

LIFE SKILLS FACILITATION - 4



TEACHER DEVELOPMENT PROGRAMME

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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.

Currently, we work with 10,000 young people a year through our two innovation labs – After School Life Skills Programme and Career Connect Programme, have trained over 7,700 teachers/educators from 206 partners impacting over 1,92,500 children and have impacted over 1 million children through strategic partnerships with state governments in Delhi and Jharkhand. We work on a strong collaborative approach with local charities, corporates, volunteers, governments, expert consultants and a host of national and international strategic partners.



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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2-DAY LIFE SKILLS FACILITATION AGENDA

Day 1	Room Preparation	45 minutes
	Name Tags	20 minutes
	Workshop Opening approx	90 minutes
	Group Rhythm	5 minutes
	Welcome and Introductions	15 minutes
	Facilitator Introduction	15 minutes
	Name Games	20 minutes
	Goals and Agreements	25 minutes
	BREAK	
	Role of a Facilitator / Teacher	75 minutes
	LUNCH	
	Alien Conference	75 minutes
	BREAK	
Teaching Stories – Part 1 (Identifying)	75 minutes	
CLOSING	90 minutes	

Day 2

Check In, Warm Up

Revisiting Goals and Agreements

40 minutes

BREAK

Teachbacks (Practice and Feedback)

120 minutes

LUNCH

Teachbacks (Practice and Feedback)

75 minutes

BREAK

Mind Map

90 minutes

Next Steps, Evaluations and Closing

30 minutes

ROOM PREPARATION

1. Check out the room ahead of time if possible.
2. Review the participant list to learn their names and the organizations they come from. This will help you memorize names and get acquainted with people quickly on-site.
3. Prepare the following flip charts using colourful markers. Decorate them if you have time. (This sets a tone for the training)
 - a) Welcome to Life Skills Facilitation 4
 - b) Goals
 - c) Community Agreements

Set the room up with a circle of chairs, flip chart and name tag tables. In preparation, clean up the room and clear out any extra furniture to make a large open space. Draw colourful welcome signs and decorate the hall. Give yourself more time than you think you need, so you are ready and relaxed when participants first arrive. Take the time to welcome each person individually.

DAY 1

POWERFUL BEGINNINGS (Start with a Bang!)

In all three workshops, we have gone through starting the workshop on a high. By the fourth workshop, the hope is that the group has moved from where it is and since the workshop will be all about celebration and putting together the learnings, it would be important to challenge the group at every step be it creating nametags to how we set the community agreements.

Nametags

One suggestion for nametags could be creating I AM Posters with their own caricature and their journey over the last three workshops using art supplies that can be then pasted or hung on the walls. The spirit of celebration is a focus of this workshop and it would be great to start the final workshop with this spirit.

Welcome and Rhythm

Ask the participants to do a rhythm. Alternatively you could teach a song with movement that aligns itself with the theme of this workshop

Goals

"The journey is the treasure" – Lloyd Alexander

"Being a part of the Teacher Development Programme is a journey that we have embarked on, to become facilitators of learning who can empower ourselves and people around us with life skills. Life Skills Facilitation #4 is the last workshop but the journey of learning does not end here. It will continue in our lives, in the work we do and the young people that we impact."

- **To celebrate our journey**

In this workshop, we look at working together to acknowledge and celebrate each other as we move towards the last part of the program. We celebrate our learning and all that we have built on in the workshops. We celebrate being together and taking that forward through practicing the skills that we have learnt.

- **To practice the life skills we have developed**

This workshop provides us with an opportunity to consolidate all the learnings from the previous workshops through practicing the different skills we have learnt. In the previous workshops through practicing the different skills we have learnt. In the previous workshops we have learnt about ourselves, our creative sides, how to share our stories, to listen effectively, to speak authentically and to really understand ourselves in relation to the young people we work with. I am sure you have been thinking through a lot of the things we have and may have also applied this in your lives. This is another great chance to practice these skills within this learning community and understand better about what we are doing well and to continue to take this toward outside of these workshops.

- **To build a supportive community**

In the journey of our engagement and partnership, this is our fourth workshop together. As we have mentioned, since we are all learning together, it is essential for all of us to support each other in this journey and share our experiences as well. Last time we had started our work on building this community here today. Over the next two days we are going to take to the next level. We would also like to invite you to look at what aspects of the supportive community experience you are willing to take into your lives.

