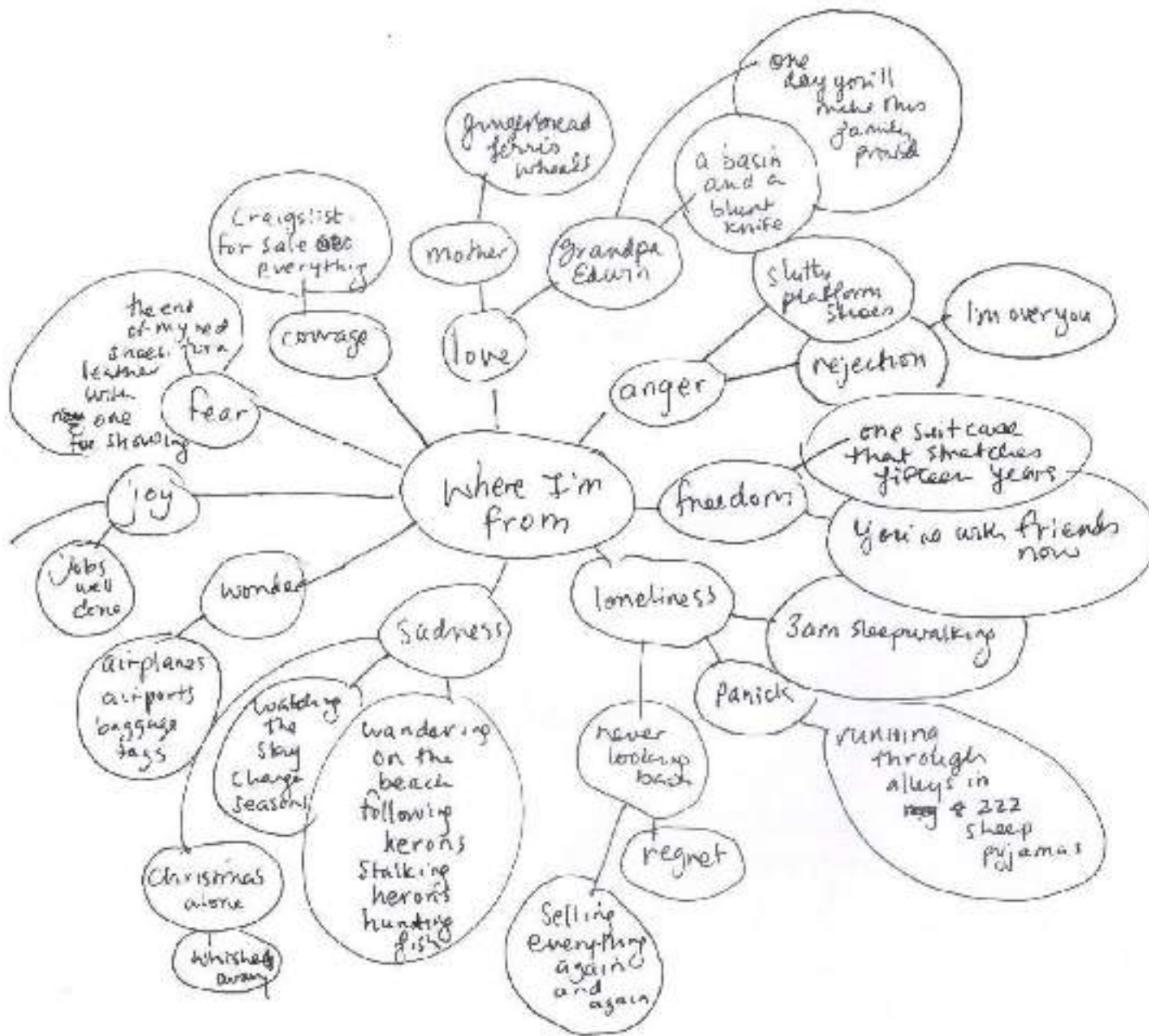
CLOSING (30 Minutes)

Two Truths and A Lie

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

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

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



I'm from a crossword, a basin and a blunt
knife,
gingerbread ferris wheels and a dress
to match my Cabbage Patch