- **To have fun**

Learning through fun is the foundation of all our work and we believe this mode of learning has long lasting impact. However, we would like to redefine the meaning of fun and take it beyond songs, laughter and energy. Together we will try and explore the fun in new experiences, in learning and self – discovery.

Community Agreements

We've experienced and practiced community agreements in the past 3 workshops. Community agreements as you all know by now, are the containers which hold the entire session together and help us in moving more successfully towards the goals that we established. What is it that is important for us to have in this workshop that will help us in moving towards the goals and enrich our journey even after the workshop?

Group Quilt

The journey of the last three workshops have helped the participants shift their perspectives and understand who they are, what is their relationship to the child/young person and what is their role as a teacher or facilitator. They have hopefully by now understood the 'what' of things and the last workshop is then aimed at helping them now realize how will be able to work and translate their vision to the classrooms/sessions.

Purpose:

- To develop their vision of the classroom/session
- To be able to identify some ways of how this vision can be achieved in the larger vision of the organization.

Time: 90 minutes

Materials: A3 size coloured paper for each participant, colors, and sketch pens

Instructions:

1. Ask each participant to think of the vision of their classroom/session and how they would like it to be. What are some of the qualities that they would see in their ideal classroom or session?
2. Allow the participants enough time to visualize their classroom/sessions.

3. Give each participant a sheet of paper and ask them to keep it horizontally. Once they have done thinking of their vision, ask them to keep it horizontally. Once they have done thinking of their vision, ask them to translate that on the paper using images.
4. Provide enough time for the participants to think and draw.
5. Count the number of participants. If you have 30 participants, divide them into 6 groups of 5 each, where they get to share their vision of classroom.
6. Give each group tape and tell them to stick their pictures together, keeping the tape on the back only.
7. Finally, get the whole group together and tape all the pictures to have a quilt.
8. Display the quilt where everyone can see it! You can ask the group to take it back and put it up in their schools, office etc.

Powerful Beginnings

It is very important and critical that young people feel comfortable in the sessions and feel a sense of safety. This can largely be attributed to how much attention we pay to the beginning, this could be the beginning of the programme, the school year and/or each session that you do. We need to intentionally build a safe and supportive community which helps in creating a safe learning environment and connection right at the start.

Purpose: To gain knowledge and understanding of the important elements that help in creating a powerful beginning

Time: 30 minutes

Instructions:

1. Ask each participant to go back to all the four workshops and remember how we started each of the workshop.
2. What was the first thing we did? As you list down the elements, ask the participants what impact it had on them and what did facilitator did?
3. Draw a table on a chart and chalk down all the elements that create a powerful opening. At the end, it would look something like the table below:

ACTIVITY NAME	IMPACT ON PARTICIPANTS	WHAT ARE SOME OF THE THINGS THAT THE FACILITATOR DID?
WELCOME AND NAMETAGS	<ul style="list-style-type: none"> - Creativity - Familiarity with each other - Unique and different way of knowing others - Feeling of recognition 	<ul style="list-style-type: none"> - Welcoming Smile - Preparation with the materials - Created their own nametag - Created excitement through their voice and body - Did not put pressure on the participants
RHYTHM	<ul style="list-style-type: none"> - Helps in getting in sync with the group - Become physically involved - Creates focus - Becoming more comfortable with the group - Take creative risks - Builds tempo and momentum - First opportunity of group success - Creates a safe environment 	<ul style="list-style-type: none"> - Made eye contact with everyone - Did not set a goal of perfection - let us try - Encouraged the group as they went on - Went with the flow - Gave clear instructions
CHECK-IN	<ul style="list-style-type: none"> - Make people aware of everyone in the room - Each participant's voice is heard - Helps in understanding the feeling of the group and where the group is at - The group feels seen and heard - The second level of creative risks - Brings sharing into the group 	<ul style="list-style-type: none"> - Made a note of each participant - Provided a sense of group feeling - Pitched the right question - Also mentioned their own feelings - answered the check-in - Acknowledged the participants
FACILITATOR INTRODUCTION	<ul style="list-style-type: none"> - Establishes the credibility with the group - Builds trust within the group - It creates honesty for others to be able to open up - Builds personal connect with the facilitator - Also builds a sense of curiosity for the group 	<ul style="list-style-type: none"> - Told their stories honestly - Their body posture was forward - Eye contact with everyone - Pleasant expression on their face