I'm from one suitcase, red leather shoes with
the toe showing, an old brown pipe

From running through alleys in 222 Sheep
Pajamas

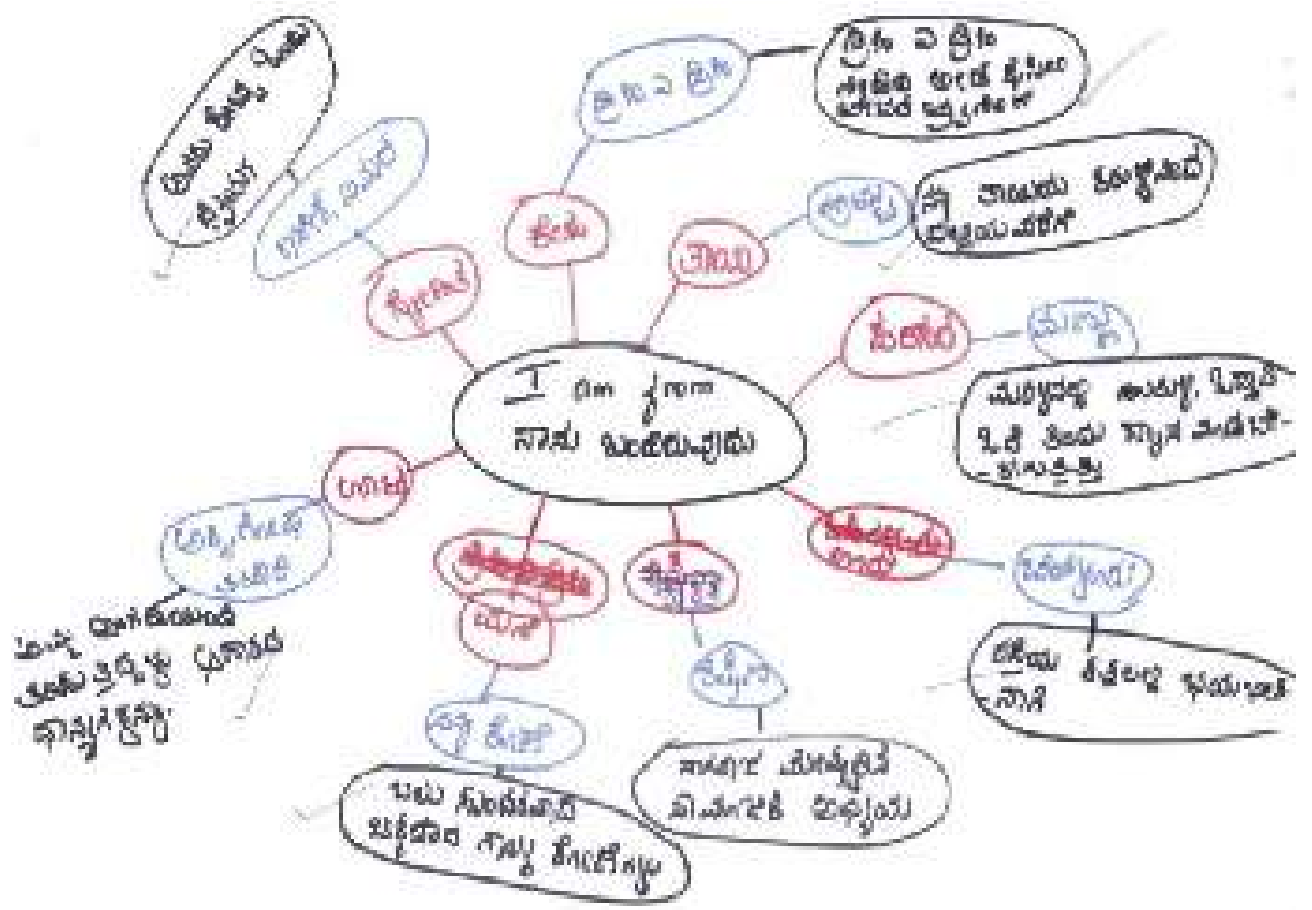
From I'm over you and you're with friends now