<p>WARM UP</p>	<ul style="list-style-type: none"> - Brings familiarity - Helps each person to show themselves to the group - Brings in creativity - Brings fun - Makes participants comfortable 	<ul style="list-style-type: none"> - Demonstrated fun - Showed a lot of excitement - Took creative risks - Were energetic
<p>GOALS AND AGREE-MENTS</p>	<ul style="list-style-type: none"> - Builds commitment - Creates a sense of purpose - what are we setting out to achieve - Gives direction - why are we here? - Pushes the group to think outside their comfort zone - Builds a sense of community - Informs the participants that their effort is serious 	<ul style="list-style-type: none"> - Were open - Used 'we' instead of 'you' - They are not rules - Said that we will work towards them - Built a connect - Confidently presented

Teachbacks

Setting Context:

The Teach backs provide the participants with a chance to actually practice the skills they have picked up over the course of the workshop. This also is the how part of the new vision of their classroom, as they set out to BE the person who creates the change. The context setting will happen at the end of Day 1 for the teach backs, giving the teachers enough time to plan and prepare for Day 2.

“Tomorrow is the day when we will practice all the things we have learnt over the last few workshops. That is also one of our goals. Each of you will be doing a teach back, which means conducting a 40 minute session where all of us will be the participants. This session could be something that you have learnt over these workshops, it could even be the subject you teach at your school or something new that you would like to do. The important thing to remember here is that the participants will be us, adults and the session will be catering to us and not children. Keep in mind, the piece of powerful beginnings we spoke about. The session will have three major components 1) The head (which is check-in/warm up), 2) the body (the main part/activity) and 3) The tail (closing of session). What each of these pieces will contain is up to you. Do keep in mind the discussion on powerful beginnings we had today as you plan your teach back.”

Faciliator Notes:

As the facilitator, plan the time for the teach back and the number of teach backs depending on the number of participants. Provide at least 30-40 minutes for a teach back and 7-10 minutes for the feedback that you and the participants will be giving to the facilitator of the teach back. Ensure that you let the participants know of the time so that they can plan accordingly.

At the end of Day 1, give some time to the participants to plan their teach backs. Be around to any questions they may have.

Closure

One good closing at the end of Day 1, is doing a gratitude circel, where each participant speaks of the one thing (could be a person/place/object/feeling) here that they are grateful for..

DAY 2

Stillness and Speed

This activity from Ruth Zaporah's Action Theatre is a good warm up to build a sense group cohesion and connection.

Purpose:

- Increase group awareness
- Increase ability to read body language
- Increase focus

Instructions: Here are notes on this activity from Ruth Zaporah's book Action Theatre. You can do any version of asking people to walk, freeze and run as they choose or a whole group.

"Everybody, walk. A bit faster, accelerate a bit more. Long strides. Breathe. Sometimes follow somebody. Go where they're going, walk as they walk. Frequently change directions. Avoid walking in a circle. Keep the pace up. Long strides. Stay focused in your breathing. Continue to watch your breath. Notice where everybody is and where everybody is walking. See yourself in the context of everyone in the room. Keep the pace up. From time to time, run. Run fast. You're either walking fast, or you're running fast. Sometimes follow somebody."

"And now, from time to time, freeze, stopping all movement at once. Your whole body – your hands, your face, even your eyes – still. Hold your energy in that stillness. From time to time follow somebody. Freeze as they freeze. Eliminate the walking, so you're either running fast or you're still, absolutely still. The next time you freeze, freeze in a very dramatic, even melodramatic, posture and expression. Don't plan it. Impulsively leap into unknown territory. Pretend you're passionate, mad, emotionally haphazard. Be a demon. Sometimes follow somebody. Freeze as they freeze. Run as they run. Sometimes freeze in reaction to someone else's freeze, their shape, their condition. Move into their scene."

"Everybody run at the same time. Freeze at the same time, and be in the same scene. Again be in the same scene. Be sure to play different roles. Again. Another scene. Darker, be wild."

Debrief Points:

- When you were following someone else or noticed you were being followed, did any feelings come up?
- What was it like to be really silly in the group?
- Was there any time when you felt yourself losing or gaining control of your actions? How did you give yourself permission?
- What was it like when the group stopped and started together?
- The main debrief point is about group mind, and proprioception

Teach-backs – Practicing and Feedback

Set context for feedback.