I'm from stalling herons for weeks
(the bananas shredding my feet,
salt ocean staining the edge
of my shorts)

From Christmases alone and jobs well done

From airplanes airports and luggage tags

Craigslist item: For Sale: everything



ಕೆಲಸವನ್ನು ಕೆಲಸ ಮಾಡಿ ನಾನು ಬಂದಿರುವೆ
 ಶಿಕ್ಷಣವನ್ನು ಕೆಲಸ ಮಾಡಿ ನಾನು ಬಂದಿರುವೆ
 ಪ್ರದೇಶವನ್ನು ನಾನು ಬಂದಿರುವೆ
 ನಗರವನ್ನು ನಾನು ಬಂದಿರುವೆ
 ಪುಸ್ತಕವನ್ನು ನಾನು ಬಂದಿರುವೆ
 ಸಂಸ್ಕೃತಿಯನ್ನು ನಾನು ಬಂದಿರುವೆ
 ವಿಶೇಷತೆಯನ್ನು ನಾನು ಬಂದಿರುವೆ
 ಸಂಸ್ಥೆಯನ್ನು ನಾನು ಬಂದಿರುವೆ

16) QUOTE POEM

LEARNING OUTCOMES:

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

- Understand how we build our learning from people and things around us
- Speak in front of a group and share their creation

Focus Areas: Creativity, Self Expression, Role Models, Following and Leading, Creative Risk, Public Speaking.

Materials:

- Pens and paper.
- A sheet of inspiring quotes for the youth to choose from - At least one for each person.

Schedule:

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

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PRE SESSION (15-30 Minutes)

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

WARM UP (35 Minutes)

Individual Check: Tell us about one time you laughed since the last time we met, and one time you were angry, frustrated or sad.

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

Dream Warm Up: Yes, Let's

Instructions:

1. Someone will suggest an action, anything at all, and we will all shout together "Yes, Let's!" and then silently act out/copy that action, till someone else suggests another action.
2. Then we will shout again, "Yes, Let's!" and continue.
3. When it's time to stop, I will call out "last one!"

Encourage the group to let someone who hasn't suggested an action take the last chance.

QUOTE POEM (45 Minutes)

Today we will be writing a form of poetry called Glossa. A Glossa is a 14th century style from Spain. Because of how a quote/sentence from another author is used into a poem, a glossa gives the effect of an interesting conversation or relationship between two writers who have never met.

1. Choose a quote. It can be one of these, or one that you know.
2. Divide it into four sections. Write these in the center of your page.
3. Around each one draw six small circles, one for each of the five senses, and one for memories.
4. Around it, write all the words you can think of that go with that topic that are connected with that sense.
5. Looking at those words, see if you can think of phrases or word groups that go with that topic, and write those around the outside of these circles
6. The words and phrases don't have to make sense to anyone else.
7. On a separate sheet of paper, write the Quote, leaving a few spaces from top. This is called the Texte.
8. Your Poem will have four parts. Each one will end with a 1/4th part of the quote.
9. Your sections can be between four and ten lines long. They can rhyme or not, and the lines can be as long as you like.

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)

- What was it like to write with a quote?
- Was it harder or easier than writing the poem entirely on your own? Why or why not?
- Which glossa's that were produced today did you like most? Why?
- What emotions came up for you while you were listening? Would you try this form again? Why or why not?
- When is life like a glossa?
- When do we use each other's knowing, writing, stories to build our own understandings?
- Based on our so-what discussion, what might we try in our communities?

CLOSING (20 Minutes)

Sensitivity Line:

Use the sensitivity line for people to share their pieces. They will not interrupt each other, just stand together in groups of four as they share, with the presenter facing the front and the others facing back.

Check Out:

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

POST SESSION (15-30 Minutes)

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

17) AIRPORT EXERCISE

LEARNING OUTCOMES:

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

- Have a vision for their future and what they would like to achieve.
- Learn to creatively question each other using their imagination.
- Explore the idea of communication through creative writing.

Focus Areas: Visioning, Interviewing, Improvising, Creative Writing, Active Listening.

Materials:

- Pens
- paper
- small pieces of paper,
- sketch pens

Schedule:

- Pre Session (15-30 minutes)
- Warm up (35 minutes)
- Main Activity (45 minutes)
- Reflection (20 minutes)
- Closing (25 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: When was the last time you surprised yourself by doing something you thought you couldn't do or were afraid to try?

Or,

What is one thing you are interested in but are afraid to try?

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

Dream Warm Up: Poet Translator

A simple translation game. The setup is a foreign language poet, who performs some of his work in Gibberish. The translator translates. Nice is number of lines, metrum, and rhymes are kept.

AIRPORT EXERCISE (45 Minutes)

1. Ask participants to think of something they want to achieve in the future. It could be at the end of the school year, in five years, or even in twenty years!
2. It should be something they will do themselves and work towards on their own, not something that luck or other people will make happen.

Do an example with one volunteer in front of the group before they get into partners to do this.

1. Each person will write their dream on a little slip of paper and hand it to their partner.
2. Now, step away from each other a little and act like you have just met at a busy train station or airport just after the dream was achieved/completed.
3. Greet each other happily! Partner A is the one who's dream the pair is discussing. Partner B is asking them questions after having read in a newspaper or heard from a friend that the dream was achieved.
4. These are questions like: Wow! You did it! And you did such an amazing job! (it's really important to stress that the dream was very very successful)
 - Tell me, what was the first thing you did to make that happen?
 - Then what did you do? What next?
 - Who helped you?
 - What kinds of challenges did you encounter?
 - How did you solve those?
 - Encourage Partner A to be creative, and imagine that it worked out in the best possible way.
5. If they don't know what to say, just make it up! After five or six minutes of the interview Partner B will help Partner A to list their answers. Change partners.

REFLECTION CIRCLE (20 Minutes)

Instead of a reflection circle have a sharing of the letters. Even if they aren't done, people can share what they have. After they've shared, ask what the activity was like, and how it was to imagine themselves in the future. Ask if they'll try this again, or if they'll do it with someone else in their lives.

CLOSING (25 Minutes)

With your list from your partner, and a new sheet of paper, take some space of your own.

1. Think again of the time of completing your dream in the future.
2. Think of someone in your life who is very supportive and wants you to succeed.
3. Write a letter to that person telling them how you achieved your dream. What happened, what it feels like to achieve your dream, what steps you took to get there, and what you want to do next. Just let your mind go and write a letter full of good news!

Check Out:

Three Claps and a Slap

All together, clap three times and slap your legs.

POST SESSION (15-30 Minutes)

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

18) BLIND TAPS

LEARNING OUTCOMES:

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

- Learn how to take initiative in a team/group situation.
- Empathize with team members and develop a better understanding of their situation
- Reflect on one's own self and behaviour when in a powerful position.

Focus Areas: Working Together, Solidarity, Empathy, Self-Reflection.

Schedule:

- Pre Session (15-30 minutes)
- Warm up (35 minutes)
- Main Activity (45 minutes)
- Reflection (20 minutes)
- Closing (25 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: Who is someone who has stood up for you/supported you when you needed them, or who you have supported?

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: Where Am I?

- One person start doing an activity that somehow defines or describes a location/place. E.g. when someone starts typing she might be in a (home) office. The other players then become the other things in the environment.
- The first player can start using the objects/ideas built by other players in the environment (if you recognize them).

- Go for objects which you recognize immediately: in just about any room you could be a plant, a door or a table, after all.
- When done, ask the first player to name all `objects` built in the environment.

BLIND TAPS (45 Minutes)

This activity gives people a chance to see the way that groups work when someone has a lot of power. It is important that you give the instructions exactly as you see them below:

Instructions:

1. This game is played in silence.
2. Find your own place in the room and close your eyes
3. I will go around the room. If you feel one touch, you can open your eyes. If you feel a touch two times, you can walk around the room and do whatever you want.
4. The facilitator now taps/touches people. Don't tap them all at once. Tap them slowly and let them open their eyes or walk around. Let the dynamics play out, and don't say anything.