“Today is your day where you have an opportunity to do your teach back. Once the teach-back is over, all of us who want to give feedback will raise their hands. This also an equally great opportunity for you to practice giving and receiving feedback from each other. Feedback is a gift and you can choose to take as much or as little of it as you want. The facilitator will choose two people from whom the feedback will be taken. This is only in the interest of time. The facilitator can take feedback from the others during break time or later. Once two people have given their feedback, one of us (leads) will also give a more detailed feedback to the facilitator. The feedback will be given in the format of Connect-Disconnect-Connect, which most of you would be familiar with. Connect means anything that you really liked or that worked for you and disconnect is something that can be done better. We will also practice giving specific feedback to each other which is crisp and said in one-two sentences. Any questions?”

Facilitator Notes:

During the feedback process, it would be great to encourage more and more participants to give feedback. Even as the feedback process is happening, encourage them to look for different connects and disconnects. It is also great if the focus of the feedback is more than the facilitation rather than the activity. Ensure feedback is kept short and crisp.

Why Feedback? Johari Window

<p>PUBLIC INFO (What I know about me and you know about me, too)</p>	<p>SECRETS (What I know about me, but you don't know)</p>
<p>BLIND SPOT (What you know about me, but I don't know about me.)</p>	<p>THE UNKNOWN (What neither you nor I know about me)</p>

Tips for Giving and Receiving Feedback

Inviting and receiving feedback in this training and in your work life is one of the best ways to gain insight into our blind spots and learn to hone your skills.

Giving Feedback

- Ask permission
- Be caring and compassionate
- Be clear about your intention: are you trying to assist the other person or are you coming from a place of irritation?
- Be specific
- Share your own thoughts and speak for yourself (avoid global statements like “Everyone thinks this about you.”)
- Affirm the person

Receiving Feedback

- Relax
- Take a deep breath
- Try to see the feedback as a gift!
- See feedback as information gathering.
- Listen well and ask for clarification if needed.
- Allow the feedback to come from the other’s higher self to your higher self
- Be in learning mode rather than defensive mode
- If the feedback doesn’t come in an NVC way, try to hear it anyway.
- Evaluate the feedback – you don’t have to accept the person’s feedback in its entirety. See what fits.
- Thank the person who gave you feedback. It takes courage to do so.

Mind Map

This session is placed toward the end of day 2 and the intention is to draw the responses from the participants, based on the experience they have had in the workshops. This is again, an interactive session, and not lecture driven.