What will often happen is that people will enjoy the fact that they are free, and either tease others, or start doing something entirely different. People who never get tapped or who get tapped late will often feel resentful or oppressed. Rarely does anyone realize that once they are free they can set everyone else free.

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)

- What happened in this game? Hear from as many people as you can.
- Listen for emotional responses, and keep asking, that person and the group in order to really process all the dynamics that happened in this game.

Pick up on some insight that comes out of the group.

- How does such a situation occur in your life?

This reflection circle can be very rich, you may want to go back to other insights and bring those to the SO WHAT section as well.

- What might you try in your own communities that will help us test this new understanding?

CLOSING (20 Minutes)

Step into the Circle:

This exercise allows the group to connect at a very deep level of togetherness. Its success depends on the respect and safe space that is being created, and that begins with the facilitator.

Instructions:

1. Everyone please get into a circle.
2. This activity is done in complete silence. Once it begins, there will be no clarifications or questions at all. If you don't understand or don't hear what is said, please either wait for the next round, or participate according to what you think you heard. You do not ever have to answer yes, even if the answer is true. You are in charge of how much you share at all times.
3. The facilitator will make a statement. If you want to indicate yes, step into the circle. You can take a half step if you don't agree completely. Keep your eyes down until the facilitator says, Look Up.
4. At that time, look around at who else has stepped in. When the facilitator says Step Back, everyone steps back to the circle.
5. These are some sample statements you can make. After you've done them, ask if there is anyone in the group who would like to offer a statement.
 - Step into the circle if you have ever taken care of a baby
 - Step into the circle if you have ever felt like you didn't belong here
 - Step into the circle if you have ever been really proud of something you did
 - Step into the circle if you or someone you know lives with an illness
 - Step into the circle if anyone close to you has ever passed away
 - Step into the circle if there is someone in your life that you totally trust
 - Step into the circle if you have a dream for your life
 - Step into the circle if you have ever felt forced to live up to someone else's dream
 - Step into the circle if you or someone you know has ever thought about suicide
 - Step into the circle if you've ever been in love
 - Step into the circle if you or any one you know suffers from substance abuse issues
 - Step into the circle if you have ever been teased or bullied
 - Step into the circle if you have ever teased or bullied someone else

Be sure that whatever statements you make have different emotional impact.

Check Out:

If two people in your life could exchange lives for a week, who would you choose and why?

POST SESSION (15-30 Minutes)

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

19) COMMUNITY RESOURCE MANDALA

LEARNING OUTCOMES:

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

- Set goals/targets for taking initiative and building their communities in the future.
- Explore and understand the availability of community resources

Focus Areas: Visioning, Team Building, Creative Expression, Community Awareness, Responsibility, Timing, Connection, Expressing Emotion, Body Language.

Materials:

- Brown paper roll,
- Tape,
- Scissors,
- Crayons or pastels
- Chart paper
- Markers

Schedule:

- Pre Session (15-30 minutes)
- Warm up (35 minutes)
- Main Activity (25 minutes)
- Reflection (20 minutes)
- Closing (25 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: Who is someone you trust in your community/ group 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: Sculpture Garden

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

1. Imitate me
 2. Ask: "Is it okay if I touch you" If yes, then gently move them.
 3. The magic string.
- Please to get into pairs, and choose partner A and partner B. Partner B will be the clay first.
 - Remember, clay cannot speak!
 - Partner A, you will shape your clay into being/looking Frightened or Scared
 - Give the potter a few minutes then ask them to leave their statues/shapes, and walk around the entire room. Ask them to try to see if they can see what some of these statues have in common.
 - Then return to the partners.
 - Remind partner B to shake off the last pose.
 - Now Partner B will be the potter. Ask them to shape Partner A into being Supported. Do the same as last time. Remember to see if they see similarities in the shapes/statues.
 - Do two more rounds, shaping Troubled and Trust.

Every time they change roles, remind the clay to shake off the last pose. The muscles can get sore, but more importantly; it's an opportunity for them to shake off the emotions that are in the body language they are holding.

COMMUNITY RESOURCE MANDALA (45 Minutes)

Discuss with the group what a community resource is.

These can be people, places, or organizations that help build a supportive community.

As they are talking, mind map/draw out their answers onto the flip chart paper. (Instructions on mind mapping in your manual)

Now, in a different colour, mind map on the same map what they think are the missing resources in the community. What people, programs, organizations, or associations do they think should be there?

Instructions for Mandala:

1. Draw a 6 foot circle on a piece of brown paper, with a 2 foot circle in the middle.
2. Divide the space between the circles into 6 parts.
3. Cut this out so you have the inner circle and 6 equal sized pieces
4. Each group take one piece and draw in bright bold colours that which shows what they hope the community would look like seven generations from today. They can include words, and the drawings can be literal or abstract.
5. Tape this together.
6. As a group decide on a title, and write it in the inner circle.

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)

- What was it like to think about the community resources?
- What was it like to think about it after seven generations?
- What was the difference?
- What feelings come up for you when you look at the mind map and the mandala?
- Why is it important to think about the future so much in advance?
- How can we begin to connect this vision of the future with the community as it is today?
- What is one small thing each person here is willing to try to take a step towards that vision in the next week?
- How can we support each other in doing these things?

CLOSING (25 Minutes)

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. Try to pass that clap all the way around the circle.
3. How can you get even more in tune or coordinated with each other. Encourage them to make eye contact with the person, take a breath together and then clap.
4. Pass around the circle one more time.
5. I will be adding more claps, and you need to clap at the same time not only as you partner but as the other claps in the circle as well, with the group.
6. What might help you do this? You can listen carefully, and use a rhythm in order to expect when the clap will happen.

Check Out:

Give one word for how you are feeling right now.

POST SESSION (15-30 Minutes)

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

20) STREET THEATRE

LEARNING OUTCOMES:

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

- Identify community issues which require solutions and awareness
- Work in a team to find solutions to certain community issues
- Plan together in a team and perform.

Focus Areas: Community Action, Self Confidence, Supporting group, Critical Thinking.

Materials:

- Flip Chart,
- Colourful Markers

Schedule:

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

Mind Map a brainstorm on issues in the community that the group wants to bring awareness to.

STREET THEATRE (45 Minutes)

1. Using the theatre tools that you've have learned so far (sensitivity line, tableau, sculpture, puppets, mirroring, flocking, one up one down, shape reshape) can you design a five minute presentation that your entire group is part of, that will be done on the street (or in a park or other public place)?
2. You will need to work together. Remember that working together requires everyone doing their best to say yes, and work with each other's ideas.
3. First, decide on the issue that you will work on. Don't worry about it being the MOST important idea to everyone, just one that everyone cares about.
4. Next, think of one simple phrase to describe the problem, and one to describe what you think is the solution.
5. Now, how can you make that into a performance?
6. You might think about using silent moving sculptures that tell a story, or making tableau that use repeating phrases like in One Up One Down.
7. Make sure that everyone has a role, and that your message is clear.
8. Think about costumes, signs, how to use the whole space, and how to really inspire people to think about your issue.
9. Choose a day together that you will do this. If you can, do it more than once (maybe on different days) so you have a chance to perfect your performance.

REFLECTION CIRCLE (20 Minutes)

- What was it like to plan this together?
- When was it easy and hard?
- How are you feeling about the performance?
- Why is it important to do things like this? Both the planning together and the public performance.
- How are you going to prepare yourself in the next few days?

CLOSING (25 Minutes)

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 (B) turns 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.
3. How can you get even more in sync with each other? Encourage them to make eye contact with the person, take a breath together and then clap.

4. Pass around the circle one more time.
5. Now, 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 circle as well.
6. What might help you do this? They can listen carefully, and use a rhythm in order to anticipate when the clap will happen.

Check Out:

What is one way you will prepare yourself for the show?

POST SESSION (15-30 Minutes)

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

21) REVIEW

LEARNING OUTCOMES:

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

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

PRE SESSION (15-30 Minutes)

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

CHECK IN (30 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)

1. 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.

2. 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.

3. 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?

Dreamwork

Tell a friend or family member how important Dream Programs is to you.

Tell them about some of the changes you have made since you joined Dream Programs.

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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