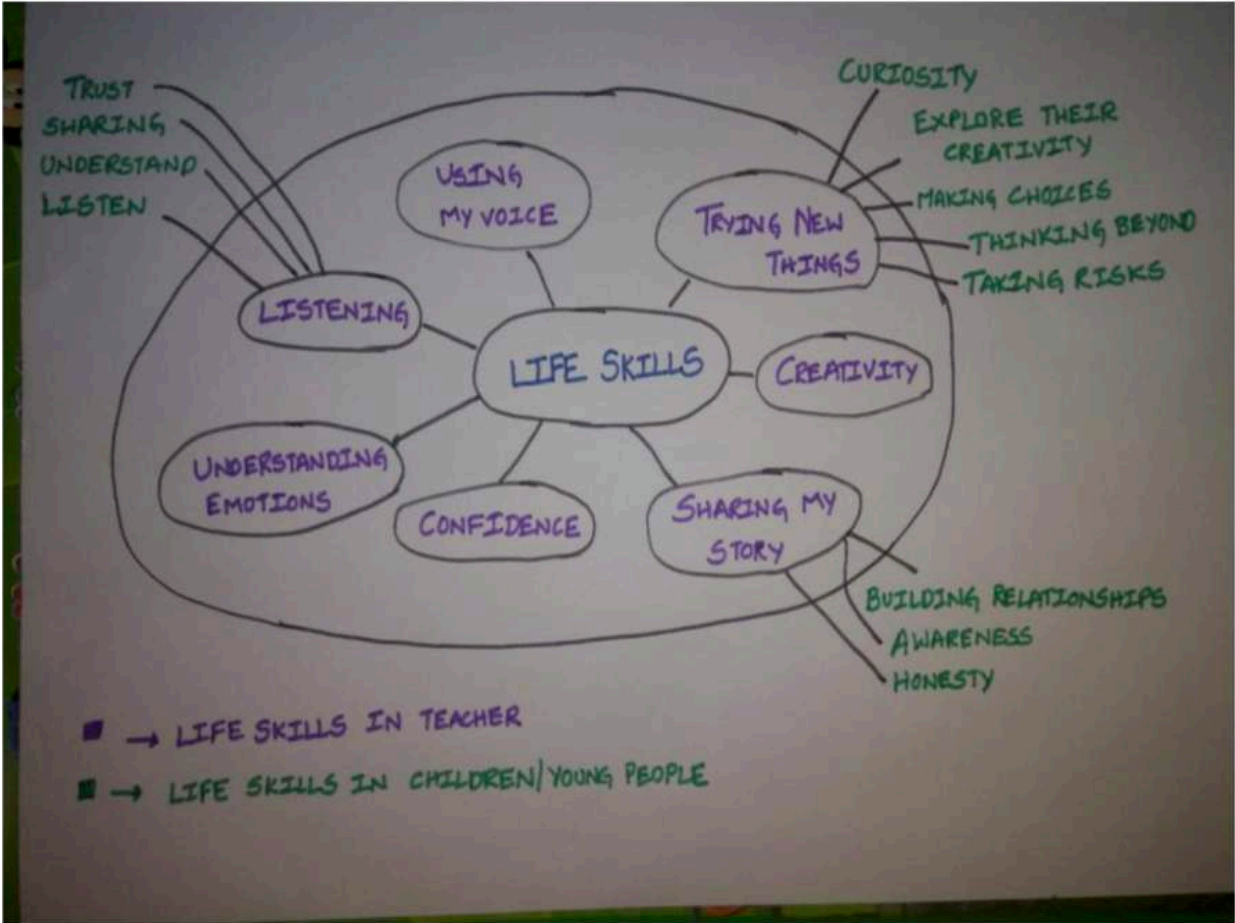
Purpose: To bring together the life skills that they have learnt and how it help in developing life skills in the children/young people they work with.

Instructions: 15 minutes

Debrief Points:

1. Ask the participants to think of the experience they have had over LSF 1 to LSF 3.
2. For the first level of mind map; with life skills in the centre of the chart. Ask them to share all the life skills they have developed over the 3 workshops. They might spell out skills like (confidence, listening, trying new things, etc.)

3. Then around that mind map, make a second level of mind map, asking them to think about what life skills will be developed in children as a result of teachers developing those life skills. Then list it around those life skills.



In the above picture, first level of mind map (inside the circle) shows the life skills the teacher has developed and the second level (outside the circle) shows the life skills the children/young people will develop as a result of seeing each of their teacher using that particular life skill.

LIFE SKILLS FACILITATION #4	
Goals	To celebrate our journey
	To practice the life skills we have developed
	To strengthen the supportive community
	To have fun.

SESSION 1					
DAY 1 10 AM - 1 PM	DAY 1 10 AM - 1.30 PM				
S.No	Workshop	Workshop Goals	Description	For Facilitator	Duration
1	Opening	Powerful Beginning by engaging the imagination and making the space inviting	Creative name tags to be done before the workshop actually begins		Half an hour before actual time of the workshop
2	Welcome and Rhythm	Bring people into the game quickly, balance the energy, and engage the body from the start.	A warm welcome to the two days and the journey. Starting the rhythm without much talking	Participants lead the rhythm. You do the welcome and set the space.	10.00 am - 10.15 am
3	Check in (+Name)	Be seen and heard, understand participants' needs, acknowledge each person	Sculpture of Gift you are bringing to the group		10.15 - 10.35 am

4	Lead Introductions	Establish personal credibility, share your story, set the tone.	3 mins per story	Pick a story relevant to theme of LSF#4	10.35 am-10.45 am
5	Warm up	As we walk to the left			10.45 am-11.00 am
6	Goals	Set foundation for a strong program by getting everyone on the same page. Create ownership and understanding of the workshop.	Share goals and thereby the intent and methodology.	This is the 'What' part of the workshop. Deliver in such a way that the 'Why' isn't covered. Tell them about the journey of the 4 workshops and progression.	11.00 - 11.15 am
7	Community Agreements	Get participants to buy-in by creating safe space, start building community	Set the tone & boundaries, create a safe space, seal the deal	Have your list but don't present. Let the group come up with their agreements. Add if need be. Remember that agreements are again a process and the group needs to work towards it. So invite them.	11.15 am - 11.35 am
TEA-BREAK					11.35 am - 11.50 am

SESSION 1					
DAY 1 10.0 AM - 1.30 PM	DAY 1 10 AM - 1.30 PM				
S.No	Workshop	Workshop Goals	Description	For Facilitator	Duration
8	Group Quilt	To build a vision for the new learning space they commit to create, as a result of this learning journey with Dream a Dream.		Theme - The learning space I want to create in my classrooms/ sessions. Put action - how will you do it? How will this vision turn into reality (the HOW). Also the quilt provides my vision within the space of the organization vision.	11.50 am - 1.30 pm
LUNCH					1.30 pm -2.30 pm

SESSION 2					
DAY 1 2.30 PM – 5.30 PM					
S.No	Workshop	Workshop Goals	Description	For Facilitator	Duration
1	Energizer				2.30 pm – 2.45 pm
2	Powerful Beginnings	Understand the impact of openings. Understand the scientific reasoning behind everything that teachers can do to create an engaging classroom.		Session not to exceed 30 minutes.	2.45 pm – 3.30 pm
TEA-BREAK					3.30 pm – 3.45 pm
3	Prep for Teach backs	Assign teach backs and timings. Share framework for which feedback would be given. Give a demo and help them prepare if necessary.		This piece on teach back and practice is purely around celebration for the transformation of the being.	3.45 pm – 5.00 pm
4	Closure	Gratitude circle	What are you grateful for today?		5.00 pm – 5.15 pm

SESSION 3					
DAY 1 10.00 AM – 1.00 PM					
S.No	Workshop	Workshop Goals	Description	For Facilitator	Duration
1	Welcome	Warm and quick welcome to invite them into the journey of the day		Acknowledge their participation	10.00 am- 10.05 am
2	Check In	To take creative risk, recognize moods	Something that either involves a mime, or to use their voice, their body. Invite imagination.	Gauge where participants are after one day of training. Following reflections can centre around that.	10.05 am – 10.20 am
3	Revisit Goals / Agreements	Check extent to which goals are reached and ensure that safe learning environment is being maintained.	Quick run through.	Focus on agreements because of the teach backs.	10.20 am – 10.35 am
4	Warm up – Stillness and Speed	To get in sync with each other for the day ahead			10.35 am – 10.55 am
TEA-BREAK					10.55 am – 11.10 am

5	Teach backs	Teach from your syllabus / programme. Individually receive feedback. Celebrate the journey with your community.		Have sessions in parallel. 40 mins + 7 - 10 mins feedback.	11.10 am – 12.10 pm
6	Teach backs	Teach from your syllabus / programme. Individually receive feedback. Celebrate the journey with your community		Have sessions in parallel. 40 mins + 7 - 10 mins feedback.	12.10 pm – 1.10 pm
LUNCH					1.10 pm – 2.00 pm
SESSION 4					
DAY 2 2.00 PM – 5.00 PM					
S.No	Workshop	Workshop Goals	Description	For Facilitator	Duration
1	Energizer			Do a theatre improvisation to invite imagination	2.00 pm – 2.15 pm
2	Teach backs	Teach from your syllabus / programme. Individually receive feedback. Celebrate the journey with your community.		Have sessions in parallel. 40 mins + 7 - 10 mins feedback.	2.15 pm – 3.15 pm

3	Mind Map of Life Skills	Set it up through a recap of LSF 1 – 3, and then do a mind map of what life skills they learnt in 3 workshops. Second level around the mind map should be around what life skills young people develop as a result of teachers developing life skills.		Q1. What skills did you develop in 3 workshops? Q2. What life skills will young people develop as a result of you developing these life skills?	3.15 pm – 3.45 pm
TEA-BREAK					1.10 pm – 2.00 pm
DAY 2 3.45 PM – 4.00 PM					
S.No	Workshop	Workshop Goals	Description	For Facilitator	Duration
4	Evaluations				4.00 pm – 4.30 pm
5	Dance Circle / Song				4.30 pm – 4.45 pm



HOW DO I BECOME A PARTNER?

If you are from any of the following:

Low-cost private schools
Govt Schools
B.Ed Institutions
NGO Partners

Interested in exploring the Teacher Development Programme?

Please contact: **Bhavani, Associate Director, Teacher Development Programme - +91 96322 43367**



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